

VOICE AND ACCOUNTABILITY PROJECT

“Community Empowerment for Improved Local Service Delivery in Zambia”

SCORECARD REPORT

Report produced by: The Project Management Unit (PMU), CSPR National Secretariat, Kabulonga, Lusaka, Zambia | **March 2025**

INTRODUCTION

- **Objective:** Enhance community engagement and social accountability to improve education service delivery.
- **Coverage:** 9 districts (Katete, Sinda, Mambwe, Vubwi, Kalabo, Senanga, Kaoma, Sesheke, Nalolo)
- **Key Partners:** Civil Society for Poverty Reduction (CSPR), Partnership for Transparency Fund, World Bank, Japanese Social Fund

METHODOLOGY AND APPROACH

- **Data Collection:** Community and School Level Scorecard with 30 questions (multiple-choice and open-ended).
- **Target Participants:** Women (20), Youth (20) and (20 Men) these categories included atleast 5% of each group by Persons with disabilities (PWDs). 60 Years and Above - Old-aged.
- **Focus Groups:** Conducted in 45 schools, averaging 55 participants per group.
- **Data Collection Tools:** KoboCollect App for real-time data capture. Data Analysis: Quantitative (STATA 17 & Excel), Qualitative (Content Analysis).

KEY FINDINGS - SUMMARY

- **Infrastructure:** Overcrowded classes due to few infrastructure and free education policy and inadequate facilities (Avg. Score: 2.09)
- **Textbook Availability:** Insufficient distribution (Avg. Score: 2.00)
- **Teacher & Pupil Absenteeism:** Improved monitoring but persistent challenges (Avg. Score: 2.46)
- **Budget Transparency:** Moderate satisfaction with gaps (Avg. Score: 2.58)
- **Construction Monitoring:** Funding issues and stalled projects (Avg. Score: 2.05)
- **Safe Schools:** Lack of fire safety and gender-sensitive spaces (Avg. Score: 2.11)

CHALLENGES AND LIMITATIONS

- **Geographical Accessibility:** Poor roads and flooding
- **Cultural Sensitivities:** Limited discussion on gender issues
- **Data Reliability:** Inconsistent record-keeping and reluctance to share financial information
- **Community Participation:** Limited during farming seasons
- **Resistance to Transparency:** Financial data not openly displayed

(Green): “3” is a positive score; service delivery is satisfactory.

(Orange): “2” means services are available but there are challenges associated with the service

(Red): “1” means a negative score which is an indication of non-availability or bad service

SCORECARD RESULTS BY V&A PROJECT FOCUS AREAS

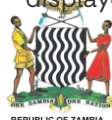
Category	Average Score	Interpretation	Challenges
Infrastructure	2.09	Moderate satisfaction	Overcrowding due to Free Education, inadequate facilities
Textbook Availability	2.00	Low satisfaction	Shortage of textbooks, centralized distribution
Teacher & Pupil Absenteeism	2.46	Moderate satisfaction	Commuting distances are still a challenge in Western Province.
Budget Transparency	2.58	High satisfaction	Display of School budgets on Notice boards is evident, improved community involvement
Construction Monitoring	2.05	Moderate satisfaction	Stalled projects in most schools, funding issues
Safe Schools	2.11	Moderate satisfaction	Lack of fire fighting equipment, inadequate mentorship in school clubs

DISTRICT COMPARISON - AVERAGE SCORES

District	Infrastruct ure	Textbooks	Absenteei sm	Budget Transpare ncy	Constructi on	Safe Schools
Kalabo	2.10	2.05	2.40	2.60	2.00	2.05
Kaoma	2.00	1.80	2.50	2.55	2.10	2.00
Katete	2.15	2.10	2.40	2.36	2.05	2.15
Mambwe	2.20	2.05	2.45	2.60	2.00	2.10
Senanga	2.05	1.95	2.35	2.55	2.00	2.05
Sesheke	2.00	1.85	2.25	1.88	1.90	2.00
Nalolo	2.20	2.10	2.50	3.00	2.05	2.10
Sinda	2.10	2.05	2.80	2.45	2.00	2.10
Vubwi	2.25	2.00	2.80	2.65	2.25	2.20

RECOMMENDATIONS AND WAY FORWARD

- Improve infrastructure with a focus on rural areas.
- Decentralize textbook distribution and address shortages.
- Strengthen community involvement in school governance.
- Enhance transparency through mandatory budget disclosures.
- Improve safety measures and establish safe spaces for students.
- Introduce mentorship and support systems for vulnerable learners.



TOP 15 BEST-PERFORMING SCHOOLS

School Name	District	Overall Score	Remarks
Lyamutinga Secondary	Nalolo	2.85	High community engagement, good budgeting transparency
Seya Primary	Sinda	2.80	Strong PTC involvement and resource management
Mbande Primary	Vubwi	2.78	Good construction monitoring and safe environment
Kalobolelwa Combined	Sesheke	2.75	Improved textbook availability
Kapungwe Day Secondary	Sinda	2.70	Community-driven improvements in infrastructure
Kasamanda Day Secondary	Mambwe	2.68	Increased teacher presence and student attendance
Kalukundwe Primary	Kaoma	2.65	Active PTC meetings and transparent budgeting
Sonso Secondary	Sesheke	2.60	Enhanced safety protocols and facilities
Mbozi Day Secondary	Vubwi	2.58	Efficient use of funds and good community support
Mangango Secondary	Kaoma	2.55	Improved infrastructure and teaching staff
Lui Wanyau Primary	Senanga	2.53	Good sanitary conditions and inclusive environment
Matonga Primary	Nalolo	2.50	Good teacher-pupil ratio and functional infrastructure
Nq'uma Primary	Kalabo	2.48	Enhanced safety and gender-sensitive facilities
Chiutika Primary	Mambwe	2.46	Community-driven improvements and active monitoring
Mutondo Primary	Kaoma	2.45	Improved budgeting and regular parent engagement

SCHOOL-SPECIFIC ANALYSIS - LOWEST PERFORMING SCHOOLS

School Name	District	Overall Score	Remarks
Sonso Secondary	Sesheke	1.75	Frequent teacher absenteeism and poor budget transparency
Kashokoto Primary	Kaoma	1.80	Inadequate classroom space and no safe facilities
Chimasuko Primary	Katete	1.85	Overcrowded classrooms and sanitation issues
Nang'uma Primary	Kalabo	1.88	Lack of textbooks and poor community involvement

MIDDLE 15 PERFORMING SCHOOLS

School Name	District	Overall Score	Remarks
Chiwuyu Primary	Sinda	2.43	Good teacher presence, moderate infrastructure challenges
Chimbundire Primary	Katete	2.40	Mixed performance, needs infrastructure improvements
Sonso Secondary	Sesheke	2.38	Good safety practices, but limited classroom space
Nalionwa Day	Kalabo	2.35	Moderate transparency, challenges with safe schools
Ngundi Primary	Senanga	2.32	Mixed attendance rates, need for teacher housing
Mwaundafisi Primary	Katete	2.30	Inconsistent community involvement
Seya Primary	Sinda	2.28	Regular community meetings, mixed safety standards
Kafunkha Day Secondary	Katete	2.26	Moderate PTC involvement, budgeting issues
Mphomwa Primary	Mambwe	2.25	Good safety practices, but inadequate teaching staff
Kalobolelwa Combined	Sesheke	2.23	Enhanced monitoring but lacks safe space facilities
Litoya Primary	Nalolo	2.20	Moderate infrastructure, good community involvement
Kapungwe Day Secondary	Sinda	2.18	Moderate transparency, needs safety improvements
Imusho Combined	Sesheke	2.16	Inconsistent attendance, limited resources
Ngundi Primary	Senanga	2.15	Fair performance, needs better budgeting transparency
Taferadziko Primary	Vubwi	2.12	Community-driven monitoring but lacks teacher presence

SCHOOL-SPECIFIC ANALYSIS - BEST PERFORMING SCHOOLS

School Name	District	Overall Score	Remarks
Lyamutinga Secondary	Nalolo	2.85	High community engagement, good budgeting transparency
Seya Primary	Sinda	2.80	Strong PTC involvement and resource management
Mbande Primary	Vubwi	2.78	Good construction monitoring and safe environment
Kalobolelwa Combined	Sesheke	2.75	Improved textbook availability

LOWEST 15 PERFORMING SCHOOLS

School Name	District	Overall Score	Remarks
Sonso Secondary	Sesheke	1.75	Frequent teacher absenteeism and poor budget transparency
Kashokoto Primary	Kaoma	1.80	Inadequate classroom space and no safe facilities
Chimasuko Primary	Katete	1.85	Overcrowded classrooms and sanitation issues
Nang'uma Primary	Kalabo	1.88	Lack of textbooks and poor community involvement
Kalabo Primary	Kalabo	1.90	Limited teacher presence and infrastructure issues
Matemba Secondary	Vubwi	1.92	Poor community engagement and safety measures
Katemo Primary	Mambwe	1.94	Poor sanitation and inadequate safety practices
Chiutika Primary	Mambwe	1.96	Moderate engagement, lacks adequate learning materials
Kapungwe Day Secondary	Sinda	1.98	Lack of financial transparency
Kalukundwe Primary	Kaoma	2.00	Limited community involvement
Chiwuyu Primary	Sinda	2.02	Safety challenges and inconsistent monitoring
Mwaundafisi Primary	Katete	2.04	Lack of PTC meetings and monitoring
Nq'uma Primary	Kalabo	2.06	Inadequate infrastructure and teacher shortages
Matonga Primary	Nalolo	2.08	Lack of safety protocols
Lui Wanyau Primary	Senanga	2.10	Safe school plans implementation

DISCUSSION OF RESULTS



The analysis of the community scorecard data reveals critical insights into the effectiveness of education service delivery in Zambia. While there are notable improvements in community participation and budgeting transparency, challenges persist in key areas such as infrastructure, textbook availability, and safety measures.



Infrastructure challenges remain significant, particularly in rural schools where overcrowding and inadequate facilities impact learning quality.



Teacher and pupil absenteeism rates have improved through monitoring, yet remote areas still struggle with teacher retention.



Transparency in budgeting has seen progress, but community involvement remains uneven, particularly in districts with limited administrative support.



Safety protocols are inconsistently implemented, leading to disparities in safe learning environments, especially for girls.



Textbook availability is hindered by centralized distribution processes, which limits access to essential learning resources.



Construction monitoring reveals stalled projects due to financial constraints, highlighting the need for enhanced accountability in school grants.

- Recommendations are aligned with national education goals and policy frameworks to address these gaps.

LINKING RESULTS TO ZAMBIAN EDUCATION POLICIES

The findings from this project align with several key Zambian education policies and strategic frameworks, including:

1. Education Sector Strategic Plan (ESSP 2021-2025):

- Aligns with goals to improve infrastructure and teacher retention in rural schools.
- Emphasizes the importance of inclusive education and safety measures.

2. National Implementation Framework V (2022-2026):

- Calls for enhanced resource mobilization and improved monitoring of school grants.
- Supports the use of data-driven accountability mechanisms, as demonstrated by the community scorecards.

3. Free Education Policy (2022):

- Directs focus on reducing costs for parents, but lacks mechanisms for sustainable funding and infrastructure improvements.

4. Zambia Inclusive Education Strategy (2022-2026):

- Highlights the need for accessible and disability-friendly infrastructure, which remains a challenge in many schools.

5. National Decentralization Policy (2013):

- Emphasizes community involvement in local governance, resonating with PTC engagement and school monitoring activities.

- Integrating these policy frameworks with project findings enhances advocacy for more responsive education reforms.



Scan for full report



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