

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Zambia

Early Childhood Care and Education (ECCE) programmes

Compiled by:
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ZAMBIA

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 7-13 years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-school education (preparatory classes)

Note: According to the MOE Strategic Plan 2003-2007, the EFA Framework of Action (2004) and as reflected in the National Development Plan for Education 2006-2010, Early Childhood Care, Education and Development (ECCED) is the level of education (informal, non-formal or formal) which a child (0-6 years) undergoes before he/she attains the compulsory age (7 years in Zambia) of entry to a primary/basic school.

1.2. Normative age group(s) covered by ISCED 0 programs:

3-6 years of age

1.3. ISCED 0 programs: statistics and indicators

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	<i>Not available</i>	
Net enrolment ratio	<i>Not available</i>	
Percentage of children entering primary education with previous preschool experience	15.9	2004

UNICEF estimation.

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable): Not available

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

1.3.3. Teachers, 2004:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
15,500	80	60	30	70

UNICEF estimation.

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing: Not available

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Nursery education/day-care centres

2.2. Normative age group(s) covered by other ECCE programs:

0-6 years of age

2.3. Estimate number of children covered by other ECCE programs:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Republic of Zambia Government Gazette No. 547 of 2004 (21 September) on Statutory Functions, Portfolios and Composition of Government allocated Early Childhood Development under the Ministry of Education.

According to MOE Strategic Plan 2003-2007, ECCDE will be an integral part of basic education.

3.2. Official body/bodies in charge of supervision or coordination:

The Ministry of Education assists pre-school institutions by training pre-school teachers, monitoring standards, and preparing curriculum guidelines.

The Ministry also has incorporated ECCDE into its National Development Plan 2006-2010 as an integral part of basic education especially in the rural areas.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Pre-schools are operated by local authorities, local communities, NGOs and private individuals. From 2004, the Ministry of Education is expected to provide as well as coordinate all ECCDE activities.

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

The number of trained teachers in pre-schools increased from 473 in 1990 to more than 1,200 in 1997. In addition, there was an increase in the number of pre-school teacher training colleges established by private individuals and institutions. It must also be pointed out that the Zambia Institute for Special Education introduced a course for teachers of pre-school disabled children.

3.6. Recent national policies and reforms:

The existing National Policy of the Ministry of Education focuses on children 3-6 years old, not on the age group 0-2 years.

In line with the 2004 GRZ Gazette, the Ministry's concern has been the establishment of early childhood programmes for children living in rural areas and poor urban areas. The Ministry resolved to work with partner ministries, district and urban councils, local communities, NGOs, religious groups, families and individuals in order to increase access at this level.

3.7. Efforts targeted at vulnerable or disadvantaged children:

Not available

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Early Childhood Care and Development Foundation (MECCDF) and Christian Children's Fund (CCF) are key implementers of ECCD and are currently seeking UNICEF support and collaboration. UNICEF has been assisting MECCDF since 2002 to:

- Establish social programmes that will provide necessary support to the child and the care givers. It also aims at disseminating information on ECCD to policy makers, planners and the public generally
- Mobilise, educate and empower parents/caregivers in life saving and income generating skills to upgrade the living standards of children in the communities.
- Raise government awareness to its obligations to the Convention on the Rights of the Child.

The Christian Children's Fund Inc., has spearheaded the establishment of a multi-sectoral ECD Working Group to enhance the quality of ECCD programming in CCF affiliated projects in Zambia. Membership consists: The Ministries of Local Government and Housing, Department of Child Affairs Ministry of Sports and Youth, Ministry of Education- Curriculum Development Centre and Teacher Training Department; Zambia Pre-school Association and a University Lecturer from the School of Education. UNICEF- Health and Nutrition and Education Sections are co-opted members.

The Red Barna (Norwegian Save the Children) is currently working in ECCD in the Southern Province and there has been dialogue on collaboration with the UNICEF assisted ECCD project. THE GRZ/UNICEF ECCD project is seeking sponsorship with wide range of interested donors and organizations. The World Bank has been in close dialogue with the Ministry of Education to pay attention to ECCD.

The GRZ/UNICEF 2002-2006 ECCD component has been promoting the holistic development of children aged 0-under 8 years through integrated, comprehensive home and community-based activities which will create awareness on the importance of ECCD, promote early child care for survival, growth and development practices and improve early learning preparedness of Zambia's children for school. UNICEF has encouraged the formation of a Country wide Network of

NGOs and promotion of intra and inter sectoral as well as inter-agency collaboration to support and implement ECCD in Zambia. The advocacy plan initiated by the UNICEF Representative has targeted policy makers and key players in each of the relevant Ministries in the context of “Say Yes to Children” Initiative. The objectives of the GGRZ/UNICEF ECCD project are to:

- Increase access to ECCD opportunities for children 3- under 8 years from 6% to 20% by 2006.
- Provide access to family/community based ECCD facilities for 20% of 0-under 8 year old children in selected communities by 2006.
- Improve normal developmental attainment and learning preparedness for 20% of 0- under 8 year old children by 2006. In line with this objective, UNICEF is supporting MOE, Universities of Zambia and the Word Incarnate (USA) to adapt/customize ECD developmental instrument in order to establish developmental norms for Zambia as well as conduct a longitudinal study of the impact of ECD in learning preparedness for school.

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

3.9.1. Objectives and aims:

Not available

3.9.2. Learning areas and teaching-learning methods:

Not available

3.9.3. Average number of hours per week and average amount of weeks per year:

Not available

3.10. Any other relevant and pertinent information

The target of increasing the pre-school gross enrolment ratio from 2% in 1990 to 25% by the year 2000 was ambitious. Indications from available data show that only 7.3% of the children in the age group 3-6 years had attended some form of pre-school in 1998.

The Zambia 1999 Multiple Indicator Cluster Survey revealed a participation rate of 6% for the age group 3-5 years in kindergarten or community child care with organised learning activities with approximately equal percentage of boys and girls. There were large variations according to province ranging from less than 1% for children in the Western Province to 19 % in the Lusaka province. In addition, children in urban areas are almost seven times as likely to attend early formal learning activities as children in rural areas (14 % vs. 2 %). Relatively few children attend at

age three (36-47 months) while the majority of children attend at age four (48-59 months).

Home-based pre-schools in urban areas have mushroomed at the expense of quality – learning and inputs are grossly inadequate. While the process of promoting child development in all areas are found wanting, the output standard is very low. Pre-school curricula are outdated and inadequate for the age group, and the environment is not conducive to learning.

The number of early childhood centres increased from 300 in 1990 to 443 in 1995, an increase of 11 per cent. In 1998, the Zambia Pre-school Association reported that 501 centres were registered with it. Between 1990 and 1995, the number of children attending pre-school was 41,000 while the number of trained pre-school teachers rose from 473 to 1,069. The contribution of local Government to preschool is minimal since the running costs of these centres are met from fees collected from the children.

[Main Source: M. Akinware. *Zambia ECD country report*. March 2002. Available at: <http://www.ecdvu.org/> (August 2005)]

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	YES	5,000 (children) through UNICEF supported NGOs only.
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	YES	1,162,934 (children)
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	YES	606,016 (parents)
As component of adolescent, livelihood or literacy programmes	N/A	
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	N/A	
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Because of the high prevalence and impact of HIV/AIDS and poverty in Zambia, most of the targeted children are OVC.

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

Not yet, but UNICEF is supporting MOE, Universities of Zambia and the World Bank (USA) to adapt/customize ECD developmental instrument in order to establish developmental norms for Zambia as well as conduct a longitudinal study of the impact of ECD in learning preparedness for school. The findings from here will help revise the existing pre-school curriculum as well as develop M&E system for monitoring development of children prior to entering basic school.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

Not yet, but being proposed.

[Information revised and additional information provided by UNICEF, December 2005.]