

**ZAMBIA**

**CAPACITY BUILDING IN  
TEACHER EDUCATION  
(RECRUITMENT, TRAINING  
AND RETENTION.)**

## **1.0. Introduction – The Importance of Teachers.**

“The quality and effectiveness of any education system largely depends on the quality of its teachers. They are the single most important factor in determining success in meeting the system’s goals. Equally well, the educational and personal well-being of children hinges crucially on their competence, commitment and resourcefulness”  
(Educating Our Future 1996 Page 107).

## **2.0 The Policy Context – Policy Guidelines**

To underline the importance of teachers Educating Our Future provides the following policy guidelines for the Teaching Profession.

2.1 In order to foster the quality and effectiveness of the education system, the Ministry of Education will promote the quality of individual teachers and of the teaching profession as a whole.

2.2 The Ministry acknowledges that the two pillars on which the professional competence of teachers rests are initial training and on-going in-career professional and personal development.

2.3 The Ministry  
will pursue  
various options in  
order to increase  
the supply of  
trained teachers  
for Basic Schools.

2.4. The Ministry will formulate broad guidelines and strategic approaches for the in-service education and training of teachers and will exercise a coordinating role in respect of such training.

2.5 Recognizing that terms and conditions of service crucially affect the morale and commitment of teachers, the Ministry will strive to have these improved.

2.6 The Ministry recognizes the need for a professional teachers' body that would set and maintain the highest professional standards among teachers.  
(Educating Our Future 1996, P. 122).

### **3.0 Recruitment:**

#### Admissions

Committees are trained to recruit the best candidates for training through:-

3.1 Advertising in the media.

3.2 Recruitment and Selection Interviews.

3.3 Direct application to Institutions.

### **3.4 Entry Qualifications**

3.4.1 Five Credits  
for Degree and  
Diploma  
Holders.

Three Credits and 2  
passes for  
Certificate Holders  
(Pre-school and  
Basic School  
Teachers).

## 4.0 Training

### Pre-Service Training

In Zambia Teachers  
are trained for  
three levels

4.1 Certificate Level  
Teachers for  
Grades 1 – 7 are  
trained in Colleges  
of Education  
under the ZATEC  
Programme with  
an annual output  
of 3,000.

4.2 Diploma Level  
teachers for  
Grades 8 and 9  
undergo a two-  
year training  
programme at  
Nkrumah and  
Copperbelt  
Secondary  
Teachers'  
Colleges with an  
average annual  
output of 600.

4.3 Diploma Level teachers for Grades 8 and 9 undergo a three-year training programme at Natural Resource Development College (NRDC), Evelyn Hone College, Technical Vocational Teachers' Colleges (TVTC) and George Benson Christian College with an annual output of 120.

4.4 Graduate  
(Degree Level)  
Teachers for  
Grades 10 – 12  
under go a 4 year  
Training  
Programme at the  
University of  
Zambia with an  
average annual  
output of 300.

## In-Service Training (CPD)

In-set is of two types:  
Long up-grading  
or professional  
courses for school  
teachers offered  
by the National In-  
service Training  
College  
(NISTCOL), the  
Zambia Institute  
of Special  
Education and The  
University of  
Zambia.

Short term courses to improve the professional/class room practice of School Teachers. These are mostly school-based or in Teachers' Resource Centres. Also for new interventions in the Education System e.g. PRP, BSCF, New Materials (HIV/AIDS)

Science Kits, School  
Health and  
Nutrition, Multi-  
grade, Learner-  
centred  
Methodologies  
etc.

## **5.0 Retention**

Has been difficult. Brain drain from Primary to Secondary sector and to ministries and other countries. Incentives for retention of staff comprise the following (most of which are negotiated with the Unions):-

- Salaries

- Allowances:-  
Housing,  
Responsibility,  
Subsistence.
- Pension Scheme
- Salary Advance
- House Hold Loans
- Leave Pay.

## **Others:**

- Improvement in the teaching learning environment through provision of Teaching Learning materials/equipment and rehabilitation of institutional infrastructure.
- Opportunities for In-service Training.

## **Some of the Challenges**

6.1 There is a shortage of qualified teachers and teacher educators at all levels of the system especially in the fields of Mathematics, Science and Technology.

6.2. A majority of teachers in the education system are certificate holders, followed by diploma holders, very few are degree holders.

6.3 The duration of Pre-service Courses at Certificate and Diploma levels is rather short and therefore inadequate.

6.4 Limited opportunities for In-service. Most In-service Courses are full-time, expensive and do not take account of existing qualifications and experience to qualify for exemptions.

6.5 Limited  
incentives for  
retention of staff  
in the whole  
system.

## **7.0 Way Forward**

Ministry of

Education has embarked on a comprehensive review of the Teacher Education Strategy as a way of meeting the challenges.

7.1 Alternative modes of provision that would increase teacher supply without compromising quality.

7.2. Creating a career path within Primary Education and allowing for professional advancement from diploma to degree levels.

7.3 Increasing duration of courses from 2 to 3 years and making Primary Diploma and Secondary Diploma at par.

7.4 Increasing opportunities for In-service for teachers by employing alternative modes of provision e.g. Open Distance and e-Learning combined with ICT.

7.5. Together with the Unions, work out ways of retaining teachers within the system e.g. improved and expanded incentives.