



Titetezedwe! Midline Report and Suggested Actions

January 2015

This report focuses on the short midline survey that we conducted across all schools designed to check in on the progress on knowledge and attitudes of our group members

In terms of comparison the groups are well matched, n=340 took part in the baseline and n=339 in the midline. There are an equal number of boys and girls taking part and a good spread of ages and school standards.

Key for reading results

- ↑ Significantly higher at mid-line at 95% l.o.c or above
- ↓ Significantly lower at mid-line at 95% l.o.c or above
- ✓ Directionally higher at mid-line (not significant)
- ✗ Directionally lower at mid-line (not significant)

In reading the results it is important to consider that the Baseline was not conducted before students had received any information but had been part of workshops for two months which may have improved their knowledge on certain topics, making overall gains seem smaller at the Mid-line point

Results and Actions

Overall the results are positive, with some clear improvements in terms of the self-confidence of students and of their knowledge of sexual and gender rights.

There have also been some clear improvements in the way that boys and girls feel they are treated at school, with a move towards more equal treatment.

For all questions there are no significant differences between girls and boys answers for any questions.



Sexual and Gender Rights

		Baseline	Midline	
5.2	A man is 40 years old. He wants to marry a girl in your village, who is 15. But she wants to study. Does the girl have the right refuse to marry him? Yes	83%	91%	↑ Significantly higher at Midline
5.4	A woman has not cleaned up the house. Her husband is annoyed and beats her up. Is this OK? No	90%	91%	✓
5.5	It's OK if a boy touches a girl's bum or breasts . No	95%	96%	✓
5.6	Boys and girls should be treated equally in the school, family, and community. Yes	80%	81%	✓
5.3	Boys are more intelligent than girls. No	81%	79%	✗
5.1	Taking care of housework is women's work, not men's work. No	85%	83%	✗

There are clear improvements on the messages concerning early marriage which has been a particular challenge in Nsanje and was the focus in Open Days conducted last year. There has also been a small improvement in understanding domestic violence and sexual harassment.

Action –

- Focus now should be on pushing for greater understanding of gender roles and responsibilities

Equality in School

		Baseline	Midline	
6.2	Who do teachers choose to answer questions most frequently? Both	67%	73%	↑ Significantly higher at Midline



6.4	Who receives more negative comments and insults from teachers? Both	38%	49%	↑ Significantly higher at Midline
6.3	Who participates more in class activities? Both	63%	65%	✓
6.6	Who receives more punishments from teachers? Both	42%	48%	✓
6.5	Who receives more positive comments and praise from teachers? Both	48%	50%	
6.1	Who helps more in carrying out school chores such as cleaning the hostels, classrooms and toilets? Both	68%	68%	

Overall there appears to be a positive trend towards more equal treatment for both boys and girls from teachers across the schools, its really great to see both boys and girls being asked to participate equally.

Action –

- Continue to push these messages to teachers and the school. Despite improvements its still lower percentages so it would be great to see all of these moving into at least 60% and above.

Teacher and Student Interactions

There are two elements to this section, one concerns teacher / student relationships and positive discipline within school and the second part concerns understanding incidences of child abuse from Teachers.

		Baseline	Midline	
7.1	Teachers have the right to hit you if you have done something bad. No	42%	38%	✗



7.3	I have seen my class teacher hit children in my class in the last six months. No	54%	48%	x
7.4	It feels as though there has been less violence at school in the last six months. Yes	77%	76%	x
7.2	Do you feel that the teachers listen to the students in your school? Yes	67%	56%	↓ Significantly Lower at Mid-line

In this sections scores at mid-line are appearing to be slightly negative, of particular concern is the number of children who feel teachers have the right to hit them and the number of children who have seen a child be hit in the last 6 months.

Marginally fewer children also agree that there has been less violence in school in the last 6 months, which is surprising given the general feedback we have been receiving from our schools and communities about a reduction in violence. And they are more likely to feel like teachers listen to them less, again surprising given feedback. One hypothesis for this could be that during the course of the project children are becoming more aware of violence and identifying types of abuse that they may not have been aware of before. Similarly within the programme they are encouraged to speak out about their opinions but may feel frustrated if teachers are unresponsive.

Action –

- Explore the hypothesis about exposure with Matrons and Patrons and rest of the team
- Ensure that all teachers in the schools that we work in are trained in positive discipline and reinforce the key messages concerning ending corporal punishment
- Within workshops highlight child rights and responsibilities and make sure students are aware that teachers do not have the ‘right’ to hit them
- Make sure Matrons and Patrons are very clear with students that they are a person to come to with issues and concerns. Potentially train Matrons and Patrons on active listening skills
- Explore issues concerning violence further, if we feel that violence has reduced on the whole in the school especially from teachers, potentially there may be an area we are missing. For example we know that there have been incidences of bullying children because they are in the TfaC club which would increase students feeling of violence.



		Baseline	Midline	
8.1	When the pupil makes the advance. Teacher	20%	26%	↑ Significantly higher at Midline
8.3	When the pupil dresses provocatively. Teacher	12%	19%	↑ Significantly higher at Midline
8.5	When the teacher and pupil are in love. Teacher	17%	21%	✓
8.4	When the pupil agrees to exchange sex for a favour. Teacher	42%	37%	✗
8.2	When the teacher makes the advance. Teacher	57%	44%	↓ Significantly Lower at Mid- line

There are some positive changes to this question at midline with more children beginning to understand that Teachers are always at fault in the incidences of Teacher / pupil abuse. These changes are positive and we know that even adults struggle with this information within Malawi.

Action –

- Take students through these incidences and make sure Matrons and Patrons are very clear with the information that there are no exceptions – the teachers is always at fault



School Safety and Self Confidence

		Baseline	Midline	
10	Are you easily influenced by your friends? No	19%	59%	↑ Significantly higher at Midline
9.3	Do you feel safe when you walk to and from school? Yes	61%	73%	↑ Significantly higher at Midline
9.4	Have you ever been teased or had sexual remarks made to you at school? No	63%	63%	
9.1	Do you like your school? Yes	99%	98%	×
11	Are you able to tell someone that they have made you sad or angry? Yes	60%	56%	×
10	Are you able to express your opinions during a disagreement? Yes	62%	60%	×
9.2	Do you feel safe at school? Yes	90%	87%	×
9.5	Have you ever been teased or had sexual remarks made to you when walking to and back from school? No	56%	53%	×
9.7	Do you know where to go at school if you have a problem or if you want to talk about something personal? Yes	54%	49%	×

There has been some really fantastic improvement towards children's feeling of self confidence and self efficacy within the programme, to have achieved such a high improvement across a relatively short time is brilliant.



Additionally there has been improvement in the safety of children as they are walking to and from school which is supported by feedback from communities that we have had.

However for the remaining categories we have seen a decrease. These decreases combined with our huge increase in confidence may help to further support our hypothesis that exposure to the programme has increased children's awareness of violence and safety as well as the behaviour they should expect from others, which they may now potentially feel is not happening.

There are some important changes though that we will need to address going forwards. For example despite increased confidence we have less children able to express their thoughts and opinions and share when they are feeling upset.

Actions –

- As above, further explore the idea that exposure to key issues in GBV may have helped children to better see issues within their school and lives which is contributing to lower scores
- Make sure Matrons and Patrons are very clear that they are the people that children can go and talk to about issues within school and home concerning GBV
- Workshops about communication and how to confidently express your thoughts and feelings confidently
- Focus on the seriousness and impact of verbal abuse in assembly and meetings

Conclusions

There are some very clear areas of success for the project concerning the equal treatment of girls and boys in school, their understanding of gender and sexual rights and improved self confidence and efficacy.

However there are clear areas for improvement as highlighted. In many cases this comes down to Matrons and Patrons making sure that at the end of workshops after discussions that they are very clear about the key facts. E.g. a teacher is always to blame in abuse cases, you should always come to me with issues etc

Additionally some results potentially show us that increased awareness of GBV issues has led to learners being more alert to issues around them, many of which are outside of their control, and could therefore be leading to lower scores overall in terms of the violence they now see, or what kind of behaviour they should expect from a teacher. If this proves to be

THEATRE
FOR A **CHANGE**



true TfaC and Concern will need to think about how to support learners through this process in a positive way and what they can do to continue to improve their wider school and community environment so that changes keep up with learners new expectations.