

CIVIL SOCIETY ORGANIZATIONS FORM

TO BE COMPLETED IN WRITTEN OR IN ELECTRONIC FORM

1	Name of measure/initiative: Using the multimedia brand 'Zathu pa Wailesi' to unite girls and boys in Malawi								
2	<p>Related Goal of the 2005 Convention (Check only ONE):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;"><input type="checkbox"/> Goal 1</td> <td style="text-align: center; width: 25%;"><input type="checkbox"/> Goal 2</td> <td style="text-align: center; width: 25%;"><input type="checkbox"/> Goal 3</td> <td style="text-align: center; width: 25%;"><input checked="" type="checkbox"/> Goal 4</td> </tr> <tr> <td style="text-align: center; vertical-align: top;">SUPPORT SUSTAINABLE SYSTEMS OF GOVERNANCE FOR CULTURE</td> <td style="text-align: center; vertical-align: top;">ACHIEVE A BALANCED FLOW OF CULTURAL GOODS & SERVICES & PROMOTE THE MOBILITY OF CULTURAL PROFESSIONALS</td> <td style="text-align: center; vertical-align: top;">INTEGRATE CULTURE IN SUSTAINABLE DEVELOPMENT FRAMEWORKS</td> <td style="text-align: center; vertical-align: top;">PROMOTE HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS</td> </tr> </table>	<input type="checkbox"/> Goal 1	<input type="checkbox"/> Goal 2	<input type="checkbox"/> Goal 3	<input checked="" type="checkbox"/> Goal 4	SUPPORT SUSTAINABLE SYSTEMS OF GOVERNANCE FOR CULTURE	ACHIEVE A BALANCED FLOW OF CULTURAL GOODS & SERVICES & PROMOTE THE MOBILITY OF CULTURAL PROFESSIONALS	INTEGRATE CULTURE IN SUSTAINABLE DEVELOPMENT FRAMEWORKS	PROMOTE HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS
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3	<p>Name of CSO(s) responsible for the implementation of the measure/initiative¹:</p> <p>CSO NAME: GIRL EFFECT MALAWI EMAIL: talimba.chisalabandawe@girleffect.org PHONE: +265 999 38 28 82</p> <p>CSO NAME: _____ EMAIL: _____ PHONE: _____</p> <p>CSO NAME: _____ EMAIL: _____ PHONE: _____</p>								
4	<p>Cultural domains covered by the measure/initiative:</p> <p><input checked="" type="checkbox"/> Cinema/Audiovisual/Radio <input type="checkbox"/> Design <input type="checkbox"/> Media Arts <input checked="" type="checkbox"/> Music</p> <p><input type="checkbox"/> Publishing <input type="checkbox"/> Visual Arts <input type="checkbox"/> Performing Arts <input type="checkbox"/> Cultural and Creative Sectors</p>								
5	<p>Website of the measure/initiative, if available:</p> <p>www.zathu.mw</p>								
6	<p>Describe the main features of the measure/initiative (800 words):</p> <p>Zathu, meaning 'ours' in Chichewa, is a youth brand built by Girl Effect in 2017, in Malawi. It was built in response to the desire amongst youth for greater collective involvement and mutual support. Zathu uses the power of brands, storytelling and [local] popular culture to unite 12-17-year-old girls and boys. By helping to close the gender divide, Zathu has the potential to deliver something much bigger than the sum of its parts. By improving the perceived value of girls – by the girl herself and those around her – we can have a knock-on impact on far wider health and poverty indicators. For example, by informing girls and giving them confidence, they will better understand why their wellbeing is important, seek help, and be more likely to access the services they need.</p> <p>To reach our target audience effectively and in ways that they can relate and be entertained by, Zathu uses a weekly radio drama series that follows the lives of a group of friends, three girls and three boys who live in a Boma. Their story follows the challenges each of them faces against themselves, their friends and their communities and how they work together to conquer those challenges. Zathu does this by shining light into the deep-seated gender stereotypes and conforms that girls and boys adhere to in their communities, and challenging those stereotypes by presenting the characters as facing and overcoming them in the course of their lives. For example, one storyline is a teen mom who is raised by her grandmother, a common sight in Malawi. She is also ostracized in her community for having a child while she is young herself, but her grandmother and her friends help her rise above those criticisms and she eventually goes back to school. On most occasions, girls who get pregnant while in school tend to</p>								

¹ This information will be published as contact information in the QPR and included in UNESCO's database.

	<p>drop out and a majority of them do not go back because they believe that their school life ends there. This storyline resonated well with a lot of teen mothers that had given up on their school in some of the areas that Zathu works in such that some of them were inspired to go back to school. Another example is a female character who enrolls at a technical college and pursues a carpentry course unlike the normally selected courses by females. This storyline helped inspire girls to enroll in any course of their liking without looking at the gender constructs that come with those courses/careers. By creating female characters that resonate with the reality in the communities and male characters who support them, we present those otherwise ostracized individuals in a more positive light and this encourages other girls to model those positive traits to support behavior change.</p> <p>Zathu also uses music as a tool for reaching our target audience and sending across the messages because of its ability to educate and entertain at the same time. Our Zathu music is unique, a blend of Afro-pop with a traditional touch that allows local Malawian youth to connect with their roots and the music. The music is also versatile, able to cut across different functions and settings. The messages in the songs are empowering for girls, arming girls with a voice, with value and with a connection, to other girls and resources that make their lives better. The music also shows boys and girls as working together, as equal partners and co-creators. It moves away from the traditional view of girls as supporters, but rather as supporting each other and improving each other's lives, families and their communities. At the same time, the music discusses the challenges that girls and boys face on their journeys growing up, and how working with their elders allows them to influence their thinking on some of the harmful stereotypes that box girls in and encourage negative patriarchy for boys. The music is created by the Zathu band, a group of 3 girls and 3 boys who also play the fictional characters in the radio drama series. The band produced an album called 'Chinzathu Ichichi', a 12-track album with underlying messages highlighting the importance of friendships, of boys and girls working together not against each other, of challenging existing stereotypes and allowing for both and girls to chase their dreams and reach their full potential. They also recognize the role of gatekeepers and parents and support positive role models in their lives.</p>
7	Does it specifically target young people? <input checked="" type="checkbox"/> YES / <input type="checkbox"/> NO
8	Does this measure/initiative receive or has it received funding from the International Fund for Cultural Diversity (IFCD)? <input type="checkbox"/> YES / <input checked="" type="checkbox"/> NO
9	<p>What are the results achieved so far through the implementation of the measure/initiative? (400 words)</p> <p>For the past 4 years, Zathu has been empowering and uniting boys and girls for a more equal Malawi. Through the power of storytelling Zathu is helping girls to be seen, to be heard, and to achieve. It addresses challenging topics from friendships between girls and boys, to harmful stereotypes and sexual reproductive health.</p> <p>Results indicate high levels of awareness and consumption of the Zathu brand. 6.7 million people (64% of 10+ population) were aware, 4.5 million people (43% of 10+ population) had consumed and 2.6 million people (25% of 10+ population) regularly consumed the Zathu brand. 4.4 million people had consumed Zathu music, 2.3 million had listened to Zathu Pa Wailesi, 957,000 people had watched Zathu's music videos and 130,000 people had used Zathu's website.</p> <p>Zathu has resulted in positive outcomes in its audience:</p> <p><u>Equality:</u> People exposed to Zathu had positive attitudes towards gender equality.</p> <p>•86% of consumers (10+) agree that "Zathu has taught them that females should be treated equally to males"</p> <p>"Zathu helps to reduce discrimination among boys and girls. And it also teaches us to be reliable to one</p>

another.” Girl, aged 13-15 years

Agency: People exposed to Zathu felt increased agency.

•**95%** of consumers (12-17 years) agree that “Zathu made me feel more in control of the decisions which affect my life”

“I liked the advice and songs...they have helped me to change things and do things courageously” Girl, aged 16-19 years

Source: Zathu Wave 1 Tracker Survey, 2017 (The 2019 data is currently being analyzed)

Education: Youth who were exposed to Zathu branded communications on Technical, Entrepreneurial, Vocational Education and Training (TEVET) had an increase in knowledge of TEVET, of how and where to apply for TEVET courses, of the courses available for girls, and felt that joining TEVET is a useful/beneficial option for them.

83% girls (40/48) and **87%** boys (26/30) interviewed post intervention **strongly agreed** that it will be useful for a girls' life to enroll in a course that is typically done by a boy.

•**92%** of girls (44/48) interviewed post intervention **strongly agreed** that enrolling in a TEVET course would be useful for them.

“At first I thought they were not good, when I heard about the work of TEVET, I thought they were useless and I thought I would have less money or it is for uneducated people...my mind has changed because after what happened with the community event, I changed my mind to be independent using these skills.” Girl, 17, Zomba

Source: Evaluation of the TEVET awareness raising and gender stereotypes advocacy initiative, 2019

FUTURE PRIORITIES

10 What do you consider should be the **priorities of CSOs when implementing the 2005 Convention over the next 4 years?** Why? (400 words)

As an organisation that is focused on girls and their challenges they face in societies, there is still a lot of work that needs to be done with regards to creating equal opportunities for girls and women as there are for boys and men. As the rest of the sectors in agriculture, health etc. are making deliberate and clear efforts to include women in participatory and leadership roles, the same needs to be done in the arts and cultural sectors. More stakeholders need to be engaged that are working towards gender equality in Malawi as there are currently few, with only a few exceptions that are incorporating aspects of gender equality into their programming. More training needs to be done around gender equality, specifically in the arts because that has its own challenges, and how women and men can work together not against each other.

Additionally, it is also important to put in place deliberate efforts that will inspire girls and young women to consider professional careers in the arts industry that are open to them. This can be done by ensuring that across all our communications the contributions and perspectives of the women are as visible as those of the men.

These approaches should not be looked at in isolation, but with regards to what roles men can play in empowering women, which is the remaining gap in the fight for gender equality. By involving men in the solutions that we seek for equality, we involve a large percentage of the privileged gender which allows them to participate in the discussions and take steps from different positions of power.



United Nations
Educational, Scientific and
Cultural Organization



Diversity of
Cultural Expressions

*** * * SECTION TO BE COMPLETED BY THE PARTY * * ***

This form should be returned to:

ORGANIZATION: Department of Arts

EMAIL: jmsthole@gmail.com PHONE: 01 754 911 / 0881 959 959

ADDRESS: P.O. Box 264, Lilongwe

To be considered for its inclusion in the QPR, this form should be returned before 14th April, 2020