

**MONITORING IMPLEMENTATION OF THE EDUCATION
SECTOR STRATEGIC PLAN (ESSP) – 2019/2020**

September, 2021

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ACRONYMS

AMEP - Alternative Modes of Education Provision

DPI - Director of Planning and Information

ECE - Early Childhood Education

EMIS - Education Management Information System

ESSP - Education and Skills Sector Plan

PCC - Projects Coordinating Committee

M&E - Monitoring and Evaluation

MOGE- Ministry of General Education

TESS – Teacher Education and Specialized Services.

1.0 INTRODUCTION

The Education and Skills Sector Plan (ESSP) 2017-2021, launched in July 2019, has a five-year implementation cycle with a corresponding Monitoring and Evaluation (M&E) framework. The framework provides performance indicators and targets at all levels as a means to monitor and evaluate implementation progress in line with the objectives. Further, the M&E framework stresses the need to monitor the implementation of the ESSP at regular intervals to provide evidence on effectiveness and efficient use of resources, which institutions in the sector can utilise. The framework is premised on the following five principles: *Feasibility*- The process, objectives, and outputs of the M&E framework are reliable and realistically achievable. Proposed indicators are SMART (Specific, Measurable, Achievable, Realistic, Time Bound) and the process is based on existing M&E capacities; *Stability*- The process, results framework and information sources should be, and have been, identified following a participatory approach; *Transparency*- Information on education progress must, and will be, shared among other GRZ stakeholders, Cooperating Partners, relevant regional and international bodies as well as the wider public according to agreed procedures. Statistical information should be released in a timely manner and communicated broadly; *Accountability*-Responsibilities in implementation and reporting of activities and programmes must, and will, be clearly established. The levels of information expected are precisely defined through consistent ways of reporting; and *Utility*- The M&E framework should, and will, produce the solid management information and data required to oversee implementation of the ESSP, to track the achievement of results, and if necessary, to adjust implementation pathways.

In line with its mandate, the Zambia National Education Coalition (ZANEC) monitored implementation of the ESSP mainly to assess progress made in meeting targets and ascertain challenges. This was the first monitoring exercise since the ESSP launch.

2.0 METHODOLOGY

The implementation monitoring covered all the ESSP's six priority areas:

- Early Childhood Education (ECE)
- Primary Education
- Secondary Education
- Alternative Modes of Education Provision (AMEP)
- Teacher Education and Specialised Services (TESS), and
- Management and Support Services.

The ESSP monitoring involved both programme and budget performance. However, programme performance monitoring was restricted to the year 2019 only as implementation data for 2020 was not yet compiled by the relevant Ministry departments. However, the budget performance covered both 2019 and 2020 as most of the information was readily available.

2.1 Indicator Selected for monitoring

The monitoring did not cover all ESSP indicators. Only 39 (43.8%) of 89 indicators were purposively sampled based on ZANEC's intervention areas and the suggested frequency for monitoring as highlighted in the M&E framework. Therefore, only those indicators that had to be monitored annually were selected. Table 1 shows the distribution of the sampled indicators based on each of the six ESSP priority areas.

Table 1: Distribution of Selected ESSP Indicators by Priority Area

S/N	PRIORITY AREA	TOTAL INDICATORS	INDICATORS SELECTED FOR MONITORING	%
1	Early Childhood Education (ECE)	13	7	53.8
2	Primary Education	18	8	44.4
3	Secondary Education	20	7	35.0
4	AMEP	11	4	36.4
5	Teacher Education and Services (TESS)	12	5	41.7
6	Management and Support Services	15	8	53.3
TOTAL		89	39	43.8

All selected indicators were defined to ensure data collectors understood them the same way. Definitions also highlighted the denominator and numerator for each indicator as most of the indicators were expressed as 'percentages' or 'proportions'. Monitoring questions for each of the indicators were also developed and the data sources for each indicator identified accordingly.

2.2 Data Entry Tools

Data entry tools were developed based on the 39 indicators (see Annex 1). Data sources for specific indicators were also identified with respect to the following government departments and institutions: Directorate of Planning, ECE Directorate, TESS, Directorate of Standards, Directorate of Distance Education, National Scientific Research, PCC/ ZANEC, Zambia Statistics Agency, UNICEF/ Save the Children.

2.3 Monitoring Field Work

The ESSP monitoring was undertaken in two phases, with the first phase conducted at national level (in Lusaka) from December 2020 to March 2021. During this period, an assessment of the performance of all the selected indicators/ targets at national level was made to ascertain whether the targets for 2019 were fully achieved, partially achieved or not achieved. The second phase was undertaken at Provincial, District and School levels from April to August 2021 in order to establish implementation factors that led to the achievement or non-achievement of the targets based on performance data collected under Phase 1. Phase two covered four (4) provinces namely Luapula, Western, Southern and Copperbelt which were purposively sampled based on availability of ZANEC trained monitors. Further, two or three districts from each of the four provinces were purposively selected for monitoring based on ZANEC's presence. These included: Mongu and Kaoma (Western), Choma and Kazungula (Southern), Mansa and Kawambwa (Luapula), and Mufulira and Mpongwe (Copperbelt). During this phase, interlocutors included Teachers, Head Teachers, District Education Board Secretaries (DEBS) Human Resource Officers (HROs), Lecturers and Statisticians. The following sites were visited:

- *Southern Province*
 - Choma- Swani ECE and Primary School and Provincial Education Office
 - Kazungula- District Resource Centre
 - Livingstone - David Livingstone College of Education
- *Western Province*
 - Kaoma - Mulamatila ECE and Primary, Mahilo ECE, Kashokoto Primary, Kaoma Secondary, and Kaoma Trades
 - Mongu – Kanyonyo ECE, Nalwei ECE, Mawawa Primary, Katongo primary, Kambule Secondary, St. Edmonds secondary, and Mongu School for Continuing Education
- *Luapula Province*
 - Mansa- Luapula Provincial Office, Munkata Primary School, Ng'onga Secondary School, and Mabumba Secondary School??
- *Copperbelt Province*
 - Mpongwe - District Education Board Secretary, Mpongwe Day Secondary School
 - Mufulira- District Education Board Secretary, St. Theresa's Combined School

2.4 Limitations

There were some limitations that affected the effective monitoring of the ESSP. These included:

- Lack of data at the national level including at some provincial and district sites, leading to collection of performance data on 24 (62%) of the 39 indicators. Such a situation goes against the principles that guide the ESSP M&E framework. To deal with some of these gaps, data was collected directly at schools and this initiative aided in providing insights into challenges. Some of the reasons cited for non-availability of performance data at national level included:

- Late collection and compilation of data at all levels
- None reporting by schools
- Late submission of performance data by schools to DEBs offices for onward submission to PEO/HQ for consolidation due to long distances/ poor road and mobile phone network
- Lack of data management systems at schools, DEBS and provincial levels
- Poor management of the EMIS at the Directorate
- lack of data collection mechanisms/tools
- Poor record keeping/data management
- Lack of information sharing at various levels
- No specialized staff to manage performance data in some districts

3.0 FINDINGS

3.1 Budget Performance

The monitoring of the budget performance focused on both the 2019 and 2020 ESSP budgets but data for certain priority areas was not available.

3.1.1 2019 Budget Performance

Table 2 shows the ESSP budget performance for 2019.

Table 2: 2019 ESSP Budget Performance

S/N	Priority Area	2019 Total Budget (ZMW)	2019 Budget Released (ZMW)	% Released
1	ECE	13,844,175	2,942,860	21.3%
2	Primary Education	6,983,489,297	6,524,401,037	93.4%
3	Secondary Education	2,235,392,437	1,651,412,508	73.9%
4	AMEP	827,410	No data	-
5	TESS	5,137,706	2,450,000	47.7%
6	MSS	889,389,823	663,018,116	74.5%
Total		10,127,253,438*	8,844,224,521	87.3%

* The total is less 827,410 for AMEP which has no figure for released budget

With the exception of AMEP where data was not available, the budget performance in terms of released funds was 87.3%. Although this cumulative budget performance is generally good, it must be noted that the budget performance at the ECE priority area was very low at only 21.3% and TESS at a low of 47.7%.

3.2.2 2020 Budget Performance

It was not possible to conclusively assess the ESSP budget performance for 2020 due to non-availability of data for AMEP and TESS. However, performance for four priority areas -ECE, Primary Education, Secondary, and MSS was 24.7%.

Table 3: ESSP Budget Performance for 2020.

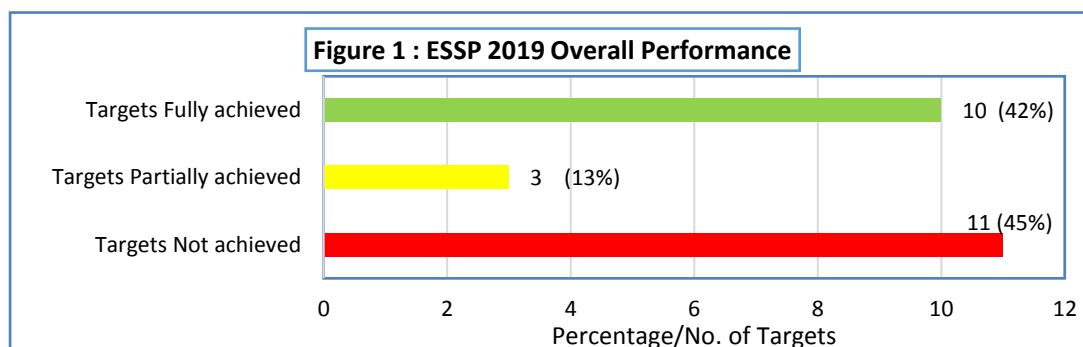
S/N	Priority Area	2020 Total Budget (ZMW)	2020 Budget Released (ZMW)	% Released
1	ECE	11,189,445	9,453,853	84.5%
2	Primary Education	6,997,985,538	402,788,202	5.8%
3	Secondary Education	2,239,700,565	1,493,287,727	66.7%
4	AMEP	583,286	No data	-
5	TESS	1,512,655	No data	-
6	MSS	889,389,823	600,074,552	67.5%

Total	10,138,265,371*	2,505,604,334*	24.7%*
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3.2 Programme Performance

3.2.1 ESSP 2019 Overall Performance

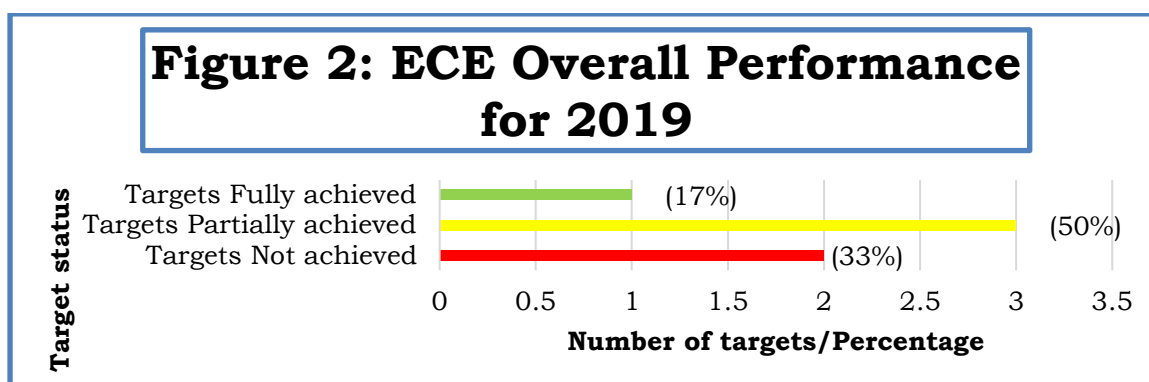
As stated earlier, the performance was based on the 24 of the 39 selected indicators. As shown in Figure 1, 10 (42%) of the 24 targets were fully achieved; 3 (13%) were partially achieved; while 11 (45%) were not achieved.



The reasons given for the non-achievement of targets were mainly inadequate funding, inadequate trained instructors and assessors (for ECE and AMEP), delays in recruitment/deployment of teachers, and inadequate implementation systems. However, the reasons specific to each indicator/target are highlighted in Annex 1 under each of the ESSP priority areas.

3.2.2 ECE 2019 Performance

Seven (7) of the 13 indicators/targets under ECE were monitored. However, performance data was only available on six targets. Out of these six, one (17%) was fully achieved; three (50%) targets were partially achieved, while two (33%) were not achieved. Figure 2 shows ESSP's performance under the ECE priority area.



The reasons given for the performance on each of the selected indicator/target under ECE in terms of whether it was fully achieved, partially achieved, or not achieved are shown in Annex 1. The reasons for non-availability of performance data at national level on specific ECE indicators/targets are also highlighted.

3.2.3 2019 Primary Education Performance

It was not possible to conclusively assess performance under this area because data was not available on five of the eight targets, leaving only three. Of the three, one was fully achieved (representing 34%) while the other two targets (representing 66%) were not achieved.

The reasons given for the performance on each the three indicators on which data was available under Primary Education are highlighted in Annex 1. The reasons for non-availability of performance data at national level on the other five indicators/targets are also highlighted.

3.2.4 Secondary Education 2019 Performance

Implementation data was collected only on three of seven targets. All the three targets on which data was collected were fully achieved (representing 100%).

The factors that contributed to the full achievement are shown in Annex 1. The reasons for non-availability of performance data at national level on the other four indicators/targets are also highlighted.

3.2.5 AMEP 2019 Performance

AMEP had four targets monitored out of which three (representing 75%) were fully achieved while one target (representing 25%) was not achieved. The reasons given for the performance on each of the selected indicators/targets under AMEP Primary Education in terms of whether it was fully achieved and not achieved are shown in Annex 1.

3.2.6 TESS 2019 Performance

TESS had a total of five targets and data was collected on three targets which were fully achieved (representing 100%).

The factors that contributed to the achievement of each of the three targets are shown in Annex 1. The reasons for non-availability of performance data at national level on the other two indicators/targets are also highlighted.

3.2.7 Management and Support Services (MSS) 2019 Performance

MSS had a total of eight targets monitored. However, data was collected only on five targets and all these five targets were not achieved (representing 0%). The reasons for the non-achievement are shown in Annex 1. The reasons for non-availability of performance data on the other three indicators/targets are also highlighted.

4.0. CONCLUSION

The extent to which both the ESSP budget (2019 and 2020) and the 2019 programme performance targets were met could not conclusively be ascertained as performance data was not provided on 15 of the 39 selected indicators. However, based on the 24 indicators/targets on which performance data was collected, 10 targets (representing 42%) were fully achieved; three targets (representing 13%) were partially achieved; while 11 targets (representing 45%) were not achieved. The reasons given for the non-achievement of targets were mainly inadequate funding, inadequate trained instructors and assessors (for ECE and AMEP), delays in recruitment/deployment of teachers, and inadequate implementation systems.

Performance data was not timely and consistently produced and processed into the needed implementation information that could be shared with key stakeholders to inform decision making.

Overall, the management, processing and timely reporting/sharing of ESSP implementation data is still a challenge.

4.1 Recommendations

- 1) **Timely collection of performance data:** Performance data should be timely collected and compiled at the various Ministry of Education levels and shared with relevant stakeholders. This requires that data management requisites are put in place in terms of specialised personnel, appropriate data collection tools, data compilation, storage and sharing systems.
- 2) **Enhancing Coordination:** There is need for relevant Ministry of Education Departments to enhance coordination between the various ESSP data sources in order to timely and consistently produce performance data.
- 3) **CSO and ESSP Monitoring:** Monitoring ESSP implementation should be undertaken consistently (annually) by NGOs and other relevant stakeholders and based on all indicators in order to comprehensively ascertain the extent to which set targets over the whole implementation cycle were being met.
- 4) **Funding to improve ESSP Performance:** Government should improve funding to activities in the ESSP.

Annex 1: Performance on ESSP Targets Selected for Monitoring and Reasons for Performance Results

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
1. Early Childhood Education (ECE)						
Budget- Early Childhood Education (ECE)		13,844,175	K2,942,860	21.3% of budget released	Why was only 21.3% of the ECE 2019 budget released?	<ul style="list-style-type: none"> • Very few ECE centres eligible for Grants existed then • Inadequate funding to the sector • Lower allocation of funds to ECE compared to other sectors.
3. Percentage of grade one entrants with ECE experience	30%	40%	38.8% (Data from the Directorate of ECE).	Partially achieved	What was the reason for the partial achievement of target for 2019?	<ul style="list-style-type: none"> • Inadequate classroom space • Inadequate funding from Government • Limited classroom infrastructure in government schools • The rule had been that only 20% of the ECE entrants could be allowed to proceed to Grade 1 • Monopoly by private ECE centers • More time spent at ECE centers without progressing to next level. • Parents/guardians not aware of ECE policy • Lack of appreciation of the importance of ECE by parents as they prefer enrolling their children straight in Grade 1
5. Percentage of qualified teachers in pre-primary education	2.30%	3.10%	5.6% (Data from the Directorate of ECE).	Fully Achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Most teachers are pursuing higher qualifications studies including the backlog of the unemployed teachers • Intensified deployment for teachers at the ECE sector during the year under review. • Increase in number of pre-school centers in some areas

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
						<ul style="list-style-type: none"> • There are a lot of trained pre-school teachers
6. Proportion of ECE centres stocked with teaching and learning materials and kits for indoor and outdoor playing materials	No data	33%	10% (Data collected from the Directorate of ECE).	Partially achieved	What are the reasons for the partial achievement of this target?	<ul style="list-style-type: none"> • Inadequate funding to the ECE sector. • Some ECEs are merely annexed and lack such facilities. • Minimum improvisation/initiative by School Managers and ECE Providers. • Lack of data at various levels
7. Proportion of ECE Centres meeting minimum standards	No data	10%	0 (None) (Data from Directorate of ECE).	Not achieved	What are the reasons for the target's non-achievement?	<ul style="list-style-type: none"> • ECE sector not adequately financed • Lack of political will/support towards ECE. • Lack of data at various levels
10. Number of teachers in pre-primary with capacity for a) child assessment and b) early screening for CSEN	No data	No data	No Performance data	Data not fully compiled by Directorate of ECE by the time of the monitoring exercise	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Lack of capacity building/training of ECE teachers on the Child assessment/screening tools on CSEN • Late submission due to long distance and poor road network in some areas • Inadequate data collection tools
11. ECE data integrated into EMIS	Very little information on ECE	Integration of ECE data	Only integrated for enrolments in 2019; not yet fully integrated. (Data from	Partially achieved	What are the reasons for the partial achievement of this target?	<ul style="list-style-type: none"> • Poor record keeping • EMIS only has the provision to capture ECE information on enrolment and teacher qualification only.

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
			Directorate of ECE).			<ul style="list-style-type: none"> • Delays by some schools to submit ASC forms for consolidation by the higher office • Poor communication systems/channels • Community involvement • Lack of automated and central data management systems at provincial level • Lack of equipment such as master computer where all Standards Officers could update the data collected during monitoring activities • Total community involvement
12. ECE Policy fully operationalized (to develop milestone indicators)	Policy developed with costed PIP	Policy operationalized	Policy not yet finalized (Source - Directorate of ECE).	Not achieved.	What are the reasons for the non-achievement of this target?	<ul style="list-style-type: none"> • Cabinet directed that the ECE Policy should be part of the National General Education Policy and not a stand-alone policy • Information not available
2. Primary Education						
Primary Education Budget		K6,983,489,297	K6,524,401,037	93.4% released	Budget performance was good; no follow up question	
15. Percentage of learners over-age for grade in primary education	56.70%	85%	No Performance data.	Data not available at the Directorate of Planning and Information.	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Late submission of the ASC-Annual School Census Forms to the PEO/HQ. • Late reporting by schools • Poor management of the EMIS at the Directorate.

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
						<ul style="list-style-type: none"> • Poor data management system from school, DEBS and province • Poor coordination and lack of equipment for data storage • Parents not stating correct DOB, hence using estimates
21.Proportion of primary school teachers upgraded from certificate to diploma/degree	50%	80%	No Performance data.	Data not available at the Directorate of Planning and Information)	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Failure by schools and Districts to compile Study Plans in time for onward transmission to HQ. • Slow submission of the information on staff establishment by respective institutions of learning • Inefficiencies in data collection, compilation, storage, and sharing at various levels in the system. • EIMS form has no provision on this • Poor coordination and lack of equipment for data storage
22.Percentage of qualified teachers in community schools	2%	12%	No Performance data.	Data not available at Directorate of Planning and Information	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Lack of a data collection tool specifically for community schools. • Poor data management at various levels • Lack of submission of returns by schools • Long distances from schools to DEBS • None reporting by schools • Lack of information sharing and submission of returns by schools

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
24. Pupil teacher ratio	42.3	40.9	59.4	Not achieved (Data collected at the Directorate of Planning and Information)	What are the reasons for the non-achievement of this target?	<ul style="list-style-type: none"> • Delays in the deployment of teachers • Most applicants to teaching colleges are opting to train for secondary teaching level than Primary • Cross over by existing teachers from primary to secondary upon upgrading. • Inadequate resources for PEMIC spaces • Teachers not deployed to needy schools
25. Pupil teacher contact time	4.5	4.8	No Performance data.	No data available at Directorate of Planning and Information	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Inefficiencies in data collection, processing, and storage at various levels in the sector. • Poor Management of EMIS. • Late submission of the Annual School Census (ASC) Form. • Contact time is slightly reduced due to abnormally big classes • Lack of effective communication among stakeholders • Poor record management • None availability of tools to collect this data • Lack of effective communication among stakeholders
29. Percentage of schools with qualified and adequately staffed guidance and counselling teachers	5%	30%	No Performance data.	No data available at DPI.	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Lack of data collection mechanisms to capture such data. • Lack of effective information dissemination • Late collection and compilation of data. • No challenge with data collection

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
30. Grade 7 repetition	6.20%	5.50%	5.1% (Data collected from DPI).	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Availability of Grade 8 school places in most primary schools (basic education) • Favourable policy on repeating • Policy of able to read at grade 7 • Establishment of remedial classes • Enough classroom space
31. Completion rate in primary education	98%	99%	94.9% (Data collected from DPI).	Not achieved	What are the reasons for the non-achievement of this target?	<ul style="list-style-type: none"> • High School Dropout due to pregnancies, early marriages, and poverty. • High attrition rate in the upper primary school.
3. Secondary Education						
Secondary Education Budget		K2,235,392,437	K1,651,412,508	73.8% released.	Why was only 73.8% of the Secondary Education 2019 budget released?	No reasons given
32. Completion rate	Grade 9=69.2% Grade 12=36%	Grade 9=82.4% Grade 12=42.5%	No Performance data.	No data available at the Directorate of Standards.	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Delays in computing and submitting data to Standards Officers • Delays in conducting examination analysis and submission to relevant officers • Poor record keeping in institutions of learning for timely submission of data to the HQ • The issue of school fees greatly contributed to this both at grade 9 and grade 12
34. Transition rate 9 to 10	44.3%	50.7%	No Performance data.	No data available at the	What data management challenges exist to hinder	<ul style="list-style-type: none"> • Failure to analyze results at exam class level in time for consolidation at the national level

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
				Directorate of Standards).	the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Poor record keeping/management at various levels • Lack of information sharing at various levels
41. Pupil teacher ratio (Grade 8-9)	46.6	40.6	No Performance data.	No data available at the Directorate of Standards).	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Delays in submission of staff establishment/monthly returns by institutions of learning to Headquarters for consolidation • Poor record keeping • Lack of consistency in data storage • No specialized staff to manage this data in some districts • Weak data managers at various levels in MoGE • Long distances from schools to DEBS office • Poor mobile phone network
42. Pupil teacher ratio (Grade 10-12)	35	35	No Performance data.	No data available at the Directorate of Standards).	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Late reporting by schools • Delays or non-submission of the needed data for compilation by Headquarters. • Poor record keeping and management system • The upper Grades in the secondary category have a poor pupil-teacher ratio in natural science subjects. • Lack of information sharing at various levels and poor record keeping
46. Percentage of vulnerable children accessing scholarships	3.50%	4.60%	39% (Data collected from the Directorate of standards).	Fully achieved	What are the factors that led to the achievement of this target?	<ul style="list-style-type: none"> • Existence of several cooperating partners/donors supporting vulnerable children. • Effective collaboration with relevant departments.

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
and bursary schemes						<ul style="list-style-type: none"> • Timely dissemination of bursary provisions to all stakeholders and vulnerable children • Sponsorship of vulnerable children by NGOs and Churches.
47. Gender parity index (Grade 8-9)	0.926	0.98	1.00 (Data collected from the Directorate of Standards).	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Intensive advocacy being done especially by ZANEC for the re-entry policy for the girl-child. • Implementation of re-entry policy • Effective information dissemination at different levels and involvement of other education stakeholders • Introduction of STEM education has also contributed to Gender Parity. • More places are offered to girl children • Policy directions to ensure a gender balanced enrolment in schools and other levels
48. Gender parity Index (Grade 10-12)	0.84	0.9	1.00 (Data from the Directorate of Standards).	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Intensive advocacy being done by stakeholders. • Introduction of STEM education has also contributed to Gender Parity • More places are offered to girl children. • Involvement of more donors/NGOs • Policy on gender
4.AMEP-Alternative Modes of Education Provision						
AMEP- Budget		K 827,410 (DPI)	K348,000	42.1% released	Why was only 42.1% of the AMEP 2019 budget released?	AMEP not prioritised in terms of funding

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
53. Percentage of Children with access to AMEP	18.30%	25%	68.3% (Data collected from AMEP).	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> Improvement in the use of technology such as phones, TV and radio. Trained staff Provisions of materials for this initiative AMEP has well been acknowledged by the youths and adequately supported by parents.
55. Percentage of youth/ adults who have achieved a minimum proficiency in digital literacy skills	NO DATA	10%	68.3% (Data collected from AMEP based on estimates of the number of youths who accessed digital literacy based on the 20 pilot schools where Aptus is being used and the two multi media centres in Kabompo and Mbala).	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> High proficiency by the instructors in Digital literacy. Financially/material support to AMEP by other stake holders APTUS has resulted in enhanced proficiency in digital literacy skills. The use of APTUS in pilot schools in some districts
61. Proportion of AMEP instructors with capacity for child assessment and early screening for CSEN	N/A	65%	'We do not have ECE Instructors and hence no early screening taking place.' Quote from AMEP.	Not achieved	What are the reasons for the non-achievement of this target?	<ul style="list-style-type: none"> Lack of orientation on the process of child assessment for CSEN screening. Lack of ECE instructors Lack of trained assessors Inadequate AMEP instructors and some schools are left to organize CPD for teachers own their own.

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
62. Proportion of qualified instructors in AMEP	N/A	65%	100% (Data collected from AMEP).	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Sound orientation • Skilled AMEP instructors with high proficiency. • The directorate had instructed institutions implementing AMEP to organise CPD for teachers as instructors of AMEP. • Sound work plans (CPDs) in place for appropriate implementation.
5. Teacher Education and Specialized Services - TESS						
TESS Budget Performance		K 5,137,706	No Performance data.	The amount released was not disclosed during the monitoring exercise	What data management challenges exist to hinder the timely availability of performance budget data on TESS?	<ul style="list-style-type: none"> • Lack of quarterly reporting on the funds that are released.
65. Proportion of secondary school teachers equipped with appropriate skills to deliver the vocational subjects	400	1000	1284 (Data collected from TESS)	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Qualified personnel • Sound work plans especially for Continuous Professional Development/CPD in place. • Over 95% of teachers have been upgrading their qualifications to degrees and masters' level • Revision of the curriculum and training of staff through CPDS
66. Proportion of pre-primary lecturers (sic teachers) equipped with appropriate skills to teach	0	20	27 (Data collected from TESS)	Fully achieved.	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Intensified in-service trainings for teachers at local level through workshops/seminars. • Majority of lecturers with degrees have upgraded to masters' and doctorate level

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
literacy and numeracy skills						<ul style="list-style-type: none"> • Training in initiatives such as PLP, mathematical Rain Bow Kits
67. Proportion of primary lecturers equipped with appropriate skills to teach literacy and numeracy skills	0	30	65 (Data collected from TESS)	Fully achieved	What factors led to the achievement of this target?	<ul style="list-style-type: none"> • Adequate funding to Teachers' Training Colleges. • Intensive CPDs held in the high institutions of learning. • Majority of lecturers with degrees have upgraded to masters' and doctorate level • Inclusion of literacy & numeracy in pre-service curriculum
72. Number of serving teachers capacity – built in guidance and counselling	2600	200	No Performance data.	No data available at Directorate of Standards and TESS	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Poor data management • Change of personnel as handing over has been chaotic • lack of information sharing at all levels.
74. Number of CSEN schools equipped to meet national demands	None	10 SE schools, 50 SE units, 1S E unit in CoE, 600 teachers, 4lecturers	No Performance data.	No data available at Directorate of DPI and TESS	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Very little finances are allocated to cater for CSEN at provincial level • Very few CSEN schools implementing this • Lack of data storage and retrieval systems at district and provincial levels
6.Management and Support Services (MSS)						
MSS Budget Performance		K 889,389,823	K663,018,116	74.5%	Why was only 74.5% of the MSS 2019 budget released?	Was unable to get responses from MSS department as the assigned officer was hard to reach during the data collection period.

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
79. Timeliness, accuracy and comprehensiveness (this years' data this year)	EMIS is in place though some processes are not auto-mated	Comprehensive	No comprehensive (Data collected from DPI).	Not achieved	What are the reasons for the non-achievement of this target?	<ul style="list-style-type: none"> • Lack of equipment • Poor systems in place
80. Number of undertakings for joint sector evaluation, monitoring and review	1 through JAR	1	0 (Nil) (Data collected from ZANEC)	Not achieved	What are the reasons for the non-achievement of this target?	There was no funding for 2019 JAR
82. NER (ECE)	14%	40%	8.78% (Data collected from ZamSTAT based on 2010 national census projections; thus, there was <i>need to get the actual data NOT projections</i>)	Not achieved	What are the reasons for the non-achievement of this target?	Failure to carry out 2020 National Census due to COVID-19 outbreak
84. NER (8-9)	47%	59%	37.6% Data collected from ZamSTAT based on 2010 national census projections; thus, there was <i>need to get</i>	Not achieved	What are the reasons for the non-achievement of this target?	Failure to carry out 2020 National Census due to COVID-19 outbreak

Indicator	Baseline	2019 Target	2019 Performance	Comment	Follow Up Question	Answer
			<i>the actual data NOT projections)</i>			
85. NER (10-12)	38%	53%	No Performance data.	No data available at DPI.	What data management challenges exist to hinder the timely availability of data on this indicator?	No response given
87. Pupil: book ratio by subject and grade	0.72	0.85	No Performance data.	No data available at the Directorate of Standards	What data management challenges exist to hinder the timely availability of data on this indicator?	Poor management of the records/information systems.
88. Proportion of budgetary resources devoted to children with special education needs	3.2%	4.30%	No Performance data.	No data available at DPI.	What data management challenges exist to hinder the timely availability of data on this indicator?	<ul style="list-style-type: none"> • Poor data management on CSEN • Poor infrastructure, lack of teaching aids such as brail and special needs. • Lack of consistency on information for children with special education • Lack of equipment such as computers, laptops, for data storage
89. Education policy and Education Act revised (to develop milestone indicators)	Both are in draft form	NO Data	Both have not yet been revised	Not achieved	What are the reasons for the non-achievement of this target?	<ul style="list-style-type: none"> • Awaiting approval of the Revised education policy to take into consideration issues from the revised policy – data from DPI) • Lack of latest information on policy directions

SUMMARY OF MONITORED INDICATORS	
Total Number of Indicators/Targets Selected for Monitoring	39
Indicators/Targets with Performance Data	24
Indicators/Targets Without Performance Data	15

Vision

“A sustainable and inclusive education system that responds to national aspirations and fosters an environment for self-fulfillment”

Mission

“ZANEC is a coalition of education organisations promoting quality and inclusive education for all, through influencing of policy, building consensus, holding duty bearers accountable and strengthening the capacities of stakeholders in the education sector”

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