

2022

EDUCATION BUDGET BRIEF

Dealing with new demands emanating from the 'education for all' policy

KEY MESSAGES AND RECOMMENDATIONS

1

The provision of free education from early childhood education to secondary school level affords an opportunity to millions of learners – especially the disadvantaged from low-income families – to access education. However, the continuing shortage of teachers and inadequate school infrastructure heightens the overcrowded nature of Zambian classrooms.

RECOMMENDATION:

Innovative financing mechanisms are required to augment the increased budget allocation to build more education facilities and recruit even more teachers. This includes having stronger links to the Constituency Development Fund (CDF) to enable the construction of extra classroom blocks and teachers' houses.

2

There has been a 31 percent nominal increase in the education budget in 2022. However, the budget allocated to education as a share of the total budget (10.4 percent in 2022) continues to decline and remains below international commitments.

RECOMMENDATION:

The Government needs to reverse this trend by, at the very minimum, maintaining the share of the allocation to education and prioritising education in budget decision-making processes, by spending the maximum available resources towards education.

3

As more children are being enrolled, poor education performance – partly exemplified by high levels of functionally illiterate and functionally innumerate learners at the primary school level – is a matter of concern that needs to be addressed.

RECOMMENDATION:

This calls for urgent attention and increased financial investments in improving pedagogical practices and facilities at the primary school level – and even earlier through Early Childhood Development – to ensure a better foundation for learning.

4

School closures due to the COVID-19 pandemic resulted in learning losses and, for over 1 million vulnerable children in the most deprived districts relying on the Home-Grown School Meals programme, led to learners being deprived of nutritious meals, a situation likely to affect their learning outcomes. To minimise disruptions, better preparedness is called for.

RECOMMENDATION:

In addition to regular school budgets, there is need for explicit education recovery strategies to be funded to ensure overall curriculum adaptations to ensure continued learning for students during the pandemic, targeted intensive accelerated learning programmes as well as designated and approved sites in communities where school meals could be served during school closures.

5

The composition of education spending, though still dominated by emoluments, has shifted towards transfers and subsidies to fund free education and creates room to spend on other education needs: purchase of textbooks, construction of classrooms and additional desks. These significant increases need to be protected by timely disbursement and effective budget execution processes.

RECOMMENDATION:

To improve execution rates, a thorough review of what causes low budget execution rates is warranted. This includes dealing with lengthy and administratively cumbersome disbursement processes.



INTRODUCTION

This Education Budget Brief explores the extent to which the Government of the Republic of Zambia (GRZ) will support the educational needs of the country in 2022.

The brief analyses the size and composition of budget allocations to the education sector for the fiscal year 2022, as well as spending trends for the past few years, in order to inform policy, strategies and legislation to tackle educational challenges compounded by the advent of the COVID-19 pandemic.

Education spending is not restricted to expenditures under the Ministry of Education.

Education spending includes agricultural training institutions such as the Zambia College of Agriculture under the Ministry of Agriculture, Zambia Institute of Animal Health under the Ministry of Fisheries and Livestock, and Chalimbana Local Government Training Institute under the Ministry of Local Government and Rural Development. Other education spending is under the Ministry of Youth and Sport, which funds youth resource centres, and Ministry of Community Development and Social Services' community skills development centres across the country.

OVERVIEW OF THE EDUCATION SECTOR

Education sector policies, strategies and programmes

The education sector's targets and priorities are articulated within the context of national and international targets. These include the Vision 2030, the 2022-2024 Medium-Term Budget Plan and the 2022 Budget, which provided the policy direction for the 8th National Development Plan and Sustainable Development Goal 4 to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The focus in the medium term is to increase access to education, improve the quality of education while promoting equal opportunities for girls, learners with disabilities and vulnerable children and youth.

The education sector has been realigned. To enhance service delivery, the Ministry of General Education and the Ministry of Higher Education have been realigned into one ministry – the Ministry of Education, as was the case before 2016. The newly-established Ministry of Technology and Science takes up the mandate of skills development, technology and innovation which were formerly under the Ministry of Higher Education.

Access will be increased through the extension of the Education For All policy and building of additional school infrastructure. The Government has extended the Education For All policy from primary education to early childhood education and secondary education. This implies that the Government will fully cover the cost of tuition, Parent Teachers Association fees from early childhood, primary to secondary education. In addition, examination fees for grade twelve have been abolished. The Government also plans to commence the construction of 120 secondary schools in 2022.

The quality of education will be enhanced through the planned recruitment of more teachers. The government plans to recruit 55,000 trained but unemployed teachers over the next five years, starting with 30,496 in 2022. This will not only reduce the unemployment backlog but will also improve education quality by reducing the pupil-teacher ratios. The government has prioritised the recruitment of primary school teachers. Of those recruited, 25,736 (84 percent) are primary school teachers; this is followed by 2,694 or 9 percent secondary school teachers and 2,066 or 8 percent ECE teachers.

Government plans to promote equitable opportunities for girls, learners with disabilities and vulnerable children and youth. To promote equitable opportunities for quality education the government will continue expanding the Keeping Girls in School programme to address challenges that the girl child faces, such as walking long distances to school, early marriage, menstrual hygiene management and unwanted pregnancy. In 2022, the Government has introduced a bursary scheme for vulnerable learners in secondary schools, as well as skills development for vulnerable youth. The determination of eligible candidates for the bursary has been decentralized and will be done through the Constituency Development Fund, administered through the Ministry of Local Government and Rural Development.

Enriching requisite skills for the labour market will be achieved through the reorganisation of the legal and policy frameworks. The Government aims to enrich development of requisite skills for the labour market through the re-organisation of the legal framework and implementation of the Technical Education, Vocational and Entrepreneurship Training (TEVET) policy launched in 2020, that gives new focus towards skill building through enhanced access to quality skills training and equity. The Government will also prioritise the implementation of the Entrepreneurship Development Strategy as well as enhance the collaboration between TEVET, the private sector, and other key stakeholders as the major players in entrepreneurship development.

Education Sector Performance

This section reviews the education sector performance in 2021, and particularly focuses on the programme outputs outlined in the 2022 Estimates of Revenue and Expenditure ("Yellow Book").

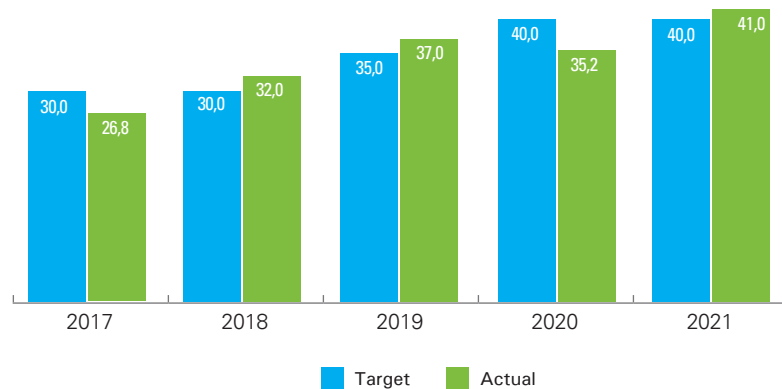
Only 40 percent of Grade 1 entrants who were enrolled in 2021 had pre-school experience. This implies that 3 out of 5 children did not attend Early Child Education (ECE) and the children are likely to miss out on a critical early learning opportunity. Inequalities are likely to arise as a result of some children benefitting from ECE while others will enter primary education without this important boost to their learning potential. Nonetheless, in the last five years, there has been an improvement in the percentage of grade one entrants with ECE experiences with an increase from 26.8 percent in 2017 to 41.0 percent in 2021. Figure 1 shows the target and actual percentage distribution of Grade 1 entrants during 2017-2021.



KEY TAKEAWAYS

- The extension of free education to the ECE level is a great opportunity to increase the percentage of Grade 1 entrants with pre-school experience from the current 40 percent.
- As enrolment increases due to free education, the low numeracy and literacy skills levels of learners at Grade 1 and 4 levels calls for a review of pedagogical practices to determine and address the reasons for the low literacy and numeracy levels.
- The learning losses experienced as a result of closures due to the COVID-19 pandemic and the disruption of the school meals programme could have long term adverse effects that disproportionately fall on disadvantaged learners from low income families.

Figure 1: Percentage of Grade 1 entrants with ECE experience, 2017 - 2021

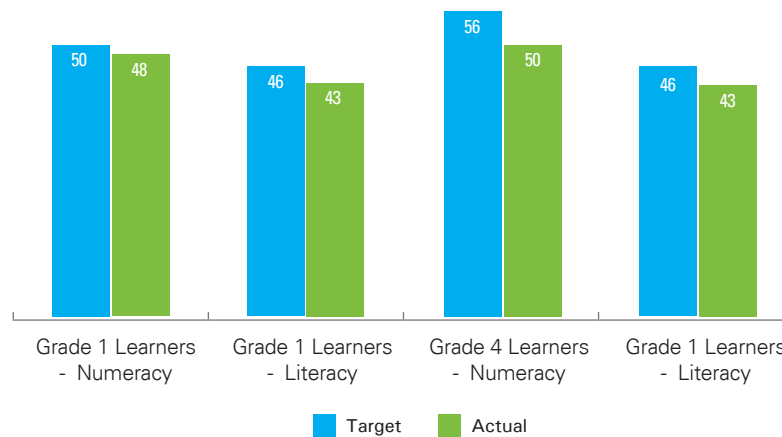


Source: Constructed from Ministry of Finance: Annual Economic Report, 2020; and Estimates of Revenue and Expenditure ("Yellow Book"), 2022

Basic literacy skills are a learner’s gateway to success in school and beyond.

Reading is a necessary prerequisite for learning in other subjects. Therefore, children who are unable to read in the early grades are more likely to fall behind across academic domains over time, which will be evidenced by repeating grades and eventually dropping out of school. The proportion of the numeracy of the learners in both Grade 1 and 4 in 2021 stood at 48 and 50 percent, respectively. Literacy rates were lower, at 43 percent in each of the two grades. Figure 2 shows the proportion of learners with the targeted and actual competencies in literacy and numeracy.

Figure 2: Proportion of learners with required competence in numeracy and literacy at their respective levels



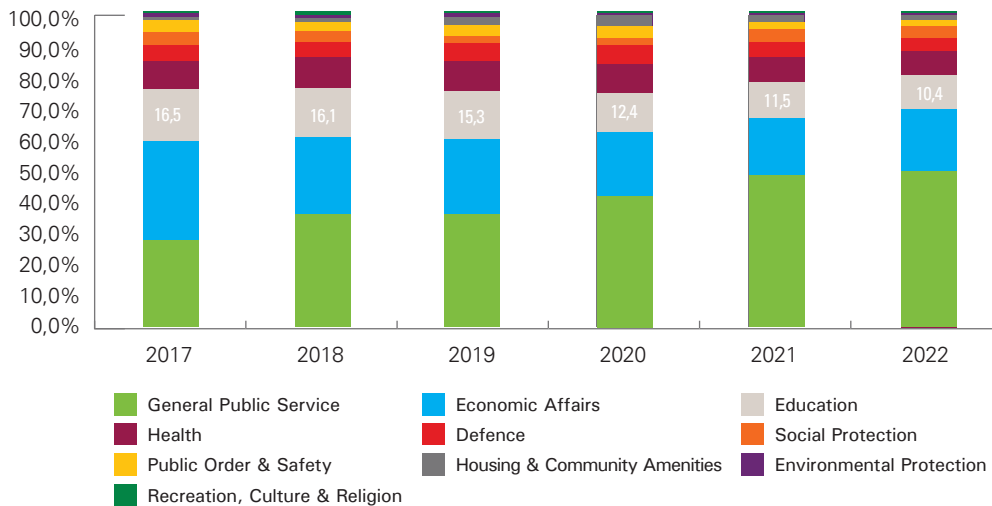
Source: Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2022

On account of the increasing number of COVID-19 cases and deaths, there were disruptions to the school calendar in 2021. The Ministry of Education announced a two-week delay in the opening of the 2021 school year. Further, during the third wave of the COVID-19 pandemic, the authorities ordered the shutdown of primary and secondary schools for 21 days in mid-June 2021, and institutions of higher learning were only permitted to offer online classes. This was further extended with only examination classes allowed to open in August 2021. During the fourth wave of the pandemic in December 2021, schools closed one week earlier than planned which rescheduled, by two weeks, the opening of schools for the 2022 school calendar year. The disruptions to the school calendar in 2021 resulted in learning losses. For schools that administer the Home-Grown School Meals programme, over 1 million learners were deprived of nutritious meals, a situation likely to affect learning outcomes.

SIZE AND SPENDING TRENDS

The education budget has been increased by nearly one-third in 2022. Expressed in current prices, government expenditure on education is projected to grow from K13.8 billion in 2021 to K18.0 billion in 2022, an increase of 31.2 percent. The increase is largely driven by the unprecedented recruitment of 30,000 teachers and the construction of new schools¹. The allocation of the budget to education is the third largest expenditure function after General Public Services and Economic Affairs (Figure 3). However, given its importance, this allocation is still low.

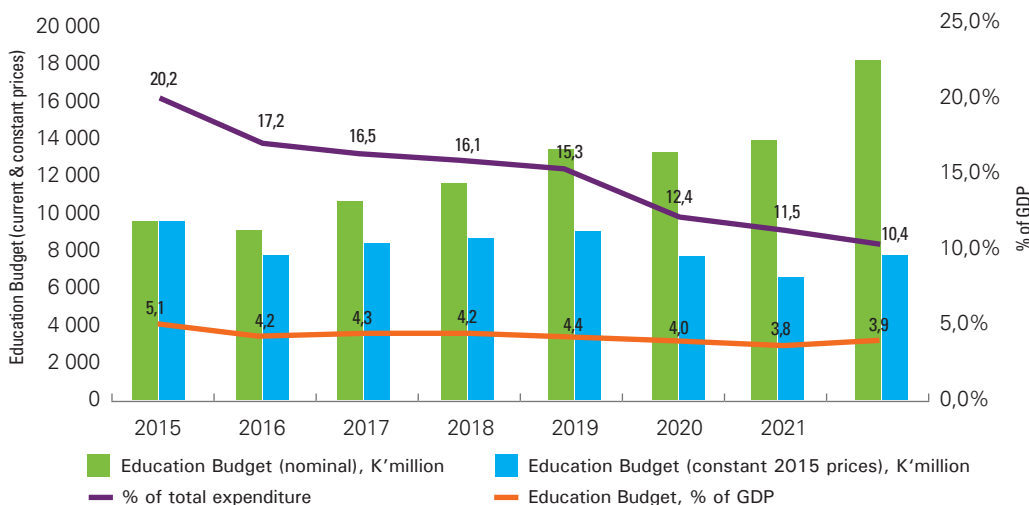
Figure 3: Expenditure by function showing position of education spending, 2017-2022



Source: Constructed from Ministry of Finance Annual Budget Speeches, 2017-2022

As a percentage of GDP and in real terms, the education budget is projected to increase in 2022. Education spending is expected to marginally increase to 3.9 percent in 2022 from 3.8 percent in 2021. At constant 2015 prices, the education budget is also expected to increase by 17 percent from K6.6 billion in 2021 to K7.7 billion in 2022² (Figure 4).

Figure 4: Trend of Public Education Expenditure Budget, 2015-2022



Source: Constructed from Ministry of Finance Annual Budget Speeches, 2017-2022; Zambia Statistics Agency, Consumer Price Index, and author's own estimates

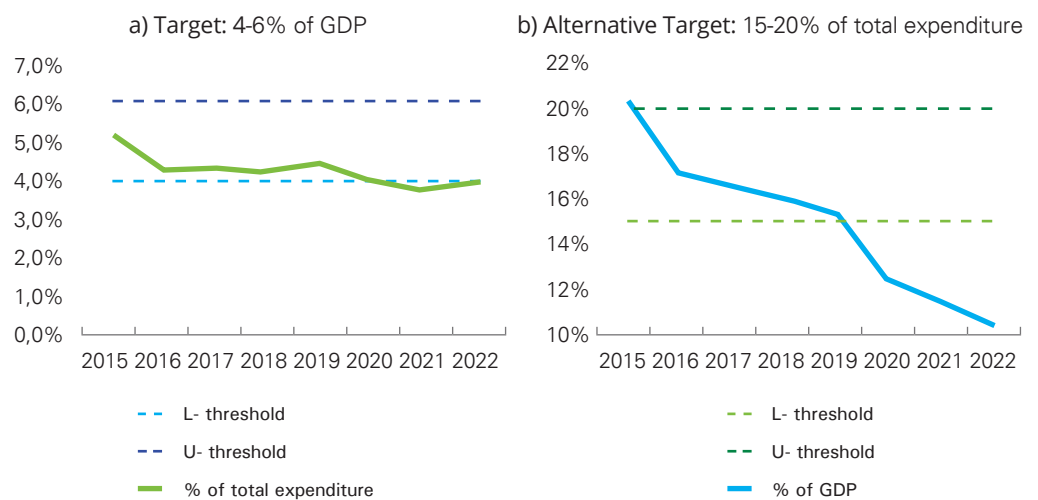
¹ This allocation does not include the 20% of the CDF budget earmarked for bursaries for secondary schools and skills development.

² The constant price estimate for 2022 is based on the Bank of Zambia Monetary Policy Committee projection of 12.5 percent average inflation in 2022 (Source: Bank of Zambia, Monetary Policy Statement, May 16-17, 2022)

However, as a share of the total budget, funding for education has continued to decline. Despite education consistently being among the top three expenditure allocations by function, the share of the budget allocated to education has steadily declined from 16.5 percent in 2017 to 11.5 percent in 2021 and to 10.4 percent in 2022.

The allocation to education is still below the recommended global commitments. Under the Education 2030 Incheon Declaration and Framework for Action, a global plan agreed by countries in 2015 for the implementation of SDG 4, countries pledged to spend 4-6 percent of GDP, or 15-20 percent of the total budget, on education. With spending at 3.9 percent of GDP and 10.4 percent of the total budget, Zambia’s education budget remains below the lower threshold of the Incheon benchmark (Figure 5).

Figure 5: Incheon declaration threshold versus level of expenditure, Zambia, 2017-2021



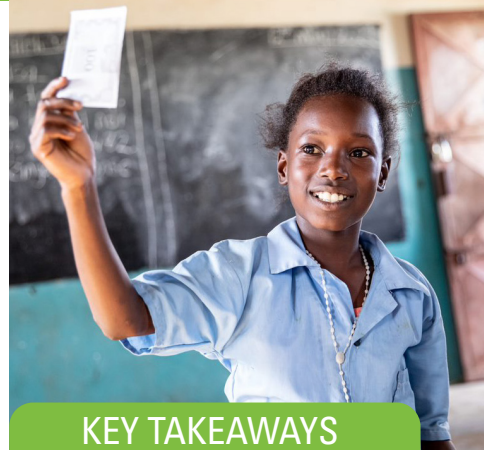
Source: Illustration based on the Incheon Declaration thresholds and Zambian education budget

Adequacy of budget

Abolishing school fees creates a financing gap that will have to be met by the Government itself, hence requiring timely and regular disbursements of grants to schools.

While the move to provide free education is welcome, the loss in income from tuition fees and PTA contributions implies that schools will now be wholly dependent on the Government for meeting most non-wage expenditures. Schools will have to rely on disbursements of grants from the Government, as opposed to the previous situation in which school fees were directly collected from learners and monies were readily available for use. In order to mitigate poor budget execution and ensure school operations are not compromised, grants commitments must be fully met and disbursed in a timely manner.

The Government’s plan to build 120 secondary schools will greatly contribute to improving access to education. There are currently about 9,000 primary schools against 1,000 secondary schools, translating to nine primary schools for every one secondary school (Text Box I provides more details). These new schools will need to be adequately resourced with school teachers and equipment.



KEY TAKEAWAYS

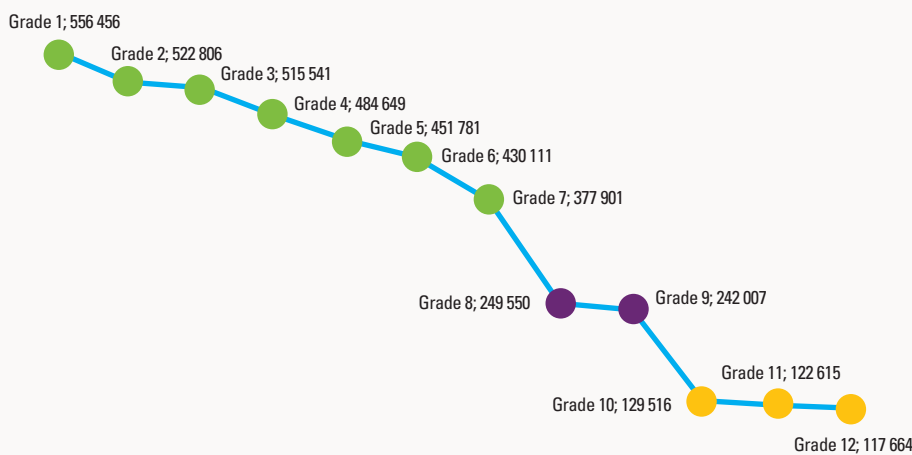
- The education budget has been increased by nearly a third to meet additional needs of the provision of free education, but significant resources are still required.

THE QUEST FOR MORE SCHOOLS

According to the 2018 Educational Statistics Bulletin, substantial declines in enrolment are evident across most grades, but especially after the examinations in Grade 7 and again in Grade 9. Enrolment decreased by about 6 percent across primary grades, and then falls by 34 percent between Grade 7 and Grade 8, and by a further 46 percent between Grade 9 and Grade 10. The numbers in Grade 8 are around 128,000 less than those in Grade 7, and Grade 10 enrolment is around 112,000 less than in Grade 9. The examinations at Grade 7 and Grade 9 prevent progression to higher grades, and increase grade repetition. Given that enrolment patterns across grades change fairly slowly over the years (averaging 1.8 percent per annum during 2013-2018), this is a fairly good approximation of drop-outs among those grades.

Another constraining factor is the limited number of schools offering subsequent higher grades. The planned construction of 120 secondary schools will increase access to secondary school education and reduce the declines in enrolment at Grade 8 and Grade 10. But significant investments over the medium- to long-term are required to bridge the gap.

Figure 6: Enrolment of learners across grades, 2018



Source: Constructed from Ministry of Education – Education Statistics Bulletin, 2018

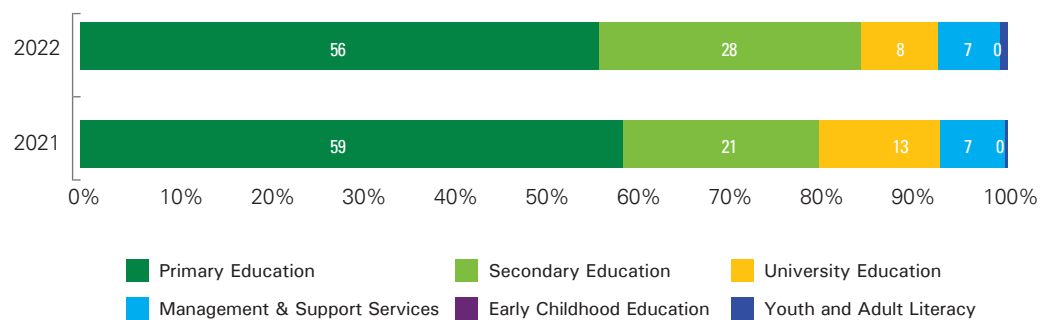
The recruitment of 30,000 teachers in 2022 will help alleviate the challenge of teachers that have been stretched due to teacher shortages and the burden of the high number of children that have returned to school due to the Education For All policy. Significant financial resources are still required to not only meet the emoluments but also housing, requisite school materials and other amenities for teachers.

COMPOSITION OF EDUCATION SPENDING

Spending by education programme

More than half of the education budget is allocated to primary education. Primary education accounts for more learners than any other level of education. In 2018, over 3.3 million learners were enrolled in primary school compared to 860,000 enrolled in secondary school, about 250,000 ECE learners and just under 50,000 enrolled in tertiary education³. In 2022, primary education accounted for 56 percent of fund allocated towards education. On the other hand, secondary education accounts for 28 percent of the education budget allocation, tertiary education allocated 8 percent and ECE less than 1 percent.

Figure 7: Composition of education budget by programme, 2021-2022

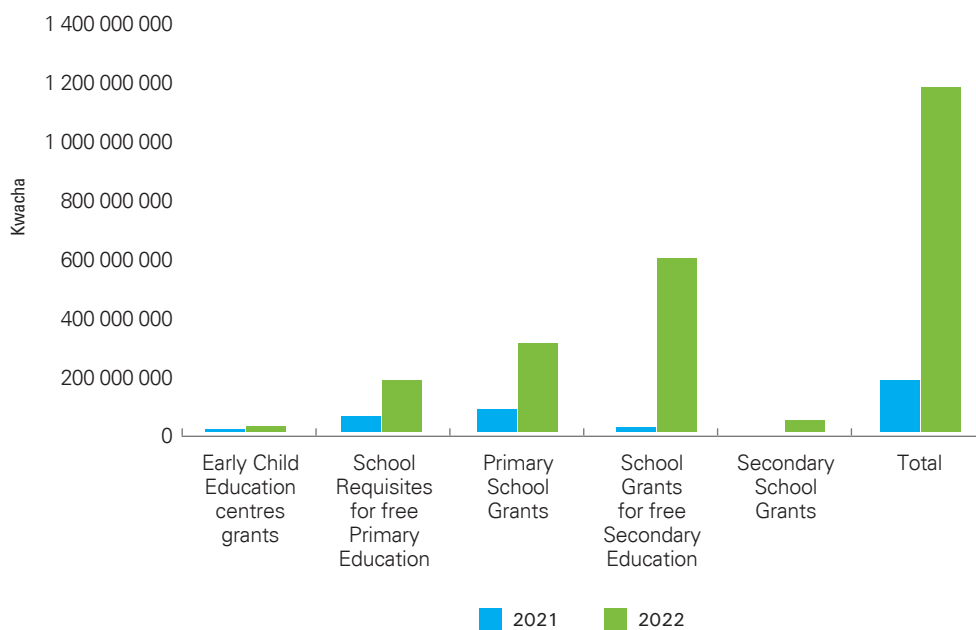


Source: Constructed from Ministry of Finance: Estimates of Revenue and Expenditure (“Yellow Book”), 2022

Grants to schools have been increased to support the provision of free education. As part of the provision of the Education For All policy, the Government abolished all tuition, examination and Parent Teacher Association (PTA) fees charged in public early childhood education, primary and secondary schools. To cover the loss in income from fees, the grants to schools have been increased six-fold from K186 million to K1.2 billion. The largest allocation (K592.2 million) is earmarked for school grants for secondary education; it is also the largest increase from 2021.



³ Source: Ministry of General Education 2018 Education Statistics Bulletin. With no direct estimate of ECE learners, the ECE estimate is based on percentage of Grade 1 entrants with pre-school experience.

Figure 8: Grants to schools by education level and total, 2021 & 2022

Source: Constructed from Ministry of Finance: Estimates of Revenue and Expenditure (“Yellow Book”), 2022

The skills development and science, technology and innovation component of education has been aligned to the newly created Ministry of Technology and Science. In previous years, this component was allocated under the Ministry of Higher Education. In 2022, a total of K716 million will be spent on science research and development, information communications technology (ICT) development, skills development and technology and innovation.

Secondary school bursaries are to be delivered through local governance structures. Two key pronouncements made in the 2022 budget speech was the introduction of free education and an increase in the Constituency Development Fund by more than 1500 percent. In 2022, K792 million has been allocated under the CDF to provide bursaries for vulnerable children in secondary boarding schools and for skills development.

Education budget by economic classification

While the education budget continues to be dominated by personal emoluments, there has been a significant increase in the budget for transfers and subsidies. Personal emoluments account for two-thirds of the 2022 education budget, down from three-quarters of the budget⁴. Due to the Free Education policy, there has been a significant increase in transfers and subsidies, accounting for 27.1 percent of the total education expenditure compared to 19.9 percent in 2021. Aside from the grants outlined earlier in Table 1, there have been significant increases in the Keeping Girls in School programme from K144 million in 2021 to K237 million in 2022; and K30 million has been allocated to the provision of sanitary towels to increase girls’ access.

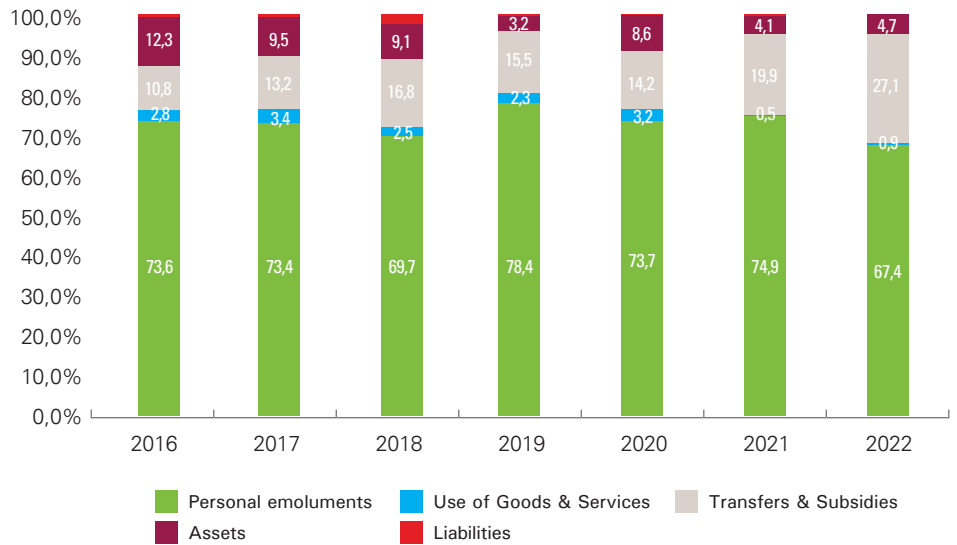
⁴ It should be noted that the personal emoluments figure for 2022 does not include emoluments for the planned recruitment of 30,000 teachers. These are accounted for under Head 99 Programme 3462 Centralised Holding Vote.



KEY TAKEAWAYS

- The significant boost in grants to enable the provision of education under the Education For All policy will bridge the funding gaps from loss of income from households.
- The increased allocation to capital expenditure for the building of ECE centres, rehabilitation of primary schools and the operationalization of secondary schools will help to address issues of access.

Figure 9: Education budget (Ministry of General Education & Ministry of Higher Education only) by economic classification, 2016-2022*

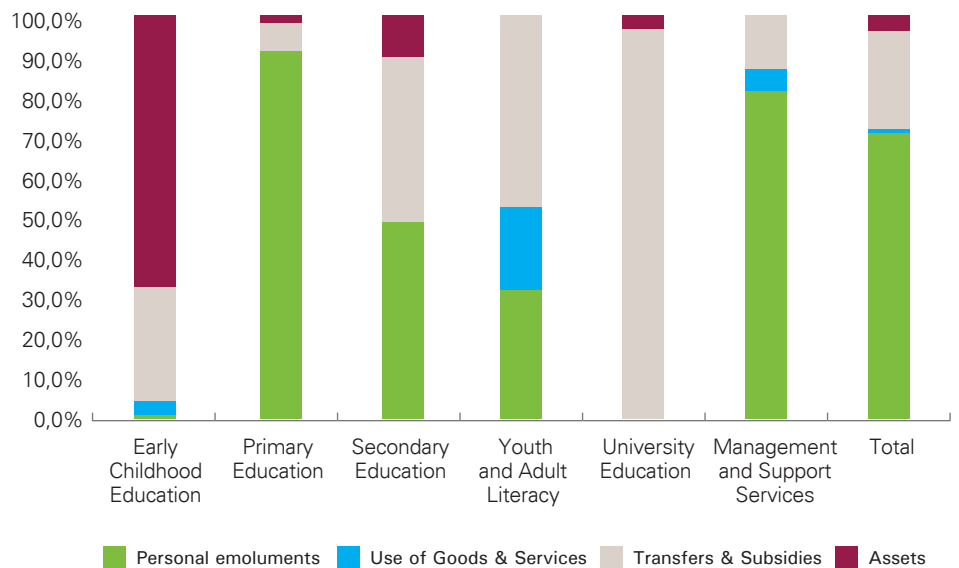


Source: Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2016-2022

*2022 Combines the allocations to Ministry of Education and the Ministry of Technology & Science

Under the Capital Expenditure budget (acquisition of non-financial assets), the construction of ECE centres, rehabilitation and operationalisation of schools has been prioritized. Under early education, 68 percent (or K69.5 million) of the ECE budget is allocated to the establishment of 270 ECE centres. A total of K130 million has been allocated towards the rehabilitation of schools and school equipment in primary schools, while K377 million in 2022 from K21.8 million in 2021 has been allocated to make secondary schools operational.

Figure 10: Education Budget (Ministry Education only) by Programme and Economic Classification (Million Kwacha), 2022

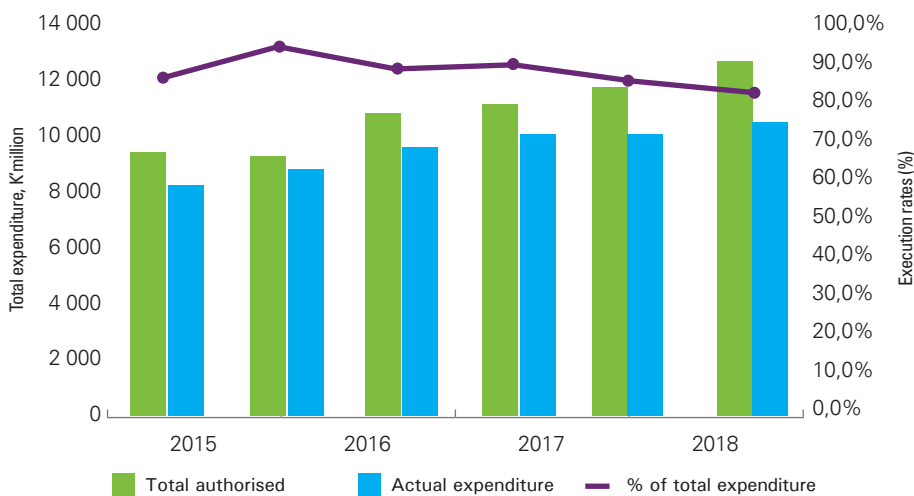


Source: Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2022

BUDGET CREDIBILITY AND EXECUTION

The execution rates, defined as the share of actual spending to the total authorized budget provision, have been on the decline. The execution rate declined to 82.9 percent in 2020 from 85.8 percent in 2019. The decline in the execution rate was largely due to the lower than planned spending in university education, primary and secondary education, in that order. Against authorised expenditure of K2.1 billion for university education, only K1.2 billion was actually spent. Under primary education, K666 million less than the authorised expenditure of K7.0 billion was actually spent, while K452 million of the authorised secondary education expenditure was not spent.

Figure 11: Total authorised budget, actual expenditure and execution rates, 2015-2018



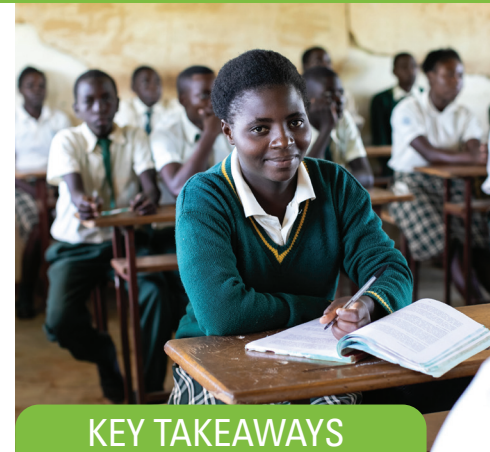
Source: Constructed from Ministry of Finance Annual Financial Reports

The execution rates for ECE have been persistently low. Execution rates between 2015 and 2020 averaged 25.4 percent - the lowest across all other programmes in the education budget. During the same period, execution rates for primary and secondary education averaged 95.1 percent and 80.4 percent, respectively.

Table 1: Decomposed execution rates by programme, 2015-2020

	2015	2016	2017	2018	2019	2020	AVERAGE
Early Childhood Education	18.4%	16.4%	3.8%	16.5%	19.8%	77.3%	25.4%
Primary Education	94.2%	99.3%	97.4%	96.1%	93.2%	90.5%	95.1%
Secondary Education	75.1%	82.9%	89.3%	82.3%	71.4%	81.3%	80.4%
University Education	0.0%	46.3%	58.0%	49.4%	46.7%	70.5%	45.1%
Youth and Adult Literacy	76.7%	99.9%	94.7%	97.2%	87.2%	55.3%	85.2%
Skills Development	88.7%	85.2%	46.7%	54.9%	66.3%	95.3%	72.9%
Science, Technology and Innovation	65.2%	80.7%	67.6%	64.1%	65.7%	74.2%	69.6%
Management and Support Services	86.7%	89.5%	42.5%	82.5%	72.8%	89.9%	77.3%
Total	86.4%	94.5%	88.6%	90.2%	85.8%	82.9%	88.1%

Source: Constructed from Ministry of Finance Annual Financial Reports



KEY TAKEAWAYS

- Budget credibility remains a challenge due to declining execution rates and limits the country's ability to improve education performance and outcomes.
- Left unaddressed, it is likely to erode the good intentions of the provision of free education.

FINANCING OF THE EDUCATION BUDGET

Sources of financing

The main sources of public funds for education are financing from the Government, non-governmental organisations, cooperating partners, and private funding. At the institutional level, user fees and other income are also raised to finance education. These include tuition fees, proceeds from own production and various other charges and sources of income.

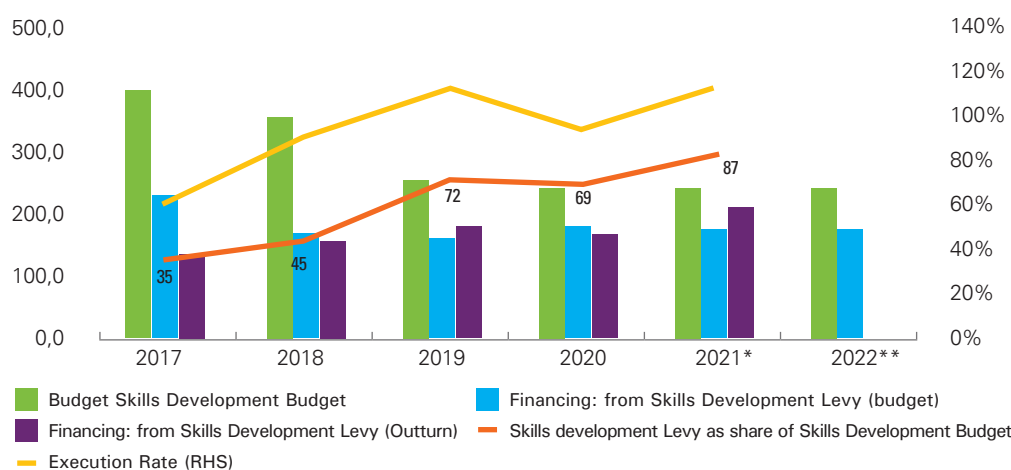
Government financing has significantly increased in 2022. Following the abolition of several fees and charges, in line with the Government's policy to offer free education from pre-primary to secondary education levels, the Government has increasingly taken up a higher share of education financing in 2022. Of the budget allocated to the Ministry of Education in 2022, the Government is expected to fund 94 percent. This is an increase from 90 percent in 2021. Direct budget support in 2022 by cooperating partners amounts to K837 million through a loan by the World Bank to support secondary school education.

Table 2: Financing of the Education Budget in 2021 and 2022 by Government and Cooperating Partners

	2021	2022
Secondary education provision	2,522,656,977	3,578,948,916
Donor - World Bank	744,000,000	837,128,532
Government	1,778,656,977	2,741,820,384
University Infrastructure development	496,812,494	32,300,000
Donor - Industrial Commercial Bank of China	472,937,500	0
Government	23,874,994	32,300,000
Other expenditure	9,021,666,783	10,562,147,186
TOTAL MINISTRY	12,041,136,254	14,173,396,102
Total Government	10,824,198,754	13,336,267,570
Percent Share Government	90%	94%

Source: Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2021 and 2022

Figure 12: Financing skills development through the Skills Development Levy



Source: Constructed from Ministry of Finance Yellow Books and Fiscal Tables; (*) Outturn for 2021 is a preliminary estimate based on data up to October 2021; (**) Overall budget for skills development and budget for financing from skills development levy is from the 2022 Yellow Book.

With the Government taking up a larger share of the education budget, and to ensure sustainable financing of education, more innovative financing mechanisms such as the Skills Development Levy are needed. The share of the ring-fenced Skills Development levy out of the total Skills Development budget has been on the increase. It accounted for 87 percent of the entire Skills Development budget in 2021 compared to 69 percent in 2020. An innovative method of financing Skills Development, it is obtained from 0.5 percent of formal sector employers' monthly payroll. With an execution rate averaging 95 percent during 2017-2021, the levy has ensured steady and sustainable funding for skills development since 2017.

Cooperating partners will also provide significant education financing in 2022. Key among the projects to be financed by cooperating partners are the World Bank financed Zambia Enhancement of Early Learning (ZEEL) project, the Zambia Education Enhancement Project (ZEEP)⁵, and the Keeping Girls in School bursary under the Girls Education and Women's Empowerment (GEWEL) project.

The **ZEEL project** is a US\$38-45 million project supported by the World Bank under the Global Partnership for Education (GPE). Commencing in 2022, it is expected to be implemented until June 2025. It is the first-ever externally-funded intervention in the ECE subsector that will be directly implemented by the Ministry of Education. The project's main objective is to improve access for children of 3-6 years of age to quality early childhood services in 30 targeted districts across the 10 provinces of Zambia. The project has four main components: (i) improving equitable access to early childhood education; (ii) implementing early childhood education quality standards; (iii) enhancing delivery of quality early learning and care; and (iv) system strengthening, project management, monitoring and evaluation, and communication⁶.

The **ZEEP project** is a US\$60 million IDA-funded project which became effective in 2018, and is expected to run up to December 2025. ZEEP is structured around three closely related components: (i) improving the quality of teaching and learning through the strengthening of teacher training systems and improving textbook availability; (ii) increasing equitable access to secondary education through additional classrooms and facilities; and (iii) enhancing the planning, monitoring and evaluation capacity and project coordination of the Ministry of General Education^{7,8}. As of 31st January 2022, US\$36.47 million has been disbursed⁹. As in 2021, K600 million is planned to be spent in 2022.

GEWEL project: In July 2020, the Zambian Government and the World Bank signed a credit agreement for additional financing to support the Girls Education and Women's Empowerment (GEWEL) Project. The additional financing supports, among other things, access to secondary education for disadvantaged adolescent girls in extremely poor households in selected districts. This financing includes a \$142 million credit from the International Development Association (IDA) and \$35 million in co-financing grants from the UK Department for International Development and the Swedish International Development Association, which are jointly funding the program under a World Bank-administered multi-donor trust fund. This support augments the existing GEWEL Project, worth \$65 million, which was approved in 2015. The GEWEL Project has supported more than 28,000 girls from poor households by covering their secondary school costs through the Keeping Girls in School bursary initiative¹⁰. In 2022, the KGS budget has been increased by 64.7 percent to K237.1 million in 2022 from K144 million in 2021.



KEY TAKEAWAYS

- Given the medium-to long-term nature of the plans put in place in 2022 (provision of free education, recruitment of teachers, building of schools), significant financial resources are required to ensure sustainability.

⁵ <https://projects.worldbank.org/en/projects-operations/project-detail/P174012>

⁶ Ministry of General Education (2021). *Stakeholder Engagement Plan – Zambia Enhancement of Early Learning Project (ZEEL) P174012, July 2021*

⁷ <http://documents1.worldbank.org/curated/ar/613441588692336203/pdf/Zambia-Education-Enhancement-Project-Additional-Financing.pdf>

⁸ Ministry of General Education, Zambia Education Enhancement Project (ZEEP) Brief: https://www.moge.gov.zm/?page_id=5439

⁹ <https://projects.worldbank.org/en/projects-operations/project-detail/P158570>

¹⁰ <https://www.worldbank.org/en/news/press-release/2020/07/28/world-bank-continuous-support-to-empower-zambias-women-girls-and-the-poorest-households>

KEY POLICY ISSUES

The Education For All policy is a game-changer for the education sector in Zambia as it affords millions of school-going children to access education, but it also creates challenges. As has been established, a large share of public sector budgets for primary and secondary school education goes toward teacher salaries, with insufficient funds remaining for inputs such as textbooks, teacher training, and developing school management that would improve the quality of education.

The measures put in place to support the Education For All policy require significant financial investments. It is therefore critical that the Government explores new approaches to financing education not only to increase enrolment, but also to improve the quality of education provided. While savings from the removal of energy subsidies will provide additional financing, more resources are required, including additional supports for vulnerable learners through the CDF.

The CDF offers an opportunity for better collaboration and coordination between the Ministry of Education and the Ministry of Local Government and Rural Development. Given the enormous requirements for the education sector, especially as a result of the Education For All policy, there has to be a deliberate link between the CDF and the education sector. Just as funds are specifically earmarked for bursaries (20 percent) and youth and women empowerment programmes (20 percent), the Ministry of Education and its counterpart – the Ministry of Local Government and Rural Development – need to explore ways to have synergies between the CDF and the education sector by possibly earmarking a specified amount to meet education needs at community level, including the construction of new classrooms and teachers' houses.

Given the increased enrolment as a result of the Education For All policy, another issue that needs to be dealt with is menstrual hygiene for teenage girls. Menstrual Hygiene Management is about the provision of gender-sensitive facilities and infrastructure which will enable girls learn in dignity, safety and comfort. Girls need to be equipped with information, support, and enabling school environment for managing menstruation. The Government has provided a budget for reusable free sanitary pads for school-going girls. This will ensure equity of access so that girls are not left behind.

Zambia

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