THE REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
DIRECTORATE OF EARLY CHILDHOOD EDUCATION

QUALITY EARLY CHILDHOOD EDUCATION IN ZAMBIA

PRESENTED BY
CHRISTINE M. MAYONDI (MRS), DIRECTOR-ECE

17TH NOVEMBER, 2016
EDUCAID.BE ANNUAL CONFERENCE 2016
BRUSSELS

Outline

• Introduction
• Background information on Zambia
• Recent Developments in Zambia in Promoting and Providing Quality Early Childhood Education
• Quality in Early Childhood Education
• Challenges in ECE Provision in Zambia
• Conclusion
• Way Forward
Introduction

- Education is powerful and proven vehicle for sustainable development.
- What children learn early lasts a life time.

Location of Zambia in Africa (1/3)
Population of Zambia (2/3)

- Zambia’s 2016 population was projected at 16,452,896 million (CSO, 2010)
- Male-8,247,413
- Female-8,205,483
- Age of the population
  - 46.7% (7,682,844)- under 15 years
  - 50.8% (8,359,552)- between 15 and 64 years
  - 2.5% (410,500)- 65 years and above

Quality ECE Provision in Zambia

Education Structure (3/3)

- Zambia’s (formal) Education system consists of Early Childhood Education (ECE), primary, secondary and professional or tertiary levels.
- ECE (pre-school) provides for children aged 3-6 years.
  - Private schools
  - Community schools
  - Grant aided school
  - Public schools

Quality ECE Provision in Zambia
Recent Developments in Zambia in Promoting and Providing Quality Early Childhood Education (1/4)

- The ECE mandate was moved from the Ministry of Local Government and Housing (MLGH) to the Ministry of General Education (MoGE) in 2004.
- Since then, MoGE has undertaken various activities to improve delivery of quality ECE and has also been working with various partners and line Ministries.
- In July 2015, MoGE created and established a new Directorate for ECE.

ECE National Policy and Policy Implementation Plan (PIP) Developed (2/4)

- **ECE Policy Goal**: to uphold the right to education for survival, healthy growth, education and holistic development of children under the age of 7 years including those with special educational needs

- **ECE PIP, Overall Outcomes**:
  - At least 50% of children entering Grade 1 have ECE experience by 2021.
  - Grade 1 performance of ECE improved compared to children with no ECE experience.
  - A dynamic coordinated ECE system led by GRZ with support of all stakeholders that provides access to quality, multi-sectoral ECE to children aged 3-6.
Staff Capacity Development (3/4)

Ministry of General Education Staff Orientation Trainings on ECE Principles and Methodologies
The areas or topics covered include:
- **Policy Issues**,  
- **Operational Materials**,  
- **Supporting Materials**

---

Increasing Access for ECE Learners (4/4)

- Government annexing ECE centres to existing Government Primary Schools (2013/2014-1,526 centres).
- Conceptualisation of alternative models for ECE provisioning.
- Involvement of stakeholders/partners in ECE provision such as UNICEF, Save the Children, Child Fund, Plan International, Flemish Association for Development Cooperation and Technical Assistance (VVOB) and Zambia National Education Coalition.
Enhancing Quality Provision (1/3)

- Standardised:
  - ECE teacher training diploma Curriculum
  - School experience monitoring mechanisms and regulations;
  - ECE infrastructure
  - Minimum qualification for ECE tutors
- Governing body for ECE Examinations and certification in place.
- Regular monitoring of safety and hygiene standards in ECE Centres.
- Demo ECE centres in ECE Teacher Training Institutions.

ECE Curriculum and Instructional Materials (2/3)

- ECE revised curriculum distributed.
- Instructional materials developed and translated into seven (07) local languages.
- Development of ECE supplementary reading materials
Some ECE Tools Developed (3/3)

- ECE Standard guidelines
- School readiness assessment instrument
- 5 year ECE monitoring and evaluation framework
- ECE data capturing tool

Parenting Education in ECE

- Aimed at providing a more holistic approach to early childhood development and early learning through:
  - Educate parents on health eating habits
  - Parents participates in early stimulation of their children
  - Counselling parents on learners’ growth problems
Characteristics of an ECE Centre

- Number of children per class of 5 to 6 years = 20
- Number of children per class of 3 to 4 years = 15 (according to the ECE Standard Guidelines)
- Language of instruction = local
- Pedagogical approaches = play-based
- Level of child-centeredness = high
- Learning Corners
- Adequate indoor and outdoor learning/play materials
Some ECE Infrastructure Designs

Challenges in ECE Provision in Zambia

- Low access - 14.7% mostly in urban areas.
- Inadequate inclusive and responsive parenting programmes.
- Inadequate teacher recruitment.
- Qualified teachers not willing to serve in hard to reach and remote areas.
- Some lecturers in Teacher Training Colleges require orientation in ECE principles and methodologies.
- Some ECE teachers trained in different pedagogies.
- Inadequate funding to the ECE sub-sector
Budgets-2016

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government budget (% of GDP)</td>
<td>25.8%</td>
</tr>
<tr>
<td>Education budget (% of Government Budget)</td>
<td>15.0%</td>
</tr>
<tr>
<td>ECE budget (% of Education Budget)</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Quality ECE Provision in Zambia

Conclusion (1/2)

- Quality ECE revolves around a learner, teacher, infrastructure, classroom environment, indoor and outdoor play/learning materials, and instructional teaching/learning materials.
- Zambia has scored a number of **great success** stories on ECE such as:
  - The Political Will
  - Continued recruitment and deployment of ECE Teachers
  - Standardisation of the ECE Syllabus in ECE Teacher Training Colleges.
  - Development of ECE teaching and learning materials
Conclusion (2/2)

- **Some challenges** include:
  - Many children not yet accessing ECE;
  - Some lecturers in teacher training colleges not oriented in ECE principles and methodologies;
  - Many ECE teachers not yet comfortable with integrated and play-based learning
  - Some ECE Teachers not willing to serve in rural areas

Way forward

- To design robust consultative strategies on how ECE can be accessed by eligible children in the communities.
- To campaign for more parental engagement in the ECE activities and programmes at all levels.
- To appeal for equitable distribution of teachers across urban, rural and remote areas in our provinces – target 2021: 5 000 teachers.
- To orient lecturers in teacher training colleges in ECE principles and methodologies.
- ECE teachers trained in different ECE approaches to be oriented in the new ECE curriculum.
THANK YOU