



Republic of Zambia
Ministry of Education

Zambia
2024-2029 Partnership Compact
Enhancing Inclusive Quality Teaching and Learning

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List of Acronyms

8NDP	:	8 th National Development Plan
AIDS	:	Acquired Immune Deficiency Syndrome
COVID-19	:	Corona Virus Disease of 2019
CPD	:	Continuing Professional Development
CDC	:	Curriculum Development Centre
CSO	:	Central Statistical Office
DEBS	:	District Education Board Secretary
DESO	:	District Education Standards Officer
ECE	:	Early Childhood Education
EMIS	:	Education Management Information System
ESSP	:	Education and Skills Sector Plan
GDP	:	Gross Development Product
GPE	:	Global Partnership for Education
GRZ	:	Government of the Republic of Zambia
HIV	:	Human Immunodeficiency Virus
ICT	:	Information Communication Technology
ITAP	:	Independent Technical Advisory Panel (convened by GPE)
JICA	:	Japan International Cooperation Agency
MoE	:	Ministry of Education
NGO	:	Non-Governmental Organization
PEO	:	Provincial Education Officer
PITC	:	Policy and Implementation Technical Committee
PTA	:	Parents Teachers Association
SDG	:	Sustainable Development Goal
STEM	:	Science, Technology, Engineering and Mathematics
TESS	:	Teacher Education and Specialized Services
TEVET	:	Technical Education, Vocational and Entrepreneurship Training
TEVETA	:	Technical Education, Vocational and Entrepreneurship Training Authority
Troika	:	UNICEF, USAID, and The World Bank, a subset of the PITC
TMIS	:	Teacher Management Information System
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNICEF	:	United Nations Children's Fund

USAID	:	United State Agency for International Development
VVOB	:	Flemish Association for Development Cooperation and TA
ZANEC	:	Zambia National Education Coalition (a Civil Society Partner)
ZEEL	:	Zambia Enhancing Early Learning
ZEEP	:	Zambia Education Enhancement Project
ZOCS	:	Zambia Open and Community Schools

1. Introduction

This Partnership Compact Document demonstrates the strong commitment and resolve of the Government of Zambia and its Cooperating Partners to transform the education system into one where **all learners through age 10 are achieving annual learning outcome targets, with equitable results for boys and girls.** The primary approach of this transformation will be Enhancing Inclusive Quality Teaching and Learning. **Key to a successful program includes ensuring teachers are educated and trained, curriculum materials are aligned, and gender responsive practices followed.** Continuous improvement can be assured through a data system that provides timely and relevant data to teachers, schools, districts, and provinces.

Many education stakeholder groups participated in the development of the Partnership Compact. The process was spearheaded by the Ministry of Education and supported by the Cooperating Partners and Civil Society organizations. UNICEF, USAID, and The World Bank, referred to in Zambia as the “troika,” were key collaborators. Consultants were mobilized with GPE funding and World Bank oversight to work closely with the government and its partners to prepare and finalize the Enabling Factors Analysis and the Compact.

The development of this Compact was done through a series of steps following GPE Compact Development Guidelines and launched through the Initial Screening and Enabling Factors Analysis Templates. The Enabling Factors Task Team, representing the Ministry of Education and partner organizations, carried out a rigorous review of the available evidence and completed the Initial Screening Template. In parallel, a review of the documentation was undertaken to help the Task Team carry out this work.

The document library that this work is based upon includes all the major policy documents and analysis documents related to the education sector. From their review, the Enabling Factors Task Team selected three policy outcomes for analysis. Based on these, a survey was designed and shared with all members of the Task Team as well as other education sector stakeholders. This information was fed into the Enabling Factors Analysis. The findings were then thoroughly reviewed and discussed by the Task Team, which undertook “Enabling Factors Analysis self-assessment” to be able to determine the priority ratings of the four enabling factors. The final Enabling Factors Analysis and Initial Screening Template, with the priority ratings, was submitted to the Independent Technical Advisory Panel (ITAP) for their review and feedback. The ITAP provided comments on August 10, 2023, which the Ministry of Education and the PITC endorsed on August 29, 2023.

This seminal education reform for Zambia, aimed at Enhancing Inclusive Quality Teaching and Learning, is articulated in this Partnership Compact document. It presents the prioritized policy reform area, the Theory of Change for delivering education system transformation, the analysis of the enabling factors and the proposed monitoring and evaluation of these activities. This document also presents current and potential funding from GPE, identifies potential programmatic support from Cooperating Partners, and closes with a statement of support and endorsement.

2. Overview of Zambia’s Priority Reform

This Partnership Compact articulates a seminal education reform for Zambia, aimed at **Enhancing Inclusive Quality Teaching and Learning.** It provides a transformational blueprint

for delivering on the overarching goal of the reform, which is to **ensure that Learning Poverty in Zambia is reduced from 98.5 to 80 percent**. Learning Poverty, which is the percent of children who are unable to read and understand a simple text by the age of 10, is estimated to be 98.5 percent (World Bank, 2022). Learning Poverty is a more challenging indicator to address than enrollment rate because it is assessed against all under 10 children, including those who are in school, have dropped out of school, or have never gone to school. By way of comparison, Zambia’s net primary school enrollment rate, which measures the share of primary aged children who are enrolled in school, is estimated to be 87.9 percent (UNICEF, 2022).

The Priority Reform aligns with Zambia’s 2022-2026 Education Strategic Plan and is designed to contribute directly to the 8th National Development Plan and Zambia’s “National Vision 2030,” whose aspiration is to turn Zambia into a prosperous, middle-income country in less than a decade. Achieving this aspiration starts with all children being able to read – which is considered the gateway to all learning. The Compact delineates three interlocking pillars and an encompassing cross-cutting pillar, each integral to the comprehensive overhaul of the education system. These pillars emphasize the enhancement of Zambia’s pedagogical resources, elevation of teaching quality, and the strengthening of the data system with the integration of digital tools and content to attain excellence in learner achievement for boys and girls alike. These pillars, and the outcomes, outputs, and activities, are set out in the Theory of Change in Section 7 of this Compact document.

The Zambian government and its Cooperating Partners believe that this Priority Reform will be a cornerstone for broad educational advancements, with the skills acquired by early learners until the age of 10 setting a precedent for their future academic and vocational endeavors, and ultimately contributing to their success in all walks of life. By placing a premium on the cultivation of the basic skills in reading and mathematics and age-appropriate principles of scientific reasoning in the early grades, with an unwavering emphasis on diminishing gender and economic inequities, Zambia is poised to accelerate national progress in the attainment of 21st century skills. This Compact stands as a beacon of Zambia’s collective commitment, galvanizing the Government and its partners to converge their resources and efforts in championing this foremost reform.

3. The Process Used to Identify the Priority Reform

Zambia’s Priority Reform is anchored in the country’s key education policy framework documents, including the draft Education Sector Plan (under finalization), Zambia’s Education Strategic Plan (2022-2026), the Eighth National Development Plan (8th NDP), and Zambia’s Enabling Factors Analysis, among others. The Ministry of Education with support from its Cooperating Partners set up a comprehensive process to create a shared vision to identify and agree on the Priority Reform. This process included multiple opportunities for officials, partners, and stakeholders in education reform across Zambia to dialogue on policy priorities. It included reviews and discussions around past and ongoing projects, joint annual reviews from recent years, and feedback from a range of actors. In particular, the identification process drew on the extensive discussions that were part

of the July 2023 Joint Annual Review, which brought together participants from the Ministry's staff (headquarters, provinces, and districts), Cooperating Partners, CSOs, statutory bodies, and other organizations.

A formidable culminating step in the Priority Reform identification process was carried out in October 2023. The Ministry of Education convened a Technical Committee made up of over 20 senior staff from across the principal divisions of the Ministry of Education, along with representatives from Cooperating Partners and civil society. They were brought together for an intensive 5-day Priority Reform and Theory of Change workshop to review the previous material, including considering the three policy outcomes that were set down in the Enabling Factors Analysis endorsed by the Policy Implementation Technical Committee (PITC) and submitted formally to the GPE. These were:

- i. Reduce gender inequality in educational access, participation, completion, and outcomes for marginalized boys and girls from Pre-primary to Secondary;
- ii. Improve the training, recruitment, support, and retention of teachers; and
- iii. Reduce learning poverty especially for children below the age of 10.

Through extensive debate and discussion, the workshop participants converged around one priority reform: Enhancing Inclusive Quality Teaching and Learning. This priority is seen as the linchpin for achieving broader educational goals and is understood to be vital for enabling children – girls and boys, rural and urban, and those with disabilities – to benefit fully from educational opportunities. The government is now emphasizing this as the policy cornerstone of the Compact.

4. The Compact

This Partnership Compact document sets out the goals, outcomes, outputs, and activities of Zambia's priority reform. Zambia's Ministry of Education, together with the PITC - Zambia's local education group - have come to a shared understanding that the priority reform for the education system is to Enhance Inclusive Quality Teaching and Learning for every child in the country. With funding support from GPE and from aligned PITC partners, the country will design and implement a transformational program to deliver this priority. **The reform program will focus on putting the fundamentals in place by ensuring that all learners under the age 10, boys and girls equally, will be able to achieve the learning targets set out in the recently revised national curriculum of 2023.** To attain this outcome, the reform program described in the Compact will support activities that prepare teachers with gender responsive pedagogical content knowledge and corresponding classroom practices. Strengthening overall institutional effectiveness is a central pillar of the reform, intended to raise system performance with a modern data system and digital infrastructure. The Compact fully integrates gender-responsive and inclusive education as a cross-cutting pillar.

The Compact, throughout the following sections, describes the progress that Zambia's education system has achieved in recent years, sets out the major education system challenges, lays out the root causes that underlie the need for this reform, articulates the Theory of Change for how it

will deliver the reform, summarizes the enabling factors that need to be addressed to manage constraints in reform program design and implementation, and highlights the funding efforts that will help Zambia have successful outcomes from the reform.

5. Zambia's Major Education System Achievements

In Zambia, the performance of the education sector is closely aligned with both national and international targets, reflecting a commitment to provide quality education for all. These targets include the Vision 2030, the Eighth National Development Plan, the 2022-2024 Medium-Term Budget Plan, and the 2022 Budget. They also encompass Sustainable Development Goal No. 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

One of the primary goals in the medium term is to increase access to education while simultaneously enhancing its quality. This includes promoting equal opportunities for both girls and boys, children from rural and urban areas, and learners with disabilities or other vulnerable children. To expand access, the government extended the Education For All policy from primary education to early childhood education and secondary education. Additionally, plans were set in motion to construct 120 new secondary schools, funded by the Zambia Education Enhancement Project (ZEEP). ZEEP has also been constructing teacher houses to provide a more comprehensive education infrastructure for learning. In 2022, 423 early childhood education centers were established, and a further 500 are expected to be completed in 2023. The Zambia Enhancing Early Learning (ZEEL) project is also constructing Early Childhood Education Centers in terms of hubs and satellites to expand access and quality.

Enhancing the quality of education remains a key focus. A landmark initiative to achieve this goal is the Primary Literacy Programme (PLP), launched by the Ministry of General Education in 2013. This program ambitiously spans from pre-primary education through to grade 7 across the nation, with the aim of improving literacy from an early age. Despite encountering obstacles such as limited teacher training, scarce resources, and minimal community engagement, there is a relentless drive to refine and improve the initiative's impact. Notably, the recruitment effort has been monumental, with 30,496 teachers joining the ranks in 2022, followed by an additional 4,500 in 2023. This strategic move not only significantly contributes to mitigating unemployment but also crucially enhances the pupil-teacher ratio, an essential determinant of educational quality. The recruitment strategy is notably inclusive and transparent, incorporating various levels within the Ministry of Education to ensure a fair and comprehensive approach. This concerted effort underscores a deep commitment to elevating the standard of education and literacy across Zambia, showcasing a holistic approach to addressing the multifaceted challenges within the educational sector.

Furthermore, the government is committed to promoting equitable opportunities, especially for girls and vulnerable learners. Initiatives like the Keeping Girls in School program aim to tackle challenges such as long distances to school, early marriages, menstrual hygiene, and unwanted pregnancies. A bursary scheme for vulnerable secondary school learners and skills development

for vulnerable youth has also been introduced, with eligibility determined through the Constituency Development Fund. With the introduction of free education, the bursary scheme is being transformed into a grant where need areas are identified for these vulnerable learners.

Despite these efforts, there are challenges to be addressed. In 2022, only 29 percent of Grade 1 entrants had preschool experience, a decline from the previous year. A lack of early childhood education can lead to inequalities in learning potential. Low numeracy and literacy skills levels among Grade 1 and 4 learners also call for a review of teaching practices.

Recognizing the need for improvement, the Zambian Ministry of Education initiated Catch Up - the Teaching at the Right Level (TaRL) approach - in 80 schools in two provinces. The Ministry did this in partnership with organizations such as J-PAL, Pratham, and VVOB. The results were promising, with significant improvements in literacy and numeracy. As a result, the program was scaled up beyond the two pilot provinces to cover almost the whole country. Findings from the evaluation report show that there has been an increase in learners who can read at least a paragraph and subtract at endline in comparison to baseline. As Catch Up reaches more schools, it is covering more remote and small schools that acutely need support to build foundational skills (Catch Up Evaluation Report, 2023).

Catch Up is now implemented in grades 3 to 5 across 4901 schools in 8 provinces, with one-hour daily sessions outside regular class hours. Schools have autonomy in scheduling these sessions. The program is integrated into the School Programme of In-Service for the Term (SPRINT), allowing teachers to continuously update their skills. Table 1 summarizes the 2023 midterm evaluation report indicating that the programme is contributing to improved learning outcomes.

Table 1: The Catch-Up Programme Mid-Line Evaluation Findings

Year	Reach	Learners who can read at least a simple paragraph		Learners who can do 2 by 2 subtraction	
		Baseline	Endline	Baseline	Endline
Nov 16 – July 17 (Pilot)	80 Schools	40%	47%	37%	50%
Scale Up					
Jan – July 2018	470 Schools	40%	55%	35%	51%
Jan – July 2019	~1100 schools	35%	56%	27%	51%
Jan – July 2020	~1800 schools	37%	Midline: 48%	29%	Midline: 42%
Feb – Nov 2021	~1900 schools	33%	52%	27%	48%

Jan - Oct 2022	~3390 schools	31%	51%	30%	49%
Jan - Oct 2023	~4454 schools	33%	Midline: 44%	28%	Midline: 40%

Source: Baseline Surveys, MoE, 2023

Similarly, Zambia's transition from traditional distance education methods (print, radio, TV) to e-learning represents a significant shift in its educational landscape. This transformation, driven by advancements in computer and internet technology, has been bolstered by the government's policy framework. These policies include legislative milestones such as the Information Communication Technologies Act (2009), the National Payment Systems Act (2007), the Electronic Communication and Transactions Act (2021), the Cyber Security and Cyber Crimes Act (2021), the Data Protection and Privacy Act (2021), the National Information and Communication Technologies Policy (2006), the E-government Act, and the ICTAZ Act. These policies have collectively created a conducive environment for the utilization of digital technology in education, marking a notable progression in Zambia's education sector towards digital learning and offering opportunities for enhanced quality education delivery.

6. Rationale for the Priority Reform

Zambia has seen a consistent rise in primary school attendance, reaching a net primary school enrollment rate of 87.9% (UNICEF, 2023). While there has been notable progress in expanding educational access, however, imbalances by geographic location, gender, and disability remain issues that need to be addressed. Challenges such as limited resources, subpar education quality, and poor rates of advancement to secondary education are prevalent in the education system. Additionally, the COVID-19 pandemic worsened these issues by causing a learning gap of seven months.

A critical aspect of this situation is the alarmingly high level of learning poverty in Zambia, one of the highest on a global scale as estimated by the World Bank Learning Poverty Report (2021). The research for this Report, conducted pre-Covid 19, showed that 53% of all children in low- and middle-income countries were not able to read proficiently by age 10, while the learning poverty rate for Sub-Saharan Africa was 87. At 98.5%, Zambia's learning poverty rate is much above this as it has faced a learning crisis for the last two decades. COVID-19 likely contributed to a significant loss in learning outcomes with lower grade learners having taken the hardest hit.

Despite substantial investments in the education sector, continuous assessments, including the Early Grade Reading Assessment (EGRA), the National Assessment Program (NAP) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), reveal consistently low student performance in English and mathematics.

EGRA (2021) reports that only 4% of Grade 2 children could read at grade level (2021) - a decline from 10% in 2018. The 2013 SACMEQ III report (albeit out of date) showed that learners in grade 6 are operating at the grade 2 level in both reading and mathematics, among the lowest in Africa. These findings are mirrored in the outcomes of the 2017 PISA-D, where Zambian students were also ranked at the lower end among participating countries. PISA-D indicated that 2% and 5% of 15-year-olds, respectfully, reach minimum proficiency levels in math and reading. Further statistical evidence from the National Assessments (2016) and World Bank show that 64.6% of grade 5 enrollments in Zambia were overage students.

With regard to teacher performance, the World Bank reports that only 40% of teachers prepare lesson plans, and that 20% of teachers in school were not teaching at all. Another survey by the World Bank reported that 16% of teachers were absent more than 50% of school days of a month (World Bank, 2015). Despite recruitment efforts, the teacher shortage is on the order of 55,000, resulting in irregular teacher allocation and assignment. Finally, and not least, 25% of the schools are community schools with 13% of teacher volunteers.

The distribution, availability, and capacity of teachers pose additional challenges, directly affecting student learning. At the primary education level, there is a noticeable imbalance in teacher allocation. Factors such as recruitment processes, deployment strategies, transfers, and career advancement opportunities contribute to this disparity, resulting in significant variations in pupil-teacher ratios (PTR) across schools. Although the national average PTR is approximately 44:1, this figure belies the extreme situations in some schools, where PTRs range from as low as 30 to over 100. Such an uneven distribution of teachers, especially when coupled with high turnover rates in rural and remote areas, detrimentally affects the quality of teaching, subsequently impacting student learning outcomes. Evidence cited by USAID (2023) in the Zambia School Profile Report indicate that average teacher-pupil ratios were high, but class sizes were smaller and teacher-pupil ratios more favorable in the higher grades. Despite a significant proportion of 2022 teacher recruits being assigned to the early grades (nearly 60% were assigned to ECE, Grades 1, 2 or 3), class sizes still exceeded the standard of 40 learners. Higher grades fared better; the average teacher-pupil ratio was 1:57 in Grade 1, 1:54 in Grade 2 and 1:52 in Grade 3.

Additionally, the education system faces a critical shortage of textbooks and supplementary reading materials, a situation more pronounced in rural primary schools. On average, there is a ratio of five students per textbook at both primary and secondary levels. This paucity of learning materials is especially detrimental at the primary level, where they are vital for the teaching and consolidation of basic reading and mathematics skills.

The Zambian government and its Cooperating Partners acknowledge that inadequate proficiency in reading comprehension and mathematical fluency constitutes a significant barrier for children in forming the conceptual foundations necessary for independent reading and effective problem-solving skills. These competencies are essential for their successful progression in later stages of education and future occupational endeavors. Furthermore, without the development of these core skills, many children may not achieve their full potential as individuals, family members, and as contributors to the nation's development. It is also imperative to recognize that the benefits of

bridging the educational access gap for girls and other out-of-school children, particularly those from the most marginalized communities, will be considerably undermined if educational institutions fail to ensure that enrolled children acquire the foundational skills critical for their progression through the education system.

Root Causes that Underlie the Priority Reform

- a) **Poorly Designed and Poorly Aligned Textbooks and Teacher Guides.** Learner's textbooks are one of the most important teaching and learning resources. In Zambia, some of the available textbooks are out of date, not aligned with the new curriculum, not properly sequenced, not structured to teach at the right level (VVOB Catch Up Report, 2022), and are of poor quality (Musilekwa and Mulenga, 2022). There is an especially important need for a redesign based on the science of teaching literacy and numeracy. Furthermore, the UNESCO document of 2022 on Teacher Standards and Competence indicates that teachers also lack teacher guides. These guides need to be developed in a way that aligns with the curriculum and with newly scoped and sequenced textbooks. Importantly, the country is now in process of introducing a new curriculum, which has been validated and will be rolled out in 2025. Most of 2024 will be devoted to developing materials, piloting, and stakeholder orientation, before the implementation process begins in January, 2025. To aid in this process, systems within the Ministry of Education for evaluating textbooks and educational materials also need to be strengthened.
- b) **Insufficient Availability of Teaching and Learning Materials.** The challenge of low textbook accessibility as highlighted by the Education Statistical Bulletin (2020) and Musilekwa and Mulenga (2019), significantly hampers the learning process, with students sharing textbooks at alarmingly high ratios, particularly in core subjects like Mathematics and English. As of 2020, the textbook book/pupil ratio across schools in all Zambian provinces was estimated at 0.29, or an average of 29 books for every 100 learners (MoE, 2020, Curriculum Evaluation Report, 2023). In addition, many crucial documents necessary for teachers are in low supply, which has a negative impact on the teaching profession and the quality of learning, especially in Zambian public schools, and for learners and teachers with special needs. Further, the non-availability of supplementary reading materials in most of the schools hampers the aspect of producing learners that can be encouraged to be independent readers.¹ Making available supplementary reading materials will increase the desire by the learners to read, become independent readers, and develop their research and reading skills which they will benefit from as they progress to secondary and tertiary levels.

¹ This is supported by an article in The Parliamentarian: 2023, Issue Four: Separation of Powers between Parliament, Executive and Judiciary (<https://issuu.com>), 'However, there continues to be severe lack of access to supplementary reading in most government schools and very few have libraries. The only reading materials that are available are workbooks associated with the government curriculum or donated books that are often out of date'.

- c) **Inadequate Professional Development, Training, and Coaching of Teachers.** The quality of teaching is compromised by a constellation of factors including inadequate teacher numbers, insufficient age-appropriate and ability-appropriate learning materials, and a deficit in skilled human resources for effective management and monitoring and school support. Inequities within schools, i.e., across grades, remain a key policy challenge. UNESCO (2023) notes that teacher education and professional development in Zambia is undermined at all stages of a teacher's career path. Further reports detail that problems begin with pre-service education, where student teachers are not acquiring the skills required for their later work at the front of the classroom, and carries into induction, where there is weak orientation and support in the first stages of their employment. (UNESCO, 2019; UNICEF, 2022; ZEEP, 2022).
- d) **Incomplete Institutionalization of Assessments and Use of their Data.** While assessments and examinations are being administered well, there is no evidence that the assessment instruments are aligned with the curriculum or that the assessment findings are being incorporated into system management or are being utilized to help deliver targeted solutions to teaching and learning challenges. This represents a lost opportunity for improving learning outcomes (Zambia National Assessment report, ZNAS, 2021).
- e) **Overcrowding of Primary Classrooms.** Average pupil/teacher ratios (PTRs) are much higher in the early grades of the primary cycle (Grades 1-4) compared to the upper grades (Grades 5-7). This implies that learning conditions tend to be worse in earlier grades when children most need to develop the critical foundational skills and may fall further behind as they progress through primary education. This disproportionately affects disadvantaged learners (Teach for All, UNICEF, 2023). Despite Free Education and Education for All, there is an increase in the proportion of primary classrooms in urban and especially in rural schools that have more than 50 students (MOE, Annual Statistics, Mid-year, 2023).
- f) **Access to Schooling Affected by Gender, Disability, Geography, and Language.** The challenges in providing equitable access to education in remote areas, coupled with stagnated enrolment growth since 2014, indicate an increasing number of primary-school-age children being out of school (ESB, 2020). One of the issues which has constrained access for girls is high number of school-age girls getting pregnant. At the National level, the number of pregnancies at primary level has consistently remained high since 2014 (above 11,000) while the re-admissions have mostly remained below 50 percent. At the secondary level, pregnancies consistently increased from 2014 to 2020 (with the exception of 2017). Moreover, challenges posed by language barriers, disability, geography, and gender in the early years of education further exacerbate the complexity of educational equity and access in Zambia (ESB, 2020).
- g) **Uneven Teacher Distribution and Utilization of Teacher Allocation Data.** The disparities in pupil-teacher ratios, especially in rural areas, and the lack of formal training for community teachers, significantly affect the uniformity and quality of education delivery. Rural and remote schools experience greater teacher

shortages than urban schools, and the shortage of female teachers is particularly acute, which has important implications for gender equitable education access and learning outcomes. Global evidence, including analysis from Zambia, suggests that female teachers play an important role in promoting enrolment, retention and learning for girls (Teaching Council of Zambia, TCZ, 2022). The UNESCO Zambia Survey (2023) reports that, despite increases in teacher supply, teachers continue to be distributed unevenly across Zambia. This is partly due to a lack of available local- and district-level data on teacher resources.

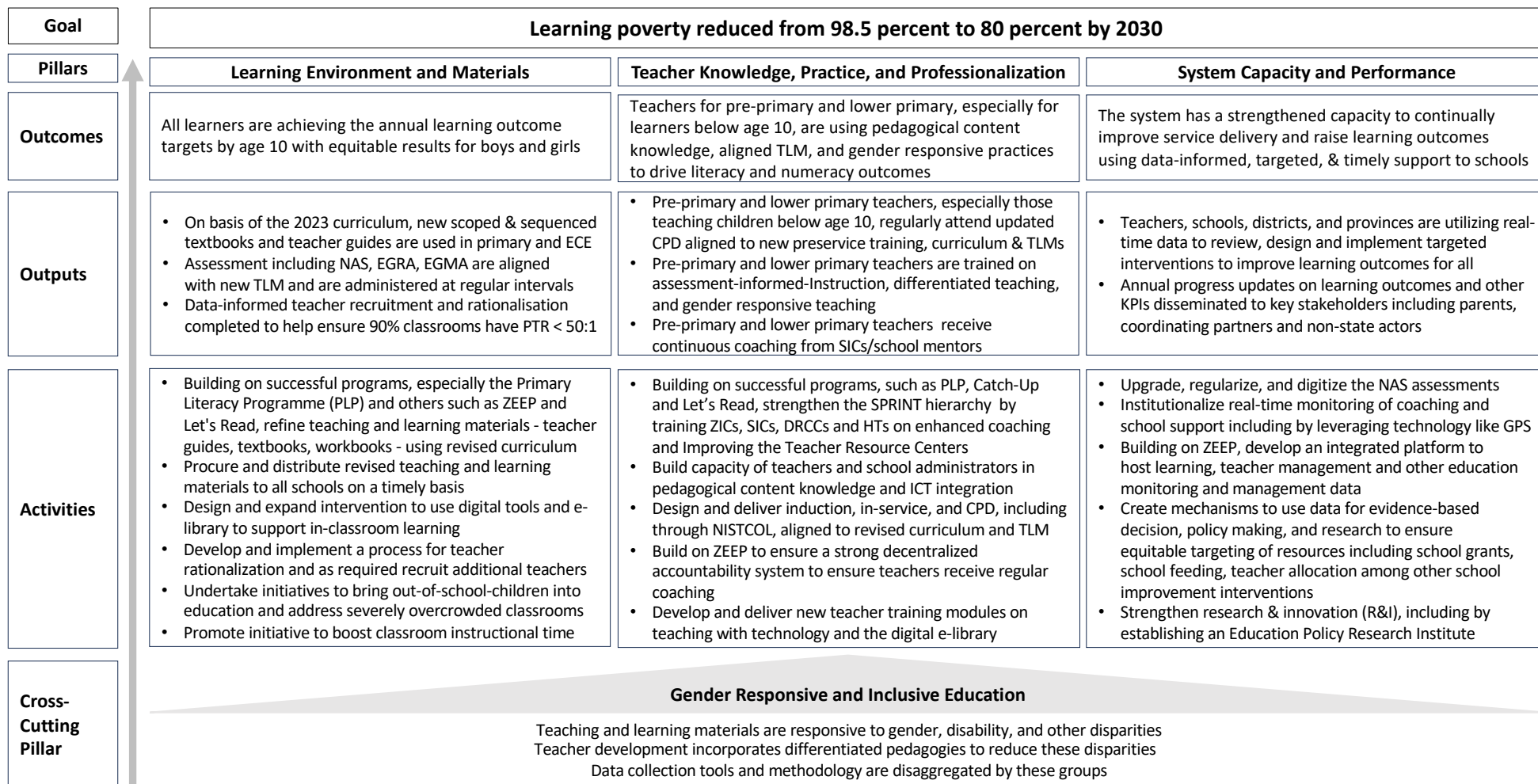
- h) **Inadequate Classroom Instructional Time:** There is a low amount of official instructional time for learners, a problem that is compounded by the more intransigent challenge of teacher absenteeism. Various surveys recognize this (ZANEC, 2020; 2022). Instructional contact hours are measured in relation to the standard average contact time. The minimum learner contact time at lower grades 1-4 is a meager 4 hours. The minimum learner contact time at upper primary grades 5-7 is only 5 hours, while that of upper secondary is 6 hours (ESB, 2020).
- i) **High Primary School Repetition Rates:** The high repetition rates observed in primary schools, approximately 4.8 percent, are problematic, particularly given the lack of evidence supporting the efficacy of repetition in enhancing learning outcomes. Trend analysis as of the 2020 ESB highlight problematic scenarios. The transition (promotion) rate showed an increasing trend from 2014 (59.3% to 63.0% in 2020). However, comparing 2019 and 2020 transition rates, there was a decline of 11.0 percentage points. At the secondary level, in Grades 9-10, the trends in transition rates increased slightly from 2015 (46.2%) to 2020 (46.8%). However, comparing 2019 and 2020 transition rates, there was a decline by 6.2 percentage points in 2020. Completion rates for Grades 7, 9 and 12 by sex from 2014 through 2020 also showed declines. At all levels, there was a reduction in completion rates by 2020 (ESB, 2020).
- j) **Limited Use of Data, Including Assessment Findings, in Decision-Making.** As reported in its Enabling Factors Analysis report, while Zambia does collect administrative data which are used to generate the annual school census report and other bulletins, the system is still manual and generates reports that are neither timely nor reliable. Further, the report also identified the challenge that Zambia has not set up adequate mechanisms to draw on data from its EGRA or national assessments to use in evidence-based policymaking, understanding learning differences, or designing, let alone tracking, school enrollment or learning improvement interventions. Additionally, due to these system-wide data challenges, Zambia's Education Sector Analysis ESA and to some extent also the Education Skills Sector Plan ESSP are out-of-date, with the last one having been carried out in 2018 (ZANEC, 2020).
- k) **Challenges in Public Communication and Accountability.** The Stakeholder Analysis Report for Civil Society for Poverty Reduction CSPR (2023) found that the Ministry lacked a robust communications strategy, resulting in poor accountability at the Ministry as well as at the school-level. Further, the report signaled that the PITC, which is the link between parents and schools, was not the

right vehicle for promoting wider community participation in education service delivery.

- l) **Financial and Operational Challenges:** The management of finances, particularly concerning the allocation and execution of school grants, presents significant operational challenges impacting the resource availability directly at the school level. Though the disbursement of resources to all public schools has fundamentally improved to almost all disadvantaged schools, it has been found that in some there are inadequate resources, or they are misapplied (Auditor General Report, 2023). Spatial considerations and size of school need to be better taken into account in setting school financing levels.
- m) **Program Management and Oversight Challenges:** There is no structured program management unit within the Ministry of Education to address teacher monitoring, evaluation, and coordination of different programmes. This has resulted in a duplicity of interventions. In general, program management and oversight challenges need attention. (ESA, 2018).

Figure 1: Theory of Change Graphic Representation

Enhancing Inclusive Quality Teaching and Learning



7. Theory of Change

Zambia's Approach to Alleviating Learning Poverty

Zambia's has been working steadily over the past two decades to address the challenge of very low primary-level reading outcomes, which were reported in studies that included National Assessment Surveys, EGRA, SACMEQ III, and papers between 1999 to 2010. A key turning point in this effort was the government's formulation of the National Literacy Framework in 2013 that put literacy at the top of the country's national agenda. The Ministry of General Education operationalized this framework through the Primary Literacy Programme (PLP), launched in the same year and designed to raise reading and writing skills from pre-primary through grade 7 nationwide. The introduction of the Let's Read project and the Catch-up programme were significant milestones within the PLP to raise literacy outcomes in the early grades and through remedial initiatives, respectively.

To achieve the ambitious learning poverty goal set out in the Compact, Zambia and its partners committed themselves to build on the PLP with an even more strategic, evidence-driven approach that aligns systematic instruction, newly designed teaching and learning materials, teacher professional development and support, and robust assessment mechanisms to monitor progress to improve results. This approach has demonstrated effectiveness in raising learning outcomes in many countries, and particularly in sub-Saharan Africa. Drawing on the successes and systemic lessons from Zambia's national scaling of the Catch-Up program, the government aims to leverage these insights to scale up its structured pedagogy approach across the country.

This structured pedagogy approach will encompass an array of interventions designed to enhance the quality of education and learning in the early grades to reduce learning poverty. An integrated framework will focus on the development and dissemination of high-quality teaching and learning materials, teacher professional development aligned with the new high-quality teaching and learning materials, the strengthening of system capacity and performance, and the promotion of gender-responsive and inclusive education. Each component will be evidence-based, drawing on research and successful implementations both within Zambia while drawing lessons from research and experience from similar contexts in other countries, especially from within sub-Saharan Africa.

The decision to adopt a structured pedagogy approach in Zambia is supported by a wealth of evidence indicating its potential to improve learning outcomes in the early grades. Studies from the region have demonstrated that structured approaches to curriculum delivery, when coupled with targeted teacher professional development and robust teacher support systems that are aligned with the teaching and learning materials have led to marked and measurable improvements in student literacy and numeracy (World Bank, 2018; Piper et al., 2018). Furthermore, the inclusion of gender-responsive and inclusive education practices addresses

broader disparities in education, ensuring that all children, regardless of gender or disability, could successfully acquire reading and writing skills.

The Catch-Up program's success in Zambia provides a strong foundation for the structured pedagogy approach. Key lessons learned from Catch-Up's national scaling—such as the importance of systemic integration, stakeholder engagement, and adaptive management—will inform the implementation strategy under the Compact. By applying these insights, Zambia can make sure that the structured pedagogy approach is not only evidence-based but also adapted to Zambia's context and scalable.

The Catch-Up program's emphasis on “Teaching at the Right Level” methodologies highlights the critical role of assessment-driven instruction and the value of teaching strategies that accommodate diverse learning levels. These principles are integral to the structured pedagogy approach, ensuring that interventions are targeted and effective.

The Compact envisions the structured pedagogy approach as a scalable solution to learning poverty in Zambia. By building on the systemic insights from the Catch-Up program, the compact aims to expand these evidence-based interventions across the national education system. This includes enhancing the capacity of teachers and school leaders, optimizing resource allocation for educational materials, and employing data-driven strategies for continuous improvement.

The scalability of this approach is underpinned by a commitment to stakeholder collaboration, leveraging partnerships within government, development partners, civil society, and other international organizations. Furthermore, the compact prioritizes the development of monitoring and evaluation frameworks that will enable adaptive management and ensure that the interventions remain responsive to the evolving educational landscape in Zambia.

Goal and Outcomes of the Priority Reform

The Theory of Change for the Zambia Education Compact represents a visionary roadmap aimed at revolutionizing the educational landscape within the country. **With the overarching goal of ensuring that learning poverty is reduced from 98.5% to 80% by year 2030**, this comprehensive plan is organized into three interconnected pillars and one cross-cutting pillar, each addressing critical facets of the priority reform.

These pillars work collectively to create a holistic and transformative approach to education reform, where every student can thrive in a supportive, inclusive, and high-quality learning environment. By enhancing the learning environment and materials, improving teacher knowledge, strengthening system capacity, and embracing digital resources, the Compact aims to usher in a new era of educational development and learner achievement excellence. This can be accomplished through breaking down barriers, bridging gaps, and creating an educational system that truly serves all learners, regardless of their background or circumstances.

Pillars of the Priority Reform

The first pillar, "Learning Environment and Materials" is dedicated to ensuring that all learners achieve their annual learning outcome targets by the age of 10, with equitable results for boys and girls.

This pillar will focus on the development, delivery, and classroom use of new pre-primary and primary-level teaching and learning materials – textbooks, workbooks, and teacher guides – based on Zambia’s revised 2023 curriculum. This will involve updating the overall scope and sequence of the curriculum package, designing a structured grade-by-grade syllabus specifying details for curriculum implementation, and creating an aligned set of textbooks, teacher guides with structured lessons, and student workbooks. The NAS and early grade assessments will be updated to align with these newly designed teaching and learning materials and will be administered at regular intervals to provide learning data to improve teaching and learning. In addition, a critical component of this pillar will be the data-informed recruitment and deployment of teachers, aiming to achieve and then maintain a pupil-to-teacher ratio (PTR) of less than 50:1 in at least 90% of classrooms.

In support of these outputs, several activities will be undertaken. Building on evidence from programs like ZEEP, Let's Read, and initiatives such as the science of teaching, student textbooks and workbooks and teacher guides will be developed, supported by a rigorous evaluation mechanism. These learning and teaching materials will then be tested, refined, procured, and delivered. Procurement and distribution to all schools will be a priority, as they are gradually introduced into the schooling system from lower to higher primary grades. Building on ZEEP, gender and inclusive education will be mainstreamed. The program will also design and introduce alternative teaching and learning approaches, including digital tools and e-libraries to support in-classroom learning, distance education modules, and the production of broadcast or online content. Furthermore, methods for teacher rationalization will be developed and implemented, including for the recruitment of additional teachers as needed as part of the effort to address the issue of severely overcrowded classrooms. Initiatives will also be conceptualized, designed, and undertaken to encourage out-of-school children to attend school, including efforts to re-engage those who dropped out before they completed primary and test out double-shifting options. Finally, there will be a policy push to promote efforts aimed at increasing instructional time in classrooms to enhance the overall educational exposure.

The second pillar, "Teacher Knowledge, Practice, and Professionalization" focuses on ensuring that teachers use pedagogical content knowledge, the aligned teaching and learning materials, and gender-responsive practices to drive literacy and numeracy outcomes specifically for children in lower primary.

A crucial objective will be to closely align teacher training and teacher support to the new teaching and learning materials to ensure that teachers develop the knowhow, practice-based instructional skills, and pedagogical content knowledge to help all children achieve their learning outcome targets. With support from the reform, teachers will regularly attend and participate in updated

continuing Professional Development activities with hands-on use of the new teaching and learning materials prepared under Pillar 1. Additionally, teachers will learn Assessment Informed Instruction (e.g., “assessment for learning”), including differentiated and gender-responsive teaching approaches. Continuous coaching from School Inset Coordinators (SICs) or school mentors will also be a key component.

To achieve these objectives, activities in the pillar will put a strong emphasis on the value of practical, skills-based training for teachers that build on the success of programs like Catch-Up and Let’s Read. This will involve strengthening the SPRINT hierarchy by training Zonal Inset Coordinators (ZICs), School Inset Coordinators (SICs), District Resource Center Coordinators (DRCCs), Provincial Resource Centre Coordinators (PRCCs) and Head Teachers (HTs) in enhanced coaching methods and supported by improved Teacher Resource Centers. Another activity will strengthen the capacity of teachers and school administrators in Pedagogical Content Knowledge and ICT integration. As well, there will be a focus on activities to provide induction for new teachers, in-service and CPD programs for practicing teachers that aligns with the revised 2023 curriculum and the scope and sequence of the teaching and learning materials.

This can be done through SPRINT or other institutions that offer in-service programs. Teacher development programs will promote the adoption of the “Standards of Practice for the Teaching Profession in Zambia.” To leverage the ZEEP program, the reform will develop a decentralized accountability system to help ensure that teachers receive regular coaching and support. It will also include new teacher training modules to help teachers use technology, the digital e-library, and build other digital skills. Additionally, teachers will learn how to manage classroom digital libraries. Finally, as part of ICT integration, the reform will create a common e-platform to facilitate feedback across teachers, learners, parents, and other stakeholders.

The third pillar, "System Capacity and Performance" underscores data-driven decision-making in education, with a specific focus on continually improving service delivery and raising learning outcomes through data-informed, targeted, and timely support to schools.

A key result will be that data-driven strategies are at the forefront of enhancing the education system's capacity and performance. Teachers, districts, provinces, and headquarters will utilize real-time data to review, design, and implement targeted interventions to improve learning. Additionally, annual progress updates on learning outcomes and other Key Performance Indicators (KPIs) will be disseminated to key stakeholders, including parents, coordinating partners, and non-state actors.

To deliver these results, several activities will be undertaken. The NAS assessments will be upgraded, regularized, and digitized. The reform will enable real-time monitoring of coaching and school support, leveraging technology such as GPS. Building on ZEEP, the reform will develop an integrated platform to host learning, teacher management, and other education monitoring and management data. The reform will also develop tools to upgrade and automate an enhanced EMIS to handle data collection and integrate the utilization of data in evidence-based decision-

making, policy design, and research. This upgrade is described in detail in Annex 2 (Plan for Upgrading Zambia's Data and Education Management Education System). This will in turn ensure equitable targeting of resources including school grants, school feeding, teacher allocation, and school improvement interventions, as well as report production. Further, this pillar would include the development of analytic works to better understand and develop approaches to increase system equity and efficiency. Finally, the reform will assist the Ministry of Education in strengthening research and innovation (R&I) through establishment of an Education Policy Research Institute.

The cross-cutting pillar, "Gender Responsive and Inclusive Education," will ensure that it actively addresses not only gender disparities but also disparities related to disability and other factors throughout the program.

This approach is grounded in the understanding that gender-responsive, inclusive education practices lead to improved educational outcomes for all students. The reform will therefore focus on designing teaching and learning materials to be responsive to gender, disability, and other disparities, to accommodate the needs of all learners. Additionally, the reform will support a learning environment that is gender responsive and inclusive across the system, including gender-based violence referral pathways and case management in schools, and gender-hygiene friendly support to schools.

Teacher development will incorporate differentiated pedagogies aimed specifically at reducing these disparities. This will involve training teachers in diverse teaching strategies that acknowledge and cater to the unique learning needs of different student groups, thereby promoting an inclusive classroom environment.

Data collection tools and methodologies will be disaggregated by these groups, allowing for a more nuanced and detailed understanding of how different students are performing. This data is crucial in identifying and addressing any disparities in educational outcomes, ensuring that the program's interventions are effectively targeted and impactful.

Complementary Initiatives that Reinforce the Pillars and Sustain the Priority Reform

This "Complementary Initiatives" section highlights the Ministry of Education's efforts, in partnership with Cooperating Partners, to address additional challenges that stand in the way of inclusive quality teaching and learning in Zambia. While these initiatives are integral to the overall educational landscape, they are distinct from the core Compact programming. The Ministry of Education, with expected funding support from partners, is committed to implementing these critically important initiatives, which will complement and reinforce the pillars of the priority reform outlined in the Education Strategic Plan (2022-2026).

These initiatives include, but are not limited to:

1. Installing Mobile Classrooms: An initiative bringing mobile classrooms to specific poor and marginalized communities, such as children living in fishing camps or on the streets in urban areas.
2. Enhancing Teacher Professional Growth in STEM Education: A program aimed at improving STEM learning outcomes through focused teacher development in these critical subjects.
3. Deploying Evidence-Based Messages for ECD: An initiative for development and dissemination of a communication toolkit for community volunteers to support caregivers and families in Early Childhood Development.
4. Developing a National Parenting Campaign: An initiative to engage parents across Zambia in effective educational and developmental parenting practices.
5. Designing Play-Based Learning: An initiative strengthening play-based learning approaches.
6. Creating an Ending Child Marriage Program: An initiative to strengthen and expand efforts to address this social challenge that directly impacts girls' education.
7. Designing a Learning Passport E-learning Platform: An initiative to launch an online platform featuring a comprehensive library of past lessons and educational materials.
8. Creating a Safe School Program: An initiative to implement measures to ensure secure and conducive learning environments in schools.
9. Designing pre-primary and WASH Facilities: An initiative enhancing school infrastructure to improve early childhood education environments and sanitation facilities.
10. Setting up Mobile Science Labs. An initiative developing science mobile laboratories for STEM learning.
11. Strengthening the School Feeding Program: An initiative to enhance government and partner school feeding programmes following established criteria to boost school efficiency indicators.

Research and Evidence Generation

In its commitment to the Compact, the Zambian Government is set to adopt a research and evidence-driven approach to help its efforts to reduce learning poverty to 80 percent. Implementation of a structured pedagogy approach will help the government achieve this ambitious goal. This approach will be pivotal in transforming Zambia's educational landscape. The strategy will draw from a blend of national experiences and global good practices, ensuring a comprehensive and adaptable framework.

One of the central players in this endeavor will be the Directorate of Planning and Information within the Ministry of Education (MoE). This directorate will establish and manage comprehensive systems for data collection and analysis. These systems will yield critical insights into the effectiveness of the interventions, enabling the tracking of progress and identifying areas for improvement in real-time. An important component will be data generated by various programs and assessments such as Catch-Up and NAS, which will be used to guide policy adjustments and strategy refinements.

The Directorate of Standards and Curriculum, in close coordination with the Directorate of Teacher Education and Specialized Services, is another key player. It will play a crucial role in

aligning Zambia's educational content and teaching methodologies, which are critical to the successful implementation of the structured pedagogy approach. The Directorate of Standards and Curriculum's work will involve refining curricula and overseeing the development, procurement, and distribution of the relevant teaching and learning materials. This directorate will help ensure that educational strategies are not only globally competitive but also effectively tailored to Zambia's unique educational challenges and opportunities.

Simultaneously, the Directorate of Teacher Education and Specialized Services will focus on enhancing the capabilities of educators. By introducing continuous professional development programs and training aligned to the new textbooks, workbooks, and teacher guides, this directorate will empower teachers to translate these methodologies effectively into classroom practice.

Importantly, the Directorate of Open and Distance Education will explore and implement innovative pedagogical models. These models, based on empirical research, will be designed to cater to the diverse needs of Zambian learners, thereby supporting the goal of reducing learning poverty.

Through this structured, collaborative, and evidence-based approach, the Zambian Government aims to make a significant impact on reducing learning poverty. The strategy's focus on continuous improvement and adaptation to emerging findings, as well as exploring innovative pedagogical models, will not only enhance the quality of education but also position Zambia as a leader in educational innovation and reform.

8. Enabling Factors for System Transformation

Zambia's Ministry of Education, along with its Cooperating Partners, carried out an Enabling Factors Analysis (EFA) to provide analytic and evidentiary input into the process for developing its Partnership Compact. The Enabling Factors Analysis was guided by a template provided by the Global Partnership for Education (GPE) with four key areas to be scrutinized: Data and Evidence; Gender Responsive Sector Planning, Monitoring and Policy; Sector Coordination; and Volume, Equity, Efficiency of Domestic Financing. Zambia carefully assessed each of these policy areas with reference to its own policy documents, data, and dialogue between the Ministry technical staff and Cooperating Partner technical staff. **Zambia submitted its report of the Enabling Factors Analysis to the GPE Secretariat on 18 April 2023.** The Secretariat in turn forwarded it to an Independent Technical Appraisal Panel (ITAP) for a thorough review, identification of potential errors, and suggestions for Zambia and its partners to consider as they prepare their Compact. **The ITAP completed its review of Zambia's Enabling Factors Analysis on 10 August 2023.**

Consolidation of the Enabling Factors Analysis and the ITAP Report

(1) Data and Evidence.

Zambia's Self-Analysis. Zambia's Enabling Factors Analysis carefully examined the country's overall system for collecting student, school, jurisdictional, and national information on performance of educational services delivery and outcomes and mechanisms for using data and information for improving performance and results.. On the positive side, Zambia's has many of the elements of such a system in place. Most notably, its Learning Assessment System is well established and functioning well. At the same time, its report highlights that one the country's greatest challenges to better education system performance and the government's ability to deliver inclusive quality teaching and learning the relatively low quality and effectiveness of the country's education data systems in general and the education management information system in particular, despite its basic functionality. The Enabling Factors Analysis report recognizes that while administrative data are being collected and used to generate the annual school census report and other reports, the system is still manual and generates reports that are neither timely nor reliable. The report also identified the challenge that Zambia has not set up adequate mechanisms to draw on data or information to carry out evidence-based policymaking. Furthermore, due to these system-wide data challenges, Zambia's Education Sector Analysis is out-of-date with the last one carried out in 2018.

ITAP's External Analysis. Zambia has a comprehensive EMIS in place and has been able to conduct ASCs and to produce ESBs which contain summary data on schools, students and teachers that is disaggregated by sex, level, grade and province, as well as key indicators on access, quality and efficiency. Data exists on students with disabilities, but this is not disaggregated by type of disability. The country regularly conducts national assessments indicating an established Learning Assessment System. In addition, there

are a number of mostly externally funded studies that provide additional data and evidence on different aspects of the performance of the sector, though it is not clear to what extent all of these data are being used to inform policy and practice. Two gaps noted by the ITAP are (i) there is no gender analysis; and (ii) there is no recent ESA with the most recent one being produced in 2018. The ITAP observes that the MoE has faced challenges in transitioning from a manual to a digital system resulting in no ASBs being produced since 2020. The draft 2022–2026 ESP does not indicate how any of these challenges will be addressed. Realizing the importance of timely and reliable data for decision making and sector planning, and there currently being no clear roadmap to address the gaps in available data,

ITAP Conclusion. ITAP's external analysis is in concurrence with Zambia's self-analysis rating this enabling factor as a **HIGH priority**.

(2) Gender Responsive Planning, Policy, and Monitoring.

Zambia's Self-Analysis. Zambia's Enabling Factors Analysis reviewed the country's policies and performance related to gender equity. The analysis found that Zambia's commitment to addressing gender disparities in education is clearly evident in its strategic documents and policies, including the 8th National Development Plan, the draft ESP, and the Ministry of Education's 2022-2026 education strategy. Despite this policy effort, significant challenges remain in achieving gender equity. Primary education shows lower participation rates for boys compared to girls, while the opposite is true at the secondary level. Girls also face lower completion rates, especially in rural areas and at senior secondary levels. Performance gaps are particularly noticeable in STEM subjects, with girls consistently underperforming boys. Additionally, the distribution of teachers is skewed, with more male teachers in rural schools and at the secondary level, and a higher proportion of female teachers in urban areas. Factors contributing to these disparities include early pregnancies and some prevailing cultural norms. Poor sanitation facilities in schools and inadequate support for female teachers in rural areas further exacerbate these issues.

The self-analysis also finds that current sector planning and monitoring practices are not sufficiently gender-responsive, hindering progress in achieving gender equality and quality teaching. Budgeting processes within the education sector do not explicitly allocate funds for closing gender gaps, and the lack of gender-responsive monitoring systems further limits the effectiveness of interventions. Further, the implementation of laws and policies aimed at addressing gender disparities are still quite weak. For example, the re-entry policy for girls who drop out of school is not widely supported, particularly in grant-aided and private schools. There is also a lack of deliberate policy interventions to retain female teachers in rural areas or to encourage them to pursue secondary teaching careers. Historically, gender mainstreaming in education has been driven by external donors, indicating a need for the Zambian education system to develop a more comprehensive and self-sufficient approach. Nonetheless, recent efforts show increased collaboration

between the Ministry of Education and other key ministries to strengthen gender-targeted responses, along with direct interventions supported by both the government and partners to address these gaps.

ITAP's External Analysis. Zambia's legislation and policy frameworks regarding gender equity are comprehensive and robust. However, the draft ESP is not as robust and falls somewhat short of the vision and strategies that would provide for a quantum shift in the education system. This is particularly evident in the rudimentary treatment of information and communications technology, particularly since the education COVID-19 response was relevant and current and could have provided a platform for the inclusion of digital literacy and skills acquisition in the 2023 Annual Work Plan and Budget. Given the pace at which digitalization is advancing in all sectors globally, Zambia risks falling behind the rest of Africa and the rest of the world. The fact that the draft, which should be guiding current operational plans does not seem to be finalized; does not make specific reference to gender, disability and location; and does not include essential components like the M&E Framework, the implementation plan and a cost and financing section (including a financial simulation model), suggests a gap between the strategic vision and operational work planning.

ITAP Conclusion. ITAP's external analysis is in concurrence with Zambia's self-analysis rating this enabling factor as a **MEDIUM priority**.

(3) Sector Coordination

(3.1) Inclusive Sector Dialogue and Coordinated Action.

Zambia's Self-Analysis. To coordinate sector policies and programs, the government collaborates regularly with significant actors in the education sector in Zambia including such key international development partners as UNICEF, USAID, the World Bank, as well non-governmental organizations, donors, and teacher unions. These partnerships involve multiple committees and groups responsible for different aspects of education, such as emergency response, monitoring and evaluation, finance, research, and teacher training. While bodies like the Examination Council and Teaching Council handle specific areas like student learning assessment and teacher professionalism, there are challenges in policy formulation and implementation. These include the need for clearer policies alignment across all Cooperating Partners on issues like girls' education, support for marginalized children, teacher retention in remote areas, and standardized teacher recruitment and training. In its self-analysis, Zambia's government and partners find that the coordination process is currently weak, lacking full stakeholder involvement, which affects resources for policy development and implementation, including but not only gender-responsive and inclusive education. The government aims to strengthen these partnerships, align strategies, and ensure quality education. Significant contributions from international donors support foundational learning and teacher development, emphasizing the need for aligned and coordinated efforts in these areas. The Joint Sector Review (the most recent one having been conducted in July, 2023) continues to serve as the main

platform for these diverse stakeholders to collaborate, review progress, and discuss education sector plans and, to some degree, strategize on how to take action.

ITAP's External Analysis. Zambia has clearly laid out structures, roles and responsibilities for sector coordination and dialogue that are documented in the 2010 Joint Assistance Strategy for Zambia. However, it is not clear to the ITAP that these structures are all fully operational. The PITC is operational but has only met annually rather than quarterly over the last three years, impacting on its ability to play a meaningful role in sector dialogue. The PITC is supposed to include a wide group of stakeholders, but the ITAP notes that stakeholders from civil society, the private sector, community-run schools, provinces, districts and other government ministries having responsibility for education have been absent. The Joint Annual Review is the main forum for reviewing the annual performance of the education sector. It is not clear how comprehensive this is as the only documentation seen by the ITAP was a list of priority actions to take forward from each review, and it is not clear to what extent the implementation of these actions is being monitored.

ITAP Conclusion. ITAP's external analysis is in concurrence with Zambia's self-analysis rating this enabling factor as a **MEDIUM priority**.

(3.2) Coordinated Education Financing and Funding.

Zambia's Self-Analysis. In recent years, coordinated education sector financing has faced challenges following the suspension of pooled funding modalities by donors in 2016, primarily due to fiduciary concerns. Although there is a renewed interest from Cooperating Partners like the World Bank and the EU in direct budget support to the Ministry of Education, overall direct budget support remains low. This limited support may hinder flexible external-funded programs that could be aligned with government priorities. To address these issues, stronger dialogue is recommended between donors and the Ministry's budgetary staff to improve coordination and alignment with national budget systems. Additionally, the establishment of finance and audit directorates within the Ministry of Education aims to bolster transparency and accountability, with skilled personnel managing sector pool funds. However, effective coordination also requires donors to align their interventions with government priorities, fostering mutual accountability and ensuring that both government and donors contribute effectively to the education sector.

ITAP's External Analysis. Zambia's Cooperating Partners are currently only providing projectized funding to the education sector. The majority of this funding is included in the MoE's Annual Work Plans and Budgets and is aligned with the draft ESP. The lack of regular PITC meetings suggests to the ITAP that sector dialogue is in its infancy rather than well established. Accountability on aid effectiveness is weak and there is no data on the execution of Cooperating Partners project funds making it difficult for the ITAP to determine to what extent there is a commitment to greater aid effectiveness practices. However, it is the ITAP's view that with external funding only contributing around 5 percent

of total resources for the education sector and the majority of this being financed by two large Cooperating Partners, improved aid effectiveness practices are unlikely to bring about transformational change in Zambia.

ITAP Conclusion. ITAP's external analysis is in concurrence with Zambia's self-analysis rating this enabling factor as a **LOW priority**.

(4) Coordinated Financing and Funding.

Zambia's Self-Analysis. Zambia's government is giving top priority to significantly raising overall funding of the education sector. Domestic funding of education accounted for around 20 percent of total public expenditure in the early to mid 2010s but this share had declined to just below 12 percent by 2021. The 2022–2025 medium-term budgetary projection indicates that education sector funding will increase by over 50 percent by 2025 meeting both of the GPE funding benchmarks of 20 percent of total public expenditure going towards education and 4 percent of GDP funding education. The self-analysis also points out that the removal of user, examination, and PTA fees from early childhood through to secondary school levels in early 2022 is expected to significantly improve access to education even for the most marginalised learners. Other pro-poor interventions include the development of a nationwide network of early childhood education centers, the national school-feeding program, financial assistance to meet the educational needs of orphans and other vulnerable children, and also sanitary towels and other necessities for disadvantaged girls – initiatives include in the “Keeping Girls In School” initiative included in the World Bank-supported project. Zambia's self-analysis recognizes that funding for essential learning materials and other inputs has been crowded out by salaries and the overall decline in government funding for the education sector during the mid to late 2010s.

ITAP's External Analysis. In very difficult circumstances, the Government of Zambia has taken decisive steps to improve education provision in Zambia over the last two years. This includes a commitment to increase the share of education funding to almost 20 percent of total public expenditure and fully implement the Education for All strategy which will significantly improve both schooling access and quality. Considerable progress has also been made in implementing the government's national economic reform program; annual economic growth (in real terms) is projected to average around four percent over the next three years. Nonetheless, in the context of very significant fiscal consolidation, meeting the government's education spending targets remains a major challenge. There are also serious resource inequities and inefficiencies in the education sector which government and other education stakeholders are seeking to address with some urgency through pro-poor and other interventions targeting girls.

ITAP Conclusion. ITAP's external analysis is in concurrence with Zambia's self-analysis rating this enabling factor as a **MEDIUM priority**.

Summary of the Priority Ratings of the Enabling Factors

The Ministry of Education and the Enabling Factors Task Team carefully assessed the four Enabling Factors in the Zambian education sector context and ranked them on a scale from low to high priority. Table 2 summarizes Zambia’s self-analysis of the priority ratings of the Enabling Factors, which the Independent Technical Assessment Panel subsequently confirmed.

Table 2: Priority Ratings of the Enabling Factors

Enabling Factor	Priority
Data and Evidence	High
Gender-Responsive Planning, Policy, and Monitoring	Medium
Sector Coordination A: Inclusive Sector Dialogue and Coordinated Action	Medium
Sector Coordination B: Coordinated Financing and Funding	Low
Volume, Efficiency and Equity of Domestic Financing	Medium

9. Alignment of Government, Cooperating Partners and GPE Resources

GPE Resources Available to Support the Compact

Ahead of the Compact, GPE has indicated that the following resources may be available to Zambia to implement the Priority Reform and to attract additional financing for education including to strengthen system capacity and thereby increase the impact of key reforms:

- System Capacity Grant: US\$ 3.3 million
- System Transformation Grant: US\$ 31.55 million (GPE’s envelope)
- Multiplier Funds: US\$ 40 million (maximum that could be generated)

Proposed Use of SCG to Address High Priority and Medium Priority Constraints

The step-by-step examination of Zambia’s education transformation constraints triggered by the Enabling Factors Analysis and the corresponding dialogue generated by the ITAP report stimulated stakeholders to identify the intervention areas that could address the high and medium priorities outlined in Table 2 above. The understanding among government and Cooperating Partners is that the proposed types of intervention for Data and Evidence - the high priority enabling factor - can be conceived, designed, and launched quickly since they could be funded with resources available to Zambia through the System Capacity Grant, overseen by the World

Bank as the grant agent. Table 3 sets out the proposed intervention areas for all priority constraints:

Table 3: Proposed SCG-Related Interventions Addressing Enabling Factor Constraints

Enabling Factor	Priority	Intervention Areas	Indicative Funding
1. Data and Evidence (See Annex 2 for more details)	High	<ul style="list-style-type: none"> Implementation Plan for Data Activities Analytic work: Produce 2020-22 comprehensive gender status report. Analytic work: MoE produces an up-to-date Education Sector Analysis Planning: Produce MoE overall policy framework to systematically utilize data, research, and assessments to enhance equity and learning in education Programming: Produce detailed roadmap and program component to fully update the data system including the EMIS Contract: Implement first stage of EMIS modernization Training: Design and conduct training of staff to deploy updated EMIS Revise and Digitize Data Collection Tool for Annual School Census Capacity Build and Train Data Collectors Data Cleaning, Processing, Analysis & Report Production Upgrade, regularize and digitizes NAS 	\$250,000
2. Gender-Responsive Sector Planning	Medium	<ul style="list-style-type: none"> Policy: Finalize the 2022-2026 Education Sector Plan, incorporating gender, disability type, location, M&E framework, and costed implementation plan 	\$75,000
3. Sector Coordination	Medium	<ul style="list-style-type: none"> Partnership agreement: Agree dates, ensure commitments to conduct JARs annually. Partnership agreement: Agree detailed TORs for CPCC, PITC (LEG), and MoE cooperation. Sensitization of Critical Stakeholders on Expanded Structure of MoE Stakeholder Mapping 	\$50,000
4. Efficiency and Equity of Sector Financing	Medium	<ul style="list-style-type: none"> Planning: Prepare and publish detailed education budget planning and expenditure reports no later than 1 year after FY close Analytic work: Conceptualize PER and expenditure tracking study to better understand and address efficiency and equity 	\$50,000

Other Cooperating Partner Resources Available to Support the Compact

Zambia can count on the support of multiple partners whose programs address issues directly or indirectly related to the priority reform of Enhancing Inclusive Quality Teaching and Learning.

Current programmatic areas that will feed into the priority reform are listed in Table 4. Cooperating Partners in the process of planning or developing new are included in the table as well.

Table 4: Cooperating Partner Programs and Funding that Can Support the Compact

Cooperating Partner	Programmes and Activities	Total Amount	Pillar 1: Learning Environment and Materials	Pillar 2: Teacher Knowledge and Professionalization	Pillar 3: System Capacity and Performance	Complimentary Interventions
GPE System Transformation	Compact	\$31.55m	x	x	x	
GPE Multiplier Grant	Compact	\$40m	x	x	x	
USAID	Let's Read: Literacy TLM, Instruction Assessment	\$64m	x	x	x	Non-state Schools
UNICEF	ECD, Learning Quality, System Strengthening	\$15m		x	x	ECD
JICA	Enhancing Teacher Professional Growth in STEM	\$0.5m				Secondary STEM
World Bank	ZEEP Primary and Secondary Education, Girls Education	\$233m	x	x	x	WASH, Secondary TLM, Secondary Teacher Support
World Bank	ZEEL Early Learning	\$39m			x	ECD
World Vision Zambia		No amount established	x	x	x	School Health and environment
VVOB		No amount established	x	x	x	Skills
CAMFED		No amount established	x	x	x	Girls Education
ZOCS		No amount established	x	x	x	Construction
UNESCO		No amount established	x	x	x	Environment
Save The Children		No amount established	x			
Reformed Open Community Schools		No amount established	x			

Care International	No amount established	x	x	x
Pervivoli Schools Trust	No amount established	x	x	x
Plan International	No amount established	x	x	x
Solon Foundation	No amount established	x		

10. Monitoring, Evaluation, and Learning

Table 5: Monitoring Indicators and Targets for the Compact

No.	Indicator Name	Disaggregation	Baseline (2022)	Year 5 (Target)
Goal: Learning poverty reduced from 98.5 percent to 80 percent by 2030				
1	Learning poverty index	National	98.5% (2019)	80% (2030)
2	Percentage of students meeting or exceeding annual learning outcomes, disaggregated by gender, to be assessed annually.	Level, gender, geography	90% (G7 exam pass rate, 2022)	TBD (revised with 2023 curriculum)
Outcome 1: All learners are achieving the annual learning outcome targets by age 10 with equitable results for boys and girls				
3	New aligned textbooks, teacher guides, and workbooks developed for the curriculum package based on the 2023 revised curriculum	National	None	100% published
4	Textbooks per learner	Level, gender, geography	29/100	100/100
5	Gender gap in learning outcomes	Level, gender, geography	Baselines TBD	TBD
6	Average teacher/pupil ratio	Level, geography	1:52 (G1)	1:40 (G1 standard)
7	Average transition (progression) rate	Level, gender, geography	63% (2020)	TBD
Outcome 2: Teachers are using pedagogical content knowledge, aligned TLM, and gender responsive practices to drive literacy and numeracy outcomes				
8	Percentage of teachers with gender-responsive, and disability-responsive pedagogy training.	Level, geography	Baselines TBD	TBD
9	Percentage of /schools with at least 1 teacher trained in gender responsive and disability-responsive pedagogy.	Level, geography	Baselines TBD	TBD
10	Percentage of primary classrooms receiving coaching with feedback for teachers.	Level, geography	Baselines TBD	TBD
11	Percentage of teachers with digital skills training			
Outcome 3: The system has a strengthened capacity to continually improve service delivery and raise learning outcomes using data-informed, targeted, & timely support to schools				

No.	Indicator Name	Disaggregation	Baseline (2022)	Year 5 (Target)
12	Percentage coverage of ECE to Grade 5 student level data on core indicators including learning outcomes, enrollment, progression, and attendance	Level, geography	Baselines TBD	TBD
13	Number of data driven problem solving sessions held a national, provincial and district levels with specific focus on learning outcomes data	National	Baselines TBD	TBD
14	Number of schools where teachers have access to digital e-library.	Geography	Baselines TBD	TBD
15	Number of schools regularly using digital tools to report on student and teacher data	Geography	Baselines TBD	TBD

11. Statement of Endorsement by Local Education Group (PITC) Partners

The Zambia GPE Compact has been developed in a highly participatory manner thanks to the engagement of the Policy and Implementation Technical Committee (PITC) and key education stakeholders under the leadership of the Ministry of Education (MoE). The Ministry and partners are committed to aligning efforts and resources to support the implementation of the Compact.

Organization	Designation	Endorsement
WORLD BANK	Country Representative	Endorsement
UNICEF	Country Representative	Endorsement
USAID	Country Representative	Endorsement
FCDO/ British Council	Country Representative	Endorsement
JICA	Country Representative	Endorsement
UNESCO	Senior Education Advisor	Endorsement
ZANEC	Executive Director	Endorsement
ZOCS	Executive Director	Endorsement
CAMFED	Executive Director	Endorsement
Save The Children International	Executive Director	Implicit Endorsement
European Union	Country Representative	Implicit Endorsement
Irish Aid	Country Representative	Endorsement
ROCS	Executive Director	Endorsement
World Vision	Country Director	Endorsement

WFP	Country Representative	Implicit Endorsement
CHILD FUND	Country Director	Implicit Endorsement
UNFPA	Country Representative	Implicit Endorsement
Council of Churches in Zambia	Council Representative	Implicit Endorsement
Zambia Conference of Catholic Bishops (ZCCB)	Bishop Overseer	Implicit Endorsement
University of Zambia	Vice Chancellor	Endorsement
TEACHER UNIONS Zambia National Union of Teachers (ZNUT) Basic Education Teachers Union of Zambia (BETUZ) Secondary School Teacher's Union of Zambia (SESTUZ) National Union of Public and Private Educators of Zambia (NUPEZ)	Presidents	Endorsement

Note: *Implicit Endorsement* is assigned to partners who did not respond to the final review and endorsement request within two weeks (including 1 week beyond the stated deadline).

Annex 1: Selected References

- Catch Up Evaluation Report (2023), The Catch-Up Programme Mid-Line Evaluation Findings, VVOB, Lusaka
- Eighth National Development Plan (8th NDP) (2021) Republic of Zambia
- Ministry of Education (2022), 2022-2026 Education Strategic Plan, Government Republic of Zambia
- Ministry of General Education. (2018) Education and Skills Sector Plan 2017-2021, Republic of Zambia
- Ministry of General Education. (2018) Education Sector Analysis, Republic of Zambia
- Ministry of General Education. (2020) 2020 Educational Statistical Bulletin (EBS), Republic of Zambia
- Ministry of General Education. (2020) Early Childhood Education and Skills Sub-Sector Plan, 2021-2025 (draft)
- Ministry of General Education. Examination Council Zambia. (2021) National Assessment Surveys, Republic of Zambia, Lusaka
- Ministry of National Development Planning. (2017) 7th National Development Plan, 2017-2021, Republic of Zambia
- Musilekwa, M and Mulenga, I. (2019). Development of Social Studies Learners' Textbooks for Secondary Schools in Zambia. *Journal of Education and Practice*, 10(6). PP. 99-108
- Organisation for Economic Cooperation and Development (OECD). (2018) Findings from Zambia's experience in PISA for Development
- Republic of Zambia (2023) Draft National Policy on Education. Education for Sustainability, Lusaka
- The Southern and Eastern Africa Consortium for Monitoring Educational Quality. (2011) SACMEQ III results for Zambia
- UNICEF (2022) Education Efficiency indicators of Zambian Net Enrollments, UNICEF, Zambia
- USAID (2023). Zambia School Profile Study, USAID, Lusaka
- World Bank .(2021/2022) Comparative Indicators on Learning Poverty Report in Selected Countries, World Bank, DC
- Zambia National Assessment report, ZNAS, (2021) National Assessment Reports, ECZ and Partners, Lusaka
- Zambia National Education Coalition & Ministry of General Education. (2020) National Monitoring of Implementation of MoGE COVID-19 Guidelines in Schools and Continuity of Learning, Lusaka
- ZANEC (2020). Need for Evidence Based Decision Making, Zambia Education National Coalition, Lusaka

Policy Documents

Charter of Children's rights (1990);

Education Act No. 23 of 2011;

Examinations Council of Zambia Act No 15 of 1983;

Sustainable Development Goal 4 (SDG 4);

Teaching Profession Act No. 5 of 2013;

The Constitution of the Republic of Zambia;

The Universal Declaration of Human Rights of 1948;

Zambia Educational Publishing House Act No.11 of 1971.

Annex 2: Plan for Upgrading Zambia's Data and Education Management Education System

Background

In 2023-2024, Zambia made significant strides in enhancing its Education Management Information Systems (EMIS) through a series of key achievements. Initially, the country developed an interim education data collection tool in July 2023. This development was crucial for improving the accuracy and efficiency of data gathering within the educational sector. Following this, Zambia focused on capacity building by training provincial and district statisticians along with data entry operators in the intricacies of data capturing and entry in August 2023. Such training was pivotal for ensuring the reliability of data collected across different educational levels and regions.

Subsequently, the country made progress in data analysis and dissemination. In February 2024, Zambia produced the 2021 draft Education Statistics Bulletin, which was an important milestone in documenting educational trends and outcomes for that year. This effort is being closely followed by the production of the 2022 draft Education Statistics Bulletin in March 2024, marking another step forward in the timely reporting and analysis of educational data.

Furthermore, Zambia demonstrated its commitment to maintaining the momentum in EMIS by undertaking the collection and cleaning of the 2023 education data in readiness for analysis and report writing, also in March 2024. Although this task was still in progress, it underscored Zambia's dedication to continuous improvement in educational data management, aiming to support decision-making processes and policy formulation with accurate and up-to-date information.

The Ministry of Education (MoE) understands the necessity of an enhanced Education Management Information System (EMIS) for efficient and evidence-based decision-making. For this purpose, the ICT team within MoE has developed this detailed plan that outlines a holistic assessment of the current EMIS with the support from Zambia's System Capacity Grant (SCG) provided by GPE and provides the planning steps for the creation of a revamped EMIS, ensuring effectiveness, user-friendliness, and alignment with the evolving needs of the MoE and the effective implementation of the Compact.

Detailed plan for upgrading the EMIS.

The comprehensive plan for upgrading the Education Management Information System (EMIS) unfolds through a meticulously structured fourteen-step process, designed to span over an 18-month timeline. The steps that have started are highlighted in yellow below. Starting with the essential groundwork in the "Scope" phase, where the project's breadth is defined, high-level sponsorship is secured, and initial resources are identified and allocated, the process embarks on a thorough "Analysis/Software Requirements" phase. Here, an in-depth evaluation of the current EMIS sets the stage for a redesign, capturing both its strengths and areas for improvement, alongside the refinement of data collection tools and development of new

identification systems for schools. The plan progresses through critical phases of design, consultant engagement, and hardware procurement, each planned to ensure the new system's robustness, security, and scalability. The development phase, pivotal in the transformation, is followed by rigorous programming, coding, and a series of testing stages to guarantee the system's functionality and user acceptance. Training and comprehensive documentation prepare the staff and end-users for a seamless transition, leading to the strategic deployment of the new EMIS. The culmination of this extensive process is the "Go-LIVE" phase, where the system is closely monitored post-deployment, followed by a post-implementation review to capture valuable insights and establish a framework for ongoing support and maintenance. This detailed roadmap not only underscores the project's complexity but also highlights the commitment to enhancing the educational infrastructure through thoughtful planning, execution, and continuous improvement.

1. Scope (1 week)

This step outlines the initial tasks to be undertaken in upgrading the Education Management Information System (EMIS). It includes:

- Determining the project's overall scope.
- Securing sponsorship from a high-level authority figure.
- Defining the preliminary resources required to complete the project.
- Securing the core resources required to complete the project.

This step has been completed.

2. Analysis/Software Requirements (2 weeks)

This step focuses on gathering information on the current EMIS and defining the requirements for the new system. It includes:

- Reviewing the current EMIS to identify strengths and weaknesses.
- Reviewing current EMIS data indicators to assess their usefulness.
- Revising data collection tools to improve data quality (initially completed in August 2023).
- Developing a school coding system to uniquely identify schools.
- Obtaining approvals to proceed with the project, including the concept, timeline, and budget.
- Securing resources required to complete this phase of the project.

The activities in this step are currently underway.

3. Initial Redesign of the EMIS (1 week)

This step focuses on the initial design of the new EMIS. It includes:

- Reviewing preliminary software specifications.
- Developing functional specifications that outline the new system's functionalities.
- Developing non-functional specifications that address the system's qualities such as security and scalability.
- Developing the ICT infrastructure requirements, including the hardware needed to run the new system.
- Developing infrastructure specifications.

The activities in this step are currently underway.

- Developing terms of reference (TORs) for the expert consultants who will be contracted to develop the new EMIS.
- Obtaining approval to proceed with this phase of the project.

4. Contract Consultants to Develop EMIS (2 weeks)

This step involves contracting consultants with expertise to develop the new EMIS. It includes:

- Issuing a Request for Proposals for consultancy services.
- Evaluating consultant proposals for suitability.
- Selecting the consultancy firm to develop the new system.
- Signing contracts with the chosen consultants.

The TORS will be prepared between 7 and 14 April in Kabwe and shared with Procurement, a process already given clearance by the World Bank

5. Procurement of Hardware (16 weeks)

This step involves procuring the hardware required to run the new EMIS. It includes:

- Issuing Request for Proposals for the supply of hardware.
- Evaluating hardware vendor proposals.
- Selecting the vendor to supply the hardware.
- Procuring the required hardware and ensuring its delivery.

Procurement process already given clearance by the World Bank. Specifications done and shared with the Procurement specialist for the World Bank-financed ZEEP project.

6. Development (8 weeks)

This step covers the development of the new EMIS. It includes:

- Developing a concept note that details the project plan and timeline.
- Reviewing the functional specifications to ensure they meet requirements.
- Validating the functional specifications.
- Producing a requirements document.
- Developing a design solution document.
- Developing a design document that specifies the technical details of the system.
- Obtaining approval for the development documents.

7. Programming and Coding (15 weeks)

This step involves writing the code for the new EMIS. It includes:

- Developing the code for the new EMIS.
- Developer testing to identify and fix any initial bugs in the code.

8. Testing (2 weeks)

This step involves testing the new EMIS in selected districts and schools. It includes:

- Creating a test plan to guide the testing process.
- Executing the test plan to identify and resolve any bugs in the system.
- Completing unit, integration, and system testing to comprehensively evaluate the system's functionality.

9. Conduct User Acceptance Testing (3 weeks)

This step involves user acceptance testing to ensure the new EMIS meets the needs of the users. It includes:

- Planning the user acceptance process.
- Designing test cases to evaluate the system's functionality from the end-user's perspective.
- Setting up a testing environment where users can test the new system.
- Training end-users on how to use the new system.
- Executing the test cases to identify any usability issues.
- Reporting any defects found during testing.
- Resolving any defects identified during testing.

10. Training (3 weeks)

This step involves training technical staff and end-users on how to use the new EMIS. It includes:

- Developing user manuals that provide step-by-step instructions on how to use the system.
- Developing a technical manual for ICT support staff.
- Developing training materials for helpdesk support staff.
- Developing training materials for end users.
- Conducting training sessions for district technical staff and end users on how to use the new system.

11. Documentation (2 weeks)

This step involves developing documentation to support the new EMIS. It includes:

- Developing a Help system that users can access to find answers to frequently asked questions (FAQs) and troubleshoot problems.
- Reviewing Help documentation to ensure accuracy and completeness.
- Incorporating user feedback on the documentation.

12. Deployment (9 weeks)

This step involves deploying the new EMIS to production. It includes:

- Developing a Deployment Plan that details the deployment process.
- Executing the Deployment Plan according to the schedule.
- Migrating data from the old EMIS including paper-based systems to the new EMIS.

13. Go-Live (4 weeks)

This step involves monitoring the new EMIS after it goes live and addressing any post-deployment issues. It includes:

- Monitoring the system for stability and performance.
- Addressing any bugs or errors reported by users.
- Providing ongoing user support.

14. Post-implementation Review (1 week)

This step involves reviewing the implementation process to identify lessons learned. It includes:

- Documenting lessons learned during the project implementation.
- Distributing the lessons learned document to team members.

- Creating a software maintenance team to address any future issues with the new EMIS.

Costing for EMIS upgradation

Primary sources of financing are expected from World Bank ZEEP project and the EU

Description of Objective/Activities	Cost summary in USD
Review of the existing EMIS	47,107
Redesign of EMIS processes and workflows	11,444
Development EMIS technical systems requirements and specifications	5,090
Hire consultant to develop integrated EMIS	6,032
System design and development	1,076,222
Verification of existing coordinates and capturing the new school global positioning system	88,926
Procurement of ICT equipment	734,637
Installation of the procured ICT equipment and local Area Network at all levels.	29,964
Connecting PEO and DEBS to Government Wide Area Network (GWAN)	14,878
Capacity building and training of personnel involved in the data management for education at all levels	139,886
Total in USD	2,149,096

Annex 3: Cooperating Partner Programs

AGENCY	PROGRAMME FOCUS	PROGRAM/PROJECT TITLE	PRIME/SUBS	TIME FRAME START	TIME FRAME END	TOTAL FUNDING	TOTAL FUNDING IN USD	Reprogrammed?	Reprogrammed Amount	PROGRAM/PROJECT DESCRIPTION	GEOGRAPHIC COVERAGE	FOCUS AREA	SUPPORT TYPE	Type of Aid	SPONSORING AGENCY	POC/LEAD
DFID	SECTOR WIDE SUPPORT	Education Sector Budget Support Programme	MESVITE direct support	2013	2018	£37,500,000	48,750,000	No		Working through Government systems, the impact of the programme will be increased achievement in learning for boys and girls by increasing equitable access to quality education and skills training to enhance human capacity for sustainable national development. The outcome will be more and better quality education and skills training for boys and girls from pre-primary to tertiary education.	National Programme	ECE, Primary, Secondary, Tertiary (including TVET), adult and youth literacy, civic education, MCH/FP/MS, SHN, Sanitation and Hygiene, Girls education/leap, LSEN	SECTOR BUDGET SUPPORT	GRANT	DFID	Tanya Ziboff t.ziboff@dfid.gov.uk, 0965 849 825
DFID	SECTOR WIDE SUPPORT		British Council (Technical assistance)	2015	2018	£4,600,000	59,800,000	No		The aim of the TA component of the SBS programme is to accompany the service delivery grants to strengthen financial, HR, data and results management systems.	National programme	demanded driven based on MESVITE and related parasatit's needs	SECTOR BUDGET SUPPORT	GRANT	DFID	Tanya Ziboff t.ziboff@dfid.gov.uk, 0965 849 825
FCDO	SECTOR WIDE SUPPORT	Girls Education Challenge	CAMFED	2016	2025	FCDO to provide	FCDO to provide			Girls' Education Challenge Phase 2 will enable up to 1 million marginalised girls currently supported through Phase 1 to continue to learn, complete primary school and transition on to secondary education. A further 500,000 highly marginalised adolescent girls, who are out of school, will also be targeted to gain literacy, numeracy and other skills relevant for life and work. It is estimated that at least 400,000 girls will complete junior secondary school in the first four years of the extension. The extension will build on what we have learnt so far in Phase 1 and further deepen global understanding of what works for girls' education, particularly during adolescence and in the transition from education to work.	FCDO to provide	FCDO to provide	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	FCDO	Leah Goffway, 44 7861517646, leah.goffway@fcdo.gov.uk
FCDO	SECTOR WIDE SUPPORT	Connecting Classrooms	British Council	2016	2020	FCDO to provide	FCDO to provide			Contributing to shared prosperity and development through projects which support improvements in providing quality education, providing them with skills and positive pathways for their future lives and through projects which promote the development of arts and culture.	FCDO to provide	FCDO to provide	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	FCDO	Leah Goffway, 44 7861517646, leah.goffway@fcdo.gov.uk
USAID	EARLY CHILDHOOD EDUCATION	USAID Primary Learning Project (2019-2024) USAID Let's Read	Education Development Center/Sub-VVOB	2019	2022	Refer to Let's Read Project total below	Refer to Let's Read Project total below	No		Develop and implement an ECE (pre-reading skills) package for improved learning outcomes as children transition to Grade 1	At GR2 and community ECE schools/classrooms in Eastern, Muchinga, North Western, Southern, and Western Provinces	ECE interventions: teacher instructional capacity development, teaching & Learning materials development	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	USAID	Badrice Mwene, bmwene@usaid.gov, 0969 341069/Sarah Crites, scrites@usaid.gov, 0969 341 046
USAID	PRIMARY BASIC EDUCATION	USAID Primary Learning Project (2019-2024) Education Data	DEVTECH Systems, Inc./ Management Systems International (MSI), UNZA, CAPOLESA	2018	2022	6,792,177.00	6,792,177.00	No		1. Conduct a Language Mapping Exercise. 2. Conduct early grade reading survey in the Let's Read project target provinces (Eastern, Muchinga, North Western, Southern, and Western) and a National Estimates Survey (NES). 3. Support the Examinations Council of Zambia (ECZ) skills and training needs, e.g., in psychometrics. 4. Disseminate baseline and midline survey findings for decision making. 5. Conduct Early Childhood Education (ECE) research	National	Early grade reading baseline, midline, dissemination, capacity building and research studies.	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	USAID	Yvonne Nakwevi, ynakwevi@usaid.gov, 0969 341 029
USAID	PRIMARY BASIC EDUCATION	USAID Primary Learning Project (2019-2024) Teaching at the Right Level (TaRL), Catch Up, Pathways to Scale	UNZA, University of Cape Town, UNICEF, VVOB, MOGE	2017	2022	5,500,000.00	5,500,000.00	No		Partner with MOGE to scale the Catch-Up program in two provinces, to: 1. Improve learner performance in reading and numeracy through the Teaching at the Right Level methodology. Remedial support is provided to learners in Grades 3 through 5. 2. Teacher capacity development.	At GR2 primary schools in Eastern and Southern Provinces	Remedial support for learners struggling in reading and numeracy targeting grades 3 through 5. Includes reading & numeracy instructional supporting interventions, e.g. teacher coaching	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	USAID	Yvonne Nakwevi, ynakwevi@usaid.gov, 0969 341 029
USAID	PRIMARY BASIC EDUCATION	USAID Primary Learning Project (2019-2024) Let's Read Project	Education Development Center/Sub-VVOB, Kestrel, Resonance	2019	2025	48,995,538.00	48,995,538.00	No		1. Develop and implement a Reading Intervention package for improved learning outcomes; 2. Ensure reading metrics capture a proportion of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2; 3. Track learner performance on the timely assessments of the PEP (3 times per term) and use the data to adjust the reading intervention; 4. Increase awareness, ownership and utilization	At GR2 and community primary schools in Eastern, Muchinga, North Western, Southern, and Western Provinces	Early grade reading interventions: teacher instructional capacity development, teaching & Learning materials development, assessments and learner performance tracking, parent, community and private sector	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	USAID	Badrice Mwene, bmwene@usaid.gov, 0969 341069/Sarah Crites, scrites@usaid.gov, 0969 341 046
USAID	TEVET AND TEACHER COLLEGE	USAID Primary Learning Project (2019-2024) Transforming Teacher Education	TIC	2020	2023	15,000,000.00	15,000,000.00	No		Strengthen foundational teacher training through Zambia's Colleges of Education (CE) and universities, supporting them to deliver quality pre-service teacher training, increase expertise as institutions of higher learning, and strengthen teacher capacity to improve learning outcomes for primary school children.	National Program	Strengthen the professional capacity of universities that offer the primary teaching diploma. In order to equip teachers with practical, evidence-based, and sustainable methodology linked to the primary literacy curriculum.	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	USAID	Sarah Crites, scrites@usaid.gov, 0969 341 046
USAID	PRIMARY BASIC EDUCATION	Teaching and Learning Materials for the Zambia Primary Literacy Program (MESVITE)	Ministry of Education, Science, Vocational Training and Early Education (MESVITE)	2016	2019	56,400,000	6,400,000	No		Develop, print and distribute literacy teaching and learning materials for Grades 1-4 (including materials for learners with disabilities) to support implementation of the new Primary Literacy Program (PLP) to accelerate the roll-out of the revised national curriculum	National Program	Teaching and learning materials	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	USAID	Yvonne Chombachomba@usaid.gov
USAID	PRIMARY BASIC EDUCATION	USAID Primary Learning Project (2019-2024) EducFinance	Palladium; Opportunity International; Education Partnership Group (EPG), and Promoting Equity in African Schools (PEAS)	2020	2023	\$4,000,000 (plus private sector resources leveraged)	4,000,000			1) support MOGE with education policy analysis and recommendations to strengthen accountability in education service delivery for both state and non-state schools; 2) mobilize financial resources to invest in and expand non-state schools; and 3) provide capacity building to school management and teachers in rural primary schools to improve learning outcomes.	National Program	Improve regulations for non-state schools; leverage public-private partnerships (PPP) to improve the quality of primary schools in rural Zambia; and provide loans and technical assistance to improve learning outcomes for low-fee non-state schools in urban Lusaka and Copperbelt.			USAID	Yvonne Nakwevi, ynakwevi@usaid.gov, 0969 341 029

Cooperating Partner Programs (2)

Embassy of Ireland	SECONDARY EDUCATION	Bursary support	CAEMED, ZOE, Restless Development	2018	2021	EUR 4,000,000	4,440,000.00	No		1) Support access to secondary education for girls and vulnerable children from rural (and/or vulnerable household). This is done through bursary support directly to school and through partner NGO organizations. The bursary recipients are also provided with transition support to ease their transition to the other school. 2) Instead, provides support, through the Global Partnership for Education (GPE) for education and some of the funding funds to the country like Zambia. This has the implication of a monitoring role which the Embassy carries out through the participation in the various education sector dialogue mechanism. 3) The Embassy also provides support for access to skills training for some of the bursary recipients after secondary school.	Mumbwa, Mongu, Mazabika, Kabwe districts from 2019	Access and equity	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	Embassy of Ireland	Hyvanda.kwambwa@dfa.ie
Embassy of Ireland	PRIMARY BASIC EDUCATION	Classroom infrastructure, water and sanitation, teaching and learning materials	Through CSO partners and directly to schools	2018	2022	EUR 1,800,000	1,110,000.00	No		Support at the primary/basic level is for limited infrastructure development, renovation, provision of water and sanitation, purchase of teaching and learning materials. This support also provides an opportunity to monitor GPE country implementation and monitoring.	Current Northern, Muchinga, Luapula, Western. Focus will move to Mumbwa, Mongu, Mazabika & Kabwe districts from 2019	Access and quality	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	Embassy of Ireland	Hyvanda.kwambwa@dfa.ie
UNICEF	EARLY CHILDHOOD EDUCATION	UNICEF Zambia Education Programme 2018 - 2021 (ECE, PRIMARY AND SECONDARY)	MAGE/CDC/CEC, Child Fund, ZOE, FANWEA, ZANEC, Restless Development, VVOB, IPA, Save the Children, Plan International, Research Institutions (IPA, UNZA, AIR etc.)	2016	2021	21,854,200.00	21,854,200.00	No		1. Age-appropriate ECE curriculum support to MAGE (training modules development, materials, training) 2. Low cost ECE delivery support to MAGE (Shika centres, Radio-multimedia programmes, material) 3. National and Subnational ECD intersectoral coordination (ZANEC, District multi-sectoral teams etc., MAGE, MoH, MICS, etc.) 4. Community-driven ECD and responsive caregiving enhancement 5. ECD researches	Eastern, Southern, Northern, Luapula (emergency response), Western	ECE curriculum, pedagogies, ECD policy/framework development, low cost delivery option, district and community capacity building.	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	UNICEF funding (64%), Donor funding (USAID), UNICEF National Committee, LEGO Foundation, GPE, Humanitarian Funds etc. (56%)	GIVEN Daka gdaka@unicef.org 096273287 Gibson Nchimunya gncchimunya@unicef.org 0977324405 Hidaka Mykyewna hmykyewna@unicef.org 0971238225
UNICEF	PRIMARY BASIC EDUCATION	UNICEF Zambia Education Programme 2018 - 2021 (ECE, PRIMARY AND SECONDARY)	MAGE/CDC/CEC, Child Fund, ZOE, FANWEA, ZANEC, Restless Development, VVOB, IPA, Save the Children, Plan International, Research Institutions (IPA, UNZA, AIR etc.)	2016	2021			No		1. Evidence based School Improvement Planning (SIP - School Profiles, Data Most Used, ZMAT) 2. Teaching at the right level - Remedial Learning for G3 - 5 children and their level of understanding - ensuring minimum literacy and numeracy level for e.g. ZARE, evaluation 3. Sector Planning and Coordination support (ISA and EIP development, GPE Coordination Agency, Education Sector Co-Lead, Sector Dialogue Mechanism Review)	Eastern, Southern, Northern, Luapula (emergency response), Western	National and subnational level capacity building towards quality improvement teacher development, pedagogy innovation, evidence based planning/programming and advocacy work, sector coordination, researches	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	UNICEF funding (64%), Donor funding (USAID), UNICEF National Committee, LEGO Foundation, GPE, Humanitarian Funds etc. (56%)	Lucinde Cholewa lcholewa@unicef.org 0978333003 Christabel Mumbwa cmumbwa@unicef.org 0955880119 Hidaka Mykyewna hmykyewna@unicef.org 0971238225
UNICEF	SECONDARY EDUCATION	UNICEF Zambia Education Programme 2018 - 2021 (ECE, PRIMARY AND SECONDARY)	MAGE/CDC/CEC, Child Fund, ZOE, FANWEA, ZANEC, Restless Development, VVOB, IPA, Save the Children, Plan International, Research Institutions (IPA, UNZA, AIR etc.)	2016	2021			No		1. Piloting and development of learners' career guidance and internship programme (MAGE - Private sector partnership at national and subnational level) 2. Support MAGE towards developing flexible and alternative learning options for secondary education (bringing global lessons learnt) 3. Support for the expansion of access to learning for ODCs and at-risk children (Transit schools, Community Schools, etc.) 4. Inclusive education	Eastern, Southern, Northern, Luapula (emergency response), Western	Capacity building of teachers (guidance and counselling), research and advocacy for equity and disadvantaged learners, modelling for ensuring access to edu for ODCs at risk children, modeling of career guidance and PPP	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	UNICEF funding (64%), Donor funding (USAID), UNICEF National Committee, LEGO Foundation, GPE, Humanitarian Funds etc. (56%)	Yvonne Tafagha ytafagha@unicef.org 0978333003 Christabel Mumbwa cmumbwa@unicef.org 0955880119 Hidaka Mykyewna hmykyewna@unicef.org 0971238225
UNICEF		Zambia COVID-19 Education Sector Response	MAGE, other CSOs (TRC)	2020	2021	10,000,000.00	10,000,000.00	Yes	\$2,100,000	To ensure continuity of learning for all learners during and after the COVID-19 induced school closure, prepare and provide appropriate safety measures and support for learners' educational personnel for the re-opening of schools	Eastern, Muchinga, Western, Southern (20 districts)	Learning contents for ECE, primary, and lower secondary, remote learning support for teachers, Back to school campaigns and TLM support to vulnerable learners, remedial/catch up learning, and COVID-19 prevention including WASH in schools	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	GPE	Yvonne Tafagha ytafagha@unicef.org 0978333003 Christabel Mumbwa cmumbwa@unicef.org 0955880119 Hidaka Mykyewna hmykyewna@unicef.org 0971238225
WORLD BANK	SECONDARY EDUCATION	ZAMBIA EDUCATION ENHANCEMENT PROJECT	MINISTRY OF GENERAL EDUCATION	2017	2022	US\$60,000,000	60,000,001.00	No		The project's main objective is to improve the quality of teaching and learning in mathematics and science in targeted primary and secondary schools and to increase equitable access to secondary education.	Component 1 (covers 1 low performing district in each of the 10 provinces) Component 2 (covers 7 of the 10 provinces excluding Copperbelt, North Western and Western provinces) Component 3 (capacity building activities)	Strengthening Teacher Training, making teaching and learning materials available in schools, increasing equitable access to secondary education and system strengthening of the MAGE and its related institutions.	PROJECT WITH FUND TRANSFER TO GOVT	LOAN	World Bank	Natim Jema; contact number: 964 832 446; email: njemaj@worldbank.org ; ngwawaw@worldbank.org ; mobile number: +260 974 73 385; email: njemaj@worldbank.org
WORLD BANK	PRIMARY BASIC EDUCATION	ZAMBIA EDUCATION ENHANCEMENT PROJECT	MINISTRY OF GENERAL EDUCATION	2017	2022			No		The project's main objective is to improve the quality of teaching and learning in mathematics and science in targeted primary and secondary schools and to increase equitable access to secondary education.	Component 1 (covers 1 low performing district in each of the 10 provinces) Component 2 (covers 7 of the 10 provinces excluding Copperbelt, North Western and Western provinces) Component 3 (capacity building activities)	Strengthening Teacher Training, making teaching and learning materials available in schools, increasing equitable access to secondary education and system strengthening of the MAGE and its related institutions.	PROJECT WITH FUND TRANSFER TO GOVT	LOAN	World Bank	97422
WORLD BANK	PRIMARY BASIC EDUCATION	Inclusive Education for Disability Trust Fund	PRIMARY	2018	2020	\$ 250,000.00	250,000	No		Technical support to the MAGE to augment its efforts to provide an enabling environment for quality inclusive teaching and learning to the children with disabilities.	A few districts will be selected	Promote inclusive education in schools particularly for the disabled children	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	World Bank	Natim Jema; contact number: 964 832 446; email: njemaj@worldbank.org ; ngwawaw@worldbank.org ; mobile number: +260 974 73 385; email: njemaj@worldbank.org
WORLD BANK	PRIMARY BASIC EDUCATION	REACH Trust Fund	PRIMARY	2017	2019	\$ 5,000,000.00	5,000,000	No		Support the Ministry of General Education find a result based cost effective and efficient way of delivering textbooks to school	45 selected District	Teaching and learning material: Textbook distribution	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	World Bank	Natim Jema; contact number: 964 832 446; email: njemaj@worldbank.org ; ngwawaw@worldbank.org ; mobile number: +260 974 73 385; email: njemaj@worldbank.org
UNESCO	PRIMARY BASIC EDUCATION	Strengthening Comprehensive Quality Education in School settings in Zambia - Our Rights, Our Lives, Our Future (O3 Zambia)	Ministry of General Education (Primary and Secondary learners) (D-24)	2019	2023	\$ 8,000,000.00	8,000,000	No		The Project entitled, Our Rights, Our Lives, Our Future	National Programme	Teacher capacity building, materials development, printing and dissemination to schools in Zambia	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	Swedish International Development Agency (SIDA)	Alice Salli, a.mesa- salli@unesco.org
UNESCO	TEACHER WIDE SUPPORT	Capacity Development for Education (CaED)	System-wide Policy and Planning (WSPF) to MAGE, MoH, TZ, TIC	2017	2019			No		The CaED programme focuses on comprehensive teacher policies and strengthening of teacher-training institutions through the development and operationalization of the professional standards and teachers' education (pedagogy/learning practice). The first outcome of the programme aims at improving the overall business for teachers through custom work focusing on the development and operationalization of national Frameworks on teachers' professional standards, CPD, and pedagogy	National Programme	Capacity development for improving the quality of teachers	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	UNESCO - Extra budgetary support	Anna Skjölve a.skjolve@unesco.org

Cooperating Partner Programs (3)

WORLD BANK	SECONDARY EDUCATION	ZAMBIA EDUCATION ENHANCEMENT PROJECT- ADDITIONAL FINANCING	MINISTRY OF GENERAL EDUCATION	2020	2025	120,000,000.00	120,000,000.00	No	The objective of the Project is to improve the quality of teaching and learning conditions in Targeted Primary and Secondary Schools and to increase access to secondary education focusing on girls.	In selected districts countrywide.	Improving the quality of teaching and learning conditions in language arts, science, and mathematics in Targeted Schools; Increasing access to safe secondary schools; Strengthening institutional capacity for education service delivery and Project management and system; Enhancing institutional capacity for implementation of safe school program.	PROJECT WITH FUND TRANSFER TO GOVT	LOAN	World Bank	Mupwalywa Mupwalywa; mobile number: +260 974 739 385; email: mmupwalywa@worldbank.org
WORLD BANK	PRIMARY BASIC EDUCATION	Inclusive Education for Disability Inclusive Fund	MINISTRY OF GENERAL EDUCATION	2018	2020	250,000.00	250,000.00	No	Technical support to the MGE to augment its efforts to provide enabling environment for quality inclusive teaching and learning to the children with disabilities.	A few districts will be selected	Promote inclusive education in schools particularly for the disabled children	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	World Bank	Nalin Seno; contact number: +260 964 832 446; email: nseno@worldbank.org / Mupwalywa Mupwalywa; mobile number: +260 974 739 385; email: mmupwalywa@worldbank.org
WORLD BANK	TEXT AND TEACHER COLLEGE	Eastern and Southern Africa Higher Education Centers of Excellence Project (ACE II)	MINISTRY OF HIGHER EDUCATION	2016	2022	12,000,000.00	12,000,000.00	No	To strengthen selected Eastern and Southern African higher education institutions to deliver quality post-graduate education and build collaborative research capacity in the regional priority areas.	University of Zambia (UNZA) and the Copperbelt University (CBU)	Research including training in Masters and PhD programs. At UNZA - supporting the schools of human medicine and veterinary medicine. At CBU - supporting the school of mines.	PROJECT WITH FUND TRANSFER TO GOVT	LOAN	World Bank	Mupwalywa Mupwalywa; mobile number: +260 974 739 385; email: mmupwalywa@worldbank.org
WORLD BANK	EARLY CHILDHOOD EDUCATION	ZAMBIA ENHANCEMENT OF EARLY LEARNING PROJECT	MINISTRY OF GENERAL EDUCATION	2021	2025	39,800.00	39,800.00	No	To improve access for children of 3-6 years of age to quality early childhood services in targeted areas.	Country wide	(i) Improving equitable access to early childhood education; (ii) Implementing early childhood education quality standards; (iii) Enhancing delivery of quality early learning and care; and (iv) System strengthening, project management, monitoring and evaluation, and communication.	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	GPE and World Bank	Veronica Grigera vgrigera@worldbank.org
JICA	TEXT AND TEACHER COLLEGE	Project for Improvement of Pedagogical Content Knowledge: Linking Pre-Service and In-Service Education	Ministry of General Education, National Science Center	2016	2019	53,400,000	3,400,000	No	The aim of the project is to strengthen the teacher training function in colleges of education (COEs) so that teachers can learn effective ways of promoting Higher Order Thinking Skills in science and mathematics from the beginning of their profession. The goal of this project is that the quality of teacher education in mathematics and science is improved in COEs. The project also aims at linking COEs and their collaborative schools so that linkage between pre-service and in-service education is strengthened.	National Level, Copperbelt, central, and Southern	Primary and Secondary Science and Mathematics Education, especially Grades 6 and 8	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	JICA	Nyambe Nyambe@ambaya28@jica.go.jp
JICA	SECONDARY EDUCATION	Enhancing Teacher Professional Growth through the Practice of Lesson Study	Ministry of General Education, National Science Center	2017	2020	492,000.00	492,000.00	No	The aim of the course is to share the Zambia's experience on the Lesson Study in the area of Science and Mathematics to other African countries through Knowledge Co-Creation Programme.	Zambia and African countries	Primary and Secondary Science and Mathematics Education for other African countries.	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	JICA	Mupwalywa Mupwalywa; mobile number: +260 974 739 385; email: mmupwalywa@worldbank.org
JICA	SECONDARY EDUCATION	Strengthening Comprehensive Sexuality Education in School Settings in Zambia - Our Rights, Our Lives, Our Future (OSLZ)	Ministry of General Education (Primary and Secondary learner) (10-24)	2016	2020	2,800,000.00	2,800,000.00	No	Financing to Science laboratories and lecture rooms in National Science Center.	National Level	Infrastructure support to NSC	SECTOR BUDGET SUPPORT	GRANT	JICA	Nyambe Nyambe@ambaya28@jica.go.jp
UNESCO	PRIMARY BASIC EDUCATION	Capacity Development for Education (CapED)	Ministry of General Education (Primary and Secondary learner) (10-24)	2019	2023	8,000,000.00	8,000,000.00	No	The Project entitled is Our Rights, Our Lives, Our Future	National Level	Teacher capacity building, materials development, printing and dissemination to schools in Zambia	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	Swedish International Development Agency (SIDA)	Amos Sikalye: a.sikalye@unesco.org
UNESCO	SECTOR WIDE SUPPORT	System-wide Policy and Planning (SWPP) in NAGSE, MoHE, TCE, TIC		2017	2021	400,000.00	400,000.00	No	The CapED programme focuses on comprehensive teacher policies and strengthening of teacher training institutions through the development and operationalization of the professional standards and teacher education (pedagogy teaching practice). The first outcome of the programme aimed at improving the overall framework for teachers through system work focusing on the development and operationalization of national frameworks on teachers' professional standards and teacher education (pedagogy teaching practice). The first outcome of the programme aimed at improving the overall framework for teachers through system work focusing on the development and operationalization of national frameworks on teachers' professional standards, CPD and pedagogy	National Programme	Capacity development for improving the quality of teachers	PROJECT WITH FUND TRANSFER TO GOVT	GRANT	UNESCO - Extra budgetary support	Amos Sikalye: a.sikalye@unesco.org
UNHCR	PRIMARY BASIC EDUCATION	Remote and Continuous Learning	PI2 and WI1	2020	2021	600,000.00	600,000.00	No	The purpose of this project and the ECW funding is to promote remote and continuous learning for refugee learners during and after the COVID-19 pandemic. The project targets all schools in refugee settlements in Matopos, Mayekwewaywa and Mubaba.	Matopos, Mayekwewaywa and Mubaba refugee settlements	Remote and continuous learning	PROJECT WITHOUT FUND TRANSFER TO GOVT	GRANT	Education Cannot Wait (ECW)	Felix Mwangi: fmwangi@unhcr.org, 0976247740
								No							
						Current Active Funding	345,323,717.00								