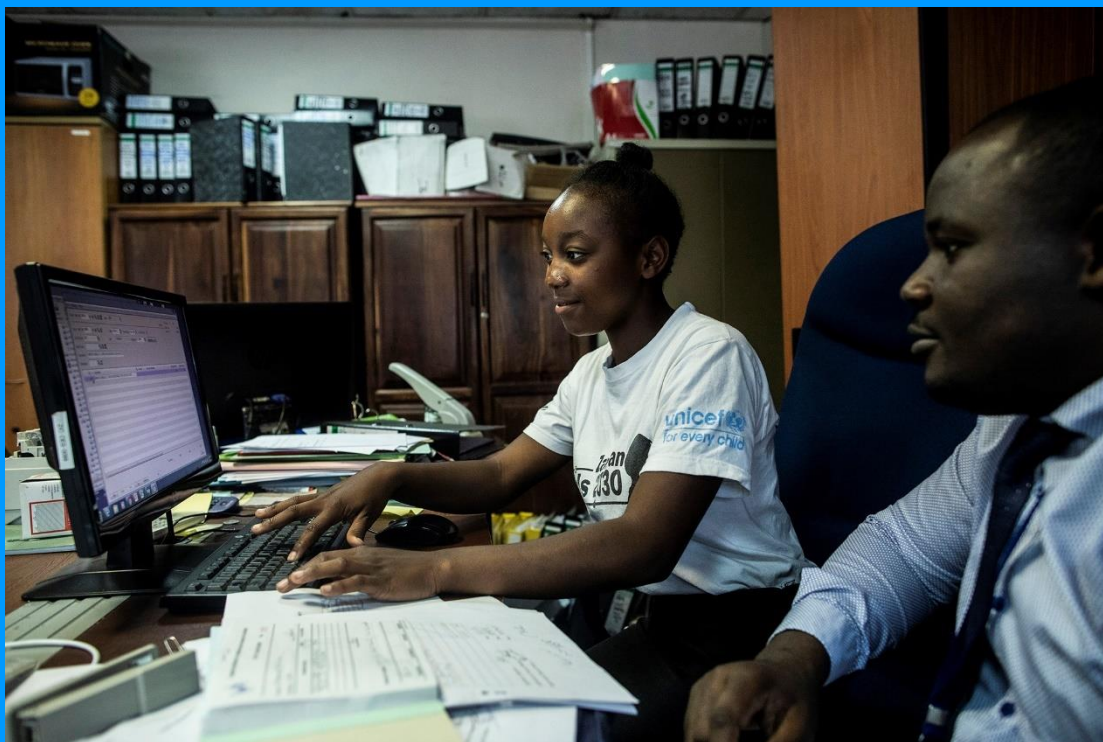




Zambia
Basic Education and Gender Equality
Thematic Report
January to December 2018



*Figure 1 – Adolescent girls acquire professional skills during a UNICEF-supported internship programme.
Photo credit: UNICEF/Zambia/2018/Sarah Grile*

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Prepared by:

UNICEF Zambia
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CONTACTS, NUMBER AND ADDRESS FOR THIS REPORT

Noala Skinner
Country Representative
UNICEF Zambia
P.O. Box 33610, Lusaka, Republic of Zambia
TEL: (260) 211 374200
FAX: (260) 211 253389
Email: nskinner@unicef.org

Shadrack Omol
Deputy Representative
UNICEF Zambia
P.O. Box 33610, Lusaka, Republic of Zambia
TEL: (260) 211 374200
FAX: (260) 211 253389
Email: somol@unicef.org

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ABBREVIATIONS AND ACRONYMS

7NDP	7th National Development Plan
CAG	Community Action Group
CPD	Continuous Professional Development
CPs	Cooperating Partners
CSEN	Children with Special Education Needs
CERF	Central Emergency Response Fund
ECD	Early Childhood Development
ECDAN	ECD Action Network
ECE	Early Childhood Education
ESA	Education Sector Analysis
ESB	Educational Statistical Bulletin
ESSP	Education Skills Sector Plan
ECZ	Examinations Council of Zambia
FAWEZA	Forum for Women Educationalists in Zambia
GRZ	Government of the Republic of Zambia
IECD	Integrated Early Childhood Development
ILO	International Labour Organisation
IRI	Interactive Radio Instruction
JAR	Joint Annual Review
JICA	Japan International Cooperation Agency
MOGE	Ministry of General Education
MOHE	Ministry of Higher Education
MTR	Mid-Term Review
NER	Net Enrolment Rate
OLC	Open Learning Centres
OOSC	Out of School Children
PCC	Project Coordinating Committee
PRCC	Provincial Resource Centre Coordinator
PTA	Parents Teacher Association
SAfE	Student Alliance for Equality
SDG	Sustainable Development Goals
SLIPs	School Level Implementation Plans
SPRINT	School Programme of In-Service for the Term
SRGBV	School-Related Gender-Based Violence
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VVOB	Flemish Development Agency
ZAMTEL	Zambia Telecommunications
ZEMT	Zambia Education Management Tool
ZESCO	Zambia Electricity Company

MAP OF ZAMBIA



Figure 1: Map of Zambia

In 2015, UNICEF Zambia undertook an equity-based analysis on quality of education provision, equitable access to education and vulnerability indicators such as poverty headcount. Based on this analysis, five provinces i.e. Eastern, Northern, Southern, Western, and Muchinga were selected for targeted support under the 2016-2021 UNICEF–Government of Zambia Country Programme. Throughout the Country Programme, UNICEF Education programming will include a concentration of interventions in the five provinces complemented by policy development, advocacy, and systems strengthening at the national level.

EXECUTIVE SUMMARY

This Thematic Report provides an overview of activities undertaken and progress made in 2018 by UNICEF Zambia in attaining results under early learning, improved learning and equity focus on girls and inclusive education, under the Government of the Republic of Zambia (GRZ) - UNICEF Country Programme of Cooperation 2016-2021. The education programme component aims to improve learning outcomes of children, especially the disadvantaged, through interventions that promote all children's equitable and inclusive access to quality education. It is also aligned to the Sustainable Development Goal (SDG) four and guided by the UNICEF strategic plan 2014-2017 and 2018 – 2021.

Despite the efforts made by the GRZ in providing quality and equitable education to all children guided by the 7th National Development Plan (7NDP), the education sector has continued to face challenges. While the secondary net enrolment rate increased from 25.4% in 2016 to 42.9% in 2017, the primary net enrolment rate declined from 90.4% in 2016 to 87.9% in 2017. The proportion of Grade 1 entrants with pre-school experience also declined from 29.8% in 2016 to 26.1%. Also, the budget allocation to the education sector as the portion of the national budget was further reduced, mainly due to the shrinking fiscal space. Finally, new international assessment results (from the OECD's PISA for Development study) show alarmingly low learning levels of Zambian children.

In this evolving context, UNICEF undertook its Mid Term Review (MTR), in 2018, to assess the programme relevance and strategies against the national development priorities (7NDP) and the current country's situation. The MTR results found UNICEF's programme priorities and strategies relevant and suggested further strengthening of UNICEF Zambia's approach to inter-sectoral collaboration, evidence generation, learning-approach to capture/document process and lessons from high quality innovation and pilots to inform policies and national level scale up. Also, because of this review process, the education programme now leads one of the inter-sectoral programme priorities, Integrated Early Childhood Development (IECD) Programme.

The following are highlights of key results achieved by the Education Programme in 2018, with further details presented in the subsequent sections:

- With support from UNICEF, the Ministry of Health (MoH) introduced the holistic Early Child Development (ECD) Care for Child Development (CCD) package in 30 health centres and declared the 20 community-based Early Child Education (ECE) centres as health outreach posts in Eastern Province, benefiting a total of 6,205 young children;
- The Community satellite hub model to provide Integrated Early Childhood Development (IECD) services and facilitate community participation in child development -- the "Insaka model" -- received high level buy-in by different line ministries at different levels, community members, as well as, local traditional Chiefs and Village Headmen;
- A total of 71,036 learners in 470 schools benefited from the "Teaching at the Right Level" approach/pedagogy (Catch-up programme) and are showing solid progress in reading and mathematics;

- The participatory School Level Improvement Planning (SLIP) methodology was incorporated into the Zambia Education Management Tool (ZEMT), which was finalised, printed and distributed. A total of 139 key Ministry of General Education (MoGE) Staff in the target provinces were trained along with the ZEMT toolkit distribution to 4,661 schools in five provinces;
- A total of 4,250 (2,255 female) Out of School Children (OOSC) enrolled in the transit schools and Open Learning Centres (OLCs), and 88 per cent of them achieved the minimum level of proficiency in numeracy and literacy and have been reintegrated into the mainstream schools; and
- A total of 14,846 learners (9,811 girls and 5,035 boys¹) have actively participated in the School Level Career and Skills Clubs from Northern and Southern Provinces. The Career and Skills Clubs target girls in Grades 5 to 12 where a considerable number of girls drop out of school. In 2018, 336 additional girls have been placed in a two-week internship programme resulting in a cumulative total of 414 total placements.

In 2018, UNICEF Zambia continued to support refugees from the Democratic Republic of Congo (DRC). Together with GRZ and partners, and with funding from the Central Emergency Response Fund (CERF), UNICEF supported the construction of 24 temporary learning spaces in Mantapala along with the provision of teaching and learning materials and school furniture. A total of 5,016 learners were able to continue their learning in the refugee settlement.

As of December 2018, all thematic funds, amounting to US\$ 1,875,746, received under grant SC149905, for the years 2013 to 2018, were fully utilised. In the reporting period, 2018 specifically, a total of US\$ 934,893 was utilised. As reported below, thematic funds have effectively contributed to the achievement of results at different levels and have been an invaluable source of flexible funding. For the period (2019 to 2021), Education thematic funds, totalling US\$ 1,013,000 has been received under Grant SC189905.

UNICEF Zambia thanks all donors who contributed to the achievements outlined in this report and look forward to working together in 2019 and beyond, to achieve even better results for the children in Zambia.

¹ Boys have been added to take part in the school level career clubs mainly to act as change agents in the endeavour for gender equality but also there has been strong demand from the boys, school administrators and guidance teachers.

A. STRATEGIC CONTEXT 2018

During 2018, UNICEF continued to support the MoGE in ensuring that more children get access to school while improving the quality of education, especially for the most vulnerable. UNICEF has supported coordination in the education sector, through participation in coordinating platforms (such as, the Cooperating Partners Coordinating Committee, Policy Implementation Technical Committee, Zambia Early Childhood Development Action Network, Joint Annual Review and several sub-committees), while supporting the finalisation of the Education and Skills Sector Plan (ESSP), and its appraisal report. Despite a withdrawal by some of the Cooperating Partners from the sector, UNICEF has maintained its role of supporting the MoGE to move forward its agenda to provide quality education for all.

The key partners with which UNICEF worked with during 2018 included; United Nations Agencies, Cooperating Partners, International and local Non-Governmental Organizations (NGOs), which contributed to results in 2018. Some of the notable partners included: United Nations High Commission for Refugees (UNHCR), United Nations Development Programme (UNDP), Save the Children, Plan International, Childfund, J-PAL, the Forum for African Women Educationalists (FAWEZA), Restless Development, and the Wild Life and Environmental Conservation Society of Zambia (WECSZ). UNICEF has also built on its partnerships with communities to address some cultural barriers to enhance equity in education (mainly through Community Action Groups (CAGs) and Community Based ECD Centres). As co-lead for the education sector and Coordinating Agency for the Global Partnership for Education, UNICEF partnered with other Cooperating Partners (JICA, USAID, ILO, World Bank, European Union) to strengthen the coordination of national education sector wide issues, including dialogue mechanisms between the Ministry and other stakeholder.

(i) Country trends in the situation of children vis-a-vis the outcome area:

Zambia's population was estimated at 16.4 million in 2017 of which 58 per cent is rural and 42 per cent urban (*Population and Demographic Projections 2011-2035 report*). The population is largely young - the Central Statistical Office estimated the child population at 8.6 million in 2017, representing 53 per cent of the overall population; 80 per cent are below the age of 35 and 46 percent are under the age of 15. Despite Zambia's classification as a lower-middle income country, 54.5 per cent of the population still live below the poverty line. Inequality remains high with one quarter of those in urban areas living in poverty compared to three quarters in rural areas. Income inequality, estimated by the Gini Coefficient, remains very high (0.60 for rural areas, 0.61 for urban areas and a national average of 0.69)². Government has continued to prioritise efforts on management of external debt which is putting the country at high risk of debt distress. Debt servicing has been drastically reducing resources available for service delivery.

Every child has the right to an education and quality learning opportunities from early childhood to adolescence. The 7NDP has identified improved education and skills development as being instrumental in creating societies that are better able to respond to social and economic development challenges they face. The current trends in access to

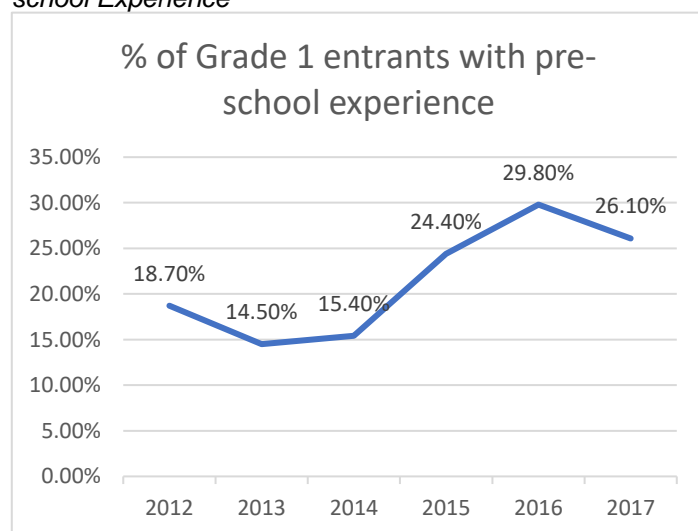
² Government of Zambia (2016), Living Conditions Monitoring Survey-2015, Central Statistical Office, Zambia

equitable quality education from early childhood education to secondary level is briefly explained as below.

Government prioritisation of ECD and ECE remains high in the country with clear recognition of global evidence on the importance of the early years of life and its critical impact on brain development with life-long effects on children's learning capability, their well-being as adults and their contribution to social and economic development. However, the progress in the sub-sector is lagging and children in Zambia continue to face multiple adversities that put them at risk of poor developmental outcomes. Access to ECE still remains low at 26.1 per cent according to the 2017 Educational Statistical Bulletin (ESB)³, suggesting majority of children may not have adequate school readiness before Grade 1. While there is absence of data and information in quality of ECE as well as the sub-sector in general, the sub-sector heavily relies on unqualified volunteer workers to provide ECE in rural communities with little training, supervision, and support from the local authorities.

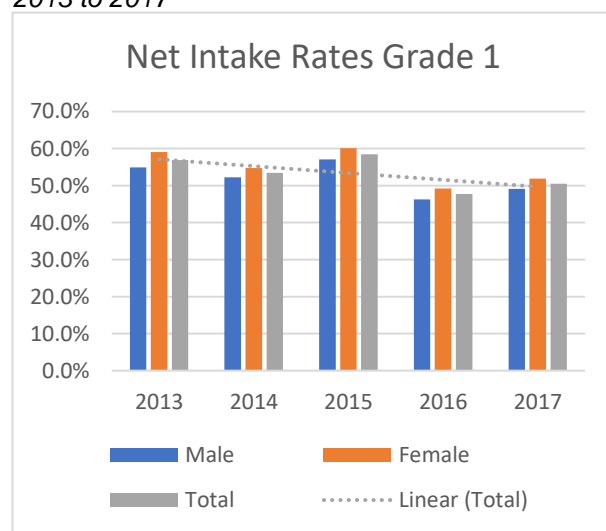
Furthermore, 40 per cent of children under the age of 5 years are stunted⁴ and only 4 per cent of children under 5 years have a birth certificate⁵. Access to ECE opportunities and other basic social services are significantly scarce for young children in poor and rural parts of Zambia, who need to benefit from the ECD, the equaliser to enhance children's potential and quality of life from the very start, and to break inter-generational cycles of poverty and reduce disadvantages. One of the critical challenges in promoting holistic ECD in Zambia is the absence of an inter-ministerial, integrated ECD Policy and programme and Monitoring and Evaluation framework, which can orient all line ministries to clarify their mandate and services for young children with clarity. Another challenge relates to inadequate multi-sectoral coordination mechanisms, especially at national level to lead policy development and facilitate high-level decision making around integrated ECD.

Chart 1: Trend in Indicator: % of Grade 1 Entrants with Pre-school Experience



Based on EMIS 2012 to 2017 data

Chart 2: Trend in Net Intake Rate for Grade 1, from 2013 to 2017



Based on EMIS 2017 data

³ This is measured by a proxy indicator of % of grade 1 entrant with (some) pre-school experience.

⁴ Zambia Demographic and Health Survey, 2013/14

⁵ Ibid.

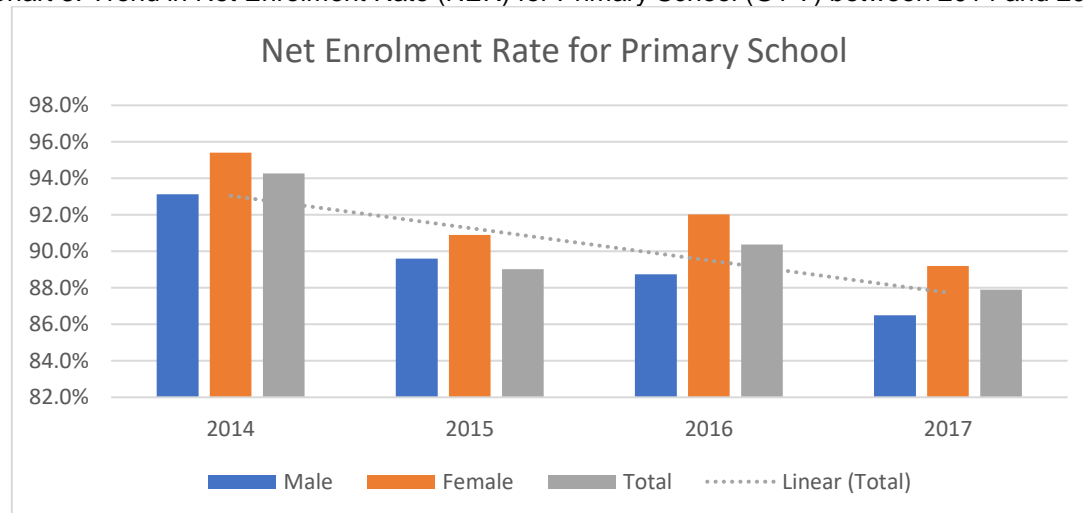
One of the challenges in supporting child development is inadequate knowledge and skills by parents and caregivers in positive parenting. There are several ECD parenting education interventions currently being implemented by various stakeholders in the country.

Due to shrinking fiscal space and significant pressure to provide universal access to primary and secondary education, the Government's allocation to the ECE sub-sector remains significantly low (0.4 per-cent in 2018), which leaves little room for the sector to drive meaningful scale up of ECE services in country. Recognizing the challenge and the context in which the country finds itself, the recently finalised GRZ's ESSP introduces innovative, flexible and low-cost solutions as key strategies to expand ECE service provision especially for remote and disadvantaged communities and improve service quality.

While there has been an increase in absolute numbers of primary level enrolment in Zambia, the percentages have shown an overall decline in recent years. The number of primary learners increased from 3,075,161 in 2012 to 3,287,907 in 2017 (i.e. by more than 200,000).⁶ However, as Chart 3 below shows, this has not been translated in a larger proportion of Zambian children attending primary school. While the primary net enrolment rate was 94.3 per cent in 2014, it was only 87.9 per cent in 2017. While highlighting this concern, the recently published ESSP (2017-2021) suggests that the education system could be reaching the point where it will not be able to catch up with the pace of population growth of the country.

The efforts to increase access include a series of policies to promote access to primary education, such as, the Education Act of 2011 which reinforced compulsory primary education for all Zambian children, and integration of community schools into formal system. However, the effects of such efforts seem to be gradually fading in the system. This is also discussed under the sector's challenges' section of this report.

Chart 3: Trend in Net Enrolment Rate (NER) for Primary School (G1-7) between 2014 and 2017.



The challenge of system capacity is further exacerbated by the issue of internal efficiency which is also linked with quality of education. Based on the Education Sector Analysis (ESA) 2017, only 429 of every 1,000 learners enrolled in Grade 1 would reach Grade 8, 400 would

⁶ Educational Statistical Bulletin, 2012 and 2017

complete Grade 9 without repeating and 172 of the original 1,000 learners would complete Grade 12 on schedule⁷. The ESA report finds repetition rates across primary level years (Grades 1 to 7) and at grade 9 very high (average 7 per cent) while the rest of the grades record around 1 to 1.6 per cent (Grades 8 and 10 to 12), calling for further analysis. While there are several factors contributing to grade repetition, this indicates that the Zambian education system requires more time to educate pupils effectively, or the system is not providing adequate quality of education for pupils to acquire expected learning contents and advance to the next level.

A recent assessment of children's learning outcomes reveals an alarming situation in relation to quality of education and children learning experiences in Zambia. The 2017 Programme for International Student Assessment (PISA) results (see Annex IV) indicated that only 5 per cent of the surveyed 15-year-old students reached the minimum proficiency in Reading and 2 per cent in Mathematics. The past Southern African Consortium for Measuring Education Quality (SACMEQ) results present very similar situation in 2011. The Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) programme mid-line assessment in 2014 found that the teaching of reading and mathematics up to Grade 2 were focusing on memorization of words, numbers and rules/formula, rather than decoding, comprehension and application⁸. The 2016 Grade 9 National Assessment which also assessed the teachers with the same assessment tools for Grade 9 pupils in English, Mathematics and Science showed a challenging situation in relation to teachers' subject knowledge⁹. Based on the ESA and ESSP, the major factors contributing to low quality of education include an insufficient number of qualified teachers, teacher absences from classrooms, teacher-pupil contact time, inadequate resource and material flows to schools (such as, school grants), and weak pedagogical strategies employed by teachers.

The challenges in quality of learning are complex and systemic involving the entire system at all levels. Tackling these challenges requires a concerted commitment to transforming learning.

Access to lower and upper secondary education remains a challenge. On average, only 42.9 per cent of secondary school age children (14 – 18 years) access secondary education with significant geographical disparities (31 per cent in Northern Province but 62 per cent in North Western Province).¹⁰ This is due to several reasons, including the introduction of school fees at Grade 8 and insufficient secondary schools available to absorb learners; there are currently 8,843 primary schools but only 1,009 secondary schools across Zambia. Consequently, transition rates are consistently low with 67.5 per cent of learners transitioning from Grade 7 to Grade 8 and a mere 48 per cent transitioning from Grade 9 to Grade 10.

In terms of disparities while gender parity has been attained at the primary level, the gender parity index drops to 0.89 in Grade 12 (refer chart 1). There is also marked geographical disparity in gender inequities among the 10 Provinces with Northern Province recording the highest level of disparity with its gender parity index at Grade 12 standing at only 0.67 followed

⁷ Republic of Zambia, Education Situational Analysis (revised in 2018)

⁸ RTI International (2014), NATIONAL ASSESSMENT SURVEY OF LEARNING ACHIEVEMENT AT GRADE 2, Results for Early Grade Reading and Mathematics in Zambia

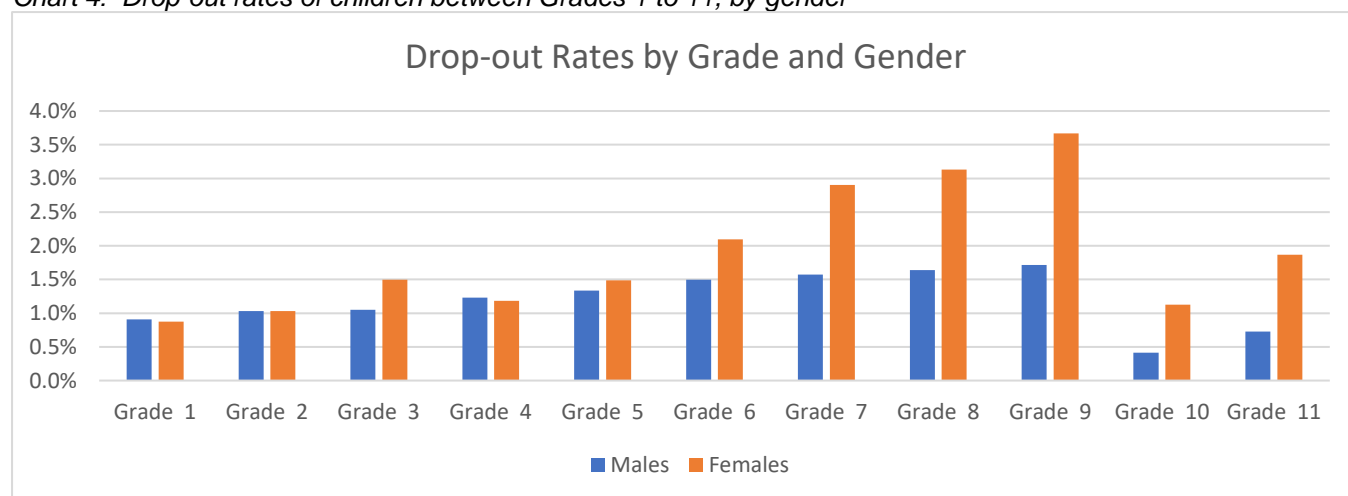
⁹ NAS Grade 9 found teacher's average scores in English, Maths and Science as 73.9, 56.8 and 74.5 respectively (out of 100 points).

¹⁰ Education Statistical Bulletin (ESB), 2017 (the latest available data)

by Muchinga at 0.75.¹¹ This has led to Grade 12 completion rates for girls that are as low as 20.1 per cent in Eastern and 22.0 per cent in Southern Province.¹² A wide range of factors negatively affect the enrolment and progression of the girl child in school, including poverty, child marriage, socio-cultural conceptions around girls' education, as well as biological challenges related to physical and psychological changes at puberty and centred on menstruation, which is often associated with negative nuances requiring isolation as well as prohibitions from engaging in normal daily activities.

While there is a lack of reliable data around the numbers and profiles of Out of School Children (OOSC), Zambia's ESB of 2017 indicates that there are 713,178 OOSC. The bulk of these children (67 per cent) are adolescents, with 55 per cent are female¹³. Girls' drop out is attributed to several factors. From the supply side, there are insufficient education facilities and girls must walk a long distance to reach school or reside in boarding facilities. Both pose real risks in terms of Gender-Based Violence (GBV). Girls who manage to access school, often drop out because of the lack of a girl-friendly environment, or the generally low quality of education. Girls coming from poor households often lack parental or family support, which affects the paying of the secondary school fees. Teenage pregnancy and child marriage are other crucial factors that keep girls out of school. While Zambia has a Re-Entry Policy that allows and encourages girls to return to school after delivery, only about 50 per cent of the 13,640 girls who dropped out of school in 2017 due to pregnancy, returned to school.¹⁴

Chart 4: Drop-out rates of children between Grades 1 to 11, by gender



Based on EMIS 2017 data

Educational opportunities for Children with Special Education Needs (CSEN) remain scarce in Zambia. Only 3 per cent of all children in mainstream education have a disability, and only 2 per cent of all qualified teachers have a special education qualification.¹⁵ In terms of provincial distributions, North-Western still has the highest number of CSEN learners followed by Copperbelt and Western Province. Muchinga Province has the least number of CSEN learners.¹⁶ While the total permanent classrooms for primary schools are 43,627, there are only 341 special education class rooms.¹⁷ Anecdotal information indicates that most of the

¹¹ Ibid

¹² Ibid

¹³ Ibid

¹⁴ Ibid

¹⁵ Ibid

¹⁶ Ibid

¹⁷ Ibid

CSEN never enter school or are withdrawn by parents or drop out from school due to stigma and social exclusion.

(ii) Changes observed within the past year (2017 vs 2018):

Changes and Progress in National Development Strategy, Policies and Legislations

2018 saw more focused interventions aimed at ensuring that the fundamentals of an integrated approach to development as articulated in the Seventh National Development Plan (7NDP) were implemented and achieved. This is expected to have a positive impact on the education sector in general, and the promotion of integrated early childhood development (IECD) in particular. The coordination mechanisms were enhanced through the National Development Coordination Committee (NDCC), a high-level committee chaired by the Secretary to the Cabinet and attended by Permanent Secretaries of line Ministries. UNICEF, working with other United Nations agencies, supported the Government to develop the implementation plan, and the Monitoring and Evaluation Framework for the 7NDP, and supported the coordination and technical inputs into the 7NDP Clusters. This policy development support was essential.

The national ESSP (2017-2021) was finalised, with technical support of UNICEF, and officially endorsed in December 2018. The ESSP includes a costed multi-year implementation plan and a monitoring and evaluation framework to enable Zambia to track its national and international commitments in the sector, to reach the Sustainable Development Goals (SDGs) for Education (SDG4). The ESSP prioritises access, quality, equity and efficiency in education. This is in line with the 7NDP which prioritises access and participation, quality and relevance of education and equity.

The review and validation of the policy and legislative frameworks for Education by the Government and education sector stakeholders progressed in 2018. The review of both the Education Act of 2011 and Education Policy of 1996 which were initiated in 2016, reached their final stages. These two policies are expected to be submitted to Cabinet for final review before presentation to Parliament in 2019. The need to amend the Education Act and revise the Education Policy was critical to ensure that key issues such as early marriages, early pregnancy, relevance of education and school related gender-based violence are addressed in policy terms. Further, the revision also ensures that recent shifts in the provision of education including ECD services and the shift from basic education to primary and secondary are now captured.¹⁸

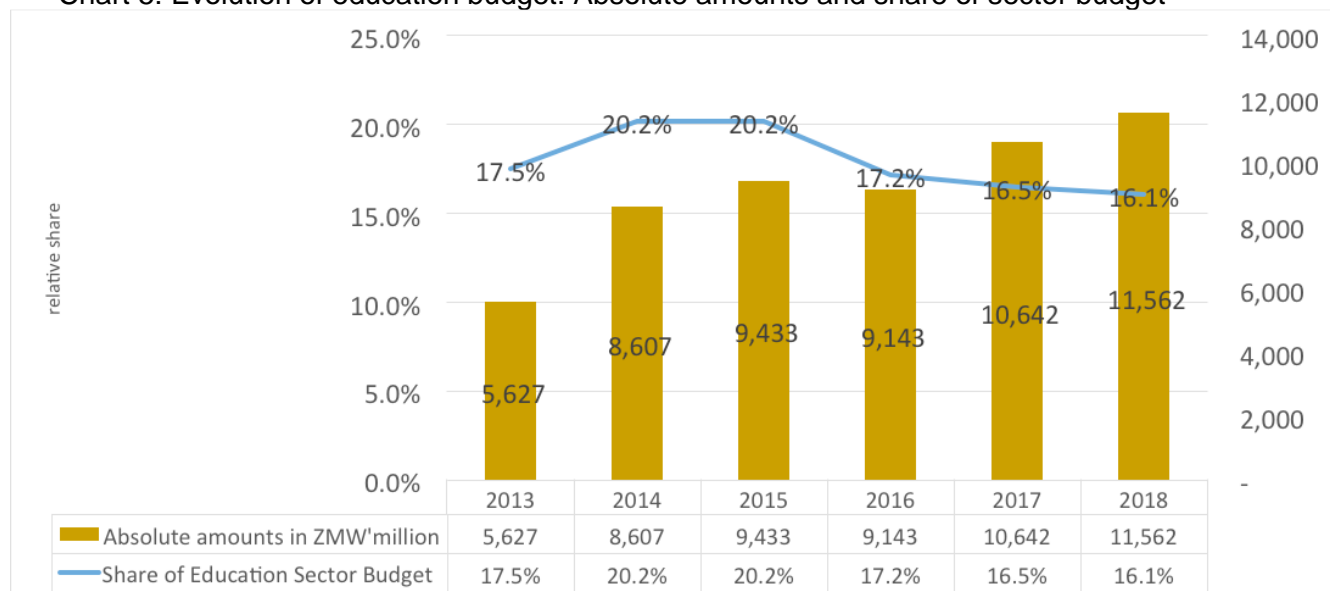
Situation on Financing of Education Sector

The GRZ has historically shown a strong commitment to educational development by allocating a relatively substantial proportion of its budget to the education sector. However, the upward trend in Government expenditure on education that was experienced earlier, from 18 per cent of overall public expenditure in 2014 and 20 per cent in 2015, has seen a steady and marked decline over the past three years, measuring 17 per cent in 2016, 16.5 per cent in 2017 and 16.1 in 2018. Declining education expenditure comes at a time when an approximate 89 per cent of the budget allocated to the sector covers the costs of personnel emoluments (or salaries), leaving very little fiscal space for spending on quality-related interventions, such as, provision of materials, standards monitoring, and teacher development.

¹⁸ Previously there was basic education which entailed 9 years of schooling (grades 1- 9) and secondary school (grades 10- 12) This was changed and now schools are primary (grades 1-7) and secondary (grades 8-12)

The percentage of budget spent on personnel emoluments is expected to continue to grow as Government has maintained teacher recruitment at between 3,000 and 5,000 on annual basis.

Chart 5: Evolution of education budget: Absolute amounts and share of sector budget



Source: Analytical brief on social sector budget 2018, Zambia Institute for Policy Analysis and Research

The current macro-economic context as well as outlook present challenges as the Government has embarked on austerity measures to scale back spending in the face of challenging debt servicing obligations. One of the major challenges in financing education is the disparity between Government budget allocations and releases. The constrained fiscal space due to a slow-down in economic growth and increased debt repayments, has led to lower investments in the social services sector. The MoGE reported that as of end September 2018, only 49 per cent of funds for non-staff-related programme was released by Ministry of Finance (MoF). Moreover, the donors' concern over the Government's fiscal management, following the 2016 Office of Audit findings, have continued to hamper the flow of external aid assistance and support to the sector in 2018.

(iii) Key challenges and changes in the country narrative, partnerships, resources

The key sector challenges that need to be addressed to achieve the Education related targets of GRZ's Vision 2030 as well as related SDG targets include:

- The allocation of Government funds from the MoF to the MoGE was again reduced from 20 per cent in 2015 to 16.1 per cent in 2018, which reduced the available resources for educational programming. Moreover, around 89 per cent of the Ministry of Education's budget go towards personnel salaries, leaving less for effective implementation of sector programmes;
- Recurrent and irregular disbursement of the allocated funds to the MoGE, including late release of transferred funds, affected the spending of UNICEF funds and negatively impacted on the implementation of activities at all levels;
- There have been concerns raised by the Auditor General's Office and some of the cooperating partners regarding fiduciary risks that resources are exposed to. The GRZ

commissioned forensic audits and a number of staff in the ministry were placed on forced leave which to some extent affected programme implementation.

- d) *Changes in Government leadership*: 2018 has seen a change of Minister of Education, as well as the Permanent Secretaries. At the beginning of 2019, there was another change in leadership positions, including Director Planning and the Permanent Secretary of the Ministry. This has raised concerns amongst Cooperating Partners regarding the direction and leadership at Permanent Secretary and Minister-levels in the education sector;
- e) The sector has continued to suffer from weak coordination mechanisms, including ECD, the coordination for CSEN and inclusive education, OOSC and to respond to an influx of refugees from the DRC;
- f) Capacity gaps evidenced by shortage of human resources and managerial and technical capacity at the national and sub-national levels;
- g) There continue to be challenges with the MoGE's management information system (EMIS) lacking reliable data on ECE and other priority areas, the poor quality of data collected, including inadequate utilisation of data for evidence-based decision making at national, provincial, district or school levels.

(iv) UNICEF's strategic advantage to address these challenges and changes

UNICEF has continued to enjoy high recognition from the Government of Zambia as well as education sector partners, as a credible and impartial broker for balanced and child-centered sector development. It has been playing key roles in the sector as education Sector co-lead together with the World Bank for effective sector coordination and coordinating agent for the Global Partnership for Education (GPE).

UNICEF will continue promoting the development of the education sector with a strong focus on quality and equity. Guided by the MTR, UNICEF will further strengthen the work around evidence generation, advocacy for the right to education and increased investment in education, long-term equity driven policies, legislations and planning for children. It will also seek opportunities to raise public awareness and generate public discourse around child rights and relevant education issues, especially the alarming situation of quality of education in Zambia.

UNICEF Mid Term Review process and Strategic Shift in 2018

In 2018, UNICEF Zambia conducted its MTR to assess and review the overall Country Programme directions and strategies considering fast-moving country's contexts and emerging issues around children in Zambia. Overall, the review process found the current Country Programme's focus and strategies well-grounded and highly relevant in the country's context in 2018. The review results recommended further intensification of the integrated approach, guided by the life cycle of children, with stronger focus on early years and adolescence. The process also recommended further strengthening of evidence generation, learning approach to capture/document process and lessons from innovation and pilots to inform policies and national level scale up.

(v) Specific challenges during the reporting period

This section presents the key sector issues which UNICEF Zambia, together with the Government of Zambia agreed to tackle in three major subsector areas (ECD, Quality and Primary Education system, and Adolescent/secondary Learning and Equity).

ECE and ECD

- Challenge of expanding ECE service coverage in rural and disadvantaged communities in the context of shrinking fiscal space;
- Not-fully structured/institutionalised system for in-service training and recognising ECE teachers including volunteer teachers;
- Challenge of delivering holistic, inter-sectoral ECD services by different line authorities at local and community level;
- Inadequate knowledge and awareness among parents and caregivers on ECD and lack of line ministries' coordination towards systematic and structured approach to supporting parents and caregivers; and
- Inadequate national level ECD coordination and leadership as well as policy framework (including M&E framework) to facilitate line ministries' service deliveries and accountability for young children. The existence of the Zambia Early Childhood Development Action Network (ZECDAN) is in the interim providing a platform for the various stakeholders supporting ECD in Zambia.

Quality and System Strengthening

- Low level of learning outcomes especially for the disadvantaged children who struggle to master a minimum level of basic reading, writing and numeracy skills in class and are at risk of dropping out;
- Inadequate level of pedagogical skills and application by teachers to support different pupils learning process and needs, especially for those disadvantaged learners;
- Inadequate educational planning and management capacity especially at local and school level in identifying issues around learners, schools and communities, using evidence and available EMIS data and planning for /addressing improvement; and
- Need of further strengthening the education sector leadership and coordination mechanism for effective and efficient sector development and programme implementation in the context of declining both domestic and external financial resource.

Equity and Adolescent/secondary learning

- Limited opportunities for OOSC as well as disadvantaged children to access alternative forms/pathways of education and further mainstream into the formal system;
- Significantly high level of female dropouts at secondary level due to poverty, early marriage, pregnancy and other social and cultural perception around girls' education; and
- Low awareness and knowledge on unique needs of children with special needs in the education system and inadequate mechanism to assess and identify required support to enhance children's development and learning.

B. RESULTS IN THE OUTCOME AREA

This section presents the results achieved in 2018 for the education programme results (outcome and output levels), including the results assessment framework and the specific updates for programme outputs in the areas of early childhood, primary and secondary education.

The education programme under the current Country Programme 2016-2021 was structured in response to the country's sector challenges in ECD, Quality of Learning, especially at primary level and Equity of education with a focus on adolescent learning and secondary education, with the following outcome and output level statements:

Outcome: 2021, boys and girls of school-going age demonstrate improved learning outcomes as a result of equitable and inclusive access to quality education.

Output 1: National, sub-national and community-level education stakeholders have strengthened capacity to increase access to quality, age-appropriate early learning opportunities in targeted provinces by 2021.

Output 2: National, sub-national and community-level education stakeholders have improved capacity to deliver quality learning in targeted provinces by 2021 especially at the primary level.

Output 3: National, sub-national and community-level education stakeholders have strengthened capacity to increase equitable access to education, especially to secondary education for adolescent girls and marginalized children in targeted provinces by 2021.

The theory of change (attached as Annex 1) was built on an in-depth analysis of determinants of equitable and inclusive access to quality education.

Results Assessment Framework

Monitoring and evaluation remains a major part of Education programme implementation. Under this framework, programme reviews were conducted to measure programme results. Programme reviews were conducted bi-annually at the National level.

As part of the result assessment framework, UNICEF Zambia monitors 11 Education indicators. The result achieved for each of these indicators since the start of the current Country Programme (CP) are shown in Table 1a:

Table 1a: Results achieved under the Education programme

Output 3.1: National, sub-national and community-level education stakeholders have strengthened capacity to increase access to quality, age-appropriate early learning opportunities in targeted provinces by 2021.								
	Output indicators	Baseline	CP Target	2017 Achievement	2018 Achievement	Cumulative achievement till 31st Dec 2018	2019 Annual target	Comments
1	ECD facilitators/teachers who received training with funding provided by UNICEF	0 (2015)	1,800 (2021)	N/A	200	200	800	200 (106 females and 94 males) Community Health workers were trained and 80 Interactive Radio Instruction (IRI) Parenting Facilitators and 80 ECE teachers trained in the use of the IRI methodology.
2	% of Government ECE centres meeting the specified minimum standards in Teaching & Learning materials	0%	50%	50%	50%	50%	50%	Sustain the 50 per cent reach.
3	Children in community-based ECD centres in targeted provinces	-	17,000 (2020)	2,513	6,205	8,718	10,000	
4	Number of girls and boys reached through parenting programmes	0 (2016)	17,000 (2020)	1,106	1,546	2,652	10,000	
5	Availability of national ECD policy or implementation plan for scale-up	No (2016)	Yes	No	No (in progress)	In progress	Yes	In 2018, Consultative meetings have been held in relation to ECD Policy and M&E.
6	Quality of the teaching and learning environment for early learning	2.5 (2016)	3.0	2.5	2.5	2.5	3.0	As of December 2018, the pre-school teachers received training in child-centred pedagogy, but their classroom practice needs to be strengthened. The curriculum links to the Primary and a set of age appropriate materials have been developed and delivered to ECE centres. However, there are no standard classroom designs yet.

Output 3.2: National, sub-national and community-level education stakeholders have improved capacity to deliver quality learning in targeted provinces by 2021 especially at the primary level

	Output indicators	Baselines	CP Target	2017 Achievement	2018 Achievement	Cumulative achievement till 31st Dec 2018	2019 Annual target	Comments
7	Existence of a national/system-level large scale assessment, including for early grades	3.5 (2015)	4.0	3.5	3.5	3.5	4.0	
8	Proportion of primary schools with a school - level improvement plan in place.	5%	60% (2020)	7.8%	15%	15%	40%	
9	% improvement in learning outcomes	0	English:25% boys, 23% girls Maths: (17% boys, 18% girls)	English: 7% on avg Math: 3% on avg	English: (8% boys, 9% girls) Maths: (4% boys, 4% girls)	English: (8% boys, 9% girls) Maths: (4% boys, 4% girls)	English: Boys 9.5 % Girls 10.5 % Maths: Boys 5 % Girls 5.5 %	
10	National education sector plan/policies support gender-responsive teaching and learning	2.5 (2015)	3.0	3.0	3.0	3.0	3.0	

Output 3.3: National, sub-national and community-level education stakeholders have strengthened capacity to increase equitable access to education, especially to secondary education for adolescent girls and marginalised children in targeted provinces by 2021.

	Output indicators	Baselines - 2015	CP Target	2017 Achievement	2018 Achievement	Cumulative achievement till 31st Dec 2018	2019 Annual target	Comments
11	Policy and/or sector plans targeting out-of-school children in place	No	Yes, policy approved	No	No, in progress	In progress	Yes	The Draft OOSC Strategy being finalised by MoGE and validated by stakeholders
12	Existence of a national education strategy/plan that promote equity in terms of access and learning	No (2016)	Yes	No, In progress	Yes	Yes	Yes	ESSP approved which promotes equity in terms of access and learning.
13	Level of development of national strategies to address inequalities in access, participation and retention	2.0 (2015)	2.5	2.0	2.0	2.0	2.5	

Programme Results in 2018

Early Child Development and Early Childhood Education

Output statement: *National, sub-national and community-level education stakeholders have strengthened capacity to increase access to quality, age-appropriate early learning opportunities in targeted provinces by 2021.*

Access to Early Childhood Education

To sustain expansion in access to ECE, UNICEF provided support to MoGE to develop guidelines for establishment of low cost ECE centres as a strategy to expand access amidst budgetary constraints. Consultative meetings with Government and Civil Society stakeholders were held during the development of the guidelines to ensure ownership. The guidelines will strengthen MoGE and other partners' capacity to roll out low cost and community based ECE centres which will ultimately contribute to increasing access nationally. The guidelines will be implemented and rolled out nationally in 2019 onwards. The guidelines draw lessons from the implementation of 20 low cost community based ECD centres established in 2017 through a partnership with ChildFund.

UNICEF also supported MoGE to implement the Interactive Radio Initiative methodology which is being used as an alternative mode of ECE delivery and reaching children in hard to reach and challenging environments where there are no ECE services. The programme is also used for capacity building for non-qualified volunteer teachers (the details of this programme are presented in the next section).

Implementation of the ECE Curriculum

During the reporting period, UNICEF continued to support MoGE in the delivery of the ECE curriculum which promotes learning through play and age-appropriate learning and teaching using local languages. In 2018, UNICEF's support focused on finalising the development of ECE materials and tools aimed at improving quality in the delivery of ECE curriculum and services at all levels.

The development of a toolkit for play, teaching and learning materials, using local resources to be used by parents, communities and ECE teachers, was completed during the reporting period. The toolkit provides guidance to parents and ECE teachers on the steps to follow and the locally available materials they can use in the development of play and teaching materials. The toolkit will be printed in 2019 and rolled out nationally. The toolkit will contribute to increasing materials for play in view of inadequate resources. The development of ECD supplementary stories in local languages was also completed and are being printed. A total of 80,000 copies of 37 different stories in Chibemba, Chinyanja, Silozi, Luvale, Lunda and Kaonde are being printed and will be distributed in the second quarter of 2019. The supplementary materials will benefit children and parents in homes and ECE learners and teachers.

To enhance the capacity of ECE Teachers to deliver the ECE curriculum, as well as, to provide ECE exposure to hard-to-reach areas where traditional ECE services are not available, UNICEF also supported MoGE's Educational Broadcasting Services (EBS) to roll out the ECE IRI. EBS with technical support by UNICEF, finalised the development of 72 ECE curriculum radio programmes, which aim to support ECE teachers or ECE volunteers to enhance young children's developmental domains through audio instructions and facilitations. The programme is currently being implemented in 20 ECE centres and 80 teachers were trained in the IRI methodology. The IRI is contributing to better learning experiences for children and parents in community-based and school-based ECE centres and in Parenting Education groups. The methodology is also providing an alternative mode of delivery which brings a variety of delivery methods to children and parents in the context of a resource constrained sub-sector.



Figure 2 - A radio with a USB loaded with 72 ECE lessons- photo by John James- UNICEF

During the year, considerable progress was made to strengthen Government's capacity to support ECE teachers through development of the ECE Continuous Professional Development (CPD) programme. In 2018, the development of modules for the CPD was completed and 64 teachers and four Provincial Resource Centre Coordinators (PRCCs) were trained to facilitate roll out of the programmes. The ECE CPD framework is being implemented through the existing MoGE School Programme of In-Service for the Term (SPRINT) in-service training structures which include Provincial Resource Centres, District Resource Centres, and zonal schools. This is aimed at providing support to already serving teachers aimed at improving pedagogical skills and knowledge in the delivery of ECE. The programme will ensure that teachers receive additional training in the delivery of quality ECE.

Integration of ECD Care for Child Development in National Programmes and Service Delivery Platforms

Guided by UNICEF MTR results, UNICEF intensified the holistic Integrated ECD approach working with several line ministries who have a mandate to provide social services to young children and mothers. At national level, UNICEF supported the Ministry of Health to integrate CCD in nutrition and ante-natal guidelines, which will strengthen integration of CCD in health programmes.

Under the leadership of Ministry of Health, the holistic ECD Care for Child Development package, is being integrated in 30 health centres and 20 community based ECE centres in Eastern Province. Ministry of Health Provincial Office further declared all the 20 community-based ECE Centres as Health Outreach Posts, where district health officials pay periodic visits to provide basic health services to young children and mothers, such as, ante-natal and Under five health services, which will enable children in difficult to reach areas with limited social service provisions, to be reached with combined services of stimulation, ECE and health. The UNICEF-Child Fund partnership to support the CCD integration at local level with district ministries and communities has been instrumental in this initiative.



Figure 3 - Nurses conducting Outreach Growth Monitoring at Community level in Gombaza village, Katete. Photo by Veronica Tembo – ChildFund.

ECD Parenting education sessions continued and contributed to improved ECD knowledge, with 9,288 caregivers and 2,652 children reached through parenting programmes.

The EBS was also supported to develop localised CCD videos and other IEC materials to be used during interactions with parents in different platforms like under five, ante-natal, parenting sessions and other platforms for reaching parents with CCD messages.

To strengthen integration of ECD in health programmes, 200 (106 females and 94 males) Community Health Workers were trained in ECD Care for Child Development in three target districts (Petauke, Katete and Chadiza). The training of health workers is contributing to the integration of ECD in the health service delivery platforms. Overall, these activities are contributing to building the capacity of the three target districts to scale up ECD across sectors.

Establishment of Community based Integrated ECD Centres (Insakas)

Working together with national as well as local authorities, in 2018, UNICEF continued supporting the 20 community-based ECD centres that were established in 2017. A total of 6, 205 vulnerable children in remote communities benefitted from the ECE and other integrated services. This initiative was further conceptualised into a model called “Insaka approach”¹⁹ where a range of existing social services will be covered and integrated at community level hub supported by communities.

The Integrated ECD Insaka (community hub) concept was operationalised in Katete District with stakeholders at national, provincial, district and community level with high-level buy-in. The community members have also been mobilised in preparation for the full programme implementation and construction. Consultative and mobilisation meetings were held with two senior Chiefs (Mbangombe and Chieftainess Kawaza), 15 Headmen, and 15 district officials. The result of the mobilisation effort was the selection of four target communities/ sites for the construction of the Community Based ECD Centres. The four selected villages of Gombeza, Chikoti, Duka and Katambalala will benefit from strengthened Community level services and parenting support within proximity of the home.

Other results attained from the community mobilisation were enhanced commitment from the Chiefs and Village Headmen to support the establishment and construction of Community Based ECD Centres in the two Chiefdoms. The commitment of the two traditional leaders resulted in the allocation of land for the construction of the Community Centres. Community participation has been enhanced as evidenced by community members engaging in brick making, stone crushing and collection of building sand as their contribution to the construction of the Community Centres. For example, Gombeza Village has made 85,000 bricks as input into the construction. Improved Community participation is enabling a stronger sense of community ownership for the ECD centres which will contribute to sustainability.

¹⁹ An Insaka is a local name which means a place where community members meet for various community activities.

Through a consultative process, a package of services for the ECD centre/Community Hub (Insaka) was compiled and validated in a participatory manner with key stakeholders who consisted of Provincial and District Health Directors, Provincial and District Education Officers, District Community Development Officers and Provincial Social Welfare Department. The agreed standard package includes; health growth monitoring, immunisation, distribution of vitamin A supplements and deworming tablets, ante-natal for expectant mothers and screening for acute malnutrition and referrals. For early education, it includes delivery of play based early education and early stimulation and for child protection mainly birth registration.

The developed standard package is now guiding the provision of integrated services in the four Community Based ECD Centres. This will subsequently benefit more children and their parents/caregivers.

Multi-sectoral coordination and Integrated ECD Framework.

In 2018, multi-sectoral collaboration around ECD at national and sub-national levels continued to show improvement with UNICEF support. The existence of the ECD Action Network (ECDAN) helped strengthen multi-sectoral coordination. ECDAN has representation from 15 organisations including the participation of four Government ministries which is contributing to a momentum around integrated ECD. This has resulted in commencement of consultations for the development of an integrated ECD policy and Monitoring and Evaluation Framework.

During the reporting period, four meetings of the multi-sectoral teams were held which resulted in strengthened multi-sectoral teams involving three Government ministries; health, education, Community Development and Social Services. UNICEF supported the convening of 29 Provincial and District Heads of Departments around the integrated ECD programme framework. Because of this, two ECD multi-sectoral platforms were strengthened (one at provincial and the other at Katete district level).

Traditional Parenting and Child Care Study

The Study on Traditional Parenting and Child Care Practices was finalised and provides evidence of existing parenting practices across five provinces in Zambia. The evidence generated will provide input into strengthening of the ECD Parenting Education Programmes. The Study found that the perceived “ideal child behaviour” among parents and caregivers was those “traditional” ones characterised by respect and obedience, and corporal punishment is widely used as a means of discipline. It also suggested that common local practices involving play, games, storytelling, riddles, and songs have the potential to stimulate children’s curiosity and creativity. The study also found that there are already several good practices the parents are doing in support of physical, cognitive, language, emotional and social development and these need to be strengthened through programming while also programming for some practices and myths that do not support child development. The study report can be found on this link: <https://www.unicef.org/zambia/reports/study-traditional-parenting-and-child-care-practices-zambia>

Quality Improvements and System Strengthening

Output Statement: *National, sub-national and community-level education stakeholders have improved capacity to deliver quality learning in targeted provinces by 2021 especially at the primary level.*

UNICEF provided support towards strengthening the capacity of MoGE to improve quality education by supporting the implementation of the revised curriculum, strengthening the capacity of school level leadership and management and strengthened sector planning, monitoring and evidence generation.

Support towards the implementation of the revised curriculum

UNICEF has been supporting the MoGE in the implementation of the revised curriculum which has components that focus on skills development. Some of the initiatives supported are financial literacy; capacity building of teachers in the revised curriculum and support towards the implementation of Catch – up literacy and numeracy programme.

Improving learning outcomes through the implementation of Catch-Up literacy and numeracy programme

UNICEF provided technical and financial assistance to the MoGE to improve learning outcomes at primary level. With the support of USAID, a Catch-Up Programme, also known as Teaching at the Right Level, targets children's early grade literacy and numeracy knowledge. During the period under review, UNICEF supported the scale up of the Catch-Up programme to 470 schools in 12 districts in Eastern and Southern Province. The Catch Up strives to create a focus on learning throughout the system and empowers teachers and leaders to track how well children are learning and create structures to help children who lag. The methodology is based on teaching students at their individual level, grouping children by ability rather than by age or grade, to support their learning. Figure 4 shows 2 children using sticks to count numbers during a Catch-Up session. The methodology is evidence-based, with proven positive impact on the learning outcomes of children in multiple country contexts.

This literacy and numeracy programme targets learners in Grades 3, 4 and 5.



Figure 4 - Learners in a Catch-Up lesson on numeracy using sticks for counting in Chikankata District.
Photo Credit Petty Metina, DRCC Chikankata 2018

In Zambia, the Catch Up Programme was scaled up in 2018 following the successful implementation of a pilot programme (2016-2017) in 80 schools in four districts in Eastern and Southern Province, namely Chipata, Katete, Monze and Pemba districts. In 2018, an additional 470 schools were added to the programme and 71,036 learners were reached through the intervention. There was a 15.4 per cent improvement in literacy and 19 per cent improvement in numeracy. This programme also reached 1,525 class teachers, 780 school administrators and 1,410 mentors who were trained in the Teaching at the Right Level Methodology to help support the implementation, monitoring and mentoring of the programme.

To further strengthen the capacity of MoGE to improve Literacy and Numeracy acquisition, UNICEF plans to commission an evaluation to interrogate the effectiveness, efficiency, relevance, impact,

sustainability and the equity aspect of the Catch-up programme. The results from the evaluation will be useful in assisting the MoGE to make necessary changes that will lead to a scale up that is efficient, effective and sustainable.

Capacity Building of in-service teachers in the Teachers' Curriculum Implementation Guide

UNICEF has supported the capacity building of 340 in-service teachers in the use of the Teacher's Curriculum Implementation Guide from 880 schools representing all 11 districts in Northern Province. This training has resulted in the teachers being better equipped to teach the revised curriculum in the schools.

Strengthening institutional leadership for improved school planning, learning outcomes and accountability

At National level, UNICEF has been working closely with MoGE to strengthen the institutional capacity of school leadership for improved school planning, learning outcomes and increased social accountability. During the period under review, UNICEF supported MoGE to finalise the development of a harmonised approach to school planning, the SLIP, now renamed School Improvement Plan which is part of the ZEMT. The ZEMT has further been finalised and developed, with technical and financial support from UNICEF. UNICEF supported the hiring of a consultant to help MoGE complete the ZEMT toolkit. The ZEMT, a management toolkit been developed by MoGE is intended to strengthen the institutional and management capacity of school administrators and teachers. The tool kit consists of Financial Management, Positive Learner Behaviour, School Health and Nutrition and School Improvement Plan 1 and 2.

Five provinces, Luapula, Northern, Western, Eastern and Southern Provinces, were targeted for the uptake of the ZEMT. A national training of trainers in the implementation of the ZEMT was conducted in August 2018 and the rollout at district level was undertaken between September and December 2018. A total of 139 key MoGE Staff were trained at provincial and district level to support the implementation of the toolkit in 17 districts. UNICEF further supported the printing of the ZEMT which was distributed to schools in the five provinces. This will result in improved school management for 4,661 schools.

School planning with a focus to End Child Marriages was further strengthened in Katete and Senanga districts of Eastern and Western Provinces. A total of 34 school administrators and 34 Parents Teachers Association (PTA) representatives were trained in school planning, equipping them with skills on how to plan for their schools, based on school and community data profiles. Seven schools were trained in school planning and 17 schools received a refresher training in school planning in Senanga district while in Katete district 10 schools were trained in school planning. The 17 newly trained schools were supported with grants to develop school plans which included income generating activities. Each of the trained schools created CAGs which were tasked with the identification of girls that had dropped out of school. These CAGs were supported with funds for bringing back girls that had dropped out of school as part of the effort towards retention of girls.

Evidence-based school planning and school monitoring was strengthened in the period under review, following the linking of school improvement planning to the Data Must Speak Initiative (DMS). The DMS initiative, which UNICEF has been supporting the MoGE to implement since 2016, involves the generation and development of data profiles from EMIS data - an example of a school profile is attached as Annex V. These profiles are printed and distributed to schools. In the period under review, UNICEF supported the MoGE to develop School Community profiles which were distributed to schools. All

trainings in the ZEMT involved the training of MoGE staff, school administrators and PTA representatives on the school profiles, to support evidence-based school planning, monitoring and increased social accountability. A total of 8,843 school and community data profiles were developed and distributed for use in schools for increased community participation.

Education and Skills Sector Plan (ESSP) finalisation

UNICEF supported MoGE to undertake and finalise the development of the ESSP for the period 2017-2021 which will be implemented over a three-year period, 2019-2021.

The support to Zambia's education sector planning process comprised undertaking a comprehensive ESA, development of the ESSP and undertaking of the independent appraisal of the ESSP process. The planning process was led by the Government through the Ministries of General Education and Higher education (MoHE), while the Cooperating Partners and Civil Society Organizations (CSOs) provided technical support. The ESA and ESSP documents were thoroughly reviewed by GPE, CPs and CSOs to provide quality assurance and ensure the credibility of the ESSP process.

The ESSP is firmly rooted in the national aspirations as articulated in the Vision 2030 and the 7NDP of the Government of Zambia. The ESSP clearly elaborates on the status of the education sector, key findings from the ESA and identifies strategic priority areas and actions across all the sub-sectors including Higher education and Technical Education and Vocational Entrepreneurship Training (TEVET). The strategic priorities are pinned around improving the quality of education specifically by targeting improved learning outcomes through better leadership, oversight and accountability at all levels as well as overcoming system inefficiencies. The sector plan addresses four overriding themes of efficiency, quality, access and equity. The ESSP includes a costed multi-year Implementation plan and a Monitoring and Evaluation framework to assist the Country track its national and international commitments in the sector, including the SDG4.



Figure 5 - Representatives from World Bank, The Ministry of General Education, Global Partnership for Education and UNICEF at the signing of the Education and Skills Sector Plan in December 2018.

Sector Co-Lead Role and Coordinating Agency for GPE

As the co-lead for the education sector and Coordinating Agency (CA) for the GPE, UNICEF supported undertaking of strategic sector activities, including ensuring the regular holding of the Policy Implementation of Technical Committee (PITC) meetings to enhance collaboration amongst stakeholders involved in the education sector development. As CA, UNICEF played a critical role in facilitating implementation of guiding principles of GPE especially those related to ensuring an inclusive evidence-based policy dialogue engaging the Government, development partners as well as CSOs.

More Equitable Access and Inclusive Education

Output Statement: *National, sub-national and community-level education stakeholders have strengthened capacity to increase equitable access to education, especially to secondary education for adolescent girls and marginalised children in targeted provinces by 2021.*

Second chance education through transit schools and Open Learning Centers (OLCs)

UNICEF's work in 2018 had a specific focus on strengthening national, sub-national and community level capacity to provide all children, especially the OOSC), with equitable access to quality education. UNICEF continued to support the MoGE and FAWENZA to implement a model programme aimed at increasing demand, access, and retention for OOSC using transit schools and OLCs, which provide second chance learning opportunities. During the period under review, 4,250 (2,255 female) OOSC enrolled in the transit schools and OLCs. 88 per cent of these children achieved the minimum level of proficiency in numeracy and literacy and have been reintegrated into the mainstream schools²⁰. Transit schools and OLCs are operationalised in 50 primary schools and secondary schools in targeted districts of Petauke, Katete, Mbala and Kaputa districts in Zambia's Southern and Eastern Provinces.

Learners in the transit schools are children who are over age in the range of 9 -14 years, who dropped out of school mainly due to poverty-related reasons. Through this programme, they were given a second chance to learn in a multi-grade class, with an opportunity to enter the formal system subsequent to achievement of required competency levels. The OLCs are another alternative non-formal mode of education delivery adopted by the MoGE, targeting children between 15 and 19 years old. Most of the adolescents who joined the OLCs have discontinued after primary school completion, mainly due to distance to school, school fees and indirect cost of education, teen pregnancy, child marriage, and household chores, including cattle herding which is common among adolescent boys. While MoGE's original aim of the OLC was to mainstream vulnerable children into regular schools, many learners in OLCs prefer to remain in the centre instead of joining the regular formal classes, due to age mismatch with learners in the formal mainstream education. The open learning learners also prefer this non-formal education due to its flexible delivery of the curriculum. Female learners, feel comfortable with the time the lessons are offered as it allows them to first attend to family and household chores, especially those with very young children. Moreover, the learners struggle to pay the cash or in-kind contribution for teacher incentives which is almost one third of the school fees in the regular schools. UNICEF has plans to conduct a study on effectiveness of the alternative mode of education delivery to OOSC and youth.



Figure 6 – UNICEF Zambia Facebook post of the Transit and Retention Programme

The transit schools and OLCs deliver the Government's national curriculum and provide flexible education opportunities to OOS adolescents. A strong partnership has been established between MoGE, FAWENZA, and UNICEF, and provides an entry point for looking at the transit schools and OLCs as models through which to establish robust second chance education programming for OOSC. Support provided by UNICEF is building the capacity of the MoGE to provide second chance education to learners

²⁰ FAWENZA's programme implementation report

who are out of school. Moreover, these learners are benefitting from the delivery of the curriculum as well as a package of life skills, Sexual Reproductive Health and financial literacy. The extra-curricular life-skills education are delivered through the Student Alliance for Equality (SAfE) clubs. The main aim of SAfE clubs is to cultivate a positive relationship among young people in schools to create a child-friendly school environment aimed at increasing learners' access, retention, learning achievement, and completion rates. In 2018, with UNICEF support, about 1,980 peer educators from the SAfE clubs have been trained and have in turn reached 26,851 (of which 13,707 were girls) in-school and out-of-school adolescents with information that enables them to make more informed decisions about their rights, sexuality, negotiation and life skills.

UNICEF has continued supporting 500 CAGs that support the transit schools and OLCs as agents of change in the target communities, monitoring and tracking children's school attendance, following up cases of prolonged absenteeism, and challenging harmful social norms that negatively impact girls' retention in school including gender-based violence, child labour, sexual abuse, child marriage, and stereotyped gender roles, among others.

UNICEF's support to CAGs is also improving social accountability and empowering communities to act regarding the identification and return of OOSC to school.

CSEN and Inclusive Education

The support provided to address the education of CSEN focuses on establishing and strengthening coordination and referral mechanisms and cross-sectoral approaches to promote a holistic approach to address the needs of CSEN. The Programme Coordinating Committee (PCC)²¹ is a monthly civil society coordination mechanism in support of and hosted by the MoGE. A sub-committee on Inclusive Education has been tasked with focusing on learners with disabilities. This committee is a voluntary forum that promotes knowledge sharing and coordination in CSEN. The overall objective of the committee is to harmonise programme operations and procedures to provide more effective support to the education sector and promote inclusion for learners with disabilities. This sub-committee forms the national steering committee on inclusive education. However, it needs to include line ministries like Health, Community Development, Youth, Sport and Child Development and Infrastructure and Housing, to enhance cross-sectoral linkages and promote a holistic approach to implementation of inclusive education.

Through the "Data Must Speak" (DMS) initiative, UNICEF supported MoGE to generate, print and distribute school profiles or scorecards for all primary schools across Zambia. Every year, beginning 2016 to date, all primary schools in Zambia have received a school profile which presents a snapshot of school performance in relation to learning outcomes, number of CSEN and resources at school-level. The provision of school profiles was coupled with capacity building at all levels of the MoGE to strengthen data utilisation and evidence-based decision making to ensure more equitable resource allocation, while also making the schools more accountable to the communities for learning outcomes. In 2018, 8,843 Primary schools received a school profile. Providing schools and communities with data on CSEN will lead to schools planning for the increased participation of CSEN, ensuring that they are enrolled in school and access quality education.

²¹ PCC is one of the dialogue mechanisms where education partners engage with MoGE in the implementation of education programme in line with sector plans and priorities.

In an endeavour to adapt the national assessments of the revised curriculum for CSEN, UNICEF has supported Examination Council of Zambia (ECZ) to develop Grade 7 test items for hearing impaired learners. UNICEF supported the development of 470 test items and 46 officers were trained in the development and use of these items. The next steps are for the pre-testing of test items, analysing the data from the pre-testing, revising or scaling up the use of the items, training of teachers and the development of a national assessment of these test items. Through the training, ECZ was able to train teachers to write assessment items in a language that is more communicative to learners with a hearing impairment thereby contributing towards provision of equitable quality education for all. This has contributed to increasing capacity of the teachers to provide access to learning opportunities for CSEN and further provided an opportunity for moving the agenda on CSEN teaching and assessment to develop the teaching and assessment syllabi. This will ultimately lead to the introduction of National Examination question papers in adapted English for learners with hearing impairments leading to a more equitable and inclusive national assessment systems.

In 2018, UNICEF has continued to build the capacity of MoGE staff (at all levels) to support the implementation of the screening tools to correctly identify, assess, refer and place CSEN. Workshops and trainings trained 130 master trainers and 240 teachers from all districts. These professionals acquired the skills required for the school-level screening for Children with Special Education Needs, which will commence early 2019. The early screening tools have the potential in 2019 to reach all ECE and Grade 1 students enrolled across all schools in Zambia, providing an early window for identifying children in need and to link them to services.

Girls' retention, transition and school completion

UNICEF Zambia has continued the support for the implementation of *Zambian Girls 2030*, a programme of entrepreneurship, financial literacy, career guidance, and corporate mentoring aimed at empowering adolescent *Zambian girls* in alignment with the country's vision 2030. Through the UNICEF supported *Zambia Girls 2030* programme, an integrated package on career guidance has been provided to enhance retention and secondary school completion. This programme exposes adolescents, especially girls, to different career options, and supports increased knowledge of life skills and entrepreneurship. This programme is supported with a generous contribution by the London Stock Exchange Group through the UK national Committee.



Figure 7 UNICEF Zambia/2018/Y Tesfaghebriel (Two learners facilitating a session on career options in school level career club)

In 2018, capacity building of 200 (of which 120 female) guidance and counselling teachers and eight district guidance and counselling coordinators (five female), were strengthened to implement MoGE's guidance and counselling guidelines. The trainings have reinforced the career and skills club management, with special focus on sustainability beyond the programme cycle. The trainings have also had a positive impact on guidance and counselling services in the schools and districts. District zonal trainings were also conducted for club leadership on how to

run clubs in schools, with specific focus on leadership, facilitation and mobilisation skills, providing psychosocial support, keeping records and using the implementation framework. A total of 772 learners from the career club executive were trained and given an orientation on the structure and management of career clubs and how to effectively run career clubs.

Furthermore, in 2018 through UNICEF support, 131 head teachers and guidance and counselling teachers from districts with high child marriage and teen pregnancy rates have been trained and equipped with skills to effectively deliver guidance and counselling services in schools. With the support provided to these teachers, there will be better delivery of guidance and counselling services which will in turn improve retention, transition and completion amongst secondary school learners. School level capacity is being strengthened to respond to the needs of adolescent girls and boys particularly in the provision of psychosocial support.

In the reporting period, a total of 14,846 learners (9,811 girls and 5,035 boys²²) have actively participated in the School Level Career and Skills Clubs in the 200 target schools from Northern and Southern Provinces. The Career and Skills Clubs target girls in grades 5 to 12 because drop-out rate among girls commences to rise from grade 5 onwards. The Career Club meetings are held once every week and are facilitated by Guidance and Counselling teachers and the adolescent girls who lead the clubs. Through the Career Club sessions, these adolescent girls and boys are exposed to information on basic financial literacy and entrepreneurship skills, leadership and communication skills, life skills, as well as sexual and reproductive health knowledge.

"I came as a future doctor, but I'm now going back as a future water engineer because of the things which I was told by my mentors, the experiences which I've gone through, the things which I've seen myself, not someone telling me, but me seeing them with my own eyes. They have made me change what I was thinking of. I never thought of seeing a lady as an engineer – I thought the engineering thing was just for men. But since I came here I've met people with different careers, careers that I thought were just for men and I was inspired. It's really shocking that in the construction set-up there are only a few ladies, so I want to be among those few ladies to inspire other women."

Chileleko Habukale, 14 years old, during the August 2018 internship

Provincial level career and skills camps were conducted in Kasama and Namwala districts for Northern and Southern Provinces, respectively, hosting a total of 384 adolescent girls in Grades 8 and 9 out of an annual target of 400 girls. The career and skills camps target disadvantaged adolescent girls in lower secondary and aim to improve their transition to upper secondary. The 2018 provincial career and skills camps were themed "ARISE GIRLS' CAMP," focusing on exposing the learners to diverse career options, opportunities and professionals, as well as, building the capacity of learners in core life skills, such as, assertiveness, communication and leadership skills. The career and skills camps also focused on providing a platform and safe space for adolescent learners to acquire knowledge in reproductive health, financial and entrepreneurship skills. The one-week career camps are intended to ensure that the adolescent girls are provided with the information and skills that could encourage them to rise above their situations and backgrounds to achieve their goals and aspirations.

Moreover, internship placements have been conducted targeting the disadvantaged and vulnerable girls in senior secondary of grades 10 to 12 from the remotest villages of Northern and Southern Provinces.

²² Boys have been added to take part in the school level career clubs mainly to act as change agents in the endeavour for gender equality but also there has been strong demand from the boys, school administrators and guidance teachers.

The principal objective of the internship programme is to enhance girls' secondary school completion and transition to either tertiary or meaningful formal employment. In 2018, 336 additional girls have been placed in a two-week internship programme. About 414 placements were secured leading to 336 girls (new) and 78 girls (for the second time) to attend the programme in Lusaka, Ndola and Kitwe.



Figure 8 – Girls are learning on-the-job skills during their internship at ZNBC offices in Kitwe. Photo credit: UNICEF Zambia/2018/E Mulenga

An end-line evaluation is being commissioned by UNICEF to assess the effectiveness, efficiency, relevance and sustainability of the *Zambian Girls 2030* in enhancing retention and completion through career guidance. The study findings will also contribute to informing policy direction and programme design for girls' education as well as skills development for adolescents.

Education in Emergency Mantapala Refugee Response

Since August 2017, Zambia has been receiving an increasing number of refugees fleeing conflict and instability in the DRC who are mostly arriving through informal and formal border crossings in Luapula Province. Refugees entering through the Northern, North-Western and Copperbelt Provinces, all of which border the DRC, have also continued to seek asylum and protection. Zambia has received 22,226 Congolese refugees, of which 15,642 have entered through Luapula Province and some 11,449 are in Mantapala refugee settlement.

As a response, UNICEF together with MoGE, Save the Children and Plan International, successfully supported the provision of education. With CERF funding, 24 classrooms (semi-temporary learning spaces) were constructed in Mantapala Refugee Settlement in Mulwe ward (six classrooms for ECE, 12 for primary and six for secondary education). This resulted in a total enrolment of 5,016 learners. Out of the total enrolled, 204 (116 girls and 88 boys), came from the host community, whilst the rest 4,812 (2,289 girls and 2,523 boys) were refugee learners. By category, 1,217 (625 Female) were enrolled in ECE, 3,582 (1,697 Female) in primary and 217 (83 Female) in secondary school education.



Figure 9 Photo credit: UNICEF Zambia/2018/F Leenknecht (Through working with Plan International, UNICEF constructed 12 classrooms in Mantapala refugee settlement.)

The new, semi-permanent classrooms provided the learners who were learning in open spaces/outside, with a safe and secure learning environment that has promoted protection and wellbeing as well as access to education. UNICEF and its partners, further supported recruitment and training of 60 personnel, comprising caregivers and teaching staff (33 Congolese volunteer staff and 27 Zambians). A total of 251 small desks for lower primary school children and 251 large desks for upper and secondary school learners, including 24 teachers' tables and chairs, were procured and distributed to the schools in the refugee settlement.

UNICEF also supported the local authorities towards institutionalising the Congolese refugee education provision into national education system through provision of regular Zambian public teachers to the refugee schools, inclusion of enrolment data into Zambian EMIS system and inclusion of refugee learners into the national examination system. UNICEF will further follow-up on the Government's efforts in integrating refugee learners into the system.

C. FINANCIAL ANALYSIS

The following financial analysis was conducted by use of the Strategic Plan Analysis Cube in Insight, as per thematic reporting guidelines.

Table 1b: Planned budget by outcome areas in US\$ (outcome area: Education, year = 2018)

Intermediate Results	Funding Type	Planned Budget
05-01 Early Childhood Learning National, sub-national and community-level education stakeholders have strengthened capacity to increase access to quality, age-appropriate early learning opportunities in targeted provinces by 2021.	RR	156,600
	OR	885,000
05-02 Education Sector Strengthening National, sub-national and community-level education stakeholders have improved capacity to deliver quality learning in targeted provinces by 2021, especially at the primary level.	RR	156,600
	OR	885,000
05-03 Education for Out of School National, sub-national and community-level education stakeholders have strengthened capacity to increase equitable access to education, especially to secondary education for adolescent girls and marginalized children in targeted provinces by 2021.	RR	156,600
	OR	885,000
05-04 Education - Programme Support	RR	600,000
	OR	650,000
Total Budget		4,374,800

¹ RR: Regular Resources, ORR: Other Resources - Regular (add ORE: Other Resources - Emergency, if applicable)

² Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost.

³ ORR (and ORE, if applicable) funded amount exclude cost recovery (only programmable amounts).

* N.B. Planned amounts are currently not available in the SP analysis cube

Table 2: Country-level thematic contributions to outcome area received in 2018, in US\$

Donors	Grant Number*	Contribution Amount	Programmable Amount
Thematic fund	SC189904	US\$ 47,500	US\$ 47,500
Total		US\$ 47,500	US\$ 47,500

*Please note that the expense amounts in the SP Analysis Cube have not yet been reviewed and data has not been finalized.

**Note that while the Cube Analysis indicates a total of \$47,500 contributions received in 2018 grant SC189904, Vision records indicate \$1,013,000 for 2019,2020 and 2021 utilisation.

Table 3: 2018 Expenditures for Education, in US\$

Organisational Targets	Expenditure Amount			
	Other Resources - Emergency (CERF)	Other Resources - Regular	Regular Resources	Grand Total
22-01 Equitable access to quality education	256,271	763,413	200,701	1,220,385
22-02 Learning outcomes	20,844	1,473,702	686,075	2,180,621
22-03 Skills development		549,566	548	549,019
Grand Total	277,115	2,786,681	913,440	3,950,025

Table 4: Thematic expenses by programme area, in US\$

Thematic Expense by Programme Area (in USD)	
22-01 Equitable access to quality education	406,378
22-02 Learning outcomes	525,589
22-03 Skills development	2,926
Total	934,893

Table 5: Expenses by Specific Intervention Codes, in US\$

22-0-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	39,989
22-01-04 Provision of (formal and non-formal) secondary education (including in temporary learning spaces)	244,441
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	460,094
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	3,315
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	163,728
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	291,728
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	833,864
22-02-18 System strengthening - learning assessment systems	130,006
22-02-20 System strengthening - teacher development, management, and support	128,226
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	185,572
22-03-07 System strengthening - life skills (for personnel empowerment, active citizenship, etc.)	444,627
26-02-04 Stimulating demand for and capacity to use data	135
26-03-01 Advocacy and partnership-building for social behaviour change	9,088
26-03-02 Capacity and skills development for social behaviour change	63
26-03-05 Innovation, multi-media content production and dissemination	111
26-03-06 Research, monitoring and evaluation and knowledge management for C4D	17,997
26-03-99 Technical assistance - Cross - sectoral communication for development	308
26-05-07 Building research capacity in UNICEF and the UN system	421
26-06-04 Leading advocate	17,447
26-06-05 Leading voice	-16
26-06-06 Supporter engagement	1,326
26-06-07 Leading brand	4,418
26-06-08 Emergency preparedness (cross-sectoral)	7,545
26-06-10 CRC, CEDAW or CRPD - follow up on concluding observations	1,405
26-06-12 Learning	25
26-06-13 Joint programmes/pooled funding/inter-agency agreements	9,973
26-07-01 Operations support to programme delivery	931,565
27-01-06 HQ and RO technical support to multiple Goal Areas	2,803
27-01-15 CO programme coordination	24,159
28-07-04 Management and Operations support at CO	4,338
Total	3,950,025

D. FUTURE WORKPLAN

Following Government's launch of the 7NDP and the ESSP, future workplans will be aligned to the priorities defined in these national frameworks. More specifically, UNICEF's support beyond 2018 will continue to focus on supporting Government to ensure that by 2021, boys and girls of school-going age demonstrate improved learning outcomes because of equitable and inclusive access to quality education.

ECD/ECE

- Support MoGE to expand ECE access through cost effective service delivery models and integrated community based ECD centres/hubs (Insakas);
- Support MoGE to implement the ECE Curriculum;
- Support Government to implement a national integrated ECD approach and development of an integrated ECD policy; and
- Support advocacy, generate evidence and policy dialogue for ECD.

Quality

- Support the implementation of the revised Curriculum;
- Support the implementation of the strategies to address quality learning in schools, such as, the scale up and evaluation of the Catch -Up, taking lessons learnt to help inform MoGE's literacy and numeracy programming,
- Support MOGE to conceptualize and develop an agenda as a response to the 'learning crisis'; Support the strengthening of school level management and monitoring through evidence based planning and increased accountability; and
- Strengthening sector dialogue mechanisms, improve resource allocation to schools and Education sector co-lead role roles and responsibilities.

Equity

- Further strengthen and roll out the alternative mode of education delivery, such as, the transit schools and open learning centres to reduce the number of OOSC and enhance equitable access to education to all children in Zambia;
- Based on the Minister's and Permanent Secretary's interest in further promoting alternative options for education, UNICEF will further support MoGE in conceptualizing different flexible and alternative education options to expand learning opportunities, taking lessons and evidence from different countries' initiatives;
- Support programmes on skills development for disadvantaged adolescent girls and CSEN; and
- Support work around strengthening data and evidence on CSEN for evidence-based advocacy, policy formulation, planning and programme implementation.

Table 6 below highlights the planned budget for 2019 activities:

Table 6: Planned budget for Education, 2019, in US\$

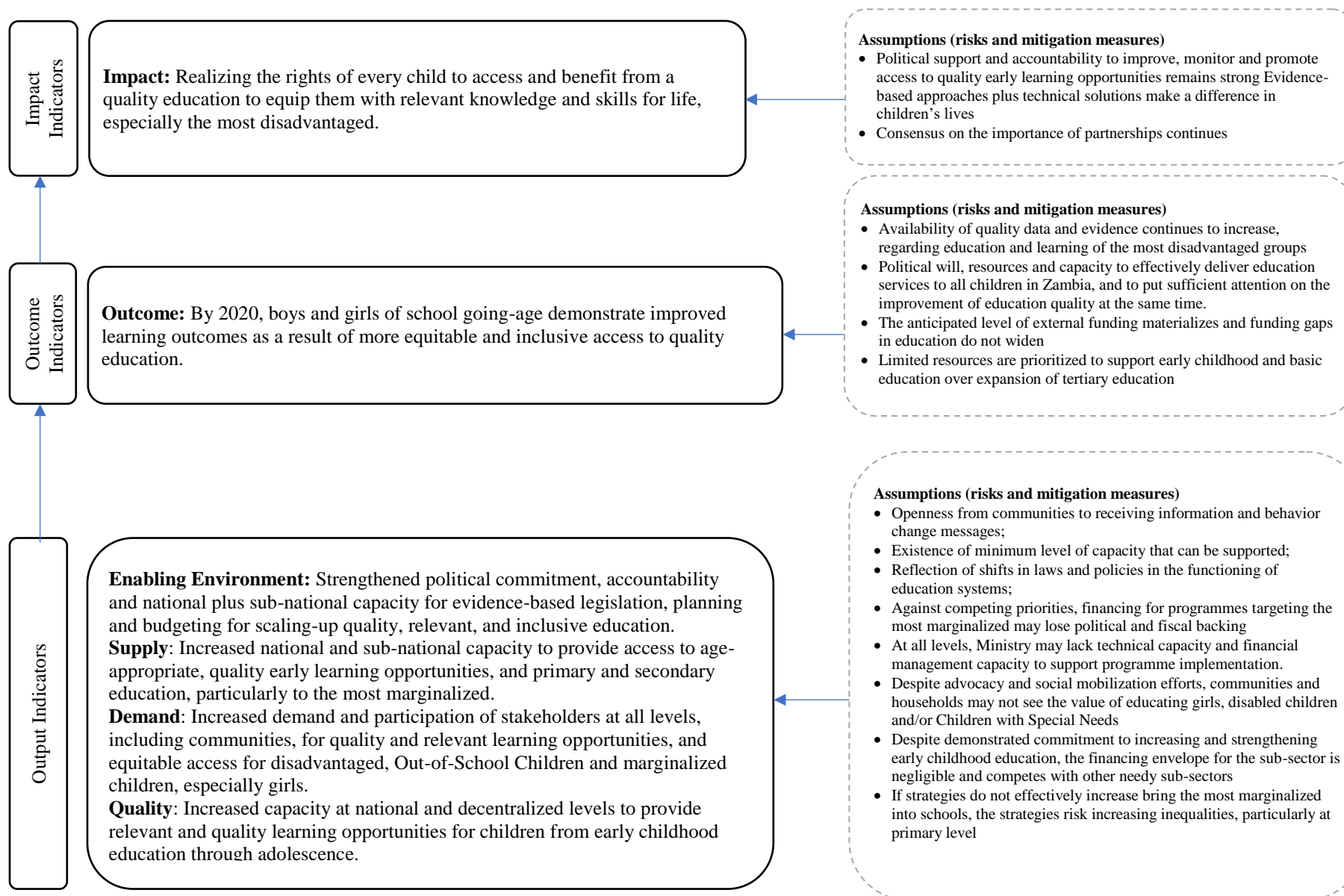
Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
05-01 Early Childhood Learning National, sub-national and community-level education stakeholders have strengthened capacity to increase access to quality, age-appropriate early learning opportunities in targeted provinces by 2021.	RR	145,000	258,231	-113,231
	ORR	896,600	538,527	358,073
05-02 Education Sector Strengthening National, sub-national and community-level education stakeholders have improved capacity to deliver quality learning in targeted provinces by 2021, especially at the primary level.	RR	145,000	182,511	-37,511
	ORR	896,600	1,099,778	-203,178
05-03 Education for Out of School National, sub-national and community-level education stakeholders have strengthened capacity to increase equitable access to education, especially to secondary education for adolescent girls and marginalized children in targeted provinces by 2021.	RR	145,000	173,311	-28,311
	ORR	896,600	749,205	147,395
05-04 Education Program Support	RR	650,000	559,102	90,898
	ORR	600,000	622,076	-22,076
Sub-total Regular Resources		1,085,000	1,173,155	-88,155
Sub-total Other Resources - Regular		3,289,800	3,009,586	280,214
Total for 2019		4,374,800	4,182,741	192,059

¹ Planned and Funded budget for ORR (and ORE, if applicable) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration

E. EXPRESSION OF THANKS

UNICEF Zambia wishes to express its most sincere appreciation for the funding provided through the Thematic Funds for Basic Education and Gender Equality. The contribution of Thematic Funds during this reporting period greatly assisted the country programme to realize the strategic support provided to the GRZ, which is making a positive difference in the lives of young children and adolescents.

Annex I: Theory of Change Scheme for Education Outcome



Strategic Interventions

General

- Advocate for increased funding for access to quality and equitable education and invest in innovative approaches that improve access as well as learning outcomes for all, and especially for the most disadvantaged children.
- To strengthen the capacity of Zambia's education system at central, provincial, district, and school levels to policy development, evidence generation and effective use of data, and service delivery in line with UNICEF's strategic priorities, including

Early childhood development:

- Continue to create greater awareness for ECD in Zambia through providing quality inputs and supporting better coordination and integration of services
- Support the finalization and implementation of the ECD Policy

Early childhood education:

- Continue to explore innovative ways to provide access to early education, through school outreach and low-cost community-based programmes

Primary education:

- Continue to support coordination of the education sector, including implementation of the recently completed Education and Skills Sector Plan (ESSP)
- Support social accountability in the education sector through the efficient use of data for decentralized planning and management, including through Data Must Speak
- Support the scale-up of the Catch Up programme that enables effective learning and enhances learning outcomes
- Strengthen capacity of staff at all levels to strengthen the implementation of the two-tier curriculum, the school-level improvement plans and the Zambia Education Management Toolkit (ZEMT) effectively

Secondary education:

- Support the Government to strengthen equity in education, through targeting girls, children with specific learning needs (CSEN) and the most disadvantaged
- Advocate and support programmes to reduce school drop-out and increase retention throughout the school cycle, including through programmes that focus on teaching girls' financial literacy, entrepreneurship and career guidance, and fighting school-related gender-based violence (SRGBV)
- Contribute to cross-sectoral programmes to end child marriage (ECM) and adolescent programming,
- Advocate for the scaling up of effective second chance education models, including the transit and retention schools as well as the open learning centers
- Engage communities to discuss, explore, and transform sociocultural beliefs and practices to promote more inclusive education, including at the early childhood years.
- Support the finalization of the OOSC Strategy and the development of a national Girls Education Strategy

Annex II: Human Interest Story

A Zambian mother speaks about the benefits of the Catch Up Programme: Tiwine Muchipa



Ngoza Banda is a mother of two children. Her first child Gift Kasoku is a Grade 4 at Lupani Primary School in Kazungula district of Southern Province while, her second child is a two-year-old girl who is not yet enrolled into school.

My son Gift goes to school early morning at 8am till 12pm when his classes end. In the second school term of 2018 I, observed that Gift had started coming back home late than usual from school. This made me question my son why he had suddenly started getting back late from

school from his response, Gift told me he was enrolled in a catch-up class that started after his usual class hours for only an hour.

As a concerned mother, I took interest in my son's response and decided to go and consult from his class teacher and also gain more knowledge on what exactly the catch-up lessons were and the purpose as it was new to me and I did not really understand Gift's explanation.

The following day after Gift had already left for school, I did my usual house chores and when I was done I prepared myself and went to his school. When I arrived at the school I went directly to his class and found his class teacher. I narrated my concerns to the teacher and followed up with a question asking about these after class lessons that my son was enrolled into. The teacher was very kind to fully explain to me what catch up really was and what the expected end results were. I must say, my Son did have some challenges with his school work and from my home assessments I had made a decision that Gift was going to repeat his grade 3 in order for him to improve in his reading and writing.

After the class teacher's explanation, I decided to secretly monitor Gift and continued assessing him to see if the programme was helpful for him and if I should change my decision of letting my son repeat third grade.



I first started by asking Gift to read for me from different Chitonga writings and slowly with time I observed he was beginning to read much fluent than before with less difficulties.

The Catch-up programme is an amazing initiative though with limited information spread to parents the programme received with mixed feelings. My friends from my church who are also parents to some children enrolled at Gift's school would complain about their children's delay from school and how they thought this was going to affect their academics. This is because normal school lessons end at 12pm then the children go in for an hour of catch up lessons at 13pm to 14pm. As a well-informed parent this made me take a step and share the knowledge I have with them on this school programme.

At the end of the 2018 academic year, there was great noticeable change in the children's school performance and my son Gift has since proceeded to Grade 4 in the 2019 academic year. As a parent who has seen her child greatly benefit from the programme I am highly motivated to support various school projects the school calls for and also, I do not hesitate to get more school requirements when needed.

I would like to see this programme continue for great results from the children as it helps scale up education and to my fellow parents I would advise that they take keen interest to constantly check their children's school performance and also provide support to the children and school activities when called upon.

Annex III: Donor Report Feedback Form

In acknowledgement of the contribution of your organization and to fulfil our reporting obligations, we continually strive to ensure that our donor reports are of a standard that assures you that funds are being used effectively and in the best interest of the child. Hence, we are interested in your feedback and seek your input towards improving our performance. Please take time to let us know how satisfied you are with the report you have received by completing the accompanying donor report feedback form.

Please use the link below to provide feedback.

<https://www.surveymonkey.com/r/YJHKJLW>

Name of Report: Thematic Report – Education, Zambia

Reference no: SC/2014/9905

Contact Name: Noala Skinner - Representative

Email: nskinner@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while 0 indicates “complete dissatisfaction”.
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1. To what extent did the narrative content of the report conform to your reporting expectations?

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have not been fully satisfied, could you please tell us what we could improve on next time?

2. To what extent did the fund utilization part of the report conform to your reporting expectations?

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have not been fully satisfied, could you please tell us what we could improve on next time?

3. What suggestions do you have for future reports?

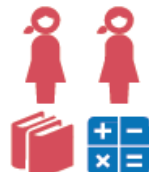
4. Any other comments you would like to share with us?

Annex IV: Executive Summary of PISA-D for Zambia

Executive Summary



In Zambia, 5% of students achieve the minimum level of proficiency in reading and 2% in mathematics.



Girls outperform boys in reading by 14 points and in mathematics by 6 points.



Students of urban schools outperform students of rural schools in reading with a performance difference of 56 score points, the equivalent of more than a year of schooling..



A significant proportion of students report having missed school for more than 3 months in a row (24%), with health problems (their own, or those of family members) being often cited as the reason..



49% students report that several times a month or more they discuss with their parents how well they are doing at school.



Rural and disadvantaged schools tend to have school facilities in worse condition than urban and advantaged schools.



Advantaged students are 14.4 times more likely than disadvantaged students to attain the baseline level of proficiency in mathematics.



The percentage of the Zambian population that has attained at least grade 7 by age 15 in 2017 was 36%. The remaining 64% of 15-year-olds in 2017 were either in grades below 7 or out of school.



In Zambia, a large majority of students (81%) feel that they belong at school.



Zambia allocates 5% of GDP and 16.5% of public expenditure to education.



Disadvantaged students are 2.1 times more likely than more advantaged students to report low life satisfaction....



...and 1.8 times more likely than more advantaged students to report poor or fair health..

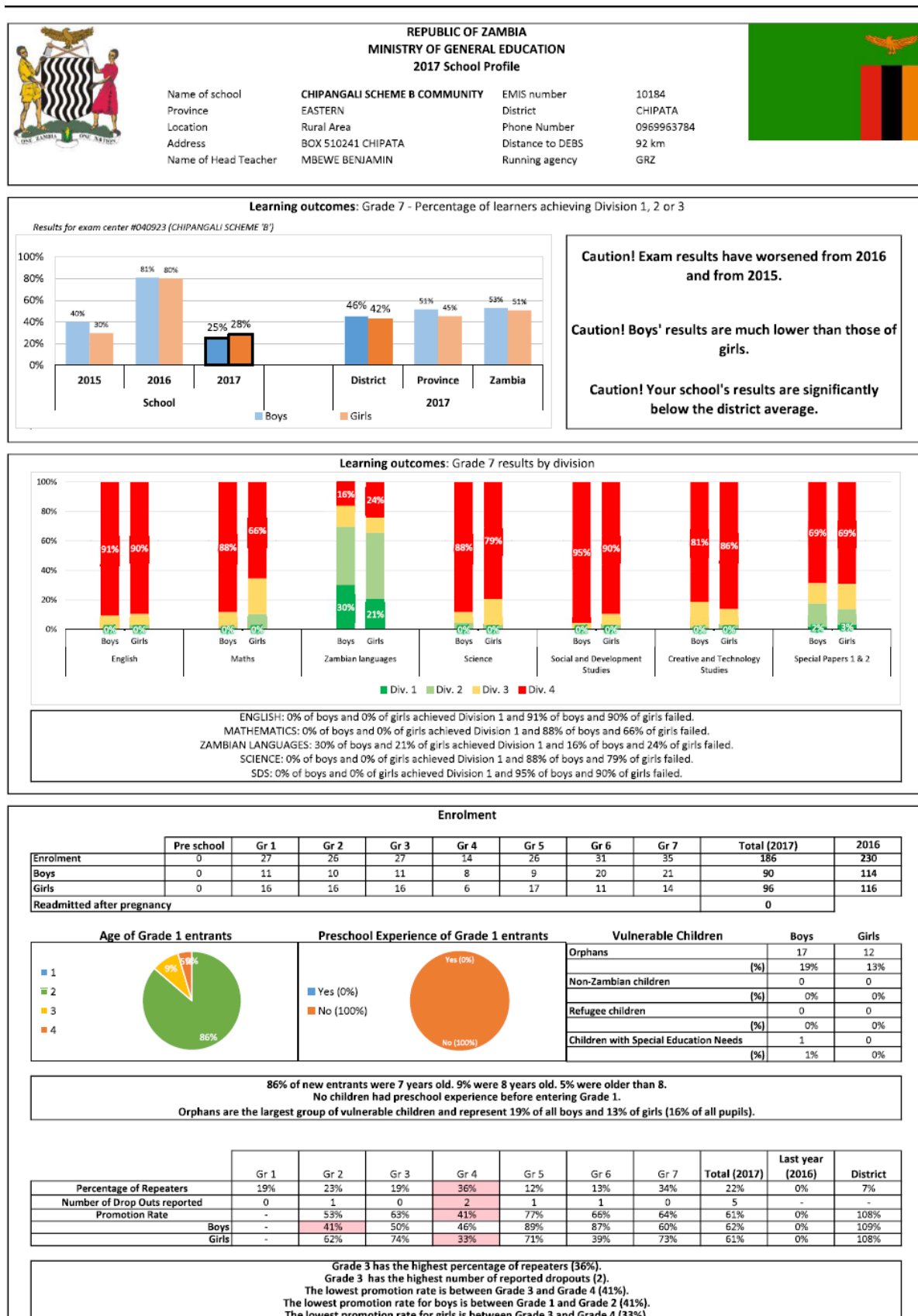


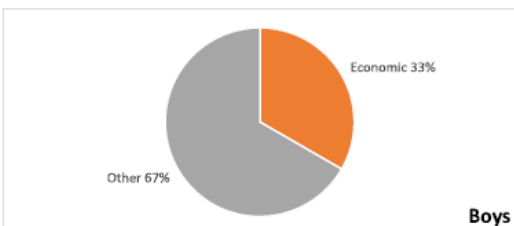
While 85% of students report that they feel safe at school, only 75% feel safe on the way home from school. At school, the most frequent threats to safety are theft and physical violence (threats and fights)..

The bottom line...

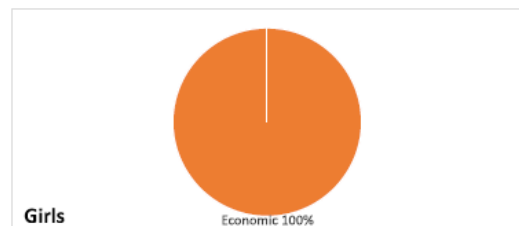
- Improve resource allocation particularly for rural and disadvantaged schools.
- Strengthen teacher recruitment policy by ensuring that teachers are deployed where they are needed and also make working in rural areas attractive.
- Reform the text book procurement policy. For example, procurement could be decentralized to districts and schools so that instructional resources are procured as need arises.
- Improve attainment by reducing school entry age and by strengthening remediation for students who lag behind to reduce grade repetition.
- Improve quality of instruction by strengthening teacher training by standardizing the curricular across Colleges of Education.

Annex V: Data Must Speak - School Profile





Reasons for dropping out



The main reasons reported for boys dropping of school were: Economic and Other.
The main reasons reported for girls dropping of school were: Economic.

Teachers and Physical Facilities

Your school did not report any teachers teaching in primary

	Unqualified		Pre-School Certificate		Primary Certificate		Diploma and above		Total		2016
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Number of teachers	0	0	0	0	0	0	0	0	0	0	2

	Pre Prim	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	(2017)	(2016)	Std.
Average class size	-	27	26	27	14	26	31	35	27	-	40
Pupil-Teacher Ratio	No teacher information provided.									115	40
District	113										

No teacher information provided.
The average class size in the school is 27 and the largest class size is 35 in Gr 7.
To meet national standards your school requires 5 teachers.

Pupil-Classroom Ratio
Number of learners per classroom

	School	Std.
School	47	40
District	87	

To meet national standards your school requires 1 more classrooms.

Pupil-Desk Ratio
Number of learners sharing a 2-seater desk

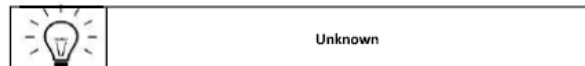
	School	Std.
School	5	2
District	6	

To meet national standards your school requires 52 more double desks.

Pupil-Toilet Ratio
Number of boys and girls per separated toilets

	Boys	Std.	Girls	Std.
School	-	25	-	20
District	117		113	

Your school did not submit any information on toilets.



Learning Materials

Number of students sharing a single book for each subject (- indicates that there are no books for this grade and that subject)

Pupil-Textbook Ratio	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Total (2017)	2016	District
English	-	-	27	14	2	3	35	5	-	5
Mathematics	2	3	-	3	2	3	35			
Zambian languages	-	-	5	-	1	31	35			
Science	2	26	27	3	2	3	35			

of textbooks needed

	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Total
English	14	13	13	6	1	6	17	70
Mathematics	1	3	14	2	1	6	17	44
Zambian languages	14	13	9	7	0	15	17	75
Science	1	12	13	2	1	6	17	52
Total	30	41	49	17	3	33	68	241



To meet national standards your school requires 70 additional English textbooks. The greatest need is in Gr 7 where 17 textbooks are required.
To meet national standards your school requires 44 additional Mathematics textbooks. The greatest need is in Gr 7 where 17 textbooks are required.
To meet national standards your school requires 75 additional Zambian languages textbooks. The greatest need is in Gr 7 where 17 textbooks are required.
To meet national standards your school requires 52 additional Science textbooks. The greatest need is in Gr 7 where 17 textbooks are required.

Summary and Areas needing attention

Caution! Exam results have worsened from 2016 and from 2015.
Boys' Grade 7 exam results are much lower than those of girls.
Your school's Grade 7 exam results are significantly below the district average.
Subjects needing particular improvement include English, Social and Development Studies.

A very large proportion of children (14%) are overage when starting Grade 1.
Very few (0%) children have been to preschool before entering Grade 1.
The percentage of repeaters is very high (22%), especially in Grade 3 (36%).
The promotion rate is very low (61%), especially from Grade 3 to Grade 4 (41%).
The main reasons reported for boys dropping of school were: Economic and Other.
The main reasons reported for girls dropping of school were: Economic.
There is no data on teachers. Your school needs additional classrooms, additional desks.
Your school needs many additional textbooks (241), especially in Zambian languages and for Gr 7.

