

Report on a radio drama LOVE BUILDS to educate and inform teachers and the community in Malawi about issues of albinism

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The Albinism in Malawi project is co-sponsored by:
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The radio drama discussed in this report is available
from <https://curve.coventry.ac.uk/open/items/081ad2ac-2d95-449f-9dfa-6174e3936a54/1/>

This radio drama was a pilot; the project is being developed (2014-15) with future episodes.

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Albinism in Malawi project



Albinism is an inherited condition where there is little pigment produced in the skin, hair and eyes. This results in poor vision and skin that is extremely sensitive to the damaging effects of the sun

Report on a radio drama LOVE BUILDS to educate and inform teachers and the community in Malawi about issues of albinism (April 2014)

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Co-project manager: Gareth Dart, University of Worcester, UK (more detail [here](#))

Outputs of this albinism project are freely available via Coventry University’s online repository [here](#).

Supported by Coventry University and an Innovation Fund grant from Sightsavers UK (described [here](#)).

Aim: This part of the Albinism in Malawi project aims to highlight and address the barriers to education often experienced by those with albinism.

These have been identified from field work in both rural and urban areas of Malawi and are addressed in a radio drama as a way of sensitizing teachers, parents, students and public on inclusive education for persons with albinism.

The radio drama (LOVE BUILDS) is available online; listen to it [here](#).



Examples of posters (also translated into vernacular Chichewa) and a booklet showcasing the lives of those with albinism in Malawi

Development of the radio drama: the process

Pre-radio drama interviews with persons with albinism

The storyline of the radio drama was based on evidence gathered from previous [studies in Malawi](#) and other parts of Africa as well as interviews with key stakeholders specifically to inform the content of the radio drama. The process started with a survey of 18 families affected by albinism in six districts in central and southern regions in Malawi, namely Blantyre, Zomba, Machinga, Balaka, Mangochi and Nkhotakota. Participants included children, parents, youths and adults with albinism; one is a deputy head teacher at a rural school, whose comments were particularly useful as this project aims to promote inclusive education for those with albinism.

Informed consent was obtained from all those interviewed as required by the ethical approval process at Coventry University. Interviews started with an open-ended question, asking what participants considered the most important issues around education and albinism. The interview then continued with a semi-structured format, exploring the following issues:

- Where learners with albinism should be educated at primary level
- Who should be involved in making the decision as to where a child with albinism goes to school
- Key messages that should be addressed in the radio programmes for teachers and schools
- Advice that could be given to the family of child with albinism going to school for the first time
- What worked best for the participant (or their child, or the teacher) at school
- Ideas on how to portray positive messages about albinism
- Whether the radio programme should address negative myths/stories about albinism
- If the radio programme should address name calling e.g. *napwere* (a term for albinism considered derogatory)
- Ideas on how the myths and superstitions around albinism could be demystified
- Comments about secondary education or college/higher education relating to albinism
- Which radio stations members of the community listened to most often
- The best time (month, day, time of day) for the radio broadcasts on albinism

Participants were also asked: *What are your hopes for this radio programme?*

The interview transcripts were analysed thematically to identify common themes dealing with issues of educating a child with albinism, how best a teacher could support the educational needs of learners with albinism, the common myths on albinism and how to deal with them. The participatory approach adopted in this study was welcomed by The Albinism Association (TAAM) in Malawi: *The full participation of persons with albinism in the*

development of the radio drama from the onset, ensured that their voice will be heard in the drama.

This study has been presented at an international conference of educators and development professionals (UKFIET conference at Oxford, UK) in September 2013, under the title *Education for pupils with albinism in Malawi – a prism for educational, social and health practice*. An article has also been written for submission to an international education journal with Dart, Lund and Massah (from Malawi) as co-authors.

Drama script production

The results of the study were given to a specialist script writer in Malawi, Edgar Nyirenda, to develop the storyline for the radio drama. He read the interview transcripts and other materials produced by the project (report, information booklets and newsletters) to develop appropriate characters for the drama. His synopsis was shared with members of the albinism association in Malawi and Dr Lund for comments and to check the content and context of the script, to ensure it addressed the key educational issues identified in the study, particularly the visual impairment of those with albinism, which often goes unrecognised. There was also clear support among those interviewed for tackling the issues of ‘bad mouthing’ in the drama, showing how hurtful derogatory names such as *napwere* are. Feedback on whether to address the myths and superstitions in the storyline was mixed. Some thought they should be addressed head on, and shown to be unfounded. Others were concerned that this could be risky, that some listeners may think there is some truth in the damaging beliefs, such as the misconception that sex with someone with albinism is a cure for HIV.

Feedback was also sought from media and communication experts both in Malawi and the UK, to give their technical input into the development of the drama, as well as advice on the length of the drama, the number of characters in the drama and how/when the drama should be aired to reach out to as many teachers and members of the general public as possible. For instance Mr Gospel Kazako, Director of ZODIAK radio station, one of the biggest national radios in Malawi, strongly advised the project to work with The Story Workshop to produce a quality radio drama and also that the drama should be produced in both English and Chichewa if the project is to benefit more Malawians. He commented that if a mass media platform (such as radio) was used as a tool, then the drama should be in the vernacular. This is but one example of the many people who have given their time and advice *pro bono* to support his project, for which the team are very grateful.

Capacity building by mentorship



Ian Simbota (right) with Edgar Nyirenda, script writer and mentor

As part of capacity building to support young people with albinism in Malawi, the project supported two freelance journalists to empower them with script writing skills. One, Ian Simbota, is a young man with albinism. The other is his close friend, Michael Nyirenda, who has a special interest in writing about albinism and was involved in translating the children's information booklet on albinism into the vernacular Tumbuka language. They were mentored by Edgar in a structured series of meetings, assignments and feedback sessions, focussing on using media for advocacy. This has helped to build capacity as there are few scriptwriters in Malawi, as well as providing work experience and training. Ian commented that this mentoring was very fruitful, showing him *'there is a lot I didn't know about writing'* and has helped him to plan his thinking and writing, and made his outlook more professional. Ian and Michael have now, in their turn, been mentoring young scriptwriters on a degree programme at Chancellor College; they felt they had become *'good, informed critics'* following their own mentorship programme. Their relationship with Edgar has given them an invaluable contact and Edgar has continued to offer advice. Ian and Michael developed a 30 minute, bilingual radio programme on Radio 2 FM MBC called *Albinism and Development*, broadcast live every Monday. The first interview with a male teacher with albinism was very well received. This will provide ongoing positive exposure about issues around albinism.

The close working relationship of the two journalists under mentorship with the script writer enabled him to get a broader and deeper understanding of albinism, which helped inform and enrich the development of the drama.

Recording the drama

The final result was a 30 minute script written in English that was then translated into Chichewa. The drama was recorded at The Story Workshop's studios; it involved 11 people (six actors, one male sound engineer, a female producer, a male narrator, a male script writer and the male project officer). The actors included one male and two female children who acted as pupils, two women who took on the roles of teacher and mother of a child with albinism, and a male teacher. The team was given the script two days before recording to get familiar with and memorise their lines for easy recording. The drama was rehearsed outside the studio for the producer and script writer to monitor and note voices, tones and links with the narrator.

The radio drama storyline

Madalo is a 9 year old girl with albinism. Her quest for education is challenged when she faces stigma and inadequate support from peers and society. Zgambo, a new teacher at her school, is convinced that teachers, pupils and society can do better to address her needs. He believes LOVE BUILDS.

The 30 minute drama was recorded on CDs produced by The Story Workshop. The cover photo on the CD is of a young girl with albinism reading one of the project booklets (see first image on page 1 of this report); she belonged to one of the families interviewed during the study. Consent was sought from her mother and from her, for her photo to be used. The LOVE BUILDS music in the drama was composed and produced by the script writer and

produced by the YAPIE HARMONIC CREW (Yakobe Kadango, Priscilla Sidon & Edgar Nyirenda) in both English and Chichewa.

Broadcasts of the radio drama

The project arranged to broadcast the drama through community radio stations as these have a direct link with their communities, including in rural areas. CHANCO radio station, Nkhotakota Community radio, Dzimwe Community radio and Voice of Livingstonia were selected; the project paid a small fee for the initial broadcasts.

It was also planned to broadcast on national radio stations, including Trans World, so that the project could reach out to the whole nation. ZODIAK radio station has also offered to air the drama free of charge. This is a national radio station that has a high listening capacity and was rated the best radio station in Malawi by the broadcasting regulatory body in 2013.

Table of Radio Stations Broadcasting the drama LOVE BUILDS

Name of radio station	Type and location	Coverage of districts in Malawi
CHANCO radio station	Community Radio in Zomba city	Zomba, Mulanje, Chiradzulu, part of Machinga South
Voice of Livingstonia	Community Radio in Mzuzu city	Mzuzu city, Nkhata-bay, Rumphi South, Mzimba North
Dzimwe Community radio	Community Radio in Monkey-bay district	Monkey-bay, Mangochi, Salima, Ntcheu
Nkhotakota Community radio	Community Radio in Mkhhotakota district	Nkhotakota, Salima, Ntchisi, Nkhata-bay south, Dowa, Kasungu
Mchinji Community Radio	Community Radio in Mchinji district	Mchinji, Kasungu, Lilongwe, Dowa, Part of Zambia
Mzimba Community Radio	Community Radio in Mzimba district	Mzimba, Rumphi, Kasungu north
ZODIAK radio station	National Radio in Lilongwe city	All 28 districts
Trans World radio station	National Radio in Lilongwe city	Mkhotakota, Lilongwe, Ntcheu, Mchinji, Dowa, Kasungu, Ntchisi, Mzuzu, Blantyre, Zomba, Balaka, Salima- not yet covering all districts

The radio drama was made available freely to any radio station interested in broadcasting the drama. The project was interested in getting feedback from the listeners as well as

media professionals. Feedback was obtained via phone-in programmes after the broadcasts and by Frontline SMS.

Table showing details of broadcasts (by April 2014)

Name of radio station	Date of broadcast	Time of broadcasts	Language
CHANCO radio station	21/11/2013 28/11/2013 05/11/2013 12/11/2013	7:00 pm 30min play + 30min questions and comments	Chichewa and English
Voice of Livingstonia	10/04/2014 17/04/2014	8.00 p.m	English
Nkhotakota Community radio	13/11/2013	1.00 p.m	Chichewa and English

There are future plans to broadcast via other community radio outlets in Malawi, including Usisya Community Radio, a remote community radio station in a fishing village north of Nkhata Bay.

Feedback on the radio drama from listeners

1. CHANCO Community radio station phone-in feedback

Most of the comments from listeners were similar for all four broadcasts, with many saying the programme was good and indicating what they had learnt:

- Let's not discriminate people with albinism, they are human beings
- Let's love them
- Let's associate with them
- Let's educate them
- Give them a chance for them to express their potential in all activities
- Let's marry them
- Let's employ them
- We have learnt a lot through the play that a person with albinism is not a witch and can do well in class; what's needed is to help them whenever they are facing problems during classes due to their short sight
- We have learnt that albinos need to be protected from sunburn to protect the skin damaged
- Let's respect albinos they are human beings and they deserve their rights as citizens of this country
- Parents should treat their children equally, whether a child with or without albinism, they all deserve to be loved by them

- Children need to be taught the truth about albinism at school so that they should love their fellow pupils with albinism

Emmie Chiumia, an executive member of the albinism association and one of the interviewers on this study, was directly involved in the development of the radio drama and took part in the live phone-in after the radio broadcasts to respond to questions.

Questions asked included:

1. What causes a person to born an albino?
2. Why do albinos have short sight?
3. Do albinos require special food, soap and lotion for them to grow well?
4. Do albinos marry and give birth to dark skin children?
5. Is it true that albinos don't die but they just disappear?
6. Is it true that albinos can cure a person with HIV through having sex with them?
7. Do glasses change/improve the sight of albinos?
8. Can albinism affect the brain of albinos?

2. Nkhotakota Community radio feedback through SMS

- My comment is that teachers must be provided with a refresher course on how to treat such special need learners so as to improve their education; as we have heard in the play NGOs & government have responsibility to promote their human rights; nice programme
- *Napwari* name is not good for a person who is created by God; we are all the same despite different skin colours; civic education is needed in this issue
- The person (with albinism) is like us, it's like lowering their status, its better we love each other
- We should not discriminate each other we are all people, it's not a problem to have different skin; this behaviour should end
- It's not good to discriminate persons with albinism because it shows ignorance, not realising that we are all people; what matters is skin colour because of genes; children at school do not do well is class because they are discriminated/bullied like Madalo (the girl with albinism in the radio drama)
- Primary education advisors, (PEA) should identify the schools where we have children with albinism, then sensitise the teachers that teach the children on the problems faced by children with albinism (this comment was from a priest)
- Using the word *napwere*, its discriminatory
- Program should not stop; it has to continue because through that it will encourage unity among the people; the name *napwere* is discriminatory; we need to stop it
- I have followed the program it has helped me so much not to stigmatize others
- Its ignorance and lacking knowledge, albino or *napwari* are people like us, what differs it's the skin colour only, do not discriminate our friends like them

3. Nkhotakota Community radio feedback through phone-in

- There are others who stigmatize albinos; let's stop that life
- If teachers were to do those things in the drama it would be good

- The program is good as it talks of culture/norms at home, school and community, it can change the society
- *Napweri* is discriminatory, we should not use it
- Do not discriminate these people, I have a relative who is an albino, he is just as good as me
- The program teaches us about the society norms of people so that they change their attitudes and behaviours of stigma/discrimination
- To treat the albinos bad, its lack of wisdom, we violate their freedom
- *Napweri* is not good, we are all created by God
- This is good program, even people from the village should have love for albinos
- Albinos are normal human beings and they are like anyone else, like white men
- Am so happy, the program should continue, teachers should not discriminate these people, but also at home/community

The issues raised in this feedback are addressed in the information booklets and other materials developed for this project, available [here](#).



One of the information posters developed on this project.

Feedback from Livingstonia Radio Station where this poster was displayed: *What most people are noting about the learner in the picture is that s/he is writing or drawing in a book which is so close up to the face. And people are always commenting on this or asking why the book is so close to his/her face. And then the radio staff explain to them that albinism also affects eyesight.*

“Eesh, why is this child so close to the book he is writing on?” wondered one visitor to our Radio station.

4. Feedback from Voice of Livingstonia radio via a report from the station manager

The common observation was that the play was a wonderful production that addressed cross-cutting issues about albinism. There was also a unanimous observation on the language of the play (for those who listened to the English version), that it would be better if the play were broadcast in the vernacular as the medium of communication (English) sidelined a greater number of an audience who could have benefited from the play. There has been feedback from two journalists who indicated that the plays were fine productions that addressed challenges faced by persons with albinism. Interesting feedback came from a teacher who said he didn't know that albinism also affects eyesight.

Interviews after the radio drama

Feedback was also sought from those who were interviewed previously in the study, or had listened to the drama, to give their comments after listening to LOVE BUILDS. They gave

their views on the impact of the drama and also look to the future, suggesting what could be done next in this advocacy initiative.

A third year student with albinism at CHANCO (University of Malawi) said *the play is good and am happy with it because am sure it will change the behaviour, negative attitudes of people towards albinism that will lead to a change for people with albinism. It's good that the play is targeting children from primary school because it's easy for them to change their mind set; as they are growing they will have positive attitude towards albinism. The play will help teachers to know that not all children who fail in class are lazy, but to understand the challenges pupils with albinism face and how to support them in class for them to do well like any other children. And now government will know that there is need for special teachers in our schools to help the schools to change as the male teacher did in the play. He sensitized Frank and his friend (characters in the radio drama who tease and mock Madalo, the girl with albinism) to realize the truth about albinism and how they can support Madalo in class for her to do well. The play should also be played in different radios stations, community meetings and secondary schools, but mostly in primary schools because it's good to start at a tender age. The play will help parents to know and understand that it is their duty to make sure that their children should always put on long sleeve clothes to protect their skin from sunburn and to inform teachers about the eye condition of their children for teachers to take the responsibility of supporting pupils with albinism in class.*

I also want to say that this project should also help the albinism association to do awareness/sensitization campaigns in communities because it's not all who listen to radios so that people should realize that it is painful for us to be called napwere and all those names. And they should know that we are all equal, we can do whatever they can. They just need to understand our condition. I face challenges here with other lecturers, how they treat me due to my eye condition, they don't support me fully even if I go to complain to them, lecturers don't take it seriously and this affects my performance in class.

A form 4 student with albinism at secondary school stated that *the play is good; am happy with the way it was played because it will change the negative attitudes of the community towards people with albinism. And teachers will realize that a person with albinism has rights to education, whats needed is support from them not to put a pupil at the back as the madam did with Madalo at first in the play. Teachers have a responsibility to find out why and how a pupil with albinism is not doing well in class because having albinism doesn't mean that you are lazy. Teachers should take a role of sensitizing children on how to support their fellow pupils with albinism at school whenever they are having problems when accessing information. The play should be played in school, communities and radios like ZODIAC and MBC for people to know the truth about albinism, not to discriminate, teasing or calling names like napwere; am sure it will bring a change to people as it did in the play. Parents will also realize that it is their role to inform teachers about the condition of their children and make sure those children's needs to put on protective wear to protect skin from sunburn for them to take part in any activity that happened at school.*

I also want to say Government should take part in sensitization and train more special needs teachers. The albinism association should continue with more awareness/ sensitization activities to the general public the truth about albinism, so that they should realize that we are all equal and that we can do whatever they can despite having albinism.

A deputy head teacher at a primary school, who has albinism and is an executive member of the albinism association in Malawi thought *the play was good and very educative in the sense that it has given more light to the general society to know and understand that albinism is a manageable situation or condition. The lesson I learnt from the play is that every human being should be respected and enjoy all human rights regardless of any disability or race as God has created every human being in his image. The play encourages teachers to love learners as they do with others in a classroom situation. They should put albino learners in front of the classroom and write large prints on the chalkboard. They should not conduct their classes in the sun or allow albino learners to do manual work in the sun. Teachers should also encourage and allow their albino learners to wear long sleeved garments, wide brimmed hats and sun glasses as well as shoes. Teachers should also avoid using assaultive or abusive remarks to their albino learners in class or school. Teachers should train or advise other learners not to use abusive or provocative words to their fellow albino learners but encourage them to be assistive and be friendly to their fellow albino learners.*

To learners or students who have albino learners in their classes or schools, my advice is to encourage them take their fellow albino learners as they are, love and be friendly to them. They should work hand in hand with their teachers to assist fellow albino learners with classroom work, more especially chalkboard work. Again learners should also avoid using assaultive or abusive words to their fellow albino learners.

To parents or guardians who have albino children or dependants in their families my piece of advice is to encourage them to treat their albino children or dependants as equal as other children in the family. They should love them as well as encouraging them to go to school with other children, play together and eat together from the same plate. Parents are also advised to try to provide their albino wards (children) with protective clothes and train and encourage them to put on these clothes. They should also teach and train their albino wards not to stay or play in the sun, or work in the sun.

To the community my advice is to humbly ask the community to accept and interact with persons with albinism in all spheres of life such as socially, economically and politically.

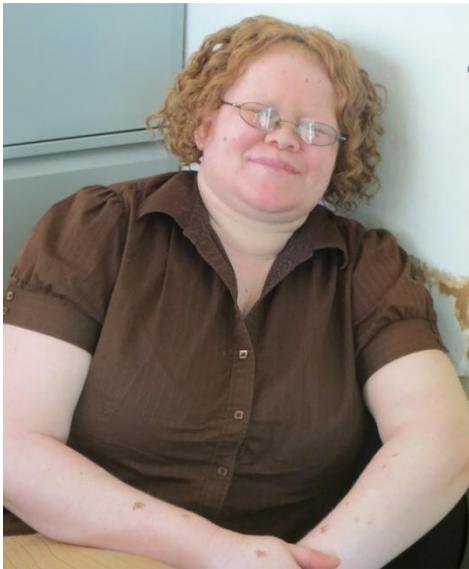
A Brother at a Catholic seminary (who does not have albinism) explained: *it's a good programme; it will motivate albinos not to give up in life and reminds all of us to take good care of them. It will discourage discrimination towards persons with albinism. The play will help teachers to know the condition and it is their role to support children with albinism in class. Awareness campaigns are needed for people to know the truth about albinism because the community doesn't know much about albinism, that's why they are discriminated.*

Feedback from the albinism association in Malawi

The Albinism Association of Malawi (TAAM) commented on their experience of being involved in the development of this drama, indicating the strong element of capacity-building: *The process of the production of the radio drama at The Story Workshop has been an eye opener to our members as well a learning process in establishing partnership with various stakeholders for sustainability of the project. We are grateful for the support from*

Story Workshop and its dedicated members of staff who have led to the success of the radio drama 'LOVE BUILDS'.

They comment on this part of the project in supporting their advocacy efforts, indicating ways in which they can improve their outreach: We have seen a warm welcome from the community radios interested to broadcast the drama as it fits well in their programs and core values. That made it easy for our association to get the CDs of the drama to many community radios who have a direct link with the majority of the rural people; hence we had valuable feedback from the grassroots. The association identified the participation of local people in rural areas as a direct link to opening up its function and visibility to many people. Some of the feedback after the drama was people wanting to know more about our functions and how to be a member.



Emmie Chiumia, a member of the executive of the albinism association in Malawi co-hosted the phone-in programme after the drama broadcast at CHANCO radio. She commented: *It was a nice one. People have a new mind, new ideas; they have the truth about albinism.*

Professional feedback

Note: none of these respondents have albinism themselves; Mrs Chirwa sent her feedback by e.mail; the others were interviewed by Emmie Chiumia who asked for their impressions after listening to LOVE BUILDS.

A radio presenter and a student from CHANCO who hosted the program at CHANCO community radio commented: *generally the play was cool, the first of its kind and again the best of its kind. It explores the margins of discrimination as regards the lives of people with albinism as they integrate with the rest. It touches on very basics of it as it tries to advocate/sensitize children in their formative ages in the way they should relate with albinism. You can agree with me that if children understand equality with albinism as young as at primary school, it will be inherent in them as they grow up to the effect that the society can be reshaped as regards the misconception about albinos.*

The play is an eye opener also to teachers. My understanding is, these teachers grew up in the setting of misconceptions against albinos. It's not too late to change this and the play is tactical and practically conceived. The portrayal of the albino and instigation she gets, though it seems extreme, it's the actuality on the ground. The basic lesson is that the albinos are like everyone else, however they have a problem we all need to understand. When they are in our midst, we need to help them. On the other hand, it is of advantage to the others as

when they are assisting them, they are also building on confidence and comprehension of the subject matter. So it's a two way action, wherefore helpful to both parties.

The teachers need to understand that whoever comes to school needs to get the service objectively as anyone else. If one has a problem, the concept of special needs education that harbours and transcends education integration, to the very notion of inclusive education. It all comes back to the teachers to shape the behaviour of all learners. The learners need to understand the basic truth that we are all equal before God and man and love should be the guiding factor. The parents need to understand the condition of their child and seek operative advice from relevant stakeholders on the upbringing of their child. The thing is the child is able in the strongest sense of it and can even be better than the others if given the right care and support. The same goes to the community at large. Let's support the albinos and realize their potential.

A government archivist who had listened to the drama had this to share on the drama: *the play is educative and informative. The lesson in the play is that people with albinism are normal just like any other person and they should not be segregated. Myths and stories that people with albinism are witches and wizards are not true and when such sentiments are made, their right as human beings are violated. The message in the play will bring change to common people that people with albinism are the same with any other person and can do anything that everyone can do, the difference in the skin colour is just due to some elements that are not there in their body to darken their skin.*

Teachers who have students with albinism in their class should always create an environment that the students will feel to be part of the entire community by encouraging interaction with fellow students. In addition, they should make sure that such students sit in the front row that they see properly.

Fellow students and parents should avoid making negative sentiments against people with albinism because most of the things that are said about them are not true, and therefore it is tantamount to discrimination.

A colleague, also an archivist thought *the play is good, well written and acted. Yes, it will bring a change. People will understand that albinos are people just like anybody else so they should not be side-lined. They have a right to education and are free to mix with people. Should not believe in other beliefs that albinos are witches/wizards because there is no connection between the two. Teachers or pupils should treat persons with albinos like anybody else in the class but should pay attention to their sight. They should encourage them to work hard. The pupils should work hard at school, live like anyone else, concentrate on the positive comments, and ignore the negative comments. They should set their goals right.*

A student at technical college shared his thoughts on the drama that *the play is educative, touching and marvellous. Every human being is entitled to enjoy his human rights irrespective of any disability. Persons with albinism have the right to education, association, life etc. This play will definitely enlighten communities on the plight of persons with albinism. It exposes myths, wrong perceptions and all bad things that are said against persons with albinism that are not true at all. This will optimistically reduce stigma and discrimination that persons with albinism suffer.*

Teachers should show love and be assistive to pupils with albinism. They should tell pupils with albinism that disability is not inability and encourage them to work hard for them to realize their dreams. Teachers should advise pupils not to ill-treat their fellow pupils with albinism or boo them in class when they fail to answer a question (as happened to the girl with albinism in the radio drama). This will create a conducive environment for pupils with albinism and make them active in class.

Pupils should not segregate or insult fellow pupils with albinism but accommodate and play with them. Likewise, pupils with albinism should not keep away themselves from their fellow pupils but do things together with them.

Parents should send their children with albinism to school and provide them with all necessary resources for them to excel in education. Parents should take a leading role in making sure that children with albinism are protected from the sun.

Mrs Chirwa, an experienced teacher who lectured at Machinga Teacher Training College and is now a **senior advisor officer in the Ministry of Education**, gave her feedback on the drama: *I listened attentively to the CD. Indeed it's an eye opener to most of us. The contents of the CD portray real life situations. If I may ask, is this one of many programmes or it is the one and only? It could be nice to sensitize all learners at Jalawe School because Madalo interacts not only with Frank and Chiletso whom the teacher caught ridiculing. At this stage Madalo also mixes with friends at home and church/mosque. All stakeholders in Madalo's education need to be schooled on albinism. Madalo could be one lucky child whose mother sent her to school yet there could be many suffering in silence. I hope the programme is aired on popular radio for the benefit of many.*

Future sequels

Everyone the project team spoke to about this radio drama asked when the next one would be ready. Further funding has been obtained from the [Ulverscroft Foundation](#) in the UK to develop a sequel and further funding is being sought from other sources for a series of related programmes, developing the same characters and exploring the issues raised in more depth.



Dr Patricia Lund of Coventry University, UK being interviewed about the Albinism in Malawi project by a journalist at Nkhotakota Community Radio