

# KEY HIGHLIGHTS

## Zambia Country Study June 2017

### 1. About Zambia

Zambia is a land-locked country of 752,614 square kilometres located in the Southern African region bordered by the Democratic Republic of the Congo, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana Namibia, and Angola. The capital city is Lusaka. Zambia is a member of the Southern African Development Community (SADC), the Common Market for Eastern and Southern Africa (COMESA) and the African Union. Zambia's population in 2015 stood at 16,211,767 with an annual population growth rate of 3.072.

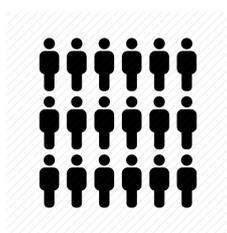


**Zambia has a one of the world's youngest populations with 46.08% of the population under the age of 14 and 48% of the population between the ages of 15 and 54.**

English is the official language, but there are 72 vernacular languages, of which seven are officially recognised, namely: Bemba, Nyanja, Lozi, Tonga, Kaonde, Luvale, and Lunda



**15 00 S,  
30 00 E**



**16,211,767**



**\$65.17 B (PPP)**

*How is Zambia doing in terms of Information, Communication Technology, Education, Science Technology and Innovation which are the pillars of the African Leadership in ICT and Knowledge Society Development (ALICT) course?*



## **Challenges facing ICT sector:**

- Connectivity and infrastructure issues (including electricity provision)
- ICT governance, privacy, ICT security, intellectual property protection
- Management and resource mobilisation for sustained investments in infrastructure and skills capacity
- The high cost of equipment and broadband services
- Consumers also have little awareness of quality of service issues and there is little protection against unsatisfactory performance by operators and ISPs.
- A relatively inflexible regulatory regime
- Current internet service providers may not all be sustainable businesses. It is not clear that an internet market the size of Zambia is large enough to support 16 ISPs.

World Bank. (2015). Mobile cellular subscriptions (per 100 people). Retrieved February 14, 2017 from <http://data.worldbank.org/indicator/IT.CEL.SETS.P2?locations=ZM>

World Bank. (2015). Fixed telephone subscriptions (per 100 people). Retrieved February 14, 2017 from <http://data.worldbank.org/indicator/IT.MLT.MAIN.P2?locations=ZM>

Retrieved February 14, 2017 from <http://onlinesystems.zicta.zm:8585/statsfinal/ICT%20Indicators.html>

Biztech Africa. (2012, March 22). 4G comes to Zambia. Retrieved February 14, 2017 from <http://www.biztechafrica.com/article/4g-comes-zambia/2355/>

## 2. Education

The Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) has overall responsibility for the education sector in Zambia. Zambia has a 7-5-3/4 education structure.

In principle, there is universal access to primary and secondary school (free and compulsory).

Between 2002 and 2014, spending on education as a percentage of GDP rose 1% to 5.2%, average expenditure per child is still estimated at US\$5.4/year.



The Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) has registered over 1.2 million more learners, growing Zambia's net enrolment from 71% in 1999 to over 97% in 2013. Between 2000 and 2013;

**Primary (grade 1-7) enrolments increased from 1,589,544 to 2,847,045 (79%) and**

**Basic education (grade 1 – 9) enrolments increased from 1,756,210 to 3,267,652 (86%).**

This means that enrolment in upper basic education rose from 234,059 in 2004 to 451,163 in 2013 representing an increase of 93%.

The grade 1 – 7 repetition rate fell from 66% in 2004 to 7.5% in 2014 while the primary completion rate was measured as 99.04% in 2014. The transition rate to lower secondary education was 89.36% in 2014 and has mostly been in-line with projections

Zambia has made progress in achieving gender parity in basic education. As of 2014, 49.2% of all learners enrolled in basic education were female.

The literacy rate for adult population (15 years and older) has, increased from 67.2% in 2000 to 83% in 2010. By 2010, among people 25 years and older that ever attended school, 47.8% had completed primary level only, 37.3% had completed secondary and 14.5% had completed tertiary. In 2014, Zambia reported an overall adult illiteracy rate of 13.07% exceeding Education for All (EFA) targets.

On average 5,000 new teachers are deployed to the system annually and there are currently approximately 93,000 teachers in the system with about 57,000 of these in primary schools. Of the 18,638 teachers teaching in secondary schools in 2012, 16.4% had degree qualifications with most teachers only having diplomas.

The proportion of learners reaching the minimum level of proficiency for Reading in English rose from 23.1% in 1999 to 35.8 percent in 2012 while in Mathematics, this rose from 26.2% to 44.6% in 2008 and dropped to 35.8% by 2012.

In 2012, there were 300 registered TEVET institutions of which 87 were public institutions. The total annual enrolment in TEVET institutions reached 33,569 in 2012 from 33,234 in 2011 with annual enrolment being about 14,000 students.

AfriConnect, in partnership with the MESVTEE, has been piloting a project aimed at bringing web-based eLearning to schools in different parts of the country. So far 20 schools have been provided with free or low-cost connectivity, plus teacher training and support.

Computer Studies was introduced as a subject at both junior and senior secondary levels in order to equip learners with essential skills necessary for them to have basic knowledge of ICTs and to stimulate creative and analytical skills in ICT and entrepreneurship so as to be competitive at global level.

## **Challenges facing education sector in Zambia.**

- Lack of adequate ICT skills to effectively drive Zambia's envisioned progress towards a knowledge economy by 2030
- Quality of the education provided at all levels of the system does not match with market demands
- Gender inequality at higher levels of the education system.
- Inadequate number of appropriately trained lecturers in special skills for training persons with disabilities;
- High prevalence of lower level enrolment among female students in engineering and technical programmes;
- Inadequate bursary support for gifted learners who may not be able to pay fees;
- Unfriendly physical infrastructure for persons with disabilities; and
- Inadequate appropriate TEVET equipment, and teaching and learning materials.

### **3. Science, Technology, and Innovation (STI)**

Zambia recognizes that Science, Technology and Innovation (STI) play an important role in national development. STI in Zambia, however, is not very well developed. The first custodian of STI in Zambia was the National Council for Scientific Research (NCSR), it was changed to the National Institute for Scientific and Industrial Research (NISIR) in 1997 after the passage of the Science and Technology Act of 1997.

The Science and Technology Act established the National Science and Technology Council (NSTC) as a statutory body to promote science and technology for the socio-economic advantage of Zambians. Most public funding of STI in Zambia is managed by the NSTC.

The NSTC also implements the Science and Technology Innovation Youth Fund (STIYF) and the Strategic Research Fund (SRF). The SRF was established to support basic and applied scientific Research and Development (R&D) in identified national strategic priority areas. The fund is also aimed at enhancing research capacity in Zambia.

Three biotechnology laboratories were established at National Institute for Scientific and Industrial Research (NISIR), Zambia Agricultural Research Institute (ZARI) and Seed Control and Certification Institute (SCCI)

#### **Challenges facing the STI sector.**

- Weaknesses in coordination, inadequate policy and legal framework, human resource constraints.
- Inadequate modern equipment.
- Insufficient infrastructure.
- Low government investment.

## In Conclusion...

- Vision 2030 is widely recognized as the guiding document for many plans and policies. Their national development plans have identified various specific sector issues and defined strategic goals, but tend to be relatively weak in terms of actionable means of achieving goals and implementing strategies. Sector-specific plans, where they exist, tend to be out of date and/or lacking in the necessary detailed implementation strategies necessary to realize Zambia's ambitious planning objectives.
- Zambia requires massive and consistent investment in all the areas required for the development of a KS, including education and human development at all levels, research and development, especially in STI, ICT infrastructure, and the policy and regulatory frameworks that direct, enable, and link these sectors.
- There have been gains made in implementation of ICT, particularly in mobile phone penetration. However, these gains are tempered by relatively low levels of internet adoption and usage, a moderately constrained bandwidth environment, and the high costs of both ICT equipment and access. Although the government has indicated its intention to review the National ICT policy of 2006, no such reviewed or revised policy seems to be publicly available yet.
- Zambia has made significant progress in Universal Primary Education, but increasing enrolments have put tremendous strain on the education system, affecting quality. The TVET and tertiary sub-sectors both require large investments to increase their capacity, accessibility, and quality.
- There is no ICT in education policy, but ICT is included as a subject at both primary and secondary level.

The STI sector is relatively underdeveloped due mainly to a weakness in coordination, an inadequate policy and legal framework, human resource constraints, inadequate modern equipment, and insufficient infrastructure. Improving the quality of primary and secondary education will also have a positive impact on STI by making the pool of potential research students larger.

## Key actors and players:

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|---|---|
| ⇒ Ministry of Information and Broadcast Services                          | ⇒ Ministry of Education, Science, Vocational Training and Early Education         |
| ⇒ ZICTA   |   |
| ⇒ Ministry of Communications and Transport                                | ⇒ Zambian Curriculum Development Centre   |
| ⇒ Ministry of Education, Science, Vocational Training and Early Education | ⇒ Higher Education Authority  |
| ⇒ National Science and Technology Council                                 | ⇒ Flemish Association for Development Cooperation and Technical Assistance (VVOB) |
| ⇒ National Institute of Scientific and Industrial Research                | ⇒ Japan International Cooperation Agency  |
| ⇒ University of Zambia  | ⇒ iSchool Zambia  |
| ⇒ Copperbelt University   | ⇒ African Development Bank  |
| ⇒ Zambia Research and Development Centre                                  | ⇒ World Bank  |
| ⇒ The National Technology Business Centre                                 | ⇒ <b>UNESCO</b>   |
|   | ⇒ Netherlands Government  |

## Zambia has a one of the world's

**youngest populations** with 46.08% of the population under the age of 14 and 48% of the population between the ages of 15 and 54

In 2015, Zambia had a mobile phone penetration of **74 subscriptions per 100 people up from 41 in 2010. This is a 55% increase.**

93% of the country has access to a 2G mobile network while only just over half the country (53%) has access to a 3G mobile network. In terms of internet users, Zambia is **slightly below the sub-Saharan average, only 21% of the population use internet.**

The Copperbelt Energy Corporation (CEC) has built a **540-kilometre optical fibre network linking all the towns in the Copperbelt province.**

**STI sector** is relatively underdeveloped due mainly to a weakness in coordination, an inadequate policy and legal framework, human resource constraints, inadequate modern equipment, and insufficient infrastructure

**Education:** Between 2000 and 2013 enrolment in upper basic education rose from 234,059 in 2004 to 451,163 in 2013 representing **an increase of 93%.**

## INTERESTING FACTS ABOUT KS DEVELOPMENT IN ZAMBIA

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