



Zambia:

Technical Capacity Needs

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Session 5

- To discuss and agree on the most effective way of addressing the most pressing technical capacity needs at the country level
- What does Zambia need to monitor the presented targets?

What is obtaining Currently

- 84% of the total budget goes towards Personal Emoluments (PEs), leaving a paltry 16% for everything else (e.g. infrastructure development, book procurement, CPD, Administration)
- There has been a marked reduction in the number of donors, as well as the amount provided to the country by Cooperating Partners/Development Partners
- Only 3.2% of the total annual Education Budget of nearly \$8 million now comes from the Development Partners; marked reduction
- Zambia has been collecting fairly good data on a most of the indicators under 4.1, 4.2 and 4.4
- The data collected focuses more on access, rather than quality

What is obtaining Currently

- Currently the Ministry collects data from over 9,500 schools only once a year, and it takes close to one year to process the data
- Since Early Childhood Education is relatively new in the Ministry of General Education, instruments for M&E have not yet been fully developed.
- Some of the data collection by various players are disjointed
- Data on Youth and Adult skills is grossly inadequate
- There is free education at primary school level (Grades 1 – 7) only
- However, there has not been compulsory education owing to the limited capacity to offer education to all the children in the country.

Most Effective Ways of Tech Capacity

- Provision of technical expertise that would help link the traditional data with examination performance
- Devising instruments that would help collect and send data to HQ at more regular intervals
- Training of the lower level staff on data collection and analysis
- Development of instruments for data collection to take into account new SDGs data needs
- Development and implementation of school mapping
- More collaboration with CSO
- Global Concepts still to be defined

What Zambia Needs to Do/ Monitor...

- Legal frameworks for ECE
- Coming up with cost-effective modes of ECE delivery for rural and remote communities
- Data on the **Quality** of education provision such as proficiency of reading, mathematics skills at various levels (SACMEQ periodicity not enough for adequate monitoring)
- We would like to see a better analysis of results (Examinations in grades 7, 9 and 12) & the link to the EMIS
- To link the data we already collect to the learning outcomes
- Process of book/equipment procurement, supply and utilisation

What Zambia Needs to Monitor...

- Need to harmonise the collection instruments for SSA so as to have comparable data among countries
- The use of ICT in data collection and transmission in rural schools
- Conducting researches/ surveys in a number of areas to monitor the targets proposed
- Free secondary education entails doubling the non-personal emoluments that is currently being provided. Therefore there will be need to monitor allocations by sub-sectors
- Additional financial and technical support from the Development Partners
- Capture of data on skills and competencies among women and men in TEVET
- How to measure gender equality rather than equity in institutions of learning