

## **Zambia**

# **Civil Society Participation and the Governance of Educational Systems in the Context of Sector-Wide Approaches to Basic Education**

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## **Executive Summary**

Similar to Mozambique, Zambia's political economy is heavily influenced by a transition from a single-party to multi-party, democratic regime (1991). A small, landlocked country in southern Africa, Zambia ranked slightly higher (166/177 opposed to 168/177 respectively) than Mozambique in the 2005 HDR. Important national development challenges include the HIV/AIDS pandemic (1 in 5 adults infected) (Christian Aid), regional and urban/rural cleavages and large external debt, despite qualifying for debt relief under the HIPC initiative, as well as more recently, through the Multilateral Debt Relief Initiative. In 2002, aid as a percentage of GNI was 18.1 in Zambia (Foster, 2005). The Movement for Multiparty Democracy (MMD) has headed up the government since the national elections in 1991 (Rakner 2003).

Over the past fifteen years, Zambia has enjoyed sustained economic growth, and increasing foreign and domestic investment (Larmer 2005). In the 2002 PRSP, the chapter on Education emphasizes the importance of basic education and identifies the full implementation of the Basic Education Sub-Sector Investment Programme (BESSIP) by 2005 as a key objective (World Bank 1999). The BESSIP, which began implementation in 1999, seeks to ensure that at a minimum, every child achieves the seven year primary cycle. Supporting this goal, in 2002 a Free Basic Education (FBE) policy was implemented by the Zambian government (USAID). Between 2002 and 2005, the Gross Enrollment Ratio (Gr. 1-7) increased from 93.6% to 118.0% (Zambia Ministry of Education 2006). Similarly, the Net Enrollment Ratio (Gr. 1-7) increased during this same three-year time period from 77.7% to 94.7% (Ibid). In 2005 the completion rate to grade seven was 87.6% for males and 74.3% for females (Ibid).

The BESSIP represents one of the country's main strategies for poverty reduction, and together with the Government of Zambia/MoE's Strategic Plan for Education (2003-07), provides the policy framework for the education SWAp. The major donors to the education SWAp include the World Bank, United Kingdom, Norway, Denmark, Finland, Germany, Ireland, Japan, Netherlands, USA AfDf, and EC, with Dfid the lead agency in the sector (World Bank). The education sector is heavily dependent on aid, for example in 2001 43% of the education budget was externally funded (Buchert, 2002). Zambia is among CIDA's 25 priority countries (CIDA). At this point, we know that the following donors pool funds for education spending: Dfid, Netherlands, Norway, Ireland, Denmark, Finland, Canada, EC and USAID (DFID, accessed January 10, 2006). However, no information has yet been found concerning which of these donors continue to fund projects in tandem with pooling funds.

Despite a history of truncated relations between the government and civil society, the former invited civil society participation in the development of the BESSIP in the late 90's (World Bank 1999). International NGOs (e.g. Save the Children and Care), donors and mainly national (as opposed to local) NGOs/CSOs constituted the official civil society delegation during this process (Lexow 2003). The secondary literature provides little information on which local actors participated. While education policy formulation is still centralized, a recent study (Ibid) of the formulation of the BESSIP seems to suggest that CSOs are increasingly part of policy discussions (particularly at the national level). Nonetheless, CSO participation seems to be confined to the policy development stage, and CSOs often lack the capacity and skills necessary to take part in policy discussions (Ibid).

Zambia is a member of ANCEFA and the Executive Director of the Zambia National Education Coalition (ZANEC) is the country representative (CEF Zambia 2005). Low levels of organizational and research capacity appears to characterize most national NGOs; the majority of CSOs are focused on service delivery (CEF Zambia 2005). Very few CSOs (be they international, national or local) focus exclusively on education. Care and World Vision are the two main international NGOs active in the education sector, with some emphasis on policy advocacy evident in their literatures.

There is a heavy concentration of CSOs involved in education delivery, and specifically within the community school movement, coordinated by the Zambia Community Schools Secretariat (ZCSS). There has been a dramatic increase in community schools over the past decade, with 38 such schools operating in 1996, 416 in 2000 and exploding to 3,200 by 2005, offering education services to more than 500,000 children (Muchelemba, personal communication). This is compared with 4,000 government basic schools that were serving 1,617,588 students in 2001 (Thompson, 2001:18). Over 600 community schools are receiving funding through USAID's 2003-09 Basic Education Programme.

The Zambia Civic Education Association's (ZCEA) activities coalesce around the objective of educating citizens on their rights and obligations, with a strong social justice component. In addition to ZCSS, there are three main CS umbrella organizations, focusing to varying degrees on education governance - the Non-Governmental Organization Coordinating Council (NGOCC); Civil Society for Poverty Reduction (CSPR); the Zambia National Education Coalition (ZANEC). CSPR seems to be the most coordinated, proliferate and influential of these coalitions, as evidenced by their media exposure, extensive participation in the PRSP process, attempts to engage remote rural communities, linkages with other regional networks and extensive publications.

Teachers' strikes have become an issue in Zambia in recent years (GCE 2004). The reasons for the strikes have generally coalesced around issues of salaries being owed to them by the government and lack of government attention to problems of education quality due to staggeringly high student/teacher ratios (GCE 2004). The main teacher unions in Zambia include, the Zambia National Union of Teachers' (ZNUT); the Basic Education in Zambia Teachers' Union (BEZUT); and the Secondary School Teachers Union' of Zambia.

Overall, CSO participation in education governance in the context of sector programs has been increasing. The literature emphasizes the advocacy and service delivery roles of civil society. While CSOs engage to some extent in education monitoring and evaluation, there is a need for capacity building with respect to such activities. No discussion is made of any educational innovations taken up at the national level, from the work of CSOs as service providers.

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**List of Acronyms**

<b>AEAZ</b>	Association for Adult Education in Zambia
<b>ANCEFA</b>	Africa Network Campaign on Education for All
<b>BESSIP</b>	Basic Education Sub-Sector Investment Programme
<b>BEZUT</b>	Basic Education in Zambia Teachers' Union
<b>CEF</b>	Commonwealth Education Fund
<b>CHIN</b>	Children in Need Network
<b>CRC</b>	Constitutional Reform Commission
<b>CS</b>	Civil Society
<b>CSM</b>	Community School Movement
<b>CSO</b>	Civil Society Organization
<b>CSPR</b>	Civil Society for Poverty Reduction
<b>EFA</b>	Education For All
<b>EFA-GMR</b>	Education For All – Global Monitoring Report
<b>ESSP</b>	Education Sector Strategy Paper
<b>FAWEZA</b>	Forum for African Women Educationalists - Zambia
<b>GDP</b>	Gross Domestic Product
<b>GNI</b>	Gross National Income
<b>CRC</b>	Convention on the Rights of the Child
<b>GRZ</b>	Government of the Republic of Zambia
<b>HDI</b>	Human Development Index
<b>HIPC</b>	Heavily Indebted Poor Country Initiative
<b>IFI</b>	International Financial Institution
<b>IMF</b>	International Monetary Fund
<b>IRI</b>	Interactive Radio Instruction
<b>JCTR</b>	Jesuit Centre for Theological Reflection
<b>MDRI</b>	Multilateral Debt Relief Initiative
<b>MMD</b>	Movement for Multiparty Democracy
<b>MoE</b>	Ministry of Education
<b>NFE</b>	Non-Formal Education
<b>NGO</b>	Non-Governmental Organization
<b>NGOCC</b>	Non-Governmental Organization Coordinating Council
<b>ODA</b>	Official Development Assistance
<b>OVCs</b>	Orphans and Other Vulnerable Children
<b>PAF</b>	People's Action Forum
<b>PAGE</b>	Program for the Advancement of Girls' Education
<b>PACE</b>	Partnerships for Capacity Building in Education
<b>PRSP</b>	Poverty Reduction Strategy Paper
<b>PTA</b>	Parent-Teacher Association
<b>SAG</b>	Sector Advisory Group
<b>SALAN</b>	Southern African Legal Association Network
<b>UNIP</b>	United National Independence Party
<b>ZANEC</b>	Zambia National Education Coalition
<b>ZARD</b>	Zambia Association for Research and Development
<b>ZCEA</b>	Zambia Civic Education Association
<b>ZCSD</b>	Zambia Council for Social Development
<b>ZCSS</b>	Zambia Community Schools Secretariat
<b>ZCTU</b>	Zambia Congress of Trade Unions
<b>ZLA</b>	Zambia Land Alliance
<b>ZNCB</b>	Zambia National Commercial Bank
<b>ZNUT</b>	Zambia National Union of Teachers
<b>ZOCS</b>	Zambia Organization of Community Schools
<b>ZUFIAW</b>	Zambia Union of Financial and Allied Workers

## **1. Background**

Zambia is a small landlocked country in the southern African region, sharing borders with Angola, Namibia, Botswana (extremely small border in this case), Zimbabwe, Mozambique, Malawi, Tanzania and the Democratic Republic of the Congo. The country had a population of just over 11 million, with a growth rate of 2.1% in 2005. There are 9 administrative regions/provinces comprising Zambia (GRZ 2002). The religious composition of the population breaks down to roughly 50-75% Christian and 24-49% Muslim, with the remaining belonging to “indigenous” faiths (Manchishi 2004).

Similar to Mozambique, Zambia has undergone three major constitutional transitions – a) the establishment of the post-independence, competitive multi-party political regime, b) transition to a one-party state and, c) return transition to multi-party politics. There are three key factors that shape the current political economy in the country – the HIV/AIDS pandemic, regional political cleavages and large external debt.

Zambia achieved independence in 1964 from Britain. The post-independence government of Kenneth Kaunda was classified as an “administrative-hegemonic regime” (Carey, 2002: 54), characterized by a strong executive, a well-controlled bureaucracy and coercive apparatus (p.54). By 1972, Zambia was a one-party state, headed by the United National Independence Party (UNIP). According to Carey (2002), Kaunda tried to achieve a “maximum coalition” under UNIP through strategies of cooptation and repression (60). Evidence of such strategies is provided by Kaunda’s distribution of important state positions based on regional divisions. It is important to note that in this regard, Kaunda, a leader who Sklar (2003) characterizes as committed to non-racialism and national unity (cited in Posner 2004), sought to exploit and manipulate the electorate on the basis of regional and provincial divisions and only rarely used the “ethnic card” (Posner 2004). This pattern of mobilizing the electorate around regional divisions rather than around ethnic cleavages – although indeed, Zambia is an ethnically heterogeneous society – stands in contrast to other countries in the southern African region, for example, Kenya and the Democratic Republic of the Congo (Carey 2002).

During the First Republic (1964-73), UNIP did not have very broad based support and the regime was characterized by intra-party conflict and lacked mass participation (Carey 2002: 62). In effect the UNIP was a “party of the bourgeoisie, not of the masses” (Carey 2002: 62). When the support base was broadened, as was the case beginning with the 1978 election

(beginning of Second Republic 1978-1991), security was tightened. For example the UNIP party attempted to prevent formal opposition from being formed and in some instances the central committee disqualified incumbent MPs (Carey 2002: 63).

After close to twenty years as a single-party state, the UNIP government ended following the first free elections in 1991 that brought the Movement for Multiparty Democracy (MMD) into power under the leadership of Chilube. This represented the “first peaceful change in power in sub-Saharan Africa, brought about by the voters’ choice and Kaunda’s acceptance of the defeat at the polls” (Carey 2002: 63). The MMD emerged as a coalition of business, church and former political and union leaders, winning the 1991 elections as a pressure group, and subsequently transforming itself into a political party under Chiluba’s leadership. Since the last elections in 2001, the MMD government has been headed by Mwanawasa, with a predominantly urban support base. A persistent and strong urban bias has shaped the country’s development trajectory, with manufacturing and mining sectors emphasized at the expense of rural areas until recent years (Thurlow & Wobst 2004).

Zambia has enjoyed sustained foreign and domestic investment and economic growth in recent years, with the agricultural sector taking over the copper mining sector as the key driver of the economy (Pletcher 1999). Political instability and a lack of political commitment behind the first three structural adjustment programs (extending from 1978-1991) led to declining support from multilateral and bilateral donors during this period (Copestake and Weston 2000). However, with the transition to democratic multi-party politics and the current government’s focus on eliminating corruption, promoting economic growth through macroeconomic reform (trade liberalization and privatization), education and addressing the problem of HIV/AIDS prevention and treatment - the donor community has renewed investment in Zambia (Thurst and Wobst 2004). With the renewed engagement of donors, foreign aid to Zambia is approximately \$350 million/year, with the UK and USA being the two largest donor countries (EURODAD 2005; Ministry of Foreign Affairs Finland 2004).

In 2005, Zambia reached the Completion Point for debt relief under the World Bank’s Heavily Indebted Poor Country (HIPC) Initiative (World Bank). According to the 2006 National Budget, Zambia’s total external debt has been reduced from US\$7.1 billion in 2004 to US\$4.5 billion. Importantly, the IMF is extending 100% debt relief to Zambia under the Multilateral Debt Relief Initiative (MDRI), which would bring total external debt to US\$577 million (IMF).

In a personal communication with a member of CIDA's country staff in Zambia, it was suggested that major debt relief, such as that realized through the HIPC and MDRI will mean more money available for investment in priority sectors, including education (Muchelemba, personal communication). Furthermore, Muchelemba also indicated that civil society "has a critical role to ensure prudent use of these resources", with particular emphasis on the needs of the poorest and most vulnerable segments of the population.

Major development challenges facing Zambia include high levels of poverty, debt and ever-growing HIV/AIDS infections (estimates ranges from 15-22% of the adult population infected) (USAID 2005; World Bank). However, despite these challenges, since 1999 the Zambian economy has been making modest achievements in terms of recovery and has had an average growth rate of around 4.2 percent (World Bank, accessed September 12, 2005), significantly improved from the stagnant 0.2 percent GDP growth of the 1990's (Thurst and Wobst 2004). In 2003, Zambia's GNI was 4 billion USD, with a per capita income of 380 USD (World Bank 2005). The total net ODA received as a percentage of GDP was 12.9 this same year (UNDP-HDR 2005). As a percentage of the national budget and of GDP, total resources to the education sector increased from 13.2% to 15.5% and 14.3% to 15.9% respectively from 2003 to 2004 (GCE, 2005:3). As a proportion of the discretionary budget, government expenditure stood at 24% in 2005, representing an increase from an average of 18% between 1999 and 2003 (Ibid). Increasing government expenditure on the education sector has been welcomed by donors and civil society as a sign of government commitment to strengthening and improving the national education system (Ibid).

Zambia ranked 166 out of 177 countries in the UNDP's Human Development Index 2005, with a poverty rate of over 50 percent (UNDP 2005). In 2005, the estimated average life expectancy in Zambia was just under 40 years, with less than a year difference between the life expectancies of men and women (World Bank). Zambia has a high infant mortality rate, of 88 deaths per 1,000 live births (Ibid). Poverty is concentrated in the rural areas (Thurlow & Wobst 2004). Middle income urban households were hardest hit by the privatization and liberalization policies that have been ongoing since the early 90's, with the educated workforce moving into informal activities and the less educated migrating to rural areas (Thurlow & Wobst 2004). However, while poverty remains concentrated in the more densely populated rural areas, the

depth of rural poverty has been declining since the 90's, partly as a result of the shifting relative importance of the agricultural sector.

**Table 1: Overall and Extreme Poverty in Zambia by Region, 1998 (as % of population)**

<b>Location</b>	<b>Overall Poverty</b>	<b>Extreme Poverty</b>
Rural areas	83	70
Urban areas	56	36
Central Province	77	63
Copperbelt Province	65	47
Eastern Province	80	66
Luapula Province	81	69
Lusaka Province	52	34
Northern Province	81	67
Northwestern Province	76	63
Southern Province	76	60
Western Province	89	78

Source: CSO: Living Conditions in Zambia (1998) (cited in Zambia PRSP 2002:24).

## **2. Education Policy Landscape**

As a colony of Britain, Zambia's education system was originally the responsibility of missionaries (Nieuwenhuis 1997). Eventually colonial rule saw the introduction of more professional and formal control over schooling. However, education for black Zambians was limited to primary education, with white settlers the population group having exclusive access to post-secondary education and training. Eventually, secondary education was opened to Zambians in order to provide primary teachers.

The legacy of the discriminatory colonial education system was manifest in the lack of trained and educated Zambians that were needed to manage the new post-independence government. In response, the Kaunda government pursued a policy of free education from primary to tertiary level. As part of the effort to raise the human capital of the country, the government also embarked on the expansion of the education infrastructure at all levels.

Evidence of the momentum gained through the expansion of the education system is found in the fact that the University of Zambia was opened in 1966, a mere two years after independence<sup>1</sup>.

Despite a severe downward economic spiral throughout the 80's<sup>2</sup>, the Kaunda regime opted not to pursue a path of structural adjustment due to popular pressures against such a move (Rakner 2003). Constituting such popular pressures were the “strong and vocal labour unions” that focused on protecting the interests of workers, as well as the urban population more generally, which represented approximately 50 percent of the country's population. But by the dawn of multiparty democracy, the country seemed ready to accept major economic and political reforms, and the MMD was brought to power with a mandate for economic and political liberalization. Thus it was that the Chiluba regime (1991-2001) fully implemented a programme of structural adjustment (Rakner 2003). The sudden elimination of price controls, the removal of subsidies and the introduction of “cost-sharing” measures (i.e., user fees) in the health and education sectors had catastrophic consequences in terms of a rapid, widespread and severe increase in poverty levels throughout the country. Furthermore, the shrinking of the civil service and the privatization of national corporations led to large increases in unemployment rates, particularly in the urban areas.

### 2.1. *A Sampling of Some Key Education Statistics*<sup>3</sup>

Primary Gross Enrollment Ratio: 82.2% (2002/03); Girls' Primary GER: 79.3% (2002/03)

Primary Net Enrollment Ratio: 68.4% (2002/03); Girls' Primary NER: 67.7% (2002/03)

Survival to grade 5: 76.7% (2000); Female survival rate to grade 5: 74.8% (2000)

Primary completion rate: 69% (2003); Female Primary Completion rate: 64% (2003) (World Bank)

Repetition: 6.2% (2001)

Transition rate to secondary: 49.8% (2000); Female transition rate to secondary: 49% (2000)

As of 2005, the GRZ operates 65% of the basic schools (grades 1-9) in the country in which 84% of the basic school-age population is enrolled (GCE 2005:1).

### 2.2. *“Educating Our Future” & Ministry of Education Strategic Plan 2003-2007*

The elections of 2001 saw education and health identified as top priorities for the current MMD government. The 1996 “Educating Our Future” is a key policy document guiding programmes

<sup>1</sup> I am grateful for the information offered to me by Josephine Muchelemba, CIDA Field Staff, regarding post-independence developments in the education sector in Zambia.

<sup>2</sup> Rakner (2003) notes that among sub-Saharan African nations, Zambia suffered from one of the largest and most rapid economic declines starting in the early 70's, experiencing an estimated 30% decline in GDP between 1975-1990 (12).

<sup>3</sup> All data presented here is from the Education For All Global Monitoring Report 2006, except where otherwise noted.

within the basic education sector as well as the sector-wide program as established in the National Education Strategic Plan 2003-2007 (herein referred to as the Strategic Plan). NORAD (2003) notes that “whereas the national education policy document had laid down a clear vision for reforms of the whole education sector, no practical sector-wide strategy or implementation plans were developed to realize the vision” (p.14). Thus, the Strategic Plan, while not a well-developed sector-wide program (Lexow, 2003), is nonetheless now considered to be the key policy framework guiding education provision in Zambia. The Strategic Plan covers the four main education sectors, basic education, high school, tertiary and administration and support services.

Goals of the Strategic Plan include, i) improved access, gender equity and quality in basic education (grades 1-9), ii) improved quality and efficiency in high school and tertiary education, iii) effective decentralization of decision-making, procurement and financial management to districts and schools and iv) management/mitigation of the impact of HIV/AIDS. The Strategic Plan, continuing on from the “Educating Our Future” policy framework, emphasizes partnerships in education provision, including government, NGO, private sector, local community, religious groups, individual and family stakeholder groups.

Community schools in Zambia date back to the early 1990’s, and emerged in response to the government’s inability to provide public education to the entire school-age population as a result of prolonged economic crisis and the accompanying reduction in government budget allocations (Muchelemba, personal communication). Macroeconomic reforms under the SAPs and the introduction of user fees during a time of unprecedented unemployment and high rates of poverty compounded this situation further, with girls and orphans suffering most from the lack of educational opportunities.

The establishment of community schools, run by NGOs and CSOs has been encouraged within both the “Educating Our Future” and the Strategic Plan policy frameworks. Community schools started as a system of providing cheap and flexible schooling for the poorest and disadvantaged children in both urban and rural areas in Zambia. Subsumed under the “non-formal education”<sup>4</sup> heading in Zambia, community schools operate parallel to government schools, although the Ministry of Education has committed itself to providing teachers and

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<sup>4</sup> Non-formal education in Zambia is described as “an alternative provision of basic education by other organizations outside the government structures” (Thompson, 2001:17).

educational materials as well as in some cases direct financial resources through capitation grants. According to Thompson (2001),

Community schools represent the collective efforts by communities to respond to the learning needs of poor, deprived and marginalized children many of whom have never been to school (18)

However, because of the absence of a clear policy on non-formal education generally, and community schools more specifically, duplication of effort and accompanying inefficiencies in resource use have stymied the success of the community school network (Durstun & Nashire 2001).

There has been a dramatic increase in community schools over the past decade, with 38 such schools operating in 1996, 416 in 2000 and exploding to 3,200 by 2005, offering education services to more than 500,000 children (Muchelemba, personal communication). This is compared with 4,000 government basic schools that were serving 1,617,588 students in 2001 (Thompson, 2001:18). Many of the students enrolled in community schools have dropped out of the public school system. Similar to “informal” schools in Kenya, many community schools in Zambia are located in shanty towns with the poor quality of education offered, their “distinguishing” feature, and often “exist in situations where no one seems to be responsible for the quality of teachers or of the course itself” (Thompson, 2001:18). Despite the expectations of the non-government education providers running community schools, and sector reforms geared to expanding access to education for all (including orphans and other vulnerable children – OVCs), it is likely that the need for community schools will persist into the foreseeable future.

While many of the goals identified in the Strategic Plan follow the EFA framework, explicit linkages to the 6 EFA goals are missing in this document. Moreover there is not any reference made in terms of how the government intends to address them (UNESCO, accessed on August 7, 2005). The EFA country plan of action is still being developed although it has been a collaborative process in Zambia, with NGO and other not for profit and civil society organizations included as key stakeholders (Commonwealth Education Fund 2003). However, tension has resulted from what some donor/cooperating partners feel is the competition between the EFA and the education strategy documents (CEF 2003; Lexow 2003).

The Zambia National Education Coalition (ZANEC), a group of NGOs and CSOs working in the education sector, support the EFA framework and are committed to ensuring that national EFA efforts reflect the needs and demands of Zambian people (CEF 2003). However, people working for donor countries want to support the establishment of another national sector support strategy and urge their governments not to support the EFA work. Unfortunately, further information is not available to explain the reasons for the differences in attitudes between the two groups. Currently, an EFA Secretariat functions under the Ministry of Education (MoE) and tries to coordinate the effort of developing a national EFA plan (CEF 2003; Lexow 2003).

### *2.3. The Basic Education Sub-Sector Investment Programme (BESSIP)*

Zambia's Basic Education Sub-Sector Investment Programme (BESSIP) was introduced in 1999 and incorporated into the Strategic Plan by 2004 (Muchelemba, personal communication) and represents one of the country's main strategies for poverty reduction, and as the education SWAp, guides donor funding according to its objectives and strategies. Specifically, the central objective of BESSIP is to ensure that every child in Zambia can complete the seven-year primary cycle and that the education is relevant and of good quality (Lexow 2003). The following has been largely adapted from Lexow's (2003) excellent analysis of CSO participation in BESSIP. The challenges and dynamics facing CSOs in terms of the BESSIP are echoed across CSOs in Zambia in terms of their formal engagement in education policy activities and programming, including the PRSP process (Care, 2005; Chisanga, Masiye, Billups and Julia 1999; C SPR 2002b; Hachonda 2005).

In terms of the level of involvement of civil society in BESSIP, it should be noted that historically, the relationship between the Zambian government and CSOs has been quite limited and frequently characterized by mutual skepticism and reluctance (C SPR 2000; Lexow 2003). The BESSIP was originally intended to be an ESSP (Education Sector Strategy Program), but weak capacity on the part of the government and the so-called "complexities" of the system resulted in the decision that developing an ESSP was unfeasible at that time (Lexow 2003). So, the government decided to focus on Basic Education and civil society organizations were invited to participate, although the basis for CSO involvement was rather unclear; something that Lexow (2003) claims is the case in SWAps more generally. Ultimately, it was mostly national CSOs involved in the development of the BESSIP (although no numbers, or names of organizations are

available), with Save the Children and Care International the key international organizations involved at the provincial and district levels.

In 1998, the First Joint Appraisal took place on the BESSIP (Lexow 2003: 23). All of the funding agencies as well as the ministries of Finance, Health and Education participated. There was very little evidence of civil society presence or participation at this review. However, Semi-Annual Reviews and Annual Reviews (mechanisms for reviewing and monitoring the BESSIP implementation) have had civil society participation. For example, over 130 people participated in the Semi-Annual Review of May 31, 2000, although according to NORAD (2003) only four seemed to represent CSOs (23).

While education policy formulation is still centralized, the BESSIP development demonstrates that CSOs are increasingly part of policy discussion (particularly at the national level), although their participation seems to be confined to the policy development stage, with CSO involvement tending to fade once the programme has gotten underway. Lexow (2003) notes that CSOs in general lack the capacity and skill to take part in policy discussions, mainly because of their intense involvement and responsibilities as education service providers, and that this problem is compounded by the limited capacity of the government to interface with CSOs and the private sector (CEF 2005).

On a more positive note, the programme approach, which has now been adopted to implement the BESSIP, has brought about continuity in implementation and working in an integrated manner with other ministries, organizations and other stakeholders (MoE 2000:16). However, a major difficulty with the programme approach has been for the stakeholders to come to a consensus regarding implementation as they come from different backgrounds in terms of organizational procedures and expectations.

#### *2.4. Free Primary Education Policy (FPEP)*

In early 2002, the government eliminated school fees and abolished PTA levies and demands on having school uniforms (CSPR 2005). However, not all schools have done so or in some cases they will continue to require money from parents, albeit under different labels. In reality, what this means is that often chalk, exercise books and other materials are still paid out of PTA levies, with implications in terms of equity considerations (CEF 2003). Furthermore, in urban areas, uniforms are frequently still required, the cost of which is borne by parents/guardians. Civil society organizations are concerned about the Free Education policy because of quality of

education concerns as well as the belief that the policy does not mean “free” for all groups of children (CSPR 2005). In particular, this is with respect to community schools as these are not covered under this policy. For most community schools, unless they have the backing of a well funded organization (generally not the case); parents are still responsible for covering the cost of teachers salaries, in addition to other additional expenses not covered by the government or organization running the community school.

### *2.5. Decentralization*

The education system is gradually becoming decentralized, putting more decision-making, financial and infrastructure responsibilities on the district and school levels (La Monica 2001). Beginning in 1997, efforts have been made to decentralize the education system into provincial, district, college and secondary education boards (Ibid). Decentralization has been pursued as a strategy to address the weak education management structure that has characterized the hierarchical and highly centralized education system thus far (Ministry of Education 2000). The government, in both the “Educating Our Future” and the Strategic Plan, has identified the need for partnership in education and has assigned a greater role to communities for education provision, management and monitoring (Ministry of Education Zambia 2000:4). The MoE notes that decentralization of the education system should be seen in the broader context of liberalization, with a focus on equality, equity, quality, partnerships and accountability. These goals are the focus of the major education reforms in Zambia since 1996 (MoE 2000).

There are several government ministries that have a stake in the education sector. These are the ministries of Education; Science Technology and Vocational Education; Community Development and Social Services; Youth, Sport and Child Development; and Finance. Since 2005 the Minister of Education is the Honourable Dr. Brian Chituwo, succeeding Mr. Andrew Mulenga who had been in the post since 2003.

### *2.6. Equity in Education*

There are various policies and strategies that have been initiated in support of equity in education, and particularly on the promotion of gender equity. A gender equity mandate is in evidence in the 1996 “Educating Our Future” and 2002 Free Basic Education policy documents. The latter policy saw the elimination of examination and stationary fees. Furthermore, the Program for the Advancement of Girls’ Education (PAGE) has been mainstreamed throughout the school system (Muchelemba, personal communication).

There are still inequities in education provision in terms of gender, class (poor/rich) and geographic (rural/urban) imbalances and people with special educational needs (CEF 2003; CSPR 2005b). Goals associated with the inclusive schooling movement are also part of government-led education reform efforts, and particularly in terms of promoting the establishment and lending support (financial and otherwise) to community schools, most of whom focus on meeting the educational needs of OVCs. The community-based Interactive Radio Instruction (IRI) programme and the GRZ Bursary Scheme 2004-2007 aim to offer educational opportunities to children who have never been to school and specifically focus on reaching children in rural areas and OVCs (MoE 2000).

### *2.7. Teachers' Unions*

The main teacher unions in Zambia include, the Zambia National Union of Teachers' (ZNUT); the Basic Education in Zambia Teachers' Union (BEZUT); and the Secondary School Teachers Union' of Zambia. In recent years, teacher's strikes in Zambia have been common. The reasons generally concern issues of salaries being owed to them by the government and lack of government attention to problems of education quality due to staggeringly high student/teacher ratios. In 2004, the Global Campaign for Education (GCE) produced a report criticizing IMF constraints on public service hiring as the major cause of teacher shortages in the Zambia. A follow-up report by the GCE in 2005 continues to press for the lifting of the IMF-instigated teachers' wage freeze. On a more positive note however, this latter report also highlights important improvements that have been achieved with respect to the supply of teachers. A massive rise of 53% in enrollments in teachers' colleges was realized between 2003 and 2004 (GCE 2005:9).

### *2.8. Major Donors to Education Sector*

The following is a list of major donor countries to Zambia's education sector: USAID; CIDA; Netherlands; Irish Aid; NORAD; UNICEF; IDA/World Bank; Finland; Dfid; UNESCO; DANIDA; ADB. Tables 2 and 3, show flows of ODA to the education sector in Zambia and ODA to basic education respectively.

**Table 2: ODA to Education (US\$ million)**

1999	54.9
2000	11.3
2001	23.5
2002	64.7
2003	124.2
Annual average (1999-2003)	55.7

Source: [http://www.unesco.org/education/GMR2006/full/annex3\\_eng.pdf](http://www.unesco.org/education/GMR2006/full/annex3_eng.pdf)

**Table 3: ODA to Basic Education (US\$ million)**

1999	42.6
2000	4.7
2001	16.6
2002	29.8
2003	1.4
Annual average (1999-2003)	19.0

Source: [http://www.unesco.org/education/GMR2006/full/annex3\\_eng.pdf](http://www.unesco.org/education/GMR2006/full/annex3_eng.pdf)<sup>5</sup>

Further details are provided in table 4 regarding ODA flows to education by donor and modality.

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<sup>5</sup> I have not been able to establish why the significant drop in ODA to basic education (see 2003) in Zambia, particularly at a time when the ODA to the education sector overall is the twice the amount than the year before.

**Table 4: External Source of Funding to Education Sector by Modality, 2005**

External Source of Funding by Modality					
TYPE	SOURCE			% of External	% of Total Budget
		USD (000)	ZMK (000)		
DIRECT SECTOR	2004 Balance B/F	21,951	106,462,102	20.0%	7.594%
	DCI (incl. ADP for NP)	7,124	34,550,091	6.5%	2.464%
	NORWAY	15,098	73,225,824	13.7%	5.223%
	DFID	9,000	43,650,000	8.2%	3.113%
	NETHERLANDS	10,200	49,470,000	9.3%	3.529%
	FINLAND	3,068	14,878,830	2.8%	1.061%
	DENMARK	7,000	33,950,000	6.4%	2.422%
	CIDA	1,623	7,871,589	1.5%	0.561%
	USAID/SPAA	500	2,425,000	0.5%	0.173%
	<b>Sub-total</b>	<b>75,564</b>	<b>366,483,435</b>	<b>68.7%</b>	<b>26.140%</b>
DESIGNATED SUPPORT	IDA/WORLD BANK	9,845	47,748,103	9.0%	3.406%
	EC	5,912	28,673,978	5.4%	2.045%
	ADB	2,584	12,533,709	2.4%	0.894%
	UFD/MOEZ	902	4,374,176	0.8%	0.312%
		<b>Sub-total</b>	<b>19,243</b>	<b>93,329,966</b>	<b>17.5%</b>
OTHER SUPPORT FUNDS	UNICEF	3,278	15,898,300	3.0%	1.134%
	USAID (EQUIP2, CHANGES, QUESTT)	4,951	24,013,218	4.5%	1.713%
	FINLAND (TA 2005) <sup>#</sup>	767	3,719,950	0.7%	0.265%
	JAPAN/JICA	6,892	33,425,800	6.3%	2.384%
	DFID (2005) PRP <sup>#</sup>	540	2,619,000	0.5%	0.187%
	DFID (TA)	360	1,746,000	0.3%	0.125%
	CIDA ZESP II Counterpart Funds <sup>#</sup>	412	2,092,000	0.0%	0.006%
	UNICEF/WB <sup>#</sup>	50	242,500	0.0%	0.017%
	EC-EMIS (max) <sup>#</sup>	500	2,425,000	0.5%	0.173%
	<b>Sub-total</b>	<b>23,887</b>	<b>73,337,318</b>	<b>13.8%</b>	<b>5.231%</b>
<b>Overall Total</b>		<b>94,857</b>	<b>533,150,720</b>	<b>100.0%</b>	<b>38.028%</b>

Source: Ministry of Education 2005 AWPB (reproduced here with permission from Josephine Muchelemba (CIDA Country Staff Zambia), personal communication, 2006).

The information presented in this table indicates that over half of the total aid to education in Zambia is in the form of direct budget support. Secondly, it is important to note that while the sector remains highly dependent on aid, declining aid dependence is suggested by the fact that Buchert (2003) indicates that 43% of the national education budget in 2001 was externally funded, whereas we see that in 2005, this figure dropped to 38%.

### *2.9. The PRSP & the Education Sector<sup>6</sup>*

The 2002 PRSP prepared by the Zambia Ministry of Finance and Planning is viewed as having been developed using a broad-based consultative approach (CSPR 2000; 2001). Education and health are highlighted as priority areas. The PRSP chapter on education emphasizes the importance of basic education and identifies the full implementation of BESSIP by 2005 as a key objective, as well as ensuring UPE. Additionally, the PRSP sets goals for meeting the increasing demand for trained teachers that has resulted from high teacher attrition rates due to the effects of the HIV/AIDS pandemic (the number of teachers that died in 1998 was double that in 1996, with this trend continuing to present) (CEF 2005).

With respect to spaces for civil society participation, the PRSP created 8 Working Groups, with one for education. The Working Group on Education is comprised of representatives of stakeholder groups – the MoE and civil society (NGOs such as the FAWEZA, Zambia Community Schools Secretariat [ZCSS] and various church groups). Lexow (2003) notes that civil society groups were well coordinated and organized for participation in the PRSP process.

### **3. Civil Society in Zambia**

The Constitution of Zambia formally upholds the rights to freedom of assembly and freedom of association. However, the government has placed some limits in practice. All organizations (political parties and NGOs) have to apply for registration to the Registrar of Societies; however most applications are approved (CSPR). As noted in the above section on education, there is a lack of capacity on the part of the government to regulate CSOs. However, explicitly stated in the PRSP process and the HIPC framework is the government's formal intent to work in partnership and promote the participation of civil society in policy processes, including poverty reduction strategies and in terms of the provision of education.

#### *3.1. Civil Society and the PRSP*

The PRSP process was officially launched in 2000 by the GRZ, with “civil society” invited to participate (GRZ PRSP 2002). However, while civil society already had

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<sup>6</sup>

See Appendix C for a timeline of the PRSP process in Zambia.

representatives involved in varying PRSP working groups as a result of formal government invitation, the Civil Society for Poverty Reduction (CSPR) was formed in 2000 to,

...ensure that civil society in diverse background and diverse locations effectively and meaningfully participate in the design, formulation and implementation of the PRSP (CSPR 2001:2).

In existence for over 5 years now, CSPR is a network or “loose alliance” of civil society organizations participating in the PRSP process, with no formal regulatory structure (Mpepo 2000:3). However, this network does have a Secretariat, comprising a Coordinator and an Assistant Coordinator, with members from the Jesuit Centre for Theological Reflection (JCTR) chosen<sup>7</sup> for these positions (CSPR 2001). The “Civil Society Coordinating Office” is located in Lusaka, sharing office space with the Zambia Council for Social Development (ZCSD). CSPR also has a Steering Committee of over 25 member CSOs. Through regular meetings beginning in 2001, the Steering Committee established 10 thematic areas that were identified as critical for national poverty reduction efforts (Mpepo 2000). Education was one such thematic area that the CSPR decided to emphasize in developing its position vis-à-vis the national PRSP<sup>8</sup>.

The CSPR has participated in the PRSP process on two main fronts – governmental and grassroots, with working groups and provincial consultations the main vehicles for CSO engagement in dialogue with government and other partners around poverty reduction programming at each of these levels. The following provides a brief summary of CSPR/CSO involvement in the PRSP process.

- **Production of Civil Society Position Papers (March, 2001):** Around each of the ten thematic areas, CSPR position papers were prepared by “expert” facilitators “with the assistance of the CSPR consultative groups (that were formed around each theme) (CSPR 2001:4). Unfortunately no information is available on who these facilitators were or the nature of their professional background.
- **National Forum for Civil Society’s Input to the PRSP (March, 2001):** The UNDP’s country representative officiated at this forum which brought together CSPR members from Lusaka and various provinces to discuss the position papers,

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<sup>7</sup> Note: No mention is made concerning the process for “choosing” the JCTR as coordinating CSO, nor how long this position will last.

<sup>8</sup> The ten thematic areas were: governance, industry, employment and sustainable livelihoods, growth-agriculture, food security, tourism, macroeconomics, health, HIV/AIDs, mining, gender, education, child and youth and environment (Mpepo, 2000).

- presented by the facilitators. Following the forum, the position papers were adjusted according to the feedback received from civil society.
- **Workshop on Negotiating Skills and Conflict Resolution (April, 2001):** Held in Lusaka and facilitated by two “specialist consultants” from the ILO as part of the UNDP’s “Peak Performance Programme (CSPR 2001:4; Mpepo 2000).
  - **Provincial Poverty Hearings (May, 2001):** These were viewed as complementing the government-initiated consultations throughout the country. These “hearings” had two main goals: a) disseminate information on the PRSP process and CSPR positions and b) gather information and facilitate the inclusion of the perspectives of a broad range of civil society actors around the poverty reduction strategies.
  - **“A PRSP for Zambia: A Civil Society Perspective” (June, 2001):** Throughout June and July of 2001, the CSPR coordinated and facilitated the process of creating this document. Once again, a “Report Editor” was recruited to compile CSPR position papers and civil society feedback, yet there is no information concerning who this person was. As part of this initiative a press conference was held to bring about awareness on the role of Zambian civil society in the PRSP (CSPR 2001). The CSPR viewed this press conference as an “entry point to engaging the media” (CSPR 2001:5). The launching of CSPR’s PRSP was attended by the Minister of Finance and Economic Development and the country representatives of the IMF, World Bank and UNDP as well as a broad range of donor, government and civil society representatives.
  - **PRSP draft (August, 2001):** CSPR not involved in drafting (see below).
  - **Roundtable Discussion (September, 2001):** The CSPR undertook activities to more widely disseminate their PRSP. According to the CSPR (2001), in addition to representatives from a wide range of civil society groups, presentations were made to the Malawian Deputy High Commissioner, and representatives from Dfid, the University of Zambia and media. The goal of these discussions was to solicit feedback on the CSPR PRSP.
  - **National Forum for Civil Society’s Response to the Draft PRSP (October, 2001):** CSPR organized and hosted this forum, aimed at disseminating and gathering feedback from civil society to the governments’ PRSP draft. It was held in Lusaka. While the general consensus was that the majority of civil society concerns had been addressed into the PRSP draft, not all had been adequately incorporated. Following this forum the document “Civil Society’s Review of the Draft PRSP” was prepared and submitted to government’s PRSP Coordinator.
  - **National Summit on Poverty Reduction (October, 2001):** Immediately following the submission of civil society’s response to the draft PRSP, the government, through the PRSP coordinator hosted this national forum at which, “Civil society participated...through allocated time in the summit’s programme as well as in group work and plenary discussions” (CSPR 2001:7). Ultimately, this forum provided a platform of CSPR to present their response paper on the draft PRSP.
  - **Learning from the Experiences of Other PRSP Producing Countries (ongoing):** In CSPR’s original plan of action, it had planned to host networking

forums so that Zambian CSOs could meet with CSOs in other countries who are active in the PRSP process. However, because such meetings are already being held internationally, and the C SPR has attended ones in Uganda, Lesotho, Ethiopia, Senegal and Sweden, the decision was made to redirect UNDP support of these forums to C SPR monitoring and evaluation work regarding PRSP implementation.

As an anti-poverty group, the C SPR engages in national advocacy work around poverty reduction policy development as well as monitoring and assessment of poverty reduction programs, including those implemented under the PRSP framework. As part of its' monitoring and assessment work, C SPR published a study in 2000 "Analysis of Participatory Provincial Poverty Monitoring" based on findings from a 1999 study of communities in five districts and their assessment of PRSP impacts in several areas, including education, health, agriculture etc.(C SPR 2000). C SPR emphasized the need for free education and for special attention to the needs of vulnerable children. Furthermore, the C SPR PRSP also advocated for the need for linkages with cross-cutting themes such as HIV/AIDS, Gender and the Environment. Their advocacy work in this regard resulted in the creation of working groups for these themes in the PRSP process. Unfortunately, and for reasons that I cannot find, the C SPR did not end up having a representative during the final drafting of the PRSP. According the C SPR (2001),

The PRSP Coordinator promised to consider Civil society's request to be part of the drafting. Unfortunately, the government was not able to accord Civil Society this opportunity (6).

### *3.1. Government/Civil Society Relations*

While spaces for civil society have been created (by the government in most instances), repressive action taken by the government in the form of de-registering some CSOs has occurred in Zambia. However, examples of repression are not found in terms of CSOs working in the education sector, rather more so in terms of political repression of groups viewed as threats to the multi-party system. Using faith-based CSOs as an example of "hot/cold" responses of the state, the Zambian government occasionally reacts positively towards the church when the issue at hand is perceived to benefit the state. Issues such as praying for peace, campaign for debt cancellation; have been favourably received by the state. However, when the church expresses concern or cautions the state on issues such as

corruption, abuse of human rights, transparency, mismanagement of resources, and misapplication of priorities, it is treated with hostility (Reformed Church in Zambia, accessed on January 3, 2006).

Another example of repression concerns the establishment of a government-dominated Constitutional Reform Commission (CRC), which formally seeks to invite civil society participation, yet in reality does nothing to facilitate such participation. The CRC has been boycotted by several CSOs and in 2004 a CSO critical of the CRC was de-registered by the authorities without consultation (CSPR, accessed August 10, 2005).

The concept of “patrimonial politics” is used to describe the political system and the patron-client relationships that exist between CSOs and government (particularly in the case of CSOs running community schools) (CSPR 2005a; Imboela and Waldenhof 2003). This trend towards the dependency of the government on CSOs as education providers is also an example of the co-optation of civil society that seems to be rather endemic to developing countries, where lack of government capacity to meet the educational needs of the entire population has led to CSOs “filling the gaps”.

### *3.2. Unions*

Unions have been a driving force for change in Zambia (Bartlett 2000). During the single-party system, unions and churches were the only groups of civil society organizations that remained relatively autonomous of the state. In particular the Zambia Congress of Trade Unions (ZCTU) has been a pivotal organization in terms of the country’s political history. Chiluba, the first President of Zambia following the first multi-party elections in 2001, rose to the top in this powerful union. Eventually, as repression increased under the authoritarian rule of Kaunda, schools, churches and business supported the fledgling MMD, headed by Chiluba.

In December 2002, trade unionists, civil society organizations and opposition political parties held a demonstration in Lusaka against the proposed privatization of the Zambia National Commercial Bank (ZNCB), and two other state-owned companies (Larmer 2005). Initiated by the Zambia Union of Financial and Allied Workers (ZUFIAW), which represents ZNCB employees, the march was only granted a police permit after ZUFIAW members threatened strike action. By the time it took place, however, the demonstration had been transformed into a victory parade: days earlier, the

National Assembly had voted against privatizing ZNCB, reversing the declared policy of President Mwanawasa’s MMD government (Larmer 2005). What is interesting here is that this example demonstrates the weak capacity of the Zambia government to reflect popular concerns in the face of IFI driven macroeconomic reforms (i.e. privatization and liberalization).

It is unclear as to whose interests are represented by the various CSOs currently active in Zambia. Very little data on specific groups is available. However, one problem noted is that the majority of CSOs/NGOs are urban-based, thus suggesting limited representation of the interests of rural communities and individuals. The government has highlighted the need for urban-based CSOs to branch out and extend their activities to the rural areas (Ministry of Education 2000; Republic of Zambia 2002).

Around the processes of privatization of formally state-owned enterprises, such as the national mining sector, the private sector has been quite active (Larmer 2005). However, the engagement of the private sector seems to have very little to offer civil society efforts to represent ordinary citizens, as private sector-government relationships are characteristically exclusive, opaque and function as part of the client-patron framework of Zambia’s political economy (CSPR 2002d; CSPR 2005a).

The majority of CSOs involved in civic education and other politically-focused activities were most active prior to and just following the shift to a multi-party system. However many civil society groups, such as the ZCEA that played key roles in the shift to multiparty democracy, are currently engaged in efforts to transform their mandates so as to remain relevant. Unfortunately, there is very little information in regard to such processes.

#### **4. Civil Society and Education**

Spaces for CSO participation in the education sector in Zambia have been opening up since the early 80’s, primarily within the non-formal education sector and in the running of community schools throughout the country. As previously alluded, the nature of the “CSO scene” has differed significantly in the periods prior to and following the establishment of a multi-party democracy in the country in 1991 (Bartlett 2000; Baylies and Szeftel 1997). Church-based groups were the main CSO players in the immediate post-independence era, and particularly in terms of stimulating and providing civic

education programs around the time that the MMD was gaining strength (Bratten Alderfer, Bowser and Temba 1999; Mphaisha 2000). In the post-multiparty elections period, a variety of CSOs and umbrella organizations have proliferated as the socio-political context, at national and international level has shifted towards encouraging (i.e., *inviting*) civil society participation in education policy development.

The Ministry of Education has established a system of broad consultative and participatory process in the formulation of national programs starting with the BESSIP and the Strategic Plan 2003-2007. Similarly, the formulation of the Fifth National Development Plan (2006-2011) by the education Sector Advisory Group (SAG) has adopted a consultative and participatory approach (Muchelemba, personal communication). The SAG comprises representatives from key stakeholders (government, civil society, NGOs, trade unions, donors) with a responsibility to draft the education chapter the Fifth National Development Plan. Specific tasks include the following:

- Long-term (twenty-five years) vision and medium term goals;
- SWOT Analysis (Strengths, weaknesses, opportunities and threats);
- Recommend policy reforms for achieving sector goals and objectives;
- Review existing activities and determine their continuation or discontinuation;
- Suggest specific targets and performance benchmarks for the programs and action plans including priorities and timeframe;
- Cost the programs and activities recommended for the five-year period;
- Identify specific roles for stakeholders (private sector, foreign counterpart agencies, NGOs, donors, local government, local communities etc);
- Identify the institutional, legal and administrative, governance and other cross-cutting issues (environment, HIV/AIDS, gender, youth etc) to make the programs more effective; and
- Review existing monitoring and evaluation mechanisms in the sector and suggest ways to improve the system.

There are approximately 120 CSOs that are currently active in the education sector in Zambia (Lexow 2003:16); many are involved in the community school movement. These are church-based organizations, welfare associations sensitizing

communities on civic education, cultural organizations emphasizing and advocating for ethnic group rights, organizations focusing on social and/or economic development issues, women and children’s rights groups and NGO umbrella organizations (Lexow 2003). The Adult Education Association of Zambia (AEAZ), Forum of African Women Educationalists in Zambia (FAWEZA) and People’s Action Forum (PAF) are among the most active NGOs/CSOs currently working in the area of education (Lexow 2003).

Four main civil society umbrella organizations currently exist in Zambia, with most members involved, with varying foci and form, in education – the Non-Governmental Organization Coordinating Council (NGOCC); Civil Society for Poverty Reduction (CSPR); the Zambia National Education Coalition (ZANEC) and; the Zambia Community Schools Secretariat (ZCSS).

The Non-Governmental Organizations Coordinating Committee (NGOCC) is the key network linking education NGOs/CSOs in Zambia. The NGOCC had representatives from over 65 organizations in 2003 (see Appendix A for a list of NGOCC members). Most of these organizations focus their activities broadly on the empowerment of women, with education the main component in these efforts (Lexow 2003). Broadly speaking, when such organizations do incorporate educational activities, programming has tended to concentrate in the areas of adult education, gender training, human rights and the development of strategies for improving skill training and income generation activities, as well as more broad-based community welfare issues (Lexow 2003).

The Zambia National Education Coalition (ZANEC) was established in 2000, through a consultative process around the Education for All framework with the mandate to coordinate and harmonize activities of member organizations and ensure resonance with the government programme on education (CEF 2003). The founding premise of ZANEC is that to create meaningful partnerships between civil society and government, that the former would have to be organized and the activities of civil society actors coordinated. The CEF Zambia Strategic Plan 2003-2007 identifies the “pioneers of ZANEC” as, the Adult Education Association of Zambia (AEAZ), PANUKA (Institute for Women and Community Education), People Action Forum (PAF), Zambia Community Schools Secretariat (ZCSS), and Forum of African Women Educationist of Zambia (FAWEZA). Zambia is a member of ANCEFA and the Executive Director of the

Zambia National Education Coalition (ZANEC) is the country representative. The document also notes that Care Zambia and Oxfam have “always been the strategic allies” (CEF 2003:6).

As mentioned above, there seems to be a fairly extensive, coherent and growing Community School Movement (CSM) in Zambia. Since 1997, the Zambia Community Schools Secretariat (ZCSS) has operated as the umbrella organization for the CSM, coordinating the expansion of and providing basic services for the growing number of community schools in the country. There is evidence of linkages between the CSM and the MoE in that a representative of the latter is on the Board of the former. However, one of the challenges Lexow (2003) identifies is the lack of clearly defined goals, linkages and functional relationships between the ZCSS (and indirectly the MoE) and the CSM at the zonal, district and provincial levels. Lexow (2003) also notes that governments and CSOs need to move from coexistence to active collaboration in order to help improve community ownership and participation in local educational programs. In this regard, the need for greater sharing, communication and coherence of activities amongst and across CSOs is highlighted.

Despite the growing momentum of Zambia CSO involvement at the EFA conferences in Jomtien and Dakar, productive interaction between the Zambian NGO EFA delegation and the national education task force has been very difficult to sustain. This has been attributed by civil society to the limited number of CSOs who were invited to participate in the Zambian national EFA committee (Lexow 2003).

Another key challenge that has been identified concerns the general lack of coordination between CSOs concerned with education in Zambia. However, this is not to say that CSOs in Zambia do not engage in collective action, or attempt to coordinate their activities around issues of mutual concern. For example, in terms of working on issues of EFA, CSOs have coordinated and facilitated debates (using print and electronic media), public marches and workshops aimed at debating and disseminating a range of issues affecting education in the country. It seems as though relatively few CSOs focus exclusively on education; with many opting to deploy a cross-sectoral approach that combines education (formal and non-formal) with other interrelated themes such as health, HIV/AIDS, the environment and women’s empowerment/advancement.

In the Strategic Plan (2003-2007), the Ministry of Education indicates its intention to continue working with NGOs and other civil society actors, particularly with respect to the provision of education through community schools. More specifically, the MoE states that it wants to collaborate with CSOs to set up a regulatory framework for OVS (orphans and other vulnerable children), with emphasis on ensuring access to quality education for this group.

The Strategic Plan also states that there is an urgent need for better institutional linkages between MoE and CSOs working in the education sector. Thus, an institutional focus will be created within the MoE in the Standards and Curriculum Development Directorate to liaise with the various bodies and groups with specific interests in education (Lexow 2003:14). Furthermore, the MoE intends to establish an NGO desk within the Ministry which will facilitate interaction between the two systems (government and community school systems), with the specific intention of opening windows of opportunity for NGOs to generate more government financial support to their programmes. To this end the MoE has established a Strategic Planning Task Force with representatives from other line ministries, development partners and key CSOs such as FAWEZA (Forum for African Women Educationalists Zambia) and ZOCS (Zambia Organization of Community Schools).

Looking from the “ground up”, a typical citizen could be involved in any number of civil society organizations active in the education sector, including parent-teacher associations, school boards, school committees, volunteer teaching or teacher selection and “monitoring”, represent a community constituency as a CSO leader liaising between grassroots, provincial, national levels. Here again though, very little information was available concerning “local” level opportunities for participation of a wider range of stakeholders in education governance (i.e., PTAs, school boards, school committees etc.).

There are grassroots, national and international organizations working in the education sector in Zambia, however very few (if any) have an exclusive education focus. Often, programming seems to integrate a cross-sectoral approach in that more than one sector (i.e., health *and* education) are emphasized. Furthermore, the objectives of various targets identified by international organizations, for example, Save the Children, Action

Aid and World Vision, include education as part of a strategy for achieving other goals – thus education is viewed as a means to an end (i.e., poverty reduction, empowerment, decreased child mortality etc.). Despite the more instrumental nature of such strategies, it seems that, where information was available, that these same organizations frame their programming objectives in the language commonly associated with the rights-based approach (i.e., education is a fundamental right of every child/person).

Care International Zambia (CARE Zambia), is an international organization that is involved with two major education related programs – CHANGES and PACE. The former is integrated within the BESSIP and has as its main objective the promotion of quality educational opportunities and improved educational achievement of girls and other vulnerable children, for example HIV/AIDS orphans. The CHANGES program also promotes improved school-based health and nutrition. CARE provides funds through CHANGES to communities, NGOs and other non-profit groups working in the education sector on “innovative interventions”.

As part of the Partnerships for Capacity Building in Education (PACE) program, CARE provides training in proposal writing and monitoring and evaluation activities for NGOs and other interested community members. Basically, the PACE program aims to provide community schools and the CSOs/NGOs who run them, with the technical, material, and organizational capacity to implement education programs in accordance with the BESSIP. CIDA provided some funding for the PACE program. However, it is important to note that both the CHANGES and PACE programs are listed as “past projects” on the CARE Zambia’s website (last accessed January 13, 2006), and on CARE International’s home site, Zambia is listed as a country in which it operates, but there is no further information on particular activities, nor a link to CARE Zambia.

The Orphan and Aid Community is an international NGO, based in the United Kingdom, working in the areas of health and education. There are three programs currently being run by this NGO: “Sponsor an Orphan”; “Support a Community Pre-school” and; “Support the Children’s Town”. There are currently 140 community-run “Pre-schools of the Future” operating in 10 districts in Zambia, supported by the Orphan and Aid Community. It is noted that many of these schools operate in rural areas where

the proportion of children 0-5 years of age who have attended pre-school is dramatically lower than that of children in urban areas.

Women's groups are found in relative abundance in Zambia, with some of the better known and active including the following:

- YWCA
- Women's Lobby Group
- Women for Change,
- National Council of Catholic Women
- FAWEZA (Forum for African Women Educationalists Zambia)
- National Women's Lobby Group

#### *4.1. Research Networks*

There is very little information available on any research networks that might exist in Zambia. Of the information I have come across, the Zambia Association for Research and Development (ZARD) stands out. ZARD provides the Women's Resource Centre, a large collection of resources, with technical assistance (and email access/services) available for members. ZARD also offers publishing services and training courses on gender analysis, research methods and computer skills, specifically geared towards NGOs and CSOs. As an exemplar in organizational management, ZARD maintains a database of its members with a description of their areas of expertise, experiences and personal information.

Issues concerning the advancement of women are encouraged by ZARD. Currently, the membership consists of 500 people, including men, women, policy makers, development workers, academic institutions, and people of different ethnic origins as well as religious faith.

#### *4.2. Civil Society Participation in Education Service Delivery*

The Zambia Civic Education Association (ZCEA) was established in 1993. The ZCEA's activities coalesce around the objectives of educating citizens on their rights and obligations as responsible citizens, promoting democratic participation of the citizenry and advocating for social justice. There are three main programmes that the ZCEA is currently implementing: a) the Governance Programme, b) the Child Participation Programme and c) the Support for Civil Education in Schools Programme. Currently the ZCEA operates in Lusaka, Central and the Copperbelt provinces.

A key component of each of these programmes is civic education, with specific mobilization around advocacy work on human and civic rights, land rights as well as around the Convention on the Rights of the Child. In the past, the ZCEA has conducted Civic Education Training of Trainers Workshops in the provinces it works in. The approach used focuses on building up the capacity of local community based organizations (CSOs) as a strategy for enhancing grassroots participation in local government. The ZCEA operates “advice desks” as well as offering a database with information useful to groups for their advocacy work, particularly around human rights violations (ZCEA, accessed on July 19, 2005). Currently, there are 11 such “advice desks”, eight of which are in Lusaka, with the remaining three located in the other two provinces where ZCEA works. In terms of impact, the advice desks apparently have “had a lot of influence” in the areas they are working, and consequently have been able to offer citizens easier access to legal and welfare services (Ibid). Moreover, the advice desks are responsible for dissemination and outreach tasks within the communities they serve.

In terms of current advocacy activities around the Convention on the Rights of the Child (CRC) the ZCEA has offered dissemination and sensitization workshops around this convention. According the ZCEA (accessed January 13, 2006), the group is currently running a 13 series television (national television station ZNBC) programme on major CRC issues, with one of the thirteen episodes devoted to the “Right to Education”. As a complement to the television programme, the ZCEA is currently developing a similar series that the Zambia National Broadcasting Corporation will be airing. The association is also developing print materials for distribution, and has already distributed, nationwide, the CRC “Easy Read Books”, which have been made available in seven of the major languages spoken in Zambia (Bemba, Nyanya, Lozi, Tonga, Kaonde, Luvale and Lunda). And finally, the ZCEA also hosts group discussions and meetings between local stakeholders and policy makers (ZCEA, accessed September 12, 2005).

The ZCEA is linked with both local and regional NGO/CSO networks, within which cooperating groups work together on issues they are mutually concerned with. With respect to local networks, the ZCEA works with the following:

- **Zambia Land Alliance (ZLA):** A network of NGOs involved in advocacy work around land policy and laws, with a particular emphasis on the such issues as the

- affect rural peoples. Members of this alliance include: Zambia Civic; Women for Change Catholic Commission for Justice and Peace and Women in Law in Southern Africa (WILSA). The ZLA has received funding from Finland Embassy, GTZ, Oxfam, HIVOS and Pact Zambia.
- **Widows and Orphans Project:** A network of NGOs established in 2001 (ZCEA was a founding member), working towards the protection and promotion of the rights of these vulnerable groups. Members include FODEP, WILSA, YWCA, National Women’s Legal Aid Clinic, Judiciary, Social Welfare and Victim Support Police Unit.
  - **Children in Need Network (CHIN):** A network of NGOs working towards the protection and promotion of the children’s welfare.
  - **Civil Society for Poverty Reduction (CSPR):** A network of civil society organizations formed during the lead-up to the PRSP process. The ZCEA is a member of the steering committee. See below for more detailed information.

With respect to regional networks, ZCEA works with the Southern African Legal Assistance Network. Formed in 1995, the SALAN is an association of civil society groups dealing with issues of human rights and legal assistance. Current members include Zambia, South Africa, Lesotho, Malawi, Mozambique, Botswana, Namibia, Zimbabwe and Zanzibar. According to ZCEA’s website, SALAN currently receives funding from the Friedrich Neumann Foundation and the Canadian Bar Association.

As detailed on the ZCEA’s website, the following international partners provide funding to the organization: Development Aid Ireland, Save the Children Sweden, Swedish SIDA and Unicef.

The major organization that offers literacy activities is the Ministry of Community Development. Although these programmes are targeted to adult learners, a small proportion of young learners benefit from literacy activities. Apart from the Department of Community Development other organizations such as different church groups, Catholic, the Bahai, Jehovah Witnesses, NGOs and associations offer literacy programs both for the youths and adults.

In a review that was conducted in 1990, it was concluded that there has been lack of effective strategies to sustain acquired literacy skills in the country (Mumba 2002). This was evidenced by the lack of post-literacy materials and activities. There is also a lack of effective linkages between literacy and continuing education efforts. Those who complete programs at adult literacy centers are not deliberately channeled into continuing education programmes of the school system or those that exist outside the school system.

The different groups that offer literacy programmes in the country work in isolation from one another. In some cases they use different literacy materials in their work (Mumba 2002)

The Ministry of Youth and Sport is responsible for coordinating partnerships with CSOs around skills training activities for youth. Other partners include the Ministry of Education in their Schools for Continuing Education, the Ministry of Community Development at their Community Development Centre one in each of the nine provinces. NGOs are also involved in offering skills to youth people such as the children's village, for example, Women for Change, Women in Agriculture, Zambia Alliance of Women, the Young Women Christian Association.

The Ministry of Health has a Health Education Unit which produces Health Education Materials i.e. booklets, pamphlets and posters that are used at Health Centers to disseminate health education messages about diseases and prevention of HIV/AIDS. Some health messages are disseminated through radio and television and drama.

In the past half decade several NGOs have become involved in health education related to HIV/AIDS such as Kara Counseling, Society for Family Health, Family Health Trust, Children in Distress, Society for Women and Aids. These groups are playing a major role in disseminating messages about Aids. Some run Counseling Centers that offer HIV/AIDS testing and counseling for those that are already infected. These organizations play a major role in the communities where they operate. Church groups have become increasingly involved.

In 1998, the Zambia Working Group on Non-Formal Education (WGNFE) was established through the efforts of a professor at the University of Zambia, in response to ADEA's desire to establish working groups on non-formal education in countries. Following the establishment of this group by staff from the Department of Adult Education and Extension services, the group then decided to ask NGOs/CSOs to participate in the working group that was officially launched in 2000 by the Minister of Education.

At the second meeting, NGOs who were working in the area of Literacy and Skills training and Adult and Non-formal Education were invited such as PANUKA (Literacy) People Action Forum (Non-formal Education) Zambia Adult Education

Association (Continuing Education, Literacy Non-formal Education and Forum for Africa Women Educationalists Zambia Chapter (FAWEZA).

However, because WGNFE is largely funded through the University of Zambia and its' Secretariat is comprised of UoZ staff and faculty, the participation and influence of NGOs/CSOs in decision-making process is limited.

#### *4.3. Civil Society and Education Advocacy*

There has been increasing involvement of CSOs in SWAps, but originally the involvement was marginal and CSO contributions were not generally recognized as important (Lexow 2003: 22). CSOs have also been involved in EFA related issues in various forms including holding debates on print and electronic media, organizing marches and workshops to debate on various issues affecting the education sector (Lexow 2003: 17). Many CSOs take a cross-sectoral holistic approach to education and combine education with various inter-related themes.

Because of the high rate of HIV/AIDS infection in Zambia (estimates run from 16-22%), and the lack of adequate government capacity and/or commitment to addressing the problem, there is a relatively large number of NGOs/CSOs involved in health education, including HIV/AIDS advocacy, research, dissemination and action.

### **5. Final Thoughts**

This desk review has provided information on Zambia's political economy, education policy landscape, broad-based civil society activities and specifically, civil society participation in education governance in the context of the SWAp. From the review we can conclude that civil society is active in education service delivery, advocacy, and monitoring and evaluation in Zambia. While the movement to a competitive multiparty state in 1991 was pivotal in opening up spaces for civil society participation in policy process, government-civil society collaboration and partnership is still very new and must be understood and assessed within the context of the major dual transition (political and economic liberalization) that has been in motion since 1991.

As a fairly broad generalization, there has been some civil society participation in all education policy processes since 1999. However, the significant dearth of information concerning the nature, dynamics and outcomes of such participation has emerged in this

desk review as one of the major challenges to developing a nuanced understanding of what is happening in terms of CS in education governance.

Newspapers seem to be a popular way for citizens and civil society organizations to participate in local and national politics. The NGOCC appears quite prolific in terms of press releases. I have found 50 NGOCC press releases from 2001 to 2004. Topics ranged from constitutional matters, “women’s issues”/gender issues, health and violence.

It does seem that there are very few “strictly education” CSOs in the country, both international and local. Health and education are the two most common sectors that CSOs focus on in terms of service delivery. As has been noted earlier, CSO engagement in operating community schools is steadily rising, with implications for the advocacy and monitoring roles/activities of organizations. On a more positive note, it may be that ideas, critiques and innovations developed by CSOs involved in the running of community schools will have more credibility in the eyes of the government precisely because their experience in providing education services suggests the development of some measure of expertise.

The existence of four umbrella/network organizations in Zambia suggests a strong organizational base upon which to build civil society capacity to engage more effectively in policy processes and monitoring and evaluation activities. With specific reference to CSPR, the anti-poverty CSO network coordinating civil society participation in the PRSP process, I noted that several of the workshops and “national forums” for dissemination of the civil society PRSP platform were held in Lusaka. This is problematic for civil society actors in more remote regions of the country. This is a minor concern however, as through an analysis of CSPR activities it is also clear that the group makes a strong effort to overcome this urban bias tendency, by hosting forums/roundtable discussions in such remote areas.

Overall, I would suggest that there are problems in terms of government acceptance of civil society participation in policy processes at the central/highest levels of the state. Yes, spaces have been created and civil society invited into the PRSP process. Yes, mention is made in the PRSP that the implementation, monitoring and evaluation of poverty reduction strategies are the business of ALL stakeholders, including civil society. However, very little (if any beyond the CSPR documents) information is available on

what specifically civil society is doing, how the government is supporting this work and what resources are available to support CSOs in their roles in education governance. The most concrete information I found (and even then it was very little), concerned the role of CSOs in the community school movement.

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**Appendix A: Civil Society Landscape in Zambia**

Type	Name	Affiliation	Source
<b>International</b>			
	Save the Children	CEF,	Lexow, 2003
	Care International		Lexow, 2003
	Oxfam		Oxfam, 2004
	Forum for African Women Educationists (FAWE)	FAWEZ (FAWE – Zambia), ZANEC, AEAZ, PAF, PANUKA, ZCSS, CEF, NGOCC	CEF, 2003
	Women in Law and Development in Africa (WiLDAF)	NGOCC <sup>9</sup>	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Association for the Advancement of Women in Africa	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Women in Law in Southern Africa (WLSA)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Mennonite Central Committee (MCC)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Planned Parenthood	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	The InterAfrica Network for Human Rights and Development (AFRONET)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	PACT (Zambia chapter)	ZCEA, ZLA,	CEF 2003
	Women in Law in Southern Africa (WILSA)	Women and Orphans Project, ZCEA,	CEF 2003
	Southern African Legal Assistance Network	Current member countries are: Zambia, South Africa, Lesotho, Malawi, Mozambique, Botswana, Namibia, Zimbabwe and Zanzibar	SALAN
<b>National Level CSOs</b>			

<sup>9</sup> Throughout the table, information concerning the “affiliation” of organizations with NGOCC is from this umbrella organization’s website at <http://www.ngocc.org.zm>.

Type	Name	Affiliation	Source
<b>Education NGO Network</b>	Zambia National Education Coalition (ZANEC)	ANCEFA, SANCEFA, GCE, AEAZ, PANUKA, ZCSS, FAWEZA	CEF 2003
<b>Education NGO Network</b>	Non-Governmental Organizations Coordinating Committee (NGOCC) (*Note: is a coalition of NGOs with some working in education sector & it is also focused on women and girl child issues)		<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	People’s Action Forum (PAF) (non-formal education)	ZANEC, AEAZ, PANUKA, ZCSS, FAWEZA, CEF, Zambia Working Group on Non-Formal Education,	Lexow 2003, CEF 2003
<b>Education NGO</b>			
	Adult Education Association of Zambia (AEAZ)	NGOCC, ZANEC, PANUKA, ZCSS, FAWEZA, CEF, PAF	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a> , CEF 2003
	Zambia National Women’s Lobby Group (ZNWLG)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	MTHUZI Development Foundation (*not sure how much focus on education)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia Community Schools Secretariat (ZCSS)	FAWEZA, “other” church/faith-based organizations, ZANEC, AEAZ, PAF, CEF	Lexow, 2003, CEF, 2003
	Forum for African Women Educationists – Zambia (FAWEZA)	ZCSS, “other” church/faith-based organizations, ZANEC, AEAZ, PAF, CEF	Lexow, 2003, CEF, 2003
	PANUKA (Institute for Women and Community Education)	NGOCC, CEF, ZANEC, AEAZ, PAF, ZCSS, FAWEZA	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia Civic Education Association (ZCEA)	ZLA,	CEF 2003
<b>Church/faith-based</b>			
	Makeni Ecumenical Center	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Council of Churches	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Young Women Christian Association of	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>

Type	Name	Affiliation	Source
	Zambia (YWCA) (*Women’s Org.” too)		
	Women For Change World Day of Prayer (WDP) (women’s group)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Lusaka Muslim Women Trust Fund	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	National Council of Catholic Women (NCCW)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Reformed Church in Zambia		ZCEA
	Jesuit Centre for Theological Reflection (JCTR)		JCTR
	Women for Change Catholic Commission for Justice and Peace	ZCEA, PACT, ZLA,	ZCEA
<b>Parliamentarian Groups</b>			
<b>Media Groups</b>			
	Zambia Association of Women in the Media/Zambia Women Writers Association (ZAWWA) (* Note: is also a “women’s organization”)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
<b>Women’s Organizations</b>			
		NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Forum for African Women Educationists Zambia (FAWEZA)	NGOCC, FAWE	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia Association of University Women (ZAUW)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia Alliance of Women (ZAW)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia National Association of Women with Disabilities	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Women Finance Cooperative of Zambia LTD (WFCZ)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Women’s Group	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>

Type	Name	Affiliation	Source
	Society for Women and AIDS in Zambia (SWAAZ)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Vision for Life Women Entrepreneurs Development Association of Zambia (WEDAZ)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Medical Women Association of Zambia (MWAZ)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia Women Writers Association	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia Federation of Association of Women in Business	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Women for Change	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Women in Agriculture		
<b>Child's Rights Organizations</b>			<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Youth Women and Child Development (YWCD)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Children in Distress		<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Children in Need (NGO network, see below)		<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
<b>Anti-poverty Organizations</b>			
	Civil Society for Poverty Reduction (CSPR) (* also an "NGO Network" as included below)		<a href="http://www.cspr.org.zm">http://www.cspr.org.zm</a>
	Zambia Council for Social Development		CSPR website (tba)
<b>Unions</b>			
	Zambia National Union of Teachers (ZNUT)		Phiri, 1999
	The Basic Education in Zambia Teachers' Union (BEZUT)		Phiri, 1999
	The Secondary School Teachers' Union of Zambia		Phiri, 1999
	Zambia Congress of Trade Unions (ZCTU)		Rakner 2003
<b>Research</b>			

Type	Name	Affiliation	Source
<b>Organizations</b>			
	Zambia Association for Research and Development (ZARD)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Zambia Working Group on Non-Formal Education (WGNFE) <sup>10</sup>	PANUKA, PAF, AEAZ, FAWEZA	FAWEZA website (need to find url)
<b>District or Local Government Level Community-based Organizations</b>			
	Chipata District Women’s Association	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
<b>Community-based Organizations</b>			
<b>NGO Network</b>			
	Civil Society for Poverty Reduction (CSPR) (* Also included above as an “anti-poverty organization”		<a href="http://www.cspr.org.zm">http://www.cspr.org.zm</a>
	Zambia Land Alliance (ZLA)	ZCEA, PACT Zambia,	<a href="http://www.cspr.org.zm">http://www.cspr.org.zm</a>
	Women and Orphans Project	ZCEA, WILSA, YWCA,	<a href="http://www.cspr.org.zm">http://www.cspr.org.zm</a>
	Children in Need Network		<a href="http://www.cspr.org.zm">http://www.cspr.org.zm</a>
<b>Other Prominent NGOs (may/not work in education)</b>			
	Trust Kwasha Mukwenu	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Institute of Cultural Affairs in Zambia (ICAZ)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>
	Law and Development Association (LADA)	NGOCC	<a href="http://www.ngocc.org.zm">http://www.ngocc.org.zm</a>

<sup>10</sup> \*Note: The influence of NGOs in decision-making process remains limited because University of Zambia staff and faculty comprise the Secretariat (still looking for reference for this – it’s in my notes!

## **Appendix B: Organizations with NGOCC Membership**

1. Adult Education Association of Zambia (AEAZ)
2. Zambia Association of University Women (ZAUW)
3. PANUKA GIRL CHILD
4. Guides Association of Zambia (GAZ)
5. Forum for African Women Educationists of Zambia (FAWEZA)
6. Kara Counselling and Training Trust
7. Copperbelt Health Education Project (CHEP)
8. HEALTH Breastfeeding Association of Zambia (BAZ)
9. Planned Parenthood
10. Medical Women Association of Zambia (MWAZ)
11. Association of Zambia (PPAZ)
12. Zambia Nurses Association (ZNA)
13. Society for Women and AIDS in Zambia (SWAAZ)
14. Mwelebe Kembe Ranch Home Based Care (MKAMBECO)
15. Alangizi National Association of Zambia (ANAZ)
16. Chipata District Women's Association
17. Forum for Community Against Hunger and Disease (FLAME)
18. Institute of Cultural Affairs in Zambia (ICAZ)
19. International Association for the Advancement of Women in Africa  
Enviro-Green
20. Trust Kwasha Mukwenu
21. Women's Group
22. Law and Development Association (LADA)
23. Lusaka Muslim Women Trust Fund
24. Mennonite Central Committee (MCC)
25. MTHUZI Development Foundation
26. Zambia National Women's Lobby Group (ZNWLG)
27. Senior Citizens Association of Zambia (SCAZ)
28. Women Finance Cooperative of Zambia LTD (WFCZ)
29. Women For Change World Day of Prayer (WDP)
30. Women in Law in Southern Africa (WLSA)
31. Youth Women and Child Development (YWCD)
32. Young Women Christian Association of Zambia (YWCA)
33. Zambia Alliance of Women (ZAW)
34. Zambia National Association of Women with Disabilities
35. Zambia Association for Research and Development (ZARD)
36. Zambia Association of Women in the Media Zambia Women Writers  
Association (ZAWWA)
37. Makeni Ecumenical Center
38. Zambia Women in Mining
39. Vision for Life Women Entrepreneurs Development Association of  
Zambia (WEDAZ)
40. Women in Law and Development in Africa (WiLDAF)
41. Council of Churches
42. Association for the Advancement of Women in Africa
43. Life Bridge

44. Women for Change
45. Zambia Women Writers Association
46. Zambia Federation of Association of Women in Business
47. National Council of Catholic Women (NCCW)

\*Note: A complete list of NGOCC's members is not currently available. This is the list as of January 14, when I last visited the site.

### **Appendix C: NGOCC Partners**

1. Open Society Initiative for Southern Africa (Johannesburg, South Africa)
2. Netherlands Institute for Southern Africa (Amsterdam)
3. African Capacity Building Foundation (Zimbabwe)
4. Diakonia (South Africa)
5. CORDAID (The Hague, Netherlands)
6. HIVOS (Harare, Zimbabwe)
7. Embassy of Ireland (Lusaka)
8. World Bank (Lusaka)
9. USAID (Lusaka)
10. USIS (Lusaka)
11. UNDP (Lusaka)
12. UNFPA (Lusaka)
13. SNV (Lusaka)
14. UNICEF (Lusaka)
15. Royal Netherlands Embassy (Lusaka)
16. Royal Norwegian Embassy/NORAD (Lusaka)
17. MS-Zambia (Lusaka)
18. Royal Danish Embassy/DANIDA (Lusaka)
19. Embassy of Sweden (Lusaka)

\*Note: A complete list of NGOCC's partners is not currently available. This is the list as of January 14, when I last visited the site.

**Appendix D: Timeline for Zambia’s PRSP Process**

<b>November 1997</b>	Ministry of Community Development and Social Services (MCDS) appointed to spearhead the preparation of a National Poverty Reduction Action Plan (NPRAP) after the President’s commitment to reduce poverty levels to 50% by 2004.
<b>May 1998</b>	The National Poverty Reduction Strategy Framework prepared and endorsed by Cabinet.
<b>November 1998</b>	The draft NPRAP was presented at a national Consensus Building Workshop
<b>June 2000</b>	Revised NPRAP finalized awaiting Cabinet approval
<b>July 2000</b>	Government of Zambia (GRZ) invites civil society to participate in the preparation of the PRSP through public Aid Memoir. The Civil Society for Poverty Reduction (CSPR) formed to coordinate civil society’s inputs.
<b>December 2000</b>	An Interim PRSP (IPRSP) was approved by the IMF and the World Bank to enable Zambia to reach the HIPC decision point. NAPRAP not used as basis for IPRSP, causing concern that PRSP would be equally government-centric.
<b>May 2001</b>	Working Groups undertake provincial consultation. Full participation of civil society organisations improves confidence that process would participatory.
<b>July 2001</b>	CSPR launches the ‘Poverty Reduction Strategy Paper for Zambia: A Civil Society Perspective’.
<b>September 2001</b>	Draft PRSP report
<b>October 2001</b>	National Summit to review draft PRSP held.
<b>January 2002</b>	The Strategic and Operational Planning Unit created in the Planning and Economic Management Department of the Ministry of Finance and National Planning created to focus on the planning, implementing and monitoring the PRSP.
<b>May 2002</b>	The final PRSP presented to and approved by the IMF and World Bank boards. Final draft incorporated three quarters of civil society concerns raised after 1st draft.

Source: Folscher 2004 (cited in World Vision 2005:65)

**Appendix E: Organizations Highlighted as Most Influential by the South African  
Research and Development Centre**

1. Forum for Democratic Processes (FODEP)
2. the Zambia Independent Monitoring Team (ZIMT)
3. National Women’s Lobby Group
4. Women for Change
5. NGOCC
6. Zambia Civic Education Association (ZCEA)
7. Law Association of Zambia (LAZ)
8. Women in Law
9. The InterAfrica Network for Human Rights and Development (AFRONET)
10. Zambia Association for Research and Development (ZARD)
11. Legal Resources Foundation (LRF)

**Appendix F: Civil Society for Poverty Reduction (CSPR): List of Recent Press Statements and Media Coverage**

<b>August 2005</b>	Cancellation of Zambia’s Debt by the G8
<b>April 2005</b>	CSPR Calls on Government to Consider Reinstating the HIPC Monitoring Team
<b>April 2005</b>	HIPC Completion Must Translate into Actual Poverty Reduction
<b>April 2005</b>	Concrete Steps Are What is Required to Tackle Africa’s Stagnation and Poverty
<b>February 2005</b>	Does the 2005 Budget Present a Practical Path Towards Poverty Reduction in Zambia?
<b>December 2004</b>	New Network Steering Committee Ushered into Office
<b>December 2004</b>	Strong Political Will Key to Increased Allocations for Poverty Reduction
<b>November 2004</b>	Poverty Eradication Must Guide the 2005 National Budget
<b>June 2004</b>	Rank the Poor First in PGRF Negotiation says Civil Society
<b>January 2004</b>	Pre-budget Statement: “People’s budget”, recommendations
<b>February 2003</b>	National Budget Fails to Address the Poverty Reduction Strategy Paper as a National Priority
<b>July 2003</b>	Poverty Levels Still High, Despite Government Implementing the Poverty Reduction Strategy Paper For More Than a Year
<b>August 2003</b>	CSPR’s Position on Zambia’s Failure to Reach the HIPC Completion Point
<b>August 2002</b>	Civil Society’s Stand on the 2002 Consultative Group Meeting
<b>June 2001</b>	Civil Society’s Concerns on the Poverty Reduction Strategy Paper (PRSP)
<b>December 2001</b>	PRSP is a Challenge to Political Candidates

Source: CSPR website, available at <http://www.cspr.org.zm/presstatements.htm>

