

Table of Contents

	Page
Table of Contents.....	i
Foreword.....	iii
Acknowledgements.....	iv
Acronyms.....	v
Chapter One: Introduction	1
Chapter Two: Care and Support	5
Chapter Three: Child-Friendly Schools	9
Chapter Four: Child-Friendly Schools Framework for Improvement of Quality of Education	16
Chapter Five: Minimum Standards for Improvement of Quality of Education.....	24
Chapter Six: Policy, Legal and Semi-Legal Education Matters	26
Chapter Seven: Early Childhood Education	31
Chapter Eight: Roles, Functions and Powers of the Standards and Evaluation Section.....	33
Chapter Nine: Types, Status and Staffing Levels of Schools	35
Chapter Ten: Opening, Upgrading, Handing Over, Taking Over and Twinning of Schools ..	39
Chapter Eleven: The School Library	43
Chapter Twelve: Teachers' Resource Centres	47
Chapter Thirteen: Human Resource Management and Development	50
Chapter Fourteen: School Curriculum	56
Chapter Fifteen: Teaching and Learning	68
Chapter Sixteen: Assessment of Learners' Performance, Examinations and Cut-Off Points .	70
Chapter Seventeen: Open Learning Classes, Interactive Radio Instruction, Alternative Education and Skills	77
Chapter Eighteen: Semi-Autonomous Institutions of the Ministry of Education, Science, Vocational Training and Early Education.....	81
Chapter Nineteen: School Grounds and Buildings	83
Chapter Twenty: Preventive Maintenance Programmes in Schools.....	86
Chapter Twenty-One: Bursary Support to Orphans and Vulnerable Children	89
Chapter Twenty-Two: School Health and Nutrition.....	91
Chapter Twenty-Three: School Organisation and Administration Routine	100
Chapter Twenty-Four: School Organisation - Learner Affairs.....	106
Chapter Twenty-Five: Information Management in Schools	110
Chapter Twenty-Six: Discipline of Teachers, Head Teachers, District Education Board Secretaries, Education Standards Officers and Provincial Education Officers	113
Chapter Twenty-Seven: Financial Transactions, Procurement and Auditing of School Resources and Requisites.....	116
List of Selected Standards and Guideline Documents.....	128
Selected References	131

Appendices.....	135
Appendix A: Inspection	136
Appendix B: Allowances	174
Appendix C: Conditions of Service	176
Appendix D: Annual Performance Appraisal System Form.....	191
Appendix E: Handing Over/Taking Over of Schools	201
Appendix F: Twinning of Schools	202
Appendix G: Child Protection Checklist	203
Appendix H: Monitoring Instrument for Implementation of HIV and AIDS, Life Skills and Sexuality Activities in Institutions.....	207

Foreword

The *Standards and Evaluation Guidelines* for the Ministry of Education, Science, Vocational Training and Early Education present the basic benchmarks for the provision of quality education. These prescribed minimum standards are intended to provide policy guidance on required educational inputs, processes and outputs. This document also provides a common framework for education programmes and practices that should be followed by all actors in education at Early Childhood, Primary and Secondary levels of education. It takes into account all categories of schools, such as Public, Aided, Private and Community Schools.

However, meeting the minimum prescribed standards and guidelines should not be an end in itself. Every actor in education should strive to meet the basic benchmarks and go beyond them in an effort to continuously improve the quality of education.

This edition of the Revised *Standards and Evaluation Guidelines* has taken into account the current trends in education provision. It has included more dimensions than the previous edition, such as Care and Support for Teaching and Learning (CSTL), Child-Friendly Schools (CFS) and School Health and Nutrition (SHN).

This document provides practical guidance in the day-to-day affairs of schools ranging from teaching and learning activities to provision of a safe and conducive school environment. Therefore, education boards, head teachers, teachers and all education actors should find it very handy and a **MUST** have copy.

I, therefore, urge all learning institutions and education stakeholders to adhere to these Revised *Standards and Evaluation Guidelines*.

Chishimba Nkosha

Permanent Secretary

Ministry of Education, Science, Vocational Training and Early Education

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Acronyms

AC	Advisory Committee
ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immuno-Deficiency Syndrome
CFS	Child-Friendly School
COSETCO	Copperbelt Secondary Teachers' College
CPD	Continuing Professional Development
CRC	Convention on the Rights of the Child
CSEN	Children with Special Educational Needs
CSO	Civil Society Organisation
CSTL	Care and Support for Teaching and Learning
DEBS	District Education Board Secretary
ECE	Early Childhood Education
ECZ	Examinations Council of Zambia
EFA	Education for All
EMIS	Education Management Information System
FNDP	Fifth National Development Plan
GCE	General Certificate of Education
GRZ	Government of the Republic of Zambia
HIV	Human Immuno-Deficiency Virus
INSPRO	Inclusive Schooling Programme
IRI	Interactive Radio Instruction
LSEN	Learner with Special Educational Needs
MDGs	Millennium Development Goals
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MoH	Ministry of Health
NCU	National Coordinating Unit
NGO	Non-Governmental Organisation
NIF	National Implementation Framework
OLC	Open Learning Classes
OVC	Orphans and Vulnerable Children
PCSC	Parent Community School Committee
PEO	Provincial Education Office(r)
PLDs	Performance Level Descriptors
PMP	Preventive Maintenance Programme
PTA	Parent-Teacher Association
PU	Production Unit

R-SNDP	Revised Sixth National Development Plan
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SADC	Southern African Development Community
SBA	School-Based Assessment
SCCS	Schools as Centres of Care and Support
SEN	Special Educational Needs
SHN	School Health and Nutrition
SNDP	Sixth National Development Plan
TEVET	Technical Education, Vocational and Entrepreneurship Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TSC	Teaching Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
ZACODE	Zambia College of Open and Distance Education
ZATEC	Zambia Teacher Education Course
ZBEC	Zambia Basic Education Course
ZPC	Zambia Primary Course
ZPPA	Zambia Public Procurement Authority

Chapter One: Introduction

1.1 Background

Whereas Zambia has recorded significant success in access since the 1990s, there have been concerns raised about the quality of education. There are various conceptualisations of quality education in Zambia, ranging from the economist input/output approaches, and the input-process-output humanist model, which goes beyond the input-output approach and relates education quality to all the processes surrounding learning, including such factors as learners, learning environments, content, processes and outcomes. The humanist model deals holistically with the needs of the learner and the realisation of the learner's full potential, based on education as a human right and on learner-centeredness.

In Zambia, for the most part the overarching focus, concerning quality of education, has been on examination scores. Until about 2006, with the piloting of the Schools as Centres of Care and Support (SCCS), there has not been much focus on the broader dimensions of education quality along the humanist model. The concerns on quality of education have mostly been based on findings from the Ministry of Education's biennial national assessment surveys, which have been conducted since 1999. The surveys indicate that there has been very little progress in quality, as measured by the examination scores of learners. National Assessment Survey reports of Grade 5 learners indicate that a) learners' academic performance falls below 40% and has not been significantly improving and that b) only a minority of learners reach the minimum literacy and numeracy standards and an even smaller proportion reach the desired levels. Pass rates at Grade 9 and 12 exhibit a similar trend.

The Ministry is a member of the Southern and Eastern African Consortium on Measuring Education Quality (SACMEQ). SACMEQ assessments of Grade 6 learners indicate that the performance of Zambian learners lies close to the bottom regionally.

Some of the factors for learners' low performance have been identified as inadequately/inappropriately trained teachers, inadequate teaching and learning materials, low teacher motivation and absenteeism, high learner-teacher ratios, ineffective school management and supervision and inadequate funding at school level. In addition to low learning outcomes, the education sector is faced with high dropout and poor completion rates.

In future the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) may participate in international assessments, such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

By participating in PISA, TIMSS and PIRLS, Zambia will receive a comprehensive assessment of the quality and equity of its education system. This will facilitate the country to:

1. Benchmark its progress over time, set national goals, measure progress towards those goals and chart paths to better and more equitable learning outcomes.
2. Gauge where it stands in comparison to its regional and global peers, which is an opportunity for mutual learning and inspiration.
3. Analyse the PISA results to provide Zambian policy makers insights into what factors may be associated with high or low learner performance.

4. Access a rich array of information, which describes the educational contexts for Mathematics, including home environment support, students' background and attitudes towards Mathematics, Science, the Mathematics and Science curriculum, teachers' education and training, classroom characteristics and activities, and school contexts for Mathematics and Science learning and instructions.
5. Use the assessment results to track changes in achievement and certain background factors from earlier studies, due to the fact that studies are done in a 4-year cycle between the fourth and the eighth grades.
6. Use the PIRLS study for Zambia's benefit as it focuses on three main areas of literacy: process of comprehension, purposes for reading, and reading behaviours and attitudes.

National planning documents, such as the *Poverty Reduction Strategy Paper, 2002-2004*, the *Fifth National Development Plan, 2006-2010* and the *Sixth National Development Plan, 2011-2015*, on the one hand, and education sector documents, such as the 1996 national education policy, *Educating Our Future*, the *Ministry of Education Sector Plan, 2003-2007*, the *Education Sector National Implementation Framework, 2008-2010* and the *Education Sector National Implementation Framework, 2011-2015* (NIF III), on the other hand, all point to the need for improvements in the quality of education.

Concerns about the persistent low academic performance of learners have led to the development of various interventions to address this challenge. Among the interventions have been guidelines and practices, aimed at improving the quality of education. However, so far there has been no overall quality improvement framework developed. This document presents such a framework, based on the child-friendly schools approach and on updated standards and guidelines developed by the education sector in Zambia.

The context is that in NIF III it is indicated that MESVTEE intends to provide a learner-friendly school environment; to promote child-friendly school interventions (through the concept of Care and Support for Teaching and Learning – CSTL), in order to improve educational attainment for boys and girls; and to develop and implement child protection policies for all schools.

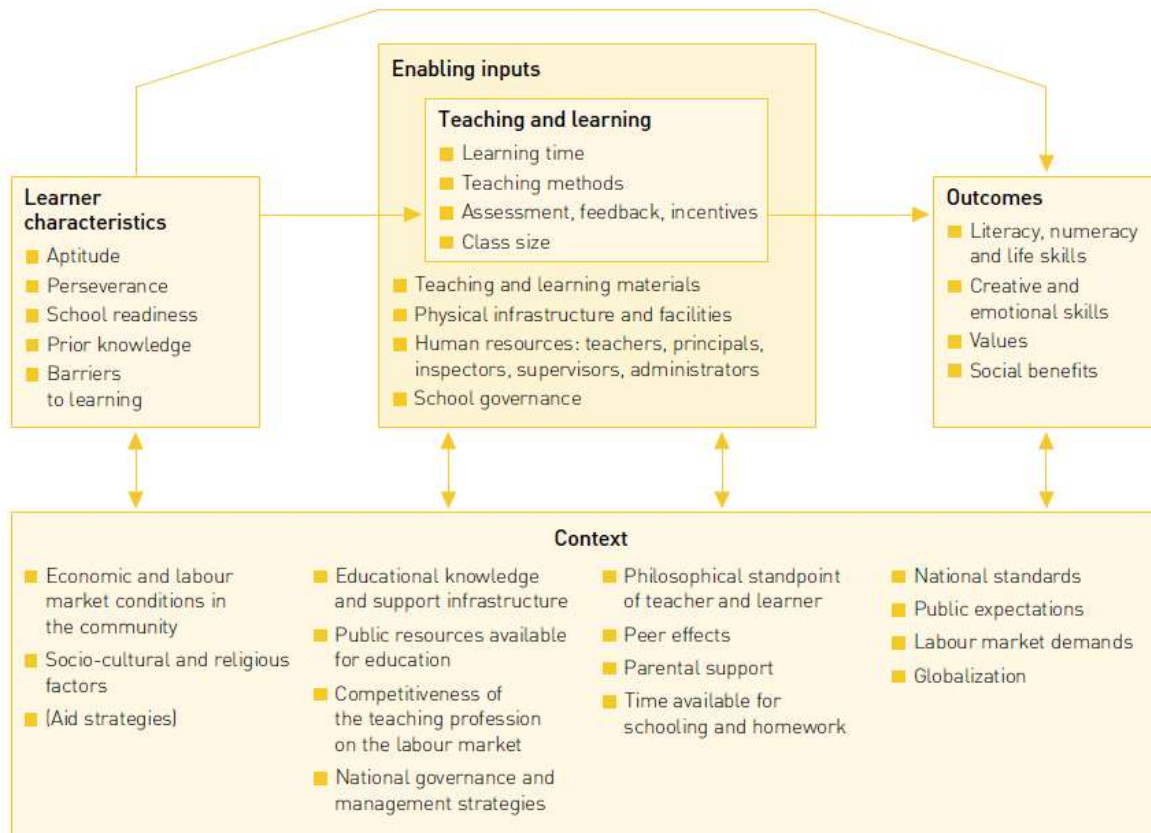
1.2 Quality of Education

There is no one agreed definition of quality of education. However, from the literature the following definitions are pertinent:

- Coombs (1985): relevance of what is taught and learned – to how well it fits the present and future needs of the particular learners in question, given the particular circumstances and prospects;
- Morgatroyd and Morgan (1994): determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards;
- World Bank (1995): education which must include student outcomes and the learning environment that helps to produce these outcomes;
- European Trade Union Committee for Education (2002): quality education is that education which best fits the present and future needs of the particular learners in question and the community, given the particular circumstance and prospects.

On a wider scale, the UNESCO *Education for All Global Monitoring Report, 2005* presents a large “framework for understanding education quality”, in Figure 1.1 below. The report points out that in many countries focus on access often overshadows attention to quality. Yet it is quality that determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits.

Figure 1.1: A framework for understanding education quality



The above framework should include economic benefits and national development. Even in the above wide framework, however, two principles emerge to define quality in education: the first identifies learners’ cognitive development as the major objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasises the role of education in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Quality education combines both principles.

From the above perspectives, the following definition has been adopted for the purposes of this document:

Quality education is based on standards which help learners achieve their needs. It is education that enables learners meet their needs in life and in the community. Where there is quality education, children will be learning and getting better in knowledge, skills and values.

Among the factors indicated in the “framework for understanding education quality”, in the figure above, are barriers to learning. The barriers that learners face in realising their education rights and achieving their full potential are:

- systemic, e.g. inadequate facilities at schools;
- societal/socio-economic, e.g. poverty, parental background;
- pedagogic, e.g. inappropriate teaching methods or materials; insufficient support for teachers; poorly trained teachers; policy and curriculum issues;
- intrinsic, i.e. located largely within the individual child, e.g. physical, psychosocial, health-related problems, disability.

In addition to the obvious inputs to learning, such as teachers and teaching and learning materials, it is critically important that barriers to learning are addressed, in order for quality learning to take place and in order for children to realise their full potential. The school is a key institution both in providing learning and in addressing barriers to learning.

Chapter Two: Care and Support

2.1 Schools as Centres of Care and Support

A major intervention in supporting learning and addressing barriers to learning has been the Schools as Centres of Care and Support (SCCS) model. SCCS developed in the 1990s as a Southern African region school-based response to the rising challenges of orphans and vulnerable children (OVC). It is a model based on the principles of a multi-sectoral partnership approach to mitigating the negative impact of poverty, HIV and AIDS and other health-related issues. Under the SCCS model, schools are strengthened to provide quality education and are capacitated to function as centres of integrated service delivery for children, so that they have increased access to health and social welfare services, as they access education.

As a multi-sectoral approach, SCCS brings together resources and services into schools, drawing from such other sectors as health and social welfare, to develop enhanced and coordinated service delivery mechanisms for school children. A key aspect of the SCCS approach is the mobilisation of the community in which a school is located, to provide support to learners and to the school.

The goal of the SCCS model is for schools to provide caring and supportive environments that will allow all children to reach their full potential. The objectives are:

- a) Establishing and/or strengthening school and community structures;
- b) Developing the capacity of school and community structures;
- c) Strengthening school and community leadership;
- d) Fostering an interdependent relationship between school and community;
- e) Building partnerships – schools, communities, government departments, donors, NGOs and the private sector.

The SCCS model was initiated in South Africa in 2003. In 2005, Zambia was among 14 Southern African Development Community (SADC) Ministers of Education who issued a communiqué in which they committed to take measures to strengthen education systems and transform schools into inclusive centres of learning, care and support, where children receive quality education and are assisted to access essential services.

2.2 Care and Support for Teaching and Learning

From 2006, the SCCS model was piloted in South Africa, Swaziland and Zambia. Based on lessons learnt from the pilot, in 2008 the SCCS model was transformed into Care and Support for Teaching Learning (CSTL). At a meeting of SADC Ministers of Education, held in Lusaka in 2008, the Ministers approved CSTL as a regional programme. The programme was to be implemented from 2009 to 2014, with the first phase ending in December 2011.

Whereas the focus of SCCS was on care and support, CSTL broadened the scope to teaching and learning, given that care and support are necessary ingredients for quality education and for the achievement of positive education outcomes. Thus, CSTL was conceived to support education systems and institutions to progress towards realising children's rights to quality education, as well as meeting their physical/biological, psychological/cognitive, social/relational, spiritual/inner self and emotional/feeling needs.

As a SADC initiative, CSTL aims to assist SADC Member States to mainstream care and support into their education systems. Each SADC member country is expected to tailor implementation of CSTL to meet its particular needs, taking into account the country-specific context, including the policy framework in place and available resources.

2.2.1 CSTL goal and objectives

The overall goal of CSTL is to realise the education rights of children, through schools in the SADC region becoming inclusive centres of learning, care and support, where every learner, especially the most vulnerable, can optimise their learning and achieve their full potential.

The CSTL regional objectives are to:

- a) Strengthen and harmonise care and support policies and programmes to support improved education outcomes in SADC member states;
- b) Increase learning and knowledge on care and support strategies across the region.

The SADC member state objectives are to:

- i) Improve enrolment, retention and achievement of vulnerable learners, through strengthened responsiveness of education systems;
- ii) Improve enrolment, retention and achievement, through mobilisation of school communities to provide care and support to vulnerable learners;
- iii) Improve enrolment, retention and achievement of vulnerable learners through integrated service delivery.

With focus on improving quality of education, CSTL addresses the following ten factors:

- a) Leadership
- b) Material support
- c) Water and sanitation
- d) Psychosocial support
- e) Safety and protection
- f) Social welfare services
- g) Teacher support
- h) Curriculum
- i) Infrastructure
- j) Health promotion.

All these ten factors are supposed to converge to support achievement of quality education, as illustrated in the Figure 2.1 below.

Figure 2.1: Care and Support for Teaching and Learning Factors



2.2.2 Rationales for CSTL

The rationales for CSTL are that:

- All children require care and support in order to learn; however, some children require additional support to achieve their full potential;
- Schools are relatively accessible and well placed to lead a community-based strategy to improve the education, health and socio-economic well-being of orphans, vulnerable children and families affected by poverty, HIV and AIDS and other health-related issues for the following reasons:
 - most children spend much of their time at school (or are supposed to);
 - schools are permanent institutions and can help to keep new organisational structures functioning;
 - schools have human resources, such as teachers and managers, who have appropriate skills; these resources can be used in care and support activities;
 - school-based support enables service providers to identify needs that might otherwise not be addressed;
- The education offered in the school needs to be connected with the realities of the learners' community and to fit its needs.

CSTL takes on a policy framework approach to mainstream CSTL into the national education system but also maintains school level activities. These activities are aimed at transforming schools into centres of care and support through service provision, which addresses the needs of the child in a holistic manner.

At the national level, CSTL focuses on:

- Budget allocation for the mainstreaming and implementation of CSTL;
- CSTL programme planning and establishment of CSTL programme structures;
- Establishment and operationalisation of a monitoring, evaluation and reporting framework;
- Capacity development, including pre-service and in-service teacher training and training of CSTL programme implementers;
- Strengthening multi-sectoral collaboration among various key stakeholders, including line ministries and civil society organisations (CSOs) to implement the CSTL programme and facilitate service provision for OVC.

At the school level, the key features under CSTL, i.e. the “essential package”, include:

- a) Safety and protection
- b) Social and welfare services
- c) Nutrition
- d) Curriculum support
- e) Teacher development and support
- f) Leadership and structures
- g) Health
- h) Community
- i) Infrastructure
- j) Material support
- k) Water and sanitation
- l) Psychosocial support.

In Zambia, CSTL started as a pilot in 40 schools in Petauke, Nyimba, Mongu and Kaoma Districts. This was later extended to schools in Shang’ombo, Chadiza, Mwinilunga and Chavuma. A National Coordinating Unit (NCU) was established, which included the Ministry of Education Headquarters (HQ) and other education sector partners. The NCU structure is replicated at provincial and district levels. The programme is guided through the equity programme and addresses issues of gender, orphans, girls, HIV and AIDS and children with special educational needs, as they relate to teaching and learning.

Among the challenges have been:

- Insufficient resources to implement some of the activities outside the Ministry budget;
- Some schools implementing CSTL feel this is an additional responsibility;
- Irregular meetings by the NCU due to competing demands.

For the future, MESVTEE envisages institutionalising CSTL in the Ministry through the equity programme in order to foster ownership at all levels, and to streamline elements of the essential package into the monitoring package of Education Standards Officers.

Chapter Three: Child-Friendly Schools

Both SCCS and CSTL are based on a model developed by UNICEF in the 1990s, titled Child-Friendly Schools (CFS). The CFS framework was developed due to the need to address the following issues:

- too many children enrolled in school failing to complete their education, in addition to low school attendance; these issues were compounded by poverty and HIV and AIDS;
- to improve the overall quality of schooling and address threats to participation.

The CFS model is a holistic rights-based model, based on the Convention on the Rights of the Child (CRC), which Zambia ratified in 1991. The Convention spells out the basic human rights that children everywhere have: the right to survival; to develop to their fullest potential; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

The four principles of the Convention are:

- Non-discrimination: the rights of children should be protected without regard to their race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;
- Devotion to the best interests of the child: this should be the primary concern in making decisions that affect children;
- Right to life, survival and development: governments must ensure the survival and development of children, which include the right of access to education and development of the child's potential to the fullest;
- Respect for the views of the child: adults should listen to the opinions of children, recognising that they have a right to express their views and have their opinions taken into account.

These rights can be simplified to the right to: survival; development; protection and participation.

In addition to the CRC, the African Charter on the Rights and Welfare of the Child (ACRWC) was adopted by the Organisation of African Unity in 1990. Like the CRC, the ACRWC sets out the rights of children and defines principles and norms for the status of children. However, the ACRWC has additional, African socio-cultural and economic issues, such as:

- Challenging traditional African views, which often conflict with children's rights, such as child marriage, parental rights and obligations towards their children and children born out of wedlock;
- Expressly stating that the ACRWC is higher than any custom, tradition, cultural or religious practice that does not fit with the rights, duties and obligations in the ACRWC;
- Outright prohibition on the recruitment of children (i.e. under 18 years old) in armed conflict and conscription of children into the armed forces;
- Prohibiting marriages or betrothals involving children;
- Prohibiting the use of children as beggars;

- Granting girls the right to return to school after pregnancy;
- Promoting affirmative action for girls' education;
- Tackling specific African issues that affect children;
- Protecting internally displaced and refugee children;
- Protecting imprisoned expectant mothers and mothers of infants and young children;
- Providing a mechanism for children themselves to petition the Children's Charter's Committee of Experts regarding infringements of their rights;
- Including special reference to care of the child by extended families;
- Encouraging the state to provide support for parents in times of need;
- Protecting handicapped children.

The CFS model encompasses the SCCS and CSTL features outlined above; in addition, CFS addresses teaching and learning from a perspective that is rights-based, child-centred, inclusive and gender-sensitive. The CFS model was developed as a comprehensive way of dealing with all factors affecting education quality. Child-friendly schools are characterised as inclusive of all children; healthy and protective for all children; effective with children; and involved with families and communities. Under the CFS model, the concept of quality goes beyond academic performance outcomes and includes the holistic needs of the child.

A rights-based, child-friendly school is also a child-seeking school. It actively identifies excluded, out-of-school children to get them enrolled in school and included in learning, treating children as subjects with rights and the State as a duty-bearer, with obligations to fulfil these rights. As a child-centred school, it acts in the best interests of the child, leading to the realisation of the child's full potential and is concerned about the whole child, including health, nutritional status and well-being, and about what happens to children in their families and communities.

A rights-based, child-friendly school has the following characteristics:

- ***Rights-based and inclusive:*** developing strategies to attract children to school and facilitating their ongoing participation in a wide range of learning activities – irrespective of gender, race, ability, socio-economic status, religion, ethnicity, location or other characteristics; acknowledging, respecting and responding to differences in children; pro-actively seeking out-of-school children;
- ***Gender-sensitive:*** promoting enrolment, access to teaching and learning processes, resources, co-curricular activities, learning achievement and personal development – regardless of gender; offering appropriate responses to gender-specific issues as and when they arise;
- ***Effective teaching and learning:*** ensuring that all children, regardless of their ability, develop the appropriate life and livelihood knowledge and skills that will maximise their well-being and equip them for a productive role in the community;
- ***Healthy and health promoting:*** promoting the physical and emotional health of children by addressing their key nutritional and health care needs and equipping them with appropriate knowledge for the future;
- ***Safe and protective:*** ensuring that all children can learn in a safe and inclusive environment; providing them with the knowledge and skills to maximise their safety

and protection in the world at large; addressing their emotional, social and psychological health and well-being;

- ***Community engaged and participatory***: encouraging partnerships among schools, parents, communities and children in all aspects of the education process;
- ***Effective leadership, planning, management and monitoring***: supporting the above aspects by providing strong leadership and management capability, including competence in planning and performing tasks adequately; managing teaching, learning and assessment effectively.

An elaboration of the above aspects is that a rights-based, child-friendly school is ***inclusive of children***; it:

- Does not exclude, discriminate or stereotype on the basis of differences;
- Provides education that is free and compulsory, affordable and accessible, especially to children at risk;
- Respects diversity and ensures equality of learning for all children (e.g. girls, children affected by HIV and AIDS, children with disabilities and victims of exploitation and violence);
- Responds to diversity by meeting the differing circumstances and needs of children (e.g. gender, socio-economic status and ability level).

It is ***effective for learning***; it:

- Promotes good quality teaching and learning processes with individualised instruction appropriate to each child's developmental level, abilities and learning style and with active, cooperative and democratic learning methods;
- Provides structured content and high quality materials and resources;
- Enhances teacher capacity, morale, commitment and status;
- Promotes quality learning outcomes by defining and helping children learn what they need to learn and teaching them how to learn.

It is ***healthy and protective of children***; it:

- Ensures a healthy, hygienic and safe learning environment, with adequate water and sanitation facilities and healthy classrooms and healthy policies and practices (e.g. free of abuse, corporal punishment and harassment);
- Ensures provision of health services, such as nutritional supplementation and counselling;
- Provides life skills-based health education;
- Promotes both the physical and the psycho-social health of learners;
- Helps to defend and protect all children from abuse and harm;
- Provides positive experiences for children.

It is ***gender-sensitive***; it:

- Promotes gender equality in enrolment and achievement;
- Eliminates gender stereotypes;
- Guarantees girl-friendly facilities, curricula, textbooks and teaching and learning processes;

- Socialises girls and boys in a non-violent environment;
- Encourages respect for each other's rights, dignity and equality.

It is *involved with children, families and communities*; it is:

- Child-centred, promoting child participation in all aspects of school life;
- Family-focused, working to strengthen families as the child's primary caregivers and educators and helping children, parents and teachers establish harmonious relationships;
- Community-based, encouraging local partnership in education, acting in the community for the sake of children and working with other actors to ensure the fulfilment of children's rights.

Experience is now showing that a framework of rights-based, child-friendly schools can be a powerful tool for both helping to fulfil the rights of children and providing them an education of good quality. At national level, for ministries, development agencies and civil society organisations, the framework can be used as a normative goal for policies and programmes leading to child-friendly systems and environments, as a focus for collaborative programming leading to greater resource allocations for education and as a component of staff training. At community level, for school staff, parents and other community members, the framework can serve as both a goal and a tool of quality improvement through localised self-assessment, planning and management and as a means for mobilising the community around education and child rights.

The main principles and features of the CFS approach can be tabulated as follows:

Principle	Features
<p>Child-centeredness Safeguarding the interest of the child is central to all decision making in education</p>	<ul style="list-style-type: none"> ▪ Child-centred teaching and learning ▪ Teacher as a reflective practitioner ▪ Healthy, safe and protective learning environment ▪ Gender-sensitive learning environment ▪ Child-friendly architecture and child participation in school design
<p>Democratic participation Children, their guardians and those who facilitate their rights should have a say in the form and substance of the education provided</p>	<ul style="list-style-type: none"> ▪ Child participation in school policy, management and curriculum design ▪ Parent/community participation in school management and curriculum design ▪ Strong links and mechanisms of cooperation between parents/community and teachers/school management ▪ Rules and norms that are fair and are applied impartially ▪ Practices that do not discriminate against children or humiliate them ▪ Gender-sensitive life skills based curriculum, promoting peace education and conflict resolution

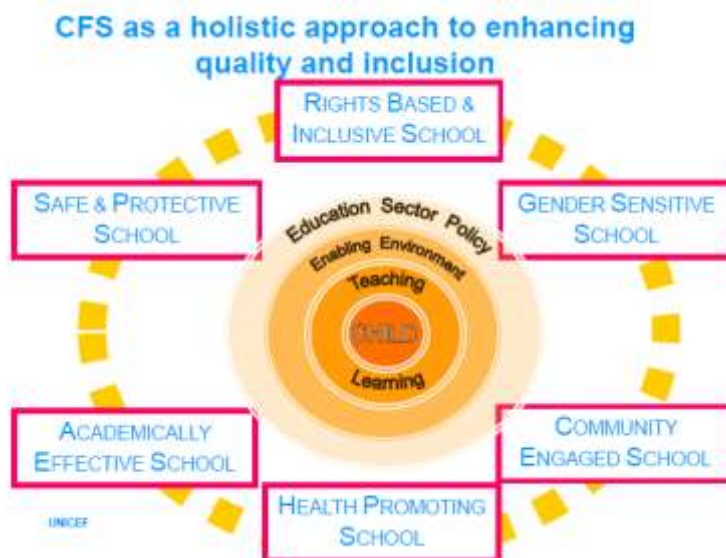
Principle	Features
<p>Inclusiveness All children have a right to quality education; access to education is not a privilege that society grants to children, it is a duty that society fulfils for all children</p>	<ul style="list-style-type: none"> ▪ Child-seeking and diverse learner population ▪ Gender-sensitive and girl-friendly in all aspects ▪ Special needs friendly ▪ Addressing home-based problems and disadvantages ▪ Established, active and strengthened school governing bodies and PTAs/PCSCs ▪ Participation of children in gender equality

In the CFS model, the school is a significant personal and social environment in the lives of its learners. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. Teachers are the single most important factor in creating an effective and inclusive classroom. Children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognises, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviours and curriculum content that are focused on learning and the learner and are relevant to the learner. A child-friendly school is linked to the support, participation and collaboration it receives from families and the community in which it is located. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn in order to achieve their fullest potential. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

The aim of the CFS model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the well-being and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process. It is a pragmatic approach for the progressive realisation of quality education.

The above characteristics are depicted in Figure 3.1.

Figure 3.1: Child-Friendly Holistic Approach



The expected outcomes of the CFS model are schools that:

- are accessible to all children;
- holistically help children progress from grade to grade to complete the school cycle;
- provide a rich educational experience through which children can thrive, develop and achieve their fullest potential.

Overall, this will lead to improved access, retention, completion and learner performance.

With country-specific variations, the CFS model has been adopted in many countries world-wide; the number of countries using the model increased from 33 countries in 2004 to 56 in 2007.

In Eastern and Southern Africa, the CFS model is intended to address the following identified barriers to education, affecting mostly girls and orphaned and vulnerable children, due in most part to the negative effects of poverty and HIV and AIDS:

- Access issues, e.g. long distances from home to school;
- Discrimination issues, e.g. cultural beliefs and discrimination against the education of girls and other disadvantaged and vulnerable children;
- Poverty issues, e.g. inability of parents to pay school fees; demand for child labour;
- Education quality and relevance, e.g. parents' concern about the quality and value of education; lack of qualified and competent teachers with appropriate knowledge, skills and commitment to learner-centred and gender-sensitive pedagogy; lack of teaching and learning materials;
- Health issues, e.g. lack of safe drinking water and sanitation facilities, exposing children to water-borne illnesses; lack of separate sanitation facilities for girls and boys;
- Safety and protection issues, e.g. prevalence of violence and insecurity in and around schools; risk of sexual abuse and harassment;
- Disaster and conflict issues, e.g. recurring emergencies, including natural disasters (drought and floods); chronic crises (poverty, HIV and AIDS).

In Zambia, in 2006 approximately 500,000 children were reported to be out of school (according to the MESVTEE NIF III, in 2010 the number was 435,000); 20% of children had lost one or both parents; and 62% of the population was classified as poor, i.e. living on the equivalent of less than US \$1 per day. Most of the barriers to education outlined above for Eastern and Southern Africa also applied to Zambia.

Chapter Four: Child-Friendly Schools Framework for Improvement of Quality of Education

Given the background presented in the previous chapter, and drawing upon the CFS and other relevant models, it was agreed that MESVTEE should adopt a Zambia-specific framework for improvement of the quality of education in Zambia. It should be understood that CFS is neither a new policy nor programme nor is it intended to replace any of the initiatives and interventions that MESVTEE has put in place over the years. In fact, several of the initiatives and interventions already in place in the education sector are child-friendly. As outlined in NIF III, CFS is an overarching framework that highlights a number of dimensions and elements in a comprehensive format.

The CFS framework is intended for the following actors:

- Policy makers and managers in the education system at national, provincial and district level;
- School management teams and teachers;
- Civil Society Organisations and Cooperating Partners who support the education sector;
- Children’s School Councils;
- Parents-teachers committees;
- Government officers from other relevant sectors who play a supporting role in the delivery of education services, e.g. the Ministry of Community Development, Mother and Child Health and the Ministry of Health.

The framework requires multi-sectoral collaboration among various key stakeholders, including relevant line ministries and CSOs, to facilitate service provision. The dimensions and elements that should characterise the framework are outlined in Table 4.1 below.

Table 4.1: Child-Friendly School Dimensions and Elements

Dimension	Elements
1. Rights-based and inclusive	Promotes the rights and well-being of all children, regardless of age, sex, socio-economic status, physical or health status, intellectual capacity or emotional level
2. Academically effective and relevant	<ul style="list-style-type: none"> ▪ Active, child-centred learning ▪ Academically effective, providing quality education that is relevant to children’s needs for life and for livelihood knowledge and skills, including localised curriculum ▪ Well-resourced schools ▪ All children are supported to learn and master the basic skills of literacy and numeracy ▪ Innovative classroom practices that improve learning outcomes ▪ Teachers provide to learners multiple learning opportunities to assist them to learn ▪ Head Teachers, teachers and supervisors are reflective

Dimension	Elements
	practitioners and facilitators of learning
3. Healthy, safe and protective	<ul style="list-style-type: none"> ▪ Safe, secure, caring and protective of children’s physical well-being (school infrastructure, furniture, playgrounds; free of gender-based violence, abuse, bullying, corporal punishment) ▪ Gender-sensitive life skills-based curriculum promoting healthy lifestyle and conflict resolution ▪ Policies, programmes and practices that promote good health ▪ Adequate and gender-sensitive water and sanitation facilities ▪ School health and nutrition (Vitamin A supplementation, de-worming, vaccination; school feeding) ▪ Co-curricular activities ▪ Sports facilities and quality physical education activities ▪ Positive discipline; addresses child protection issues ▪ Clear guidelines for the conduct of teachers and learners
4. Equitable and gender-sensitive	<ul style="list-style-type: none"> ▪ Promotes gender sensitivity, equity and equality ▪ Child-seeking and includes OVC, children with disabilities and other disadvantaged boys and girls ▪ Provides opportunities for dropouts ▪ Teachers trained in guidance and counselling ▪ Teachers trained to teach children with special needs
5. Effective school management and leadership	<ul style="list-style-type: none"> ▪ School management focuses on the best interest of the child ▪ School management manages teaching, learning and assessment effectively, including planning and monitoring ▪ Head Teacher and school management ensure compliance with and implementation of education policies ▪ Key objective is raising learning achievements of each and every child ▪ Head Teacher acts as catalyst for change at school and community levels and promotes a shared vision for progress ▪ Head Teacher establishes a climate for learners to achieve their fullest potential ▪ Head Teacher provides leadership and directs all actions towards achieving the school’s vision, including mobilisation of resources needed for effective teaching, learning and assessment

Dimension	Elements
	<ul style="list-style-type: none"> ▪ School management addresses the developmental needs of staff ▪ Participation of children, teachers and parents in school reform processes is actively encouraged ▪ Incentives for improving quality of education are institutionalised to motivate teachers, learners and the community
6. School-community partnerships and social cohesion	<ul style="list-style-type: none"> ▪ Established relationships between communities and schools ▪ Partnerships that are supportive to achieving school goals ▪ Active parents-teachers committee ▪ School level improvement plan

The *Zambian CFS* framework is to be operationalised by MESVTEE’s *Standards and Evaluation Guidelines*. The standards indicate the legal and policy framework, key features under each CFS dimension, roles and responsibilities of various stakeholders and recommendations and good practices, which can be used to practically apply the standards at the relevant levels of the education sector.

4.1 The Legal and Policy Framework

4.1.1 *International and regional agreements and protocols*

Zambia is a signatory to a number of international and regional agreements that commit the country to fulfil education rights of children. These agreements and protocols have influenced the country’s definition of its goals, objectives and priorities in the education sector.

At the international level, Zambia is a signatory to the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child, outlined above. In addition, two initiatives in particular have influenced Zambia’s education policies: the Education for All (EFA) initiative and the Millennium Development Goals (MDGs). EFA aims to improve education, from the perspective that education is a human right. The relevant EFA goals are:

- Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free, and compulsory primary education of good quality;
- Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality;
- Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The MDGs have goals that are directly relevant to education provision or in which the education sector has a role to play, such as MDG number 1 (Eradicate extreme poverty and

hunger); MDG number 2 (Achieve universal primary education); MDG number 3 (Promote gender equality); and MDG number 6 (Combat HIV/AIDS, malaria and other diseases). The relevant goals are:

- Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling;
- Eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.

At regional level, Zambia is a participant in the SADC Protocol on Education and Training, which aims, among others, to increase equitable access to education; address gender equality in education; improve quality and ensure relevance of education; promote partnerships in the provision of education; improve and sustain educational standards; provide universal basic education; provide special educational support to disadvantaged social groups; and provide education in life long skills.

Zambia is also a participant in the SADC Protocol on Gender and Development, which aims to provide for the empowerment of women, to eliminate discrimination and achieve gender equality by encouraging and harmonising the development and implementation of gender responsive legislation, policies, programmes and projects. In addition, Zambia is a participant in the African Girls' Education Initiative, a regional education programme that promotes girls' education, including access and learner achievement.

4.1.2 National laws, policies and plans

At national level there are several laws and policies in existence in Zambia that support the CFS model. The Zambian Constitution (1996) protects the rights of all people, including children to equality by outlawing discrimination on the grounds of race, ethnicity, sex, place of origin, marital status, political opinion, colour or creed. The Constitution also protects children against physical or mental ill treatment and all forms of neglect, cruelty or exploitation. Deriving from the Constitution, there are laws which contain provisions that are intended to protect children, such as the Penal Code and the 2011 Anti-Gender Based Violence Act.

In addition, the 2012 Persons with Disabilities Act highlights children with disabilities as especially vulnerable and requiring additional support, focusing on the right to equality, freedom from discrimination and the right to education.

The national long-term planning instrument, titled *Vision 2030*, was launched in 2007 and sets out Zambia's long-term developmental vision. It defines the national aspiration to become a prosperous middle-income country by 2030. It outlines courses of action to be taken towards the achievement of the country's long-term objectives and targets. The overall vision for education is "Innovative and productive lifelong education and training for all by 2030". The education aspirations are access for all to good quality basic human necessities, such as education facilities; diversified education curricula that are responsive to the knowledge, values, attitudes and practical skill needs of individuals and society at large; improving educational attainment; and eliminating gender gaps.

Vision 2030 is to be operationalised through a series of five-year development plans, which contain specific policies, programmes and projects, targeted at wealth creation and poverty reduction. The first of these plans was the Fifth National Development Plan (FNDP), which

was implemented from 2006 to 2010. The current plan is the Sixth National Development Plan (SNDP), 2011-2015; this was subsequently revised to the Revised Sixth National Development Plan, 2013-2016 (R-SNDP).

Among the areas of focus in the Education and Skills Development Chapter of the R-SNDP are:

- Provision of equitable, quality and efficient education, which is relevant to the needs of the Zambian society;
- Ensuring that citizens, particularly the youth, undergo skills training, including financial literacy;
- Enhancement of collaboration with the private sector in the provision of skills;
- Implementation of the teachers' rural retention scheme, which aims at increasing the number of teachers serving in rural and remote areas.

There are also a number of national policies and programmes that aim to improve the well-being of children through promotion of their rights. These policies and programmes are based on the United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. They are intended to ensure survival, development and protection of the child, as outlined above. In addition, these policies and programmes highlight the need for collaboration across several sectors to realise and safeguard children's rights. A notable policy is the 2006 *National Child Policy*, which focuses on developmental needs of children.

The 1999 *National Orphan Care Policy* provides for orphans a basic package of care and protection, including family and community-based care; adoption and foster care; institutional care; basic care and protection; health care; nutrition and food security; education; and protection of legal rights. The *National Action Plan for Orphans and Vulnerable Children, 2009-2010* provides for interventions to promote the well-being of OVC, including birth registration; education; health care; food; water and sanitation; child protection; and psycho-social support. The 2005 *National HIV/AIDS/STI/TB Policy* and the *National HIV and AIDS Strategic Framework 2013-2016*, among other issues, address the impact of HIV and AIDS and are premised on recognition of the fact that HIV and AIDS negatively affect the rights of children.

The 2000 *National Gender Policy* highlights issues to be addressed concerning gender discrimination, including in the education sector.

In addition, there are policies and programmes in other sectors that are directly relevant to poverty and vulnerable learners, including social protection. In particular, the Ministry of Community Development, Mother and Child Health provides various safety net programmes to support food baskets for vulnerable households. The Ministry also operates a Public Welfare Scheme which identifies and provides bursaries to vulnerable learners to assist them to pay tuition fees and to buy books and stationery. It also provides psychosocial support and counselling through its social workers.

The Ministry of Health (MoH) has a school health programme, which supports MESVTEE's school health and nutrition programme, through a Memorandum of Understanding between MESVTEE and MoH.

The Ministry of Labour and Social Security and the International Labour Organisation have been conducting a programme titled Tackling Child Labour through Education. The objectives of the programme are to provide access to primary education and skills training for disadvantaged children and youth, and to strengthen the capacity of national and local authorities in the formulation, implementation and enforcement of policies to tackle child labour, in coordination with social partners and civil society. Among the strategies for achieving the objectives include the review of Zambian laws in order to strengthen them to address and eliminate child labour.

The key education policy is the 1996 national education policy, *Educating Our Future*. The policy addresses the entire education system, paying particular attention to democratisation; decentralisation; curriculum relevance and diversification; efficient and cost-effective management; capacity building; and cost sharing. In the policy, the Government recognises the basic right of every Zambian to education, hence emphasis is placed on key factors of educational provision such as access, quality and equity at all delivery points in the system. Provision of adequate public resources for education is prioritised, while recognising the need for partnerships with various communities, non-government institutions, the private sector and foreign donors. However, the major responsibility for the financing of education remains with the Government.

4.1.3 Education sector laws, policies and plans

In the education sector there are laws, policies and programmes on inclusive education, learners with special needs, school health and nutrition, support for orphans and vulnerable learners, learners with disabilities and HIV and AIDS.

In the context of CFS and the quality of education, among other issues, the 2011 *Education Act* provides for:

- the right of a person to education from early childhood level to secondary education; the right of a child to free primary education; compulsory school attendance for a child of school-going age; non-compliance is an offence punishable upon conviction; marrying or marrying off a child learner is an offence punishable upon conviction;
- an education board or board of management to develop an admission policy and determine entrance requirements, number of learners to be admitted and the manner of selection and minimum requirements for admission.
- the education of poor and vulnerable children;
- the education of learners with special educational needs;
- a gender-sensitive curriculum and associated teaching materials; and for the integration of gender issues and gender-sensitive teaching methodologies in the pre-service and in-service training of teachers;
- the establishment and functions of education boards and parents-teachers committees as governance structures;
- public-private partnerships;
- the establishment of Community Educational Institutions;
- a national school curriculum;
- the use of sign language in educational institutions;

- the functions and powers of Education Standards Officers and penalties for obstruction of an Education Standards Officer in carrying out of duties and functions under the Act.

There are three categories of MESVTEE policy that are relevant for CFS:

- a) policies that help learners access school; for example policies on admission, on free education and on bursaries for OVC;
- b) policies that help learners stay in school; for example policies on school health and nutrition and on re-entry;
- c) policies that help learners perform to the best of their potential; for example policies on special needs education and on inclusive education.

These policies are supported by various implementation guidelines.

To guide education implementation, MESVTEE has developed the *National Implementation Framework, 2011-2015* (NIF III). NIF III is the operationalisation of the Education and Skills Development chapter of the SNDP. NIF III elaborates four principles, which are linked to the EFA objectives. Firstly, access, which refers to the commitment to provide opportunities for all for a minimum level of education. Secondly, equity, which refers to fair provision of education opportunities in order to reach disadvantaged and vulnerable groups in society. Thirdly, learning achievements, focussing on clearly defined learning accomplishments as a major education outcome. This principle is linked to such issues as relevance, effectiveness and efficiency which, together, define the quality aspects of education. Fourth, partnerships, as an important ingredient in the provision of education.

Concerning access to education, with the 2007 policy of no child left behind, from the age of 7 years all children are entitled to enrol in Grade 1. The 2002 Free Basic Education policy provides for tuition without payment of fees for all learners from Grade 1 to Grade 7; in NIF III it is indicated that the intention is to extend this to Grade 12.

Concerning gender equity, the Ministry has put in place programmes aimed at providing quality education to girls and to reduce gender disparities in enrolment, retention, completion and achievement levels among girls. The Re-entry Policy allows girls that have fallen pregnant while at school to return to school after delivery of their babies.

Concerning inclusiveness, MESVTEE has developed the Inclusive Schooling Programme (INSPRO), which includes production of special educational materials for learners with special educational needs; provision of specialised equipment and assistive devices to learners with disabilities; development of a specialised Inclusive Education Curriculum taught at teacher training institutions for mainstream teachers; and in-service training provided at district level or through zonal resource centres.

The Ministry has a School Health and Nutrition (SHN) Policy and programme; the programme is operational in all ten provinces. SHN has two pillars: the first is a health pillar, which includes the promotion of adequate water and sanitation at schools; the prevention of malaria and HIV and AIDS; deworming; vaccination; and micro-nutrient supplementation. The second is the nutrition pillar which focuses on vegetable gardens and school feeding programmes.

The Ministry has an HIV and AIDS policy and programme. In addition, a number of CSO partners conduct HIV and AIDS programmes for teachers and learners.

The Ministry has developed a National Child Protection Policy for Schools. The policy provides an integrated and holistic approach to child protection, which encompasses the participation of policy makers; parents; communities; teachers; and children in schools. The expected outcome of the policy is to create a protective environment, where every child is protected, educated, respected and valued.

4.2 Institutional Framework

The CFS framework requires multi-sectoral collaboration. This will include Government officers from other relevant sectors, e.g. the Ministry of Community Development, Mother and Child Health and the Ministry of Health.

4.3 Structures, Programmes, Plans and Budgets

CFS is to be mainstreamed in the existing MESVTEE structures, programmes and plans, i.e. the national, provincial, district and school structures; the programmes as indicated in NIF III; and the Ministry's annual work plans and budgets.

Chapter Five: Minimum Standards for Improvement of Quality of Education

In the context of the CFS approach outlined in the previous chapters, this section presents minimum standards and guidelines for the improvement of the quality of education. The standards are intended to:

- a) provide policy guidance on necessary educational inputs required to ensure provision of quality education in an equitable manner at early childhood, primary and secondary levels throughout the country;
- b) provide guidance on implementation of education programmes from early childhood education to secondary school levels by providing a common framework to be followed by all actors in the education sector.

Minimum standards refer to the basic benchmarks of what is to be achieved if teaching and learning and the several other attendant factors are to be of adequate, acceptable quality. Therefore, the minimum standards are the starting point. The understanding is that the approach to be taken should be one of progressive realisation, i.e. that the required standards are not all necessarily to be achieved immediately but are to be aspired to; to be achieved over time. Even where the standards are not currently being met, they will still serve as benchmarks and should be reference points as targets to aim for, plan for and work towards, in the medium and long-term.

These benchmarks are called “Standards and Evaluation Guidelines”. They must be used by schools and Education Boards. Head Teachers and teachers should also use them in their day to day work. Other stakeholders who are concerned with the running of educational institutions at different levels will also find these benchmarks helpful.

MESVTEE took into account several dimensions in the education system when developing these benchmarks. Some of these are: management of accounts, curriculum design, human resource management and development, institutional roles and functions of Education Boards, procurement and school records.

The expected standards and levels of achievement in these guidelines are not dealt with in detail but are summarised as ‘accepted or acceptable indicators’. They only serve as a guide that schools should aim at when providing education. If the expected inputs, processes and outputs in the schools reach the ‘accepted indicators’ in these guidelines, the quality of education should improve. Should they fall far below the ‘accepted indicators’, the quality will have dropped.

The chapters in this section are related to the six CFS dimensions outlined in chapter four. Each chapter has a title, under which there is a sub-heading or sub-headings on particular aspects in the running of the school, Education Board or any relevant item concerned with education. This is followed by two columns. The left hand side column shows the title of an item or the performance area, while the right hand side column informs the user on the ‘accepted or acceptable’ achievement indicators, or requirements. In some cases, the right hand column has been used to define items on the left hand side.

Actors in the education sector should always bear in mind that it is possible for a school to have more items or areas of performance than is provided for in this document. It is also possible for some innovative stakeholders to go beyond the indicators given in these guidelines. This is as it should be as different educational institutions may grapple with different problems at different times and in diverse situations and circumstances.

It should be noted that these benchmarks do not deal with standards and guidelines related to Technical Education, Vocational and Entrepreneurship Training (TEVET), Colleges of Education and Universities.

Chapter Six: Policy, Legal and Semi-Legal Education Matters

In order to understand the governance of learning institutions, Education Boards should ensure that the following policy documents are available and are followed by the school management, teachers and other members of staff. It is important that the documents be used to induct new teachers and other new members of staff in learning institutions or Education Boards. It is the responsibility of Education Boards to ensure that all learning institutions stock the following key documents¹:

1. Adult Literacy Policy
2. Early Childhood Education Policy
3. Education Act
4. Children's School Councils Operations Manual
5. Code of Ethics for the Public Service
6. Decentralization Policy
7. Early Learning and Development Standards
8. Education Act
9. Education Board Guidelines
10. Financial Regulations
11. Free Education Policy
12. Governance in Education Boards: A Handbook for Planning and Decision Making
13. Guidelines for Child Participation in School Governance through Children's Councils
14. Guidelines for the Conduct, Management and Administration of Examinations in Zambia
15. Guidelines for the Prevention and Management of Child Abuse in Zambian Schools
16. Handbook: A Resource for Turning your School into a Child-friendly Centre of Care and Support
17. Head Teacher's Manual
18. In-Service Training Policy
19. Ministerial Circulars
20. Ministry of Education HIV and AIDS Policy
21. Monitoring and Evaluation Guidelines
22. National Child Protection Policy for Schools
23. National Decentralisation Policy
24. National Development Plan
25. National Education Policy
26. National Gender Policy
27. National Implementation Framework
28. National Policy for Open and Distance Learning

¹ A full list of laws, policies, circulars, frameworks, guidelines and handbooks/manuals is listed at the end of this document.

29. National Policy on Children’s Rights
30. National/Provincial/District/School Strategic Plans.
31. National School Health and Nutrition Policy
32. No Child Left Behind Policy
33. Operational Guidelines for Community Schools
34. Parent-Teacher Association Training Manual
35. Participatory School Governance Manual
36. Persons with Disabilities Act
37. Planning for School Excellence Guidelines: Manual
38. Policy on Student Loans, Bursaries and Scholarships
39. Principles of Education Boards Governance and Management: Manual
40. Procedures for Handling Disciplinary Matters in the Public Service
41. PTA/AC/PCSC² Guidelines
42. Public Service Training Policy
43. Re-entry Policy
44. Strategy for Including Persons with Disabilities in School Health and Nutrition
45. Teaching Profession Act
46. Teaching Service Commission Guidelines
47. Tender and Procurement Guidelines
48. Terms and Conditions of Service for Public Service Workers
49. Vision 2030
50. Zambia Education Curriculum 2013
51. Zambia Qualifications Authority Act
52. Any other policy documents and guidelines that may direct the operations of the Ministry.

Item	Requirements
Policy, design and strategies	<p>The major MESVTEE operational policy document is <i>Educating Our Future</i> (1996)³, and all other local policies in educational institutions should evolve around it.</p> <ol style="list-style-type: none"> 1. Each GRZ (public), private, aided and community school is expected to have its own operational plan, which should be in agreement with the education policy. 2. Every education institution is expected to develop a local policy that is consistent with the national policy. 3. Education institutions should ensure that they have active Education Boards/PTAs/ACs/PCSCs. 4. Education Boards should ensure that teachers, learners and

² PTA = Parents-Teachers Association; AC = Advisory Committee; PCSC = Parent Community School Committee

³ The national educational policy is under review.

Item	Requirements
	<p>members of the local community know, understand and carry out the policy of the institution.</p> <ol style="list-style-type: none"> 5. Learning institutions are required to have an emblem with a motto, mission, vision and value statements. 6. Teachers, learners and other stakeholders should be aware of national concerns and priorities in education, such as: <ol style="list-style-type: none"> a) Access to education for all b) Free Education Policy c) Cost-sharing that involves partnership in financing education by parents, private sector and government d) Care and eco-friendly use of the environment e) Equitable distribution of education services and resources between male and female to reduce gender imbalance f) Liberalisation of education, which opens up the provision of education to the general public g) HIV and AIDS h) Population education i) Human rights j) Democratic governance. 7. Education Boards must ensure that the calendar for learning institutions is adhered to as a matter of policy. 8. Education Boards must ensure that days lost due to disruptions caused to learning, e.g. water shortages, epidemics and strikes, are recovered. 9. Early closures and late opening of learning institutions are not allowed, except with the permission of the Permanent Secretary. 10. Learners in non-examination classes should not be sent home on account of other classes sitting for public examinations. Head Teachers should find alternatives for such classes to ensure that learners attend classes up to the end of the year or term. 11. The number of learners enrolled in learning institutions must be in line with prescribed standards. 12. All schools must have a policy on remedial teaching and Head Teachers should ensure that it is implemented. 13. All schools must implement the homework policy directive. 14. Education Boards/PTAs/ACs/PCSCs must ensure that there is a local policy on learner assessment, which prescribes the frequency of assessment. Head Teachers must ensure that this policy is implemented accordingly. 15. Teachers' and learners' discipline must be handled in conformity with laid down procedures in the Education Act, Disciplinary Code and Terms and Conditions of Service.
Legal basis of education	The legal requirements of education are found in the Zambian Constitution, the Education Act of 2011 of the Laws of Zambia and other international and regional agreements and protocols that Zambia

Item	Requirements
	is a signatory to.
Functions of the Minister of Education, Science, Vocational Training and Early Education	<p>The following are some of the functions of the Minister of Education, Science, Vocational Training and Early Education, as indicated in the Education Act:</p> <ol style="list-style-type: none"> a) Promote the education of all Zambians. b) Change the site of any education institution as may be seen fit. c) Change regulations through Statutory Instruments. d) Authorise the opening of new education institutions and the closure of existing ones.
Registration of private learning institutions	<ol style="list-style-type: none"> 1. All private education institutions must register with MESVTEE or any other relevant statutory body. 2. Registration is done every year and is subject to a proprietor fulfilling laid down conditions. Refer to the guidelines on the registration of private schools which can be found at the office of the District Education Board Secretary (DEBS). Registration of a private school may be nullified by the Minister if it does not meet the basic requirements. 3. It is an offence to establish and run a private school without registration with MESVTEE or any other relevant statutory body.
Schools	<ol style="list-style-type: none"> 1. Education Boards and PTAs are legal bodies. 2. Parent-Community School Committees (PCSCs) are provided for in the <i>Operational Guidelines for Community Schools</i>. 3. A Head Teacher has authority to enrol any learner following the conditions provided in the Education Act, such as: <ol style="list-style-type: none"> a) Age entry for a learner in Grade One is 7 years; b) School classes should be of 40 learners each for Grades 1-7, and 35 learners for Grades 8-12. 4. In the event of a learner being suspended, the learner may appeal to the District Education Board within 15 days of the suspension. 5. A learner who has been expelled by the Provincial Education Officer (PEO) after due consideration can appeal to the Minister within 15 days of the expulsion. 6. Teachers and other officers should be conversant with the Education Act and other relevant documents. 7. Teachers and other officers should have a sound knowledge and understanding of their rights as workers and their obligations by reading the Terms and Conditions of Service for the Public Service and other relevant documents.
Semi-legal matters	<ol style="list-style-type: none"> 1. Semi-legal matters refer to issues that are laid down at points of education delivery. They include rules and regulations in schools and any other job-related assignments. 2. All semi-legal matters must be written down and be clear and understood by all for whom they are intended. 3. All circulars from various educational authorities should be adhered to, provided they are in line with educational policies.

Item	Requirements
	<p>4. If any rule or regulation that falls under semi-legal matters is abrogated, disciplinary action will be taken against the officer concerned.</p>
<p>Roles and functions of Education Boards and schools</p>	<p>Education Boards have been established to enhance community participation in the delivery of education. The following are some of the functions of Education Boards:</p> <ol style="list-style-type: none"> 1. Formulate operational policies for schools in line with the Education Act and National Education Policy. 2. Be responsible for human resource development. 3. Employ and lay off staff. 4. Staff discipline. 5. Administer schools on behalf of the Minister/Proprietor. 6. Create conducive learning and teaching environments for teachers and learners. 7. Take care of learners with special educational needs. 8. Create favourable working conditions for teachers. 9. Initiate, fund and supervise the construction of new buildings for schools. 10. Maintain and improve school property, including infrastructure. 11. In consultation with all stakeholders, decide on the fees and other levies to be collected by schools. The fees so decided should be ratified by the PEO. The Board will ensure that funds collected by the school administration are properly accounted for. 12. Form operational committees in line with the Principles of Education Boards Governance and Management.

Chapter Seven: Early Childhood Education

MESVTEE has taken on the provision of early childhood education (ECE), which had previously mainly been in the hands of the private sector. In order to provide quality service to this sub-sector, the following standards must be observed:

Item	Requirements
Infrastructure	<p>ECE facilities should:</p> <ol style="list-style-type: none"> 1. Be of standard measurements (according to government standard specifications, to be obtained from the DEBS, PEO or MESVTEE HQ). 2. Be kept clean. 3. Have appropriate ventilation. 4. Have appropriate natural lighting. 5. Be user friendly and safe from danger. 6. Have a resting/sleeping room. 7. Have a kitchen.
Water and sanitation	<ol style="list-style-type: none"> 1. Age appropriate toilets for ECE should be provided. Specifications should be obtained from the DEBS, PEO or MESVTEE HQ. 2. Hand washing facilities should be made available. 3. The toilet:child ratio should be 1:10. 4. Clean and safe water should be provided with several drinking water points.
Playgrounds	<ol style="list-style-type: none"> 1. The most natural way of learning for a child is through play. A play park is very important for any ECE centre. A suitable area in proximity to the ECE centre must be selected for a play park, so that the teacher will find it easy to allow children play freely under his/her supervision. 2. The play park must also be painted using colours that are appealing and attractive to the children so that they do not easily become bored. 3. There should be safe play grounds (no holes, broken bottles, no tall grass). 4. There should be a sand pit (this can be indoors or outdoors).
Furniture	<ol style="list-style-type: none"> 1. There should be simple, basic furniture for the ECE centre. 2. Tables and chairs are essential pieces of equipment for the children. They should be arranged in groups as opposed to rows. 3. If the children are to sit on the floor, efforts should be made to acquire a carpet or even simple mats for them to sit on. 4. The furniture should be appropriate for the age. There should be no desks, only chairs and tables. 5. There should be pigeon holes/hooks and shelves.

Item	Requirements
Equipment and materials	<ol style="list-style-type: none"> 1. All equipment must be safe and regularly maintained. 2. There must be adequate age-appropriate indoor as well as outdoor play equipment and toys, books and print materials and other appropriate ECE materials. 3. There should be suitable equipment for children with special educational needs. 4. There must be a well-equipped first aid box. 5. There should be the following play equipment: <ul style="list-style-type: none"> ▪ swings ▪ see-saws ▪ merry-go-round ▪ monkey bar ▪ slides ▪ sporting equipment ▪ mattresses ▪ tyres ▪ skipping ropes ▪ hoops.
Staffing	<ol style="list-style-type: none"> 1. Pre-school trained teachers with a minimum of two years training, at a public or a recognised private institution. 2. May have trained Assistant Pre-school teachers with a minimum of one year training. 3. Caregivers with a minimum of a Grade 9 certificate. 4. 1 teacher per class of 15 for age 3-4. 5. 1 teacher per class of 20 for age 5-6.
Support Staff	<ol style="list-style-type: none"> 1. Secretary with at least two years minimum training. 2. Auxiliary staff as per staff establishment.
Enrolment	<ol style="list-style-type: none"> 1. Age 3 to 4: 15 per class. 2. Age 5-6: 20 per class.

Chapter Eight: Roles, Functions and Powers of the Standards and Evaluation Section

8.1 Roles and Functions of the Standards and Evaluation Section

The core business of the Standards and Evaluation Section of the Directorate of Standards and Curriculum is to ensure that quality learning and teaching come first in all schools. However, this does not only refer to subject content, methodology and instructional materials but also to quality in the management of human, material and financial resources. In this regard, the Section will work with specialized teams of other educationists and stakeholders to ensure that proper records are kept, transparent and accountable procurement systems are adhered to, accounts are properly maintained and public resources are generally utilized in a manner that is efficient and cost-effective.

The work of the Standards and Evaluation Section is also to help formulate rules and regulations about the running of schools at all levels in the country and to ensure that these rules and regulations are adhered to.

8.2 Professional Roles of Education Standards Officers

Education Standards Officers are expected to discharge the following duties:

- 8.2.1 Recommending and approving school books and other learning and teaching materials.
- 8.2.2 Taking part in formulating education rules and regulations and ensuring that these are adhered to in the schools.
- 8.2.3 Recommending applications for registration or renewal of registration for private schools with the Ministry.
- 8.2.4 Recommending applications for examination centre status for schools.
- 8.2.5 Recommending for the employment, confirmation and promotion of teachers and Standards Officers.
- 8.2.6 Monitoring teaching and learning.
- 8.2.7 Carrying out general inspections of schools as regards quality management of human, material and financial resources.
- 8.2.8 Ensuring that correct and accurate records are kept in schools.
- 8.2.9 Advising teachers on the use of learner-centred methods of teaching.
- 8.2.10 Assisting teachers in the organization and supervision of subject associations and other co-curricular activities.
- 8.2.11 Encouraging teachers to use libraries and resource centres for educational and training purposes.
- 8.2.12 Participating in curriculum reviews.
- 8.2.13 Ensuring that school-based continuing professional development programmes are enhanced.
- 8.2.14 Submitting to the Minister annual, semi-annual and quarterly reports on the performance of the education system.
- 8.2.15 Ensuring that school Head Teachers constantly monitor teachers and class performance.

- 8.2.16 Ensuring that there is effective preparation and use of teaching documents, i.e. lesson plans, individual work plans, schemes and records of work.
- 8.2.17 Ensuring that the correct curriculum and syllabi are followed.
- 8.2.18 Periodically carrying out evaluations of schools and education programmes.
- 8.2.19 Monitoring and reviewing the performance of Education Boards.
- 8.2.20 Attending to disciplinary cases with other stakeholders.

8.3 Powers of Education Standards Officers

In order to discharge their duties, Education Standards Officers have the following powers, according to the 2011 Education Act:

- 8.3.1 Inspect any educational institution, operation or activity undertaken or carried out on any land, building or premises in connection with matters provided for in this Act.
- 8.3.2 Inspect and take copies of records or documents of any educational institution kept or used in contravention of the provisions of this Act.
- 8.3.3 Order the application of measures that are prescribed for purposes of this Act within a specified period.
- 8.3.4 Recommend to the Minister the closure or seizure of an educational institution.
- 8.3.5 Order the cessation of any activity or operation carried out in contravention of this Act or any term or condition of registration.
- 8.3.6 Order the adoption of any measures prescribed for the purpose of protecting the health and welfare of learners at educational institutions.

Chapter Nine: Types, Status and Staffing Levels of Schools

In Zambia there are five main types of schools. These are known as public, aided, trust, private and community schools.

Item	Definition/Status
Type of school by agency and proprietor	Agencies and proprietors are bodies that own and/or manage schools.
Public schools	These are institutions administered and maintained using public funds, owned and managed by the Government on behalf of the Zambian people.
Aided schools	These are learning institutions owned and managed by any person, organisation, institution or community, with assistance from MESVTEE.
Private schools	These are institutions which are not public, community or aided.
Trust schools	Trust schools are private education institutions that are run on a non-profit making basis. They differ from private schools in that they are primarily meant to help the community rather than make profit. They are built and managed by a corporate body run on a non-profit making basis.
Community schools	Institutions established by any person, organisation, institution or community to meet community needs and supported by MESVTEE.
Levels of schools	
Early Childhood Education (ECE) Centres	Pre-schools enrol children aged between 3-6 years. These are preparatory stages for knowledge acquisition and entry into Grade 1.
Primary schools	Primary schools provide education for learners from Grades 1 to 7.
Secondary schools	Secondary schools provide education for learners from Grades 8 to 12. Some of these secondary schools also offer 'A' level education.
Schools for Continuing Education	These schools offer a variety of skills and vocational courses to out of school children, youth and adults, in addition to running open and distance learning classes from Grades 8 to 12.
Combined schools	These schools provide education for learners from ECE through primary to secondary.
Status (grades) of schools	The grades of schools are determined by the number of classes offered.
Primary schools	<ol style="list-style-type: none"> 1. Grade One: 36-49 classes. 2. Grade Two: 28-35 classes. 3. Grade Three: 1-27 classes.
Secondary schools	Secondary schools are determined by the following indicators: <ol style="list-style-type: none"> 1. Grade 1: 24-30 classes. 2. Grade 2: 1-23 classes.

Item	Definition/Status
School for Continuing Education	Schools for Continuing Education are schools that run open classes from Grades 8 to 12, and skills classes. The following indicators determine their grading: <ol style="list-style-type: none"> 1. A Grade 1 School for Continuing Education has at least 24 classes; 2. A Grade 2 School for Continuing Education has 12 to 23 classes; 3. A Grade 3 School for Continuing Education has 1 to 11 classes.
Combined schools	<ol style="list-style-type: none"> 1. Grade 1: 24-30 classes; 2. Grade 2: 1-23 classes.
Staffing levels	Staffing levels in schools will be determined as follows:
ECE Centres	Refer to chapter on ECE
Primary schools	<ol style="list-style-type: none"> 1. Teachers teach all subjects at primary level. 2. Primary school (Grades 1-7): one teacher per class.
Secondary schools	<ol style="list-style-type: none"> 1. Secondary school teachers should teach subjects in which they are specialised. 2. The minimum number of periods per teacher per week in secondary schools should be 28, while for Heads of Department (HoDs) it is 24 periods. 3. Secondary school (Grades 8-12): one and half teachers per class plus two.
Schools for Continuing Education	Number of classes times one and half teachers plus two extra teachers. (This excludes the Head Teacher and Deputy Head Teacher)
Combined schools	<ol style="list-style-type: none"> 1. 1 teacher per class assisted by one assistant teacher at ECE level. 2. Teachers teach all subjects at primary level. 3. Primary school (Grades 1-7): one teacher per class. 4. Secondary school teachers should teach subjects in which they are specialised. 5. The minimum number of periods per teacher per week in secondary schools should be 28, while for HODs it is 24 periods. 6. Secondary school (Grades 8-12): one and half teachers per class plus two.
Senior Teachers	The following staffing levels should be observed in the following primary schools: <ol style="list-style-type: none"> 1. Grade One: 4 Senior Teachers 2. Grade Two: 3 Senior Teachers 3. Grade Three: 2 Senior Teachers
Heads of Department (secondary schools)	Each secondary school is supposed to have seven heads of department, corresponding to the seven subject areas offered in the school.
Guidance and counselling	Minimum two teachers (one male, one female) per school.

Item	Definition/Status
Special Education Units/Centres	One teacher per 5 learners
Support and Ancillary Staff	
Grade One Primary School and Special Grade One Primary School	<ul style="list-style-type: none"> ▪ 1 Caretaker ▪ 1 Typist ▪ 1 Accounts Assistant ▪ 2 General Workers ▪ 2 Watchmen ▪ 2 Sanitary Orderlies ▪ 1 Office Orderly ▪ 1 Driver ▪ 1 Assistant Library Officer ▪ 1 Cook (for special school) ▪ 1 House Keeper (for special school) ▪ 1 House Parent (for special school)
Grade Two Primary School and Special Grade Two Primary School	<ul style="list-style-type: none"> ▪ 2 General Workers ▪ 1 Typist ▪ 1 Accounts Assistant ▪ 1 Caretaker ▪ 1 Driver ▪ 2 Watchmen ▪ 2 Sanitary Orderlies ▪ 1 Office Orderly ▪ 1 House parent (for special school only)
Grade Three Primary School and Special Grade Three Primary School	<ul style="list-style-type: none"> ▪ 2 General Workers ▪ 1 Typist ▪ 1 Caretaker ▪ 1 Driver ▪ 2 Watchmen ▪ 2 Sanitary Orderlies ▪ 1 Office Orderly ▪ 1 House Parent (for special school only)
Secondary school (day)	<ul style="list-style-type: none"> ▪ 1 Caretaker ▪ 1 Typist ▪ 2 Accounts Assistants ▪ 1 Laboratory Assistant ▪ 2 Drivers ▪ 2 Watchmen

Item	Definition/Status
	<ul style="list-style-type: none"> ▪ 2 Sanitary Orderlies ▪ 1 Office Orderly ▪ 1 Assistant Library Officer
Secondary School (boarding)	<ul style="list-style-type: none"> ▪ 1 Caretaker ▪ 1 Typist ▪ 2 Accounts Assistants ▪ 1 Laboratory Assistant ▪ 2 Drivers ▪ 2 Watchmen ▪ 2 Sanitary Orderlies ▪ 1 Office Orderly ▪ 1 Assistant Library Officer ▪ 5 Cooks ▪ 2 House Keepers ▪ 1 Catering Officer
School for Continuing Education	<ul style="list-style-type: none"> ▪ 1 Caretaker ▪ 1 Typist ▪ 1 Accounts Assistant ▪ 2 Watchmen ▪ 1 General Worker ▪ 1 Driver ▪ 2 Sanitary Orderlies ▪ 1 Office Orderly

Chapter Ten: Opening, Upgrading, Handing Over, Taking Over and Twinning of Schools

The following are the procedures to follow when starting a new school, upgrading a school, handing over or taking over of a school and twinning schools.

Item	Requirements
Starting and opening of new schools	<p>District Education Boards and other proprietors who may want to build or start new schools should ensure that the following requirements are satisfied:</p> <ol style="list-style-type: none"> 1. The need to start a new school must be determined by school mapping documents available at the DEBS' office. 2. The schools should be situated away from busy places, such as shopping centres, markets and bars. Ideally, all schools should seek advice from the District Education Standards Office when siting schools before construction or modification of existing structures. 3. Proprietors should satisfy legal requirements, such as ownership and title deeds for the land for a minimum of five years for secondary schools and a minimum of seven years for primary schools, for lease of premises. 4. The proposed institution/site should be inspected by the Standards and Building Officers where such an institution is to be set up. 5. Registration/gazetting formalities should be done through the Standards and Evaluation Section in collaboration with the Planning and Information Directorate. 6. Registration and renewal of registration of private educational institutions must be done through the Standards and Evaluation Section or any relevant statutory body. 7. A valid registration certificate issued by the Minister of Education must be collected. <p><i>Note:</i> Additional information for the registration of private schools is available in the MESVTEE Guidelines for the establishment of educational learning institutions. These can be obtained from the DEBS, PEO or MESVTEE HQ.</p>
Site and buildings	<p>The following should be taken into account:</p> <ol style="list-style-type: none"> 1. May be situated within 5 kilometres radius of other schools, depending on the target population density. 2. Consider the safety of the children when building schools. 3. Buildings should be appropriate for teaching and learning purposes. 4. In addition to classrooms there should be offices, staff rooms, store rooms, strong rooms, hostels (where applicable), dining rooms (where applicable), library and staff houses. 5. All buildings should be user friendly and accessible to all learners. Children with special educational needs should also be considered.

Item	Requirements
	6. School grounds must be free from obstacles, such as pools of water or any dangerous items.
Specialised rooms	<p>There must be the following specialized rooms, depending on subject areas of specialisation offered by the school:</p> <ul style="list-style-type: none"> ▪ science laboratories ▪ computer laboratories ▪ home economics ▪ art and design ▪ design and technology ▪ music ▪ rooms for other practical subject areas.
Sporting facilities	<p>Play grounds for various sporting activities and sufficient supplies of sporting equipment should be available.</p> <p>Each game/sport should have its own area with recommended dimensions, e.g.:</p> <ol style="list-style-type: none"> a) The football field dimensions should be 100m x 60m. b) The netball field should be 30m x 15m. c) The basketball field should be 26m x 14m. d) The running track should be 400m in length. <p>Schools should have appropriate facilities and equipment for as many sporting activities as possible for all learners.</p>
Sanitary facilities	There should be adequate safe and clean water, toilets (1 toilet per 20 girls and 1 toilet per 25 boys); shower rooms; an incinerator and other refuse disposal facilities, such as rubbish pits and dustbins. For more details on specifications, refer to the chapters on school grounds and buildings and on school health and nutrition.
Curriculum	For details refer to the chapter on curriculum.
Teaching and learning resources	Schools must have course books for teachers and learners, including reference books and supplementary readers, chalk, pens, paper and other teaching and learning resources.
Staffing	Schools must have sufficiently trained teachers and ancillary staff.
Requirements for registering a school	<p>The following requirements should be satisfied:</p> <ol style="list-style-type: none"> 1. Capital or sound financial standing of the proprietor. 2. Qualified teaching staff. 3. School operational plan. 4. Appropriate school infrastructure (refer to the chapter on school grounds and buildings). 5. Approved curriculum (refer to the chapter on curriculum). 6. Inspection report by the Standards and Evaluation Section. 7. In case of renewing a licence, minutes of the latest Education Board/Advisory Committee meetings and an inspection report

Item	Requirements
	should be available (for more details refer to the 2011 Education Act).
Upgrading of schools	<p>This is a change in the size of the school, e.g. from a Grade Two to a Grade One school, or from a primary to a secondary school.</p> <p>Before embarking on an upgrading programme, an education institution should seek permission from the Permanent Secretary. This change will mean that a school that used to be called Grade Two will now be called Grade One, or a school that was a primary school will be called a secondary school.</p> <p>This change involves an increase in the number of streams and the number of classes.</p> <p>For a school to be upgraded, it should satisfy the proportionate increases in the learner population and facilities required. The following are the main areas:</p> <ul style="list-style-type: none"> ▪ school buildings; ▪ specialised rooms, e.g. science laboratories; ▪ sporting facilities; ▪ sanitary facilities; ▪ learning and teaching resources; ▪ teaching, support and ancillary staff. <p>For a public school to be upgraded, the relevant Directorate should ensure that structures are developed and Treasury authority is sought. The salary scales of the Head Teacher and Deputy Head Teacher should also move upward.</p>
Handing over or taking over of a school from one agency to another	<p>The procedure in the handing over or taking over of a school is as follows:</p> <ol style="list-style-type: none"> 1. General inspection report of the school by the Standards and Evaluation staff is a pre-requisite. 2. Agreement between the current proprietor and the prospective proprietor regarding such issues as recruitment of staff, payment of salaries and administration. 3. There may be a ceremony for the hand over/take over and signing of relevant documents. 4. The receiving agency should establish ownership of land before receiving a school. 5. The school should have been running for at least five years.
Handing over a school from one Head Teacher to another	The PEO should ensure that the handing over is done in the manner specified in the form in the Appendices. This is mandatory.
Handing over or taking over a department or a section	The head of a learning institution will supervise the handing over or taking over of a department, while the head of department will supervise the handing over/taking over of a section.

Item	Requirements
Signing of documents	When taking over/handing over, the relevant hand over/taking over document must be used.
Twinning of schools	<p>The concept of twinning of schools emanates from the policy of partnership in education.</p> <p>Twinning is a process whereby two schools in different locations agree to work together or cooperate in areas of common interest.</p> <p>Twinning may take place between schools in the same town or district, province or different countries.</p>
Procedure	<ol style="list-style-type: none"> 1. There must be mutual interest and a desire by the institutions concerned to work together. 2. Common areas of interest in the curriculum and in relation to the level of education offered should be identified.
Operation	<p>Twinning involves the following activities:</p> <ol style="list-style-type: none"> 1. Projects for joint undertaking. 2. Cultural activities. 3. Academic pursuits. 4. Sports.
Process	<ol style="list-style-type: none"> 1. Authorities of the twinning institutions should inform the relevant departments of MESVTEE about the plans to twin. 2. A form or document indicating that twinning has taken place should be sent to the Permanent Secretary of the Ministry.

Chapter Eleven: The School Library

It is important for Education Boards to ensure that schools have libraries. The purpose of a library is to support the educational activities of the school. This purpose is achieved in two ways:

1. By providing learners with the means to find whatever information they need.
2. By encouraging learners to develop the habit of reading books for information and for pleasure.

In order for the school library to serve its purpose, it must be recognised as an essential part of the institution's facilities. The teaching programme of the school needs to be planned in such a way that teachers can rely on it to support learning.

The following are some of the accepted norms for running a library:

Item	Requirements
School Librarian	<ol style="list-style-type: none"> 1. It is recommended that, as far as possible, the Board should employ a qualified librarian to set up and manage the school library. 2. If a Board cannot afford to employ a qualified librarian, a teacher with knowledge of library administration, preferably a teacher of languages, can be in charge of the school library. 3. In-service training for the teacher for the arrangement in 2 above would be necessary.
Library Committee	<p>It is recommended that each learning institution constitutes a library committee with the following composition:</p> <ol style="list-style-type: none"> 1. School for Continuing Education library: Deputy Head Teacher (Chairperson), two senior academic and skills teachers, Librarian (Secretary), two learners (one male, one female), one Board member. 2. Secondary school library: Deputy Head Teacher (Chairperson), Librarian (Secretary), Heads of Department, two learner representatives (one male, one female – where the school is single sex, the two learners should be one from the junior and the other from the senior section), one Board member. 3. Primary school library: Deputy Head Teacher (Chairperson), teacher in charge of library (Secretary), two senior teachers, two learner representatives (one male, one female – where the school is single sex, the two learners should be one from the lower and the other from the upper section), one PTA member.
Accommodation and space	<ol style="list-style-type: none"> 1. For the school library to be effective, it must have its own space in the institution. 2. The library must have a room specifically allocated for electronic books. 3. The library should be situated where everyone can visit it easily and conveniently.

Item	Requirements
	<ol style="list-style-type: none"> 4. The library must be well lit, well ventilated and secure, with burglar bars on windows and grill gates on outer doors. 5. Control of pest, such as white ants, bats and rodents is important. 6. The librarian should ensure that books are not left on the floor. 7. Storage rooms, shelves and reading space must be clean and tidy. 8. The school library must have no leakage, moisture, damp places or dust. 9. The library must have toilets for library staff. 10. There should be a room for book repair. 11. The library must be of standard Ministry plan. 12. No food or drinks should be brought into the library.
Storage of materials	<ol style="list-style-type: none"> 1. Books must be placed on shelves which are easily accessible to the learners. The average height of shelving should be: <ol style="list-style-type: none"> a) 1,200mm high for younger learners; b) 1,950mm high for older learners; c) 900mm is the suitable compartment length of the shelf. 2. Where there are no shelves, metal trunks can be used. 3. Lay-out of the library: place the shelves with their backs against the walls. If this is not possible, e.g. in a room with many windows, one alternative is to place the shelves at right angles to the walls or to form islands of shelving in the middle of the room. 4. Electronic storage: <ol style="list-style-type: none"> a) Electronic catalogues on library books should be created and maintained. b) There should be provision to store rare books electronically. 5. Storing of periodicals: these can be kept on sloping shelves. There are also special periodical display racks that can be used. 6. Any table can also be used.
Stock of school library	<ol style="list-style-type: none"> 1. Most of the library stock will consist of books. However, electronic books are also important to stock. 2. Books must be selected for their quality and usefulness to the school. They must cater for the various reading levels and include leisure reading. Others will include audio-visual equipment, periodicals, charts and maps. 3. There should be at least five copies of any given title of a book in a library. 4. Size of the stock: it is recommended that the Board aims at five books per learner and to these will be added audio-visual materials and electronic books.

Item	Requirements
	<ol style="list-style-type: none"> 5. Obscene material or books that tend to subvert public morality should not be included in a school library. 6. The Board should aim at having enough books such that: <ol style="list-style-type: none"> a) Every learner in the school can have a book out on loan. b) Some additional books to be available on the shelves so that individuals can refer to them or borrow them. 7. Some books should be kept on the shelves for class or group work in the library. 8. Each title should have at least one book to be left on the shelf at any given time. 9. As an absolute minimum, the library should have a stock to start with of not less than two books per learner. 10. Where essential books are few in number, borrowing may be restricted to teachers for a short period, e.g. two days.
Source of library materials	<ol style="list-style-type: none"> 1. Books bought by the Board. 2. Donations based on relevant books. 3. Inter-library book exchange services. 4. Electronically stored materials. 5. Materials such as pamphlets, magazines, etc. produced by the teaching staff and learners.
Budgeting for stock	It is important for the Board to have an annual budget for the school library so that spending on school library materials can be planned for and not left to chance.
Equitable ordering of stock	The Board should aim at balancing the stock so that some subjects are not favoured at the expense of others.
Stock editing	<ol style="list-style-type: none"> 1. New stock should be recorded both manually and electronically. 2. Existing stock should be regularly examined to remove items that are no longer worth keeping. 3. Books that are no longer useful should be removed and given as gifts to other needy schools or as prizes to deserving learners. 4. Learners and teachers who lose books should replace them. 5. Some old books can be auctioned or sold to companies who recycle paper. 6. Stock taking should be conducted at least twice a year.
Links with other libraries	Boards should encourage the school management to establish links with other libraries. This should involve exchange of books between different libraries.
Departmental library	<ol style="list-style-type: none"> 1. Some books relevant to the subject areas of the department should be placed in a departmental library. 2. An inventory of all books received and issued out should be kept by the Head of Department or Section.

Item	Requirements
	3. In primary and secondary schools and in Schools for Continuing Education certain books relevant to grade levels could be kept by the grade teachers.
Class library	<ol style="list-style-type: none"> 1. In primary schools, class libraries should be encouraged. 2. Some books relevant to literacy and numeracy should be placed in a class library positioned in a corner of the classroom, furnished with suitable shelves and storage cabinets.
Rebinding	<ol style="list-style-type: none"> 1. Books in poor condition should be rebound. 2. Learners can take part in book binding with the help of teachers.
Classification and cataloguing	<ol style="list-style-type: none"> 1. This is essential because items in the library will be easily found. 2. All stock should be classified using the Dewey decimal classification. 3. Books should be catalogued using the Anglo-American Cataloguing rules.
Use of the library	<ol style="list-style-type: none"> 1. There should be a library time table available. 2. A record of books borrowed or lent out should be maintained. 3. Learners and teachers should be encouraged to borrow books. 4. Head Teachers should not be afraid of issuing out new books for fear that they will be lost or stolen.
Assistance in library services.	Assistance and advice may be obtained from the Zambia Library Service or any qualified librarian.

Chapter Twelve: Teachers' Resource Centres

With the introduction of a decentralised education system in which Education Boards have been introduced, it is important for the school management to use school-based resource centres. These will enlighten teachers and instructors (in Schools for Continuing Education) on new pedagogical issues and policies being implemented. School-based resource centres should also be used by teachers to provide teaching and learning materials.

Apart from school-based resource centres, there are also zonal, district and provincial resource centres. All these resource centres serve the purpose of providing teachers with extra facilities to use in their work.

Item	Requirements
Types of resource centres	<p>There are four types of resource centres which can be used for in-service activities. These are:</p> <ol style="list-style-type: none"> 1. Provincial resource centres. 2. District resource centres. 3. Zonal resource centres. 4. School resource centres.
Resource centre facilities	<p>The sizes of resource centres may differ at various levels. The following are the requirements of an ideal resource centre:</p> <ol style="list-style-type: none"> 1. Should be large enough up to the size of a classroom. 2. Should be strategically located in a zone, district or province, where teachers can easily have access to it. 3. Should have the following facilities: <ol style="list-style-type: none"> a) Administrative office facilities; b) Kitchen and catering facilities; c) Adequate security to ensure that it is not easily broken into; d) Conference or meeting facilities, including furniture; e) Change rooms; f) Store rooms; g) Reading space; h) Toilets.
Staffing	<ol style="list-style-type: none"> 1. There must be two resource centre coordinators at the provincial resource centre (one in charge of primary and the other in charge of secondary). The district, zonal and school resource centres must have one coordinator each. 2. The resource centre coordinators at province and district levels should possess a minimum of a degree in education and must be up to date with relevant pedagogical techniques in their areas of responsibilities. 3. There must be relevant supporting staff. They should include the following:

Item	Requirements
	<ul style="list-style-type: none"> a) Watchman b) Driver c) Typist d) Office Orderly.
Functions of the Resource Centre Coordinator	<p>The Resource Centre Coordinator's functions include:</p> <ul style="list-style-type: none"> 1. Managing of the resource centre; 2. Conducting INSET programmes and activities at their level; 3. Resource mobilisation; 4. Coordinating and advising teachers on development of relevant teaching and learning resources; 5. Loaning books and materials to teachers.
Administrative records	<p>The following records should be kept in a resource centre:</p> <ul style="list-style-type: none"> 1. Staff returns; 2. Activities carried out at the resource centre; 3. Materials of various types, e.g. felt pens, various cutting tools, glue, paint; 4. Library catalogue; 5. Library circulation (i.e. books that go in and out of circulation). 6. Inventory of all assets; 7. Financial transactions; 8. Accountable documents; 9. All correspondence; 10. Visitors and log books.
Stationery and equipment	<ul style="list-style-type: none"> 1. Resource centres should be well equipped with the following: <ul style="list-style-type: none"> a) Typewriters; b) Computers and printers; c) Internet connectivity; d) Duplicating machines; e) Photocopiers; f) Binding and stitching equipment; g) Film strips, overhead and LCD projectors; h) Cameras/video equipment; i) Television and radio sets; j) Vehicle(s) where possible; k) Flip chart stand; l) Chalkboards and chalk or white boards; m) Guillotine;

Item	Requirements
	<ul style="list-style-type: none"> n) Laminator; o) Stationery; p) Lockable notice board. 2. Equipment must be serviced regularly.
Use of resource centre by teachers	<ul style="list-style-type: none"> 1. Teachers should use resource centres during week days and weekends, if necessary. 2. There must be displayed a routine schedule for the use of the resource centre. 3. Information on available services at the resource centre should be displayed on the notice board. 4. Resource centres must cater for all subject areas and grades.

Chapter Thirteen: Human Resource Management and Development

In keeping with the democratic and liberal dispensation that Zambia embraced in 1991, MESVTEE has adopted decentralisation of the education system as an important ingredient in the reform. Decentralising the education system entails entrusting schools and centres/units with management responsibility to plan and implement programmes and projects within guidelines set by the Ministry.

It is the duty of school management to ensure that a programme to develop their human resources (i.e. men and women equally) is included in their strategic plan and specified in the training plan. Human resource development can be done at school (school-based continuing professional development) and other levels such as zone, district, provincial and national.

While it is true that the Board has been given responsibility to oversee the school, the actual day to day administration of institutions is managed by the administrators at school or district levels. These are the Head Teacher or the DEBS. Therefore, the Board should ensure that the school management fulfils the following requirements.

Item	Requirements
Qualifications and experience of staff	
Grades 1-7 teachers	<ol style="list-style-type: none"> 1. Must possess a teacher's certificate in the Zambia Primary Course (ZPC), Zambia Basic Education Course (ZBEC), and Zambia Teacher Education Course (ZATEC), a diploma or degree in primary education. 2. A senior teacher in a primary school should have a certificate in the ZPC, or ZBEC, or ZATEC, or a primary diploma or its equivalent and at least 5 years teaching experience at primary level. 3. A Deputy Head Teacher for a primary school should have a diploma or degree in primary education with at least 3 years' experience as a senior teacher. 4. A Head Teacher for a primary school should have a Diploma in Education, or a B.A. Ed., or B.Ed. or B.Sc.Ed., with at least 3 years' experience as Deputy Head Teacher.
Grades 8-9 teachers	A teacher must possess a minimum of a Diploma in Education.
Grades 10-12 teachers	<ol style="list-style-type: none"> 1. A teacher must possess a minimum of a Bachelor's degree in Education, with a relevant teaching subject. 2. Head of Department: A minimum of Bachelor's degree in Education, with a relevant teaching subject plus 5 years teaching experience. 3. A Deputy Head Teacher for a secondary school should have a minimum of Bachelor's degree in Education, with a relevant teaching subject and at least 3 years' experience as head of department. 4. Head Teacher for a secondary school: a minimum of Bachelor's degree in Education, with a teaching subject and at least 3 years' experience as Deputy Head Teacher.

Item	Requirements
	<p>5. Head Teacher for a Technical Secondary School: a minimum of Bachelor's degree in Education, with a teaching subject in Mathematics, Natural Science or Design and Technology (or any component of Design and Technology) with at least 3 years' experience as Deputy Head Teacher.</p> <p>6. Head Teacher for a School for Continuing Education: A minimum of Bachelor's degree in Education, with a teaching subject and specialization in any of the vocational subjects with at least 3 years' experience as Deputy Head Teacher.</p>
Communication	
Internal communication	<ol style="list-style-type: none"> 1. The Head Teacher must communicate with his/her staff through consultations, meetings, briefings, informal discussions, written reports, memoranda and any other established channels. 2. The Head Teacher must communicate information about the management of the school to the Board and in turn Board decisions to the teachers.
Communication with community	The Head Teacher should communicate information about school matters through the PTA, newsletters, direct correspondence, reports, through learners and any other established channels.
Communication with other institutions	<p>The Board Secretary must communicate with Directorates, Sections, Departments and Units of MESVTEE such as:</p> <ol style="list-style-type: none"> 1. The Standards and Curriculum Directorate on matters of standards and quality control, curriculum issues and teaching and learning materials. 2. The Teacher Education Directorate on teacher training matters. 3. The Examinations Council of Zambia on public examinations. 4. The Human Resource and Administration Directorate for staff recruitment, management, and training. 5. The Teaching Service Commission on appointments, confirmation, promotion and upgrading, reassessment, discipline, resignation, deaths, retirement and any other form of separation. 6. The Unions and Associations of Teachers on matters related to teachers' conditions of service. 7. Key individual officers including the PEO and DEBS on school management matters.
Communication channels	<p>The appropriate communication channels are as follows:</p> <ol style="list-style-type: none"> 1. National level: office of the Permanent Secretary. 2. Provincial level: office of the PEO. 3. District level: office of the DEBS. 4. School level: office of the Head Teacher. <p>Boards are only expected to communicate directly with MESVTEE HQ on policy matters, central funding, and changes in the establishment of Boards and during emergencies.</p>

Item	Requirements
Conditions of service, rules and regulations	
Establishment and staff records	<ol style="list-style-type: none"> 1. The Head Teacher must keep an establishment register for all workers in the school. 2. The number of teaching staff must correspond to the size or grade of a school as per establishment.
Rules and regulations	<ol style="list-style-type: none"> 1. The school or Education Board should give all newly appointed staff, conditions of service and sets of rules and regulations that they are expected to follow in the execution of their duties, e.g. terms and conditions of service for public service workers, code of ethics for the public service, Education Act. 2. The rules and regulations should specify what teachers and other staff are expected to do and not to do. 3. Education institutions must stock necessary documents for the use of teachers and other members of staff, such as forms for leave, loans, funeral and other grants, remuneration for part-time or overtime and permission to visit institutions or places, as may be necessary. 4. Appropriate employment conditions should be clearly communicated to expatriate and non-expatriate staff and trained and untrained staff.
Staff accommodation	<ol style="list-style-type: none"> 1. Accommodation for teachers should be arranged between the employers (the management at the school) and the teachers where applicable. 2. In the case of newly transferred teachers, this should be done well in advance, before the opening of schools, to give them time to settle down. 3. The employer takes the responsibility of facilitating the provision of housing allowance, where accommodation is not available
Reporting channels	<ol style="list-style-type: none"> 1. Teachers should report to heads of department (secondary schools) and to senior teachers (primary schools). 2. Heads of department and senior teachers should report to the Deputy Head. 3. Deputy Head should report to the Head Teacher 4. Head Teacher should report to the DEBS. 5. Committees of different sections of school programmes should report to the Deputy Head, Head, Education Board Secretary and PTA/AC/PCSC, depending on the functions of the committee. 6. The Head should be flexible to constitute any ad hoc committee whenever necessary to do so. 7. The Head/Deputy should use the main structures of the school organisation, such as the master time table, organisational chart and learners to run the school.

Item	Requirements
Planning activities and records	<ol style="list-style-type: none"> 1. All teaching staff should use planning documents in their work, such as schemes of work, records of work (secondary schools) or weekly forecasts (primary schools) and lesson plans. 2. For effective planning, the school should have a strategic plan, an annual work plan and budget, with a clear schedule of activities. All plans should take into account the cost as well as sources of funding. These should be communicated to all stakeholders. 3. Key activities should include: <ol style="list-style-type: none"> a) Heads of department and staff meetings; b) Sports days; c) School exhibitions; d) Tests and examinations; e) PTA/AC/PCSC meetings; f) Board meetings; g) Head Teachers' management meetings with deputy heads, heads of department and senior teachers; h) General meetings with all teaching staff and management; i) Open days; j) Study clubs; k) Remedial teaching; l) Subject association/continuing professional development (CPD) activities; m) Internal monitoring/supervision. 4. Reports on various meetings should be filed and availed to the Board and Education Standards Officers.
Deployment of staff: initial posting of graduating teachers	<ol style="list-style-type: none"> 1. The Head Teachers of primary and secondary schools should notify DEBS regarding their staff requirements when there is need. 2. DEBS should notify the PEO on the district's teacher needs, as necessary. 3. PEOs should notify the Ministry HQ on their teacher needs, as necessary. 4. Allocation of new teachers will include: <ol style="list-style-type: none"> a) Their inclusion on the pay roll. However, this will only be done by Cabinet Office through the MESVTEE Permanent Secretary's Office. b) Sending allocations of those that need to be recruited to the District Boards.
Filling vacant posts	<p>For vacancies that occur in District and Secondary School Education Boards concerning workers directly employed by the Board (both teaching and non-teaching staff), the following will apply:</p> <ol style="list-style-type: none"> 1. Boards will advertise. 2. Boards will employ. 3. Boards will notify relevant officers in the Ministry.

Item	Requirements
Performance appraisal of staff	<ol style="list-style-type: none"> 1. The following appraisal documents should be made available to immediate supervising officers by the staff concerned: <ol style="list-style-type: none"> a) Annual Performance Appraisal form; b) Professional performance report (annually); c) Teacher lesson inspection report (termly); d) Department, subject, teacher inspection report form (termly); e) General school inspection report form (annually). 2. The appraisal should be conducted by the immediate supervising officer. 3. The appraisal should be in any or all of the following areas: <ol style="list-style-type: none"> a) Knowledge of one's work; b) Preparation of work; c) Planning one's work; d) Class organisation and management; e) Presentation, supervision and marking of learners' work; f) Creativity and resourcefulness; g) Management qualities (for heads of institutions, DEBS and PEOs); h) Leadership qualities.
Retirement age	Retirement shall be as prescribed in the Zambian Constitution.
Employment after retirement or resignation	<ol style="list-style-type: none"> 1. A person may apply for re-appointment after receiving his/her benefits upon retirement or resignation. 2. Employment may be on either short-term or long-term contract. 3. A person may renew a contract as long as his/her services are still needed.
Local and vacation leave	Teachers and non-teaching staff must fill in necessary forms and complete all other formalities before proceeding on leave.
Days off	<ol style="list-style-type: none"> 1. The Head Teacher should record in the teachers' register when a teacher takes days off. A substitute teacher must be arranged. 2. There should be selective attendance to public and private functions, ceremonies and other gatherings so as not to paralyse school activities.
In-service training: identification of in-service training needs	<p>Head Teachers or Education Standards Officers should observe and identify teachers who need in-service training. The following criteria should be used:</p> <ol style="list-style-type: none"> 1. Poor performance of learners in tests and examinations. 2. Need for a teacher to handle a higher grade in the same subject area. 3. Untrained teachers in a school. 4. Updating in modern trends in education. 5. After teaching for at least 5 years in the same school or subject area.

Item	Requirements
	<ol style="list-style-type: none"> 6. After teaching for 2 years before attending another in-service training. 7. On being promoted to an administrative position, e.g. Head or Deputy Head Teacher. 8. Whenever there is a major change in policy, organisation or practice in the education system.
Institutions of in-service training	<p>Key national in-service training institutions include:</p> <ol style="list-style-type: none"> 1. Chalimbana University, Chongwe. 2. Technical and Vocational Training College, Luanshya. 3. Mukuba University (formerly COSETCO), Kitwe. 4. Kwame Nkrumah University, Kabwe. 5. Zambia Institute for Special Education, Lusaka. 6. University of Zambia, Lusaka. 7. Natural Resources Development College, Lusaka. 8. National Institute of Public Administration, Lusaka. 9. Evelyn Hone College of Applied Arts and Commerce, Lusaka. 10. Copperbelt University, Kitwe. 11. Private colleges and universities accredited to MESVTEE.
Types of in-service training	<ol style="list-style-type: none"> 1. Short school-based in-service training programmes. 2. Out-of-school workshop in-service training at a resource centre or teacher training college. 3. College-based in-service training. 4. University-based in-service training.

Chapter Fourteen: School Curriculum

Since independence in 1964, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) has undertaken three major education policy reforms in its quest to improve the quality of education provided to learners at different levels. The Education Act of 1966 was meant to overhaul the whole system in order to meet the aspirations of an independent African country. The Act paved way to some reforms in Primary and Secondary education which were aimed at standardising and diversifying the curriculum, besides relating the content to the needs of the learners.

The *Educational Reforms* of 1977 brought further changes in the education system. The Primary School and part of the Junior Secondary School Education (Forms 1 and 2) became Basic School Education while the Senior Secondary Education and part of the Junior Secondary School Education (Form 3) became High School Education. Basic School Education was to be completed in nine years – Grades 1 to 9; whereas High School Education became a three-year course - Grades 10 to 12. The curriculum for the Basic School Education underpinned the importance of teaching survival and communication skills. Practical subjects, such as Industrial Arts and Home Economics and Hospitality were revamped and communicative methodology became the main feature in the teaching and learning process. These reforms were implemented in the mid-1980s.

It is in the context of the foregoing that the 1996 national policy on education, *Educating Our Future*, called for a curriculum that is diversified, practical, integrated and in which life skills and the entrepreneurship culture are given as much prominence as the academic subjects. The undue emphasis placed on summative evaluation over the years is now being challenged by competency-based assessment procedures.

In the year 2000, the Curriculum Development Centre embarked on the school curriculum review starting with the Lower and Middle Basic Education (Grades 1-7). The purpose of the review was to link the school curriculum to teacher education. Specifically, the review was meant to re-define the desired learner, the teacher-educator/instructor and the teaching/learning outcomes so as to make education relevant and responsive to the individual and to society. While the primary school curriculum was reviewed in 2000, the secondary school curriculum was last comprehensively reviewed in the early 1970s. The secondary school curriculum consists of a small number of core subjects and a wide range of optional subjects. However, evidence from the Junior Secondary School and School Certificate Examinations results show that almost all learners take academic subjects, with less than 15% taking practical subjects of any kind.

With regard to performance, there has been some improvement in the achievement levels but Practical Subjects, Mathematics and Sciences continue to record unsatisfactory results. On average, less than two-thirds of the candidates who sit for either the Junior Secondary School Leaving Examinations or the School Certificate Examinations pass Mathematics each year. Cumulatively, one-third of boys, and two-thirds of girls, have registered complete fail in Mathematics since 2005, while only half of the boys and one-fifth of the girls have managed to obtain a pass or better. In the Sciences, the scenario is slightly better but not satisfactory. A massive proportion of candidates obtain a fail or only mediocre passes each year, with girls always lagging far behind boys. With regard to Language and Communication, much as the learners are taught Languages at various levels, a number of them are unable to communicate

effectively. This is indicative of the absence of the communication skills component in the teaching of the Languages.

The curriculum review process culminated in the *2013 Curriculum Framework*. In addressing the above gaps, the revised curriculum focuses on the following areas:

1. Incorporate current areas of social, economic and technological developments in the curriculum;
2. Open two-career pathways in the curriculum at the secondary school level: academic and vocational;
3. Link school vocational curriculum to technical and vocational training curriculum;
4. Create meaningful curriculum linkages between the different levels of education;
5. Review the language of instruction in the early education and lower grades;
6. Review the literacy teaching approaches and methodologies;
7. Standardise the early and adult literacy education curricula;
8. Spell out clear key competences to be achieved by learners at every level of education;
9. Integrate some subjects with interrelated and similar competences and content into learning areas in a bid to avoid curriculum overload and fragmentation;
10. Review the teacher-learner contact time;
11. Review the teaching content in all the subjects and learning areas;
12. Incorporate major national concerns (Cross Cutting Issues) in the curriculum;
13. Introduce other foreign languages as subjects in the secondary school education.

14.1 Early Childhood Education

Early childhood education (ECE) refers to non-formal and formal service provision, which prepares children for entry into primary school education. It is considered a developmental support for children aged 0 to 6 years. ECE focuses on the holistic development of the child in the following developmental areas:

- a) Physical development: fine and gross motor skills development;
- b) Social, emotional, spiritual and moral development;
- c) Language development (receptive and expressive language);
- d) Aesthetic development or appreciation of beauty;
- e) Cognitive and intellectual development.

14.1.1 ECE levels

ECE caters for the following two pre-school levels:

a) Nursery

The Nursery level caters for children aged 3 to 4 years to develop socially, physically, mentally and emotionally by providing them with playmates and play resources. The focus of nursery centres is promotion of social interaction of young children from different social backgrounds through play.

b) Reception

The Reception level caters for children aged 5 to 6 years. This is a preparatory stage for entry into Grade 1. Therefore, the teaching and learning at this level is largely informal through guided and unguided play with formal teaching (pre-academic) taking about 40 percent of the programme. The academic component prepares the children for smooth transition to formal education at Grade 1.

14.1.2 Key competences for learners at pre-school level

At this level the child should demonstrate:

1. Social interaction skills
2. Elementary pre-literacy skills
3. Elementary pre-numeracy skills
4. Fine and gross motor skills.

Refer to the ECE syllabus.

14.1.3 Curriculum for pre-school education

The curriculum for these levels is dominated by play and pre-learning activities based on the following learning areas:

1. Social Studies
2. Environmental Science
3. Numeracy
4. Literacy and Language
5. Expressive Arts.

The curriculum at this level has been standardised and linked to Grade 1. Previously centres used different curricula and some learning activities did not link to Grade 1. To avoid this, a national curriculum for ECE has been developed, for use by all the providers in Zambia. In addition, learning areas linked to primary school have been created.

At this level, much time shall be devoted to social interaction, which forms the main purpose of pre-school education. Social interaction will consist of guided and unguided activities of different types which are meant to develop various skills, positive attitudes and values. The initial pre-literacy skills should be taught in a familiar Zambian language.

Time Allocations per Week at Early Childhood Education

Learning Area	Time Allocation per Week
Social Studies	2 hours
Environmental Science	2.5 hours
Literacy and Language	3.5 hours
Numeracy	3.5 hours

Expressive Arts	3.5 hours
Total: 15 hours	

14.2 Primary School Curriculum

At the Primary School level, learners will have an opportunity to discover their abilities, interests and talents. This implies that all Primary School learners shall be exposed to both career pathways; academic and technical. Primary curriculum should form the foundation for the Junior Secondary School education.

14.2.1 Key competences for learners at primary school level

At this level the learner should demonstrate:

1. Literacy Skills in English and a Zambian Language or Sign Language
2. Numeracy Skills
3. Information and Communications Technology Skills
4. Life Skills.

The levels of achievement to be attained should be such that when learners continue in school they have adequate basis for further education.

The following are the time allocations per week for Learners with Intellectual Disabilities:

Time Allocations per Week for Learners with Intellectual Disabilities

	Learning Area	Time	Periods
1	Expressive Arts	1 hour 20 minutes	3
2	Literacy and Languages	3 hours 20 minutes	5
3	Mathematics	3 hours 20 minutes	5
4	Activities for Daily Living (ADL)	3 hours 20 minutes	5
5	Technology Studies	1 hour 20 minutes	3
	Total	13 hours 20 minutes	20

The following are the learning areas for Grades 1 to 4:

1. Literacy and Languages/Sign Language/Braille.
2. Integrated Science
3. Creative and Technology Studies
4. Mathematics
5. Social Studies.

Grades 1 to 4 Time Allocations per Week

	Learning Area	Time	Periods
1	Literacy and Languages	6 hours 30 minutes	13

2	Mathematics	5 hours	10
3	Social Studies	2 hours 30 minutes	5
4	Integrated Science	2 hours 30 minutes	5
5	Creative and Technology Studies	4 hours 30 minutes	9
	Total	21 hours	42

The following are the learning areas for Grades 5 to 7:

1. English Language
2. Integrated Science
3. Mathematics
4. Social Studies
5. Technology Studies
6. Expressive Arts
7. Home Economics
8. Zambian Languages.

Refer to the primary education syllabus.

Grades 5 to 7 Time Allocations per Week

	Learning Area	Time	Periods
1	English Language	4 hours	6
2	Mathematics	4 hours 40 minutes	7
3	Social Studies	3 hours 20 minutes	5
4	Integrated Science	4 hours	6
5	Technology Studies	4 hours 40 minutes	4
6	Expressive Arts	2 hours 40 minutes	4
7	Home Economics	2 hours 40 minutes	4
8	Zambian Languages	4 hours	6
	Total	28 hours	42

14.3 Secondary School Curriculum

The *2013 Curriculum Framework* provides for two career pathways at secondary school level. These are the academic career pathway and vocational/technical career pathway.

14.3.1 Junior Secondary

The Junior Secondary School curriculum is a two-year course that covers Grades 8 and 9 of the Zambian education system. It forms the basis for the acquisition of knowledge, skills and values needed for learning in subsequent formal studies at Senior Secondary School. The

curriculum at this level also equips learners with knowledge and skills to either continue with academic education or pursue pre-vocational and life skills.

14.3.2 Key Competences for learners at junior secondary school level

The focus at this level is to produce a learner with basic competences in:

1. Communication Skills (oral and written)
2. Mathematical Skills
3. Information and Communications Technology Skills
4. Scientific Skills.
5. Pre-Vocational and Life Skills.

14.3.3 Academic career pathway

Learners pursuing the academic career pathway will study the following compulsory subjects:

1. Business Studies (Entrepreneurship integrated)
2. English Language
3. Computer Studies
4. Integrated Science
5. Social Studies
6. Mathematics
7. Religious Education
8. Zambian Languages.

And one of the following optional subjects:

9. French
10. Chinese
11. Portuguese.

Grades 8 and 9 Time Allocations per Week

Subject	Time	Periods
English Language	4 hours	6
Mathematics	4 hours	6
Zambian Languages	3 hours 20 minutes	5
Integrated Science	4 hours	6
Social Studies	4 hours	6
Business studies	3 hours 20 minutes	5
Computer Studies	2 hours 40 minutes	4
Religious Education	2 hours 40 minutes	4

Foreign Languages	2 hours 40 minutes	4
Total	30 hours	46

14.3.4 Vocational career pathway

The vocational career pathway will offer five options. Learners will choose one option according to their aspirations and ambitions. The five options are:

1. Agriculture
2. Technology
3. Performing and Creative Arts
4. Physical Education and Sports
5. Home Economics and Hospitality.

Learners who will study vocational subjects and successfully complete Junior Secondary Education will be awarded a level 3 Trade Certificate by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) and a Junior Secondary School Certificate by the Examinations Council of Zambia (ECZ).

In order to enhance the acquisition of skills by learners, a single period in the Vocational Subject will take 120 minutes while a single period for the support subject will last 40 minutes. Learners studying the vocational career pathway will be allowed to take a maximum of seven subjects, from the following:

A. Agriculture

1. Agricultural Science (Entrepreneurship integrated)
2. Computer Studies
3. English Language
4. Mathematics
5. Integrated Science
6. Social Studies
7. Business Studies

B. Technology

1. Design and Technology (Entrepreneurship integrated)
2. Computer Studies
3. English Language
4. Mathematics
5. Integrated Science
6. Social Studies
7. Business Studies

C. Performing and Creative Arts

1. Art and Design/Music Education (Entrepreneurship integrated)
2. Computer Studies

3. English Language
4. Mathematics
5. Integrated Science
6. Social Studies
7. Zambian Language

D. Physical Education and Sports

1. Physical Education (Entrepreneurship integrated)
2. Computer Studies
3. English Language
4. Mathematics
5. Integrated Science
6. Social Studies
7. Business Studies

E. Home Economics and Hospitality (Entrepreneurship integrated)

1. Home Economics
2. Computer Studies
3. English Language
4. Mathematics
5. Integrated Science
6. Social Studies
7. Business Studies.

Time allocations per Week for Vocational Career Pathway

Subject	Time	Periods
English Language	4 hours	6
Mathematics	4 hours	6
Vocational Subject	8 hours	12
Computer Studies	2 hours 40 minutes	4
Integrated Science	4 hours	6
Social Studies	4 hours	5
Zambian Languages	3 hours 20 minutes	5
Total	30 hours	45

14.3.5 Senior secondary

At senior secondary school both academic and technical/vocational will be offered. Learners pursuing the academic career pathway will study the following subjects: Social Sciences,

Natural Sciences and Business, while those pursuing the vocational/technical pathway will study Performing and Creative Arts, Technology, Agriculture, Physical Education and Sport.

14.3.6 Key competences for learners at senior secondary school level

The content, structure and process of teaching at Senior Secondary school level and the range of co-curricular activities should all be directed towards developing a learner who is accountable, well-educated and capable of:

1. Communicating effectively in both speech and writing;
2. Understanding, interpreting and applying mathematical, scientific and technological concepts;
3. Applying the knowledge, skills, positive attitudes and value systems of vocational and life skills in real life.

Time Allocation for Academic Career Pathway

Time Allocations per Week for Social Sciences Oriented Curriculum

	Subject	Hours	Periods
1	English Language	4 hours	6
2	Mathematics	4 hours	6
3	Biology	4 hours	6
4	Science	4 hours	6
5	Geography/History	3 hours 20 minutes	5
6	Civic Education	3 hours 20 minutes	5
7	Literature in English	3 hours 20 minutes	5
8	Zambian Languages/ Religious Education/ Foreign Languages (<i>any one of these subjects</i>)	3 hours 20 minutes	5
	Total	29 hours 20 minutes	44

Time Allocations per Week for Business Studies Oriented Curriculum

	Subjects	Hours	Periods
1	English Language	4 hours	6
2	Mathematics	4 hours	6
3	Biology	4 hours	6
4	Science	4 hours	6
5	Civic Education	3 hours 20 minutes	5
6	Principles of Accounts	3 hours 20 minutes	5
7	Commerce	3 hours 20 minutes	5
8	Geography/History/Religious Education/Foreign	3 hours 20 minutes	5

	Languages/Zambian Languages/Literature in English (<i>any one of these subjects</i>)		
	Total	29 hours 20 minutes	44

Natural Sciences Oriented Curriculum

	Subjects	Hours	Periods
1	English Language	4 hours	6
2	Mathematics	4 hours	6
3	Biology	3 hours 20 minutes	5
4	Physics	4 hours	6
5	Chemistry	4 hours	6
6	Additional Mathematics	4 hours	6
7	Civic Education	3 hours 20 minutes	5
8	Religious Education/Geography/History/ Zambian Languages (<i>any one of these subjects</i>)	3 hours 20 minutes	5
	Total	30 hours	45

14.3.7 Vocational/technical career pathways

The vocational/technical pathway will offer the same options as the junior secondary course. These are:

1. Agriculture
2. Technology
3. Home Economics and Hospitality
4. Performing and Creative Art
5. Physical Education and Sports.

The following are the subject time allocations per week:

Agriculture Oriented Curriculum

	Subjects	Hours	Periods
1	Agriculture Science	8 hours	12
2	English Language	4 hours	6
3	Mathematics	4 hours	6
4	Science	4 hours	6
5	Geography/History	3 hours 20 minutes	5
6	Civic Education	3 hours 20 minutes	5
7	Zambian Languages/Religious Education (<i>any one of</i>)	3 hours 20 minutes	5

	<i>these subjects</i>)		
	Total	30 hours	45

Technology Oriented Curriculum

	Subjects	Hours	Periods
1	Design and Technology/Computer Studies	8 hours	12
2	English Language	4 hours	6
3	Mathematics	4 hours	6
4	Science	4 hours	6
5	Biology	3 hours 20 minutes	5
6	Geography/History	3 hours 20 minutes	5
7	Religious Education/Civic Education/ <i>Zambian Languages (any one of these subjects)</i>	3 hours 20 minutes	5
	Total	30 hours	45

Performing and Creative Arts Oriented Curriculum

	Subjects	Hours	Periods
1	Art and Design/Music Education	8 hours	12
2	English Language	4 hours	6
3	Mathematics	4 hours	6
4	Science	4 hours	6
5	Literature in English	3 hours 20 minutes	5
6	Geography/History /Religious Education / <i>Zambian Languages (any one of these subjects)</i>	3 hours 20 minutes	5
7	Civic Education	3 hours 20 minutes	5
	Total	30 hours	45

Physical Education and Sports Oriented Curriculum

	Subjects	Hours	Periods
1	Physical Education	8 hours	12
2	English Language	4 hours	6
3	Mathematics	4 hours	6
4	Biology	3 hours 20 minutes	5
5	Geography/History	3 hours 20 minutes	5

6	Civic Education	3 hours 20 minutes	5
7	Religious Education /Zambian Languages (<i>any one of these subjects</i>)	3 hours 20 minutes	5
	Total	29 hours 20 minutes	44

Home Economics and Hospitality Oriented Curriculum

	Subjects	Hours	Periods
1	Fashion and Fabrics/ Food and Nutrition/Home Management	8 hours	12
2	English Language	4 hours	6
3	Mathematics	4 hours	6
4	Science	4 hours	6
5	Biology	3 hours 20 minutes	5
6	Geography/History	3 hours 20 minutes	5
7	Religious Education/Civic Education/ Zambian Languages (<i>any one of these subjects</i>)	3 hours 20 minutes	5
	Total	30 hours	45

14.3.8 Co-Curricular Activities

All learners are expected to be involved in the following activities, which are part of the education curriculum:

1. Clubs and associations
2. Sports
3. Preventive maintenance
4. Production unit.

Chapter Fifteen: Teaching and Learning

This chapter deals with the process of teaching and learning, which is the major activity in a school. It is important for Board members to understand this process for them to appreciate the challenges faced by the teacher and the school management in the process of teaching. Learners' welfare and challenges should also be looked into by the Board in both primary and secondary schools.

Board members are expected to understand how the school curriculum is organised and the necessary learning and teaching materials needed for the curriculum to be successfully implemented. Details regarding curriculum reform are given in the chapter on the curriculum.

It is imperative for Boards to ensure that at least 30% of their budget is allocated to procuring adequate teaching and learning materials. They are also expected to ensure that different types of diagnostic didactic techniques and assessments, such as formative and summative assessment, are used by the teachers, to evaluate learners' work, during and at the end of lessons.

Item	Requirements
Effective curriculum performance	<p>For the curriculum to perform effectively, the following must be taken into account:</p> <ol style="list-style-type: none"> 1. Availability of Senior Teachers/Heads of Section/Heads of Department. 2. Teacher qualifications. 3. Specialised rooms. 4. Learners' aptitudes, interests and motivation. 5. Teaching and learning materials. 6. Staff period allocation. 7. Master timetables. 8. Class timetables. 9. Schemes of work. 10. Lesson plans 11. Records of work/weekly forecasts. 12. Professional development records. 13. Departmental work plans. 14. Internal teacher monitoring schedules and monitoring reports by school management. 15. School-based continuing professional development programmes. 16. Assessment records.
Teaching and learning resources	<ol style="list-style-type: none"> 1. The Head Teacher should provide and ensure proper use and care of materials and equipment, including termly stock taking. 2. Records of termly stocks must be available in the school. 3. Specialised resource materials, e.g. for Physical Education, Industrial Arts, Music and Art and Design should be available in

Item	Requirements
	<p>all schools where the subjects are offered.</p> <ol style="list-style-type: none"> 4. Education Boards should ensure that teachers have the following: <ol style="list-style-type: none"> a) Syllabus; b) Teachers' guide books with the ratio of 1 to 1; c) Reference books for teachers, and learners; d) Teachers' preparation note books for schemes and records of work/weekly forecasts, lesson plans; e) Each learner should have the following books: <ul style="list-style-type: none"> ▪ text books with the ratio of 1 to 1 ▪ supplementary readers with a ratio of 4 to 1; f) Adequate chalk, equipment, desks, chairs and tables. 5. The following records must be kept in a school: <ol style="list-style-type: none"> a) Up to date record of school, departmental and class stores ledgers; b) Reading and borrowing records for teachers and learners; c) Learners' reading cards; d) Learners' assessment records; e) Examinations analysis records; f) Class attendance registers; g) Records of laboratory equipment and materials.
Lesson delivery	<ol style="list-style-type: none"> 1. Teachers should use learner centred and gender responsive methods. 2. Teachers should use a variety of relevant teaching resources. 3. Teachers should develop teaching resources using local materials.
Learner centred lessons and activities	<ol style="list-style-type: none"> 1. Practical oriented and learner centred methods make a teacher play a flexible role as a facilitator, supervisor and counsellor. 2. Gifted learners in the class can be used to lead group discussions.
Assessment and examinations	<ol style="list-style-type: none"> 1. Teachers should use a system of assessment that is consistent with learner centred approaches. 2. Data on assessment should be used to devise interventions and decision making at all levels. 3. Examination requirements for all subjects must be procured in good time.
Accreditation	Accreditation is as follows: Grade 7, 9 and 12 examinations by the Examinations Council of Zambia.

Chapter Sixteen: Assessment of Learners' Performance, Examinations and Cut-Off Points

16.1 Assessment of Learners' Performance

Assessment is the process of observing and measuring the performance of a learner. Where assessment is objective, learners' work is evaluated using clear criteria that are consistently applied across the curriculum. Assessment is normally linked to the awarding of grades. Grades express the extent to which the individual learner has attained the goals that are stated in the national curriculum and in the syllabi for different subjects or learning areas.

For assessment to be meaningful, a teacher should plan in such a way that individual work plans, schemes of work, weekly forecasts and lesson plans clearly indicate the statements of attainment, commonly known as specific outcomes. The statement of attainment defines what a learner must know, understand and be able to do in relation to each attainment target or specific outcome. MESVTEE has recently reformulated statements of attainment in previous syllabi according to a system of "standards" in which specific outcomes are expressed in relation to performance benchmarks – minimum, below minimum, desirable and outstanding. These statements are called Performance Level Descriptors (PLDs), or descriptions of what a learner must know or be able to do within each of these categories by the end of a year of instruction in a specific subject area. PLDs provide an objective reference for teachers, parents, and education administrators and support personnel to share a common understanding of what minimum acceptable performance should be in any grade in any subject. As such, PLDs are criterion referenced.

Assessments should be systematically used and recorded to support learning. Therefore, teachers should always maintain a record of the performance of individual learners. On the other hand, learners should be encouraged to use results from the assessment as feedback for improving their performance.

Each Board should ensure that parents or guardians of learners in school receive and are invited to comment on reports that provide full and accurate statements of learners' achievements on a regular basis and in a language that is easy to understand.

The Ministry carries out national assessment of learner achievement at Grade 5 and Grade 9 levels every two years. At Grade 5 the learning areas are Mathematics, English, Zambian Languages and Life Skills. At Grade 9 the subjects are English, Mathematics and Science.

The objectives of the national assessment are to:

- a) Measure the extent to which Grade 5 and Grade 9 learners have mastered the literacy and numeracy skills appropriate to their level.
- b) Provide information on the provision of education inputs that are perceived to be impacting on learning outcomes.
- c) Provide information on regional and geographical disparities in the levels of learning achievement and in the provision of educational inputs.
- d) Provide information on gender disparities in levels of learning achievement.
- e) Provide an information baseline which would serve as the point of reference for evaluating changes over time in learning achievement.

The Ministry is also one of 15 members of the Southern and Eastern African Consortium on Measuring Education Quality (SACMEQ). SACMEQ periodically conducts studies on conditions of schooling, equity and learning outcomes at Grade 6.

The purpose of SACMEQ is to:

- a) Expand opportunities for educational planners to gain the technical skills required to monitor and evaluate the quality of basic education.
- b) Generate information that can be used by decision-makers to plan and improve the quality of education.
- c) Provide opportunities for educational planners, to work together, to learn from each other and to share experiences and expertise.

Programme Area	Description
Types of assessment	<p>There are two main types of assessment and these are summative assessment and formative assessment. Both summative and formative assessments can be formal or informal. The assessments can be criterion referenced or norm referenced.</p> <p>Assessment should also reflect the achievement made by a learner in key areas of attitude formation, knowledge and skills acquisition. Through activities such as experiments, role plays and simulations, learners should be given an opportunity to demonstrate their competence in problem solving, inquiry, discovery and situation analysis. They should also be assessed on behaviour (or conduct) exhibited in given situations of human interaction. Further, learners should be assessed for their practical competence in doing certain things, e.g. making music or manufacturing products.</p>
Formative assessment	<p>This type of assessment is conducted during the course of a programme. It gives the teacher and the learner immediate feedback on progress made by a learner on a given topic. This may involve:</p> <ol style="list-style-type: none"> 1. Class activities (both oral and written exercises) 2. Homework 3. Regular tests 4. Assignments 5. Project work. <p>Teachers should use this type of assessment to:</p> <ol style="list-style-type: none"> 1. Motivate learners to improve their performance. 2. Identify individual learners' strengths, problems and weaknesses. 3. Keep parents informed about their children's work through school reports. 4. Identify weak areas in the teaching and learning process as well as devise remedial measures. This type of assessment is popularly known as continuous assessment. Current learners' performance is, in this case, ranked and compared with the previous performance of the same learners in a given area or subject.

Programme Area	Description
Summative assessment	<p>This type of assessment is given to a learner at the end of a unit, term, school year, or programme. It may involve the following:</p> <ol style="list-style-type: none"> 1. Mid-term tests 2. Termly tests 3. Monthly assessments 4. Common Mock examinations 5. Final examinations.
Criterion referenced assessment	<p>Criterion referenced assessment is based on specified standards or criteria. Learners are assessed on the basis of the specified criteria which can be knowledge or skills. The performance is in relation to the competence of showing evidence of the acquisition of the criteria.</p>
Norm-referenced assessment	<p>Norm-referenced assessment compares the performance of learners from one to another. The performance of learners is based on the norm or score which the learners attain on the scale, from the highest to the lowest. In this type of assessment, the focus is on grading learners in their ranking, even if all of them could be scoring below the expected standard.</p>
Policy on assessment	<p>It is now the policy of MESVTEE that all schools should apply the set standards in both formative and summative assessment. The School-Based Assessment (SBA) scheme provides teachers with four types of assessment.</p> <p>Necessary and accurate records and reports should be done and sent to relevant authorities so that comparative information on performance in all national and public examinations is kept. Education Boards are expected to ensure that learners in all subjects/learning areas being offered are regularly and adequately assessed.</p> <p>Assessment should be conducted at the end of each key stage of a given unit or topic for the purpose of ascertaining what the learners have achieved in relation to attainment targets for that stage. The SBA scheme recently developed by MESVTEE identifies four types of assessment to be carried out on a regular basis in the school:</p> <ol style="list-style-type: none"> 1. Daily: informal questioning, observations and small structured exercises, like quizzes and word problems. 2. Weekly: group-administered assessment of the week's content. 3. Monthly (Week 5 and Week 10): individually-administered assessment of learners' attainment of key skills over the prior month. 4. End-of-term: group-administered assessment of learners' attainment of key skills over the prior term. <p>The SBA scheme also includes homework, which can be administered daily, weekly or fortnightly. For early grade literacy, it is recommended daily; for other subjects, two per day are recommended. Teachers should check learners' homework and mark their books each day following the day they did their homework.</p>

Programme Area	Description
	The following is a summary table indicating types of exercises that can be used for each type of assessment. These types of assessment are discussed in greater detail in the SBA Teacher's Guide published by MESVTEE.

School-Based Assessment methods

Type of task	FORMATIVE ←————→ SUMMATIVE			
	Daily	Weekly	Monthly	End-of-term
Observation: Teacher observes student(s) carrying out an investigation, oral presentation	✓			
Discussions: Questions, teacher listens to group discussion, teacher/student conferences	✓			
Diagnostic test: Teacher asks learners individually or in groups what they know, or what they have learned	✓	✓		
Homework	✓	✓		
Written tasks: Teacher analyses learners' written work, observes learners while they are writing and discussing	✓	✓	✓	✓
Tests: Quizzes, performance-based tests (e.g., EGRA), diagnostic assessments	✓	✓	✓	✓

Programme Area	Description
Policy on assessment (continued)	It is important to note that these types of assessment are appropriate for all subjects at the lower primary level (Grades 1-4). Consideration should be given to whether these types of assessment are equally appropriate for upper primary or secondary school. While daily and end-of-term assessments are good practice in all educational contexts, weekly and monthly might be less applicable to higher grades, where topics are learned in larger units. In these instances, end-of-unit assessments might be more appropriate.
Records	Schools must keep records on every learner regarding his/her accomplishments in school.

Programme Area	Description
Reports	<p>Each Education Board should ensure that:</p> <ol style="list-style-type: none"> 1. A school provides a written report to the parents or guardians of each learner – thrice in a school year. 2. The report should contain brief particulars about the learner’s progress in all subjects/learning areas and activities done as part of the school curriculum. 3. School, district, provincial and national comparative information on performance in all national and public examinations should be kept. <p>Teachers should provide feedback to learners with each assessment conducted. For less formal assessments such as daily, weekly and monthly assessments, it is helpful for the teacher to communicate results to learners orally, and discuss with them strategies for improvement. For more formal assessments, such as end-of-term assessments, it is helpful for teachers to provide feedback to their learners by reviewing test scores with the entire class, taking care to explain correct answers and procedures.</p> <p>Also, it is helpful for the teacher to analyse the overall results of his/her class on each test, to identify 2-3 skill or content areas with lowest scores overall, and to provide reinforcement for the class in these areas. Additionally, once per term, it is helpful if the teacher meets with each learner to discuss strengths, challenges and strategies for overcoming these challenges.</p>
Roles of teachers in assessment	<p>Education Boards should ensure that teachers and school administrators are concerned not only with teaching and learning but also with quality assessment.</p> <p>The teacher should:</p> <ol style="list-style-type: none"> 1. Through personal interviews, further learners’ development in terms of knowledge, skills and social awareness. 2. On the basis of the requirements stipulated in the syllabi, comprehensively assess each learner’s learning and report this orally and in writing to learners and parents or guardians as well as to the Deputy Head Teacher and Head Teacher (see previous section on feedback to learners). 3. When awarding grades, make use of all the available information on the learner’s knowledge, skills and attitudes in relation to the requirements of the syllabus.

16.2 Examinations

Examinations are essentially used to test the proficiency of the knowledge of learners or other candidates for a qualification by oral, practical or written questions. In the Zambian education system, examinations are used as a means of selection and certification. National examinations are conducted at Grades 7, 9 and 12 levels.

There is little correlation between the school-based assessment procedures and the highly formalised Grade 12 public examinations. The long term plan of the Ministry is to make the school-based continuing assessment a component of overall assessment.

The following are the national examinations:

Programme Area	Description
Grade 7 examinations	Education Boards will continue with the Grade 7 Composite Examinations.
Grade 9 examinations	<ol style="list-style-type: none"> 1. Examinations which are held at this level help the Ministry to select learners who will proceed to Grade 10. 2. Any candidate who obtains a full certificate in these examinations proceeds to the next level, subject to availability of places. 3. The Ministry intends to replace this type of examination by the criterion referenced assessment in which the final examination will account for a certain proportion while the other proportion will come from continuing assessment. This form of assessment is already being used in some subjects at Grades 9 and 12 levels.
Grade 12 examinations	Grade 12 examinations will as much as possible be competency-based and will be internationally recognised.

16.3 Cut-off Points

Cut-off points are used to address the issue of access in a situation where there are too few school places compared to the number of learners qualifying. Under the current practice, each district has its own cut-off point at both Grade 7 and 9. This means that a candidate who qualifies under a given cut-off point in one district may not necessary obtain a school place in another district which will have its own cut-off point.

Generally speaking, boarding schools have higher cut-off points than day schools. This situation is brought about by the fact that the catchment areas for boarding schools are wider than those of day schools as the former receive learners from outside the districts and provinces in which they are situated.

The fact that boarding schools receive learners from other districts as well as provinces has brought about the problem of learners in rural areas not having easy access to schools located close to their places of residence. Whereas learners in towns and cities have access to boarding schools in rural areas, those in rural areas (where almost all the boarding schools are located), have no means to go and attend day schools in towns and cities.

Programme Area	Details
Cut-off points	<ol style="list-style-type: none"> 1. Due to lack of sufficient school places for all the qualifying learners, institutions impose different cut-off points in order to select only the required number of learners for the next level. 2. For the purpose of encouraging more girls to remain in school and favourably compete with boys, girls have a lower cut-off point than boys. 3. Boards also implement lower cut-off points in favour of local learners attending rural boarding schools as day scholars.
Towns, cities and district cut-off points	<p>The cut-off points for individual cities, towns and districts will continue to apply at Grade 7 for as long as the availability of school places is limited.</p>
Rural areas	<p>Education Boards in rural areas should ensure that local learners are not disadvantaged in so far as having access to their local schools is concerned. In this regard, the following should be observed:</p> <ol style="list-style-type: none"> 1. Every boarding school must have at least one class reserved for local learners at each level. These will attend school as day scholars. 2. The cut-off points for day scholars in each boarding school will be determined by the relevant Education Board in consultation with the PEO. 3. Local learners who meet the provincial cut-off points will be admitted into the boarding school just as any other learner. 4. Arrangements will be made by Boards to allow consenting day scholars to have lunch together with boarders. Levels of their financial contributions will in each case be determined by the relevant Board.

Chapter Seventeen: Open Learning Classes, Interactive Radio Instruction, Alternative Education and Skills

Among the reasons for establishing alternative, open learning classes (OLC), interactive radio instruction (IRI), evening and adult classes and Schools for Continuing Education were:

1. Increasing access for the out of school population, e.g. school drop outs and the never beens;
2. Reducing high illiteracy rates among the adult population;
3. Imparting livelihood skills for adults and out of school youth.

Open Learning Classes (OLC), Interactive Radio Instruction (IRI) centres, Alternative Education Classes and Adult Literacy Classes exist in most urban schools and to some extent in rural schools. It is important that Education Board members possess knowledge and an understanding that will enable them appreciate the reasons and operational challenges associated with such classes. In the same way, this should enable Board members look for ways and means of reducing some of the challenges that are linked to OLC and IRI classes. This will assist to promote and enhance high academic performance of the learners.

Open and Distance Learning classes include open learning classes, evening classes, IRI classes and alternative (distance) education classes, skills training programmes and adult literacy classes. Community schools are also dealt with in this chapter. Most of the operations of these classes are controlled from the Directorate of Open and Distance Education at MESVTEE HQ. There are Schools for Continuing Education built in almost all provinces. Adult literacy classes can be opened anywhere as may be appropriate to the local organisers.

The following are some of the operational challenges that are likely to be encountered in administering alternative education, OLC, IRI, evening, adult literacy and skill classes:

1. Use of funds realised from, OLC, evening classes, adult literacy and skills centres;
2. Inadequate training for instructors;
3. Lack of training equipment/workshops.

With the implementation of Education Boards, all Schools for Continuing Education and Colleges for Distance Education will be run by their own Boards. On the other hand, aspects of open and distance education programmes conducted in normal schools will be managed by the Boards of those institutions. This means that Education Boards will agree on how to raise funds to conduct classes. The funds will be used in line with open and distance learning guidelines and all existing Government financial regulations.

The role of the Directorate of Open and Distance Education will remain that of policy formulation, analysis, monitoring, evaluation and regulating the operations of open and distance learning institutions.

Item	Indicators
Open Learning Classes	<ol style="list-style-type: none"> 1. These classes are ideally found in some primary schools, secondary schools and Schools for Continuing Education. 2. Usually learners in these schools attend Grade 8 to 12. They may use materials developed by the Zambia College of Open and Distance Education (ZACODE) and materials prescribed by the Curriculum Development Centre. 3. These classes are taught by teachers (face to face).
Community Schools	<ol style="list-style-type: none"> 1. Community Schools should be run under the supervision of the DEBS and be monitored by Education Standards Officers. 2. IRI is a methodology to complement teaching in community schools where most teachers are volunteers and are untrained; it may also be used in government schools. 3. Some IRI centres can change status to become community schools, but should continue using the radio and be registered with the DEBS' office.
Administration	<p>All OLC, IRI, evening, adult literacy and skills classes initiatives should be managed by:</p> <ol style="list-style-type: none"> 1. Education Boards as provided for in the Education Act. 2. Advisory Committees in conjunction with School for Continuing Education authorities. 3. Parents-Teachers Associations. <p>Community schools should be managed by Parent-Community School Committees (PCSCs).</p>
Enrolment of learners in OLC, evening classes, adult literacy, IRI and skills classes	<p>Enrolment requirements in OLC, evening, adult literacy and skills classes are:</p> <ol style="list-style-type: none"> 1. Full Grade 7 certificate for enrolment in Grade 8. 2. Full Grade 9 certificate for enrolment in Grade 10. 3. Reference letters from former school heads for enrolment in Grades 11 and 12. 4. Enrolment in OLC, evening and adult literacy classes in conventional schools should not exceed one third of regular classes. 5. Enrolment in IRI classes is open to out of school children between the ages of 7 and 16.
Enrolment of learners in Schools for Continuing Education	<p>Enrolment in skills training programmes should be conducted in accordance with the needs of the community in which the school is located. The school should enrol learners in skills that are popular. The targets are youth and adults who can read and write. Academic classes that should be enrolled in Schools for Continuing Education include evening classes, adult literacy and alternative education (distance learners). Enrolment can be according to the capacity of the school.</p>
Staffing	<p>Teachers/Instructors teaching alternative education, OLC, IRI, evening, adult literacy and skills classes should have at least a diploma in the relevant field.</p>

Item	Indicators
Curriculum	<ol style="list-style-type: none"> 1. Learners should be given a chance to pursue subjects/courses in which they are interested and in which they are capable of excelling. 2. A minimum of six subjects at junior secondary school level and six subjects at senior secondary school level are recommended for OLC (Grade 8 to 12). 3. OLC should access the same learning activities as regular classes and should participate in co-curricular activities. 4. All instructors in skills training should strictly follow the TEVET curriculum.
Assessment	<ol style="list-style-type: none"> 1. Alternative arrangements for the management of examinations for OLC and evening classes and part-time candidates should be made in advance, to avoid a situation where some candidates fail to write examinations. 2. Learners in all skills training classes should be registered for examinations with TEVETA.
Records	<p>The following records for OLC, IRI, evening, adult literacy and skills classes should be available:</p> <ol style="list-style-type: none"> 1. Class registers. 2. Schemes of work/weekly forecast/syllabi. 3. Records of work. 4. Lesson plans. 5. File on homework and tests. 6. Stock books. 7. Ledger books. 8. Receipt books. 9. Cash books. 10. Discipline book. 11. Examination results. 12. Sick book. 13. Permission book and other records as may be deemed fit.
Facilities in learning centres	<p>The following requirements should be fulfilled:</p> <ol style="list-style-type: none"> 1. There should be enough toilets that are well looked after in the following ratios: female learners 1:20; males 1:25 and separate toilets for female and male staff. 2. There should be science laboratories. 3. There should be skills training workshops. 4. Water and sanitation facilities should be available.
Fees and financial management	<ol style="list-style-type: none"> 1. Education Boards should decide on fees to be paid by OLC, evening, adult literacy and skills training learners, in consultation with Head Teachers, instructors and parents. 2. School Education Boards accounting officers should be responsible for all financial matters.

Item	Indicators
	3. There should be a financial committee headed by the Deputy Head Teacher. 4. Financial regulations and procurement guidelines should be strictly adhered to in the management of public resources.
Remuneration	Public service conditions of service shall apply. Allowances should not exceed 20% of gross salary.
The use of funds and presentation of financial statements	1. Education Boards, in conjunction with PTAs and the school Accounts Assistant, should review the use of OLC, evening, adult literacy, community schools and skills training user fees at the end of each term. 2. Financial statements should be made available to stakeholders as and when required and during meetings.
Transfers	1. The transfer of learners from OLC, evening classes, distance learning and IRI to regular classes is the responsibility of the Head Teachers concerned. 2. The transfer of instructors in skills training centres from one centre to another should be done through the normal channels.
Discipline	Disciplinary procedures for distance learning OLC, evening, adult literacy, IRI and skill training classes will follow the same pattern as regular classes.

Chapter Eighteen: Semi-Autonomous Institutions of the Ministry of Education, Science, Vocational Training and Early Education

The following are some of the institutions of the Ministry that an Education Board may wish to consult for some services. Each of these institutions has specific services which Education Boards may use from time to time.

Institution	Functions
Bursaries Committee	<ol style="list-style-type: none"> 1. Giving bursaries to university candidates. 2. Giving loans to university candidates. 3. Receiving and managing grants and scholarships from both local and foreign organisations.
Education Broadcasting Services	<ol style="list-style-type: none"> 1. Production of educational programmes (radio and television). 2. Production of audio and video educational materials. 3. Production and distribution of print support materials. 4. Coordinating IRI programmes.
Examinations Council of Zambia	<ol style="list-style-type: none"> 1. Setting and marking of Grade 7, 9 and 12 examinations. 2. Management of examinations is a joint responsibility of ECZ, MESVTEE and Education Boards. 3. Certification of examination results. 4. Verification of results and certificates. 5. Equating foreign education levels and qualifications at primary and secondary school to the Zambian education system.
Higher Education Authority	<ol style="list-style-type: none"> 1. Advising the Minister on any aspect of higher education. 2. Developing and recommending policy on higher education, including the establishment of public higher education institutions and the registration of private higher education institutions. 3. Establishing a coordinated higher education system that promotes corporate governance and provides for programme-based higher education. 4. Regulating higher education institutions and coordinating the development of higher education. 5. Promoting quality assurance in higher education.
National Science Centre	<ol style="list-style-type: none"> 1. Production of science and mathematics educational materials. 2. Distribution of science and mathematics materials to schools.
Teaching Council of Zambia	<ol style="list-style-type: none"> 1. Registering teachers. 2. Regulating the professional conduct of teachers. 3. Accrediting colleges of education, monitoring quality control and assurance of education facilities and services. 4. Developing, maintaining and improving appropriate standards of qualification in the teaching profession and promoting continuing professional development among teachers.

Institution	Functions
Zambia Education Projects Implementing Unit	Providing technical advice, monitoring and evaluation of education infrastructure projects.
Zambia Educational Publishing House	<ol style="list-style-type: none"> 1. Printing of educational materials. 2. Publication of books. 3. Manufacturing of exercise books. 4. Commercial printing. 5. Selling of books. 6. Selling of stationery and other learning materials.
Zambia National Commission for UNESCO	<ol style="list-style-type: none"> 1. Providing support to the production of educational materials. 2. Promoting education and cultural development.
Zambia Qualifications Authority	<ol style="list-style-type: none"> 1. Developing, overseeing and maintaining a national qualification framework for Zambia. 2. Developing and implementing policy and criteria for the development, accreditation and publication of qualifications. 3. Developing policy and criteria for assessment and recognition of prior learning and credit accumulation and transfer.

Chapter Nineteen: School Grounds and Buildings

It is important for Education Board members to monitor the state of school buildings and surroundings. The Board should ensure that the school management carries out day-to-day cleaning of the school environment. Where a Board embarks on building, extending or renovating school buildings, standard or approved drawings should be used. Boards should, among other things, ensure that recommendations for male and female toilets are followed.

Boards in rural areas and those in areas using pit latrines should construct Ventilated Improved Pit Latrines, commonly known as VIPs.

Item	Requirements
School grounds	Schools should encourage planting of trees within school premises that can offer shade to learners during recreational moments and shield the school from strong winds.
School buildings and upgrading of infrastructure	Whenever an Education Board embarks on building or expanding a school, standard drawings provided by the School Infrastructure Section (SIS) should be used. In the event that an organisation has its own drawings for the school, these must first be approved by SIS before they can be used.
Water and sanitation	<p>Schools should comply with the following Ministry standards concerning water closets and hand wash basins for primary and secondary school learners:</p> <p>Girls</p> <ul style="list-style-type: none"> ▪ 1 toilet for 20 learners; ▪ At least 1 incinerator for the entire school; ▪ 1 hand basin for every 20 learners. <p>Boys</p> <ul style="list-style-type: none"> ▪ 1 toilet for 25 learners; ▪ 1 x 60cm urinal for 25 learners; ▪ 1 hand basin for 25 learners. <p>Disinfectants must be applied in all toilets/latrines at least once per day; cleaning must be carried out once a day and a bar of soap should be available in each classroom, for use in the ablution blocks.</p>
Classrooms	<p>Building materials: Education Boards should ensure that classrooms and specialised rooms are made out of durable materials, such as:</p> <ul style="list-style-type: none"> ▪ burnt bricks/concrete blocks; ▪ concrete floors; ▪ stone walls. <p>This will make the structures firm and permanent.</p> <p>Area measurements</p> <ol style="list-style-type: none"> 1. Primary school classrooms should be 8m x 7m or 56 m² average. 2. Secondary classrooms should be 9m x 8m or 72m².

Item	Requirements
Houses	<ol style="list-style-type: none"> 1. Primary school teachers' houses should be 75 to 80m² average. 2. Secondary school teachers' houses should be 90 to 100 m². <p>All houses should have not less than 3 bedrooms each and should have their own toilets or ablution facilities.</p>
Finishes (for classrooms and houses)	<p>Education Boards should ensure the following finishes for all teaching space and administration blocks:</p> <ol style="list-style-type: none"> 1. Floors should be of high standard concrete and screed. 2. Walls should be of burnt bricks/concrete walls and plastered brickwork, painted with polyvinyl acetate (PVA) and gloss paint. 3. The inside walls should be skirted with PVA and gloss paint. 4. Roofs should be of iron sheets or of any recommended material and may have ceilings. 5. Windows must be big enough to allow sufficient day lighting; transparent roofing sheets can be used to allow light. 6. Whenever possible Education Boards should strive to install electricity in their schools. 7. Air vents should be placed on opposite walls to ensure cross ventilation.
Chalk boards	<ol style="list-style-type: none"> 1. All teaching rooms must have at least 1 chalk board at the front of the classroom and 1 notice board each. 2. All chalkboards should be made of durable boards. 3. The size of the chalk board and notice board should be the basic size: 2.44m x 1.2m. 4. The chalk board should be painted with either black or green chalk board paint. 5. Where possible the use of white or interactive board should be accepted.
Furniture	<p>It is the responsibility of Education Boards/proprietors to purchase sufficient and appropriate furniture for their schools. Teaching rooms should have the following furniture:</p> <ol style="list-style-type: none"> 1. Wooden or steel desks and chairs of the right sizes for all learners according to the grade levels. 2. The dimensions of furniture for ECE, primary and secondary schools must be in line with the MESVTEE specifications. 3. Shelves in the library should not be more than 1 metre long. 4. The width of standard library shelves should be about 20cm. 5. The distance between library shelves should be about 30cm. 6. The sizes of shelving units should suit the age range of learners.
Library	<p>There should be a separate room for a library.</p>
Sports facilities	<ol style="list-style-type: none"> 1. There should be sign posts to all sporting fields. 2. Sports and games facilities should be accessible to all learners and located away from highways and buildings. 3. Sporting fields should be regularly maintained.

Note 1: The official portrait of the Head of State should be displayed in all offices.

Note 2: The national flag should be placed at all learning institutions in front of the administration block.

Note 3: Detailed specifications of school infrastructure (including buildings and furniture) should be obtained from the DEBS' Office.

Chapter Twenty: Preventive Maintenance Programmes in Schools

Preventive maintenance is important in any educational institution because it prolongs the usable life of the infrastructure and provides for a conducive teaching and learning environment. The success of the system depends on the cooperation between the management of the institution, teachers, learners, parents and the community. It is for this reason that each school should sensitise the local community to ensure their participation in the preventive maintenance system of the school.

Item	Requirements
Organisation of Preventive Maintenance Programme (PMP)	<ol style="list-style-type: none"> 1. For effective teaching and learning in educational institutions, there should be a programme of preventive maintenance. 2. There should be a preventive maintenance committee. 3. There should be preventive maintenance sub-committees, dealing with such issues as: <ol style="list-style-type: none"> a) fund raising; b) cleaning and maintenance of institutional surroundings; c) repair of furniture, equipment and other institutional property; d) waste management; e) buildings and toilets. 4. Board members, PTA/AC/PCSC members and learners should be represented in the committees, with equitable representation between male and female and should meet once a quarter. 5. Learners should be involved in the cleaning of the school environment. 6. The participation of Education Standards Officers from the district at least once a year is desirable. 7. A PMP chart should be drawn up at school, class, group and learner levels. 8. Each school should have a PMP calendar.
Orientation	The school management should ensure that new Board members, PTA/AC/PCSC members, learners, teachers, as well as the community are given PMP orientation in the areas indicated in items 3 a) to e) above once a year.
Utilisation of workshops and other institutional facilities to support PMP	<ol style="list-style-type: none"> 1. Design and technology workshops should be used for undertaking repair works. 2. Workshops, Home Economics and other institutional facilities should be used to fundraise in order to support PMP activities. 3. Institutional facilities can be used by other institutions and the community to fundraise and contribute towards PMP activities.
Security and safety	<ol style="list-style-type: none"> 1. Security and safety features, such as a wall fence and burglar bars to all rooms should be installed, except in classrooms and other specialised rooms that accommodate a large number of learners. 2. Security guards should be put in place to guard against vandalism. 3. There should be functional and adequate fire-fighting equipment.

Item	Requirements
	4. Regular drilling of teachers and learners in firefighting techniques should be conducted.
Community involvement in PMP	<p>In order for the community to participate in PMP effectively, the following measures should be put in place:</p> <ol style="list-style-type: none"> 1. A member of the community should be on the PMP committee. 2. The community should be sensitised by the school management on the advantages of PMP, during the Annual General Meeting. 3. The PMP committee should support the school in areas of finance, relevant technical skills, material donations and rehabilitation of machines, equipment, workshops, etc. 4. The community should be made aware of the guidelines concerning levying outsiders using school facilities. This is to enable schools meet their administrative costs. In this regard, advocacy can be achieved during PTA/AC/PCSC meetings and school open days.
Utilisation of other institutions in PM programmes	<p>It is important for Education Boards to promote cordial and productive working relationships with line ministries, non-governmental organisations and other stakeholders in order for PM programmes to succeed. The following activities could be organised:</p> <ol style="list-style-type: none"> 1. Sponsored awareness campaigns. 2. Donations of PMP materials. 3. Adoption of classrooms or surrounding areas, such as sports fields, gymnasias or swimming pools by external sports bodies or private companies. <p>Records of agreements with other institutions should be kept.</p>
Funding and fundraising for PM programmes	<ol style="list-style-type: none"> 1. There should be records kept of funding and its utilisation. 2. PMP projects, such as making of desks for sale to other schools, should be initiated by Boards where capacity exists.
Areas of emphasis in PMP activities	<ol style="list-style-type: none"> 1. Litter bins, rubbish pits and dust bins should be placed in strategic places to keep the school environment clean. 2. Beautification of school surroundings and buildings should be emphasised to learners, teachers and the local community, exemplified by: <ol style="list-style-type: none"> a) regular painting of all buildings; b) removing cobwebs, graffiti, dirt and dust from buildings and school furniture; c) taking steps to ensure immediate surroundings of the school are kept clean; for example planting lawn and shrubs to reduce dust and create a pleasant environment; d) ensuring that floors, chairs, desks and tables are mopped and dusted daily; e) putting up a duty roster to indicate tasks to be undertaken by learners and teachers to ensure that learners do the above mentioned work;

Item	Requirements
	f) involving all learners in PMP activities; g) ensuring proper utilisation of water, electricity and toilets.
Evaluation of PM programmes	Boards should ensure that the school management shows evidence of evaluation of PMP programmes through the availability of: <ol style="list-style-type: none"> 1. Records of weekly evaluation of PMP programmes. 2. Minutes of monthly PMP meetings. 3. Records of corrective measures being taken before and after inspection. 4. Records of annual reviews on the performance of schools in PMP.

Chapter Twenty-One: Bursary Support to Orphans and Vulnerable Children

It is the policy of MESVTEE to afford all eligible learners the opportunity to pursue their studies at any given level of education. However, in every society there are families that may not meet the cost of education for their children, due to such constraints as poverty. In addition, there are also vulnerable children, most of whom may have no parents due to the AIDS pandemic. These too must be afforded the opportunity to access and continue their education.

In 2002, government introduced the Free Education Policy for learners in Grade 1 to 7. This was in an effort to remove what were perceived as some of the barriers to accessing primary education. The policy entails government meeting some of the education costs, such as learners' school requisites, that were initially provided by parents/guardians, abolishing of tuition fees at primary school level and making school uniform optional.

At secondary school level, government has established a Bursary Scheme to cater for vulnerable learners in line with government policy of fulfilling its obligations of providing education for all. The Bursary Scheme operates as follows.

Item	Requirements
Identification of learners	<p>Identification of learners to benefit from the Bursary Scheme will be conducted by any of the following in accordance with the stipulated guidelines for administering the Scheme:</p> <ol style="list-style-type: none"> 1. Head Teacher with the assistance of the school-based committee; 2. Guidance Teacher; 3. Community Welfare Assistance Committees (CWACs); 4. Class teacher; 5. Parents/guardians through an application for a bursary.
Verification of identified learners	<p>The identified beneficiaries should be verified by the committee put in place at school level, which should include among others, a social welfare officer as a member, in accordance with the guidelines to determine the genuineness of cases.</p>
Procedures for selecting beneficiaries	<ol style="list-style-type: none"> 1. Bursary recipients should be selected taking into consideration socio-economic factors, learners with special educational needs (LSEN), gender and other relevant factors. 2. The school-based committee, in collaboration with Guidance and Counselling Teachers and Head Teachers, will assess candidates for the bursary according to how many characteristics they have under each group of qualifiers. 3. Candidates who score the most points are more likely to receive bursary support than those who score less, depending on availability of resources. 4. After assessing eligible bursary recipients, the school-based committee should compile a consolidated list of applicants in ranking order, and submit it to the DEBS for final approval

Item	Requirements
	and award of bursary.
Administration of the Bursary Scheme	<p>For purposes of transparency and accountability, the management of funds for successful applicants should be done by the school-based committee, which should comprise the following:</p> <ol style="list-style-type: none"> 1. Head Teacher as an advisor; 2. Deputy Head Teacher - Chairperson; 3. Guidance Teacher - Secretary; 4. One officer from the Ministry of Community Development, Mother and Child Health; 5. One representative from the Ministry of Health; 6. One PTA member, representing parents; 7. One member representing the Clergy; 8. One member of the community; 9. One member representing the private sector. <p><i>Note:</i> The Chief or Traditional Leader is not a member of the committee. However, s/he can be consulted in view of his/her social and cultural role within the community.</p> <p>Members should be literate as they have to assist in completing a selection form for each child. However, the literacy requirement should not be rigidly applied so as to reduce the representation of the community of the committee.</p> <p>Where a relation of a member of the committee applies for a bursary, such a member should declare interest.</p>

Chapter Twenty-Two: School Health and Nutrition

22.1 Introduction

Health and education are inextricably connected and mutually reinforcing, such that health and good nutrition are prerequisites to effective learning, while education, particularly about health, will result in healthier living. In the case of females this extends to the second generation. It has also been noted that health and nutrition interventions boost enrolments and attendance by attracting and keeping learners in school, a good example being the provision of school meals. Another aspect of the relationship is that schools that promote health and are models of healthy environment foster learning and reinforce what is taught in the classroom.

An effective school health and nutrition (SHN) programme has activities drawn from each of the four areas of:

1. Equitable school health and nutrition policies;
2. Safe learning environment;
3. Skills-based health education;
4. School-based health and nutrition services.

In relation to SHN, the Child-Friendly Schools framework can be viewed as overarching, and encompassing the Care and Support for Teaching and Learning initiative while the SHN programme fits in as a component of the latter.

Being comprehensive, the SHN programme addresses health issues that pertain to the learner, the classroom and the school. However, it is important to note that the SHN programme is not primarily responsible for everything outlined under this section. Rather, the SHN programme functions to highlight the standards that must obtain for schools to be places that are supportive of teaching and learning. It will also be noted that there are overlaps with areas like preventive maintenance and school grounds and buildings.

22.2 Implementation of School Health and Nutrition

The SHN programme plays an important role in the promotion of health and nutrition for learners. In order for learners to participate actively and positively in learning, they need to be healthy, have good nutrition and function in an environment that supports learning.

22.3 Health Interventions

Health is an essential component in enhancing the learning and educational outcomes of learners. In order to improve and maintain the health status of the learner and a conducive learning environment, the following should be done:

Intervention	Requirements
Vaccinations	<p>Vaccination is aimed at reinforcing immunity. All vaccinations must be administered by trained health personnel.</p> <p>The School should:</p> <ol style="list-style-type: none">1. During Grade 1 or ECE enrolment, check under-five clinic cards for vaccinations received and ensure that all school children entering school receive all vaccinations recommended by MoH.

Intervention	Requirements
	<ol style="list-style-type: none"> 2. Arrange for the vaccination of all learners according to MoH guidelines.
Physical examination	<p>Reinforce the practice that class teachers should carry out a basic (head to toe) physical examination of all learners before they enter the classroom to ascertain their personal hygiene and their general health.</p> <p>The school should also arrange for a health worker to screen learners at least once a year.</p>
Treatment and referrals	<p>The school should:</p> <ol style="list-style-type: none"> 1. Have a sick bay. 2. Ensure that a well-equipped first aid kit and basic medicines to treat minor illnesses are available and teachers are trained in their use. 3. Refer the learner to the nearest health centre if the condition is serious and if it does not improve after basic treatment. 4. Refer learners with medical deformities which need specialized care. 5. Liaise with parents on health conditions that their children are experiencing. 6. Collaborate with health personnel, local authorities and communities in cases of major health conditions/outbreaks affecting learners. 7. Assist and provide psychosocial support to learners and parents of learners with chronic diseases. 8. In collaboration with health staff, ensure trained teachers de-worm all children at least once a year with appropriate medication, according to prevailing medical guidelines, and treat children with bilharzias with appropriate medication, according to prevailing medical guidelines.
Environmental health and sanitation	<p>It is important that the school environment is kept clean, safe and conducive for effective learning. Each school should act as a model and teachers as role models. Therefore, the school should ensure the following:</p> <ol style="list-style-type: none"> 1. Regular supply of safe and clean drinking water, soap and adequate, clean sanitary and hand washing facilities that are gender friendly and well sited. 2. Safe, clean and well-ventilated classrooms that are not overcrowded. 3. Adequate room and appropriate furniture for teachers, learners and for those with special educational needs to access, sit and write comfortably 4. Availability of an adequate supply of emergency menstrual hygiene management materials at the school. 5. A good and adequate refuse disposal system. 6. Regular inspection of surroundings, structures and facilities and regular maintenance.

Intervention	Requirements
	<ol style="list-style-type: none"> 7. Collaboration with the community in maintenance of school facilities. 8. Collaboration with health personnel for guidance on environmental health issues and sanitation. 9. Provision of information on the importance of good environmental health and personal hygiene. 10. Guarding against sources of pollution.
Sexual and reproductive health	<p>During the transition from childhood to adolescence, both girls and boys experience physical and physiological changes in their bodies. These changes lead to different patterns of sexual behaviours, which may be based on insufficient or incorrect information. Consequently, this may lead to risky sexual behaviours. Therefore, the school should ensure that:</p> <ol style="list-style-type: none"> 1. The school staff are role models, exhibiting high moral standards. 2. Teachers are trained in the implementation of sexual and reproductive health. 3. Teachers integrate sexuality and reproductive education that is culturally and gender sensitive and age appropriate in their lesson plans so as to enable learners understand the physical and physiological changes that they may go through. 4. Guidance and counselling services are available for all learners who might need them. 5. Sexual harassment and abuse (physical and verbal) are explained and discouraged. 6. All cases of child abuse should be reported following the procedures laid out in the Child Protection Guidelines. 7. Teachers and learners are oriented on child protection guidelines.
Communicable diseases	<p>Communicable diseases are those that can be passed on from one person to another through air, touch, food, water and physical/sexual contact, e.g. tuberculosis, dysentery, cholera, salmonella (food poisoning) and some skin diseases.</p> <p>The school, in liaison with local health authorities, should institute measures to prevent and control communicable diseases by:</p> <ol style="list-style-type: none"> 1. Isolating all learners with contagious diseases as recommended. 2. Educating children on the dangers of exchanging clothes and any other personal effects that may convey diseases. 3. Encouraging parents to keep children who are sick at home for sicknesses such as flu, measles etc. 4. Ensuring the school environment is not a transmission site. 5. Providing safe and clean drinking water and encouraging hand washing with soap at all times. <p>Note: There are many other ways of preventing and controlling these diseases. The school should explore these measures in collaboration with local health institutions.</p>
Chronic diseases	This refers to diseases such as diabetes, sickle cell anaemia, epilepsy and heart diseases.

Intervention	Requirements
	<p>The school, in conjunction with health personnel, should:</p> <ol style="list-style-type: none"> 1. Identify learners with chronic diseases. 2. Acquire knowledge on chronic diseases and provide relevant support and information to learners. 3. Ensure learners with chronic diseases take their medicines appropriately.
HIV and AIDS	<p>HIV and AIDS is a major problem in Zambia. Teachers and learners coming from infected/affected families and those living with HIV and AIDS may not be able to attend school regularly because of many reasons, including opportunistic infections.</p> <p>Therefore, the school, in collaboration with stakeholders where necessary, must:</p> <ol style="list-style-type: none"> 1. Provide comprehensive guidance and counselling services and other support, including referrals for treatment to learners living with HIV and AIDS and those from affected homes. 2. Make available and publicize the MESVTEE HIV and AIDS Policy to teachers. 3. Ensure that learners living with HIV and AIDS and those affected are not stigmatized and discriminated against. 4. Ensure that teachers are knowledgeable in handling minor opportunistic infections and refer serious infections to the health centre. 5. Disseminate appropriate messages on ways of preventing HIV and AIDS at various fora. 6. Establish and/or strengthen existing clubs and Youth Friendly Corners, focusing on HIV and AIDS. 7. Inform learners on the availability of Voluntary Counselling and Testing services. 8. Strengthen the teaching of HIV and AIDS in the classroom. 9. Ensure confidentiality of information of those infected with HIV.
Substance abuse	<p>This section is restricted to habits like drug and alcohol abuse. These might cause addiction/dependence and other health problems that can affect the heart, liver, lungs and many other body organs.</p> <p>Therefore, the school should ensure that:</p> <ol style="list-style-type: none"> 1. School staff should act as role models. 2. Smoking and consumption of alcoholic beverages within school premises is prohibited. 3. Information on the dangers of substance abuse is provided to discourage the practice. 4. Learners consuming substances of dependence are referred to rehabilitation services. 5. Addicts or those committed to rehabilitation or those who have been rehabilitated from substance dependence should not be

Intervention	Requirements
	stigmatised or discriminated against.
Health promotion	<p>Health promotion is the process of enabling people to increase control over, and to improve, their health. It is a comprehensive process that not only embraces actions directed at strengthening the skills and capabilities of individuals, but also actions directed towards changing social environmental and economic conditions. Health promotion impacts positively on public and individual health. Participation by all stakeholders is essential to sustain health promotion action.</p> <p>Therefore, on a regular basis, the school should ensure that:</p> <ol style="list-style-type: none"> 1. High standards of personal and environmental hygiene are observed at all times (including learners, teachers and other staff). 2. There is participation of the community in all health promoting activities. 3. Health checks and health services, e.g. deworming, are carried out regularly. 4. Health promotion information is provided to the school and community through appropriate committees and outreach activities.
Safety and emergencies	<p>Emergencies are life-threatening conditions that require quick action in order to save life. Some of these emergencies are acute illness, disease outbreaks and accidents, such as drowning, electrocution and injuries.</p> <p>To have safety and emergency preparedness, the school should ensure that:</p> <ol style="list-style-type: none"> 1. School communities are trained on how to prevent accidents and are knowledgeable in handling emergencies. 2. Individual safety measures are observed when handling accidents and infectious diseases. 3. Emergency cases are referred to the nearest health centre. 4. The school environment is made as safe as possible, with appropriate well-labelled emergency exits. 5. There is a well-stocked first aid kit in an accessible place. 6. Safety rules are formulated, displayed and enforced, including information on road safety. 7. Serviced fire-fighting equipment is available.

22.4 Nutrition Interventions

Nutrition plays an important role in the physical and mental development of the learner. It enhances the learning capacity, ability to pay attention and concentrate. Therefore, in order to promote the nutrition status of learners, the school should carry out the following activities.

Item	Requirements
Growth monitoring and promotion for learners in primary school	<p>This is done to monitor and promote the growth and development of learners in relation to given standards. Key ones are:</p> <ol style="list-style-type: none"> 1. The school, in collaboration with the health centre, conducts regular weighing and height measuring of all learners at least once a year. 2. Counselling parents and learners on growth problems. 3. Refer any cases of serious growth faltering to health and community-based feeding centres, or any other organisation offering such services.
Micronutrient supplementation	<p>The school, in collaboration with the health centre, should ensure that the following are carried out:</p> <ol style="list-style-type: none"> 1. Supplementation of learners with Vitamin A capsules once a year. 2. Supplementation of learners with iron tablets as per schedule.
School gardens	<p>The role of school gardens has evolved from the traditional production unit to small cultivated patches, which the school manages. In collaboration with communities and other stakeholders, the school should ensure that agricultural production units are used to:</p> <ol style="list-style-type: none"> 1. Teach learners improved food production methods and agricultural entrepreneurship skills. 2. Teach learners how to grow local foods with high nutritional value. 3. Encourage the growing of seasonal crops and the preservation of foods, such as drying mangoes, vegetables and sweet potatoes. 4. Ensure that all learners benefit from the agricultural production unit products. 5. Demonstrate sustainable agricultural methods and crop diversity.
Improving feeding and eating practices	<p>The school should:</p> <ol style="list-style-type: none"> 1. Ensure that only healthy foods are sold within the school grounds. 2. Depending on the context, make provision for non-monetary exchange of healthy foodstuffs for learners. 3. Encourage the family to prepare and pack healthy foods for learners. 4. Support the introduction of community-based feeding schemes. 5. Ensure that food handlers within school premises are medically fit and observe a high standard of hygiene in the preparation, packing and storage of foods. 6. Ensure that learners are advised and counselled on healthy feeding practices.

Item	Requirements
	7. Encourage consumption of traditional and local foods of high nutritional value.
School meals	<p>Documented evidence has shown that providing food at school promotes and fosters improved learning, health and nutrition of learners.</p> <p>All meals provided in school, whether regular meals in boarding institutions or supplementary meals in day schools, should be balanced (containing all the required nutrients in the right quantities); i.e. should have foods which are a source of energy, protein and vitamins and minerals.</p> <p>Examples of foods in each category are as below:</p> <p>A. Energy giving foods (carbohydrates and fats):</p> <ol style="list-style-type: none"> 1. Cooking oil, sugar, honey 2. Maize (grain, mealie meal, samp) 3. Millet, sorghum 4. Cassava tubers, bread/buns/fritters, sweet potatoes 5. Rice, pasta, macaroni. <p>B. Body building foods (protein)</p> <ol style="list-style-type: none"> 1. Kapenta, beans 2. Beef, sausage, pork 3. Chicken 4. Eggs 5. Milk 6. Groundnuts/peanuts 7. Soya beans/chunks 8. Fish. <p>C. Protective foods (vitamins and minerals)</p> <ol style="list-style-type: none"> 1. Green vegetables, tomatoes, onions, carrots 2. Ripe fruits: oranges, mangoes, bananas, masuku (Icibemba), mauluulu (Silozi) makulwiba (Kiikaonde) and other edible local fruits. <p>It is expected that each meal should be balanced, e.g.:</p> <ul style="list-style-type: none"> ▪ Breakfast: samp + pounded groundnuts + oranges ▪ Lunch: kapenta (dry fish) + nshima + green vegetable ▪ Supper: beans + nshima/rice + cabbage. <p>However, depending on their capacity, schools can vary the foods in the menus but should be mindful that learners should have a balanced diet that provides the appropriate calories required for the body mass. The average calorie requirement per day is about 2,000 for learners in primary school. The quantity of each food group that should be present in a meal</p>

Item	Requirements
	<p>to provide the required calories can be read off from Recommended Dietary Intake tables.</p> <p>Carbonated drinks should be strongly discouraged.</p>
Taking meals at school	<ol style="list-style-type: none"> 1. All learners must take their meals while seated. 2. Adequate sitting accommodation must be available. 3. There should be hand washing facilities with soap at/or near the dining hall, including clean safe water for drinking. 4. The food must be prepared and served in hygienic conditions. 5. The food handlers must be examined and certified every six months.
Health and nutrition education	<p>Good nutrition practices come about when learners acquire knowledge and skills at an early age and develop into healthy and productive adults. Therefore, the school must ensure the following:</p> <ol style="list-style-type: none"> 1. Utilise appropriate learner centred methodologies to disseminate health and nutrition information. 2. Apply the integrated method of teaching SHN issues as identified in the curriculum framework document. 3. Teach basic health and nutrition principles. 4. Teach the importance of personal hygiene and good grooming. 5. Promote the consumption of micronutrient rich foods, such as green leafy vegetables and fortified foods, such as sugar and use of iodated salt. 6. Educate learners and the community on how to read and understand food labels and symbols and how to make good choices when buying. 7. Encourage learners and the community to eat a variety of foods. 8. Educate learners on healthy eating habits to avoid becoming under- or over-nourished. 9. Initiate nutrition clubs in schools and communities.
Health and nutrition records	<p>Record keeping is cardinal in monitoring the health and nutrition status of learners. The school, in collaboration with the health centre, should keep health and nutrition records of all learners.</p> <p>It is important that:</p> <ol style="list-style-type: none"> 1. The information is in standard form (SHN card), treatment registers, school feeding register etc. 2. The records must be updated regularly as prescribed. 3. All the required vital statistics on the school health record for all the learners are filled in and updated as necessary. 4. The learner's information goes with the SHN card when s/he is transferred to another school.
Life skills	<p>Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They help learners to acquire and practice good health behaviours along with the underlying knowledge and positive attitudes.</p>

Item	Requirements
	<p>The school should ensure that:</p> <ol style="list-style-type: none"> <li data-bbox="555 331 1374 394">1. A learner centred, interactive and participatory approach to SHN issues is used. <li data-bbox="555 409 1374 506">2. All the teaching staff are aware of the life skills framework, should schedule regular orientation on it and should integrate life skills in their lessons. <li data-bbox="555 521 1374 584">3. Learners are equipped with psychosocial, practical, vocational and entrepreneurship life skills. <li data-bbox="555 600 1251 629">4. There are life skills materials for teachers and learners. <li data-bbox="555 645 1262 674">5. There is stakeholder participation in teaching life skills. <li data-bbox="555 689 1342 752">6. Communities within its catchment area are made aware of life skills.

Chapter Twenty-Three: School Organisation and Administration Routine

The school routine and organisation is important in that it guides teachers and learners concerning the timing of each school activity. It is important that learners spend as much time as possible in school, learning. Schools that run afternoon classes should observe the minimum acceptable number of periods allocated to afternoon and morning classes. It is important for each Board to monitor the school routine to ensure that learners spend as much time as possible in school.

Item	Time Allocation
Early Childhood Education	<p>Time allocation for each period at this level is 30 minutes per learning area. However, this may not be followed rigidly as learners at this level have influence on what is to be learnt during each lesson. The role of the teacher is largely that of facilitator. Lesson plans are developed and integrated into a daily programme.</p> <p>School time shall be a minimum of 4 hours in a day, out of which 60% will be dedicated to play while the remaining 40% will be for learning.</p> <p>The syllabus at this level covers work for children aged three to six years. Each learning area is divided into two sections, i.e. there is work for the three to four year olds and also for the five to six year olds.</p>

For primary and secondary schools, refer to the 2013 Curriculum Framework for the details of time allocations for the various subject areas. Other school routines are outlined below.

Item	Time Allocation
School routine	<ol style="list-style-type: none"> 1. The national anthem should be sung on the day of assembly. 2. The assembly can be done on selected days after 07:00 hours.
Primary school single session routine	<ol style="list-style-type: none"> 3. Morning: 07:00-12:00 hours for Grade 1- 7 4. Co-curricular and remedial lessons: 14:00-16:00 hours
Primary school double session routine	<ol style="list-style-type: none"> 1. Morning: 07:00-12:00 hours for Grade 1-7 2. Co-curricular: 14:00-16:00 hours 3. Afternoon: 12:00-17:00 for Grade 1-7 4. Co-curricular: 9:00-11:00 hours
Day secondary school routine, single session	<p>The following daily routine for a day secondary school is strongly recommended. The times indicated for the following daily routine are only indicative. However, this is a pattern that is strongly recommended due to its convenience.</p> <ol style="list-style-type: none"> 1. Morning: 07:30-13:10 hours. There must be an assembly at least once a week followed by lessons 2. Lunch: 13:10-14:00 hours 3. Afternoon: supervised study, 14:00-15:00 hours 4. Co-curricular activities, 15:00-17:00 hours.

Item	Time Allocation
Day secondary school routine, double session	Morning: 07:00-12:30 hours Supervised study: 14:00 -15:00 hours Co-curricular: 15:00 -17:00 hours Afternoon: 12:30 -17:30 hours Supervised study: 11:30-12:30 hours Co-curricular: 09:30-11:00 hours
Boarding routine	The following daily routine for a boarding school is also strongly recommended. <ol style="list-style-type: none"> 1. Morning: bell for rising rings, followed by dormitory cleaning 2. Breakfast 3. Assembly (starts and ends with singing of the national anthem), followed by lessons 4. Lunch 5. Afternoon: lessons; co-curricular activities 6. Supper 7. Supervised study
Staff working hours	All teachers shall be in school for 8 hours preparing lessons, teaching, doing CPD, supervising learning, supervising co-curricular activities, attending to special education needs and remedial lessons and supervising individual study.
Weekend programmes	In boarding schools, special efforts must be made to draw up a suitable programme for Saturdays and Sundays. The Head Teacher and his/her staff must constantly encourage and help their learners to make the best use of allocated free time, particularly on Saturdays and Sundays. Religious ministers and priests should be invited to conduct services on days of religious worship at the school (learners should not be allowed to go out for church services). The following is a suggested daily routine for Saturdays and Sundays in boarding schools. <p><i>Saturdays</i></p> <ol style="list-style-type: none"> 1. Breakfast 2. Preparation for general school inspection 3. Inspection by Head Teacher 4. Inter-house competitions/voluntary study and shopping, if and when applicable in the latter case 5. Lunch 6. Supervised study: 14:00-15:00 hours 7. 15:00-17:00 hours: inter-house competitions, as possible or co-curricular activities and games against local and visiting teams 8. Supper 9. Entertainment shows 10. 22:00 hours: lights out.

Item	Time Allocation
	<p>Sundays</p> <ol style="list-style-type: none"> 1. Breakfast 2. Religious services to be conducted by school staff or invited religious ministers or priests 3. Inter-house competitions/voluntary study 4. Lunch 5. Voluntary study 6. Supper 7. School or house concerts, debate, drama, etc. 8. 22:00 hours: lights out.
Timetables	<ol style="list-style-type: none"> 1. Timetables should be kept as follows: <ol style="list-style-type: none"> a) master timetable in the staff room, Deputy Head Teacher's office and Head Teacher's office; b) teaching time tables in heads of department's room and section heads' rooms; c) individual time table with each teacher; d) class timetables in each class. 2. Single periods are recommended for most subject areas. 3. Double periods are recommended for subject areas that include practical, field and laboratory work.
Subject groupings headed by Head of Department	<ol style="list-style-type: none"> 1. Mathematical subjects: Ordinary Mathematics and Additional Mathematics. 2. Languages: Zambian Languages, Literature, English Language and any Foreign Languages. 3. Natural Sciences: Integrated Science, Agricultural Science, Biology, Science, Chemistry and Physics. 4. Social Sciences: Social Studies, History, Geography, Religious Education and Civic Education. 5. Commercial Subjects: Business Studies, Computer Studies, Commerce, Principles of Accounts. 6. Practical Subjects: Home Economics, Food and Nutrition, Home Management, Fashion and Fabrics, Design and Technology. 7. Expressive Arts: Art and Design, Music Education, Physical Education. <p>Note: Computer Studies currently fall under Commercial Subjects or Mathematics Departments, but may soon be moved to an independent department.</p>
Special Education Needs (SEN) and School Guidance Services	<ol style="list-style-type: none"> 1. The subject areas outlined above also apply to learners with special educational needs (SEN), such as hearing impaired, visually impaired and physically and intellectually disabled. 2. Subject areas for learners with intellectual disabilities shall be prescribed by a specialist on the basis of intrinsic abilities of the learner. 3. School guidance and counselling services should be provided to all learners, while special education services should be provided to learners who need them.

Item	Time Allocation
School committees	<p>The following are examples of committees that schools should establish, following laid down guidelines in the Governance Manual. Minutes of committee meetings must be kept.</p> <p>In addition to teachers, there should be representation from learners and community members, where appropriate:</p> <ol style="list-style-type: none"> 1. Academic/Curriculum Committee 2. Bursaries Committee 3. Catering Committee 4. Disciplinary Committee 5. Entertainment Committee (for learners) 6. Examinations Security Committee 7. Finance and Procurement Committee 8. HIV and AIDS Committee 9. Human Resource Development Committee 10. Library Committee 11. Preventive Maintenance Committee 12. Production Unit Committee 13. Social Welfare Committee 14. Sports Committee 15. Timetable Committee 16. Water and Sanitation Committee. <p>The composition of each of the committees can be found in relevant documents in each school. The Head should be flexible to constitute any ad hoc committee whenever necessary to do so.</p> <p>The Head/Deputy should use the main structures of the school organisation, such as the routine master time table, organisational chart and learners to run the school.</p>
Staff meetings	<ol style="list-style-type: none"> 1. At least 3 times per term. 2. Each of the meetings must devote some time to discussion of academic/pedagogic matters. 3. Must be chaired by the Head Teacher or Deputy Head Teacher in the absence of the Head Teacher. 4. Must take place when there is no active teaching required, for instance afternoons/weekends. 5. Minutes of staff meetings must be kept. 6. Staff briefing should be conducted at least once a week. <p>For further details on meetings refer to the Head Teacher's Manual.</p>
Substitute teachers	<ol style="list-style-type: none"> 1. These are heads of department/section heads/senior teachers or any other teacher assigned to stand in for teachers who may be absent from duty on account of illness or other reason. 2. They must ensure that they prepare work for the classes that have no teachers.

Item	Time Allocation
	<p>3. They should attend to such classes in addition to their regular classes until the absentee teacher(s) return(s).</p> <p>4. Where a teacher is off duty for a period of more than 1 week, the time table should be adjusted to ensure his/her classes are given to another teacher on full time basis.</p>
Head Teacher	<p>Being both an administrator and head of staff, the Head Teacher has overall responsibility for ensuring that all the activities of the school are focused on attaining national goals as stipulated in the national education policy. The head of each educational institution does not only draw up the local work plan but also undertakes follow-up activities and evaluates school results in relation to both national goals and those specified in the local work plan.</p> <p>The Head Teacher is responsible for the school's results and thus has, within certain limits, special responsibility for:</p> <ol style="list-style-type: none"> 1. Organisation of the school's working environment so that learners have access to supervision, good quality teaching materials and other kinds of support, e.g. libraries and computers. 2. Supervising and monitoring teaching in different subjects/learning areas so that learners are provided with an opportunity to understand knowledge areas in a broader context. 3. The development of a structure for effective partnerships between the school the Board, PTA/AC/PCSC and for providing parents with information on the goals of the school, its functions and the range of subject/learning area choices that exist. 4. Facilitating contacts between the school and the homes of learners as may be necessary. 5. Adjusting the allocation of learning resources and remedial measures as may be recommended by teachers. 6. Organisation of study and vocationally oriented activities so that learners receive guidance before selecting from the range of subject/learning area options that a school has to offer. <p>The Head Teacher should be a person of sober habits, exemplary manners, dress and speech and should be an effective communicator.</p> <p>He/she should be a person of balanced interests and must be found at the school to give guidance in all aspects of the school, e.g.:</p> <ol style="list-style-type: none"> a) S/he must not be desk bound but should supervise the Deputy Head Teacher, heads of department, senior teachers and other teachers. b) Is the chief administrator of the school. c) Is responsible for the promotion of child-friendly school programmes and activities. d) Has overall responsibility for internal monitoring at the school. e) Must efficiently guide Board and PTA/AC/PCSC members and effectively collaborate with the community. f) Should delegate and assign responsibilities to all teachers equitably and without bias.

Item	Time Allocation
	g) Chairs the Examinations Committee. h) Serves as Secretary for both the Education Board and the PTA/AC/PCSC.
Deputy Head Teacher	1. Deals with administrative issues concerning learners. 2. Supervises the work of heads of department, senior teachers and teachers. 3. Institutes internal monitoring at the school. 4. Heads the following committees and makes recommendations to the Head: <ul style="list-style-type: none"> ▪ academic/curriculum committee; ▪ finance committee; ▪ disciplinary committee; ▪ timetable committee. 5. Maintains the teachers' attendance register. 6. Undertakes any other work delegated to him or her by the Head Teacher.
Heads of Department	1. They supervise individual subject areas and departments. 2. There is one head of department per subject area.
Senior Teachers/Heads of Section	1. They supervise teachers. 2. They are assigned to either lower or upper primary levels. 3. Each senior teacher must have a room to herself or himself. 4. There must be a master time table in her/his office for all teachers under his/her supervision

Chapter Twenty-Four: School Organisation – Learner Affairs

This chapter deals with learner administration. It guides Education Boards on what to look for in school management concerning learners. It is important for Boards to monitor the way the school manages its affairs, ranging from school enrolments, number of co-curricular activities offered, to the nature of participation by learners in the governance of their institution.

It is expected that these guidelines will also assist learners concerning what to expect from their teachers; in this way learners' rights to high quality education and educational standards will be guaranteed.

Item	Requirements
Enrolment at ECE centres	<ol style="list-style-type: none"> 1. Nursery: 3 to 4 years old. 2. Reception: 5 to 6 years old. 3. Copies of birth certificate/children's' clinic cards/birth records are required, where available.
Enrolment at Grade 1	<ol style="list-style-type: none"> 1. The enrolment age is 7 years for both male and female. 2. Copies of birth certificate/children's' clinic cards/birth records are required, where available. 3. Preference should be given to children who are above 7 years old and may have been left out at the age of 7. However, those above 10 years should be enrolled in alternative modes of education. 4. Prior to enrolling Grade 1s, there should be compulsory assessment to ascertain readiness and suitability of learners for entry into Grade 1 and also for early identification of and interventions for special educational needs. 5. The number of desks available should accommodate the prescribed number of learners per class.
Enrolment at Grade 8	Learners proceeding to Grade 8 must have completed the Grade 7 programme and passed the composite examination at Grade 7 level.
Enrolment at Grade 10	Learners must have passed the Grade 9 Junior Secondary School Leaving examinations.
Examination cut off points at Grades 8 and 10	<ol style="list-style-type: none"> 1. This involves the threshold level of marks above which a candidate is selected into Grades 8 and 10. 2. It is determined on the basis of the availability of places in schools. 3. Each province/district may have its own cut-off point. 4. Girls may have lower cut-off points than boys.
Class enrolment	<p>Class size and classrooms should correspond to government policy, which is as follows:</p> <ol style="list-style-type: none"> 1. ECE: 3-4 years – 15 learners per class; 5-6 years – 20 learners per class 2. Grade 1-7: 40 learners per class 3. Grade 8-12: 35 learners per class. 4. LSEN classes: 4-5 learners per class.

Item	Requirements
School levies	<ol style="list-style-type: none"> 1. User fees will be determined and agreed upon between PTA/AC and will be ratified by the Minister. 2. PTA/AC levies will be agreed upon between the Board and the PTA and will be ratified by the Minister. 3. Education Boards should consolidate all forms of levies, such as medical fees, text book levy, co-curricular funds, tuition fees and boarding fees into one figure known as user fees. 4. The Board/PTA/AC will agree on the modality of purchase of school uniforms by parents. 5. No learner should be excluded from school on account of failure to pay various levies. 6. Vulnerable learners should be assisted as may be appropriate.
Taking meals in the school (for details refer to the chapter on school health and nutrition)	<ol style="list-style-type: none"> 1. All learners must take their meals while seated. 2. Adequate sitting accommodation must be available. 3. Appropriate dressing should be observed.
Learner governance and participation	<p>Education Boards should ensure that:</p> <ol style="list-style-type: none"> 1. Schools have school councils with representation from each class responsible, among others, for the monitoring of teacher/learner contact time, using a standard form. 2. A line chart of learner committees should be developed and be made available. 3. Up-to-date minutes of the learner council should be available. 4. A register containing club leaders and subject committee leaders should be kept. 5. A file containing names of prefects, class monitors and house or hostel leaders should be kept. 6. A structure of learner governance should be developed and made available.
Learner activities and welfare	<p>Schools should encourage every learner to belong to a club. There must be a written programme showing learner involvement in co-curricular in-door and out-door activities, such as:</p> <ol style="list-style-type: none"> 1. Physical education. 2. Inter-class or inter-house competitions. 3. Manual work/station up-keep. 4. Church-related activities. 5. Subject clubs. 6. Special educational needs learners must have suitable facilities to enable them learn easily.
Learner records and information	<p>Every school should keep the following records/information:</p> <ol style="list-style-type: none"> 1. Admission registers 2. Class registers

Item	Requirements
	<ol style="list-style-type: none"> 3. Learner record cards 4. A file containing learner testimonials (examination results can be obtained from the school the learner last attended) 5. A file on transfer requests and transfers 6. A register for learner career preferences 7. A register for sick learners 8. A file for exceptional performers in any of the school activities 9. Leadership performance in the school 10. Examination analysis records 11. Continuous assessment records 12. School report files 13. Record of dropouts 14. Academic performance of each learner 15. Closing dates for Grade 7, 9 and 12 entries is 31st March each year.
Learner discipline	<ol style="list-style-type: none"> 1. Every school should have a chart showing the structure of the disciplinary organs in the school. 2. Up-to-date minutes of disciplinary committee meetings should be kept. 3. A case record book for all disciplinary cases should be kept. 4. There should be a set of clear school rules and regulations. 5. No liquor or any intoxicating drink or substance should be exposed to learners on school premises. 6. No learner should be involved in reality social shows with either a public or private broadcasting station. 7. Every school should have a code of conduct agreed upon by school management and learners. 8. Schools should ensure that every learner signs the anti-riot pledge form. 9. Every learner in a school should sign an examination anti-malpractice pledge form. 10. There should be evidence that the school maintains consistent disciplinary procedures. 11. The classroom routine should be displayed in appropriate places. 12. Mockery of new by old learners and bullying should not be condoned (also refer to the Child Protection Guidelines).
References and testimonials	<ol style="list-style-type: none"> 1. The school register and record cards can be used as a reference for a variety of details on learners. 2. A file should be kept that contains testimonials issued or received. 3. For ease of reference schools should maintain up-to-date admission registers.

Item	Requirements
Guidance and Counselling Services	<ol style="list-style-type: none"> 1. Provision of Guidance and Counselling Services in a school should take into account issues of reproductive health, dangers of Sexually Transmitted Infections, HIV and AIDS, substance abuse and other issues that may have a bearing on the health and nutrition status of learners. 2. For effective Guidance and Counselling the school should ensure that: <ol style="list-style-type: none"> a) Guidance and Counselling Services are provided by trained staff. b) Records of Guidance and Counselling Services are maintained in confidentiality. c) There is interaction with parents/guardians if need be. d) There is gender and age sensitivity when guiding and counselling. e) Referral to appropriate institutions is provided when a problem requires further professional attention. 3. Areas of concern: <ol style="list-style-type: none"> a) Erratic school attendance. b) Deviant behaviour, such as drug abuse, bullying, fighting, immoral conduct. c) Problems originating from homes. d) Learner-teacher conflicts. e) Learner-learner conflicts. f) Trauma caused by death of a parent or parents. g) Poor performance. 4. Requirements: <ol style="list-style-type: none"> a) There should be a minimum of 2 guidance teachers, 1 male, 1 female at each school. b) A qualified teacher counsellor should be available. c) Every learner card must contain a photograph of the learner. d) The academic performance of each learner should be entered on the card. e) Career preferences should be indicated on each learner's card. f) Special behavioural observations should be carefully recorded, dated and signed. g) A record of individual or group counselling should be available. h) A record of guidance services offered in a term should be kept. i) Stigmatisation due to HIV and AIDS should not be allowed.

Note: Gender balance should be observed in all issues.

Chapter Twenty-Five: Information Management in Schools

Information management systems are important in the efficient management of schools. Management systems must be computerised, with internet connectivity. The Board should ensure that appropriate information on various aspects of school life is kept. Security and confidentiality of this information is necessary. Information on learners and teachers should always be gender segregated.

For the information to be kept properly, the Board should allocate the necessary information management facilities. A qualified information management officer should be employed to ensure proper handling of information. Information risk management initiatives must be put in place. The following are guidelines on information and documents to be found in a school.

Item	Information and Documents
School organisation	<ol style="list-style-type: none"> 1. Name, address, telephone, fax numbers and email address of proprietor(s) of the school 2. Grade of school, when opened and class pattern of the school 3. School property: tools, equipment, furniture, teaching aids and school vehicles 4. Staff register: staff employment and employment details 5. Admission registers for learner enrolments 6. Master and individual time tables 7. Staff returns: prevailing status on the staffing situation 8. School and departmental work plans 9. Individual work plans 10. Teaching loads 11. Head Teacher's daily routine 12. Staff personal files 13. School site plan 14. Teacher absenteeism monitoring register 15. Register of number of CSOs offering scholarships and amounts or resources received 16. Head Teacher internal monitoring record 17. Teachers' outstanding performance record.
School management	<ol style="list-style-type: none"> 1. School profile 2. Filing system 3. School daily routine 4. File for assorted forms, circulars and policy documents 5. Records of staff and other meetings, e.g. PTA/AC/PCSC meetings 6. School log book 7. School calendar of events 8. School punishment book 9. Heads of department/section timetable

Item	Information and Documents
	<ol style="list-style-type: none"> 10. Individual teachers' time tables 11. School Inset Record (SIR) book, Head Teacher Inset Meetings (HIM) book 12. Staff register: duties and times for work 13. EMIS forms 14. Payroll records 15. Engagement, discipline, retirement and attrition records.
Curriculum management	<ol style="list-style-type: none"> 1. Syllabi 2. Weekly forecasts 3. Lesson plans 4. Schemes and records of work 5. Examination records, including results analysis at different levels 6. Test and assessment records 7. School library book inventory 8. Remedial work records 9. Stock books for subject areas/departments.
Learners' records	<ol style="list-style-type: none"> 1. Learners' progress reports 2. End of term/year examinations, continuous assessment records, end of term, mid-year and end of year test records 3. Attendance class registers 4. School guidance services records 5. Records of references and testimonials 6. Records of co-curricular activities 7. Records of learners who should benefit from the Bursary Scheme 8. Production unit work records 9. Records of club activities 10. Register of children with special educational needs segregated by type of disability and how each disability is being managed 11. Learners' health records 12. Records of orphans and vulnerable children.
General records	<ol style="list-style-type: none"> 1. Records of handing over or taking over of departments 2. Records of teachers receiving various allowances, such as rural hardship, double class and responsibility allowances 3. Subject/department correspondence file 4. Teacher and learner illness and sickness attendance records 5. Names and addresses of all institutions that transact business with the school 6. Records on teachers who have attended inset programmes 7. Records on school-based continuing professional development programmes 8. Records on teachers who have not attended any inset programmes

Item	Information and Documents
	<ul style="list-style-type: none"> 9. Records of donations to the school 10. Inspection records 11. Records of teachers' qualifications 12. Records of OLC, IRI, evening, adult literacy classes 13. Records of recommended text books 14. Records on laboratory equipment and materials 15. Records of learners of outstanding performance 16. Total school enrolment records 17. Records of items produced in the school 18. Records of sporting activities 19. Records on teachers' union activities 20. Records on subject association activities 21. Records on transport matters.

Chapter Twenty-Six: Discipline of Teachers, Head Teachers, District Education Board Secretaries, Education Standards Officers and Provincial Education Officers

Discipline is very important in any given social grouping. It is even more important in the teaching service where officers at various levels of the Ministry are supposed to be role models to learners and other members of society. A Ministry official is expected to conduct himself or herself in an exemplary manner during and after work. For this reason Education Board members are called upon to enforce discipline among members of staff they are managing. Boards have been mandated to manage the institution for which they are responsible on behalf of the Minister.

While the Board is expected to manage teachers through the school management, the head of each institution falls directly under the Board. It is expected that the Board will be guided by these guidelines on the procedures to be followed when disciplining Head Teachers, teachers, Education Standards Officers, District Education Board Secretaries and Provincial Education Officers.

Item	Requirements
Accreditation	All teachers must be registered with the Teaching Council of Zambia.
Discipline and offences	<ol style="list-style-type: none"> 1. Offences in the Disciplinary Code: <ol style="list-style-type: none"> a) Absenteeism and poor time-keeping b) Sub-standard performance c) Undisciplined, improper or disorderly behaviour d) Loss, damage and misuse of government property e) Bribery/corruption, theft, fraud and misappropriation f) Illegal industrial action g) Breach of trust or confidentiality h) Sexual harassment. 2. Other offences: <ol style="list-style-type: none"> a) Administering corporal punishment b) Engaging in examination malpractices c) Carnal knowledge of a learner.
Handling teacher disciplinary matters	<p>The Head Teacher, Deputy Head Teacher, Head of Department, head of section, senior teacher, standards officer, Education Board and PTA/AC/PCSC members may identify disciplinary matters concerning teachers as follows:</p> <ol style="list-style-type: none"> 1. The matter is brought to the attention of the Head Teacher. 2. The Head Teacher writes a warning letter to the teacher. 3. The Head Teacher consults the teaching service regulations and terms and conditions of service for public service and disciplinary code to establish the appropriate charge, if there is no improvement in the teacher's behaviour. 4. The Head, in consultation with the Board, writes a charge

Item	Requirements
	<p>letter to the teacher specifying the offence.</p> <ol style="list-style-type: none"> 5. The teacher exculpates himself/herself. 6. The Board suspends the teacher if the exculpation is not satisfactory and only if the nature of the offence warrants so. 7. The Board recommends action to the DEBS or PEO, if the offence is serious and if an appeal is lodged. 8. The DEBS and PEO recommend further action to the MESVTEE disciplinary committee. 9. The case may be disposed of at this level unless it involves dismissal. 10. The Teaching Service Commission, which is the final authority, will dispose of the case if it leads to dismissal.
<p>Offences that may be dealt with at Board level (some of the offences may be referred to the next level of authority, e.g. school to DEBS, DEBS to PEO)</p>	<ol style="list-style-type: none"> 1. Offences that deal with teachers' performance, such as: <ol style="list-style-type: none"> a) Late coming b) Lack of preparation of work c) Persistent failure to produce good results d) Failure to mark assignments and failure to give learners assignments and homework. 2. Teachers' behaviour in the school and the community: <ol style="list-style-type: none"> a) Use of abusive language b) Drunkenness and disorderly behaviour c) Failure to carry out lawful instructions d) Being a public nuisance e) Arrogance f) Trespassing g) False accusations and rumour mongering h) Character assassination i) Improper dressing j) Refusing to supervise a class for which a teacher is absent for good cause k) Refusing to attend a meeting l) Refusing to carry out co-curricular activities m) Refusing to supervise production unit programmes and preventive maintenance n) Refusing to carry out recommendations made by senior officers o) Refusing to time table non-basic subjects p) Refusing to teach time tabled subjects. 3. Misappropriation of public funds and property: <ol style="list-style-type: none"> a) School levies b) Production unit, afternoon classes and resource centre funds

Item	Requirements
	<ul style="list-style-type: none"> c) Sale of school property without authority d) Failure to follow laid down financial and tender board procedures e) Use of school property for personal gain.
Procedures for handling offences committed by heads of institutions	<ol style="list-style-type: none"> 1. The DEBS/PEO to which the head of the institution reports should review the case and take/make necessary action/recommendations. 2. Any reports raised by technical officers related to the case should be tabled during the disciplinary case. 3. Appropriate action/recommendation should be taken/made.
Procedures for handling offences committed by District Education Standards Officers, Senior Education Standards Officers, Principal Education Standards Officers, DEBS and PEOs	<ol style="list-style-type: none"> 1. If these officers misconduct themselves while carrying out their official duties, their supervising officers must be notified. 2. The supervising officers of these officials should identify or cite matters that need disciplinary action to be taken. 3. The supervising officers who are normally the Director, Chief Education Standards Officer and Permanent Secretary should write warning letters for the officers to stop their unprofessional behaviour. 4. A charge letter should be issued to set in motion a disciplinary action to be taken. 5. The officer concerned should reply to the charge letter showing why disciplinary action should not be taken against him/her. 6. Where an offence is established, the Permanent Secretary or the Director of Standards and Curriculum should decide what action to take and recommend to the Teaching Service Commission for approval, alteration or reversal of the decision taken. 7. Some matters may need the intervention of other public authorities, such as the Anti- Corruption Commission, the Investigator-General or the Industrial Relations Court.
Documents to refer to when dealing with disciplinary cases	<ol style="list-style-type: none"> 1. Penal Code. 2. Classifications of crimes and their treatment. 3. Constitution of Zambia. 4. Bill of Rights and relevant sections. 5. Teaching Service Commission regulations. 6. Engagement of staff, disciplinary matters and professional conduct. 7. Terms and Conditions of Service for Public Workers. 8. Conditions of Service, Service Responsibilities and Disciplinary Matters. 9. Disciplinary Code. 10. Disciplinary Matters. 11. Code of Ethics. 12. Public Workers Ethical Issues. 13. MESVTEE guidelines, e.g. for human resource management, accounts, curriculum and procurement.

Chapter Twenty-Seven: Financial Transactions, Procurement and Auditing of School Resources and Requisites

27.1 Financial Transactions

The guidelines on financial transactions are meant to enable Boards manage their public funds properly. These guidelines also ensure that proper procedures are followed by school management when acquiring or disposing of school property. It is also important to ensure that expenditure is done in accordance with budget provisions.

Once the school budget is formulated and sources of funding are identified and agreed upon, the Board should ensure that school management does not direct learners to pay extra money or take items like reams of paper, brooms, floor polish and other items to the school. Any new request for additional funding should be tabled before a full Board meeting. The PTA and the Education Board should be in agreement with this.

Education Boards should ensure that all charges payable to the school are consolidated into one fund. Making piecemeal and ad hoc charges or forcing learners to contribute items at random create a lot of inconvenience to parents and guardians and must therefore be avoided.

Item	Requirements
Budget	A budget is a statement which contains figures for anticipated income and expenditure over a period of the financial year.
Categories of a budget	The school is required to prepare a budget based on the following durations: <ol style="list-style-type: none"> 1. Short term: covering 12 months 2. Medium term: exceeding 12 months. 3. Long term: exceeding 5 years.
Preparation of school budget	<ol style="list-style-type: none"> 1. The budget preparation process must be consultative and participatory, involving all stakeholders, including learners, parents and teachers. 2. A budget must be prepared by the Finance Committee, comprising of all stakeholders, such as heads of department, PTA, Board members, learners and accountants. 3. Boards should agree with the PTAs on budget proposals. 4. Parents should discuss and agree on proposals regarding changes to the budget at a PTA general meeting.
Financial information	For any school budget to be realistic, the following information must be obtained from financing agents: <ol style="list-style-type: none"> 1. The amount of money they intend to spend on school activities for the budget period. 2. Their commitment to release the funds on time.
Approval of the budget	Approval of the budget should be done by the Board and PTA members, and authorities such as the DEBS, PEO and Permanent Secretary of the Ministry.

Item	Requirements
User fees	<ol style="list-style-type: none"> 1. In view of inadequate GRZ funding, schools are expected to source supplementary income through school user fees paid by parents. 2. The amount of user fees agreed upon must be fair and affordable to parents. 3. Once the amount has been agreed upon, all parents are expected to meet such obligations after approval of proposed fees is given by higher authorities. 4. User fees must be paid within the term to which they relate.
Payment for services	<ol style="list-style-type: none"> 1. A school should pay for services it receives, such as water, electricity and telephone from its GRZ grants and its own resources. 2. A school should pay subsistence allowance and imprest only to its own staff. Education staff coming to do work from other institutions will be catered for by the office to which they are attached, unless they have been called upon to assist by the host institution. Therefore, Boards are not responsible for paying any officer from the district, province or Ministry HQ. Officers from these sections will be paid from their own accounts.
Treatment of school funds and accrued interest	<ol style="list-style-type: none"> 1. School funds include the following: <ol style="list-style-type: none"> a) User fees b) PTA funds c) Funds from afternoon classes d) Open class fees e) Donations f) Grants from MESVTEE. 2. All school funds should be treated and accounted for like any other public funds; i.e. before any expenditure can be incurred, proper authorisation must be sought from school authorities. 3. All funds collected should be deposited in a bank account before use.
School bank account	<ol style="list-style-type: none"> 1. A school should open and maintain at least two separate bank accounts in which all moneys received shall be deposited. The two bank accounts are Recurrent and Capital. 2. However, bank accounts for specific activities may be opened if need arises. This should be done after authority has been granted by the MESVTEE Permanent Secretary. 3. Under no circumstances should school funds be deposited into any other bank account other than the school bank account.
Bank signatories	<p>Authorised bank signatories for the school bank account should comprise four approved names as determined by the Board. The approved names should include the Accounting Officer.</p>
Donations to schools	<ol style="list-style-type: none"> 1. Any monetary donation to a school should be spent on the intended purposes. If the school intends to divert such donations to something else, permission must be sought from the person or

Item	Requirements
	<p>organisation that donated such money before expenditure can be incurred.</p> <p>2. Authority to maintain a bank account must be granted by Ministry of Finance on a form called accounts form 49 (renewed yearly).</p>
General receipt book	A receipt book is a book that contains documents in order to provide proof of payment.
Features of a general receipt book	<ol style="list-style-type: none"> 1. Name of the Board 2. Classroom, teacher's or learner's name 3. Amount (both in words and figures) 4. Signature of receiving person 5. Date paid in 6. Date paid out 7. Serial number 8. Board and government funds should be receipted immediately. Under no circumstances should funds be kept un-receipted.
Official receipt	All government departments and spending agencies should not use any other receipt other than the government receipts provided by the Ministry of Finance.
Serial numbers	Records of serial numbers of all receipts should be kept in the accountable register by the head of the institution.
Cash book	<ol style="list-style-type: none"> 1. A cash book is a book in which cash and bank transactions are recorded in a systematic manner on daily basis. 2. Information in the cash book should be accurate and consistent. 3. The following information should be accurately entered in the cash book: <ol style="list-style-type: none"> a) Recording on appropriate columns such as debit and credit; b) Date of transaction; c) Details of transaction; d) Folio (information retained in the cheque book); e) Income: cash and bank; f) Expenditure: cash and bank; g) Balance: cash and bank; h) Amount.
Income and expenditure statement	<ol style="list-style-type: none"> 1. The financial statement (income and expenditure) gives a summary of the Education Board's funds. It also reveals surplus or deficit transactions for the Board as at the end of a given financial period. 2. Financial period refers to a period to which the financial statement relates. The recommended period for Education Boards is 12 months starting from 1st January to 31st December of each year.

Item	Requirements
	<p>3. The features of an income and expenditure statement are as follows:</p> <ol style="list-style-type: none"> a) Name of the Board; b) Activities, such as those related to PTA funds; c) Balance brought forward; d) Income; e) Expenditure; f) Surplus or deficit. <p>4. It is important for Education Boards to prepare financial reports showing how school funds have been transacted in the books of accounts over a period of time.</p>
Consistency in recording information	Correctness and neatness of transactions is a must. Any cancellation should be crossed and countersigned.
Banking, expenditure transactions and deposits	<ol style="list-style-type: none"> 1. Daily banking: all public moneys should immediately be banked. 2. Maximum of keeping cash is 48 hours where banking facilities exist and fortnightly where banking facilities are far.
Withdrawals	Authorisation: all withdrawals of school funds should only be done after authority has been granted by the authorised officers.
Security of financial records	<p>All documents listed below must always be under lock and key. As for banking records (item 4. below) they must be filed and kept in an office or a room to which unauthorised persons have no access:</p> <ol style="list-style-type: none"> 1. Receipt books 2. Cash books 3. Cheque books 4. Banking records 5. Deposit slips 6. Withdrawal slips.
Expenditure records	<ol style="list-style-type: none"> 1. Payment vouchers 2. Receipts 3. Cash sales 4. Invoices.
Labour register	This is a book in which staff movements in and out of school are recorded. It is important for Education Boards to maintain accurate labour registers if ghost workers are to be detected by management authorities.
Labour turn over/staff returns	This is the monitoring instrument that captures staff data, e.g. deaths, retirements, resignations and transfers in education institutions.
Follow-ups	This entails that an institution should ensure that all school staff of the institution and their labour turn over are closely followed-up and amendments made immediately.

Item	Requirements
Salaries/wage bill/increase or decrease	It is important for school authorities or those of any other institution to observe the monthly payroll. This can be done by checking through the labour register and monthly pay slips. Any difference in the name on a payroll that does not appear in the labour register should be queried and a stop order issued for withholding such a salary.
Investigations	Any foreign transaction, such as names of new staff, increase or decrease on the pay roll should be investigated immediately.
Returned salaries	Schools should ensure that all returned salaries are receipted. The wage sheet should only be acquitted by the recipient of the money.
Loan revolving funds and allowances	<ol style="list-style-type: none"> 1. MESVTEE releases revolving funds to Education Boards in the form of grants. This means that Boards should pay for the following: <ol style="list-style-type: none"> a) All types of advances, such as: <ul style="list-style-type: none"> ▪ First appointment ▪ Tuition ▪ Salary advance. b) All types of allowances, such as: <ul style="list-style-type: none"> ▪ Long service bonus ▪ Leave travel benefits ▪ Out of pocket ▪ Subsistence. 2. It is important to note that MESVTEE HQ will not pay teachers any of the above mentioned allowances and loans. 3. After the grants have been released to the Board, it is the responsibility of the Board to apportion such releases according to its areas of priority.
Allowances to be paid by MESVTEE HQ	<p>The following types of allowances are paid by MESVTEE HQ:</p> <ol style="list-style-type: none"> 1. Responsibility allowance 2. Rural Hardship and Remote Allowance: this is paid to teachers working in remote parts of the country. The allowance will be renewable every year. 3. Double class Allowance 4. Housing Allowance 5. Special Education Allowance: this is paid to qualified Special Education teachers handling learners with special needs. 6. Payment will only be made upon completion of relevant documents that should be signed by the following officers: <ol style="list-style-type: none"> a) Board Secretary or Head Teacher b) District Education Standards Officer. c) PEO or Principal Education Standards Officer.

Item	Requirements
	Note: Forms signed by junior officers will not be approved for payment.
Recovery of salary advances	The Education Board human resource and accounting unit must ensure that appropriate forms are filled by those applying for salary advances so that the end users can effect the deductions on the payroll system.
Hire purchase arrangements	The Education Board may guarantee teachers' hire purchase transactions through the decentralised payroll system.
Payment of salaries and terminal benefits	<ol style="list-style-type: none"> 1. Salaries and wages are paid by Ministry of Finance through Direct Debit and Credit Clearing (DDACC) to MESVTEE. 2. Leave days are paid by PEO/DEBS offices. 3. Pensions are paid by the Pensions Board.
Overpayment of salaries	Overpayment of salaries arising from wrongful drawing of salaries and wages must be reported to the DEBS for recovery measures to be effected.
Determinants (basis for processing payments)	<ol style="list-style-type: none"> 1. No payment of leave dues can be paid out if a retired or deceased officer is still drawing a salary. 2. No payment of terminal benefits shall be processed if the clearance form has not been processed.
Assets of the school	<p>Assets are categorised into two, namely:</p> <ol style="list-style-type: none"> 1. Fixed assets, which include the following: <ol style="list-style-type: none"> a) School buildings b) Furniture c) School books. 2. Current assets and stocks: these are stores items procured by an institution.
Debtors	These are people who owe a school or an institution. It is important to monitor debtors' turn over. Slow paying debtors must not be entertained by the school.
Cash on hand	<p>This is money that the school keeps in an authorised place, such as a cash box or a safe.</p> <p>Banking should be done within 48 hours where banking facilities exist and fortnightly where banking facilities are far.</p>
Cash at bank	<ol style="list-style-type: none"> 1. This is money that the school or an institution has in the bank. 2. The school should always demand a bank statement from the bank on a monthly basis. 3. In the case of a savings account, it is important for the school authorities to check with the bank the ledger card on a monthly basis.
Care of school assets	<ol style="list-style-type: none"> 1. The responsibility of caring for school assets lies with the Head Teacher. 2. At District Board level this responsibility lies with the DEBS.

Item	Requirements
Use of school funds and property	School funds and property should be used for the benefit of the institution.
Fund raising	<ol style="list-style-type: none"> 1. Learners are not allowed to beg for money or any other items in public or in offices. 2. Fund raising through activities such as civilian day is not allowed. 3. Fund raising activities should be agreed upon by all parties concerned; i.e. teachers, parents and Board members. Minutes of meetings held for this purpose should be made available to Education Standards Officers and other stakeholders if and when required.

27.2 Procurement of School Resources and Requisites

Schools purchase goods and services for their use from time to time. For this purpose, we have included in this chapter some of the important stages in the process of procuring, storing and use of purchased items.

Item	Requirements
Procurement of goods and services	<p>School procurement is:</p> <ol style="list-style-type: none"> 1. The acquisition of goods. 2. The purchase of services, such as electricity or water. This type of service is usually paid for after services have been rendered. 3. Plans must always be made far in advance for the payment of water, electricity and telephone bills to avoid disruptions in the school routine.
Stores	In this context this refers to all items bought, delivered and received.
Procurement and stores units	In order to ensure that a control mechanism is put in place, schools should establish separate procurement and stores units.
Headship of the procurement unit	The procurement unit is normally headed by a Procurement Officer.
School stores unit	This is usually manned by a stores officer whose main duties include receiving, storage and distribution of goods procured.
Procurement of goods from private funding sources	Goods procured from private funding sources should be treated and utilised in line with the Public Procurement Act of 2008. The process of public procurement, monitoring, inspection and auditing will also apply as for goods procured from public funds.

Item	Requirements
Stages involved in the procurement of school goods	<p>Before a school procures goods, the following steps should be taken into account:</p> <ol style="list-style-type: none"> 1. The user department should request such goods on an internal requisition form to the procurement unit. 2. The procurement unit in turn will source the supply from the cheapest would be supplier through a letter of inquiry. 3. The would be supplier in turn issues a pro-forma invoice or a quotation to the school quoting the: <ol style="list-style-type: none"> a) Price b) Quantity c) Quality of goods d) Other terms, such as delivery period or guarantee of the goods. 4. The school may choose the cheapest quoted supplier and arrange for the delivery of such goods. 5. The supplier may deliver goods before payment or afterwards depending on the terms agreed upon. 6. If goods are delivered before payment, the supplier should issue an invoice to the school demanding payment for the goods delivered. 7. The supplier should also issue a delivery note indicating the quality, quantity and condition of goods delivered to the school.
Stages involved in receiving, storage and issue of school stores	<p>The following are the stages involved in receiving, storage and issue of school stores:</p> <ol style="list-style-type: none"> 1. The school stores unit will sign the delivery note confirming the condition and state of goods delivered to the school. Any unusual observation may force the school to reject the goods. 2. If the goods meet the required specifications, the Stores Officer will sign the delivery note and issue a Goods Received Note (GRN) 3. The Stores Officer will immediately record such goods in the stores ledger.
Storage of goods	Goods received must be kept in an appropriate store room.
Issue	<ol style="list-style-type: none"> 1. The school is expected to issue stores only to a user department upon receiving an approved request. 2. Random issue of stores to any given department(s) may lead to theft and loss of money and property. 3. Excess issue of stores may lead to wastage.
Security	<ol style="list-style-type: none"> 1. It is important for a school store room to have physical security to avoid break-ins. 2. Storerooms should always be locked and must be out of bounds to unauthorised persons.

27.3 Public Procurement Procedures and Revised Thresholds

Following the enactment of the Public Procurement Act No. 12 of 2008, the Zambia National Tender Board Act, Cap 394 of the Laws of Zambia, was repealed effective December, 2008. The former National Tender Board is now called the Zambia Public Procurement Authority (ZPPA).

In accordance with Section 6 (2c) and Section 7 of the Second Schedule (Transitional Provisions) of the ZPPA, the procurement thresholds were revised as follows:

27.3.1 Revised thresholds (Government Ministries and Departments)

	Threshold (K)		
	Goods/Services	Works	Consulting Services
Uncertified	500,000	500,000	300,000
Category "A"	Unlimited	Unlimited	Unlimited
Category "B"	Unlimited	Unlimited	Unlimited
Category "C"	Unlimited	Unlimited	Unlimited

27.3.2 Revised thresholds (Parastatal and Statutory Bodies)

	Threshold (K)		
	Goods/Services	Works	Consulting Services
Uncertified	500,000	500,000	300,000
Category "A"	Unlimited	Unlimited	Unlimited
Category "B"	Unlimited	Unlimited	Unlimited

27.4 Simplified Bidding

All procurements with an estimated value up to K500,000 should be undertaken using the simplified bidding (informal tendering method). The authorising officers shall be as follows:

Threshold	Authorising Office
Up to K5,000	Senior Officer
Above K5,000 up to K10,000	Head of Department (DEBS, PEO, Director).
Above K10,000 up to K50,000	Controlling Officer/Chief Executive Officer
Above K50,000 up to K500,000	Procuring Entity Tender Committee
Above K500,000	Procuring Entity Tender Committee (but refer to the "Open bidding" section below).

In order to enhance competition, transparency and fairness, suppliers should be requested to submit with their quotation(s) offers the following documents:

- a) Certificate of Incorporation/Registration;
- b) Zambia Revenue Authority valid Tax Certificate;
- c) Relevant Certification, e.g. National Council for Construction/Zambia Public Procurement Authority.

Any supplier who does not provide the above documents shall be deemed non-responsive.

27.5 Open Bidding

All procurements with an estimated value of above K500,000 shall be undertaken using the open bidding or open selection method and authorised for contract award by the procuring entity tender committee.

However, single sourcing or direct bidding should be subject to prior reviews or a “No Objection” by ZPPA, through the Permanent Secretary.

In order to enhance competition and transparency in the open bidding process, all draft solicitation documents for open bidding/selection shall be subject to a prior review and granting of a “No Objection” by the Procurement Entity Tender Committee.

27.6 Corrupt Practices/Poor Performance

All suppliers involved in corrupt practices and/or have a record of persistent poor performance should be reported to ZPPA.

27.7 Auditing Books of Accounts for Education Boards

All school accounts are subject to the government's financial regulations. Each school account will be audited from time to time. This will be done in order to ascertain the correctness of the financial transactions carried out by the Board.

The financial status of the Board should be known by all stakeholders, such as teachers, parents, Education Board members and other MESVTEE officers, such as Auditors and Education Standards Officers.

All audit queries must be attended to promptly to avoid these turning into Public Accounts Committee queries. The Controlling Officer will take disciplinary action against the Board Secretary and the Board Accounting Officer who fail to provide factual answers.

Item	Requirements
Auditing of school books of accounts	Financial statements should be audited by the Office of the Auditor-General on an annual basis. However, such financial statements are also open to be pre- and post-audit by internal auditors on a daily basis.
Audit report and analysis	The auditors’ reports are based on existing financial records and information from other sources. Therefore, it is important to keep all financial records carefully.

Item	Requirements
Answering audit queries	<ol style="list-style-type: none"> 1. Understand the audit query. 2. Check for the period to which the query relates. 3. Analyse the audit range of coverage. 4. Summarise the query. 5. Provide answers based on realistic facts. 6. Provide clear and precise answers. 7. React to audit queries promptly.
Payroll audit	<p>The following accounting documents must be availed to auditors:</p> <ol style="list-style-type: none"> 1. Acquitted salary/wage sheet. 2. A letter of attorney should be attached to the wage sheet/salaries schedule. 3. General receipt for disallowed wages or salaries must be attached. 4. Keep all audited salaries/wage sheets carefully for future reference.
Revenue audit	<p>Produce the following books of accounts:</p> <ol style="list-style-type: none"> 1. Receipt books, both unused and used. 2. Cash books for all activities such as PTA, Production Unit, General Purpose Fund and donors. 3. Bank statements: all bank statements relating to the period being audited should be presented to the auditors. 4. Bank reconciliation statements. 5. Cheque books, both unused and used. 6. Cash on hand. 7. Ledgers.
Auditing of fixed assets	<p>Ensure that the Asset Register is kept in a manner that is acceptable. Some of the information expected to be revealed include the following:</p> <ol style="list-style-type: none"> 1. Type of assets. 2. Date of purchase. 3. Value. 4. Rate of depreciation.
Auditing of current assets	<p>The auditing of current assets will include the following:</p> <ol style="list-style-type: none"> 1. Stock. 2. Debtors. 3. Cash and bank.
Auditing of stores	<p>The following documents must be made available for audit verification:</p> <ol style="list-style-type: none"> 1. Stores requisition. 2. Stores issue.

Item	Requirements
	<ol style="list-style-type: none">3. Up to date or well recorded Stores Ledger.4. Used and unused Local Purchase Order book.5. Copies of delivery notes.
Care of stocks	All stocks should be kept carefully as auditors will need them to check physically.

List of Selected Standards and Guideline Documents

1. Laws

- 1.1 Constitution of Zambia.
- 1.2 Education Act, 2011
- 1.3 Teaching Profession Act, 2013
- 1.4 Zambia Qualifications Authority Act, 2011

2. Policies

- 2.1 Adult Literacy Policy
- 2.2 Early Childhood Education Policy
- 2.3 Educating Our Future
- 2.4 Free Basic Education Policy
- 2.5 HIV and AIDS Workplace Policy for the Education Sector for the Management and Mitigation of HIV and AIDS
- 2.6 In-Service Training Policy
- 2.7 National Child Policy
- 2.8 National Child Protection Policy for Schools
- 2.9 National Decentralisation Policy
- 2.10 National Education, Science and Vocational Training Policy
- 2.11 National Policy for Open and Distance Learning
- 2.12 National School Health and Nutrition Policy
- 2.13 No Child Left Behind Policy
- 2.14 Policy on Children's Rights
- 2.15 Policy on Student Loans, Bursaries and Scholarships
- 2.16 Public Service Training and Policy
- 2.17 Re-entry Policy
- 2.18 Technical Education, Vocational and Entrepreneurship Training Policy
- 2.19 Training Policy

3. Circulars, Frameworks, Guidelines, Handbooks/Manuals

- 3.1 Bursary Guidelines
- 3.2 Bursary Guidelines and Awards Scheme
- 3.3 Care and Support for Teaching and Learning: SADC Regional Programme – Regional Support Pack
- 3.4 Caregiver's Manual: Interactive Radio to Support Community-Based Early Childhood Development Programmes in Zambia
- 3.5 Child-Friendly Schools: Manual
- 3.6 Child-Friendly Schools: Supplementary Training Manual
- 3.7 Children's School Councils Operations Manual
- 3.8 Code of Ethics for the Public Service

- 3.9 Creating a Safe School Environment: A Multi-Stakeholder Response to Child Abuse Early Childhood Care, Development and Education Policy
- 3.10 Criteria for Assessing Health Promoting Schools
- 3.11 Early Learning and Development Standards
- 3.12 Education Board Guidelines
- 3.13 Education Sector Management and Coordination Guidelines
- 3.14 Education Sector Monitoring and Evaluation System
- 3.15 Education Sector National Implementation Framework
- 3.16 Financial Regulations
- 3.17 Governance in Education Boards: A Handbook for Planning and Decision Making
- 3.18 Guidance and Counselling Handbook
- 3.19 Guidance Teachers' Manual: Managing Learners' Behavioural and Emotional Problems
- 3.20 Guidelines for Child Participation in School Governance through Children's Councils
- 3.21 Guidelines for a Girl-friendly School
- 3.22 Guidelines for the Implementation of School Health and Nutrition Programme Activities
- 3.23 Guidelines for the Management and Administration of Examinations in Zambia
- 3.24 Guidelines for the Prevention and Management of Child Abuse in Zambian Schools
- 3.25 Guidelines for the Re-entry Policy
- 3.26 Handbook: A Resource for Turning your School into a Child-friendly Centre of Care and Support
- 3.27 Journey of Life
- 3.28 Localised Education Manual
- 3.29 Ministerial Circulars, various, e.g. on Corporal Punishment
- 3.30 Monitoring and Evaluation Guidelines
- 3.31 National Curriculum Framework
- 3.32 National Guidelines for the Multidisciplinary Management of Survivors of Gender-Based Violence in Zambia
- 3.33 Open Learning Guidelines
- 3.34 Operational Guidelines for Community Schools
- 3.35 Parent Teacher Association/Advisory Committee Guidelines
- 3.36 Parent Teacher Association Training Manual
- 3.37 Participatory School Governance Manual
- 3.38 Planning for School Excellence Manual Guidelines
- 3.39 Principles of Education Boards Governance and Management: Manual
- 3.40 Procurement Guidelines
- 3.41 Proposition for an Interim WASH in School Package in Zambia
- 3.42 School-Based Continuing Professional Development Through Lesson Study: Implementation Guidelines

- 3.43 Service Commission Guidelines
- 3.44 Service Commission Policies, and Procedures for Employment in the Public Service
- 3.45 Service Commission: Disciplinary Code and Procedures for Handling Offences in the Public Service
- 3.46 Service Commission Regulations
- 3.47 Standards and Evaluation Guidelines
- 3.48 Strategy for Including Persons with Disabilities in School Health and Nutrition
- 3.49 Teacher's Guide for School-Based Continuing Professional Development
- 3.50 Terms and Conditions of Service for Public Service Workers, and Disciplinary Code
- 3.51 Training Manual for Community School Teachers
- 3.52 Zambia Education Curriculum Framework, 2013

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Appendices

The appendices given in these guidelines are samples giving information found in the original documents. In other cases reference has been made to relevant forms without the actual samples being provided. All the forms referred to here can be obtained from the offices of the DEBS, PEO or MESVTEE HQ.

The appendices are arranged as follows:

1. Appendix A: Inspection
2. Appendix B: Allowances
3. Appendix C: Conditions of Service
4. Appendix D: Annual Performance Appraisal System Form
5. Appendix E: Handing Over/Taking Over of Schools
6. Appendix F: Twinning of Schools Form
7. Appendix G: Child Protection Checklist
8. Appendix H: Monitoring Instrument for Implementation of HIV and AIDS, Life Skills and Sexuality Activities in Institutions.

Appendix A: Inspection

1. Action taken form
2. Teacher monitoring instrument
3. Departmental/Section monitoring instrument
4. Deputy Head Teacher monitoring instrument
5. Head Teacher monitoring instrument
6. Institutional monitoring instrument
7. Community school monitoring instrument
8. Examinations monitoring instrument
9. Examinations marking monitoring instrument.

1. Action Taken Form

Appendix to accompany:

School file No.

1. General inspection Report
2. Department/Subject Inspection Report
3. Lesson/Teacher Inspection Report
4. Project Inspection Report

PEO:.....
 DEBS:.....
 Head:.....

Name of Institution:			
Challenges	Recommendation(s)	Implementing Officer	Timeframe

Inspector's particulars:	
Name:.....	Title:.....
Signature:.....	Date:.....

2. Teacher Monitoring Instrument

Confidential

**Directorate of Standards and Curriculum
Department of Standards and Evaluation**

Province:.....

District:.....

School:.....

Part A: General Information:

Name of teacher:.....Sex:.....TS No.:.....NRC:.....

Date of birth:.....Date of Retirement:.....

Marital status:.....

Qualifications i) Academic:.....

ii) Professional:.....

Institution(s) where trained: Year:.....

..... Year:.....

..... Year:.....

..... Year:.....

Date of first appointment:..... Confirmed/Not Confirmed

Date teacher reported to present school:.....

Current appointment
(Acting/Substantive).....

Additional responsibilities:.....

Date last monitored:.....

Date of monitoring:.....

Monitoring objective(s):.....

.....

Class enrolment: Boys:..... Girls:.....

Total:.....

Number of present Boys:..... Girls:.....

Total:.....

Observation(s):.....

.....

No. of pupils with SEN:

Type of need	Boys	Girls	Total
Gifted			
Visual impaired			
Hearing impaired			
Intellectually impaired			
Physically impaired			
Health problems			
Other			

Comments:.....

.....

Part B: Lesson Particulars:

Class taught:.....Subject:..... Pupil/book ratio:.....

Topic:.....

Lesson objective(s)

.....

.....

(Key: U: Unsatisfactory; S: Satisfactory; G: Good; VG: Very Good; O: Outstanding)

.....

Part C: Organisation, Structure and Lesson Presentation

Personal and professional presentation:

Appearance	U	S	G	VG	O
------------	---	---	---	----	---

.....

Punctuality	U	S	G	VG	O
-------------	---	---	---	----	---

.....

Teacher preparedness for the lesson	U	S	G	VG	O
-------------------------------------	---	---	---	----	---

.....

Introduction	U	S	G	VG	O
--------------	---	---	---	----	---

.....

Lesson development (method/technique used):

Whole class activities	U	S	G	VG	O
------------------------	---	---	---	----	---

.....

Group/pair activities	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

Individual activities	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

Other (specify)	U	S	G	VG	O
-----------------	---	---	---	----	---

.....

Voice projection/sign language/gestures (total communication)	U	S	G	VG	O
--	---	---	---	----	---

.....

Level and relevance of teaching materials	U	S	G	VG	O
---	---	---	---	----	---

.....

Time Management	U	S	G	VG	O
-----------------	---	---	---	----	---

.....

Evidence of home work	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

Knowledge of subject matter:

Accuracy	U	S	G	VG	O
----------	---	---	---	----	---

.....

Level and relevance	U	S	G	VG	O
---------------------	---	---	---	----	---

.....

Logical presentation	U	S	G	VG	O
----------------------	---	---	---	----	---

.....

Pupil participation:

Pupils' written work	U	S	G	VG	O
----------------------	---	---	---	----	---

.....

Pupil-teacher relationship	U	S	G	VG	O
----------------------------	---	---	---	----	---

.....

Pupil to pupil relationship	U	S	G	VG	O
-----------------------------	---	---	---	----	---

.....

Pupil display of interest	U	S	G	VG	O
---------------------------	---	---	---	----	---

.....

Attention to individuals:

Ability to cope with individual pupils' work	U	S	G	VG	O
--	---	---	---	----	---

.....

Evidence of remedial teaching	U	S	G	VG	O
-------------------------------	---	---	---	----	---

.....

Allows time for individual attention	U	S	G	VG	O
--------------------------------------	---	---	---	----	---

.....

Awareness of CSEN	U	S	G	VG	O
-------------------	---	---	---	----	---

.....

Knowledge of handling CSEN	U	S	G	VG	O
----------------------------	---	---	---	----	---

.....

Teaching/learning resources:

Availability of teaching/learning resources, SEN materials inclusive	U	S	G	VG	O
--	---	---	---	----	---

.....

Nature of resources	U	S	G	VG	O
---------------------	---	---	---	----	---

.....

Improvisation	U	S	G	VG	O
---------------	---	---	---	----	---

.....

Applicability/appropriateness	U	S	G	VG	O
-------------------------------	---	---	---	----	---

.....

Management of teaching and learning materials	U	S	G	VG	O
---	---	---	---	----	---

.....

Class library	U	S	G	VG	O
---------------	---	---	---	----	---

.....

Class management:

Class control	U	S	G	VG	O
---------------	---	---	---	----	---

.....

Classroom cleanliness	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

Desk/sitting arrangement	U	S	G	VG	O
--------------------------	---	---	---	----	---

.....

Classroom furniture	U	S	G	VG	O
---------------------	---	---	---	----	---

.....

Talking walls	U	S	G	VG	O
---------------	---	---	---	----	---

.....

Teacher working documents:

Syllabus	U	S	G	VG	O
----------	---	---	---	----	---

.....

Schemes and records of work/individual education Plan	U	S	G	VG	O
---	---	---	---	----	---

.....

Lesson plan	U	S	G	VG	O
-------------	---	---	---	----	---

.....

Time table	U	S	G	VG	O
------------	---	---	---	----	---

.....

Pupil assessment record	U	S	G	VG	O
-------------------------	---	---	---	----	---

.....

Class register	U	S	G	VG	O
----------------	---	---	---	----	---

.....

Class stock book	U	S	G	VG	O
------------------	---	---	---	----	---

.....

Part D: Observations:

.....

Conclusion:

.....

Recommendations:

.....

Name of Standards Officer

Signature

Date

.....

Name of Standards Officer

Signature

Date

.....

Name of Standards Officer

Signature

Date

.....

Original copy to the teacher

Copies to:

MESVTEE HQ (*Sample only and Action Sheet*)

PEO

DEBS

School

3. Departmental/Section Monitoring Instrument

HoD's/HoS' Name:..... TS No.:..... NRC:.....

Name of Department/Section:..... Percentage Score:.....

Purpose of Inspection:.....

Date of Current Inspection:.....

Date of Previous Inspection:

Subject/Department Inspection Guidelines on Six-Point Scale:

Scores		0	1	2	3	4	5	Comments
1.	Record keeping							
1.1	Departmental Stock Book							
1.2	Departmental Meeting File							
1.3	Correspondence File							
1.4	Clubs and Societies File							
1.5	Teacher's Observations File							
1.6	Departmental Library/Records							
1.7	INSET Programme/Activities							
1.8	Time Table							
1.9	Examination Tests Bank							
Sub-total								
2.	Programme of work							
2.1	Syllabus							
2.2	Schemes							
2.3	Lesson Plans							
2.4	Records of Work							
Sub-total								
3.	Supervision							
3.1	Continuous Assessment/Tests							
3.2	Professional Report							
3.3	Academic Report							
3.4	Materials Production							

3.5	Preparation Books							
3.6	Home Work Policy							
3.7	APAS							
Sub-total								
4.	Relationships							
4.1	Staff Interpersonal							
4.2	Cross Curriculum: Inter-department							
4.3	Inter-School (Twinning)							
4.4	Performance rate in Province							
Sub-total								
Grand Total								

5. Advice

Given:.....
.....

6. General

Comments/Conclusion:.....
.....

7. Recommendations:.....
.....

Monitored by:

Name:..... Position..... TS No..... Signature.....

Name:..... Position..... TS No..... Signature.....

Name:..... Position..... TS No..... Signature.....

N.B.: Interpretation of scores/ratings:

a) Ratings:

- 0 = No Evidence
- 1-2 = Some Evidence
- 3 = Done Half of expected work
- 4 = Done three-quarters of expected work
- 5 = Done all that is expected

b) Scores:		
91 – 125	=	Excellent Work
71 – 90	=	Very Good Work
61 – 70	=	Good Work
51 – 60	=	Fair (average) Performance
40 – 50	=	Below Average Performance
0 – 39	=	Negligent

Notes:

1. Score 0 (by ticking) where an item is not available, and 5 for the best quality.
2. Departmental stock book must be up to date, showing dates of receipt and issue, also check for monitoring of losses and mechanisms for recovery.
3. For all files, proper indexing of documents, etc. is important.
4. Departmental library: records of lending essential; check for simple classification of books, etc.
5. INSET Programme: emphasis on implementation by scrutinizing records of teachers attended, objectives, follow-up activities, impact and regularity.
6. Timetable: consider class/period allocation, bearing in mind spreading of classes – junior/senior.
7. Examination/test bank: these should be properly indexed; give credit for creativity in setting local test, i.e. quality of test items and variety.
8. Programme of work: put emphasis on variety of activities and evaluate comments and follow-up activities.
9. Apart from test results, continuous assessment records to include amount and quality of reading done.
10. Professional report: at least one per teacher in a term. This must comment on the methodologies employed, emphasizing use of aids, homework and correction, use of chalk board, teacher's personality (dress/grooming, voice, liveliness), teacher-pupils relationship, creativity in lesson delivery, etc.; also pace at which the syllabus is covered.
11. Academic report: at least one per class in a term highlighting pupils' competencies (literacy, numeracy, oracy, handwriting).
12. Materials production: individual teachers' contributions towards the departmental bank; quality of resource bank.
13. Preparation books: schemes of work, records of work/lessons/notes, evaluation by teachers, highlighting strengths, weaknesses and constructive comments from Head of Department.
14. Relationships: check on regularity and extent of parental involvement.

4. Deputy Head Teacher Monitoring Instrument

1. General Information:

Name of Deputy Head:..... TS No:.....

Qualifications:.....

Confirmed/Not Confirmed:.....

Named of school:.....

District:..... Province:.....

2. Staffing:..... Establishment:.....

	Male	Female	Total
Master's degree			
Bachelor's degree			
Advanced Diploma			
Diploma			
Certificate			
Others			
Untrained			
Total			

Comments:.....

.....

3. Individual Annual Work Plan: (Deputy Head).....

4. School Committees/Functioning: (see latest minutes).....

Records	Comments
Disciplinary Committee	
Preventive Maintenance	
Examinations Committee	
Time table Committee	
Finance Committee	
Prefects/Monitors Meetings	
Home Work Policy	
School Special Education Committee	

Comments:.....

5. Daily Routine for Deputy Head:.....

6. Record Management: (U = Unsatisfactory: S = Satisfactory: G = Good)

	U	S	G	Comments
Number of teachers observed:				
Checking of pupils' books:				
Checking of records of work for teacher:				
Checking of class register:				
INSET work in school:				
Stock book:				

7. Infrastructure:

Facility	Availability	Accessibility to CSEN	Condition
Classrooms			
Chalkboards			
Playing tracks			
Toilets			

8. Guiding Principles:

8.1 How often does the Deputy Head meet with the Head Teacher?

8.2 Given a chance, what major changes can be brought in the school?

8.3 What is the vision for the school?

8.4 What is the school Motto?

8.5 How does your Motto link with the school Mission Statement?

8.6 What is your personal vision for the school?

.....

8.7 What are your priority areas as a Deputy Head?

.....

8.8 Do you ensure that issues of Special Education are discussed in Teacher Group Meetings?

.....

Monitored by:

Name:..... Position..... TS No..... Signature.....

Name:..... Position..... TS No..... Signature.....

Name:..... Position..... TS No..... Signature.....

5. Head Teacher Monitoring Instrument

1. General Information:

Name of Head Teacher:..... TS. No:.....

Qualifications:.....

Confirmed/Not Confirmed:.....

Name of school:.....

District:.....

Province:.....

2. Staffing:.....

Establishment:.....

a) Teachers

	Male	Female	Total
Master's degree			
Bachelor's degree			
Advanced Diploma			
Diploma			
Certificate			
Others			
Untrained			
Total			

Teachers on study leave:.....

Teachers on unpaid leave:.....

Teachers on vacation leave:.....

Teachers on sick leave:.....

Comments:.....

.....

b) Non-Teaching Staff:

Male	Female	Total

C) Enrolment:

Regular			Afternoon/Open Classes		
Boys	Girls	Total	Boys	Girls	Total

3. School routine:.....

4. a) Individual Annual Work Plan for the Head:.....
 b) School Annual Work Plan:.....

5. School Committees/Functioning: (see latest minutes)

Records	Observations
PU	
Preventive Maintenance	
Disciplinary Committee	
Curriculum	
Examination	
Distress Committee	
Afternoon/Open Classes	
Food/catering	
Social/entertainment	
Prefects	
Class monitors	
Projects, finance	
Procurement	
Finance	

Comments:.....

6. Board Sub-Committees:.....

7. Meetings:

- a) Staff meetings/term
- b) Board meetings
- c) PTA Executive meetings
- d) PTA AGM meetings.

8. Record Management: (U = Unsatisfactory: S = Satisfactory: G = Good)

	U	S	G	Comments
Schemes of work				
Records of work				
Class registers				
Admission book				
Stock book				
Minutes of staff meetings				
Minutes of Board meetings				
Statutory Instruments and Education Act				
Education policy				
Log book				
Visitors book				
Homework policy				
INSET activities				
School clubs				
Checking of pupils' books				
Lesson observations				
Examination results analysis				
Punishment book				

9. Pupil Welfare:

	Available	Not available	Comments
School rules			
Student governance			
Student clubs			
Student councils			

Comments:.....
.....

10. Infrastructure/facilities:

	Condition	Comments
Classrooms		
Furniture		
Chalk boards		
Playing fields		

11. School Projects:

1.
2.
3.
4.

12. User Fees:..... (Who approved?)

13. Guiding Principles:

13.1 What is the school Mission Statement?

.....

13.2 What is the school Motto?

.....

13.3 How does your Motto link with the school Mission Statement?

.....

13.4 What is your personal vision for the school?

.....

13.5 i) What targets have you set for yourself?

.....

ii) How many have been achieved?

.....

13.6 Given a chance, what changes can you introduce in the education system?
.....

13.7 How often do you meet with the Deputy Head?
HoDs/Senior Teachers?
Members of staff?.....

13.8 What was the most embarrassing moment in the school?
.....

Monitored by:

Name:..... Position..... TS No..... Signature.....

Name:..... Position..... TS No..... Signature.....

Name:..... Position..... TS No..... Signature.....

6. Institutional Monitoring Instrument

Confidential

1. School Particulars

Name of school:..... **School file Number:**

Zone:..... **District:**,..... **Province:**.....

Type of school:..... **Grade of school:**.....

Date of Current Inspection:..... **Date of Previous Inspection:**.....

2. Purpose of Inspection:.....
.....

3. Administrator’s Particulars

Name of Head Teacher:..... TS. No:..... Sex:.....

Professional qualifications:.....

Academic qualifications:.....

Date of birth:

Date of appointment to present post:.....

Date of 1st appointment in teaching service:

Confirmed/Not confirmed:.....

Comments:.....
.....

4. Staffing:..... **Establishment:**.....

No		Sex		Total
		Male	Female	
1.	Current number of teachers:			
	Student teachers			
	Teachers on contract			
	Untrained teachers			
	Assistant teachers			

	Others (specify); Volunteers			
2.	Qualifications:			
	Master's degree			
	Bachelor's degree			
	Advanced Diploma			
	Diploma			
	Certificate			
3.	Leave:			
	Vacation leave			
	Paid study leave			
	Unpaid study leave			
	Maternity leave			
	Paternity leave			
	Sick leave			
	Bed ridden			
4.	Obituary:			
5.	Ancillary staff:			
6.	GRZ pay roll			
7.	Other, e.g. Board, PTA, etc.			

Comments:.....
.....

5. Enrolment:

5.1 Regular classes:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
No. of classes													
Boys													
Girls													
Sub-total													

Comments:.....
.....

5.2 Afternoon/Open Classes:

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
No. of classes													
Boys													
Girls													
Sub-total													

Comments:.....

.....

5.3 Children with Special Education Needs:

Grade	1		2		3		4		5		6		7		8		9		10		11		12		Total	
Types of impairment	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
Visual																										
Hearing																										
Mental																										
Physical																										
Sub-total																										

Comments:.....

.....

5.4 Orphans:

	Boys	Girls	Total
Lost mother only			
Lost father only			
Lost both parents			
Sub-total			

Comments:.....

.....

5.5 Type of bursaries for children:

Sex	GRZ	NGO	FAWEZA	Church	Others	Sub-Total
Girls						
Boys						
Total						

Comments:.....

.....

6. Records:

U = Unacceptable, S = Satisfaction, G = Good, O = Outstanding

	O	G	S	U	Comments
Teachers' schemes of work					
Lesson presentation					
Teachers' records of work					
Attendance register					
Syllabuses					
Pupils' exercise books					
Punishment book					
Stock books					
Minutes of school meetings					
Correspondence files					
Records of co-curricular activities (subject associations, clubs, societies)					
Financial records					
Statutory documents					
INSET activities (SPRINT or others)					
Log book					
Diary					
Home Work policy					
Others (specify)					

Comments:.....

.....

7. Assessment and Examinations:

7.1 Impact of Continuous Assessment in classrooms:.....

7.2. Examinations:.....

Centre Number:.....

Grade	Internal	External	GCE
7			
9			
12			

Number of Candidates

Grade	Boys	Girls	Total
7			
9			
12			
GCE			

7.3. Security:

Metal trunk with padlocks and two sets of keys:.....

Strong room with burglar bared door, windows and roof:.....

7.4. Pupils' Examination Performance

Grade	Year	No. Entered		No. Sat		No. Absent		No. Passed		No. Selected		% Pass		Total % Pass
		B	G	B	G	B	G	B	G	B	G	B	G	
7														
9														
12														

Reasons for Absence:.....

.....

Comments:.....

.....

8. Infrastructure:

8.1 Rooms, furniture and houses:

Structure	Number	Condition	Comments
Class rooms (standard)			
Staff rooms			
Store rooms			
Offices			
Hall			
Laboratories			
Library			
Home Economics			
Art and Design			
Metal Work			
Technical Drawing			
Language rooms			
Sick bay			
Computer room			
Hostels:			
• Mattresses			
• Lockers			
• Beds			
Staff toilets:			
• Male			
• Female			
Pupils' toilets:			
• Boys			
• Girls			

Shower rooms:			
• Boys			
• Girls			
Kitchen			
Dining room			
Furniture			
• Office tables			
• Classroom tables			
• Classroom chairs			
• Pupils' tables			
• Pupils' chairs			
Desks			
• Single seater			
• Double seater			
• Triple seater			
Benches			
Stools			

Comments:.....
.....

8.2 Teachers' accommodation

Number of houses required	Number of houses available	Houses occupied by		Number of teachers not accommodated	
		Male	Female	Male	Female

Comments:.....
.....

8.3 Preventive maintenance

	Observations
Rehabilitation	
Maintenance	
Construction	
Daily programme	

Comments:.....

9. Education Programmes:

	Type of programme	Impact on teaching
1.	Equity and Gender	
2.	School Health and Nutrition	
	<ul style="list-style-type: none"> • Personal Hygiene and Sanitation Education (PHASE) 	
	<ul style="list-style-type: none"> • Nutrition Education in Basic Schools (NEBS) 	
	<ul style="list-style-type: none"> • Health Promoting Schools Initiative (HPIS) 	
	<ul style="list-style-type: none"> • School Feeding Programmes (SFP) 	
3.	HIV/AIDS	
4.	INSPRO	
5.	PRP	
	<ul style="list-style-type: none"> • NBTL 	
	<ul style="list-style-type: none"> • SITE 	
	<ul style="list-style-type: none"> • ROC 	
	<ul style="list-style-type: none"> • IRI 	
6.	Production Unit	
7.	Special Education Unit	
8.	Others	

Comments:.....

10. Developmental Projects:

Planned Projects for the year:.....

Current Projects:.....

Projects completed in the last 1 year:.....

Comments:.....

11. Teaching and Learning Resources:

	Subject	No. of books	Pupil/Book Ratio	Comment
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Comments:.....

12. School Environment and Sporting Resources:

Facility	Availability	Condition
School grounds		
Outdoor playing fields		
Indoor playing facilities		
Sporting materials and equipment		

Comments:.....

13. Observations:.....

14. Advice Given:.....

15. Conclusion:.....

Certification:

Name of Head Teacher:..... TS No.:..... Signature:..... Date of Inspection:.....

1. Name:..... TS No.:.....
Position:..... Signature:.....
Date of Inspection:.....

2. Name:..... TS No.:.....
Position:..... Signature:.....
Date of Inspection:.....

3. Name:..... TS No.:.....
Position:..... Signature:.....
Date of Inspection:.....

7. Community School Monitoring Instrument

1. General Information

Name of school:.....

District:.....

Province:.....

Proprietor:.....

Location of school:.....

P.O. Box:..... Tel/Cell:.....

Status:.....

Date of current monitoring:.....

Date of Previous Monitoring:

Objective of Monitoring:

2. Staffing:

Name of Teacher/Coordinator:.....

Qualifications:.....

Employer:.....

Number of teachers:..... Male:..... Female:.....

Qualifications:.....

i) Not qualified:..... Male:..... Female:.....

ii) ZATEC qualification:..... Male:..... Female:.....

iii) Undergoing studies: Yes:..... No:.....

Comments:.....

.....

3. Enrolment:

Grade	1	2	3	4	5	6	7	8	9	Totals
No. of Classes										
Boys										
Girls										
Totals										

Comments:.....
.....

4. Type of Curriculum Offered:.....

5. Infrastructure:

Number of classrooms:.....

Number of offices:.....

Number of desks:.....

Number of toilets:..... Type of toilets:.....

Staff:..... Ladies:..... Gentlemen:.....

Pupils:..... Females..... Male:.....

Teachers' accommodation:.....

Water:.....

Electricity:.....

6. Teaching and Learning Resources:

Main text books:..... Pupil/Book Ratio:.....

- English:.....
- Zambian Languages:.....
- Social Studies:.....
- Integrated Science:.....
- Creative and Technology Studies:.....
- Mathematics:.....

Supplementary Readers:.....

Other materials/equipment:.....

Literacy:.....

7. Education Programmes:

New Breakthrough to Literacy (NBTL):.....

Step into English (SITE):.....

Read on Course (ROC):.....

Mathematics Rainbow Kit (MARK):.....

Re-entry:.....

School Health and Nutrition:

Gender and Equity (bursaries) No. of Boys:..... No. of Girls:.....

Special Educational Needs:.....

Inclusive Schooling Programme (INSPRO):.....

8. School Grants (Free Education Policy)

Amount received:.....

Free Education Materials:.....

Use of funds:.....

Financial records:

9. Examinations:

Entered		Sat	Passed	Selected	Failed	% Pass
Boys						
Girls						
Total						

10. Sporting Facilities:

Grounds:

Football ground:.....

Netball ground:.....

Other ground:.....

Materials:

Balls:.....

Jerseys:.....

Other:.....

11. Records:

- Syllabus:.....
- Schemes/weekly forecast:.....
- Lesson preparation:.....
- Records of work:.....
- Correspondence:.....
- Stock books:.....

12. Comments:.....
.....

13. Advice Given:.....
.....

14. Recommendations:.....
.....

Certification:

Name:..... Title:..... Signature:

8. Examinations Monitoring Instrument

1. School Details

- a) Name of institution:.....
- b) Name of Head Teacher..... TS Number.....
- c) Examination Centre number(s):.....
Internal:..... External:..... GCE:.....
- d) District:..... Province:.....
- e) Date of monitoring:.....

2. Storage of Examination Materials

- a) Where are question papers kept?:.....
- b) Condition of the strong room:.....
- c) Condition of the burglar bars on the window to the strong room:.....
- d) Condition of the grill gate to the strong room:.....
- e) Availability of lockable steel trunks with two sets of keys:.....
- f) Availability of lockable steel/wooden cabinets:.....
- g) Distribution of keys to the strong room/steel trunks:.....

3. Accommodation

- a) Number of rooms for examinations purposes:.....
- b) Number of rooms for practical examinations:.....
- c) Number of Science Laboratories:.....
- d) Number of rooms for Home Economics:.....
- e) Number of workshops:.....
- f) Are the classrooms clean?:.....
- g) Generally how clean is the school?:.....
- h) Number of desks available during examinations:.....
- i) Sitting arrangements during examinations:.....
- j) Are the walls of the classroom free of charts, diagrams, maps, etc.?:.....

- k) Are candidates' examination numbers and names displayed?.....
- l) Are candidates sitting in descending order of examination numbers:.....
- m) Is light/ventilation sufficient in the examination rooms?:.....

4. State of Examinations Materials

- a) Evidence of receipt of untampered examinations materials:.....
- b) Were examinations materials delivered in the company of security officers?:.....
- c) Who received the examinations materials?:.....
- d) Were the examinations materials adequate for the number of candidates in the school?:.....
- e) Are the unused question packets for question papers intact according to the dispatch note?:.....
- f) Storage of examinations answer scripts:.....
- g) Evidence of candidates witnessing the sealing of answer scripts:.....
- h) Availability of examinations attendance registers:.....
- i) Availability of marksheets for Practical Subjects:.....

5. General Examinations Supervision

- a) Names of Supervisors, their teaching service numbers and schools they are coming from:
.....
.....
.....
.....
.....
- b) Names of Invigilators, their teaching service numbers and schools they are coming from:
.....
.....
.....
.....
- c) Number of papers being written:.....
- d) Number of registered candidates: Male:..... Female:.....
- e) Number of unregistered candidates: Male:..... Female:.....
- f) Have Supervisors and Invigilators taken Oath?:.....
- g) Number of candidates absent:.....

- h) Reasons for being absent:.....
- i) Suggested ways to reduce absenteeism:.....
- j) Is the school/zonal security committee in place?:.....
- k) Who are the members of the security committee?:.....
- l) Any incidents of leakage, cheating, copying etc. reported?:.....
- m) Any evidence found to support the case(s)?:.....

6. Observations:.....

7. Advice Given:.....

8. Way Forward:.....

Monitored by:

Name:..... Position..... TS No..... Signature.....
 Name:..... Position..... TS No..... Signature.....
 Name:..... Position..... TS No..... Signature.....

9. Examinations Marking Monitoring Instrument

1. Particulars:

- a) Name of Marking Centre:..... District:.....
- b) Name of Centre Chairperson..... TS No:.....
- c) Name of Deputy Chairperson..... TS No:.....
- d) Name of DEBS representative..... TS No:.....
- e) Date of monitoring:.....
- f) Date of marking: From..... To:.....

2. Objectives of Monitoring:.....

.....

3. Panels:

- a) Number of panels at the Marking Centre:.....
- b) Number of Markers per panel:.....

	Panel	Number of Markers	Comment
1			
2			
3			
4			
5			

4. Number of Centres Marked:

	Type of Centre	Number
1	Internal Centres	
2	External Centres	

5. Markers:

- a) Punctuality:.....
- b) Dedication:.....

- c) Accuracy:.....
- d) Professional qualifications:

6. Security of Papers:

- a) Are rooms locable?:.....
- b) Are windows locable and burglar proofed?:.....

7. Entry of Marks:

- a) Marks obtained from schools (apply to practicals):.....
.....
- b) Marks from the Marking Centres:.....

8. Suspected Malpractice Cases:

	Name	Examination No	Centre Name	Nature	Where Detected
1					
2					
3					
4					
5					

9. Challenges:.....
.....

10. Observations:.....
.....

11. Recommendations:.....
.....

12. Conclusion:.....

Monitored by:

Name:..... Position:..... TS No:..... Signature:.....

Name:..... Position:..... TS No:..... Signature:.....

Name:..... Position:..... TS No:..... Signature:.....

Appendix B: Allowances

1. Double class allowance
2. Recommendation for post of special responsibility

1. Double Class Allowance Form

Name of District:.....

Name of School:.....

N.B.: Rate is K..... per year (K.....per term)

Minimum rate for 30 consecutive days: 15%) of basic salary or as prescribed in the terms and conditions of service)

Name	Man No	Pay Point	Term	Year	Amount

<p>1. Head Teacher’s Name Signature.....</p>	<p>Approved/Not Approved Date:..... Date Stamp</p>
--	---

<p>2. DEBS’ Name Signature.....</p>	<p>Approved/Not Approved Date:..... Date Stamp</p>
---	---

N.B.: Applicant completes 4 copies, retains 1 and submits 3 to DEBS, who also retains 1 copy.

2. Recommendation for Post of Special Responsibility

Name of District:.....

I recommend that the teacher named be paid the allowance for his/her Special Responsibility as..... of the..... term(s)..... 20.....

Approval for his/her appointment was conveyed in minute No..... Conf. Dated 20.....

TS No	Name	Qualifications	Special Responsibility	Amount Per Year	Amount Claimed

1. Head Teacher's Name Signature.....	Approved/Not Approved Date:..... <p style="text-align: center;">Date Stamp</p>
---	---

1. Board Secretary's Name Signature.....	Approved/Not Approved Date:..... <p style="text-align: center;">Date Stamp</p>
--	---

2. Name of DEBS Signature.....	Approved/Not Approved Date:..... <p style="text-align: center;">Date Stamp</p>
--	---

N.B.: Applicant completes 4 copies, retains 1 and submits 3 to DEBS who also retains 1 copy.

Appendix C: Conditions of Service

1. Application for leave (other than sick leave) for a period of less than thirty days
2. Application for Leave and Leave Certificate
3. Application for appointment
4. Application for Special/Accountable Imprest
5. Clearance certificate
6. Certificate of service
7. Confirmation in appointment
8. Teaching staff interview
9. Certificate of Medical Examination.

1. Application for Leave (Other Than Sick Leave) for a Period of Less Than Thirty Days

Copies to: Permanent Secretary to Ministry

Provincial Permanent Secretary/Head of Department

(Officers in Division I, II and III)

To be completed and forwarded in TRIPLICATE to the Permanent Secretary of Head of Department as early as possible before the proposed date of departure

PART I

(To be completed by applicant)

Name:..... Ministry File No.:.....

Appointment:..... Station:.....

Ministry:.....

Date of commencement of present period of qualifying service..... 20.....(a)

Service in months since (a) above at date of proposed leave:.....

Division in which serving:..... Rate of leave:.....days a month

Leave granted since (a) above:.....days

Leave applied for:.....days, the first of which is to be.....20....

Duty to be resumed on.....20.....

Address during
leave:.....

Date:.....

(Signature of applicant)

PART II

(To be completed by Permanent Secretary of Head of Department)

Leave approved:.....days

Signature:.....

Date:.....

Designation:.....

2. Application for Leave and Leave Certificate

DISTRIBUTION:

Original to: Officer

Copy to: Permanent Secretary of Officer's Ministry or Province
Permanent Secretary, Personnel
Senior Finance Officer (Salaries), Ministry of Finance
District Secretary or Head of Department

The original and four copies of this form are to be completed by the applicant and forwarded to his Permanent Secretary, through the District Secretary or Head of Department in accordance with General Order F44.

PART A

Surname:..... Other names:

Personnel Division File No:.....Nat. Reg. Card No:.....

Ministry/Province:..... Ministry File No:.....

Department:..... Rank:.....

Division:..... Salary K.....per annum

Nature of leave applied for:

Period of leave applied for:days from.....20.....

To20..... (inclusive)

Date of return to duty after last leave (or date of appointment if leave not previously taken):.....

Date on which leave was last commuted:.....

Date on which leave travel warrant was last received:.....

I now apply to takedays(state type of leave now applied for (ordinary, special, maternity,

etc. - see Section F of General Orders) the first of which is to be.....

and to commutedays, making a total ofdays to be deducted from my earned leave.

I also apply for a leave travel warrant for myself, my wife andchildren* aged fromtoand return. Salary leave to be paid* in the normal way/in advance up to the last day of the month preceding my return from leave.

My address on leave will be:

.....

Date

.....
Signature of Applicant

PART B

(To be completed by Department)

The foregoing application is forwarded and recommended. I certify that the details are correct.
The applicant is an established officer/serving on probation/serving on agreement*

Date

Signature.....

Designation

PART C

(To be completed by the Personnel Officer of the Officer's
Ministry or Province)

Qualifying Service

Odd days of qualifying service brought forward from previous Application for Leave and Leave Certificate..... days

Qualifying service from date of return to duty after leave to date of proposed leave (see note (i))

From to in Division IIImonthsdays

From to in Division IImonthsdays

From to in Division I monthsdays

TOTAL (see note (i)) _____

Equals completed months of qualifying service and days of qualifying service to carry forward (see note (ii)).

Earned Leave

Earned leave brought forward from previous Application for Leave and Leave Certificate =days

.....completed months in Division III @days per month =days

.....completed months in Division II @.....days per month =.....days

.....completed months in Division I @ days per month =.....days

TOTAL LEAVE NOW DUEdays

Less leave now granteddays

Less days commuteddays

Leave to be carried forward

} TOTALdays
.....days

The officer is/is not* entitled to leave travel warrants for himself and his dependants as shown in part A.

The officer may be granteddays' travelling time in direction.

.....19..... Signature.....

PART D

(To be completed by the Permanent Secretary of the Officer's Ministry or Province)

I hereby certify that Mr/Mrs/Miss (i) is now granted

.....days'leave with pay

.....days'leave with half pay

.....days'leave without pay

A total of days' leave plusdays additional leave travel under General Order F47 commencing on2004 (ii) is to resume duty on

Date

Permanent Secretary

Ministry or Province

* Delete where applicable.

* Applicable to Division III officer only.

Notes:

- (i) Qualifying service is the time spent on duty or when sick on full salary. Any other period of absence from duty does not count as qualifying service.
- (ii) Each period of thirty old days is reckoned as one complete month and calculated at the leave earning rate as at the first day of the leave now applied for.

Instructions to Officers:

1. An officer must provide his/her Ministry with an address to which correspondence may be directed during his/her leave and will be held responsible for any inconvenience that may be caused through communications not reaching him/her promptly.
2. An officer who is taken ill so as to require medical attention either during the journey or whilst on leave, and remains ill for seven days or more, must report the fact to his Permanent Secretary and at the same time, forward a medical certificate from a registered medical practitioner stating the nature of the illness and, if possible, its probable duration. Unless this instruction is complied with, an officer will not be entitled to any salary during any sick leave which it may be necessary to grant him/her.
3. Any officer on leave desiring either an extension of leave or reduction in the period of leave must submit an application to his/her Permanent Secretary stating the grounds on which the extension or reduction is required.
4. An officer who, having been granted leave, fails to return to duty at the proper time is liable to summary dismissal.
5. An officer on leave may be required to undertake any course of instruction and to discharge any duty during his/her leave and will not be entitled to any additional remuneration in consequence of such employment. An allowance may, however, be granted to cover necessary out of pocket expenses, and an extension of leave may be granted where appropriate.
6. An officer on leave may not accept any paid employment without previously obtaining the sanction of the Permanent Secretary.

3. Application for Appointment to Division I/II of the Service

Part 1

(To be completed by all applicants in triplicate)

A. Personal details (all relevant sections to be completed):

1. SURNAME (Mr/Mrs/Miss):.....
2. CHRISTIAN NAMES, in full:.....
(1 and 2 to be completed in block capitals)
3. Date of birth:..... 4. Place of birth:.....
5. Religious denomination:..... 6. Marital status:.....
7. Children: Male:..... Aged:..... years
Female:..... Aged:..... years
8. Nationality:..... 9. Passport/NRC No.....
10. Tribe..... 11. Chief.....
12. Village:..... 13. District.....

B. Education and Training:

Dates

From			To		
Where educated and trained	Month	Year	Month	Year	Standard passed and Certificate/s obtained

C. Previous Experience:

Dates

From			To		
Name/s of previous employers	Month	Year	Month	Year	Reason for leaving

D. I fully understand:

- a) that under TS Regulation 37, I will be posted where my services are needed and not necessarily to the Province of my choice;
- b) *that as a member of the Teaching Service my official names and the only names to be used by me will be the ones on this form.

Applicant's signature:..... Date:.....

*A female employee who marries during the course of her service and is re-engaged will take her married name on re-engagement.

4. Application for Special/Accountable Imprest

(To be completed by the officers proceeding on duty outside their station in triplicate)

PART 1

1. Name of Officer: -----
2. Post held: -----
3. NRC No. -----
4. Man No. -----
5. Salary Scale: -----
6. Department: -----
7. Purpose of tour: -----

8. Rate of subsistence per day:-----
9. Number of days: ----- from: ----- to: -----
10. Specialist/Accountable imprest amounting to:-----
11. Signature of applicant:----- Date:-----

PART 2

(To be completed by Accountant – BTL)

Mr/Mrs/Ms: -----has an outstanding Imprest

amounting to K -----

Signature:----- Date:-----

Name: ----- Post: -----

PART 3

(To be completed by Accountant-Sector)

Mr/Mrs/Ms:----- has an outstanding Imprest

amounting to K -----

Signature:----- Date:-----

Name:----- Post:-----

PART 4

Head of Department

The application is recommended to be issued with Special/Accountable Imprest

Mr/Mrs/Miss:-----

Signature:----- Date:-----

Name:----- Title:-----

PART 5

Head of Accounts

Mr/Mrs/Miss: -----

The application is approved/not approved according to recommendations from below the line (part 2 and 3)

Please pay/do not pay:-----

Signature:-----

Name:-----

Title:-----

THE IMPREST MUST BE RETIRED WITHIN 48 HOURS OF YOUR RETURN TO YOUR STATION VIDE FINANCIAL ORDER NO. 186.

5. Clearance Certificate

The Permanent Secretary
 Ministry of Education, Science, Vocational Training and Early Education
 LUSAKA

Attention: Director, Human Resource and Administration

1. Please note that Mr/Mrs/Miss File No..... was employed in this Ministry at as a.....with effect from..... (date).

2. The officer owes the following to GRZ which must be recovered or withdrawn from his/her terminal payments.

Items	Amount	Details
1. Water and electricity charges		
2. School fund		
3. GRZ property		
4. Loans/advances		
5. Imprest		
6. Other (specify)		

I certify that the above information is correct.

Signature of Accounting Officer:.....

File Name and File No:.....

Note: Please prepare this form in 4 copies.

I certify that the above information is correct.

Signature of Head Teacher:.....

Full Name:.....

Remarks, if any.....

I certify that the above information is correct.

Signature of DEBS:.....

Full Name:.....

Note: Please check especially whether the office was involved in any loss of public property or money and send 2 copies with a covering minute with your comments.

6. Certificate of Service

Name of officer:.....

National Registration Card Number:.....

Personnel Division File Number:.....

Current position held:.....

Ministry/Province/Division:.....

Overall period of service: from..... to.....
(exclusion of final period of leave, if any)

Cause of termination of engagement:.....

Efficiency*.....

General Conduct*.....

.....
Permanent Secretary/Secretary to the Cabinet

Date:.....

*Ratings: Very Good; Satisfactory; Poor.

Record of Service

Post held	Dates
.....
.....
.....

7. Confirmation in Appointment

To:.....

.....

I hereby confirm you in your appointment as.....

in Division of the Teaching Service with effect from

Date:.....

.....

Permanent Secretary
Ministry of Education, Science, Vocational Training and
Early Education

Original: To Employee

Duplicate: To DEBS

Triplicate: To Provincial Education Officer

Quadruplicate: To Headquarters

8. Teaching Staff Interview Report

1. Name(s) of candidate:.....
 - a) Surname:.....
 - b) First name(s):.....
 - c) File number:.....
-

2. Qualifications of candidate:

a) Academic qualifications

Name of qualification	Year obtained	Main subject	Rating

b) Professional qualifications

Name of qualification	Year obtained	Main subject	Rating

c) Teaching and other experience

Institution	Place	Country	Number of years

4. Interview report

Areas of interview

Ratings

- | | | |
|--------------------------------|---|-----------|
| a) Qualifications | - | A B C D E |
| b) Relevant experience | - | A B C D E |
| c) Knowledge of subject | - | A B C D E |
| d) Understanding if questions | - | A B C D E |
| e) Ability of put ideas across | - | A B C D E |
| f) Fluency | - | A B C D E |

5. Summary of interview

- a) Contents of testimonial
- b) Co-curricular activities and hobbies
- c) Subjects offered

6. Recommendation of panel

Members of the interviewing panel

Name	Designation	Signature
------	-------------	-----------

.....
-------	-------	-------

.....
-------	-------	-------

.....
-------	-------	-------

7. Board Chairman's recommendation:.....

.....

9. Certificate of Medical Examination

Date Stamp

To (1):.....

I hereby certify that I have this day examined (2)..... candidate for employment as
(3) and in my opinion he/she is (4)..... for service.....
in the Republic of Zambia.

Medical Officer Station20.....

1. To the Head of the Department in charge of candidate.
2. and (3) to be filled in by Department applying for a medical certificate.
3. Medical Officer to inset "fit" or 'unfit' as the case may be.
4. Reverse to be completed on copy for DMS only.

This form may be obtained from the District Director of Medical Services.

To Be Completed on Copy for DMS Only

Age:..... Height:..... Weight:.....

Physique:..... Mental state.....

Previous illnesses:.....

Respiratory system: Girth..... Full inspiration.....

Full expiration.....

- a) Any abnormality on clinical examination:.....
- b) X-ray of chest (where possible)

Cardio-vascular system:

- a) Rate and quality of pulse:.....
- b) Any cardiac abnormality:.....
- c) Blood pressure:.....
- d) Any varicose veins:.....

Alimentary system and abdomen:

- a) Any symptoms:.....
- b) Condition of mouth, teeth and tonsils:.....
- c) Any abnormality of liver or spleen:.....
- d) Any hernias:.....
- e) Any haemorrhoids:.....

Genito-Urinary System:

- a) Any symptoms or abnormality:.....
- b) Urine..... SG..... Reaction
- Alb..... Sugar.....

Integumentary System:

- a) Any eruption or ulcer.....

CNS:

- a) Any symptoms:.....
- b) Patellar reflexes:.....
- c) Pupils:.....
- d) Hearing:.....
- e) Speech:.....

Remarks:.....

.....

Date:..... Medical Officer:.....

Station:.....

Appendix D: Annual Performance Appraisal System Form

Annual Performance Appraisal System (APAS) Form

Confidential

Please read these instructions carefully:

1. This Appraisal Form is confidential and an official record (i.e. not to be communicated to unauthorized persons)
2. No officer should attempt to use this form unless he/she is well acquainted with the detailed instructions of the appraisal process given in the APAS USER GUIDE and the APPENDIX to this form.
3. As the Supervisors and their respective subordinates complete this form, they should bear in mind that the information they are providing is subject to open discussion.
4. The Appraisee should complete Part 1. Human Resources and Administration should initiate the process by ensuring that the APAS forms are given to the officers to be appraised.
5. Both the Supervisor and the job-holder must separately and independently complete their appropriate parts of the APAS form, excluding Part 4. A date must then be set by the Supervisor for the appraisal interview, which should normally be within 24 hours from the date of completion of the form.
6. At the end of the appraisal interview the job-holder should provide his/her comments as required in Part 4.
7. After the appraisal interview, 3 copies of completed forms must be made and distributed as follows: one copy to be retained by the department/division and one copy to be sent to Public Service Management Division. Job holders wishing to retain a form should be allowed to photocopy it.
8. Appropriate follow-up action should then be taken on the outcome of the Appraisal.
9. All entries on the APAS form must be made in ink.

PART 1: PERSONAL PARTICULARS (to be completed by the Appraisee but initiated by the Human Resources and Administration Department)

ANNUAL PERFORMANCE APPRAISAL FOR THE PERIOD:	
(Month) _____ 20 _____	To (Month) _____ 20 _____
STAFF NO: <input style="width: 150px; height: 25px;" type="text"/>	
SURNAME: _____ OTHER NAMES _____	
JOB TITLE: _____ SALARY GRADE _____	
DATE OF APPOINTMENT TO PRESENT POST: _____	
MINISTRY/PROVINCE: _____	
DEPARTMENT: _____	
STATION: _____	

PART 2: WORK PLAN AND PERFORMANCE (To be completed by Appraisee or Supervisor as indicated)

2.1 Purpose of the Job (To be completed by Appraisee)

2.2 Key Result Areas and Principal Accountabilities (To be completed by Appraisee)

KEY RESULT AREA	PRINCIPAL ACCOUNTABILITY
1.	
2.	
3.	

2.3 Targets set during appraisal period and the rating

(The Appraisee completes the first two columns for KRA and Targets, as agreed with Supervisor while the rating is completed by the Supervisor using the key*below)

KEY RESULT AREA	TARGET	RATING
1.		
2.		
3.		

*KEY: Above Target = 3; On Target = 2; Below Target = 1; Overall Target Rating ** =

**Overall rating is total rating divided by the number of targets

2.4 Comments by the Appraisee on targets:

a) **Achieved**

**For Public Service
Management
Division**

Official use only

b) **Not Achieved**

Signature:Date:.....

2.5 Comments by the Supervisor on targets:

a) **Achieved**

c) **Not Achieved**

Signature:Date:.....

2.6 Additional contributions made by the Appraisee to the Ministry/Department (to be completed by the Supervisor)

Signature:Date:.....

PART 3: PERFORMANCE COMPETENCIES (To be completed by Supervisor using rating key* below)

3.1 **COMPETENCIES/ATTRIBUTES**

RATING*

- a. **Management/Supervisory Skills:**
Ability to guide others towards meeting set goals and objectives
 - b. **Job Knowledge:**
Level of understanding and ability to apply knowledge and skills to perform the job.
 - c. **Quality of Work:**
The degree to which an employee applies himself/herself in performing work to the required Standards, i.e. completes his/her work accurately, minimal error.
 - d. **Promptness in completing assignments:**
Completing assignments on time.
 - e. **Dependability:**
Ability to follow instructions, maintain good conduct, time-keeping, devotion to government duties.
 - f. **Accountability:**
Willingness to shoulder responsibility and to be answerable for the achievement/non-achievement of objectives.
 - g. **Initiative and Creativity:**
Ability to be innovative, resourceful, creative, promote new ideas and resolve problems within or outside set guidelines.
 - h. **Communication Skills:**
Ability to communicate effectively both orally and in writing
 - i. **Tact and Courtesy:**
The employee's sensitivity, integrity, politeness and temperament in dealing with others.
 - j. **Attitude:**
Interest shown towards the job.
 - k. **Adaptability:**
Ability to cope with changing ideas, work environment, technologies as well as ability to get along with superiors, peers and subordinates
 - l. **Team Work:**
Cooperation with fellow workers and supervisors and promoting an environment which encourages open communication and consensus.
-

Overall Rating on Competencies/Attributes**

3.2 What type of follow-up action do you recommend for the Appraisee?

<u>For</u>
<u>Public</u>
<u>Service</u>
<u>Management</u>
<u>Division</u>
<u>Official use</u>
<u>only</u>
<input type="checkbox"/>

Date:..... **Signature:**

Name: **Job Title:**.....

*Rating Key: Outstanding = 4: Good = 3: Fair = 2; Poor = 1; Not applicable = X

**Overall rating on Competencies/Attributes is total rating divided by the number of Competencies/Attributes rated.

PART 4: COMMENTS ON APPRAISAL

4.1 Comments by Appraisee

The appraisal ratings and comments were discussed with my Supervisor and my comments are:

Signature: **Date:**.....

4.2 **Comments by Countersigning Officer** (Refer to paragraph 13 of the User Guide. Delete which is not applicable)

I, as Countersigning Officer, agree/disagree with the appraisal made by the Supervisor because of the following reasons:

Signature: **Name:**.....

Title:..... **Date:**.....

4.3 **Comments by Permanent Secretary** (Delete which is not applicable)

I, Permanent Secretary, agree/disagree with the appraisal made by the Supervisor because of the following reasons:

Signature:..... **Name:**.....

Date:.....

PART 5: ACTION TO BE TAKEN BY PSMD (To be completed by Public Service Management Division)

5.1 **APAS Form Received by PSMD**

Date:..... **Signature:**

5.2 **APAS Information Computerised**

Date:..... **Signature:**.....

5.3 **APAS Form Referred To Staff File**

Date:..... **Signature:**.....

(when completed please send back the cut-off slip below to originating station)

Cut here



STAFF NO:

Name:.....

Job Title:.....

Ministry/Province:.....

Department:..... **Station:**.....

Date Form Received:..... **Date Information Computerised:**.....

Signature: **Date:**.....

Job Title:.....

APPENDIX II

INTERPRETATION OF THE APAS FORM

PART 1:

1. It is important to ensure that relevant files and documents are consulted when completing this part.

PART 2:

1. **Purpose of the job:** This is a brief statement on why the job exists/what it intends to achieve, as stated in the Job Description.
2. **Key Result Areas and Principal Accountabilities:** These should be stated in the Job Description.
3. **Targets set during Appraisal Period against each Key Result Area:** These should be as agreed, with the Supervisor. When completing Part 2.3, the Appraisee should take note that one KRA can have more than one target.
4. **Comments by Appraisee on targets achieved/not achieved:** This should give an account of attributes/factors that contribute to the achievements/non-achievement of targets set.
5. **Comments by Supervisor on targets achieved/not achieved:** This should give an account of attributes/factors that contribute to the achievement/non-achievement of targets set.
6. **Additional Contribution made by Appraisee:** This should give a brief account on the significant contributions made, if any, by the Appraisee to the Ministry/department.
7. When making comments on targets not achieved, the Supervisor and Appraisee may ensure that they take into account: - **Financial Resources, Equipment and Tools, Staffing Levels, Health related, Unrealistic targets, Lack of support/co-operation, Negligence, Incompetence.**

PART 3:

1. The follow up action to be taken is a recommendation made by the Supervisor taking into account the rating on both the targets and performance competencies. This recommendation could either relate to skills development, reward or sanction.

PART 4:

1. In Part 4.1 job-holders are expected to be open and free to express to express themselves, giving reasons for their comments on whether they agree or disagree with the assessment by the Supervisor.
2. In parts 4.2 and 4.3 the countersigning officer and the Permanent Secretary, respectively, are expected to approve otherwise the submissions form the supervising officer.

PART 5:

1. PSMD is expected to promptly update the human resource information data bank, for use in effectively managing the human resource in the Public Service. PSMD will also acknowledge receipt of the Appraisal form.

APPENDIX III

PERFORMANCE AGAINST TARGET FORM

APAS-PAT FORM 2

Job Holders Name:..... Date:.....

Department/Section:.....Job Title:.....

Job Purpose:.....

Key Result Area	Target	Comments

Detailed comments (where necessary):.....

.....

Supervisor's Signature:..... Job Holder's Signature:.....Next Review Date:.....

Annual Performance Appraisal System (APAS) Process Flow Chart

STEP 1

- Development of ministerial work plan
- Development of Department/Unit work plans drawn from ministerial work plan.

STEP 2

- Supervisor and jobholder develop and agree on the jobholder's work plan and targets for the appraisal year as outlined on Performance Against Target Form.
- Training and development needs should also be discussed and agreed on.
- A copy should be retained by both parties.

STEP 3

- Supervisor and job holder review work plan and targets at least once during the appraisal year and update the Performance Against Target Form if necessary.

STEP 4

- Human Resources Department/Unit distributes the APAS form to the respective supervisors after completing Part 1 of the form. This should be done at least one month before the appraisal date.

STEP 5

- Jobholder completes Parts 2.1, 2.2 part of 2.3 and 2.4 of the APAS form.
- The Supervisor completes parts 2.3, 2.5, 2.6 and the whole of Part 3 and sets a date for Appraisal meeting.

STEP 6

- Supervisor and jobholder hold appraisal meeting.
- The jobholder then completes Part 4.1.

STEP 7

- The APAS form is then sent to the countersigning officer and Permanent Secretary for their comments and signatures.
- The original copy is then sent to Public Service Management Division (PSMD).
- The second and third copies are sent to the Department and ministry respectively for necessary action.

STEP 8

- Public Service Management Division takes necessary action and sends back cut off slip to respective ministry to acknowledge receipt of form.

Appendix E: Handing Over/Taking Over of Schools

Handing Over/Taking Over Certificate of Schools

Ministry of Education, Science, Vocational Training and Early Education
P.O. Box 50093
LUSAKA

Date:.....20.....

Province:.....

We the representatives of..... as the Agency have this..... day
of.....20..... met to agree on the modalities of handing/taking over the following schools:

- a)
- b)
- c)

I. The inventory will be done by the office of the District Education Board of the respective schools and the representatives of the Church/Agency.

II. The effective date of taking/handing over of the schools by the Church/MESVTEE shall
be..... 20.....

Witnessed by (1)..... (2).....

Name:..... Name:.....

Title:..... Title:.....

Officer handing/taking over on behalf of the Church/Agency.

Signed:.....

Witnessed by (1)..... (2).....

Name:..... Name:.....

Title:..... Title:.....

Appendix F: Twinning of Schools

Twinning of Schools Form

1. Particulars of schools

a) Name of school:.....

Proprietor/Agency of school.....

Address of school.....

b) Name of school:.....

Proprietor/Agency of school.....

Address of school:.....

2. Purpose of twinning

a) Projects to be undertaken jointly or singly:

i).....

ii).....

b) Cultural activities to be undertaken:

i).....

ii).....

c) Academic pursuits to be undertaken:

i).....

ii).....

d) Sporting activities to be undertaken:

i).....

ii).....

3. Ceremonial twinning procedures:

i) Name and signature of school representative or Head:

.....

ii) Name and signature of witness:

.....

4. Ministry of Education, Science, Vocational Training and Early Education representative:

DEBS/PEO:.....

Name:.....

Signature:.....

Note: A copy of this form must be sent to the Permanent Secretary, Ministry of Education, Science Vocational Training and Early Education after completing all formalities.

Appendix G: Child Protection Checklist

This checklist was developed jointly by MESVTEE, Camfed and other stakeholders. It is to be used for measuring compliance by schools to zero tolerance to child abuse.

1. Definitions

Child protection: protecting children from any form of abuse and providing a safe environment free from all forms of abuse, neglect, exploitation and violence through the creation of a safe environment.

Abuse: deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. This includes sexual, physical, psychological and or emotional ill treatment. Physical abuse includes corporal punishment through caning, pinching, slapping, hitting fingers with duster, punishing children through such physical actions as flogging.

Among the effects of physical abuse on a child are:

- Excessive nervousness around his or her teacher/parent/caregiver
- Lack of trust and confidence
- Aggressive behaviour
- Poor relationships with other peers
- Physical injury
- Absenteeism
- Under performance in class
- Death.

Emotional and or psychological Abuse: any behaviour that interferes with a child's mental health or social development. Emotional abuse includes humiliating and degrading treatment, such as bad name calling, consistent criticism, belittling, persistent shaming, solitary confinement and isolation.

Among the effects of emotional abuse on a child are:

- Apathy and depression
- Poor relationship and social skills
- Hostility and insecurity
- Lack of concentration and poor performance at school
- Bed wetting or thumb sucking
- Lack of self-confidence
- Dropping out of school
- Absenteeism.

Sexual abuse: any sexual act between an adult and a child, even if the child agrees to the act. It can take different forms, such as rape, incest and forced marriage but could also include kissing, fondling or exposure to pornography, and seductive language.

Among the effects of sexual abuse on a child are:

- Self-hatred and shame
- Learning difficulties and inability to concentrate
- Guilt and fear regarding God and church
- Contracting sexually transmitted infections
- Failure to trust and build relationships
- Seductiveness
- Fear of a particular person or family member

- Withdrawal, secretiveness or depression
- Avoidance of issues related to sexuality
- Self-injury
- Death.

Neglect: deliberately, or through carelessness or negligence, failing to provide for or secure for a child and his/her rights to physical safety and development.

Among the effects of sexual abuse on a child are:

- Poor health and hygiene, e.g. being unbathed and dirty
- Learning difficulties
- Low self-esteem
- Being depressed and withdrawn
- Deviant behaviour, e.g. crime and sex work.

Exploitation: this refers to the use of children for someone else's advantage, gratification or profit, often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, and moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill treatment. There are two types of child exploitation that are recognized:

- a) Sexual exploitation: the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another as well as personal sexual gratification.

Examples are: child prostitution, trafficking of children for sexual abuse and exploitation, child pornography, and sexual slavery.

- b) Economic exploitation of a child: the use of children in work or other activities for the benefit of others. This includes, but is not limited to, child labour.

Examples are: child domestic work, use of children for criminal activities, including sale and distribution of narcotics, and involvement of children in any harmful or hazardous work.

2. Issues to be addressed in promoting child protection

- School rules should be reviewed to generate localized forms of punitive measures (these should seek buy in from all stakeholders, including children).
- Guidance and counselling issues should be included in the Standard Officers' checklist, which include cases of misbehaviour by pupils and punishment meted out
- Each school should have a localized child protection policy developed by all stakeholders, including children.
- Each school should provide guidance and counselling services to respond to sexual abuse.
- Each school should establish a data base on sexually abused children managed by the guidance and counselling teacher.
- There should be awareness raising on child protection and child abuse at school and community levels, using popular theatre.
- Children should be equipped with life skills.
- There should be capacity building of school-based committees in life skills and gender issues.
- Capacity building for child protection should be incorporated in training programmes in colleges of education.
- There should be advocacy for a conducive and harmonized legal framework on sexual abuse.

- Community support groups for all forms of child protection should be established and/or strengthened.
- Psychosocial support should be provided for children.
- Child-to-child approaches through peer support groups in schools should be established/ strengthened.
- Communication boxes should be introduced/strengthened.
- The Re-Entry Policy should be packaged into sensitization programmes.
- School-based responses that respond to and support children with special needs should be developed.
- Spaces that are child-friendly and gender responsive should be created.
- MESVTEE systems for responding to emergencies should be strengthened.

3. Checklist and Response Indicators for Schools and Incentives for Compliance

Issue	Response	Checklist
Abuse	Locally generated forms of punitive measures (these should seek buy in from all stakeholders including children)	<ul style="list-style-type: none"> ○ Existence of school councils for pupils ○ List of agreed upon code of conduct and accompanying consequences for non-compliance
	Disciplinary cases of teachers and community members concerning child abuse	<ul style="list-style-type: none"> ○ Availability of database on disciplinary cases
	Guidance and counselling on child abuse issues should be included in the Standard Officers' checklist	<ul style="list-style-type: none"> ○ Include issues of sensitization on child abuse in the SIR book
	Localized child protection policy developed by all stakeholders, including children	<ul style="list-style-type: none"> ○ Existence of child protection policy
	Psychosocial care and support services to respond to abuse	<ul style="list-style-type: none"> ○ Operational psychosocial care and support programme
	Raising awareness at school and in the community using popular theatre	<ul style="list-style-type: none"> ○ Developed programmes on child abuse in the print media and on radio ○ Existence of popular theatre group
	Equipping children with life skills	<ul style="list-style-type: none"> ○ Capacity building programme for life skills training for children
	Capacity building of school-based committees in life skills and gender issues	<ul style="list-style-type: none"> ○ Number of teachers trained in life skills and gender
	Incorporate capacity building for child protection in colleges of education	<ul style="list-style-type: none"> ○ The teacher training syllabi containing child protection issues
	Advocating for conducive and harmonized legal framework on child abuse	<ul style="list-style-type: none"> ○ Advocacy plan ○ Progress Reports
	Establish and/or strengthen community support groups for all forms of child protection	<ul style="list-style-type: none"> ○ List of operational community support groups

Issue	Response	Checklist
	Child-to-child approaches through establishing peer support groups in schools	<ul style="list-style-type: none"> ○ List of operational peer-to-peer support groups
	Introduce/ strengthen communication boxes	<ul style="list-style-type: none"> ○ Presence of communication boxes ○ Availability of database on disciplinary cases
	Development of school-based responses that respond to and support learners with special needs	<ul style="list-style-type: none"> ○ Inclusive school community environment
	Establishment of children’s councils	<ul style="list-style-type: none"> ○ Existence of school-based children’s councils
	Creation of child-friendly spaces that are gender responsive	<ul style="list-style-type: none"> ○ Existence of gender responsive child friendly spaces
Emergencies	Strengthening MESVTEE systems for responding to emergencies	<ul style="list-style-type: none"> ○ Established operational emergency response mechanisms
Relevant Policies and Guidelines	<ul style="list-style-type: none"> ▪ National Education Policy ▪ National Child Policy ▪ Child Protection ▪ Re-entry ▪ Corporal Punishment ▪ Free Education (uniforms) ▪ National Youth Policy ▪ Gender Policy ▪ Guidelines for the Management of Abuse in Schools 	<ul style="list-style-type: none"> ○ Presence and operationalisation mechanisms of the relevant policies and guidelines.

Appendix H: Monitoring Instrument for Implementation of HIV and AIDS, Life Skills and Sexuality Activities in Institutions

General Information

Name of institution:

District:.....Zone:.....

Province:.....

Enrolment: Male..... Female..... Total.....

Respondent:.....Position:..... Sex:.....

Date of Monitoring:.....

Section A: HIV and AIDS Policy Issues

	Questions	Y	N	Means of Verification	Comments
1	Has the institution got the MESVTEE HIV and AIDS workplace policy?			Request for copies of the policy	
2	Has the policy been accessed by members of staff?			Check stock book	
3	Based on the MESVTEE HIV and AIDS Workplace Policy, have you formulated an HIV and AIDS Workplace programme for the institution?			Request to view an implementation plan, work programmes or reports	
4	Does the workplace programme contain the essential elements of the policy, i.e. prevention, treatment, care and support?				

Section B: MESVTEE Minimum Standards on HIV and AIDS

	Questions			Means of Verification	Comments
1	Do you carry out HIV and AIDS activities in the institution? If "yes" how are these carried out? (TICK YES/NO ONLY WHEN THEY MENTION ONE OF THE FOLLOWING)				
	Minimum Standards	Y	N	Means of Verification	Comments
	Dissemination of HIV and AIDS messages in class, during assembly and other gatherings to educators and learners			Interview educators and learners	
	Availability of counselling services including behavioural change communication (BCC) materials			Request for the availability of counselling materials	
	HIV and AIDS clubs.			Check club membership composition, HIV/AIDS activities, reports, work plans and minutes of club meetings	
	Workplace HIV and AIDS committee			Check composition of HIV and AIDS workplace committee , work plan, minutes, reports	
	HIV and AIDS awareness raising events			Participant list, event report, photos, posters flyers	
2				Means of Verification	Comments
	Care Treatment and Support What Care and Support services exist within the institution for infected and affected educators and learners, e.g. prevention, care and support?			Records, stock book, treatment, health talks	
	Do you have trained Guidance and Counselling educators in your institution?	Y	N	Comments	

Section C: MESVTEE Life Skills

	Questions	Y	N	Means of Verification	Comments
1	Does the institution have the MESVTEE Life Skills Framework?			Request to view the Life Skills Framework	
2	Has the Life Skills Framework been circulated to all educators? Do your teachers have access to the Life Skills Framework?			Interview educators Interview staff and check stock book	
3	Does the institution have Life Skills materials for educators and learners?			Request to see materials	
4	Are educators in your institution integrating Life Skills in their lessons?			Request to see lesson plan, scheme of work	

Section D: Sexuality and Protection

	Question	Y	N	Means Of Verification	Comments
1	Do the educators integrate sexuality education in their lesson plans?			Check scheme of work, work plans, lesson plans and record of activities	
2	Do you have teachers that have been trained in the implementation of SRH and Life Skills			Records of teachers attending trainings	
3	Has the institution experienced girls dropping out due to early pregnancies?			Completed records of maternity leave and guidance records	
4	Have you had any readmission of girls into your institution after delivery in the last 12 months			Records of re-entry cases	
5	Has the institution collaborated with the communities on issues of SRH, early marriages, defilement and teenage pregnancy etc., in the last 12 months			Minutes of meetings with the community	
6	Have there been any reported cases of child sexual abuse?			Record of reported cases to the institution	

Observation(s)
Recommendations

STAMP

Respondent's name..... Signature..... TS Number: Sex: Signature..... Monitoring Officer's name:
