CONTINUITY OF LEARNING SURVEY REPORT

National Monitoring of Implementation of Ministry of General Education (MoGE) COVID 19 Guidelines in Schools

Zambia National Education Coalition

JULY 2021

TABLE OF CONTENTS

List of Tables

Table of Figures

ACKNOWLEDGEMENT

1.0 INTRODUCTION

Zambia experienced its first case of COVID 19 on 18th March 2020. This resulted in a directive to immediately close schools on 20th March while the country was exploring ways of ensuring the safety of all citizens and learners in particular. Various stakeholders came together to discuss solutions and mitigation measures to the closures of schools and ensure that the disruption in learning was not unnecessarily prolonged. After much cross sector deliberation, and with support of the Global Partnership for Education (GPE) COVID 19 relief fund of US$ 10 million administered by UNICEF, the Ministry of General Education developed guidelines for mitigating the impact of COVID 19 in May 2020. This resulted in the opening of examination classes in June 2020 to pilot implementation of the COVID 19 guidelines as well as to ensure that the learners in examination classes did not fall too far behind with their learning and stayed on track with the examination schedule.

After the reopening of the examination classes, the Zambia National Education Coalition (ZANEC) with financial and technical support from UNICEF, partnered with the Ministry of General Education, Ministry of Health and the media to conduct the School Readiness and Accountability Monitoring (SCREAM) survey in 500 schools sampled from all 10 provinces of the country. The purpose of the survey was to monitor adherence by schools to the established COVID Guidelines as well as assess the effects of the closure, especially on learners in non-examination classes who were now relying on newly introduced Alternative Modes of Education Provision (AMEP) in order not to fall too far behind with their studies. The SCREAM survey revealed that while the learners in school were safe due to strict adherence to the set guidelines, those who were at home had lost out on education. This was particularly so for the learners in rural areas, from vulnerable homes and the learners with disabilities who were unable to access AMEP due to lack of access to the internet, televisions, radio, physical learning packs and lack of special education programmes, among other things.

The findings of the SCREAM monitoring survey provided research evidence for ZANEC to advocate for the opening of all classes for the benefit of all learners. As a result of this advocacy, all classes were opened in September 2020 after 6 months of closure. The opening of schools came with serious caution for schools to ensure that they strictly adhere to the COVID 19 guidelines provided to all schools. The Ministry of General Education was also implored to continue working closely with the Ministry of Health to

conduct regular monitoring of schools and ensure the health and safety of all learners in schools. Since then, Zambia has adopted the blended learning approach where learners are expected to benefit from both face-to-face lessons and AMEP in order to compensate short learning hours resulting from multiple shifts designed to ensure adherence to physical distancing in classes.

With the persistence of the COVID 19 pandemic, ZANEC in April 2021 again partnered with the Ministry of General Education to conduct the Continuity of learning survey. The Continuity of Learning survey represents a deepening approach designed to build on the results of the SCREAM survey by investigating the progress that Zambia has achieved in mitigating the impact of COVID 19 based on the blended learning approach. The survey was funded through the Ministry of General Education's COVID 19 emergence fund from the Global Partnership for Education (GPE)channelled through UNICEF as the fund manager. Apart from providing the funding to ZANEC, both MoGE and UNICEF provided technical support to ZANEC throughout the process of designing and carrying out the survey. This repor therefore presents the findings of the second survey focusing on assessing the continuity of learning in Zambian schools amidst the COVID 19 pandemic.

1.1 Purpose of the Survey

Since the findings of the SCREAM survey conducted in June 2020 were limited to examination classes, therefore, could not be generalized to non-examination classes. As a result, policymakers have little understanding on the adequacy of the COVID 19 education measures after fully opening schools in September 2020. As a network of Civil Society Organisations (CSOs) supporting the government in the delivery of education, ZANEC in partnership with the Ministry of General Education (MoGE) undertook the continuity of learning surveying schools. The purpose of the survey was to investigate the continuity of learning in the classrooms and how AMEP was being underutilized by both teachers and learners when learners were not attending school. It was envisaged that the Survey would provide education specialists and policy makers with empirical evidence and understanding of the status of teacher preparation, curriculum coverage, remediation of learners, actual learning hours, physical distancing, number of school days for learners, best practices, the learning gaps and the nexus between traditional face-to-face mode of learning and AMEP to ensure continuity of learning both in schools and at home. The specific objectives of the survey were fourfold as follows:

- To investigate learning under the current environment of reduced learning hours and the need for adhering to physical distancing;
- To assess the utilization of AMEP after the reopening of schools;
- To investigate the extent to which the COVID 19 measures are adequate to support continuity of learning in schools; and
- To assess the impact of the long closure of schools on school enrolments.

2.0 LITERATURE REVIEW

The COVID 19 pandemic has generated the worst economic, health and social crisis globally and its effect on the education sector has been devastating. The first reaction to the pandemic by most countries was to close schools. This resulted in the closure of schools in more than 180 countries globally to protect children's health, their families and teachers from the pandemic, thereby pushing 1.6 billion children out of school for over 7 months in most countries[1]. Worse still, the closing of schools came when the world was already experiencing a learning crisis. Learning poverty or the share of 10-year-olds who could not read or understand a simple text globally was as high as 53% in 2019 before schools shut down due to COVID 19[2].

The situation was worse for Zambia where, as reported by the Programme for International Students Assessment (PISA) in December 2018, only 5% of the 15-year-old children (Grade 7 pupils) were able to demonstrate minimum level of proficiency in literacy and only 2% in numeracy[3]. With the pandemic forcing massive closures of schools, learning poverty is estimated to increase by 10% worldwide, representing 72 million more children at the primary school level who have been forced into the learning poverty bracket by the pandemic[4]. Therefore, as a result of COVID 19, countries will be expected to do more in order to meet the global aspirations espoused in Sustainable Development Goal number 4 on ensuring inclusive and equitable quality education and promote lifelong learning for all by 2030.

---

[1] World Bank .2020c. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. Washington DC: World Bank.

[2] World Bank. 2019a. *Ending Learning Poverty: What Will It Take?* Washington, DC: World Bank. **https://openknowledge. worldbank.org/handle/10986/32553**.

[3] MoGE and OECD. 2018. Education in Zambia: Findings from Zambia's Experience in PISA for Development. Ministry of General Education: Lusaka.

[4] Saavedra J .2021. A silent and unequal education crisis. And the seeds for its solution. (worldbank.org)

According to the World Bank[5], the impact of the COVID 19 pandemic on education has manifested itself in terms of the direct education costs, the health and safety impact on learners, and the COVID 19 induced economic crisis on the education demand and supply sides. The Bank argues that direct education costs have manifested themselves in learning loss, increased learning inequalities and loss of attachment to learning by most learners, while the impact on the health and safety of the learners is evident in student nutrition deprivation, declining student mental health and increased student vulnerability to be victim of abuse. In addition, on the supply side, the Bank indicates that the COVID 19 induced economic crisis has resulted in increased drop-out rates due to economic barriers, increased incidences of child labour, child marriages, transactional sex and declining investment in education by parents. Another World Bank study[6] estimates that "close to 7 million students from primary up to secondary education could drop out due to the income shock of the pandemic alone" (p32). On the demand side, the economic crisis in some countries has resulted in reduced government spending on education, declining quality of education, poor quality of teaching and closure of private schools due to failure to sustaining salary payments for staff.

To prevent learning losses, many countries made heroic efforts to initiate and sustain remote learning aimed at providing continuity of learning at home. Most countries proceeded to implement remote learning plans involving multi-platform programs that combine online lessons, television, radio and paper-based materials. At the time, most countries believed that the best use of these platforms could reach every child, regardless of the household income, however without explicit policies to reach disadvantaged households, only children from wealthier and educated families benefited[7]. As a result, although the introduction of remote learning was a great complement of in-person education, most countries erroneously used it as a replacement and not a complement. The result of this approach adopted by most developing and developed countries is that millions of children from more disadvantaged

[5] World Bank. 2020b. The Covid-19 Pandemic: Shocks to Education and Policy Responses. Washington DC: World Bank.
[6] World Bank .2020c. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. Washington DC: World Bank.
[7] Saavedra J .2021. A silent and unequal education crisis. And the seeds for its solution. (worldbank.org)

backgrounds have suffered poorer learning experiences as their home environments are not conducive to remote learning modes[8].

Many children, especially in developing countries, lack appropriate remote learning devices such as smartphones, radios, televisions, internet connectivity or even reading materials. In some households, parents do not have the skills or mental space during an economic crisis to provide a supportive environment for children to fully benefit from remote lessons, while children with disabilities find it even more difficult to access the services because they are not disabled friendly.

As a result, the World Bank[9] indicates that in Sub-Saharan Africa, 45 per cent of children had no exposure to any type of remote learning at all, while of those who did, it was mostly radio, TV or paper material. The Bank further indicates that in a typical African country, at most 10% of kids received some material through the internet. In Latin America, the situation was better in that 90% of children received some remote learning, but less than half of that was through the internet, and the rest was radio and TV-based[10].

Worse still, the World Bank[11] further reports that although most countries initiated remote learning interventions, only half of them were monitoring the usage and taking corrective measures to increase the reach. Evidence from countries that succeeded in reaching more children shows that good teachers were an important factor in guaranteeing education by finding creative ways of engaging with their learners, with technology or without it[12]. However, for teachers to effectively support their learners, education systems need to be flexible by giving teachers the relevant tools and support to provide a more personalized and flexible learning experience that ensures that all children learn. To achieve this, countries will need to close the current digital divide to make education systems more resilient and inclusive in providing continuity of learning at home.

---

[8] Saavedra J .2020. Getting children back to school: "We are in a hurry" Published on **Education for Global Development**

[9] World Bank. 2020b. The Covid-19 Pandemic: Shocks to Education and Policy Responses. Washington DC: World Bank.

[10] Saavedra J .2020. Getting children back to school: "We are in a hurry" Published on **Education for Global Development**

Saavedra J .2020. Getting children back to school: "We are in a hurry" Published on **Education for Global Development**

rning-and-COVID-19.pdf

[12] Saavedra J .2021. A silent and unequal education crisis. And the seeds for its solution. (worldbank.org)

Many scholars have thus made different suggestions for improving the effectiveness of remote learning. Saavedra [13] provides four proposed interventions for making remote learning more responsive to meaningful learning at home. First, he contended that countries need to pragmatically simplify the curriculum by prioritizing a minimum set of competencies to be delivered through online, television and radio programming. This view can be corroborated with the assertion by the World Bank that, *"And faced with tight constraints on school time due to the shortened year, teachers and schools will have learned the value of focusing on teaching the core foundational skills effectively, rather than diffusing their efforts across a wide range of skills and topics in the curriculum that can't possibly be covered in the time available"*. [14] As a result, some education systems have also introduced a modified format of examinations [15].

Second, he suggests that countries need to support teachers in adapting to remote learning teaching modes and maintaining communication with learners to enable them to continue coaching and assessing learners in their remote learning process. This is because teachers can play a major role in ensuring the smooth transition from face-to-face lessons to remote learning as well as complementing the remote learning programs. Third, assets that governments need to invest in policies designed to drastically improve home environments to improve opportunities for the poorest by investing in expanding internet infrastructure, facilitating free access to the internet and providing physical learning packs. As argued by Busso and Munoz, [16] low-income students tend to experience larger learning losses when they are out of school than students born to higher-income households because of differential access to school inputs at home such as parent support, access to ICTs and money to purchase internet bundles among others. Fourth, he cites the need for sustained empowerment of parents and caregivers with the necessary knowledge

[13]Saavedra J .2020. Getting children back to school: "We are in a hurry" Published on **Education for Global Development**

[14] World Bank. 2020b. The Covid-19 Pandemic: Shocks to Education and Policy Responses. Washington DC: World Bank.

[15]The Economic Times. 2020. "Coronavirus: All UP Government School Students of Classes 1 to 8 to Get Promoted without Exams." March 18. **https://economictimes.** indiatimes.com/news/politics-and-nation/coronavirus-all-up-govt-school-students-of-classes- 1-to-8-to-get-promoted-without-exams/articleshow/74686560.cms

[16] Busso, M., and J. Camacho Munoz. 2020. "Pandemic and Inequality: How Much Human Capital Is Lost When Schools Close?" Ideas Matter blog, April 13. https://blogs.iadb.org/ideas-matter/en/pandemicand-inequality-how-much-human-capital-is-lostwhen- schools-close/; using OECD 2018 data

to enable them to provide conducive learning environments for their children at home.

Furthermore, the World Bank's guidance on remote learning is that education systems must confront issues of inequity by adopting "multi-modal responses, capitalizing on existing infrastructure and utilizing a combination of different learning mediums" for different levels of education to ensure students are engaged and learning (p1)[17]. The Bank further emphasizes the need to plan for a multi-faceted remote learning model predicated on local systems' capacity, available resources and implementing an offline remote learning model based on utilizing printed material for students to learn at home. Although printed materials such as textbooks, study guides and reading materials can be useful in settings with limited technology, the Bank acknowledges that the key challenge is in distributing these materials and thus suggests that when it's not possible to physically deliver these materials, newspapers can be used to deliver such materials to the targeted population.

Overall, evidence on the effectiveness of remote learning is mixed at best. Most studies have revealed that digital technology is associated with moderate learning gains. As argued by World Bank,[18] "One lesson learned from those studies is that technology should supplement teaching, rather than replace it. In particular, technologies are unlikely to bring changes in learning directly. New technology does not automatically lead to increased attainment" (p5). Thus, as COVID 19 cases reduced and most countries started facing challenges in reaching most learners through remote learning, the need for the cautious reopening of schools amidst the COVID 19 pandemic became more inevitable. At the time, most countries also realized that COVID 19 itself does not affect children and youth as severely as it does to adults.

Thus, as early as April 2020, countries such as China and Norway had started opening their schools gradually, beginning with kindergarten, primary/secondary schools, vocational schools, colleges and lastly, universities[19]. By the beginning of June 2020, few more countries, including

---

[17] World Bank. 2020d. " Guidance Note on Remote Learning and Covid-19 (English). " http://documents.worldbank. org/curated/en/531681585957264427/pdf/Guidance- Note-on-Remote-Learning-and-COVID-19.pdf

[18] World Bank .2020c. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. Washington DC: World Bank.

[19] Government of Norway. 2020. "Gradual Opening of Kindergartens, Schools, Vocational Schools, Colleges and Universities." *Press Release*. April 7. https://www.regjeringen. no/no/aktuelt/gradvis-apning-av-barnehager-

Zambia, had partially opened their education systems. In most countries, priority was given to lower grades because early childhood education and foundational learning in early primary schools did not benefit much from remote learning interventions, mainly because children aged 0-8 years could hardly take advantage of remote learning programs and tools.

The reopening of schools in all the countries also involved putting up measures for encouraging the re-enrolment of children at risk of dropping out of school completely due to the long closure. To maximize re-enrolment and attendance after schools reopened, Countries deployed both financial and non-financial incentives. These incentives, some of which were available before the COVID 19 pandemic, included feeding programmes, provision of school uniforms and payment of school fees, to drive re-enrolment[20]. Countries also had to invest in protecting the health and safety of learners at school to ensure that learners meet local health protocols and this included the provision of free masks, hand sanitizers, hand washing facilities, improving water and sanitation facilities as well as providing for physical distancing[21]. To ensure social distancing, some countries in sub-Saharan African such Sierra Leon, Mali, Niger and Malawi also considered either staggered or partial reopening of schools[22]. Other measures put in place during the reopening of schools include preparing teachers to assess learning losses, closing learning gaps and providing adequate financing for recovery needs. As argued by World Bank,

"Ministries of education and schools can use the interim period before the reopening of schools to (i) assess teachers that could participate in accelerated learning or remedial programs, (ii) identify learning gaps among whole cohorts and students in need of support (learning, financial, or nutrition), and (iii) assess overall learning losses so that accelerated and remedial programs can be targeted correctly" (p28)[23].

---

skoler-fagskoler-hoyskoler-og-universiteter/ id2697077/

[20] UNICEF. 2013. *Back-to-School Guide: Evidence-Based Strategies to Resume Education in Emergencies and Post-Crisis Transition*. Geneva: UNICEF.

[21] Saavedra J .2021. A silent and unequal education crisis. And the seeds for its solution. (worldbank.org)

[22] Thomson Reuters Foundation (2021), *"Amid pandemic, African schools broadcast lessons to close gaps"* Article for The Christian Science Monitor downloaded at:
https://www.csmonitor.com/USA/Education/2020/1021/Amid-pandemic-African-schools-broadcast-lessons-to-close-gaps

[23] World Bank. 2020b. The Covid-19 Pandemic: Shocks to Education and Policy Responses. Washington DC: World Bank.

More important also, the reopening of schools amidst the COVID 19 also required governments to seize opportunities for improving their education systems for the long term[24]. With the right planning and policies, some countries used the crisis as an opportunity to build more inclusive, efficient, and resilient education systems. Saavedra[25] suggests the need for Countries to employ COVID 19 response approaches involving blended learning, teaching at the right level and tracking at-risk learners to prevent school drop-outs or, in other words, focusing on building back better education systems. The likely resurgence of COVID 19 cases after the reopening of schools requires that education systems plan for blended education provision where some schools in low-risk localities such as rural areas can remain open, while those in high-risk localities like cities can close and revert to remote learning as they go in temporary lock-downs because of renewed COVID 19 outbreaks[26]. For all these measures to be a reality, there is need for governments to protect and enhance education financing during the COVID 19 pandemic.

In Zambia COVID 19 impacted the education sector negatively. After recording the first cases of COVID 19 in March 2020, the country closed all school, colleges and universities. The closure of schools resulted in the loss of learning for more than 4.3 million learners in Zambia. As was the case with other countries, Zambia implemented alternative modes of education provision involving remote learning through the use of radio, television and online platforms. However, the reach for alternative modes of education provision was low due to various reasons including limited access to ICT infrastructure and equipment. According to the survey conducted by MoGE[27] only 5% of the learners indicated availability of internet in their homes and only 29% indicated having access to power. Further, the removal of children from the safe school environment coupled with the low access to alternative modes of education provision also meant that majority of the learners lost significant learning hours. Majority of the girls were also predisposed to various risks

---

[24] GPE: https://www.globalpartnership.org/blog/covid-19-and-education-sub-saharan-africa-5-actions-way-forward

[25] [25]Saavedra J .2020. Getting children back to school: "We are in a hurry" Published on **Education for Global Development**

[26] World Bank. 2020b. The Covid-19 Pandemic: Shocks to Education and Policy Responses. Washington DC: World Bank.

[27] MoGE, UNICEF and ZANEC (2020) School Readiness Accountability Monitoring Report. Ministry of General Education: Lusaka.

which include pregnancy, sexual abuse, early marriages, child labour and loss of interest in school resulting in increased dropouts[28].

Finally, without implementing aggressive policy actions, the COVID 19 driven shocks to schooling and the economy will deepen the learning crisis, especially in countries that were already facing a learning crisis before the pandemic. Most children and youth who have been forced out of school may not return, with countries like Zambia having experienced a non-return national ratio of 9% for examination classes that reopened in June 2020[29]. Whereas those learners who do return will require remedial actions to mitigate the lost valuable learning time. Unfortunately, the poorest households have been hit harder due to the resultant economic crisis, thereby widening inequalities that will eventually perpetuate the cycles of poverty. Beyond the short term impact of COVID 19 on schooling and learning, countries will ultimately suffer significant long-term losses in future incomes of learners. As argued by Saavedra[30] , children, especially in early learning and lower primary school, whose education was disrupted by the COVID 19, will never get those valuable years back and will remain disadvantaged compared to both previous and later generations.

3.0   METHODOLOGY

3.1   Study Area

The Survey was conducted in 400 schools, consisting of primary and secondary, sampled from across the 10 provinces of Zambia. A total of two districts were selected purposively from each province to provide a meaningful countrywide representation of the study and from each district, 20 schools were sampled using the simple random sampling method. The schools were further stratified into private schools, public schools and community schools at both primary and secondary levels. The Ministry of General Education technocrats were in charge of the sampling process.

3.2   Study Design

The survey was based on a mixed methods research design, a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods to understand the research problem. Based on the nature of the

---

[28] MoGE, UNICEF and ZANEC (2020) School Readiness Accountability Monitoring Report. Ministry of General Education: Lusaka

[29] MoGE, UNICEF and ZANEC (2020) School Readiness Accountability Monitoring. Ministry of General Education: Lusaka

[30] Saavedra J .2021. A silent and unequal education crisis. And the seeds for its solution. (worldbank.org)

research problem the mixed methods design was chosen as the research paradigm underpinning this survey. The mixed methods design is ideal in providing a better understanding of the research problem by building on the strengths of both quantitative and qualitative data.

3.3 Population and Sample Size

The study involved the targeted the collection of data from key respondents namely school administrators, teachers, learners and parents/guardians of learners. These respondents were selected from the 400 sampled schools from 10 provinces of Zambia namely Southern, Western, Northern, Muchinga and Eastern, Copperbelt, Central, North-western, Lusaka and Luapula. Table 1 below shows the population interviewed during the study.

Table 1: Population interviewed during data collection exercise

INSTRUMENT	NO. OF RESPONDENTS
Headteachers	400
Teacher	800
Parents/Guardians	800
Learners	800
PEOs/DEBS	30
TOTAL	2,830

Calculated at a 95% confidence level, 5% margin of error and total population of approximately 3,000 schools; the representative sample size was calculated as shown in Table 1 above. The sample size was equally divided among provinces so that 40 schools per province were selected for the survey.

Table 1: Sample Size Calculations n= N (p%×q%×Z2)/ {(N-1) e%2+ (p%×q%×Z2)}

n= 3,000 (50×50×1.96×1.96)/ {(3,000-1)5×5 + (50×50X1.96×1.96)} n= 3413

3.4 Sampling Methods and Achieved Sample

The study used probability sampling techniques so that the results from the sample statistics could be representative at school and provincial levels, but not at the national level. The sampling unit was the school and the responding unit was the head teacher, teacher, learner and parent.

The sampling of respondents for the questionnaire was done in three stages.

First, 20 districts were sampled from the 117 districts using purposeful sampling to include GPE districts as well as to take into account the geographical location of the district, such as that, in each province, one district was rural and the other was urban.

Second, 20 schools were sampled from each of the 20 districts. The sample of schools was scientifically generated calculated at a 95% confidence level, 4% margin of error out of a total population of 10,570 schools.

Third, at the Provincial and District Education Offices, the target respondents were the Provincial Education Officers and the District Education Board Secretaries, respectively. At the school level, several respondents were targeted as follows 1 head teacher, 2 teachers, 2 leaners (1 boy and 1 girl), preferably one grade 6 and the other grade 7, and 2 parents or guardians to the respective learners. The respondents were carefully selected based on their strategic positioning in education which provided them with valuable experiences that were key in addressing the survey objectives. As custodians of the schools, Head teachers were targeted mainly because they were key in providing information on how the COVID 19 was affecting their schools and the measures they had taken to mitigate the negative impact. Similarly, teachers and learners as active participants in the teaching and learning processes respectively, were better placed to share information on how the COVID 19 pandemic was impacting the teaching and learning processes. On the other hand, parents or guardians as bread winners were targeted to provide information the support they were giving their children to enable their continuity of learning at home and school among others. Whereas, both the PEOs and DEBS were viewed as key informants on matters relating to the effectiveness of the existing policy framework and oversight mechanisms designed to mitigate the impact of COVID 19 on education. The selection of Grade 6 and 7 was mainly intended to have most senior learners from both examination and non-examination classes who could express themselves better on the subject matter.

At secondary school level the study targeted same number of respondents, with the targeted learners and teachers having been drawn from grades 9, 11 or 12. The selection of learners was done purposively mainly based on gender representation and individuals who could provide valuable information to address the objectives of the study. The number of respondents interviewed is detailed in Table 2 below.

Table 2: Percentage of Respondents Interviewed

INSTRUMENT	NO. OF RESPONDENTS	PERCENTAGE
Headteachers	400	100
Teacher	800	100
Parents/Guardians	800	100
Learners	800	100
PEOs/DEBS	30	100
TOTAL	2,830	100%

The 100% reach for all the targeted respondents can be attributed to the participation of senior officers from Ministry of General Education national headquarters as well as officers from the provincial and district levels.

3.5 Data Collection

The data was collected using in-person semi-structured questionnaires as well as phone call-based interviews with parents and guardians who were not available at school at the time of the Survey. The Survey used five (5) instruments for primary data collection as follows: PEO and DEBS questionnaire; head teacher questionnaire; teacher questionnaire; learner questionnaire; and parent/guardian questionnaire. The questionnaires were administered in person both physically and through phone calls.

3.6 Data Processing and Analysis

The data from the questionnaires was first coded and entered in Microsoft Excel. Thereafter, the data was analysed using the Statistical Package for Social Sciences software (SPSS). The data analysis generated frequencies, cross-tabulations, and percentages. Qualitative data was analysed using a content analysis process involved that identifying the main themes, assigning codes to the main themes, classifying responses under the main themes, and finally integrating the themes and responses into the survey report.

3.7 Ethical Considerations

Anonymity and confidentiality was upheld by the Survey, and this was communicated to the respondents in order to reassure them. The Survey further ensured that the participants' right to decide whether to comply with the researcher's request, their right to informed consent about what is involved in their participation, the extent to which personal information was collected, the disclosure and retention of personal information, and adhering

to codes of conduct and laws that dictated how to properly manage participants' privacy and keeping their information safe and confidential were adhered to. In addition, each questionnaire stated the objectives of the Survey to inform respondents on the importance of the Survey

3.8 Limitations of the Study

Some limitations were encountered by the study as below:

- Not all the schools could be part of the Survey due to limited resources. Only 400 schools and 20 districts were visited to form a representative sample of the country. Future studies may therefore seek to cover as much geographical area as possible or target those districts not covered by this study.
- Due to the prevailing COVID 19 situation, the Survey could not utilize other data collection methods, like focus group discussions, to get a deeper understating through triangulation. Future studies may consider using technology-enabled platforms like Zoom to conduct focus group discussions provided data bundles would be provided

4.0 RESEARCH FINDINGS

4.1 Impact of the Long Closure of Schools on Enrolment

4.1.1 Learners Who Dropped Out of School during the COVID19 period

As shown in Figure 1 below, COVID 19 has contributed to the increase in the number of out of school learners in Zambia. The findings show that 565 girls dropped out of school due to pregnancy, while 185 girls and 38 boys dropped out of school because of child marriages. Furthermore, 1,017 boys dropped out of school due to economic hardships against 1,232 girls who dropped out of school for the same reason. The head teachers interviewed from 400 schools also indicated that 668 boys and 606 girls dropped out of school for reasons they did not know. Overall, the total number of all children reported to have dropped out by head teachers was 4,311 from the 400 schools covered representing 3.5%.
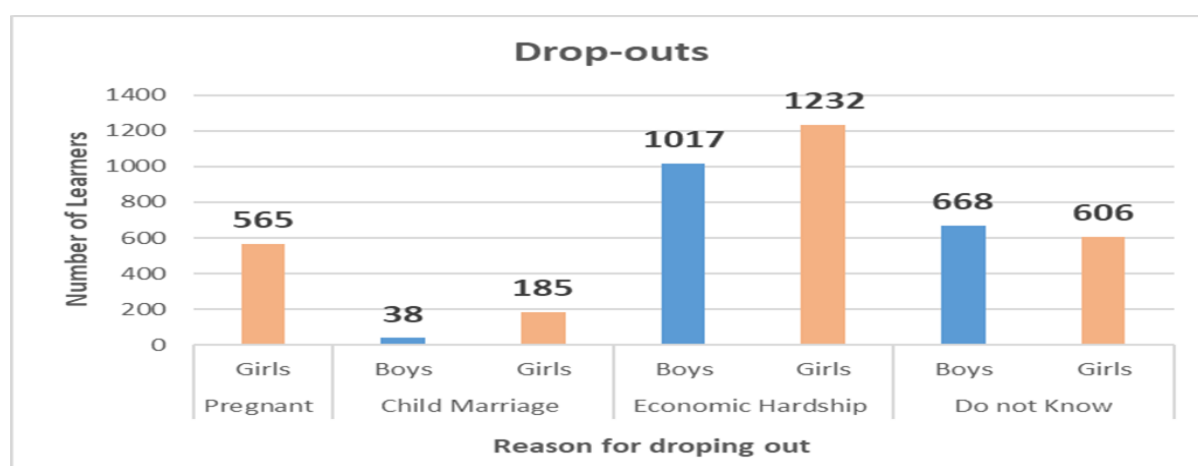
Figure 1: Number of children who dropped out of schools by reason

4.1.2 Reasons Why Some Children Dropped Out of School during the COVID 19 Period

The Survey also asked the 800 teachers interviewed to state the reasons why some learners dropped out of school in 2020. In response, most (219) of the teachers representing 30.9%, said that learners dropped out of school mainly due to economic reasons. This was followed by 29.8 of teachers who cited loss of interest due to the long closure of schools in 2020 and 28% of the teachers who said that early pregnancies were among the reasons that led learners dropping out in 2020. Other causes include fear of COVID 19 (18.2%), early marriages (16%), failure to pay school fees (14.3%), long-distance to

school (13.6%), child labour (4%), disability and special needs (2.3) %) and other factors (3.4%).

Table 3 Reason why some children dropped out of school in 2020

Reasons for dropping out	Number	Percentage
Pregnancies	198	28.0
Early marriages	113	16.0
Fear of COVID 19	129	18.2
Loss of interest due to long closure of schools	211	29.8
Distance to School	96	13.6
Cannot pay School Fee	101	14.3
Child labour	28	4.0
Economic reasons	219	30.9
Disabilities and special need	16	2.3
Other	23	3.4

NB: *Number – represents the number of respondents who cited a particular reason: Percentage – represents the corresponding proportion of respondents who cited that reason.*

4.1.3 Boys' Enrolments Before and After COVID 19 Pandemic

The Survey also collected information on the enrolments before and after the COVID 19 pandemic. As shown in the table below, there were 123,686 boys enrolled in 400 schools targeted by the Survey before the advent of the COVID 19 pandemic in March 2020. By March 2021, the boy's enrolments had reduced to 118,799 in the 400 schools targeted. A total of 8 out of the 10 provinces experienced a reduction in boy's enrolments by March 2021 (after advent of the COVID 19) compared to the number of boys who were enrolled in school before the COVID 19 pandemic in March 2020. Only Eastern and Luapula experienced marginal increases in boys' enrolments by 2 and 29 boys respectively over the same period. Copperbelt province experienced the most significant reduction in boys' enrolments at 1,203 boys, followed by Southern, Lusaka and Northern, where the number of boys enrolled reduced by 941, 757 and 536, respectively. Overall, the 400 schools targeted by the Survey experienced a reduction of 4,887 in boys' enrolments between the period March 2020 and March 2021, representing a 4% reduction in boys' enrolments.

Table 4: Comparison of boy's enrolments as of March 2020 and March/April 2021

	Boys		
Province	Mar-20	Apr-21	2021 less 2020

Central	9,741.00	9,348.00	−393
Copperbelt	10,209.00	9,006.00	−1203
Eastern	14,413.00	14,415.00	2
Luapula	9,597.00	9,626.00	29
Lusaka	13,742.00	12,985.00	−757
Muchinga	9,334.00	8,965.00	−369
Northern	13,695.00	13,159.00	−536
North-Western	19,828.00	19,730.00	−98
Southern	11,958.00	11,017.00	−941
Western	11,169.00	10,548.00	−621
Grand Total	123,686.00	118,799.00	−4,887

4.1.4 Girls' Enrolments Before and After COVID 19 Pandemic

As shown in Table 1, there were 130,180 girls enrolled in the 400 schools targeted by the survey by March 2020. By March 2021, the number of girls enrolled had reduced to 129, 216, representing a reduction of 964 (0.7%) girls. Copperbelt province experienced the largest reduction in enrolments at 1,443, followed by Western (−509), Central (−375), Northern (−312), Southern (−277) and Muchinga (−277) provinces, respectively. The remaining provinces, namely Eastern (814), Luapula (745), North-western (483) and Lusaka (72), recorded an increase in the number of girls' enrolment over the same period. The significant differences in the enrolments and dropout rates across provinces will require further investigation.

Table 5: Comparison of girl's enrolments in March 2020 and March/April 2021

Province	Mar-20	Apr-21	2021 less 2020
Central	9,457.00	9,082.00	−375
Copperbelt	11,220.00	9,777.00	−1443
Eastern	16,603.00	17,417.00	814
Luapula	9,404.00	10,149.00	745
Lusaka	15,786.00	15,858.00	72
Muchinga	9,418.00	9,256.00	−162
Northern	15,197.00	14,885.00	−312

Northwestern	19,257.00	19,740.00	483
Southern	11,754.00	11,477.00	−277
Western	12,084.00	11,575.00	−509
	130,180.00	29,216.00	−964

4.1.5 Completion of the 2020 Syllabus

As a result of having closed schools for 3 months in the case of examination classes and 6 months for the other classes in 2020, the survey investigated the progress that schools achieved in completing the syllabus. To this effect, from the 400 head teachers interviewed during the survey, 227 head teachers representing 56.8% said that they finished their syllabus, while 164 head teachers representing 41% said that they did not finish their syllabus. The remaining 9 (2.3%) head teachers said they were unsure whether they completed the syllabus.

Table 6: Number of Schools that either completed or did not complete their syllabus in 2020

Types of Responses from Schools on Syllabus Completion (Did the School Complete the Syllabus in 2020)	Number of Schools	Percent	Valid Percent	Cumulative Percent
Schools Said Yes	164	41.0%		41.0%
Schools Said No	227	56.8%		97.8%
Schools That Did Not Know	0	0.0%		97.8%
Schools That Did Not Indicate	9	2.3%		100.0%
Total	**400**	**100.0%**		

Furthermore, the survey also asked the 800 teachers interviewed whether or not they had finished the syllabus. In response, only 20.7% (157) of the teachers said they had finished the syllabus, while 79.3% (603) of the teachers said they did not complete the syllabus. In addition, the teachers were also asked to indicate whether or not the time that was allocated for them in 2021 was enough to complete the syllabus. To this effect, 59.6% (461) of the teachers said that the time allocated[31] was not enough to finish the syllabus, while 40.4% (313) said the time allocated was enough to complete the syllabus.

4.1.6 Policies or guidelines on how teachers should teach after the reduced class time

The survey investigated whether or not schools had put in place policies guiding the teaching processes following the policy pronouncement by the Ministry of General Education on the reduction of class time as a COVID 19 preventive measure. Out of the 400 head teachers interviewed, 69.8% (227) indicated that they had put in place deliberate policies, 15.2% (61) of the head teachers said that they had not put in place any policies to guide their teaching processes following the pronouncement of the policy on reduced class time. The remaining 15.0% (60) of head teachers did not respond to this question.

Table 7: Schools with or without policies for teachers to teach after the reduced class time

Does the school have any deliberate policy or guidelines for teachers to teach after the reduced class time?	Number of Schools	Percentage of Responses	Valid Percent	Cumulative Percent
Schools that Said Yes	279	**69.8%**		**69.8%**
Schools that Said No	61	**15.3%**		85.0%
Schools That Did Not Indicate	60	**15.0%**		100.0%
Total	**400**	**100.0%**		

4.1.7 Solutions to ensure the Syllabus is Completed

The 800 teachers interviewed were also asked to indicate the alternative solutions that they put in place to complete the syllabus if at all they did not complete the syllabus. In response, 264 (66.3%) teachers indicated that they give homework to children, 33.7% (264) teachers said that use remote learning using on-line platforms, 18.9% (148) of the teachers said that they do remedial teaching, while the remaining 2.4% of the teachers said they use other solutions.

Table 8: Alternative solution to ensure more content is covered

Alternative Solutions	Number of Teachers said		Percentage of Teachers said	
	No	Yes	No	Yes
Give homework every day	520	264	66.3	33.7
Use remote learning (Online connective	756	28	96.4	3.6
Add additional catch-up or remedial work	636	148	81.1	18.9
Other not mentioned above	765	19	97.6	2.4

4.1.8 Biggest Concerns by Head teachers Associated with Running Schools

The survey asked the head teachers to indicate the three biggest concerns associated with running schools amidst the COVID 19 pandemic. Of the 400
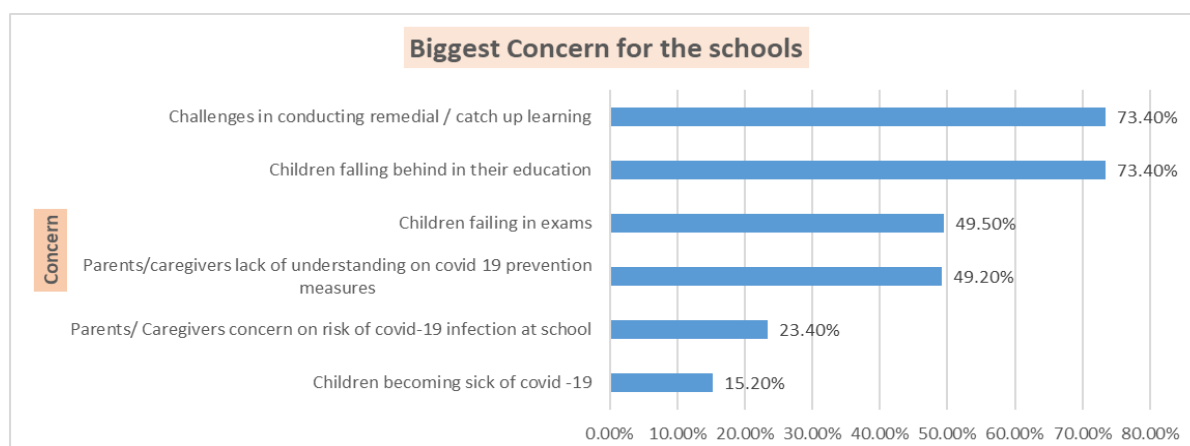
Figure 2: Biggest Concerns Associated with Running Schools

Head teachers interviewed, majority (73.4%) of them cited difficulties in conducting catch up or remedial lessons due to various reasons including limited time, learning space and inadequate teaching staff. Similarly, another 73.4% of respondents also mentioned children lagging behind in their education as one of the biggest challenges. Other reasons cited are children were there school level attempts to assess the learning loss/gaps?

Failing in their examinations (49.50%), parents or caregivers' lack of understanding of COVID 19 prevention measures (49.20%), parents or caregivers' concerns on risk of about COVID 19 infection at school (23.4%) and children becoming infected with COVID 19 at school which was cited by 15.2% of the respondents.

The survey also asked teachers to indicate the biggest concerns for the learners they were teaching amidst the COVID 19 pandemic. As shown in the table below, 65.6% (486) of the teachers cited children falling behind in their education as the biggest concern. Other concerns cited include children behind examinations mentioned by 14.7% (109) of the teachers, children becoming sick of COVID 19 indicated by 12,1% (90) and others mentioned by 7.6% (56) of the teachers interviewed.

Table 9 Biggest Concern for the learners

Response (*Biggest Concern for the Learners*)	Number of Teachers	Percentage of those who responded
Children falling behind in their education	486	65.6
Children becoming sick of COVID 19	90	12.1

Children failing in exams	109	14.7
Other	56	7.6
Those who did not indicate	59	–
Total	800	100

4.2 Learning under the Current Environment of Reduced Learning Hours

4.2.1 Teacher Challenges Faced by Schools

The head teachers were also asked to provide information on the challenges that teachers were facing during COVID 19 pandemic. As shown in Figure 4 below, majority (87.1%) of the head teachers cited reduced interaction with pupils due to the COVID 19 pandemic as one of the challenges that teachers
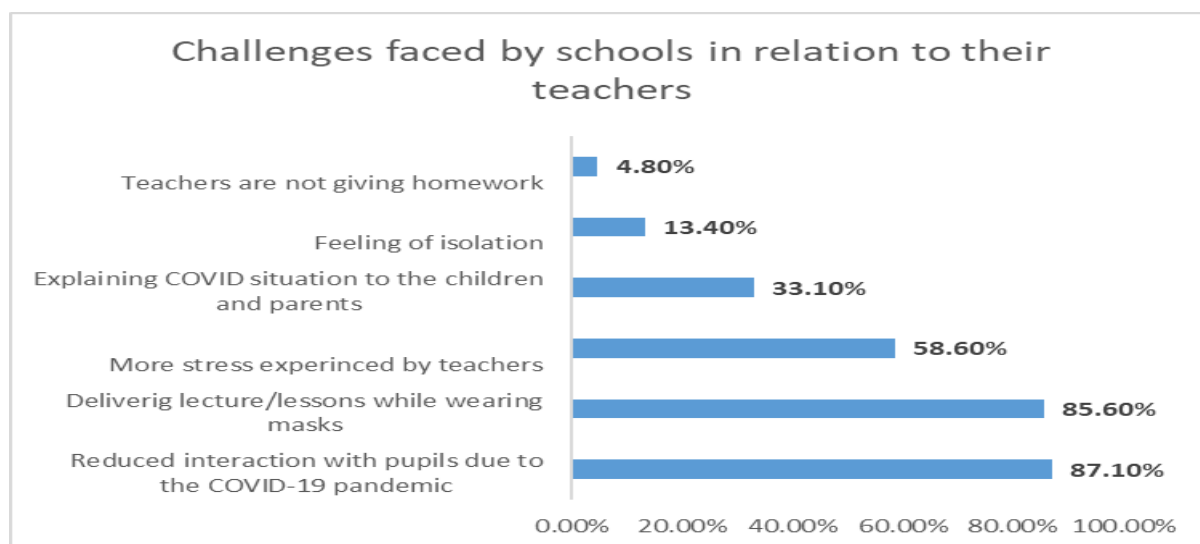
Figure 3: Challenges faced by schools in relation to their teachers

were facing. 85.6% of the head teachers cited discomfort resulting from delivering lessons while wearing masks and 58.6% indicated that teachers were experiencing more stress due to the COVID 19 pandemic. Other challenges cited were explaining CIVID 19 situation to the children and parents indicated by 33.1% of the respondents, feeling of isolation cited by 13.4% of respondents and teachers being unable to give homework which was mentioned by 4.8% of respondents.

4.2.2 Most Noticeable Positive Change by Head teachers in their School Staff

The head teachers were asked to explain the most noticeable positive changes they had noticed in their teachers during the COVID 19 period. To this effect, 82.4% of the respondents cited using different teaching approaches, 56.0% said that the teachers were more engaged and innovative, while 46.8% cited

better relationships with pupils as one of the most noticeable positive changes in the staff during the COVID 19 period. Other positive changes cited are that teachers are more supportive of blended learning (37.9%), better relationships with parents, caregivers and communities (34.1%), better relationships with other school staff, leaders, teachers and assistants (33.1%), and that teachers can use digital tools more confidently (12.2%).
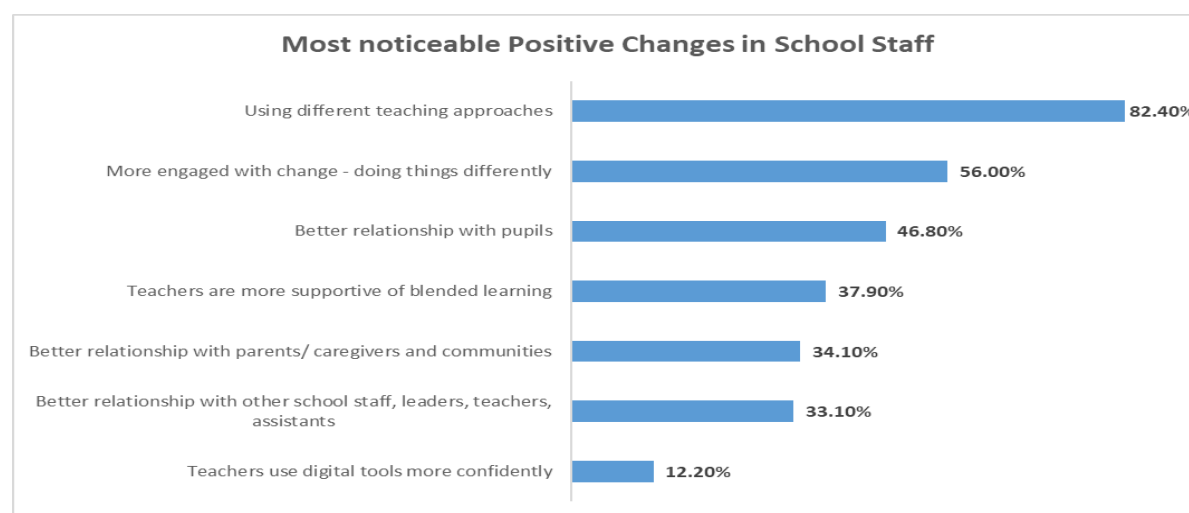
Figure 4: Most Noticeable Positive Change in School Staff

4.2.3 Positive changes implemented in teaching

The teachers were asked to state the most noticeable positive changes implemented in teaching during the COVID 19 pandemic. As indicated in Table 9 below, 29.8% of the teachers stated that the most pronounced positive was that they were able to use digital tools more confidently, 28% said they

Table 10: Most Noticeable Positive Changes Implemented in Teaching

Positive changes	Number of Teachers Said		Percentage of teachers	
	No	Yes	No	Yes
I use different teaching approaches	508	198	72.0	28.0
I have better relationship with pupils	595	113	84.0	16.0
I have better relationship with other school staff, parents, leaders, teachers, assistants	578	129	81.8	18.2
I use digital tools more confidently	496	211	70.2	29.8
I now support blended learning	611	96	86.4	13.6

I am now more engaged with change – doing things differently	607	101	85.7	14.3
Other positive changes not mentioned above	680	28	96.0	4.0

were able to use different teaching approaches. One teacher in every five teachers (18.2%) indicted that they had better relationships with other school staff, parents, leaders, teachers and assistants as a result of the prevalence of COVID 19. Reasons for this could be many and fundamentally could hinge on our dependence on others as human being in times crisis, stress, emotional pain and other calamities. There is also an inherent drive as human being to seek for emotional support in times in times of calamity and also to offer the same to others in times of distress. The same drive was also compelling teachers to extend their empathy ad sympathy to learners. One out of every six (16.0%) teachers indicated that they had better relationships with pupils than before COVID 19, 13.6% cited their ability to support blended learning, while 14.3% said they were now more engaged with change and doing things differently in their teaching during the COVID 19 period.

4.2.4 Reports of Negative Occurrences to Learners

The Survey also asked head teachers to state any reports of negative occurrences to learners that they have received during the COVID 19 period. As shown in Figure 6, 86% of the head teachers stated reports on early marriages and 53.5% stated reports on early marriages. Furthermore, 18.9% of the head teachers indicated that they had received reports on physical abuse, while 14.8% said they received reports on sexual abuse.
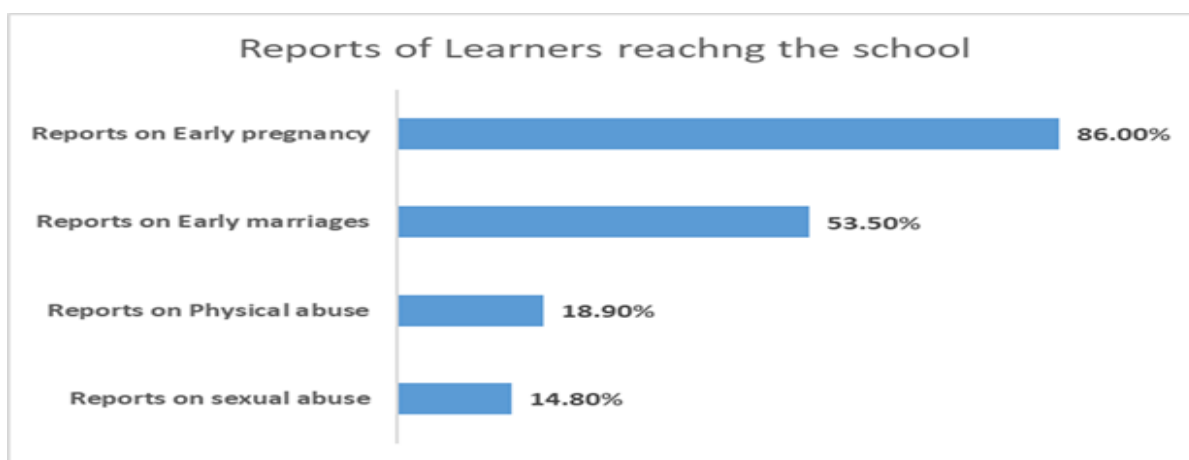
Figure 5: Reports of Negative Occurrences to Learners

4.2.5 Most noticeable negative impact in teaching as a result of COVID 19

The 800 teachers interviewed were also asked to state some of the negative impacts of COVID 19 on teaching processes. As shown in Table 10, 86.4% of the teachers cited the reduction in learning hours, 51.6% cited the splitting of large classes leading to longer teaching time, and 50.3% cited more stress on teachers, while 39.8% said that multiple shifts had a negative impact on their teaching. Other noticeable negative impacts that were mentioned include restrictions in learning outside the classrooms and teachers' feeling of isolation.

Table 11: Noticeable Negative Impact on teaching as a result of COVID 19

Negative impact	Number of Teachers Said		Percentage of teachers	
	No	Yes	No	Yes
Reduction in learning hours	106	671	13.6	86.4
Multiple shifts	468	309	60.2	39.8
I have more stress now as a teacher	386	391	49.7	50.3
I feel more isolated now	681	95	87.8	12.2
Splitting of big classes leading to longer teaching time	376	401	48.4	51.6
Restriction on learning outside the classroom	518	258	66.8	33.2
Other negative impact not mentioned above	749	26	96.6	3.4

4.2.6 Number of children with Disability

The survey also asked head teachers to provide information on the number of child with disabilities in their respective schools. Out of the total enrolment of 248,015 learners in the 400 schools targeted by the survey, only 74 were children with disabilities. Most (30) of the learners were deaf, 8 were visually impaired, another 8 had mental disabilities, 7 had physical disabilities and 21 had other forms of disability other than the ones listed above.

Table 12: Number of Children with Disability in Classes

Leaner behavior	Min	Mean	Median	Max
visually impaired	0	1.128079	1	8
deaf	0	1.060976	0	30
physical disability	0	0.698864	1	7
mental disability	0	0.696774	0	8
other	0	1.015385	0	21

The teachers who were teaching children with disabilities were also asked to explain whether they were providing any special support to children with disabilities. In response, 81% (188) of the teachers indicated they were providing special support to children with disabilities. The remaining 19% (44) of the teachers said that they were not providing any special support to children with disabilities.

4.2.7 School learning environment and shifting patterns as a result of COVID 19

Figure 7 below presents data which shows that the period before COVID 19 had fewer shifts than in the period after COVID 19. If this increase in shifts is compensated for by the increase in the number of teachers, then this could be perceived to be a blessing in disguise. The proportion of those doing single shift reduced four times from 61% to 15%, double shifting increased fourfold. Double shifting schools more than doubled from 21% to 46%. The dynamics brought about by changes in shifting patterns presents challenges and opportunities.
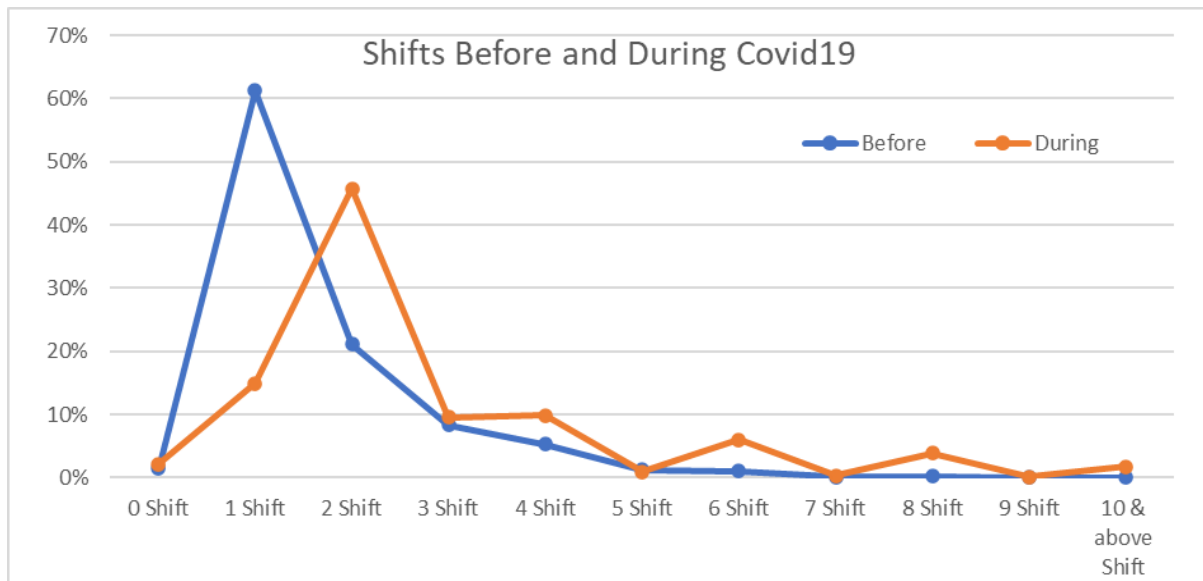
Figure 6: shifting patterns as a result of COVID 19

The increased demand for additional teachers to address the need for additional classes arising from the splitting of classes could easily be addressed if most of the teachers already trained could be employed. Essentially the splitting of classes could be further reviewed. There are those schools that could afford to split classes without pressing demands for additional classrooms. However, for most of the schools there would be need for additional classroom space and other physical space. In rural areas there is still room in a number of schools to stretch facilities further as there are still opportunities for further utilization of school infrastructures.

4.3 Utilization of Alternative Modes of Education Provision Opportunities

In this section, the Survey investigated the utilization of the Alternative Modes of Education Provision (AMEP) mainly through television, radio, on-line, mobile phones and take-home packages. The head teachers were fist asked to indicate whether or not they were providing AMEP to their learners.

4.3.1 Opportunities for delivery of AMEP in Schools

Two out of every three schools do not have opportunities for alternative modes of education delivery. In the era of COVID 19, this presents both opportunities for scaling up AMEP and challenges to scale up as well. The first consideration that needs to be made is to build on existing opportunities. This therefore requires a clear understanding on the one-

third of the schools that already are deploying the AMEP strategies. Of this one-third (35%) of the schools that use AMEP only 38% indicated that they use either TV, radio or e-Learning. The other AMEP options were not indicated in this study. Given that the total number of schools that indicated that they use AMEP was 131, and of this number only 51 schools indicated that they either use TV, radio or eLearning, we therefore can conclude that only 14 percent of the schools either use TV, radio or eLearning.

Table 13: Opportunities for AMEP in Schools

Opportunities for AMEP	Number of Schools	Percent
Schools with *Opportunities for AMEP*	131	35%
Schools without *Opportunities for AMEP*	241	64%
Missing	4	1%
Total	376	100%

Given the above scenario, we need to work out a developmental model that can get Zambia to increase the AMEP opportunities in all school in the country.

According to the data obtained in the study, only about a third (35% – 131) of the schools indicated having some form of alternative mode of education provision in place. Further, out of this number only 51 (14) either use radio, TV or on-line learning methods. It was beyond the scope of this study to further identify the other forms of alternative modes that were being used by 21 percent of the participating schools. However, this could have included the traditional mailing systems. Therefore, to assume that AMEP complemented or compensated for the learning and teaching time loss due to COVID 19 was not the case. Further, it was beyond the scope of this study to evaluate the actual quality of this AMEP, nor the proportionate distribution of the 14% across the three listed alternative – radio, TV or on-line.

4.3.2 Number of Learners who had Access to AMEP

The 800 learners interviewed were asked to indicate whether or not they had accessed remote learning modes namely radio, television and online platforms. As shown in Table 14 below, 226 learners representing 28.3% said that they had listened to education programmes on Education Broadcasting Services (EBS), while 356 learners representing 44.5% said they had listed to education programmes on ZNBC Radio. Altogether, 582 learners representing 72.8% said they had accessed remote learning through radio. This was followed by 471 (58.9%) learners who said they had accessed education programmes

through television, while 222 (27.8%) learners said they had accessed remote learning platforms.

Table 14: Number of learning with access to AMEP

Type of Remote Learning Mode		Learners Accessing AMEP	Percentage
Radio	Education Broadcasting Services	226	28.3
	ZNBC Radio 2	260	32.5
	Community radio	242	30.3
TV		471	58.9
Online		222	27.8

Further analysis of the responses on access to remote learning revealed that out of 520 learners, representing 65%, who said that they had television at home 356 (44.5%) of them said they had watched the ZNBC TV 4 education channel. Furthermore, of the 520 learners who said they had televisions in their homes, only 471 of them said they were allowed by their parents or caregivers to watch television. In addition, of the 458 (57%) learners who said they had radios in their homes, only 439 (44.5%) said they were allowed by their parents or caregivers to listen to the radio. As shown in the table below, only 222 learners representing 28% said they had access to internet at home.

Table 15: Learners' responses to questions on access to AMEP

Question asked to the learners	Yes	%
Do you have a TV in your home?	520	65%
Have you watched the educational channel ZNBC TV 4?	356	44.5%
If Yes, do your parents/caregivers allow you to watch TV?	471	59%
Do you have a radio in your home?	458	57%
Do your parents/caregivers allow you to listen to radio	439	55%
Do you have access to the Internet in your home?	222	28%

The Survey also asked learners to provide information on whether or not they had electricity at home. As shown in Figure 8 below, 453 (56.7%) out of the 800 learners interviewed said they had electricity in their homes, while 317 learners said they did not have electricity at home. The remaining 29 respondents either said they did not know (10) or declined (19) to answer the question.

Figure 8: Learners with or without Electricity in their Homes
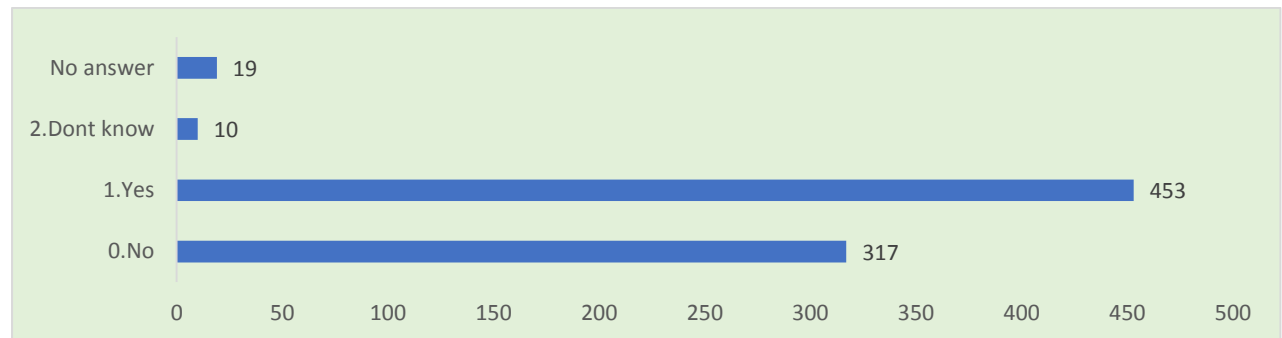
Lastly, the learners were also asked to explain whether they had heard about the e-learning portal for the Ministry of General Education. As indicated in the Figure 9 below, only 119 learners representing 14.9% said they had heard about the e-learning portal. The remaining 680 learners either opted not to respond (374) or said they had never heard about the e-learning portal (306).

Figure 9: Learners who had heard about the e-learning portal
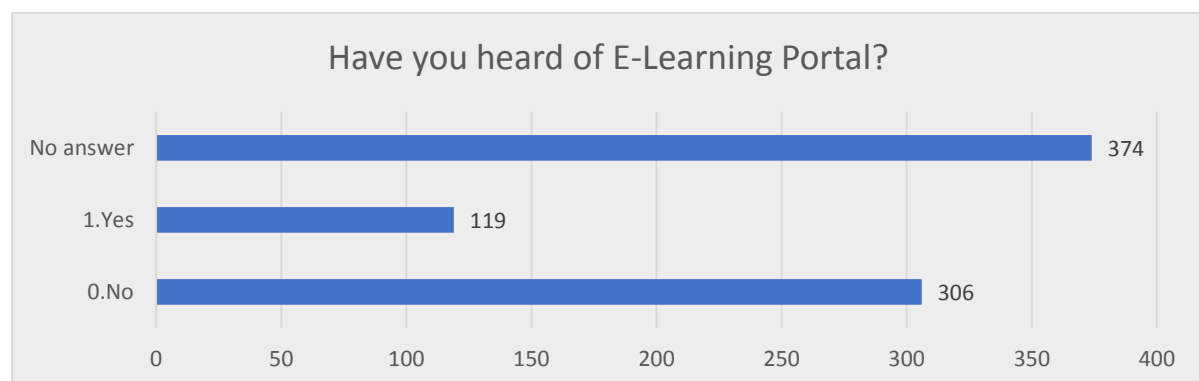
4.3.3 Comparison of presentations on the TV, radio, eLearning platform and regular teaching in schools

The Survey also asked learners and parents to explain whether presentations on TV, radio and eLearning platforms were as effective as regular teaching in schools. As shown in Table 14 below, 38% of the respondents indicated

that lessons taught on TV, radio and eLearning platforms were the same as those taught in the classroom setting.

Table 14: Whether AMEP presentations are consistent with regular teaching

AMEP presentations are consistent with regular teaching	Number of schools	Percent
Schools said No	80	62%
Schools said Yes	51	38%
Total	131	100%

4.3.4 Type of support given to learners to help them effectively learn at home after school hours

The Survey also asked teachers about the type of support that they give learners to help them effectively learn at home after school. In response, majority (49.2%) of the teachers indicated that they provide printed materials, followed by pre-recorded video lessons cited by 2.5% of respondent. Other forms of support provided were live on-line classes, computers to access internet and internet connection cited by 0.8%, 0.2% and 0.2%

Table 15: Type of support that they give learners to help them effectively learnt at home after school

Type of support given to learners	Number of teachers	Percent
Printed materials	197	49.2
Do not know	61	15.2
Pre-recorded video lessons	10	2.6
Live, on-line classes that allow interaction	3	0.8
A computer to access internet	1	0.2
Internet connection	1	0.2
Other	127	31.8
Total	400	100

4.3.5 Can the Ministry of General Education use the Alternative Modes of Education Provision as a supplement to the regular teaching in schools?

The head teachers were also asked to explain the extent to which they agreed or disagreed on whether the Ministry of General Education can use the AMEP as a supplement to the regular teaching in schools. In response, 48% of the respondents said they strongly agree, 39% said they agree, 8% said they disagree and 5% said they strongly agree.

Table 16: Respondents view on whether MoGE can use AMEP to supplement Teaching

Schools' Response to: *on whether MoGE can use AMEP to supplement Teaching*	Number of Schools	Preference (Percent)
Schools that Strongly Agree	182	46%
Schools that Agree	151	38%
Schools that Disagree	29	7%
Schools that Strongly Disagree	20	5%
Schools that Did Not Respond	18	5%
Total	400	100%

4.3.6 Positive Effects of COVID 19 on Teachers

Although the technological uptake appears to be low in the study, about one quarter (24.1%) of the teachers indicated that the COVID 19 challenge has presented them with opportunity to use digital tools more confidently according the graph below.
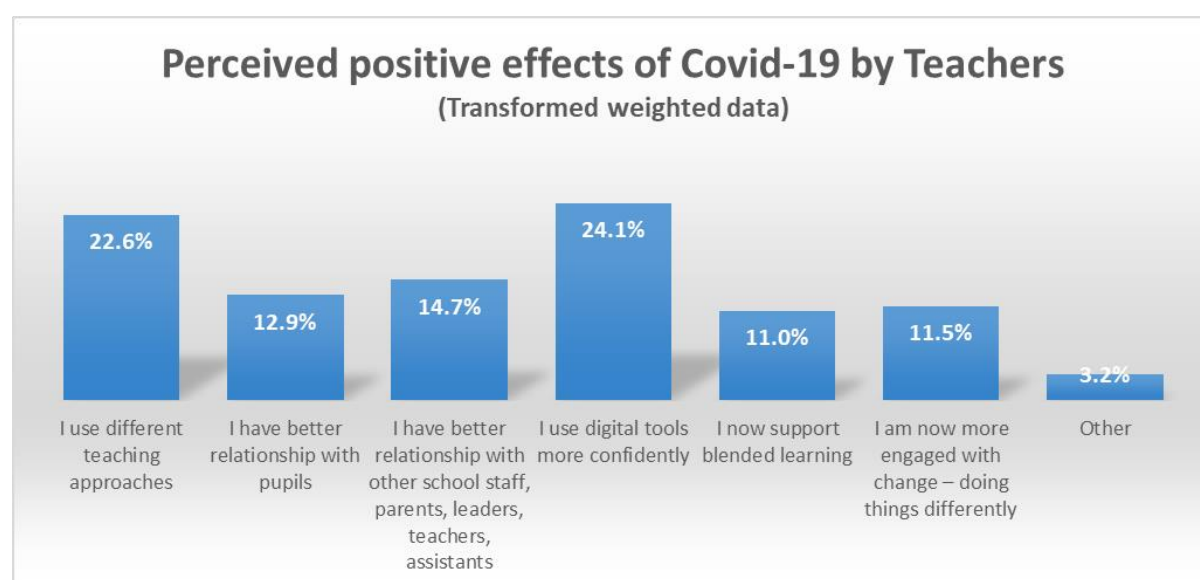
Figure 7: Positive Effects of COVID 19 by Teachers

4.3.7 Negative Effects of COVID 19 on Teachers

The teachers that participated in the survey also identified some of the perceived negative effects of COVID 19 on learning. The main negative effects of COVID 19 were reduction in learning hours (31.2%) followed by splitting

bigger classes (18.6%). The third most frequently cited (18.2%) perceived negative consequence of COVID 19 was stress. By splitting classes, teachers were required to teach more sessions thereby leading to increased workload and stress.
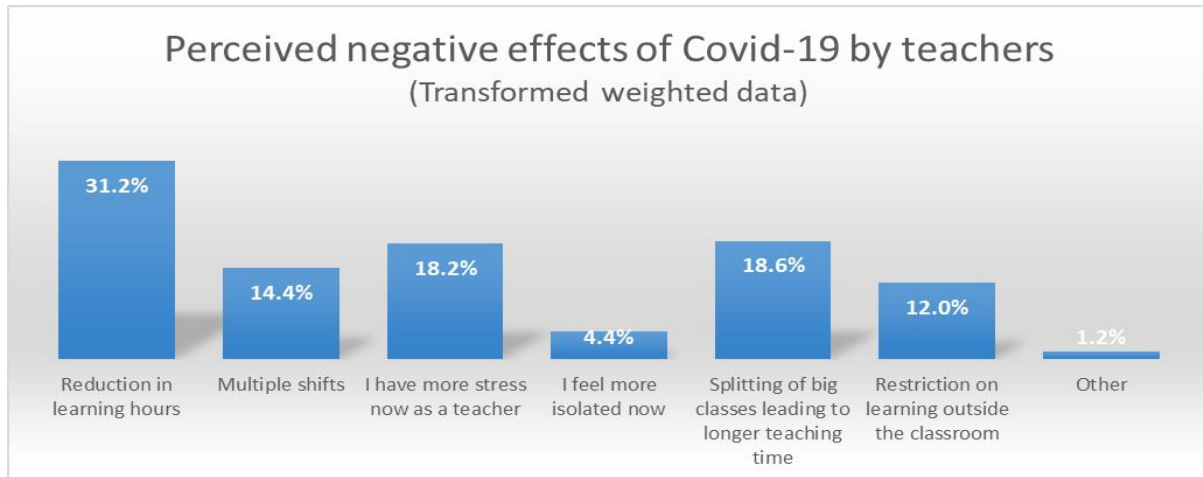
Figure 8: Negative Effects of COVID 19 on Teachers

4.3.8 Biggest Concerns of teachers for Learners

The greatest concern for teachers in the advent of COVID 19 was that of learners lagging behind in their education. Two out of every three teachers expressed this fear, as can be noted in the figure below. This was followed by pupils failing in their examinations (15%). These fears provide opportunities in education and is a manifestation of the higher levels of commitment and altruism among the teachers. They are genuinely concerned about their learners and the learning outcomes. Pressure to adequately prepare the learners for examinations remains a factor in education, according to this study.
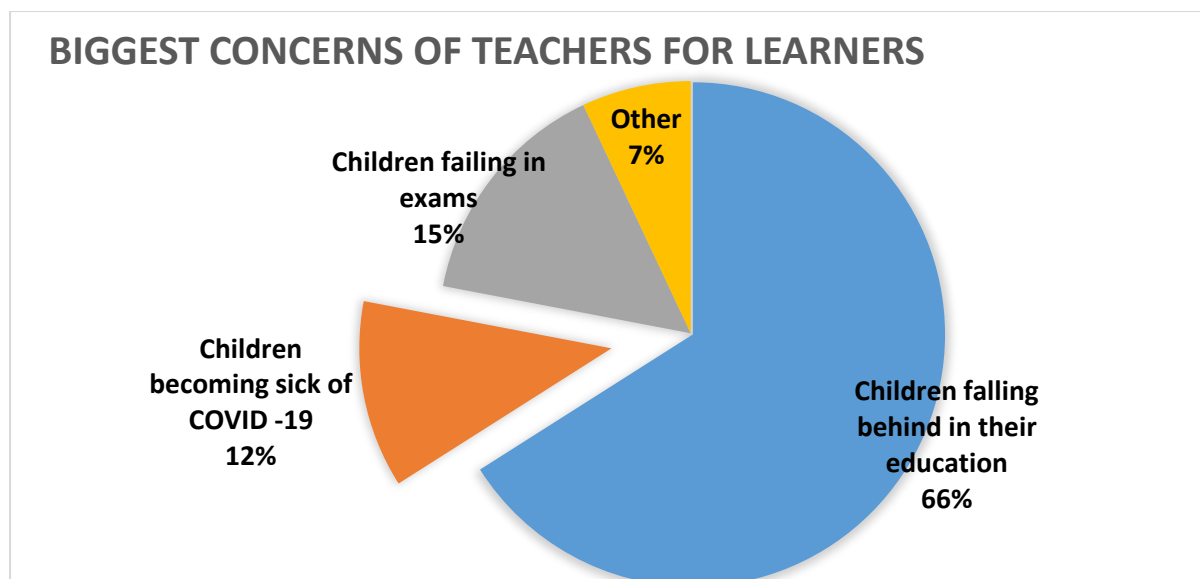
Figure 9: Biggest Concerns of teachers for Learners

4.4 Adequacy of COVID 19 Measures to Support Continuity of Learning

The survey also sought to find out the challenges or difficulties that learners were facing during the COVID 19 period with regard to adhering to COVID 19 guidelines and economic challenges at home.

4.4.1 Adhering to COVID 19 guidelines

As shown in the figure below, it is evident that 92% of leaners said they did not have challenges with adhering to COVID 19 guidelines, while 8% said that they had challenges in adhering to COVID 19 guidelines. It is therefore, imperative that we find measures to adversely reduce the 8% as it is quite a high number of leaners not adhering to COVID 19 guidelines. This might also mean that they are not previewed to these guidelines.
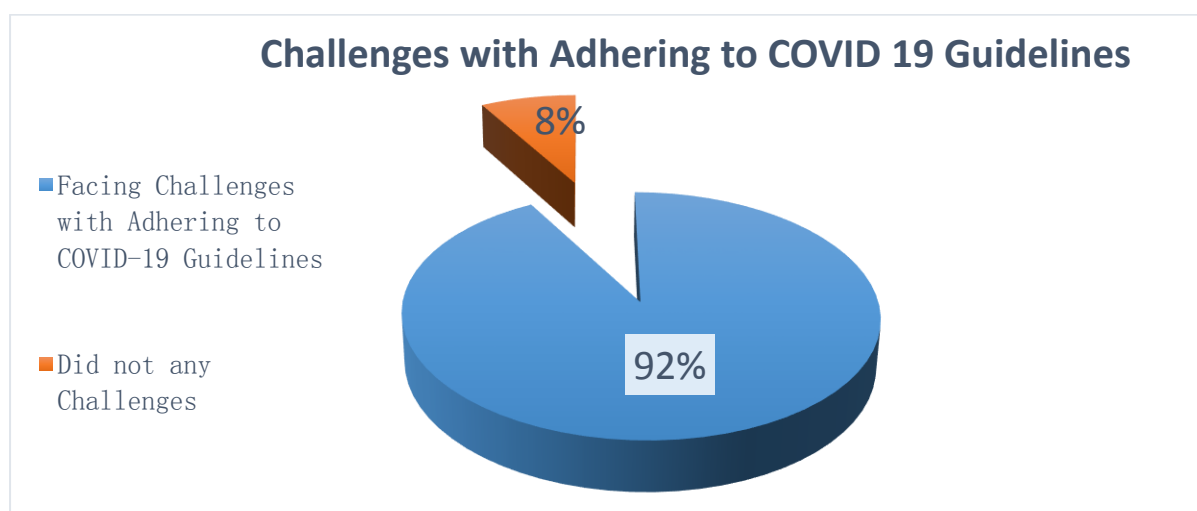
Figure 10: Challenges with Adhering to COVID 19 Guidelines

4.4.2 Isolation Measures

The Survey also asked learners to explain if they had faced any challenges regarding observing the COVID 19 isolation measures. About 72% of the learners said they did not have challenges with isolation or other difficulties during the COVID 19. However, 28% said they had challenges in observing COVID 19 isolation measures. Isolation is a very important component in COVID 19 prevention and cure. One need to know that isolation prevents the spread of the virus. Still, 28% is on the higher side of learners having problems with isolation. There is need for more sensitization by schools to leaners and parents.

Challenges in Observing Isolation Measures

28%

72%

■ Challenges in Observing Isolation measures   ■ No Challenges in Observing Isolation measures
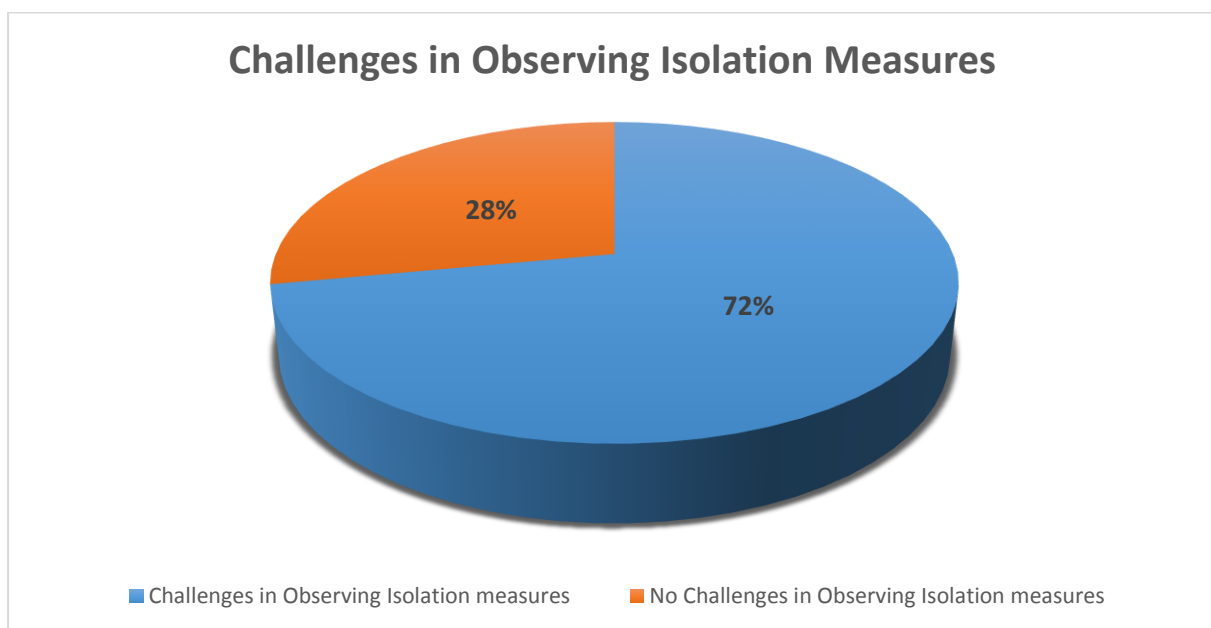
Figure 11: Challenges in Observing Isolation Measures

4.4.3 Economic challenges at home

As shown in the figure below, 92% of the leaners interviewed said that they were facing economic challenges during the COVID 19. The remaining 8% of the respondents said that they were not affected with any economic challenges resulting from the effects of the COVID 19 pandemic.

FACING ECONOMIC CHALLENGES ARISING FROM COVID-19

8%

92%

■ Facing Economic Challenges Arising from COVID-19

■ Did not Face Economic Challenges
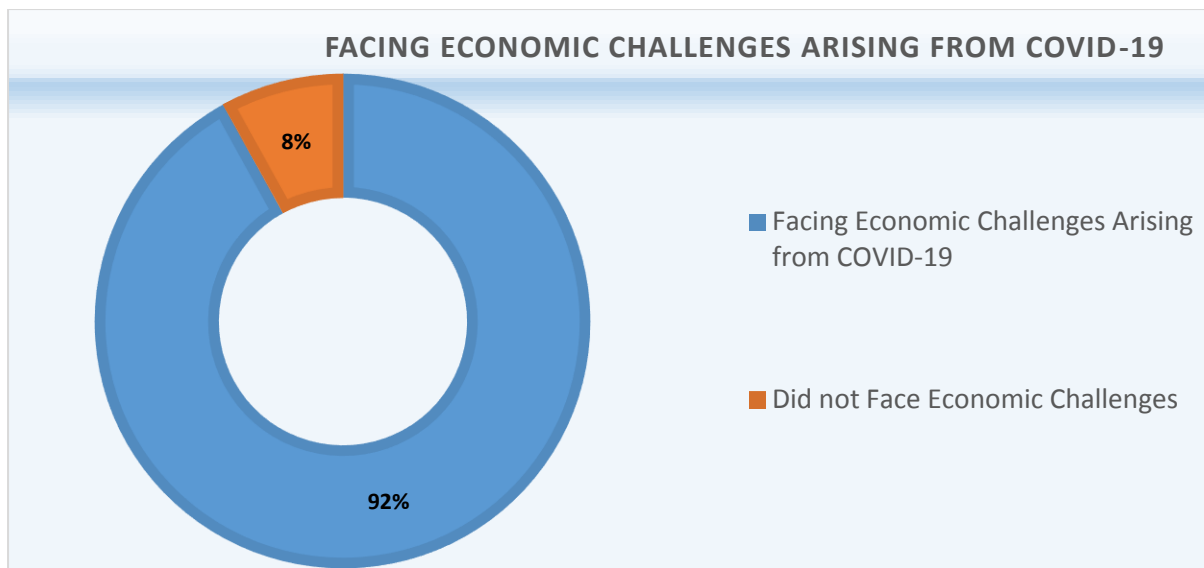
Figure 12: Respondents Facing Economic Challenges Arising from COVID 19

4.4.4 Other Challenges Faced by Learners

Figure 13 below shows specific responses by learners regarding the challenges they faced other than those stated above. On a scale of between 75% and 100%, the learners responded as follows:75% of the learners cited restrictions on going out to play as one of the challenges they were facing, while 78.57 said school time is Little, and 82.14 said school hours were little. Other challenges that learners said they were facing during COVID 19 are difficulties in socialization with others cited by 85.71%, reduced learning time (89.29%), reduction of contact hours (92.86%), short school learning hours (96.43%) and we don't play at school 100.00.
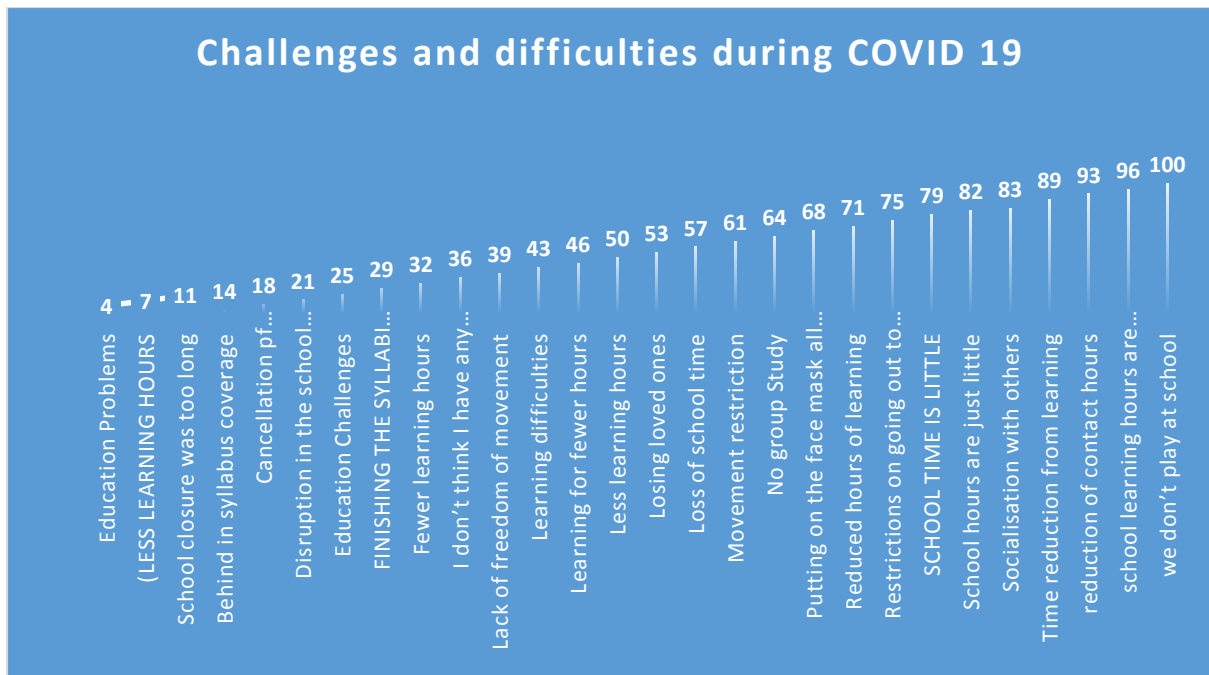
Figure 13: Other Challenges Faced by Learners During COVID 19

On a scale of 50% to 60%, the following were the responses: less learning hours 50%, losing loved ones 53.57%, loss of school time 57.14%, movement restriction 60.71%, no group study 64.29%, putting on the face mask all the time 67.86%.

From the above findings, we can deduce that the guidelines for COVID 19 are bearing fruits. In the first range of 75% to 100% percent, 100% responded they were not playing at school symbolizing that schools had enhanced implementation of social distancing.

4.4.5 Parental Education of Children on Social Distancing and Personal Hygiene

The table below shows the number of parents who are educating their children on social distancing and personal hygiene. The two questions were combined to learn whether parents taught their children issues to do with personal hygiene and social distancing.

As shown in the figure above, 96.9% and 96.1% said that they taught their children about social distancing and personal hygiene respectively. An indication that there is concerted efforts in fighting the pandemic both from homes, at school and in the communities.

4.4.6 Measures put in place to ensure that all schools catch up on the lost time due to the long closures

The Survey asked PEOs and DEBS to explain the measures they had put in place to ensure schools catch-up on the lost learning time. Majority (82%) of the respondents said that they leveraged on the homework policy, 82% said they were delivering remedial lessons outside learning hours, while 59% said they were having routine monitoring meetings with head teachers. About 46% of the respondents said they developed policies to guide schools and about 18% provided printed reading materials. Almost none (less than 5%) of the respondents encouraged schools to increase hours of learning per day nor implored other alternatives.
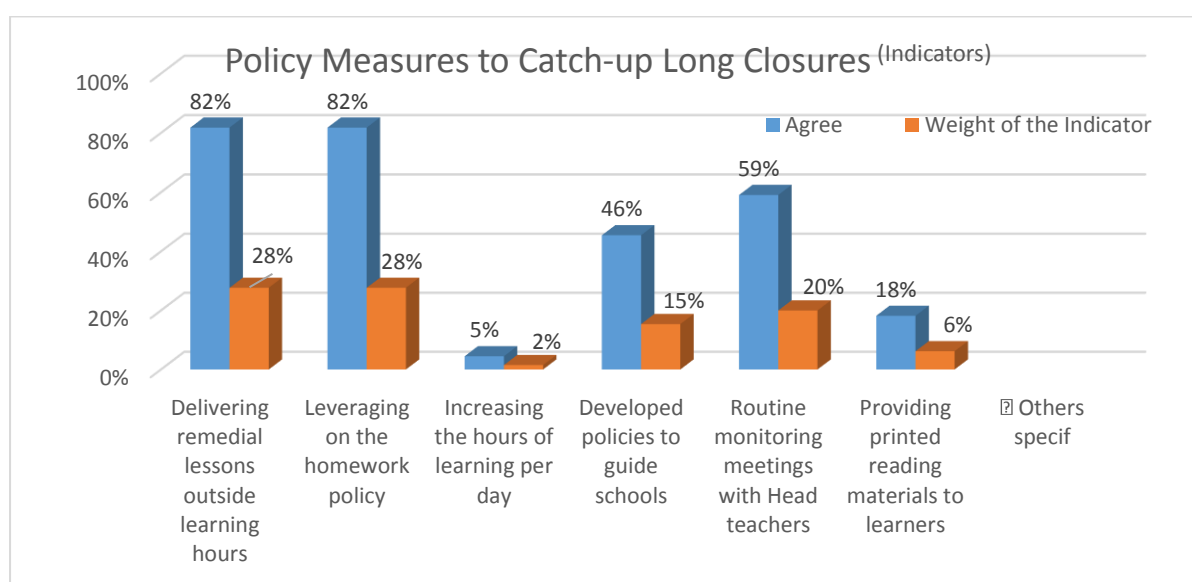
Figure 14: Measures put in place to ensure that all schools catch up on the lost time due to the long closures

4.4.7 Main achievements in making schools safe for our learners

On learner's safety achievements, 96% of the PEO's and DEBS said that all children were masking up, another 96% said they had achieved pupils' awareness on prevention and control of COVID 19, while 91% said they had achieved full provision of hand washing facilities. 59% of the respondents said some schools were able to produce face masks for themselves, 55% were able to do temperature check-ups and 59% said they had achieved social distancing in all schools. 23% of the respondents said some schools were able to produce their own sanitizers.
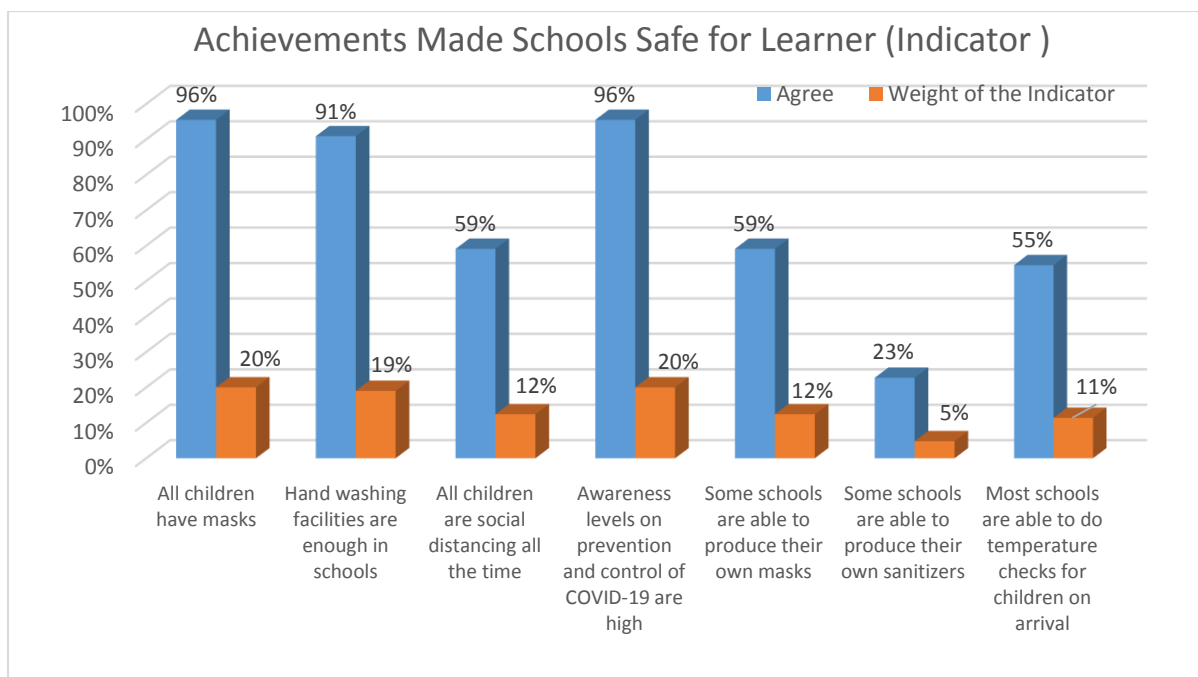
Figure 15: Main achievements in making schools safe for our learners

4.4.8 Ongoing engagement with the District Health office and other line ministries in supporting the implementation of COVID 19 guidelines in schools.

As shown the figure below, 90.9% of DEBS said that they engaged with the District Health Office and other line ministries in supporting the implementation of COVID 19 guidelines. The remaining 9.1% of the BEBS said that they were not engaging with the District Health Office and other line ministries in supporting the implementation of COVID 19 guidelines.
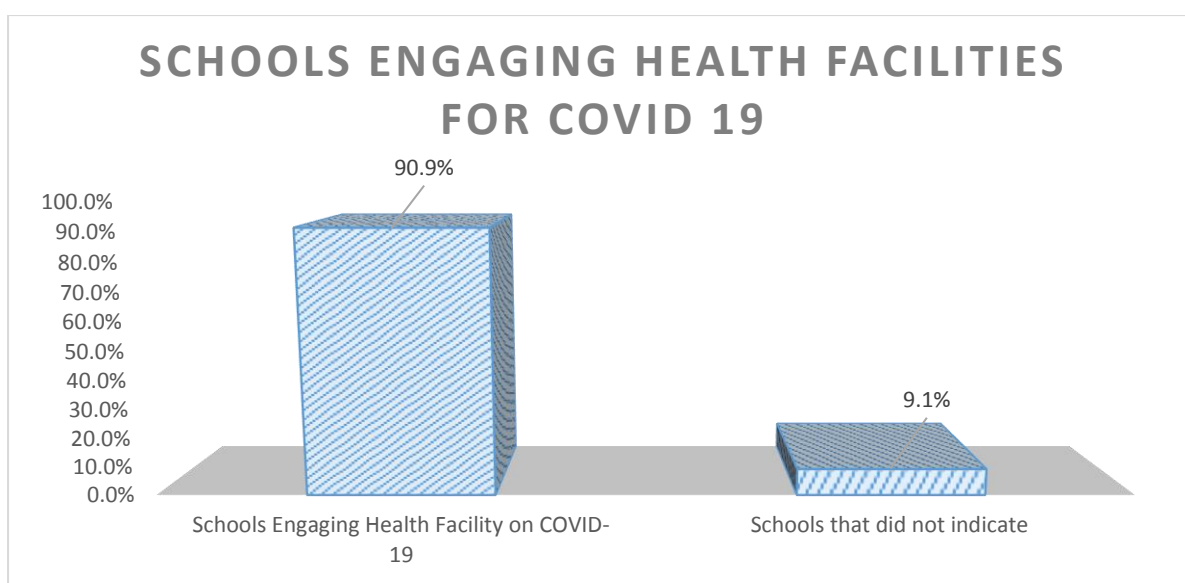
Figure 16: Schools Engaging Health Facilities for COVID 19

4.4.9 Referral systems or reporting mechanisms for suspected cases of COVID 19 in schools?

As shown in the figure below, 91% of the DEBS attested to the fact that they had a clear established referral system or reporting mechanisms for suspected cases of COVID 19 in schools. To the contrary, 4.5% of the DEBS indicated that they did not have established referral systems for suspected cases of COVOD 19 School. The remaining 4.5% of the respondents did not answer this question.
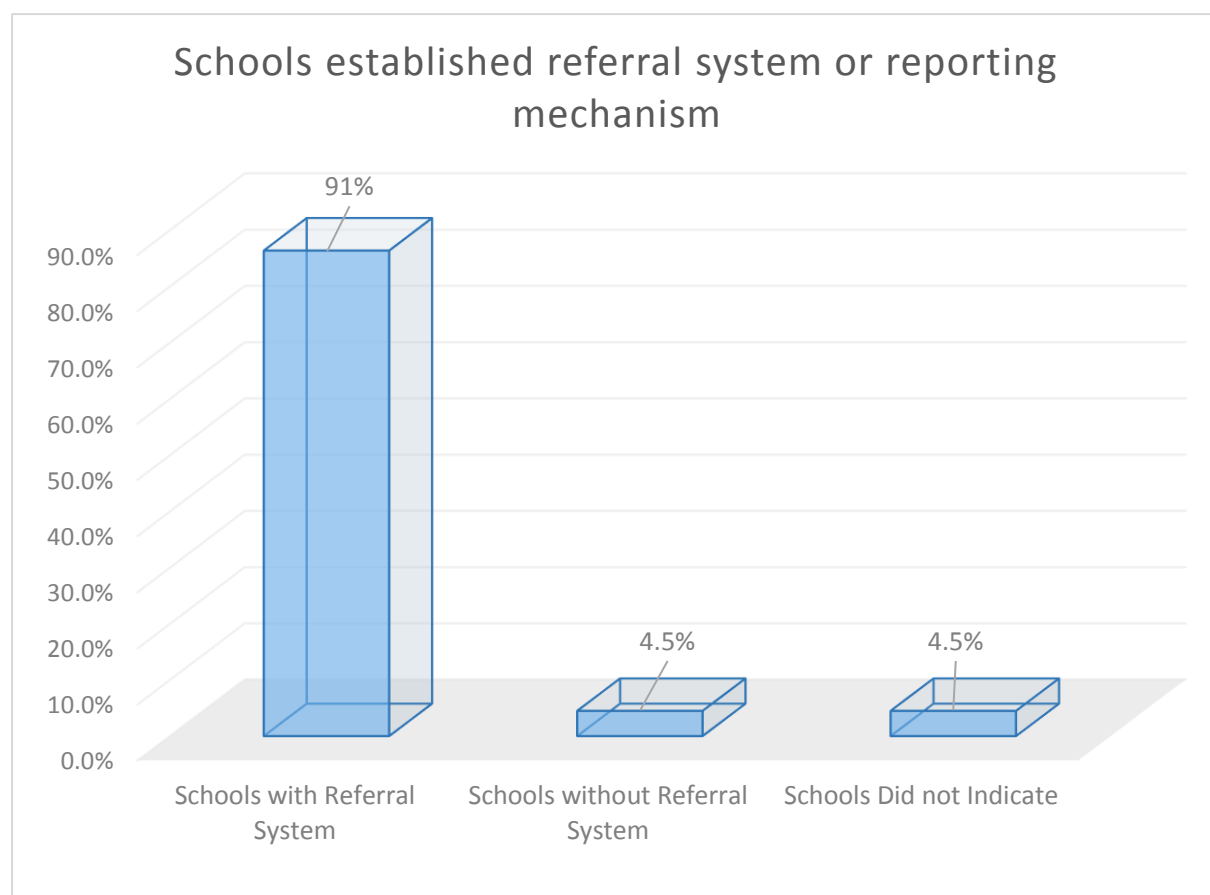
Figure 17: Referral systems or reporting mechanisms for suspected cases of COVID 19 in schools

4.4.10 Mobilization of additional teachers during the COVID 19 period

During the COVID 19 period, school administrators needed to split the classes to enhance social distancing. Some schools had enough teachers while others did not. As they split classes, it was obvious that most administrators would encounter challenges of mobilizing teachers. This question was designed to learn from head teachers how they mobilized additional teachers to meet the demand. The survey further wanted to ascertain as to whether DEBS assisted some head teachers in this exercise.
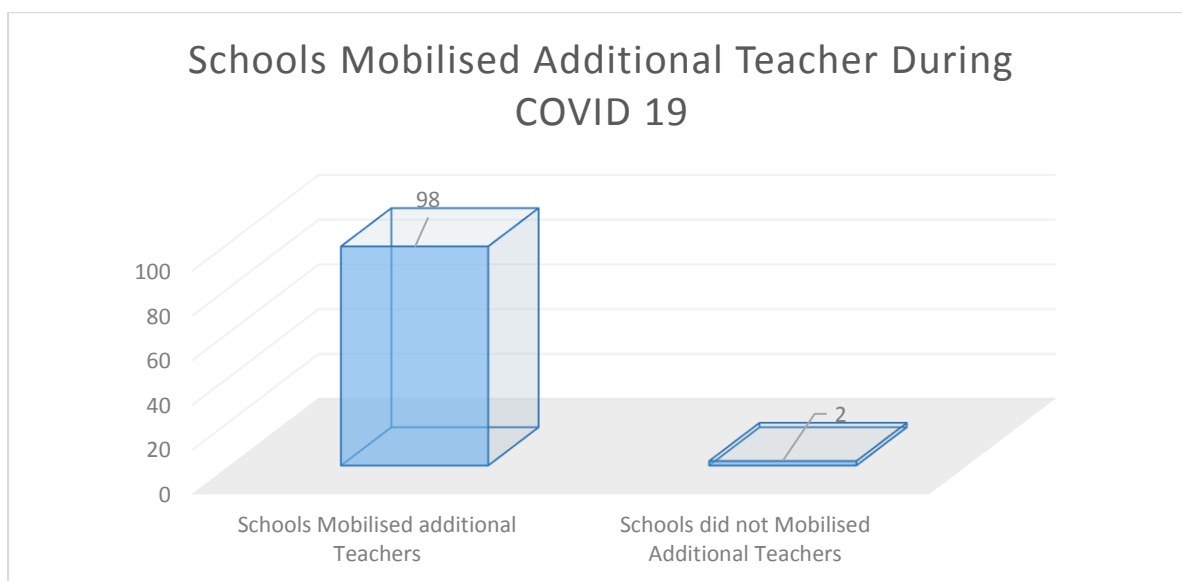
Figure 48: Mobilization of additional teachers during the COVID 19 period

Of the 400 head teachers interviewed, 9.3% representing 37 head teachers said they received support from DEBS to mobilise additional teachers. 33% of the head teachers used volunteer teachers who were willing to teach at no cost, while 25% of the head teachers never mobilised any teachers. 32.5% of them did not say anything on this subject matter. It is evident that as we split classes to enhance social distancing, more teachers are needed more especially in rural areas.

4.4.11 Head teachers Awareness of COVID 19 Guidelines and Measures for Schools

Being the heads of the schools, the survey needed to know whether head teachers were aware of any specific COVID -19 guidelines and measures for schools that the government had produced or endorsed? As shown in the figure
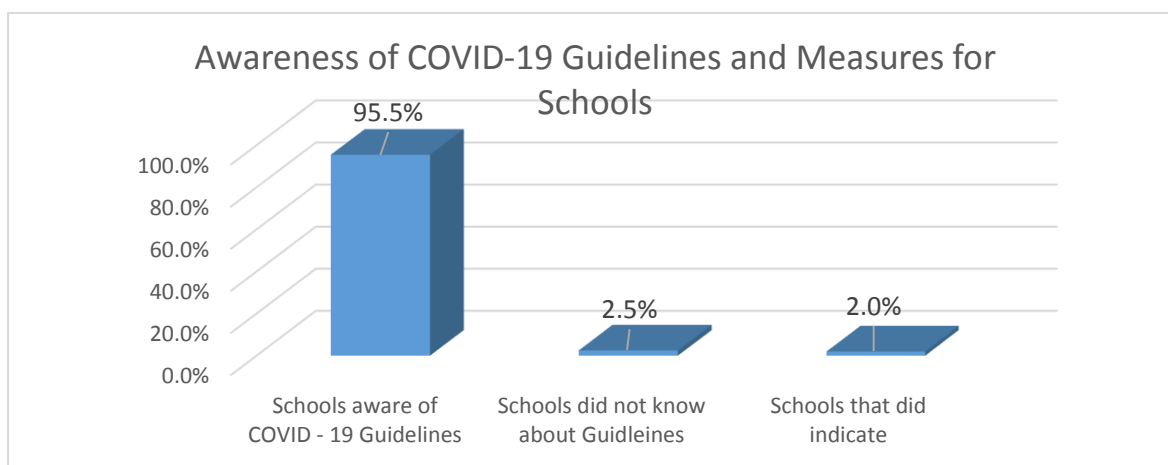
Figure 19: Level of awareness of COVID 19 Policy Guidelines and Measures

40

above, almost all (97.5%) head teachers interviewed were aware of COVID 19 guidelines and measures for schools that the government had produced or endorsed. 10 Head teachers representing 2.5% were not aware about COVID 19 guidelines and measures for schools that the government had put in place. These need to be made aware to effectively prevent learners in schools.

4.4.12 Government Support of Implementation of COVID 19 Guidelines

The survey also asked head teachers to describe the type of support they received from government to support implementation of the COVID 19 guidelines. This question was aimed at knowing whether government was supporting the implementation of the COVID 19 guidelines.
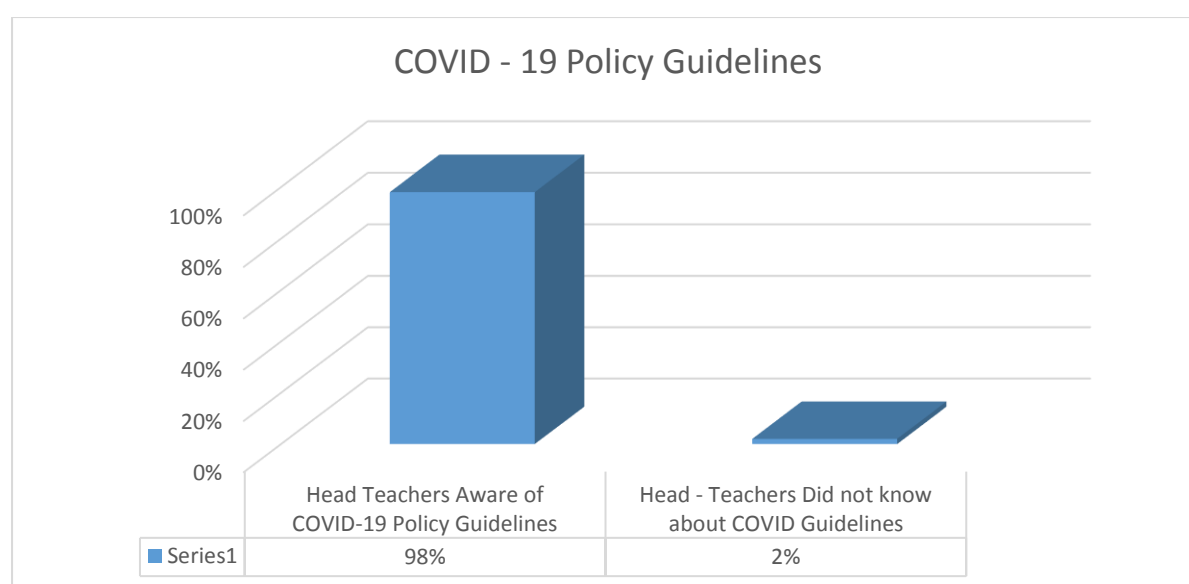
Figure 20: Head teachers' awareness of COVID 19 Guidelines and measures

Only 18 head teachers out of 400 said government was not supporting the implementation of COVID-29 guidelines representing 4.5%. 382 head teachers out of 400 confirmed governments support towards the implementation of COVID 19 guidelines.

4.4.13 Awareness of COVID 19 Policy Guidelines by Schools

Teachers were also asked to state whether they were aware of the COVID 19 guidelines and measures for schools that government has produced or endorsed?
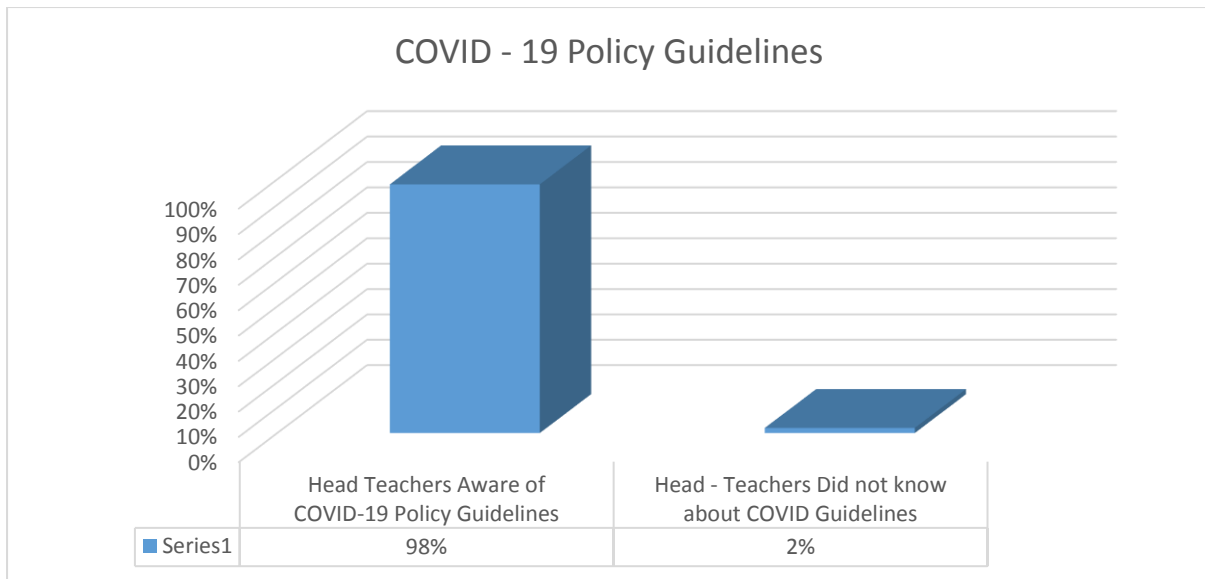
Figure 21: Teacher awareness of COVID 19 Guidelines and measures

98% of the teacher respondents said that they were aware of COVID 19 guidelines and measures for schools that the government had produced and endorsed. Only the remaining 2% said that they were not aware of COVID 19 guidelines and measures for schools that the government had produced.

4.4.14   Provision of COVID 19 Policy Guidelines to Schools

In the advent of COVID 19, the ministry developed guidelines and measures to guide all schools and institutions of learning. The guidelines were distributed both in hard and soft copies. The questionnaire wanted to find out whether these guidelines had reached the teachers at institutional and schools level. Hence the question whether they had received copy(s) of any specific COVID 19 guidelines and measures.
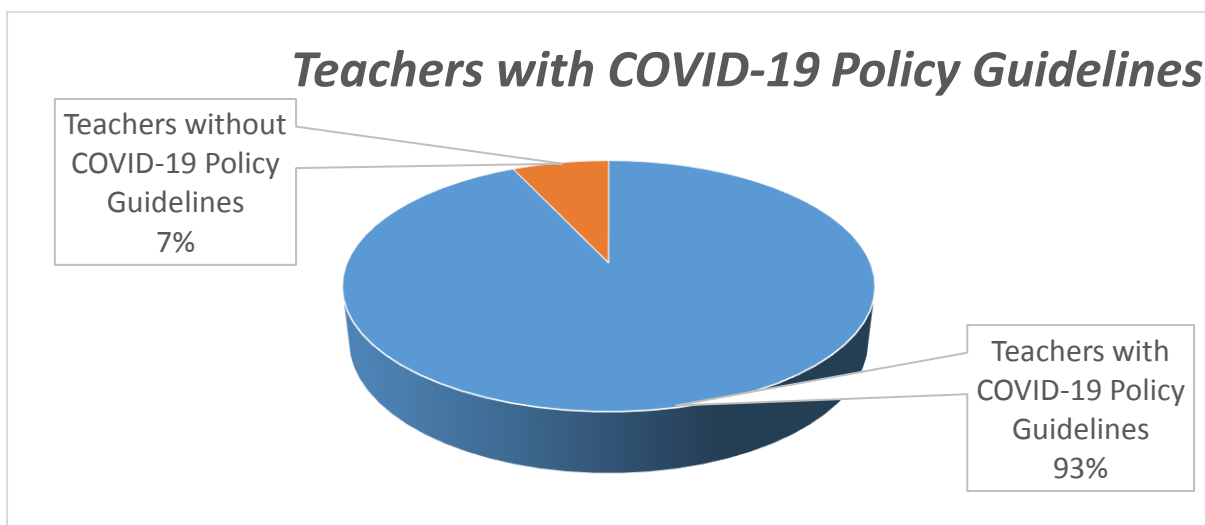
Figure 52: Percentage of Teachers with COVID 19 Policy Guidelines

Only 7% of the teachers had not received copies of COVID 19 guidelines and measures. Most of them, representing 93% confirmed receiving COVID 19 guidelines from government. This is an indication that most of our teachers are well equipped with COVID 19 guidelines and prevention and mitigation measures to be taken in case a pupil or a teacher falls sick.

4.4.15   Monitoring of COVID 19 Prevention and Mitigation Measures

As schools opened for in-person instructions, it was necessary to put in place systems to facilitate monitoring of COVID 19 prevention and mitigation strategies. This survey, therefore, sought to establish the extent to which monitoring was being undertaken by Provincial, District and School administrators. The survey asked PEOs and DEBS whether they monitored COVID 19 prevention and control measures in schools. The results in the table below reveal that monitoring was conducted in the schools by all the respondents.

Table 17: Monitoring of compliance to COVID 19 prevention and control measures in schools

Response (monitored COVID 19 prevention and control measures in schools	Number of PEOs/DEBS	Percentage of PEOs/DEBS
PEO/DEBS said Yes	30	100
PEO/DEBS said No	0	0

Further investigations revealed that most (59.1%) PEOs and DEBS monitored the COVID 19 prevention and control measures in schools at irregular intervals as shown in the table below. This was followed by PEOs and DEBS that monitored schools bi-monthly (22.7%) and PEOs and DEBS who undertook daily monitoring visits estimated at 18.2%.

Table 18: Frequency of monitoring prevention and control in schools

Monitoring (Prevention & Control)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monitored Daily	5	18.2	18.2	18.2
	Monitored Weekly	7	22.7	22.7	40.9
	Monitored at Irregular intervals	18	59.1	59.1	100.0
	Total	30	100.0	100.0	

Besides visiting schools as a way of monitoring, provinces and districts were also expected to receive reports from schools on COVID 19 incidence at school level. Survey data revealed that all the provinces and districts received reports from schools as shown in the Table below

Table 19: Whether reports on COVID 19 cases were received from schools

Received at least *reports on COVID 19 cases*	Number of PEO /DEBS	Percent	Cumulative Percent
PEO	10	33%	33%
DEBS	20	67%	100%
Total	30	100%	

Further to the results presented in the table below, the findings show that a total of 77 schools out of 400 recorded positive COVID cases, representing 19% of the schools targeted by the survey. In addition, one of the DEBS interviewed reported of having received 96 reports of confirmed cases of COVID 19 involving mainly the learners.

Though the reports were being received from schools, there were some variations on when these reports were submitted. Data in the table below revealed that reports were often received after a month. This was perhaps too long a period to provide feedback to the schools to enable them take corrective measures.

Table 20: Frequency of receiving reports from schools

Frequency of Receiving of Reports	Number of POE/ DEBS	Percent	Valid Percent	Cumulative Percent
Valid 0 (Random)	1	4.5	4.5	4.5
1 (Monthly)	11	36.4	36.4	40.9
2 (Weekly)	3	31.8	31.8	72.7
3 (Daily)	8	27.3	27.3	100.0
Total	30	100.0	100.0	

At school level, the survey also asked Head teachers whether the guidelines on COVID 19 were monitored. As shown in the figure below there was monitoring of policy guidelines at almost all the schools (98%). Only 2% of the schools did not experience any COVID 19 policy monitoring by district or provincial officials.
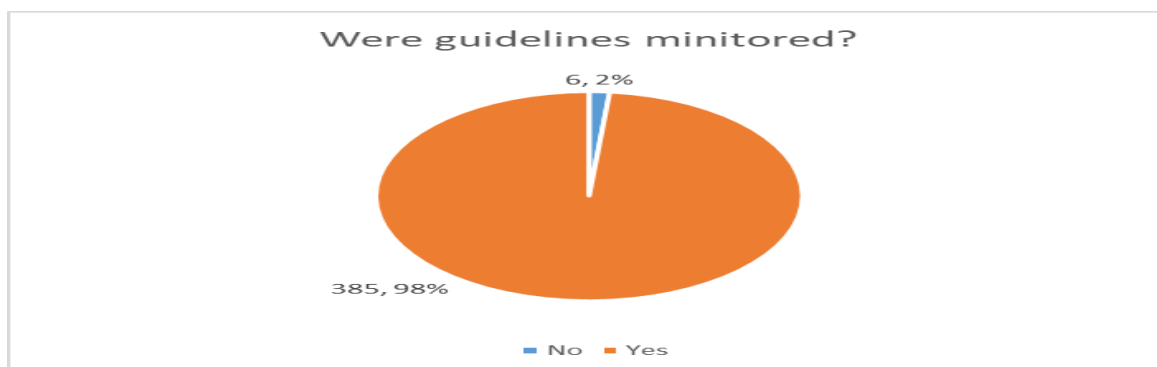
Figure 23: Level of Monitoring COVID 19 Policy Guidelines

5.0   DISCUSSION OF THE FINDINGS

This Chapter is designed to present a discussion that harmonizes the findings from both the literature review and the field findings. One of the major notable finding is that 4,311 learners representing 3.5% of the learners that were enrolled in school in 2020 dropped out school from the 400 schools due to economic hardship, early marriages and pregnancies. Worse still the findings also show that enrolments in 2021 were less by 5,775 learners compared to 2020 enrolments. This means that, apart from COVID 19 resulting in the increase in the number of learners who dropped out of school, it also led to a reduction in the number of new school entrants such as at Grades 1, 8 and 10 in 2021.

It is also concerning to see that 79.3% (603) of the teachers interviewed indicated that they did not complete the syllabus. Worse still, given that majority of the teachers (73%) interviewed also cited conducting catch up or remedial lessons as the major challenge they were facing, means that mitigating the loss of learning resulting from the closure of schools remains a big challenge. Thus, there is need to devise policies that can help in accelerating current remedial interventions in schools aimed at helping learners to catch up on their lost time. These should involve helping teachers with tools, skills and knowledge for assessing the learning loss as well as undertaking curriculum reforms intended to reduce the unnecessary content given the reduced learning hours in majority of the schools.

Another notable finding was that half of the teachers feared that most of the learners are likely to fail their examinations as a result of COVID 19 induced learning loss. This concern resonates well with the findings on the inadequate coverage of the curriculum as well the limited remedial interventions currently going on in our schools. To this effect, it is important to also consider examination reforms alongside curriculum reforms and learning loss assessments. More important also, there is need for new

policies that can help in promoting blended learning to ensure continuity of learning at home throughout the year. To achieve this however, requires bridging the current digital gap where only one out of every three schools is providing opportunities for alternative modes of education delivery, predominately through use of radio, TV and online platforms.

There are a number of existing opportunities that Zambia can tap into, to scale up blended learning especially in rural and hard to reach areas. These include leveraging on existing GMS national infrastructure, satellite options, supporting towers, countrywide fibre network, old telephone infrastructure, radio systems, DSTV, cloud computing, internet services and the supporting Education Broadcasting Services (EBS). In addition, the Directorate of Distance Education can work with the Teacher Education Directorate to ensure that teachers continue supporting children's remote learning when schools are closed. Currently, there is inadequate collaboration by the two departments in supporting blended learning, a situation that is partly responsible for the low reach of AMEP. To achieve this, government can leverage on the high (46.8%) number of teachers who indicated that they enjoyed a better relationship with pupils during the COVID 19 to ensure continued communication and support during the school closures.

Another concerning finding is that implementation of the mitigation plans for COVID 19 in schools has not been robust, mainly due to limited funding. Most of the response interventions have concentrated on mitigating the health and safety impact of the COVID 19 pandemic on learners, leaving out the COVID 19 induced direct education costs and economic crisis. As a result, the response has mainly targeted the procurement of masks, hand sanitizers, hand washing facilities and social distancing. Consequently, not much has been done to mitigate the direct education costs such the learning loss, learning inequalities and the loss of attachment to learning by most learners which has resulted in high drop-out rates. Although efforts have been made to promote continuity of learning at home through AMEP, the reach has been very low, especially in rural areas. Similarly, nothing much has been done to address the economic impact of the pandemic relating to increased drop-out rates due economic barriers, increased incidences of child labor, child marriages and declining investment in education by parents. Worse still, even some of the health and safety impact of COVID 19 such as nutrition deprivation, declining student mental health and increased student vulnerability to abuse remain a challenge.

It is also important to note that since digital learning is associated with moderate learning gains, it is a supplement as well as a modality to provide

access to learning remotely where there is no access. More so that, in the absence of explicit policies to reach disadvantaged households and children in early childhood education, only children of primary school age or older that are from wealthier and educated families tend to benefit from digital learning. Therefore, whereas bridging the digital technology gap remains inevitable in the delivery of blended learning the value of remote learning life in the diversity of platforms that range from offline (low) to online (high) digital technologies. However, for most developing countries, including Zambia, much of the strength in providing continuity of learning amidst the COVID 19 pandemic lies in running physical classes as opposed to the delivery of education through AMEP.

6.0   CONCLUSION AND RECOMMENDATIONS

As countries devise their own plans to mitigate the devastating impact of COVID 19 on education, the need for creativity, planning and increased investment has become obvious. This is more evident given the limitations of remote learning which was believed to be effective enough to reach all children after the closure of schools due to the COVID 19 pandemic. Although countries like Zambia developed multi-platforms for remote learning that combined on-line lessons, television and radio, the lack of implementation of explicit policies designed to reach disadvantaged households resulted in only children from wealthier and educated families benefitting from remote learning interventions.

This was the reality despite credible research evidence showing that AMEP presents vast opportunities that can potentially reverse the adverse impact of COVID 19 on education if systematically harnessed. Unfortunately, closing the digital divide between the poor and rich households in order to equitably deliver remote learning does not come cheap. These additional demands resulting from the impact of COVID 19 on the already constrained fiscal space has definitely affected the ability of the education sector to adequately deliver the required short-, medium- and long-term plans for mitigating the negative effects of school closures. Reversing this situation will require a clear financing path predicated on effective domestic resource mobilization coupled with a commitment to invest the needed resources to provide the appropriate learning opportunities to all children.

Whilst more attention is understandably focused on financing the health impact of COVID 19 on learners, it is crucial not to lose sight of the

importance of investing in mitigating the COVID 19 induced direct education costs and the learning crisis. Among others, the Survey reveals that more needs to be done in mitigating the COVID 19 induced learning loss, learning inequalities, school drop-outs, child marriages, early pregnancies, child labour and declining investment in education by parents. To this effect, the study proposes that MoGE must come up with the right plans and policies designed to harness existing local opportunities to build a more inclusive, efficient, and resilient education system predicated on blended learning, teaching at the right level and tracking at-risk learners to prevent and mitigate school drop-outs. This should include investing in policies designed to drastically improve home environments to improve opportunities for the poorest to benefit from remote learning. The following are the specific proposed recommendations as actions.

1.   There is an urgent need for MoGE to simplify the curriculum by prioritizing a minimum set of competencies to be delivered through AMEP and face-to-face learning rather than diffusing efforts across a wide range of skills and topics in the curriculum that cannot be covered in the limited time available.

2.   The likely continued resurgence of COVID-19 cases requires that government plans for blended education provision where some schools in low risk localities such as rural areas can remain open, while those in high risk localities like cities can close and revert to remote learning as they go in temporary lock-downs because of renewed COVID 19 outbreaks.

3.   Government needs to put measures for encouraging the re-entry of children at risk of dropping out of school completely due to the long closure. This should include the provision of both financial and non-financial incentives such as school feeding programmes, school uniforms, teaching and learning kits, free masks, hand sanitizers, hand washing facilities, improving water and sanitation facilities, providing for physical distancing and payment of schools fees in order to promote re-entry and enhance retention. Additionally, it is important to strengthen real time information management systems on students and staff data in schools including building human and institutional capacity for data generation, storage and retrieval systems.

4. In order for AMEP to be effective, MoGE will need to implement remote learning plans involving multi-platform programs that combine online and offline lessons, television, radio, smartphone and paper-based materials with

explicit policies to reach disadvantaged households, including children with disabilities. Doing so will help close the current digital divide between disadvantaged and privileged populations, thereby, making our education system more resilient and inclusive in providing continuity of learning at home. Further, flexible and accessible contents to reach all children. Remote learning provision should also be strengthened through creating linkages between teachers and learners, embedding assessment and feedback mechanism and CPD for teachers.

5.   There is urgent need to explore ways of providing skills guidance to parents on how to provide a supportive environment for children to fully benefit from remote lessons and disability-friendly services. To achieve this, MoGE needs to start undertaking routine monitoring of the usage of remote learning modes at home and use the monitoring results to take corrective measures to increase the reach.

6.   Remote learning modes should be used to complement and not replace the work of teachers by finding creative ways of teacher engagement with their learners, with or without technology. To achieve this, our education system needs to be flexible by giving teachers the relevant tools and support to provide continuous professional development that will include enhancing their skills in the use of ICT and emerging technicalities in facilitating remote learning.

7.   MoGE must use the time when schools are closed to prepare teachers that could participate in accelerated learning or remedial programs and assess overall learning losses, so that accelerated and remedial programs can be developed and targeted correctly instead of schools always starting where they left off before the closure.

8.   The increased demand for additional teachers arising from the splitting of classes could easily be addressed if most of the teachers already trained could be employed and those already employed distributed equitably. It is, therefore, possible to address this challenge by simply redistributing existing teachers and finding resources to employ the many teachers who have been trained but are not yet employed. This should include community volunteer teachers.

9.   As a result of COVID 19, Zambia will need to dedicate at least 20% of its national budget to education if the country is to meet the SDG targets

towards ensuring inclusive and equitable quality education and promote lifelong learning for all by 2030.

10.   Strengthen case management at school level by creating linkages with local and district level multi sectoral committees on COVID 19, and enhancing guidelines, information dissemination and capacities of teachers in the identification, contact tracing, testing as well as case treatment.

11.   It is therefore possible to address this challenge by simply finding resources to employ many teachers who have been trained but not yet employed. This is the single most costly derivative of the increased school shifting.

12. There is need to support learners who have lost their loved ones to the COVID 19 pandemic with psychosocial counselling and financial support in case of learners that have lost their parents or guardians who are breadwinners.

APPENDIX 1: Provincial Profile (include breakdown of list of schools by district)

Sn	Province	District	School Name	School EMIS ID Number
1	Central	Kabwe	Buyantanhi But	10102
2	Central	Kabwe	Bwafwano	9043
3	Central	Kabwe	Chindwin B	482
4	Central	Kabwe	Excellence Christian Academy	2020001
5	Central	Kabwe	Gombe Primary	20147
6	Central	Kabwe	Jack And Jill	4538
7	Central	Kabwe	Jasmine Boys	20083
8	Central	Kabwe	Jasmine Street	487
9	Central	Kabwe	Kabwe	5062
10	Central	Kabwe	Katondo Boccs Primary	6342
11	Central	Kabwe	Lukanga Primary	492
12	Central	Kabwe	Mapalo	993
13	Central	Kabwe	Mildah Christian	2011
14	Central	Kabwe	Milestone	2020020
15	Central	Kabwe	Mine	494
16	Central	Kabwe	Mukobeko	497
17	Central	Kabwe	Nakoli	2020023
18	Central	Kabwe	Ngungu	506
19	Central	Kabwe	Rosehill	2020013
20	Central	Kabwe	Sable Nua	2020025
21	Central	Serenje	Chibobo	669
22	Central	Serenje	Chimupati	675
23	Central	Serenje	Chintankwa	681
24	Central	Serenje	Fikondo	682
25	Central	Serenje	Inaya	756
26	Central	Serenje	Isaninga	9037
27	Central	Serenje	Kaseba	699
28	Central	Serenje	Kofi Kunda	708
29	Central	Serenje	Kunda Lumwanshya	710
30	Central	Serenje	Lupiya	2035
31	Central	Serenje	Makopa	9056
32	Central	Serenje	Malwita	2050005
33	Central	Serenje	Mangalashi	6383
34	Central	Serenje	Marko Mulela	Academy
35	Central	Serenje	Miselo Kapika Primary	725
36	Central	Serenje	Mpande	729
37	Central	Serenje	Mulilima	2050028
38	Central	Serenje	Poosa	750
39	Central	Serenje	Serenje Boma Primary	752
40	Central	Serenje	Sote	754
41	Copperbelt	Mpongwe	Bwembelelo	6207
42	Copperbelt	Mpongwe	Chibuli Primary	6211
43	Copperbelt	Mpongwe	Chintinfu	6212
44	Copperbelt	Mpongwe	Chipese Primary	6214
45	Copperbelt	Mpongwe	D & D Private	99

46	Copperbelt	Mpongwe	Francis Mazzieri		6217
47	Copperbelt	Mpongwe	Fransciscan Convent		1100038
48	Copperbelt	Mpongwe	Hosanna Private		99
49	Copperbelt	Mpongwe	Ibenga Sda Combined		6219
50	Copperbelt	Mpongwe	Kabomba Primary		7417
51	Copperbelt	Mpongwe	Kabya Primary		9491
52	Copperbelt	Mpongwe	Kamabaya		14263
53	Copperbelt	Mpongwe	Kanyenda Combined		352
54	Copperbelt	Mpongwe	Mfulabunga Combined		300827013
55	Copperbelt	Mpongwe	Mpongwe Boarding		5273
56	Copperbelt	Mpongwe	Mpongwe Day		1100009
57	Copperbelt	Mpongwe	Muchindushi		6232
58	Copperbelt	Mpongwe	Musangashi		6532
59	Copperbelt	Mpongwe	Pelmar Private		99
60	Copperbelt	Mpongwe	St. Antony		365
61	Copperbelt	Nakonde	Mukalizi Primary		2696
62	Copperbelt	Ndola	Arthur Davison Hospital Special		7831
63	Copperbelt	Ndola	Buyantanshi Community School	N/A	
64	Copperbelt	Ndola	Copperland	N/A	
65	Copperbelt	Ndola	Dambo Combined		99
66	Copperbelt	Ndola	Dola Hill Primary		259
67	Copperbelt	Ndola	Eaglets		1080185
68	Copperbelt	Ndola	Fatima Girls Secondary		5036
69	Copperbelt	Ndola	Jesus Cares Community		14121
70	Copperbelt	Ndola	Kansenshi		99
71	Copperbelt	Ndola	Kiiku School		1080004
72	Copperbelt	Ndola	Kusemba Trust School		4400
73	Copperbelt	Ndola	Luumuno	N/A	
74	Copperbelt	Ndola	Mabungo Primary		280
75	Copperbelt	Ndola	Mera Primary		1080008
76	Copperbelt	Ndola	Mwaiseni Community		1080125
77	Copperbelt	Ndola	Bethelcommunity		6254
78	Copperbelt	Ndola	Chilengwe Combined		256
79	Copperbelt	Ndola	Logos Christian School	N/A	
80	Copperbelt	Ndola	Wisdom Community		1080010
81	Eastern	Chipata	Chipata Primary		4129
82	Eastern	Chipata	Chisitu Adventist School		7026
83	Eastern	Chipata	Chisomo		8352
84	Eastern	Chipata	Chitongwe Secondary		5161
85	Eastern	Chipata	Gondar Primary		2954
86	Eastern	Chipata	Hillside Girls Secondary		165
87	Eastern	Chipata	J.M Cronte Primary		2958
88	Eastern	Chipata	Katandala Primary		2979
89	Eastern	Chipata	Magazine		70167
90	Eastern	Chipata	Magazine Christian Mission Academy		70110
91	Eastern	Chipata	Makungwa		3001
92	Eastern	Chipata	Mqgwero School For The Blind		2998
93	Eastern	Chipata	Mtowe Primary		3020

94	Eastern	Chipata	Munga	7048
95	Eastern	Chipata	Nadalitsika	9309
96	Eastern	Chipata	Nsanjika Primary	3020
97	Eastern	Chipata	Nyakutwa	3033
98	Eastern	Chipata	St. Annes	3044
99	Eastern	Chipata	St. Betty	8677
100	Eastern	Chipata	Iwula Primary	
101	Eastern	Chipata	Mchini Primary	7041
102	Eastern	Katete	Bethel Day Christiian Secondary	9351
103	Eastern	Katete	Chikwanda Primary	3059
104	Eastern	Katete	Chisale	3072
105	Eastern	Katete	Dole	3075
106	Eastern	Katete	Gaveni Primary	3076
107	Eastern	Katete	Imena Day	99
108	Eastern	Katete	Jersey Primary	4436
109	Eastern	Katete	Kafunkha Primary	3078
110	Eastern	Katete	Matunga Day Sec	7040055
111	Eastern	Katete	Mkangazi Primary	3108
112	Eastern	Katete	Mphangwe Primary	3113
113	Eastern	Katete	Mzime Primary	3120
114	Eastern	Katete	Nyemba Primary	3125
115	Eastern	Katete	Omezoo Mumba School	3126
116	Eastern	Katete	Tosa Primary	3129
117	Eastern	Katete	Twinkle Private School	N/A
118	Eastern	Katete	Umodzi Combined School	3130
119	Eastern	Katete	Undi Primary	3131
120	Eastern	Katete	Walubwe	3134
121	Eastern	Katete	Waseka Primary	9318
122	Luapula	Chembe	Chama B Private School	5080009
123	Luapula	Chembe	Chembe Primary	1778
124	Luapula	Chembe	Chipete Day Secondary School	99
125	Luapula	Chembe	Kashiki Primary	5080003
126	Luapula	Chembe	Kundamfumu School	5080008
127	Luapula	Chembe	Lukola	1813
128	Luapula	Chembe	Lumbu Primary	7588
129	Luapula	Chembe	Lupili Primay	5080006
130	Luapula	Chembe	Luwo Primary	1815
131	Luapula	Chembe	Lwansa	6804
132	Luapula	Chembe	Lwilu Primary	4683
133	Luapula	Chembe	Malenge Primary	8140
134	Luapula	Chembe	Mbinde Primary	7856
135	Luapula	Chembe	Milima Primary	6808
136	Luapula	Chembe	Muombe Primary	50058
137	Luapula	Chembe	Mushingwa Primary School	99
138	Luapula	Chembe	Myengele	4582
139	Luapula	Chembe	Twalubuka Primary	5080005
140	Luapula	Chembe	Twampane Primary	5080004
141	Luapula	Chembe	Chayuwa Primary	50019

142	Luapula	Mansa	Chanel Academy	5020039
143	Luapula	Mansa	Chibinda	1779
144	Luapula	Mansa	Chikalord Private	9920
145	Luapula	Mansa	Fibale Primary	1789
146	Luapula	Mansa	Fimpulu Combined School	1791
147	Luapula	Mansa	Holy Trinity Girls	5133
148	Luapula	Mansa	Kasamba Primary	1804
149	Luapula	Mansa	Lubende Combined	1810
150	Luapula	Mansa	Lukangabi	1812
151	Luapula	Mansa	Malamba	1817
152	Luapula	Mansa	Mansa Trades	5020023
153	Luapula	Mansa	Masaba Primary	1821
154	Luapula	Mansa	Mibenge	1836
155	Luapula	Mansa	Mikaili Primary	50060
156	Luapula	Mansa	Mikula Primary	1827
157	Luapula	Mansa	Mufuma	6809
158	Luapula	Mansa	Mupofwe Community School	7584
159	Luapula	Mansa	Musenga Primary School	50063
160	Luapula	Mansa	Ndoba	1841
161	Luapula	Mansa	Tabernacle Trust School	9642
162	Lusaka	Luangwa	Chilukusha Primary	3010001
163	Lusaka	Luangwa	Chilukusha Primary	3010001
164	Lusaka	Luangwa	Chimu Private School	3010002
165	Lusaka	Luangwa	Chimutengo Primary	3010010
166	Lusaka	Luangwa	Chiriwe	846
167	Lusaka	Luangwa	Kakapo	848
168	Lusaka	Luangwa	Kaluluzi	7406
169	Lusaka	Luangwa	Kapoche Primary	849
170	Lusaka	Luangwa	Katondwe	850
171	Lusaka	Luangwa	Kaunga A	851
172	Lusaka	Luangwa	Mandombe	N/A
173	Lusaka	Luangwa	Mangelengele	6428
174	Lusaka	Luangwa	Mankhonkwe Primary	9416
175	Lusaka	Luangwa	Mwalilia Primary	854
176	Lusaka	Luangwa	Mwavi Primary	855
177	Lusaka	Luangwa	Mwavi Secondary	30057
178	Lusaka	Luangwa	Janerio Primary	847
179	Lusaka	Luangwa	Kapoche Secondary	3010008
180	Lusaka	Luangwa	Luangwa Primary	853
181	Lusaka	Lusaka	African Vision Of Hope	8803
182	Lusaka	Lusaka	Chazanga Reachout	6446
183	Lusaka	Lusaka	Chibolya	925
184	Lusaka	Lusaka	Chitanda Combined	933
185	Lusaka	Lusaka	Chitukuko	934
186	Lusaka	Lusaka	Emedel Community School	3030101
187	Lusaka	Lusaka	Hope And Faith Community	30072
188	Lusaka	Lusaka	Kamanga Primary School	954
189	Lusaka	Lusaka	Kamanga Tithandizane Community	9420

190	Lusaka	Lusaka	Kings Highway Sda School	3030251
191	Lusaka	Lusaka	Leven Christian Community School	30304487
192	Lusaka	Lusaka	Mary Queen Peace Girls Schools	976
193	Lusaka	Lusaka	Mthuzi Christian School	3030376
194	Lusaka	Lusaka	Natwange	5030522
195	Lusaka	Lusaka	New Chunga Primary	9957
196	Lusaka	Lusaka	New Mtendere	30000
197	Lusaka	Lusaka	St Stephen Agape	8193
198	Lusaka	Lusaka	St. Anne Anglican Community	3030025
199	Lusaka	Lusaka	State Lodge 'B' Primary	N/A
200	Lusaka	Lusaka	White Lotus Com	3030284
201	Lusaka	Lwangwa	Kapoche Special	3010004
202	Muchinga	Chinsali	Cheswa	2068
203	Muchinga	Chinsali	Chikanda Primary	2072
204	Muchinga	Chinsali	Choshi	6844
205	Muchinga	Chinsali	Chungulo Primary	2085
206	Muchinga	Chinsali	Hoge Primary	8177
207	Muchinga	Chinsali	Kampemba Primary	2096
208	Muchinga	Chinsali	Kapambo Primary	8200
209	Muchinga	Chinsali	Kapwepwe Primary	2100
210	Muchinga	Chinsali	Kaso Primary	2102
211	Muchinga	Chinsali	Kenneth Kaunda	0008/5249
212	Muchinga	Chinsali	Lubu Community	6010070
213	Muchinga	Chinsali	Mishishi	2118
214	Muchinga	Chinsali	Mishishi Secondary	6010029
215	Muchinga	Chinsali	Mukanda Primary	4589
216	Muchinga	Chinsali	Mukuku	60050
217	Muchinga	Chinsali	Mulakupikwa Primary	2121
218	Muchinga	Chinsali	Mulilansolo Primary	2123
219	Muchinga	Chinsali	Mwalala Primary	2133
220	Muchinga	Chinsali	Nkula Primary	2139
221	Muchinga	Chinsali	Simukanda Primary	4669
222	Muchinga	Chinsali	Vitondo Primary	2151
223	Muchinga	Nakonde	Chilolwa Primary	2678
224	Muchinga	Nakonde	Chitamba Primary	2681
225	Muchinga	Nakonde	Chiyanga Primary	9695
226	Muchinga	Nakonde	Kamiminus Community	9691
227	Muchinga	Nakonde	Kamwambe Primary	8759
228	Muchinga	Nakonde	Kawele Primary	4375
229	Muchinga	Nakonde	Lalela Private School	N/A
230	Muchinga	Nakonde	Lyuchi Community	8756
231	Muchinga	Nakonde	Madwa Primary	60089
232	Muchinga	Nakonde	Musiyani Primary	2700
233	Muchinga	Nakonde	Mwnzo Secondary School	5153
234	Muchinga	Nakonde	Ndingindi Primary	2710
235	Muchinga	Nakonde	Nega Primary	60084
236	Muchinga	Nakonde	Ntindi Primary	101035
237	Muchinga	Nakonde	Ntindi Secondary	6100044

238	Muchinga	Nakonde	Nyela Primary	2715
239	Muchinga	Nakonde	Proed Primary	99
240	Muchinga	Nakonde	Vyonga Primary	2719
241	North Western	Kalumbila	Kachiwezhi	3600
242	North Western	Kalumbila	Kamano Primary School	3607
243	North Western	Kalumbila	Kambazhi	3608
244	North Western	Kalumbila	Kanzala	3618
245	North Western	Kalumbila	Kisasa	3638
246	North Western	Kalumbila	Luamvundu Day Secondary Scool	8110008
247	North Western	Kalumbila	Masulwila	8110028
248	North Western	Kalumbila	Mbulungu Primary	3669
249	North Western	Kalumbila	Meheba A Primary	3657
250	North Western	Kalumbila	Meheba Boarding Secondary	5196
251	North Western	Kalumbila	Meheba C Primary	3659
252	North Western	Kalumbila	Meheba D Primary	3670
253	North Western	Kalumbila	Misanya Primary	99
254	North Western	Kalumbila	Mukonzhi Primary	3676
255	North Western	Kalumbila	Mumena B Primary	4506
256	North Western	Kalumbila	Mutanda Primary	3689
257	North Western	Kalumbila	Muyashi Primary	3691
258	North Western	Kalumbila	Nkulumazhiba Primary	8110
259	North Western	Kalumbila	Shiinda	3699
260	North Western	Kalumbila	Wabituwo Community	8420
261	North Western	Solwezi	Beliya	7197
262	North Western	Solwezi	Bethesda Christian School	8040059
263	North Western	Solwezi	Big Brother	99
264	North Western	Solwezi	Chamuta	7199

265	North Western	Solwezi	Kikombe Primary School	3630
266	North Western	Solwezi	Kimale Primary School	3633
267	North Western	Solwezi	Kimasala Primary	3634
268	North Western	Solwezi	Kimiteto	3635
269	North Western	Solwezi	Kyapatala Open Primary School	99
270	North Western	Solwezi	Kyawama Secondary School	5240
271	North Western	Solwezi	Mushitala	3688
272	North Western	Solwezi	Muyaya	7250
273	North Western	Solwezi	Rodwell Mwepu Primary	3696
274	North Western	Solwezi	Solwezi Boys Provincial Stem Secondary	99
275	North Western	Solwezi	Solwezi Models Of Education	80052
276	North Western	Solwezi	Solwezi School For Continuing Education	5237
277	North Western	Solwezi	Solwezi Urban	3701
278	North Western	Solwezi	St. Charles Special School	8040061
279	North Western	Solwezi	Tarcisia	N/A
280	North Western	Solwezi	Tumvwananai	3703
281	Northern	Kasama	Chifwani Mission	2232
282	Northern	Kasama	Chileshe Mukulu Primary	6860
283	Northern	Kasama	Chilubula	2237
284	Northern	Kasama	Chitambi Primary	2240
285	Northern	Kasama	Fountain	6030007
286	Northern	Kasama	Kasama Girls	2251
287	Northern	Kasama	Kasama Girls	5145
288	Northern	Kasama	Lualuo	2258
289	Northern	Kasama	Lukashya	6030010
290	Northern	Kasama	Misamfu Primary	2267
291	Northern	Kasama	Mwamba Primary	2279
292	Northern	Kasama	Nkole Urban	2284
293	Northern	Kasama	Chibaba Primary	2231
294	Northern	Kasama	Chishimba Primary	2239
295	Northern	Kasama	Kapongolo Primary	2249
296	Northern	Kasama	Kasenga Primary	2253
297	Northern	Kasama	Luyele Primary	6866
298	Northern	Kasama	Malama Primary	2262

299	Northern	Kasama	Musenga Primary	60041
300	Northern	Kasama	Saikolo Primary	6030015
301	Northern	Nsama	Chaba Primary	6080009
302	Northern	Nsama	Chapi Primary	8208
303	Northern	Nsama	Chimbamilonga Primary	6080005
304	Northern	Nsama	Chishela	2587
305	Northern	Nsama	Kabobole Primary	2592
306	Northern	Nsama	Kampinda Primary	2601
307	Northern	Nsama	Kasaba Bay Boarding Secondary	99
308	Northern	Nsama	Kasaba Bay Primary	6080006
309	Northern	Nsama	Lunsangwe Primary	2612
310	Northern	Nsama	Muilotwe Primary	2626
311	Northern	Nsama	Munwa	613004
312	Northern	Nsama	Munyele Primary	2662
313	Northern	Nsama	Mupundu Primary	2624
314	Northern	Nsama	Mutundu	2628
315	Northern	Nsama	Mwewe Primary	2629
316	Northern	Nsama	Nsemiwe Primary	2633
317	Northern	Nsama	Nsumbu Day Secondary	613001
318	Northern	Nsama	Nsumbu Primary	6130001
319	Northern	Nsama	Sefya Primary	8212
320	Northern	Nsama	Nsama Primary	2632
321	Southern	Choma	Abel Nell	4010040
322	Southern	Choma	Airport	9066
323	Southern	Choma	B Bombo	1082
324	Southern	Choma	Batoka Primary School	1081
325	Southern	Choma	Chilube	6547
326	Southern	Choma	Choma Secondary School	5092
327	Southern	Choma	Emerging Star Academy	4010009
328	Southern	Choma	Haluma	1099
329	Southern	Choma	Hamubbwatu	1101
330	Southern	Choma	Harmony Primary	1100
331	Southern	Choma	Kalundu Ka Maria	7484
332	Southern	Choma	Macha Mission Basic	1124
333	Southern	Choma	Mandala	1129
334	Southern	Choma	Mbabala Combined	1140
335	Southern	Choma	Mboole	1141
336	Southern	Choma	Nalituba	1162
337	Southern	Choma	Njase Girls Secondary	99
338	Southern	Choma	Siachidinta Primary	1176
339	Southern	Choma	Siachoobe	4010050
340	Southern	Choma	Siamaambo Primary	1181
341	Southern	Choma	St Marks Secondary School	99
342	Southern	Kazungula	Manyemunyemu	1283
343	Southern	Zimba	Chocho Private	4140018
344	Southern	Zimba	Chuundwe Primary	1249
345	Southern	Zimba	Jokwe Primary	6597
346	Southern	Zimba	Kabanga	1261

347	Southern	Zimba	Kabanga Secondary		5285
348	Southern	Zimba	Kakkopa		40078
349	Southern	Zimba	Kalundu-Luezi Community		8013
350	Southern	Zimba	Kapani		4005
351	Southern	Zimba	Luyaba Primary And Secondary		1276
352	Southern	Zimba	Mafumba Primary		1280
353	Southern	Zimba	Musebela Primary		8719
354	Southern	Zimba	Nakowa Primary And Secondary		1310
355	Southern	Zimba	Njabalombe		1319
356	Southern	Zimba	Siamoono Primary		4140013
357	Southern	Zimba	Sikalele		8717
358	Southern	Zimba	Simwami Primary		1345
359	Southern	Zimba	Sindowe Primary		6625
360	Southern	Zimba	Zimba Primary		40076
361	Western	Mongu	Imwiko		3983
362	Western	Mongu	Itema		8607
363	Western	Mongu	Kaande Primary		3986
364	Western	Mongu	Kalangu	N/A	
365	Western	Mongu	Kasima Primary		7344
366	Western	Mongu	Lealui		3997
367	Western	Mongu	Lyatolo	N/A	
368	Western	Mongu	Malengwa		4018
369	Western	Mongu	Mawawa		4023
370	Western	Mongu	Mongu		5336
371	Western	Mongu	Mukoko		4027
372	Western	Mongu	Mutwiwambwa Primary		4033
373	Western	Mongu	Namachaha Primary		5
374	Western	Mongu	Namushakende Basic		4044
375	Western	Mongu	Nomai Primary		4058
376	Western	Mongu	Sefula Combined School For The Blind		4061
377	Western	Mongu	Sefula Primary		4060
378	Western	Mongu	Siwa		4070
379	Western	Mongu	Tungi		4072
380	Western	Mongu	Ucz Sefula Secondary School		5211
381	Western	Senanga	Itufa		4074
382	Western	Senanga	Kaeya		7304
383	Western	Senanga	Litambya		4086
384	Western	Senanga	Luangati Day Secondary		4031
385	Western	Senanga	Lukanda Primary		4091
386	Western	Senanga	Maziba Primary		4099
387	Western	Senanga	Nalonga Primary		8964
388	Western	Senanga	Namaenya Primary		4110
389	Western	Senanga	Namalangu Combined		4111
390	Western	Senanga	Nende Primary		4114
391	Western	Senanga	Ngundi Primary		4119
392	Western	Senanga	Senanga Day Secondary		9040038
393	Western	Senanga	Senanga Provincial Stem		5212
394	Western	Senanga	Senanga Special School For The Deaf		4123

395	Western	Senanga	Sevi Primary	4125
396	Western	Senanga	Sikumbi Primary	4129
397	Western	Senanga	Silumesi Primary	99
398	Western	Senanga	Site	8969
399	Western	Senanga	Situnga Primary	4479
400	Western	Senanga	Suunda Primary	8962