
RIGHT TO EDUCATION COUNTRY FACTSHEET

ZAMBIA

This brief intends to assist practitioners to identify the key national policies relevant to the right to education, analyse their strengths and weaknesses and detect the gaps between policies and practice, in order to use the empirical data collected to define an advocacy strategy informed by human rights. The information collected here reflects what is publicly available; it is neither intended to be exhaustive nor to give an authoritative analysis of the situation in the country, but rather, to be a useful tool for the reflection on the right to education.

THE RIGHT TO EDUCATION IN ZAMBIA: A BRIEF ANALYSIS

1. Education policy framework in Zambia

Zambia has ratified most international treaties that protect the right to education. Although the 1991 Constitution of the Republic of Zambia does not protect the right to education, it is under review, and the right to education is expected to be included in the revised constitution. Because the current constitution does not include the right to education, however, there are currently few redress mechanisms for the right to education in Zambia.

Zambia's main legislation on education is the Education Act 2011, which identifies each person's rights to early childhood education, basic education and high school education. Since 2006, government education policies have focused on access, but there is a recent shift towards improving quality of education in addition to addressing accessibility issues.

According to [World Bank data](#), public expenditure on education in Zambia equalled 2.8% of GDP and 14.8% of total government expenditure in 2004, but had decreased to 1.3% of GDP by 2008. This figure is considerably lower than neighbouring countries. In Angola, public expenditure on education in 2008 equalled 6.4% of GDP and 22.4% of total government expenditure. In Tanzania, public expenditure on education in 2008 equalled 6.8% of GDP and 27.5% of total government expenditure. Moreover, the government is not upholding its policy commitments on education expenditure.

2. Advocacy opportunities

- The key immediate advocacy opportunity is to influence the national constitution revision process and to focus on the implementation of the right to education, following the adoption of the new constitution, including changes to laws, policies and redress mechanisms to support the right to education contained within the constitution.
- The [1996 Educating Our Future](#) policy, which still orientates the education efforts of the governments should also be revised and updated. It should in particular clarify the commitments regarding early child care and development education, which are vague and limited.
- The budget allocated to education is below government commitments and international standards in comparable countries. As an immediate step, government should be pressured to maintain their budget commitments and prioritise education in budget decision-making processes, spending the maximum available resources towards education.
- Although education is theoretically free up to grade 7, indirect fees such as fees for PTA funds, are still used, and should be abolished. In addition, to address the high drop-out rates after grade 7, advocacy could be directed towards also eliminating fees at higher grades. The recently elected government has committed to abolish examination fees up to grade 9, and some other political parties even promised abolishing fees up to grade 12; these promises should be translated into laws and policies.
- Minimum ages legislation (for marriage, employment, and criminal responsibility) in Zambia is far from being coherent with the right to education (see generally [RTE's report](#) on the topic). If there have been recent progress, in particular in the draft constitution which recognises 18 as a minimum age for marriage, this should be a priority area for reform.

Additional information on the right to education in Zambia can be found at <http://www.right-to-education.org/country-node/407/>

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I. INTERNATIONAL OBLIGATIONS

The major UN conventions (listed below) each have provisions relevant to education, non-discrimination or access to justice, and they can all be signed up to by states, thereby obliging these to respect, protect and fulfil human rights. When States ratify international treaties, they legally commit to respect its provisions, and the concrete situation in the country can therefore be measure against the standards set in the treaty. The ratification of treaties further indicates that the right to education does not come out of a vacuum, but corresponds to international standards that many States have committed to enforce.

It is sometimes possible to bring complaints before national courts if these treaties are not respected by States. Some conventions, either in their core text or in optional protocols, also specify routes of individual complaints to the different committees of independent experts.

Instrument	Ratified
<u>International Covenant on Economic, Social and Cultural Rights (ICESCR)</u>	10 Apr 1984
<u>Optional Protocol to the ICESCR</u>	Not signed
<u>Convention on the Rights of the Child (CRC)</u>	6 Dec 1991
<u>Optional Protocol to the Convention on the Rights of the Child on a communications procedure</u>	Not signed
<u>Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</u>	21 Jun 1985
<u>Optional Protocol to the CEDAW</u>	Not ratified
<u>International Covenant on Civil and Political Rights (ICCPR)</u>	10 Apr 1984
<u>Optional Protocol to the ICCPR</u>	10 Apr 1984
<u>International Convention on the Elimination of All Forms of Racial Discrimination (CERD)</u>	4 Feb 1972
<u>ILO C87 Freedom of Association and Protection of the Right to Organise Convention</u>	02 Sep 1996
<u>ILO C98 Right to Organise and Collective Bargaining Convention</u>	02 Sep 1996
<u>ILO C111 Convention concerning Discrimination in Respect of Employment and Occupation</u>	23 Oct 1979
<u>ILO C138 Minimum Age Convention</u>	09 Feb 1976
<u>ILO C182 Worst Forms of Child Labour Convention</u>	10 Dec 2001
<u>African Charter on Human and Peoples' Rights</u>	10 Jan 1984
<u>Protocol to the African Charter on Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights</u>	Not ratified
<u>African Charter on the Rights and Welfare of the Child</u>	02 Dec 2008
<u>UNESCO Convention Against Discrimination in Education</u>	Not signed

The ratification information of the UN instruments can be updated using data on <http://treaties.un.org/pages/Treaties.aspx?id=4&subid=A&lang=en>; of the ILO instruments can be updated using the data on <http://www.ilo.org/ilolex/english/newratframeE.htm>; of the regional African instruments can be updated using the data on <http://www.au.int/en/treaties>; of the UNESCO Convention can be updated using the data on <http://www.unesco.org/eri/la/convention.asp?KO=12949&language=E&order=alpha>.

II. NATIONAL POLICIES

National laws and policies are important because they define concretely the framework of rights and obligations for actors in the country. The Constitution is the highest legislative norm; it sets out general principles to which all other national laws and policies have to adhere. It is usually the text where human rights, including the right to education, are or should be defined. If a policy or law does not respect the Constitution, it can usually be challenged before courts.

Laws and policies that are related to the right to education form a complex net that is useful to review to identify 1) to which extent it is in line with international standards, and 2) whether it matches the reality of

education in a country.

The list of laws and policies presented below is not exhaustive; it gives an indication of the relevant existing policies and their relation with the right to education. It can constitute a basis for further research, and it should be considered critically together with the observations made by NGOs and international organisations.

1. CONSTITUTION

More details about the relevant provisions of the constitutions can be found at <http://www.right-to-education.org/country-node/407>

1.1 KEY PROVISIONS

Article 11 of the [1991 Constitution of the Republic of Zambia](#) identifies that “every person in Zambia has been and shall continue to be entitled to the fundamental rights and freedoms of the individual”. Part III of the Constitution expands on these fundamental rights and freedoms of the individual, which include protection from discrimination (article 23) and the protection of young people from exploitation (article 24). While its preamble specifically “pledg[es] to every citizen the right to education”, no provision in the constitution specifically protects the right to education. Children’s rights (beyond the right of children of a Zambian citizen to citizenship, and protection from exploitation) are not specifically identified in the constitution.

A new constitution is currently under review, and early drafts show that human rights, including the right to education, are likely to be incorporated into the document (see below).

1.2 FIRST DRAFT CONSTITUTION OF THE REPUBLIC OF ZAMBIA, 30 APRIL 2012

The [First Draft Constitution of the Republic of Zambia](#) incorporates a Bill of Rights. This includes the right of persons to education (article 62), the right of children to free basic education (article 55), the right to non-discrimination (article 27), the right of women and men to equal treatment (article 51), youth access quality and relevant education and training (article 56), and the right of persons with disabilities to education (article 58) .

However, the draft constitution has a number of shortcomings that should be addressed. In particular, it does not clearly spell out the State’s obligation under international law to fulfil human rights to the maximum of its available resources and its immediate obligation to fulfil certain elements of the right to education such as the immediate obligation to provide free basic education.

KEY PROVISIONS OF THE DRAFT CONSTITUTION PROTECTING CHILDREN’S RIGHTS

Part IV: Bill of Rights

Article 55: Children

- (1) It is the duty of parents and the State to nurture, protect and educate children.
- (2) All children, whether born in or outside wedlock, are equal before the law and have equal rights. [...]
- (5) Every child has a right – [...]
 - (c) to free basic education;
 - (d) to be protected from discrimination, neglect, abuse and harmful cultural rites and practices, including female genital mutilation and body mutilation, and to be protected from marriage before attaining the age of eighteen years;
 - (e) to be protected from any work that is exploitative or likely to be hazardous or adverse to the

<p>child's welfare; [...]</p> <p>(g) not to be subjected to corporal punishment or any other form of violence, or cruel and inhuman treatment, in the home, school and any institution responsible for the care of children; [...]</p> <p>(k) to a standard of living adequate for the child's physical, mental, spiritual, moral and social development; [...]</p> <p>(q) to survival and development</p> <p>(6) Children with special needs, orphans, a child whose parent is in prison, children with disability, refugee children and homeless children or children living or who spend time, on the streets, are entitled to the special protection of the State and society.</p> <p>Article 62: Economic and social rights</p> <p>(1) A person has the right to – [...]</p> <p>(f) education</p>

2. LEGISLATION AND POLICIES

The data presented below focuses specifically on some of the indicators useful to monitor human rights. Data from all UN agencies on Zambia can be consulted at <http://data.un.org/>.

2.1 SUMMARY

SUMMARY OF ZAMBIA EDUCATION SYSTEM		
Source: <i>UNESCO Institute for Statistics (unless specified)</i>		
Public expenditure on education as % of GDP	2004	2005
	2.8	2.0
Public expenditure on education as % of total government expenditure	2004	2005
	14.8 (World Bank)	-
Educational expenditure in pre-primary as % of total educational expenditure	2004	2005
	-	-
Educational expenditure in primary as % of total educational expenditure	2004	2005
	63.9	59.8
Educational expenditure in secondary as % of total educational expenditure	2004	2005
	13.3	14.5
Entrance age of pre-primary	3	
Entrance age of primary	7	
Entrance age of 2A lower secondary	14	
Entrance age of 3A upper secondary	16	
Entrance age of 4A post-secondary	-	
Duration of compulsory education	7	

Starting age of compulsory education	7
Ending age of compulsory education	13

The education system in Zambia is organised as follow: 9 years of basic education, 3 years of high school and 4 years of higher education (based on competitiveness).

2.2 BUDGET

- The [Poverty Reduction Strategy Report \(PRSP\) \(2007\)](#) identifies that the Fifth National Development Plan (FNDP) 2006-2010 target in 2007 was to increase government funding to the education sector to 4.4% of GDP and to raise the education and skills development budget to at least 22.4% of the national budget by 2010.
- The [Sixth National Development Plan \(SNDP\) 2011-2015](#) identifies education and skills development is a strategic focus of the SNDP, and a focus of discretionary expenditure.

2.3 POLICY FRAMEWORK OVERVIEW

Relevant national policy documents can be found on http://planipolis.iiep.unesco.org/format_liste1_en.php. The Poverty Reduction Strategy Papers (PRSPs) can be found at <http://www.imf.org/external/np/prsp/prsp.aspx>. Legislation from the Zambian Parliament is available at <http://www.parliament.gov.zm/>.

- “[Educating Our Future](#)” (1996) is the third major education policy in Zambia. It guides the current action of the Ministry of Education. This policy focuses on equitable access to quality education at all levels. Actual implementation of the policy has, since 2003 been based on various education sector Strategic Plans.
- The [Education Act 2011](#) identifies that every person has a right to early childhood education, basic education and high school education (s14), and that every child has the right to free basic education (s15). The act prohibits discrimination by education institutions (s19) and ensures equal access to all learners, including poor and vulnerable children (section 22).
- The [Sixth National Development Plan \(SNDP\) 2011-2015 \(January 2011\)](#) is the sixth medium term plan that outline strategies for development, including education and skills development. The SNDP aims to improve the quality of education and skills development outlining the necessary policies and reforms, as well as objectives, strategies and programmes for education and skills development.
- The Education and Skills chapter of Zambia’s [Fifth National Development Plan 2006-2010 \(2007\)](#) which was implemented though the [Education Sector National Implementation Framework](#) focuses on improving the quality of education and training within and outside the public education and training system. It also introduces measures that aim to improve access to education for vulnerable children, increase the retention and completion rates of girls, and address the adult literacy rate of 55.3%.
- The [National Child Policy \(2006\)](#) constitutes core guidelines for improving the welfare and quality of life of children as well as for protecting their survival and developmental rights. It aims at reducing moderate to severe malnutrition in children, and expanding early childhood care.

2.4 OVERVIEW OF SELECTED RELEVANT POLICIES

SUMMARY OF ZAMBIA MINIMUM AGE LEGISLATION AS OF 2002			
<i>See also the Right to Education Project website</i>			
End of	Admission to	Marriage	Criminal

	compulsory education	employment	<i>General</i> <i>girl/boy</i>	<i>Exception</i> <i>girl/boy</i>	responsibility
Age	Not compulsory	16	No minimum (the current draft constitution proposes 18 years)		8
Source	CRC/C/11/Add.25, 19 November 2002				

SOME MEASURES TAKEN BY ZAMBIA TO GUARANTEE THE RIGHT TO EDUCATION			
Education rights	Measure	Description	Source
Free and compulsory primary education	Free Basic Education Policy (2002)	This policy abolished school fees at primary level, provided free learning materials to pupils, made uniforms optional for vulnerable children, abolished exam fees at grade 7 and introduced termly grants to enable schools to cater for administrative costs.	
	Bursary scheme for orphans and other vulnerable children	Orphans and other vulnerable children from grades 1 to 12 received bursaries to fund their education.	SNDP 2011-2015
Non-discrimination	Bursary scheme and scholarships for girls	<p>The government of Zambia has created a number of policies to improve girls' access to education, including:</p> <ul style="list-style-type: none"> A bursary scheme for female students enrolled in science and technical subjects to ensure greater gender equality. Scholarships for vulnerable girls to increase their enrolment in schools (through the Free Basic Education Policy 2002). 	CEDAW/C/LBR/C O/6
	Re-entry policy for girls	A re-entry policy, supported by the Education Bill 2011, that requires schools to allow the readmission of pregnant girls and young mothers in order to increase retention and progression for girls in education.	CEDAW/C/LBR/C O/6
	Programme on Children with Special Educational Needs (2004)	Integrates and includes learners with special educational needs and disabilities into the regular school system at all levels in order to enable them to acquire appropriate life skills and education.	5th NIS

School health programme	The School Health and Nutrition (SHN) Programme aims to address the health and nutrition problems of school children that influence their access to, participation in and outcome of the education process.	5th NIS
Policy measures	The Education Act 2011 lays out specific measures for the protection against gender-based violence (section 32): An education board or a board of management should develop procedures for preventing the gender-based violence of employees, teachers and learners at educational institutions, and establish mechanisms of dealing with cases of gender-based violence.	Education Act 2011
Curriculum changes	Human rights education has been incorporated into the curriculum at the primary and secondary levels in public schools. The Government is making efforts to mainstream gender into the education curriculum.	CEDAW/C/LBR/C/O/6
Quality		
Quality assurance	The government has identified that improving quality of education is a priority. Between 2011 and 2015, emphasis will be placed on school governance, teacher supervision and teacher continuous professional development. Curriculum development, improved management and governance of institutions, community involvement and civil society/private sector engagement are also key priorities.	SNDP 2011-2015

3. REMEDIES

AVAILABLE REMEDIES FOR HUMAN RIGHTS VIOLATION RELATED TO THE RIGHT TO EDUCATION		
Domestic	Regional	International
➤ As the current constitution does not include the right to education, there are currently few mechanisms for redress on the right to education	➤ The African Committee of Experts on the Rights and Welfare of the Child ➤ The African Commission on Human and Peoples' Rights	➤ UNESCO procedure for human rights violations in UNESCO's fields of mandate ➤ ILO procedure in the cases of those conventions which Zambia has ratified
<p><i>For more information, see also http://www.claiminghumanrights.org/zambia.html which is a useful source of information about international remedies for human rights violations.</i></p>		

- In *John Banda v The People HPA/6/1998*, Zambia's High Court ruled in 1999 that corporal punishment as a sentence for crime is unconstitutional as it contradicts article 15 of the constitution, which prohibits torture and inhuman or degrading punishment. The lessons of this ruling have been incorporated into the [Education Act 2011](#) which prohibits corporal punishment or degrading or inhuman treatment (s28).

III. RELEVANT RECOMMENDATIONS FROM NATIONAL AND INTERNATIONAL ORGANISATIONS AND BODIES

The recommendations and observations made by national or international bodies provide a critical view of the laws and policies in a country, and can constitute a useful tool to identify the gaps related to the right to education. They also give arguments for national advocacy, and can be useful forum to mobilise people and drive change on the right to education.

Recommendations are often made by NGOs in the context of the reporting to UN bodies. They give the point of view of civil society and affected people. At the national level, independent monitoring bodies, such as national human rights institutions, can also make recommendations on human rights, normally giving a neutral domestic perspective on the state of human rights in a country.

The performance of States to respect their obligations is also reviewed by other States through Universal Periodic Review (UPR), which is a peer review mechanism taking place at the Human Rights Council. The recommendations made in this context, are often rather general, but carry a significant political weight. The analysis made by UN human rights bodies related to treaties which States have signed up to provide more specific recommendations, and constitute one of the most authoritative sources of critical analysis on human rights in a country.

Other international mechanisms, such as UN Special Rapporteurs and UN Agencies (including UNICEF, the World Bank, etc.) can be another useful source of information.

1. NGOS AND NATIONAL INSTITUTIONS

Information can be found on the website of the national human rights institution, from the NGOs themselves directly, or from the [summary of stakeholders' information compiled by the UN for the UPR](#).

In their submission to the UN Human Rights Council for the UPR in 2008, NGOs working in Zambia reported that the government had mainstreamed human rights and children's rights education into the high school civic education curriculum.

The World Organisation Against Torture expressed concern that although it is unlawful, corporal punishment and other forms of humiliating and degrading punishment are still widely practiced against children in Zambia as a means of discipline in education, and indicated a need for raising public awareness for nonviolent forms of discipline.

Franciscans International and Edmund Rice International (FI-ERI) highlighted that rapid privatisation of social services (including education) between 1997 and 2000 in the Copperbelt region of northern Zambia has deepened poverty and has affected social services, including education.

FI-ERI indicated that while school enrolment has increased in Zambia, fewer children complete their primary education; in 2005, 93% of girls and 91% of boys were enrolled in primary school, but only 83% of children completed primary school. FI-ERI also stated that the government needs to contribute to the running costs of community schools, in line with its Educating Our Future document, as these schools currently rely on private donor funding.

Other concerns expressed by NGOs elsewhere includes the fact that although the government has committed to early childhood education, its involvement remains limited it leaves it to private players, NGO's and local councils to provide early childhood care and education. The lack of resources to implement the education policy, and in particular the

Though government spells out the education system of 9, 3, 4, in the policy, this is almost an attainable considering that there hasn't been steady improvement of resources. E.g. in Nakonde (and the picture is the

same for many other rural parts of Zambia), there are only 3 institutions which go up to grade 12 against over 60 basic schools which becomes systematically limiting to learners completion of school

2. UN HUMAN RIGHTS BODIES

The relevant comments made by UN agencies on the human rights situation in Zambia can be found in the [compilation of UN information prepared for the UPR](#), and the OHCHR offers the possibility [here](#) to perform an advanced search amongst all the UN human rights recommendations made on Zambia.

2.1 UN UNIVERSAL PERIODIC REVIEW RECOMMENDATIONS

Last review 2 June 2008 - [A/HRC/8/43](#)

Next report October 2012 - can be checked [here](#).

Advanced search of the UPR recommendations can be made using the website of the NGO UPR-Info on www.upr-info.org/database which includes a [research guide](#). The table below is an extract of the most relevant recommendations made to Zambia at the UPR. “Action type” is an assessment made by UPR-Info of the specificity of the recommended action, ranked on a scale from 1 (minimal action) to 5 (specific action).

Recommendation	Recommending State	Response	Action type
Continue its efforts to improve its educational system and seek international assistance in this regard.	Algeria	Accepted	2
Share the experiences and good practices which have enabled Zambia to obtain significant results in the field of education, particularly the access of girls to education and training.	Cuba	Accepted	1

2.2 UN HUMAN RIGHTS TREATY BODIES

The full recommendations relevant to the right to education can easily be found by using this [tool](#) developed by the OHCHR. Information about the reporting status of countries can be found [here](#).

COMMITTEE ON THE RIGHTS OF THE CHILD (CRC)

Past and future session of the CRC can be found at <http://www2.ohchr.org/english/bodies/crc/sessions.htm>.

Last review 2 July 2003, [CRC/C/15/Add.206](#)

Next review The second, third and fourth reports were due to be submitted in 2009 in a consolidated document.

Note: these are the latest recommendations from the CRC although some may be outdated.

Selected recommendations:

- **Education**
 - Ensure free and compulsory education
 - Progressively ensure that girls and boys, as well as children from urban, rural and least developed areas, have equal access to education
 - Take the necessary measures to improve the quality of education
 - Build better infrastructure for schools and provide appropriate training for teachers

- Increase resources for education to help children to go to school, including secondary school
 - Introduce human rights into the school curricula
 - Provide children with a safe school environment by, inter alia, taking all necessary steps to prevent abuse and exploitation of children by school personnel, taking effective disciplinary measures against school personnel who have committed those offences and encouraging the reporting of these incidences to the competent authorities, notably through child-sensitive structures for complaints
- **Children with disabilities**
 - Establish a comprehensive policy for children with disabilities
 - Establish special education programmes to facilitate the inclusion of children with disabilities into the regular education system
 - Seek technical cooperation to train professional staff to work with children with disabilities
 - Increase resources for special education and vocational programmes for children with disabilities, and to support families of children with disabilities

COMMITTEE ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (CESCR)

Past and future session of the CESCR can be found at <http://www2.ohchr.org/english/bodies/cescr/sessions.htm>

Last review 26 April 2005, [E/C.12/1/Add.106](#)

Next review The second report was due on 30 June 2010

Note: these are the latest recommendations from the CESCR although some may be outdated.

While noting the activities undertaken by Zambia aimed at encouraging girls to stay in the school system, and Zambia's policy of requiring schools to readmit pregnant girls or young mothers into mainstream education, the CESCR remained concerned that discrimination against girl children is prevalent.

Selected recommendations:

- Strengthen the National Strategic Plan to ensure that its objective of providing nine years of free and compulsory basic education by 2015 is reached
- Take steps to provide assistance to child-headed households, including financial and other means of assistance, to enable child heads of household to exercise his or her basic right to education

COMMITTEE ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW COMMITTEE)

Past and future session of the CEDAW Committee can be found at <http://www2.ohchr.org/english/bodies/cedaw/sessions.htm>.

Last review 31 July 2011, [CEDAW/C/ZMB/CO/5-6](#)

Next review The seventh report covering the period 2007 – 2010 as theoretically due in 2010.

Selected recommendations:

- Strengthen efforts towards equal access, participation and the successful completion of education at all levels, as stipulated in the Education Act of 2011
- Take steps to overcome discriminatory traditional attitudes that in some areas constitute obstacles to girls' and women's education
- Address the dropout and retention rates of girls and narrow the gender gap at all levels

- Reinforce the government’s policy on the readmission to school of pregnant girls and young mothers, particularly in rural areas, and enforce penalties where schools fail to comply
- Improve the quality of training in gender-responsive teaching and learning methodologies for teachers to encourage change in social norms and traditional attitudes towards gender roles
- Implement a zero-tolerance policy to end violence against girls, sexual abuse and harassment in schools, and ensure that perpetrators are punished
- Ensure that new schools are constructed with gender-specific concerns of women and girls

2.1 OTHER RELEVANT UN BODIES

The analysis of the human rights situation in Zambia made by UN agencies, including the right to education, can be found in the [Compilation of UN information prepared for the UPR](#). The [OHCHR office in Zambia](#) gathers information regarding human rights in Zambia and the [UN field office](#) gathers additional UN documents. Information about country and other visits by Special Procedures Mandate Holders since 1998 can be found [here](#).

- The [2011-2015 United Nations Development Assistance Framework \(UNDAF\)](#) highlights that basic education completion is low (while completion rates for grades 1-7 are high at 94.7%, completion rates for grades 8-9 are low at 51.2%). Other factors that limit girls progression in education at secondary and tertiary levels include early marriage/early pregnancy, low appreciation for girls’ education, gender-based violence, inadequate sanitation facilities in schools and the burden of care caused by the HIV and AIDS epidemic. Quality of primary education also needs improvement.
- The UN **Special Rapporteur on extreme poverty and human rights**, Magdalena Sepulveda Carmona, identified the impact of discrimination on access to education in Zambia when on a mission to Zambia in August 2009 ([A/HRC/14/31/Add.1](#)). She noted that discrimination in Zambia is pervasive, and limits women’s opportunities to access education. As a result of discrimination, women are more likely to be unemployed, are less literate and are underrepresented in political and decision-making activities. Social discrimination impedes refugees’ and asylum seekers’ access to the education system, making them vulnerable to extreme poverty.

IV. OTHER SOURCES OF INFORMATION

- Useful information about Zambia can also be found on the website of these human rights organisations.
 - Human Rights Watch: <http://www.hrw.org/reports/2012/01/22/world-report-2012>
 - Amnesty International: <http://www.amnesty.org/en/annual-report/2012>
 - International Federation for Human Rights: <http://www.fidh.org/-Africa->
- Very useful guidance can be found on the website of the **Child Rights International Network**: <http://www.crin.org/reg/country.asp?ctryID=244&subregID=1>.
- The **Right to Education Project** website gives specific information about the right to education in Zambia: <http://www.right-to-education.org/country-node/407/>
- The **US State Department** gives an overview of the education system in Zambia: <http://www.state.gov/r/pa/ei/bgn/2359.htm>
- The **US State Department’s** human rights website reports on human rights in Zambia: <http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm?dliid=186255#wrapper>
- The **World Bank** provides detailed statistics about education in Zambia, and some policy analysis: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/ZAMBIAEXTN/0,,menuPK:375673~pagePK:141159~piPK:141110~theSitePK:375589,00.html>

- There is a **Wikipedia** page on education in Zambia: http://en.wikipedia.org/wiki/Education_in_zambia
- The latest documents produced by the **IMF** on Zambia can be found at <http://www.imf.org/external/country/ZMB/index.htm>
- The **UNDP** office in Zambia contains useful information <http://www.undp.org.zm/>

V. HUMAN RIGHTS JARGON

Acronym	Full name	Comments
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women	A treaty legally binding for the States that have ratified it and which defines States' obligations regarding the human rights of women, which include economic, social and cultural rights.
CESCR	UN Committee on Economic, Social and Cultural Rights	The UN Committee made of international experts that gives interpretation of the International Covenant on Economic Social Cultural Rights and examines individual complaints made before the OP-ICESCR.
CRC	UN Committee on the Rights of the Child	The UN Committee made of international experts that gives interpretation of the Convention on the Rights of the Child.
ESCR	Economic, social and cultural rights	Rights defined by the ICESCR, including the right to education.
ICESCR	International Covenant on Economic Social Cultural Rights (1966)	A treaty legally binding for the States that have ratified it and which defines States' obligations regarding economic, social and cultural rights.
OP-ICESCR	Optional Protocol to the International Covenant on Economic Social Cultural Rights	Treaty that opens an international individual complaint mechanism for victims of violations of economic, social and cultural rights in countries that ratify it.
OHCHR	Office of the High Commissioner for Human Rights	The main UN agency for human rights.
UDHR	Universal Declaration of Human Rights (1948)	A non-legally binding text agreed upon by all members of the United Nations and that defines all human rights.
UPR	Universal Periodic Review	A system created by the UN Human Rights Council in 2006 sot States to peer-review the human rights records of all 192 UN Member States once every four years.