

RESUME

Harriet Maritha Sianjibu-Miyato (Masters in Education)

Nationality: Zambian

Languages: Fluent in Oral and Written English.

Other Languages: Tonga, Nyanja, Lozi and Bemba

Current /Previous designation

- Technical Adviser/Consultant: on Partnerships; integrated Nutrition, Health, HIV/AIDS, Environmental and OVC Education programmes in Africa.
- Programme Coordinator for Zambia Open Community Schools (ZOCS) Jan. 2004 to date, a Programme responsible for increasing access, progression and retention rates to quality basic education of OVC, as well as mitigating the impact of HIV/AIDS and poverty on OVC, through the empowerment of communities in school management and in entrepreneurship life skills development.
- Commonwealth Professional Scholarship Fellow, sponsored by the British Council and the Commonwealth Scholarship Commission, for VSO/CSV placement at Swanshurst Science Girls School in Birmingham, with a focus to promoting Global Citizenship linkages, National Volunteering programmes and creating Global School Partnerships between Community/govt. schools in Zambia, UK and in Africa. (January –April 2005).
- Former UNICEF Project Officer, Education – For Extending Learning Opportunities to OVC, through integrated HIV/AIDS and life skills education, Early childhood care and development and community schools Projects – UNICEF Zambia, from 1st Nov. 1995 to 31st Jan. 2003.

Objective:

To support Human development in the Africa Region with special focus on using Partnerships (Including the private sector), Education, Information Technology and rural connectivity as a strategy to accelerate literacy and improve quality of life of children, girls, boys (especially Orphans and Vulnerable Children- OVCs), women and men in the region. Countries of special interest are Zambia, Malawi, Rwanda, Botswana, Zimbabwe, Uganda, Eritrea, Tanzania, Namibia and any other country within ESAR.

Education:

- 1994:** Deakin University, Melbourne-Australia – **Masters in Education**(Science, Nutrition, Health & Environmental education)
- 1993:** Deakin University, Melbourne-Australia - Graduate Diploma in Health Education
- 1990:** Postgraduate Certificate in Advanced Course in Education Inspection and Supervision (3 months)
- 1989:** Institute of Education, University of London U.K. - Postgraduate Certificate in New Approaches to Primary health care (1 month)
- 1988:** Huddersfield Metropolitan University, U.K.- Postgraduate Diploma in Catering Technology and Applied Nutrition (1 year)
- 1987:** Leeds Metropolitan University, U.K - Diploma in Food and Human Nutrition with Hospitality Management & Health Education (5 months)
- 1986:** Leeds Metropolitan University, U.K - Diploma in Institutional Management Hotel Catering and Tourism Studies (9 month)
- 1982:** University of Zambia and NRDC Lusaka – **BSc** (Food and Applied Nutrition)
- 1972:** David Livingstone Teachers College, Zambia - Teachers' Certificate in Home Economics and Pedagogy (2 years)

Personal Attributes:

Goal-driven, pro-active, diplomatic, team-builder, net worker, persevering and firm, analytical, innovative, adaptable, Gender and Culturally sensitive, community focused and cost-effective oriented, empathetic and pleasant.

Summary of Selected skills, Professional Qualifications and Professional Experience:

I possess a Masters in Education. This is a professional Masters degree of Science, Nutrition, Health and Environmental Education specialising in Curriculum Development; Pedagogy; Educational Planning, Policy design issues for health and Education Management Development; Development Education on Basic education formal/non-formal-Community schools, Health, Catering and Nutrition education and ECD, Peer education/Child-to-Child with special focus on Africa, Multi-cultural and International Education.

I have demonstrated success in carrying out Social policy analysis; programme planning; team building; design; development; formal/non-formal Basic/Peer education; health and nutrition; child-focused strategies; training of trainers, teaching, networking, monitoring, evaluation and Research, and Management Development work in Zambia, drawing experiences from neighbouring countries in Africa and internationally. I have supported the development and written curriculum materials teacher's and children's materials on Child-to-Child and Health education promotion strategies, Nutrition and Catering manual for use in residential Institutions in Zambia, SPARK manual (Skills, Participation, Access to Relevant Knowledge (Curriculum for community schools in Zambia); Guidelines on the development of community schools; HIV/AIDS life skills materials for in school children and out of school youth in Zambia; trained Curriculum Developers in Zambia on health education and Gender mainstreaming under the auspices of experiences gained from Australia, England and African Curriculum Organisation and African Research Social Studies and Environmental Programme. I am computer literate and comfortable with various packages.

I am a Zambian female with more than 20 years of development work. My work experience spans from work in the School systems (Primary, Secondary and College) and rising to a post of senior Inspector/Supervisor of schools (Science, Nutrition, Health and Environmental education) in education with production and applied nutrition in Zambia, drawing experiences from England, Australia and African neighbouring countries: Zimbabwe, Kenya, Malawi, Uganda, Tanzania and covering all the African Commonwealth Countries as Commonwealth Education Officer. I have interacted with most of the Sub-Saharan African countries through network meetings and the African Curriculum Organisation and the African Research Studies and environmental education Programme of Australia. I have worked with UNICEF in Zambia (from the outside of UNICEF for five years, as Director of the effective Curriculum strategy-Child-to-Child under Ministry of Education) and within UNICEF for the past seven years.

In my seven years with UNICEF, I have initiated new programmes in Education and development, promoted Children's rights and Learning, especially for Orphans and Vulnerable Children (OVCs). I have directed and Participated in key evaluations and research of various kinds in support of child development in Zambia on Nutrition and health promotion, girls' education community education and life skills. I was the first Education Officer to initiate the UNICEF- assisted Education Programme for community schools, life skills and the Initial concept paper on ECD in Zambia. I have developed the capacity of young people such as Youth Alive Zambia (YAZ), Copperbelt Health Education Project (CHEP), Family Health Trust (FHT), Programme for the Advancement of Girls Education (PAGE), Zambia Community Schools Secretariat (ZCSS), Teachers Against HIV/AIDS Network (TAHAN) by involving them in programme development, implementation and Evaluation through global HIV/AIDS Internet Chats, Youth Strategic planning for HIV/AIDS and Curriculum planning for psycho-social life skills and survival skills development and mainstreamed Gender Equity in education, Anti-AIDS and strengthening partnerships through networks between Government and NGOs. In this regard policy analysis development and programme implementation support was provided to the Country. In promotion of child-centred classroom learning, I provided technical support in the development of life skills materials for both Grade 5/Level.3 pupils in community schools and teachers, as well as for the Out-of-school life skills Facilitator's manual for NGOs through MOE/CDC under the DFID supported integrated OVC-Log frame.

In October 1996 to March 1997, the Education Programme Officer was transferred and I was given the responsibility to facilitate the everyday running and implementation of the Education programme and financial monitoring.

Knowledge Exploration, Knowledge Intensive Programming, Human Development and Information Technology for Africa:

Apart from programme implementation, I have spent time reflecting on what is happening in Education on the African Continent and globally. I have over the past two years prepared issues papers based on education practice in the areas of life skills education, nutrition and ECD, particularly in the context of HIV/AIDS and poverty. Of particular concern has been ways in which this part of the world may use the available knowledge, information and technology to make our programming better for Children, Adolescent Girls and OVCs under severe environments of poverty and HIV/AIDS, especially at household/family level in addressing Rights and Access to quality services.

This exploration continued to a debate within myself on the importance of partnerships for sustainable Human Development, especially after noticing the tremendous response by poor communities in Zambia to poverty, HIV/AIDS and disease, through provision of care to the sick and establishment of complementary education safety nets-community schools. Challenges that still remain within myself are issues that surround Children, especially the girl-child, orphans and women. How can our programming go deeper to cushion the psychological stress, which women and their families; particularly children quietly go through without anyone paying particular attention to them? Time is gone when one has to think small for development work in Africa. I have always asked myself as to why we advocate for small, piecemeal solutions to big development issues such as “War situations that children find themselves in” in Zambia. How do we effectively integrate formal and non-formal approaches to education to reach the “Hard to-reach Children” even under increasing poverty, disease and HIV/AIDS, using information technology, partnerships and the private sector.

Responsibilities for the integrated programme formulation, planning, implementation, management, monitoring and evaluation:

I have strong programming, planning and management development skills, which would have a strong bearing on education, Health and crosscutting issues: Gender, HIV/AIDS, Nutrition and ECD. I have specifically worked in formulating various health-promoting programmes for both institutional and non-institutional bases. I have worked as part of a team, which assisted in designing and popularising and actualising Health across the Curriculum, Hygiene Education, Child to Child programmes in Zambia. I have worked in association with persons like Prof. Hugh Hawes (Child to Child, Institute of Education, University of London) and his colleagues on strengthening relationships and linkages between what goes on in Health, Hygiene and Sanitation and Education programmes, developing methodologies, including issues of what has been referred to as “the Community Curriculum”.

In addition, I have been part of a team, of Education experts, which has worked on promoting an integrated and holistic approach to Girls education in Zambia, beginning with research to implementation. This effort is beginning to bear fruit in influencing the overall provincial and national policy framework for the implementation of the PAGE programme. For non-formal education, a colleague (Susan Durston) and I undertook research in 1996, which served as a Position document on “Access - Community schools in Zambia” January 1996. To improve quality provision in community I worked with another consultant, (Barry Sesnan), Curriculum Development Centre, University of Zambia, communities and teachers to develop SPARK manual-Curriculum used in community schools. In both development exercises we addressed issues from a holistic perspective, using different fields of study such as Sociology, Anthropology, Education, Gender and Health to inform the process. We assisted develop in two provinces PAGE pilots and the first four provinces as pilots for community schools in 1996/7). From 1997 to 2000, I worked with a consultant (Richard Mabala) to develop life skills Strategy materials for in and out of school children and youth in Zambia. And since 1999, I have worked on background paper on ECD 0-18 years, which led to the development of an Inventory on ECD programmes in Zambia, on the Copperbelt and verified in Southern and Western provinces by UNICEF supported consultants and CHEP. This provided an opportunity to begin to examine the issues of “deep poverty”, Gender and inclusion of children affected and infected with HIV/AIDS. My other experience is from the angle of promoting life skills, integrating and strengthening life skills with issues such as hygiene, HIV/AIDS and Gender. It is hoped that in 2001 this document will influence a study on “Child rearing practices in Zambia” which inform the development of a Strategy on implementation of ECD programmes in Zambia in the new Country programme 2002-2006. Between August 2001 and May 2002 I worked with Regional consultants (Fatuma Chege and Rob Pattman) and spearheaded the capacity development of 20 young and adult researchers by training them in Qualitative research methods on Gender, Sexuality, HIV/AIDS and life skills education. Research findings will influence policy, curriculum and programming directions not only in

Zambia, but in ESAR as a whole. The research Recommendations will focus on: Enhancing dialogue on sex between parents/caregivers and young people but not in moralistic and authoritarian way, through advocacy strategies and the development of short course modules/flyers on leadership and survival life skills on HIV/AIDS prevention for parents/caregivers, teachers and young people; Development of interventions that recognise the role that children/parents/caregivers can play in life skills education, especially through community based Integrated ECD; Development of education strategies on HIV/AIDS prevention which not only address young people but also their parents/caregivers and teachers; Development of holistic life skills and HIV/AIDS education strategies which address doublesexual standards to girls and boys (especially in 10-18 age range girls-where assertive girls are called derogatory names for expressing desire, speaking openly or being knowledgeable); Development of life skills education strategies against drug abuse/beer drinking for young people; Development of life skills education strategies through Anti-AIDS clubs, which will encourage the equal participation of both girls and boys (which at the moment are male dominated). Research findings will be simplified for further dissemination and use for IEC materials' development, enhancement of relevant policies and for accelerating response to the impact of HIV/AIDS on education. And on behalf of UNICEF Education Section and the Ministry of Education I contributed to the formulation of the Global Fund proposal, "To Fight AIDS, Tuberculosis and Malaria" from January – March 2002. My contributions (On behalf of Education) were critical in making the proposal which was initially only health-oriented, to multi-sectoral and balanced with the component of mitigation in addition to prevention and cure.

On Monitoring and Evaluation, I worked as Inspector of Schools for which the focus was on monitoring, evaluation and supervision over classroom teaching/learning processes as well as the feeding of Children/pupils in schools (analysing their diets) and hygiene in their institutions. Within UNICEF and in this current Country Programme I worked with consultant Dr. Armud Daeth (1998) on the evaluation of UNICEF supported Peer education programmes on measuring the impact of Peer education and Anti-AIDS clubs, which refocused our programming to younger age-groups (below 14), developing guidelines focusing on process and impact indicators to address concerns of planning in the context of HIV/AIDS, indicator setting, monitoring and evaluating knowledge intensive programmes, where we need to closely monitor and capture the process and determine performance indicators and bench marks for programmes targeting children aged 0-18, which we are doing, with MOE and NGOs providing Basic education. The key counterparts have also been introduced and are using the Logical Frameworks Analysis as a methodology for Project Proposal planning/writing, indicator setting, monitoring and evaluation.

Research Papers and Publications

2005	A Gender Assessment for USAID/Zambia of Education and Programming (Consultancy Team EQUATE-MSI/USAID).
1997	Paper on UNICEF Collaboration with Zambia Community Schools Secretariat (ZCSS/NGO), UNICEF-Lusaka.
1995	A Needs Analysis for Nutrition and Health Education in Zambia, Deakin University, Melbourne - Australia
1996	Paper on Health Promotion Strategies in Nutrition Education, presented to the African Research Studies Association of Australia and South Pacific, Deakin University, Melbourne - Australia.
1988	Nutrition and Catering Manual for use in schools and colleges in Zambia.
1988	An Investigation into School meals in Zambia – Huddersfield Metropolitan University, UK.
1986	Survey on School diets in Zambia – Leeds Metropolitan University, UK.

PUBLIC SERVICE/ ASSOCIATIONS:

- A Team Member Consultant for EQUATE/MSI-USAID
- Life skills Association of Zambia (LISAZ) - Member
- Nutrition Association of Zambia (NAZ) - Member

- Forum for African Women Educationalists of Zambia (FAWEZA) – Member.
- Zambia Orphans of AIDS of Zambia (ZOAZ) – Member
- Home Economics Association of Zambia (HEAZ) - Member
- Home Economics Association of Africa (HEAA) – Member
- Hotel and Catering Association of Zambia – Member
- African Research Studies Association of Australia and South Pacific – Member
- Women’s Christian Fellowship (WCF) in Zambia – Member Trinity Church.