

Chapter 9: Education, child and youth

Background

The role of education in poverty reduction

It has been shown that there is a positive correlation between the level of education and the incidence of poverty among people (CSO, 2000a). Evidence from Sub-Saharan Africa and South Asia shows that completion of primary school increases farmers' output by about 8% (Watkins, 1999). Those who have attained some education tend to be generally better off, in socio-economic terms, than those with lower education or no education at all. Education is vital for the social and economic prosperity of any nation. Formal education has become a major tool for developing human capabilities, transmitting knowledge and cultural heritage, and improving the quality of life. Adult education, supplementary education and training are particularly important elements for the vulnerable groups.

The child

Children are the future leaders who have a fundamental right to good childhood care and education. For children denied childhood care and education, the consequences include poor health and lives of poverty. Children also have human rights and need to be free from neglect or abuse.

The youth

The youth are a vital resource for their families and communities, and as care givers, they often play key roles in fulfilling the rights of younger children. The youth have a right to accurate information, life skills, education, health services, safe and supportive environments and opportunities to participate in community life. They have a right to employment, good working conditions and education. If the full potential of the youth were properly harnessed, therefore, communities would greatly benefit.

The role of the government in education, child and youth development

The National Poverty Reduction Action Plan 2000-2004 of the Ministry of Community Development and Social Services (MCDSS, 1998b) has placed Education, Child and Youth development under the theme *Human Resources Development*, and has identified the need to:

- increase access to basic education;
- improve the quality of learning;
- provide basic education and skills training;
- build and maintain school infrastructure;
- provide adequate instructional materials;
- increase the number and quality of trained teachers in schools and vocational and non-vocational institutions;
- improve the health and nutrition of school pupils.

This Action Plan document was intended to be the country's blueprint for poverty reduction, but it has not been implemented because it has some gaps, which are being addressed by the PRSP.

The role of civil society in education, youth and child development

Civil society plays an important role in the pursuance of poverty reduction, through people caring for, protecting and helping one another. Even government recognises that civil society can impact significantly in trying to provide the best solutions in addressing poverty, because members of civil society are drawn from sections of society that experience poverty most. Civil society should, therefore, be involved in the formulation, implementation and monitoring of the PRSP and other initiatives aimed at poverty reduction. For a long time in Zambia, the church, NGOs and the private sector have been providing child care, formal and non-formal education and skills training to a number of children and youth. These civil society organisations are running orphanages, street children drop-in-centres, pre-schools, homes for disabled children, primary and secondary schools, community schools, interactive radio broadcasting centres, skills training centres and other programmes serving young people and adults.

A situational analysis of education, child and youth in Zambia

Government policies

Education policy

The Ministry of Education has put in place the *Educating our Future* policy document of 1996. Although this policy aims at promoting education at all levels, its current implementation focuses on the provision of basic education for all. This is reflected in the Basic Education Sub-sector Investment Programme (BESSIP) document, which outlines the mechanisms for implementing the goal of provision of Universal Primary Education (UPE), and Universal Basic Education (UBE). This is in line with the Addis Ababa Declaration of 1961, the Jomtien Declaration (World Conference on Education for All, 1990), and the Dakar Declaration (MoE, 2000a). BESSIP is the Ministry of Education's priority programme, whose justification is that basic education is the only education that the majority of the children in Zambia may ever receive for a long time.

Child policy

The government's definition of a child is a person aged between 0 and 14 years. The Child Policy of 1994 aims at reducing infant and under-five mortality, maternal mortality, the total fertility rate and adult illiteracy. It also aims at the expansion of early childhood care and the reduction of malnutrition among children. It further aims at improving sanitation and empowering poor families to look after their children. The National Programme of Action (NPA) for Children in Zambia of 1994 is the implementation plan of the Child Policy. The focus in the NPA is on the promotion of the Convention of Child Rights of 1989.

Youth policy

The government's definition of a youth is a male or female person aged between 15 and 25 years. It is estimated that 24% of the population of Zambia is made up of the youth. The Youth Policy of 1994

identifies that most of the youth in Zambia are school drop-outs at the levels of Grades 7, 9 and 12. One of the major problems pointed out in the policy is unemployment. The National Programme of Action for Youth of 1997 is the implementation plan of the Youth Policy.

Technical Education, Vocational and Entrepreneurship Training (TEVET) policy

The TEVET Policy of 1996 aims to balance the supply of skilled labour with the demands of the economy, to act as a vehicle for improved productivity and income generation, and to serve as an instrument for the minimisation of inequalities among the people. It is targeted at various categories of people including Grades 7, 9 and 12 school leavers. It also addresses the needs of young people with disabilities. Presently, TEVET is offered by a number of government ministries, NGOs, churches, private companies and individuals. The TEVET policy allows for the co-ordination of these different providers through the TEVET Authority (TEVETA). The TEVET Development Programme of November 2000 is the implementation plan of the TEVET policy for the period 2001 to 2005, and this is expected to commence in June 2001.

Weaknesses

Educating our Future policy

It should be pointed out at the outset that there is a weak government commitment to the provision of pre-school education. Since 1977 the government has been convinced that pre-school education will not be available to every child for a long time to come, and that it should not be compulsory and should not be a pre-condition or an advantage for enrolment at Grade 1. The Ministry of Education and the local councils have no capacity to provide pre-school education and, therefore, this type of education is now totally in private hands. As a result, pre-school is predominantly an urban phenomenon with the highest attendance rates being among children from urban high cost areas. Even in urban areas, very few children below the age of three attend pre-school (CSO, 1997b). It has been observed that some proprietors charge very high fees for pre-school education and this excludes children from poor families from benefiting from this type of education (MoE, 1996).

The national policy on education is actively predicated on cost sharing with no signs of elimination of fees in the foreseeable future. With the support of the World Bank, the policy has ignored the human right to (free) primary education by incorporating the cost sharing principle. Priority is given to basic education in the implementation of the education policy, at the expense of secondary and tertiary education. This means that there will not be adequate resources at higher level to sustain any major developments.

Child policy

The National Programme of Action (NPA) for Children in Zambia proposed that most of its targets would be realised by 2000, but these targets were far from being realised in 2000. Zambia's legislation on the protection of all rights of children and women, on which the child policy is based, needs to be reviewed although attempts to do this appear to have run into difficulties (Loudon, 1999).

Youth policy

There are no clearly defined policies concerning the promotion of rural development, which would help create economic opportunities for the youth (MSYCD, 1997). The Youth Policy of 1994 has been overtaken by events; for example the now defunct National Commission for Development Planning is identified as the institution which will play the important role of resource mobilisation for youth development programmes. The National Youth Development Council, which has long been earmarked for restructuring, is not strong enough to carry out its mandate of the co-ordination of youth programmes. It is currently operating on an ad hoc basis with no clear guidelines and with inadequate resources.

TEVET policy

Effective implementation of the TEVET policy will be hampered by the lack of a good management information system, which is necessary for the co-ordination of such a vast sector.

Child development

Early childhood development

The first three years in the life of a child are critical because this is the period when brain and physical development are most malleable and fast growing, and the child is most vulnerable to abuse (CSO, 1997b; UNICEF, 2001). High infant and under-five mortality rates, high maternal mortality rates, and high incidences of moderate and severe nutrition continue to prevail in Zambia. There is a high incidence of child abuse, which is traumatic to the child. There is also a high incidence of child labour, which keeps children away from school.

Weaknesses/problems

Although the child of 0 to 3 years must be protected from harm and must be adequately cared and provide for, most government programmes (world-wide) do not target children aged between 0 and 3 years, and these are just left to the mercy of their parents, usually the mother who may be living in poverty.

Vulnerable children

Vulnerable children include girls, children with disabilities, orphans (including AIDS orphans), street children, out-of-school children, children from poor households and working children. All these children have the right to education. The high prevalence of malnutrition among these children has been shown to adversely affect learning ability. At least 8 out of ten disabled children aged between 7 and 13 are currently not attending school. In 1998 the total number of orphans was 961,344. The majority of the orphans were aged between 10 and 20 years, and accounted for 75% of the total number (CSO, 2000a). Because of the high prevalence of HIV/AIDS (20% of the adult population), it is estimated that 11% of Zambian children were orphaned by the end of the year 2000. The government is taking steps towards addressing the problems of the vulnerable children through PAGE, ZECAB, PWAS and the BESSIP Gender and Equity Component. These programmes are aimed, partly, at providing financial support, in form of bursaries, to these children to enable them access basic education.

Weaknesses/problems

The bursaries aimed at helping the vulnerable children with school fees and the cost of education in Zambia are not enough to cater for the total needs. There are many street children with no shelter and no access to education or health care. There are at least 3,000 street children in the city of Lusaka alone.

Universal basic education provision

Access

The net primary school attendance by grade, sex and urban/rural area was 66% in 1998. Children from well to do families showed higher attendance rates than children from relatively poor families (CSO, 1997b). In 1998 primary school attendance was lower in rural areas (61%) than in urban areas (80%). An efficiently implemented policy of compulsory education by government should have resulted in net attendance rates of nearly 100% at primary school level (MCDSS, 1996). Distances to some primary schools are as long as 20 kilometres from some children's homes, especially in rural areas. There are not enough places to enrol all eligible children into Grade 1, as a result a number of children are rejected because of lack of places (Kelly, 1998). Two-thirds of the children in Zambia cannot proceed into higher basic level, while a significant number do not have access to lower and middle basic levels.

Enrolment and progression rates

Girls enrol in Grade 1 in numbers almost equal to that of boys. The gap between the sexes starts to widen from Grade 5 to Grade 7, with the girls accounting for only 46%. By Grade 7 the proportion of girls is only 40%. The dropout rates are higher for girls than for boys, while repetition rates are higher for boys than for girls. School completion rates are higher for boys than for girls. Progression rates from Grade 4 to Grade 5 are higher for boys than for girls. During the period 1996 to 1998, there was a general decrease in primary school attendance, which is contrary to the expected increase of 96,000 pupils' enrolment per year if Zambia is to achieve universal primary school education by 2005 (Kelly, 1998).

Community schools

Community schools were set up to serve out-of-school children aged between 9 and 16 years. The Zambia Community Schools Secretariat (ZCSS) was founded in 1997 to co-ordinate the operations of community schools. In 1997, 72% of the pupils in these schools were girls. In 2000 there were 416 community schools, with 45,646 pupils among whom 21,443 were girls while 22,345 were boys. Of the 1,052 community school teachers, only 46 were trained. The latest statistics indicate that there are 701 community schools in Zambia, catering for 75,126 vulnerable children. Out of these, Zambia Open Community Schools (ZOCS) runs 17. A Memorandum of Understanding was signed in 1998 between the government and the Zambia Community Schools Secretariat (ZCSS), which obliges the government to provide learning materials and educational advisers, and to pay for the training of an agreed number of teachers.

The ZCSS receives an annual grant from the government. BESSIP provides grants to community schools and to the ZCSS for community school-based activities. The Zambia Education Capacity Building (ZECAB) project has helped by building 25 new community schools and offering over 5,000 bursaries to

pupils. There is, however, a continuing debate over the proliferation of community schools and the quality of education they provide.

Interactive radio initiative

In 2000 the interactive radio initiative programme targeted out-of-school and underprivileged children and its pilot involved at least 935 children at 27 pilot centres.

Weaknesses/problems

The enrolment, attendance, progression and completion figures outlined above confirm that a significant number of Zambian children do not enjoy access to primary education. The current capacity at primary school level cannot accommodate all eligible children, while the rate of expansion is not adequate to meet the targets set in 1990. There is an acute shortage of places in poor urban areas, resulting into overcrowding, while there is low attendance in the rural areas because of long distances of school locations.

There is a danger that community schools could become alternative forms of low quality education for the poor who cannot afford to pay schools fees in public schools. The responsibility for financing basic education is shifting from the state to community organisations, and ultimately to poor parents and guardians. The quality of education, staffing, school infrastructure and pupils' learning achievement in most community schools are poor. There also is poor information flow. The community schools and the interactive radio initiative are tailored towards the provision of a government-type education, which is very difficult for them to do.

Equity, including gender equity in the provision of education

Gender equity

In Zambia, education is perceived as something that exists, principally for boys and that it must be developed, modified, adapted and recognised for girls as well. The struggle to equalise educational opportunities for all, including girls, must take place. Since the mid-1990s the Ministry of Education, in co-operation with UNICEF, has been executing the Programme for the Advancement of Girls' Education (PAGE). The programme aims at empowering women and girls to participate in and benefit from national development, by delivering quality education to all children, especially girls, and reducing disparities between boys and girls in primary school participation, performance and progression (Kelly *et al.*, 1999). The BESSIP Gender and Equity Component addresses gender equity in basic education provision by giving priority to girls when supporting vulnerable children.

Rural/urban equity

In Zambia, there is a vast difference in the educational provision between urban and rural areas. Relatively speaking, schools in urban areas are more highly advantaged than those in the rural areas (Loudon, 1999). Female teachers who are supposed to be role models of the rural girl child are strongly concentrated in the urban Lusaka and Copperbelt provinces. Rural schools, especially those which are remote have very few, if any, female teachers. Also, rural provinces have a disproportionately large number of untrained teachers.

Rich/poor family disparities

The ever rising cost of schooling as against declining quality, accounts for decreasing enrolments and low retention rates among poor communities. Only 15.3% of Grade 6 pupils from very poor homes reached the minimum mastery levels on the Southern African Consortium on Monitoring Educational Quality (SACMEQ) reading test, compared with 31.1% from well to do homes (Kelly and Sikanyika, 2000).

Weaknesses/problems

Although the principal foundation on which the educational system in Zambia rests is that it should promote equal access, participation and benefit for all, a detailed analysis of education provision in Zambia shows that this has not yet succeeded. In particular, the retention and progression rates remain lower for girls than for boys. There are also decreasing enrolments and low retention rates among poor communities especially in rural Zambia.

Quality and relevant education provision

High quality education is one of the most important preconditions for development. In Zambia, a significant number of children leave school prematurely because they do not see any need for education (CSO, 1997b). It is very likely that even the parents of these children do not see the need to educate their children given its present quality and relevance to their lives.

The learning environment

The BESSIP Infrastructure Component is involved in building new basic schools, renovating those that are in a bad state of repair, and providing desks. The number of new desks provided by BESSIP in 1998 was 25,300, while the primary school enrolment increased by about 200,000 pupils (MoFED, 2001b). The rate of expansion in the number of classrooms, however, is not matching the increase in enrolment.

Teaching and learning materials

The number of books supplied in 1998 was less than the number of pupils enrolled at primary school (MoFED, 2001b). This resulted into a pupil to book ratio higher than 5:1. According to the SACMEQ Report there was a chronic shortage of chalk, maps and other teaching materials in over 20% of the classrooms used in the study (Kelly and Sikanyika, 1999).

Curriculum

Quality education means education that is effective, relevant, functional, vocational and linked to production and self-sufficiency. Irrelevant education has contributed to low enrolment and high dropout rates, especially among the poor. Education should enable children, the youth and adults know how to survive in their environment and to participate in the wider community. Often, education is too academic, mechanically churning out children who are not taught to be agents of change. Some rural communities

feel that schooling is biased towards an urban market, which rural children have difficulty entering. The direction being taken by the Ministry of Education in the curriculum review exercise is towards improved literacy and numeracy, life skills, HIV, environment and equity. Teachers, pupils, parents and the local community are expected to participate in the review process (MoE, 2000b).

Teachers' input

In the Zambian educational system, there are numerous reports of teachers being absent from their official class duties. Some of the reasons for this absenteeism are illness, private lessons or other private income generating activities. However, some dedicated teachers consistently handle two sessions per day, which is too much for effective teaching. In 1998, the teacher to pupil ratio was 1:39.5 (MoE, 2000b). A favourable ratio would be 1: 25 or less.

Learning achievement

Another feature of the educational system in Zambia is that of low learning achievement. For example, only 3% of 1999 Grade 5 pupils attained the desirable mastery level, with only 26% reaching the minimum mastery level in literacy and numeracy. In a survey carried out in 1999 (Kelly and Sikanyika, 1999), while 28% of the boys reached the minimum level, the proportion of girls was 24%. Less than a quarter of the girls in Grade 6 reached the minimum level of reading ability expected by their teachers. Only 15.3% of Grade 6 pupils from very poor homes reached the minimum mastery levels on the SACMEQ reading test, compared with 31.1% from well to do homes (Kelly, 1998).

Weaknesses/problems

Quality formal education has been a chronic problem in Zambian schools; the reasons for this include:

- relatively short duration of compulsory education;
- shortage of school teachers;
- irrelevant curriculum;
- limited school facilities;
- overcrowding;
- lack of well-qualified teachers;
- chronic shortages of text books, pens, paper and desks;
- low teacher morale.

Cost sharing in education

Globally, the ultimate goal in education is to provide free primary education to all, but this has to be done progressively. Primary school education in Zambia is not yet free and parents have to continue to contribute through Parent-Teacher's Associations for the indirect costs of primary education. The cost borne by parents is high and keeps on rising every year. While the government should meet the full direct costs of education, parents are now required to fund about half of the direct costs. Most of the children who leave lower basic school prematurely do so because of lack of support (CSO, 1997b). Since

November 1998, ZECAB has allocated a total of 20,374 bursaries through the ZECAB Basic Education Bursaries Scheme, aimed at supporting vulnerable children. The BESSIP Gender Equity Component is also supporting vulnerable children, especially girls, with bursaries. The Bursaries being provided by ZECAB and BESSIP, however, are not adequate to meet the total needs.

Youth development

During the struggle for independence, the youth in and out of school took their place alongside the men and women who fought for independence (Osei-Hwedie and Ndulo, 1989). Since Zambia attained independence in 1964, the problems of the youth have persisted. Since the 1960s, the government has been devising various programmes to address youth problems but without full success. The youth have been a problem mainly because they are too many. They are affected by unemployment, poor working conditions, inadequate access to education, and limited or no skills and work experience. They are, therefore, less likely to procure a job in the declining formal sector.

Youth employment prospects

Most young people coming out of formal education aspire for white-collar jobs in the formal sector, but opportunities in this sector have continued to decline (MoFED, 1999a; Osei-Hwedie and Ndulo, 1985). Formal sector employment fell from 477,508 jobs in 1994 to 476,347 in 2000, representing a decline of 0.2%. However, total employment increased by 3.0% from 4,003,413 in 1998 to 4,156,169 in 1999. Much of this was in the informal sector, which registered an increase of 3.2% over 1998. Informal agriculture continues to be a significant determinant of total employment. The unemployment rates for the age groups 12 to 19 and 20 to 24 were 70% and 47%, respectively in urban areas, compared to 12% and 19% in the rural areas, respectively. This indicates that unemployment is more of an urban than a rural problem (CSO, 2000a). In addition to unemployment, there is a serious problem of juvenile delinquency and crime in Zambia (Osei-Hwedie and Ndulo, 1989).

Skills training

There are various skills training institutions run by the government, the church, NGOs and the private sector. The enrolment figures in various programmes at the various government-run skills centres show a very low preference for agriculture and a higher preference for tailoring and carpentry (MSYCD, 2000). Also, the quality of training has deteriorated and the infrastructure has been run down in most of these institutions.

Weaknesses/problems

The main causes of youth unemployment are the sluggish economic growth and a mismatch between the skills available in the labour force and the skills being sought by employers (MSYCD, 1997). Overall, there is weak institutional capacity to handle the unemployment problem. Farming is not favoured by the unemployed youth, who see it as having low prestige and associated with illiterate people. This is coupled with poor infrastructure in the rural areas. Due to limited access to formal skills, few out-of-school youth are enrolled in formal training institutions and a number are enrolled in private skills training institutions where there is poor infrastructure, shortage of training materials and a lack of qualified instructors. In

general, there is a lack of clear-cut priorities in funding youth programmes and weak co-ordination of youth programmes.

Teachers' performance and welfare

Teacher training

The teachers in Zambian basic schools are poorly prepared and deployed, trained in insufficient numbers and are provided with little support in schools. The number of untrained teachers, particularly in the rural areas, is very high.

Calibre and number of teachers

The number of primary and basic school teachers in 2000 was 41,408, against a required establishment of 52,001 (ZNUT, 2000). Out of these, 33,843 were trained teachers while 7,560 were untrained teachers (MoFED, 2001b).

Salaries and conditions of service

Teachers' current salaries are at least five times less than what they deserve. These salaries do not motivate teachers to work effectively, especially in the rural areas. Consequently, there is a multiplicity of personnel and disciplinary problems being faced by teachers.

Teachers' housing

Since 1997, about 350 new teachers' houses have been constructed, against an average annual output of 2,226 teachers from training colleges during the same period (MoFED, 2001b).

Attrition

There was an annual net loss of 1,500 teachers with an average mortality rate of 43% during the period 1996 to 1999 (MoFED, 2001b). The number of deaths between January and October 2000 was 676 (ZNUT, 2000).

Other problems

Teachers suffer from low morale, a perceived low status in the community and low and declining salaries in real terms. They lack materials needed for proper teaching and they do not have adequate access to housing. Incidences of depression, absenteeism and drunkenness are on the increase. Attrition rates remain high due to poor conditions, ill-health and death caused by HIV/AIDS. Generally, there is either a shortage of school teachers or lack of well-qualified teachers, especially in the rural areas.

Adult and functional literacy

Literacy programmes, non-formal education and skills training are carried out by the Ministry Community Development and Social Services and civil society organisations, especially the Adult Education Association of Zambia. The focus has been on training people of 15 years and above to read and write. This training is intended to provide illiterate people with the literacy and numeracy that is directly relevant to their occupations, mainly in agriculture. Additional skills in carpentry tailoring, etc. are also imparted. The choice of additional skills offered is according to the local communities' own preferences. The level of adult illiteracy was estimated at 40% in 1996 and was higher among females than males (CSO, 1997b). The enrolment in the national literacy programmes from 1992 to 1998 shows higher levels of participation by women than men; the women were mostly rural women. The total national budget for the last five years for these activities has been on average K130 million (MoE, 2000a), but with the HIPC Initiative the budget for this year is projected to increase significantly (2001 National Budget).

Weaknesses/problems

There are high illiteracy rates, especially among girls and women, in Zambia. This is due to late release of funding to the literacy programmes, poor funding and lack of transport, poor and inconsistent remuneration for the instructors, lack of trained instructors, and lack of co-ordination between the Ministry of Education and the Ministry of Community Development and Social services.

Financing of education, child and youth development

The Zambian economy has been in a prolonged state of decline since 1975. This has been due to increases in the price of fuel oil and the fall in copper prices on the world market (Kelly, 1991). This decline has had a negative effect on the social sector. Disparities in financing the education sector have also caused problems, especially in the provision of primary education. In 1989, there was a 186 to 1 ratio in the spending on university students compared with primary school pupils. In 1995, 40% of the Ministry of Education funds were spent on over 1.2 million basic school children, against 26% spent on 4,500 university students. In 1996, the government spent 206 times more on a university student than it spent on a primary school pupil. In 1991, the government spent about US\$60 per primary school pupil, but spent under US\$15 in 1998. Another telling figure is that the government spent more money on the education of diplomats' children than the annual budget for primary school education in the country in 1998.

For the year 2000, in the total BESSIP budget there was over-expenditure by 29% in the Programme Management component, while there was under-expenditure in the core components such as the Educational Materials component, where only 3% of the component budget was spent. In the Capacity Building component only 27.8% was spent. Curriculum Development spent only 16.3%; Teacher Deployment, Development and Compensation spent 17.5% of its budget (MoFED, 2001b).

In 2000, a total of K182.5 million was released for youth skills training centres and other youth organisations. In the 2001 budgetary estimates K240 million has been allocated to child affairs in the form of grants (MoFED, 2001a).

Prospects for the Zambian economy, however, look bright in the near future. There is a projected drop in the global oil prices and a slight increase in non-fuel commodity prices in 2001 and the prices of copper and cobalt are projected to rise (MoFED, 2001b). Also, Zambia's accession to the enhanced HIPC Initiative is expected to result in substantial external debt relief. Projected external debt service will drop from US\$440 million before the Enhanced HIPC Initiative to about US\$167 million in 2001. This is

expected to raise economic growth and improve provision of social sector services, which will contribute to a reduction in the incidence of poverty. In his 2001 budget address to the National Assembly, the Minister of Finance and Economic Development promised the Zambian people that the government will safeguard the share of core social expenditures to at least 36% of discretionary expenditures.

Weaknesses/problems

The major weaknesses and problems, though, remain sluggish economic growth, the debt burden and disparities in government spending and under-funding of the programmes in Education, Child and Youth Development. In particular, there is still very little political will to adequately finance education in particular and the social sector in general.

The impact of HIV/AIDS on education, youth and child development

Impact of HIV/AIDS on children

Because of HIV/AIDS, there will be fewer children, especially girls, able to complete schooling, more orphans and reduced access to social security and other facilities (ZNUT, 2000). There will also be a reduction in family resources for school (ZNUT, 2000). The death or sickness of parents or guardians will result into reduction or lack of resources to send children to school.

Impact of HIV/AIDS on the youth

The youth who have no employment or are left without support may turn to risky behaviour, facing dangers such as HIV/AIDS, tobacco, drugs, alcohol and violence. Females of 15 to 19 years of age are at high risk of contracting HIV, because of risky sexual behaviour in their desperate bid to earn money.

Impact of HIV/AIDS on teachers

The HIV/AIDS pandemic is devastating the education system, with a very high morbidity and mortality rate among teachers. Death leads to reduced numbers of teachers, while illness leads to reduced effectiveness. There is a reduction in the number of trained teachers and increased teacher absenteeism (ZNUT, 2000). The 1998 teachers' deaths were equivalent to the loss of about two-thirds of the annual output of newly trained teachers from all primary school teacher training institutions. One of the reasons that urban schools appear to have many teachers is that some of these are chronically ill and must be posted near to a hospital (Kelly, 2000).

Impact of HIV/AIDS on the education sector

There has been a reduction in the ability of the education sector to match supply with demand, because of the loss through death or sickness of teachers, education officers, inspectors, and technical and administrative staff. There has also been a reduction in public funds for the system because of the AIDS-related decline in national income and pre-emptive allocations to health and AIDS-related interventions. Funds are tied down by salaries for sick but inactive teachers. The community members' contribution is

reduced due to AIDS-related debilitation. Because of the devastating effects of AIDS on the education system, there is need for changes in the approach to education provision and management to prevent the spread and to mitigate the effects of AIDS.

Weaknesses/problems

The major weaknesses and problems associated with HIV/AIDS, for the educational sector, are high death and morbidity among the youth, parents, teachers, instructors and education managers, reduction in the effective use of public funds, lack of scientific data on the real and total impact of HIV/AIDS, and the absence of HIV/AIDS on the curriculum of some schools.

Management, planning, monitoring and evaluation

The complex nature of education, youth and child development issues demands a fully- fledged management information and planning system. This is at the present lacking among the different ministries and organisations involved in the areas of Education, Child and Youth. For example, the Inspectorate in the Ministry of Education is not able to fully carry out its mandate to monitor education standards in schools.

Weaknesses/problems

In the areas of management, planning, monitoring and evaluation, the major weaknesses and problems are poor information flow and networking, lack of a well-motivated and well-staffed education inspectorate, and under-funding.

Proposed strategies to remedy the gaps and problems identified in the situation analysis

Strategies expected in the PRSP by the IMF and the World Bank

To reach the HIPC completion point, Zambia will have to implement a participatory Poverty Reduction Strategy Programme for at least one year and in this regard make some progress in combating HIV/AIDS and implement macroeconomic, education and health reforms.

Strategies proposed by civil society

Education, child and youth policies

- To fully implement UPE of BESSIP within a reasonable period of time (by 2005) so that resources can be freed in time for the development of the higher levels of education.
- To update the Youth Policy and to put the Plan of Action for Youth in a final user-friendly form.
- To finalise the restructuring of the National Youth Development Council without any further delays.
- To update the Plan of Action for the Child in order to move targets beyond the year 2000.

- To provide adequate funding for the implementation of the TEVET Development Plan.

Child development

- To re-activate work in the area of reviewing Zambia's legislation on the protection of all rights of children and women. The rights and wellbeing of children should be made a priority.
- To find and allocate the resources that are necessary to adequately fund early childhood care as the first essential step in ensuring the rights of the child.
- To strengthen human and organisational capacity, both within key agencies of government and at local and community levels and to take and sustain initiatives which contribute to the Zambian goals for children within the national framework
- To expand Early Childhood Care, Education and Development (ECCED) activities for the under-five age group, with special attention to the 0 to 3 year-olds and with emphasis on community-based interventions.
- To ensure safe motherhood and to reduce maternal mortality.
- To reduce severe and moderate malnutrition in children under five.
- To improve the health and nutritional status of child bearing females.
- To reduce infant mortality to 50 per 1,000 live births by the year 2015.
- To encourage and support non-governmental efforts to improve the welfare of women and children.

Pre-school education

- To establish a pre-school teacher training college in each province within the next fifteen years.
- To directly support pre-school education, especially in the rural areas, and to intervene where proprietors of pre-schools charge exorbitant fees.
- To encourage local councils to play a more active role in running pre-schools and in training and employing pre-school teachers.

Vulnerable children

- To ensure that curriculum improvements meet the special needs of disadvantaged groups and that children with disabilities are provided with special facilities in addition to the normal school facilities.
- To waive school fees for orphans.

- To augment PWAS bursaries.
- To make the bursary schemes more user-friendly and to target the bursaries to the intended beneficiaries.
- To reduce the cost of education for parents by instructing Education Boards to accept payment in kind and to avoid requirement of full payments at the beginning of the school year.
- To establish a bursary scheme for needy pupils, especially girls.
- To develop a national policy on orphans and other vulnerable children.
- To exploit the potential of community schools such as in community-driven curriculum development and own certification for their four-year programme.
- To upgrade community schools, while leaving them independent.
- To support the training of community school teachers and the payment of salaries for these teachers, both trained and untrained.
- To critically examine community schools, particularly the quality of education they provide.
- To encourage community schools to come up with their own standards, in collaboration with the Ministry of Education through the ZCSS.
- To strengthen the capacity of ZCSS and to mount civic education on children's and women's rights to education.

Provision of basic education for all

- To build more public schools and to give more support to community schools, aiming to create 275,000 additional basic school places by 2002.
- To achieve the 2005 target for UPE and the UBE target of 2015.
- To achieve an annual increase of at least 96,000 in primary school enrolment up to 2005.
- To provide access to basic education within a radius of 5 kilometres.
- To abolish school uniforms for rural schools.
- To make primary education free, especially for girls, in order to improve enrolment rates.
- To pass legislation to compel parents and guardians to send children of school-going age to school.

Equity, including gender equity in the provision of education

- To adopt and implement deliberate and express policies at national, provincial district and school levels to support the education of girls.
- To re-style the culture of the school to make it more girl-friendly, involving gender sensitising of teachers.
- To adopt a deliberate policy to identify and promote suitable female teachers and, in deserving cases, give accelerated promotion.
- To make the school physical environment more friendly to girls by ensuring adequate sanitation and water facilities, in working order.
- To mount an intensive sensitisation campaign that will reach into communities to make them aware of the value of educating their children, especially girls, targeting in particular the most senior members: chiefs, headmen, influential older women, and other traditional leaders.
- To devise an attractive package, in terms of allowances, accommodation and promotion to encourage teachers, especially female teachers, to accept posting to rural schools.
- To support education subsidies so that even the poorest of the poor can afford education.

Quality and relevant education provision

- To provide good school buildings, desks and teachers' furniture, clean water and sanitation and better nutrition.
- To achieve a student-textbook ratio of 1:2; to reduce book/pupil ratio to 1 book:2 pupils by 2002.
- To achieve a pupil to teacher ratio of 1:25.
- To provide better teaching and learning materials and equipment.
- To encourage the teaching of life-skills as a prominent feature in the curriculum.
- To incorporate human rights, especially children's and women's rights and HIV/AIDS issues, as obligatory parts of the school curricula right from the lower primary level.
- To ensure that curriculum improvements meet the special needs of disadvantaged groups.
- To increase the duration of compulsory education in Grades 1 to 4 to at least five hours per day; achieve double sessions for Grades 1 to 4 and achieve single sessions for Grades 5 to 7.
- To encourage preventive action beginning with children in Grade 1, especially by using the Breakthrough to Literacy (BTL) programme throughout the country.

- To increase the effectiveness of school inspectorates.

Cost sharing

- To introduce a government policy that provides for school children and children with disabilities to pay only a fraction of the normal bus fares in public transport, especially in urban areas.
- To provide free education to children from poor families.
- To encourage families to work hard to achieve self-reliance, striving to send their children to school.
- To encourage families to reduce the number of children through family planning.
- To encourage schools and skills training centres to provide good teaching/learning facilities.
- To develop the idea of trustworthiness.
- To develop sustainability for the running of institutions.
- To engender communities towards greater accountability.
- To provide required materials to institutions through fair distribution.
- To provide monitoring for the care of infrastructure to allow for a conducive school atmosphere
- To monitor public resource utilisation and to stamp out corruption.
- To encourage donors to put up conditionalities that have a human face, with consideration for the country's economic situation.
- To fund institutions directly and provide monitoring facilities.
- To make poverty reduction programmes rural friendly.

Youth employment and skills training opportunities

- To support efforts to place a special focus on the youth problems of young women, while encouraging the youth in general to adapt to rural and non-formal employment settings.
- To concentrate on the informal sector as the prime potential area for employment creation.
- To design well-planned, funded and organised programmes for repatriating unemployed youth to areas where they could be settled.
- To provide land to the youth, because in the absence of formal paid jobs in towns, the youth will have to work on land as farmers.

- To support the improvement of the performance of development agencies, such as those dealing in credit and agricultural marketing.
- To facilitate the provision to the out-of-school youth of credit facilities for business and agricultural inputs, and access to financial and material support including clothes, food and shelter.
- To control rural to urban migration, emphasising settlement programmes, broadening the range of skills, the promotion of rural development, the informal sector and micro and small-scale enterprise development.
- To encourage home improvement schemes that are labour intensive and can provide employment and skills training for the youth, as well as providing affordable accommodation for the youth.
- To tap the potential for youth employment in mining, industry, agriculture, wildlife and tourism, the construction industry, cultural activities, sport and fine arts.

Teachers' performance and welfare

- To remunerate teachers adequately for them to be motivated and to perform to their full potential.
- To provide teachers with a living wage to enable them meet their basic needs.
- To give an allowance to rural teachers in addition to their salaries.
- To ensure improved staff conditions, provision of accommodation, housing allowance and housing loans.
- To support, encourage, and provide supplies and motivation, and other incentives to enhance teachers' morale.
- To supply the necessary textbooks and teaching resources.
- To introduce professionalism in the teaching field, calling for higher commitment levels.
- To provide pre-service and in-service training, striving to reach an output of 4,400 trained teachers per annum.
- To attract young school leavers to become teachers.
- To mitigate the effects of HIV/AIDS on teachers' welfare.

Adult and functional literacy

- To mobilise illiterate adult members of the rural communities to take action aimed at reducing the high levels of female illiteracy in their midst.

- To reduce adult illiteracy to 12%, and above all to reduce female illiteracy.
- To make available resources to NGOs and local communities to provide non- formal education to the out-of-school children who are within the school going age.

Financing the social sector

- To raise the social sector budgetary allocation to 40%. Resources that would come from the 0.7% of the developed countries' overseas development assistance, the HIPC initiative, debt cancellation and the 20/20 initiative should be channelled into education and other social sector areas.
- To channel funds from national debt cancellation to priority areas, of which education is one; this initiative should be closely monitored by a group of NGOs/civil society.
- To correct government priorities - if government can support the Organisation of African Unity, then it can also fully support the social sector.
- To reduce government dependence on unpredictable external funding, continue to identify weaknesses caused by lack of a link between plans and budgets and put in place mechanisms required to access both the traditional channels of debt relief and HIPC initiatives.
- To reduce the allocation of the discretionary "slush funds" to the President and direct such funds to individual government institutions or departments.
- To provide skills and entrepreneurship training to the youth, accompanied or supplemented by capital, land and machinery, etc., for them to put the training into practice.
- To ensure that timely and adequate funding of youth skills training centres is accorded high priority.

Mitigation of the impact of HIV/AIDS

- To support studies on the impact of HIV/AIDS on Education, Child and Youth and encourage HIV awareness campaign and prevention activities.
- To prevent the spread of HIV/AIDS by encouraging couples to be faithful to each and to abstain from casual sex.
- To support campaign efforts to educate the youth, especially on a peer basis.
- To give assistance to youth organisations involved in such work.
- To integrate HIV/AIDS/life skills and sexual education into the school curriculum and into management plans.
- To establish a vigorous human rights approach, placing HIV/AIDS at the centre of the national agenda and increase the attention given to care, counselling and compassion.

Management, planning, monitoring and valuation

- To strengthen the planning, management and information system; and co-ordination and networking in institutions working in the areas of Education, Child and Youth.
- To strive for proper planning based on priorities, monitoring and evaluation of activities in schools and youth skills training centres, and proper financial management.
- To strengthen the school inspectorates.
- To strengthen ZCSS in its capacity for co-ordination, advocacy and resource mobilisation for community schools.
- To strengthen data collection on community schools and civic education.

Table 9.1: Priority strategy matrix for education, child and youth

	Problems	Goals	Strategies	Target beneficiaries	Indicators
1	<ul style="list-style-type: none"> ▪ Lack of opportunity for quality early childhood care and pre-school activities. ▪ low pre-school enrolment, especially in rural areas 	<ul style="list-style-type: none"> ▪ To expand Early Childhood Care, Education and Development activities for the 0-7 year old group. 	<ul style="list-style-type: none"> ▪ Increase government and community participation in early childhood care. 	<ul style="list-style-type: none"> ▪ Children of 0-3 years. ▪ Parents, especially mothers. 	<ul style="list-style-type: none"> ▪ At least 20% of families sensitised about the needs of the 0-3 age group by 2003. ▪ Increased enrolment and number of trained pre-school child care givers.
2	<ul style="list-style-type: none"> ▪ High infant and under-five mortality rates. ▪ High maternal mortality. ▪ High incidence of protein-energy malnutrition. 	<ul style="list-style-type: none"> ▪ To reduce infant and under-five mortality, and the proportion of children with severe and moderate malnutrition. 	<ul style="list-style-type: none"> ▪ Increase government and community participation in early childhood care. ▪ Upgrade the pre-school system. 	<ul style="list-style-type: none"> ▪ Children of 0-3 years. ▪ Parents, especially mothers. ▪ Children of 4-7 years, especially those in rural areas. 	<ul style="list-style-type: none"> ▪ Infant mortality reduced to 50 by the year 2015. ▪ Under-five mortality reduced to 100 by 2003.
3	<ul style="list-style-type: none"> ▪ Child abuse and child neglect. ▪ Increase in the number of vulnerable children. 	<ul style="list-style-type: none"> ▪ Promotion of the human rights of all the children of Zambia. 	<ul style="list-style-type: none"> ▪ Campaign against child abuse. ▪ Provide services to the street children, orphans and orphanages. ▪ Provide services to children with disabilities. 	<ul style="list-style-type: none"> ▪ All children 	<ul style="list-style-type: none"> ▪ Reduction in number of cases of child abuse. ▪ Reduction in number of children living on the streets.

4	<ul style="list-style-type: none"> ▪ Lack of universal access to basic education. 	<ul style="list-style-type: none"> ▪ Universal access to primary and basic education. 	<ul style="list-style-type: none"> ▪ Increase enrolment. 	<ul style="list-style-type: none"> ▪ Children of 7-14, with special attention to those in rural areas. 	<ul style="list-style-type: none"> ▪ 100% net enrolment in primary schools by 2005 and in basic schools by 2015.
5	<ul style="list-style-type: none"> ▪ Falling education standards. ▪ Low performance and irrelevant curriculum. 	<ul style="list-style-type: none"> ▪ To provide quality and relevant basic education to all. 	<ul style="list-style-type: none"> ▪ Curriculum renewal, review and modification with community participation. ▪ Provision of teaching/learning materials. 	<ul style="list-style-type: none"> ▪ Local communities. ▪ Pupils and teachers, with special attention to those in rural areas. 	<ul style="list-style-type: none"> ▪ At least 40% of pupils to reach the desired level of mastery by 2005. ▪ A relevant curriculum to be put in place by 2002. ▪ Improved pupil textbook and teacher ratios.
6	<ul style="list-style-type: none"> ▪ Inequity, including gender, rural/urban and rich/poor inequity in education provision. 	<ul style="list-style-type: none"> ▪ Achieve gender equality in school. ▪ Achieve rural-urban equity and rich/poor equity. 	<ul style="list-style-type: none"> ▪ Increase the enrolment and progression rates of girls in school. ▪ Increase girls' level of achievement. 	<ul style="list-style-type: none"> ▪ Girls of 7-14 years in both urban and rural areas. 	<ul style="list-style-type: none"> ▪ The progression rates and levels of achievement of girls to match those of boys by 2005.
7	<ul style="list-style-type: none"> ▪ High rates of youth unemployment, juvenile delinquency and high HIV/AIDS risk. 	<ul style="list-style-type: none"> ▪ To provide life skills and HIV/AIDS counselling. 	<ul style="list-style-type: none"> ▪ Expand skills training and micro-credit to the youth. ▪ Promotion and co-ordination of AIDS prevention programmes. 	<ul style="list-style-type: none"> ▪ Youth of 15-24 years, male and female, urban and rural, including those in prisons. 	<ul style="list-style-type: none"> ▪ Reduction in youth unemployment and HIV/AIDS infection rates.

8	<ul style="list-style-type: none"> High rates of illiteracy, especially among women and girls. 	<ul style="list-style-type: none"> To reduce illiteracy, especially among women. 	<ul style="list-style-type: none"> Increased and improved functional literacy and community school activities. 	<ul style="list-style-type: none"> Out-of-school children especially girls, and illiterate adults, especially women. Literacy instructors. Community school teachers. 	<ul style="list-style-type: none"> Reduced illiteracy, especially among women to 12% by 2003. Increase in number of trained instructors and teachers to at least 75% by 2005.
9	<ul style="list-style-type: none"> Inadequate funding of the education, child and youth sectors. 	<ul style="list-style-type: none"> To increase social sector spending. 	<ul style="list-style-type: none"> Increase social sector spending. 	<ul style="list-style-type: none"> Local communities, children, the youth, teachers, instructors, civil society. 	<ul style="list-style-type: none"> Increase in the allocation of social sector spending in the discretionary budget to at least 40% by 2003.
10	<ul style="list-style-type: none"> Inadequate salaries. Low teacher/instructor morale. No motivation to work in rural areas. Lack of qualified teachers/instructors. High prevalence of HIV. 	<ul style="list-style-type: none"> Improved teachers' and instructors' salaries and conditions of service. Increase number of qualified teachers/instructors. Improve teacher/instructors' health care. 		<ul style="list-style-type: none"> All teachers, with special attention to those posted to rural schools. 	<ul style="list-style-type: none"> Improved teachers' conditions of service.
11	<ul style="list-style-type: none"> Inadequate management information systems in Education, Child and Youth development. 	<ul style="list-style-type: none"> Establish management information systems 	<ul style="list-style-type: none"> Improve planning, co-ordination monitoring and evaluation. 	<ul style="list-style-type: none"> Local communities, children, the youth and central government. 	<ul style="list-style-type: none"> Improved information collection and management.

