



UNESCO
Country Programme Document

ZAMBIA

2013 – 2015

MAP OF ZAMBIA



Key Social and Economic Indicators

Key Social and Economic Indicators			
Indicator	Value	Year	Source
Poverty Head Count Ratio (%)	64	2006	LCMS
Population - 2008 estimate (million)	12.5	2008	CSO Pop Projections
Life Expectancy at Birth (Years)	45.4	2009	World Bank
Maternal Mortality (Mothers per 100,000 births)	591	2007	ZDHS
Fertility rate (%)	6.2	2007	ZDHS
HIV Prevalence (%)	14.3	2007	ZDHS
Infant Mortality rates (infants per 1,000 births)	70	2009	UNFPA
Under Five Mortality Rate (per 1,000 births)	119	2009	UNFPA
Proportion of births attended by skilled health personnel	48	2009	UNFPA
Women Using Contraceptives (%)	41	2007	ZDHS
GDP Growth rate (%)	6.7	2009	MoFNP
GDP per capita (US\$)	993	2009	CSO
Access to Health (% of Population)	95	2006	LCMS
Unemployment Rate (%)	14	2010	CSO (www.zamstats.gov.zm)
Literacy rates % (Women)	59.8	2009	HDR
Literacy rates % (Men)	76.3	2009	HDR
Literacy rates (%)	68.1	2010	Calculated from HDR Average
Net Enrolment Rate in primary education (%) (Female)	92	2010	UNESCO Institute for Statistics (UIS)
Net Enrolment Rate in primary education (%) (Male)	90	2010	UNESCO Institute for Statistics (UIS)
Net Enrolment Rate in primary education (%) (Total)	91	2010	UNESCO Institute for Statistics (UIS)
Governance Index (score of 100)	59.6	2007	NBER
Gender-related Development Index Rank (out of 157 countries)	144	2009	HDR (Global)
HD Ranking (out of 177 countries)	165	2009	HDR (Global)
Corruption Perception Index (out of 10)	3	2009	TI (www.transparency.org)
Proportion of Seats Held by women in Parliament (%)	14.6	2010	National Assembly (www.parliament.gov.zm)

ACRONYMS

ADEA	Association for the Development of Education in Africa
AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
BR	Biosphere Reserve
CAMFED	Campaign for Female Education
CI	Communication and Information
COMESA	Common Market for Eastern and Southern Africa
CPA	Consolidated Plan of Action
CSO	Central Statistical Office
DQAF	Data Quality Assessment Framework
EEASA	Environmental Education Association of Southern Africa
EMIS	Education Management Information System
ESD	Education for Sustainable Development
FAWEZA	Forum for African Women Educationalists (Zambia)
FOTAC	Foundation of Oral Traditions, Arts and Culture
GDP	Gross Domestic Product
GOZ	Government of Zambia
HIPC	Highly Indebted Poor Country
HIV	Human Immunodeficiency Virus
IEEE	International Engineers Association
IFAP	Information for All Programme
IHP	Intergovernmental Hydrological Programme
ISARM	Internationally Shared Aquifer Resources Management
IUCN	International Union for Conservation of Nature
LZNP	Lower Zambezi National Park
MAB	Man and Biosphere
MDRI	Multi-donor Debt Reduction Initiative
MISA	Media Institute of Southern Africa
ODL	Open and Distance Learning
PAZ	Press Association of Zambia
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SGBV	Sexual and Gender-Based Violence
TEVETA	Technical, Entrepreneurial and Vocational Education and Training Authority
TTISSA	Teacher Training Initiative in Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WGEMPS	Working Group on Education Management and Policy Support
WH	World Heritage
ZAMCOM	Zambezi Watercourse Commission
ZAMCOPS	Zambia Music and Copyright Society

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PART 1: SITUATION ANALYSIS

Country Overview

1. Zambia is a landlocked country located in Southern Africa, with an estimated population of 12.2 million in 2009. It is a peaceful, democratic country with enormous economic potential grounded in its rich endowment of natural resources. Zambia's considerable mineral wealth includes emeralds, amethyst, garnet, tourmaline, citrine, malachite, agate, aquamarine, and others. The country holds 6 percent of the world's copper reserves.
2. Zambia's Vision 2030 envisages the country attaining prosperous middle income status by the year 2030. For this to happen, the economy needs to grow at an annual average rate of about 6-7 percent, slightly higher than the rates of the just over five percent attained during the past five years. In 2010, the country attained the growth rate of 7.6 percent. If this growth rate is sustained, then Zambia will be able to achieve its goal.
3. After reaching the Highly Indebted Poor Country (HIPC) and Multi-donor Debt Reduction Initiative (MDRI) in 2005 and 2006 respectively, Zambia has turned around its image from a country performing considerably below its potential, to a country with good economic management and several years of strong economic growth. Strong macro-economic performance, coupled with fast paced growth in the fields of mining, construction, telecommunications and tourism, helped spur average GDP growth of 5.6 percent during the period 2001-2010. A number of policy reforms such as acceleration of the budget preparation process, increase of electricity tariffs and privatization of remnant parastatals have been put in place to enhance economic growth.
4. Zambia has invested in education at all levels as part of its strategy the alleviation of poverty, eradication of hunger, and general improvement of people's lives. Education is also meant to serve as the foundation for national development. Key indicators show that there has been a steady increase in school enrolments and completion rates, and a decline in dropout rates, particularly from the year 2000 onwards. Efforts have also been made to address disparities by gender and geographical location. While there is no major difference between rural and urban areas in terms of access to primary school, this difference is significant in terms of access to secondary school. There is also some notable gender disparity favouring boys' education at both the primary and secondary school levels. It is important to note that while completion rates for Grade 1-7 in Zambia are high (94.7%), completion rates for Grade 8-9 (which is considered to be part of basic education) are low (51.2%). Investing in basic education, if part of a broader development strategy, can bring important socio-economic benefits. Fees are still charged for education after Grade 7, and there are fewer slots in middle and high schools.
5. Other factors that limit girls' progression in education at secondary and tertiary levels include early marriages or early pregnancies, low appreciation for girl child education, gender-based violence, inadequate sanitation facilities in schools and the burden of care caused by the HIV and AIDS epidemic. Tertiary education, which is essential for more effective participation in the economy, reaches only a little more than two percent of the population and this is largely determined by household income level. Not much progress has been made on technical and vocational training since Independence, and despite the seemingly good foundations at the lower levels of the educational continuum, there is limited integration of the curricula in training institutions and the world of work. This is compounded by the poor quality education at the elementary school level (Grade 1-7). These factors have resulted in the scarcity of certain types of skills and professionals in the labour market.
6. The other challenge is adult literacy, which declined from 79 percent in 1990 to 70% in 2004, and the 17.4 percent completion rate for girls in secondary school in 2009. The emphasis needs to be on making education compulsory from Grades 1 to 7, achieving higher completion rates for girls in secondary education, and improving the quality of education, including through more enforceable incentives-cum-performance measures for teachers and school administration.
7. Zambia is a country of tremendous diversity – ethnically, racially, linguistically and religiously. Such diversity provides a rich blend of values, norms, and cultural and spiritual traditions. Zambia's people belong to over 70 tribes including: Lozi, Bemba, Ngoni, Lunda, Luvale and Kaonde. Notably, Zambians have co-existed

peacefully under the national motto "One Zambia, One Nation" since Independence in 1964. The culture of Zambia is mainly indigenous Bantu culture mixed with European influence. Prior to the establishment of modern Zambia, the natives lived in independent tribes, each with their own ways of life. One of the results of the colonial era was the growth of urbanization. Different ethnic groups started living together in towns and cities, influencing each other as well as adopting a lot of the European culture. The original cultures have largely survived in the rural areas. In the urban setting there is a continuous integration and evolution of these cultures to produce what is now called "Zambian culture". Traditional culture is very visible through colourful annual Zambian traditional ceremonies. Some of the more prominent of these ceremonies are Kuomboka and Kathanga (Western Province), Mutomboko (Luapula Province), Ncwala (Eastern Province), Lwiindi and Shimunenga (Southern Province), Likumbi Lyamize (North Western), Chibwela Kumushi (Central Province) and Ukusefya Pa Ng'wena (Northern Province).

Pertinent Development Issues

8. In spite of the impressive performance of Zambia's economy, such growth has not translated into significant poverty reduction, with 59 percent of the population living below the poverty line and 37 percent considered to be living in extreme poverty. Accelerating growth and reducing poverty will necessitate increasing the competitiveness of the Zambian economy by reducing the cost of doing business and ensuring that the rural economy, upon which much of the population depends for its livelihood, contributes meaningfully to overall growth. Despite vast potential and stated commitments to diversification, the mining sector continues to dominate the economy.
9. In September 2012, Zambia successfully issued a bond valued at \$750m on the international financial market. Regarded as one of the largest in Sub-Saharan Africa, the Zambian government intends to use the resources towards infrastructure development particularly roads, railway and energy.
10. Zambia still has to address the persisting gender disparities that are observed in many sectors. In education, for instance, disparities are prevalent at the post-primary school level, largely as a result of high drop-out rates of girls. The 2009 Educational Statistical Bulletin indicates a rise in pregnancy rates among school girls of junior secondary school level and below, further heightening challenges of retention and learner performance among girls. The lower participation by girls in education poses a threat to the achievement of MDG Goal 3, and therefore to the persistently wide gender disparities in all other sectors. The problem of sexual and gender-based violence (SGBV) needs to be addressed within the broader social framework Zambia's customary law that allows for early marriage. This inevitably promotes teenage pregnancy, with intergenerational sex fuelling HIV and domestic abuse, thus hindering progress towards the attainment of MDGs 2 and 3. Enforceable civil laws that are aligned with international conventions such as the CRC and CEDAW can curb these behaviours and ensure that investments in female education are protected. Prioritisation of representational leadership, access to financing, entrepreneurship and asset ownership can significantly promote gender equality and women empowerment as strategies for alleviating poverty.
11. Health is a fundamental human right, encompassing access to quality health services and other underlying determinants of health, such as access to safe and potable water and adequate sanitation. Zambia's total fertility rate in 2007 was 6.2 children per woman.¹ While overall, nine out of every ten Zambians lived within 5 kilometres of (and, therefore, have access to) a health facility,² the status of health in the country is poor, and a constraint to productive employment for many people, particularly the poor.
12. Approximately 14.3 percent of Zambians are living with HIV, estimated at almost 1,000,000 adults between 15 and 49 years (DHS, 2007) and over 250,000 of these are receiving anti-retroviral treatment that allows them to live longer and healthier lives. Urban areas (20%) have higher HIV prevalence than rural areas (10%), and females (16.1%) are more likely to be HIV positive (contributing also to maternal mortality) than males (12.3%). Women also tend to bear a disproportionate burden of care for the sick and otherwise affected, including over 1.3 million orphans and children made vulnerable by HIV. The 2009 prevention conference

¹ 2007 *Demographic and Health Survey* (DHS, 2007).

² Living Conditions Monitoring Survey, 2006

identified the six key drivers of the HIV epidemic, which include multiple and concurrent sexual partners, low and inconsistent condom use, low rates of male circumcision, mobility and labour migration, vulnerable and marginalised groups and vertical mother-to-child transmission. In order to bring the epidemic under control, it will be critical to stop new infections through dedicated interventions which address the key risks and drivers of the epidemic as well as the underlying structural factors. The latter include gender inequality, disparity in access to resources, discrimination and HIV-related stigma and access to services³. At the same time, the scaling up of treatment, care and support will require integration of HIV-related services into the wider health system and other sectors to reach all those in need through a multi-sectoral response.

13. Like many other countries in Africa, Zambia is an emerging, multi-party democracy whose unhindered progress towards a mature democracy still needs to be continuously nurtured. This will require the strengthening of structures and institutions that support this process, among them plurality of media and press freedom. Zambia successfully held its sixth election since the re-introduction of multi-party democracy in 1991. On 23 September, 2011, Michael Sata took over from Rupiah Banda who peacefully transitioned power to the opposition after 20 years of his party's rule over Zambia. The new government has largely maintained the development focus of the previous administration with a heightened focus on infrastructure development and decentralisation of government services including health and education.
14. The persistence of poverty has for long been associated with the challenge of environmental sustainability, which is further aggravated by the effects of climate change, to which Zambia is yet to adequately adapt. Lack of an efficient early warning system against climate change, as well as natural and induced disasters adds another challenge to the already dire situation. The major, mutually-reinforcing environment-livelihoods challenges include recurring droughts and floods, deforestation (directly linked to over-reliance on biomass as an energy source), loss of topsoil, ineffective land tenure system and inefficient and unsustainable agricultural practices. These challenges have a higher impact on women whose livelihoods depend on the use of natural resources. Continuing environmental degradation and climate change have adverse effects on livelihoods, while poverty, illness (including HIV-related morbidity) and desperation contribute to continued environmental degradation. The World Bank estimates that overall, climate variability will keep 300,000 people below the national poverty line by 2016.
15. Zambia has a rich intangible and tangible cultural and natural heritage and many potential heritage sites with a huge potential to contribute to the enrichment of Zambians' lives through enhanced productivity (e.g. through cultural industries) and provision of services (such as cultural tourism), both of which can generate employment opportunities. However, there is still limited capacity for the fuller exploitation of these opportunities. To do this, there is need to build capacity for listing of new elements of the intangible and potential World Heritage sites, for the management, safeguarding and promotion of the existing cultural heritage, and for the development of cultural industries that hold potential for significant benefits. Culture is also crucial for human development. For example, the 2003 Convention recognizes communities as its main beneficiaries; given the importance of the intangible cultural heritage in assuring the sense of identity and continuity, as well as the cohesion of communities, its safeguarding contributes significantly to the sustainable development of the country.

Development Challenges and Opportunities for UNESCO

16. UNESCO Office in Harare was established in 1986 as a sub-regional office for education in Southern Africa, with special emphasis on higher education, following a recommendation of the 5th UNESCO Conference of Ministers of Education in Africa (1982). Since then, and in response to the dynamism and impetus for cooperation created by the social, economic and political developments in the sub-region, the Office has developed into an integrated, interdisciplinary and inter-sectoral unit. Consequently, its capacity has been enhanced to mobilize and co-ordinate UNESCO's programme strategy and action at sub-regional level, in close co-operation with headquarters, other field offices and National Commissions for UNESCO.

³ NAC: National Monitoring, Research and Evaluation Plan (2011-2015)

17. UNESCO Harare also serves as the focal point for cooperation between UNESCO and the Southern African Development Community (SADC) whose headquarters are in Gaborone (Botswana), as well as for the Common Market for Eastern and Southern Africa (COMESA) whose head offices are in Lusaka, Zambia. This factor heightens Zambia's interaction with the two entities and facilitates its participation in regional matters of a developmental nature. Although the interests and priorities of SADC and COMESA might not necessarily perfectly match those of UNESCO at all times, there is a lot of overlap. Encouraged by this, UNESCO and the SADC Secretariat have implemented successful joint programmes in Education, Culture and Science. Such collaboration holds huge potential for leveraging support for development initiatives in Zambia.
18. UNESCO Harare also hosts the ADEA Working Group on Education Management and Policy Support (WGEMPS) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), both of which work with Ministries of Education, particularly on matters related to capacity building and provision of technical support for EMIS, education sector policy development, and strengthening of learning assessment systems.
19. UNESCO Harare Cluster's office is in Zimbabwe, and so its physical presence (and therefore also its visibility) in Zambia is considerably compromised. This is because UNESCO's engagement in and participation with regular government, UNCT, donor and civil society events remains limited and inconsistent. Nevertheless, UNESCO has a national officer responsible for the EDUCAIDS project who is based in Lusaka, Zambia. This officer has been able to represent UNESCO, albeit at a lower level, in some of the events. The Zambia National Commission for UNESCO has also facilitated UNESCO's interaction with these partners. However, even the national commission cannot play the full role of UNESCO in its absence.
20. The UNESCO Field Offices in Harare and Windhoek (Namibia) organized a workshop in September 2011 on strengthening the fight against illicit traffic in cultural property through the 1970 UNESCO Convention and the 1995 UNIDROIT Convention. Along with representatives from Botswana, Lesotho, Namibia, South Africa, Swaziland, Malawi and Zimbabwe, representatives from Zambia were in attendance. The workshop, which took place in Windhoek, was particularly focused on:
- The importance of ratifying and implementing the 1954, 1970 and 1995 Conventions.
 - The need to pursue awareness-raising in order that the Member States remain actively involved in the prevention of illicit traffic and improve their knowledge of the matter;
- Based on these results and the provisions of the 1970 and 1995 Conventions, another training workshop has been organized from 5 to 7 November 2012 in Gaborone (Botswana). It has focused on:
- Reinforcing museum security and inventories, the use of the Object-ID standard and similar documentation records, one of the identifying problems being the lack of adequate inventories and procedures concerning periodic control;
 - Reinforcing cooperation between cultural institutions and the agencies that apply cultural legislation;
 - Creating a platform dedicated to sharing information concerning stolen cultural property and data on its illicit traffic;
 - Appreciating cooperative efforts by collecting, documenting and exhibiting recovered/restituted cultural objects
 - Promoting the 1970 and 1995 Conventions with a view to securing the ratification of the six countries not yet party to them.
21. Zambia ratified the 1970 Convention on 21 June 1985 and signed (but not yet ratified) the 1995 UNIDROIT Convention
22. As a specialised agency with a specific mandate, UNESCO has a clear niche on Zambia's development landscape. In particular, it can play a leadership role in promoting the development of TVET, EMIS and teacher quality; in water management and environment issues; in fostering press freedom and media plurality; and in promoting the cultural heritage.

PART 2: PAST AND PRESENT COOPERATION AND LESSONS LEARNT

Key results achieved

23. In the field of Education, an assessment of the EMIS was conducted in 2008/2009 by ADEA-WGEMPS using the Data Quality Assessment Framework (DQAF), and the results of the diagnosis have been formally endorsed by Ministry of Education. The Ministry of Education have now developed a plan of action, based on the recommendations of the DQAF, in order to systematically address the issues that, according to the assessment, required attention. UNESCO provided financial and technical support for the development of the plan. In addition, within the framework of EDUCAIDS initiative, Zambia is one of the four pilot countries to lead the process of incorporating HIV and AIDS-sensitive indicators into existing EMIS. The results of the pilot will be shared with other SADC countries for possible replication.
24. Zambia is part of the Teacher Training Initiative in Sub-Saharan Africa (TTISSA), a 10-year project to dramatically improve teacher training capacities in 46 Sub-Saharan countries. It is designed to assist countries to synchronize their policies, teacher education, and labour practices with national development priorities for Education for All (EFA) and the Millennium Development Goals (MDGs) through a series of four-year cycles. In Zambia, interventions that were implemented were derived from the findings of the 2005 Research on Zambia Teacher Education Strategy. One dimension of teacher development that UNESCO supported in 2010 and 2011 is a multi-partner initiative that sought to strengthen the role and capacity of teachers in addressing the issue of sexual and gender-based violence (SGBV) against school children that is leading to rising school dropouts. Equipping teachers with skills in detecting and effectively addressing SGBV was part of a broader strategy for creating a protective environment for learners. Because SGBV drives the HIV epidemic, synergies were established between this initiative and UNESCO's HIV and AIDS programmes aimed at building national capacities to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts. In this regard, UNESCO trained, and will continue to train, teachers on sexuality education.
25. Following an assessment of the country's priorities in TVET was made in January 2010, and recommendations from the 4th African UNESCO-UNEVOC TVET summit hosted by Zambia in May 2010, UNESCO supported the development of an ODL policy in TVET. Zambia also actively participated in the Joint SADC-UNESCO Regional TVET study, and generated a country status report on TVET. Through its participation, Zambia contributed to the development of regional TVET monitoring tool and the SADC Regional TVET strategy that will be adopted for use by SADC as a whole. Zambia is also one of the five countries selected to benefit from the UNESCO-Republic of Korea (ROK) Cooperation BEAR project that seeks to revitalize TVET in the SADC region. An assessment of the status of TVET with a focus on identifying the economic growth, employment and employment growth sectors that TVET can contribute to was conducted in 2011 and the areas for policy intervention identified will receive support from 2012 onwards.
26. UNESCO is working with the Ministry of Education in identifying key entry points which can help improve the education sector response to HIV & AIDS. This is an ongoing process but some of the actions have involved policy and strategy review to ascertain gaps; the study on sexuality education, the GBV workshop among others. UNESCO has also facilitated the finalization of guidance and counselling handbook which will be the guiding framework for all school based guidance and counselling services in Zambia. The book has mainstreamed HIV & AIDS. In addition, UNESCO and Guidance and Counselling Unit are planning on a series of capacity building activities targeting guidance teachers in HIV and AIDS, gender and sexuality education so as to strengthen the education sector's response to HIV and AIDS. A study to situate sexuality education in the education system was carried out in late 2010. This study has brought to the fore a number of critical issues regarding the quality and content of teaching of HIV and AIDS and sexuality education to young people. A number of organizations have since come together to advocate for the strengthening of sexuality education in the education system. UNESCO will continue engaging the education sector around advocacy and provision of strategic information, capacity building, and mobilisation of resources and partnerships for a more comprehensive education response to HIV and AIDS at all levels.
27. Zambia has a Man and Biosphere (MAB) committee but currently has no Biosphere Reserves (BR) and is not a member of AfriMAB. UNESCO Harare has been supporting efforts towards nominating Lower Zambezi National Park (LZNP) together with Zimbabwe's Middle Zambezi BR, which would also address some of the

concerns of the World Heritage (WH) committee regarding Mana Pools, a World Heritage site in Zimbabwe within the Middle Zambezi BR and adjacent to the LZNP in Zambia. UNESCO's Director General has made the recommendation to continue efforts towards a transboundary reserve under joint management during her official visit to Zambia in March 2011.

28. Zambia participates in UNESCO's Intergovernmental Hydrological Programme (IHP) and its different activities, including the Internationally Shared Aquifer Resources Management (ISARM) initiative. In 2010-2011, the UNESCO Geology Chair at the University of the Western Cape has received supported to strengthen knowledge on Transboundary Aquifers, and Zambia-DRC aquifers are one of two case studies. Zambia has yet to sign the agreement to establish the Zambezi Watercourse Commission (ZAMCOM) which has been signed by 7 of the 8 riparian countries in 2004 under the umbrella of SADC. To support improved management of the Zambezi Basin (water and ecosystems, including 2 World Heritage sites) this would be an essential step. The Education and Natural Sciences sectors have s Zambezi Watercourse Commission (ZAMCOM) upported a meeting of the Environmental Education Association of Southern Africa (EEASA), focusing on ESD which was held at Copperbelt University (Kitwe) in September 2010.
29. As the lead organisation supporting the AU Consolidated Plan of Action (CPA) for Science and Technology, UNESCO supports the process of Science, Technology and Innovation Policy review in Zambia. In 2010, a training workshop for teachers regarding integration of engineering in science teaching, organised by the International Engineers Association (IEEE), was supported.
30. Zambia has a rich tangible and intangible cultural heritage as well as diverse creative industries. In this regard, UNESCO's efforts are focussed on supporting the safeguarding and promoting the country's rich heritage as well as development of its creative industries. In the area of tangible heritage, Zambia has one Heritage Site inscribed on the World Heritage List, the Victoria Falls Heritage Site which it also shares with Zimbabwe. Victoria Falls Heritage Site is faced with many management challenges particularly as a result of development activities around the site. UNESCO facilitated the elaboration of a Joint Management Plan for the Site which will help address the management challenges in a coordinated manner.
31. In line with the need for a balanced representative List, UNESCO has supported the updating of the Tentative List which currently has five sites, and with UNESCO's support, Zambia is working on the nomination of the Barotse Cultural Landscape for possible submission. Furthermore, UNESCO is supporting Zambia in the management of the Lower Zambezi National Park and is encouraging Zambia to consider nominating the area as a WH Site. A joint UNESCO/IUCN reactive monitoring mission was undertaken in January 2011 and a draft report has been submitted to Zambian State Party and the WHC. The report has proposed to Zambia to consider past recommendations of the WH Committee which suggests that Zambia should develop a joint Zambia-Zimbabwe Lower Zambezi-Mana Pools World Heritage site for which UNESCO is ready to support.
32. In the area of intangible heritage, the Gule Wamkulu, a ritual dance also practised in Mozambique and Malawi, and the Makishi Masquerade Dance are listed on the Representative List of Intangible Cultural Heritage. Through a 3 Year Japanese Funds-in-Trust Project, UNESCO supported activities for the safeguarding and promotion of both Gule Wamnkulu and Makishi Masquerade. However, considering Zambia's rich intangible heritage, with more than 75 traditional ceremonies that are actively practiced throughout the country, the country has a huge potential for participation in the implementation of the 2003 Convention on Intangible Cultural Heritage. This is why UNESCO has undertaken several capacity building workshops on the implementation of the Convention from which Zambia has benefitted. And currently, UNESCO is piloting a community based inventorying project among the Ngoni communities of Chipata with resources provided through the Flemish Government. Through additional resources made available from the Flemish government UNESCO is set to intensify efforts targeted at capacity building for inventorying, nomination, preparation, safeguarding and promotion as part of implementing the 2003 Convention which Zambia will also be part of.
33. With regard to development of creative industries, Zambia has diverse creative industries that remain largely untapped. UNESCO has worked on a number of activities to promote the development of creative industries in Zambia, including an ACP project on "Strengthening creative industries" in collaboration with ILO and UNCTAD. For creative industries to flourish they must be adequately protected, and UNESCO has undertaken several initiatives to strengthen the enforcement of copyright legislation and fighting against piracy. Zambia

has also been supported in celebrating International Days such as the World Book and Copyright Day and World Day for Cultural Diversity for Dialogue and Development among others.

34. Historically, Zambia supported many liberation initiatives in Africa and hosted many liberation fighters. In this regard, UNESCO is supporting Zambia's participation in the African Liberation Heritage Project "Roads to Independence" which is being coordinated by UNESCO Dar-es- Salaam. Zambia is considered a critical player in this project.
35. The Communication and Information Sector realises that, as is the case with most developing countries, Zambia's communication and information sector still needs a lot of support. The country's media landscape is still developing while the use of new information and communication technologies is slowly increasing. UNESCO main focus has been on promoting freedom of expression and information; strengthening free, independent and pluralistic media and communication for sustainable development, and fostering universal access to information and knowledge and the development of infostructures.
36. UNESCO has collaborated with media organisations such as the Media Institute of Southern Africa (MISA) and the Press Association of Zambia (PAZA) in commemorating World Press Freedom Day and raising awareness on the importance of press freedom. Furthermore, as part of ensuring media diversity and communication for development, UNESCO has supported the establishment of community radio stations in Zambia. With the support of IPDC, funds have been availed for the purchase of equipment and setting up the community radio stations. In pursuit of fostering universal access to information and knowledge and the development of infostructures, UNESCO has been supporting Zambia in developing a national policy on Information for All. Within the framework of the Information for All Programme (IFAP), UNESCO also supported Zambia to establish a National IFAP Committee.

Lessons Learnt

37. As a specialized agency, UNESCO does not have access to large amounts of financial resources. One of UNESCO's major resource is its staff whose technical inputs have been highly valued by the GOZ and its partners. In order to make a difference with limited resources, it is necessary to select and prioritize interventions very carefully, with a particular focus on strategic issues that emerge from a systematic analysis of the national situation, national development priorities, and outstanding challenges. In January 2010, a multi-sectoral team from UNESCO Harare visited Zambia and a variety of stakeholders (relevant ministries, state enterprises and other players) in order to identify possible areas of intervention. An exercise of this nature proved to be a worthwhile investment, particularly at the beginning of the biennium, as it ensured that programmatic interventions adequately responded to felt national needs of a strategic nature. Such engagement also helped not only get a clearer sense of national priorities, but also clarified UNESCO's role, mandate and strategies for the different sectors.
38. The consultations that were undertaken with Government and national partners were time-consuming and inevitably caused delays in the implementation of activities. However, thorough consultations with Government and its partners is a necessary investment that ensures Government leadership, ownership and sustainability.
39. Being an NRA, ensuring that UNESCO's continuous presence in Zambia is felt presents a big challenge. A combination of innovative strategies can, however, ensure this. Among these are the mobilization of sister UN agencies and the national commission for the support of UNESCO's work, ensuring representation at high profile national events, support to international days for which UNESCO is expected to assume leadership (even if it means making a very modest financial contribution), expanding the range of partnerships, and participating in joint programmes. This way, UNESCO has been able to exhibit a 'virtual' presence in Zambia. The 2011 DG's visit to Zambia also boosted the visibility of UNESCO and provided it with an opportunity to showcase the work it has undertaken over the years.
40. Another lesson UNESCO learnt is that it has to maintain contact with and work closely with other UN agencies in the spirit of One UN. This requires it to participate as much as it can in all UNDAF processes so that its contribution fits within the context of the priorities articulated in national planning documents.

PART 3: PROPOSED COOPERATION FRAMEWORK, 2013-2015

41. The country programme is based on the United Nations Development Assistance Framework (UNDAF) 2011-2015, the Government's Sixth National Development Plan (SNDP) 2011-2015, and relevant national guidelines and policies. The country programme addresses those areas of the UNDAF where UNESCO has a comparative advantage. UNESCO domains of competence include education, science, culture, communication and information. The programme addresses cross-cutting issues such as gender equality and HIV&AIDS. Areas for joint programming with United Nations partners include women's empowerment, youth development and civic engagement, life skills-based HIV/AIDS and sexuality education, TVET. Programme strategies will include developing national capacity, promoting human rights, applying culturally sensitive approaches and strengthening civil society.
42. The Education Sector will be guided by UNESCO's mandate in education, the education sector priorities and strategies set by the country, and the framework provided by the expanded vision of EFA. It will respond to the imperatives of quality, responding to the most critical needs of Zambia as its development context evolves, with a strong advocacy and capacity building thrust. The areas that will receive greater focus are (a) strengthening the country's EMIS system and research to generate data and information and promoting its use for evidence-based policy formulation, planning, monitoring and evaluation; (b) enhancing the status and role of teachers as the principal players in the promotion of quality; (c) the promotion of girls and women's education, with gender equality treated both as a mainstreaming issue and as an issue in its own right; (d) creating a more solid base for the sustainable development of the education sector through a greater focus on and support to the development of higher and tertiary education, including TVET; and (e) a more aggressive push towards EFA through a focus on pockets of vulnerable groups, among them learners with special needs, marginalized rural populations, and girls. Among these vulnerable groups are those learners with various forms of disability who need to be reached through more inclusive approaches to education. UNESCO will promote a holistic approach to the development of the education sector, focussing on the sector's programmatic and systemic elements from ECD through primary, secondary and higher education, TVET and adult literacy.
43. HIV and AIDS interventions will use the EDUCAIDS framework to achieve two overall objectives, namely, (a) to prevent the spread of HIV through education; and (b) to protect the core functions of the education system from the worst effects of the epidemic. Strategies for the realization of these objectives include use of *strategic information and advocacy*, including evidence-based information generated by research and monitoring and evaluation; *capacity-building* for government and key stakeholders; and *mobilisation of resources and strategic partnerships*. Thematic Areas of the EDUCAIDS programme for Zambia include (a) reinvigoration of HIV and AIDS Education Sector responses within existing sector policy and strategy documents and using available capacity; (b) development of an HIV and AIDS sensitive M&E framework for the Education Sector that includes core indicators and detailed guidelines; (c) Care and Support for Teaching and Learning (CSTL), focusing on a comprehensive approach to addressing the barriers to teaching and learning; (d) supporting the implementation and scale-up of comprehensive sexuality education programs through UNESCO's collaboration with UNAIDS Co-sponsors; (e) strengthening education sector responses to the needs of HIV-positive educators and learners through more care and support; and (f) mobilization of resources for a more robust education sector in response to HIV and AIDS.
44. In Natural Sciences, UNESCO will support Zambia in the following three areas. It will support the strengthening of the National Science, Technology and Innovation Policy through a review and reformulation of STI policy and M&E of STI as well as building capacity for STI policy formulation and for integration of STI in national macro-economic planning through subregional training activities. Support will also be provided for national initiatives regarding Women in Sciences (WIS), including integration in the planned UNESCO-SADC WIS platform and participation in UNESCO initiatives such as L'Oreal scholarships.
45. In the area of Environment, UNESCO will focus on the operationalisation of the MAB Committee and its incorporation in AfriMAB, promotion of MAB bursaries. It will support the development of Biosphere Reserve nominations, with particular emphasis on transboundary initiatives such as Lower Zambezi/Chiawa (Zambia) – Middle Zambezi (Zimbabwe) and Nyika (Malawi and Zambia); with an emphasis on encouraging multi-stakeholder

involvement (including civil society and private sector). UNESCO will also support Zambia's involvement in the IHP programme and SADC-ISARM as well as national state of the water environment reporting and capacity building for groundwater management, including adaptation strategies to develop resilience to global change such as Managed Aquifer Recharge.

46. In the area of Social and Human Sciences, and in line with the UNESCO Strategy on African Youth and following a request by the government in December 2012, UNESCO will provide technical support for the revision of the National Plan of Action for youth, including an assessment of the National Youth Development Council. UNESCO will also provide capacity building on youth leadership, civic engagement and social entrepreneurship for vulnerable and marginalised youth (orphaned youth and youth affected by HIV/AIDS) in the provinces of Kaoma and Mongu, with a view to enabling them to engage their communities and sustain livelihoods through agriculture, sport and music. In bioethics, countries face challenges when advancements in science and technology confront the diversity of moral values of communities. It is significant that a national body on bioethics as a whole comes to exist when no or few ethics bodies exist. UNESCO will continue to provide assistance to countries wishing to establish National Bioethics Committees through its programme "Assisting Bioethics Committees", especially in Africa. The 3 trainings over 3 years offered to countries participating in the ABC training project aim to address the needs of each new NBC.
47. In the field of Culture, UNESCO's support to Zambia for 2011-2015 will continue to be guided by its core normative instruments. Within the framework of the 1972 World Heritage Convention, UNESCO will intensify its efforts of ensuring that Zambia attains an accepted level of participation in the Convention through additional submissions of Sites to the World Heritage List. Zambia currently has one site listed on the List, which itself has tremendous management challenges. UNESCO will therefore continue to support efforts to implement the joint management plan in a timely and effective manner. Zambia updated its Tentative List and has started working on the nomination of the Barotse Cultural Landscape, which UNESCO will support. Furthermore, UNESCO will provide technical expertise to facilitate the development of a joint Zambia-Zimbabwe Lower Zambezi-Mana Pools World Heritage site for possible submission as world Heritage site.
48. UNESCO will be guided by the 2003 Convention on Intangible Cultural Heritage in its support to capacity building workshops so that the relevant stakeholders including NGOs are better able to safeguard the intangible cultural heritage. These workshops will also focus on creating awareness on the different mechanisms for implementation of the 2003 convention at national level, inventorying processes and mechanisms, preparing nominations to the two Lists, and reporting processes. In accordance with provisions in the 2005 Convention, UNESCO will focus on initiatives that were started through the ACP/EU Project on "Strengthening creative industries" both through training and supporting the development of platforms for artistic development and exchanges.
49. Through the 1970 Convention, focus in particular on museums, by enhancing networks within Zambia as well as with museums outside Zambia as a way of strengthening their capacities for preventing the illicit import, export and transfer of ownership of cultural property. Within this framework, UNESCO will also take into consideration the priorities of the AU Charter for Africa's Cultural Renaissance, the AU and NEPAD Framework Culture and Sports Sub-Cluster and other SADC/COMESA protocols and agreements.
50. In CI UNESCO's support to Zambia for 2011-2015 will continue to be guided by the need to promote freedom of expression and information, and will therefore support the commemoration of World Press Freedom Day, awareness raising on the importance of press freedom as well as safety of journalists. Emphasis will also be put on encouraging the Government of Zambia to continuously create an enabling environment for freedom of expression and independent media, including hastening efforts to enact a freedom of information law to enhance access to public information by journalists and citizens. Efforts to promote editorial independence and quality programming, especially in public media, will also be enhanced. The CI Sector will strengthen free, independent and pluralistic media and communication for sustainable development. Support for community media, particularly community radio stations, will be provided. Capacity building for media training and journalism education institutions will be prioritised, as will programmes aimed at increasing media and information literacy to foster informed decision making. Lastly, UNESCO will foster universal access to information and knowledge and the development of infostructures, with particular support for Zambia's National IFAP Committee in implementing the country's National Information Policy.

PART 4: PROGRAMME MANAGEMENT, MONITORING AND EVALUATION

51. UNESCO's Education sector will work in collaboration with many partners who support the different sectors among them the Ministry of Education Ministry of Science, Technology and Vocational Training, Ministry of Youth, Sport and Child Development; the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) and the Central Statistical Office (CSO). The Zambia National Commission for UNESCO will play a key role in facilitating UNESCO's contacts and interaction with government and other national partners. UNESCO will also work closely with sister UN agencies, particularly UNICEF whose role in basic education, particularly ILO and UNICEF who are UNESCO's strategic partners in TVET and basic education respectively. In addition, UNESCO will collaborate with NGOs and CSOs with an interest in the development of education, among them the Forum for African Women Educationalists (Zambia) FAWWEZA and Campaign for Female Education (CAMFED).
52. In Science, the key ministries and national scientific committees UNESCO will work with in support of its scientific programmes are the Ministry of Science, Technology and Vocational Training, the Ministry of Tourism, Environment and Natural Resources, the Ministry of Energy and Water Development, the National Man and Biosphere Committee, and the National Intergovernmental Hydrological Programme focal point. It will also collaborate with environmental NGOs that are active in areas related to MAB.
53. For the work on youth, UNESCO (HQ) will work closely with the Ministry of Youth, Sport and Child Development and with the Zambia National Commission for UNESCO which will facilitate UNESCO's interaction. UNESCO will also work closely with key UN agencies, namely UNICEF, UNDP and ILO, as well as with the Child and Family Research Center under the UNESCO Chair in Children, Youth and Civic Engagement of the National University of Galway, Ireland.
54. The Culture Sector will work with government ministries, cultural institutions, associations and various stakeholders, among them the Ministry of Community Development and Social Services, Ministry of Tourism, Environment and Natural Resources, the National Arts Council of Zambia, the National Heritage Conservation Commission, the National Museum and Monuments Board, National Archives of Zambia, Zambia Music and Copyright Society (ZAMCOPS), Zambia National Visual Arts Council, and Foundation of Oral Traditions, Arts and Culture (FOTAC).
55. The CI Sector will work closely with the Ministry of Communications and Transport, Ministry of Education, MISA, PAZ, and Zambia National Commission for UNESCO.
56. All programmes will be managed by programme specialists and national programme officers who will work closely with their counterparts in government and national counterparts in partner organisations. Progress on activities planned and implemented is monitored within the framework of UNESCO's strategic planning systems and tools, particularly SISTER.

PART 5: RESULTS AND RESOURCES MATRIX (with Linkages to UNDAF Outcomes and Outputs)

Outcome	Outputs	Indicators of performance	Existing Resources (\$)	Mobilisation Target (\$)
Outcome 1.1: Government and partners scale up prevention services to enable the reduction of new infections by 50% by 2015	1.1.1 Government and partner institutions have technical skills upgraded to revise and implement policies according to the latest guidelines 1.1.3 Government and partners have technical capabilities and procedures upgraded to integrate HIV into gender-related policies and plans	<ul style="list-style-type: none"> No. of government & partner staff trained in policy review & implementation No. of government and partner staff trained Existence of plans that mainstream HIV & AIDS 	50,000	200,000
Outcome 1.4: Government and partners coordinate a harmonized and sustainable multi-sectoral HIV response by 2015.	1.4.1 Government and partner institutions have technical and operational capabilities upgraded to manage and monitor a multi-sectoral response. 1.4.2 Networks of PLWHIV, NGOs, and other marginalized groups have increased capability to advance human rights-based implementation of the NASF.	<ul style="list-style-type: none"> No. of govt & partner staff trained in M&E No. of PLWHICV, NGOs and CSOs trained in HRBP Existence of documents that mainstream HR 	80,000	500,000
Outcome 2.2: Government and partners provide targeted groups with opportunities for gainful and decent employment by 2015	5.1.1: Systems and skills for the design and development of a national TVET system that is aligned to the formal and informal productive sectors and labour market, and that is consistent with global and regional agreements, protocols, frameworks in place and strengthened 5.1.2: Human and institutional capacity among Government, institutions, industry and other private players/partners developed to ensure access to economic resources and support services for vulnerable groups	<ul style="list-style-type: none"> No. of dimensions of the TVET system meeting minimum international standards No. of joint meetings held to bring formal and nonformal TVET system players together No. of govt and partner staff trained in entrepreneurship skills 	200,000	500,000
Outcome 3.2: Government and partners provide boys and girls with increased access to free and inclusive quality education by 2015.	3.2.1 Systems and skills in place within government and non-governmental organizations to provide equitable, inclusive and quality, formal and non-formal early childhood, basic and post basic education, especially in rural communities 3.2.2 Capacity for the generation of educational data and information, its dissemination and utilisation for informed policy development, planning, M&E in place.	<ul style="list-style-type: none"> NER by rural/urban location, sex, ability status No. of EMIS dimensions (out of the 6) reaching at least 70% DQAF rating Evidence of use of data in MoE and related documents 	250,000	800,000

4.3 Government implements policies and legal frameworks for sustainable community based natural resources management.	3.2.3 Zambia's diverse tangible and intangible cultural heritage preserved and promoted in accordance with the relevant global Conventions and the AU & NEPAD framework, and contributing more effectively to national development	<ul style="list-style-type: none"> No. of new submissions of Sites to the World Heritage List No. of staff trained in implementing 1973 convention No. of creative cultural industries strengthened No. of cultural property networks strengthened. 	180,000	300,000
3.3 Vulnerable youth in rural communities access life skills	3.3.1. Vulnerable youth in rural communities engaging in community development and social entrepreneurial activities improving and sustaining their livelihoods and those of their families	<ul style="list-style-type: none"> No. of vulnerable youth trained on leadership and social entrepreneurship through agriculture, music and sport No. of vulnerable youth engaging in community activity/service contributing to sustaining their livelihoods and those of their families 	50,000	70,000
Outcome 4.2: Government promotes adaptation and provides mitigation measures to protect livelihoods from climate change.	4.2.1 Technical and operational capabilities developed in relevant Ministries to promote sustainable and gender-sensitive resource management (including land, water and energy) to adapt to the risks of climate change	<ul style="list-style-type: none"> No. of workshops held on global issues (climate change, ESD, water, energy) Progress made on MDG 3 Evidence of mainstreaming of environment in plans 	100,000	400,000
4.3 Government implements policies and legal frameworks for sustainable community based natural resources management.	4.2.2 Plans and mechanisms established by MTENR to promote environmental awareness at national and local levels 4.3.1 Policy and legal frameworks, technical and operational capacities and mechanisms for the ratification or domestication of conventions on biodiversity conservation, combating desertification, climate change, ozone depletion substances, water and CITES upgraded and functional	<ul style="list-style-type: none"> No. of staff trained on ratification & domestication of on conventions Availability of reviewed policies and frameworks on environmental issues 	60,000	150,000

<p>5.1. Targeted government institutions and youth-related stakeholders implement national plan on youth enabling young women and me to exercise their rights as active citizens and fosters increased awareness and protection of the rights and responsibilities of citizens</p>	<p>5.1.1 Rights- based national policy framework on youth developed 5.1.2. Government institutions and public authorities strengthen their capacities in enabling meaningful and transparent processes for youth participation in developing and implementing youth-relevant programmes and activities 5.1.3 Youth participation in policy development and implementation improved through a representative an inclusive Youth Development Council resource allocation frameworks and budgeting; as well as, monitor and report on results and impact.</p>	<ul style="list-style-type: none"> • National plan of action for youth revised and adopted by all constituencies,through a multi-stakeholder consultation involving all key stakeholders, including youth • No of government officials and members of the National Youth Development Council trained on participatory policy development and implementation • Review of the statutes and modus operandi of the National Youth Development Council conducted and validated through a paerticipatory approach 	70,000	100,000
<p>5.1 Individuals have knowledge and ability to claim human rights for effective participation in development and democratic processes by 2015.</p>	<p>5.1.1 Skills and systems developed in targeted government institutions to domesticate, monitor progress & report on regional & international human rights treaties, conventions and protocols. 5.1.2 Legal, policy and institutional frameworks for the expansion of pluralistic print, electronic and other media’s capacity for enhanced freedom, access and more effective communication of information and knowledge to the public strengthened</p>	<ul style="list-style-type: none"> • No. of staff trained on relevant issues related to HR treaties • No. of alternative media (print, electronic etc) in operation 	80,000	160,000
<p>5.2 Targeted government institutions reduce legal and cultural practices obstructing the realization of gender equality by 2015</p>	<p>5.2.1 Gender mainstreamed in targeted government institutions’ legal frameworks, policies, plans and programmes, with a focus on women’s and girls’ participation in all spheres of national life, in accordance with international human rights instruments such as CEDAW.</p>	<ul style="list-style-type: none"> • Availability of gender-disaggregated data in all sectors • Indices of gender disparity in the different sectors, by level 	60,000	120,000