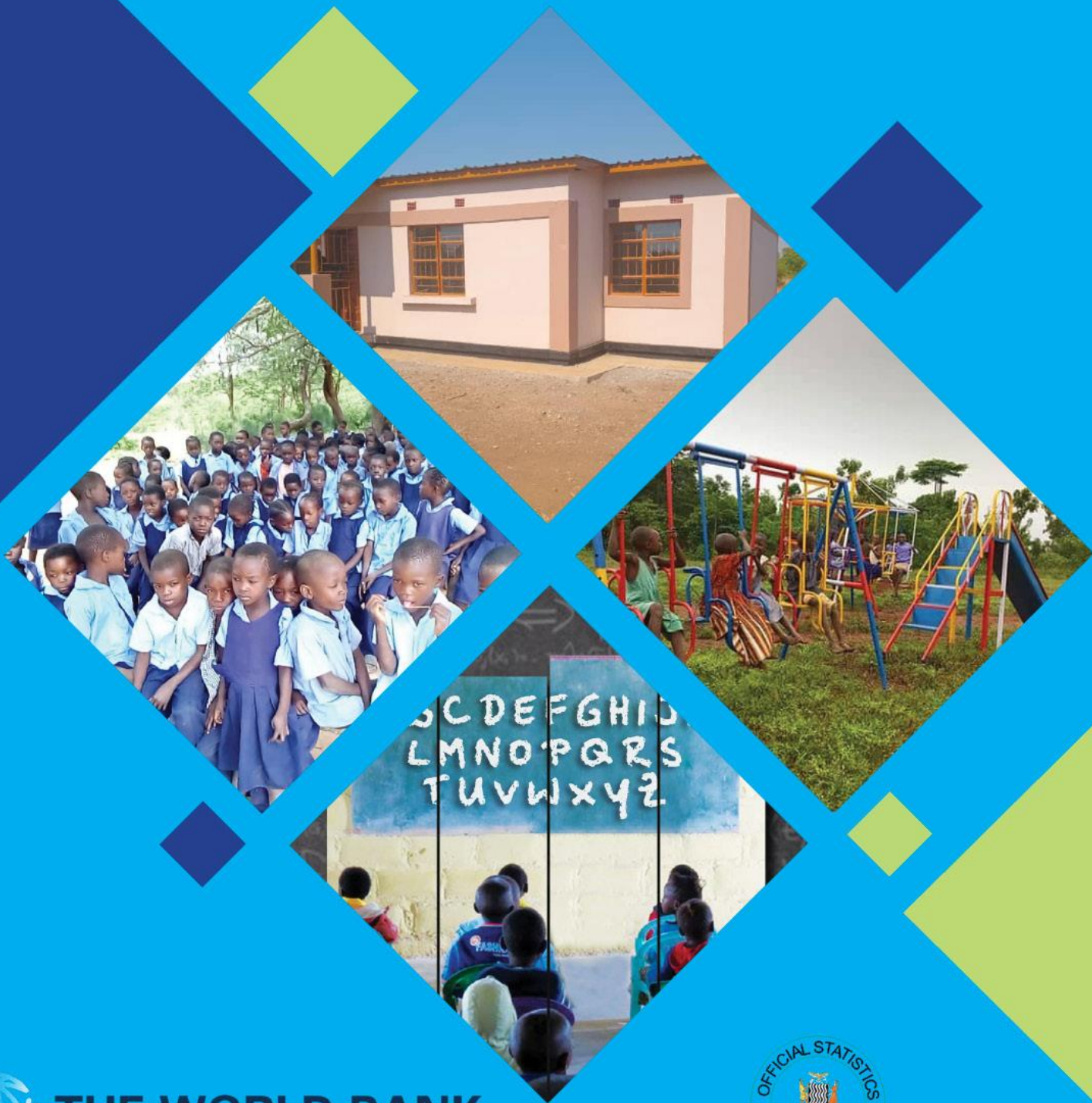




REPUBLIC OF ZAMBIA  
MINISTRY OF EDUCATION

# ZAMBIA ENHANCING EARLY LEARNING BASELINE SURVEY REPORT - 2023



THE WORLD BANK





## Foreword



Early Childhood Education (ECE) is a priority for the Ministry of Education due to its comprehensive approach to child development, including health, nutrition, hygiene, and cognitive, social, emotional, and physical growth. ECE's perception has evolved from being exclusive to the affluent to "Education for All," especially after its administration moved from the Ministry of Local Government to the Ministry of Education in 2004 and the establishment of a dedicated Directorate in 2015.

Since 2004, the Ministry has promoted equity, access, efficiency, and effectiveness in ECE, resulting in increased enrollments and more children entering Grade One with ECE experience. However, challenges remain, such as the lack of stand-alone ECE centers, inadequate WASH facilities, insufficient trained teachers and caregivers, and a shortage of teaching and learning materials.

The recent baseline survey, the first of its kind, provides critical data for planning and policy-making in ECE. The Ministry expresses gratitude to all participants in the survey, the Global Partnership for Education for financial support, and the World Bank for technical assistance. The Ministry hopes to achieve the Project Development Objective of improving equitable access to quality learning conditions in ECE by 2025.

Ms. Noriana Muneku  
**PERMANENT SECRETARY- ADMINISTRATION**  
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Lastly, we thank all the school administrators for their availability and for providing the necessary data for the survey.

Charm Kalimbika  
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# Contents

<b>Foreword</b>	<b>i</b>
<b>Acknowledgements</b>	<b>ii</b>
<b>Acronyms/Abbreviations</b>	<b>v</b>
<b>Executive Summary</b>	<b>vi</b>
<b>Chapter 1: INTRODUCTION</b>	<b>1</b>
1.1 Context of the ZEEL Baseline Survey	1
1.2 Objectives of the Survey	3
<b>Chapter 2: SURVEY METHODOLOGY</b>	<b>4</b>
2.1 Study Design	4
2.2 Selection Procedure	4
2.3 Target Population	5
2.4 Data Collection and Analysis	7
2.4.1 Data Collection Methods and Instruments	7
2.4.2 Data Analysis	7
<b>Chapter 3: THE STATUS OF EARLY CHILDHOOD EDUCATION (ECE) IN ZAMBIA</b>	<b>8</b>
3.1 Percentage increase in enrollment of 3 to 6 year-old children in Public ECE Centers in Targeted Areas	8
3.2 Share of girls in the total 3-6 year-old children enrolled in Public ECE Centers in targeted areas (Percentage)	10
3.3 Percentage of active Parent Centre Committees (PCC) in Targeted Areas	11
3.4 Proportion of Public ECE Centers in targeted Areas with WASH Facilities	13
3.5 Proportion of Public ECE Centers in Targeted Areas with Furniture and Playground Equipment	15
3.6 Proportion of public ECE Centres equipped with Basic Learning Materials	17
3.7 Percentage of Public ECE Centers meeting Minimum Staffing Standards in Targeted Areas	18
<b>Chapter 4: TARGETING OF INTERVENTION DISTRICTS</b>	<b>21</b>
<b>Chapter 5: RECOMMENDATIONS</b>	<b>22</b>
<b>Chapter 6: LIMITATIONS</b>	<b>24</b>
<b>Chapter 7: CONCLUSION</b>	<b>25</b>
<b>ANNEXES</b>	
<b>Annex 1:</b> List of 45 Districts to implement ZEEL Intervention	25
<b>Annex 2:</b> List of Enumerators	27
<b>Annex 3:</b> Number of ECE Centers and Enrollments distributed by District	31



## List of Tables

<b>Table 2.1:</b> List of Targeted Districts with ECE Coverage and Enrollments	4
<b>Table 2.2:</b> Number of Public ECE Centers in Targeted Districts, 2023	6
<b>Table 3.1:</b> Enrollments by Sex	8
<b>Table 3.2:</b> Count and percent of ECE Centers with Active PCC	11
<b>Table 3.3:</b> Distribution of ECE Centers by Availability of WASH Facilities	13
<b>Table 3.4:</b> Distribution of ECE Centers by Availability of Furniture and Playground Equipment	15
<b>Table 3.5:</b> Distribution of ECE Centers Meeting Minimum Staffing Standards	18

## List of Figures

<b>Figure 3.1:</b> Share of Girls enrolled in Public ECE Centers	10
<b>Figure 3.2:</b> Proportion of Schools with adequate Teaching and Learning Materials	17



# Acronyms/Abbreviations

ECE	Early Childhood Education
ECZ	Examinations Council of Zambia
CDC	Curriculum Development Centre
IPA	Innovations for Poverty Action
MoE	Ministry of Education
PAD	Project Appraisal Document
PCCs	Parent Centre Committees
PDO	Project Development Objective
WB	World Bank
ZEEL	Zambia Enhancing Early Learning
ZEEP	Zambia Enhancing Education Project
ZamStats	Zambia Statistics Agency



# Executive Summary

Zambia, like many developing nations, frequently benefits from support by cooperating partners. On December 15, 2021, the Global Partnership for Education approved a grant of \$39,009,854 for Zambia to implement the Zambia Enhancing Early Learning (ZEEL) Project. This five-year project, concluding on June 30, 2025, is overseen by the Ministry of Education's Directorate of Early Childhood Education. As part of the grant agreement, baseline data collection and verification were mandated within six months of the project's start date to enable evidence-based planning and monitor project progress effectively. This data also supports financing through performance-based conditions.

In this regard, a baseline survey was conducted by a team from the Ministry of Education, with technical assistance from the Zambia Statistics Agency (ZamStats), across 45 intervention districts and 17 additional vulnerable districts identified by the Ministry of Education.

## Context of the ZEEL Baseline Survey

The ZEEL Project represents a significant investment in Zambia's Early Childhood Education (ECE) subsector, targeting the most disadvantaged districts across all 10 provinces. The primary objective is to enhance equitable access to quality learning conditions in ECE. The project aims to establish national quality standards and improve the Ministry of Education's capacity for future ECE investments.

## Objectives of the Survey

The survey aimed to generate baseline data to assess current indicators and inform the inclusion of the remaining targeted districts for ZEEL interventions. Key indicators included:

- Increase in enrollment of 3 -to 6-year-old children in public ECE centers;
- Share of girls in total enrollment;
- Proportion of ECE centers meeting quality learning conditions;
- Availability of WASH facilities, furniture, and playground equipment;
- Utilization of individualized learning plans by teachers and caregivers; and
- Meeting of minimum staffing standards in targeted areas.

## Survey Methodology

The baseline survey was designed to prioritize the most disadvantaged districts based on a composite index of poverty, accessibility, and ECE enrollment. Data collection involved face-to-face interviews using semi-structured questionnaires and tablets, conducted by trained enumerators. Data was validated and analyzed using Microsoft Excel.





## Findings

### Enrollment:

- Total enrollment of 204,754 children (95,867 boys and 108,887 girls) with a higher proportion of girls (53); and
- Some districts showed significant gender disparities, with more girls enrolled.

### Parent Centre Committees (PCCs):

- 38 of ECE centers had active PCCs, with notable disparities across districts; and
- Districts with 0 active PCCs require targeted interventions.

### WASH Facilities:

- 44 of ECE centers had age-appropriate WASH facilities; and
- Significant disparities in facility availability highlight the need for targeted improvements.

### Furniture and Playground Equipment:

- 18 of centers had age-appropriate furniture, and 17 had suitable playground equipment; and
- The lack of essential resources impacts developmental milestones for children.

### Basic Learning Materials:

- 59 of centers had basic learning materials, but 41 lacked these resources; and
- Adequate provision of materials is crucial for quality education.

### Staffing Standards:

- Average pupil-teacher ratio was 30:1, exceeding the recommended 25:1 ratio; and
- Significant disparities in staffing levels across districts indicate a need for targeted.

## Interventions to ensure Quality Education

In conclusion, the baseline survey reveals critical gaps in ECE service provision, including disparities in enrollment, inadequate facilities, and insufficient resources. Addressing these gaps is crucial for improving the quality and accessibility of early childhood education in Zambia. Targeted interventions, continuous monitoring, and policy initiatives are essential to achieving the ZEEL Project's goals and ensuring equitable educational opportunities for all children in the targeted regions.



# Chapter 1: INTRODUCTION

Zambia, like numerous other developing nations, frequently receives support from various cooperating partners. On December 15, 2021, the Global Partnership for Education sanctioned a grant of Thirty-Nine Million Nine Thousand Eight Hundred Fifty-Four United States Dollars (\$39,009,854.00) for the Government of the Republic of Zambia. This grant is allocated towards the implementation of the Zambia Enhancing Early Learning (ZEEL) Project, overseen by the Ministry of Education under the Directorate of Early Childhood Education, spanning a duration of five (5) years, concluding on June 30, 2025.

As stipulated in the Global Partnership for Education Grant Fund agreement (Zambia Enhancing Early Learning Project) between the Republic of Zambia and the International Bank for Reconstruction and Development, acting as Grant Agent for the Global Partnership for Education, the recipient is obligated to collect and verify baseline data outlined in the results framework within six (6) months of the project's effective date. This baseline data serves as a foundational reference for targeted areas of the project, facilitating evidence-based planning to enhance equitable access and quality learning conditions in early childhood education. Moreover, the baseline survey findings play a pivotal role in gauging project progress and achieving results outlined in the framework, thus serving as vital components for effective project monitoring and evaluation. Additionally, given the financing structure of the operation, baseline survey findings are imperative for measuring and financing components utilizing performance-based conditions.

Consequently, a team comprising officers from the Ministry of Education, with technical assistance from the Zambia Statistics Agency (ZamStats), was assembled to conduct a baseline survey across forty-five (45) intervention districts, including seventeen (17) additional districts deemed vulnerable and in need by the Ministry of Education.

Against this backdrop, this report furnishes an overview of the findings from the Baseline Survey on Early Childhood Education, aimed at monitoring project performance across the designated districts. The survey, conducted from February to August 2023, gathered data for term one of 2023 school calendar.

## 1.1 Context of the ZEEL Baseline Survey

The ZEEL Project represents a significant inaugural investment in the Early Childhood Education (ECE) subsector, with a primary objective to reach vulnerable learners across the nation by targeting the most disadvantaged districts. This initiative spans all 10 provinces, aiming to enhance nationwide capacity in planning, delivering, and monitoring the quality of ECE. Priority interventions will concentrate on underserved areas, concurrently bolstering system-wide capacity through the establishment of national quality standards (NQS) and ensuring the delivery of quality ECE services. Moreover, this endeavor is expected to equip the Ministry of Education (MoE) with the requisite expertise and resources to effectively direct future investments in ECE. The outcomes derived from the survey endeavor to furnish empirical evidence for the Government and other stakeholders, facilitating enhancements in equitable access and the quality of learning environments in early childhood education within targeted regions.

The Project Development Objective (PDO) for the ZEEL project is to enhance equitable access and improve the quality of learning environments in early childhood education within targeted regions. The primary components of the ZEEL project encompass:



**Component 1: Improve equitable access to quality Early Childhood Education (ECE) in targeted areas.** This component **addresses** supply and demand-side challenges to access and enhance the quality of the learning environment of ECE centers.

**Sub-component 1.1: Expansion of ECE facilities with community engagement in targeted areas** aims to increase the supply of ECE facilities in targeted disadvantaged areas by expanding the hub-satellite model with the involvement of local communities in the construction and maintenance of facilities. By the end of the project, 110 ECE hub centers (with 2 ECE classrooms each) and 330 ECE satellite centers (with 1 ECE classroom each) will be established and constructed in the targeted areas.

**Sub-component 1.2. Enhancing the quality of ECE learning environment in targeted areas** aims to provide children attending ECE centers with a safe and healthy environment, as well as with quality learning materials that stimulate socio-emotional and cognitive growth and quality playground equipment. The improvement of water, sanitation and hygiene (WASH) conditions in existing ECE centers in targeted areas, as well as the availability of quality teaching and learning materials and training, will be supported in this project.

**Component 2: Develop and implement ECE quality standards** supports the update, development, and implementation of ECE quality standards, related to facilities, learning materials, and workforce training, deployment, and assessment.

**Sub-component 2.1: Development and use of ECE National Quality Standards (NQS)** helps develop national quality standards that support assessing and benchmarking the provision of quality ECE across the country. Given national efforts to expand early childhood education, the MoE emphasized the importance of quickly developing minimum standards ECE centers that must meet to qualify for registration and certification, while recognizing the desirable thresholds to define quality standards parameters around: (i) structural quality; (ii) process quality, including areas related to staffing, curriculum delivery, learning materials and equipment, parents and community involvement, management and leadership; and (iii) child outcomes dealing with areas related to child growth and development.

**Sub-component 2.2: Promoting the development of strategies and instruments for assessing learners' progress** supports the development, validation, and adaptation of strategies and instruments to adequately assess and monitor student learning and to support the ECE workforce in user-friendly classroom assessment instruments to track student progress. The development and introduction of formative assessment tools is oriented towards creating conditions that will allow the ECE workforce to provide individualized feedback to students to ensure ECE instruction is centered on the specific developmental and learning needs of each child.

**Component 3: Enhance the delivery of quality early learning and care** by providing sustainable conditions for staffing ECE hub and satellite centers and promoting the involvement of the local community and parents to address demand-side challenges, and support quality care and nutrition for improved child development.

**Subcomponent 3.1: ECE teaching workforce recruitment, deployment, and management.** This subcomponent helps ensure an adequate ECE workforce is provided, including in terms of teachers and caregivers with a time-bound implementation plan that prioritizes staffing of project ECE centers in the short and medium-term with a long-term plan for national ECE workforce deployment.

**Sub-component 3.2: Continuing Professional Development (CPD) of ECE Workforce** supports the need to have the ECE workforce working in targeted areas, blending teacher-centered with child-centered pedagogical practices, and mastering instructional practices focusing on learning



through-play activities, learning by doing, small group activities, whole-child, and similar approaches. The framework describing the teaching competencies associated with these pedagogical practices will be part of TPDI, and as such, strong coordination with ZEEP-AF is critical for the success of this subcomponent.

**Sub-component 3.3: Women's empowerment and community engagement for better nutrition and child-care** supports the demand and community engagement in ECE by facilitating both the establishment of parent center committees (PCCs) and the empowerment of women, parents, and the community with relevant knowledge and skills critical to early childcare and learning. Supported activities include the establishment of PCCs, the promotion of training to help enhance children's developmental growth through activities to support parent positive parenting, including social norms against gender-based violence (GBV), and the use of workshops and cellphones as a platform for information sharing to provide parents with tips and activities on how to improve the socioemotional, physical, cognitive nutritional, and healthy development of children in the project's targeted areas.

## 1.2 Objectives of the Survey

The primary aim of this survey was to generate baseline data to assess the current status of indicators outlined in the results framework. Additionally, the findings would inform the inclusion of the remaining 17 targeted districts where ZEEL interventions would be implemented.

The Baseline survey was conducted in accordance with the Project Development Objective (PDO) and the project-level indicators specified in the Project Appraisal Document (PAD). These indicators include:

- (a) The percentage increase in enrollment of 3 to 6-year-old children in public ECE centers in targeted areas.
- (b) The share of girls in the total enrollment of 3 to 6-year-old children in public ECE centers in targeted areas.
- (c) The proportion of ECE centers in targeted areas meeting quality ECE learning conditions.
- (d) The proportion of public ECE centers in targeted areas with WASH facilities.
- (e) The proportion of public ECE centers in targeted areas with furniture and playground equipment.
- (f) The proportion of ECE teachers and caregivers utilizing individualized learning plans.
- (g) The percentage of public ECE centers meeting minimum staffing standards in targeted areas.

These indicators serve as essential metrics for assessing and enhancing the quality and accessibility of early childhood education within the project's scope.



## Chapter 2: SURVEY METHODOLOGY

This chapter outlines the methodology employed for conducting the baseline survey, encompassing the survey design, data collection methods, and data analysis techniques.

### 2.1. Study Design

Prior to the commencement of the survey, the intervention districts (annex 1) were identified and pre-selected. The Government of Zambia opted to target districts rather than provinces to address educational and socioeconomic disparities observed across various districts within all provinces. This approach aims to prioritize the most disadvantaged districts while concurrently strengthening system capacities. The objective is to enhance the Ministry's and local education authorities' ability to deliver services effectively in these marginalized areas nationwide.

District selection was based on a composite index (CI), calculated by normalizing scores (NS) for poverty levels, accessibility of ECE centers, and enrollment in ECE at the district level over a three-year period. The bottom 62 districts were chosen using the formula:  $CI = 0.5 \times NS \text{ poverty} + 0.25 \times NS \text{ access to ECE} + 0.25 \times NS \text{ enrollment in ECE}$ .

The survey employed a purposive study design to select ECE sites within the intervention districts.

### 2.2. Selection Procedure

The baseline survey focused on 62 districts, comprising 45 from the most disadvantaged districts identified in the PAD, with an additional 17 districts identified by the Ministry of Education as vulnerable and in need. The decision to target districts rather than provinces was made by the GRZ to address observed educational and socioeconomic disparities across districts nationwide. Prioritizing the most disadvantaged districts while bolstering system capacities is anticipated to enhance the capacity of both the Ministry of Education (MoE) and local education authorities to efficiently deliver services in these marginalized areas countrywide.

All districts in the country were assessed and ranked using a composite index (CI), which computed normalized scores (NS) for poverty levels, accessibility of ECE centers, and enrollment in ECE over a three-year period. The bottom 45 districts were selected based on this ranking. Table 2.1 provides a comprehensive list of the selected districts across the 10 provinces in Zambia.

$$CI = 0.5 \times NS \text{ poverty} + 0.25 \times NS \text{ access to ECE} + 0.25 \times NS \text{ enrollment in ECE}$$

Province	District	ECE Centers	Enrollments
Central	Ngabwe	5	482
Copperbelt	Lufwanyama	126	5,526
Eastern	Katete	50	2,827
	Nyimba	33	1,884
	Chadiza	48	2,462
	Lusangazi	18	869
	Mambwe	58	2,872
	Lumezi	65	2,670
	Chasefu	61	2,438



**Table 2.1: List of Targeted Districts with ECE Coverage and Enrollments**

Province	District	ECE Centers	Enrollments
	Lundazi	54	2,324
Luapula	Nchelenge	41	3,820
	Samfya	29	2,053
	Lunga	9	422
	Chifunabuli	22	978
	Chiengi	21	1,190
	Milenge	20	934
	Chembe	9	339
	Kawambwa	56	2,976
	Mwansabombwe	29	1,334
Lusaka	Luangwa	16	1,000
Muchinga	Mafinga	45	2,541
	Shiwang'andu	19	875
	Isoka	20	1,061
	Kanchibiya	13	608
	Lavushimanda	14	698
	Chinsali	36	1,709
North Western	Kabompo	18	831
	Mufumbwe	25	1,075
	Chavuma	14	606
	Zambezi	16	616
Northern	Chilubi	13	822
	Lupososhi	16	592
	Lunte	16	850
	Mpulungu	8	1,035
	Mungwi	15	784
	Senga	18	835
Southern	Pemba	54	2,330
Western	Sioma	37	1,521
	Shang'ombo	8	580
	Nalolo	27	1,137
	Mitete	9	393
	Sikongo	12	506
	Luulu	22	1,043
	Luampa	21	888
	Mulobezi	9	298
<b>Total</b>		<b>1,275</b>	<b>63,634</b>

### 2.3. Target Population

The target population consisted of all Public Early Childhood Education (ECE) centers in the chosen districts. A total of 3,392 centers across sixty-two districts were surveyed, following the survey design outlined in section 2.2.1. These centers included those operated by the government, community-run centers, and those receiving government aid. Refer to Table 2.2.



**Table 2.2 : Number of Public ECE Centers in Targeted Districts, 2023**

SN	Province	District	Number of ECE Centers
1	Central	Chibombo	98
2	Central	Luano	27
3	Central	Mumbwa	64
4	Central	Ngabwe	12
5	Central	Serenje	39
6	Copperbelt	Lufwanyama	123
7	Copperbelt	Masaiti	84
8	Copperbelt	Mpongwe	67
9	Eastern	Chadiza	59
10	Eastern	Chasefu	102
11	Eastern	Katete	105
12	Eastern	Lumezi	110
13	Eastern	Lundazi	64
14	Eastern	Lusangazi	34
15	Eastern	Mambwe	82
16	Eastern	Nyimba	61
17	Luapula	Chembe	22
18	Luapula	Chiengi	47
19	Luapula	Chifunabuli	43
20	Luapula	Kawambwa	78
21	Luapula	Lunga	13
22	Luapula	Milenge	35
23	Luapula	Mwansabombwe	29
24	Luapula	Nchelenge	44
25	Luapula	Samfya	44
26	Lusaka	Chongwe	55
27	Lusaka	Luangwa	20
28	Lusaka	Rufunsa	55
29	Muchinga	Chinsali	72
30	Muchinga	Isoka	38
31	Muchinga	Kanchibiya	44
32	Muchinga	Lavushimanda	25
33	Muchinga	Mafinga	69
34	Muchinga	Shiwang'andu	61
35	North Western	Chavuma	26
36	North Western	Ikelenge	25
37	North Western	Kabompo	81
38	North Western	Manyinga	19
39	North Western	Mufumbwe	28
40	North Western	Zambezi	16
41	Northern	Chilubi	15
42	Northern	Lunte	24
43	Northern	Lupososhi	32
44	Northern	Mpulungu	20
45	Northern	Mungwi	35
46	Northern	Senga Hill	42



**Table 2.2 : Number of Public ECE Centers in Targeted Districts, 2023**

SN	Province	District	Number of ECE Centers
47	Southern	Chilundu	39
48	Southern	Kalomo	165
49	Southern	Monze	150
50	Southern	Pemba	65
51	Southern	Sinazongwe	80
52	Southern	Zimba	73
53	Western	Kalabo	69
54	Western	Luampa	48
55	Western	Lukulu	48
56	Western	Mitete	34
57	Western	Mongu	76
58	Western	Mulobezi	55
59	Western	Nalolo	46
60	Western	Shangombo	72
61	Western	Sikongo	19
62	Western	Sioma	65
<b>Total Number of ECE Centers</b>			<b>3,392</b>

## 2.4. Data Collection and Analysis

### 2.4.1. Data Collection Methods and Instruments

A semi-structured questionnaire was used for data collection, developed based on the indicators in the Project Appraisal Document for the ZEEL project. Initially, the questionnaire was programmed into Kobotoolbox data collection software (v2022.4.4) but was later transferred to Survey CTO data collection software (version 2.80.2) due to challenges with Kobo. The software was then deployed onto tablets for data collection.

A training session for 124 enumerators was centrally conducted in Kabwe district for 5 days in February 2023. Following this, data collection was carried out by two enumerators in each district, consisting of an Assistant Statistical Officer (ASO) from the District Education Board (DEB) office and an ECE teacher from one of the ECE centers in the respective districts (refer to appendix 1). Targeted respondents at the ECE centers included center officials such as head teachers, deputy heads, senior teachers, and ECE class teachers. Enumerators visited ECE centers to collect the required data, entering responses directly onto the tablets and uploading them to the server using the internet. In instances where there was no internet access, responses were saved on the tablet's hard drive and later uploaded to the server once internet became available.

### 2.4.2. Data Analysis

The data that was uploaded to the server was downloaded and Microsoft Excel software was used for data validation and analysis.

The validation exercise involved imputation of missing data, cleaning of inconsistencies and errors in the data. Further, the data analysis process generated statistics in tables required for the various indicators in the baseline survey. The data analysis also took into account the requirements, in terms of statistics, for each indicator in the Project Appraisal Document.





# Chapter 3: THE STATUS OF EARLY CHILDHOOD EDUCATION (ECE) IN ZAMBIA

This chapter provides a detailed analysis of the current status of Early Childhood Education in the selected districts of Zambia, focusing on enrollments, staffing levels, and center characteristics. These characteristics include the number of centers, WASH facilities, availability of center furniture, presence of playground equipment, and the activity of Parent Centre Committees (PCC).

## 3.1. Percentage increase in enrollment of 3 to 6 year-old children in Public ECE Centers in Targeted Areas

This indicator measures the percentage change in enrollments of 3 to 6 year -old children in ECE centers in the sixty-two districts that were selected for the baseline survey. The indicator is calculated as follows:  $(c-b)/b*100$ , where **c** is the current enrollment and **b** is the baseline enrollment.

Table 3.1 provides the enrollment data for boys and girls in Early Childhood Education (ECE) centers across various districts in all the 10 provinces of Zambia. The data highlights the distribution of enrollments by sex and the total enrollments in each district.

SN	Province	District	Enrollments		
			Boys	Girls	Total
1	Central	Chibombo	1,520	1,764	3,284
2	Central	Luano	774	778	1,552
3	Central	Mumbwa	3,210	3,429	6,639
4	Central	Ngabwe	175	209	384
5	Central	Serenje	527	641	1,168
6	Copperbelt	Lufwanyama	2,807	3,080	5,887
7	Copperbelt	Masaiti	1,934	2,143	4,077
8	Copperbelt	Mpongwe	1,532	1,704	3,236
9	Eastern	Chadiza	1,425	2,084	3,509
10	Eastern	Chasefu	2,996	3,204	6,200
11	Eastern	Katete	3,589	4,799	8,388
12	Eastern	Lumezi	3,173	3,412	6,585
13	Eastern	Lundazi	2,301	2,384	4,685
14	Eastern	Lusangazi	736	782	1,518
15	Eastern	Mambwe	2,269	2,408	4,677
16	Eastern	Nyimba	1,518	1,717	3,235
17	Luapula	Chembe	781	883	1,664
18	Luapula	Chienge	1,933	2,124	4,057
19	Luapula	Chifunabuli	1,278	1,508	2,786
20	Luapula	Kawambwa	2,541	2,672	5,213
21	Luapula	Lunga	538	520	1,058
22	Luapula	Milenge	1,019	1,135	2,154
23	Luapula	Mwansabombwe	1,243	1,457	2,700
24	Luapula	Nchelenge	2,157	2,364	4,521
25	Luapula	Samfya	1,787	1,996	3,783
26	Lusaka	Chongwe	2,335	2,469	4,804



**Table 3.1: Enrollments by Sex**

SN	Province	District	Enrollments		
			Boys	Girls	Total
27	Lusaka	Luangwa	490	560	1,050
28	Lusaka	Rufunsa	1,501	1,510	3,011
29	Muchinga	Chinsali	1,804	2,052	3,856
30	Muchinga	Isoka	1,106	1,215	2,321
31	Muchinga	Kanchibiya	1,019	1,084	2,103
32	Muchinga	Lavushimanda	793	745	1,538
33	Muchinga	Mafinga	2,242	2,294	4,536
34	Muchinga	Shiwang'andu	1,527	1,575	3,102
35	North Western	Chavuma	653	749	1,402
36	North Western	Ikelenge	749	788	1,537
37	North Western	Kabompo	995	5,255	6,250
38	North Western	Manyinga	565	598	1,163
39	North Western	Mufumbwe	788	971	1,759
40	North Western	Zambezi	1,022	1,009	2,031
41	Northern	Chilubi	568	590	1,158
42	Northern	Lunte	709	756	1,465
43	Northern	Lupososhi	689	815	1,504
44	Northern	Mpulungu	1,753	1,788	3,541
45	Northern	Mungwi	858	965	1,823
46	Northern	Senga Hill	1,185	1,248	2,433
47	Southern	Chilundu	1,017	988	2,005
48	Southern	Kalomo	4,884	5,193	10,077
49	Southern	Monze	4,613	4,893	9,506
50	Southern	Pemba	1,897	1,937	3,834
51	Southern	Sinazongwe	2,616	2,729	5,345
52	Southern	Zimba	2,249	2,412	4,661
53	Western	Kalabo	1,325	1,414	2,739
54	Western	Luampa	993	1,015	2,008
55	Western	Lukulu	1,212	1,332	2,544
56	Western	Mitete	564	631	1,195
57	Western	Mongu	1,900	2,068	3,968
58	Western	Mulobezi	686	792	1,478
59	Western	Nalolo	961	1,090	2,051
60	Western	Shangombo	1,395	1,590	2,985
61	Western	Sikongo	347	389	736
62	Western	Sioma	2,094	2,181	4,275
<b>Grand Total</b>			<b>95,867</b>	<b>108,887</b>	<b>204,754</b>

The total enrollment across all districts was 204,754 students, with 95,867 boys and 108,887 girls. There were more girls (108,887) enrolled compared to boys (95,867), indicating a sex ratio of approximately 0.88 boys to every girl.

Most districts showed a higher enrollment of girls compared to boys. This trend was consistent across nearly all provinces, with notable exceptions like Lavushimanda in Muchinga and Chilundu in Southern Province, where boys slightly outnumbered girls. The district of Kabompo in North Western Province showed a particularly large disparity with significantly more girls (5,255) than boys (995).



Districts like Kalomo (10,077), Katete (8,388), and Monze (9,506) showed notably high enrollment numbers, indicating a strong emphasis on ECE in these areas. Districts such as Ngabwe (384), Sikongo (736), and Lunga (1,058) had relatively low enrollment figures, suggesting potential areas for targeted intervention to improve ECE access.

The enrollment data indicates that while there is a commendable overall participation in ECE across the selected districts, certain areas, particularly those with lower enrollments, may benefit from enhanced support and resources. The sex distribution favors girls, reflecting potential societal or cultural trends that promote female education at the early childhood level. Further analysis could explore the underlying factors contributing to these trends and guide policy decisions to ensure balanced and increased enrollment in all districts.

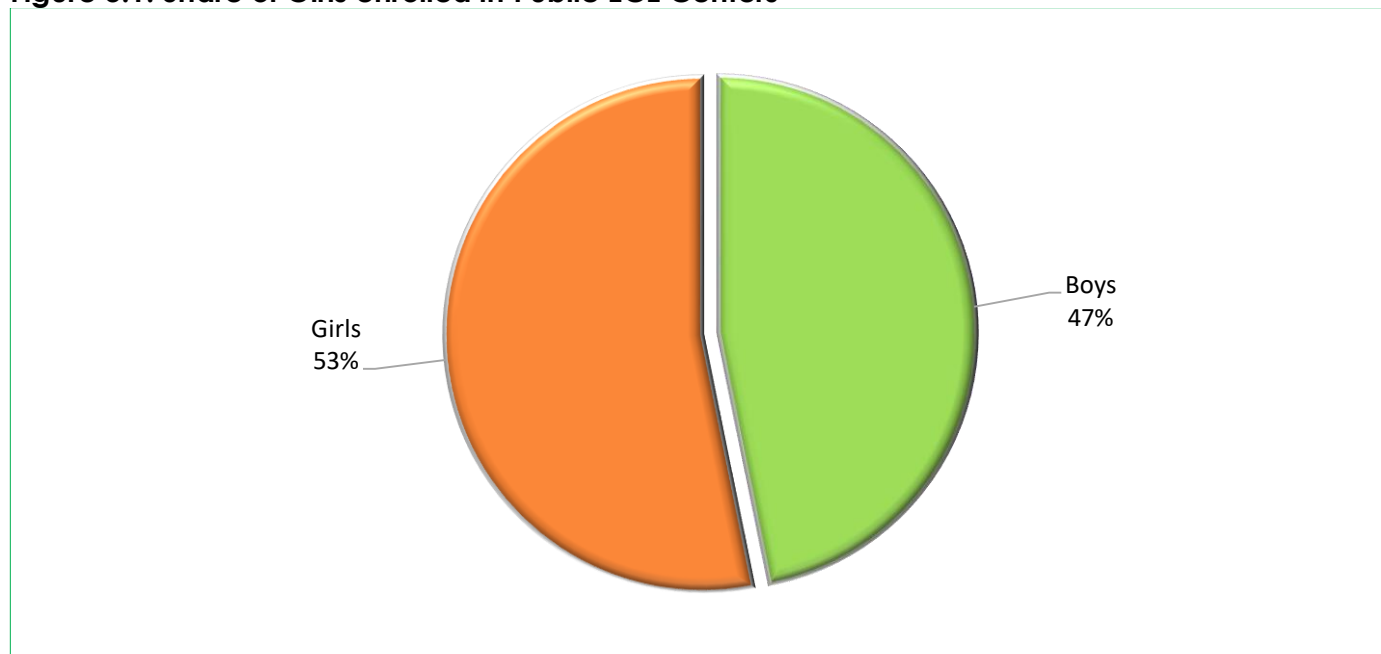
### 3.2. Share of girls in the total 3-6 year-old children enrolled in public ECE centers in targeted areas (Percentage)

This indicator measures the percentage share of girls that have been enrolled in the ECE centers in surveyed districts.

Figure 3.1 illustrates the share of enrollments in Early Childhood Education (ECE) by sex across the selected districts in Zambia.

In terms of sex distribution, girls accounted for 53 of the total enrollments, with 108,887 girls enrolled. Boys made up 47 of the enrollments, totaling 95,867 boys. This indicates a higher participation rate for girls in ECE compared to boys.

**Figure 3.1: Share of Girls enrolled in Public ECE Centers**



The enrollment of girls surpassed that of boys by 6, demonstrating a noticeable sex gap favoring girls. This higher enrollment rate for girls may reflect successful efforts to promote female education at the early childhood level and could be influenced by cultural or societal factors encouraging more girls to attend ECE centers compared to boys.



While the increased enrollment of girls is positive, it is also crucial to ensure that boys are equally encouraged and supported to participate in ECE. Understanding the reasons behind this gender disparity can help develop targeted interventions to balance the enrollment rates.

Figure 3.1 illustrates the sex distribution in ECE enrollments, highlighting that girls are more likely to be enrolled in ECE centers than boys. This trend can inform future educational policies and initiatives aimed at achieving sex parity in early childhood education.

### 3.3. Percentage of active Parent Centre Committees (PCC) in Targeted Areas

The Parent Centre Committee is a school-level committee tasked with overseeing the welfare of the early childhood center. Its roles and responsibilities are clearly outlined in the PCC guidelines and manuals. Data for this indicator was collected during the baseline survey by asking ECE centers if they had active PCCs.

Table 3.2 presents data on the presence of active Parent Centre Committees in Early Childhood Education (ECE) centers across various districts and provinces.

SN	Province	District	Total number of Centers in district	Centers with Active PCC	Percent (%) of centers with Active PCC
1	Central	Chibombo	98	0	0
2	Central	Luano	27	0	0
3	Central	Mumbwa	64	0	0
4	Central	Ngabwe	12	0	0
5	Central	Serenje	39	0	0
6	Copperbelt	Lufwanyama	123	0	0
7	Copperbelt	Masaiti	84	84	100
8	Copperbelt	Mpongwe	67	67	100
9	Eastern	Chadiza	59	59	100
10	Eastern	Chasefu	102	102	100
11	Eastern	Katete	105	105	100
12	Eastern	Lumezi	110	50	45
13	Eastern	Lundazi	64	64	100
14	Eastern	Lusangazi	34	34	100
15	Eastern	Mambwe	82	0	0
16	Eastern	Nyimba	61	0	0
17	Luapula	Chembe	22	0	0
18	Luapula	Chienge	47	2	4
19	Luapula	Chifunabuli	43	0	0
20	Luapula	Kawambwa	78	0	0
21	Luapula	Lunga	13	0	0
22	Luapula	Milenge	35	3	9
23	Luapula	Mwansabombwe	29	0	0
24	Luapula	Nchelenge	44	30	68
25	Luapula	Samfya	44	0	0
26	Lusaka	Chongwe	55	0	0
27	Lusaka	Luangwa	20	20	100
28	Lusaka	Rufunsa	55	55	100
29	Muchinga	Chinsali	72	0	0



**Table 3.2: Count and percent of ECE Centers with Active PCC**

SN	Province	District	Total number of Centers in district	Centers with Active PCC	Percent (%) of centers with Active PCC
30	Muchinga	Isoka	38	0	0
31	Muchinga	Kanchibiya	44	44	100
32	Muchinga	Lavushimanda	25	25	100
33	Muchinga	Mafinga	69	0	0
34	Muchinga	Shiwang'andu	61	0	0
35	North Western	Chavuma	26	26	100
36	North Western	Ikelenge	25	0	0
37	North Western	Kabompo	81	0	0
38	North Western	Manyinga	19	19	100
39	North Western	Mufumbwe	28	28	100
40	North Western	Zambezi	16	0	0
41	Northern	Chilubi	15	15	100
42	Northern	Lunte	24	24	100
43	Northern	Lupososhi	32	32	100
44	Northern	Mpulungu	20	20	100
45	Northern	Mungwi	35	10	29
46	Northern	Senga Hill	42	0	0
47	Southern	Chilundu	39	1	3
48	Southern	Kalomo	165	55	33
49	Southern	Monze	150	47	31
50	Southern	Pemba	65	0	0
51	Southern	Sinazongwe	80	59	74
52	Southern	Zimba	73	73	100
53	Western	Kalabo	69	0	0
54	Western	Luampa	48	48	100
55	Western	Lukulu	48	2	4
56	Western	Mitete	34	1	3
57	Western	Mongu	76	10	13
58	Western	Mulobezi	55	55	100
59	Western	Nalolo	46	0	0
60	Western	Shangombo	72	0	0
61	Western	Sikongo	19	8	42
62	Western	Sioma	65	22	34
<b>Grand Total</b>			<b>3,392</b>	<b>1,299</b>	<b>38</b>

From a total of 3,392 centers that were surveyed, 1,299 centers had active PCCs, representing 38 overall. There was a significant disparity in PCC activity across provinces and districts, with some districts achieving 100 active PCC implementation and others showing complete inactivity (0). Regions with 0 active PCCs require targeted interventions to establish and activate committees.

Understanding the factors behind the success in certain districts can help replicate these results in less active areas. Local governance, community involvement, and support from education authorities likely influenced PCC activity levels, along with cultural and socioeconomic differences. The data indicates a need for focused efforts in specific regions to achieve uniform PCC activity. Policies should address the challenges in districts with low or no active PCCs and leverage successful models from high-performing areas. The results highlight the uneven distribution of active PCCs in



ECE centers and underscore the need for targeted strategies to ensure widespread and effective parental involvement in early childhood education governance.

### 3.4. Proportion of Public ECE Centers in targeted Areas with WASH Facilities

This indicator assesses the change in the percentage of Early Childhood Education (ECE) centers equipped with age-appropriate Water, Sanitation, and Health (WASH) facilities. The baseline survey aimed to identify the proportion of WASH-equipped public ECE centers in specified areas.

Table 3.3 illustrates the distribution of ECE Centers concerning WASH facility availability. The analysis encompasses 3,392 ECE Centers, of which 1,507 had WASH facilities.

SN	Province	District	Total	Centers with WASH Facilities	Percent (%) of centers with WASH facilities
1	Central	Chibombo	98	36	37
2	Central	Luano	27	27	100
3	Central	Mumbwa	64	55	86
4	Central	Ngabwe	12	0	0
5	Central	Serenje	39	29	74
6	Copperbelt	Lufwanyama	123	1	1
7	Copperbelt	Masaiti	84	84	100
8	Copperbelt	Mpongwe	67	0	0
9	Eastern	Chadiza	59	0	0
10	Eastern	Chasefu	102	62	61
11	Eastern	Katete	105	8	8
12	Eastern	Lumezi	110	0	0
13	Eastern	Lundazi	64	0	0
14	Eastern	Lusangazi	34	0	0
15	Eastern	Mambwe	82	0	0
16	Eastern	Nyimba	61	61	100
17	Luapula	Chembe	22	0	0
18	Luapula	Chienge	47	47	100
19	Luapula	Chifunabuli	43	0	0
20	Luapula	Kawambwa	78	78	100
21	Luapula	Lunga	13	13	100
22	Luapula	Milenge	35	10	29
23	Luapula	Mwansabombwe	29	0	0
24	Luapula	Nchelenge	44	44	100
25	Luapula	Samfya	44	0	0
26	Lusaka	Chongwe	55	2	4
27	Lusaka	Luangwa	20	20	100
28	Lusaka	Rufunsa	55	3	5
29	Muchinga	Chinsali	72	72	100
30	Muchinga	Isoka	38	38	100
31	Muchinga	Kanchibiya	44	0	0
32	Muchinga	Lavushimanda	25	25	100
33	Muchinga	Mafinga	69	63	91
34	Muchinga	Shiwang'andu	61	61	100



**Table 3.3: Distribution of ECE Centers by Availability of WASH Facilities**

SN	Province	District	Total	Centers with WASH Facilities	Percent (%) of centers with WASH facilities
35	North Western	Chavuma	26	26	100
36	North Western	Ikelenge	25	0	0
37	North Western	Kabompo	81	34	42
38	North Western	Manyinga	19	19	100
39	North Western	Mufumbwe	28	28	100
40	North Western	Zambezi	16	0	0
41	Northern	Chilubi	15	0	0
42	Northern	Lunte	24	17	71
43	Northern	Lupososhi	32	0	0
44	Northern	Mpulungu	20	0	0
45	Northern	Mungwi	35	0	0
46	Northern	Senga Hill	42	2	5
47	Southern	Chilundu	39	7	18
48	Southern	Kalomo	165	0	0
49	Southern	Monze	150	150	100
50	Southern	Pemba	65	49	75
51	Southern	Sinazongwe	80	79	99
52	Southern	Zimba	73	73	100
53	Western	Kalabo	69	0	0
54	Western	Luampa	48	23	48
55	Western	Lukulu	48	0	0
56	Western	Mitete	34	34	100
57	Western	Mongu	76	5	7
58	Western	Mulobezi	55	55	100
59	Western	Nalolo	46	46	100
60	Western	Shangombo	72	3	4
61	Western	Sikongo	19	0	0
62	Western	Sioma	65	18	28
<b>Grand Total</b>			<b>3,392</b>	<b>1,507</b>	<b>44</b>

The data analysis reveals disparities in WASH facility availability among provinces and districts within ECE Centers. While some districts enjoy extensive coverage, others lack such facilities entirely, highlighting an unequal distribution and limited access to crucial amenities. Overall, only 44 of ECE Centers are equipped with WASH facilities, signaling a pressing need to enhance basic hygiene and sanitation standards across these centers.

To address these gaps, targeted interventions are essential in districts with insufficient WASH coverage. The ZEEL project should prioritize the provision of WASH facilities in ECE Centers, ensuring a conducive and healthy learning environment for children. Continuous monitoring and evaluation will be crucial in tracking progress and overcoming challenges to achieve universal access to WASH facilities in all ECE Centers.



### 3.5. Proportion of Public ECE Centers in Targeted Areas with Furniture and Playground Equipment

The analysis of this indicator revealed that there were significant disparities in the availability of furniture and playground equipment among public Early Childhood Education centers in targeted areas. The indicator specifically measures the percentage change in the proportion of public ECE centers equipped with age-appropriate furniture, including tables and chairs, as well as playground equipment such as see-saws, merry-go-rounds, sand dunes, goal posts and netball posts for learners.

Table 3.4 provides a detailed breakdown of the distribution of ECE Centers based on the availability of furniture and playground equipment.

SN	Province	District	Total Number of Centers	Furniture		Equipment	
				Number	Percent	Number	Percent
1	Central	Chibombo	98	36	37	36	37
2	Central	Luano	27	3	11	3	11
3	Central	Mumbwa	64	55	86	55	86
4	Central	Ngabwe	12	0	0	0	0
5	Central	Serenje	39	29	74	29	74
6	Copperbelt	Lufwanyama	123	32	26	0	0
7	Copperbelt	Masaiti	84	3	4	0	0
8	Copperbelt	Mpongwe	67	2	3	0	0
9	Eastern	Chadiza	59	0	0	0	0
10	Eastern	Chasefu	102	0	0	65	64
11	Eastern	Katete	105	15	14	15	14
12	Eastern	Lumezi	110	13	12	13	12
13	Eastern	Lundazi	64	5	8	8	13
14	Eastern	Lusangazi	34	0	0	0	0
15	Eastern	Mambwe	82	36	44	0	0
16	Eastern	Nyimba	61	3	5	0	0
17	Luapula	Chembe	22	0	0	0	0
18	Luapula	Chiengi	47	8	17	2	4
19	Luapula	Chifunabuli	43	1	2	0	0
20	Luapula	Kawambwa	78	2	3	1	1
21	Luapula	Lunga	13	0	0	0	0
22	Luapula	Milenge	35	7	20	3	9
23	Luapula	Mwansabombwe	29	0	0	0	0
24	Luapula	Nchelenge	44	11	25	13	30
25	Luapula	Samfya	44	0	0	0	0
26	Lusaka	Chongwe	55	2	4	5	9
27	Lusaka	Luangwa	20	20	100	19	95
28	Lusaka	Rufunsa	55	9	16	3	5
29	Muchinga	Chinsali	72	0	0	0	0
30	Muchinga	Isoka	38	6	16	0	0
31	Muchinga	Kanchibiya	44	0	0	0	0
32	Muchinga	Lavushimanda	25	0	0	0	0
33	Muchinga	Mafinga	69	3	4	5	7
34	Muchinga	Shiwang'andu	61	0	0	0	0





**Table 3.4: Distribution of ECE Centers by Availability of Furniture and Playground Equipment**

SN	Province	District	Total Number of Centers	Furniture		Equipment	
				Number	Percent	Number	Percent
35	North Western	Chavuma	26	11	42	12	46
36	North Western	Ikelenge	25	0	0	0	0
37	North Western	Kabompo	81	34	42	34	42
38	North Western	Manyinga	19	19	100	19	100
39	North Western	Mufumbwe	28	28	100	28	100
40	North Western	Zambezi	16	10	63	1	6
41	Northern	Chilubi	15	6	40	0	0
42	Northern	Lunte	24	18	75	3	13
43	Northern	Lupososhi	32	0	0	0	0
44	Northern	Mpulungu	20	4	20	0	0
45	Northern	Mungwi	35	4	11	4	11
46	Northern	Senga Hill	42	2	5	3	7
47	Southern	Chilundu	39	23	59	5	13
48	Southern	Kalomo	165	26	16	0	0
49	Southern	Monze	150	17	11	150	100
50	Southern	Pemba	65	0	0	0	0
51	Southern	Sinazongwe	80	1	1	1	1
52	Southern	Zimba	73	1	1	2	3
53	Western	Kalabo	69	46	67	15	22
54	Western	Luampa	48	8	17	7	15
55	Western	Lukulu	48	13	27	4	8
56	Western	Mitete	34	5	15	0	0
57	Western	Mongu	76	6	8	0	0
58	Western	Mulobezi	55	0	0	0	0
59	Western	Nalolo	46	14	30	3	7
60	Western	Shangombo	72	8	11	7	10
61	Western	Sikongo	19	3	16	1	5
62	Western	Sioma	65	14	22	12	18
<b>Grand Total</b>			<b>3,392</b>	<b>622</b>	<b>18</b>	<b>586</b>	<b>17</b>

Out of a total of 3,392 ECE Centers analyzed, only 622 centers (18) had age-appropriate furniture. Similarly, 586 centers (17) had playground equipment suitable for learners.

This data indicates a substantial deficit in playgrounds and equipment across all centers, impacting the developmental milestones that learners can achieve. Play is crucial during early childhood, contributing significantly to a child's overall development, accounting for sixty percent of their developmental milestones during this stage. Therefore, the provision of playgrounds and equipment is a matter of urgency to support holistic learning experiences.

The analysis underscores the need for targeted interventions to address the lack of furniture and playground equipment in districts with low coverage. The ZEEL project should prioritize the provision of these resources in ECE Centers to create a conducive learning environment that supports the comprehensive development of children. Continuous monitoring and evaluation are important to track progress and ensure the fulfillment of these essential requirements in all ECE Centers.



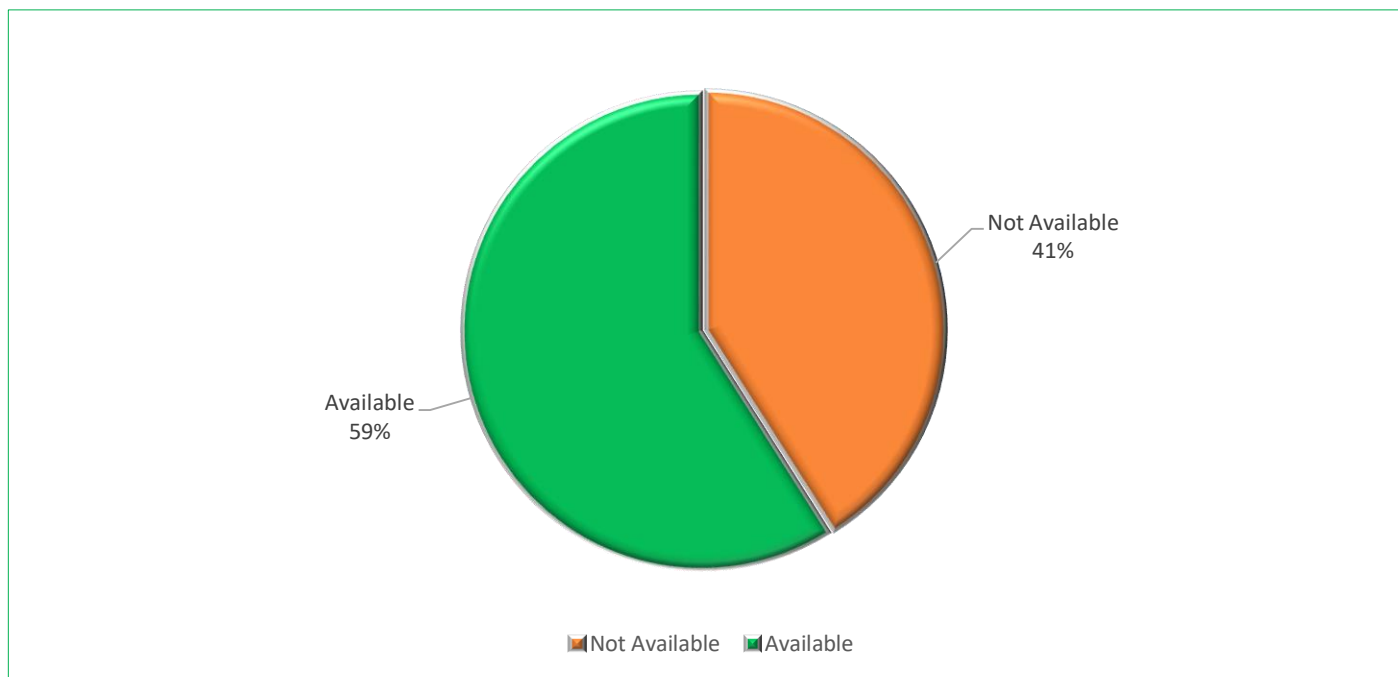
### 3.6. Proportion of public ECE Centres equipped with Basic Learning Materials

This indicator measures the percentage change in the proportion of Public ECE Centers equipped with basic learning materials. The questionnaire requested for availability of learning materials such as toys, story books, charts and pictures. However, the requirement for the baseline survey was to establish the proportion of public ECE centers in targeted areas with basic learning materials and not the percentage change.

Figure 3.2 illustrates the distribution of public ECE centers equipped with basic learning materials. Among the total 3,392 centers surveyed, 1,994 centers (59) had teaching and learning materials available, while 1,398 centers (41) did not possess these essential resources.

The data highlights a notable proportion (59) of public ECE centers with access to basic learning materials, indicating a moderate level of provision. However, the significant portion (41) of centers lacking these materials underscores a substantial gap in resource availability across the surveyed centers.

**Figure 3.2: Proportion of Schools with adequate Teaching and Learning Materials**



Centers equipped with adequate teaching and learning materials are better positioned to deliver quality education and engage children effectively in learning experiences. Conversely, the absence of basic learning materials can impede the learning process, restrict educational opportunities, and potentially diminish the quality of early childhood education.

These findings emphasize the critical need for targeted interventions to address the resource gap among public ECE centers. Efforts by ZEEL should concentrate on providing essential support, resources, and training to centers that currently lack basic learning materials, ensuring equitable access to quality education for all children.

The data provided serves as a foundational reference for monitoring progress over time. Continuous monitoring and evaluation are vital to track improvements in the proportion of centers with sufficient teaching and learning materials.



In light of these insights, there is a clear call for policies and initiatives aimed at enhancing resource provision in public ECE centers, underlining the significance of basic learning materials for early childhood development. While a notable proportion of centers have access to these materials, there is ongoing work required to ensure that all centers are adequately equipped. Targeted interventions, ongoing monitoring, and supportive policies play a crucial role in closing the resource gap and enhancing the overall quality of early childhood education.

### 3.7. Percentage of Public ECE Centers meeting Minimum Staffing Standards in Targeted Areas

Table 3.5 provides data on the percentage of public ECE centers meeting minimum staffing standards in targeted areas. This indicator assesses the percentage change in the proportion of Public ECE Centers that meet the minimum staffing standards, particularly focusing on pupil-teacher ratios. The benchmark for early childhood education is set at 25 to 1 pupil-teacher ratio. However, only 7.4 of the centers meet this minimum staffing standard.

SN	Province	District	Number of Teachers	Number of Learners	Pupil Teacher Ratio	District Meeting Standard
1	Central	Chibombo	196	3,284	17	Yes
2	Central	Luano	54	1,552	29	No
3	Central	Mumbwa	128	6,639	52	No
4	Central	Ngabwe	24	384	16	Yes
5	Central	Serenje	78	1,168	15	Yes
6	Copperbelt	Lufwanyama	246	5,887	24	Yes
7	Copperbelt	Masaiti	168	4,077	24	Yes
8	Copperbelt	Mpongwe	134	3,236	24	Yes
9	Eastern	Chadiza	118	3,509	30	No
10	Eastern	Chasefu	204	6,200	30	No
11	Eastern	Katete	210	8,388	40	No
12	Eastern	Lumezi	220	6,585	30	No
13	Eastern	Lundazi	128	4,685	37	No
14	Eastern	Lusangazi	68	1,518	22	Yes
15	Eastern	Mambwe	164	4,677	29	No
16	Eastern	Nyimba	122	3,235	27	No
17	Luapula	Chembe	44	1,664	38	No
18	Luapula	Chiengi	94	4,057	43	No
19	Luapula	Chifunabuli	86	2,786	32	No
20	Luapula	Kawambwa	156	5,213	33	No
21	Luapula	Lunga	26	1,058	41	No
22	Luapula	Milenge	70	2,154	31	No
23	Luapula	Mwansabombwe	58	2,700	47	No
24	Luapula	Nchelenge	88	4,521	51	No
25	Luapula	Samfya	88	3,783	43	No
26	Lusaka	Chongwe	110	4,804	44	No
27	Lusaka	Luangwa	40	1,050	26	No
28	Lusaka	Rufunsa	110	3,011	27	No
29	Muchinga	Chinsali	144	3,856	27	No
30	Muchinga	Isoka	76	2,321	31	No
31	Muchinga	Kanchibiya	88	2,103	24	Yes



**Table 3.5: Distribution of ECE Centers Meeting Minimum Staffing Standards**

SN	Province	District	Number of Teachers	Number of Learners	Pupil Teacher Ratio	District Meeting Standard
32	Muchinga	Lavushimanda	50	1,538	31	No
33	Muchinga	Mafinga	138	4,536	33	No
34	Muchinga	Shiwang'andu	122	3,102	25	Yes
35	North Western	Chavuma	52	1,402	27	No
36	North Western	Ikelenge	50	1,537	31	No
37	North Western	Kabompo	162	6,250	39	No
38	North Western	Manyinga	38	1,163	31	No
39	North Western	Mufumbwe	56	1,759	31	No
40	North Western	Zambezi	32	2,031	63	No
41	Northern	Chilubi	30	1,158	39	No
42	Northern	Lunte	48	1,465	31	No
43	Northern	Lupososhi	64	1,504	24	Yes
44	Northern	Mpulungu	40	3,541	89	No
45	Northern	Mungwi	70	1,823	26	No
46	Northern	Senga Hill	84	2,433	29	No
47	Southern	Chilundu	78	2,005	26	No
48	Southern	Kalomo	330	10,077	31	No
49	Southern	Monze	300	9,506	32	No
50	Southern	Pemba	130	3,834	29	No
51	Southern	Sinazongwe	160	5,345	33	No
52	Southern	Zimba	146	4,661	32	No
53	Western	Kalabo	138	2,739	20	Yes
54	Western	Luampa	96	2,008	21	Yes
55	Western	Lukulu	96	2,544	27	No
56	Western	Mitete	68	1,195	18	Yes
57	Western	Mongu	152	3,968	26	No
58	Western	Mulobezi	110	1,478	13	Yes
59	Western	Nalolo	92	2,051	22	Yes
60	Western	Shangombo	144	2,985	21	Yes
61	Western	Sikongo	38	736	19	Yes
62	Western	Sioma	130	4,275	33	No
<b>Grand Total</b>			<b>6,784</b>	<b>204,754</b>	<b>30</b>	<b>No</b>

The data reveals that the observed pupil-teacher ratios varied significantly, ranging from a minimum of 15 to 1 to a maximum of 89 to 1 across the surveyed centers. This disparity indicates a lack of uniformity in staffing levels and raises concerns about the adequacy of human resources in providing quality education.

Analyzing the distribution by district, several key observations can be made. In districts like Chibombo, Lufwanyama, and Lundazi, some centers meet the minimum staffing standards, while others fall short. Conversely, districts such as Luano, Chasefu, and Mpulungu had a higher prevalence of centers not meeting the minimum staffing standards. The average pupil-teacher ratio across the 62 districts was 30 to 1, which exceeds the recommended ratio for early childhood education.



The data underscores the critical need to address staffing deficiencies in public ECE centers. Targeted interventions are necessary to ensure that all centers meet the minimum staffing standards, particularly by reducing pupil-teacher ratios to enhance the quality of education delivery. Additionally, continuous monitoring and evaluation are essential to track progress and identify areas requiring immediate attention. Policy initiatives aimed at improving staffing levels and allocating resources effectively are vital for ensuring that public ECE centers can provide quality education and support the development of young learners.



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## Chapter 4: TARGETING OF INTERVENTION DISTRICTS

The Zambia Enhancing Early Learning Project aims to establish ECE hubs and satellite centers in 45 districts across the country. The selection of these 45 districts was determined by analyzing data related to two critical factors: Enrollments per center and poverty levels. The selection process involved two stages, with the first stage resulting in the identification of 28 districts. Subsequently, the remaining 17 districts were chosen in the second round of selection using the baseline data from this report. The complete listing of selected target districts are shown in Annex 1.



## Chapter 5: RECOMMENDATIONS

Based on the survey findings, it is recommended to:

### (i) **Improve Data Collection and Utilization**

- Establish a continuous data collection system to effectively monitor ECE indicators.
- Use data analytics to identify trends and make data-driven decisions for ECE enhancements.
- Ensure data accessibility for all stakeholders to foster transparency and collaboration.

### (ii) **Enhance Infrastructure and Resources**

- Prioritize the provision of essential infrastructure such as WASH facilities, furniture, and playground equipment in ECE centers, particularly in underserved districts.
- Develop a phased approach to equip all ECE centers with necessary learning materials, ensuring consistency across districts.
- Secure additional funding and partnerships to address the resource gaps in ECE centers.

### (iii) **Strengthen Teacher Training and Staffing**

- Implement targeted recruitment and training programs to meet the minimum staffing standards, particularly focusing on reducing pupil-teacher ratios.
- Provide continuous professional development opportunities for ECE teachers to enhance their skills and teaching methodologies.
- Introduce incentive programs to attract and retain qualified teachers in remote and underserved areas.

### (iv) **Promote Gender Parity and Inclusivity**

- Develop and implement strategies to encourage equal participation of boys in ECE, addressing any cultural or societal barriers.
- Conduct further analysis to understand the gender disparity trends and tailor interventions accordingly.
- Ensure that ECE programs are inclusive and cater to the needs of children with disabilities or special needs.

### (v) **Enhance Community and Parental Engagement**

- Strengthen the role of Parent Centre Committees (PCCs) by providing training and resources to enhance their effectiveness.



- Foster strong community involvement in ECE initiatives to create a supportive environment for early learning.
- Develop awareness campaigns to highlight the importance of early childhood education and parental involvement.

**(vi) Focus on Quality Assurance and Standards**

- Establish and enforce National Quality Standards (NQS) across all ECE centers to ensure uniformity in quality education delivery.
- Conduct regular assessments and audits of ECE centers to ensure compliance with NQS.
- Develop a feedback mechanism for continuous improvement, incorporating inputs from teachers, parents, and community members.

**(vii) Policy Development and Advocacy**

- Advocate for policies that prioritize early childhood education in national and local government agendas.
- Engage with policymakers to ensure sustained investment and support for ECE initiatives.
- Foster partnerships with NGOs, international organizations, and the private sector to advocate for and support ECE programs.

**(viii) Monitoring and Evaluation**

- Establish a robust monitoring and evaluation framework to track the progress and impact of ECE interventions.
- Use baseline survey findings as benchmarks for evaluating the effectiveness of ongoing and future projects.
- Regularly update and disseminate evaluation results to stakeholders to inform policy adjustments and strategic planning.





## Chapter 6: LIMITATIONS

- (i) Conducting the survey during the rainy season posed significant challenges, as many roads and water bodies were impassable, leading to delays in data collection. Future surveys should avoid the rainy season to ensure smoother operations.
- (ii) Frequent fluctuations in fuel prices impacted the execution of the survey. Budgeting was done when fuel prices were lower, but by the time activities were carried out, prices had increased, affecting overall costs and logistics.
- (iii) The vastness of some districts required data collectors to spend the night before returning to the DEBS or PEO office. There is a need for special travel allowances for officers within these districts, justified by the difficulty of accessing certain areas.



## Chapter 7: CONCLUSION

The findings from the Baseline Survey on Early Childhood Education in Zambia provide critical insights into the current status of ECE across selected districts, emphasizing areas of progress and highlighting key challenges. The survey, conducted as part of the Zambia Enhancing Early Learning (ZEEL) Project, serves as a foundational reference for monitoring project performance and guiding targeted interventions to enhance the quality and accessibility of early childhood education.

The enrollment data indicates commendable overall participation in ECE, with a notable sex disparity favoring girls. While efforts to promote female education are evident, there's a need to ensure balanced enrollment rates for both sexes through targeted interventions and policy adjustments.

The significant disparity in PCC activity across provinces and districts underscores the importance of focused efforts to establish and activate committees, enhancing parental involvement in ECE governance. Factors influencing PCC activity levels, such as local governance and community involvement, should be leveraged to achieve uniform PCC activity.

Disparities in the availability of WASH facilities, furniture, playground equipment, and basic learning materials highlight the need for targeted interventions to address resource gaps. Ensuring that all ECE centers meet minimum staffing standards is crucial for delivering quality education and supporting holistic child development.

The survey outcomes provide empirical evidence for informed policy decisions aimed at enhancing equitable access and the quality of learning environments in early childhood education. Continuous monitoring, evaluation, and supportive policies are essential for closing resource gaps, improving staffing levels, and achieving the project objectives outlined in the ZEEL framework.

Ultimately, the baseline survey findings serve as a roadmap for ongoing efforts to strengthen ECE in Zambia, aligning with national development goals and ensuring that every child receives a quality early childhood education experience. Targeted strategies, stakeholder collaboration, and evidence-based policymaking will be instrumental in achieving sustainable improvements in ECE outcomes and fostering the holistic development of young learners.



## ANNEXES

Annex 1: List of 45 Districts to implement ZEEL intervention		
SN	PROVINCE	District
1	Central	Ngabwe
2	Copperbelt	Lufwanyama
3	Eastern	Chadiza
4	Eastern	Chasefu
5	Eastern	Katete
6	Eastern	Lusangazi
7	Eastern	Nyimba
8	Eastern	Lundazi
9	Eastern	Lumezi
10	Eastern	Mambwe
11	Luapula	Chiengi
12	Luapula	Lunga
13	Luapula	Nchelenge
14	Luapula	Samfya
15	Luapula	Mwansabombwe
16	Luapula	Chembe
17	Luapula	Chifunabuli
18	Luapula	Milenge
19	Luapula	Kawambwa
20	Lusaka	Luangwa
21	Muchinga	Isoka
22	Muchinga	Lavushimanda
23	Muchinga	Mafinga
24	Muchinga	Shiwang'andu
25	Muchinga	Chinsali
26	Muchinga	Kanchibiya
27	Northern	Chilubi
28	Northern	Lunte
29	Northern	Mpulungu
30	Northern	Mungwi
31	Northern	Senga
32	Northern	Lupososhi
33	North-Western	Chavuma
34	North-Western	Kabompo
35	North-Western	Mufumbwe
36	North-Western	Zambezi
37	North-Western	Manyinga
38	Southern	Pemba
39	Western	Lukulu
40	Western	Nalolo
41	Western	Shang'ombo
42	Western	Sioma
43	Western	Sikongo
44	Western	Luampa
45	Western	Mitete



Annex 2: List of Enumerators		
SN	Name	Position
1	Reynold Mweni Chola	Provincial Statistician
2	George Gondwe M	Assistant Statistical Officer
3	Musonda Brenda	Teacher
4	Clarence Chipulu Mutiti	Assistant Statistical Officer
5	Chiyobeka Ireen	Teacher
6	Sydney Chumbula	Assistant Statistical Officer
7	Chitambala Phebbly	Teacher
8	Ronald Msaika	Assistant Statistical Officer
9	Mbewe Casandra	Teacher
10	Nswana Nathan Kaunda	Assistant Statistical Officer
11	Chibombo District	Teacher
12	Kavuyi Wanki	Provincial Statistician
13	Muleya Jimmy Hayongo	Assistant Statistical Officer
14	Mwema Cynthia	Teacher
15	Chilamo Justin	Assistant Statistical Officer
16	Musonda Luckness	Teacher
17	Bwalya Peter	Assistant Statistical Officer
18	Chishala Mildred	Teacher
19	Titus Miti	Provincial Statistician
20	Mathias Zimba	Assistant Statistical Officer
21	Mwale Ganizani	Teacher
22	Adamson Mwale	Assistant Statistical Officer
23	Mubanga C Bridget	Teacher
24	Reuben Kaunda	Assistant Statistical Officer
25	Chilumbu Genaria	Teacher
26	Richard Kolala	Assistant Statistical Officer
27	Sianjalika Nabubala	Teacher
28	Chanda Brian	Assistant Statistical Officer
29	Mwewa Haggai Daniel	Teacher
30	James Phiri	Assistant Statistical Officer
31	Sibongani Woodgate	Teacher
32	Nelson Daka	Assistant Statistical Officer
33	Mwanza Mavise Febby	Teacher
34	Masuzyo Longwe	Assistant Statistical Officer
35	Bolokonya Richard	Teacher
36	Mwaba Chintankwa	Provincial Statistician
37	Abinery Nsamba	Assistant Statistical Officer
38	Maiza Conceptor	Teacher
39	Enart Magai	Assistant Statistical Officer
40	Tembo Esther	Teacher
41	Kaya Justine	Assistant Statistical Officer
42	Mapulanga Venus	Teacher



**Annex 2: List of Enumerators**

SN	Name	Position
43	Bridget Kabwe	Assistant Statistical Officer
44	Chiswa Joseph	Teacher
45	Kalaba Laban	Assistant Statistical Officer
46	Milambo Doreen	Teacher
47	Wamundila A. Nyambe	Assistant Statistical Officer
48	Lwanga Thelma	Teacher
49	Chama Kunda	Assistant Statistical Officer
50	Mukulampashi Jacob	Teacher
51	Chishimba Kelvin	Assistant Statistical Officer
52	Musongo Canicious	Teacher
53	Brian Phiri	Assistant Statistical Officer
54	Kapota Innocent	Teacher
55	Angela Lutempo	Provincial Statistician
56	Linda Jere	Assistant Statistical Officer
57	Nkhoma Mary	Teacher
58	Nasilele Mwiya	Assistant Statistical Officer
59	Zimba Jane	Teacher
60	Justice Nchimunya	Assistant Statistical Officer
61	Mwiya Sharon	Teacher
62	Chomba Anthony	Provincial Statistician
63	Nyirenda Mable	Assistant Statistical Officer
64	Simuchimba Zanga	Teacher
65	Kaweme Joachim	Assistant Statistical Officer
66	Bwalya Lazarous	Teacher
67	Nzima Stanley	Assistant Statistical Officer
68	Goma Jessy	Teacher
69	Chitemfuma Gregory	Assistant Statistical Officer
70	Nayame Getrude	Teacher
71	Alex Chilufya Kangwa	Assistant Statistical Officer
72	Mugala Linda	Teacher
73	Mtonga Joseph	Assistant Statistical Officer
74	Chipenka Patrick	Teacher
75	Mwape Francis Mwelwa	Provincial Statistician
76	Kapambwe Simon Kaluba	Assistant Statistical Officer
77	Bwalya Lillian	Teacher
78	Mwambazi Marko	Assistant Statistical Officer
79	Mashilipa Bwalya Sophie	Teacher
80	Bwalya Joy	Assistant Statistical Officer
81	Mbewe Everlyn	Teacher
82	Sichimbwe Evans	Assistant Statistical Officer
83	Konkola Prisca	Teacher
84	Mwenda Moses	Assistant Statistical Officer
85	Kashinge Dorcus	Teacher



## Annex 2: List of Enumerators

SN	Name	Position
86	Musonda Mulenga	Assistant Statistical Officer
87	Nambeye Leticia	Teacher
88	Kanguya Febian	Provincial Statistician
89	Michelo Mulenga	Assistant Statistical Officer
90	Kahongela Andrew	Teacher
91	Lupata Jackson	Assistant Statistical Officer
92	Chinyama Sharon	Teacher
93	Kalani Whiteson	Assistant Statistical Officer
94	Sakatengo Chindumba	Teacher
95	Kambuta Evelyn	Assistant Statistical Officer
96	Chikwata Elizabeth	Teacher
97	Galeed Muduli	Assistant Statistical Officer
98	Nsama Jean	Teacher
99	Muchelenje Raymond	Assistant Statistical Officer
100	Banda Dorica Damaseke	Teacher
101	Wakalala Harriet	Provincial Statistician
102	Chambunga Florence	Ass. Statistical Officer
103	Harrington Janet	Teacher
104	Mbumwae M. Gabriel	Ass. Statistical Officer
105	Mashebe Rebecca	Teacher
106	Namakando Sydney	Ass. Statistical Officer
107	Monde Lubasi	Teacher
108	Eustas Kalaluka	Ass. Statistical Officer
109	Kawina Mwaba	Teacher
110	Sitanga Masiliso	Ass. Statistical Officer
111	Sitali Sikute	Teacher
112	Sibeso Mataa	Ass. Statistical Officer
113	Kandela Martha Chibulu	Teacher
114	Philemon Chishinga	Ass. Statistical Officer
115	Chilobe Francesca	Teacher
116	Liywali Phelem Akabana	Ass. Statistical Officer
117	Chilonga Marian (Sr)	Teacher
118	Sinyama Kayombo	Ass. Statistical Officer
119	Asher Siisii Mwiya	Teacher
120	Chuma Sililo	Ass. Statistical Officer
121	Olga Yuyi	Teacher
122	Chileshe Chambaila	Provincial Statistician
123	Trywell Nchimunya	Ass. Statistical Officer
124	Singendende Veronica	Teacher
125	Royd Chansa	Ass. Statistical Officer
126	Mwanza Ireen	Teacher
127	Malasha Abraham Ndandula	Ass. Statistical Officer
128	Munkombwe Anord	Teacher



<b>Annex 2: List of Enumerators</b>		
<b>SN</b>	<b>Name</b>	<b>Position</b>
129	Beatrice Chipoka	Ass. Statistical Officer
130	Mwape Dorian	Teacher
131	Mukwala Muyambango	Ass. Statistical Officer
132	Hamwata Attawa	Teacher
133	Peter M. Sililo	Ass. Statistical Officer
134	Mwaliteta Chinyama	Teacher



### Annex 3: Number of ECE Centers and Enrollments distributed by District

SN	Province	District	ECE Centers				Enrollments		
			Community	Grant Aided	GRZ	Grand Total	Boys	Girls	Total
1	Central	Chibombo	32		66	98	1,520	1,764	3,284
2	Central	Luano			27	27	774	778	1,552
3	Central	Mumbwa	15		49	64	3,210	3,429	6,639
4	Central	Ngabwe			12	12	175	209	384
5	Central	Serenje	7		32	39	527	641	1,168
6	Copperbelt	Lufwanyama			123	123	2,807	3,080	5,887
7	Copperbelt	Masaiti	1		83	84	1,934	2,143	4,077
8	Copperbelt	Mpongwe	5	1	61	67	1,532	1,704	3,236
9	Eastern	Chadiza			59	59	1,425	2,084	3,509
10	Eastern	Chasefu	37	7	58	102	2,996	3,204	6,200
11	Eastern	Katete	3	8	94	105	3,589	4,799	8,388
12	Eastern	Lumezi	29		81	110	3,173	3,412	6,585
13	Eastern	Lundazi	13	6	45	64	2,301	2,384	4,685
14	Eastern	Lusangazi			34	34	736	782	1,518
15	Eastern	Mambwe			82	82	2,269	2,408	4,677
16	Eastern	Nyimba	4	1	56	61	1,518	1,717	3,235
17	Luapula	Chembe			22	22	781	883	1,664
18	Luapula	Chienge			47	47	1,933	2,124	4,057
19	Luapula	Chifunabuli		1	42	43	1,278	1,508	2,786
20	Luapula	Kawambwa		4	74	78	2,541	2,672	5,213
21	Luapula	Lunga			13	13	538	520	1,058
22	Luapula	Milenge	2		33	35	1,019	1,135	2,154
23	Luapula	Mwansabombwe	1	1	27	29	1,243	1,457	2,700
24	Luapula	Nchelenge		1	43	44	2,157	2,364	4,521
25	Luapula	Samfya			44	44	1,787	1,996	3,783
26	Lusaka	Chongwe	10	5	40	55	2,335	2,469	4,804
27	Lusaka	Luangwa	1		19	20	490	560	1,050
28	Lusaka	Rufunsa		1	54	55	1,501	1,510	3,011
29	Muchinga	Chinsali	9		63	72	1,804	2,052	3,856
30	Muchinga	Isoka			38	38	1,106	1,215	2,321
31	Muchinga	Kanchibiya	21		23	44	1,019	1,084	2,103
32	Muchinga	Lavushimanda			25	25	793	745	1,538
33	Muchinga	Mafinga	5		64	69	2,242	2,294	4,536
34	Muchinga	Shiwang'andu	11	1	49	61	1,527	1,575	3,102
35	North western	Chavuma			26	26	653	749	1,402
36	North western	Ikelenge			25	25	749	788	1,537
37	North western	Kabompo			81	81	995	5,255	6,250
38	North western	Manyinga			19	19	565	598	1,163
39	North western	Mufumbwe			28	28	788	971	1,759
40	North western	Zambezi			16	16	1,022	1,009	2,031
41	Northern	Chilubi			15	15	568	590	1,158





### Annex 3: Number of ECE Centers and Enrollments distributed by District

SN	Province	District	ECE Centers				Enrollments		
			Community	Grant Aided	GRZ	Grand Total	Boys	Girls	Total
42	Northern	Lunte		2	22	24	709	756	1,465
43	Northern	Lupososhi		1	31	32	689	815	1,504
44	Northern	Mpungu			20	20	1,753	1,788	3,541
45	Northern	Mungwi		4	31	35	858	965	1,823
46	Northern	Senga hill		3	39	42	1,185	1,248	2,433
47	Southern	Chilundu		1	38	39	1,017	988	2,005
48	Southern	Kalomo	59	10	96	165	4,884	5,193	10,077
49	Southern	Monze		2	148	150	4,613	4,893	9,506
50	Southern	Pemba	20		45	65	1,897	1,937	3,834
51	Southern	Sinazongwe		1	79	80	2,616	2,729	5,345
52	Southern	Zimba	33	3	37	73	2,249	2,412	4,661
53	Western	Kalabo	8		61	69	1,325	1,414	2,739
54	Western	Luampa	10		38	48	993	1,015	2,008
55	Western	Lukulu	2		46	48	1,212	1,332	2,544
56	Western	Mitete	11		23	34	564	631	1,195
57	Western	Mongu	11	1	64	76	1,900	2,068	3,968
58	Western	Mulobezi	11		44	55	686	792	1,478
59	Western	Nalolo	8		38	46	961	1,090	2,051
60	Western	Shangombo	41		31	72	1,395	1,590	2,985
61	Western	Sikongo			19	19	347	389	736
62	Western	Sioma			65	65	2,094	2,181	4,275
<b>Grand Total</b>			<b>420</b>	<b>65</b>	<b>2,907</b>	<b>3,392</b>	<b>95,867</b>	<b>108,887</b>	<b>204,754</b>



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