



YOUNG VOICES 2020 - ZAMBIA



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YOUNG VOICES 2020 SURVEY - ZAMBIA

Save the Children Zambia and the University of Zambia, Department of Population Studies prepared the 2020 Young Voices Survey publication. Zambia is one of many countries where Save the Children carries out the Young Voices Survey using a methodology that originated from Save the Children Sweden. Other country reports can be found on the following link:

<https://resourcecentre.savethechildren.net/spotlight/young-voices>.

Save the Children believes every child has a future. Around the world and in Zambia, we give children a healthy start in life, the opportunity to learn and protection from harm. We do whatever it takes for the children – every day and in time of crises – to transform the life and the future we share.

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"I feel our views must be heard because it is a way through which they can hear about our needs in terms of health and education." (JC, 15 years, Rufunsa)

"Child participation is important because first of all, children are the most affected by the policies that are made. Secondly, children know what they want and so, if they are engaged in the policy making, the leaders are able to know what children really want." (ML 16 years, Choma).



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Photo: Malama Mwila / Save the Children

The Save the Children and University of Zambia staff orienting the young researchers at the SCI office.

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Jo Musonda
Country Director
Save the Children Zambia

Preface

Save the Children Zambia carried out the Young Voices Survey in 2019 and concluded it in 2020. The Survey was hindered by the outbreak of COVID-19, which limited activities such as focus group discussions. This resulted in the delayed release of the report. The survey was carried out in line with the United Nations Convention on the Rights of the Child (UNCRC), which states that children are entitled to express their views on all matters that affect them. The children must have a say about whether they feel their rights are being upheld. Save the Children Zambia believes every child has a future. Around the world and in Zambia, we give children a healthy start in life, an opportunity to learn and protection from harm. We do whatever it takes for children – every day and in times of crises – transforming the life and the future we share.

The Young Voices survey was conducted primarily to establish the level of children's awareness about their rights and understanding what critical issues they face in terms of their rights. To achieve this, children were selected for interviews to facilitate data collection. Save the Children Zambia and the University of Zambia, Department of Population Studies participated in the process of collecting data from primary and secondary schools in five (5) provinces of Zambia namely; Lusaka, Eastern, Southern, Luapula and Western. two districts (rural and urban) were selected in each targeted province to facilitate data collection in the period between July and September 2019.

The target age group were school-going pupils aged 10 to 16 years. One thousand two hundred children participated in the survey, of whom 50 per cent were girls and 50 per cent were boys. About 62 per cent of pupils came from secondary while 38 per cent came from primary school level. In terms of age distribution, 34 per cent were aged 10-12 years and 66% were aged 13-16 years. Trained enumerators asked questions to pupils in a safe, simple and friendly way, guided by principles from Save the Children's Child Safeguarding Guidelines and the UN Committee on the Rights of the Child.

Findings show that the knowledge level of children's right is almost universal among the participants, as 89 per cent of boys and 87 per cent of girls have heard about children's rights. However, fewer children reported having heard about the Convention on the Rights of the Child (52% boys and 45% girls). Only 3 out of 10 pupils indicated that the Convention or the Charter on child rights was presented at their school either during the current term or during the previous term. This could mean that the current education curriculum has little emphasis on children's rights content. The survey results show that less than half of the children reported having access to mobile phones (48%), while access to the Internet stood at 44per cent and access to computers at 35 per cent. The results of this survey also revealed that violence against children still exists in schools.

Overall, 7 out of 10 pupils reported having seen a fellow pupil being slapped, pinched/pulled/punched/hit by a teacher while 42 per cent said they felt worried about experiencing violence from fellow children in school. Surprisingly, children reported that they were freer to express their views in the school environment than in their homes. There is evidence that the majority of children in Zambia are not aware of the Convention on the Rights of the Child although awareness levels about the rights of children, as a concept is almost universal among children. It is clear that children continue to face legitimate concerns. Therefore, there should be more effort by government and communities to help achieve the aspirations of the Convention on the Rights of the Child to ensure the views of children, especially girls, within the family and the community at large are respected. Additionally, there is need to promote positive non-violent and participatory forms of child-rearing values. There is also need for Zambia to adopt legislation and child protection systems that promote and protect the rights of children in the country and ensure that their voices are always taken into account in all matters affecting their lives. Survey results provide implications for immediate and future programmes for children in Zambia. The key areas, which need attention, include; strengthening child participation in the development of national programmes that affect them, providing information to increase awareness of children's rights, improving access to social services and child safety and end violence against children.

What is Young Voices Survey?

The Young Voices is a national-wide survey on what children think about certain issues. It is carried out using questionnaires as the key instrument for face-to-face interviews. The questions address both municipal and national responsibilities. Themes, such as participation in decision-making, children's safety, children's experience of violence, children's regard for their future and stress are also addressed. Quantitative results of the survey have been analysed, interpreted and discussed with children using the focus group discussion methodology. The focus group discussions consisted of children from selected schools in Lusaka, Rufunsa, Chipata, Chadiza, Choma and Sinazongwe districts.

All the quotes presented in this report derive from the focus group discussions with children. Save the Children Sweden originally developed the survey and Save the Children in Zambia in collaboration with the University of Zambia, Department of Population Studies has adapted this survey to better fit the Zambian context. Other country reports can be found on the following link:

<https://resourcecentre.savethechildren.net/spotlight/young-voices>

What Does Save the Children Want?

The Young Voices Survey has provided relevant and up to date information on how children perceive their situation, and how they feel their rights are respected and fulfilled. The aim is to disseminate this knowledge and attract the attention of adults who make decisions on behalf of the children to ensure that children's voices are heard, while respective actions are taken.

Save the Children, within the context of its programme and in cooperation with key stakeholders, urges the government and parliament to make efficient use of their structures. These structures include the Ministry of General Education, the Ministry of Youth, Sport and Child Development and other key stakeholders. This is to ensure the protection of child's rights, to capture children's opinions and ensure that their voice is heard in all decisions concerning children.

Save the Children Zambia hopes that evidence from the Young Voices survey will ensure that children in Zambia benefit from improved child-focused national legislation, policies and budgets that comply with the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). Additionally, it is hoped that no child is excluded from the realisation of its rights.

Data collection

The data collection process for the Young Voices Survey took place between July-August 2019 while validation continued into 2020 although it was consequently, interrupted and delayed by the outbreak of the COVID-19 pandemic. The methodology was designed based on the Save the Children Sweden Model by the staff of Save the Children Zambia. Staff from Save the Children Zambia and the University of Zambia, Department of Population Studies reviewed questions to align them to the Zambian context.

To help facilitate trust and understanding with respondents, it was critical to select capable interviewers. Interviewers were male and female children, who had just completed secondary school, were able to speak at least, one of the survey languages and were culturally sensitive. The interviewers underwent rigorous training to ensure that they had a good understanding of the survey instruments. The survey used fellow children to collect data so that the 10-16-year-old respondents could feel as comfortable as possible with the interviewer and the survey process.

The Young Voices Survey 2019 was a cross-sectional survey of 10-16-year-old boys and girls designed to produce estimates of awareness, knowledge and perceptions of children's rights. This group of 10-16 year-olds was selected as the most appropriate population to survey to better understand their knowledge and practices of children's rights. For the purpose of analysis, 10-16-year-olds were separated into two age subgroups: 10-12 and 13-16.

The survey was designed to provide estimates in the selected districts. The updated list of schools in the selected districts was provided as the sampling frame for the survey. Primary sampling units (PSUs) were schools based on district geographical subdivisions determined. A sample of 1200 pupils was determined for five selected provinces. At least, 25 were randomly selected in each selected school for interviews. The survey questionnaire was administered to the school children by trained data collectors and instructed supervisors. The Swedish template of the questionnaire was the main tool with the respective cultural and contextual changes to the questionnaire.

English was the main language of communication for most interviews because the respondents were school-going children. In cases where children were not able to conduct an interview in English, the local language was used to solicit information from the children. In order to have more informative and qualitative information to complement and, to some extent, validate the quantitative data, the survey was triangulated with five Focus group discussions (FGD). The supervisors in each region conducted the FGDs and enabled the team to capture live comments and direct quotes from the children.



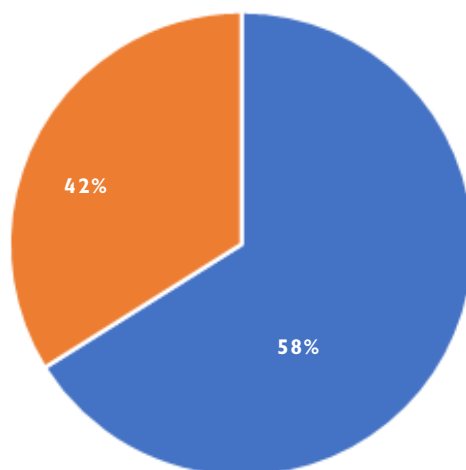
A focus group discussion at a girl's school in Lusaka district

Key results of Young Voices Survey 2020

- More than half of the children (53%) preferred to express their views on important issues at schools than in other places.
- More than two-thirds of the children were treated fairly in school (69%). Almost three-quarters of children said that teachers and other staff at school work to stop bullying, and more than half of the children (56%) said that the school does enough for disabled children and those with special needs.
- 84% of the children said that politicians and decision-makers should listen to the opinions of children/ young people.
- Less than half of the children had access to basic services such as access to the computer (35%), access to the Internet (44%) and access to mobile phones (48%).
- More than three-quarters of the children had access to SRH information (78%).
- Nine out of ten children said that they had access to safe water sources.
- Overall, 95% of the children felt safe at break while 93% felt safe in the classroom.
- 75% of the children reported being slapped, punched, pinched, hit by a teacher at school.
- More than half of the children (53%) said children were discriminated against based on performance.
- One out five of the children said they were unable to join an activity because it had cost money.
- 65% of the children were very positive about their future.
- 65% of the children said they would get a job once they are done with school.
- Three-quarters of the children said their future would be different from their parents due to climate change. Only 16% of the children said their future would not be different from the life of their parents because of climate change.

"Child participation is important because first of all, children are the most affected by the policies that are made. Secondly, children know what they want and so, if they are engaged in the policy making, the leaders are able to know what children really want."

(ML 16 years, Choma)



Percentage of children who have heard about the CRC.

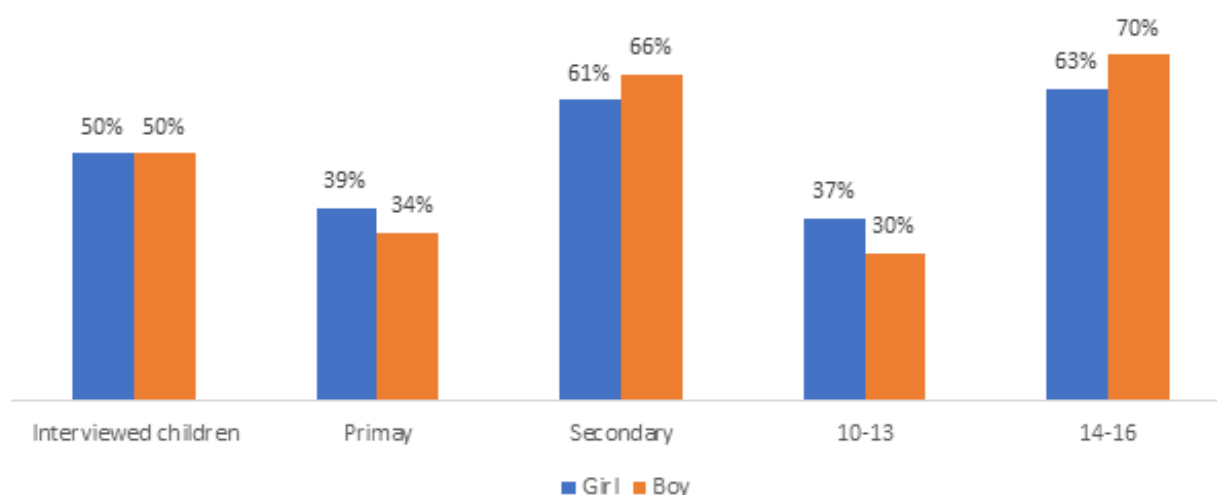
Almost all the children have heard of children's rights while less than half (42%) have heard about the Convention on the Rights of the Child (CRC).

Survey Results

Characteristics of Children

This section covers selected demographic and social characteristics of children interviewed. These include age, sex, education and district. A total of 1200 children were included in the survey. This number comprised of 600 girls and 600 boys aged 10-16 years. Out of the total number of children who were interviewed, 70% of the boys were aged 14-16 years and 66% were in secondary school. One-third of the girls (37%) were aged 10-13 years and 39% of these were in primary school.

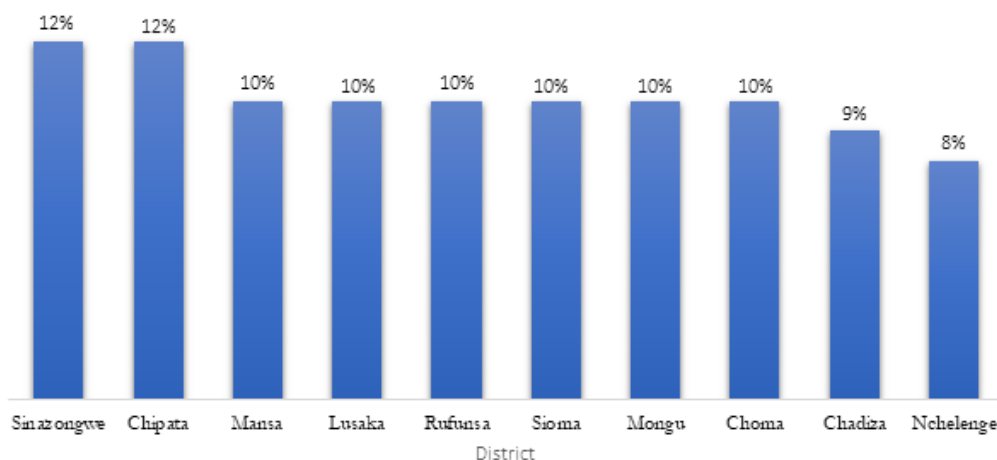
Figure 2: Percentage Distribution of Interviewed Children by School Level and Age Disaggregated by Gender.



Districts

The data below shows the distribution of children interviewed by district. The highest proportion of Interviews conducted were in Sinazongwe (12%) and Chipata districts (12%) while Nchelenge district had the least interviews conducted (8%).

Figure 3: Percent Distribution of Interviewed Children Disaggregated by District



“At school we have clubs called the child rights club. So, if we want to know more about our rights, we must join the clubs.”

(M.N 16 years, Choma)

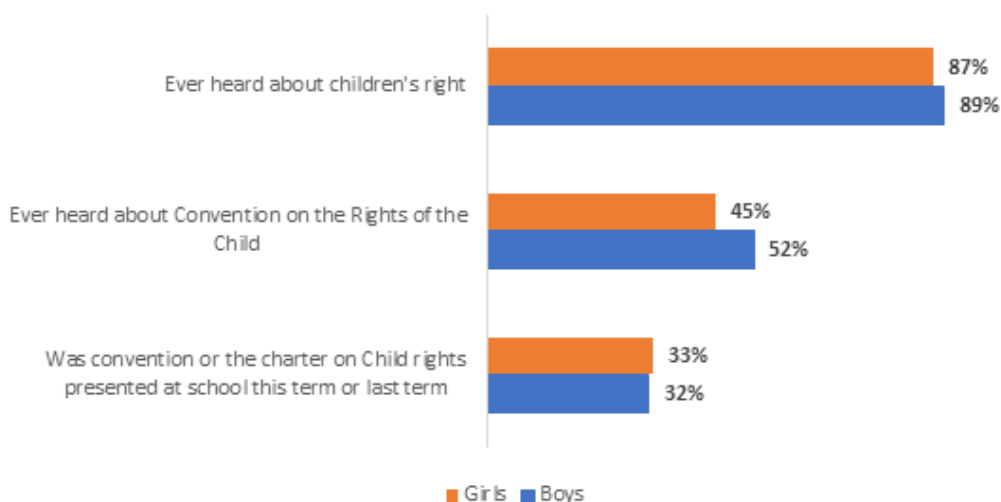
Knowledge about Children's Rights

Despite most children hearing about children's rights, most of them indicated that neither have they heard about the CRC nor has it been presented in their schools. Overall, 88% have heard of children's rights while less than half have heard about the CRC (42%) and indicated that the convention/charter on child rights was presented at their school during this term or last term (32%). During the focus group discussions, the majority of the children felt the need to introduce child rights clubs at school as well as incorporate the charter on the rights of the child into the school syllabus. They also indicated that children could know more about their rights from people who know more about children's rights.

“We can learn about our rights on a daily basis through school just as we learn social studies, governance and human rights. The teachers can also include teaching about children's rights. The government should also send some people to organise motivational talks so that everyone can hear or learn about children's rights.”

(M.H, 14 years, Rufunsa).

Figure 3: Knowledge about Children's Rights Disaggregated by Sex



On the other hand, children also felt that the school needed to do more to ensure that more children became aware of their rights by providing copies of the CRC, making civic education compulsory in schools and sensitising children about their rights by putting posters around school premises showing children’s rights.

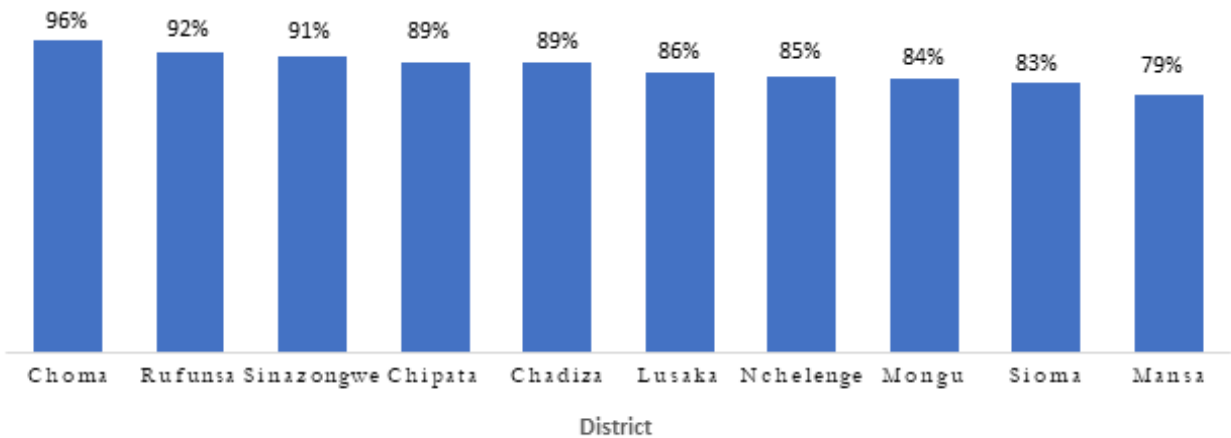
"The school should ensure that more children become aware of their rights by teaching them about human rights on daily basis and also coming up with posters on the notice board so that any time the children or the pupils forget their rights they can just read"

(D.M, 16 years, Sinazongwe)

Ever Heard about Child’s Rights by District

Figure 4 shows the percentage distribution of children who have ever heard about children’s rights by District. The children were asked if they have ever heard about children’s rights. Results show that Choma district (96%) had the highest percentage of children who have ever heard about children’s rights compared to those from Mansa district (79%).

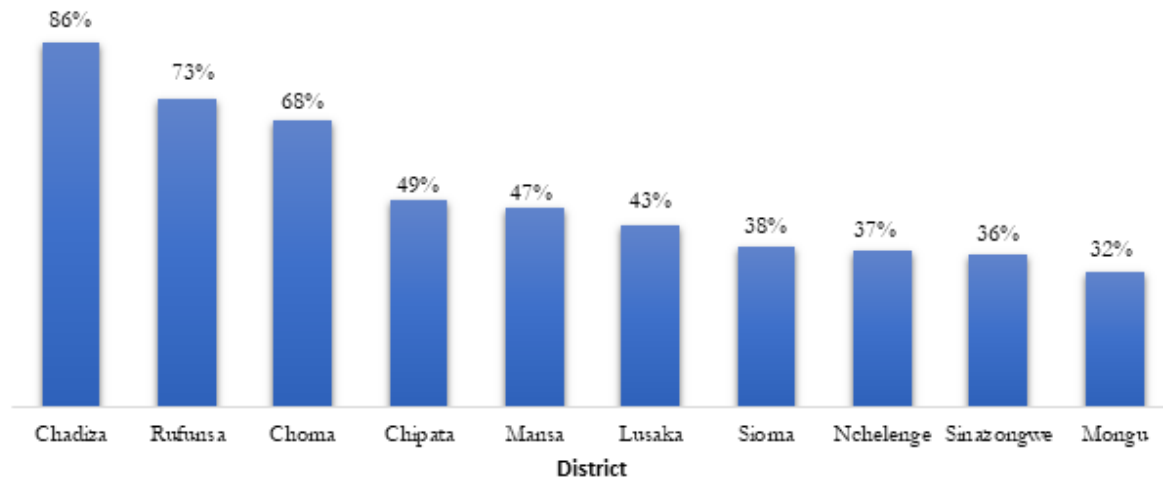
Figure 4: Percentage Distribution of Children who have Ever Heard about Children’s Rights by District



Ever Heard about the Convention on the Rights of the Child Disaggregated by District

Figure 5 shows the distribution of children who have ever heard about the Convention on the Rights of the Child by district. The children were asked if they have ever heard about the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. Results show that Chadiza (86%) had the highest percentage of children who have heard about the Convention on the Rights of the Child compared to other districts.

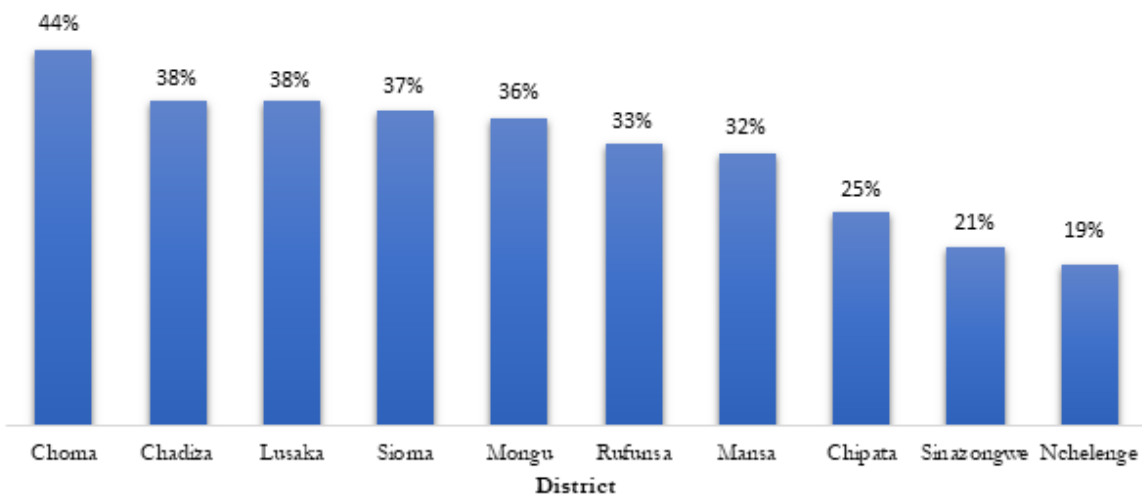
Figure 5: Percentage Distribution of Children who have Ever Heard about the Convention on the Rights of the Child Disaggregated by District



The African Charter on the Rights and Welfare of the Child / Convention on the Child Rights of the Child presented at School Disaggregated by District

Figure 6 shows the percent distribution of children who indicated that the charter / Convention on the Rights of the Child was presented at their school during this term or last term by district. During the survey, children were asked whether the CRC or ACRWC Child was presented at their school during this term or last term. Results show that less than half of the children indicated that the convention/ charter on child rights was presented at school during this term or last term in each district.

Figure 6: ACRWC/ CRC Presented at School this Term or last Term Disaggregated by District



"I feel our views must be heard because it is a way through which they can hear about our needs in terms of health and education."

(JC 15 years, Rufunsa)

Perceptions about Children's Rights

The children were asked about where they have been able to give their views on any important issue or matter affecting them. The majority of the children preferred to express their views at school compared with other places. The survey shows that 53% of the children were able to give their views about any important issue or matter affecting them from their school. Additionally, over half of both boys and girls aged 14-16 years and in secondary school level were more likely to express their views in school. In terms of district, Mongu and Sioma recorded the highest number of children who preferred to express their views at school. In focus group discussions, children were of the view that the political or civic leaders in their community should listen or respect their voices because they are the most vulnerable and know what is best for them.

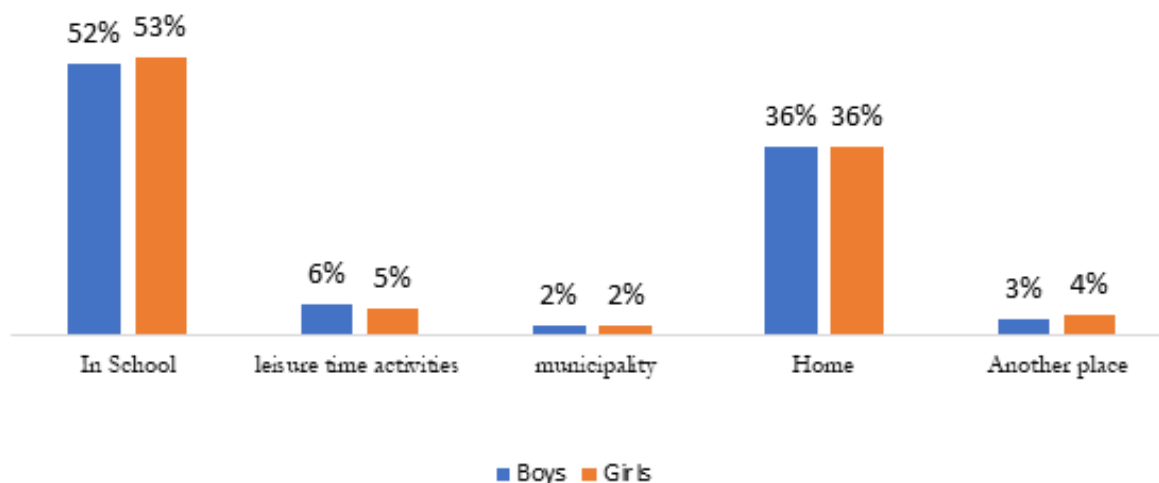
"They should make hard copies of the charter on the rights of the child so that children can read more about their rights."

(JP 16 years, Chadiza).

Gender

Over 50% of both boys and girls, aged 14-16 years at secondary school level were more likely to express their views in school while 36% felt comfortable expressing themselves at home. When children were asked "do boys and girls get fairly treated in school", overall, 69% of the children reported that boys and girls are treated fairly at school.

Figure 7: Percentage of Children by Preferred Place to Express Views on Important Issues by Sex



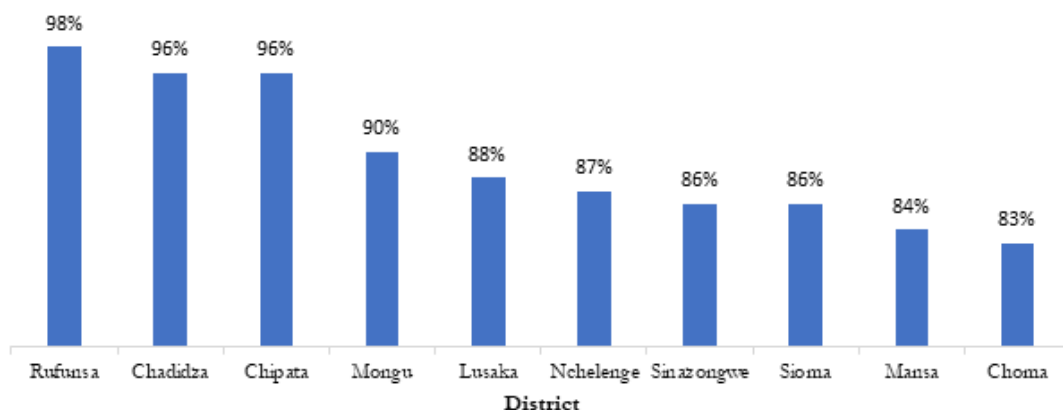
"The schools and parents have a responsibility to encourage girls to participate in all activities done by boys because girls are equally capable. Girls must not be told they can't do certain things just because they are girls."

(GM, 16 years, Rufunsa)

Satisfied with Teaching from School Disaggregated by District

This section shows the percent distribution of children who are satisfied with the teaching they get from school. During the survey, children were asked if they were satisfied with the teaching they get from school. Findings in figure 8 have indicated that most children were satisfied with the teaching they got from school.

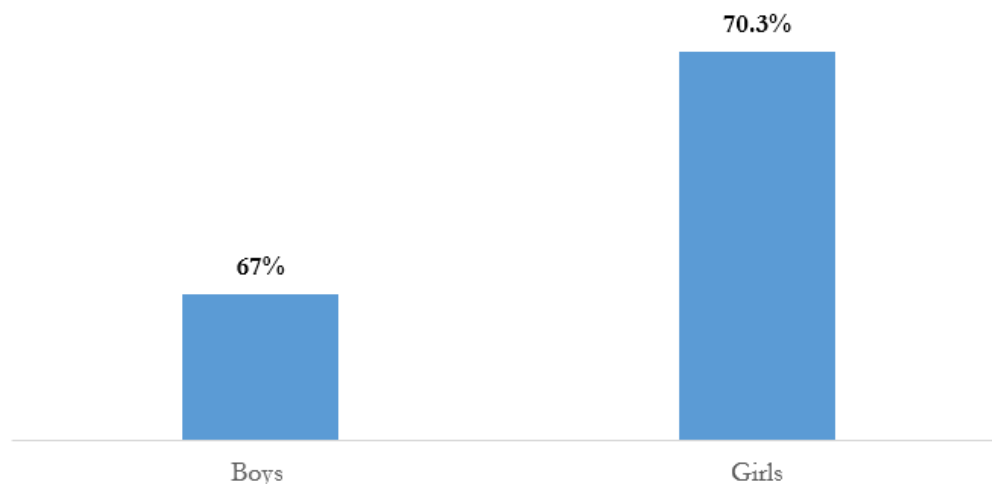
Figure 8: Percentage Distribution of Children who are Satisfied with Teaching from School by District



Children's Perceptions of their Rights by District

The children were asked whether boys and girls are treated fairly in school and whether they think that their school does enough for disabled children who need special support. Overall, 69% of the children reported that boys and girls are treated fairly at school. Chadiza district (79%) had the highest proportion of children who said that boys and girls were treated fairly in school compared with Mongu district (58%).

Figure 9: Children's Perception: Boys and Girls Treated Fairly by District

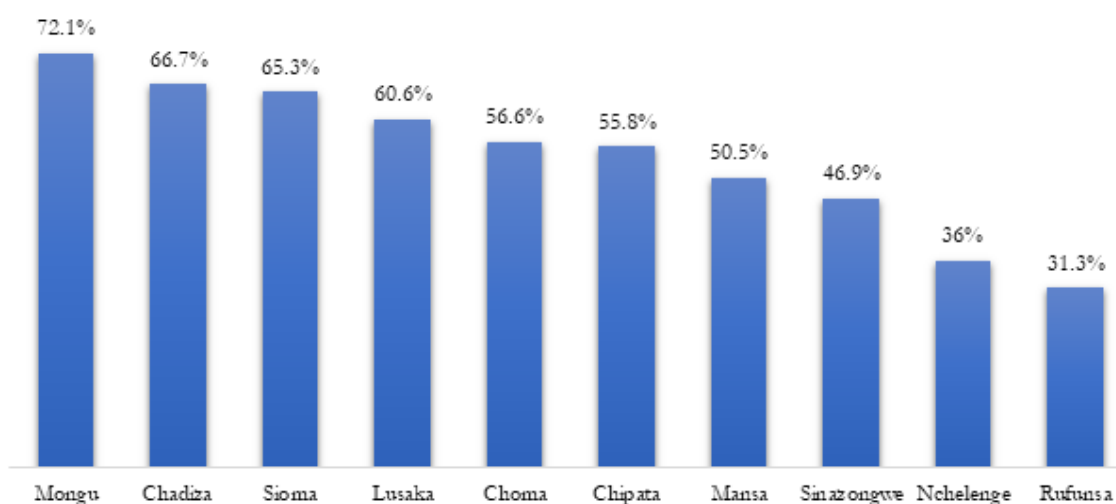


Further, more than half of the children stated that their school does enough for disabled children who need special support (56%). As for age, sex and school level, results have shown that there was no much difference in the proportions. By district, 72% of children in Mongu thought that their school does enough for disabled children compared with Rufunsa, which stood at 31%.

"Disabled people usually get discriminated and put aside because of their disability, so teachers should be in the forefront of showing us how to treat people with disabilities. If we get sensitised, we can put ourselves in their shoes and know how they feel. This way, we won't put their needs aside because they are also human beings and need acceptance. If we do this, they can also become better people in the future."

(G.M, 14 years, Rufunsa)

Figure 10: Do Schools Do Enough for Disabled Children who Need Special Support?



Children's Participation in Decision-making

The children were asked if it was important that politicians and decision-makers listen to what children/young people think about different things in their community; how great they think their opportunities are to present their views and opinions to the decision-makers in the community; and if they have been able to give their views about any important issue or matter affecting them.

"Why I say children participation is important because first of all, children are the most affected by the policies that are made.

Secondly, children know what they want and so, if they are engaged in the policy making, the leaders are able to know what children really want."

(ML, 16 years, Choma).

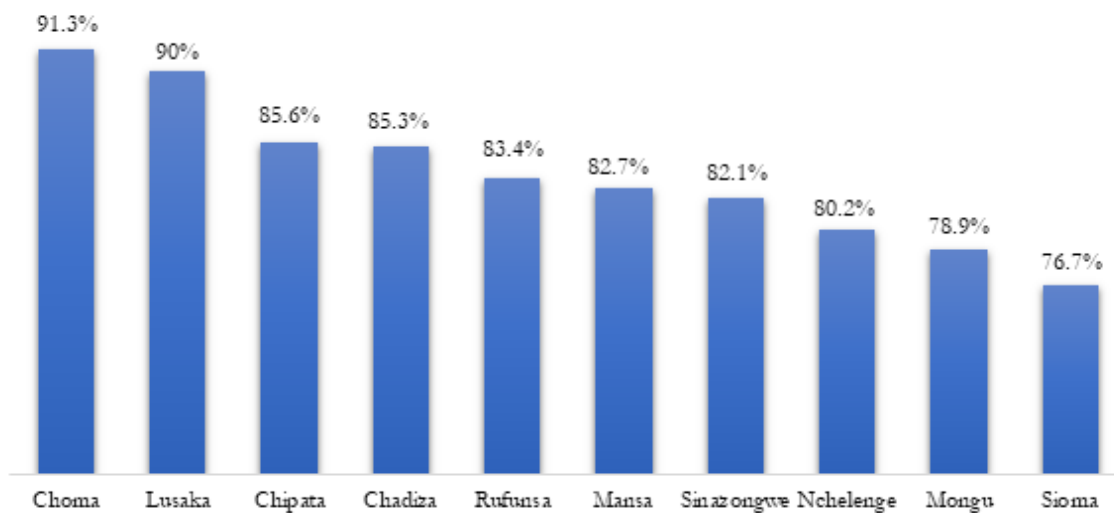
Most children were of the view that it was important that children participate in decision-making in communities and school. During focus group discussions, young voices said they are the ones affected by the policies that are made on their behalf, they are the ones who feel part of the community and know what they lack as children.

"I think it's important for children to participate in decision making because children know exactly what they need unlike when others make laws for them."

(MN, 13 years, Lusaka).

One-third of the children were of the view that politicians and decision-makers should listen to the opinions of children or young people. In terms of sex, age and school level, there was no difference. Figure 11 shows that children in Choma district rated the need for their views or opinions to be heard higher at 91% compared to those in Sioma district where 77% felt their opinions were important.

Figure 11: Politicians and Decision-Makers Should Listen to the Opinions of Children/Young People



The children were also asked how they wanted their civic leaders or school leaders to engage them in decision making. Majority of the children stated that they would want to be engaged by either civic or school leaders by inviting them at any level of decision making.

"Whenever there is an AGM or whenever there is a meeting, they should get at least, one or two pupils to attend that meeting so that even us as children, we should be aware of what the school is planning on our behalf."

(JS, 16 years, Sinazongwe).

Figure 12 shows that 66% of the children felt they had great opportunities to present their views and opinions to the decision-makers in their community. With regard to schools, children in primary school (85%) were more likely to present their views and opinions to decision-makers compared to those at the secondary level (66%). The children in Rufunsa district (83%) were more likely to present their views and opinions to decision-makers in their community compared with Choma (57%) and Lusaka (57%) districts.

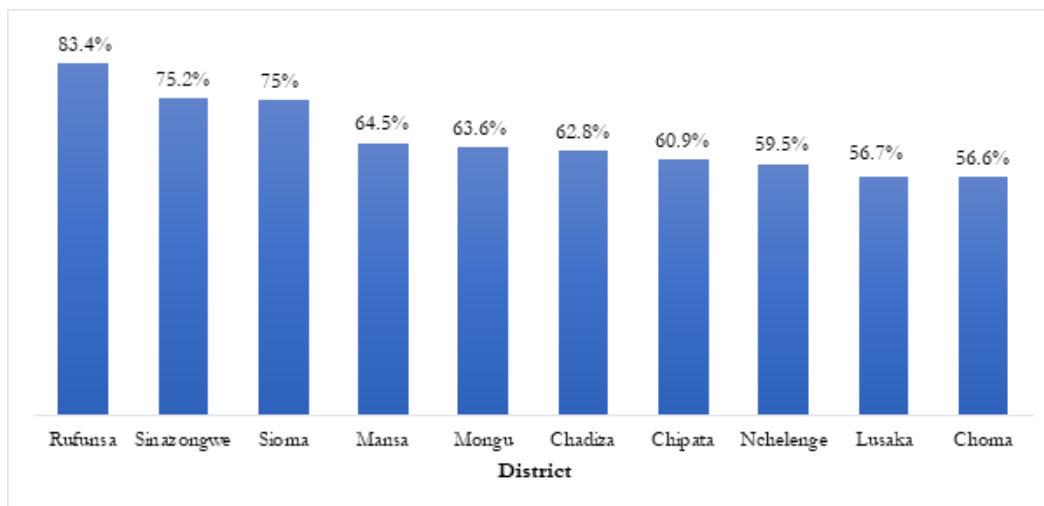
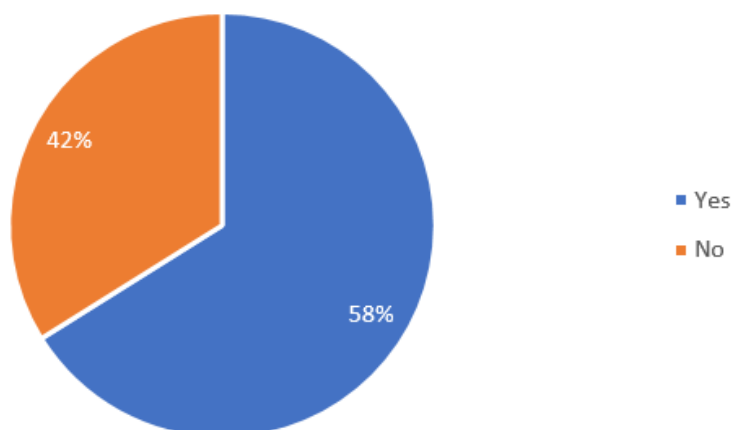
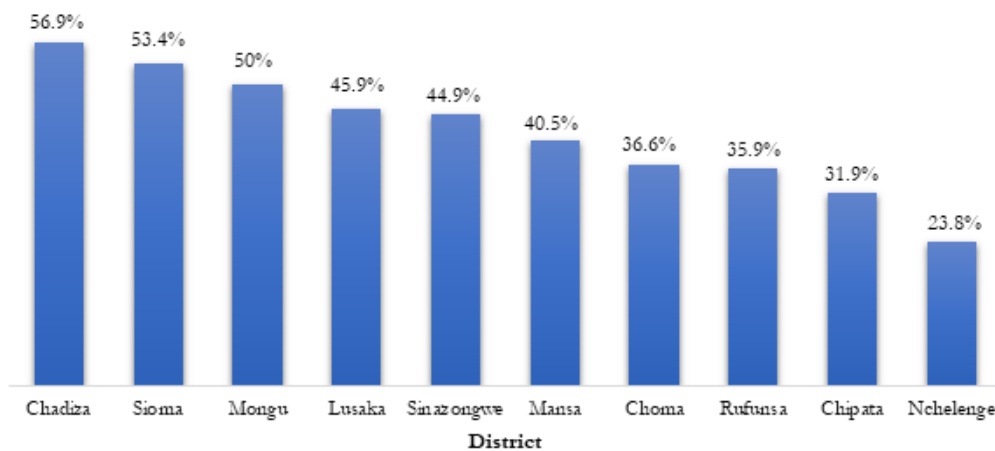


Figure 13: Opportunities to Present their Views and Opinions to Decision-makers in their Community.



Further, less than half of the children have been able to give their views about any important issue or matter affecting them (42%). By sex, there was no difference between boys and girls. However, children aged 10-13 years were less likely to give their views about any important issue or matter affecting them (39%) compared with those aged 14-16 years (44%). Similarly, children at primary school level were less likely to give their views about any important issue or matter affecting them (37%) compared to those at secondary school level (45%). Results show that Nchelenge district had the least proportion (23%) of children that were able to give their views on important issues affecting them in their community.

Figure 14: Able to Give Views on Important Issues in Community



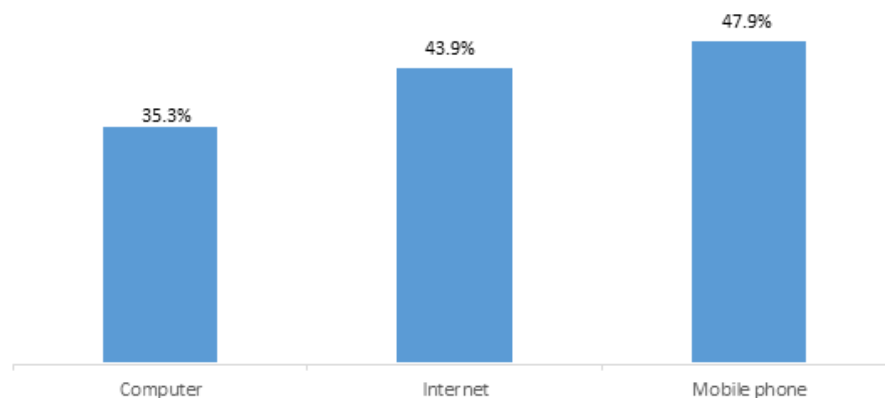
Children's Access to Basic Services

All children are entitled to equal access to basic services in life, no matter their gender, economic conditions or place of residence. All children have the right to access sexual reproductive health information, WASH services and technology platforms such as the internet. The children were asked if they had access to a computer, the internet, mobile phone, sexual reproductive health information, safe drinking water and treated water. In focus group discussions, children felt that it was important for them to have access to a computer, the internet and mobile phone because it would help them research for school.

"I strongly feel it is important for children to access a computer, the internet and a mobile phone in a home and even in a school because it makes life easy, swift and efficient. Giving an example of what is happening right now, schools are closed because of COVID-19, so, the learning facilities are on the internet. It would be easier for a pupil who has a computer or mobile to access those learning materials on the internet and thus, making that pupil to prepare for what is coming next."

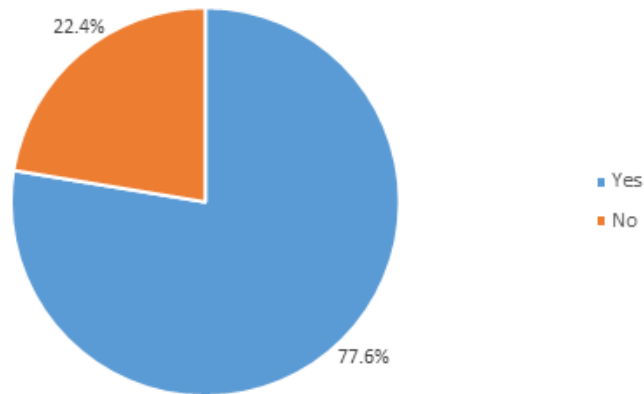
(K M, 16 years, Sinazongwe).

Figure 15: Access to a Computer, the Internet and a Mobile Phone



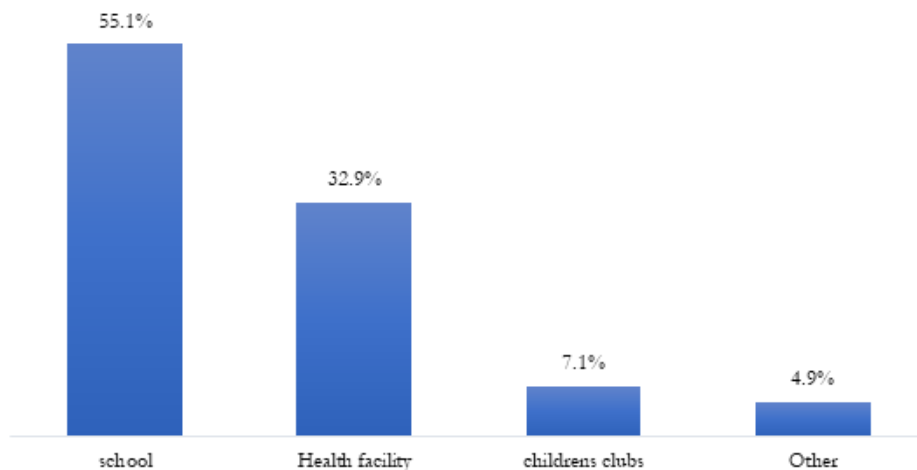
In terms of access to sexual reproductive health information, Figure 16 shows the summary of children who had access to sexual and reproductive health information. Seventy-eight per cent of the young voices reported having access to information.

Figure 16: Access to Sexual and Reproductive Health



Further, figure 17 shows that most children indicated that they had accessed SRH information from school (55%) while others accessed it from a health facility (33%), children’s clubs (7%) and other places (4.9%).

Figure 17: Source of Sexual and Reproductive Health Information



Overall, the majority of the children had access to safe water sources (93%). In terms of sex, there was no difference in the proportion of children that had access to safe water. By age and school level, there was little difference in children having access to safe water sources. However, the proportion of children who had access to a safe water source was higher among children in Lusaka district (100%) compared to those in Mongu district (79%).

Of the children that had access to a safe water source, 82% had access to treated water. Results show that boys had less access to treated water (79%) compared with girls (84%). Further, in terms of district, the proportion of children who had access to treated water was higher among children in Sinazongwe (93%) while those in Mongu had the least access to treated water (66%).

Children's Safety

Article 3 of the United Nations Convention on the Rights of the Child places great importance on the safety of children. The children were asked if they felt safe at breaks, in the area they lived during the daytime and in the evening. Overall, results show that most children felt safe at breaks (95%) and during the daytime (94%) in the area where they lived (82%). With regard to children feeling safe at breaks and during the daytime, results do not show much of a difference in terms of sex, age, school level and district. However, results show that the proportion of children that feel safe in the evening in the area where they live was lower in Lusaka district (72%) but higher in Chadiza with 91%.

"We can be safer by improving the standards of security at home. If our parents are not around they must tell another adult to look after us."

(M.H, 13 years, Sinazongwe).

During focus group discussions, older children expressed preference for boarding schools than day schools, because it was safer, as going to school every day presents many risks for children. They also felt that it is important for parents and school managers to consider the safety of children at all times including sharing updated information on risk prevention with learners.

"At home, parents should monitor children's movements and know the kind of places to ensure protection of children at home."

(DM, 16 years, Sinazongwe)

The children were further asked if they felt safe when online, on their way to and from school and in the classroom. Three-quarters of the children (73%) felt safe when online. In terms of sex, boys felt safer when online (78%) compared to girls (69%). By age, children aged 10-13 years felt less safe when online (64%) compared with those aged 14-16 years (79%). In terms of district, Mansa recorded the least proportion of children that felt safe when online (62%). Overall, more children felt safe in the classroom environment, results have shown that there was no much difference among children who felt safe on their way to school and from school, and in the classroom.

Child discrimination

All children are entitled to freely participate and be part of the communities they live in. They are also entitled to equal opportunities in life, no matter the gender, tribe, language, economic conditions or place of residence.

"There must be a platform in which children who have experienced the discrimination can report to. Then they must be stiff regulations to those who discriminate children whether according to their sex or colour or tribe."

(NN, 16 years, Choma).

Non-discrimination is one of the four principles of the UNCRC. This Right is also rooted in the Africa Charter on the Rights and Welfare of the Child, Article 3 states: ***“Non-Discrimination. Every child shall be entitled to the enjoyment of the rights and freedoms recognised and guaranteed in this charter irrespective of the child’s or his/her parents’ or legal guardians’ race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.”***

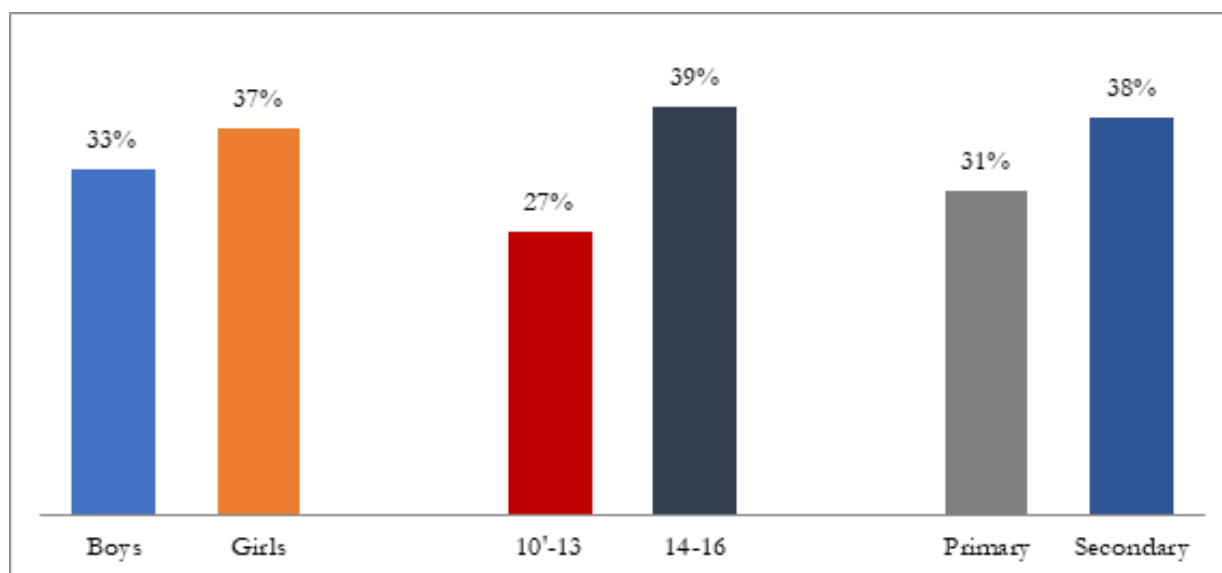
Discrimination by Tribe

"I feel tribe contributes to being discriminated. For example, in Western province, Bemba's may be discriminated seeing that they do not speak the local language there which is Lozi."

(FZ, 16 years, Chadiza)

Results show that 35% of the children said that children were discriminated against based on tribe. Thirty-nine per cent of the children aged 14-16 said children were discriminated against based on tribe compared with those aged 10-13 (27%). Sinazongwe is one of the districts with the highest number of children who said children are discriminated against based on tribe (55%) compared to other districts.

Figure 18: Percentage Distribution of Children who Felt Discriminated Based on their Tribe



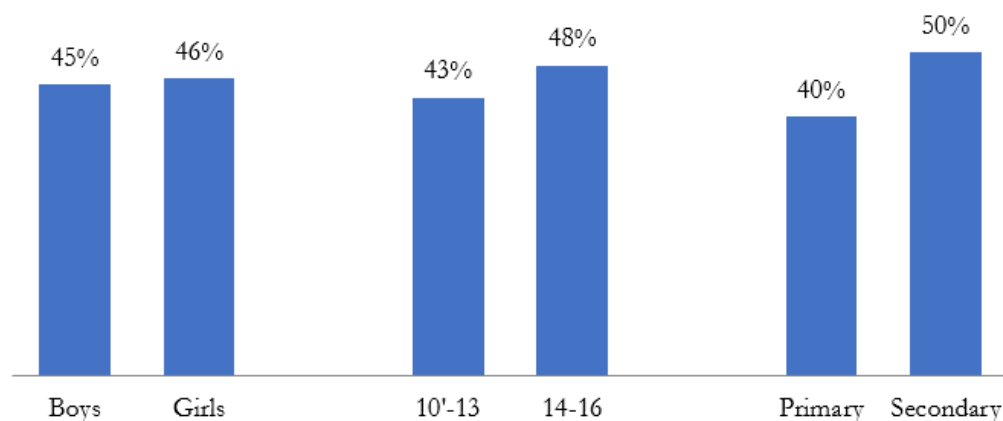
Discrimination by Economic Status

"In schools, some children come from poor families and their performance in class is poor so as a result, they get discriminated."

KC, 13 years, Lusaka

Further, results show that children who are discriminated against based on economic status were 46 per cent. Almost three quarters of the children in Choma district felt that children are discriminated against based on economic status (74%) compared with other districts. In terms of school level Figure 19, shows that half of the children in secondary school said that children were discriminated based on economic status (50%). Almost half of the boys (45%) and girls aged 14-16 years (48%) felt children were discriminated against by economic status.

Figure 19: Distribution of Children who Felt Discriminated Based on their Economic Status



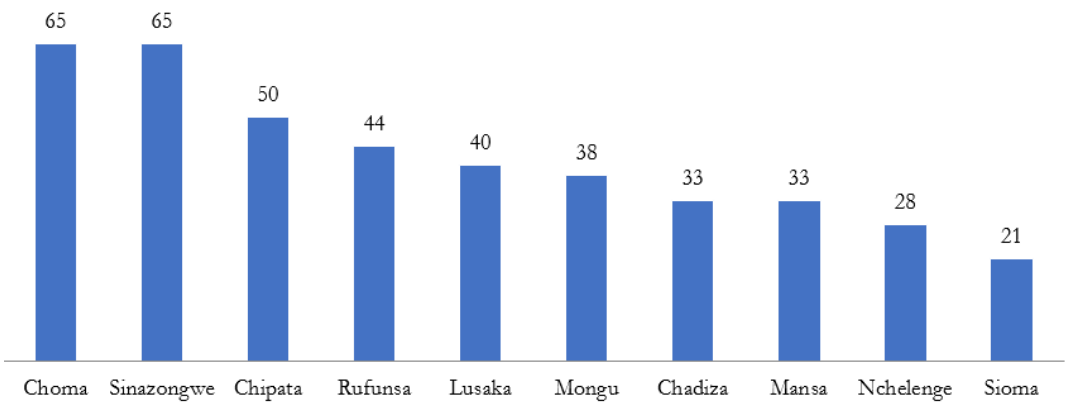
Discrimination by Residence

"For some, because of where they come from, they can be discriminated against. For example, here in Mamba, when you say that you come from Nkandabwe, they will be like in Nkandabwe there are goats so they will be afraid of you."

(MH, 13 years, Sinazongwe)

Forty-two per cent of the children said that they are discriminated against based on place of residence. In terms of district, Choma had the highest proportion that said children were discriminated against based on place of residence compared with those in Sioma (21%). Figure 20 shows the summary of children who felt discriminated against based on their place of residence.

Figure 20: Percentage Distribution of Children who Felt Discriminated Based on their Place of Residence



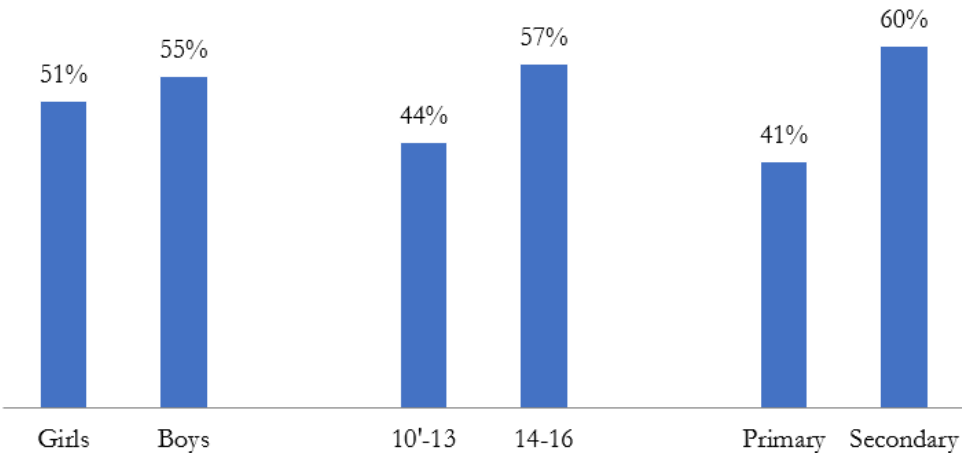
Discrimination by Performance

"The children are discriminated in schools according to their performance. If the child is performing badly and the other one is performing well, that other one who is performing well will be treated differently from the other who is performing badly."
(PPN, 16 years, Sinazongwe)

"People who have a disability are usually discriminated and put aside because of their disability, but if we are sensitized and we feel for them, we can actually put ourselves in their shoes and not put them aside because they are also human beings."
(GM, 14 years, Rufunsa).

More than half of the young voices felt children were discriminated against based on performance (53%). High proportions of children aged 14-16 years (57%) and those in secondary school level (60%) said children were discriminated against because of their performance. By district, Choma had the highest number of children that said that children were discriminated by performance (76%) compared with other districts.

Figure 21: Distribution of Children Who Felt Discriminated Based on their Performance at School



Violence

“The government should come up with strict laws to discourage teachers who like punching and pinching children. The children must be told that if their rights are violated, they must report to the authority and the authority themselves they must not be involved in corruption.”

(MN, 16 years, Lusaka).

Overall, over three quarters (75.5%) of the children reported having seen or been slapped, pinched/ pulled/ punched/hit while at school by a teacher. By sex, 75 per cent of the girls and 76 per cent of the boys, reported seeing or been slapped, pinched/pulled/punched/hit. The children aged 14-16 years (76%) and those in secondary school level (79%) witnessed or experienced violence to a greater degree compared with those aged 10-13 years (74%). Figure 22 shows the summary of children that reported to have been slapped, punched, hit, and pinched by a teacher.

Figure 22: Percentage Distribution of Pupils that Reported to Have Been Slapped, Punched, Hit, Pinched by a Teacher by Sex, Age and School Level.

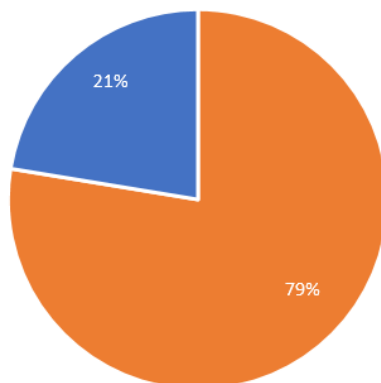
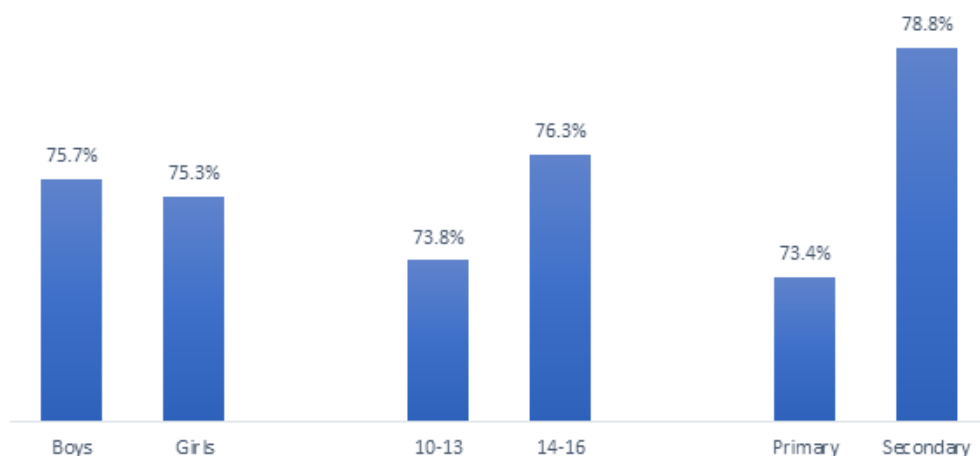
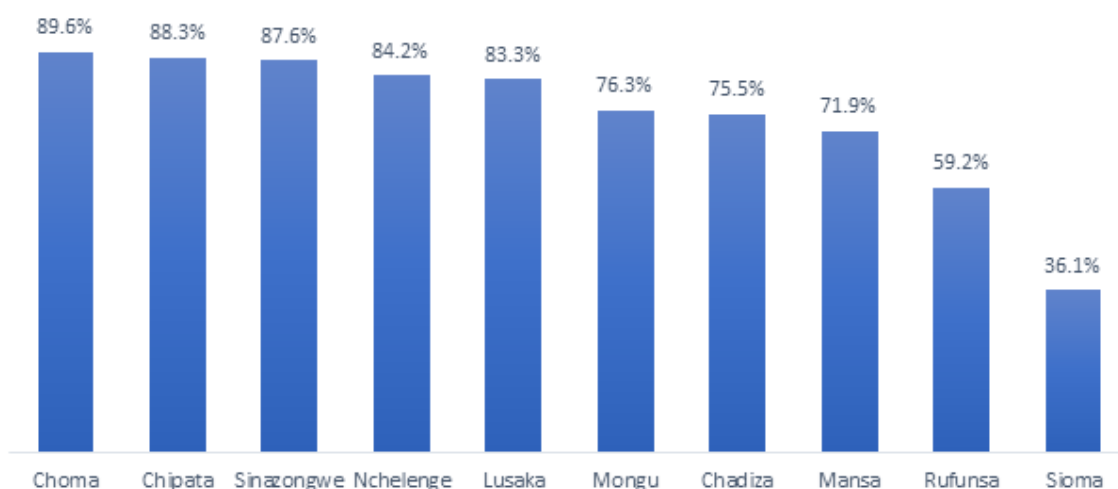


Figure 22b: 21% of the children reported to have been kicked out of home or ran away due to the threat of violence.

By district, Figure 23 shows that almost 9 out of 10 children in Choma had reported being slapped, punched, hit, and pinched by a teacher compared with 38 per cent in Sioma district.

Figure 23: Percentage Distribution of Pupils that Reported to Have Been Slapped, Punched, Hit, Pinched by A Teacher by sex, Age and School Level

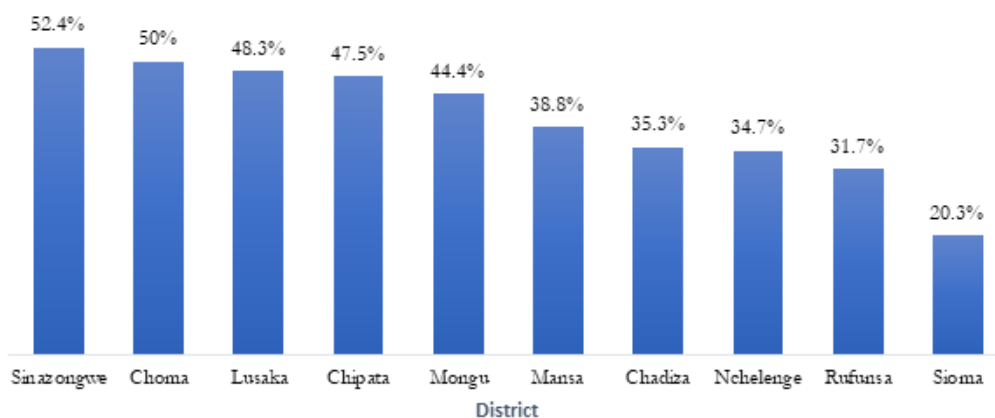


"I think the reason why children should be protected from bullying and violence in schools is because if children grow up being exposed to violence in schools, they may think violence is the way of life, therefore, making them bad people in society."

(AM, 16 years, Rufunsa).

Figure 24 shows a summary of pupils bullied at school by district. The children were worried about being bullied during the current or last term. Sinazongwe (52%) district recorded the highest proportion of children who were worried about being bullied compared with other districts. The children in focus group discussions shared experiences of how bullying led to absenteeism in schools because some children are humiliated and become a source of ridicule at school and get discouraged from learning.

Figure 24: Percentage Distribution of Pupils Bullied at School by District



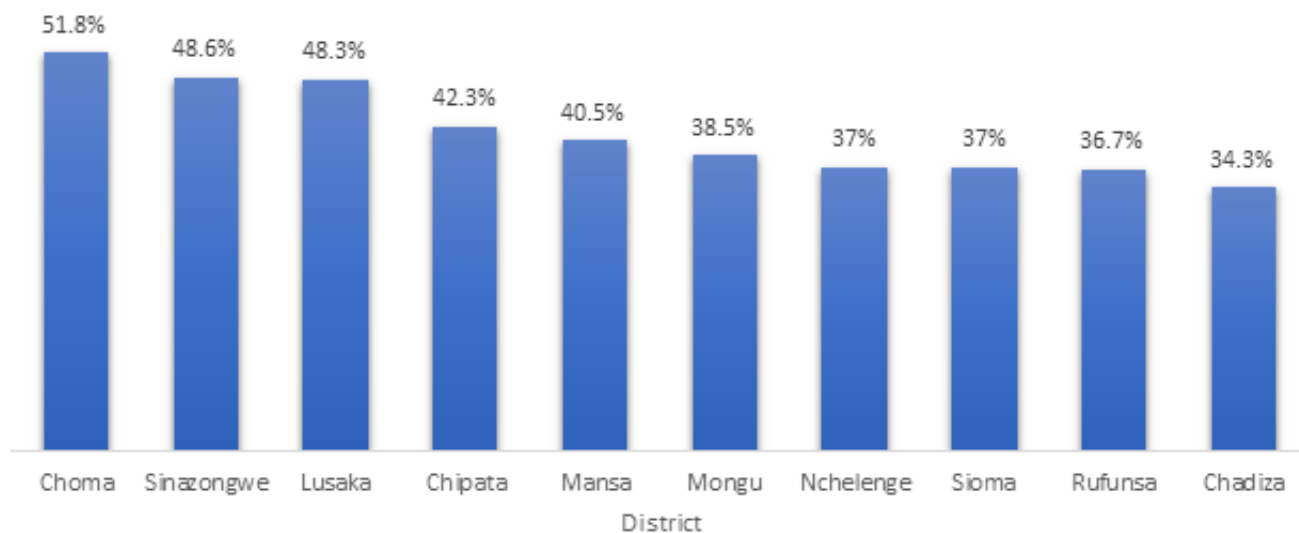
Seventy-two per cent of children felt that teachers and other staff at their school worked to stop bullying. Of these, 69% were girls and 76% were boys. In terms of age and school level, results have shown that there was a slight difference among pupils who felt that staff at their schoolwork to stop bullying. Mongu district (83%) had the highest number of children who reported that teachers and other staff worked to stop bullying at their school. In focus group discussions, children were of the view that it was the responsibility of the teachers to stop bullying in schools as it affects a child's self-esteem and performance in class.

"Teachers need to make efforts to stop bullying so that children can concentrate on their school work without fear of being abused."

(TP, 16 years, Chadiza)

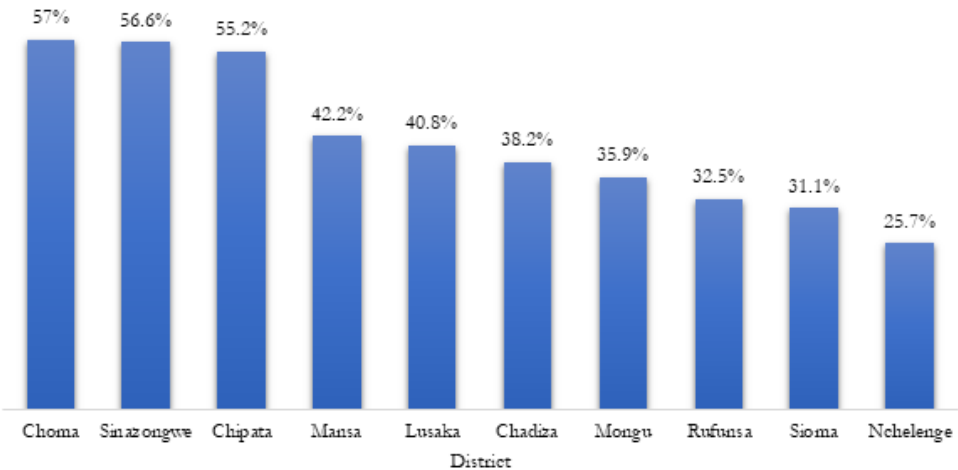
Further, Choma recorded the highest number of children who reported having been worried about experiencing violence from other young people (52%) compared to other districts. Figure 25 shows the summary of children worried about experiencing violence from young people.

Figure 25: Percentage Distribution of Pupils Worried about Experiencing Violence from Young People



With regard to children getting worried about experiencing violence from an adult, Figure 26 shows that the majority (57%) who were more worried were in Choma district while the minority were in Nchelenge district (26%).

Figure 26: Percentage Distribution of pupils Worried of Experiencing Violence from an Adult.



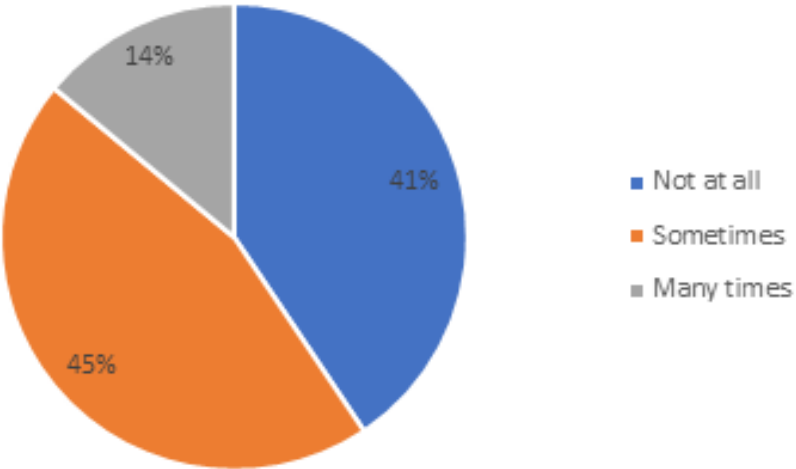
Stress

Figure 27 shows the percentage of children who experienced stress. Overall, results show that 41% of children this term or last term did not feel stressed over schoolwork while 45 per cent felt stressed sometimes and 14 per cent felt stressed many times.

"Teachers also contribute to our stress. Sometimes, they won't come to teach but when they see the exam date is approaching, they will even propose having classes in the evenings, which gives us a lot of stress, which could have been avoided if they always come to teach beforehand. So teachers should be able to follow the time table and advise us to work hard every time not only when the exams are nearby but also when the pupils start their work in grade 8."

(AS, 16 years, Chadiza)

Figure 27: Stressed Over School Work



In the focus group discussions, the Young Voices expressed the view that children felt stressed because teachers gave too much work with little time to rest. They were also stressed about what to eat, their social status and not knowing how to read and study.

"Children get stressed because they don't know how to read, how to study, maybe you are given a lot of homework, you will be stressed by those works which you are given by your teacher."

(JS, 16 years, Sinazongwe)

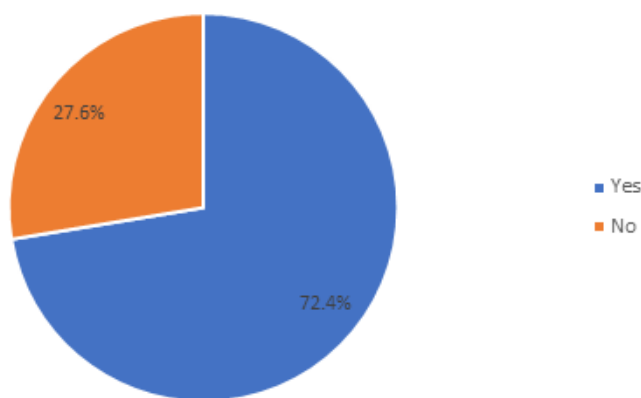
Children's Participation in Social Activities

"Social activities help children to discover their talents and moreover, it's not every pupil that will make it because of education. So that talent will help them to succeed in life and attain their goal."

(M L, 16 years, Lusaka).

This section shows the percentage distribution of pupils who participate in social activities. On average, 72% of the Young Voices reported participating in social activities at school. Social activities are important for the physical and mental health of the children.

Figure 28: Participation in Social Activities

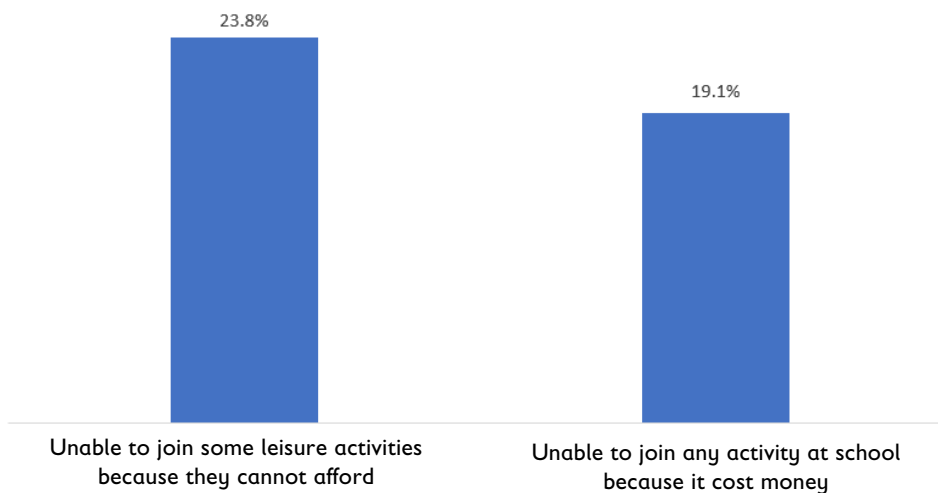


As stated in the Convention for the Rights of the Child (Article 31), every child has the right to have rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts. Results in Figure 30 show that 24% of the young voices were unable to join in some leisure activity at school while 19% could not join in any leisure activities because they could not afford.

"Pupils should follow specific time tables made by the school concerning where and when they should participate in social activities and teachers should also be able to respect that. I say this because at times, when the class time-table shows sports or another social activity, a teacher will impose that instead, we learn their subject."

(AS, 16 years, Chadiza)

Figure 29: Pupils Who Were Unable to Participate in Social Activities



Children's Regard for their Future

"What parents and teachers should do to help us achieve our dreams is by sponsoring us, encouraging us, advising us and also allowing us to participate in activities that relate to our careers."

(D M, 16 years, Sinazongwe).

The children were asked about how they regard their future. Figure 30 shows the percentage of children on how they regard their future. More than half of the children said that they were very positive about their future (68%). Further, results show that only 4 per cent of the children were very negative regarding their future and only 11 per cent of the children did not know anything regarding their future.

Figure 30: Percentage Distribution of Pupil's Responses on how they regard their Future

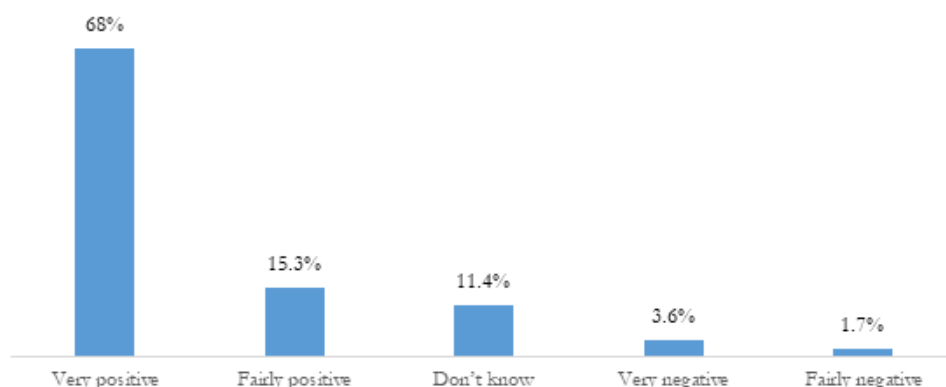
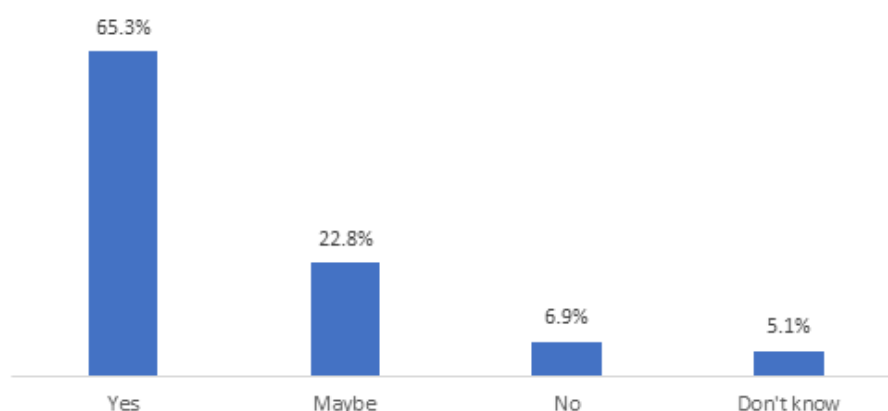


Figure 31 shows that almost two-thirds of the children were certain that they would be able to get a job when they leave school (65%). Only 5 per cent of the children were not certain about getting a job when they leave school.

Figure 31: Percentage Distribution of Children Were Certain that they Will Be Able to Get a Job When they Leave School



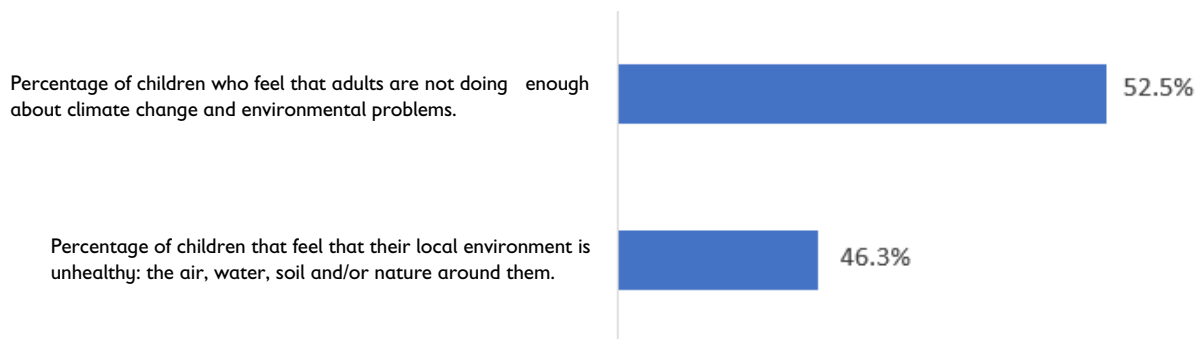
Climate Change

This section shows the percentage distribution of climate change and environmental problem. Figure 32 shows that 46 per cent of the children were worried that their environment was unhealthy in terms of air, water, soil and or the nature around them. Further, results show that more than half of the children (53%) were worried that, adults were not doing enough about climate change and environmental problems.

"Future life will be very different, for example, in olden days they were many trees but how many trees are there this time and people are still cutting more and more trees each and every day. So our future life will be very different in that the people who will come after us will even find that there are no trees in the world, they will just be hearing stories to say they were trees in the world."

(DS, 16 years, Sinazongwe)

Figure 32: Perceptions on Climate Change and Environmental Problems



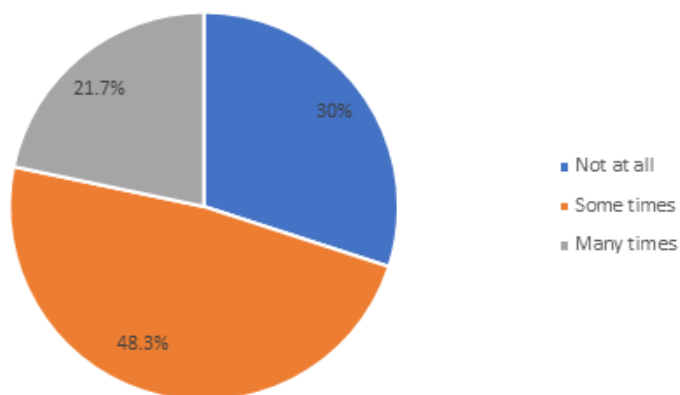
The children were asked if they ever felt sad or anxious over food shortage, flooding, drought, loss of wildlife (plants, animals) and nature areas such as forests, pollution of water or land, overconsumption and waste of natural resources during this term or last term.

Figure 33 shows that 1 in 5 children felt sad or anxious many times over food shortage, flooding, drought, loss of wildlife (plants, animals) and nature areas such as forests, pollution of water or land, overconsumption and waste of natural resources. Almost one-third of the children did not at all feel sad or anxious (30%) while 48% felt sad and anxious sometimes and 22% felt sad or anxious many times.

"Climate change as at now is hindering a lot of activities maybe in a country for instance, for us children who have parents like they are farmers or something, due to climate change they won't be able to afford for our necessities or maybe school or something that. So it will be different from our parent's life because they won't be able to access the quality education hence, maybe will divert to other means of life."

(TN, 16 years, Rufunsa)

Figure 33: Percentage Distribution of Pupils who felt Sad or Anxious over Climate Change

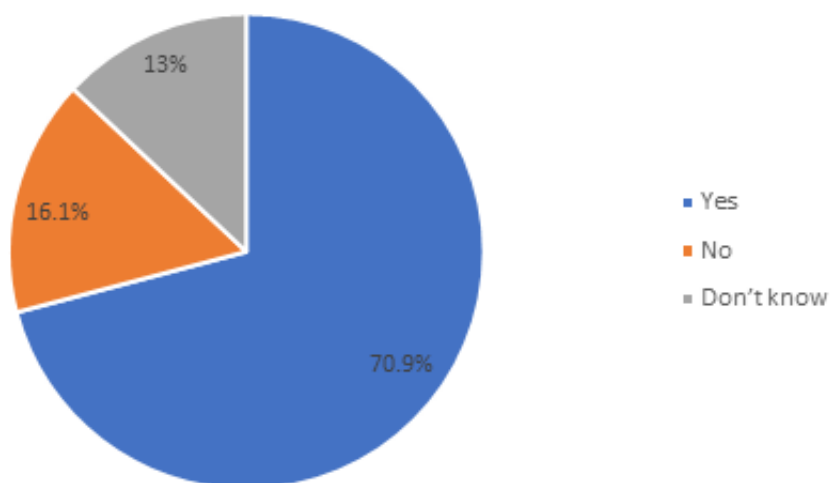


Further, almost two-thirds of the children said that their future life would be different from the life of their parents because of climate change (71%). Additionally, only 16% of the children said their future would not be different from the life of their parents because of climate change. Figure 34 shows the summary of pupils that felt their life would be different from that of their parents because of climate change.

"And I think yes our future will be different from the life of our parents due to climate change and as for now, we are already experiencing climate which is not very good, sometimes it's gets hot sometimes it gets even worse. But I think our future life will be worse than that of our parents."

(DM, 16 years, Sinazongwe).

Figure 34: Percentage Distribution of Pupil's that Felt their Life Would be Different from that of their Parents Because of Climate Change



MORE VOICES

"Teachers must be advised on the dangers of violating children's rights and must be aware of the consequences if they violate these rights. I would recommend that teachers get suspended or expelled from work for violating children's rights."

(AS, 16 years, Chadiza).

"Schools must organise school buses or provide transportation for pupils to and from school because they are some pupils that come from very far places."

(MT, 16 years, Chadiza).

"There is discrimination of those who are slow learners. So, like when they bring a test, others it will be hard for them to be able to pass meanwhile they don't really understand what they learn. And because they fail to get perfect marks they will be discriminated."

(VN, 14 years, Choma).

"Children should be accorded a platform where they can report any cases of discrimination. They should also be accorded equal chances in any activity at school, they should be accorded the same attention and also they should be a uniform way of doing things instead of only favoritism or disaggregation."

(SN, 16 years, Choma).

"When there is drought, I think the government should, at least, plan or supply food to the children living in those areas."

(DN, 16 years, Maamba).

"It would be very important to teach each other different languages so that we don't discriminate against each other because of tribe. Like if someone can speak a certain language, they should be able to teach a friend."

(IN, 18 years, Chipata)

"Political leaders and school head teachers must provide suggestion boxes where we are able to make our suggestions on what we expect to be done for us."

(JP, 16 years, Chadiza).

"The school leaders must be transparent with us. Transparency means we are told what is going on in a school and what is happening for example, on the budget process. So, before they make decisions, they must consult us as pupils on what is really needed because we are the ones experiencing the effects of the decisions they are making."

(MN, 16 years, Choma)

"Some children are discriminated because of their age. Sometimes children are sent in a class where they are the youngest compared to other children. For example, at my school, there is a pupil who is 12 or 11 years old and he is in Grade 9. The bigger pupils discriminate against him because they say things like why is this person in this class, he is too young. They should move him to another class with his age mates."

(MM, 14 years, Choma).

"Children are discriminated due to tribe. For example, though I wouldn't want to mention the tribes, some pupils are made fun of because of different accents that they have because of their native language. This makes them feel afraid to speaking publicly."

(KM, 18 years, Chipata)

"Teachers do not teach properly and the subjects are too many for one pupil. Our friends in developed countries specialise in specific subjects whilst they are still in high school but here we are made to take nine subjects that may not be of use to us in future."

(MP, 14 years, Chipata)

Recommendations

We recommend that Zambia adopts legislation and child protection systems that promote and protect the rights of children and ensure that their voices are always taken into account in all matters affecting their lives. The survey will have implications on the immediate and future programmes for children in Zambia. Specifically, from the survey results, Zambia needs to prioritise the following areas:

1. Enhance Child Participation

Zambia needs to institutionalise child participation and put in place guidelines, which will strengthen the practice of consulting and involving children as partners in all matters and programmes affecting them. More time should be allocated to teaching children on their rights (Social studies and Civics). Schools and communities must help break down social and cultural barriers to child participation. Children should be given more opportunities to participate and share their views on issues affecting them at the community level and in homes. There should be more opportunities for children to engage decision-makers in constituencies and wards on issues affecting them. The rights of all children including disabled children to be heard must be underpinned by laws and policies, which strengthen and guarantee that right. Zambia needs to build children's skills, confidence and capacities to exercise their right to participation without fear. At the same time, adults need to be provided with the knowledge, skills and capacities to enable them to work with children in a participatory and inclusive manner, consistent with the UNCRC.

2. End Violence Against Children

Zambia needs to strengthen child protection systems, which will help, address the root causes of violence against children and transform social norms. More efforts are needed by all stakeholders to ensure child protection in all settings is a priority. Zambia needs to do more to help and protect children/young people from sexual and physical violence. Additionally, Zambia needs to help children/young people who are in child or forced marriages by rolling out child safeguarding trainings and capacity building in all child sector programmes. There is need for coordination and development of the VAC response plan to strengthen existing mechanisms and partnerships to address violence against children. A key intervention should include incorporating child protection in the training curricula of key social service delivery actors such as the police, social welfare, education and health professionals. Further government needs to create awareness on existing reporting and referral systems such as helplines that the children can use to report cases and seek counseling services to build their resilience. This awareness creation should also go hand in hand with addressing myths, taboos, and other traditional practices that hinder reporting of child rights violations.

3. Strengthen the Legal and Policy Framework to Support Children

Zambia needs to implement and strengthen existing policies and legislation including law reforms where needed. The government needs to further domesticate the principles of the UNCRC and enhance implementation of the existing child-related laws and/or policies. More efforts are needed by the Zambian Government to ensure that refugee children are not left behind and have equal access to basic needs like other children in Zambia. The Zambian Government must ensure that the Office of the Commissioner for Children is adequately funded to ensure the independent monitoring of cases of child rights abuse and violations. The government should ratify the three Optional Protocols for the Convention on the Rights of the Child and expedite the enactment of the draft Children's Code Bill to ensure that all laws, legislation and regulations reflect all the general principles of the UNCRC.

4. Increase Awareness on the Rights of the Child

As a way of increasing awareness on available National laws governing the rights of children at community level, key actors including government, should raise awareness in the communities around those laws and/or policy pronouncements affecting children in order to improve their access to information.

5. Improve Access to Social Services

It is recommended that the country addresses this by developing strategies to ensure knowledge, availability and accessibility of quality services across the social service, education and health sectors, and a protective legal and judicial environment. The government needs to ensure it invests adequate resources for promoting the realisation of child rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment.

6. Right to Education

Schools need to do more for disabled children who need special education support. In the era of information communication technology, Zambia needs to do more to ensure that children have access to computers, the Internet and other Information and technology resources. Schools also need to remove costs for leisure activities in schools to enable all children to participate in such activities. Although Zambia, has outlawed corporal punishment (slapping, punching, hitting) of children by teachers in school, the survey findings indicate that the practice is still rampant. The Ministry of General Education must roll out the positive discipline approach in schools while the Ministry of Community Development needs to scale it up at community level. Further, Zambia need to address the cost barriers to education. While Zambia provides free education from ECE to Grade 7, most children highlighted the additional fees other than Parent Teachers Association (PTA) fees at school. The government needs to increase counseling within schools to resolve children's mental health issues in schools by investing in research and practice and supporting teachers with in-service capacity-building, training and programming to acquire skills in counseling children experiencing mental challenges. There is need to provide support to understand homework and tasks given to children in school as the survey results showed that children had challenges understanding their schoolwork and some felt they were not supported by teachers or at home.

7. Right to Food

Zambia needs investment in integrated and holistic programming across the thematic areas to build resilience and food security at household level. There will be need to link households to social protection programmes to improve children's access to food through a full-spectrum and long-term development and emergency programmes.

8. Child on-line Safety

Zambia needs to do more to ensure that the environment is safe for children to thrive and develop. There is need to ensure that children are protected on-line by strengthening surveillance, monitoring, tracking and case management to address abuse of children using social media platforms and on-line bullying.

9. The Right to Family life

The government should promote education efforts to support loving, respectful and non-violent family relationships in order to address the deep-seated and long-established hierarchies, which often justify upholding traditional gender roles, stability and discipline in the family. Efforts should be made to end all forms of child discrimination at all levels. Families need to assure children of love and safety in their homes. Whilst strides have been made to outlaw corporal punishment in the schools, there is need to do more to end corporal punishment of children by parents and guardians in homes through the promotion of positive parenting skills and alternative methods and ensure that the environment is safe for children to thrive and develop. Girls, children with disabilities, and younger children frequently experience additional exclusion.

10. Climate Change

Zambia needs to do more to combat climate change and advance sustainable development. Zambia and the rest of the region have experienced increased climate-related changes in the last few years. The survey results point to the need to incorporate climate change responsive development actions when addressing the effects. Young voices felt leaders were not doing enough, indicating the need for climate change interventions to be consultative and include young people when discussing solutions.

Conclusion

It is evident from the findings of the survey that the country is making some progress in sensitising children about their rights. Although there is evidence that, the majority of children are not aware of the Convention on the Rights of the Child, awareness levels about the rights of children as a concept is almost universal among Zambian children. There is a strong feeling amongst children that their voices count and they should be listened to by both civic and political leaders. Most children in Zambia are optimistic about their future prospects. Without opportunities in the course of their childhood to express their views, children will face challenges in making decisions as adults.

It is clear that children continue to face legitimate concerns and more efforts need to be put in place by the Zambian Government and communities to achieve the aspirations of the Convention on the Rights of the Child (CRC):

- Non-discrimination against children, particularly those with disabilities, and those born in poverty;
- Respect for the views of children, especially girls, within the family and the community at large;
- Promotion of positive, non-violent and participatory forms of child-rearing and discipline;
- Ensuring the inclusion of children with disabilities in leisure and cultural activities; and
- Improving adolescent health, including the improvement of mental health services.

A key recommendation is that Zambia should adopt legislation and child protection systems that promote and protect the rights of the child and ensure that their voices are always taken into account in all matters affecting their lives. As a way of increasing awareness on available national laws governing the rights of the child at community level, key actors including the government, should raise awareness. Save the Children Zambia with its stakeholders will continue its programming efforts in advocating for policies that promote inclusion of the voices of children in decision-making at all levels. It is hoped that decision-makers and the wider public will utilise these findings in designing interventions and policies that champion the protection and promotion of children's rights.

Appendices

Appendix 1: Analysis Tables

Table 1: Percentage Distribution of Children's Awareness of their Rights by Background Characteristics

Background Characteristic	Ever heard about children's right %	Ever heard about Convention on the Rights of the Child %	Convention/ charter on Child rights presented at school this term or last term %	Number
Sex				
Boys	89.2	52.0	31.5	600
Girls	87.2	44.7	32.5	600
Age				
10-13	86.1	40.1	37.3	402
14-16	89.2	52.5	29.3	798
School level				
Primary	82.4	45.5	35.7	459
Secondary	91.8	50.1	29.7	741
District				
Lusaka	85.8	42.5	38.3	120
Rufunsa	92.3	72.5	33.3	120
Chipata	89.2	49.3	24.6	138
Chadiza	89.2	85.7	38.2	102
Mansa	78.5	47.1	32.2	121
Nchelenge	85.2	36.6	18.8	101
Mongu	83.8	32.2	35.6	118
Sioma	83.3	37.5	36.7	120
Choma	95.7	67.8	44.4	115
Sinazongwe	91.0	35.9	20.7	145
Total	88.2	48.3	32.0	1200

Table 2: Percentage Distribution of Children's Preferred Place to Express Views on Important Issues

Background Characteristic	In School %	In my leisure time activities %	In my municipality %	At home %	Another place %
Sex					
Boys	52.4	6.0	2.4	36.0	3.2
Girls	52.6	4.7	2.4	36.4	4.0
Age					
10-13	47.5	6.3	4.4	37.3	4.4
14-16	54.8	5.0	1.5	35.7	3.2
School level					
Primary	46.8	7.0	3.6	38.6	4.1
Secondary	55.4	4.6	1.8	34.9	3.3
District					
Lusaka	51.7	3.6	1.8	37.5	5.4
Rufunsa	54.6	4.6	2.3	36.4	2.2
Chipata	34.2	9.8	9.8	41.6	4.9
Chadiza	56.9	10.3	1.7	31.0	0
Mansa	57.1	4.1	0	32.7	6.1
Nchelenge	45.8	8.3	4.2	29.2	12.5
Mongu	62.9	1.6	0.0	35.5	0.0
Sioma	62.5	3.1	0.0	34.4	0.0
Choma	51.2	7.3	4.9	31.7	4.9
Sinazongwe	39.1	4.7	3.1	46.9	6.2
Total	52.5	5.4	2.4	36.2	3.5

Table 3: Percentage Distribution of Children's Perceptions of their Rights by Background Characteristics

Background Characteristic	Boys and Girls get treated fairly in school %	Teachers and other staff at school work to stop bullying %	The school does enough for disabled children who need special support %
Sex			
Boys	67.0	75.7	58.1
Girls	70.3	68.8	54.0
Age			
10-13	69.7	73.9	59.2
14-16	68.1	71.4	54.5
School level			
Primary	67.0	72.8	61.6
Secondary	67.8	71.9	62.7
District			
Lusaka	70.9	67.5	60.6
Rufunsa	74.8	71.7	31.3
Chipata	76.7	76.9	55.8
Chadiza	78.5	75.5	66.7
Mansa	66.9	62.9	50.5
Nchelenge	62.4	76	36.0
Mongu	57.7	83.1	72.1
Sioma	60.0	62.5	65.3
Choma	71.3	71.3	56.6
Sinazongwe	66.5	75.2	46.9
Total	68.6	72.2	56.1

Table 4: Percentage Distribution of Children's Perceptions of their Rights by Background Characteristics

Background Characteristic	Politicians and Decision-Makers should listen to the opinions of children/young people	Opportunities to present their views and opinions to decision-makers in their community	Able to give views on important issues in community
	%	%	%
Sex			
Boys	84.5	69.7	41.7
Girls	82.7	62.5	42.2
Age			
10-13	82.1	61.9	38.6
14-16	84.4	68.2	43.7
School level			
Primary	82.8	85.8	36.6
Secondary	84.1	66.3	45.3
District			
Lusaka	90	56.7	45.9
Rufunsa	83.4	83.4	35.9
Chipata	85.6	60.9	31.9
Chadiza	85.3	62.8	56.9
Mansa	82.7	64.5	40.5
Nchelenge	80.2	59.5	23.8
Mongu	78.9	63.6	50
Sioma	76.7	75	53.4
Choma	91.3	56.6	36.6
Sinazongwe	82.1	75.2	44.9
Total	83.6	66.1	41.9

Table 5: Percentage Distribution of Pupils by Access to Basic Services, According to Background Characteristics

Background Characteristic	Access to a computer	Access to internet	Access to a mobile phone
	%	%	%
Sex			
Boys	37.8	48.2	55.9
Girls	32.8	37.8	40.0
Age			
10-13	36.0	43.5	38.4
14-16	34.9	42.8	52.7
School level			
Primary	26.0	35.7	37.1
Secondary	41.0	47.5	54.6
District			
Chadiza	40.2	40.2	54.9
Chipata	35.6	51.1	47.8
Choma	27.4	51.3	44.4
Lusaka	52.9	61.7	49.6
Mansa	29.8	33.1	43.8
Mongu	37.6	41.5	46.2
Nchelenge	21.4	27.8	30.3
Rufunsa	26.5	37.5	45.8
Sinazongwe	49.3	47.6	69.4
Sioma	27.1	32.5	40.3
Total	35.3	43.9	47.9

Table 6: Percentage Distribution of Pupils by Access to Sexual Reproductive and Health Information, According to Background Characteristics

Background Characteristic	Source of SRH information				
	Access to SRH information	Health facility	School	Children's club	Other
	%	%	%	%	%
Sex					
Boys	77.1	35.5	53.5	5.2	5.8
Girls	78.0	30.3	56.8	9.0	3.9
Age					
10-13	73.9	30.2	56.6	7.8	5.4
14-16	79.4	34.2	54.4	6.8	4.6
School level					
Primary	74.5	28.4	57.3	7.6	6.7
Secondary	79.5	35.6	53.9	6.8	3.8
District					
Chadiza	78.4	31.3	57.5	10.0	1.3
Chipata	85.5	37.3	57.6	3.4	1.7
Choma	85.2	22.7	56.7	17.5	3.1
Lusaka	62.5	24.3	55.4	6.8	13.5
Mansa	70.3	30.6	60.0	4.7	4.7
Mongu	84.8	42.0	50.0	2.0	6.0
Nchelenge	27.3	37.0	53.5	2.7	6.9
Rufunsa	79.8	32.6	54.7	10.5	2.1
Sinazongwe	80.0	32.8	52.6	6.9	7.8
Sioma	50.0	36.0	53.9	6.7	37.4
Total	77.6	32.9	55.1	7.1	4.9

Table 7: Percentage Distribution of Access to Safe Water Source and Treated Water, According to Background Characteristic

Background Characteristic	Access to safe water source	Access to treated water
	%	%
Sex		
Boys	92.7	79.4
Girls	92.7	84.1
Age		
10-13	95.8	83.3
14-16	91.1	81.0
School level		
Primary	89.3	81.9
Secondary	95.8	81.7
District		
Chadiza	97.0	87.3
Chipata	99.3	75.9
Choma	94.8	75.4
Lusaka	100.0	85.0
Mansa	82.6	79.8
Mongu	79.0	66.1
Nchelenge	94.2	88.1
Rufunsa	94.2	84.2
Sinazongwe	91.2	92.5
Sioma	80.7	83.2
Total	92.7	81.8

Table 8: Percentage Distribution of Pupils by Safety, According to Background Characteristics

Background Characteristic	At Breaks %	During daytime in the area where they live %	Evening in the area where they live %
Sex			
Boys	93.8	94.3	80.9
Girls	95.8	94.0	83.5
Age			
10-13	94.3	95.5	79.6
14-16	95.1	93.5	83.6
School level			
Primary	94.1	93.5	80.3
Secondary	95.3	94.6	83.4
District			
Lusaka	90.8	95.0	71.7
Rufunsa	94.2	91.5	85.0
Chipata	94.9	95.7	82.6
Chadiza	99.0	96.1	91.2
Mansa	95.0	91.7	76.9
Nchelenge	93.1	92.1	83.2
Mongu	94.0	91.5	81.4
Sioma	90.8	93.3	88.3
Choma	98.3	95.7	78.8
Sinazongwe	97.9	97.9	84.1
Total	94.8	94.2	82.2

Table 9: Percentage Distribution of Pupils by Safety Places, According to Background Characteristics

Background Characteristic	Online %	To and from school %	Classroom %
Sex			
Boys	77.7	87.4	93.0
Girls	68.6	88.7	93.1
Age			
10-13	63.5	86.9	92.0
14-16	77.9	88.7	93.6
School level			
Primary	62.0	89.4	91.1
Secondary	79.0	87.2	94.3
District			
Lusaka	77.6	84.6	95.0
Rufunsa	71.4	85.5	91.7
Chipata	71.3	90.5	92.0
Chadiza	81.4	83.3	93.1
Mansa	62.0	90.1	92.6
Nchelenge	87.0	90.0	95.1
Mongu	70.9	86.3	90.6
Sioma	66.1	89.1	91.7
Choma	80.4	96.5	96.5
Sinazongwe	76.7	84.7	93.1
Total	73.3	88.1	93.1

Table 10: Percentage Distribution of Pupil's Responses on Factors Contributing to Child Discrimination by Background Characteristics

Background Characteristic	Are there children who are discriminated based on;				
	Tribe	Family	Economic status	Place of residence	Performance
	%	%	%	%	%
Sex					
Boys	33.4	36.6	45.4	42.4	55.1
Girls	36.7	34.9	45.8	42.8	50.7
Age					
10-13	27.4	30.4	42.8	36.2	44.1
14-16	38.9	40.1	47.8	45.9	56.8
School level					
Primary	30.9	27.2	39.7	33.7	41.1
Secondary	37.7	42.7	50.1	48.1	60.2
District					
Lusaka	30.8	30.8	45.8	39.5	52.5
Rufunsa	28.3	38.3	45.0	44.2	47.5
Chipata	31.2	39.9	51.1	50.4	57.0
Chadiza	42.2	24.5	36.3	33.3	51.5
Mansa	28.1	31.4	33.1	33.1	50.4
Nchelenge	13.9	27.7	30.7	27.7	39.0
Mongu	31.6	32.5	38.8	37.9	50.4
Sioma	43.6	33.6	37.8	21.2	32.2
Choma	40.9	58.8	73.7	65.2	76.3
Sinazongwe	54.5	45.9	62.1	64.8	66.9
Total	35.1	35.8	45.6	42.6	52.9

Table 11: Percentage Distribution of Children Who Experienced Violence by Background Characteristics

Background Characteristic	Children who reported been slapped, punched, pinched, hit by a teacher at school	Bullied at School	Experience violence from other children or young people	Experience violence from an adult
	%		%	%
Sex				
Boys	75.7	42.2	43.1	43.4
Girls	75.3	39.5	40.5	41.1
Age				
10-13	73.8	43.6	40.1	45.0
14-16	76.3	39.4	42.6	40.9
School level				
Primary	73.4	38.0	40.0	43.8
Secondary	78.8	42.6	42.9	41.3
District				
Lusaka	83.3	48.3	48.3	40.8
Rufunsa	59.2	31.7	36.7	32.5
Chipata	88.3	47.5	42.3	55.2
Chadiza	75.5	35.3	34.3	38.2
Mansa	71.9	38.8	40.5	42.2
Nchelenge	84.2	34.7	37.0	25.7
Mongu	76.3	44.4	38.5	35.9
Sioma	36.1	20.3	37.0	31.1
Choma	89.6	50.0	51.8	57.0
Sinazongwe	87.6	52.4	48.6	56.6
Total	75.5	40.8	41.8	42.3

Table 12: Percentage Distribution of Pupil's Responses on Stress by Background Characteristic

Background Characteristic	This term or last term have you ever felt stressed over school work?		
	Not at all	Sometimes	Many times
	%	%	%
Sex			
Boys	40.8	45.7	13.5
Girls	40.4	45.1	14.5
Age			
10-13	45.1	43.1	11.7
14-16	35.4	46.5	15.2
School level			
Primary	50.3	37.9	11.8
Secondary	34.6	50.0	15.4
District			
Lusaka	45.8	44.2	10.0
Rufunsa	42.5	36.7	20.8
Chipata	39.1	44.2	16.7
Chadiza	45.1	45.1	9.8
Mansa	38.8	45.5	15.7
Nchelenge	35.0	52.0	13.0
Mongu	39.0	51.7	9.3
Sioma	55.8	35.8	8.3
Choma	32.2	50.4	17.4
Sinazongwe	33.8	49.0	17.2
Total	40.6	45.4	14.0

Table 13: Percentage Distribution of Pupils Who Participate in Social Activities by Background Characteristics

Background Characteristic	School taught how to use internet safely	Participate in youth activities
	%	%
Sex		
Boys	55.7	75.6
Girls	51.6	69.2
Age		
10-13	48	66.5
14-16	56.5	75.4
School level		
Primary	48.5	68.3
Secondary	56.8	74.9
District		
Lusaka	69.2	61.9
Rufunsa	69.2	73.3
Chipata	68.7	63
Chadidza	54.0	74.3
Mansa	57	61.2
Nchelenge	26.5	63.4
Mongu	44.4	75.2
Sioma	29.7	86.7
Choma	50	82.6
Sinazongwe	58.3	81.3
Total	53.7	72.4

Table 14: Percentage Distribution of Pupils who were Unable to Participate in Social Activities by Background Characteristics

Background Characteristic	Unable to join in an activity at school because it had cost money	Unable to join in some leisure activity because could not afford	Unable to go to school or enjoy leisure time outdoors due to environmental restraints
	%	%	%
Sex			
Boys	18.0	25.7	20.1
Girls	20.1	21.9	19.6
Age			
10-13	17.4	20.7	19.5
14-16	19.9	25.4	20.0
School level			
Primary	19.9	22.0	21.7
Secondary	18.5	24.9	18.7
District			
Chadidza	9.9	15.7	16.8
Chipata	21.7	16.8	21.2
Choma	23.5	36.5	24.4
Lusaka	8.4	20.0	14.3
Mansa	14.1	16.5	12.4
Mongu	20.3	29.1	16.4
Nchelenge	16.0	20.0	19.8
Rufunsa	20.8	29.2	27.5
Sinazongwe	29.7	29.0	26.2
Sioma	21.7	25.0	12.5
Total	19.1	23.8	19.8

Table 15: Percentage Distribution of Pupil's Responses on their Future by Background Characteristic

Background Characteristic	How do you regard your future?				
	Very positively	Fairly positively	Fairly negatively	Very negatively	Don't know
	%	%	%	%	%
Sex					
Boys	67.4	16.6	1.7	3.3	11.0
Girls	68.5	14.0	2.0	3.8	11.7
Age					
10-13	66.8	13.0	1.5	2.2	16.5
14-16	68.5	16.4	2.0	4.3	8.8
School level					
Primary	61.6	15.9	1.5	3.3	17.7
Secondary	71.9	14.9	2.0	3.8	7.4
District					
Lusaka	63.3	15.8	1.7	2.5	16.7
Rufunsa	75.8	15.0	1.7	3.3	4.1
Chipata	76.8	10.9	1.5	0.7	10.1
Chadiza	82.2	6.9	2.0	4.0	5.0
Mansa	61.2	22.3	1.7	3.3	11.6
Nchelenge	58.4	15.8	1.0	3.0	21.8
Mongu	71.2	12.7	0.9	5.1	10.2
Sioma	63.9	8.4	3.4	9.2	15.1
Choma	62.6	27.8	2.6	1.7	5.2
Sinazongwe	63.1	16.6	2.0	3.5	13.8
Total	68.0	15.3	1.8	3.6	11.4

Table 16: Percentage Distribution of Pupil's Responses on Employment by Background Characteristic

Background Characteristic	Do you think you will be able to get a job when you leave school?			
	Yes	Maybe	No	Don't know
	%	%	%	%
Sex				
Boys	67	24.5	5.4	3.2
Girls	63.6	21.1	8.4	7.0
Age				
10-13	68.0	16.5	8.0	7.5
14-16	63.9	25.9	6.3	3.9
School level				
Primary	67.5	18.2	8.1	6.2
Secondary	63.9	25.5	6.1	4.5
District				
Lusaka	78.3	17.5	0.8	3.3
Rufunsa	72.5	17.5	7.5	2.5
Chipata	69.4	13.4	14.2	3.0
Chadiza	66.7	13.7	11.8	7.8
Mansa	71.1	21.5	0.0	7.4
Nchelenge	66.3	21.8	5.9	5.9
Mongu	60.2	19.5	11.0	9.3
Sioma	57.1	37.0	0.0	5.9
Choma	53.0	32.2	13.0	1.7
Sinazongwe	58.6	31.7	4.8	4.8
Total	65.3	22.8	6.9	5.1

Table 17: Percentage Distribution of Pupil's Responses on Climate Change and Environmental Problems by Background Characteristics

Background Characteristic	This term or last term have you been worried about any of the following:	
	That Your local environment is unhealthy: the air, water, soil and/or nature around you	That adults are not doing enough about climate change and environmental problems
	%	%
Sex		
Boys	44.8	51.7
Girls	47.8	53.4
Age		
10-13	44.5	48.0
14-16	47.2	54.8
School level		
Primary	47.6	50.8
Secondary	45.5	53.6
District		
Lusaka	53.0	55.5
Rufunsa	33.3	51.7
Chipata	50.7	55.8
Chadiza	42.6	44.6
Mansa	38.8	43.0
Nchelenge	55.5	64.0
Mongu	38.6	45.2
Sioma	29.8	9.8
Choma	55.3	76.6
Sinazongwe	62.1	59.3
Total	46.3	52.5

Table 18: Percentage Distribution of Pupil's Responses on Climate Change by Background Characteristic

This term or last term have you ever felt sad or anxious over food shortage, flooding, drought, loss of wildlife (plants, animals) and nature areas such as forests, pollution of water or land, overconsumption and waste of natural resources, etc.			
	Not at all	Sometimes	Many times
Background Characteristic	%	%	%
Sex			
Boys	40.3	40.9	18.8
Girls	38.7	45.0	16.3
Age			
10-13	49.1	38.9	12.0
14-16	34.6	45.0	20.4
School level			
Primary	47.2	41.3	11.6
Secondary	34.7	44.0	21.3
District			
Lusaka	45.4	37.8	16.8
Rufunsa	30.0	48.3	21.6
Chipata	52.6	34.3	13.1
Chadiza	42.2	45.1	12.8
Mansa	47.9	34.7	17.4
Nchelenge	27.7	54.5	17.8
Mongu	35.6	48.3	16.1
Sioma	53.3	31.7	15.0
Choma	28.1	50.0	21.9
Sinazongwe	29.9	47.9	22.2
Total	30.0	48.3	21.7

Table 19: Percentage Distribution of Pupil's Responses on Climate Change by Background Characteristic

Do you think that your future life will be different from the life of your parents because of climate change?" (That you need to move, farm other crops, find other type of job, consume and travel less, eat different food, be more prepared for disasters, etc.			
	Yes	No	Do not know
Background Characteristic	%	%	%
Sex			
Boys	70.9	18.1	11.1
Girls	71.0	14.0	15.0
Age			
10-13	62.8	19.5	17.8
14-16	75.0	14.3	10.7
School level			
Primary	70.2	16.0	13.8
Secondary	71.4	16.1	12.6
District			
Lusaka	59.2	15.8	25.0
Rufunsa	81.7	12.5	5.8
Chipata	58.4	26.3	15.3
Chadiza	80.4	12.8	6.9
Mansa	65.3	19.8	14.9
Nchelenge	74.3	13.9	11.9
Mongu	69.5	17.8	12.7
Sioma	64.1	18.8	17.1
Choma	84.4	10.4	5.2
Sinazongwe	75.2	11.0	13.8
Total	70.9	16.1	13.0

Table 20: Children's Participation in Decision making

Percentage Distribution of Children's Perceptions of their Rights by Background Characteristics

Background Characteristic	Do you think it is important that politicians and decision-makers listen to what children/young people think about different things in your community?	How great do you think your opportunities are to present your views and opinions to decision-makers in your community?	This term or last term, have you been able to give your views about any issue important/ affecting you?
	%	%	%
Sex			
Boys	84.5	69.7	41.7
Girls	82.7	62.5	42.2
Age			
10-13	82.1	61.9	38.6
14-16	84.4	68.2	43.7
School level			
Primary	82.8	85.8	36.6
Secondary	84.1	66.3	45.3
District			
Lusaka	90	56.7	45.9
Rufunsa	83.4	83.4	35.9
Chipata	85.6	60.9	31.9
Chadiza	85.3	62.8	56.9
Mansa	82.7	64.5	40.5
Nchelenge	80.2	59.5	23.8
Mongu	78.9	63.6	50
Sioma	76.7	75	53.4
Choma	91.3	56.6	36.6
Sinazongwe	82.1	75.2	44.9
Total	83.6	66.1	41.9

Table 21: Perceptions about Children's Rights.

Percent distribution of Children's Perceptions of their Rights by Background Characteristics

	Zambia needs to do more to stop bullying/online bullying	Zambia needs to do more to make sure refugee children have same opportunities as other children in Zambia
Background Characteristic	%	%
Sex		
Boys	88.6	92.3
Girls	87.5	88.1
Age		
10-13	89.2	87.7
14-16	87.5	91.5
School level		
Primary	87	88.6
Secondary	88.7	81.2
District		
Lusaka	91.6	95
Rufunsa	87.5	90
Chipata	89.9	89.1
Chadiza	91.2	90.1
Mansa	89.3	82.6
Nchelenge	90.1	90.1
Mongu	91.5	94.1
Sioma	74.6	87.4
Choma	94.8	98.3
Sinazongwe	82.1	86.8
Total	88	90.2

Table 22: Perceptions about Children's Rights.

Percent distribution of Children's Perceptions of their Rights by Background Characteristics

Background Characteristic	Zambia needs to do more to help and protect children and young people from sexual and physical violence	Zambia needs to do more to help children and young people who are in child or forced marriages	Zambia needs to do more to make sure child protection in all settings is a priority
	%	%	%
Sex			
Boys	95.3	92.1	95.5
Girls	97.5	92	95.5
Age			
10-13	95.5	88.9	94.5
14-16	96.9	93.6	96
School level			
Primary	95.4	88.1	95.6
Secondary	97	94.5	95.7
District			
Lusaka	95.8	95.7	94.2
Rufunsa	95	95	98.3
Chipata	97.1	95.6	95.6
Chadiza	98.0	88.2	96.1
Mansa	96.7	87.6	98.4
Nchelenge	99	92.1	100
Mongu	95.7	94.9	94.9
Sioma	95	84.9	86.7
Choma	98.3	95.7	97.4
Sinazongwe	94.5	90.4	94.4
Total	96.4	92.1	95.5

Table 23: Perceptions about Children's Rights.

Percent distribution of Children's Perceptions of their Rights by Background Characteristics

	Zambia needs to do more to stop discrimination	Zambia needs to do more to help children in rural and urban Zambia who are living in poverty	Zambia needs to do more to improve the situation for disabled children
Background Characteristic	%	%	%
Sex			
Boys	91.5	97.8	97.3
Girls	93	98.2	98.5
Age			
10-13	92	97.8	97.8
14-16	92.4	98.3	98
School level			
Primary	91.5	97.6	97.8
Secondary	92.7	98.4	98
District			
Lusaka	95	98.3	98.3
Rufunsa	92.5	99.2	99.2
Chipata	90.6	98.6	98.6
Chadiza	93.1	98	97.1
Mansa	92.6	99.2	99.2
Nchelenge	96	100	99
Mongu	93.2	97.5	99.2
Sioma	78.3	93.3	89.2
Choma	97.4	98.3	99.1
Sinazongwe	94.5	98.6	100
Total	92.3	98.1	97.9

Table 24: Perceptions about Children's Rights.

Percent distribution of Children's Perceptions of their Rights by Background Characteristics

Background Characteristic	Zambia needs to do more to ensure there is a dedicated and independent commissioner for children (Children's ombudsman)	Zambia needs to do more to combat climate change and advance sustainable development	Are you satisfied with the teaching you get at school?
	%	%	%
Sex			
Boys	93	84.8	88.6
Girls	92	84.9	87.5
Age			
10-13	92	84.5	91.2
14-16	92.7	85	86.5
School level			
Primary	92.5	83.6	92.4
Secondary	92.4	85.6	85.4
District			
Lusaka	97.5	76.7	87.5
Rufunsa	94.1	84.9	97.5
Chipata	95.6	87.5	96.3
Chadiza	98.0	88.2	96.1
Mansa	92.6	80.2	83.5
Nchelenge	89	91.1	87.1
Mongu	83.9	82.6	89.8
Sioma	81.4	72.9	86.3
Choma	99.1	97.2	82.6
Sinazongwe	93.1	87.6	86.2
Total	92.5	84.8	88

CHILDREN'S ACCESS TO BASIC SERVICES

Table 25: Access to Basic Services.

Percent Distribution of Pupils by Access to Basic Services, According to Background Characteristics

Background Characteristic	Who do you share the room is with at home?						
	Do you have your own room at home?						
		Parent(s)	Grandparent(s)	Sister(s)	Brother(s)	Bother(s) & Sisters(s)	Other
	%	%	%	%	%	%	%
Sex							
Boys	60.1	6.0	1.8	3.9	71.5	3.7	13.2
Girls	53.8	4.6	4.4	72.4	4.2	4.2	10.2
Age							
10-13	50.6	4.0	4.3	41.2	36.7	5.4	8.5
14-16	60.1	6.0	2.5	36.8	38.3	3.2	13.3
School level							
Primary	55.5	5.2	4.0	39.8	35.8	5.7	9.6
Secondary	57.8	5.4	2.5	37.3	38.9	2.9	13.0
District							
Chadiza	61.8	11.9	5.0	27.7	34.7	4.0	16.8
Chipata	66.7	5.3	3.2	42.1	42.1	3.2	4.2
Choma	73.9	2.6	2.6	36.5	28.7	5.2	24.4
Lusaka	44.5	1.0	0.0	28.2	51.5	1.9	17.5
Mansa	69.4	6.5	3.7	39.8	46.3	3.7	0.0
Mongu	46.6	0.0	5.6	43.0	32.7	0.9	17.8
Nchelenge	50.5	6.2	4.6	36.9	40.0	7.7	4.6
Rufunsa	66.4	4.2	3.4	40.3	31.9	5.0	15.1
Sinazongwe	59.7	4.2	1.7	41.2	37.0	4.2	11.8
Sioma	27.5	12.4	1.9	45.7	35.3	4.8	0.0
Total	56.9	5.3	3.1	38.3	37.7	4.0	11.7

Table 26: Access to Basic Services.

Percent Distribution of Pupils by Access to Basic Services, According to Background Characteristics

Background Characteristic	Have you ever missed a meal because of not having enough food at home?				
	How many meals do you have in a day?				
		Three or more	Two	One	Zero
	%	%	%	%	%
Sex					
Boys	37.7	71.1	24.5	3.8	0.5
Girls	39.4	71.0	25.2	3.3	0.5
Age					
10-13	35.8	79.9	17.2	2.5	0.5
14-16	39.9	66.6	28.7	4.1	0.5
School level					
Primary	39.3	71.2	25.8	2.8	0.2
Secondary	38.0	71.0	24.3	4.1	0.7
District					
Chadiza	29.4	76.2	16.8	4.0	3.0
Chipata	29.2	76.1	18.8	5.1	0.0
Choma	48.7	80.0	20.0	0.0	0.0
Lusaka	30.3	92.5	6.7	0.8	0.0
Mansa	41.0	62.0	35.5	2.5	0.0
Mongu	41.0	78.0	19.5	2.5	0.0
Nchelenge	49.0	36.6	61.4	2.0	0.0
Rufunsa	47.5	55.8	37.5	6.7	0.0
Sinazongwe	36.8	80.7	15.2	4.1	0.0
Sioma	34.2	65.8	24.2	7.5	2.5
Total	38.5	71.1	24.9	3.6	0.5

Table 27: Receiving Assistance with School Work

Percentage Distribution of Pupils who Receive Help with Homework by Background Characteristics

Background Characteristic	Do you get help with homework from the teacher at your school?	Do you get help with homework at home?	Do you get the help you need to manage your tasks at school?
	%	%	%
Sex			
Boys	36.5	85.4	79.1
Girls	42.4	88.0	82.2
Age			
10-13	31.8	92.0	83.2
14-16	43.3	84.2	79.3
School level			
Primary	33.6	89.5	84.1
Secondary	43.1	36.5	78.5
District			
Chadiza	50.5	92.2	93.1
Chipata	25.4	87.5	78.8
Choma	31.3	81.6	80.9
Lusaka	39.2	89.2	82.4
Mansa	40.5	87.6	75.2
Mongu	33.9	90.7	69.8
Nchelenge	31.7	85.0	72.7
Rufunsa	42.5	78.2	83.3
Sinazongwe	50.3	85.5	84.0
Sioma	49.2	90.7	85.7
Total	39.5	78.8	80.6

Table 28: Safe Places for Children

Percentage Distribution of Pupils by Safe Places, According to Background Characteristics

	Do you feel safe at the youth club or youth Centre?	Do you feel safe in town/ in the centre/ at the Boma during daytime?	Do you feel safe in town/ the Centre/Boma in the evening
Background Characteristic	%	%	%
Sex			
Boys	88.7	86.0	62.4
Girls	85.3	85.2	58.9
Age			
10-13	84.3	85.9	60.0
14-16	88.3	85.4	61.0
School level			
Primary	85.1	84.6	58.3
Secondary	88.2	86.2	62.1
District			
Lusaka	83.0	70.1	37.3
Rufunsa	86.2	84.0	70.6
Chipata	88.4	97.0	65.0
Chadiza	91.7	91.2	71.3
Mansa	76.7	84.3	64.5
Nchelenge	90.0	86.0	65.4
Mongu	82.6	82.9	51.7
Sioma	88.2	88.2	63.6
Choma	92.3	87.6	58.8
Sinazongwe	92.2	84.0	59.9
Total	87.0	85.6	60.6

Table 29: Safe Places for Children

Percentage Distribution of Pupils by Safe Places, According to Background Characteristics

Background Characteristic	Do you feel safe when walking, on the bus, school bus during daytime?	Do you feel safe in the evening on the bus or school bus or when walking from school?	Do you feel safe at home?
	%	%	%
Sex			
Boys	85.6	71.6	95.5
Girls	88.2	69.9	96.3
Age			
10-13	86.4	68.8	97.0
14-16	87.1	71.8	95.3
School level			
Primary	86.9	69.4	95.8
Secondary	86.9	71.7	95.9
District			
Lusaka	90.0	61.5	98.3
Rufunsa	88.3	71.7	95.8
Chipata	87.6	65.2	95.7
Chadiza	88.2	80.4	99.0
Mansa	86.0	76.0	96.7
Nchelenge	81.4	75.8	95.9
Mongu	86.1	66.1	92.4
Sioma	83.8	74.0	93.2
Choma	88.4	74.3	94.7
Sinazongwe	88.0	66.7	97.2
Total	86.9	70.8	95.9

Table 30: Opportunities to Express their Views

Percent Distribution of Pupil's Opportunities to Express their Views According to Background Characteristics

Background Characteristic	Would you like more influence, Power and Opportunities to affect/give your views on issues that concern you and other children/young people? %	At your school, are there opportunities for you to present your opinions on, for example, school meals, breaks, schoolwork or other things concerning school? %
Sex		
Boys	82.4	68.0
Girls	87.0	68.2
Age		
10-13	84.0	58.2
14-16	85.1	73.0
School level		
Primary	83.8	58.6
Secondary	85.3	73.9
District		
Lusaka	90.8	67.8
Rufunsa	89.2	87.4
Chipata	89.9	60.3
Chadiza	77.0	74.0
Mansa	86.0	67.8
Nchelenge	84.0	45.0
Mongu	81.4	81.2
Sioma	75.8	70.1
Choma	91.3	58.3
Sinazongwe	80.7	67.4
Total	84.7	68.1

Table 31: School Requested you to Bring Additional Money Other than PTA

Percentage Distribution of Pupil's Responses on School Request to Bring Additional Money

Background Characteristic		Has the school asked you to bring in money or make additional payments other than their official PTA and User fees?	If Yes, what was this money for?			
			For school trip	For food/snacks	For outdoor day	Other purposes
	%		%	%	%	%
Sex						
Boys	47.1		30.6	8.4	7.6	53.5
Girls	47.5		27.1	9.3	4.6	58.9
Age						
10-13	59.6		26.0	10.6	7.7	55.7
14-16	41.0		30.9	7.5	5.0	56.6
School level						
Primary	59.0		19.8	10.1	8.6	61.6
Secondary	39.9		37.3	7.7	3.8	51.2
District						
Lusaka	42.4		25.5	7.8	5.9	60.8
Rufunsa	40.0		29.8	2.1	27.7	40.4
Chipata	69.6		26.9	6.5	1.1	65.6
Chadiza	35.3		30.6	11.1	2.8	55.6
Mansa	26.5		35.5	12.9	6.5	45.2
Nchelenge	31.3		17.2	20.7	3.5	58.6
Mongu	42.7		13.7	11.8	5.9	68.6
Sioma	43.2		61.2	12.2	4.1	22.5
Choma	65.8		14.9	4.1	9.5	71.6
Sinazongwe	65.0		35.1	9.6	1.1	54.3
Total	47.3		28.9	8.9	6.1	56.2

Table 32: Worried About Being Subjected to Discrimination and Self-harm

Percentage Distribution of Pupil's Responses on Discrimination and Self-harm by Background Characteristics

Background Characteristic	This term or last term have you been worried about any of the following:	
	Be subjected to discrimination	That you will harm yourself
	%	%
Sex		
Boys	29.8	37.7
Girls	33.1	37.5
Age		
10-13	26.2	37.7
14-16	34.1	37.7
School level		
Primary	27.7	41.3
Secondary	33.7	35.5
District		
Lusaka	28.3	41.7
Rufunsa	30.0	30.8
Chipata	32.1	37.7
Chadiza	30.3	31.3
Mansa	30.6	40.5
Nchelenge	26.7	34.7
Mongu	29.9	33.9
Sioma	21.0	21.9
Choma	38.6	43.5
Sinazongwe	43.5	55.9
Total	31.4	37.7

Table 33: Worried About Being Evicted

Percentage Distribution of Pupil's Responses on Eviction by Background Characteristic

Background Characteristic	This term or last term have you been worried about any of the following:		
	Be deported from the country (not be able to stay in Zambia)	That your friend will be deported (not able to stay in Zambia)	That your family will be evicted
	%	%	%
Sex			
Boys	10.6	19	25
Girls	11.9	17.2	25.8
Age			
10-13	10.3	16.8	27.6
14-16	11.7	18.8	24.3
School level			
Primary	10.3	17.8	30.1
Secondary	11.8	18.3	22.5
District			
Lusaka	11.8	19.8	23.3
Rufunsa	19.2	15.0	24.1
Chipata	8.0	21.3	22.5
Chadiza	9.8	21.6	27.5
Mansa	14.1	16.5	28.1
Nchelenge	9.9	19.8	25.7
Mongu	12.7	12.3	17.8
Sioma	12.6	20.2	25.0
Choma	5.2	15.8	22.8
Sinazongwe	9.0	18.6	35.4
Total	11.2	18.1	25.4

Table 34: Worried About Family Related Issues			
Percentage Distribution of Pupil's Responses on Family Related Issues by Background Characteristic			
Background Characteristic	This term or last term have you been worried about any of the following:		
	That you will not be able to decide who you will be together with/live with or marry	That your parents will kick you out so you cannot live at home any more	That the family will not have enough for their needs
Background Characteristic	%	%	%
Sex			
Boys	34.2	24.4	39.7
Girls	35.2	24.2	40.7
Age			
10-13	32.8	23.7	38.9
14-16	35.7	24.6	40.9
School level			
Primary	33.3	24.6	49.3
Secondary	35.6	24.1	40.8
District			
Lusaka	35.8	18.0	45.0
Rufunsa	35.0	22.5	40.8
Chipata	38.4	27.7	43.8
Chadiza	20.6	19.6	27.7
Mansa	33.1	27.3	38.0
Nchelenge	38.6	36.6	39.6
Mongu	25.6	16.1	32.2
Sioma	21.9	17.4	34.0
Choma	46.1	25.4	54.8
Sinazongwe	47.6	31.0	43.5
Total	34.7	24.3	40.2

Table 35: Violence Against Children

Percentage Distribution of Pupil's Responses on Child Violence by Background Characteristic

Background Characteristic	This term or last term, has this happened to you?	
	Seen someone hit or punched at school	Ran away from or been kicked out of home
	%	%
Sex		
Boys	70.2	21.1
Girls	69.1	21.4
Age		
10-13	69.1	19.0
14-16	70.0	22.4
School level		
Primary	68.8	24.7
Secondary	70.2	19.1
District		
Lusaka	84.2	18.3
Rufunsa	55.0	20.8
Chipata	82.6	13.1
Chadiza	69.3	30.4
Mansa	70.3	30.6
Nchelenge	79.2	19.0
Mongu	58.5	23.7
Sioma	38.7	16.0
Choma	76.3	23.7
Sinazongwe	80.0	19.3
Total	69.7	21.3

Table 35: Violence Against Children

Percentage Distribution of Pupil's Responses on Child Violence by Background Characteristic

Background Characteristic	This term or last term, has this happened to you?		
	Received insulting online messages from other children or young people	Received insulting messages on mobile from other children or young people	An adult has contacted you online and wanted to talk about sex
	%	%	%
Sex			
Boys	26.8	36.1	12.4
Girls	21.0	32.0	15.4
Age			
10-13	16.9	22.6	7.7
14-16	27.4	39.6	16.9
School level			
Primary	18.9	22.3	9.3
Secondary	26.9	40.9	16.6
District			
Lusaka	29.9	38.3	10.9
Rufunsa	28.3	31.7	14.3
Chipata	17.4	28.2	19.6
Chadiza	34.1	39.0	24.7
Mansa	19.8	35.5	13.2
Nchelenge	19.2	31.9	16.7
Mongu	21.2	24.6	12.8
Sioma	18.6	31.4	12.8
Choma	16.1	34.9	13.0
Sinazongwe	32.4	43.8	15.2
Total	23.9	34.1	13.9

Table 37: Stress

Percentage Distribution of Pupil's Responses on Stress by Background Characteristic

Background Characteristic	This term or last term have you ever felt stressed over your grades?		
	Not at all	Sometimes	Many times
	%	%	%
Sex			
Boys	46.4	41.0	12.6
Girls	41.0	41.8	17.2
Age			
10-13	45.6	40.4	13.0
14-16	42.3	41.9	15.8
School level			
Primary	48.6	37.3	14.2
Secondary	40.7	44.0	15.3
District			
Lusaka	38.7	45.4	16.0
Rufunsa	53.4	26.3	20.3
Chipata	43.0	43.0	14.1
Chadiza	53.9	33.3	12.8
Mansa	43.8	45.5	10.7
Nchelenge	28.7	53.5	14.8
Mongu	36.8	52.1	11.1
Sioma	60.9	27.0	12.2
Choma	35.4	47.8	16.8
Sinazongwe	42.1	40.7	17.1
Total	43.7	41.4	14.9

Table 38: Stress

Percentage Distribution of Pupil's Responses on Stress by Background Characteristic

Background Characteristic	This term or last term have you felt sad and down for a longer period of time?		
	Not at all	Sometimes	Many times
	%	%	%
Sex			
Boys	49.5	40.2	10.3
Girls	42.2	44.9	12.8
Age			
10-13	49.0	42.2	8.8
14-16	44.3	42.8	12.1
School level			
Primary	51.1	42.0	6.9
Secondary	42.7	42.9	14.4
District			
Lusaka	51.7	32.2	16.1
Rufunsa	37.6	41.9	20.5
Chipata	50.7	39.9	9.4
Chadiza	39.0	53.0	8.0
Mansa	48.8	41.3	9.9
Nchelenge	51.5	39.4	9.1
Mongu	48.3	40.5	11.2
Sioma	55.0	41.7	3.3
Choma	31.0	54.0	15.0
Sinazongwe	43.8	43.8	12.5
Total	45.9	42.6	11.6

Table 39: Percentage Distribution of Pupil's Responses on Child Violence by Background Characteristics

Background Characteristic	This term or last term have you felt that you were bullied or harassed?		
	Not at all	Sometimes	Many times
	%	%	%
Sex			
Boys	60.0	32.2	7.8
Girls	61.8	30.7	7.5
Age			
10-13	62.6	29.3	8.0
14-16	60.0	32.5	7.4
School level			
Primary	62.7	28.7	10.6
Secondary	59.8	33.2	7.1
District			
Lusaka	61.3	25.2	13.5
Rufunsa	58.3	27.5	14.2
Chipata	64.0	29.4	6.6
Chadiza	56.4	36.6	5.0
Mansa	57.0	33.9	9.1
Nchelenge	57.0	35.0	8.0
Mongu	56.8	38.1	5.1
Sioma	65.3	30.5	4.24
Choma	66.7	30.7	2.6
Sinazongwe	64.1	28.3	7.6
Total	60.9	31.5	7.7

Table 40: Percentage Distribution of Pupil's Responses on Factors Contributing to Child Violence by Background

Background Characteristic	If you have felt bullied or harassed at any time during the previous year, was this due to:						
	Faith/Religion	Family economic status	Parents come from another part of Zambia	Disability	Gender	Appearance	Age
	%	%	%	%	%	%	%
Sex							
Boys	15.5	11.0	5.7	4.7	3.8	13.1	18.7
Girls	18.5	15.6	4.7	3.0	4.5	13.4	16.1
Age							
10-13	11.9	11.9	4.1	3.2	2.2	9.1	17.0
14-16	19.4	13.8	5.8	4.2	5.1	15.4	17.7
School level							
Primary	15.4	14.1	6.6	5.3	5.5	12.9	16.3
Secondary	17.9	12.7	4.4	3.0	3.3	13.5	8.1
District							
Lusaka	7.5	2.5	3.3	0.8	1.7	8.3	15.0
Rufunsa	28.3	22.5	7.5	9.2	6.7	18.3	18.3
Chipata	10.3	17.4	7.4	1.5	2.9	53.5	25.0
Chadiza	19.0	12.1	11.1	9.0	7.1	10.0	17.4
Mansa	13.2	14.1	3.3	0.8	2.5	8.3	16.5
Nchelenge	18.6	18.6	4.1	3.1	6.2	22.7	27.8
Mongu	13.6	6.8	1.7	0.9	2.5	17.0	8.6
Sioma	32.1	9.4	13.3	13.2	0.0	5.7	24.5
Choma	30.0	61.9	10.5	11.8	16.7	39.1	45.8
Sinazongwe	14.5	8.3	1.4	0.7	4.1	4.1	9.0
Total	17.0	13.3	5.2	3.9	4.2	13.3	17.4

Table 41: Percentage Distribution of Pupil's Responses on Where they go if they Need to talk Someone/Get Help by Background Characteristic

Background Characteristic	Do you know where to go if you need to talk to someone or to get help;			
	If feeling bad mentally (very anxious, depressed, sad, etc.)?	If you have problems in the family?	If you or someone you know has been exposed to violence, threats or other crimes?	If you feel harassed and unfairly treated?
	%	%	%	%
Sex				
Boys	62.88	56.91	66.11	61.23
Girls	60.9	57.5	65.1	58.2
Age				
10-13	62.9	50.3	67.7	58.4
14-16	61.4	60.2	64.6	60.3
School level				
Primary	61.3	51.0	69.5	60.0
Secondary	63.3	60.5	63.2	59.4
District				
Lusaka	67.5	64.2	70.0	53.5
Rufunsa	51.7	49.2	56.7	51.4
Chipata	63.5	50.0	67.4	62.9
Chadiza	61.0	53.0	66.3	61.2
Mansa	57.0	62.0	67.8	68.6
Nchelenge	73.3	65.4	72.3	64.0
Mongu	62.7	61.0	59.3	50.5
Sioma	60.0	59.7	53.3	47.7
Choma	55.7	52.6	70.2	61.7
Sinazongwe	66.9	53.8	72.4	67.1
Total	61.9	56.9	65.6	59.6

Table 42: Child Regard for Environment

Percentage Distribution of Pupil's Responses on their Future Environment

Background Characteristic	How do you regard the future of your environment?				
	Very positively	Fairly positively	Fairly negatively	Very negatively	Don't know
	%	%	%	%	%
Sex					
Boys	44.48	27.09	6.52	11.04	10.87
Girls	39.9	30.2	7.6	8.1	14.3
Age					
10-13	44.9	27.6	4.8	8.3	14.5
14-16	4.9	2.2	8.2	10.2	11.6
School level					
Primary	46.1	25.4	5.9	8.1	14.5
Secondary	39.8	30.6	7.7	10.4	11.4
District					
Lusaka	23.5	37.8	8.4	16.0	14.3
Rufunsa	60.5	27.7	7.6	3.4	0.8
Chipata	42.0	18.8	6.5	12.3	20.3
Chadiza	64.7	13.7	2.9	5.9	12.8
Mansa	33.9	35.5	11.6	9.1	9.3
Nchelenge	32.7	33.7	5.0	6.9	21.8
Mongu	35.9	32.5	8.6	12.8	10.3
Sioma	44.5	18.5	5.9	10.9	20.2
Choma	44.3	30.1	8.9	9.7	7.1
Sinazongwe	42.1	36.6	4.8	7.6	9.0
Total	42.2	28.6	7.0	9.6	12.6

Table 43: Climate Change

Percentage Distribution of Pupil's Responses on Climate Change by Background Characteristic

Background Characteristic	“Do you have trust in the world's leaders today that they will be able to take adequate action on climate change?”		
	Yes	No	Do not know
	%	%	%
Sex			
Boys	49.9	35.2	14.9
Girls	45.0	35.1	19.9
Age			
10-13	47.8	32.8	19.5
14-16	47.3	36.4	16.3
School level			
Primary	55.5	28.1	16.5
Secondary	42.5	39.5	18.0
District			
Lusaka	50.0	35.8	14.2
Rufunsa	67.5	20.8	11.7
Chipata	48.9	35.0	16.1
Chadiza	50.0	33.3	16.7
Mansa	47.1	33.1	19.8
Nchelenge	56.4	25.7	17.8
Mongu	37.3	39.3	22.9
Sioma	57.1	28.6	14.3
Choma	38.6	46.5	14.9
Sinazongwe	26.9	49.0	24.1
Total	47.5	35.2	17.4

Table 44: Climate Change and/or Other Environmental Problems

Percentage Distribution of Pupil's Responses on Climate Change and or Other Environmental Problems by Background Characteristic

Background Characteristic	How concerned, stressed or anxious are you over climate change and/ or other environmental problems in the world and your local environment?			
	Very stressed/concerned	Fairly stressed/concerned	Not very stressed/concerned	Not stressed/concerned
	%	%	%	%
Sex				
Boys	51.4	26.8	13.6	8.3
Girls	49.6	25.5	13.1	11.9
Age				
10-13	45.5	22.6	16.8	15.1
14-16	53.0	27.9	11.6	7.6
School level				
Primary	46.9	21.8	13.9	17.4
Secondary	52.7	28.8	13.0	5.6
District				
Lusaka	35.0	26.7	24.2	14.2
Rufunsa	61.7	26.7	2.5	9.2
Chipata	44.9	25.0	17.7	12.5
Chadiza	61.4	17.8	11.9	8.9
Mansa	37.2	25.6	13.2	24.0
Nchelenge	59.2	30.6	8.2	2.0
Mongu	56.4	28.2	8.6	6.8
Sioma	50.0	18.6	17.8	13.6
Choma	46.1	30.4	18.3	5.2
Sinazongwe	55.9	30.3	10.3	3.5
Total	50.5	26.1	13.4	10.1

Table 45: Ever Sick/ Source of Treatment

Percentage Distribution of Pupil's Responses on Ever Sick/Source of Treatment by Background Characteristics

Background Characteristic	In the last term or this term have you ever been sick?	If yes to ever been sick, where did you get treatment?					
		Clinic	Hospital	Health worker	Traditional healer	Self-medication	Other
	%	%	%	%	%	%	%
Sex							
Boys	78	55.4	27.5	3.0	0.2	12.4	1.5
Girls	85.5	56.9	31.6	1.6	0.6	8.8	0.6
Age							
10-13	81.8	51.1	32.1	3.3	0.6	12.3	0.6
14-16	81.7	58.9	28.4	1.7	0.3	9.6	1.2
School level							
Primary	81.0	55.5	29.1	2.7	0.8	11.5	0.5
Secondary	82.2	56.7	30.0	2.0	0.2	9.9	1.3
District							
Lusaka	74.2	40.2	23.0	4.6	0.0	29.9	2.3
Rufunsa	77.5	71.7	17.4	1.1	1.1	8.7	0.0
Chipata	79.7	39.1	40.0	0.0	0.0	20.0	0.9
Chadiza	83.3	78.8	15.3	1.2	0.0	2.4	2.4
Mansa	86.0	76.0	17.3	0.0	1.0	5.8	0.0
Nchelenge	84.2	69.0	17.2	6.9	1.2	4.6	1.2
Mongu	81.4	60.4	25.7	0.0	0.0	13.9	0.0
Sioma	85.7	64.7	28.4	4.9	1.0	1.0	0.0
Choma	81.7	53.8	26.9	1.1	0.0	15.1	3.2
Sinazongwe	84.1	20.7	70.3	3.3	0.0	5.0	0.8
Total	81.7	56.2	29.6	2.2	0.4	10.5	1.0

Appendix 2: Young Voices Survey Questionnaire



Department of Population Studies

Questionnaire Number

YOUNG VOICES SURVEY QUESTIONNAIRE- ZAMBIA

Introduction:

Save the Children Zambia with The University of Zambia, Population Studies Department are conducting a survey on the young voices in Zambia. The survey will collect information on Children's rights to make their voices heard and express views on matters affecting them. The information to be collected will be useful in developing advocacy tools for political players, policy-makers and service providers or those who have the responsibility to make change happen and ensuring children's rights. All the information collected will be treated with utmost confidence.

No.	IDENTIFIERS
A	Province_____
B	District _____
C	Name of School_____
D	Category of School: 1. Primary 2. Secondary

No.	Questions	Response category
	SECTION A: BACKGROUND INFORMATION	
Q1	Are you boy or girl?	1. Girl 2. Boy
Q2	Which school level are you in?	1. Primary 2. Junior secondary

		3. Senior secondary
Q3	What is your age as at last birthday?	<div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px;"></div>
	SECTION B: AWARENESS OF CHILDREN'S RIGHTS	
Q4	Have you ever heard about children's rights?	1. Yes 2. No 3. Don't know
Q4a	Have you heard about the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child?	1. Yes 2. No
Q4b	This term or last term, has the Convention or the Charter on Child rights been presented at your school?	1. Yes 2. No 3. Don't know
	SECTION C: PERCEPTIONS ABOUT CHILDREN'S RIGHTS	
Q5	Do you think it is important that politicians and decision-makers listen to what children/young people think about different things in your community?	1. Yes 2. No 3. Don't know
Q6	How great do you think your opportunities are to present your views and opinions to the decision-makers in your community?	1. Very confident 2. Not confident 3. Somewhat confident
Q7a	This term or last term, have you been able to give your views about any issue important/affecting you?	1. Yes 2. No 3. Don't know
Q7b	If Yes to Q7a, Where have you been able to give your views about any issue important/affecting you?	1. In school 2. In my leisure time activities 3. In my municipality 4. At home 5. Another place, Specify..... ...
Q8	Would you like more influence, power and opportunities to affect/give your views on issues that concern you and other children/young people?	1. Yes 2. No 3. Don't know
	Instruction to INTERVIEWER: Please state that in the following questions, you expect the respondent to state whether <ul style="list-style-type: none"> • Very important • Important • Fairly important • Not important • Don't know 	
Q9a	Zambia needs to do more to stop bullying/online bullying	1. Very important 2. Important 3. Fairly important 4. Not important

		5. Don't know
Q9b	Zambia needs to do more to make sure refugee children have the same opportunities as other children in Zambia	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9c	Zambia needs to do more to help and protect children and young people from sexual and physical violence	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9d	Zambia needs to do more to help children and young people who are in child or forced marriages.	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9e	Zambia needs to do more to make sure child protection in all settings is a priority.	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9f	Zambia needs to do more to stop discrimination.	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9g	Zambia needs to do more to help children in rural and urban Zambia, who are living in poverty.	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9h	Zambia needs to do more to improve the situation for disabled children	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9i	Zambia needs to do more to ensure there is a dedicated and independent commissioner for children (Children's ombudsman).	1. Very important 2. Important 3. Fairly important 4. Not important 5. Don't know
Q9j	Zambia needs to do more to combat climate change and advance sustainable development.	1. Yes 2. No 3. Don't know
Q10a	Do you have access to a computer in your home?	1. Yes 2. No 3. Sometimes
Q10b	Do you have access to Internet in your home?	1. Yes 2. No

		3. Sometimes
Q11a	Do you have your own room at home?	1. Yes 2. No 3. Sometimes
Q11b	Who do you share the room with at home?	1. Parents 2. Grandparents 3. Sister(s) 4. Brother(s) 5. Brother(s) and sister (s) 6. Other Specify..... ...
Q11c	Do you have access to a mobile phone?	1. Yes 2. No 3. Sometimes
Q12a	Has the school asked you to bring in money or make additional payments other than there official PTA and user fees?	1. Yes 2. No 3. Don't know
Q12b	If Yes to Q12a, what was this for?	1. School trip 2. Food/snack during trip 3. Outdoor day 4. Other, Specify.....
Q13	Have you, this term or last term, not been able to join in an activity at school because it had cost money?	1. Yes 2. No 3. Don't know
Q14a	Have you, this term or last term, not been able to join in some leisure activity because you could not afford, for example, membership fees, training fee, soccer jersey, netball jersey, uniform or something else that was needed?	1. Yes 2. No 3. Don't know
Q14b	"Have you, this term or last term, not been able to go to school or enjoy leisure time outdoors because of environmental restraints, such as flooding or other natural disaster, or bad air quality?"	1. Yes 2. No 3. Do not know
Q15	Do you get help with homework from the teacher at your school?	1. Yes 2. No 3. Don't know
Q16	Do you get help with homework at home?	1. Yes, a lot 2. Yes, a little 3. Almost never 4. Never
Q17	Do you get the help you need to manage your tasks at school?	1. Yes, always 2. Often 3. Rarely 4. Never
Q18	Are you satisfied with the teaching you get at school?	1. Yes, always 2. Often

		3. Rarely 4. Never
Q19a	Do boys and girls get treated fairly in school?	1. Yes 2. No
Q19b	Are there children who are discriminated based on; Q19b.1 Tribe Q19b.2 Family Q19b.3 Economic status Q19b.4 Place of residence Q19b.5 Performance Q19b.6 I don't know Other specify.....	1. Yes 2. No 1. Yes 2. No 1. Yes 2. No 1. Yes 2. No 1. Yes 2. No 1. Yes 2. No
Q20	Has school taught you how to use Internet safely?	1. Yes 2. No 3. Don't know
Q21	Do you feel that teachers and other staff at your school work to stop bullying?	1. Yes 2. No 3. Don't know
Q22	Do you think that your school does enough for disabled children who need special support?	1. Yes 2. No 3. Don't know
Q23	At your school, are there any opportunities for you to present your opinions on, for example, school meals, breaks, schoolwork or other things concerning school?	1. Often 2. Sometimes 3. Rarely 4. Never
Q24a	Do you feel safe on your way to and from school?	1. Always 2. Often 3. Rarely 4. Never 5. Don't know
Q24b	Do you feel safe in the classroom?	1. Always 2. Often 3. Rarely 4. Never 5. Don't know
Q24c	Have you or any of your classmates/school friends been slapped/pinched/pulled/punched/hit while at school by teachers?	1. Yes 2. No
	Instruction to INTERVIEWER: Please state that in the following questions, you expect the respondent to state whether <ul style="list-style-type: none"> • Always • Often • Rarely 	

	<ul style="list-style-type: none"> • Never 	
Q24d	Do you feel safe at breaks?	1. Always 2. Often 3. Rarely 4. Never
Q24e	Do you feel safe in the area where you live during daytime?	1. Always 2. Often 3. Rarely 4. Never
Q24f	Do you feel safe in the evening in the area where you live?	1. Always 2. Often 3. Rarely 4. Never
Q24g	Do you participate in youth activities?	1. Yes 2. No
Q24h	Do you feel safe at the youth club or youth centre?	1. Always 2. Often 3. Rarely 4. Never
Q24i	Do you feel safe in town/in the centre/at the Boma during daytime?	1. Always 2. Often 3. Rarely 4. Never
Q24j	Do you feel safe in town/the Centre/Boma in the evening?	1. Always 2. Often 3. Rarely 4. Never
Q24k	Do you feel safe when walking, on the bus, school bus during daytime?	1. Always 2. Often 3. Rarely 4. Never
Q24l	Do you feel safe in the evening on the bus or when walking from school?	1. Always 2. Often 3. Rarely 4. Never
Q24m	Do you feel safe at home?	1. Always 2. Often 3. Rarely 4. Never
Q24n	Do you feel safe when online?	1. Always 2. Often 3. Rarely 4. Never
Q25	This term or last term have you been worried about any of the following: 25.1: Not being able to manage school	1. Yes 2. No

	25.2: Be subjected to discrimination	1. Yes 2. No
	25.3: Be bullied	1. Yes 2. No
	25.4: Experience violence from other children or young people	1. Yes 2. No
	25.5: Experience violence from an adult	1. Yes 2. No
	25.6: Be deported from the country (not be able to stay in Zambia)	1. Yes 2. No
	25.7: That your friend will be deported (not be able to stay in Zambia)	1. Yes 2. No
	25.8: That your family will be evicted.	1. Yes 2. No
	25.9: That you will harm yourself.	1. Yes 2. No
	25.10: That you will not be able to decide who you will be together with/live with or marry	1. Yes 2. No
	25.11: That you will not receive enough help at school.	1. Yes 2. No
	25.12: That your parents will kick you out so you cannot live at home any more.	1. Yes 2. No
	25.13: That the family will not have enough money for their needs.	1. Yes 2. No
	25.14: That your local environment is unhealthy: the air, water, soil and/or nature around you.	1. Yes 2. No
	25.15: That adults are not doing enough about climate change and environmental problems.	
Q26	This term or last term, has this happened to you?	
	26.1: Seen someone hit or punched at school	1. Yes 2. No
	26.2: Ran away from or been kicked out of home	1. Yes 2. No
	26.3: Received insulting online messages from other children or young people	1. Yes 2. No
	26.4: Received insulting messages on your mobile from other children or young people	1. Yes 2. No
	26.5: An adult has contacted you online and wanted to talk about sex	1. Yes 2. No
	26.6: Had problems with eating disorders	1. Yes 2. No
	Instruction to INTERVIEWER: Please state that in the following questions, you expect the respondent to	

	state whether <ul style="list-style-type: none"> • Not at all • Sometimes • Many times 	
Q27a	This term or last term have you ever felt stressed over schoolwork?	1. Not at all 2. Sometimes 3. Many times
Q27b	This term or last term have you ever felt stressed over your grades?	1. Not at all 2. Sometimes 3. Many times
Q27c	This term or last term have you felt sad and down for a longer period of time?	1. Not at all 2. Sometimes 3. Many times
Q27d	This term or last term have you felt that you were bullied or harassed	1. Not at all 2. Sometimes 3. Many times
Q27e	If you have felt bullied or harassed at any time during the previous year, was this due to:	1. Your faith/religion? 2. That your family is rich/poor? 3. That you or your parents come from another part of Zambia? 4. That you are disabled? 5. Your sexual orientation or gender 6. Your appearance? 7. Your age? 8. Specify.....
Q27f	“This term or last term have you ever felt sad or anxious over food shortage, flooding, drought, loss of wildlife (plants, animals) and nature areas such as forests, pollution of water or land, overconsumption and waste of natural resources, etc.”	1. Not at all 2. Sometimes 3. Many times
Q28	Do you know where to go if you need to talk to someone or to get help; 28.1: If you are feeling bad mentally (very anxious, depressed, sad, etc.)? 28.2: If you have problems in the family? 28.3: If you or someone you know has been exposed to violence, threats or other crimes? 28.4: If you feel harassed and unfairly treated?	1. Yes 2. No 1. Yes 2. No 1. Yes 2. No 1. Yes 2. No
	Instruction to INTERVIEWER: Please state that in the following 2 questions, you expect the respondent to state whether <ul style="list-style-type: none"> • Very positively • Fairly positively 	

	<ul style="list-style-type: none"> • Fairly negatively • Very negatively • Don't know 	
Q29a	How do you regard your future?	1. Very positively 2. Fairly positively 3. Fairly negatively 4. Very negatively 5. Don't know
Q29b	"How do you regard the future of your environment?"	1. Very positive 2. Fairly positive 3. Fairly negative 4. Very negative 5. Do not know
Q30	Do you think you will be able to get a job when you leave school?	1. Yes 2. Maybe 3. No 4. Don't know
Q31	"Do you have trust in the world's leaders today that they will be able to take adequate action on climate change?"	1. Yes 2. No 3. Do not know
Q32	"Do you think that your future life will be different from the life of your parents because of climate change?" (That you need to move, farm other crops, find other type of job, consume and travel less, eat different food, be more prepared for disasters, etc.)	1. Yes 2. No 3. Do not know
Q33	"How concerned, stressed or anxious are you over climate change and/or other environmental problems in the world and your local environment?"	1. Very stressed/concerned 2. Fairly stressed/concerned 3. Not very stressed/concerned 4. Not stressed/concerned
Q34	In the last term or this term have you ever been sick?	1. Yes 2. No
Q35	If yes to Q34, where did you get treatment?	1. Clinic 2. Hospital 3. Health worker 4. Traditional healer 5. Self-medication 6. Other specify.....
Q36	Do you have access to reproductive and health information?	1. Yes 2. No
Q37	If yes to Q36, where do you access this information?	1. Health facility 2. School 3. Children's clubs 4. Other specify ...
Q38	How many meals do you have in a day?	1. Three or more 2. Two

		3. One 4. Zero
Q39	Have you ever missed a meal because of not having enough food at home?	1. Yes 2. No
Q40	What is the source of drinking water at your home?	1. Piped water 2. Bottled /mineral water 3. Borehole 4. Protected well 5. Unprotected well 6. Stream/River 7. Dam 8. Rain water 9. Water kiosk
Q41	How do you treat drinking water at your home?	1. Boil 2. Chlorination 3. No Need 4. Other specify.....

THANK YOU FOR PARTICIPATING IN THE SURVEY

Appendix 3: List of Young Voices Data Collectors

1. William Goma
2. Truefena Phiri
3. Esnart Nkonta
4. Sheldon Shamilimo
5. Rodson Kalenga
6. Providence Chama
7. Melesina Njovu
8. Barbra Mweemba
9. George Besa
10. Emmanuel Kapenda
11. Precious Mawili
12. John Mumba
13. Mukonkoto Kabengele
14. Chitalu Lupako
15. Christabel Kapesa
16. Chola Chishimba
17. Comfort Kamova
18. Nariah Phiri
19. Kabo Mulenga
20. Joshia Mulenga
21. Charles Chati
22. Betshaeba Mulenga
23. Alfonso Mukewka
24. Esther Zuba
25. George Nkhata
26. Daniel Munkombwe
27. Choolwe Silizye
28. Adjey Bulambo
29. Gidah Waponile
30. Emeldah Ndhlovu
31. Dorcas Demai
32. Aaron Phiri
33. Jane Kanyinji
34. Esnart Mapala
35. Terrence Mwape
36. Francis Banda
37. Dora Mvula
38. Joy Ng'andu
39. Fanny Mushibwe
40. Joseph Phiri
41. Khumbo Banda
42. Teddy Mulonga

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*ON THE COVER a pupil
in the 12th grade at the
2019 children's parliament
in Lusaka.*

Photo: Malama Mwila / Save
the Children