

ADVOCACY for the CARE, PROTECTION and SUPPORT of ORPHANS and VULNERABLE CHILDREN

Malawi

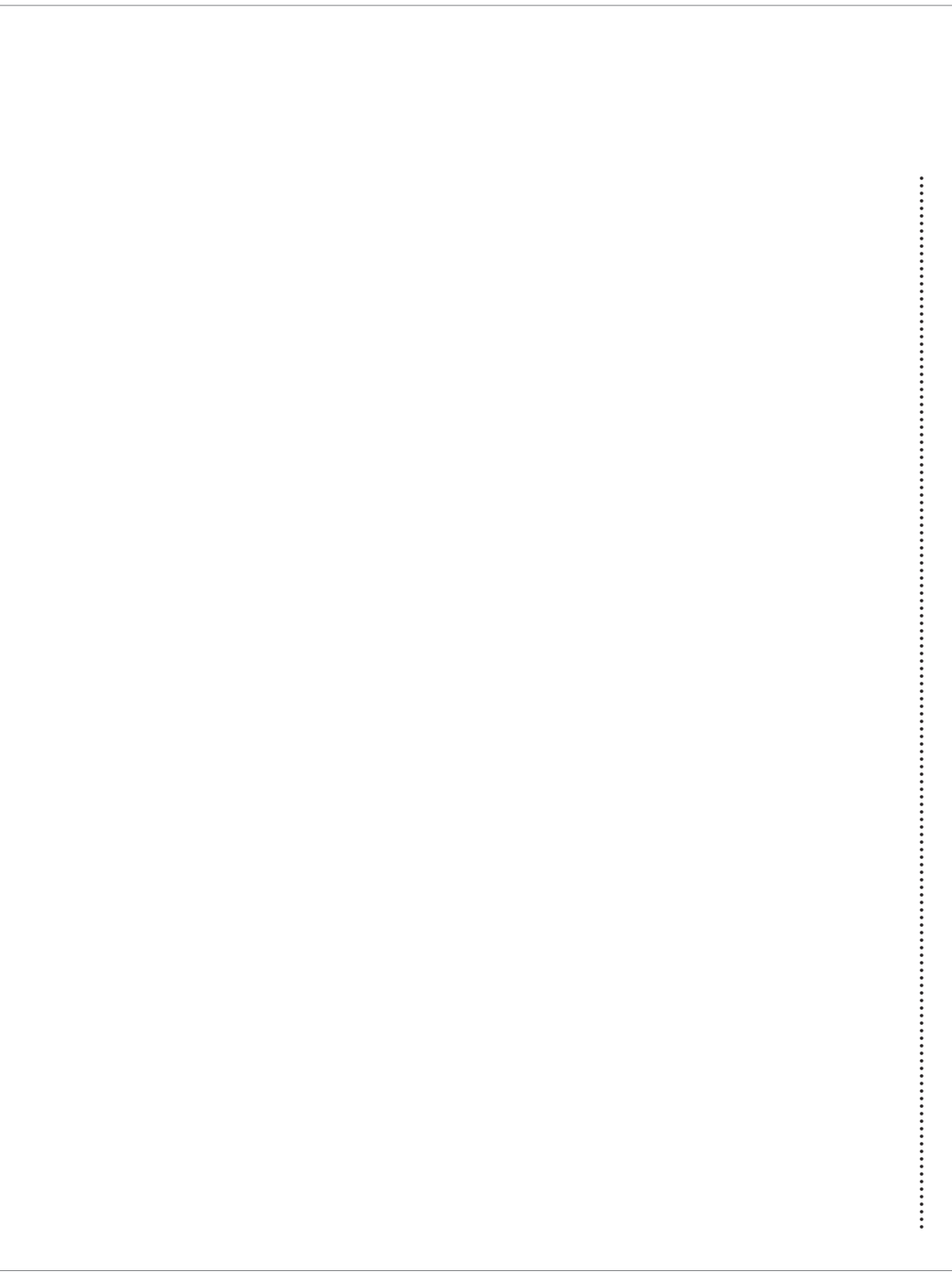


TRAINING MANUAL

Advocacy for the Care,
Protection and Support of
Orphans and Vulnerable Children

Malawi







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Introduction

How to Use the Manual

Advocacy is a useful tool to improve the lives of orphans and vulnerable children (OVC). This training manual focuses on upgrading the advocacy skills of leaders of civil society organisations and government representatives who are working on behalf of the care, protection and support of OVC in Malawi. It also intends to remind service providers of their due responsibilities in the provision of the same. The manual was developed in Malawi and frequently refers to facts and situations of this country. Yet, the manual can serve as an example for people and organisations working with OVC in other countries as well, and it will assist them to improve their advocacy skills for OVC.

The manual is a practical guide for both trainers and participants to be used during training programmes, and also a useful tool for the training of trainers. Moreover, it is a valuable document to consult afterwards, as it contains significant content sections and references.

The trainer is advised to interact and draw out learners' experiences

The manual is to be used in a participatory learning approach, which involves learners to work in groups, so that they can share personal experiences. At times, it allows an individual to consult written pieces of information. It also accommodates different styles of learning. The trainer is advised to interact and draw out learners' experiences.

The manual aims to provide users with:

- increased knowledge and understanding of OVC, including topical issues and situational factors that pose challenges to OVC;
- increased knowledge of child rights instruments;
- an opportunity to examine the duties and

- responsibilities of duty bearers and service providers;
- relevant skills for child protection;
- a channel for networking and advocacy by OVC stakeholders.

Timeframe

Note that the timeframe of each Unit depends on the knowledge and professional experience of the participants. Here is an indication of the required time per Unit:

Unit 1:	three hours
Unit 2:	four hours
Unit 3:	four hours
Unit 4:	three hours
Unit 5:	four hours

Structure of the Manual

The manual offers background information and practical suggestions for training sessions on advocacy for the care, protection and support of OVC. It contains five thematic Units, which are structured in more or less the same way, with roughly the same sections. The icons that are introduced in the figure on **page ..** are visual indications of the different sections within the Units. They are practical landmarks in the manual. The Units include the following sections:

Introduction

This is an overview of the Unit and a justification for learning. Read the introduction and understand how it is relevant to the

learners.

Objectives

These will guide the trainer and participants on the issues to be addressed. Study the objectives of each Unit carefully.

Suggested Training Strategies

These are possible strategies that might be used to help participants to understand and enhance learning. For example, group work and class discussions can be employed during the implementation of the suggested activities.

Trainers can also make use of documentary films, role plays or any other method that fits the training programme.

Suggested Training Resources

The trainer is encouraged to study the list of materials in advance and make them available for the lessons where possible. The suggested resources are particularly valuable on behalf of the activities that are given in each Unit.

Flip charts, markers, masking tape, and chart paper, for instance, are very useful resources during plenary discussions, as they help to present ideas and conclusions in a clear manner. And participants need pens and writing paper, to make notes and prepare plenary sessions. However, you can add any other materials which you can obtain.

Definitions

In this section definitions of significant terms are given.

Content

Some Units contain extensive content sections. For instance, Unit 2 has different sections on child rights treaties.

Activities

The activities encourage participants to reflect, share opinions, and develop ideas and skills. The manual has extensively included activities to enable the trainer and participants to explore key issues related to the topic. They are only suggestions and trainers and participants can choose from the activities offered.

Consolidation

This section gives participants an opportunity to reflect on what they have learned, link it to their own experiences, and think about how to apply it in future.

References

Suggestions for further reading are given here. References can be consulted during and after training sessions.

The manual has extensively included activities to enable the trainer and participants to explore key issues

Unit 1

Advocacy



1.0 Introduction

In Malawi, there are various challenges which require human rights activists' interventions to bring about change. One of them is that orphans and vulnerable children (OVC) do not fully enjoy their rights, contrary to the democratic principle and the Constitution of the Republic of Malawi. This set of laws prohibits discrimination of persons in any form because of their race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, disability, property, birth, or other status. Most of the laws that protect children are in the statute books, while other laws still need to be made. Malawi also follows a number of conventions that protect the rights of children (see Unit 2).

CBOs can play a crucial role in ensuring that Malawi provides a safe environment for children. This can be done through advocacy

Action is required in order to guarantee rights and freedoms of OVC in Malawi. Community based organisations (CBOs) can play a crucial role in ensuring that Malawi provides a safe environment for children. This can be done through advocacy. It is, therefore, necessary that CBOs are familiar with advocacy.

This Unit gives insight in advocacy strategies for the benefit of OVC. The Activities section focuses on real life situations and the active involvement of persons and organisations in pushing for the realisation of child rights.



2.0 Objectives

At the end of this Unit, participants should be able to:

- define advocacy and lobbying;
- develop advocacy strategies and activities for the promotion of the rights of OVC;

- prepare and conduct formal and informal lobby activities, such as lobby meetings.

3.0 Suggested Training Strategies

- Class discussions;
- Group work and reporting;
- Field work;
- Case studies;
- Handouts on specific issues.



4.0 Suggested Training Resources

- Flip charts;
- Resource person(s);
- Prepared copies of case studies.



5.0 Definitions

5.1 Advocacy

"Advocacy" denotes a set of activities implemented by an individual or group to promote a cause or a point of view. These include media campaigns, public speaking, distribution of leaflets, and publishing. The aim is to bring about change in society. NGOs and networks may function as advocacy groups that bring about political change by influencing people's ideas, stimulating public argumentation, and participating in agenda setting. Advocacy groups contribute to democracy in different ways, as they give, for instance, a voice to the citizens of a country. Advocates and advocacy groups support several issues, ranging from animal rights to elder care, and operate at



Lobbying is one of the tools that may be used to attain an advocacy goal

local, national and international levels. Advocacy for OVC, for example, may focus on convincing Parliament to pass a law that protects the rights of children, or, more specifically, on a policy that guarantees basic education for all children. Generally, advocacy focuses on broader solutions for problems and is less concerned with solving individual problems. Lobbying is one of the tools that may be used to attain an advocacy goal.

5.2 Lobbying

"Lobbying" is a form of advocacy. It refers to directly approaching policy makers and politicians on a specific issue, thus influencing decision making. Lobby activities are implemented by individuals and groups, and include conversations, expert meetings, free publicity, and lobby letters.



6.0 Activities

Activity 1: Influence Duty Bearers

Read the case and answer the questions.



All children have the right to medical care

Children Die From Malaria

In your area, every year, hundreds of children die from malaria. The only health centre in the area was closed years ago because of lack of medical staff. No medical personnel wants to come and work at the health centre because there are poor houses for members of staff. The District Health Officer does not know how to handle the problem.

1. What is your immediate reaction?
2. How can you influence primary duty bearers to improve the situation?
3. Who are the people you need to target in order to bring change in your area?
4. In plenary, discuss issues raised in the paragraph above.

Activity 2: Definition of "Advocacy"

1. Define "advocacy".
2. In groups, discuss the relation between advocacy and lobbying.
3. Imagine how you were living during the 30 years reign of late Dr. Kamuzu Banda, former leader of Malawi. Would you have advocated for the rights of OVC?

Activity 3: Principles and Elements of Advocacy

In plenary, discuss the following:

- The main principles associated with advocacy: participate, communicate, inform or alert, persuade and motivate;
- Numerous elements of advocacy: characteristics of advocacy, the place of public argument, the arena of advocacy, the personal and institutional benefits of advocacy, networks, media, understanding systems and the use of advocates' power to build public relations;
- Successes and challenges of advocacy.

Activity 4: Problem Solving

Read the case and answer the questions.



All children have the right to be protected against sexual abuse

Girls Marry Young

In your village there is a tendency for girls to marry young. Orphans marry even before they are 14 years of age. Their parents and guardians are happy with the early marriages because they have less children to feed and to look after.

Unfortunately, the babies of these young girls die at birth. Your just-elected Member of Parliament organises a rally in the village. He tells the villagers that Parliament passed a law which stops a girl-child to marry before she is 16 years of age. The Group Village Headman agrees with the Member of Parliament about the enactment of the new law.

1. Identify the problem in your area.
2. How can the villagers deal with the problem?
3. Which institutions can help the village in solving the problem?
4. In plenary, sample individual responses for discussion.

Activity 5: Strategy Development

Discuss the following concepts on strategy development:

1. **Objectives:** What do advocates want?
2. **Target audiences:** What are the target groups of advocates?
3. **Message:** What do target audiences need to hear from advocates?
4. **Messengers:** From whom do target audiences want to hear it?
5. **Collaborators:** Who else can help in your advocacy work?
6. **Delivery:** How can advocates get target audiences to hear the message?
7. **Other audiences:** Who are the other stakeholders?
8. **External environment:** What are the opportunities and

challenges within the larger policy context?

9. **Timetable of action:** What will be done when?
10. **Resources:** What do advocates have?
11. **Gaps:** What do advocates need to develop?
12. **First efforts:** How to begin?
13. **Evaluation:** How can advocates tell whether the strategy is working or not?

Activity 6: Strategy and Tactics

Read the paragraph below and, in plenary, discuss the differences between strategy and tactics.

Strategy and Tactics

The publication *Strategy and Tactics in a Process Model of Project Implementation* (R.L. Schultz et al) points out that it is important to keep in mind the difference between "strategy" and "tactics". Tactics are specific actions which are the building blocks of advocacy. Strategy is something larger, an overall map that guides the use of these tools towards clear goals. A strategy should be a realistic assessment of where the advocate is, where the advocate wants to go, and how to get there.

Tactics are specific actions which are the building blocks of advocacy

Activity 7: Lobby Meetings

In groups, discuss the general characteristics of two types of lobby meetings: informal meetings and formal meetings.

Activity 8: Problem Solving

Individually, read the case. In plenary, answer the questions.



All children have equal rights

Zione

Zione lost both parents when she was 12 years old because of HIV/AIDS. Her aunt, Chatinkha decides to take her and live with her in a family of three children at Chitete location. She sends her three children to school, but Zione has to sell scones at Chitete market and do other household chores. Her children abuse Zione by calling her names.

When Zione's aunt goes to the market to buy some food stuffs, the uncle calls her and fondles her breasts and private parts. He threatens her not to reveal it to anyone or else to be chased from the house. Zione is always very unhappy.

By Bill Msokera, Mdabwi CBO, Kasungu

1. How and by whom can Zione be helped?
2. Which authorities can be involved in Zione's case?
3. What help does Zione require?
4. What issues are raised in this case study?

7.0 Consolidation

Advocacy, including lobbying, can be effectively used to bring about change for the benefit of OVC. For the achievement of goals, adequate advocacy and lobbying strategies are required.

8.0 References

- *Life skills Training Manual for Out of School Youth*, Ministry of Youth Development and Sports, UNFPA, UNICEF
- *Peer Education Training Manual*, Ministry of Youth Development and Sports
- *Early Childhood Development Training Manual*, Ministry of Gender, Children and Community Development



Unit 2

Child Rights



Children's rights are also protected in the Constitution of Malawi

1.0 Introduction

Child rights are the human rights of children, with special attention to the rights of protection and care. Malawi follows a number of significant treaties: the United Nations' Convention on the Rights of the Child (CRC), the African Charter on the Rights and Welfare of the Child (ACRWC), and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Children's rights are also protected in the Constitution of Malawi.

In this Unit, we take a closer look at the different treaties and legal documents that guarantee the rights of children in Malawi. The Unit also provides clarification on the concept of "child rights".



2.0 Objectives

By the end of this Unit, participants will be able to:

- explain what child rights are;
- describe the relationship between child rights and human rights;
- explain the objectives of child rights instruments;
- describe the principles of the CRC;
- identify similarities and differences between the CRC, the ACRWC, the CEDAW, the Constitution of Malawi, and the Young Persons Act of Malawi .



3.0 Suggested Training Strategies

- Class discussion;
- Group work and reporting;

- Documentary films (video and TV clips);
- Case studies;
- Handouts on specific issues.

4.0 Suggested Training Resources

- Flip charts;
- Resource person(s);
- Prepared copies of case studies;
- Markers;
- Masking tape;
- Pens;
- Pencils;
- Writing paper.



5.0 Definitions

5.1 Child

What is a child? The CRC defines a child as anyone under 18. In Malawi, however, we come across various inconsistencies, which we need to harmonise for the best interest of children. Some examples:

- The Constitution of Malawi states: For purposes of equal treatment before the law, a child shall be a person under 16 years of age. Yet the CRC defines a child as anyone under 18.



- The Constitution of Malawi provides that "no person over age 18 shall be prevented from entering into marriage". It also states that for persons between the age of fifteen and eighteen years a marriage shall only be entered into with the consent of their parents or guardians. Yet, the Marriage Act of Malawi states that a person under 21 years is a minor and can enter into marriage with a written consent of their parents or guardians.
- The Employment Act of Malawi provides for employing children from the age of 14 years.

5.2 Child Rights

Child rights are part of human rights. They are based on the conviction that children need special care and protection. Children's rights have specific characteristics that typify them. The principal ones in the CRC are:

Need-base: Children's rights, just like all human rights, are entitlements that are necessary because of human need. They are necessary for the enjoyment of human life and for the achievement of human progress.

Universality: Human rights are universal and for all people. This principle derives from Article 1 of the Universal Declaration of Human Rights, which states: "All human beings are born free and equal in dignity and rights." This principle is the foundation of all human rights treaties. Thus children everywhere are entitled to the same rights.

Indivisible and interdependent: All rights are indivisible and interdependent, each and all of them being inherent to the human dignity of the child. The implementation of each right set forth in the CRC should therefore take into account the implementation of and respect for many other rights of the child. Moreover, the indivisibility and interdependence of rights means that all rights have equal status as rights and it is necessary to look holistically at the full range of human

needs: physical, psychological, developmental and spiritual.

6.0 Treaties

6.1 United Nations' Convention on the Rights of the Child (CRC)

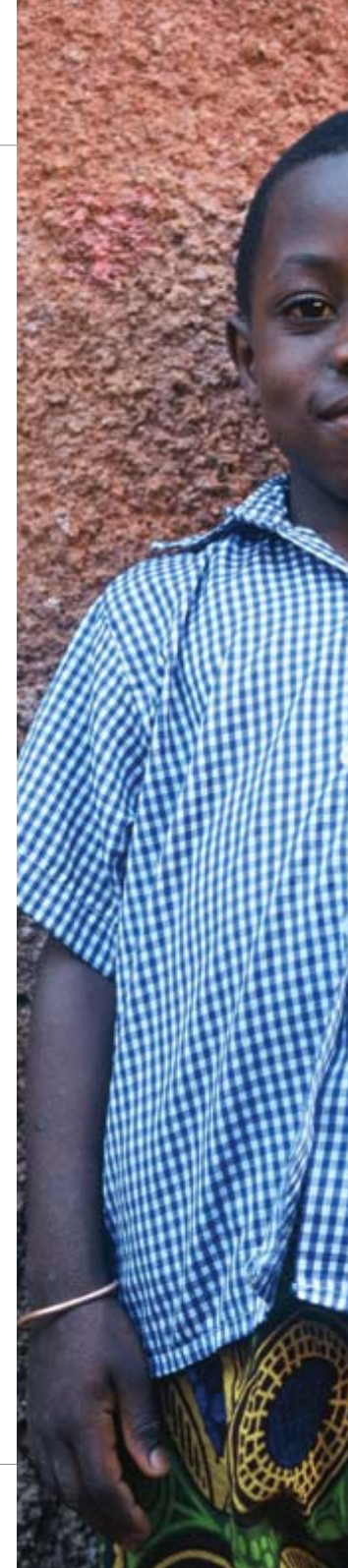
For child rights, 1989 was an important year. Then the world leaders agreed on the Convention on the Rights of the Child, or CRC. This treaty of the United Nations (UN) is the first legally binding international instrument to incorporate the full range of human rights: civil, political, economic, social, and cultural rights.

These specific child rights include the right to live, to express your opinion, and to be protected from abuse or exploitation. The CRC reaffirms for children the rights already given to human beings through the other treaties, strengthens certain basic human rights so as to take into account special needs and vulnerability of children, and sets standards in areas that are relevant particularly to children. Malawi is one of the nearly 200 countries that ratified the CRC.

It is important to underscore that children require a separate convention on their rights, because children are dependent and require protection. In any case, children lack sufficient physical, mental, economic and social capacities to compete with adults in the enjoyment of human rights. Adults, therefore, have to do much for children to enjoy their rights. In this case, they become duty bearers in the enjoyment of children's rights. In some cases, special measures are required to address categories of children in greater need. These are:

- children living with disability;
- children at risk of sexual and physical abuse;
- children who have been orphaned;
- children living in conflict and warfare situations.

Indivisibility and interdependence of rights means that all rights have equal status as rights





6.1.1 Objectives of the CRC

The rights of the child as formulated in the CRC are meant to be implemented for the benefit of the child with a view to attaining two main objectives:

- To facilitate the survival, development, participation and protection of the child. It is expected that each right enshrined in the convention, if enjoyed by the child, will contribute towards this aim;
- To facilitate intra and inter-generational fairness and justice. The enjoyment of these rights is meant to safeguard the rights of the living as well as those yet to be born. Thus as resources are mobilised for the enjoyment of rights by the current generation of children, there should be measures to ensure that this does not jeopardise the rights of the next generation.

6.1.2 Characteristics of the CRC as a Specific Child Rights Instrument

1. Child as a Subject of Rights

As rights holders, children have active roles to play in the enjoyment of their rights and in helping to define how the rights are to be fulfilled. The Convention thus clearly recognises the fact that rights are not just "provided for" but also rely on the participation of those who are concerned. Children's opinions are important and their views and voices must be heard and taken into account concerning the realisation of their rights. They should also participate in decisionmaking processes that affect them, in ways that are appropriate for their age.

2. Role of Parents, Family and Community

The CRC concretely recognises the role, rights and duties of parents, or the "extended family or community" as the primary caregivers and protectors of children. This recognition involves the obligation both to support the family with these roles, and to step in when the family is unable, or fails, to act in the best interests of children.

3. Role of the Family in Providing

The CRC recognises the role of the family, "in a manner consistent with the evolving capacities of the child", in providing appropriate direction and guidance for the child in the exercise of the rights recognised in the Convention (Article 5).

6.1.3 Four Basic Principles of the CRC

The Committee on the Rights of the Child, which is the body of independent experts that monitors the implementation of the CRC by its state parties, identified the following four CRC articles as basic principles that underpin all other articles.

1. Non-Discrimination (Article 2)

The principle of non-discrimination on the basis of race, colour, gender, language, opinion, origin, disability, birth, or any other characteristic, means that all children have the same right to develop their potential. Discrimination in this case is any distinction, restriction or preference based on any status which has the purpose of nullifying or impairing the recognition or enjoyment or exercise by all persons on an equal footing of rights or freedoms.

Note that:

- Categories such as gender permit identification of discrimination.
- The desegregation of indicators at least by age group, ethnic group, geographic area and gender are essential for making programming decisions that are rights sensitive and hence are allowed.



When traditional societies are confronted with new concepts, the resulting upheaval in value systems may not benefit children

2. *Best Interests of the Child (Article 3)*

The principle of the "best interests of the child" basically means that the leading and underlying factor in making decisions and actions on matters that affect children, should be the best interest or benefit for the child. This article implies that:

- the "best interest of the child" is to be "a primary consideration" in all actions regarding children;
- certain factors should be taken into consideration in determining outcomes and guarantees, and that other interests such as those of the state, parents or other, will not automatically prevail;
- it is the right of each child to express his or her views in all matters related to his or her life, in accordance with age and maturity;
- equally, the principle supports a child-centered approach, serves as a mediating principle and can help to resolve confusion between different rights, and provides a basis for evaluating the laws and practices of states with regard to the protection provided to children.

Note that:

A major challenge is to determine what constitutes the "best interests" in a particular socio-cultural context. When traditional societies are confronted with new concepts, the resulting upheaval in value systems may not benefit children. Yet a rights-based programming is also about values, to ensure that society values women and children, protects their rights and responds positively to their entitlements.

3. *Right to Life, Survival and Development (Article 6)*

It is crucial to guarantee the right to basic services and equity of opportunity for all individuals to achieve their full development.

4. *Child Participation - Views of the Child (Article 12)*

The views and voices of children must be heard and respected. This article ensures that children are involved and participate

actively in making decisions on matters that affect them.

6.1.4 *Categorisation of Child Rights in the CRC*

The Committee on the Rights of the Child has grouped the issues addressed by the articles of the CRC in the most useful manner for assessing the situation of children:

- *Civil rights and freedoms:* Articles 7, 8, 13, 14, 15, 16, and 37. These articles prescribe children's rights within society context.
- *Family environment and alternative care:* Articles 5, 9, 10, 11, 18, 19, 20, 21, and 25. These are provisions relating to begetting and upbringing of children within the family setting and the environment thereof.
- *Basic health and welfare:* Articles 6, 18, 23, and 27. The thrust of these articles is to guarantee the well-being of children.
- *Education, leisure and cultural activities:* Articles 28, 29, 30, and 31. These articles promote the educational rights as well as recreational rights.
- *Special measures of protection:* Articles 22, 30, 32, 33, 34, 35, 37, 38, 39, and 40. In view of vulnerabilities of children, these articles set out measures to ensure that children in need of special protection are ensured their rights.

6.2 *African Charter on the Rights and Welfare of the Child (ACRWC)*

The ACRWC embraces all the rights of the child as provided for in the CRC. The ACRWC came into force November 29, 1999. The Organization of African Unity (OAU) observed that African children faced unique issues against which they needed special safeguards. These include socio-economic, cultural, traditional, and development circumstances as well as natural disasters and armed conflict.

African children do not just have rights, but also responsibilities

Article 31 of the ACRWC also assigns duties to the African children. It envisions a child as a member of the community and hence a child has obligations both to the community to observe its norms as well as play his/her role in that community. Thus African children do not just have rights, but also responsibilities. Article 31 Of the ACRWC is very clear on this. See text box.

ACRWC, Article 31: Responsibility of the Child

Every child shall have responsibilities towards his family and society, the state and other legally recognised communities and the international community. The child, subject to his age and ability, and such limitations as may be contained in the present Charter, shall have the duty:

- a) to work for cohesion of the family, to respect his parents, superiors and elders at all times and assist them in case of need,
- b) to serve his national community by placing his physical and intellectual abilities at its service,
- c) to preserve and strengthen social and national solidarity,
- d) to preserve and strengthen African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and to contribute to the moral well-being of society,
- e) to preserve and strengthen the independence and the integrity of his country,
- f) to contribute to the best of his abilities. At all times and at all levels, to the promotion and achievement of African Union.

While there is emphasis that the state and parents spend time and effort in promoting the child's rights, there is equal need for the child to correspondingly demonstrate that he/she can exercise those rights in a responsible manner. Table 1 demonstrates this nexus.

Table 1: *Children's Rights and Responsibilities as Stated in the ACRWC*

Children have a right to:	Children have the responsibility to:
A name and identity	<ul style="list-style-type: none"> • Respond to that name and be proud of it • Respect other people's names and identity
Nationality	<ul style="list-style-type: none"> • Be patriotic to one's own country
Parental guidance	<ul style="list-style-type: none"> • Obey parents
Privacy	<ul style="list-style-type: none"> • Behave responsibly while away from parents
Nutrition	<ul style="list-style-type: none"> • Eat the food provided
Good health	<ul style="list-style-type: none"> • Look after their health and seek medical treatment when sick
Education	<ul style="list-style-type: none"> • Attend classes
Shelter	<ul style="list-style-type: none"> • Maintain that shelter
Special care and services, if in need	<ul style="list-style-type: none"> • Care for others with special needs • Use any residual potential to be independent

It should be noted that rights have corresponding responsibilities. For instance, the right to education goes with the child's responsibility to attend classes. Children have responsibilities to their parents, guardians, teachers, and the state. This fact should be emphasised. Child rights without corresponding responsibilities will make no sense at all.

6.3 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

In many communities, women have traditionally not enjoyed the same rights as men. Equally girls have not had same equality of opportunities as boys. This has been due to culture, policies, laws, and religion as well as patriarchy-inclined institutions, norms and values which greatly result into women being relegated to the lowest ranks of the ladder in society. In 1979, the UN's General Assembly adopted the CEDAW. It entered into force in 1981, and Malawi ratified this convention in 1987.

The CEDAW promotes equality, as it prevents and prohibits unfair discrimination against women. It is an instrument which basis creates legally-binding obligations on state parties to ensure that women fully enjoy their human rights, and sets out measures for achieving equality between men and women in political, economic, social and cultural life.

6.3.1 CEDAW and CRC

The CEDAW has so far been ratified by 166 countries, and the CRC by 191 countries. The two treaties are the most widely endorsed human rights treaties in the history of the UN. Both are based on the principles of human rights as articulated in the international covenants, and both reaffirm human rights as universal, indivisible and interdependent. The mutually reinforcing nature of the two conventions protect the rights of girls and women throughout the life cycle, as they form an essential framework for a forward-looking strategy to promote and protect the fundamental rights of girls and women, and decisively eradicate inequality and discrimination.

The scope of the CEDAW extends beyond public life to include discrimination that occurs in private life, also in the family. It applies to females of all ages since

no specific age-group is specified, while CRC applies to girls under age 18. The CRC and the CEDAW allow attention to be directed to the situation of girls and women, because there are overlapping issues that call for actions for elimination of discrimination and reduction of gender-based disparities, such as:

- Special policy measures for girls' education to remove obstacles of discrimination. In some cases, girls' education and vocational training have been linked to employment opportunities for women.
- Legal reform for guaranteeing a child's right to a nationality and women's right to inherit property has been critical to the care and development of children, particularly in war affected areas.
- The rights to information on sexual and reproductive health issues will ensure equal access of both adolescent boys and girls to such information.
- Harmful cultural practices such as female genital mutilation are recognised as a violation of girls' rights and not just as a health hazard.
- Recognition of sexual exploitation and gender-based violence against girls as violations of rights, leading to legal measures for punishing the perpetrators and for protecting vulnerable groups. In some places, new programmes of family support services provide incentives for education and employment.
- Childcare facilities for protecting the best interests of the child and providing support to women's economic participation.

Harmful cultural practices such as female genital mutilation are recognised as a violation of girls' rights and not just as a health hazard

CEDAW applies to females of all ages since no specific age group is specified, while CRC applies to girls under age 18

- Collection and analysis of gender and age desegregated information for monitoring the implementation of the CRC and the CEDAW.

7.0 Child Rights in Malawi

7.1 Constitution of Malawi

Chapter IV of the Constitution of Malawi is devoted to human rights. Largely it upholds the human rights of all persons in Malawi. Rights of children are specifically mentioned in Section 23. Specifically, child protection is mentioned in article 23 (4), which states that "Children are entitled to be protected from economic exploitation or any treatment, work or punishment that is or is likely to be hazardous." This includes those acts that are likely to interfere with their education and be harmful to their health or to their physical, mental, spiritual, or social development.

7.2 Children and Young Persons Act

Malawi's Children and Young Persons Act, which is currently being revised, is an attempt to domesticate the CRC and the ACRWC. The bill that is being worked on is known as the Care, Protection and Justice Bill. It seeks to improve childcare and the protection system in Malawi by modernising the law. The bill repeals the Children and Young Persons Act, amends the Adoption Act, and amends the Employment Act. It intends to incorporate provisions aimed at protecting and upholding the child's best interest. Some of the provisions deal with:

- Establishment of separate court system for children;
- Guidelines on arrest and detention of children;
- Duties and responsibilities of parents towards children;
- Determination of children in need of care and protection;
- Duties and functions of local authorities in childcare and protection;
- Protection of children from undesirable practices;

- A new definition of a child as a person below 18 years of age - in line with the CRC.

Legal documents in reference to children in Malawi include the Adoption Act, Marriage Act, and Employment Act as well as policies such as Orphans and Vulnerable Children (OVC), Early Childhood Development (ECD), Child Labour, HIV and AIDS, Gender, and Youth policy.

7.3 Facilitating Enjoyment of Children's Rights Under the Terms of the CRC

Under the terms of the CRC, responsibility for the rights of children is clearly assigned. The state bears the ultimate responsibility for ensuring that the rights of children dwelling in that country are respected. Article 4 of the CRC says: "States parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognised in the present Convention." The family has the primary responsibility for its children, but at the same time the state is under the obligation to support families.

7.4 Challenges in the Implementation of Children's Rights in Malawi

Each country faces unique challenges in dealing with children's issues. Some of the challenges Malawi is facing in ensuring the protection and promotion of the rights of children include:

- mobilisation of resources, due to resource constraints at family and state level;
- traditions and cultural values, such as early marriages;
- inadequate legislation for child protection;
- prevalence of HIV/AIDS, leading to widespread orphanhood and vulnerability.

The family has the primary responsibility for its children, but at the same time the state is under the obligation to support families



8.0 Activities

Activity 1: *Child Rights*

Discuss how, in daily practice, one can use the different treaties and legal documents concerning child rights that Malawi follows.

Activity 2: *Protection of Child Rights*

Individually, read the case below. In plenary, answer the questions.



Children without parents need extra attention

Madalitso

The parents of Madalitso have died. A relation wants to take away the piece of land belonging to the children. The oldest son Madalitso tries to reason with his relative, but his relative will not listen. He then tries to offer a compromise: half of his land. But the relative does not accept that either.

By Billy Msokera, (Kasungu)

1. What are the issues in this case study?
2. What can Madalitso do to have the land?
3. How can he do it?
4. Which authorities can be in favour of Madalitso's case?

9.0 Consolidation

Child rights are human rights with special attention to the needs of children. Malawi is committed to protecting the rights of children, as it follows the CRC, the ACRWC, and the CEDAW. The country's Constitution also guarantees child rights.

10.0 References

- *United Nations' Convention on the Rights of the Child (CRC) (1989)*
- *Constitution of the Republic of Malawi*
- *African Charter on the Rights and Welfare of the Child (ACRWC)*
- *Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)*
- *Children and Young Persons Act, Malawi*
- *Adoption Act, Malawi*
- *Marriage Act, Malawi*
- *Employment Act, Malawi*



Unit 3

Economic, Social and Cultural Challenges for OVC in Malawi



1.0 Introduction

Childhood is a very important stage in human development. In every society, children are expected to develop into psychologically healthy individuals and to acquire socially acceptable behaviour, skills, and values. The child requires an environment which is stable, supportive and conducive to growth. Children need special attention because they face particular challenges. In Malawi, many children grow up in precarious environments of poverty, neglect, abuse and hostility, which in turn affect their physical, mental and emotional development.

Children have special rights that will ensure that they are protected from all forms of violence, whether physical, mental or emotional. These special rights place an obligation on the state, parents and guardians, organisations, and on all those that provide custody to children to ensure conditions and support that will enable children to grow into useful citizens.

This Unit sketches the economic, social and cultural challenges that OVC experience in Malawi, and the effects on the enjoyment of their rights. The Unit's activities stimulate to explore lobbying and advocacy actions.



2.0 Objectives

- By the end of this chapter, participants should be able to:
- explain the challenges faced by OVC in their communities;
 - develop advocacy programmes to address challenges faced by OVC;

- lobby for full realisation of economic, social and cultural rights of OVC;
- facilitate access to justice and security for OVC.

3.0 Suggested Training Strategies

- Group discussions;
- Lectures;
- Case studies.



4.0 Suggested Training Resources

- Markers;
- Flip chart;
- Masking tape;
- Pens and pencils;
- Writing paper;
- VIPP cards;
- Handouts;
- Note books;
- Chalk boards.



5.0 Challenges for OVC

5.1 Economic Challenges

Some people have defined "economic" as "concerning production, development and management of material wealth or the necessities of life." Economic rights concern protecting people's physical survival and how they can earn a living. OVC face various economic challenges, including child labour and exploitation, trafficking, and prostitution and pornography .

5.1.1 Child Labour and Exploitation

Child labour refers to work that is hazardous and likely to interfere with the child's education, or be harmful to the child's health or physical, mental, spiritual, moral or social development. Children's participation in family work that does not affect their health and personal development or interfere with their schooling is generally regarded as a positive part of socialisation. Child labour should not be confused with child work which is work that involves preparing or training children and is a part of socialisation and prepares them for the future and adulthood.

Factors that cause child labour can be subdivided into immediate, underlying, and structural. Immediate factors are those that directly lead to their involvement in child labour, while the underlying factors are the root causes of child labour, and may actually not be obvious or directly linked to child labour. Structural factors are those that relate to how society is organised to take care of children. See also Table 2.

Table 2: Children Working as Labourers in Estates - An Example.

Immediate causes	Underlying causes	Structural causes
Lack of money to access basic needs	Breakdown of extended family and informal social protection structures	Low and declining national income

The Worst Forms of Child Labour Convention of the International Labour Organization (ILO) aims to abolish the most awful forms of child labour. According to ILO, the worst forms of child labour are those that cause irreversible physical or psychological damage or threaten the child's life, such as slavery and commercial sexual exploitation.

5.1.2 Child Trafficking

In short, child trafficking refers to trading and exploiting children. Officially, trafficking denotes "the recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation" (UNICEF).

5.1.3 Prostitution and Pornography

Child prostitution and pornography are forms of child labour where young girls (and boys) are forced to sell their bodies in exchange for money or other material resources. Prostitution and pornography are demeaning and violating the child's dignity, while prostitution also increase children's risks of contracting HIV.

5.2 Social Challenges

Some people define "social" as "living together in communities". Social rights are, therefore, human rights which give people security as they live together, for example, in families, and learn together, usually in schools. OVC in Malawi experience many social challenges, pertaining to education, health, safe water and sanitation, adequate housing, and food.



Immediate factors are those that directly lead to their involvement in child labour, while the underlying factors are the root causes of child labour, and may actually not be obvious or directly linked to child labour



Education is the primary vehicle by which children can lift themselves out of poverty

5.2.1 Violation of the Right to Education

The right to education implies that the state must take steps so that a child can receive education. The right to education does not only mean the right to attend school. It also means that the education must be of acceptable standard.

Education is the primary vehicle by which children can lift themselves out of poverty. The exercise of the right to education is instrumental for the enjoyment of many other human rights. Lack of education is manifested by high illiteracy rates and low school enrolment ratios. The universal primary education is a Millennium Development Goal to be achieved worldwide by 2015. The state should give close attention to progressive realisation of the right to education and ensure that OVC benefit from improved access to education.

Despite considerable advances made in the education sector in improving access to education, many OVC are unable to access school. Many of these are girls. Equality and non-discrimination are important aspects of the right to education, and the state should give priority to equal access for the girl child and vulnerable groups such as children with disabilities.

5.2.2 Violation of the Right to Health

The right to health refers to the enjoyment of a variety of facilities, goods, services and conditions necessary for the realisation of the highest attainable standard of health on a non-discriminatory basis, especially to vulnerable groups such as the OVC. The entitlements to the right to health include a system of health care and protection that is available, accessible, acceptable and of good quality. Some of the health issues for OVC include provision of essential drugs, appropriate treatment of common diseases such as malaria, education on health problems and methods of preventing and controlling them, and immunisation against major infectious diseases.

Good health is central to creating and sustaining the capabilities of children. Ill health for children contributes to destroying their livelihood, lowering education achievements and limits opportunities.

5.2.3 Violation of the Right to Safe Water and Sanitation

Water is a basic human need. Everyone has a right to have access to portable and clean water. Water accessed should be free from harmful substances such as toxins. This is important because safe drinking water is an essential part of human diet and is necessary for survival.



Good health is central to creating and sustaining the capabilities of children. Ill health for children contributes to destroying their livelihood, lowering education achievements and limits opportunities

Access to water refers to the economic and physical accessibility of water. Physical accessibility means that water should be available within a distance accessible to everyone, including vulnerable individuals such as children. Economic access refers to the financial costs of accessing water. The costs of water should not be unreasonably high so that people cannot afford it.

Access to safe water and sanitation are closely connected. Without water, many sanitation facilities cannot operate effectively. This in turn results in unhygienic conditions which can negatively affect the health of the child.

5.2.4 Violation of the Right to Adequate Housing

The right to adequate housing should not be understood narrowly as the right to have a roof over one's head. Rather, it should be seen as the right to live somewhere in security, peace and dignity. The right to adequate housing has a crucial role to play in relation to promoting and protecting rights of OVC. Further, enjoyment of the right to adequate housing is instrumental in securing other rights.

Most OVC are disadvantaged and endangered by the places and physical conditions in which they live. They experience precarious shelter problems which in turn create insecurity of the children and their property. Poor housing reflects and deepens deprivation. Homelessness and living in dangerous and unsanitary housing is constitutive to human rights violation.

5.2.5 Violation of the Right to Food

The right to food encompasses the availability of food in sufficient quantity and quality to satisfy the dietary needs of the child in a form that is culturally acceptable. It also means the food can be accessed in ways that are sustainable and do not interfere with the children's enjoyment of other rights. The right to food also encompasses food safety and food security.

Food safety implies that the food should be free from adverse substances, whether from adulteration, poor environmental hygiene or other causes. Food security implies the absence of vulnerability to hunger. In other words, children are food secure if they can afford and have access to adequate food at all times.

Food is needed for human survival. The right to food has a crucial role to play in the physical and mental development of a child. The importance of the right to food is emphasised by the Millennium Development Goals which aim to halve the proportion of people who suffer from hunger by the year 2015.

Undernutrition handicaps children for life: brain cells do not develop, bodies are stunted, and diseases become rife limiting the potential of the children to marginal existence. Hungry children cannot concentrate at school.

5.3 Cultural Challenges

"Culture" refers to the way of life of any group of people who share common customs and values in society. It encompasses, among other things, beliefs and behavioural patterns. Culture can either promote or violate child rights. In Malawi, cultural challenges include property grabbing, early marriages, incest, rape, defilement, and sale of body organs, witchcraft, and abuse.

5.3.1 Property Grabbing

"Property grabbing" refers to taking away property, such as household items, houses, land, cars, and cattle. After the death of parents, relatives or others may grab the properties of the orphaned children. Property grabbing is a harmful practice. It has negative effects on the child and leads to dramatisation. Many boys and girls are dumped back in the villages as orphans and no one wants to be responsible for them.

5.3.2 Early Marriages

Early marriages are one of the abuses faced mostly by girls in Malawi. An early marriage is a form of child abuse, because of the physical, mental and emotional experiences the girls undergo. In most cases, culture perpetrates this custom. For example, in Karonga, "Kupimbira" is very common. This is a cultural practice to give a young girl to a very old man in exchange for cattle. Note that early marriages can also be an economic issue.

5.3.3 Incest, Rape, Defilement, and Sale of Body Organs

Reports of incest, rape, defilement, and even murder for body parts are on the increase. Girls are more vulnerable in these acts. Some who do these bad and shameful acts do so with the belief that they will either get rich or cured of infections and diseases such as HIV and AIDS.

5.3.4 Witchcraft

The practice of witchcraft is common in Malawi. Young children are sometimes taught to become witches or wizards. Children are in many ways affected by this cultural practice, as it destroys the relationship between parents and children and affects communities at large. Most OVC are vulnerable to this cultural practice. For young children, the whole experience may be traumatic and might lead to rejection among peers and development of psychopathological disorders such as depression.

5.3.5 Abuse

Child abuse is a social problem of great importance because it violates human dignity. Many children in Malawi experience various forms of abuse. Children who are abused are traumatised and the net effect of these child abuses is poor physical, mental and emotional development of the child.

Physical Abuse

Physical abuse is physical injury, ranging from minor bruises to severe fractures or death, as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child. Such injury is considered abuse regardless of whether the caretaker intended to hurt the child or not.

Emotional and Verbal Abuse

Emotional abuse is a pattern of behaviour that impairs a child's emotional development or sense of self-worth. It is intellectual and psychological damage inflicted either deliberately or by neglect that is evidenced by observable damage to the child's ability to perform. Verbal assault is one common form of emotional abuse. Emotional abuse includes constant criticism, threats, or rejection, as well as withholding love, support, or guidance, exposing the child to ridicule, shaming, and threatened violence. Emotional abuse is almost always present when other forms are identified.



An early marriage is a form of child abuse, because of the physical, mental and emotional experiences the girls undergo

Child Neglect

This involves abandoning children for all types of reasons. This form of child abuse occurs when the adult or caretaker either deliberately or unintentionally fails to provide the support necessary for the child's physical, intellectual and emotional development. Most OVC experience this type of abuse.

5.4 Cross-Cutting Challenges

There are numerous cross-cutting challenges for OVC in Malawi. They include rampant poverty, the HIV/AIDS pandemic, and gender related issues. These challenges have a heavy bearing on the enjoyment of rights by the OVC.

5.4.1 Poverty

Poverty is a state where there is lack of necessities of material well-being and also the denial of opportunities for living a tolerable life. Poverty is widespread and rampant in Malawi. This creates a big challenge in as far as creating a conducive environment for the OVC is concerned. In most cases, the traditional family structures are unable to take care of orphans, because they do not have the capacity to sustain these children, due to poverty. Poverty compels especially OVC to engage in sexual activities for the exchange of money or other material things to meet their basic needs, illicit activities such as drug and alcohol abuse, engaging in violent crime and many others. We can distinguish four poverty dimensions:

Income Poverty

This is lack of income necessary to satisfy basic needs such as food, clothing, energy, and shelter.

Basic Needs Poverty

This is deprivation of material requirements for minimally acceptable fulfillment of human needs, including food. It goes beyond lack of income and includes the need for basic health, education, and essential services that have to be provided by the community to prevent people from falling into poverty. The concept also recognises the need for employment and participation.

Human Poverty

This is deprivation of the most essential capabilities of life, including leading a long and healthy life, being knowledgeable, having adequate economic provisioning, and participating fully in the life of the community. Lack of basic human capabilities includes illiteracy, malnutrition, abbreviated lifespan, poor maternal health, and illnesses from preventable diseases.

Governance Poverty

In all situations, for the people to have a chance to participate in interventions to reduce poverty at all levels, the government must provide people with opportunities to do so. In the absence of good governance this cannot be realised.

5.4.2 HIV/AIDS

The HIV/AIDS pandemic raises many issues that affect people's rights negatively. It is a health, social, economic, development, cultural as well as a technological issue.

HIV/AIDS is the primary cause for the increasing number of OVC in Malawi. As a result of the pandemic, OVC face many challenges, which are related to the provision of health, a safe, non-discriminatory and caring environment, treatment, care, and support.



5.4.3 Gender

Girls and boys are often treated differently; they are given different roles and values from the very beginning of life. This is influencing the way they look at themselves, and each other. Girls are in many ways perceived as those ones who deserve to suffer. In this way, girls often feel less valuable than boys.

6.0 Children With Disabilities

Children with disabilities face many, more specific, challenges. They are in most cases isolated from the main group or arena of activities. Children with disabilities need to be recognised and their needs catered for, so that they are able to participate in all activities like other children. They need inclusion and not exclusion.

Lack of basic human capabilities includes illiteracy, malnutrition, abbreviated lifespan, poor maternal health, and illnesses from preventable diseases



7.0 Activities

Activity 1: *Child Labour and Exploitation*

Answer the following questions:

1. Identify issues that contribute to increased child labour and exploitation of OVC in your community.
2. Identify and analyse: (a) the immediate causes, underlying causes, and structural causes of child labour and exploitation; and (b) the consequences.
3. Develop strategies for advocating and lobbying for the elimination of child labour and exploitation.

Activity 2: *Child Trafficking*

Individually, read the case. In plenary, answer the questions.



Children have the right to education

Advert in Local Paper

An advert appeared in one of the local papers requesting for applications from young girls between 15 and 18 years of age who wanted to study in Europe. The agent promised applicants that they would be provided with housing and support. The successful girls would receive student visas and be allowed to enter Europe to receive education.

On arrival in Europe, the agent told the girls that they wouldn't be attending school. During the next several weeks, the girls were locked in a basement and continually told that if they tried to leave, they would be arrested for their involvement in the visa fraud.

During the evenings, the girls were taken to local motels where they were used to service clients (sex) and to clean rooms. The girls were never paid for their work. All their identification documents, such as passports, were taken away.

1. Identify the child rights violations in this story.
2. Identify and analyse: (a) the immediate causes, underlying causes, and structural causes of child trafficking; and (b) the consequences.
3. Develop strategies for advocating and lobbying for the elimination of child labour and exploitation.

Activity 3: *Violation of the Right to Education*

1. Discuss the issues that create a barrier to the right to education for the OVC in your community.
2. Design a lobbying and advocacy strategy that you would use to improve the situation.

Activity 4: *Violation of the Right to Health*

Discuss the barriers to the promotion of the right to health for the OVC in your community.

Activity 5: *Cultural Challenges*

Discuss cultural practices in your community which: (a) promote child rights; and (b) violate child rights.



All children have the right to be protected against sexual abuse

Activity 6: HIV/AIDS

Individually, read the case. In plenary, answer the question.

Khumbo

Khumbo comes from a family of six children aged between five and 15. She is the eldest daughter in the family and is currently doing her standard seven in a local school. Her old single aunt is raising the children single handed as their parents died from HIV/AIDS.

To make ends meet, the aunt works in a tobacco estate near her home. The wage she gets is not enough to support the family. This also means that she has very little time to tend her small garden. The family has very little food. The children sometimes help their aunt by working on the estate during tobacco picking periods. The children who work in the estate are paid very little, although they work from morning till late.

Last month, Khumbo's aunt asked her to stop going to school, so that she can help the family by working on the estate. The aunt also told her to get married, so that the husband could help the family. Khumbo is against these proposals, because she is interested in school and would like to continue with her education.

Her aunt insists that she must drop out of school and get married. She even threatens to throw her out of the house so that she can fend for herself since she is old enough to be on her own. Khumbo is confused.

Which issues are raised in this case?

Activity 7: Children with Disabilities

Discuss economic, social and cultural issues affecting children with disabilities in your community.

8.0 Consolidation

The large number of challenges that vulnerable children face impede their healthy development. Advocacy programmes can help OVC to realise their economic, social and cultural rights. Supporting children's rights to their fullest potential is an important aspect of child protection.

This can be achieved by advocating for strengthening families under economic and social stress. Another dimension to child protection is improving the quality of social services, and making them friendlier to children. Our challenges are, therefore, to advocate for:

- the implementation of laws and policies that push for child rights;
- allocation of adequate resources to the promotion of child rights; and
- a greater voice for children in society.



9.0 References

- *United Nations' Convention on the Rights of the Child (CRC) (1989)*
- *Constitution of the Republic of Malawi*
- *National Code of Conduct on Child Labour, Ministry of Labour and Vocational Training, Malawi*
- *The African Charter on the Rights and Welfare of the Child (ACRWC)*
- *Employment Act No. 6 (2000), Malawi*
- *Millennium Development Goals (MDGs) of the United Nations*
- *The proposed Child (Care, Protection and Justice) Bill, Malawi*
- *International Covenant on Economic, Social and Cultural Rights (ICESCR)*
- *Convention on the Rights of Persons with Disabilities*
- *National Plan of Action for Orphans and Vulnerable Children (2005-2009), Malawi*
- *National HIV/AIDS Policy (2003), Malawi*
- *National Policy on Early Childhood Development (2004), Malawi*
- *ILO Convention 182: Convention concerning the prohibition and immediate action for the elimination of the worst forms of child labour*
- *Wills and Inheritance Act (2002), Malawi*



Advocacy programmes can help OVC to realise their economic, social and cultural rights. Supporting children's rights to their fullest potential is an important aspect of child protection

Unit 4

Resource Mobilisation and Fundraising



1.0 Introduction

Resource mobilisation and fundraising help to push the case of OVC. They are about enthusing people to invest time and money in actions. Fundraising can be a very long, expensive and frustrating process, but by following certain basic guidelines, one can increase chances of receiving donor funds. First of all, you have to believe your organisation is the right one to implement the project. And you need to have enough self-confidence to approach any possible donor.

This Unit focuses on effective strategies for resource mobilisation and fundraising on behalf of OVC.



2.0 Objectives

At the end of this Unit, participants should be able to:

- set up a fundraising strategy;
- assess capacities of their organisations;
- outline important issues learnt in resource mobilisation;
- network;
- define resource mobilisation;
- understand the difference between fundraising and resource mobilisation;
- mobilise human resources.



3.0 Suggested Training Strategies

- Group work and reporting;
- Brainstorming;
- Questions and answers;

- Handouts, e.g. case studies;
- Group discussions.

4.0 Suggested Training Resources

- Chart paper;
- Pentel markers;
- Resource person(s);
- *Hand Book for Fundraising Campaign*;
- *Fundraising Guide: Global Youth Net*;
- www.globalyouthnet.org;
- www.globalyouthnet.org/donate;
- Websites of reliable local and international NGOs for easy access to their materials.



5.0 Definitions

5.1 Resource Mobilisation

Resource mobilisation is the ability of a movement's members to mobilise people and to acquire resources towards furtherance of their goals. It refers to the approach of a group of strategists who want social change. Activities include attracting supporters and money, capturing the attention of the media, and forging alliances with those in power.

5.2 Fundraising

Fundraising is the process of gathering money or other resources, by requesting donations from individuals, charitable foundations, businesses and government agencies for a specific purpose or purposes.



5.3 Capacity Building

Capacity building is the process of strengthening the organisation, so that it will be more able to implement its tasks, including resource mobilisation and fundraising. It also denotes the assistance given to organisations that wish to develop skills and competences.

5.4 Networking

Networking refers to linking and collaborating of like-minded organisations. Together, organisations, among other things, develop ideas, exchange information, and raise funds. Partnerships increase the impact and quality of the work of the separate organisations.

5.5 SWOT Analysis

A SWOT analysis is a strategic planning method used to evaluate an organisation's Strengths, Weaknesses, Opportunities, and Threats (SWOT). Subsequent steps in the process of planning for achievement of the selected goals may be derived from the SWOT. For organisations, a SWOT analysis is very helpful in identifying areas for development.

6.0 Writing a Project Proposal

There is no fixed formula for writing a project proposal to raise funds. Some donors ask applicants to fill out a pre-designed NGO application form, others are more flexible and do not require a proposal to be submitted in any special way. There are, however, basic guidelines to follow while writing a proposal. Even if you haven't got any guidelines, it is much easier to do things following a certain plan than to act haphazardly.

Often it is useful to keep an eye on earlier proposals while making a new one. If you use a computer it may save a lot of

time to rewrite and adapt an old proposal to the new situation. It is also important to use results of former projects, link projects together and build on previous experiences.

When you raise funds, the main rules are "Do what you are good at" and "Do what you believe in". Do not start new activities just for the sake of fundraising; they will probably fail. Keep in mind that your ultimate goal is to convince the potential donor that there is a problem, that the problem is solvable, and that you and your partners can help to solve it in an efficient and cost-effective way.

7.0 Developing a Fundraising Strategy

A fundraising strategy is an overall plan on how to behave towards donors in the long term. Whatever is done to communicate as part of the fundraising effort, must be done in the context of how the organisation has decided to present itself to the "outside world". In that context it is important to be in line with the organisation's mission statement, its goals and objectives, and its long-term strategic plan. The question you should ask yourself over and over again is: How do I want others to see me?

8.0 Alternatives to Fundraising

Raising funds through donors is a time intensive exercise, and makes organisations dependent on the changing policies of funding agencies. As a result, many NGOs and CBOs decide to strive for self-sufficiency by looking at alternative, more reliable strategies to raise funds. These three principles offer guidance on how this can be done.

- *First principle:* Look elsewhere for support.
- *Second principle:* Make an effort to diversify skills for resource mobilisation and fundraising.
- *Third principle:* Establish an enabling organisational environment for creative resource mobilisation and fundraising strategies.



9.0 Activities

Activity 1: Fundraising Strategy

Individually, read the case. In plenary, answer the questions.



Good nutrition is vital for all children, and OVCs must be availed with good and appropriate food at all times

Malnutrition

Pulumutsani Mwana wa Masiye is a local NGO working on rehabilitation of OVC in Salima. Under Chimwala's leadership, communities rehabilitated 500 orphans. As it was realised that the problems related to malnutrition along the lake shore are linked to production of nutritious food stuffs, Chimwala came to the conclusion that an approach that included the holistic approach to food production was needed. *Pulumutsani Mwana wa Masiye* started their fundraising by writing small project proposals, with the help of an NGO that had a lot of expertise in fundraising. Slowly but surely, *Pulumutsani Mwana wa Masiye's* successful activities became known to a broader public, and besides that, the government admitted that this was the way forward for protection of OVC.

The fact that *Pulumutsani Mwana wa Masiye's* work is widely known and acknowledged has generated new financial resources. For example, it receives donations from the cities, without even asking. And after receiving the Goldman Prize, the National Bank of Malawi decided to match the amount awarded by the Prize. At this moment, *Pulumutsani Mwana wa Masiye* is involved in a very popular television soap, which is likely to generate even more attention and resources for their activities.

Pulumutsani Mwana wa Masiye's experience shows that sometimes it is enough to do good quality work in the places where it is needed most - in this case successfully providing for a solution for the protection of OVC. *Pulumutsani Mwana wa Masiye* is self sufficient and generates its own publicity and financial resources.

1. What are the successes in this case study?
2. What actions did the local NGO take to raise funds? What other actions could they take to raise funds?

Activity 2: Your Organisation

1. Together with participants, give insight in your organisation's strength and weaknesses.
2. Spell out in more detail how the aims you have identified will be carried out and how much it will cost.
3. Set out specific objectives and tasks that you will carry out in order to meet your aims.
4. What is the role of various stakeholders, e.g. the media?
5. What is operational planning?

Activity 3: SWOT Analysis

Examine the importance of the following:

- Capacity building;
- Organisational assessment;
- Characteristics of an organisational assessment;
- SWOT analysis, SWOT action plan, using SWOT for data collection;
- Strategic plan;
- Define necessary skills: fine-tuning your fundraising strategy with your organisational capacity.

Activity 4: Networking

Answer the following questions:

1. What is networking?
2. What type of organisations do donors fund?
3. How can you win funding from a donor?
4. Do you agree with these statements? Discuss:
 - Build alliances with NGOs and organisations known to the donor community to get your name known. Similarly contribute ideas to well-regarded and established networks and organisations.
 - It is important to network with donor representatives even if they are not funding, have never funded or have finished funding you or your institution. Keep up an ongoing relationship, irrespective of your funding status.
 - Donors talk to each other and network with each other and other organisations about actual and potential donor recipients: maybe me.
 - Donors indirectly network on your behalf, which is why it is important that they know about you, talk about you, and recommend you to other donors.
5. What is the importance of sustaining relationships with donors?

Activity 5: Networking

Individually, read the case. In plenary, answer the question.

NGO Empowerment

Linkages between NGOs at the local, national and international level can be an important measure of the vitality of the local NGO community. A crucial dimension of NGO empowerment is the ability of NGOs to work together and share information to promote development. National associations of NGOs can provide a valuable means of information sharing and a common base for dialogue with donors and government.

In some countries with strong NGO communities there are also national associations of NGOs at the sectoral level, such as associations of NGOs working in health, family planning or the environment. It can also be important to have horizontal linkages between grassroots organisations at the local and departmental level. Some examples include federations of cooperatives, federations of local development associations, peasant unions, and federations of credit associations.

Why is it important to set linkages between local and international NGOs, networks and associations?

Activity 6: Writing a Project Proposal

First in groups, then in plenary, discuss the importance of the following:

- Checklist for writing a project proposal;
- A clear structure and a logical order of the project proposal;
- Annexes to the proposal;
- Expenses, income, and explanatory notes to the budget;
- Book keeping.



It can also be important to have horizontal linkages between grassroots organisations at the local and departmental level.

Activity 7: Alternatives to Fundraising

In groups, discuss the following principles and other fundraising concepts:

- *First principle:* Look elsewhere for support.
- *Second principle:* Make an effort to diversify skills for resource mobilisation and fund raising.
- *Third principle:* Establish an enabling organisational environment for creative resource mobilisation and fundraising strategies;
- Developing mutually beneficial partnerships;
- Public relations, marketing and the use of the media.

10.0 Consolidation

Resource mobilisation and fundraising on behalf of OVC are most effective when organisations are able to adequately present their work and develop realistic strategies. A SWOT analysis can be very useful. Moreover, networking helps to push an organisation's case.

11.0 References

- *Malawi Growth and Development Strategy*
- *Population Census (2000)*



Unit 5

Psychosocial Support



1.0 Introduction

Many programmes of support for orphans and vulnerable children (OVC) focus almost entirely on their physical needs, while these children have experienced trauma and stress, and have to cope with serious psychological and emotional challenges.

This Unit explores different types of psychosocial challenges for OVC as well as appropriate interventions.



2.0 Objectives

By the end of this Unit, participants should be able to:

- explain what psychosocial support is;
- know the difference between psychosocial and psychological challenges;
- examine psychosocial interventions;
- demonstrate how to provide psychosocial support to OVC;
- understand the importance of education for the development of children and young people.



3.0 Suggested Training Strategies

- Group discussions;
- Brainstorming;
- Debates;
- Focus group discussions;
- Role plays;
- Handouts;
- Picture codes.

4.0 Suggested Training Resources

- Resource person(s);
- Flip chart paper;
- Pentel markers;
- *Source Book*, Ministry of Women and Child Development;
- *Journey of Life Training Manual*, NOVOC;
- *Stepping Stones Training Manual*;
- Note books;
- Memory boxes.



5.0 Definitions

5.1 Psychosocial Support

Psychosocial support (PSS) has been defined as an ongoing process of meeting emotional, social, mental, and spiritual needs, all of which are considered essential elements of meaningful and positive human development. It goes beyond simply meeting children's physical needs.

It places great emphasis on children's psychological and emotional needs, and their need for social interaction. Programmes which aim to meet the psychosocial and physical needs of a child are called holistic.

5.2 Trauma

Trauma is an emotional shock that produces long-lasting, harmful effects on the individual. Parental illness and death are causes of emotional trauma for children and young people.



5.3 Stress

Stress is an emotional condition, experienced or felt when an individual has to cope with unsettling, frustrating or harmful situations. It is a disturbing sense of helplessness, which is uncomfortable and creates uncertainty and self-doubt.

6.0 Psychosocial Interventions

6.1 Training in Psychosocial Support

Psychosocial need is often overlooked by people working with OVC, because they lack knowledge and skills on the issue. Teachers, religious leaders, staff of NGOs, and others who work with OVC should be provided with appropriate training programmes.

The areas which need to be covered in psychosocial training programmes for OVC include:

- Why psychosocial support is needed;
- Different meanings of what it means to be a child;
- How children and young people experience grief;
- Important ideas and words used when describing psychosocial support, including risk, vulnerability, stress, trauma, coping, and resilience;
- Responses and the principles underlying them;
- Facilitation of learning;
- Monitoring and evaluation.

6.2 Education

Education is vital to the development of children and young people in a number of ways. It aids their psychosocial development. It is vital for their future opportunities. It helps reduce their risks and vulnerabilities.

For example, it can contribute to reducing their risks of contracting HIV infection.

7.0 Effects of HIV and AIDS on Children's Education

OVC, particularly girls, may miss out on educational opportunities. Maternal orphans are more vulnerable than paternal orphans. Children who have lost both parents are most vulnerable of all. They may not perform to their full educational potential and also face stigma and discrimination in school. Often, these children are in need of psychosocial support.

8.0 Activities

Activity 1: Psychosocial Support

In plenary, discuss the importance of psychosocial support.

Activity 2: Psychosocial Interventions

1. In groups, brainstorm about the importance of the following key points in responding to the psychosocial needs of orphans and vulnerable children:
 - Counseling;
 - Succession planning, which is a process of preparing a child in a family to sustain, in the event of loss of a bread winner;
 - Training in psychosocial support;
 - Examples of psychosocial interventions.
2. In plenary, discuss that all psychosocial interventions should be guided by the CRC. These include:
 - The need to treat all children and young people equally without discrimination.
 - Communications with children and young people should be based on openness and truth.
 - Prepare children and young people for the death of a parent. This helps them understand what is happening. This means they can then cope better with grief and loss.



- Take into consideration the individual differences of children and young people and that they respond differently and have individual psychosocial needs.
- Understand that early responses can prevent more serious problems occurring later.
- Children and young people should be allowed to participate in decisions which affect their future.
- Appreciate that care of children is best provided in families and communities. Institutions are very poor at meeting the psychosocial needs of children and young people. Charity begins at home.
- Know that responses need to focus on families as well as on individual children and young people.
- Involve the community as an essential source of psychosocial support. Community members need to be involved in any response.
- Monitoring and evaluation of programmes is needed to see what works best. Research is also needed into the impact of HIV/AIDS on children and how children and young people cope.
- Ensure that response focus on all children's needs, not only the physical. Such programmes are called holistic.

Activity 3: Training in Psychosocial Support

In plenary, discuss the role of each of the following key points:

- Training in providing psychosocial support is needed because psychosocial need is often overlooked by people working with OVC. In addition, specific knowledge and skills are needed to work in this area.
- Many different groups of people need this training. These include teachers, people who work with NGOs, people who work in communities and religious

leaders.

- Training in this area is best provided using participatory learning methods.

Activity 4: Education

Consider key points about education of OVC. The trainer should be innovative. Possible responses would be:

- Education is vital to the development of children and young people in a number of ways.
- HIV/AIDS is having serious effects on the education sector. Many teachers are sick or have died. The cost of education is also increasing because of the need to train more teachers.
- OVC, particularly girls, may miss out on educational opportunities. They may also not perform to their full educational potential.

Activity 5: Effects of HIV/AIDS on Children's Education

Read the case and conduct a debate on the different arguments, first in groups, then in plenary.

Note: Enough time should be given to each group to prepare pro and con lists.

Teachers' Absenteeism

The effects of HIV/AIDS on education are claimed to occur because of the level of HIV infection among teachers. This leads to increased absenteeism through ill-health and attending funerals. This affects the quality of education provided.

As teachers die of AIDS, this reduces the number of teachers available. It also increases the cost of education because of the need to train more staff to replace those that have died. Some argue that teachers should be a priority for receiving treatment with antiretroviral drugs because of the important role they play in providing education to children and young people.

Others claim that there is little real evidence of these effects in studies which have been done to document the consequences of HIV/AIDS on the education sector. They argue that the number of teachers needed is declining because of a decline in the number of learners in school.

Activity 6: Effects of HIV/AIDS on Children's Education

Consider the present state of education at primary school level and health services in the country. Answer the following questions:

1. Is the delivery of services benefiting children?
2. What should be done to improve the services for the benefit of children?
3. How is the CRC being enforced for children to enjoy relevant rights, including the right to equality, basic education, privacy, and an environment that promotes health and access to information?

9.0 Consolidation

OVC are faced with various psychosocial problems, while support programmes mostly focus on their physical needs. OVC need psychosocial support that is geared to their specific circumstances.

10.0 References

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- *Building blocks in practice: Participatory tools to improve the development of care and support for orphans and vulnerable children*, International HIV/AIDS Alliance, 2004
- *Caring for caregivers: Managing stress in those who care for people with HIV and AIDS*, UNAIDS Best Practice Collection, UNAIDS, 2000
- www.repssi.net (Regional Psychosocial Support Initiative)
- www.icdp.info (International Child Development Programme)
- *Source Book*, Ministry of Women and Child Development
- *Stepping Stones Training Manual*
- *United Nations' Convention on the Rights of the Child (CRC)* (1989)



Abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child	MDG	Millennium Development Goal
AIDS	Acquired Immune Deficiency Syndrome	MHRRC	Malawi Human Rights Resource Centre
CBO	Community Based Organisation	OAU	Organization of African Unity
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women	OVC	Orphans and Vulnerable Children
CEYCA	Centre for Youth and Children Affairs	PSS	Psychosocial Support
CRC	Convention on the Rights of the Child	NGO	Non-Governmental Organisation
ECC	Ecumenical Counselling Centre	NOVOC	Network of Organizations for Vulnerable and Orphaned Children
ECD	Early Childhood Development	SWOT	Strengths, Weaknesses, Opportunities, and Threats
EYC	Eye of the Child	UN	United Nations
ICESCR	International Covenant on Economic, Social and Cultural Rights	UNAIDS	Joint United Nations Programme on HIV/AIDS
ILO	International Labour Organization	UNICEF	United Nations Children's Fund
HIV	Human Immunodeficiency Virus	VIPP	Visualisation in Participatory Programmes
		YONECO	Youth Net and Counselling



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PUBLISHERS:

- Centre for Youth and Children Affairs (CEYCA)
P.O. Box 30861, Lilongwe 3, Malawi
Email: ceyca@africa-online.net
Tel: +265-1 727 825
- Network of Organizations for Vulnerable and Orphaned Children (NOVOC)
P.O. Box 1266, Lilongwe, Malawi
Email: novoc@malawi.net
Tel: +265-1 752 411

- Malawi Human Rights Resource Centre (MHRRC)
P.O. Box 891, Lilongwe, Malawi
Email: info@humanrights.mw
Tel: +265-1 752 629
- PLAN Malawi
Youth Guidance and Counselling Centre, Area 30
P/Bag 2053, Lilongwe, Malawi
Email: malawi.co@plan-international.org
Tel: +265-1 712 211

SUPPORTED BY:

- STOP AIDS NOW!
www.stopaidsnow.org/downloads for many other interesting resources like this one.

TYPESSETTING, LAYOUT, DESIGN and TOPIC SYMBOLS:

- M'theto LUNGU
Email: mthetolungu@gmail.com

PRODUCTION:

- Nyasa Anzeni Media - NAMEDiA
Cell: 265-08 88 589 625

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All children have the right to sufficient and nutritious food

TRAINING MANUAL: Advocacy for the Care, Protection and
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MALAWI

