

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The study explored the level of child rights awareness among children in selected basic schools in Lusaka Urban District. The study was occasioned by the data which showed that there was a considerable low level of child rights awareness among school children despite progress made by the international community and Zambia in particular in signing many protocols and formulating laws on child rights.

According to the 1989 United Nations Convention on the Rights of the Child (CRC), children world-wide lack information on their rights as a result, they are denied their highest standard of living which does not prepare them well for the future. They are deprived of their rights as enshrined in the CRC. Some of these pertinent rights include access to basic needs like food, shelter, clean water, adequate sanitation, good education, and necessary health services. They experience hunger, malnutrition, sickness and diseases. They are vulnerable to many forms of child abuse that include sexual abuse, prostitution, exploitation, labour, neglect and beating (CHIN 2001).

ILO (2000), estimate that millions of children in developing countries between the ages of five and fourteen work illegally in industries such as agriculture, mining, domestic services and prostitution. It is further estimated that 120 million of these children are forced into child labour. Subsequently, they are denied access to education which is widely regarded as one of many fundamental rights of every child, regardless of sex, religion, race, or ethnicity.

A report which was published by CHIN indicates that Zambian children are no exception to these staggering statistics regarding the endemic and pandemic nature of child rights violations against children (CHIN, 2003). It is argued that this gave rise to the country in signing the CRC in September 1990 and ratifying it in December 1991. Having consented to this instrument, it pledged to recognise, observe and to fulfill children's rights by working for the common good and general welfare of all children and ensure that every child was treated fairly and provided with balanced support. However, the report indicates that despite this commitment, statistics still show that the majority of Zambian children who constitute slightly over fifty percent of the population continue to live below the poverty datum line and lack knowledge on their rights which are crucial to their upbringing (UNICEF, 2000).

It is argued that the low level of child rights awareness among children is exacerbated by a number of factors. Some of which include the combination of weak implementation mechanisms and operationalisation of child rights related policies and programmes by the government; the reduction in socio economic capacities of families and the community at large to care for children; the existence and practice of certain traditions and customs that tend to negatively affect children and the defective teaching methods on child rights in schools (CHIN, 2001).

According to Morrow (2006), he argues that a moral and competent society is one that respects and upholds the rights of its children by investing its best resources and hopes in the success of its children by teaching them their rights and responsibilities at the early

stage. Such children end up being morally and intellectually upright with necessary skills and knowledge for the overall development of the country.

Despite this realization, majority of Zambian children lack information on their rights which in turn inhibit them to expand their abilities, talents and personalities to their full potential hence their rights largely remain unattained with evident indications of deterioration. It is against this background that this study was undertaken to assess the level of child rights awareness among school children in Zambia. The study suggested policy measures that government in particular and society in general needed to put in place in order to bridge the information gap on child rights among children.

To achieve this aim the dissertation is organized in seven chapters. The first chapter introduces the research subject by provides detailed background on child right awareness whilst the second chapter provides theoretical and conceptual framework on child rights. The third chapter reviews previous studies on child rights awareness while the fourth chapter deals with research methodology. The fifth chapter provides research findings from the field work and the sixth chapter discusses the research study in details. The last chapter presents conclusions and recommendations.

In an effort to ensure quality, clarity, and impact of this research work, relevant references and extra information that helped to shed more light on the problem under investigation were amply and consistently acknowledged. This was in compliance to copyright laws as well as meticulously following professional academic ethics.

1.2 Statement of the Problem

Zambia is a signatory to the CRC and pursuant to this, it has formulated laws, policies and programmes aimed at protecting and safeguarding children's rights. However, despite these progressive policy strategies, it still remains a source of concern that the majority of Zambian children are not aware of their rights. Statistics show that there has been decline in the dissemination of information on child rights to children. Therefore, there is an urgent need to explore the level of child rights awareness among young people and suggest policy strategies that will help promote information dissemination on child rights to children.

1.3 Significance of the Study

Due to a huge gap that exists in child right awareness among school children in Zambia, this research is therefore important as it generates data that could be used to formulate policy strategies to mitigate this widespread information gap. Besides, the study contributes to the growing body of knowledge in the field of child rights given the fact that Zambia is still a signatory to the CRC.

1.4 General Objective

The main objective of the research was to assess the level of child rights awareness among school children with specific reference to pupils in selected basic schools in Lusaka.

1.5 Specific Objectives

The specific objectives of the study were to:

- 1.5.1** Identify types of child rights that children in basic schools know.
- 1.5.2** Explore different sources where children get information on child rights.
- 1.5.3** Identify benefits of children knowing their rights.
- 1.5.4** Suggest appropriate strategies to help provide information on child rights.

1.6 Research Questions

The specific research questions that were addressed in this study included the following:

- 1.6.1** What are the different types of child rights pupils in basic schools know?
- 1.6.2** What are the various sources where pupils obtain information on child rights?
- 1.6.3** What are the benefits of children knowing their rights?
- 1.6.4** What are the strategies that would help provide information on child rights?

1.7 Definition of Terms

1.7.1 A Child: The UN (1989) defines a child as “every human being below the age of eighteen years.” In this study a child was defined as any person between the ages of 11 and 15 years.

1.7.2 Children’s rights: In this study children’s rights included all those rights that are enshrined in the CRC as shown at appendix 1. The UN CRC has 54 articles. Each article outlines a different right. They cover four different groupings of rights; survival, protection, development and participation. These formed a yardstick to gauge the level of awareness among basic school children on their rights.

1.7.3 Basic School: according to Thomas (1990), he defines Basic schools as follows: lower primary (Lower basic) which starts from grades 1 to 4 and correspond to pupils

aged 7 to 10 years; Upper primary (Middle basic) which starts from grades 5 to 7 and correspond to pupils aged 11 to 13 years; and Junior secondary (Upper basic) which starts from grades 8 to 9 and correspond to pupils aged 14 to 15 years. In this study only pupils drawn from middle and upper basic formed part of respondents.

1.7.4 Awareness is the state or ability to perceive, understand, or be conscious of events, objects, or sensory patterns. Awareness in this study is referred to as the ability of children in basic school to understand child rights.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 Introduction

The framework guiding this study combines perspectives from politics and sociology. Freeman (2002) offer several synopses of the theoretical frames applied to child rights in politics and sociology. He notes the various reasons given for justifying or explaining the value of child rights in socio-political contexts. He argues that child rights are derived from concern for human dignity. He also postulates that child rights form either the base of moral action or foundations for demands of sympathy that facilitates positive actions conducive to child's well-being.

2.2 Theoretical Framework

Several frameworks help to understand how children's rights have emerged and diffused throughout global culture, yet the nature of children's rights often contradicts the core tenets of certain human rights paradigms. Shestack (1998) enumerates the following theoretical frames: rights based on natural rights, rights based on justice, rights based on reaction to injustice, rights based on dignity, rights based on equality of respect and concern, rights that are culturally relevant, and rights that are universal.

When applying the paradigms of rights such as that of rights based on justice, claims to children's rights are made vulnerable to cultural interpretations of justice and injustice. While public support has mobilized around efforts to eradicate the practice, concepts of justice and injustice become particularly blurred when families face various objectionable options for their children's future. Freeman postulates that rights are based on equality of

respect and concern is also problematized by the notion of children's rights as human rights. Assuming that rights are essentially social in that they are derived from relationships between human beings, it may also be assumed that such relationships presuppose equality between people involved (Freeman, 2002). When considering relationships between father and child, teacher and student, et cetera, obvious hierarchy is observed, and presuppositions of equality are therefore negated. Based on the fallibility of other paradigms in explaining how the rights of children come to be institutionalized, the paradigm of rights based on dignity provides a point of rationalization.

2.3 Conceptual Framework

Meyer et al. (1989), construct a theoretical framework through which questions surrounding the rise of international discourse on the child rights awareness can be addressed and analyzed. World society theory proposes that modern nation-states are becoming increasingly embedded in and defined by a growing and dominant world culture, thereby accounting for growing similarities between and among nation-states on issues of policy and standards at the international level. World society theory accounts for evidence of decoupling, or discrepancies between rhetoric and reality, as a matter of inconsistent application of these policies and standards, which are often impossible to implement due to inconsistencies between ideological rhetoric and realities surrounding available resources to poorer states.

Expanding "structuration" demonstrates a similar disjuncture in local responses to international pressures of isomorphing standards, in that the numbers of structures

reflective of world culture in matters of education, health, and development are growing rapidly but often do not echo the immediate realities and needs of local communities.

By employing the framework of world society theory to the issue of child rights awareness, the rising international discourse surrounding children's rights can be understood as the legitimation and isomorphism of standards reflective of the dominant world culture. Subsequently, the apparent disjuncture between a world culture that proposes to defend human rights in specific matters of children and the simultaneous existence of child right awareness around the world can be understood as an effect of decoupling: states proclaim adherence to conventions supporting the children but in reality do not have the resources to monitor markets, provide proper police protection, or ensure equal educational opportunities to children (ibid).

While world society theory helps to explain the enthusiastic convergence of the international community around children's rights at the global level, social movement theory may help to elucidate the mechanisms through which world-validated frames are constructed and employed. Davies (1999) argues that various social movements frame norms and articulate grievances in a way that resonates in particular political environments. World society theory argues that these frames are becoming increasingly similar. Social movement theory furthers this claim by illustrating how seemingly disparate campaigns can begin to converge and share not only rhetoric, but normative foundations as well. Snow and Benford (1992) note that traditional concepts of social movement theory suggest that specific movements like child labor, child prostitution, and women's reproductive health et cetera are merely tributaries of a more general stream of agitation.

While Snow and Benford argue that child rights are not passive vehicles for global isomorphism, these scholars do infuse such apparent isomorphic tendencies and patterns of child rights with the active engagement of leaders and organizations in constructing meaning for their constituents and the general public. These activists employ what Fisher terms as “strategic social construction” in order to sell their causes to a wider audience. In doing so, these activists must account for the political environment and general compatibility of the norms they hope to introduce as well as the norms already internalized by the public. When applied to the study of global conceptions of children’s rights, the convergence of discourse around and between these initially disparate groups becomes increasingly clear and reasonable.

The “life cycle” of norms describes what Finnemore (1998) determine to be the entire process of norm evolution, from its initial introduction to its subsequent internalization in the culture of a society. Norms are introduced either by human agency, chance, or favourable events, and begin to spread. The success of child awareness is largely contingent upon the political culture of the time and the willingness on behalf of everyone to enact what Snow terms as “frame transformation” and “frame extension” in order to garner widespread support for their causes (Davies, 1999).

In light of the recent mobilization of the international community around the issue of child right, this study deduce that children world over will now begin to enjoy their fundamental human rights hence be protected from exploitation.

CHAPTER THREE

LITERATURE REVIEW

3.1 Introduction

This chapter reveals previous studies on child rights awareness. There is inadequate research on this specific topic especially here in Zambia. Therefore, past studies from other countries and few researches done in Zambia will be used as a supplement in trying to have an in-depth understanding to this present study on child rights awareness among the young people.

3.2 Child Rights Awareness

The study done by Amanda on child rights revealed that the concept emerged in response to the vulnerability of children seen so starkly during the First World War. He stated that during this period, children were not treated in a dignified manner. They were used as child soldiers and some lived in a deplorable environment. This situation led to Eglantyne Jebb, Founder of Save the Children to draft a Declaration of the Rights of the Child in 1923 which was adopted by the League of Nations in 1924. This came to be known as the Geneva Declaration of the Rights of the Child. It was mainly linked to child welfare considerations and incorporated within a human rights regime (Amanda, 2004).

In his study Chigunta (2005), further claims that the notion of child rights awareness started gaining momentum of acceptance in the late 1950's through the Declaration of the Rights of the Child. This declaration was adopted by the United Nations General Assembly on November 20, 1959. Additionally, the idea of child right was further given more recognition through the adoption of various declarations such as the Enforcement

and Cooperation in Respect of Parental Responsibility and Measures for the Protection of Children (1965); the African Charter on the Rights and Welfare of the Child (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).

According to Alston (2005), the most exceptional global instrument ever initiated to sensitise people on issues of child rights was the CRC. This convention was adopted by the UN General Assembly on November 20, 1989. It addresses specific child vulnerabilities and child rights principles, including children's protection and the right to be heard.

Zambia is party to many of these International Conventions on Children's Rights. For instance, Zambia signed the UN CRC in September 1990 and ratified it in December 1991. This implies that the country committed itself to the tenets contained in the provisions of the CRC. Under CRC provisions the State Party commits to provide an account of the implementation process after two years of ratification. The Zambian Government therefore submitted its Initial and First Periodic Report on the implementation process in 2002 highlighting various child right policies and programmes it has embarked on (CHIN, 2003).

Some of the policies and programmes that Zambia has undertaken in the promotion of child rights include the National Plan of Action to eradicate Child Labour, the creation of the Victim Support Unit in the Zambia Police Service, the formulation of Child Justice Forum, the enactment of National Youth Policy and the National Child Policy.

Furthermore, child rights have been given more recognition in Zambia through the establishment of different related ministries that share the responsibility of promoting the welfare of children. These ministries include the following: The Ministry of Sport, Youth and Child Development, the Ministry of Community Development and Social Services, the Ministry of Labour and Social Security, and the Ministry of Education (US BDHRL, 2010).

3.3 Child Right Information Sources

A survey conducted by Morgan identified that children obtained information on their rights through teachers. His research revealed that pupils in upper basic schools knew more about their rights mainly from their civics syllabus as outlined in the constitution under Children Bill of Rights (CBOR) than those in lower basic schools. The study further showed that the other sources where children obtained information on child rights was through staged performances in form of poetry, sketches, plays, songs, dances and sensitization talk delivered by non-governmental organisations dealing with welfare of children. Other children mentioned television, radio, magazines, newspapers, school mates, friends, youth peer educators, parents, guardians and internet as their information sources on child rights (Morgan, 2008).

Other research conducted by UNICEF, indicated that the problem of lack of information on child rights remained more common among females and the rural population as opposed to males and urban children who had myriad sources on child rights (UNICEF, 2009). Furthermore, the research discovered that the commitment to information dissemination on child's rights was constrained by persistent underfunding created by

weaknesses in the budgeting system by most governments. For instance, the Zambian government hardly allocated enough funds to ensure that child rights principles were realised. As a result, most child rights programmes and policies remained unimplemented (Jayaraman, 2004).

3.4 Benefits of Children Knowing their Rights

In the previous study done by Espey in various schools in Zambia, revealed that children who knew their rights exhibited the ability to engage in discussions and debates on various issues that affected them. He argued that it also created a critical mass of an informed culture of children who could carry the discourse on child rights forward through publications that could reach a wider audience. In addition, the study showed that children who knew their rights were in a position to hold their parents, guardians, and government accountable if their rights were not being realised. The study further indicated that children who knew their rights grew up to be responsible adult citizens by respecting human rights, in the basic sense of respecting the dignity of others, and carrying that respect into the future (Espey, 2010).

Chigunta (2005) conducted research to evaluate child rights club projects in Zambia. Among other things, the study assessed the benefits of children knowing their rights. The research showed that those children who never participated in child rights activities were unable to identify their rights and could not state the contents of the CRC. They could not articulate different groupings of rights under survival, protection, development and participation.

However, in schools where Chigunta conducted a similar research where Child Rights Clubs were active, the responses were said to be better. The children were able to mention the contents of the Convention on the Rights of a Child and the benefits that accrued for knowing their rights. Among the benefits mentioned by children were an 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 from any form of abuse.

3.5 Strategies that would help promote information on Child Rights Awareness

Literature on some of the strategies that are being employed in providing information on child rights in Zambia indicate that UNICEF was particularly supporting the Zambian government through formulation of policies and creation of an enabling environment to support and co-ordinate care for all children especially those that were vulnerable to various types of abuse (UNICEF, 2009). Furthermore, the literature showed that Save the Children (SCS) had been fighting for children's rights since its inception in Zambia. For instance, in 2004 it joined UNICEF in providing support to local NGOs to scale up coverage of children and communities that were aware of and promoting children's rights. Save the Children had also been supporting a study on violence against children in Zambia looking at the understanding of abuse by children among other issues. Similarly, previous literature showed that ZCEA had been promoting and raising awareness of child rights through the establishment of Child Rights Clubs in schools. Through child rights clubs in mainstream schools, ZCEA has been training students and teachers on child and human rights, and making available child rights materials to run clubs (Chigunta, 2005).

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Research Design and Methodology

This study used both qualitative and quantitative approaches. The study used a triangulation method of data collection that included a literature review from related research work and documents from organisations working with children.

4.2 Study Area

The research was conducted in the selected basic schools situated in Lusaka District. The choice of Lusaka District was made on the basis that it was convenient in terms of accessibility within the given limits of available financial resources and time.

4.3 Sample size and Sampling Technique

TARGET (A)-The study's sample size (N) was 88 particularly targeting pupils from 8 selected basic schools in Lusaka drawn from grades 6, 7, 8 and 9. The study used mixed sampling methods that included purposive, simple random and a stratified sampling. The purposive sampling was mainly used because it was assumed that school going children particularly basic school pupils in Lusaka have more access to child rights information than their counterparts in rural communities. For a simple random sampling, tippet numbers were drawn from a class of 46 pupils to participate in the focus group discussion. Six numbers were randomly written on the black board e.g., 4, 2, 34, 7, 5, 17 and pupils bearing these numbers were then asked to stand and participated in the focus group discussions upon consent. Table one shown below is the illustration of the proportionate random sampling across eight basic schools.

Table 1. Proportionate distribution from random sampling across 8 basic schools

Kasisi Basic Sch. (FGD 1)		Ndeke Basic Sch. (FGD 2)		Chakunkula Basic Sch. (FGD 3)		Chainda Basic Sch. (FGD 4)		Kapwelyomba Basic Sch. (FGD 5)		Kamanga Basic Sch. (FGD 6)		Kaunda Square Basic Sch. (FGD 7)		Mumana Basic Sch. (FGD 8)	
Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade
15	09	14	09	15	09	15	09	15	09	15	09	14	08	15	09
14	08	13	08	14	08	15	09	15	09	14	08	14	08	15	09
13	07	12	07	13	07	14	08	15	09	14	08	14	08	14	08
13	07	11	06	12	07	12	07	15	08	14	09	14	08	14	08
12	06	11	05	12	07	11	05	13	07	13	07	13	07	12	07
11	05	11	05	11	06	11	05	13	07	11	06	13	07	12	07

Random sampling mainly concerned focus group discussions and targeted pupils from middle and upper basic schools. Eight (08) schools were purposively selected and one focus group discussion was conducted in each school comprising six (06) pupils, males and females together. The study also ensured that equal numbers of male and female pupils participated in the discussion for gender balance reasons and to capture mixed views of responses from both sexes. In all the eight focus group discussions, a total of forty eight (48) pupils participated in the discussions.

Stratification sampling techniques was used to further gain specific insights into child rights awareness through individual interviews based on the respondents (pupils) level of education (middle basic and upper basic) in which pupils were put in the strata of grade category. Table two shown below is the representation of simple stratification sampling for individual interviews with pupils drawn from eight basic schools.

Table 2: Stratification of individual interviews

Kasisi Basic Sch.		Ndeke Basic Sch.		Chakunkula Basic Sch.		Chainda Basic Sch.		Kapwelyomba Basic Sch.		Kamanga Basic Sch.		Kaunda Square Basic Sch.		Mumana Basic Sch.	
Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade
15	09	15	09	14	09	15	09	14	09	15	09	15	09	15	09
13	07	14	08	13	07	12	08	12	07	13	07	14	08	14	08
13	06	11	06	12	07	12	07	12	07	14	07	14	08	14	08
12	05	11	05	12	07	11	05	12	07	13	07	13	07	12	07
11	05	11	05	11	05	11	05	13	07	11	06	13	07	11	05

Through the use of simple stratification sampling, five children (pupils) in each school were purposively selected for individual interview based on their grade strata. Their age varied from 11 to 15 years. A total of forty (40) pupils were selected for individual interviews. Across the 8 basic schools selected, one respondent from each grade (i.e., grade 7-9) was selected to participate in one-on-one individual interviews apart from grade 6 in which two (2) respondents were selected to participate in individual interviews in order to compare and triangulate their responses given their lower education levels. In addition to the focus group discussion and the one-on-one interviews with the pupils, the study went a step further to include key informant interviews and comprised the following adult targets that were purposively sampled:

Target group (B) - It comprised 08 Head Teachers. One Head teacher was selected as a respondent from each of the 08 Basic schools. These Head teachers were important because it is assumed that child rights issues formed part of school curriculum. Table three below shows the information of head teachers who were part of the respondents.

Table 3: Information from Head Teachers Interviewed

S/N	PARTICIPANT	OCCUPATION	ORGANISATION
01	Female	Deputy Head Teacher	Kasisi Basic School
02	Male	Head Teacher	Ndeke Basic School
03	Female	Head Teacher	Chakunkula Basic School
04	Female	Head Teacher	Chainda Basic School
05	Male	Head Teacher	Kapwelyomba Basic School
06	Male	Head Teacher	Kamanga Basic School
07	Female	Head Teacher	Kaunda Square Basic School
08	Female	Deputy Head Teacher	Mumana Basic School

Target group (C) - It consisted of ten (10) parents. Parents play a very important role to the growth of a child because immediately children are born, they are immediately socialised into society through parents' teachings. Parents provide protection, food and clothing to the child. They work hard to provide children physical, educational and psychological (and spiritual) needs. Therefore, purposive sampling was used to select 10 parents within Lusaka for individual interviews. Table four shown below gives the detailed information of parents who were part of respondents to the study.

Table 4: Information from Parents in an Individual Interview

INTERVIEWEE	PARTICIPANT	AGE	EDUCATION	EMPLOYMENT	NO. OF CHILDREN
01	Mother	48	Did not disclose	Marketer	5
02	Mother	38	Teacher training sch.	School teacher	2
03	Mother	46	Grade 12	Tailor	4
04	Mother	49	None	None	4
05	Mother	42	University Bachelors'	Social worker	2
06	Father	47	Police training	Policeman	5
07	Father	43	Military training	ZAF officer	3
08	Father	40	Military training	ZAF officer	2
09	Father	41	Did not disclose	Driver	4
10	Father	44	Did not disclose	Did not disclose	5

Target group (D) - It included an official from Ministry of Education. This is because the ministry is responsible for formulating policies aimed at protecting children's rights.

Therefore, a relevant official from this Ministry was purposively selected to give valuable information on child rights related issues.

Target group (E). It included a UNICEF Programme Officer. UNICEF is an international organisation that has got its offices in Lusaka and focuses on matters that deals with children welfare. Therefore, a relevant official was purposively selected to provide information on matters related to child rights in schools.

Target group (F) - It included an official from Save the Children. Just like UNICEF, SCS is also an international organisation that has got its offices in Lusaka and deals with issues pertaining to the needs of vulnerable children. Therefore, a relevant official was purposively selected to provide information on matters related to child rights in schools.

Target group (G) - It comprised of an official from Zambia Civic Education Association (ZCEA). This is a local Non-Governmental Organisation in Zambia that is championing rights of children through setting up Child Rights Clubs in schools where children are taught their rights.

Target group (H) - It comprised of a Zambia Police officer from Victim Support Unit (VSU). This unit was created to provide counseling and empathy to victims of rape, incest, defilement and child abuse and gives assistance in order to prosecute the perpetrators of such acts. It was therefore important to find out from the officer belonging to this unit, how they were handling child rights issues in schools. Table four (04) below shows the information of the key stakeholders mentioned above.

Table 5: Information from key Stakeholders

S/N	PARTICIPANT	OCCUPATION	ORGANISATION
01	Female	Curriculum Development Specialist-Civic Education	Ministry of Education
02	Female	Education Department	UNICEF
03	Male	Programme Officer	Save the Children
04	Female	Executive Director	ZCEA
05	Male	Zambia Police Service Officer	Victim Support Unit

4.4 Data Collection Tools: The data collection technique employed a combination of the following:

Focus Group Discussion

This was the data collection technique which was used to obtain information from 48 respondents in target group (A). This tool was used to collect primary raw-data when investigating respondents' general awareness on their rights, sources where they got information on child rights, and benefits of knowing these rights. This data collection instrument was important in that respondents tended to expand further on an issue that had not been adequately explained by another respondent. This data collection technique is as shown at appendix '2' to this dissertation.

In-depth Interviews

This technique was used to obtain information from 40 individual interviews with pupils from across 8 schools in Lusaka based on their grades. Unlike in a focus group discussion, individual interviews allowed the respondent to fully participate without being interrupted. Besides, though the same questions were asked of the individual

respondents, the advantage with individual interviews was that it allowed the respondents to speak freely as there was no interference from vocalist respondents who often dominate in focus group discussion. It was used to investigate individual respondents' general awareness on their rights, sources where they got information on child rights, and benefits of knowing these rights. The instrument used is as shown at appendix '3' to this dissertation report.

Key Informant Interviews

It was used to obtain information from target groups (B), (C), (D), (E), (F), (G) and (H) using instruments as shown at Appendixes '4', '5', '6', '7', '8', '9' and '10' to this dissertation respectively. The importance of this approach is that it used a guided interview where some of the questions and topics were predetermined while the rest came up during the interview.

4.5 Data Collection Process

The research gathered primary information from respondents particularly from basic school children, Head teachers, parents, and officials from Ministry of Education, UNICEF, Save the children, ZCEA and VSU. This process was done between September and November 2010 but actual field work started from 1st October 2010 with a budget of Five Million Kwacha (ZMK5, 000,000=00) only, see appendix '11'.

4.6 Ethical Considerations

Ethical considerations were taken into account as part of the research process particularly during data collection. A research assistant was employed to help obtain data from pupils

during focus group discussions and individual interview with pupils. During data collection process, the researcher was present at each location.

Informed consent was obtained from school authorities, the Head Teachers who allowed their pupils to participate in the individual interviews and focus group discussions. In some cases, the researcher played the role of an observer as some teachers conducted the focus group discussions themselves to allow pupil-teacher interaction without the researcher influencing the discussants. See the sample of an informed consent form at appendix '12' to this dissertation.

As a matter of protocol in research, all participants were provided with a consent form explaining the purpose of the study and their right to anonymity and confidentiality. Participants were requested to sign the consent form prior to the interviews. This was done to ensure that the researcher was legally bound to uphold their right to confidentiality and anonymity. Besides, participants were debriefed after the interviews to allow the researcher gain more insights and equip participants on how to deal with situations where other parties might want to know the content of the interviews. One resource person was trained to assist in conducting the interview and also to help with the recorder and note-taking during the focus group discussion and individual interviews. See the sample of written consent format '13' respectively to this dissertation.

4.6 DATA ANALYSIS

Both qualitative and quantitative analyses were employed in this study. Qualitative data was analysed using the Content Analysis/Thematic Analysis. This involved identifying and isolating the major themes. Through content analysis, the researcher transcribed all

the recorded interviews and read all the written verbatim. Some emerging common themes from the transcribed focus group discussions were coded and entered on excel data base to analyse frequencies of qualitative variables and their level of significance. The next steps were to group sub-themes and analyse and compare respondents' responses to the same question.

The sorting and listing approach allowed a more thorough analysis to distil patterns of ideas and how child rights are understood. The sorting and listing techniques generated statements that formed the basis for further analysis. Emerging patterns of ideas through sorting and listing techniques were a bridge that enabled drawing up of comparisons in terms of understandings of child rights among teachers, pupils and parents.

Furthermore, the study used Textual Analysis. This was to allow the researcher extract information from primary data in order to supplement secondary data as part of the narrative. Simple statistical analysis was also employed using Microsoft excel to amplify the understanding the dynamics of child rights.

CHAPTER FIVE

PRESENTATION OF RESEARCH FINDINGS

5.1 Introduction

The result chapter recorded the findings according to the objectives of the study. First, the study assessed the knowledge from children on child rights. Second, the study explored the sources where children obtained information on child rights. Third, the study assessed the benefits of children knowing their rights. The last part of this chapter gathered information from a sample of adults on the strategies that were required to promote information on child rights.

5.2 Knowledge on Child Rights

The first objective of the study was to assess the level of pupil's knowledge on child rights. The following were the findings from the focus group discussions and individual interviews with children during the study.

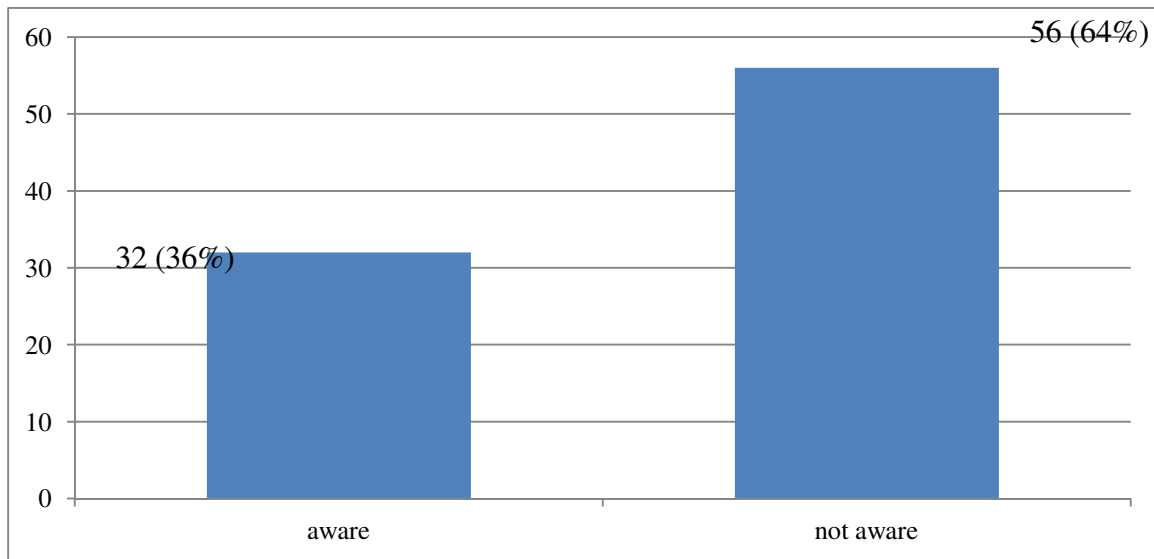
The measurement was done through evaluating respondent's knowledge on the CRC and the content of its message. From the total sample of eighty eight (88) pupils, thirty two (32) of them representing thirty six (36) percent said that they were aware of the CRC and the content of its message while fifty six (56) which represents sixty four (64) percent said that they were not aware of the CRC and the content of its message. Table six and chart one illustrates children responses on their child rights awareness in line with the content of the message of the Convention on the Right of a Child.

Table 6: Awareness of Child Rights from the FGD and individual interviews with pupils (number and percent)

Response type	No. of respondents	Percentage
Aware of child rights	32	36
Not aware of child rights	56	64
Total	88	100

N=Sample Size=88

Chart 1: Awareness of Child Rights from the FGD and individual interviews with pupils (number and percent)



Respondents who mentioned that they were aware of their rights and the content of the message of the Convention, talked of the four different groupings of rights. These included rights to survival, protection, development and participation. They said that the content of the CRC mainly addressed specific child vulnerabilities and child rights principles, including children’s protection and the right to be heard. They were also able to tell the researcher that the CRC has 54 articles.

Lack of child rights awareness was worse especially for those children in middle basic school. Respondents from middle basic schools told the researcher that they thought that they had not been told much about their rights and had not heard about the CRC. They said that they mostly know the common right to education. They cited right to education because it enabled them to get a job, to learn and to live their lives well, and give them a better future.

5.3 Information Sources on Child Rights

The second objective of the study was to find out from which source the children in basic schools obtained information on child rights. Their responses referred to both the places where information was obtained and the people from whom pupils got data on child rights.

Teachers

Forty five (45) percent of children identified teachers at school as their main source of information on child rights. The study revealed that respondents from upper Basic school obtained their information on child rights from civics lessons while those from middle basic school got their information on child rights from social development studies lessons. It was disclosed that Teachers taking these subjects and the Guidance and Counselling teachers were the ones singled out as those from whom information was obtained. The discussion took place within classrooms meaning that the information was contained in the syllabus. Teachers seemed to have gained the respect of pupils in terms of imparting knowledge to children on child right issues, as this boy below explains: **‘I rely mostly on my teacher on child rights information. He knows a lot and can tell me what to do when my rights are being violated.’** - Boy 11.

Other children were of the view that other teachers could do more teaching on the subject than just leaving it to civics, development studies and Guidance and Counselling teachers. They said that teachers had a lot of information but kept it to themselves.

Parents

Seventeen (17) percent of children said that they obtained their information on child rights through their parents. Mothers were spoken of very highly in comparison to fathers as their source of information on child rights. One girl had the following to say: **‘I rely on my mother for information on child rights because she gave birth to me, and so she knows what my rights are.’** - Girl 13.

Another girl said that mothers were more caring and trusted: **‘I trust what my mother says, for example television is real but your mother cannot lie to you.’** - Girl 15. By this statement, she meant that her mother will give her the correct information about child rights but the information from television could be contradictory.

Another boy said that he could easily approach his mother but not his father on child rights issues. He had the following to say: **‘Even before you ask a question to your father, the expression on his face would make you afraid but you can easily approach your mother and ask various issues on child rights.’** -Boy12.

Child Rights Clubs

Eleven (11) percent of the children said that their source of information on child rights was through their membership in Child Rights Clubs. They said that these clubs were teaching them various issues on child rights. However, the researcher found out that

despite formation of Child Rights Clubs in schools, most of these clubs were not very active.

The media

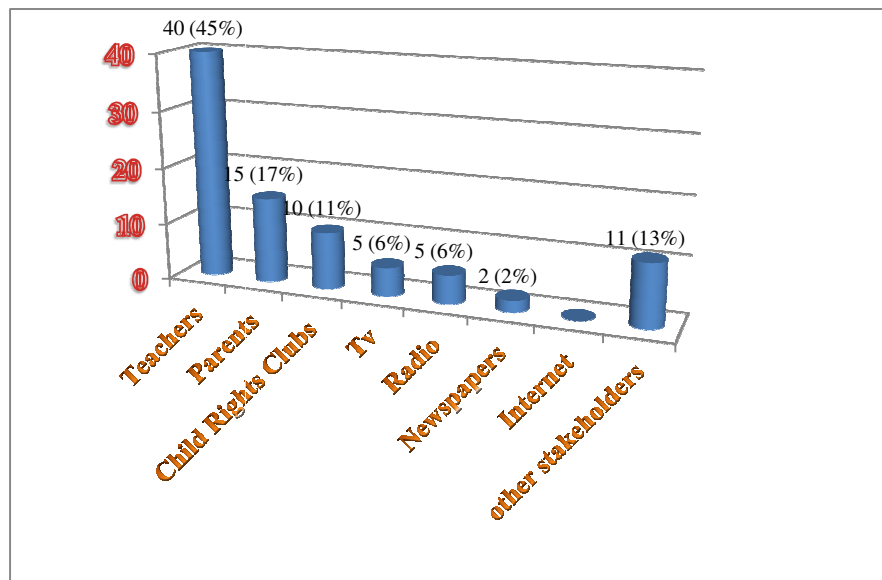
Six (6) percent of the children interviewed said that they received information on child rights from television through watching advertisements and soap operas on child rights whilst the other six (6) percent said that they obtained their information on child rights from the radio. Only two (2) percent of the respondents said that their source of information on child rights was through reading newspapers.

Other stakeholders

Thirteen (13) percent of children interviewed said that their school administration occasionally invited personnel such as medical staff, Zambia police, NGOs dealing with child rights to sensitize them on their rights.

The chart shown shown below illustrates the manner in which various responses were made from children interviewed on sources of their information on child rights.

Chart 2: Child Rights Information Sources of Basic school children (number and percentage)



5.4 Benefits of Children Knowing their Rights

The third objective of the study was to assess the benefits of children knowing their rights. From the focus group discussion and individual interviews with respondents, it was discovered that children in middle basic school were unable to articulate the benefits of knowing their rights. Apart from saying that it would enable them get educated and have good jobs in future. Beyond this, they could not mention many more benefits.

However, the study found out that respondents in upper basic school had better understanding of the benefits of knowing their rights than those in middle basic school. The table shown below shows some of the benefits mentioned by respondents in upper basic school during the study.

Table 7: shows some of the cited benefits that respondents from FGDs and individual interviews quoted:

‘If I know my rights, I will respect other people’s rights.’ - Girl 15.
‘It is easy to follow school rules if i know and understand my rights - Boy 15.
‘If I know my rights, I would be able to judge what is wrong and right.’ - Boy 15.
‘I will easily know when my rights are being abused and know where I can report such an incidence.’ - Girl 14.
‘It offers increased social interaction and exposure.’ - Boy 15.
‘It increases awareness of one’s rights.’ - Boy 15.
‘It offers one the ability to identify the violation of one’s rights.’ - Boy 15.
‘One is able to protect oneself.’ - Boy 15.
‘Ability to speak up for abused children.’ - Girl 14.

5.5 Strategies on Child Rights Information Provision

In addition to gathering information from children through FGDs and in-depth interviews on child right related issues, the study went further to gather information from a sample of 23 adult respondents on what they felt would be appropriate strategies that would help in providing information on child rights. This was the fourth objective of the study

consisting of eight (08) teachers, five (05) people from different organisations dealing with children and ten (10) parents. The following were the findings.

Head Teachers' Perception on Child Rights promotion

The researcher asked Head Teachers the position of Basic schools in ensuring that their pupils were aware of their rights and the content of message of the CRC. Most of those talked to claimed that children at their schools were not aware of the message contained in the CRC document.

When asked what strategies should be employed to ensure promotion of child rights, a head teacher first complained that the CRC document was not readily available in schools hence most teachers and pupils did not have an idea of its full content. They suggested that Ministry of education should be providing copies of CRCs in order for teachers to be using it when delivering child rights related lessons.

Another head teacher explained that Child Rights Clubs in their schools initiated by ZCEA should be fully supported financially by the Ministry of Education. She explained this NGO will just make introduce these clubs and the subsequent sponsorship and running is left with the school. As a result schools fail to sustain the running of the clubs due to insufficient funds and materials.

When the researcher probed further to explain how they were promoting children's rights in their schools in the absence of CRC document in their schools, they answered that from grades 8 to 9, they were using the Civics syllabus on human rights while at lower primary level, they were using social and development studies.

Another head teacher proposed that there should be a deliberate policy where sensitization and advocacy on child rights was routine to all the children. Another head teacher explained that Guidance and Counselling centres should be established in all schools where children could learn and use these centres to report any of the injustices they face.

The researcher further asked Head Teachers to cite what benefit these strategies would have on children. From the interview one head teacher said that promotion of these strategies would assist children to know their rights and help them to grow into responsible citizens. They quoted quite a number of benefits that arose if children knew their rights. The most commonly cited benefits are as shown in table nine below:

Table 8. Benefits cited by head teachers

‘Children can claim these rights from their parents, guardians, community and government’.
‘Children can hold their parents, guardians, and government accountable if these rights are not provided to them’.
‘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.’
‘Improved school performance as children became freer with their teachers.’

Parents’ Perception on Child Rights Issues

The researcher solicited from parents on how they were promoting child rights. On the question whether children knew their rights, one parent had this to say: **‘Looking at high levels of reported cases of child abuse, I tend to wonder if children are being effectively taught what their rights are.’** He explained that if children were knowledgeable about their rights, we could have been seeing a lot of children reporting incidences of child abuse.

When asked what should be done to ensure children were enjoying their rights, he had this to say: **‘I feel teachers and parents should play a leading role in sensitising children about their rights.’**- Man aged 40.

One parent had this to say on the question whether children were enjoying their rights like adults: **‘Definitely children are not enjoying their rights like adults. This is partly because many parents think that if children know their rights, they tend to become wayward.’** She explained that she was one of those parents who advocates for child rights awareness because she believed that *“imitiikula empanga”*, literally put, if we are to expect a formidable generation, the onus laid on the foundation adults create or set for their children - Woman aged 48.

When asked why children should enjoy their rights, one parent said that children are even as a branch that is fresh and green; they will grow in whatever way you train them. **‘It is important to take the utmost care and give them high ideals and goals, so that once they come of age, they will cast their beams like brilliant candles on the world.’**- Woman 42.

When asked what should be done in order to increase child rights awareness. One parent had this to say: **‘everyone in society should play a key role in the country’s ratification and implementation of the Convention on the Rights of the Child and its Optional Protocols.’**- Man 47. The other parent suggested that there should be community meetings with children, parents, church meetings and distribution of information in schools.

Ministry of Education's Position on Child Rights Promotion

The researcher asked an official from Ministry of Education to state the position of the ministry in the promotion of child rights in Basic schools, an official who is the Curriculum Development specialist in civic education explained that child rights were treated as cross cutting issues that were taught in social development studies. She further said that the Ministry incorporated two chapters on general human rights education in civics standard text book syllabus that provided learning material on the rights of school children.

She further added that the ministry was encouraging the formation of what were known as 'Human Rights Education Clubs' in all schools. She said that these clubs were intended to promote general human rights education among pupils. She mentioned that the ministry was working with the local NGO called Zambia Civic Education association to establish Child Rights clubs in all schools in Zambia. When asked about the benefits of the child knowing his/her rights, she had this to say as shown in table ten:

Table 9. Benefits of Children Knowing their Rights-MoE

'One is able to live dignified life.'

'It offers an opportunity for a child to be self assertive and develop self esteem.'

'It makes children know that everybody is equal and has a right to say their opinion.'

'It is important to know them because they are written down and nobody can change them.'

'It gives the same importance and reassurance to both adults and children, putting them on the same wavelength.'

'It gives children a better understanding of how they need to behave and be treated.'

'It offers an opportunity for every child in Zambia an assurance of living a fairer and more equal life.'

She was however, quick to point out that these benefits to some extent were not being realised. She said that in some cases, families, school administration and society in general misunderstand the whole concept of child rights. They think that children should only enjoy a limited number of rights by virtue of being children and hence justify instances where children's rights are violated.

She said that **'the media should play a critical role in child rights information dissemination so that everyone in society was made aware of rights of children.'** She also suggested that the government should promote an extensive teacher/parent sensitisation campaign on rights of a child through conducting regular seminars. She further recommended that teaching and learning materials should be introduced for pre-school and grades one to nine to cover content on the rights of a child. Coupled to this, she suggested that child rights clubs be introduced in all basic schools.

ZCEA's Position on Child Rights Promotion

The researcher asked the Executive Director of the Zambia Civic Education Association (ZCEA) to give the position of her organisation on the promotion of child rights awareness among children in schools. In her response, she said that ZCEA was a NGO which was registered in 1993 under the Societies Act CAP 105 of the Laws of Zambia. She said some of its duties included formation of Children's Rights Clubs in schools around the country. She said that the aim of the project was to have a nation where children's rights were respected and upheld by all people in the country.

She also mentioned that ZCEA was raising awareness on children's rights through both print and electronic media, march pasts, popular drama shows and development and

distribution of Information, Education and Communication (IEC) materials on the same. To this effect ZCEA has also simplified, produced and distributed six pieces of child related legislation and translated, produced and distributed the principal child legislation – the Juveniles Act, Cap 53 of the Laws of Zambia in 7 local languages.

She also said that ZCEA provides free legal advice, information dissemination and awareness raising on children's rights and child related legislation. Free legal advice is provided to the indigent but especially children who need legal assistance. Information dissemination is provided to communities and law enforcement officers such as police officers, labour officers and social welfare officers. ZCEA also raises awareness and provides IEC materials on children's rights and child related legislation to the public.

She revealed that the most prevalent cases dealt with at the Desks are child maintenance after dissolution of marriage or union but more especially for children born out of wedlock. The other cases are inheritance rights of children after the death of one or both parents; pretrial detention of children who come into contact with the law; child labour; abuse and neglect of children etc. The paralegals handle civil matters and refer criminal matters to the police. ZCEA has a healthy working relationship with the police in the areas the Desks operate in; as a result, the police also refer civil matters to the ZCEA Desks. She said that ZCEA paralegals use alternative dispute resolution methods such as arbitration, mediation, conciliation and restorative justice. It backs up these dispute resolution methods by citing relevant decided cases. Paralegals also offer counseling to child victims of abuse and neglect.

She said that ZCEA carries out information dissemination to law enforcement officers and communities on children's rights as provided for in both the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child and legal provision in Zambian child related legislation.

When asked whether children were realizing their child rights, she had this to say: **'Children in Zambia always grow up in an environment that doesn't allow them to participate in decisions on issues affecting their welfare. Most of them lack access to education, shelter and health. Therefore, they don't realise their child rights.'** She also said that most issues were determined by their parents. She suggested that Zambia should break away from this culture.

When asked what should be done to enhance child rights awareness, she said that even though Zambia has ratified the CRC, responsible actions to help children realize their rights were not being fulfilled. She emphasized on the need for everyone in the country to play a part. She implored the media to play a vital role in child rights awareness. She said that **'the media is in an important position of being able both to generate debate on children's issues and give children a forum to voice their own opinions.'** She explained that The Convention speaks directly about the media by calling on governments to encourage the mass media to disseminate information and material of social and cultural benefit to the child. She also said that together with media personnel, parents, and community members at large should all work to help children understand and realize their rights. She stressed the need for these classes of people to put pressure on government to fulfil their obligations to pass laws and advance policies centred on the

UNICEF'S Position on Child Rights

The researcher asked an official from UNICEF to explain the position of the organisation in promotion of child rights in Zambia especially in schools. She explained that UNICEF urges the Zambian government to use the Convention as a guide in policy-making and implementation to develop a comprehensive national agenda for children and to develop permanent bodies or mechanisms to promote coordination, monitoring and evaluation of activities throughout all sectors of government.

She further said that UNICEF also urges the government to make children visible in policy development processes by introducing child impact assessments and carry out adequate budget analysis to determine the portion of public funds spent on children and to ensure that these resources are being used effectively. She said that UNICEF assists in collecting sufficient data and using it to improve the plight of all children in each jurisdiction and also raises awareness and dissemination of information on the Convention by providing training to all those involved in government policy-making and working with or for children. She said that UNICEF involves civil society including children themselves in the process of implementing and raising awareness of child rights.

In addition to support of country programmes, she said that UNICEF assists Zambian government in promoting children's rights advocacy, cooperation and technical assistance. She said that UNICEF undertakes advocacy – through publications, awareness campaigns and participation in major international conferences and in public statements – and works with those responsible for the development and implementation of legislation and public policy.

On cooperation, she said that UNICEF works with both donor governments and Zambian government on programmes that seek to ensure that social and economic rights of children are delivered through provision of essential services such as health and education and improving access to good nutrition and to care. She said that UNICEF also focuses attention on national budget spending, encouraging governments to allocate 20 per cent of budgets to basic services. Further, UNICEF supports efforts to redress inequitable practices and discrimination, which are direct and underlying causes of children's and women's deprivation.

On technical front, she said that UNICEF provides technical support and assistance to the government on the Rights of the Child and also focuses on sustainable results and encourages on-going monitoring and evaluation of programmes. When asked whether children's rights were being realised in Zambia, she responded that there is still much to be done to create a world fit for children. Progress has been uneven, with some areas especially rural part of the country lagging considerably behind those in urban area in giving child rights its deserved prominence. She also explained that some of the gains in the country appear in danger of reversal from threats like poverty and HIV/AIDS.

When asked what should be done to promote child rights awareness in Zambia, she had this to say: **'every one of us has a role to play in ensuring that every child enjoys a childhood.'** She explained that parents, teachers, social workers or other professionals working with children should raise awareness of the CRC among children.

She also had this to add on: **'If you are a member of the media, promote knowledge and understanding of children's rights and provide a forum for children's**

participation in society.' She also said that parliamentarians should ensure that all existing and new legislation and judicial practice were compatible with the country's international obligations and they should involve the community including children in decision making.

Save the Children position on Rights of Children.

The researcher asked the programme officer from Save the Children about the role of his organisation in promotion of children rights. In response, he said that the mission of the organisation was to fight for children's rights by delivering an immediate and lasting improvement to children's lives worldwide. He said that 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.

He said that since Save the Children considers that all children are equal, and have human rights, it ensures that it provides food, shelter, health care, education for vulnerable children so that they can enjoy a happy, healthy and secure childhood. He narrated that 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 promote children's rights.

When asked to explain whether children in Zambia were realising their rights, he had this to say: **'the fact that children in Zambia and Africa in general are so often viewed as objects, they are treated with lack of tolerance and as a result their rights are not met.'** When asked what should be done in order to promote children's rights, he said that there was need to operationalize the CRC by making rights real. He also suggested that the media should play a critical role in the promotion of children's rights. He said that

there was need to conduct programmes on both radio and television about issues affecting children such as child trafficking, child labour, poverty, street kids, as well as poor access to education and health services.

The Role of the Victim Support Unit in Promoting the Rights of Children

The researcher asked an official from the Zambia Police Service, Victim Support Unit (VSU) their position on promotion of child rights in schools. He said that the unit has made notable progress in spearheading a vigorous education and sensitisation campaign aimed at changing the mindset of the police and public toward vulnerable persons. He said that the unit has also created separate VSU offices from the main police stations so that the environment is not intimidating but more comfortable to victims of child abuse.

When asked how his office is supporting the promotion and protection of the rights of children in schools, he said that his office was holding workshops in schools and carrying out specialized services to victims of child abuse, such as counseling. He said that this was being done in conjunction with NGO involved in issues to do with child rights.

When asked the benefits of children knowing their rights, he said that children would know how child rights issues should be handled. In this way, children would be protected from abuse. He said that to some extent these benefits were being realised though there were challenges in terms of those children who had no access to various information sources on child rights such as schools and the media. When asked about what should be done in order to promote children's rights in schools, he had this to say: **'more effort has to be made by teachers to sensitise children in schools about their rights because this is where they spend more time.'** He said that Parents should not conceal cases of abuse

towards children by relatives or friends but report them to the police so that the law can take its course.

Furthermore, he suggested that deliberate measures should be put in place by government to support VSU through increased funding. He said that consideration should be made to provide all police stations and posts with VSU staff; establish more community police posts in residential areas so that police services are brought closer to the community, especially for victims of violations; to expose VSU officers to specialized training in crimes against vulnerable children, including counseling, investigations and prosecutions. He also emphasised the need to use the media child rights sensitisation. On the use of the media, he had this to say: **‘the media is such a powerful tool, with the ability to influence and shape public opinion in a particular direction.’** He explained that the strength of the media has been recognised worldwide with most scholars frequently referring to it as the fourth estate of the Government after the three wings of the Government, i.e. the executive, the judiciary and the legislature.

CHAPTER SIX

DISCUSSION

6.1 Introduction

This discussion chapter is organised in three segments. The first segment considers the extent to which the data collection techniques were relevant in addressing the issues posed by this study. The second segment is a reflection upon results of the study while the last segment examines the implications of the study for child rights awareness and makes suggestion for further research.

6.2 Methodology

Verification of data

In order to ensure verification of findings and assess the *internal validity or trustworthiness* of the study, data collection methods were scrutinised through triangulation of methods. The present study obtained data through individual interviews and focus group discussion. It was envisaged during the preparation of this research protocol that these two different methods had the possibility of giving different results. As it turned out, the results showed that both sets of data were related in a consistent way. In other words, there was a logical continuation in the themes identified in the focus groups with that of the individual interviews. The focus groups were designed to give an opportunity where views were not only expressed but challenged and debated upon by group members. It was observed that discussion was minimal in the various discussions. As a result, most statements were made almost as they would have been in individual interviews. This may have deprived the study of a wealth of information which would have been uncovered in a good debate.

In a research, there is also the pertinent issue of *external validity or transferability* that must be answered. This study obtained themes, such as where children obtained their child rights information as well as the importance of a child knowing their rights. The study participants were of several backgrounds. In terms of educational attainment, the parents had different levels of education. Out of ten parents, one had university education, one had diploma level of education, three had military level of education, one had secondary level of education, and three did not disclose but could articulate well in English while one did not have any formal education. Regarding parents employment, there was one marketer, one school teacher, one tailor, one social worker, one policeman, two military officers, one driver, one did not disclose whilst the other one was not in a formal employment. Head teachers were drawn from eight schools while five stakeholders were each drawn from Ministry of Education, UNICEF, Save the Children, ZCEA and VSU.

The final verification procedure was to determine *reliability or dependability*. The methodology chapter of this study and the appendices explain how this research was carried out. This research protocol makes it possible for another researcher to replicate the research findings.

Sampling limitations

This study on child rights awareness discourse, data was collected on the rights that children know as well as child rights information sources. The study also collected data on the importance of children knowing their rights and also strategies that are required to promote information on child rights. The sample population was not adequate as the study was confined in Lusaka District and only public schools were sampled. It could

have been more informative if other children from schools in different provinces were included as respondents. This implies a risk of obtaining results that was not adequate to generalise to the whole country.

Furthermore, the study was undertaken when schools were preparing for their end of year examinations and end of term tests. This constrained the researcher to meet some of the respondents, especially pupils, in some schools. However, the researcher ultimately managed to interview as many pupils as possible as it was anticipated during the preparation of research protocol.

Data collection

Individual interviews were chosen for this study. There are other choices in qualitative research such as observations and document analysis. Observations have been used in many studies as the rationale is to permit first-hand information of how communication process takes place on child rights. However, this study did not use this data collection method because it was thought to be fraught with a number of problems such as reaction on the part of participants and potential invasion of privacy. Documents relating to the subject were reviewed but presented as relevant literature rather than a source of data of itself. The relevant material on the topic of research was limited.

Data Analysis

The correspondence of the data obtained from this study with what the researcher obtained from focus group discussions and individual interviews gave me the confidence that the responses of the interviewees in the present study were genuine.

Meta-position

This study was done under the guidance of my supervisor: Mr. Donald Chanda, a senior lecturer in the Department of Development Studies at the University of Zambia. The dissertation writing process was an iterative one. The supervisor provided constant feedback to sections of this dissertation as I wrote. Along the way, chapters were reworded, revised, updated until a desired product was obtained.

Beneficial aspects of the interviews

The study is expected to be beneficial to the interviewees and the results of the study shall be communicated to the three external examiners. Even before this is done, there is reason to believe that the interviews were beneficial to the participants; parents, school children, teachers and all those stakeholders working for the welfare of children as various issues were raised and debated upon.

6.3 Summary of Results and Implications

The subsequent discussion gives the summary of the findings from interviews with participants on child rights issues and realised sources of child rights information as well as the importance of children knowing their rights. It also takes into account strategies that would help promote child rights awareness.

Knowledge on child rights

The first theme dealt with what type of child rights children knew. The study found that pupils in upper basic school knew rights such rights to health, education, food, water and shelter unlike their counterparts in lower basic school whose responses was not good

enough. The implication of this finding therefore is that child rights awareness varies depending on the age and grade as well as exposure to a number of factors such as access to a document on the CRC that deal with survival, protection, development and participation. It also implies that some children are taught about their rights at home while others are not.

Information source on child rights

The second theme dealt with child right information source of children. The data from both focus group discussions and individual interviews with pupils revealed that pupils did not have a lot of sources to obtain information on their rights. Their only source therefore was through their teachers and mothers. It is assumed that children sometimes obtained information from school and then sought clarification from parents. The researcher would like to believe that the response about teachers were sincere because pupils spend most of their time at school where they learn a lot of things especially from civics teachers and also by engaging in some extra curriculum activities such as being a member of a child rights club. Similarly, parents especially mothers were regarded by the pupils as providers of child rights information. The data on mothers is indicative of the central role they occupy in the lives of children in Zambia.

Importance of children knowing their rights

The third theme was to find out the benefits of children knowing their rights. The study revealed that children in middle basic school were unable to articulate well the benefits of knowing their rights unlike their counterparts in upper basic schools whose responses were seen to be much better. The implication of this finding also point to the fact that age

and grade as well as exposure to a number of information sources by a child enabled them recognise the importance of knowing their rights.

Strategies that would help provide information on child rights awareness

The fourth theme was to suggest strategies that would help promote child rights awareness. Zambia can be described as one in which politicians, bureaucrats and child rights specialists were aware of importance of child rights but decisive action was not forthcoming. National Youth Policy and the National Child Policy address child rights issues but nothing much has been done to implement these policies. Inadequate financial and logistical support has hindered the implementation of this plan. Much effort is needed in order to create high level of child rights awareness to all the children by providing a policy environment where information was better structured in terms of both content and delivery.

6.4 Suggestion for Further Research

Any academic piece of work seeks to clarify certain issues. No doubt, in an endeavor to address these issues, more provoking ones were raised, which unfortunately superseded the scope of the research objectives for this dissertation. This study found itself in the web in which some issues such as comparative analysis in the understanding of child rights between urban and rural children were not dealt with. Further, children from private schools were not part of this study. To those students interested in carrying out a similar study, this is a suggestion for further research.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

7.1 Conclusions

Basing on the study, the following conclusions were made:

7.1.1 Some school children know their rights while others do not know them. The latter was as a result that they have not read the content of the CRC and also that there are no Child rights clubs in their schools where they can learn their rights.

7.1.2 There are no available sources where children can get information on their rights apart from their teachers. This means that some stakeholders like the media, NGOs, community leaders, parliamentarians, international community and the community at large have not stepped up their efforts to sensitise children on their rights.

7.1.3 The government of Zambia has widely recognised child rights through the introduction of various programmes and policies such as the National Plan of Action to eradicate Child Labour, the Victim Support Unit, the formulation of Child Justice Forum, the National Youth Policy and the National Child Policy. However, implementation of these policies has not been adequate.

7.2 Recommendations

Basing on the conclusions drawn from the study, it is recommended that:

7.2.1 The government through Ministry of Education should start providing copies of the CRC to all schools as a teaching material for teachers. In the same vein, the government should introduce 'Child rights' as a separate subject that should be taught

from lower to upper basic schools. This policy strategy measure will help children be properly educated on their rights and in turn help them develop into responsible adults in future.

7.2.2 The government should put in place deliberate measures where stakeholders such as the media, social workers, professionals working with children, community leaders, parliamentarians and international community are encouraged to act together as a source of information on child rights. These play a significant role in the way people see the world therefore, they have a primary role in informing and shaping attitudes of society towards child rights awareness.

7.2.3 There is need for government to strengthen a supportive policy framework in an effort to improve information on child rights. Child rights information should be accorded importance and should be structured in terms of both content and delivery. This will help children be sensitised on their rights hence assist them to grow in understanding of matters relating to child violation. It will also help them develop knowledge, skills, attitudes and values that will make them become responsible citizens.

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Appendix 1: 1989 Convention on the Rights of the Child

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children, '

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the 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; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries, Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her wellbeing, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests. 4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (order public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (order public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their childrearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin; (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate

protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child. 3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- (a) To diminish infant and child mortality;
- (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
- (d) To ensure appropriate pre-natal and post-natal health care for mothers;
- (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- (f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29 General comment on its implementation

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- (a) Provide for a minimum age or minimum ages for admission to employment;
- (b) Provide for appropriate regulation of the hours and conditions of employment;
- (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;
(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
(vii) To have his or her privacy fully respected at all stages of the proceedings. 3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or
(b) International law in force for that State.

APPENDIX '2' FOCUS GROUP DISCUSSION WITH PUPILS

Name of School:

Grades:

Ages:

1. Are you aware of child rights?
2. If yes, what are some of these rights you are aware of?
3. Have you ever heard of the Convention on the Rights of a Child (CRC)?
4. If yes, what child rights messages are outlined in the CRC?
5. How did you become aware of the rights of a child?
6. What are the benefits of a child knowing his/her rights? Give reasons for your answer.
7. Which of the following is the source of your information on child rights?
 - a. Teachers
 - b. Parents
 - c. Child Rights Clubs
 - d. Television
 - e. Radio
 - f. Newspapers
 - g. Other
8. What are the benefits of a child knowing his/her rights? Give reasons for your answer.
9. Do you think these benefits are being realized?

**APPENDIX '3' IN-DEPTH INTERVIEW WITH INDIVIDUAL RESPONDENTS-
PUPILS**

1. What is your age?
2. What is the name of your school?
3. Are you aware of child rights?
4. If yes, what are some of these rights you are aware of?
5. Have you ever heard of the Convention on the Rights of a Child (CRC)?
6. If yes, what are child rights messages is outlined in the CRC?
7. How did you become aware of the rights of a child?
8. Which of the following is the source of your information on child rights?
 - a. Teachers
 - b. Parents
 - c. Child Rights Clubs
 - d. Television
 - e. Radio
 - f. Newspapers
 - g. Other
9. What are the benefits of a child knowing his/her rights? Give reasons for your answer.
10. Do you think these benefits are being realized?

APPENDIX‘4’ KEY INFORMANT INTERVIEW - HEAD TEACHERS

Name:

School:

1. What is the position of your school in the promotion of the rights of a child?
2. What can you say about the level of child rights awareness among your pupils?
3. Do the children at your school aware of Convention on the Rights of a Child?
4. From which sources do pupils at your school obtain information on child rights?
5. Are there any stakeholders helping sensitize children on their rights at your school?
6. If yes who are these stakeholders?
7. What are the benefits of Children knowing their rights?
8. Do you think these benefits are being realized?
9. What should be done to effectively promote child rights awareness in Basic school?

APPENDIX '5' KKEY INFORMANT INTERVIEW - PARENTS.

1. What is your marital status?
2. What is your age?
3. What is the level of your education?
4. What is your occupation?
5. How many children do you have?
6. In your opinion, are children in Basic schools aware of their rights?
7. If yes, what are these types of rights they are aware of?
8. Where do you think children get information on child rights?
9. What are some of the benefits of children knowing their rights?
10. Do you think children are enjoying their rights as the adults do? Give reasons for you answer?
11. What are some of the recommendations would you suggest to improve child rights awareness in schools?

APPENDIX '6' KEY INFORMANT INTERVIEW - MOE OFFICIAL

1. What is your name?
2. What is your appointment in the Ministry of Education?
3. What is the position of the Ministry of Education in the promotion of child rights?
4. Are the rights of a child included in the basic school curriculum?
5. How is the ministry supporting the promotion of the rights of a child in basic schools?
6. What are the benefits of children knowing their rights?
7. Are these benefits being realized?
8. What is the level of child rights awareness among adults?
9. What are some of the recommendations would you suggest in order to improve child rights awareness in schools?

APPENDIX '9' KEY INFORMANT INTERVIEW - UNICEF OFFICIAL

1. What is your name?
2. What is your appointment in UNICEF?
3. What is the position of the UNICEF on the rights of a child?
4. How is UNICEF supporting the promotion of the rights of a child in schools?
5. What are the benefits of children knowing their rights?
6. Do you think children are realizing these benefits?
7. What is the level of child rights awareness among adults?
8. What are some of the recommendations would you suggest to improve child rights awareness in schools?

APPENDIX '8' KEY INFORMANT INTERVIEW – SAVE THE CHILDREN OFFICIAL

1. What is your name?
2. What is your appointment in Save the Children?
3. What is the position of the SCS on the rights of a child?
4. How is Save the Children supporting the promotion of the rights of a child in schools?
5. What are the benefits of children knowing their rights?
6. Are these benefits being realized?
7. What is the level of child rights awareness among adults?
8. What are some of the recommendations would you suggest to improve child rights awareness in schools?

APPENDIX '9' KEY INFORMANT INTERVIEW - ZCEA OFFICIAL

1. What is your name?
2. What is your appointment in this organisation?
3. What is the position of the ZCEA on the rights of a child?
4. In your opinion, do you think children in Zambia are aware about their rights? Give reasons for your answer.
5. From which sources do you think children get information on child rights?
6. How is your office promoting the rights of children in schools?
7. What are the benefits of children knowing their rights?
8. Are these benefits being realized?
9. How are child rights violation issues handled in Zambia?
10. What is the level of child rights awareness among adults?
11. What are some of the recommendations you would suggest to improve child rights awareness in schools?

APPENDIX '10' KEY INFORMANT INTERVIEW - VSU OFFICER

1. What is your name?
2. What is your appointment in the police service organisation?
3. What is the position of VSU on the rights of a child?
4. In your opinion do you think children in Zambia are aware about their rights? Give reasons for your answer.
5. From which sources do you think children get information on child rights?
6. In your opinion, what are the commonest forms of violation of the rights of a child are reported at VSU?
7. How is your office promoting the rights of a child in schools?
8. What are the benefits of children knowing their rights?
9. Are these benefits being realized?
10. How does VSU handles issues of the child rights violation in Zambia?
11. What is the level of child rights awareness among adults?
12. What are some of the recommendations would you suggest to improve child rights awareness in schools?

APPENDIX '11' PROPOSED BUDGET FOR RESEARCH WORK

S/N	Requirements	Quantity	Cost Per Unit (K)	Total Amount (K)
1	Transport	-	-	1,000,000=00
2	Stationary	-	-	300,000=00
3	Talk Time	-	-	350,000=00
4	Proposal Typing and Printing	-	-	100,000=00
5	Research Assistant	01	1,000,000=00	1,000,000=00
6	Questionnaire typing and printing	-	-	100,000=00
7	Binding of Reports	03	50,000=00	150,000=00
8	Meals	-	-	500,000=00
9	2 GB USB	02	250,000=00	500,000=00
10	Accommodation	-	-	1,000,000=00
Grand Total				5,000,000=00

APPENDIX '12' SAMPLE OF INFORMED CONSENT FORM

This study assesses the level of child rights awareness among basic school children in Zambia. The intention is to interview selected basic school children on their opinions regarding level of knowledge on their rights. It is anticipated that this study will provide valuable information on what strategies should be employed in order to ensure that all children have access to information on their rights.

The interview will take about an hour. The interview will be tape recorded and transcribed in full but without the name of the informant. These texts will be used to write a Masters Degree dissertation that will be submitted to the University of Zambia. It is up to you as the head teacher of the school to decide whether to allow your pupils to take part in this interview. The anonymity of participants will be ensured at all time in the course of this study.

The pupil's participation in this study will assist me to get valuable information on issues about child rights awareness in schools. This information is important for researchers, education development workers, children, parents as well as international community. This may contribute in refining the Zambia National Child Policy. I would therefore be grateful if you could permit your pupils to participate in this study. If you agree, read carefully through the attached consent form and sign it. This is to ensure that the information your pupils give is not misused.

Thank you.

APPENDIX '13' SAMPLE OF WRITTEN CONSENT FORM

As the Head teacher of the school and some of my selected pupils, we have given information on a planned study on child rights awareness conducted by Mr. Prosper Mangamu. He is a student from University of Zambia who is carrying out a research for his dissertation. I have been assured that all the material from the interview will be treated with anonymity. This means it will not be possible to trace the information back to the children. Both the tapes and the transcribed text will at all times be handled confidentially. Only the researcher and research assistant involved will have access to them.

Mr.Mangamu on behalf of one research assistant has assured me that the tapes and the typed or written text from the interviews will be destroyed after the University of Zambia, accepts the research report. On the information provided about the study, I hereby give permission for my pupils to be interviewed.

Name of Head teacher.....

Signature

Date.....