

Report

**QUALITY PHYSICAL EDUCATION POLICY (QPE) PROJECT PRELIMINARY DESK  
REVIEW ON THE SITUATION IN ZAMBIA**

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## EXECUTIVE SUMMARY

The past five years have seen a lot of revisions in the Zambian school education system in an effort to address the 21<sup>st</sup> Century demands and contribute to fulfilling the country's long-term development plans such as Vision 2030, aimed at making Zambia a prosperous middle-income nation. The Ministry of General Education began the curriculum revision process in 2005, whose conceptual framework is clearly articulated in a book titled *Zambia Education Curriculum Framework 2013*.<sup>1</sup> Physical Education and Sport is remarkably one of the areas that have experienced a major transformation from a non-examinable to a curriculum subject that is examinable from primary to secondary school levels. The Ministry of General Education has not only revised the Physical Education curriculum for schools and colleges, but it has also linked it to the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) education framework. This ensures that learners who pass examinations at required levels in Physical Education and Sports are awarded both Examinations Council of Zambia School Certificate qualifications and Technical and Vocational Trade Test qualification.

Physical Education and Sport in Zambia is legally located in the National Policy on Education (Educating Our Future) 1996. This is the policy framework for education in Zambia from early childhood education to secondary school level. As the policy covers all the subjects in the school education system, it does not provide thorough justification and objectives for teaching Physical Education. Furthermore, the policy does not outline how the Ministry of General Education will collaborate with other line ministries and civil society organizations to implement teaching of the subject. The National Sports Policy (2012) that is implemented by the Ministry of Sport Youth and Child Development actually enunciates Physical Education and Sport in more detail than the education policy. Apart from government structures, there are also several civil society organizations that support the implementation of Physical Education in schools and underprivileged communities whose activities might need mainstreaming. This creates a lot of gaps that the Quality Physical Education (QPE) Policy project is aimed at filling by developing a comprehensive national Physical Education policy.

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<sup>1</sup> *Zambia Education Curriculum Framework 2013*, Ministry of Education, Science, Vocational Training and Early Education (Lusaka: Curriculum Development Center, 2013)

The starting points in this process will be strengthening existing Physical Education policies and strategies by harmonizing them with the ideas in the vocational career pathway guide and the National Policy on Education (1996) to make sure that there is no duplication of efforts and to maximize the utilization of available resources. The revision of the Physical Education policy should consider definitions of Physical Education, setting measurable objectives, clearly outlining the roles that key stakeholders will play in achieving the objectives and providing strategies to enhance the training of quality Physical Education teachers in colleges and universities. There is need to consider strengthening organizations such as Physical Education and Sports Teachers' Association to create a strong community of practice that can share experiences to build the profession. As 40.8% of the Zambian population lives in extreme poverty, the revision of the policy should also pay attention to the needs of children who are not in the formal education system and the initiatives that are implemented by none-governmental organizations (NGOs) to support disadvantaged learners in impoverished communities.

## **1. INTRODUCTION**

This desk review is commissioned by the UNESCO Quality Physical Education (QPE) Project as a foundation for strengthening the national Physical Education policy in Zambia. The revision process is spearheaded by the Ministry of General Education and the Ministry of Sport, Youth and Child Development and implemented by a Technical Working Group (TWG) with a Steering Committee as the highest and validating body.

The Zambian education system has undergone a series of reforms from the time the country gained independence in 1964. These included *The Education Act of 1966*, which was meant to change the whole education system to meet the aspirations of independent Zambia. Then came *The Educational Reform of 1977* that brought further changes in the education system by introducing basic schools and high schools that were introduced in the 1980s. In 1991, Zambia changed from a one-party-state to a multiparty system; this meant that the constitution had to be amended to accommodate plural politics, which resulted in other education reforms. These were *Focus on Learning of 1992*, which emphasized education as an instrument for personal and national development. Then came the *National Policy on Education (Educating Our Future) 1996*, which is the current policy framework where Physical Education in Zambia is.

## **1.1. Objectives**

This desk review is aimed at:

- Collecting information to enable preliminary identification of specific areas of Physical Education implementation that can be helpful in the revision and strengthening of the national Physical Education policy in Zambia. A technical working group in consultation with key national stakeholders will conduct the policy revision process.
- Identifying gaps and issues that can be considered as focus areas in the revision of the framework.
- It looks at the National Policy on Education (1996), National Sports Policy (2012), National Youth Policy (2015), reviewed Physical Education Curriculum, the role of none-governmental organizations in the provision of Physical Education and Sport in Zambia and
- Makes preliminary recommendations on areas that can possibly need addressing in the revision process.

## **1.2. Methodology**

The review is based on analyzing published and unpublished secondary sources, websites, and interviewing some practitioners in Physical Education and Sports in Zambia. A major limitation to this desk review was a short timeframe in which it had to be done—within a month. A thorough review would have needed more time because there is nothing much that has been written on the subject in form of documentary sources and most Zambians institutions do not update their websites while others do not even have websites.

## **1.3. Zambian Demography, Economy and Education Reforms**

According to the Central Statistics Office of Zambia, the Zambian population as captured during the 2010 Census Population and Housing, was at 13, 092, 666 and estimated at 16.5 million in 2016. The urban-rural populations divide shows that 60.5 percent of the population lives in rural areas and 39.5 percent lives in urban areas making Zambia one of the most urbanized countries

in Africa.<sup>2</sup> The United Nations Population Fund (UNFPA) Annual Report 2015 shows that Zambia has predominantly a young population with about 52.5% of the population aged below 18 years old.<sup>3</sup> Such a population structure and distribution requires a clear and consistent education strategy to develop the young population into citizens that will have potential to kick start general economic growth and development.

The Zambian economy grew at an annual rate of about 7% between 2010 and 2014 but dropped to about 3.2% in 2015. This fall was a result of both external and domestic pressure. The country has experienced about six years of continued low copper prices, which is the major export. It has also experienced a number of challenges such as low power generation capacity, which has had effects in all levels of economic production. According to the Central Statistical Office, 54.4% of the Zambian population is defined as poor with about 40.8% of the population experiencing extreme poverty or living below the poverty line.<sup>4</sup> Poverty is more pronounced in rural population than urban population with about 77% of the poorest household located in rural areas. It is unquestionable that high poverty levels in Zambia have negative effect on the national education system.

Literacy levels in Zambia are at about 60% of women and 81% of males. The gender gap in literacy levels however, decreases from older to younger generations – age 15-19 standing at 58% for women and 70% for men giving a 12% gender gap as compared to age 45-49 whose literacy gender gap is about 30%. The Zambian government recognizes the role of education in poverty reduction hence efforts to continuously review the education system to meet the changing contexts and demands.

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<sup>2</sup> Central Statistics Office of Zambia, Population Composition and Distribution <http://www.zamstats.gov.zm/census/cen.html> (last accessed 9 August 2016).

<sup>3</sup> United Nations Population Fund (UNFPA) Annual Report 2015 <http://zambia.unfpa.org/publications/unfpa-zambia-annual-report-2015> (last accessed 10 August 2016).

<sup>4</sup> World Bank Overview: <http://www.worldbank.org/en/country/zambia/overview> (last accessed 29 August 2016).

## 2. NATIONAL POLICY ON EDUCATION (EDUCATING OUR FUTURE) 1996

The National Policy on Education (Educating Our Future) 1996 stresses democratization and decentralization in order to support the multiparty system that was espoused in 1991 after about twenty years of the one-party-system. It also stressed productivity, curriculum relevance and diversification, efficient and cost effective management, capacity building, cost sharing and partnerships between the Ministry of Education and all other providers of education and training.

Education is a basic human right in Zambia as already indicated. The 1996 policy on education defined the role of government in terms of protecting the rights of individuals, particularly the right to education and promoting their social well-being and economic development.<sup>5</sup>

Government committed itself to seek, create and promote an education environment based on the principles of liberalization, decentralization, equality partnerships and accountability that would help individual citizens to realize and practice their full potential.

The policy structured the education system in Zambia as follows: Early Childhood Education that takes 2 years, Primary Education takes 7 years, Secondary Education taking 5 years and Tertiary Education that takes 4 years for a Bachelors Degree, 2 years for a Masters Degree and 4 years Doctorate. It further breaks down the aims of education at each level and the required curriculum.

As already mentioned, the current Physical Education policy outline is grounded within the National Policy on Education of 1996. The policy does not give detailed outline on Physical Education, but it stressed focusing on learners' "complete needs, those of the body: Physical Education, sport, performing arts as well as those of the mind: concepts, literacy numeracy, knowledge and many others."<sup>6</sup> The 1996 policy further encouraged the Ministry of General Education to collaborate with ministries responsible for sports such as the Ministry of Youth, Sport and Child Development, to ensure that suitable sporting facilities were provided in institutions of learning.<sup>7</sup>

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<sup>5</sup> *Educating Our Future: National Policy on Education, Ministry of Education* (Lusaka: Zambia Educational Publishing House, 1996), 2.

<sup>6</sup> *Ibid*, 32.

<sup>7</sup> *Ibid*, 49.

## **2.1. Gaps and Recommendations**

One major gap with the National Policy on Education of 1996 is that it does not provide detailed principles and long-term SMART objectives for Physical Education in Zambia. It does not define Physical Education and Sport in Zambia leaving it open to diverse elucidations by various stakeholders. There is essentially no Physical Education policy in Zambia other than the guidelines for practical subjects.

While the policy mentions equality and equity as guiding principles, there are also no clear strategies that support its conceptualization and implementation through a gender-equality lens and overall inclusiveness. The policy encourages collaboration with the Ministry Sport, Youth and Child Development in sport as a co-curricula activity, but says nothing about the Physical Education and Sports academic curriculum. This leaves the revisions of the Zambian education curriculum that began in 2013 hanging without any policy framework support.

The Quality Physical Education (QPE) Policy review process may consider building on the skeleton policy outline of Physical Education and Sport in the National Policy on Education (Educating Our Future) 1996 to develop an inclusive national Physical Education policy. The policy should define Physical Education and provide SMART objectives and principles that take in account crosscutting issues such as gender inclusion and needs for marginalized groups. This will help to support the Physical Education curriculum review process that has been going on from 2013.

## **3. REVISION OF THE ZAMBIAN EDUCATION CURRICULUM 2013**

In line with Zambia's long-term national development plan Vision 2030: of Zambia becoming a prosperous middle-income nation and the 5<sup>th</sup> and 6<sup>th</sup> National Development Plans, the school curriculum was revised in 2013 to emphasize practical and vocational skills in respective subject areas. These changes began in 2005/7 when it was realized that there was a mismatch between the academic qualifications school leavers acquired after completing grade 12 and skills demanded by the industry (job market), particularly in terms of quality and curriculum relevance. This encouraged educational reforms that directly connected to the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). President Levy Mwanawasa



announced in 2007 the re-introduction of Physical Education as a compulsory subject in all schools and teacher's colleges. Building on the National Policy on Education (Educating Our Future) of 1996 government began revising the education system to fill this gap — *Zambia Education Curriculum Framework 2013*.<sup>8</sup>

The *Zambian* curriculum was revised in 2013 to have two career pathways at junior and senior secondary levels: Academic and Vocational. Physical Education is in the Vocational career pathway that is linked to the technical and vocational training curriculum. At Junior Secondary School level, the vocational pathway includes Physical Education and Sports, Agriculture, Technology, Performing and Creative Arts, Home Economics and Hospitality. At Senior Secondary School level, the vocational career pathway includes Physical Education and Sports, Home Economics and Hospitality, Agriculture, Technology, Performing and Creative Arts. Physical Education is under Creative Technology Studies at primary school level, it stands on its own as a natural science within the vocational career pathway at secondary school level.

### **3.1. Teaching Physical Education in Schools**

Physical Education is a compulsory subject from early childhood to primary school level. The revised pre-vocational career pathway for junior and senior secondary school levels began to be implemented in 2014 with Physical Education as an examinable subject. As already mentioned, the new curriculum provides learners five optional subjects within the pre-vocational pathway: Agriculture, Technology, Performing and Creative Arts, Home Economics and Hospitality and Physical Education. This year (2016) will produce the first cohort of learners that will be completing secondary education (grade 12) with a qualification in Physical Education. While there had been a challenge of requisite Physical Education equipment in some schools, government has bought Physical Education Equipment that will be distributed to all schools that are offering Physical Education and Sport as an examinable subject. Thereafter, schools are expected to purchase their own equipment.

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<sup>8</sup> *Zambia Education Curriculum Framework 2013*, Ministry of Education, Science, Vocational Training and Early Education (Lusaka: Curriculum Development Center, 2013)

### **3.2. Physical Education in Colleges and Universities**

There are several different tertiary education institutions in Zambia that offer Physical Education. These include government grant-aided and private colleges and universities. The Physical Education syllabus in colleges was also recently reviewed to match the revised school curriculum from primary school to secondary school level. Government funded and grant-aided institutions that offer Physical Education as a major and minor teaching subject include:

#### **3.2.1. Kwame Nkrumah University**

Kwame Nkrumah University is located in the Central Province of Zambia in Kabwe. It was recently upgraded from a secondary school teachers' college to a university offering bachelor degrees in education. It has a Department of Physical Education and Sport that has four fulltime members of staff. Three of the four lecturers have master's degrees and one has a bachelor degree. The department offers Physical Education as a major and minor teaching subject and graduates an average of about 300 secondary school Physical Education teachers every year with bachelor degrees in Education. Physical Education student teachers take the following courses: Conversational Games (Basketball, Netball, Badminton, Football, Handball, Netball, athletics), Human Anatomy and Physiology, Biomechanics, History of Physical Education and Sport, Sportsmen Management and Administration, Sociology and Psychology of Sport as well as Teaching methods in Physical Education and Sport.

#### **3.2.2. The University of Zambia**

The University of Zambia is located in Lusaka, the Capital city of Zambia. Physical Education is a section in the Department of Primary Education where it is offered as a major and minor teaching subject. The section has one fulltime member of staff who has a master's degree in Physical Education and Sport. The section graduates an average of about 80 Physical Education teachers every year with bachelor degrees in primary education. Students take the following courses: Principles of Coaching, Principles of Psychology in Sports, Sports Volunteering, Sports Nutrition, Anatomy and Exercise Physiology, Principles of Health and Fitness, Sports for Children and the Physically Challenged, Sports Management and Administration, Principles of

Teaching Physical Activity and optional practical in (Football, Swimming, Athletics, Volleyball, Basketball and Netball).

### **3.2.3. David Livingstone College of Education (DALISE)**

DALISE is located in the Southern Province in Livingstone, the tourist capital of Zambia.

Physical Education is a section in the Department of Mathematics and Science. The section has three fulltime lecturers who have bachelor degrees in Physical Education. The Section offers Physical Education as a major and minor teaching subject and graduates an average of about 150 Physical Education teachers every year with a Secondary School Teachers' Diploma. All colleges (Government funded and private) offering a secondary school teachers' diploma in Physical Education are required to teach the revised curriculum. The curriculum includes the following courses: History and Philosophy of Physical Education, Teaching Methods in Physical Education, Human Anatomy and Health of Physical Education, Recreation and Development of Sports Skills, Physical Fitness and Health, Psychology and Sociology of Sport, Biomechanics, Health and Nutrition in Sport, Adapted Physical Education, Entrepreneurship, Management and Administration of Sport.

### **3.2.4. Mufulira College of Education**

Mufulira College of Education is located on the Copperbelt Province of Zambia in Mufulira.

Physical Education is a section in the Practical Subjects Department (Physical Education, Music, Art and Design, Home Economics, Design and Technology). The section has five fulltime Physical Education lecturers one with a master's degree and four with bachelor degrees. The Section offers Physical Education as a major and minor teaching subject and graduates an average of about 400 Physical Education teachers every year with a Secondary School Teachers' Diploma. All colleges (Government funded and private) offering a secondary school teachers' diploma in Physical Education are required to teach the revised curriculum. The curriculum includes the following courses: History and Philosophy of Physical Education, Teaching Methods in Physical Education, Human Anatomy and Health of Physical Education, Recreation and Development of Sports Skills, Physical Fitness and Health, Psychology and Sociology of Sport, Biomechanics, Health and Nutrition in Sport, Adapted Physical Education, Entrepreneurship, Management and Administration of Sport.

### **3.2.5. Primary School Colleges of Education**

There are several government and private colleges of Education in Zambia that train primary school teachers. Nearly every province has a government college of education apart from Muchinga Province that was formed recently. All colleges and universities offering Primary School teachers' qualifications take Physical Education as a compulsory subject. Subjects taken include: Philosophy and History of Physical Education, Human Anatomy and Physiology, Body Movement, Perceptual Motor Learning, Fitness and Health related skills, Safety and injury prevention, Conversional Games, Swimming, Aerobics, Methodology of Physical Education and Sports, Sports organization and Management and crosscutting issues (drug abuse, health and hygiene).

### **3.3. TEVETA Certification**

In addition to the revision of the Physical Education curriculum, the Ministry of General Education is working towards strengthening Physical Education as a career path. The ministry is in the process of producing teaching materials (modules, job profiles, charts and syllabuses) that match with Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) qualifications. This will mean that when a pupil passes Physical Education at grade 9 level, they will not only be awarded a Junior Secondary School Certificate by the Examinations Council of Zambia, but they will also be awarded with a TEVETA Craft Certificate Level 3 in a particular sports field they will specialize in. After completing and passing tests in grade 10, they will be awarded with a Level 2 Craft Certificate and Level 1 after completing grade 12. Level 1 will be equivalent to a trade certificate. Therefore, those who will have a full grade 12 certificate will not only be awarded with TEVETA Level 1 craft certificate, but also a trade qualification.

As a pilot for this project, 30 schools have been selected, three schools per province. These schools will be provided with all the support required to implement the project. Discussions have also been held between the Ministry of General Education and the Ministry of Sport, Youth and Child Development to have one School of Excellence - specializing in Physical Education and Sport in each of the ten provinces in Zambia.

While this approach is well supported by the Technical Education, Vocational and Entrepreneurship Training Policy of 1996 and by the TEVET Act that was revised in 2005, it is necessary to look at this carefully during the QPE policy revision process. It is important that this curriculum is linked to international sport-specific frameworks to make sure that the knowledge/skills learners will be getting lay a foundation for them to acquire higher qualifications in those fields. This will help in strengthening Physical Education as a career path in the country.

### 3.4. Administrative Structure in the Ministry of General Education

The Ministry of General Education is the government agency that implements education from early childhood level teacher-training level in Zambia. The administrative structure is as follows:

STRUCTURE	OBJECTIVES/ACTIVITIES	P.E. SOURCES OF FUNDING
<p><b>Minster -</b></p> <p><b>Permanent Secretary (PS)</b></p>           <p><b>DIRECTORATE OF STANDARDS AND CURRICULUM</b></p> <p><b>Director</b></p> <p><b>Two Chiefs or assistant directors</b></p> <p><b>Chief Education Standards Officer</b></p>	<p>MANDATE: Formulation and implementation of education and science policies; setting and enforcement of standards and regulations; and promotion of science, technology and innovation.</p> <p>STRATEGIC OBJECTIVES:</p> <p>To increase access to and promote the efficient and equitable provision of, quality early childhood, primary and secondary education.</p> <p>To increase access to, and promote the efficient and equitable provision of, quality and labor-market relevant technical, vocational and entrepreneurial skills</p> <p>To increase equitable to, and provision of, quality university education</p> <p>To increase youth and adult literacy levels</p> <p>To enhance research and development and strengthen the commercialization, transfer and diffusion of technology innovation.</p> <p>The main objectives of the directorate are to establish; evaluate; and promote the highest standards of quality in education, design curriculum and provide educational materials</p> <p>The main business of the Standards and Assessment section is to ensure quality</p>	<p>FUNDING</p> <p>Funding for Physical Education begins at DIRECTORATE OF STANDARD AND CURRICULUM level.</p> <p>For 2016, the Department budgeted a total of</p>

<p><b>Principal Education Standards Officers (5)</b>  Primary  Secondary  Tertiary  Special Education  Examinations</p> <p><b>Senior Education Standards Officers Expressive Arts (Province 10)</b>  Lusaka  Central  North Western  Muchinga  Northern  Eastern  Southern  Western  Copperbelt  Luapula</p> <p>Senior Education Standards Officers (Expressive Arts and Practical Subjects)  <b>Chief Curriculum Specialist</b>  Principal Curriculum Specialist Social Sciences – Senior  Senior Curriculum Specialist  Curriculum specialist</p>	<p>education delivery at all levels of education from Pre-school to Secondary school levels.</p> <p>The main business of the Curriculum and Materials section is designing, developing and establishing linkages between grades up to tertiary level and provision of appropriate learning materials.</p>	<p><b>K100, 000.00</b> for coordinating, support, monitor national sporting festivals and participate in international sporting festivals.</p> <p>Physical Education and Sport at school level falls under Co-curricula  Activities which include:  - Ball games  - Athletics  - NASAAZ activities  - JETS  - Fine Arts</p> <p>Every pupil from primary to secondary school level pays <b>K50.00</b> for Co-curricular activities. This money is later broken-down as follow:  - <b>K20</b> = School use by total enrolment  - <b>K10</b> = Zone use by total enrolment  - <b>K7</b> = DEBS' Office use by total enrolment  - <b>K3</b> = HQs use by total enrolment.</p>
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### 3.5. Gaps and Recommendations

The Curriculum Development Center has a consultative approach when conducting curriculum revisions to ensure that interests of stakeholders are included in the curriculum. The review of the Physical Education curriculum offered a good opportunity to develop an all inclusive Physical Education curriculum, but it is not very clear whether major stakeholders such as the Ministry of Youth, Sport and Child Development and sport-for-development organizations were fully engaged in this process. The QPE policy revision process should consider looking at how the revised curriculum can be harmonized with some programs that these stakeholders are offering to avoid duplication and maximize the use of the available minimal resources. It is important to make sure that all stakeholders are working towards achieving the same inclusive objectives.

In a short time the revised Physical Education curriculum has been implemented, it has been discovered that teachers are struggling to support learners with appropriate knowledge and skills at secondary school level. This is because there is a disconnection between the content in the revised curriculum and that which teachers were taught in colleges and universities. While the content has now been harmonized for all teacher-training colleges, there are still disparities with what is being taught at Kwame Nkrumah University and the University of Zambia. The content taught in these universities need to be harmonized or mapped against the school curriculum and needs of the industry.

Colleges and Universities training Physical Education teachers should have comparable philosophical frameworks that are aimed at meeting the needs of the industry (Zambian society). Above all, it has been observed that universities and teacher training colleges in Zambia produce Physical Education teachers that are theoretical and very weak in sports and athletic skills. This makes them not strong enough to teach the subject, as most of them are unable to demonstrate physical and sports skills to learners. The ratio of lecturers to students and also courses offered in the colleges and universities make it impossible to produce quality Physical Education teachers. For instance, it is impossible for one lecturer teaching at the University of Zambia to specialize in all the courses being offered and provide required expertise and insights to student teachers. This creates a chain reaction that might be affecting the attitude of teachers who graduate from these institutions and the pupils in schools too. The QPE policy revision process should consider strengthening parameters that can facilitate the production of quality Physical Education teachers from colleges and universities.

#### **4. THE MINISTRY OF YOUTH, SPORT AND CHILD DEVELOPMENT**

The Ministry of Sport, Youth and Child Development is very important in the revision of the Physical Education Policy because it is the lead ministry in the implementation of the National Sport Policy. It is also responsible for policy coordination, networking and leadership, sports infrastructure, sports for all, resources mobilization, education, research and training and inter-ministerial collaboration in the process of implementing the sports policy.

#### **4.1. The National Sports Policy 2012**

The National Sports Policy of 2012 was formulated and adopted in 1994 with the aim of enhancing sports development in the country. It was revised in 2009, amended in 2012 and it is now undergoing a review to strengthen components in sport-for-development. The 2012 policy captures overarching long-term policy frameworks such as the 5<sup>th</sup> and 6<sup>th</sup> National Development Plans, Vision 2030 and the Millennium Development Goals.

The policy's main goal was prioritizing and strengthening the sport foundation in terms of resource allocation with focus on developing infrastructure, provision of equipment, capacity building, inclusiveness, gender, Physical Education and sports.<sup>9</sup> The 2012 policy has equity, gender inclusiveness in sport, inclusion of people with disability in sport, communication, partnership and networking, HIV and AIDS as well as transparency and accountability as its guiding principles. It also puts in place measures that will be put in place to ensure that these principles are adhered to.

Unlike the education policy, the sports policy has Physical Education as one of its major objectives. It contends that there is inter-dependency between Physical Education and sports and the two should be mandatory in all learning institutions. The policy stresses the teaching of Physical Education and Sport in Basic, High schools and institutions of higher learning for recreation and health purposes. It sets the following general objective and measures:

- I. Objective:** To promote the teaching of Physical Education, Sport and recreation in learning institutions.
- II. Measures**
  - a. Revive inter-ministerial steering committee on the development of sport.
  - b. Ensure Physical Education is taught as a compulsory subject in all schools
  - c. Promote the training of Physical Education teachers and instructors in learning institutions
  - d. Provide incentives for teachers of Physical Education

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<sup>9</sup> National Sports Policy 2012, Ministry of Youth and Sport.



- e. Encourage and lobby for establishment of faculty of Physical Education in higher institutions of learning.
- f. Ensure that Physical Education is an examinable subject in schools.

The National Sports Policy states how the Ministry of Sport, Youth and Child Development will work with other line ministries; institutions, private sector and NGOs in the implementation of the policy.

The Department of Sport is organized as follows:

STRUCTURE	OBJECTIVES/ACTIVITIES	SOURCES OF FUNDING
<p><b>Minster</b></p> <p><b>Permanent Secretary (PS)</b></p> <p><b>THREE (3) DEPARTMENTS: SPORT, CHILD DEVELOPMENT AND YOUTH</b></p> <p><b>DEPARTMENT OF SPORT</b></p> <p><b>Director</b></p> <p><b>Two Chief Sports Officers</b></p> <p>Chief Sports Officer (Programs) Chief Sports Officer (Monitoring)</p> <p><b>Provincial Sports Officers (Province 10)</b></p> <p>Lusaka Central North Western Muchinga Northern Eastern Southern Western Copperbelt Luapula</p> <p>Provincial Advisory Committees</p> <p>District Advisory Committees</p>	<p>The main objective of the Department of Sport is to coordinate the formulation of sports policies, promote and monitor the development of sports in the country.</p> <p>The responsibilities of Provincial Sports Officers involve: monitoring, evaluations, resources mobilization, research, advocacy and policy analysis at provincial level.</p>	<p>The Department of Sport receives most of its funding from the central government that it:</p> <p>Uses for administration</p> <p>Gives grants to sports institutions</p> <p>Pays subscriptions to organizations</p> <p>Sports for all programs</p> <p>Coach education programs</p> <p>National sports events</p> <p>Regional and continental Games</p> <p>Sport for development and peace</p> <p>Talent development</p> <p>The Sports Department has a budget allocation for Physical Education under: 5120 Talent Identification</p> <p>Out of K23, 490, 137 budgetary allocation for 2016, there is <b>K23, 400</b> for Physical Education.</p>

## 4.2. The National Youth Policy of 2015

The Ministry of Youth, Sport and Child Development is also the lead ministry in the implementation of the National Youth Policy. The 2015 National Youth Policy arises from the 1994 and 2006 National Youth Policies that were revised to address the changing challenges facing youths in the country. The 2015 policy was harmonized “to national, regional and international goals such as Millennium Development Goals, Copenhagen Commitment on social development, the World Program of Action for youth (WPAY) Commonwealth Plan of Action for Youth Empowerment (PAYE) 2007 – 2015 and the African Youth Charter”<sup>10</sup>

The main goal of the National Youth Policy of 2015 is “to provide an enabling environment that promotes the rights and obligations of the youth and foster their participation in national development.”<sup>11</sup> The National Youth Policy of 2015 defined a youth as a male or female person aged between 15 and 35 years. The lower limit of the youth definition addresses challenges that exist in adolescents between the ages of 15 to 17. This is a secondary school age where Physical Education and Sport also plays an important role.

The policy targets youths in schools with the goal of giving them equal access to quality education at all levels and reducing dropout rates and enhancing retention. It also targets out-of-school youths to help them develop and implement projects that can benefit them in form of self-employment.

One of the major objectives of the National Youth Policy of 2015 is building the Creative Industry (Arts, Culture and Recreation) – to promote youth participation in creative industries (art, culture and recreation) as a source of livelihood. It aims at increasing community participation in sport, arts and recreation activities, has set increasing access to sport, cultural recreation and the protection of designated areas for play, and sports grounds as strategies to achieve this objective.

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<sup>10</sup> National Youth Policy 2015, Ministry of Youth, Sport and Child Development.

<sup>11</sup> National Youth Policy 2015, Ministry of Youth, Sport and Child Development.

Increasing community participation in sport, arts and recreation activities is also one of the objectives in the National Plan of Action for the 2015 Youth Policy. The plan intends to promote the development of community-based sports, arts and creative industry infrastructure.<sup>12</sup> These objectives are directly connected to Physical Education and sports particularly for children in disadvantaged communities. Therefore, it is important to connect these objectives to avoid duplication of efforts and ensure maximization of available resources.

#### **4.3. Gaps and Recommendations**

The National Sports Policy of 2012 actually gives more depth to Physical Education and Sport than the National Policy on Education of 1996. This probably is due to the fact that the education policy deals with several teaching subjects while the main business of the sports policy is only Physical Education and Sports. Since Physical Education is a curriculum subject under the National Policy on Education, there is need for the two line ministries to collaborate to deliver the subject. While the policy states how there is need to liaise with the Ministry of Education on the implementation of sports and recreation programs, mobilize bilateral and multilateral technical assistance programs, and facilitate establishment of national sports academy, it is not very clear on how the two ministries will work together to implement Physical Education in the country.

While the National Sports Policy of 2012 has clear objectives for Physical Education, they are not SMART. This leaves it open ended and makes it difficult to measure the success or failure to attain the objectives. The QPE policy revision should pay attention to the policy objectives set by the two line ministries and how they will cooperate to achieve them.

The implementation of the National Youth Policy and plan of action has a bearing on Physical Education and Sports in schools and communities. Therefore, the revision of the Physical Education policy should try to look into linking and tapping into some of the objectives of the National Youth Policy of 2015 and the National Plan of Action for the 2015 Youth Policy to avoid duplication and maximize the utilization of the minimal available resources.

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<sup>12</sup> National Plan of Action for the 2015 Youth Policy, Ministry of Youth, Sport and Child Development.

## **5. NATIONAL SPORTS COUNCIL OF ZAMBIA**

The National Sports Council of Zambia is another important sports organization. It was created through an Act of Parliament in 1977 to work closely with the Ministry of Sport, Youth and Child Development to register and oversee all sports associations in the country. It is simply the mother-body for all National Sports Associations (federations), which are umbrella organizations for individual sports disciplines in Zambia. Its main roles are to coordinate, and implement sports development, resource mobilization and national sports awards for the sports associations.

## **6. PHYSICAL EDUCATION AND SPORT TEACHERS' ASSOCIATION ZAMBIA (PETAZ)**

This is an organization that is made up of individuals practicing Physical Education that includes students, teachers, lecturers and any other people interested in the subject. It is a subject association under the Ministry of General Education and also affiliated to the National Sports Council of Zambia.

The aim of PETAZ is to promote an awareness and understanding of the important role Physical Education plays within the total educational process and development of learners. Objectives of PETAZ include ensuring that Physical Education and Sport are taught in schools and colleges as an examinable subject, to improve the quality of teaching and learning of the subject, to facilitate exchange of information and ideas and to liaise with the Ministry of General Education and other relevant authorities on the development of the subject in the country. PETAZ is supposed to be funded by its own members through annual subscription fees. However, it is struggling to get annual subscription fees from its membership across the country and only depends on annual conference participation fees.

This is an important organization regarding Physical Education that might need strengthening through the National Physical Education policy because it forms a community of practice for Physical Education practitioners. It also offers an opportunity to share concern, passion and opportunities of strengthening the teaching of Physical Education in Zambia.

## **7. LOCAL NGOS THAT SUPPORT PHYSICAL EDUCATION IN ZAMBIA**

There are several organizations that play a role in the improvement of Physical Education and sport in Zambia. The following are some of the most visible organizations:

### **7.1. Sport-for-Development- Organizations**

These are made up of non-governmental organizations (NGOs), loosely referred to as civil society organizations that use “sport as a vehicle for broad, sustainable social development” in disadvantaged communities.<sup>13</sup> The “rollback of government assistance in sport in the 1990s as a result of failing economies paved way for nongovernmental organizations (NGOs) and community-based organizations” to provide basic social services such as sport and education. They were supported by neoliberal ideology among Western governments and international organizations such as the World Bank that supported the concept of NGOs in the 1980s and 1990s because there was a perception that national governments in African countries were both failing and corrupt. Therefore, international NGOs were encouraged following the belief that they stimulated democratic principles and were an effective means of making sure that aid was delivered to the poor.<sup>14</sup> This led to the emergence of local sport-for-development organizations such as:

#### **7.1.1. Edusport Foundation**

Edusport Foundation is a community-driven, non-governmental organization based in Lusaka, Zambia. It was formed in the 1990s and has been involved in working with issues such as community sports development, HIV/AIDS, child rights and women and girls participation in sports in underprivileged Zambian communities. They mobilize local schools, community leaders to provide physical activities programs in schools and communities and also provide life skills training, and coach development. It basically uses inclusive sport as a means of fostering community education and youth empowerment.

Edusport Foundation is funded by international sports funding agencies such as the Norwegian

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<sup>13</sup> Bruce Kidd, “A new social movement: Sport for development and peace,” *Sport in Society: Cultures, Commerce, Media, Politics*, (2008): 370. Neoliberalism is an approach where control of economic factors is shifted from government or public sector to private sector.

<sup>14</sup> Iain Lindsey and Davies Banda, “Sport, non-government organizations and the fight against HIV/AIDS,” *International Review for the Sociology of Sport* (2010), 4.

Olympic and Paralympic Committee and Confederation of Sports (NIF), UK Sports, UNICEP local funders such as Standard Bank.

### 7.1.2. Sport in Action (SIA)

SIA is another sport-for-development organization that was also formed in the 1990s and uses sport as a tool for development. Just like Edusport, SIA mobilizes local schools, community leaders to provide physical activities programs in schools and communities. It also provides life skills training, and coach education and development using peer leaders as shown in the table below:

ORGANIZATION	OBJECTIVES/ACTIVITIES	FUNDING
<p><b>Sport in Action:</b> This is a sport-for-development organization that uses sports as a tool for development registered as a society</p>	<p>Physical Education and Sports sessions with focal point teachers trained using traditional games. Attaches young people (volunteers) in schools who help in facilitating Physical Education lessons – Young people given transport refunds to and from the schools.</p> <p>Volunteers use Physical Education sessions as a basis for sports development and integrate them with life skills.</p> <p>Schools involved include: Mumana Basic, Chipata Community School, Mtenderer Community School, UTH Community Schools and many others.</p> <p>Holds training workshops and refresher courses for volunteers and teachers to empower them in basic first aid, volunteerism, officiating etc.</p> <p>Infrastructure development: They have been renovating and constructing infrastructure such as netball and basketball courts, Swimming pools, and multipurpose sports facilities.</p> <p>Develops youth through peer leadership training, facilitation and consultation in the construction of facilities, organization of tournaments and operation of other education and life skill areas such as HIV and AIDS, substance abuse and children’s rights and responsibilities.</p>	<p>Save the Children through the Swedish International Development Cooperation (SIDA)</p> <p>Norwegian Agency for Development (NORAD) through Norwegian Olympic Committee and Confederation of Sports (NIF).</p> <p>Department of International Development (DFID)</p> <p>Ideals Program and Durham University.</p> <p>UNICEF</p> <p>Street football world – FIFA –Goal Project</p> <p>Contribution from the Seven universities – through a charity</p>

### 7.1.3. Sport for Social Change Zambia Chapter

The past twenty years have seen an explosion of sport-for-development related organizations in Zambia that are implementing various projects in different communities in Zambia. These

organizations include National Organization for Women in Sport, Physical Education and Recreation (NOWSPAR), Sport in Actin (SIA), Breakthrough Chiparamba Academy, Edusport Foundation, Bauleni Sports Academy. Life Skills Development Foundation, Kalim Sports Council, Beyond Sport Integrated: Coaches across borders, Grassroot Soccer, Sport in Rural Areas, Play Soccer Zambia, Olympic Youth Development Centre and the New Wave Academy. These organizations have recently joined a loose network called Sport for Social Change Network (SSCN) with a goal of sharing, networking and building capacity in the use of sport as a tool for contributing to social change. This is part of a larger Sport for Social Change Network Southern Africa.

These organizations are playing an important role in fostering Physical Education and Sport in disadvantaged communities and supplementing government's inability to provide nationwide sports infrastructure and programs. Their presence in schools was strengthened when the Fifth National Development Plan 2006 -2010, acknowledged the role of sport, recreation and Physical Education as tools for human and economic development. The same policy document identified Physical Education and Sport as a means of halting the spread of the HIV/AIDS pandemic.<sup>15</sup> Therefore, there is need for them being considered as a priority for mainstreaming their activities and programs and making sure that they are harmonized with national development plans and Physical Education programs.

## **8. DONOR AGENCIES THAT SUPPORT PHYSICAL EDUCATION AND SPORT IN ZAMBIA**

Most of the local sports-for-development organizations in Zambia are supported by donor agencies that include:

### **8.1. Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF)**

NIF has been supporting local sports organizations in Zambia from the early 1980s. It can be credited for supporting the emergence of the first sport-for-development organizations in Zambia such as Edusport and SIA discussed above. NIF's overall goal is "To develop the organizational

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<sup>15</sup> Government of the Republic of Zambia (2006). *Fifth National Development Plan (5thNDP) 2006 - 2010*. Lusaka: Ministry of Finance and National Planning.

capacity and sport structures to ensure opportunities for all children and youth to participate and benefit from sport and life skills programs/activities without discrimination.” NIF is interested in contributing to poverty reduction through sport development and social development using sport by strengthening governance in local organizations, Building Capacity and Building and strengthening networks.

## **8.2. UK Sport**

UK Sport has a long history of working in Zambia supporting local sport-for-development organizations. UK Sport has been working with other partners such as IDEAS— providing a link between UK institutions and international sport stakeholders, creating channels for mutual learning between the UK international partners. IDEALS Zambia project started in 2006 working with British universities and international partners to offer students the opportunity to work together with local sports volunteers, learning from each other and developing their personal and professional skill sets.

## **8.3. Japanese International Agency (JICA)**

JAICA has several focus areas in Zambia that include water, energy, agriculture, private sector and education. Under education, one of the major outcomes is poverty reduction through education. JAICA works with the Ministry of General Education to maximize the outcomes of the Japanese assistance programs in the education sector and ensure the Millennium Development Goals in the education sector are achieved. They provide Japanese volunteers some of them specialized in Physical Education and Sport who are placed in local schools, colleges and sports organizations such as the National Sports Council of Zambia.

## **8.4. German Cooperation for Development (GIZ)**

GIZ in Zambia has the following focus areas: water (drinking water, wastewater, water resource management), including measures geared to adapting to climate change and good governance (decentralization, political participation of civil society, good financial governance).

However, within these focus areas, they also support projects such as the Health and Hygiene program, which is aimed at reducing mortality rates from water-borne related diseases by raising



awareness in appropriate health, hygiene and sanitation through football. They also have shown interest in supporting training football and athletics coaches, Sports Management, and Sports Medicine.

#### **8.5. Department for International Development (DFID) UK**

DFID's main focus in Zambia is addressing the Millennium Development Goals and to help remove the barriers to investment and wealth creation. They support the Zambian government towards improving systems and skills, use of resources to provide better services, fight corruption and increase transparency and accountability.

However, they also support the use of sport in addressing global social and development issues. This involves the use of quality and inclusive sport and physical activity to engage children and young people in promoting education; rights, status and voice of women and girls in their communities. This is done by providing opportunities for children with disabilities to join in social and sporting activities; and improving young people's understanding of communicable diseases, in particular HIV/AIDS and malaria, and access to counseling and medical services.

#### **8.6. UNICEF**

UNICEF Zambia is focusing on capacity and systems strengthening for improvement of quality of education, equity in participation and progression from pre-primary to primary and lower secondary education, especially for girls, rural children, and other excluded groups. HIV prevention and behavioral change are promoted through life skills programs for children who are in school and out of school. This has three focus areas that include: Early Childhood Care and Development Education (ECCDE), Quality Basic Education and HIV and AIDS and Life Skills Education.

UNICEF supported the revision of the Physical Education Curriculum from grade 8-12, playing an important role of making the subject examinable. Additionally, UNICEF also supports HIV and AIDS and Life Skills Education outcome where sport-for-development NGOs use sports as a medium for teaching life-skills. This is done through peer-to-peer counseling which reaches over 500, 000 children in and out of school with Life skills and HIV prevention messages in six

provinces. It also supports the Ministry of General Education in Zambia Education Curriculum Framework that introduced Physical Education and Sport as a curriculum subject in Zambia.

## **9. CONCLUSION AND RECOMMENDATIONS**

### **9.1. Final Comments**

Physical Education and Sport in the Zambian education system is officially situated in the National Policy on Education (Educating Our Future) of 1996, which aims at achieving long and short-term national development strategies. The Ministry of General Education, which is the main implementer of the national policy on education, has been working with line ministries and other stakeholders to spearhead the process of revising the Physical Education curriculum. The revisions were stimulated by a mismatch between secondary education and skills that the job market needs, hence the need to implement reforms that connected the school system to the technical education, vocational and entrepreneurship qualification framework. This was in an effort to achieve the 5<sup>th</sup> and 6<sup>th</sup> National Development Plans and the long-term national development plan—Vision 2030, aimed at making Zambia a prosperous middle-income nation.

Based on what has been done so far, it is unmistakable that Physical Education and Sport in Zambia is moving towards a positive direction as seen in the implementation of the Zambia Education Curriculum Framework of 2013. Physical Education became an examinable subject in 2014 and its curriculum has been matched with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) qualification. This will make sure that qualified learners will not only graduate with an academic qualification, but also a trade certificate. The Ministry of General Education has also reviewed the Physical Education curriculum in teacher training collages to ensure that they match the content in the new school curriculum. Pupils from primary to secondary school level pay K50 as co-curricula (although Physical Education is now a curricula subject) fee, which covers the financing of the subject from school to national level. If all these developments will be efficiently executed, the quality of Physical Education and Sport in the country will improve.

One of the major weaknesses of the National Policy on Education of 1996 in respect to Physical Education is that it does not provide any definitions, thorough justification, objectives and guidelines for implementing the subject in Zambia. This leaves all the revision processes that have been done hanging without a clear policy framework. The National Sports Policy of 2012 that is implemented by the Ministry of Sport, Youth and Child Development even enunciates clearer objectives on Physical Education than the policy on education. There is also the National Youth Policy, the national health policy, other national policies and efforts being made by civil society organizations whose value can enhance the quality of Physical Education in Zambia.

## **7.2. Preliminary Recommendations**

- Building on and harmonizing the policy outlines on Physical Education and Sport in the National Policy on Education (1996), the National Sport Policy (2012), other policies and NGOs projects to make sure that all efforts are aimed at achieving the same objectives to avoid duplication of efforts and maximize the use of available minimal resources.
- Providing definitions of Physical Education and Sport, setting SMART objectives that fit in the National Policy on Education (1996), short and long-term national development plans such as Vision 2030.
- Emboldening collaboration in the revised policy by clearly outlining the roles key stakeholders such as the Ministry of General Education, Ministry of Sport, Youth and Child Development, Ministry of Higher Education and civil societies organizations will be playing towards achieving the Physical Education objectives.
- As 40.8% of the Zambian population is estimated to be living in extreme poverty, the policy revision process should consider paying attention to children that are not in formal education. This could mean mainstreaming some of the NGOs initiatives to meet the needs of children in impoverished communities.
- Stipulating strategies that can guarantee the training of quality Physical Education teachers such as:
  - I). Minimum qualifications for Physical Education lecturers proportional to the qualification being offered such as diploma, bachelor degree or masters degree
  - II). Reducing the ratio between students and lecturers.

III). Setting a standard philosophical framework for the subject for colleges and universities training Physical Education teachers.

IV). Demanding emphasis on practical and not theoretical aspects of the subject in teacher education to produce proactive teachers.

- Strengthening of Physical Education and Sports Teachers' Association as a community of practice that can bolster the subject as a career path.
- Defining clear strategies on how to address gender equality, equity and needs for disadvantaged groups in Physical Education teaching.

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