Zambia

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,

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.

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 (c

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,

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)

Location	Overall Poverty	Extreme Poverty
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[1].

Despite a severe downward economic spiral throughout the 80's[2], 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

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

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

Table 2: ODA to Education (US$ million)

1999	54.9
2000	11.3
2001	23.5
2002	64.7
2003	

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

2.9. The PRSP & the Education Sector[6]

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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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[7] 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[8].

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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[7] Note: No mention is made concerning the process for "choosing" the JCTR as coordinating CSO, nor how long this position will last.

[8] 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

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

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

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

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

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

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

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

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).

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
International			
	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[9]	http://www.ngocc.org.zm
	Association for the Advancement of Women in Africa	NGOCC	http://www.ngocc.org.zm
	Women in Law in Southern Africa (WLSA)	NGOCC	http://www.ngocc.org.zm
	Mennonite Central Committee (MCC)	NGOCC	http://www.ngocc.org.zm
	Planned Parenthood	NGOCC	http://www.ngocc.org.zm
	The InterAfrica Network for Human Rights and Development (AFRONET)	NGOCC	http://www.ngocc.org.zm
	PACT (Zambia		

Type	Name	Affiliation	Source
Education NGO Network	Zambia National Education Coalition (ZANEC)	ANCEFA, SANCEFA, GCE, AEAZ, PANUKA, ZCSS, FAWEZA	CEF 2003
Education NGO Network	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)		http://www.ngocc.org.zm
	People's Action Forum (PAF) (non-formal education)	ZANEC, AEAZ, PANUKA, ZCSS, FAWEZA, CEF, Zambia Working Group on Non-	

Type	Name	Affiliation	Source
	Zambia (YWCA) (*Women's Org." too)		
	Women For Change World Day of Prayer (WDP) (women's group)	NGOCC	http://www.ngocc.org.zm

Type	Name	Affiliation	Source
	Society for Women and AIDS in Zambia (SWAAZ)	NGOCC	http://www.ngocc.org.zm
	Vision for Life Women Entrepreneurs Development Association of Zambia (WEDAZ)	NGOCC	http://www.ngocc.org.zm
	Medical Women Association of Zambia (MWAZ)	NGOCC	http://www.ngocc.org.zm
	Zambia Women Writers Association	NGOCC	http://www.ngocc.org.zm
	Zambia Federation of Association of Women in Business	NGOCC	http://www.ngocc.org.zm
	Women for Change	NGOCC	http://www.ngocc.org.zm
	Women in Agriculture		
Child's Rights Organizations			http://www.ngocc.org.zm
	Youth Women and Child Development (YWCD)	NGOCC	http://www.ngocc.org.zm
	Children in Distress		http://www.ngocc.org.zm
	Children in Need (NGO network, see below)		http://www.ngocc.org.zm
Anti-poverty Organizations			
	Civil Society for Poverty Reduction (CSPR) (* also an "NGO Network" as included below)		http://www.cspr.org.zm
	Zambia Council for Social Development		CSPR website (tba)
Unions			
	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
Research			

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

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[10] *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

Appendix D: Timeline for Zambia's PRSP Process

November 1997	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.
May 1998	The National Poverty Reduction Strategy Framework prepared and endorsed by Cabinet.
November 1998	The draft NPRAP was presented at a national Consensus Building Workshop
June 2000	Revised NPRAP finalized awaiting Cabinet approval
July 2000	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.
December 2000	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.
May 2001	Working Groups undertake provincial consultation. Full participation of civil society organisations improves confidence that process would participatory.
July 2001	CSPR launches the 'Poverty Reduction Strategy Paper for Zambia: A Civil Society Perspective'.
September 2001	Draft PRSP report
October 2001	National Summit to review draft PRSP held.

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

August 2005	Cancellation of Zambia's Debt by the G8
April 2005	CSPR Calls on Government to Consider Reinstating the HIPC Monitoring Team
April 2005	HIPC Completion Must Translate into Actual Poverty Reduction
April 2005	Concrete Steps Are What is Required to Tackle Africa's Stagnation and Poverty
February 2005	Does the 2005 Budget Present a Practical Path Towards Poverty Reduction in Zambia?
December 2004	New Network Steering Committee Ushered into Office
December 2004	Strong Political Will Key to E8 Tf10.02 0 0 10.02 311.4 436.2 Tm-0.0013