

Developing a Planning and Monitoring Framework for Equity in the Zambia Education System

A case of Strengthening
Education Performance
(STEP-Up) Zambia



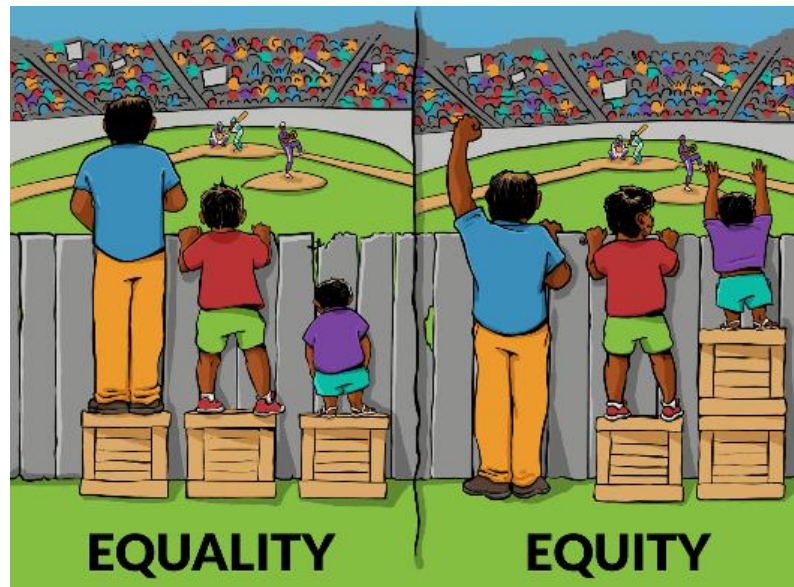
STEP-Up



- STEP-Up (2011-2016) aimed to support education management reforms to improve learner performance
- Five Key Task Areas:
 - Integrate and strengthen systems for improved decision making
 - Promote equity as a central theme in policy development and education management reform
 - Institutionalize MOGE's management of HIV/AIDS workplace programs
 - Strengthen decentralization for improved learner performance
 - Engage Zambian institutions of higher education in educational research related to school effectiveness and learning achievement

Importance of study to conference theme

As much as the implementing policies related to equity are challenging, policy revisions and actions to support these findings help to ensure that all children have the opportunity to reach their capacity.



Policies to Support Equity

Policies

- Educating our future (1996)
- 6th National Development Plan (2011)
- National Implementation Framework III (2012)
- Curriculum Framework (2012)

Working towards a national equity study

Task Area 5: Engage Zambian Institutions of Higher Education

- STEP-Up engaged Zambian universities to build local research capacity and identify policy solutions
- Universities:
 - University of Zambia
 - Zambia Institute for Special Education
 - Charles Lwanga College of Education
- Research Topics: teacher preparation, continuous professional development, teacher placement, assessment, and **impact of gender on learning outcomes**

Engaging Charles Lwanga College of Education

- Research Process
 - Develop interview protocols, conduct interviews and collect questionnaires
 - 67 primary schools in 14 districts across 4 provinces
 - Qualitative and quantitative data analysis
- Findings:
 - MOGE officials expressed interest in using the results of Charles Lwanga COE's research to create guidelines for supporting parity in achievement of boys and girls
 - Based on interest from the MOGE, STEP-Up supported the development of a national strategy and to address gender equity

National Equity Study

Developing a planning and monitoring framework for equity in the
Zambia education system

Overview of the study

- Purpose
 - To identify potential approaches for enhancing planning and monitoring to improve equity in the Zambian education system
- Objectives:
 - Assess equity in the current delivery of education in terms of outcomes and investments
 - Analyze the distribution of education investment and education outcomes and identify relationships between investment and outcomes
 - Elaborate draft benchmarks and indicators for monitoring progress on equity at the national, provincial and district levels
 - Develop recommendations for priority actions for improving equity in the system

Data Sources and Limitations

- Sources
 - MOGE EMIS data
 - Examinations Council of Zambia exam results
- The study looked at estimated survival rates to Grades 4, 7, 9, 12 and learning outcomes captured in national examinations
- Limitations
 - Accuracy in underlying data
 - Education-sector data is aggregated at the school and class level

Findings

- The analysis yielded a number of relationships between outcomes (survival rates and exam results) and school characteristics
 - Survival rates to grade 4 are higher in schools that offer at least 7 grades
 - Low pupil-teacher ratio schools lose about 10% more of their pupils before Grade 4 than typically sized schools or even overcrowded schools
 - Survival rates in community schools were about 25% lower when compared to public and private schools with similar levels of resources
 - Analysis suggests that pupils do remain in school (even when overage) until they can make contributions to the household
 - Preschool enrollment can lead to improved survival rates to Grade 4

Findings

- Gender
 - Analysis suggests that there is a similar school survival rate for boys and girls to Grades 4 and 7
 - Girls are slightly less likely to enter Grade 9
- Important to Consider:
 - While many factors other than gender play a role in determining how much school girls and boys complete, gender remains an important equity concern.
 - Data suggests that the consequences of low levels of education for girls can be more serious

Recommendations

- Accelerate the provision of complete primary schools (up to grade 7)
- Invest and support appropriate interventions to improve performance in low pupil teacher ratio schools
- Raise community school performance to parity with public schools through well-targeted additional support and investment
- Promote entry into Grade 1 at the official age of 7 years
- Improve the equity of teacher allocation across schools
- Expand access to quality public preschool education

Thank you

