Ministry of Education, Science, Vocational Training and Early Education

2011 MINISTRY OF EDUCATION, SCIENCE VOCATIONAL TRAINING AND EARLY EDUCATION ANNUAL PROGRESS REPORT



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Disclaimer: Some statistics used in this report are preliminary

Acronyms

AWPB	Annual work Plan and Budget
BOZ	Bank of Zambia
ECCDE	Early Childhood Care Development and Education
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GRZ	Government of the Republic of Zambia
HR	Human Resource
ICT	Information Communication Technology
KPI	Key Performance Indicator
LSEN	Learners with Special Education Needs
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
NER	Net Enrolment Ratio
NIF	National Implementation Framework
NORTEC	Northern Technical College
PTR	Pupil - Teacher Ratio
TEVETA	Technical, Vocational and Entrepreneurship Training Authority
TEVET	Technical, Vocational and Entrepreneurship Training
SNDP	Sixth National Development Plan
OVC	Orphans and Vulnerable Children
USD	United States Dollars
ZMK	Zambian Kwacha

Foreword

It is my honour and privilege to present to you the 2011 Annual Progress Report of the Ministry of Education, Science Vocational Training and Early Education. 2011 was a special year for the sector in the sense that it marked the beginning of the implementation of the Sixth National Development Plan.

This Annual Progress Report indicates the performance of the sector in 2011. It includes the Key Performance Indicators which provides a concise and monitorable set of indicators, drawn from government's own existing commitments and a budget performance section which highlights the budget and expenditure trends in 2011. Performance in 2011 was measured in terms of Access and Participation, Efficiency, Quality and Equity at primary and secondary school levels using the key performance indicators of Net Enrolment Ratios (NER), Completion Rates, Teacher Ratios (PTR), and Gender Parity Index (GPI) and programme outputs.

Chishimba Nkosha
Permanent Secretary
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

1.0 Overview

In 2011, Government continued with the prioritization of education provision in national development through increased funding to the sector. The proportion of education financing as a percentage of GDP increased from 3.7 percent in 2008 to 4.4 percent in 2011. The proportion of the discretionary budget allocated to the Sector increased from 17.2 percent in 2009 to 18.6 percent in 2011. As a result of increased funding, the Sector continued to consolidate its past gains in terms of access to primary education and also refocused on specific strategies that addressed education quality such as teacher training, teacher recruitment and deployment, teacher management, infrastructure development and strengthening of quality assurance within the education system.

A key organizational development during the year under review was the amalgamation of the former Ministry of Education and former Ministry of Science, Technology and Vocational Training into a new Ministry of Education, Science, Vocational Training and Early Education. The Ministry also revised the Education Act of 1966 into a new Education Act of 2011.

A notable challenge experienced was the failure of building contractors to deliver works on time, thereby affecting programme implementation. In addition, gender inequalities at post primary education levels persisted. The delayed release of the Fast Track Initiative (FTI) funds amounting to U$30 million and Cooperating Partners' commitments of US$10 million led to scaling down of activities including infrastructure projects.

1.1 Priorities for 2011

Particularly emphasis continued to be on improving quality, while at the same time consolidating the gains in terms of access that were achieved in previous years. To this end the Ministry's priorities in its 2011 Annual Work Plan and budget were to pursue the following:

i. Improve the quality of service delivery- learner focused approach, provision of teaching inputs and effective teacher management.
ii. Increase access to education services- high school and tertiary education.
iii. Increase the provision of school grants and ensuring that the commitments are received timely at this level.
iv. Reduce the indebtedness of the institutions.
v. Realise the transition to targeted budget support.

vi. Improve contact time between pupil and teacher.

vii. Strengthen quality assurance within the education system.

viii. Introduce mechanisms to reduce adult illiteracy.

ix. Promote the integration of Information, Communication Technology (ICT) in education system.

x. Develop a responsive resource allocation formula for the Learners with Special Educational Needs (LSEN).

1.2 Key Performance Indicators

There were 16 indicators to measure annual performance of the Education and Skills Development sector. On the evidence of performance against key indicators, the sector met 8 out of 16 targets (see table 1).

Table 1: Key Performance Indicators - 2011

Key Indicators	Definitions/Calculations	Baseline 2010	Targets		Overall SNDP Target	Data Source	Comments
			Planned	Actual			
% of Grade 1 entrants with pre-school experience	Proportion of Grade 1 entrants with pre-school experience	17.8%	**18%**	15.1%	30%	MESVTEE[1] Information system	Target was not met
TEVET enrolments	TEVET enrolment against the Population	31,173	**40,000**	32,911	50,000		Target was not met
Net Enrolment Ratio (NER) Grade 1-7	Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.	93.7%	**96 %**	96 %	100%		Target was met
Net Enrolment Ratio (NER) Grade 8-9		30.06%	**34 %**	36.5%	45%		Target was met
Net Enrolment Ratio (NER) Grade 10-12		29.5%	**28.5%**	23.0%	36%		Target not met

[1] Ministry of Education, Science, Vocational Training and Early Education

Completion Rate Grade 7	The quotient of number of learners in a given Grade (minus repeaters) and the official age population for that grade multiplied by 100	91 %	**94%**	100%	100		Target met
Completion Rate Grade 9		53.2%	**55%**	61.9%	67		Target met
Completion Rate Grade 12		31.7%	**23%**	26.83%	38		Target was met
Pupil/Teacher Ratio Grade 1-4	Average number of pupils per teacher at a specific level of education in a given school year.	64	**56**	68	40		Target not met
Pupil/Teacher Ratio Grade 5-7		37	**48**	37	40		Target was met
Pupil/Teacher Ratio Grade 8-9		37	**30**	37	35		Target not met
Pupil/Teacher Ratio Grade 10-12		22	**25**	25	25		Target was met
Student/Lecturer Ratio	Average number of students per lecturer at a specific level of basic skills and TEVET in a given school year.	40	**38**	38	20		Target was met
Gender parity index Grade 1-7	Enrolment of girls divided by the enrolment of boys.	1	**1**	0.98	1.2		Target was not met
Gender parity index Grade 1-9		0.99	**0.97**	0.97	1		Target was met
Gender parity index Grade 10-12		0.86	**0.87**	0.82	0.93		Target not met

Source: Ministry of Education, Science, Vocational Training and Early Education - 2011

The performance of the Sector against KPI presented in Table 1 above presents a mixed picture but generally points to progress in primary and secondary school indicators. While this is positive, it also confirms the lack of emphasis on tertiary education as seen in the general absence of specific performance indicators at the post secondary education level. Admittedly, substantial process was recorded in 2011 with regards to universal primary education performance indicators but this only provides a partial picture. The picture of progress rates from high school education to tertiary level remains unknown until clear indicators for measuring skills development can be included and equally assessed in the existing monitoring and evaluation framework.

2.0 Budget Performance[2]

The Consolidated National Financial Report highlights the budget and expenditure trends of the former Ministry of Education in 2011. The budgets and expenditures reflected are for funds from the following sources;

1. GRZ
2. NIF Pool

The report is presented at programme level and includes expenditures from HQs, High Schools, Colleges, Districts and Provincial Education offices.

2.1 Budget Figures

The Budget figures used in the Consolidated National Financial Report are from the Sector Plan Annual Work Plan and Budgets (AWPB) 2011.

Table 2: Budget Performance for the Former Ministry of Education

Expenditures by Sub-Programmes 2011					
			Budget	**Actual**	**% of Actual against Budget**
Code :		Sub-Programmes	**All amounts in ZMK '000**		
1	**ADMINISTRATION**	Policy & Planning	26,711,863	20,090,233	75
		HR & Administration	26,924,840	25,971,295	96
		Financial Management & Audit	8,770,129	6,043,882	69
		Procurement	6,492,770	4,805,230	74
		Institutional Management	5,455,933	3,858,132	71
		Grants and other payments	213,574,024	874,145	0
2	**INFRASTRUCTURE**	Infrastructure	863,969,784	129,933,422	15
3	**EQUITY**	Special Issues	74,524,581	14,598,066	20

[2] The report is for use by management for decision purposes and the final report will be the audited accounts.

4	**TEACHER EDUCATION**	Teacher Education	*22,055,931*	*11,703,357*	*53*
		Prov/Dist Resource Centre	384,267	254,164	66
5	**DISTANCE EDUCATION AND OPENING LEARNING**	Distance Education	4,681,187	2,357,659	50
6	**STANDARDS AND ASSESSMENT**	Standards	10,537,635	10,349,861	98
7	**CURRICULUM DEVELOPMENT AND MATERIALS**	Curriculum & Assessment	55,089,779	12,845,560	23
8	**UNIVERSITY EDUCATION**	University	337,844,489	247,613,105	73
9	**PERSONNEL EMOLUMENTS**	Personal Emoluments	2,092,540,140	2,124,277,684	102
		Total	**3,749,557,353**	**2,615,575,796**	**70**

2.2 Expenditure by Programmes

Table 2 shows the consolidated expenditure by programmes for GRZ and External Resources for the first semi-annual 2011 and second semi-annual 2011 as well as that of the current year to date. The current year to-date figures show a total expenditure of ZMK2,615,575,796 against the budget of ZMK ZMK3,749,557,353 which translates to 70% of the budget.

In the table below are explanations of the over and under expenditures in the programmes;

Table 3: Explanations of the over and under expenditures in the programmes

S/N	*Programme*	*1st Semi-Annual (Performance Rate %)*	*2nd Semi-Annual (Performance Rate %)*	*Current year to date (Performance Rate %)*	*Comment on the Variances*
1	**Policy & Planning**	77	73	75	The programme recorded a higher absorption rate of 77% in the first semester as compared to 73% in the second half of 2011. The cumulative rate was 75% as at 31st December 2011. The higher rate of 77% is attributed to the increase in the expenditure because of the 2011 budget preparation workshops across the country.
2	**HR & Administration**	95	98	96	The overall rate of 96% was recorded on this programme. Both the first and second semesters recorded more less the same rates. The major activity under this programme was the recruitment and deployment of teachers.
3	**Financial Management & Audit**	76	62	69	The 69% absorption rate on this programme is attributed to the low funding in the year 2011. The funds were only released in the last quarter of the year hence the lower rate.
4	**Procurement**	110	38	74	The first quarter saw an absorption rate of 110% as compared to the second semester where only 38% was recorded. The higher rate in the first quarter is as a result of the tender processes for the school desk which were done in the first semester.
5	**Institutional Management**	66	75	71	Institutional Management recoded more less the same rates in the first and second quarters. The cumulative rate was 71% and the programme was not fully implemented like the others mainly due to the late release of funds.
7	**Special Issues**	15	23	20	In both periods low absorption rates were recorded of 15% and 23% respectively. The low performance is as a result of very few programmes being implemented under the department of policy and planning. This was as a result of the late release of funding.
8	**Teacher Education**	55	51	53	In both periods low absorption rates were recorded of 55% and 51% respectively. The low performance is as a result of very few programmes being implemented under the department of TESS. This was as a result of low funding in the year.
9	**Prov/Dist Resource Centre**	83	52	66	The programme recoded an under expenditure of 83% in the first semester as compared to 52% in the second semester. Cumulatively this translated to an under expenditure of 66%. The low rate was caused by non-funding of some quarters by GRZ in 2011.

10	**Distance Education**	52	49	50	In both periods low absorption rates were recorded of 52% and 49% respectively. The low performance is as a result of very few programmes being implemented under the department of DODE. Cumulatively a rate of 50% was recorded. This was as result of low funding in the year.
11	**Standards**	102	95	98	In the first semester an absorption rate of 102% was recorded whereas in the second semester a rate of 95% was recorded. Cumulatively, a rate of 98% was recorded.
12	**Curriculum & Assessment**	12	34	23	The programme recorded a rate of 23% as at 31st December 2011. In the first semester the rate of 12% was recorded as compared to a rate of 34% recorded in the second semester. The low performance is as a result of very few programmes being implemented under the department of TESS. This was as a result of low funding in the year.
13	**University**	47	99	73	The expenditure under this programme stood at 73% as at 31st December 2011 as compared to 47% and 99% in the first and second semesters of 2011. The higher percentage in the second semester is attributed to more funding received in the third and fourth quarters unlike in the first quarter when the Universities had not yet opened.
14	**Personal Emoluments**	101	102	102	The programme recorded a rate of 102% as at 31st December 2011. In the first semester the rate of 101% was recorded as compared to a rate of 102 % recorded in the second semester. Under this programme, all the months were funded and they were no increases in salaries.
	Total	**64**	**75**	**70**	

2.3 Cash Flow Statement

Table 4 shows the cash flow statement for the current year to date as at 31st December 2011. The opening balance as at 01/01/2011 was ZMK 7,948,736,939 corresponding to USD 1,652,544. The total inflow of funds for the period under review was ZMK 2,747,875,654,173 translating to USD 540,797,699. The funds were utilized as follows (current year to date):

Total Expenditures (refer App.1) ZMK2, 615,575,795,587

Advances & Prepayments ZMK 1,487,079,210

Total ZMK 2,617,062,874,797

The cash and bank balance as at 31st December 2011 was ZMK 131,271,032,487 (USD 25, 820,259).

Table 4: Cash Flow Statement

		NIF Pool	
		Cash Flow Statement for the period ending 31.12.2011	
A.	**Sources of funds:**	**Current Year to date**	
		ZMK	**USD**
	Opening Balances:		
	Cash and Bank balances b/f 01/01/2011		
	Headquarters	**3,883,549,438**	**895,244**
	Board Level	**4,065,187,501**	**757,300**
	Sub Total	**7,948,736,939**	**1,652,544**
	Inflows:		
	GRZ Courterpart funding	**-**	**-**
	GRZ funding to Ministry of Education	**2,463,449,317,234**	**484,743,798**
	Norway	**-**	**-**
	Ireland	**40,740,000,000**	**8,016,529**
	Denmark	**23,267,700,000**	**4,578,453**
	European Union	**-**	**-**
	Wolrd Bank	**152,469,900,000**	**30,000,000**
	Germany	**-**	**-**
	USAID	**-**	**-**
	Netherlands	**60,000,000,000**	**11,806,375**
	Interest earned and other income	**-**	**-**
	Sub Total	**2,739,926,917,234**	**539,145,155**
	Total	**2,747,875,654,173**	**540,797,699**

B.	**Utilisation of funds:**		
	Total Expenditures	**2,615,575,795,587**	**514,674,497**
	Advances & Prepayments	**1,487,079,210**	**302,943**
	Sub Total	**2,617,062,874,797**	**514,977,440**
C.	**Surplus/Deficit**	**130,812,779,377**	**25,820,259**
	Exchange gain (loss)	**458,253,110**	
D.	**Closing Balance as at 31st December 2011**	**131,271,032,487**	**25,820,259**

These Cash and bank balances were as follows:

Table 5: Cash and bank balances[3]

Balances as at 31.12.2011			
		ZMK	USD
Headquarters - External Fund			
NIF Pool		345,631,327	68,011
BOZ Holding Account		127,947,313,890	25,176,567
Investrust GRZ NIF Acct		1,237,021,428	243,412
	TOTAL	129,529,966,645	25,487,990
Add: Cash Balances held at Board level		1,741,065,841	332,269
	GRAND TOTAL	131,271,032,487	25,820,259

The overall performance on the programmes stood at 70% as at 31st December 2011.

Please note:

1. The accounting system used to prepare the reports is a cash basis system and excludes expenditures accrued during the period as per Financial Reporting under the Cash Basis of Accounting (International Public Sector Accounting Standards).
2. Exchange rate used for sector pool is spot rate at the date of transaction and for GRZ is the average rate at the end of the quarter.

[3] The cash balance held at board level is an estimated balance and the final figure is reported through the audited consolidated financial Statements.

3.0 Programme Performance

3.1 Pre-School and Primary Education (ECCDE and Basic Education)

Pre-School Education

The sector continued to provide guidance with regard to; registration of ECCDE centres, curriculum, institutional mechanism for stakeholder coordination and collaboration, infrastructure development, basic quality standard setting, management, learning environment, monitoring and evaluation. In addition, the sector developed the policy framework which is yet to be approved by Cabinet. A total of 73,371 representing 15.1 percent of the grade 1 entrants in 2011 had pre-school experience, indicating a 0.7 percent points reduction compared to the 77,556 or 15.8 percent reported in 2010.

Primary School (Grades 1-7) Education

Access to education at this level continued to increase with enrolments of 3,034,429 in 2011 compared to 3,045,277 in 2010, representing a percentage reduction of 0.36 percent. Out of this figure, 1,506,280 representing 49.6 percent were females. The Net Enrolment Rate (NER) was 96 percent, indicating that 96 percent of the eligible population were enrolled. The reduction in enrolments is largely attributable to the lower response rate in the 2011 annual school census.

There were a total of 486,761 grade 1 entrants in 2011, of which 50.4 percent were females. This signified an increase of 3.07 percent compared to the 472,238 grade entrants (50.4 percent of which were females) reported in 2010.

Junior Secondary School Education (Grades 8-9)

Enrolments at junior secondary school level (grade 8-9) reduced by 4.4 percent from 465,011 learners in 2010 to 444,469 learners in 2011. Out of the total junior secondary school learners reported in the year under review, 205,363 or 46.2 percent were females. In terms of the net enrolment 36.5 percent of the eligible population were enrolled at this level.

In order to improve equity the sector had targeted to provide bursary support to 18,000 learners but with additional resources from global funds it was able to support 20,932. In terms of procurement of textbooks at primary school level the sector only procured 10,341 books because the resources intended for this activity were used to procure 59,893,663 assorted Free Basic Education pupil requisites. With a view of improving quality, the sector recruited 5,674 teachers and surpassed its target of recruiting 4,000. In addition, the sector also procured 628,000 double seater desks for distribution to various schools in Zambia.

3.2 Senior Secondary School Education (Grades 10-12) (High School Education)

At senior secondary school level (grades 10-12), a total of 251,632 learners were enrolled in 2011 signifying a 11.4 percent reduction from the 283,931 learners recorded in 2010. Of these learners, 113,449 or 45.1 percent were females. The NER in 2011 was 29 percent. The reduction was is as result of a lower response rate in the 2011 annual school census.

In order to reduce pupil teacher ratio and improve quality, the sector recruited and deployed a total of 3,191 new teachers against an annual target of 2,000 teachers. It also procured 92,000 single seater desks and 32,060 textbooks. Teacher recruitment, therefore, outstripped the annual target and thus accelerated efforts to improve the quality of education delivery.

3.3 Teacher Education

In the year 2011, a number of activities were carried out under the programme with the main focus being the development of degree programmes in two colleges of education, capacity building of educators in Library management, special needs-inclusive education, and School guidance and Counselling Services. Furthermore, the programme focused on materials development, and monitoring of various programmes.

Some of the notable achievements that the programme made in 2011 were:

i. Launching of Fast Track Teacher Education Programme which aimed at upgrading diploma holding teachers in High Schools to degree level;
ii. Scaling up of Primary Diploma programmes in pre-service colleges from three in 2010 to seven in 2011;
iii. Signing of an agreement with the Japanese government for providing support aimed at strengthening teacher performance and skills through school based continuing professional development;
iv. Development of a four-year strategic Plan for Rolling out of SMASTE from Phase II to Phase III;
v. Holding of career Exhibition at Mulungushi International Conference Centre;
vi. Capacity building in identification, assessment of learners with special educational needs and provision of interventions for assessment team in Senanga district;
vii. Production and distribution of twin mobile science laboratories and assorted science materials;
viii. Training of high school teacher librarians;
ix. Orientation of Provincial Ministry staff on the use of the handbook on Guidance and Counselling;

Twenty-five (25) colleges of education of which 16 were public and 9 private reported on performance during the year under review. A total of 11, 984 students were enrolled in these colleges. Nkrumah had the highest number of students enrolled for secondary education degrees, followed by Kitwe College of Education, while the Theological College for Central Africa had the least number of students enrolled. Nkrumah College of Education attained gender parity in enrolment (see table 3).

Table 6: College of Education Student Enrolments - 2011

	Basic Education			Secondary Education			Special Education			Total All Students		
College	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Charles Lwanga	98	101	199							98	101	**199**
Monze College of Education	93	130	223							93	130	**223**
Chipata	301	223	524				1	2	3	302	225	**527**
David Livingstone				298	248	546				298	248	**546**
Musi-O-Tunya College	6	3	9	298	248	546				304	251	**555**
Kasama	307	156	463							307	156	**463**
er	287	289	576							287	289	**576**
Malcom Moffat	424	514	938							424	514	**938**
Mansa	217	208	425							217	208	**425**
Mongu	151	132	283							151	132	**283**
Mufulira	344	326	670							344	326	**670**
Solwezi	163	144	307							163	144	**307**
COSETCO			0	195	155	350				195	155	**350**
Nkrumah			0	2,545	2,398	4,943				2,545	2,398	**4,943**
ZAMISE	43	67	110							43	67	**110**
NISTICOL			0	58	36	94				58	36	**94**
Northern College	32	27	59							32	27	**59**
Foundation for Cross-Cultural	10	8	18							10	8	**18**
Jubeva	44	58	102							44	58	**102**
Lyambai	7	9	16							7	9	**16**
George Benson Christian			0	150	104	254				150	104	**254**
Mosi -o-atunya	3	9	12							3	9	**12**
The African Institute of Sathaya Sai Education							12	7	19	12	7	**19**

Theological College of Central Africa				4	6	10				4	6	**10**
Zambia College of Distance Education	49	25	74	144	67	211				193	92	**285**
Total	**2,579**	**2,429**	**5,008**	**3,692**	**3,262**	**6,954**	**1**	**2**	**3**	**6,284**	**5,700**	**11,984**

Source: Ministry of Education, Science, Vocational Training and Early Education

The number of teachers trained was 5,000 against a target of 2,500. This was a result of participation of private colleges and expansion of enrolments due to open and distance learning programmes. In addition, three colleges of education were upgraded to offer diploma qualifications (Chipata, Mufulira and Livingstone) whilst Nkrumah and Copperbelt Secondary Teachers College were turned into universities.

3.4 University Education

In the year under review, total number of registered universities increased from 17 in 2010 to 19 out of which 3 were public universities. The student enrolments in public universities increased by 9.8 percent to 19,235 from 17,526 in 2010. In terms of gender disaggregation, 34 percent of the total enrolments were female (see table 7)

Table 7: Public Universities Enrolments by Gender - 2010 to 2011

	2010			2011		
University	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
University of Zambia	4 917	6 242	11 159	4 588	5 828	10 418
Copperbelt University	1 437	4 430	5 867	1 523	6 260	7 783
Mulungushi University	116	384	500	515	519	1 034
Total	**6 470**	**11 056**	**17 526**	**6 626**	**12 607**	**19 235**

Source: Ministry of Education, Science, Vocational Training and Early Education

3.5 Infrastructure Development

During the year under review, the Ministry planned to construct 2,000 classrooms using community mode of construction and 5 primary schools using full contracts. A total of 8 primary schools were completed (Western province (5), Southern province (1), Eastern province (1) and Copperbelt province (1)) using contractor mode but the 2,000 classrooms were not constructed as the resources meant for this activity were utilized for the completion of 43 secondary schools which were 75 percent complete by December 2011. The utilization of resources on the

secondary schools resulted in the non-construction of the planned 168 additional classrooms and 200 staff houses in already existing primary schools.

Additionally, out of the 5 secondary schools and 3 schools for continuing education that were targeted for rehabilitation only 1 secondary school and 1 school for continuing education were rehabilitated. In terms of provision of water in rural and remote schools, 236 boreholes were drilled exceeding the target of 50. Further, 195 boreholes were rehabilitated.

Under the Basic Skills and TEVET sector, construction of new infrastructure at Solwezi, Kaoma and Chipata trades training institutes was completed, while works on the new trades training institutes at Milenge, Isoka and Kalabo commenced. Rehabilitation works continued at Choma Trades Training Institute, Kabwe Trades Training Institute, Kasiya Secretarial College while works at NORTEC, Evelyn Hone College, Teveta and the Gemstone Lapidary and Processing Centre in Ndola were completed.

3.6 Adult Literacy

The main thrust of the programme continued to be the broadening access to youths and adults left out of the conventional school system due to various factors. Some of the key activities undertaken in this programme in 2011 are highlighted below;

i. Developed a draft National Youth and Adult Literacy Policy which has since been submitted to Cabinet Office and in addition, a draft National ODL Policy is undergoing consultative process.
ii. Developed Operational Guidelines for Open and Distance learning programmes.
iii. Developed teaching and learning materials for 13 Primers for Adult Literacy, 48 Video based lessons, 72 ECCDE radio lessons , 450 IRI lessons, 150 ECCDE Caregivers guides, OERs in four subject areas (Commerce, Mathematics, Science and Biology).
iv. International Literacy Day Celebrations held on the Copperbelt on 8th September 2011.
v. Monitored administration and management in the Schools for Continuing Education in Central, Copperbelt and North-Western Provinces.
vi. Conducted educational monitoring visits to Kamfinsa and Kansenshi State Prisons on the Copperbelt and Mukobeko Maximum Prison in Central Province respectively.
vii. Conducted formative evaluation of ECCDE pilot programme.
viii. Oriented (02) Colleges of Education in Monitoring and Evaluation of ODL programmes, two [2] private institutions in Instructional design (ZIBCT and CODEU) and five (5) provinces in e-learning and
ix. Dissemination of Distance Education guidelines was successfully carried out among stakeholders.

3.7 Curriculum Development

During the year under review the programme managed to achieve the following;

i. completed development of the Zambia Education Curriculum Framework (ZECF),
ii. reviewed and developed syllabi in all the learning areas and subjects for Secondary Education (Grades 8 – 12),
iii. wrote Grade 7 Kiikaonde, Lunda and Luvale Language text books,
iv. reviewed the evaluation criteria for educational materials,
v. distributed ECCDE play materials to selected centres in Eastern, Luapula and Southern provinces and
vi. disseminated the National Assessment Report for 2008
vii. finalised the HIV and AIDS and Life Skills Education Framework.

In addition, learning institutions, and grade 7, 9 and 12 examinations were monitored. A Grade 12 performance audit in Luapula Province was also conducted while one Subject Associations was revamped.

3.8 Basic Skills and TEVET

The TEVET financing strategy aimed at targeted skills which are critical for development continued to be piloted at NORTEC, Kabwe Trades Training Institute, Evelyn Hone College, Zambia Air Services Training Institute, Lusaka Institute of Business and Engineering Studies and Livingstone Business and Technical College. In this regard, a total of K10.26 billion out of K11.04 allocated to the TEVET Fund was disbursed to all institutions with 3,135 students benefiting.

Funding to the bursary scheme increased by 51.1 percent to K6.84 billion, from K4.5 billion in 2010. However, the number of students accessing funds reduced by 22.97 percent to 1,063 from 1,380 in 2010 on account of increased cost of education delivery. Funds were also utilized on procurement of training equipment and books for 7 TEVET institutions.

The number of TEVET institutions registered in 2011 was 308 compared to 304 in 2010. In addition, 3 TEVET institutions were upgraded to polytechnic level. (see table 8 below).

Table 8: Number of Registered Training Institutions by Ownership - 2011

OWNERSHIP	NUMBER OF REGISTERED TRAINING INSTITUTIONS			
	2008	2009	2010	2011
Public/Government	55	58	58	80
Private	103	112	124	107
Church	58	60	61	66
Community/NGO	27	29	27	25
Trust	12	16	16	16
In-Company	12	10	58	80
TOTAL	269	285	304	308

Source: TEVETA 2011

In line with the increase in the number of institutions, student enrolment increased by 5.6 percent to 32,911 from 31,173 in 2010 (see table 9 below)

Table 9: Student Enrolment in TEVET Sub Sector by Programme and Gender (2009-2011)

PROGRAMME	2009		2010		2011	
	Male	Female	Male	Female	Male	Female
Business Studies	6,300	5,918	6,930	6,509	7,338	6,990
Secretarial Studies	3	1,428	0	1,499	0	1,574
Hotel and Tourism	1,120	2,542	1,176	2,669	1,234	2,802
Media and Applied Arts	1,010	1,990	1,061	2,089	1,113	2,194
Paramedical	160	180	168	189	176	199
Aviation	95	7	110	10	135	12
Craft Programmes	6,702	900	6,903	950	7,148	992
Advanced Certificate/Technician Programmes	4,000	567	354	55	414	80
Diploma/Technologist Programmes	460	17	483	18	490	20
TOTAL	19,850	13,549	17,185	13,988	18,048	14,683
Percentage	59%	41%	55%	45%	55%	45%
GRAND TOTAL	**30,521**		**31,173**		**32,911**[4]	

Source: TEVETA 2011

The Table below gives a brief summary of programme performance in the sector

Table 10: Sector Programme Performance - 2011

Programmes	Projects to be implemented	Target	Actual	Total Output Expected end of SNDP	% Completion
ECCDE and Primary (Basic) Education	Provision of Bursaries to OVC	18,000	20,932	30,000	
	Procurement of Textbooks	750,000 books	10,341	3,750,000	
	Recruitment of teachers	4,000	5,674	16,000	
Secondary (High) School Education	Provision of Bursaries to OVC	5,000	44,646	15,000	
	Procurement of Textbooks	200,000 books	9,965	1,000,000	
	Recruitment of teachers	2,000	2,517	11,000	
Teacher Education	Teacher Outputs	2,500	5,000	14,000	
	Upgrading of Colleges of Education to offering diploma and degree courses	2	3	2 universities established and 3 Colleges of Education upgraded	
Infrastructure Development	Construction of Universities	-	0	3 universities	
	Construction of Colleges of Education	-	0	2 Colleges of Education	
	Construction of Model ECCDE centres	-	0	9 Model ECCDE centres constructed	
	Construction of basic schools classrooms using community mode	2,000	0	10,000	
	Provision of water in rural and remote schools (Number of Boreholes and hand pumps)	50	236	250	

[4] Preliminary Statistics

Programmes	Projects to be implemented	Target	Actual	Total Output Expected end of SNDP	% Completion
	Construction of LSEN Assessment Centres	1	0	3	
	Construction of junior secondary schools using contractor mode	5	0	20	
	Construction and equipping of 20 Zonal Resource Centres	-	0	20	
	Construction of secondary schools using contractor mode	-	40	60	20 %
	Construction of schools for continuing education	2	0	10	
	Completion of secondary schools	26	43	46	75 %
	Construction of additional classrooms in existing secondary schools in rural areas by community mode	168	0	496	0%
	Construction of TEVET training institutions	2	3	10	40%
	Construction of TEVET Centres of Excellence	-		3	
	Rehabilitation of 150 secondary schools	5	1		
	Rehabilitation of TEVET Institutions	-			
	Rehabilitation of Schools of Continuing Education	3	1		
	Rehabilitation of furniture frames	20,000	0	100,000	
	Procurement of double seater desks	100,000	628,000	500,000	
	Procurement of single seater school desks	40,000	92,000	200,000	
	Construction of teachers' houses	200	0		
	Teachers upgraded to Diploma	15	0		
	Teachers upgraded to Degree level	10	8		80%
	Upgrading of TEVET Institutions to Universities	1	0	1	
	Number of TEVET institutions equipped with training equipment & books	7	7	7	20%
	Number of bursaries to marginalized groups (Special bursary)	1,000	500	1,000	50%

On the evidence of overall Sector performance, programmes related to primary education generally faired well compared to those related to tertiary education. Although the basis of education provision remained demand driven past emphasis on primary education created the impetus for a major focus on basic education, leading to partial neglect of both high and tertiary education, particularly the TEVET system and University education. During the latter part of the year, a refocus on post primary education was emphasized and whose momentum needs to be sustained. However, disparities created by the emphasis on basic education in the past require decisive intervention. The emphasis of budgetary allocations to primary education within the three tiers of education, for instance, was at the expense of skills development needed for accelerated national development. A reversal of this trend may be of the essence.

4.0 Millennium Development Goals

The Millennium Development Goals relevant to the sector are the achievement of universal access to quality primary education and gender equality to all levels of education by 2015. Statistics indicate that enrolments at primary school level increased by over 1.4 million learners from 1.6 million in 2000 to over 3 million in 2011. Out of which almost 50 percent or 1,506,280 were females. In terms of Net Enrolment Rate (NER) this represents 96 percent while the completion rate at grade 7 stood at 100 percent. This meant that 96 percent of all children eligible to be enrolled at this level were attending school and highly likely to complete the cycle at this level. It is, therefore, evident that Zambia remained on course to achieve the target of universal primary education by 2015.

Despite this impressive state of affairs challenges in terms of achieving gender equality at post primary education levels, where there are more males than females, still persist.

5.0 Management of the SNDP

Joint reporting of the sector after the amalgamation of the two Ministries responsible for education and skills development was a challenge. Delayed release of the Fast Track Initiative (FTI) funds amounting to U$30 million and Cooperating Partners' commitments of US$10 million led to scaling down of activities including infrastructure projects.

The large number of stakeholders in the sector and the imperative for consultations and coordination meant that the sector had to hold a lot of meetings and write multiple reports which raised transaction cost for the sector. These same competing demands and the other pressing matters that usually characterize election years caused the sector to fail to hold any Sector Advisory Group meetings in the year under review.

The main challenge faced with regard to infrastructure development was the capacity of contractors to deliver works according to the agreed contract periods.

6.0 Lessons Learnt

a) The multiplicity of stakeholders and the need to consult and coordinate raised the Sector's transaction cost,
b) Discrepancies between the statistics of various Government agencies tasked with collection of various population related data affected the quality of the Sector's key statistics,

7.0 Recommendations and Way Forward

a) Increase the budgetary allocation to the education and skills development sector to among other things address challenges in terms of quality and access to post primary school levels and skills training
b) Re-align and consolidate the Government reporting system to reduce on the need to produce multiple reports and the transactions costs that go with it.