



DEVELOPMENT PLANS ON EDUCATION IN ZAMBIA

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Cont...



Republic of Zambia

**SIXTH NATIONAL DEVELOPMENT PLAN
2011 – 2015**

“SUSTAINED ECONOMIC GROWTH AND POVERTY REDUCTION”

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- The Sixth National Development (SNDP) was to Cover the period 2011 to 2015.
- This plan succeeded the FNDP
- This plan was thus a medium term plan which was an effort towards attaining Zambia's Vision 2030 of becoming a prosperous middle income Nation by the year 2030.
- The SNDP was thus drafted under the theme “sustained Economic Growth and poverty Reduction”
- The strategic focus of the FNDP was infrastructure and Human Development.
- The plan was to be guided by the principles of accountability, decentralization and efficient resource allocation.

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□ Objectives of the SNDP

- **The objectives of the SNDP were to:**
- Accelerate infrastructure development
- Enhance economic growth and diversification
- Promote rural investment, accelerated poverty reduction, and human development

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- The plan focused on agriculture, Livestock And fisheries, Mining, tourism, Manufacturing, Commerce and Trade as key sectors.
- The plan also emphasized the need to reduce rural poverty by increasing employment opportunities.
- This was to be achieved by investing in road, railway, and ICT infrastructure, energy, water and sanitation, education and health.

The Education and Skills Development Sector

- The education and skills development sector is highlighted as important in promoting socio-economic development
- That this sector provides all individuals with opportunities for growth, poverty reduction, employment, productivity and human development.

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□ Review of Past Performance

□ At the time of implementing the SNDP, the following situation existed in the education sector in the year 2011:

- Only 4627 classrooms were constructed from the expected 7500.
- Space for 370, 160 more pupils was created through the double shift sessions.
- Basic education (school) enrollments increased from 2.9 million in 2005 to 3.6 million in 2009.
- The NET enrolment rate increased from 93% in 2005 to 97% in 2009.

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- GPI increased from 0.95 in 2005 to 0.99 in 2009.
- Completion rate at grade 9 increased from 43% in 2005 to 52% in 2009.
- At high school level, 43 more schools were built for the planned 100
- This created 564 more classroom from the spaces of 22,560 pupils.
- Enrolment increased from 162, 019 in 2005 to 257,100 in 2009.
- Completion rate improved from 17% to 19% in 2019
- Pupil teacher ratio improved from 22:1 in 2005 to 20:1 in 2009

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- The NER increased from 21% in 2005 to 26% in 2009.
- The GPI increased from 0.81 in 2005 to 0.87 in 2007
- **Tertiary Level**
- More lecture rooms were under construction at Nkrumah, COSETCO and ZAMISE
- Libraries were under construction at Mulungushi, ZAMISE, NKRUMAH AND COSETCO.
- **Mulakupikwa University College** was under construction
- Some training programmes were upgraded from diploma to degree programmes

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- Student teacher enrolment increased to 5, 461 in 2009 and from these 47% were females.
- Establishment of private universities was encouraged to enhance access at the time. This saw 14 private universities being opened.
- Enrolments in the public universities increased from 12, 774 8 in 2005 to 19, 086 in 2009.
- **TEVET** institutions enrolled more students from 30, 511 in 2005 to 33, 399 in 2009.
- Many trades training institutes were opened.

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- During the implementation of the FNDP policies on equity and access issues were put in place.
- **Adult Literacy Education** was expanded, including trades teaching and distance vocational education.
- A lot of OVCs received bursary support in 2009 compared to 2005.
- Access was increased to learners with special education needs from less than 100, 000 in 2005 to more than 200, 000 in the year 2009.

Vision, Goals, and Strategic Focus of the SNDP

- The Vision 2030 for education was: innovative and productive life long education and education for all by the year 2030.
- **The Goal was:**
- Increase equitable access to quality education and skills training to enhance human capacity for sustainable national development.
- The sector strategically focused on expanding access to high school and tertiary education.
- Efforts to improve quality education at all levels
- Attention was given to curriculum review, development and delivery.

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- **It focused on teacher availability in rural areas.**

□ The objective of the SNDP on education and skill Development were:

- To increase access, efficiency and equity to quality **ECCDE and basic education.**
- To increase access, efficiency and equity to quality **high school education**
- To increase the number of qualified and competent **teachers in schools**
- To increase access, participation and equity in the **provision of quality university education.**

Cont...

- To increase efficiency and equitable access to **quality basic skills and TEVET.**
- To increase adult literacy levels.
- To expand and improve education infrastructure.
- To revise the curriculum at all levels of education make it relevant and responsive to the national aspirations and education needs.
- Each of these objectives had specific strategies and programmes put in place for its implementation.
- In addition it has **clear performance indicators** which were to be achieved

Performance Indicators of the SNDP

| | | | | | | | | |
|-----------------------|--|---------------|---------------|---------------|---------------|---------------|--|------------|
| High School Education | Provision of Bursaries to OVC | 5,000 | 7,500 | 10,000 | 12,500 | 15,000 | 15,000 bursaries provided to OVC | MOE |
| | Procurement of Textbooks | 200,000 books | 200,000 books | 200,000 books | 200,000 books | 200,000 books | 1,000,000 books to be procured | MOE |
| | Recruitment of teachers | 2,000 | 2,000 | 2,000 | 2,500 | 2,500 | 11,000 teachers recruited | MOE, PSMD |
| Teacher Education | Teacher outputs | 2,500 | 2,500 | 2,500 | 3,000 | 3,500 | 14,000 teachers trained | MOE, MSTVT |
| | Upgrading of teacher colleges to diploma and degree programmes | 2 | 1 | 2 | - | - | 2 universities established 3 colleges of education upgraded | MOE, PSMD |

Performance indicators of the SNDP

Table 55: Sector Output Matrix

| Programmes | Projects to be implemented | Annual Targets | | | | | Total Output Expected end of SNDP | Responsible Institution(s) and Key Stakeholders |
|---------------------------|-------------------------------|----------------|---------------|---------------|---------------|---------------|-----------------------------------|---|
| | | 2011 | 2012 | 2013 | 2014 | 2015 | | |
| ECCDE and Basic Education | Provision of Bursaries to OVC | 18,000 | 21,000 | 24,000 | 27,000 | 30,000 | 30,000 Bursaries provided to OVC | MOE |
| | Procurement of Textbooks | 750,000 books | 750,000 books | 750,000 books | 750,000 books | 750,000 books | 3,750,000 books to be procured | MOE |
| | Recruitment of teachers | 4,000 | 3,000 | 3,000 | 3,000 | 3,000 | 16,000 teachers recruited | MOE, PSMD |

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Table 56: Key Performance Indicators

| Key Performance Indicator | Baseline 2009 | Annual Targets | | | | |
|--|---------------------|----------------|--------|--------|--------|--------|
| | | 2011 | 2012 | 2013 | 2014 | 2015 |
| Net Enrolment Rate (NER) % | | | | | | |
| Grades 1-7 | 103.6 ¹⁰ | 96 | 97 | 98 | 99 | 100 |
| Grades 8-9 | 30.06 | 34 | 38 | 42 | 43.5 | 45 |
| Grades 10-12 | 27 | 28.5 | 30 | 32 | 34.5 | 36 |
| Tertiary Enrolment Against the Population | | | | | | |
| TEVET places | 33,000 | 40,000 | 42,000 | 44,000 | 47,000 | 50,000 |
| Completion Rate % | | | | | | |
| Grade 7 | 91.70 | 94 | 96 | 98 | 99 | 100 |
| Grade 9 | 51.98 | 55 | 59 | 63 | 65 | 67 |
| Grade 12 | 19.47 | 23 | 27 | 31 | 34 | 38 |
| Basic Skills and TEVET | 91.8 | 92.3 | 92.8 | 93.3 | 93.8 | 94.3 |

Cont...

| Key Performance Indicator | Baseline 2009 | Annual Targets | | | | |
|-------------------------------|---------------|----------------|------|------|------|------|
| | | 2011 | 2012 | 2013 | 2014 | 2015 |
| Pupil Teacher Ratio | | | | | | |
| Grades 1-4 | 57.2 | 56 | 52 | 48 | 44 | 40 |
| Grades 5-7 | 52.1 | 48 | 46 | 44 | 42 | 40 |
| Grades 8-9 | 28.2 | 30 | 32 | 33 | 34 | 35 |
| Grades 10-12 | 24.9 | 25 | 25 | 25 | 25 | 25 |
| Lecturer Student Ratio | | | | | | |
| Basic Skills and TEVET | 40 | 38 | 32 | 26 | 20 | 20 |
| Gender Parity Index | | | | | | |
| Grades 1-7 | 0.99 | 1 | 1 | 1.1 | 1.2 | 1.2 |
| Grades 1-9 | 0.97 | 0.97 | 0.98 | 0.99 | 1 | 1 |
| Grades 10-12 | 0.87 | 0.87 | 0.89 | 0.90 | 0.92 | 0.93 |

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- The S NDP also clearly highlighted the process for implementation , monitoring and evaluation of the sector programmes and it had performance indicators as highlighted above.
- Despite the S NDP being so explicit, it's implementation was not completed as it was **replaced** by the Revised Sixth National Development Plan (R-S NDP) by the Patriotic Front Government in 2014.

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REVISED SIXTH NATIONAL DEVELOPMENT PLAN 2013-2016



“People Centered Economic Growth and Development”

Cont...

- The goals for revising the SNDP was to realign it with the with the priorities of the Patriotic Front government at time.
- The Revised Sixth national Development Plan was a plan with quantifiable programmes which were to inform the sector planning and budgeting processes.
- The R-SNDP was themed **“People-Centred Economic Growth and Development”**
- It's strategic focus was not different from the SNDP.
- During the time of its implementing the R-SNDP, the primary and secondary education sectors had been reorganised

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- Primary education was to run from grades 1-7 and secondary from 8-12.
- The goal of this plan was “ ***Increased equitable access to quality education and skills training through efficient and cost effective measures that enhance human capacity for sustainable national development.***”

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□ Performance of the education sector in 2011 and 2012

- The past performance of the SNDP covers only 2011 and 2012 as it was just partly implemented.
- This past review focused on ECE, Primary Education, Secondary Education, Tertiary Education, Youth and Adult Literacy and Skills Development.
- The construction of 23 primary schools was completed
- Construction of 44 secondary schools was under way
- The quality of education in terms of standards remained low.

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□ **Strategic Focus of the R-SNDP**

- Was to promote equitable, quality and efficient education relevant to the needs of the Zambian Society.
- At early grades, emphasis was placed on ensuring children acquire literacy and numeracy skills.
- Focus on youth skills training and financial literacy.
- The RSNDP looked at enhancing the capacity of the TEVET subsector to promote skills development.
- It also emphasized the need for rural teacher retention through improved conditions of service.

Cont...

- Issues of **climate change** were included in various sector programmes.
- **A number of Policy Reforms were to be pursued during this time. They included:**
- Establishment of ECE facilities especially in rural areas.
- Children acquisition of literacy and numeracy skills at early grades
- Reintroduction of primary and secondary education system
- Primary and secondary education curriculum review to enhance life skills training
- Privatization of science, mathematics and technology subjects at all levels of education

Cont...

- Promotion of university-industry collaboration
- Upgrading of teacher's qualification

Cont...

□ Policy and Legislations were to be reviewed during this period.

▪ **These included the following:**

▪ 2011 Education Act

▪ National Education Policy-Educating our Future

▪ TEVET Act 1998

▪ TEVET Policy of 1996

Cont...

- **The objectives, strategies and Programmes of the R-SNDP were not different from the those set in the SNDP, except that it focused on:**
- Quality promotion at all levels of education
- Emphasized the need to provide quality entrepreneurial skills relevant to the job market.
- The plan also strengthened the monitoring and evaluation system of the various sub-sectors of education and skills development.
- It adopted the use of education management information system

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- It acknowledged the roles of different stakeholders in achieving the educational objectives
- **It also had a clearly quantifiable performance indicator for education and skills development as below:**

R-SNDP Performance Indicators

| Key Performance Indicators | Baseline 2012 | Annual Targets | | | |
|--|------------------------------------|----------------|------|------|------|
| | | 2013 | 2014 | 2015 | 2016 |
| Net enrolment rates – for Grades | | | | | |
| Gr 1-7: | | 98 | 99 | 100 | 100 |
| Gr 8-9: | | 42 | 43.5 | 45 | 47 |
| Gr 10-12 | | 32 | 34.5 | 36 | 38 |
| Percentage of grade 1 entrants with pre-school experience | | | | | |
| Male | 14.25 | 17 | 20 | 25 | 29 |
| Female | 23.02 | 19 | 21 | 27 | 31 |
| Total | 18.68 | 18 | 20.5 | 26 | 30 |
| Institutional housing for frontline staff | | | | | |
| Houses Built | 450 houses completed in 2012 | 500 | 520 | 530 | 550 |

R-SNDP Performance Indicators

Percentage of Transition Rates:

| | | | | | |
|---------|-------|-------|-------|-------|-------|
| Gr 7-8 | 64.20 | 65.20 | 66.50 | 67.50 | 68.00 |
| Gr 9-10 | 46.70 | 47.00 | 48.00 | 49.00 | 50.00 |

Percentage of Grade 7 Completion Rate

| | | | | | |
|--------|--------|-----|----|----|----|
| Male | 104.56 | 102 | 98 | 98 | 98 |
| Female | 104.65 | 102 | 98 | 98 | 98 |
| Total | 104.61 | 102 | 98 | 98 | 98 |

Percentage of Grade 9 Completion Rate

| | | | | | |
|--------|-------|------|-------|------|------|
| Male | 68.90 | 69 | 70 | 72 | 75 |
| Female | 59.60 | 60 | 61.5 | 63 | 66.5 |
| Total | 64.24 | 64.5 | 65.25 | 96.5 | 96.5 |

R-SNDP Performance Indicators

| Percentage of Grade 12 Completion Rate | | | | | |
|--|-------|----|----|------|----|
| Male | 34.72 | 35 | 36 | 38 | 42 |
| Female | 27.44 | 29 | 30 | 33 | 36 |
| Total | 31.06 | 32 | 33 | 35.5 | 39 |
| Percentage increase in reading and mathematics achievement at Grade 5 | | | | | |
| English | 35.4 | | 37 | | 42 |
| Maths | 39.4 | | 40 | | 45 |
| Pupil Teacher Ratio (PTR) Grade 1-7 | | | | | |

R-SNDP Performance Indicators

| Key Performance Indicators | Baseline 2012 | Annual Targets | | | |
|---|---------------|----------------|-------|-------|--------|
| | | 2013 | 2014 | 2015 | 2016 |
| Gr 1-4 | 48:1 | 48:1 | 47:1 | 45:1 | 44:1 |
| Gr 5-7 | 54:1 | 54:1 | 52:1 | 50:1 | 47:1 |
| Pupil Teacher Ratio (PTR) Grade 8-12 | | | | | |
| Gr 8-9 | 25:1 | 25:1 | 30:1 | 35:1 | 37:1 |
| Gr 10-12 | 36:1 | 36:1 | 36:1 | 35:1 | 35:1 |
| Gender Parity Grade 1-7 | | | | | |
| Gr 1-4 | 1.008 | 1.008 | 1.008 | 1.008 | 1.008 |
| Gr 5-7) | 0.983 | 0.983 | 0.985 | 0.987 | 0.990 |
| Gender Parity Grade 8-12 | | | | | |
| Gr 8-9 | 0.920 | 0.920 | 0.922 | 0.924 | 0.926 |
| Gr 10-12 | 0.810 | 0.810 | 0.820 | 0.830 | 0.840 |
| Student/Lecturer ratio | | | | | |
| Hard skill related courses | 1-50 | 1-40 | 1-30 | 1 -20 | 1 – 15 |
| Soft skill related courses | 1-50 | 1-45 | 1-35 | 1-25 | 1 - 20 |

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What do you think were some of the achievement scored in the education sector in line with the targets set out in the Revised Sixth National Development Plan?

Cont...

7 | NATIONAL DEVELOPMENT PLAN 2017 - 2021

"Accelerating
Development Efforts
towards Vision 2030
without Leaving
Anyone Behind"



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Cont...

- The Seventh national Development Plans covers a period of 2017 to 2021
- It replaced the R-SNDP whose implementation ended in 2016
- It was also a medium term framework aimed at achieving Zambia's vision 2030 of becoming a prosperous middle income country by the year 2030.
- The **Seventh National Development Plan** abandoned the sector based planning to an integrated Multi-Sectoral Approach
- The plan is being implemented under the theme “**Accelerating Development Efforts Towards the Vision 2030 without leaving anyone behind.**”

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- This approach has approached the issues of sustainable development as being **interlinked or multifaceted** as shown below:

The Multi-Sectoral Development Approach

Figure 1-3: Application of Integrated Multi-Sectoral Development Approach in 7NDP



Education and Skills Development

- In the education sector the following were areas of priority:
 - Access and participation
 - Quality and Relevance of Education
 - And Equity Issues

Cont...

□ **Review of Past Performance in Education**

- The implementation of the Fifth, Sixth, and Revised-SNDP led to the following achievements in the education sector:
- Between 2005 and 2015 a total number of 14, 235 classrooms were constructed at primary school level
- 4, 690 classrooms were constructed at secondary school level
- The achieved NER was 89.6% at primary level
- The achieved NER was 30.5% at secondary school level
- The Transition rate was at 46.2% at grade 9
- rate was 64.5% at grade 7

Cont...

- To enhance quality education, 39, 079 teachers were recruited in Zambia.
- Pupil teacher ratio reduced to 43 at primary school
- The pupil teacher ratio was at 35 at secondary school level
- The GPI reached 1 at grades 1-4
- In 2015 the GPI at grades 8 and 9 level was 0.94
- The provision of ECE level of education was moved from Ministry of Local Government to the Ministry of Education
- In terms of Skills development, the focus of the R_SNDP was to enhance the equality of training and increasing it's relevance to the needs of the labor industry

Cont...

- The notable improvements in the TEVET sector include:
- Increased enrollments to 37, 789 in the year 2015.
- To improve the quality of TEVET;
- To facilitate the development and promotion of entrepreneurial skills, to contribute to employment creation; and
- To ensure sustainable financing for all levels of TEVET.

Cont...

- **A NUMBER OF ACHIEVEMENTS HAVE BEEN MADE IN THIS SECTOR DURING THE SIXTH NATIONAL DEVELOPMENT PLAN.**
- **THESE INCLUDED:**
- Building of trades institutes in various parts of the world, training of more lecturers in the TEVET sector etc.
- There had also been other achievement such as:
- The sub-sector developed legislation to regulate university education in the country. The legislation included:
- The sub-sector constructed 9,400 additional bed spaces at the University of Zambia, the Copperbelt University and Mulungushi University.
- The sub-sector increased the use of open and distance learning modes of training delivery.

Cont...

- Higher Education Act No. 4 of 2013 which established the Higher Education Authority.
- The Higher Education Authority regulates university education; The Zambia Qualifications Act No. 13 of 2011 which established the Zambia Qualifications Authority.
- The Authority regulates the qualifications in the country.
- Among other achievements?
- But what does Zambia aspire to achieve between 2017 and 2021 as provided in the 7NDP.

Strategies to promote education and skills development through the 7NDP

- **1: Enhance Access to Quality, Equitable and Inclusive Education Programmes**
- Enhancing equitable access by all persons, including those with disabilities and special needs.
- Investment in infrastructure and use of innovative methods of delivering education will be undertaken.
- Infrastructure development to promote equitable access to quality education and skills training, distance education, research, innovation and vocational and entrepreneurship training will be implemented.

Cont...

- To improve quality, focus to be on enhancing the development of literacy and numeracy skills in learners .
- Implementation of the revised curriculum.
- Priority to be given to the procurement and supply of learning and teaching materials (including ICT) and upgrading teacher competences.

cont...

- **Infrastructure development to promote;**
- Teacher training, recruitment and deployment improvement
- Equity and inclusive education enhancement
- Youth and adult literacy expansion and improvement
- Policy coordination, planning and information management improvement.

Cont...

▪ **Promoting access to Skills Training**

- In the past access to skills training had mainly been through the TEVET institutions within the tertiary education sector
- This meant that over 300,000 youth who left school every year at grades 7, 9, and 12 had no access to skills development since it was only those who progressed to tertiary colleges who had access to skills training.
- To promote access to skills training even in primary and secondary schools, the government through the 7ND put in place some strategies that apply to primary and secondary to enhance access to skills training.

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- **Such programmes include:**
- Vocationalisation of secondary school education and training
- National skills competition
- Career exploration and information
- Establishment of centres of excellence
- Additionally, to promote the provision of science and technology in schools, government has been striving to provide training equipment and infrastructure development in colleges to help them produce as many teachers as possible to teach practical skills in primary and secondary schools.

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▪ **Private Sector Engagement**

- Of the various strategies put in place by the government through the 7NDP to promote access to skills training by many Zambians, private sector participation in the delivery of education and training has been embraced.
- Furthermore, there will be special effort to improve private sector participation in skills development for out-of-school youths through provision of incentives to the private sector to invest in delivery of education and skills training.

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- To be achieved through the following programmes:
- a) Private sector education participation promotion;
- b) Private sector skills development participation promotion.
- c) Private sector youth and adult education participation promotion; and
- d) PPP Skills Development Fund implementation.

4: Continuous Review of Curriculum

- The Government, in collaboration with stakeholders, was undertake continuous revision of curricula at all levels of education to enhance the relevance of the education system for the labour market.
- This will include focus on science, mathematics, technology, innovation, entrepreneurship and strategic leadership training.

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- **The programmes to achieve this will include:**
- a) Curriculum and materials development;
- b) Pre-service and in-service teacher training provision;
- c) Curriculum assessment and evaluation enhancement;
- d) Standards monitoring enhancement;
- e) Curriculum framework standardisation; and
- f) Training equipment provision.

5: Enhance role of Science, Technology and Innovation Programmes

- Programmes to prioritise research in education institutions will be enhanced, to promote productivity, innovation and competitiveness in the economy.
- Research and innovation will drive the creation of new products and new ways of producing existing products efficiently.
- Programmes to achieve these will include: a) Science and technology human capital development;
- b) Science and technology infrastructure development;
- c) Science, Technology and Innovation (STI) financing;
- d) STI quality assurance enhancement; and e) STI coordination enhancement.

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- **To what extent have we accomplished the provisions of the Seventh National Development Plan in the Education Sector?**

Conclusion

- The 7th national development plan aimed at:
 - quality improvement
 - Revise curriculum
 - Procurement and supply of learning materials
 - Teacher training
 - Equality and inclusive education
 - Youth and adult literacy
 - Policy coordination, planning and management
- The national move towards the vision 2030 aspiration is dependent on the attainment meeting the targets and strategies set out in this and subsequent development plans to come

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