

**National development Plan Civil Society Thematic Group
On Education, Youth and Child Development
(EYCD)**

A Civil Society Position Paper on the Fifth National Development Plan

August 2005

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LIST OF ACRONYMS

AIDS	-	Acquired Immune-Deficiency Syndrome
ARVs	-	Anti Retroviral Drugs
BESSIP	-	Basic Education Sub-Sector Investment Programme
CBO's	-	Community Based Organisations
CSO	-	Central Statistics Office
CSOs	-	Civil Society Organisations
CYP	-	Commonwealth Youth Programme
FBO	-	Faith based Organisation
FBE	-	Free Basic Education
ECCED	-	Early Child hood Care and Educational Development
HIPC	-	Highly Indebted Poor Countries
HIV	-	Human Immune-Deficiency Virus
IMF	-	International Monetary Fund
MoE	-	Ministry of Education
MoFNP	-	Ministry of Finance and National Planning
MoSYCD	-	Ministry of Sport, Youth and Child Development
NGO	-	Non-Governmental Organisation
NYDC	-	National Youth Development Council
OVCs	-	Orphans and Vulnerable Children
PRSP	-	Poverty Reduction Strategy Paper
TEVETA	-	Technical and Vocational Education Training Authority
TNDP	-	Transitional National Development Plan
UNDP	-	United Nations Development Programmes
UNICEF	-	United Nations Children's Fund

1.0 Introduction

The Education Youth and Child Development group's position paper examines the educational, skills and employment challenges of Education, Youth and Children. They range from:

- Limited spaces in the school system,
- High levels of school drop out rates,
- Poor retention rates among children and youth, especially the girl child and other vulnerable groups,
- High unemployment and poverty including meeting the ravages of HIV/Aids among the youth and children

The group also examined and made recommendations facing Early Childhood and Child Development (ECCD) sub sectors by examining the policy environment as well as the inadequate institutional and resource arrangements that are critical for service ice delivery. The resolution of these is seen as key to poverty reduction.

It is therefore the view of Education, Youth and Child thematic group that the priority summary recommendations must be ring fenced and protected in the budget without fail, as they are critical to human and social development.

Long, medium and short term implementation plans have been recommended that cover all the areas of EYCD divided into time lines. They range from infrastructure development to issues of provision of particular services, manpower and skills development. These recommendations will advance the cause of education skills development and employment for youth and children. This will be in line with the MDGs and EFA goals that collectively will contribute to poverty reduction through the development of intellectual and entrepreneurial skills.

2.0 Education

The challenge of educational delivery affects all levels of education characterised by poor progression and unacceptable levels of school drop out rates especially for the girl child between grades 5 to 7. Infrastructure improvements since the introduction of Basic Education Sub Sector Investment Programme (BESSIP) in 1999 and later Free Basic Education (FBE) in 2002, has seen improvements in school enrolment to about 80 percent. However, dropouts between grade 5 and 7 are quite high and those that make it to high school are only 20% of grade one enrolments and about one percent in tertiary institutions.¹ FBE still has to deal with the problem of having FBE only to grade 7 while basic education has been extended to grade 9. Until this is addressed the prospects of reaching EFA goals are slim. The FBE policy led to a financing deficit, as the grants given to schools did not match funds that schools were able to mobilise through various levies that have since been abolished. The 2004 grant of K15 billion for FBE is totally inadequate.

An adequate financing for FBE at grades 1-7 would need a total amount of K118.1 billion (US\$ 25million) for learning materials only. In 2003 the financing gap for FBE was about 103 billion. The recruitment of teachers in 2005 has led to a cut in FBE expenditure raising the financing gap to K110.8 billion. Another troubling feature is the retention rates of school pupils. The country loses 50 percent of girl children between grades 1 and 7. If these were retained at optimum levels there would be an expected rise in total cost of FBE by that margin. If FBE was extended to grades 8 and 9 the MoE will have to address the cost of such an exercise, which has been estimated at K80.5 billion. The total ideal cost of FBE from grade 1 to 9 would be K198.7 billion.² This must be compared against the current FBE budget of only 7.3 billion Kwacha nearly 50% below the 2004 allocation for lower and middle basic school. It would appear that FBE would need to be placed on a firm footing before excursions into other policy exercises were embarked upon.

¹ . Interview with the Director, Youth, Ministry of Youth and Sport, 18th July 2005

² Calculation made by Dr. C. Beyani while working as Policy Research Advisor to the MoE, April 2005.

Some challenges that basic education has to face and address revolve around the issues of access, retention and progression. Nearly fifty percent do not make it to grade 8 because there is no classroom space apart from the fact that some basic schools end in grade 4 and pupils have a hard time entering middle basic because of shortage of space. Some basic schools are being upgraded to high schools but without proper planning as to what will happen to the catchments area that basic school was servicing. Ghettoisation of some middle class pupils will result as they may be forced to find nearest schools into the heartlands of shanty compounds because their lower basic schools like Lusaka Boys have disappeared.

High school education has remained pretty static over the years, with the last government high school having been built in 1976. The current exercise of upgrading some basic schools to high schools in an effort to improve access for high school pupils is wrought with difficulty. It is being done without the Directorate of Planning involvement and budgeting arrangements, which means that there are no funds to provide for science labs, equipment and adequately trained and experienced teachers. For instance, the conversion of Lusaka Boys to Long Acres High school means that the catchments area for basic education has lost that school without any adequate replacement. .

The moving of grades 8 and 9 to upper basic means that they will be crowding upper basic space that at the moment is already awfully deficient. It would have been better to freeze this process until adequate planning had been provided for. It seems the main preoccupation is providing access but without serious concerns for quality.

There are 176 high schools in urban areas and 137 in rural areas making a total of 319 high schools in the whole country, government and private included. However, government high schools are 197 countrywide. Of the 159,000 pupils in high school 100,629 are in government schools and 15,314 in grant-aided schools, giving a total of 115,970 pupils. One of the challenges taking place is the exercise removing grades 8 and 9 from high schools to upper basic schools.

An anticipation can be made that by 2006, the 174,521 places held by grades 8 and 9 would be filled by the high school pupils by roughly the same number. It can be assumed that there would be an anticipated increase of high school pupils by the same number bringing the total to 290,491 pupils. Compare this to the nearly two million primary school children in current enrolment, the gap between primary school and high school enrolment is simply too wide for a country that seeks to provide quality education for all its citizens. It means that hundreds of thousands of young people are thrown into the streets at middle and upper basic levels.

High school education would cost an estimated K228 billion to finance if free education was extended to that sub sector. Each year fewer than 26,000 students leave high school and only 20% of them access tertiary education. The education policy that emphasises higher achievements in science and mathematics and life long skills training has unfortunately not been implemented at all since its promulgation in 1996.

Tertiary education has also not expanded sufficiently to provide sufficient access to high school leavers. There are two universities whose own standards have since fallen and various colleges of education for both basic and high school education. There are about 14 government colleges for basic school training of teachers. Some have undergone renovations to improve their physical appearance but many have not. They have inadequate teaching materials and equipment like all centres of tertiary education.

In Zambia, adult education lacks a clear-cut policy framework for example teaching methodology and curriculum. This is in part due to unclear ownership of adult education programmes between the Ministry of Education and the Ministry of Community Development and Social Services. It operates outside the basic education mainframe making monitoring and supervision difficult. No concise data on the operations of adult education initiatives in the country exists. There are two critical factors or challenges in this area:

- Recurrent budget from government is small considering the extent of adult illiteracy in the country
- Institutional capacity in advocacy skills and technological appreciation is poor among providers.

2.1 Priority Areas for the Education Sub Sector

The advances made by BESSIP and FBE need to be accelerated. To this end there is need to expand and improve on access, retention and equity in educational services and further arrest declining standards and low progression rates especially for the girl child. The education sector needs better-trained teachers, more school facilities and teachers' houses. The following need urgent and progressive attention.

2.1.1 Infrastructure

There is need to improve and scale up educational Infrastructure development along the following lines:

- Build more Classrooms in keeping with enrolments
- Science labs, technical equipment and special needs education facilities
- Renovations of existing infrastructure including that for adult education
- Building teachers houses in keeping with numbers
- Improving sanitation and hygiene with particular attention to gender.
- Build new infrastructure that is disability friendly and there is need to improve on existing infrastructure where possible.
- Improve adult education service delivery.
- Improve and expand existing sport infrastructure.

Cognisance must be given that the above is already taking place through the ministry of education. But there is need to address the progress in terms of where the country is in meeting MDGs and have annual reports that reflect this progress. .

2.1.2 Incentives

While the above recommendations are considered important in boosting teacher incentives and morale, there is need to address some specific teacher incentives. While wages must be reviewed constantly, it is acknowledged that in a poor economy, wages will rarely keep up with inflation but other intervention measures could ameliorate the situation. The following ought to be addressed within the first six months of the FNDP

- Improve incentives for teachers such as the rural hardship allowance
- Progressive wage adjustments according to inflationary pressures possibly every two years.
- Improve provision of materials and other resources for adult education.
- A comprehensive monitoring and evaluation of the education delivery needs to be established and matched with work plans on a yearly basis.

2.1.3 Capacity Building of Teachers and Education Managers

The current practice of making any teacher or former teacher a manager of the educational establishment is inadequate. There is need for professional training of management cadre of education at HQ, provincial and district levels. This will enhance quality and professionalism in the management of the education sector and contribute further to a good quality educational system.

2.1.4 Decentralisation

The decentralisation of educational delivery to the local authorities needs to be better implemented and the respective boards and authorities properly trained in their new responsibilities. There is need for a harmonised decentralised system of education that mandates local authorities to manage educational institutions while MoE has its decentralisation through respective education boards. Clarity needs to be established. Government should reconsider moving pre-school and basic education to the local authorities. Local government is one of the least equipped and efficient of sectors and its ability to manage schools is highly questionable.

2.1.5 FBE Policy Harmonisation

The current Free Basic Education (FBE) Policy needs to be harmonised. Basic Education ends in grade 9 but free basic education ends in grade 7. This anomaly creates confusion and becomes a basis for an astronomical cost to the nation through a low or poor transition rate between middle and upper basic school. There is need to act on this issue timely and necessary budgetary arrangements made. FBE needs to be backed up by the law. The proposed Education Act would thus, go a long way in addressing the issue.

The current exercise of upgrading basic schools into high schools should be suspended until proper planning and budget lines have been developed. Similarly the movement of grades 7 and 8 to basic school level must be frozen to allow for a better planning process.

2.1.6 Public and School Libraries

There is need for public and school libraries to be established and old ones rehabilitated and properly stocked with reading materials.

2.1.7 Community Schools

Community schools play critical role in providing educational services for pupils who would otherwise not be able to enter formal government or grant aided schools. But there are too many of them that have emerged without clear adherence to standards. The following recommendations are therefore proposed.

- Effective implementation of the regulatory framework that governs the establishment of community schools including adherence to minimum acceptable standards should be established and any existing ones strengthened. The memorandum of understanding between MoE and Zambia Community Schools Secretariat (ZCSS) should seek to tighten the regulatory framework for the protection of standards and quality education in these schools
- Community schools appreciate the provision of teachers by the government. However, this support needs to be improved, by provision of more qualified teachers as well as housing for them.
- The management heads of these schools ought to be professional trained officers with traceable references and qualifications to ensure quality service delivery.
- The MoE must consider extending the school health and nutrition programme to community schools to support vulnerable children and youth.

These programmes can all be in place within the first quarter of the FNDP and respective ministries can report back on progress made with civil society participation. Due to challenges in curriculum development it is reasonable to expect a new curriculum by the second year of the FNDP. Similarly libraries will take longer to reequip due to financial limitations, but a deliberate implementation process with reports back on progress made can be undertaken from two to five years.

2.1.8 Others

- Physical education should be made an examinable subject so that it is taken seriously
- Civic Education should be introduced in all grades
- Sex education should be introduced at secondary school level

3.0 Youth

The situation of youth in Zambia has changed drastically since the last youth policy was approved for implementation a decade ago (1994). Since then, there have been some positive programmes implemented such as the establishment of 16 youth resource centres in 16 districts. A number of youth organisations have also been established and are running youth programmes and projects. Among these are HIV/AIDS, peer education and vocational skills training, agricultural and social welfare projects. These have helped in supplementing government programmes, although they do not have adequate capacity to fully cover the youth needs.³

³ Draft National Youth Policy, MoYSCD, 2004

On the other hand some rural youths, have access to a number of natural resources such as timber, honey and fish, which have been sources of their livelihood. What are lacking are industries to process and package these resources into finished products. In addition there are inadequate markets for the various products that which come from the youth income generating initiatives.

Many youth programmes in Zambia are further affected by a number of factors. These include: poor information flow from the Government and other stakeholders to the young people at district level; inadequate staffing levels in the Ministry of Sport, Youth and Child Development with offices only going up to provincial level and that the Officers are ill equipped both logistically, technically and financially to effectively reach all district youth in their Provinces. Poor access to the rural youth by the Ministry of sport, Youth and Child Development and other service providers limit the participation in national youth programmes. As a result there has been poor coordination and networking of youth programmes in the districts as well as provinces, leading to fragmentation. Poor road network and communication facilities have also contributed to poor information flow to young people.

Many in Zambia are affected by HIV infections and abuse drugs as a result of peer pressure and other economic and social factors. Despite the high levels of HIV/AIDS, young people have been unable to access ARVs due to poor information flow and stigma. Reproductive health services are inadequate to cater for the demand especially in rural areas. Additionally there is no clear HIV/AIDS policy to provide the necessary mandate for rendering services to all the youth.

Youth unemployment is high both in the formal and informal sectors. The overall unemployment rate for youth in the age group 15-19 is 22.6. The unemployment rate for 15-19 girls is 20.9 percent, and 24.5 percent for 15-19 boys. The overall unemployment rate for ages 20 - 24 years is 20.8 percent. While the unemployment rate for the girls aged between 20 - 24 years is 18.1 percent and that of the boys is 22.9 percent (CSO, 2000-2001). The closure of industries in the various provinces due to the economic decline has reduced formal employment opportunities for young people. The limited number of Skills Centres, which are only two per Province, has limited youths' access to informal employment. This has been worsened by inadequate youth friendly credit facilities, which are critical for small-scale entrepreneurship among. Furthermore, the youth find it difficult to access land and therefore cannot go into agricultural activities easily.

Secondary school education is accessible for only a few young people while tertiary education is largely inaccessible due to the few colleges and universities in Zambia. The high fees in the tertiary institutions further worsen the situation. Thousands of young people are thrown out of educational system between grade seven and eight and between nine and ten. 6.2 percent of youth in the age group 15-19 years have had no schooling at all and 5.9 percent of youth in the age group 20-24 years have attained some limited schooling. (CSO, 2000-2001).

The youth need dedicated and comprehensive development of skills training as well as support for mitigating the impact of HIV/AIDS. The number of skills-training institutes sometimes known as trade schools is about 28. 16 are under the Ministry of Youth and Sport and the balance are under science and technology. The ministry of youth budget goes mostly to sport but only one percent goes to youth based activity such as training. There is clearly a need to improve training infrastructure, provision of instructors and equipment to provide relevant skills that will be important in employment generation and poverty reduction.

3.1 Priority Areas for the Youth Sub-sector

For the youth Sub sector, it is clear that issues of poverty, unemployment and educational development are very central. The following recommendations are proposed. Implementation can be effected within the second year of the FNDP so as to provide space for planning.

3.1.1 Employment generation

- Develop entrepreneurial skills through skills training in the school system and at tertiary level.
- This training must be backed by small-scale business opportunities by provision of access to credit on non-collateral basis, including developing or setting up community based and owned credit schemes. Information on currently existing credit facilities for small-scale business must be made more readily available. Not many people know about these schemes.

3.1.2 Health and HIV/AIDS

Civil society and government work in HIV/AIDS involves Counselling, training of youth and youth trainers, care and support and advocacy. Health care delivery is a critical component for combating HIV/AIDS.

The following recommendations can be effected within six months to a year.

- Information on cost sharing payments and what not to pay for in health centres is incomplete and inadequate and sometimes contradictory. This information must be should be standardised and readily available.
- In urban health centres, the youth friendly corners are not really friendly to the youths such that the youths are scared of accessing them. Many rural health centres do not have them at all.
- Treatment of HIV/AIDS should be free and readily available to young people.
- Mental health care and attitude is inadequate in many places like schools and urban and rural communities. District hospitals could provide such guidance counsellors on professional level. It takes about 6 months to train a mental health counsellor, and this can be achieved quite quickly in schools and various communities.

3.1.3 Governance

Youth participation in governance must be fostered in the following areas:

- Decision making process, and policy formulation within six months of the FNDP.
- Support and Strengthen Youth Parliaments and Youth Councils so as to facilitate youth involvement in the governance process
- Development of a legal framework for youth role in governance. There for instance, should be a law forbidding discrimination against the disabled. This can be done within the year of the FNDP.
- Corruption is a scourge to the nation and a governance issue. Government should support youth organisations involved in the fight against corruption.

3.1.4 Gender and Youth With Special Needs

These face any challenges from inaccessible public buildings, to inadequate learning materials and equipment The following needs attention and be in place within the first quarter of the FNDP.

- Infrastructure development should conform to gender needs and must be disability friendly.
- Learning materials for the disabled are inadequate and need to be made available.

3.1.5 Capacity Building

If Zambian youths shall actively participate in social, political and economic development, capacity building is required in the following areas for youth NGOs, MYSCD and NYCD:

- Organisational development and good governance
- Fund raising and donor relations
- Media work and public relations

- Networking, lobbying and advocacy
- International exchange of staff and cross border knowledge sharing

3.1.6 Skills Training For The Youth

Education curriculum needs to be changed in tune with changing times and demands. The present curriculum is too academic and does not provide for skills that will assist young people in life development. Poverty reduction, which is part of the millennium development goals, can be achieved in education through life long skills training. The current poverty levels cannot be addressed until entrepreneurial skills are developed and planned for in schools.

- Curriculum reform is needed so that skills training in various areas like carpentry, home craft, agriculture, fisheries, etc can be part of primary and secondary school curriculum. Neglected areas such as music, art, physical education and development of cultural norms of society's value system need to be brought back into the school system. The current policy of the ministry supports this approach as well.
- There must be harmony between training at primary school and secondary school so that pupils can continue with skills and value system development in an organised manner as opposed to the current scenario where many such technical training subjects are purely ad hoc, voluntary and optional and do not constitute a dedicated programme of study. If this was done it would be far cheaper and faster to implement than seeking to build specialised training tertiary institutions or expanding the infrastructure of the existing 16 government facilities under the Ministry of Youth and Sport, much as this needs to be done.
- Enhance guidance counselling (Careers Masters) in the school system in tandem with the MoE policy, as was the practise in the first 10 to 15 years of the country's independence. They would be critical in advising young people on various career opportunities.
- Department of youth development should cooperate with TEVETA, chamber of commerce, national and international partners to evaluate current curricula for curricula for vocational training. Best practices from neighbouring SADC countries need to be considered. Small enterprise developmental skills and entrepreneurship are missing in current concepts as well as coaching of students after graduation.

4.0 Child Development

The Government is currently reviewing the Child Policy so that it conforms to the current challenges of child development; Major challenges of Child development include:

- Insufficient coordination of Child related programmes resulting in duplications of Programmes among government institutions despite merger resources.
- Increased number of Orphans and Vulnerable Children
- Child labour and streetism

Early Childhood does not have a comprehensive developed policy given that it is a new concept in Zambia. The Portfolio was moved to the MoE in 2004 and the ministry has yet to make this operational.

The continuing challenges of this sub sector are as follows:

- There is lack of common curricular,
- Lack of effective implementation of standards guidelines and monitoring and supervision,
- A lack of adequately trained staff as well as materials and decent buildings.

A lot more emphasis has been placed on preschool education and not the lower levels between ages 0-3. There is also the problem of child related issues being scattered across six ministries with limited inter-sectoral coordination.

4.1 Priority Areas for the Child Sub-sector

The main challenge facing the work of organisations lies in the fragmentation of the youth and child development programmes between various ministries such as Youth and Sport, Community Development and Education. Funding from government that exists under Ministries of Youth and Sport and Community Development is erratic.

The following recommendations can be implemented within 3 to 12 months of the plan and must be monitored either quarterly or yearly with participation of civil society:

- A Child Protection Act would go along way in developing a consolidated and comprehensive legal framework for protecting children's rights. For instance, there is no law on human trafficking in Zambia. The current review of the penal code is noted as a good development that will deal more precisely with offences against children. It would be a great support to a dedicated Child Protection Act.
- Establishment of rehabilitation centres for street kids and removing street kids from Zambian National Service to a civil department e.g. Community development or Child Affairs Department.
- The school health and nutrition programme offered by the MoE ought to be extended to the community centres and schools dealing with children so as to support the vulnerable groups.
- There is need for better regulations and monitoring of childcare facilities and orphanages to maintain standards. There is no proper training of care providers and no standard curriculum. This curriculum needs to be developed for ECCD so that it fulfils the requirements and needs of children before they enter the school system. All preschools should be part of ECCED. This would thereby enhance children's rights.
- Provision of educational facilities and materials at Juvenal rehabilitation centres.
- Rehabilitation of juvenal centres and provision of recreation and sports facilities
- The number of government training institutions for pre-school teachers must be increased.
- An ECCD policy needs to be developed to complement the existing child policy.
- The flouting of many city byelaws regarding open spaces that were designed for recreation parks being taken up for residential plots must be ended. Urban planning must restore the concept of open parks for recreation and open up new such spaces and facilities.
- While the policy framework for Youth and Child development has been developed there is no comprehensive policy on Early Childhood. The two-page document on Early Childhood in MoE policy document **Educating Our Future** can hardly be called a consolidated and comprehensive policy framework. This policy must be developed with the participation of civil society organisations within the first 12 months of the FNDP.
- A full Directory for ECCD needs to be established in the ministry of education, given the moving of this sub-sector from community development to education. That way a clearly articulated budget can be established. For a start, a full section or department could be established in the first six months of the FNDP while plans for a full directorate are under way.
- An elaborate monitoring and evaluation system needs to be put in place for all ECCED and Child programmes. This will ensure compliance as well as enhance performance and can be done yearly.
- Addressing the HIV/AIDS pandemic requires that anti retroviral drugs, care and treatment be extended to the families of staff and professionals ECCED and Child Programme. By so doing health care and assistance will reach many more youths and children that may be at risk. The current Anti retroviral drugs are for adults. There is need to have drugs specifically designed for child dosage.
- There is need to have Child and ECCD centres volunteers working as facilitators, instructors and counsellors to be placed on government allowance. A budget allocation for this should be seriously considered.
- The existence of a council for youth is noted. A similar council should be considered for children.

- A harmonisation of the youth and child development policy and executing agencies needs to be undertaken. The youth programme is located in the ministry of Youth and Sport, Child development lies in the Ministry of Community Development and Early Childhood lies in the ministry of Education. Proper inter-sectoral coordination and harmonisation is therefore required and budget lines developed appropriately.

5.0 Prioritisation of Above Programmes Recommendations

The following programmes and recommendations made are of great concern and priority to EYCD and must be included and protected in the FNDP. This takes into account, of course, the competing needs and the limited government resource envelope. Recommendations nos. 2, 5, 7, and 9 involve little or no budgetary costs at all as they are merely administrative.

Recommendations and Implementation Timelines

Recommendation	Short-term (0-12months)	Medium Term (6mo - 2 years)	Long term (2 - 5years)
1. Establishment of gender sensitive employment generating activities for the youth in all provinces			XXXXXX
2. Development of Child Protection Act		XXXXXXXX	
3. Infrastructure development (teachers house, classrooms, science labs, ECCED And Child Development facilities, build new and remodel of existing infrastructure for disability)			XXXXXX
4. The provision of recreation and sport facilities as a means of mitigating the HIV/AIDS pandemic among the youth and children		XXXXXXXX	
5. Enhance and improve regulatory framework for community schools		XXXXXXXX	
6. Credit schemes for small-scale business for the youth. Community based and owned credit schemes taking into account gender equity and the disabled.			
7. Development of skills-based curricular for basic and high schools		XXXXXX	XXXXXX
8. Foster Youth participation in decision making and governance by strengthening and supporting Youth Parliaments and Youth Councils,		XXXXXXXX	XXXXXX XXXXXX
9. Develop monitoring, evaluation and reporting mechanisms for Education delivery, Youth, Child and ECCED programmes and budget lines.	XXXXXX Yearly		
10. Extend FBE to grades 8 and 9 in keeping with the principles of universal primary education for all by 2015	XXXXXX		

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CIVIL SOCIETY THEMATIC GROUP MEMBERS

1. Basic Education Teachers' Union
2. Boy Empowerment
3. Catholic Commission Fro Education –CCE
4. Catholic Commission for Justice Development and Peace – CCJDP
5. Children in Need
6. Child Care Adoption Society
7. Commonwealth Youth Education Fund
8. Early Childhood Care and Development - ECCED
9. Forum for Women Education in Zambia – FAWEZA
10. Fountain of Hope
11. FOYD
12. National Youth Constitutional Assembly(NYCA)
13. National Youth Development Council
14. Operation Young Vote
15. Planned Parenthood Association of Zambia
16. People's Action Forum
17. Rescue Mission Zambia
18. VIZASHCO
19. WILDAF
20. Youth Entrepreneurship Development Foundation - YEDF
21. Youth Cultural Promotion Association - YOCUPA
22. Youth Association of Zambia
23. Young Men's Christian Association - YMCA
24. Young Women's Christian Association.- YWCA
25. Youth Alive
26. Youth Vision Zambia
27. Zambia Association for Research and Development
28. Zambia Civic Education Association
29. Zambia Federation of the Disabled
30. Zambia National Education Coalition = ZANEC
31. Zambia National Union of Teachers
32. Zambia Open Schools Secretariat
33. Zambia Young Christian Students