

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

**IMPLEMENTATION OF THE CONVENTION ON THE RIGHTS OF THE
CHILD IN SCHOOLS IN MALAWI: A PILOT STUDY IN ZOMBA WITH
A FOCUS ON CORPORAL AND HUMILIATING PUNISHMENT**

Final Report

Submitted by:
Martin Nthenda
Ibrahim Nthalika *
Lucia Chidalengwa

Mentor: Bereket Yebio

August 2006

* Ibrahim participated in the first phase and the start of the pilot project until the preparation of the seminar in Honduras. But, due to change of employment, he did not attend the seminar and the rest of the programme.

FOREWORD

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

The training programme, which is conducted in English, is designed for those holding positions at School, Intermediate and Central level. Preferably a team representing the levels mentioned consisting of three people from each country is invited to apply. The team is expected to work together throughout the training programme.

The training programme consists of three phases. The first phase took place during 3 weeks in Sweden in September-October 2005. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top down approaches to teaching and learning to those that are participatory, rights based, learner friendly and gender sensitive. One of the objectives under this aim of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants outlined a project work to be developed in their countries upon their return. As the members of the Malawi team, we decided to focus on **implementation of the Convention on the Rights of the Child (CRC) in schools in Malawi, with special focus on corporal and humiliating punishment.**

The second phase consists of a follow up seminar to present the progress in the development of the project work during 2 weeks in Honduras in March of 2006.

The third and last phase was a visit by our Mentor from Lund University in July 2006, when we together visited some key people in government and non-government organizations, report the outcomes of our pilot project and appeal for support for the continuation of the activities initiated by the pilot project.

Our thanks are due to the Malawi ministry of Education and Vocational Training for all arrangements that made it possible for us to undergo the training in child rights, classroom and school management. We acknowledge the help rendered by the South East Education Division Manager, the District Education Manager for Zomba rural and the District Education Manager for Zomba urban in the implementation of this Project.

We also extend our thanks to the Head Teachers of Chikamveka and Mulunguzi Primary Schools for allowing us to be in the schools for the different tasks of the project.

We are very grateful to Swedish International Development Co-operational Agency (Sida) for offering us the opportunity to this training.

TABLE OF CONTENTS

Foreword	2
Local background to the project	4
Formulation of the problem	7
Implementation of the project	7
Defining the task, Target groups and Limitations	7
Methodology	8
Collection of Data/Material	10
Participants in the project work	10
Resources for the Project	11
Work Plan and Time Table	12
Outcomes of the Project	13
Pre-test Results	13
Post-test Results	18
Evaluation of Results	23
Conclusion	23
Recommendations	24
References	25
Appendices	26

1. LOCAL BACKGROUND TO THE PROJECT

The country

Malawi as a country lies within the tropics to the south of the Equator. It experiences temperature ranging from 12⁰C to 38⁰C. It has three seasons namely: hot wet, cool dry and hot dry. The total population according to the last census of 1998 was estimated at 9 933 868 (Benson et.al 2002). The state attained independence from the British in 1964. Malawi became a democratic state in 1994 with the political transformation from a one party state to a multi party state.

Malawi is a multi-racial state with the Chewa, Yao and Tumbuka speaking populations being in majority. Religiously Christians are in majority.

Education in Malawi

The country has 28 administrative districts in three regions. Education administration is divided into six Education Divisions. A Division Manager manages each Division. There are District Education Managers under the Division Administration for every district. The Education system is divided into Primary (basic), Secondary and Tertiary Education. Basic education is an eight-year period of schooling. This is divided into three sections namely infant, junior and senior sections. Then there is a four year secondary Education which has junior and senior sections. Tertiary Education range from two to four years where certificates, diplomas and degrees are obtained. See appendix 1.

Basic education is free but not compulsory. Bursaries are available at secondary education. Besides government institutions, there are private institutions offering education at all the three levels.

CRC in Malawi

Malawi is a signatory to the Convention on the Rights of the Child. A number of policies have been developed in line with the convention. The policies have emphasized on increasing access to education, equality in education and attainment of quality education (Ministry of Education, Science and Technology 2001). Access to education has been achieved through the introduction of free primary education in 1994. This is evident by the tripling of basic education enrolment. The government has built a number of schools to meet the demand for more classrooms. The change has also created a great demand for teachers. The system of teacher training was changed to on-job training to meet this demand. These changes have compromised quality education. Currently the government task at hand is to fight for the attainment of quality education. The child right to education therefore has been given prior consideration.

Both government and private sector on children rights to protection are doing a lot of awareness through mass media. Of late there has been a rise in levels of child abuse sexually and through domestic violence and child labour. Organizations such as UNICEF, Human Rights Consolidation Programme together with government have really blown the trumpet to end this malpractice.

Schools have experienced changes in the curriculum in the new democratic era, which incorporates issues of Human rights. New subjects such as Social Studies and Life Skills have been introduced. The rationale for the new Social Studies curriculum for standards 5-8 is to address social-economic and political challenges that the nation is facing. One of the challenges outlined is the misinterpretation of democracy and human rights (Malawi Institute of Education 2003). However, there is still more to be done to put the lessons into practice in the schools.

The adoption of a democratic system of government brought with it new challenges to Malawians (DCP, undated). The new era brought about drastic changes in discipline among teachers and pupils. This is seen as a consequence of misconceptions on the understanding of human rights that are often exercised without responsibility. Most parents and teachers believe that knowledge of human rights have made pupils to behave badly in schools.

The ministry of Education in the country has developed a number of regulations as a result of the government's adoption of the convention on the rights of the child. One such regulation is the prohibition of administration of corporal and humiliating punishment in schools. The regulations however are not easily accessible to school administrators and teachers. There is thus lack of knowledge among teachers on these regulations.

The Malawian culture has a notion of corporal and humiliating punishment for correction of bad behaviour. Such punishments are very much accepted until adolescence. As such, lack of teacher training on child rights and class management coupled with the cultural background has perpetuated the administration of corporal and humiliating punishment mainly in primary schools. A lot of emphasis has been done in teacher training colleges both for primary and secondary school teachers on participatory methods of teaching. This means the teacher is changing his or her relationship with the pupil. Participatory methods are only effective where there is a child friendly atmosphere in the classroom. Such an atmosphere demands that a child is respected and have a say in the classroom. The administration of corporal and humiliating punishment in Malawian schools hampers the effectiveness of this child-centred approach to teaching.

It was with this analysis that the project was chosen to bring awareness to teachers so that they realize that replacing physical and humiliating punishment with child friendly corrective measures will reduce the level of indiscipline of their pupils.

Malawi as a nation invests a lot in Education as it is a tool for national development. The child right to education, which the state is fighting hard, to achieve has tentacles to other important rights of the child. One such link is with the right of the child to proper nutrition. There is more than empirical evidence that a poorly fed child cannot effectively learn. It is from this that the

government is currently investing in ‘School Feeding Programme’. A similar link is with the right of the child to be protected from all forms of physical and mental violence. Proper learning cannot take place in a physically or psychologically harmed child.

The Convention on the Rights of the Child (CRC) was established because children are a vulnerable group that needs special protection. The school setting put children in the care of adults, teachers. A lot of interaction goes on between these two groups that put children in a more vulnerable situation. It is with this view that the Implementation Committee on CRC urges all state parties to provide education that respects the strict limits on discipline (UNCRC Implementation Handbook).

Ending physical and humiliating punishment in schools is one way of implementing the Ministry of Education regulation of prohibition of corporal and humiliating punishment. The Constitution of the Republic of Malawi honours this protection right of every individual in Sections 4, 19 sub-section 4, 23 sub-section 4, 44 sub-section 1b. With this constitution backing, the project ultimate goal of proposing for legislation to abolish all forms of physical and humiliating punishment faces no obstacles. A top down approach on civic education on human rights and conflict resolution has started with the training of Secondary school Head teachers. The Inter-Ministerial Committee on Human Rights and Democracy-Democracy Consolidation Programme of the UNDP supports the training. The training tackles the issue of corporal punishment (DCP, undated). This project will be important to spice up the urgency of this civic education to all teachers in the country.

The school going children in Malawi experience a number of problems in the process of learning. Most of them have no appropriate clothing, they are not sufficiently fed, they learn in over-crowded classrooms or under trees with insufficient learning materials. The administration of corporal and humiliating punishment is an additional problem, which they meet in the process of learning. Unless the learning environment is made so friendly with child friendly corrective measures, the schooling process will not be attractive to them. This project will be an eye opener of the ministry to evaluate how the child rights based policies are implemented on the ground. This analysis is vital for the attainment of goals set in the Vision 2020 policy document. “The document further calls for fundamental change in the schools system from primary through secondary schools and on to tertiary institutions in order to increase access to them”(DCP Training manual for secondary school teachers). To this respect, the ministry of Education will be able to review the regulations governing school administration in Malawi, which in some instances have come in conflict with the constitution of the land.

Malawi has one of the highest numbers of orphans in the SADC region due to HIV/AIDS. Of late there has been a rise in the level of child exploitation and abuse with the orphans being mostly the victims. The government is currently fighting to end this maltreatment of children. The ending of physical and

humiliating punishment in the education sector will help spread the same message to parents and end it in homes.

2. FORMULATION OF THE PROBLEM

The aim of the project is to end corporal and humiliating punishment in three pilot schools. This will be achieved through the following objectives;

- Raising awareness amongst teachers and school administrators on the convention of the rights of the child.
- Providing a framework to alternatives to corporal and humiliating punishment.
-

The project will go a long way recommending for curriculum review that has a consideration of the rights of the child in teacher training colleges. The project ultimate goal is to propose for legislation to abolish all forms of physical and humiliating punishment in Malawian schools.

3. IMPLEMENTATION OF THE PROJECT

3.1 DEFINING THE TASK, TARGET GROUP(S) AND LIMITATIONS.

The project was designed in two phases. The first phase had to do with identification of the problem. This was in form of a pre test. This was done by investigating the extent to which corporal and humiliating punishment is prevalent in the pilot schools. The second phase was an intervention based on the identified problem. This involved bringing awareness in the schools on the impact of such punishments and providing alternatives to corporal and humiliating punishment. This phase was also characterized by a post test, which checked the impact of the project in the school.

The project had a sample of three schools, one urban primary school, one rural primary school and one secondary school. The project targeted administrators, teachers and pupils of the three schools. In the primary schools, three classes were taken for the working sample. These were standards 3, 4 and 5. Standards 3 and 4 belong to the junior section whereas standard 5 is in the senior section of the primary school.

During the first phase of the project, the sample from each primary school comprised

- Head teacher of the school
- One Head of Senior section
- One Head of Junior section
- One teacher from standard 3
- One teacher from standard 4
- One teacher from standard 5

This gave a total sample of 12 teachers and 6 classes.

From the secondary school, the sample comprised

- 2 form teachers from Form 1 classes which is in the Junior section
- 2 form teachers from Form 3 classes which is in the Senior section

This gave a sample size of 5 teachers from the 4 classes.

Form teachers were chosen in the secondary school because they are assigned with the duty to look after the welfare of the pupils in that class and provide counselling. Refer 'Duties of a Form teacher' in Appendix 2.

On the part of pupils, the project targeted 70 pupils from every class giving a sample of 700 pupils.

In the second phase of the project, one primary school was involved and the same classes 3, 4 and 5 were targeted. All teachers and pupils of the three classes were involved together with the administrators of the school.

There were a number of limitations to the implementation of the project that forced a limit to the target group. One such limitation was time to carry out the different tasks of the project. This was quite a challenge considering that the project was happening along side normal official duties. Another challenge was to do with expenses. These mainly included transport expenses to stake holders, communication cost to stake holders and mentors in Sweden and stationery cost. Due to lack of funds, training of teachers in the second phase of the project was postponed to the end of the project. This was substituted with an awareness, which demanded more time with the teachers and pupils in the school. Lack of funds and time denied access to recent information on the topic of the project on the Internet, which is expensive in the country.

3.2 METHODOLOGY

The project was implemented by using three tools for data collection. These tools were used as pre-test and post-test. These were questionnaire, focus group discussion and classroom/school observation. See Appendices 3, 4 and 5. In the first phase of the project, the problem was identified using all the three tools. The first tool used was the questionnaire to teachers. This tool investigated the type of offences prevalent amongst pupils and the type of punishments administered by the teachers in the schools. The questionnaire also checked teacher attitude towards corporal and humiliating punishment. Secondly, a semi-structured focus group discussion with the pupils was done. A sample of 15 pupils made up of 8 girls and 7 boys from each of the ten classes was used in the discussion. The sampled group was taken aside, away from the teachers in order to give them more freedom to speak. This raised a lot of eyebrows amongst teachers. The discussions sought similar information from the pupils as the questionnaire to teachers. To validate the data collected from the two groups interacting in the school, more information was obtained from the daily undertakings of the school. This was done through observing lessons in the classes and what happens at the school in general. The observation investigated the extent to which corporal and

humiliating punishment was prevalent in the classroom or outside the classroom and even in the administration of the school. Then information collected from the three tools was analysed to identify the problem.

The analysis brought the project to the second phase of bringing an intervention in the school system as regards corporal and humiliating punishment. An awareness to teachers was done in the urban primary school. This school was chosen because it is a near by school. The awareness was done by talking to the teachers in the school to share with them knowledge on child rights. There was also time to enlighten them on the impact of corporal punishment to the education of the child as well as to the participatory methods of teaching they use. A positive approach was taken in this awareness for it is an important approach in creating change rather than emphasizing what teachers are doing wrong (Manual for Action 2005). The main issues during these discussions were as follows;

- Thanking teachers for sparing the time for the discussions, the observations done in their classes and answering of the questionnaire.
- Briefing them of the pre test results emphasizing that both teachers and pupils agreed that corporal and humiliating punishment is low at their school and that they agreed not to encourage it.
- Discussing way forward through providing alternatives to corporal and humiliating punishment with the aim of ending this type of punishment.
- Enlighten them on the reasons for ending it as they wish such as
 - a. creating a child friendly class room that enhance learning.
 - b. Enhancing child centred approach to teaching, which require the friendly class room environment.
- Discussing the responsibility of pupils in maintaining discipline in class and the benefits of the project activity of involving them in formulating class rules.

The teachers were also given a leaflet on 'ending physical and humiliating punishment of children' courtesy of Save the Children. Little time was spent with the teachers in the discussions because they would usually ask for an allowance for the time spent with them.

Another method used in the second phase was the establishment of class councils. This was done by discussing with the pupils and the class teacher the rules of the classroom. Involving children in making the school rules is shown to significantly reduce disciplinary problems (Manual for Action 2005). The pupils were given a lot of freedom during these discussions so as to promote their right to express their own opinion. In this process, the teacher was learning to listen and accepting the views of the children there by creating a child friendly classroom. Such a method was chosen to instil a sense of responsibility in the pupil regarding their conduct in the classroom. This was also planned to win the teachers' support and defeat the wrong belief that implementation of child rights make children behave badly. The pupils in the discussion went further to suggest the type of punishment to be given to offenders of the rules set in the class. The following are some of the rules that became apparent in all the three classes;

- No noise making, eating or playing in class.
- Every one should be smart in uniform when coming to school.
- Every one should respect the teacher and the class leader.
- No laughing when one has failed a question.
- Every one should be punctual for lessons and should not run away from lessons.
- Every one should carry brooms when coming to school.
- The class leader should not beat others when they have not shared him food.
- The class leader should also be punished when he is in the wrong.
- No stealing of other peoples' property.
- They should love and help one another academically.

The punishments that were suggested included mopping, sweeping and watering flowers.

After a short period of two months due to lack of time, a post-test was conducted. This was aiming at checking the impact of the different undertakings of the project in the school that were concentrating on ending physical and humiliating punishment. The post-test used the questionnaire to teachers and focus group discussion with pupils. The class and school observation was not used because the time between intervention and post test results was too short to observe actual indicators of the impact the project.

3.3 DATA COLLECTION/ MATERIAL

Data was collected mainly by writing down information. Teachers wrote and ticked options on the questionnaire. An audio/still camera recorder was used to record discussions and take pictures during the focus group discussion with pupils. Most of the information in the discussions was also written down. During school and classroom observation, data was written on the observation sheet. In the second phase of the project work, information from the discussion with teachers was written down. Proceedings in the classroom discussions with pupils were also written down together with all the rules the pupils had set.

3.4 PARTICIPANTS IN THE PROJECT WORK

Participants in the project included Ministry of Education authorities at the South-East Education Division and at Zomba District Education Office. These authorities gave permission for the project to take off in the schools. They were also briefed on the progress of the project. These key players in the education were earmarked to take up all recommendations of the project so that they broaden the advocacy base. They were therefore targeted during the mentors visit (See Work Plan).

The three pilot schools were chosen to participate in this project because they belong to different school categories. The urban primary school is named Chikamveka and is located in one of the residential area in Zomba town. It is a modern school with better infrastructure. It has an annual enrolment of around 2000 pupils. It operates on two shifts due to the large enrolment with few class

rooms. The school has 60 teachers 5 of which are males. Most of the pupils of the school come from an average class of social status. The school is well known for its outstanding performance of Standard 8 pupils selected for secondary education.

The rural primary school, Mulunguzi, is located amidst five villages. It is a small school with old buildings. It is partly owned by the Presbyterian Church. Its enrolment is about 1000 pupils per year. There are 20 teachers in the school of which 11 are females. Most of the pupils come from poor families with a good number of them being orphans. It is because of this that there is an orphan feeding centre near the school where the orphans are fed. This centre is funded by a certain church organization from outside the country. The centre was established to cater for the orphans that failed to go to school due to lack of food and clothing. Very few pupils are selected for secondary education from the school.

The other participating school was Mulunguzi Secondary. It is a Conventional boarding school with a capacity of 480 students. The effect of free primary school has increased its enrolment to 700. Two-thirds of the students are males. The students are selected from rural primary schools in Zomba. The students' ages range from 12 to 20. Located close to University of Malawi, it acts as a demonstration school for the faculty of Education. There are thirty teachers in the school. The school has Forms 1 to 4 with three classes in each Form. It offers studies in 16 different subjects.

Participants from these pilot schools were administrators in the schools. These included Head teachers, Deputy Head teachers and Heads of sections. The administrators played a very important role in arranging for the different meetings with the teachers as well as the pupils. They also were informed of the proceedings of the project because they are at the centre of discipline in the schools and they are the ones that monitor teaching and learning. Classroom teachers were the most involved participants in the project. The teachers are the ones that interact more with the pupils at the school. These were the participants that had a lot of information regarding corporal and humiliating punishment. They were therefore targeted as the instruments of change in the project. The participation of pupils in the project was two fold. On one hand they were the most reliable source of information in the first phase of the project of problem identification. This is because they are at the receiving end as far as discipline using corporal and humiliating punishment is concerned. On the other hand, their participation in the second phase of the project of bringing change in the system was vital for the effectiveness of the change. At this point they were also involved as instruments of change so that their interaction with the teacher was normalized.

3.5 RESOURCES FOR THE PROJECT

A lot of paper was used in the project in printing the three tools for data collection as well as in recording data. The audio/still camera recorder was

sourced from a well wisher. Computer and printer use was made from our working institutions. Handouts on corporal and humiliating punishment from Save the Children Sweden and others from the training in Sweden were photocopied to be distributed to teachers. 'Ending Physical and Humiliating Punishment of Children – Manual for Action' was used as a guide in the undertakings of the project.

3.6 WORK PLAN AND A TIME TABLE

The project had a time frame of ten months. This was from November 2005 to August 2006. The following work plan was used in the undertakings of the project.

November: Getting permission from Ministry of Education, South-East
2005 Education Division and Zomba District Education Offices.

December: Developing tools for data collection and getting
2005 permission from administrators of the schools.

January: Collecting data in the first phase of the project.
2006

February: Data collection and writing of
2006 progress report of the project.

March: Presenting Progress report in Honduras.
2006

April: Requesting funds for training of
2006 teachers.

May-June: Bringing awareness to
2006 teachers and pupils.

July: Second phase of data
2006 collection and mentor visit.

August: Final report writing
2006 and submission.

Note: Malawi 2006 School Calendar started on 9th January and first term closed on 13th April. Second term opened on 1st May and closed on 21st July.

4. OUTCOMES OF THE PROJECT

The project outcomes were obtained from the two phases of the project. The pre-test results were obtained from the three pilot schools. Part of the planned intervention was the training of teachers which due to lack of funds was postponed to the end of the project work. This was substituted with awareness. The post-test results were obtained from the urban primary school. No intervention was done in the secondary school because the pre test results revealed that there is no corporal punishment and only a few incidences of humiliating punishment.

4.1 PRE-TEST RESULTS

These results reveal the extent of corporal and humiliating punishment in the three schools. They also identify offences that are common amongst pupils in the schools.

Pre-test results came in three different categories according to the three tools used.

Data from questionnaire administered to teachers.

The 17 teachers selected from the pilot schools responded to the questionnaire. Questions 1 and 2 on the questionnaire mainly assessed teacher knowledge on rights of children. All teachers reported that they had some knowledge of child rights. Table 1 shows the frequency of this knowledge of child rights.

Table 1: Teacher Knowledge of Child Rights.

Child right	Number of teachers responding
Right to education (Article 28)	17
Right to play and rest (Article 31)	10
Right to religion (Article 14)	8
Right to a name (Article 7)	4
Right to protection (Articles 32,33, 34)	4
Right to be fed (Article 24)	3
Right to a family (Article 8)	3
Right to life (Article 6)	2
Right to opinion (Article 12)	1

The child rights mentioned are well reflected in teachers' as well as pupils' books of Social Studies both at primary and secondary school. These rights are stated simply as is in Table 1 in these textbooks. Little is therefore known by the teachers as to what these rights entail. For instance, all respondents know about the child right to education. It is the second part of this Article 28 (28.2), which emphasises that school discipline, should consider the child human dignity (UNICEF 2002). These results however show no knowledge of this important part amongst the teachers. Almost all respondents do not know about the right of the child to opinion. This is a right for capable children to express their views freely in all matters affecting them. School discipline is one such matter. Teachers need to know and respect this right so as to refrain from using corporal and humiliating

punishment. Positive discipline demands that children are listened to, their views are given proper consideration and they are treated fairly and with respect (Manual for Action 2005). Few teachers mentioned the child right to protection. There was no mention of the specific areas of protection. This means most of the teachers lack knowledge on the right of the child to be protected from all forms of physical or mental violence. This forms the basis for the administration of corporal and humiliating punishment by these teachers.

Table 2 summarises the offences that are committed by pupils and the types of punishments available for them according to questions 3 to 5 of the questionnaire.

Table 2: Offences and Punishments Administered in Schools

Offences leading to punishment	Number of respondents
Rudeness	8
Late coming to school	7
Theft	7
Poor academic performance	3
Noise in class	2
Eating during lessons	2
Fighting	2
Sexual relationships	1
Absence from class	1
Punishments administered	Number of respondents
Sweeping	10
Gardening	8
Mopping	8
Beating	5
Slashing	4
Digging a pit	3
Sent out of class	1
Verbal abuse	1

This data shows that the commonest offences that children are punished for include rudeness, late coming to school and theft. Common punishments for these offences include sweeping, gardening, mopping and beating. Most of the offences mentioned disturb the process of teaching and learning in one way or the other. These offences therefore demands disciplinary action.

Late coming to school may be attributed to the fact that children often have competing pressures on their time (Manual for Action 2005). For instance, most of the children in Malawian schools are supposed to do some domestic chores before going to school. It is at such situations that the teacher is supposed to assess and discuss with the child ways of ensuring punctuality.

Of great concern is the offence of poor academic performance. This reflects that the teachers lack knowledge and skills in handling variability in knowledge acquisition amongst children. Any punishment to this offence has very devastating effects on the child aspirations in education. This ends up creating children who have negative expectations of themselves in as far as education achievement is concerned. This data has revealed that beating, a form of corporal punishment is used in disciplining children in the schools.

Questions 6 to 19 of the questionnaire addressed both prevalence of corporal and humiliating punishment and teachers' attitude on the same. Table 3 shows number of respondents in each category.

Table 3: Prevalence of, and Teacher Attitude on Corporal and Humiliating Punishment.

	VH	Avg	Low	NE
6. Prevalence of Corporal Punishment at this school	0	4	13	0
7. Prevalence of Humiliating punishment at this school	0	3	12	2
8. No. Of teachers that punish by beating	0	4	9	4
9. No. Of teachers that punish by humiliating	0	2	13	2
10. No. Of times that I beat up my pupils	1	0	13	3
11. No. Of times that I humiliate my pupils	1	1	9	6
12. As a pupil my hatred towards being beaten was	14	1	1	1
13. Beating up of children makes their learning ability to be	0	0	15	1
	SA	A	D	SD
14. Child behaviour can be changed without beating	8	8	0	1
15. Child behaviour can be changed without humiliation	10	6	0	1
16. Children threatened with beating still come to school	0	4	13	0
17. Beating improves pupil's behaviour	0	10	4	3
18. Humiliating pupils improves their behaviour	0	3	10	4
19. Corporal and humiliating punishment should be encouraged in schools.	0	3	8	6

Key: **VH** = Very High, **Avg**= Average, **Low** = Low, **NE**= Non Existent,
SA= Strongly Agree, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree

Most teachers said that the occurrence of corporal and humiliating punishment was very low in their schools. They said very few teachers administered corporal and humiliating punishments. Almost all of them admitted that they used to hate this type of punishments when they were pupils. On the effects of corporal and humiliating punishment they all agreed that it had negative effects on both the learning and behaviour of the child. However, on beating alone, most teachers felt that beating up of children improves their behaviour. This contradiction stems from the fact that the teachers were responding to the questions at two levels. As a pupil their experience is that beating has negative long-term effects on the behaviour of the child. They also had experienced that a beaten child does not concentrate in lessons due to anger and embarrassment. At the level of a teacher,

they had experienced that it is a quick way of disciplining the child. Physical and humiliating punishment does sometimes secure immediate compliance from children, but this easy solution for parents and teachers is not to their long term advantage (Manual for Action, 2005).

The teachers concluded by agreeing to end corporal and humiliating punishment in schools. This response to the last question of the questionnaire gave all the hope for the achievement of the project objectives. The teachers showed that they are ready to change. This positive attitude to change validates the information that the occurrence of corporal punishment in the schools is low. This is translating to that they don't like it though they sometimes use it. A lot of factors such as large classes and poor physical environment in the school are contributing to this bi-psych situation in the teacher. This analysis emphasizes the need to provide the teachers with alternatives to corporal and humiliating punishment. The project therefore was guided to follow suit by taking a positive approach in bringing the change.

Focus group discussion with pupils.

The first questions during these discussions were general questions aimed at creating a rapport. At this time the children were very free. When questions started targeting at corporal and humiliating punishment, the children showed they were sensitive questions. Their first response was to check who was close by. Then they started looking at each other to check if they were to answer them correctly or not. This showed that they were first afraid of their teachers then they were also afraid of their friends. It was after three pupils had spoken what was seen to be the truth that the rest became free and contributed.

During these discussions, a lot of things came up some which also came up in the questionnaires administered to teachers. On types of offences leading to punishment pupils mentioned noise making, fighting, theft, late coming, failure during tests or exercises, and uncleanliness. Among the punishments mentioned, sweeping, beating, mopping, digging pits and carrying bricks featured highly. These punishments applied mostly to primary schools and not secondary. The primary school pupils reported beating in a very sorrowful and depressed manner showing that they really don't like it. They even showed us the swollen parts of their bodies due to the whipping they experienced recently. They continued saying their parents also beat them but not as hard as the teachers do. They even went on to prefer digging a pit to beating, a punishment that they said they also most disliked. This discussion showed that the pupils are really concerned about being beaten. It also revealed that they have had no one to share this experience with. Their speeches showed they hoped that we had come to help them in the matter. The need to end corporal and humiliating punishment in Malawian primary schools therefore is overwhelming. The pupils at the receiving end are the ones most affected. The focus group discussion with the pupils was a powerful tool in identifying the problem.

In the secondary school carrying of bricks and beating were said not to exist at all. However, these pupils also lamented heavily on the beating that they experienced in primary school. The form one pupils from both government and private primary schools said they were being beaten. The beating reported in private schools shows that the problem is acute. The private schools are expected to treat pupils in a more child friendly manner than the public schools. Most of the children in private schools come from educated parents. It remains to be known whether the parents know about this.

The secondary school pupils, mostly girls, said they are humiliated by some of the teachers when they don't do well in class. They also mentioned that they are affected when they are labelled 'rude' or 'arrogant' even after they have changed their behaviour, just because they misbehaved at a certain time.

In agreement with their teachers, pupils reported that very few teachers used corporal and humiliating punishment. Answering the question on effects of beating on learning, pupils reported that some pupils ended up either not coming to school the next day, transfer to another school or dropout altogether. They further said with others, there was no effect on their attendance to school. However, all of them agreed that beating up of children had negative effects on their learning. They added that beating, digging of pits and mopping in the toilet were among the punishments that the pupils disliked most. The pupils then reported about some negative remarks given by teachers such as:

'You are too big for this class'

'just stop schooling and get married'

'you are a witch and you fly at night'

Asked to comment on how they would have liked to be treated when they break a school rule, the pupils said the first thing is for the teacher to counsel them. If this fails then the teacher can administer a punishment but not beating, mopping in toilet or digging of pits. This shows the desire amongst pupils to behave well. The overwhelming majority of children want to learn and are capable of good behaviour (Manual for Action 2005). The project used this willingness in the pupils during their participation in its second phase. A counselling committee is present in secondary school but not in primary school. The committee is very helpful in understanding children problems before punishment is given.

School and classroom observations

It was not easy to collect adequate data through observations because some teachers and pupils changed their behaviour in our presence. Another reason, according to the rural primary school Head teacher, was that schools had just started and pupils were still eager to learn and therefore caused less trouble. Offences that pupils were being punished for were mainly noise making, late coming to class and failure to give a correct answer to the teacher's question. Punishments to these offences included pushing, pricking of ears, standing up for some time, knocking on the head, and throwing of pieces of chalk to pupils.

Threats that came up during these classes included statements like:

'I will beat you up'

'I will punish you'

'I will send you home if you continue disturbing the class'

'I will walk out if you continue making noise'

'I will punish you if you fail'

In a standard three class, these threats and other humiliating statements could be heard every 3 to 4 minutes. The environment in the classroom was tense to the pupils. The teacher was not conscious of the tense environment she had created in the classroom. This revealed that this was the order of the day. This means the teacher does not know the effects of such threats to the teaching and learning process.

Apart from the corporal punishment reported above, humiliating punishment was also observed. In one class a teacher asked pupils to stand up according to how much they had scored. One girl apparently scored zero but she did not disclose it. The whole class including the teacher laughed at her. In the end the teacher went and knocked her on the head. This confirmed the information that mostly girls are humiliated when they fail in class. In a separate incidence pupils who had failed during an exercise were asked to go and stand in front of the class for all to see them. Below are quotations of some humiliating statements, which were made by the teachers in the classes.

'He is becoming a nuisance to me, look at him'

'Look at this one! He is boring me now'

'This boy is always a problem'

'Stand up Dad', probably with reference to pupil's age.

'I mean you with a big head'.

This data confirmed the administration of corporal and humiliating punishment during lessons. If the teachers could show this maltreatment of pupils in our presence then the worst is expected to happen in our absence.

In the secondary school, pupils were mostly humiliated when they were asked to explain what went wrong in a disciplinary incident. This was evident when a child became a culprit of the discipline committee. The culprit is allowed to write and explain his side of the story. His explanation is hardly received by the committee. He is interrupted so much that his right to express himself is not respected by these teachers. The committee therefore does not take into consideration the culprit explanation when deciding on the punishment. The sitting of the committee is a recent development in the secondary schools. It is a way of observing the rights of the child in the disciplinary proceedings. However there has not been much change in the teachers' attitude towards this child right to expression. The project identified the need to train these committees in the secondary schools so that they deliver.

4.2 POST-TEST RESULTS

Post-test results reflected the impact of the different activities of the project in the urban primary school. This is because although there was little time between intervention and collection of post-test results, some impact of the project could be noted in the results.

The post-test results came in two categories.

Data from questionnaire administered to teachers.

15 teachers of the three classes involved in the intervention responded to the questionnaire.

On teacher knowledge of child rights, all respondents said had some knowledge of child rights. The following examples were given as in Table 4.

Table 4: Teacher Knowledge of Child Rights

Child right	Number of teachers responding
Right to education (Article 28)	15
Right to life (Article 6)	8
Right to play and rest (Article 31)	6
Right to religion (Article 14)	4
Right to a name (Article 7)	2
Right to opinion (Article 12)	1
Right to privacy (Article 16)	1

The rights mentioned above were also given during the pre-test. In addition to these, two teachers stated the right to be punished after classes and another teacher mentioned the right never to be beaten. This shows a positive impact of the messages the project has been imparting. However due to lack of training, the teachers do not know what the rights actually state and mean.

Unlike in the pre-test, questions 3 to 5 were well answered in the post-test. Table 5 summarises the type of punishments administered by teachers as given by their response to question 3.

Table 5: Punishments administered by teachers.

Type of punishment	Number of respondents
Sweeping	10
Mopping in class	11
Planting or watering flowers	6
Picking litter	1
Mopping in toilet	1

On the most frequent punishment, most teachers mentioned cleaning of classrooms and school grounds. This confirms the data in Table 5. The teachers did not mention beating nor digging of pits as they did in the pre-test.

In responding to reasons for which beating or humiliating of pupils is used as punishment, the teachers gave the following reasons;

- rudeness of pupils
- pupils playing in class
- out of anger or bad temper
- teacher running away from punishment that requires his or her monitoring.
- To make the child realise his or her mistake

- Pupil always fighting friends.

The reasons given by the teachers were this time specified to the use of corporal and humiliating punishment as demanded by question 5. This shows that the project had really focussed on this type of punishment. The reasons given above suggest that they were resorting to beating when the offence was in the extreme or where they had no alternative. This shows the willingness in the teachers to completely stop using corporal and humiliating punishment. The teachers need a lot of time to develop the alternative punishments to corporal or humiliating of children. A more focused initiative in this area would be the best next step to take.

Table 6 summarises the teachers' response to questions 6 to 19 in the post-test which were meant to continue checking the prevalence of corporal and humiliating punishment and their attitude on it.

Table 6: Prevalence of, and Teacher Attitude on Corporal and Humiliating Punishment.

	VH	Avg	Low	NE
6. Prevalence of corporal punishment at this school	0	1	11	3
7. Prevalence of Humiliating punishment at this school	0	3	9	3
8. No. Of teachers that punish by beating	0	0	5	10
9. No. Of teachers that punish by humiliating	0	0	12	3
10. No. Of times that I beat up my pupils	0	0	7	8
11. No. Of times that I humiliate my pupils	0	0	15	0
12. As a pupil my hatred towards being beaten was	11	2	2	0
13. Beating up of children makes their learning ability to be	0	4	11	0
	SA	A	D	SD
14. Child behaviour can be changed without beating	10	5	0	0
15. Child behaviour can be changed without humiliation	4	6	2	3
16. Children threatened with beating still come to school	0	0	15	0
17. Beating improves pupil's behaviour	1	2	3	9
18. Humiliating pupils improves their behaviour	1	4	3	7
19. Corporal and humiliating punishment should be encouraged in schools.	1	3	3	8

Key: **VH** = Very High, **Avg**= Average, **Low** = Low, **NE**= Non Existent,
SA = Strongly Agree, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree

Teachers maintained that prevalence of corporal and humiliating punishment at the school is low. Unlike in pre-test, most of them said none of the teachers in the school punish by beating and that only a few punish by humiliating. This agrees well with their response to question 10 where half of them said they never beat up their pupils. The other half, which said they rarely do, may be attributed to those times they say have no alternative to it. It is worthy to argue at this point that the low prevalence of these types of punishment in this post-test may not equal to that expressed in the pre-test. This is so for there are other classes that were not targeted by the project. The positive impact of the project in the targeted classes

justifies the need to spread it to the whole school. The possibility of ending physical and humiliating punishment in Malawian schools is well articulated by these results.

During pre-test, almost half of the respondents said they never humiliate their pupils. In the post-test, all have admitted to rarely humiliate pupils. This is so for there has been improvement in their understanding of humiliating punishment. The leaflet that was given to them during the discussions contained some examples of this type of punishment.

Most of the teachers still maintained that they used to hate this type of punishment when they were pupils and that it prevents better learning. As in the pre-test, they all have agreed to changing child behaviour without beating. However one third of the respondents have disagreed to changing child behaviour without humiliating. This confirms what is reported above that though they have stopped beating, they sometimes humiliate pupils. What this means is that they see no other alternative to humiliating punishment as far as maintaining class discipline is concerned. A similar scenario is being presented in their response to question 18. During pre-test, one sixth of the respondents agreed that humiliating punishment improves pupil behaviour. In the post-test, a third of the respondents agreed to this statement. This is interpreted as a justification of their continued use of humiliating punishment after stopping beating the children. These results reveal that the project has managed to a larger extent minimizing the use of corporal punishment. Stopping to use humiliating punishment still remains a challenge to the teachers. The absence of physical pain in humiliating punishment makes it to be perceived as having no harm on the child. The teachers seem not to know or ignore the psychological impact of such punishments on the pupil. Although the physical consequences are more immediate and obvious, it is the longer-term psychosocial aspects, which give, rise to most concern (Manual for Action 2005). This still emphasises the need to train the teachers so that they become conscious of the psychological impact of humiliating punishment.

Unlike in the pre-test, most teachers disagree that beating improves pupil behaviour. This is a positive impact of the undertakings of the project. The teachers have now come to understand that the immediate compliance that physical punishment seeks in the child does not guarantee change in behaviour. As in the post-test, most teachers have disagreed to encouraging corporal and humiliating punishment in schools. However there is a slight increase in the proportion of respondents agreeing to encourage this type of punishment in schools. This is showing resistance to the change that the project has brought. The results from the questionnaire reveal that a step in the right direction has been taken by the project. The project has managed to minimize the use of corporal and humiliating punishment by the teachers in the targeted classes.

Focus group discussion with pupils.

The atmosphere during these discussions was friendlier than in the pre-test. This is because of the frequent interactions that have been there with the pupils.

Despite the class rules they had set themselves, pupils admitted that they were some who could not observe them. Common offences mentioned by the pupils were rudeness, not sweeping in the morning, coming late to school and making a lot of noise in class. They said mostly they were punished by sweeping, mopping, watering flowers, picking litter or being sent out of class. Commenting on the worst punishments they had described in the pre-test, they all agreed that digging of pits and mopping in toilet had become non-existent in their classes. The pupils also agreed that beating had become uncommon in their classes. They actually said there has been a lot of improvement on the part of teachers beating up pupils. One incident narrated was when a group discussion in a lesson turned into a chaotic situation because of noise. The teacher then beat every body in the class. This confirms data from teachers that beating is employed when the teacher meet with a difficult disciplinary situation. However, all groups lamented that it is the class leader that beat them when the teacher is out of the classroom. They said the leader has a lot of powers. This is well reflected by some of the rules they had set about the class leader. The pupils said they are afraid to report this to the teacher for they realize they are the ones at fault. The other reason given was because they know that nothing will be done about it. The use of corporal punishment by the teacher in the past has been passed on to the class leader. This revelation by the pupils forced a twist in the discussion. The pupils were sensitized and encouraged to go ahead and report the issue to the teacher. Asked on how these leaders are chosen, they responded that they choose the leader by the process of voting. It was then emphasised to them that the leaders are chosen to take care of them. With some resistance, they said they would try to inform the teacher. The project has identified the need for the teachers to pass on the message to the class leaders. The teacher is still allowing the class leader to punish physically because he/she has not completely changed his or her attitude towards it. This change in attitude takes time. The project therefore hopes that the teacher will by and by deal with the remaining part of the class leader. The pupils' proposal on this was for the leader to write down names of noisemakers for punishment by the teacher. Some of the pupils justified the beating by the leader as due to lack of responsibility on their part. These pupils said the class does not respect the leader. They went on saying even when names of those disturbing the class are written, they don't stop making noise challenging that their fate is already set. These pupils gave the others the message that they had a responsibility in ending this maltreatment by the leader. The discussion therefore also emphasized the need to observe the class rules they had set.

On humiliating punishment, reduced cases were also narrated by the pupils. On part of academic performance it was good to hear that they are praised for doing well while failures are encouraged to work hard.

The pupils at the end of the discussions expressed the hope for the continued assistance of the project in their education.

5. EVALUATION OF RESULTS

The results indicate a positive impact of the undertakings of the project. The impact is being reflected by the reduction in use of corporal and humiliating punishment by the targeted teachers. The project has also instilled in the targeted pupils a sense of responsibility in the creation of a happy environment in the classroom.

Teachers have not always wanted to use corporal and humiliating punishment. The teachers have been doing so for they didn't know the effects of it and had no alternatives to it. This lack of knowledge coupled with competing pressures on their work such as large classes and poor working environment has perpetuated this type of punishment in most Malawian primary schools. The unjustified fear amongst teachers of problems that come with child rights implementation in the school makes them resist to the change. The project has revealed that the positive approach to the problem is important in encountering this resistance. The teachers in the project realised that reduction in use of corporal and humiliating punishments in their classes enhanced teaching and learning. Most children in the schools are willing to learn. They can take responsibility in ending corporal and humiliating punishment in their classes. Their involvement in maintaining class discipline has shown to drastically reduce problems in the classroom.

Implementation of the rights of the child in Malawian schools is to the contrary of general belief bettering the teaching and learning environment. The emphasis as done by government of rights and responsibilities has shown to work very well in the project.

6. CONCLUSION

Ending corporal and humiliating punishment in Malawian schools is a possibility. All what teachers need is an awareness of the effects of it and the benefits of ending it to the teaching and learning process. Teachers have the capacity to develop positive discipline methods that fit their schools and classrooms. A special training in this area is important to help in the long process of attitude change. A lot of change in classroom environment is seen when teachers cease to use corporal and humiliating punishment. The children become free, they can express their opinion and child participation in class activities is enhanced. All in all they become happy learners and can achieve well in education. The ultimate goal of the Ministry of Education and Vocational Training, which is educating the future leaders, is given the best conditions to be met in the school.

This pilot project in the area of child rights, classroom and school management has been an eye-opener on how the implementation of these rights can highly contribute to the attainment of quality education.

7. RECOMMENDATIONS

To the Ministry of Education and Vocational training.

The Ministry should consider reviewing Primary School Teacher training Curriculum to incorporate issues of child friendly class management. This will reduce the need and cost for in-service training in this area. This is vital in achieving quality free primary education.

The Ministry should take the initiative to establish proper link with the Ministry of Gender, Women and Child Development in order to build upon what is already being done by other stakeholders in the area of Child rights.

To secondary school teacher training colleges.

There is need for the colleges to consider incorporating child rights-responsibilities, classroom and school management in their curriculum. This will reduce the conflict that has arisen in secondary schools between the teacher and the child where the child know and try to practice his or her rights and the teacher is not willing to accept the change. This will help to reduce the many indiscipline problems that have arisen in secondary schools with the coming of democracy. The reduction of such problems will help retain pupils in school for they will be less numbers sent away on rustications or suspensions which deny the child the right to education.

To Non Governmental Organisations working in the area of child rights or education.

There is every need to take up a proposal in this area of ending physical and humiliating punishment of children in all Malawian schools. The impact of such a project in the education of the child is quite enormous.

8. REFERENCES

A World Fit for Children: Millennium Development Goals Special Session on Children Documents the Convention on the Rights of the Child (2002) UN General Assembly

Benson T, Kaphuka J, Kanyanda S and Chinula R (2002) *Malawi Atlas for Social Statistics: Washington DC USA.*

Democracy, Good Governance, Human Rights and Conflict resolution Training Manual for Secondary School Teachers.

Ending Physical and Humiliating Punishment of Children: Manual for Action (2005) Save the Children, Sweden.

Malawi Government: *The Constitution of the Republic of Malawi* (2004) Author

Ministry of Education, Science and Technology (2001) *Education Sector Policy and Investment Framework.* (PIF) Lilongwe: Author.

Malawi Institute of Education (2003) *Social Studies for Standards 5-8: Primary School Teaching Syllabus, Zomba, Author.*

UNCRC- Implementation Handbook

9. APPENDICES

Note: Appendix 1 is on the last but four page of the document.

Appendix 2

Mulunguzi Secondary School

Duties of the Form teacher

Form Teachers are required to:-

1. create a family atmosphere in the class to cultivate trust and mutual understanding.
2. solve problems of lost property or matters, which may create tension in the class.
3. encourage strict observance of school rules and regulations.
4. ensure that students are punctual for classes and at all other gatherings.
5. train the students in the proper and careful handling of textbooks, furniture and all other school property.
6. check on the cleanliness and general appearance of the students in accordance with the school regulations.
7. see that the class keep their room and surroundings clean, neat and tidy.
8. ensure that the classroom notice board has important information such as the timetable, cleaning roster among others, displayed on it.
9. report to the Deputy any losses and damage in the classroom.
10. maintain attendance registers, update the scholastic records and fill in report forms promptly at the end of each term.
11. write a seating plan of the class at the back of the period register.
12. hand in the school attendance register, duly completed, to the responsible member of staff on Fridays at 3:20pm and on the last day of term.
13. appoint monitors for the class.
14. encourage students to participate fully in extra curricular activities.
15. undertake any other duties delegated by the Head from time to time.

PROJECT : IMPLEMENTATION OF THE CONVENTION ON THE RIGHTS OF THE CHILD IN SCHOOLS IN MALAWI: A FOCUS ON CORPORAL AND HUMILIATING PUNISHMENT.

In order to carry out this project, we would like your contribution by providing us with some information through this questionnaire.

QUESTIONNAIRE (for teacher)

1. Have you ever heard of child rights? (tick one)

Yes ____

No ____.

2. Describe any right(s) of the child you know.

3. List the type of punishments that teachers administer?

4. Which of these punishments are most frequent?

5. List the reasons for which teachers beat or humiliate (e.g. using verbal abuse, isolating or ignoring a child) children as a punishment

6. How would you rate corporal punishment (beating, a child staying in uncomfortable position, taking excessive physical exercise, scarring or threatening a child) at this school?

a) it is too much

- b) it is average
 - c) it is too little
 - d) other (please specify)
-

7. How would you rate humiliating punishment at this school?

- a) it is too much
 - b) it is average
 - c) it is too little
 - d) other (please specify)
-

8. How many teachers use beating as a punishment at this school?

- a) all
- b) most
- c) few
- d) none

9. How many teachers use humiliating punishments at this school?

- a) all
- b) most
- c) few
- d) none

10. How often do you as a teacher beat up children as a punishment?

- a) very often
- b) often
- c) rarely
- d) never at all

11. How often do you as a teacher humiliate children as a punishment?

- a) very often
- b) often

- c) rarely
 - d) never at all
12. When you were a student, what was your attitude towards teachers who punished children by beating or humiliating?
- a) Very good
 - b) Good
 - c) Bad
 - d) Very bad
13. In your opinion how does beating up of children affect their learning?
- a) they learn better
 - b) there is no effect
 - c) it prevents better learning
 - d) other (please specify)
-
14. It is possible to change the behaviour of a child without beating them up.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
15. It is possible to change the behaviour of a child without humiliating them.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
16. What is the usual reaction of children threatened that they will be beaten up?
- a) They do not come to school

- b) they come late to school
 - c) they come to school
 - d) other (please specify)
-

17. After being beaten up the child's behaviour changes for the better:
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
18. After being humiliated the child's behaviour changes for the better:
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
19. Beating up pupils or humiliating them as punishment in schools should be encouraged:
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree

THANK YOU VERY MUCH FOR YOUR CONTRIBUTION.

Appendix 4

FOCUS – GROUP DISCUSSIONS WITH PUPILS

Type Of Interview: Semi-Structured.

1. What are some of the reasons why teachers punish you?
2. What type of punishments do teachers give you?
3. Do most teachers punish students by beating?
4. Do most teachers punish by humiliating pupils?
5. When a teacher beats you up, how does this affect your learning?
6. When a teacher humiliates you in class, how does it affect your learning?
7. How would you like to be treated when you do something wrong?

Appendix 5

IN AND OUTSIDE CLASSROOM OBSERVATION

This will include observing the extent to which child rights with a focus on corporal and humiliating punishment are implemented at school level in general and at classroom level in particular.

We intend to make observations from the time that school starts (i.e. 07:00 am) to when pupils knock off (12:30 p.m for junior Primary and 15:30 for secondary classes).

The plan is to do this three times in every school both at pre and post-test.

The following is a guide of our observation;

SCHOOL:

PLACE (in or outside classroom):

DATE: _____ **TIME:** _____

PUNISHMENT	CHECK	COMMENT
<i>CORPORAL</i> : -hitting		
- kicking		
- shaking		
- throwing		
- pulling hair		

- a child stay in uncomfortable position		
- excessive physical exercise		
- burning		
- scaring		
- threatening		
- any other (specify)		
<i>HUMILIATING:</i>		
- verbal abuse		
- ridicule		

Appendix 6



Team members and Head teacher, Mulunguzi Secondary



Pupils, Mulunguzi Secondary



Teachers, Chikamveka Primary (urban)



Pupils, Chikamveka Primary (urban)



Deputy head, Mulunguzi Primary (rural), and Ms Lucia Chidalengwa



Mulunguzi Primary (rural)

Appendix 1

The Structure of Malawi's National Education System

