

LESSON NOTES
CIVIC EDUCATION

GRADE: 12

TOPIC: INTERNATIONAL HUMAN RIGHTS INSTRUMENTS.

Human rights instruments refer to institutions and mechanisms that are used to promote and protect human rights, such as the right to life, right to vote, right to education etc.

TYPES OF INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

The International Bill of Rights which is made up of **three** main international human rights instruments namely:

- Universal Declaration of Human Rights.[UDHR] of 1948
- International Covenant on Civil and Political Rights.[ICCPR]of 1966 and its two optional protocols
- International Covenant on Economic, Social and Cultural rights [ICESCR] of 1966.

SPECIALIZED INTERNATIONAL HUMAN RIGHTS INSTRUMENTS INCLUDES

- The International Convention on the Elimination of all forms of Racial Discrimination [ICERD]of 1965.
- The Convention on the Elimination of all forms of Discrimination against Women [CEDAW]of 1979 and its Optional Protocol.
- The Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment [CAT] of 1984.
- Convention on the Rights of the Child [CRC] of 1989 and its two Optional Protocols.
- The International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families [CMW] of 1990.

CHARTER BASED INTERNATIONAL HUMAN RIGHTSINSTRUMENT

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

- This instrument begins with the preamble or introduction which states the **values** and **beliefs** of the document. It is an internationally recognized and agreed upon instrument through which individuals and governments can work and deliver basic rights.
- It was adopted on **10th December, 1948** by the United Nations in Geneva, as the result of genocide that took place in Nazi, Germany during the Second World War against the Jews.
- This declaration contains **30 articles** which are a list of basic rights every human being is born with and can be divided into **two themes** namely **Civil and Political rights** as well as **Economic, Social and Cultural rights**.

The UDHR articles are summarized below.

Everyone:

- Is born in freedom, equality and dignity.
- Has the right not to be discriminated against on any basis.
- Has the right to life and to live in freedom and safety
- Has the right to liberty or freedom
- Has the right to security of person as no one should be tortured or suffer from cruel and inhuman treatment.
- Has the right to equality before the law and equal protection.
- Has the right recognition before the law
- Has the right to effective remedy

- Has the right not to be subjected to arbitrary arrest or detention.
- Has the right to full and fair hearing before an impartial and independent tribunal
- Has the right to be presumed innocent until proven guilty
- Has the right to marry
- Has the right to asylum
- Has the right to freedom of movement
- Has the right to Nationality
- Has the right to privacy.
- Has right to own property
- Has the right to freedom of thought, conscience and expression
- Has the right to freedom of opinion and expression
- Has the right to freedom of assembly and association
- Has the right to take part in government, access to public services and to vote.
- Has the right to social security.
- Has the right to work
- Has the right to rest and leisure
- Has the right to an adequate standard of living
- Has the right to education
- Has the right to freely participate in the cultural life of the community
- Is entitled to a social and international order to realize the rights and freedoms
- Has duties to the community
- Must interpret this declaration in a way that cannot endanger any of the rights and freedoms of others.

TREATY - BASED INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS [ICESCR]-1966.

- This is an extract of the **Universal Declaration of Human Rights** which was also an effort to come up with a **legally binding document**, formed in **1966**
- These rights are **problematic** because they are **dependent on resources for their realization**.
- The preamble gives an outline for the explanation of the rights in the Covenant and talks about what is contained in the Universal Declaration of Human Rights [UDHR] because these rights in the Covenant are based on the inherent dignity of the human person.
- The **preamble** also emphasizes the **indivisibility** and **interdependence** of all human rights by stating that, *the ideal of free human beings enjoying **freedom from fear and want** can only be achieved if conditions are created in which*

everyone can enjoy his economic, social and cultural rights, as well as his civil and political rights

SUMMARY OF THE PROVISIONS IN THE ICESCR

- Rights to work
- Right to just and favorable conditions of work, including fair wages, equal pay for equal work and holidays with pay.
- Right to form and join trade Unions, including the right to strike.
- Right to social security.
- Protection of the family, including special assistance for mothers and children.
- Right to adequate standard of living including food, clothing and housing
- Right to the highest attainable standard of physical and mental health
- Right to education
- Right to participate in the cultural life and enjoy the benefits of scientific progress.

THE INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS [ICCPR]-1966.

- This came into force in **1996** and is **legally binding** to its member states. These are rights that are easy to nature and implement because they require no big investments for them to be enjoyed.
- The **preamble** (introduction) of this documents states that, *the ideal of free human beings enjoying **freedom from fear and want** can only be achieved if conditions*

are created in which everyone can enjoy his economic, social and cultural rights, as well as his civil and political rights

- The treaty expands on the Civil and Political rights set out in the Universal Declaration of Human Rights [UDHR], with the exception of the **right to property** and **right to asylum**.

SUMMARY OF THE PROVISIONS IN THE ICCPR.

- Right to life
 - Freedom from torture and inhuman treatment
 - Freedom from slavery and forced labour
 - Right to liberty and security
 - Right of detained persons to be treated with humanity
 - Freedom from imprisonment for debt
 - Freedom of movement and choice of residence
 - Freedom of aliens from arbitrary expulsion
 - Right to a fair trial
 - Protection against retroactivity of the criminal law
 - Right to recognition as a person before the law
 - Right to privacy
 - Freedom of thought or conscience and religion
 - Freedom of opinion and expression
 - Prohibition of propaganda for war and of incitement to national, racial or religious hatred
 - Right to assembly
 - Freedom of association
 - Right to marry and find a family
 - Rights of the Child
 - Political rights
-
- Equality before the law
 - Rights of minorities

OPTIONAL PROTOCOLS

An **Optional Protocol** is a provision attached to an international human rights instrument in order to offer more protection. The ICCPR has two optional protocols namely:

FIRST OPTIONAL PROTOCOL (1976): This provision allows individuals to **complain** to the **United Nations Human Rights Commission** on issues of **human rights violations** contained in the **ICCPR** provided they exhaust all channels of complaints usually through the courts of law. Zambia is a **state party** (member) to this protocol.

SECOND OPTIONAL PROTOCOL (1990):

This aims at the **abolition of the death penalty** and Zambia is not a state party to this.

SPECIALISED INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

THE INTERNATIONAL CONVENTION ON THE ELIMINATION OF ALL FORMS OF RACIAL DISCRIMINATION [ICERD]-1969.

- It came into force in **1969** and it was drafted to draw attention to matters of **racial discrimination** which were still rampant in the world.
- Principle Definition of **Racial discrimination**: *It is any distinction, exclusion, restriction or any performance based on race, color, descent or national or ethnic origin which has the purpose of impairing the recognition or enjoyment on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.*

SUMMARY OF THE PROVISIONS IN THE ICERD

- Condemn racial discrimination, segregation and apartheid.
- Prohibit the act of discrimination by individuals or organizations
- Assure everyone within the powers, adequate protection and remedies

- Condemn all propaganda and organizations based on ideas or theories of superiority of one race or group.
- Prohibit and eliminate racial discrimination and equal enjoyment of all the rights
- Undertake immediate and effective measures in teaching, education, culture and information, with a view of combating prejudices which lead to racial discrimination.

THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN [CEDAW]-1979

- This came about after the failure of the 1967 declaration to eliminate discrimination against women.
- It was observed that females still suffer the worst discrimination in the social economic as well as their civil and political rights.
- This instrument was put in force in 1979 to directly.
- Principle definition of racial discrimination: this is any distinction, exclusion, restriction or any performance based on sex which has the purpose of impairing the recognition enjoyment of an equal footing of human rights and fundamental freedom in the political economic social other right in public life.

SUMMARY OF PROVISIONS IN THE CEDAW

- Eliminate all forms of discrimination against women.
- Establish legal protection of the rights of women on an equal basis with men.
- Promote the principle of equality of men and women in their domestic legislation
- Modify or abolish existing national legislation and practices which constitute discrimination against women.
- Eliminate discrimination in the enjoyment of all rights between men and women

ACCORD WOMEN EQUALITY WITH MEN BEFORE THE LAW

- Eliminate discrimination against women in all matters relating to marriage and property.

CEDAW has an optional protocol adopted in 1999 which allows the United Nations Committee on the Elimination of Discrimination against Women to receive and hear Cases of violations of women's rights

THE CONVENTION AGAINST TORTURE AND OTHER CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT [CAT]-1984.

- This convention came into being on **10th December 1984** and Zambia became a **state party** to the convention in **1998**.
- The aim of the instrument is to totally forbid torture and other cruel, inhuman or degrading treatment or punishment.
- Principle definition: **Torture** is defined as an act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or confession, punishing him for an act he or a third person has committed or is suspected of having committed.

SUMMARY OF PROVISIONS IN CAT

- Prohibit torture
- Not refouler, which means to send back a person to a country where he/she is likely to undergo torture.
- Punish torturers.
- Rehabilitate victims of torture through counseling
- Control the system of interrogation and detention
- Report to the committee.
- Educate citizens on the evil of torture

THE INTERNATIONAL CONVENTION ON THE PROTECTION OF THE RIGHTS OF ALL MIGRANT WORKERS AND MEMBERS OF THEIR FAMILIES [CMW]-1990.

- This is meant to **protect the rights of people** working in a country which is not theirs.[in the Diaspora]
- **State parties** are obliged to protect and seek judicial remedy to those migrant workers whose rights have been violated.

Principle definition: this applies to all migrant workers and members of their families without distinction of any kind such as sex, race, color, language, religion or conviction, political or other opinion, national, ethnic or social origin, nationality, age, economic position, property, marital status, birth or other status.

SUMMARY OF THE PROVISIONS IN THE CMW

- Non -discrimination of migrant workers and their families without distinction of any kind.
- Migrant workers and members of their families shall be free to leave any state, including their state of origin.
- They have the right to enter and remain in their state of origin.
- The right to life of migrant workers and members of their families shall be protected by law.
- No migrant worker or members of their families shall be subjected to torture or cruel, inhuman or degrading treatment or punishment.
- No migrant worker or members of their families shall be held in slavery or servitude.
- No migrant worker or members of their families shall be required to perform forced or compulsory labor.
- They shall have the right to freedom of thought, conscience and religion.
- They shall have the right to hold opinions without interference.
- They shall not be subjected to any arbitrary or unlawful interference of their privacy.

SAMPLE QUESTION.

1. Define international Human Rights instrument
2. Describe the types of international Human Rights instrument
3. Distinguish between the first optional protocol and the second optional protocol
4. State the elements of the International Convention on the elimination of all forms of discrimination against women
5. Explain clearly how Zambia is implementing the international Human Rights
6. State the importance of international Human Rights
7. Write brief notes on the following Human Rights instruments.
 - i. Convention Against Torture and other cruel, in human or degrading or punishment
 - ii. Convention on the Rights of the Child (CRC)
 - iii. International Convention on the Elimination of all forms of Racial Discrimination (ICERD)

FAMILY LAW

A Family is a legal union of a man and woman as husband and wife; thus, it is a contract that creates the **social status** of husband and wife, based on **rights, obligation, capacities** and **incapacities**.

- **Rights:** are entitlements a wife or husband enjoys in the marriage. In a traditional set up, a husband has the right to be looked after for while a wife has the right to be provided for by the husband. However, a couple can make their own rights.
- **Obligation:** are duties that a wife or husband performs in the union such as ; each spouse has the duty to take care of and protect the other spouse.
- **Capacities:** are abilities or capabilities which the spouse brings to the union. A wife brings the ability to conceive and bear children for the union while the husband has the ability to provide the material needs for the family.
- **Incapacities:** are the inabilities or incapability's that each spouse brings to the union. For example, an uneducated and unskilled woman may be unable to neither earn a living nor provide.
- However, the **rights and obligations** in marriage do not depend on the couple along but depend on the **law of the contract**.
- In the event of death of one spouse, the type of marriage entered into will dictate how the surviving spouse will inherit the property of the deceased (dead).

ELEMENTS OF FAMILY LAW

- Marriage
- Divorce
- Property settlement (sharing)
- Maintenance of spouse and children within and after marriage.
- Custody of children after dissolution of marriage
- Adoption of children
- Legitimacy of children
- Succession.
- Inheritance of property.

TYPES OF MARRIAGES IN ZAMBIA

- There are only **two types of marriage** in Zambia, **Statutory and Customary** that are recognized by law.

Statutory marriage

- It refers to voluntary union of one wife and one husband for life and excluding all others.
- It is also referred to as a **Civil marriage** and it is a **monogamous marriage (one husband and wife a time.)**
- A Statutory marriage cannot be converted to a Customary marriage because it is illegal and in order for one to enter the Statutory marriage, one has to take the following into account:

Take out a notice of marriage:

- This is a notice of the couple's intention to marry made on a prescribed form to the **Registrar of Marriages** at the Local Council Offices.
- The notice will be published outside the Registrar's office for **21 days**.
- At least one of the parties intending to marry should be a resident within the district registered under for at least **15 days** before the marriage ceremonies.
- After **21 days**, the marriage will be **solemnized (celebrated)** by a **Pastor or Licensed Priest or Marriage Registrar**.
- During the period of notice, any person can stop the marriage if there is a good reason for the couple not to marry by writing the word, **forbidden** and giving reasons, in the **marriage notice book**.

Marriage payments:

- There are **no marriage payments** required in a Customary marriage unless the individuals concerned want to observe the customary ritual of payments.
- The **Marriage Act** does not stipulate any payment of any kind but most Zambians intending to marry observe the traditional ritual of marriage payment commonly known as **Lobola**.

Age

- The parties intending to marry should be 21 years of age under the Marriage Act, but if any of the parties is below **21 years** but more than **16 years**, he or she needs a **letter of consent**.
- This is a **written permission** and **blessing** of the parents or guardians, filed together with a sworn **affidavit** at the High Court.

Relationship:

- The two intending to marry should not be related either by **marriage or blood**.
- These relationships which are prohibited by law to enter into marriage are known as prohibited decrees.

Solemnization of marriage:

- This is when the actual wedding is performed following the laid down rituals such as **taking vows, exchanging of rings and signing the Register**.
- This should occur in a room with open doors between 08:00hrs and 18:00hours and there should be at least **two witnesses** to sign the **Register** and **certificate**, together with the official performing the ceremony and the couple.

Marriage certificate:

- This is the evidence of marriage and copy of which is kept by the Registrar and another by the couple.
- The marriage is registered in the **Marriage Register** kept at the council which can be inspected by anyone upon paying a **search fee**.

CUSTOMARY MARRIAGE:

- This is a union of one man and one woman or women as husband and wife or wives.
- This is a marriage contracted under customary practices and a union may not be voluntary as in a **civil marriage** because one may be compelled to marry a person chosen by relatives.
- Customary marriage is governed by **customs and traditions, which** are usually a process with a series of ceremonies leading to marriage.
- The local **Court Registrar** can register and issue a **marriage certificate** as long as there is the woman's guardian or parent to witness the registration.

REQUIREMENTS FOR A CUSTOMARY MARRIAGE

Consent:

- This is when parents or guardians of the woman getting married give permission for her to marry and also when the persons getting married agree to marry.

Marriage payment

- This is anything **valuable** paid to the guardians or parents of the woman [bride to be] as **recognition of the marriage**.
- This can be a token sum or a substantial amount depending on the ethnic group.

Spouse

- The parties to the marriage should be **male and female**, and the **female** should be **single, divorced or widowed** but the male may already have **one or more wives**.
- The man should have the **ability** to provide for the family.

Relationship

- The persons intending to get married should not be related by **blood or marriage**, although in some ethnic groups **cousins** can marry.

OTHER TYPES OF MARRIAGE

Although these are considered **marriages**, they are not recognized by the law:

RELIGIOUS MARRIAGE:

- This is a marriage that is solemnized in a church, which should be followed up by **registration** at either the **Civic Centre** or **Council Offices** under the marriage Act or at a **Local Court** under the **Local Court Act**.
- However, some **church** and **clergymen** have been given **license** under the marriage act to perform **civil marriages**.
- If a couple wants their marriage to be at a Church, notice is given of the impending marriage through **marriage banns**.

- **Marriage banns** are **announcements** that are made in a church of the couple's intention to marry.
- However, church members are asked to inform the priest in confidence for the couple not to marry. For example, in the SDA church, the notice of intention to marry lasts for a period of at least **four to six months**.
- As such, if the couple wants their marriage to be registered under the law, they should make sure they are married by the **Marriage Act licensed Pastor** or they should register either with the **High Court (civil marriage)** or **Local Court(CustomaryMarriage)**.
- A copy of the **marriage certificate** should be sent to the **registrar of marriages** of the district to be recorded in the **marriage register**.

CO-HABITATION:

- This is a marriage where the parties concerned decided to live together on their own without the **consent of their parents,guardians**and following any of the **rituals** performed either in a **customary or civil marriage**.
- After some time, societies accept and recognize the couple as **husband** and wife and they may even have children together and grandchild.
- The marriage will not be recognized under the law and will be referred to as a **voidmarriage** and the couple no matter how long they live together will just be cohabiting.

VOID AND VOIDABLE MARRIAGE

VOID MARRIAGE:

- This is a marriage without a legal standing right from the beginning because it is null and void
- . Any party to a avoid marriage may not be guilty of **bigamy**if he or she marries before divorcing the so - called first wife or husband because the marriage was not right from the start.
- **Bigamy** is marrying another person while still legally married to someone else, which may be due to:
- Lack of parental consent
- non - publication of the banns in church , If the man is under 21 years old, if the female is under 21 years and above 16 years without the consent of her parents or guardians;
- If one party is already married under the marriage Act at the time of contracting the "marriage",
- Prohibited decrees of marriage which are relationships by blood in legal terms known as consanguinity or by marriage which by law is called affinity.

VOIDABLE MARRIAGE

- This is a marriage which is initially valid, but later invalidated by the court of law because of the **following reasons:**
- If the child born is not the husband's child
- If a spouse has contracted a sexually transmitted infection from elsewhere not from the spouse
- Ifthe marriage is not consummated due to impotence. Consummation in marriage means making marriage valid by having sexual intercourse and is applicable to both civil and customary marriage :
- Willful refusal to consummate the marriage by any parties
- Mental disorder of any of the parties.

DIVORCE

Under the law, marriage cannot be considered for **divorce** until the court handling the case is satisfied, thata marriagehad actually existed.

DIVORCE IN CUSTOMARY MARRIAGE

- According to the **Matrimonial Causes Act of 1973**, divorce under a customary law will take place depending on the **Custom** the couple was marriageunder.
- Some of the **payments** may be returned to the husband's family andit is expected under the customary law that it is the **man who divorces** the wife and not vice versa.
- In a customary law,divorce can be done by the two familiesmeeting together and marking the decision or either party can sue the spouse for divorce in the Local court.Causes acceptable as grounds for divorce in a customary marriage.
- Adultery of the wife (which does not need to be proved).
- Cruelty
- Laziness on the part of the wife

- Bad relations with the in-laws
- Infertility
- Lack of maintenance by the man.
- Desertion.

DIVORCE UNDER STATUTORY MARRIAGE

- The Matrimonial Causes Act of 1973, there is only one ground for divorce, which is that, 'the marriage has broken down irretrievably.'
- This means that the marriage cannot be saved or redeemed using any other means, which can arise out of the following reasons:
- Adultery which should be proved with the third person known and named.
- One or both of the married persons conduct themselves in unreasonable behavior, Cruelty or violence that makes it impossible for the other partner to live safely.
- If one partner disserts another for a period of two years, then there is sufficient ground for divorce.
- Separation with consent of the couple for two years.
- Living apart for a continuous period of five years.

Note: a petition for divorce can only be filled in the high court after one year of marriage. Before one year, it will not be a divorce but an **annulment**.

The lawyers handling the case should verify whether they tried to reconcile the couple during the period of separation.

A **Decree nisi** is a temporary divorce certificate given to a couple and after six weeks, a **Decree absolute (permanent divorce certificate)** is granted provided the court is satisfied with the arrangements made for the children.

PROPERTY SETTLEMENT (SHARING).

- After a divorce in a **customary marriage**, the woman usually gets some form of **compensation** to allow her to start life afresh except in cases where she has committed **adultery**.
- However, these days it is recognized that whoever is at **fault compensates the other**, therefore, whoever has **more money** will pay **compensation** to the other.
- In **Civil marriage**, property is shared by the court's **Deputy Registrar**. In a situation where one person worked and brought in all the **earnings**, the person who stayed at home and looked after the home and family gets **a third [1/3]** of the total wealth of the couple. If both worked and earned a living, they will share their **property half - half or fifty - fifty basis**.
- Sometimes in a **Civil marriage**, a couple may choose to marry in **Community of Property** which means that everything they owned and their debts, from before their marriage is put together in a **Joint Estate**.

MAINTENANCE OF SPOUSE AND CHILDREN

- During marriage under statutory law, the spouse has a duty to **maintain** his or her partner.
- **After divorce**, a spouse still has the **responsibility of maintaining** his or her spouse until he or she demand or becomes financially independent.
- Maintenance may be paid periodically as agreed upon by the parties or it may be paid as be paid as a lump sum.
- The amount depends on the income earned and the financial status of the parties involved under the customary law.
- The court can award any amount for either period or lump sum maintenance as they see it fit.
- If either is not satisfied with the amount awarded, they can appeal in the subordinate (Magistrate) Court.
- The maintenance of children is provided in the **AFFILIATION** and maintenance provisions Act, **CAP 64** of the revised laws of Zambia.
- This Act permits children born out of wedlock to be affiliated to their male parent and thereby, claim maintenance:

- A child; from its affiliated father or legal parents.
- A guardian; for example, a grandparent or an uncle can claim maintenance on behalf of the child.
- A single woman from the affiliated father or her child
- A spouse his or her partner where divorced or not.
- Note: anyone wishing to claim maintenance can approach the clerk at the nearest local court or lawyer.

Custody of children

- The law states that there should be always an adult to look after the children.
- If the children are young the court usually gives custody to the mother.
- If a mother does not manage to provide for the children, the father still has a maintaining for the mother and children.

Adoption of children

- The laws of Zambia, under Adoption of children Act, chapter 136 of 1948, the courts have been giving power to grant an order to adults requesting to adopt a child

Categories of adoption

- A couple can jointly adopt an infant is a childless 7 years old.
- The step mother or father of the infant also is eligible.
- Both the infant and the person applying for adoption should live in Zambia.
- The infancy has been looked after by the applicant continuously for at least three months before the date of adoption.
- The person intending to adopt notifies the commission three months before.

However, the law forbids adoption if:

- Adoption of a female infant by a male applicant on his own unless there are special reasons for doing so.
- Adoption of an infant who already has parent (s) or guardian or anybody providing maintenance.
- When granted the adoption should be registered with the Register who records the details in the Adoption Children's Register.

ADOPTION SOCIETIES

Their organisation that exist for adoption of infancy and they will not be registered if it appear that;

- The activities of the society are not control the members of the society
- Any member working for such a society is not fit to work for an organisation
- The number of competent persons employed is not sufficient to cope with work

LEGITIMACY OF CHILDREN

The legitimacy act of 1927 of the laws of Zambia provides that a child born out of wed lock should be legitimate but this act has been taken by UNCRC of 1989 attempts to equalize children from outside marriage and those born of a wed lock

INHERITANCE OF PROPERTY

In Zambia, the inheritance of property is provided for in the testate and intestate succession Act.

TESTATE SUCCESSION

It deals with the inheritance of property of a dead person who left a will.

- **The will** is a declaration normally in writing stating how a person wants his or her property distribution in the event of his or her death

KEY TERMS IN THE TESTATE SUCCESSION ACT

- **Testator** (male) the person who made the will and **Testatrix** (female).
- **An oral will** can also be valid if it is made in the presence of two witnesses not beneficiaries to the estate.
- **Intestate succession** is when someone dies without leaving a will or someone who has left a will but is nullified by the court.
Property is defined as a person's items of clothing, articles of personal use such as vehicles bicycles, furniture, appliances, utensils, boat, livestock, agriculture equipment, books and money.

THE INTESTATE SUCCESSION ACT STATES

- **20% of the estate goes to the surviving spouse.**
- If no surviving spouse, 20% will be distributed to the children according to the proportion of ages and needs
- If there are no children, 20% will be given to parent to share 10% each
- If there are no parents, the 20% goes to dependents in equal shares.
- When all the mentioned relatives are not alive, then his or her estate will go to relatives such as brothers, sisters, grandparents, cousins in equal shares.
- When none of the relatives mentioned do not exist, the estate goes to government.
- When a man dies in a polygamous marriage, 20% will be shared among the surviving depending on the number of years in marriage.
- **50% of the estate goes to the children** both in and outside wedlock according to age and needs of each child.
- If there are no children, the 50% goes to surviving spouse dependent and the parents.
- If there are no parents, the 50% goes to the spouse and dependents shared equally.
- 20% goes to the parents or guardians.
- Where there are no parents, 20% will be given to the children and the spouse equally.
- **10% goes to dependents** in equal proportions. In this case, the dependents are those living with the deceased prior to his or her death, or living outside the home but dependent on the deceased. Where there are no dependents 10% goes to parents
- If there are no parents, it is shared between the surviving spouse and children equally.

VICTIM SUPPORT UNIT

- It was created to prosecute, investigate, sensitise the public and offer counseling service to families which are affected. It deals with family offences such as;
- Domestic violence.
- Arson.
- Occasioning bodily harm.
- Causing grievous bodily harm.
- Malicious damage
- Sodomy
- Indecent assault
- Child protection
- Human trafficking

Criminal Investigations Department will deal with people who have committed such crimes.

SAMPLE QUESTIONS

1. Explain the following terms
 - i. Family
 - ii. Marriage
2. Customary and statutory marriages are some of the types of marriages in Zambia. Which one of the two types is better than other in relation to divorce, death and separation? Give reasons.
3. Describe the function of the intestate succession act of 1989. Under the intestate succession act (1989) the property of the deceased would be distributed among the beneficiaries. Who gets
 - i. 50%
 - ii. 20%
 - iii. 10%
4. How has disintegration of led to increase of street kids in Zambia
5. Describe the cause of divorce in a statutory marriage.
6. Outline the circumstances where adoption of children is not allowed.
7. Design a sample of a will.
8. Compare and contrast customary and statutory marriages.
9. Distinguish between sharing of property in a statutory customary marriage.
10. Discuss the elements of family law.

DEPARTMENT OF SOCIAL SCIENCES LESSON PLAN

NAME OF TEACHER:

DATE:

MINUTES

DURATION:80

TOPIC: DEVELOPMENT PLANNING

CLASS:

SUBTOPIC:

NO OF BOYS...

GIRLS...

REFERENCES: long man civic education book 12 long man and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This is lesson number one on development planning. Teacher Exposition, Question and answer and group or class discussion methods will be used .This lesson will develop learners knowledge about Planning of set suggestions aimed at achieving set goals in future, types: short term plan, medium term plan and long term plan and method such as Centralized planning and Decentralized planning ..The skill of Analysis . The value of Accountability

LEARNING OUTCOMES: P.S.B.A.T:

- Explain development planning.
- Discuss types of development planning
- Describe methods of planning.

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<i>Development planning</i> <i>-refers to the deliberate effort by the state aimed at achieving certain set goals.</i> <i>- Development Planning refers to the deliberate effort by the state aimed at the achievement of certain goals such as raising the standard of living of the people</i>	The teacher ask pupils to define Development Planning Teacher consolidates learner' responses	Pupils participate by trying to define Development Planning Learners listen Attentively	Question and answer Teacher Exposition
<u>PURPOSE OF PLANNING</u> <i>-A statement of general objectives of economy and social policy</i> <i>-An evaluation of progress achieved under the preceding plan.</i> <i>Current economic conditions especially national income, productive and foreign trade</i> <i>-Current social situation especially population changes, education, health housing and social security</i> <i>-Estimates of the growth, or social component during the period covered by the plan.</i> <i>-Measures designed to raise the rate of economic growth for example:- to stimulate saving and investment and to increase productivity which are impossible to achieve.</i> <i>-To move towards a sustainable growth</i>	Teacher explains the purpose of planning and allows learners to ask questions Teacher asks learners	Learners listen and ask question Learners attempt to state and	Teacher exposition/ Question and Answer Question and answer

<u>Types of Development Planning</u> <u>a.Short Term Plan:</u> - Plan which may cover a short period from six months to one year <u>(b) Medium Term Plan</u> -Plan that ranges between three and seven years, with five years as the most popular choice. <u>(c) Long Term Plan</u> - It is sometimes referred to as the Long Range Development Plan (LRDP). It covers a period of ten to twenty years and above. Note: Long term plan is mostly needed for the implementation of capital projects such as: -Construction of Hydro-electric power Stations. -Opening new Mines. -Reforestation. -Construction of new roads and railway lines. <u>Methods of Planning</u> <u>a.Centralised Planning:</u> -Planning done by the central government without involvement of the local communities. Note: -This kind of planning has brought the following problems in developing countries like Zambia. -Planning is normally dominated by expatriate advisors who know very little about local communities -Local conditions are not regarded. - It lacks participation of the local community in its formulation and implementation leading to lack of ownership of the outcome. -Delays in approving the plan as it is referred to the headquarters before implementation. -It denies the local people the sense of belonging as they are by passed since the plan is imposed in top-down fashion on local communities <u>(b) Decentralised Planning:</u> - Planning done at the grassroots by involving the local communities. Note: Since the year 2000, Decentralised Planning has been re-introduced in Zambia through activity based budgeting plans in the community. <u>(c) Regional and Urban Planning:</u>	to state and explain the types of Development Planning The teacher initiate class discussion on Methods of Planning Teacher consolidates learner' responses	explain the types of Development Planning Class discuss on the Methods of Planning Learners listen attentively	GROUP/CLASS DISCUSSION Teacher Exposition
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-Planning based on a method of decision making that propose or identifies goals or ends and does so by the application of analytical techniques			
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Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. What is Development planning
2. Describe types of development planning
3. Distinguish between long term and short term planning
4. Why is planning important?
5. Give the advantages and disadvantages of centralized and decentralized planning.

Learner evaluation:

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Teachers evaluation:

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SUBJECT: Civic education

DURATION:80

MINUTES

TOPIC: Explain development planning.

CLASS:

SUBTOPIC:

NO OF BOYS...

GIRLS...

REFERENCES: long man civic education book 12 long man and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This is lesson number two on development planning . Teacher Exposition, Question and answer and group or class discussion methods will be used . This lesson will develop learners knowledge's on Ensuring strict control of public resources and compliance in taxation and public expenditure .The skill of Analysis. The value of Accountability

LEARNING OUTCOMES: P.S.B.A.T:

- Discuss the importance of budgeting and fiscal discipline in development planning
- Explain the functions of micro and macro-economic financial institutions.

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<u>Importance of budgeting and fiscal discipline in development planning</u> <u>Fiscal discipline</u> -means the strict control of public resources. Therefore, budgeting and Fiscal discipline ensures strict control of public resources and compliance in taxation and public expenditure <u>Some measures put in place to enhance fiscal discipline.</u> -Government to cut its expenditure and directs its resources only on essential areas such as education, health and agriculture. -Punish Public officials who misuse or misappropriate government or public funds. -Take measures to ensure compliance in taxation (Payment of tax) -As much as possible avoid external borrowing unless that borrowing is towards economic growth through productive investment <u>Functions of Micro and Macro-Economic Financial Institutions</u> <u>a.Micro Financial Institution</u> - is an institution that gives financial	Teacher asks learners to state the Importance of budgeting and fiscal discipline in development planning Teacher consolidates learner' responses Teacher explains about Some measures put in place to enhance fiscal discipline and allows learners to ask question	Learners attempt to state Learners listen Attentively Learners listen and Ask questions Class discuss the functions of	Question and answer Teacher Exposition Teacher exposition/ Question and Answer GROUP/CLASS DISCUSSION

assistance to individuals and entrepreneurs for small scale projects. <u>Examples of Micro Financial Institutions in Zambia</u> -Zambia Social Investment Fund. (ZAMSIF) -Women Finance Cooperative of Zambia -IZWE loans -MICROFIN -Bayport Finance Services <u>Functions of Micro Financial Institution</u> -Support projects that are initiated by and driven by the community. -Provide soft loans to the group of people with low income. -Provide financial assistance to entrepreneurs for small projects. -Provide capital for starting small businesses <u>B. Macro-Financial Institutions</u> -Macro means large, thus, these are institutions which fund capital (large scale) projects such as construction of schools, bridges, roads, railway lines. Some examples of Macro-Financial Institutions and their functions <u>1.International Monetary Fund (IMF)</u> -is a specialised agency of UN which was set up in 1944. Some of the objectives (functions) are: -Promote International Monetary Cooperation. -Promote stable exchange rates and maintain orderly exchange arrangement. -Encourage full convertibility between currencies and an end to exchange controls. -To shorten the period of balance of payment of member countries. <u>2.World Bank:</u> - It is also called the International Bank for Reconstruction and Development (IBRD) established in 1944 and began to operate in 1946. -This bank encourages capital investments for construction and development of all member states. -It gives loans for specific projects that are productive and provides	The teacher initiate class discussion on the functions of Micro and Macro-Economic Financial Institutions	Micro and Macro-Economic Financial Institutions	
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financial assistance for foreign exchange (loans are usually for a period of 20 years with 5 years grace period). <u>3. African Development Bank (ADB)</u> -Was formed in August 1963 and started operating in 1966 (the headquarters are in Addis Ababa, Ethiopia). -It gives concessionary loans to member states. A concessionary loan is money given to a country with no conditions attached. -It gives loans to specific projects that are productive and provides finance for foreign exchange - Loans are usually for a period of 20 years with a grace period of 5 years <u>4. Arab Bank for Economic Development in Africa (ABEDA)</u> -The bank was set up by the Arab league in 1973 and began operations in 1975. The headquarters are in Khartoum, Sudan. - It gives loans to specific projects that are productive and provides finance for foreign exchange. - Its main objective is to contribute to economic development in Africa. - Like other Macro Financial Institutions, it gives loans for a period of 20 years and the grace period of 5 years.	Teacher consolidates Learner 'responses from the discussion	Learners listen attentively	Teacher Exposition
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Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. Compare and contrast micro and macro financial institution
2. Explain the contribution of financial institution to economic and social development
3. Explain the importance of budgeting and fiscal discipline in development planning
4. Explain the functions of micro and macro-economic financial institutions

Learners evaluation:

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Teachers evaluation:

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**DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN**

NAME OF TEACHER:

DATE:

SUBJECT: Civic education

DURATION:80

MINUTES

TOPIC: DEVELOPMENT PLANNING

CLASS:

SUBTOPIC:

NO OF

BOYS...

GIRLS...

REFERENCES: long man civic education book 12 long man and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This lesson is on development planning. Teacher Exposition, Question and answer and group or class discussion methods will be used . This lesson will develop learners knowledge's about Gross National Product, Gross Domestic Product .Human Development Index and Per Capita Income

LEARNING OUTCOMES: L.S.B.A.T:

- Examine indicators of development

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<u>Indicators of development</u> <i>-Indicators of Development are signs or measures that show whether or not there is improvement in the country's economy and people's basic needs such as food, safe clean drinking water, housing, education and health are met</i> <u>(a) Gross National Product (GNP)</u> <i>-GNP is also known as the National Income.</i> <i>-GNP is the amount of goods and services produced within a country and abroad within a year. It is the total value in monetary form of goods and services produced from the resources owned by citizens within and outside the country normally per year.</i> <i>-It helps the government to come up with policies and eventually increase the country's production levels.</i> <u>(b) Gross Domestic Product</u>	The teacher initiate class discussion on the Indicators of development	Class discuss on the Indicators of development	GROUP/CLASS DISCUSSION

(GDP)

- is the total value in money of the goods and services produced in the country per year.

Note: All products and services produced within the country are added up and calculated in monetary form.

-The higher the GDP the stronger the economy or the more developed the country is.

(c) Human Development Index (HDI)

- This is a measure of human development using four (4) items:-

- Life expectancy at birth.

- Adult literacy.

- Average years of schooling.

- Purchasing power of persons aged 25 years and above, expressed in dollars.

Note:

-If a country has high life expectancy at birth, a high adult literacy levels, a high average of schooling and a high purchasing power per person, it is said to have a high level of development

(d) Per Capita Income

- This is the average amount of money each citizen is expected to get per year. It is the GNP of a country divided by the total population.

Per Capita income = $\frac{GNP}{total\ population}$

Teacher consolidates learner' response

Learners listen attentively

Teacher Exposition

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. What are the indicators of development planning?
2. Explains the indicators of development planning?

Learners evaluation:

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Teachers evaluation:

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**DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN**

NAME OF TEACHER:

DATE:

SUBJECT: Civic education

DURATION:80

MINUTES

TOPIC: DEVELOPMENT PLANNING

CLASS:

SUBTOPIC:

NO OF BOYS...

GIRLS...

REFERENCES: long man civic education book 12 long man and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This is lesson number four on development planning . Teacher Exposition, Question and answer and group or class discussion methods will be used . This lesson will develop learners knowledge's about Legal and moral aspects of citizenship, natural and naturalized citizenship. The skill of Identification. The value of Patriotism and Responsibility

LEARNING OUTCOMES: P.S.B.A.T:

- Outline Zambia's National Development plans from Independence to present

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<u>ZAMBIA'S DEVELOPMENT PLANS</u> <u>1.Emergency Development Plan (EDP)</u> <i>-The plan was launched immediately after independence as the first step to restructure the inherited colonial Capitalist economy.</i> <i>-It provided a frame work for more comprehensive programs of economic and social development</i> <u>2.Transition Development plan (TDP)</u> <u>1965- 1966</u> <i>-Money was spent on extension of transport power and communications services</i> <i>-It also focused on the improvement of agriculture and education.</i> <u>3.First Development Plan (FNDP) 1966-</u>	The teacher initiate class discussion on the Zambia's National Development plans from Independence to present	Class discuss on Zambia's National Development plans from Independence to present	GROUP/CLASS DISCUSSION

1970

Aims

- To diversify the economy from copper mining to agriculture and manufacturing
- To develop the rural areas
- To expand welfare services such as housing and building more hospitals
- To improve power and transport and communication services
- To create 100,000 new by the end of 1970

4.Second Development Plan (SNDP)

1972- 1976

- Its goals were to increase and expand the diversification process initiated under FNDP.
- Attaining self-sufficiency in food supplies and improvement in income
- Expanding and diversifying industry and mining through import substitution by using Local materials
- Initiating measures for regional development
- Linking educational programs to the countries manpower requirements
- Improve the existing infrastructure such as power, transport and communication

5.Third National Development Plan (TNDP) 1980 - 1983

It had the following provisions:-

- Allocating investment funds and creating a base for the transformation of society through socialism and Humanism
- Involving the private sector in economic and social development while taking into account Socialist and Humanist ideas.
- Balanced development with regard to linkages between industry and agriculture
- Increasing the production of consumer and capital goods
- Fair income distribution and creating an egalitarian (Communal Society)
- Diversification of the economy and rural development
- Expanding education training facilities to speed up Zambianisation

6.Fourth Development Plan (FNDP) 1989- 1993

This plan was followed by the New Economic Recovery Program, (July 1987 to December 1993)

The FNDP focused on:-

- Periodic review of the exchange rate and interest rates
- The reduction of budget deficit to below 2%

Teacher consolidates learner' responses

Learners listen attentively

Teacher Exposition

of Gross Domestic Product (GDP) by 1993 -A gradual reduction of subsidies so as to reduce pressure on the budget. -Reduction in the annual growth of money supply to below 40% by 1993 -Reduction in the rate of inflation to below 20% in 1993 -Increase capacity utilization to above 70% of industrial averages by 1993 -Reducing the number of price controlled items to one by 1993 <u>7.Transitional National Development Plan</u> In 2002, the government re-introduced National Development Plan which was expected to run from 2002 to 2005 and thereafter, the fifth National development plan. The major programme under the TNDP was poverty reduction strategy programme PRSP the main focus of which was reducing poverty and the debt burden. 8.The Vision 2030 To enhance planning ,the government came up with a long term national plan known as vision 2030 which aimed at turning Zambia into a prosperous middle-Income nation by 2030.It was excepted that by 2030, would live in strong dynamic middle – income industrial economy to provide opportunities for improving the wellbeing of all.	The teacher initiate class discussion on the Zambia's National Development plans from Independence to present	Class discuss on Zambia's National Development plans from Independence to present	GROUP/CLASS DISCUSSION
9.Fifth National development plan(FNDP) The fifth National development was based on the Vision 2030 and covered the period 2006 – 2010. Some of the goals include:- -Develop and rehabilitate infrastructure -Develop and build human resource and capacity respectively -Mainstream cross cutting issues such as HIVAIDS, gender, democracy, good governance, human rights and environment -Develop irrigation in both private and public sectors 10.Sixth National Development -It covers a period from 2011- 2015 -It also covers the provision of 2030 such as: -Infrastructure rehabilitation. -Address cross-cutting issues e.g. HIV/AIDS. -Rural electrification. -Promote investment. - Promote rural and urban water and sanitation.	Teacher consolidates learner' responses	Learners listen attentively	Teacher Exposition

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1.Explain the fifth Zambia’s National Development plans from Independence to present

Learners evaluation:

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Teachers evaluation:

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LESSON NOTES CIVIC EDUCATION

GRADE:12

TOPIC: DEVELOPMENT PLANNING

Plans- are intentions or set suggestions aimed at achieving certain set goals in future.

Development planning refers to the deliberate effort by the state aimed at achieving certain set goals.

GOALS

- Giving better services to the people
- Elimination of disparities between urban and rural areas
- Rising the standard of living of the people through increased income returns

PURPOSE OF PLANNING

- A statement of general objectives of economy and social policy
- An evaluation of progress achieved under the preceding plan.
Current economic conditions especially national income, productive and foreign trade
- Current social situation especially population changes, education, health housing and social security
- Estimates of the growth, or social component during the period covered by the plan.
- Measures designed to raise the rate of economic growth for example:- to stimulate saving and investment and to increase productivity which are impossible to achieve.
- To move towards a sustainable growth

LEVELS OF PLANNING

Individual Planning

An individual has to draw a plan and a budget for a particular activity.

A budget is a plan of action for a specific period of time indicating estimated income and expenditure on the project.

Community Level

A group of people identifies resources to be used in a particular project. Then they draw a plan and a budget for the project which should show sources of funds

National Level

At national level the government may decide to build bridges across the country, schools and hospitals. The government will advertise the project through tender to invite individuals or companies to carry out projects.

International level

This takes place at place international. For example, the United Nations Organization has set up international development targets known as The Millennium development Goals to be achieved by individual states

Nb. Is Planning at district level is spearheaded by District Development coordinating committee (DDCC)

At Provincial level it is done by PDCC

BUDGET

- This is an estimate of income and expenditure. It is the balance between government's income and expenditure.
 - The budget plays an important role in determining the performance of the economy.
 - In Zambia the constitution mandates the minister of finance and National Planning to present the budget for approval to the national assembly. This must be done under three months (90) days of each financial year.
-
- The budget is presented every October and implemented in January the following year
- Medium term expenditure Framework**
- This is a three year frame work within which available resources are divided between sectors on the basis of achieving government objectives.
 - MTEF allows for the budgeting preparation process to commence early.
 - The MTEF was introduced as a measure to address weaknesses in the budgeting and planning process.

BUDGET PROCESS

Stage 1

Drafting of the green paper by compiling requirements from various ministries and other departments

Stage 2

The drafted green paper is consolidated and forwarded to cabinet for approval after which the green paper is printed for circulation.

Stage 3

Ceilings are sent out to all line ministries, provincial and spending agencies together with the time table for discursion. This enables different sectors to contribute or make suggestions for inclusion.

Stage4

- All issues which are to form part of the budget require Cabinet approval. The Cabinet meets more than once to chart the course of the budget.
- The first cabinet meeting is held between the third and fourth quarters of the financial year.
- The Next meeting takes place after the budget has been completed.
- The meeting ensures that all observations made during the first meeting have been incorporated on the resources side.

Stage5

Sat this stage, the budget is consolidated and presented by the minister responsible for Finance and national planning for approval by the National Assembly.

Budget Execution

The Ministry Finance and National Planning inform ministries, Provinces and spending agencies (MPSAs) on quarterly releases of funds.

Legislation

After the budget has been presented for approval by the National assembly, two bills are prepared and presented in the national assembly. The Bills are the Supplementary Appropriation Bill and Excess Expenditure Appropriation Bill. This is aimed at normalizing measures contained in the budget.

General warrant

After the appropriation Bill is passed into an act, the general Warrant is prepared for the president to sign. The General Warrant gives authority to the secretary to the Treasury to release funds for all programmes. The General Warrant replaces the Provincial Warrant.(PW)

Monitoring and Evaluation

Monitoring and evaluation of the budget is the responsibility of all the key players who should administer and evaluate the use of public funds. These include.

Budget-and Fiscal Discipline

FISCAL DISCIPLINE: - Means strict control of public resources

The government takes measures to ensure compliance in taxation and public expenditure. Government should cut its expenditure and direct its resources only to essential areas. As Much as possible, external borrowing is avoided unless such borrowing targets economic growth through productive investment.

ZAMBIA'S DEVELOPMENT PLANS

1. Emergency Development Plan (EDP)

- The plan was launched immediately after independence as the first step to restructure the inherited colonial Capitalist economy.
- It provided a frame work for more comprehensive programs of economic and social development

2. Transition Development plan (TDP) 1965- 1966

- Money was spent on extension of transport power and communications services
- It also focused on the improvement of agriculture and education.

3. First Development Plan (FNDP) 1966- 1970

Aims

- To diversify the economy from copper mining to agriculture and manufacturing
- To develop the rural areas
- To expand welfare services such as housing and building more hospitals
- To improve power and transport and communication services
- To create 100,000 new by the end of 1970

4. Second Development Plan (SNDP) 1972- 1976

Its goals were to increase and expand the diversification process initiated under FNDP.

- Attaining self-sufficiency in food supplies and improvement in income
- Expanding and diversifying industry and mining through import substitution by using Local materials
- Initiating measures for regional development
- Linking educational programs to the countries manpower requirements
- Improve the existing infrastructure such as power, transport and communication

5. Third National Development Plan (TNDP) 1980 - 1983

It had the following provisions:-

- Allocating investment funds and creating a base for the transformation of society through socialism and Humanism
- Involving the private sector in economic and social development while taking into account Socialist and Humanist ideas.
- Balanced development with regard to linkages between industry and agriculture
- Increasing the production of consumer and capital goods
- Fair income distribution and creating an egalitarian (Communal Society)
- Diversification of the economy and rural development
- Expanding education training facilities to speed up Zambianisation.

6. Fourth Development Plan (FNDP) 1989- 1993

This plan was followed by the New Economic Recovery Program, (July 1987 to December 1993)

The FNDP focused on:-

- Periodic review of the exchange rate and interest rates
- The reduction of budget deficit to below 2% of Gross Domestic Product (GDP) by 1993
- A gradual reduction of subsidies so as to reduce pressure on the budget.
- Reduction in the annual growth of money supply to below 40% by 1993
- Reduction in the rate of inflation to below 20% in 1993
- Increase capacity utilization to above 70% of industrial averages by 1993
- Reducing the number of price controlled items to one by 1993

7. Transitional National Development Plan

In 2002, the government re-introduced National Development Plan which was expected to run from 2002 to 2005 and thereafter, the fifth National development plan. The major programme under the TNDP was poverty reduction strategy programme PRSP the main focus of which was reducing poverty and the debt burden.

8. The Vision 2030

To enhance planning ,the government came up with a long term national plan known as vision 2030 which aimed at turning Zambia into a prosperous middle-income nation by 2030.It was expected that by 2030, Zambia would live in strong dynamic middle - income industrial economy to provide opportunities for improving the wellbeing of all.

9. Fifth National development plan(FNDP)

The fifth National development was based on the Vision 2030 and covered the period 2006 - 2010.

Some of the goals include:-

- Develop and rehabilitate infrastructure
- Develop and build human resource and capacity respectively

- Mainstream cross cutting issues such as HIVAIDS, gender, democracy, good governance, human rights and environment
- Develop irrigation in both private and public sectors.

10. Sixth National Development

- It covers a period from 2011- 2015
- It also covers the provision of 2030

TYPES OF DEVELOPMENT PLANNING

1. Short Term Plan

- This covers a short period from six months to one year, For example the Annual National Plan. The Annual Plan is the control plan which checks different ministries to make sure that what was planned and budgeted for has been implemented.
- The major challenge about short term plan is under estimation.

2. Medium Term Plan

- It ranges between three and several years with five years as the most popular choice.
- The purpose of medium Term Plan is to move towards self-sustaining growth, growth, for example:- after independence Zambia had the Emergence
- National Development Plan which was designed to move the country from colonial Mono-Economy to diversified economy.

The main objectives of the Medium Term Plan may be:-

- Diversify the economy to eliminate over dependence on one or two products
- Increase the value of the Nations own input
- Maintain reasonable price stability
- Eliminate disparities between urban and rural population in terms of wealth and job opportunities
- Raise the level of general education
- Provide training to equip more people for administrative and technical jobs
- Develop the necessary social infrastructure such as schools hospitals and roads
- Develop transport and communications
- Attain self-sufficiency in food supply and security and new sources energy
- Balance development between manufacturing industry and Agriculture
- Stabilize the economy by controlling inflation
- Periodically review the exchange and interest rate.

3. Long Term Plan

This is sometimes referred to as the Long Range Development Plan. It covers a period of ten to twenty years and above. The Plan is mostly needed for implementation of huge projects

- Reforestation
- Opening new mines.
- construction of hydro station
- Construction of new roads and railway lines such projects. It also enables government to spread development to all areas particularly in rural areas.
- A long term plan takes care of the shortcoming of short and medium term plan such as planning for too many things in one budget

METHODS OF PLANNING

Centralized Planning

This planning is done by the central government without the involvement of the local communities.

- In the past centralized planning and administration were considered necessary to guide and control the economics of countries.
- This type of planning was common in communist countries. Zambia used this type of planning in the first and second Republics.
- Lack of participation of the local community in the formulation and implementation of the plan.

- It was argued that plans were being imposed in top down fashion on local communities which should the enthusiasm at the crucial implementation stage.
- Plan organizations were dominated by expatriate advisers who know very little about local farming communities.
- There was delay of the approval of the plans since they were referred to the head quarters before implementation

Decentralized Planning

- This type of planning is done by involving the local community. A local community identifies projects to be under taken at community level by taking into consideration its actual needs.
- For example: - Schools, hospitals, bridges, piped water and housing units. The community may draw a budget for it to be submitted to the central Government for funding
- The Zambian government tried this type of planning in the 1980s but there was less success. Much of the resources were spent on workers than on development projects.
- Since the year 2000, Decentralized planning has been re- introduced in Zambia through Activity Based Budgeting Plans in the community.

MICRO AND MACRO INSTITUTIONS

Micro- Is a Greek word meaning "small " A Micro Financial institution is one that gives financial assistance to small scale producers or entrepreneurs for small scale projects. For example:- farming, repair of a classroom blocks and improving water supply.

- Zambia Social Investment Fund (**ZAMSIF**)
- Women Finance Cooperative of Zambia
- Bay Port Finance Service
- Unity Finance
- Blue Financial services
- Izwe loans
- Microfin

MACRO- FINANCIAL INSTITUTIONS

Macro- is a Greek word meaning large.

Macro Financial institutions are institutions which fund large scale projects such as construction of schools, bridges, roads and railway line.

(i) International Monetary Fund (IMF)

- The IMF is a specialized agency of the United Nations Organization which was set up in 1944. Some of the Objectives of the fund are to:-
- Promote international Monetary Cooperation.
- Promote stable exchange rates and maintain orderly exchange arrangements
- Facilitate the expansion and balanced growth of international trade.
- Encourage full convertibility between currencies and can end to exchange rates controls
- To shorten periods of balance of payments of member countries
- However, the economic adjustments policies prescribed by the IMF are considered by many to hinder development.

The measures suggested by the IMF to overcome the balance of payments

- **Problems include:-**
- Relaxing exchange controls
- Removal of import restrictions, price controls and the end of subsidies
- Removal of controls over foreign exchange and imports in order to get assistance.
- The IMF's main financial role is to provide temporary credits to members experiencing balance payments' difficulties.

(ii) International Bank for Reconstruction and Development (IBRD)

- The IBRD is commonly known as the World Bank. It began its operations in 1946.
- The Bank encourages capital investment for all member states.
- It gives loans to specific projects that are productive and provides Finance for foreign exchange requirements for such projects Loans are usually for a period of 20 years with grace period of five years.

(ii) African Development Bank (ADB)

- The ADB was established in August 1963 and began its operations in July 1966.
- It gives concessionary loans to member states.
- Concessionary Loan is money given to a country with no conditions attached.
- It gives Loans to specific project that are productive and provides finance for foreign exchange requirements for such projects. The loans given are paid back with a low interest rate less than 10%

- The Bank also gives grants to member states to finance essential projects in education and health. The headquarters of ADB is in Addis Ababa, Ethiopia.

(ii) Arab Bank for Economic Development in Africa (ABEDA)

- The Bank was set up by the Arab League in 1973 and begun operations in 1975.
- The Head Office is in Khartoum, Sudan. It gives loans to specific projects that are productive and provide finance for foreign exchange.
- Generally, Projects are financed jointly with international lending institutions such as the World Bank and African Development Bank. Zambia obtained loans from ABEDA for capital projects such as road construction.

INDICATORS OF DEVELOPMENT

- Indicators of development are signs that show whether or not there is improvement in the country's economy and people's basic needs such as food, safe and clean drinking water housing education and health.
- It is not easy to measure development. Therefore various indicators have to use.
- These are measurable variables which are assumed directly related to development such as:-

1. Gross National Product (GNP) or The National Income

- This is measure of production in monetary terms during period of time.
- It is the amount of goods and services produced within a country and accounted for in a particular year.
- It also includes income from abroad.

2. Gross Domestic Product (GDP)

- GDP is the total output of an economy and consists of all accounted for goods and services that have been produced in the course of the year.
- All products and services produced within the country are added up calculated in monetary form.

3. Human Development Index (HDI)

- This is the measure of human development using four
- Life expectancy at birth
- Adult literacy
- Average years of schooling
- Purchasing power of persons aged 25 and above expressed in dollars

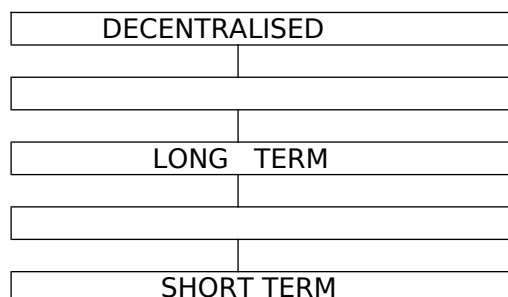
If the country has a life expectancy at birth, a high adult literacy levels and a high average years of schooling and purchasing power per person. It is said to have a high level of development

4. Per Capita Income

- It is the GNP of the country divided by the total population.
- This does not take into account income distribution disparities
- Per Capital Income = $\frac{\text{GNP}}{\text{Total population}}$

SAMPLE QUESTIONS

1. Analyzethe factors that led to Zambia's debt crisis.
2. Study the chart below representing various stages in planning.



- (i) Fill in the missing stages b and d
- (ii) Explain the difference between short term and long term planning.

BOYS...

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<i>POVERTY IN ZAMBIA</i> - Poverty is a condition of being poor. Poverty is associated with the negative aspect of human development - Absolute (abject) poverty is a condition of life characterised by malnutrition, illiteracy, poor surrounding, high infant mortality and low life expectancy.	The teacher ask pupils to define Poverty Teacher consolidates learner' responses	Pupils participate by trying to define Poverty Learners listen Attentively	Question and answer Teacher Exposition

<u>perspectives used to measure poverty</u> -Poverty can be measured using the following three (3) perspectives. <u>i. Income Perspective</u> A person is poor if his or her income falls below the poverty datum line. For example: a person living on one dollar a day. <u>ii. Basic Needs Perspective</u> -A person is poor if his or her requirements for a minimal acceptable fulfilment of human needs are not met. <u>iii. Capability Perspective</u> -A person is poor if he or she lacks certain capabilities to function such as adequate food, clothing, shelter and ability to participate in community activities. <u>HUMAN POVERTY INDEX. (HPI)</u> -HPI was developed by the United Nations Development Programme, measures poverty in terms of deprivation of the following areas: -Survival (life expectancy) deprivation of a long life and healthy life measured by life expectancy of about 40 years -Knowledge deprivation of knowledge measured by illiteracy -A decent standard of living deprivation in economic provision measured by the percentage of the population lacking access to health services and safe drinking water and adequate nutrition. Central Statistical Office(CSO). Measures poverty line as the amount of monthly income required to purchase basic food to meet the minimum caloric requirement for a family of six. (Food basket). Human Poverty Index as a measure used by the UNDP to measure poverty The UNDP measures poverty in terms of deprivations. Namely; i. Deprivation of a long and healthy life expectancy of about 40 years ii. Deprivation of knowledge measured by illiteracy levels	Teacher explains about perspectives used to measure poverty and allows learners to ask question	Learners listen and ask questions	Teacher exposition/ Question and Answer
	Teacher asks learners to state the characteristics of poverty	Learners attempt to state	Question and answer

iii. Deprivation of economic provisions measured by peoples access to food, clothing, shelter among others

CHARACTERISTICS OF POVERTY

1. Personal and Physical Status

- Has no food or does not eat well
- Lack access to education
- Lack access to adequate shelter
- Lack of access to health care
- Poor clothing

2. Economic Status

- Lack of money or adequate income. Urban areas
- Lack of productive assets such as ploughs, hoes, oxen, fishing nets, canoes. Rural areas

3. Social Status

- Inequality
- Low self esteem
- Landlessness/ no access to land

4. Political Participation

- Powerlessness
- Lack of political voice
- Lack of access to legal institutions that is courts of law

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. What is poverty?

2 Outline the characteristics of poverty

3 Mention some of the causes of poverty in Zambia

Learners evaluation:.....

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Teachers evaluation.....

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.....

**DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN**

NAME OF TEACHER:

DATE:

SUBJECT: Civic education
MINUTES

DURATION:80

TOPIC: POVERTY

CLASS:

SUBTOPIC: EFFECTS OF POVERTY

NO OF BOYS...

GIRLS...

REFERENCES: long man civic education book 12 long man and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This lesson is on the effects of poverty. Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about poverty alleviation strategies such as Improving education and health services ,increasing access to safe water and sanitation, promoting rural electrification and Poverty Reduction Strategy Paper with focus on Microeconomics, Agriculture, Tourism, Mining, Health, Education.

LEARNING OUTCOMES: L.S.B.A.T:

- Explain the effects of poverty
- Discuss poverty alleviation strategies.
- Evaluate poverty alleviation strategies and their implementation in Zambia

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<u>EFFECTS OF POVERTY</u> <i>- The effects of poverty are interrelated and the following are some of them.</i> <i>-Hunger or food insecurity.</i> <i>-High unemployment levels.</i> <i>-Increase in crime rate.</i>	The teacher initiate class discussion on the effects of poverty	Class discuss	GROUP/CLASS DISCUSSION

- Conflicts in the society. -Increase in corruption and vandalism. -Lower life expectancy due to low standard of living. -Increase in prostitution, resulting in the increment of unwanted pregnancies and high levels of HIV and AIDS. - Breakdown of extended family system one of Zambia's cultural practices. -Increase in child labour and other violations of child rights. -Depletion of natural resources due to more people exploiting the same inadequate resources, such as water, forest and soil. <u>Poverty alleviation strategies</u> -Poverty alleviation is the process of lessening the suffering of the poor by meeting their immediate pressing needs. -The following are some of the ways in which poverty in Zambia can be alleviated. -Improving the provision of education as education is a very powerful tool for poverty reduction. - Improve food production and empower small scale farmers. - Improve health status of people of Zambia especially the poor. -Reduce the incidence, infection and socio-economic impact of HIV and AIDS. -Increase access to safe water and sanitation. -Promote agricultural sector which will be able to export and ensure increased household income and food security. -Promote rural electrification to attract investments and reduce unemployment in rural areas. - Increase access to factors of production such as land and farming implements. <u>poverty alleviation strategies and their implementation in Zambia.</u> -Poverty Reduction Strategy Paper (PRSP) is the overall framework for national planning and development focusing on interventions for	Teacher consolidates learner' responses from the discussion Teacher explains about Poverty alleviation strategies and allows learners to ask questions	Learners listen Attentively	Teacher Exposition
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poverty reduction. -The overall national goal is to achieve sustained economic growth and employment creation. - The following are some of the main areas addressed by the PRSP. i. Macro Economics: -To achieve a high sustained real GDP growth. ii. Agriculture: - To promote a self-sustaining export led agricultural sector which ensure increased household income and good security. iii. Tourism: -To enhance the Tourism Sectors contribution to economic growth and poverty reduction. iv. Mining: -To promote investment in the Mining Industry and ensure the development of self -sustaining mineral based Industry. v. Industry: - To promote growth of an export led Industry leading to employment creation and poverty reduction. vi. Health: -To improve the health status of people in Zambia especially the poor. vii. Education: To provide relevant equitable efficient and quality education for all. viii. HIV/AIDS: - To reduce the incidence, infection and socio-economic impact of HIV and AIDS. ix. Gender: - To promote gender balance to ease the burden of poverty especially of women at the household, community and national levels. x. Environment: - To formulate good policies on the protection of the environment, management and development of natural resources. xi. Energy: -To ensure optimum supply and utilization of energy xii. Water and Sanitation: - To contribute to poverty reduction through increased access to safe water and sanitation, increased		Learners listen and ask questions	Teacher exposition/ Question and Answer
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<i>food production and food security.</i> xiii. Transport and Communication: <i>- To create and efficient transport and communication system that will promote economic growth and poverty reduction.</i> xiv. Roads: <i>-To expand, rehabilitate and invest in the road sector so as to improve accessibility and mobility.</i>			
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Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. Discuss the effects of poverty.

2. Discuss with example how the government can alleviate poverty among the people in rural areas

Learners evaluation:.....

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Teachers evaluation.....

DEPARTMENT OF SOCIAL SCIENCES LESSON PLAN

NAME OF TEACHER:

DATE:

SUBJECT: Civic education

DURATION:80

MINUTES

TOPIC: POVERTY

CLASS:

SUBTOPIC:

NO OF

BOYS...

GIRLS...

REFERENCES: long man civic education book 10 long man pg 47-65 and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This lesson is on poverty. Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about Lack of basic needs and debt burden, external dependence, climatic variations, conflict, poor work culture .The skill of Sharing. The value of Generosity and Hard work

LEARNING OUTCOMES: P.S.B.A.T:

➤ Explain the causes of poverty

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
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<u>Causes of poverty in Zambia.</u> Debt Burden: This means that more money is spent on servicing the debt at the expense of investing in social and economic development. External Dependence Inadequate economic growth and huge debt burden have made external funding a necessity. Zambia has continued to borrow from partners to invest in social and economic development. Changes in Agricultural Policies -The negative changes in agricultural policies especially between 1992 and 2001 contributed to high levels of poverty especially in rural areas. Climatic Variation: The changing climatic and environmental conditions are also causes of poverty in Zambia. Example, rainfall patterns are increasingly erratic and droughts are a common feature and this has led to low food production, hence, food insecurity. Morbidity (illness) and Mortality (deaths) -The increase in illness and premature death that was experienced due to HIV/AIDS pandemic has contributed to poverty. Many families have lost productive members or bread winners. Also the cost of caring for a chronically ill family member makes the family poor. Orphans: The increase in the number of orphans requiring care and support from relatives causes a strain on families' resources Inequalities In Zambia, it has been observed that the gap between the rich and poor is widening. The inequality in terms of income, education, wealth and access to assets has led to high poverty levels. Low salaries: People with low pay fail to meet	The teacher initiate class discussion the Causes of poverty in Zambia	Class discuss	GROUP/CLASS DISCUSSION
	Teacher consolidates learner' responses from the discussion	Learners listen attentively	Teacher Exposition

their basic needs, hence, depend on borrowing.

Conflict:

Conflict is also a cause of poverty. For example when there is conflict in a society, less time is spent on economic activities. Sometimes people lose their lives or they are forced to flee their homes. There will be no time to create wealth.

Poor Work Culture

- When people have a negative attitude towards work and lack initiative, this can lead to poverty (dependency syndrome).

Individual Weakness

Laziness and lack of responsible

High Unemployment levels

- People with no employment will lack income to support their welfare; hence they will depend on others to support them.

Corruption:

Rampant corruption makes the few privileged benefit while the majority are denied the chance to prosper hence, remain in poverty.

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. What is poverty?

2 Outline the characteristics of poverty

3 Mention some of the causes of poverty in Zambia

Learners evaluation:.....

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Teachers evaluation.....

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**LESSON NOTES
CIVIC EDUCATION**

GRADE :12

TOPIC: GLOBAL ISSUES.

- **Global** issues mean all the developments and problems which affect the welfare of people in all nations.
- They include issues such as Human Rights and Good Governance, War and Peace, the World Refugee crisis, the World Debt crisis, the World Energy crisis, International Trade, Global warming, HIV/AIDS, the Bird Flu outbreak and Terrorism.

GLOBAL INTERDEPENDENCE

- **Global inter dependence-** means that each nation's welfare may depend on the decisions and policies of another nation and vice-versa.
- **Interdependence** also means that each nation's welfare depends on goods and services offered by other countries.
- For example, the developed countries of North America and Western Europe depend on some of the industrial materials from the third world countries.
- On the other hand, Third world countries depend on some of the developed countries for marketing of their raw materials and for products such as industrial machinery, motor vehicles, computers and electrical appliances.

FOREIGN AID

Foreign Aid refers to the international transfer of **funds, goods and services** in the form of loans and grants from one country to another.

TYPES OF FOREIGN AID

There are two types of foreign aid: **Bilateral and multilateral.**

BILATERAL AID

It is assistance from one country to another and a **bilateral agency** is an agency formed by two countries to provide bilateral aid. For example, Zambia receives aid from the following bilateral agencies:

- Finish international Development Agency (**FINNIDA**)
- Irish Aid
- Japan International Development Agency (**JICA**)
- Swedish International Development Agency (**SIDA**)
- United States Agency for international Development (**USAID**)

MULTILATERAL AID

It is assistance from international agencies formed by several countries and a **multilateral agency** is an agency that is formed by several countries to offer multilateral aid and examples of such agencies include;

- African Development Bank (**ADB**)
- Arab Bank for Economic Development in Africa (**ABEDA**)
- International Monetary Fund (**IMF**)

- World Bank, also known as the International Bank for Reconstruction and Development (IBRD).
- Bilateral and Multilateral aid usually comes in form of **grants and loans**, received in form of **financial assistance, capital goods like machinery, relief food, or technical expertise (skilled labour)**
- **Grants**- are gifts from International agencies to a government or from one government to another which are not to be paid back.
- **Loans**- refer to the transfer of **funds, goods and services** from one financial entity to another which must be repaid usually with interest. A loan can be hard or soft depending on the conditions attached to it.
- **Hard loan**- refers to a loan given with conditions of use attached and at a high rate of interest whereas a **Soft loan**- is a loan given at a low rate of interest or is repaid without interest at all.
- **Tied Aid**: refers to loans and grants which have stipulated conditions of use. For instance, the recipient country may be required to spend a loan on specified project such as on poverty reduction, water and sanitation, youth empowerment etc.

THE WORLD BANK.

The World Bank is also known as the **International Bank for Reconstruction and Development (IBRD)** and its headquarters are in Washington. DC. (United States)

- It consists of **four affiliate institutions** namely:
- International Development Association (IDA)
- International Finance Corporation (IFC)
- Multilateral Investment Guarantee Agency (MIGA)
- International Center for Settlement of Investment Disputes (ICSID)
- The World Bank offers two types of loans:

Loans for developing countries with higher income given to be repaid with more time. For instance, 15 to 20 years with a three to five year grace period before the repayment of principle begins.

Loans for poor countries usually not credit worthy in the international financial market and cannot afford to pay market interests rates on loans. These loans are provided with a 10 year grace period and they are repayable in 35 to 40 years.

THE INTERNATIONAL MONETARY FUND (IMF)

- It is a specialized agency of the United Nations which controls **fluctuations** in the **exchange rates of world currencies** and lends money to countries facing **balance of payments deficits**.

FOREIGN AID AND THE DEVELOPMENT DEBATE

ARGUMENTS FOR BILATERAL AND MULTILATERAL FOREIGN AID

- It provides foreign capital needed by the recipient country to supplement locally available investment resources.
- It provide more foreign exchange if the loan or the grant is invested in a project which produces export products.
- It provides new technology and skills which the local people can later acquire by means of training, assumed to be both desirable and productive to the recipient nation.
- The recipient government earns more revenue by taxing enterprises established with the help of foreign aid and by participating financially in the operations of these enterprises.
- Food aid alleviates famine in case of natural disasters such as floods, droughts and earthquakes. It also provides free or cheaper food to countries facing chronic food supply problems, and hence, it alleviates famine and death from malnutrition.

- Foreign aid promotes international co-operation between the donor and the recipient countries.

Arguments against:

- **Loans and grants “tied to the donor”** have to be spent on buying goods and services from the donor country, which are often more expensive and of lower quality than those from other sources, hence, no need to “tie” the aid.
- **Loans and Grants “tied to projects”** can only be spent by the recipient country on projects agreed upon with the donor country.
- **Profits from foreign investment** are usually externalized, and rarely reinvested in the recipient nation.
- Loans must be paid with interest and the larger the loan, the larger the debt service burden. Therefore, “foreign aid” tends to make the rich countries richer, and the poor ones poorer.
- Food aid may worsen food shortages as it tends to reduce food price, hence, killing the food market for farmers in the recipient country, which may in turn cause reduction in domestic food production.
- **Food - aid** is also often given as tied - aid and the food aid contracts may require the receiving country to purchase certain goods from the donor country, or to support the donor country in foreign policy.
- **Technological assistance** given by donors is not always appropriate or beneficial to the needs of the recipient country, and it may require the importation of expensive machinery and spare parts from the donor country

Hence, it is argued that technical assistance actually benefits the donor country more than the recipient country in that it:

- [i] Earns more money in form of interest on loan payments.
- [ii] Creates a market for its machinery and spare parts in recipient country.
- [iii] Creates overseas employment opportunities in form of **technical**

Expertise for its citizens in the recipient country.

- [iv] Gains a sphere of political and economic influence in the recipient Country

INTERNATIONAL TRADE:

- **Trade** is the selling and buying of goods and services to earn some profit, which can be **internal or external**.
- **Internal Trade** is known as **Home** or **domestic trade**, which is the buying and selling of goods and services within the country.
- **External trade** is also known as **foreign trade or international trade**, which refers to the selling and buying of goods and services between two or more countries.

IMPORTANCE OF INTERNATIONAL TRADE

Uneven Distribution of resources:

This means that no nation has all the natural resources essential for the functioning of a modern industrial economy.

Climatic Differences:

- This means that some **climatic conditions** in temperate countries like Canada are not favorable to the production of certain food crops needed by that country.

Specialization:

- This means that no country can produce all the goods and services it requires as each country specializes in a given line of industries where it is

most

efficient.

Technological Differences:

- This means that some countries do not possess the technological capacity to produce certain products which makes it necessary for them to buy such products from other nations.

Supplement Domestic production:

- This means that a nation with vast demands or inadequate local supplies of certain products may import certain goods to supplement its own domestic production.

Earn foreign exchange:

- This implies that trade is one way of increasing one's own wealth through profit making.

Promote international co-operation:

- This means that Trade promotes international peace, co- operation and political friendship among countries as trading partners.

TERMS OF TRADE

- **Terms of trade** means the rate at which a nation's exports are exchanged for imports from another nation. They depend on the prices of commodities on the international market.
- **Favourable Terms of Trade-** Means the prices for one's country's exports are relatively **higher** than the prices for its imports.
- **Unfavourable Terms of Trade-** means the prices for one's country's exports are relatively **lower** than the prices for imports

BALANCE OF TRADE

- **Balance of Trade** is the difference between the value of visible imports and exports over a particular period.
- **Balanced Trade** is when the value of visible exports is equal to that of visible imports
- **Favourable Balance of Trade-** is when the value of a country's visible exports exceeds or is **more than** the value of its visible imports. This is known as Trade surplus.
- **Unfavourable Balance of Trade-** occurs when the value of goods imported exceeds the value of goods exported, also referred to as **Trade deficit**.

BALANCE OF PAYMENTS

- **Balance of payments-** means the difference in a country's spending (payments) and earnings from imports and exports respectively
- It includes payments and earnings from both visible and invisible imports and exports
- **Invisible imports** are services such as Insurance, transport, tourism, and **Expatriate labour**.

Unfavorable Balance of payments

This is when a country receives less foreign currency from its exports, but pays more foreign currency on its imports, also known as **Balance of payment deficit**

Favorable balance of payments

This is when a country receives more foreign currency from exports, but spends less foreign currency on imports, also known as **Balance of Payments surplus**.

THE WORLD TRADE ORGANIZATION(WTO)

- This is the organization that regulates trade between countries and an international body dealing with the global rules of Trade between nations

- It was established in 1995 to replace the **General Agreement on Tariffs and Trade [GATT] of 1947**.
- It is not a specialized organ of the United Nations but has cooperation arrangements and works closely with the United Nations.

Functions of the WTO

- To help trade flow as freely as possible by reducing and eventually eliminating (trade taxes) and other barriers imposed by various nations
- To set out rules for regulating international trade
- To interpret trade agreements and impartially settle trade disputes between nations
- To organize trade negotiations among its members

PRINCIPLES OF THE WTO

Non-discrimination:

This means that a country should not discriminate between its trading partners, all granted the who are granted **the most favored nation (MFN)** status.

Free Trade:

This implies that there should be free trade and all trade barriers should be reduced through negotiations

Predictability:

This means that foreign companies, investors and governments should be confident that tariffs and other trade barriers will not be raised arbitrarily.

Competition:

This means that there should be more free competition in international trade as unfair practices are not allowed.

Special privileges for less developed countries (LDCs), done by giving them more time to adjust to international rules of trade.

STRUCTURE OF THE WTO

- It has 146 member countries and its Headquarters are in **Geneva, Switzerland**.
- The WTO organs include the Council of Ministers (of Commerce) who meet every two years: the General Council; which meets six times a year; Sector Councils and several committees.

WEAKNESSES OF THE WTO

- Decisions made by the WTO are still strongly influenced and guided by the interests of developed countries such as the United States and the European Union countries.
- The WTO believes that decisions should be made democratically and by consensus, but in practice less developed countries are often not given an equal platform to negotiate and defend their trade interests.

THE DEBT CRISIS

- **Debt crisis** means an increase in indebtedness to a level where the debtor is unable to repay the debt without defaulting or a situation where a country fails to pay back debt [money] owed to other countries.

REASONS FOR DEBT CRISIS

Unfair International trade:

- Third World countries are often forced to sell raw materials (like copper) cheaply to international firms, which in turn use raw materials to produce finished goods and make huge profits.
- This results in a balance of payments deficit and an increase in debt burden.

Debt servicing:

- Debt servicing is the process of paying interest on outstanding loans. There are two aspects to a loan;
- Interest has to be paid on it
- The loan has to be repaid

Spending loans on consumption:

- Some Third World countries use loans to finance pure consumer products and hence the failure to repay the borrowed money due to lack of productivity.

In case of Zambia the debt crisis was worsened by two other factors:

- The fall in copper prices in the 1970s and the 1980s. Earnings on copper exports were falling, yet spending on oil, machinery and other imports were increasing.
- Zambia had to spend a lot of money on her defense forces, repairing destroyed infrastructure, hosting refugees and freedom fighters and finding alternative routes for her exports and imports.

DEBT RELIEF AND THE HEAVILY INDEBTED POOR COUNTRIES

[HIPC] INITIATIVE

It was introduced by the international donor (creditor) community in 1996 and was revised in 1999 and the World Bank and the IMF were given the responsibility to oversee its implementation.

Objectives of the HIPC Initiative:

- Reduce the huge debt burden of the World's Heavily Indebted Countries to levels where countries would be able to manage to continue repaying the debts without defaulting in payments (Sustainable levels)
- Provide funds for poverty reduction in form of debt relief. This means funds saved as a result of reductions in debt service payments would be used to finance poverty Reduction Programmes (PRP)

HIPC QUALIFICATION AND STRUCTURAL ADJUSTMENT PROGRAMMES (SAPS)

- A Country must successfully implement a number of IMF and World Bank led monetary reforms and structural Adjustment programmes (SAPs) to qualify to this initiative

Although conditions vary, SAPs usually require that a country must:

- Privatize state owned companies', which is the transfer of parastatal companies and other government assets to the private sector, including foreign enterprises.
- Lift restrictions on foreign investment so that profits can easily be **Externalize** – take out of the country
- Reduce the tariff barriers (custom duties to encourage imports.

- Float its exchange rates so that they are freely determined by the market.
- Impose restrictive fiscal (financial) and monetary policies
- Remove controls on prices and withdraw subsidies, even on essential commodities.
- Relax labor laws protecting workers and employers.

HIPC COMPLETION POINT BENCHMARKS

Poverty Reduction

- adopt the poverty Reduction Strategy paper (PRSP)
- Present the 1st PRSP progress report
- Improve poverty Database

Education Sector

- Increase share of education in the budget to 23%
- Reform the Basic Education Curriculum to improve literacy, numeracy and communication skills.

Health Sector

- Adopt a strategic frame work for HIV/AIDS
- Implement the strategic frame work for HIV/AIDS
- Implement and scale up the Action plan for the Malaria Control
- Implement Health Sector Reform.

Micro-economic

- Finalize the privatization of the Zambia Electricity Supply
- Cooperation (ZESCO), The Zambia National commercial Bank (ZANACO) and other state owned enterprises.

Water sub-sector

Rehabilitate urban water supply system

BENEFITS OF THE HIPC INITIATIVE

Debt Relief Funds:

- Zambia started getting debt relief in January 2001 and the relief between the Decision point and the completion point are known as “Interim relief”

Reduced External Debt Payment Levels:

- The HIPC initiative has reduced the burden to an average of 100million to 150 million US dollars per year, which gives an indebted country enough time to pay the debt

Reduction in the Total Debt stock:

- After reaching the HIPC Completion point, it is expected that the total outstanding debt stock will gradually be extinguished.

CONCERNS ABOUT THE HIPC INITIATIVE

Reductions in Debt Stock may not occur

This may happen if the cost of imports continues to rise as compared to export earnings.

Possible misuse of Debt Relief Resources:

There is general concern that the debt relief resources might be misused by some government officials

Loss of National Sovereignty:

The implementation of the HIPC Initiative has meant that the government is actually implementing economic policies and reforms imposed by the international donor community, which undermines the country's national sovereignty.

MILLENNIUM DEVELOPMENT GOALS (MDGS)

The Millennium Development Goals (MDGs) are eight global development targets agreed upon by the World leaders at the United Nations Millennium Summit in 2000. The following are the eight **MDGs**

1. **Eradicate Extreme Poverty and Hunger:** This meant that by 2015, the proportion of people living on one US dollar a day and those who suffer from hunger was to be reduced by half
2. **Achieve Universal Primary Education:** This meant that by 2015, all boys and girls were to be able to complete primary school education

3. **Promote Gender Equality and Empower Women:** This meant that the Gender gap in primary and secondary school enrollment was to be eliminated preferably by 2005 and at all levels by 2015
4. **Reduce Child Mortality:** This meant that the mortality rate among children under five years was to be reduced by two thirds by 2015.
5. **Improve Maternal Health:** This meant that the ratio of women dying in Child birth was to be reduced by three quarters by 2015
6. **Combat HIV/AIDS, Malaria and Other Diseases:** This meant that the spread of HIV/AIDS and the incidence of malaria and other major diseases were to be stopped and reversed by 2015.
7. **Ensure Environmental Sustainability:** It meant that the principles of sustainable development were to be integrated into country policies and Programmes and reverse the loss of environmental resources by 2015, e.g. Reduce by half the proportion of people without access to safe drinking water by 2015.
8. **Develop a Global Partnership for Development:** It meant that by 2015, all countries would have further developed an open trading and financial system that will include a commitment to good governance, development and poverty reduction nationally and internationally.

IMPLEMENTATION OF THE MDGS IN ZAMBIA

Poverty Reduction

- Introduction of the Poverty Reduction Strategy Paper (PRSP)
- Creation of the Citizen Economic Empowerment Commission (CEEC)
- Provision of subsidized fertilizer to subsistence farmers.
- Attraction of foreign investment and reopening of mines.
- Creation of economic zones.

Education Sector

- Introduction of free basic education from grade one to seven
- Introduction of the school re- entry policy to permit pregnant girls to go back to school.
- Construction of more schools and expansion of school enrolment
- Training and deployment of more teachers in basic schools.

Gender Equality and Women Empowerment

- Creation of Ministry of Gender
- Implementation of Affirmative Action Policy in the selection of students in colleges and universities.

Child Mortality

- Universal vaccination of children under five years (kick out polio and child health week programmes).
- Introduction of the roll back malaria programme.

Maternal health

- Implementation of compulsory Ante-natal and Post-natal (Under-Five Clinics) health programmes.
- Implementation of Family Planning and Child Spacing programmes.

Combating HIV/AIDS, Malaria and other diseases.

- Encouragement and Implementation of free Voluntary Counseling and Testing.
- Introduction of HIV/AIDS programmes at places of work.
- Free Indoor Residual (House) Spraying (IRS) to control malaria.
- Provision of mosquito nets to pregnant and nursing mothers.

Environmental Sustainability

- Enforcement of Annual Fish Ban.
- Implementation of Annual Tree Planting Programmes.
- Strengthening the capacity and operation of the Environmental Council of Zambia (ECZ).

Global Partnership for Development

- Implementation of Anti-Corruption policies.
- Strengthening of the Human Rights Commission.
- Strengthening of partnerships with regional and international economic organizations such as SADC, COMESA and European Union (EU).

SAMPLE QUESTIONS

1. What are Global issues?
 2. What is meant by the Third World Countries? Support your answer with examples.
 3. Briefly explain why the US, Japan and other developed countries are said to be dependent on the Third World Countries
 4. In what way are the Third World countries like Zambia, dependent on the US and the other development countries?
 5. How are the Third World counties dependent on other Third World Nations? Explain your answer with reference to Zambia and her neighbors.
 6. Clearly distinguish between Bilateral Aid and Multilateral Aid.
 7. Analyze the factors that led to Zambia's debit crisis
 8. What reason may compel a country to continue borrowing money after its heavy debt burden has been pardon.
 9. What reasons may make a country not accept tied aid?
 10. What are the benefits and the demerits of debt rescheduling?
- Assess Zambia's effort in attaining the MDGs so fa

APPENDIX

DEPARTMENT OF SOCIAL SCIENCES LESSON PLAN

NAME OF TEACHER:

DATE:

SUBJECT: Civic education

DURATION:80

MINUTES

TOPIC: THE ENVIRONMENT

CLASS:

SUBTOPIC: Science related

NO OF BOYS...

GIRLS...

REFERENCES: long man civic education book 12 long man and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This lesson is on the Science related issues . Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about The environment and Causes of environmental degradation

LEARNING OUTCOMES: **P.S.B.A.T:**

- Define environment

➤ Explain causes of environmental degradation.

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<u>ENVIRONMENTAL EDUCATION</u> - <i>Environment:-refers to surroundings and the things found in them both physical and cultural which differ from place to place.</i> <u>COMPONENTS OF THE ENVIRONMENT</u> - <i>The components of the environment are divided into living and non-living components. If human activities are considered central, then the environment is divided into natural and cultural components.</i> <u>Natural Component:</u> -Physical and living environment, atmosphere, hydrosphere, lithosphere, animal and plant. <u>Political Environment:</u> - Political instructions – decision – making. <u>iii. Economic Environment:</u> <u>Economic</u> systems, Economic Institutions, Rural and Urban landscape. <u>iv. Social and Cultural Environment:</u> -Cultural and Social Institutions, beliefs, customs and Traditions. <u>ENVIRONMENTAL DEGRADATION</u> - <i>It refers to any action or process that makes the environment less fit for human, plant or animal life.</i> -It is also associated with the lowering or reduction of environmental quality <u>CAUSES OF ENVIRONMENTAL DEGRADATION</u> <i>The following are some of the causes of environmental degradation</i> <u>Over population:</u> -More people concentrated in one area. This brings a lot of environmental problems such as cutting more trees for construction, charcoal, production	The teacher ask pupils to define Environment Teacher consolidates learner' responses Teacher explains about the components of the environment and allows learners to ask questions	Learners attempt to define Environment Learners listen Attentively Learners listen and ask question Class discuss	Question and answer Teacher Exposition Teacher exposition/ Question and Answer

<u>Examples of resource depletion</u> Soil Erosion - Comes as a result of the removal of the vegetation cover due to human activities. Deforestation: -The high demand for timber and domestic use has led to the destruction of forests. Desertification: - If a gradual destruction of the capacity of semi and lands for plant and animal production. Also overgrazing and over cultivation of grasslands leads to rapid decrease in soil nutrients reducing the chance for further growth of vegetation. Loss of plant cover promotes aridity and desertification. iv. Over Fishing -. Rapid increase in global fish harvest has resulted in over fishing. This leads to depletion of some fish species (e.g. the use of illegal fishing methods like use of mosquito net and poisoning). Fresh Water - The demand for water for irrigation, power generation, domestic and industrial use has exceeded sustainable supplies of the world resulting into depletion of fresh water. <u>Climate Change:</u> - Human beings have altered the environment through many activities such as excess emission of carbon dioxide from burning fuels, chlorofluorocarbons (CFCS), from refrigerators, aerosol sprays, our conditions and methane into the atmosphere. This has led to global warming (increase in global temperature resulting in the melting of glaciers and rise in mean sea levels which in turn may cause flooding of the coastal regions). Note: -The gases contribute to the destruction of the ozone layer which filters harmful ultraviolet rays from the sun. Further, global warming has resulted in changes in the weather pattern globally.	Forms of Waste Teacher consolidates Learner 'responses	Learners listen attentively	Teacher Exposition
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War:

-War is a combination of all environmental problems. It leads to pollutions and depletion of resources far more than any single peace time activity.

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. Define environment
2. Outline the causes of environmental degradation in sub-Sahara region with special reference to Zambia and suggest the solution to the problems.
- 3.State two Forms of Waste
- 4.Defferentiate between Biodegradable material and Non Degradable materials
5. For Zambia to achieve sustainable economic development for the present and future generation there is need for the country to manage its waste.
 - i. What is waste management
 - ii. What are the harmful effects of waste on the environment
 - iii. Explain five points which would help the community solve this problem

Learner evaluation:

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Teachers evaluation:.....

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**DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN**

NAME OF TEACHER:

SUBJECT: Civic education

MINUTES

DATE:

DURATION:80

GIRLS...

REFERENCES: long man civic education book 12 long man and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This lesson is on the Science related issues. Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about the major environment issues in Zambia

LEARNING OUTCOMES: **L.S.B.A.T:**

- Identify major environment issues in Zambia

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<u>Major environment issues in Zambia</u> <i>-Zambia Environment Management Authority (ZEMA) formally known as the Environmental Council of Zambia (ECZ) has identified the following major environmental concerns in Zambia</i> <u>Deforestation</u> <i>- This is the indiscriminate destruction of forests. Vegetation is cleared for a purpose of wood fuel, timber, farming and settlement among others</i> <u>Note:</u> <i>-Unstable utilisation of forests when left unchecked eventually leads to forest depletion. Therefore, there should be deliberate effort by the government and the community as a whole to replant trees (re-afforestation). Thus re-afforestation means planting of trees to replace destroyed forests while afforestation is the planting of trees where there was no forest before</i> <u>Benefits of afforestation and re-afforestation:-</u> <i>-Assured supply of charcoal and firewood.</i> <i>-Sustainable supply of building timber.</i> <i>-Protection of soil from erosion.</i> <i>-Some plants fix nitrogen in the soil.</i>	The teacher initiate class discussion on the Major environment issues in Zambia	Class discuss on the Major environment issues in Zambia	GROUP/CLASS DISCUSSION

-Some plants provide fruits and herbs for medicine use.

-Collection of mushrooms, caterpillars, nuts and honey.

Wildlife depletion

- Various species of birds and animals are becoming few in number due to unlawful killing (poaching). Examples of endangered species are; black rhino and wild dog. Examples of vulnerable species include elephant shrew, black lechwe, Kafue lechwe, cheetah among others

Pollution

- Pollution of air, soil and water is an environmental issue in Zambia. This is as a result of rapid increase in the generation of wastes due to industries and rapid population increase.

Suggested legal actions to prevent pollution in Zambia

Restrictions

Some pollutants are so toxic that even in small quantity they can kill wildlife, domestic animals, agricultural crops and human beings. Thus the government should abolish the production of such harmful substances.

Qualified Restrictions:

-Some pollutants are not very dangerous such as Sulphur dioxide which is released whenever fossil fuels are burned. It is harmful in many ways. Therefore, the government can permit specific emission levels. If the mine emits more than expected, it must be fined.

Subsidies

-Government can encourage environmentally friendly practices by Industries. Tax deduction can be given to these Industries and Companies that do not pollute the environment.

Residual Charge:

- Industries and individuals who pollute the environment can be charged the amount of money proportional to the quantity of the pollutant emitted.

Teacher consolidates
Learner 'responses

Teacher explains
about the Suggested
legal actions to the
prevention of
pollution in Zambia
and allows learners to
ask questions

Learners listen
attentively

Teacher
Exposition

Other Measures

Establishment of recycling plants by all local authorities (councils); regular and efficient collection and disposal of waste in designated sites, discourage the use of non-degradable materials such as plastic bags.

Waste:

-Is another type of pollution. It includes food, dirt, paper, bottles, plastic bags and containers. Poor waste disposal and management leads to deterioration of the environment as a result there are a lot of diseases such as cholera and typhoid.

Land Degradation:

- Human activities have led to land degradation in the quest to bring economic development. Activities such as agriculture, settlement, mining and quarrying have made changes to the natural landscape.

Inadequate Sanitation

-Poor sanitary conditions especially in towns like Lusaka, Ndola, Kitwe and Livingstone have been regarded as being responsible for the outbreak of communicable diseases such as cholera, dysentery and typhoid. The use of pit latrines and shallow wells for domestic water supply as well as the use of untreated water contribute to the spread of such diseases.

Learners listen and ask question

Teacher exposition/
Question and Answer

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

2.Explain two major environment issues in Zambia

Learners evaluation:

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Teachers evaluation :

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CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<u>Environmental Management</u> - <i>Environmental Management refers to the measures and controls directed at environmental conservation and sustainable use of resources.</i> - <i>In Zambia Environmental Management activities are coordinated by an umbrella body called Zambia Environmental Management Authority (ZEMA) formally Environmental Council of Zambia (ECZ)</i>	Teacher explains about Environmental Management and allows learners to ask questions	Learners listen and ask questions	Teacher exposition/ Question and Answer
<u>Institutions that Promote Environmental Management in Zambia</u> <u>Environment council of Zambia ECZ</u> <u>Main Roles</u> -Environment Protection -Pollution control -Natural resource Management Ministry of Education <u>Main Roles</u> - <i>Formulation of policy on matters of environment and natural resources.</i> - <i>Formulation of policies and legislation of tourism and wildlife management</i> <u>Ministry of local Government and housing</u>	The teacher initiate class discussion on the Institutions that Promote Environmental Management in Zambia and their main role	Class discuss on the Institutions that Promote Environmental Management in Zambia and their main role	GROUP/ CLASS DISCUSSION

(Councils)

Main Roles

- Formation of policy on infrastructure development
- Development of human settlements

Ministry of Environment Tourism and Natural Resource

Main Roles

- Formulation of policy on infrastructure development
- Development of human settlements

Zambia Wildlife Authority (ZAWA)

Main Roles

- Management of wildlife estates.
- Ensuring equitable sharing of benefits of wildlife management and conservation.

Fisheries Department

Main Roles

- Implementation of legislation on the development of the fishing sector
- Regulate fishing methods and reinforcing fish ban between December and March (breeding period)

Forestry Commission

- Management of the country"s forests.

Department of Water Affairs

- Management of Water resources.

National Heritage Conservation Commission

- Identification and management

The Environmental Council of Zambia

- The Environment Protection and Pollution Control Act of 1990 created the Environmental Council of Zambia (ECZ).
- The Environment Council of Zambia is also responsible for co-coordinating activities of all activities of all ministries and organizations that are involved in the protection of the environment in Zambia and the sub-region

Zambia Wildlife Authority

- It ZAWA was established by an act of parliament of 1988.
- ZAWA is responsible for the establishment and management of National parks, game management areas and protection of all wildlife.

The Zambia Forestry Commission

Teacher consolidates Learner 'responses

Learners listen Attentively

Teacher Exposition

<i>Its responsibilities include:</i> -Formulation of forest policies; -Implementation of forest plans; -Management and control of forest resources -Carrying out research forests; -Provision of extension services; -Afforestation (planning of both exotic and indigenous trees in areas where there were no forests before) -Management of forest plantations <u>Ways to improve Environmental Management.</u> -The government should develop a clear policy on the environment. The policy should ensure broader participation by all stake holders in the sector -The environmental Council of Zambia should continue to effectively coordinate the existing pieces legislation on the environment by various institutions. -Some of the pieces of Legislation of legislation need to be repealed as they no longer contribute to sustainable development. <u>Suggested Legal Actions to Prevent Pollution</u> -Explosions, accidents, and accidental release of poisonous substances often result in injury. Certain legal actions should be put in place to punish those responsible for such catastrophes. -The government should regulate pollution and prevent or minimize environmental catastrophes. Some recommendations on the legal actions that can be taken against environment pollutants: Restrictions: - Government can restrict or abolish production of harmful substance Qualified Restrictions: - Some pollutants are not acute poisons such as sulphur dioxide emitted by smelters on the Copperbelt. Subsidies: - Corporations or companies that do not pollute the environment. Residual Charges: - Industries and individuals who pollute the environment can also be charged amounts proportional to the quantity of the pollutant emitted. -In this way the polluter can either dump the waste and pay the fine or deal with the waste in some other way such as treating, recycling, storing it in a safe place or minimize its emission in the environment	Teacher explains on ways of improving Environmental Management and allows learners to ask question Teacher asks learners to state the Suggested Legal Actions on Prevention of Pollution Teacher consolidates Learner 'responses Teacher	Learners listen and ask questions Learners attempt to state Learners listen Attentively Learners listen and	Teacher exposition/ Question and Answer Question and answer Teacher Exposition Teacher exposition/ Question and Answer
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<u>Other Measures</u> -Compositing of organic waste which can be used as fertilizer. -Documentation of sources and composition of various wastes as well as vigorous public awareness campaigns in waste management practices; -Encourage industries in the country to use cleaner production techniques and practices. -Establishment of recycling plants by all local authorities. <u>Principles of Environmentally Friendly Policy</u> -Any discharge or emission should be regarded as harmful until proven harmless -Establish limits of pollution that the natural environment can withstand without permanently damaged. This critical load should not be exceeded. -All stages of the production process should examine thoroughly with regard to pollution management and control. -The natural environment is not free of charge. Industries must be stimulated to take the environment into consideration in all their operations so as to reduce pollution. -Poor technical solutions should not be used as an excuse for pollution even when better technology is available.	explains about the Principles of Environmentally Friendly Policy and allows learners to ask questions	ask questions	
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Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. Compare and Contrast the function of the local Council with the Environmental Council of Zambia in addressing environmental degradation in Zambia.
2. State three institution that promotes environmental management in Zambia
3. Identify measures that the local authority can undertake to reduce pollution by solid waste in their areas

Learners evaluation:

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Teachers evaluation :

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**DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN**

NAME OF TEACHER:

DATE:

SUBJECT: Civic education
MINUTES

DURATION:80

TOPIC: THE ENVIRONMENT

CLASS:

SUBTOPIC: Science related

NO OF BOYS...

GIRLS...

REFERENCES: long man civic education book 12 long and other sources

TEACHING LEARNING /AIDS: learners book, chalk board and chart

RATIONALE: This lesson is on the Science related issues . Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about the importance of Biodiversity in the management of the environment.

LEARNING OUTCOMES: P.S.B.A.T:

- Discuss the importance of Biodiversity in the management of the environment

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
<i>Biodiversity</i> <i>Biodiversity or biological diversity is a term used to describe a large variety and variability of living things and the ecological environment in which they occur.</i> <u>Bio-diversity is considered at three levels</u> <u>(a).Genetic Diversity:</u> <i>Is the measure of the variability within and between species.</i> <u>b) Species Diversity:</u> <i>_Refers to the total number of species in a given area</i> <u>(c) Ecosystem Diversity:</u> <i>-This refers to a variety of habitants within which species occur.</i> <u>Genetic diversity</u> <i>- this is the measure of the variability within and between species.</i> <u>Species diversity</u> <i>-Refers to the total number of species in a given area</i>	The teacher ask pupils to define Biodiversity or biological diversity Teacher consolidates learner' responses Teacher explains about the three levels of Bio-diversity	Pupils participate by trying to define Biodiversity or biological diversity Learners listen Attentively Learners listen and ask question	Question and answer Teacher Exposition Teacher exposition/ Question and Answer

Ecosystem diversity -This refers to the variety of habitats within which species occur <u>The significance / importance of bio-diversity:</u> -In Zambia bio-diversity is important for the following reasons; -The majority in Zambia depend on the variety of local resources in their areas which includes plants for various purposes such as fruits and leaves which act as a source of food. Apart from plants, human beings also depend on animals, fish and birds. -Plants are not only used as a source of food but also for construction purposes. -Various biological resources such as micro-organisms are used in the preparation of medicines. -It also maintains ecological balance. -Bio-diversity also has aesthetic and recreational value. Game viewing, sightseeing, mountain climbing, safari hunting all depend on bio-diversity <u>Ecosystem:</u> is a group of plants and animals occurring together with the physical environment in which they interact <u>Aesthetic</u> - is any object or work of art that displays great beauty <u>Threats to Bio-diversity:</u> - Biodiversity in Zambia is increasingly coming under pressure by both human and natural factors. These include: i. Land use conflict between human and animals. ii. Massive development of settlement and related activities. iii. Pollution. iv. Deforestation. v. Over exploitation of resources such as over fishing and game poaching. vi. Climate change such as occurrence of frequent droughts. vii. Lack of biodiversity knowledge by the public. <u>Management of Biodiversity</u> -Zambia signed and ratified the convention on Biodiversity in 1992 and 1993 respectively. By so doing Zambia committed itself to the conservation of genetic species and ecosystem diversity in a sustainable manner and to share equitably the benefits derived from the	and allows learners to Ask questions Teacher asks learners to state the significance / importance of bio-diversity The teacher initiate class discussion on the threats to Bio-diversity Teacher consolidates learner' responses	Learners attempt to state the significance / importance of bio-diversity Class discuss on the threats to Bio-diversity Learners listen attentively	Question and answer GROUP/ CLASS DISCUSSION Teacher Exposition
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utilization of these resources.
Culture of Totems- refers to a system of beliefs associating clans with names of animals and plants. For example among the Bemba's; benang'andu- crocodile clan, benabowa-mushroom clan.

Biodiversity Strategic Plan is based on the following

- (a) Ensure conservation of the natural ecosystem through network of protected areas.
- (b) Conservation of genetic diversity of crops and livestock.
- (c) Improvement of legal and institutional framework as well as human resource development to implement strategies and conservation; sustainable utilization as well as equitable sharing of benefits from biodiversity management.
- (d) Development of an appropriate legal framework on the risk involved in the use of genetically modified organism (GMOS). This is because side effects of GMOs are not yet known

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

- 1.Define biodiversity
- 2.What are the threats to biodiversity?
- 3.explain three importance of biodiversity

Learners evaluation:

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Teachers evaluation :

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