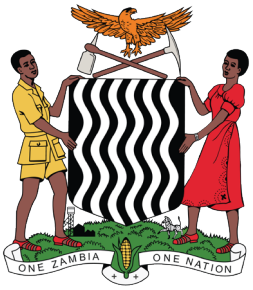

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

2022 - 2026
STRATEGIC PLAN

Prepared by:
Ministry of Education
in collaboration with Management Development Division
CABINET OFFICE
LUSAKA

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ACRONYMS

BSC	-	Balanced Scorecard
CSTL	-	Care and Support for Teaching and Learning
COVID-19	-	Coronavirus Disease of 2019
ECE	-	Early Childhood Education
ECD	-	Early Childhood Development
ECCDE	-	Early Childhood Care Development and Education
ECCE	-	Early Childhood Care and Education
IA	-	Institutional Assessment
KGS	-	Keeping Girls in School
LSEND	-	Learners with Special Education Needs and Disability
MoE	-	Ministry of Education
M&E	-	Monitoring and Evaluation
MDD	-	Management Development Division
OD	-	Organisational Development
PESTEL	-	Political, Economic, Social, Technological, Environmental and Legal
SMART	-	Specific, Measurable, Attainable, Realistic and Time-bound
SWOT	-	Strengths, Weaknesses, Opportunities and Threats
STEM		Science, Technology, Engineering, and Mathematics
ZQF	-	Zambia Qualifications Framework
NIF III	-	2011-2017 National Implementation Framework III
ESSP	-	2017-2021 Education and Skills Sector Plan
SRAT	-	School Readiness Assessment Tool
SRI	-	School Readiness Initiative
PTA	-	Parent and Teacher Association

FOREWORD

I am pleased to present the 2022-2026 Strategic Plan for the Ministry of Education anchored on the Eighth National Development Plan (8NDP). The Strategic Plan is aimed at providing accessible, inclusive and quality education for all in Zambia. The Government of the Republic of Zambia recognises the critical role that education plays in human capital development in order to improve human capacities for socio-economic development. Quality education is a key driver towards the attainment of the National Vision 2030, whose aspiration is to become a prosperous middle-income nation by 2030. The education sector has a role to play in producing the needed human capital endowed with the required knowledge, values and skills as well as cutting-edge- technologies to transform society and improve the standards of living.

The Government of the Republic of Zambia is also keen to realise and attain the global aspiration on education by implementing international and regional commitments related to education, such as Sustainable Development Goals (SDGs), among others. In line with SDG No. 4 which entails ***"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,"*** the Government is implementing the Education for All Policy which provides user-fee and Parent and Teacher Association (PTA)-fee free education to all citizens from Early Childhood Education (ECE) to secondary school. Furthermore, the Government is committed to attain SDG No. 5 focused on ***achieving gender equality and empowering all women and girls*** by implementing the Keeping Girls in School (KGS) initiative, a component of the Girls Education, Women Empowerment and Livelihood (GEWEL) project.

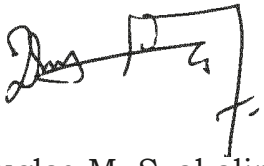
This Strategic Plan provides a strategic direction that spells out strategic priorities and outcomes for the education sector over the next five years based on the successes and challenges of the 2011-2017 National Implementation Framework III (NIF III) and the 2017-2021 Education and Skills Sector Plan (ESSP). The key milestones attained relate to education infrastructure development, introduction of Science, Technology and Innovation (ST&I) in schools and the development of

the Zambia Qualifications Framework (ZQF) which facilitates the development of human resources and availability of educated and highly skilled personnel through comparable education and training systems globally. The identified challenges relate to access and participation, quality and relevance, efficiency, effectiveness, inclusiveness and equity.

Thus, the Ministry has set out its vision to have ***"An educated and skilled Nation"*** for the period 2022- 2026 through its mission which is ,***"To provide accessible, inclusive, equitable and quality education that enables individuals to attain their full potential and contribute to national development".***

The Strategic Plan is broken-down into four strategic themes, and these are; Learner Achievement Excellence; Educator Excellence; Operational Excellence; and Educational Infrastructure Excellence. These strategic themes are pillars of execellence in which the Ministry will focus its programmes in executing the mandate in the next five years to enhance access, equity, quality and inclusive education. This Strategy emphasises mainstreaming of Information and Communications Technology (ICT) in teaching and learning, management and research through provision of innovative, technology-based education programmes and services as well as the promotion of Science Technology Engineering Mathematics (STEM) Education. In line with the policy framework, the strategy promotes the use of Alternative Modes of Education Provision (AMEP). In order to improve literacy education, Youth and Adult Literacy Education (YALE) has been embraced as a key initiative with the use of digital literacy, collaborative and inclusive learning. In all programming, Leaners with Special Educational Needs and Disability (LSEND) have been integrated from ECE to tertiary education and will be provided in an inclusive manner.

I would like to thank all the stakeholders who took part in the strategic plan development process by providing insights and ideas to best improve the provision of accessible, inclusive, and quality education in Zambia. It is envisioned that during the implementation stage of the strategy, all our partners including the general public will come on board to offer the support needed to attain the targets outlined in this Strategic Plan.



Hon. Douglas M. Syakalima, MP

MINISTER OF EDUCATION

ACKNOWLEDGEMENT

The development of this Strategic Plan has been made possible through a consultative process involving various stakeholders who provided significant input to this document. We would like to extend our sincere appreciation to all who contributed during the Strategic Plan development process of this document. While recognising the role played by different institutions, our sincere gratitude also goes to the Management Development Division (MDD) at Cabinet Office for their continued professional guidance and technical expertise in strategic management. We furthermore wish to thank the technical review team and the esteemed members of staff for their valuable input and unwavering commitment throughout the process. The efforts of all stakeholders have contributed to propel the Ministry of Education toward its future goals.

We are confident that with continued support from all our stakeholders, the implementation of this Plan will support the Ministry in the successful execution of its mandate.

Noriana Muneku (Ms)
Permanent Secretary – Administration
MINISTRY OF EDUCATION

Joel Kamoko (Mr.)
Permanent Secretary – Technical Services
MINISTRY OF EDUCATION

EXECUTIVE SUMMARY

The Ministry of Education (MoE) is responsible for the formulation and implementation of policies on education, setting of standards and enforcing of regulations in the provision of early, primary and secondary education, teacher training and university education in the Country.

The development of the 2022-2026 Strategic Plan was necessitated by the need to set a new strategic direction and establish key priorities relating to the mandate of the Ministry as stipulated in the Government Gazette Notice No. 1123 of 2021. Furthermore, the Ministry has, through the Plan, aligned its programmes to the Eighth National Development Plan (8NDP) priority areas as provided for in the National Planning and Budgeting Act No. 1 of 2020. The Ministry of Education is contributing to strategic development area No. 2 in the 8NDP whose outcome is Improved Education and Skills Development.

The methodology which was used to develop the 2022-2026 Strategic Plan involved a two phased approach constituting the Institutional Assessment and Organisational Development underpinned by the Balanced Scorecard Principles. The Institutional Assessment involved assessing the performance of the Ministry against the Educational Extended National Implementation Framework III and the 2017-2021 Education and Skills Sector Plan. The Assessment also involved undertaking an internal capability assessment to establish the Ministry's distinctive competencies, as well as, analysing the macro-environment.

Based on Institutional Assessment findings and the national priorities in the Eighth National Development Plan (8NDP) , the Ministry has set out an operational framework for the period 2022- 2026 which oulines the vision, mission, core values, strategic themes and results, and strategic objectives as follows:-

Vision: "An educated and skilled Nation."

Mission: "To provide accessible, inclusive, equitable and quality education that enables individuals to attain their full potential and contribute to national development."

Core Values

The Ministry has committed itself to Six Core values to instill a positive organisational work culture among all the members of staff for successful implementation of programmes. The Six core values are: Integrity, Accountability, Courtesy, Inclusiveness, Teamwork and Innovation.

Strategic Themes and Strategic Results

The strategic focus of the Ministry is broken down into four strategic themes and their related strategic results. These strategic themes are pillars of excellence in which the Ministry will focus its programmes in executing the mandate in the next five years. The strategic themes and their corresponding strategic results are:

	Strategic Theme 1	**Strategic Theme 2**	**Strategic Theme 3**	**Strategic Theme 4**
Strategic Theme	Learner Achievement Excellence	Educator Excellence	Operational Excellence	Educational Infrastructure Excellence
Strategic Result	Competent and skilled learners	Adequate and skilled Educators	High quality services	Appropriate and adequate educational infrastructure

Strategic Objectives

The following strategic objectives will be deployed to fulfill the Ministry's mandate:

1. Improve learning achievements;
2. Increase access and participation in education;
3. Improve education financing and management;
4. Enhance management systems;
5. Improve human resource capacity;
6. Enhance the education regulatory framework; and
7. Improve education infrastructure and equipment.

The Strategic Plan will be operationalised using a five-year Implementation Plan as a requirement by the National Planning and Budgeting Act No. 1 of 2020. The Implementation Plan consists of costed annual activities that will be implemented by respective departments. The Strategic Plan will be monitored continuously through progress reports prepared monthly, quarterly, annually and necessary interventions undertaken. In addition, mid and terminal reviews shall be undertaken to establish the extent of the Strategic Plan implementation and its impact.

1.0 INTRODUCTION

1.1 Background

The Ministry of Education has evolved since Zambia got its independence in 1964 under different regimes. After the 1991 elections that saw the change of Government from the United National Independence Party (UNIP) to the Movement for Multiparty Democracy (MMD), the Ministry was split into two Ministries; one was responsible for the provision of General Education while the other was responsible for Science and Vocational Training. In 2011, with the coming in of the Patriotic Front led Government, the Government reviewed the Education structure and portfolios. This led to the merging of the Ministry of Education (MoE) with the Ministry of Science, Technology and Vocational Training (MoSTV) to form the Ministry of Education, Science, Vocation Training and Early Childhood Education (MESTVTEE). In 2016, the Government re-organised MESTVTEE into two Ministries: Ministry of General Education and Ministry of Higher Education as established by the Government Gazette Notice No. 836 of 2016.

Following the change of Government from the Patriotic Front (PF) Administration to the United Party for National Development (UPND) on 12th August, 2021, the Ministry of Education was re-established through Government Gazette No. 1123 of 2021 following the reorganisation of the Government Institutions on 23rd September, 2021. The Ministry of Higher Education was transformed into the Ministry of Technology and Science (MOTS).

1.2 Mandate

The Ministry of Education is responsible for the provision of early, primary and secondary education, teacher training and university education in the Country, as well as the formulation and implementation of policies in education, licensing, setting of standards and enforcement of regulations in the respective education subsectors.

1.3 Portfolio Functions

The Ministry derives its portfolio functions from the Government Gazette Notice

No.1123 of 2021 outlined as subjects and statutory bodies as follows:

1.3.1 Subjects:

a. Adult Literacy
b. Continuing Education
c. Early Childhood Education
d. Education Policy
e. Education Standards and Evaluation
f. Educational Broadcasting
g. Higher Education
h. Higher Education Loans and Scholarships
i. Higher Education Policy
j. Higher Education Standards and Evaluation
k. Library Services
l. National Training Policy
m. Primary Education
n. School Guidance and Counselling Services
o. Secondary School Education
p. Teacher Training Colleges

1.3.2 Statutory Bodies/Institutions

a. Chalimbana University
b. Copperbelt University
c. Education Boards
d. Examination Council of Zambia
e. Higher Education Authority
f. Higher Education Loans and Scholarships Board
g. In Service Resource Centres
h. King Lewanika University
i. Mukuba University
j. Mulungushi University
k. Zambia National Commission for UNESCO

l. National Correspondence College
m. Palabana University
n. Paul Mushindo University
o. Robert Kapasa Makasa University
p. Teacher Colleges of Education
q. Teaching Council of Zambia
r. University of Zambia
s. Zambia Educational Publishing House
t. Zambia Qualifications Authority

1.4 Operational Structure

The Ministry of Education's organisation structure comprises four levels, namely; Headquarters, Provincial, District and School. The Ministry is headed by the Minister of Education who is responsible for education in Zambia and provides policy direction. The Ministry has two (2) Permanent Secretaries responsible for the day to day operations, with the Permanent Secretary-Administration being the Controlling Officer who handles support services for all Directorates while the Permanent Secretary- Educational Services handles the education technical services Directorates. The Ministry has 15 Directorates headed by Directors. The Directorates are: Human Resources and Administration; Planning and Information; Standards; Curriculum Development; Finance; Internal Audit; Teacher Education and Specialised Services; National Science Center; Early Childhood Education; Primary Education; Secondary Education; University Education; Data Management; School Health and Nutrition; and Open and Distance Education.

The Ministry is also supported by five units namely; Procurement and Supplies, Legal, Public Relations, Zambia Library Service and Zambia National Commission for UNESCO.

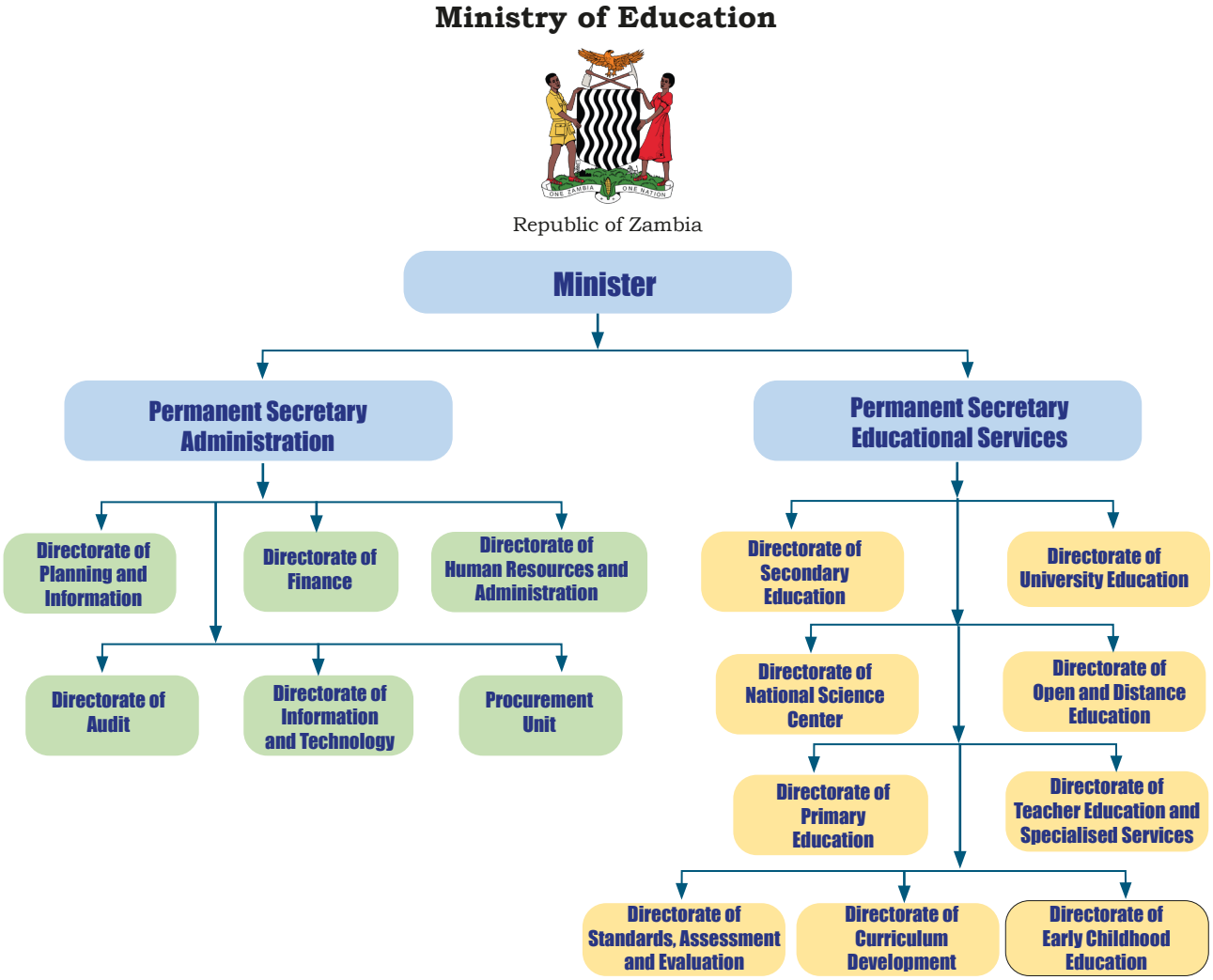
At Provincial level, the Ministry is headed by a Provincial Education Officer who is responsible for coordination of provision of education in the Province. There are ten (10) Provincial Education Officers. The Provincial Education Office's structure represents all the Directorates of Departments at the headquarters.

The District Education Office is headed by the District Education Board Secretary (DEBS) who is responsible for coordination of provision of education at the District level. Currently, there are 116 District Education Offices.

The Primary Schools are run by School Head Teachers who superintend over the school to ensure that education is imparted to the learners. These primary schools fall under a District Education Board which is run by the DEBS, while the Secondary schools are run by School Education Boards with the Head Teacher of the school being the Secretary of the school board. In 2022, there were 1, 290 secondary Schools, 9, 441 Primary Schools and 3, 997 Early Childhood Education Centres which are currently being operated under Primary schools. Some ECE centres are established as stand-alone institutions while others are annexed to primary schools.

Additionally, The Ministry has Statutory Institutions which have been given some powers, service rules, authority by Acts of Parliament. They have generally been established to perform specific functions which the Government considers effectively performed outside a traditional departmental structure. These statutory bodies are listed under the heading *No.1.3.2: Portfolio Functions*

Figure 1: Ministry of Education Organisation Structure



1.7 Rationale for Developing the Strategic Plan 2022–2026

The development of the 2022 - 2026 Strategic Plan was necessitated by the need to set a new direction and establish key priorities relating to the mandate of the Ministry following the expiration of Ministry of Education (MOE)'s 2011-2017 National Implementation Framework III (NIF III) and 2017-2021 Education and Skills Sector Plan (ESSP). Moreover , in accordance with the National Planning and Budgeting Act No.1 of 2020, the Ministry is required to develop an Institutional Strategic Plan aligned to the National Development Plan. Therefore, the Strategic Plan is aligned to the national priorities as provided in the Eighth National Development Plan (8NDP) and provides strategic direction to effectively execute the mandate.

1.8 Methodology

The 2022 -2026 Strategic Plan was developed with technical support from the Management Development Division (MDD), Cabinet Office using an Integrated Strategic Planning process. The process had two phases namely, Institutional Assessment (IA) and Organization Development (OD). The process incorporated the principles of the Balanced Scorecard.

The first phase involved performance assessment of the Ministry against the 2011-2017 National Implementation Framework III (NIF III) and 2017-2021 Education and Skills Sector Plan (ESSP), literature review of policies, legal frameworks, and other documents with implications in the execution of the Ministry's mandate. During this stage, an Institutional Capability Assessment (IA) was also undertaken which involved conducting an internal analysis to establish the Ministry's distinctive competencies as well as, analysing the micro and macro-environments using various tools. These included the McKinsey 7S Model, Lewin's Simple Change Management Model, Objective and Problem Trees, Strength, Weaknesses, Opportunities and Threats (SWOT), and Political/Policy, Economic, Social, Technological, Environment/ Ecological and Legal (PESTEL) Analyses.

In addition, stakeholder analysis and engagements were undertaken. During the analysis, all the stakeholders were mapped and representative samples were selected for engagements. The groups were separately engaged as clients, management staff and other stakeholders (individuals/institutions not receiving a service from the Ministry but are affected by its decisions). The purpose of the engagements was to seek information from the perspective of stakeholders on the current and future outlook of the Ministry as well as suggest areas of focus to enhance the execution of the mandate.

The second phase, Organisation Development, involved determining the strategic direction of the Ministry for the next five (5) years. Information collected from the IA was used to determine the strategic direction which involved formulating the Vision, Mission, Core Values, Strategic Themes, Strategic Results, Strategic Objectives, Intended Results, Measures, Targets and Strategies (Initiatives). The Strategic Plan was validated by various stakeholders and approved by the Management Development Division at Cabinet Office.

2.0 EDUCATION SYSTEM

The Zambian Education System currently has a 4 tier structure organized as 4-7-5-4. This represents 4 years at Early Childhood Education with learners aged 3-6 years old. There is 7 years of primary education, with 4 years lower primary and 3 years' upper primary school. The Secondary Education consists of 5 years, with 2 years' junior secondary and 3 years Senior Secondary School respectively. The university education has 4 years for most undergraduate degrees. Besides, the Zambian education system also provides for tertiary education at colleges that offer 1-2 years' certificate and 3-year Diploma. The system also comprises of 2 years' youth and adult literacy education as well as 6 months to 3 years' vocational education.

2.1 Early Childhood Education

Early Childhood Education (ECE) is a critical foundation for future learning. As a subsector, it provides opportunities for holistic child development for learners below the age of 7. This stage also prepares the learners for school readiness, transition and progression to primary education.

2.2 Primary Education

Primary education as a subsector caters for learners from the age of 7 at Grade 1. The subsector comprises a 7-year period of learning with 4 years of lower primary and 3 years upper primary. This stage provides learners with basic fundamentals for literacy, numeracy and life skills. This sector also endeavors to reduce learning poverty for learners aged 10 and above. The learners progress to secondary education through automatic progression.

2.3 Secondary Education

Secondary education covers a period of 5 years, with 2 years of Junior Secondary and 3 years of Senior Secondary education, respectively. This subsector has a two tier career system which comprises vocational and academic. The vocational career pathway provides for practical skills acquisition and knowledge while the academic career pathway provides for the acquisition of cognitive knowledge. The

career pathway is intended to increase access to skills training and equip secondary learners with lifelong skills. Progression to senior secondary is dependent on the learner obtaining a Junior Secondary School Certificate. Senior secondary education prepares learners for tertiary education upon acquisition of a school certificate.

Learners at secondary school are examined by the Examinations Council of Zambia (ECZ) and Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) at junior secondary and senior secondary levels. The learners are awarded junior secondary certificate, school certificate, trade test certificates level I, II, III and or GCE certificate which are both nationally and internationally recognised.

2.4 Youth and Adult Literacy Education

Youth and Adult Literacy Education is a subsector which provides basic literacy (reading, writing and arithmetic) and functional literacy to the never been to school and or the early primary school dropout youth and adults. The learners progress to primary and secondary education through Alternative Modes of Education Provision namely open and distance learning programmes

2.5 Alternative Modes of Education Provision

The Alternative Modes of Education Provision (AMEP) is one way in which the Ministry of Education provides education to the out of school population. It is an alternative to the conventional education system. AMEP provides ECE, Primary and Secondary education as well as vocational education to the out of school children, youths and adults through multi-media modes of education delivery such as face to face, audio, visual and e-learning. These are delivered through open and distance learning programmes. The learners accessing education through AMEP programmes follow the Ministry of Education National curriculum. The academic programme is certified by ECZ while the vocational programmes are certified by TEVETA. The certificates awarded to the learners are nationally and internationally recognised.

2.6 Vocational Education

The vocational education is managed by the Ministry of Technology and Science. The Zambian government regards the development of the nation's skill base as fundamental to its economic growth. With this in mind, the technical education, vocational and entrepreneurship training program is being redeveloped, to realise

the full potential of the nation's people. However, the Ministry of Education provides vocational education to the secondary school and schools for continuing education for the out of school learners through the two-tier education system. The vocational education skills are certified by TEVETA. The certificates awarded are nationally and internationally recognised.

2.7 Tertiary Education

Tertiary education is that level of education provided to individuals who have completed secondary education. It is the third level of the education system which includes public and private universities, colleges and technical training institutions. The Ministry of Education provides tertiary education through teacher education colleges, universities and vocational education programmes. In 2022, there were 61 Universities in Zambia, of which eight (8) were Public and 53 were Private. In the same year, there were 12 public of education and 81 private colleges of education. Teacher education colleges train pre and in-service teachers for ECE, Primary and Secondary education at diploma and degree certification levels. The Ministry conducts continuing professional development for in-service teachers.

The university sector in Zambia is regulated by the Higher Education (Amendment) Act No. 23 of 2021. Among other things, the Act provides for the development of university education, establishment of universities, as well as accreditation and governance of universities. The Act is premised on a policy framework whose objectives are to: enhance equitable access to university education; provision of quality and relevant education training; research and innovation in universities; and improve governance and management of universities.

The Higher Education Loans and Scholarships Board (HELSB) was established by the Higher Education Loans and Scholarships Act No. 31 of 2016. HELSB replaced the Bursaries Committee which was established by Statutory Instrument No. 182 of 1973 of the Education Act CAP 134 of the Laws of Zambia. HELSB has taken over the administration of student loans and scholarships from the Bursaries Committee.

The HELSB was established with an additional mandate of sourcing for funds, allocating and disbursing student loans to Zambians pursuing higher education in recognised institutions of higher learning locally and abroad. It also has the mandate to recover all mature loans disbursed since 2004. The loan recoveries are still a challenge as those not in employment still owe the HELSB and recoveries

have lagged. There is, thus, a large financing gap for student loans, and it is likely to grow larger in the forecast period. Therefore, there is need to review the financing strategies in public universities which receive funding/grants from government.

In tandem with developmental imperatives arising from ever changing societal needs, the Ministry intends to guarantee the relevance of university education through facilitating regular curriculum review for university education. This is aimed at fostering critical thinking skills, acquisition of relevant knowledge that graduates need to apply in the context of their studies, daily lives, and careers. To achieve the foregoing, there is need to put in place a University Education Reform Agenda that will be in tandem with the Vision 2030.

3.0 ENVIRONMENTAL ANALYSIS

An environmental analysis was conducted to identify the internal and external factors that could affect the Ministry's performance. The analysis considered the Ministry's internal strengths and weaknesses as well as external threats and opportunities and how they could affect the ability of the Ministry to effectively execute its mandate.

3.1 Internal Environmental analysis

The Internal environmental analysis involved undertaking an Institutional capability assessment using the McKinsey 7S Model to ascertain inadequacies and provide appropriate interventions to address them. The McKinsey 7S relates to the seven areas of an organisation namely, Strategy, Structure, Systems, Staff, Skills, Shared Values and Style of Leadership. This model assumes that, for an organisation to effectively operate, all the seven areas should be adequate as they complement and depend on each other. The internal analysis also involved conducting an institutional performance assessment to ascertain the Ministry's performance against the 2011-2017 National Implementation Framework III (NIF III) and 2017-2021 Education and Skills Sector Plan (ESSP).

3.1.1 Institutional capability assessment findings

Based on the internal analysis, the findings indicate that the approved organisation Structure was not fully operationalised as some of the positions were not filled. The organisation structure has no similar structures at provincial and district levels. Additionally, it was noted that the structure was not adequate as it does not provide for certain positions such as caregivers for ECE and specialised staff for LSEN. Furthermore, it was observed that most newly established schools have no structures as they were not gazetted in the establishment register. For the Ministry to operate optimally, there is need for an appropriate structure consistent with the mandate.

In terms of the staffing levels, it was noted that the Ministry is understaffed with the teaching staff at all levels. The Ministry, in 2021,

had a staff strength of 118, 551 teachers and support staff against the establishment of 269,529 representing 43%.

It was also noted that most of teachers not confirmed in the positions they hold while others are not in work stations as provided for in the staff establishment. The Ministry will require to increase the staffing at all levels to ensure optimal staffing. As regards Systems, most of the systems are manual, not automated and unintegrated. These systems require automation and upgrading to enhance efficient service delivery. Further, Skills are an important element in an organisation to enhance high quality performance among members of staff. Accordingly, there is need for continuous professional development for competent and skilled staff.

Shared values are the beliefs and norms that regulate the conduct and behavior of staff in the execution of their roles and responsibilities. During the assessment, it was observed that some members of staff did not adhere to shared values manifested in reported cases of examination mal-practice, absenteeism from work and alleged GBV cases among learners. To ensure a positive organisation culture among all members of staff, the Ministry will continue conducting change management and cultural remodeling programmes. Also , the analysis established that a situational leadership style was predominantly used in the Ministry. The Ministry will thus continue providing leadership training for transformation and growth.

3.1.2 Performance Assessment

The performance assessment is based on the implementation of the Ministry of Education (MOE)'s 2011-2017 National Implementation Framework III (NIF III) and 2017-2021 Education and Skills Sector Plan (ESSP) which were being used to implement the Ministerial programmes and projects during the period under review.

3.1.2.1 NIF III's Performance

A total of 46 objectives were evaluated and the overall performance against the 2011-2017 Education Sector Extended National Implementation Framework III was 56.29% with a rating of 2 representing average performance. Out of 46 Objectives, 12 objectives scored above average performance, while 14 objectives

scored average performance rating and a total of 20 objectives scored below average performance.

3.1.2.2 ESSP's Performance

The overall performance against the 2017-2021 ESSP was 40.06% with a rating of 1 representing below average performance. All the sub-sectors, that is, ECE, Primary, Secondary, and AMEP/ Youth and Adult Literacy performed below average.

3.1.2.3 Challenges

The major challenges faced include erratic funding from Ministry of Finance especially in 2018, such that most activities were delayed due to limited resources. Inadequate educational financing was as a result of austerity measures that were put in place as part of the fiscal policies. Inadequate educational financing affected recruitment of teachers, infrastructure development, staff recruitment, replacement of obsolete and damaged equipment and monitoring and evaluations of programmes.

Further, the impact of the Covid 19 pandemic adversely affected programme implementation due to interruption of normal operations.

3.1.2.4 Lessons learnt

The success attained in meeting some objectives of ESSP and NIF III was to a large extent, as a result of a number of pre-conditions and assumptions that were in place which include stakeholder buy-in and support by Non-Governmental Organisations, cooperating partners, World Bank and a number of Scholarship providers, embassies, Private and community Schools. The performance was also as a result of the corporate social responsibility initiatives which played a significant role as a number of education activities were undertaken by cooperating partners, community and private entities who came to the aid of the Ministry.

3.2 External Environmental Analysis

An analysis of the external environment using PESTEL factors identified several developments that affected the Ministry during the previous strategic plan cycle. The analysis also identified developments that could affect the operations of the Ministry during the implementation of the 2022 – 2026 Strategic Plan. The following developments were identified:

3.2.1 Political/Policy Developments

3.2.1.1 Re-organization of Ministries in the Education Sector

Through the Government Gazette No. 1123 of 2021 following the reorganization of the Government Institutions on 23rd September, 2021, the Ministry of Education was re-established. Prior to reorganisation of the Government Institutions, there used be two Ministries Ministry namely the of General Education and Ministry of Higher Education as stipulated in the Government Gazette Notice No. 836 of 2016. The Ministry of Higher Education was transformed into the Ministry of Technology and Science (MOTS) while there was re-establishment of the Ministry of Education which acquired the new mandate comprising general and tertiary education. Therefore, the Ministry will be required to review, streamline and harmonise all the policy and legal frameworks to avoid overlapping and duplications.

3.2.1.2 Policy on Free Education

Following the change of Government from the Patriotic Front (PF) Administration to the United Party for National Development (UPND) on 12th August, 2021, the Policy on free education was put in place to enhance access and inclusive education. In order to actualise the Free Education Policy, the Ministry will execute a number of initiatives as outlined in the 8NDP which include: recruitment and placement of more teachers; establishment and construction of more ECE centres, secondary schools and other school infrastructure, including completion of incomplete classroom structures, and accommodation for teachers, especially in rural areas; promotion of the use of ICT platforms for learning; enhancing the supply of educational requisites,

including the procurement of school desks and learning materials; as well as the review of the education curriculum that it provides life-relevant knowledge and skills and promotes the application of national values and principles to Learners.

3.2.2 Economic Developments

3.2.2.1 Unstable macroeconomic conditions

Zambia experiences unstable macroeconomic factors such as high inflation and fluctuating exchange rates and as such the Government put in place austerity measures to reduce excessive spending. At the end of September 2021, the public external debt was $14.71 billion. The massive national debt resulted in reduced fiscal space which has negatively impacted financing to the Ministry. However, the economic outlook is slowly improving and stabilising. The Ministry will therefore strengthen the implementation of financial controls as well as adherence to Public Financial Management Act No. 1 of 2018 and monetary policies to implement national priority areas on education.

3.2.3 Social Developments

3.2.3.1 Disease Burden

In 2020, the world experienced a deadly Coronavirus (COVID -19 pandemic that spread throughout the countries. The outbreak of the COVID-19 Pandemic resulted in the disruption of way of life and business. In an effort to manage that pandemic, the Government put in place health measures including restrictions on physical interaction. As such, learning institutions were closed during the peak of the pandemic and, the education calendar was altered because learners were not allowed to have physical lessons for a certain period. The Ministry devised alternative learning platforms such as e-Learning and rotational programming in which a smaller group of learners were allowed to attend classes at a given time.

The Ministry will continue devising new ways of operations and providing quality inclusive education to Leaners in order to tackle unforeseen developments that have a potential to disrupt the education programming.

3.2.3.2 Equity in the Provision of Education

The Government has developed an equity strategy and implemented many interventions that advocate and promote fairness and inclusion by creating conditions that equalise learning opportunities and access to education for everyone. The strategy and other interventions (practices and programmes) seek to be both inclusive and adapted to Zambians' needs, ensuring that equity issues, such as those concerning gender, orphans and vulnerable children, adult literacy, teenage pregnancies, special educational needs, HIV/AIDS and emerging pandemics, rural/urban, and school health and nutrition, are well supported. The interventions include School Re-entry Policy, Affirmative Action and HIV and AIDS Workplace Policy. The Ministry will, with the support of stakeholders, strengthen implementation of these and other progressive interventions.

3.2.3.3 Population Increase

Population growth between 2006 and 2020 averaged 2.8 percent per annum. In 2010, the population was 13.1 million and was estimated at 17.9 million in 2020. Further, the population was higher in rural than in urban areas. The rural population was 7.9 million in 2010 and was estimated at 10.1 million in 2020. Over the same period, the urban population was 5.2 million in 2010 and was estimated at 7.8 million in 2020. The relatively high population growth rate for Zambia has culminated into a young population with about 46 percent of the population aged below 15 years, and approximately 80 percent of the population aged below 35 years.

The population growth entails increased demand for education among the Learners. For instance, over the period 2005 to 2020, enrolments at Grade 1 level increased by 22 percent to 543,675 pupils from 444,300. Although Grade 1 entrants increased over

the years, the average annual increase was 1.5 percent which is below the population growth rate of 2.8 percent, implying that a significant proportion of the target population remained outside the school system.

The Ministry will continue engaging relevant institutions to ensure that adequate infrastructure, human resource and other supporting resources are put in place to respond to the growing population of Learners.

3.2.3.4 Social Media Uptake

In the past five years, there has been unprecedented increase in the use of social media platforms as channels of communication in Zambia. The use of social media has both positive and negative impact in the delivery of quality education to Learners. The positive aspect of social media platforms such as Facebook, Twitter, WhatsApp, and LinkedIn relate to easier access to information on education by the public. To optimise this development, the Ministry will implement strategies to increase its online presence.

While the increasing usage of social media platforms has positive aspects, it has its own negative effect on the learners and teachers due to abuse. The abuse of social media has a potential to affect the performance of both the teachers and learners because of its impact on concentration. The Ministry will engage the Ministry of Information and Media and other relevant stakeholders to devise measures to manage the use of social media among members of staff and learners during leaning hours.

3.2.4 Technological Developments

Technological advancement plays a key role in the delivery of quality inclusive education to Learners. In the last five years, the Ministry was able to introduce computer lessons and equipped a number of schools with ICT. The integration of technology in education is pivotal in transforming the learning environment. The Ministry will ensure that adequate and appropriate ICT infrastructure is installed in all public

schools including those in rural areas. The Ministry will also continue to build the capacity of staff in the use of new technology and engage the Electronic Government Division for technical support. With cyber security risks such as hacking of systems and exposure to malware which may disrupt operations, Ministry will put in place ICT guidelines and install firewalls to enhance information security and backup for data protection.

3.2.5 Environmental Developments

In the recent past, the world has been experiencing increased incidences of adverse climate change effects such as droughts, floods and extreme temperatures coupled with strong winds. The 2020 University of Notre Dame Global Adaptation Initiative index ranked Zambia as the 41st most vulnerable country to the impacts of climate change out of 182 countries[1].

The impacts of these effects have primarily affected all sectors of the economy such as agriculture, energy and water and education. For instance, in 2021, the Ministry experienced adverse effects of climate change and such suffered a great loss of infrastructure in which roofs of some schools were blown off due to excessive weather patterns. In addition, Learners in climate impact prone areas had challenges to access education due to impassable roads caused by floods.

In order to mitigate the negative impact of Climate Change and Variability on education, the Ministry will invest in the development of climate resilient education infrastructure in climate prone areas. As a key driver in the promotion of climate resilience, the Ministry will also mainstream the Climate Change Policy into the education system to contribute to environment sustainability.

3.3.6 Legal Developments

3.3.6.1 The Higher Education (Amendment) Act No. 23 of 2021

In 2021, the Higher Education (Amendment) Act No. 23 of 2021 was put in place to enhance the provision and management of tertiary education. The Act provided for the revision of the categories of higher education institutions. The Act also

[1] *Eighth National Development Plan, 2022, p. 60*

provided for the higher education institution intending to offer a certificate, diploma or degree training programme to obtain accreditation of the learning programme from the Higher Education Authority (HEA). Arising from the Amendment Act, all higher education institutions, other than those colleges registered under the Technical Education, Vocational and Entrepreneurship Training (TEVET) Act, 1998, are required to submit their learning programmes for registration and accreditation as qualifications through the HEA. The Ministry will ensure that the Zambia Qualifications Framework is reviewed to include all the learning programmes as prescribed in the Higher Education (Amendment) Act No. 23 of 2021.

3.4 Stakeholder Analysis

3.4.1 Primary Stakeholders

An analysis of the clients revealed the client of the Ministry of Education and the major needs that the Ministry should be addressing to the full satisfaction of its clients. The clients and their needs are as presented in Table 1:

Table 1: Clients and their needs

No.1	Client Cluster	Needs
1.	Learners in ECE (Nursery and reception)	• Access, quality and inclusive Education in ECE • Healthcare and nutrition • Protection and security
2.	Learners in Primary Education (Grade 1 to 7)	• Access, quality and inclusive primary education • Life skills • Learning tools • Basic learning content (knowledge, skills, values and attitudes)
3.	Learners in Secondary Education (grade 8 to 12)	• Access, quality and inclusive Secondary Education (Academic and Vocational) • Life skills
4.	Learners in Youth and Adult Literacy Education (AMEP)	• Access, Quality numeracy and literacy education • Quality skills training • Vocational and entrepreneurial skills

5.	Students in Colleges (1st to 3rd year)	• Quality teacher training education • Job placements
6.	Students in University and colleges	• Quality education • Education Loans, Bursaries and scholarships • Student Welfare (physical, mental and social wellbeing) • Job placement

3.4.2 Secondary Stakeholders

An analysis of stakeholders revealed the Ministry's stakeholders and their interests /expectations. Table 2 below presents the Ministry's stakeholders and their expectations/interests

Table 2: Stakeholders and their Interests

No.1	Stakeholder Cluster	Area of Interest
1.	Government Ministries	• Collaboration in; • the provision of quality education; • the provision of basic, functional literacy and numeracy; • the provision of education to OVCs; • provision of healthcare and nutritional support to the learners at ECE and Primary education the promotion and implementation of international and domestic conventions on child rights including child labour laws and programmes against child labour in schools; • the provision of ECE, primary, secondary and tertiary education • the provision of adult Literacy and vocational skills training; • the administration of public libraries and promotion of reading culture; • gender mainstreaming in education; • Provision of education for sustainable development; • Provision of Global Citizenship Education; • the development of the production units in schools; and • the decentralization process

No.1	Stakeholder Cluster	Area of Interest
2.	Cooperating Partners	Collaboration in; • the provision of quality education to children, youths and adults including children and persons with disabilities; • the transparent and accountable utilisation of public resources; the provision of quality education, skills development and promotion of lifelong learning; • the provision of quality education of learners who are refugees or asylum seekers; • the fight against child labour and child abuse; • promotion of rights based ECCDE programs and services • the promotion of climate change and the conservation and protection of wildlife in schools; • the promotion of school feeding programme; • the provision of inclusive education assuring equity; • the supply of competent and skilled teachers and • the provision of adequate teaching and learning materials
3.	International and Local NGOs	• Collaboration in the provision of quality education • Promotion of Gender equality and equity in Education • Collaboration in the promotion of basic, functional literacy and numeracy education. • Integration and strengthening of ECCDE policies and strategies into whole –of – government systems (interministerial and multisectoral)

No.1	Stakeholder Cluster	Area of Interest
4.	Media Houses	• Timely, accurate and accessible information on education
5.	Community	• Learner performance • providing basic needs for the learners • creating supportive environment to the learners • Collaboration in designing and planning programmes • Resource mobilisation
6.	Private Sector)	• Corporate Social Responsibility • Private Public Partnership • Resource mobilization
7.	Teacher Unions	• Advocate for better teacher working conditions
8.	General Public	• Quality education for children • Accessible and Inclusive education for children • Provision of developmentally appropriate programs and services for ECE • Provision of school feeding to the learners • Provision of transition management from home to ECE and to Primary

3.4 SWOT Analysis

A SWOT analysis was conducted and identified factors within the Ministry in respect of Strengths and Weaknesses that would facilitate or hinder the implementation of the Strategic Plan. The analysis also identified external factors in respect of Opportunities and Threats that would equally facilitate or hinder respectively effective implementation of the Strategic Plan. Table 4 below presents the Strengths, Weaknesses, Opportunities and Threats identified. .

Table 3: SWOT Analysis Matrix

	POSITIVE	NEGATIVE
INTERNAL	**STRENGTHS** 1. Supportive leadership Management. 2. Skilled teaching staff with advanced qualifications 3. Improved alternative modes of learning 4. Careers pathways for learners (academic and vocational career paths) 5. Internationally recognised education system	**WEAKNESSES** 1. Inadequate staffing levels 2. Inadequate ICT teaching and learning equipment 3. Overlapping and duplication of education legal framework. 4. Inadequate learning infrastructure (laboratories, Artwork and vocational pathway workshops)
EXTERNAL	**OPPORTUNITIES** 1. Political will 2. Availability of scholarships and training providers 3. Availability of advanced technologies 4. Availability of support from cooperating partners and private sector 5. Support and active community participation	**THREATS** 1. Intermittent internet connectivity 2. Technological changes and escalating cost of new technology 3. Cyber security risks 4. Abuse of social media by learners and teachers 5. Limitations in the legal framework (overlaps with other statutory bodies) 6. Inadequate budgetary allocation

4.0 STRATEGIC DIRECTION

4.1 Linkage to Eighth National Development Plan

The Ministry's 2022 -2026 Strategic Plan is anchored on the 8NDP which outlines medium to long term development outcomes. As a blueprint for the country's social-economic development for the period 2022 to 2026 the 8NDP has four strategic development areas and these are: Economic Transformation and Job Creation; Human and Social Development; Environmental Sustainability; and Good Governance Environment.

The Ministry is contributing to Strategic Development Area number two on Human and Social Development associated with developmental outcome No. 1 which entails ***'improved education and skills development.'*** The human and social development pillar has been identified and recognised as one of the critical developmental areas in the socio-economic transformation agenda to improve livelihoods and enhance economic development. In order to actualise the above developmental outcome, The Ministry responds to the following strategies in the 8NDP:

a) Enhance access to quality, equitable and inclusive Education;

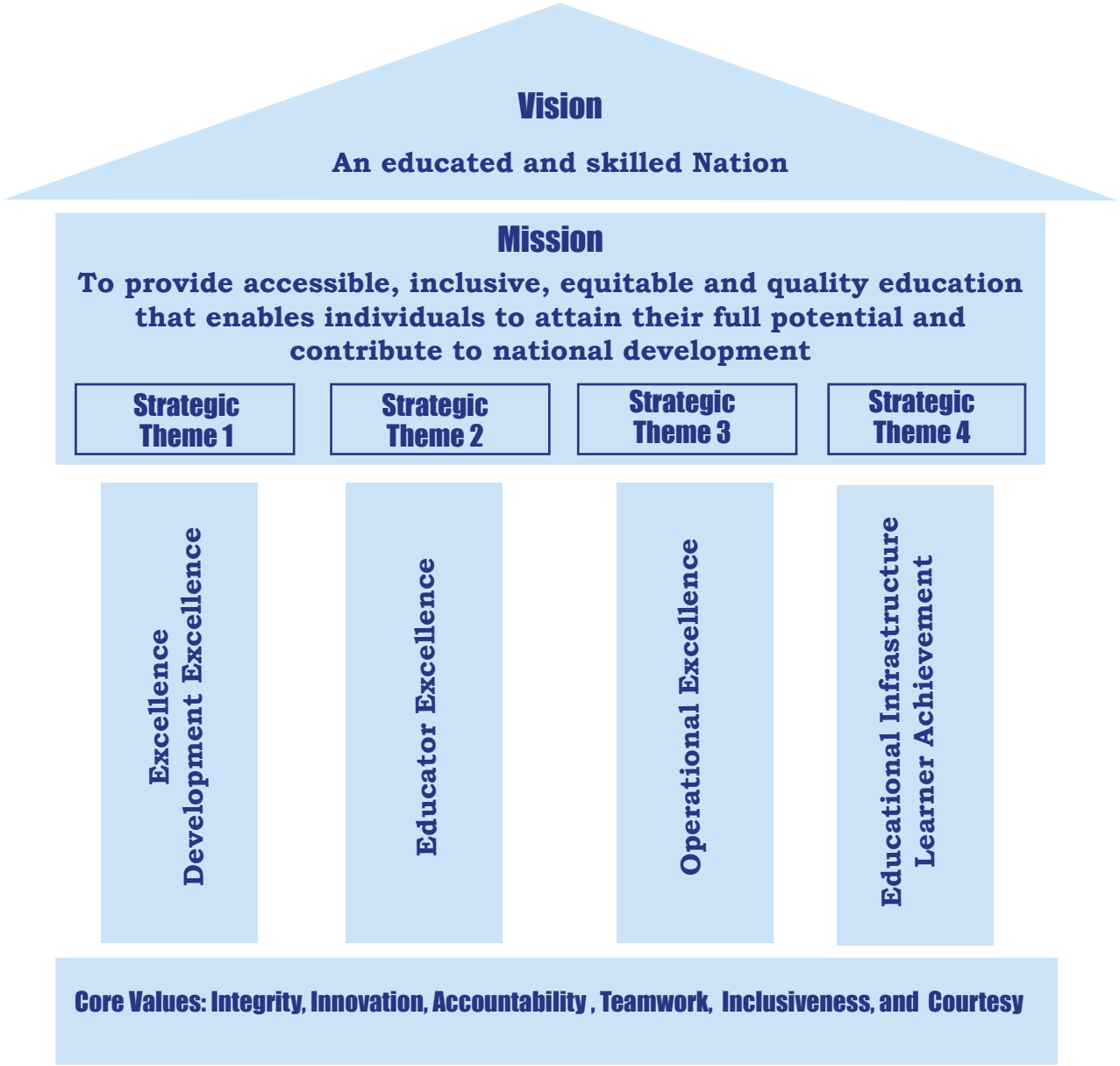
b) Improve technical, vocational and entrepreneurship skills;

c) Increase access to higher education; and

d) Enhance Science, Technology, and Innovation.

Having analysed the internal and external environments within which the Ministry is operating and taking into consideration the national priorities on Education in the 8NDP, the Ministry has mapped its strategic direction outlined in this document. The strategic direction anchors the Ministry programmes and activities in the next five years to effectively execute the mandate. The Ministry's strategic direction is illustrated in a summarised Balanced Scorecard presented under Figure 2.

Figure 2: Summary BSC



4.2 Vision

The Ministry's Vision in the next five years is ***"An educated and skilled Nation".*** This entails enhancing the provision access, equity, quality and relevant based education for an enlightened and skilled society that fosters national development.

4.3 Mission:

In order to attain the vision, the Ministry has embarked on a mission which is ***"To provide accessible, inclusive, equitable and quality education that enables individuals to attain their full potential and contribute to national development".***

4.4 Core Values

The Ministry has adopted six (6) Core values to instill a positive organisational work culture among all the members staff for the successful implementation of programmes in the Strategic Plan. The Core Values will also be inculcated among all learners in order to produce well-disciplined successful graduates.

The Six Core Values are: Integrity, Innovation, Accountability, Courtesy, Inclusiveness, and Teamwork.

i. **Integrity:** Consistently exhibiting the highest levels of honesty and uncompromising adherence to strong moral and ethical principles and values in actions;

ii. **Innovation:** Investing in generating new ideas in order to deliver superior and meritorious services beyond stakeholders' expectations; motivation of learners to be creative and invent able to new ideas and technology that positively impact the world.

iii. **Teamwork:** Collaboration regardless of ones' background for the attainment of the Ministry's vision; partnership with all our stakeholders in the execution of Ministry's Mandate;

iv. **Courtesy:** Exhibiting politeness, respect, and consideration for others on the basis of them being human beings regardless of originality, creed, socioeconomic status, religion or ethnicity;

v. **Inclusiveness:** Not engaging in discriminatory practices precipitated by one's sex, age and differently abled status; and

vi. **Accountability:** Demonstrating the highest levels of accountability and good stewardship in the management of resources and assets under our charge. Most importantly concerned and take responsibility in providing excellent services to the satisfaction of its clients and stakeholders. The Ministry, therefore, submits to whatever scrutiny is appropriate in the discharge of duties.

4.5 Strategic Themes and Strategic Results

The strategic focus of the Ministry is broken down into four strategic themes and their related strategic results. These strategic themes are pillars of excellence in which the Ministry will focus its programmes in executing the mandate in the next five years. The strategic themes and their corresponding strategic results are:

	Strategic Theme 1	Strategic Theme 2	Strategic Theme 3	Strategic Theme 4
Strategic Theme	Learner Achievement Excellence	Educator Excellence	Operational Excellence	Educational Infrastructure Excellence
Strategic Result	Competent and skilled learners	Adequate and skilled Educators	High quality services	Appropriate and adequate educational infrastructure

4.5.1 Learner Achievement Excellence

The Ministry aspires to produce innovative, competent and skilled learners that will be the driving engine of national development and position Zambia as a credible participant in global development.

4.5.2 Educator Excellence

The Ministry will enforce teacher standards to contribute to the professionalisation of teaching and raise the status of the profession. This will be the basis for professional accountability which will ensure that teachers demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

4.5.3 Operational Excellence

The Ministry will strive to optimise its operations in an efficient and effective manner in order to remain relevant in meeting the needs of its clients and stakeholders. An implementation plan will be developed to operationalise this Strategic Plan. The Plan will include measurable and actionable targets that will be used at all the operational levels of the Ministry. This will set the Ministry to achieve continuous improvement that is measurable, actionable and far-reaching.

4.5.4 Educational Infrastructure Excellence

The Ministry will strive to create appropriate and adequate educational infrastructure, facilities and equipment that will facilitate meaningful acquisition of knowledge, skills and competencies amongst the learners and students, while endeavoring to ensure that learners and students that are differently abled are adequately catered for.

4.6 Strategic Objectives

In the next five years, the Ministry is committed to pursuing the following Seven (7) Strategic Objectives with their associated intended results, measures, targets and strategies (initiatives) presented in Table 4.

4.6.1 Improve Learning Achievements

This Strategic Objective entails raising the learning outcomes for all learners at all levels in line with the curriculum expectations and development standards. The Ministry will; therefore, reform the education curriculum, to ensure that the education system in Zambia has a holistic accelerated education and skills development approach both in public and private sectors. The Ministry will employ various models of learning to enhance the quality and relevance of education for learners to ensure they acquire the required competences for the 21st Century. Further, the Ministry will prioritise investment in science, technology, engineering, and mathematics (STEM).

4.6.2 Increase Access and Participation in Education

This Strategic Objective entails providing universal and inclusive quality education to raise the proportions of learners accessing and participating in education. The Ministry will, therefore, implement the Free Education Policy to ensure equitable access to quality and relevant education. In addition, the Ministry will promote the Framework for Care and Support for Teaching and Learning (CSTL), which addresses barriers to teaching and learning by strengthening education systems and facilitating access to support services for vulnerable children and youth in schools[2]. Moreover, the Ministry will promote inclusive teaching and learning initiatives to accommodate learners with special educational needs (LSEN) from ECE to tertiary level.

4.6.3 Enhance Education Regulatory Frameworks

This Strategic Objective entails undertaking comprehensive legislative and policy reforms in the education sector in order to provide quality and relevant education in tandem with the societal needs. The Ministry will, therefore, expedite the education legal and policy review to enhance delivery of education services to learners. The objective also entails continuous Curriculum review and reforms to enhance quality education.

[2]*SADC RISDP 2020–2030, p. 3*

4.6.4 Improve Education Financing and Management

The Ministry will strive to improve its funding sources for educational programmes and enhance financial management. To achieve this, the Ministry will seek to increase its budgetary allocation for the education sector through the implementation of the Resource Mobilisation Strategy, enhancing internal control systems and ensuring that there are unqualified external audit reports.

4.6.5 Enhance Management Systems

This entails enhancing the education management information systems through various interventions such as upgrading ICT infrastructure, maintaining up to date education data, automating and integrating all systems to ensure efficient and effective service delivery. By improving the systems, the Ministry will have accurate and timely data tracking learner and teacher performance, thereby enhancing delivery of evidence-based quality education and ensure up-to-date education information.

4.6.6 Improve human resource capacity

This Strategic Objective entails increasing staffing levels in schools by prioritising the recruitment of teachers to fully operationalise the organisation structure. The Objective also entails improving individual staff performance through continuing professional development and training. To improve individual performance, the Ministry will also review job descriptions at all levels. The Ministry will further prioritise technical and vocational education teacher training in all colleges of education in Zambia. This strategic objective also entails improving the work culture and teacher professionalism by inculcating work ethos for positive attitudes towards work to enhance the learning experience. The Ministry will, therefore, commit itself to improving teacher professionalism in its quest to realise a cadre of disciplined teachers. This entails developing regulations and guidelines that regulates the conduct and behaviour of all members of staff in the education sector.

4.6.7 Improve Educational Infrastructure and Equipment

This Strategic Objective entails having adequate and appropriate education infrastructure. The Ministry will invest in the construction, rehabilitation and maintenance of school infrastructure and laboratories

at all levels. The Ministry will also ensure that there is age appropriate education infrastructure suitable for ECE and LSE as well as required tools for teaching and learning.

4.7 Strategic Performance Output Matrix

The Strategic performance output Matrix is a log-frame that contains Strategic Objectives with specific intended results, measures, targets and strategies/ initiatives to be accomplished by the Ministry during the strategic plan period as presented in Table 4.

Table 4: Strategic performance output matrix

Strategic Objective 1: Improve learner achievements				
Intended Results	**Measures**	**Baseline**	**Targets**	**Strategies/Initiatives**
High learner performance	% of ECE learners attaining developmentally appropriate milestones	Not determined	85 % of ECE learners with appropriate developmental milestones for transition to Grade one annually	• Establish school readiness assessments for ECE or Grade 1 • Review and develop an integrated education curriculum • Develop and implement a communication strategy on education • Strengthen the provision of teaching and learning materials for all levels and in all learning areas, including LSEND • Review and scale-up the School Feeding Programme • Mainstream ICT education at all levels • Promote school health and menstrual hygiene • Introduce measures to Guarantee safety of learners in schools • Develop and implement mechanisms for intersectoral collaboration to cater for holistic needs of learners at all levels
	% of ECE learners ready to transit to Grade one	Not determined	85 % of ECE learners ready to transit to Grade one annually	
	% of learners in lower primary achieving minimum proficiency levels in literacy	5%	80% of learners in lower primary achieving minimum proficiency levels in literacy by 2026	
	% of learners in lower primary achieving minimum proficiency levels in numeracy		80% of learners in lower primary achieving minimum proficiency levels in numeracy by 2026	
	% of learners in upper primary achieving minimum proficiency levels in literacy		80% of learners in upper primary achieving minimum proficiency levels in literacy by 2026	
	% of learners in upper primary achieving minimum proficiency levels in mathematics		80% of learners in upper primary achieving minimum proficiency levels in mathematics by 2026	

	% of Secondary learners achieving desired learning outcomes		80% of Secondary learners achieving desired learning outcomes annually	• Strengthen national competencies assessment in literacy and numeracy
	% of tertiary learners achieving desired outcomes	60%	80% of tertiary learners graduating annually	• Develop and implement various university reforms • Improve the delivery of tertiary education and strengthen skilled development services • Strengthen engagements with stakeholders on entrepreneurship skills development
	% of tertiary learners graduating within timelines		80% of tertiary learners graduating within timelines annually	
	% of graduate completion		86% of graduate completion rate annually	
increased graduates with appropriate skills	% of learner graduating with Trades Test Certificates level iii	70%	80% of learner graduating with Trades Test Certificates level iii by 2026 (out of those taking vocational PW)	• Promote vocational career pathways among learners • Expand the scope of career pathways • Strengthen procurement, distribution and records management
	% of learner graduating with Trades Test Certificates level i	0	80% of learner graduating with Trades Test Certificates level I by 2026 (out of those taking vocational PW)	
Lowering of learning poverty rate	Reduce Learning poverty rate (% of 10 year olds unable to read and understand a simple sentence)	90%	60% reduction of 10 year olds unable to read and write a simple sentence by December 2026	• Promote teaching strategies (learner centered, age appropriate pedagogical practices) • Equip/improve teacher competencies and skills • Develop and implement a CPD framework for teachers
Improved National adult literacy	% National adult literacy rate	86%	95% National adult literacy rate by 2026	• Establish a national electronic learning portal for AMEP • Develop alternative modes of education provision

Strategic Objective 2: increase access and participation in education				
Intended Results	**Measures**	**Baseline**	**Targets**	**Strategies/Initiatives**
Universal access to education from ECE to Secondary	Enroll every eligible child into ECE	NIR is 12%	50% Net intake Rate at ECE by 2026	• Strengthen education data management (From ECE to tertiary) • Scale up the establishment of ECE centres, Primary, Secondary schools and tertiary institutions • Promote the provision of Free Education • Establish appropriate infrastructure and facilities for learners with special education needs and disabilities (LSEND) at all levels • Annual guidance to all schools to enroll grade 1 at the right age (7 years)
Universal participation to education from ECE to Secondary	Enroll every eligible child into ECE	NER is 80%	50% Net Enrolment Rate at ECE by 2026	
	Enroll every eligible child into Primary school	NER is 86.1%	100% Net Enrolment Rate at Primary by 2026	
	Enroll every eligible child into Secondary school	NER 37.6%	50 % Net Enrolment Rate at Secondary	
Strategic Objective 3: Improve education financing and management				
Intended Results	**Measures**	**Baseline**	**Targets**	**Strategies/Initiatives**
increased resource base	GDP proportionate allocation to education	3.80%	5.5% GDP proportionate allocation to education by 2026	• Strengthen Educational Financing mechanism
	Percentage national budget allocation to the education sector	11.50%	20% national budget allocation to the education sector by 2026	
financial accountability	Audit report	Qualified 2020 audit report	Unqualified audit report annually	• Strengthen internal controls

Strategic Objective 4: Enhance management systems				
Intended Results	**Measures**	**Baseline**	**Targets**	**Strategies/Initiatives**
up-to-date comprehensive information on teaching and learning	Education Statistical Bulletin	2018 Statistical bulletin	Education Statistical Bulletin published annually	• Re-engineer, integrate and automate management systems • Develop a comprehensive M & E framework
Efficient service delivery	% of Annual Work Plan and budget	2021 Annual work Plan and Budget	100% of Annual Work Plan and budget implemented	
Strategic Objective: 5 Enhance human resource capacity				
Intended Results	**Measures**	**Baseline**	**Targets**	**Strategies/Initiatives**
Competent and skilled workforce	% of staff trained in short/long term courses	Not determined	30% of staff trained in short/long term courses by 2026	• Develop and implement a teacher recruitment and deployment plan • Develop and update a professional development index
	% of teachers undertaking CPD	Not determined	60% of staff trained in CPD short/long term courses by 2026	• Develop and implement a comprehensive Continuing Professional Development
	% of caregivers participate in CPD	Not determined	100% of caregiver participation in CPD by 2026	
Optimal staffing levels	% of staffing positions filled	43%	60% of staff positions filled by 2026	• Review and operationalise the organisation structure
				• Develop and implement a phased approach recruitment and deployment plan • Review and update job descriptions • Review the teacher deployment /allocation policies and practices towards equitable allocation

High Staff performance	Number of Districts conduction teacher performance audit annually	105	116 districts conducting teacher performance audit annually	• Strengthen the performance management system • Promote research, development and innovation in institutions of learning • Strengthen the mentoring system at provincial, district, and school level • Review/revise the teacher education curriculum • Enhance Capacity development of teachers, colleges lecturers on classroom level , practical, and learner centred pedagogical practices
	% of teachers scoring above 70% minimum in the performance audit	80% -	at least 60% of audited teachers to score above 70%.	
	% of lecturers producing Research publications	80%	80% of lecturers producing Research publications	
Positive work culture	% adherence to work ethics	Code of ethics and teacher professional standards	100% adherence to work ethics by all staff annually	Develop and implement a culture remodeling programme (disseminate the code of ethics and professional standards to education staff at all levels)

Strategic Objective 6: Enhance education regulatory framework

Intended Results	Measures	Baseline	Targets	Strategies/Initiatives
Harmonised and adequate education regulatory and policy framework Policy	% of Education legal frameworks reviewed	Fragmented and overlapping education regulatory framework	100% targeted education legal frameworks reviewed by 2026	Review and harmonise relevant statutes and policies on education
	Education Policy frameworks reviewed	Draft Education Policy	Education Policy approved by 2023	

Strategic Objective 7: Improve educational infrastructure and equipment				
Intended Results	**Measures**	**Baseline**	**Targets**	**Strategies/Initiatives**
adequate and appropriate infrastructure and equipment	% of learning institutions with appropriate infrastructure		60% of learning institutions with appropriate infrastructure by 2026	• Conduct a school infrastructure inventory • Develop and implement a School infrastructure development plan • Strengthen public private partnership • Review and strengthen infrastructure related procurement process and regulations for value for money and transparency
	% of learning institutions with appropriate equipment		80% of learning institutions with appropriate equipment by 2026	
	Number of new learning institutions constructed		1200 new learning institutions constructed by 2026	
	Number of learning institutions rehabilitated		700 learning institutions rehabilitated by 2026	

5.0 ENABLING FACTORS

Enabling Factors are critical success factors within and outside the Ministry that should prevail for successful implementation of the Strategic Plan. The success factors within the control of the Ministry are pre-conditions while enabling external factors outside the control of the Ministry are assumptions. The following are the Pre-conditions and Assumptions upon which successful implementation of the Ministry of Education 2022 to 2026 Strategic Plan is premised: -

5.1 Preconditions

5.1.1 Adequate, Qualified and Committed Human Resource

There will be a fully operational organisational structure with optional teaching staff at all levels that have relevant qualifications, skills, competencies and dedicated to duty.

5.1.2 Members of Staff Adhering to the Core Values and Ethics:

There will be professional teaching staff with a positive work culture and attitudes in the execution of the roles and responsibilities.

5.1.3 Supportive Leadership and Management

The Leadership and Management will provide policy and strategic direction to quality education in Zambia.

5.1.4 Adequate Education Infrastructure

The Ministry will put in place adequate and appropriate educational facilities and leaners. The Ministry will also embark on the construction of staff accommodation especially in rural areas to enhance the working conditions.

5.1.5 Adequate Office Equipment and Transport:

The Ministry will have sufficient office equipment and motor vehicles to facilitate its operations.

5.1.6 Ownership of the Strategic Plan by all Members of Staff

All members of staff will understand and appreciate the contents of the

Strategic Plan and align the education planning, budgeting as well as individual work planning and programme execution to the Plan.

5.1.7 *Efficient Procurement Process*

The Ministry will enhance the procurement of goods, services and works to improve service delivery.

5.1.8 *Decentralisation of Education Functions*

The Ministry will ensure all the earmarked functions for devolutions are devolved with matching financial and human resources.

5.1.9 *Risk Management*

There will be a robust risk management system to counter negative effects arising from environmental, climatic conditions and other unforeseen developments.

5.2 Assumptions

5.2.1 *Adequate and Timely funding*

There will be adequate funds that will be timely disbursed to enable the Ministry fully and effectively execute its mandate.

5.2.2 *Reviewed Education Policies and Legal Frameworks*

There will be supportive policy and legal frameworks to effectively execute the mandate.

5.2.3 *Stakeholder Buy in and Support*

Stakeholders will support implementation of the Strategic Plan.

5.2.4 *Technological Advancements*

There will be adequate and appropriate advanced technology to support implementation of the Strategic Plan.

5.2.5 *Stable Economic Environment*

The inflation and exchange rates will be stable to support budget execution as planned.

6.0 IMPLEMENTATION PLAN

This Strategic Plan will be operationalised using a five-year Implementation Plan **(Refer to Appendix II – Implementation Plan).** The Implementation Plan consists of costed annual activities that will be implemented by respective departments and individual staff. The Permanent Secretary being the Controlling Officer will be responsible for coordinating the implementation of programmes and activities and ensure production of progress reports by December every year.

7.0 RISK MANAGEMENT

The Ministry shall conduct a risk analysis to manage the anticipated risks during the 2022 - 2026 Strategic Plan period. The pre-conditions and assumptions made and other factors not anticipated will be monitored to ensure successful implementation of the Strategic Plan. The Ministry will; therefore, put in place a risk management framework to manage any risks that may arise in the course of implementation.

8.0 MONITORING AND EVALUATION

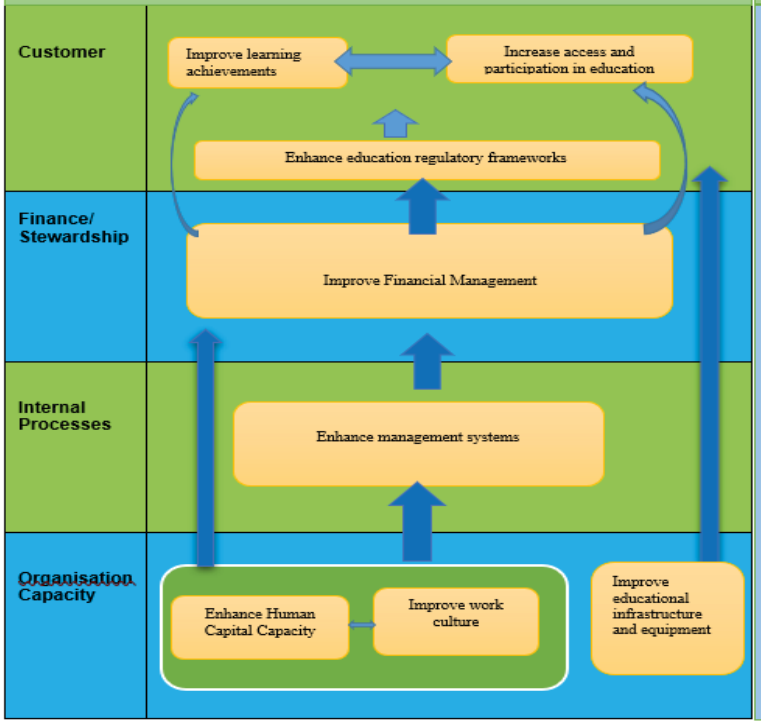
Monitoring and Evaluation (M&E) will be vital for effective implementation of the Strategic Plan and ascertaining its impact. The implementation of the M&E framework shall be enhanced to effectively track progress and evaluate performance against set strategic results, strategic objectives, intended results and targets as well as institute timely corrective measures. The monitoring and evaluation shall be conducted at individual, units and directorate levels quarterly and annually at institutional level to effectively implement the Strategic Plan.

Furthermore, a mid-term review will be undertaken midway its implementation to ascertain the progress made towards attainment of the strategic results. Finally, a terminal review will be undertaken at the end of the Strategic Plan period to determine the full extent of implementation and the overall impact. The terminal review will inform preparation of the next Strategic Plan.

APPENDICES

Appendix I: 2022 – 2026 Balanced Scorecard (REVIEW THE SCORECARD IN LINE WITH THE MATRIX)

Vision	**An educated and skilled Nation**			
Core Values	**Integrity: Team work: Accountability: Transparency: Innovation: Courtesy: Inclusiveness**			
Mission	***To provide accessible, inclusive, equitable and quality education that enables individuals to attain their full potential and contribute to national development***			
Strategic Themes	Operational Excellence	Educational Infrastructure Excellence	Educator Excellence	Learner Achievement Excellence
Strategic Results	High quality services	Adequate educational infrastructure	Adequate and skilled Educators	Competent and skilled learners

Strategic Objectives and Strategy Map	Measure	Target	Strategies/Initiatives
	% of ECE learners attaining developmentally appropriate milestones % of ECE learners ready to transit to Grade one % of learners in lower primary achieving minimum proficiency levels in literacy % of learners in lower primary achieving minimum proficiency levels in numeracy % of learners in upper primary achieving minimum proficiency levels in literacy % of learners in upper primary achieving minimum proficiency levels in mathematics % of Secondary learners achieving desired learning outcomes % of tertiary learners achieving desired outcomes % of tertiary learners graduating within timelines % of graduate completion % of learner graduating with Trades Test Certificates level iii % of learner graduating with Trades Test Certificates level i Reduce Learning poverty rate (% of ~~10-year olds~~ unable to read and understand a simple sentence) % National adult literacy rate Enroll every eligible child into ECE Enroll every eligible child into ECE Enroll every eligible child into Primary school Enroll every eligible child into Secondary school GDP proportionate allocation to education Percentage national budget allocation to the education sector Audit report Education Statistical Bulletin % of Annual Work Plan and budget % of staff trained in short/long term courses % of teachers undertaking CPD % of caregivers participate in CPD % of staffing positions filled % performance against set targets % of teachers with 60% of learners meeting the minimum performance standards	85 % of ECE learners with appropriate developmental milestones for transition to Grade one annually 85 % of ECE learners ready to transit to Grade one annually 80% of learners in lower primary achieving minimum proficiency levels in literacy by 2026 80% of learners in lower primary achieving minimum proficiency levels in numeracy by 2026 80% of learners in upper primary achieving minimum proficiency levels in literacy by 2026 80% of learners in upper primary achieving minimum proficiency levels in mathematics by 2026 80% of Secondary learners achieving desired ~~learning outcomes~~ 80% of tertiary learners graduating 80% of tertiary learners graduating within timelines 86% of graduate completion rate 80% of learner graduating with Trades Test Certificates level iii by 2026 (out of those taking vocational PW) 80% of learner graduating with Trades Test Certificates level I by 2026 (out of those taking vocational PW) 60% of ~~10-year olds~~ unable to read and write a simple sentence by December 2026 95% National adult literacy rate by 2026 50% Net intake Rate at ECE by 2026 50% Net Enrolment Rate at ECE by 2026 100% Net Enrolment Rate at Primary by 2026 50 % Net Enrolment Rate at Secondary 5.5% GDP proportionate allocation to education 2026 20% national budget allocation to the education sector by 2026 Unqualified audit report annually Education Statistical Bulletin published annually 100% of Annual Work Plan and budget implemented 30% of staff trained in short/long term courses b 2026 60% of staff trained in short/long term courses b 2026 100% of caregivers participated in CPD by 2026 60% of staffing positions filled by 2026 100% performance against set targets annually 100% of teachers with 60% of learners meeting the minimum performance standards	Develop and Implement school readiness assessments for ECE/ grade 1 Reform and implement an integrated education curriculum Strengthen the provision of teaching and learning materials Review and scale-up the School Feeding Programme Promote school health and menstrual hygiene Enhance Learning Platforms Mainstream ICT education at all levels Promote Guidance and Counselling Strengthening early grade literacy ~~programmes~~ Strengthen national competencies assessment in literacy and numeracy Develop and Strengthen Alternative Modes of Education Provision Promote the vocational pathway in Schools Develop and implement university Policy reforms Promote Career Guidance provision Provision of Free Education Enhance visibility of AMEP in the country Provide access to education Strengthen internal financial controls Strengthen Educational Financing mechanism Strengthen mechanisms for private partnerships in education financing Develop and implement a service level agreement Re-engineer, integrate and automate management systems Develop a comprehensive M & E framework Develop and implement an education communication strategy Review and operationalize the Organization structure Review and update job descriptions Strengthen the performance management system Enhance Continuing Professional Development (CPD) Enhance the culture remodeling programme Develop and implement a culture remodeling programme Strengthen implementing disciplinary process and procedures Review and Harmonize statutes and policies on education Establish a national framework of providing adequate and appropriate educational infrastructure Develop and implement a School infrastructure development plan Strengthen infrastructure related procurement process and regulations

Appendix II: Implementation Plan

IMPLEMENTATION PLAN FOR THE 2022 - 2026 STRATEGIC PLAN											
Strategic Objective 1: Improve learner achievement											
Intended Result	**Strategies/Initiatives**	**Activities**	**Activity Output**	**Target**	**Time Frame**					**Cost Estimate (ZMW)**	**Implementing Organisation**
					2022	**2023**	**2024**	**2025**	**2026**		
High learner performance	Establish school readiness assessments for ECE/ Grade 1	Develop a child development and school readiness assessment	Child development assessment tools developed and operationalised	1	-	-	1	-	-	**2,450,000**	**Ministry of Education & Key Stakeholders**
			School readiness assessment for ECE/Grade 1 developed	1	-	1	-	-	-	**2,150,000**	
		Implement transition management guidelines	Smooth transition from ECE to Grade 1 guidelines developed	1		-	1	-	-	**8,600,000**	
	Review and implement an integrated education curriculum at all levels	Reform the curricula	reformed and aligned education curricula	4	-	4	-	-	-	**136,387,174**	**Ministry of Education & Key Stakeholders**
		Implement the curricula	Educational Curricula	16	-	6	5	5	-	**509,926,390**	
		Strengthen the provision of	Provision of teaching and	630	-	180	150	150	150	**12,500,000**	
		Reform the University	University Educational	160	-	40	40	40	40	**9,200,000**	
	Strengthen the provision of teaching and learning materials	Develop and procure age-	Age-appropriate play , teaching	4,000	-	1,000	1,000	1,000	1,000	**3,816,000**	
		Capacity build ECE teachers	All ECE teachers and	10,000	-	2,500	2,500	2,500	2,500	**18,000,000**	
		Capacity build material for	Material developers and	630		180	150	150	150	**12,500,000**	
		Conduct quarterly	Learning institutions monitored	16		4	4	4	4	**3,300,000**	
	Mainstream ICT education at all	Develop e-Content	e-Content Lessons developed	5	-	2	2	1	-	**2,540,000**	
		Install ICT equipment in all	4000 schools installed with	4,000	-	1,000	1,000	1,000	1,000	**9,600,000**	
	Promote Guidance	Conduct Counselling	institutions of learning	5	1	1	1	1	1	**4,365,000**	
Lowering of learning poverty	Strengthen	Train item writers in	Item writers in national	400	-	100	100	100	100	**7,440,000**	**Ministry of Education & Key Stakeholders**
Improved national adult literacy	Develop and Strengthen Alternative Modes of Education	Establish a national	A National electronic learning	1	-	-	1	-	-	**2,500,000**	
		Enrol Youth and Adult	YALE learners enrolled	10,000	2,000	2,000	2,000	2,000	2,000	**28,000,000**	
		Provide TLM for YALE	Yale centres provided with	300	60	60	60	60	60	**7,700,000**	
		Capacity build teachers in	Teachers capacity built in	12,500	2,500	2,500	2,500	2,500	2,500	**11,500,000**	
	Promote and implement AMEP	Develop and implement an awareness strategy for AMEP	AMEP Strategy for raising awareness put in place	5	1	1	1	1	1	**18,750,000**	
Increased graduates with appropriate skills	Promote the vocational pathway in Schools	Enrol learners on vocational pathways	Vocational pathways learners enrolled	52,500	10,500	10,500	10,500	10,500	10,500	**4,875,000**	**Ministry of Education & Key Stakeholders**
	Develop and implement university Policy reforms	Review and establish university policy reforms	National University Policy reforms reviewed	2	-	1		1	-	**4,400,000**	
	Promote Career Guidance provision	Provide an Internship /Job shadowing program for learners	Internship / Job shadowing strategy for learners established	1	-	-	1	-	-	**1,075,000**	
		Train Guidance teachers in Career Guidance	Institutions of learning with Skilled and competent Guidance teachers	4,500	500	1,000	1,500	1,000	500	**1,075,000**	
	Promote Skills development	Create centres of excellence and provide tools as well as equipment for skills development	Institutions of learning exhibiting educational excellence	160	10	20	50	50	30	**22,500,000**	
		Create skills centres for academically challenged learners.	Institutions of learning with Academically challenged learners	10	-	2	3	3	2	**13,500,000**	
Sub-Total										**858,649,564**	

Strategic Objective 2:Increase access and participation in education										Total	
Intended Result	Strategies/Intiatives	Activities	Activity Output	Target	Time Frame					Cost Estimate (ZMW)	Implementing Organisation
					2022	2023	2024	2025	2026		
Universal participation to education from ECE to Secondary	Promote the provision of Free Education	Enrol ECE Learners	Proportion eligible ECE learners enrolled	80	50	60	70	75	80	8,000,000	Ministry of Education & Key Stakeholders
		Enrol Primary Learners	Proportion eligible Primary	100	70	80	85	90	100	16,750,000	
		Enrol Secondary Learners	Proportion of eligible Primary Learners progress to Secondary	85	65	70	75	80	85	22,500,000	
		Train lectures and teachers in various aspects of pedagogy	Proportion of eligible lecturers and teachers with enhanced skills and competencies	75	55	60	65	70	75	43,250,000	
	Review and scale-up the School Feeding Programme	Promote appropriate dietary in learning institutions	Proportion of learning institutions practising Appropriate dietary.	65	40	45	55	60	65	7,750,000	
		Review the feeding programme to include ECE	School feeding programme reviewed	1	-	-	1	-	-	1,250,000	
		Scale-up the School Feeding Programme	Learning Institutions implemented School feeding programme (ECE and Primary	8,000	6,200	6,500	7,000	7,500	8,000	42,800,000	
	Promote school health and menstrual hygiene	Provide age-appropriate and inclusive WASH facilities	Proportion of learning institutions with age-appropriate and inclusive WASH facilities	65	45	50	55	60	65	28,000,000	
		Promote health and hygiene among female learners Students at all levels	Proportion of learning institutions practising Health and hygiene programmes	70	50	55	60	65	70	18,750,000	
	Provide and maintain appropriate and adequate facilities for the development and delivery of education;	Renovate, rehabilitate, maintain and construct specialised rooms and equipment and machinery to support teaching and learning.	School specialised rooms renovated, rehabilitated, maintained and constructed	75	50	60	65	70	75	30,250,000	
	Enhance learner education support frameworks and mechanisms	Develop and procure STEM teaching and learning materials	STEM schools provided with Teaching materials	90	70	75	80	85	90	21,542,000	
Sub-Total										240,842,000	

Strategic Objective 3: Improve educational financing and management										Total	
Intended Result	Strategies/Intiatives	Activities	Activity Output	Target	Time Frame					Cost Estimate (ZMW)	Implementing Organisation
					2022	2023	2024	2025	2026		
Increased resource base	Strengthen educational financing mechanism	Develop and implement an education resource mobilisation strategy	An education resource mobilisation strategy developed	1	-	1	-	-	-	850,000	Ministry of Education & Key Stakeholders
	Strengthen mechanisms for private partnerships in education financing	Government coordination of public-private Partnership	Public-Private Partnership established	192	-	48	48	48	48	1,200,000	
Financial Accountability	Strengthen Internal Controls	Conduct regular risk-based internal audits	Proportion of learning institutions audited	122	20	22	24	26	30	9,660,000	
		Facilitate and Coordinate External Audits	Proportion of learning institutions audited by External Auditor annually	50	5	8	10	12	15	10,500,000	
		Orient all Staff on Financial Procedures Manual	Proportion of learning institutions oriented on Financial Procedures Manual	80	-	65	70	75	80	14,000,000	
		Develop Project Proposal For research and collaboration with cooperating partners	A Project Proposal developed for research and collaboration with Cooperating Partners	1	-	-	1	-	-	785,000	
Sub-Total										36,995,000	

Strategic Objective 4: Enhance management systems										Total	
Intended Result	Strategies/Intiatives	Activities	Activity Output	Target	Time Frame					Cost Estimate (ZMW)	Implementing Organisation
					2022	2023	2024	2025	2026		
Efficient and effective service delivery	Develop and implement a service level agreement	Develop an Integrated Institutional service level agreement	Service level agreement developed	1	-	1	-	-	-	750,000	Ministry of Education & Key Stakeholders
		Implement the Institutional service level agreement	Service level agreement implemented	5	1	1	1	1	1	2,260,000	
		Develop a service charter	Customer service charter developed	1	-	1	-	-	-	95,500	
	Deliver efficient and effective education services.	Restructure the education system to align to regional and international trends;	Education system aligned to regional and international trends;	4	-	1	1	1	1	1,256,000,000	Ministry of Education & Key Stakeholders
		Integrate and enhance education management information system;	Integrated and enhanced education management information system;	1			1			90,520,000	
		Strengthen the system for Monitoring and Evaluating;	Systems for Monitoring and Evaluation developed and implemented;	3		1		1	1	42,850,200	
		Establish sustainable financing mechanisms for education; and	Establish strategy for sustainable financing mechanisms for education	1			1			1,250,600	
		Enhance mechanisms for tracking learner and teacher/lecturer performance in education systems.	Improve mechanisms for tracking learner and teacher/lecturer attendance and performance in education systems.	4		1	1	1	1	56,420,700	
	Re-engineer, integrate and automate management systems	Disseminate a service charter	A service charter Disseminated to all Provinces	10	-	2	8	-	-	4,100,000	Ministry of Education & Key Stakeholders
		Review internal processes	Internal processes reviewed	11	-	-	11	-	-	2,860,000	
Up-to-date comprehensive information on teaching and learning	Develop an comprehensive M & E framework	Develop the M&E framework	M&E framework developed	1		1				3,250,000	Ministry of Education & Key Stakeholders
		Conduct annual review of strategic plan	Annual review of strategic plan conducted	5	1	1	1	1	1	8,750,000	
		Conduct Mid-Term review of Strategic Plan	Mid-Term review of Strategic Plan conducted	1	-	-	1	-	-	2,650,000	
		Conduct the terminal end of Strategic Plan review	End of Strategic Plan review conducted	1	-	-	-	-	1	2,650,000	
		Develop and disseminate education Statistical bulletin	Education Statistical bulletin Developed and disseminated	5	1	1	1	1	1	11,725,000	
	Develop and implement an education communication	Develop an education Communication Strategy	An Education Communication Strategy developed	1	-	-	1	-	-	1,200,000	
		Disseminate and implement	ECE Communication strategy	5	1	1	1	1	1	7,750,000	
	Strengthen	Monitor and evaluate quality	Quality of materials and	5	1	1	1	1	1	5,820,300	
	Promote and	Monitor and evaluate quality	Quality of materials and	5	1	1	1	1	1	6,422,570	
Sub-Total										1,507,324,870	

Strategic Objective 5: Enhance human resource capacity										Total	
Intended Result	Strategies/Intiatives	Activities	Activity Output	Target	Time Frame					Cost Estimate (ZMW)	Implementing Organisation
					2022	2023	2024	2025	2026		
Optimal staffing levels	Review and operationalise the Organization structure	Develop a recruitment and retention plan	Recruitment and retention plan developed	1	-	1	-	-	-	850,000	Ministry of Education & Key Stakeholders
		Recruit and deploy LSEN teachers at all levels	LSEN Teachers recruited and deployed	10,500	3,400	1,775	1,775	1,775	1,775	1,084,000	
		Recruit and deploy ECE and Caregivers	ECE and Caregivers recruited	10,000	2,066	434	2,000	2,500	3,000	6,350,000	
		Recruit and deploy Primary Teachers	Primary Teachers recruited and deployed	30,861	16,325	2,536	3,000	4,000	5,000	6,250,000	
		Recruit and deploy Secondary Teachers	Secondary Teachers Recruited and deployed	24,000	12,000	3,000	3,000	3,000	3,000	8,500,000	
		Review of the Organization structure	Reviewed Organizational structure	1	-	-	1	-	-	850,000	
	Review and update job descriptions	Review of job descriptions at all educational levels	Job descriptions at all educational levels reviewed	1	-	-	1	-	-	3,870,000	
High Staff performance	Strengthen the performance management system	Conduct annual appraisals for all staff	Annual education appraisal conducted	5	1	1	1	1	1	6,250,000	Ministry of Education & Key Stakeholders
		Establish training system for ECE caregivers/assistant	Training system for ECE caregivers/assistant teachers	1	-	-	-	1	-	2,560,000	
		Re-engineer performance management system	Re-engineered performance management system	1	-	1	-	-	-	1,650,000	
		Review the teacher education curriculum	Reviewed Teacher education curriculum	2	-	1	-	-	1	6,741,000	
		Implement CPD plan for tecchers/lectuers	ECE CPD Manual	5	1	1	1	1	1	7,250,000	
			General CPD Guidelines	1	-	-	1	-	-	2,780,500	
			Teachers trained in Inclusive	105,000	20,000	20,000	20,000	25,000	20,000	43,500,000	
Competent and skilled workforce	Enhance Continuing Professional Development (CPD)	Conduct a needs training analysis	Training needs analysis conducted	5	1	1	1	1	1	6,152,500	Ministry of Education & Key Stakeholders
		Develop and update a professional development index	Professional development index updated regularly	5	1	1	1	1	1	4,352,500	
		Conduct Research- CPD activities	Proportion of learning	1,010,000	200,000	200,000	210,000	200,000	200,000	92,500,000	
			Research symposium held annually	4	-	1	1	1	1	12,500,000	
		Train university staff in long term study programmes	University staff trained	160		40	40	40	40	32,000,000	
		Train school administrators in different aspects of managing schools	School Headteachers equipped with school management skills	1,200			400	400	400	27,000,000	
		Train university staff in short term study programmes	University Staff trained	320	-	80	80	80	80	320	
Ethical workforce	Develop and implement a culture remodelling programme	Develop a culture remodelling programme	A culture remodelling programme developed	1	-	-	1	-	-	765,000	Ministry of Education & Key Stakeholders
		Implement a culture remodelling programme	culture remodelling programme rolled out in all schools	5	1	1	1	1	1	4,325,000	
	Strengthen implementing disciplinary processes and	re-organise Integrity committees	Functional Integrityy Committees in all school	1	-	1	-	-	-	2,320,000	
		Conduct Disciplinary committee meetings	Quarterly disciplinary committee meetings conducted	20	4	4	4	4	4	1,700,000	
Sub-Total										9,110,320	

Strategic Objective 6: Enhance education regulatory framework										Total	
Intended Result	Strategies/Initiatives	Activities	Activity Output	Target	Time Frame					Cost Estimate (ZMW)	Implementing Organisation
					2022	2023	2024	2025	2026		
Harmonised education regulatory framework	Review and harmonize statutes and policies on education	Develop National University Education Reform Policy	National University Policy developed	1	-	1	-	-	-	4,500,000	Ministry of Education & Key Stakeholders
		Facilitate for the review of all laws on education	Education Laws reviewed	8		1	2	3	2	15,500,000	
		Harmonize existing Policies on Education (all pieces of legislation and policies on Early Childhood, Care, Development and Education (ECCDE)	Existing pieces of legislation and policies on Early Childhood, Care, Development and Education (ECCDE) harmonised	4		1	1	1	1	300,000,000	
		Domesticate the Child Policy	Proportion of learning institutions oriented on child protection policies	3			1	1	1	3,000,000	
Sub-Total										323,000,000	
Strategic Objective 7: Improve educational infrastructure and equipment										Total	
Intended Result	Strategies/Initiatives	Activities	Activity Output	Target	Time Frame					Cost Estimate (ZMW)	Implementing Organisation
					2022	2023	2024	2025	2026		
Adequate and appropriate infrastructure and equipment	Establish a national framework of providing adequate and appropriate educational infrastructure	Conduct an inventory on educational infrastructure in Zambia	Updated educational infrastructure inventory	12,500	-		12,500			26,000,000	Ministry of Education & Key Stakeholders
		Develop an Infrastructure Investment Plan	Infrastructure Investment Plan	2		1	1			200,000	
	Develop and implement a School Infrastructure Development and Maintainance Plan	Construct age-appropriate ECE school infrastructure	ECE classroom blocks constructed	826	-	76	250	250	250	991,200,000	
		Construct College of Education	Colleges of Education Constructed	3	-	-	1	1	1	408,000,000	
		Construct Primary Schools	Primary Schools Constructed	200	-	40	40	40	80	1,000,000,000	
		Construct Universities	Universities Constructed	8	-	2	2	2	2	2,800,000,000	
		Construct Secondary	Secondary Schools	290	-	140	50	50	50	4,060,000,000	
		Develop an Asset Management Policy	Asset Management Policy	1	-	1				500,000	
		Establish appropriate infrastructure and facilities for learners with special education needs and disabilities (LSEND) at all levels	Appropriate infrastructure for LSEN established in all schools at all levels	30	-	-	10	10	10	75,000,000	
		Establish community-based ECE satellite Centres	community-based ECE satellite centres established	1,000	-	250	250	250	250	5,400,000	
		Rehabilitate learning institutions	Learning institutions rehabilitated	400	-	100	100	100	100	1,800,000,000	
	Strengthen infrastructure-related procurement	Review the procurement process and procedures	Procurement processes and procedures established	16	-	4	4	4	4	10,400,000	Ministry of Education & Key Stakeholders
	Promote public-private partnerships for establishment of	Promote and develop strategic public-private partnerships with	Memoranda of understanding and public-private partnership strategy promoted, developed	16	-	4	4	4	4	6,500,000	
	Establish Technical Universities and Colleges to promote STEM education	Designate, establish and launch technical Universities and Colleges of Education to promote STEM education	Technical Universities and Colleges of Education to promote STEM education designated, established and launched	16	-	4	4	4	4	11,770,000	
	Establish centres of excellence in STEM fields, language, fine arts, LSEND and ECE	Designate, establish and launch centres of excellence in STEM fields, language, fine arts, LSEND and ECE	Centres of excellence in STEM fields, language, fine arts, LSEND and ECE designated, established, launched and/or constructed	16	-	4	4	4	4	3,065,000	
Sub-Total										11,198,035,000	
Total										14,164,846,434	
10% Inflation										1,416,484,643	
GRAND TOTAL STRATEGIC PLAN BUDGET										15,581,331,077	