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*Zambia*

# EDUCATION 2025 BUDGET BRIEF

## KEY MESSAGES AND RECOMMENDATIONS

### Key Messages

**1** Adequate investment in education is essential for delivering quality and equitable learning outcomes. To meet international commitments under the Incheon Framework, the Government should aim to allocate at least 15–20% of total public expenditure and 4–6% of GDP to education, with Early Childhood Education (ECE) integrated as a core priority and its budget share increased to expand access and improve foundational learning outcomes.

### Recommendation

The Government should progressively increase overall education financing to meet Incheon Framework targets while deliberately raising the share of resources allocated to ECE, ensuring all learners, from the earliest stage, have access to quality education.

**2** The education budget remains heavily weighted towards emoluments, even as allocations for infrastructure and capital assets increase. This imbalance makes it difficult to meet urgent needs for classrooms, rehabilitation, and learning materials.

### Recommendation

Gradually rebalance spending from emoluments to capital investment and essential learning resources. Prioritizing classroom construction, rehabilitation, and teaching materials will enhance education quality.

**3** The 2025 education budget continues to prioritize primary education, which receives over half of the total allocation, while Early Childhood Education (ECE) remains significantly underfunded at just 2.5%, far below the recommended 10%. Secondary education is gaining attention through curriculum reforms, school construction, and gender-focused programmes.

### Recommendation

Gradually increase allocations to ECE toward the recommended 10%, while maintaining support for primary education. Strengthening ECE will improve foundational learning and long-term education outcomes.

**4** Successful implementation of the new Zambia Education Curriculum requires adequate funding for teacher training, teaching and learning materials, and other essential resources. Teacher capacity is central to delivering curriculum reforms and improving learning outcomes across all levels.

### Recommendation

The Government should ensure dedicated and timely financing for curriculum rollout, including continuous professional development for teachers and provision of teaching and learning materials, to enable effective delivery of the new curriculum.

5 Strategic partnerships with development partners can maximize resources and support Zambia's education priorities. Donor contributions need to be aligned with national strategies to improve access, equity, and quality in education.

## Recommendation



The Government should strengthen coordination with development partners to integrate donor support into national education strategies, ensuring alignment with Zambia's long-term goals and efficient use of resources.

# INTRODUCTION

**The 2025 Education Budget Brief emphasises the Government's commitment to advancing the education sector and achieving critical policy objectives.** It analyses expenditure trends and resource allocation across all educational levels, while assessing Zambia's progress in meeting international education commitments. A principal component of the 2025 budget is the phased implementation of the new Zambia Education Curriculum, scheduled for full deployment over four years to ensure a smooth and coordinated transition at every level of the system.

**Education spending is not restricted to expenditures under the Ministry of General Education and the Ministry of Higher Education.** While the two ministries account for over 95 percent of the total education expenditure, other 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. 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 dotted across the country.

**The 2025 budget builds upon policy modifications, including the extension of Free Education to Grade 12, which has resulted in substantial increases in enrollment at both primary and secondary levels.** While this expansion has enhanced access, it has concurrently exerted considerable pressure on classroom infrastructure, teacher recruitment, and the provision of learning materials. Furthermore, Zambia continues to be vulnerable to fluctuations in donor funding, with recent reductions in aid posing a threat to the continuity of literacy initiatives and the maintenance of critical education data systems.

# OVERVIEW OF THE EDUCATION SECTOR

**Zambia's education system has been under pressure from the surge in enrolments following the extension of the education for all policy.** To support this, the Government has recruited over 35,000 teachers and expanded grants to schools between 2022 and 2025. However, infrastructure backlogs remain severe: pupil–teacher ratios, though improving, are still high, while the number of secondary schools is insufficient compared to demand. The government continues to invest in constructing new secondary schools and Early Childhood Education (ECE) centres, but progress is limited by constrained fiscal space.

# PERFORMANCE OF THE EDUCATION SECTOR

**In 2022, the Government implemented the Education for All policy, encompassing learners from pre-school to secondary level, making education free up to Grade 12.** This initiative resulted in the abolition of tuition fees, Parent-Teacher Association (PTA) charges, and examination fees for students from pre-school through secondary school, consequently enhancing access to education. As a result, enrolment figures have increased markedly across all grade levels, rising from 5.0 million in 2021 to 6.5 million by the end of 2024[1].

1 Ministry of Education (2024). Statistical Bulletin 2024. Lusaka: Government of the Republic of Zambia.

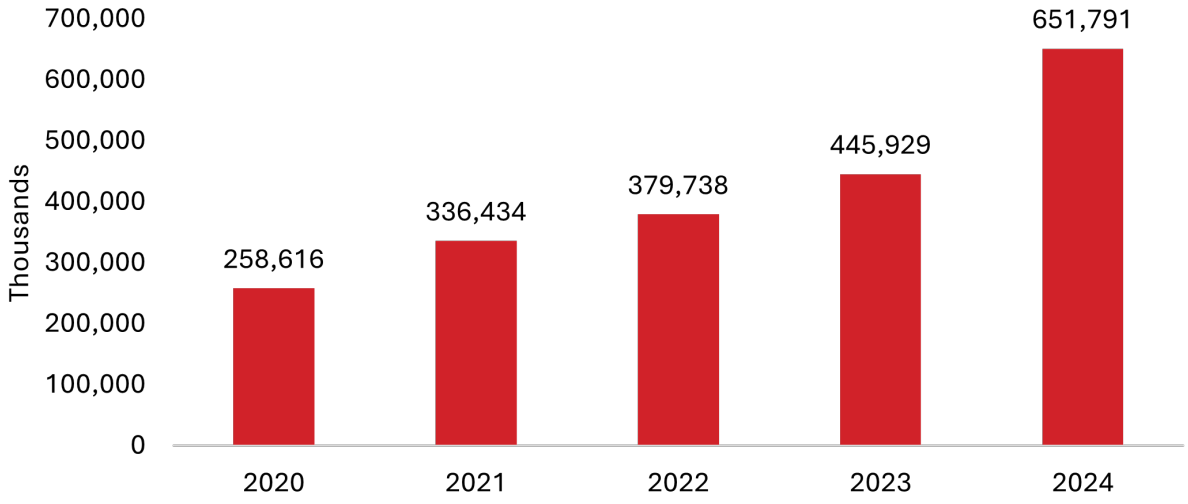
**To facilitate broader access to inclusive education, the Government has increased its investments in educational infrastructure.** Currently, 317 secondary schools are under construction nationwide, with 151 already completed and the remaining 166 expected to be finalised by 2025. Furthermore, 480 early childhood education centres are slated for completion by the end of 2025.

**The quality of education has been enhanced by increasing teacher-pupil contact time through the recruitment of additional educators and non-teaching personnel.** Since 2021, the Government has employed 39,250 personnel. Of these, 30,495 teachers were recruited in 2022, followed by 4,500 in 2023, and 4,200 teachers, along with 1,200 non-teaching staff, in 2024. For 2025, the Government intends to recruit 2,000 teachers to accommodate the growing student population. This ongoing recruitment initiative has led to a significant reduction in the teacher-pupil ratio, from an average of 1:60 in 2022 to 1:51 in 2024.

**The promotion of lifelong learning, entrepreneurship, and industry-relevant skills is being advanced through the implementation of the new Zambia education curriculum.** Significant reforms within this curriculum include reducing Early Childhood Education from 4 to 3 years and Primary Education from 7 to 6 years. Additionally, the entry age for Grade 1 has been reduced from 7 to 6 years. At the secondary level, the duration of education has been increased from five to six years with the introduction of Advanced Level (A-Level) studies, while the length of degree programmes has been shortened from four to three years. These reforms are designed to strengthen Zambia's educational framework and ensure better alignment with international standards.

**Early childhood education (ECE) in Zambia is expanding but remains underfunded and uneven.** Enrolments grew strongly, rising by more than 46.0% from 445,929 in 2023 to 651,791 in 2024, reflecting government efforts through the Zambia Enhancing Early Learning (ZEEL) project and increased recognition of the importance of early learning (Figure 1). Yet ECE still accounts for only 10.0% of total enrolments and receives just 2.5% of the 2025 education budget, far below the international benchmark of 10%. Access challenges are pronounced in rural areas, where shortages of classrooms, trained teachers, and learning materials persist. Quality also remains a concern, with many centres operating within primary schools, lacking dedicated facilities and limited teacher preparation for the early years. Although more Grade 1 learners now enter school with prior ECE experience, sustained investment will be critical to expand equitable access, raise quality, and strengthen ECE's contribution to long-term learning outcomes.

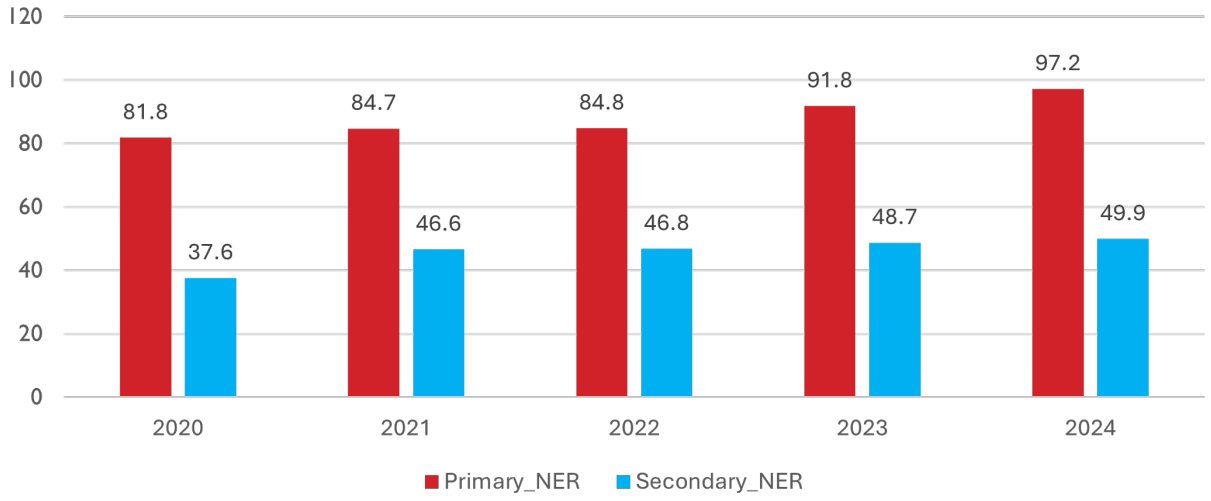
***Figure 1:*** *Early Childhood Enrolments, 2020-2024*




***Source:*** *Education Statistics Bulletins*

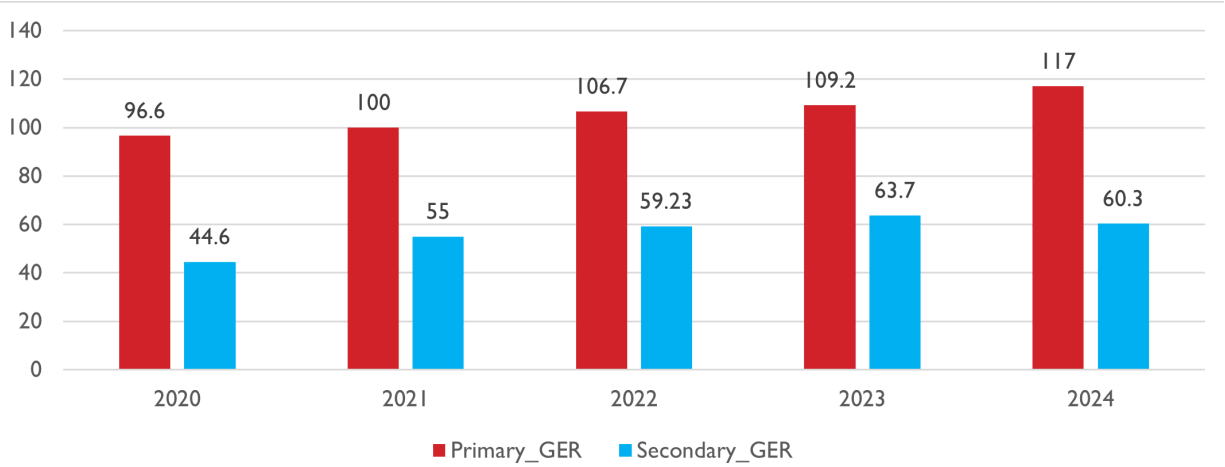
**In 2024, Zambia's education sector showed strong progress in access, particularly at the primary level.** The Net Enrolment Rate (NER) for primary education stood at 97.2%, reflecting near-universal enrolment of children of the official primary school age (Figure 2). This is a significant achievement and underscores the impact of the Free Education Policy and expanded infrastructure investment. At the gross level, enrolment reached 117.0%, indicating that the system continues to serve over-age and under-age learners, a sign of inclusivity but also of persistent inefficiencies such as late entry and grade repetition. At the secondary level, progress was more modest. The NER was 49.9%, showing that only about half of the official secondary-age population is enrolled (Figure 3). While the GER was 60.3%, the decline from 63.7% in 2023 signals challenges in sustaining secondary school participation. This is partly linked to the abolition of automatic progression to Grade 8, which, while improving quality and accountability, has reduced overall enrolment. The contrast between primary and secondary levels highlights both achievements and gaps. Primary education is approaching full age-appropriate coverage, but the transition to secondary remains a bottleneck, with many learners dropping out or being excluded due to limited places, household economic pressures, or social barriers.

***Figure 2:*** *Primary and Secondary School Net Enrolments, 2020-2025*




***Source:*** *Education Statistics Bulletins*

***Figure 3:*** *Primary and Secondary School Gross Enrolments, 2020-2025*

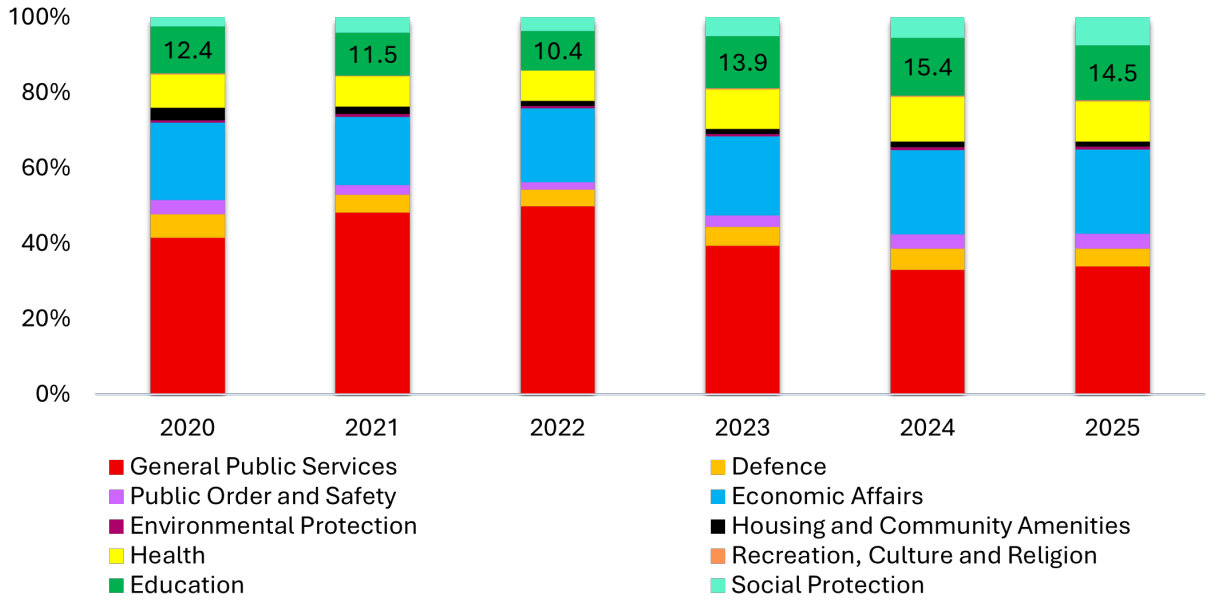



***Source:*** *Primary and Secondary School Gross Enrolments, 2020-2025*

# SIZE AND SPENDING TRENDS

**The Education sector continues to remain in Government's top-three spending priorities in 2025.** The Government has continued to prioritise education spending, ranking third after general public services and economic affairs. While the sector's share of the national budget increased from 10.4 per cent in 2022 to a peak of 15.4 per cent in 2024, it declined slightly to 14.5 per cent in 2025 (Figure 4). This fall of 0.9 percentage points suggests that despite remaining above the spending levels between 2020 and 2022, education is once again losing ground relative to other functions.

***Figure 3:*** *Expenditure by Function Showing Position of Education Spending, 2020–2025*



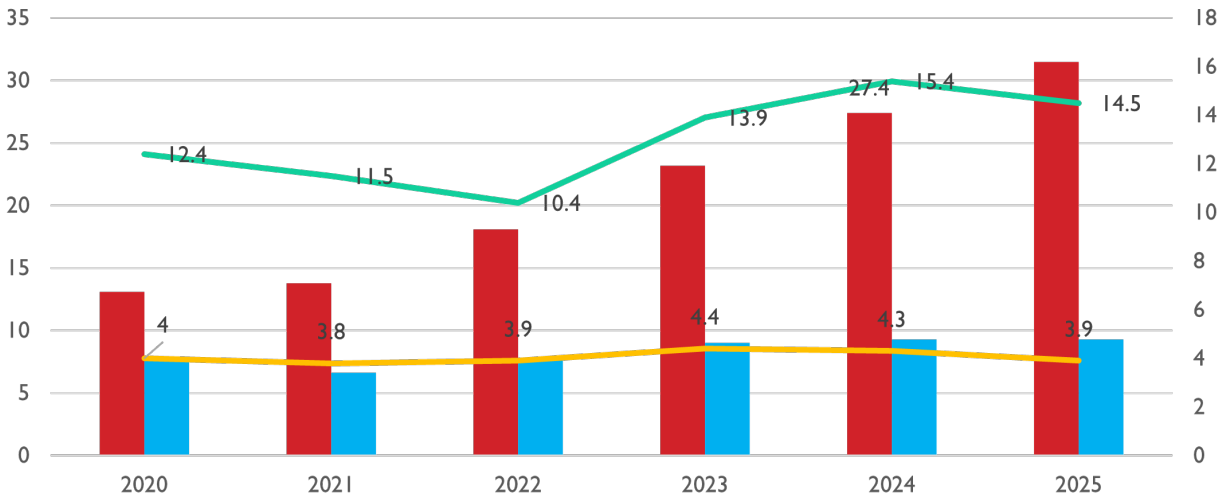

***Source:*** *Annual Budget Speeches, 2020-2024*

**The budget allocation to education has increased in nominal terms in 2025.** The nominal education budget grew from K13.1 billion in 2020 to K31.4 billion in 2025, representing an overall increase of 140%. This translates into an average annual rise of K3.4 billion, or about 19% per year, reflecting a strong upward trend in education financing. Notably, in 2025 the budget rose by K4.1 billion from K27.3 billion in 2024 to K31.4 billion, marking a year-on-year nominal increase of 15%.

**Despite consistent nominal growth in Zambia's education budget, structural challenges persist in hindering equitable access and quality across different provinces.** The sector continues to grapple with high numbers of out-of-school children, ongoing shortages of classrooms, elevated attrition rates, and uneven distribution of teachers. Although the national pupil-teacher ratio has improved from 1:60 in 2020 to 1:51 in 2025, this overall progress conceals significant provincial disparities, with certain regions still experiencing substantially higher ratios. These imbalances highlight an inequitable distribution of teachers and learning resources, especially between urban and rural areas, which hampers efforts to provide equal learning opportunities for all children. Addressing these disparities necessitates targeted investments in teacher recruitment, deployment, and retention, in addition to expanding infrastructure and enhancing school management support.

**However, when adjusted for inflation at 2015 constant prices, the real value of allocations shows slower growth due to inflationary pressures.** Despite the Government increasing nominal allocations by 15%, the allocation in real terms reduced marginally by 0.1%. This comes at a time when year-on-year inflation in the country is relatively high, reaching 16.7% in December 2024.

***Figure 5:*** *Trends in Education Expenditure Budget, 2020–2025.*




***Source:*** *Annual Budget Speeches*

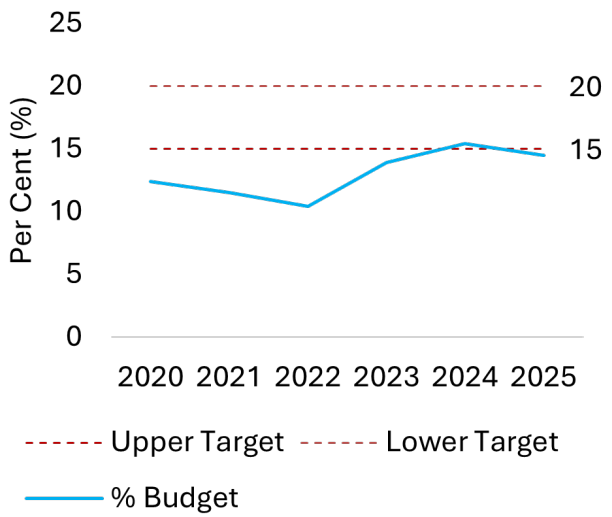
## ADEQUACY OF THE BUDGET

**The allocation to education in 2025 shows a reduction in both shares— of total expenditure and of Gross Domestic Product.** The Governments allocation to education as a share of total government expenditure declined by 0.9 percentage points, falling from 15.4 per cent in 2024 to 14.5 per cent in 2025. This downward shift indicates that, despite a nominal increase in the education budget, the sector is receiving a relatively smaller portion of overall budget resources, which may constrain the Government's ability to meet rising demand for infrastructure, teaching and learning materials, and other quality-enhancing inputs.

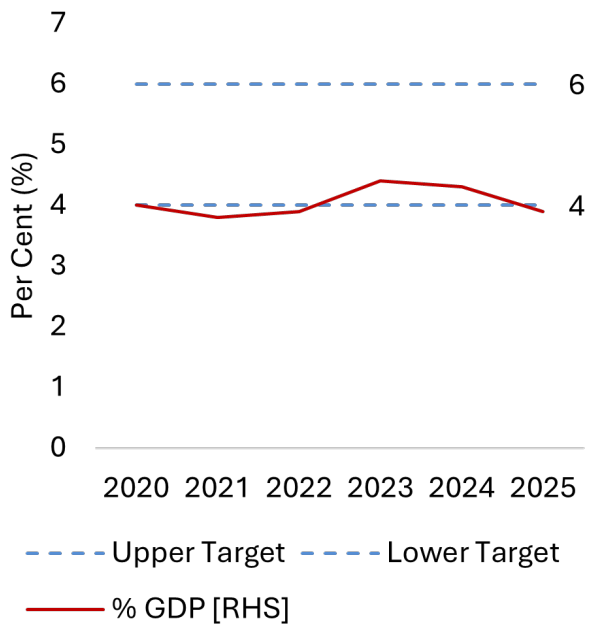
**Education spending as a share of GDP has continued to decline, falling below internationally recommended thresholds for adequate financing.** Over the past three years, the allocation to education has decreased from 4.4% of GDP in 2023 to 4.3% in 2024 and now stands at 3.9% in 2025, as shown in Figure 6. This downward trend places Zambia below the commitment outlined in the Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 (SDG 4), to which the country became a signatory in May 2015. Under this framework, governments pledged to allocate 4–6% of GDP and/or 15–20% of total public expenditure to education to ensure equitable and high-quality learning opportunities for all. The continued decline, therefore, signals a financing gap that could constrain progress toward achieving SDG 4 targets and sustaining recent gains in access, equity, and learning outcomes.

***Figure 6:*** *Incheon Declaration Thresholds, 2020-2025*

**a) Target: 15-20 Per Cent of Budget**




**b) Target: 6-8 Per Cent of GDP**




The government's 2025 education allocations remain below the recommended thresholds set by the Incheon Declaration Framework. When expressed as a share of the budget, the allocation to education sits at 14.5%, which is below the 15-20% target for education spending as a share of total expenditure, as shown in Figure 5. Similarly, when expressed as a share of GDP, education spending is 3.9%, which is also below the lower target of 4-6%, as shown in Figure 5.b. This reduction comes after consistently achieving the 6-8% target from 2023. Despite falling below the target thresholds, Zambia's spending on education is relatively comparable to that of peer countries in the region:

- **Kenya**, which invests about 20% of its national budget in education[2];
- **Rwanda,** where 18% of the budget allocation to education has led to notable improvements in literacy and educational outcomes[3];
- **Uganda,** which, like Zambia, allocates around 12-14%, is facing similar challenges in reaching the Incheon Framework benchmark[4];
- **Malawi** dedicates approximately 15.6% of its budget to education, reaching the lower end of the Incheon Framework benchmark target[5].

2 EDUCATION SECTOR REPORT
3 UNICEF Rwanda.pdf
4 UNICEF-Uganda-Education-Budget-Brief-2023-2024.pdf
5 UNICEF_Education_Budget_Brief_2024-25_A4_v4.indd

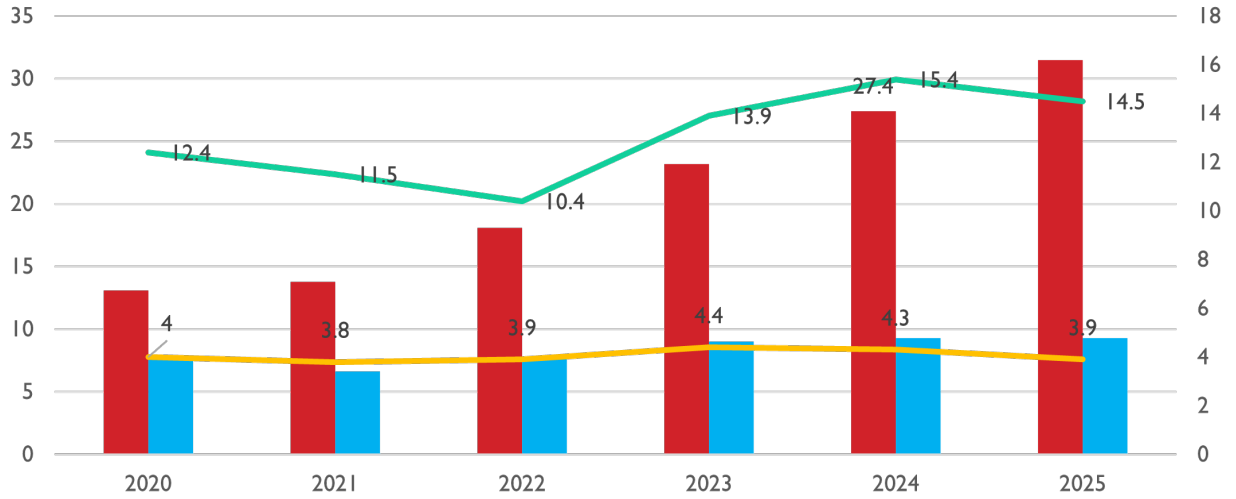
## EDUCATION SPENDING BY PROGRAMME

**Education funding in 2025 remains heavily skewed, with primary schooling commanding the lion's share while early childhood education lags far behind.** Primary education continues to dominate allocations, reflecting its central role in accommodating large enrolments. Secondary education has also gained a larger share, though it remains below that of primary schooling. In contrast, Early Childhood Education (ECE) receives only a fraction of resources, still far below recommended international benchmarks. At the same time, university education and management/support services maintain a modest share, though concerns about quality and equity at the tertiary level persist.

**The 2025 education budget reflects the government's continued commitment to early and primary education, though significant investment gaps remain in early childhood learning.** The Early Childhood Education (ECE) subprogramme has been allocated K702.5 million, equivalent to 2.5% of the total sector budget, an increase from K462.2 million in 2024 and K529.0 million in 2023. This upward trend underscores the Government's growing recognition of early learning as the foundation for lifelong education and human capital development. However, the allocation remains well below the recommended 10% benchmark for ECE spending, indicating that further investments are required to expand access, improve quality, and strengthen infrastructure and teacher capacity in early education.

**Primary education continues to dominate the 2025 sector allocation, reflecting its central role in Zambia's education system.** The Primary Education Programme received K15.5 billion, representing 54.0% of the total education budget. This allocation prioritises teacher support, student welfare, and inclusive education, with a strong emphasis on maintaining the Free Education Policy. Salaries account for the largest share, increasing from K12.2 billion in 2024 to K14.1 billion in 2025, consistent with the overall budget structure and the Government's focus on ensuring adequate staffing levels to sustain gains in enrolment and learning outcomes at the primary level (Figure 7).

***Figure 7:*** *Composition of Education Budget by Programme, 2023-2025.*

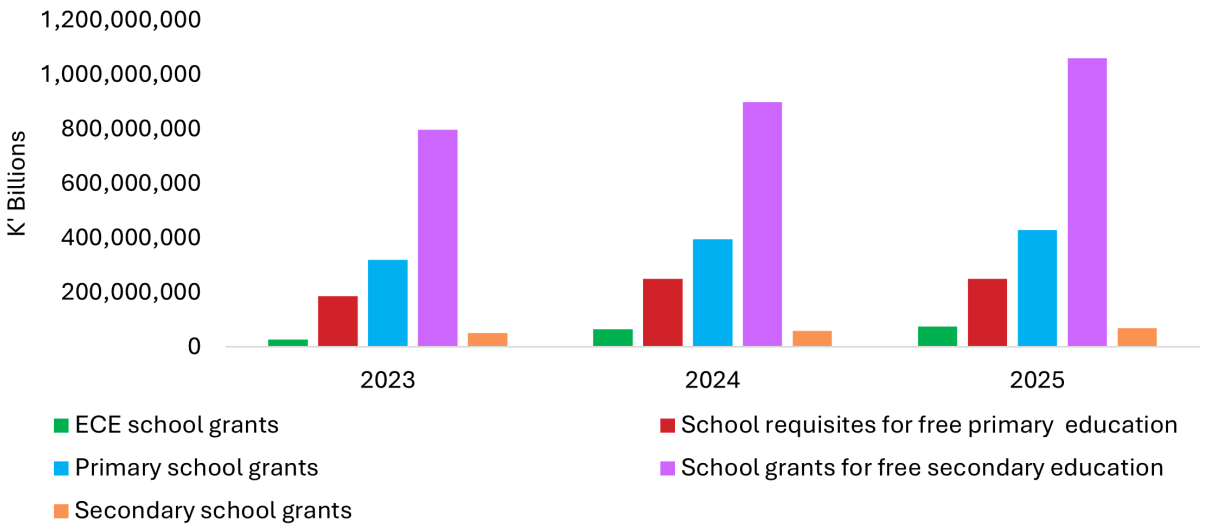



***Source:*** *Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2025*

**Secondary education receives a significant allocation in the 2025 national budget, reflecting the Government's continued focus on expanding access and promoting gender equity.** The allocation stands at K7.6 billion, representing 26.6% of the total education budget. Within this, K150 million has been allocated for curriculum reforms to modernise learning content and improve relevance to labour market needs. At the same time, K5 million has been set aside for the School Feeding–Drought Response Programme to mitigate the effects of food insecurity on learners' attendance and performance. In addition, K1.6 billion is earmarked for the construction of 120 new secondary schools to address the infrastructure gap created by rising enrolment, which grew from 1.2 million in 2022 to 1.4 million in 2023, according to the latest Education Statistical Bulletin.

**Efforts to promote inclusivity and gender equality are further strengthened under the 2025 budget.** The "Keeping Girls in School" programme had seen a significant scale-up, with funding rising from K37.4 million in 2024 to K281.8 million in 2025 (Figure 8). This increase demonstrates the Government's commitment to gender equity and aligns with the education sector's reported gender parity index of 1.0, indicating near-equal participation between boys and girls. These investments collectively signal Zambia's drive to improve access, retention, and completion rates in secondary education while ensuring that no learner, especially girls, is left behind.

***Figure 8:*** *Grants to Schools by Education Level and Total, 2023-2025*




***Source:*** *Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2025*

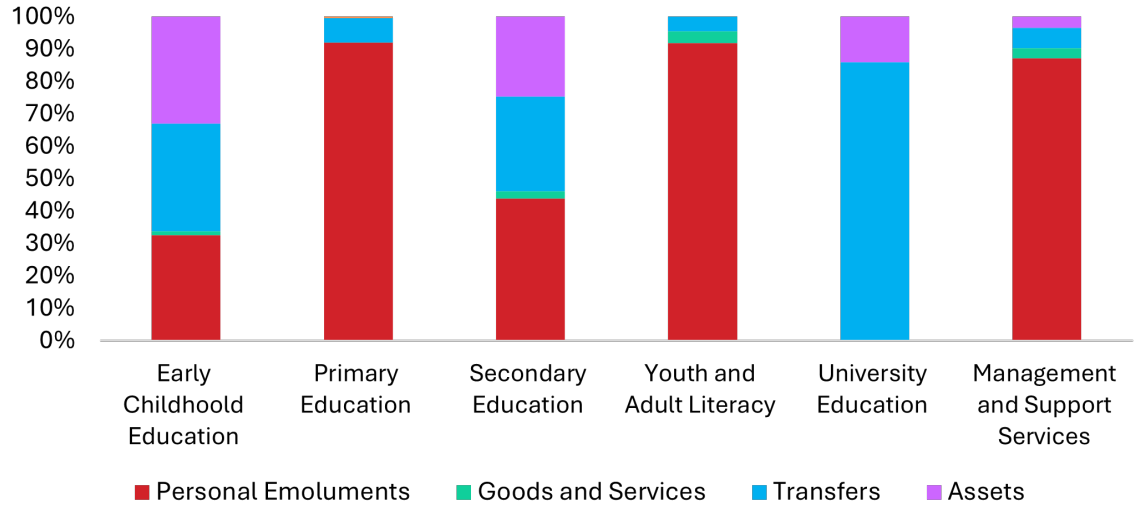
**In 2025, Zambia's push for free education sees school grants grow, yet early childhood education continues to struggle for attention.** School grants continued to expand in 2025 as part of Zambia's ongoing effort to consolidate free education, as illustrated in Figure 8. The largest share of allocations is directed to secondary schools, reflecting both the rising number of learners at this level and the higher costs associated with secondary education. Primary schools receive the next largest portion, supporting foundational learning for the majority of children. Early Childhood Education (ECE), however, continues to receive only a marginal share, remaining far below the recommended investment levels needed to ensure quality early learning opportunities.

**Rising enrolment continues to strain the adequacy of school grants, placing increasing pressure on limited resources and affecting the quality of learning outcomes.** As the number of learners grows across all education levels, existing grants have become insufficient to meet operational and instructional needs, leading to challenges in maintaining quality service delivery. In addition, persistent delays in the disbursement of funds further undermine school operations, disrupting procurement cycles, planning, and implementation of key activities. These inefficiencies constrain the ability of schools to function effectively and to provide a stable learning environment, underscoring the need for timely and predictable financing mechanisms to support continued expansion in access and quality.

## SPENDING BY ECONOMIC CLASSIFICATION

**The education budget remains heavily dominated by personal emoluments, leaving limited fiscal space for investment in infrastructure and learning resources.** More than 70% of the allocation continues to go towards teacher salaries and wages for non-teaching staff, underscoring the government's sustained focus on staffing. However, this heavy wage bill constrains budgetary flexibility and limits direct efforts to improve the quality of education. At the same time, transfers and subsidies have declined compared to 2022, while capital spending remains insufficient to fully address the rising demand for classrooms, rehabilitation of existing facilities, and provision of essential learning materials.

***Figure 9:*** *Education Budget Allocation by Economic Classification*



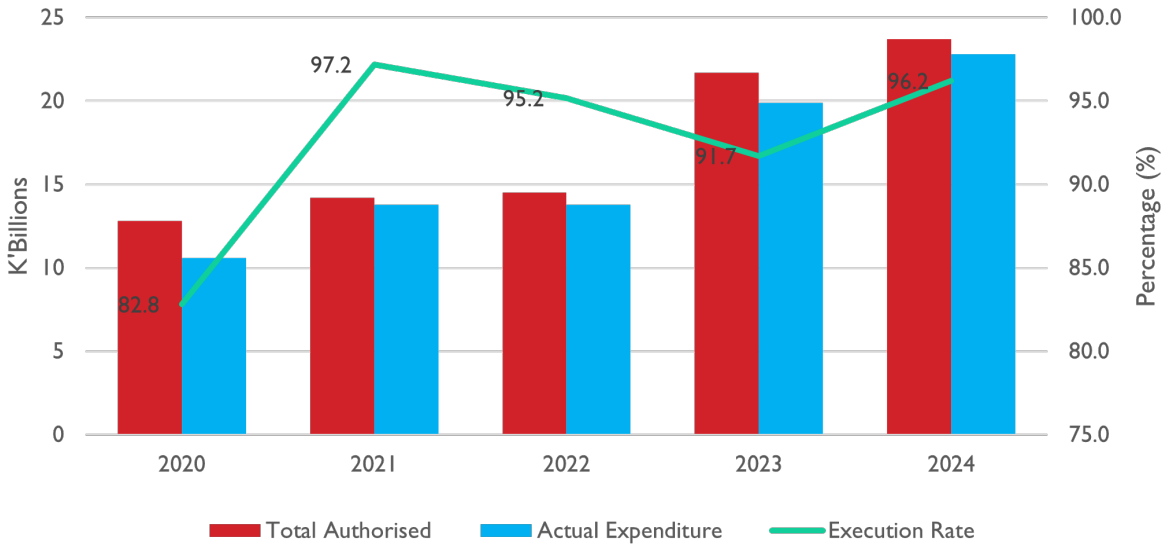

***Source:*** *Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2025*

**The 2025 education budget continues to be dominated by personnel costs, though there is a notable increase in allocations toward infrastructure and capital development.** Personal emoluments amount to K20.17 billion, representing 70.4% of the total education allocation, up from K17.15 billion in 2024. This reflects the Government's ongoing commitment to maintaining teacher employment levels and supporting the delivery of free education. In contrast, allocations for assets have risen substantially to K2.58 billion, accounting for 19.6% of the total budget compared to K1.58 billion in 2024. This increase signals a stronger emphasis on infrastructure development and capital investments, including school construction, rehabilitation, and equipment procurement. However, the overall budget composition remains heavily weighted toward wages, limiting fiscal space for learning materials, maintenance, and other quality-enhancing inputs.

# BUDGET CREDIBILITY AND EXECUTION

**The performance of Zambia's education sector in 2024 reflects a marked improvement in budget absorption compared to previous years.** The sector achieved a robust execution rate of 96.2%, a clear recovery from the low levels of 82.9%in 2020 and 91.7% in 2023 as shown in Figure 9. This strong performance points to enhanced budget credibility and greater absorption capacity across most programmes, underscoring the government's commitment to strengthening education financing.

*Figure 10* Total Authorised Budget, Actual Expenditure and Execution Rates, 2020-2025




*Source:* Constructed from Ministry of Finance: Financial Reports, 2020-2025

**Budget execution across education programmes in 2024 was largely strong, though Early Childhood Education continued to trail behind despite notable improvements.** At the programme level, execution rates for 2024 were impressive, with the highest rate recorded by Management and Support Services at 97.8%. University education and primary education also recorded 94.5% and 97.0% respectively (Table 1).

*Table 1:* Decomposed Execution Rates by Programme, 2020-2024

| | 2020 | 2021 | 2022 | 2023 | 2024 | Average |
|---|---|---|---|---|---|---|
| **Early Childhood Education** | 77.3% | 95.7% | 53.3% | 49.0% | 83.2% | 71.1% |
| **Primary Education** | 90.5% | 100.0% | 99.7% | 99.3% | 97.0% | 97.3% |
| **Secondary Education** | 81.3% | 87.2% | 85.7% | 77.0% | 94.0% | 85.0% |
| **Adult and Youth Literacy** | 70.5% | 98.6% | 99.1% | 90.1% | 85.6% | 89.0% |
| **University Education** | 55.3% | 86.4% | 94.6% | 99.3% | 94.5% | 86.0% |
| **Management and Support Services** | 89.9% | 96.3% | 99.7% | 99.1% | 97.8% | 96.6% |

*Source:* Constructed from Ministry of Finance: Financial Reports, 2020-2025

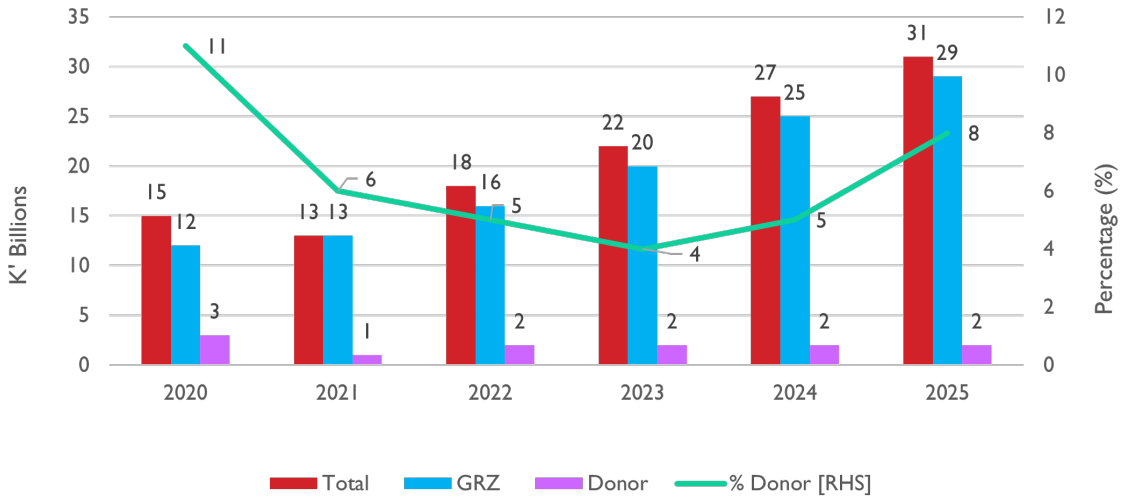
**Budget execution performance in the education sector shows gradual improvement but continues to lag in key programmes, particularly Early Childhood and Secondary Education.** Early Childhood Education (ECE) recorded the lowest execution rate at 83.2% in 2024, a marked improvement from 53.3% in 2022 and 49.0% in 2023. Despite this progress, execution remains below potential, reflecting persistent bottlenecks in translating approved allocations into timely disbursements and effective service delivery. Similarly, Secondary Education has experienced relatively low execution rates, averaging 85% between 2020 and 2024, largely due to delays in the disbursement of funds for ongoing infrastructure projects. These trends highlight structural challenges in budget absorption and implementation capacity, underscoring the need to strengthen expenditure planning, cash flow management, and project execution oversight to improve efficiency and ensure that increased allocations yield tangible learning outcomes.

# FINANCING OF THE EDUCATION BUDGET

## SOURCES OF FINANCING

**The education sector is on an upward funding trajectory, increasingly funded by domestic resources as the Government's allocations surge and donor reliance wanes.** Funding towards the education sector has steadily grown between 2020 and 2025. The Government has been the primary driver of this growth, with allocations rising from around K12 billion in 2020 to K29 billion in 2025, reflecting the government's increasing commitment to the sector (Figure 11).

***Figure 11:*** *Financing the Education Budget In 2021 And 2022 by the Government and Cooperating Partners*




***Source:*** *Constructed from Ministry of Finance: Estimates of Revenue and Expenditure ("Yellow Book"), 2025*

**Donor contributions, though modest in absolute terms, ranging between K1 billion and K2 billion over the period have shown notable fluctuations in their relative share of education funding.** Donor support accounted for 11 percent of total funding in 2020 but fell sharply to 4 percent by 2023, before recovering slightly to 8 percent in 2025. This trend points to a temporary reduction in external support or shifting donor priorities, followed by renewed engagement likely linked to specific projects. However, recent aid cuts, particularly from USAID, put this recovery at risk. An estimated US$10 million in funding may be lost, threatening critical programmes such as Let's Read Zambia and the Education Data Project. These initiatives are instrumental in improving literacy outcomes, strengthening education data systems, and enhancing the overall quality of education in Zambia.

# KEY POLICY ISSUES

**The Government should work towards allocating at least 15–20% of total expenditure to education and also 4-6% of GDP, in line with the recommendations of the Incheon Framework.** This level of investment is necessary to ensure that adequate resources are available across all education sector programmes, from early childhood through to tertiary. A key priority within this framework should be the integration of ECE into the core of education policy, accompanied by an increase in its budget share to expand access and improve quality outcomes.

**Delivering meaningful education reforms hinges on financing the new curriculum and equipping teachers with the skills**

**and tools they need to succeed.** Sustaining education sector reforms will also require adequate financing for the roll-out of the new curriculum, ensuring that teacher training, teaching and learning materials, and other essential resources are in place to guarantee smooth implementation. In addition, the recruitment of more teachers, particularly for ECE, combined with continuous professional development is necessary to maintain high standards of teaching and learning.

**Expanding access to quality education begins with bricks and mortar; new classrooms and schools must be prioritised, particularly in rural and underserved areas.** The Government must prioritize the construction of new classrooms and schools, especially in rural and underserved areas, in order to address overcrowding, improve learning environments, and support equity in access. Also, equity in education demands more than funding; it requires a deliberate redistribution of resources to marginalized and disadvantaged communities. As such, deliberate efforts are needed to ensure the equitable distribution of resources across all provinces, targeting marginalised and disadvantaged communities to reduce disparities in education outcomes.

Timely and reliable information is essential for evidence-based decisions in the education sector. Effective sector management will also depend on strengthening data collection and reporting systems to provide timely, reliable information for evidence-based decision-making.

**Similarly, tracking every kwacha matters; robust monitoring and evaluation frameworks are vital to ensure funds are used efficiently and transparently.** Therefore, the Government should work towards establishing robust monitoring and evaluation frameworks is essential to track budget execution rates and ensure that funds are used efficiently and transparently.

**Finally, partnerships can multiply impact. Closer collaboration with development partners will help maximize resources and align donor support with Zambia's education priorities.** As such, donor contributions need to be effectively integrated into national education strategies and priorities, ensuring alignment with Zambia's long-term goals of improving access, equity, and quality in education.




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