

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



**QUALITY EARLY CHILDHOOD
EDUCATION IN ZAMBIA**

PRESENTED BY

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17TH NOVEMBER, 2016

**EDUCAID.BE ANNUAL CONFERENCE 2016
BRUSSELS**

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- Conclusion
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Introduction

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

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Location of Zambia in Africa (1/3)

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Population of Zambia (2/3)

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- 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

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Education Structure (3/3)

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- 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

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

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- 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.
- MoGE recruited and deployed 1,100 ECE teachers (2013/2014 – 2016/2017).
- In July 2015, MoGE created and established a new Directorate for ECE.

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

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- **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.

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Staff Capacity Development (3/4)

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Ministry of General Education Staff Orientation Trainings on ECE Principles and Methodologies

The areas or topics covered include:

- ❖ **Policy Issues,**
- ❖ **Operational Materials**
- ❖ **Supporting Materials**

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Increasing Access for ECE Learners (4/4)

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- 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.

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Enhancing Quality Provision (1/3)

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- **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.**

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ECE Curriculum and Instructional Materials (2/3)

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- **ECE revised curriculum distributed.**
- **Instructional materials developed and translated into seven (07) local languages.**
- **Development of ECE supplementary reading materials**

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Some ECE Tools Developed (3/3)

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

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Parenting Education in ECE

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- 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

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UNIQUE COMMUNITY EFFORTS TOWARDS ECE PROVISION

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Characteristics of an ECE Centre

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- 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

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Some ECE Infrastructure Designs

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Challenges in ECE Provision in Zambia

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- 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

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Budgets-2016

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Indicators	2016
Government budget (% of GDP)	25.8%
Education budget (% of Government Budget)	15.0%
ECE budget (% of Education Budget)	0.5%

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Conclusion (1/2)

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- 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

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Conclusion (2/2)

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- **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

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Way forward

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- 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.

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THANK YOU