

**SIDA/ LUND UNIVERSITY, EDUCATION**

**ADVANCED INTERNATIONAL TRAINING  
PROGRAMME ON CHILD RIGHTS, CLASSROOM  
AND SCHOOL MANAGEMENT**

**CHILD RIGHTS IN EDUCATION  
A PILOT STUDY IN  
LUSAKA DISTRICT, ZAMBIA  
FINAL REPORT**

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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 programme 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 experiences 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, which is conducted in English, is designed for those holding positions at School, Intermediate and Central level. Preferably a team representing the levels mentioned consisting of three people from each country is invited to apply. The team is expected to work together throughout the training programme.

The training programme consists of three phases. The first phase took place during three weeks in Sweden in September-October 2005. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. 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 Zambian team, we decided to focus on Child Rights in Education: A Pilot Study in Lusaka District. The study sought to find out whether the non-observance of Child Rights in Education impeded on the children's learning so that corrective measures could be employed.

The second phase consisted of a follow up seminar to present the progress in the development of the project work during two weeks in Honduras in March of 2006.

The third and last phase was a visit by our Mentor from Lund University in July 2006, when we together visited some key people in government Pilot Schools and non-

governmental organizations report the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project.

We would like to sincerely thank the Almighty God for his providence to allow us take part in this international programme.

In addition, we would like to thank SIDA and the Lund University for having given us the opportunity to have this wonderful experience. Special thanks also go to our lecturers and to Mr. Richard Stenelo and Ms. Jessica Abrahamsson, who were so parental to us. In these thanks, we also include the staff for the Sparta Hotel where we stayed. Finally, we would like to express our appreciation and special thanks to our mentor Dr. Bereket Yebio for his support in discussing and following up the progress in our project.

We would fail in our job if we forget to thank the Ministry of Education for giving us permission and facilitating our journeys to Sweden and Honduras, and our dear families who endured our three weeks and two weeks absence while we were in Lund and San Pedro Sula respectively. Lastly but not the least, Mr. Jonathan Chibaula who analyzed data, is also thanked.

## ACRONYMS

EFA	- Education For All
MOE	- Ministry Of Education
NGO	- Non – Governmental Organisation
CRC	- Child Rights Convention
CRCSM	- Child Rights Classroom and School Management
CR	- Child Rights
HIV	- Human Immuno Virus
AIDS	- Acquired Immune Deficiency Syndrome
MSTVT	- Ministry of science, Technology and Vocation Training
TEVETA	- Technical Education, Vocation and Entrepreneurship Training Authority
SEN	- Special Education Needs
PTA	- Parent Teacher Association
SIDA	- Swedish International Development Cooperation Agency
UNICEF	- United Nations International Children Emergency Fund
ACRWC	- African Chapter on the Rights and Welfare of the Children
ZNSC	- Zambia National Service Camps
FAWEZA	- Forum for African Women Educationalist in Zambia
YWCA	- Young Women Christian Association
CBOs	- Community Based Organisations
SPSS	- Statistical Package for Social Sciences

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## EXECUTIVE SUMMARY

The study sought to find out whether the non-observance of Child Rights (CR) in Education impeded on the children's learning so that corrective measures could be employed.

The study specifically addressed five objectives which were transformed into question which addressed the study.

The questions were:-

- i. Did Pupils, Teachers and Parents know about Child Rights and what the Rights could contribute to children's Education success?
- ii. Did Pupils, Teachers and Parents know the responsibilities of their children with regard to cultural and moral issues?
- iii. a) Was there corporal (beating) punishment instituted by Teachers or Pupils in the pilot schools?  
b) Did Parents support corporal punishment and know its effect on the Education of their children?
- iv. Did Pupils in these pilot schools participate in school governance? If not what could they do in order to participate?
- v. Why were some children on the streets and not in schools, some engaged in child labour and what the street kids would do given chance to do other things?

**The findings indicated the following:**

### ***Knowledge of Child rights by Respondents***

The results showed that all the respondents namely, the Pupils, Teachers and Parents knew about the Child Rights because the majority of them said so. They all cited the rights which included the following, Right to Education, right to shelter, right to freedom, right to food to mention but a few. They indicated that once the rights were applied correctly, children would benefit greatly from education. Among the CR was right to participation, which was a cardinal right. This question was important as it showed that if stakeholders knew about them and put into practice their implementation, education would be enhanced.

## **Pupils, Teachers and Parents knowledge on Responsibilities**

If the Pupils, Teachers and Parents had the knowledge on the responsibilities Pupils had, there could be no misbehaviour by the pupils because each time they could feel like doing wrong in pretext that they were enjoying their rights, they could remember their responsibilities and behave well. The result showed that the responsibilities were known by the respondents. Some of the responsibilities they mentioned were: observances of discipline, moral uprightness, House chores, going to school, do light work, respect for adults, working hard at school, taking part in sports, and eat food given by parents.

## **Corporal (beating) punishment at school by Teachers and Pupils**

The findings showed that, Teachers and Pupils indicated that corporal or beating was done to a very small percentage. Although the Parents said corporal punishment still existed, there was no justification because the parents who were interviewed were those with children in the pilot schools. It was concluded that parents thought beating was the only effective means to discipline a child. The conclusion here made sense because large numbers of parents respondents supported that corporal punishment should continue. Mockery recorded as humiliating form of punishment was also available in schools, though to a smaller extent. The punishment mostly being used was manual work. Pupils and Teachers said it was not good to beat the Pupils as it was dehumanizing and was against the child Rights as well as the Zambian laws.

## **Pupils participating in school Governance**

Although the frequency of those who said pupils participated in school Governance was high, further analysis indicated that the participation was by prefects and monitors. The kind of participation based towards supporting administration. There was no meaningful participation in schools at all.

This assertion was gratified by the discrepancy that appeared in the kind of participation that was suggested by Teachers and Pupils. Apart from monitor and prefects participation, Pupils cited wrong things which were not ways of participation. Nevertheless, Teachers cited very meaningful ways that Pupils used to participate in school Governance.

## **Street children not in schools some engaged in child labour. What street kids could choose to do given chance?**

It was found that most of the Street Kids were aged between 11 and 17 years and that most of them (19) had entered school. They revealed that

while at school, teachers beat them. That was revealed by seven (33.3%) of respondents. The results showed that Street Kids left schools because they had no one to pay for them. Although many of the respondents had single parents, they had someone to take care of them. The fact that they stayed in shanty compounds were it is believed that many people were poor, the surviving parents failed to support their Children. It was also discovered that Kids that had eaten less meals while at their homes, when they were on the street it was established that those who ate less meals were the same in number. When asked why they stuck on the streets, they revealed that since they came from Kitwe, Kabwe and Ndola, they had no money to go back. To keep themselves warm on the streets, children engaged in inhaling petrol, smoke dagga, just to keep themselves warm and confused to be able to pick things from the waste bins.

Interventions included sensitization of stakeholders in the pilot schools and setting up of class and school councils in the same schools. After evaluation of the project, school administrations benefited because they knew things they could have not known if class and school councils had not existed. In addition, Teachers, Pupils and Parents had information on CRC.

### **RECOMMENDATIONS**

Based on the above things, the following were recommended:

- Government and NGOs should sensitize all Stakeholders on Child Rights and responsibilities through schools and communities.
- Pilot Schools should set up School and Class Councils so that all Pupils take part in decision making instead of the Monitors and Prefects alone.
- To ensure that EFA goals was achieved. It is recommended that Government pass a law to force Parents to take Children to Schools. Also, the Government should employ attendance Officers to Monitor Pupils attendance to Schools.
- The national Service in charge of rehabilitating Street Kids ensure that their Programme of rehabilitation of Street Kids include rehabilitating the mind of those Children and in addition provide children with academic, skills and Vocational Courses according to the children's age groups.
- Government should enforce the law on corporal punishment through sensitization of teachers, pupils and parents.
- Government should ensure that child Rights and Responsibilities become part of the school programmes.
- SIDA should consider to fund the formation of class and school councils in Zambian schools through the past Child Rights, Classroom and School Management participants.

**FINAL REPORT ON CHILD RIGHTS, CLASSROOM AND  
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CHILD RIGHTS IN EDUCATION: A PILOT STUDY  
LUSAKA DISTRICT, ZAMBIA**

**CHAPTER ONE**

**1.0. PROJECT DESIGN**

**1.1. Preview:**

The study was conducted to fulfill the requirement for the award of the Advanced International Programme on Child Rights Classroom and School Management in Lund Sweden. The course led to the implementation of the Pilot Project which aimed at finding out whether or not in Zambia, people were observing the rights of children on education. The ultimate aim of the project was to find intervention measures to correct the situation on CRC if people did not observe them

This report comprises six chapters namely, Project Design, Implementation of the Project; Outcome of the Project; Evaluation and Assessment of the Results of the Project, and Conclusion and Recommendations.

**1.2. Local Background to the Project:**

Since the coming into effect of the CRC in 1990, which Zambia ratified in 1991 (SIDA 1991), there has not been any serious attempt to implement these rights by the 191 countries that ratified the conventions. That was the more reason countries, universities and organizations were conducting courses on Child Rights to try and implement the rights. After the course, it was envisaged that the results obtained could form a basis for intervening in school governance, where children could be involved in school governance, discipline where corporal punishment and other humiliating punishment could be based and alternatives found and

sensitization of general public on the need to observe rights connected to children's education.

### **1.2.1 About Zambia**

The report could not be complete if nothing could be said about the history of the country to help the reader understand the basis for the choice of the project.

#### **(i) Location**

Zambia is a Sub-Saharan African country located in the South Central of Africa. It is a land locked country whose boundaries are surrounded by the Democratic Republic of Congo in the North, the Republic of Tanzania in the North East, Malawi in the East, Mozambique in the South East, Zimbabwe and Botswana in the South, Namibia in the South West and Angola in the West. It lies between latitudes 8 degree to 18 degrees south of the Equator and between longitudes 22 and 34 degrees East of the Greenwich Meridian.

#### **(ii) Administration, Population and Education System**

Zambia is administered through nine provinces and 72 districts. The total population of the country was slightly over 10 million people with Lusaka District having one fifth of the total population. The population of Zambia is young with 48% below 15 years of age. About a third of the population is school going age (7-18 years). Those demographic figures have serious implications for the provision of education in Zambia. The current high population rate of 2.7 percent (MOE 1996) implied a continued need to expand education services over a long term which entails providing adequate financial and human resources to meet the escalating demand (Kasonde Ng'andu and Morbeg S. 2001). However, all efforts are being hampered by the HIV/AIDS which is claiming lives of pupils and teachers at tender age.

Education system is administered by the Ministry of Education in the Personnel of the Permanent Secretary. The Permanent Secretary is assisted by five directors, namely Director of Open and Distance Education, Human Resources and Administration, the Directorate of Planning and Information, the Directorate of Teacher Education and Specialized Services and Directorate of Standards and Curriculum. Then the Provincial Education Officers and District Education Board Secretaries and the Institutional Heads.

Zambia has Public (Government), Community and Private Schools including Grant Aided schools. These are both normal and special schools for Special Education Needs. The types of schools are: Basic, Secondary and High Schools. At tertiary, there are colleges of education, university colleges and universities. However, vocational colleges are administered by the Ministry of Science, Technology and Vocational Education through Technical Education, Vocation and Entrepreneurship Training Authority (TEVETA).

The education system in Zambia follows a 7-2-3-4 (5-7) structure. This is to say seven years of Primary, two years of Junior Secondary, three years of High School and 4-7 years of University Education.

**(iii) *Policies on Children Education and Participation***

According to education Policy Educating Our Future (MOE,1996) and the Millennium Goals ( Save the 1996;UNICEF 2002 ) and Education For All, all school going age children should be in school and attain a grade 7 standards of education and that by 2015 all children should reach grade 9 compulsory education. To achieve this, the Government of Zambia introduced Free Education Policy from grades one to seven and together with NGOs established bursary schemes so that the vulnerable and orphaned children could access the help. To increase access, the education system has been decentralized and liberalized. This policy

brought a lot of private investments in education, where many community schools and private schools have sprung up.

The Government of Zambia, having been a signatory to the Child Rights Convention in 1991 (UNICEF 2002), and Human Rights, had encouraged schools to involve children in school governance so that they participated in decision making. In order to remove the impediments, Zambian Government banned the corporal punishment in its schools to avoid children from running away from school and dehumanizing them( MoE 2003 Circular Letter).

### **1.3 Formulation of the Problem, Aim and Objectives**

#### **1.3.1 Formulation of the Problem**

The problem was that it was not known what level of knowledge of child rights in education did pupils, teachers and parents had; whether corporal punishment contributed to pupils resentment of school and whether street kids ever entered school and if so why they left school. It was also not known whether or not pupils were participating in school governance and if they did, to what extent.

#### **1.3.2 Aim of the Study**

The aim of the project study was to establish whether children, parents and teachers did know about Child Rights and what effect Child Rights had on education and to provide suggestions.

#### **1.3.3 Objectives**

##### **1.3.3.1 Short Term Objectives**

Five short term objectives were provided to guide the project.

- (i) To establish whether or not pupils, teachers and parents knew about the Child Rights (CR) and what contribution CR gave to education success of the children.

- (ii) To find out whether parents knew about the responsibilities of their children.
- (iii) To find out whether corporal punishment or beating was being instituted at schools by teachers and pupils and whether parents encouraged corporal punishment and what effect it had on their children's education.
- (iv) To find out whether pupils in three pilot schools participated in school governance and if not what it is they would do in order to participate.
- (v) To find out why children were on the streets, if they ever entered school and if they did why they left school, why some of them engaged in child labour and find out what street kids would wish to do if they were given chance to do other things.

#### 1.3.3.2 Long Term Objectives

The long term objectives were:

- (i) To sensitize all stakeholders about CR in education and the abolition of corporal punishment in schools.
- (ii) To establish the permanent participation of children in school governance through class and school councils.

## **CHAPTER TWO**

### **2.0. IMPLEMENTATION OF THE PROJECT**

#### **2.1.**

##### **(a) Defining the Task:**

The pilot project involved the formulation of the problem statement, the aims and objectives. Then the instrument was formulated for the pupils, teachers, the parents and children on the street and those engaged in child labour. The essence of the project was

to collect data from the target groups which was used to come up with findings which led to the interventions on the problem established.

### **(b) Limitations**

The limitations of the study were that, the study was only carried out in Lusaka District and in only three schools and limited only to the average of 27 pupils per school, 22 teachers per school, 19 parents engaged in child labour. The reasons for the scenario were lack of funds and little time available to implement the project. As a result of that, views obtained would not be generalized as a picture obtaining in the country. It would therefore be possible that other people might hold different views about the situation.

## **2.2 Choice of Methods**

The method we chose to carry out the project consisted of the following steps:

### ***2.2.1 Research Design***

The study employed a qualitative survey research design to quarter extent, which was descriptive in nature. This design was used due to the small nature of the sample used and for being a social research. However, qualitative methodology was used to a smaller extent and that was during the statistical data analysis in order to give a better understanding of the problem.

### ***2.2.2 Study Area***

The study area chosen was Lusaka District because that was where the participants lived and owing to lack of funds, it was not possible to go outside Lusaka District. The schools considered were 13 High Schools, 92 Basic School and 300 Community Schools in the District and the streets.

## **2.3 Participants in the project work.**

In order to achieve the results, the study was designed to include study, population and sampling procedure.

### ***2.3.1 Study Population***

The study population included all teachers in High, Basic and Community schools in Lusaka District. In addition, all pupils in the named schools including parents of the

pupils were potential subjects. The other participants were street kids and children engaged in child labour.

### ***2.3.2 Sampling Procedure***

Owing to the size of the study, it was imperative to determine the number of the schools to involve as well as numbers of the subjects.

The number of schools determined was three that is one high school, one basic school. This selection was done by random sampling technique where all schools mentioned above were listed and only one was selected from each category. It was also determined that 40 pupils from each pilot school, 20 parents of children of each pilot school, 30 teacher from each pilot school and 25 street kids and children engaged in child labour, were to be selected.

## **2.4 Collection of Data**

After the study plan, there was need to collect the data to help in answering the questions which were raised from the objectives.

### ***2.4.1 Research Questions***

In order to determine the questions to include in the research instruments, five questions were formulated from the objectives.

- (i) Did pupils, teachers and parents know about child rights and what the rights could contribute to children's education success?
- (ii) Did parents know the responsibilities of their children?
- (iii) Was there beating or corporal punishment in the pilot schools instituted by teachers or pupils? Did pupils, parents and teachers support corporal punishment and know its effect on the education of their children?
- (iv) Did pupils in the three pilot schools participate in school governance? If not what is it they would do in order to participate fully?
- (v) Why were some children on the streets and not in school, and some engaged in child labour and what would the street kids do given chance to do other things?

### ***2.4.2 Research Instruments***

The instruments were constructed for each category. For teachers and pupils guided questionnaires were constructed for the parents and street kids, including children in labour, guided interview schedules were formulated for each category.

### ***2.4.3 Field Work***

The researchers themselves conducted the exercise to ensure that the study plan was achieved. The participants or subjects were given the data instruments individually and were assured of confidentiality and the same assurance was given to those subjects who were talked to. Three days were given to teachers while parents and street kids and children in labour were talked to at different times.

### ***2.4.4 Data Analysis***

After data was collected, it was analysed using two methods. Qualitative method was used to code and categorise themes in verbatim while quantitative method was used to process statistical data using Statistical Package for Social Sciences (SPSS) from which frequencies and percentage tables were generated.

### ***2.4.5 Data Interpretation***

Both data from qualitative and quantitative paradigms were interpreted to give meaning to them and the results were reported in table form where verbatim and percentage information was presented.

## **2.5 Resources for the Project Work**

### ***2.5.1 Resources used***

The resources which were used comprised financial support which was provided by participants, materials such as paper, transport and so on. These resources were made available by the participants themselves.

### ***2.5.2 Resources Lacking***

Apart from human resource, all other resources though available were in small amounts and quantities just enough to accomplish the project.

## **2.6 Work Plan and Time Table**

The work plan and time table included the three parts. The first part dealt with project design through to data gathering and project progress report writing and presentation, the second part involved pilot project implementation, and third and final part comprised visit by the Mentor and final report writing.

### ***2.6.1 Project Design and Project Progress Report***

The Project Child Rights In Education: A pilot Study in Lusaka District Zambia, was designed in Lund Sweden in September 2005. The project started with a small research in order to establish the truth about the problems surrounding Child rights in education in Zambian schools. The study was conducted by participants namely, Mr. A. Mulenga, Mr. R. Misapa and Mrs. C. Syamuntondo. The project was conducted in three schools that are one High School, one Basic school and one community school. The Schools were Libala High, Muyoma Basic and N'gombe Community School. The subjects used for the study were Teachers, Pupils Parents, Street kids and Children engaged in child labour.

After the study, the results led to interventions which included sensitization of stakeholders in the pilot schools about CRC and formation of class and school councils. Class and school councils are important because they encourage participation of school children in school governance.

After the intervention the expected outcomes were determined. In this case, all the stakeholders in the pilot schools were expected to be sensitized on the CRC and children's participation in school governance. Further, the project was expected to be part of the programmes of the Ministry of Education and that SIDA was expected to consider funding the formation of class and school councils in other schools. A time table was drawn for the project.

**Project Time Table**

S/N	PERIOD	PLACE	ACTIVITY
1	September to October 2005	Sweden	Outline of ideas before leaving Sweden
2	October 2005 to February 2006	Zambia	Pilot project execution with guidance of the Mentor.
3	March 2006	Honduras-Central America	Pilot Project Report and input from others
4	March to July 2006	Zambia	Implementation of Intervention of Project
5	July 2006	Zambia	Mentor Visits The Team to Evaluate Project
6	August – September 2006	Zambia	Final Report Writing and Presentation of Report to Mentor.
7	After September 2006	Zambia	Continuation of the Programme on CRC in Schools.

## **CHAPTER THREE**

### **3.0. PROJECT OUTCOMES**

The project outcome has three phases. Phase one talks of the pilot project, Phase two is about full implementation of the project while phase three is after the project.

#### **3.1 Phase One: Pilot Project**

The pilot project Phase one has two parts. Part one is on the challenges which were encountered and part two is about findings.

##### ***3.1.1 Part One: Challenges Encountered.***

The challenges which were encountered during the project were as follows:

- (i) Out of the intended 120 pupils subjects, only 87 responded out of the 90 targeted
- (ii) Teacher subjects, only 66 were interviewed ,out of the intended 60 parent subjects,57 of them were interviewed and 21 street kids and children engaged in child labour were interviewed out of 25 targeted number. The contributing factors in this was the fact that the data collection was done during school holidays when pupils and teachers were out of schools and it was difficult to organize many street kids and those children engaged in child labour.
- (iii) The other challenge was posed by the busy schedules of the three participants
- (iv) During this time of the year. During September to February each year, there are National Examinations which are conducted during this time of the year in which participants were the main players in the activities. Examinations involved Grades 7,9,12, GCE and Teacher Training Examinations which were monitored.

Another problem was as a result of financial constraints. The project was not funded by the sponsor SIDA as there was no provision for that on the budget. Participants used their own resources.

However, during the visit of the Mentor in July 2006, the Ministry of Education which provided funds and transport for the excursion on the Copper belt and Libala High school which provided the vehicle for the schools visits sponsored the activities through out the Mentor's visit from 23<sup>rd</sup> to 28<sup>th</sup> July when he left the country.

## **3.2 Part Two: Findings**

### ***3.2.1 Presentation and Interpretation of the Results***

#### **Overview**

This chapter presents the findings, which were obtained, from the street kids, pupils and teachers in the three pilot schools and parents or guardians of the pupils in the pilot schools.

The findings were captured from the guided questionnaires for pupils and teachers in pilot schools, while guided interviews were used to capture information from parents, street kids and children in labour.

The study aimed to find information from the subjects using five questions which were derived from the five objectives.

- (i) Did teachers, Pupils and Parents know about Child Rights? .If so which rights did they know?
- (ii)
  - a) Did parents know the responsibilities of their Children?
  - b) Did Teachers know the responsibilities of their Pupils?
  - c) Did Pupils know their responsibilities?
- (iii)
  - a) Was corporal punishment practiced in the pilot schools? Who instituted corporal punishment, Teachers or Pupils?
  - b) Did Parents support corporal punishment and know the effect of corporal punishment?
- (iv)
  - a) Did Pupils in pilot schools participate in school governance?
  - b) What would they do in order to participate fully?
- (v)
  - a) Why were some children on the Street and not at their Parents homes?
  - b) Why were some children engaged in child labour?
  - c) What would Street kids do given chance to choose what to do?

### ***3.2.1.1 Preliminary information***

The study had set to interview 40 pupils from each of the three schools, namely Libala High school, Muyooma Basic school and Ngombe community school. The number of Teachers planned to be interviewed was 90 from the three pilot schools and 60 Parents whose children attend the pilot schools and 25 Street kids. However, table 1 below shows the numbers which were interviewed.

**Table 1: Numbers of Respondents.**

School	Pupils	Teachers	Parents	Street kids
Libala High School	31	32	22	21
Muyooma Basic school	16	24	10	
Ng'ombe Community school	40	10	25	
Total	87	66	57	21

The other interesting feature the study revealed was the age of the street kids and the pupils in the schools. It was established that the age of the street kids was between seven years and seventeen years, with the majority of them mainly males 15 (71.4%) of them falling between 10 and 17 years. Table 2 shows the distribution.

**Table 2: Street kids age distribution.**

Age	Male	Percent	Female	Percentage	Total
7 - 10	0	0	2	9.5	2
Above 10 years	15	71.4	4	19.0	19
Total	15	71.4	6	28.6	21

The pupils' sex distribution was not segregated according to schools. The age of pupils from the three schools ranged between seven and 17 years. The majority of them fell in the band from 14 upwards. Table 3 shows this trend.

**Table 3: Sex of pupils.**

School	No. of pupils	Male	Female	Total
Libala High School	31(35.6%)	33(37.9%)	54(62.1%)	87(100%)
Muyooma Basic School	16 (18.4%)			
Ngombe Community School	40 (46%)			
Total	87(100%)	37.9%	62.1%	100%

**Table 4: Age of Pupils**

Age	Frequency	Percent
7 – 8	1	1.1
9 – 10	2	2.3
11 – 13	22	25.3
14 – 17	62	71.3
Total	87	100

### **3.2.2 Interpretation Of Findings**

#### ***3.2.2.1 Did teachers, pupils and parents know about child rights(CR), if so which rights did they Know?***

Pupils, teachers and parents were asked a question to find out whether or not they knew about Child Rights (CR) and if they did, what rights they knew. Out of 87 (100%) pupils, 82 (94.3%) consented while only (4.6) did not know and one (1.1%) did not answer.

Out of 66 teachers, 64 (97.0%) knew about child rights while only two (3.0%) did not know about child rights, 50 (87.7%) parents knew about child rights and only seven (12.3%) did not know (see appendix Table 5).

This is evident that the pupils, Teachers and Parents knew about child rights existence. Only a few Pupils, Teachers and Parents did not know about CR.

#### ***3.2.2.2 List of Child Rights***

The rights that were Cited by the Pupils, Teachers and Parents were the following: Comparing with the Rights of Children as outlined by the United Nations special committee on children shown on page six to eight of this report, all the respondents cited right to education as first one. For example 32 (37%) Pupils mentioned education, 15 (22%) Teachers did the same while 18 (31%) Parents said so. Other CR mentioned included protection where 9 (10%) Pupils, 8 (12.1%) Teachers and 4 (7%) Parent were recorded as having mentioned it; Health was mentioned by four (4.6%) Pupils, eight (12.1%) by Teachers and three (5%) by Parents. Other CR mentioned was expression and choice. Expression was mentioned by 10(15.2%) of Teachers, four (4.6%) by Pupils and 2 (3.5%) by Parents while choice was mentioned by 2 (2.29%) Pupils only. The conclusion is that, all respondents knew about child right (See appendix Table 6).

#### ***3.2.2.3 What were the responsibilities of children?***

This question was formulated to find out if the respondents knew about responsibilities of the children. It was understood world over that child rights if taught alone in the absence of responsibilities, cultural and moral aspects of life tended to spoil children.

When asked which responsibilities and cultural issues the respondents knew, the Pupils, Teachers and Parents had the following to say:

#### ***Responsibilities***

1. Observance of discipline
2. Moral uprightness
3. House chores
4. Going to school
5. To do light work
6. Respect for adults
7. Working hard at school
8. Taking part in sports
9. Eat food given by parents
10. Helping parents

### ***Cultural***

1. Keeping quite when elders are talking
2. Girls not to befriend boys
3. Dress according to tradition
4. Kneeling when greeting elders
5. Following parents way of worship
6. No participation in decision making at home
7. Children are not allowed to argue with elders.

### ***3.2.2.4 Was corporal punishment being practiced in schools, if so who was doing it?***

#### ***Corporal Punishment***

It was revealed that some form of punishment was being instituted to pupils in the pilot schools. The study aimed to see whether corporal punishment was being instituted to pupils. Corporal punishment being one of the humiliating punishment, was abolished in Zambia by a statutory instrument signed in 2004. The idea for this question was to find out whether it affected the children so much that it could lead to even hating school and make pupils run away into streets.

However, from the four groups of respondents, it is revealed that schools practiced some form of corporal punishment (see Table 7 at appendix).

It can be seen that there was low percentage from the Pupils and Teachers on corporal punishment 12 (13.8%) from Pupils and on 1 (1.5%) from teachers. This showed that the preference was not so much. However, the number of those who said corporal punishment was still being practiced by schools was higher from the Parents 25 (43.9%) and the number of Street Kids who said Teachers beat them when they were at school was seven (33.3%). This difference arising from the two sets of respondents, Parents and street kids, and Teachers and Pupils could be explained as follows:- The street kids were being beaten before the corporal punishment was abolished. If we check on the time kids left school, we would find that most of them stopped before 2004 before the ban of corporal punishment . As for Parents, they may not have known if the new law to ban corporal punishment was formulated. It seemed they had previous knowledge about the issue.

#### **Types of Punishment.**

The types of punishment inflicted on the Pupils according to respondents (Pupils, Teachers and Parents) were as follows:-manual work, corporal, humiliating (verbal), while parents cited corporal punishment, corporal humiliating and denying food (See appendix Table 8).

It could be seen that not much corporal punishment was being inflicted on Pupils. The punishment being used was manual punishment. This was confirmed by 63 (72.4%) Pupils and 41 (62.12%) Teachers. The Parents, though 25 (43.85%) of them mentioned corporal punishment to be used in schools, it was not clear where they got the information. We say so because, 48 (84.2%) Parents themselves had shown their children

had not been beaten. Only 9 of them said their children were beaten. It could be seen that there was a contradiction (see table 9 on Appendix).

The few Parents whose children were beaten, five (8.6%) of them were annoyed, one (1.8%) of them told the child to leave school while the other one (1.8%) told his children to respect teachers. After having asked parents whether they supported corporal punishment on their children at school or home, 18 (31.5%) of them agreed while 37 (64.91%) refused and two (3.5%) did not respond. The 18 respondents who agreed had no meaningful reason to give.

However, those 37 (64.91) parents who did not support corporal punishment, 22 of them gave reasons as, corporal punishment gave fear to children and that it was against child rights; four of them added corporal punishment made children sad and said children needed to be advised, counselled and corrected. One other respondent said that a child couldn't grow well. Table 10b illustrates this scenario. The other 10 respondents had no reason to give (see appendix Table 10a).

The reasons given against corporal punishment were: it gives fear to pupils and it is against Child Rights, 22 of them said; children need advice and counselling or correction 4 of them said so and one of them said, children cannot grow well if they are beaten (appendix Table 10b).

#### ***4.3 Did pupils participate in school Government? If so how?***

This question was applicable to Pupils and Teachers. The following three Tables 12 a, b for Teachers and c for Pupils revealed good information on the participation of Pupils in decision-making (See Tables b and c on the appendix). The Teachers responses of 50 (75.8%) are shown on table 11 of involving Pupils in decision making was closely supported by the responses of Pupils as revealed by Table 12b, 59 (67.8%) of Pupils said their schools were giving them chance to participate in decision making. It was also good to see a big number of Pupils who showed interest to participate in school governance as shown by 70 (80.5%) of the Pupils (Table 12 a).

#### **Ways of participation**

Both Teachers and Pupils come up with the ways the Pupils participated in school governance, Tables 13a and 13 b show that.

The Tables 13a and 13b showed clearly that the ways of participation cited by teachers were very much different from those of pupils. The only one on which they met was prefect participation. That showed that what Teachers cited were not known by Pupils, meaning that such things did not exist apart from prefect and monitor positions. That kind of participation was very limited as it did not allow much pupil participation and it could be considered pro-administration. This is because monitors and prefects are chosen with Teachers interest. Other ways given by Pupils were not actually ways but the way of passing of information to others after having participated. We could safely conclude that there was no effective Pupil participation in the pilot schools.

### 3.2.2.5 Children on the street and those engaged in child labour

The concern was to find out whether the children on the street and those engaged in child labour had ever entered school and if so why they left school. The interest was to try and connect their school history to the school system so that we determine whether the system ejected the children into the streets. In addition, we wanted to establish what was it that those children would do, when given another chance. Was it to go back to school or to go to National service?

Background information on those children seemed to suggest that most of those children 19 (90.5%) interviewed were of the age from 11 to 17 years old. Out of 21 children interviewed, six (28.6%) were females while 15 (71.4%) were males. The Table below shows the Age of Street Children.

**Table 14a: Age of Street Children**

Age	Males		Females		Total
	Frequency	Percent	Frequency	Percent	
7 – 10	0	0	2	9.5	2(9.5%)
11 - 17	15	71.4	4	19.0	19(90.5%)
Total	15	71.4	6	28.6	21(100%)

Asked a question on whether they had both Parents or single parents or kept by the guardian, the respondents talked to said that out of the 21 (100%) street children, only two (9.52%) children male and female had both parents. The rest seven (33.3%) male and female (14.3%) had mothers only, those with fathers only were two (9.5%) males and those without parents were five (19%) males and two (9.52%) females. The conclusion here could be that it was not lack of parents that made children stay on the streets. Results show that children with both parents, half parents, and those with none were living on the street (See Table 14 b at appendix).

### 3.2.2.6 Place of aboard of street children

The children revealed that they were staying on the street. During discussions with them, a lot was heard from them. One striking information obtained was that they engaged in inhaling petrol so that they become confused in order for them to live in the condition of the street. We also found that they really missed a lot of parental love. The interview took place on the 2<sup>nd</sup> January 2006. They were collected from the street and taken to a place where food was bought and given to them. They were very happy and cheered that they were given New Year banquet.

The discussion revealed that 14 (66.7%) were males who lived on the streets of Lusaka including one (4.8%) female. It was discovered that six children lived in shanty compounds and in the morning came to the street mainly to sell items. Of those six

(28.6%), five (23.8%) were females while one (4.8) was a male. (Refer to Table 15a at appendix ).

Table 15b at appendix, clearly shows that many of the street children 14 (66.7%) males came from outside Lusaka apart from one boy and six (28.6%) girls who lived in shanty compounds in Lusaka.

There was also need to establish whether lack of food in their previous homes could have caused them to be in the streets. Table 16 at appendix shows that there was no significant difference in the number of times they ate meals. This really becomes difficult to find the course of children staying on the street. We could get an example when seven (33.3%) of males ate one meal per day before going to the street and now that they were on the street the number of times of eating on average of one meal by males had increased to 9 (42.91%) giving an increase of two meals (9.5%). Another case was the one where three (14.5%) of the males ate meals three times a day when they were at their homes. After coming on the street, the number of males that were eating three meals per day reduced from three to two (9.52%) males. The scenario made it difficult to understand why the child could leave home to come and stay in harsh conditions on the street (Refer to Table 16 b).

The inference we could make would be that, food really would not be the cause of those particular street kids to leave their homes.

It was also necessary to know whether those children had set their feet in school. The results revealed that 15 (71.4%) of the males went to school while four (21.1%) out of 21 (100%) females had entered school. Those who said they had not entered school were only two (9.5%) females.

When they were asked which year they started school, 11 (52.4%) of the males respondents and two (9.5%) females started school between 1990 and 1999 while three (14.3%) males and two (9.5%) females started between 2000 – 2001 and only one (4.8%) started in 2001. Those who never set their foot in school were two (9.5%) females.

Here we could see that school places were available to those children. They left school due to other reasons we should see later.

The question on which grades they stopped school, gave the following results (see Table 16 below).

**Table 16b: In which grade street children stopped school.**

Grade	Male	Female	Total
One	1 (4.8%)	0	1 (4.8%)
Two	2 (9.5%)	0	2 (9.5%)
Three	3 (14.3%)	2 (9.5%)	5 (23.8%)
Four	4 (19.0%)	0	4 (19.0%)
Five	1 (4.8%)	0	1 (4.8%)
Six	1	0	1 (4.8%)
Seven	0	1 (4.8%)	1 (4.8%)
Eight	2 (9.5%)	0	2 (9.5%)
Nine	1 (4.8%)	0	1 (4.8%)
N/A	0	2 (9.5%)	2 (9.5%)
No response	0	1 (4.8%)	1 (4.8%)
Total	15 (71.4%)	6 (28.6%)	21 (100%)

When they were asked as to why they stopped school 15(71.4) males and 2 (14.3%) females said they had no money because those who gave them money either died or stopped due to economic problems. That was confirmed by the Post Newspaper of November 2005. One would argue as to why such a thing could apply when we were told that Zambia had introduced free education for grades one to seven. But when you look at the time those children started school, and the grades in which they stopped school, though they did not know the years, you would find that they stopped at the time when even children in grade one to seven were paying. One of the males said there was no teacher while the other said he stopped on his own. The reasons of being beaten by teachers or fellow Pupils were ruled out by the information on table 17 at the appendix.

The street children were asked a question to find out what they would choose given the chance to come out of the street. Most of them chose to go to school. 11 (52.4%) of the males said so, and 4 (19.0%) females had the same option. When asked to give reasons for the answers on what they would do, the following answers were given :I want to learn was given by 13 kids; I want to work was said by one kid and 7 of them gave no response(see appendix Table 18).

It was clearly seen that though the children were on the street, they longed to go back to school. That showed they were on the street due to circumstances beyond their control.

### **3.3 Phase Two: After the Pilot Project**

After the Pilot project was conducted, a report was written. This report was presented to Lecturers and other participants in San Pedro Honduras where the team assembled for the purpose. The purpose of the meeting in Honduras was to assist each team in their project so that they do a good job on the project. At this meeting, the teams members were guided by team Mentors. A guide on how to write a final report was given to each team and the Mentors met the teams and discussed the best way to proceed. That was to go and fully implement the project according to the groups focus. The Zambian team embarked on the sensitization of stakeholders in the pilot schools on child rights and to set up the guidelines to use in forming up class and school councils in the three pilot schools.

### **3.4 Phase Three: Full Implementation of the Pilot Project**

#### **Preview**

This chapter deals with the full implementation of the pilot project. This happened shortly after the project study was concluded and the progress report was presented in Honduras Central America when SIDA assembled the team of mentors and participants of the Child Rights, Classroom and School Management.

The chapter was written in two parts. Part one dealt with the design of the project and part two did the implementation of the project.

#### **3.4.1 Design of the Project**

After the pilot project, it was found that schools had not involved pupils in school governance and that parents, teachers as well as pupils had no full knowledge of Children Rights and Responsibilities as applied to education provision.

There were then two project titles which were designed to try and answer the challenges found in the study. The projects were sensitization of stakeholders in the pilot schools and forming the class and school councils.

The formation of class and school councils as well as sensitization of stakeholders in the pilot schools were aimed at creating a conducive learning environment in the classrooms and schools as well as raising awareness among stakeholders in the pilot schools about CRC and responsibilities. In addition, it was also a form of imparting civic knowledge on pupils, teachers and parents who are stakeholders in the education system.

In order to carry out the activities, the sensitization and formation of councils, a programme was designed.

### **3.4.2 Intervention of Stakeholders**

#### **3.4.2.1 Target groups:** teachers, pupils and parents

#### **3.4.2.2 Objective**

To create awareness among the pupils, teachers and parents on the child's rights and responsibilities aiming at protecting the child as well as to develop the child's personality, talents, mental, and physical abilities to their fullest potentials.

#### **3.4.2.3 Facilitation methods used**

- (i) Presentation by the use of flip-charts, LCD projector power point, over-head projector and chalk board.
- (ii) Group discussions
- (ii) Case studies

#### **3.4.2.4 Main topics covered**

- (i) Child rights at home, in the classroom and at school.
- (ii) Responsibilities of the child at home, in the school and at school.
- (iii) Discipline for children at home, in the classroom and at school in the absence of corporal and other forms of humiliating punishments.
- (iv) Article from the United Nations Convention on the Rights of the Child.

#### **3.4.2.5 Work done so far**

- Sensitized 100 teachers and 200 pupils.
- Talked to a group of 20 teachers and Non Governmental Organization (NGO) personnel who are on a different programme on child rights, about our findings.
- Gave preliminary information on how to set up class and school councils to teachers in the pilot schools.

#### **3.4.2.6 Outcome of sensitization programmes**

- At the end of sensitization sessions, the participants we talked to i.e. pupils and teachers appreciated the information received.

The group of teachers on another project and (NGO) we talked to appreciated the discussion on child rights and the knowledge they got enhanced their understanding of the problem.

### **3.4.5 Formation of Class and School Councils**

Shortly after the sensitization, a guide was developed to use in forming class and school councils.

#### ***3.4.5.1 Class Council***

- (i) A class council will be made up of all members of the class
- (ii) Class members will be democratically elect their representative who shall be chairing during the class meetings.
- (iii) The class representative will not be a monitor or monitress of that class, but the monitor/monitress will still carry out their usual functions.
- (iv) The class council will be a facilitator, listener and guide during the class meetings.
- (v) The class council will meet once in a week.
- (vi) During the class council, pupils will freely bring out personal/general problems and complaints and suggestions/solutions to certain problems.
- (vii) Minutes will be read and taken at every class council meeting which will be presented to the school council.

#### ***3.4.5.2 School Council:***

- i). The school council will be made up of one representative democratically elected from each class in the school.
- ii). The school council will elect chairperson who will be chairing the meetings.
- iii). One teachers chosen by the school administration will be facilitator, a listener and a guide. This may be on rotational basis from class teachers.
- iv). The school council will meet once per week and will discuss matters that will come from class councils.
- v). Minutes will be written and submitted to the school manager for consideration every fortnight.

#### ***3.4.5.3 School Administration:***

- i) The School Council will present cases to School Administration who will Discuss with teachers.
- ii) Both class and school councils will always expect feed back from the school administration.

## **CHAPTER FOUR**

### **4.0 ASSESSMENT OF THE RESULTS OF THE PROJECT**

The evaluation or assessment of the results of the pilot project was done by the project team and the Mentor.

#### **4.1 Assessment by Participants**

After the participants introduced the interventions namely sensitization and formation of class and school councils, they monitored the activities. It was found that the teachers at pilot schools had got the concept of CRC. However; they had a lot of misgiving arising from not accepting the idea of granting children the freedom to do things the way they wanted and barring of corporal punishment.

Teachers especially at Libala High School did not see how successful it could be to discipline pupils without corporal punishment. Nevertheless, administrators of the schools were very happy because they were able to know what pupils wanted to be done in schools in order to improve their learning conditions. The other thing participants noticed was that the manner of conducting the class and school council meeting was not up to the standard needed. As a result of that there was need to explain further the better way of conducting the meetings. In addition it was important also to sensitize teachers on discipline without corporal punishment using a book entitled “Discipline without Corporal Punishment” developed at the University of Zambia

#### **4.2 Assessment By Mentor**

The Mentor Dr. Bereket Yebio visited Zambia in order to assess the project outcomes. He visited the three pilot schools and talked to school administrations, teachers and observed the class and school councils holding meetings. His sentiments were that he was very happy with what had been done so far. However he pointed out that more direct experience of alternative ways of working in the spirit of CRC were needed, especially for Libala High School teachers. The other thing he noted was that the meetings lacked control by pupils chairing the meetings and teachers who were responsible of the groups

controlled the meeting instead of pupils. The manner of holding the meetings also needed some guidance.

## **CHAPTER FIVE**

### **5.0 CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusions**

##### **Background information**

The chapter comprises two sections. Section one is about conclusions of the themes while section two is about recommendations. The conclusions would be based on the five questions which arose from the five objectives.

The guided questionnaires for pupils, teachers and guided interview schedules for parents and children living on the streets and those engaged in child labour. The conclusions and recommendations were based on the following questions:-

- (i) Did pupils, teachers and parents know about child rights and what the rights could contribute to children's success?
- (ii) Did Pupils, teachers and parents know about the responsibilities of children in relation to Cultural and moral aspects.
- (iii) Was there corporal (beating) punishment in the three pilot schools instituted by teachers or pupils. Did Parents support corporal punishment and know the effect by it on the education of the children?
- (iv) Did Pupils in the three pilot schools participate in school governance? If not what was it they did in order to participate fully?
- (v) Why were some children on the street and not in schools, some engaged in child labour and What the street kids would do given chance to do other things?

As could be seen from the questions above the objective of the study were to establish whether or not the rights and responsibilities of the children were known by the pupils, teachers and parents; if corporal punishment was being practiced in schools; and if pupils were involved in school governance and to what extent, why street kids were on the street and what could be done to improve the situation. The idea was to try and find interventions to problems that could be found.

##### ***5.1.1. Child Rights with regard to cultural and moral backgrounds.***

It was evident that the respondents knew about child rights CRC. Results revealed that right to education, right to express oneself, right to protection, right to health, right to association, security, food to mention but a few were brought out. The reason for bringing this aspect was to make sure that those in school and Parents observe them for the benefit of children in education. If rights were known, government, Teachers, Parents as well as Pupils would do things to respect the rights.

### ***5.1.2 Responsibilities with regard to cultural and moral backgrounds***

Rights alone could not suffice. We had evidence that if rights were taught in absence of recognition to responsibilities, with regard to cultural and moral background, children would not grow well. For instance as Africans, we believe that rights of an individual end at the point where the other persons rights begin. For example, a child has a right to food, but that person would only eat to a certain size and leave something for others.

#### ***The responsibilities***

- Children should observe discipline
- It was their duty to be morally upright
- It was their duty to do house chores e.g. cleaning plates, cooking, cleaning surrounding etc.
- They had responsibilities to go to school and learn
- At school they needed to do some manual work as a matter of training as long as work was according to their age.
- They had a duty to respect others and adults.
- They needed to read hard at school
- They should take part in programmes e.g. sports
- They had a duty to eat food given by their parents
- Their duty was to help parents as well.

### ***5.1.3 Corporal punishment in pilot schools and whether or not parents supported it.***

The study established that:

- (a) Corporal punishment was still instituted to a very small extent. The few cases being done were as a result of not all Teachers being aware of it. If they were, then it could be a few stubborn Teachers instituting it.
- (b) It was also revealed that manual work punishment topped the stage as 63 (72.4) out of 87 Pupils, 41 (62.12) out of 66 Teachers said so. Only Parents recorded a high response on the corporal punishment as 25 (43.85%) out of 57 said corporal punishment was being instituted on Pupils. As we said earlier, they did say that basing on hearing and had no facts to back that claim.
- (c) It was also surprising to note that parents supported corporal punishment to exist in schools as 18 (31.5%) said corporal punishment should exist.
- (d) Street kids also recorded 7 out of 21 as having been beaten by Teachers. The assertion on the result was that those children were in school and left school before 2004 September, when the abolition of corporal punishment was signed.

### ***5.1.4 Pupils participation in decision making in the three pilot schools***

The question was asked to establish the situation on the ground as to whether children exercised their right to participate in school Governance.

- (a) The Teachers result showed that 50 (75.8%) out of 66 (100%) of them said Pupils were given chance to participate in decision-making. When the Pupils results were examined, it was also indicated that 70 (80.5%) wanted to participate in decision making. The actual participation of Pupils was 59 (67.8%) of those who felt they participated in decision making.

- (b) The figures could seem to show a big number but when it was examined further, it was realized that participation was only at the Prefectorial and Monitor level. It could be seen from tables 13a and 13b that Teachers were the ones who showed other ways of participation other than at the Prefectorial and the Monitor levels which Pupils also mentioned. Here, we could draw the conclusion that the participation of Pupils in school governance was limited to only Prefects and Monitors. In Sweden, for example, children had class councils which met to discuss and their resolutions were taken to school council where each class was represented and that council took the resolution to the school administration. Pupils' voices were heard in that way and tension was reduced in Pupils (SIDA undated ).
- (c) It was established that most of the children from schools piloted, came from council compounds.

#### ***5.1.5 Children on the street not at their homes and in school***

- The idea of interviewing street children was to establish what exactly had happened to those children for them to be on the street. The study was to find out whether schools contributed to their being in the streets. The study revealed that :-
- (a) The majority children were on the street after their parents stopped supporting them to go to school. The results showed that at each grade from one to nine, there was at least a child leaving school.
  - (b) Surprisingly, the number of times they ate food did not matter because the result revealed that though at their homes they ate one meal per day, it was even worse on the street. A number of children who ate one meal a day rose from 7 (33.3%) to 9 (42.91%) while on the street. The number of those who ate three meals reduced from three (14.3%) while at home to two (9.5%) while on the street.
  - (c) Most of the street kids we interviewed had come from other towns such as Kabwe, Ndola and Kitwe and all of them from shanty compounds. A few of them mainly girls engaged in selling were from Lusaka's shanty compounds.
  - (d) Results showed that, although those children were on the streets, they had Parents either Mother or Father. Those who had no Parents were only five (19%).
  - (e) They stayed on the street sleeping in trenches and any where they could find a place. When asked how they braved the cold, they revealed that they were using drugs and inhaled Petrol to keep themselves warm in the cold.
  - (f) When they were asked as to why they did not go back to their homes, some said they would want to go but how to go back because they had no money.
  - (g) Their stopping school was blamed on the parents and guardians who failed to pay for them. This was centrally to the current situation obtaining in the country where pupils went to school from grades one to seven without paying. However, it seemed at a time they stopped schooling, free Education Policy for primary pupils had not been effected.
  - (h) The street children said if they were given chance to choose where to be, they should go back to school as table 18 reveals.

## **5.2 Recommendations**

- 5.2.1 It is recommended that the ministry of Education and Non Governmental Organisations Should step up sensitization on child rights to all stakeholders.
- 5.2.2 It is recommended further that as child rights are being taught to children, they should be taught alongside responsibilities in view of our cultural and moral backgrounds.
- 5.2.3 While corporal punishment had been abolished, it is important that the Ministry of Education put up a serious sensitization campaigns in all schools and sensitize all Teachers to stop beating Pupils and also to tell them to use the other forms of punishment such as manual work, detention after class, as alternative forms of punishment.
- 5.2.4 Apart from Pilot Schools other schools should establish class and school councils as a means of involving all Pupils to participate in school governance in addition to Prefectorial and Monitor ship Participation.
- 5.2.5 All parents and communities should be sensitized on the Child Rights and Responsibilities through PTA meetings, Churches and media.
- 5.2.6 To ensure that the Education for all (EFA) is achieved, Government should pass a Law to force parents and guardians to take to school all children since there was Free education policy. In addition, Government should employ attendance officers in schools to take charge of Attendance of children as a way of enforcing the law.
- 5.2.7 Government should continue to take street children to National Service – while at the service, programmes such as mind rehabilitation, Schooling and Vocational courses should be enhanced because the study revealed that street children long to be in school. In addition, the Ministries of Community Development and Social Services and Youth, Sports and Child development should track down those negligent Parents and punish them for neglecting their children.

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## APPENDIX 1

### TABLES FROM CHAPTER FOUR

**Table 5: Heard of Child Rights.**

Response	Pupils		Teachers		Parents		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Yes	82	94.3	64	97.0	50	87.7	196 (93.3%)
No	4	4.6	2	3.0	7	12.3	13 (6.19%)
N/R	1	1.1	0	0	0	0	1 (0.48%)
Total	87	100	66	100	57	100	210 (100%)

**Table 6. List Of Child Rights.**

Child Rights	Pupils			Teachers			Parents		
	Frequency	Percent	Rank	Frequency	Percent	Rank	Frequency	Percent	Rank
Right to education	32	37	1	15	22.7	1	18	31.6	1
Right to expression	4	4.6	5	10	15.2	2	2	3.5	6
Right to protection	9	10.34	3	8	12.1	3	4	7.0	4
Right to Health	4	4.6	5	8	12.1	3	3	5.26	5
Right to Shelter	9	10.34	3	8	12.1	3	9	15.8	2
Right to Privacy	0	0	0	5	7.6	4	1	1.8	7
Right to food	13	15	2	2	3.0	5	8	14.0	3
Right to association	0	0	0	2	3.0	5	2	3.5	6
Right to Property Ownership	0	0	0	2	3.0	5	0	0	0
Right to Life	4	4.6	5	2	3.0	5	8	14.0	3

Right to Nationality	0	0	0	2	3.0	5	0	0	0
Right to parentage	2	2.29	6	2	3.0	5	0	0	0
Right to choice	2	2.29	6	0	0	0	0	0	0
Right to Freedom/ Liberty	6	6.9	4	0	0	0	0	0	0
Right to Worship	2	2.29	6	0	0	0	0	0	0
Right to Security	0	0	0	0	0	0	1	1.8	7
Total	87	100	-	66	100	-	57	0	-

**Table 7 : Showing Corporal punishment.**

Response	Pupils		Teachers		Parents		Street Kid	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Yes	12	13.8	1	1.5	25	43.9	7	33.3
No	63	72.4	62	93.9	28	49.1	8	38.1
N/A	12	13.8	3	6.1	4	7.0	6	28.6
Total	87	100	66	100	57	100	21	100

**Table 8: Types of punishment.**

Types of punishment	Pupils		Teachers		Parents		Total
	Freq	Percent	Freq	Percent	Freq	Percent	
Manual work	63	72.4	41	62.12	0	0	104
Corporal	12	13.8	1	1.51	25	43.85	38
Humiliating (Verbal)	9	10.4	21	31.18	18	31.57	48
Denying food (Starving child)	0	0	0	0	5	8.77	5
Not applicable	3	3.4	3	4.54	9	15.79	15
Total	87	100	66	100	57	100	210

**Table 9: Has your child been beaten by a teacher or school authority.**

Response	Frequency	Percentage
Yes	9	15.8
No	48	84.2
Total	57	100

**Table 10a: Shows parents against corporal punishment.**

Response	Frequency	Percent
Yes	18	31.5
No	37	64.9
N/A	2	3.5
Total	57	100.0

**Table 10b: Reasons against corporal punishment**

Reasons	Frequency	Ranking
It gives fear to children; it is against CR	22	1
Children need advice, counselling, correction	4	2
A child can't grow well	1	3
No response	10	-
Total	37	6

**Table 11: Shows teachers involving pupils in decision making.**

Response	Frequency	Percent
Yes	50	75.8
No	14	21.2
No response	2	3.0
Total	66	100

**Table 12 (a): Pupils liking to take part in decision-making .**

Response	Frequency	Percent
Yes	70	80.5
No	16	18.4
No response	1	1.1
Total	87	100

**Table 12(b) Are Pupils given chance to participate in decision making?**

Response	Frequency	Percentage
Yes	59	67.8
No	25	28.7
No. Response	3	3.4
Total	87	100

**Table 13a: Teachers given ways of Participating in school governance (decision making).**

Ways of participation	Frequency	Percentage
Prefects and monitorship	22	33.3
Discussing with administration on problems affecting pupils	15	22.7
Through clubs	7	10.6
Involvement in school planning committee	5	7.6
Not applicable	14	21.2
No response	3	4.5
Total	66	100

**Table 13 (b): Pupils given ways of participating in school governance (decision making).**

Ways of participation	Frequency	Percentage
Through prefect and monitor	20	23
Passing decision to benefit others	15	17.2
Sharing ideas with others	11	12.6
Talking about HIV/AIDS	1	1.1
No response	24	17.6
Not applicable	16	18.6
Total	87	100

**Table 14b: Parents of street kids**

Parent/Guardian	Male		Female		Total
	Frequency	Percentage	Frequency	Percentage	
Mother only	7	33.3	3	14.3	10(47.62%)
Father only	2	9.52	0	0	2(9.52%)
Both parents	1	4.8	1	4.8	2(9.52%)
No parents (only guardians)	5	19	2	9.3	7(33.4%)
Total	15	71.4	6	28.6	21(100%)

**Table 15(a): Place of aboard of street kids.**

Place of aboard	Male		Female		Total
	Frequency	Percent	Frequency	Percent	
Street	14	66.7	1	4.8	15(71.5%)
Shanty compound	1	4.8	5	23.8	6(28.6%)
Total	15	71.4	6	28.6	21(100%)

**Table 15 (b) Place of aboard by street kids before coming to stay on the street.**

Town / Shanty	Male		Female		Total
	Frequency	Percentage	Frequency	Percentage	
Kabwe	9	43.2	0	0	9(43.2%)
Kitwe	2	9.52	0	0	2(9.52%)
Ndola	1	4.8	0	0	1(4.8%)
Lusaka	3	14.4	6	28.6	9(43.2%)
Total	15	71.5	6	28.6	21(100%)

**Table 16a: Showing number of times of meals**

Number of meals	Before		Now		Total
	Male	Female	Male	Female	
One	7(33.3%)	3(14.3%)	9(42.9%)	1(4.8%)	10(47.6%)
Two	5(23.8%)	2(9.5%)	4(19.1%)	3(14.3%)	7(28.6%)
Three	3(14.3%)	1(4.8%)	2(9.5%)	2(9.5%)	4(9.5%)
Total	15(71.4%)	6(28.6%)	15(71.4%)	6(28.6%)	21(100%)

**Table 17: Beaten by teachers and fellow pupils**

Response	Male	Female	Total
Yes	2	1 (4.8%)	3(14.3%)
No	13	3(13%)	16(76.2%)
N / A	0	2(9.5%)	2(9.5%)
Total	15(71.4%)	6(28.6%)	21(100%)

**Table 18: Reasons for the choice to go to school given chance**

Reason	Male	Female	Total
I want to learn	11(52.4%)	2(9.5%)	13(61.9%)
I want to work	1(4.8%)	0	1(4.8%)
N / A	2(9.5%)	1(4.8%)	3(13.3%)
No response	1(4.8%)	3(14.3%)	4(19.0%)
Total	15(71.4%)	6(28.6%)	21(100%)

Appendix 2

CHILD RIGHTS CLASSROOM AND SCHOOL MANAGEMENT  
LUSAKA ZAMBIA

GUIDED INTERVIEW FOR STREET KIDS AND CHILDREN  
ENGAGED IN CHILD LABOUR

1. What is your sex? (a) Male (b) Female
  2. How old are you?  
(a) 0-6 hrs (b) 7-10 yrs (c) above 10 yrs
  3. Do you have parents? (a) Yes (B) No
  4. Where do you stay now?  
(ii) If kid says on the street, where was he/she staying before?
- 

5. How many meals did you eat before you came to the Street or began this work?  
(a) one (b) two (c) three  
(ii) How many meals do you eat now?  
(a) one (b) two (c) three
6. Did you ever enter school as a pupil?  
(a)  Yes  
(b) No
7. When did you start school?  
(a) 1990-1999 (b) 2000-2001 (c) 2002

If answer is No in Question 3 why?

(a) No money

(b) No place for me

(c) No place to take me

(d) Did not want

(e) No reason

8. In which grade did you stop schooling?

(a) 1 (b) 2 (c) 3,4,5,6,7

9. Did the teachers beat you? (a) Yes (b) No

(ii) Did the other pupils beat you?

(a) Yes (b) No

10. Why are you doing this work (breaking stones, selling on the street).

(i) I am told to do so by my parent(s)

(ii) My guardian told me to do it

(iii) I am doing it for my own living because I have no

(iv) parents

11. If someone told you to go to school or national service which one would you prefer?

(a) School (b) National Service

(II) Give reasons for

answer \_\_\_\_\_

### Appendix 3

#### CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT

#### LUSAKA ZAMBIA

#### QUESTIONNAIRE FOR PUPILS IN PILOT SCHOOLS

Name of School: \_\_\_\_\_

#### INSTRUCTIONS

1. Please do not write your name
  2. Encircle the letter of the answer of your choice
1. What is your sex?  
 Male  
 Female
  2. How old are you?  
(a) 7-8 yrs      (b) 9-10 yrs      (c) 11-13yrs  
(d) 14+ yrs
  3. Where do you stay?  
(a) shanty compound      (b) council compound
  4. How many meals do you take per day?
  5. Who sponsors you to school?  
(a) father      (b) mother      (c) mother and father  
(d) guardian      (e) bursary
  6. What punishment do you receive from teachers at

school?

- (a) Canes      (b) Manual      (c) Verbal  
d) Ignore      e) None

7. Do big boys and girls bully you?

- (a) Yes       (b) No

8. Do you take part in decision making on matters

affecting your school?

- (a) Yes       (b) No

9. Have you ever heard of Child Rights?

- (a) Yes      (b) No

(ii) if the answer is yes mention three of them

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

10. Are you given chance to participate in decision making?

- (a) Yes      (b) No

11. Would like to take part in decision making?

- (a) Yes      (b) No

12. If answer is yes, which way?.....

Thanks End of Questionnaire

## Appendix 4

### CHILD RIGHTS CLASSROOM AND SCHOOL MANAGEMENT

#### LUSAKA ZAMBIA

#### QUESTIONNAIRE FOR TEACHERS IN PILOT SCHOOLS

Name of School: \_\_\_\_\_

#### INSTRUCTIONS

- i Please do not write your name
  - ii Circle the letter of the answer of your choice
1. What is your sex? (a) Male (b) Female
  2. Have you ever heard of Child Rights?  
(a) Yes (b) No
  3. If your answer is yes, mention the ones you know.  
a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_
  4. What type of punishment do you institute on offending pupils?  
a) Corporal punishment  
b) Manual punishment  
c) Verbal punishment

d) Ignore

5. Do you allow pupils to take part in decision making in your school?

(a) Yes (b) No

6.i) If yes, how do you allow them?

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6 ii) If No why don't you allow them?

---

Thanks  
End of Questionnaire

**Appendix 5**

**CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT**

**LUSAKA DISTRICT PILOT**

**GUIDED INTERVIEW FOR PARENTS WITH CHILDREN IN  
LUSAKA**

Dear Parent /guardian,

The information you will provide is only for research purpose and will be of help to development of child development and education in Zambia.

1. Do you have a child/ children?  
(a) Yes..... (b) No.....
2. If your answer in question one is Yes,  
Do you have a child / children aged between six and sixteen?  
(a) Yes..... (b) No .....
3. If your answer in question two is Yes, do you have any child / children in school ?  
(a) Yes..... (b) No.....
4. i)Have you ever heard about child rights?  
(a) Yes..... (b) No.....  
ii) If answer is Yes, mention any of the child rights you know.  
....., ..... .....
5. i)Have you ever heard about the child responsibility ?  
(a) Yes..... (b) NO.....  
ii) If answer is Yes, mention any of the child responsibilities you know.....,  
b).....  
c).....  
d).....  
e).....
6. Do you encourage corporal or humiliating forms of punishment for children at home and at school ?

(a) Yes..... (b) NO...  
Give reasons for your answer ....., ....., ...

7 Which kinds of punishment do you give to your child / children?  
Tick the ones applicable:  
a) Corporal punishment, (b) humiliating punishment (c) denying food/ starving the child, (d) all kinds above (e) none at all.

6. Is corporal punish is practiced on children in schools?  
(a) Yes..... (b) NO.....

8. Has there been a time when your child/ children been severely buttered by the school teacher/ authorities?  
(a) Yes..... (b) NO.....  
If yes, what was your response?

7. Have you had any child/ children who stopped school because of any form of punishment by the teachers / authorities or because of bullying by other children at school?  
(a) Yes..... (b) NO.....

8. If your child / children are not in school who are aged between six and sixteen, what could be the causes?  
(a) No need for education (b) Can not afford. (c) child/ children stopped school with no proper reasons, (d) No school place near by, (e) failed to go to the next grade after an examination (f) provides labour.

9. i)Should Corporal punishment be maintained in homes and at school?  
(a) Yes..... (b) NO.....

ii) If answer in i) above is Yes give reason...

iii) If answer is No in i) above give reasons

End of Questionnaire