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**The Urban and Rural Programme for Learners' Inclusion,  
Foundation, and Transformation through Education  
(UPLIFT- EDUCATION)**





**The overall goal of the UPLIFT - Education Action is to contribute to the empowerment of children and youths in Zambia through increased access to inclusive and quality education by 2023.**

The project will build on the government's education programme, guided by the relevant national policies and strategies on education and international conventions on children's rights which will contribute to the achievement of SDG 4 "Quality Education", which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities. The UPLIFT project is fully aligned with and complementary to the National Education Policy of 1996.



**Who is implementing UPLIFT - Education?**



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# Challenges in the Education System

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## LOW QUALITY EDUCATION

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- Poor capacity of teaching personnel.
- Few teaching/learning materials especially in Early Childhood Education and Development (ECED), primary and community schools.
- The average book-learner ratio is at 1:6 against a standard of 1:1 across all school levels (Eastern Province Statistical Report, quarter three, 2019).

## HIGH SCHOOL DROPOUT RATES

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- The Educational Statistical Bulletin (ESB) 2017 records that 233,436 children and youth; and 546,081 orphaned children are out-of-school.
- Female and male drop-out rates in grades 1-7 stood at 1.7% and 1.3% respectively in 2017.
- Child marriage, teenage pregnancy, cost of education, long distances to the nearest school and absence of Water, Sanitation and Hygiene (WASH) services to support girls during their menstrual periods are the main reason for girls dropping out of school.
- Education costs and long distances to school is the main reason boys are dropping out of school. In grades 8-12, the 1.5% female dropout rate is more than twice that of boys (0.6%) at national level.

## CHILD MARRIAGE

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- Eastern Province has one of the highest rates of child marriage with over 60% of females married before the age of 18.
- The Statistical Bulletin reveals that there is inadequate access to adolescent sexual reproductive health education and services.
- In 2017, 37% of primary and secondary school teachers attended training in HIV/AIDS prevention and Comprehensive Sexuality Education, enabling them deliver this education to learners.
- In 2017, 55% (7,579) of girls re-entered the education system after pregnancy and child marriage at national level, with Eastern Province recording 44% re-entries.

## TEENAGE PREGNANCIES

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- Rural schools experience more teenage pregnancies than urban schools at primary and secondary levels.
- There are no remedial measures in place to enable female learners to complete their education.
- 13,640 pregnancies among school-going girls, with Eastern Province topping the list in primary grades with 2,158 (ESB 2017).

## POVERTY

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- Parents inability to afford school fees and children required to work to support their families is the reason behind children dropping out of school.
- No bursary in place to keep vulnerable children in school.
- In 2017, 15% of vulnerable children received bursaries from various organizations, including government, due to low budget allocations to the education sector.

## LOW LEVELS OF PRE-SCHOOL ACCESS

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Low access to ECED services is due to

1. Lack of government involvement in service delivery;
2. Lack of an ECED policy (policy still in draft form);
3. Inadequate infrastructure;
4. Inadequate financing;
5. An inappropriate and uncoordinated curriculum;
6. Inadequate monitoring and evaluation; and
7. Limited awareness on the importance of early learning (MoESVT,2011).



- Public financing for ECED remain as low as 1% at national level of the total education budget in 2020. Only 0.4% was allocated to ECED in the 2020 budget.

## LOW ACCESS RATES FOR CHILDREN WITH DISABILITIES

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- A large number of children with disabilities do not access education due to system-wide barriers such as inaccessible infrastructure, poor sanitation, negative community attitudes and limited teaching/learning resources. At national level 85% attend primary school and 15% attend secondary school. At provincial level 7,201 attend primary school and 1,019 attend secondary school.
- There are only three Special Education Units in Lumezi and Lundazi districts, with less than 15 learners with special needs. In the regular schools, there are no teachers with the required skills to support learners with disabilities.

# Project Objectives



Improved equitable access to quality primary and secondary education for children aged between 7 to 18 years.



Vocational training for youth aged between 19 to 24 years, especially girls, young women and people with disabilities.



Improved equitable access to quality Early Child Education and Development (ECED) services for children aged between 3 to 6 years, especially girls and children with disabilities.

# Target Groups

Project focus areas are Lumezi and Lundazi District in Eastern Province with a total population of 292,706.



2,000 children (75% girls, 25% boys) aged between 3-6 years in ECED centers.



24,000 children aged between 7-18 in primary and secondary schools and their parents.



1,750 primary, secondary and vocational learners on bursary programme.



200 children with disabilities in school (100 in Lumezi, and 100 in Lundazi district).



120 Head Teachers and 240 Teachers and Teacher Mentors.



120 primary and secondary schools (56 primary schools and 4 secondary schools in Lumezi district. 56 primary schools and 4 secondary schools Lundazi district).



3 Special Education Units (1 in Lumezi and 2 in Lundazi district).

# Final Beneficiaries



80,000 children (51% female), parents, and adults from surrounding communities.



200 traditional and faith leaders.



120 Community Action Groups with 1,200 volunteers.



2 District Education Boards in Lumezi and Lundazi districts.



1 Trades and skills development center under Ministry of Youth, Sport and Arts, Youth and Child Development and Magweru Secondary School for the disabled.

# Project Outcomes

Improved equitable access to quality primary and secondary education for children aged between 7 to 18 and vocational training for youth aged between 19-24, especially girls, young women and people with disabilities.

## OUTCOMES

1

Boys and girls in grades 1 to 4 able to read with comprehension

2

Adolescent and youth are equipped with financial literacy skills

3

Vulnerable children and youth in primary and secondary school are provided with bursaries

4

Community leaders equipped to address barriers to children's education, especially girls and children with special needs

5

Primary and secondary schools are responsive to access the educational needs of children and youth with disabilities

6

Out of school children enrolled into transit schools and integrated into mainstream schools

7

Youth are equipped with comprehensive sexuality education and life skills

Improved equitable access to quality Early Childhood Education and Development services for children aged between 3-6, especially girls and children with disabilities.

## OUTCOMES

1

ECED centers are established, functional, and disability and gender inclusive

2

ECED teachers trained and equipped in Learning Roots, child protection methodology and disability inclusion

3


ECED centres have integrated key services (WASH, Health, nutrition and COVID 19 Prevention) for optimal child development

4

Enhanced capacity of ECED center management committees to support a quality early learning environment

5

Community Action Groups have increased capacity to effectively support ECED, children's development and protection needs

A young boy with a short haircut, wearing a brown and white checkered shirt, is shown in profile, looking thoughtfully to the right. He is resting his chin on his hand. The background is a blurred classroom setting with other students and a wooden desk with papers on it.

**With access to quality education, children become lifelong learners, transform their communities, protect themselves from violence and experience life in all its fullness.**



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