Chapter 10

Zambia and the PISA for Development system-level questionnaire

This chapter provides a detailed assessment of the current state of data collection and availability, in terms of quality and completeness, at the level of the national education system in Zambia. Zambia has acceptable capacities to produce the statistics requested through the system-level questionnaire. The country has established mechanisms for conducing high-stakes national examinations and national assessments, as well as implementing international student learning assessments. Legislative instruments are in place to guide the education system's implementation, to regulate its human resources, and to authorise the activities of various data-producing entities. Challenges include tracking data in expenditure in private institutions, the coverage of education statistics in pre-primary education, and the timely publication of examination and assessments results.

Zambia assessment results

UIS visited Zambia during the week of 6-8 May 2015.

The institution responsible for implementing PISA-D in Zambia is the Examinations Council of Zambia (ECZ). It acts as the PISA-D NC and is the respondent for the system-level questionnaire. Due to the structure of the questionnaire and the variety of topics covered, the ECZ obtains the data from different sources (see Table 10.1).

Table 10.1 Zambia's data providers for the system-level questionnaire

Number	Table	Data provider
1	Education stratification	Zambia Qualifications Authority (Ministry of Education)
2-1	Assessments and examinations	Examinations Council of Zambia (Ministry of Education)
2-2	Tertiary entrance examinations	Not applicable
3	Number of class sessions per year	Directorate of Standards and Curriculum (Ministry of Education)
4	Annual teacher salaries	Directorate of Human Resources and Administration (Ministry of Education)
5	Requirements for pre-service teacher training	Directorate of Teacher Education and Specialised Services (Ministry of Education)
6	National accounts	Central Statistical Office (Ministry of Finance)
7-1	Education expenditure	Accounts Unit, Directorate of Human Resources and Administration (Ministry of Education)
7-2	Number of students	Directorate of Information and Planning (Ministry of Education)

Questionnaire table 1: Stratification

The Zambia Qualifications Authority (ZQA) Act (2011) outlines matters related to the standardisation of educational qualifications in Zambia. The ZQA oversees the implementation of the national qualifications framework, which outlines educational levels, progression pathways, and the recognition of prior learning achievements. The Education Act (2011) further promotes access to all levels of education.

The education system is comprised of academic, technical and vocational pathways. Primary Education covers Grades 1 to 7, while Junior and Senior Secondary are covered in Grades 8 to 9 and 10 to 12 respectively. Children as young as 6 months old (early childhood education) are eligible to access education. Formal pre-primary education starts at the age of four, for a duration of three years. Compulsory education starts at pre-primary (ISCED 02) education until junior secondary (ISCED 2). Primary education (ISCED 1) starts at the age of seven for a period of 7 years.

Entry into successive levels of education is characterised by competitive selection processes. Students undergo a selection process at the end of the primary school cycle when 13-year-olds take the primary school certificate examination to access the first cycle of secondary education (Grades 8 and 9). Students aged 15, typically by Grade 9, sit the Grade 9 certificate examinations at the end of the junior secondary cycle in order to qualify for senior secondary (ISCED 3, or Grades 10, 11 and 12). Students who may not have performed well enough to continue through the academic stream to join higher education are eligible to re-sit the Grade 12 examination in order to obtain a General Certificate of Education.

The education system is highly competitive and mainly academic up to the end of the second cycle of secondary education, when technical and vocational pathways become available to students. In 2014, Zambia revised its curriculum to accommodate a two-track system – academic, or technical and vocational. The government has plans to introduce "trade testing" (assessments of particular trade-related skills) for learners enrolled in practical subjects. The availability and quality of education stratification data is at an advanced stage.

The Ministry of Education, Science, Vocational Training and Early Education recognises alternative approaches to basic education that target hard-to-reach children, those with disabilities and school-age students who have dropped out or never attended formal education.[1]

Table 10.2 Quality assessment: Stratification

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	National frameworks and legal documents are available on the education structure and indicate clear educational pathways for academic, technical and vocational education	Although there are no expectations in terms of periodicity, legal frameworks and documents are relatively recent	National frameworks and legal documents are up-to-date. The national curriculum was reviewed and revised in 2014	The Ministry of Education, Science, Vocational Training and Early Education oversees the implementation of the curriculum	Frameworks and legal documents are accounted for under the respective education authority

Table 10.3 Availability assessment: Stratification

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	Frameworks and legal documents are available to education authorities	Frameworks and legal documents are official and public documents under implementation by the Ministry of Education, Science, Vocational Training and Early Education	Frameworks and legal documents are available on various websites and through published media	Information on the country's education system is available through the International Standard Classification of Education reported to the UIS

Questionnaire table 2.1: Assessments and examinations at lower and upper secondary level

The ECZ is the sole examinations and assessment regulatory body. The ECZ Act established the council and gives it the mandate to assess candidates, quality assure examinations, and issue certification at the end of primary (Grade7), junior secondary

(Grade 9) and senior secondary (Grade 12). It develops test content in conjunction with the Ministry of Education, Science, Vocational Training and Early Education, teachers and independent test developers. In 2014, the ECZ discontinued setting examinations for the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). The ECZ also administers the General Certificate of Education examination.

An Early Childhood Education Examination is set for pre-primary school teachers while primary and junior secondary teachers take the teachers' diploma, also set by the ECZ. The ECZ sets national assessments at Grade 2 (early grade reading and mathematics), Grade 5 (middle primary) and Grade 9 (junior secondary).

Zambia has a long-standing system of conducting national assessments. The national assessment at Grade 5 (middle primary) has been in place since 1998, while 2013 was the base year for the Grade 9 (junior secondary) assessment. A follow-up assessment in 2015 is anticipated following the recent curriculum review. School-based "mock examinations", while not having any impact on students' selection into higher education, are compulsory and conducted three months prior to the high-stakes examinations at Grades 7, 9 and 12. ECZ also sets guidelines for examinable projects that contribute to students' final exam score.

Exceptionally performing students are eligible for government scholarships to the two main public universities or multilateral scholarships to universities abroad. The ECZ does not publish individual examination or assessment results online. However, assessment survey results and feedback reports are posted online. Feedback reports are available immediately after the national and annual performance review meetings.

Official media releases in conjunction with the Ministry of Education, Science, Vocational Training and Early Education are the main medium used to communicate results to the public. The ECZ holds official annual performance reviews to sensitise the public to students' performance. Stakeholders are invited to open public forums to discuss policy implications. More recently, the Ministry of Education, Science, Vocational Training and Early Education responded to assessment findings of poor mastery of teaching content by teachers, by introducing career development plans to strengthen teaching practices.

The release of official results to the public is timely. Grade 7 exams are released one month after being administered, while Grade 9 and Grade 12 examination results are released two months after being administered. Teacher education results are released one month after being administered.

Due to limited spaces in national secondary schools, entry into senior secondary institutions is competitive. Students that excel in the Junior Secondary School Leaving Examination are selected for national or technical secondary schools. Other institutions with competitive entry requirements also select junior secondary students. The availability and quality of data for examinations and assessments is at an advanced stage.

Table 10.4 Quality assessment: Secondary-level assessments and examinations

| Category | Coverage | Time sensitivity | | Ownership of information | |
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	Examinations and sample-based assessments cover junior (ISCED 2) and senior secondary (ISCED 3) levels of education	Annual examinations at the end of junior and senior secondary are high-stakes examinations that determine the selection of students into consecutive levels of education	Examination and assessment results are available within 1 to 2 months of their administration	Systematic procedures are in place for setting, administering and releasing examination and assessment results	The Examinations Council of Zambia was established by a legal act for quality assurance and exam certification

Table 10.5 Availability assessment: Secondary-level assessments and examinations

| Category | Government officers | | Outside users | Global community |
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	Examination and assessment results are maintained in internal databases at the ECZ premises and captured at examination centres. The ECZ has dedicated staff who manage exams and assessments	Dissemination of examination and assessment results is organised to inform the public. Expert research on examinations and assessments is accessible to the public on online platforms	Brief results highlights are available at the ECZ and the Ministry of Education, Science, Vocational Training and Early Education websites. Detailed reports are available at ECZ premises	Zambia has completed the international Catalogue on Learning Assessments (UIS) on primary and junior secondary levels of education

Questionnaire table 2.2: Tertiary entrance examinations

The ECZ has the legal mandate to assess and certify students across all education levels. The performance of students in the Grade 12 (senior secondary) examination remains the sole determinant for students' competitive entry into tertiary programmes in public universities in Zambia or to higher education programmes offered through TEVETA.

In very exceptional cases, students who may not have performed competitively enough in examinations administered at the end of senior secondary may be eligible to access public universities in Zambia e.g. mature students with previous work experience. However, it should be noted that in comparison to the competitive examinations administered at the end of Grade 12, this access route is considered to have a much lower level of priority for entry into diploma or degree programmes. The "degree of

vulnerability," for example, family status (defined by the socio-economic status or family income) of students who have already been competitively admitted to public universities may be eligible for government bursaries. The availability and quality of data on tertiary entrance examinations is at an advanced stage.

Table 10.6 Quality assessment: Tertiary entrance examinations

| Category | Coverage | Time sensitivity | | Ownership of information | |
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Characteristics	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Justification	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ

Table 10.7 Availability assessment: Tertiary entrance examinations

| Category | Government officers | | Outside users | Global community |
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Not applicable	Not applicable	Not applicable	Not applicable
Characteristics	Not Applicable	Not Applicable	Not Applicable	Not applicable
Justification	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ	No additional examinations are applicable outside formal high-stakes examinations administered by the ECZ	Not applicable. There are no known international data collections to this effect

Questionnaire table 3: Instruction time in public institutions by age of student

The Directorate of Standards and Curriculum within the Ministry of Education, Science, Vocational Training and Early Education manages the implementation of the Zambia Education Curriculum Framework. The framework spells out the instruction time (teacher-pupil contact time) and subject content for formal pre-primary, primary and senior secondary education. The academic term runs for a duration of 13 weeks, encompassing 3 academic terms for a cumulative duration of 39 weeks per year.

At pre-primary (compulsory education encompassing four to six-year-olds) student learning time is set at 30 minutes per period, or a combined study duration of 15 hours per week. For the lower primary curriculum (compulsory education encompassing seven to ten-year-olds), which covers Grades 1 to 4, study time is set at 42 periods per week. Each period for each subject is expected to run for 30 minutes, with the time allocated per week at lower primary set at 21 hours. The same number of periods is applicable at upper primary (compulsory education encompassing 11 to 13-year-olds); however, each period for each subject runs for 40 minutes. Each period for each subject at lower secondary also runs for a duration of 40 minutes; however, the number of periods per week is set at 48.

Children with special educational needs are accommodated in separate schools or mainstreamed in regular schools. While the curriculum is similar, certain components are not taught. Teachers are required to adapt the curriculum to the needs of individual learners. The availability and quality of data for the number of class sessions is at an advanced stage.

Table 10.8 Quality assessment: Instruction time in public institutions by age of student

| Category | Coverage | Time sensitivity | | Ownership of information | |
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education: including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	Instruction time is well articulated in the Zambia Education Curriculum Framework and covers pre-primary, primary and secondary education	The curriculum was revised in 2014	The curriculum framework has been published as an official document referenced by the Ministry of Education, Science, Vocational Training and Early Education	The curriculum framework has been published as an official document referenced by the Ministry of Education, Science, Vocational Training and Early Education	The Directorate of Standards and Curriculum within the Ministry of Education, Science, Vocational Training and Early Education oversees implementation of the Zambia Education Curriculum Framework

Table 10.9 Availability assessment: Instruction time in public institutions by age of student

| Category | Government officers | | Outside users | Global community |
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	The Directorate of Standards and Curriculum maintains updated information on the contents of the Zambia Education Curriculum Framework	The curriculum is published and available to authorities	Information on the curriculum and documents are available on request. Information is not published online	Specific information on the curriculum has been reported to the UIS

Questionnaire table 4: Annual teacher salaries (statutory) by level of education and number of years and level of teaching experience

The Directorate of Human Resources and Administration within the Ministry of Education, Science, Vocational Training and Early Education is responsible for the recruitment of teachers. Salaries for all public civil servants have been harmonised according to academic qualifications, and aligned to the job evaluation and re-grading exercise conducted for the civil service. This has resulted in the temporary suspension of in-grade salary increments so that public servants, including teachers, are remunerated at the same rate – irrespective of the number of years of experience – who hold similar

academic qualifications. There is a minimum of a diploma for teaching at lower secondary level, and a degree for teaching at upper secondary. The level of seniority of teaching staff, which should typically be determined by the number of years of experience, has no bearing on in-grade salary increments, nor does any outstanding performance in teaching.

The salary revision is the outcome of negotiations between the employer (government) and teachers' unions. The availability and quality of data on annual teachers' salaries by level of education, number of years and level of teaching experience, is at an advanced stage.

Table 10.10 Quality assessment: Annual teacher salaries (statutory)

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The salary structure for teachers is established in official guidelines for the remuneration of all public civil servants	The salaries of public civil servants have been reviewed in 2013 and harmonised accordingly	The structure of salaries for public civil servants has been published and is available at the Directorate of Human Resources and Administration within the Ministry of Education, Science, Vocational Training and Early Education	The salary structure is implemented across the entire public civil service according to official guidelines	The Ministry of Education, Science, Vocational Training and Early Education maintains records of teachers' qualifications and salary structures

Table 10.11 Availability assessment: Annual teacher salaries (statutory)

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Emerging
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Some information in some areas is sent to the UIS/UN, some gaps in data and timeline
Justification	Public servants including teachers are well aware of the salary structure for public civil servants	Documentation on the salary structures is available to the public	Information is available on request from the Directorate of Human Resources and Administration but not disseminated online	Disaggregated data on teachers' salaries by level of education as requested by international organisations (UIS) is not complete

Questionnaire table 5: Teacher training and professional development requirements

The Directorate of Teacher Education and Specialised Services within the Ministry of Education, Science, Vocational Training and Early Education maintains information on the availability of teachers and qualifications.

Pre-primary, primary and secondary school teachers are required to hold a minimum of a Grade 12 school certificate (ISCED 3 qualification) and an additional two-year certificate to teach pre-primary school. A three-year primary and a three-year secondary diploma are required to teach at these levels. By 2015, less than 40% of pre-primary school teachers were trained to teach at this level. The upgrading of minimum qualifications required to teach pre-primary has not kept pace with the recently introduced Early Childhood Education policy (2014). A minimum of an ISCED 6 qualification and in a specific teaching subject are required to teach senior secondary.

Teachers who have attained the minimum qualification to teach are required to take part in school teaching practice. The availability of sufficiently qualified teachers remains a challenge in the country, so some teachers still hold a qualification lower than the minimum requirement to teach at those specific grades. For example, the majority of teachers assigned to primary and junior secondary schools have not yet upgraded their teaching diploma.

Teachers that have attained the minimum teaching diploma should have attained competitive grades in the Grade 12 school certificate examination to be eligible to teach higher levels of education. Candidates therefore have the option to re-sit the Grade 12 examination as external candidates in order to obtain the General Certificate of Education and then join the bachelor degree programme. In-service teachers may also teach lower secondary or primary and then apply to tertiary institutions to obtain a Bachelor of Education qualification to teach senior secondary. In-service teachers may also enrol in the distance education programme. It is expected that accreditation – registration – of teachers will be carried out by the Teaching Council in the future.

It is important to have reliable estimates on the proportion of teachers who have upgraded their teaching qualifications in compliance with recent minimum teaching requirements, including reporting reliable statistics on teaching staff by ISCED at the international level. The availability and quality of data on pre-service teacher training, entry into the teaching profession and teachers' professional development is at an emerging stage.

Table 10.12 Quality assessment: Teacher training and professional development requirements

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	Not applicable	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The Directorate of Teacher Education and Specialised Services within the Ministry of Education, Science, Vocational Training and Early Education sets the guidelines for pre-service teacher training	The Directorate of Teacher Education and Specialised Services revised the official minimum requirements for teaching in 2014	Information is produced in a timely manner	The Directorate of Teacher Education and Specialised Services oversees the establishment of guidelines for teacher qualifications and training	The Directorate of Teacher Education and Specialised Services oversees matters related to the qualification of teachers

Table 10.13 Availability assessment: Teacher training and professional development requirements

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Emerging
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Information is maintained by the Directorate of Teacher Education and Specialised Services within the Ministry of Education, Science, Vocational Training and Early Education	Guidelines are available at the Directorate of Teacher Education and Specialised services	Information is not published online but is available on request from the Directorate	Data coverage on teachers' qualifications as reported to international organisations (UIS) is incomplete, due to the pace of upgrading qualifications in accordance with more recent requirements set by the ministry

Questionnaire table 6: National accounts

The Central Statistical Office (CSO) is a department within the Ministry of Finance mandated to collect and manage information for national planning. The CSO generates estimates on GDP, population projections and other social and economic indicators. Following a situational analysis on the effectiveness of the national statistical system to produce quality statistics, Zambia prepared a national strategy for the development of statistics for the period 2014-18, to co-ordinate the timely production of quality statistics from several sectors.

The base year for GDP figures is 2010. The CSO recognises that revisions should occur every five years; however, prior to the 2010 revision, rebasing was done several years earlier, in 1994. Population projections are generated from the 2010 national census. Data on purchasing power for GDP are not generated by the CSO. The CSO regularly produces thematic reports that are available online and through printed media.

It is notable that nationally produced education statistics indicators – based on the primary school-age population – that are published regularly by the Directorate of Planning and Information depict the number of school-age children at the national and sub-national levels as exceeding the population in given areas. Given that the recent 2010 census and resulting projections are in use to produce indicators on an annual basis, both data producers should consider reviewing the quality of these two sources of data. The availability and quality of data on national accounts is at an advanced stage.

Table 10.14 Quality assessment: National accounts

| Category | Coverage | Time sensitivity | | Ownership of information | |
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	GDP and population projections are produced by the Central Statistical Office as part of a wide array of social and economic indicators produced regularly	Population projections are based on the 2010 national census while the base year for GDP is 2010	Multiple years of projections for population (census every ten years) and GDP are available at the CSO and various online platforms	The Central Statistical office was set up by the Census and Statistical Act and mandated to collect and manage information for national planning	The Central Statistical Office manages the production of most national accounts

Table 10.15 Availability assessment: National accounts

| Category | Government officers | | Outside users | Global community |
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Emerging	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There are some mechanisms in place in order to make sure the documents or results are used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	Various divisions at the Central Statistical Office generate national accounts including GDP and population projections	Divisions within the CSO are tasked with producing specific data sets on national accounts. There is awareness that population projections impact on indicators that are reliant on single years of age, but clear mechanisms to resolve any possible inconsistencies have not been established	Population projections and GDP estimates for certain future years are available on request or on online platforms	GDP and population data are shared with international organisations as required

Questionnaire table 7-1: Education expenditure by type of institution and level of education

Annual statistics on education expenditure are prepared by the Accounts Unit within the Ministry of Education, Science, Vocational Training and Early Education.

The unit uses a programme-based budget approach that disaggregates data by education sectors, including early childhood education; primary; secondary; colleges of education; expenditure in dependant private institutions (mission schools); capital (infrastructure), and current expenditure, including the bulk of salary payments to staff (personal emoluments). Expenditures are tracked through the integrated financial management information system (IF-MIS) and published in an annual expenditure report ("Statement C") produced by the Accounts Unit. Statement C does not track expenditure in private institutions, and limits it's reporting on education expenditure to institutions directly managed by the Ministry of Education, Science, Vocational Training and Early Education.

Some private institutions receive funding from private entities at the local level but these are not captured in the IF-MIS. Other government entities such as the Directorate of Standards and Curriculum maintain separate records on education expenditure that are not reflected in the annual Statement C report. Reporting on teacher salaries by ISCED level is possible with closer collaboration with the Directorate of Human Resources and Administration, which tracks salaries according to set official conditions of service for management of the public service. In terms of reporting by education sector, early childhood education was recently incorporated into the government budget. Funding for early childhood has been decentralised for selected primary schools that run formal pre-primary classes.

Reporting on pre-primary expenditure remains partial, since many institutions are private and located in urban areas which are difficult to survey. Similarly, salaries for early childhood education teachers are reported under the primary education sector wherever districts are piloting early childhood education in selected primary schools. While TEVETA can track expenditure in institutions owned or regulated by the authority, co-ordination is required to track expenditure in institutions that offer educational programmes under other parent ministries.

As up to 20% of the national budget is allocated to education, better co-ordination is needed between the Ministry of Education, Science, Vocational Training and Early Education and private institutions, other directorates, and ministries that manage private institutions, to improve the quality and coverage of centralised statistics on education expenditure; as well as statistics reported at the international level. The availability and quality of data on education expenditure by type of institution and level of education is at an emerging stage.

Table 10.16 Quality assessment: Education expenditure by type of institution and level of education

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Emerging	Emerging	Latent	Emerging
Characteristics	The initial education system, general primary and secondary, is covered, and technical and professional programmes in both public and private sectors	The system produces some data and statistics periodically	The system produces some information, data and statistics in a timely manner	There is no framework in place	Some specific teams are identified, but no platform for collaboration
Justification	The Accounts Unit within the Ministry of Education, Science, Vocational Training and Early Education maintains education expenditure reports for all education sectors except private institutions	An annual expenditure report (Statement C) is produced – expenditure can be tracked through an integrated financial management information system (public sector only)	For those public education sectors under the Ministry, Statement C reports and electronic records on education expenditure are available on request. 2014 expenditure reports are available in 2015	No specific framework has been established to compel private or other entities external to the Ministry of Education to share expenditure statistics with the ministry	Co-ordination across several ministries is key to ensure comprehensive data on expenditure is centralised

Table 10.17 Availability assessment: Education expenditure by type of institution and level of education

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Emerging	Emerging	Emerging	Latent
Characteristics	There are some official channels through which national officers can access the information	There are some mechanisms in place in order to make sure the documents or results are used in order to improve the system	Some information is publicly available, either online, at documentation centres, or in other ways	No data has recently been shared with the UIS/UN and other international partners
Justification	Electronic reports are accessible at the ministry in addition to summaries on expenditure. Formal requests for specific data sets are required to access data. The integrated financial management system is updated by designated officials in the Accounts Unit	Education expenditure on the public sector is decentralised and can be tracked for public institutions only. Co-ordination with the private sector to determine policy making has not been established	Electronic reports on education expenditure are available on request. Summaries of education expenditure are available at the ministry on request but limited to public institutions	Education expenditure is reported to international organisations (UIS); the most recent data shared were for 2011, but coverage is incomplete

Questionnaire table 7-2: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

The Directorate of Information and Planning within the Ministry of Education, Science, Vocational Training and Early Education conducts an annual school census covering all formally recognised education programmes. An Education Statistical Bulletin is generated annually and contains several education statistics indicators.

Coverage is acceptable, with over 90% of public and private institutions completing the annual census. The Directorate maintains a centralised education statistics database and dedicates human resources to support a regular data production cycle. The academic year is consistent with the financial year. The availability and quality of data on the number of students is at an advanced stage.

Table 10.18 Quality assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance
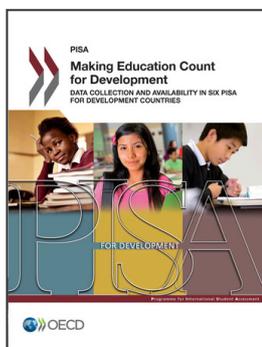
Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Latent	Advanced	Emerging	Advanced	Advanced
Characteristics	General programmes in the public sector are covered, for primary and secondary	The system produces all data and statistics periodically	The system produces some information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The Directorate of Planning and Information within the Ministry of Education, Science, Vocational Training and Early Education collects annual statistics on all formal education sectors, but pre-primary data are still not collected. Most of the schools are private	An annual Educational Statistical Bulletin is published	Publication of the bulletin is delayed. Data on the previous academic year is only available 5 months into the next academic year	An education management information division within the Directorate of Planning and Information is tasked with conducting the annual school census	Responsibility to collect and publish education statistics is well established within the Directorate of Planning and Information

Table 10.19 Availability assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	An education management information system is in place to capture annual education statistics. Designated officials manage and update the system regularly	An annual statistical bulletin publishes Ministry of Education data; historical series of data are available on request	Up-to-date statistics (i.e. one year behind the academic year) can be requested directly from the ministry – these are not available online	The Directorate of Planning and Information (EMIS division) reports annual education statistics to international organisations (the UIS)

Notes

1.   Legal documents are available at www.zambialii.org and www.moe.gov.zm (documentation and information centres).