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**Zambia National Education Coalition (ZANEC)  
ActionAid Zambia (TaxEd Alliance)  
and National Action for Quality Education in Zambia (NAQEZ)'S**

**NATIONAL 2024 BUDGET SUBMISSIONS FOR THE EDUCATION SECTOR**

## INTRODUCTION

Every year, the Zambian government, through the Ministry of Finance, announces the proposed budget to the National Assembly. The Zambia National Education Coalition (ZANEC) in Collaboration with ActionAid Zambia (AAZ) and National Action for Quality Education in Zambia (NAQEZ) last year made some Pre-Budget submissions which saw the budget allocation to the education sector increase slightly from 2022's 10.4% to 13.9% in 2023. This shows a progressive improvement in budgetary allocation to the education sector. However, being a signatory to both the Cairo and the Southern African Development Community (SADC) protocols, Zambia has committed to allocate at least 20% of its total national budget to the education sector. There is therefore a need for continued advocacy by Civil Society Organisations to advocate for more funding towards the education sector in line with the [4S Framework \(size, share, scrutiny, sensitivity\)](#).

Furthermore, with the introduction of the "Education for All" Policy from Early Childhood Development (ECD) level to Secondary school levels, it is imperative that funding towards the education sector is increased to adjust to the increasing demands to deliver quality services.

It is for this reason that ZANEC in collaboration with the TaxED and the GEAR alliances, through the support of the Global Partnership for Education (GPE) under its Education Outloud Project would like to make the submissions below to the Ministry of Finance and National Planning with the hope that they might help in advancing the agenda 2030.

| PROPOSAL  | CURRENT STATUS  | JUSTIFICATION/REVENUE IMPLICATION   |
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| <b>EARLY CHILDHOOD DEVELOPMENT</b>  |   |   |
| The Ministry of Education should review and finalize the Education Policy | Currently there is no policy to guide the education sector. The Education Policy is | The Education Policy is important to guide the running of the education sector. |

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|   | currently in draft form   |  |
| Increase the budgetary allocation to Early Childhood Education (ECE) from 1% to 2% of the total budgetary allocation to the education sector. | The current allocation to ECE stands at 1% of the total budgetary allocation to the education sector budget | The increase in allocation will improve service delivery by having more ECE Centres constructed, rehabilitating already existing ones and improving inclusivity in the children accessing ECE facilities |
| Of the total number of teachers recruited, 30% should be deployed to ECE  | There is a critical shortage of ECE teachers in schools   | The current number of ECE teachers deployed is not adequate to absorb the growing demand for education in the country  |

**BASIC EDUCATION**

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| Construct more secondary and Boarding Facilities                             | We have limited secondary and Boarding Schools | <ul style="list-style-type: none"> <li>• Improve completion rate among the learners at the secondary level</li> <li>• Reduces teenagers' pregnancy</li> </ul> |
| Allocate 6% of the education Budget to go towards infrastructure development | 3% is allocated toward infrastructure          | <ul style="list-style-type: none"> <li>• Improves access to quality education among the learners</li> </ul>   |

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| <p>Allocate more resources to go towards a digital real-time database for schools and devolve the system between the school and the Ministry</p>  | <p>Manual filling system</p>  | <ul style="list-style-type: none"> <li>• Improve the quality of data storage and access</li> <li>• Improve quick response to emerging issues</li> <li>• Effective decision-making process</li> </ul> |
| <p>Increase the allocation of financial resources to go towards vocational training for both Teachers and the learners</p> <p>Recruit more qualified teachers to teach life skills and procure the necessary equipment.</p> | <p>The is no segmentation of the allocation of financial resources to go towards academic and vocational pathways</p> | <ul style="list-style-type: none"> <li>• Improve the quality of vocational education</li> </ul>  |

**SKILLS AND TERTIARY**

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| <ul style="list-style-type: none"> <li>• Extension of loans and bursaries to institutions that are not yet on the scheme and Private institutions.</li> <li>• Government should look beyond institutions and</li> </ul> | <ul style="list-style-type: none"> <li>• Currently not every student is on the loan scheme.</li> <li>• Students from private institutions are not on the loan scheme</li> <li>• Luck of access to information</li> </ul> | <ul style="list-style-type: none"> <li>• Vulnerability (introduction of education levy)</li> <li>• The act is clear on who qualifies to be a beneficiary and therefore does not discriminate on whether one is at a public or a private university</li> <li>• Increase budget allocation towards loans and scholarships</li> </ul> |
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| <p>identify programmes that can be put on the scheme</p>   |  |  |
| <p>Decentralization HELSB</p>  | <p>Young people from rural areas miss out on vital information because of distance and awareness</p>   | <p>Decentralising HELSB will improve information access to learners in rural areas and also enable them be able to apply for these loans</p> |
| <p>Increase the budget allocation to the Skills and Tertiary sector to prioritise disability inclusion</p> | <ul style="list-style-type: none"> <li>• Infrastructure in most institutions is not accessible to learners with disability</li> <li>• For the visually impaired there's no provision for braille</li> <li>• The Deaf, lack assistive technologies</li> </ul> | <ul style="list-style-type: none"> <li>• This will help improve access to tertiary institutions for learners with disabilities.</li> </ul>   |
| <p><b>YOUTH AND ADULT LITERACY EDUCATION (YALE)</b></p>  |  |  |

Increase allocation to YALE in the education sector budget to 1% of the total education budget.

The sector was allocated 0.02% in the 2023 education budget

- To increase the implementation of planned YALE activities as the current budget is inadequate and much of which goes to personal emoluments
- Increase Funds for the Directorate of Distance Education (DODE) to address insufficient or non-existent Teaching and Learning Materials (TLMs) for the Youth and Adult learners
- To Equip Education Broadcasting Studios (EBS) studios with new equipment to increase coverage and provide alternative modes of learning that are inaccessible or too costly for rural or financially challenged learners
- To facilitate the reduction of GCE fees in light of the current Education for All Policy; Currently, GCE fees are high for an average citizen.
- For the recruitment of adult literacy instructors.

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| <p>Develop Infrastructure to accommodate YALE students</p> | <p>YALE students currently rely on already existing school infrastructures</p> | <ul style="list-style-type: none"> <li>• The existing adult centres are dilapidated and lack electricity. There is therefore a need to develop new adult literacy centres to replace the existing ones.</li> <li>• The lack of independent centres specifically meant for YALE students for evening classes places a challenge in the maintenance of these infrastructures and usage</li> </ul> |
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**GENDER ISSUES IN EDUCATION**

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| <p>To Increase funding towards menstrual hygiene</p>                               | <p>Insufficient funding allocated.</p>   | <ul style="list-style-type: none"> <li>• Some schools are yet to benefit from this.</li> <li>• It should be accessed by all girls irrespective of their financial status.</li> </ul>  |
| <p>To Increase funding towards the re-entry policy.</p>                            | <p>Some girls still do not have access to education for all.</p>   | <ul style="list-style-type: none"> <li>• Due to extra expenses rooting from childcare.</li> <li>• To enhance sensitization and Education on the policy as some members of the community are not aware of the policy.</li> </ul> |
| <p>There is a need for Robust Campaigns for the Boy child enrolment in school.</p> | <p>The boy-to-girl pupil ratio in school enrolment is heavily balanced towards girls compared to boys.</p> | <ul style="list-style-type: none"> <li>• Most boys in Southern, Western and other provinces are usually assigned to herd cattle and fishing as opposed to being in schools.</li> </ul>  |

**TAX AND EDUCATION**

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| <p>Revisit double taxation agreements through renegotiation, development and publication of the DTA policy, and cancellation of harmful/old treaties.</p> | <p>Zambia has signed 22 agreements with other countries, these are used by multinational countries to facilitate tax avoidance and capital flight.</p>   | <ul style="list-style-type: none"> <li>• Reform in the current DTAs and the manner of negotiation will increase taxation and minimise capital flight</li> </ul>               |
| <p>ZRA should continue to enhance Tax Administration</p>  | <p>ZRA is currently offering digital platforms and other technologies. However, these are not fully utilised with businesses that are not compliant with regulations such as Point-Of-Sale (POS), Electronic Fiscal Devices, etc</p> | <ul style="list-style-type: none"> <li>• Increased tax collection, reduced illicit movement of goods/services</li> </ul>  |
| <p>0.25% Mining revenue industries have to contribute to Education.</p>   | <p>Currently, all revenue collected goes into control 99.</p>  | <ul style="list-style-type: none"> <li>• The country needs to benefit from the country's natural resources</li> </ul>   |
| <p>Secondary school and skills development bursaries are to be administered by the Ministry of Education directly i.e. DEBS</p>                           | <p>Secondary schools and skills development bursaries are currently under CDF</p>  | <ul style="list-style-type: none"> <li>• This will allow for the prudent utilisation of allocated resources because the Ministry of Education understands the need</li> </ul> |