**A REPORT ON END OF TERM**

**PROJECT EVALUATION**

**OF**

**PLAN MALAWI - LEARN WITHOUT FEAR PROJECT**

**Submitted to**

**Plan - Malawi**

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**Executive Summary**

The evaluation of Plan Malawi supported Learn Without Fear (LWF) project was commissioned to assess the impact the project has made in creating a conducive environment for learning as well as identify interventions that would be appropriate if the project is extended. It is a three year project (2008 – 2010) aimed at enhancing the capacity of communities in Plan assisted areas to facilitate the realization of children’s rights by creating a protective environment within schools and surrounding communities for the achievement of positive education outcomes for both boys and girls. The project is being implemented in four districts of Kasungu, Lilongwe, Mulanje and Mzuzu (Mzimba). The project was conceived against the background of violence against children that contribute to low education outcomes by learners in schools. Some studies done in Malawi on violence against children in schools have confirmed that violence in schools is indeed a problem.

The evaluation was conducted by four independent consultants from ALINANE Consulting Firm during the month of November 2010. Terms of reference to guide the process were established by Plan Malawi and discussed with consultants prior to commencement of the assignment.

The evaluation study process involved soliciting stakeholders’ and communities’ perceptions regarding the major results or changes that have emanated from the project as well as challenges in implementing the same. In this regard, several interviews were conducted with different respondents who included: PLAN Malawi staff, head teachers, teachers, learners, SMC, PTA, relevant government departments as well as the police and PLAN Malawi’s implementing partners.

Key findings revealed that the concept of Learn Without Fear has been of high relevance. Some of the key findings from the study include the following:

* **Creation of a better learning environment.** It was clear from the study that learners and other stakeholders generally felt that the project has assisted in creating a better learning environment for children. Learners are able to express their views on various issues of concern and are also able to approach their teachers without fear**.** Thus the project is creating a healthy relationship between teachers and learners as the latter regard teachers as their parents as opposed to the past scenario where teachers were untouchable and unapproachable.
* **Increased awareness on Child rights**-It was noted that the project has assisted in raising awareness among learners, teachers and community members on child rights and responsibilities and has also empowered learners to challenge child rights violations within their schools and at home.
* **Reduction of violence in schools**- In some schools, corporal punishment has drastically reduced or eliminated. In addition, sexual abuse of school girls especially by male teachers has also reduced.

The study findings also pointed out some notable critical areas which Plan Malawi and partners need to work on to achieve greater and lasting impact in its work and these include:

* **Concept of Learn Without Fear (including the local language translation)-** There seems to be misunderstandings with regard to the concept when using local languages. While it is clear thatit basically means addressing the elements within the schools that make children afraid to participate in learning, some teachers felt that basically what it means is that they are not supposed in any way to punish children that are unruly. This observation was made in 6 out of the 8 schools that the evaluation team visited.
* **Standardization of messages**- The evaluation showed that teachers and learners attended trainings that were facilitated either by PLAN’s implementing partners or government staff. The trainings were ideally supposed to cover topics around Child rights, the concept of Learn without Fear, positive discipline, child rights among other issues. However, there was no standardized manual that was being used in all the 4PUs. It is important that PLAN comes up with a standardized manual which contains all topics that are relevant to the concept. Of importance as well is to include positive discipline which would provide teachers with alternatives for corporal punishment.
* **Partnerships and Linkages**- while as implementing partners appreciated the role that PLAN is undertaking in providing financial resources for implementation of the project, the general concern was on late disbursements of the same which in turn led to delays in implementing some of the project activities. In addition, some partners for example World Fit for Children in Mzuzu, felt that the financial resources they are given are not enough to meet the demands of the project. The evaluation also found that PLAN has been working with government institutions by contracting them to conduct trainings. However, it was clear from the government respondents that there seem to be lack of mutual understanding on their levels of engagement. Some expected that PLAN would also provide resources in form of fuel to enable them conduct follow-up visits to the trained beneficiaries. Upon triangulation with PLAN staff it was however established that each LWF project implementing partner signed a memorandum of understanding (MoU) that clearly spells out what is expected of either party during the project implementation process.

**Evaluation study limitations:**

The following are among the challenges that in a way affected the evaluation process:

* In some cases, regardless of PLAN making prior arrangements for interviews, the respondents did not avail themselves as such the evaluation was at times forced to work for those that were available during the time of our visit.
* Being a rainy season, some parents and community leaders gave their apologies that they were out to work in their gardens.
* Some teachers were not comfortable to fully discuss issues of sexual abuses and they even felt the study was done to witch hunt them.
* Lack of statistics regarding trends on a number of project variables i.e. increasing or decreasing cases of various forms of abuse in schools, critical for project interventions impact assessment

**Recommendations:**

The following recommendations are based on the key evaluation findings and are to guide the direction of the implementation of Learn Without Fear project:-

* **Coverage of the project**- There is need for the project to be extended to cover a larger geographical area as it was clear from respondents that the project has had positive results as such this has to be replicated in other schools.
* **Advocacy at national level**- There is need for PLAN to engage Ministry of Education at all levels in order to iron out differences that arose in the project. For example in Kasungu where the DEM’s office seems not to be supportive, there is need for PLAN to engage officials at national level. For example it was noted (and confirmed by PLAN staff) that Kasungu DEM’s office had restricted PLAN that they should not reach out to certain schools even though issues of abuse were high, basically because, PLAN had at one time revealed through the media the prevalent sexual abuses that were taking place in the area.
* **Capacity Building and Strengthening**- There is need to train more students and follow them up because the trained few were failing to trickle down information to fellow students. Most learners confessed that they lacked confidence to articulate certain project related issues compared to those who were trained by PLAN. There is need for training of more teachers in the concept of Learn Without Fear as well as child rights so that they can be on same page with learners since the latter has been receiving trainings. The design of the project was such that those teachers trained would trickle down the information to their fellows, this did not work out as teachers were resisting such orientation. The DEM’s office should be fully involved in the mobilization of cohorts of untrained teachers for orientations to minimize cases where teachers resist the same. The evaluation process established that the level of involvement of the DEM’s offices in project activities varied. For example in Mzuzu the DEM’s office was largely involved as trainer, while in Kasungu the working relationship had a number of challenges. It was in Mulanje PU where the DEM’s office was fully involved in most of the project activities.
* There is need for refresher courses for teachers and learners to remind them of the concept and their roles
* **Involvement of beneficiaries and Stakeholders in Project design**-There is need to involve most of the key interests groups in the design of the project so that they are able to appreciate the concept from the beginning. Some respondents complained on the lack of guidelines in implementing activities. For example a school in Mulanje, teachers complained about lack of transport for learners who had to walk a distance of over 10km to another school where sporting activities were taking place. The school administration should be fully involved in devising strategies that would ensure that activities under project do not discontinue after phase out of external support.
* **Data Management** There is need to ensure uniform reporting (through forms) for all the schools in terms of recording of issues taking place within the schools. It was noted that the schools did not have registers to record issues emanating from the schools despite an earlier indication by PLAN that they had provided reporting forms to all schools.
* **Project activities requiring further attention:**. The introduction of happiness and sadness boxes is an innovative approach which has to be continued, however there is need to strengthen the committees to oversee the whole process of ensuring that issues raised through the boxes are addressed. For example, Samson school in Mulanje, learners are not involved in opening the boxes. While at Nkanda school in the same district, the head teacher is the one that keeps the keys.
* **Clarification of roles and responsibilities in Partnerships** between PLAN and implementing partners should be clearly spelt out in terms of the actual roles and activities. There is need for more coordination meetings. There is need to have clear terms of reference for each institution that PLAN engages in the project. While it was clear for some institutions like Labour office, DEM, the same was not clear for community development office (CDO). This was observed in Mzuzu where the CDO expressed concern over their lack of involvement in LWF project. It would be important for PLAN and partners to have a common understanding of partners’ roles in the project. Apart from NGOs, PLAN should enter into formal MOU with government institutions that are engaged in project activities. Therefore before signing of Memorandum of understanding, it should be established that implementing partners and government institutions have adequately understood the TORs.
* **Strengthen Monitoring mechanism**-There is need to emphasize on the need for periodic review meetings for learners and teachers and other processes that would ensure close monitoring of project interventions. In most schools, it was noted that after trainings there were no formal review meetings that were held to assess the progress of the project.
* **Stepping up awareness** - There is need to create more awareness on rights especially targeting parents, as it was clear that in some cases, though a conducive environment is created at school, the home for some learners still remained abusive. Awareness should also be targeted to both parents and learners regarding the institutions and their roles so that community members should be able to know where to report different types of cases which they encounter.
* **Facilitate cross- learning among beneficiaries from different PUs**-There is need for exchange visits among learners so that they can learn about best practices.
* **Increase number of female teachers**: As part of advocacy at national and local levels PLAN should in partnership with other development players lobby and liaise with the Ministry of Education to increase the number of female teachers in rural schools so that girls can ably report their concerns to them
* **Address emerging issues**- The project should as part of its core activities or in partnership with other players like government address related emerging issues such as baby dumping, child mothers, child neglect, child trafficking, child abduction, drug and alcohol abuse as these also create fear in other learners.

# CHAPTER 1

# INTRODUCTION

## 1.1 Background

A Plan-wide consultation revealed that violence in schools is a serious global child rights violation that needs to be addressed. This led Plan International to conceptualize the Learn Without Fear campaign, with a particular focus on the main issues of corporal punishment, sexual violence and bullying.

A review of studies in Africa revealed that Africa has not been spared from violence in schools. Leach (2003) states that learners especially girls in the African studies reported violent behaviour and abuse as:

• Inappropriate/unsolicited sexualized touching by boys

• Intimidation in lessons by boys

• Beatings and threats by teachers and boys

• Verbal abuse by teachers and peers, sexualized insults, name-calling

• Propositioning for sex by teachers, male students and men in the community

• Theft of food, money, pens, books etc.

• Rape, forced sex

• Punishments by teachers, including corporal punishment

• Running errands for teachers

• Fear of violence

Leach (2003) gives vivid reality of violence in schools with examples. For example, running errands for teachers was counted as abuse by girls in Malawi, as they were often sent to markets as far as 5 km away to buy food for the teacher and so missed their lessons. Some findings were contested areas. For example, teachers hav­ing sexual relations with schoolgirls were not condemned by everyone; even some parents in poor rural communities did not disapprove, as the possibility that the teacher might marry their daughter was seen as a potential benefit to the family. The girl, too, may feel in a favoured position in class, because the teacher is paying her special attention. There is therefore certain ambivalence in attitudes towards unsolicited proposi­tioning for sex.

In her welcome remarks to an International Conference on Learn Without Fear, Marriam M. Raven, National Director of Plan Germany, had this to say:

*Violence in school is a truly global problem. No country or region is immune. Each year, it is estimated that more than 350 million children are victims of violence in school: it affects the individual’s personality, mental and physical health, and future potential. School violence ruins the one real chance of a better and more prosperous life for many children. Experiences of violence often enable an inter-generational cycle of violence and support the child’s own bullying or violent behaviour. This evidence led Plan to create Learn Without Fear, a cam­paign to end violence against children in schools. It builds on our expertise in quality education, school improvement and child protection programme work. (12 November 2008)*

Learn Without Fear operates on many levels from global work with international agencies to working in partnership with national governments, communities and individuals. We recognise that success requires a concerted effort by all stake­holders, not least children themselves, who are ingenious and enthusiastic about devising the best strategies to address the challenges posed by violence in schools. The campaign builds on Plan’s expertise in quality education, school improvement and child protection programme work.

The Learn Without Fear project is in Malawi by and large aimed at consolidating Plan Malawi’s involvement in the international and national campaign to stop child abuse. It is a campaign that seeks among others to contribute to creating conducive school environments and communities where learners live in dignity and are able to realize their rights. This campaign aims at working with children, teachers, school management committees, PTAs, community leaders and their members, community child protection workers, district social welfare offices, the Police and others in making sure that communities and schools provide protective environment for the children to develop their full potential in life.

## 1.2. Background and Description of Learn Without Fear Project in Malawi

This project was introduced against the background of violence against children that contribute to low education outcomes by learners in schools. Some studies done in Malawi on violence against children in schools have confirmed that violence in schools is indeed a problem. For example, the Suffering at School[[1]](#footnote-1) research report presented the major findings of the 2005 Violence against School Children in Malawian Schools. The research among others revealed the following shocking extent of the problem of violence in schools in Malawi:

1. One in four children interviewed feared travelling to school.
2. One third of children feared areas within their schools.
3. All children surveyed had been bullied with rates higher among older and girl children.
4. Almost one in four children interviewed had been forced to have sex against their will, with rates highest among older children and females.
5. Bullying (55.3%) and forced touching (52.5%) is most likely to occur at school, while forced sex (57.3%), and in the case of older children, oral sex (53.5%), is most likely to occur at home.

Other studies have also revealed thatchildren continue to experi­ence violence in schools. The consequences of school-based sexual abuse, exploitation, beating, public shaming and other cruelties are disastrous. Most victims do not report what they are suffer­ing, because they blame themselves and feel ashamed. They often lose self-esteem, suffer anxiety and are afraid of going to school. Others develop concentration problems and learning difficulties. Or they react aggressively, sometimes bullying other classmates in an effort to regain status.

Plan Malawi has committed itself to working with the school children, teachers, communities, relevant government departments and partners drawn from the civil society to implement the Learn Without Fear Project to address the needs and rights of children. The Project provides a platform for active participation of children and engaging relevant authorities to address their needs. Furthermore, education is seen as key to eliminating poverty and giving the chance to improve their lives.

**1.2.1 An Overview of Learn Without Fear Project: Objectives and Activities**

**Objectives**

The following were the project objectives:

* Improve awareness and advocacy on school related violence in schools
* Improve systematic prevention, reporting and response mechanisms at school level
* Increase children’s and community recognition, response and monitoring of violence against children in schools
* Enhance the development of healthy relationships among school children, teachers and parents through school related sports and artistic activities

**Activities**

In order to achieve the objectives of the project, the following activities were implemented;

* Trainings for beneficiaries which included head teachers, teachers, learners and other community structures such as SMCs,
* School debates among learners,
* Open days on Learn Without Fear,
* Happiness and sadness boxes, sporting activities undertaken by the school on the auspices of Learn Without Fear
* Activities by the Child rights clubs
* Child Help Line

## 1.3 Evaluation study purpose

The purpose of the evaluation was to assess progress made in achieving the project objectives, document the lessons learnt and propose how the project could further be implemented in Malawi with the view of facilitating the children to realize their full potential.

##  1.4 Evaluation General objectives

* To assess the effectiveness of the project through an analysis of the outcomes
* Identify and document the lessons learnt of the project implementation; and
* Assess the extent to which the resources allocated to the project have been efficiently used to achieve the project objectives

**1.5 Specific Objectives of the Evaluation**

The specific objectives of the evaluation are to:

* Assess effectiveness of the project through an analysis of the project outcomes;
* Assess whether the outlined strategies have been effective and in the process establish the underlying social processes that have either facilitated or impeded achievements of the expected country results.
* Identify and document best practices and lessons learnt of the project;
* Assess the level to which the key elements of the child centred community development (CCCD) such as participation and inclusion of both duty bearers and child rights holders; non-discrimination and equality, advocacy, effective partnerships and multi level approaches were being applied in the project implementation.
* Assess the extent to which the resources allocated to the project have been efficiently used to achieve the project objectives; and
* Establish whether the key interventions and strategies are sustainable.

# CHAPTER 2

# EVALUATION METHODOLOGY

**2.1 Introduction**

This chapter focuses on the research methodology that was used to respond to the Terms of Reference for the evaluation of Learn Without Fear Project.

**2.2 Research Approach**

The evaluation predominantly used the participatory research approach. Participatory research stresses the importance of creating a *participatory and democratic learning environment* that provides people (especially the underprivileged) the opportunity to overcome what Freire has called the "habit of submission"—the frame of mind that curtails people from fully and critically engaging with their world and participating in civic life (Freire, 1978). It is only through participation in learning environments in which open, critical and democratic dialogue is fostered, Freire suggests, that people develop greater self-confidence along with greater knowledge.

Accordingly, the evaluation process employed qualitative data collection tools that also featured some quantitative questions to generate primary data and information. Major tools engaged were Literature review, Focus Group Discussions (FGDs), Questionnaires and individual interviews. The Evaluation process was conducted in all the 4 Plan Malawi assisted areas (Programme units -PUs) in Kasungu, Lilongwe, Mulanje and Mzuzu (Mzimba) districts. The evaluation process targeted the following: School-going Children, Staff or Teachers, School Management Committees (SMCs), Parents, Parents Teachers Associations (PTA), Parents and other key project implementing partners including Local Leaders and community members. The process engaged mixed methods approach to collect both quantitative and qualitative data.

**2.3 Data Collection**

**Qualitative data** **and information** was mainly collected using the following tools and processes:

* **Semi-structured interviews and focus group discussion (FGDs) with children**. These tools targeted school children, members of Child rights clubs from 8 schools, two from each above mentioned districts.. Questions focussed around general awareness of the LWF project objectives and activities, their assessment of the project in terms of promoting and reporting on violence, reduction of corporal punishments by teachers, bullying/fighting among pupils themselves, prevalence of sexual and other forms of abuse within school environment and on the way to and from school.
* **Semi-structured interviews with key implementing partners** to solicit their views around how they assess the performance of the LWF project towards improving the school and community environment
* **Semi-structured interviews and FGDs with Plan Malawi staff and strategic partners:** Programme Unit Managers and staff, LWF Project focal persons and Coordinators, parents, SMCs, PTAs, teachers and other partners involved in the Learn Without Fear (LWF) project

The Evaluation process was conducted in a manner following a logical sequence whereby each phase provided input into the next one. Basically, there were several interrelated phases with four main tasks described as preparatory; data and information gathering, data and information analysis and interpretation and report writing.

Quantitative questions were among others on how many schools were initially targeted; how many of these have been reached; number of teachers, and school management committees that were trained in each programme unit.

**2.4 Data analysis and report writing**

Data analysis was based on information and data collected through literature review of project documents and other documentation from Learn Without Fear project partners; project participants’ consultations at community level as well as district and national level stakeholder interviews.

# CHAPTER 3

# RESULTS AND DISCUSSION OF THE EVALUATION

**3.1 Introduction**

This chapter gives details of the evaluation study findings from all the 4 districts where the Learn Without Fear project is being implemented. The findings hinge on the activities that were implemented under the project and their perceived results. In addition, this chapter highlights the challenges that beneficiaries and other stakeholders faced in realising the objectives of the project.

##

## 3.2 Key evaluation findings

The evaluation findings established the following as key outputs of the LWF project over the project duration:

* Training of learners, SMCs, PTAs and Teachers – *refer to tables 1 to 4 below for details including schools reached against targets*
* School debates
* Open days on LWF
* Setting up and use of happiness and Sadness boxes
* Youth sporting activities under the auspices
* Activities by Child rights clubs which included: discussions around LWF issues, reaching out to other learners
* Child helpline which facilitated reporting on issues of child rights violations broadly

**Table 1: MZIMBA DISTRICT/MZUZU CITY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **TARGET AREA** |  |  |  |
|  |  | **Initial targets** | **Number of those reached** | **Any comments either on constraints or strengths** |
| **1** | Number of schools | 30 | 20 | Untimely disbursement of funds delayed implementation and hence could not reach out to all the planned schools. |
| **2** | Number of learners trained | **300(2 per school)** | **20( 2 per school)** |  |
| **3** | Number of teachers trained | 60(2 per school) | 40(2 per school) | Untimely disbursement of funds delayed implementation and hence could not reach out to all the planned schools. |
| **4** | Number of SMC Members trained | 60(2 per school) | 40(2 per school) | Untimely disbursement of funds delayed implementation and hence could not reach out to all the planned schools. |
| **5** | Number of PTA members trained | 60(2perschool) | 40(2 per school) | Untimely disbursement of funds delayed implementation and hence could not reach out to all the planned schools. |

**Source:** Plan point person

**Table 2: KASUNGU DISTRICT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **TARGET AREA** |  |  |  |
|  |  | **Initial targets** | **Number of those reached** | **Any comments either on constraints or strengths** |
| **1** | Number of schools | 23 | 23 | Achieved according to Plan |
| **2** | Number of learners trained |  |  | Achieved according to Plan |
| **3** | Number of teachers trained | 46(2 per school) | 46(2 per school) | Achieved according to Plan |
| **4** | Number of SMC Members trained | 460 | 460 | Achieved according to Plan |
| **5** | Number of PTA members trained | 460 | 460 | Achieved according to Plan |

**Source:** Plan point person

**Table 3: LILONGWE DISTRICT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **TARGET AREA** |  |  |  |
|  |  | **Initial targets** | **Number of those reached** | **Any comments either on constraints or strengths** |
| 1 | Number of schools | 23 Primary schools | 23 | Achieved according to Plan |
| 2 | Number of learners trained | 230 | 230(10 per school) | Achieved according to Plan |
| 3 | Number of teachers trained | 138(6 per school) | 138(6 per school) | Achieved according to Plan |
| 4 | Number of SMC Members trained | 46(2 per school) | 46(2 per school) | Achieved according to Plan |
| 5 | Number of PTA members trained | 46(2 per school) | 46(2 per school) | Achieved according to Plan |

**Source:** Plan point person

**TABLE 4: MULANJE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **TARGET AREA** |  |  |  |
|  |  | **Initial targets** | **Number of those reached** | **Any comments either on constraints or strengths** |
| **1** | Number of schools | 24 | 24 | Achieved according to Plan |
| **2** | Number of learners trained | 480( on average 20) | 480(on average 20) | Achieved according to Plan |
| **3** | Number of teachers trained | 48(2 per school) | 48(2 per school) | Achieved according to Plan |
| **4** | Number of SMC Members trained | 240 | 240 | Achieved according to Plan |
| **5** | Number of PTA members trained | 240 | 240 | Achieved according to Plan |

From the tables above the project managed to reach 80 schools against the target of 100 schools. Mulanje, Lilongwe and Kasungu PUs managed to achieve their targets in full in terms of the number of schools to be reached and training plans. Mzuzu PU failed to achieve both targets (schools to be reached and training plans) largely because of late disbursement of funds.

The following outcomes were established by the evaluation to have been achieved by the project under review over the 3 years period:

**3.2.1 Creation of a better learning environment:**

It was clear from the study that learners and other stakeholders generally felt that the project has assisted in creating a better learning environment for children. Learners are able to express their views on various issues of concern and are also able to approach their teachers without fear that they will not be treated well**.** Thus the project is creating a health relationship between teachers and learners as the latter regard teachers as their parents as opposed to the past scenario where teachers were untouchable and unapproachable. Learners in FGD at Mudzu Primary school in Lilongwe highlighted that **“as learners we were being beaten, we would also be told to dig pits but now that has drastically reduced”**  In some schools like St Michaels in Mzuzu, the head teacher attributed better performance by pupils at his school to the project. Absenteeism has gone down as learners feel more protected in the school environment.

**3.2.2 Increased awareness on Child rights**:

It was noted that the project has assisted in raising awareness among learners, teachers and community members on child rights and has also empowered children to challenge child rights violations within the school and at home. For example, World Fit for Children received a case from a child whose friend had been stopped by his elder brother from going to school so that he could assist in tending livestock. After this report, World Fit for children intervened and now the child is back to school. In addition, Learners whose rights have been infringed upon are able to report to relevant structures and find support through the different institutions and structures that are working in this project. For example at one school in Kasungu PU, three teachers were interdicted after learners disclosed that they were sexually abusing female students. The other teachers started harassing the Head teacher whom they suspected facilitated the interdiction of their fellow teachers. The situation was resolved after conducting a round table discussion amongst teachers, head teacher and the school management, Plan and partners where among other things the intentions of the Learn Without Fear Project was clarified.

Similarly in Mzuzu, a teacher at one of the schools that PLAN is working with was suspended after a learner reported him to the school head teacher for enticing her to sleep with him so that she could be getting good marks during examinations.

Further, it was also noted that there has been noticeable change of attitude among teachers, parents and the community at large. They are now able to appreciate that children have rights and need to be protected.

**3.2.3 Creation of a feedback mechanism for Teachers and Learners**:

Children are now able to articulate issues affecting their lives both in school and at home through the sadness and happiness boxes. Some of the issues highlighted through boxes include; witchcraft, bullying, corporal punishment, denial of food, working at teachers’ houses among others. On the other hand, some of the teacher respondents felt that the boxes were a good feedback mechanism as they are now able to know where they are going wrong and right in their teaching and these act as pointers to them to see how they can address the issues raised.

**3.2.4 Increased Transparency and Accountability of School teachers**

Some of the measures put in place by the project such as sadness and happiness boxes have assisted in ensuring that teachers are accountable for the various issues that children raise concerning them.

**3.2.5 Collaboration and linkages have been enhanced**

It was noted that issues raised by learners through the sadness and happiness boxes are addressed using a multi-sectoral approach whereby issues are directed to the relevant institutions and authorities. For example, issues concerning witchcraft are directed to the traditional authorities, those that are criminal in nature are referred to the police and so forth. There was a clear linkage between existing Child protection structures and the LWF in Kasungu and Mzuzu. It was pointed out that when learners go back to their communities, they are able to report abuses to para legals, civic educators as well as child protection workers who in turn refer such cases to relevant authorities.

### 3.3 Feedback on Learning without Fear Activities

### 3.3.1 School Debates among learners

The evaluation study found that in all districts except Mulanje, debates have been going on in schools. In Lilongwe, it was also noted that schools participated in interschool debates competition facilitated by Lilongwe Schools Debates Society. In most of the schools visited, it was clear that debates have mostly been going on with guidance from teachers and learners have been able to debate on issues that hinge on LWF. For example they discuss issues of corporal punishments, whereby they debate the merits and demerits of the same and then come up with a conclusion on the need to eradicate the same in schools. However, it was difficult to assess how for example the inter-schools debate competition contributed to reducing violence in school apart from just enhancing public speaking skills for learners. It would be important that PLAN should re-strategize such kind of activities so that they are done to achieve the objective of the project. For example, PLAN could reallocate such resources to trainings for teachers and learners to strengthen their capacity in addressing LWF issues that are coming out of their schools.

### 3.3.2 Open Days on Learn Without Fear project

These were conducted in all districts. It was learnt that learners mostly raise awareness on LWF through drama, songs, choirs, and traditional dances. Most of the respondents rated these open days highly in that they helped in raising awareness especially among community members to know the existence of the project as well as on how as parents they can also assist in creating a conducive environment for learners.

### 3.3.3 Happiness and Sadness Boxes

It was noted that each school under the project was given two boxes which are popularly called as ‘Kwiya’ and ‘Seka’ boxes. The rationale behind such boxes is that learners should be able to write their views regarding the things that made them happy and those that are of concern in the school. In all schools visited except Samson Primary school in Mulanje, the evaluation found that learners have indeed been using such boxes in casting in their views. It was further noted that there are committees composed of representatives of learners, parents, teachers and other community structures in each school that are mandated to open the boxes to discuss what learners have written. It was further noted that issues raised are directed to relevant authorities. For example in Kasungu, it was highlighted that issues to do with witchcraft are directed to traditional chiefs, while those to do with teachers are directed to the head teachers and school management committees and so forth. However, even though such boxes are useful for learners, it was found that the levels of commitment in some schools to have the issues read out is low. In Samson for example, learners complained that they used to write a lot about issues taking place within their schools, but their issues were not being addressed as a result they lost interest and now they do not utilize the boxes anymore. Similarly in Mkanda school in Kasungu, learners highlighted that teachers had been boasting that even though they write their concerns, they would not change anything. This also discouraged learners, however at least in this school, learners were still making use of the boxes despite such threats.. It was thus noted that although the committees are in place to address such issues, opening of the same really depends on the level of commitment and proactiveness of committees

It however, remains a fact that the boxes have brought a relief to learners. For example in Kabvikula School in Kasungu, a female learner gave testimony on how the boxes have assisted in her own words **“the coming in of PLAN’s boxes, teachers have changed for the better. In the past when one asked a question in class, the teacher would say you need to give out what you think and if you had no idea about the issue, the teacher would also say that they do also not have answers to the same, but with the coming in of boxes, teachers fear that the behaviour will be reported through the boxes”**

It was observed from teachers that there were mixed reactions to the introduction of the Happiness and Sadness Boxes. Some appreciated this innovation. For example a Head teacher at Emvuyeni Primary School, appreciated the introduction of the boxes and had this to say **“teachers did not know that they were contributing to dwindling of education as children were not free in school, but for the first time teachers were awakened by what learners had written. Children were for the first time able to write what was going wrong in the school.”** Other teachers however thought that the boxes were simply used to witch hunt them.

At one school in Kasungu PU, some teachers were interdicted after learners disclosed that they were sexually abusing female students. The other teachers started harassing the Head teacher whom they suspected facilitated the interdiction of their fellow teachers. The situation was resolved after conducting a round table discussion amongst teachers, head teacher and the school management where among other things the intentions of the Learn Without Fear Project were clarified.

Similarly in Mzuzu, a teacher at one of the schools that PLAN is working with was suspended after a learner reported him to the school head teacher for enticing her to sleep with him so that she could be getting good marks during examinations.

### 3.3.4 Sporting activities undertaken by the school on the auspices of LWF

The evaluation found that PLAN has also been supporting sporting activities in the schools as well as supporting inter-school competition. It was clear that the sporting activities provided a good extra curricula activity for learners. As a matter of fact, sports activity was also rated highly by learners. However, it was noted that much as sporting activities were rated highly, most beneficiaries failed to explain how sporting activities are linked to the concept of Learn Without Fear. If PLAN is to continue with this project, then a deliberate strategy has to be employed that would raise awareness on how sporting activities are linked to Learn Without Fear because 4 out of 8 schools visited could not articulate how sporting activities help reduce violence in schools.

**3.3.5 Child rights clubs**

Child rights clubs and their accompanying activities were rated highly by learners. It was noted that members of the clubs are involved in various activities which include; drama, songs, traditional dances, choirs, awareness raising activities. It was further noted that in some schools, members of these clubs have become innovative in that they have devised new strategies for giving out messages on LWF. For example in Chitedze Primary School, learners have been able to develop cartoons which illustrate the kind of violence taking place within the school with the view of discouraging the same among learners and teachers. They are also using satirical performances which they are calling “makiyolobasi” in order to depict what happens in the school. In addition, the school has a band which plays during school assembly. It was discovered that most of the activities of the clubs are delivered using edu-tainment approach in that they educate and at the same time entertain people.In addition, an FGD at Nkanda primary school in Mulanje felt that the clubs also provide learners with a forum which they use to share problems and concerns. In addition, the clubs have also assisted in building learners in acquiring different types of skills.

**3.3.6 Helpline**

It was noted that in addition to “Learning without Fear” in schools, Plan Malawi entered into an agreement with CYCA to operate the Helpline initiative where through telephone communication children would be reporting cases of violations. At the same time these strategies were supposed to be linked to “Learning without Fear”, “Helpline” and “Timveni Hear Us Out”. The former two were expected to facilitate the reporting of violations and remedies provided through counselling and other support services whereas the later was expected to facilitate public debate on Timveni Programme Radio with ultimate aim of finding solutions and appropriate actions. In so doing it was also expected that creation of awareness and advocacy would be achieved on issues of child rights. In light of this, Plan Malawi demonstrated innovative ways of advocacy and advancement of child rights in Malawi through effective partnerships which have opened opportunities for children to access these services outside its operational areas. From the information generated by CYCA through the tabulation of the recorded data received through the Helpline supports the issues obtained from children during discussions in respective areas where consultations took place and this suggested that issues raised affected all areas in the country and similar acknowledgement is reflected in the Malawi Case Study by Patricia Ray.

Total Cases Reported through Helpline from January to August 2010 by Districts

|  |  |
| --- | --- |
| **Type of Cases** | **Districts** |
|  | **KU** | **LL** | **DA** | **NU** | **NS** | **DZ** | **KK** | **SA** | **MC** | **OD** | **Total** |
| Sexual Abuse | 28 | 12 | 7 | 6 | 8 | 6 | 7 | 6 | 9 | 27 | **116** |
| Early Marriage | 55 | 42 | 21 | 34 | 5 | 9 | 15 | 23 | 14 | 142 | **360** |
| Physical Abuse | 78 | 16 | 14 | 9 | 26 | 9 | 16 | 4 | 1 | 33 | **206** |
| Child labour | 48 | 48 | 11 | 14 | 2 | 34 | 10 | 8 | 12 | 61 | **248** |
| Witchcraft | 27 | 36 | 25 | 15 | 29 | 12 | 10 | 6 | 9 | 18 | **187** |
| Child Trafficking | 17 | 13 | 4 | 5 | 6 | 11 | 2 | 4 | 8 | 25 | **95** |
| Child Abduction | 10 | 11 | 12 | 1 | 5 | 5 | 1 | 2 | 4 | 24 | **75** |
| Emotional Abuse | 20 | 22 | 14 | 11 | 11 | 1 | 1 | 2 | 2 | 31 | **115** |
| Financial Support | 139 | 82 | 63 | 32 | 54 | 47 | 52 | 24 | 35 | 217 | **745** |
| Defilement | 11 | 10 | 3 | 1 | 3 | 0 | 0 | 0 | 1 | 12 | **41** |
| Rape | 10 | 10 | 4 | 2 | 3 | 1 | 2 | 1 | 0 | 19 | **52** |
| School Dropout | 107 | 80 | 56 | 82 | 6 | 27 | 58 | 4 | 32 | 173 | **625** |
| Missing Children | 4 | 5 | 2 | 0 | 1 | 1 | 1 | 2 | 2 | 10 | **28** |
| Neglect | 98 | 26 | 49 | 0 | 22 | 0 | 15 | 8 | 9 | 188 | **415** |
| Child Insult | 7 | 4 | 8 | 1 | 2 | 3 | 2 | 3 | 0 | 6 | **36** |
| Child Incest | 7 | 7 | 2 | 2 | 2 | 0 | 2 | 0 | 1 | 7 | **30** |
| Gender Related | 32 | 39 | 35 | 25 | 5 | 10 | 15 | 9 | 15 | 42 | **227** |
| Child Mothers | 15 | 20 | 6 | 5 | 11 | 14 | 3 | 21 | 17 | 51 | **163** |
| Baby Dumping | 12 | 12 | 13 | 4 | 7 | 6 | 1 | 8 | 8 | 22 | **93** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Total** | **725** | **495** | **349** | **249** | **208** | **196** | **213** | **135** | **179** | **1108** | **3857** |

Source: Centre for Youth and Children Affairs’ Monthly Reports (January-August 2010)

Looking at the reported cases through the Helpline it was observed that there were additional emerging issues like baby dumping, child mothers, child neglect, child trafficking, and child abduction.

**3.4 Some Notable Critical Areas for Consideration**

**3.4.1 Concept of Learn Without Fear (including the local language translation)–**

There seems to be misunderstandings with regard to the concept when using local languages. While it is clear thatit basically means addressing the elements within the schools that make children afraid to participate in learning, some teachers felt that basically what it means is that they are not supposed in any way punish children that are unruly. Actually some of the teachers, highlighted that the situation has turned around and that it is now “Teach with fear” This assesrtion was echoed by teachers in all the schools visited except one in Emvuyeni in Mzimba.It was clear that most of them were in dilemma as to what kind of punishments to mete out to children that do not obey school rules. As a result, some teachers still mete out corporal punishment. It was clear from the learners that Nkanda and Samson in Mulanje, teachers still beat up learners. In Lilongwe, learners at Mudzu Primary school also expressed the same though they were quick to highlight that violence by teachers has drastically gone down.

**3.4.2 Standardization of messages-**

The evaluation showed that teachers and learners attended trainings that were facilitated either by PLAN’s implementing partners or government staff. The trainings were ideally supposed to cover on Child rights, the concept of Learn Without Fear, Human rights among other issues. However, there was no standardized manual that was being used in all the 4PUs. The facilitators of the trainings were the ones to come up with the contents of the trainings. This in a way created a challenge in that different facilitators approached issues differently and therefore ended up giving across different messages. It is important that PLAN comes up with a standardized manual which contains all topics that are relevant to the concept. Of importance as well is to include positive discipline which would provide teachers with alternatives for corporal punishment.

**3.4.3 Reassessing the planned activities for relevance**-

Despite the relevance of the project, it was noted that both teachers and learners could not relate how certain activities being carried out in the project were linked to the concept of Learn Without Fear. For example, in at least 4 of the 8 schools visited schools, while both learners and teachers appreciated sports, they could not articulate how the same is used to advance the LWF concept. Similarly, debates also did not really yield results as intended. It was noted that normally in debates, there are no mutual agreements that are reached as a result, they do not really give direction to learners with regard to how they should be exercising their rights or let alone how they should be addressing violence in the school. It is important that PLAN identifies other dialogue approaches that can be used by learners and teachers to come up with concrete action plans on how they would be addressing concerns raised in such dialogue.

This was a problem in all schools as it was clear from all respondents both learners and teachers, that they could not articulate how debates could contribute to LWF

**3.4.4 Partnerships and Linkages**-

While as implementing partners appreciated the role that PLAN is undertaking in providing financial resources for implementation of the project, the general concern was on late disbursements of the same which in turn lead to delay of project activities. In addition, some partners for example World Fit for Children in Mzuzu, felt that the financial resources they are given are not enough to meet the demands of the project. However, upon triangulation with PLAN officials, it transpired that normally there is mutual understanding of how much money is needed for the specific project activities, therefore the issue of money not being enough should not arise as partners also sign contracts which indicate how much money is needed and when the money will be disbursed. The evaluation also found that PLAN has been working with government institutions by contracting them to conduct trainings. However, it was clear from the government respondents that there seem to be lack of mutual understanding on their levels of engagement. Some expected that PLAN would also provide resources in form of fuel to enable them conduct follow-up visits to the trained beneficiaries. It is important that PLAN comes up with Terms of Reference which would specify what kind of partnership is created with such institutions.

**3.4.5 Provision of learning materials and infrastructure for learning**-

It was noted that the currently the project is addressing what has been dubbed as “software” and not hardware. However, it was clear from the evaluation that lack of “hardware” for the learners is also a source of fear for them. In all schools visited, learners regarded lack of durable schools blocks, toilets as a source of fear for them because some of the structures they have in the schools are posing a risk to their lives. It is important that PLAN should seriously look into the issue as it was clear that these are indeed practical needs of school children. For example at Chitedze Primary School in Lilongwe , members of the school committee felt that lack of proper toilets sometimes discourage the girl child from going to school.

**3.4.6 Data and Information Management**-

There is lack of statistics on cases of abuse that are taking place within schools and how the same are reducing. It is important that PLAN should develop a well structured data monitoring, capturing and management system that would facilitate easy assessment of progress with respect to trends.

**3.4.7 Follow-up training:**

Almost all the participants raised the point that the training they received was not adequate. They recommended that arrangements should be made to have comprehensive follow up training sessions. In some schools, it was one or two teachers that were trained and head teachers were not trained.

# CHAPTER 4.0

#  ANALYSIS AND DISCUSSION

## Introduction

In this chapter, the focus is on analysis and discussion on the following subtopics: effectiveness and relevance of the project activities, partnership, linkages with other stakeholders, and sustainability.

## 4.1 Effectiveness and relevance of the project activities

The evaluation found that at least 4 out of the 6 activities planned for in this project proved to be relevant and effective. From the discussions held with head teachers, teachers, learners and implementing partners, it was noted that the highest rating was on happiness and sadness boxes. It was noted that the boxes have provided an opportunity to learners to highlight their plight without revealing their identity. The fact that the names are not revealed, it is in itself a protective measure for children and therefore feel unlimited in expressing their concerns within the school. Secondly, open days also proved useful as it was an opportune time for parents and other community members to gain knowledge on the concept.

## 4.2 Partnerships

PLAN has several partners working on this project and these include World Fit for Children and Initiative for Justice (IFJ) in Mzuzu although the partnership with IFJ had been suspended in order to sort out management issues that came out of their audit report. In Kasungu, PLAN is working with CEYCA. In Lilongwe PLAN is working with Lilongwe Schools Debate Society and Malawi Human Rights Youth Network. While in Mulanje PLAN had started working with MASSA but due to challenges regarding financial management, they terminated the partnership and are now working with Eye of the Child. In these partnerships, PLAN provides mostly financial resources as well as technical advice on the project. It was also noted that PLAN has or is moving from being an implementing agency to being a facilitator of development meaning that PLAN is supposed to entirely start working with local NGOs who are supposed to be provided with the necessary resources to enable them implement PLAN supported projects.

However, the evaluation also noted that this concept has not been completely rolled out as it was clear from the evaluation that PLAN seems to have a dual role of implementing as well as facilitating the process. In all the schools visited, it was clear that beneficiaries know more about PLAN than the implementing partners.PLAN needs to have clear demarcation of the roles of implementing partners vis a vis its own roles in this project. PLAN indicated to have considered the same in its new strategy.

## 4.3 Linkages with other stakeholders

In All districts visited, linkages were evident. Through the project, PLAN has mostly been working with Ministry of Education, Ministry of Labour especially in Kasungu, Social Welfare and Community Development. Ministry of Education being the line ministry in this project has been providing support in training teachers and PEAs. PEAs also monitor the schools participating in this project to assess the progress of the project. Ministry of Labour though not directly in the Learn Without Fear project highlighted that they form part of the larger committee on child protection which handles various issues that children encounter. It was also noted that Social welfare and community development come in as facilitators for training. In addition, in Mzuzu and Kasungu, it was also evident that there is a linkage with Police VSU in that issues emanating from the project which are criminal in nature are referred to the police for further assistance.

However, it was noted that these linkages have also challenges in themselves. For example in Mzuzu, it was clear that some of the institutions had their own expectations with regard to how they should be involved in the project. This was clear from Community development and social welfare, who generally felt that after they have trained beneficiaries of the project, PLAN should provide the necessary resources such as fuel for them to make follow up visits in order to assess how they are using knowledge gained. In addition, they also felt that PLAN needs to involve them during mobilization as they noted that in some cases there is duplication of structures which in the end bring confusion within communities.

Upon triangulating with PLAN staff, it was noted that at the beginning of each partnership whether with implementing partners or government institutions, they normally sign an MOU or contract which stipulate clearly the roles of each institution in the project. Therefore the issue of partners having high expectations should not arise. However, it would be important that for any kind of engagement being initiated, PLAN should ensure that they have a common understanding with all partners on what is expected of each party in the working relationship. they should ensure that there is mutual understanding On the other hand PLAN staff felt that this would be addressed as well in the new Country Strategic Plan

## 4.4 Sustainability

Most of the respondents interviewed indicated that most of the activities being undertaken can be sustained after Plan and partners will have pulled out even without PLAN Malawi’s interventions since they do not really require monetary resources. For example they noted that the happiness and sadness boxes can still continue to operate as long as the committees that are in charge of the same continually undertake their role of opening and addressing the issues. In addition, it was further noted that the child rights clubs if properly empowered would continue to operate

However, despite the fact that such activities would not require financial resources to continue, some partners for example Malawi Human Rights Youth Network generally felt that what would be affected is the quality of the interventions since PLAN and its implementing partners have been providing timely advice to the beneficiaries and therefore have been able to work effectively.

It would however, be important for PLAN to look at sustainability of the project by lobbying government to embrace the concept as part of the work of Ministry of Education. For example, one of the ways government can do it is by empowering the PEAs to take the responsibility of monitoring issues of abuse within the school during their periodic visits made to the various schools.

# CHAPTER 5.0

# CONCLUSION AND RECOMMENDATIONS

**5.1 Conclusion**

Plan Malawi implemented a three year Learn Without Fear project which was aimed at enhancing the capacity of communities in Plan assisted areas to facilitate realisation of children’s rights by creating a protective environment within schools and surrounding communities for achievement of positive education outcome for boys and girls. The evaluation was carried out in four Plan assisted areas (Programme Units) of Mzuzu (Mzmba), Kasungu, Lilongwe and Mulanje.

It was clear from the study finding that most of the planned interventions under this project have been implemented during the period under review. On the overall, the Learn Without Fear Project has been welcomed and is being appreciated. It has promoted a healthy dialogue between learners, teachers and the community. The multi-sectoral approach should be encouraged, supported and strengthened to allow communities and school to grow.

**5.2 Recommendations:**

The following recommendations are based on the key evaluation findings are meant to guide the direction of the Project:

* **Coverage of the project**- There is need for the project to be extended to cover a larger geographical area as it was clear from respondents that the project has had positive results as such this has to be replicated in other schools. For example in Lilongwe, Malawi Human Rights Youth Network noted that they are only covering 5 T/As out of the 17 T/As that are in the city. A big difference is also noted between the schools under LWF and those outside
* **Advocacy at national level**- There is need for PLAN to engage Ministry of Education in order to iron out differences that arise in the project. For example it was noted that in Kasungu where the DEM’s office seem not to be supportive, there is need for PLAN to engage officials at national level
* **Capacity Building and Strengthening**- There is need to train more learners and follow them up because they are failing to trickle down information to fellow students. The students generally felt that they do not have the same expertise as their trainers for them to relay the information they got from the trainings as a result, though they had done it, they generally felt that there was a gap that needed to be filled. It would be important that trainings target many learners so that they should provide a fall back mechanism for one another when they are relaying the information. It would also be important that information packs be provided to the learners after training so that they act as reference points when they are teaching their fellows. There is also need for training of more teachers in the concept of Learn Without Fear as well as child rights so that they can be on same page with learners since the latter has been receiving trainings. The design of the project was such that those teachers trained would trickle down the information to their fellows, this did not work out as teachers were resisting such orientation. Similarly it is also important that the committees that oversee happiness and sadness boxes be strengthened so that proper procedures are followed in managing the boxes. In some instances the evaluation fond that learners are not involved when the boxes are being opened. In other instances the teachers are the ones keeping the keys of the boxes. This is not checked, the boxes will lose their credibility. This flawed procedure was observed in 3 out of the 8 schools visited. For example in Samson primary school in Mulanje, learners are not involved in opening the boxes. While at Nkanda primary school in the same district, the head teacher is the one that keeps the keys which is contrary to the requirement that at least one member from a community structure keep the same.
* **Involvement of beneficiaries and Stakeholders in Project design**-There is need to involve all interests groups in the design of the project so that they are able to appreciate the concept from the beginning. Some respondents complained on the lack of guidelines in implementing activities. For example at Samson primary school in Mulanje, teachers complained about lack of transport for learners who had to walk a distance of over 10km to another school where sporting activities were taking place.
* **Data Management** There is need to provide uniform reporting forms for all the schools which can be used for recording issues taking place within the school. This would also assist to track down the impact of the project. During the evaluation for example, it was difficult to ascertain how many cases had been handled on abuse and how many are being handled currently.
* **Clarification of roles and responsibilities in Partnerships.** There is need for PLAN and implementing partners to have clearly laid out terms of reference which will indicate the roles and responsibilities of each of the government institution that PLAN is working with. The evaluation noted that while it the roles and responsibilities were clear for some institutions like Labour office, DEM, the same was not clear for community development office. This was clear in Mzuzu where the CDO expressed concern over their lack of involvement in LWF project. Setting TORS at the beginning would assist in ironing out differences in perception with regard to their roles and expectations
* **Provision of school materials and infrastructure**-There is need to address other issues that have a bearing on the learning environment for pupils. This could be either by PLAN or lobbying other partners to complement. It was clear at least in most schools visited that lack of learning materials or proper infrastructure also hinder the creation of a conducive environment for learners, scholarships.
* **HELP line**-The evaluation found that the HELP line which is being managed by CEYCA has done a lot in assisting children suffering from abuses. It was noted that children receive counseling and are also to other institutions which can offer other types of services. However, it was noted that currently the HELP line in restricted to the Central region of the country. In addition, it was also clear . concept could also be extended to the other regions as it has provided an opportunity to children to report cases and get support
* **Strengthen Monitoring mechanism**-There is need to emphasize on the need for quarterly review meetings and reports.
* **Stepping up awareness** - There is need to create more awareness on child rights especially targeting parents. Awareness should also be targeted to both parents and learners regarding the institutions and their roles so that community members should be able to know where to report different types of cases which they encountered
* **Facilitate cross-learning among beneficiaries from different PUs**-There is need for exchange visits among learners so that they can learn about best practices.

**How to make an impact and ensure long-term change**

The real challenge is to change the whole culture of the school, moving away from the authoritarian nature of school­ing to a situation where learners feel that they can talk about being bullied, threatened and victimized. This involves chang­ing society’s expectations of how schools are run and has implications for teachers’ training as well.

A holistic approach is needed, which should include the strengthening of state and civic responsibilities, strong leader­ship, greater accountability and community mobilisation. If we want to have a broad impact on schools and learners, we need to work with other sectors such as health, labour, social welfare, child welfare etc. If policy-makers are to take the Learn Without Fear issues seriously, there is need to conduct large-scale cross-country studies and inter-agency interventions. Advocacy work among officials, com­munities, teachers and learners (including gender sensitisation and child rights literacy) is important, as is the involvement of learners in designing interventions and finding solutions. Learners have great ideas about the ways in which their lives can be im­proved in school, but we tend to ignore their opinions. There is evidence that violent behaviour decreases in schools where learners have a say in what they want to see as appropriate behaviour in the classroom. We need to strengthen learners’ responsibilities to change the school culture.

Finally, there is a need to increase understanding of overt, hidden and normalised mechanisms of school violence from the view­point of power and status struggle, through which accepted masculinities and femininities are constructed. Issues concern­ing sense of security and insecurity in the context of child rights and protection in schools should also be taken into consideration. There is also a need to produce tools for Learn Without Fear education that is based on mutual respect, justice and caring. In order to create a non-violence pedagogy, expertise, sensitiveness and ethical approach, an increased awareness of issues concerning Learn Without Fear is needed from policy makers, NGO partners, educators, learners and communities.

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**6.0 APPENDICES**

**6.1 Learner’s Questionnaire**

**General Instructions**

Thank you for accepting to participate in this study which is intended to assess the **Learn Without Fear** Project

Please all the questions

|  |  |  |
| --- | --- | --- |
|  | **SECTION A: BACKGROUND INFORMATION** |  |
|  | **QUESTION** | **RESPONSE** |
| 01 | What is your sex? | * Female
 |
|  |  | * Male
 |
| 02 | In which class are you? | (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 03 | How old are you? | Specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_years |
| 04 | What is the distance from your home to school? | Estimate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Km |
| 05 | Do you stay with your biological mother? (mai wokuberekani) | * Yes
 |
|  |  | * No, my mother stays elsewhere
 |
|  |  | * No, my mother died
 |
| 06 | Do you stay with you biological father? (Bambo wokuberekani) | * Yes
 |
|  |  | * No, my father stays elsewhere
 |
|  |  | * No, my father died
 |
| 07 | If you are not staying with your father and/or you mother, whom do you stay with? | Response:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | **SECTION B: LIFE SKILLS EDUCATION** |  |
| 08 | Did you have Life Skills Education classes this year? | * Yes
 |
|  |  | * No
 |
| 09 | If YES, How often did you have Life Skills Classes per week? | * One
 |
|  |  | * Two
 |
|  |  | * Three
 |
| 10 | Did you find Life Skills Class helpful? | * Yes
 |
|  |  | * No
 |
| 11 | If YES, what was helpful to you? | (a)……………………………………………… |
|  |  | (b)……………………………………………… |
|  |  | (c)………………………………………………. |
| 12 | Were there some parts of the Life Skills that you did not like? | * Yes
 |
|  |  | * No
 |
|  |  | * Not sure
 |
| 13 | If YES, mention any two parts that you did not like. | (a) |
|  |  | (b) |
|  | **SECTION C: LEARN WITHOUT FEAR PROJECT** |  |
| 14 | Have you ever heard of the **Learn Without Fear** Project? | * Yes
 |
|  |  | * No
 |
| 15 | If YES, how did you hear about the **Learn Without Fear** Project? | * On school assembly
 |
|  |  | * In class with teacher
 |
|  |  | * From fellow learners
 |
|  |  | * Other (specify)………………
 |
| 16 | Are you a member of the Child Rights Club? | * Yes
 |
|  |  | * No
 |
| 17 | Were you trained in peer education? | * Yes
 |
|  |  | * No
 |
|  |  |  |
|  | **SECTION D: LEARN WITHOUT FEAR RELATED ISSUES** |  |
| 18 | Do you fear travelling alone to school? | * Yes
 |
|  |  | * No
 |
| 19 | Were you ever bullied at school this year? | * Yes
 |
|  |  | * No
 |
| 20 | Did anyone touched your genitals or breasts against your will? | * Yes
 |
|  |  | * No
 |
| 21 | Have you ever received a gift in exchange of sexual favour? | * Yes
 |
|  |  | * No
 |
| 22 | Is sex between teachers and learners common here at this school? | * Yes
 |
|  |  | * No
 |
| 23 | Are there some areas in this school that makes you scared to be alone? | * Yes
 |
|  |  | * No
 |
| 24 | Were you ever forced to have sex against your will? | * Yes
 |
|  |  | * No
 |
| 25 | Have you ever been teased by other learners? | * Yes
 |
|  |  | * No
 |
| 26 | Has anyone ever used obscene words against you? | * Yes
 |
|  |  | * No
 |
| 27 | Have you ever been shouted by your teachers? | * Yes
 |
|  |  | * No
 |
| 28 | Have you ever received a negative comment from your teachers? | * Yes
 |
|  |  | * No
 |
| 29 | Have you ever been forced to learn witchcraft? | * Yes
 |
|  |  | * No
 |
| 30 | Have you ever received corporal punishment? | * Yes
 |
|  |  | * No
 |
| 31 | Do you know of any girl from this school who is having an affair with an older man? | * Yes
 |
|  |  | * No
 |
| 32 | Do you know of someone in your class who was promised good grades by a teacher in exchange of sex?  | * Yes
 |
|  |  | * No
 |
| 33 | Have you ever gone to a teacher counsellor to seek help with your personal problem?  | * Yes
 |
|  |  | * No
 |
|  | **SECTION E: ASSESSMENT OF THE ACTIVITIES OF THE PROJECT**  |  |
|  | How would you rate the impact of the following interventions of the **Learn Without Fear** Project on a scale of 1 -5 where 1 = Very Poor, 2 = Poor, 3 = Neutral/Good , 4= Very Good and 5 = Excellent  | Simply indicate the number for your answer |
| 34 | 1. School debates among learners
 |  |
|  | 1. Open day on **Learn Without Fear** done by school
 |  |
|  | 1. Happiness and sadness boxes
 |  |
|  | 1. Sporting activities with assistance from the Project
 |  |
|  | 1. Activities done by Child Rights club at this school
 |  |
| 35 | Indicate whether you agree or disagree with the following statements | Simply Tick appropriate response  |
|  | 1. There is no violence in our school
 | * Agree
 |
|  |  | * Disagree
 |
|  | 1. There is some violence at home
 | * Agree
 |
|  |  | * Disagree
 |
|  | 1. Boys like to tease girls at this school
 | * Agree
 |
|  |  | * Disagree
 |
|  | 1. It is not helpful to report cases of violence in our school
 | * Agree
 |
|  |  | * Disagree
 |
|  | 1. Teachers respect and promote children’s rights
 | * Agree
 |
|  |  | * Disagree
 |
|  | 1. Adults in the community respect and promote child rights
 | * Agree
 |
|  |  | * Disagree
 |
| 36 | Did you participate in the design of the **Learn Without Fear** project? | * Yes
 |
|  |  | * No
 |
| 37 | What did you dislike about Learn Without Fear Project?  |  |
| 38 | Were there cases of violence reported to the school management/headteacher or other teachers? | * Yes
 |
|  |  | * No
 |
| 39 | **Do you have any comments to make?**  |  |

**6.2 INDIVIDUAL INTERVIEW– HEADTEACHER**

**Introduction**

* Thank the Headteacher for welcoming the team to his/her school
* Individual introductions
* Share with him/her the purpose of the evaluation

**Key Discussion Questions**

1. How long have you been involved in the ***Learn Without Fear*** Project for your school?
2. In your view, what was the main aim of the ***Learn Without Fear*** Project at your school?
3. How did you implement the project at this school? (Probe: What was the participation of the learners and staff? Did they receive any training? What areas were covered during the training?)
4. What role did you play in the implementation of the project?
5. How did you work with parents, community leaders and partners? (Probe: Who were your partners in the Project? What roles did they play?)
6. As the Project is coming to an end, what would you say were the strengths and weakness of the project?
7. What has changed in the school as a result of this Project? (Probe: How has the Project helped the learners?)
8. What areas would you suggest that would need improvement?
9. What lessons have you learnt with this Project?
10. Now that the Project has come to an end, what plans do you have as a way forward
11. Do you have any comments or recommendation on the project?

**Conclusion**

* Thank the Headteacher for being available for the interview.

**6.3 FOCUS GROUP DISCUSSION – PARENTS/COMMUNITY**

**Introduction**

* Ask one person to open with a word of prayer
* Welcome the participants
* Individual introductions
* Share with them the purpose of the evaluation

**Key Discussion Questions**

1. Kodi project imeneyi ya ***Learn Without Fear*** munailandira bwanji kudera lino?
2. Kodi cholinga chachikulu cha Projeketiyi munachimvetsetsa ngati ndi chaini?
3. What role did you play in the implementation of the project?
4. What were the strengths and weakness of the project?
5. Kodi projeketiyi yathandiza bwanji ana anu ndi anthu adera lino?
6. Kodi ndi zinthu ziti zimene zasintha ku sukulu yathu komanso kudera lino chifukwa cha projeketi iyi ya ***Learn Without Fear***?
7. What areas would you suggest for the need of improvement?
8. What lessons have you learnt with this Project?
9. Do you have any comments on the project?

**Conclusion**

* Thank the participants for being available for the focus group discussion.
* Ask another volunteer to close with a word of prayer

**6.4 FOCUS GROUP DISCUSSION – SCHOOL MANAGEMENT COMMITTEE**

**Introduction**

* Ask one person to open with a word of prayer
* Welcome the participants
* Individual introductions
* Share with them the purpose of the evaluation

**Key Discussion Questions**

1. Kodi project imeneyi ya ***Learn Without Fear*** munailandira bwanji kudera lino?
2. Kodi cholinga chachikulu cha Projeketiyi munachimvetsetsa ngati ndi chaini?
3. What role did you play in the implementation of the project?
4. What were the strengths and weakness of the project?
5. Kodi projeketiyi yathandiza bwanji ana anu ndi anthu adera lino?
6. Kodi ndi zinthu ziti zimene zasintha ku sukulu yathu komanso kudera lino chifukwa cha projeketi iyi ya ***Learn Without Fear***?
7. What areas would suggest would need improvement?
8. What lessons have you learnt with this Project?
9. Do you have any comments on the project?

**Conclusion**

* Thank the participants for being available for the focus group discussion.
* Ask another volunteer to close with a word of prayer

**6.5 INTERVIEW – Implementing partners**

**Introduction**

* Welcome the participant(s)
* Individual introductions
* Share with them the purpose of the evaluation

**Key Discussion Questions**

1. What was the main aim of the ***Learn Without Fear*** Project at your school?
2. How did you participate in the implementation of the project at this school?

(Probe: What role did you play in the implementation of the project?)

1. As the Project is coming to an end, what would you say were the strengths and weakness of the project?
2. What is/are observable change(s) in the school as a result of this Project? (Probe: How has the Project helped the learners?)
3. What roles have you been playing in this project?
4. Any challenges that the project encountered? If yes, what are they and how did affect the project implementation process or realization of the project objectives?
5. What areas would you suggest that would need improvement?
6. What lessons have you learnt with this Project?
7. Now that the Project has come to an end, what do you propose as a way forward
8. Do you have any comments or recommendation on the project?
	1. **NAMES OF RESPONDENTS INTERVIEWED**

|  |  |  |
| --- | --- | --- |
|  | **NAME** | **LOCATION** |
| 1 | Ms Esther Chirwa | Mzuzu PIU |
| 2 | Samuel Kayonanga Gondwe | World Fit for Children(Mzuzu) |
| 3 | Etta Mwiba | World Fit for Children(Mzuzu) |
| 4 | Robert Mkandawire | World Fit for Children(Mzuzu) |
| 5 | Stewart Sumphi | Deputy Headteacher-St Michaels Primary School-Mzuzu |
| 6 | Watson Mzumara | St Michaels Primary School Management committee-Mzuzu |
| 7 | Ellen Sumphi | Learner-St Michaels-Mzuzu |
| 8 | Moto Mchiona | Learner-St Michaels-Mzuzu |
| 9 | Moses Shawa  | Learner-St Michaels-Mzuzu |
| 10 | Thandi Nyirongo | Learner-St Michaels-Mzuzu |
| 11 | Rabecca Kachingwe | Learner-St Michaels-Mzuzu |
| 12 | Mercy Ngwira | Learner-St Michaels-Mzuzu |
| 13 | Kettie Mtete | Learner-St Michaels-Mzuzu |
| 14 | Leah Mtumbuka | Learner-St Michaels-Mzuzu |
| 15 | Chisomo Mwandira | Learner-St Michaels-Mzuzu |
| 16 | Winstone Nyirenda | Learner-St Michaels-Mzuzu |
| 17 | Mama Nkhambule | Parent-Kabvikula Primaryc School –(Mzuzu) |
| 18 | Mama Kalambakala | Parent-Kabvikula Primaryc School-(Mzuzu) |
| 19 | Kasankha Tembo | ParentKabvikula Primaryc School-(Mzuzu) |
| 20 | Wyson Nhkosa | Parent-Kabvikula Primaryc School-(Mzuzu) |
| 21 | Nerbert Chipungu | Headteacher-Envuyeni Primary School |
| 22 | Edna Khoza | Learner- Emvuyeni Primary School |
| 23 | Eunice Dambule | Learner- Emvuyeni Primary School |
| 24 | Brenda Hara | Learner- Emvuyeni Primary School |
| 25 | Falles Maluwa | Learner- Emvuyeni Primary School |
| 26 | Dumison Hara | Learner- Emvuyeni Primary School |
| 27 | Efron Mhango | Learner- Emvuyeni Primary School |
| 28 | Thom | Learner- Emvuyeni Primary School |
| 29 | Trouble Mkandawire | Learner- Emvuyeni Primary School |
| 30 | Precious Msuku | Learner- Emvuyeni Primary School |
| 31 | Lethness Msuku | Learner- Emvuyeni Primary School |
| 32 | Mrs Mtambo | Community Development -Mzuzu |
| 33 | Mrs Phiri | Community Development -Mzuzu |
| 34 | Mr Kumwenda | Community Development -Mzuzu |
| 35 | Patrick Mwagomba | Kasungu PIU |
| 36 | Grace Masanya Banda | Kasungu PIU |
| 37 | Olive Panyanja | District Labour Officer-Kasungu |
| 38 | Wilfred Finyani | Lilongwe PIU |
| 39 | Patrick Kadiwa | CEYCA-Lilongwe |
| 40 | Sellina Khayira | CEYCA-Lilongwe |
| 41 | Mayamiko Mlangali | CEYCA-Lilongwe |
| 42 | Panganani Kamwendo  | Learner-Mudzu Primary School |
| 43 | Mavuto Brownd | Learner-Mudzu Primary School |
| 44 | Cynthia Kamanga | Learner-Mudzu Primary School |
| 45 | Rosina Petros | Learner-Mudzu Primary School |
| 46 | Pereniya Stanford  | Learner-Mudzu Primary School |
| 47 | Peter Numeri | Learner-Mudzu Primary School |
| 48 | Annie Simenti | Learner-Mudzu Primary School |
| 49 | Miriam Kapalamula | Learner-Mudzu Primary School |
| 50 | Gift Charles | Learner-Mudzu Primary School |
| 51 | Saidi James | Learner-Mudzu Primary School |
| 52 | Phoebe Mwakaonga | Learner-Chitedze Primary school |
| 53 | Shalom Chikaja | Learner-Chitedze Primary school |
| 54 | Ernest Ngoma | Learner-Chitedze Primary school |
| 55 | Kennedy Rashid | Learner-Chitedze Primary school |
| 56 | Jane Chibisa | Learner-Chitedze Primary school |
| 57 | Precious Kaluba | Learner-Chitedze Primary school |
| 58 | Wonderful Chigumukire | Learner-Chitedze Primary school |
| 59 | Ruth Kamanga | Learner-Chitedze Primary school |
| 60 | Meya Nyirongo | Learner-Chitedze Primary School |
| 61 | Brian Chikafumba | Learner-Chitedze Primary School |
| 62 |  | Learner-Chitedze Primary School |
| 63 | Austin Msowoya | Malawi Human Rights Youth Network |
| 64 | Mr Mkandawire | Lilongwe Schools Debate Society |
| 65 | Mr William Kambale | Mulanje PIU |
| 66 | Gabriel Mandele | Teacher-Nkanda Primary School |
| 67 | Annie Kandiero | Teacher-Nkanda Primary School |
| 68 | Gloria Sawerengera | Teacher-Nkanda Primary School |
| 69 | Wiston Musuwa | Teacher-Nkanda Primary School |
| 70 | Thokozani James | LearnerNkanda F. P School-Mulanje |
| 71 | Loveness Gomile | Learner-Nkanda F. P School-Mulanje |
| 72 | Tiyanjane Wyson | Learner-Nkanda F. P School-Mulanje |
| 73 | Beatrice Madeya | Learner-Nkanda F. P School-Mulanje |
| 74 | Stain Ngalande | Learner-Nkanda F. P School-Mulanje |
| 75 | Isaiah Yobu | Learner-Nkanda F. P School-Mulanje |
| 76 | Thomson james | Learner-Nkanda F. P School-Mulanje |
| 77 | Ben Lemani | Learner-Nkanda F. P School-Mulanje |
| 78 | Ernest Mcheka | Learner-Nkanda F. P School-Mulanje |
| 79 | Cathy Laston | Learner-Nkanda F. P School-Mulanje |
| 80 | Macfoster Ntunthuwa | PTA-Samson Primary-Mulanje |
| 81 | Jimmy R. Kanguswa | PTA-Samson Primary-Mulanje |
| 82 | Fred Chilewani | Teacher-Samson Primary school |
| 83 | Thokozani Chisale | Teacher-Samson Primary School |
| 84 | Linly Kamfoso | Teacher-Samson Primary School |
| 85 | Boniface Katuli | Learner-Samson Primary School |
| 86 | Henry Tchale  | Learner-Samson Primary School |
| 87 | Cecilia Nyirenda | Learner-Samson Primary School |
| 88 | Mana Venazio | Learner-Samson Primary School |
| 89 | Stewart Namazemba | Learner-Samson Primary School |
| 90 | Thokozani Kaipa | Learner-Samson Primary School |
| 91 | Violet Selemani | Learner-Samson Primary School |
| 92 | Mervis Chikaya | Learner-Samson Primary School |
| 93 | Kondwani Alfonso | Learner-Samson Primary School |
| 94 | Christopher Thunga | Learner-Samson Primary School |
| 95 | Mr Sautsa  | DEMs Office-Desk Officer |
| 96 | Boniface Mandere | Eye of the Child |
|  |  |  |

1. Burton, P. (2005) **Suffering at School. Results of the Malawi Gender-based Violence in Schools Survey**. Crime and Justice Statistics Division. National Statistics Office. [↑](#footnote-ref-1)