



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
CENTRAL PROVINCE

**CHILD RIGHTS, CLASSROOM
AND SCHOOL MANAGEMENT
PROJECT REPORT-**

A Case Study on the Impact of
Civic Education at 3 High Schools
Piloting the Subject.
Authors-Change Agents (Batch 9):

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- II. The Permanent Secretary-Ministry of Education HQs-Zambia for permission to Sweden and Jordan to pursue CRC trainings.
- III. The Provincial Education office- Central Province for allowing us some time to carry out the CRC project in the Province.
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2. INTRODUCTION:

Human Rights and Democracy are principles enshrined in the Zambian Constitution and in the National Policy of Education by integration in ***Social and Developmental Studies*** (grades 1-7) and offered as independent subjects as ***Civics*** for Grades 8-9 and as ***Civic Education*** to Grades 10-12. So teachers are expected to know, uphold and defend the principles of Child Rights.

Currently there are 29 High Schools in Central Province, but ***Civic Education*** was only introduced in 2004 on a pilot basis at 3 High Schools in a few selected classes within those schools. Thus the Project was aimed at confirming whether the Content of the ***Civic Education*** Syllabus at the three (3) Pilot High Schools in the Province was increasing pupils, teachers and School Administration awareness of ***Child Rights***. So the outcome of the study is what led to the recommendations for more practical CRC interventions, in addition to the theory part of the Civic education curriculum.

3. BACKGROUND FOR THE CRC PROJECT:

Respect for children as a global ideal has been affirmed by the United Nations Convention on the Rights of the Child. The UN General Assembly unanimously adopted the ***Convention on the Rights of the Child*** on 20 November 1989 and it entered into force – or became legally binding on State Parties including Zambia – in September 1990. Since its inauguration the UN Convention on the Rights of the Child (***CRC***), spells out the basic human rights to which children everywhere are entitled, hence it is an instrument for monitoring and evaluating the promotion and protection of best interests of Children in this changing society.

Therefore in today's World, the Education of young people would not be complete if it did not include the knowledge and appreciation of the values that inspire Society, facts and understanding of individual ***liberties*** and ***human rights***; and awareness of their responsibilities to themselves, to others and to society in general. In view of that, change agents believe that the ***Child Rights Convention (CRC)*** should be channelled through some ***formal curriculum***, from which pupils will learn about ***participation*** and ***Democracy*** while at School-as a formal agent for socialising Children and young people in education for responsible Citizenship.

Consequently, the ***Child Rights Project*** for batch 9 Change Agents in Central Province was designed to verify the impact of ***Civic Education*** in conveying the

guiding principles and provisions of the **UN Convention on the Rights of the Child** to **pupils, teachers** and **School Administration**.

4.PROJECT DESIGN:

I. Project Title:

School Curriculum and Child Rights- A pilot to increase Learners Space of Action through Civic Education.

II. Assumption:

Civic Education –“ An appropriate School Curriculum for transmitting the UN Convention on the Rights of the Child (CRC).” So this supposition Change Agents had on ***Civic Education*** would only be proved by the inquiry undertaken at the 3 high Schools trialling the Subject. Subsequently, conclusions would be made whether Civic Education was causing any change in developing awareness about the ***CRC*** in such institutions.

III. Project Purpose:

- Through ***lesson observations, oral interviews and questionnaires***, investigate how pupils and teachers perceived and applied the ***CRC*** through teaching and learning ***Civic education*** in class and School.
- In partnership with other stake holders, stimulate and promote set up of sustainable initiatives such as ***Student councils, CRC Resource Centres*** and ***CRC clubs*** as practical ways for School Children to share concerns and express their feelings and views freely in all matters affecting them, hence fulfilling ***(Article 12 of the CRC)***
- To work towards fulfilment of ***Article 42*** of the CRC-by Working with and through others to coordinate wider and long term ***dissemination*** and ***implementation*** of the ***Child Rights Convention*** in Schools.

VI. Project Target groups.

a) **Target areas:** The Project was targeting three (3) High Schools piloting *Civic Education* since its inception in Central Province:

S/n	Name of High School	Type	Single sex or Co-education
1.	Mkushi	Boarding	Co-education
2.	High Ridge	Day School	Co-education
3.	Ibolelo	Day School	Co-education

b) Target groups

S/n	Position	Number
1.	Head teachers (1 per school)	3
2.	Deputies- (1 per School)	3
3.	Heads of departments-Social Science	3
4.	Civic education teachers-(3 per School)	9
5.	Counselling and Guidance teachers (1 per School)	3
6.	Prefects –(15 from each School)	45
7.	Teachers in-charge of prefects (1 per School)	3
8.	Pupils focus group –(12 pupils per focus group per School)	36

5.0 EXPECTED PROJECT OUTCOMES:

- 5.1 Prove whether *Civic education* in the High School curriculum was one of the **points of departure** for Zambia in transmitting the United Nations Convention on the Rights of the Child (**CRC**) principles and provisions.
- 5.2 Observe empathy and Commitment to positive attitude and good discipline in the promotion of **CRC** in Schools.
- 5.3 Detect increased awareness, knowledge and skills in the application of the CRC.
- 5.4 Observe good **CRC** practices being upheld in Civic education classes and schools, for the best interests of the child for instance learner-centred teaching and learning approaches.

- 5.5 Increased opportunities for learner participation in decision making activities.
- 5.6 Observe a shift from teacher centred to Learner Centred teaching and learning strategies.

Ultimately it was hoped to discover the presence of the **3 Pillars** or the main **themes** of the CRC, namely- (**Provision, Participation** and **Protection**) through **services, facilities, and views** of learners being taken into account in matters affecting them, in accordance with **Article 3** of the **CRC**-safe guarding the Best interest of the Child.

6.0 PROJECT IMPLEMENTATION:

PHASE 1:(15 September,2008 –February 2009)

The first stage of operation involved initiating the project through the following activities:

- 6.1.1 Training of change agents in **Child Rights, classroom** and **School management** and **project formulation** at Lund University in Sweden-(15 Sept to 5 Oct. 2008.)
- 6.1.2 Briefing the Provincial Education officer about the CRC training and the obligation to undertake a project in Civic Education pilot Schools in the Province.
- 6.1.3 Compiled and submitted the training report to the Provincial Education Office and to the Mentor at Lund University-Sweden.
- 6.1.4 After the CRC training, change agents embarked on developing CRC Research Project Instruments such as **Oral Interview guides** and **Written Questionnaires** for different stake holders – (**ref to Appendix 3 for sample instrument.**)
- 6.1.5 Subsequently **surveys** were conducted to assess if Civic Education was conveying knowledge and understanding of the **CRC** to both teachers and staff in the pilot Schools.
- 6.1.6 Lessons were also observed in Civic Education to ascertain classroom practices in the teaching and learning process.
- 6.1.7 Data Analysis-(findings and recommendations-see details in actual outcomes)

PHASE 2.0: **The Jordan follow up Seminar and after (March to June,2009.)**

This was a period for instituting strategies for promoting CRC education, hence the following activities were done:

- 6.2.1** *SIDA* organised an occasion for batch 9 change agents to meet in Amman and Aqabba in **Jordan** for **sharing** and **reviewing** phase 1 project implementation experiences. A progress report was presented on the study undertaken at the 3 pilot High Schools in Central Province. It revealed that Civic Education did not impact so much because it was too theoretical with little substance in relation to **CRC**. Therefore more active and comprehensive strategies were required to realise the genuine ideals of the **CRC principles and provisions** in the School system. (*ref to project outcomes and recommendations on page 9* .
- 6.2.2** Subsequently, in partnership with Civic Education teachers we embarked on a **CRC sensitisation campaign** for teachers by conducting District stakeholders workshops, as a way of reaching as many teachers as possible with the **CRC message**. As a result between April and May, 2009, **six workshops** were held in the Province.
- 6.2.3** **Creation and strengthening of linkages over CRC activities**. In order to fulfil our advocacy for implementation of **article 42 of the CRC** required establishment of partnerships with other stakeholders working with and for the promotion of Children's Rights in various sectors and capacities such as:
- Change agents from other batches before and after batch 9 to share experiences about the various CRC projects being done elsewhere. We particularly look forward to working together with colleagues from Copperbelt and Lusaka especially over initiating and backing up models of School Councils and Child Rights Clubs in Schools. (*see appendix 4*
 - **Students partnership World wide (SPW)**, an NGO working in the Ministry of Education for promoting youth activities- (*see 6.3.7.3*
 - **Curriculum Standard officers** in the Ministry of education- (*see 6.3.7.1*
 - **CRC club patrons, matrons and Civic education teachers** in Schools- (these were change agents based in Schools.)
 - **Head teachers** - (key stakeholders in instituting CRC in Schools, therefore they need competences and the right attitude for good leadership in promoting Children's Rights.)
 - **Counselling and Guidance teachers**- (may run help desks as children's Ombuds persons for abused pupils in School.)
 - **Zambia Civic Education Association**- collaborate in coordinating Pre- or In-service Education on Child Rights for teachers.
 - **Curriculum developers**- to suggest integrating CRC in Civic education.

PHASE 3.0: MENTOR'S VISIT (5th TO 10th July 2009)

The event was organised and hosted by the CRC Change Agents from Central Province. In fact the occasion was also attended by other change agents from the

Copper Belt as well as those from Lusaka and all activities were based on the following objectives:

- 6.3.1** To share experiences on the implementation of the principles and provisions of the United Nations Child Rights Convention.
- 6.3.2** To listen to the voice of young people as a way of verifying their assertiveness from classroom and School practice regarding affairs that concerned them-their **Rights** and **Responsibilities**.
- 6.3.3** To enhance advocacy for the Child Rights Convention among stakeholders.
- 6.3.4** To develop and enhance partnerships with change agents and other stakeholders working with and for children.
- 6.3.5** To discuss the future of CRC in Schools by recommending more practical strategies in bridging the gap between theory and practice of principles and provisions of the **CRC**.

ACTIVITIES DURING THE MENTORS VISIT:

6.3.6 BRIEFING:

The CRC Mentor from Sweden, Professor Bodil was briefed about the Organisation Structure of the Ministry of Education in Zambia. Hence different levels of educational establishments were discussed in brief from National to the School level. That was exclusively a meeting between CRC Change Agents from Central Province and their Mentor.

6.3.7 PRESENTATIONS ON CRC INFORMATION:

This session was for participants to share information related to the promotion of Child Rights in Schools. Consequently the following were the **Topics** presented during the occasion:

6.3.7.1 "Civic Education in the School Curriculum."

The exposition was made by the Senior Education Standards officer-Social Sciences, Central Province. He discussed the rationale behind introducing Civic Education in the High School Curriculum this was followed by:

6.3.7.2 Progress Reports on *CRC activities* from *Central* and *Copper belt provinces*: the CRC report from Central Province explored the impact of *Civic Education* in promoting principles of the UN Convention on the Rights of the Child, while the report from Copper belt was based on *School Councils* being piloted in some High Schools.

6.3.7.3 Presentation by *Student Partnership World Wide (SPW)*.A discourse was made by a youth working with youths and for youths in promoting

interests and concerns of young people in Central Province. **SPW** as an NGO believed in placing young people at the fore front of change and development .

6.3.7.4 School reports on CRC activities were made by 3 High Schools- **Ibolelo, Mkushi, and Kabwe**. Successes and challenges were discussed among delegates and resolutions for tackling CRC constraints made.

6.3.7.5 Group Tasks- in groups participants-(delegates from pilot Schools) had the opportunity to analyse implications of the 3 articles of the UN Convention-(**article 3, 12, 42**) being our priority strategic focus in implementing the CRC.

6.3.7.6 Civic Education lesson observations- a Civic Education Teacher at Kabwe High School conducted a lesson which participants observed with a great deal of keenness.

6.3.7.7 Debates, Drama and songs- Pupils from 3 High Schools-Kabwe, Caritas, and High Ridge participated in discussions and performances on CRC topics affecting Children's Rights, for instance the **Re-entry policy** concerning pregnant School girls. Pupils themselves assertively discussed the limitations of such kind of provisions much as girl child education was being promoted as a child rights issue.

6.3.7.8 Presentation by the Mentor to consolidate the CRC occasion. As a way of strengthening the participants for the mentor's week, Professor Bodil presented an inspiring discourse on **Creating Child Friendly Schools**. She urged the audience that Schools were the most important arena for effecting change regarding regulations and principles for treating children.

6.3.8.0: ACTIVITIES AFTER THE MENTORS VISIT-(July,2009 and after):

After the Mentors visit, momentum was gained and focus was on speeding up the process of narrowing the gap between theoretical knowledge of Civic education by coordinating

establishment of **Class** and **School** councils in pilot Schools; for enhancing pupils participation and broadening their space of action in School affairs. Consequently some initiatives were undertaken as measures for initiating **School Councils** as a more practical method of promoting systematic CRC cultural change in Schools. In view of that quest, the following activities were carried out:

6.3.8.1 Tool kits for establishing Class and School Councils were reproduced and issued to pilot Schools for kick starting the procedure of initiating student councils in Civic education pilot Schools. Without doubt, class and School Council executive bodies were slowly but surely being formed as illustrated in **appendix 1, page 11**

6.3.8.2 Continuation of **CRC** capacity building through District stakeholders workshops for teachers. In August and September, 2009 school holiday, six more workshops were organised for promoting activities on Children's rights. It was realised that Rights for Children cannot be appreciated fully before educators (teachers) got the knowledge and information on CRC, so our conviction in promoting CRC lies in providing learning opportunities on Child rights for people working with children- **see appendix 2.**

7.0 : ACTUAL OUTCOMES: FINDINGS AND LESSONS LEARNT FROM IMPLEMENTATION OF THE CRC PROJECT:

- 7.1** **Civic Education** was simply treated as one of the optional subjects in the High School curriculum, only taught to a few selected classes, without any special importance attached to it; therefore its coverage and impact was very limited, even within the pilot schools .
- 7.2** Insufficient number of qualified teachers of Civic Education to cover the wider school population.
- 7.3** Civic Education teachers lacked genuine opportunities to give or share information on the **CRC** with fellow teachers within Schools.
- 7.4** Involvement of learners in the decision making process reduces tension and improves relationships between teachers and pupils.
- 7.5** Lack of exposure and training regarding the **UN Convention on the Rights of the Child** by majority of teachers in Schools.
- 7.6** Low levels of awareness among stakeholders on the practical importance of the **3 Ps** of the CRC (**Protection, Provision, Participation**) in the implementation of the Child Rights Convention.
- 7.7** Some Stakeholders (adults) had a negative attitude towards Human Rights for Children.

- 7.8** In Zambia the **CRC** was not yet domesticated in the act of parliament.
- 7.9** The task of dissemination and implementation of the CRC was an enormous responsibility that required collaborative effort of various stakeholders.
- 7.10** Some pupils were abusing rights by failure to balance them with responsibilities.
- 7.11** Harsh punishments and violence were still being reported in some schools.
- 7.12** Some stakeholders expressed mixed feelings and skepticism about the impact of Civic Education on behavioral change in relation to the CRC principles; for example 1 out of the 3 head teachers interviewed was rather skeptical about the real effect of Civic Education on learners.
- 7.13** Other stakeholders were optimistic that Civic Education could make a difference in socializing young people for the generation of tomorrow bearing in mind those topics aligned for study in the curriculum.

CHALLENGES FOR IMPLEMENTATION OF THE CHILD RIGHTS PROJECT.

General unconstructive attitudes and cultural beliefs suppressing Children's rights-misgivings that giving freedom to young ones meant chaos.

Some teachers seem not to have welcomed the idea of Child Rights, therefore little commitment and involvement of pupils, in CRC activities.

Civic education being an optional subject was limited to a few learners, leaving out the wider school population.

Lack of exposure and training in CRC by most teachers and School administration.

Inadequate CRC materials for wide publicity of the CRC.

Insufficient time and lack of logistical support for CRC activities in Schools.

Long distances between pilot Schools and lack of transport for monitoring of CRC activities.

Limitations of some research instruments—e.g. the **written questionnaire** for Prefects seemed too difficult and time consuming for learners ability levels. Besides, some **interview guides** appeared complicated to the respondents because of being loaded with un familiar CRC articles.

9.0: RECOMMENDATIONS FOR THE FUTURE PROSPECTS OF CRC IN CENTRAL PROVINCE-ZAMBIA:

- 9.1** Create child friendly Schools that empower children, by lobbying for **domestication** of the **CRC** in the education act for establishment of structures such as **student councils** in Schools, for facilitating involvement of learners in decision making now and for the future of institutions in partnership with school management and staff.
- 9.2** Civic education pilot Schools should create models of democracy through setting up Student councils for narrowing the gap between theory and practice of Civic education.
- 9.3** Institute more **serious reforms in the Civic education syllabus** to make the subject more meaningful and relevant in relation to the **CRC**.
- 9.4** Conduct **regular sensitisations** on the CRC to Parents and wider community.
- 9.5** Training colleges should incorporate the **CRC in their curriculum**.
- 9.6** Enhance **In-service education on CRC** for all serving teachers.
- 9.7** Establish and reinforce **CRC support services** and **structures** such as **Child Rights Resource Centres, Child Help Desks and Child Rights Clubs** for developing and promoting interests of young people in schools-(**Article 3** of the CRC.)

- 9.8 School Based CRC** capacity building workshops are encouraged.
- 9.9** Lobby the Swedish International Development Agency (**SIDA**) and other donor agencies to facilitate **localised CRC trainings** in Zambia so as to give more opportunities to as many teachers as possible to be exposed to the CRC.
- 9.10** Encourage regular **CRC festivals** for sharing ideas, commemorating CRC days, reviewing and evaluating progress of CRC in Schools.
- 9.11** Encourage regular **monitoring, evaluation, reporting** and **advising** on the CRC situation in Schools.
- 9.12** Above all, change agents advocate to work with and through other stakeholders to coordinate wider and long term **dissemination** and **implementation** of the **Child Rights Convention** in Schools- (ref **Article 42** of the CRC).

10. CONCLUSION:

Change agents by profession being In-service teacher educators in the Ministry of education are determined to work with other stakeholders in promoting the culture of Rights in changing the status of children in Schools. Therefore our expedition in **CRC** is to make reality of the rights of the Child by coordinating active and comprehensive strategies for disseminating the **CRC** and building models of **Rights Based and Child-oriented Schools**. Nevertheless the challenge lies in the mobilization of resources to implement that catalogue of recommendations we have made. In view of that, we appeal to all stakeholders concerned-the Zambian Government as well as donor agencies to assist us reach our goals as indicated in the proposals above.

11. References:

- a) Audrey Osler (2006) **Citizenship and democracy In Schools-**
diversty,identity,equality.
- b) Unicef (2007) **Implementation hand book for the Convention on the Rights of the Child.**
- c) Eugene Verhellen (2006) **Convention On The Rights of The Child.**
- d) Thomas Hammarberg (1996) **Making Reality of the Rights of the Child**

- e) Thomas Hammarberg (1997) **A School for Children with Rights-**
(Unicef Innocent lectures)
- f) Curriculum for the compulsory School system (2006) **Fundamental values and tasks of the School.**
- g) Mwape Getrude, Kafula Hellen, Tembo Velentina (2006) **Tool kit for Estalishing Class and School Councils**

Appendix 1: Initiating the Process of establishing student councils in Central province



**School Council Coordinator-Ibolelo HS
(conducting a meeting to choose
the School council executive)**



School Council, class representatives attending a meeting to choose the Council executive at Ibolelo High School

Appendix 2: CRC, In-service education of Teachers through *stakeholders workshops*



Chibombo District -



Kabwe District



Mumbwa District

Serenje District

Appendix 3: CRC partnerships with stakeholders



Pupils role playing in a Civic Education Class-ibolelo Hs



Civic Education teacher-Ibolelo HS



Child Rights Club Patron- Mkushi High School



Facilitator at a stakeholders w/shop



Bodil giving presents to Civic Education pupils during mentors visit



Civic education Lesson observation at Kabwe HS

Appendix 3: sample CRC Research instrument-

Prefects Questionnaire:

IDENTIFICATION

NAME OF SCHOOL _____

PROVINCE _____

DISTRICT _____

GRADE _____

SEX _____ (Male or Female)

AGE _____

WHAT IS YOUR AUTHORITY AS PREFECT?

WHAT ARE YOUR RESPONSIBILITIES AS PREFECT:

1. _____
2. _____
3. _____
4. _____

PROVISION-(TEACHERS/SUBJECTS TAUGHT

SN	QUESTIONS & FILTERS	ANSWERS
01	List all the subjects taught at your School	
02	Justify the knowledge and academic satisfaction obtained from your studies at this School.	
03	Which <i>Topics</i> in <i>Civic Education</i> interest you most and why?	
04	Give examples of <i>information, Values ,Attitudes</i> and <i>skills</i> you have gained from studying <i>Civic Education</i>	

PROVISION:

SN	QUESTIONS & FILTERS	ANSWERS
05	Show how <i>Civic Education</i> has made you a changed person, different from others not privileged to have studied the Subject.	
06	Based on your <i>Civic Education background</i> , what do you expect your School to do in promoting <i>Best Interests</i> of all Pupils.	
07	1.Do Pupils have Rights in your School-(Give examples) 2. What Rights and Privileges do you have as a prefect? (provide examples)	
08	Does your School give life skills and career guidance to its pupils? Present examples and source of such vocational information.	

PARTICIPATION

SN	QUESTIONS & FILTERS	ANSWERS
09	What <i>activities</i> and <i>facilities</i> are available to encourage all learners to contribute to the affairs of the School.	
10	Explain how rules and guidelines are made in your School.	
11	Do pupils have power over the decision making process of the School organization? If not what do you suggest?	

PROTECTION

SN	QUESTIONS & FILTERS	ANSWERS
12	Explain your <i>capacity</i> and <i>obligation</i> in promoting and defending pupils Interests in School.	
13	Are there <i>practices</i> in your School that take place against the interests of pupils- (Give examples of such practices)	
14	In case of victimization-(abuse and harassment)- who protects pupils in the School?	
15	Are pupils valued and respected in School in terms of: Health Care. Grievances over quality of teaching and learning. High cost of School fees. Arguments and disagreements.	

PROTECTION

SN	QUESTIONS & FILTERS	ANSWERS	
16	How do pupils appeal against repressive decisions and unfair treat from the School authorities?		
17	Create some <i>Rights</i> and Corresponding <i>Responsibilities</i> for pupils Best Interests in School	Rights	Responsibilities
18	List some barriers to promotion and protection of Children’s Rights in School		

**Appendix 4:
Attendance during Mentors – 5 to 10 July,2009**

sn	Name	Station	Position
1	Ndhlovu Boyd	Kabwe High Sch	Civic Education Class teacher
2	Ngandu B. Victor	Ibolelo High Sch	D/head
3	Mwanje Morgan	Ibolelo High Sch	Civic Education Class teacher
4	Hatimbula E B	Kabwe High School	Matron-CRC club
5	Kaoma Victor	Mkushi High School	CRC club patron
6	Chimwanga Collins	Mkushi High Sch	D/Head
7	Malonga Christine	Kabwe DEB	DRCC
8	Nkhata Leonard	Ibolelo High Sch	Civic Education Class teacher
9	Bodil Rasmusson	Lund-Sweden	Lecturer
10	Stephen Chishiko	Masaiti-C belt	DEBS
11	Florence Mwindula	Ndola-C belt	SESOS(NS)
12	Kezala Kelly Mwale	Chililabombwe C-belt	AIDEBS
13	Banda Mathias		Retired Head
14	Mambe Miyanda	Lufwenyama C-belt	DESO
15	Tabeth Chisanga	PEO` s office -Ndola	PESO
16	Ronald Misapa	PSMD-DHRD-Lusaka	CHRDQ-STA
17	Athanathius Mulenga	MOE Hqs	CEO,DODE
18	Kalembo Felistas	PEO-Kabwe	SESOL
19	Mkumba Victor S	PEO-Kabwe	SESOSS
20	Kazeze G Esther	Kabwe Prc	PRCC
21	Kabwe Harris	PEO,Office	A/EO-Ted
22	Banda William	SPW	Chibombo
23	Evelyne Hanchoko	High Ridge HS	Class teacher
24	Chisupa Zacks	High Ridge HS	Zambia Civic Education Association facilitator
25	Fanny K Bwalya	Caritus HS	Class teacher

