

Country Context Report - Zambia

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training

Primary Language(s)

English: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

English is the official medium of instruction but teachers are encouraged where necessary and relevant to use the familiar language for explanations, questions and answers.

In Grade 1, pupils will learn to read and write in a local language. In Grade 2, they transfer these skills into English through the "Step-In To English Reading Course". The program was supposed to be extended to all the primary schools by the end of 2003.

In the Southern Province, pupils are taught in the local language, Tonga, for the first two years of their schooling. From Grade 3 onward, all subjects – except the local language class – are supposed to be taught in English. Kikaonde, Lunda, Luvale, Cinyanja, Cibemba Citonga and Silozi have been recognized as official languages. They are the only ones taught or used as subjects in schools, on radio and television, in vernacular newspapers, political circles and courts of law. (There are seven major languages and 73 dialects.)

Tonga: National, Instruction Grades 1-4

Kikaonde: National

Lunda: National

Cinyanja: National

Silozi: National

Luvale: National

Cibemba: National

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Population

	Total	Male	Female
Total	10,307,333	5,154,470	5,152,863
Under 14	4,820,899	2,419,361	2,401,538

Zambia is one of the most highly urbanized countries in sub-Saharan Africa. The total population living in urban areas is over 42%. The population density in big urban areas like Lusaka stands at more than 200 persons per square kilometer. The greatest pressure exerted on educational provision is that there is a high demand for increased provision of education in the urban areas. On the other hand, the sparseness of the population in some rural areas poses the challenge of providing education to small populations of children who are geographically very distant from each other.

Sources

CIA Fact Book - <http://www.cia.gov/cia/publications/factbook/>)
The Education for All 2000 Assessment Country Reports - Ministry of Education

Ministry of Education Officials

Minister of Education

Ministry of Education and Culture

Minister of Education

Andrew Mulenga

Phone: +2601-253502

Fax: +2601-253502

U.S. Embassy

Ambassador

Martin Brennen

Corner of Independence and United Nations Avenues, Lusaka, Zambia

Phone: +2601-250955

Fax: +2601-252225

usembass@zamnet.zm

Public Information Officer

James Greene

USAID

Director

Helen Gunther

351 Independence Avenue, Lusaka

Phone: +2601-254303

Fax: +2601-254532

MOE Liaison

Frederick Henning

USAID Website: <http://www.usaid.gov/zm>

Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 7 Years

Grades 1-4 (lower basic), Grades 5-7 (upper basic). The educational system is in the process of adopting the following structure: Basic schools offering Grades 1-9, high schools from Grades 10-12. Primary education is still a complete cycle, meaning that not all children are expected to proceed to secondary education. The position has been that almost two-thirds of the children end their education at primary level. Only one-third of the primary school leavers have opportunities to attend secondary education.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education
Name

Early Childhood Education

Early childhood education is provided.

Only 7.3% of the three to six year old children had attended some form of pre-school center by 1998. Opportunities for pre-school education are mainly for children in urban areas.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

National Curriculum

A national curriculum exists.

In 1997, a new curriculum for the whole school system in the country was proposed. In 2000, the Curriculum Development Centre of the Ministry of Education produced a document on primary school curriculum entitled "The Basic School Curriculum Framework."

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

National exams - At what level are national exams written?

Grade 7

At the end of Grade 7, all students are required to take a set of national exams to attain their Primary School Certificate. The students who pass these exams can then go on to attend the local basic school. A handful of the best students are admitted to secondary school, which costs more to attend and offers a much higher standard of education. These students must travel a considerable distance from their homes to attend secondary school for five years. To proceed from Grade 9 to 10, one has to sit for an examination, the Junior Secondary School Certificate. At the end of Grade 12, there is another set of national exams, the Zambian School Certificate or the General Certificate of Education "O" Level, a necessary qualification for attending university or college. Unfortunately, most students cannot afford the fees for secondary school. The fees add up to around US\$300, which is almost the average yearly income in Zambia.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

What are the key basic education challenges?

In 1999, the Ministry of Education with international development agencies embarked on the Basic Education Sub-Sector Investment Programme (BESSIP) to address the needs of grades 1-7. The two major challenges in education are access to education for all and quality education that is relevant to the needs of learners and society. A number of other challenges are:

- Lack of girls` participation
- Poor nutritional status of school-going children
- Poor policy and planning capacities
- HIV/AIDS posing a threat to the education sector by reducing human resources and creating large number of school-aged orphans.

The Zambian education system has seriously deteriorated over the last 20 years due to economic decline, lack of resources and institutional inefficiencies. Information required for sound policy and management decisions is rarely available when needed.

Although the population grows at an annual rate of about 3.2%, the number of Zambian children enrolled in school has only marginally increased since 1990. Of those that enter Grade 1, only about two-thirds complete school through Grade 7. The persistence of girls in attending school is lower than that of boys, in general, and, in rural areas, is much lower than that of boys. The stagnation of school enrollment is due to a number of long-standing problems including inadequate numbers of schools and long distances between homes and school facilities.

School infrastructure has also deteriorated. Furniture, textbooks and learning materials in most schools are in very short supply or non-existent. Zambia`s HIV/AIDS crisis further undermines the educational system by significantly increasing teacher absences and attrition rates and causing dramatic increases in the number of school-age orphans. Finally, girls - who have traditionally been disadvantaged in education - are falling further behind their male counterparts. USAID/Zambia`s basic education strategy with the government of Zambia is aimed at improving the quality of basic education, access to that education, and learning performance, especially among girls. This is done through a series of targeted programs in education and health and nutrition delivered through Zambia`s schools.

A complementary set of activities will build capacity in the Ministry of Education to monitor pupil performance and apply the information to improve education, as well as to develop private sector capacity to improve education and promote community involvement in the provision of basic education.

Sources

USAID website - <http://www.usaid.gov/about/educationforall/overview>
Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education
The Education for All 2000 Assessment Country Reports - Ministry of Education

Is primary education 'free' (legally)?

Free primary education is provided.

The Free Primary Education Policy (Grades 1-7) was announced in February, 2002. Every child is expected to have access to nine years basic education by the year 2015. In the interim, 2005 was set as the year for achieving universal primary education. The announcement was followed by a circular to all schools and education offices explaining what Free Basic Education entails. All user fees have been abolished from Grades 1-7 and uniforms are not compulsory. Education Boards and Parent Teacher Associations (PTAs) may raise funds through various activities, but no child can be denied access to school on account of costs. This measure is likely to bring about a substantial increase in enrollment in basic schools to reduce the percentage of out-of-school children. However, it also has strong financing implications for the government. In 2002, substantial additional funds were required to cover stationery, textbooks and operating costs (particularly for urban schools). In the future, construction of more schools, classrooms, recruitment of trained/untrained teachers, and provision of teaching materials will also have to be financed. Unfortunately, schools are still allowed to charge PTA fees. Since the government also neglected to increase its budget for primary schools, most schools simply raised their PTA fees to make up for the loss in school fees.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

What are the barriers to student access and participation in basic education?

- Short instructional time
- Poverty in the homes
- Low teacher morale
- Too many untrained teachers
- Inadequate supply of educational materials
- Use of a foreign language, English, in schools instead of a home language
- Teachers not trained to promote a reading culture.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

Orphans:

A total of 350,292 orphans (179,536 male and 170,756 female) were absorbed into the basic education system in 2003 compared to 235,515 orphans in 2002. At secondary level, the number of orphans increased to 29,480 in 2003 from 20,437 in 2002.

Physically impaired children:

A total of 25,626 physically impaired children were absorbed into the basic education system in 2003 as compared to 19,761 in 2002. At secondary level, the number of impaired children enrolled in 2003 increased to 2,657 compared to 1,820 in 2002. In addition, the Zambia Institute for Special Education (ZAMISE) introduced a class for teachers of pre-school disabled children.

Marginalized groups:

The goal of absorbing marginalized groups such as girls, the disabled, street children and orphans, was partially met by establishing community schools. Community schools emerged as a response to the unmet demand for school places among the poor and other marginalized groups. These schools

are inexpensive, close to home, less demanding in entry requirements and are managed by communities. There are also the School Health and Nutrition programs, which are expanding.

On the government front, major education policy developments have taken place since 1991. Immediately after the change of government, Cabinet approved a new education policy entitled "Focus on Learning" in 1992. The goal of the new education policy was to improve access, equity, efficiency and quality of education through rehabilitation of school infrastructure, construction of new schools, training of education managers, and procurement and supply of education materials to schools. A major outcome of the "Focus on Learning" policy was the Zambia Education Rehabilitation Project, which started in 1993 and ended in 1998. Another policy development was the publication of the national education policy titled "Educating Our Future" in May 1996. The benchmarks of this new education policy are decentralization, partnership, equity, efficiency, quality, democratization and effectiveness. One of the outcomes was the BESSIP, which adopts a sector approach to the development of basic education. The goals of BESSIP are to increase access, decentralize the educational system, build capacity in the educational system, raise equity, develop better partnership and improve quality and coordination in basic education. The government also introduced the Child Policy under the Ministry of Sport, Youth and Child Development.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

What is the stage of development of the education system?

Out of the basic school going age population of 2,558,898 (Grades 1-9), 77% were absorbed in the school system in 2003 (77.95% female and 84.56% male) compared to 75% in 2000.

Basic schools increased by 2.27% (106) from 4,556 in 2002 to 4,662 in 2003. The number of basic school teachers (Grades 1-9) increased from 37,793 in 2001 to 40,488 in 2002, but decreased to 38,891 in 2003. Female teachers constituted 48.71% in 2003. The decrease in teacher numbers was probably due to non-recruitment in 2003 and attrition. The Ministry of Education did not have sufficient funds to pay teacher salaries, thus no new teachers were recruited.

There has been a major improvement in reading and writing skills of children in Grade 1. The reading levels improved from 34% in 1999 to 64% in 2003.

The objectives of BESSIP are:

- To expand access to Grades 1-7 and reverse the decline in enrollment in order to achieve 100% net enrollment by the year 2005
- To continue to improve access to and quality of Upper Basic (Grades 8 – 9) to achieve 100% enrollment by 2015
- To provide a wide range of learning opportunities in order to broaden access to education
- To enhance the quality and relevance of Basic Education by improving pre-service and in-service teacher education and reviewing the curriculum, and empowering children with literacy, numeracy, life skills and attributes that will enable them to participate fully in personal, community and national development, as well as effectively manage the challenges of life
- To improve the supply of educational materials, and in particular to attain a pupil/textbook ratio of 2:1 by the year 2005
- To provide training opportunities for effective teaching and management of the new enrollment targets
- To provide sufficient infrastructure and school furniture to accommodate enrollment targets
- To eliminate imbalances by achieving parity in gender and urban/rural enrollments and ensuring

enrollment of the vulnerable and children with special needs

- To improve the nutrition and health status of Basic Education pupils
- To provide an enabling institutional framework for efficient and effective management of education at all levels
- To create accountable and transparent systems for financial management and procurement
- To create comprehensive and responsive management information systems for informed decision making
- To provide financial support to community schools.

Sources

Ministry of Education 2003 Preliminary Performance Report - Ministry of Education

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
2003 (1)	Total	1,876,811	971,452	905,359	163,639	857,191
2003 (2)	Grade 7/8	106,642	61,627	45,015	20,415	86,227
2003	Grade 4	149,356	79,013	70,343	24,354	124,963
2003	Grade 1	175,527	88,032	87,477	24,539	150,935

(1) - Between 1992 and 2001 rates of primary school attendance decreased. In 2001, 67% of Zambian children (7-13 years old) attended school. In 1992, 75% attended. School-age males and females were almost equally likely to attend primary school in 2001, 1996, and 1992.

(2) - At the secondary level rates of attendance among youth (14-18 years old) were low and declined over time. In 2001, 22% of secondary school-age children in Zambia attended secondary school. In 1992, 28% attended. In 1992, male youth were more likely than female youth to attend secondary school. By 2001, however, female youth were slightly more likely than male youth to attend secondary school.

Sources

Demographic and Health Surveys (DHS) EdData Education Profile: Zambia 1992, 1996, 2001, and 2002 - USAID Office of Education, Bureau for Economic Growth, Agriculture and Trade
 Ministry of Education 2003 Basic, Secondary and Co - Ministry of Education
 The Education for All 2000 Assessment Country Reports - Ministry of Education

Enrollment Age

Year	General	Male	Female	Urban	Rural
2004	6	6	6	6	6

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Average Grade Repetition

Year	General	Male	Female	Urban	Rural
2003 (1)	77,851	42,720	35,131	5,418	73,488

(1) - The amounts represented above are the total number of students, not percentages.

In 2001, grade repetition was fairly uncommon in all grades, but was highest in Grades 1 and 7. In 2001, 6% of male and 8% of female students attending Grade 1 were repeating that grade. In the same year, 9% of male and 5% of females students attending Grade 7 were repeating that grade.

Sources

Demographic and Health Surveys (DHS) EdData Education Profile: Zambia 1992, 1996, 2001, and 2002 - USAID Office of Education, Bureau for Economic Growth, Agriculture and Trade

Drop Out Rates

Year	General	Male	Female	Urban	Rural
2003 (1)	29,560	14,119	15,441	2,439	27,730

(1) - The amounts represented above are total number of students, not percentages.

The dropout rates for primary school as a whole were low. However, dropout rates in the final primary grade were substantial. During the 2000 school year, 19% of the male and 15% of the female students attending Grade 7 did not attend school in 2001. In the remaining grades, dropout rates were lower (1% to 6%).

The United States Agency for International Development (USAID) Demographic and Health Surveys (DHS) Profile states that 59% of children dropout of school due to the monetary cost of schooling.

Sources

Demographic and Health Surveys (DHS) EdData Education Profile: Zambia 1992, 1996, 2001, and 2002 - USAID Office of Education, Bureau for Economic Growth, Agriculture and Trade
Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Enrollment by School Type

Year	Type	General	Male	Female	Urban	Rural
2003	Public/Government	979,254	517,528	461,726	845,584	133,462

Average Distance to School by Year and Grade

Year	Grade	General	Urban	Rural
1996 (1)	Total	7.00 km	2.50 km	10.00 km

(1) - In urban areas, most households (99.9%) are within a 0-5 kilometers radius from schools. However, in rural areas 14% of households live 6-15 kilometers away from schools, and 2% live 16 or more kilometers from schools. (1996 estimates)

The DHS Profile states that distance to school is a factor in non-attendance for 27% of Zambian children.

Sources

Demographic and Health Surveys (DHS) EdData Education Profile: Zambia 1992, 1996, 2001, and 2002 - USAID Office of Education, Bureau for Economic Growth, Agriculture and Trade
The Education for All 2000 Assessment Country Reports - Ministry of Education

Duration of School Day by Year and Grade

Year	Grade	General	Urban	Rural
2004 (1)	Grade 4	3.50 Hours		
2004	Grade 1	3.50 Hours		

(1) - 3.5 hours for Grades 1-4 and can be as short as 2 hours.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Are there alternatives to traditional schools?

Training in Essential Skills was recognized as an important activity in 1990. Progress towards this goal was undertaken through various non-governmental organizations (NGOs) and government ministries, such as the Ministry of Science, Technology and Vocational Training and the Technical Education and Vocation and Entrepreneurship Training. The targeted population was out-of-school youths, Grade 9 drop-outs and Grade 12 school leavers. Training programs for these groups are undertaken at Trades Training Institutes; nine of them located in urban areas and three in rural areas.

Since 1990, the Ministry of Education has formulated a youth policy on out-of-school youths. The Ministry of Community Development and Social Services provides essential skills training in vocational rehabilitation and skills training for women. The Ministry of Sport, Youth and Child Development has provided training in agriculture, carpentry, tailoring, plumbing and others. The target population was female and out-of-school youths aged between 15 and 24 years. Altogether, there were 14 training centers under the Ministry. The Department for Continuing Education in the Ministry of Education provided training in carpentry, agriculture and vocational skills at 24 skills training centers. The target population was out-of-school youths and adults.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Which approaches is the country taking to combat HIV/AIDS?

Currently 16% of the adult population aged 15 to 49 is living with HIV. By June 2000, there were 830,000 people over the age of 15 reported to be living with AIDS. Of these 450,000 were women while 380,000 were men. The peak age for HIV among females is 20 to 29 years while that for males is 30 to 39 years. Young women aged 15 to 19 are five times more likely to be infected compared to males in the same age group. It is estimated that 25% of pregnant women are HIV positive. Approximately 39.5% of babies born to HIV positive mothers are infected with the virus. HIV/AIDS is contributing to the most profound reversal of development gains made in Zambia over the past 37 years.

The government formulated the HIV/AIDS decentralised multi-sectoral policy and legal framework and the national strategic plan 2002-2005. The National AIDS Council, is currently assisting the Provincial and District Development Coordinating Committees to strengthen the systems and processes for linking national, provincial and district level multisectoral HIV/AIDS response initiatives linked with strengthening national capacity for assessing and monitoring the sectoral impact of HIV/AIDS and the promotion of the human rights of People Living with HIV/AIDS (PLWAS). Other support is in cooperation with the Churches Health Association of Zambia on economic impact mitigation and income generation efforts in Livingstone, the Kenneth Kaunda Children of Africa Foundation on Medicinal and Nutritional Mushroom Research, the Alliance of Mayors Initiative for HIV/AIDS at the local level on Vulnerable Women's Worth model of economic empowerment and the Zambia business coalition on the private sector coordination of HIV/AIDS initiatives.

Sources

United Nations Development Program - <http://www.undp.org.zm/aids.html>

Are there political conflicts and what is the impact of these conflicts on education?

No. However, in 1991, Zambia experienced a major political change comparable only to that of political independence in 1964. This was the transition from a one party state to a multi-party system of political governance. The political change was accompanied by major changes in economic, social and political policies. Zambia has strictly adhered to the Structural Adjustment Program dictates of the World Bank and the International Monetary Fund (IMF). Measures like budget balancing, meeting debt servicing schedules, and adherence to financial discipline through cash budgets have been at the center of macro economic policies. Some of these economic measures have affected the government's ability to mobilize financial resources for real investments in social sectors like education. In some cases, the conditionality of the Structural Adjustment Program has resulted in deep cuts on the education budgets. In the social sector, the new policy framework has involved elimination of state subsidies and free social services and a greater demand for cost sharing. Liberalization and privatization has been accompanied by retrenchments of the workforce and employment prospects have not risen. These economic changes have affected education investments at the household levels in particular. Many families have faced the difficulties of meeting the educational needs of their children. However, on a positive note, liberalization and privatization have also created an environment in which individuals and other agencies can participate as equal partners in various sectors including education.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Are there on-going, recently completed projects relating to the following areas?

Teacher Training

Two radio programs were broadcast to improve teachers' competencies. The government also introduced an in-service training face-to-face program directed at teachers of English, mathematics and science. The program was executed at nine provincial resource centers established throughout the country. At the school level, teachers were organized in self-study groups.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Mitigating the Impact of HIV/AIDS on Education

Schools will play an active role in developing and implementing activities targeting the prevention or mitigation of HIV/AIDS, including peer counseling and other support mechanisms for teachers and students. Information and awareness-raising will be enhanced through distribution and newsletters, magazines and development of HIV/AIDS in the curriculum and related materials. Mechanisms will be developed for providing replacements for teachers and administrators who are absent through sickness or have died, through re-employment of retired personnel and creation of a pool of relief or "supply teachers" for quick redeployment.

In addition, a number of national campaigns were carried out to increase public awareness and knowledge of preventable diseases. An anti-polio campaign was carried out four times (1997, 1998 and 1999) leading to immunization of 90% of the children; anti-cholera campaigns were carried out nine times from 1990 to 1998 and resulted into reduction in deaths arising from the outbreak of cholera; anti-aids campaigns were carried out nine times and anti-measles once. Other campaigns were anti-diarrhea diseases and use of Vitamin A and environmental awareness.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Encouraging the Participation of Local Communities in Education

In collaboration with the Ministry of Community Development and Social Services, NGO's and

religious organizations, the Ministry, through the Directorate of Continuing and Distance Education, will revive adult literacy classes and adult basic education. A unit will be set up to co-ordinate training and compensation of adult literacy tutors along with development, procurement and provision of appropriate literacy materials. The overall target will be to establish literacy centers in every zone by 2007.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

What is the status of Muslim education?

Muslim schools are in the minority. They are counted as private schools and the MOE has very little information about them. Only 1% of the Zambian population is Muslim. The World Islamic Call Society (WICS) is a religious organization committed to the spread of Islam. One of the main objectives is to introduce Islam and disseminate Islamic culture and conversion. It is also active in printing translations of the Koran as well as of translating other religious and cultural books into local languages. In Africa, WICS has been carrying out such activities in Zambia, the Comoros, Chad and Sri Lanka.

Sources

All Africa.com - <http://allafrica.com/stories/2004011290251.html>

Additional Basic Education General Information

Donor Information

Department for International Development (DFID) - 2004

US\$ 1,008,755

Basic Education Subsector Investment Program (BESSIP) Preparatory Fund

Gesellschaft für Technische Zusammenarbeit (BMZ-GT - 2003

Basic Education

World Bank - 2002

US\$ 40,000,000

Basic Education Subsector Investment Program (BESSIP)

Norwegian Agency for Development Cooperation - 2002

US\$ 20,381,720

Basic Education Subsector Investment Program (BESSIP)

Netherlands Ministry of Foreign Affairs - 2001

US\$ 27,264,600

Basic Education Subsector Investment Program (BESSIP)

USAID - 2001

US\$ 4,965,000

USAID - 2000

US\$ 728,000

USAID - 1999

US\$ 1,200,000

Interactive radio program for orphans and other vulnerable children, supporting school health,

nutrition and life-skills programs, reworking the national education management information system, mitigating the impact of HIV/AIDS on the education sector, including impact assessment and strategic planning, sensitizing and mobilizing communities to support the education of girls, orphans and other vulnerable children, school health and nutrition, and HIV/AIDS prevention.

Norwegian Agency for Development Cooperation - 1998

US\$ 380,000

Basic Education (MOE)

Sources

USAID website - <http://www.usaid.gov/about/educationforall/overview>

Country Spending on Education - Total Government Expenditure by Budget Type and Year

Type	Year	Amount
National Budget	2002	US\$ 1,046,636,800
Education Budget	2004	US\$ 227,332,000
Education Budget	2003	US\$ 220,008,992
Education Budget	2002	US\$ 210,374,000
Education Budget	2001	US\$ 135,647,584
Primary Education Budget	2002	US\$ 63,327,000
Teacher Training Budget	2003	US\$ 3,700,531
Teacher Training Budget	2002	US\$ 3,605,000
Teaching Resources and School Supplies Budget	2003	US\$ 7,743,730
Gross Unit Costs - Primary School Student	1995	US\$ 29

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Teacher Training

Number of Teachers by Level

Level	Number
Total	38,891
Tertiary	2,000
Secondary	7,880
Primary	17,203

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Number of Primary Teachers by Gender

Total	Male	Female
17,203	10,267	6,864

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Primary Teachers by Region

4,347 teachers in urban and 13,373 teachers in rural areas

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Primary Teachers by Education/Grade

4.6% of primary school teachers (Grades 1-7) have a Pre-School Teacher's Certificate.

80% have a Primary Teacher's Certificate.

1.2% have a Certificate in Special Education.

2.1% have a Diploma (Basic or Secondary Teacher's Diploma).

0.5% have a Special Education Diploma.

0.3% have an Advanced Diploma.

0.9% have an Education Bachelor's Degree.

0.02% have other Bachelor's Degree.

0.6% have a Master's Degree.

9.8% are unknown.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Percentage of Primary Teachers Certified to Teach

Certified: 80 %

Untrained: 20 %

80% of primary school teachers (Grades 1-7) have a Primary Teacher's Certificate. Untrained teachers contribute 20% of the total number of teachers. A large number of the untrained teachers are concentrated in rural areas. The number of trained male teachers in primary schools is almost the same to those of trained female teachers. The disparity in the numbers is among untrained teachers where the number of male untrained teachers was by 1998 almost twice that of the females. The number of female trained teachers in urban areas like Lusaka and Copperbelt is almost twice those of males.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total		38:1	63:1

Rural: 12,883 teachers for Grades 1-7 i.e. 63 pupils/1 teacher
8,851 (69%) male and 3,982 (31%) female
Urban: 4,317 teachers for Grades 1-7 i.e. 38 pupils/1 teacher
1,413 (33%) male and 2,882 (67%) female)

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Percentage of Primary Teachers Retiring each Year

0.80 %

136 teachers (Grades 1-7) retired in 2003, out of 479 teachers who left the profession for other reasons. 240 teachers (all grades) retired in 2003, out of 807 teachers who left the profession for other reasons.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

What are the barriers to teacher sufficiency?

Teachers are underpaid, poorly housed, demoralized, poorly deployed, provided with little support in the field and given little instructional time.

Problems of teacher supply of four kinds exist in Zambia:

- Shortage of teachers. While school enrollments generally grew in the 1990's, teacher numbers only just kept pace with them. HIV/AIDS is reducing the life expectancies of teachers and so increasing the numerical demands.
- Female teachers are in the minority in (remote) basic schools. Progress in getting more women into the profession is slow.
- Even where there are enough teachers, too many of them are untrained or under trained and the quality of training is often itself inadequate. Teaching methods are often old fashioned, with too much focus on rote learning.
- Teachers are obliged to teach society linked programs. Therefore, there is a national desire not just to raise the quality of the teaching force but also to change teachers' jobs as their host societies are changing.

Sources

Education and International Development - <http://multinset.netfirms.com/favorite.htm>

What is the design of pre-service teacher training programs?

The pre-service program is called the Zambian Teacher Education Course (ZATEC). It is provided in every Teacher Training College. A certificate is awarded at the end of the two year course. It has been suggested that the course be altered to one year college tuition and a one year practical in the schools to provide more teachers to the education system.

Sources

Education and International Development - <http://multinset.netfirms.com/favorite.htm>

What is the design of in-service teacher training programs?

In January 2001, the School Programme for In-service for the Term (SPRINT) was launched in all 63 districts. Training in the SPRINT system was provided to provincial, district and zone in-service providers, inspectors, and head teachers from the home-zone schools.

Sources

Education and International Development - <http://multinset.netfirms.com/favorite.htm>

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 14

University of Zambia

PO Box 32379

Lusaka

Zambia

+2601-253952

Early Childhood Education

Number of Institutions: 443

There was a big increase in the number of pre-school teacher training colleges established by private individuals and institutions. The number of trained teachers in Early Childhood Care Education and Development (ECCED) centers increased from 473 in 1990 to 1,069 in 1995 and more than 1,200 in 1997. The number of ECCED centers increased by 11% from 300 in 1990 to 443 in 1995. The main providers of the service were churches, councils, NGOs, such as the Zambia Pre-school Association (ZPA) and private individuals. The Zambia Institute for Special Education (ZAMISE) introduced a class for teachers of pre-school disabled children. The goal of making every pre-school care-giver have access to one kit of learning and teaching materials with a set of play materials for each center by the year 2000 was not met due to inadequate funding to Curriculum Development Centre. However, ECCED caregivers had access to materials produced elsewhere, both locally and internationally.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Minimum Requirements for Teacher Training Recruitment

General

Since the 1980s, the admission to all Teacher Training Colleges (TTCs) has been the completion of grade 12.

Science

Since the 1980s, the admission to all Teacher Training Colleges (TTCs) has been the completion of grade 12.

Technical

Since the 1980s, the admission to all Teacher Training Colleges (TTCs) has been the completion of grade 12.

Early Childhood Education

Since the 1980s, the admission to all Teacher Training Colleges (TTCs) has been the completion of grade 12.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Demand for Teacher Training

Enrollments: 5,529

In 2003, a total of 5,529 students enrolled in TTCs across Zambia. This was a decline from 5,779 in 2002. The decline in student enrollment can be attributed to the non-recruitment of new teachers for the past two years. The sharp increase in enrollment from 3,895 in 2001 to 5,779 in 2002 was due to the Zambia Teacher Education Course (ZATEC), which doubled enrollment figures because of the one-year field study arrangement.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

What are current methods of teacher training?

The in-service program is called the School Programme for In-service for the Term (SPRINT). The pre-service program is the Zambian Teacher Education Course (ZATEC). There is also a primary diploma by distance learning. (In the SPRINT system, a teacher can get credits for preparing a good lesson, meeting in teacher groups and teaching a good lesson. The teacher with the most credits is the first to be allowed into the primary diploma course of one year).

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Is there evidence of curriculum revision?

General

Syllabi in core subjects were revised, produced and distributed and teachers oriented to their use.

Innovative teaching practices

A globe, a map, educational charts, usable chalk board and mathematical instruments were supplied to almost each school. 68,000 library books were produced and distributed.

Remove gender bias from textbooks

In an effort to sensitize the entire society to the importance of girl-child education 2,977 girl-child calendars, 5000 Program for the Advancement of Girls' Education (PAGE) news letters, 10,000 girl-child education kits and 10,000 copies of Module 7 for teacher-in-service training were produced and distributed.

Relevance to the world of HIV/AIDS

Anti-Aids books, SPARK manual of life skills, Community School Calendars and Zambia Education Kit (ZEDUKIT) were produced and distributed.

Life Skills

In 1996, an information and media policy was articulated whose educational objectives were to promote civic education, create awareness of environment, population and gender issues and promote HIV/AIDS awareness in communities.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Proportion of New Graduates Employed as Teachers

The goal was to produce 4,400 teachers every year between 1990 and 2000. The annual output of teachers from colleges was 2,226 resulting in a shortfall of 2,174 teachers. As a result, there was a dependence on untrained teachers.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

How is the assignment to schools done?

The MOE assigns teachers to schools.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Starting Salary for Teachers

Public Schools: US\$ 32

The Primary Education Teachers' Union (Petuz) signed an agreement with government where the highest paid teacher will receive \$53 and the lowest \$32 per month.

Sources

All Africa.com - <http://allafrica.com/stories/2004011290251.html>

Are there incentives for teachers to teach in rural areas?

Incentives for teachers in rural areas exist.

As part of an effort to retain teachers and health personnel in rural areas, 7.5 % of the education budget was allocated for construction of housing for teachers and health personnel in these areas. This is to encourage retention of key staff in rural schools and health centers so that rural communities can also have access to basic health and education services.

Sources

Zambia Country Analysis: Interface of PRSP and Education

Terms and Working Conditions for Teachers

The distribution of teachers has not been balanced. The tendency among female teachers in particular has been to seek postage in urban areas. Close to 45% of the female teachers are found in urban centers like Lusaka and Copperbelt; Provincial and District urban centers. This is attributed to the fact that the majority of female teachers are married and have to live with their husbands. The unmarried female teachers are reluctant to accept rural postings because of poor prospects for marriage. Moreover, illness, much of it AIDS-related, is a major contributing factor to teachers prevalence in urban areas. There has been a steady increase in the number of chronically sick teachers who, on medical grounds, must be posted near to hospitals, properly staffed clinics or medical centers. This means that they must live in or near towns, and not in remote rural areas.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Are working conditions sufficiently competitive to attract and retain quality teachers?

No, the major obstacle is the poor salary, as well as factors such as difficult working conditions, lack of teacher material and resources, lack of support and training.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Stability of Teachers

Average Time Teachers Stay at School: 4 Year(s)

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

Despite improvements in overall enrollment, there are still alarming drop-out rates for girls in Grades 7 and 9. The rates are attributed to:

- Early marriage
- Pregnancies
- Demand for girls to assist with looking after the family.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

What is the policy on pregnancy?

For Girls

There is a Pregnancy Re-admission Policy. In 2002, 724 re-admissions of school girls were registered (63%) against 1,153 pregnancies registered in the previous year. In 2003, 926 re-admissions of school girls were registered (26%) against 3,509 pregnancies registered in the previous year.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

The national policy on education, "Educating our Future" (1996) states that basic education is a right for each individual. There is also a National Gender Policy (2000).

Current data from the Ministry of Education statistics show that the enrollment of girls in schools has improved to the point where there seems to be little disparity in enrollments between boys and girls in the primary schools in all the regions of the country. The reasons for the trend could be attributed to:

(i) The general improvements in the school environment, which has been brought about by the rehabilitation of schools in the country and the supply of books and other education materials in schools. In other words, the rise in girls' enrollments could be said to be due to the perceived value of education among parents because of improvements in learning environments.

(ii) It could also be a result of the gender sensitization campaigns through the Program for the Advancement of Girls' Education (PAGE), which has spread to all the provinces of the country since 1996. The community campaigns on the value of educating girls has been carried out in various communities by NGOs like the Alliance for Community Action on Female Education (ACAFE).

The increase in the enrollment levels of girls in schools is a significant development in the decade and it could be said to be a major achievement of the Education For All (EFA) initiatives undertaken in the country.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

Alarming numbers of girls are targets of sexual violence, frequently by HIV-positive men. Some men seek out younger and younger girls in the hope that they will be Aids-free; others look for young girls based on the myth that having sex with a virgin will cure them of the disease. The low social and legal status of women and girls makes it exceedingly difficult for them to negotiate safe sex and to take steps to protect themselves from sexually transmitted diseases (STDs) or HIV infection. The perpetrators of these abuses are not only unscrupulous older men, referred to as "sugar daddies," who coerce girls into sexual relations with offers of gifts and money. The tragic reality is that many abusers are precisely the adults with responsibility for caring for these children, such as close relatives and teachers. They use their power and status to compel girls to comply, underscored by threats of violence or abandonment if they refuse.

Sources

All Africa.com - <http://allafrica.com/stories/2004011290251.html>

Is there evidence of reforms to reduce the cost of schooling?

Evidence of reforms to reduce the cost of schooling exist.

Free primary education was announced in February 2002 and will be realized in 2005.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Textbooks and Other Learning Materials

Textbook/Pupil Ratio

Total	Urban	Rural	Grade 1-4	Grade 5-7/8
0.50				

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Are textbooks free?

Free textbooks are available.

Textbooks are provided by the government.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Are teaching guides and other resources available?

Teaching guides are available.

Between 1991 and 1998, a total of 14.5 million textbooks, supplementary readers and teachers' guides for Grades 1 - 7 were procured and distributed.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Do textbooks include remedial texts/materials for remedial work?

Textbooks include material for remedial work.

There are supplementary readers. Every pupil is supposed to receive an education kit and schools receive a yearly grant from the MOE to buy teaching aids.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

They are available in five languages including English.

Sources

Ministry of Education 2003 Basic, Secondary and Community Annual School Census Data - Ministry of Education

What are the mechanisms for development/distribution of teaching and learning material?

Distribution

The new book policy has liberalized the education materials market in such a way that several private publishing companies are now competing for the supply of books and education materials to schools. In addition, each province received a truck to distribute learning materials.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Perception of Adequacy of Learning Resources

The main problems encountered in the procurement and distribution of books were:

- Wear and tear in an environment where the book life span is only three years
- Not all distributed books reached their targeted schools
- Lack of transport
- Inaccessible road network
- Inadequate funding
- Lack of teacher capacity to use the books productively
- Delays caused by the procurement procedures and lack of store rooms.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

To what extent is information communication technology available/used in basic education?

ICT Available

There was increased use of new information technology following the introduction of Zambia Network (ZAMNET) a company that linked Zambia to the information highway on the Internet. Internet connectivity increased flow of information as more and more people acquired access to computers and received training provided non-formally by private providers.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Description of Transportation Systems and Projected Improvements

Railways: 2,164 km (1995)

Highways: 66,781 km (1997 est.)

Waterways: 2,250 km

(Includes Lake Tanganyika and the Zambezi and Luapula rivers.)

Ports and harbors: Mpulungu

Airports: 112 (2000 est.)

Airports - with paved runways: 13

Airports - with unpaved runways: 99 (2000 est.)

Sources

CIA Fact Book - <http://www.cia.gov/cia/publications/factbook/>)

Community Participation in Basic Education

In what ways is the community involved in basic education?

General

Community schools emerged as a response to the unmet demand for school places among the poor and other marginalized groups. These schools are inexpensive, close to home, less demanding in entry requirements and are managed by communities. Community schools serve children aged between 9 and 16 who are either drop-outs or those who have never attended school. Uniforms are not a school requirement. Community schools use predominantly untrained volunteer teachers from the community; are managed by a community committee; have small classes up to a maximum of 35 pupils; and receive funding from a variety of sources.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

What is the level of community participation vs. government share of social and financial responsibility for basic education?

The MOE is obliged to provide learning materials, educational advisors and pay trained teachers in the community schools.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

Zambia Community Schools Secretariat (ZCSS), an umbrella NGO, was formed in 1997 to enable communities to participate in the running of community schools.

A number of NGOs are involved in the provision of essential skills training for women, out-of-school youths, street children, orphans and other disadvantaged groups.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS

Information at the district level of HIV adult prevalence estimates suggests that, out of approximately 31,600 primary teachers in 1996/97, some 6,300 (20%) are HIV-positive.

Sources

The Impact of HIV/AIDS on Schooling in Zambia - <http://www.jctr.org.zm/bulletins/impact%20of%20AID>

Educational Management's Ability to Plan Long-Term

The Zambian Ministry of Education recognizes the importance of education and the formation of attitudes in relation to HIV/AIDS. Consequently, its policy is to ensure close attention to this matter through health education programs, the development of life-skills, sexuality and personal relationship programs, the inclusion of AIDS education in the curriculum and Anti-AIDS clubs in schools. The Anti-AIDS clubs which have been established in a large number of schools across the country, and

which have their own bi-monthly newspaper, are spearheading an awareness movement, which is gradually reaching out to every pupil in the country. The MOE proposes to introduce HIV/AIDS counseling for teachers and other education personnel and to integrate HIV/AIDS awareness into its in-service training programs.

Sources

The Impact of HIV/AIDS on Schooling in Zambia - <http://www.jctr.org.zm/bulletins/impact%20of%20AID>

Is there provision for the education of orphans and vulnerable children?

There is provision for the education of orphans and vulnerable children.

A total of 350,292 orphans (179,536 male and 170,756 female) were absorbed into the basic education system in 2003 compared to 235,515 orphans in 2002. At secondary level, the number of orphans increased to 29,480 in 2003 from 20,437 in 2002.

Sources

The Education for All 2000 Assessment Country Reports - Ministry of Education

Expenditure - What is the amount paid?

There are grave financial repercussions on the education system. Zambia is seeking to reduce the size of its public sector. Teachers constitute the largest single group in this sector. However, since they cannot be severed from service while they are ill, the system must currently carry an unknown but large number of non-productive persons. In addition to the high costs this implies, rational planning for teacher numbers is extremely difficult. In addition, the mortality of so many young qualified teachers represents a great national loss in terms of their earlier training at public expense, to say nothing of the experience they will have gathered in the years when they were teaching.

General

There are grave financial repercussions on the education system. Zambia is seeking to reduce the size of its public sector. Teachers constitute the largest single group in this sector. However, since they cannot be severed from service while they are ill, the system must currently carry an unknown but large number of non-productive persons. In addition to the high costs this implies, rational planning for teacher numbers is extremely difficult. In addition, the mortality of so many young qualified teachers represents a great national loss in terms of their earlier training at public expense, to say nothing of the experience they will have gathered in the years when they were teaching.

Replacement of teachers

- Costs to the Ministry of Education and donors were US\$ 1.3 to 3.1 million in 1999 and will be US\$ 10.6 to 41.3 million over the period 1999-2010.
- 71% of these costs are for salaries paid to teachers absent due to HIV-associated illness, 22% for training of extra teachers and seven% for funeral costs.
- The annual cost is a relatively small fraction of the overall MOE budget - 2.5% in 1999. However, spending on teacher training must increase by 26% in order to meet 'Education for All' targets in the face of AIDS.

Programs subsidizing tuition for orphans

There is no subsidizing of tuition for orphans.

Sources

ID21 website. Economics exam: the cost of HIV in Z - <http://www.id21.org/zinter/id21zinter.exe?a=2&i=h5>