



## FACT SHEET

### Education

USAID/Zambia's education programs support innovative approaches to enhance the Ministry of Education's delivery of basic education to an ever-growing cadre of young citizens. Ever since 2002 when the Government of Zambia (GRZ) aggressively eliminated tuition payments at basic schools, the education budget – three percent of Gross Domestic Product - has not kept pace with demand.

GRZ educational facilities are bursting at the seams with an average of 88 pupils per classroom. Enterprising parents are establishing and managing their own “community” schools where they set policy, hire staff, and locate teaching materials so their children might go to school. Zambia's community schools represent 20 percent of the student body. This includes a large proportion of children not taken up by GRZ schools, especially the poor.

Overall, the quality of education has slipped in terms of instructional time and lack of teaching and learning materials. GRZ officials are quite aware of the trade-off between the quantity of pupils vs. the quality of instruction. USAID's challenge is to help the GRZ raise the quality of basic education, to ensure a measure of prosperity, healthier lives, and social stability.

USAID/Zambia, in close collaboration with MOE officials, and community-based organizations, supports national programs that address the following priorities: Quality of Instruction, Policy Formulation, Innovative Outreach, and Provision of Learning Materials.

Quality of Instruction emphasizes professional skill enhancements for basic education teachers and capacity development for school managers. USAID and the GRZ are utilizing funds from the President's Emergency Funds for AIDS Relief to promote HIV/AIDS prevention and mitigation and to support health activities in basic schools. The program encourages pupils, teachers, and administrators to join with neighboring communities to improve the infrastructure, promote gender equity, and provide health services in 400 schools a year. This USAID program also awards 4,000 scholarships to orphan students in grades 10-12 with special outreach to girls. .

Policy Formulation helps education specialists in the Ministry of Education analyze the situation “on the ground” and to formulate realistic policy options in response. Institutional capacity is “built from within” through a continuous assessment process. A Sector Support Program serves as an incentive for the Ministry to carry out reforms designed to strengthen its institutional

#### Fast Facts

1. 70% estimated literacy
2. 97% net enrollment – Primary Grades 1-7
3. 1:90 Teacher Pupil ratio
4. 30% enrolled in basic education are orphans
5. 85% enrolled children complete primary school
6. 1:2 average books-to-student ratio



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capacity. The program supports volunteer counseling and testing for HIV/AIDS for Ministry of Education staff, teachers, and their families.

USAID also supports community schools through improved data collection, policy reforms, and new guidelines to enhance the Ministry of Education's coordination and management of over 3,000 community schools.



**Pupils learn to add numbers at a rural community school in Kazungula District, Zambia. (Photo: USAID/Cornelius Chipoma)**

To raise the quality of the educational experience for pupils who are unable to attend regular schools, USAID supports an interactive radio program, "Learning at Taonga Market". The USAID-funded program provides for teacher training, extensive networking among non-governmental partner organizations, and the rehabilitation of community school infrastructure.

USAID works with the Ministry's Curriculum Development Center to design new math textbooks for distribution in late 2007 to 600,000 pupils in grades four and five.

USAID-sponsored education programs support the MOE directly and reach out to schools and individual students. USAID's objective is to give all children an opportunity to participate in education.

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#### Additional Facts for your consideration

1. A total of 75,361 learners dropped out of the educational system for mostly economic reasons
2. In 2005, there were a total of 183,636 learners (Grades 1-12) who repeated the grade they were doing the previous year.
3. 162,734 pupils at basic level repeated the grade they were doing the previous year
4. 21% drop out of the education system due to marriage or pregnancy
5. Six out of ten pupils do not master the defined level of competencies in Mathematics and English
6. There are 529,885 out of school children(7-18 yrs)