



## **Report on the Evaluation of the Child Rights Clubs Project in Zambia**

By

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## List of Acronyms

CEDAW

UN Convention on the Elimination of All Forms of  
Discrimination against Women

CP

Cooperating Partner

CRC

Child Rights Club

FGD

Focus Group Discussion

MoE

Ministry of Education

NGO

Non-Governmental Organisation

OVC

Orphans and Vulnerable Children

SCS

Save the Children Sweden

UNCRC

United Nations Committee on the Rights of the Child

UNICEF

United Nations Children's Fund

## **EXECUTIVE SUMMARY**

### **1.0 INTRODUCTION**

#### **1.1 Purpose, Objectives and Scope of the Evaluation**

In December, 2002, a baseline study on the formation of child rights clubs (CRCs) was commissioned by the Zambia Civic Education Association in order to ascertain the feasibility and sustainability of forming CRCs in schools. The major objectives of the study was to collect baseline information on child rights issues from Central, Copperbelt and Lusaka provinces of Zambia and assess the feasibility and sustainability of the project entitled “Child Rights Clubs Formation and Dissemination of the Convention on the Rights of the Child (CRC) and the State Party Report (SPR)”.

Since the inception of the Project in 2003 to date, 300 child rights clubs have been established in 300 primary, basic, high and community schools in six of Zambia’s nine provinces. The Project covers 138 community schools, and 128 high schools and basic schools. These comprise 237 schools - 207 co-education schools, 17 boys only schools and 13 girls only schools. An estimated 10, 970 children are participating in the CRCs, comprising 6,240 boys and 4,730 girls.

However, there has been no external evaluation of the CRC Project to assess the effects of CRCs on children’s knowledge and awareness of their rights. It is also not known how much children know about other issues of concern. It is in this context that this evaluation was conducted.

According to the Terms of Reference (TOR), the objective of the evaluation was to assess to what extent the objectives of the Child Rights Club Project have been met, and to specifically address the following questions:

- Effectiveness
- Efficiency
- Impact
- Sustainability

Specific tasks of the evaluation included the following:

- Assess the extent to which the original objectives of the project have been met. These were:
  - Create awareness amongst children on their rights and responsibilities with a view to getting them to be party of the implementation process of the UNCRC
  - Formation of 300 child rights clubs in schools by 2006
  - Production of learning materials
  - Production of t-shirts, caps and badges
  - Conducting an orientation workshop for ZCEA staff, and
  - Conducting training workshops for facilitators.
- Assess the impact of the Child Rights Clubs on the school environment
- Determine the level of involvement of the Ministry of Education at different levels: the school, district, province and headquarters
- Compare the difference in performance between the clubs established at the inception of the project and the more recently established clubs
- Assess the quality of activities of the clubs: at Community Schools, Basic Schools and High Schools

- Determine the benefits of having child rights clubs in schools, especially with regards to gender inequality issues, and
- Provide recommendations on the future implementation of the project.

This study was conducted between 18<sup>th</sup> July, 2005, and 21<sup>st</sup> August, 2005. The timing of the evaluation is significant for a number of reasons. First, it is now over two years since the first CRCs were formed. This has allowed for sufficient time to assess the progress so far made. It was hoped that an evaluation would throw light on the extent to which the original objectives of the project have been achieved, and what was needed to strengthen the child rights clubs in schools.

Secondly, UNICEF and Save the Children Sweden need to make strategic decisions with regard to their support for the CRCs and this evaluation will play an important role in informing these decisions.

#### ▪ **The Evaluation Process**

The study was conducted with the full participation of ZCEA, the Ministry of Education, the club facilitators, and children themselves. During the course of the evaluation, the Consultant also kept the UNICEF Project Officer informed on the progress of the evaluation. Before embarking on the study, the Consultant developed some research instruments which were discussed with the ZCEA Manager of the Child Rights Project and the UNICEF Project Officer. In preparing this report, the Consultant has followed the UNICEF Evaluation Report Guidelines.

#### ▪ **The Evaluation Approach**

The evaluation mainly used a qualitative approach. This was intended to allow the respondents, especially the pupils, to describe their child rights knowledge, attitudes, perceptions, and experiences from their own perspective and to allow for unexpected views to emerge. However, a serious attempt was made to capture basic statistics on the frequency distributions of various aspects of the sample. This would allow us to not only investigate in detail the context and dynamics that influenced the manner in which children in various schools learnt about their rights and responsibilities, but also to generate some basic statistics and frequency tables.

The evaluation involved the following:

#### I. **Main Reference Documents**

This involved reading of all available and relevant documents relating to the planning and implementation of the child rights club project. ZCEA provided most of the documents.

#### II. **Evaluation Criteria**

- *Relevance*
- *Efficiency*
- *Effectiveness*
- *Impact, and*
- *Sustainability*

#### III. **Performance Ratings**

The above five criteria were rated on the basis of the following:

- *Highly satisfactory*
- *Satisfactory*
- *Less than satisfactory, and*
- *Highly unsatisfactory.*

#### IV. **Evaluation Techniques and Research Methods**

- **Data Collection Methods**

Primary data was the main source of data for the evaluation. The data collection techniques employed a combination of the following:

- **Focus Group Discussions**

Focus group discussions (FGDs) were the main source of information on evaluating respondents' awareness of the Convention on the Rights of a Child (CRC) and contents of its message, general awareness of the rights of a child irrespective of the awareness of the CRC and its message and, finally, respondents' awareness of the responsibilities of children.

- **In-depth interviews**

In-depth interviews were the major source of information for evaluating individual respondents' awareness of the Convention on the Rights of the Child (CRC) and contents of its message, general awareness of the rights of a child irrespective of the awareness of the CRC and its message and, finally, respondents' awareness of the responsibilities of children.

- **Key informant interviews**

This was an important method of collecting data from adult respondents.

- **Sampling**

Given the nature of the data required for the evaluation, the use of several target groups was found necessary. The sample for the evaluation comprised the following:

- Relevant ZCEA staff
- Key Ministry of Education Officials
- Pupils (both club and non-club members).
- Head Teachers
- Club facilitators
- UNICEF Programme Officer, and
- Save the Children Sweden Programme Officer.

A total of 661 respondents were selected for the evaluation study. Of these, 621 were pupils, while the rest were non-pupils. In total, 40 focus group discussions were conducted involving about 349 pupils, while 272 in-depth interviews were conducted with the CRC and non-CRC members in the selected schools.

- **Research Sites**

The Head Teachers, club facilitators and pupils were selected from three types of schools: community schools, basic schools and high schools. In total, 34 schools were selected for the evaluation.

- **Community Schools**

The 11 community schools selected for this evaluation were: JackCecup, Mary Aiken Head, City of Hope, Salem, St. Francis, Luangwa, Twampane, Hauma, Linda West, Jerusalem, and Mchini (see Annex I).

- **Basic Schools**

Only two basic schools were selected for this evaluation: Twatemwa and Gwembe (Annex I).

- **High Schools**

The twenty one high schools selected for this evaluation were: Kabulonga Girls, Kabulonga Boys, Arakan, Matero Boys, Matero Girls, Kafue, Naboye, Mukuba Boys, Helen Kaunda Girls, Kansenshi, Luanshya Girls, Njase Girls, Linda, Chizongwe Boys, Anoya Zulu Boys, Chassa Boys, Mbala, Mpika, Kasama Girls, Kasama Boys, and Malole (Annex I).

Geographically, the schools were selected from five provinces: Lusaka, Copperbelt, Southern, Eastern and Northern (Annex I). The selection of these schools was done to reflect the following:

- Location (urban, peri-urban and rural setting)
- Community, basic and high schools, and
- Single sex and co-education.

An effort was also made to estimate the proportion of pupils within each school that CRC membership represented.

## 1.2 Data Analysis

The analysis of data obtained from the target groups through qualitative techniques started during data collection, as the information was categorized and consolidated in succeeding data collection activities.

The qualitative data was analyzed mainly using the following techniques:

### ▪ Content Analysis/Thematic Analysis

This involved identifying and isolating the major themes, meanings, common explanations, patterns, trends and understandings in the respondents' responses.

### ▪ Textual Analysis

This was used to extract information from documents.

### ▪ Statistical Analysis

The data collected through the structured individual interviews was coded and entered on a personal computer with the help of Excel.

## 1.3 Limitations of the Evaluation

Part of this evaluation study was undertaken when schools were on holiday. This made it difficult to meet some of the respondents, especially pupils, in some schools in Northern and Eastern provinces. Although in the end we managed to interview many more pupils than we had anticipated in these provinces, we were unable to interview club members at Jerusalem Community School in Chipata, St. Francis Community School in Kitwe and Mbala High School. At these schools, we only managed to interview pupils who were not club members. Due to lack of adequate time, we were also not able to interview local community members in most of the places visited to get their views on the rights of the child.

## 2.0 EVALUATION OF THE CHILD RIGHTS CLUBS

### 2.1 Key Findings

#### • Management of the Clubs

In every school visited, there was a facilitator (usually a civics teacher) whose role was to facilitate the activities of the clubs. At a higher level were Provincial Coordinators who were selected by ZCEA personnel from among the club facilitators. However, the manner in which club facilitators and coordinators are chosen by ZCEA raises some questions. There are also some questions regarding the extent to which some facilitators in at least half (17) of the schools visited can discharge their duties effectively due to lack of orientation workshops.

#### • Awareness of the Rights and Responsibilities of the Child

On a general level, it can be concluded that the Child Rights Club Project has had a positive impact on the awareness and knowledge of the rights of the child in the schools where the

clubs operate (pp. 12-26). The evaluation shows that the level of awareness and knowledge of the Convention on the Rights of the Child (UNCRC) are higher among CRC members (95 percent and 61 percent, respectively) than non-CRC members (44 percent and 31 percent, respectively). Similarly, the level of awareness and knowledge of the rights of the child are higher among CRC members (97 percent and 68 percent, respectively) than non-CRC members (64 percent and 46 percent, respectively). However, in schools where the CRCs are highly active, the levels of awareness and knowledge of the UNCRC were higher than among those where CRC activity was low. But the children seemed to know more about the rights of the child than their responsibilities. This complaint came out in discussions with Head Teachers, ordinary teachers and members of the local community.

- **Club Activities**

There was a high level of participation of children in CRC activities. In nearly all cases, the facilitator and the club executive consulted the general membership on matters affecting the operations of the club. At meetings, the children discussed the issues and put forward their suggestions to the club facilitator and executive. However, in some schools, especially community schools, there was heavy involvement of facilitators in club activities to the extent that sometimes they were seen to make decisions on behalf of the CRC members. The children used the knowledge gained to participate in community activities, including child-to-child and child-to-parent counselling.

- **Constraints**

The CRC Coordinators and facilitators generally saw the following as the key challenges facing the clubs:

- i. Lack of adequate learning materials
- ii. Lack of adequate financial resources
- iii. Lack of transport
- iv. Lack of motivation for club facilitators
- v. Lack of orientation training for facilitators, and
- vi. High turn-over of facilitators.

- **ZCEA's Management of the Clubs**

Since the inception of the CRC Project, ZCEA has facilitated the formation of 300 clubs in community schools and formal schools. This means that ZCEA has attained the objective of establishing 300 CRCs by 2006. But, as this evaluation suggests, the performance of these clubs is uneven.

Despite growing interest in the Child Rights Clubs from schools across the country, it is unlikely that ZCEA will facilitate the formation of new clubs in the schools. This is due to a number of difficulties that ZCEA is facing. The main difficulties relate to:

- Lack of adequate staff to handle CRC issues. There is presently only one person at ZCEA dealing with over 240 CRCs in schools
- Lack of ability to conduct orientation workshops for facilitators
- Inability to replace materials in schools, and
- Lack of ability to supply clubs with adequate materials.

The clubs have increased in number, monitoring and evaluation (M&E) and other duties have become a challenge. In the case of training, it was a one way off event. This means that there were no follow-up orientation workshops for new facilitators.

- **Funding for the Clubs**

The CRC Project is presently supported by UNICEF and Save the Children Sweden. Although the funding appears adequate for the formation of clubs, the ZCEA officials interviewed for this evaluation study expressed some concern over the re-imburement mode used by UNICEF.

## 2.2 Outcomes of the CRC Project

- **Relevance**

The CRC Project is highly recommended by both children and teachers in a growing number of schools. The pupils are grateful that they have become aware and knowledgeable about the rights and the responsibilities of the child, while Head teachers are grateful that the clubs are promoting a culture of discipline and responsibility in schools. Although the teachers in some schools were initially suspicious of the Project, they have come to appreciate the benefits of promoting the rights and the responsibilities of the child. It is, therefore, not surprising that the membership of these clubs is growing in more than half of the schools visited.

Significantly, it is important to note that the CRC Project is in line with the Zambian Government objective of promoting the protection of the rights of children. The CRC Project is also in line with various international instruments on the protection of the rights of the child such as CEDAW. Additionally, the CRC Project is in line with the key objectives of the 2000 Common Country Assessment (CCA) agreed by UN agencies operating in Zambia and the World Bank.

- **Effectiveness**

From the evidence gathered by this evaluation, it is apparent that balancing quantity (number of clubs, children, schools, and so on) with quality (learning, awareness raising, and so on) has not been easy for ZCEA and the CRCs. This is largely due to the overwhelming response to join the club among pupils. The result is a gap between available materials and the growing number of children belonging to the clubs. The nature and intensity of this gap varies from club to club. Despite the limited material available, many pupils were able to learn about the rights and responsibilities of a child.

- **Efficiency**

The cost of running a club is not excessive. Whatever amount is involved, it is obvious that the unit cost of running an CRC is low. In at least 11 clubs, the facilitators indicated that running the club properly would cost a minimum of K1.6 million per year. This is based on the average budget figures presented by these clubs.

- **Impact**

The CRC Project has had a significant impact on the promotion of the rights of a child in the schools where the clubs operate. This is reflected in the following:

### 1. Awareness of the Rights of a Child among Pupils

The evaluation shows the awareness and knowledge of the Convention on the Rights of the Child (CRC) and awareness and knowledge of the responsibilities of children are higher among CRC members than non-CRC members. However, in schools where the CRCs are highly active, the levels of awareness and knowledge were higher than those where CRC activity was low.

### 2. Participation of Pupils in Club Activities

The evaluation shows that there was a high level of participation of children in CRC activities. CRC members were involved in all club activities. In nearly all cases, the facilitator and the club executive consulted the general membership on most matters affecting

the operations of the club. At meetings, the children brainstormed the issues and put forward their suggestions to the club facilitator and executive.

### **3. Impact of the CRCs on the School Environment**

The evaluation shows that the activities of the CRCs are beginning to have a significant positive impact on the school environment. This is especially evident in the improving relationship between teachers and pupils in schools where the CRCs are active. There has also been a significant improvement in gender relations among both pupils and teachers in these schools. However, the administration in some schools sees the CRCs as a threat or problem makers.

The impact of the promotion of the CRC project in the schools is appropriate and should be encouraged. This is evident in the outcry among many respondents for more widespread dissemination of information on the rights of a child among pupils. While there has been some mainstreaming of general human rights education in the school system in Zambia, the specific focus on the promotion of the rights of a child in the schools as an extra curricula activity has interested many pupils.

#### **• Sustainability**

The sustainability of the CRCs in schools takes several forms: institutional, social, financial and ownership. The evidence from this evaluation suggests that in part the continued existence of the CRCs in the schools is related to the support that they receive from the school administration. Where the clubs have received support, as the case of Hauma Community School in Gwembe suggests, they have thrived with potential benefits to wider society. The Children's Council at Hauma has given the children an opportunity to use their reasoning, insight and expertise to the construction of their own values, meanings, and strategies. However, there are some questions regarding the extent to which CRCs in schools can be transformed into Children's Councils in the short-term.

It is, however, important to note that the social sustainability of the clubs within local communities is very important. In the Zambian context, social construction of childhood is based on what may be called 'socio-centric' societies. This is contrary to the 'person' or 'ego-centric' societies in North America and Northern Europe upon which the UNCRC is apparently based. The UNCRC is currently being promoted as a global standard, when in practice it is a normative framework developed within a specific context in accordance with a particular set of ideas. The emphasis on individuality and individual rights in the UNCRC may hold little relevance to more 'socio-centric' societies, such as Zambia. The challenge, therefore, is to make the campaign to promote the rights of children acceptable to local communities. This will require localization of the UNCRC to recognize local perceptions of varying responsibilities of children. Any campaign that seeks to promote the empowerment of children through the trumpeting of rights risks irrelevance at best and beneficiary defiance at worst.

In terms of financial sustainability, it is evident that at present the clubs cannot sustain their own operations. Most clubs are not engaged in any income generating activities (IGAs) for a variety of reasons. Even among the few that are engaged in IGAs, the returns are marginal that they cannot sustain the operations of the clubs. The effort should, however, be seen as a positive one. In some schools, facilitators are forced to use their own money to finance the activities of the clubs. However, where the clubs have received strong support from the school administration, they have thrived as the case of Njase Girls High School in Choma suggests.

This appears to suggest that institutionalization of the CRCs within the structures of the MoE, and therefore their ownership by schools, offers better long-term prospects for the sustainability of the clubs. We believe that improved understanding of the rights and

responsibilities of the child among Head Teachers and school staff will be crucial in the institutionalization of the CRCs within MoE structures.

### 2.3 Challenges

Despite their huge impact, the CRCs still face a number of challenges. Paramount among these is the need for support materials and the sustainability of the clubs, including their institutionalization within the Ministry of Education structures. In most of the schools visited by the Consultant, there was an outcry for more t-shirts and reading materials. In several schools, it was not uncommon to find 20 pupils sharing one Green booklet on the rights of a child. The success of the club in raising awareness on children's rights has generated enormous interest in the activities of the club among pupils. Thus, demand for materials will continue to grow as more and more pupils seek to join the club. Which raises the question: What kind of membership do we want for the Child Rights Club? Mass or restricted membership?

In terms of financial sustainability, it is evident that at present the clubs cannot sustain their own operations. Most clubs are not engaged in any income generating activities for a variety of reasons. Even among the few that are engaged in IGAs, the returns are marginal that they cannot sustain the operations of the clubs. The effort should, however, be seen as a positive one. In some schools, facilitators are forced to use their own money to finance the activities of the clubs. However, where the clubs have received strong support from the school administration, they have thrived as the case of Njase Girls High School in Choma suggests.

This appears to suggest that institutionalization of the CRCs within the structures of the MoE offers better long-term prospects for the sustainability of the clubs. We believe that improved understanding of the rights and responsibilities of the child among Head Teachers and school staff will be crucial in the institutionalization of the CRCs within MoE structures. However, within the schools themselves, the Child Rights Clubs need strengthening.

### 2.4 Recommendations

Based on the above findings, we make the following general recommendations:

#### **Management of the Child Right Clubs**

1. Orientation workshops for facilitators should not be a one-off event
2. There is need to train several teachers in the rights and responsibilities of the child from each school where a CRC is formed or is to be formed
3. There is need to change the mode of selecting coordinators for CRCs as these should be elected by facilitators in each district
4. There is need to change the mode of selecting facilitators for CRCs as these should competitively selected from the pool of trained teachers
5. There is need for standard rules for facilitators on the depth of their involvement in facilitating club activities for community, basic and high schools
6. There is need for rules governing the use and ownership of the teaching manuals and other materials belonging to CRCs
7. Club executives need training in leadership skills
8. Need to create stability and strengthen institutional memory in the CRCs by encouraging pupils in lower grades to hold executive positions, and
9. There is need for a Code of Conduct for CRCs designed with the active participation of children.

#### **Awareness of the Rights and Responsibilities of the Child**

10. There is need to put equal emphasis on the teaching of rights and responsibilities of the child to both CRC and non-CRC members
11. There is need to improve the understanding of what a 'right' and 'responsibility' to children
12. There is need to improve the understanding of the contents of the rights and responsibilities of the child among children

13. There is need for information on how children can assess the services offered by the Victims Support Unit, and
14. There is need to strengthen community structures to effectively address problems of child abuse at community level.

#### **Support Materials, Learning and Club Activities**

15. There is need for more t-shirts and badges for CRCs as these are an important source of identity and pride in schools
16. There is need to support CRCs with adequate learning materials
17. The learning materials for younger children in community schools should be further simplified
18. There is need for ZCEA to supplement the Green Booklets on the rights of the child with other types of reading materials that focus more on empowering the children with life skills
19. Although facilitators have training manuals, there is need for more systematic and standardized delivery of the training material
20. There is need to find ways of making rural based schools benefit from the ZCEA budget line for club activities
21. There is need to increase the role of CRCs in community outreach work
22. Children need communication and peer – to - peer counseling skills (and general counseling skills) to enhance their confidence and participation in school and community activities
23. Children need advocacy and lobbying skills, and
24. ZCEA should assist CRCs to solicit for support from sources other than ZCEA.

#### **Networking with other CRCs and Non-CRCs**

25. ZCEA should improve communication with CRCs in rural schools
26. The CRCs should seriously exploit opportunities for networking both within and without the school, and
27. There is need for a strong coordinating structure for CRCs within districts.

#### **Record Keeping**

28. There is need to train club facilitators and club executives in fund raising and resource mobilization, and
29. There is need to train facilitators and children in budgeting and financial management.

#### **Support from the School Administration**

30. There is need to develop clear guidelines for club operations in relation to the school administration
31. Clubs should work closely with school administrations when carrying out their activities
32. ZCEA should learn from how other organizations such as the Zambia Red Cross Society and the Anti-Corruption Commission support clubs in schools.

#### **CRC-Fundraising Activities**

33. ZCEA should help CRCs to become pro-active in soliciting for support from other organizations, and
34. Care should be taken to ensure that IGAs undertaken by CRCs do not interfere with other school activities.

#### **The School Environment**

35. There is need to encourage positive interactions between the school administration and CRCs, and
36. ZCEA should organise Child Rights Sensitisation Workshops for teachers in schools where CRCs operate.

#### **Involvement of the Ministry of Education**

37. ZCEA should take full advantage of the good will in the MoE to promote the institutionalization of CRCs within schools, and
38. ZCEA should actively involve the MoE in the introduction of CRCs in schools.

**ZCEA Management of the CRC Project**

39. There is need for the ZCEA Project Manager to keep rapport with CRC facilitators
40. There is need for UNICEF, SCS and ZCEA to clearly define the roles for the ZCEA Project Manager and the facilitators
41. There is need to establish clear communication channels for CRC members in schools
42. There is need for equal access to the ZCEA budget line for club activities in rural and urban areas
43. The training for facilitators should be a continuous process
44. More teachers from a single school should be trained in the facilitation of CRCs in order to create a pool of potential facilitators, and
45. There is need for UNICEF to reconsider its re-imburement mode of funding the Child Rights Project activities given the problems that the implementing agency – ZCEA – are facing in raising up front funds.

# 1. Introduction

## 1.1 Purpose, Objectives and Scope of the Evaluation

In December, 2002, a baseline study on the formation of child rights clubs (CRCs) was commissioned by the Zambia Civic Education Association in order to ascertain the feasibility and sustainability of forming CRCs in schools. The major objectives of the study was to collect baseline information on child rights issues from Central, Copperbelt and Lusaka provinces of Zambia and assess the feasibility and sustainability of the project entitled “Child Rights Clubs Formation and Dissemination of the Convention on the Rights of the Child (CRC) and the State Party Report (SPR)”.

Among others, the study sought to:

- Assess the levels of awareness of child rights issues among pupils in schools, more especially those stipulated in the CRC,
- Analyse the knowledge, attitudes, perceptions and experiences of people on child rights issues,
- Examine how policies and practices of the judicial and law enforcement systems, school systems, socialization and culture support or hinder the protection of child rights’
- Assess the technical feasibility and sustainability of child rights as an extra curricular activity in the structures of the Ministry of Education (MoE) and community schools supported by various stakeholders, and
- Analyse the management and organisation of the project and models and experiences from other projects/countries.

The study concluded that the formation of child rights clubs in schools was important and necessary due to the limited knowledge and awareness on child rights in schools and the widespread violation children’s rights. This led to the initiation of the Child Rights Club Project in schools across the country.

Since the inception of the Project in 2003 to date, 300 child rights clubs have been established in 300 primary, basic, high and community schools in six of Zambia’s nine provinces. The Project covers 138 community schools, and 128 high schools and basic schools. These comprise 237 schools - 207 co-education schools, 17 boys only schools and 13 girls only schools. An estimated 10, 970 children are participating in the CRCs, comprising 6,240 boys and 4,730 girls.

However, there has been no external evaluation of the CRC Project to assess the effects of CRCs on children’s knowledge and awareness of their rights. It is also not known how much children know about other issues of concern. It is in this context that this evaluation was conducted.

According to the Terms of Reference (TOR), the objective of the evaluation was to assess to what extent the objectives of the Child Rights Club Project have been met, and to specifically address the following questions:

- Effectiveness

- Efficiency
- Impact
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Specific tasks of the evaluation included the following:

- Assess the extent to which the original objectives of the project have been met. These were:
  - Create awareness amongst children on their rights and responsibilities with a view to getting them to be party of the implementation process of the UNCRC
  - Formation of 300 child rights clubs in schools by 2006
  - Production of learning materials
  - Production of t-shirts, caps and badges
  - Conducting an orientation workshop for ZCEA staff, and
  - Conducting training workshops for facilitators.
- Assess the impact of the Child Rights Clubs on the school environment
- Determine the level of involvement of the Ministry of Education at different levels: the school, district, province and headquarters
- Compare the difference in performance between the clubs established at the inception of the project and the more recently established clubs
- Assess the quality of activities of the clubs: at Community Schools, Basic Schools and High Schools
- Determine the benefits of having child rights clubs in schools, especially with regards to gender inequality issues, and
- Provide recommendations on the future implementation of the project.

This study was conducted between 18<sup>th</sup> July, 2005, and 21<sup>st</sup> August, 2005. The timing of the evaluation is significant for a number of reasons. First, it is now over two years since the first CRCs were formed. This has allowed for sufficient time to assess the progress so far made. It was hoped that an evaluation would throw light on the extent to which the original objectives of the project have been achieved, and what was needed to strengthen the child rights clubs in schools.

Secondly, UNICEF and Save the Children Sweden need to make strategic decisions with regard to their support for the CRCs and this evaluation will play an important role in informing these decisions.

#### 1.4 The Evaluation Process

The evaluation process was based on consultations with beneficiaries of the Child Rights Club Project in selected schools with the aim of collecting relevant information on the impact of the project on children's understanding of their rights and responsibilities.

The evaluation process is being effected in five phases:

- Conceptualisation phase to clarify the problem, the key issues, the scope, expectations and methodology of the evaluation
- Fieldwork to generate the required information

- Draft report preparation
- Presentation of evaluation findings; and
- Submission of the Final Report.

The study was conducted with the full participation of ZCEA, the Ministry of Education, the club facilitators, and children themselves. During the course of the evaluation, the Consultant also kept the UNICEF Project Officer informed on the progress of the evaluation. Before embarking on the study, the Consultant developed some research instruments which were discussed with the ZCEA Manager of the Child Rights Project and the UNICEF Project Officer. In preparing this report, the Consultant has followed the UNICEF Evaluation Report Guidelines.

### 1.5 The Evaluation Approach

The evaluation mainly used a qualitative approach. This was intended to allow the respondents, especially the pupils, to describe their child rights knowledge, attitudes, perceptions, and experiences from their own perspective and to allow for unexpected views to emerge. However, a serious attempt was made to capture basic statistics on the frequency distributions of various aspects of the sample. This would allow us to not only investigate in detail the context and dynamics that influenced the manner in which children in various schools learnt about their rights and responsibilities, but also to generate some basic statistics and frequency tables.

The evaluation involved the following:

#### V. Main Reference Documents

This involved reading of all available and relevant documents relating to the planning and implementation of the child rights club project. ZCEA provided most of the documents.

#### VI. Evaluation Criteria

- **Relevance**

The relevance of a project relates to its design and concerns the extent to which its stated objectives correctly address the identified problems or real needs.

- **Efficiency**

The efficiency of a project concerns how well the various activities of the project transformed the available resources into the intended results.

- **Effectiveness**

The effectiveness of a project concerns how far the project's results were used or their potential benefits realized.

- **Impact**

This describes the relationship between the project's purpose and overall objectives, that is the extent to which the benefits received by the target beneficiaries had a wider impact.

- **Sustainability**

This refers to whether the positive outcomes of the project at purpose level are likely to continue after external funding ends.

## VII. Performance Ratings

The above five criteria were rated on the basis of the following:

- **Highly satisfactory** (fully according to plan)
- **Satisfactory** (on balance according to plan, positive aspects outweighing negative aspects)
- **Less than satisfactory** (not sufficiently according to plan, taking account of the evolving environment; a few positive aspects, but outweighed by negative aspects), and
- **Highly unsatisfactory** (seriously deficient, very few or no positive aspect).

## VIII. Evaluation Techniques and Research Methods

### ▪ Data Collection Methods

Primary data was the main source of data for the evaluation. Primary data was required to determine the extent to which the objectives of the project had been met. Empirical data collection concentrated on issues that were not adequately addressed in the documents provided by ZCEA.

The data collection techniques employed a combination of the following:

### • Focus Group Discussions

Focus group discussions (FGDs) were the main source of information on evaluating respondents' awareness of the Convention on the Rights of a Child (CRC) and contents of its message, general awareness of the rights of a child irrespective of the awareness of the CRC and its message and, finally, respondents' awareness of the responsibilities of children. The FDGs also sought to establish the general attitudes, knowledge and experiences of respondents on the rights of the child. In addition, the FDGs were used to obtain information on the management of the clubs. An attempt was also made to establish the extent to which school administrations were involved in promoting the rights of the child. Instrument C. II in Annex II is the guide used during the focus group discussions. A focus group comprising both club members and non-club members was conducted at each school. In schools where up to twenty young people turned, two separate FDGs for CRC members and non-members were conducted. As noted above, 40 FDGs were conducted involving about 349 pupils. The Consultant facilitated all the focus group discussions, using Instrument C in Appendix II. This arrangement made it possible for the Consultant not only to ask questions where clarifications were needed during the discussion, but also to pay more attention to what was being said both verbally and by non-verbal communication such as facial expressions and gestures, which can indicate levels of approval or disapproval. The interviews were conducted at a slow pace and the Consultant recorded them on tape or in very rare cases took notes. After each day, the Consultant did preliminary analyses which informed the interviews of the next day. Where necessary, the Consultant prepared new questions in order to fill gaps and clarify contradictions in the interviews recorded the previous day. This way lack of clarity could be eliminated, and complex issues discussed and viewed from different perspectives. The focus discussion groups were organized on the school premises, mostly in classrooms. The club facilitators organized the rooms for the meetings but were not allowed to attend the

discussions. Participants were invited by word of mouth through the club facilitators and present pupils. Each discussion lasted between one and half to two hours.

- **In-depth interviews**

In-depth interviews were the major source of information for evaluating individual respondents' awareness of the Convention on the Rights of the Child (CRC) and contents of its message, general awareness of the rights of a child irrespective of the awareness of the CRC and its message and, finally, respondents' awareness of the responsibilities of children. These interviews were intended to analyze the knowledge, attitudes, perceptions and experiences of people on child rights issues. This is based on the realization that sometimes when a person is answering questions in a private way, they are able to say more on certain sensitive topics than they could otherwise do within a FGD. As previously noted, 272 in-depth interviews were conducted with the CRC and non-CRC members in the selected schools. Of these, 140 were CRC members while 132 were non-CRC members. A further breakdown of the sample shows that 76 (39 CRC members and 37 non-members) of the children selected for individual interviews were from community schools, 20 from the two basic schools (10 CRC members and 10 non-CRC members) and 176 from high schools (91 CRC members and 85 non-CRC members). The pupils were randomly selected from those that had not attended the FGDs. The Consultant used a checklist in order to cover issues related to the pupils' awareness and knowledge of the rights and responsibilities of the child (see Instrument I.A and I.B in Annex II). The in-depth interviews were also used to cross-check the information obtained through focus group discussions. Based on the responses of the CRC and non CRC members, we have been able to generate simple frequency tables.

- **Key informant interviews**

This was an important method of collecting data from adult respondents. The merit of this approach lies in guided interviewing in which some of the questions and topics are pre-determined, while the rest come up during the interview. A variety of checklists was used to pose open-ended questions and to probe issues as they arose during the course of the interviews. We started by interviewing club facilitators, Head Teachers and ordinary teachers, and in some cases some community leaders. The latter were people who were accessible, willing to talk and were presumed to have great knowledge about their area and children issues due to their long stay in the research site or their elevated social position in society. Instrument E in Annex II was used to interview the club facilitators. For interviews with Head Teachers and ordinary teachers, we used Instrument D in Annex II. We also interviewed some community members (see Instrument F in Annex II). A separate checklist focusing on the position of the Ministry of Education (MoE) the promotion of the rights of the child was used for education officers (see Instrument G in Annex II). Instrument H in Appendix II was used to interview officials ZCEA. It was not difficult to construct a chain of key informants who were interviewed for the study (see list in Annex III).

- **Sampling**

Given the nature of the data required for the evaluation, the use of several target groups was found necessary. The sample for the evaluation comprised the following:

- Relevant ZCEA staff
- Key Ministry of Education Officials
- Pupils (both club and non-club members).
- Head Teachers
- Club facilitators

- UNICEF Programme Officer, and
- Save the Children Sweden Programme Officer.

A total of 661 respondents were selected for the evaluation study. Of these, 621 were pupils, while the rest were non-pupils. In total, 40 focus group discussions were conducted involving about 349 pupils, while 272 in-depth interviews were conducted with the CRC and non-CRC members in the selected schools.

#### ▪ **Research Sites**

The Head Teachers, club facilitators and pupils were selected from three types of schools: community schools, basic schools and high schools. In total, 34 schools were selected for the evaluation.

#### • **Community Schools**

The 11 community schools selected for this evaluation were: JackCecup, Mary Aiken Head, City of Hope, Salem, St. Francis, Luangwa, Twampane, Hauma, Linda West, Jerusalem, and Mchini (see Annex I).

#### • **Basic Schools**

Only two basic schools were selected for this evaluation: Twatemwa and Gwembe (Annex I).

#### • **High Schools**

The twenty one high schools selected for this evaluation were: Kabulonga Girls, Kabulonga Boys, Arakan, Matero Boys, Matero Girls, Kafue, Naboye, Mukuba Boys, Helen Kaunda Girls, Kansenshi, Luanshya Girls, Njase Girls, Linda, Chizongwe Boys, Anoya Zulu Boys, Chassa Boys, Mbala, Mpika, Kasama Girls, Kasama Boys, and Malole (Annex I).

Geographically, the schools were selected from five provinces: Lusaka, Copperbelt, Southern, Eastern and Northern (Annex I). The selection of these schools was done to reflect the following:

- Location (urban, peri-urban and rural setting)
- Community, basic and high schools, and
- Single sex and co-education.

An effort was also made to estimate the proportion of pupils within each school that CRC membership represented.

### 1.6 **Data Analysis**

The analysis of data obtained from the target groups through qualitative techniques started during data collection, as the information was categorized and consolidated in succeeding data collection activities. The qualitative analysis was used to assess the levels of awareness of the rights and responsibilities of a child in selected schools. Although the method is not designed to give answers to the question of how many, there are occasions when, in the presentation of data, the Consultant finds it informative to use quantifications such as 'a few', 'some', 'many', 'almost all', and so on. If nothing else is stated, this reflects frequency in the analysis of material, which consists of many interviews. Since qualitative data collection focuses on understanding the context and processes which influence levels of understanding amongst children, was not deemed appropriate to employ any computer based analysis package.

The qualitative data was analyzed mainly using the following techniques:

- **Content Analysis/Thematic Analysis**

This involved identifying and isolating the major themes, meanings, common explanations, patterns, trends and understandings in the respondents' responses. Using content analysis, the Consultant transcribed all the recorded interviews and read all the written ones. All the interviews were coded, which means that they were subjected to a 'dense' reading during which various issues and patterns of thinking were identified and labeled. Concepts used by children themselves were identified.

- **Textual Analysis**

This was used to extract information from documents. It, therefore, complemented the information that was collected from respondents through the key informant interview approach. Documentary data relating to the involvement of institutions and organisations in the promotion of child rights were scrutinized before and throughout the fieldwork period for information relating to projects targeted at young people and the involvement of the private and voluntary sectors in such projects.

- **Statistical Analysis**

The data collected through the structured individual interviews was coded and entered on a personal computer with the help of Excel. Excel is widely used for analysis of survey data because it has both descriptive statistics suitable for checking and cleaning data, as well as carrying out the initial data analysis.

### 1.7 **Limitations of the Evaluation**

Part of this evaluation study was undertaken when schools were on holiday. This made it difficult to meet some of the respondents, especially pupils, in some schools in Northern and Eastern provinces. Although in the end we managed to interview many more pupils than we had anticipated in these provinces, we were unable to interview club members at Jerusalem Community School in Chipata, St. Francis Community School in Kitwe and Mbala High School. At these schools, we only managed to interview pupils who were not club members. Due to lack of adequate time, we were also not able to interview local community members in most of the places visited to get their views on the rights of the child.

### 1.8 **Report outline**

The rest of the Report is divided into four sections. Section Two presents discussion of the human rights instruments specific to children and the roles of UNICEF and SCS in the promotion of the rights of the child. The findings on the evaluation of the CRC Project are presented in Section Three. Section four discusses the outcomes of the CRC Project. The recommendations are presented in Section Five.

## **2. The UNCRC and Children's Rights: The Roles of UNICEF and SCS**

### **2.1 Human Rights Instruments Specific to the Rights of Children**

The last one decade or so has witnessed heightened global interest in the promotion and safeguarding of the Rights of children. But the promotion of children's rights is not a new phenomenon. Beginning with the promulgation of the Geneva Declaration of the Rights of the Child of 1924, the impetus was given more emphasis in the Declaration of the Rights of the Child adopted by the United Nations General Assembly of November 20, 1959. It was to be accorded even more recognition in the Universal Declaration of Human Rights; the Hague Convention on Jurisdiction, Applicable Law, Recognition, Enforcement and Cooperation in Respect of Parental Responsibility and Measures for the Protection of Children (1965); the International Covenant on Civil and Political Rights (1966); and the International Covenant on Economic, Social and Cultural Rights (1966).

Other instruments that have accorded recognition to the rights of the child are the Hague Convention on Civil Aspects of International Child Abduction (1980); the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1981); the UN Declaration on Social and Legal Principles relating to the Protection and welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally (1986); the African Charter on the Rights and Welfare of the Child (1990); the International Labour Organisation Convention on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (1990); UN Rules for the Protection of Juveniles Deprived of their Liberty (1990); and the Hague Convention on Protection of Children and Cooperation in Respect of Inter-country Action (1993).

The Convention on the Rights of the Child (CRC) adopted by the UN General Assembly on November 20, 1989, is the latest and seemingly more comprehensive document towards the attainment of an even more comprehensive system for the protection, proper upbringing and development of the child. States around the world have ratified these conventions to varying degrees.

### **2.2 The Convention on the Rights of the Child**

The CRC is the most complete statement of children's rights ever made and it is the first to give these rights the force of international law. The Convention is, therefore, the guiding spirit for the principle of the 'best interest of the child'.

The political importance of the UNCRC lies in recognising children as a distinct group within society, and in focusing greater international attention on the deprivations of children around the world. It is an important advocacy and awareness raising tool which has proved invaluable as a platform for building consensus and understanding of children's issues.

It has also served as a facilitator for further developments in international law on the rights of the child, which in turn helps to improve the acceptability of the specific rights of children. This has provided the much needed legitimisation for the concept of the rights of the child.

The CRC, therefore, provides the framework within which various international agencies such as UNICEF and SCS seek to promote the protection of the rights of the child. Through adoption of

the standards spelt out by the CRC, the international community has underlined its commitment to its children, and in so doing has raised their visibility in international and diplomatic arenas.

### 2.3 The Role of UNICEF in Promoting the Rights of Children in Zambia

UNICEF/USAID/DFID in 1999, 2000 and 2002 supported the Government in holding National Consultative OVC workshops. UNICEF has been supporting the NSC on OVC to enhance coordination and provide support to organizations working with OVC in Zambia to ensure that children's rights are upheld. The issues of child rights and protection of women and children is at the core of UNICEF support. Cases of sexual and gender based violence have reinforced the need for a policy and creation of an enabling environment to support and co-ordinate care for all children especially those that are vulnerable to various types of abuse.

Children's rights are the cornerstones of UNICEF intervention for children in Zambia, including the development and implementation of a National Policy on OVC. To promote the awareness of the rights of the child, UNICEF expanded its collaboration to work with the Zambia Civic Education Association (ZCEA). Through ZCEA, UNICEF has been promoting and raising awareness of child rights through the establishment of 300 Child Rights Clubs in Community and High schools. UNICEF has also raised awareness of child rights among communities and promoted the establishment of child rights clubs in mainstream schools by training students and teachers on child and human rights, and making available child rights materials to run clubs. The child rights clubs have been interfacing with the communities through programmes that are run by the clubs together with the community. Every effort is made to encourage and solicit community participation through invitations of community leaders.

### 2.4 The Role of SCS in Promoting the Rights of Children

Save the Children fights for **children's rights**. It delivers **immediate and lasting improvements to children's lives worldwide**. Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

**All children are equal, and have human rights** such as the right to food, shelter, health care, education and freedom from violence, neglect and exploitation. In all its work, both long-term development and emergency relief, Save the Children helps children to enjoy a happy, healthy and secure childhood.

Save the Children was an early pioneer in the field of children's rights (see [History of Save the Children](#)). Its founder (see [more about Save the Children's founder](#) ) wrote the world's first declaration on children's rights, which formed the basis of the **United Nations Convention on the Rights of the Child**. This treaty obliges governments to respect, protect and fulfil children's rights, and underpins all Save the Children's work.

Save the Children Sweden established base in Zambia in 2003. However before that period they were already supporting a number of organizations to ensure that vulnerable children had their rights met especially in the areas of education. In 2004, SCS joined UNICEF in providing support to ZCEA in order to ensure scaling up in coverage of children and communities that are aware of and promoting children's rights. Everything that has been done has been in the best interest of the child. SCS has also supported a study on violence against children in Zambia looking at the understanding of abuse by children among other issues.

## **2.5 ZCEA and the Challenge of Promoting the Rights of Children**

The Zambia Civic Education Association, which facilitates the formation of CRCs in schools, is a non-Governmental Organisations (NGO) registered in 1993 under the Societies Act CAP 105 of the Laws of Zambia. In 2000, ZCEA decided to review its activities of general human rights advocacy in the previous eight years to take stock of past successes and failures, and re-examine the need to continue or discontinue with generic Human Rights Advocacy. It was resolved that the concept of human rights was very broad and all-embracing, thus a more focused approach was needed. The new focus for the association became the Rights of a Child. It was noted that:

- There was little interest in issues of the Rights of the Child,
- There has been a growing global interest in the Rights of a Child, and
- Greater emphasis on political rights than child advocacy.

There was, therefore, need for an intervention to help the children speak for themselves and be heard as well. This led ZCEA to adopt a new strategy to promote children's rights. This decision was strengthened by the fact that since pioneering into issues of human rights and governance, a number of human rights and gender advocacy NGOs have come on board, making this sector well catered for. ZCEA recognises that children are the future of any nation and is now focusing more on the promotion of the rights of the child. While the Association intends to continue with its human rights advocacy, it is putting more emphasis on issues around children. This is in line with ZCEA's new vision and mission.

ZCEA developed a project proposal on Children's Rights Clubs Formation and the Dissemination of the Convention on the Rights of the Child (CRC) and the State Party Report (SPR). This was submitted and appraised by donors. The donors expressed great need for more baseline information and analysis on the feasibility and sustainability of the project. ZCEA commissioned the baseline study to collect information that would ascertain the feasibility of the project and help fine tune the project proposal for re-submission to interested donors.

UNICEF and Save the Children Sweden (SCS) provided support to ZCEA to implement the Child Rights Club Project in schools. As previously noted, ZCEA initiated the project in 2003. Since then, 300 CRCs have been established in 300 primary, basic, high and community schools in all of Zambia's nine provinces.

### **3. The Child Rights Clubs in Schools**

The presentation of the evaluation findings is divided into a number of sub-sections.

#### **3.1 Socio-Demographic Characteristics of the Respondents**

##### **3.1.1 Gender**

Of the 621 children selected for individual interviews and FGDs, 338 or 54 percent were male, while 283 or 46 percent were female. This is accounted for by the fact that more boys only schools (8) were selected for the evaluation than girls only schools (6). However, in some co-education schools, more females than males were interviewed for the evaluation.

##### **3.1.2 Age Range**

The age of the children varied according to type of school. In the community schools, the age range was much broader, from 7 – 18 years. In basic schools, the age range was 14 – 18 years. In high schools, the age range was 14 – 18 years. The broader age range in the community schools appears to be a reflection of the difficulties that children in informal communities face in attending school.

##### **3.1.3 School Grade**

The grade range of the children was Grade 2 – Grade 12. Given that the majority of the pupils (391 or 63 percent) selected for individual interviews and FGDs were from high schools, it follows that the majority of the children interviewed for the evaluation study were in senior grades.

#### **3.2 Management of the Child Rights Clubs**

The role of the facilitator, club executive and the general membership in club activities was assessed in order to determine the level of democratic governance and participation of children in CRCs.

##### **3.2.1 Selection and Role of Facilitators**

In every school visited, there was a facilitator. In at least 20 of the schools visited, we learnt that club facilitators or patrons and matrons, as some preferred to be called, were supposed to be civics teachers as these were considered to have the necessary knowledge to run the clubs effectively. The role of patrons/matrons was to facilitate the activities of the clubs. At a higher level are Provincial Coordinators of the CRCs who are selected by ZCEA personnel from among the club facilitators. The coordinators are supposed to oversee the functions of club facilitators.

We learnt that at the inception of the project, an orientation workshop was organised for facilitators. The workshops focused on the following:

- Overview of human rights
- The United Nations Convention on the Rights of the Child
- State Party Report
- How to use the CRC manual, and
- How to prepare reports.

The orientation workshops were intended to equip the facilitators with knowledge on how to run the clubs. A prospective patron from a school where club was to be formed was invited to attend the workshop. In total, ZCEA has organised ....for facilitators since the inception of the CRC Project.

However, the manner in which club facilitators and coordinators are chosen raises some questions. At present, the ZCEA Project Manager approaches a Head Teacher to select a facilitator who is supposed to have an interest in the rights of the child. Once this is done, the teacher is immediately given the tool kit to form a CRC and serve as its facilitator without any rigorous selection process. The result is that people who may lack any commitment to the ideals of CRCs other than perceived monetary gain are chosen to become facilitators.

There are also some questions regarding the extent to which some facilitators can discharge their duties effectively. In half (17) of the schools visited, such as Kasama Girls High School, facilitators indicated that they lacked the necessary knowledge to guide the clubs effectively. This was especially the case among those who were not civics teachers. Most of them, including some civics teachers, indicated that they had not attended any orientation workshop for club facilitators.

Apart from orientation training, it was observed that there was lack of information sharing among teachers. The Executive Director of ZCEA noted that the teachers who attended the training workshops rarely informed their friends about what they had learnt, a factor that contributed to lack of information on the CRCs among other teachers in schools.

Our view is that the tendency to train one teacher nominated by the Head Teacher from each school where a CRC is to be formed is a major cause of some the problems that the clubs experienced in some schools that are discussed later in this evaluation. First, when the trained facilitator leaves there is no suitable trained replacement. Secondly, facilitators tend to go with the training manuals and other club materials, as was the case at Kasama Boys High School. Thirdly, there does not seem to be a proper hand-over between the trained facilitator and the new untrained facilitator.

In the case of Provincial Coordinators, we suggest that these should be elected by the facilitators themselves. Our view is that, rather than ZCEA choosing coordinators, the facilitators are more likely to elect people who are hard working and committed to the ideals of the Child Rights Clubs.

### **3.2.2 Selection and Role of Executive Club Members**

In nearly all the schools visited, an executive comprising a president, a vice-president, secretary and treasurer, typically runs a CRC for a period of one year. Executive members are mainly pupils in higher grades. Interviews with facilitators suggest that most clubs had adopted the leadership structure stipulated in the manual while others had modified it by adding committees in charge of various activities. Under the guidance of the facilitator, the club executive is responsible for the day-to-day management of club activities.

The presence of club executives in basic and high schools was supposed to minimise the role of facilitators. But from the interviews conducted in the schools visited, it would appear that facilitators were more directly involved in running the clubs in community schools than basic and high schools than merely being involved in facilitation. This might probably be because community schools comprise younger children than those found in basic and high schools.

Secondly, children in basic and high schools appear to be more assertive than those in community schools.

### 3.2.3 **Types and Recruitment of Club Members**

Different forms of CRC membership exist in schools. In interviews, we identified the following types of CRC membership:

- Membership open to all pupils in the school
- Membership open to only non-examination classes
- Membership open to only classes taking civic education, and
- Membership open to only Grade Four and above.

These different forms of membership suggest that there is open and restricted membership in CRCs. We observed that where there was open membership to the CRC, the size of the club membership large. On the other hand, restricted membership to the CRCs meant smaller club membership. Although ZCEA gives guidelines on club membership, in at least half (17) of the clubs the membership had far exceed the recommended maximum of 45 children.

The issue of club membership is difficult to handle. In schools where the club enjoys the active support of the administration and is allowed to perform at school functions, especially school assemblies, limited membership would probably be ideal. In schools where the administration reluctantly allows the CRC to operate and does not allow it to perform at school assemblies, mass membership would probably be useful in promoting the rights of the child among pupils.

In field visits, we learnt that the clubs used various methods or modes to recruit new members. The commonest ones involved the following:

- Announcements (at school assemblies, classrooms, and so on)
- Notices on the school notice board, and
- Orientation for new school members.

In our view, the most effective mode of recruiting new club members was through the school assemblies. This approach made it possible for CRCs to reach many children at once. In all schools, club membership was voluntary. In some schools, however, we learnt that the school administration only allowed pupils to belong to one club. This tended to restrict duo club membership.

### 3.2.4 **Size of the Club Membership**

With the exception of Kasama Boys High School (Box 1), the club membership in all the schools surveyed was rising. In group discussions and key informant interviews, we learnt that club membership ranged from 20 in community schools to over 60 – in some cases it was over 90 – in high schools such as Mpika High School. Although we did not ask for club registers, most facilitators interviewed for the study claimed that the club membership had grown since the formation of the clubs. This was confirmed in interviews with pupils. It is also reflected in attempts by some schools to restrict club membership. At Mpika High School, an attempt to restrict membership to the number of available T-shirts and caps was done but to no avail. This was also the case in other schools. We learnt that this was done in accordance with advice from the ZCEA Secretariat.

**Box 1: Decline in a Successful Club**

The case of Kasama Boys High School represents the decline of a club which lacks active support from the school administration. In interviews with some teachers in the Social Science Department at the school, we were informed that since the departure of the Matron, who had a forceful personality, the club, which used to be one of the most successful in the province, had nearly ceased all activities. Club membership was declining, pupils were not learning, and morale was low. We learnt that in the past, the club was involved in a variety of activities. The club lacked active support from the school administration. Its success had been highly dependent on the 'forceful' personality of the Matron who had no deputy. Since her transfer to another school, no teacher had taken up her role as Club Matron or Patron. The impression from the teachers interviewed for the study was that the school administration was reluctant to appoint a new teacher to replace the transferred matron. The interpretation is that the school administration was reluctant to promote what many teachers at the school saw as 'confusion' arising from pupils knowing their rights. This is also a case of lack of sensitisation or awareness of the benefits arising from the formation of CRCs in schools among teachers and the school administration.

**3.2.5 Subscription and Membership Fees**

In all the schools visited, new members were required to pay a subscription fee, often on an annual basis. The fees ranged from K1,000 – K2,000. Although children in some community schools like Twampane pupils were required to pay subscription and membership fees, in others they were not. Consideration was given to the socio-economic status of pupils who in most cases were orphans and vulnerable children (OVC).

Apart from community schools, we were informed that collection of the fees in basic and high schools was not a problem. In some schools, club members were given an opportunity to pay in installments. Most pupils expressed happiness with the subscription and membership fees as easily affordable. In most of the schools visited, the club treasurer handled the money and used the school administration for safe keeping. The money was used for transport. Other clubs used the money to buy presents such as food for the sick in their communities. However, the collections from subscription and membership fees were not adequate to fund the activities of the clubs. In at least 18 of the schools visited, including Mukuba Boys High School, Mbala High School and Gwembe Basic School, the facilitators had to use their own money to fund the activities of the club.

**3.2.6 Club Meetings**

All clubs meet at least once a week, usually on Wednesdays or Fridays. In Lusaka, clubs meet every Thursday. Clubs in community schools meet at least twice a week. In 20 of the schools visited, the pupils indicated that the level of attendance at club meetings was high. This was attributed to the eagerness to learn more about their rights among pupils. The pupils described the meetings as an important source of learning.

However, in at least nine schools CRC members complained about the tendency of some CRC members to miss meetings. In individual and group discussions, several pupils complained that their friends only turned up for meetings when they heard that there was a trip. They also complained about the tendency by some club members of making noise or causing problems whenever they attended meetings.

In our view, the complaints raised by some pupils about the behaviour of some of their friends can be attributed to the lack of a code of conduct in CRCs. In interviews, less than 10 percent of the clubs indicated that they had a mechanism for enforcing discipline among their members. This appeared to encourage some children not to behave in accordance with the wishes of their friends.

In other schools, however, some children had difficulties in attending meetings due to an overlap in dates for club meetings. As meeting days were largely decided by the school administration, overlaps in dates for club meetings were not uncommon. This made it difficult for children to attend CRC meetings regularly in schools where duo club membership was permitted.

### 3.2.7 **Lessons Learnt**

The lessons learned from the management of the CRCs in schools are that:

- The successful management of clubs in schools is dependent on the extent to which teachers and pupil-led club executives can effectively play their roles
- Standard rules for club facilitators/patrons on the depth of involvement in facilitating club activities for community, basic and high schools are important
- Careful use and ownership of the teaching manuals and other materials belonging to clubs in schools is critical to success
- Club executives need training in leadership skills
- A Code of Conduct for school clubs is important to the success of clubs, and
- School clubs are not likely to sustain their operations from their own resources such as subscriptions.

### 3.3 **Awareness and Knowledge of Child Rights and Responsibilities among Pupils**

Measurement of the levels of awareness of children's rights was done by looking at or evaluating respondents' awareness and knowledge of the Convention on the Rights of the Child (CRC) and contents of its message, general awareness of the rights of the child irrespective of the awareness of the CRC and its message and, finally, respondents' awareness and knowledge of the responsibilities of children. In the absence of baseline data on awareness and knowledge of the rights and responsibilities of the child among children in the schools visited, we used a control group of non-CRC members to assess the level of awareness and knowledge. The respondents, both non-CRC and CRC members, were first of all asked if they were aware or knowledgeable of the Convention on the Rights of Children. As used in this evaluation, 'awareness' refers to having an idea or heard of the rights, while 'knowledge' refers to actual understanding of the rights.

#### 3.3.1 **Awareness among Non-Club members**

The emerging picture from the responses of non-CRC members indicates that there was considerable variation in their levels of understanding or awareness of the CRC and the contents of its message, general awareness of children's rights and responsibilities. To a large extent, this variation was related to the visibility and activities of the CRC in schools.

##### ▪ ***The Convention on the Rights of the Child***

In terms of activities, we divided the CRCs into two: high visibility clubs and low visibility clubs. High visibility clubs were those active CRCs where members enjoyed a high profile within the school – in most cases they were allowed to stage performances in the form of drama, sketches and poetry at school assemblies and on calendar days. These performances, especially at school assemblies, made it possible for most pupils to learn about the rights and the responsibilities of the child. On the other hand, low visibility clubs are those which were less active and were not often allowed to perform at school assemblies although they were allowed to perform on some Calendar days. This tended to restrict the spread of information on the rights and the responsibilities of the child among pupils. As discussed later, 21 of the 34

child rights clubs selected for this evaluation could be described as high visibility clubs. Of the 132 children who were non-members, 87 were from high visibility clubs, while 45 were from low visibility clubs.

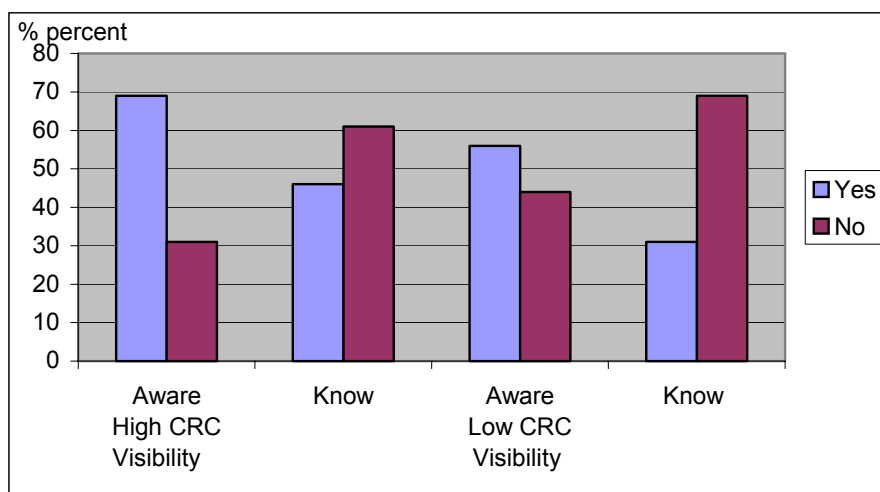
We found out that in schools where there was a low visibility of the CRCs, non-CRC members depicted a very low level of awareness and knowledge of the Convention on the Rights of the Child and its contents or message, as shown in Table 1 and Graph 1. In FGDs, the majority pupils from schools with low visibility CRCs indicated that they either had not heard of the CRC or only had a vague recollection of what it was. But, as Table 1 and Graph 1 show, the situation was much better among non-club member pupils in schools where the Child Rights Club had a high visibility, especially through performances at the school assembly.

**Table 1: Awareness and Knowledge of the Convention on the Rights of the Child among Non-Club Members (Number and percent)**

Type of Response	Pupils			
	High CRC Visibility (N=87)		Low CRC Visibility (N=45)	
	Awareness	Knowledge	Awareness	Knowledge
Yes	47 (54%)	33 (38%)	11 (24%)	8 (18%)
No	40 (46%)	54 (62%)	34 (76%)	37 (82%)
Total	87 (100%)	87 (100%)	45 (100%)	45 (100%)

These findings are illustrated in the graph below.

**Graph 1: Awareness and Knowledge of the Convention on the Rights of the Child among Non-Club**



Key: Aware = Awareness; Know = Knowledge

▪ **The Rights of the Child**

As in the case of the Convention, the levels of awareness and knowledge of the rights of the child among non-CRC members was low in schools where the Child Rights Clubs had a low visibility (Table 2). Although in FGDs, some pupils, especially those in higher grades, were able to cite general constitutional provisions on human rights such as the right to free expression, the majority of them (69 percent) had little knowledge of the rights of the child. Just under a third had some knowledge of the rights of the child. In group discussions, most non-

CRC members showed little understanding of the children's rights as outlined in the Convention.

**Table 2: Awareness and Knowledge of the Rights of the Child among Non-Club Members (Number and percent)**

Type of Response	Pupils			
	High CRC Visibility (N=87)		Low CRC Visibility (N=45)	
	Awareness	Knowledge	Awareness	Knowledge
Yes	60 (69%)	43 (49%)	25 (56%)	14 (31%)
No	27 (31%)	44 (51%)	20 (44%)	31 (69%)
<b>Total</b>	<b>87 (100%)</b>	<b>87 (100%)</b>	<b>45 (100%)</b>	<b>45 (100%)</b>

Lack of awareness and knowledge was even worse where there was no Child Rights Club as the case of Malole (St. Francis) Secondary School in Northern Province demonstrates (see Box 2).

**Box 2: Lack of Understanding of Children's Rights among non-Club Members**

At Malole, there is no Child Rights Club. A group of Grade 12 pupils were selected for a group discussion on the rights of a child. Of the 16 pupils interviewed for this evaluation, 15 expressed ignorance about the rights of the child. Although five claimed that they had heard of the Convention on the Rights of the child from their junior civics class, most only had a vague idea of what it was. Awareness of responsibilities, while relatively better than that of rights, was also low.

In schools with active clubs, however, many non-CRC members were able to cite the rights of the child. Although the pupils were not articulate and coherent, they cited things such as the right to education and the right to food as examples of the rights of the child.

▪ **Responsibilities**

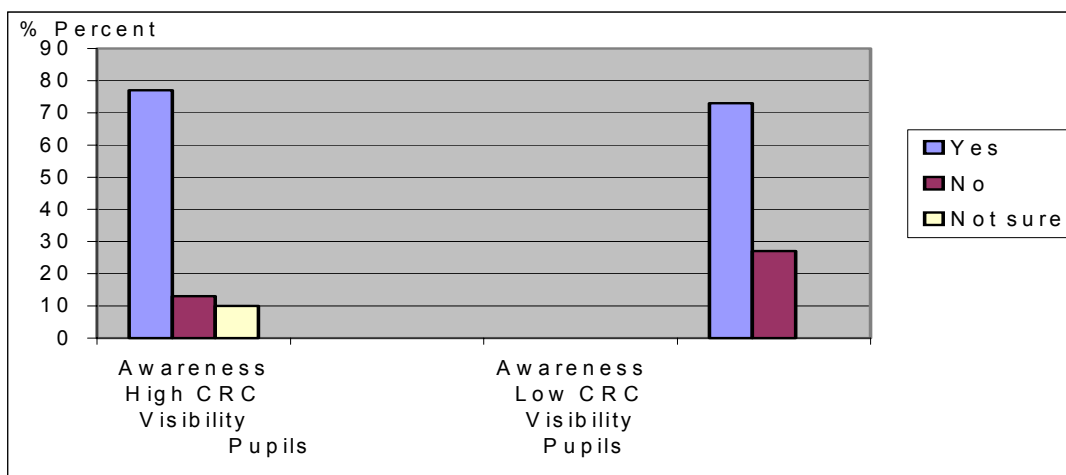
The non-CRC members were further asked if they were aware of their responsibilities. The study suggests that awareness of responsibilities among non-CRC members seemed higher than awareness of the rights of the child (Table 3 and Graph 2). Although they could not articulately cite these responsibilities in any coherent manner, many non-CRC members cited the need to participate in household chores at home and working hard at school as part of their responsibilities. But, as in the case of awareness of the rights of a child, the level of awareness of responsibilities appeared to be slightly higher among non-CRC members in schools where Child Rights Clubs were very active.

**Table 3: Awareness of the Responsibilities of the Child among Non-Club Members (Number and percent)**

Type of Response	Pupils	
	High CRC Visibility (N=87)	Low CRC Visibility (N=45)
	Awareness	Awareness
Yes	67 (77%)	33 (73%)
No	11 (13%)	12 (27%)
Not sure	9 (10%)	-
<b>Total</b>	<b>87 (100%)</b>	<b>45 (100%)</b>

The above findings are also shown in the graph below.

**Graph 2: Awareness of the Responsibilities of the Child among Non-Club Members**



In FGDs, the level of awareness of responsibilities also seemed higher among older than younger children. Most of the older children, especially those in basic and high schools, indicated that they were expected to help out with household chores. Interestingly, many stated that they were expected to perform these roles regardless of their gender. Asked to explain their source of gender awareness, many non-club members simply said that the world was changing and females could not be expected to work alone. As one girl from Kabulonga Girls High School put it:

“The world has changed...both men and women have to share responsibilities. Females can no longer be expected to do all the work at home”.

But the children were also quick to add that they had learnt their responsibilities from their parents or guardians. This points to the importance of the family in the lives of children. Families and other important reference persons play a major important role in helping children, especially younger children, interpret, ‘process’ and adjust to, or overcome, difficult life experiences. This situation suggests the need to target parents in any child rights promotion campaign.

▪ **Awareness of Forms of Child Abuse**

Although non-CRC members were not coherent and articulate in discussing the rights of the child, many children, especially those in schools with high visibility CRCs, seemed aware of the various forms of child abuse (Table 4). In group interviews, the children identified selling in the streets, crushing stones, being forced to carry heavy loads and sexual abuse as examples of child abuse.

**Table 4: Awareness of Child Abuse among Non-Club Members (Number and percent)**

Type of Response	Pupils	
	High CRC Visibility (N=87)	Low CRC Visibility (N=45)
	Awareness	
Yes	61 (70%)	31 (69%)
No	26 (30%)	14 (31%)
<b>Total</b>	<b>87 (100%)</b>	<b>45 (100%)</b>

In group discussions, however, most non-CRC members did not know which organisations and institutions were promoting and protecting children's rights. In particular, those from rural schools complained that they could not easily access formal organisations, especially NGOs, as these had no offices in the area.

▪ ***Benefits of Knowing the Rights of the Child***

In some schools, the low level of awareness of the rights of the child among non-CRC members was further emphasised by the responses to the question asking them to cite the benefits of children knowing their rights. Again, in FGDs very few non-CRC members could articulately identify the benefits of knowing their rights. But in schools where the clubs were active, the responses were slightly better and the children mentioned such things as knowing when your rights are being abused, being able to protect yourself and knowing where to go when abused.

▪ ***Sources of information on the CRC, children's rights and responsibilities***

In FGDs, the majority of non-CRC members revealed that they had learnt about the rights of the child from CRCs. In some schools, such as Twampane Community School in Kitwe and Anoya Zulu in Chipata, it was revealed that CRC members staged performances in the form of poetry, sketches, plays, songs and dances with the rights of the child theme at school assemblies. This approach allowed many pupils to learn about the rights of the child. In other cases, some pupils learnt about the rights of the child from their CRC member friends. On the other hand, most of the children indicated that they had learnt about responsibilities from their parents or guardians.

▪ ***Other Sources of Information***

In FGDs, many pupils, especially those in high schools, also mentioned that they had learnt about human, though not necessarily children's, rights from their junior civics subject. Although most schools do not have a specific subject in human rights, human rights education is included in the civics subject which is offered in Grades 8 and 9. This excludes pupils in Grades 10 – 12. However, in some schools such as Kasama Girls High School, civic education is now being offered to senior classes, albeit up to Grade 11 only. In many schools there is a shortage of staff which affects the schools' focus on providing information on human rights to pupils. Other identified sources of information on human rights were television and radio programmes, newspapers and magazines. But most of this was information on human rights in general, which means that children still lack access to information on specific children's rights and responsibilities.

### **3.3.2 Awareness and Knowledge Child Rights and Responsibilities among Club Members**

▪ ***The Convention on the Rights of the Child***

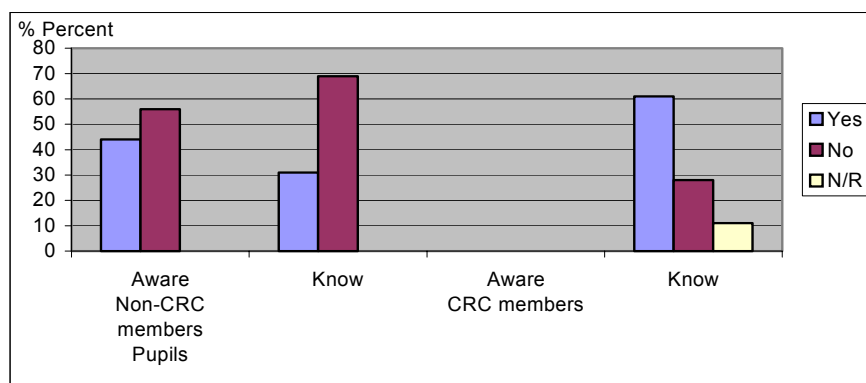
In most schools, CRC members depicted a very high level awareness and knowledge of the Convention on the Rights of a Child and its contents or message. Few of the pupils said that they had not heard of the CRC and its message, and most of these were in community schools. In interviews, the majority of CRC members indicated that they had some knowledge of the Convention and its message (Table 5 and Graph 3). Although most of these pupils could not exactly state the contents of the CRC, especially the various articles, their knowledge of the rights of the child in the simplified Green booklet suggests that most at least understood some contents of the Convention.

**Table 5: Awareness and Knowledge of the Convention on the Rights of the Child among Club Members and Non-Club Members (Number and percent)**

Type of Response	Pupils			
	Non-CRC Members (N=132)		CRC Members (N=140)	
	Awareness	Knowledge	Awareness	Knowledge
Yes	58 (44%)	41 (31%)	133 (95%)	85 (61%)
No	74 (56%)	91 (69%)	-	40 (28%)
Did not respond	-	-	7 (5%)	15 (11%)
<b>Total</b>	132 (100%)	132 (100%)	140 (100%)	140 (100%)

These figures are illustrated in Graph 3 below.

**Graph 3: Awareness and Knowledge of the Convention on the Rights of the Child among Club Members**



Key: Aware = Awareness; Know = Knowledge

▪ **The Rights of the Child**

The responses to the question on the awareness of the rights of the child among CRC members were impressive. Compared to non-club members, the CRC members exhibited a very high level of awareness of the rights of the child (Table 6 and Graph 4). Although in group discussions many of the CRC members could not define a 'right', most were able to cite the rights of the child, and the majority were able to explain the contents of the Rights of the Child Convention.

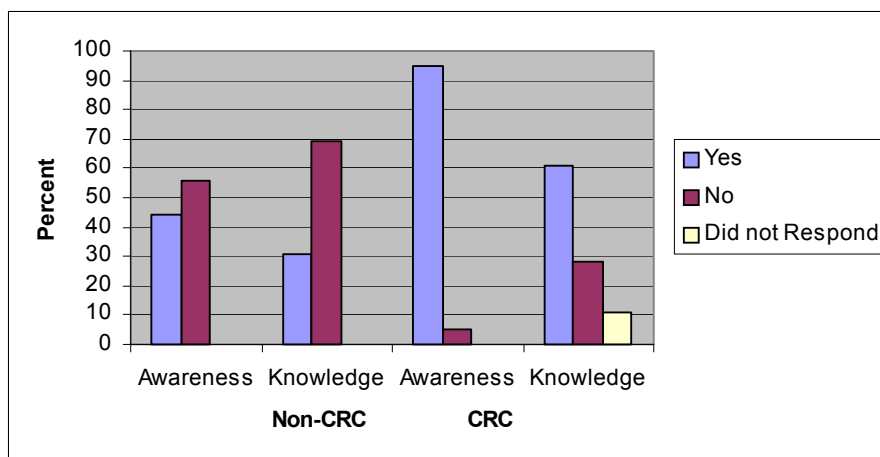
**Table 6: Awareness and Knowledge of the Rights of the Child among Club Members and Non-Club Members (Number and percent)**

Type of Response	Pupils			
	Non-CRC Members (N=132)		CRC Members (N=140)	
	Awareness	Knowledge	Awareness	Knowledge
Yes	85 (64%)	61 (46%)	136 (97%)	95 (68%)
No	47 (36%)	71 (54%)	4 (3%)	45 (32%)
<b>Total</b>	132 (100%)	132 (100%)	140 (100%)	140 (100%)

In FGDs, the most commonly cited right among CRC members who were aware of the rights of the child was education. This focus on education appears to underscore the importance that is

attached to education as the most important pathway out of poverty in Zambia. Ever since the colonial era, when education came to constitute the primary avenue of African access into the

**Graph 4: Awareness and Knowledge of the Rights of the Child among Club Members and Non-Club members**



European - controlled economic sector – where new standards of wealth, status, and power were to be achieved – education has been viewed by Zambian parents and their children as a guaranteed ticket to employment in the formal sector with its attendant fringe benefits.

▪ **Responsibilities**

The levels of awareness of the responsibilities of the child also seemed much higher among CRC members than that among non-CRC members (Table 7 and Graph 5). In group discussions, most CRC members coherently cited responsibilities which they were expected to perform both at school and at home.

**Table 7: Awareness of Responsibilities among Club Members and Non-Club Members (Number and percent)**

Type of Response	Pupils	
	Non-CRC Members (N=132)	CRC Members (N=140)
	Awareness	Awareness
Yes	100 (76%)	130 (93%)
No	23 (17%)	-
Did not respond	9 (7%)	10 (7%)
<b>Total</b>	<b>132 (100%)</b>	<b>140 (100%)</b>

At school, most CRC members said that they were doing the following:

- Working hard
- Following school rules
- Obeying their teachers, and
- Cleaning their school surroundings.

To demonstrate their responsibility at school, some CRC members in at least eight schools, including Mukuba High School in Kitwe and Anoya Zulu Boys High School in Chipata had adopted school grounds, dormitories, classroom blocks and libraries which they took care of.

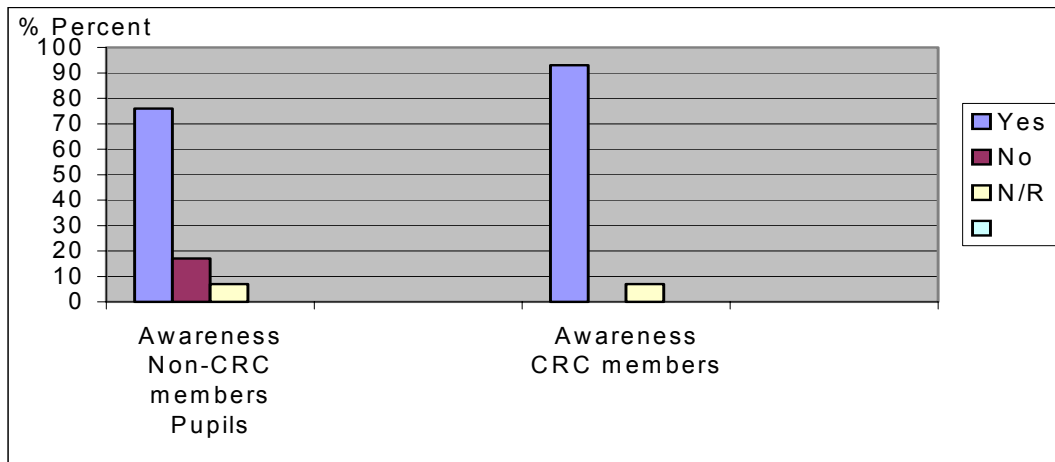
The children were also aware of their responsibilities at home. In-group discussions, they cited the following as their responsibilities at home:

- Cleaning the surroundings
- Washing dishes
- Cooking
- Washing clothes
- Looking after their siblings, and
- Working in the garden.

In nearly all the schools, there was a *genderised* perception of the children’s responsibilities at home. The female pupils largely said that they helped their mothers with household chores, while the male pupils tended to cite working with the father. Few females admitted helping their fathers. But more boys said that they helped their mothers with household chores than did girls with their fathers.

What is interesting, however, is that both male and female pupils stressed the importance of gender equality in their responsibilities at home. Several, including many from community schools like Hauma Community in Gwembe, were able to talk about gender roles and sex roles. They knew the difference between the two, arguing that it was important for both males and females to share responsibilities.

**Graph 5: Awareness of Responsibilities among Club Members and Non-Club Members**



However, there seemed to be some differences in the levels of awareness or knowledge of gender issues between pupils in single sex schools and those in co-education schools. In single sex schools, there was a high level of awareness of gender issues. In interviews, most pupils, especially girls like those at Helen Kaunda Girls High School in Kitwe and to some extent boys at Mukuba High School in Kitwe and Anoya Zulu Boys High School in Chipata, were articulate in discussing gender and sex roles.

One boy at Mbala High School proudly declared that:

“I help my sister to fetch water”

Added a girl:

“I help my father in cultivating the field”

In contrast, there was a mixed reaction to the issue of gender roles in several co-education schools in both rural and urban areas. While many pupils supported the idea of gender equality, nearly half of the pupils, including females, were against it. At Linda High School in Livingstone, Hauma Community School in Gwembe, Kasama Boys High School and Mbala High School in Mbala, for example, some female pupils were against the idea of allowing boys to do what they saw as ‘feminine’ work and vice versa. Biblical texts were even advanced to support their arguments.

“As a girl, I should be in the kitchen!”

-Kasama Boys High School girl-

Such views, however, attracted strong opposition from both girls and boys in the above mentioned schools. Some of the pupils saw these views as ‘old fashioned’ which did not easily fit with their perceived modern outlook.

▪ **Awareness of Child Abuse**

In group discussions, most CRC members seemed to understand what ‘child abuse’ meant. In interviews, the children showed a high level awareness of various forms of child abuse which they had either seen or heard of from others within their communities (Table 8 and Graph 6).

**Table 8: Awareness of Child Abuse among Club Members and Non-Club Members (Number and percent)**

Type of Response	Pupils	
	Non-CRC Members (N=132)	CRC Members (N=140)
	Awareness	Awareness
Yes	92 (70%)	111 (79%)
No	40 (30%)	29 (21%)
<b>Total</b>	132 (100%)	140 (100%)

In FGDs, the commonly identified forms of child abuse were:

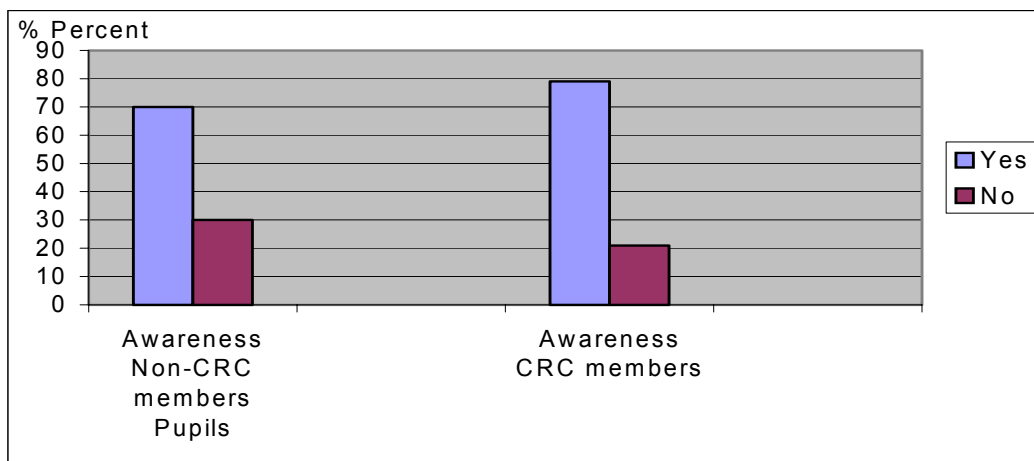
- Child negligence
- Child labour,
- Physical abuse,
- Emotional abuse, and
- Sexual defilement

Others were:

- Drug and substance abuse
- Beer brewing and selling
- Early marriages, and
- Teen pregnancies

In almost two-thirds of the schools visited, pupils in FGDs complained that there was a serious problem of child negligence in their areas. They claimed that a relatively large number of children lacked access to parental guidance and support because of illness or death of parents, or the preoccupation of parents with earning a living. It was alleged that this situation was forcing many children to drop out of school. Other pupils claimed that ignorance among parents was the major source of abuse of children's rights. At Anoya Zulu Boys High School, for instance, we were informed that the CRC had conducted a 'survey' which revealed a high level of ignorance on children's rights among parents in the local community.

**Graph 6: Awareness of Child Abuse among Club Members and Non-Club Members**



Nearly all the head teachers, ordinary teachers and club facilitators confirmed the views expressed by children. At Luangwa Community School in Kitwe, the Head Teacher explained in detail how the children were being abused. She cited the case of two school children who were abused by relatives. She explained that she had attempted to help but lack of cooperation from parents or community complicated her task. She noted that the economic vulnerability of the family was the main problem as the family is dependent on the abuser. The Head Teacher also pointed out that there were new forms of abuse of female children by young men who put drugs in drinks to corrupt and sexually abuse the girl children. The majority of the victims were children left alone by parents without any parental or adult guidance.

The levels of awareness of child abuse seemed higher in community schools than in basic and high schools. (This is shown in Table 9 and Graph 7) At Mchini Community School in Chipata, for instance, the children could even recite words on child abuse from the song *Mulekeni Mwana* by the musician, Danny.

It is difficult to account for the differences in the levels of awareness of child abuse between community schools on the one hand and basic and high school on the other. But it appears that the deprived socio-economic background of pupils in community schools exposes them more to issues of child abuse than is the case with pupils in basic and high schools who seem to come from a better background. Some of the children in the community schools, many of whom are orphans and vulnerable children, live the experiences of child abuse.

The 2004 *Orphans and Vulnerable Children in Zambia Situation Analysis (OVCSA)* shows that the welfare of many Zambian children is dismal. Given high poverty levels in which over 70 percent of Zambians live in absolute poverty, children are neglected - they lack access to basic education, good nutrition and are subjected to risky environments.

Poverty can also have a major detrimental impact on family life in informal urban settlements and rural areas, with many adverse consequences for children. Anger, exhaustion and frustration caused by unemployment or low incomes can result in domestic violence, substance abuse and abandonment of the family by one or both parents, this leading in turn to greater destitution and child abuse.

▪ **Reporting Child Abuse among Children**

In FGDs, there was a high awareness of the need to report cases of child rights violation among both community school pupils and pupils from basic and high schools who were CRC members. In individual interviews, nearly all the pupils (99 percent) said that they would report the case to the Victims Support Unit (VSU) of the Zambia Police Service if their rights were violated. The general perception among the pupils was that the VSU was the most appropriate institution for handling cases of child rights violation.

Few of the pupils (13 percent) interviewed for this study indicated that they would approach the local community over a case of child abuse. Most (87 percent) were not aware of existing community structures for addressing problems of child abuse. Although some pupils said that they would report to their parents or some elders, they still stressed that they would report to the VSU.

Ironically, the great majority of pupils (86 percent) selected for individual interviews perceived the police as 'corrupt'. In interviews, the children complained about the tendency among police officers to receive bribes from the public. Many pupils felt that this would compromise the ability of the police to investigate and prosecute cases of child abuse objectively. Some community leaders interviewed for this evaluation expressed a similar view.

In 20 of the schools visited, there was also concern about the perceived gap between pupils and police officers. This view, in itself a reflection of the increased awareness of rights among the children, reflects a fear among pupils that the VSU may not be so friendly to pupils. This is probably due to lack of information among the children on how the VSU operates. In nearly all the schools visited, many pupils did not actually know how the VSU operated.

Some clubs are now taking the initiative to invite officers from the VSU to address them. At Anoya Zulu in Chipata we were informed that the club had written to the police service to address pupils at the school on the operations of the VSU.

It is important to note that, although ZCEA has an important project known as the Child Friendly Desks Project, there is little or no information on these desks among CRC and non-CRC members in schools. In interviews, no child was aware of the existence of these important desks. More should, therefore, be done to publicise the existence of these desks in areas where there are CRCs.

▪ ***Benefits of Knowing the Rights of the Child***

In group discussions, most CRC members identified the following as the major benefits of belonging to the CRCs:

- Increased awareness of the rights of a child
- Ability to identify the violations of the rights of a child
- Ability to report violations of the rights of a child
- Confidence to speak up for abused children
- Increased social interaction and exposure, and
- Confidence in protecting oneself.

The children were highly articulate in identifying and discussing the above benefits.

▪ **Sources of information on the CRC, children's rights and responsibilities**

In FGDs, the pupils revealed that they had learnt valuable lessons on child rights and to some extent responsibilities in their clubs. Many pupils explained that before they joined the clubs they knew very little about the rights of the child. Although most pupils said that they had learnt about some of their responsibilities from their parents or guardians at home, they stressed that their membership to the CRCs had enhanced their understanding of the importance of responsibilities.

**3.3.3 Awareness of the CRC, Children's Rights and Responsibilities in Different Schools**

The responses from pupils interviewed for this study suggest that the levels of awareness of the CRC, the rights and responsibilities of the child seemed to vary according to the type of school.

▪ **Community Schools**

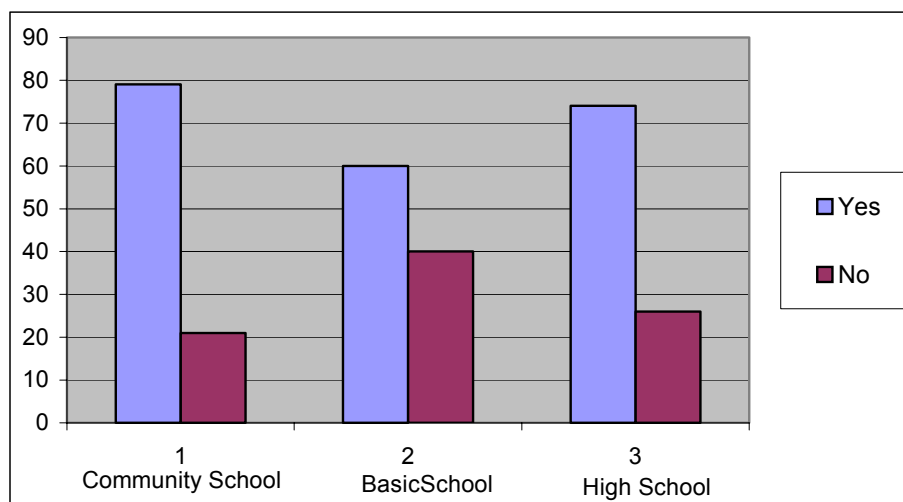
In the community schools visited by the Consultant, the level of understanding of the rights of the child and responsibilities among CRC members was reasonably high. The majority of children (66 percent) were aware of their rights (see Table 9 and Graph 7 below). While most pupils could not properly explain what a 'right' or what the *Convention on the Rights of the Child* was, they were able to cite the rights of the child contained in the simplified Green booklet in their local languages. At all community schools visited in Kitwe, the children talked about *insambu ya baiche* in the local Bemba language. In Gwembe, the children talked about *nguzu zya mwana* in the local Tonga language. In Chipata, the children used the terms *ufulu ya mwana* or *danga la mwana* to describe the rights of the child.

**Table 9: Awareness of Child Abuse among Pupils in Different Schools (Number and percent)**

Type of Response	Type of School		
	Community School (N=76)	Basic School (N=20)	High School (N=176)
	Awareness	Awareness	Awareness
Yes	60 (79%)	12 (60%)	131 (74%)
No	23 (21%)	8 (40%)	45 (26%)
Total	76 (100%)	20 (100%)	176 (100%)

However, in group discussions, the gap in the levels of awareness of the rights of the child and responsibilities between non-CRC members and CRC members was big in community schools. Unlike the CRC members, non-members had great difficulties in citing the rights of a child and coherently mentioning their responsibilities.

**Graph 7: Awareness of Child Abuse among Pupils in Different Schools**



There was also a big difference in the levels of awareness among community schools themselves. In some schools, such as Salem in Kitwe and Hauma in Gwembe, the levels of awareness of the rights and responsibilities of the child were much higher than in others such as Linda Community School in Livingstone and Luangwa Community school in Kitwe. At Salem and Hauma, the children were highly aware of their rights. More importantly, they were also aware of their responsibilities. In discussing their responsibilities, many of the children, including those that were in Grade Two, were aware of gender issues. They stressed that nowadays both girls and boys had to share responsibilities. To quote a six-year old Grade Two girl who was also a member of the Children's Council at Hauma:

"Both boys and girls have to do the same work because of gender which has come!"

Similar views were expressed by pupils at other schools like Kabulonga Boys and Girls High Schools, Matero Girls and Boys High Schools, Arakan Secondary School, Mbala High School, Kasama Boys High School and Kasama Girls High School, and Mpika High School. However, the extent to which the children practised what they knew is difficult to tell from this evaluation in the absence of interviews with parents.

#### ▪ **Basic Schools**

The levels of awareness of the rights and responsibilities of the child among basic school pupils (74 percent) was higher than that among community school pupils (66 percent). In group discussions, most pupils at Gwembe Basic School and Twatemwa Basic School were able to cite the rights of the child. Several could even explain what the *Convention on the Rights of a Child* was.

However, there was a noticeable gap in the levels of awareness of the rights and responsibilities of the child between CRC and non-CRC members in basic schools. Unlike non-CRC members, most CRC members knew what their rights and responsibilities were. As in the case of some community school pupils, they were also aware of their gender roles. Nearly all of them, including boys, agreed that both girls and boys had to share responsibilities. Although some non-CRC members were aware of some human rights in general (mostly from their

civics lessons), their understanding of the specific rights of the child were not as high as among CRC members.

It is worth mentioning that the levels of awareness of the rights and responsibilities of the child among basic school pupils who were CRC members were much higher than among senior pupils, including Grade 12 pupils, who were not members of the Child Rights Clubs in high schools. The CRC members in basic schools could articulately discuss the rights and responsibilities of a child, while non-CRC pupils in high schools had difficulties in doing so. The latter seemed confused and incoherent in their responses when asked to discuss the rights and responsibilities of a child.

#### ▪ **High Schools**

The levels of awareness (88 percent) of the rights of the child were very high among high school pupils who belonged to the Child Rights Clubs. In group discussions, the pupils articulately discussed their rights and responsibilities. Although they could not properly explain what the actual provisions and articles were, most seemed to know what the *Convention on the Rights of a Child* was. Contrary to the situation in community and basic schools, there also seemed to be a small gap in the levels of awareness of the rights and responsibilities of a child between CRC and non-CRC members. This was especially the case where the CRCs were very active. In these schools, the level of interaction between CRC and non-CRC members seemed high. The only difference between CRC and non-CRC members lay in coherence and enhanced understanding of children's rights and responsibilities. In other schools, however, the gap in the levels of understanding children's rights and responsibilities between CRC and non-CRC members was high.

#### 3.3.4 **Lessons Learnt**

The key lessons that can be drawn from the discussion of the levels of awareness and knowledge on the UNCRC and the rights and responsibilities of the child are that:

- Children in schools seem to be eager to learn new things
- The family is an important source of information on various issues for the child, and
- People in rural areas and informal urban settlements tend to be suspicious of 'official' or new projects

#### 3.4 **Support Materials, Learning and Club Activities**

An assessment was made to determine whether the support materials given to the clubs were adequate and relevant for learning and club activities.

##### 3.4.1 **Support Materials**

ZCEA seems to have achieved the objective of producing learning materials for the child rights clubs in the schools. Documents from ZCEA show that in 2002 UNICEF produced an initial 58,000 copies of the simplified version of the United Nations Convention on the Rights of the Child. In 2004, UNICEF produced a further 25,000 English version copies of the booklet.

We learnt that each child rights club had received a tool kit from ZCEA or other organisations. We were informed that ZCEA works with partners to maximise the distribution of booklets in areas where the organisation is not operating. Among the organisations that ZCEA works with are Women's Legal Clinic, AVAP, Young Men's Christian Association, Women for Change, and the Victim Support Unit.

Basically, the tool kit comprised the following:

- State Party Report
- Trunk
- T-shirts
- Caps
- Badges
- Stationery
- Green booklet on the rights of the child,
- Convention on the Rights of the Child, and
- Training manual for the facilitator.

Each club received 50 t-shirts each, 50 caps and 50 badges. These items were used for learning and club activities. We found out that some schools, such as Gwembe Basic School, supplemented the ZCEA material with that from other NGOs. This was seen as useful in giving the children a variety of reading materials.

However, it is important to note that at the time of the evaluation, ZCEA had not yet completed the distribution of the booklets. This implies that clubs in some schools did not have enough reading materials.

### 3.4.2 Learning

In interviews, most pupils said that they learnt many things in their club. In most cases, they indicated that they learnt the following:

- The rights of a child
- The responsibilities and duties of the child
- How children should take care of themselves, and
- How to behave towards other children and people.

Given their large and growing membership, the majority (26) of the clubs in the schools visited reported that the reading materials were not enough. At Twampane Community School, for instance, over 20 CRC members were sharing one easy read booklet. Though slightly better, a similar situation obtained in many schools. In interviews, club facilitators and pupils complained that lack of adequate reading materials made it difficult for them to properly understand the subject matter.

The other major complaint is that the reading materials became 'boring' after the children went through them several times. In at least 15 clubs, facilitators said that, since the booklets were small, the children read through them several times. This made it monotonous and discouraged some children from attending club meetings as they felt that they already knew what they were going to learn. Although there were activity exercises in the manuals, club facilitators, especially in community schools, complained that they could not afford to buy some of the playing items like balls.

As for the contents of the learning material, it was observed that, while pupils in high and basic schools had no problems in understanding them, those in community schools had some difficulties in doing so. The club facilitators in all the community schools visited suggested that

there was need for an even more simplified version of the easy read booklet with colourful pictures illustrating various forms of child abuse. In interviews, pupils in most schools demanded for interesting reading materials.

An analysis of the responses of children also appears to suggest that there was more emphasis on learning about the rights of the child than responsibilities. Not surprisingly, the major complaint among head teachers and ordinary teachers interviewed for this study was that some pupils were abusing their rights. The community members interviewed for this evaluation expressed a similar view.

### 3.4.3 Club Activities

Two types of club activities were found in many schools: school and community outreach activities.

#### 1. School activities

These are activities that are undertaken within the school environment. The intra-club activities mainly centred on the following:

- Plays
- Sketches
- Poetry
- Debating
- Songs, and
- Dancing

In interviews, we learnt that CRC members put up performances at school assemblies and on special occasions as part of their sensitisation activities on the rights of the child. Clubs organised their own activities but at times with some financial assistance from ZCEA. The financial assistance mostly benefited urban clubs, especially those in or around Lusaka.

The colourful t-shirts, badges and caps gave the CRC members an identity and pride as they staged performances at school or engaged in other activities. While the use of t-shirts and caps may be criticised as attracting pupils who may not be committed to club objectives, our view is that the t-shirts are an important source of identity, pride and motivation among the club members. Their use should, therefore, be encouraged.

T-shirts are also important as a symbol of equality among pupils. Clothing, footwear and cosmetics are generally the most important and immediate indicators of difference among children and lack of appropriate apparel for social events can be a major source of distress in the young. T-shirts promote a sense of equality and importance among the children as they participate in Calendar events and engage in community work.

But, as in the case of reading materials, the t-shirts, badges and caps were not enough. In 21 of the schools visited, we found out that many pupils resented the idea of having to share these items, which they saw as a source of identity for CRC members. In some cases, lack of adequate t-shirts resulted in conflicts among pupils. At Mpika High School, for instance, boys always wanted to dominate club activities by wearing t-shirts which they denied to girls.

To get round the problem of lack of enough t-shirts and caps, other schools used a rotational system. At Mpika High School, for example, the Club Matron informed us that boys and girls

used the materials alternatively. When boys wore t-shirts, girls donned caps and badges and vice versa. While not perfect, at least this allowed some sanity to prevail in the club.

## 2. Community activities

Although the objective of sensitising the community on the rights of the child is still far from being achieved, ZCEA is making some progress towards achieving this objective through the activities of the CRCs. In at least 21 of the schools visited, CRCs were engaged in a variety of community activities. These were out-reach activities that were conducted outside the school premises. Typically, they involved the following:

- Performing at public meetings
- Teaching the rights of the children to community members and parents
- Door to door dissemination of information on the rights of the child
- Donating food and other items, and
- Cleaning old people's homes

Interviews with facilitators and pupils revealed that most of the CRCs involved in outreach activities were community schools. During field visits and interviews, we noted that community schools had more space to engage in outreach activities than high schools. Several high school club facilitators stated that they found it difficult to engage in outreach activities due to tight academic schedules and subsequent lack of permission from the school administration.

Community and high schools also largely differed in their outreach activities. Outreach programmes in community schools involved going to deprived communities to stage performances with a child rights theme. The CRCs enlightened local people on the benefits of the rights and responsibilities of the child. Club facilitators said that children were often well received by the communities.

Most community schools saw the CRCs as the major mechanism for addressing the problem of child abuse in local communities. In 7 of the 11 community schools visited, we found out that Head Teachers actively encouraged CRC members to embark on sensitisation programmes in local communities. At Mchini Community School in Chipata, for example, the children had even come up with innovative ways of counselling parents who were said to be violating the rights of a child (Box 3).

### **Box 3: Child – to – Parent Counselling at Mchini Community School**

Mchini Community School in Chipata presents a unique case of children counselling parents on the importance of the rights of a child. The school administration encourages children with a problem to approach the Child Rights Club. Teachers also identify pupils with a problem and refer them to the CRC. Once they assess the referred case, some members of the club are selected to visit the home of the abused child. The children don't confront the accused parent. As though unaware of the abuse that goes on in the home, the children engage the parents or guardians in a talk on the importance of children's rights. Once the children leave, the parents are said to engage in soul searching which often results in an improvement in the manner they treat their children.

In contrast to community schools, CRCs in high and basic schools mainly focused on supporting the formation of CRCs in other schools, especially community schools. In interviews, high and basic school facilitators and pupils at schools like Anoya Zulu Boys High School, Mukuba Boys High School, Helen Kaunda Girls High School, and Kabulonga Boys and Girls High Schools, informed us that they had assisted several schools to establish CRCs.

Former CRC members were involved in starting new clubs in community schools in places like Kitwe and Chipata.

In Kitwe and Ndola, even in high schools CRC members were beginning to get involved in counselling other pupils who found themselves breaking the school rules. At Helen Kaunda Girls School, for instance, we were informed that CRCs were asked by the school administration to talk to girls who had broken the school rules.

▪ **Other activities**

Field visits and a review of literature revealed that the Child Rights Clubs were involved in other activities. In Chipata, members of the CRCs from Anoya Zulu High School and Mchini Community regularly appeared on the popular Radio Breeze – a community radio station – to talk about the rights of a child. Elsewhere, especially in Lusaka, CRC members were writing letters to newspapers to encourage them to increase their coverage of child rights issues. Other pupils in Lusaka were involved in ZCEA-organised radio and television programmes.

**3.4.4 Children’s Participation in Club Activities**

Interviews with both pupils and club facilitator revealed that there was a high level of participation of children in CRC activities. In nearly all cases, the facilitator and the club executive consulted the general membership on most matters affecting the operations of the club. At meetings, the children brainstormed the issues and put forward their suggestions to the club facilitator and executive. The club facilitator acted on the basis of these suggestions to assist the executive in coming up with a Plan of Action or schedule of activities for the club. This was often in line with the CRC manual provided by ZCEA which was developed with help from UNICEF.

**3.4.5 Commitment of Club Members**

The impression from interviews and interaction with pupils and patrons is that there is a high level of enthusiasm for CRCs in co-education schools like Linda High School in Livingstone. This was especially the case among girls. In interviews, most facilitators indicated that girls showed more commitment to, and interest in, club activities than boys.

It is difficult to account for the high level of commitment of girls to CRC activities than boys. But it would appear that this is related to the vulnerability that girls feel in society. The clubs seem to give girls the opportunity to learn about their rights which are typically denied them in the home and school environment. In Zambian society, girls are not expected to play an active social role in society. The CRCs give the girls confidence to express themselves in public. Overall, there was a high level of interest in CRCs among pupils.

**3.4.6 Source of Motivation for Commitment to CRCs**

In interviews, most facilitators cited the following as the major factors accounting for the high interest of pupils in CRC activities:

- The need to learn about the rights of children among pupils. As one informant at Mpika High School put it, most pupils feel that awareness of their rights would save them from tyrannical rule in school
- The t-shirts and caps. In all the schools visited, both facilitators and pupils maintained that t-shirts and caps were status symbols which were a proud source of identity within the school and surrounding community, and

- Trips or field tours were seen as an important incentive for the participation of pupils in club activities as they exposed them new information or knowledge.

But, as previously noted, in at least 9 of the schools visited, there were complaints to the effect that other pupils only became ‘members’ when it was time to go out and wear t-shirts. Although this may raise some questions regarding the commitment of pupils to club activities, we maintain that t-shirts are an important source of identity within the school.

### 3.4.7 Lessons Learnt

The lessons learned from the discussion of support materials, learning and club activities are that:

- Children are social actors with competencies, insights and energy that can be employed in addressing their own problems
- Children in schools, especially younger children in community schools, need simplified reading materials
- Children need communication and peer-to-peer counselling skills (and general counselling skills) to enhance their confidence and participation in school and community activities
- Children need advocacy and lobbying skills, and
- Clubs in schools need to solicit for support from a variety of sources.

### 3.5 Networking with other CRCs and Non-CRCs

Networking between CRCs in different schools through exchange visits was limited. In at least 22 of the schools visited, club facilitators and pupils complained about lack of transport and money to visit other schools. The ban on the use of school trucks following the Kawamba truck disaster in which close to fifty pupils died had compounded the problem. However, where schools networked or organised educational tours, as in the case of Kafue High School, Jack Cecup Community School, Matero Girls High School, Matero Boys High School, Kabulonga Girs High School, Kabulonga Boys High School, Mukuba Boys High School and Helen Kaunda Girls High Schools, there was a useful exchange of ideas and experiences.

In Eastern Province, there was an interesting innovation to get round constraints to networking among schools (Box 4). This initiative was also an attempt to resolve the problem of lack of a local coordinating structure identified at Chizongwe Technical High School in Eastern Province.

#### Box 4: The Child Rights Club District Executive in Chipata

In an attempt to enhance the exchange of useful ideas and experiences, some pupils at Anoya Zulu High School came up with the idea of forming an inter-school executive with representation from all the Child Rights Clubs in the district. The main aim of the District Executive is to organise and coordinate inter-school CRC activities that also involve performing on special national days. The District Executive mobilises pupils from various CRCs to perform at these events. The President of the CRC at Anoya High School is also the President of the District Executive. The pupils complained that the District Executive lacks an overall facilitator. While the pupils may view this as a constraint, it is a good example of children themselves initiating and running club activities.

However, within the school, there was a lot of networking between CRCs and other clubs such as the Anti-AIDS club. This made it possible for CRCs to make effective use of their resources through joint activities. We suggest that the CRCs should seriously exploit opportunities for networking both within and without the school. We also suggest that there is need for a strong coordinating structure for CRCs within districts.

### **3.6 Record Keeping, Budgeting and Report Writing**

Although most club facilitators indicated that they kept records of their club activities, only two – Jack Cecup and Mukuba Boys High School - of the schools visited were good at preparing reports. Clubs in urban areas, especially Lusaka, had easy access to the ZCEA Manager for the CRC Project, while those in rural areas had difficulties. The poor communication network in rural areas accounts for this. We recommend that ZCEA should find a way of improving its communication channels with CRCs in remote rural areas. At present these schools appear to be cut from the type of activities that ZCEA promotes in urban areas, especially Lusaka.

In terms of budgeting, less than 10 percent of the schools visited indicated that they had an operational budget for their activities. Although about half of the clubs indicated that they had a plan of some sort, the rest operated without any plan. In our view, there is need to train facilitators and children in budgeting and financial management.

### **3.7 Challenges and Difficulties facing the CRC Clubs**

The CRC Coordinators and facilitators generally saw the following as the key challenges facing the clubs:

- **Lack of adequate training materials**

As previously noted, 26 of the 34 clubs surveyed for this evaluation indicated that they lacked adequate reading materials. In at least 15 of these schools, especially community schools, a minimum of two pupils were sharing one Green Booklet on the rights of the child.

- **Lack of adequate financial resources**

Lack of adequate funding was cited as a major constraint in nearly two-thirds of the clubs selected for the evaluation. The club facilitators complained that they did not receive adequate funding from the school administration or ZCEA for their operations. This was particularly the case in rural schools where the clubs lacked access to ZCEA's budget line for club activities.

- **Lack of transport**

The ban on the use of trucks to transport school pupils following the Kawambwa truck accident in which over 40 pupils died had seriously affected the ability of the child rights clubs to organize transport for inter-school visits. This had made it difficult for CRCs to organize some club activities.

- **Lack of motivation for club facilitators**

In over half of the clubs visited, the facilitators complained about lack of motivation. As used here, lack of motivation refers to lack of financial and other incentives for the club facilitators. They complained that this made it difficult for them to devote adequate time and effort to the child rights clubs.

- **Lack of orientation training for facilitators**

During the evaluation, it emerged that facilitators in 17 of the clubs visited lacked the necessary knowledge to effectively run the clubs. They complained that they had not attended any orientation workshop for club facilitators organized by ZCEA.

- **High turn-over of facilitators**

The CRC Provincial Coordinators cited the frequent transfer of club facilitators as another problem adversely affecting the performance of some CRCs. They explained that in some

cases the facilitators were not easy to replace, as at Kasama Boys High School or left with the learning materials.

Other challenges relate to internal activities within the clubs. In at least 11 of the CRCs, we observed that Grade 12 pupils held most of the senior positions on the executive. We observed that this tended to cause instability in the clubs once these pupils left the school at the end of the year.

The issue of lack of motivation raises a number of questions about the commitment of club facilitators and institutionalisation of the CRCs within the school. First, lack of motivation raises the expectation that facilitators should be paid an allowance for what they perceive as 'work' whenever they attend to CRC activities. Secondly, lack of motivation implies lip service to CRCs among some facilitators. Thirdly, the complaint about lack of motivation underscores the need to institutionalise the CRCs within schools.

These issues appear to stem from the current mode of introducing CRCs in schools. Our view is that the current mode of introducing CRCs raises false expectations among teachers who are selected as facilitators. The manner in which facilitators are chosen raises the possibility that people who may lack any commitment to the ideals of CRCs other than perceived monetary gain are chosen to become facilitators. When this monetary gain does not materialise, such facilitators may begin to show less commitment to the clubs. Apart from changing the mode of selecting facilitators, we suggest that ZCEA should make it clear from the outset that facilitating the activities of CRCs is a voluntary activity. ZCEA should also clearly state what form of support it gives to clubs and in what circumstances.

### **3.8 Support from the School Administration**

The support that the clubs received from the school administration was assessed in order to determine the extent to which the school supported the promotion of the rights of children.

#### **3.8.1 Support**

In interviews, all the Head Teachers and club facilitators revealed that most clubs received support from the school administration. In most cases, the support was indirect, coming mainly in form of the following:

- Permission to operate on the school premises
- Permission to stage performances at school functions
- Permission to use classrooms for club activities
- Facilitation to attend functions outside the school, and
- Provision of transport.

Where the club received active support from the school administration, especially the Head Teacher, it thrived. This is particularly the case where the Head Teacher innovatively assisted the CRC to access support from the school pool fund. The case of Njase Girls High School is illustrative here (Box 6). This was also the case at Mukuba High School in Kitwe.

**Box 5: Accessing the Special Activities Fund at Njase Girls High School**

Njase Girls High School has a very active CRC. The club also has the active support and encouragement of the Head Teacher. Under the able guidance of the Club Facilitator, the CRC at Njase has accessed support from the school from the Special Activities Fund. The Head Teacher has actively encouraged the club to use the funds for their activities. The club has used the funds to print their own t-shirts, badges and other items. To a large extent, this has eliminated the problem of lack of adequate t-shirts and other materials found among most CRCs in schools.

In some schools, however, many CRC members felt that they needed more active support for their activities from the school administration. In interviews and group discussions, many pupils complained about lack of what they generally referred to as 'substantive' support for core club activities. At Helen Kaunda Girls High School, for example, the CRC members complained that the school administration was stifling their creative initiative by denying them 'space' to engage in club activities, especially income-generating activities like 'variety shows'.

These complaints raise questions about the manner in which the clubs are introduced in schools. In over half of the schools visited, Head Teachers complained about marginalisation in the manner in which CRCs were introduced in schools and in their operations. In some cases, as at Kasama Girls High School, they had little or no knowledge about the operations of CRCs in schools. It is not, therefore, surprising that in some schools CRCs lack support from the school administration.

**3.8.2 Lesson Learnt**

The lessons that can be drawn from the role of the school administration in supporting CRCs in schools are that:

- The manner in which clubs in schools are introduced matters in terms of eliciting support from the school administration
- The introduction of a new club requires clear guidelines for club operations in relation to the school administration
- Clubs should work closely with school administrations in terms of informing the latter of their planned activities, and
- Organisations that seek to introduce the formation of new clubs in schools should learn from how other organisations support similar clubs in schools.

**3.9 Support from Donor Agencies**

The ZCEA Child Rights Project is funded by UNICEF and Save the Children Sweden.

**3.9.1 UNICEF**

UNICEF appears to be the biggest funder of the CRC Project activities. UNICEF funding covers training workshops, Calendar events, materials, and establishment of clubs in schools. UNICEF also co-funds monitoring and evaluation activities and project staff costs.

**3.9.2 Save the Children Sweden**

Save the Children Sweden is co-funding CRC activities. This co-funding covers the monitoring and evaluation activities and the establishment of the CRCs in schools, in addition to meeting the project staff costs.

**3.9.3 Other Organisations**

Asked to explain why they had not received support from other organisations, nearly all the club facilitators admitted that they had not bothered to solicit or apply for such assistance. Over half of the clubs also indicated that they had not requested for materials from ZCEA.

#### **3.9.4 Adequacy of the Support**

Although ZCEA claims in its January – June 2004 Progress Report that inputs have been sufficient to carry out the activities of the CRC Project, this claim is not supported by the reality on the ground, as previous sections of this evaluation indicate. This is reflected in inadequate learning materials and t-shirts in 26 of the 34 CRCs visited. In our view, more support for materials is needed from UNICEF and SCS.

### **3.10 CRC Fund-raising Activities**

#### **3.10.1 Income Generating Activities**

Less than 10 percent of the CRCs in the schools visited were engaged in any income-generating activity (IGA). Most CRCs were dependent on support from the school administration, donations and subscriptions for their activities. Even where few CRCs like that at Anoya Zulu High School and Salem Community School indicated that they were involved in some IGA, the returns were so marginal that they could not sustain the club activities.

It should be noted that nearly half of the CRCs had an idea of what to do to raise some funds but were unable to do so for one reason or other. In interviews, respondents cited the following as the major reasons for their non-involvement in IGAs:

- Lack of capital<sup>1</sup>
- Lack of skills
- Lack of time, and
- Lack of permission from the administration

However, it was observed that, among the less than 10 percent of the schools that had some form of income generating activity, most were community schools. In our view, the main reason for this is that, although community schools lacked adequate resources, they had less restrictions than basic and high schools. Community school children also had more time than those in basic and high schools. In some community schools like Saleem, the CRC even had instructors who were teaching the children life skills like tie and dye. Although pupils at schools like Mukuba High School had received some training in life skills, they were not given much of an opportunity to use them.

#### **3.10.2 Lessons Learnt**

The lessons that can be learned from the discussion of fund-raising activities by CRCs are that:

- Clubs in schools face many difficulties in attempting to go into IGAs
- IGAs cannot be a sustainable source of income for school clubs, and
- There is a fear that much emphasis on IGAs can undermine the academic performance of pupils.

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<sup>1</sup> ZCEA does not fund clubs' fundraising activities.

### 3.11 Impact of the CRCs on the School Environment

The responses of pupils, Head Teachers, teachers and club facilitators, including officials from the Ministry of Education, suggest that the activities of the CRCs are beginning to have a positive impact on the school environment, as discussed below.

#### 3.11.1 Teachers' Awareness of the Rights of the Child

In the schools visited, Head Teachers and ordinary teachers were asked whether they were aware of the rights of the child and the Convention on the Rights of the Child. Most of the teachers talked to claimed that they were aware of the rights of a child. Although most could not state its contents, they said that they had heard of the Convention. Asked to state their source of this awareness, all the Head Teachers interviewed for this evaluation stated that it was through the activities of the Child Rights Club.

The position of most of the Head Teachers interviewed for this evaluation was that the promotion of children's rights in schools was a good thing. They cited a number of benefits that arise from the promotion of the rights of a child. The most commonly cited ones were that:

- Children would become less prone to harassment
- Children would live much more in harmony with each other
- There would be a common vision among children, and
- Improved school performance as children became freer with their teachers.

Asked to explain how they were promoting children's rights in their schools, Head Teachers in over half of the schools visited claimed that they were using the Child Rights Clubs as the main mechanism to promote the rights of the child. Many of the Head Teachers were quick to point out how they were supporting these clubs in their schools.

However, the Head Teachers expressed caution on the promotion of children's rights without putting equal emphasis on the promotion of responsibilities among pupils. To quote one Head Teacher:

"Rights and responsibilities are like tribal cousins! You can't promote one and ignore the other. You will be courting confusion!"

The Head Teachers complained that too much emphasis on rights promotion at the expense of responsibilities promotion was creating confusion in schools. This is particularly so given lack of sensitisation on the rights of the child for teachers. Most Head Teachers complained that there were no formal programmes aimed at sensitising teachers on children's rights in their schools. This means that information levels on the rights and responsibilities of the child were different between pupils and their teachers, thereby causing confusion.

The Head Teachers felt that lack of sensitisation for teachers on the rights and responsibilities of the child was creating a dangerous imbalance in the levels of understanding of the rights of the child among pupils and their teachers. This imbalance is further reflected in the reported cases of teachers who had been summoned to or arrested by police over the violation of the rights of the child (Box 6).

**Box 6: The Arrest of School Teachers over Children's Rights Violation**

In several of the schools visited for this evaluation, there were reported cases of teachers being arrested over the violation of the rights of a child. At Linda High School in Southern Province and Mpika High School in Northern Province, we were informed that several teachers had been locked up for violating the rights of children. Following the formation of the Child Rights Clubs in these schools, many pupils had become aware of their rights. The pupils used this awareness to report teachers that administered corporal punishment on them to the police. But the number of arrests was reportedly going down as more and more teachers were accepting and realising that they could not get away with the abuse of children in schools. This realisation also implies that there is a multiplier effect on the acquisition of knowledge among teachers.

**3.11.2 The Relationship between Teachers and Pupils**

In at least 13 of the schools visited, we noted some resistance among some teachers against the activities of the Child Rights Clubs. It was alleged that the promotion of children's rights encourages indiscipline in schools. The teachers stressed the need for equal emphasis on teaching the responsibilities of the child to pupils.

In our view, the resistance to the promotion of children's rights among some teachers was partly due to misinterpretation of the rights of the child, possibly due to lack of sensitisation on the subject. There is a misconception that when children become aware of their rights, they would become difficult to control. This is particularly so given that children have started challenging teachers on issues that they feel are not properly handled. For instance, the CRC members at Helen Kaunda Girls High School in Kitwe pointed out that the administration had an erroneous view of them as 'trouble makers' even when they were right about what they were saying.

Despite the above situation, the impression from the interviews conducted in the schools that we visited is that, in the absence of formal sensitisation programmes on children's rights for teachers, the formation of the CRCs in the schools is forcing positive change on the behaviour of teachers. We learnt that more and more teachers are learning about the rights of children from their colleagues who facilitate the CRC clubs as well as from the activities of the CRC members.

The effects of this learning process appear positive. In interviews, Head Teachers, club facilitators and ordinary teachers said that the formation of the clubs was all the same having the following positive effects:

- Increased interaction between teachers and pupils
- Improved dialogue in schools
- Increasing transparency and accountability in the school administration
- Increased accountability among teachers
- Improving discipline among pupils
- Improving school attendance
- Improving school performance, and
- Declining number of pregnancies among school girls.

Although it is possible that other factors may have influenced the above, the role of the CRCs is also significant. It is also important to note that the formation of the CRCs in the schools has reinforced the ban on corporal punishment and other forms of child abuse as alluded throughout this evaluation.

### **3.11.3 The Relationship between Male and Female Pupils**

The CRC Project has had an appreciable impact on the relations between male and female pupils both within the school environment and at home. In interviews, male and female pupils stressed the importance of working together. However, there were some problems in these relations where the school was moving from a single sex school to a co-education school as at Mpika High School. At this school, conflicts between boys and girls, even within the CRC, were not uncommon. The participation of girls in club activities at Mpika High School has been complicated by the fact that they are day scholars while boys are in boarding. This deprives the girls of the opportunity to actively participate in club activities.

The promotion of children's rights has also forced change on the behaviour of school prefects who in the past were widely seen as agents of the school administration in the violation of children's rights. In an interview, a school prefect and house captain at Linda High School in Livingstone informed us that the prefects are being forced to learn about the rights of children as they seek to enforce school rules. At other schools, such as Chizongwe High School in Eastern Province, Linda High School in Southern Province and Kabulonga Boys High School in Lusaka, they were part of the CRC Executive.

### **3.11.4 Pupils' Confidence and Attitude**

It is evident from this evaluation that the levels of self-confidence and assertiveness among most CRC members in the schools are high. This was evident in their articulation of issues, especially those concerning the rights of children in group discussions. In some cases, as indicated earlier, the assertiveness of the CRC members had strained the relationship between the pupils and teachers. This was particularly the case in situations where teachers were not aware of the rights of children. But as more and more teachers are becoming aware of the rights of children, the relationship between teachers and pupils, especially CRC members, is improving.

The growing self-confidence and assertiveness among the children is also reflected in their high aspirations for the future despite lack of focused and systematic career guidance in the schools. In FDGs, most of the pupils from high schools and basic schools had high aspirations. However, the level of aspirations were low among the children in the community schools. This is probably a reflection of the realities in the environment in which the children grow up and the type of information they are exposed to.

### **3.11.5 Pupils' Participation in the Governance of the School**

The objective of the CRC Project to produce responsible adults is already being realised in some schools where the school administration is trying to involve pupils in managing aspects of the school affairs. At Mpika High School, for example, we were informed that the school administration had allowed Grade 12 pupils who had remained during the school holiday to manage the funds for buying food. However, it is the case of the Children's Council at Hauma Community School in Gwembe that best illustrates the participation of children in school activities.

At Hauma Community School, there is a Children's Council which plays an effective role in the governance of the school. As Figure 1 below shows, at the top is a President, followed by a Vice President, a Secretary and a Treasurer. There is also an executive comprising ten members. All these are elective positions and they are open to all pupils in Grades above Grade Two. However, children in Grade Two are incorporated into sub-committee structures. Each committee deals with a particular issue. The leadership of the Children go round classes

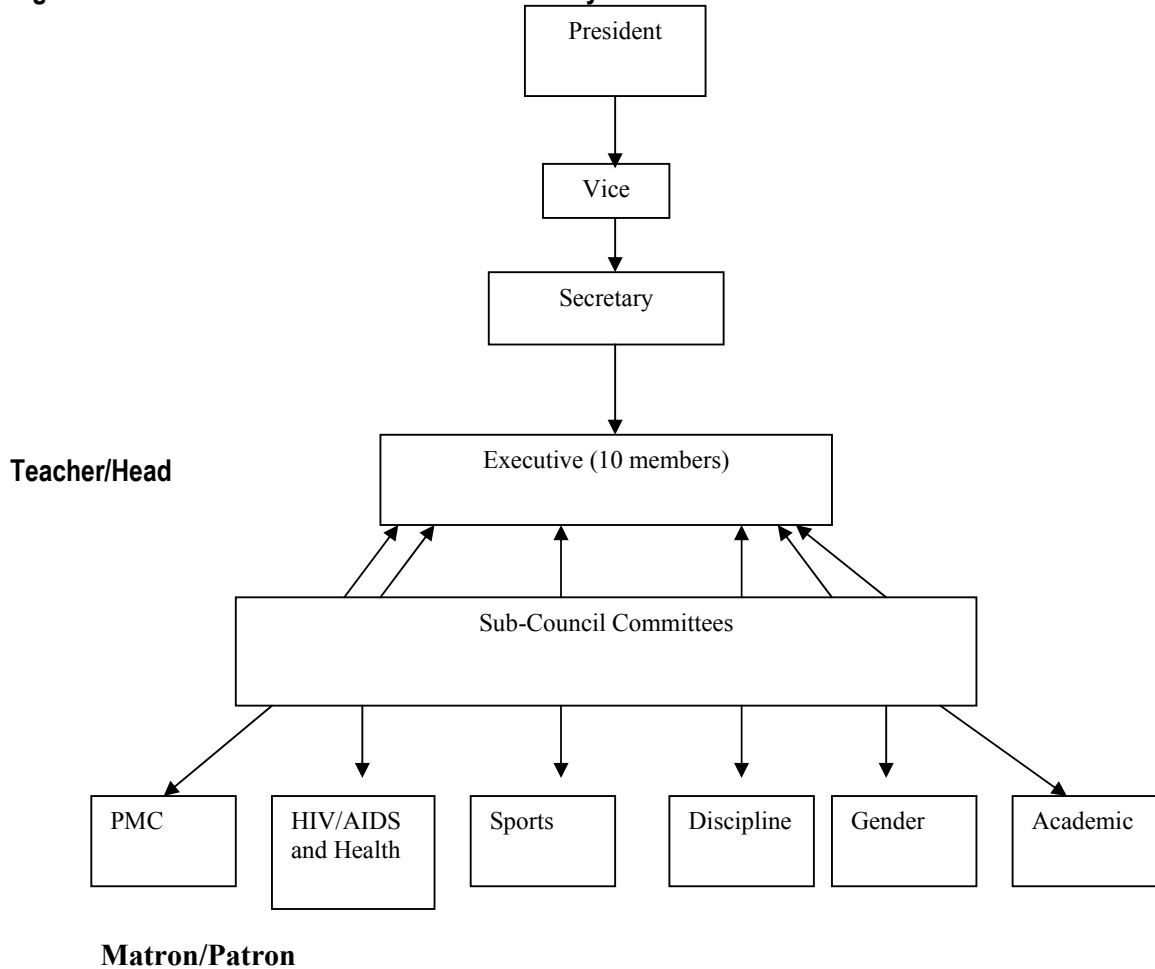
or organise meetings at which they solicit for ideas from other children. Once this is done, the leadership seeks audience with the Head Teacher to whom they present the views of the children. The system is said to work so well that it is now serving as a model for other schools.

### **3.11.6 Lessons Learnt**

A number of lessons can be drawn from the discussion on the impact of CRCs on the school environment:

- When introducing a new club in school, there is need to encourage positive interactions between the school administration and the club management
- The formation of new clubs in the schools can have positive change on the behaviour of teachers, and
- As independent social actors, children can play an effective role in governance.

**Figure 1: Children's Council at Hauma Community School**



### 3.12 Impact on of the CRCs on Institutions

The promotion of the rights of children is also having an impact on the schools themselves. In interviews, some teachers and MoE officials cited the following as the positive effects arising from the formation of the CRCs in the schools:

- Harmonious relationship between schools
- Increase in school exchange programmes
- Improved behaviour, and
- Protection of school property.

It was claimed that these effects have lessened the likelihood of violence breaking out between pupils from different schools as the children were now aware of their responsibility to other children.

### **3.13 Differences in Performance among CRCs in different Schools**

#### **3.13.1 Varying Performance**

It is evident from this evaluation, and as previously noted under the levels of awareness of rights and responsibilities of a child among pupils, that schools have fared differently in the promotion of children's rights. Although most of the schools were less successful in the promotion of children's rights, others were highly successful.

An analysis of the responses of the views of various respondents appears to suggest that the following were the key success factors:

- Support from the school administration
- A self-motivated facilitator, especially one with interest in the welfare of children
- High levels of networking among clubs within the school

However, in terms of performance, we did not find any significant difference between schools that were formed much earlier (2003) and those that were formed recently (2004/2005). It appears that the departure of final grade students and recruitment of new members always tend to make the CRCs look as if they are newly formed clubs. We observed that a club that enjoyed the above had a far greater chance for success regardless of date of formation.

#### **3.13.2 Lessons Learnt**

The lessons learned from the varying performance in CRCs are that:

- The time a club was formed does not seem to matter in its success
- The role of the school administration is critical to the operations of the child rights club, and
- The role of the facilitator or patron is important in the success of the newly formed club.

### **3.14 Involvement of the Ministry of Education in the Promotion of CRCs**

Although the Zambian Government has not adequately domesticated the provisions of the UNCRC into laws that promote the welfare of children, the Research Team found out that the Ministry of Education (MoE) was involved in the promotion of the rights of children in schools, albeit largely indirectly. In interviews, MoE officials revealed that the MoE had incorporated general human rights education. This process began two years ago and is aimed at strengthening the civics syllabus in Grades 8 and 9.

Although the MoE is NOT directly involved in setting up clubs in schools, it encourages the formation of what are known as 'Human Rights Education Clubs' in schools. These clubs are intended to promote general human rights education among pupils. However, it is not clear to this evaluation whether or how many such clubs have been formed in the schools.

The support for human rights education is evidence of government's commitment to promote and protect the rights of children. We recommend that ZCEA should take full advantage of this good will to promote the institutionalisation of CRCs within schools. We further recommend that ZCEA should also actively involve the MoE in the introduction of CRCs in schools.

### **3.15 ZCEA's Management of the CRC Project**

As previously noted, the ZCEA is the organisation that facilitates the formation of the Child Rights Clubs in the Schools. In line with the project proposal, ZCEA staff were given

orientation training in the management of the CRCs at the inception of the project. This was a one-way off training. This raises some questions as to how much the ZCEA CRC Project Coordinator was capacitated to handle the implementation of the project.

It is important to note that ZCEA staff have since attended courses in various areas. In particular, the ZCEA CRC Project Coordinator and two members of the CRCs attended a Child Participation Seminar in Ecuador, South America which he describes as 'very useful'. Despite this, the Project Coordinator still needs some capacity building in various aspects of the project, especially child programming, advocacy and communication skills, and monitoring and evaluation.

### 3.15.1 Facilitation

Since the inception of the CRC Project, ZCEA has facilitated the formation of 300 clubs in community schools and formal schools. This means that ZCEA has attained the objective of establishing 300 CRCs by 2006. But, as this evaluation suggests, the performance of these clubs is uneven.

ZCEA's role in facilitating the formation and operations of CRCs involves doing the following:

- Supporting and conducting capacity building for CRC facilitators and members
- Supporting CRC calendar events such as the Day of the African Child
- Directing and Production of TV, radio and print media articles, and
- Facilitating conference attendance for children.

ZCEA also has a budget line for club activities. This money is given as a lump sum for club activities. But it appears that this money mainly benefits Lusaka and other urban-based clubs. All the facilitators of rural-based CRCs were ignorant of the ZCEA budget line for club activities. This means that clubs outside urban areas, especially Lusaka, were losing out.

Attempts by ZCEA to organise facilitators' training have been rare. Although ZCEA seeks to organise meetings with facilitators, the evidence on the ground suggests that this is difficult in rural areas. In interviews, several facilitators from the schools visited indicated that there was broken contact between the facilitators and the ZCEA Project Manager. In some cases, this has been compounded by lack of communication between ZCEA and clubs in remote rural schools.

It is also important to note that there is presently little distinction between facilitation and management of the CRCs by the ZCEA CRC Project Coordinator. This is reflected in a number of factors. It appears that pupils do not seem to understand the different but complementary roles of their facilitators and those of the ZCEA Project Manager. The pupils tend to by-pass their facilitators and approach the ZCEA Project Manager directly, sometimes without informing their facilitators. This is reflected in the numbers of pupils in Lusaka that go to the ZCEA office.

### 3.15.2 Difficulties

Despite growing interest in the Child Rights Clubs from schools across the country, it is unlikely that ZCEA will facilitate the formation of new clubs in the schools. This is due to a number of difficulties that ZCEA is facing.

The main difficulties relate to:

- Lack of adequate staff to handle CRC issues. There is presently only one person at ZCEA dealing with over 240 CRCs in schools
- Lack of ability to conduct orientation workshops for facilitators
- Inability to replace materials in schools, and
- Lack of ability to supply clubs with adequate materials.

The clubs have increased in number, monitoring and evaluation (M&E) and other duties become a challenge. In the case of training, it was a one way off event. This means that there were no follow-up orientation workshops for new facilitators. As a result, new club facilitators – those who came after the first wave was trained – have not received any instruction on how to guide the operations of CRCs.

### 3.15.3 Funding

As previously noted, the CRC is presently supported by UNICEF and Save the Children Sweden. However, the ZCEA officials interviewed for this evaluation study expressed some concern over the way UNICEF funds the project.

An interview with the UNICEF Programme Officer revealed that UNICEF had three modes of funding or assisting NGOs:

- Direct payment (for food and accommodation)
- Service delivery, and
- Re-imburement.

In the case of ZCEA, UNICEF seems to be relying more on re-imburement than other modes of payment. The current system being used by UNICEF of reimbursements and payment of accommodation and food after the workshop has taken place is proving to be a problem when workshops are organised. The ZCEA officials complained that they found it difficult to raise the up-front amount of money demanded by UNICEF before it reimbursed them.

The consequences of the UNICEF re-imburement mode approach include:

- Failure by ZCEA to complete projects on time
- Difficulties in reporting on time, and
- It affects auditing.

In an interview, the UNICEF Programme Officer insisted that ZCEA officials had assured UNICEF that they could raise the necessary up-front funds. But this is proving difficult. In our view, ZCEA should approach UNICEF to discuss a more acceptable or workable funding mechanism.

### 3.15.4 Monitoring and Evaluation

Monitoring and evaluation is critical to the assessment of the impact of the work on ZCEA, especially as it affects children as the main beneficiaries of the CRC Project. A review of documents from ZCEA indicates that some monitoring and evaluation activity, albeit not comprehensive, takes place.

The ZCEA documents show that from 8-9<sup>th</sup> March 2005, the members of the child rights clubs attended an Evaluation Workshop in Kabwe. According to the ZCEA documents, a lot of

lessons were drawn from the workshop deliberations. ZCEA states that it would use this evaluation to plan the facilitators' training.

However, it should be noted that, at the inception of the CRC Project, ZCEA did not develop a monitoring and evaluation tool for the CRC Project. As a consequence, no means of measuring success in form of indicators was developed. Moreover, monitoring and evaluation of CRCs is not regular as they are too many for one person alone to handle.

It is only now that ZCEA is attempting to come up with a monitoring tool. This tool largely focuses on:

- Structure of the clubs
- Outreach programmes
- Facilitators, and
- Child participation

While these elements are obviously necessary, more needs to be done to make the monitoring and evaluation tool comprehensive. In our view, emphasis should be on the following:

- Indicators of success
- Setting numerical targets
- Coming up with means of verification, and
- Methods of collecting data

The ZCEA CRC Project Coordinator should be capacitated in monitoring and evaluation. As ZCEA can hardly cover all the clubs, the role of monitoring and evaluating the performance and impact of the clubs should be extended to facilitators and children. This means that facilitators and children will require some skills in M&E.

#### 3.15.5 **Lessons Learnt:**

The lessons that can be drawn from ZCEA's management of the CRC project are that:

- It is important to establish clear communication channels for members of a newly formed club
- The training for facilitators should be a continuous process, and
- More teachers from a single school should be trained in the facilitation of a new club project in order to create a pool of potential facilitators.

## 4. Outcomes of the CRC Project

The outcomes of the CRC Project can be evaluated in terms of effectiveness, efficiency, impact and sustainability.

### 4.1 Relevance

The CRC Project is highly recommended by both children and teachers in a growing number of schools. The pupils are grateful that they have become aware and knowledgeable about the rights and the responsibilities of the child, while Head teachers are grateful that the clubs are promoting a culture of discipline and responsibility in schools. Although the teachers in some schools were initially suspicious of the Project, they have come to appreciate the benefits of promoting the rights and the responsibilities of the child. It is, therefore, not surprising that the membership of these clubs is growing in more than half of the schools visited.

The CRC Project is also highly relevant as it is in line with the Zambian Government objective of promoting the protection of the rights of children. This is in view of the evidence which indicates that the state of children in Zambia is deplorable. The majority of Zambian children suffer from numerous socio-economic problems that negatively affect their growth and development. The children mostly suffer from poverty, hunger, lack of access to safe drinking water and proper sanitation, lack of decent shelter and destitution, and exposure to numerous epidemics and illiteracy. As a result, most children in Zambia lack sustained growth due to a complex combination of malnutrition, HIV/AIDS, malaria and diarrhoea. The *1998 Living Conditions and Monitoring Survey* (LCMS I) revealed that 53 percent Zambia's children aged 3-59 months were *stunted*, with the situation worse in rural than urban areas.

The CRC Project is also in line with various international instruments on the protection of the rights of the child. Apart from the UNCRC, the CRC Project is contributing to the promotion of gender equity in schools, especially in those schools where the clubs are very active. This in turn is contributing to the realization of some of the objectives of instruments like the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Additionally, the CRC Project is in line with the key objectives of the 2000 Common Country Assessment (CCA) agreed by UN agencies operating in Zambia and the World Bank. The CCA puts emphasis on the promotion of the rights of children through a rights-based approach. The hope is that the promotion of the rights of the child can would lead to the creation an enabling environment to develop social policies which would provide better protection to vulnerable children.

Our assessment of relevance is, therefore, high satisfactory as the objectives of the CRC Project are in line with those of the Zambian Government and its Cooperating Partners.

### 4.2 Effectiveness

The effectiveness of the CRCs, as provided for in the TOR, was measured in terms of the following:

- How the project balanced the issue of quantity (number of clubs, children, schools, etc) vs. quality (learning, awareness raising, etc)
- How child participation and the child rights approach have been used and how they could be strengthened

#### 4.2.1 **Quantity vs. Quality**

From the evidence gathered by this evaluation, it is apparent that balancing quantity (number of clubs, children, schools, etc) with quality (learning, awareness raising, etc) has not been easy for ZCEA and CRCs. This is largely due to the overwhelming response to join the club among pupils. At the inception of the project, the assumption was that the available materials would be adequate for the average number of children that were going to join the clubs. Contrary to expectations, the CRCs generated much interest in pupils who responded in large numbers to join the clubs.

The result is a gap between available materials and the number of children belonging to the clubs. The nature and intensity of this gap varies from club to club. A large increase in club membership translates into an expanded demand for t-shirts, badges and caps, not to mention reading materials and the increased cost of transport.

Caught between rising demand for membership and limited resources, more than half of the clubs in the schools visited have reacted to the gap between available materials and the growing club membership in a number of creative ways:

- Sharing the t-shirts, caps and badges among the children during club activities
- Not allowing the children to keep the materials at home
- Rotating the use of materials among the pupils every time there is need to use the items, and
- Restricting club membership.

The result of these measures is that, despite the limited material available, many pupils were able to learn about the rights and responsibilities of a child. As previously noted, many CRC members in schools, including non-CRC members in schools where the CRC was very active, were articulate in discussing the rights of the child. This is beginning to promote a rights culture among both pupils and teachers in schools. But the many complaints raised by children and club facilitators about inadequate materials should be seriously considered.

There is no reason to expect either the dynamic gap between growing club memberships and limited materials to diminish in the coming years. On the contrary, this situation threatens to grow, thanks to growing awareness of the rights of the child among school pupils. Which means that limiting membership in CRCs will prove difficult.

#### 4.2.2 **Child Rights Approach**

We evaluated the Child Rights Approach in terms of the 'best interests' of the child, which we defined in terms of the following:

- Non-discrimination
- Survival and development
- Child participation

Below we look at these issues.

- ***Non-discrimination***

Non-discrimination means that all children have to participate in the activities of the CRCs regardless of their racial, ethnic, religious, physical or other such status. While the racial,

ethnic and religious backgrounds of the children were not a factor in the membership of all the CRCs in the schools visited, it appears that there was no deliberate attempts on the part of CRCs to focus on children with physical disabilities. In at least six schools, some pupils expressed concern at the absence of children with disabilities in the clubs.

- ***Survival and development***

The CRC project is playing an important role in educating children about their rights and to some extent responsibilities. But the extent to which this translates into better survival and development for children is doubtful. The high poverty levels in Zambia mean that many children, especially those in community schools, come from a deprived background.

The struggle to meet the material needs of the household, especially in informal urban settlements and rural areas, can frequently have the effect of dividing its members, sometimes leading to child neglect and abuse. Many parents have to leave their children at home, even when they are very small. They have to go to work and there is no one to look after the children. Adults may not have the time to talk to children. The children are expected to cope on their own. Without children's contributions, many families simply would not survive.

Insofar as household economic strategies result in children being left alone and without adult guidance for long periods of time, this can become very debilitating for children socially. Lack of parental guidance can result in a situation where children are growing up without discipline and a moral frame of reference. This suggests that the campaign to promote the rights and responsibilities of the child should be linked to wider campaigns to improve people's livelihoods, especially in informal urban settlements and rural areas.

- ***Child participation***

This evaluation indicates that the Child Rights Clubs prioritise the participation of children in club activities. In nearly all the schools visited, we found that a club was run by an executive comprising children. Executive members are mainly pupils in higher grades. Under the guidance of the club patron, the club executive is responsible for the day-to-day management of club activities. The presence of club executives in basic and high schools meant that the role of the patron or matron was minimal. However, this was not the case in community schools. Given the age of pupils in these schools, it appeared that there was more direct involvement of patrons or matrons in the management of the clubs.

But it is doubtful the extent to which the children were acting upon the knowledge they had acquired on the rights and responsibilities of the child. In many homes, children make many direct and often very positive contributions to the struggle to overcome poverty. This means that children, especially OVC, may be required to work in order to contribute to the welfare of the family.

Despite scanty data, available data show that the scale of the OVC problem in Zambia is reaching crisis proportions. It is estimated that of the over five million children in Zambia, over one million are in the category of orphans, disadvantaged and vulnerable children. These children are extremely vulnerable. Many suffer severe deprivation, quit school, fail to access training, fall prey to abuse, exploitation, and risk HIV infection than other children. Although the data is limited, it is estimated that over 900,000 Zambian children now live in *low capacity* and *incapacitated* households, with an increasing number living without care givers in the streets

and in child-headed households (CHHs).<sup>2</sup> There are over 75,000 street children in Zambia, while CHHs account for an estimated 1-2 percent (about 20,000) of all households in the country.

However, It would appear that CRCs in some schools, especially community schools, were enhancing children's resilience. Children who are able to establish and maintain friendships have been shown to be more resilient than those who are isolated from other children. Positive peer relationships provide children with an arena of support outside the family in which they can experiment, develop attitudes, skills and values, and learnt to share, to help and to nurture one another. These relationships both mitigate the negative consequences of adversity within the home of family, and also contribute to a child's self-esteem.

This process may in turn aid the development of other protective factors in children such as a sense of competence, an ability to form other meaningful relationships, to empathise, and to feel a sense of belonging. CRCs, therefore, provide children with opportunities to be themselves.

Despite lack of adequate learning materials and other constraints, our rating of effectiveness is satisfactory.

#### **4.3 Efficiency**

As provided for in the TOR, efficiency in this evaluation was measured in terms of the following:

- Cost-effective analysis of child attendance of CRCs
- Unit cost of running a CRC

The CRCs in all the schools visited did not define efficiency measurements of their operations, and it is difficult to measure them in this regard. Nonetheless, a few observations can be made.

##### **4.3.1 Cost-effectiveness of Children Attendance of CRCs**

Cost-effectiveness of child attendance of CRCs should be examined in terms of total expenditures on the CRC Project. It would appear that the major costs of children attending the CRC are related to the following:

- Transport
- T-shirts
- Reading materials

The total expenditure can be set in relation to these factors – cost-effectiveness being a ratio between the costs incurred in a programme and the effects produced. In this case, it would be possible to:

1. Relate the expenditure of the CRC Project to the target objective of establishing clubs, and
2. Relate the expenditure to the performance of the clubs

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<sup>2</sup> Vulnerable households are those headed by grandparents, widows, sick or disabled people, or by both children.

We recognise that an assessment of any cost-effectiveness needs to relate to all the benefits created through the CRC Project. We have chose club establishment and performance as the foremost candidate, as these are the ones widely mentioned as the objectives of the project.

It is also important to note that many clubs have effectively used the limited materials to achieve their objectives. As previously noted, this has allowed the clubs to undertake many activities. Although no figures are available, ZCEA officials suggest that distributing the materials to various schools has been be costly. SCS bought ZCEA a project vehicle to address this problem. To a large extent this has addressed the cost of distributing materials to clubs in schools.

#### 4.3.2 Unit Cost of Running a CRC

In our view, calculating the unit cost of running a CRC would not be precise because of the fluctuating membership of CRCs. In general, the cost should be seen in terms of the following:

- Transport (to other schools)
- Stationery, and
- Club activities.

Whatever amount is involved, it is obvious that the unit cost of running an CRC is low. In at least 11 clubs, the facilitators indicated that running the club properly would cost a minimum of K1.6 million per year. This is based on the average budget figures presented by these clubs. Most of the money is intended to enable clubs travel to other schools and participate in Calendar events. However, the proposed figure of K1.6 million is likely to vary between rural and urban schools, with the figure likely to be higher in urban schools. Our rating of efficiency is satisfactory.

#### 4.4 Impact

In the TOR, impact was measured in terms of the following:

- Impact on school environment and how to broaden influence of clubs
- How issue of gender equality is addressed

##### 4.4.1 Impact on Schools

Undoubtedly, the CRCs have had a positive impact in schools where they operate, especially on the relationship between teachers and pupils. This is especially the case where clubs are very active. The environment in the schools where the CRCs operate is no longer the same. The formation of the clubs has democratised the general atmosphere for learning in the schools. The children now appear freer, more confident, more assertive, and more eager to learn than in the past.

The momentum of the impact has been sustained by the great enthusiasm of the children, especially those that belong to the CRCs in the schools, for more information on the rights of the child. The impact of the CRC Project is contributing significantly to increasing the cost-effectiveness of the clubs in the schools. More and more pupils are joining the clubs and learning using the same materials.

However, the impact of the CRC Project on the school administration has been limited for a number of reasons. First, the mode of introducing the CRCs in schools seems to marginalise

the Head Teachers in the operations of the clubs. Secondly, in some schools, the CRCs lack support from Head Teachers. Self-confidence and esteem among children have been built.

There are also serious risks associated with focusing on children's rights without considering the context within which children live. The promotion of children's rights without a serious attempt at their localisation may result in conflicts with customary values and practices. This means that proper recognition must be given to the view that children are very much a part of the collective culture in which they live.

#### **4.4.2 Gender Equality**

The overall impact of the project on gender relations between males and females, especially children, has been positive. As female children have become more confident and assertive, more and more male children have become aware of the gender issues. This has resulted in a positive relationship between male and female pupils in the schools. By focusing on children, the CRC Project is laying a strong foundation for firm and equitable gender relations in the near future in Zambia.

However, in some schools, especially those undergoing a transition from being 'boys only' to 'education' schools such as Mpika High School, there is lack of a harmonious gender relationship between male and female pupils. Although the situation is beginning to change, there still exists a sexist male culture which attempts to limit or trivialise the participation of female pupils in club activities.

It is also important to note that in some homes there are gender disparities between male and female children. In interviews, 60 percent of female children in high and basic schools indicated that their parents treated them equally with their brothers, the majority of children in community schools did not do so.

In these homes, the work undertaken by girls, sometimes as young as six, may assume considerable importance to the household because the care of infants by older siblings releases adults for paid employment. This work may entail taking sole responsibility and even cooking for babies and other young children for several hours each day.

Given the above, our rating of impact is highly satisfactory. We believe that more can still be achieved.

#### **4.5 Sustainability**

As provided for in the TOR, the evaluation study addressed issues of sustainability and strategies to consider in future in institutionalising clubs within MoE structures. In the context of this evaluation, we take it that sustainability refers to the following: institutional, social, financial and ownership.

##### **4.5.1 Institutional Sustainability**

As used here, institutional sustainability refers to incorporating the child rights clubs within the structures of the Ministry of Education. The evidence from this evaluation suggests that in part the continued existence of the CRCs in the schools is related to the support that they receive from the school administration. Where the clubs have received support, they have thrived with potential benefits to wider society. The case of Hauma is illustrative here, as the school has allowed the children to participate in governance.

The key lessons from Hauma Community School are that:

- Children have the capacity to manage their own affairs under responsible adult guidance
- Children know their own needs and can properly articulate them, and
- Children from lower grades can play an effective role in learning and teaching about the responsibilities and rights of the child.

The Children's Council at Hauma Community Basic School demonstrates that children are not passive recipients of adult experiences, and are far capable of handling their own affairs than they are given credit for. In practice, childhood in Zambia, as in other parts of the world, childhood is a period of considerable social and economic capacity. Just like adults, children are very active in engaging with the world around them and harness their reasoning, insight and expertise to the construction of their own values, meanings, and strategies. This is in line with research in many countries which shows that children can have the ability not only to determine their own lives but to also influence those of others.

The Children's Council at Hauma has given the children an opportunity to use their reasoning, insight and expertise to the construction of their own values, meanings, and strategies. However, there are some questions regarding the extent to which CRCs in schools can be transformed into Children's Councils in the short-term. This is discussed later.

#### 4.5.2 **Social Sustainability**

In the context of this evaluation, social sustainability refers to widespread acceptance of the child rights clubs among the public or within the communities. In Zambian society, as in other societies and contexts, children are less powerful than adults. Associated with this, adults commonly belittle children, greatly underestimating their competencies and failing often to properly acknowledge their important roles in and contributions to society. Quite often, this is because full recognition of children's capabilities would often entail adults having to show humility and admit their own shortcomings.

Given such a context, most parents in Zambia have strong views about what children are and are not capable of. Most parents also seem to recognise a gradual process in which children grow in competence and can be given ever-increasing responsibilities. Normally the expectations of children under age three or so are minimal and this is a period during which children are indulged and allowed to play. In many communities, children are expected to work by around age 6, although the early years of work are often thought more as productive activity. As children go through puberty, they begin to assume the economic roles of an adult.

These expectations are related to particular context or set of ideas. In the Zambian context, social construction of childhood is based on what may be called 'socio-centric' societies. This is contrary to the 'person' or 'ego-centric' societies in North America and Northern Europe upon which the UNCRC is apparently based. The UNCRC is currently being promoted as a global standard, when in practice it is a normative framework developed within a specific context in accordance with a particular set of ideas. The fundamental notion of 'rights' is tied to a world-view (specific to Judeo-Christian belief systems) in which the individual human being exists as an independent entity in itself. This emphasis on individuality and individual rights holds little relevance to more 'socio-centric' societies, such as the ones found in Zambia.

In the more 'socio-centric' societies, the cultural expectation is that from a very early young age children should develop a strong sense of responsibility and obligation towards their families and communities. The specific responsibilities assumed by children are as befits someone in a particular social role, status and set of relations. Through the fulfilment of their duties, children develop into adults and accepted as members of their community. They understand that they are interdependent and interpersonally responsible. In these kinds of society, emphasis is likely to be given to competencies such as respect for others, responsibility, sharing and reciprocity.

This implies that the idea of children exercising rights independently is not only strange but potentially undermining of family and community and even of child survival, since children exist only as a part of a whole. In such a context, the responsibilities of children appear to be more important than their right. Their social integration within families and communities and their advancement through the life cycle into adulthood is achieved through the fulfilment these responsibilities. Children thus gain access to resources such as food and shelter by virtue of being a contributing member of the family.

These observations do not undermine the political importance of the UNCRC in recognising children as a distinct group within society, and in focusing greater international attention on the deprivations of children around the world. It is an important advocacy and awareness raising tool which has proved invaluable as a platform for building consensus and understanding of children's issues.

The challenge, therefore, is to make the campaign to promote the rights of children acceptable to local communities. This will require localisation of the UNCRC to recognise local perceptions of varying responsibilities of children. Any campaign that seeks to promote the empowerment of children through the trumpeting of rights risks irrelevance at best, and beneficiary defiance at worst.

The ZCEA is promoting public awareness of the rights of the child through the CRCs. Although there is still misinterpretation of the rights of the child, some progress is being made in this area. However, much still remains to be done. Community acceptance can contribute to the long-term growth and continued existence of the clubs. This acceptance is likely to be based on a clear understanding of the roles, responsibilities and obligations of children in 'socio-centric' societies.

#### **4.5.3 Financial Sustainability**

The continued existence of the CRCs is in part related to the strategies that the clubs themselves are taking to generate their own funds. In this evaluation, we define 'financial sustainability' as the ability of CRCs in schools to mobilise and efficiently use resources on a reliable basis to achieve their objectives.

The evaluation shows that most CRC have no income generating capacity. Even where they have IGA, the returns are so marginal that they can hardly sustain their own activities. It is, therefore, highly unlikely that the CRCs in the schools will be financially viable to meet all of their needs. While some clubs may succeed in funding some of their activities, the need for support from outside will still be there. In our view, relying on clubs to generate their own funds for sustainability is not likely to ensure long-term sustainability of the clubs.

#### 4.5.4 Ownership of the Project

Ownership of the clubs by the schools is more likely to ensure long-term sustainability of the clubs than is the case at the moment. At present, Head Teachers in schools are not involved in the operations of the CRCs. In at least five of the schools visited, the Head teachers were only remotely aware of the CRCs. In our view, this is what has mainly contributed to the lack of ownership of the CRCs by schools. In this case, the process of introduction of the clubs matters. The school administrations should, therefore, be actively involved in the formation of the child rights clubs. This is likely to contribute to the ownership of the clubs by schools.

In view of the absence of strong indications of various forms of sustainability, our rating of sustainability is less than satisfactory. We, however, believe that much can be achieved by the CRC Project in this area.

#### 4.5.5 Recommendations for Sustainability of the CRCs

In our view, the route to the institutionalisation of the CRC Project in schools can take two forms:

- ***Subject-based Institutionalisation***

The second view is that civics which is now being introduced in some schools on a pilot basis can be used to institutionalise the CRCs. This is based on the realisation that civics is a subject in which human rights are taught, thereby providing a basis for attaching the CRCs to this subject. The case of the science-based JETS clubs have been cited as model for this approach. In many schools across Zambia, science teachers serve as patrons or matrons of the JETS clubs. To a large extent, this has resulted in the institutionalisation of the JETS clubs in schools.

- ***School Councils as the future of CRCs***

Among Save the Children officials, there is a suggestion that CRCs should be transformed into school councils as part of the institutionalisation process. This is based on the realisation that school councils provide for the representation of pupils in a school on the governing body, as the case of Hauma in the Gwembe suggests. In our view, transforming CRCs into school councils can be problematic. By definition, school councils should represent all school pupils regardless of the clubs that they belong to. Thus, members of the CRCs can, as other club members, be represented on the school councils.

But there is no doubt that school councils provide an important avenue for the representation of children on the school administration. This offers children an opportunity to have their opinions listened to and taken into account. It also gives the children a chance to organise themselves and their own activities to participate in the community. In our view, the school councils are the future for the representation of children in schools. The MoE will have to buy into this initiative and implement it in a number of schools on a pilot basis.

In terms of the introduction of the above two initiatives, our view is that both the idea of school councils and subject-based institutionalisation are good. However, sequencing is crucial here. In the short term, we suggest that ZCEA should focus on promoting the subject-based institutionalisation of the CRCs. Once this has been accomplished, the transformation of CRCs into school councils can then be promoted in the long-term.

To make the CRCs more acceptable within schools, and therefore improve their chances of institutionalisation, we make the following suggestions:

1. Short-term measures

In the short-term, there will be need to do the following:

- ZCEA must have the blessing of the Ministry of Education when introducing CRCs in schools
- ZCEA should lobby the MoE to adopt the CRC Project as a ministry project
- ZCEA should encourage the CRCs to actively involve Head Teachers in the operations of the clubs
- ZCEA should develop clear guidelines for club operations in relation to the school administration
- ZCEA should learn best practices from how other organisations such as the Red Cross on how they introduce and support clubs in schools
- ZCEA should support the administration in the targeted schools through, among others, orientation workshops and training for teachers. At the moment, there is no support for school administrations in the promotion of the rights of a child
- ZCEA should promote information sharing among teachers that attend orientation workshops
- ZCEA should encourage more involvement of the CRCs in community activities to sensitise the public on the rights of the child, and
- ZCEA should strengthen networking among various organisations working in the area of human rights education and involve them in supporting CRCs

2. Long-term measures

In the long-term, there will be need to do the following:

- Undertake a serious localisation of the UNCRC in line with supportive and enlightened cultural values and norms
- Lobby the Government to increase budgetary allocation to schools in order to provide institutional funding for the promotion of the rights of the child in schools, and
- Support the teaching of children's rights in schools and colleges.

We strongly recommend that ZCEA, UNICEF and Save the Children Sweden should take advantage of the current political will in government to push the agenda for the institutionalisation of the CRCs within the structures of the MoE.

## **5. Summary of Conclusions and Recommendations**

Based on the evidence in this evaluation, we have reached the following conclusions:

- **Relevance**

The CRC Project is highly recommended by both children and teachers in a growing number of schools. The pupils are grateful that they have become aware and knowledgeable about the rights and the responsibilities of the child, while Head teachers are grateful that the clubs are promoting a culture of discipline and responsibility in schools. Although the teachers in some schools were initially suspicious of the Project, they have come to appreciate the benefits of promoting the rights and the responsibilities of the child. It is, therefore, not surprising that the membership of these clubs is growing in more than half of the schools visited.

Significantly, it is important to note that the CRC Project is in line with the Zambian Government objective of promoting the protection of the rights of children. The CRC Project is also in line with various international instruments on the protection of the rights of the child such as CEDAW. Additionally, the CRC Project is in line with the key objectives of the 2000 Common Country Assessment (CCA) agreed by UN agencies operating in Zambia and the World Bank.

- **Effectiveness**

From the evidence gathered by this evaluation, it is apparent that balancing quantity (number of clubs, children, schools, and so on) with quality (learning, awareness raising, and so on) has not been easy for ZCEA and the CRCs. This is largely due to the overwhelming response to join the club among pupils. The result is a gap between available materials and the growing number of children belonging to the clubs. The nature and intensity of this gap varies from club to club. Despite the limited material available, many pupils were able to learn about the rights and responsibilities of a child.

- **Efficiency**

The cost of running a club is not excessive. Whatever amount is involved, it is obvious that the unit cost of running an CRC is low. In at least 11 clubs, the facilitators indicated that running the club properly would cost a minimum of K1.6 million per year. This is based on the average budget figures presented by these clubs.

- **Impact**

The CRC Project has had a significant impact on the promotion of the rights of a child in the schools where the clubs operate. This is reflected in the following:

### **4. Awareness of the Rights of a Child among Pupils**

The evaluation shows the awareness and knowledge of the Convention on the Rights of the Child (CRC) and awareness and knowledge of the responsibilities of children are higher among CRC members than non-CRC members. However, in schools where the CRCs are highly active, the levels of awareness and knowledge were higher than those where CRC activity was low.

### **5. Participation of Pupils in Club Activities**

The evaluation shows that there was a high level of participation of children in CRC activities. CRC members were involved in all club activities. In nearly all cases, the facilitator and the club executive consulted the general membership on most matters affecting the operations of

the club. At meetings, the children brainstormed the issues and put forward their suggestions to the club facilitator and executive.

## **6. Impact of the CRCs on the School Environment**

The evaluation shows that the activities of the CRCs are beginning to have a significant positive impact on the school environment. This is especially evident in the improving relationship between teachers and pupils in schools where the CRCs are active. There has also been a significant improvement in gender relations among both pupils and teachers in these schools. However, the administration in some schools sees the CRCs as a threat or problem makers.

The impact of the promotion of the CRC project in the schools is appropriate and should be encouraged. This is evident in the outcry among many respondents for more widespread dissemination of information on the rights of a child among pupils. While there has been some mainstreaming of general human rights education in the school system in Zambia, the specific focus on the promotion of the rights of a child in the schools as an extra curricula activity has interested many pupils.

### **• Sustainability**

The sustainability of the CRCs in schools takes several forms: institutional, social, financial and ownership. The evidence from this evaluation suggests that in part the continued existence of the CRCs in the schools is related to the support that they receive from the school administration. Where the clubs have received support, as the case of Hauma Community School in Gwembe suggests, they have thrived with potential benefits to wider society. The Children's Council at Hauma has given the children an opportunity to use their reasoning, insight and expertise to the construction of their own values, meanings, and strategies. However, there are some questions regarding the extent to which CRCs in schools can be transformed into Children's Councils in the short-term.

It is, however, important to note that the social sustainability of the clubs within local communities is very important. In the Zambian context, social construction of childhood is based on what may be called 'socio-centric' societies. This is contrary to the 'person' or 'ego-centric' societies in North America and Northern Europe upon which the UNCRC is apparently based. The UNCRC is currently being promoted as a global standard, when in practice it is a normative framework developed within a specific context in accordance with a particular set of ideas. The emphasis on individuality and individual rights in the UNCRC may hold little relevance to more 'socio-centric' societies, such as Zambia. The challenge, therefore, is to make the campaign to promote the rights of children acceptable to local communities. This will require localisation of the UNCRC to recognise local perceptions of varying responsibilities of children. Any campaign that seeks to promote the empowerment of children through the trumpeting of rights risks irrelevance at best and beneficiary defiance at worst.

In terms of financial sustainability, it is evident that at present the clubs cannot sustain their own operations. Most clubs are not engaged in any income generating activities (IGAs) for a variety of reasons. Even among the few that are engaged in IGAs, the returns are marginal that they cannot sustain the operations of the clubs. The effort should, however, be seen as a positive one. In some schools, facilitators are forced to use their own money to finance the activities of the clubs. However, where the clubs have received strong support from the school administration, they have thrived as the case of Njase Girls High School in Choma suggests.

This appears to suggest that institutionalisation of the CRCs within the structures of the MoE, and therefore their ownership by schools, offers better long-term prospects for the sustainability of the clubs. We believe that improved understanding of the rights and responsibilities of the child among Head Teachers and school staff will be crucial in the institutionalisation of the CRCs within MoE structures.

### **Challenges**

Despite their huge impact, the CRCs still face a number of challenges. Paramount among these is the need for support materials and the sustainability of the clubs, including their institutionalisation within the Ministry of Education structures. In most of the schools visited by the Consultant, there was an outcry for more t-shirts and reading materials. In several schools, it was not uncommon to find 20 pupils sharing one Green booklet on the rights of a child. The success of the club in raising awareness on children's rights has generated enormous interest in the activities of the club among pupils. Thus, demand for materials will continue to grow as more and more pupils seek to join the club. Which raises the question: What kind of membership do we want for the Child Rights Club? Mass or restricted membership?

In terms of financial sustainability, it is evident that at present the clubs cannot sustain their own operations. Most clubs are not engaged in any income generating activities for a variety of reasons. Even among the few that are engaged in IGAs, the returns are marginal that they cannot sustain the operations of the clubs. The effort should, however, be seen as a positive one. In some schools, facilitators are forced to use their own money to finance the activities of the clubs. However, where the clubs have received strong support from the school administration, they have thrived as the case of Njase Girls High School in Choma suggests.

This appears to suggest that institutionalisation of the CRCs within the structures of the MoE offers better long-term prospects for the sustainability of the clubs. We believe that improved understanding of the rights and responsibilities of the child among Head Teachers and school staff will be crucial in the institutionalisation of the CRCs within MoE structures.

However, within the schools themselves, the Child Rights Clubs need strengthening. In this regard, we make the following general recommendations:

### **Management of the Child Right Clubs**

46. Orientation workshops for facilitators should not be a one-off event
47. There is need to train several teachers in the rights and responsibilities of the child from each school where a CRC is formed or is to be formed
48. There is need to change the mode of selecting coordinators for CRCs as these should be elected by facilitators in each district
49. There is need to change the mode of selecting facilitators for CRCs as these should competitively selected from the pool of trained teachers
50. There is need for standard rules for facilitators on the depth of their involvement in facilitating club activities for community, basic and high schools
51. There is need for rules governing the use and ownership of the teaching manuals and other materials belonging to CRCs
52. Club executives need training in leadership skills
53. Need to create stability and strengthen institutional memory in the CRCs by encouraging pupils in lower grades to hold executive positions, and
54. There is need for a Code of Conduct for CRCs designed with the active participation of children.

### **Awareness of the Rights and Responsibilities of the Child**

55. There is need to put equal emphasis on the teaching of rights and responsibilities of the child to both CRC and non-CRC members
56. There is need to improve the understanding of what a 'right' and 'responsibility' to children
57. There is need to improve the understanding of the contents of the rights and responsibilities of the child among children
58. There is need for information on how children can assess the services offered by the Victims Support Unit, and
59. There is need to strengthen community structures to effectively address problems of child abuse at community level.

### **Support Materials, Learning and Club Activities**

60. There is need for more t-shirts and badges for CRCs as these are an important source of identity and pride in schools
61. There is need to support CRCs with adequate learning materials
62. The learning materials for younger children in community schools should be further simplified
63. There is need for ZCEA to supplement the Green Booklets on the rights of the child with other types of reading materials that focus more on empowering the children with life skills
64. Although facilitators have training manuals, there is need for more systematic and standardised delivery of the training material
65. There is need to find ways of making rural based schools benefit from the ZCEA budget line for club activities
66. There is need to increase the role of CRCs in community outreach work
67. Children need communication and peer – to - peer counselling skills (and general counselling skills) to enhance their confidence and participation in school and community activities
68. Children need advocacy and lobbying skills, and
69. ZCEA should assist CRCs to solicit for support from sources other than ZCEA.

### **Networking with other CRCs and Non-CRCs**

70. ZCEA should improve communication with CRCs in rural schools
71. The CRCs should seriously exploit opportunities for networking both within and without the school, and
72. There is need for a strong coordinating structure for CRCs within districts.

### **Record Keeping**

73. There is need to train club facilitators and club executives in fund raising and resource mobilisation, and
74. There is need to train facilitators and children in budgeting and financial management.

### **Support from the School Administration**

75. There is need to develop clear guidelines for club operations in relation to the school administration
76. Clubs should work closely with school administrations when carrying out their activities
77. ZCEA should learn from how other organisations such as the Zambia Red Cross Society and the Anti-Corruption Commission support clubs in schools.

### **CRC-Fundraising Activities**

78. ZCEA should help CRCs to become pro-active in soliciting for support from other organisations, and
79. Care should be taken to ensure that IGAs undertaken by CRCs do not interfere with other school activities.

### **The School Environment**

80. There is need to encourage positive interactions between the school administration and CRCs, and
81. ZCEA should organise Child Rights Sensitisation Workshops for teachers in schools where CRCs operate.

### **Involvement of the Ministry of Education**

82. ZCEA should take full advantage of the good will in the MoE to promote the institutionalisation of CRCs within schools, and
83. ZCEA should actively involve the MoE in the introduction of CRCs in schools.

### **ZCEA Management of the CRC Project**

84. There is need for the ZCEA Project Manager to keep rapport with CRC facilitators
85. There is need for UNICEF, SCS and ZCEA to clearly define the roles for the ZCEA Project Manager and the facilitators
86. There is need to establish clear communication channels for CRC members in schools
87. There is need for equal access to the ZCEA budget line for club activities in rural and urban areas
88. The training for facilitators should be a continuous process
89. More teachers from a single school should be trained in the facilitation of CRCs in order to create a pool of potential facilitators, and
90. There is need for UNICEF to reconsider its re-imburement mode of funding the Child Rights Project activities given the problems that the implementing agency – ZCEA – are facing in raising up front funds.

## Annex 1

### Terms of Reference - Evaluation of the Child Rights Clubs Project

#### Justification

Zambia Civic Education Association (ZCEA) is a non-Governmental organization (NGO) registered in 1993 and operating in Zambia under the Societies Act. UNICEF and Save the Children provided support to ZCEA to implement the Child Rights Club project and since its inception in 2003 to date, 300 child rights clubs have been established in 300 primary, basic, high and community schools.

These CR clubs are in 9 provinces covering over 172 community schools and some 128 High and Basic schools. These comprise a combined 237 boys and girls schools with 17 being boys only schools and 13 girls only schools. There are also some 10,970 children participating in the clubs comprising specifically 6,240 boys and 4730 girls.

However, since inception, there has been no external evaluation conducted to show the effect of these clubs on Children's knowledge of their rights. It is also not known how much children know among other issues of concern. At its inception the project's objectives and main activities was the "formation of Child rights Clubs and dissemination of the Convention on the Right of the Child (CRC) and the State Party Report (SPR)".

In December 2002, a baseline study on the formation of child rights clubs was commissioned by Zambia Civic Education Association (ZCEA) in order to ascertain the feasibility and sustainability of forming child rights clubs in schools. The overall objective of the study was to collect baseline information on child rights issues from Central, Copperbelt and Lusaka provinces of Zambia and assess the feasibility and sustainability of the project entitled, "Child rights Clubs formation and dissemination of the Convention on the Right of the Child (CRC) and the State Party Report (SPR)". Among others the study sought to:

- Assess the levels of awareness of Child Rights issues among pupils in Schools, more especially those stipulated in the CRC;
- Analyse the knowledge, attitudes, perceptions and experiences of people on Child Rights issues;
- Examine how policies and practices of the judicial and law enforcement systems, school systems, socialization and culture support or hinder the protection of Child Rights;
- Assess the technical feasibility and sustainability of establishing pupils' Child Rights clubs as an extra curricular activity in the structures of the Ministry of Education and community schools supported by various stakeholders; and
- Analyse the management and organization of the project and models and experiences from other projects/countries.

The study concluded that the formation of child rights clubs in schools was important and necessary due to the limited knowledge and awareness on children's rights in schools and the widespread violations of children's rights. The Study pointed out that there were more violations of children's rights in the communities where children live than at school. Further, it was noted that the justice system was weak in terms of enforcement of the law and punishment of perpetrators of children's rights violations as evidenced by the light sentences given by the courts and inadequate protection of children's rights by law enforcement agencies.

The Study recommended that the community and the families should be involved in order to appreciate the importance of enlightening their children on their rights. The Study pointed out that the increasing number of organizations involved in children's issues and human rights provided an opportunity for Zambia Civic Education Association to build networks in advancing the promotion of children's rights in the country.

## Scope of Work

The purpose of the evaluation is to assess to what extent the objectives of the Child Rights Club project have been met and to specifically address the following questions:

### Effectiveness

- How the project has balanced the issue of quantity (number of clubs, children, schools, etc.) vs. quality (the learning, awareness raising, etc.);
- How child participation and a child rights approach have been used and how it could be strengthened;

### Efficiency

- Undertake the cost-effective analysis to answer the question of how many children attended the CRC;
- What is the unit cost for running the CRCs

### Sustainability

- How the project is addressing issues of sustainability and what strategies could be considered in the future to institutionalise the clubs within the Min. of Education structure;

### Impact

- How the project has influenced the school environment and how to broaden the clubs' influence, for instance by linking them to the school governance structures; and
- How the issue of gender equality has been dealt with.

## Areas to be considered

Specific tasks will include the following:

- Assess the impact of the Child Rights Clubs on the school environment.
- Determine the level of involvement of the Ministry of Education at different levels: the school, district, province and HQ.
- Assess the extent to which the original objectives have been met.
- Compare the difference in performance between the clubs established at the inception of the project and the more recently established clubs.
- Assess the quality of activities of the clubs: at Community Schools; at Basic Schools; at High Schools.
- Determine the benefits of having child rights clubs in schools.
- Provide recommendations on the future implementation of the project.

## Methodology

The evaluation will be conducted with the full participation of ZCEA, the Ministry of Education, the club facilitators and children themselves. During the course of the evaluation the consultants should facilitate some interaction amongst the main actors of the project to allow for exchange and sharing of views about the clubs. The consultants should keep the UNICEF Project Officer informed on the progress of the evaluation. Before embarking on the evaluation, the instruments to be used should be discussed with the UNICEF Project officer, the M & E Officer and Save the Children. The consultant should also follow the UNICEF Evaluation Report Guidelines for the evaluation report.

The specific components of the evaluation include:

- Reading of all available and relevant documents relating to the planning and implementation of the child rights club project;
- Prior contacting of the main actors of the project to inform them about, and clarify the purpose of the evaluation;
- Interviews with the relevant stakeholders with emphasis on the relevant ZCEA staff, key Ministry of Education officers, facilitators of the clubs, and the club members;
- Interviews with relevant staff of UNICEF, Save the Children Sweden and Save the Children Norway; and
- Writing of draft report and circulating for comments before finalization.

#### Expected Deliverables

- A well compiled, analytical, formatted and camera ready hard and soft copy of the report.

#### Reporting

- Work-plan for the evaluation
- Instruments used for key informants, discussions, interviews, etc.
- The consultant will submit the completed reports to UNICEF and SC-Sweden not later than **15 July 2005**.
- UNICEF and Save the Children will review the draft report before it is finalised.
- Finalised evaluation report using UNICEF Evaluation Report Standards.

#### Plan for schedule of payment

- 20 percent when draft is ready
- 80 percent upon satisfactory submission of completed report.

#### Desired background and experience

- Holder of a BA or preferably Masters Degree in Social Sciences or Law with a strong emphasis on child/human rights.
- At least 10 years of progressively responsible professional work experience at national and international levels on child related programmes.
- Conducted quality evaluations before
- Good analytical and methodological skills.
- Documented experience of research on Child/human rights.
- Spoken and written fluency in English.

#### Conditions (Important)

- The consultant will be paid according to the approved UN rate for Individual Consultants.
- Consultant will provide his/her materials – computer, diskettes, paper
- All remuneration must be within the contract agreement.
- No contract may commence unless the contract is signed by both UNICEF and the consultant.
- Consultants will be required to sign the Health statement for consultants/Individual contractor prior to taking up the assignment.
- The Form 'Designation, change or revocation of beneficiary' has to be completed by the consultant upon arrival, at the HR Section.
- Transport will be provided by UNICEF and the consultant shall be accompanied by a UNICEF staff member



## **ANNEX II: The Research Sites**

1. **Lusaka Province**
  - JackCecup Community School
  - Mary Aiken Head Community School
  - City of Hope Community School
  - Kabulonga Girls High School
  - Kabulonga Boys High School
  - Arakan High School
  - Matero Boys High School
  - Matero Girls High School
  
2. **Southern Province**
  - Njase Girls High School
  - Linda High School
  - Linda Community School
  - Gwembe Basic School
  - Hauma Community School
  
3. **Eastern Province**
  - Mchini Community School
  - Anoya Zulu High School
  - Chizongwe High School
  - Chassa High School
  - Jerusalem Community School
  
4. **Northern Province**
  - Mpika High School
  - Kasama Boys High School
  - Kasama Girls High School
  - Mbala High School
  - Malole High School

## **ANNEX III: Child Rights Clubs Instruments**

### **Instrument II.A**

#### **A. Levels of child rights awareness among non-club members**

**Name:**

**Age:**

**Grade:**

**Name and Type of School:**

**District:**

**Province:**

1. What rights of a child are you aware of?
2. Are you aware of the responsibilities of a child? If yes, what are some of these responsibilities?
3. How did you become aware of the rights and responsibilities of a child?
4. Have you ever heard of the Convention on the Rights of a Child (CRC)
5. If yes, how did you hear about the CRC?
6. What child rights are outlined in the CRC?
7. If someone beats you, grabs something that belongs to you, or harasses you, what do you do about it?
8. What are the common forms of harassment (or child rights violation) at this school? Home? Community?
9. Do you think pupils report incidences of harassment at this school? Home? Community? To who do they report? Why?
10. What happens when pupils report these incidences?
11. What do you think are the advantages of a child knowing her or his rights?
12. Have you heard of the Child Rights Club at your school?
13. If yes, why haven't you joined?

## Instrument III.B

### B. Levels of child rights awareness among club members

Name:

Age:

Grade:

Name and Type of School:

District:

Province:

1. What rights of a child are you aware of?
2. Are you aware of your responsibilities as a child? If yes, what are some of these responsibilities?
3. How did you become aware of the rights and responsibilities of a child?
4. Have you ever heard of the Convention on the Rights of a Child (CRC)
5. If yes, how did you hear about the CRC?
6. What child rights are outlined in the CRC?
7. If someone beats you, grabs something that belongs to you, or harasses you, what do you do about it?
8. What are the common forms of harassment (or child rights violation) at this school? Home? Community?
9. Do you think pupils report incidences of harassment at this school? Home? Community? To who do they report? Why?
10. What happens when pupils report these incidences?
11. What can you say about the way the following handle issues of child rights violation?
  - The school administration
  - The police
  - The courts
  - Parents
  - The community
12. What can you say about the level of awareness of the rights of a child among the following?
  - Teachers
  - The police
  - The courts
  - Parents
  - The community
13. What do you think are the advantages of a child knowing her or his rights?
14. What things do you learn at the club?
15. Do you have enough learning materials?
16. How easy is it to understand the materials that you use for learning?
17. Do you think that what you have learnt at the club has changed your life? Please explain.
18. Are you now able to exercise your rights?

19. What activities is your club involved in?
20. How do you participate in your club activities?
21. How often does the club hold meetings? Who attends? Why?
22. How can you describe the commitment of members to club activities?
23. How is the facilitator chosen? What about members of the club executive?
24. What difficulties does your club face? What is the source of these difficulties?
25. What things do you like most about your club?
26. What things don't you like about your club?
27. What effects do you think the club has had on the following:
  - Pupils' awareness of their rights
  - Violation of children's rights
  - Pupils' participation in the governance of the school
  - Gender (relationship between male and female pupils, confidence, attitude, etc)
28. How can you rate the performance of your club in terms of the following:
  - Excellent
  - Very good
  - Good
  - Poor
29. What do you think should be done to make the Child Rights Clubs more exciting, especially to non-club members?

## Instrument III.C

### C. Focus Group Discussion for Club Members (6-12 pupils)

**Ages:**

**Grades:**

**Name and Type of School:**

**District:**

**Province:**

1. Do you know what a right is? A responsibility?
2. Are you aware of your responsibilities as a child? If yes, what are some of these responsibilities?
3. How did you become aware of your rights and/or responsibilities?
4. Have you ever heard of the Convention on the Rights of a Child (CRC)
5. What child rights are outlined in the CRC?
6. If someone beats you, grabs something that belongs to you, or harasses you, what do you do about it?
7. What are the common forms of harassment (or child rights violation) at this school? Home? Community?
8. Do you think pupils report incidences of harassment at this school? To who do they report?
9. What happens when pupils report these incidences?
10. What can you say about the way the following handle issues of child rights violation?
  - The school administration
  - The police
  - The courts
  - Parents
  - The community
11. What can you say about the level of awareness of the rights of a child among the following?
  - Teachers
  - The police
  - The courts
  - Parents
  - The community
12. What do you think are the advantages of a child knowing her or his rights?
13. What are the benefits of being a member of the Child Rights Club?
14. What things do you learn at the club?
15. Do you have enough learning materials?
16. How easy is it to understand the materials that you use for learning?
17. Do you think that what you have learnt at the club has changed your life? Please explain.
18. Are you now able to exercise your rights?
19. What activities is your club involved in?
20. How do you participate in your club activities? What is the benefit of the participation?

21. What difficulties does your club face? What is the source of these difficulties?
22. How often does the club hold meetings? Who attends? Why?
23. How is the facilitator chosen? What about members of the club executive?
24. What things do you like most about your club?
25. What don't you like about your club?
26. What effects do you think the club has had on the following:
  - Pupils' awareness of their rights
  - Violation of children's rights
  - Pupils' participation in the governance of the school
  - Gender (relationship between male and female pupils, confidence, attitude, etc)
27. What do you think should be done to make the Child Rights Clubs more exciting, especially to non-club members?

### **Instrument III.D**

#### **School Systems and Practices (Head Teachers and Teachers)**

**Name:**

**School:**

**District:**

**Province:**

1. What is the population of pupils at this school?
2. What rights of a child are you aware of?
3. How did you become aware of the rights of a child?
4. Have you ever heard of the Convention on the Rights of a Child (CRC)
5. How are pupils made aware of their rights at your school?
6. What practices at your school can be said to be violating the rights of a child?
7. What measures are you taking to stop the violations of the rights of a child?
8. Are pupils given an opportunity to seek redress for violations of their rights within the school administration system? If so, how?
9. Are there any events organised or mechanisms established to allow pupils to voice out their concerns? How long have these events/mechanisms been in existence?
10. Does the school have any code of conduct to determine punishment for those abusing the rights of a child?
11. How are teachers involved in promoting and protecting the rights of a child at this school? Is there any sensitisation on the rights of a child for teachers?
12. What are your views on the establishment of the Child Rights Club at your school?
13. How are you supporting the Child Rights Club at your school? What kind of support are you giving to the club? What is motivating you to support the club?
14. How is the Ministry of Education supporting the Child Rights Club at your school?
15. What do you think are the benefits of having the Child Rights Club at your school?
16. Do you think these benefits are being realised?
17. How has the formation of the Child Rights Club at your school affected the pupils' participation in decision-making or governance of the school? (Probe)
18. How has the formation of the Child Rights Club at your school affected the relationship between male and female pupils? Attitudes? Confidence?
19. What does your school need in order to effectively promote the rights of a child?

## Instrument III.E

### Club Performance (Facilitators)

**Name:**

**School:**

**District:**

**Province:**

1. When was the club formed?
2. How do you recruit club members? Any subscription fees?
3. What kind of pupils do you recruit as club members? What is the gender composition?
4. Could you describe the management structure of the club? How is the management chosen? What role do they perform?
5. Any code of conduct for club members?
6. Are you the first facilitator for the club?
7. How did you become the facilitator?
8. What role do you play as a facilitator?
9. Do you think you are equipped with enough knowledge to effectively play your role?
10. What is the total club membership? (Gender composition).
11. What proportion of the club membership attends meetings regularly?
12. How often does the club hold meetings?
13. Is the club membership growing, stagnant or declining?
14. What do pupils learn at the club?
15. What activities is the club involved in? School? Community?
16. How do you plan for these activities? How do the pupils participate in planning?
17. What materials or resources do you use in carrying out club activities?
18. What is the source of this material?
19. How adequate are these materials or resources?
20. What role do pupils play in these activities?
21. What kind of pupils are very active in club activities? Why?
22. How useful is the role of pupils in club activities?
23. How do you motivate pupils to participate in club activities?
24. How can you describe the commitment of pupils to club activities? Which pupils are more interested in club activities? Why?
25. What key lessons have you learnt from the participation of pupils in club activities?

26. What opportunities have you taken advantage of in order to promote the activities of the club?
27. What difficulties have you faced in running the activities of the club? (External/internal) What is the source of these difficulties?
28. Do you work with other clubs/organisations at your school in running your activities? If so, which ones are these and the roles they play?
29. What support do you receive from the school administration for your activities (especially from ZCEA)?
30. What support do you receive from other organisations for your activities?
31. Does your club keep records of activities?
32. Does the club prepare termly reports to ZCEA?
33. What income generating activities is your club engaged in? How successful?
34. Does your club prepare a budget for its operations?
35. In your opinion, how much money do you think the club would need to effectively implement its activities?
36. What effects do you think the club has had on the following:
  - Pupils' awareness of their rights
  - Violation of children's rights
  - Pupils' participation in the governance of the school
  - Gender (relationship between male and female pupils, confidence, attitude, etc)
37. What is your assessment of the overall performance of the club?
38. How do you assess performance?
39. What are your indicators of success?
40. What do you see as the future prospects for the club?

## Instrument III.F

### Community Members (Parents and Community Leaders)

Name:

Area:

District:

Province:

1. What rights of a child are you aware of? What about responsibilities?
2. How did you become aware of the rights and responsibilities of a child?
3. Have you ever heard of the Convention on the Rights of a Child (CRC)
4. What violations of the rights of a child are prevalent in your community?
5. What practices in the community contribute to the violations of the rights of a child?
6. What can you say about the way the following handle issues of child rights violation?
  - The school administration
  - The police
  - The courts
  - Parents
  - The community
7. What can you say about the level of awareness of the rights of a child among the following?
  - Teachers
  - The police
  - The courts
  - Parents
  - The community
8. If an adult or parents mistreat a child in your community, what happens?
9. What is the community doing to promote and protect the rights of a child?
10. In your opinion, are children aware of their rights in this community? If yes, what is the source of this awareness?
11. Do you think it is important to teach children their rights?
12. Do you think children are enjoying their rights as the adults do in your area?
13. In your culture, what rights do children have?
14. In your opinion, are children allowed to have a say on household and community matters? Please explain.
15. What do you think should be done to promote and protect the rights of a child in this community?

## Instrument III.G

### Role of the Ministry of Education

Name:

District:

Province:

1. What is the position of the Ministry on the rights of a child?
2. Are the rights of a child included in the school curriculum?
3. In your opinion, what are the commonest forms of violation of the rights of a child at schools? Communities?
4. Are there any specific violations of the rights of a child which your ministry/office is targeting?
5. How is your office supporting the promotion and protection of the rights of a child in schools? Any specific programmes?
6. What is your ministry/office position on the establishment of the Child Rights Clubs in schools?
7. What do you think are the benefits of having these clubs?
8. Are these benefits being realised?
9. How is your office supporting these clubs?
10. What can you say about the way the following handle issues of child rights violation?
  - The school administration
  - The police
  - The courts
  - Parents
  - The community
11. What can you say about the level of awareness of the rights of a child among the following?
  - Teachers
  - The police
  - The courts
  - Parents
  - The community
12. What do you think are the implications of the Child Rights Clubs for the following:
  - Pupils' awareness of their rights
  - School environment
  - Community
  - Gender
13. Any recommendations on the future establishment of Child Rights Clubs in schools?

## **Instrument III.H**

### **ZCEA and Contact Points**

**Name:**

**District:**

**Province:**

1. What are the objectives of the Child Rights Clubs?
2. Who are the target group?
3. What are the expected results/outputs?
4. What inputs are you making in the establishment of the clubs?
5. What is your assessment of the performance of the clubs?
6. At its inception, did you design any indicators for monitoring the performance of the project?
7. How do you assess performance?
8. How often do you assess performance?
9. What are your indicators of success? Are the indicators the same for different types of schools?
10. How did you come up with these indicators?
11. How is your office supporting the activities of the clubs?
12. In your opinion, what has been the impact of these clubs on the following:
  - Pupils' awareness of their rights
  - School environment
  - Community
  - Gender (relationships between boys and girls, confidence, attitudes, etc)
41. In your opinion, how much money do you think an average club would need to effectively implement its activities?
13. Any recommendations on the future establishment of Child Rights Clubs in schools?

#### Annex IV: List of People Interviewed for the Evaluation

1.	Mr. L. Shampile	Senior Curriculum Development Specialist, MoE
2.	Mr. Emmanuel Sinkala	ZCEA Schools Programme Manager
3.	Mrs. Annie Samba-Kamwendo	UNICEF Programme Officer
4.	Mrs. Petronella Mayeya	Save the Children Sweden
5.	Ms. Judy Mulenga	Executive Director, ZCEA
6.	Mr. Goodwell Lungu,	Executive Director, Transparency International
7.	Mrs. Yezi	Transparency International
8.	Mr. Francis Chilufya Twatemwa Basic School	CRC Copperbelt Coordinator and Head Master,
9.	Mr. Aron Mwaanga	CRC Facilitator, Gwembe Basic School
10.	Mr. Thole	CRC Facilitator, Hauma Community School
11.	Mr. Gistered Muleya	CRC Facilitator, Njase High School
12.	Mr. Sampa	CRC Facilitator, Mukuba High School
13.	Mr. Joseph Mkandawire	Head Teacher, Mbala High School
14.	Mr. Kachota	Teacher, Kasama High School
15.	Mrs. Kelby Chilufya	CRC Matron, Mpika High School
16.	Mr. Joseph Bwalya	Assistant CRC Patron, Mpika High School
17.	Mr. Sichalwe	Teacher, Kasama Boys High School
18.	Mr. Nancy Nsokolo	CRC Facilitator, Chizongwe High School
19.	Mr. A. Sakala	Teacher, Malole High School
20.	Mr. L. Mulenga	Teacher, Malole High School
21.	Mr. G. Himwita	CRC Facilitator, Linda High School
22.	Mr. R. Liyanda	Teacher, Linda High School
23.	Mr. J. Muweswa	CRC Facilitator, Linda Community
24.	Ms. K. Silembo	Head Teacher, Linda Community
25.	Head Teacher	Helen Kaunda High School
26.	Head Teacher	Njase Girls High School
27.	Head Teacher	Mukuba High School
28.	Mrs. S.C.M. Chisamu	Head Teacher, Hauma Community School
29.	Mrs. F. Mungazi	Head Teacher, Gwembe Basic School
30.	Mrs. B. Ng'andu	CRC Matron, Gwembe Basic
31.	Mr. R. Banda	CRC Facilitator, Anoya Zulu High School
32.	Ms. M. Zulu	CRC Facilitator, Bauleni Community School
33.	G. Lungu	CRC Facilitator, Luangwa Community School
34.	Head Teacher	Luangwa Community School
35.	Mr. Bwalya	Parish Head, Luangwa Catholic Church
36.	Mr. Muleya	CRC Facilitator, Njase Girls High School
37.	Mr. Daka	CRC Facilitator, Twatemwa Basic School
38.	Ms. R. Kabwe	CRC Facilitator, Twampane Community School
39.	Mr. M. Mbayi	Project Manager, Salem Community School
40.	Mr. Zulu	Head Teacher, Mchini Community School
41.	Mr. L. Hamaundu	Community member, Choma
42.	Mr. G. Bwalya	Community member, Kitwe