

**Lund University, Education/Sida
Advanced International Training on Child Rights, Classroom and
School Management**

**Empowerment of Child Rights in three High School settings on
the Copperbelt Province of Zambia**

Final Report

Submitted by:
Tabeth Chisanga
Florence Chikalekale
Mathias Banda

Mentor:
Bereket Yebio

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FOREWORD

The Swedish International Development Cooperation Agency (SIDA) in co-operation with Lund University has developed a Programme covering Child Rights, Classroom and School Management. The guiding principle in the course and the whole training program is the right to education of all children. The programme also tries to develop a child rights based approach in education. It is designed to give opportunities to compare and share experience with participants from other countries while taking into consideration the Convention of the Rights of the Child, Education for All and other internationally agreed declarations. A child rights based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency, which is the goal of most developing countries.

The training programme consists of three phases. The first phase took place during 3 weeks in Sweden in September-October 2007. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top down approaches to teaching and learning to those that are participatory, rights based, learner friendly and gender sensitive. One of the objectives under this aim of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants outlined a project work to be developed in their countries upon their return. As the members of the Zambia team, we decided to focus on **Empowerment of Child Rights in three High School settings on the Copperbelt Province of Zambia.**

The second phase consisted of a follow up seminar to present the progress in the development of the project work during 2 weeks in India in March of 2008.

The third and last phase was a visit by our Mentor from Lund University in June 2008, when we together visited some key people in government and non-government organizations, reported the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project.

Our thanks are due to all the District, Provincial and National Educational Authorities for all arrangements that made it possible for us to undergo the training in Child rights, Classroom and School Management. We acknowledge the help rendered by LUND University for the implementation of this Pilot Project. We also acknowledge the support rendered to us by the Ministry of Education to take time off from our daily duties to do follow up activities in the schools, regarding CRC.

We also extend our thanks to the Head Teachers and staff of Luanshya Boys, Luanshya Girls and Temweni High Schools for allowing us to be in their schools for the different tasks of the project.

We are very grateful to Swedish International Development Cooperation Agency (SIDA) for offering us the opportunity to do this training. We also acknowledge the commitment and dedication of our Mentor Bereket Yebio for patiently guiding us through this process which has brought transformation in our schools.

TABLE OF CONTENTS

- 1. Local background to the Project**
- 2. Formulation of the Problem. Aim and Objectives**
- 3. Implementation of the Project**
 1. Defining the Task, Target group(s) and Limitations
 2. Choice of Methods – How we implemented the Project!
 3. Collection of Data/Material
 4. Participants in the Project Work
 5. Resources for the Project
 6. Drawing up a Work Plan and a Time Table
- 4. Outcomes of the Project**
 1. Pilot Project
 2. Full implementation of the Pilot Project
 3. After the Pilot Project
- 5. Evaluation of the Results of the Project**
- 6. Conclusions and recommendations**
- 7. References**
- 8. Appendices**

1. LOCAL BACKGROUND TO THE PROJECT

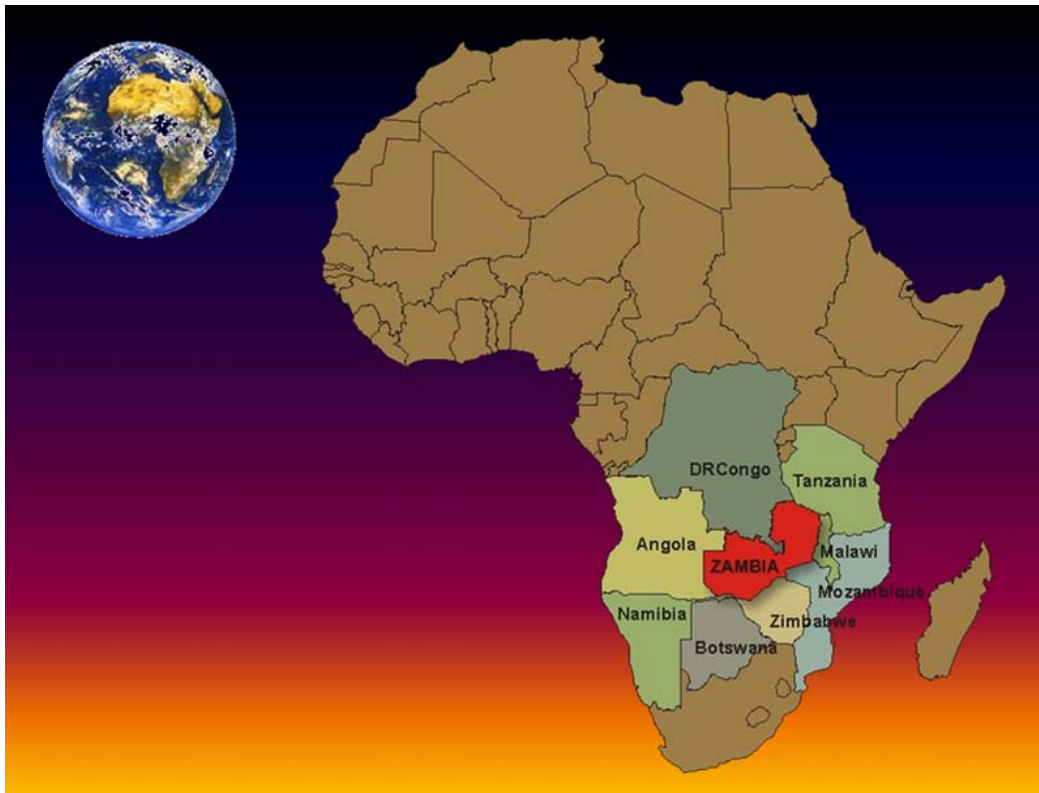
The three participants were Tabeth Choobe Chisanga who works as a Principal Education Standards Officer on the Copperbelt Province of Zambia.

The second participant Florence Mwindula Chikalekale works as a District Education Board Secretary in Ndola District which is a Provincial capital of Copperbelt. The third participant was Mathias Banda a Headteacher of Luanshya Boys High Schools, in one of the District of the Copperbelt Province.

1.1 LOCATION

Zambia, ‘the REAL AFRICA’, formerly a British colony known as Northern Rhodesia – is shaped like a butterfly. Zambia is situated in Southern Africa.

Landlocked country with eight neighbours namely, Angola to the West , Democratic Republic of Congo (DRC) to the North – West, Tanzania to the North East, Malawi to East, Mozambique to the South –East, Zimbabwe to the South, Namibia to the South – West and Botswana to the South – West.



1.2 GEOGRAPHICAL FEATURES

1.2.1 LAND, CLIMATE AND RAINFALL

The area of Zambia is 752,614 sq km. One of the Natural wonders of the world, the spectacular Victoria Falls are the regions foremost tourist attraction.

Zambia is on average same 1200 meters above sea level. Temperatures range from about 15 to 33 degrees Celsius. The mean annual rainfall is around 1400 milimetres in the Northern region and 700 milimetres in the Southern, Eastern and Western Provinces. Cropping` season is between May and August.

1.3 CAPITAL CITY

The capital city of Zambia is Lusaka which is 21,896 sq Km. Lusaka is the largest city with population of about 2 million. Lusaka is the home of University of Zambia (UNZA).

1.4 OTHER LARGE CITIES

Ndola is the Provincial capital of Copperbelt. Kitwe is Zambia's third largest population centre. It is the home of Copperbelt University (CBU). Livingstone established in 1904, is the tourist capital of Zambia. Livingstone's principal interest spot is the Victoria Falls and other attractions- include Maramba Cutural, the railway museum, the Mukuni Village and the Livingstone National Museum.

1.5 OFFICIAL LANGUAGE

English is the official language.

1.6 EDUCATION: ZAMBIAN EDUCATIONAL SYSTEM

The first formal education in Northern Rhodesia now Zambia was offered by Early Missionaries such as the PARIS EVANGILICAL MISSIONARY SOCIETY (PEMS), CATHOLICS white fathers, Jesuits fathers. When the British Government took over the country in 1924 they established British Education System, which Zambia adopted after independence.

1.6.1 EDUCATION REFORMS

In 1977 the government introduced EDUCATION REFORMS which emphases on Education as instrument for personal and National Development. In 1996 the government ushered in a new National Policy on Education called "EDUCATING OUR FUTURE". It is from this National Policy on Education documents that, the government has embarked on a new strategy. Zambia long standing education goal has been that every child who enters grade one should be able to complete grade 9. By the same

document the government has abolished school fees in Basic Schools. That is those schools which run from grade 1 - 7. It is education for all. Currently Zambia's formal educational system has a 7 – 5 – 4 structure. That is seven years of primary education (four years of Lower and three years of Upper Primary) five years of Secondary (two years of Junior and three years of Senior Secondary) and minimum four years of University to first Degree level.

On completion of Grade 12 pupils are required to sit for further Public Examination set and marked by Examination Council of Zambia. Those who perform very well find their way to the two Governments owned Universities. University of Zambia and Copperbelt University. Others find their way into various colleges such as National Resources Development College (NRDC), Nkrumah Teachers College

In education the Government through Ministry of Education has passed a number of policies regarding the CRC. Education is free for those in Grade 1 – 7. The Government in its educational National Policy – “Educating Our Future” it has developed a section on GENDER with the aim of reducing Gender Disparity. It has developed the programme for the ADVANCEMENT of GIRLS EDUCATION (PAGE) in schools. To promote freedom of expression and participation in decision making process the government has introduced Education Boards in high schools. Pupils are members of the Board through their representative who sit on the Board.

2. FORMULATION OF THE PROBLEM.

2.1 BRIEF INTRODUCTION

Copperbelt Province in Zambia had undergone a sudden increase in learners' demonstration in a number of High Schools in various Districts.

This was attributed to non – participation of learners in issues that concern them.

The project therefore intended to introduce class and school councils in three High schools on the Copperbelt Province of Zambia.

2.1.2 AIM OF THE PROJECT

The projects aim was to give a forum for learners to participate in decision making through class and school councils.

2.1.3 OBJECTIVES

1. To raise awareness on child rights to learners and other stake holders.
2. Encourage learners to participate in the governance of their school through class and school councils.

3. Inculcate a sense of responsibility in the learners.
4. To orient teachers and other stakeholders so as to enable them give support to child rights.

3. IMPLEMENTATION OF THE PROJECT

3.1 DEFINING THE TASK AND TARGET GROUPS

The project intended to introduce class and school councils in the three High School settings on the Copperbelt. The school targeted were Luanshya Boys, Luanshya Girls and Temweni High Schools

The choice of the schools were as follows:-

3.1.1 LUANSHYA BOYS

One of the team members Mr Banda was the Headteacher of the school and implementation was going to be easy having gone through the training. It was also cost effective to implement at his school because there would be less travelling for him.

3.1.3 LUANSHYA GIRLS

The school is very close to Luanshya Boys and implementing at the school would be cost effective.

We also intended to use the boys from the assist in the implementation at the Girl's school.

3.1.3 TEMWENI HIGH SCHOOL

The school is located in Ndola District where the other two team members are based.

It was going to be easy to monitor the implementation of the project



3.1.4 LIMITATIONS

The limitations were mostly due to sufficient time on the part of the team members as well as resources for the production of materials such as handouts

3.2 CHOICE OF METHODS – HOW WE IMPLEMENT THE PROJECT

The project comprised six main activities these were:-

- ❖ Sensitisation
- ❖ Orientation
- ❖ Establishment of class and school Councils
- ❖ Monitoring
- ❖ Review
- ❖ Report writing

3.2.1 SENSITISATION

Sensitisation involved various categories of people who were to give appropriate support to the Project.

The personnel involved were: the Provincial Education Officer, the District Education Board Secretaries (District Managers). The District Education

Standards Officers, the Board members of participating schools, the Parent Teachers Association members, the teachers and the pupils

The groups were sensitised at different times and in various groups.

3.2.2 ORIENTATION

This involved a detailed training of those to be directly involved in the project such as the link teachers and the members of the school Councils

3.2.3 ESTABLISHMENT OF CLASS AND SCHOOL COUNCILS

The class and school councils were established in the three pilot schools, Luanshya Boys, Luanshya Girls and Temweni High Schools.

The members were chosen through democratic means:-

Students were given a chance to vote for their class representatives through secret ballot.

The class representatives then voted for their own executive members.

The students were also given a chance to campaign before voting was conducted

3.3.4 MONITORING

The change agents were also going round the schools to monitor the performance of the Councils. Interviews were conducted with the members of the councils and appropriate advice was given

3.3.5 REVIEW

This was done throughout the implementation of the project and advice was given to the schools involved.

3.3 COLLECTION OF DATA/MATERIAL

Data from the project was collected through:

- ❖ Questionnaire
- ❖ Interviews
- ❖ Monitoring

3.3.1 QUESTIONNAIRE

The questionnaire was administered to both pupils and teachers in form of group interviews.

Learners chosen by class members were interviewed in order to get the baseline status before the implementation of the project. The teachers were also interviewed and formed part of baseline information.

3.3.2 INTERVIEWS

Interviews were conducted during various stages of the project so as to ascertain the successful of the project.

3.3.3 MONITORING

This was also done as a check on how well the participants were doing in the implementation of the project.

3.4 PARTICIPANTS IN THE PROJECT WORK

The participants in the project were the learners from all the pilot schools. The learners in all the grades participated through their class councils and their representatives took the issues deliberate on to the school councils. In this way all the learners in the school were involved.

3.5 RESOURCES FOR THE PROJECT

Resources for the projects were from individuals, working places and the implementing schools.

The individual change agents provided time and their personal resources such as finances to produce materials needed.

The working places also provided transport to reach the pilot school.

The implementing schools provided materials for setting up the councils and well as refreshments during the school council meeting.

5.6 DRAWING UP A WORK PLAN AND TIME TABLE

PROJECT IMPLEMENTATION SCHEDULE:

The Work plan and time table was drawn from October 2007 to August 2008

OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH
Sensitisation	Implementation	Review	Implementation	Review	Reporting in India
Establishment of Councils	Monitoring		Monitoring	Assessment	
				Progress report	

APRIL	MAY	JUNE	JULY	AUGUST
Review	Monitoring	Monitoring	External Monitoring	Submitting the report
Sensitisation of the second phase	Implementation	Review External Mentors visit	Finalising report	
		Report writing		

4. OUT COMES OF THE PROJECT

4.1 PILOT PROJECT

The pilot project was initially conducted at Luanshya Boys. There was great enthusiasm from the students, while the teachers showed a bit of resistance.

The administrations also come in to give support to the proposals coming in from the learners.

4.2. FULL IMPLEMENTATION

After the follow up visit the group included some recommendations and implemented the project in full at Luanshya Girls and Temweni High Schools.

The council members from Luanshya Boys were used to sensitise other schools and to share their experiences from the class and school councils.

4.3 AFTER THE PILOT PROJECT

The change agents have sensitised all the District Education Board Secretaries on the Copperbelt and have already made a programme schedule to sensitise stakeholders in the other school

With the support of the Provincial Education Office the project will be taken to all the ten Districts on the Copperbelt Province.

5. **EVALUATION OF THE RESULTS OF THE PROJECT**

From the monitoring done during the pilot project, the following results were observed.

5.1 Learners have been involved in most of the decision making in the schools where project administered.

5.2 There is openness and dialogue among learners, teacher and the administration.

5.3 Learners together with the teachers and administration have together identified priority arrears which needed urgent attention.

5.4 Learners have helped to come up with rules and regulations to guide them.

5.5 Members of the school council have formed a number of sub committees which have helped to minimize indispline and unwanted behaviour.

5.6 Member of the school council have become very responsibilities and have in most cases acted as counsellors to their friends.

6. **CONCLUSION AND RECOMMENDATIONS**

The schools which have piloted the project have recorded a good number of successes.

The schools have also experienced calm situation as opposed to the tensions which had prevailed in most schools previously.

The Challenges encountered mostly were from the members of the Community and some teachers who might still not have appreciated the aspect of empowering the children through the class and school councils.

The schools that have piloted the project have seen tremendous change in behaviour and attitude of the learners.

As a result of the positive reporters the schools councils should be taken to all the schools.

We therefore recommend that the school councils be taken to all the schools on the Copperbelt Province and in the Country as a whole.

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