
Transforming Education Summit - National Consultations Report

Survey response 1

Response ID
929
Date submitted
1980-01-01 00:00:00
Last page
1
Start language
en
Seed
270364579

1. GENERAL INFORMATION

Country:
Zambia
Convenor's name
Ministry of Education, Republic of Zambia
Number of consultations (if more than one consultation took place)
2
Basic information on all the consultations convened [Consultation 1][Title]
TES National Consultation
Basic information on all the consultations convened [Consultation 1][Date]
19-20 July, 2022
Basic information on all the consultations convened [Consultation 1][Type (e.g.: National, Subnational, etc.)]
National
Basic information on all the consultations convened [Consultation 1][Geographical scope]
National
Basic information on all the consultations convened [Consultation 1][Number of participants]
143
Basic information on all the consultations convened [Consultation 1][Language used]
English, Sign Language
Basic information on all the consultations convened [Consultation 2][Title]
Subnational Youth Consultation
Basic information on all the consultations convened [Consultation 2][Date]
21-25 June 2022
Basic information on all the consultations convened [Consultation 2][Type (e.g.: National, Subnational, etc.)]
Subnational

Basic information on all the consultations convened [Consultation 2][Geographical scope]

Provinces/Districts

Basic information on all the consultations convened [Consultation 2][Number of participants]

130

Basic information on all the consultations convened [Consultation 2][Language used]

English, Local Languages

Basic information on all the consultations convened [Consultation 3][Title]

Basic information on all the consultations convened [Consultation 3][Date]

Basic information on all the consultations convened [Consultation 3][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 3][Geographical scope]

Basic information on all the consultations convened [Consultation 3][Number of participants]

Basic information on all the consultations convened [Consultation 3][Language used]

Basic information on all the consultations convened [Consultation 4][Title]

Basic information on all the consultations convened [Consultation 4][Date]

Basic information on all the consultations convened [Consultation 4][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 4][Geographical scope]

Basic information on all the consultations convened [Consultation 4][Number of participants]

Basic information on all the consultations convened [Consultation 4][Language used]

Basic information on all the consultations convened [Consultation 5][Title]

Basic information on all the consultations convened [Consultation 5][Date]

Basic information on all the consultations convened [Consultation 5][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 5][Geographical scope]

Basic information on all the consultations convened [Consultation 5][Number of participants]

Basic information on all the consultations convened [Consultation 5][Language used]

Basic information on all the consultations convened [Consultation 6][Title]

Basic information on all the consultations convened [Consultation 6][Date]

Basic information on all the consultations convened [Consultation 6][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 6][Geographical scope]

Basic information on all the consultations convened [Consultation 6][Number of participants]

Basic information on all the consultations convened [Consultation 6][Language used]

Basic information on all the consultations convened [Consultation 7][Title]

Basic information on all the consultations convened [Consultation 7][Date]

Basic information on all the consultations convened [Consultation 7][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 7][Geographical scope]

Basic information on all the consultations convened [Consultation 7][Number of participants]

Basic information on all the consultations convened [Consultation 7][Language used]

Basic information on all the consultations convened [Consultation 8][Title]

Basic information on all the consultations convened [Consultation 8][Date]

Basic information on all the consultations convened [Consultation 8][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 8][Geographical scope]

Basic information on all the consultations convened [Consultation 8][Number of participants]

Basic information on all the consultations convened [Consultation 8][Language used]

Basic information on all the consultations convened [Consultation 9][Title]

Basic information on all the consultations convened [Consultation 9][Date]

Basic information on all the consultations convened [Consultation 9][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 9][Geographical scope]

Basic information on all the consultations convened [Consultation 9][Number of participants]

Basic information on all the consultations convened [Consultation 9][Language used]

Basic information on all the consultations convened [Consultation 10][Title]

Basic information on all the consultations convened [Consultation 10][Date]

Basic information on all the consultations convened [Consultation 10][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 10][Geographical scope]

Basic information on all the consultations convened [Consultation 10][Number of participants]

Basic information on all the consultations convened [Consultation 10][Language used]

Total number of participants
273

Number of participants by age range (insert number): [0-17][]
90

Number of participants by age range (insert number): [18-29][]
45

Number of participants by age range (insert number): [30-59][]
120

Number of participants by age range (insert number): [60+][]
18

Number of participants by gender (insert number): [Male][]
140

Number of participants by gender (insert number): [Female][]
133

Number of participants by gender (insert number): [Prefer not to say][]

Number of participants by sector (insert number): [Education][]
233

Number of participants by sector (insert number): [Child Protection][]
6

Number of participants by sector (insert number): [Health][]
2

Number of participants by sector (insert number): [Labour][]
4

Number of participants by sector (insert number): [Environment][<input type="checkbox"/>
2
Number of participants by sector (insert number): [Finance][<input type="checkbox"/>
11
Number of participants by sector (insert number): [Nutrition][<input type="checkbox"/>
3
Number of participants by sector (insert number): [Communication][<input type="checkbox"/>
4
Number of participants by sector (insert number): [Information Technology][<input type="checkbox"/>
3
Number of participants by sector (insert number): [Social Protection][<input type="checkbox"/>
2
Number of participants by sector (insert number): [Water, Sanitation and Hygiene][<input type="checkbox"/>
1
Number of participants by sector (insert number): [Other (please specify below)][<input type="checkbox"/>
2
Number of participants by sector (insert number): [Specify "Other"](<input type="checkbox"/>
religious organisations
Number of participants by stakeholder group (insert number): [Teachers, educators, facilitators, and professors][<input type="checkbox"/>
14
Number of participants by stakeholder group (insert number): [Youth and students (including children and adolescents)][<input type="checkbox"/>
73
Number of participants by stakeholder group (insert number): [School leaders (e.g., from UNESCO ASPnet school network)][<input type="checkbox"/>
11
Number of participants by stakeholder group (insert number): [City and local government representatives][<input type="checkbox"/>
3
Number of participants by stakeholder group (insert number): [Parents and caregivers][<input type="checkbox"/>
6
Number of participants by stakeholder group (insert number): [Small/medium enterprises/unions][<input type="checkbox"/>
2
Number of participants by stakeholder group (insert number): [Large national businesses][<input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Members of Parliament][<input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Multi-national corporations][<input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Local authorities][<input type="checkbox"/>
3
Number of participants by stakeholder group (insert number): [Government and national institutions][<input type="checkbox"/>
15
Number of participants by stakeholder group (insert number): [Public Servants][<input type="checkbox"/>
102

Number of participants by stakeholder group (insert number): [Regional economic community][]
3
Number of participants by stakeholder group (insert number): [United Nations Organizations][]
5
Number of participants by stakeholder group (insert number): [Local Non-Governmental Organizations][]
10
Number of participants by stakeholder group (insert number): [International and/or regional financial institutions][]
10
Number of participants by stakeholder group (insert number): [International Non-Governmental Organizations][]
12
Number of participants by stakeholder group (insert number): [Private Foundations / Partnership / Alliance][]
2
Number of participants by stakeholder group (insert number): [Indigenous people and community leaders][]
4
Number of participants by stakeholder group (insert number): [Scientific community, academic, universities and research institutes][]
3
Number of participants by stakeholder group (insert number): [Media][]
2
Number of participants by stakeholder group (insert number): [Other stakeholder (specify below)][]
Number of participants by stakeholder group (insert number): [Specify "Other stakeholder"][]

2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation(s) to ensure the principles of multi-sectoral, multi-stakeholders, inclusive, and youth-inspired consultations?
<p>3.1. <input checked="" type="checkbox"/> A Whole – of – Government Approach The Ministry of Education was the National convener of the consultations and different wings of government ministries were represented at the national consultation. The majority of the participants were at top management level of Permanent Secretary and Directors of government ministries and other government institutions such as the Teaching Service Commission and the Teaching Council of Zambia. This approach helped to ensure that government officials who make policies and critical decisions participated in the consultations to influence government commitments and prioritization of the education vision.</p> <p>3.2. <input checked="" type="checkbox"/> Inclusion and Equity The consultations included both genders at all the levels of society among those who were invited. The consultations also included persons with disabilities and learners with special education needs. Cooperating partners, Civil society organisations, Faith based organisations, Universities, Colleges of education, universities, Independence schools association of Zambia and the the private sector also represented.</p> <p>3.3. <input checked="" type="checkbox"/> Focus on Youths as 'Agents of Change The consultations had a very youthful population of participants mostly from learners and other participants. About half of the participants were in the youth bracket. The idea here was to ensuring that youths (learners) had their ideas and voices amplified in decision-making and in the lead up to the Summit in September 2022. Overall, the national consultations created space for inter-generational dialogue between youth and key decision-makers, so that learners' aspirations for the future of education in Zambia were brought to the forefront.</p>

3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

Zambia felt all action tracks are highly relevant and important. All areas were discussed in the consultation process.

1. Inclusive, equitable, safe and healthy schools
2. Learning and skills for life, work and sustainable development
3. Teachers, teaching and the teaching profession
4. Digital learning and transformation
5. Financing of education

What are the main outcomes regarding the four key components of the national consultation(s)?

7.1. Recovery from COVID-19 disruptions (Short Term)

The Ministry of Education in Zambia came up with an emergency response and recovery plan which focused on early childhood, primary and secondary education which was initiated in April 2020 with the aim of ensuring that learning continued by suggesting a series of education delivery options and strategies. The plan was also aimed at protecting school staff and learners, and also focused on minimizing learning disruptions. The Education Contingency Plan for Novel Coronavirus (COVID-19) as explained by MoGE (2020) was done in three phases as follows;

Phase one was an emergency response component, to ensure continuity of learning at home during the school closure. Phase two was an early emergency recovery plan to prepare schools for re-opening in June 2020 for examination classes, and in September 2020 for all other classes by putting up measures to provide sustainably safe school environments and to ensure learning continuity. Phase three was a post-recovery plan which was meant to sustainably strengthen the education system to deal with future similar emergencies. Thus the plan was not only for short term but also focused on the long term planning with regard to COVID-19. There was no such plan for higher education since most institutions at tertiary level migrated to on-line teaching and learning more easily than those in the ECE, primary and secondary levels. However, on-line teaching and learning had its own challenges too due to a number of reasons.

7.2. Transformation of Education (Medium – Long Term)

The Ministry of Education in Zambia has started the process of curriculum review which will take care of the long term concerns of transforming education. Given the many learning challenges that have been reported in this report, reviewing the curriculum will provide long term answers to learning, skill acquisition and life long learning. In the medium and long term the government of the republic of Zambia through the Teaching Service Commission has employed in July 2022 over 30,000 teachers for ECE, primary and secondary schools. There are plans to employ more so as to improve the teacher-pupil ratio. Moreover, the government of Zambia has implemented the Free Education policy from January 2022 in all ECE, primary and secondary public schools. This means that learners will not be required to pay tuition fees to access education. This has led to public schools having double the number of learners in schools now than before especially in rural areas. These measures taken will help to transform education in very practical ways by improving the quality of the curriculum, reduce the teacher-pupil ratio and increase access to education especially for poor and disadvantaged learners. The commitments already shown by the new dawn government in improving the lives of Zambians are likely to influence the quality of education provision in the long term.

7.3. Review of National Education Targets and Benchmarks

While the world is experiencing a huge learning crisis Zambia has its own share of this crisis which starts right at the point of entry for most learners in lower levels. The poor performance of learners in literacy and numeracy has been with the Zambian education system for almost two decades now. This scenario has greatly contributed to challenges of providing quality education to learners who progress to higher levels without being ready for the advanced competencies that they are expected to acquire. While the provision of school facilities and equipment is necessary investing in ECE and primary education will greatly improve the provision of quality education in the Zambian education system since foundational skills have a ripple effect in the upper levels. Investing in life skills for the youth will greatly make the Zambian education system relevant to the people and its society. There is an urgent need for the Zambian education system to ensure that youths acquire skills that can make them earn a living upon graduation at any level of their education. It is on this principle that the curriculum was actually revised in 2013.

7.4. Ensuring Sustainable Public Financing of Education

From January 2022 when the government started implementing the Free Education policy it has also started giving schools grants for day to day running of school activities. However, during the national consultations it was suggested that the government should introduce a small education levy on some products so as to sustainably generate revenue for education.

Please upload any additional file about the process and outcomes of your country's national consultations. You can also send the additional report to tes.nationalconsultations@unesco.org

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[{"title":"ZAMBIA TES NATIONAL CONSULTATION REPORT ","comment":"","size":"1945.9677734375","name":"National%20C onsultations%20Report%20Final%20Copy.pdf","filename":"fu_56zxxpx6y9d5vq2","ext":"pdf" }]
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filecount - Please upload any additional file about the process and outcomes of your country's national consultations. You can also send the additional report to tes.nationalconsultations@unesco.org

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