EVALUATION REPORT TITLE

Evaluating and assessing the short- to medium-term outcome effects and changes resulting from the implementation of free educational policy on the quality of the education system in Lusaka Province, Lusaka district, Zambia.

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COURSE: : PGDME08 EVALUATION REPORT

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Research Participants: The individuals, schools, government Agencies/Authorities, and organizations who participated in this evaluation, generously shared their time, insights, and experiences, without which this study would not have been possible.

Institutional Support by Cavendish University Zambia for providing resources, research facilities, and access to necessary information and data. Last, but not least my heartfelt thanks to my family and friends for their unwavering support, understanding, and encouragement throughout this academic journey.

ACRONYMS

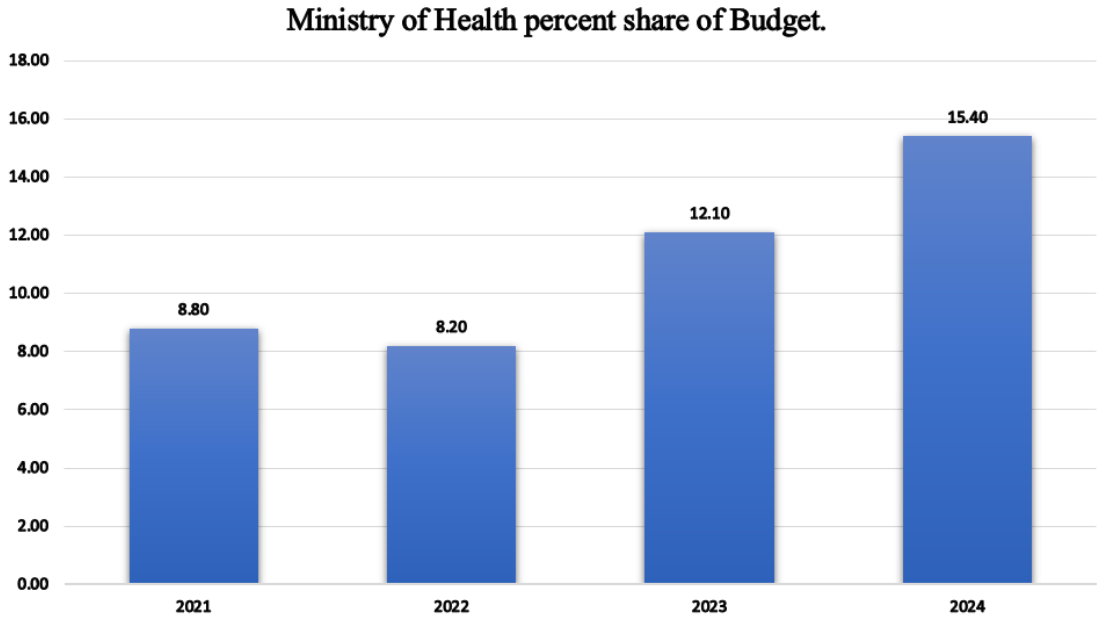
M&E – Monitoring and Evaluation
UPND – United Party for National Development
CUZ – Cavendish University Zambia
GRZ – Government of the Republic of Zambia
MoE – Ministry of Education
SPSS – Statistical Package for Social Sciences
GRZ – Government of the Republic of Zambia
NAZ – National Assembly of Zambia
MoFNP – Ministry of Finance and National Planning
UNICEF – United Nations Children's Fund

I. Chapter 1: Executive Summary

I.1. Introduction and Program Background

In January 2022, the Government of the Republic of Zambia introduced the Free Education Policy from Early Childhood Education to secondary school level in all Government schools.

The concept of free education is not new to Zambia as various previous governments have introduced it at different points in the country but had to make radical variations to change the status quo due to socioeconomic considerations. The new government fulfilled its campaign promise of introducing free education from in primary and secondary education schools which commenced in January 2022. The commitment to implementing and fulfilling this policy has been seen in the increased amount of funds allocated to the Ministry of Education by share of the total budget as shown below in ***Figure 1.***

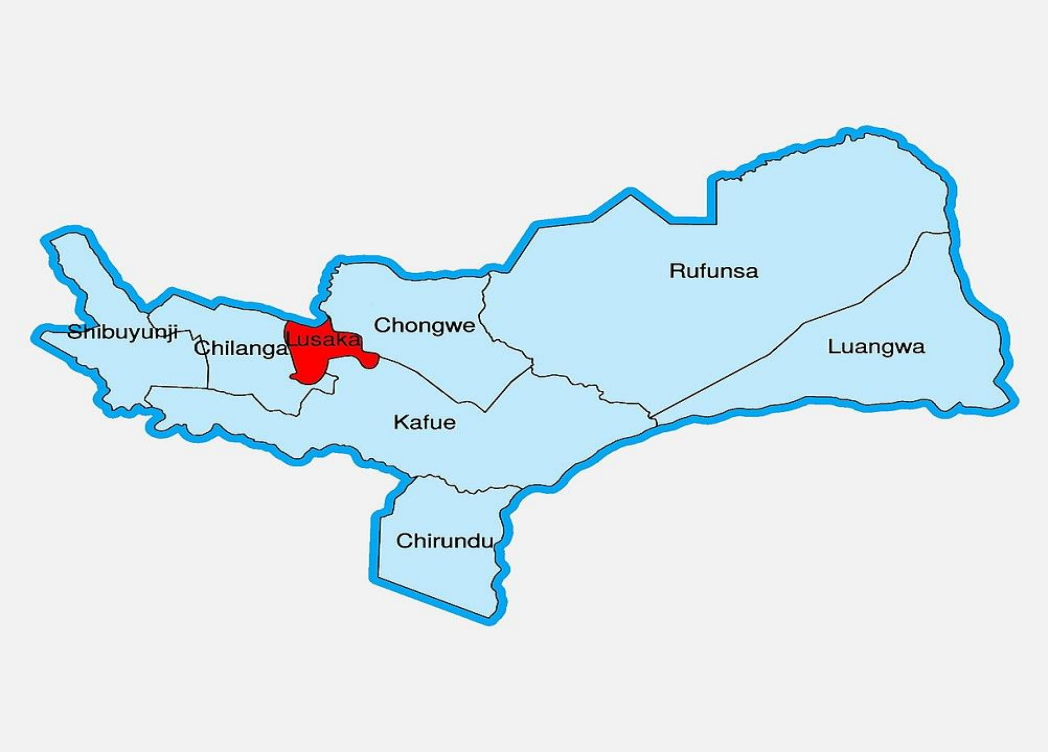


I.2. Evaluation Purpose and Description

"***Policy***" is "a law, regulation, procedure, administrative action, incentive or voluntary practice of governments and other institutions.

However, some stakeholders and the public had observed that the overwhelming response to the Free Education Policy had increased the number of pupils about the teachers in classrooms, thereby causing overcrowding and making the environment unbearable for both learners and teachers

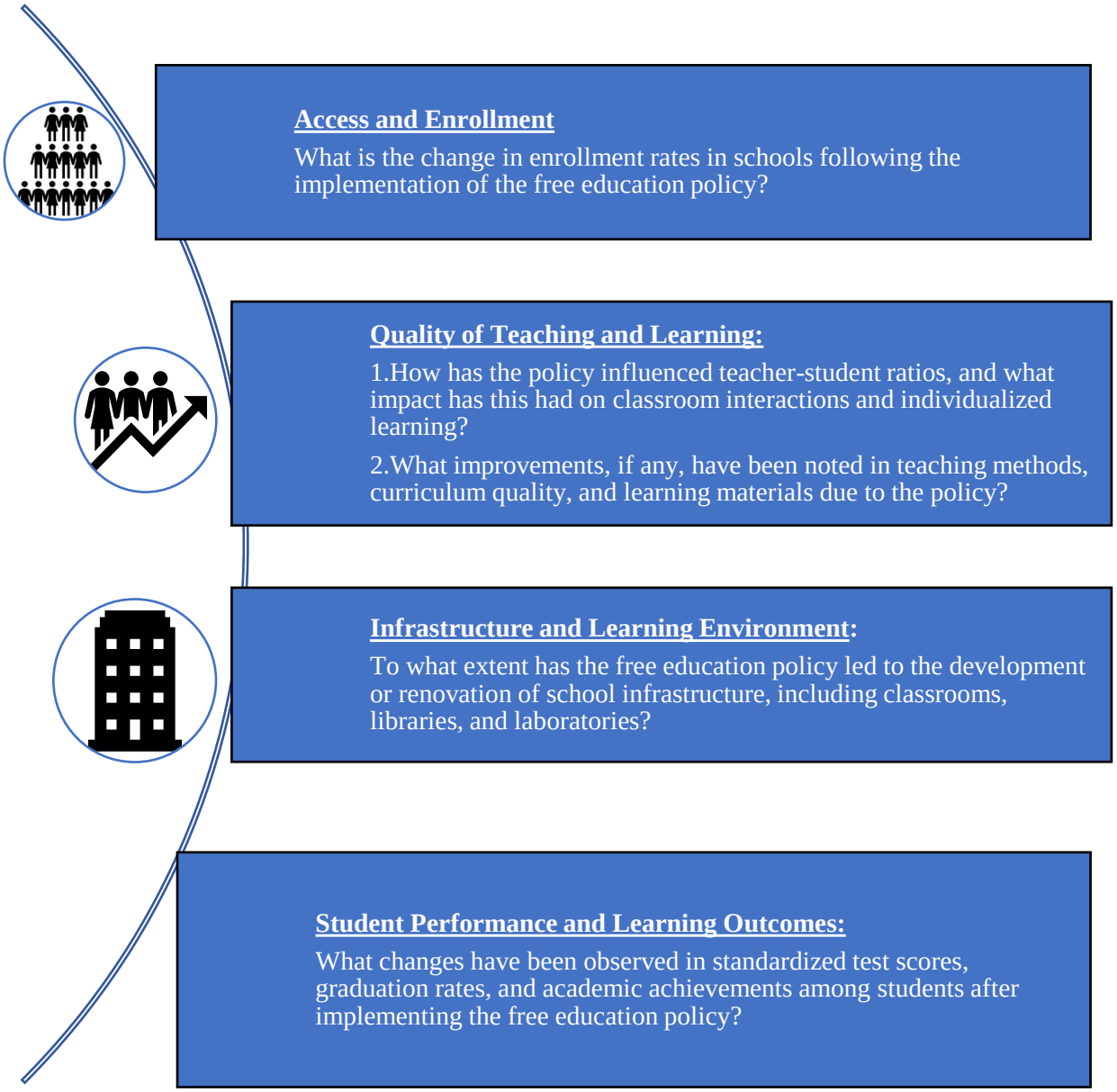
The purpose of this evaluation is to systematically and objectively assess the effects, outcomes, and impacts of a government policy, program, or intervention. Policy evaluation is an essential component of the policymaking cycle, allowing governments to make informed decisions about the continuation, modification, or termination of policies based on evidence and data. We have selected a specific part of a country for this evaluation, the importance of selecting a specific part of the country such as Lusaka province (map shown below), particularly in the Lusaka district(highlighted in red below) lies in our ability to provide focused, nuanced insights within resource constraints, while also offering a basis for understanding potential national impacts.



I.3. Evaluation Objectives, Design, and Limitations

i. Objectives

The objectives of evaluating a free education policy can vary depending on the specific goals and priorities of the policy, as well as the context in which it is implemented. However, it's essential to formulate specific research questions that address various aspects of the policy's influence. These include;



ii. Evaluation Design and Methods

Post-Implementation Assessment.

The purpose of post-implementation analysis is to evaluate the success of the project, identify areas of improvement, and lessons learned, and gather insights that can be applied to future projects.

This will be done collectively by analyzing secondary data and primary data that comes from directly involved stakeholders such as Teachers to get an in-depth understanding analysis of the intervention of the policy.

Data collection.

Collect Data: Gather relevant data both primary (Survey data) and secondary data from official reports, academic studies, and statistical data related to education indicators.

Data Analysis using SPSS V25.

Statistical Analysis: Use statistical methods to compare the data across different cases. This will include descriptive and inferential statistics by comparing means and hypothesis testing.

iii. Limitations

- Published studies and reports may not represent the full range of outcomes, conducting comparative analysis requires time, expertise, and resources.
- Small-scale evaluations might be limited in scope due to resource constraints,
- Policymakers may choose cases that support their preconceived notions, leading to an inaccurate assessment. Socioeconomic and political conditions can change over time, affecting the relevance of past comparative data.

I.4. Evaluation findings

This section presents a comprehensive overview of the evaluation findings, offering a detailed snapshot of the initiative's current status and accomplishments.

Table 1.

Descriptive Statistics of the Survey

		Enrollments	Pupil Motivation to learn	Pupil Discipline	Infrastructure development	Provided teaching resource
N	Valid	172	172	172	172	172
	Missing	0	0	0	0	0
Mean		**4.10**	**3.25**	**2.49**	**2.69**	**2.51**
Mode		**5**	**2**	**1**	**3**	**2**
Std. Deviation		1.082	1.338	1.344	1.142	1.051

		Working conditions	How is the performance of the pupil
N	Valid	172	172
	Missing	0	0
Mean		**2.09**	**3.11**
Mode		**1**	**2[a]**
Std. Deviation		1.156	1.211

The figure above shows descriptive statistics that were done to the primary data that was collected from the **172** respondents from sampled schools within the Lusaka district.

Qualitative data in this evaluation plays a crucial role in evaluation processes, complementing quantitative data by providing in-depth insights, context, and a deeper understanding of the factors that contribute to program success or challenges. Out of 172 respondents, 143 were male and 29 were female.

The concentration row under this statistics table is the mean and mode values highlighted in blue on the table. The *mean* value for Likert scale data, each response is assigned a numerical value, often with a higher value indicating a more agreeable response from our participants. *Mode* represents the most common response from the participants.

Strongly Disagree (1-1.8): Out of all statements that were given to our respondents, we did not have a mean that was falling in the range of strongly disagree, this implies that there was no strong negative perception towards the statements according to the mean response.

Disagree (1.9-2.6): Pupil discipline, working conditions, and Provided teaching resource factors had mean falling into this range, this means the respondents generally disagree with the statement implying they do not agree with the statements, which means there is a negative perception towards these two factors.

Neutral (2.7-3.4): The motivation to learn and performance of pupils according to the respondents are neutral or have neither a positive nor negative view of the statement. This implies there is little to no change

Agree / Strongly Agree (3.5- above): Enrollments have a mean value of **4.10,** this was earlier anticipated as this policy will bring an increase in pupil enrolling at all levels of the schools either primary or secondary schools. This has been confirmed as 82 percent of respondents strongly agree with this statement as the mode of **5** implies most respondents strongly agreed.

To further understand the means of responses from our sample respondents, below sample out two questions from the questionnaire and understand the distribution of their responses by using visualizations.

The first chat shows percentages of responses regarding the increase of pupils in schools, this can be interpreted as more than 79.07 percent confirming the definite increase in pupil enrollment. The Second chart summarizes the responses in the visual regarding the working conditions improvement since the implementation of the policy, it has been observed and can be concluded that about 65.07 percent were against the statement of improved working conditions so far.

Figure 2

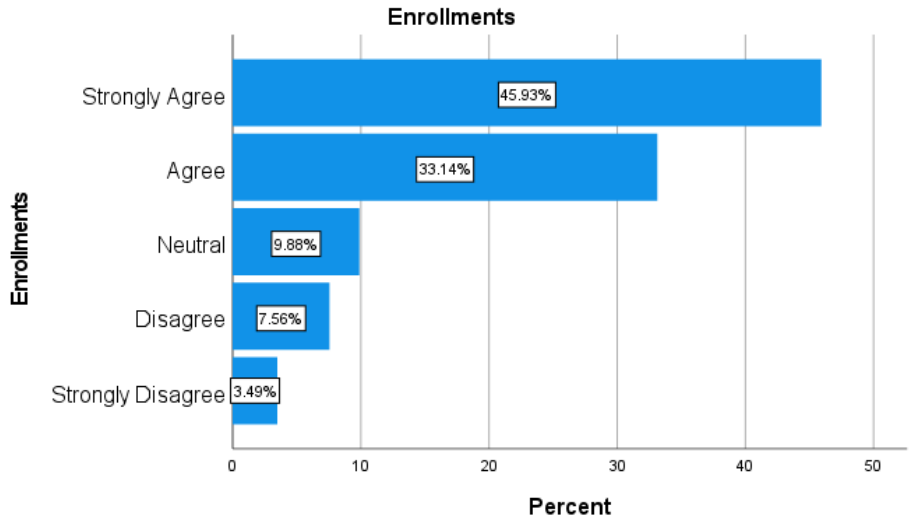
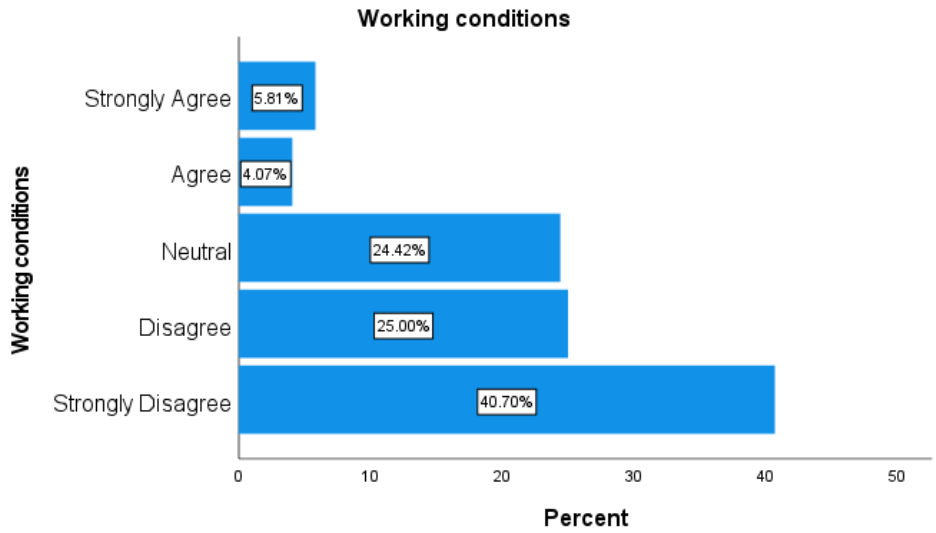


Figure 3



I.5. Recommendations, and Conclusions.

Drawing upon the extensive evaluation findings, we arrive at several key conclusions regarding the overall success and challenges encountered during the implementation.

RECOMMENDATION

ACCESS AND ENROLLMENTS

- The implementation of a free education policy in Zambia by numbers we can confrim that it has lead to a substantial increase in enrollment, as financial barriers are reduced in family hence making it easier to take children to school, making education more accessible to a larger portion of the population. This has been strongly agreed and supported at a rate of 79.07 % of all repondednts who participated in the survey as shown in ***figure 2.***

RECOMMENDATION

INRASTRUCTURE AND LEARNING ENVIROMENT

- The immediate challenge that has risen is the rates of enrollment is overcrowding of pupils in schools and classroom, this negatively impact the teacher in managing, conducting, and delivering proper lesson to pupils, to solve this situation there is need to Invest in infrastructure development to accommodate the increased number of pupils by investigating the enrollment rates of each school in order to allocate and utilize resources available efficiently.
- Despite not fully in agreement by the respondents, the rate of enrollments of pupils much varies with the rate at which stakeholders may put in place infrastructures and learning enviromets to acter for the increase in pupils. Therefore, it is an emergency for stakeholders to create immediate response.

RECOMMENDATION

CAPACITY BUILDING FOR TEACHER

- Conducting a comprehensive teacher training programs to enhance the capacity of educators to handle larger student populations. This includes training in effective classroom management and pedagogical techniques.
- The education landscape is constantly evolving with new technologies, teaching methodologies, and educational theories. Capacity building empowers teachers to adapt to these changes, ensuring that they remain effective and relevant in their roles

RECOMMENDATION

QUALITY OF EDUCATION

- From the survey and test conducted, we can see that the free education policy is accompanied by measures to maintain and improve the quality of education. As enrollment increases, the number of teachers needs to be increased to optimize pupil to teacher ratio.
- This includes investing in qualified teachers, updating curriculum, and providing necessary resources. Implement a system of continuous improvement, where feedback from students, teachers, and stakeholders is used to adapt and enhance the education system over time.

RECOMMENDATION

ESTABLISHMENT OF MONITORING SYSTEM

- Establish a robust monitoring and evaluation system to track enrollment rates, identify areas of low enrollment, and assess the impact of the policy on the education system at the provincial or constituency level.
- This this will help in investigating the enrollment rates of each school to allocate suffficient funds where its appropriately, this will ensure resources available are distributed efficiently.

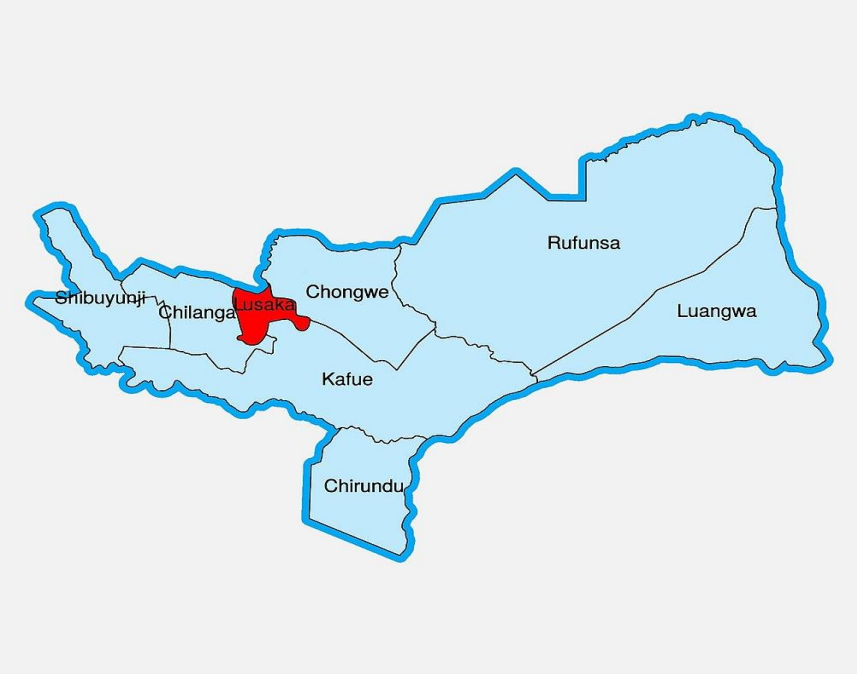
1. Chapter 2: Evaluation Purpose and Questions

1.1. Evaluation Purpose

Let us once more define and remind ourselves what a policy is at a government level. "***Policy***" is "a law, regulation, procedure, administrative action, incentive or voluntary practice of governments and other institutions.

Once public policy has been operationalized through the formal adoption of laws, rules, or regulations, and the bureaucracy has taken action to implement the policy, some form of evaluation needs to be accomplished to determine if the policy has achieved the desired outcome or impact and is properly implemented.

Figure 4.



The image above is the country of Zambia, highlighted in red is the Lusaka province, the capital city of Zambia which accounts for the largest populated province of 15.8% of the total population of Zambia. We have selected a specific part of a country for this evaluation, the importance of selecting a specific part of the country such as Lusaka Province, particularly in the Lusaka district lies in our ability to provide focused, nuanced insights within resource constraints, while also offering a basis for understanding potential national impacts.

1.2.Evaluation Questions

Policy evaluation is a systematic and objective process of assessing the effects, outcomes, and impacts of a government policy, program, or intervention. The objectives of evaluating a Free Education Policy can vary depending on the specific goals and priorities of the policy, as well as the context in which it is implemented.

However, our common objectives under this study of evaluating a Free Education Policy typically include: Its primary purpose is to answer the following objective questions;

- **Access and Enrollment:** What is the change in enrollment rates in schools following the implementation of the free education policy?
- **Quality of Teaching and Learning**: How has the policy influenced teacher-student ratios, and what impact has this had on classroom interactions and individualized learning?

  What improvements, if any, have been noted in teaching methods, curriculum quality, and learning materials due to the policy?
- **Infrastructure and Learning Environment:** To what extent has the free education policy led to the development or renovation of school infrastructure, including classrooms, libraries, and laboratories?
- **Student Performance and Learning Outcomes:** What changes have been observed in standardized test scores, graduation rates, and academic achievements among students after implementing the free education policy?

2. Chapter 3: Program Background

2.1. Introduction

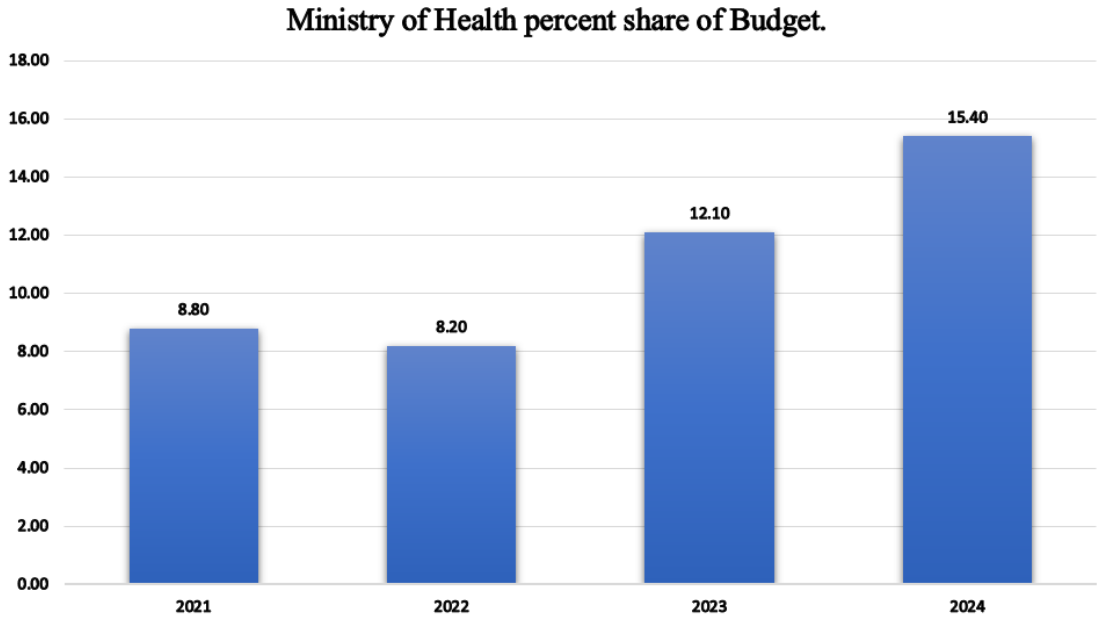
Studies in other countries have shown that this free education is very good as it lays a good foundation for the nation's development. This could have been due to a gap between the rich and the poor people that existed when the time came to take their learners to school. Example opportunity of the implementation;

- The opportunities that free education comes with bridge the gap of poor parents who would fail to take their children to school but the rich would do that without any problem. This could lead to many street kids, poverty, diseases, crime, early marriages, and underdevelopment and dependence syndrome in the country. Free primary education comes as a solution to all these problems and helps bring equality in development and education in the nation.
- The problem of street kids is easily sorted out as children have easy access to education. Poverty and diseases, crime, and early marriages are also prevented as children will be busy with school work and use their basic knowledge to do a lot of developmental activities like entrepreneurship that has been introduced and also just becoming responsible children who are well informed about their rights not to involve themselves in early marriages and crime.

The free education program under the current administration in Zambia began on 10 January 2022 in fulfillment of one of the campaign promises of the now ruling party, the United Party for National Development (UPND).
The concept of free education is not new to Zambia as various governments have introduced it at different points in the country but had to make radical variations to change the status quo due to socioeconomic considerations.

Below is a logic model is a visual representation or roadmap that outlines the logical sequence of inputs, activities, outputs, outcomes, and goals of a program or project. In the context of monitoring and evaluation (M&E), logic models serve several important purposes such as planning, design, monitoring and evaluation implementation, and so on.

The commitment to implementing and fulfilling this policy has been seen in the increased amount of funds allocated to the Ministry of Education by share of the total budget as shown below.



More than half of the education budget is allocated to primary education. Primary education accounts for more learners than any other level of education. In 2018, over 3.3 million learners were enrolled in primary school compared to 860,000 enrolled in secondary school, about 250,000 ECE learners, and just under 50,000 enrolled in tertiary education.

In 2022, primary education accounted for 56 percent of funds allocated towards education. On the other hand, secondary education accounts for 28 percent of the education budget allocation, tertiary 13 percent, and other percent for other educational areas.

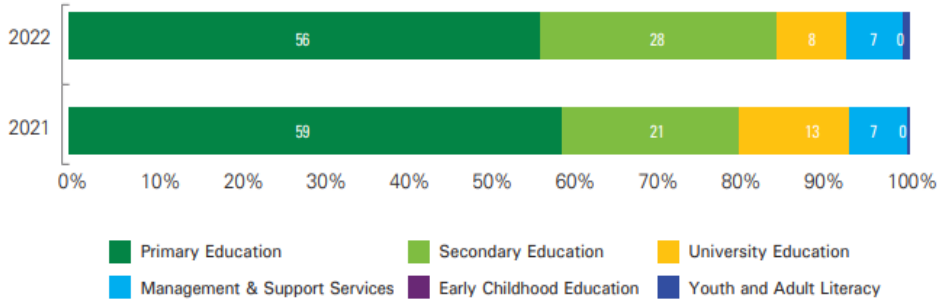


Table 2. Logic framework of the program.

OBJECTIVE	**Ensure that every individual, regardless of socioeconomic background, has equal access to education without facing financial education barriers at all government primary and secondary schools in Zambia.**
INPUT	▪ **Increase Budget allocation to MOH** ▪ **Recruitment of Qualified Teachers**
ACTIVITIES	**Recruit more teachers** **Distribute learning materials [Desk, textbooks, etc.]** **Build more schools, libraries, ablution brocks** **Adequate funding for running school projects and**
OUTPUT	**Recruitment and training of teachers** **Increase in student enrollment in schools** **Building and renovation school Infrastructures** **Public awareness campaign on the policy**
OUTCOME	**Reduction of poverty by removal of school fee** **Higher literacy rates in the community** **Enhanced employability and social development**
IMPACT	▪ **Free access to education provided in the country with good quality of education**

ASSUMPTIONS:

- Political stability, socioeconomic supportive environment, and effective Governance and Administration
- **Adequate Funding Continuity:** Adequate funding supports the hiring and retention of qualified teachers, the development of modern curricula, and the provision of necessary resources and infrastructure.

RISK AND INFLUENTIAL FACTORS:

- Economic Downturn Leading to Budget Cuts and Insufficient Teacher Training Social
- Natural Disasters Disrupting Infrastructure and Social Resistance to Educational Changes

INDICATORS:

- Increase in fund allocation to MOE and school infrastructure development progress
- Increase in enrollment rates and teaching staff number

2.2.Evaluation Audience

This section discusses the audience and stakeholders involved, which is an essential step in this evaluation process. It will help ensure that our evaluation report effectively communicates findings and recommendations to the right people in the right way, ultimately increasing the likelihood of positive outcomes and impact from the evaluation effort. Below are some of the target audiences and stakeholders aimed to reach in the report.

i. Program Implementers: These are the individuals or organizations responsible for carrying out the policy on the ground. Their insights into the implementation process and challenges are crucial for understanding the policy's impact. In this case, our program implementers are the current government and administration of Zambia, the United Party for National Development [UPND]

ii. Target Population or Beneficiaries: Policy evaluations aim to assess how the policy has affected the intended beneficiaries or target population. These include individuals, communities or groups, and countries as a whole that may have a direct interest in the

outcomes of the evaluation. Depending on the policy's significance and scope, the general public may have an interest in understanding how the policy affects them and their communities.

iii. Researchers and Academics: Policy evaluation research contributes to the body of knowledge in various fields, and researchers and academics often serve as both producers and consumers of evaluation findings. This includes me, the researcher supervised by Cavendish University Zambia.

iv. Media and Journalists: The media plays a crucial role in disseminating evaluation findings to the public. Journalists may cover evaluation results and their implications for the broader community to have knowledge and educate the public on the outcome and impact of the policy.

v. Evaluators and Evaluation Professionals: We are considered among stakeholders as evaluators are essential in evaluation because we bring the expertise, objectivity, and methodological rigor needed to assess the impact and effectiveness of policies accurately, transparently, and experts.

2.3.Program Opportunities

i. **Contributing towards equality of all children**:

Children from every part of the country were able to access education. This entailed an expanded opportunity for children to realize their potential and contribute to the nation.

ii. **Reduction of negative vices.**

Negative vices such as child marriages, early pregnancies, and general delinquency of children were likely to reduce with the children's extended stay in school.

3. Chapter 4: Evaluation Approach, Methodology and Limitation

3.1. Evaluation Type

Good evaluation is vital to ensure that policies, programs, projects, and initiatives meet their intended objectives and purpose. We need to be able to establish if and why a policy works by applying appropriate research and appraisal methods. These in turn feed into the policy decision-making process and hopefully lead to better decisions and ultimately better policy outcomes.

i. **Summative Evaluation** - (often referred to as impact evaluation). This Looks at the impact a policy, program, or another form of policy intervention has on specific outcomes for different groups. It seeks to gauge the effects of a policy with its planned outcome, or compared with some form of intervention, or even with doing nothing (sometimes referred to as counterfactual).

ii. **Formative Evaluation** - (sometimes referred to as process evaluation)**.** This asks questions such as how, why, and under what conditions does a policy intervention of a project, program, or initiative, work or not work? This seeks to establish information on the contextual actors, processes, and mechanisms that underpin a policy's success or failure, and to understand not only if a policy was successful or not, but why.

After reading about the two types of policy evaluation, it is for this reason that the approach and design that will be used in this evaluation is formative, for the reason that the evaluation conducted is being done in the process of the ongoing policy of free education

3.2.Evaluation Approach and Methodology

Pre-Implementation Assessment:

Assess the state of education before the policy implementation to establish a baseline for comparison. This is a baseline study that covers the annual enrollment, number of teachers, infrastructures such as classrooms, and overall teacher-to-pupil ratio from 2019 to 2022. This information is to be collected from annual reports from government authorities, ministries, and agencies which include the Ministry of Education, Examination Council of Zambia, and Zambia Statistical Agency.

Post-Implementation Assessment and Comparative Analysis:

Analyze the outcomes and changes in the quality of education after policy implementation. A well-executed post-implementation assessment provides valuable insights into the strengths and weaknesses of the free education policy, guiding future decisions and improvements in the education system.

Data collection:

Collect Data: Gather relevant data from comparable cases. This may include official reports, academic studies, and statistical data related to education indicators. Data Standardization: Standardize the data to ensure consistency and comparability. Adjust data for variations in reporting standards and methodologies.

Data analysis using SPSS V25:

Statistical Analysis: Use statistical methods to compare the data across different cases. This can include regression analysis, correlation studies, and other quantitative techniques to identify patterns and trends.

Qualitative Analysis: Alongside quantitative data, we conducted a survey assigned to teachers only to assess the qualitative analysis through interviews, surveys, and case s

3.3.Evaluation Limitation

Evaluating government policy is crucial to assess its effectiveness and make informed decisions about its continuation, modification, or discontinuation.

Various evaluation methods and tools can be employed to analyze government policies, but it's essential to consider their limitations as well. Here are some common evaluation methods and their associated limitations:

It's important to use a combination of these methods when evaluating government policies to obtain a comprehensive understanding of their impacts. Additionally, acknowledging the limitations and potential biases of each method is crucial to ensure that the evaluation process is rigorous and unbiased.

4. Chapter 5: Data Collection and Analysis

4.1. Data collection (Quantitative and Qualitative)

STEP 1: Data collection.

i. Primary data collection: First-hand data collected from participants.
We will Clearly define the objectives of the teacher satisfaction survey. Determine what aspects need to be assessed and what specific information we need to gather. Common areas of interest include working conditions, professional development, relationships with colleagues and administrators, and overall job satisfaction.

ii. Secondary data collection: It is data that already exists.
We will Clearly define the objectives of the teacher satisfaction survey. Determine what aspects need to be assessed and what specific information we need to gather. Common areas of interest include working conditions, professional development, relationships with colleagues and administrators, and overall job satisfaction.

STEP 2: Design the Survey.

We create a survey instrument that includes well-structured questions aligned with our evaluation questions. Ensure that the questions are clear, concise, and easy to understand using a mix of closed-ended (quantitative) and open-ended (qualitative) questions. The questionnaire will include demographic information: Begin with questions that collect basic demographic data, such as Age, Years of Experience, Gender, and Primary or Secondary School

i. Pre-Testing Survey.
We must conduct a pre-test of the survey or questionnaire with a small group of teachers to identify any ambiguities, confusing questions, or technical issues. Modify the survey based on their feedback to ensure clarity and relevance.

ii. Introduction and Administration of Survey.

Communicate the purpose of the survey to teachers. Explain why their feedback is valuable and how it will be used to make improvements within the school or district.

iii. Survey Distribution.

The method that will be administered in this survey commonly includes online surveys, paper surveys, or a combination of both. Consider the convenience and preferences of the teachers you are surveying.

Distribute the survey to active government teachers, ensuring that the process is convenient and confidential;

- Sending links to an online survey platform via teacher groups and personal.
- Distributing paper surveys during faculty meetings.

iv. Survey Deadline

Establish a deadline for teachers to complete the survey. Communicate the deadline to encourage timely responses within a maximum of 15 school calendar days (Three weeks)

4.2.Data entry, cleaning, and transformations.

Once all the two types of data have been collected in Data Collection Step 1. The first step is to ensure data quality by cleaning and transformation before conducting any analysis. This ensures data quality by filling in missing values if any and removes incomplete data to avoid biased results from all types. Ensures uniformity in data format, units, and representations across the dataset. Converts categorical variables into numerical formats. ***Table 3.***

Statistics

Gender

N	Valid	172
	Missing	0

4.3.Exploratory data analysis (EDA) using SPSS V25.

After collecting data from a questionnaire on the impact of free education from teachers, it's essential to conduct various tests and analyses to gain a comprehensive understanding of the data.

We managed to get a total number of 172 respondents from sampling schools within the Lusaka district. The criteria used for the questions that were asked in a questionnaire is in Likert scales, commonly comprising either five or seven options. The options on each end are called response anchors. The midpoint is often a neutral item, with positive options on one side and negative options on the other. Each item is given a score from 1 to 5. The format of a typical five-level Likert question, for example, could be:

- Strongly disagree - 1
- Disagree - 2
- Neither agree nor disagree - 3
- Agree - 4
- Strongly agree - 5

According to the chart below, this implies that we had 82.94% of respondents as male and 17.6% as female.

Figure 5.

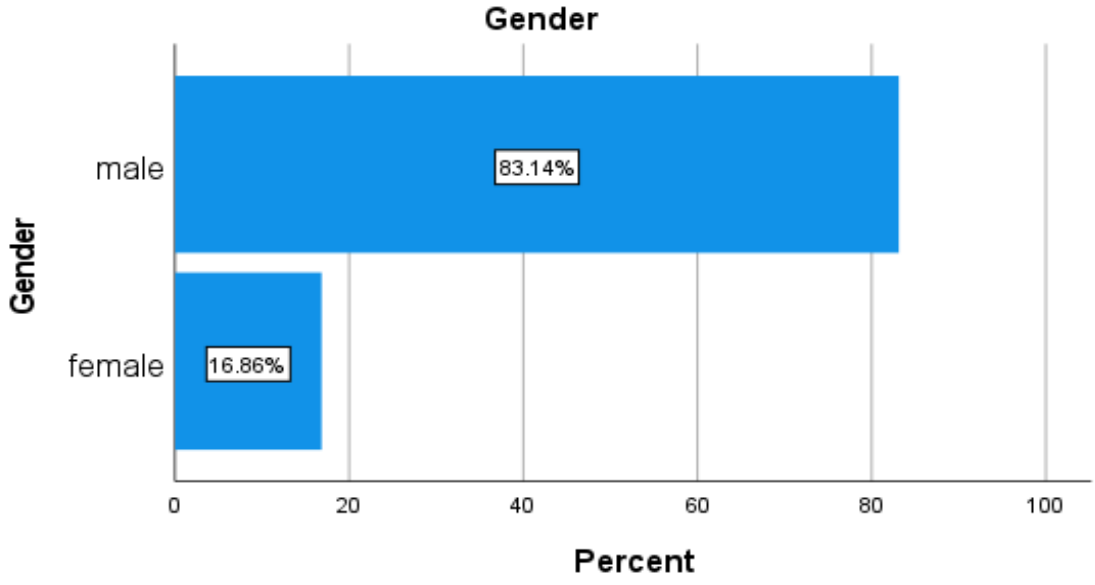
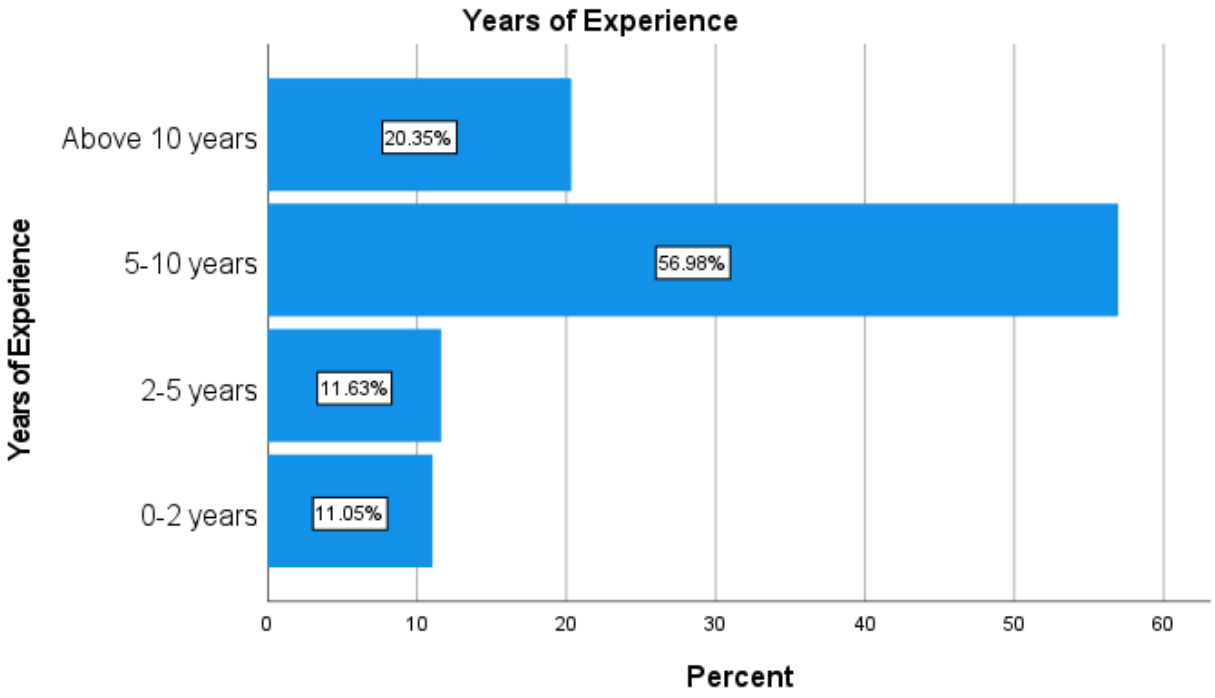


Figure 6.



The figure above represents the demographic representation of the respondents for experience in the field of teaching in government schools. Out of 172 respondents, approximately 57 percent represents the number of respondents with the highest experience of 5-10 years followed by those above 10 years of experience and the least number was for those with 0-2 years of experience which accounts for 11 percent.

Hypothesis Testing

Because most categories of responses came from the group of teachers that had experience of 5-10 years, we can carry out a test within this group to find out if there has been a significant change in the passing rate and working conditions. The main reason for testing this category is to ensure a good representation of teachers who have had experience before the implementation of the policy and after the implementation of the policy.

To carry out this test, an assumption or an idea will be proposed for the sake of argument so that it can be tested to see if it might be true. The test we will use is what is known as hypothesis testing which is a statistical method used to determine if there is enough evidence in a sample data to conclude a claim of a population parameters.

Null Hypothesis (H0): There is no significant relationship between the increase in pupil enrollments and student performance.

Alternative Hypothesis (H1): There is a correlation or relationship between enrollments and pupil academic performance.

Table 3.

Correlations

		Enrollments	How is the performance of the pupil
Enrollments	Pearson Correlation	1	**-.156***
	Sig. (2-tailed)		**.041**
	N	172	172
How is the performance of the pupil	Pearson Correlation	-.156*	1
	Sig. (2-tailed)	**.041**	
	N	**172**	172

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation between these two factors is negative, -.156. Despite the relationship not being strong, what a negative Pearson correlation means is that as one variable increases, the other tends to decrease. Assuming our significance level is taken to be **0.05** as a threshold to either reject or fail to reject the null hypothesis. Our p-value (probabilistic value) according to the above table is **0.04**, which is less than our significance level, this implies that data has provided evidence to reject the null hypothesis. This means that there is a relationship between the enrollment of pupils and the performance of the pupils that needs to be investigated further to ensure and promote a good quality of education.

5. Chapter 6: Finding, Recommendations, and Conclusion

5.1. Evaluation findings

Rigorous analysis of quantitative data, qualitative feedback, and pertinent documentation has allowed us to discern patterns and trends that illuminate the project's strengths and areas that warrant attention. This section presents a comprehensive overview of the evaluation findings, offering a detailed snapshot of the initiative's current status and accomplishments.

Table 4.

Descriptive Statistics of the Survey

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N	Valid	172	172
	Missing	0	0
Mean		**2.09**	**3.11**
Mode		**1**	**2[a]**
Std. Deviation		1.156	1.211

The above table 4 shows descriptive statistics that were done to the primary data that was collected from the **172** respondents from sampled schools within the Lusaka district.

Qualitative data in this evaluation plays a crucial role in evaluation processes, complementing quantitative data by providing in-depth insights, context, and a deeper understanding of the factors that contribute to program success or challenges. Out of 172 respondents, 143 were male and 29 were female.

The concentration row under this statistics table is the mean and mode values highlighted in blue on the table. The *mean* value for Likert scale data, each response is assigned a numerical value, often with a higher value indicating a more agreeable response from our participants. *Mode* represents the most common response from the participants.

Strongly Disagree (1-1.8): Out of all statements that were given to our respondents, we did not have a mean that was falling in the range of strongly disagree, this implies that there was no strong negative perception towards the statements according to the mean response.

Disagree (1.9-2.6): Pupil discipline, working conditions, and Provided teaching resource factors had mean falling into this range, this means the respondents generally disagree with the statement implying they do not agree with the statements, which means there is a negative perception towards these two factors.

Neutral (2.7-3.4): The motivation to learn and performance of pupils according to the respondents are neutral or have neither a positive nor negative view of the statement. This implies there is little to no change

Agree / Strongly Agree (3.5- above): Enrollments have a mean value of **4.10,** this was earlier anticipated as this policy will bring an increase in pupil enrolling at all levels of the schools either primary or secondary schools. This has been confirmed as 82 percent of respondents strongly agree with this statement as the mode of **5** implies most respondents strongly agreed.

5.2.Evaluation conclusion and recommendation.

Informed by the evaluation conclusions, this section provides a set of actionable recommendations designed to enhance the efficacy and impact of this free education policy.

ENROLLMENTS

The implementation of a free education policy in Zambia by numbers we can confrim that it has lead to a substantial increase in enrollmentas supported by 79% of our respondents, as financial barriers are reduced in family hence making it easier to take children to school, making education more accessible to a larger portion of the population.

SCHOOL INFRASTCTURE DEVELOPMENT

The immediate challenge that has risen is the rates of enrollment is overcrowding of pupils in schools and classrom, this negatively impact the teacher in managing, conducting, and delivering proper lesson to pupils, to solve this situation there is need to Invest in infrastructure development to accommodate the increased number of pupils by investigating the enrollment rates of each school in order to allocate and utilize resources available efficiently.

CAPACITY BUILDING

Conducting a comprehensive teacher training programs to enhance the capacity of educators to handle larger student populations. This includes training in effective classroom management and pedagogical techniques.

The education landscape is constantly evolving with new technologies, teaching methodologies, and educational theories. Capacity building empowers teachers to adapt to these changes, ensuring that they remain effective and relevant in their roles

MONITORING AND EVALUATION SYSTEMS

Establish a robust monitoring and evaluation system to track enrollment rates, identify areas of low enrollment, and assess the impact of the policy on the education system at provincial or constituency level. This will help this will help in investigating the enrollment rates of each school in order to allocate suffficient funds where its appropriately, this will ensure resources available are deistrbuted efficientl

From the survey and analysis done, we can see that the free education policy is accompanied by measures to maintain and improve the quality of education. This includes investing in qualified teachers, updating curriculum, and providing necessary resources. Implement a system of continuous improvement, where feedback from students, teachers, and stakeholders is used to adapt and enhance the education system over time.

5.3.Lessons and Learning

Evaluating free education policies can yield various lessons and learnings, as the impact of such policies is multifaceted. Here are some common and likely lessons that emerged from our evaluation of this policy.

Access to Education and Quality of Education:

Free education policies can significantly increase access to education, particularly for marginalized and economically disadvantaged populations, and monitoring enrollment rates and changes in demographics within educational institutions can help gauge the success of the policy in improving access. Free education may not automatically address all barriers to education, and additional measures may be needed to ensure equity and inclusion.

While free education enhances access, maintaining or improving the quality of education is crucial for long-term success. Evaluations should include measures of educational outcomes, student performance, and feedback from educators to assess the impact on educational quality.

Teacher Quality and Motivation:

The success of free education policies is closely tied to the quality and motivation of educators. Evaluations should consider teacher satisfaction, professional development opportunities, and the impact of the policy on teaching standards.

Impact on Economic Development:

Free education can contribute to long-term economic development by improving the skills and knowledge base of the population. Assessing the correlation between education levels, workforce skills, and economic indicators can help gauge the policy's broader impact on national development. Conducting surveys or studies on public awareness, attitudes, and perceptions can provide valuable information on the policy's social acceptance and effectiveness. Tracking the transition of students from education to employment or higher education institutions can provide insights into the policy's effectiveness in preparing individuals for the future.

Sustainability and Long-Term Planning:

Long-term planning and sustainability are critical for the continued success of free education policies. Assessing the government's commitment to sustaining the policy, funding mechanisms, and adaptability to changing educational needs can inform future policy decisions. Comparing the outcomes of free education policies with those of other countries can offer valuable insights.

Analyzing international benchmarks, such as educational rankings and global competitiveness, can help contextualize the policy's effectiveness on a broader scale

6. Annexes

6.1. Evaluation Statement of Work

The objectives of evaluating a free education policy can vary depending on the specific goals and priorities of the policy, as well as the context in which it is implemented. However, it's essential to formulate specific research questions that address various aspects of the policy's influence. These include;

- **Access and Enrollment**: What is the change in enrollment rates in schools following the implementation of the free education policy?
- **Quality of Teaching and Learning**: How has the policy influenced teacher-student ratios, and what impact has this had on classroom interactions and individualized learning?

  What improvements, if any, have been noted in teaching methods, curriculum quality, and learning materials due to the policy?
- **Infrastructure and Learning Environment:** To what extent has the free education policy led to the development or renovation of school infrastructure, including classrooms, libraries, and laboratories?
- **Student Performance and Learning Outcomes:** What changes have been observed in standardized test scores, graduation rates, and academic achievements among students after implementing the free education policy?

6.2. Data Collection Instruments

The data collection instrument serves as a tool or questionnaire that is used to gather information from participants, respondents, or sources of data. There are primary and secondary data:

i. **Primary Data**: Primary data, on the other hand, refers to survey data collected directly from participants specifically for the current research or evaluation project. We designed these surveys tailored to their research questions and created a specific set of questions to address the research objectives. These were collected both quantitative (e.g., ratings, numerical responses) and qualitative (e.g., open-ended responses) using Google Forms and physical paper distribution.

ii. **Secondary Data:** Sourced collected data, also known as secondary data, refers to data that has been collected by someone else or for a purpose other than the current research or evaluation project. This data already exists and was obtained from sources such as government publications, academic journals, reports, websites, and other published materials. We will analyze sourced data to extract relevant information for their specific research or evaluation objectives. This involved processing, cleaning, and transforming the data to fit the study's requirements.

6.3. Sources of Data and Information

i. Primary Data:

Surveys and Questionnaires: Data was collected directly from participants using structured survey instruments. Primary data, on the other hand, refers to survey data collected directly from participants specifically for the current research or evaluation project. Below is a questionnaire that was distributed and given to the respondents:

Demographics

1. Gender:

- ☐ Male
- ☐ Female

1.5 Years of Teaching Experience:

- ☐ 0-2 years
- ☐ 2-5 years
- ☐ 5-10 years
- ☐ Above 10 years

Survey qualitative questions

1. There has been a significant increase in pupil enrollment since introducing free education policies in your class or school.

2. The free education policy has significantly increased the motivation of pupils to learn.

3. With the increase in pupil enrollment, there has been good conduct of behavior in terms of [discipline, attention, and interaction] in class during lessons?

4. There have been improvements in school infrastructure such as ongoing construction or renovations of (classrooms, libraries, laboratories, etc.) after the introduction of free education to accommodate the increased number of pupils.

5. There has been an increase in the availability of modern teaching resources (such as technology, textbooks, and teaching aids) to cater to the increased number of pupils.

6. Due to a high number of pupil enrollments, the government has provided the necessary resources to facilitate a good working conditions environment for teachers.

7. Due to a high number of pupil enrollments, there has been a change in the performance of students in a positive way.

Response scale

1 – Strongly Agree

2 – Agree

0 – Neutral (Not Aware)

3 – Disagree

4 – Strongly Disagree

ii. Secondary Data.

It is data that already exists and is generated by individuals, organizations, or agencies not directly involved in the current research. It can come from various sources, such as government agencies, research organizations, academic institutions, or published literature.

- Literature Reviews: Information obtained from existing research studies, academic papers, books, and other scholarly sources relevant to the evaluation topic.
- Government Reports: Reports published by government agencies, providing official statistics and data related to various sectors.
- Organizational Reports: Reports from organizations, NGOs, or businesses relevant to the evaluation scope.
- Official Statistics: Data provided by government agencies, such as census data, employment statistics, and economic indicators.
- Financial Reports: Financial data from organizations' annual reports and balance sheets.

7. Bibliography

7.1. Bibliography

This section provides proper credit to the sources used during this research and allows you to access the referenced materials for further reading.

1.

Source: Estimates of Revenue and Expenditure: Ministry of Finance and National Planning
2020 National Budget (OBB), 2021 National Budget (OBB), 2022 National Budget (OBB), and 2024 National Budget (OBB),
URL: https://www.mofnp.gov.zm/?page_id=4096

2.

Source: Directorate of Data Management and Information, Ministry of Education Statistical Bulletin (Year [2017, 2018, 2019 and 2020])
URL: https://www.edu.gov.zm/?page_id=541

3.

Source: UNICEF
Report file: Education Budget Brief Zambia, 2022
URL:
https://www.unicef.org/zambia/media/3156/file/UNICEF%20Zambia%20Budget%20Brief%20Education.pdf

4.

Source: National Assembly of Zambia

Report file: COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY ON THE FREE EDUCATION POLICY IN ZAMBIA: OPPORTUNITIES AND CHALLENGES.

URL:

https://www.parliament.gov.zm/sites/default/files/documents/committee_reports/Report%20of%20the%20Committee%20on%20Education%2C%20Science%20and%20Technology%20%20for%20the%20Second%20Session%20of%20the%20Thirteenth%20National%20Assembly-1.pdf