



DEVELOPMENT PLANS ON EDUCATION IN ZAMBIA

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Outline

- What is Planning?
- Importance of development planning on education
- Linking development planning to education
- The Vision 2030 and education aspirations
- The fifth national development Plan on education
- The Sixth national Development Plan on Education
- The Revised Sixth National Development Planning and Education
- The Seventh National Development plan on Education.

Introduction

- This lecture introduces you to how education is embedded within the development planning process in Zambia.
- It highlights that since education is an indispensable part of the development process, its provision is also supposed to be planned for.
- The focus will be on three short term development plans and the vision 2030.
- These are the Fifth National Development Plan; the Sixth National Development Plan, the Revised Sixth National Development Plan and the Seventh National Development Plan.
- All the above mentioned plans have been used and continue to work towards achieving the aspirations of **Zambia's Vision 2030**.

Development Planning

- Planning is a process of deciding in advance how certain processes and programmes will be carried out in order to achieve the intended goals over a period of time.
- Planning can either be long term or short term.
- National planning is however, long term planning.
- This is a long term plan for the development of the national economy.
- Such plans usually cover a period of five years or more.

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- They attempt to remove bottlenecks to economic development by coordinating the growth of different sectors of the economy by making appropriate investment and manpower planning arrangements.
- Education and Skills Development is for example, one of the sectors which are planned for
- In Zambia the processes of national planning started in the 1960's when the UNIP government formed government.
- For instance before Zambia adopted Multipartism in 1991, the UNIP government had already put in place at least four (4) national development plans.

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- Planning for national development, however, ceased in Zambia between 1991 to 2004.
- National development planning thus resumed only in 2005 when Levy Patrick Mwanawasa became the Republican president.
- Since 2006, all national development plans put in place by the government are aimed at achieving the Zambia's long term goals, outlined in the vision 2030.

Zambia Vision 2030



Republic of Zambia

VISION 2030

*“A prosperous Middle-income Nation
By 2030”*



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- In her quest to systematically plan for development, Zambia embarked long term planning in 2005.
- The Vision 2030 was thus launched as a **25 years** long term planning for Zambia's vision by the then president Levy Patrick Mwanawasa.
- The idea behind the Vision 2030 was to create a future foundation for a sustainable and prosperous nation.
- The **Vision 2030**, reflects Zambia's collective understanding, aspirations and determination of its people to be a **prosperous middle income country**.

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- The document thus highlights the **goals and targets** to be Achieved by various sectors on the economy.
- By the year 2030, Zambia aspire to have a strong and dynamic middle-income industrial nation.
- This is in line with a number of values and principles upon which the vision is premised:
 - **Respect for human rights**
 - **Sustainable development**
 - **Fostering family values**

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- **A positive attitude to work**
- **Peaceful coexistence**
- **And upholding good traditional values**
- The reason for embracing all these principles is to provide opportunities for improving the lives and wellbeing of all Zambians.
- That in their quest for Zambia to become a “**Prosperous Middle Income Nation by the year 2030**”, the Vision 2030 put it that Zambian’s aspire A Zambia characterized by a number of different fundamental aspects.

Characteristics of a Zambia Aspired by Zambians

- i. A shared Destiny, united in diversity, Equitably integrated and Democratic in Governance, promoting patriotism and Ethnic integration
- ii. A continuous path for ever refining, ever advancing and ever consolidating Democratic disposition and progressive adaptation from global best practices.
- iii. A devolved political system and structures while relating to the roots and positive aspects of their mode of social, cultural and mortal values.
- iv. Economically, socially and politically integrated with the sub-region Africa and the rest of the world.
- v. Strong and cohesive industrial linkages in the primary, secondary and tertiary sectors.

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- Vi. Diversified and balanced and strong industrial sector, a modern agricultural sector and an efficient and productive service sectors.
- **Vii. A diversified educational curricula that are responsive to the knowledge, values attitudes and practical skill needs of individuals and society at large.**
- **Viii. Regional center of excellence in health and education.**
- Ix. Opportunities for all citizens to become resourceful and prosperous nationals.
- **X. Access for all to good quality basic human necessities such as shelter, titled land, health and education facilities and clothing.**

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Xi. Development principles consistent with sustainable environment and natural resource management principles.

Xii. Strong entrepreneurial capabilities, self-reliant, outward looking and enterprising, where nationals take advantage of potential and available opportunities.

Xiii. Exemplary work ethics honest, high human and ethical values, quality consciousness and the quest of excellence.

Xix. Decentralized government systems

Xv. Safe and Secure social environment

Xvi. Opportunities for all citizens to become resourceful and prosperous nationals

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- **In order to achieve a Zambia characterized by such aspirations, the Vision 2030 outlines vision and targets for various sectors of the economy in order to:**
- Promote economic growth and wealth creation;
- Social Investment and Human Development,
- And create an enabling environment for sustainable social and economic development.
- **Let's look at social investment and human development**

Social Investment and Human Development

- In this area, the Zambia Vision 2030 outlines the vision, goals and targets for the Education and Skills Development sector.
- The vision for education and skills development is to promote: **“Innovative and Productive lifelong Education and Training for all by 2030”** and
- **“Become a Regional Centre of Excellence in Health and Education”**
- To achieve this vision for education and skills development, a number of targets and goals will have to be achieved within 25 years.

Goals and Targets for Education

- i. Institute a comprehensive and **diversified curricula** that is responsive to the social and economic needs of the individual and the country by 2030.
- ii. Raise the **literacy levels** to 80% by 2015 towards eliminating illiteracy by 2030.
- iii. Raise the **Net Enrolment Rates** to 96% by 2010 and to 99% by 2030 at basic school level (1-9).
- iv. Enhance **pupil-teacher** ratio to 40:1 at basic school and 25:1 at secondary school by 2030

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- V. Enhance the **pupil/textbook ratio** at **basic school** to **1:1** in all subjects by 2030 and **1:3** in all subjects at **secondary school** by 2030.
- VI. Reduce the average distance to basic schools by **5KM** radius to 75% of the **potential learners by 2030**.
- VII. Increase **university and skills development training** output **by 2 percent per annum**, and increase equity of access while maintaining internationally recognized and locally validated standards of quality.

Socio-Economic outcomes

- With regards to the overall **social economic outcomes**, to become a middle income nation, Zambia aspires to achieve the following by the year 2030:
 1. to attain and sustain annual real economic growth rates **between 6 and 10 percent**.
 2. To attain and maintain a **moderate inflation rate at 5 percent**.
 3. To declare the annual population growth rate from its 2005 rate of **2.9 percent** to a rate less than **1.0 percent over the next 25 years**.
 4. To reduce the national poverty head count to less than **20 percent** of the population,
 5. And to reduce income inequalities measured by a **Gini Coefficient** of less than 40 percent.

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6. To promote secure access to safe and portable water and improved sanitation facilities to **100 percent** of the population in both urban and rural areas.

□The vision 2030 document also highlight that the attainment of these goals and targets will require addressing some challenges which the nation has continued facing.

Challenges to Overcome

Achieving Zambia's vision implies overcoming a number of challenges such as:

- **Sustaining adequate supply** of competent, highly skilled and motivated human resources.
- Investing in **people through education and training** to ensure job creation and social economic transformation.
- Attaining and sustaining high levels of **economic growth**.
- Maintaining efficiency, effectiveness, transparency and accountability in the use of public resources.

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- Ensuring a health population in which the incidences of major diseases such as **Tuberculosis** and **Malaria** is reduced with the HIV prevalence brought under control with a progressively reduced incident rate in both urban and rural areas and among both men and women.

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Fifth National Development Plan

2006-2010

*“Broad Based Wealth and Job Creation through
Citizenry Participation and Technological Advancement”*

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- The FNDP was implemented between the years **2006 and 2011**.
- It was aimed at achieving, in part, within a period of five years some of the long term goals and targets set out in Zambia's Vision 2030.
- The FNDP *themed* "Broad based Wealth and Job Creation through Citizenry Participation and Technological Advancement" while strategically focusing on "**Economic Infrastructure and Human Resources Development.**"
- In the context of economic infrastructure and Human resource Development, the plan focused **on social investments in health and Education.**

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- To realize the goals of this five-year plan, focus was on different policies.
- In the context of human resource development, the FNDP focused on the following social policies:
 - Poverty reduction
 - Public investment in effective HIV and AIDS interventions
 - **Public investment in education and Health**
 - Social safety nets.

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- In this plan, Education and Skills Development had been recognized as key drivers to **social and economic development**.
- That they provide **equality of opportunities for individuals to participate in the development process** of the their communities and the nation at large.
- The main **focus** of the Fifth National Development Plan in terms of Education and Skills Development was to come up with an **investment framework** for the sector for a period of five years.

Situation Analysis

- At the time the FNDP was to be implemented - the following situation existed in the **education sub-sectors**
- **1. ECCDE**
- The ECCDE- had a **fragmented curriculum**, lack of coherent policy, standards monitoring and supervision
- **Financing of ECCDE remained unclear** as most of the learning dispersed at this level in the hands of the private providers.
- **2. BASIC EDUCATION**
- Improvements in access to basic education were made
- Gross Enrolment Ratio (GER) for grades 1-9 went up for 75.1 in 2000 to 89.8 in 2004.

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- Net Enrolment Ratio (**NER**) increased from 68.1 in 2000 to 75.4 in 2004.
- This was achieved through increased access to community schools.
- But disparities still existed between male and Female pupils (86.4 females and 93.2 for males) and completion states of 65.8% and 78.3 % respectively.
- **3. LITERACY EDUCATION**
- In 2003 the national literacy rate of the age group 15-24 years old was 70%.

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- There was less government engagement/involvement in terms of resources provision and development of institutional structures and mechanisms to facilitate the development of a coordinated, coherent, and sustainable programmes
- **4. HIGH SCHOOL EDUCATION**
- Infrastructure development in the high school education subsector (grade 10-12) remained stagnant since 1970.
- There had been steady increase in student enrolment since 2000
- Completion rates had improved from 11.9% in 2000 to 18% in 2004
- Quality of high school education declined.

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- Teacher-pupil ration worsened from 2000 to 10.9 to 16 in 2004
- Many teachers where not qualified to teacher at senior secondary school level.
- Examination pass rate at grade 12 remained below 70% in 2000.
- **5. EDUCATION:UNIVERSITY EDUCATION**
- As at December, 2004, Zambia had 25,000 graduates from UNZA and CBU
- Close to 90% of academic members of staff were Zambians
- Post graduate training was still lagging behind
- UNZA and CBU experienced under funding

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- Universities were overcrowded, dilapidated infrastructure, high student-lecturer ratio, in expanded educational facilities, high levels of indebtedness, and inadequate educational materials and ICT.
- **6. TERTIARY EDUCATION: TEACHER EDUCATION**
- In 2005, Zambia had 10 basic college of education: 2 junior secondary colleges of education, and UNZA were training secondary school teachers.
- Zambia Teacher Education Course (ZATEC) was introduced to increase the number of basic school teachers.
- CPDs were introduced to upgrade teacher qualifications

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- Distance education programmes were introduced at UNZA and in Colleges of Secondary Teacher Education.
- Teacher education had challenges such as poor funding, poor infrastructure, inadequate staffing, leading to high lecturer-student ratio, high teacher attrition, inadequate teaching/learning materials and ICT
- Poor retention of teachers in schools.

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7. **BASIC SKILLS EDUCATION AND TEVET**

- In 2005, Zambia's economy was not doing very well.
- The country then had no capacity to create more employment opportunities for the youth.
- The government had introduced TEVET reforms through the formulation of the TEVET policy (1996) and the TEVET act in 1998.
- As a result of the TEVET Act, TEVETA was established under the MSTVT (at that time) to regulate all forms of technical and vocational education in Zambia.
- The mandate of TEVET were to ensure access, equity, and participation in TEVET by all and to ensure employability of TEVET graduates.

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- The sector faced a number of challenges.
- One of the challenges faced, was **lack of proper growth of the employment sector to afford employment opportunities** for school leavers and graduates from TEVET institutions.
- The sector also **faced financing challenges** to promote skills training.
- **8. EQUITY ISSUES**
- The equity issues focused the challenges faced in areas such as the OVCS; CSEN; HIV/AIDS; Gender, SHN, Bursaries for university students, and education financing in general.

GOALS OF THE EDUCATION SECTOR

- During the period of the FNDP, the goals of the education sector were as follows:
- To ensure that **universal basic education** was provided to all children
- To ensure that opportunities exist for all citizens to have equitable access to **ECCDE, basic and high school, tertiary education or technical and vocational training**
- To improve the **quality and relevance of education and skills training**
- To promote **efficiency and cost effectiveness** in education
- To **enhance institutional coordination** in both public and private education and training institutions

OBJECTIVES, STRATEGIES AND PROGRAMMES

□ OBJECTIVES

- **The objectives of the FNDP in terms of education and skills development were:**
- To strengthen and **establish institutional framework** to coordinate the provision of education and training through, government, community and private institutions.
- To introduce **policy changes** reflective of the current educational requirements.
- To promote the use of **alternative modes of education and training provision.**
- To promote **innovative methodologies** in learning institution.

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- To promote the use of **responsive monitoring of standards and assessment tools.**
 - To enhance the provision of **teaching and learning materials and equipment.**
- A number of **strategies and programmes** were put in place to achieve these objectives.

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□ STRATEGIES AND PROGRAMMES

- The strategies and programmes covered different **sub-sectors** such as ECCDE, Basic, Literacy, High School, Teacher Education, and Basic Skills, Technical education training sectors as shown below.

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SN	SUB-SECTOR	STRATEGIES OR PROGRAMME
1	<ul style="list-style-type: none">▪ Curriculum Development and educational Materials	<ul style="list-style-type: none">▪ The objective was to design a comprehensive and diversified curriculum that is interlinked through all educational levels and provide relevant educational materials.
2	<ul style="list-style-type: none">▪ Students and Assessments	<ul style="list-style-type: none">▪ To develop a comprehensive assessment system reflective of an outcome and demand based curriculum.
3.	<ul style="list-style-type: none">▪ Teacher Education	<ul style="list-style-type: none">▪ To strengthen systems of CPD management and support▪ To strengthen the system of initial teacher training, management and support.

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SN	SUB-SECTOR	STRATEGIES OR PROGRAMME
4.	Infrastructure Development	<ul style="list-style-type: none">▪ To provide appropriate and sufficient infrastructure facilities and services including rehabilitation and maintenance in order to improve equitable access to and quality of education
5.	Distance Education and Open Learning	<ul style="list-style-type: none">▪ To expand access and participation in the provision of basic education through alternative modes of delivering using appropriate methods and techniques
6.	Equity	<ul style="list-style-type: none">▪ Develop flexible and inclusive education, programmes that provide mechanism for increasing equitable access to quality basic education for CSEN and OVC▪ To provide interventions on HIV and AIDS and SHN

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SN	SUB-SECTOR	STRATEGIES AND PROGRAMME
7.	Management and Administration	<ul style="list-style-type: none">▪ To develop, revise and improve the overall framework for quality educational planning, human resource, financial management and administration of educational delivery.
8.	Research (University Education)	<ul style="list-style-type: none">▪ To strengthen research and innovation capabilities in private and public tertiary institutions
9	Basic Skills Education and TEVET	<ul style="list-style-type: none">▪ To develop, revise and improve the overall framework for quality educational planning, human resources, management and administration of technical and vocational education delivery

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- A number of performance indicators were put in place to monitor the progress and impact of FNDP educational programmes.
- **This was to be achieved using various methods such as:**
 - i. Net Enrolment Ratios
 - ii. Completion Rates
 - iii. Pupil or Student-Teacher/instructor/Lecturer
 - iv. Gender Parity Index
 - v. And others

Key Performance Indicators for Education

Sector	Key Performance Indicators	Baseline Value 2005	Target Value 2010
Education	Net Enrolment ratio		
	a) Grades 1-7	a) 94.77%	a) 97.3%
	b) Grades 1-9	b) 92.68%	b) 96.3%
	c) Grades 1-12	c) 21.32%	c) 32.6%
	Completion Rate		
	a) Completion Rate at Grade 7	a) 80.93%	a) 90.0%
	b) Completion Rate at Grade 9	b) 42.73%	b) 65.4%
	c) Completion Rate at Grade 12	c) 17.55%	c) 29.6%
	Pupil Teacher Ratio		
a) Grades 1-4	a) 80.3	a) 60.1	
b) Grades 5-7	b) 37.5	b) 41.1	
c) Grades 8-9	c) 32.5	c) 36.8	
d) Grades 10-12	d) 21.7	d) 27.6	

Performance Indicators

Sector	Key Performance Indicators	Baseline Value 2005	Target Value 2010
	Teacher Qualification a) Grades 1-7 b) Grades 8-9 c) Grades 10-12	a) 98% b) 98% c) 99%	a) 100% b) 100% c) 100%
	Gender Parity Index a) Grades 1-7 b) Grades 1-9 c) Grades 1-12	a) 0.96 b) 0.95 c) 0.81	a) 0.98 b) 0.97 c) 0.82

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□ **CONCLUSION**

- This lecture has highlighted what Zambia aspired to achieve in the context of Education through the FNDP.
- It also brings out the subsectors in the education sector which were to be focused on.
- In addition it also highlights the situation of what existed at then time the plan was being implemented.
- The main thrust of the FNDP therefore was to come up with an investment framework for various social sectors including education.