



REPUBLIC OF ZAMBIA

OFFICE OF THE AUDITOR GENERAL



**PERFORMANCE AUDIT ON THE IMPLEMENTATION OF
THE FREE EDUCATION POLICY IN ENHANCING ACCESS
AND QUALITY OF EDUCATION TO LEARNERS
IN ZAMBIA 2020-2024**



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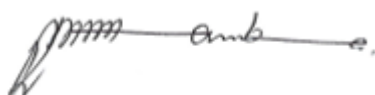
December 2024

FOREWORD

In accordance with the provisions of Article 250 of the Constitution of Zambia (Amendment) Act No.2 of 2016, Public Audit Act No.8 of 1980 and Public Finance Management Act No.1 of 2018, I hereby submit the Performance Audit Report on the Implementation of the Free Education Policy in Enhancing Access and Quality of Education to Learners in Zambia for the period 2020-2024.

Education is a fundamental human right, vital for individual development and societal progress. It is a cornerstone for reducing inequalities, fostering social mobilities and promoting healthier and more sustainable societies. As the country strives to eliminate barriers and enhance educational standards, it is important to recognize the role that the Free Education Policy has played in increasing access to education to Zambia. This Policy also closely aligns with SDG 4 which aims to ensure the provision of accessible, inclusive, equitable, and quality education.

I wish to thank the staff at Ministry of Education, selected schools and stakeholders engaged during the audit from Ministry of Local Government and Rural Development, Ministry of Community Development and Social Services, Zambia Information Communications Technology Authority, United Nations International Children's Emergency Fund, World Vision and National Action for Quality Education in Zambia for the support rendered to my staff during the period of the audit.



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ACTING AUDITOR GENERAL

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ACRONYMS

8NDP	Eighth National Development Plan
CDF	Constituency Development Fund
DEBS	District Education Board Secretary
DEO	District Education Office
ECE	Early Childhood Education
EFA	Education for All
ESB	Educational Statistical Bulletin
ESO	Education Standards Officer
ICT	Information and Communication Technology
KGS	Keeping Girls in School
LSEN	Learners with Special Education Needs
MCDSS	Ministry of Community Development and Social Services
MLGRD	Ministry of Local Government and Rural Development
MoE	Ministry of Education
NAQEZ	National Action to Quality Education in Zambia
OVCs	Orphans and Vulnerable Children
PEO	Provincial Education Officer
SDGs	Sustainable Development Goals
UNICEF	United Nations Children's Emergency Fund
ZEEP	Zambia Education Enhancement Project
ZICTA	Zambia Information and Communication Technology Authority

DEFINITION OF TERMS

Term	Definition
Annex	Refers to an extra building added to a larger building ¹
Combined School	Refers to government school running from Grade 1 to 12. ²
Constituency Development Fund (CDF)	A government budget allocation mechanism that channels a specific portion of the national budget to constituencies to finance development projects such as school infrastructure and furniture among others.
Borack desks	Refers to a type of table that you can work at, often one with drawers. ³
Early Childhood Education (ECE)	Also known as nursery education, refers to a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight or the equivalent of third grade.
Free Education	Refers to primary and secondary schooling and sometimes higher learning that is provided without direct cost to learners. ⁴
Free Education Policy	Refers to the Policy introduced on the 22 nd of January 2022 to offer free education in Zambia from ECE to secondary school level in all Government schools. ⁵
Infrastructure	Infrastructure in education refers to the physical structures such as buildings and other resources that support teaching and learning. These buildings in schools are mainly classrooms, libraries, laboratories and other equipment.
Learning materials	Refers to resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives and to facilitate the teaching and learning process. ⁶

¹ Oxford Languages dictionary

² Zambia Education Information Center (ZEIC)

³ <https://dictionary.cambridge.org/dictionary/english/desk>

⁴ <https://www.right-to-education.org/issue-page/free-education> - 12.02.2024

⁵ <https://www.parliament.gov.zm>

⁶ <https://www.open.edu/openlearncreate>

Ministry	Ministry refers to the Ministry of Education
Primary School	Refers to a school for children from approximately six to eleven years old, in which they receive primary education.
Pupil-Book Ratio	Refers to the total number of regular pupils in a grade divided by the total number of books.
Pupil-Classroom Ratio	Refers to the total number of pupils in a grade divided by the total number of classrooms per grade.
Reagents	Refers to a substance or mixture added to a system to start or test a chemical reaction ⁷
Secondary School	Refers to schools offering education from grades eight (8) to twelve (12). It follows primary education and is sometimes followed by tertiary education.
Talking Walls	Classroom wall displays used to share information in the form of diagrams and drawings.
Teacher-Pupil Ratio	Refers to the average number of pupils per teacher in a school.
Three (3) levels of education	Refers to ECE, primary and secondary school levels.

Source: Ministry of Education – Education Statistics Bulletin 2023 refers to all definitions not referenced in the main table

⁷ <https://www.news-medical.net/health/What-is-a-Reagent>

EXECUTIVE SUMMARY

Education is the basic building block of every society. It is the single best investment countries can make to build prosperous, healthy and equitable societies.⁸ Global agreements, such as the Universal Declaration of Human Rights and the Sustainable Development Goals (SDGs) emphasize education as a fundamental human right and an important component of global development. Although current international treaties only prioritize the right to free education at the primary level, more countries are recognising that this is insufficient and are enacting national laws to expand children's right to free education at pre-primary and secondary levels.⁹

Key Findings

- i. The Ministry had promoted access and participation of learners at the three (3) levels of education through the introduction of the Free Education Policy in 2022 with enrolments increasing by 94%, 9% and 60% for ECE, Primary and Secondary school levels from 2020 to 2024.
- ii. There was inadequate school infrastructure and specialised rooms such as science laboratories, home economics rooms and ICT laboratories at the three (3) levels of education. It was also revealed that schools faced challenges of limited classroom space due to inadequate funding for infrastructure development and high enrolment of learners resulting in overcrowded classrooms. In addition, the audit revealed that there were inadequate teaching and learning materials in schools.
- iii. The audit established that there was a high teacher - pupil ratio that exceeded the recommended MoE standards. A visit to thirty-five (35) ECE centres revealed that there was a high teacher-pupil ratio of 1:110 for both categories of age ranges from 3-4 years and 5-6 years. In addition, thirty-eight (38) primary schools revealed that teacher-pupil ratio exceeded the recommended standards with a ratio of 1:226 while twenty-three (23) secondary schools had a ratio of 1:115.
- iv. The audit revealed that there were inadequate number of standards officers compared to the number of schools in each district to carry out monitoring, evaluation and enforce adherence to set standards of quality in the provision of education.

⁸ United Nations Academic impact
<https://www.un.org/en/academic-impact/education-all>

⁹ Human Rights Watch
<https://www.hrw.org/news/2023/05/09/legal-right-f>

- v. The audit revealed that the MoE coordinated with various stakeholders including the MLGRD and ZICTA in the provision and development of education

Conclusion

The free education policy represents a significant initiative aimed at increasing access to education for all children, particularly those from disadvantaged backgrounds. Since its re-introduction in January 2022, the policy has led to a notable increase in enrolment rates across ECE, primary and secondary schools, reflecting the Government's commitment to ensuring that education is a right rather than a privilege. However, the Ministry faces challenges in efficiently and effectively providing quality education to learners at all levels of education which include timely availability of up-to-date data on access and participation of learners at all levels of education, inadequate infrastructure, learning and teaching materials to improve learning and high pupil teacher ratio among others. These challenges may delay achievement of SDG 4 which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.

Recommendations

The Ministry of Education should:

- i. Enhance the Education Management Information System (EMIS) through various interventions such as upgrading ICT infrastructure, maintaining up to date education data, automating and integrating all the systems, to ensure accurate and timely data, proper planning and informed decision making and accessibility to stakeholders and other supporting partners who might need information on key priority areas in need of support.
- ii. Put in place measures that will allow for infrastructure needs assessment that matches the school enrolment levels. This will help the MoE to plan effectively for improved learner outcomes.
- iii. Conduct regular assessment on the availability of learning and teaching materials across all education levels to ensure sufficient and equitable distribution of learning materials.
- iv. Ensure that teachers are deployed proportionally based on the needs of specific education levels and specialisation in areas of mathematics, ICT and science.
- v. Deploy available ESOs in proportion to the number of schools in a particular district to ensure effective monitoring and enforcement of education standards.
- vi. Continue collaborating with existing and potential partners to ensure provision of quality education to learners.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter provides the background of the performance audit and outlines the motivation for conducting the audit.

1.1. Background

Education is the basic building block of every society. It is the single best investment countries can make to build prosperous, healthy and equitable societies.¹⁰ Global agreements, such as the Universal Declaration of Human Rights and the Sustainable Development Goals (SDGs) emphasises education as a fundamental human right and an important component of global development. Although current international treaties only prioritise a right to free education at the primary level, more countries are recognising that this is insufficient and are enacting national laws to expand children's right to free education at the pre-primary and secondary levels.¹¹

In the early 2000s, Zambia began implementing policies aimed at increasing access to education. The introduction of the Free Basic Education Policy in 2002 marked a pivotal moment in the country's educational landscape, abolishing tuition fees for grades 1 to 7 and significantly increasing enrolment rates¹². By 2005, primary school enrolment rates had surged to approximately 93% from around 70% in the 1990s, demonstrating the impact of removing financial barriers to education¹³. Despite this progress, challenges remained in ensuring the quality of education and extending free education to secondary school level.

Building on these earlier efforts, the Zambian Government in January 2022, made a landmark decision to expand its Free Education Policy from Early Childhood Education (ECE) to secondary school level across all Government schools. This policy shift was driven by the recognition that financial barriers continued to hinder access to education for many children and was aligned with the Government's commitment to human capital development. According

¹⁰ United Nations Academic impact
<https://www.un.org/en/academic-impact/education-all>

¹¹ Human Rights Watch
<https://www.hrw.org/news/2023/05/09/legal-right-f>

¹² MoE, 2002

¹³ World Bank, 2012

to the Ministry of Education (MoE), the introduction of free education up to secondary school level aims to benefit nearly eight (8) million children, ensuring they have the right to education regardless of their socio-economic background.¹⁴

Provision of education in Zambia is the responsibility of the MoE. The Ministry's objective is to provide accessible, inclusive, equitable, and quality education that enables individuals to attain their full potential and contribute to national development. This is in line with the attainment of SDG 4¹⁵ and Vision 2030¹⁶ which has been domesticated through strategies in the Eighth National Development Plan (8NDP), that aim to improve education and skills by enhancing access to quality, equitable, and inclusive education.

1.2. Motivation

Education is a cornerstone for reducing inequalities, fostering social mobilities and promoting healthier and more sustainable societies. It empowers individuals to improve their lives and contribute significantly to national development. In Zambia, the 2022 Free Education Policy has made significant strides in increasing access to education with the Minister of Education reporting that over 2 million children had enrolled in schools across the country due to this initiative.¹⁷ This policy has opened doors for many children who would otherwise be left behind, potentially transforming their future and benefiting society.¹⁸

However, while the Free Education Policy has increased enrolment, it has also introduced significant challenges that threaten the quality and effectiveness of education. The June 2023 report of the Parliamentary Committee on Education, Science and Technology highlighted several critical issues such as overcrowded classrooms, high pupil-teacher ratio, high pupil-desk ratio and inadequate learning materials (i.e., books, teaching aids, laboratory and Information and Communication Technology (ICT) equipment). These challenges have created a learning environment that is not conducive for effective teaching or learning, potentially compromising the quality of education. If left unaddressed, these challenges could reverse the gains made and undermine the Policy's long-term effectiveness.

¹⁴ <https://www.edu.gov.zm/>- 06.08.2023

¹⁵ The SDGs aim to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

¹⁶ The Vision 2030 which targets to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030

¹⁷ <https://www.edu.gov.zm/>- 06.08.2023

¹⁸ Parliamentary committee on Education, Science and Technology 2023 June report on Free Education Policy implementation

The audit on the implementation of the Free Education Policy in enhancing access and quality education to learners in Zambia is also in line with the Auditor General's 2024 strategic focus areas which include the prioritisation of the education sector. Therefore, it is expected that the audit will highlight areas for improvement, thereby aiding Government in achieving SDG No. 4 which aims to improve education and skills by enhancing access to quality, equitable and inclusive education.

CHAPTER TWO

AUDIT OBJECTIVE, AUDIT SCOPE AND AUDIT QUESTIONS

2.0. Introduction

This chapter highlights the audit objective, scope and the audit questions to be answered.

2.1 Audit Objective

The objective of the audit was to assess whether the MoE had effectively and efficiently implemented measures to deliver quality education under the Free Education Policy from ECE to secondary school level.

2.1.1. Specific Objectives

The specific objectives were to:

- i. Evaluate whether the Free Education Policy improved access to education and increased participation of learners at the three (3) levels of education being ECE, primary and secondary level.
- ii. Assess the adequacy and quality of school infrastructure, learning and teaching materials provided to accommodate increased enrolments.
- iii. Review the deployment of teachers across provinces and education levels to ensure alignment with specific educational needs and demands.
- iv. Assess the effectiveness of the monitoring mechanism, including the enforcement of educational standards and guidelines to maintain quality education.
- v. Examine the coordination mechanism in place with stakeholders to support the implementation of the Free Education Policy.

2.2. Audit Scope

The audit primarily focused on the MoE, which is responsible for ensuring the provision of quality education to learners across the country. The audit aimed to assess the efficiency and effectiveness of measures implemented by MoE to facilitate the provision of quality education under the Free Education Policy from ECE to secondary school levels. This included examining access and participation, infrastructure development, resource allocation, teacher deployment, as well as the monitoring, enforcement and coordination mechanisms in place to sustain quality education.

It covered the period 2020 to 2024 to allow for a comprehensive analysis of the conditions before and after the introduction of the Free Education Policy in 2022. This timeline enabled a

comparison of educational outcomes and impact on learners and communities highlighting any significant changes attributed to policy implementation. The audit coverage was countrywide.

The scope did not include provision of Special Needs Education (SNE) as an audit report on SNE was published by the Office of the Auditor General for the period 2014 to 2018 and tabled in Parliament. Additionally, an audit focusing on the implementation of SDG No. 4 - provision of inclusive primary education for children with special needs which encompassed aspects related to inclusive and equitable quality education was carried out in 2024.

2.3. Audit Questions and Sub- Questions

The audit answered the following questions:

2.3.1. How has the Free Education Policy improved access to education and increased participation of learners at the three (3) levels of education being ECE, primary and secondary level?

- i. Has the provision of free education promoted accessibility and participation of learners at all levels of education?
- ii. Has the MoE implemented an effective Education Management Information System (EMIS) to provide timely and accurate data on access and participation of learners?
- iii. To what extent has the provision of free education impacted learners and communities?

2.3.2. Has the MoE ensured the adequacy and quality of school infrastructure, learning and teaching materials to accommodate increased enrolments?

- i. Has the MoE ensured that appropriate school infrastructure and adequate learning spaces are available across the three (3) levels of education?
- ii. Has the MoE provided the required laboratory and ICT equipment, teaching and learning materials to ensure provision of quality education to learners at all levels?

2.3.3. How has the MoE deployed teachers across provinces and education levels to ensure alignment with specific educational needs and demands?

- i. Has the MOE deployed adequately trained teachers at the three (3) levels of education?

2.3.4. How has MoE ensured the effectiveness of monitoring mechanism, including the enforcement of educational standards and guidelines to maintain quality education?

- i. Has the MoE conducted monitoring activities to assess adherence to educational standards and guidelines?

- ii. Has the MoE ensured that adequate enforcement of education standards and guidelines are carried out?
 - iii. Has the MoE ensured availability of standards officers to conduct monitoring and enforcement of education standards at all levels of education?
- 2.3.5. To what extent has the MoE established coordination mechanism with stakeholders to support the implementation of the Free Education Policy?

2.4. Limitation

The audit was limited by resource constraints and as a result, the audit sampled schools that were near the Central Business District (CBD). To address the limitation, questionnaires were distributed to districts not visited.

CHAPTER THREE

AUDIT METHODOLOGY

3.0. Introduction

This chapter describes the methodology used during the audit highlighting the audit standards, sample population, sampling techniques, data collection and analysis methods.

3.1. Audit Standards

The audit was conducted in accordance with the International Standards for Supreme Audit Institutions (ISSAIs), relevant to performance auditing. These are: ISSAI 100 - Fundamental Principles of Public Sector Auditing, ISSAI 300 - Fundamental Principles of Performance Auditing, and ISSAI 3000 - Performance Audit Standards and Guidelines. The Standards require that the audit is planned and executed in a manner which ensures that an audit of high quality is carried out and that sufficient audit evidence is obtained to support the findings.

3.2. Audit Sampling

The sampling process was designed to ensure a comprehensive and representative selection of provinces, districts and schools, allowing for analysis of the provision of quality education to learners under the Free Education Policy. The sampling criteria included enrolment rates and urban-rural representation.

To select the provinces, districts and schools to be visited the following sampling methods were used:

a. Purposive Sampling

A purposive sampling technique was used to select three (3) provinces¹⁹ with high number of enrolments and three (3) provinces²⁰ with low number of enrolments to ascertain availability of school infrastructure, number of teachers, teaching and learning materials, laboratory and ICT equipment. This approach ensured that both high and low enrolment provinces were represented, providing a holistic view of the implementation of the Free Education Policy.

b. Random Sampling

Random sampling was used to sample the seventeen (17) districts ²¹visited as this allowed an equal chance of selection. This method ensured that districts were chosen based on strata, such

¹⁹ Copperbelt, Lusaka and Central Provinces

²⁰ Western, Luapula and Northern Provinces

²¹ Lusaka, Chongwe, Kafue, Kabwe, Mkushi, Chisamba, Luanshya, Masaiti, Ndola, Kaoma, Mongu, Mwense, Samfya, Mansa, Kasama, Luwingu and Mungwi

as urban vs. rural settings and socio-economic conditions, allowing for a more balanced and representative sample.

c. Cluster Sampling

Schools in the selected districts were subjected to cluster sampling to obtain a reliable sample. This involved grouping schools into clusters based on similar characteristics (e.g. size, location) and then randomly selecting clusters for inclusion in the audit. A total of thirty-five (35) ECE annexes, thirty-eight (38) primary schools and twenty-three (23) secondary schools were selected. (**Appendix 1** refers) This method facilitated the efficient collection of data from a representative cross-section of schools.

Out of seventy- eight (78) district in the six (6) provinces selected, seventeen (17) districts were visited while questionnaires were administered to the remaining sixty-one (61) districts out of which twenty- seven (27) responses were received. This expanded the sample size and ensured countrywide representation. The data collected from the questionnaires complemented and validated the findings from the onsite visits. **Appendix 2** refers.

3.3. Data Collection Methods

The audit employed a combination of document reviews, interviews, and site visits to address the audit questions as detailed below:

a. Access and Participation of Learners across ECE, Primary and Secondary Levels

To address this audit question, the team reviewed Educational Statistical Bulletins, Enrolment Reports, and Annual Reports from the MoE to assess changes in access and participation rates at ECE, primary, and secondary levels.

Interviews were also conducted with MoE headquarters staff, Provincial Education Officers (PEOs), District Education Board Secretaries (DEBS), and school representatives to gather insights on enrolment trends and impact on communities. Site visits were conducted at selected schools to verify the reported increases in learner's participation and observe the availability of ECE centres. **Appendix 3** shows the documents reviewed and purpose of review while **Appendix 4** shows the list of personnel interviewed.

b. Adequacy and Quality of School Infrastructure, Learning and Teaching Materials

To address this question, the audit team reviewed Strategic Plans, Infrastructure Development Reports, Procurement Records, and Standards Monitoring and Evaluation Reports. These documents were used to assess the adequacy of classroom spaces, laboratory facilities, and the provision of learning and teaching materials to support increased enrolments. Interviews with MoE officials, school administrators, and representatives of Parents Teachers Committees (PTCs) were conducted to gather perspectives on the quality and adequacy of educational resources. Site visits were carried out at various schools to validate the availability and condition of classroom spaces, learning materials, and other facilities.

c. Teacher Deployment Across Provinces and Education Levels

To examine teacher deployment and its alignment with educational needs, the audit reviewed Teacher Deployment Reports, Staffing Schedules, and Personnel Records from the MoE. Interviews with MoE officials, PEOs, and DEBS were conducted to understand the criteria used for teacher placement and the challenges faced in deploying teachers to remote areas. Site visits at selected schools were also undertaken to verify the actual teacher-pupil ratios and the distribution of adequately trained teachers across education levels.

d. Effectiveness of Monitoring Mechanisms and Enforcement of Educational Standards

The audit reviewed Standards Monitoring and Inspection Reports and Compliance Assessment Reports to evaluate the effectiveness of monitoring mechanisms. Further, interviews were held with MoE officials, Standards Officers at PEO and DEBS and school representatives to assess the enforcement of educational standards and guidelines. Site visits were conducted to verify compliance with quality standards at the school level.

e. Coordination Mechanisms with Stakeholders in Policy Implementation

To address this audit question, the team examined Stakeholder Engagement Reports to determine the extent of collaboration between the MoE and other key stakeholders in implementing the Free Education Policy. Interviews were conducted with representatives from key stakeholder organisations, including NGOs, Local Authorities, and Government institutions, to understand their roles in supporting the Policy.

3.4.Data Analysis

The data collected was analysed using quantitative and qualitative methods. Quantitative data was analysed using Microsoft Excel and results were interpreted using charts, graphs and tables. Qualitative data collected was analysed primarily through Content Analysis and presented in summarised text. Detailed analysis per audit question is as shown below.

a. Access and Participation of Learners across ECE, Primary, and Secondary Levels

Data obtained from the ESB was analysed using Microsoft Excel to enable the audit highlight key trends on enrolments at ECE, Primary and Secondary education levels. Data on enrolments was presented visually through bar charts.

Qualitative data obtained from interviews on availability of school data at national level and the impact of free education on learners and communities was analysed using Content Analysis. Information was grouped into main themes covering data collection, management of educational statistics and impact on learners and communities. This was presented in summarised text form.

b. Adequacy and Quality of School Infrastructure, Learning and Teaching Materials

Data obtained during site visits on availability and adequacy of school infrastructure, teaching and learning materials was analysed using Microsoft Excel and results presented using charts and tables. Data subjected to analysis through categorisation included:

- i. Status of school infrastructure at all levels of education;
- ii. Number of learners enrolled at all levels of education in comparison to number of classrooms available;
- iii. Availability of specialised rooms such as science laboratories, library facilities, ICT and Home Economics rooms in comparison to number of learners enrolled;
- iv. Availability of school desks in comparison to number of learners enrolled;
- v. Analysis of data on number of hours available to learners at all levels of education in relation to the existing infrastructure; and
- vi. Availability of toilet facilities in comparison to number of learners enrolled at all levels of education.

Qualitative data obtained from interviews on availability and adequacy of school infrastructure, learning and teaching materials as well as challenges faced in providing quality education was also analysed using the Content Analysis tool and the results presented in summarised text form.

c. Teacher Deployment Across Provinces and Education Levels

Data obtained on the approved staff establishment, number of teachers available in schools in comparison to number of learners was analysed using Microsoft Excel and results were reported using tables to show the deficit number of teachers at all levels of education, and the teacher-pupil ratio at the schools visited. Qualitative data obtained through interviews on availability of teachers in specialised subjects including allocation of teachers after recruitment was analysed using the Content Analysis tool and results presented in summarised text form.

d. Effectiveness of Monitoring Mechanisms and Enforcement of Educational Standards

Qualitative data obtained from standards, monitoring and inspections reports, and compliance assessment reports were analysed using the Content Analysis tool by identifying themes and patterns and grouping similar responses. Data obtained from interviews was also grouped into themes and used to corroborate data obtained from document reviews. Quantitative data on the number of enforcement officers available against the approved establishment was further compared to the number of schools requiring monitoring and enforcement of education standards. This information was analysed using Microsoft Excel and results presented in summarised text form.

e. Coordination Mechanisms with Stakeholders on Policy Implementation

Qualitative data obtained through document reviews and interviews on coordination mechanisms with stakeholders to support the implementation of the free education policy was grouped and analysed using Content Analysis and results summarised in text form.

CHAPTER FOUR

DESCRIPTION OF THE AUDIT AREA

4.0. Introduction

This chapter describes the mandate, roles and responsibilities, organisational structure and funding arrangements of the MoE. It highlights the key stakeholders involved in the education sector and the systems description of the enrolment processes at the three (3) levels of education.

4.1. Mandate

The mandate of the MoE is to formulate and implement education and science policies, set and enforce standards and regulations, licence, supervise and provide education and skills development, and promote science, technology and innovation.

4.2. Roles and Responsibilities

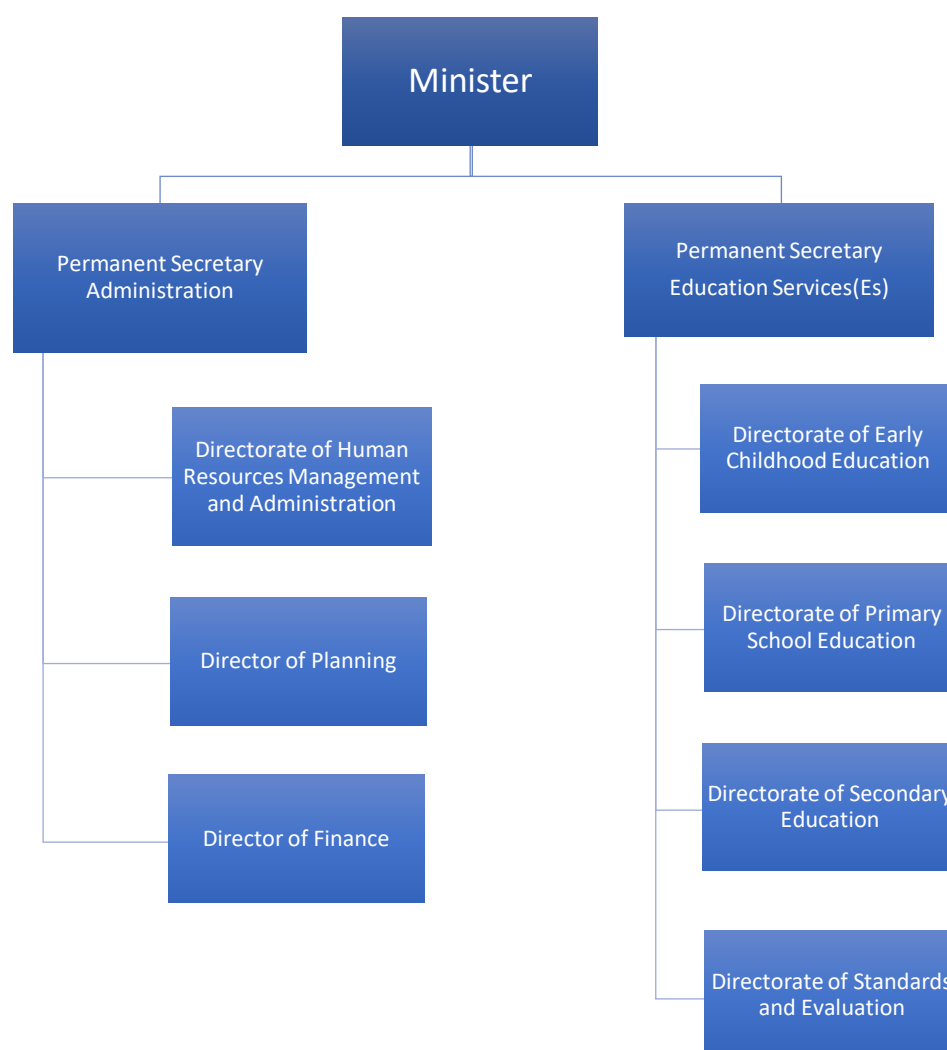
The MoE is responsible for overseeing ECE, primary and secondary education, colleges of teacher education and public universities.

4.3. Organisation Structure

The MoE's organisation structure comprises four (4) levels, namely; headquarters, provincial offices, district offices, and schools. The MoE is headed by a Minister who is responsible for education and provides policy direction. There are two (2) Permanent Secretaries responsible for the day-to-day operations under administration and educational services respectively.

Relevant to this audit are the Directorates of ECE, Primary and Secondary education under the Permanent Secretary- Educational Services as well as the Directorates of Finance, Planning and Information under the Permanent Secretary – Administration. Figure 4.1 below shows the organisational structure of the MoE.

Figure 4.1: Ministry of Education Organogram (Extract)



Source: Ministry of Education Organogram (Extract), 2024

The three (3) directorates responsible for ensuring provision of quality education to learners at the three (3) levels are directorates of ECE, primary and secondary education. The MoE also has provincial and district offices linked to each directorate at headquarters. The roles and responsibilities of the directorates, PEO and DEBS offices are detailed below:

a. Early Childhood Education

The directorate is responsible for:

- i. Formulation and review of policies to ensure quality and relevance in the provision of ECE programmes with key players such as line ministries, NGOs, families, and individuals.
- ii. Preparation of ECE instructional materials to ensure quality teaching and learning.

- iii. Mobilisation of financial and material resources to facilitate the implementation of ECE programmes.
- iv. Collaborating with various stakeholders in the ECE sub-sector to enhance the implementation of ECE programmes through consultation.
- v. Overseeing the registration of ECE centres to ensure adherence to set standards.
- vi. Ensuring the undertaking of research to provide evidence-based information.
- vii. Managing staff and other resources to facilitate the attainment of the directorate's objectives.
- viii. Monitor and evaluate the ECE services administered by all stakeholders such as public, private, Community Based Organisations (CBOs), and Faith-Based Organisations (FBOs) to ascertain and guarantee the best practices and quality.

b. Primary Education

The directorate is responsible for coordinating the provision of quality education at primary level to promote individual development and survival skills. It is also responsible for the formulation, review and implementation of primary education policy to improve learning outcomes.

c. Secondary Education

The directorate is responsible for coordinating the provision of quality education at secondary level to promote individual development and survival skills. It is also responsible for the formulation, review and implementation of secondary education policy to improve learning outcomes.

d. Provincial Education Offices

At Provincial level, the MoE is headed by Provincial Education Officers (PEOs) who are responsible for coordination of the provision of education.

e. District Education Offices

The District Education Office (DEO) is headed by a District Education Board Secretary (DEBS) who is responsible for coordination of the provision of education at district level.

4.4. Budgets and Funding Arrangements

The MoE receives funding from the Government to support its operations and programmes. Table 4.1 below shows the funding details at the three (3) levels of education.

Table 4.1: Funding allocated to Ministry of Education 2020-2023

Year	Programme	Budget K	Releases K	Expenditure K
2020	Early Childhood Education	11,189,445	9,453,853	9,422,579
2020	Primary Education	6,997,985,538	6,332,678,818	6,332,370,151
2020	Secondary Education	2,424,700,565	1,947,106,292	1,966,550,473
		9,433,875,548	8,289,238,963	8,308,343,203
2021	Early Childhood Education	12,993,445	12,431,493	12,431,490
2021	Primary Education	7,059,578,003	7,058,965,154	7,058,964,915
2021	Secondary Education	2,547,606,880	2,232,294,589	2,220,425,924
		9,620,178,328	9,303,691,236	9,291,822,329
2022	Early Childhood Education	164,615,365	157,679,516	87,759,874
2022	Primary Education	7,961,447,684	7,958,706,101	7,937,437,637
2022	Secondary Education	4,240,303,127	3,579,156,045	3,573,955,590
		12,366,366,176	11,695,541,662	11,599,153,101
2023	Early Childhood Education	547,496,971	438,047,486	268,594,553
2023	Primary Education	12,403,599,447	12,325,468,489	12,320,396,818
2023	Secondary Education	6,095,695,544	4,837,511,235	4,701,131,192
		19,046,791,962	17,601,027,210	17,290,122,563
Total		50,467,212,014	46,889,499,071	46,489,441,196

Source: Ministry of Education Funding Profiles 2020-2023

As can be seen in table 4.1 above, during the period under review, the MoE had a total budget of K50,467,212,014 and received amounts totalling K46,889,499,071 representing 93% of the budgeted amount allocated towards ECE, primary and secondary levels resulting in a deficit of K3,577,712,943 representing 7% of the budget. Of the released funds, MoE allocated K617,612,348 representing 1% towards ECE, K33,675,818,562 representing 72% towards primary level and K12,596,068,161 representing 27% towards secondary level.

An analysis of the expenditure for the period under review revealed that out of the total funding of K46,889,499,071, the MoE spent K46,489,441,196 resulting in unspent funds of K400,057,875. The inability to spend released funds has a risk of compromising the provision of quality education as the unspent amounts would have been utilised on programmes aimed at improving the quality of education in Zambia. However, the MoE did not provide details regarding the unspent funds as of 31st August 2024.

4.5. Stakeholders and their Roles

The MoE collaborates with various stakeholders such as the Ministry of Community Development and Social Services (MCDSS), Ministry of Local Government and Rural

Development (MLGRD), United Nations International Children's Emergency Fund (UNICEF), World Vision Zambia, National Action for Quality Education in Zambia (NAQEZ) and Zambia Information and Communication Technology Authority (ZICTA). Their roles are as detailed below:

a. Ministry of Local Government and Rural Development

The MLGRD coordinates with the MoE by providing support for construction of school infrastructure, provision of bursaries, desks and sanitation services through the Constituency Development Fund (CDF).

b. Ministry of Community Development and Social Services

The MCDSS coordinates with the MoE through identification of vulnerable children receiving educational support from the Keeping Girls in School (KGS) programme supported by World Bank.

c. Zambia Information and Communication Technology Authority

ZICTA coordinates with MoE in enhancing digital literacy by supplying ICT equipment and promoting digital skills among learners in both urban and rural schools.

d. United Nations International Children's Emergency Fund

UNICEF supports the provision of quality education by collaborating with the MoE in areas of capacity building and provision of school infrastructure at all levels of education across the country.

e. World Vision Zambia

World Vision supports the implementation of education programmes to improve numeracy and literacy skills of learners and conduct assessments to ensure tracking of performance. They also provide capacity building to teachers, education administrators, parents and community members on ways of supporting effective learning in schools among other roles.

f. National Action to Quality Education in Zambia

NAQEZ conducts research and surveys on various factors affecting delivery of quality education in the country and promotes the welfare of teachers and learners among other roles. It also advocates for more funding to the education sector to meet United Nations (UN) global standards of 20% funding towards the sector.

4.6. Systems Description

a. Access and participation of learners

The Zambian education system comprises ECE, primary, secondary and tertiary education levels designed to provide smooth progression from early learning through tertiary. The free

education policy aims to improve access to education by promoting free education at three (3) levels. This section describes the system of enrolment at ECE, primary and secondary levels.

i. ECE Levels

At ECE level, children eligible for enrolment are aged between 3 to 6 years. Application for enrolment of a child for admission at a school is supposed to be made by the parent or guardian of the child, to the Head of the school. The applicant has to provide the Head of the school with information and evidence required enabling them to consider the application after which the applicant completes and signs the appropriate form of application. Once the application is approved, the child is enrolled into ECE.

ii. Primary Levels

At primary level, enrolment requires a child to be 7 years old. Application for enrolment of a child into primary level is supposed to be made by the parent or guardian of the child, to the Head of the school. The applicant provides the Head of the school with information and evidence as required enabling them to consider the application after which the applicant completes and signs the appropriate form of application. Once the application is approved, the child is enrolled into primary school. No child should be enrolled at a school unless he or she is of an appropriate age. Primary education starts from grade 1 to 7 after which a child is subjected to grade 7 examinations which are used as a basis to progress to secondary level.

iii. Secondary Levels

Secondary level runs for a period of five (5) years from Grade 8 to 12 and is divided into two (2) stages, junior and senior secondary.

- Junior secondary: This stage includes grades 8 and 9. To be admitted to grade 8, pupils must have successfully completed primary education and passed the grade 7 examination which assesses their readiness for secondary education.
- Senior secondary: This stage covers grades 10 to 12. Progression to grade 10 requires pupils to have completed junior secondary and passed grade 9 examinations. These examinations serve as a benchmark to ensure that pupils have acquired the necessary knowledge and skills to handle more advanced studies at the senior secondary.

The end of secondary education occurs at grade 12 where pupils undertake final examinations. Successful completion of these examinations is key to determine eligibility for tertiary education.

b. Data Management on Enrolment in Schools

The Ministry maintains data on enrolments at the three (3) levels of education at national, provincial, district and school levels. Data on enrolments is published every year through the Educational Statistical Bulletin (ESB) as this information is vital to enable funding of schools with the free education grants. In ensuring quality and accurate data, all schools, Provincial and District Planning Officers are involved. This data is secured and maintained by both Planning and Finance Departments.

c. Adequacy and Quality of School Infrastructure, Learning and Teaching Materials

The MoE will provide quality education to learners at all levels by making available adequate educational infrastructure, facilities and equipment that will facilitate meaningful acquisition of knowledge, skills and competencies amongst learners. This will also include increasing learner engagement in Science, Technology, Engineering, and Math (STEM) which is a key component in providing quality education and with investments in laboratory facilities and resources.

d. Deployment of Qualified Teachers

The Ministry prioritises the recruitment and deployment of qualified teachers to support the free education policy at ECE, primary and secondary levels. This process begins with a needs assessment, which is conducted at the provincial level upon receipt of detailed information from districts identifying regions requiring additional teaching staff.

Based on these assessments, the MoE announces vacancies and invites applications from qualified candidates. The applications undergo a screening process, including interviews to ensure candidates meet the required standards. Successful candidates are then deployed to schools where they are most needed, ensuring equitable distribution across all regions.

The MoE provides ongoing professional development opportunities to enhance teachers' skills and subject knowledge. Regular follow-up assessments and feedback mechanisms ensure that teachers are effectively contributing to the quality of education, aligning with the goals of the free education policy. This structured approach ensures that all students benefit from high-quality education delivered by well-qualified teachers.

e. Monitoring Mechanisms and Enforcement of Education Standards

The MoE has established extensive monitoring and evaluation practices to ensure educational goals are achieved and quality education is provided, aligning with the free education policy at the three levels of education. Standards Officers play a key role in this process. They are responsible for systematically tracking resource allocation, assessing learning outcomes, and adjusting strategies to address disparities and enhance performance.

Standards Officers review the school's profile, including previous inspection reports and current performance data, to understand the context and identify areas of focus. During the school visits,

Standards Officers observe delivery of lessons to learners, review teaching methods, and assess the learning environment. They also examine records and documents related to resource allocation and utilisation. They also hold discussions with teachers, administrators, and students to gather insights and feedback on educational practices and challenges.

After the inspection, Standards Officers will compile their findings, highlighting strengths and areas for improvement. They provide detailed reports with recommendations to help schools align with national guidelines.

f. Coordination with Stakeholders

The MoE collaborates with organisations like UNICEF, ZICTA, MLGRD, and World Vision among others to secure financing and technical assistance, supporting key initiatives such as infrastructure improvement, teacher training, and programmes targeting ECE, literacy enhancement, and ICT skills development. This partnership approach is meant to complement Zambia's Free Education Policy, which provides free education at ECE, primary and secondary levels.

CHAPTER FIVE

AUDIT CRITERIA

5.0. Introduction

This chapter describes the audit criteria used to assess the performance of the MoE in the provision of quality education to learners under the Free Education Policy.

5.1. Sources of Audit Criteria

Table 5.1 presents the audit questions, their corresponding assessment criteria and the sources from which the criteria were derived.

Table 5.1: Audit Criteria

Audit Questions	Audit Criteria	Source of Criteria
1. How has the Free Education Policy improved access to education and increased participation of learners at the three (3) levels of education?	i. The Government through the 8NDP aims to improve access to quality, equitable and inclusive education by providing education aimed at enhancing participation at the three (3) levels of education.	i. Eighth National Development Plan (8NDP)
	ii. Strategic Objective No. 2 aims to increase access and participation. This shall be achieved by increasing universal participation in education from ECE to secondary and promoting the provision of free education.	ii. Ministry of Education Strategic Plan 2022-2026
	iii. Strategic Objectives No. 4 aims to enhance Management Information Systems to ensure up-to-date comprehensive information on teaching and learning.	iii. Ministry of Education Strategic Plan 2022-2026
	iv. SDG No. 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. By 2030, Governments should ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	iv. Sustainable Development Goals (SDGs) Agenda 2030
2. To what extent has the MoE ensured the provision of adequate school infrastructure,	i. The MoE shall provide and maintain appropriate and adequate facilities for the development and delivery of education.	i. Education Act No. 23 of 2011

learning and teaching materials to accommodate increased enrolment?	<p>The MoE will renovate, rehabilitate, maintain, and construct specialised rooms and equipment and machinery to support teaching and learning.</p> <p>ii. One of the policy measures of the MoE is to provide and maintain appropriate and adequate facilities for the development and delivery of education.</p> <p>iii. The MoE shall enhance access to quality, equitable and inclusive education by ensuring that schools are adequately equipped to deliver quality and relevant education, focusing on supply of educational requisites, including the procurement of school desks.</p>	<p>ii. National Education Policy of 1996</p> <p>iii. Ministry of Education Strategic Plan 2022-2026</p>
3. Has the MoE ensured adequacy of school infrastructure and learning space at the three (3) levels of education?	<p>i. The MoE shall provide and maintain appropriate and adequate facilities for the development and delivery of education.</p> <p>ii. Strategic Objectives No. 7 of the MoE is to improve educational infrastructure and equipment. The Ministry will renovate, rehabilitate, maintain, and construct specialised rooms and equipment and machinery to support teaching and learning.</p>	<p>i. National Education Policy of 1996</p> <p>ii. Ministry of Education Strategic Plan 2022-2026</p>
4. Has the MoE provided adequate laboratory and ICT equipment, teaching and learning materials to ensure provision of quality education to learners?	<p>i. The MoE shall establish and maintain a teachers' resource centre, laboratory or any other facility or service at an educational institution as is necessary for the benefit of learners and teachers.</p> <p>ii. Strategic Objective No.1 of the MoE is to improve learner achievements by strengthening the provision of teaching and learning materials for all levels and in all learning areas.</p> <p>iii. One of the policy measures of the MoE is to strengthen the capacity to develop and provide quality and relevant teaching and learning materials.</p>	<p>i. Education Act No. 23 of 2011</p> <p>ii. Ministry of Education Strategic Plan 2022-2026</p> <p>iii. National Education Policy of 1996</p> <p>iv. National Education Policy of 1996</p>

	<ul style="list-style-type: none"> iv. The MoE shall implement policy measures aimed at integrating and institutionalising ICT into the education sector to deliver efficient and effective services. v. SDG Target 4.4 requires that by 2030, there is a substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. 	<ul style="list-style-type: none"> v. Agenda 2030 – Sustainable Development Goals (SDG 4 Target 4.4)
5. To what extent has the MoE ensured the deployment of teachers across provinces and education levels to ensure alignment with specific educational needs and demands?	<ul style="list-style-type: none"> i. The MoE shall improve human resource capacity by increasing staffing levels in schools by prioritising the recruitment of teachers to fully operationalise the organisation structure. 	<ul style="list-style-type: none"> i. Ministry of Education Strategic Plan 2022-2026
6. Has MoE ensured the implementation of effective monitoring and enforcement mechanisms to attain quality education?	<ul style="list-style-type: none"> i. The Minister shall determine the standards and quality of education and training in educational institutions. ii. The Minister shall appoint an Education Standards Officer who shall monitor, evaluate, and enforce adherence to set standards of quality in the provision of education by educational institutions. 	<ul style="list-style-type: none"> i. Education Act No. 23 of 2011
7. To what extent has the MoE established coordinated partnerships with key stakeholders to ensure provision of quality education under the Free Education Policy?	<ul style="list-style-type: none"> i. One of the policy measures of the MoE is to promote and strengthen stakeholder participation in the provision and development of education. 	<ul style="list-style-type: none"> i. National Education Policy of 1996

CHAPTER SIX

FINDINGS

6.0. Introduction

This chapter presents the audit findings by comparing the gathered evidence against the established criteria, verifying the identified problems and analysing the underlying root causes.

6.1. Access and Participation of Learners in Education

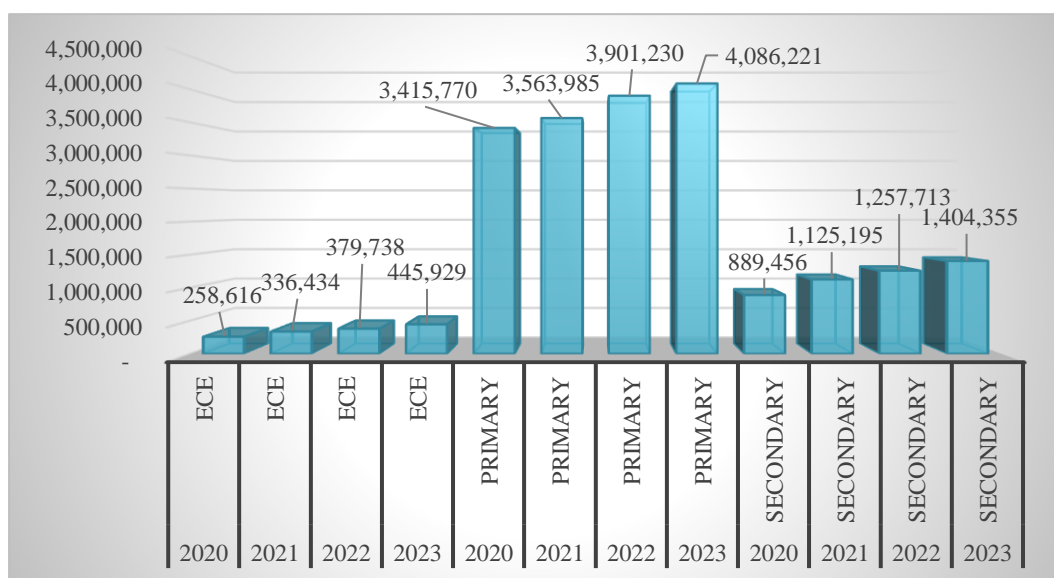
a. Promotion of Access and Participation of Learners at all Levels of Education

The MoE's objective is to improve access and participation in education. This shall be achieved by increasing universal participation in education from ECE to secondary level and promoting the provision of free education.²²

The audit revealed that the MoE had promoted access and participation of learners at the three (3) levels of education through the introduction of the Free Education Policy in 2022. Interviews with MoE and its stakeholders²³ acknowledged that access and participation of learners had increased.

A review of the Educational Statistical Bulletin (ESB) for the period 2020 to 2023²⁴ revealed that access and participation of learners had increased at national level as shown in figure 6.1 below.

Figure 6.1: Number of Enrolments at National Level



Source: Performance Audit Analysis 2024

²² Ministry of Education Strategic Plan 2022 to 2026,

²³ UNICEF, World Vision Zambia, ZICTA, MLGRD and NAQEZ

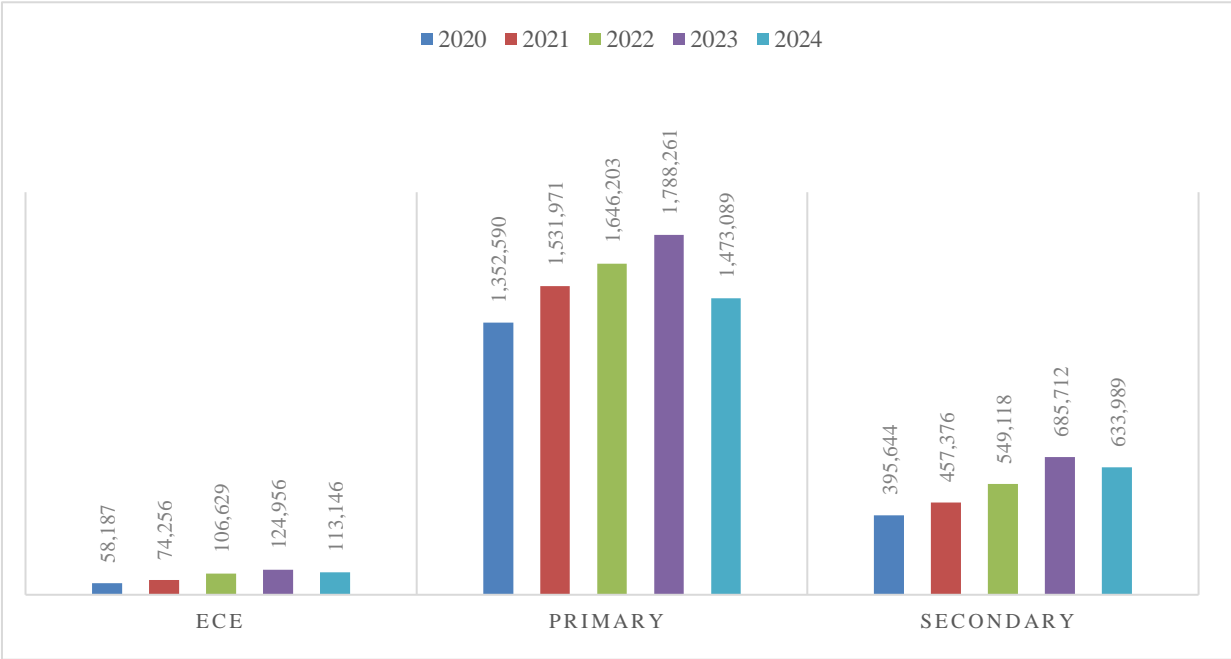
²⁴ Statistics for 2024 at National Level were not provided by the Ministry

As illustrated in figure 6.1 above, enrolments at the three (3) levels of education increased as detailed below:

- i. ECE level – There was a 72% increment from 258,616 in 2020 to 445,929 in 2023.
- ii. Primary level – There was a 20% increment from 3,415,770 in 2020 to 4,086,221 in 2023.
- iii. Secondary level – There was a 58% increment from 889,456 in 2020 to 1,404,355 in 2023.

A review of enrolment statistics from twenty-eight (28) district offices (**Appendix 5 refers**) also revealed that there was an increase in enrolments at the three (3) levels of education as shown in figure 6.2 below.

Figure 6.2 Number of Enrolments at District Level



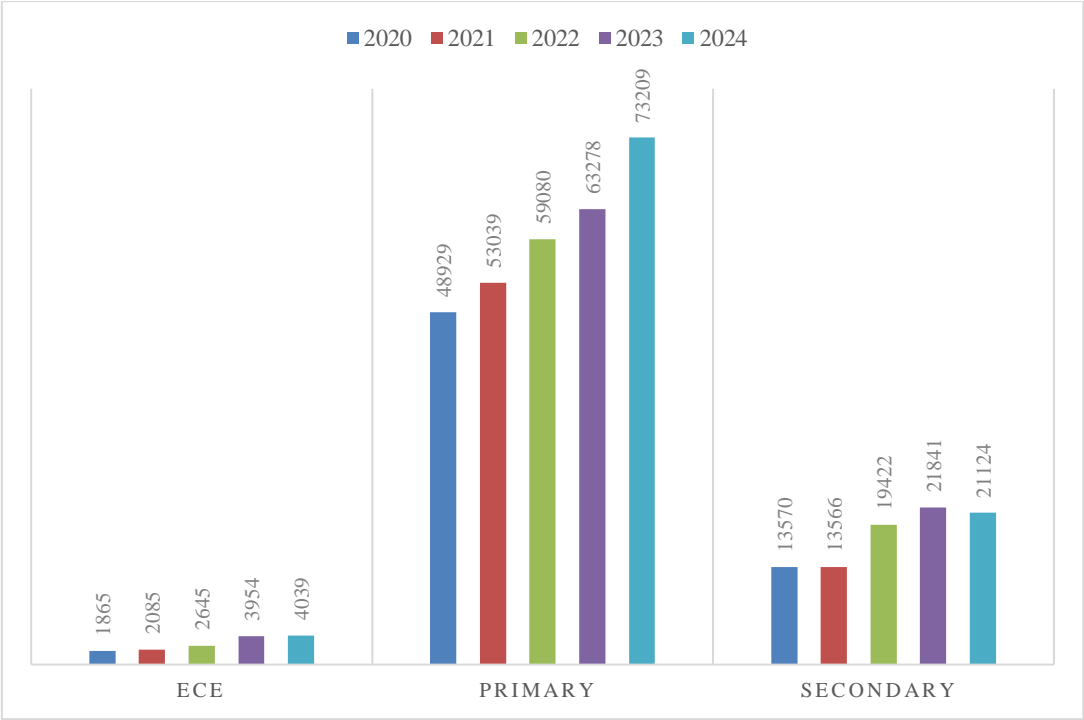
Source: Performance Audit Analysis 2024

As illustrated in figure 6.2 above, secondary education had the highest number of enrolments followed by primary education and ECE at district level. Enrolments increased as follows:

- i. Enrolments for ECE level increased by 54,959 from 58,187 in 2020 to 113,146 in 2024 representing 94%.
- ii. Enrolments for primary level increased by 120,499 from 1,352,590 in 2020 to 1,473,089 in 2024 representing 9%.
- iii. Enrolments for secondary level increased by 238,345 from 395,644 in 2020 to 633,989 in 2024 representing 60%.

In addition, site visits to thirty-five (35) ECE centres, forty (40) primary schools and twenty-four (24) secondary schools also recorded increments in the enrolment rates as illustrated in figure 6.3 below:

Figure 6.3: Number of Enrolments at School Level



Source: Performance Audit Analysis 2024

As illustrated in figure 6.3 above, enrolments at three (3) levels of education increased as analysed below:

- i. Enrolments for ECE level increased by 117% from 1,865 in 2020 to 4,039 in 2024.
- ii. Enrolments for primary level increased by 50% from 48,929 in 2020 to 73,209 in 2024.
- iii. Enrolments for secondary level increased by 56% from 13,570 in 2020 to 21,124 in 2024.

A trend analysis of enrolments revealed that ECE level recorded the highest percentage increase as the MoE annexed 6,870 primary schools with ECE centres. The increase in enrolment was attributed to the elimination of school fees resulting from the introduction of free education thereby achieving the objective of ensuring access and participation of learners at the three (3) levels of education. Other factors that contributed to the increase in enrolments are the introduction of the Orphans and Vulnerable Children (OVCs) grant, Keeping Girls in School (KGS) programme, School Feeding Programme and a policy to allow every dropout child to re-enroll in school. According to the Ministry, these initiatives encouraged vulnerable children

access quality education, supported the girl child to have access to quality education while the school feeding programme encouraged every child to attend classes at all levels of education. Further, the inclusion of ECE in the feeding programme also contributed to the increase in enrolments.

b. Availability of School Data at National Level

According to the MoE Strategic Plan 2022 to 2026, strategic objective number five (5) is to enhance Management Information Systems (MIS) by developing and disseminating the Education Statistical Bulletin (ESB) every year to ensure up-to-date comprehensive information on teaching and learning.

Even though the Ministry submitted that enrolment data was updated every year, a review of documents revealed that data on enrolments at national level was not up to date as the ESB was last approved and published in 2021. This was attributed to a lack of electronic equipment such as computers at all levels especially at data sources (schools), therefore, schools were using a paper-based system which was costly to implement. Other factors included inadequate transport to timely undertake EMIS activities, and inadequate technical competencies particularly in relation to the for the period 2022 to 2023, the MoE had not compiled the ESB. This presented a risk of relying on outdated data leading to inaccurate conclusions on educational trends. However, in November 2024, the ESB for the period 2022 to 2023 was approved and published.

Interviews with UNICEF and World Vision also revealed that there was a challenge with accessing data at national level as the MoE did not have up-to-date data on the total number of learners enrolled in schools. Without updated data on enrolments at national level, it may be difficult for the MoE to plan in terms of infrastructure needs, desks, and efficient deployment of teachers. It may also result in difficulties in assessing the impact of free education. This can lead to low prioritisation of resources and ineffective decision making in that resource allocation may be unguided which in turn may lead to poor education outcomes. There was also a risk that supporting partners would make uninformed decisions resulting in some schools being provided with incorrect interventions.

c. Impact of Free Education on Learners and Communities

The strategic objective of the MoE is to improve access and participation of learners in education. This shall be achieved by increasing universal participation in education from ECE to secondary levels and promoting the provision of free education.²⁵

²⁵ Ministry of Education Strategic Plan 2022 to 2026

The audit revealed that free education had impacted both the learners and communities at large. Interviews with DEBS offices revealed that by eliminating school fees, more children particularly from low-income families had access to education. The free education policy had positively impacted the social welfare of learners as it encouraged school dropouts to re-enrol. Site visits to selected schools also revealed that there was an overall increase in access to education at the three (3) levels of education as depicted in Figure 6.3 above.

Interviews with World Vision Zambia, NAQEZ, UNICEF, ZICTA and MLGRD also highlighted that free education impacted learners as they had access to the three (3) levels of education without having to worry about school fees which previously deterred some learners from accessing education.

However, stakeholders mentioned that free education gave rise to several challenges that affected provision of quality education such as over-enrolment resulting in overcrowded classrooms due to limited infrastructure, high pupil book ratios and increase in pupil teacher ratio among others.

A review of circulated interview guides from DEBS offices revealed that the savings generated by parents and guardians due to the implementation of free education were redirected towards other economic activities such as agriculture through the purchase of farming inputs. This redirection of resources contributed to an improvement in the economic status of the households. Interviews with DEBS further substantiated these findings, indicating that the elimination of school fees positively impacted on community welfare. The removal of this financial burden enabled parents to allocate their savings not only towards essential school requisites but also towards meeting broader household needs.

Furthermore, interviews with representatives of the PTCs from five (5) primary schools²⁶ and four (4) secondary schools²⁷ also revealed that parents and guardians were pleased with the introduction of free education. The removal of school fees enabled them to purchase essential school requisites such as books, shoes and uniforms. Additionally, it provided an opportunity for parents to re-enrol children who had previously dropped out due to the inability to afford school fees.

According to the PTCs' representatives, the Free Education Policy also facilitated the enrolment of Orphans and Vulnerable Children (OVCs) who had been unable to attend school due to

²⁶ Edwin Mulongoti, Mubanga Chipoya, Chongwe, Kansenji and Kanyonyo Primary Schools.

²⁷ Kansenshi, Chisamba Day, Chakunkula, and Kafue Day Secondary Schools

financial constraints. In response, the Ministry reaffirmed that free education had led to people in the communities having extra funds for various other activities.

6.2. Availability of School Infrastructure and Learning and Teaching Materials

The MoE shall provide and maintain appropriate and adequate facilities for the development and delivery of education by renovating, rehabilitating and constructing specialised rooms and providing equipment and machinery to support teaching and learning by 2026.²⁸

Further, according to the MoE Standards and Evaluation Guidelines, the recommended number of learners in class is as indicated below:

Category	Age Group	Recommended Learners per Class
ECE Level	3 to 4 years	15 to 20
ECE Level	5 to 6 years	20 to 25
Primary Level	Not age-specific	40
Secondary Level	Not age-specific	35

The purpose of these standards is to ensure learners are receiving a quality education in a conducive learning environment.

The audit revealed that there was inadequate school infrastructure and specialised rooms at the three (3) levels of education. A review of the MoE Annual Progress Reports indicated that in 2020, prior to the introduction of free education, the MoE recorded minimal improvement in access and participation in education. This was largely due to stagnation in infrastructure development, particularly in terms of classroom space. The situation worsened in 2022 after the introduction of the free education, which led to a surge in learner enrolment without a corresponding expansion in classroom capacity, further straining the already limited infrastructure.

Interviews with MoE and stakeholders from World Vision Zambia, NAQEZ, UNICEF and MLGRD revealed that schools faced challenges of limited classroom space due to inadequate funding for infrastructure development and over-enrolment of learners resulting in overcrowded classrooms.

²⁸ Ministry of Education Strategic Plan 2022-2026

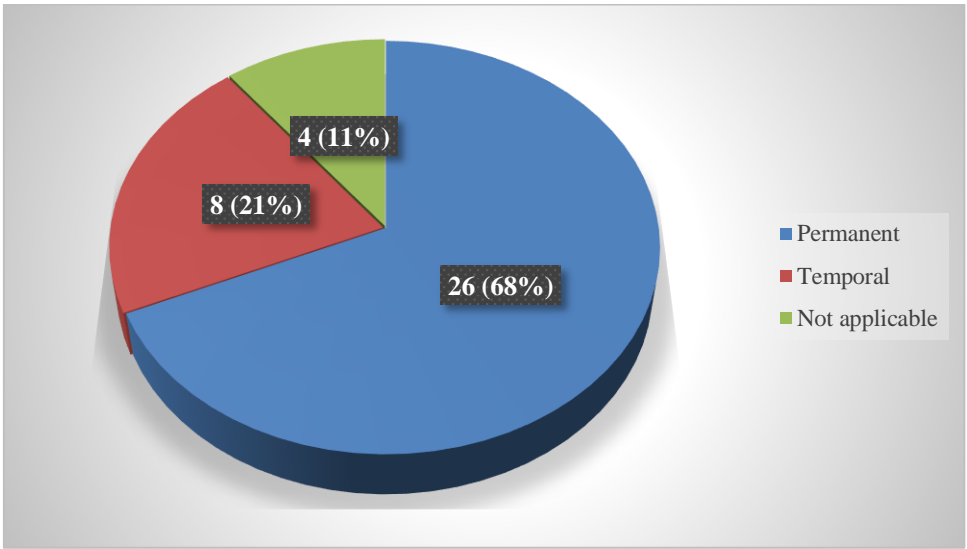
Document review and physical inspections of selected schools also revealed that there was inadequate school infrastructure with the following observations:

a. Availability of Classroom Infrastructure
i. Early Childhood Education Classroom Infrastructure

The audit revealed that there was inadequate ECE infrastructure in primary schools visited. It was observed that ECE centres were allocated either one or two classrooms, which in most cases did not match the number of learners enrolled. For instance, Mubanga Chipoya Primary School had allocated one (1) classroom for 424 ECE learners enrolled as of June 2024 exceeding the recommended number of 15 to 25 learners per class.

In addition, the classrooms were shared with learners of higher grades at primary level. This compromised provision of quality education as learning time was reduced to accommodate learners in higher grades. See figure 6.4 below for status of ECE infrastructure at primary schools visited while **Appendix 6** shows a list of schools with permanent and temporal ECE infrastructure.

Figure 6.4: Status of Early Childhood Education Infrastructure at Primary Schools Visited



Source: Performance Audit Analysis 2024

As illustrated in figure 6.4 above, out of thirty-eight (38) primary schools visited, twenty-six (26) Schools representing 68% had permanent ECE classrooms which were not shared with learners from primary level, eight (8) schools representing 21% had temporal ECE classrooms which were shared with learners from higher grades, while four (4) schools representing 11% did not provide ECE for learners.

In response, the MoE stated that to counteract the challenge of inadequate infrastructure and lack of child friendly ECE facilities, the MoE was allocated K69,540,000 for infrastructure

development under the Department of ECE. In this regard, the Ministry planned to construct 100 ECE hubs, that is, 20 ECE hubs per year for the next five years beginning 2024.

A review of documents submitted by the Ministry revealed that contracts for tender for the construction of twenty (20) ECE hub centres in twenty (20) districts²⁹ were reviewed and cleared by the Attorney General in a letter dated 28th March 2023. Further, with the support of UNICEF, the MoE had begun construction of thirty-five (35) ECE Satellite centres in Luapula and Northwestern provinces with age-appropriate classroom infrastructure.

The Ministry submitted that they were in the process of constructing 430 ECE standalone centres under the Zambia Enhancing Early Learning Project out of which two would be based in Luangwa District. In addition, the Ministry submitted that they had received funding in the 2022 and 2023 budgets for the construction of forty (40) additional ECE centres which were under construction countrywide and were all designed to include:

- Classrooms that accommodate thirty (30) students per teacher;
- Child friendly Ventilated Improved Pit (VIP) toilets with handwashing facilities for boys and girls respectively, serving fifteen (15) children per toilet;
- Sick bay;
- Safe kitchens;
- Water facilities;
- Office-cum staff room;
- Outdoor playground with play materials; and
- Electricity (solar/grid).

ii. Primary and Secondary Levels

Interviews carried out at selected PEO and DEBS offices revealed that there was inadequate infrastructure in thirty-eight (38) districts at primary and secondary levels of education due to high numbers of enrolments. This was also confirmed through physical inspections in the thirty-eight (38) districts.

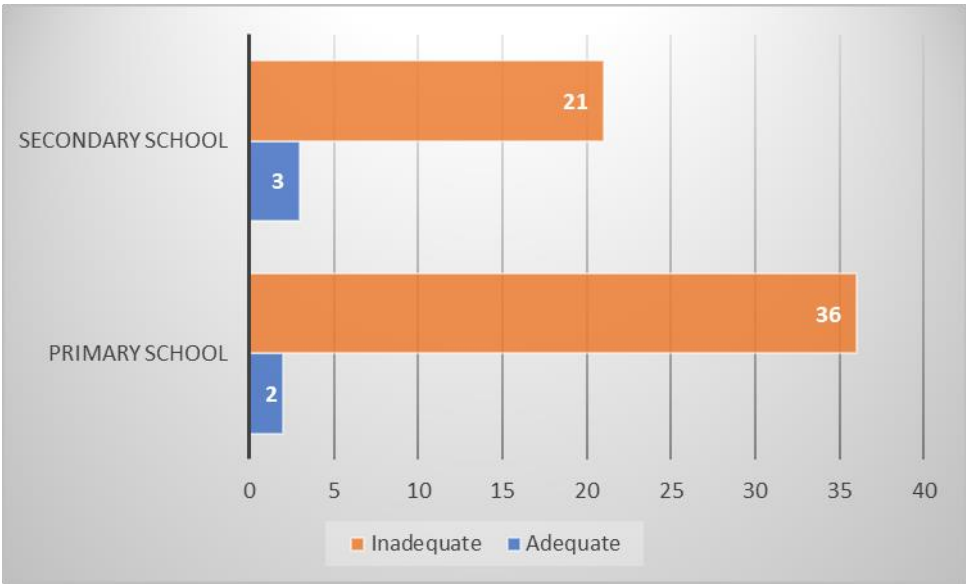
A review of enrolment statistics showed that there was an increase in the number of learners enrolled from 2020 to 2024 by 9% and 60% for primary and secondary levels respectively.

However, there was no corresponding increase in school infrastructure leading to inadequate classroom space resulting in overcrowding of learners thereby, creating un conducive learning environment.

²⁹ The twenty (20) districts are Chibombo, Kabwe, Kapiri Mposhi, Mumbwa, Shibuyunji, Chililabombwe, Kitwe, Masaiti, Mpongwe, Mufulira, Chisefu, Chongwe, Lusaka, Rufunsa, Choma, Itezhi-tezhi, Kazungula, Livingstone, Mazabuka, Sinazongwe

Physical inspections also revealed that some primary schools which were previously combined schools shared classroom space with learners from the secondary school section. This was reported at Chibolya, Mkushi Boma, Matipula, Kanyonyo and Kabwata Primary Schools where infrastructure was shared with learners from secondary schools. In this regard, the primary section took up the morning sessions whilst the secondary section took up the afternoon sessions. This resulted in reduced learning time as classrooms had to be vacated for the afternoon sessions. Figure 6.5 shows the capacity of school infrastructure at primary and secondary schools visited.

Figure 6.5: Capacity of School Infrastructure at Primary and Secondary School



Source: Performance Audit Analysis 2024

As illustrated in figure 6.5 above, thirty-six (36) primary schools visited had inadequate classroom space while two (2) schools had adequate classroom space. At secondary school level, twenty-one (21) schools had inadequate classroom space whilst three (3) schools had enough classrooms.

Further analysis of enrolment levels against the number of classrooms showed that there was high enrolment at primary and secondary school levels. Ideally, each classroom is supposed to house a total number of forty-five (45) learners. On the contrary, analysis of enrolment statistics indicated that on average, each classroom was housing over 100 learners. For instance, Chongwe Primary School had a total number of 6,672 learners enrolled against twenty- two (22) classrooms representing an average of 303 learners per classroom. In addition, Mongu Primary School enrolled 1,668 learners against four (4) classrooms representing an average of 417 learners per classroom.

At secondary level, Chisamba Secondary School had a total number of 788 learners enrolled against three (3) classrooms representing an average of 263 learners per classroom. In addition, Chakunkula Combined School had 3,120 learners against eleven (11) classrooms representing an average of 284 learners per classroom. **Appendices 6 (i) and 6 (ii)** refers.

A review of class registers at eleven (11) schools in seven district (7) showed that classes had more than the recommended standard. This depicted overcrowding due to inadequate infrastructure with learners ranging from 102 to 226 learners per class contrary to the ideal number of learners as shown in table 6.1 below.

Table 6.1: Number of Learners Enrolled per Class

Province	District	Name of School	Grade / Class	Number
Central	Chibombo	Liteta Primary School	5A	122
Luapula	Mansa	Fiyongole Primary School	8C	226
Lusaka	Chongwe	Chainda Primary School	7B	100
		Chongwe Primary School	7B	126
	Lusaka	Chibolya Secondary School	9B	145
		Kanyama Central Primary School	3A	115
		Vera Chiluba Primary School	6D	102
Northern	Kasama	Mubanga Chipoya Secondary School	8A	120
Western	Mongu	Imwiko Secondary School	8A	102
		Mongu Primary School	7B	116
	Kaoma	Kashokoto Primary School	7C	120

Source: Performance Audit Analysis 2024

Physical inspections revealed that classrooms were overcrowded as depicted in figure 6.6.

Figure 6.6: Overcrowded Classroom at Fiyongole Primary School



Source : Performance Audits Site Visits 2024

In response, the MoE submitted that K72,903,869 was funded in 2022 to all provincial centres for the rehabilitation of 396 primary schools. However, all schools inspected were still in need of rehabilitation as of October 2024.

b. Specialised Rooms

The audit revealed that secondary schools had inadequate specialised rooms such as science laboratories, home economics and libraries to ensure provision of quality education to learners.

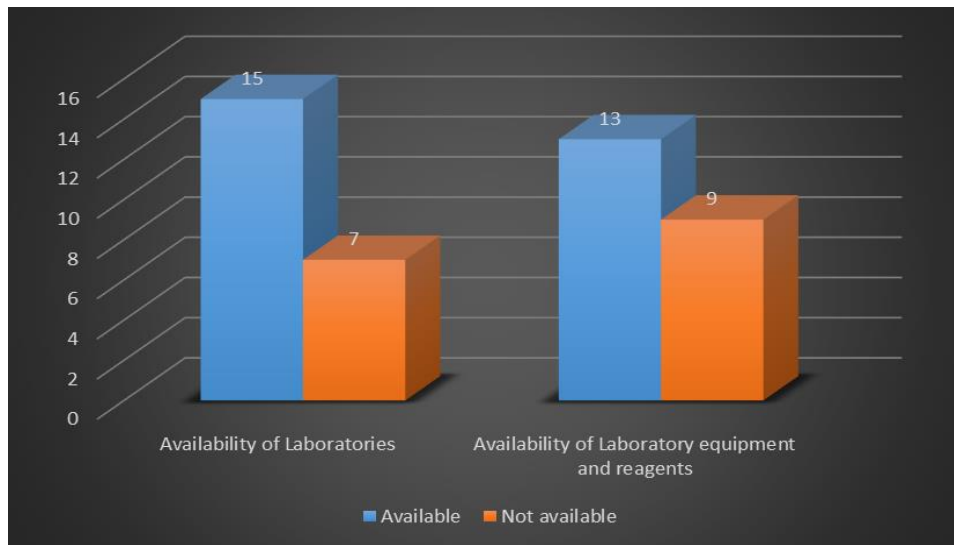
The following were observed:

i. Science Laboratories

A review of documents revealed that, the learning environment for science subjects in some secondary schools was not conducive as the schools did not have science laboratories. It was also revealed that even in secondary schools that had laboratories, most of them were dilapidated and not in use. This was confirmed through an assessment conducted by Zambia Education Enhancement Project (ZEEP) on the suitability and availability of science laboratories intervention in 100 secondary schools by the MoE with support from the World Bank.

Site visits at twenty-two (22) secondary schools revealed that fifteen (15) had science laboratories while seven (7) did not have. Further, inspection of the twenty-two (22) secondary schools revealed that, thirteen (13) schools had adequate laboratory equipment and reagents while nine (9) did not have as shown in figure 6.7 below. For more details, see **Appendix 7**.

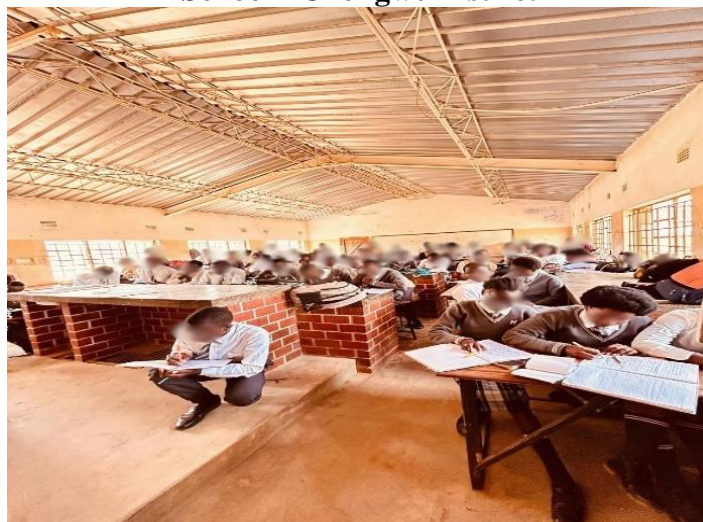
Figure 6.7: Status of Laboratory Facilities at Schools Visited



Source: Performance Audits Analysis 2024

Interviews with Head Teachers at fifteen (15) secondary schools that had laboratories revealed that, due to inadequate classroom infrastructure, science laboratories at eight (8) schools namely New Kanyama, Luwingu Boarding, Mansa, Mwense, Matero Girls, Kaoma Boarding, Matipula and Mpelembe Secondary Schools were converted into normal classrooms and were no longer being used for the intended purpose of ensuring that learners obtained practical experience in science subjects (i.e., Chemistry, Physics and Biology). Figure 6.8 shows a science laboratory also used as a classroom at Matipula Secondary School.

Figure 6.8: Science Laboratory Used as a Classroom at Matipula Secondary School - Chongwe District



Source : Performance Audits Site Visits 2024

In addition, laboratories at eight (8)³⁰ secondary schools were dilapidated with gas pipes worn out and not functional, while, Kafue and Kansenshi Secondary Schools did not have any laboratory furniture. Without adequate science laboratories and equipment, learners lack hands-on experience which may limit the learning process. Figure 6.9 below shows a classroom designated as a science laboratory without fittings and furniture at Kafue Secondary School.

Figure 6.9: Classroom used as a science laboratory without fittings at Kafue Secondary School



Source : Performance Audits Site Visits 2024

In response, the MoE stated that Treasury had allocated funds towards the construction and rehabilitation of science laboratories and that the constructions had commenced between 2008 and 2023. They also stated that due to limited funding, the construction and rehabilitation was carried out in phases with the following schools being supported with funding for science laboratories namely Mount Makulu, Ndeke, Kabweza, Munali Girls and Mongu secondary schools. However, at the time of audit, the construction of the science laboratories had not been concluded.

ii. Home Economics Rooms

The audit revealed that out of the twenty-four (24) secondary schools inspected in seventeen (17) districts, Home Economics (HE) was offered as a compulsory subject for some classes from Grades 8 to 12 at twenty-three (23) schools.³¹ It was observed that, twelve (12) schools lacked necessary infrastructure and equipment to effectively deliver the HE curriculum. Specifically, the schools did not have adequate classrooms designated for HE, limiting their ability to provide a conducive learning environment for hands-on training. Further, there

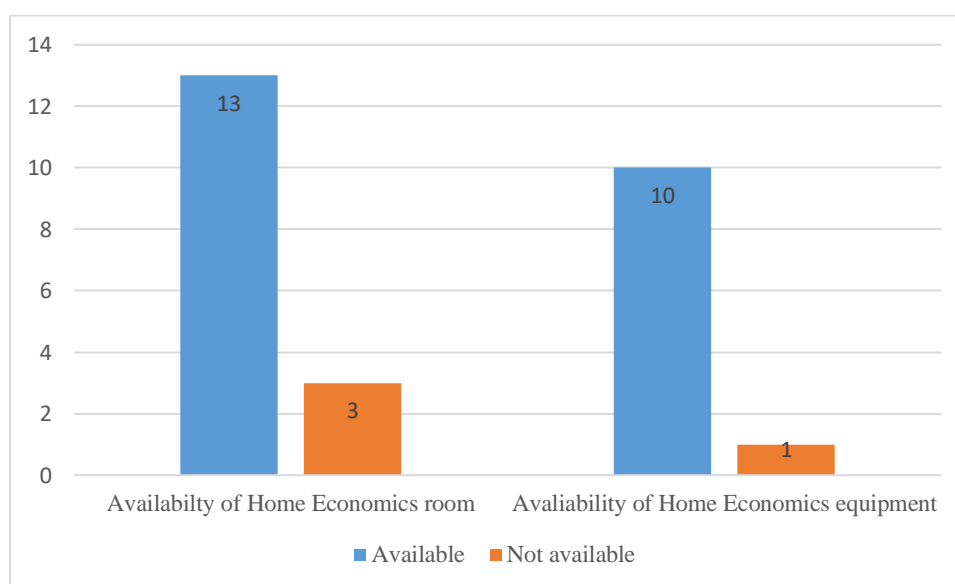
³⁰ Mungwi Boys, Matipula, Kafue Day, Chakunkula, David Kaunda, Kanyonyo, Kasanda Malombe and Mkushi Day Secondary schools

³¹ David Kaunda Technical Secondary School

was a shortage of essential equipment such as stoves, refrigerators, and basic kitchen utensils, including pots, plates, and spoons.

As a result, learners were often required to bring basic kitchen utensils from home, which was not a sustainable solution. The lack of proper facilities and equipment restricted learners' opportunities for practical experience, which is vital for mastering the skills taught in HE. This deficiency could ultimately undermine the effectiveness of the HE curriculum and negatively impact learning outcomes. Details regarding the availability of HE rooms and equipment at the visited schools are illustrated in Figure 6.10 below and detailed in **Appendix 8.**

Figure 6.10: Availability Home Economics Rooms and Equipment in Schools



Source: Performance Audit Analysis 2024

The analysis of Home Economics rooms and equipment availability across the visited schools revealed that there were gaps in the provision of Home Economics education. Of the twenty-three (23) schools assessed, thirteen (13) schools representing 57% had Home Economics rooms out of which only three (3) schools had Home Economics equipment. Further, 10 schools representing 43% did not have dedicated Home Economics rooms while one (1) school representing 10% had the required learning equipment despite not having a dedicated Home Economics room.

This indicated a shortfall in the availability of necessary resources, with only four (4) out of twenty-three (23) schools meeting the minimum equipment requirements for Home Economics education.

The deficiency compromised the quality of education and hampered students' ability to acquire practical skills essential for their holistic development.

iii. Library Facilities

The audit revealed that of the twenty-four (24) secondary schools and thirty-eight (38) primary schools visited, ten (10) secondary schools representing 42% and five (5) primary schools representing 13% had libraries. However, the libraries lacked essential materials such as books and furniture. In some cases, due to limited school infrastructure, libraries were repurposed as staff rooms, as observed at Vera Chiluba Primary School. It was observed that fourteen (14) secondary schools representing 58% and thirty-three (33) primary schools representing 87% did not have library facilities.

The lack of library facilities in the schools limited learners' access to diverse books and educational resources, significantly impairing their ability to expand their knowledge. This stifled intellectual growth, limited academic achievement and hindered the development of critical thinking skills essential for future success. **Appendix 9** shows the status of library facilities at primary and secondary schools visited while figure 6.11 below shows an improvised library also used as a staff room at Vera Chiluba Primary School.

Figure 6.11: Improvised Library at Vera Chiluba Primary School



Source : Performance Audits Site Visits 2024

The inadequate infrastructure at the three (3) levels of education was primarily caused by an increase in pupil enrolments following the Government's free education pronouncement in 2022. Additionally, the problem of inadequate infrastructure was worsened by the deterioration of some school buildings which became unsafe for use due to crumbling walls, broken windows and damaged roofs, rendering them unfit for learning purposes as shown in Figures 6.12 and 6.13 below.

Figure 6.12: Unused Classroom at Mongu Primary School with Crumbling Walls



Source: Performance Audits Site Visits 2024

Figure 6.13: Unused Classroom Block with Broken Windows and Damaged Roof at Mwense Boarding School



Source : Performance Audits Site Visits 2024

Interviews with PEOs, DEBS and representatives from schools visited revealed that infrastructure maintenance was hindered by insufficient resources. It was revealed that 0% of the total grant amount was allocated to infrastructure development.

Although Mwense Secondary School received grants allocated to infrastructure development amounting to K73,835, the funds were used towards rehabilitation of ablution blocks and girls' dormitories. In addition, Mongu Secondary School received grants for infrastructure rehabilitation in amounts totalling K16,994, however, the funds were used on other maintenance such as replacement of window panes and ablution

blocks. Therefore, the dilapidated classroom blocks were not rehabilitated. **Appendix 10 refers.**

In response, the Ministry submitted that schools were required to request for authority to reallocate funding based on the needs of the school. However, there was no evidence to suggest that authority was granted as at October,2024.

As a result of inadequate infrastructure, it was revealed that learners were divided into two or more sessions. The separation of learners into sessions resulted in the reduction of required contact time between teachers and learners from the ideal six (6) hours to a range of 2 hours 30 minutes to 5 hours to accommodate learners in other grades requiring the use of the classrooms. The reduction in learning time therefore compromised provision of quality education to learners. Table 6.2 shows the list of schools sharing classes and hours of learning in schools.

Table 6.2: List of Schools Sharing Classrooms and Hours of Learning

Province	District	Name of School	Shared Classrooms	Hours of Learning for Shared Classroom
Secondary School				
Lusaka	Chongwe	Matipula Secondary School	Yes	4 Hours
	Lusaka	Chankukula Secondary School	Yes	5 Hours
Northern	Kasama	Mubanga Chipoya Secondary School	Yes	4 Hours
Primary School				
Luapula	Mansa	Mansa Primary School	Yes	4 Hours
	Mwense	Nsakaluba Primary School	Yes	4 Hours
		Sunshine Primary School	Yes	4 Hours
	Samfya	Chibolya Primary School	Yes	3 Hours
		Samfya Primary School	Yes	4 Hours
Lusaka	Chongwe	Chainda Primary School	Yes	3 Hours
		Chongwe Primary School	Yes	3 Hours
	Kafue	Kasenje Primary School	Yes	3 Hours
		Mutendere Primary School	Yes	2 Hours 30 Minutes
	Lusaka	Kalingalinga Primary School	Yes	3 Hours
		Vera Chiluba Primary School	Yes	3 Hours
Northern	Kasama	Kasenda Primary School	Yes	3 Hours
		Mubanga Chipoya Primary School	Yes	3 Hours
	Luwingu	Katopola Primary School	Yes	4 Hours
		Saili Primary School	Yes	4 Hours
	Mungwi	Chibile Primary School	Yes	3 Hours
		Musenga Primary School	Yes	3 Hours

Source: Performance Audits Analysis 2024

In response the MoE submitted that rehabilitation and construction of libraries was done in phases due to inadequate funding. It was further stated that to improve on learning hours in all schools, the MoE funded construction of additional classroom blocks and had finalised contracts for the construction 115 secondary schools of which 46 secondary schools were complete and operational while 69 secondary schools in 56 districts were under construction. The MoE also submitted that they were constructing 120 secondary schools under ZEEP and 20 weekly boarding secondary schools under KGS. According to the MoE, this measure was meant to improve learning hours and decongest schools upon completion.

c. Provision of Toilet Facilities

A review of documents revealed that the standard toilet-pupil ratio was 1:20 pupils for primary and secondary schools while at ECE level, the ratio was 1:10. However, the audit revealed that there were inadequate toilet facilities to meet the learner population at the three (3) levels of education.

Site visits carried out in thirty-eight (38) primary schools and twenty-four (24) secondary schools indicated insufficient toilet facilities at thirty-three (33) primary schools and fifteen (15) secondary schools with the highest ratio reported of 1:120 learners sharing a toilet. Additionally, in cases where a primary school was situated within the same premises as a secondary school, toilet facilities were shared among learners from ECE, primary and secondary levels as observed at Chisamba Day, Kabwata, Kasanda Malombe Primary and Secondary Schools.

Further, out of the thirty-five (35) ECE annexed centres visited, eight (8) had child friendly toilets while the twenty-seven (27) lacked such facilities as shown in **Appendix 11**. It was also noted that in centres without child-friendly toilets, either one toilet was shared by both boys and girls, or two toilets were provided, one for each gender, regardless of the number of enrolled learners. In some cases, ECE learners were using the same toilets as those in higher grades due to the absence of child-friendly and separate toilets for ECE learners. This was attributed to the MoE not establishing dedicated ECE centres in the schools visited.

The inadequate and inappropriate toilet infrastructure poses a risk of creating an unsafe sanitary environment for learners potentially leading to outbreaks of disease and the subsequent closure of schools. This may reduce contact time for learners ultimately, compromising the quality of education provided.

The Ministry submitted that they were in the process of identifying schools with inadequate number of toilets and would subsequently compile material schedules and request funding from

the Treasury. It was further submitted that the existing annexed centres were redesigned and as such schools were guided to rehabilitate them to meet standards set in the National Quality Standards.

The Ministry also reported that they had engaged the infrastructure department to conduct an assessment and submit a report to management on the status of toilet facilities in schools. The assessment report would be used to source for funds from Treasury and Local Authorities for the construction of toilets.

d. Availability of School Desks

According to the 8NDP, MoE is supposed to enhance access to quality, equitable and inclusive education by ensuring that, schools are adequately equipped to deliver quality and relevant education, focusing on supply of educational requisites, including the procurement of school desks.

Interviews with officials from the PEO and DEBS revealed that there were insufficient desks to accommodate the number of learners. The interview revealed that not all learners sat on desks in most schools.

Site visits to schools, further, revealed a shortage of desks with three (3) or four (4) learners sharing a desk. In some cases, learners were observed sitting on the floor as shown in Figure 6.14 below.

Figure 6.14: Learners Sitting on the Floor



Source : Performance Audits Site Visits 2024

The following were observed at the three (3) levels of education in relation to the availability of desks:

i. Early Childhood Education Level

An inspection of thirty-five (35) primary schools annexed with ECE centres revealed that nine (9) centres had adequate and suitable child-friendly desks while the twenty-six

(26) did not have desks suitable for ECE learners. **Appendix 12** provides details on the availability of child-friendly desks across these ECE centres while figures 6.15 and 6.16 illustrate the situation at two schools namely Mapalo Primary School which had suitable child-friendly desks and Mumuni Primary School which lacked child-friendly desks.

Figure 6.15: ECE Annex at Mapalo Primary School



Source: Performance Audits Site Visit 2024.

Figure 6.16: ECE Annex at Mumuni Primary School



Source : Performance Audits Site Visits 2024

In response, the MoE stated that they had introduced the engineering department responsible for designing child friendly desks while the Infrastructure department had developed standard architectural drawings that were child friendly. Further, the MoE intended to fund provincial offices to support the rehabilitation of child friendly desks.

ii. Primary Level and Secondary Level

The audit through field inspections revealed that out of the thirty-eight (38) primary schools visited, twenty-five (25) had inadequate number of desks for their learners while eighteen (18) out of twenty-four (24) secondary schools visited also had inadequate desks. This resulted in some learners sitting on the floor and others were required to share desks with three (3) to (4) four learners per desk instead of two (2) learners per desk for primary and one (1) learner per borack desks for secondary schools according to the MoE standards.

Interviews with Head Teachers confirmed the inadequacy of desks ranging from 40 to 720 desks, as shown in Table 6.3 below.

Table 6.3: Status of Desks in Selected Schools

Province	District	Name of School	Total Pupil Population	Average Attendance per Session (3 Sessions a day)	Available Desks	Ideal Desks Required (2 Learners per desk)	Desk Surplus/ Deficit
Copperbelt	Ndola	Dambo Primary School	2456	819	0	409	(409)
	Masaiti	Kabwata Secondary School	358	119	0	60	(60)
Luapula	Mansa	Fiyongole Primary School	1696	565	200	283	(83)
	Mansa	Mansa Primary School	3678	1226	452	613	(161)
	Mwense	Sunshine Primary School	476	159	0	79	(79)
Lusaka	Kafue	Mutendere Primary School	2445	815	0	408	(408)
	Kafue	Kasenje Primary School	2175	725	266	363	(97)
	Chongwe	Chainda Primary School	2109	703	144	352	(208)
	Chongwe	Chongwe Primary School	6672	2224	0	1112	(1,112)
Northern	Kasama	Kasenda Primary School	1723	574	256	287	(31)
	Mungwi	Chibile Primary School	654	218	0	109	(109)
	Luwingu	Katopola Primary School	1043	348	147	174	(27)

Province	District	Name of School	Total Pupil Population	Average Attendance per Session (3 Sessions a day)	Available Desks	Ideal Desks Required (2 Learners per desk)	Desk Surplus/ Deficit
	Kasama	Mubanga Chipoya Primary School	3624	1208	0	604	(604)
Western	Kaoma	Kashokoto Primary School	781	260	225	130	95
	Kaoma	Mulamtila Primary School	2512	837	470	419	51
	Mongu	Mulambwa Primary School	3106	1035	600	518	82
		Total	35,508	11,836	2,760	5,918	379

Source: Performance Audits Analysis 2024

The audit established that the shortage of desks was due to increased learner enrolments, which outpaced the availability of desks. In cases where desks were provided to match the growing enrolments, some schools lacked adequate classroom space to accommodate the additional desks. Figure 6.17 below shows desks stored in a newly constructed library at Burma Primary School.

Figure 6.17: Unutilised Desks at Burma Primary School



Source – Performance Audits Site Visits 2024

The shortage of desks did not only affect physical comfort of learners but also disrupted the overall learning environment and hindered learners' ability to concentrate and engage during lessons. For teachers, the lack of desks created additional challenges in managing the classroom and giving instructions, as the limited space due to inappropriate seating arrangements made it difficult to manage the classroom and interact with learners.

In response, the MoE submitted that they had engaged Trade Schools, Prisons Services, Colleges and TAZARA for rehabilitation of desks in all provinces. The Ministry, further, submitted that funding had been disbursed to Provincial Education Offices for rehabilitation of desks in all the provinces. In addition, it was reported that the MoE was also a beneficiary of Constituency Development Fund (CDF) thereby benefiting from the provision of desks. The audit verified that the desks at Burma Primary School shown in Figure 6.17 had since been distributed to beneficiary schools with Kabanana secondary school receiving thirty-five (35) two-seater desks on March 4th, 2024, and Libala Stage III Secondary School being provided with twenty-five (25) two-seater desks on 8th March 2024. However, schools continued to face challenges in the provision of desks to all learners.

e. Availability of Information, Communication and Technology Equipment

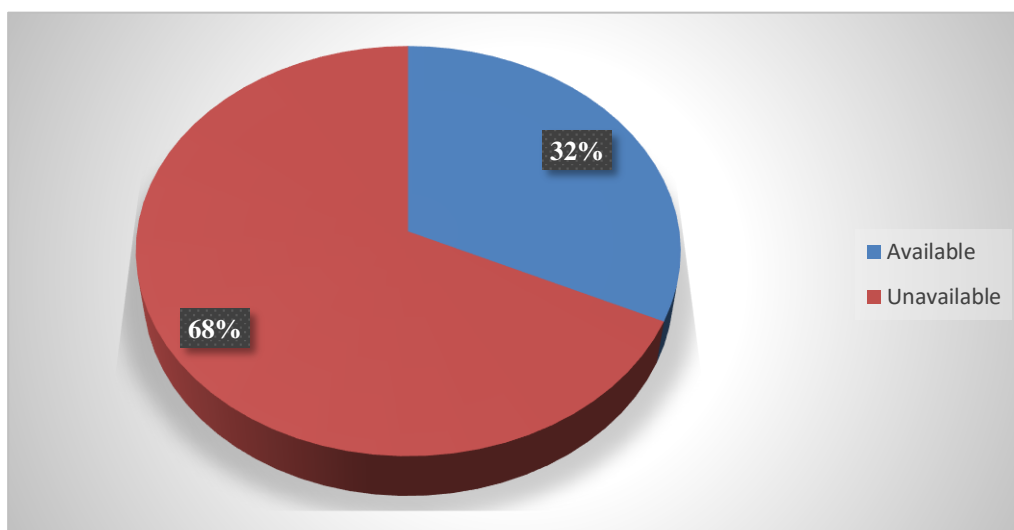
According to the MoE Standards and Evaluation Guidelines, schools should have the necessary materials and equipment such as computer rooms and computers to ensure quality teaching and learning.

Interviews with PEOs, DEBS, ZICTA and NAQUEZ revealed that schools lacked adequate ICT laboratories and equipment to meet the standards for ICT education. It was also highlighted that ICT was a relatively new subject in most schools, and as such, many schools lacked specifically designed ICT laboratories. This challenge prevented some schools from receiving support on ICT equipment such as computers as they did not meet the minimum benchmark required for ICT laboratories such as rooms with electricity, adequate number of sockets with surge protection and proper security such as burglar-proofed doors, windows and roofs.

Physical inspections of thirty-eight (38) primary schools revealed that twelve (12) schools, representing 32%, had adequate ICT equipment. Although twenty-six (26) schools representing 68% had computer rooms, there were no sufficient functional computers to meet the learners' needs. This was also observed in schools that accommodated grade nine (9) learners, where Computer Studies was a mandatory subject.

Figure 6.18 illustrates the availability of ICT equipment at the inspected schools, while Appendix 12 provides a detailed breakdown of the Information Communication Technology Laboratory and Equipment in Primary Schools visited.

Figure 6.18: Availability of Information Communication Technology Laboratory and Equipment in Primary Schools



Source: Performance Audits Analysis 2024

At secondary level, sixteen (16) out of the twenty-four (24) schools visited had dedicated ICT laboratories, while seven (7) did not. Schools without ICT laboratories often resorted to temporal solutions, such as using improvised rooms or storing computers in the Head Teachers' offices. Secondary schools such as Chisamba Day, Mongu, and Kabwata, relied on ICT laboratories in nearby primary schools. Additionally, at Mwense Boarding School, the ICT laboratory was being used as a girls' hostel due to a shortage of hostels.

Out of the twenty-four (24) schools, two (2) Secondary Schools did not have computers and learners were not provided with ICT lessons, while nine (9) schools had some non-functional computers. Although eleven (11) schools had functional computers, there was a high pupil-computer ratio ranging from 1:11 to 1: 290 against the recommended standard of 1:8. **Appendix 13 refers.**

Figure 6.19 below shows ICT equipment stored in the Head Teacher's office at Kalingalinga Primary School.

Figure 6.19: ICT Equipment stored in Head Teacher’s Office at Kalingalinga Primary School



Source: Performance Site Visits 2024

The shortage of ICT laboratories and equipment were primarily attributed to inadequate infrastructure in schools and insufficient grant allocations for procuring and maintaining computers. As a result, many learners were unable to develop essential practical ICT skills, which compromised the overall quality of education.

In response, the Ministry submitted that the procurement of ICT equipment would be done as part of infrastructure development including television sets for teaching and learning stimulation.

f. Teaching and Learning Materials

One of the strategic objectives of the MoE in its Strategic Plan for the period 2022-2026 is to improve learner achievements by strengthening the provision of teaching and learning materials for the three (3) levels of education.

Interviews with MoE and stakeholders from UNICEF, World Vision and NAQEZ revealed that there were inadequate teaching and learning materials in schools. This was also confirmed through document review in which a study conducted by UNICEF highlighted the challenge of inadequate teaching and learning materials as most schools had a learner textbook ratio above the recommended ratio of 1:1.

The following observations were made regarding the provision of teaching and learning materials at the three (3) levels of education:

i. Early Childhood Education Level

Physical inspections of thirty-five (35) ECE centres revealed that twenty-two (22) ECE centres had sufficient and age-appropriate teaching materials as well as appropriate talking

walls that were child- friendly and easy for learners' to refer to. However, thirteen (13) ECE centres ³²did not have sufficient age-appropriate teaching materials.

It was further observed that all schools with ECE classrooms had adequate space for indoor activities. Four (4) out of thirty-five (35) ECE centres namely Kasanda Malombe, Kanyonyo, Kasenda and Chongwe had outdoor play areas while thirty-one (31) did not have.

The inadequate teaching and learning materials in schools were attributed to limited resources to acquire age-appropriate teaching and learning materials as well as inadequate qualified ECE teachers to impart effective instructions. For example, an analysis of funding details and expenditure returns for schools visited revealed that ECE centres received grant allocations ranging from K 1,326 to K8,000 per quarter required to cater for several ECE learners ranging from 32-424 from the schools visited.

In response, the Ministry submitted that they were working with different partners such as UNICEF, VVOB, USAID among others who were helping in the provision of ECE teaching and learning materials. For instance, VVOB was providing ECE teacher capacity under the ITS PLAY project in Lusaka and Copperbelt provinces.

ii. Primary and Secondary Schools

Interviews with Head Teachers and Subject Teachers revealed that there were inadequate teaching and learning materials at primary and secondary schools. Additionally, physical inspections revealed that all primary and secondary schools did not have sufficient textbooks for learners in various subjects. This meant that all thirty-five (35) primary and twenty-four (24) secondary schools visited had a high pupil-text-book ratio ranging from 1: 10 to 1: 88 which was above the recommended standard of 1:1. The inadequate teaching and learning materials in schools were attributed to limited resources to acquire appropriate teaching and learning materials. This posed a risk of hindering learners' ability at all the three (3) levels of education to grasp lessons leading to low literacy and numeracy levels.

In response, the MoE acknowledged that teaching and learning materials in schools was inadequate, and most schools had a learner textbook ratio higher than the recommended ratio of 1:1. They further stated that this was due to limited resources to access age-appropriate teaching and learning materials. In addition, it was stated that the MoE in collaboration with the World Bank under the Zambia Education Enhancement Project

³² Samfya, Chainta, Liteta, Mkushi Boma, Buteko, Kabwata, Masaiti, Mapalo, Mulamatila, Kashokoto, New Kanyama, Kanyama Central and Mongu Primary schools

(ZEEP) was targeting to increase the availability of teaching and learning materials in Language Arts, Science and Mathematics in targeted primary and secondary schools. To this effect, a tender was floated in 2024 to facilitate the procurement of teaching and learning materials. As of November 2024, the tender had closed but bids were yet to be evaluated.

6.3. Deployment of Teaching Staff at all Levels of Education

The MoE shall improve human resource capacity by increasing staffing levels in schools by prioritising the recruitment of teachers to fully operationalise the organisation structure.³³

According to the MoE Standards and Evaluation Guidelines, the recommended teacher-pupil ratio is as tabulated below.

Category	Age Group	Recommended Teacher-Pupil Ratio per Class
ECE Level	3 to 4 years	1:15-20
ECE Level	5 to 6 years	1:20-25
Primary Level	Not age-specific	1:40
Secondary Level	Not age-specific	1:35
Learners with Special Education Needs (LSEN)		1:4-5

The purpose of these standards is to ensure learners are receiving quality education in a conducive learning environment.

A review of the 2020 ESB revealed that the average teacher-pupil ratio was 1:57 at primary level and 1:26 at secondary level. The MoE could not however provide the latest teacher pupil ratio for audit scrutiny.

The audit established through site visits that there was a high teacher - pupil ratio that exceeded the recommended MoE standards. A visit to thirty-five (35) ECE centres revealed that there was a high teacher-pupil ratio of 1:110 for both categories of age ranges from 3-4 years and 5-6 years. In addition, thirty-eight (38) primary schools revealed that teacher-pupil ratio exceeded the recommended standards with a ratio of 1:226 while twenty-three (23) secondary schools had a ratio of 1:115. Table 6.1 above refers.

An analysis of the recruitment statistics obtained at the MoE headquarters revealed that during the period 2021 to 2024, a total of 39,056 teachers were recruited and deployed across the country for the three (3) levels of education against a planned number of 44,362 as shown in Table 6.4 below.

³³ Ministry of Education Strategic Plan 2022-2026,

Table 6.4: Number of Teachers Deployed at all Levels of Education

Levels of Education	2021	2022	2023	2024	Total Number of Teachers
Planned number of ECE teachers to be recruited	0	2,066	435	2,000	4501
Actual number of ECE teachers recruited.	49	2,170	687	-	2,906
Variance	49	104	252	(2000)	(1,595)
Planned number of Primary school teachers to be recruited	0	16,325	2,536	3,000	21,861
Actual number of Primary school teachers recruited.	520	16,326	2,522	-	19,368
Variance	520	1	(14)	(3,000)	(2,493)
Planned number of secondary school teachers to be recruited	0	12,000	3,000	3,000	18,000
Actual number of Secondary school teachers recruited.	516	11,994	4,272	-	16,782
Variance	516	(6)	1,272	(3000)	(1,218)
Total planned number of teachers to be recruited					44,362
Total actual number of teachers recruited					39,056

Source: Performance Audit Analysis 2024

As shown in table 6.4 above, a total of 2,906 ECE teachers, 19,368 primary school teachers, and 15,782 secondary school teachers were recruited between 2021 and 2024. As of August 2024, the 2,906 ECE recruited teachers represented 65% of the target of 4,501. The 19,368 primary school teachers represented 89% of the target of 21,861 and the 15,782 secondary school teachers was 88% of the goal of 18,000 for the 2021-2024 period³⁴.

The high teacher – pupil ratio was due to increased enrolment of learners which resulted in increased number of learners per classroom. There is a risk that the high teacher – pupil ratio will result in learners receiving compromised quality of education as they will not be provided with adequate personalised attention and support. It may also lead to ineffective teaching methods thereby compromising quality of education.

³⁴ Ministry of Education Strategic Plan 2022-2026

In response, the MoE submitted that Treasury Authority had been granted to recruit 5,404 various teaching and support staff positions effective 1st October 2024. However, teaching staff remained inadequate to provide quality education.

a. Availability of Qualified Early Childhood Education and Specialised Subject Teachers

Interviews with PEOs and DEBS officers revealed that there were inadequate qualified ECE teachers and specialised subject teachers in Sciences, Mathematics and ICT. The following observations were made regarding the availability of qualified ECE and specialised teachers.

i. Availability of Qualified Early Childhood Education Teachers

Physical visits at thirty-five (35) schools with ECE centres revealed that there were inadequate qualified teachers for ECE as shown in Table 6.5 below.

Table 6.5: Number of Qualified ECE Teachers

Province	District	Name of School	Pupil Population	Expected Number of ECE Teachers	Number of Qualified ECE Teachers Available	Variance
Luapula	Mansa	Mansa Primary School	162	7	5	2
	Mwense	Nsakaluba Primary School	91	4	2	2
		Sunshine Primary School	49	2	2	0
	Samfya	Samfya Primary School	193	8	3	5
Lusaka	Chongwe	Chainda Primary School	74	3	0	3
		Chongwe Primary School	195	8	2	6
	Kafue	Kasenje Primary School	168	7	0	7
		Mutendere Primary School	63	3	1	2
	Lusaka	Kalingalinga Primary School	70	3	1	2
		Vera Chiluba Primary School	63	3	2	1
Northern	Kasama	Kasenda Primary School	75	3	1	2
		Mubanga Chipoya Primary School	424	17	1	16
	Luwingu	Katopola Primary School	109	4	1	3
		Saili Primary School	52	2	1	1

Source: Performance Audit Analysis 2024

As can be seen in table 6.5 above, two (2) primary schools namely Kasenje and Chainda did not have qualified ECE teachers and were using teachers from other grades to teach ECE classes. Based on the learner population, Kasenje and Chainda primary schools should have had seven (7) and three (3) teachers respectively.

In addition, schools such as Mubanga Chipoya Primary School had one (1) qualified ECE teacher managing a total of 424 learners instead of the expected seventeen (17) ECE

teachers. On the other hand, Chongwe Primary School had two (2) qualified ECE teachers managing a total of 195 learners instead of the expected eight (8) ECE teachers.

The shortage of qualified ECE teachers directly impacts the quality of early childhood education, essential for cognitive, emotional, and social development. Without qualified educators, children may experience poor learning outcomes, hindering their readiness for future education. This gap is evident in schools like Mubanga Chipoya, where one teacher manages 424 learners instead of the expected 17 teachers, overburdening staff and diminishing the quality of instruction. Further, using unqualified teachers from other grades, as seen in Kasenji and Chainda Primary Schools, misaligns teaching skills with the specific needs of young learners. This led to ineffective teaching methods, compromising early developmental milestones with affected children more likely to struggle academically, resulting in higher dropout rates, lower performance, and limited future opportunities.

The Ministry submitted that Treasury Authority to recruit 184 ECE teachers had been granted and the cited schools would be considered. Furthermore, the Ministry had since written to Cabinet office to establish a stand-alone staff establishment for ECE.

ii. Availability of Specialised Subject Teachers

A review of recruitment statistics at the MoE headquarters revealed that 3,024 teachers specialised in Mathematics, 1,385 specialised in Science as a major, minor in science, integrated science, Biology and Agriculture science, 659 specialised in Biology as a major with a minor in chemistry, Physics, Agriculture Science and RE, 1417 specialised in computer Science and ICT teachers were recruited in 2022.

Despite efforts to fill the teacher gap, schools visited reported deficit in the number of specialised teachers. At secondary school level, the audit established that there were inadequate number of specialised teachers. Interviews with Heads of schools revealed that one of the challenges experienced in schools was the inadequacy of teachers specialised in subjects such as sciences, mathematics and ICT. The shortage of teachers in science departments was attributed to the low number of recruited specialised teachers against the high pupil enrolments. This resulted in teachers having high number of weekly periods ranging from 30 to 39 periods per week against the ideal number of 24 periods per week. Therefore, increasing the teacher workload which affects their ability to manage learners and provide lessons and assessments effectively. In addition, a low number of specialised subject teachers may result in compromised quality of education as learners may receive fewer effective instructions leading to gaps in knowledge and skills.

6.4. Monitoring Mechanisms and Enforcement of Education Standards

The Education Act No. 23 of 2011 stipulates that the Minister shall determine the standards and quality of education and training in educational institutions. Further, the Minister shall appoint an Education Standards Officer who shall monitor, evaluate, and enforce adherence to set standards of quality in the provision of education by educational institutions.

a. Availability of Standards Officers

According to the 2015 MoE standards and guidelines, the required number of standards officers at the Provincial Education Office (PEO) is; eleven (11) comprising one (1) Principal Education Standards Officer and ten (10) Senior Standard Officers. At district level, the required number of Standards Officers is four (4) comprising; one (1) District Education Standards Officer (DESO); one (1) Education Standards Officer (ESO)- General Inspection; one (1) ESO - Open Distance Learning; and one (1) ESO -Special Education.

The document review revealed that there were inadequate number of standards officers compared to the number of schools in each district to carry out monitoring, evaluation and enforce adherence to set standards of quality in the provision of education. This was also corroborated through interviews with personnel from the Ministry Headquarters, PEOs and DEBs offices.

Further, interviews also revealed that officers in districts such as Chongwe and Kafue were overseeing Rufunsa and Chilanga respectively leading to increased workload as the officers had to inspect all schools once per term. This potentially compromised the quality of inspections and enforcement. **Appendix 14** shows the number of ESOs in the districts in comparison to the establishment and number of schools at the three (3) levels of education.

Furthermore, the audit revealed that six (6) districts namely Chilubi, Mpulungu, Kaputa, Mporokoso, Lupososhi and Mwense had inadequate ESOs to carry out monitoring, evaluation and enforce adherence to set standards of quality in the provision of education. Although the establishment of ESOs for the other sixteen (16) districts ³⁵ were filled, the number was still inadequate as the four (4) officers required to monitor each school in the district per term were not enough. For instance, districts such as Lufwanyama with four (4) ESOs had to monitor 276 schools in the district per term, while Masaiti had to monitor 165 schools in the district per

³⁵ Chilanga, Mbala, Nsama, Luwingu, Lufwanyama, Kitwe, Mpongwe, Masaiti, Kalulushi, Mufulira, Ndola, Chililabombwe, Luanshya, Chingola, Sengahill and Samfya

term. Further analysis revealed that there was no equitable distribution of ESOs in districts with ratios of ESOs to schools ranging between 16 – 69 schools per ESO.

The inadequacy of ESOs distribution across the districts was attributed to the failure by MoE to consider the number of schools per district as a determining factor for the required number of ESOs.

In addition, interviews with MoE, PEOs and DEBS revealed that although the sixteen (16) districts had the required number of ESOs, the districts still had gaps as they required specialised ESOs in: guidance and counselling; education management and administration; teacher development and support; curriculum development and implementation; ECE; and assessment and evaluation which were not available in the filled positions.

There is a risk that some schools will operate below the required standards due to inadequate enforcement of quality and standard at the three (3) levels of education. This may result in sub-optimal teaching practices and learner outcomes, ineffective assessment and evaluation thus limiting the ability to track learner progress.

In response, the MoE submitted that they would endeavor to enhance the standards function at district and provincial levels. The Ministry also submitted that they had also engaged the Cabinet Office to have the 2021 approved Ministry structure implemented which would result in the establishment of ECE standards officers across all Provinces.

b. Enforcement of Education Standards

Interviews with officials at the MoE and DEBS revealed that the Directorate of Standards, Assessment and Evaluation lacked transport to conduct effective inspections. Some districts namely Chilubi Mainland and Chilubi Island, Mitete and Mazabuka had no motor vehicles to conduct enforcement and inspections. The lack of transportation may lead to failure to conduct regular inspections and monitoring visits thereby failing to enforce education standards and policies. In addition, lack of transport may lead to limited access to remote and hard to reach schools.

In response, the MoE submitted that with support from ZEEP, they had distributed a total of ten (10) Land Cruisers to all Provinces to alleviate the transportation challenge. However, the number of vehicles procured were inadequate to fully respond to the transport challenge.

6.5. Coordination with Stakeholders

According to the National Education Policy, one of the measures of the MoE is to promote and strengthen stakeholder participation in the provision and development of education.

The audit revealed that the MoE coordinated with various stakeholders including the MLGRD and ZICTA in the provision and development of education in the following ways;

a. Ministry of Local Government and Rural Development

Interviews with officials from MoE revealed that the MLGRD was a key stakeholder and supported the MoE through CDF for the construction of classroom and ablution blocks, procurement of desks, installation of boreholes and provision of bursaries to vulnerable children who were enrolled at government boarding schools.

Through the CDF committee, the MLGRD worked closely with the Ward Development Committees (WDCs) to ensure community needs in relation to the education sector were taken into consideration as the WDCs were initiators of CDF projects in the districts.

Document review further revealed that the MLGRD through CDF undertook activities to support forty-nine (49) schools in ten (10) districts. Out of the forty-nine (49) schools that received CDF support, physical inspections confirmed that sixteen (16) schools received various support such as provision of desks, construction and rehabilitation of classroom blocks, toilets and science laboratories as shown in **Appendix 15**

In response, the MoE submitted that they had urged Provinces and Districts to coordinate with the Ministry of Local Government and Rural Development when implementing projects under the CDF to avoid duplicate funding to schools.

b. Zambia Information and Communications Technology Authority

The audit revealed that ZICTA coordinated with the MoE in the provision of ICT equipment with the aim of enhancing ICT skills to learners in both urban and rural areas. Interviews also revealed that between 2021 and 2024, ZICTA provided ICT equipment to twenty-four (24) schools, with each school receiving twenty (20) computers and one (1) printer. In total, ZICTA provided 480 computers and 24 printers in all the 10 provinces in the country **Appendix 16 refers**

According to interviews with ZICTA officials, minimum benchmarks for providing ICT equipment to schools were a room with electricity, specified number of sockets with surge protection and security in the laboratories such as burglar-proofed doors, windows and roofs. However, one of the challenges ZICTA experienced in spreading ICT support to schools was that ICT was relatively new in most schools and hence there were no specifically designed rooms for ICT laboratories in most schools.

In response, the MoE submitted that they were supporting some schools with solar systems to enable them to have access to electricity, thus making it possible to use the ICT equipment. It

was further stated that schools request funding from the Ministry when they were in receipt of the ICT equipment. Further, the Ministry had also established the Directorate of Information, Communication Technology (ICT) to coordinate with ZICTA when rendering support to schools.

CHAPTER SEVEN

CONCLUSION

7.0. Introduction

This chapter highlights the conclusion made by the audit after considering the overall objective of the audit and the role of the Ministry of Education to ensure delivery of quality education under the Free Education Policy from ECE to secondary school level.

7.1.Overall Conclusion

The free education policy represents a significant initiative aimed at increasing access to education for all children, particularly those from disadvantaged backgrounds. Since its re-introduction in January 2022, the policy has led to a notable increase in enrolment rates across ECE, primary and secondary schools, reflecting the Government's commitment to ensuring that education is a right rather than a privilege. However, the Ministry faces challenges in efficiently and effectively providing quality education to learners at all levels of education which include timely availability of up-to-date data on access and participation of learners at all levels of education, inadequate infrastructure, learning and teaching materials to improve learning and high pupil teacher ratio among others. These challenges may delay achievement of SDG 4 which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.

7.2. Specific conclusion

a. Access and Participation of Learners across ECE, Primary, and Secondary Levels

The audit concludes that the Free Education policy has increased access and participation of all learners at the three (3) levels of education, with ECE enrolments nearly doubling from 58,187 in 2020 to 113,146 in 2024, reflecting a 94% increase. At the primary level, enrolments grew by 9%, rising from 1,352,590 in 2020 to 1,473,089 in 2024, while secondary level enrolments saw a 60% increase from 395,644 in 2020 to 633,989 in 2024.

b. Adequacy and Quality of School Infrastructure, Learning and Teaching Materials

Despite achieving high levels of enrolments, the MoE has failed to achieve quality education for learners as free education is characterised with high enrolment in schools leading to overcrowded classrooms and insufficient infrastructure to cater for the increasing needs of learners at the three levels of education. The lack of adequate infrastructure creates a non-conducive learning environment which can hinder learners' concentration, motivation and overall learning

experience. In addition, the inadequacy of teaching and learning materials in schools has led to high pupil-book ratio in schools. The inability for learners to access learning materials makes it difficult for them to study independently and compromises classroom learning. On the other hand, the inadequacy of teaching materials leads to teachers having difficulty in planning effectively and struggle in creating engaging and well-structured classes.

c. Teacher Deployment across Provinces and Education Levels

The audit concludes that the deployment of teachers is not aligned with educational needs at all levels of education. There is a high teacher – pupil ratio in schools which poses significant challenges to the quality of education and student outcomes. Further, there is a deficit of teachers in ECE and specialised subjects such as Sciences and Mathematics. This often leads to reduced individual attention for learners, limiting their ability to receive personalised instruction and support. This can hinder academic performance and overall learning experiences. Additionally, teachers may face increased workload and stress, impacting their effectiveness and job satisfaction.

d. Effectiveness of Monitoring Mechanisms and Enforcement of Educational Standards

The MoE has not effectively conducted monitoring and enforcement of educational standards. Enforcement of education standards also faces challenges due to inadequate availability of standard officers leading to the failure to effectively monitor, evaluate and enforce education standards in the provision of quality education. The lack of transportation for standard officers has impeded the effective monitoring and evaluation of education standards. This in turn results in inconsistent application of standards and inadequate support for teachers and learners.

e. Coordination Mechanisms with Stakeholders on Policy Implementation

On a positive note the MoE has coordinated with various stakeholders in the provision and development of education. However, coordination is impacted by failure by the Ministry to update educational statistics yearly at the three (3) levels of education which will result in supporting partners providing support in the areas not in need of support.

In conclusion, while the provision of free education in Zambia is a commendable effort to enhance access and participation in attaining equity in education, it requires ongoing commitment of resources to ensure that it translates into meaningful educational outcomes. The Government must therefore prioritise infrastructure development, teacher recruitment, and the provision of learning materials to create an environment conducive for learning. By addressing

these challenges, Zambia can realize the full potential of its free education policy, ultimately contributing to the country's socio-economic development and the empowerment of its youth.

CHAPTER EIGHT

RECOMMENDATIONS

8.0.Introduction

Based on the root causes of the audit findings and conclusions, the OAG recommends the following measures to enhance the implementation of provision of free education.

a. Access and Participation of Learners across ECE, Primary, and Secondary Levels

The Ministry of Education should:

- i. Enhance the Education Management Information System (EMIS) through various interventions such as upgrading ICT infrastructure, maintaining up to date education data, automating and integrating all the systems, to ensure accurate and timely data, proper planning and informed decision making and accessibility to stakeholders and other supporting partners who might need information on key priority areas in need of support.
- ii. Ensure that the Educational Statistical Bulletins are approved and published annually to enhance accuracy and timely data for decision making.

b. Adequacy and Quality of School Infrastructure, Learning, and Teaching Materials

The Ministry of Education should:

- i. Put in place measures that will allow for infrastructure needs assessment that matches the school enrolment levels. This will help the MoE to plan effectively for improved learner outcomes.
- ii. Ensure that classrooms are reserved and maintained for practical subjects such as, Science, Home Economics and ICT to allow learners obtain the practical experiences needed for the subjects. The MoE should also provide resources for equipment required for practical subjects.
- iii. Rehabilitate, maintain and upgrade school infrastructure to accommodate the growing number of learners in schools.
- iv. Ensure the provision of adequate sanitation services at the three (3) levels of education to avoid outbreaks of diseases that might affect learning processes.
- v. Procure adequate desks to accommodate each learner to maintain the physical comfort of learners.

- vi. Ensure that grant allocation towards teaching and learning materials is adequate to cater for the needs of schools.
- vii. Conduct regular assessment on the availability of learning and teaching materials across all education levels to ensure sufficient and equitable distribution of learning materials.

c. Teacher Deployment across Provinces and Education Levels

The Ministry of Education should:

- i. Recruit more teachers, given that the number of schools in the country has increased at the three (3) levels of education, particularly the primary level where enrolment is highest.
- ii. Ensure that teachers are deployed proportionally based on the needs of specific education levels and specialisation in areas of mathematics, ICT and science.
- iii. Ensure that teachers have the recommended number of learners in each classroom for them to fully engage with learners.

d. Effectiveness of Monitoring Mechanisms and Enforcement of Educational Standards

- i. Provide adequate transport to the Department of Standards to enable them to discharge their duties effectively.
- ii. Deploy available ESOs in proportion to the number of schools in a particular district to ensure effective monitoring and enforcement of education standards.

e. Coordination Mechanisms with Stakeholders on Policy Implementation

- i. Continue collaborating with existing and potential partners to ensure provision of quality education to learners.

APPENDICES

Appendix 1: List of Schools visited

Province	District	School (ECE/Primary)	Province	District	School (Secondary)	
Central	Chisamba	Liteta Primary School	Central	Chisamba	Chisamba Day Secondary School	
		Chisamba Primary School		Kabwe	Kasanda Malombe Secondary School	
	Kabwe	Kasanda Malombe Primary School		Mkushi	Mkushi Day Secondary School	
	Mkushi	Mkushi Boma Primary School		Luanshya	Mpelembe Secondary School	
Copperbelt	Luanshya	Buteko Primary School	Copperbelt	Masaiti	Kabwata Secondary School	
		Malaika Primary School			Masaiti Boarding Secondary School	
	Masaiti	Kabwata Primary School			Dambo Secondary School	
		Masaiti Primary School			Kansenshi Secondary School	
	Ndola	Dambo Primary School		Luapula	Mansa	Mansa Boarding Secondary School
		Mapalo Primary School			Mwense	Mwense Boarding Secondary School
Luapula	Mansa	Fiyongole Primary School		Samfya	Chibolya Combined Secondary School	
		Mansa Primary School		Kasisi Girls Secondary School		
	Mwense	Nsakaluba Primary School	Chongwe	Matipula Secondary School		
		Sunshine Primary School		Kafue Day Secondary School		
	Samfya	Chibolya Primary School		Chankukula Secondary School		
		Samfya Primary School		David Kaunda Secondary School		
Lusaka	Chongwe	Chainda Primary School	Lusaka	Matero Girls Secondary School		
		Chongwe Primary School		Mubanga Chipoya Secondary School		
	Kafue	Kasenje Primary School		Mungwi	Mungwi Boys STEM Secondary School	
		Mutendere Primary School		Luwingu	Luwingu Boarding Secondary School	
	Lusaka	Burma Road Primary School	Western	Mongu	Imwiko Secondary School	

Northern		Edwin Mulongoti Primary School				Kanyonyo Secondary School
		Kanyama Central Primary School				Mongu Secondary School
		Mumuni Primary School				Kaoma Boarding Secondary School
	Kasama	New Kanyama Primary School				
		Vera Chiluba Primary School				
		Kalingalinga Primary School				
		Kasenda Primary School				
		Mubanga Chipoya Primary School				
		Katopola Primary School				
		Saili Primary School				
Mungwi	Chibile Primary School					
	Musenga Primary School					
Western	Kaoma	Kashokoto Primary School				
		Mulamatala Primary School				
	Mongu	Kanyonyo Primary School				
		Mongu Primary School				
		Mulambwa Primary School				

Appendix 2: List of Responsive and Non-responsive Districts in the Provinces Visited

Provinces	Total Number of Districts	Districts Visited	Districts that Submitted Questionnaires
Central Province	12	3	6
Luapula Province	12	3	0
Western Province	16	2	4
Northern Province	12	3	9
Lusaka Provinces	6	3	3
Copperbelt Province	10	3	5
Total	68	17	27

Appendix 3: List of Documents Reviewed and Purpose of Review

Documents reviewed	Reason for review
Eighth National Development Plan (2022-2026)	To obtain a detailed understanding of government's plans and targets towards provision of quality education for all for the period under review.
Ministry of Education Strategic Plan (2022-2026)	To understand the objectives and strategies of the Ministry which will in turn help benchmark the performance of the Ministry's planned activities in relation to provision of free education.
National Education Policy of 1996	To understand the policies that drive the provision of education and establish whether the set standards and principles are being adhered to.
Education Act No. 23 of 2011	Review the legal framework that pertains to the provision of education. This will also be used as a source of criteria to benchmark the Ministry's performance.
Enforcement and Inspection Reports 2020-2024	Establish activities undertaken in relation to monitoring, evaluation and enforcement of adherence to set standards of quality in the provision of education.
Ministry of Education Annual reports 2020-2023	Review of activities undertaken by the Ministry in line with the provision of free education in the years under review and ascertain the impact of free education since its pronouncement in 2022.
Education Statistics Bulletin 2020 to 2022	To obtain statistics on number of learners enrolled in the various schools as well as the completion rates to assess impact of free education on learners.

Source: Performance Audit Analysis 2024

Appendix 4: List of Interviewees

District	Name Of Institution	List Of Interviewees
Lusaka	Ministry of Education - Headquarters	<ol style="list-style-type: none"> 1. Permanent Secretary – Administration 2. Permanent Secretary – Educational Services 3. Director - Finance 4. Director – Human Resources And Administration 5. Senior Planner 6. Senior Human Resource Officer <p>Early Childhood Education Department</p> <ol style="list-style-type: none"> 7. Director – Early Childhood Education 8. Principal Education Officer 9. Senior Education Officers X 4 <p>Primary Education Department</p> <ol style="list-style-type: none"> 10. Director – Primary Education <p>Secondary Education Department</p> <ol style="list-style-type: none"> 11. Director – Secondary Education <p>Department of Standards, Assessment and Evaluation</p> <ol style="list-style-type: none"> 12. Director – Standards, Assessment and Evaluation 13. Principal Standards Education Officers X 4
Lusaka	Lusaka	<ol style="list-style-type: none"> 1. Provincial Education Officer 2. District Education Board Secretary 3. Senior Education Standards Officer 4. Deputy Headteacher – David Kaunda Boarding Secondary School 5. Headteacher – Matero Girls Secondary School 6. Headteacher – Edwin Mulongoti Primary School

District	Name Of Institution	List Of Interviewees
		7. Deputy Headteacher – Edwin Mulongoti Primary School 8. Deputy Headteacher – Chibolya Secondary School 9. Deputy Headteacher – Burma Road Primary School 10. Deputy Headteacher – Mumuni Primary School 11. Deputy Headteacher – Kanyama Central Primary School 12. Deputy Headteacher – New Kanyama Secondary School
Central	Kabwe	1. District Education Board Secretary 2. Senior Human Resource Management Officer 3. District Accounts Officer 4. Deputy Headteacher-Kasanda Malombe Primary School 5. Deputy Headteacher - Kasanda Malombe Secondary
Central	Mkushi	1. District Education Board Secretary 2. Head Teacher – Mkushi Day Secondary School 3. Deputy Head Teacher – Mkushi Day Secondary School 4. Accounting Officer – Mkushi Day Secondary School
Central	Chisamba	1. District Education Board Secretary 2. Deputy Headteacher – Chisamba Day Secondary School

District	Name Of Institution	List Of Interviewees
		3. Headteacher – Chisamba Day Primary School 4. Deputy Headteacher – Liteta Primary School
Copperbelt	Luanshya	1. District Education Board Secretary 2. Statistician 3. Headteacher – Mpelembe Secondary School 4. Deputy Headteacher – Mpelembe Secondary School 5. Clerical Officer– Mpelembe Secondary School 6. Head Of Department (Natural Sciences) – Mpelembe Secondary School 7. Headteacher – Buteko Primary School 8. Headteacher – Malaika Primary Schools 9. Deputy Headteacher – Malaika Primary School 10. Human Resource Officer – Malaika Primary School 11. Accounting Officer – Malaika Primary School
Copperbelt	Masaiti	1. District Education Board Secretary 2. Headteacher – Kabwata Secondary School 3. Deputy Headteacher – Kabwata Primary School 4. Headteacher – Masaiti Primary School 5. Deputy Headteacher – Masaiti Primary School 6. Headteacher – Masaiti Boarding Secondary School

District	Name Of Institution	List Of Interviewees
		7. Deputy Headteacher – Masaiti Boarding Secondary School
Copperbelt	Ndola	<ol style="list-style-type: none"> 1. Provincial Education Officer 2. District Education Board Secretary 3. Headteacher – Dambo Primary School 4. Deputy Headteacher – Dambo Primary School 5. Headteacher – Dambo Secondary School 6. Deputy Headteacher – Dambo Secondary School 7. Deputy Headteacher - Kansenshi Secondary School 8. Headteacher – Mapalo Primary School
Western	Kaoma	<ol style="list-style-type: none"> 1. District Education Board Secretary 2. Senior Planner 3. Deputy Headteacher – Mulamatila Primary School 4. Deputy Headteacher – Kashokoto Primary School 5. Headteacher – Kaoma Boarding Secondary School 6. Deputy Headteacher – Kaoma Boarding Secondary School
Western	Mongu	<ol style="list-style-type: none"> 1. Headteacher – Mulamba Primary 2. Headteacher – Kanyonyo Primary Schools 3. Deputy Headteacher – Kanyonyo Primary Schools 4. Acting Senior Teacher X 2– Kanyonyo Primary Schools

District	Name Of Institution	List Of Interviewees
		5. Procurement Officer – Kanyonyo Primary Schools 6. Headteacher – Mongu Primary School
Luapula	Mansa	1. Provincial Education Officer 2. District Education Board Secretary 3. Headteacher – Mansa Primary School 4. Deputy Headteacher – Mansa Secondary School 5. Headteacher – Fiyongole Primary School
	Mwense	1. District Education Board Secretary 2. Deputy Headteacher – Sunshine Primary School 3. Deputy Headteacher – Nsakaluba Primary School 4. Headteacher – Mwense Boarding Secondary School
	Samfya	1. District Education Board Secretary 2. Headteacher- Samfya Primary School 3. Deputy Headteacher – Chibolya Primary School 4. Headteacher – Chibolya Combined Secondary School
Northern	Kasama	1. Provincial Education Officer 2. District Education Board Secretary 3. Headteacher – Mubanga Chipoya Primary School 4. Deputy Headteacher – Mubanga Chipoya Secondary School 5. Headteacher – Kasama Boys Secondary School

District	Name Of Institution	List Of Interviewees
	Mungwi	<ol style="list-style-type: none"> 1. District Education Board Secretary 2. Headteacher- Chibile Primary School 3. Deputy Headteacher – Musenge Primary School 4. Headteacher – Mungwi Boarding Secondary School
	Luwingu	<ol style="list-style-type: none"> 1. District Education Board Secretary 2. Deputy Headteacher – Katopola Primary School 3. Deputy Headteacher – Saili Primary School 4. Headteacher – Luwingu Boarding Secondary School
STAKEHOLDERS		
Lusaka	Ministry of Community Development and Social Services	<ol style="list-style-type: none"> 1. Director – Community Development 2. Senior Community Development Officer
Lusaka	United Nations International Children’s Emergency Fund	<ol style="list-style-type: none"> 1. Education Specialist 2. Public Finance Associate
Lusaka	Ministry of Local Government and Rural Development	<ol style="list-style-type: none"> 1. Senior Local Government Officer 2. Principal Local Government Officers
Lusaka	Zambia Information and Communication Technology	<ol style="list-style-type: none"> 1. Director Universal Access 2. Project Officer – Monitoring And Evaluation
Lusaka	World Vision	<ol style="list-style-type: none"> 1. Technical Programme Manager - Education Specialist 2. Early Childhood Education Specialist 3. Technical Specialist
Kafue	National Action for Quality Education in Zambia	<ol style="list-style-type: none"> 1. Executive Director

Appendix 5: District Enrolments at the three (3) Levels of Education
Early Childhood Education School Level

Town	2020		2021		2022		2023		2024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kabwe	519	562	525	528	835	831	1,245	1,359	1,589	1,735
Chibombo	1,072	1,246	3,507	3,886	3,972	4,345	4,390	4,800	5,114	5,767
Chisamba	859	1,028	1,208	1,378	2,677	2,555	1,583	1,711	1,588	1,711
Mkushi	1,367	1,541	1,221	1,372	1,331	1,457	1,333	1,479	1,354	1,489
Lusaka	503	587	663	649	768	790	1,128	1,179	2,562	2,701
Kafue	987	1,010	1,216	1,191	1,367	1,467	1,565	1,493	1,617	1,718
Chongwe	682	624	1,149	1,213	2,215	2,257	2,424	2,538	2,941	3,030
Ndola	455	433	496	511	491	527	1,007	1,025	1,192	1,201
Luanshya	319	439	486	598	2,045	2,031	2,193	2,399	1,866	2,003
Masaiti	239	220	893	974	1,608	1,879	2,723	2,980	2,903	3,000
Kaoma	1,175	1,254	1,272	1,294	1,621	1,752	1,621	1,752	1,724	1,916
Mongu	1,394	1,478	1,555	1,668	2,397	2,459	2,375	2,470	2,576	2,757

Town	2020		2021		2022		2023		2024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Mansa	622	622	597	655	1,093	1,273	1,345	1,523	1,625	1,879
Mwense	650	697	797	843	860	938	924	984	1,070	1,159
Kasama	2,243	194	1,277	1,382	2,007	2,189	2,285	2,408	2,436	2,548
Luwingu	957	999	983	972	1,028	1,068	1,307	1,408	1,552	1,566
Mungwi	428	414	404	436	796	910	920	1,036	1,374	1,472
Lupososhi	389	428	417	410	742	703	700	829	813	823
Kaputa	155	149	162	174	180	215	230	250	230	250
Shangombo	1,015	1,164	943	1,064	1,072	1,272	1,128	1,327	-	-
Nsama	465	533	384	511	617	722	861	910	986	1,052
Mporokoso	334	363	479	514	863	963	1,032	1,045	1,098	1,112
Lunte	451	553	458	474	595	615	720	768	817	888
Luano	339	396	437	517	625	613	682	731	774	878
Nalolo	750	1,005	812	1,098	998	1,176	1,065	1,248	1,075	1,258
Chitambo	380	461	519	624	725	911	2,423	2,544	1,588	1,606
Shibuyunji	541	608	774	839	1,311	1,458	1,344	1,490	1,606	1,712
Mpongwe	800	500	1,292	1,398	1,884	2,053	2,109	2,329	2,205	2,410
Chililabombwe	331	378	425	470	516	533	645	693	906	978
Luampa	-	-	592	625	832	868	999	1,088	927	998
Senga Hill	565	611	680	724	1,196	1,305	1,422	1,563	1,345	1,473
Luangwa	334	276	470	463	588	490	601	694	684	721
Chilanga	514	640	693	720	946	1,045	1,094	1,146	897	937
Kaoma	1,175	1,254	1,272	1,294	1,621	1,752	1,621	1,752	1,724	1,916
Rufunsa	697	761	798	846	1,131	1,153	1,670	1,701	1,762	1,962
Serenje	462	576	812	891	1,108	1,127	1,840	2,146	1,971	2,231
Kapiri Mposhi	1,549	1,642	1,755	1,907	2,605	2,800	834	934	4,759	5,006

Ngabwe	175	209	253	324	633	755	932	1,036	696	1,133
Mumbwa	1,679	1,801	1,250	1,305	1,441	1,523	2,187	2,258	5,324	5,470
Mbala	422	405	486	520	788	893	1,068	1,210	1,095	1,241
Mpulungu	690	780	926	935	1,036	1,026	1,990	2,039	1,434	1,516
Chilubi	301	362	337	384	432	334	661	455	754	784
Total	28,984	29,203	35,675	38,581	51,596	55,033	60,226	64,730	54,520	58,626
		58,187		74,256		106,629		124,956		113,146

Primary School Level

Districts	2020		2021		2022		2023		2024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kabwe	20,870	21,954	17,060	18,599	18,236	19,960	26,503	28,253	27,512	28,466
Chibombo	26,813	26,881	35,315	36,516	42,283	43,598	45,830	47,051	54,661	57,180
Chisamba	13,106	13,195	18,185	17,375	19,968	20,769	19,933	19,061	23,140	22,984
Mkushi	21,151	23,067	22,049	24,116	29,867	32,223	29,988	32,264	30,075	32,375
Lusaka	88,454	98,922	91,424	102,773	94,747	105,545	102,628	115,777	90,766	102,526
Kafue	19,399	18,121	21,950	22,588	19,755	20,738	13,284	12,215	13,978	13,787
Chongwe	13,494	13,452	19,419	20,623	23,158	23,654	23,864	24,051	25,921	26,777
Ndola	28,502	30,075	28,672	30,332	17,640	18,584	35,070	36,232	39,290	40,432
Luanshya	14,333	1,642	15,734	17,099	17,228	18,227	17,296	18,289	17,118	18,371
Masaiti	15,359	14,947	19,903	21,070	21,446	23,574	21,884	23,784	23,200	24,102
Kaoma	16,131	16,343	16,708	16,970	20,989	21,212	20,989	21,212	21,014	21,262
Mongu	23,102	23,517	23,953	24,529	24,864	25,686	25,266	25,502	36,755	31,288
Mansa	28,608	29,214	27,786	28,100	31,875	32,609	32,392	32,980	34,196	24,949
Mwense	12,979	12,907	12,979	12,907	13,575	13,613	14,631	14,563	15,931	15,110
Kasama	32,665	32,442	33,301	32,805	34,438	35,060	34,936	35,708	35,165	35,630
Luwingu	10,974	10,748	11,384	11,171	12,015	11,691	12,322	12,340	13,027	13,080
Mungwi	20,431	18,845	22,940	22,246	23,777	23,150	24,281	23,195	24,664	23,914

Districts	2020		2021		2022		2023		2024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Lupososhi	8,035	7,585	8,487	8,095	9,583	9,337	9,642	9,244	10,739	10,639
Kaputa	8,972	8,107	8,432	7,883	10,061	9,600	10,423	9,962	10,323	9,798
Shangombo	8,350	9,877	8,895	9,603	8,997	9,918	8,584	9,810	-	-
Nsama	7,142	6,764	6,823	6,852	7,478	7,405	7,625	7,613	8,078	8,354
Mporokoso	6,562	6,502	6,798	6,868	7,161	7,190	7,430	7,643	7,708	7,838
Lunte	10,576	10,427	10,132	10,280	10,784	11,123	10,947	11,219	11,154	11,487
Luano	6,467	6,609	7,504	7,572	7,803	7,872	9,240	9,196	10,796	10,849
Nalolo	8,134	12,500	8,850	9,427	8,754	7,713	8,874	9,398	8,884	9,408
Chitambo	6,419	6,548	18,006	10,395	10,576	12,051	29,618	35,942	9,518	11,645
Shibuyunji	8,105	8,506	10,895	11,252	11,765	11,909	12,536	13,149	13,873	14,608
Mpongwe	16,991	17,446	17,823	18,568	18,455	18,800	18,646	18,948	18,700	19,000
Chililabombwe	7,741	7,895	8,542	8,686	9,160	9,214	10,319	11,023	10,023	10,817
Luampa	-	-	6,724	6,996	8,792	8,948	9,567	9,758	9,217	9,443
Senga Hill	13,402	12,352	13,673	13,553	17,595	17,204	18,322	18,162	18,493	18,396
Luangwa	2,220	2,401	3,504	3,654	3,981	3,976	4,005	4,304	4,121	4,610
Chilanga	13,094	13,462	14,507	14,925	16,300	16,973	16,667	18,247	20,172	20,706
Rufunsa	6,637	6,613	8,295	8,219	9,889	9,893	10,830	11,221	11,248	11,522
Kaoma	16,131	16,343	16,708	16,970	20,989	21,212	20,989	21,212	21,014	21,262
Serenje	13,411	14,244	18,714	19,747	22,528	22,506	25,456	25,005	25,189	25,464
Kapiri Mposhi	29,413	29,867	35,729	36,572	38,479	39,008	37,808	38,630	59,654	57,900
Ngabwe	3,525	3,769	4,041	4,654	6,141	7,581	6,450	7,471	7,796	9,133
Mumbwa	22,748	23,297	28,510	29,411	31,878	32,411	31,371	31,538	46,640	49,407
Mbala	15,504	14,993	15,340	15,420	16,233	16,583	16,624	16,684	16,637	16,782
Mpulungu	13,742	12,976	15,965	14,860	13,494	13,370	17,375	17,057	18,103	17,496
Chilubi	14,001	13,542	15,709	14,322	16,877	14,899	17,021	15,882	17,704	16,440

Districts	2020		2021		2022		2023		2024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total	673,693	678,897	757,368	774,603	809,614	836,589	877,466	910,795	730,474	742,615
		1,352,590		1,531,971		1,646,203		1,788,261		1,473,089

Secondary School Level

Districts	2020		2021		2022		2023		2,024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kabwe	9,746	10,929	8,625	9,056	9,165	11,617	12,871	15,050	11,474	13,883
Chibombo	7,467	7,519	9,834	10,769	12,354	13,836	12,562	14,069	9,736	10,951
Chisamba	3,638	3,993	4,340	4,844	6,027	6,582	6,768	6,668	2,789	4,027
Mkushi	3,344	3,272	3,418	3,586	5,425	5,444	5,535	5,524	5,567	5,529
Lusaka	39,306	44,198	42,627	51,397	60,765	60,765	52,573	63,095	65,790	76,466
Kafue	3,295	2,701	4,237	3,893	5,775	5,249	6,009	5,910	6,446	6,110
Chongwe	5,298	6,089	5,883	7,270	7,707	9,268	8,598	10,473	10,971	11,165
Ndola	18,800	20,535	19,889	22,111	13,583	16,562	27,479	32,016	36,171	39,515
Luanshya	5,568	6,199	6,510	7,245	8,863	9,676	9,385	10,690	10,575	11,954
Masaiti	2,114	1,620	2,782	2,142	2,995	2,433	3,089	2,833	3,420	2,982

Districts	2020		2021		2022		2023		2,024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kaoma	2,840	2,811	5,026	4,356	5,578	4,887	5,869	5,842	5,799	5,925
Mongu	4,570	4,828	4,729	4,832	6,218	7,138	7,073	7,749	7,130	7,822
Mansa	5,058	4,677	5,605	5,052	6,457	6,031	7,498	7,316	8,232	8,114
Mwense	3,942	3,816	4,424	4,333	4,486	4,476	4,599	4,476	4,619	4,402
Kasama	9,149	9,369	12,987	9,803	13,930	11,815	11,916	13,878	12,028	13,291
Luwingu	2,328	1,998	2,295	2,046	3,303	3,023	3,696	3,398	3,643	3,478
Mungwi	5,796	3,398	4,961	3,187	6,559	4,894	6,691	4,749	6,702	5,363
Lupososhi	1,048	783	1,075	840	1,305	1,012	1,532	1,098	1,470	1,208
Kaputa	2,826	2,001	2,917	2,163	3,127	2,486	3,496	2,513	3,448	2,584
Shangombo	653	669	511	498	942	1,055	857	1,086	-	-
Nsama	1,171	745	1,064	749	1,586	1,257	1,752	1,428	1,189	989
Mporokoso	1,888	1,704	1,751	1,763	2,377	2,120	2,320	2,398	2,336	2,347
Lunte	1,796	2,120	1,768	2,027	2,355	2,268	2,569	2,518	2,609	3,005
Luano	1,201	1,129	1,165	999	1,394	1,290	2,041	2,066	1,369	1,423

Districts	2020		2021		2022		2023		2,024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Nalolo	500	700	1,434	1,795	1,635	1,953	1,679	2,275	1,689	2,285
Chitambo	1,597	1,340	2,485	2,088	2,763	2,460	3,641	3,644	5,056	4,777
Shibuyunji	2,806	3,004	3,514	3,669	4,299	4,384	4,320	4,445	3,779	4,060
Mpongwe	4,235	5,580	4,340	5,699	5,057	6,638	5,164	6,629	5,225	6,680
Chililabombwe	4,896	4,977	5,198	5,152	5,469	5,759	7,010	7,074	6,107	6,994
Luampa	-	-	1,098	1,227	1,768	1,726	2,174	2,125	1,895	1,931
Senga Hill	838	633	1,177	830	1,619	1,244	1,671	1,344	1,971	1,727
Luangwa	1,843	1,656	1,998	2,005	2,008	2,221	2,010	2,411	2,029	2,509
Chilanga	7,381	7,606	8,191	9,253	10,643	12,386	11,262	12,512	10,888	12,351
Rufunsa	1,968	2,480	2,321	2,377	2,628	3,044	3,710	3,123	3,441	3,757
Kaoma	2840	2811	5026	4356	5578	4887	5869	5842	5,799	5,925
Serenje	3148	2510	3537	2821	4873	4346	5381	4688	5,406	4,963
Kapiri Mposhi	7828	6952	7831	8021	10274	9580	14030	14341	8,542	9,752
Ngabwe	553	564	436	531	458	558	511	768	421	433

Districts	2020		2021		2022		2023		2,024	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Mumbwa	4497	4467	9995	10618	11396	11718	34433	58750	7,939	8,828
Mbala	3084	2709	3476	2814	4056	3556	4106	3614	4,130	3,716
Mpulungu	1926	1648	2676	2151	3081	2373	3406	2775	4,512	2,743
Chilubi	1891	4231	2271	1581	2301	2919	2333	3021	2,407	3,276
Total	194,673	200,971	225,427	231,949	272,182	276,936	319,488	366,224	304,749	329,240
		395,644		457,376		549,118		685,712		633,989

Appendix 6: Status of Early Childhood Education Infrastructure at Primary Schools Visited

No.	Name of School	Availability of ECE Annex	Temporal /Permanent (T/P)
1	Kanyama Central Primary School	No	NA
2	New Kanyama Primary School	Yes	Permanent
3	Edwin Mulongoti Primary School	Yes	Permanent
4	Mumuni Primary School	Yes	Permanent
5	Burma Road Primary School	Yes	Permanent
6	Mongu Primary School	Yes	Permanent
7	Kanyonyo Primary School	Yes	Temporal
8	Mulambwa Primary School	Yes	Permanent
9	Kashokoto Primary School	Yes	Temporal
10	Mulamabila Primary School	Yes	Permanent
11	Mapalo Primary School	Yes	Permanent
12	Dambo Primary School	Yes	Temporal
13	Masaiti Primary School	Yes	Temporal
14	Kabwata Primary School	Yes	Temporal
15	Malaika Primary School	Yes	Permanent
16	Buteko Primary School	Yes	Permanent
17	Mkushi Boma Primary School	Yes	Permanent
18	Kasanda Malombe Primary School	Yes	Permanent
19	Liteta Primary School	Yes	Temporal
20	Chisamba Primary School	Yes	Permanent
21	Vera Chiluba Primary School	Yes	Permanent
22	Kalingalinga Primary School	Yes	Permanent
23	Mutendere Primary School	Yes	Permanent

No.	Name of School	Availability of ECE Annex	Temporal /Permanent (T/P)
24	Kasengi Primary School	Yes	Permanent
25	Chainda Primary School	Yes	Temporal
26	Chongwe Primary School	Yes	Permanent
27	Kasenda Primary School	Yes	Permanent
28	Mubanga Chipoya Primary School	Yes	Permanent
29	Chibile Primary School	No	NA
30	Musenge Primary School	No	NA
31	Fiyongole Primary School	No	NA
32	Mansa Primary School	Yes	Permanent
33	Saili Primary School	Yes	Permanent
34	Katopola Primary School	Yes	Permanent
35	Sunshine Primary School	Yes	Temporal
36	Nsakaluba Primary School	Yes	Permanent
37	Chibolya Primary School	Yes	Permanent
38	Samfya Primary School	Yes	Permanent

Appendix 6 (i): Adequacy of School Infrastructure against Number of Learners Enrolled at Primary Schools

No.	Name of School	Adequate School Infrastructure	Number of Learners Enrolled (2024)	Number of classrooms available in school
1	Kanyama Central Primary School	No	3,109	12
2	New Kanyama Primary School	No	2,286	16
3	Edwin Mulongoti Primary School	No	2,322	19
4	Mumuni Primary School	Yes	1,781	16
5	Burma Road Primary School	Yes	1,915	27
6	Mongu Primary School	No	1,668	4
7	Kanyonyo Primary School	No	1,302	22
8	Mulambwa Primary School	No	3,106	11
9	Kashokoto Primary School	No	1,132	8
10	Mulamatila Primary School	No	2,512	13
11	Mapalo Primary School	No	2,456	10
12	Dambo Primary School	No	2,456	13
13	Masaiti Primary School	No	972	12
14	Kabwata Primary School	No	455	5
15	Malaika Primary School	No	2,194	19
16	Buteko Primary School	No	1,708	18
17	Mkushi Boma Primary School	No	1,811	14
18	Kasanda Malombe Primary School	No	2,291	11
19	Liteta Primary School	No	1,685	7
20	Chisamba Day Primary School	No	1,467	10

No.	Name of School	Adequate School Infrastructure	Number of Learners Enrolled (2024)	Number of classrooms available in school
21	Vera Chiluba Primary School	No	2,571	24
22	Kalingalinga Primary School	No	1,609	16
23	Mutendere Primary School	No	2,445	20
24	Kasenzi Primary School	No	2,202	22
25	Chainda Primary School	No	2,035	8
26	Chongwe Primary School	No	6,672	22
27	Kasenda Primary School	No	1,723	18
28	Mubanga Chipoya Primary School	No	3,624	13
29	Chibile Primary School	No	653	5
30	Musenge Primary School	No	642	5
31	Fiyongole Primary School	No	1,696	8
32	Mansa Primary School	No	3,516	19
33	Saili Primary School	No	628	4
34	Katopola Primary School	No	1,096	13
35	Sunshine Primary School	No	528	6
36	Nsakaluba Primary School	No	1,928	17
37	Chibolya Primary School	No	1,489	6
38	Samfya Primary School	No	2,040	21

Appendix 6 (ii): Adequacy of School Infrastructure against Number of Learners Enrolled at Secondary Schools

No.	Name of School	Adequate School Infrastructure	Number of Learners Enrolled	Number of Classrooms Available in School
1	Kasanda Malombe Secondary School	No	694	13
2	Mkushi Day Secondary School	No	1,950	12
3	Mpelembe Secondary School	No	1,737	22
4	Kabwata Secondary School	No	358	5
5	Masaiti Boarding Secondary School	No	766	15
6	Dambo Secondary School	No	1,719	15
7	Matero Girls Secondary School	No	3,578	25
8	David Kaunda Secondary School	Yes	1,008	24
9	Chisamba Day Secondary School	No	788	3
10	Imwiko Secondary School	No	496	6
11	Kanyonyo Secondary School	No	496	6
12	Mongu Secondary School	No	837	5
13	Kansenshi Secondary School	No	2,215	30
14	Kaoma Boarding Secondary School	Yes	1,110	29
15	Chankukula Secondary School	No	3,120	11
16	Kafue Day Secondary School	No	1,281	18
17	Matipula Secondary School	No	1,588	19
18	Mubanga Chipoya Secondary School	No	1,227	11

No.	Name of School	Adequate School Infrastructure	Number of Learners Enrolled	Number of Classrooms Available in School
19	Mungwi Boys STEM Secondary School	No	1027	27
20	Luwingu Boarding Secondary School	No	817	26
21	Mansa Boarding Secondary School	No	1,329	25
22	Mwense Boarding Secondary School	No	878	12
23	Chibolya Combined Secondary School	No	1435	10
24	Kasisi Girls Secondary School	Yes	565	16

Source: Performance Audit Analysis 2024

Appendix 7: List of Schools with Laboratory Facilities

No.	Name of School	Availability of Laboratory	Availability of Laboratory Equipment and Reagents
1	Kasanda Malombe Secondary School	Yes	Yes
2	Mkushi Day Secondary School	Yes	Yes
3	Mpelembe Secondary School	No	No
4	Kabwata Secondary School	No	No
5	Masaiti Boarding Secondary School	Yes	Yes
6	Dambo Secondary School	No	No
7	Matero Girls Secondary School	Yes	No
8	David Kaunda Secondary School	Yes	Yes
9	Chisamba Day Secondary School	No	No
10	Imwiko Secondary School	No	No
11	Kanyonyo Secondary School	Yes	Yes
12	Mongu Secondary School	No	No
13	Kansenshi Secondary School	Yes	No
14	Kaoma Boarding Secondary School	Yes	No
15	Chankukula Secondary School	Yes	Yes
16	Kafue Day Secondary School	Yes	Yes
17	Matipula Secondary School	Yes	Yes
18	Mubanga Chipoya Secondary School	No	Yes
19	Mungwi Boys STEM Secondary School	Yes	Yes
20	Luwingu Boarding Secondary School	Yes	Yes
21	Mansa Boarding Secondary School	Yes	Yes
22	Mwense Boarding Secondary School	Yes	Yes

Appendix 8: Availability Home Economics Rooms and Equipment in Schools

No.	Name of School	Availability of Home Economics Room	Availability of Home Economics Equipment
1	Kasanda Malombe Secondary School	Yes	No
2	Mkushi Day Secondary School	No	No
3	Mpelembe Secondary School	No	No
4	Kabwata Secondary School	No	No
5	Masaiti Boarding Secondary School	Yes	No
6	Dambo Secondary School	Yes	No
7	Matero Girls Secondary School	Yes	Yes
8	David Kaunda Secondary School	N/A	N/A
9	Chisamba Day Secondary School	No	No
10	Imwiko Secondary School	No	Yes
11	Kanyonyo Secondary School	No	No
12	Mongu Secondary School	No	No
13	Kansenshi Secondary School	Yes	No
14	Kaoma Boarding Secondary School	Yes	No
15	Chankukula Secondary School	Yes	No
16	Kafue Day Secondary School	Yes	No
17	Matipula Secondary School	No	No
18	Mubanga Chipoya Secondary School	No	No
19	Mungwi Boys STEM Secondary School	No	No
20	Luwingu Boarding Secondary School	Yes	No
21	Mansa Boarding Secondary School	Yes	No
22	Mwense Boarding Secondary School	Yes	No
23	Chibolya Secondary School	No	No
24	Kasisi Girls Secondary School	Yes	Yes

Appendix 9: Status of Library Facilities at Primary and Secondary Schools Visited

No.	Name of School	Availability of Library Facilities
Secondary Schools		
1	Kasanda Malombe Secondary School	No
2	Mkushi Day Secondary School	No
3	Mpelembe Secondary School	No
4	Kabwata Secondary School	No
5	Masaiti Boarding Secondary School	Yes
6	Dambo Secondary School	No
7	Matero Girls Secondary School	No
8	David Kaunda Secondary School	Yes
9	Chisamba Day Secondary School	No
10	Imwiko Secondary School	No
11	Kanyonyo Secondary School	Yes
12	Mongu Secondary School	No
13	Kansenshi Secondary School	Yes
14	Kaoma Boarding Secondary School	Yes
15	Chankukula Secondary School	No
16	Kafue Day Secondary School	No
17	Matipula Secondary School	No
18	Mubanga Chipoya Secondary School	No
19	Mungwi Boys Stem Secondary School	Yes
20	Luwingu Boarding Secondary School	Yes
21	Mansa Boarding Secondary School	Yes
22	Mwense Boarding Secondary School	No
23	Kasisi Girls Secondary School	Yes
Primary Schools		
1	Kanyama Central Primary School	Yes
2	New Kanyama Primary School	No
3	Edwin Mulongoti Primary School	No
4	Mumuni Primary School	Yes
5	Burma Road Primary School	No
6	Mongu Primary School	No
7	Kanyonyo Primary School	No
8	Mulambwa Primary School	No
9	Kashokoto Primary School	No
10	Mulamatala Primary School	No
11	Mapalo Primary School	No
12	Dambo Primary School	No

No.	Name of School	Availability of Library Facilities
13	Masaiti Primary School	No
14	Kabwata Primary School	No
15	Malaika Primary School	No
16	Buteko Primary School	No
17	Mkushi Boma Primary School	No
18	Kasanda Malombe Primary School	No
19	Liteta Primary School	No
20	Chisamba Primary School	No
21	Vera Chiluba Primary School	No
22	Kalingalinga Primary School	No
23	Mutendere Primary School	Yes
24	Kasenje Primary School	Yes
25	Chainda Primary School	No
26	Chongwe Primary School	No
27	Kasenda Primary School	No
28	Mubanga Chipoya Primary School	No
29	Chibile Primary School	No
30	Musenge Primary School	No
31	Fiyongole Primary School	No
32	Mansa Primary School	No
33	Saili Primary School	No
34	Katopola Primary	No
35	Sunshine Primary School	No
36	Nsakaluba Primary School	No
37	Chibolya Primary School	No
38	Samfya Primary School	No

Source: Performance Audit Analysis 2024

Appendix 10: Grants received and Amounts allocated towards Infrastructure Maintenance for 2023

Province	District	Name of School	Total Grants amounts (2023)	Amount Allocated to Infrastructure	Number of Learners Enrolled
Central	Chisamba	Chisamba Day School	618,441.51	61,844.15	788
	Chisamba	Liteta Primary School	327,270.01	32,727.00	1658
	Kabwe	Kasanda Malombe School	269,941.43	26,994.14	694
	Mkushi	Mkushi Day School	844,021.17	84,402.12	1551
Copperbelt	Luanshya	Buteko Primary School	129,044.76	12,904.48	1708
		Malaika Primary School	156,892.33	15,689.23	2184
		Mpelembe Secondary School	1,007,749.21	100,774.92	1737
	Masaiti	Masaiti Boarding School	426,912.74	42,691.27	766
	Ndola	Dambo Primary School	236,859.76	23,685.98	2456
		Dambo Secondary School	595,893.72	59,589.37	1719
		Kansenshi SecondarySchool	1,468,318.45	146,831.85	2215
	Mansa	Mapalo Primary School	101,910.97	10,191.10	2556
		Fiyongole Primary School	234,353.70	23,435.37	1696
		Mansa Primary School	453,569.57	45,356.96	3678
Luapula	Mansa Secondary School	727,199.92	72,719.99	1329	
	Mwense Secondary School	738,350.96	73,835.10	881	
	Nsakaluba Primary School	311,742.57	31,174.26	1910	
	Chibolya Primary School	119,376.43	11,937.64	1489	
	Chibolya Secondary School	785,197.88	78,519.79	1106	
Lusaka	Samfya	Samfya Primary School	418,457.01	41,845.70	2142
	Chongwe	Chainda Primary School	153,043.24	15,304.32	2109

Province	District	Name of School	Total Grants amounts (2023)	Amount Allocated to Infrastructure	Number of Learners Enrolled
Northern		Matipula Secondary School	1,024,561.88	102,456.19	1588
	Kafue	Kafue Day School	1,066,612.43	106,661.24	1281
		Kasenje Primary School	594,952.63	59,495.26	2175
	Kasama	Kasenda Primary School	442,845.26	44,284.53	1723
	Luwingu	Katopola Primary School	232,618.11	23,261.81	1043
Western	Mungwi	Chibile Primary School	147,913.60	14,791.36	654
		Musenga Primary School	78,561.50	7,856.15	642
	Kaoma	Kaoma Boarding School	953,473.68	95,347.37	1110
		Mulamatila Primary School	714,062.76	71,406.28	2512
	Mongu	Imwiko Secondary School	345,796.71	34,579.67	496
		Mongu Primary School	169,941.59	16,994.16	1667

Appendix 11: Availability of Child Friendly Toilets 2024

No.	Name of School	Availability of Child Friendly Toilets
1	Kanyama Central Primary School	NA
2	New Kanyama Primary School	No
3	Edwin Mulongoti Primary School	No
4	Mumuni Primary School	No
5	Burma Road Primary School	Yes
6	Mongu Primary School	No
7	Kanyonyo Primary School	No
8	Mulambwa Primary School	Yes
9	Kashokoto Primary School	No
10	Mulamatila Primary School	No
11	Mapalo Primary School	No
12	Dambo Primary School	Yes
13	Masaiti Primary School	No
14	Kabwata Primary School	No
15	Malaika Primary School	Yes
16	Buteko Primary School	No
17	Mkushi Boma Primary School	No
18	Kasanda Malombe Primary School	No
19	Liteta Primary School	No
20	Chisamba Primary School	No
21	Vera Chiluba Primary School	No
22	Kalingalinga Primary School	No
23	Mutendere Primary School	Yes
24	Kasenji Primary School	No
25	Chainda Primary School	No
26	Chongwe Primary School	Yes
27	Kasenda Primary School	Yes
28	Mubanga Chipoya Primary School	No
29	Mansa Primary School	No
30	Saili Primary School	No
31	Katopola Primary School	No
32	Sunshine Primary School	No
33	Nsakaluba Primary School	Yes
34	Chibolya Primary School	No
35	Samfya Primary School	No

Source: Performance Audit Analysis 2024

Appendix 12: Adequacy of Child Friendly Desks - 2024

No.	Name of School	Adequacy of Child friendly desks
1	Kanyama Central Primary School	No
2	New Kanyama Primary School	No
3	Edwin Mulongoti Primary School	No
4	Mumuni Primary School	No
5	Burma Road Primary School	No
6	Mongu Primary School	No
7	Kanyonyo Primary School	Yes
8	Mulambwa Primary School	No
9	Kashokoto Primary School	No
10	Mulamatila Primary School	No
11	Mapalo Primary School	No
12	Dambo Primary School	No
13	Masaiti Primary School	No
14	Kabwata Primary School	No
15	Malaika Primary School	Yes
16	Buteko Primary School	No
17	Mkushi Boma Primary School	No
18	Kasanda Malombe Primary School	No
19	Liteta Primary School	No
20	Chisamba Day Primary School	No
21	Vera Chiluba Primary School	Yes
22	Kalingalinga Primary School	No
23	Mutendere Primary School	Yes
24	Kasengi Primary School	No
25	Chainda Primary School	No
26	Chongwe Primary School	Yes
27	Kasenda Primary School	Yes
28	Mubanga Chipoya Primary School	Yes
29	Mansa Primary School	No
30	Saili Primary School	No
31	Katopola Primary School	No
32	Sunshine Primary School	Yes
33	Nsakaluba Primary School	No
34	Chibolya Primary School	Yes
35	Samfya Primary School	No

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Appendix 13: Availability of Information and Communication Technology Equipment in Secondary Schools

No	Name of School	Total Number of Computers Available	Number of Functional Computers	Number of Non-functional Computers	Number of Pupils in ICT Classes	Pupil Computer Ratio
1	Kasanda Malombe Secondary School	18	18	0	311	1:17
2	Mkushi Day Secondary School	21	21	0	446	1: 21
3	Mpelembe Secondary School	6	6	0	1737	1: 290
4	Kabwata Secondary School	0	0	0	358	0
5	Masaiti Boarding Secondary School	4	4	0	766	1: 192
6	Dambo Secondary School	40	40	0	1719	1: 43
7	Matero Girls Secondary School	18	18	0	3430	1: 191
8	David Kaunda Secondary School	14	14	0	500	1: 36
9	Chisamba Day Secondary School	23	23	0	788	1: 34
10	Imwiko Secondary School	17	17	0	180	1: 11
11	Kanyonyo Secondary School	31	18	13	450	1: 25
12	Mongu Secondary School	0	0	0	0	0
13	Kansenshi Secondary School	15	15	0	479	1: 32
14	Kaoma Boarding Secondary School	60	60	0	1110	1: 19
15	Chankukula Secondary School	11	5	6	455	1: 91
16	Kafue Day Secondary School	15	5	10	400	1: 80
17	Matipula Secondary School	30	0	30	700	0
18	Mubanga Chipoya Secondary School	21	9	12	1227	1: 136
19	Mungwi Boys STEM Secondary School	37	34	3	1027	1: 30
20	Luwingu Boarding Secondary School	23	14	9	181	1: 13
21	Mansa Boarding Secondary School	15	5	10	366	1: 73
22	Mwense Boarding Secondary School	13	6	7	194	1: 32
23	Chibolya Combined Secondary School	4	4	0	448	1: 112
24	Kasisi Girls Secondary School	11	7	4	545	1:78

Source: Performance Audits Analysis 2024

Appendix 13b: Availability of Information and Communication Technology Laboratory and Equipment in Primary Schools

No.	Name of School	Availability of ICT Laboratory and Equipment
1	Kanyama Central Primary School	No
2	New Kanyama Primary School	No
3	Edwin Mulongoti Primary School	Yes
4	Mumuni Primary School	Yes
5	Burma Road Primary School	No
6	Mongu Primary School	Yes
7	Kanyonyo Primary School	Yes
8	Mulambwa Primary School	Yes
9	Kashokoto Primary School	No
10	Mulamatila Primary School	No
11	Mapalo Primary School	No
12	Dambo Primary School	Yes
13	Masaiti Primary School	No
14	Kabwata Primary School	No
15	Malaika Primary School	No
16	Buteko Primary School	No
17	Mkushi Boma Primary School	No
18	Kasanda Malombe Primary School	No
19	Liteta Primary School	No
20	Chisamba Day Primary School	Yes
21	Vera Chiluba Primary School	Yes
22	Kalingalinga Primary School	No
23	Mutendere Primary School	Yes
24	Kasenzi Primary School	Yes
25	Chainda Primary School	No
26	Chongwe Primary School	No
27	Kasenda Primary School	Yes
28	Mubanga Chipoya Primary School	Yes
29	Chibile Primary School	No
30	Musenge Primary School	No
31	Fiyongole Primary School	No
32	Mansa Primary School	No
33	Saili Primary School	No
34	Katopola Primary School	No
35	Sunshine	No
36	Nsakaluba	No
37	Chibolya	No
38	Samfya	No

Appendix 14: Number of Education Standards Officers per District Compared to the Establishment and Number of Schools

No.	District	Establishment	Actual	Variance	ECE	Primary	Secondary	Total	ESOs to Schools Ratio Per District
1	Chilubi	4	3	1	15	81	8	104	1 : 26
2	Mpulungu	4	3	1	19	91	12	122	1 : 31
3	Chilanga	4	4	0	24	39	15	78	1 : 20
4	Mbala	4	4	0	42	87	19	148	1 : 37
5	Lupososhi	4	3	1	32	54	5	91	1 : 23
6	Kaputa	4	3	1	8	50	7	65	1 : 16
7	Nsama	4	4	0	28	41	6	75	1 : 19
8	Luwingu	4	4	0	57	70	12	139	1 : 35
9	Lufwanyama	4	4	0	111	145	20	276	1 : 69
10	Kitwe	4	4	0	64	34	19	117	1 : 29
11	Mpongwe	4	4	0	42	41	18	101	1 : 25
12	Masaiti	4	4	0	82	65	18	165	1 : 41
13	Kalulushi	4	4	0	50	44	16	110	1 : 28
14	Mufulira	4	4	0	18	33	13	64	1 : 16
15	Ndola	4	4	0	29	55	21	105	1 : 26
16	Chililabombwe	4	4	0	33	32	14	79	1 : 20
17	Luanshya	4	4	0	41	31	12	84	1 : 21
18	Chingola	4	4	0	58	34	29	121	1 : 30
19	Mporokoso	4	3	1	32	46	7	85	1 : 21
20	Senga Hill	4	4	0	48	94	10	152	1 : 38
21	Mwense	4	3	1	34	53	14	101	1 : 25
22	Samfya	4	4	0	63	63	8	134	1 : 34

Appendix 15: Constituency Development Fund Support to Schools 2021-2024

No.	School	District Council	CDF Constructions/Donations
1	Chongwe Primary School	Chongwe	1x3 Classroom Block (CRB) and 127- 129 desks
2	Chikupi Primary School	Kafue	1x3 CRB
3	Chipapa Primary School		Rehabilitation of roof
4	Chiparamba Community School		Rehabilitation of 1x3 CRB
5	Kafue Day Secondary School		80 desks
6	Kasenje Primarey School		50 desks
7	Likasa Secondary School		Water Reticulation System
8	Lishiko Primary School		1x3 CRB
9	Mulangwa Primary School		1x3 CRB and Ablution block
10	Mutendere Primary School		100 desks
11	Railside Community School		Rehabilitation of 1x3 CRB
12	Soloboni Primary School		1x2 CRB and Rehabilitation of 1x4 CRB
13	Mubanga Chipoya Day Secondary School	Kasama	25 desks
14	Kalingalinga Primary School	Lusaka	100 desks
15	Katopola Primary School	Luwingu	20 desks
16	Fiyongoli Primary School	Mansa	45 desks
17	Mansa Secondary School	Mansa	250 desks
18	Chibile Primary School	Mungwi	24 desks
19	Musenga Primary School	Mungwi	25 desks
20	Mwense Secondary School	Mwense	225 desks
21	Sunshine Junior Secondary School	Mwense	80 desks
22	Chibolya Combined School	Samfya	70 desks
23	Samfya Primary School	Samfya	180 brand new desks received while 97 desks were repaired and an ablution block was constructed
24	Looma Primary School	Mongu	1x2 CRB

No.	School	District Council	CDF Constructions/Donations
25	Natonga Primary School		1x2 CRB
26	Namengo Primary School		1 Staff House
27	Saenda Primary School		1x2 CRB
28	Lealui Primary School		Ablution Block
29	Mabumbu Primary School		1x3 CBR
30	Matemena Primary School		1 Staff House
31	Tungi Primary School		Computer Laboratory
32	Nakaywe Primary School		Extension of CRB
33	Kaamba Primary School		1x2 CRB
34	Ngalama Community School		1x3 CRB
35	Yeta Community School		1x3 CRB
36	Namafulo Community School		1x3 CRB
37	Kaluwawa Community School		1x3 CRB
38	Namunandi Community School		2 Staff Houses
39	Lushi Primary School		1 Staff House
40	Kanyonyo Primary School		1x2 CRB Laboratory
41	Emmanuel Primary School		1 Staff House
42	Kalangu Primary School		ECE classroom
43	Siwa Primary School		1 Staff House
44	Vineyard Community School		1x3 CRB
45	Lutende Primary School		2 Staff Houses
46	Tapo Primary School		Completion of Semi-Detached staff house
47	Lukulo Primary School		Rehabilitation of 1x3 CRB which blew off
48	Mutwiwambwa Primary School		Rehabilitation of 1x3 CRB which blew off
49	Nanjeko Primary School		Rehabilitation of 1x3 CRB which blew off

Appendix 16: List of Schools Supported with Information and Communication Technology Equipment – 2021 to 2024

No.	Name of School	District	Province	Desktops	Printers
1	Basanga Primary School	Itezhi-Tezhi	Central	20	1
2	Bwacha Secondary School	Kabwe	Central	20	1
3	Chavuma Boarding Secondary School	Chavuma	Northwestern	20	1
4	Chundaponde Day Secondary School	Lavushimanda	Muchinga	20	1
5	Gondar Barracks Primary School	Chipata	Eastern	20	1
6	Kala Secondary School	Kawambwa	Luapula	20	1
7	Kashikishi Primary School	Nchelenge	Luapula	20	1
8	Katuba Primary School	Masaiti	Copperbelt	20	1
9	Kawama Primary and Secondary School	Mazabuka	Southern	20	1
10	Kawama Secondary School	Mbala	Northern	20	1
11	Longe Primary and Secondary School	Kaoma	Western	20	1
12	Luangwa Day Secondary School	Luangwa	Lusaka	20	1
13	Magwero Standard Primary School	Chipata	Eastern	20	1
14	Mpika Boys Secondary School	Mpika	Muchinga	20	1
15	Mukanga Day Secondary School	Mporokoso	Northern	20	1
16	Nampundwe Primary School	Shibuyunji	Lusaka	20	1
17	Ngoli Day Secondary School	Kasama	Northern	20	1
18	Ntindi Secondary School	Nakonde	Muchinga	20	1
19	Nyanje Day Secondary School	Sinda	Eastern	20	1
20	Salanga Day Secondary School	Mwansabombwe	Luapula	20	1
21	Siachitema Primary and Secondary School	Kalomo	Southern	20	1
22	Siamambo Primary School	Choma	Southern	20	1
23	Twashuka Secondary School	Kitwe	Copperbelt	20	1
24	Waitwika Day Secondary School	Nakonde	Muchinga	20	1
	Total			480	24

Source: Zambia Information and Communications Technology Authority

