

Spiritual State of the World's Children

Malawi





Spiritual State of the World's Children A Qualitative Study

Malawi

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ONEHOPE

OneHope is a non-profit organization with a mission to *affect destiny by providing God's eternal Word to all the children and youth of the world.* With programs in over 125 nations OneHope has reached over 500 million children and young people with a special presentation of the life of Jesus. Committed to presenting God's Word in a format that is relevant and dynamic, research is a critical step in the development of country and age specific products and programs.



The Metadigm Group is a non-profit research organization with the goal of equipping other organizations to conduct research and improve their efficacy. Processes necessary to achieve organizational priorities and embed research skills into day-to-day organizational operations are developed through seamless processes offered in data collection, strategic planning, market profiles, and outcomes development. For more information, visit www.metadigmgroup.com or email contact info@metadigmgroup.com.

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Section I: Project Overview

Rationale for Project

The focus group component of new field research is intended to gather qualitative data. The data categories include but are not limited to:

- The needs, values and beliefs of children (social, physical, intellectual, and spiritual);
- The programs and priorities for public and private schools (curriculum, schedules, priorities);
- The interest and activities of the Christian community related to children;
- The opportunities and obstacles experienced by other religious and Non-governmental agencies; and
- Identifying stakeholders and potential partners.

Conceptual Framework:

OneHope assumes that effective distribution includes:

- Efficient Organization
- Personal Touch
- Relevant Targeting
- Dynamic Presentation
- Integrated Program

In order to design the most effective method of distribution it is important that pertinent information is captured before a distribution method is designed. In order to assess the possibility of distributing in a new country we must show that these keys to effective distribution can be addressed.

Focus groups permit groups with similar interests and perspective to explore their collective answers to a limited set of questions. Each interest group brings an important perspective to bear on decisions that will be made for a successful distribution.

Convened Groups

- Government, Civic Leaders
- NGO & Missionary
- Evangelical Leadership
- Pastors/Youth Workers
- Education
- School Administrators
- Teachers
- Students

Leadership and Facilitators

The project will be led and co-facilitated by Allen Reesor, OneHope and Enson Lwesya, Assemblies of God, Malawi. Dr. Lwesya will convene and host the focus groups and Dr. Reesor will lead the team of focus group facilitators and recorders.

Focus Group Composition

Each focus group will be comprised of a single demographic and be limited to no more than eight participants of similar social parity. Some of the demographic groups will be represented by several groups meeting separately. The findings of the groups representing a single demographic will be consolidated into a single report for that group. Focus group members will be asked to sign the confidentiality and release form (see attached). Information included in the final report will not contain identifiers that might determine that name, identity or opinion of any group member.

Format

The session will be 90 minutes in length. The facilitator will encourage group members to describe their “lived” experience as they informally assess the needs and activities from their perspectives. Common themes will be evaluated for inclusion in the final report.

Schedule for Data Collection

Focus groups with community, NGO, and Faith community leadership will be scheduled for the week of November 13, 2006 and the students, teachers, school administrators and pastors will be scheduled during the weeks of November 13-20, 2006.

Data Analysis and Reporting

The comments and findings of each focus group will be transcribed by a secretary. The general discussion, main points, conclusions and recommendations will be written and ready to the group for their approval at the end of the session. The data for each group will be forwarded to OneHope central office for collation and report generation.

A report will be written answering the questions and issues identified as essential for decision-making, distribution planning and outcome design. It will identify common and/or recurring themes and compare these to other secondary research data.

The report will be reviewed by leadership in Malawi and made available to designated focus group leaders for review prior to publication. The final report will be the sole property of OneHope and the Malawi Assemblies of God and may only be reproduced with permission from their authorized agents.

Focus Group Research Questions and Themes**Government, Civic Leaders**

- Religious programs and restrictions
- Government plan for youth and youth participation
- Accuracy of public record demographics
- Medical challenges and Treatment/vaccine programs
- Foreign volunteers engagement in Malawi
- Moral formation and values for youth

NGO & Missionary

- Cultural acceptance of international organizations
- Political stability and support/interference of Government
- What are the difficulties and adjustments that are faced living in Malawi
- Cost of living as a foreigner family/peace corp.
- Safety /medical concerns
- Leadership in organization/roles of women

Evangelical Leadership

- Do churches get along cross denominationally?
- Common Christian moral values
- Common programs between secular and religious organizations i.e. schools
- Transportation means and challenges of people/products
- International influences on church and Christian practice
- Youth programs and youth involvement/disengagement

Pastors/Youth Workers

- Are churches more effectively involved in discipleship or evangelism of youth?
- Youth activity and involvement in churches

- Spiritual opposition to the development of Christian youth
- Do youth programs in churches work inter-denominationally
- What do youth respond to when doing outreach
- Challenges/pressures faced by the youth of Malawi

Education

- School system, semester cycle and holidays observed
- Literacy % and programs for change
- How many kids in the country (age, gender breakdown) % not in school?
- Age variance in single grade classes
- Reading level standards & actual
- Challenges and future programs in national education

School Administrators

- What is the process for authorization of outside programs & what other groups have been in the school?
- What teaching material is needed for future development of new curriculum
- What is the administrative structure of the educational system?
- How many schools/size & what resources available are need
- Accuracy of data for schools
- Class size & age variance in single grade classes
- Challenges faced by students

Teachers

- Struggles teachers face with behavior and challenges with students?
- Teaching style & involved in the students' lives beyond the classroom?
- How are the teachers compensated and treated culturally?
- What influences the students' value and behaviors most
- How supportive are families?
- What are pressures on students that affect performance and education?

Students

- How do they see their future plans after school?
- What pressures occur in relationships, clothing, housing and typical day
- What engages you most (music, drama, verbal, video, personal interaction)?
- What's their view of church/religion?
- What are your values, are there role models that demonstrate them
- What chores and responsibilities do you have outside of school

Section II: Executive Summary

General Information

The following data is drawn from http://www.cridoc.net/case_study.php & www.malawi.gov.mw

Malawi achieved independence in 1964. Malawi was governed by a one party system until 1994 at which time a multi-party parliamentary system was established. Since then free primary education, a free market economy and a Bill of Rights have been implemented. There has also been an increase in rural to urban population shift. The 1998 census recorded a population of nearly 10 million. A 2002 Welfare Indicators Survey establishes the population at 12 million: 12% northern region, 42% central region & 46% southern region.

Population: 11,651,239
note: estimates for this country explicitly take into account the effects of excess mortality due to AIDS; this can result in lower life expectancy, higher infant mortality and death rates, lower population and growth rates, and changes in the distribution of population by age and sex than would otherwise be expected (July 2003 est.)

Age Structure:
 0-14 years: 46.8% (male 2,748,058; female 2,698,052)
 15-64 years: 50.5% (male 2,911,892; female 2,973,723)
 65 years and over: 2.7% (male 128,722; female 190,792) (2003 est.)

Median Age:
 Total: 16.4 years
 Male: 16.1 years
 Female: 16.7 years (2002)

Population Growth Rate: 2.21% (2003 est.)

Birth Rate: 44.7 births/1,000 population (2003 est.)

Death Rate: 22.64 deaths/1,000 population (2003 est.)

Sex Ratio:
 At birth: 1.03 male(s)/female
 under 15 years: 1.02 male(s)/female
 15-64 years: 0.98 male(s)/female
 65 years and over: 0.67 male(s)/female
 Total population: 0.99 male(s)/female (2003 est.)

Infant Mortality Rate:
 Total: 105.15 deaths/1,000 live births
 Female: 100.81 deaths/1,000 live births (2003 est.)
 Male: 109.36 deaths/1,000 live births

Life Expectancy at Birth:
 Total population: 37.98 years
 Male: 37.57 years
 Female: 38.39 years (2003 est.)

Total Fertility Rate:
 6.1 children born/woman (2003 est.)
 HIV/AIDS - adult prevalence rate: 15% (2001 est.)
 HIV/AIDS - people living with HIV/AIDS: 850,000 (2001 est.)
 HIV/AIDS - deaths: 80,000 (2001 est.)

Ethnic Groups:

Chewa, Nyanja, Tumbuka, Yao, Lomwe, Sena, Tonga, Ngoni, Ngonde, Asian, European

Religions: Protestant 55%, Roman Catholic 20%, Muslim 20%, indigenous beliefs 3%, other 2%

Languages: English (official), Chichewa (official), other languages important regionally

Literacy: Definition: age 15 and over can read and write total population: 62.7% male: 76.1% female: 49.8% (2003 est.)

Focus Groups and Meetings

Between October 13 and 24, 2006 focus groups and meetings were scheduled and organized by Dr. Enson Lwesya and coordinated by Dr. Allen Reesor. A research team of four Response Team members led by Liz McMahan assisted in conducting group sessions, gathering and collating data.

Focus groups included evangelical ministry executives, directors of NGO Agencies involved in youth services, missionaries, pastors, seminary students, teachers and children. Additional meetings to gather information were conducted with the Malawi Ministry of Education, UNICEF, African Evangelical Enterprise, Evangelical Association of Malawi, Student Christian Organization of Malawi, Scripture Union and Youth for Christ (lists of contacts and focus group members are listed in Appendix 1).

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Key Issues**Strengths & Opportunities**

- The reputation and organizational strength of the Assemblies of God in Malawi; the leadership and programs of the organization position it as a strong lead agency. Furthermore the leadership is at the forefront of collaborative ministry and willing to marshal a wide range of collaborators in the development and implementation of a distribution plan.
- The strong presence of Student Christian Organization of Malawi in the secondary schools and Scripture Union in the primary schools. These organizations offer both infrastructure for distribution of books and a platform for discipleship of children who decide to respond to the message of the books.
- The strength and unity of the Evangelical Association of Malawi provides an interdenominational platform for nationwide collaboration of Christian churches. The General Secretary indicated that it is very possible to bring the mainline and Catholic churches into agreement if not participation in the distribution strategy.
- The Department of Education is open to book distribution and supportive of the intent and nature of the books. The Principal Secretary to the Minister indicated that it is possible to help with transportation.

- NGO's are eager to develop a strategy that integrates their resources and mission into the distribution. The possibility of an effective collaboration within agencies is possible.
- OneHope has organizational strength in South Africa and good models that may be applicable.
- The possibility of developing a strategic plan to distribute both books and GodMan to 4 million children and youth in a 24 month period,
- The development of a coalition that addresses deep needs of children. Additional embedded cultural issues have been raised and the churches express interest in working toward cultural transformation grounded in a Biblical worldview.
- Developing a national model of discernment and production of books tailored to specific cultural needs.
- Testing a model of national strategic distribution, developed by national leaders to effectively utilize shared and particular resources across the Christian community. It is possible that this model of strategic distribution for other nations.

Weaknesses & Threats

- *Book of Hope* distribution is new to Malawi and organizational details will need to be worked out.
- Roads are difficult during rainy season and distribution strategies will have to take this into account.
- Literacy rates in English are low. Primary schools will not be able to comprehend English. Secondary schools comprehension is better and English books are possible.
- The influence of Islam is growing with reports of proselytized conversion to Islam increasing

Section III: Synopsis of Data and Findings

Synopsis of Government Leaders Focus Group

The churches in Malawi are strongly influenced by the western and European societies. Before democracy came in 1994, there were no TV's, or radio programs to tell them how else the world was changing. International financial resources influence and impact behaviors and values. Malawian values are influenced and at times compromised for funding.

The churches common moral values include sexual purity until marriage. The youth are pressured not to date if they are Christians. The church is trying to teach them about responsibility but it is difficult with the youth's idea of freedom. Changing from a dictatorship to a democracy had a strong influence on the youth culture and the church is left to teach them about stewardship, servanthood, and the need for salvation

Conflict between changing customs and international influences are being felt in the Church and society. This often leads to inter-generational problems that reflect changing customs but maybe attributed to spiritual obstacles. For example the way people dress is changing. The girls are no longer are wearing pants or miniskirts rather than traditional long skirts. This concerns the elders who relate this attire with prostitution.

What International influences on church and Christian practice do you observe?

- Increased influence of USA, South Africa and Europe.
- Significant value shifts began since 1994 democracy
- Funding has influenced values
- Women dress differently

Common Christian moral values

- Sexual purity
- Youth are strongly encouraged not to date
- Churches encourage responsibility, stewardship, servanthood and salvation.

Ministry to Youth

Church membership in Malawi is comprised of mostly younger people. However, children are often overlooked until they are married. Discipleship of children has not been given a high priority.

Churches today are more focused on and thus more effective with evangelism programs than discipleship. There is a lack of training for adults to teach the children. However, there is a shift taking place to train more workers to disciple the new believers after an outreach. Church worship services are the place where most discipleship occurs.

The churches appear to be open to the idea of working on interdenominational projects. It is still a new concept and barriers exist within denominational leadership and local communities. Doctrinal differences also create a barrier.

Missionary or NGO groups experience shows that the local church does take advantage of working with such programs. Full responsibility for keeping new programs running is often not effectively assigned. Groups that are interested in working on inter-denominational youth projects include Scripture Union, Fox Fire (local youth program), SCOM- (Students Christian Organization of Malawi) and Youth for Christ.

Music, Dance, Drama are main things that youth respond to. Caution must be exercised when developing activities to ensure local values are not violated. There are significant differences in standards within urban or rural communities.

Are churches more effectively involved in discipleship or evangelism of youth?

- Churches are more effective at evangelism
- Outreaches are resulting in conversions
- Lack of trained workers for Children
- Increasing emphasis on discipleship training
- Under most circumstances discipleship is part of the worship service

Do youth programs in churches work inter-denominationally?

- The practice of working inter-denominationally is growing especially among the strong churches
- Doctrinal differences are a barrier
- Churches are open to working with Missionaries and NGO projects
- Long-term project ownership and management is a problem
- Effective youth ministries are already working inter-denominationally.

What do youth respond to when doing outreach?

- Music
- Dance
- Drama
- Consider the church's opinion of a presentation
- Note there are differences between rural and urban communities

Barriers to Youth Ministry

Social and tribal values continue to present barriers to effective youth ministry and discipleship. Due to different tribal influences many Christians mix animistic beliefs with Christianity. Witchcraft plays a role in the social or psychological lives of children. If there is no real Christian role model for the children to follow a subsequent lack of values/ character development will be noticed. The greater media exposure for the urban youth increases the likelihood of poor role models being adopted.

Youth experience peer pressure to engage in pre-marital sex, marrying young, or engaging in prostitution. Due to a lack of education or information about the consequences, many young people are getting HIV/AIDS.

Spiritual opposition to the development of Christian youth

- Tribal and Christian worldviews and belief are synchronized
- Lack of clear Christian image and role model for youth
- Witchcraft is a serious issue faced by children
- Media and entertainment are very strong influences on worldview and life values

Challenges/pressures faced by the youth of Malawi

- Sexual pressures include early sexual encounters, marriage and prostitution
- Lack of education is a factor in children's formation
- Spread of HIV AID

Synopsis of Teachers' Focus Groups**Education and Current Challenges**

Modernization, media and external influences are strong influences on student behavior. Teachers now teach students who are different and live in very different circumstances than when they were in school. The cultural and economic issues affecting students are recent and emerging factors in education and must be addressed by teachers and families.

Teachers are experiencing new challenges with the institution of public education and the increased freedom since democracy. These changes mean that students experience fewer restrictions without a developed sense

of personal responsibility. This has been expressed in a number of ways and teachers do not have materials to support their efforts in student formation.

Struggles teachers face with behavior and challenges with students?

- Rebelliousness
- Refusal to listen to teacher's instruction
- Children have access to information and do not value teacher's instructions
- Misconceptions about freedoms and rights
- Children do not get enough sleep and are tired at school
- Large class size and overcrowding of classrooms

What influences the students' value and behaviors most?

- Children's concept of democracy emphasizes rights and freedoms and a link to responsibility is often lacking.
- Media
- Family involvement, parents have no time for their children
- Modern Technology (TV, Western civilization)
- Biblical issues addressed at schools are a positive influence on students.

What are the pressures on students that affect performance and education?

- HIV/AIDS deaths of parents or siblings
- Poverty – kids come to school hungry and cannot concentrate on school work
- Student / teacher relationship
- Single parent families
- Lack of family involvement relating to homework or school assignments
- Inappropriate companionship and peer influences

Teaching profession and the Community

Teaching requires more than academic instruction. Materials for character development are necessary yet lacking. Teachers are interested in the students' development. Usually communities encourage social interaction through parent/teacher communication.

Teaching style and involvement with students beyond the classroom?

- Teachers take an active interest in the lives of the students, they report incidences to parents
- Some teacher / student interaction during break-time
- Teachers take time to listen to the needs of their students
- Do home visitations

How are the teachers compensated and treated culturally?

- Community has a low regard for teachers, some are not respected
- Some are respected and valued while others are looked down upon
- Some parents see teachers as friends or parents

How long does a teacher teach?

- In private sectors, they could teach for their entire career.
- Government institutions rotate teachers every 2 to 10 years in order to strengthen weaker schools; or for disciplinary actions; a change of environment and for promotions.

How supportive are families?

- Parents seem to be too busy to follow up on their children's homework
- Parents struggle to pay school fees (private schools)
- Parents contradict what the kids are taught at school
- They buy resources for teaching

Additional information

- Tradition interferes with the materials. Students stay out of school for 1-2 months during initiation period.
- There should be a different approach to HIV/AIDS between Urban and Rural communities
- Social demands can interfere with teaching duties; e.g. in rural areas teachers are expected to attend funerals leaving school students unattended

HIV/AIDS are seen as an issue of witchcraft in rural settings and those infected are ostracized.

Synopsis of Students' Focus Groups

Children's concerns and day-to-day reality

Children generally sense that they are part of the community and are involved in their own and other's social and communal development. Their daily reality faces the challenges of balancing changes in their community and their own values against traditional values of their parents and community. Their view of church and religion reflects a mix of animist and Christian beliefs and they express interest in resolving apparent conflicts.

What chores & responsibilities do you have outside of school?

- Household chores
- Agriculture and fieldwork
- Care of siblings

What pressures occur in relationships, clothing, housing and typical day

- There are many orphaned and vulnerable kids
- Prostitution is on the increase
- Pressure to be sexual at an early age
- Good pressure from parent

What is your view of church/religion?

- Churches are more geared to evangelism, discipleship is just layered
- Most of the students enjoy church
- Traditional churches – sometimes girls have to sleep with men to verify their sexual status and less often senior ladies will sleep with the boys.
- Some churches are good
- You might find some witches at traditional churches

Values, Plans and Interests

Children face the conflict of their own dreams and ambitions, often fed by international media, and the reality of the national history and economic conditions of Malawi. In the midst of this crisis children seek direction and strategies that will offer hope. This dichotomous conflict is most readily observed in their answers to role model and values.

What are your values, are there role models that demonstrate them?

- Going to heaven
- Obeying parents
- Sticking to life goals
- There are positive role models
- Lots of peer pressure, both positive and negative.
- Need for acceptance

How do they see their future plans after school?

- Many kids want to be doctors or accountants and some believe they can achieve this
- Financial struggles keeps kids from education
- Lack of employment even with education
- Village kids don't see a future beyond their village

What Challenges do you face?

- Lack of teaching materials
- Freedom and democracy
- Lack of ministry to children in church

What engages you most (music, drama, verbal, video, personal interaction)?

- Karaoke
- Film shows
- Dancing
- Special foreign guests

Response to OneHope products

The response to the OneHope products is encouraging. It demonstrates the openness to media and the desire to identify Christian values to offer direction in life's decision.

- Like CAE and that it helps them understand the Bible and be better Christians
- CAE should have more about life, add more on love/sexuality(?).
- Younger students prefer EEE
- Need elementary material in Chichewa rather than English although some early readers are learning to read English rather than Chichewa (this may be limited to some private schools)

Section IV: Raw Data from Focus Groups and Interviews

NGOs & Missionaries

Cultural acceptance of international organizations

- Dress code is an issue- Women dresses,
- Perception of coming with money
- Language: implications of phrases, promises,
- Interpretation of human rights: interpretation of children's rights
- Misunderstanding of freedom and rudeness
- Umbrella organizations and affiliations are important
- Entry point is important for credibility
- Local languages meaning must be tested
- Good
- They like them
- They have money (2)
- Provides jobs
- Depends on the purpose i.e. changing culture bad
- They see international Organization are coming to help and hurt

Political stability and support/interference of Government

- Current government is open to new initiatives
- Composition of local board or partners is important: should have wide representation
- Administrative bureaucracy is sometimes slow in processing projects
- Taxes for import should have early determination
- Should be pro-active to engage government people
- Government Supports, getting Temporary Employment Permit easy to get
- The government is stable compared to other African governments
- They don't have cues and conspiracy
- It is stable now with the democracy
- It is not as safe now; people are no longer safe with their doors closed.

What are the difficulties and adjustments that are faced living in Malawi

- National leadership with real advice and involvement on the local level
- Respect for the people and national values: pace of change and movement
- Understanding of local dynamics
- Meeting standards within the framework of local consciousness
- Engage with local people and become part of the community
- Take time to be with Malawian people
- Partnerships rather than handouts will build better relationships
- Making a decision too quickly may be made on inaccurate answers to questions
- Help people feel you are with them in their projects so they can join in your projects
- Adapt to the way Malawians act – go with the flow
- Cost of living is higher
- Schools are expensive and different for the kids

- We have to adjust going back to the states which is very hard.
- When we first came there weren't things available like there are now.
- Driving cars on the road.
- Very hard to get groceries.
- Beggars will follow you everywhere, No does not mean no.
- Hard to figure out when to give beggars
- We have to adjust working with the national church
- Money is always an issue
- Living on a compound i.e. having people work at your house
- Adjustment to developing friends
- Education- not a lot of options for different schools

Cost of living as a foreigner family/Peace Corps/ Safety /medical concerns

- Be prepared for limited medical services
- Culture shock: foods, transport, time consciousness, statements that imply promise "look into that"
- Water purity
- Malaria
- Sanitation& insects
- HIGHER!!!!!!!
- Especially FOOD!!!!
- I'm broke!!!!
- Gas i.e. \$5 per gallon
- Milk i.e. \$8
- V.A.T. tax 17.5%
- General Labor is cheaper i.e. workers
- Medical: medicine is cheaper
- Private school is very high i.e. \$6000 to \$14,000 per year
- More Crime always have a guard at house or mean dog
- You have to go to USA or South Africa for any medical needs
- You can be shot at any moment
- Car jackings are normal
- Guards
- Malaria/AIDS/TB
- Cheaper for medical needs but not the quality of service
- Drugs are not always easily available
- Not prepared for people with Disabilities

Leadership in organization/roles of women

- In rural areas need to be very careful about references to genitalia
- Women are expected to be respectful and submissive
- Foreign women may have more freedom if they demonstrate respect
- Be careful not to flirt or imply interest beyond the scope of responsibility
- Discussion with men should not include touching or seclusion

- Within the assemblies this is the most accepting on the entire continent
- About the same as in the states
- It is talked about a lot from the pulpit
- A lot of times women are talked down to, but in other ways they are very respected.
- Many pastors that are women compared to in Mozambique.
- Pastor/wife team are definitely a team

Additional comments from NGO/missionaries

- Recognize the boundaries, use judgment in participating

Pastors and Clergy

Do churches get along cross denominationally?

- Easier now than 5 or 10 years ago
- Barriers have to do with doctrinal differences : 2 groups Pentecostal/ evangelical
- Policy, international policies now being developed locally
- International denominational leadership resists integrated programs
- Larger churches more autonomous, possible gap between larger and smaller churches
- Evangelical Association important in creating better environment
- New programs that bring churches together, these are increasing in number
- This meeting demonstrates a change
- Gap with mainline churches, barrier needs to be addressed
- Activity precipitates cooperation but wide spread collaboration lacking.
- Organization has helped bring the churches together
- 66 churches and church base organization,
- Through the organization, they work together
- Organization is here to see that the churches work together
- For past 2 years working on bringing everyone on board, mobilizing people

Do youth programs in churches work inter-denominationally?

- Much reception when programs are set up. People have nothing to do so they go in beds. Urban areas are working together for the youth. Organizations work with the youth. Rural areas: they work to earn a living to survive. Most of them are busy in the fields. The girls get married 13 or 14 yrs and start to work.
- Great need in Rural areas, empowerment is what Malawians need most from into the rural areas to teach the people. We need to train them at their level of their understanding in order to minister to the youth.
- Traditionally we get up and flow with what the day has for you.
- The missionaries come in and get their fences around their nice houses and live like they did in America. The people follow them but can't identify with them and go back to what they were doing before the missionaries came.
- They expect outsiders to give hand-outs. People hang their lives on things.
- Would every village have a church in them? Every group of villages would have a church in them.
- Missionaries leave many people dependent on them. Missionaries are just here to help. The local church needs to see its responsibility.
- Scripture Union is interdenominational/non denominational

- SCOM – Students Christian Organization of Malawi
- Foxfire a new local youth program

Common Christian moral values?

- Honesty
- Salvation from sin to live righteously
- Saving grace
- Human dignity and equality of all people born in Christ
- Character
- Sanctity of marriage – role of marriage in raising children
- Biblical view of sex & sexuality
- Reverence for God as Almighty and ultimate judge- accountability
- Obedience and respect for authority
- Role of scripture as a basis for faith and practice
- Stewardship of the land, environment and possessions
- Principle of unity of humans, reconciliation and peace
- Service to others and devotion
- Children are fully human and have value
- Fatherhood of God
- Children’s sinfulness and need for salvation and relationship with God
- Teaching abstinences
- Teaching youth to fear God
- Not encouraging youth to drink beer
- Currently realizing that they need to focus on discipleship and spiritual growth
- In 80-90 they taught more on being saved, now it’s more focused on getting into the work
- A lot of emphasis on prosperity
- Emphasis on boy/girl relationships to youth, if they refrain from sex
- Understanding democracy, students not disciplined
- Sexual purity, abstinence before marriage
- Culturally here, not to date, dressing (5 yrs ago women did not wear pants)
- Values that are being introduced from the outside. Media teaches different than elderly= imposed values
- Young people want the freedom of expression, spiritual or not. Freedom w/o responsibility has been a problem. Failure to differentiate between freedom of speech and democracy
- When democracy came in that is when the bad stuff came in too. During the dictatorship time TVs were banned, Jehovah witnesses were banned...

Common programs between secular and religious organizations i.e. schools?

- Education is common
- Hospitals and health services
- Prisons
- Public affairs committees
- Some community development with relief organizations
- Advocacy & orphan care, street children
- Christian schools

- Sports possibilities are not maximized
- Deal with misconceptions arising from separation of church and state
- Differences in opinion and values as to dealing with children's issues
- Government may not listen to religious groups
- Governments are influenced by western moral practice/right to sex
- Government schools have some religious organizations participate
 - Scripture Union Bible clubs
 - CHI Alpha
 - YCS
- Life skills programs
- Adult literacy, churches are running the programs
- Programs for HIV, churches and government
- Relief and development, churches are involved, this is an area that is being bridged between churches

Transportation means and challenges of people/products?

- Infrastructure is good
- Ministry of education accesses all schools with vehicles
- Seasonal problems
- Dirt roads
- Large trucks passable everywhere
- Costs increase with fuel costs
- Strategy of decentralization facilitates
- Network of Christian organization and churches can help with distribution even to rural areas
- Should not be a problem moving in Lilongwe
- If something is close enough, the people will walk, if too far they won't come
- In rainy seasons that are muddy, that could be hassle, things should be taken to rural areas before rainy season, a lot of areas that are remote, could be a problem
- Would be easier to store books there

International influences on church and Christian practice?

- TV satellite import influences
- Churches must balance and counter act western influence
- Funds are conditional and influence practices and programs
- Values may be compromised for funding
- Element of materialism has been introduced to the church
- Ignore the less popular commitments of the Christian faith
- Extremes rather than balance are practiced
- Malawi receives influences from US, Europe, South Africa and Nigeria
- Youth influences from South Africa, US
- Influence on the role of women and gender balance
- Uganda's influence for HIV/AIDS programs
- Networking needs to be generated from within Malawi and its organizations
- Accountability and reporting has been introduced
- Generating indigenous programs management and program strategies

- Models provide support and incentive
- Jesus movie is an example
- Influences from local tradition and culture
 - Sexual initiation for girls
 - Rites of passage
 - Witchcraft & children's involvement
- Things different from one generation to another
- Don't wear stuff to church that distracts people, outside church people won't care
- One of the biggest struggles is gay marriages, that is coming in, SA movements and organizations are coming into Malawi
- In a church there was a situation where a bishop was supporting gay marriages
- Know that it is accepted in SA, it is a big threat here,
- In Malawi cultures, it is foreign and un-biblical
- Americanized, good and bad. Dressing again.
- Music in church affected by global influences, instruments, preaching (need translations), dancing
- Churches made up by young people mixture of western and African traditional (judgments not passed on outsiders) youth are majority of churches.
- Even traditional things may not be traditionally African but maybe European or Western.
- Church models received U.S., South Africa, Nigeria
- Peers
- Media (TV movies, fashion, fashion, music, heroes)

Youth programs and youth involvement/disengagement

- Church youth programs that are popular
- Lack of facilities
- Youth are open
- Youth are active in the church programs and in church leadership/ministry
- Youth need to be engaged
- Sports activity
- Music
- Arts/ skits/ drama/ dance
- Targeted teachings : dating, sexuality
- Scripture Union, SCOM, Fox Fire, youth organizations
- Have different programs, some talk about HIV, discipleship, missions retreats, each church that this organization works with has a youth group
- Secularism, the pressure from outside that messes with what they try to teach them
- Youth have an identity crisis
- Peer Pressure
- Issues of poverty that distract them
- Witchcraft and Satanism are playing a big part, they have more money when they are involved in Satanism
- HIV AIDS are big problems, that put youth under pressure
- They end up with family lead homes
- In Pentecostal churches you'll find youth on leadership and very active in the church.

- Without the youth, there is no church.
- 25% of the Pentecostal churches are elderly people.
- In traditional churches there are limited to no youth activity or involvement.
- Some traditional churches believe that you must be married before you can get involved in church activity.
- In Pentecostal churches, Pastors play an active role in the youth activities, but traditional churches, they only come when they are invited.
- Failure to produce expected results in discipleship
- Traditional background, churches need to invest in young people
- Very interested in music and involvement
- Drama and dance involved
- Little follow-up when they come
- Question how much the church values their presence
- Is the church relevant to youth?
- Children are interested in learning especially in rural areas
- Need outreach programs
- Failure to address social needs: employment and school
- Children's lives are mired in poverty and the church offers superficial answers
- Children are not encouraged by parents to attend church

Are churches more effectively involved in discipleship or evangelism of youth?

- Use sport to share God's word. Uses tools of the world to share God with kids
- Kids are being overlooked. Looking at curriculum for kids and praying for teachers with passion for kids to facilitate, preach and minister to kids. Want to develop the curriculum to raise kids in a positive way.
- Strategies need to be put in place to reach kids, not only church kids, but the community kids as well
- There are children's pastors in bigger churches in town because they are able to pay that person not in smaller churches.
- More done by Assemblies of God being like a model to follow.
- Lean more to church doctrines than to discipleship in having a relationship with Jesus Christ.
- Somewhat there is a lack of discipleship more evangelism: singing and fun activities like going to the lake.
- Many children will come forward at outreaches so many people have to be trained in how to work with them.
- There has been a shift to put more emphasis on youth using specially prepared people
- Some churches are more discipleship than evangelizing
- Discipleship of evangelized youth from other churches
- Empowering already saved youth and getting them actively involved in their churches
- Churches evangelize more
- Evangelism happens in youth group and discipleship in church services
- Newly established churches try to evangelize more.
- Christian youth organizations gives unsaved the opportunity for salvation and then disciple them into a church.
- Elders do not take initiative in relationship with youth
- Not very active in youth evangelization for youth in the community

- Mostly reach youth within the church families
- Sunday school programs are not of high quality, teachers are unprepared
- Children have little effective spiritual formation
- Local churches have little effect depend on organizations like SU
- Active programs in the past, mostly for “churched” children
- Until married they are without much value to the church
- Children not in school have no opportunities for formation
- Schools uses Muslims for teachers in Bible Clubs
- Church does not have structures for youth peer evangelism
- Lack of training for youth leaders
- Materials for teaching and outreach are lacking

Spiritual opposition to the development of Christian youth

- Cultural beliefs. Nation has many tribes. There are beliefs that have nothing to do with Christianity. Maturity of boys going to find a woman to become a man.
- The good messages on TV don’t reach the people in the rural areas, even if the message is for the rural areas because they don’t have TVs.
- A man by past his tradition by going through with a dance. People will not respect them as a man for helping them. There are many pressures from the people in the towns.
- Even five years ago Christians were sending their kids to these practices. Now some churches are visiting the homes of the young people to meet with the parents to try and change these practices.
- The church ignores these practices instead of addressing.
- Recently teaching kids witchcraft. The elders are teaching them. Non-voluntarily in the night not in public. Superstition. Use fear and manipulation.
- Many people who live along the (Yawur people?) lakeside are not educated and will just use the book to wrap their fish in them.
- Fear of losing of who they are, their ‘habits’.
- Lack of Christian values / character
- Lack of Christian role-models
- Lack of counseling centers and safe environments
- Youth are viewed immature until they are married
- witchcraft, they teach children when they are young, sometimes as early as 3 years old
- Children increasingly initiated into witchcraft
- Cultural practices that are contrary to Christian teaching
- Marginalized by lack of education
- Village cultural practices
 - Rituals are oral
 - Early marriages
 - Initiation ceremonies – non Christian content

What do youth respond to when doing outreach?

- Music
- Sport
- Performing arts (drama’s, dance)
- Food

- Jesus film can only be shown in rural communities, city kids are likely not to respond.
- Music
- Energy
- Drama
- Dance
- Some activities are seen as worldly and not supported by churches
- Government is responsible for moral formation of youth
- Primary students have a camp for issues in SU in schools

CHILDREN 0-12

- Everyday life stories, applications, true life stories
- Real people stories
- Participation in teaching, children acting or in dramas

YOUTH 12-18

- Most important is to involve youth, let them participate

Challenges/pressures faced by the youth of Malawi

- Peer pressure
- Elderly focus more on criticizing than correcting young people
- Youth fail to come to terms with reality. Not interested in education.
- Due to lack of education – leads to early marriages, pre-marital sex; irresponsibility, back-sliding, have no money.
- Contradiction between culture and Christianity, youth compromises to please parents.
- Hypocritical Christians causes teens not to respond to the gospel
- Christianity is boring (others look down on you for your faith)
- Materialism
- Prostitute for material things
- Economy – much changes has been made to society (rapid ones)
- Big generation gaps – parents cannot relate to kids
- Irresponsible use of freedom
- Lack of discipline from parents to child – human rights
- Having good relationships between parents and children
- Children not seen as important, children's pastors are not considered important
- Teaching material for children in churches is hard to get
- Lack of information to make decisions
- Peer learning is prevalent
- Uncertainty about future creates hopelessness and lack of direction
- Employment
- HIV/AIDS problem and options are not clearly evaluated
- Lack encouragement to deal appropriately with HIV
- Young girls are encouraged to use birth control implying approval of pre-marital sex
- Condom distribution confuses children about the consequences of sex
- Lack of role models in church and school

African tradition in the church

- Malawian's value culture
- In the church circle some traditions are accepted, however a lot of traditions are witch-craft and are NOT accepted in a church circle, they are discouraged by the church
- A lot of times these practices are not just the culture, it is their belief

Teachers

Struggles teachers face with behavior and challenges with students?

- Students override teachers information (they seem to know) especially sexual issues.
- Kids are exposed to much information
- Kids compare themselves to other kids (rich vs poor)
- Kids have struggle learning and doing their homework, they are lazy
- They threaten teachers when disciplined (tell moms or dads)
- Kids are tired when they come to school – don't get in bed at a decent time
- Have misconception of freedom and rights
- Not fond of reading, sometimes no-one will respond if asked to read in class.
- Kids want to specialize in their strength, they are lazy to learn anything else.
- When children reach adolescence, they start rebelling.
- Particular students are always causing fights
- Due to family background, some are deviant and rebellious
- Some are set in their ways and will not participate in class activities
- They do not listen to the teachers instructions.
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Teaching style and involved in the students' lives beyond the classroom?

- Some subjects allows for outside experiments
- Interaction during break times
- Teachers take time to listen to students and their family life. Use the information to raise certain issues in class.
- When kids have problems, teachers take them aside and spend time with them teachers can have discussions with students outside the curriculum
- Counseling outside of class time
- Teachers take an active interest in the lives of the students, they report incidences to parents

- Parents have freedom to talk to teachers about certain situations.
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How are the teachers compensated and treated culturally?

- Depends on the information kids take home from school.
- Community has a low regard for teachers
- Teachers are the lowest paid position
- Kids compare teachers to parents
- The culture accepts teachers and values them.
- Some are not respected
- Sometimes they are looked down upon.
- Teachers are expected to live exemplary lives, but are the lowest paid job.
- Huge social interaction with other regions.

What influences the students' value and behaviors most?

- Their concept of democracy.
- Media
- Family involvement, parents have no time for their kids
- Modern Technology (TV, Western civilization)
- Biblical issues addressed at schools are a positive influence on students.

How supportive are families?

- Most families don't take an interest in their children's schooling
- Small groups of parents take an interest in their children's education
- Parents supply the needed equipment to make teaching easier.
- Parents seem to be too busy to follow up on their children's homework
- Parents struggle to pay school fees
- Some parents does read the Bible with the kids, others do not.
- Parents contradict what the kids are taught at school.

What are pressures on students affect performance and education?

- HIV/AIDS deaths of parents while children are still young.
- Witchcraft
- Satanism
- Movies they are exposed to
- Poverty

- Those who are wealthy do not care about schooling, the poor wants an education, but due to mal-nutrition, they have shorter concentration spans.
- Children don't have support from parents
- Computers contribute positively to their education
- Kids goes home with the Word of God
- Relationships between teachers and students
- Family environment
- Negative behavior of teachers will have negative impact on the child
- Not enough teaching materials
- Single parent families
- Death of siblings
- The company they keep
- Health of the child or parent
- Failure of parents to raise kids in biblical principles
- Lack of family involvement relating to homework or school assignments

How long does a teacher teach?

- In private sectors, they could teach for their entire career.
- Government institutions rotate teachers every 2 to 10 years in order to strengthen weaker schools; or for disciplinary actions; a change of environment and for promotions.

Additional Information from Teachers

- Tradition interferes with the materials. Students stay out of school for 1-2 months during initiation period.
- There need to be a different approach regarding HIV/AIDS between Urban and Rural communities
- In rural funerals, teachers are expected to attend funerals leaving school students unattended.
- HIV/AIDS are seen as witchcraft in rural settings
- Sufferers are alienated.

Young People/Students

What chores & responsibilities do you have outside of school?

- Homework,
- sweep the dining room after eating,
- set the table,
- planting maize,
- mopping the house,
- watching out for siblings,
- farming,
- getting water
- washing
- cooking
- boys look after cattle.
- cleaning house
- cooking

- going to the field to farm
- sport
- church activities
- age is not considered and could be going to the extreme – on the edge of child labor.
- The after school activities cause failure as kids don't have time for educational things.
- Pressure from parents to perform at home
- Kids misuse their human rights.

What are the Historical Influences?

- Ten years ago, what are the limitations of their rights? They don't know what they are.
- Democracy- looking at rights but forgetting responsibilities. Introduced to freedom of everything.
- Communalistic not individualistic as it is now.
- Problem of transition between government.
- Cultural practices: when youth reaches certain age they have to go through initiations. Where a man has to be 'cleansing' to a girl. Slowing down because of AIDS
- When a husband dies the woman has to marry the dead man's brother.
- Education is now free? This is positive. In the past they had to pay for education.
- Rape is not considered rape because it has been going on for years. Modernized rape

How do they see their future plans after school?

- Accountant
- Doctor,
- college,
- nurse,
- accountant,
- agriculture advisor

Do you believe you can achieve your dream?

- Yes, if you work hard in class
- Some kids in Malawi have different thoughts,
- Laziness and poverty keep them from their dreams,

Do you have a lot of orphans in town?

- Yes, 30-50 orphans in town
- One or both parents die, they die from Aids, Malaria,
- Mixed feeling about the risk of AIDS
- Abstinence taught about it in school,
- We don't really talk about if people in class have AIDS.

What pressures occur in relationships, clothing, housing & typical day?

- Kids are neglected socially.
- Hand-out mentality,
- There is a need for the church to rise up to give hope to the kids and community.
- As the church we are to encourage kids to get an education.

- Dress: not easy to get clothing in Malawi.
- Have lots of orphaned and vulnerable kids
- Prostitution is on the rise due to poverty. They prostitute for food and material things
- Lack of employment even with education – becomes an emotional problem
- Hands feel tide because it seems there's nothing we can do to help.
- Parents send older kids to find work to support family, they even suggest prostitution
- Stealing
- Lying
- Pressure to bathe
- Boys pressure girl to have sex in grade 6
- Getting teased
- Wanting to do what friends do, peer pressure
- Sex workers, men and women
- Pressure from families, parents, generational futures (your grandfather did that, I did that, you will do that)
- Getting married at such a young age (because of poverty)
- Unequal powers between guys and girls, it is very hard for the girl to say something in relationship. Not equipped with enough self esteem, even in abusive situations, they won't leave them. Girls are taught to be submissive.
- Social pressure to do well.
- Parents pressure youth to do what they are doing.
- In relationships there is pressure to have sex
- Parents pressure you
- To follow a certain way, but they do this to keep you safe.
- To work hard in class
- They say they will give you something, but they don't give it to you
- When you fail at something you get pressure,

What issues do they view the students are dealing with?

- Pre-marital sex
- AIDS
- Poverty, which causes stealing
- The Government doesn't consider the poverty of the youths. They can't be what they want to be.
- Government corruption.
- Unemployment
- Very few colleges in Malawi and they are overcrowded.
- Years of service in companies override knowledge of the young graduates.
- Procedures are wrong, they need five years of experience, but how can they get experience without anyone hiring them. No internships, no attachment to the job market when they graduate.
- No empowerment
- People end up dropping out of school after they get AIDS
- People being raped,
- Girls don't complete school because they get pregnant.

- The African Traditional Church, these kinds of churches are up-rising in this area, these churches are where the witches are
- Some bad practices are, when a girl reaches puberty the chiefs send a man to verify, to sleep with the child to see if it's true, the female elders will advise her.
- In some of the southern regions they will send female elders to the boy to verify his manhood
- Democracy (freedom)
- Churches takes anyone to teach the kids, even those who have no qualifications
- Strategies need to be set in place to teach children workers – teaching AIDS are lacking in Malawi, especially in national language so kids can understand, especially in rural communities.
- Dual language since first year at school – 10 years start understanding a second language. Depending on the background of the kid as well as the school they attend (private vs government schools).
- financial struggles keeps kids from education
- Most village kids don't see a future beyond that village
- Village kids are experience more challenges than those growing up in the city.
- Orphaned... living with family members.
- Kids are being abused and neglected
- Witchcraft teaching to kids are increasing.

What changes would you like to see in your schools?

- Ask the students what field they are going to do for the future instead of studying everything.
- Technique is power no more knowledge is power
- Employ more teachers. 150 students may be taught by one teacher. Environment needs to be changed.
- Conditions of learning. Teachers are poorly paid.
- College level needs to be changed, built up so there is more room for more students. The amount of college youth is increasing. More colleges in Malawi.
- Lots of reading materials. So they may see and know the truth.
- Upgrade the teacher's knowledge for those that have been hired in the 1970's.

What engages you most (music, drama, verbal, video, personal interaction)?

- Video games
- Movies,
- T.V.
- Dancing,
- Michael Jackson,
- Singing,
- Listening to music
- Eating,
- Swimming
- Music, socializing, friendships, magazines
- Relationships- chatting with friends
- Lecturing on favorite subjects
- Traditional dances because families do that/songs

- Western culture
- Sports
- Theatre
- Depends on urban/ rural are different, the methods must conform to the region where you are
- Activities draw young people
- They copy from other countries what they are doing.
- Languages need to be relevant to region/age/literacy level. Maybe compose 2 languages, dialogue.
- Meeting the leaders of a village and use them to invite the villagers
- Drama's (human videos)
- Music (simulation songs with message) gospel is selling more than secular. Kwaito, hip-Hop
- Film shows

If a group came to your school, what would make you pay attention?

- Saying interesting things,
- Guest from America came and gave them hats

What's your view of church/religion?

- Something for elderly.
- Teenagers think church is a hindrance to their enjoyment
- Feel there's too much to give up when you go to church.
- Not in fashion
- Want to be entertained
- Parents don't raise kids in the fear of the Lord. parents set no example for kids
- Some churches do reach out to parents through crusades
- Churches are more evangelistic, discipleship is just layered. Could contribute to parents not knowing how to raise their kids in the fear of the Lord.
- The example of parents at home could cause kids to rebel against the church. (double standards by parents)
- Most people like going to church
- They like the word of God
- Learning about the bible
- Poor people can't go to church because they feel like they don't have nice clothes
- Some people are forced to go to church, when they get there they sleep, when its time to go home, they pretend like they learned
- Not good for girls to go to church in trousers,
- The churches have joined in the development of AIDS, but conflict with prevention, use of condoms.
- The church should discover why the youth is having sex, drinking, how they are living.
- Religion has gone overboard, people are just starting churches like it's a business, it's no longer about worshiping God but about making money.
- They have helped Malawi to change behaviors.
- Churches have helped the level of education by starting Christian schools.

- Sometimes parents can force children to go to church but when the church comes to the schools, the youth listen better.
- In Catholic schools do they follow up and check to teach them if they are really teaching them or if they are just living the 'Christian' way in school.
- Pentecostal churches, young girls may think that they will be cursed and they are afraid to have sex. Also, because of early pregnancies.
- Christians are having sex before they are married.
- The churches should join together and hold the same stances on sex and protection.
- Most say it's good for them to go to church
- youth that are Christian go to church to overcome and learn values

What do you think about witchcraft?

- Believe that God helps them, keeping the witch-craft from them
- Its common in the culture, especially in the villages, teach a lot of kids,
- Government does nothing about it,
- Teaching them to kill their parents,
- That's how they become orphans,
- Witchcraft people come in the night, you make arrangements for them to come and pick you up when your parents don't know,
- A kid killed an uncle, just so they would have the meat for Christmas, he stopped and told, kids are afraid if they don't kill the parents, then the witches will kill them,
- Sometimes parents are witches and they teach the children,
- People from the church pray for them
- Sometimes you can tell who is a witch, but usually not,
- Some are known by if they're flying to Johannesburg and then come back
- Sometimes people are afraid of witches, but Jesus can help you

What are your values, are there role models that demonstrate them?

- Going to heaven,
- Soccer player is a role model,
- Your friends for the way you dress

Do you think that men and women are equal?

- Different, not equal,
- Men are higher,
- Men can wear trousers, but now a day's women are wearing trousers.
- They are different women look after each other
- Women wear long skirts all the time (*rural*)

CAE evaluation

- The book should have more about life and what it is like,
- Children like the book,
 - That it talks about the Bible
 - It will help them be better Christians

