



▶ Malawi - Anti-child-labour clubs as part of a national educational and communal strategy against child labour



Responds to the following criteria

- ▶ Responsiveness
- ▶ Relevance
- ▶ Replicability
- ▶ Effectiveness
- ▶ Efficiency
- ▶ Sustainability



Main stakeholders

Ministry of Education; Ministry of Labour; Teachers Union of Malawi; tea growers; community-based non-governmental organizations (NGOs); local committees against child labour; and local community leaders.

▶ Description

The Ministry of Education in Malawi has endorsed what is referred to as “anti-child-labour clubs” within community primary schools as strategies for the prevention of child labour and overall child protection. These clubs were created through ACCEL Africa’s engagement with the Teachers Union of Malawi. Their impact within the primary curricula is reviewed every couple of years and the next review will be in 2023. These schools belong to local communities but are run by the Ministry of Education, with support from the Teachers Union of Malawi and local community members through a school management committee. They function as community schools with the community leaders and community members having decision-making authority, or at least engaging in some of their activities. These schools are also means by which teachers, parents and students are sensitized to issues surrounding child labour: prevention of school dropout, child labour forms, dangers and mitigation measures. In addition, they are sensitized to bringing other working children, especially from the tea estates, back to school.

ACCEL Africa has partnered with the Ministry of Education and the Teachers Union of Malawi¹ to establish and/or

re-enforce anti-child-labour clubs through the ILO SCREAM² programme in selected tea and coffee districts supported by the project (see figure 1). These clubs, and their awareness-raising activities against child labour, target all community leaders, community members, farmers, families, employers within tea growers and producers’ communities. These are highly communal sensitization programmes against child labour in which all ages and ranks of persons in the community participate.

Anti-child-labour clubs are the main community platforms to raise awareness against child labour for the children, also through their own voices. They are child-focused and child-led awareness-raising platforms. They design, compose and perform their message against child labour and the importance of education through different types of artistic methods.

These clubs are part of the education and schooling system in Malawi. They are an institutionalized child labour platform within schools, which extends to the local communities, creating a very important nexus between children’s voices and their needs. This makes it easier for the community to directly respond to these needs.

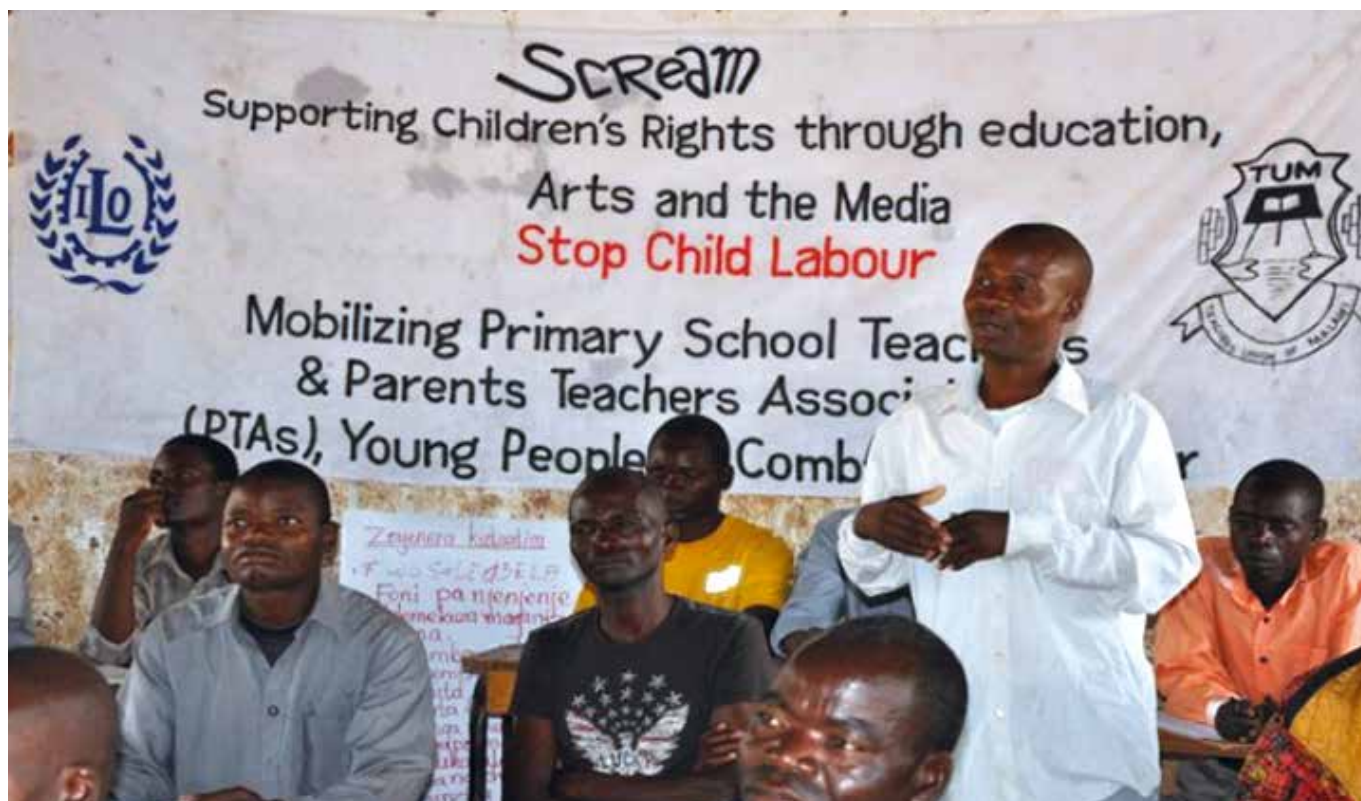
¹ [ILO partners with Malawi Teachers Union to eliminate child labour through school improvements.](#)

² [SCREAM: Supporting Children's Rights through Education, the Arts and the Media.](#)

► Process



► Figure 1. Community social dialogue session on child labour during a SCREAM training programme with TAM at Kanthonga Primary School in Lilongwe, Malawi, 2019.



► Figure 2. Teacher training workshop on child labour at Nsipe Teacher Development Centre in Ntcheu, Malawi, 2018.



► Enabling factors

Some enabling factors of this good practice include but are not limited to the following:

- 1** Malawi has institutionalized regular school improvement plans that are updated at least annually in close coordination with the Teachers Union of Malawi. Therefore, the issue of child labour within schools and the anti-child-labour clubs are continuously mainstreamed into schools at different district levels and updated to include innovative means for awareness raising.
- 2** Going beyond ACCEL Africa, the Teachers Union of Malawi has a longstanding commitment to act against child labour through its well-established Code of Conduct which identifies child labour as a cross-cutting issue that the Union needs to address.
- 3** The school environment in the selected community schools benefited by the ACCEL Africa project is closely linked to the respective community life and values; this enriches the role of anti-child-labour clubs within the schools, both amongst their students and staff but also their families and community members.
- 4** The existence of a pool of master trainers who are initially educators within the Ministry of Education makes the rollout easier within schools.
- 5** Seeking innovative ideas to raise awareness as well as to directly act against child labour is embedded within the educational system in Malawi as well as the Teachers Union. Their joint belief – and mandates – allow these anti-child-labour clubs to extend and flourish using any potential tool or media means, such as SCREAM programme, among others.

In brief

The significance of the Malawi anti-child-labour clubs practice is that these platforms are endorsed by the Ministry of Education. They are also institutionalized by the Teachers Union of Malawi within their child labour and child protection projects. Moreover, these clubs extend into the local communities, giving a chance to children engaged in them to reach out to other at-risk children within tea- and coffee-growing areas, as well as their families and communities at large.

On the other hand, **teachers who receive the SCREAM training become highly sensitized towards child labour issues**, so that they make additional efforts to prevent school dropouts and to re-enrol other children who have dropped out early and gone to work in tea and coffee estates as well as in other forms of child labour. Having the Teachers Union on board allows teachers to become main anti-child-labour focal points in both the short and long term. Coupled with the fact that these clubs are officially recognized and supported by the Malawi Ministry of Education, community schools become communal focus points of action against child labour and early school dropout.