

THE MALAWI GENDER EQUALITY ACT – A TEACHING GUIDE



“TILEMEKEZANE, ZILI PANO NZA TONSE: AMUNA NDI AKAZI OMWE”
FOR PRIMARY AND SECONDARY SCHOOLS IN MALAWI





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INTRODUCTION

This booklet is an educational resource to assist teachers in Malawi, to discuss and explore with your learners the new Gender Equality Act (GEA) 2013 written by the Government of Malawi.

The Gender Equality Act is a bold step taken by the country to begin to redress the gender inequalities present in Malawian society. Gender inequalities affect us all and are all too often present in all our communities. It is the responsibility of all Malawi citizens to implement the GEA in our schools, homes and communities. This is a big responsibility, but also a privilege to ensure Malawi becomes a more equal and fairer society particularly for girls and women.

The emphasis of the GEA is on improving the lives of girls and women. However it is important that you include all learners, boys and girls, in the work you do in the classroom when exploring the GEA. This resource highlights key areas within the Act that are relevant to young people and should be seen as a positive step to benefit Malawian society as a whole.

This resource is not a lesson plan, however it will give you background information to the Malawi Gender Equality Act. It will also offer you guidance on how to inform, engage and empower young people to become agents of change in creating a society where gender discrimination is not tolerated. The resource outlines practical activities you can use in the classroom to help learners understand and be empowered by the principles of the Gender Equality Act. The resource can be used in different classes such as Maths, English, History and Social Education as it includes literacy, numeracy and lifeskills activities throughout. It uses a variety of approaches such as problem solving, co-operation, writing and drama to assist your learners to increase their understanding and knowledge of the GEA. In some cases we have not suggested any activities, however we hope you will be able to use your experience as a teacher to create activities that will help learners to understand aspects of gender included in this resource.

Key to symbols

-  Question
-  Fact
-  Reflection
-  Aim
-  Subject activities



Your Role as Class Teacher

Allow discussion and debate to ensure learners understand the importance, value and implications of the GEA;

Ensure learners foster mutual respect;

Encourage learners to express their opinions in a safe and respectful manner;

Create a classroom environment that is a positive experience for all;

Create an environment that makes it acceptable to challenge gender discrimination wherever it happens: the school, the home, the community, the workplace....

When addressing gender issues, it may be difficult to share personal experiences. Teachers should be mindful of this when engaging in whole class discussions. It therefore may be advisable to start your gender work as individual tasks, then in pairs and small groups until you and the learners are comfortable discussing gender issues as a whole class. It is also recommended you familiarise yourself, and are confident the content of the booklet before you use it with your class. You may need to adapt some of the practical activities depending on the age, literacy levels, access to materials and the ability of your learners.

As a teacher, you are often viewed by learners as a role model. This is also relevant when discussing the GEA with your class. When you use this resource, take some time to think about how you, as a teacher and a member of the community, are behaving and striving to ensure gender inequalities are addressed in your community.

The booklet is divided into two main sections and includes some appendices to help you to understand the Malawi GEA 2013. The first section concentrates on general gender issues and the second section on specific areas of the GEA. The resource is designed for you to work through section one first and then section two. Both sections have practical activities to incorporate into your lessons plus information relating to the Gender Equality Act.



SECTION 1: UNDERSTANDING GENDER ISSUES

1.a. The Government of Malawi Gender Equality Act 2013 (GEA)



What is the GENDER EQUALITY ACT?



The Gender Equality Act is a new Act passed by the Government of Malawi in 2013. Its purpose is to take action and address the inequalities that exist between men and women in many aspects of daily life.



Aim of Activities 1 – 3:

To be aware of the challenges facing boys and girls in their communities.

Activity 1: What is gender inequality?

This could be done as an individual thinking and writing exercise, then the learner shares with 2 or 3 others, then a bigger group, then the whole class with one or 2 note-takers recording some examples.

Activity 2: Why is gender equality important?

Ask the girls in the class to stand on one side of the room, and the boys on the other. Throw a ball across the room. When a person catches it they have to say "Gender equality is important because...". One or 2 note-takers can record views. A follow up activity could also be used as a homework task for learners to write what they remember from the ball activity in the class and ask others in their family or community.

Activity 3: We are different yet equal

Ask the class to make a circle. Throw a ball to someone opposite you. If it is a girl they must complete the sentence "I like being a girl because..." and if it is a boy, "I like being a boy because...". You could do the same activity asking, "I don't like being a boy/girl because" or do it as a writing activity.



Reflection - Read the three points below to your class. Do they understand them? Do they agree? Are there any cases when they would not agree?

Read out the highlighted statements below AFTER you have completed the three activities above.

- In the GEA, there is emphasis towards empowering girls and women as the inequality is tilted in favour of men over women.
- Boys/men are key stakeholders in the achievement of gender equality.
- WHAT Gender Equality is not: Gender equality is not the empowerment of women to the detriment of men.
- NB. You must endeavour your learners fully participate in all the activities.



What is the GENDER EQUALITY ACT aiming to achieve?



The Act seeks to promote gender equality, equal integration, influence, empowerment, dignity and opportunities for men and women in all functions of society; to prohibit and provide redress for sex discrimination, harmful practices and sexual harassment; to provide public awareness on promotion of gender equality.

Quoted from: The Gender Equality Act: An Annotated Version.



Aim of Activities 4 – 6:

Learners will understand what the GEA aims to achieve.

Activity 4: Draw the line

Draw a line down the middle of your page. On the left side draw what comes to mind when you hear "gender inequality", and on the right side draw what comes to mind when you hear "gender equality."

For older students they may prefer to write a short piece/a poem/a newspaper article?

Share your ideas with the person sitting next to you.

Activity 5: What does gender inequality look like in your community?

In small groups, ask learners to draw their community, shops, hospitals, mini bus depots etc.. and highlight the gender inequalities they see on a daily basis in each place. You can develop this exercise further by asking them what gender equalities they would like to see.

Activity 6: Poster design

Ask learners to design a poster for your classroom door to promote gender equality in your school.



WHY CHANGE? – What will be the benefits of introducing the Gender Equality Act?



Here are some examples of what the benefits will be:

- Harmful social and cultural practices will stop
- There will be more equal opportunity in the work place
- Education and training opportunities will be equal for girls and boys
- Everyone will have access to sexual and reproductive advice
- It will lead to greater visibility of women in decision-making positions in Malawi
- Everyone will be treated with dignity, integrity and without discrimination



Aims of Activities 7 – 8:

Learners will understand the benefits of the introduction of the GEA.

Learners will explore what changes they would like to see in relation to gender equality.

Activity 7: Let's talk about the GEA

Ask learners to speak to other members in their family or community and tell them they are studying the GEA in school. Some people might not understand the need for the GEA, so learners may need to explain why it is being implemented. Ask learners to find out what difference the GEA could make to their own and the other peoples' lives and keep a record of this information.



Reflect back on this at the end of the work on the GEA. Have they seen any change in their families or communities?

Activity 8: Your wish and making it a reality

Ask each learner the following question: As a young woman / young man what would you like to see change with regards gender equality?

Tell the learners it can be for their sex or for the opposite sex. i.e. a boy would like to see more female mini-bus drivers or a girl would like boys to stop hassling her as she fetches water from the local pump.

Ask learners to write down their wish.

Optional: Learners to share their wishes with the class if they are comfortable.

If some of the wishes are school related make a conscious effort to implement these wishes and encourage the learners to take responsibility in this too. Display them on the classroom wall.



Who will be affected by introducing the GENDER EQUALITY ACT?



The GEA states that it shall apply to all persons and to all matters. This means it will apply to private and public institutions; including religious settings and chiefs. It will also apply to the Government. It will affect all aspects of life in Malawi.



Aim of Activity 9:

Ensure learners know who will be affected by the introduction of the GEA.

Activity 9: Who does it apply to?

Think of 3 scenarios on gender inequality.

One at national level a women standing for election; at regional level (for example a female police officer) and local level (for example a sister).

Ask learners what gender inequalities these women may experience. Ask learners whether the Act should be applied at all levels? Why / why not? This is a discussion activity that can be done as a whole class exercise or in small groups.



Enforcing the Gender Equality Act. HOW & WHO will make sure it works?



The Malawi Human Rights Commission (MHRC) shall administer and enforce the Act, however all citizens are responsible to ensure it is upheld within their own communities and report any violations to the MHRC. See appendix for more information.



Aim of Activity 10: Supporting learners to understand the role of the MHRC

Activity 10: What is the MHRC?

Find out information about the MHRC. Ask learners to read papers, use the internet if they have access, talk to people. Once they have done their research have a classroom information sharing activity on the MHRC.



Reflection – Ask your learners to think about and write down 3 – 5 things they have learnt about Gender Equality and the role of the GEA. Display some of these on the classroom wall.

1b. Behaviour & Attitudinal Change in relation to Gender Issues



Role Models & Gender Stereotypes

Where do we get our attitudes from, and where do we learn our behaviour?



Examples of where we form our attitudes and who we learn our behaviour from:

- Parents
- Peers/friends/siblings
- Sportsmen/women
- Religious leaders
- Chiefs & Traditional Leaders
- Media/ internet
- Cultural norms
- Reading books, newspapers
-you can add to this

Your attitudes are internal thoughts

Your behaviour is an external actions

We are all responsible for our own attitudes and behaviour towards other people and all have consequences on the feelings of other people.



Aims of Activities 11 – 15:

To understand how attitudes are formed.

To explore what learners think are acceptable and unacceptable attitudes to have.

To understand where we learn our behaviour.

To understand what learners think is acceptable and unacceptable behaviour.

Activity 11: Attitudes and behaviour

Ask the class how we develop our attitudes and behaviour (some examples above). This can be a whole class exercise

Ask them to list in order, who has more influence on them:

- as a small child: parents, siblings, media, other.
- in school: peers, teachers, other.
- as an adult: colleagues, media, other.

This can be done as an individual or as a whole class activity.

Activity 12: Role models

Ask learners to identify a female role model and a male role model they know.

Why do they admire them? This can be done as a writing exercise, a speaking exercise or a picture with speech bubbles around with reasons.

Activity 13: Acceptable & unacceptable attitudes

Ask learners to stand in the middle of the classroom.

Read out the statement one by one. See below for statements.

If they think the statement is acceptable, they have to go to one side of the room. If they think it is unacceptable, they go to the opposite side. Ask learners to justify their responses. Make sure you involve girls and boys and encourage them to have their own thoughts and not be persuaded by their peers.

An alternative activity is to create short drama /scenarios where 2 pupils at a time act out the statement and the other pupils must say whether this is an acceptable or unacceptable attitude.

Acceptable & unacceptable attitudes statements for Activity 13

- Not saying thank you after your mother has made you a nice meal
- Leaving the house untidy when your parents have asked you to tidy it
- Assuming a boy will buy you nice things
- A boy being polite to his teacher
- Expecting your parents to pay for your recreation time
- Assuming your uncle, who owns a taxi, will give you free rides
- Thinking you do not need to work hard in school

Activity 14: Acceptable & unacceptable behaviour

Do this activity in the same way as Activity 13. See below for statements.

An alternative activity is to create short drama /scenarios where two pupils at a time act out the statement and the other learners must say whether this is an acceptable or unacceptable behaviour.

Acceptable & unacceptable behaviour statements for Activity 14

- Being shouted at by a boy as you walk to school
- Wishing your teacher good morning
- A boy urinating in the street
- A girl urinating in the street
- Spitting on the streets
- Littering the streets
- Hitting a person of the opposite sex to you
- Using a condom when having sex

Activity 15: What will you do to become a role model in your school, family and community?

Ask learners to list some of the things young people are currently doing in their community to be a positive role model. Display these on the classroom wall.



What female stereotypes exist in Malawi?

What did you notice about the statements in activities 13 and 14? Most if not all of them were negative.



Attitudes and behaviours can become stereotypes when they are repeated and become the accepted norm in a society. Some can be positive but invariably they are negative.



Aims of Activities 16 – 17

Identify female stereotype characteristics.

Understand the impact of stereotyping girls and women.

What you need

Stereotype statements – agree / disagree

Impact statements - agree / disagree

Activity 16: Female stereotype characteristics

Read out the statements one by one (see below).

Ask learners to stand in the middle of the classroom. If they agree with the statement, learners go to one side of the room. If they disagree with the statement, they go to the opposite side. Ask learners to justify their responses. Make sure you involve girls and boys and encourage them to have their own thoughts and not be persuaded by their peers.

Female Stereotype statements – agree/disagree - for Activity 16

- Girls are not as capable as boys
- Girls main role in life is to produce children and look after the home
- Girls should marry early because they cannot be financially independent
- Girls do not need to have a voice
- Girls do not need to be respected as much as boys
- Women are the property of men (cultural practices such as wife inheritance)
- Less educated girls have more babies (this is true)
- There is no expectation for girls to be successful
- There is an assumption that women are inferior and have less entitlement than men
- Girls cannot / should not hold positions of authority or responsibility
-you can add to this

Activity 17: Impact of stereotyping

Taking Activity 16 further, ask learners to stand in the middle of the class again.

Read each impact statement (see list below) to the whole class. If they agree with the statement, learners go to one side of the room. If they disagree with the statement, they go to the opposite side. Ask learners to justify their responses. Make sure you involve girls and boys and encourage them to have their own thoughts and not be persuaded by their peers.

Impact of stereotyping statements – agree / disagree – for Activity 17

- Early marriages mean early motherhood
- Early motherhood means more vulnerability to maternal mortality and disease including Fistula and HIV&AIDS
- Loss of right to choose who to marry
- Increased dropout of school and further education
- Illiteracy rates are higher in girls than boys
- Greater sexual exploitation of women – Gender based violence – common forms of it are abusive language, battery, overworking, sexual assault & rape. This is a health, economic and human rights issue
- More girls / women are vulnerable to contracting HIV&AIDS which immediately has an impact on the wider family and community – becoming sick – who looks after the children?
- you can add to this



What male stereotypes exist in Malawi?



Aims of Activities 18 - 19

Identify male stereotype characteristics in Malawi.

Understand the impact of stereotyping boys and men.

What you need

Stereotype statements – agree / disagree – see below

Impact statements - agree / disagree – see below

Activity 18: Stereotype statements

Read out the statements one by one. See list below.

Ask learners to stand in the middle of the classroom. If they agree with the statement, learners go to one side of the room. If they disagree with the statement, they go to the opposite side. Ask learners to justify their responses. Make sure you involve girls and boys and encourage them to have their own thoughts and not be persuaded by their peers.

Male Stereotype statements – agree / disagree – for Activity 18

- Boys are more capable than girls
- Men are more successful than women in business
- Boys are expected to be more successful than girls in some subjects
- Men are expected to be the bread winners in the family
- Men make better leaders
-you can add to this

Activity 19: Impact statements

Taking Activity 18 further, ask learners to stand in the middle of the class again.

Read each impact statement (see list below) to the whole class. If they agree with the statement, learners go to one side of the room. If they disagree with the statement, they go to the opposite side. Ask learners to justify their responses. Make sure you involve girls and boys and encourage them to have their own thoughts and not be persuaded by their peers.



Impact stereotyping statements – agree / disagree – for Activity 19

- Boys are more confident than girls and think they are more superior
- There is pressure on boys to behave in a particular way
- If boys are not working they are still expected to bring money into the family
-you can add to this

It would be useful to create tables of the previous two activities to display on classroom walls for learners to compare Girls' and Boys' tables.



My responsibility towards the GEA

What can you, your school and your community do to change different perceptions or stereotypes of boys and girls?



1c. Rights & Responsibilities



Discussion of rights and responsibilities What is a Right?



Rights are a moral or legal entitlement to have or do something. For example, everyone has the right to be educated, to go to school, to be treated fairly.



What is a Responsibility?



A responsibility is the ability or opportunity to act independently and take decisions without authorisation.. For example, we all have the responsibility to behave properly in school, to do our homework, to help at home..

Other points to raise

- Young men and women have an equal 'RIGHT' to live their lives without the limitations set by stereotypes, rigid gender roles and prejudices.
- Gender inequalities in Malawi are affecting girls and women and it is those same girls and women who have the 'RIGHT' to greater equality.
- The success of promoting gender equality in Malawi is the RESPONSIBILITY of all learners regardless of their sex.



Aims of Activities 20 - 21

To understand the difference between a 'Right' and a 'Responsibility'

Activity 20: My Rights

Each learner reads the list of 'Rights' listed below. You can either prepare them on individual sheets or on the blackboard. Ask them to write down which 'Rights' they feel they already have and which ones they do not and what can they do to make sure they have them.

Activity 21: My Responsibilities

Each learner writes down some responsibilities some in the classroom, at home and in the community.

Explain whilst we all have 'rights' they come with 'responsibilities'.

e.g. I have the right to clean water – I have the responsibility to make sure I do not contaminate it;

I have the right to have a family – I have the responsibility to make sure I bring the children up safely, nurture, provide shelter etc.

Ask learners to identify what responsibilities they will have with the rights they have identified in Activity 20.

Here is a list of the Rights included in the Universal Declaration of Human Rights. They have been simplified for young people.

For Activity 20

- 01 We are all born free & equal
- 02 Do not discriminate
- 03 The right to life
- 04 No slavery
- 05 No torture
- 06 You have rights no matter where you go
- 07 We're all equal before the law
- 08 Your human rights are protected by law
- 09 No unfair detainment
- 10 The right to trial
- 11 We are always innocent till proven guilty
- 12 The right to privacy
- 13 Freedom to move
- 14 The right to seek a safe place to live
- 15 Right to a nationality
- 16 Marriage and family
- 17 The right to your own things
- 18 Freedom of thought
- 19 Freedom of expression
- 20 The right to public assembly
- 21 The right to democracy
- 22 Social security
- 23 Workers' rights
- 24 The right to play
- 25 Food and shelter for all
- 26 The right to education
- 27 Copyright
- 28 A fair and free world
- 29 Responsibility
- 30 No one can take away your human rights

SECTION 2: UNDERSTANDING THE GENDER EQUALITY ACT 2013

- 2a. Prohibition of sexual discrimination and harmful social or cultural practices
- 2b. Employment in the public sector
- 2c. Education and training
- 2d. Sexual and reproductive health rights
- 2e. Enforcement – Rights & Responsibilities of young people

2a. Prohibition of sexual discrimination and harmful social or cultural practices



What the Act says and what it means: Prohibition of sexual discrimination

Sexual discrimination occurs,

- if a person treats another person less favourably than he or she would treat a person of his or her own sex
- if a person applies to another person an exclusion, distinction or restriction which applies or would apply equally to both sexes but
 - it is not justifiable irrespective of the person to whom it is applied;
 - it is detrimental to the other person because he or she cannot comply with it.

A person who commits the offence of sexual discrimination may be liable to a fine of MWK1,000,000 or up to imprisonment for five years.

Practical Activities 22 - 23

Activity 22: English Language activity

Ask learners what they think discrimination means.

As an individual exercise, ask learners to write a sentence using each of the highlighted words below and then give them the meaning.

Definitions

Discrimination – the act of treating some people unfairly because of prejudice

To discriminate – to treat someone unfairly based on difference of race, sex, age

Sexual discrimination – to treat someone unfairly based upon their gender

Activity 23: Lifeskills activity

A bit of a drama

Ask learners to think of any sexually discriminating behaviour or attitudes they have read in the newspaper, heard on the radio or seen on TV and write them down. With this information, write some scenarios and ask learners to create a short play. ie, woman sacked from her job and quickly replaced by a man to do the same job.

Discussion points after the play:

- What impact was there on the person being discriminated?
- What are the consequences on the person sexually discriminating now that the GEA will be enforced? Refer to the fines.

Practical Activities 24 - 25

Activity 24: Lifeskills activity

Question Time

The following questions can be done individually, in small groups or as a whole class activity.

- What harmful, social or cultural practices are you aware of?
- Do you think there is any time any of them are acceptable?
- Why do you think they are now going to be unacceptable?
- Who do you think carries out these harmful practices?
- What common strand is there with the majority of harmful practices?
- Name any harmful practices which you know are committed against boys and men?

Activity 25: Lifeskills Activity

What's in the news?

Source some copies of newspapers. They do not have to be up to date. Ask learners to work in pairs and circle the stories that write about some form of harmful, social or cultural practice relating to gender. Use different colours for practices against females and those against males.

What are the consequences of the actions on the victim?

Will there be any consequence for the person/people who treated the victim badly? Refer to the fines.

My responsibility towards the GEA

What can you, your school and your community do to ensure the GEA is enforced around you in relation to harmful social and cultural practices?

What the Act says and what it means: Prohibition of 'harmful, social or cultural practices'

The Act defines a 'harmful practice' as follows:

a social, cultural, or religious practice which, on account of sex, gender or marital status, does or is likely to

- Undermine the dignity, health or liberty of any person;
- Result in physical, sexual, emotional or psychological harm to any person

There are four variations to the offence:

1. A person must not commit a harmful practice.
2. A person must not engage in a harmful practice.
3. A person must not subject another person to a harmful practice.
4. A person must not encourage the commission of a harmful practice.

There is a commitment by the Malawi Government to prevent, investigate, prosecute and punish the perpetrators of harmful social or cultural practices committed on girls and women.

A person who does a harmful practice will be committing an offence. The punishment for the offence is a fine of MWK1,000,000 or imprisonment for five years.

What the Act says and what it means: Prohibition of sexual harassment

A person commits an act of sexual harassment if he or she engages in any form of unwanted verbal or physical conduct of a sexual nature in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated.

A person who commits the offence of sexual harassment may be liable to a fine of MWK1,000,000 or up to five years of imprisonment.

Under the GEA you have a 'right' and 'responsibility' to report this. Under the constitution it is a crime to sexually harass another person regardless of gender.

It is important for girls and women to speak up and report incidents of sexual harassment to someone who can help them, for example a parent, a teacher, a nurse or doctor, an elder in the community, the police. However, for girls and women to do this, it is important to create a safe environment where they feel confident and sure that they will be listened to. As their teacher, you may have an important role to play in this. It is also important that the wider community, in particular boys and men, support efforts to eliminate all forms of harassment against women.



▶ English Language activity

Activity 26: All in the meaning

Ask learners to write what the definitions of: 'to offend', 'to humiliate' and 'to intimidate'.

Write the definitions on the black board once they have completed the Activity.

- To offend – to act against someone, physically or verbally, and make someone feel really upset.
- To humiliate – to make someone feel ashamed or foolish in front of another person/people.
- To intimidate – to frighten someone so as to force them into doing something they do not want to.

Ask learners to then write a sentence using each of the definitions above which explains the meaning of it.

▶ Lifeskills activity

Activity 27: Giving examples

Ask learners to think of examples of sexual harassment in school or in their community.

Discussion points:

A - What are the consequences of sexual harassment to the victim?

B - What are the consequences for the person/people who treated the victim badly? Refer to the fines.



My responsibility towards the GEA

What can you do to prevent sexual harassment being committed on people in your community? Sexual harassment comes in many guises. Here are some consequences:

A - loss of confidence and self esteem in the victim

B - health issues such as unplanned pregnancy and contracting HIV

.....can you add to this list?

2b. Employment in the Public Sector



What the Act says and what it means: Employment in the Public Sector

The GEA requires quotas in the employment sector. This means that an appointing or recruiting authority shall appoint or recruit no less than 40 percent and no more than 60 percent of either sex in any department in any place of employment. This is with particular regard to the public service.

▶ Maths activity: Research & Percentages

Activity 28: Research in your community

Ask learners to identify two different places of work in their local community, e.g. school, market, hospital or health centre, police station, and find out how many people work in them. In this activity ask learners to work out the percentage of workers who are male and female in each place.

Draw a table with 6 columns:

- Name of workplace
- Total no. of workers
- Female workers
- Percentage of total number
- Male workers
- Percentage of total workers

Are the quotas no less than 40% and no more than 60% of either sex working within each place of work? Do all the places comply with the GEA?

▶ Literacy / English language / history activities

Activity 29: What does quota mean? Write a short passage with the words quota and employment in it.

Definitions: quota – an amount of something that is required or expected from a person or group. A number or percentage, especially of people, constituting or designed as an upper limit and or a required minimum target.

Activity 30: Women and leadership

Write an article about women in leadership.

Work in pairs. Ask learners to identify women in their community who hold positions of leadership i.e. a chief, teacher, doctor, and ask the learners to interview them.

Questions they can consider asking: What challenges do women face being a leader? Is it a difficult position to hold? Why are there more men in leadership positions than women? Encourage learners to identify more questions if necessary.

Ask the pairs to write an article on their research and encourage learners to also draw illustrations if they seem appropriate.



Activity 31: Comparing gender and employment now and then

Learners interview someone in the community who is one or two generation older than them. Write a short essay 'compare employment opportunities for men and women now and when they were young'.

Themes to consider: Who held positions of leadership? Did women hold positions of paid employment? If yes, what were they? Were men and women paid the same amount? Have employment opportunities changed for women?

Activity 32: Employment and gender in the future:

Ask learners if they can identify any barriers to their own future employment ambitions. Pay particular attention to the ambitions of your female learners.

Discuss in small groups and then the whole class.

Lifeskills activity

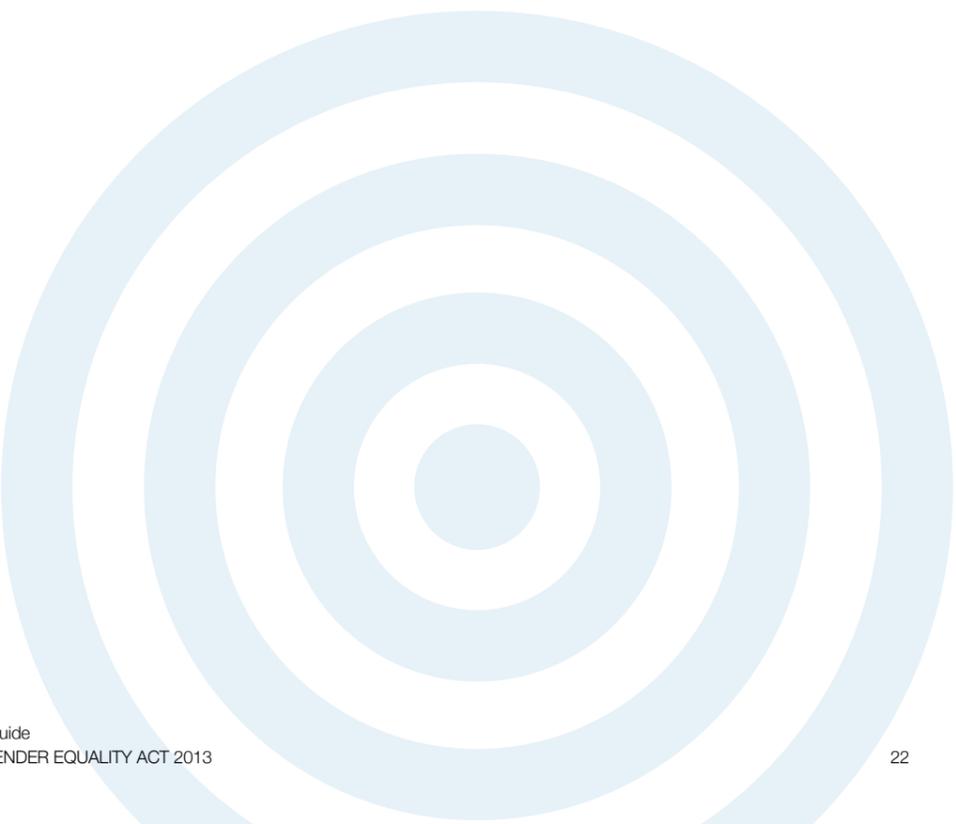
Activity 33: Meet your local female VIP (very important person)

Ask learners to arrange a visit from a local female VIP. For example an MP (Member of Parliament) a councillor, a chief, policewoman, a university lecturer. They will interview her and write a short biography about her. Before interviewing her, learners will need to think about:

- What questions can I ask her?
- What do I want to know about her?

Formulate questions. Assist learners to come up with relevant gender related questions.

Ask learners to share the information they have gathered.



2c. Education and Training



What the Act says and what it means: Education and Training

There are several aspect to this section of the GEA.

- The GEA states that 'every person has the right to access education and training including vocational guidance at all levels'.
- The GEA is to ensure that all educational institutions provide:
 - equal access to girls and boys, women and men to the same curriculum,
 - the same examinations,
 - teaching staff with qualifications of the same standard,
 - premises & equipment of the same quality,
 - sanitary facilities for girls.
- The GEA states that 'every person has the right to access a scholarship, grant, bursary, regardless of his or her sex'.
- The enrolment at tertiary education institutions of either sex to a minimum of forty percent and a maximum of sixty percent of students. Single sex schools are exempt.
- The government shall make sure gender equality education is in the curricula for all learners at primary and secondary school levels.

Lifeskills activities 34 - 35

Activity 34: Scenario time

Read out this scenario to your class. 'A girl is being pressurised into leaving school at Standard 7 or Form 1, depending what class you are teaching, but she wants to stay in school and continue learning'.

Ask learners to write down advantages and disadvantages why she should stay.

Who can help her? Prepare a set of cards with people who can help her, for example: Parent, teacher, doctor, friend, nurse, mini bus driver, sister, uncle, shop keeper. Ask learners to work in pairs, distribute the cards amongst the learners and ask them to take on the role of the person in the card. What would they tell her? How would they encourage the girl to stay in school?

Encourage debate and challenge each other. Facilitate a discussion about who would be the most appropriate people to assist her.

Activity 35: Why do girls drop out of school?

Ask learners to discuss this question in pairs and then post their answers anonymously into a box as they may be reluctant to call out to the whole class. Prepare their responses on a wall chart and indicate the numbers for each reason for the next lesson or if you have time in this lesson.



▶ Maths activity

Activity 36: Percentages

From activity 35 ask the class to work out the percentage for each reason. Make sure you have the answers prepared.

▶ Lifeskills activity

Activity 37: What are the consequences of a young woman dropping out of school early?

Discuss in 5 separate groups:

- A - on her personally
- B - on her family
- C - on any future family she may have
- D - on her community
- E - on her country?

Feedback to the class answers from each group for each category. Make sure you have some prepared answers for each group.

▶ Maths activity

Activity 38: How many girls and boys are there in your school?

Ask some learners from your class to ask the head teachers what the roll of the school is and share the information with the whole class. How many learners are there in each class, how many are boys, how many are girls?

If it is difficult to get this information, you have data from an imaginary school below which you can use for this activity.

Ask learners to draw a chart or graph to show the different percentages of girls and boys in each class and answer the following questions.

Are there always a similar number of girls and boys in the classes?

When does the biggest drop out in girls happen?

Why do you think this is?

Can someone help to solve this? How?

Primary School

Class	Urban school		Rural school	
	Girls	Boys	Girls	Boys
Standard 1	95	95	160	180
Standard 2	90	90	105	110
Standard 3	93	78	121	113
Standard 4	85	80	80	79
Standard 5	80	85	108	90
Standard 6	83	78	127	58
Standard 7	79	65	52	45
Standard 8	70	60	40	52

Secondary school:

Class	Urban school		Rural school	
	Girls	Boys	Girls	Boys
Form 1	33	51	43	55
Form 2	37	52	51	64
Form 3	44	55	32	48
Form 4	45	67	15	36

▶ Lifeskills activity

Activity 39: Question time: Depending on the class dynamic, this activity can be done individually, in pairs, in groups or as a whole class.

Ask learners the following questions.

- A - Do boys drop out of school? If so why? If not, what are the reasons?
- B - Are girls treated the same as boys in school?
- C - Do girls have the same educational experience as boys? If not why?
- D - What could the impact be if gender equality is achieved in educational institutions in Malawi? e.g.
 - Eliminate illiteracy
 - Closing the gender gap at all levels of education.
 - More equal employment opportunities for both men and women

The aim of these questions is to generate discussion and raise awareness of the complexities of the gender, opportunity and education.



My responsibility towards the GEA

What can you, your school and your community do to ensure that 'every person has access to education and training including vocational guidance at all levels irrespective of gender'?



2d. Sexual and Reproductive Health

What the Act says and what it means: Sexual and Reproductive Health

The GEA states that ‘every person has a right to adequate sexual and reproductive health’. This includes the right to:

- Access sexual and reproductive health services;
- Access family planning services;
- Be protected from sexually transmitted infection;
- Choose the number of children and when to bear those children;
- Control fertility;
- Choose an appropriate method of contraception; and
- Choose whether to have a child or not.

The GEA also covers the role of the Health Officers in relation to their duties in sexual and reproductive health to:

- a Respect for the sexual and reproductive health rights of persons without discrimination;
- b Respect the dignity of people accessing sexual and reproductive health services;
- c Provide information on family planning regardless of marital status to help them make informed choices.

It will be an offence if a Health Officer breaches any of the duties listed. They will be liable to a fine of MWK750,000 and to imprisonment for 3 years.

Sexual Health in school – Consider if there is an opportunity to ask a Health Worker to come into your classroom to deliver this topic.



Depending on the class dynamic, this activity can be done individually, in pairs, in groups or as a whole class. The aim of these questions is to generate discussion and raise awareness of the complexities of gender and sexual health.

Activity 40: Discussion time to be consistent with that section

- When did you first learn about sexual health matters in school?
- What subject was this in?
- What can you remember?
- Was the lesson for all boys and girls?
- Do you remember any specific aspects of the lesson that affected mainly girls in relation to sexual health?
- Do you remember any specific aspects of the lesson that affected mainly boys in relation to sexual health?

Activity 41: English activity

Divide your class into four groups and allocate the activities to them. Encourage feedback if there is time.

- A - Write a story about a girl who has contracted an Sexually Transmitted Infection (STI) because she has not been careful and

liked to be popular with men/boys. Include something about the implications this can have for her, and where she can go for advice. After you have finished the story, you can act it for your friends in school. They might be able to suggest other things the girl can do.

- B - Have a discussion in the small groups then write about whether there would be different implications/consequences if this happened to a boy.
- C - You are a boy who meets a girl. You are interested in her but you do not want to become a father yet. Answer the following questions: What measures do you take to prevent this happening? What can you tell the girl to make sure you are both protected and she does not become pregnant? Where can you get advice from?
- D - You are a Health Worker and a young woman has come to you for some contraceptive advice. You are shocked by this and go on to tell her parents when you see them in the market....make a list of the consequences of this for you and for the girl?

Lifeskills activity

Activity 42: Quiz time

Do this activity with the whole class but ask the students to write their answers individually. Swap answer sheets with another class member for corrections.

- A - What is an STI? A sexually transmitted infection
- B - Where is your local family planning service?
- C - How can you protect yourself from contracting an STI? Use a condom
- D - You can contract HIV from shaking someone’s hand? True or False
-False
- E - Name 3 types of contraception. Condom (male & female), the Pill, Injection

.....you can add more

Lifeskills Activity

Activity 43: Question time

Depending on the class dynamic, this activity can be done individually, in pairs, in groups or as a whole class. The aim of these questions is to generate discussion and raise awareness of the complexities of the gender and sexual health.

- A - Where do you get your sexual and reproductive advice from?
- B - Do you feel comfortable seeking sexual health information?
- C - Are young people treated well when they go for medical advice?



My responsibility towards the GEA

What can you, your school and your community do to ensure that ‘every person has adequate sexual and reproductive health support when required’?



2e. Enforcement



What the Act says and what it means: Enforcement

We are all responsible to ensure the GEA is enforced and effective in our homes, schools and communities in Malawi. However, in order for the GEA to work and be effective it must be Enforced. Enforcement of the GEA will be carried out by the Malawi Human Rights Commission (MHRC) based in Lilongwe. This means that

- They will carry out investigations in relation to any gender issues on receiving a complaint;
- They will consider, think about and make recommendations to the Minister on any gender issues;
- They will provide information to anyone in a gender dispute on their rights, remedies or obligations; and
- They will help resolve any dispute concerning gender issues.

The Malawi Human Rights Commission is best suited as the enforcement body under the Act because under the Constitution it has the primary functions of protecting and investigating violations of rights accorded under the Constitution or any other law.

A person who commits the offence of sexual discrimination, sexual harassment and carries out a harmful social or cultural practice may be liable to a fine of MWK1,000,000 or up to imprisonment for five years.

It will be an offence if a Health Officer breaches any of the duties listed. They will be liable to a fine of MWK750,000 or up to imprisonment for 3 years.

Activity 44: English activity

Ask learners what do they think the word 'enforcement' means?

Definition of Enforcement: to make sure that a law, rule or duty is obeyed.

Activity 45: English activity

Ask learners to write a short passage with the title: Why is it important that the GEA is enforced?



Activity 46: Maths activity

Learners have read in the newspaper that a man from Dedza (you can vary the area) has been fined MWK 1,000.000 for assaulting his wife. The Government has given him a number of options to pay his fine. Can you calculate how many months and years it will take him to pay his fine in each case?

- A - He does not have a big income so he can only pay MWK 2000 per month
- B - He needs to pay MWK 5,000 every month
- C - He needs to pay MWK 10,000 every month
- D - He has to pay MWK 100,000 every year
- E - He has to pay MWK 250,000 every year

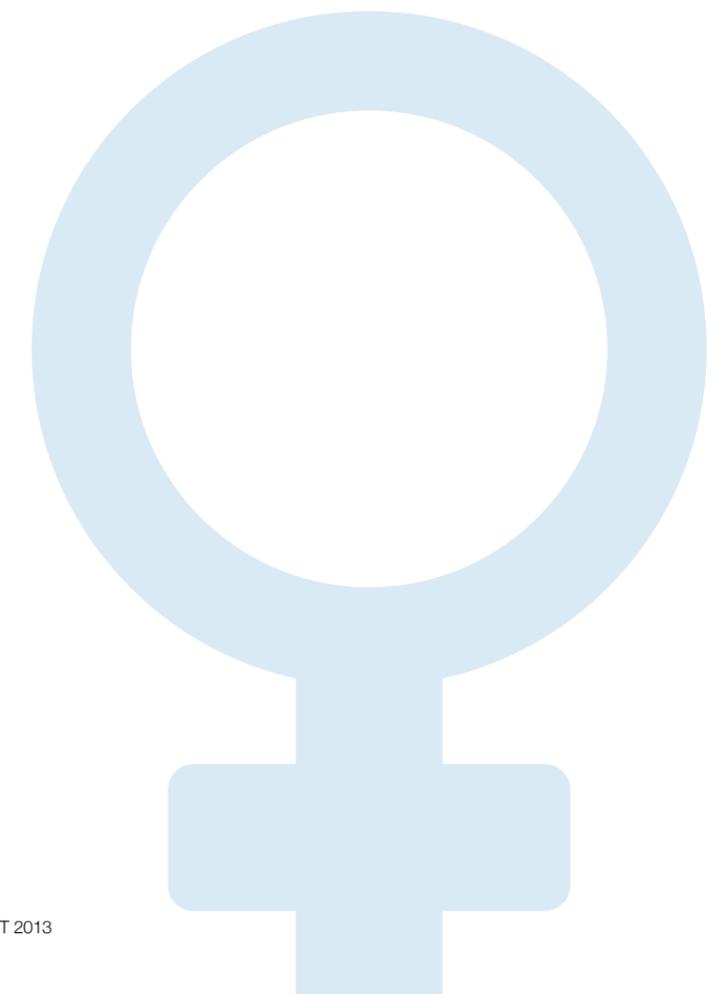
Activity 47: Life skills activity

Read the following passage to learners.

A man has been accused of a serious offence against the GEA. He has been tried and been given a sentence of 5 years. This man works in the local tea plantation, and was the only provider for his family. He is married and has 4 children who are 2, 4 and 7 year-old boys and a girl who is 11 years of age.

Ask learners to work in groups of 4, discuss the following questions and encourage feedback to the whole class.

- What effect will his imprisonment have on his wife? On his children?
- Do you think the community could/should do something to help his family?





My responsibility towards the GEA

Ask learners the following question: what can you and your school do to ensure the GEA is enforced?

- Practical suggestions to implement the GEA in your school and community.
- Hold a Gender Equality Act Day.
- Perform plays about different aspects of the GEA.
- Set up a Gender Equality Act Committee in your school.
- Post success stories of gender equality – on school walls, newsletters, radio, newspapers, internet.
- Build a movement – create a culture in your school where gender inequality is unacceptable. Let other schools know about it, invite them to your school for debates/plays.
- Keep an anonymous post box in school - assign a teacher, on a rotational basis, to be responsible to look in it each week and post responses to the anonymous questions on the school notice board or
- Integrate weekly discussions of issues that arise from anonymous posts into your timetable at a particular time of the school day.
- Encourage learners to listen and resolve feeling of inequality when they arise in a respectful manner.
- Ask learners to think about and write down 3 – 5 significant things they have learnt in both sections of the resource. Display some of them on the classroom wall.



MY PLEDGE TO THE GEA

Learners can be asked to make a pledge with an action they will take to support gender equality. It does not need to be made public if learners do not feel comfortable.

For example:

I will help my sister collecting the water as I need water too

I will not call girls/boys names on the way to school

I will work with boys and girls in school

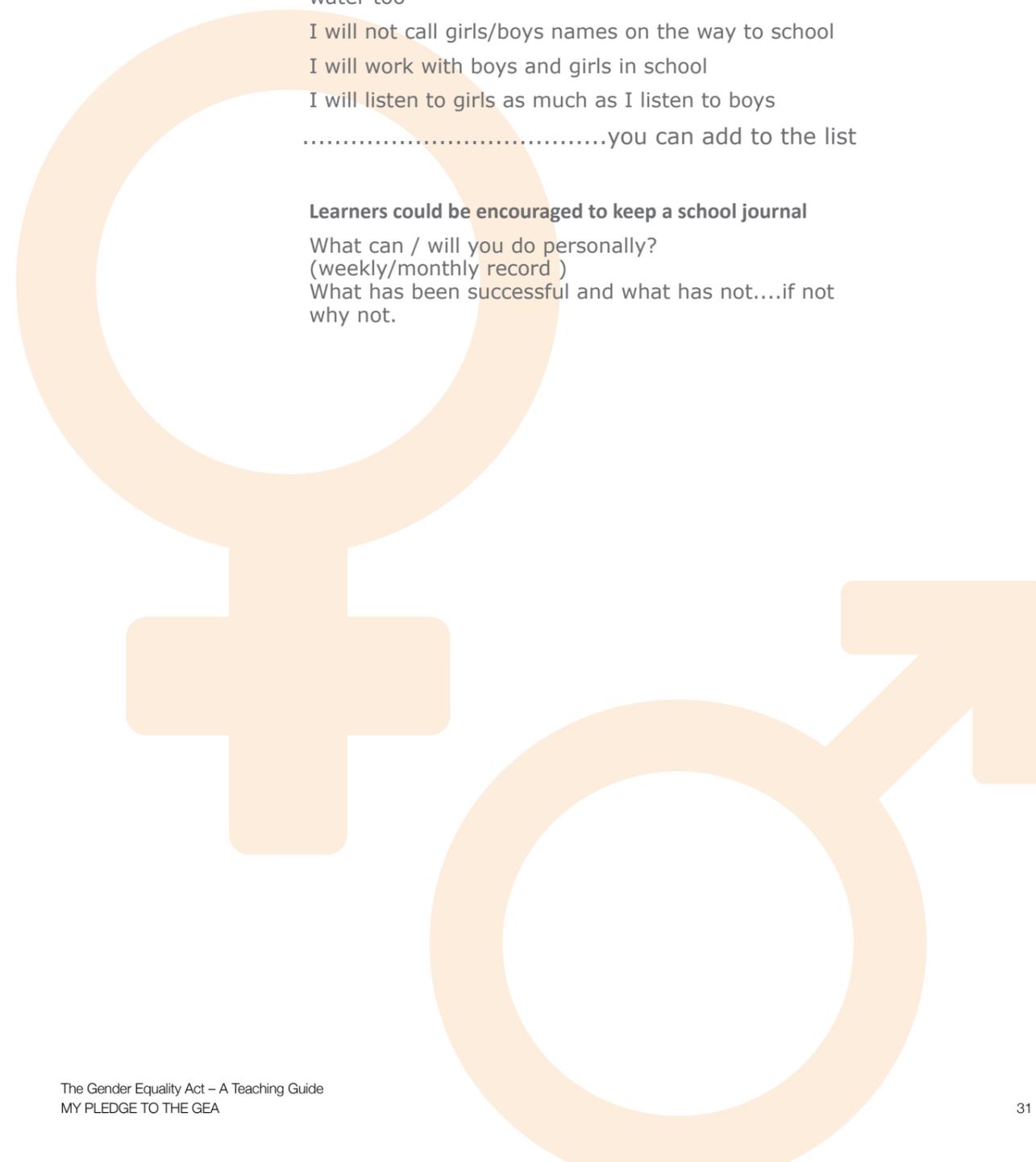
I will listen to girls as much as I listen to boys

.....you can add to the list

Learners could be encouraged to keep a school journal

What can / will you do personally?
(weekly/monthly record)

What has been successful and what has not....if not why not.



GLOSSARY OF TERMS

Dignity	one's sense of worth; pride or self-respect as shown in one's appearance or behaviour
Discrimination prejudice	the act of treating some people unfairly because of
Enforcement	to make sure that a law, rule or duty is obeyed or fulfilled
Equality	the condition, fact, or quality of being equal
Gender	the sex of a person
Harassment	to trouble or bother again and again
Inequality	the condition of not being equal
MHRC	The Malawi Human Rights Commission was established in 1994 under the Constitution of the Republic of Malawi ('the Constitution') in 1994 for the protection and investigation of violations of Human Rights
Obligation	the condition of having to do something because of a law or moral principle
Patriarchy	a social system in which a father rules, and descent and succession are traced through the father
Prejudice	hatred or unfair treatment toward a person or group without cause or reason
Prohibition	a law that forbids something
Quota	an amount of something that is required or expected from a person or group
Responsibility	something for which a person is responsible; duty
Rights	that which is due to a person from nature or law. (my right to.....)
Subordination	to put in a position of lesser rank or importance; make less important than
Stereotype	oversimplified idea held in common by many people about a group of other people

RESOURCES AND REFERENCES

Malawi Gender Equality Act 2013

- www.scotland-malawipartnership.org/documents/37-GenderEqualityBill2012.pdf

Key Gender Issues in Malawi, Jessie Kabwila, May 2013

- www.scotland-malawipartnership.org/documents/55-JessieKabwilaKeyGenderIssuesinMalawiMay2013.pdf

The Universal Declaration of Human Rights can be found here

- www.un.org/en/documents/udhr/

The simplified version of the 30 Articles of the Universal Declaration of Human Rights has been created especially for young people. That version can be found here

- www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html

which is one page of the website

- www.youthforhumanrights.org

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The Constitution of Malawi can be found here -

www.malawi.gov.mw/images/Publications/act/Constitution%20of%20Malawi.pdf

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Malawi Scotland Partnership -

www.malawiscotlandpartnership.org

The "everyday sexism project" -

www.everydaysexism.com/



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