ZAMBIA
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Review of the use of ODL in Zambia, 2014

1.0 Introduction and Background

1.1 Introduction

Zambia is a signatory to many world education interventions. A few such world education interventions are: the Convention on the Rights of the Children (CRC) in which it is prescribed that every child has a right to quality education, the Education For All (EFA) that took place in Jomtien, Thailand in 1996 and adopted during the International World Forum which took place in Dakar, Senegal in 2000, where it was decided that every child needs to be cared for and protected. EFA called for expanding and improving Early Childhood Care Development and Education (ECCDE), and that children should be in school and attain free and compulsory quality basic (Primary) education.

Then later, the Millennium Development goals (MDGs) aimed at eliminating extreme poverty and hunger, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases; ensuring environmental sustainability, developing a global partnership for development and, like for EFA goals, achieving universal primary education and promoting gender equality. In order to meet increasing demand, Zambia has adopted Open and Distance Learning (ODL) as another mode of educational delivery to complement the regular mode.

1.2 Background

Since Independence, ODL has been embraced. Currently, the Zambian Government through the Ministry of Science, Vocational Training and Early Education (MoSVTEE) offers open learning at school level in regular schools and ODL schools where learners attend school in the afternoon and evening at various grade level and age groups. In the same vein, Distance Learning (DL) at this level is done in organised centres and by individuals who enroll with the Zambia College of Distance Education (ZACODE) which produces self-study educational materials in print and electronic format [released as Open Education Resources] with financial and technical assistance from COL. At teacher training level, nearly all public colleges of education and a few private colleges are providing DL with guidance from the Ministry through the Directorate of Open and Distance Education (DODE) which provides training in instructional design, policy and guidelines. At higher education levels, all major public universities, namely: University of Zambia, Copperbelt University, Mulungushi University, Kwame Nkrumah University, Mukuba University and Chalimbana University, the Zambian Open University and a few private universities are also offering education through ODL.
1.3 Achievements

Some of the achievements made are as follows: ODL Policy draft; Youth and adult draft Policy; National ICT Policy; Education ICT Policy draft; Development of Adult Literacy educational materials; and Participation in ODL capacity building.

1.4 Challenges

The provision of ODL in Zambia has not been without challenges. Among the challenges are: inadequate ICT infrastructure leading to low broadband width; high cost of internet; and lack of energy in many parts of Zambia.

2.0 ODL in Zambia

ODL in Zambia is being used to deliver the following programmes:

- Early Childhood education;
- Adult Literacy Education;
- Primary Education;
- Secondary Education;
- Teacher Training; and
- University Education.

3.0 TOP FIVE PRIORITIES

It should be noted that priorities will not change much from those given before because it is noted that without them it will be difficult to develop the country.

- **Quality Assurance**
  (i) Development of Quality Assurance systems and implementation of relevant guidelines;
  (ii) Development of appropriate ODL and technology-mediated approaches; and
  (iii) Continuous monitoring of outputs and impacts for learning and improvement.

- **Teacher Development**
  (i) Facilitate Teacher Training through ICT and related training of educators and managers;
  (ii) Distance Education selection and development of delivery methodologies and technologies; and
  (iii) Development of guidelines to guide training of pre-service teachers by DL.
• **Open and Alternate Schooling**
  (i) Selection and development of appropriate materials for the new curriculum;
  (ii) Development of appropriate learner support and delivery systems;
  (iii) Continuous update of content, training and technical support.

• **eLearning for Education Sector Development**
  (i) Finance; start-up funding and integration in regular budget;
  (ii) Needs assessment and awareness creation; development of implementation plan;
  (iii) Content and curriculum; development of ICT curriculum and digital education content;
  (iv) Infrastructure; procurement and installation of hardware and software including connectivity;
  (v) Actual integration of ICT in the classroom and administration; and
  (vi) Production of web-based learning materials including e-content.

• **Learning and Skills for Livelihoods**
  (i) Increasing access to basic and functional literacy through the development of strategies to curb illiteracy;
  (ii) Provision of technical assistance and development of appropriate ODL methodologies for low technology environments; and
  (iii) Vocationalising the school curriculum to enable learners to acquire academic and vocational certificates simultaneously.

### 4.0 What COL can do to further support Zambia’s National ODL Agenda?

COL can do a lot to support Zambia’s education, as it has done in the past, in the following ways:

1. Financial assistance.

2. Training of ODL providers.

3. Provision of equipment – such as ICT infrastructure (Server), computers, studio and broadcasting equipment, teleconferencing facilities and printing equipment for ZACODE.

4. Supply educational materials.

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