



## KALIMUKWA LIKANDO

Kashokoto Day Secondary School, P.O. Box 940021, Kaoma,  
Western Province, Zambia.

Mobile: (+26) 0766638866

Email: [likandodaniel@yahoo.com](mailto:likandodaniel@yahoo.com)

LinkedIn: <https://linkedin.com/in/kalimukwa-likando-708b1bb6/>

Skype: kalimukwa.likando

**Ambassador, African Council of Foreign Ministers UNIV at UNIV INTERNATIONAL NGO**

### Professional Summary

Hardworking, responsible and independent, highly-motivated and results-oriented organized team player with strong verbal communication skills as well as precise and effective writing skills. Creative professional bringing twenty-eight (28) years of honorable and proven experience and the ability to multi-task and supervise. An exceptionally strong communicator able to work collaboratively with a wide variety of audiences and to build coalitions and networks across diverse stakeholder groups in addition to executing transformational leadership.

### Experience

**Head Teacher, Kashokoto Day Secondary School,  
Ministry of Education, Western Province, Kaoma, Zambia  
June, 2024 - Present**

In this role, I addressed multifaceted challenges posed by various factors, including poverty, among students and their families by collaborating with educators, community organizations, and the local government authorities to develop and implement strategies that foster educational equity and support for underprivileged students. The following were my key roles and responsibilities:-

- Conducting comprehensive assessments to identify the socio-economic challenges faced by learners and their families.
- Gathering data on student performance, attendance, and engagement to pinpoint areas where poverty affects educational outcomes.
- Collaborating with the school's teaching staff to understand the specific needs of students from low-income backgrounds.
- Working with local NGOs and community organizations to coordinate resources and services, such as food programs, healthcare access, and financial literacy workshops.
- Developing initiatives that promote family engagement in education, helping parents understand and navigate the school system.
- Advocating for policies and practices that support low-income learners and their families at the school, community and district levels.
- Raising awareness among the school staff, learners, and the community about the impacts of poverty on education and personal development.
- Facilitating or presenting at workshops, seminars, and community meetings to inform and engage the various stakeholders about the various socio-economic and academic issues and available resources and how these affect educational outcomes.
- Building strong partnerships with government agencies, and non-profit organizations to enhance support services for learners and families.



- Collaborating with civil society organizations to share resources, best practices, and strategies for poverty reduction and improved learner performance.
- Engaging with parents and community members to create a support network that fosters a sense of belonging and empowerment.
- Monitoring and evaluation through the development of metrics to evaluate the effectiveness of programs and initiatives.
- Regularly collecting and analyzing data to assess the impact of interventions on learner performance and well-being.
- Preparing reports and presentations to communicate findings to stakeholders, including education administrators, community partners, and funders.
- Resource mobilization through identifying funding opportunities to support initiatives, such as grants, donations, and sponsorships.
- Writing proposals and applications for funding to secure financial resources for programs and services.
- Managing budgets and allocating resources effectively to maximize the impact of poverty reduction efforts.
- Providing training and support for teachers and school staff on issues related to factors that impact students' learning and behavior.
- Developing resources and toolkits for equipping educators with strategies to support learners from different socio-economic backgrounds effectively.
- Fostering a school culture that is inclusive and sensitive to the challenges faced by students from diverse socio-economic backgrounds.

**Teacher and Education Administrator**  
**Ministry of Education, Kaoma, Zambia**  
**January, 1997 - Present**

- Developing and issuing educational content, including notes, tests and assignments.
- Supervising classes to ensure all learners learn in a safe and productive environment.
- Organizing supplies and resources for lectures and presentations.
- Delivering personalized instructions to each learner by encouraging interactive learning.
- Planning and implementing educational activities and events.
- Ensuring the classroom is clean and orderly.
- Preparing and distributing periodic progress reports and semester report cards.
- Attending parent-teacher meetings.
- Evaluating and documenting learners' progress.
- Allocating and grading homework, assignments and tests.

**Ambassador,**  
**African Council of Foreign Ministers UNIV, Zambia**  
**February, 2021 - Present**

- Playing a vital role in representing the institution and fostering a positive image.
- Serving as a liaison between the university and prospective students, their parents, and the wider community.
- Participating in university-sponsored events, open houses, and recruitment fairs, showcasing the university's programs and its culture.
- Communicating with high school students and potential applicants, answering questions and providing insights about campus life and academic programs.
- Utilizing social media platforms to share experiences, promote events, and engage with the university community and prospective students.
- Conducting campus tours for visitors, highlighting key facilities, resources, and opportunities available to students.



- Offering guidance and support to new or prospective students and helping them navigate the transition to university life.
- Collaborating with admissions, student services, and marketing teams to enhance outreach and recruitment efforts.
- Providing feedback from prospective students and families to university administration regarding their needs and interests.
- Being the advocate for diverse perspectives and inclusion initiatives within the university community.
- Highlighting the various student organizations, activities, and resources available on campus that enrich the student experience.
- Participating in training sessions and workshops to develop skills in public speaking, leadership, and marketing.
- Building connections with the university faculty, staff, and other ambassadors to enhance personal and professional growth.
- Gathering feedback from tours and interactions with prospective students to report back to the university on trends, concerns, and interests.
- Engaging in the evaluations of ambassadorial programs to enhance effectiveness and impact.
- Committing to a certain number of hours or events each semester and ensuring consistent representation of the university.
- Using continuous learning as a springboard for staying informed about university policies, academic programs, and campus resources to provide accurate and helpful information.
- Fostering a welcoming and informative environment for prospective students, helping to create a positive first impression of the university and encouraging enrollment or registration.

**Head Teacher**  
**Kashokoto Basic School, Kaoma, Zambia**  
**May, 2021 - June, 2024**

- Appraising and managing performance.
- Applying coaching, questioning and appraiser skills.
- Challenging and holding the staff to account.
- Providing Continuing Professional Development (CPD) for all teachers.
- School evaluation and improvement.
- Developing agendas, meetings and arranging for speakers and meeting minutes.
- Managing staff attendance and submitting time-sheets.
- Handling authorized emergency and safety procedures.
- Designing the school's aims and objectives and implementing government policies.
- Ensuring policies and practices consider national, local and school research needs.
- Supervising and evaluating school policy effects and taking action where necessary.
- Developing creative and responsive approaches to teaching and learning.
- Engaging self-learning by ensuring a culture and ethos of support and challenge.
- Exhibiting and expressing high expectations and establishing community targets.
- Assessing, organizing and executing flexible curriculum and effective assessment frameworks.
- Strategizing the development of emerging technologies to extend the learning experience.
- Planning, supporting and assessing individual and team work to ensure task delegation.
- Ensuring a reasonable staff-school work balance.
- Sustaining staff performance management, effective systems and incorporating teachers' appraisals and targets for the school's achievement.

**Assistant Head Teacher**  
**Mayukwayukwa Combined School, Kaoma, Zambia**  
**March, 2018 - June, 2021**

- Promoted behavior and exclusion standards.
- Made strides to ensure overall achievement and progress within the school.
- Oversaw and participated in assessment and reporting procedures.
- Spearheaded target setting and ensured deadlines were met.
- Trained staff of thirty-one (31) in workplace communication, ethics, and procedures and also monitored professional development.
- Made performance management a key feature of goal attainment.
- Created an achievement-for-all atmosphere at the institution.

**Acting Head Teacher**  
**Mayukwayukwa Combined School, Kaoma, Zambia**  
**July, 2015**

- Deployed and managed all teaching and support staff of the school.
- Ensured the duty of providing cover for absent teachers.
- Ensured teachers were adequately informed regarding their professional duties.
- Ensured the staff were up-to-date through Continuing Professional Development (CPD).
- Led, motivated, supported, challenged and developed staff at all levels.
- Supported capacity building and encouraged delegation.
- Challenged under-performance at all levels and put in place effective procedures to deal with under-performing staff.

**Chairperson, School COVID-19 Task Force Committee**  
**Mayukwayukwa Combined School, Kaoma, Zambia**  
**March, 2020 - June, 2021**

- Chaired the Covid-19 Task Force Committee meetings.
- Consulted with members of the Task Force, in a manner deemed adequate by the Chair, regarding the proposed content of any upcoming Task Force agenda.
- Maintained open lines of communication with the school administration and other community stakeholders.
- Provided updates to the school administration and other stakeholders as scheduled.

**Teacher Trainer**  
**Blessing Academy (Private School)**  
**Zambia Open Community Schools (ZOCS)**  
**Ministry of Education (MoE), Kaoma, Zambia**

**August, 2019**  
**August, 2014**  
**March, 1997 - Present**

- Coaching the teachers and setting progress goals for the teachers and evaluating the current level of knowledge a teacher has and making goals based on that knowledge.
- Measuring teacher progress and determining where the teachers can improve.
- Reporting on teacher performance to school administrators and other involved parties.
- Overseeing classroom activities in a bid to help plan curriculum and observe lessons to determine how successful they are.

**President, Mayukwayukwa Psycho-Social Counsellors Association  
USAID/Ministry of Health  
Mayukwayukwa Refugee Settlement, Kaoma  
March, 2013 - June, 2021**

- Working with individuals, groups and communities to improve mental health.
- Encouraging clients to discuss emotions and experiences.
- Examining issues including substance abuse, anger management, careers, relationships, stress and suicide.
- Working with families and couples.
- Helping clients define goals and gain insight.
- Developing therapeutic processes.
- Referring clients for clinical services.
- Taking a holistic (mind and body) approach to mental health care.

**Advocate/Animator, Mangango Constituency Liaison Committee,  
Mangango Constituency, Kaoma, Zambia  
February, 2007 - Present**

- Identifying and developing strategic working relationships with the Mangango Constituency Parliament Office and other political stakeholders engaged in the HIV/AIDS response.
- Reinforcing UNAIDS/Pact Zambia work to strengthen their partnership and participation in the HIV/AIDS response in Mangango Constituency and Zambia.
- Maintaining working relations with the relevant national partners involved in cooperation and development programs and other initiatives.
- Representing UNAIDS/Pact Zambia and promoting their work at various meetings.
- Collecting relevant strategic information, compiling and disseminating lessons learned and best practices in collaboration with the Mangango Constituency Parliament Office.

## **Education**

### **Continuing Professional Development (CPD) Courses.**

Attended and facilitated at various workshops at school and district levels.

### **Canterbury University, Hyde Park, Cheshire, the United Kingdom (UK)**

Master of Arts (MA) Contemporary Literature.  
Issued July, 2014 (GPA: 3.67 - Grade A)

### **Canterbury University Hyde Park, Cheshire, the United Kingdom**

Bachelor of Science (Bsc) Environmental Studies  
Issued: September, 2013 (GPA: 3.35 - Grade B+)  
Alison.com Galway Park, Ireland

Diplomas in *Fundamentals of Project Management, Smarter Learning: Improve Your Study Skills and Practices, Human Resources Management, English Language and Literature; Basic Writing Skills, IT for Managers; Microsoft Excel 2010; Time Management;* and *Project Management*, etc.

## **Licences and Certifications**

### **Master of Arts, Contemporary Literature**

Issuing Institution: Canterbury University  
Issued: July, 2014  
Credential ID: CU-MA-KL-15-07-2014

## **Bachelor of Science**

Issuing Institution: Canterbury University  
Issued: September, 2013  
Credential ID: CU-BSC-KL-20-09-2013

## **Volunteering**

**Facilitator/Lecturer**                      **Mayukwayukwa Refugee Settlement, Kaoma, Zambia**  
**International Labour Organization (ILO/UNHCR)**  
**February, 2016 - May, 2022**  
**Economic Empowerment**

- Helped the group achieve specific outcomes through the use of active, participatory, participant-centred methods.
- Regularly evaluated the process in real time, and measured how well the participants have achieved the stated outcome at the end of the process.
- Made myself familiar with the organizational culture and context in which I worked, and ensuring that the processes “fit” that culture.
- Stimulated dialogue and interaction among the participants and also between the participants and the facilitators.

**Board Member**    **Mangango High School Board, Kaoma, Zambia**  
**July, 2001 - July, 2006**  
**Education**

- Adapted to the distinctive characteristics of an academic environment and acted in a way that exemplified and reinforced the institution’s core values and ethos.
- Oversaw all aspects of the school's operations, including its control and accountability systems and approved the expenditure of capital budgets.
- Developed and maintained healthy communication channels with key stakeholders.
- Ensured a strategic approach to the school’s future by setting major goals, policy frameworks and strategic plans.
- Set the tone and the ethical standards of the school and ensured they adhered to the school’s core values and etiquette.
- Reviewed plans and budgets established by the school management.
- Approved all material expenditure outside the budget.
- Anticipated problems as much as possible and acted to diffuse tensions.
- Where appropriate, established committees.
- Reviewed and monitored adherence to systems of risk management, governance and compliance with legal aspects.
- Monitored organizational performance.
- Conducted an annual review of the Board’s own performance.
- Conducted an annual review of the school’s progress and performance in meeting its objectives.

**Project Coordinator**    **Community Response to AIDS (CRAIDS)**  
**September, 2003 - March, 2004**  
**Health**

- Maintained and monitored project plans, project schedules, budgets and expenditure.
- Organized, attended and participated in stakeholder meetings.
- Documented and followed up on important actions and decisions from meetings.
- Prepared the appropriate agenda for each meeting.
- Ensured that project deadlines were met.
- Determined changes to be effected to projects.
- Provided administrative support as may have been deemed necessary.
- Undertook project tasks that required my effort.

- Participated in developing the project strategic plan.
- Ensured each project adhered to the framework of the project cycle and that all documentation was properly maintained for each.
- Assessed project risks and other issues as well as provided solutions, where applicable.
- Ensured stakeholder views are managed and incorporated towards the best solution.
- Chaired and facilitated meetings, where appropriate, and kept all project team members updated.
- Created a project management calendar for fulfilling each goal and objective.

### **Researcher**

**Institute of Economic and Social Research (INESOR), University of Zambia, Lusaka  
July, 2021 - Present**

- Understanding and analyzing various economic and social issues that affect the country.
- Conducting surveys, interviews and focus groups to gather qualitative and quantitative data.
- Utilizing statistical methods and tools to analyze economic and social data, including demographic, health, education, and employment statistics.
- Developing research proposals that outline objectives, methodologies and expected outcomes.
- Designing studies that are culturally relevant and appropriate for the Zambian context.
- Evaluating the impact of existing policies and programs on economic and social outcomes.
- Providing evidence-based recommendations to policymakers for improving programs and addressing social issues.
- Preparing detailed reports that summarize research findings, methodologies, and recommendations.
- Presenting research findings to stakeholders, including government officials, Non-Governmental Organizations (NGOs), community groups, and academic audiences.
- Working with interdisciplinary teams, including economists, sociologists, and public health experts, to address complex issues.
- Collaborating with local communities and stakeholders to ensure that research undertaken is relevant and beneficial.
- Train local researchers and community members in data collection and analysis techniques.
- Facilitating workshops and seminars for purposes of disseminating research findings and enhancing research skills.
- Developing frameworks for assessing the effectiveness of social and economic programs.
- Conducting evaluations that measure program outcomes and impact(s) on respective communities.
- Seeking funding opportunities for research projects through grant proposals and partnerships.
- Managing budgets and resources for research initiatives. Advocating for the use of research findings in policy formulation and policy implementation.
- Engaging with the media and the public to raise awareness of key economic and social issues.
- Ensuring that all research activities adhere to ethical standards - including informed consent and confidentiality.
- Addressing any ethical dilemmas that might arise during the research process.

## Skills

- Good numerical skills.
- Project management.
- Ability to keep client projects on plan and within budget.
- Strong interpersonal, writing and editing skills.
- Strong leadership, communication, logic, innovation, and collaboration skills.
- Attention to detail.
- Analytical skills.
- Excellent interpersonal skills.
- Staff development.
- Teamworking skills.
- Microsoft Suite skills.
- Good oral and written communication skills.
- Self-motivation.
- Creative thinking.
- Problem-solving.
- Communicating clearly and emphatically.
- Collaboration with all job levels.
- Organization and time management.
- Curiosity.
- Credibility
- Research.
- Public speaking.
- Management.
- Educational technology.
- Strategic planning.
- Change management.
- Facilitation.
- Motivational speaking and Facilitating.
- Counselling and Mentoring.
- Child welfare.
- Pedagogy.
- Leadership development.
- Training and development.
- Entrepreneurship.
- Non-Profit Organizations.
- Performance Management.
- Soft Skills, Management and Marketing.
- Human Resources Management.

## Publications

### ***The Mayukwayukwa Courier (Magazine)***

This was a quarterly magazine I initiated and of which I was the Editor-in-Chief while at Mayukwayukwa Combined School. It was a school magazine and it covered such topics as profile interviews (of the school administrators and teaching staff), explaining the school mission statement and motto, the Mayukwayukwa School and Refugee Settlement stories and the challenges and opportunities at the school.

### ***Remembering Martin Luther King, Jr. (Article)*** **Zambia Daily Mail Newspaper - August, 2003**

The article portrayed Martin Luther King Jr as a civil rights activist. The article further outline ten of his major achievements in his life, which included leading *The Montgomery Bus Boycott*, being the the first President of Southern Christian Leadership Conference (SCLC), leading the *Birmingham Campaign* which decampaigned the legal and cultural

stigma and discrimination against blacks in America, organizing the *Great March on Washington* for jobs and freedom, his famous *'I Have A Dream'* Speech during the March on Washington, being the *Time Magazine's Man of the Year in 1963* in recognition of his fight to bring equality in America, being behind African-Americans getting basic civil rights, becoming the youngest recipient of the Nobel Peace Prize, achieving success using non-violent methods of protest and becoming the symbolic leader of African-Americans against injustice.

***The Ten Commandments for the Successful Teacher (Article)***

**The Western Educator Magazine - December, 2002; Volume 1; Issue 3 Edition**

The article outlined what I termed the *Ten Commandments for the Successful Teacher*. Teaching is not as easy and simple a job as many think. A teacher needs to stick to a certain 'Code of Ethics' for them to achieve set goals and objectives. This article was published in the same edition as my three jokes - one of which was about a teacher who, on realizing that the Standards Officers would come for monitoring and that she had no sufficient content 'upstairs' to answer the children's questions, threatened the learners with reprisals on anyone who dared ask a question when the inspector would be observing the lesson. To give them an inkling of what was in store, she gave each learner a hard knock on the head and threatened worse to anyone trying to prove himself/herself a champion!

However, if a teacher abides by certain procedures and processes, they are bound to earn enormous praise from the learners, the community and colleagues and will be hailed as 'knowledgeable in their field'!!!

***My Town: Mangango (Article)***

**BBC Focus on Africa Magazine July - September, 2001 Edition**

The article outlined the scenic view and plethora of activities and cultures that my 'town', Mangango (actually a Catholic Mission station), located on the northern bank of the Luena River boasts of. It talked about the early settlers, how the place was named and the diverse cultures and lifestyles of the indigenous people. It also covered the work of the missionaries that settled there and how the people eked a living.

**Honors and Awards**

***Most Dedicated and Competent Chairperson: Pioneer Total Abstinence Association (PTAA)***

**Mongu College of Education, Mongu, Zambia**

**December, 1996**

Awarded in recognition of demonstrated leadership as Most Dedicated and Competent Chairperson of the college Pioneer Total Abstinence Association (PTAA).

***Most Outstanding Student: Education***

**Mongu College of Education, Mongu, Zambia**

**December, 1996**

Awarded for being the best student in Education during the two years of teacher training.

***Most Outstanding Student: English***

**Mongu College of Education, Mongu, Zambia**

**December, 1996**

Awarded for being the best student in the English Language during the two years of teacher training.

***Most Outstanding Student: Mathematics***

**Mongu College of Education, Mongu, Zambia**

**December, 1996**

Awarded for being the best student in Mathematics during the two years of teacher training

***Most Outstanding Student: Zambian Languages***  
Mongu College of Education, Mongu, Zambia

December, 1966

Awarded for being the best student in the Zambian Languages during the two years of teacher training.

### **Languages**

- English (Principal Language/Near-Native Fluency).
- Silozi (Native Fluency).
- Mbunda (Fluent).
- Chokwe (Fluent).
- Luvale (Beginner).
- Luchazi (Beginner).
- Chewa (Fluent).
- Nyanja (Fluent).
- Bemba (Beginner).

### **Affiliate Organizations**

Subscriber, *Project Be The Change*.

Subscriber, *Gurteen Knowledge Management Cafe*

### **References**

Name: Nawa Maseli (Mr.)  
Designation: Educational Standards Officer (ESO) - Mitete District  
Education Board, Zambia  
Mobile: +260967280849  
Email: [nawamaseli@yahoo.com](mailto:nawamaseli@yahoo.com)

Name: Perry Nawa Mulambwa (Mr.)  
Designation: Provincial Education Officer (PEO) - Northern Region  
Mobile: +260979594200  
Email: [nawaperry@gmail.com](mailto:nawaperry@gmail.com)

Name: Regina Mumba Chisala (Mrs)  
Designation: Programme Officer, JOCV - Japanese International  
Cooperation Agency (JICA)  
Mobile: +260965085787  
Email: [rmmumba@gmail.com](mailto:rmmumba@gmail.com)