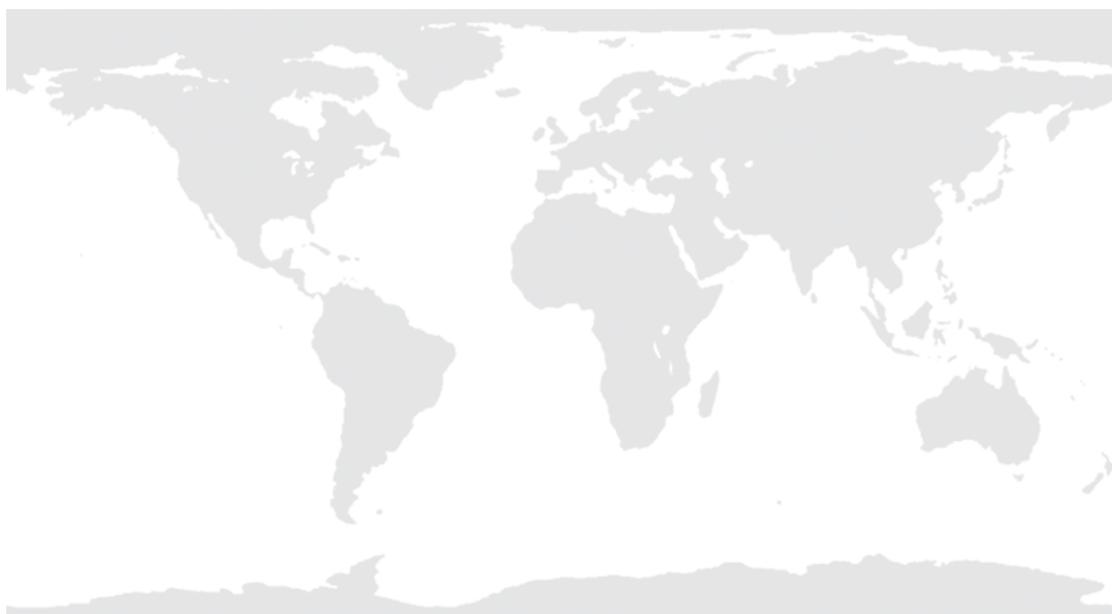




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Principles and general objectives of education

The main goal of education as outlined in the National Policy on Education (*Educating our Future*, 1996) is to produce learners capable of:

- being animated by a personally held set of civic, moral and spiritual values;
- developing an analytical, innovative, creative and constructive mind;
- appreciating the relationship between scientific thought, action and technology on the one hand, and sustenance of the quality of life on the other;
- demonstrating free expression of one's own ideas and exercising tolerance for other people's views;
- cherishing and safeguarding individual liberties and human rights;
- appreciating Zambia's ethnic cultures, customs and traditions, and upholding national pride, sovereignty, peace, freedom and independence.
- participating in the preservation of the ecosystems in one's immediate and distant environments;
- maintaining and observing discipline and hard work as the cornerstones of personal and national development;
- developing a positive attitude towards self-employment and a basic knowledge in entrepreneurship related issues;
- safeguarding the personal health and that of others, particularly in relation to reproductive health issues, HIV and AIDS and other sexually transmitted diseases. (The last two goals have been added after 1996).

According to the draft Constitution Bill of 2010, every person has the right to education. The State shall: ensure the right of every child to free and compulsory basic education; ensure the right of an adult to free adult basic education; make secondary, postsecondary, adult education, technical and vocational education progressively available and accessible. (Art. 69).

Laws and other basic regulations concerning education

Despite several changes that have occurred during the past three decades, the **Education Act** of 1966 continues to set the basic framework for the education system. The Act has not been comprehensively reviewed to cater for these changes and developments. Furthermore, because of insufficient facilities, it has not been possible at present to make education compulsory. There is no penalty to parents whose children are not enrolled in schools.

The **Technical Education, Vocational and Entrepreneurship Training (Amendment) Act No. 11** of 2005 has been approved in order to: establish the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)



and define its functions; provide for the establishment of government institutions of technical education, vocational and entrepreneurship training; constitute management boards for institutions established under the Act and provide for their composition; regulate all institutions providing technical education, vocational and entrepreneurship training; and repeal the Technical Education and Vocational Training Act 1972.

The **University Act** of 1999 provides the legal framework for university education, stipulates the legal requirements for the establishment and governance of universities, and defines the conditions and parameters for establishing private institutions and for maintenance of academic standards.

The draft Constitution Bill of 2010 stipulates that every person has the right to education and that the State shall ensure the right of every child to free and compulsory basic education.

Administration and management of the education system

The **Ministry of Education** is responsible for education in the country. The Minister is the political leader. The Permanent Secretary is the highest-ranking civil servant and is the head of the administration. He/she is assisted by the directors of the following directorates: planning and information; standards and curriculum development; human resources and administration; teacher education and specialized education services; and distance learning.

Although the Ministry of Education is responsible for early childhood learning (age group 0-6 years) and pre-school education (3-6 years), it is the **Ministry of Local Government and Housing** through the local councils that keeps records of this level of education provision, in accordance with the Day Nurseries Act of 1967.

The head at the provincial level is the **Provincial Education Officer** who interprets and implements policy. He/she is assisted by the deputy provincial education officer, the senior education officer, the principal inspector of schools and the personnel officer. There are nine provinces in Zambia. The head at the district level is the **District Education Officer** who is assisted by the education officer, the district inspector of schools and an executive officer. They ensure that schools have adequate provisions and are functioning properly. There are 72 District Education Offices responsible for the management of basic schools. In order to strengthen the decentralization process, the Ministry set up **Education Boards** at high schools and districts. The District Education Standards Office is responsible for monitoring and evaluating school performance. The Provincial Education Office is responsible for the high schools and for the coordination and implementation of district programmes and the monitoring and supervision of policy standards. Parent-Teacher Associations, introduced in the mid-1990s, act as a liaison between parents, teachers, and the school administration.

The **Technical Education, Vocational and Entrepreneurship Training Authority** (TEVETA) was established in 2005 to regulate, facilitate and support the delivery of technical education, vocational and entrepreneurship training (TEVET) in the country. The Department of Vocational Education and Training in the **Ministry of**



Science, Technology and Vocational Training formulates, monitors and evaluates the TEVET policy. TEVET institutions are under different ministries, such as Education; Sports, Youth and Child Development; Community Development and Social Services; Agriculture; Forestry and Natural Resources; and Tourism.

The **Examinations Council of Zambia** was established in 1983 and its mission is to set and conduct examinations of high and comparable standards that will reflect the quality of the educational system in the country. The main functions of the Council are to: conduct examinations and process the results; award certificates and diplomas to candidates who pass examinations; carry out relevant research in examinations; advise any public institution on the development and use of any system of testing or examining when requested to do so; formulate syllabuses for examinations; promote the international recognition of qualifications conferred; and organize training courses, or arrange for the training of, examiners, markers, supervisors, invigilators and other persons connected with examinations.

Other ministries offer non-formal education programmes; for example, the **Ministry of Community Development and Social Services** conducts literacy classes at the community level and offers courses in home economics (cooking, knitting, etc.).

Non-governmental organizations are implementing several programmes at the community level in various areas of concern, such as HIV and AIDS and population issues.

Structure and organization of the education system

Zambia: structure of the education system

Age	Ed. Yr	Type of schooling						Others
30	24			University Education (Doctorate, Masters And Bachelors Degrees)				C O N T I N U I N G E D U C A T I O N A N D L I T E R A C Y
29	23							
28	22							
27	21							
26	20							
25	19							
24	18							
23	17							
22	16							
21	15					Various Training Programmes		
20	14							
19	13							
18	12			HIGH SCHOOL (Grade 10-12)		Various Vocational Training Prog.		
17	11							
16	10							
15	9	B		UPPER BASIC (Grade 8-9) MIDDLE BASIC (Grade 5-7) LOWER BASIC (Grade 1-4)				
14	8							
13	7	A						
12	6							
11	5	S						
10	4							
9	3	I						
8	2							
7	1	C						
6		PRE-SCHOOL EDUCATION						
5								
4								
3								

Pre-school education

Pre-school education is for children in the age group 3–6 years. Pre-schools are operated by local authorities, local communities, NGOs and private individuals. Attendance is not compulsory.

Primary education

Primary education is the first stage of basic education and it is not compulsory. Pupils are expected to enter primary school at the age of 7. Primary education lasts seven years and is divided into two sections: lower (grades 1-4) and middle (grades 5-7) basic education. Pupils are expected to complete primary education by the age of 13. There are common examinations at the end of grade 7 (Primary School Leaving



Certificate Examination), and successful pupils receive the certificate of primary education. Because of insufficient school places, there is often a backlog of pupils that could not be accommodated in grade 1, and it is not uncommon to admit pupils who are 8 or 9 years old.

Secondary education

Secondary education is divided into two cycles: junior secondary, or the upper stage of basic education, covering two years (grades 8 and 9); and the three-year senior secondary cycle (grades 10-12). There are common examinations at the end of grade 9 for selection for the senior secondary school. At the end of grade 12, students sit the School Certificate Examination, which is also used for selection for the university and colleges. This examination is similar to the General Certificate of Education, Ordinary-level (GCE O-level) in other Commonwealth countries. In Zambia, the GCE Advanced-level is not part of the school system; however, those who wish to take this examination can do so as private candidates. Technical and vocational education and training is offered at the following qualifications levels: trade tests, crafts, technician (certificates), and diploma/technologist.

Higher education

Tertiary education is offered in universities, specialized institutes or colleges. Technical institutes and colleges offer a variety of two-year certificate and three-year diploma programmes. At the university level, bachelor's degree programmes normally last four years. Clinical master's degree programmes (medicine and veterinary) are offered on a part-time basis with the minimum period of study of four and a maximum of eight years. Programmes leading to a postgraduate diploma normally last two semesters on a full-time basis. Master's degree programmes require a minimum of four semesters of study on a full-time basis (six semesters part-time); programmes leading to a doctoral degree normally last six semesters full-time or eight semesters part-time.

The school year extends from August to June. It is divided into three terms of approximately three months' duration, separated by vacation periods (lasting approximately one month). On the average, the school year comprises 180 days of classes not including holidays and teachers' days.

The educational process

A basic education curriculum review, started in 1993 and completed in 1996, dealt with issues of national concern including population education, environmental education, drug education, HIV and AIDS prevention, education for democracy and human rights. Another major curriculum reform at the basic education level began in 1998. As a result, the curriculum is now outcomes-based, affords more learning time, uses continuous assessment methods, concentrates on fewer subjects, emphasizes the development of basic literacy and numeracy, groups traditional subjects into subject areas, includes local content, and comprises life skills education.

The Ministry of Education defines the school curriculum as a specification of the desired knowledge, competencies, skills, values and attitudes which school children need to achieve. Developing a curriculum consists of five phases, involving: i) the formulation of aims and objectives; ii) the selection of learning experiences; iii) the selection of content or subject matter through which certain types of experiences may be offered; iv) the organization and integration of learning experiences and content with respect to the teaching and learning process within school and classroom; and v) evaluation of the effectiveness of all aspects of these steps in achieving the goals.

From the definition of the curriculum, it is evident that the curriculum is a much wider concept than merely a set of detailed syllabuses, stating the subject content and the subject-related competencies, which must be covered. The focus is on the much wider concept of the development of the knowledge, competencies, skills, attitudes and values of the child. Actually, the entire personality of the learner is the target area of teaching, not only the traditional academic skills. In other words: the purpose of learning is not merely to develop factual knowledge and skills but also to influence attitudes, affect changes in behaviour and develop emotional, spiritual and physical aspects of the pupils. Likewise, the lower and middle basic school level is meant to be more than merely a preparation for further academic studies, as the Ministry is committed to promote the full and well-rounded development of the physical, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfillment and the good of society (*Educating Our Future*).

Some of the stated aims of lower and middle basic education have to do with the development of attitudes and behaviour, while others express specific skills—learning to do things well or developing knowledge. The desired learning outcomes take into account all these aspects. The desired learning outcomes are also known as core competencies. These are: identify and solve problems; work effectively with others; work effectively by oneself; collect, organize, analyze and evaluate information; communicate effectively; use science and technology responsibly and effectively; understand the local community and the world as a set of related systems.

The purpose of schooling is not limited to learning the basics of the subjects included in the curriculum. The subjects, and all teaching and learning experiences offered by the school, serve the purpose of developing the educational goals and aims, as well as the competencies as defined above. Subjects and textbooks are tools to obtain those goals, never an end in themselves. Without abandoning the subject content, the Ministry wishes to shift the focus of attention to the desired competencies of the learner. Furthermore, the teacher must see to the development of the entire personality of the learner, with all its cognitive, emotional, affective, moral and physical facets. It is important to note that the Ministry does not intend to prescribe or predetermine in detail how teachers and schools are to obtain these effects. Each and every teacher—irrespective of the subject area—is responsible for developing learning activities and methods that contribute to achieving the aims outlined above. For instance, one of the key areas of desired competencies is the development of pupils' communication skills. This is an area that should be in focus in every subject and every lesson. Likewise, analytic creative and innovative skills should always be in focus, irrespective of the subject or subject area.



Life skills do not constitute a subject or a category of subjects, rather they are intended outcomes of the entire teaching and learning process. Hence, the development of skills is an integral part of each and every subject and cross-curricular theme or activity. They are also an important outcome of co-curricular activities. It has to be realized that life skills are learnt in many different contexts. The home and the extended family play an important role in teaching skills, and they are also learnt from peers, friends and in every social context the child encounters. It cannot be left to the school alone to develop life skills.

School subjects teach essential knowledge and skills in core areas such as language, mathematics, science and environmental studies as well as cultural subjects (art and music) and practical subjects such as home economics, agriculture and crafts. Some of these subjects are combined in the teaching. In particular, language skills are developed throughout the school as reading, writing and speaking skills are part of each subject. But there are certain other areas of learning which do not appear in the curriculum as regular subjects but rather are linked and embedded in all subjects. They are also a vital component of the life of the school. These are known as cross-cutting themes. Such areas are as important to knowledge and life as are the regular subjects. They also help ensure that the regular school subjects are closely related to real life outside the school and help to link what is learnt in school to what pupils do at home. The basic school curriculum emphasizes four of these cross cutting themes: basic health, environment, living together and making a living. Like school subjects, the cross-cutting themes have specific content objectives which need to be met at different stages, in other words things that all children need to know and be able to do. Detailed definition of the content objectives and desired competencies will be included in the syllabuses.

Guidance and counseling is a very important cross cutting area in the school curriculum and also an aspect of school management. It can and should be integrated in various subjects and subject areas. However, it is the head teachers' responsibility to ensure that a teacher is appointed to be particularly trained and continuously updated in this area. The focus shall be on three aspects of guidance and counseling: a) HIV and AIDS counseling and support: Develop pupils' and teachers' awareness and compassion in relation to infected people; give moral and spiritual support to teachers and pupils who are infected, or who have close relatives with the infection; b) individualized guidance of pupils in order to help them make a realistic assessment of their learning capacity, their strengths and weaknesses and guiding them to improve their performance; related to this is help to improve pupils' study techniques; c) guidance on training possibilities and career opportunities: to help pupils, particularly from grade 5 onwards, learn more about the labour market, about careers and professions, and to guide pupils in matching their talents and personal characteristics with the options available for further studies, further training and joining of various types of professions. (Ministry of Education. Curriculum Development Centre, 2000).

Within the new decentralized system, the Ministry has retained responsibility for key national functions such as: making legislation, forming policy, mobilizing and allocating resources, developing a national curriculum, setting standards and evaluation, collecting and analyzing data, and providing effective mechanisms for accountability at different levels. It is important to note that various stakeholders are involved in the curriculum development process including members of the



community, and school teachers and administrators also make decisions regarding what is to be taught in the school.

There is an in-built consultative mechanism in the curriculum development process during a curriculum review exercise at the Curriculum Development Centre, which ensures that the views of society are incorporated in the new curriculum. The curriculum review begins with a national symposium where various stakeholders meet to express their views on the curriculum; these views are articulated by specialists in technical committees at workshops. The end result of this process is a set of draft syllabi, which are presented to the stakeholders at a second national symposium, so that they can verify that the curriculum issues that were raised in the first symposium have been taken into account. The syllabi undergo further scrutiny by relevant institutions and various subject curriculum committees. Finally, each syllabus is approved by the appropriate curriculum committee.

The Curriculum Development Centre implements and evaluates curriculum policies through various committees. It also develops, evaluates and approves instructional materials for use in schools. Evaluation and monitoring of the curriculum and curriculum materials is conducted by the Evaluation and Research Department of the Curriculum Development Centre.

There is a wide range of teaching and learning strategies used in Zambia. These include discussions, investigation, experiment, project work, field work, demonstration, inquiry, problem solving, brainstorming, research, drama, role play, theatre, reflection and debate. A pupil-centered approach to teaching and learning is emphasized for both primary and secondary levels. At lower basic and middle basic levels, teachers are encouraged to use a wide range of teaching techniques that promote active pupil participation and class interaction, in particular methods which encourage learners to reflect, think and do rather than merely reproduce from memory. Since learning is not merely the acquisition of knowledge, pupils at the upper basic level are provided with opportunities to develop the skills to analyze, synthesize, and evaluate and to think critically, rationally and creatively.

The Ministry of Education may change and adapt the curriculum if: there is a change in government, in the teacher education curriculum, or in national or international demand for inclusion of cross-cutting issues or disciplines such as family life education, reproductive health, environmental education, human rights, etc. Such changes lead to a review of the syllabus and to the development of teaching and learning materials. Curriculum change and adaptation are effected by curriculum specialists, examinations specialists, university and college lectures, teachers, NGOs, community-based organizations and churches.

Pre-primary education

Pre-school education is for children in the age group 3–6 years. The Ministry of Education recognizes the importance in the development of a child's social, physical, mental and emotional capacities. Pre-schools are operated by local authorities, communities, NGOs and private individuals. The Ministry assists pre-school institutions by training pre-school teachers, monitoring standards, and making curriculum guidelines.



The number of pre-schools increased from 300 in 1990 to 443 in 1995. The target of increasing the gross enrolment ratio at this level from 2% in 1990 to 25% by the year 2000 was ambitious. Indications from available data show that only 7.3% of the children in the age group 3-6 years had attended some form of pre-school in 1998.

Opportunities for pre-school education are mainly for children in urban areas—especially in the most urbanized regions like Copperbelt and Lusaka. Rural areas and predominantly rural regions have very few children who experienced pre-school education.

By 1998, out of 248,698 children enrolled in grade 1, a total of 21,139 have had access to pre-school education.

The number of trained teachers in pre-schools increased from 473 in 1990 to more than 1,200 in 1997. In addition, there was an increase in the number of pre-school teacher training colleges established by private individuals and institutions. It must also be pointed out that the Zambia Institute for Special Education introduced a course for teachers of pre-school disabled children (Ministry of Education, 1999).

The Ministry's concern in the last ten years has been the establishment of early childhood programmes for children living in rural areas and poor urban areas. The Ministry resolved to work with partner ministries, district and urban councils, local communities, non-governmental organizations, religious groups, families and individuals in order to increase access at this level.

Out of the 2,668 early childhood care, development and education (ECCDE) facilities visited in 2004, and delivering services to some 32,460 learners, 64.2% were in the private sector. In line with population projections and the available enrolment figures, only 1.9% of boys, 2.5% of girls and a total of 2.2% of children aged 3 to 6 years were accessing some form of ECCDE by 2004. This seems to confirm the assertion that the proportion of pupils accessing and participating in the available ECCDE services is negligible. However, age specific data obtained at school entry indicated that only 8.8% of children aged 7 had attended some form of early childhood education. It was also observed that out of the 2,166 teachers, only 559 were based in rural areas while 1,589 were based in urban areas; 29.7% of the rural teachers were male while 70.3% were female. On the other hand, only 21.8% of the urban teachers were male while 78.16% were female. When desegregated according to rural and urban locations, the rural children/teacher ratio was 22 children to every teacher, while in urban areas there were 15 children to every teacher.

For 2006, an estimated 17.2% of new entrants to grade 1 have attended some form of organized early childhood development programme (Chileshe, 2007). According to national data, in October 2004 there were 2,668 facilities for nursery (756), pre-school (1,069), and reception (843), mainly in the private sector (about 64%). Only 1.9% of boys and 2.5% of girls were accessing some form of ECCDE in 2004. (UNESCO. Department of Education of South Africa, 2007).



Primary education

Primary education is part of basic education and lasts seven years. It is divided into two sections covering grades 1-4 and grades 5-7 (lower and middle basic education). The Ministry's first and foremost priorities for lower and middle basic education are to ensure that pupils master essential literacy and numeracy skills; pupils are also intended to acquire a set of life skills, values and attitudes that will enable them to cater for themselves and their families, to lead a healthy life, and to sustain their environment.

According to the National Policy on Education (*Educating our Future*, 1996), the goals of lower and middle basic education are to:

- Ensure that pupils acquire essential literacy, numeracy and communication skills.
- Enable pupils to develop practical skills in one or more relevant areas.
- Nurture an ability, appropriate to the pupil's stage of development, to think reflectively, logically, scientifically and critically.
- Foster healthy living, physical coordination and growth.
- Promote positive social behaviour and skills for coping with negative pressure.
- Encourage the formation of socially desirable qualities.
- Shape the development of a personally held set of civic, moral and spiritual values.
- Further the acquisition of knowledge and understanding of Zambia's democratic and cultural institutions.
- Facilitate the development of each pupil's imaginative, affective and creative qualities.

The table below shows the teaching subjects and the average number of weekly periods in each grade:

Primary education: weekly lesson timetable

Subject	Number of weekly hours in each grade						
	Lower basic				Middle basic		
	I	II	III	IV	V	VI	VII
Literacy	5	5	5	5	2.5	2.5	2.5
Zambian language(s)	3	4	5	5	4.5	4.5	4.5
English language	2	2.5	3	3	4.5	4.5	4.5
Numeracy	4	5	–	–	–	–	–
Mathematics	–	–	5	5	5	5	5
Environmental science	–	3	3	3	–	–	–
Science, environment and home economics	–	–	–	–	4	4	4
Social studies	3	3	3	3	4	4	4
Technology studies	–	–	–	–	2	2	2
Expressive arts	–	–	–	–	2	2	2
Physical development	3	3	3	3	2	2	2
Total weekly hours	20h	25.5h	27h	27h	30.5h	30.5h	30.5h

Source: Ministry of Education, 2000.

Note:

Areas to be covered under the teaching subjects:

Literacy

Grade 1: learning to read and write in a Zambian language and to use a computer.

Grade 2: learning to read and write in English and to use a computer.

Grades 3-4: consolidating literacy skills in English and Zambian languages, and use of computer.

Grades 5-7: developing literacy skills in English and in a Zambian language. Applying such skills on computers.

Zambian language

Grade 1: listening, comprehension, vocabulary, oral expression.

Grade 2: listening, comprehension, vocabulary, spoken and written expression, reading.

Grades 3-4: listening, comprehension, vocabulary, spoken and written expression. Information gathering. Giving and following instructions. Awareness of similarities between Zambian languages. Zambian culture.

Grades 5-7: oral communication skills in the most familiar language; literature and culture; competence in a second Zambian language. Life skills: thinking and learning skills, problem solving, concept formulation, analytic and creative skills.

English language

Grade 1: listening, comprehension, vocabulary, oral expression.

Grade 2: listening, comprehension, oral expression.

Grades 3-4: listening, comprehension, vocabulary and oral expression. Life skills: learning and thinking skills. Information gathering. Giving and following instructions.

Grades 5-7: English language, literature and culture; oral communication skills. Life skills: thinking and learning skills, problem solving, concept formulation, analytic and creative skills. Basic computer literacy.

Numeracy

Grades 1-2: basic understanding of numbers, volume and size.

Mathematics

Grades 3-4: including life skills (buying, selling, negotiating prices) and using numeracy in the daily life.

Grades 5-7: including arithmetic and geometry.

Environmental science



Grade 2: 'Me and my immediate environment'; hygiene, health, diseases, food and nutrition; social life skills.

Grades 3-4: Living in harmony with the environment; hygiene, health, diseases, nutrition and food security; understanding geography and science basic concepts. Developing respect for all forms of life.

Science, environment and home economics

Grades 5-7: environmental education; agriculture; geography; food security; nutrition.

Social studies

Grade 1: social studies; spiritual and moral education; health issues (hygiene, nutrition and diseases); environment.

Grade 2: 'Me and the other people'; values and attitudes; spiritual and moral education; social and psychological life skills.

Grades 3-4: 'Me and other people in the village, town and nation'; spiritual and moral education; history of Zambia; social and psychological life skills.

Grades 5-7: society and the individual; history; civics; religious and moral education; reproductive health; social and psycho-social life skills.

Technology studies

Grades 5-7: design; industrial arts; construction and maintenance; using tools; practical life skills; psychomotor skills.

Expressive arts

Grades 5-7: art, drawing, music, dance, theatre, Zambian traditional culture.

Physical development

Grade 1: physical education/sports; using tools and materials; drawing, psychomotor skills.

Grade 2: physical education/sports; games; using tools and materials; drawing; practical life skills; psychomotor skills.

Grades 3-4: physical education/sports; games; dance/music; drawing; using basic tools; practical life skills.

Grades 5-7: physical education, games and sports activities.

(Ministry of Education. Curriculum Development Centre, 2000).

The medium of instruction is mainly English, but the teacher may use a local language to help those pupils who may experience problems in understanding English. In each grade there is continuous assessment done by the teachers, as they progress from topic to topic. Teachers also evaluate their own teaching in each class. Progression of pupils from one grade to another within the same level is automatic. At the end of grade 7, pupils sit the examination prepared by the Examinations Council of Zambia (EMZ). Successful pupils receive the certificate of primary education and, depending upon their marks, they gain access to secondary education. The Primary School Leaving Certificate Examination covers five different subjects: English, social studies, mathematics, environmental studies/science and Zambian languages. In addition, pupils must write two papers.

According to the *Basic School Curriculum Framework* of 2000, the Ministry provides and defines a core curriculum, as contained in the Framework, combined with the complete set of (revised) syllabuses. The core curriculum is closely linked to the national examinations and must be adhered to by all government and grant-aided schools. However, in line with the Ministry of Education policy of decentralization, each school is encouraged and expected to add to develop a localized component, to be designed by the school head and teaching staff, in consultation with local education authority, e.g. the Education Board and the District Education Office. The local curriculum provides freedom to add content of particular relevance to the school and



also to use teaching approaches and materials, which are linked to the local conditions.

The school is at liberty to plan projects, which combine subjects, working with cross-curricular themes. The school and the local community shall also decide what language to use for initial literacy in grade 1. It is only the centrally-defined core curriculum which may be included in the national grade 7 examinations. The localized curriculum should, however, be included in the school-based system of continuous assessment. Whereas the content, manner of teaching and focuses of the localized curricula are likely to differ from school to school, such curricula may not deviate from the policy principles and the learning objectives stated in *Educating Our Future* and in the Curriculum Framework Document (CFD). In other words, the desired learning outcomes remain centrally defined and must be pursued in all schools, whereas the means by which the schools reach these outcomes may differ. The intended effect of this policy is to achieve increased relevance of teaching and learning, inherent in the adaptation to the local environment.

One of the purposes of the CFD, together with the Teachers' Curriculum Manual is to help schools draft their own local curriculum. By clarifying the educational objectives, the desired competencies, key policy issues and pedagogical principles, the Framework is meant to guide the schools in the choice of priorities and methods. The point of departure that every school in the world faces is that time, school resources, and pupils' capacities are always limited. The school cannot cater for all pupils' educational needs at all times, and hence the need to focus on the most essential skills, competencies and attitudes, seen in a lifelong perspective. There are numerous ways in which the curriculum may acquire a local format: it can be in terms of language of instruction, choice of supplementary reading materials, choice of cultural and vocational activities, examples based on the local environment, local themes and cross-cutting issues, etc. It is also possible to adapt the order of syllabuses, add to the timetable and make a local selection of textbooks and teachers manuals (provided they are approved by the Ministry).

There are four types of primary schools in Zambia: government, private, grant-aided and community schools. Most primary schools are government controlled. Community schools emerged as a response to the unmet demand for school places among the poor and other disadvantaged groups. These schools are inexpensive, close to home, less demanding in entry requirements and are managed by communities. Community schools emphasize literacy, numeracy and problem solving skills.

The number of community schools grew from 55 in 1996 (with an enrolment of 6,600 pupils) to 373 in 1999. The number of community schools registered with the Zambia Community Schools Secretariat (ZCSS) increased seven times in three years from 1996 to 1999. The ZCSS, an umbrella NGO, was formed in 1997 to enable communities to participate in the running of community schools. In 1998, a memorandum of understanding was signed between the Ministry of Education and the ZCSS which recognized the role played by the community schools in the provision of education and obliged the ministry to provide learning materials, educational advisors and pay an agreed number of trained teachers (Ministry of Education, 1999). In 2005, a total of 4,066 schools were offering grades 1 to 7, 1,750 schools were offering grades 1 to 9, while 176 schools were offering grades 1 to 12. There were also 56 high



schools offering grades 10 to 12. The number of community schools was 1,936, representing 26% of the total number of schools. (Ministry of Education, 2006).

In 1994, only about 74% of children enrolled reached grade 7, while 21% dropped out for various reasons. Most recent data are shown in the tables below:

Basic schools by level and province, 2004

Province	Gr. 1-4	Gr. 1-7	Gr. 8-9	Gr. 1-9	Multigr	Gr. 1-12	Unk.	Total
Central	51	388	1	133	4	3	73	653
Copperbelt	104	313	5	187	34	12	205	860
Eastern	97	578	0	106	11	5	65	862
Luapula	67	264	3	151	4	3	37	529
Lusaka	24	191	2	154	7	20	106	504
N. Western	90	278	2	113	16	1	38	538
Northern	248	696	1	177	14	5	66	1,207
Southern	141	482	0	259	12	6	95	995
Western	84	397	0	101	17	3	46	648
Total	906	3,587	14	1,381	119	58	731	6,796

Source: Republic of Zambia, 2005.

Enrolment in basic schools (grades 1-9), by gender and province in 2004

Province	Male	Female	% (F)	Total	% of Tot.
Central	142,058	133,897	48.5	275,955	10.9
Copperbelt	221,156	221,485	50.0	442,641	17.5
Eastern	142,374	132,280	48.2	274,654	10.9
Luapula	105,057	91,521	46.6	196,578	7.8
Lusaka	142,414	146,472	50.7	288,886	11.5
N. Western	81,435	72,569	47.1	154,004	6.1
Northern	196,426	167,972	46.1	364,398	14.4
Southern	182,402	171,543	48.5	353,945	14.0
Western	88,845	82,472	48.1	171,317	6.8
Total	1,302,167	1,220,211	48.4	2,522,378	100

Basic schools: gross enrolment ratio by gender and province, 2004

Province	Grade 1 to 7			Grade 1 to 9		
	Male	Female	Total	Male	Female	Total
Central	114.7	108.7	111.7	101	95.4	98.2
Copperbelt	115.8	113.9	114.6	106.5	103.6	104.8
Eastern	86.7	82	84.4	75.8	70.9	73.4
Luapula	102.5	91.9	97.2	89.8	79.5	84.7
Lusaka	89.2	91.3	90.3	80.1	80.4	80.3
N. Western	112.8	103.7	108.3	101.9	91.2	96.5
Northern	131.2	114.1	122.6	114.3	98.1	106.2
Southern	120.1	112.7	116.4	107.3	98.9	103.1
Western	105.7	98.8	102.3	92.1	84.7	88.4
National	108.5	102.2	105.3	96.5	89.8	93.1

Basic school teachers by agency/type and province, 2004

	GRZ	Grant Aid.	Private	Comm.	Total
Central	4,082	81	148	315	4,626
Copperbelt	7,444	169	1,348	501	9,462
Eastern	3,475	179	133	581	4,368
Luapula	2,911	38	54	289	3,292
Lusaka	4,675	130	1,473	542	6,820
N. Western	2,535	73	34	172	2,814
Northern	4,173	180	143	663	5,159
Southern	4,907	208	335	705	6,155
Western	2,803	26	68	179	3,076
Total	37,005	1,084	3,736	3,947	45,772

In order to promote the education of girls, a positive discrimination in grade 7 examinations has been adopted. Girls have a lower cut-off point for selection for grade 8 (and also for grade 10). More affirmative actions will be introduced in the new education policy. Furthermore, the Ministry of Education has already embarked on some practical measures, such as sensitizing educational personnel at various levels in gender-related issues. There are also logistical problems that hinder the participation of girls. There are more school places for boys than for girls. Some boys' schools have already been opened to girls, as a move to create more spaces.

In 1994, the average primary school class size at the national level was 37. It should be borne in mind that, although the national class size tends to appear small, in reality the size for urban schools is much higher than the statistics show. At the lower primary level, one class could have as many as 60 pupils or as few as 25 pupils. Generally, class sizes for the upper primary section tend to be smaller than those for the lower primary section. For 2006, the average national pupil-teacher ratio in grades



1-9 was estimated at 57:1. In the same year, the net enrolment ratio in primary education was estimated at 97% and the percentage of pupils reaching grade 7 was estimated at 83%. (Government of Zambia, 2008).

For 2005, the Ministry of Education reports a total of 2,567,253 pupils enrolled in grades 1-7. The gross enrolment ratio was estimated at 119.06%, and the net enrolment ratio was 95.5%. The transition rate for grades 7-8 was 56.3%, and the completion rate for grade 7 was 81.6%. The average repetition rate in grades 1-7 was 7%, and the drop-out rate was 2.3%. Orphaned children constituted 20.7% of the total pupil enrolment in grades 1-7. (Ministry of Education, 2006). In 2007, there were 495,563 grades 1-9 pupils enrolled in community schools (about 358,000 pupils in 2005). Pupils in community schools generally belong to the poorest and most vulnerable social groups.

Secondary education

Secondary education is divided into two cycles: junior secondary, or the upper stage of basic education, covering two years (grades 8 and 9); and the three-year senior secondary cycle (grades 10-12). Technical and vocational education and training is offered at the following qualifications levels: trade tests, crafts, technician (certificates), and diploma/technologist.

At the junior secondary level, the following compulsory subjects are taught: English, mathematics, environmental science, history, geography and civics. Optional subjects include: religious education, commercial subjects (i.e. office practice, typing, book-keeping), industrial arts (i.e. technical drawing, woodwork, metalwork), music, creative art, home economics and French.

Concerning the compulsory subjects, the average number of weekly periods allocated to each of them is as follows:

Subject	No. of weekly periods
English	8
Mathematics	7
Environmental science	6
History	3
Geography	3
Civics	3

(The average duration of teaching periods is not specified).

At the senior secondary level, the following subjects are taught: English, mathematics, biology, physics, chemistry (physical science), English literature, geography, history, Zambian languages, commerce, principles of accounts, additional mathematics, additional science, industrial arts, arts, fashion and fabrics, food and nutrition, and religious education.



All subjects throughout the junior and secondary school levels are taught in English, except Zambian languages. There are common examinations at the end of grade 9 for selection for the senior secondary school. At the end of grade 12, students sit the School Certificate Examination which is also used for selection for the university and colleges. This examination is similar to the General Certificate of Education Ordinary-level (GCE O-level).

High school education in Zambia is offered in grades 10-12. Admission to high school is based on performance in the terminal examinations at grade 9. Historically, primary (grades 1-7) and secondary (grades 8-12) education was offered in separate schools but this has now changed with the introduction of a nine-year basic education system. The goal of high school education is to enable every pupil to become a well educated person who is useful to society and who is adequately prepared to better his or her education and become a self-supporting worker.

There are three types of high schools in Zambia, e.g. government-owned, those owned by faith-based organizations and the privately-owned ones. Since 1996 government schools have been offering, in addition to normal morning session, parallel classes in the afternoon known as Academic Production Units (APU).

Before the 1990s, Zambian high schools followed syllabi prepared at Cambridge in the United Kingdom. In the early 1990s, however, the Ministry decided to include local content into the curriculum for grades 10-12. Subject technical curriculum committees were formed, and development teams were constituted for each subject to develop that subject's syllabus, including content, objectives, scope and sequence chart. Once the syllabi were developed they were presented to the technical curriculum committees and to various educational institutions such as the university and colleges for their input. Once the syllabi were approved, pupil textbooks and teacher guides were developed by the Curriculum Development Centre. The developed materials were evaluated through an internal evaluation system in the evaluation department at CDC. In the year 2000, all syllabi were revised in order to include environmental education at the high school level.

Concerning technical and vocational education, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) manages the curriculum design and review process by supervising the curriculum development teams and providing guidance. The curriculum is defined by developing occupational profiles for various skills levels of training. These are then used to prepare curricula on the basis of the learning outcomes expected of trainees at the end of each programme. (Konayuma, 2007).

For 2008 TEVETA reports the existence of 274 technical and commercial training institutions. The technical education, vocational and entrepreneurship training (TEVET) framework is composed of standards for qualifications and skills awards, curriculum frameworks and learning programmes, registering and accreditation of institutions, trainers and assessors, and registering qualifications; and a quality management system which assures the compliance of training providers to established standards. The TEVET qualifications levels are: trade tests, crafts, technician, and diploma/technologist. In 2006, 32,289 students applied for admission in TEVET programmes and 23,931 were finally enrolled.



In 2000/01, the gross enrolment ratio for secondary education was only 23.5%. In 2004, there were 112,863 students enrolled in high schools (grades 10-12). In 2003, there were a total of 7,879 teachers in public high schools broken down as follows: 5,442 male and 2,394 female (Republic of Zambia, 2005).

For 2005, the Ministry of Education reports a total of 2,567,253 pupils enrolled in grades 1-7, and a total 2,852,370 pupils enrolled in grades 1-9. The total enrollment in grades 8-9 was 285,017 pupils, and in grades 10-12 was 182,586 students. The gross enrolment ratio in grades 1-9 was estimated at 105.5% (net enrolment ratio: 93.4%), and it was 19.7% in grades 10-12 (net enrolment ratio: 21.5%). The transition rate for grades 9-10 was 41.2%, the completion rate for grade 9 was 43% and for grade 12 was 17.7%. The number of grades 1-9 orphaned children constituted 21.3% as a proportion of the total pupil enrolment, representing a total of 532,135 children. (Ministry of Education, 2006).

Assessing learning achievement nationwide

The process of defining learning competencies at the primary education level has started beginning with grade 4. The development of a national testing instrument has been completed. Nevertheless, the establishment of benchmarks is in its infancy.

The Southern Africa Consortium for the Measurement of Educational Quality (SACMEQ) study of 1995 was sponsored by the UNESCO International Institute of Educational Planning. The study prepared tests that were designed to measure reading ability of grade 6 pupils. The tests indicated minimum and desirable performance standards. The following were the main findings of the study: a) only 25.8% of the grade 6 pupils reached minimum mastery level; b) only 2.4% reached the desirable mastery level; c) with the exception of schools in the Western and Luapula provinces, urban schools performed better than rural schools; d) boys performed better than girls: 28% of the boys as compared to 23.1% of the girls attained minimum mastery level; e) pupils from high-income families performed better than those from low-income families. As regards the 2000 SACMEQ tests (reading and mathematics), Zambia ranked quite low among the 14 participating countries.

The National Assessment System (NAS) has been established to measure levels of learning achievement in reading and numeracy. The NAS also assessed contextual factors and their effect on learning achievement. It is designed for grade 5 pupils and administered by the Examinations Council of Zambia. The assessment was first conducted in mid-1999, the second in 2001 and the third one in 2003. The table below presents trends in learning achievement:

Proportion of pupils attaining defined levels of competencies

Subject	Number of Pupils			Minimum Level			Desirable Level		
	1999	2001	2003	1999	2001	2003	1999	2001	2003
English	7,156	7,233	7,332	23.1	29.3	30.4	2.8	5.4	5.9
Maths	7,117	7,249	7,278	26.5	28.7	44.9	3.8	6.1	9.4
Icibemba	1,467	1,626	2,111	31.3	28.4	38.5	9.5	8.4	10.6
Silozi	548	511	676	36.5	31.1	53.8	13.0	7.8	22.4
Chitonga		539	733		18.4	23.9		4.6	5.9
Chinyanja		650	1,518		18.2	26.4		4.3	5.8

Source: Republic of Zambia, 2005.

Concerning the 2006 NAS, results showed that 40% of grade 5 pupils reached the minimum level in English and mathematics.

The 2002 Zambia Demographic and Health Survey, Education Data, carried out by the Central Statistical Office, tested literacy and numeracy skills among young school-age children (age 7-10 years), regardless of whether they had ever attended school. Literacy levels for children in the 7-10 age group were low, as only 19% of children were able to read some or all of a sentence. Older children were more likely than younger children to be literate (11% of children age 7-8 had basic literacy skills, compared with 26% of those age 9-10. Almost none of the children age 7-10 who have never attended school have acquired basic literacy skills, while 25% percent of children age 7-10 who have attended primary school were literate. Children in urban areas were more than five times as likely to be literate as children in rural areas (37% versus 7%). The highest basic literacy rates for children age 7-10 were found in the relatively urbanized provinces of Lusaka and Copperbelt. A higher percentage of children age 7-10 exhibited rudimentary numeracy skills than literacy skills: over half (52%) were able to perform simple addition. Sixty-five percent of children age 9-10 had numeracy skills, compared with 40% of children age 7-8. While only 11% of children with no schooling were able to add correctly two single-digit numbers totalling less than 10, 30% of children with pre-school education and 66% of children with some primary schooling were able to calculate the sum.

Teaching staff

There are three categories of teachers in Zambia: a) primary school certificate teachers; b) school diploma teachers; and c) secondary school degree teachers.

Primary school certificate teachers follow a two-year training course at any of the colleges of education (formerly known as primary teacher training colleges; pre-school teachers' training courses also last two years). There is no specialization *per se* for this pre-service programme, as teachers are expected to handle all subjects offered at primary school. School diploma teachers are trained to teach in grades 8-9 and follow a two-year residential programme specializing in one or two teaching subjects. A three-year diploma for grades 8-9 in agricultural science is offered by the Natural



Resources Development College of the Ministry of Agriculture. This category is qualified to teach agriculture science up to the senior secondary school level

The University is responsible for all these programmes, with the exception of the courses at the Evelyn Hone College. Non-university institutions are associate colleges to the university, which determines the curriculum, monitors the standards and grants academic awards for each college.

Secondary school degree teachers are trained at the University of Zambia and are qualified to teach up to the senior secondary level (grades 10-12). They can also teach at the teacher training colleges and as staff development fellows. During their study they take two teaching subjects and professional courses in education. A few of them may have a single major subject. In 1996, the University of Zambia launched a new degree in primary education.

Private colleges also offer a three-year training programme for secondary school teachers. In theory, diploma holders teach at the junior secondary level while university graduates teach senior grades. In practice, because of a shortage of university graduates—especially in mathematics, science and English—diploma holders from colleges also teach senior secondary classes.

Plans are underway to convert the existing two-year certificate programme offered by the colleges of education to a three-year diploma programme, and to affiliate all colleges of education to the University of Zambia.

The capacity of the Ministry of Education to offer in-service training programmes used to be limited. In 1994, only 1% of serving teachers underwent formal training of some kind. Recently, some continuing professional development programmes have been designed to upgrade teachers from certificate to diploma and from diploma to degree levels. The former are offered by six colleges (four of them under the Ministry of Education), while the latter are offered at the University of Zambia. The main provider of teacher professional development programmes is the National In-Service Teachers' College, which offers four diploma programmes preparing teachers for the upper basic level.

The University of Zambia and all the colleges together train over 5,500 primary teachers and more than 1,200 secondary teachers annually, but the staffing levels in schools are far from satisfactory because of the high attrition rate of teachers. The Ministry of Education fails to retain its teachers because the conditions of service in the Zambian Teaching Service do not compare favourably with those obtained in other sectors within the country and in the neighbouring countries. The recruitment process is decentralized, but the number of positions allocated to the provinces and districts based on their needs, is cleared at the central level by the Public Service Management Division taking into account available funding. Promotions in the school system are mainly based on academic qualifications, rather than performance.

Teachers have been introduced to the new content and to the new teaching and learning strategies through orientation workshops and in-service and pre-service activities. The Basic Education Curriculum Reform from 1998 through 2001 has gone hand in hand with the new teacher education course, the Zambia Teacher Education



course (ZATEC). The ZATEC, a two-year teacher education course composed of a college-based component and a school-based component, has enriched teaching and learning strategies at the basic education level. Indeed, the ZATEC advocates the development of planning, teaching, evaluating and interpersonal skills; it has introduced team-teaching as an important feature, and the student teachers are given a chance to relate theory to practice during the school-based year.

The 2005 Annual School Census reported a total of 59,384 teachers of whom 32,345 were males and 27,039 were females. The female teachers constituted 45.5% of the total teaching staff in the country. Of the total number of teachers, 50,615 were teachers of basic schools and 8,461 were in high schools. With regard to teacher qualification and certification, 6.6% and 0.6% of teachers were untrained for basic and high schools, respectively. The rest of them were in possession of the minimum required qualifications and certifications to teach. Most of the teachers (45,060) were in government schools. (Ministry of Education, 2006).

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Web resources

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Ministry of Education: <http://www.moe.gov.zm/> [In English. Last checked: August 2010. Temporarily down.]

Ministry of Local Government and Housing: <http://www.mlgh.gov.zm/> [In English. Last checked: August 2010.]

Ministry of Science, Technology and Vocational Training: <http://www.mstvt.gov.zm/> [In English. Last checked: August 2010. Temporarily down.]

Technical Education, Vocational and Entrepreneurship Training Authority: <http://www.teveta.org.zm/> [In English. Last checked: August 2010.]

University of Zambia: <http://www.unza.zm/> [In English. Last checked: August 2010.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>