



Republic of Zambia
MINISTRY OF EDUCATION

Education Sector National Implementation Framework III 2011 - 2015



Education for All:
Accelerating Poverty Reduction Through Rural Investment,
Human Capital and Infrastructure Development



June 2010

Lusaka

COVER PICTURES

1. A teacher and her pupils at Jacaranda Basic School in Lusaka District.
2. An outdoor lesson at a Community School in Senama Township, Mansa District.
3. Pupils in class at a Basic School in Chiengi District.
4. A pupil at Mukunkiki Basic School in Kaoma District.
5. Students in the main library at Nkrumah University College, Kabwe District.
6. Graduation time at Northrise University, Ndola District.
7. Inspecting civil works at the new Lukulu High School, Lukulu District.



Republic of Zambia
MINISTRY OF EDUCATION

Education Sector
National Implementation
Framework III
2011 - 2015

Implementing the Sixth National Development Plan

Vision

Innovative and productive life-long education and training accessible to all by 2030.

Mission

Providing equitably accessible education and skills training opportunities for sustainable livelihood and development.

Goals

1. To ensure universal basic education provision to children.
2. To ensure that opportunities exist for all citizens to have equitable access to ECCDE, basic and high school, tertiary education and / or technical and vocational training.
3. To improve the quality and relevance of education and skills training.
4. To promote efficiency and cost effectiveness.
5. To enhance institutional coordination in both public and private education and training institutions.
6. To ensure that library services are improved to contribute to high standards and quality of education in Zambia

Corporate Objectives

1. To improve access, quality and equity of education at all levels.
2. To improve efficiency of the education system.
3. To ensure that school curricula and materials are relevant to the needs of Zambia and are consonant with the appropriate standards.
4. To ensure that non-formal education programmes respond to the needs of the industry and the communities in general.
5. To develop and implement a common system of regular collection and reporting of information on the current status and future demand and supply, and on priority educational areas of the country.
6. To effectively participate in regional and international educational sector development initiatives (MoUs, Agreements, Conventions, Protocols, etc)

June 2010, Lusaka

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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
AEP	Alternative Education Programmes
AWPB	Annual Work Plans and Budgets
BESSIP	Basic Education Sub-Sector Investment Programme
CBOs	Community-based Organisations
CBU	Copperbelt University
CPD	Continuing Professional Development
CSEN	Children with Special Educational Needs
CSO	Central Statistical Office
DEBS	District Education Board Secretaries
DECC	District Education Coordinating Committee
DEMC	District Education Management committee
DODE	Directorate of Distance Education
EBS	Education Broadcasting Services
ECCDE	Early Childhood Care, Development and Education
EFA	Education for All
FNDP	Fifth National Development Plan
FTI	Fast Track Initiative
GBS	General Budget Support
GDP	Gross National Product
GRZ	Government of the Republic of Zambia
HIV	Human Immuno-deficiency Virus
ICT	Information and Communication Technology
INSET	In-service Training
JASZ	Joint Assistance Strategy for Zambia
LFFTE	Limited Financial Flow Tracking Exercise
LSEN	Learners with Special Educational Needs
MCDSS	Ministry of Community Development and Social Services
MoESP	Ministry of Education Strategic Plan
MDGs	Millennium Development Goals
MoE	Ministry of Education
M&E	Monitoring and Evaluation
MTEF	Medium-Term Expenditure Framework
NAC	National AIDS Council
NGOs	Non-Governmental Organisation
NIF	National Implementation Framework
NSC	National Science Centre
ODL	Open and Distance learning
OVC	orphans and vulnerable children
PEO	Provincial Education Offices
PER	Public Expenditure Review
PPP	Public-Private-Partnership
PECC	Provincial Education Coordinating Committee
PETS	Public Expenditure Tracking Survey

PTR	Pupil Teacher Ratio
SACMEQ	Southern and Eastern African Consortium for Monitoring Quality Education
SADC	Southern Africa Development Community
SHN	School Health and Nutrition
SNDP	Sixth National Development Plan
SPRINT	School Programme of In-service for the Term
SWAp	Sector Wide Approach
TBS	Target Budget Support
TEVET	Technical Education and Vocational Training
UNESCO	United Nations Education, Scientific and Cultural Organization
UNZA	University of Zambia
ZACODE	Zambian College of Distance Education
ZAMREN	Zambia Education Research Network
ZLS	Zambia Library Service
ZNBC	Zambia National Broadcasting Corporation

Acknowledgements

During the preparation of the National Implementation Framework III, the Ministry of Education received invaluable support and guidance from numerous stakeholders in the Education Sector. In this regard I wish to thank especially Dr. Cornelius Chipoma from USAID, Dr. John Chileshe from JICA and Mrs. Given M. Daka from the Embassy of the Kingdom of the Netherlands.

In addition I wish to thank also Mr. Joe Kanyika from the Examination Council of Zambia, Mr. Saul Banda and Mr. Stanley Banda from EQUIP 2, Mrs. Madrine B. Mbuta, Mrs. Esvah Chizambe, Mr. James Chilufya, Mr. Valentine Chitambala, Mrs. Ireen Chirwa, Mr. Fanwell Besa and Mr. Oscar Shitima from the Ministry of Education, who skilfully and with experience coordinated the development of this important document.

Lastly, gratitude goes to Zambia National Education Coalition (ZANEC) and Campaign for Female Education (CAMFED) for their enormous contribution to the shaping up of ideas contained in this document.

Felix V. Phiri (Dr.)
Director – Planning and Information

Foreword

The National Implementation Framework III (NIF III) will guide the implementation of the Sixth National Development Plan (SNDP) 2011 to 2015. The purpose of this document is meant for steering the Ministry of Education's contribution towards the realisation of Zambia's long term development vision of becoming a prosperous middle income country by the year 2030 as articulated in the National Vision 2030 and to also drive the nation to achieve both Millennium Development and Education For All goals.

Like the NIF II before it, the purpose of the NIF III is twofold. Firstly, it will guide the articulation of broader objectives of the Sixth National Development Plan (SNDP) into identified activities and that it will be operationalised through Annual Work Plan and Budgets over the period. In this regard, NIF III will be the SNDP operational tool at all levels of the education system from the Ministry Headquarters to the Provincial Education Offices (PEO), District Education Board Secretaries (DEBS) and schools. Secondly, NIF III intends to serve as an important instrument for monitoring implementation performance (targeting mainly the outcome and impact levels). In this respect, it will also provide the framework for tracking resource utilisation.

I wish to encourage all Ministry of Education officials, stakeholders and collaborating partners to make the best use of this document in the implementation and monitoring of the SNDP.

Andrew Phiri
Permanent Secretary
Ministry of Education

Macro and Sector-level Context

1.1 Macro-level Context

Zambia has registered positive economic growth with significant improvements in per capita income since 1999. Real annual GDP growth averaged about 5 percent over the past five years, mainly on account of improved agricultural production and significant new investments across the main sectors, particularly in the mining sector.

The global economic crisis of 2008 however reduced the gains the country had recorded. In 2008, global economic growth slowed down to 2.5 percent, compared to 3.7 percent in 2007. This was mainly because of the onset of the global recession in industrialised economies, a consequence of the turbulence in the international financial markets. One of the major consequences of the global financial crisis was the spectacular collapse of commodity prices in 2008. Copper prices reached a record high of US\$ 8,985 per ton in July 2008, before tumbling by 67.7 percent to US\$2,902 by the close of the year. Global inflation also worsened, thus, affecting Zambia's growth, inflation, the exchange rate and the terms of trade. The country's macroeconomic performance in 2008 was weaker and growth was lower than projected, at 5.8 percent (as opposed to the 6.3 percent GDP growth achieved in 2007).

The Government policy of lowering inflation to single digit has remained a challenge in the light of the impending difficulties. Although this was achieved during 2006 and 2007,¹ the high international oil and food prices in 2008 resulted in the inflation growth of 16.6 percent in that year. Food inflation, in particular, grew by as much as 20.5 percent in 2008 (compared with 5.9 percent in 2007). Similarly, the exchange rate was not spared from the global financial crisis, with the Zambian Kwacha recording a depreciation of 27.3 percent against the US dollar (at K4, 882 for a US dollar) in December 2008. This worsened further to K5, 200 by June, 2010. This volatility in the exchange rate makes it difficult to plan.

Worsening poverty levels have negated Zambia's economic growth, a factor that greatly challenges the attainment of both the Education for All (EFA) Goals and the Millennium Development Goals (MDGs). According to the Living Conditions Monitoring Survey (2008), 64 per cent of Zambia's population lives below the poverty line, with rural poverty levels at 81 percent. Income distribution has remained highly unequal, resulting in worsening human deprivation as demonstrated by the decline in the country's Human Development Index, mainly on account of the very low record of life expectancy at birth.

¹ Inflation stood at 8.2 percent in 2006 and 8.9 percent in 2007.

The country's high HIV and AIDS prevalence rate, along with malaria and other infectious diseases, has contributed to the high mortality rate.

1.2 Education Sector Context

1.2.1 Overview

The development of National Implementation Framework (NIF) III builds upon the successes and lessons of NIF II. From 2006 to 2010, funding to the sector steadily increased from 2.9 of GDP to 3.5 percent which resulted in a marked expansion of infrastructure which led to increased access to education at all levels especially basic

Since the introduction of the free basic education policy in 2002 the number of children accessing basic education has increased by over one million. Consequently, the attainment of universal primary education is on track in Zambia. Notwithstanding this positive development, a number of challenges still remain. Critical among them are the following:

1. Insufficient infrastructure and desks
2. Inadequate teaching and learning materials.
3. Low learning achievements especially in Science and Mathematics.
4. Low teacher motivation.
5. Low Capacities to utilize available data for effective planning and decision making
6. Coordination of key stakeholder mobilization and participation
7. Delayed disbursement of funds
8. Ineffective teacher supervision and management
9. Delays in updating and reviewing the curriculum
10. Inadequate transport at lower levels

1.2.2 Educational Financing

For many years, educational financing has been quite poor and hardly responded to the rising demands for educational services in the light of the growing population. In 2002, the Government spent only 2.1 percent of the GDP on education. Expenditure on basic education from the Government's own resources was only 1.8% of GDP, a low level in comparative terms. In per capita terms, Government expenditure per basic school pupil in 2004 was 8.6% of the country's per capita GDP, as compared with 12.4% of per capita GDP among developing countries. Furthermore, about 90% of the Government's own expenditures on basic education have been devoted to personal emoluments, leaving little for other educational requisites.

However, in recent years, the Government has increased the funding to education. The education sector's share of GDP increased substantially to 4.2 percent in 2008, compared to only 2 percent in 2000. Although this increase is substantial, it is insufficient to finance the achievements of the MDG related to universal basic education covering grades 1-9. In terms of per capita GDP, Zambia spent about 8.6 percent on basic education, while the average in Low Income Countries (LICs) is about 12.4 percent. Funding levels in Zambia were much lower than the government expenditure on education in three comparison

countries (Kenya, Uganda, and Malawi) where the average GDP allocation was 5.3% of GDP. The comparator countries devoted at least 25% of their domestic discretionary budgets to education, compared to Zambia's 20%. In the Sixth National Development Plan for the 2011-2015 period, the Government has prioritised education as a key social sector.

In the light of the policy commitment above, total annual budget allocations to the Ministry of Education over the 2006-2008 period increased substantially, amounting to a total nominal increase of almost 30 percent during this period. Table 1 reveals this clearly.

Table 1: Annual Budget for Ministry of Education 2006-08 (In K billion –current prices)

	2006	2007	2008
Total National Budget	10,236.60	12,034.40	13,761.40
Total Education Budget	1,647.40	1,807.00	2,118.50
o/w sector pool	178.19	279.71	267.69
GDP	39,223.00	45,482.23	51,559.00
In percent	4.2	4.0	4.1
	16.1	15.0	15.4
	10.8	15.5	12.6

Source: Derived from Ministry of Education, *Fiduciary Risk Assessment*, Lusaka, November 2008 (based on Annual Budget Speeches).

In spite of the significant increases in educational financing, the education ministry's share of total government expenditure was approximately 15-16 percent of total government expenditure during the three years, which is significantly lower than in comparable countries such as Kenya, Uganda, and Malawi that allocate, on average, around 25 percent of total government expenditures to the education sector. Consequently, the quality dimension of educational service provision has continued to be compromised by persistently high pupil-teacher ratios, insufficient infrastructure, and insufficient learning materials.

In terms of sub-sectoral allocations within the education sector, basic education receives more than 60 percent of total education sector share. The share of high schools in total education expenditure has also progressively increased, rising from 8 percent in 2006 to 17 percent in 2008. A significant expenditure increase has also been recorded for the tertiary sub-sector. Table 2 shows the annual allocations for the strategic education sub-sectors over the 2006-2008 periods, based on the Annual Work Plans and Budgets (AWPB).

Table 2: Annual Work Plan and Budget for the Ministry of Education 2006-08
(K million)

	2006		2007		2008	
	GRZ	Sector Pool	GRZ	Sector Pool	GRZ	Sector Pool
ECCDE	3,727	3,640	1,023	1,726	899	196
Basic Education	97,205	86,497	1,017,066	143,755	1,181,200	158,309
Literacy Education	0	0	300	0	575	387
High School Education	59,283	50,132	184,946	112,878	301,104	63,654
Tertiary Education	157,826	11,324	291,208	9,250	340,906	31,722
Administration and Support	959,035	26,594	121,601	12,106	58,892	13,421
Total	1,277,076	178,186	1,616,145	279,716	1,883,576	267,689

Source: Ministry of Education AWPB 2006, 2007 and 2008

1.2.2 Cooperating Partners and the Education Sector

A number of Cooperating Partners support the education sector using a variety of funding modalities. Cooperating Partner support through the sector pool contributed about 13 percent to the total budget of the Ministry of Education in 2008, which was lower than in 2007. Since there is a general recognition that the sector pool support has introduced a parallel system to that of Government,² efforts are being made to harmonise external support especially now when the Aid Policy and Strategy clearly defines the government preferences, including its clear objection to parallel financing systems that generally tend to be capacity draining rather than capacity building. A number of Cooperating Partners have actually taken a decision to move from the sector pool funding modality into General Budget Support. In the context of the FNDP and the Aid Policy and Strategy, a new Memorandum of Understanding for the education sector was entered into in May 2008. The *Education Sector Management and Coordination Guidelines* continues to guide the relationship between the Ministry of Education and other stakeholders that include Cooperating Partners and NGOs.

² The Sector Pool Support is where funds are channelled directly to the MoE and deposited in a common bank account, under the control and management of the MoE. The funds are then used towards activities defined in the AWPB as guided by the strategic priorities of the NIF. The sector pool uses parallel budget and financial management systems and procedures, and separate audits of the sector pool account are carried out.

Strategic Focus

2.1 Background

The Ministry of Education's Strategic focus combines the policy aspirations outlined in Educating Our Future, Vision 2030 and the Sixth National Development Plan (SNDP) to run from 2011-2015. The strategic approach also embraces social factors impacting the education system including HIV/AIDS, gender, disability, OVC and illiteracy. With these considerations, the NIF III aims to improve the general quality of education provision specifically raising learning achievement levels as well as overturning inefficiencies.

Zambia has participated in a number of regional and international forums that focused on how best to improve education service provision and some of these have made an important impression on the manner in which the country has redefined its goals, objectives and priorities for the education sector. The regional initiatives in which Zambia has participated include the Southern Africa Development Community (SADC) Protocol on Education and training and the regional education programme that targets the girl-child, namely, the African Girls' Education Initiative.

At the international level, Zambia's education policies incorporate the Education for All (EFA) initiative/process and the Millennium Development Goals (MDGs). EFA is a global strategy devised to ensure that all children have access to quality education. The following EFA goals and targets agreed upon at the World Education Conference in Jomtien provided hope for the development of basic education in Zambia and shall, thus, continue to guide policy actions in the fields of education and training through:

- (a) Expanding early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children.
- (b) Universal access to, and completion of Basic Education (Grades 1-9)
- (c) Raising the learning achievement levels
- (d) Reducing the adult illiteracy rates
- (e) Expanding the provision of basic skills education and training for youths and adults
- (f) Increasing the acquisition of knowledge, skills and values by individuals and families of for better living and sustainable development.

While many developing countries registered considerable progress with respect to reaching many of the EFA goals set in Jomtien, a number of challenges remained

outstanding, particularly in Sub-Saharan African countries, including in Zambia. This realisation sets the stage for the 2000 World Education Forum in Dakar, Senegal, where the EFA initiatives were re-affirmed against the backdrop of the devastating effects of the HIV and AIDS pandemic, the impact of structural adjustment programmes and natural disasters. Zambia subscribed to the collective Dakar Framework of Action that was formulated with the following targets:

- a) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- b) Ensuring that, by 2015, all children have access to, and complete free, compulsory, and quality basic education.
- c) Ensuring that learning needs of young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- d) Achieving a 50 percent improvement in levels of adult literacy in 2015.
- e) Eliminating gender disparities in primary and secondary education and achieving gender equality in education by 2015.
- f) Improving all aspects of quality of education.

In order to achieve these goals, it was agreed that EFA forums shall be strengthened at the national, regional and international levels. For Sub-Saharan African countries, the EFA goals are expected to be realized through strategizing at the national level, complemented by concerted action at the African regional level.

For Zambia, the Jomtien EFA Conference and the Dakar Framework of Action are understood as being rooted in fundamental values of basic human rights of every individual, which include:

- a) justice, equity and fairness to all individuals;
- b) obligation of the society to the educational needs of all its people;
- c) the right of all people everywhere to basic education as a fundamental human right;
- d) fair and equitable treatment of all learners - infants, children, youth and adults;
- e) establishment of better learning environments;
- f) promotion of learning achievement as a significant measure of real education opportunities; and
- g) education as a basis for better living of individuals and communities.

Summary EFA Regional Framework for Action Strategic Objectives, Targets and Strategies.

Box 1: EFA REGIONAL FRAMEWORK FOR ACTION	
1. Priority areas of focus	<ul style="list-style-type: none"> a) Improving access and equity b) Improving quality and relevance of education c) Institutional and professional capacity building d) Improving partnerships

2. Strategic Objectives	<ul style="list-style-type: none"> a) Transforming education for national and regional development goals with specific reference to social, cultural and economic and technological development b) Transforming curriculum content and improving relevance, quality and teaching methodologies with the need of learners in focus c) Transforming the role of the state and education system structures and functions for facilitating active participation of stakeholders in the lifelong learning processes d) Building capacity in educational leadership, management, research and information systems e) Strengthening partnerships with NGOs, civil society and development partners at community, and national, regional and international levels.
3. Basic strategies	<ul style="list-style-type: none"> a) Review and harmonisation of existing policies and legislation, focussed at rights of disadvantaged groups and the creation of a culture of lifelong learning b) Increase in financing and rationalisation of investment in education c) Development of national, sub-regional and regional institutional capacities d) Review of curricula and validation of African indigenous knowledge systems, values and skills e) Improvement of capacities for educational change f) Improvement of the teaching and learning environment, through development of materials, methodologies and social learning environments that are feasible, sustainable and relevant to the African learner g) Adoption of appropriate and cost-effective technologies, including reducing the dependence on imported materials and increasing the use of the oral tradition h) Promotion and support of Africa based educational research i) Development of genuine and sustainable partnerships
4. Targets	<ul style="list-style-type: none"> a) ECCDE Programmes - double by 2006 offering safe and stimulating environments. 100% access for 3-6 age group by 2015 b) Primary education - By 2015: 100% access; 80% completion rate, of which 90% start at secondary level c) Learning achievement - By 2015: all teachers have received initial training; operational in-service training programmes which are child-centred and gender-based. d) Enhancement of education of girls and women – Increase admission, completion and transition rates of girls and remove legislative barriers; create safe learning environments for girls; institutionalisation of action in relation to access; implement awareness raising campaigns and training. e) Reduction of adult literacy – Reduce illiteracy by 50% f) Expansion of basic education and skill training for out-of-school learners – Conduct studies in next 2 years to assess situation of out-of-school children; based on these studies design of NFE programmes; bridging gap between formal education and NFE. g) Development of HIV/AIDS programmes and mechanisms – life skills and HIV/AIDS education become part of education programmes; partnerships with civil society, media, communities; AIDS campaigning h) Improving management and governance – Use of ICT; decentralisation and participation through capacity building at a lower level; produce strategic plan on management. i) Increase budgetary allocation to education – By 2005: 7% of GDP spent on education; By 2010: 9%; international agencies should double their financial support j) Institutionalise the assessment and monitoring functions of the EFA team – Establishment of Regional EFA Consultative Council; By 2000: work plan on regular assessment and monitoring

Four major targets/principles capture the underlining spirit of Jomtien EFA objectives in Zambia. The first is *access*, which continues to emphasize commitment to universal provision of opportunities for a defined minimum level of education. Although this principle is often taken to be principally concerned with opportunities for the school-age population, the Government of Zambia maintains that it shall also embrace the provision for the adult population, which in the earlier years did not have access to such opportunities.

The second target is *equity*, which stresses the need to ensure that the distribution and utilization of opportunities in education would be fairly targeted in order to reach the disadvantaged groups in society. This target calls for specific measures and explicit strategies in favour of groups that had not been able to fully participate in the education process. Women, disadvantaged children, particularly orphans and vulnerable children (OVC), the extremely poor people found mainly in rural areas, people with physical and learning disabilities, etc., are all specifically targeted to allow them to equitably enjoy the rights and opportunities that are offered by education.

The third target namely *learning achievement*, fundamentally underpins the focus of this investment plan gauged against past gains in access and participation, there has not been much improvement in learning achievement levels over time. In this NIF, significant efforts will be made to ensure that learning achievement levels are improved to acceptable levels across all grades.

Finally, the issue of *partnerships* remains a central strategy in education provision. Partnerships and alliances in service provision are also founded on the principles of democracy and inclusiveness that call for the direct involvement of both providers of, and beneficiaries from, the education system not only in meeting the cost of provision but also in directly participating in decision-making processes. For the Ministry of Education, the main partners include Faith Based Organisations (FBOs), the private sector, NGOs, CBOs, traditional leadership, communities, parents, and the different categories and levels of learners themselves. Included among stakeholders are Cooperating Partners that are being called upon not only to provide complementary financial resources but also technical assistance so that most, if not all, goals under this NIF are achieved over the 2011 to 2015 period.

Government has taken a number of important initiatives at the national level. In 1992 *Focus on Learning* policy document was adopted as a follow up to the Jomtien declaration. The emphasis was on learning opportunities and the national education policy entitled *Educating Our Future* was launched in May 1996, this time focusing on decentralization, equity and equality, partnership, efficiency, quality, democratization and effectiveness. Under *Educating Our Future*, Government aspires to have every child access nine years of quality basic education by 2015. Through the Basic Education Sub-Sector Investment Programme (BESSIP) launched in 1998, the Government used the sub-sector-wide approach to realising its objectives. The Ministry of Education Strategic Plan (MoESP) covering the period 2003 to 2007 was developed to operationalise the policy. As a complement to this and to enhance *access*, the Free Basic Education policy (Grades 1-7) was announced in February 2002 by the President of Zambia, which subsequently abolished all user fees at this level.

2.2 Goals

The Goals of the education sector during the 2011-2015 NIF shall remain similar to those stated in the FNDP period, namely,

1. To ensure universal basic education provision to children;
2. To ensure that opportunities exist for all citizens to have equitable access to ECCDE, basic and high school, tertiary education and/or technical and vocational training and further education and training opportunities
3. To improve the quality and relevance of education and skills training;
4. To promote efficiency and cost-effectiveness; and
5. To enhance institutional coordination in both public and private education and training institutions;

2.3 Broad Objectives

The following are the broad objectives of the Ministry of Education (the more sub-sector ones are stated in the respective chapter):

1. To improve access, quality and equity of educational provision for all citizens of Zambia.
2. To improve efficiency and effectiveness in the delivery of education services.
3. To ensure that school curricula and materials are relevant to the needs of Zambia and are of appropriate standard.
4. To ensure that non-formal education programmes respond to the needs of industry and the communities in general.
5. To develop and implement a common system of regular collection and reporting of information on the current status and future demand and supply, and on priority educational areas of the country.
6. To effectively participate in regional and international educational sector development initiatives (Agreements, Conventions, Protocols, etc.).

In the light of the above, a number of strategies developed shall guide the implementation of the NIF over the period 2011-2015. Firstly, *quantitative* aspects of educational service provision shall be addressed through increased enrolments. Secondly, the *quality* aspects shall be addressed by equipping schools with the requisite skills and facilities. Adequate school infrastructure, complemented by sufficient suitably qualified teachers, curriculum reforms and improved teacher supervision and support, shall be part of the Government's quality improvement strategies. The enhancement of *learning achievement* will continue to be linked to the Government's target of attaining relevance, effectiveness and efficiency which collectively promote the prospects for *quality* educational services provision. Particularly targeted shall be curriculum development; use of ICTs as a

teaching and learning tool; improved educational materials production and procurement; and expanded and improved teacher training and deployment;

Equitable access to education shall be enhanced through formal and alternative modes of delivery in partnership with key stakeholders. This shall be supported by an effective *infrastructure development* programme that facilitates, in an equitable manner, the construction, rehabilitation and maintenance of the educational sector's physical assets. Infrastructure development, particularly the construction of classrooms, shall constitute an important priority towards the achievement of both qualitative and quantitative objectives of the Government as it strives to meet the MDG targets by 2015.

Systemic restructuring and management capacity enhancement shall be an integral part of Government efforts towards efficient and effective educational service delivery. This will take the form of systemic improvements at both the Headquarters and lower levels. In this regard, decentralisation shall be one instrument that shall be depended upon to realise efficiency gains in educational management and service delivery during the Strategic Plan period. More decentralised systems of delivery shall call for improvements in school management that, in turn, entails the development and application of effective teacher assessment and inspection systems; enhancement of inspections of basic schools; design and application of an effective standards assurance system that monitors teacher performance; and securing qualitative and quantitative stability in the supply of well-motivated, satisfied and healthy teachers. Improvement of the quality of teacher management that in turn entail the establishment of an effective oversight body on quality control and quantitative improvements in teacher supply, which will be complemented by an effective Performance Management System that would monitor the performance of teachers at different levels, both in schools and teacher training institutions. E-governance in teacher management will be explored so as to minimise the occurrence of such vices as, inter alia, teacher absenteeism. *Teacher motivation* shall complement these efforts through, for example, clear career structure and a well coordinated Continuing Professional Development (CPD) structure.

Equity considerations in the provision of universal education at all levels shall be the cornerstone of the Ministry of Education approach at this level, paying special attention to the peculiar needs and requirements of the girl-child, OVC, Learners with Special Education Needs (LSEN) and those that are affected by, and infected with, HIV and AIDS. An effective targeting mechanism to identify those to be supported shall be developed.

Early Childhood Care, Development and Education

3.1 Overview

The provision of ECCDE has largely been in the hands of the Private Sector with very little Government direction. Government gazette of 2004, number 547 formally transferred the mandate of regulating ECCDE provision was transferred from the Ministry of Local Government and Housing to Ministry of Education. Since then, the government has started the process of formulating a policy framework which is waiting for Cabinet approval (as of June 2010).

During the period 2011-2015, the government policies will aim at increasing access from the current 17 percent to 30 percent. The government during the same period will address the issues of equity and quality in ECCDE provision.

3.2 Situational Analysis

Although the Ministry of Education assumed responsibility of providing ECCDE in 2004, the provision of the service has remained largely underdeveloped and uncoordinated. Only about 17 percent of children entering basic education in Zambia had some form of pre-school experience in 2008. By 2009, this was still about 17 percent, thus, revealing that access to ECCDE in Zambia is still very low particularly among vulnerable groups. Even with this small percentage in the provision of early childhood education, the quality of and access to the service is still quite low. Access and quality issues in ECCDE have been compromised by a number of factors that include the following:

- (a) Absence of a policy framework.
- (b) Lack of appropriately trained human resources. Early Childhood Teacher training is conducted only in 3 out of 14 colleges of education
- (c) Inappropriate and uncoordinated curriculum.
- (d) Inadequate and inappropriate infrastructure.
- (e) There is absence of monitoring and evaluation systems for ECCDE.
- (f) There is low community involvement and parental participation in ECCDE programmes.
- (g) There has been insufficient resource allocation to the ECCDE sub-sector.

The provision of organized Early Childhood Care and Development Education has remained mainly in the hands of the private sector and civil society organisations.

The age range that defines the critical period of early childhood is 0 to 6 years. This is a critical period for child survival, growth and development. This is the period when the

brain develops rapidly; when walking, talking, self-esteem, vision of the world and moral foundation are developed. From the perspective of the Ministry of Education, the ECCDE benefits include the following:

- a) *Impact on school achievement:* Children that are exposed to an effective ECCDE are better equipped for the demands of the school system, including proven record of improved academic achievement. Thus, ECCDE programmes enhance children's readiness for schooling.
- b) *Reduction of educational wastage:* ECCDE activities reduce the number of repeat cases and failure rates, thus, allowing the system to optimally apply its limited resources to more school children.
- c) ECCDE has strong gender implications as it enables women to work and participate in development activities while the children are being cared for. Moreover, to the extent that gender disparities and marginalization of girls start during early years, ECCDE programmes can reduce gender inequalities by providing a fair and equitable start to both girls and boys.

The 2008 Ministry of Education draft ECCDE Policy recognizes the realities stated above and a clear framework of strategies has been developed. The overarching principle is that the Ministry of Education will build on existing initiatives that address survival, health, nutrition, development and education for the very young. It will also encourage on-going initiatives by the private sector and civil society in ECCDE provision.

3.3 Strategic Objectives

The Draft ECCDE policy framework is linked to the country's overall national development. The Government further recognises that such a framework would facilitate the advancement of the rights of the child. In this regard, the following are the policy objectives of ECCDE in Zambia during the 2011-2015 Strategic Plan period:

- a) Improve the quality of ECCDE provision
- b) Increase access to quality ECCDE from 17 percent to 30 percent by 2015
- c) Provide qualified human resources

3.4 Strategies

The Ministry of Education is committed to the provision of quality ECCDE services. This will be done through the following strategies:

- a) Provide a policy and regulatory framework for the delivery of ECCDE services
- b) Provision of relevant ECCDE Curriculum and instruction materials.
- c) Provision of Early Learning Development Standards.
- d) Construction of model ECCDE centres.
- e) Enhancing PPPs in the provision of ECCDE

3.5 ECCDE Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core implementors
			Indicators	Baseline (2009)	Target (2015)		
To improve the quality of ECCDE provision	<ul style="list-style-type: none"> Provide a policy and regulatory framework for the delivery of ECCDE services Provision of relevant ECCDE Curriculum and instruction materials. Provision of Early Learning Development Standards. 	<ul style="list-style-type: none"> Finalise ECCDE policy Develop ECCDE curriculum and other relevant materials Increase the intake of students to be trained in ECCDE service provision in colleges of education 	ECCDE Policy	Draft ECCDE Policy	Approved ECCDE Policy by 2011	<ul style="list-style-type: none"> Political will 	Cabinet Office MoE
			Standardized curriculum	Nil	Standardized curriculum in place by 2012	<ul style="list-style-type: none"> Political will 	MoE
To increase access to quality ECCDE	<ul style="list-style-type: none"> Provision of ECCDE through alternative modes Construction of model ECCDE centres. Enhancing PPPs in the provision of ECCDE 	<ul style="list-style-type: none"> Construct ECCDE model centres in the 9 Provincial centres. Provision of ODeL materials in both print and electronic formats Strengthen participation of NGOs and private sector in the provision of ECCDE services including rural areas 	Percentage of Grade 1 entrants with ECCDE experience	17 percent	30 percent	<ul style="list-style-type: none"> Political will Willingness of civil society and private sector to participate 	MoE Civil Society Private Sector

Basic Education

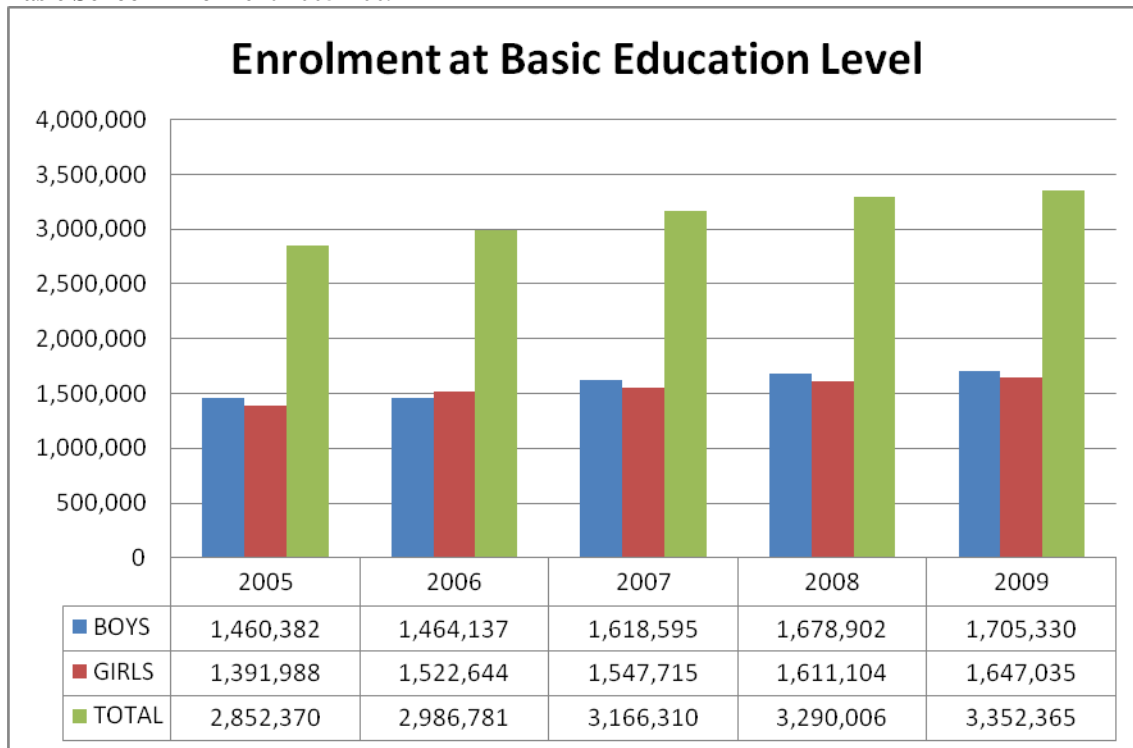
4.1 Overview

The Basic Education Sub-sector offers schooling in Grades 1 to 9 and provides for children aged six (7) to fifteen (15) years. The provision of basic education to children provides an environment that promotes desirable attitudes, values and behavioural change. In this respect the Ministry has for the past decades put emphasis on basic education to enable eligible children to access education at this level and ensured that those who entered the school system were retained in school. This is also on the premise that basic education lays firm ground upon which all other levels are built. There are four management agencies of basic schools in Zambia: Government, Private, Grant-Aided and Community Schools.

4.2 Situational Analysis

In 2009, there were 8,111 Basic Schools of which 4,687 were Government, 381 Private, 296 Grant-Aided and 2,747 Community Schools. In terms of location, 84.7 percent of the schools are in rural areas. Basic education is currently divided into three levels, namely, Lower Basic (Grade 1-4), Middle Basic (Grade 5-7) and Upper Basic (Grade 8-9). The sector in 2009 had 935 schools offering lower Basic education only; 4,259 schools offering lower and Middle Basic education and 2,915 schools offering lower to Upper basic education were reported, while 2 schools only provided upper basic education.

The Ministry of Education has recorded a remarkable increase in enrolment of over 1 million pupils from 2.5 million in 2005 to 3.3 million in 2009, representing a 15.1 percent increase. The increase in girls' participation has equally been remarkable, increasing from 1,391,988 in 2005 to 1,647,035 in 2009, representing 18 percent increase. The increase is attributed to the expansion of physical space through infrastructure development, free basic education and the implementation of the every child to school policy in 2007.

Basic School Enrolment 2005-2009


Access to Grade 8 still remains a challenge. Despite the remarkable increase in pupil enrolment of 15.1 percent from 2005 to 2009, progression from Grade 7 to 8 has remained almost static at 54 percent during the same period. This implies that grade 8 places are still inadequate to meet the existing demand as a number of schools still remain as middle basic schools thereby making the transition to grade 8 difficult.

There are two predominant considerations in the dimensions of education quality. One dimension is the framework that focuses on inputs and process and the other dimension focuses on education outputs and outcomes with an elevated level of relevance. In respect of inputs and processes, although there has been an increase in the general provision of inputs, the quality gains have been marginal in terms of quality indicators such as pupil/teacher ratio and pupil classroom ratio improving from 53.41 to 49.8 and from 40.66 to 38.8 between 2005 and 2009 respectively. During the same period, the pupil to book ratio also decreased from 7.48 to 1.32.

According to the 2006 National Assessment Survey Report, the majority of the pupils (59.9% in English and 58.4% in Mathematics) shared a textbook between 3 and 4 pupils. The targeted book-pupil ratio of two pupils per textbook has not yet been achieved.

The overall system performance in terms of enhancing quality has also been compromised by the following realities:

- (a) Inadequately qualified and motivated teachers and head teachers
- (b) Inadequate management capacity at the school and district levels.

- (c) Mismatch between increased enrolments and quality considerations that include teacher supply, teaching materials and classroom space.

In addition, internal efficiency still remains a major concern in the basic education sub-sector. The sub-sector is still experiencing high repetition, dropout rates and low completion rates. In the period 2005 – 2009 repetition rates, for Grade 1-9 fluctuated from 6.4 percent in 2005 to 7.2 percent in 2006 and down to 6.4 percent in 2009. Similarly, there has been only a marginal reduction in dropout rates over the same period from 2.5 percent in 2005 to 2.4 percent in 2009. There are many factors leading to this scenario such as early marriages, pregnancies, high poverty and management issues that also have a negative effect on the quality of education in schools. Though, there is the policy of free basic education, there are reports that some schools are imposing fees and forcing the poor children to drop out of school. The prevalence of HIV/AIDS is also a major contributing factor as it affects teacher absenteeism leading to reductions in what is already inadequate teacher/pupil contact time.

System inefficiencies also exist in the deployment and utilisation of resources for example there is a mismatch between the supply of teachers and the demand for teachers especially in mathematics and science teachers at upper basic level as well as rural/urban mismatch in teacher deployment and utilisation.

4.3 Strategic Objectives

During the period 2011-2015, Government will focus on securing quantitative and qualitative improvements in Basic Education service delivery. This shall be achieved through consolidating the gains in *access* by focusing on programs aimed at improving *quality* and *efficiency* of the basic education system. In this regard, the Government has will pursue the following policy objectives:

- a) Ensure that by 2015 every child has access to and complete quality basic education
- b) To improve the quality of education at basic school level
- c) To improve the efficiency of the school system at basic education level
- d) To improve equity at Basic School Level

4.4 Strategies

In order to consolidate the gains in access at Basic School level the Ministry of Education will implement the following strategies:

- a) Construction and expansion of infrastructure in existing schools and on new sites
- b) Determine the demand patterns for education provision through an elaborate school mapping framework
- c) To achieve expanded partnership among service providers and other relevant stakeholders
- d) Train, recruit and deploy adequate numbers of teachers
- e) Improve teacher qualifications through Continuous Professional Development (CPD)

- f) Undertake a complete review of the basic education curriculum to enhance human, practical and vocational relevance of basic education
- g) Increase the availability of teaching and learning materials & the integration of ICTs in the provision of basic education
- h) Provide special education services for Learners with Special Educational Needs (LSEN)
- i) Accelerate the implementation of the Education Leadership and Management course

4.5 Basic Education Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core Implementors
			Indicators	Baseline (2009)	Target (2015)		
2.1 To achieve universal access to Basic School Education by 2015	<ul style="list-style-type: none"> Ensure that all children of school going age are in school Determine the demand patterns for education provision through an elaborate school mapping framework Sensitization of communities on the need to send their children to school Achieve expanded partnership among service providers and other relevant stakeholders 	<ul style="list-style-type: none"> Expansion of infrastructure Provision of ODeL materials in both print and electronic formats 	Net Enrolment Ratio	97 %	100 %	<ul style="list-style-type: none"> Political will Availability of financial resources 	MoE Civil Society
2.2 To improve the quality of education at basic school level	<ul style="list-style-type: none"> Improve the learning environment through the provision of 	<ul style="list-style-type: none"> Review of Basic Education Curriculum Recruit and deploy of 16,000 	Pupil Teacher Ratio	49.8	42	<ul style="list-style-type: none"> Political will Availability of resources 	MoE
			Pupil Book Ratio	1.32	1		

	<p>appropriate infrastructure</p> <ul style="list-style-type: none"> • Train, recruit and deploy adequate numbers of teachers • Improve teacher qualifications through Continuous Professional Development (CPD) • Motivation of teachers through, among others, provision of decent staff housing & affordable power supply • Review of basic education curriculum to enhance human, practical and vocational relevance of basic education • Increase the availability of teaching and learning materials & the integration of 	<p>teachers by 2015 with particular attention to districts with high pupil teacher ratios</p> <ul style="list-style-type: none"> • Intensify monitoring systems. • Scale up national assessment surveys beyond grade 5 to include grade 9 • Provision of mobile science kits and labs 	Teacher Qualification	Grade 1-7: 82.6 %	90 %
				Grade 8-9: 91 %	95 %
			Pupil Classroom Ratio	43.5	40
			Scores in National Assessment tests	Literacy : 34.6 Numeracy: 39.4	Literacy: 68 Numeracy: 75

	<p>ICTs in the provision of basic education</p> <ul style="list-style-type: none"> • Provide specialised services for Learners with Special Educational Needs (LSEN) • Provision of guidance and counselling services 						
2.3 To improve the efficiency of the school system at basic education level	<ul style="list-style-type: none"> • Make the education system more accountable to society • Accelerate the implementation of the Education Leadership and Management course • Improve the effectiveness of teaching through increased supervision 	<ul style="list-style-type: none"> • Provide capacity building in guidance and counselling • Establishment of effective school management systems • Provide continuous professional development 	<p>Transition Rates</p> <ul style="list-style-type: none"> • Grade 7-8 : 56 % • Grade 9-10 : 41 % <p>Dropout Rates</p> <ul style="list-style-type: none"> • Grade 7: 2.14 % • Grade 9: 2.4 % 	<ul style="list-style-type: none"> • Grade 7 : 62 % • Grade 9-10: 50% • Grade 7: 1.6% • Grade 9: 1.74 % 	<ul style="list-style-type: none"> • Political will • Availability of resources • Willingness of communities to participate in education 	MOE PTAs Education Boards	
2.5. To improve equity at Basic School Level	<ul style="list-style-type: none"> • Expand the bursary support to OVCs • Construction and expansion of special educations schools for the LSEN particularly those 	<ul style="list-style-type: none"> • Provision of Bursaries to OVC • Strengthening of psycho-social support systems in schools • Expansion of school feeding to needy areas 	<ul style="list-style-type: none"> • Gender Parity Index 	0.97	1	<ul style="list-style-type: none"> • Political will • Availability of resources • Willingness of communities to participate in education 	MoE

	<p>with severe impairments</p> <ul style="list-style-type: none">• Make the school environment more child friendly						
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High School Education

5.1 Overview

High School Education in Zambia consists of learning at Grades 10 to 12 and caters for children aged between 16 and 18 years. Admission to high school is based on obtaining of a full certificate at Upper Basic School Leaving Examination at the end of Grade 9.

The High School Education Sector in Zambia is a critical level in the education delivery system because it churns out the cadre that go into the tertiary level and wage-sector employment.

5.2 Situational Analysis

The MoE recognises the role of basic education as a tool for poverty alleviation and has in the past decades devoted a lot of its investment on the expansion of basic education at the expense of the High School Subsector. This resulted in the limited infrastructure expansion at the high school education level with very low progression rates. In terms of provision the total number of schools that offered education at High School level in 2009 was 672 comprising of 180 run by GRZ and 492 run by other agencies. The total enrolment at this level was 264,795 out of which 82% are in GRZ schools with high pupil classroom ratio of 58.8 in 2009.

The Ministry successfully constructed fifty (50) high schools in the period of the FNDP and forty seven are currently in progress and are expected to be completed by 2012. Other efforts the Ministry is putting in place include the exploration of the community based mode of construction for high schools, a strategy that has hitherto only been used for the construction of basic schools.

With these efforts, the Ministry hopes to substantially improve the provision of high school education from 264,795 learners in 2009 to 578,654 learners in 2015. In relative terms the Ministry plans to increase the participation rates (Net Enrolment Rates) from 21.1 percent in 2009 to 55 percent in 2015 while at the same time improving transition rates to high schools from 41 percent in 2009 to 61.10 percent in 2015. The Ministry also plans to double high school completion rates by 2015.

Completion rates at High Schools have improved from 17.7 percent in 2005 to 19.8 percent in 2009 while dropout rates have reduced from 2.0 percent in 2005 to 1.1 percent in 2009. In spite of these gains gender disparities in all key indicators have persisted at High School level. Gender Parity Indices have only marginally improved from 0.81 in 2005 to 0.87 in 2009

The subsector still faces challenges including shortage of qualified teachers that are trained to teach specific subjects such as mathematics, sciences and practical subjects, limited classroom space and ill equipped specialised rooms.

5.3 Strategic Objectives

The overall objective of the Ministry of Education under high school sub-sector during the 2009-2015 period is to secure quantitative and qualitative improvements in High School education service delivery. In the context of this, the Government's overall policy objectives for High School Education during the Strategic Plan period shall focus on the following:

- a) To improve access to High School Education.
- b) To improve the quality of education at High School level
- c) To improve the efficiency in high School Education.
- d) To make the education system more relevant to the needs and aspiration of the nation
- e) To improve equity at High School Level

5.4 Strategies

In striving to achieve the objectives above, the Ministry of Education shall initially focus more on:

- a) Construction of infrastructure
- b) Improve teacher qualifications through fast track initiative and Continuous Professional Development (CPD)
- c) Increase the availability of teaching and learning materials & the integration of ICTs in the provision of high school education
- d) Improve teacher retention through capacity building and targeted training incentives particularly in special education, mathematics and science
- e) Provision of guidance and counselling services
- f) Development of a two tier education system at high school level : one focusing on academics and another on skills development
- g) Expansion of the bursary support to OVCs
- h) Make the school environment more child friendly

5.5 High School Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core Implementors
			Indicators	Baseline (2009)	Target (2015)		
2.1 To Improve access to High School Education	<ul style="list-style-type: none"> Construction of new schools Construction of appropriate infrastructure in schools that were upgraded to High school status Determine the demand patterns for education provision through an elaborate school mapping framework Achieve expanded partnership among service providers and other relevant stakeholders 	<ul style="list-style-type: none"> Construction of additional high schools Expansion and improvement of facilities in existing schools to cater for more pupils, particularly with special education needs. Increasing targeted funding to rural boarding schools. Provision of ODeL materials in both print and electronic formats 	Net Enrolment Ratio	21.1 %	55 %	<ul style="list-style-type: none"> Political will Availability of resources 	MoE
2.2 To improve the quality of education at High School level	<ul style="list-style-type: none"> Improve the learning environment through the provision of appropriate infrastructure Improving staffing levels of qualified teachers 	<ul style="list-style-type: none"> Train, recruit and deploy adequate numbers of teachers particularly in mathematics and science Setup up and equip libraries in high schools. 	Pupil Teacher Ratio	Math 66 Science 58 English 27	35 35 35	<ul style="list-style-type: none"> Political will Availability of resources 	MoE Civil Society Private Sector
			Pupil Book Ratio	3:1	1:1		
			Teacher Qualification	97.41 %	98.5 %		

	<p>at high schools.</p> <ul style="list-style-type: none"> • Improve teacher qualifications through fast track initiative and Continuous Professional Development (CPD) • Motivation of teachers through, among others, provision of incentives • Review of high school curriculum in order to enhance human, practical and vocational relevance • Increase the availability of teaching and learning materials & the integration of ICTs in the provision of high school education • Improve teacher retention through capacity building and targeted training incentives particularly in special education, mathematics and science • Provide special education 	<ul style="list-style-type: none"> • Upgrade teachers' qualification through relevant in-service and pre-service training. • Provide opportunities for remedial lessons for slow learners. • Conduct monitoring and supervision of teachers • Roll out Lesson Study approach to all provinces. • Introduction of internship programme for graduate teachers 	<p>Provinces using lesson study methodology</p>	<p>3</p>	<p>9</p>		
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	<p>services for Learners with Special Education Needs (LSEN)</p> <ul style="list-style-type: none"> • Provision of guidance and counseling services 						
2.3 To improve the efficiency in high School Education	<ul style="list-style-type: none"> • Make the education system more accountable to society • Accelerate the implementation of the Education Leadership and Management course • Improve the effectiveness of teaching through increased supervision 	<ul style="list-style-type: none"> • Strengthen school supervision and support services. • Scale up the implementation of ICTs management systems 	Completion Rate	19.8 %	39.8%	<ul style="list-style-type: none"> • Political will • Availability of resources • Economic growth 	MoE Civil Society Private Sector
			Dropout Rate	1.1%	0.4%		
			Repetition rate	7%	3%		
2.4 To make the education system more relevant to the needs and aspiration of the nation	<ul style="list-style-type: none"> • Development of a two tier education system at high school level : one focusing on academics and another on skills development 	<ul style="list-style-type: none"> • Develop curriculum that will cater for the two tier system • Introduce TEVET programmes in High schools. 	Proportion of Enrolment at High School level disaggregated by type of tier	90% Academic 10 % Vocation	60 % Academic : 40 % Vocational	<ul style="list-style-type: none"> • Political will • Availability of resources • Economic growth 	MoE Civil Society Private Sector
2.5. To improve equity at High	<ul style="list-style-type: none"> • Expansion of the bursary support to 	<ul style="list-style-type: none"> • Provision of bursaries for the vulnerable and rural 	Gender Parity Index	0.87	1	<ul style="list-style-type: none"> • Political will 	MoE Civil Society Private Sector

<p>School Level</p>	<p>OVCs</p> <ul style="list-style-type: none"> • Construction and expansion of special education schools for the LSEN particularly those with severe impairments • Make the school environment more child friendly 	<p>children</p> <ul style="list-style-type: none"> • Construction of user friendly rooms in high schools for all learners including LSENs. 				<ul style="list-style-type: none"> • Availability of resources • Economic growth 	
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Skills Training

6.1 Overview

The establishment of skills training courses at Schools for Continuing Education centres is aimed at offering training to recent school-leavers and adults, men and women. Skills training institutions were initially meant for school leavers at Grade 7 and 9 and adults. However, school leavers at Grade 12 level are now participating in training at these centres. This is partially because of inadequate college places since for instance out of the 236, 000 pupils that left the school system at grade 12 level in 2008, only 30,000 accessed technical, vocational and entrepreneurship training. In the last two years, there has been closer collaboration in development of the curricula between MoE and MSTVT. Currently, all Centres for Continuing Education are registered with TEVETA, which is a requirement for all institutions conducting skills training in the country.

6.2 Situational Analysis

The Skills Training Centres are inadequately equipped and staffed. Consequently, these centres engage part-time instructors from the community including instructors trained as industrial arts teachers. The infrastructure and equipment does not meet the expected standards. The situation is worse for students with special education needs. Although the country's laws cater for people with disabilities, there is no specific legislation that reserves a certain percentage of school places for the disabled. With regard to urban and rural amenities, there is a distinct disparity in favour of the urban communities. Training at skills centres tend to be stereotyped in that it is predominantly male-dominated. Access has been negatively affected by locating Centres at provincial headquarters instead of district level where they are needed.

This situation is compounded by a lack of boarding facilities. Furthermore, the current structure does not promote effective and efficient delivery of services as the staff establishment of most of the centres is not adequate to allow effective provision of education and training.

Currently, there are thirteen Schools for Continuing Education throughout the country and in every province except Lusaka. The main courses offered are secretarial and office management; design, cutting and tailoring; automotive mechanics; carpentry and joinery; bricklaying and plastering; accounts; electrical and electronics; leather and tannery; metal fabrication; plumbing; and computer appreciation. Each school has a small nucleus of full-time staff supported by part-time workers. Training in these schools is at sub-artisan level, that is, below the level of those trained by the Department for Technical Education and Vocational Training (TEVET). In Schools for Continuing Education, students are given a certificate of attendance and a

Testimonial as opposed to TEVET institutions where graduates obtain certificates after passing a trades test.

6.3 Strategic Objectives

- a) To increase access to skills training especially to out-of-school youths and adults
- b) To improve the quality of skills training programs that are responsive to market demands.
- c) To promote equity in the provision of skills training

6.4 Strategies

- a) Rehabilitation and expansion of infrastructure
- b) Establishment of new skills training centres
- c) Implementation of targeted programmes for the marginalised groups
- d) Promote ODeL in skills training
- e) Expand provision of skills training for inmates in prisons
- f) Design market-responsive skills training programmes

6.5 Skills Training Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core Implementers
			Indicator	Baseline	Target		
4.1 To increase access to skills training to out of school youths and adults	<ul style="list-style-type: none"> Rehabilitation and expansion of existing infrastructure Promote ODL in skills training Establishment of new skills training centres in districts 	<ul style="list-style-type: none"> Rehabilitation of Schools for Continuing Education Carry out sensitisation programmes in skills training programmes Introduce more ODL Programmes Construction of schools for continuing education at district level Encourage establishment of skills training centres under private public partnerships strategy 	number of schools for continuing education rehabilitated	Ndola School for Continuing	10 Schools for Continuing Education rehabilitated	<ul style="list-style-type: none"> Political will Availability of resources 	MOE Civil Society
			Number of initiatives targeting out of school youths to receive skills training through ODL Programmes	Nil	30 sensitisation initiatives		
			number of schools for continuing education constructed at District level	Nil	10 schools for continuing education constructed		
To increase equity in the provision of skills training to out of school youths and adults	<ul style="list-style-type: none"> Implementation of targeted equity programmes for the marginalized groups Expand provision of Skills Training for Inmates in Prison 	<ul style="list-style-type: none"> Provide support to vulnerable learners in priority skills areas Increase enrolment of women in predominantly male dominated technical and vocational fields Identify training needs of persons with disabilities, particularly those in rural areas. Design and develop customised skills training programmes for people with special education needs. Design and develop skills training programmes for prison inmates 	Number of vulnerable learners on bursary	Nil	2000	<ul style="list-style-type: none"> Political will Availability of resources 	MOE MOHA Civil Society
			% of women recruited in male dominated technical and vocational fields	Nil	50% of women recruited in male dominated technical and vocational fields		
			Number of programmes for prison inmates developed	3 prisons	29 prisons		

To improve the quality of skills training programmes that are responsive to market demands	<ul style="list-style-type: none"> Design market-responsive skills training programmes Review curriculum of skills training Attain quality assurance at the level of skills training providers and graduates 	<ul style="list-style-type: none"> Undertake a skills audit survey Standardise the entry and qualification criteria in line with TEVET Develop and implement new curriculum Define a national framework for accreditation for skills training Operationalise a national framework for accreditation for skills training 	Number of tailor made skills Programmes	NIL	7 Tailor made training Programmes	<ul style="list-style-type: none"> Political will Availability of resources 	MOE MSTVT Civil Society
			Entry criteria	NIL	Entry criteria developed and standardised		
			Skills Curriculum	Old TEVET Curriculum	Curriculum reviewed and implemented		



Adult Literacy

7.1 Overview

Adult literacy in Zambia aims to empower its citizens to effectively participate in national development through the provision of reading, writing, and functional skills. This sub sector caters for adults who have never been to school and also includes school dropouts and push-outs. Currently, adult literacy is offered at adult literacy centres countrywide.

7.2 Situation Analysis

There is a correlation between level of under-development and illiteracy. The regions with high illiteracy in Zambia are generally also the regions with low per capital income and low child participation in education. Female illiteracy is generally high. This is because parents attach greater importance to the education of male children and see education of girls as only good for marriage and not for employment. Literacy for agriculture and community development programmes is implemented by the Ministry of community Development while literacy programmes in English is implemented by the Ministry of Education. Though geographically broad in coverage, the programmes cover only a small numbers of people largely due to a host of reasons, including poor funding. Curriculum coverage is also very narrow.

Over time, annual budgetary allocations to the adult literacy programmes have been considerably reduced resulting in failure to meet the basic level of service delivery in adult literacy. The government has, nevertheless, shown commitment to promote adult literacy and skills training as specified in the FNDP and NIF objectives on adult literacy and skills training sub-sectors. The functional literacy programme has, over the years, experienced a number of challenges. The weaknesses in the system include the following:

- (a) Lack of coordination and linkages.
- (b) Inadequate teaching and learning materials.
- (c) Lack of adult literacy statistics.
- (d) Lack of pedagogical skills in adult learning by facilitators /instructors.
- (e) Low and erratic remuneration for facilitators/instructors.
- (f) Low motivation on part of facilitators and instructors.
- (g) Lack of strategies on monitoring and evaluation
- (h) No administrative /implementation structures in MOE
- (i) Lack of infrastructure for adult literacy at community level

Most participants in adult literacy schools are women. In 2007, there were 2,091 literacy classes with 41,894 learners (9,750 males, 32,324 females). This has been increasing over the years. For

example, in 2006, there were 36,523 learners attending literacy classes. The number of learners increases when those attending literacy classes provided by NGOs and by other line ministries are included. Elimination of illiteracy among youths and adults is still a major challenge.

Currently, the quality of adult literacy provision varies from provider to provider. There is no national curriculum followed by all providers. The Ministry of Community Development and Social Services (MCDSS) use Primers that were developed for functional literacy in the 1970s. Various groups have developed functional literacy materials on topics such as health and nutrition. Most of these materials were developed in the 1970s and require updating since the context and issues have significantly changed. Other providers of adult literacy have used the REFLECT methodology to generate themes and content for use in adult literacy classes. The existence of such materials provides the stakeholders working in adult literacy with a basis to strengthen the programmes. In addition, the Ministry of Education, through the Curriculum Development Centre, is developing the core curriculum and the accompanying teaching/learning materials. The MoE is also developing a National Policy that will guide and regulate adult literacy provision and practice in Zambia. The scenario at centre level is that there are few and outdated teaching and learning material resulting in schools using materials meant for children. The number of languages used for teaching has also affected production materials for teaching and may exclude other people. The MCDSS have trained a group of adult literacy educators. The University of Zambia's Department of Adult education has also been training adult educators and providing continuing education courses with certificate, diploma and degree in adult education. The Ministry of Education assumed the portfolio to offer literacy education in 2004. Since then, the Ministry has conducted a number of activities such as convening a number of stakeholder meetings, constituting of the Adult literacy technical committee, training of the Senior Education officer ODL in Adult literacy methodologies and is in the process of developing the National Policy for Adult Literacy Education. The Curriculum Development Centre staff are developing the core-curriculum for adult literacy education with accompanying teaching and learning materials.

However, MoE's added mandate did not come with the corresponding structure for carrying out this responsibility. Realizing the fact that various adult literacy providers have also many structures through which adult literacy is offered the need to harmonize these structures from national to the centre level has been recognised. The establishment of linkages between the providers of Adult literacy at national, provincial and district levels, on the one hand, and the Ministry of Education, on the other, is considered important so as to improve communication, collaboration and data sharing. The Ministry also maintains that the establishment of an Adult Literacy Council would facilitate better collaboration among service providers and improve delivery of adult literacy at all levels.

Financing of adult literacy education and adult learning, in particular, has been a major challenge. Over the years, only 0.02% of the annual allocation to education has been disbursed to adult literacy education. Most illiterate people are vulnerable and poor, hence, they often fail to pay the little tuition fees demanded by providing institutions. Bursaries and scholarships are also not extended to adult literacy education nor does the free basic education policy cater for adult learners. Materials are also not distributed to adult learners as is done to learners at basic to high

schools levels. Furthermore, the impact of HIV and AIDS has affected more poor and illiterate people.

7.3 Strategic Objectives

- a) To increase access to Adult Literacy Education
- b) To improve the quality of Literacy Education
- c) To promote equity in the delivery of adult literacy programmes

7.4 Strategies

- a) Expand the number of adult literacy centres
- b) Raising awareness levels of adult literacy programmes
- c) Train adult literacy instructors
- d) Develop a responsive adult literacy curriculum
- e) Produce adult literacy materials and use of ICTs to promote adult Literacy
- f) Embark on sensitizing the community on the benefits of literacy
- g) Mainstream HIV and AIDS and reproductive health in adult literacy programmes
- h) Introduce new teaching methodologies and strategies for delivery of adult literacy curriculum

7.5 Adult Literacy Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core Implementers
			Indicator	Baseline	Targets		
5.1 To improve access to Adult Literacy Education	<ul style="list-style-type: none"> Expand the number of adult literacy centres Raising awareness levels of adult literacy programmes 	<ul style="list-style-type: none"> Establish adult literacy centres Conduct nationwide Mass Literacy campaign programmes 	Number of literacy centres	1200	1300	Political will Availability of resources	MOE MCDSS MYSCD Civil society
			Number of Mass Literacy campaign programmes	1 per year	7 per year		
5.2 To improve the quality of literacy education	<ul style="list-style-type: none"> Train adult literacy instructors Develop a responsive adult literacy curriculum Produce adult literacy materials and use of ICTs to promote adult Literacy 	<ul style="list-style-type: none"> Implement the 'Yes I Can' Literacy Training Methodology Conduct train and re-training of literacy providers Develop and upgrade relevant materials for literacy and post literacy programmes Create smart partnerships and alliances with the private sector in literacy education delivery Establishment of telecentres to promote adult Literacy 	Number of developed and upgrade literacy materials	1800	48000	Political will Availability of resources	MOE MCDSS MYSCD Civil society
			Number of centres Using the 'Yes I Can' methodology	Nil	600		
			Number literacy providers trained	18	300		
			Number of telecentres established	Nil	300		
5.5 To promote equity in the delivery of adult literacy programmes	<ul style="list-style-type: none"> Embark on sensitizing the community on the benefits of literacy Mainstream HIV and AIDS and reproductive health in adult literacy programmes 	<ul style="list-style-type: none"> Establish Adult literacy Multimedia Centres in rural areas Establish adult literacy programmes suitable for LSEN Develop gender sensitive literacy curricula and education materials on risky behaviour, reproductive health, HIV/AIDS prevention 	Number of multimedia Adult literacy centres	Nil	100	Resources made available by MoE	Number of multimedia Adult literacy centres



Teacher Education, Supply and Management

8.1 Overview

The quality and effectiveness of an education system depend heavily on the quality of its teachers. They are the key persons in determining success in meeting the system's goals. The educational and personal well-being of children in schools hinges crucially on their competence, commitment and resourcefulness.

In view of this, the calibre of teachers and of the teaching profession is of paramount importance. The Ministry of Education has the important task of sustaining the quality of individual teachers and of the profession as a whole. It will accomplish this by attracting suitable persons to take up teaching as a career, equipping them with initial professional education, and providing for their subsequent in-career development. Running parallel with this, it also has responsibility for rewarding their services and sustaining their morale through satisfactory terms and conditions of service.

8.2 Situational Analysis

There are fourteen (14) Colleges of Education out of which eight (8) train teachers for middle basic level (Grades 1-7); two (2) train teachers for upper basic level (Grades 8-9); two (2) provide degree programmes; and 2 provide in-service training. David Livingstone and Kitwe colleges of education also offer ECCDE training. Public and private universities and colleges of education offer training at degree and diploma levels. The Ministry together with the private sector has increased the number of teachers being produced through the college expansion programme and opening of private colleges of education.

Although teacher training has expanded, the output does not meet the demand for teachers at various levels within the education delivery system. This problem is more acute at high school level where, officially, teachers are expected to have a degree qualification in their teaching subjects, but in practice only 12% possess this level of qualification. More acute is the shortage of qualified teachers of Mathematics and Science. Currently at high school level out of the 1,709 teachers required for Mathematics only 183 graduates are available and only 607 graduate teachers are available for science instead of the required 2,509. In this regard, government is constructing Mulakupikwa University targeting increasing output of teachers in mathematics, science and other practical subjects.

In addition, the ministry has upgraded two Colleges of Education Mufulira and David Livingstone to produce upper basic school teachers in response to the demand created by the increased number of basic schools and the creation of high schools which previously used to

offer Grade 8 and 9. The ministry is also transforming Nkrumah and Copperbelt Colleges of Education into university colleges to improve the quality of teaching in high schools by increasing the number of graduate teachers in all subjects. It must also be noted that teacher qualifications from colleges of education have been upgraded from two year certificate programme to three year diploma programme. Though this is meant to improve teacher quality, the teacher output in the short term will slow down due to the increased duration. However, qualified human resource, infrastructure and teaching and learning materials still remain the main challenges in all colleges of education.

In its quest to guarantee quality teaching at all levels the ministry has created structures and programmes that provide teaching staff an opportunity to continue to grow as professionals in line with modern trends and local needs. The ministry created teacher resource centres (TRC) which are instrumental in the decentralisation of Continuing Professional Development (CPD) to the school level. These have also been used for a variety of administrative and communication purposes. At school level, CPD has been implemented through the establishment of a systematic cycle - the School Programme of In-service for the Term (SPRINT) and the establishment of in-service management structures at all levels. While the structures of CPD appear to be well developed, the efficacy of the structure in improving teaching and learning is weak.

One of the major challenges the ministry is facing is the effective pedagogical management of schools. The ministry has introduced Education Leadership and Management training programme to strengthen effective school management. It is an interactive course for head teachers and will later be expanded to other management levels within the ministry. Another programme is the Strengthening Mathematics, Science and Technology Education (SMASTE) School-based CPD through Lesson Study. This approach aims at improving teacher performance. NISTCOL is being transformed to anchor all CPD programmes.

CPD is also being implemented in Colleges of Education to improve teaching and learning. Although CPD has taken root, it is faced with challenges such as inadequate reference materials, infrastructure, poorly stocked specialised room, and lack of integration of CPD and ICT in the teacher education curriculum. In addition to the existing programmes, the ministry is reviewing CPD mechanisms to ensure continued supply of appropriately qualified lecturers through college staff development programmes.

One of the priorities of the Ministry of Education is to ensure that equity is achieved by providing education to vulnerable children including those with special educational needs. The Ministry of Education policy has put emphasis on providing education of good quality education for Children with Special Educational Needs (CSEN) through the provision of teachers with appropriate knowledge and skills. In addition, the Ministry is integrating special education programmes in the curriculum for colleges of education and has also developed training programmes for in-service. These programmes are offered at the Zambia Institute for Special Education (ZAMISE) and the University of Zambia (UNZA).

Another priority area of the Ministry of Education is School Guidance and Counselling. This programme is aimed at ensuring teachers possess the appropriate skills to provide social and

career counselling to learners. Currently, a number of initiatives to promote the provision of guidance and counselling have been put in place such as a policy on guidance; modules on guidance and counselling; career talks and exhibitions; and a career radio Programme.

In order to ensure both teachers and learners have access to additional resources the ministry through the Zambia Library Service (ZLS) facilitates information transfer by providing technical, economic and environmental data for research and development. Currently, there are 4,542 basic schools out of which 302 have permanent libraries, whilst 171 have temporary ones.

Regarding teacher supply and management, the Government's concern is focused principally at quantitative and qualitative improvements. At the qualitative level, the government recognizes that without sufficient and well-motivated teachers, most of the 'quality targets' in this NIF would be difficult to achieve. As much as possible, government will try to improve teachers' conditions through provision of incentives to include rural hardship, loans, housing etc. The qualitative and quantitative impact of HIV and AIDS on teachers has been estimated to be high. The HIV/AIDS pandemic has had a devastating impact on the educational system. The loss of teachers through death and sickness has greatly reduced the pupil-teacher contact hours

8.3 Strategic Objectives

The over-arching strategic objectives of the MOE are to:

- (a) To improve the quality and relevance of teacher education
- (b) To increase output of pre-service teacher education in order to achieve the MDGs and EFA goals
- (c) To improve efficiency and effectiveness in colleges education
- (d) To improve equity in teacher training

8.4 Strategies

The following are the strategies of the Government in teacher education:

- a. Promote excellence in the offering of diverse and national development-oriented teacher education and training programmes
- b. Upgrading teacher education institutions and the qualifications
- c. Strengthen the systems for continuous professional development, management and support
- d. Establishment of a Teaching Council
- e. Provision of appropriate management training for teachers taking up management positions
- f. Harmonisation of innovations and practices in both Schools and Colleges of Education
- g. Expansion of infrastructure in colleges of education
- h. Construction of teacher education colleges
- i. Facilitation of greater and more effective involvement of other key stakeholders in teacher supply
- j. Promotion of alternative methods of teacher training
- k. Strengthen good governance through efficient and effective system of administration and financial management
- l. Streamline training of teachers to match with subject teacher requirements in schools
- m. Incorporation of elements of special education curriculum in all colleges
- n. Expansion of bursaries for vulnerable learners
- o. Provision of specialised services for Learners with Special Educational Needs (LSEN)

- p. Provision of guidance and counseling services
- q. Integration of cross cutting issues (HIV and AIDS, gender, life skills, etc.) into the teacher training curriculum

Similarly, the following shall constitute the strategies of the Government in the area of teacher supply and management:

Teacher Supply:

- (a) Strive to meet the national quantitative requirements of the educational system through increased output from pre-service teacher education in order to achieve the MDGs and EFA goals.
- (b) Achieve a co-ordinated teacher education and training, which caters for other ministries and other providers of training.
- (c) Provide opportunities for specialised education and training of teachers in the areas of ECCDE and basic education as well as HIV and AIDS education, life skills, population and family life education, and environmental education.
- (d) Facilitate greater and more effective involvement of other key stakeholders in teacher supply

Teacher Management

- a) Ensure that all teachers holding or taking up management positions receive appropriate training
- b) Encourage institutional linkages to promote exchange of best practices.

8.5 Teacher Education, Supply and Management Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicator			Critical Assumptions	Core Implementers
			Indicators	Baseline (2009)	Targets (2015)		
To improve the quality and relevance of teacher education	<ul style="list-style-type: none"> Upgrading teacher education institutions and the qualifications they offer Strengthen the systems for continuous professional development, management and support Establishment of the Teaching Council Provision of appropriate management training for teachers taking up management positions 	Upgrade Lecturer qualifications	Number of colleges upgraded	3	5		
		Upgrade colleges offering ZATEC to diploma level courses	Number of colleges upgraded into universities	NIL	2		
		Upgrade COSETCO and Nkrumah as universities	Number of education Managers trained	2,500	10,000		
		Construction, expansion and rehabilitation of colleges of education	Number of Resource Centres rehabilitated	110			
		Expand ELM programme	Number teachers upgraded	Nil	6,500		
		Operationalisation of the Teaching Council					
		Roll-out the SMASTE SBPD programme					
To increase output of pre-service teacher education in order to achieve the MDGs and EFA goals	<ul style="list-style-type: none"> Expansion of infrastructure in colleges of education Construction of teacher education colleges Facilitation of greater and more effective involvement of other key stakeholders in teacher supply Promotion of alternative methods of teacher training 	Rehabilitation of colleges of education	Number of colleges rehabilitated	4	5		
		Expansion of institutions training teachers of mathematics, science and practical subjects	Number of colleges constructed	Nil	2		
		Expand ODeL in teacher education	Number teachers	4,600	7,800		

			Number of colleges offering ODeL	4	10		
		Develop a deliberate system that links teacher training to needs of schools	System	Not Available	System developed and implemented		
To improve equity in teacher training	<ul style="list-style-type: none"> • Incorporation of elements of special education curriculum in all colleges • Expansion of bursaries for vulnerable learners • Provision of specialised services for Learners with Special Educational Needs (LSEN) • Provision of guidance and counseling services • Integration of cross cutting issues (HIV and AIDS, gender, life skills, etc.) into the teacher training curriculum 	Revise education curriculum	Curriculum	None	Revised curriculum		
		Create more career progression opportunities for teachers of special education	Staff establishment for special education units	None	Staff Establishment		
		Provide more bursaries to vulnerable learners Provide staff housing	Number of vulnerable learners on bursary support	TBD	TBD		
		Provide facilities and equipment for LSEN					
		Provision of facilities and equipment for LSEN					
		Review and revise guidelines and course materials for teacher education programmes					
		In-service training of teachers in special education, HIV and AIDS, life skills, population and family life education, and environmental teaching skills					



University Education

9.1 Overview

Higher education is of central importance to the economic and social development of a country. The activities of higher level institutions and the recipients of higher education advance and preserve a society's intellectual, scientific, cultural and artistic endeavours. This conservation and furtherance of a society's accomplishments entail that higher education institutions pursue a vigorous and sustained critical evaluation of the society's past and present achievements and, on the basis of such evaluation, chart the possible directions for future developments.

The Government recognizes its responsibility to safeguard and uphold the traditional role of higher education. The Ministry of Education likewise acknowledges its role in fostering the wholesome development of individuals at this level, in promoting the well-being of higher institutions, and in ensuring that the principle of academic freedom cardinal for the independent pursuit of knowledge is maintained. On the other hand, higher education institutions, and the staff and students who comprise them, have the great responsibilities of being ever responsive to the changing needs and circumstances of society, including the legitimate interests of the state.

In recent years, in addition to the establishment of more public universities, there has also been an increase in the number of private universities. In this context, the Government, through MoE facilitation, intends to establish a Higher Education Authority for the coordination of all higher level education. The Authority will have advisory, planning, quality assurance, financial, and administrative functions. The quality assurance function of the Higher Education Authority would include responsibility for the diplomas, certificates and other awards of all non-university institutions. Responsibilities presently exercised in this regard by the Examinations Council of Zambia would be transferred to the Authority, leaving the Council with responsibility for the system of school examinations.

9.2 Situational Analysis

Currently only 8 percent of school leavers access public universities. Government in its efforts to increase access to public universities has expanded infrastructure for all three public universities in terms of lecture theatres, classrooms and student hostels. As a result of this intervention the MOE has managed to increase university enrolments as follows: UNZA from 9,250 in 2005 to 11,159 in 2009; CBU from 3,524 to 5,867 in 2009; and 196 at Mulungushi University. In addition, the government has entered into Public Private Partnerships that will develop various infrastructure such as student hostels at UNZA and CBU.

In addition, the calibre of teaching staff, adequacy of physical facilities, and sufficiency of consumables, quality of library holdings, and availability of necessary transport, all play an important role in determining the quality of those who emerge from higher education institutions. Despite this recognition, the reality in our universities is that there are serious shortfalls that render the quality of university education poor. These shortfalls include lack of serviceable equipment, inadequate infrastructure, and insufficient ICT facilities, libraries, and laboratories. Furthermore, there is a problem of poor staffing levels, weak appraisal system of staff, and lack of locally-produced study materials.

With so many competing needs, available financial and other resources for institutions of higher learning are limited. The public Universities have over the years set tuition fees in collaboration with the MoE. Where the fees have been seen to be too high, the Ministry has intervened so as to allow more access by Zambians including the vulnerable. It is, however, increasingly being accepted that, in order to improve operations of public universities, economic fees that reflect the real cost of providing university education to students should be charged. Therefore the practice of providing bursaries to students in form of personal grants is unsustainable. In order to maintain and improve standards as well as increase participation the government has introduced a loan scheme.

9.3 Strategic Objectives

The public universities in Zambia are quasi-autonomous institutions and their respective decision-making authorities (University Councils) make strategic decisions regarding their activities. Taking into account this state of affairs, the Government's role at this level is to signal the areas which these state-funded bodies should consider in the light of the state policies for the education sector. The strategic objectives for universities shall be to

- (a) To increase access to equitable quality university education
- (b) To improve quality and relevance of programmes offered in universities
- (c) To improve efficiency and effective management of universities
- (d) To increase university involvement in research and development

9.4 Strategies

- (a) Construction and expansion of universities
- (b) Provision of an enabling environment for PPPs in the provision of university education
- (c) Provision of scholarships for vulnerable students and strategic disciplines to foster economic development
- (d) Strengthening the student loan scheme
- (e) Establish Higher Education Authority
- (f) Enhancement of open and distance learning methodologies
- (g) Improvement in the staffing levels of the different programmes
- (h) Review of different teaching programmes' curricula with a view to aligning them to the labour market demands
- (i) Expand opportunities for the use of ICTs in university programme
- (j) Establishment of the Higher Education Authority
- (k) Improvement of the general management and financial accountability of public universities

- (l) Expanded use by universities of ICT use at all levels of teaching, research and management
- (m) Strengthening the capacity of the universities to undertake research and development

9.5 University Education Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumption	Core Implementers
			Indicator	Baseline (2009)	Targets (2015)		
To increase access to equitable quality university education	Construction and expansion of universities Provision of an enabling environment for PPPs in the provision of university education Provision of scholarships for vulnerable students and strategic disciplines to foster economic development Strengthening the student loan scheme Enhancement of open and distance learning methodologies	Increase enrolment at the universities Upgrade and expand the existing universities	Enrolments	17,386	30,863		
		Repeal the university Act Increase scholarships for vulnerable students and strategic disciplines Expand the student loan scheme	University Act	Act of 1966 being reviewed	New university Act		
		Deploy open and distance learning methodologies Develop a sustainable financing mechanism	Financing mechanism	Current financial mechanism not sustainable	Sustainable financing mechanism in place by 2014.		
To improve quality and relevance of programmes offered in universities	Improvement in the staffing levels of the different programmes Review of different teaching programmes' curricula with a view to aligning them to the labour market demands	Conduct review of university curriculum Enhance the system of examinations administration	Curriculum	Old curriculum	Revised curriculum New system		
		Develop an academic audit system	Assessment system	Weak system	Assessment system improved		
			Academic audit system	None	Academic audit system established by 2013		

	Expand opportunities for the use of ICTs in university programme	Procure equipment for specialised rooms Equip libraries with relevant literature and resources Establish partnerships with industries and professional bodies	Number of industry and professional bodies linked to universities	Insufficient involvement of industry and professional bodies in university education	Increased number		
To improve efficiency and effective management of universities	Establishment of the Higher Education Authority Improvement of the general management and financial accountability of public universities	Develop legal framework Develop a decentralised accounting system Establishment of partnerships and linkages with strategic institutions and other institutions of learning	Legal framework	None	Legislation passed		
To increase university involvement in research and development	Strengthening research financing mechanisms Strengthening the capacity of the universities to undertake research and development	Increase funding for research Increase postgraduate enrolment Develop policy-oriented research programmes relevant to the needs of the	Number of researches Number of research programmes	Inadequate research capacity None	Increased research output New programmes		

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EQUITY

10.1 Overview

The overall objective of the Ministry of Education equity strategy is to promote fairness and inclusion by creating conditions that equalize learning opportunities for all. The NIF's approach ensures coherence in the implementation of equity policies and strategies. It also aims to increase equity in the allocation and utilisation of educational resources. This NIF addresses equity through the components of gender, orphans and vulnerable children (OVC), community schools, adult literacy, Special Educational Needs (SEN), HIV and AIDS, and school health and nutrition (SHN).

10.2 Situational Analysis

Inequities in and outside the education system continue to undermine efforts towards the attainment of universal basic education. The Ministry of Education faces challenges in addressing social and cultural norms that affect educational attainment of both boys and girls. Traditional schooling in cultural norms during initiation ceremonies (Nyau, chisungu, Mukanda etc.) keep both boys and girls out of school. Besides keeping children out school, traditional teachings socialize children in norms parallel to formal educational expectations. Boys are taught how to be 'real' men while girls are taught how to be good wives. In some parts of rural Zambia, boys spend most of their childhood heading cattle while in other parts, they engage in fishing to support their families. Teenage boys that have fathered children are treated with a lot of respect in the community, in a way glorifying early parenting.

The 2009 Education Statistical Bulletin reports an increasing number of pregnancies, 80 percent of which involve learners in basic schools located in rural areas. The number of pregnancies has grown from 2000 in 2002 to over 15,000 in 2009.

Although the entry-policy has been in place for the past 14 years, the rate of pregnancies has been increasing and the re-admission rates are still low. The high incidence of teenage pregnancy is associated with economic, social and cultural factors. This implies that the Ministry should strengthen the preventive and re-admission interventions for pregnancies.

The HIV/AIDS pandemic has exacerbated the challenges the MoE faces in providing educational services to the OVC. The 2007 ZHDS showed that HIV prevalence among the 15-19 old females dropped from 6.6% in 2001/2002 to 5.7% in 2007. In addition, Zambia's Modes of Transmission study (NAC: 2009) notes that HIV in 15-19 year old clients attending NAC sites fell from 13.9% in 1994 through 12.0 in 2002 to 8.5 in 2006/2007, suggesting that HIV incidence is falling. The increased number of orphaned and vulnerable children accessing school means that more resources for bursary support will be required especially for those at high school and university

levels where the cost is high. The number of Basic School learners receiving bursary stood at 101,106 in 2009 and this constituted 3 percent of the total Grades 1-9 enrolment. Similarly, the number of Grades 10-12 on bursary support stood at 25,178 in 2009. The proportions of girls receiving bursary support for Grades 1-9 and 10-12 was 52.8 and 51.1 percent, respectively. Learners accessing bursaries at university level to be indicated.

In addition to the bursary support from the Ministry, there are other stakeholders supporting the vulnerable children such as FAWEZA and CAMFED, CHANGES2, International Organisations/Agencies and the Faith and Community Based Organisations. However, the bursary support given is insufficient to cater for the increasing numbers of OVC. It is this collaboration that the MoE will nurture and strengthen during the 2009-2015 Strategic Plan period so that there is improved coordination in the management of the support.

Community schools have significantly assisted OVC and children from poor households to access education. In 2009, there were 2,758 community schools operational with 555,950 learners who represented about 16 percent of the total basic school population. Of these, 98,623 were single orphans while 41,113 were double orphans. In 2008 and 2009, the MoE improved infrastructure at 236 community schools converting them to government schools. The MoE has also seconded government teachers to community schools and provided teaching and learning materials. However community schools are still facing a number of challenges including inadequate teaching skills and learning materials and equipment, sub-standard infrastructure and inadequate qualified human resource. In order to make more significant contribution to the education system, community schools will require strategic support from the MoE and other key stakeholders to enhance teaching and learning processes.

High illiteracy levels particularly in rural areas hamper the ability of parents and guardians to support their children in school activities such as home work. The levels of illiteracy are more prevalent among females who spend more time with their children. The illiteracy rates among parents translate into low performance of children at school.

Disability issues also diminish the educational experience of learners. Physical and sensory impairments cause learning difficulties while gifted and talented children do not get the support they require. According to the Education Statistical Bulletin (2009), there were 202,144 and 5,322 pupils with impairments in basic and high schools respectively. In basic schools, 28,729 suffered hearing impairment 50,238 were intellectually challenged and 77,779 had special learning difficulties. Similarly, in high schools, 1,991 suffered visual impairment, 878 were intellectually challenged and 950 had special learning difficulties.

The MoE implements an Inclusive Schooling Programme (INSPRO) to address issues of disability and provides specialised training and equipment to support special education. Despite these interventions, there are still inadequate trained human resource, teaching and learning materials, infrastructure, and lack of screening and assessment tools and systems to adequately address the challenges facing learners with Special Educational Needs.

The HIV/AIDS pandemic has exacerbated the challenges the MoE faces in providing educational services. HIV/AIDS accounts for a significant portion of teacher deaths. Over the past five years, however, teacher deaths have declined due to improved access to medical attention and

antiretroviral therapy (ART). Teacher deaths do not only exacerbate inequities in the teaching and learning process but also impact the education sector economically. In order to address the challenge of HIV and AIDS, the MoE will need to strengthen the mechanisms for managing HIV and AIDS with concerted efforts from key stakeholders such as civil society organisations and line ministries.

In view of the increased access to ART, it is likely that the number of learners on ART in the student population will continue to grow over the coming years. Therefore, the ministry will have to put in place support mechanisms for these learners such as counselling services, access to medical services, awareness campaigns to prevent stigmatisation from their peers.

The Ministry implements the School Health Nutrition (SHN) programme to improve the health of learners in order to enable them to effectively participate in learning activities. SHN underpins the strong and mutually reinforcing relationships between nutrition, health and education. The Ministry has adopted a cost effective public health interventions to learners through schools in four broad areas, namely, School-based health services, water sanitation and the environment, skills-based health education, and school health policies. Out of a total number of 8,783 schools 44% are offering school health and nutrition interventions through treatment for worms and bilharzia, school feeding programme, school gardens, skills-based health education, improvement of the environment, water and sanitation, and malaria control.

10.3 Objectives

The Ministry will encourage greater involvement of stakeholders, particularly NGOs, Line Ministries in the provision quality education to the disadvantaged learners. In order to improve the academic performance of disadvantaged learners, the objectives of the Ministry will be;

- (a) To increase retention of both boys and girls in schools;
- (b) To increase access to education for OVC through the provision of bursaries;
- (c) To improve the quality of infrastructure, teaching and learning materials, and increase the number of trained personnel in community schools;
- (d) To strengthen adult literacy programmes particularly for female adults;
- (e) To strengthen the re-entry policy in order to reduce learner pregnancy rates;
- (f) To increase learning opportunities for children with Special Educational Needs;
- (g) To strengthen interventions for mitigating the impact of HIV and AIDS on learners and teachers; and
- (h) To improve the provision of health services for learners in schools and school feeding programmes among the poor communities;

10.4 Strategies

Gender

- (a) Review gender discriminatory legislation relevant to Education Sector;
- (b) Develop comprehensive implementation strategy for gender mainstreaming;
- (c) Develop gender-responsive curriculum and learning support materials;
- (d) Create cultural friendly learning environments to improve educational attainment for boys and girls.

- (e) Sensitise communities on the dangers of dropping out of school due to socio economic reasons (early marriage and cattle herding)

Orphans and Vulnerable Children (OVC)

- (a) Increase the number of children accessing bursary support for education.
- (b) Encourage programmes aimed at reducing Sexual and Gender Based Violence.
- (c) Enhance inter-sectoral approach to alleviate poverty levels.

Community Schools

- a) Improve Community School infrastructure;
- b) Improve the supply of teaching and learning materials; and
- c) Increase financial and human resource.
- d) Allocate qualified teachers to community schools

Special Educational Needs

- a) Develop Special Education Policy;
- b) Increase access for LSEN through the provision of appropriate infrastructure, specialised teaching and learning materials and trained human resource;
- c) Integrate HIV and AIDS activities in Special Education Programmes.

HIV and AIDS

- a) Reduce the impact of HIV/AIDS among pupils and teachers by increasing preventive and curative interventions.

School Health and Nutrition

- a) Coordinate organisational and management structure of SHN programme;
- b) Roll out the implementation of SHN Policy to all schools; and
- c) Enhance inter-sectoral coordination of the SHN programme..

10. 5 Equity Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core Implementers
			Indicators	Baseline (2009)	Target (2015)		
To increase retention of both boys and girls in schools and reduce girl pregnancies.	Establish a comprehensive implementation strategy for gender mainstreaming	develop gender responsive curriculum and learning support materials for schools;	Gender responsive curriculum developed and in use; Gender teaching and learning materials developed and in place;	Weak gender responsive curriculum; Weak gender-sensitive teaching and learning materials.	Gender responsive curriculum developed by 2014. Gender-sensitive teaching and learning materials developed by 2015.	Political will Resource made available by MoE	MoE
	Create cultural friendly learning environments to improve educational attainment for boys and girls	Re-align the localised curricula with school activities.	Number of culturally friendly schools established.	Nil	Culturally friendly schools established by 2015.	Political will Resource made available by MoE	MoE
	Reduce learner pregnancy incidences.	Sensitise local community on the importance of girl education; Review the current re-entry policy on pregnancy.	Number of community sensitisation programmes developed and in use. New re-entry policy document developed and in use.	Inadequate sensitisation programmes. Weak re-entry policy.	Sensitisation programmes developed by 2013. Re-entry policy reviewed by 2013.	Political will Resource made available by MoE	MoE
To strengthen interventions for mitigating the impact of HIV and AIDs on learners	Reduce the impact of HIV/AIDS among pupils and teachers by increasing preventive	Conduct Teacher Health Days Provide VCT for services for	Number of teacher health days Number of teacher and pupils			Political will Resource made available by MoE	MoE

and teachers.		teachers and pupils Train care and treatment supporters Train palliative care givers	accessing VCT services				
	Develop a comprehensive sensitisation programme on the dangers of HIV/AIDS for all learners including those with SEN.	Conduct sensitisation programmes on the dangers of HIV/AIDS for learners.	Number of learners sensitized.	Inadequate numbers of learners sensitised on HIV/AIDS	90% of learners sensitised on HIV/AIDS.	Political will Resource made available by MoE	MoE
	Increase and strengthen HIV/ADIS safe clubs in schools including Special Schools and units.	Introduce Safe clubs in schools and provide literature on HIV/ADIS.	Number safe clubs in schools.	Inadequate safe clubs in schools.	Safe clubs created in 90% of the schools by 2014.	Political will Resource made available by MoE	MoE
To improve the provision of health services through SHN programmes for learners in schools.	Coordinate organisational and management structure of SHN programmes	Provide structural guidelines on the implementation of SHN programmes.	% of schools effectively implementing school health and nutrition programmes.	Weak coordination of SHN programmes in some schools.	80% of schools effectively implementing SHN programmes by 2014.	Political will Resource made available by MoE	MoE
	Enhance inter-sectoral coordination of the SHN programme.	Work closely with other key stakeholders on SHN programmes.	% of key stakeholders involved in SHN programmes.	Less involvement of key stakeholders in SHN programmes	90% of key stakeholders involved in SHN programmes by 2014	Political will Resource made available by MoE	MoE
	Roll out the	Orientation of key	% of learners	Absence of	75% of all	Political will	MoE

	implementation of SHN Policy to all schools	stakeholders on SHN policy.	receiving services from SHN programmes.	SHN programmes in some schools.	schools effectively implementing SHN programmes.	Resource made available by MoE	
To improve teaching and learning materials in community schools.	Improve the supply of teaching and learning materials in community schools.	Provide teaching and learning materials to community schools.	% of schools provided with teaching and learning materials.	Inadequate teaching and learning materials in community schools.	80% of community schools provided with teaching and learning materials.	Political will Resource made available by MoE	MoE
To improve learning opportunities for OVC and learners with Special Educational Needs (LSEN).	Provision of funding for bursaries for OVC and LSEN.	Provide bursaries to OVC and LSEN.	Number of OVC and LSEN receiving bursaries.	Inadequate bursaries particularly for OVC and LSEN.	80% of OVC and LSEN on bursary scheme by 2015.	Political will Resource made available by MoE	MoE
Improve infrastructure for LSEN.	Establish regional assessment centres for Special Educational Needs.	Construct assessment centres for LSEN.	Number of assessment centres constructed.	Nil	3 regional assessment centres constructed by 2015.	Political will Resource made available by MoE	MoE
	Establish Specialised High schools for LSEN.	Construct Specialised High schools for LSEN	Number of Specialised High schools constructed.	Nil	4 Specialised High Schools constructed by 2015.	Political will Resource made available by MoE	
Improve funding for teaching and learning materials and equipment. for LSEN	Increase funding for specialised teaching and learning materials and equipment LSEN.	Provide specialised teaching and learning materials and equipment.	Number of schools receiving specialized teaching and learning materials and equipment.	Inadequate teaching and learning materials and equipment.	90% of all special schools equipped with T/L materials and equipment.	Political will Resource made available by MoE	MoE

Information and Communication Technology

11.1 Overview

Zambia's education system is currently under-resourced. As a result there is very little investment in Information and Communication Technology (ICT). However, the Ministry of Education has developed an ICT strategic vision and plan to address issues of access to the local and global pool of knowledge and information and to enhance the use and development of ICT in the delivery of education and training.

ICT provides a great deal of advantages in the delivery of equitable and quality education, thereby providing an opportunity to improve the lives of our people. The need to use new technologies to raise the quality and efficiency of education cannot be over emphasized. It is imperative that we expose our children, parents, teachers and administrators to ICT to improve the quality of education and technical proficiency of our human resources, thus leading to increased productivity and accelerated development. We must also prepare our citizens to adapt to the global economy and participate in electronic commerce. In addition, we must provide our children with a greater understanding of other peoples and cultures, thus defending our renewed legacy of peace and tolerance. However, this is a complex process and all education stakeholders require clear guidance as to what is expected of them throughout the process.

Due to the rapidly changing nature of ICT, it is imperative that a strategic vision and plan is set which is open-ended to ensure it does not become obsolete before it is even adopted. Thus, in order to ensure clear guidance and relevance in integration of ICT, detailed Implementation Plans, Curricula, Teachers' Guides, Deployment Criteria Guidelines, Administrative guidelines, and Technical Standards should be developed and maintained as an addition to the NIF III.

11.2 Situational Analysis

Information and Communications Technologies are key mechanisms in assisting Government meet its commitments to the people of the Republic of Zambia. Currently, the ICT penetration levels are low in the country and the education sector is also affected. Out of the 8, 873 schools country wide, only 978 schools have computers. The total number of computers in schools is 12, 445 against the pupil enrolment of 3, 617, 160 country wide bringing the pupil computer ratio to 290:1. Even at the schools where they have computers, the usage of computers for teaching and learning is not guaranteed as some computers are being used for administrative purposes only. In fact of the schools that have computers, most are private or grant aided high schools. This situation has been exacerbated by the lack of a curriculum for computer related courses and most schools are either using foreign syllabi or are only offering the basic computer

application courses. This dismal state of affairs is not healthy for the country as ICTs are a driver for economic and social development. ICTs are fundamental in enabling the public education and training system to achieve its stated corporate objectives.

The ICT strategic vision and plan for Education is intended to coordinate the appropriate development, efficient delivery, and quality use of technology to ensure ICT integration for excellence and equity in the education sector. The NIF III therefore draws a lot of strength from other global and national declarations that the nation has embraced such as the vision 2030, SNDP, National ICT Policy, NEPAD e-School Initiative and indeed the MoE ICT Policy.

11.3 Strategic Objectives

The Ministry of Education’s ICT strategic objectives are anchored on its quest to integrate ICTs in education that fosters: ICT Literacy at all levels; provision of educational and training services; meeting the challenges in the changing educational, management and business needs of the MoE; and provision of a platform for e-Governance services and synergies with other Ministries and the private sector. The four key Objectives for ICT in the Ministry of Education that it will focus on are to:

- (a) To enhance the quality of teaching and learning through the use of ICTs
- (b) To enhance the efficiency and effectiveness of education services through use of ICT
- (c) To increase access to education through use of ICT
- (d) Improve equity in education through the use of ICTs

11.4 Strategies

The strategies will include the following:

- (a) Development and provision of an ICT curriculum and materials
- (b) Enhancement of ICTs for effective learning and teaching
- (c) Introduction of a national computing literacy skills assessment for students, teachers/lecturers and the community
- (d) Provision of a broad range of ICT education and training programmes to meet the needs of the community, business and the ICT industry
- (e) Provision of electronic services to facilitate communication between staff, students, the community and other Government ministries
- (f) Establishment technical support framework for administration and management that covers all education levels
- (g) Enhancement the ICT literacy of students, staff, administrators and members of the community to meet their education, work and life needs
- (h) Establish alliances with industry and other education providers to deliver quality e-learning education and training services
- (i) Expand and enhance MoE ICT Network Infrastructure to cover all its areas
- (j) Increase participation of the private sector in the provision of ICT education services through Private Public Partnership

(k) Provision of enhanced access to ICT and learning for LSEN, OVCs and those in disadvantaged areas

11.6 ICT Performance Indicators

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core implementers
			Indicators	Baseline (2009)	Target (2015)		
To enhance the quality of teaching and learning through the use of ICTs	<ul style="list-style-type: none"> Development and provision of an ICT curriculum and materials Enhancement of ICTs for effective learning and teaching Introduction of a national computing literacy skills assessment for students, teachers/lecturers and the community; 	Develop ICT curriculum, digital content and web based materials	ICT curriculum, digital content and web-based T/L materials	No ICT curriculum, digital content and web based services	ICT curriculum, digital content and web-based T/L materials in use	National ICT policy implemented. National e-Governance task force set up. Good Political will. Positive response from stakeholders. Resources available	MCT, MoE, Industry
		Conduct research and evaluation to identify best practices in the use of ICTs					
		Set up provincial e-libraries	Number of e-Library centres	Nil	9 provincial Libraries and 12 resource centres.		
		Conduct on-going training for teachers/lecturers, staff and the community in the use of ICT;	Participation of ICT stakeholders in integrating ICT in education	Non participation of stakeholders	ICT Alliances formed with stakeholders.		
		Form alliances with industry	Institutions with best ICT practices	None	Institutions with best ICT practices identified		
		Benchmark ICT best practices					
To enhance the efficiency and effectiveness of education services	<ul style="list-style-type: none"> Provision of a broad range of ICT education and training programmes to meet the needs of the community, business and the ICT industry; 	Train teachers/lecturers and other staff in ICT.	Number of teachers/lecturers and other staff trained.	Only staff at HQ and some provincial staff trained.	25, 000 teachers/lecturers and other staff trained.	IntelTeach programme implemented. Availability of Resources.	MoE. Industry, Community, Business institutions, TEVETA,
		Develop and	Number of ICT	No national	Computing		

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core implementers
			Indicators	Baseline (2009)	Target (2015)		
through use of ICT	<ul style="list-style-type: none"> Provision of electronic services to facilitate communication between staff, students, the community and other Government ministries; Establishment technical support framework for administration and management that covers all education levels; Enhancement the ICT literacy of students, staff, administrators and members of the community to meet their education, work and life needs 	implement ICT assessment tools for all levels. Identify 'champion' of ICT Clients provided with ICT support services	learners assessed. No. of ICT 'champions'. No. of clients provided with support services	assessment tools. No ICT champions identified. Support services only provided to HQ and PEO	assessment tools being used at all levels. All citizens to embrace ICT Support services provided to all levels.	Cooperation from the Industry, business and community. Willingness for staff to sit for assessment tests.	MSTVT.
To increase access to education through use of ICT	<ul style="list-style-type: none"> Establish alliances with industry and other education providers to deliver quality e-learning education and training services; Expand and enhance MoE ICT Network Infrastructure to cover all its areas Increase participation of the private sector in the provision of ICT education services through Private Public Partnership; 	Extend ICT network to all districts, provincial and district teacher resource centres. Provide guidelines on acquisition of computers. Establish robust network through PPP. Upgrading central computing sites.	Existence of network at provincial and district teacher resource centres. Guidelines on acquisition of computers. Collaboration with the private sector. Central sites. Technology standards.	Network exists only at provincial education offices. No guidelines available. Very minimal collaboration with private sector. Servers deployed at	All districts, district teacher resource centres and provincial teacher resource centres connected to the MoE network. Guidelines on acquisition of computers developed and enforced. Collaboration with private	Availability of financial and human resources. Cooperation of private sector. Willingness of staff and students to embrace technology.	MoE and Private sector

Strategic Objective	Strategies	Key Activities	Performance Indicators			Critical Assumptions	Core implementers
			Indicators	Baseline (2009)	Target (2015)		
		Establishment of technology standards. Establishment of support frameworks for administration and management. Development of technology plans at schools and colleges of education.	Support frameworks. Technology plans.	central sites. No technology standards developed. Only colleges of education have technology plans.	sector in ICT affairs of MoE. Upgraded central sites. Technology standards developed and enforced. Support frameworks developed. Technology plans at all colleges and schools developed.		
Improve equity in education through the use of ICTs	Provision of enhanced access to ICT and learning for LSEN, OVCs and those in disadvantaged areas	Develop on-line content and services for the LSEN Procure specialised equipment for LSEN Deploy ICTs to rural and disadvantaged schools	On-line content and services Specialised equipment Number of schools covered	None Very little specialised equipment Very few schools with computers	All subject areas Specialised equipment procured for special schools TBD		

Infrastructure Development

12.1 Overview

The provision of appropriate and sufficient infrastructure facilities and services, including rehabilitation and maintenance, is important to safeguard the quality of education service delivery to all citizens. The aim is to improve equitable access to, and quality of education. Broadly, infrastructure encompasses the construction, renovation of classrooms and other educational facilities, staff houses, provision of school furniture, equipment, and preventive maintenance measures. It is acknowledged that the provision of these infrastructure services has not marched the fast growing school enrolment at all levels.

12.2 Situational Analysis

Infrastructure expansion is one of the factors in the provision of access to quality education to all children at all levels of the education system. Broadly, infrastructure encompasses the construction, renovation of classrooms and other educational facilities, teacher houses, provision of school furniture, equipment, and preventive maintenance measures. During the implementation of the NIF 2008-2010, the ministry embarked on the infrastructure development plans to chart the systematic way of construction of infrastructure facilities. The emphasis on the provision of infrastructure cut across all the sub-sectors and this saw the focus, not only basic education but also high and tertiary education levels which had been neglected for a long time. There has also been improvement in the procurement and tendering process to improve the service delivery.

In the period 2005 – 2009 the Ministry managed to construct over 4,000 classrooms at basic school level, 50 high schools and expanded colleges of education and public universities in the construction of lecture theatres, classrooms and hostels.

Over 125,000 desks were procured leaving a deficit of about 337,000 desks as at 2009. In addition, the Ministry constructed over 280 staff houses and over 700 VIP latrines in various schools in rural areas.

12.3 Strategic Objective

- Increase number of learning places at all levels
- Increase the availability of well equipped specialised rooms at all levels
- Increase the number of staff houses in rural and remote schools
- Improve water and sanitary facilities in basic and high schools
- To ensure all schools, colleges and universities infrastructure are both gender and disability sensitive

12.4 Strategies

- a) Encourage cost sharing mechanisms infrastructure development through Public Private Partnership
- b) Improve the capacity of province and district building offices to ensure regular monitoring of school infrastructure
- c) Explore other cost effective innovations in infrastructure development without compromising quality
- d) Explore other environmentally friendly designs that are in line with modern technological trends
- e) Construction, rehabilitation and maintenance of school infrastructure

12.5 Infrastructure Development Performance Indicators

Sub-Sector	Projects to be implemented	Annual Targets						Implementer
		2011	2012	2013	2014	2015	Total	
ECCDE	Construction of Model ECCDE Centres in Provincial Capitals			5	4		9	MoE
Basic Education	Construction of basic school classrooms - Community mode	2,000	2,000	2,000	2,000	2,000	10,000	MoE, Communities
	Construction of upper Basic Schools (Grade 8-9) – contractor Mode	5	5	4	4		18	MoE
	Construction of Teachers' Houses	200	200	200	200	200	1,000	MoE
	Construction of Libraries in rural and remote basic schools		9	9			18	MoE
	Provision of water in rural and remote schools (Number of Bore Holes+Hand pump)	100	100	100	100	100	500	MoE, MoEWA, MLGH
	Rehabilitation of furniture frames	20,000	30,000	30,000	10,000	10,000	100,000	MoE
	Procurement of double seater desks	100,000	100,000	100,000	100,000	100,000	500,000	MoE
High School Education	Construction of high schools – contractor Mode			20	20	20	60	MoE
	Completion of High Schools	26	20				46	MoE
	Construction of weekly Boarding Schools	10	10	10	10	10	50	MoE
	Construction of additional classrooms in existing high schools in rural areas by Community mode.	168	164	164			496	MOE
	Infrastructure expansion of high schools in rural areas which were converted from basic schools	18	18	18	18	18	90	MoE
	Rehabilitation of High Schools	60	60	60	60	60	300	MoE
	Procurement of single seater school desks	40,000	40,000	40,000	40,000	40,000	200,000	MoE
Skills Trainings	Construction of schools for continuing education	2	2	2	2	2	10	MoE
	Rehabilitation of Schools for Continuing Education	3	3	2	2		10	MoE
Teacher Education	Construction of 2 Colleges of Education in Chongwe in Lusaka Province and in Petauke in Eastern Province			1	1		2	MoE
	Construction and equipping of Zonal Resource Centres	10	10	10	10	10	50	MoE
University	Construction of Universities			1	2	1	4	MoE
Equity	Construction of LSEN Assessment Centres	1		1		1	3	MoE

Organisational and Institutional Framework

13.1 Overview

The MoE's organisational and institutional approach under the NIF improves the execution of the functional responsibilities of all levels of the education system. During the implementation of the NIF, the MoE will devolve power, authority and the relevant functions from national headquarters to provincial, and district levels. Devolution under the NIF will directly link institutional reform to improvement in academic performance of learners in the education system. The MoE's institutional reform clarifies functions to improve the effectiveness of policy making and implementation processes. Under this NIF, the MoE also aims to build its capacity to engage the private sector. The NIF in particular addresses the implementation of decentralization through strengthening human resources, financial, budgeting, procurement and information management systems.

13.2 Situational Analysis

The MoE underwent restructuring under the Public Service Reform Programme in 2002. This exercise involved downsizing the MoE and organisationally orienting it towards decentralisation to improve service delivery. Despite strong efforts, the MoE still faces challenges in effecting decentralisation. A critical challenge is the continued centralised control of educational resources. MoE Headquarters handles over 50 percent of expenditure, particularly as a result of the spending on infrastructural activities. Only about 33 percent of the total non-PE spending goes through the District Education Board Secretaries' (DEBS) accounts.

The Ministry of Education recognises that decentralisation should constitute an important instrument in its efforts to improve institutional and organisational performance. Under this NIF, the MoE will create conditions, in the areas of financial budgeting, procurement planning and management, human resources and information management, for lower level units to exercise these responsibilities. As Winkler and Yeo (2007, p.13)³ note:

...simply changing the organization of education—creating school councils or moving responsibilities to sub-national governments—has little, if any, impact on the delivery of education. It is the exercise of new responsibilities that has an impact.

³. Donald R. Winkler and Boon-Ling Yeo, 2007, Identifying the Impact of Education Decentralisation on the Quality of Education

Operationally, the central government structures still manage much of the implementation process. This is in contrast to the aspirations of *Educating Our Future* policy which assigns the headquarters the functions of:

- making legislation;
- formulating policies;
- planning at national level;
- resource mobilization and allocation;
- developing the national curriculum;
- setting national standards; and
- monitoring and evaluation.

As the Ministry strives to improve efficiency and effectiveness in the education delivery system, it is critical to transfer resources and management skills to the lower levels in a manner that is inclusive, consultative and responsive to their needs.

13.3 Information Management

Key among the skills required by the lower levels is the ability to collect and manage data. Currently, the MoE has well established processes and systems for data collection and management at national level. The challenge, however, has been ensuring that lower levels own and contribute to the processes to achieve more robust and decentralised data management systems. Another challenge relates to the use of data for decision-making. Most of the lower level units use data other than that provided in the EMIS to make decisions. By 2015, educational management will fully be monitored in a decentralised way with the Ministry Headquarters in Lusaka providing only technical support and guidance.

13.4 Budgeting and Financial Management

Budgeting and financial management skills are critical as the MoE moves towards decentralisation. Over the 2011-2015 life of this NIF, the Ministry will:

- a) Improve staffing capacity of the MoE Accounts Department and the Internal Audit Function at all levels;
- b) Improve the payment systems;
- c) Improve the Ministry's procurement and asset management systems;
- d) Strengthen the Ministry's maintenance capacity;
- e) Develop and implement an infrastructure development plan;
- f) Develop a training plan that is responsive to the priorities and management/implementation challenges of the lower levels; and
- g) Improve accountability through predictable budgeting and financial management for projects in the Ministry

Regarding the accounting function, the MoE will improve the skills of the lower level units to enhance the overall financial management system. The implementation of an effective public expenditure management system is critical to this effort. The Ministry will ensure that, despite the expanded decision-making base, submissions of its financial accounts to Parliament are made timely in order to allow the Legislature to act.

With respect to audit functions, the MoE will strengthen the capacity of lower level units to assure the prudent use of public resources. The Ministry, in liaison with the Office of the Auditor General, will provide the guidance required to implement credible audits. This involves putting in place comprehensive manuals in the areas of financial audit, control audit, performance audit and special investigations.

The MoE will also build the capacity of the lower level units to engage the civil society, private sector and the local communities. This will allow all external resources to be streamlined into MoE planning and accountability systems. When this is done well, it will operationalize the principles and objectives of the Paris Declaration on Aid Effectiveness and the tenets of the Joint Assistance Strategy for Zambia (JASZ).

13.5 Procurement

The Ministry will progressively decentralise its procurement functions to provinces and districts. Under the NIF, the main objective is to improve the overall framework for quality educational procurement planning, ensuring that the acquisition of goods, works and services balance the need for efficient and effective delivery to meet user needs. It will also standardise procurement processes, procedures and methods. In addition, the Ministry will support: (a) capacity building initiatives to consolidate its procurement system; and (b) supportive infrastructure, particularly an enhanced electronic database that would capture key procurement information. This includes strengthening asset management.

13.6 Management and Human Resource Capacity

Since decentralisation has an immediate impact on human resource management, building the capacity of lower levels to manage this critical function is at the centre of MoE's interventions during this NIF. The Ministry, under its Human Resource component, aims to develop, revise and improve the overall approach to human resource management and administration. Strengthening the human resource function will include establishing a human resources information management system that will be complemented with effective staff retention initiatives and a performance evaluation system.

The strengthening of management capacity must address the functional responsibilities assigned to each level as follows:

- a) *HQ*: Focusing on policy development, strategic planning, resource mobilisation and management, legislation, quality assurance and monitoring and evaluation;
- b) *Provincial Level*: Focusing on policy development, resource mobilisation and management, strategic planning, quality assurance, coordination and monitoring and evaluation;
- c) *District Level*: Focusing on policy implementation, quality assurance, procurement planning and management, financial management, strategic planning and monitoring and evaluation.
- d) *School Level*: Focusing on policy implementation, quality assurance, teacher management, and school quality management;

- e) *Gender balancing*: Focusing on targeted leadership management development of female education managers.

13.7 Indicative Activities

Table below highlights the illustrative activities under the Organisational and Institutional framework during the 2009-2015 period.

Strategic Objective	Strategies	Indicative Activities	Performance Indicators (2015 Targets)	Critical Assumptions	Core implementer
15.1 To restructure and strengthen the education sector	15.1.1 Decentralise Ministry of Education	1. Commission a comprehensive review of MoE with a view to recommending the new decentralised structure, including redefining the educational sub-sectors and restructuring of the management structure at both the headquarters and lower levels	a comprehensive review of MoE undertaken and recommendations on the new decentralised structure tendered and adopted	Political will	(a) MoE (b) Cabinet Office
		2. Draw up an implementation framework and timeline defining steps, prioritisation, and sequence of the MoE decentralisation components/activities	An implementation framework drawn up and being implemented	Political will	1. MoE 2. Cabinet Office
	15.1.2 Restructuring MoE headquarters	3. Review and restructure the MoE Directorates of Planning & Information, Standards & Curriculum Development, Distance Education, Teacher Education and Specialised Services, and Human Resources and Administration and align them to a more decentralised mode of delivery	MoE headquarters restructured	Political will	(a) MoE (b) Cabinet Office
		4. Commission a study to recommend the establishment of new structures (directorates, authorities and units) and systems so as to improve the MoE effectiveness in discharging its functions	Study on the establishment of new structures undertaken and recommendations taken up		
15.2 To build the needed management capacities for effective delivery of education services	15.2.1 Strengthening the capacity of MoE senior management and support staff	1. Facilitation of short- and long-term training for senior and middle-level managers of MoE in procurement procedures, financial management, ICT, human resource management, strategic planning and management, and policy and development	The capacity of MoE senior management and support staff fully strengthened	Political will	MoE
	15.2.2 Improvement of school Management	1. Build education management skills of school heads and inspectors of school in areas of policy, planning and management of education at the local level.	School Management improved	Political will	MoE
		2. Offer school-level officers special training programmes in financial management, administrative management, human	School-level officers offered special training in modern management skills		

		resource management, preventive maintenance, etc.			
15.3 To strengthen administrative and support services	15.3.1 Improvement of MoE administrative support services	1. Review and restructure the Accounts Unit, Audit Unit, and Purchasing and Supplies Unit in order to make them more effective and align them to a more decentralised mode of delivery	MoE operating more effectively following restructuring	(a) Political will (b) Resource availability	MoE
		2. Improve MoE procurement and payments system	Procurement and payments system significantly improved		
		3. Develop/implement MoE Training Plan	MoE Training Plan developed and under implementation		
		4. Adopt e-governance	E-governance mainstreamed in management processes and practice of MoE		
15.4 To build the planning capacity of MoE	15.4.1 Make the Directorate of Planning and Information more effective	1. Define more clearly the Directorate of Planning and Information's: (a) institutional functions and line responsibilities (b) the form and extent of its interaction with other departments/units within MoE	A restructured, well-functioning and effective Directorate of Planning and Information in place	(c) Political will (d) Resource availability	MoE
		2. Recruiting and train additional planners and EMIS staff	Additional planners and EMIS staff recruited		
		3. Upgrade the EMIS	EMIS upgraded and backstopping the management system more effectively		
		4. Improve the data generation and dissemination function of the Directorate of Planning and Information	Data generation and dissemination function in the Ministry significantly improved and managed more effectively and efficiently		
15.5 To strengthen budgeting and financial management capacities of MoE	15.5.1 Decentralisation of MoE financial management services to lower levels	Recruit more qualified accounting staff	Existence of well functioning decentralised financial management services to district and school levels	(a) Political will (b) Resource availability	MoE
		1. Develop and/or review and disseminate Operational Guidelines/criteria for equitable allocation of funds to boards, schools, universities and other learning institutions	Operational Guidelines/criteria for equitable allocation of funds within the MoE in place and being used		
		2. Provide timely, accurate and reliable financial information	Financial information effectively being generated and disseminated		
		3. Train district and school level officials in	Lower-level personnel trained in financial		

		financial planning, management and expenditure control/tracking	planning, management and expenditure control/tracking		
15.5.2 Improvement of revenue collection and management		4. Encourage autonomous and quasi-autonomous learning/training institutions (including public universities) to charge cost-recovery fees for the services that they offer	Revenue collection and management significantly enhanced	Political will	MoE
		5. Encourage autonomous and quasi-autonomous learning/training institutions to diversify their revenue bases in order to reduce their dependence on state subventions	Revenue base of learning institutions broadened and more self-generated financial resources being generated	Political will	MoE
		6. Enhance revenue management and collection systems	Better revenue generation and management systems in place		
15.6 To design a strategy for external resource mobilisation	15.6.1 Review the modalities of resource inflow into the education sector	1. Develop a strategy for external resource mobilisation for the NIF, focusing on how best to align it to the Aid Policy and Strategy for Zambia and the Joint Assistance Strategy for Zambia (JASZ)	Resource flow into the education sector from more cooperating partners significantly increased and better managed	Political will	MoE
		2. Negotiate with education sector Cooperating Partners to programme grants to the sector over a multi-year timeframe and concurrently make multi-year funding commitments to enable MoE better plan its medium term financial projections in the context of MTEF	External support to the education sector pledged within multi-year timeframe under multi-year funding commitments		
15.7 To strengthen the Monitoring and Evaluation (M&E) and reporting functions of MoE	15.7.1 Strengthening M&E system of MoE	1. Strengthen the capacity of MoE to fully capture the total public expenditure for the education sector through enhancing the lower-level organs' ability to submit accurate expenditures and revenues reports on time	A well-functioning M&E and financial tracking systems in place	(a) Political will (b) Well-motivated personnel	MoE
		2. Strengthen impact monitoring system and increase the utilization of impact monitoring results in policy-making and resource allocation	Impact monitoring enhanced		
15.9 To strengthen stakeholder partnerships	15.9.1 Establish an effective stakeholder network	1. Facilitate the bringing together of communities, parents, the private sector, CSOs, and cooperating partners into a network of education service providers	A well established and effective stakeholder network in place	Political will	(a) MoE (b) Private sector (c) Communities
		2. Develop a better coordinated and	External support effectively solicited and	Political will	(d) MoE

		<p>harmonized structure through which resources from cooperating partners are mobilized, received/reported, utilized, monitored, and impact evaluated</p>	<p>managed</p>		<p>(e) Private sector (f) Communities</p>
		<p>3. Enhance the role of the private sector in education, focusing on Public-Private-Partnerships (PPP) in educational services provision</p>	<p>Non-state actor participation in educational service delivery enhanced</p>		

Monitoring and Evaluation

14.1 Overview

The NIF III is the primary tool to operationalise the SNDP at all levels of the education system from the Ministry Headquarters to the Province, Districts and the Schools. The NIF also serves as a performance monitoring and management instrument for outcomes, impact assessment and tracking resource allocation.

14.2 Implementation Approach

The NIF's implementation approach involves engaging multiple stakeholders including line Ministries, cooperating partners, civil society, local communities and the private sector. This Implementation Framework outlines tasks and responsibilities for relevant stakeholders.

The Annual Work Plan guides the actual implementation while the NIF presents goals and strategic objectives as well as indicative activities. The Annual Work Plans are prepared at the operational/functional levels. All activities are implemented annually and focus on the realisation of the NIF's five strategic areas, namely: access, equity, quality, efficiency and relevance. As a general guide, *Annual Work Plans* include the following:

- a) Sub Sector objectives/ targets
- b) Programmes and their strategic objectives
- c) Main activities covering the National Implementation Framework III year
- d) Sub activities, giving the given year's activities to be identified by each level of implementation
- e) Budget
- f) Timelines for the specific year
- g) Annual Targets
- h) Implementation modality

Operationally, programme management and implementation of the NIF is the responsibility of the directorates at national level and other functional units throughout the education system. The management structures at MoE headquarters include the *Senior Management Implementation Team (SMIT)* that oversees all programme implementation and facilitates the monitoring of MoE programmes; *Technical Committees* that backstop the implementation of the NIF through their specialized inputs in procurement, educational materials, decentralization, finance, equity and gender sub committees. At the provincial level, the Provincial Education Coordinating Committee (PECC) and the Provincial Education Management committee (PEMC) is the highest decision making organ. The role of the PECC will include making sure that education

programmes and activities are well implemented. They will also offer oversight functions over the other education providers so that they work within the existing priorities of the Government as defined in the National Implementation Framework III and other relevant policy documents. At the district level, the District Education Coordinating Committee (DECC) will be responsible for coordinating and implementing the National Implementation Framework III at this level. The District Education Management committee (DEMC) will, in particular, ensure that that all annually-approved activities at the district level are in conformity with the set priorities and targets. Box 1 presents the committees that would be instrumental during the implementation of the National Implementation Framework III over the 2011-2015 period.

Box 1: Joint Structures for the Implementation of the National Implementation Framework III

Sector Advisory Group (SAG): This Committee will provide policy guidance and a forum for overall sector dialogue. It will also monitor the implementation of the sector programmes using the SNDP and PAF indicators. In addition, the SAG will review the education sector policies.

Policy and Implementation Technical Committee (PITC): The PITC is an advisory body, which will make recommendations to the Senior Management Implementation Team in the areas of policy and implementation of the SNDP sector programmes. The Committee's main tasks include provision of advice on government policies related to the education sector; and ensuring effective implementation of the sector programmes as defined in the SNDP and subsequent Annual Work Plans and Budgets.

Financial Technical Committee (FTC): The main objective of the FTC are to:

- a. monitor resource allocation, releases and utilisation at various levels;
- b. endorse cash forecasts for submission to Senior Management;
- c. directly liaise with the financial management team and the cooperating partners working group on financial matters.

Procurement Technical Committee (PTC): The main objective for the PTC are to:

- a. endorse the procurement plan for submission to Senior Management;
- b. liaise with the financial management team and the cooperating partners working group on procurement matters.

Monitoring and Evaluation Technical Committee (METC): This is an advisory body which makes recommendations to the PITC in the areas of monitoring, evaluation and research and has two objectives:

- a. To review the implantation of programmes as contained in the NIF and AWPB
- b. To review performance indicators, planning and budgeting processes, mode of support and other areas of concern that impede implementation of education delivery.

14.3 Implementation Priorities

In implementing the National Implementation Framework III, the Ministry of Education shall target five strategic outputs and all interventions shall use these as the principal reference points towards the attainment of the sector's vision. These are:

- a) Access
- b) Equity
- c) Quality
- d) Efficiency

e) Relevance

In the light of the above priorities, resource allocation prioritisation during the Plan period shall be guided, first and foremost, by the EFA principle that takes basic education as a human right. In this regard, the attainment of universal basic education shall constitute the top-most priority, beginning with access to quality *free and compulsory* basic education, at the level of government resource allocation. As a preparatory process towards this ideal, the school curriculum shall be enriched with technical and vocational subjects that would better prepare the graduates to the world of work and productivity. The strengthening of comprehension of mathematics and sciences, to the extent that these are essential for enhanced technical orientation of basic and high school graduates, shall be given priority. The role of other stakeholders, particularly the private sector, in service provision in education shall be vigorously pursued for both the improvement of the relevance of the school system and the need to harness available resources in the improvement of educational services delivery. Private universities shall be encouraged to supplement state effort at the tertiary education level. The Ministry of Education provides oversight mechanisms to ensure that the quality of tertiary-level education offered by private colleges and universities is comparable to international standards.

14.4 Sharing of Tasks and Responsibilities

The Ministry of Education plans to share the National Implementation Framework III implementation responsibilities amongst its various arms. New systems and structures may be established in line with the indicative activities presented in Appendix 1 for all the sub-sectors. The matrix below shows the indicative functional roles of the different wings of the Ministry.

	Programme / sub-programme	Principal Responsibility
1.	Curriculum Development and Educational Materials	Directorate of Standards and Curriculum, Civil society, Co-operating Partners and Private Sector
	• Curriculum Development	Curriculum Development Centre, Civil society, Co-operating Partners and Private Sector
	• Education materials	<ul style="list-style-type: none"> • Curriculum Development Centre • Education Boards at High School, College & District levels • Basic Schools
2.	Standards and Assessment	Directorate of Standards and Curriculum
	• Standards	Standards sections at HQ, Province and District levels
	• Assessment	<ul style="list-style-type: none"> • Examinations Council of Zambia • Universities, Colleges and all High and Basic Schools
3.	Teacher Education	Directorate of Teacher Education and Specialized Services
	• Initial Teacher Training	<ul style="list-style-type: none"> • Colleges of Education • Directorate of TESS • Universities
	• Continuous Professional Development	<ul style="list-style-type: none"> • Universities, Colleges and all High and Basic Schools • Teacher Resource Centres
	• Specialized Services	<ul style="list-style-type: none"> • Specialised Education Services Section • Universities, Colleges and all High and Basic Schools

4.	Infrastructure Development	Directorate of Planning and Information
	• Construction	School Infrastructure Section at all levels of operation
	• Rehabilitation	
	• Maintenance	
5.	Distance Education and Open Learning	Directorate of Distance Education and Open Learning
	• Distance Learning	• Distance and Open Learning sections at all levels • Universities and Colleges
	• Open Learning	• Distance and Open Learning sections at all levels • Universities and Colleges
	• Skills Training	• Distance and Open Learning sections at all levels • Universities and Colleges
6.	Equity	Directorates of Planning & Information; Human Resource and Administration; and Teacher Education & Specialised Services. Civil society, Co-operating Partners and Private Sector
	• Equity and Gender	• Planning and Information • Provinces • Education Boards at District, School and College levels • Civil society, Co-operating Partners and Private Sector
	• School Health and Nutrition	• Planning and Information • Provinces • Education Boards at District, School and College levels • Civil society, Co-operating Partners and Private Sector
	• Bursary Support	• Equity and Gender Section at HQ • Province and Districts
	• Special Education Needs	• Teacher Education & Specialised Services at HQ, Province and District • Universities, Colleges and all High and Basic Schools • Civil society, Co-operating Partners and Private Sector
	• HIV/AIDS	• Human Resource / Administration • Civil society, Co-operating Partners and Private Sector
7.	Policy and Planning	Directorate of Planning and Information
	• Policy, Planning and Research	Policy, Planning and Research Unit
	• Integrated Information Management	EMIS
	• Budget Preparation, Monitoring and Projects coordination	• Budgets and Projects Section • Civil society, Co-operating Partners and Private Sector
	• Decentralization	Education Board Services, Community Participation
	• Support to University Students	• Bursaries Committee • Universities
8.	Human Resource	Directorate of Human Resource and Administration at Headquarters, Province and District levels
	• Policy and Management	HR Management Section
	• Capacity Building and Development	HR Development Section
	• Recruitment and Deployment	Administration Section at Hq, Province and District
	• Records Management	Records and Stores Section at all levels
9.	Procurement	Ministry of Education Procurement and Supplies Unit, MEPSU
	• Procurement of Goods and Services	MEPSU
	• Administration, Capacity Building and Monitoring	MEPSU

	<ul style="list-style-type: none"> • Support to Institutions 	
10	Financial Management, Accounts and Audit	
	<ul style="list-style-type: none"> • Financial Management 	Main Accounts and Audit Section at all operational levels
	<ul style="list-style-type: none"> • Internal Audit 	
	<ul style="list-style-type: none"> • Administration, capacity building and Monitoring 	Main Accounts
	University Education	Audit Section
	<ul style="list-style-type: none"> • Institutional Capacity Building 	
10.	<ul style="list-style-type: none"> • Multi-sectoral Sponsorship of Research and Development • Sponsorship of Educational Research and Development • Graduate Training and Staff Development 	University of Zambia Copperbelt University Mulungushi University

14.5 Monitoring and Reporting Mechanisms

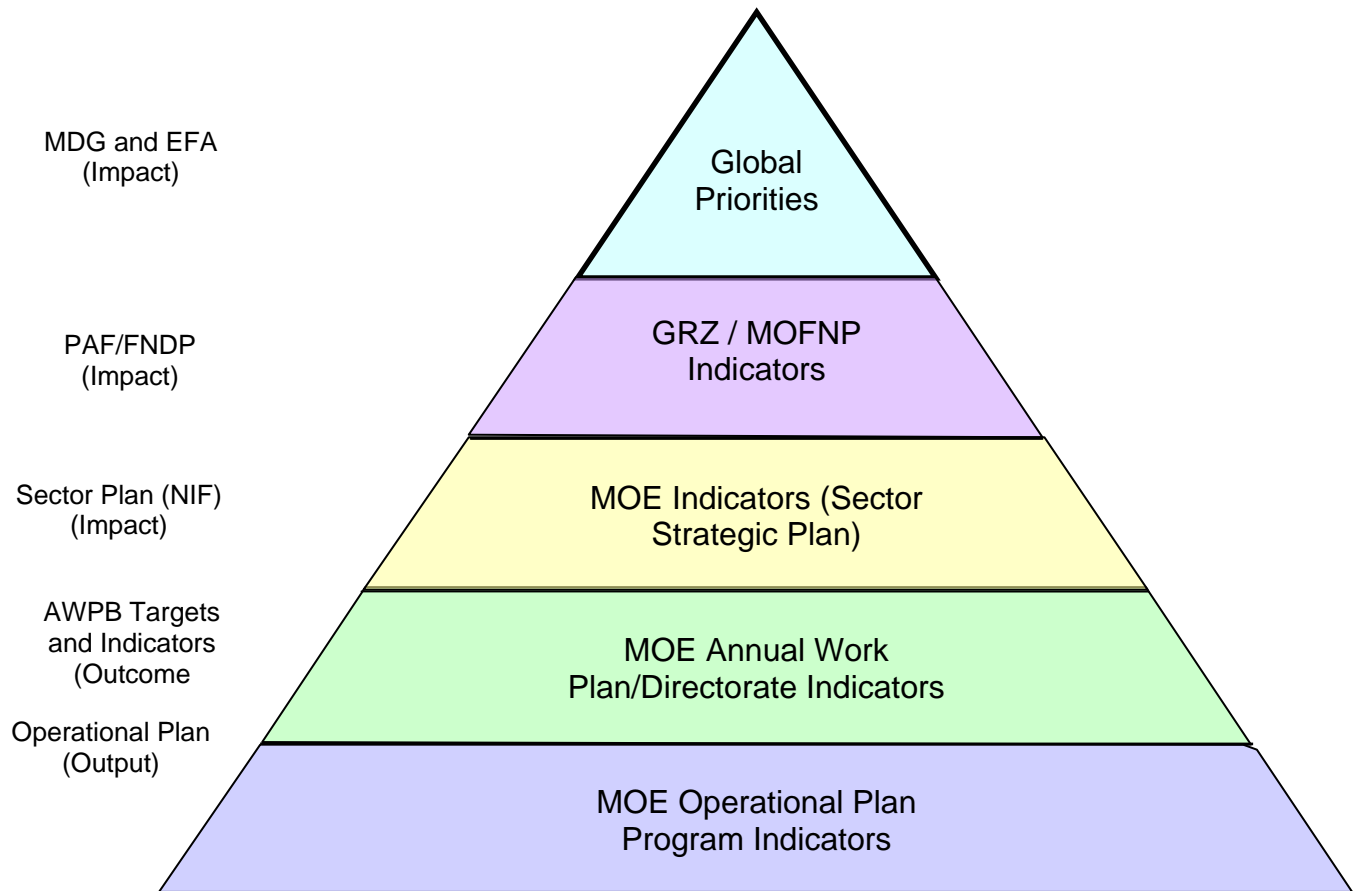
Effective monitoring, reporting and evaluation of the activities of the National Implementation Framework III will be critical functions of delivery. Firstly, these processes provide essential data and insights for drawing lessons, priority setting and forward planning. Secondly, they offer the assurance that funds are used for agreed purposes. Thus, Monitoring and Evaluation (M & E) will be used at all levels to help ensure accountability in the use of resources entrusted to the MOE by providing a clear basis for decision making and offering practical lessons from experience to guide future developmental interventions.

The MoE has a Monitoring and Evaluation system which shall be the official reference guide for all monitoring and evaluation activities in the Ministry of Education. The Ministry of Education shall work towards strengthening the reporting and monitoring systems in a way that would allow it to fully capture the total public expenditure for the education sector whether Government or donor-funded. To expedite this process, the Ministry shall work towards ensuring that lower-level organs submit their expenditures and revenue reports on time by demanding timely submissions and by progressively moving away from manual to computer-based automated recording and processing. In order to improve upon the monitoring and reporting functions during the National Implementation Framework III period, the following shall constitute the Ministry's strategies during the 2011-2015 National Implementation Framework III period:

1. This National Implementation Framework III shall remain the reference point for monitoring the performance of the education sector. Consequently, the following tenets shall guide action:
 - (a) In monitoring education sector performance, the Government and Cooperating Partners shall use the performance indicators that are included in this National Implementation Framework III. This shall entail the tracking of changes in the overall sectoral performance, focusing on impact

on access, equity, quality, efficiency and relevance. The performance indicators shall always be kept simple, specific, measurable, time-bound, achievable, realistic, and easily verifiable. However, these indicators and targets have to factor in national as well as international obligations that the country has committed itself to. Where there is genuine need for the introduction of additional monitoring and/or accountability indicators, these shall be added only with the approval of the Ministry of Education through the Ministry of Education Technical Committee (METC).

Fig 1. Monitoring and Evaluation summary

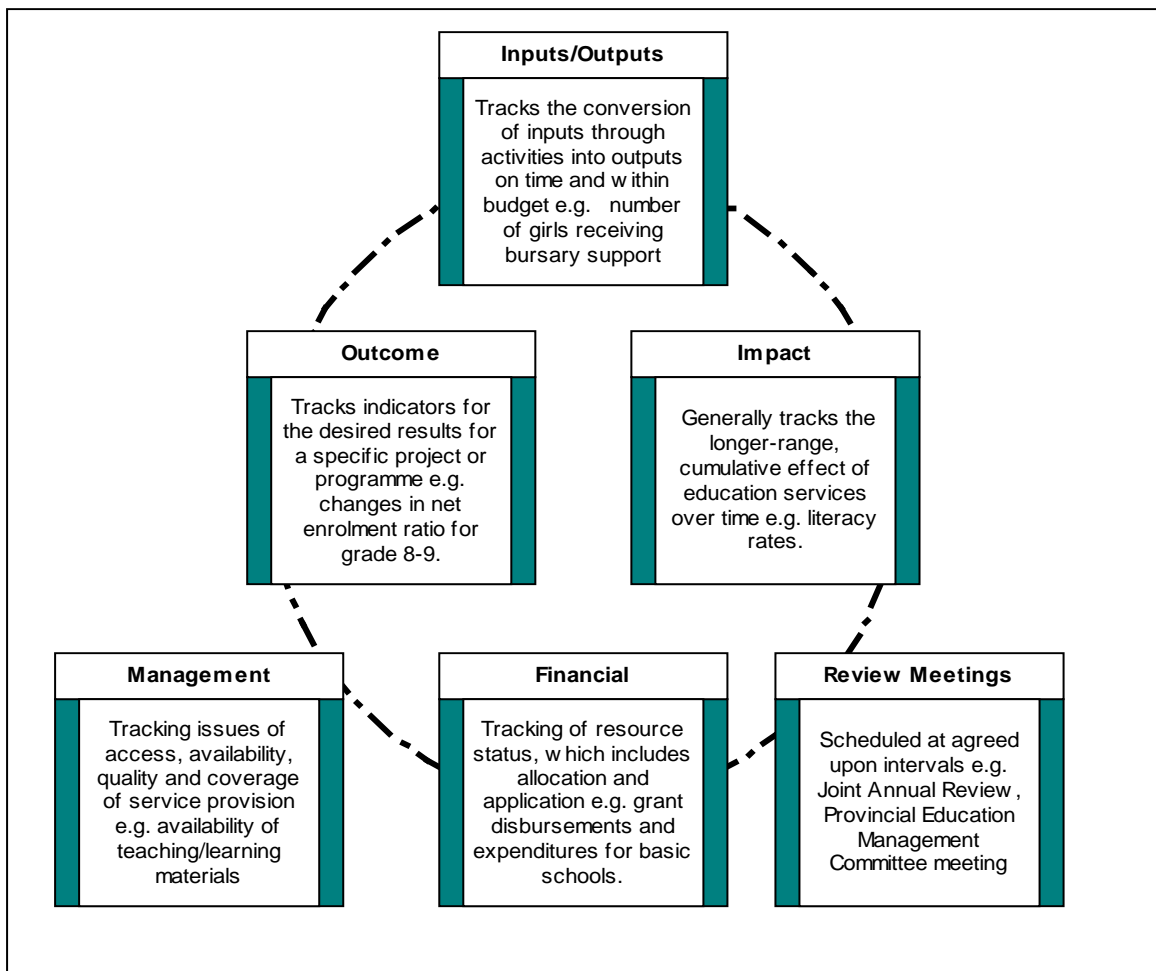


(b) The MoE shall ensure that sub-sector reporting and monitoring requirements under this National Implementation Framework III feed into the Sixth National Development Plans’ overall reporting and monitoring system and that their timing is synchronized with key planning cycles, including the MoE’s budget process and the National Implementation Framework III’s annual progress reviews.

2. Cooperating Partners and all stakeholders shall rely on the Government’s financial reporting and monitoring system and would work towards the simplification of these.

3. Impact monitoring system shall be strengthened, focusing on (a) the improvement of relevant data collection; (b) the timeliness and quality of processing, analysis and publication/dissemination; and (c) the utilization of impact monitoring results in policy-making and resource allocation. In this regard, the monitoring and reporting functions of all the education sub-sectors shall be reviewed to heighten their profile in the Ministry and to align them better with EFA goals and MDGs so that M&E system can more effectively screen the *impact/outcomes* (not just outputs) of the Government’s interventions in the education sector. In this regard, the strengthening of capacity especially in the Directorate of Planning and Information in this respect shall receive priority attention.

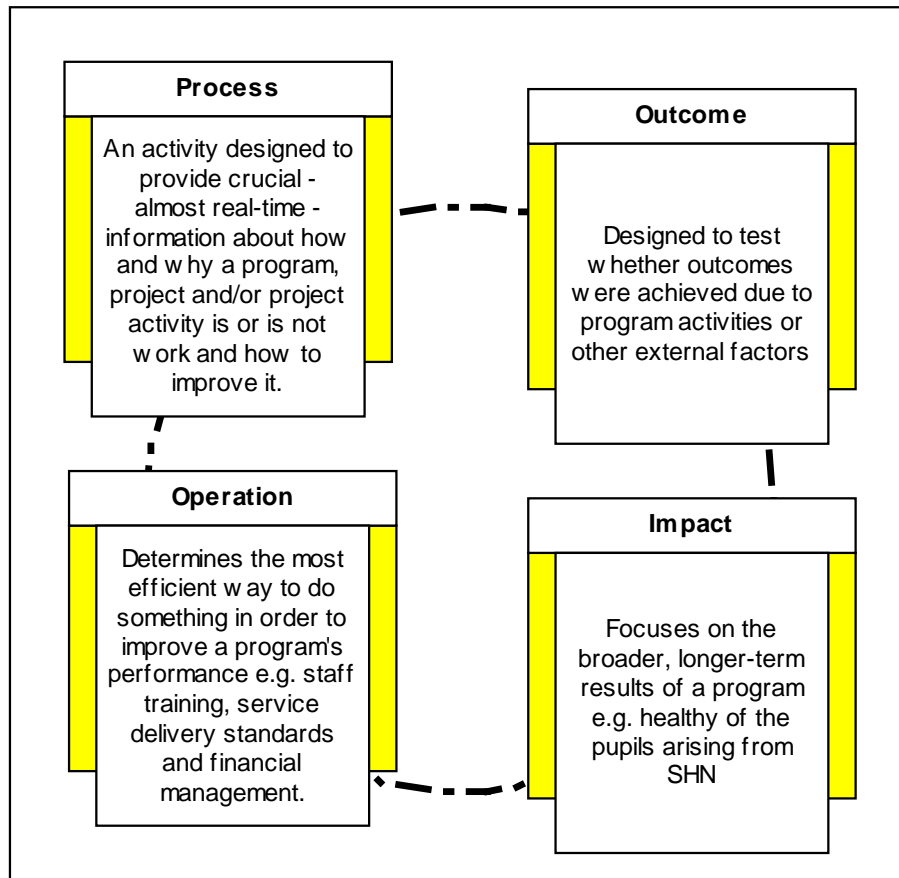
Fig. 2 Types of Monitoring



4. The reporting and monitoring communication infrastructure (both hardware and software) shall continue to be strengthened through the adoption and adaptation of ICT technologies.

The monitoring processes shall use, as the main point of reference, the parameters set out in the *Annual Work Plans and Budgets* that shall operationalise the National Implementation Framework III. The regular meetings of the top and middle management staff of MoE will secure the monitoring of planned activities on a day-to-day basis. To enlist the input of participation of Cooperating Partners in monitoring the implementation of the National Implementation Framework III, the Ministry shall institute Joint National Implementation Framework III Semi-annual Reviews. The monitoring mechanisms include reporting and analysis (annual and semi-annual progress reports, work plans, substantive documentation); validation (field visits, spot-check visits and external assessments/monitoring) and; participation (stakeholder meetings, annual reviews).

Fig 3. Types of Evaluation

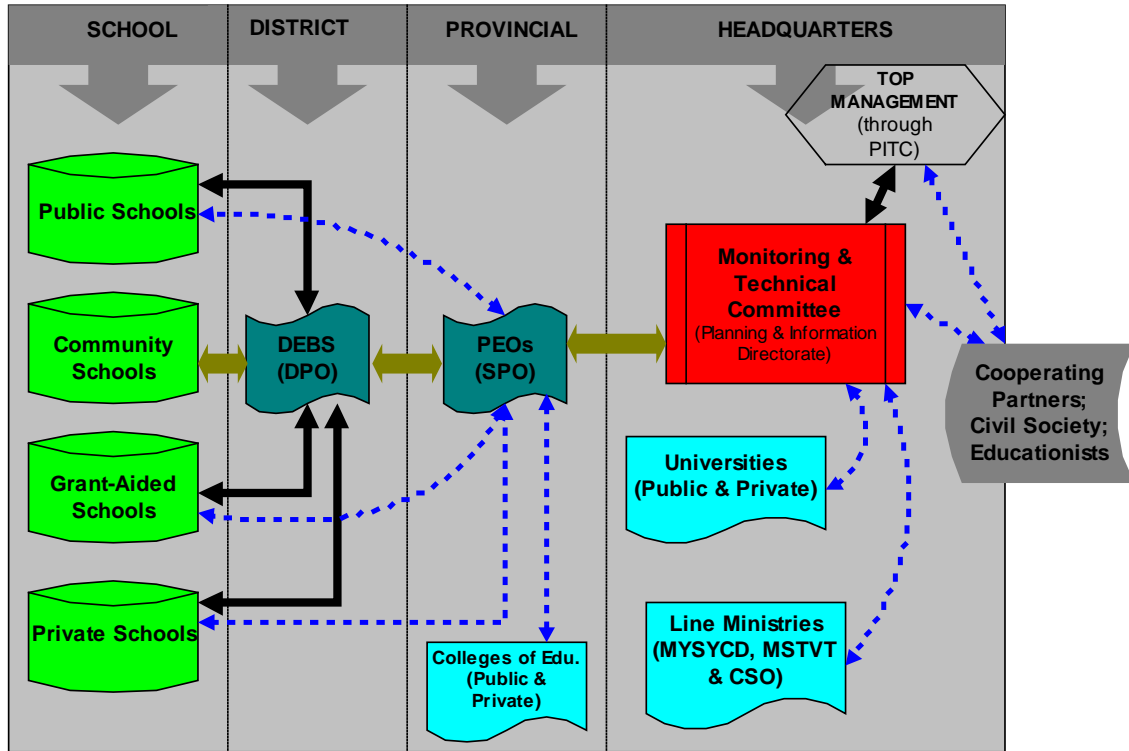


The supreme structure with the full responsibility in providing guidance for M&E will be the Monitoring and Evaluation Technical Committee (METC) which comprises all directorates, cooperating partners, civil society organization representatives, and line ministries. From time to time members of METC will be assigned various M&E tasks. The capacity-building programmes will be run by MOE members of METC who have been trained as trainers. Other experts may also be invited to contribute to planning and conducting training activities. The MOE M&E system will be linked to the national Ministry of Finance and National Planning (MOFNP) through the METC member appointed by the MOFNP.

The METC will develop a monitoring matrix to track progress on agreed indicators and these will fit into the Annual Report and consequently as part of the Joint Annual Review (JAR) progress report.

From time to time provincial and district planning officers will be linked to the National M&E system and will participate in national M&E activities, including: indicator development and review and refinement; data collection, reporting and dissemination planning; development of technical data collection instruments and guidelines; sharing of

data collection tools, lessons learned and best practices; and capacity-building activities. This process will provide a mechanism for feedback in the flow of information from school to national level and vice versa as shown in the figure below.



Monitoring will also be carried out as one of the main functions of the District Education Offices and respective managements and boards at the school/learning institution levels. Each monitoring body shall produce quarterly reports that will include details of progress, financial expenditure profiles and actions to be taken forward. The Bi-Annual reports will form the basis of the Ministry’s Annual Reports on the National Implementation Framework III that shall be shared with all other stakeholders. The results of each Annual Work Plan will be reflected in the MoE’s Annual Reports and the overall progress will be tracked against the objectives, indicators and targets as set in this National Implementation Framework III.

A Mid-Term Evaluation of the National Implementation Framework III shall be carried out in 2013. This evaluation will include an impact assessment of the main activities of the National Implementation Framework III, set against the Ministry’s overall goals and sub-sector goals and objectives within the 2011-2015 timeframe. Attached in the annex is the set of indicators and targets for the NIF III.

14.6 Key Performance Indicators

Goal	Key Performance Indicator	Baseline	Annual Targets				
		2009	2011	2012	2013	2014	2015
Access							
	Net Enrolment Rate (NER)						
	Grade 1-7	103.6% ⁴	96%	97%	98%	99%	100%
	Grade 8-9	30.06%	34%	38%	42%	43.5%	45%
	Grade 10-12	27%	28.5%	30%	32%	34.5%	36%
Efficiency							
	Completion Rate						
	Grade 7	91.70%	94%	96%	98%	99%	100%
	Grade 9	51.98%	55%	59%	63%	65%	67%
	Grade 12	19.47%	23%	27%	31%	34%	38%
Quality							
	Pupil Teacher Ratio						
	Grade 1-4	57.2	56	52	48	44	40
	Grade 5-7	52.1	48	46	44	42	40
	Grade 8-9	28.2	30	32	33	34	35
	Grade 10-12	24.9	25	25	25	25	25
Equity							
	Gender Parity Index						
	Grade 1-7	0.99	1	1	1.1	1.2	1.2
	Grade 1-9	0.97	0.97	0.98	0.99	1	1
	Grade 10-12	0.87	0.87	0.89	0.90	0.92	0.93

⁴ Net Enrolment Rate cannot exceed 100% but due to the mismatch between CSO projections and the actual head counts conducted in schools.

14.7 Key Infrastructure Development Milestones

Sub-Sector	Projects	Annual Targets					
		2011	2012	2013	2014	2015	Total
ECCDE	Construction of Model ECCDE			5	4		9
Basic Education	Construction of basic school classrooms - Community mode	2,000	2,000	2,000	2,000	2,000	10,000
	Construction of upper Basic Schools		5	7	6		18
	Provision of water in rural and remote schools - Boreholes	100	100	100	100	100	500
	Rehabilitation of desks	20,000	30,000	30,000	10,000	10,000	100,000
	Procurement of double seater desks	100,000	100,000	100,000	100,000	100,000	500,000
High School Education	Construction of high schools			20	20	20	60
	Completion of High Schools	15	15	11	5		46
	Rehabilitation of High Schools	30	30	30	30	30	150
	Procurement of single seater school desks	40,000	40,000	40,000	40,000	40,000	200,000
Skills Trainings	Construction of schools for continuing education		2	2	3	3	10
	Rehabilitation of Schools for Continuing Education	3	3	2	2		10
Teacher Education	Construction of Colleges of Education			1	1		2
	Construction and equipping of Zonal Resource Centres	10	10	10	10	10	50
University	Construction of Universities			1	2	1	4

Financing of the NIF

15.1 Introduction

The financial framework presents the resource requirements for the sector for the period of the implementation of the NIF III. Included in this chapter are some of the major performance targets and policy assumptions that have been taken into account in arriving at cost estimates for the NIF. The approach used entailed estimating the total resource envelope required for the period and set against the required recurrent and capital costs. Appendix 2 presents the used detailed *Simulation Model and Projection Results*.

15.2 Funding Modalities

External support to the Ministry of Education (MoE) in Zambia has been channeled by a group of eight Cooperating Partners (CPs) through a common basket (“sector pool”) since 2002. The Ministry of Education shall work towards the integrated sector-wide approach (SWAp) and Target Budget Support (TBS) as these will guide the modality for the implementation of this National Implementation Framework III. SWAp and TBS shall be guided by the following principles:

- a) The co-ordination of MoE and donor activities in support of an agreed common prioritised policy framework and the National Implementation Framework III.
- b) The integration of government budget resources and aid within a mutually-agreed programme of activities for the improvement of the education sector.
- c) Emphasis on efficiency, transparency and realism during the implementation of the National Implementation Framework III.
- d) Strengthening of links between the sub-sector expenditure programme and the Ministry’s Medium-Term Expenditure Framework (MTEF).
- e) Fostering a sense of co-operation and partnership with all stakeholders through regular consultation and reporting while firmly maintaining control and leadership within the Ministry’s Headquarters.
- f) The strengthening of mechanisms for monitoring the performance of National Implementation Framework III interventions.

As a first step, the Government and its Cooperating Partners in education shall negotiate and sign an MoU that shall guide their relationship in the sector, initially focusing on common reporting and monitoring mechanism before opportunities for resource pooling are refined in the context of an education SWAp. Figure below presents a rough guide to the National Implementation Framework III implementation process.

15.3 Resource Requirement Projections

The total resources required to reach major sector targets have been estimated up to 2015. The cost projections have been formulated for each sub-sector and take into account projected sub-sector enrolments, projected sub-sector teacher requirements and the recurrent costs of running a particular sub-sector. The total required amount for the 2011-2015 period is shown in the table below:

Total Required Resources

	Budget in Billions (Kwacha)					Total
	2011	2012	2013	2014	2015	
ECCDE	2.2	2.5	5.4	4.2	2.5	16.8
Basic Education	2,430.7	2,821.3	3,137.4	3,492.0	3,865.0	15,746
High School Education	1,474.7	2,442.2	2,407.7	1,541.0	1,405.0	9,271
Tertiary Education: Teacher Training	92.8	103.3	111.0	106.5	103.0	517
Tertiary Education: University	221.0	283.0	351.0	370.0	305.0	1,530
Management and Administration	92.4	101.4	116.2	130.2	115.0	555
Total Recurrent Resources	4,314	5,754	6,129	5,644	5,796	27,635

15.2.1 Required Recurrent Resources

The total required recurrent resources for the education sector during the NIF III period is K19.2 Trillion. The resource requirements are quite substantial because of the need to improve the quality of education. As a result of this, the non-PE budget shares have been doubled from the FNDP levels in order to cater for programmes that improve quality.

Summary of Required Recurrent Resources

	Budget in Billions (Kwacha)					Total
	2011	2012	2013	2014	2015	
ECCDE	2.2	2.5	2.9	2.2	2.5	12
Basic Education	2,107	2,472	2,775	3,104	3,477	13,935
High School Education	525	599	649	691	742	3,206
Tertiary Education: Teacher Training	89	92	96	99	103	479
Tertiary Education: University	206	218	231	245	260	1,159
Management and Administration	87	91	96	100	105	479
Total Recurrent Resources	3,015	3,474	3,849	4,242	4,690	19,270

In terms of percentage allocation, Basic education will be allocated an average of 72.1 percent followed by high schools which will be allocated 16.7 percent and University with 6.1 percent. Colleges and management and administration at all levels will be allocated 2.5 percent each.

Percentage Allocation of Required Recurrent Resources

	2011	2012	2013	2014	2015	Average
ECCDE	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Basic Education	69.9%	71.1%	72.1%	73.2%	74.2%	72.1%
High School Education	17.4%	17.2%	16.9%	16.3%	15.8%	16.7%
Tertiary Education: Teacher Training	2.9%	2.7%	2.5%	2.3%	2.2%	2.5%
Tertiary Education: University	6.8%	6.3%	6.0%	5.8%	5.5%	6.1%
Management and Administration	2.9%	2.6%	2.5%	2.4%	2.2%	2.5%
Total	100%	100%	100%	100%	100%	100%

15.3.2 Capital Resource Requirements

	Budget in Billions (Kwacha)					Total
	2011	2012	2013	2014	2015	
ECCDE	0	0	2.5	2.0	0	4.5
Basic Education	324	349	362	388	388	1,811
High School Education	950	1,843	1,759	850	663	6,065
Tertiary Education: Teacher Training	4	11	15	8	0	38
Tertiary Education: University	15	65	120	125	45	370
Management and Administration	5	10	20	30	10	76
Total Capital Resources	1,297	2,279	2,279	1,403	1,106	8,364

15.4 Sector Development and Financing Projections

Using a simulation model, total resources required to reach major sector targets are estimated up to 2015. The main targets and assumptions are summarized in table 1. Detailed modeling and projection results are attached in the appendix I.

Table 1: Main targets and parameters for sector development projections

Baseline 2008	Targets by 2015	Other Parameters/Assumptions
Lower and Middle Basic School (grade 1-7)		
<ul style="list-style-type: none"> Completion rate 95 percent Share of repeaters 6.2 percent Enrollment in community schools 19.2 percent of total Subsidies to community schools on per pupil base 40 percent of GRZ/GA schools Spending on non-PE proportion is 9 percent of total recurrent spending Teacher attrition rate 6.0% 	<ul style="list-style-type: none"> Completion rate 100 percent (dropout rate 0 percent) Share of repeaters reduced slight to 1.5 percent Double-shifting at grade 1-4 eliminated GRZ/GA/private gradually take over community schools and by 2015 Enrollment in community schools is 10 percent of 	<ul style="list-style-type: none"> Private/other schools enrollment increased to 5 percent of total Teacher attrition rate r 5 percent Teaching-non teaching staff ratio remains at 16:1 Standard class size is 40 pupils All 7-10 year olds out-

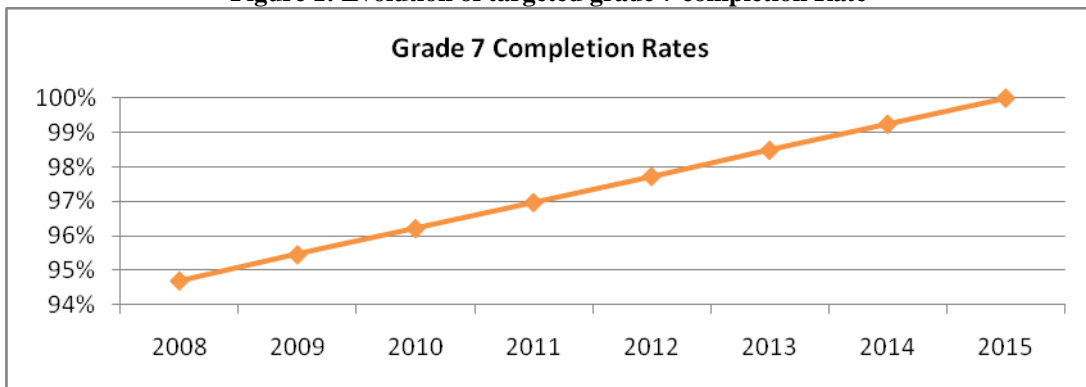
Baseline 2008	Targets by 2015	Other Parameters/Assumptions
	total enrollment <ul style="list-style-type: none"> • Teacher attrition rate decreases to 5% • Subsidies to community schools on per pupil base same as GRZ/GA schools • Spending on non-PE proportion reaches 18 percent of total recurrent spending • Teacher salary increase in the same proportion as GDP/capita increase 	of-school age children are absorbed in the school system in 2012
Upper Basic Level (grade 8-9)		
<ul style="list-style-type: none"> • Transition rate from grade 7 to 8: 65.4 percent • Share of repeaters: 9.7 percent • Enrollment in community schools 1.62 percent of total • Subsidies to community schools on per pupil base 40 percent of GRZ/GA schools • Spending on non-PE proportion is 16 percent of total recurrent spending • Teacher attrition rate 6.9% 	<ul style="list-style-type: none"> • Transition rate from grade 7 to grade 8 reaches 100 percent • Share of repeaters reduced to 5 percent • Dropout rate 0 percent • Subsidies to community schools on per pupil base same as GRZ/GA schools • Spending on non-PE proportion reaches 32 percent of total recurrent spending • Teacher salary increase in the same proportion as GDP/capita increase 	<ul style="list-style-type: none"> • Private/church/other schools enrollment increases to 10 percent • Enrollment in community schools reduces to 0 percent of total enrollment • Teacher attrition rate decreases to 5 percent • Teaching-non teaching staff ratio remains at 16:1. • Standard teaching workload is 20 hours per week • Standard instruction time is 26.5 hours per week • Standard class size is 40 pupils
High School Level (10-12)		
<ul style="list-style-type: none"> • Transition rate from grade 9 to grade 10: 50 percent • Repetition rate 1.5% • Enrollment in community schools 0 percent of total • Teacher attrition rate 7.2% • Spending on non-PE proportion is 8.5 percent of total recurrent spending 	<ul style="list-style-type: none"> • Transition rate from grade 9 to grade 10 is at 50 percent • Repetition rate drops to 1% • Dropout rate 0% • Spending on non-PE proportion reaches 17 percent of total recurrent spending • Teacher salary increase same as GDP/capita increase 	<ul style="list-style-type: none"> • Private/church/other schools enrollment remains at 9.6 percent to 12 percent of total enrollment • Enrollment in community schools remains 0 percent of total enrollment • Teacher attrition rate remains at 5 percent • Teaching-non teaching staff ratio remains at 156:10 • Standard teaching workload is 20 hours per week.

Baseline 2008	Targets by 2015	Other Parameters/Assumptions
		<ul style="list-style-type: none"> • Standard instruction time is 32 hours per week • Standard class size is 35 pupils
Teacher Training		
<ul style="list-style-type: none"> • Duration of training is 2 years. • Unit cost is 60 percent of GDP per capita 	<ul style="list-style-type: none"> • Duration of training increases to 3 years • Unit cost increases in the same proportion as GDP/capita increase 	<ul style="list-style-type: none"> • All teachers are trained at public TTCs
Universities		
<ul style="list-style-type: none"> • Total public enrollment is 15,447 • Unit cost is about 4.8 times GDP/capita 	<ul style="list-style-type: none"> • Total public enrollment increases to 17,500 • Unit cost increases in the same proportion as GDP/capita increase 	<ul style="list-style-type: none"> • Total enrollment increase in private universities

15.4.1 Enrolment at Lower to Middle Basic Level (Grade 1-7)

The size of total enrolment is one of the most important determinants of the required resources. The enrolment is firstly determined by the school age population, which is estimated to be growing at an annual average of 1.6 percent in the plan period. The major target at this level is to reach 100 percent grade 7 completion rate by 2015, from the current level of 95 percent. The evolution of targeted grade 7 completion rate is illustrated in Figure 1. The dropout rate will need to be reduced to zero in the projection period in order to reach the 100 percent completion rate by 2015.

Figure 1: Evolution of targeted grade 7 completion Rate

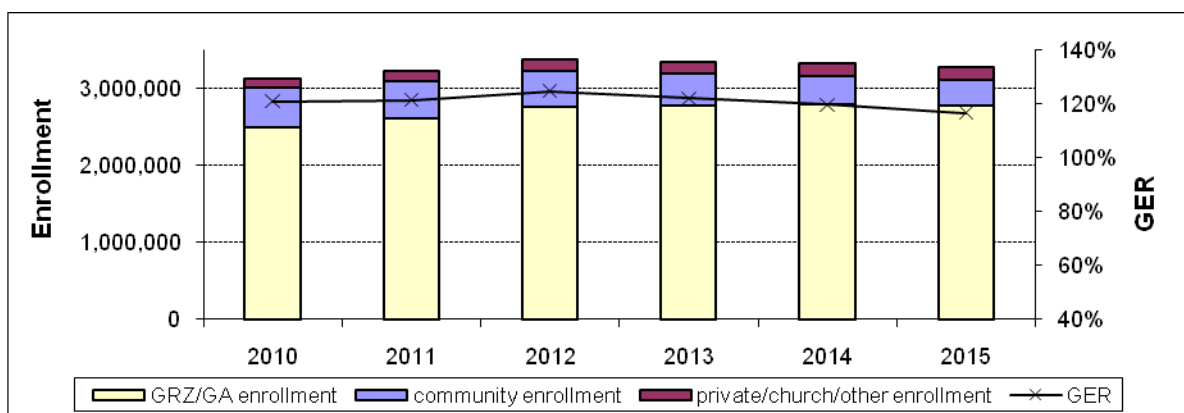


It is estimated that 7 to 13 years old population will increase from 2,594,397 in 2010 to 2,805,640 in 2015. The evolution of enrolment at lower to middle basic level is presented in

Table 2, and illustrated in Figure 2. There will be a total of over 3.2 million grade 1-7 pupils by 2015, rising from the 2.9 million in 2008. The key policy assumption is to absorb all age 7-10 out-of-school children to enter grade 1 in 2012. This will create an enrolment “swell”. This “swell” will go through the system until the cohort exist the system in 2018. This is also reflected by the gradually an increase in GER from 2012 and a consequent decrease over the plan period.

Table 2: Lower to Middle Basic Level (Grade 1-7) Enrolment Projection

	2010	2011	2012	2013	2014	2015
Community Enrolment	520,558	493,894	471,122	423,372	376,374	327,849
Private/Church/Other Enrolment	117,429	129,180	143,366	150,704	157,932	163,924
GRZ/GA Enrolment	2,503,313	2,614,056	2,764,458	2,778,415	2,792,233	2,786,714
Total	3,141,300	3,237,130	3,378,946	3,352,491	3,326,539	3,278,487
GER	121%	122%	125%	122%	120%	117%

Figure 2: Lower to Middle Basic Level (grade 1-7) Enrolment Projection


15.4.2 Enrolment at Upper Basic Level (Grade 8-9)

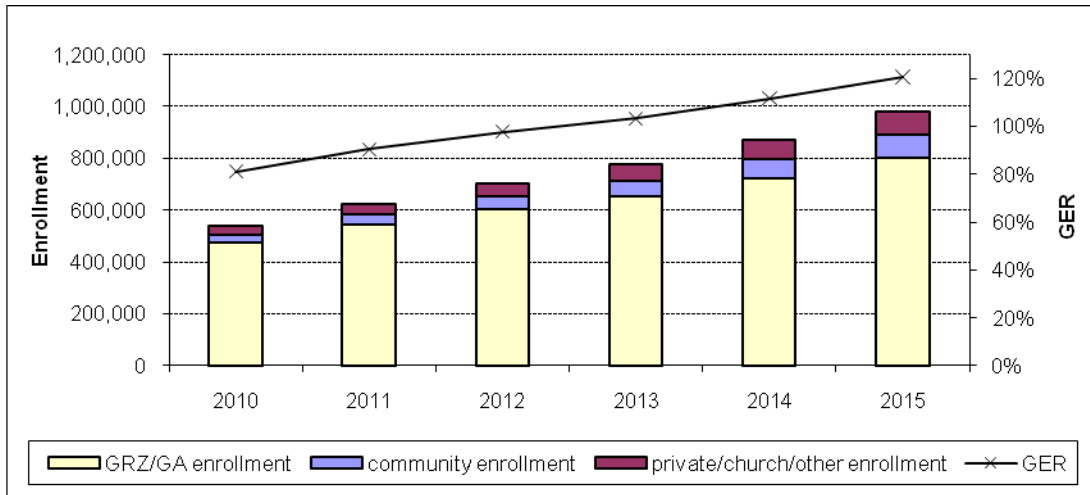
Large enrolment increase will be seen at upper basic level, with the transition rate from grade 7 to grade 8 aimed at 100 percent and survival rate to grade 9 at 100 percent by 2015. It is estimated that the total enrolment in grade 8 and 9 will be increased to 893,772 from 351,845 in 2008. The GER at this level will be increased from the current 59 percent to 121 percent in 2015 (Table 3). The steep increase of enrolment at this level is clearly shown in

Figure 3. It should be also noted that the enrolment bulge mentioned earlier will also ripple through the system beyond 2015 and the GER can increase at this level without significant increase of transition rate between grade 8 and 9 for a few years.

Table 3: Upper Basic Level (grade 8-9) Enrolment Projection

	2010	2011	2012	2013	2014	2015
Community Enrolment	5,928	5,463	4,571	3,323	1,853	0
Private/church/other enrolment	32,251	41,550	51,253	61,239	74,270	89,377
GRZ/GA enrolment	475,200	544,381	603,865	654,812	726,238	804,395
Total	513,380	591,394	659,689	719,374	802,361	893,772
GER	81%	90%	98%	103%	112%	121%

Figure 3: Upper Basic Level (grade 8-9) Enrolment Projection



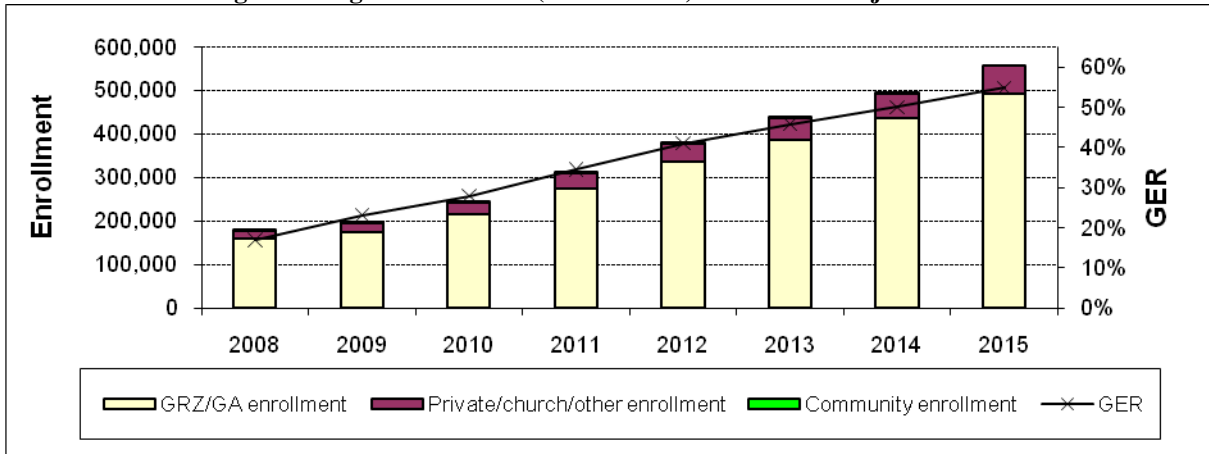
15.4.3 Enrolment at High School Level (grade 10-12)

1. High school enrollment evolution is determined by the transition rate target from grade 9 to grade 10, together with completion rate target. Given the great expansion of grade 8-9 enrollment during the plan period, the transition rate between grade 9 and 10 may not be able to remain due to limited school places at this level. A moderate transition rate target of 50 percent by 2015 is used to project the enrollment at high school level. Nonetheless, the total enrollment is projected to increase from 177,908 in 2008 to 559,924 in 2015, see Table 4 and figure 4.

Figure 4 Table 4: High school level (grade 10-12) enrolment projection

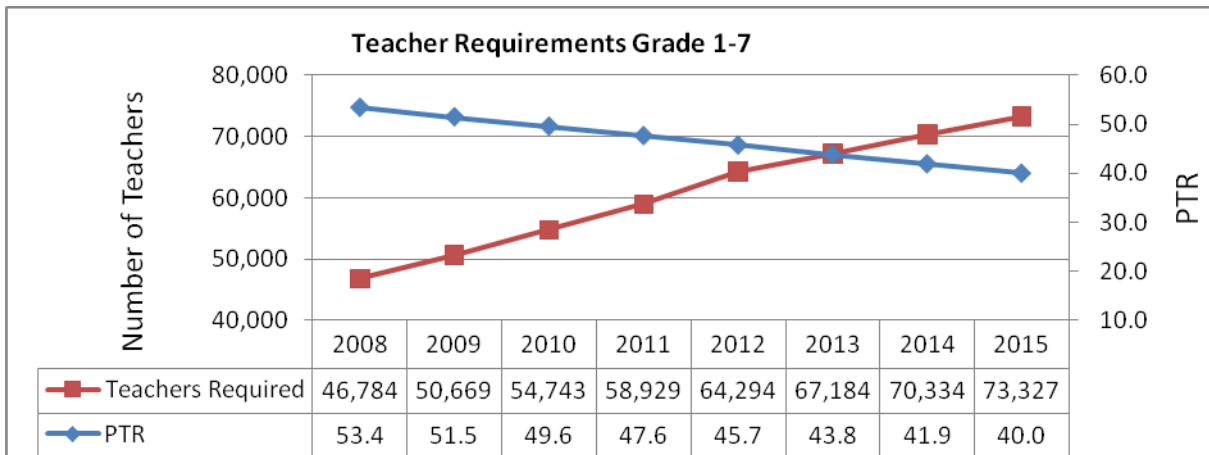
	2010	2011	2012	2013	2014	2015
Community enrolment	374	382	351	270	152	0
Private/church/other enrolment	25,006	33,023	41,730	49,679	57,742	67,191
GRZ/GA enrolment	217,791	277,355	338,322	389,172	437,465	492,733
Total	242,797	310,378	380,052	438,852	495,207	559,924
GER	28%	35%	41%	46%	50%	55%

Figure 4: High School Level (Grade 10-12) Enrolment Projection



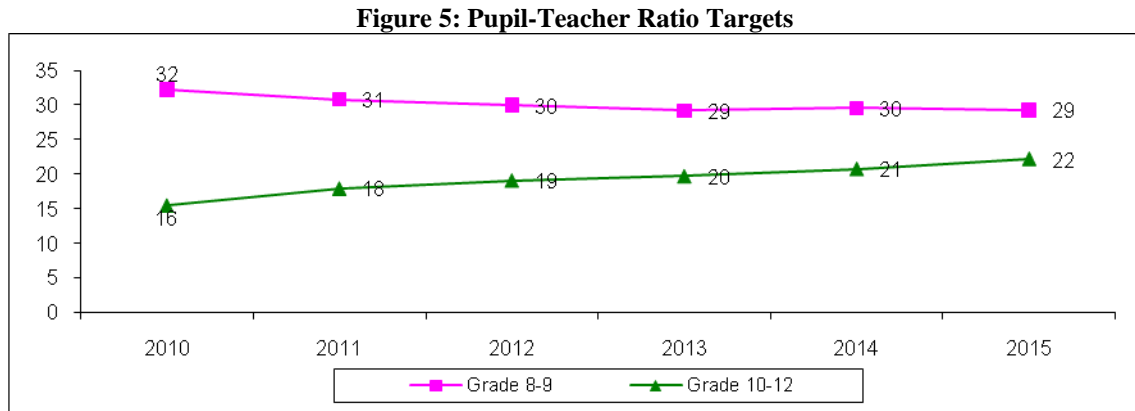
15.4.4 Teacher Supply Management

Teacher needs are determined by the total enrollment together with pupil-teacher ratio targets. One key sector objective is to eliminate double-shifting of teachers from grade 1-4 by 2015 as a strategy of improving the quality of education. At grade 1-7, teachers teach classes as opposed to subjects, pupil-teacher ratio is determined by class size and average number of classes teachers teach. With standard class size of 40 pupils per class, and the objective of eliminating double-shifting of teachers, the targeting pupil-teacher ratio is 40:1 by 2015. This implies that the number of teachers need at lower to middle basic level will be 58,929 in 2011 and these are expected to rise to 73,327 in 2015.



From grade 8 and onwards, pupil teacher ratio is determined by class size, the number of teaching hours per week per teacher and the number of instruction hours per week. At upper basic level, with 40 pupils per class, 29 hours instruction hours for students and 20 hours of average teaching load for teachers, the targeting pupil teacher ratio is 29:1 by 2015. Similarly, at high school level, with a smaller standard class size of 35 pupils, 32 hours instruction time for students and 20 hours of average teaching load for teachers, the targeting pupil-teacher ratio is around 22 to 1. Currently, teachers at high school level

are teaching too fewer hours on average, resulting in less-than-optimal teaching load and lower than standard pupil teacher ratio. The key target at this level is to reach standard PTR of 22 pupils per teacher gradually.



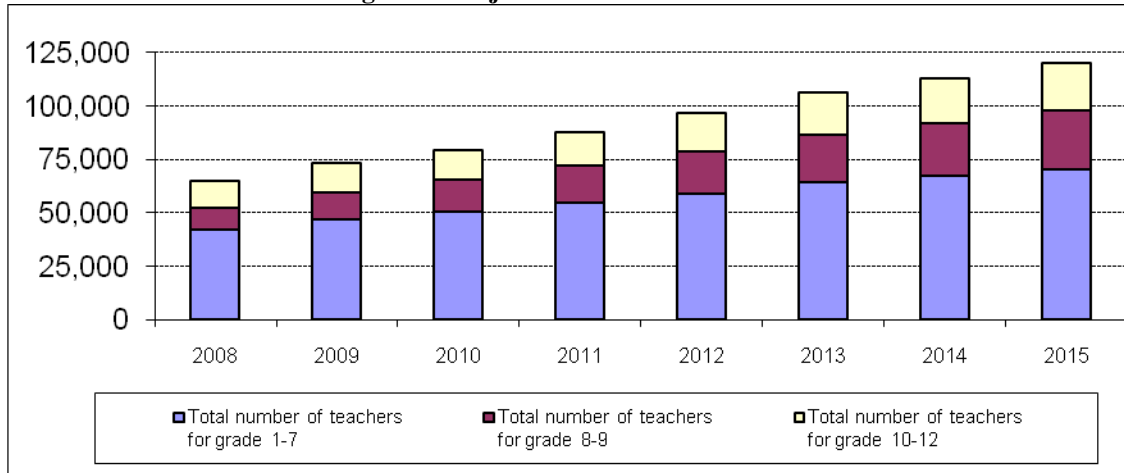
The PTR targets at lower basic to high school levels are shown in figure 5. Together with enrollment projections, the demand for teachers at each level is presented in

Table 5 and figure 6. It is projected that the total number of teachers will reach over 56,000 by 2015 for grade 1-7, nearly 15,000 for grade 8-9, and nearly 11,000 for grade 10-12, representing over 45 percent increase between 2007 and 2015, or averaging over 3,000 additional teachers each year during the projection period.

Table 5: Projected Number of Teachers

	2010	2011	2012	2013	2014	2015
Total number of teachers for grade 1-7	50,669	54,743	58,929	64,294	67,184	70,334
Total number of teachers for grade 8-9	14,741	17,657	20,158	22,455	24,570	27,467
Total number of teachers for grade 10-12	14,048	15,472	17,726	19,773	21,112	22,231
Total number of teachers	79,458	87,872	96,814	106,522	112,866	120,032

Figure 6: Projected Number of Teachers



15.4.5 Teacher Training

The increasing need for teachers will require increasing supply of teachers. Teacher training output is aimed at meeting three needs: replacing teacher attrition, increasing total number of teachers to cater for increasing number of enrolment, and reaching targeted pupil-teacher ratio. Another important factor to consider during planning is that teacher training output should be kept relatively stable from year to year to ensure better efficiency in utilizing teacher training resources. It is estimated that about 12,257 new teachers should be employed to meet all the needs above. The duration of training and output requirement determines the total enrolment needed at teacher education colleges. Given the policy to increase the number of years of training teachers to be 3 years, then the enrolment in all the colleges should be 38,960. The increase in number of students at education colleges has implications for both recurrent and development costs.

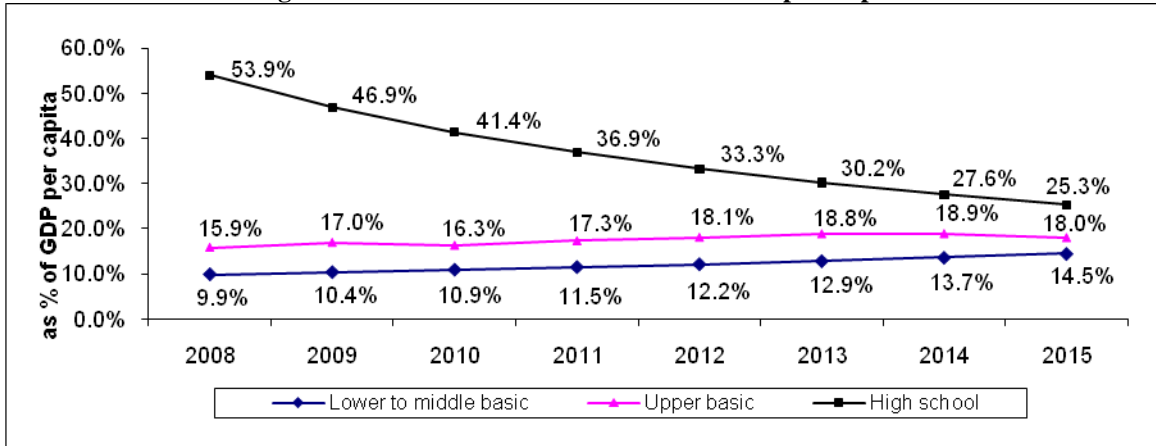
15.4.5 Unit cost and Total Recurrent Cost

In addition to teacher and non-teacher staff remuneration, which is assumed to keep pace with GDP per capita increase, the non remuneration spending is essential for other educational inputs such as teaching and learning materials, school grants, items that have directly affect the quality of learning and service delivery. The non remuneration spending estimates take into consideration the Government’s commitment in education quality improvement, which particularly is reflected in recent years with increased non salary spending the form of school grants.

The projection assumes that at lower to middle basic level, the non-salary spending will increase from around 9 percent to 18 percent of total recurrent spending, at upper basic and high school level, the proportion increases from 16 percent to 32 percent. In addition, as community school are playing more important roles in overall service delivery, community schools will start to receive Government subsidies at 50 percent of GRZ/GA schools on per pupil basis.

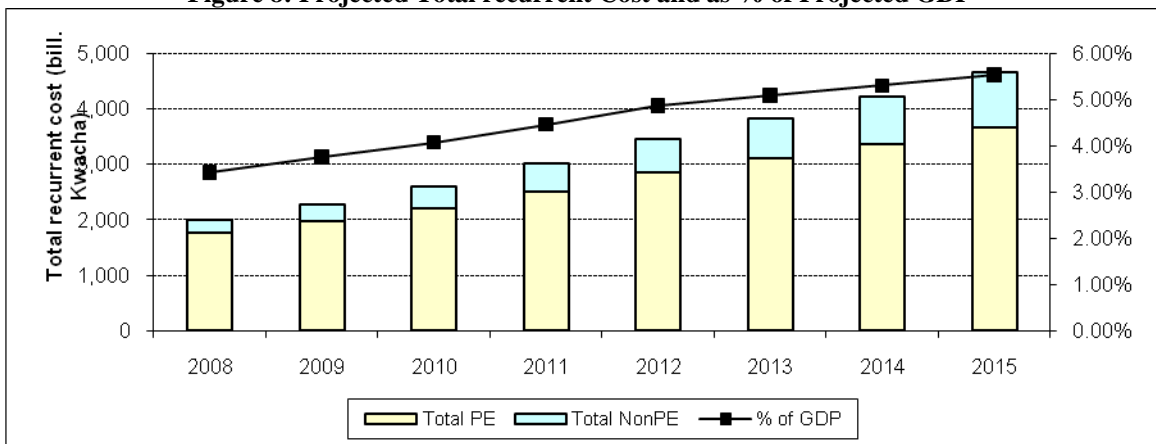
The unit cost evolution as percentage of GDP per capita in each sub-sector is presented in Figure 7⁵. The unit cost at lower to middle basic and upper basic education levels will gradually increase due to decreasing PTR from the current levels and eliminating of double-shift teaching, together with increased non-PE expenditure to meet the needs for teaching and learning materials and other operations cost through school grants. The decreasing unit cost at high school level reflects the increased efficiency of resource utilization through maintaining the minimum teaching loads, and better deployment of teachers at these levels.

Figure 7: Evolution of Unit Cost as % of GDP per Capita



Total recurrent cost estimates at teacher training and university level are based on the constant proportion of unit cost and GDP per capita. Given these parameters, total recurrent cost estimation is shown in figure 8. The projection shows that to reach the sector targets, the cost investment in recurrent spending will have to reach 5.5 percent of GDP by 2015.

Figure 8: Projected Total recurrent Cost and as % of Projected GDP



⁵ The unit cost calculations include both GRZ and donor resources in the starting year. High school unit cost calculation in the starting year is based on GRZ/GA schools only, excluding APU enrollments

The sub-sector cost as percentage of GDP is presented in Table 6. To reach the sector development targets, basic education sub-sector alone will cost 3.1 percent of GDP by 2015.

Table 6: Sub-Sector Cost as % of GDP

	2008	2009	2010	2011	2012	2013	2014	2015
Lower and middle basic	1.9%	2.1%	2.3%	2.5%	2.7%	2.8%	3.0%	3.1%
Upper basic	0.4%	0.5%	0.6%	0.7%	0.8%	0.9%	1.0%	1.1%
High school	0.7%	0.7%	0.7%	0.8%	0.9%	0.9%	0.9%	0.9%
Teacher Training	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Universities	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Administration	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%