Zambia's experiences with SDG 4 monitoring:

Challenges and needs

TCG5 15-16 November 2018
Mexico City, Mexico

- Implementation of SDG 4 in Zambia

- Identification of statistical needs

- Main identified challenges in production of the necessary statistics for monitoring the implementation of SDG 4

- National plan or strategy

- Needs

Zambia is fully implementing the Sustainable development Goals .

To implement the vision 2030, the Government of the Republic of Zambia has implemented three National Development Plans (NDPs) namely Fifth National Development Plan (FNDP), Sixth National Development Plan (SNDP) and its revised version the Sixth National Development Plan (R-SNDP).

These Plans are all building blocks to actualising the Vision 2030 of becoming a prosperous middle-income country. The Seventh National Development Plan (7NDP) covering the period 2017-2021 is the successor to the R-SNDP following its expiry in 2016.

It builds on the achievements and lessons learnt during the implementation of the previous NDPs.

It is through the 7NDP that Zambia has domesticated the sustainable development goals.

Human Development

It is through the 7NDP that Zambia has domesticated and aligned the sustainable development goals to the National Plans and Priorities.

The SDG 4 is well articulated in pillar 4 of the 5 pillars of the 7NDP known as the human Development

Through the Ministry of General Education Zambia is fully implementing the SDG4 through;

Its National Education Policy Education Act 2011 .
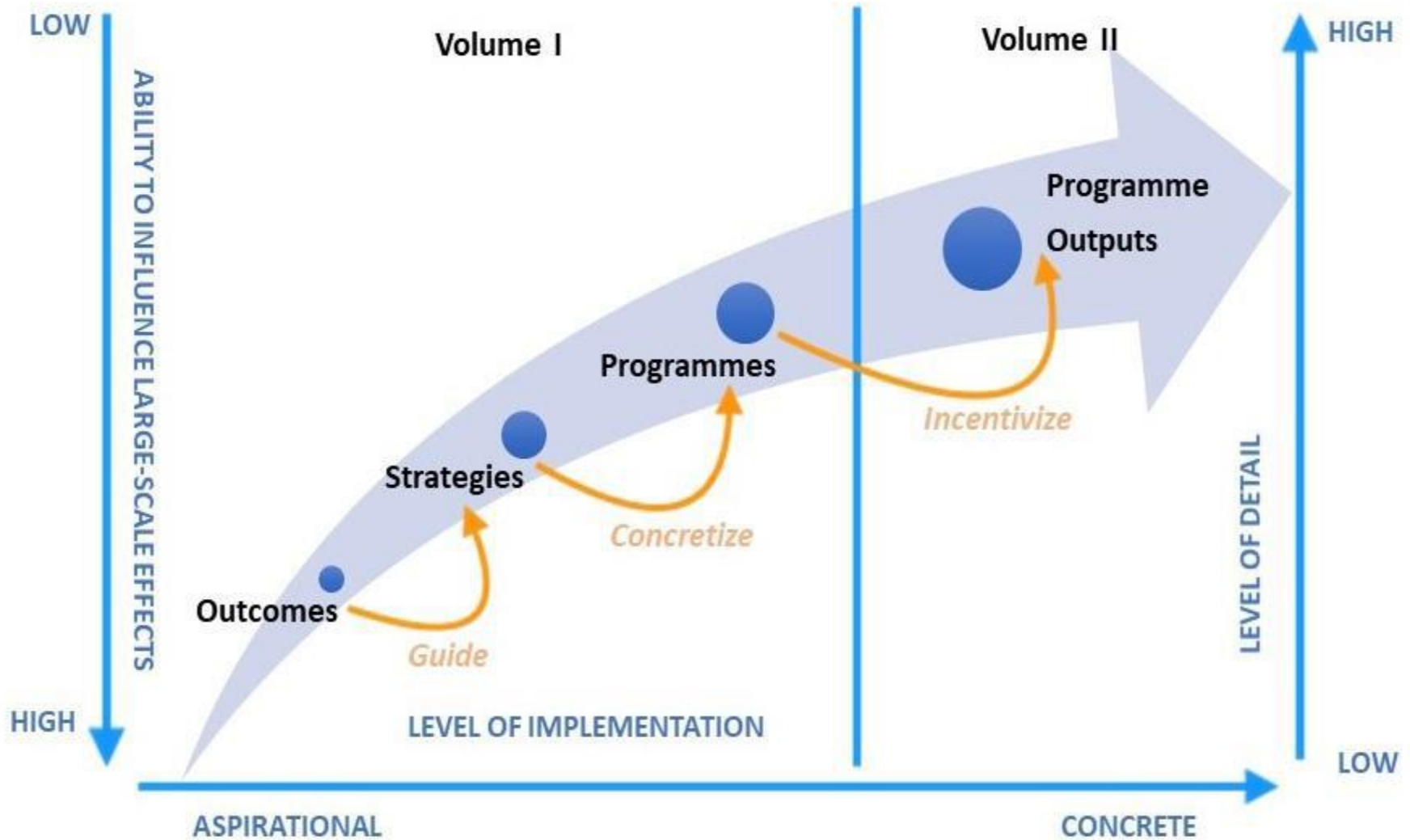
Education and Skills Sector Plan

Zambia has implemented a process of identification of statistical needs to respond to the monitoring challenges of SDG 4.This was done by development of the National and sector Implementation Plans which clearly show the outcome indicators, Baselines and targets for SDG 4 targets.

To dot this;

Mapping Exercise was conducted

The mapping exercise involved the identification of SDGs, targets and indicators that corresponded to specific development outcomes, strategies and programmes in the Plan. Where possible, some targets and indicators were restated to make them more applicable to local development contexts. The mapping exercise also involved extensive consultations with key stakeholders including; the Private Sector, Civil Society Organisations and Cooperating Partners.

LOGICAL FRAMEWORK APPROACH

The LFA was also used to analyse the existing situation, establish a logical hierarchy of means by which objectives will be reached; identify potential risks; establish how outputs and outcomes will be best monitored and evaluated; and monitor and review progress during implementation. LFA comprises an integrated package of tools for analysing and solving planning problems.

The LFA was therefore built on the strategic development areas, the development outcomes, the strategies and programmes outlined in Volume I of 7NDP. By linking all these components into one framework, the LFA was expected to promote the integrated, multi-sectoral approach

Other processes included the Updating of EMIS to include SDG 4 targets and indicators.

Benchmarking Exercise

To ascertain the extent of alignment, further analysis was done through a benchmarking process using the criteria below.

1) **Aligned: There is a development outcome/strategy in the national planning document that**

corresponds to an SDG target, not only in text, but also in scope and ambition. It has defined indicators to measure their progress;

2) **Partially Aligned: There is a development outcome/strategy in the national planning document**

that corresponds to an SDG target, but not completely in either scope or ambition, or there are no indicators to measure their progress; and

3) **Not aligned: There is no development outcome/strategy in the national planning document that corresponds to an SDG target.**

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i. Limited financial resources (Reaching out to all areas)
ii. It is difficult to come up with indictors for qualitative targets like 4.2,4.7 and lack of baseline data
iii. Accuracy
iv. Omission,
v. Consistency,
vi. Handling enormous data (ICT)
vii. Visio representation of data
viii. Scalability of the application improving of the application

Monitoring of SDGs through Cluster Group Meetings

• Line ministries working in related SDGs

Monitoring of SDGs through Cluster Advisory Group Meetings

• All Line ministries in cluster reporting using same instruments or tools

Implementation of (EMIS) Educational Management Information System by the Ministry of General Education

• Use of ASC Annual School Census Questionnaires.

• Statistical Bulletin

Creating of SDG4 M&E instruments

National Strategies

Programme	Output Indicators	Baseline (2016)	2017 Target	2017 Performance	Comment
Curriculum and Materials Development	Percentage of ECE centres and early grades equipped with locally developed materials	30	100	50	Target Not Met
	Pupil textbook ratio by subject	300:1	10:1	280:1	Target Not Met
Curriculum assessment and evaluation enhancement	Percentage of subject examination s adapted to LSEN needs	10	75	20	Target Not Met
Curriculum Development Universities: TEVET:	Number of curriculum developed in line with 7NDP	0 0	50 50	79 63	Revision and development of curriculum in line with priority areas of 7NDP exceeded target

Primary & High Schools

# schools gr. 1-12	Total	9 852
	Primary	8 843
	Sec	1 009

Enrolment Indicators

# of students	Total	4 139 390
	Primary	3 287 907
	Sec	851 483
Gross Intake Rate	Primary	103.2%
Net Intake Rate	Primary	57.5%
Gross Enrollment Rate	Primary	136.2%
	Sec	37.9%
Net Enrollment Rate	Primary	114.7%
	Sec	32.4%

Efficiency Indicators

Transition Rate	Primary	67.5%

Equity Indicators

Gender Parity Index	Primary	1.00
	Sec	0.90
Out-of-school children Age 7-13	Male	129 029
	Female	104 407
Orphans	Primary	415 232
	Sec	130 849
CSEN	Primary	89 646
	Sec	17 368
Pregnancies	Primary	10 684
	Sec	2 956
Readmissions	Primary	5 527
	Sec	2 052

Teachers

# of teachers	Total	106 270
	Primary	78 099
	Sec	28 171
Qualification	Degree	10 922
	Diploma	52 966
	Certificate	38 454

Quality Indicators

Completion Rate	To Grade 9	74.1%
	To Grade 12	38.2%
Survival to Grade 5	Primary	93.5%
Exam Pass Rate	Primary	100.0%
	Sec	64.8%
Pupil Book Ratio	Primary	1.02
	Sec	0.82
Pupil Classroom Ratio	Primary	42.0
	Sec	45.7
Contact Hours	Primary	5.1
	Sec	6.7

Infrastructure

# of classrooms	Total	64 639
	Primary	53 564
	Sec	11 075
Classroom structure	Permanent	53 843
	Incomplete	5 735
	Temporary	5 061

Key interventions	Progress Indicator (outputs)	Target 2021
Access		
Establish more suitable ECE centres	Number of ECE centres/Number of ECE learners	7,348 (ECE centres), 338, 000 learners
	Proportion of Grade 1 entrants with ECE experience	50% of grade 1 entrants with ECE experience
Alternative mode of ECE provision	Number of centres provided with Alternative mode of ECE	20 ECE centres- Alternative mode of ECE provided
Quality		
Provide suitable TLM	Proportion of centres with appropriate TLM	70% of ECE centres
Provide age appropriate indoor and outdoor play materials	Proportion of centres with appropriate indoor and outdoor play materials	70% of ECE centres
Implement school readiness assessment	Number of ECE centres applying school readiness assessment	7,348
Implement child	Status report on the	Child developmental milestone

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- Building Technical capacity in instruments design, analysis of data, evaluation, and coherent reporting template.
- Improvement in the EMIS
- Improvements in ICT infrastructure
- Capacity building of the staff in data management
- Scaling up of the application

- Advocacy on SDG4 at all levels

- Establishment of the National Structure for SDG4 (National committee)

- Development of the SDG4 Plan (Implementation, Monitoring and Evaluation)

- Development of coordination mechanism(Stake holder mapping , communication strategy)

Thank you For Listening!