

REPUBLIC OF ZAMBIA

Ministry of General Education

ZAMBIA REPORT ON THE 1960 CONVENTION AGAINST DISCRIMINATION IN EDUCATION

30TH JUNE 2016

Introduction

Zambia is located in the Southern region of Africa comprising approximately 13 million people as at the 2010 Census of Housing and Population. The country is divided into ten (10) provinces and 105 districts, politically and the districts are subdivided into wards and constituencies. While wards are politically led by a Councillor, the constituencies are represented by a Member of Parliament (MP). Both representatives ascend to power through an election that is held every five years.

Zambia is a Republic with a national constitution that was recently amended and assented to by the Republican President this year. Among other paramount pronouncements in the constitution is the citizens' right to education, non-discrimination of an individual or a group of people by others on the basis of tribe, race, colour or social and economic status.

The country's population is made up of 73 different tribes with varying languages, traditions and customs. However, seven of the local languages namely Lozi, Luvale, Lunda, Kaonde, Bemba, Tonga and Nyanja have been given national recognition and therefore, feature on national radio and television. The official language is nonetheless English.

According to Zambia's Constitution, provision of education to the citizens is the responsibility of government. Consequently, the majority of learning institutions at all levels of the education system are owned and managed by the government.

In the year 2015, public primary schools accounted for 65 percent of the total number of primary schools in Zambia. This was followed by community schools that constituted 27 percent with the remainder being run as either private or grant aided institutions.

The status with secondary schools in terms of running agency is similar to that of primary schools explained above as government secondary schools make up 80 percent of all the secondary schools in the country.

According to the education policy, it is government's responsibility to fund the delivery of educational services in all public schools. This, however, does not mean that Zambia provides free education from pre-school to university. Free education is only offered at pre-school and primary education levels.

The government has been pushing towards establishing a decentralised system of governance in which most of the functions are devolved to the lower level (that is the district). Consequently, three functions of the Ministry of General Education, namely; Early Childhood Education, Primary Education as well as Adult Literacy Education are scheduled to be transferred from the Ministry of General Education to the local authorities by the year 2017. This implies that all aspects of education (except for those relating to policy and quality assurance in the three sub-sectors) shall be the responsibility

of the local authorities. The Ministries responsible for Education, therefore, shall be responsible for education provision at secondary school and post-secondary school levels according to their mandates.

The Zambian Education System

The Zambian education system has since 2011 reverted to the old 7-5-4 structure, that is, a learner has to spend 7 years at primary school, 5 years at secondary school and 4 years (minimum) at university level. Before 2011, the country was following a 9-3-4 education system that required one to have 9 years of basic education before pursing 3 years of high school education and 4 years at university. However, the basic and high school system has not been completely transformed into the conventional primary and secondary school system as there still exist schools that continue to have grade 1 to 9 classes.

Although government, through Ministry of General Education, has taken over the responsibility of providing Early Childhood Education (ECE), the primary school has, for many children especially in rural areas, continued to be the entry point into the education system.

Ratification of the Convention

Zambia has not yet ratified the Convention but has intentions of ratifying and the process is underway. The process just began and no obstacles have been encountered so far.

The 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education has equally not been ratified yet.

The Country has intentions to ratify the instrument and the process is underway. No obstacles have been encountered yet as the process has just begun.

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

2.2 In case your country is not a State Party to the Convention:
Have legislative measures been taken pursuant to the Recommendation? Please explain briefly the ways in which public policies and programmes correspond to its provisions.

Consequential legislative process is underway through consultations within the country. In Zambia, Education is regarded as a basic human right and considered vital to development. In this regard, the country has in place pieces of legislation and regulations

that protect the right to education and prohibit discrimination in any form, which are provided for in Article 23 of the Constitution and states that:

"Subject *to clauses (4), (5) and (7), a law shall not make any provision that is discriminatory either of itself or in it's effect*" and

section 19 of the Education Act No.23 of 2011which provides that "*An educational institution shall not discriminate against a learner in any manner".*

Zambia's National legislation on Education is the Education Act 23 of 2011 which is an Act to regulate the provision of accessible, equitable and qualitative education; provide for the establishment, regulation, organisation, governance, management and funding of educational institutions; provide for the establishment of education boards and for their functions; domesticate the Convention on the Rights of the Child in relation to education.

Further, the Act identifies each person's rights to early childhood education, basic and higher education. Since 2006 government education policies have focused on access, but there is a shift from merely emphasising access towards improving quality education.

2.3 **For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.**

National laws that seek to address minimum age for marriage or entry into employment are:

(a) The Marriage Act Chapter 50 of the Laws of Zambia, Section 17 and section 33;

The Education Ac No. 23 of 2011 in particular Section 18 which provides(1)"Subject to the Constitution and any other written law, a learner who is a child shall not contract any form of marriage.''

(2) A person shall not—

(a) marry or marry off a learner who is a child; or

(b) prevent or stop a learner who is a child from attending school for the purpose of marrying or marrying off the learner who is a child.

(3) A person who contravenes this section commits an offence and is liable, upon conviction, to imprisonment for a period of not less than fifteen years and may be liable to imprisonment for life.

(b) The Employment Act Cap 268particularly Section 12 and it provides that "*Notwithstanding the provisions of the Employment of Young Persons and Children Act, but subject to the provisions of subsections (3), no person shall, except under conditions to be prescribed, employ or cause to be employed, any person under the age of fifteen years, and any person who contravenes the provisions of this subsection shall be guilty of an offence.*"

(c) The Employment of Young Persons and Children's Act Cap 274.

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education

1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

It is in the process of being outlawed.

1.2. Please explain which measures are adopted to:

Eliminate discrimination within the meaning of the Convention/Recommendation?

Legislation has been provided in the following:

(a) Article 266 and 23 of the Constitution
Article 266 provides the definition of discrimination: ''Discrimination means directly or indirectly treating a person differently on the basis of that person's birth, race, sex, origin, colour, age, disability, religion, conscience, belief, culture, language, tribe, pregnancy, health or marital, ethnic, social or economic status.''

(b) Section 19 of the Education Act number 23 of 2011
'An educational institution shall not discriminate against a learner in any manner.'

Examples of practical implementation

i. Implementation of Re-entry policy where girls who fall pregnant can go back to school after delivery;
ii. Free basic education policy which allows learners to access free education from grades 1 to 7;
iii. Positive discrimination to encourage equity - The Ministry of General Education advocates a fifty-fifty gender enrolment policy at entry level (grade 1, 8 and 10 as well as in Colleges of Education). While this has been attained at grade 1, low levels of female participation at other levels are still being witnessed. A quota system is implemented in selection of students to public colleges and the Universities in favour of female students. Legal provision has been put in place for children with disabilities to ensure access to education ; Section 39 of the Education Act: "The Minister shall take measures to ensure that any physical facility at any public educational institution is accessible to learners with special education needs"

iv. Provision of education to refugees, inmates as well as learners with special educational needs;
v. The government provides operational financing to public, aided and community Schools.

Prevent discrimination within the meaning of the Convention/Recommendation?

(a) Provision of Free Basic Education;
(b) Legal provision in Section 19 of the Education Act No.23 of 2011, which states: *An educational institution shall not discriminate against a learner in any manner";*
(c) Provision of education to refugees, inmates as well as learners with special educational needs;
(d) The government provides operational financing to public, aided and community Schools.

2. Equal opportunities in education
2.1 Please explain what are the concrete actions taken by your government to guarantee equal access to all levels of education in your country?

Access and participation:
(a) Infrastructure construction, upgrading and rehabilitation
(b) Opening of technical schools for girls to bridge the gap between boys and girls in Science Technology Engineering and Mathematics (STEM).
(c) Establishment of early childhood education (ECE) centres which has previously been a privilege of the elite.
(d) Liberalisation of education provision by allowing the private sector and the communities to run schools.
(e) Providing infrastructure accessible to learners with special education needs.
(f) Introduction of free basic education from grade 1 to 7.

EQUITY:
(a) Provision of bursaries to vulnerable learners
(b) Implementation of Re-entry policy.
(c) Provision of inclusive education where no child should be discriminated for any reasons.
(d) The Ministry responsible for Education advocates a fifty-fifty gender enrolment policy at entry level (grade 1, 8 and 10 as well as in colleges of education). While this has been attained at grade 1, low levels of female participation at other levels are still being witnessed. Implementation of quota system in selection of students to public colleges and the Universities in favour of female students is in place.
(e) Introduction of comprehensive sexuality education in the curriculum.
(f) Introduction of weekly boarding facilities and "Safe Houses" as measures to protect the girl child.

QUALITY:

(a) Provision of standardised curriculum for all which includes ICT, entrepreneurship, comprehensive sexuality education etc;
(b) Provision of free learning and teaching materials for both government and community schools;
(c) Recruitment and deployment of teachers annually;
(d) Upgrading teachers' skills and competences through Continuing Professional Development (CPD);
(e) Implementation of the Inclusive School Programme (INSPRO) which equips teachers with skills to enable them handle learners with special educational needs in a class which includes Learners with Special Educational Needs (LSEN);
(f) The government has continued training teachers for Special Education.

CROSSCUTTING ISSUES

(a) Introduction of School Health and Nutrition Services for ECE and primary school children
(b) Infrastructure designs have incorporated ramps to facilitate access to the structures by learners with special education needs;
(c) The government provides special grants to all public Schools for Special Education.

2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

(a) The Ministry of General Education advocates a fifty-fifty gender enrolment policy at entry level (grade 1, 8 and 10 as well as in Colleges of Education). Quota systems favouring girls is being implemented in colleges and Universities;
(b) The Government has encouraged communities to establish community schools where public schools do not exist. This is to ensure that children in such areas do have **access** to education. As a result, 30.4 percent of schools in Zambia are community schools with 18percent of total national primary education enrolment as at 2014.
(c) Provision of bursaries to orphans and vulnerable learners. Sixty percent of the beneficiaries are female learners. This is to ensure that the strategy promotes **participation** of females in the education system. The Government has also engaged some Civil Society Organisations such as Forum for Women Educationalist in Africa: Zambia Chapter (FAWEZA) and Campaign for Female Education (CAMFED) which promote the education of girls through various strategies including bursary support.
(d) The Government implements the Re-entry policy that allows girls who fall pregnant to return to school after delivery. The public is increasingly accepting this policy as evident from the increasing number of girls re-entering school from 6,001 in 2012 to 7,264 in 2015. This reduces on drop outs and enhances **completion.**
(e) The Government has acquired funding from the World Bank to implement the Girls Education and Women Empowerment and Leadership (GEWEL) which has targeted

to support 14,000 secondary school girls with sponsorship. This programme takes effect this year (2016). The programme would also deal with aspects that would empower women in entrepreneurship and leadership skills.

(f) The School Health and Nutrition (SHN) Programme is another intervention that the Ministry of Education has been implementing aimed at the attainment of equity. The programme is premised on the understanding that **access to and participation** in education is greatly influenced by the health status and environment of the learner. Learners who are healthy can more readily attend and participate in school. A healthy school environment is also a pre-requisite for effective learning. The SHN programme fortifies the strong and mutually reinforcing relationships between nutrition, health and education. The strategy is premised on the delivery of basic cost-effective public health interventions to learners through schools in four broad areas, namely:

(g) Providing School-based health services. The activities currently being implemented include treatment for worms and bilharzias, school feeding, school gardens, skills-based health education, improvement of the environment, water and sanitation and malaria control;

2.3 Please describe the actions planned and taken in your country to ensure inclusion ofall learners in learning process.

Education Policy, Act and National Implementation Plan

(a) Reviewing the Education Policy and Act as well as formulating the Fourth Education National Implementation Plan to make them inclusive.

Quality Issues

(b) Redesigned the school infrastructure to cater for the learners with special educational needs.

(c) Revised the School as well as Colleges of Education curriculum and introduced the two pathways (academic and vocational pathways).

Promote School Health and Nutrition

(d) The School Health and Nutrition (SHN) Programme is an intervention aimed at the attainment of equity. The activities currently being implemented include treatment for worms and bilharzia, school feeding, school gardens, skills-based health education, improvement of the environment, water and sanitation and malaria control. The programme, initially piloted in two districts in Eastern Province in 2000, has now expanded to eight of the ten provinces of Zambia, covering a total of 2,500 schools with 1.3 million learners in Basic schools. The Ministry has:

i. Enhanced organisational and management structure of SHN programme;
ii. Enhanced inter-sectoral co-ordination of the SHN programme;
iii. Rolled out the implementation of SHN programme to all schools; and
iv. Improved the provision of nutrition and health services.

Learners with Special Education Needs

Government set some objectives in line with Learners with Special Education Needs:

a. To increase access and retention of the marginalised learners;
b. To improve the quality of education that is offered to the marginalised learners;
c. To promote efficiency in the management of special schools and special units;
d. To create gender and Special Education Needs (SEN) responsive learning environment; and
e. To strengthen interventions for mitigating the impact of HIV and AIDs on learners and staff

In order to ensure that the objectives outlined above are achieved, the Government planned to undertake the following strategies between 2011 and 2016:

i. Construct more infrastructure suitable for Learners and improve facilities for Learners with Special Education Needs (LSEN) at all levels;
ii. Improve identification, assessment and placement of learners with special education needs;
iii. Review the curricula to make it relevant to all learners
iv. Provide learning and teaching materials and equipment;
v. Facilitate the short and long term training of teachers in various fields including the field of Special Needs and Inclusive Education;
vi. Monitor and evaluate Special Education programmes at all levels
vii. Review Inclusive Education policy
viii. Nurture collaboration with other stakeholders in the provision of support to LSEN
ix. Disseminate the legal provisions of the Education Act and the Gender Based Violence Act, as well as Child Rights Protection Act
x. Establish a comprehensive implementation strategy for gender mainstreaming
xi. Create child friendly learning environments to improve educational attainment for boys and girls; and
xii. Implement programmes aimed at reducing sexual and gender-based violence

Gender

(a) Increase retention of both boys and girls in schools
(b) Reduce learner pregnancy incidences

Bursary Support

(a) Increase the number of learners accessing bursary support for education;
(b) Enhance inter-sectoral approach in the coordination of bursary provision and psycho-*social support*

HIV and AIDS

(a) Reduce the impact of HIV and AIDS among learners and teachers/ learners/ instructors by increasing preventive and curative interventions;
(b) Develop a comprehensive sensitisation programme on the dangers of HIV/AIDS for all learners including LSEN;
(c) Increase and strengthen HIV and AIDS safe clubs in schools including Special Schools and units

Community Schools

(a) Improve staffing levels in community schools;
(b) Improve Community School infrastructure; and
(c) Improve the supply of teaching and learning materials in community schools

3. Progress made with respect to implementing the right to education

3.1 Universal primary education
Information on progress made to ensuring universal access to primary education

The implementation of the outlined strategies in (2) above to enhance access to education has yielded significant results. Total enrolment in this sub-sector has increased by 6.1 percent between 2011 and 2015. That is, in 2015 Zambia had a total of 3,215,723 pupils comprising 1,614,268 (50.2 percent) boys and 1,601,455 (49.8 percent) girls compared to 3,030,120 (1,525,996 boys and 1,504,124 girls) in 2011. For both years, however, it is evident that there were more boys accessing primary school education than girls.

During the 2010 Census of Population, it was projected that the primary school-age population would increase from 2,564,306in 2010 to 2,932,824 in 2015. This implies that Zambia still has a large proportion of children of primary school-age who are out of school for various reasons. As at the end of 2015, the number of out-of-school children was estimated at 249,416.

Gross Enrolment Rate (GER) at this sub-sector level increased significantly from 113.7 percent in 2014 to 133.2 percent in 2015. This implies that the level had a substantial number of learners who were either below or above the official primary school-age. Net Enrolment Rate (NER) improved from 94.3 percent in 2014 to 111 percent in the year under review. The above 100 percent NER means that the primary school education level had more learners of the official primary school age than the projected 2015 primary school-age population by the Central Statistical Office.

Please provide details on the availability of compulsory and free of chargeprimary education in your country:

Part IV, Section 15 of the **2011 Education Act** states that "A child has the right to free basic education" while Section 17 sub-section 1 explains that "Except as provided for in this Act or any other written law, a parent shall enroll a child who has attained the school-going age at an educational institution and shall ensure the child's attendance at the educational institutional."

The above quotes provide evidence that the law to ensure compulsory and free primary education does exist in Zambia. To achieve this, the Government is undertaking the following;

a) Construction of new schools and additional classrooms in existing schools in order to increase school places and facilitate provision of compulsory primary education.
b) Provision of primary school grants to all public, grant-aided and community schools to cover operation costs. In the 2016 budget, total allocation to this budget line is USD 10, 052, 631.6. The budget also has USD 2, 368, 421.1 for free primary education pupil requisites. Furthermore, a special additional funding of USD 315, 789.5 has been allocated to community schools as a grant. The school grant and free pupil requisites are to actualise free primary education provision.

Is primary education available free of charge to all? Yes/No
Yes. All public, grant-aided and community schools offer free education.

If so, please list the laws and policies that ensure this universal free availabilityof primary education.

a) 2011 Education Act Part IV Section 15 and 17
b) Chapter 4 of the Education Policy document "Educating Our Future" policy statement 1 and 2 which state as follows;
    i. The goal of the Ministry of Education is that every child should have access to nine years of good quality education.
c) As the first step leading to the attainment of the goal of universal basic education, the Ministry will ensure that every child will have access to a minimum of seven years of good quality schooling in a school of parental choice
d) The Policy to allow double/treble shifting in schools to enhance accessibility

Is primary education compulsory in your country?
Yes

Indicate whether your country has adopted and reviewed legislation so thatminimum ages for the end of compulsory education, for marriage and for entryinto employment are coherent and aligned.

Consequential legislation is underway following the completion of the Constitutional review process which resulted in Act No.2 of 2016- The Constitution of Zambia.

On the Minimum age legislation for marriage, there has been progress, in particular, the Amended Constitution Act No.2 of 2016 which now recognises 18 years as minimum age for marriage. However, the minimum legislation for employment and criminal responsibility in Zambia is not coherent with the right to education.

Challenges encountered by government in the realization of universal access to free and compulsory primary education

Challenges experienced by Zambia in the realisation of universal access to free and compulsory primary education include the following;

a) Inadequate school places to enable the education system take all children of primary school-going age. The rate of construction of new schools and expansion of existing ones has lagged behind the rate of population increase for children of primary school-going age. This is largely due to inadequate financial resources both from government and cooperating partners for infrastructure development.
b) Long distance to school. This is particularly experienced by rural children where most of the children walk more than five kilometres to the nearest primary school. Many learners, especially girls, therefore, drop-out of school.
c) Inadequate number of schools for learners with special education needs. Currently, there are only 28 Special Education schools nationwide for both primary and secondary education provision.
d) High poverty levels especially in rural areas have resulted in many children dropping out of school. In some areas parents have opted to have their boy children take on cattle herding or fishing while girls have been married off for dowry.
e) Inadequate facilities (specialised rooms), teaching and learning materials and qualified teachers
f) Inadequate funding to meet the universal access to free and compulsory primary education

3.2 Secondary education

Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country. Please provide details on the difficulties experienced by your government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training. Is it available free of charge?

Secondary education is neither compulsory nor free. Learners are expected to pay user fees upon being enrolled. However, government does subsidize all public and grant aided secondary schools with quarterly grants.

The plans for the government advocate for the provision of free early childhood, primary and secondary education to all children of school-going age. However, it has been difficult for government to implement this pledge due to budgetary constraints.

On the other hand, realisation of universal secondary education has been a challenge due to the following factors;

a) There are inadequate public secondary schools in the country. Education Management and Information System (EMIS) data for the year 2015indicate that there were only 832 secondary schools with a total of 802 341 learners from grade 8 to 12. Meanwhile there were 353,544 grade 7 pupils (or 44 percent of the secondary school enrolment) aspiring to proceed to secondary school level where only 235, 631 grade 8 places were available. The statistics imply that many of the grade 7 graduates fail to proceed to secondary school.

b) Inadequate funding for secondary school infrastructure development. The problem has been worsened by non-release of budgeted for infrastructure project funding. For instance, in 2015 Ministry of General Education allocated USD 85, 642, 105.3 to secondary school construction projects out of which only USD 25, 800, 000 was released by Ministry of Finance. As a result, expansion of facilities at this education level does not match the demand.

3.3 Higher education

Please explain to what extent access to higher education, based upon individual capacity, including technical and vocational education and training, is realised in your country.

There is expansion in the provision of higher education:

(a) Construction of new universities and colleges;
(b) Upgrading of existing colleges into universities;
(c) Rehabilitating and expansion of old Universities;
(d) Repealed the University Act of 1966 and replacing it with the Higher Education Act of 2013 to facilitate for the establishment of private Universities which now stand at 29 as at 2016;
(e) Increase in the number of technical and vocational training institutions;
(f) The introduction of E-learning and Virtual Universities has enhanced access to higher education;
(g) Collaboration between local and foreign Universities has enhanced accessibility to higher education.

Please describe the efforts made by your government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.

(a) Provision for bursary support to the orphans and vulnerable students
(b) Implementation of a quota system in enrolment of students favouring girls

Please provide information on the financial costs to receive education in higher public or private Education institutions. Please include explanations about both public and private institutions. Please also provide quantitative and descriptive information on the difficulties experienced by your government as regards access to higher education and on the progress realised.

The Ministry of Higher Education has not yet conducted a study to establish the true cost of training in Zambia. However, Government dictates how much an institution can charge in terms of tuition and this is below the true cost therefore, affecting quality. Tuition cost for private universities is not regulated by Government. Therefore, their costs vary and are more reflective of the true cost of training. A study may be necessary to get the true cost of training, especially in engineering related courses which most private universities do not offer.

Access

In the Revised Sixth National Development Plan, Government planned to construct a university in each of the nine provinces in the country. This was to counter the existing challenge facing university education arising from the pyramid system of education where 832 secondary schools produce graduates for absorption in three public and twenty nine private universities. This has resulted in the university education absorptive capacity of only 6%. This scenario requires more space to be provided at university level to create the much needed human capital.

In order to address this challenge, Government is in the process of constructing Four new universities as well as expanding four existing universities by adding infrastructure. Government is also constructing student hostels at three Public Universities as well as one Technical College. Furthermore, Government is constructing eight new Skills Training Institutes countrywide and adding infrastructure to various Trades Training Institutes. Completion of these projects has delayed due to scarce resources.

Quality

(a) The increase in the number of secondary school graduates has resulted in increased private sector participation in the provision of higher education. By close of 2015, Zambia had thirty three (33) private universities which had earlier been operating without a body to regulate the standards of their provision of higher education. The lack of a regulatory body to ensure quality of education in these institutions compromised the quality and standards. The standards in some of the private higher education institutions have not matched to required standards.

To address this problem, Government enacted the Higher Education Act, No. 4 of 2013 to regulate, promote and assure adherence to minimum standards and

quality in the provision of higher education and the award of qualifications. Following this, the Higher Education Authority was operationalised in 2015. As of June 2016, the authority had registered 29 private higher education institutions.

(b) Additionally, the proliferation of learning institutions, both local and foreign, at all levels of the education system has increased the incidents of qualification misrepresentation and varying qualification standards. Learning Institutions, especially in higher education, have not been monitored to assure consistent quality of their outputs.

The above scenario prompted Government to create the Zambia Qualifications Authority (ZAQA) which would regulate and accredit the qualifications in Zambia. Institutional arrangements for ZAQA commenced in October 2014 with the installation of the ZAQA Board. ZAQA is still in the initial implementation phase with minimal staffing levels that are not adequate to ensure that the mandate of the Institution is fully realized.

(c) The Loans and Scholarships Board Bill has been enacted. This will help Government to recover money given to students as loans for financing their education. Institutions will also have the opportunity to charge commercial rates on tuition thereby improving quality in the service delivery. However, Government will need seed money to use as a revolving fund.

3.4 Adult education and lifelong learning

What efforts has your government made to establish a system of continuing education on the basis of individual capacity?

Government is cognisant of the fact that illiteracy and poverty are among the basic challenges that the nation faces. It is also aware that illiterate citizens are less likely to send their children to school, are unable to access continuing education opportunities, and are unable to meet pressing development challenges in their communities. Poverty on the other hand, immerses a large population under economic deprivation. Education is therefore the main tool that has the greatest potential of removing people from poverty.

Adult Literacy Education is one of the education sub-sectors in the Ministry of General Education which offers avenues of life-long learning to youths, adults and the never-been-to-school. Currently, the literacy levels in the country stand at **72%** and **28%** for **literacy** and **illiteracy** respectively. The Ministry, through the Directorate of Open and Distance Education under the Youth and Adult Literacy Education, aims to empower its citizens to participate effectively in national development through the provision of reading, writing and functional skills.

Despite the seemingly positive literacy status of 72%, the country faces the challenge of reducing illiteracy of 28% at national level. In addition to that, illiteracy levels at regional level within the country give a bigger concern in that there are still regions with high levels of illiteracy ranging from 40% to 50%. It is the concern of Government to reduce illiteracy among such populations so that there is increased participation in national development issues equitably.

The Ministry of Education assumed the portfolio of offering literacy education in 2004. Since then, it has **established** the Directorate of Open and Distance Education (DODE) which has been coordinating implementation of literacy programmes in the country. Some of the **achievements** include convening stakeholder meetings, establishing the adult literacy technical committees at various education levels, training of Ministry staff in adult literacy methodologies and opening adult literacy centres. The Ministry has also **developed** the National Policy for Adult Literacy Education.

Please specify efforts made as regards education for persons who have not received or completed the whole period of their primary education.

The Directorate of Open and Distance Education presides over Schools for Continuing Education. These are institutions of learning that enroll children who fail to continue accessing education from the formal education system through dropping out. The institutions offer both academic and vocational skills. Currently there are 13Schools for Continuing Education in Zambia.

In order to facilitate the operations of these institutions, the Government provides quarterly grants. In the Ministry's budget, the allocation to Schools for Continuing Education is within the budget line for grants to secondary schools.

In addition to Schools for Continuing Education, the Ministry offers Open Learning Education to children of school-going age who fail to find school places in the formal secondary education system. Learners under this mode of education are supposed to attend classes in the afternoon after the regular pupils have broken off for the day. The Government also provides education through multimedia (radio, print and television)

Since education at secondary education level is not yet free, Open Classes education learners are required to pay minimal user fees that supplement the purchase of teaching and learning materials. The Government also endeavors to provide continuing education programmes to inmates.

What are the concrete measures implemented to ensure equitable access to continuing education?

To ensure equitable access to continuing education, the Government has put in place the following measures;

a) Provision of grants to all Schools for Continuing Education on a quarterly basis. There is a budget line for adult literacy as a sub – sector of education;
b) Provision of bursaries to identified orphans and vulnerable learners in such institutions;
c) Provision of teachers who are on government payroll;
d) Establishment of adult literacy classes in the existing government schools;
e) Training of adult educators in universities and colleges.

3.5 Quality education

Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:

- There is a standardised curriculum as well as approved textbooks
- Provision of learning and teaching materials to public, aided and community schools
- Quality assurance through the establishment of regulatory bodies such as Higher Education Authority (HEA), Teaching Council of Zambia (TCZ) Zambia Qualification Authority (ZAQA) and the Examinations Council of Zambia (ECZ);
- Construction of schools (especially in rural areas);
- Teacher training (Continuing Professional Development [CPD]);
- Employment and deployment of teachers;
- Literacy programmes offered in local languages as medium of instruction in lower primary;
- Implementation of Code of Conduct for teachers;
- Provisions in the Education Act that protect learners;
- Introduction of weekly boarding facilities and 'safe houses' for learners who cannot be accommodated in the existing boarding school facilities.

3.6 Teaching profession

Please describe the conditions of teaching staff at all levels in your country. Explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff. Also explain briefly the measures your country takes regarding the training for the teaching profession.

To improve access to education as a basic human right for the period 2011-15, the Zambian Government has undertaken the following measures;

(a) Undertaken a net recruitment and deployment of teachers;
- 2015 – 4,450
- 2014 - 1,024
- 2013 - 4,339
- 2012 - 4,930
- 2011 - 2,692

- 2011 - 4,521

(b) Introduced the payment of Double Class, rural and remote hardship allowances for teachers.

(c) Facilitated the effective implementation of the Human Resource Development Training Plan for Short Term and Long Term Training programmes, for example, the Education Leadership and Management (ELM).

(d) Facilitated effective implementation of HIV and AIDS Awareness programmes through:

i. Implementation of the revised HIV and AIDS Policy in the education sector;
ii. Health Days targeting pupils and members of staff ;

(e) Incorporation of HIV and AIDS programmes in the teacher training curriculum.

(f) Facilitated negotiations between the Government and the four Teacher Unions for the improvement of terms and conditions of service in order to improve staff retention in rural and remote areas. Also, the discussions centred on Standardising salaries and improved the payment of allowances such as Rural Hardship, Remote Hardship, and Double –Class allowances.

(g) The Ministry of General Education has introduced Continuing Professional Development programmes to upgrade the professional qualification of teachers from certificate to diploma and diploma to degree levels. Consequently,

i. 2,950 teachers have been studying on the Fast Track Programme at various Higher Education Institutions. The training is designed to respond and address the needs of critical staffing shortages and lack of capacity in subjects like mathematics and science.
ii. 167 Teachers trained in Design and Technology in response to the revised school curriculum particularly focusing on vocational skills in a two-tier system of education.

(h) The Ministry levelled the minimum entry requirements for teacher training at all levels to 5 'O' levels for both government and private institutions. In addition, the revised teacher training curriculum for Early Childhood, Primary and Junior Secondary has been implemented in Colleges of Education.

(i) The Ministry has upgraded training programmes in Colleges of Education from 2 to 3 years and phased out certificate programmes.

3.7 Respect for human rights and fundamental freedoms

Please briefly report on national efforts made for directing education to:
the full development of the human personality

the strengthening of respect for human rights and fundamental freedoms

(a) Revised curriculum to embrace academic and professional needs:

i. Introduction of comprehensive sexuality education.
ii. Introduced Entrepreneurship in education.
iii. Introduction of Civic Education as a subject in Colleges and the University.

(b) Introduction of student councils in institutions of learning.

i. Offering of co-curricular activities.

(c) Introduction of civic education.

i. Introduction of student councils.
ii. Eliminating corporal punishment in schools.
iii. Production of education materials on human rights and freedoms by the Ministry of General Education's Curriculum Development Centre with support from stakeholders.

3.8 Private education and religious and moral education

Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions.

(a) Liberalisation of the provision of education where the private sector is free to participate.

i. There has been established a Teaching Council of Zambia to provide for the regulation of teachers, their practice and professional conduct and to provide for the accreditation and regulation of colleges of education as contained in the Teaching Profession Act No 5 of 2013.
ii. The Ministry of General Education provides for the registration of Private Educational Institutions based on set benchmarks and standards as provided in the Education Act No. 23 of 2011.

Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.

(b) Parents' consent to the regulations and rules of the school.

3.9 Rights of national minorities

What are the rights given to national minorities to carry out their own educational activities protected? As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.

Minority groups are allowed to operate their own schools and curriculum but regulated by Government. The Ministry has also introduced seven local (or regional) languages as media for instruction in the lower grades.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

1. Challenges and obstacles – Please provide information on
The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention/Recommendation.

(a) Inadequate resources (financial and human)
(b) Insufficient support from parents who have children with various disabilities coupled with insufficient structures for the people with special education needs.
(c) Prohibitive school fees hindering pupils from going to school.
(d) Unfavourable cultural activities (traits) prohibiting pupils from going to school in preference for their children attending to house chores or pushed into early marriages.
(e) Long walking distances between villages and school .
(f) Lack of social amenities in rural and remote areas.
(g) Inadequate sanitary facilities for the girl child.
(h) Inadequate specialised rooms, such as science laboratories.
(i) Lack of national sign language for learners with hearing impairment.
(j) lack of national language policy that can define and cater even for the minority groups

1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country.

(a) Inadequate funding to the Ministry..
(b) Inadequate classrooms.
(c) Inadequate bursary schemes to make education affordable by all.
(d) Some cultural practices that hinder children's rights to education.
(e) Inadequate boarding facilities especially for girls
(f) Inadequate support to the continuing education
(g) Inadequate special education schools
(h) Insufficient support to community schools
(i) age appropriate vocational training equipment
(j) weak partnerships with stakeholders e.g. local NGOs providing educational services

1.3 Information on brief assessment of the effectiveness of the methods introduced to remove obstacles

(a) Free Basic Education Materials have been effective but inadequate to support the learners throughout the year
(b) Grants are given to schools but inadequate
(c) School bursaries are available, however, not very adequate
(d) Re-entry policy has assisted in that some girls that had fallen pregnant return to school. However, there is need for more sensitization among stakeholders
(e) Construction of more classrooms has increased access to education
(f) Efforts are being made to reduce pupil / teacher ratio through teacher recruitment

2. Awareness raising

Zambia has carried out awareness campaigns despite not having ratified the convention. For example, the Ministry has gone ahead to ensure the establishment of local education groups.

The Zambia National Commission for UNESCO organised a stakeholder sensitisation meeting which was held from 28th – 30th June 2016. In attendance were Education Officials at various levels, Civil Society Organisations involved in Education and other stakeholders including Ministry of Justice.

More activities are being planned for the future. Joint Annual reviews are held, after which an Aide Memoire is signed by all the concerned parties (Ministry of General Education, Cooperating Partners and Civil Society Organisations).

We further intend to influence a legislative review process to focus on the implementation of the right to education which would include changes to laws, policies and redress mechanisms to support right to education contained in education. We plan to influence the ongoing review of the Education Policy in order to clarify the commitments regarding education subsectors such as Early Childhood Care and Development Education, which is vague and limited.

Zambia underwent a constitution review process and the proposed Bill of Rights, which will be subjected to a referendum alongside the General Elections on 11th August 2016, makes provision for the right to education, which, hopefully, will be justiciable.