

The Impact of Funding on Quality of Early Childhood Education Service Provision in Zambia from 2015-2018.

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Abstract

High-quality Early Childhood and Education (ECE) is critical to positive child development and generates high economic returns. On the contrary, Access to quality ECE in Zambia remains low particularly for the vulnerable. The situations are compounded by inadequate funding to the ECE subsector. This study evaluated the effect of funding on the quality of ECE in Zambia for the period 2015 to 2018. It assessed the effect of funding on the provision of ECE services by analysing the funding patterns to the Ministry of General Education through to Directorate of Early Childhood Education (DECE), Provincial Education Office (PEO), District Education Board Office (DEBO) and finally the 10 identified schools /ECE centres. To assess effect on quality, the study analysed the effect of funding on the eight identified early learning quality elements as espoused by the Ministry of General Education. These are, Infrastructure, Water and sanitation, Playgrounds, Furniture, Equipment and materials, Staffing, Support Staff and Enrolment. The methodology employed in this study included desk review of the funding reports at the identified fund management levels as well as Key Informant Interviews (KII) at each identified level. The results from the desk review and KII indicated that, funding to ECE for the period 2015 to 2018 was inadequate. At school level, much of the funding went toward equipment and materials while Water and Sanitation Infrastructure, Playgrounds, Furniture Equipment and materials were inadequately funded. This negatively affected the quality of ECE services provided in Zambia between 2015 to 2018.

Keywords: Early Childhood Education, Ministry of General Education, Quality, Funding.

Introduction

Background

Funding to Education is critical to the realisation of positive education outcomes at all levels. Despite various calls to increase funding, educational financing globally has not received the deserving attention. Compared to developed countries, funding to education for developing countries remains a challenge with African countries spending less than 2 Percent of their overall national budgets on Education. World Bank,[1]. This situation gets worse at Early Childhood Education sub sector level where less than 0.2 Percent of the educational budgets are allocated.[2]. Quality Early Childhood and Education (ECE) is critical to positive child development and has the potential to generate high economic returns (Matafwali, & Kabali, 2017). On the contrary, access to ECE is very low in Zambia, especially among vulnerable

groups. For instance, only 17.3% of children who enrolled in primary education in 2017, had ECE experience [4]. The current financing structure in Zambia contributes to inadequate access to high-quality services and does little to strengthen the quality of available ECE services.

The aim of this study is to evaluate the effect of funding on the quality of Early Childhood Education service provision in Zambia from 2015 to 2018.

The methodology included a desk review of literature on effect of funding on the quality of ECE services for the period 2015 to 2018. Primary data was collected using semi structured questionnaires that had both qualitative and quantitative questions. Seeing that the sample size was small, qualitative data was analysed using excel according to the eight identified themes on quality. These are; Infrastructure, Water and sanitation, Playgrounds, Furniture,

Equipment and materials, Staffing, Support Staff and Enrolment.

Funding has a direct effect on the quality-of-service provision. For ECE, the situation is critical as effects of investments are seen years after and has a potential of adversely affecting the economic growth of a country. For developing countries like Zambia, funding to ECE is critical. This is because it has a direct effect on the realization of positive learner outcomes.

There is need for adequate funding to the ECE sub-sector to enhance the quality of services provided. Consultative planning, monitoring and evaluation of ECE services should be well managed. This should be supported by strengthening accountability at budgeting, fund allocation, disbursement and utilisations in order for investments at ECE to be sustained.

Introduction

The responsibility to provide educational services in Zambia rests heavily with government. The government owns, manages and finances the provision of services from Early Childhood Education to Higher Education. Compared to other subsectors such as Primary Education and Higher Education, funding to Early Childhood.

Education from the central government remains comparatively low at less than one Percent of the total Education Budget. [5]. This forces the larger part of ECE budgets to be financed by non-government organisations and parents through fees and other contributions at local school level, adversely affecting the affordability and availability of ECE services. [6].

The study recognises that the larger part of funding to ECE is borne by non-governmental organisations, however, due to inadequate data on this, the study will focus on government funding to ECE, therefore, figures presented represent the lower value as there could be more from other sources whose data was not available at the time of this research. According to [7]. Early childhood Development has a direct influence on the economy, health and social outcomes for individuals and society in that it increases school and career achievement as well as reduced costs in remedial education, health and criminal justice system expenditures, translating to 7 to 10 percent per year return on investment. Adverse creates deficits in skills and abilities that drive

down productivity and increase social costs thereby adding to public.

Finance deficits. Despite this, various benefits of investing in ECE, African countries faces deep inadequacies in ensuring that opportunities are availed to all children to achieve full potential. [8].

For Zambia, investing in ECE has long lasting benefits such as enhancing school readiness, functional literacy, and social skills among other skills. Additionally, it enhances other skills necessary for, reducing dropout rates at primary school and enhances progression to higher grades.[3]. However, failure to invest adequately in the sub sector could have far reaching consequences.

Aim of the Study

The study aims at evaluating the effect of funding on the quality of ECE services provision through evaluation of the ECE services in the 10 selected centres in Lusaka districts. The 10 centres are allocated in different parts of Lusaka. Areas included Chainama, Chawama, Chibolya, Chilenje, Kamwala and Woodlands.

The study was guided by four specific objectives:

- a) To analyse the funding patterns to the Ministry of General Education: Directorate of ECE for the period 2015 to 2018.
- b) To establish the funding allocation to ECE centres (Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and Enrolment.
- c) To analyse the utilisation of fund received on Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and Enrolment in the 10 identified ECE centres in Lusaka.
- d) To examine the effect of funding on quality of Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and Enrolment against funding disbursements.

The study was guided by the following research questions.

- a) What have been the funding patterns to the Ministry of General Education subsector:

Directorate of early childhood for the period 2015 to 2018?

b) What is the funding allocation to Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and Enrolment?

3 What is the funding utilisation on Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and

c) Enrolment in the 10 identified ECE centres in What is the effect of funding on Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff on teaching and learning in the 10 identified ECE centres in Lusaka.

Rationale of the study

The study assesses the effect of funding on the provision of quality ECE services. It recognises the need for provision of quality ECE services equitably as a critical component for child survival, growth, development and learning. ECE also supports the cognitive, social and physical development as well as health, nutrition and hygiene. [9].

In addition, it recognises that the provision of quality services using holistic approaches calls for timely and adequate funding to the ECE subsector failure to which children will be denied access to quality early learning and lifelong education. Statistics could strengthen your rationale.

Literature Review

Concept of Quality

Quality in Early Childhood Education (ECE).

Quality Education refers to factors that guarantees success of a learning institution. It refers to the acquisition of knowledge, skills and values that society deems valuable as articulated in the curriculum. [10].

Indicators of quality in Education include and not limited to: outstanding teachers, high moral values, excellent examination results, the support of parents and the local community, adequate resources and the application of the latest technology.

Assessing quality in ECE services requires a rigorous contextual analysis for more reliable results. It requires assessing the performance of

the ECE policies, guidelines and investment patterns put in place to realise the national and international expectations on quality ECE provision. [11].

In Africa, contextual and culture analysis are critical to analysing quality of ECE services. [12]. For Zambia, the emphasis on quality ECE provision is enshrined in the Education Policy developed in 1996. The policy identifies quality as instruction that incorporates play and a familiar language, provision of emotional support to learners by teachers and active parental involvement). [13]. Additionally, for an inclusive approach, adequate legislation and policies, positive attitudes, adequate services, and accessible environments are critical for children with disabilities and their families. [14].

[3]. recognises the need for local actor capacity strengthening and utilisation of effective low-cost models to enhance access for the most vulnerable.

Relevance of quality ECE

Quality ECE programmes improve learning and active stakeholders' involvement. It improves progression and better performance of children in higher grades.[15]. Additionally, early learning promotes social welfare and social order, and develops a world-class workforce.

However, for Africa, fees charged for services and centre management capacity predicts the quality of the ECE services. [16]. For Zambia, the quality of ECE can be seen on the 68% of children who remain without access.

Components of quality ECE programmes

The Nurturing Care Framework (NCF) identifies five critical elements requiring adequate and timely investment to support children, reach their full potential. The five elements are, health and nutrition, safety and security, responsive caregiving, and opportunities for inclusive early learning.[17]. In order to respond to the needs of the NCF, the Zambia Ministry of Education identified eight context specific elements of quality. A study by [18] identifies the quality standards as Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and Enrolment

Solution to poor quality of early ECE

Professional and stable teacher workforce, Effective leadership Age-appropriate curriculum and a well-resourced classroom have been identified as critical factors in providing quality ECE. In order to achieve and maintain quality, relevant policies and adequate funding should be in place to support implementation. [19].

[20], identifies four critical aspects of total quality management in education at all levels. These include, Moral imperative that focuses on the idea that learners and their teachers deserve the best quality of education services. The second one is the Professional imperative that requires that teachers exhibit the highest professional conduct, the third one is the Competitive imperative that focuses on educational institutions meeting the quality challenges posed by the competition offered by the environment in which they operate and the last and fourth one, is the accountability imperative which is focused on all stakeholders at the educational institutions being accountable to upholding quality standards. Based on his analysis, [20], acknowledges that financing remains the major influencer of all the four identified imperatives of quality in education. It supports a conducive environment in which all four can operate and flourish. He observes that, the relationship between institutional budgetary management and quality is the most underrated issue in the total quality management. He adds that, financial management plays a critical role in institutional decision-making processes and so should not be ignored.

Effect of funding patterns on quality of ECE

The cost of providing accessible, affordable high quality ECE rests heavily on funding patterns that are consistent, adequate and relevant to the ECE needs and demands. For Zambia, this can partly be achieved through sound fiscal policies that are aimed at reducing inequality across sectors. However, low levels of directly targeted expenditure on education, Energy subsidies which do not benefit the poor and burden-some tax instruments continue to affect the funding patterns to Education and ECE in particular [21]. Given the benefits of Early learning, a well-structured funding patterns is required.

[22], postulates that, a sound and cohesive ECE requires mechanisms that incentivise high

quality ECE options. Failure to do so, leads to inaccessibility and huge administrative costs and does not reward professionalism in the delivery of ECE services.

Therefore, the need for financing systems that are flexibility and support agile and efficient coordination of income streams, ideals, and requirements from disparate sources cannot be over-emphasised.

[23], suggests that. funding patterns to schools should follow a set of guiding principles with well-designed funding formulas that support the realisation of equity objectives.

Planning of education budgets should also be flexible enough to respond to emerging priorities and support risk management as well as provide incentives for efficiency. However, there is need for these to be informed by well researched information to guide and sustain the processes.

Effect of funding allocation on ECE quality

While the overall level and pattern of education funding for quality enhancement is cardinal, strategies implored to allocate it are important.

Resource allocation can be adequately done by directing it to the avenues where improvements in teaching and learning outcomes can best be achieved.

Equitable fund distribution requires countries to take into account equity in the distribution of funds. By this, allocation should also consider demands of special Education service provision. To this effect, [23], indicates that it is imperative to recognise that efficiency and equity by supporting learners with different needs and from different backgrounds with high quality education,

Despite different and varying resource needs, the allocation strategies should be subjected to scheduled reviews based on open, researched and reliable data.

Effect of fund utilisation on quality of education

While the Central government in Zambia continue to provide the majority of the financial resources for education, the responsibility to utilise the fund rest with the implementing authorities and schools. The process of utilising the fund is supported with adequate institutional mechanisms. However, there is need to ensure that the roles and responsibilities of all

stakeholders are in line with the prescribed budget management controls at all levels and regulatory frameworks are well strengthened and responsive to the demands of the utilisation processes.

Materials and Methods

The study used the qualitative design in producing relevant information for the study. The study was conducted in Lusaka district in Lusaka Province in Zambia. Due to COVID-19 health restrictions, the study was carried out in 10 out of 20 ECE centers within Lusaka. The sample included 27 respondents who were purposively sampled based on their knowledge and experience in the provision of ECE services. Out of this number, 20 were school teachers either managing a school or teaching ECE class. They were engaged based on their role in implementing ECE programmes at school level. Thus, actively involved in fund utilization at school level while 7 were Education Officers who were involved in the study based on their involvement in policy formulation, implementation as well as strategic plan development and administrative issues at various levels of budgeting, Planning and implementation of ECE. Out of seven involved in the study, three (3) are based at Ministry of Education Headquarters and are involved in budget

development and allocation to the ECE sub sector, two (2) are based at the Provincial Education Office and are involved in budget planning and disbursement to the District Education office while two (2) are based at District Education Office and are involved in Budget planning and fund disbursement to the 10 identified schools that participated in the study. A questionnaire was a major tool for data collection. It used a five-point Likert Scale (Excellent, very good, good, fair poor) tables and percentages were used for analysis and in order to provide a more reliable data analysis, responses were grouped according to themes, thereafter; interpretation was done using excel. Specifically, the study focused on budgetary analysis for the period 2015 to 2018 and analyzed budget allocation and utilization by implementers in the 10 identified centres/schools and further analysed how this affected the quality ECE services with a view of influencing budgetary allocation, disbursements and accountability for increased access to equitable and quality services

Results

Table 1: Demographics: Gender, Age, Education, Years in Service, Years in Current Position.

Table 1. Respondent Demographics

Characteristics		MOGE	PEO	DEBS	Schools
Gender	Females	1	1	1	16
	Males	2	1	1	4
Mean Age	Females	38	39	38	33
	Males	41	42	35	42
Education Attainment	Diploma	1			15
	Degree		2	2	5
	Masters	2			
Mean years in service	Female	13	10	14	7
	male	15	5	4	13
Mean years in current position	Female	1	4	8	5
	male	3	3	4	3

Research Questions One

What have been the funding patterns to the Ministry of General Education subsector: Directorate of early childhood for the period 2015 to 2018?

The focus of the question was to understand the amounts that were budgeted, disbursed and utilized at different levels of the education system. The results are represented in the Figure 1.

While the Ministry of Education Office at Headquarters indicated that ECE was adequately funded during the three-year period under investigation, the respondents at Ministry of Education Headquarters indicated that, out of total allocation of K 6,740,418.00 received from the Ministry of Finance K 561,701.50 was allocated to ECE and out of this amount K 533,614.42 was utilized on ECE in 2015. In 2016, out of the total amount of K 9,409,081.00 received by the Ministry of Education Headquarters, K 784,090.08 was allocated to ECE and out of this amount K 406,718.83 was utilized on ECE. In 2017, out of K 23,130,023.00 received, K1,927,501.92 was allocated to the general Education budget, and out of the allocation, K 783,834 was allocated to ECE. In

2017 out of the total K23,030,023 allocated to General Education, K1,919,168 was allocated to ECE and K 92,746.17 was utilized on ECE. In 2018 out of K 11,771,442.00 received K 980,953.50 was allocated to ECE and out of this amount, K 814,862.00 was utilized on ECE.

Respondent 1 at MoGE Headquarters. “Personally, I do not know much about early childhood Education and what they do. It would be helpful if we are given a chance to monitor the schools offering ECE so that it can help our planning process.”

“Budget and funding allocation to ECE centers should greatly improve in order to achieve the set objectives.” (Respondent 3 at MoGE Headquarters.)

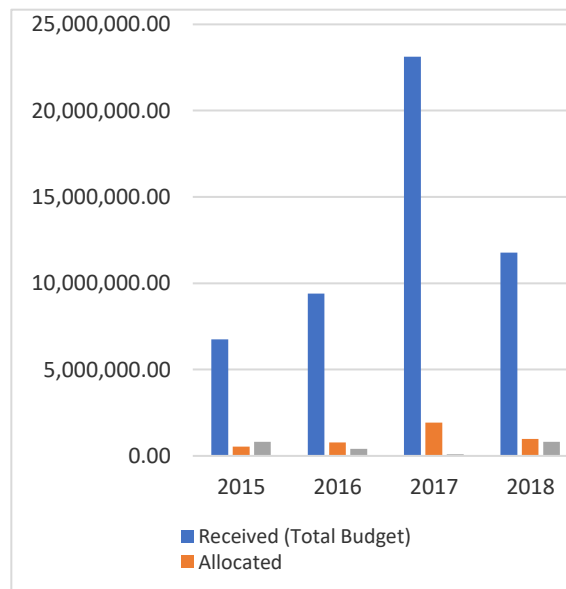


Figure 1. Funding trends at Ministry of Education Headquarters 2015 to 2018 for Early Childhood Education

The Provincial office indicated that though funds for ECE were consistently received from the MOGE Headquarters from 2015 to 2018 at K 1,018,614.99 as indicated in graph below, the amount was not adequate to meet the needs of ECE at district level.

“We understand the need to fund ECE in our Province more than any other sub-sector but the money should be in line with the needs.

However, that is not the case.” Respondent 1 at the Provincial Education Office.

“I have risen through the ranks from being a Primary school teacher to my current position at this office. And it breaks my heart that despite the varying challenges faced by ECE teachers, there is inadequate money from the Ministry to support their work.” Respondent 2 Provincial.

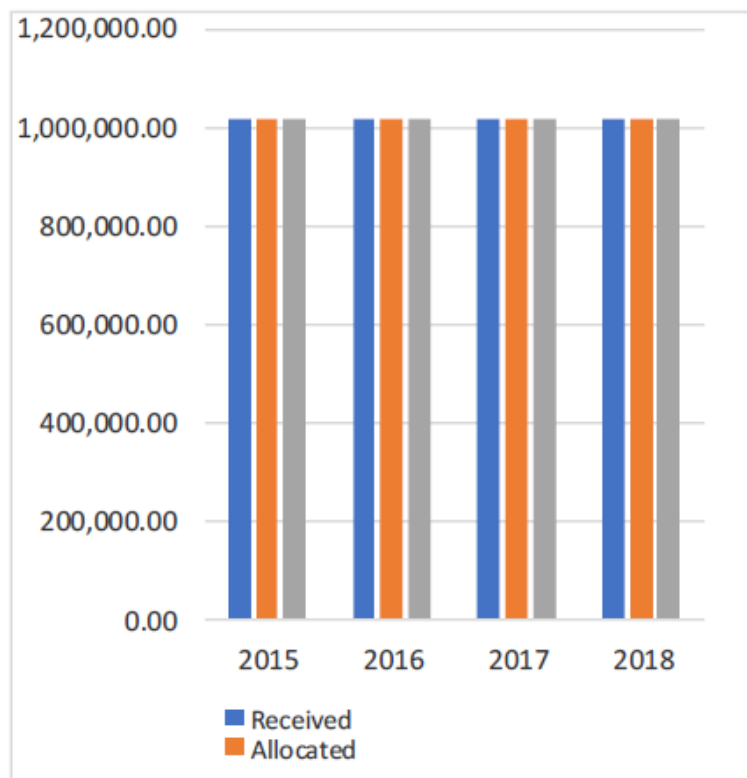


Figure 2. Funding trends across Departments 2015 to 2018.

The DEBS Office specified that, they did not receive funds specific for ECE from 2015 to 2017. The first fund for ECE was received in 2018 and so the first disbursement was done to the schools that year. See graph below.

At school level the amounts for ECE from the DEBS office ranged between K 300 to K 1,600. The schools also indicated that the fund received twice a year on average and that no guidelines on fund utilisation are provided.

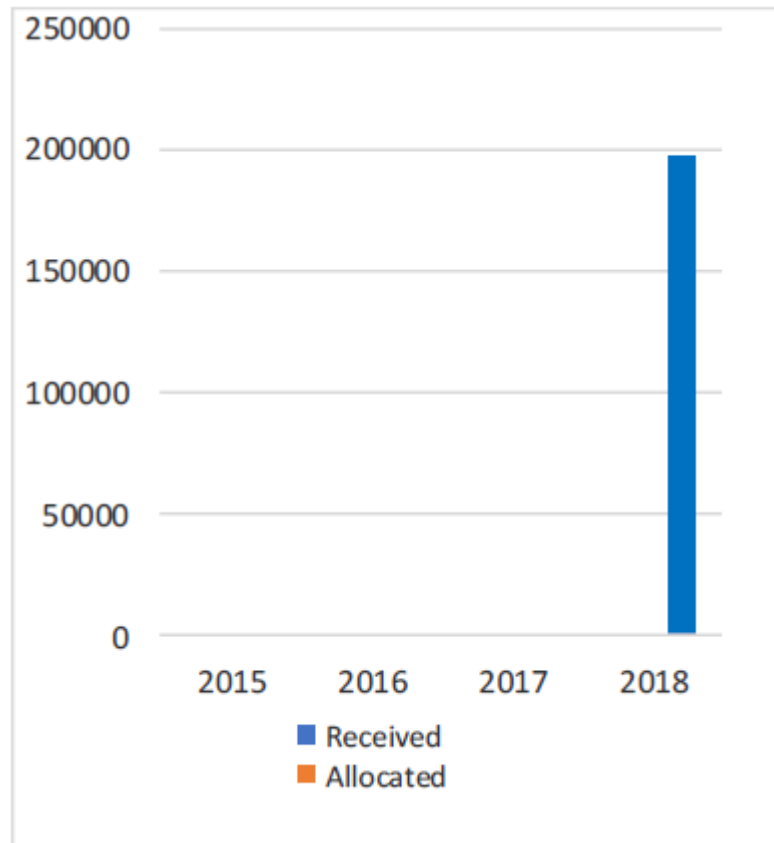


Figure 3. Mean funding levels at DEBS level 2015 to 2018

Research Question Two

What is the funding allocation to Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and Enrolment? The question aimed at understanding the amount that was specifically allocated to the identified quality elements. This was done to understand the relationship between the allocated fund and effect on the performance of the identified quality elements. Responses at MOGE Headquarters, PEOS and DEBS indicated that, they do not have guidelines that specify how the funds should be used on each of the identified elements at school level. When asked how the ECE funds received are managed at school level, the respondents indicated that, planning for the total amount of the fund received was left to the school administrators who after consultations with the ECE teachers, came up with a spending plan. However, when asked how the teachers were involved in the planning process, 20% of the 20 respondents indicated that they were not

consulted and only received materials or equipment from the school administration. 30%.

Research Question Three

What is the funding utilisation on Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and Enrolment in the 10 identified ECE centres in Lusaka? The question was aimed at understanding that despite the schools receiving block funds, how much of the received funds were spent on each of the identified quality elements.

Out of the 10 schools that participated in the research, 20% indicated that they used the funds to procure paints for enhancing the outlook of their ECE classrooms. 10% used the fund for enhancing playground by putting up a wire fence around the play park, swings and slides, 65% Bought Equipment& Materials (Crayons, pay things, toys, building blocks and books TV and a radio, plates, cups, and spoons) 4% used the fund on furniture tables, chairs, curtains, mattresses and 1% bought soap and buckets for hand washing.

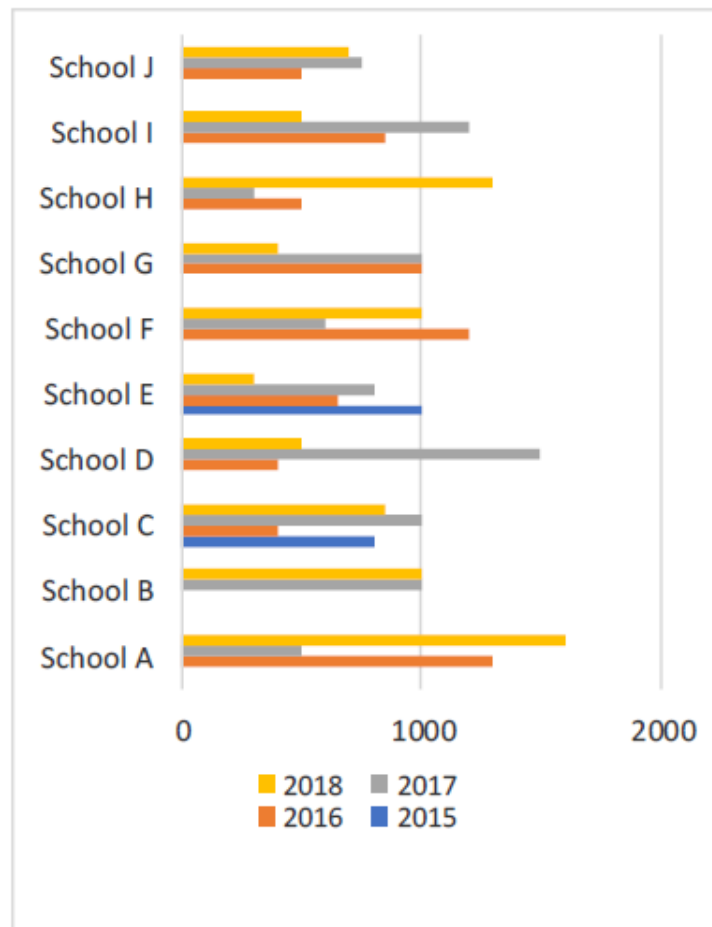


Figure 4. Mean funding levels to school 2015 to 2018 for ECE

Research Question Four

What is the effect of funding on Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, Staffing, Support Staff and How does these affect the quality of teaching and learning in the 10 identified ECE centres in Lusaka.

The responds were asked to rate the effect of the funding received by the schools on the seven identified elements of the nurturing care framework from 2015 to 2018 using a Ricket scale: A. Excellent B. Very good. C. Good E. Fair F. Poor.

The results are represented in table 3.

Infrastructure

The respondents indicated that the Infrastructure in terms of classrooms and other support facilities was poor. The classrooms used were not age appropriate, not secure and not adequate when enrolment numbers are high. Additionally, the infrastructure does not facilitate

inclusive education. It does not have ramps, hand “grab” rails.

Although 90% of the respondents indicated using primary school classrooms for ECE, they felt that there was need for age appropriate and secure classrooms with adequate space for group work and establishment of the different learning areas. The overall score on this element was fair.

Water and Sanitation (WASH) The responds shared that; WASH facilities were not inadequate not age appropriate and 80% indicated inadequate water supply. The schools had inadequate hand washing facilities to support the teacher promote good hygiene.

In terms of WASH the responds indicated that it was poor. Reasons for the score included inadequate wash facilities which are not age appropriate, inadequate water supply, inadequate hand washing facilities to support the teacher promote good hygiene behaviours among the learners.

Playgrounds

Respondents indicated that the provided play areas were a bare space without play facilities and equipment to stimulate the young minds and support the strengthening of gross motor and fine motor skills. 80% of the respondents indicated that the school play grounds were poor.

30% of the respondents indicated that the furniture used by the learners is not age appropriate and those that had age appropriate specified that it was not adequate. 70% indicated that furniture used were desks which were not age appropriate.

Equipment and Materials. Furniture

In terms on furniture, 50% responses indicated that it was fair. This is because the furniture used by the learners is not age appropriate and schools that had age-appropriate furniture indicated that it was not adequate.

The score for equipment and materials was good. The respondents indicated that, the funds received for ECE by the schools were spent on

procuring materials such as stationary, toys, building blocks, crayons, paint etc. to support the learning teaching and processes. 90% of the respondents indicated that due to inadequate funding, equipment and materials were not readily available.

Staff Support

On Staff support. The respondents gave 50% score of good and indicated that they were well remunerated.

Enrolment

On enrolment, 50% of the respondents scored good. They indicated that schools were provided with stationery and printing services for enrolment forms and acceptance.

In order to analyse the effect of funds on the quality of the identified quality elements, the study used a Likert scale as follows: A. Excellent B. Very good. C. Good E. Fair F. Poor.

Based on this rating the result obtained are shown in the table below.

Table 3. Results of the effects of funds on the quality of the identified quality elements

Quality Elements	Infrastructure	WASH	Play Ground	Furniture	Equipment and materials	Staff Support	Enrolment
Year	Comment						
2015	B	C	C	B	C	C	B
2016	B	C	C	B	B	C	B
2017	B	C	C	B	A	C	B
2018	B	C	C	B	A	B	B

Discussion

The study demonstrates a correlation between funding and quality of services. For this particular research, funding to ECE has a direct effect in the delivery of ECE services as demonstrated by the results obtained from the 10 ECE centers and various engagement with decision and policy makers at various levels within the Ministry of Education.

For the 3-year period, funding to ECE has been consistently low and disbursed twice a year to the schools as shown by the responds at school level. These amounts are quite low considering

the needs at school level. The needs range from inadequate furniture, unavailability of age-appropriate water and sanitation facilities, play grounds that are not equipped with age appropriate, disability friendly and relevant play equipment and materials.

Much of the allocated amount is spent on equipment and materials. These mostly include stationery and toys with a little surplus spent on procurement of tables and chairs. In the period under review, the Ministry did not allocate any fund toward Infrastructure, Water and sanitation, Playgrounds, Furniture Equipment and materials, and Enrolment. Failure to adequately fund all

components of ECE has a negative effect on the attainment of the Sustainable development goals on ECE. [24]. This situation is compounded by the inconsistency in disbursement of the funds that kept reducing from the Ministry of Education Headquarters to the Provincial Education Office, then District Education Office and finally to the school.

For instance, despite the Ministry of Education allocating K 980,953.50 to ECE in 2018 only K 814,862.00 was utilized on ECE. Out of K 814,862.00, K 1,018,614.99 was utilized at the Lusaka Provincial Education Office, out of this amount, the Lusaka District Education Office received K 1,013,291.21 out of this amount K 197,151.29 was utilized on ECE and a total of K 8,150 was allocated and utilized by 10 ECE centers in Lusaka. Further inquiries on the huge differences of fund flow at different levels revealed that much of the fund went toward administration and emoluments. [25].

The data analysis recognizes the need to appreciate the importance of ECE if funding levels to ECE are to improve beyond what has been demonstrated in this study. The funding levels to ECE for the periods 2015 to 2018 have not only been inadequate but inconsistency. This challenge is compounded by inadequate information on the importance of the sub-sector to the attainment of positive education outcomes. of importance to note, is the inadequate information that officers at the Ministry of Education headquarters have on ECE and potential of this in effecting the quality of ECE services in schools. Having relevant and adequate information for officers at this level is relevant to influencing policy, implementation and performance monitoring for inclusive funding frameworks that support accelerated provision of quality and inclusive ECE services. In order to achieve and maintain quality, relevant policies and adequate funding should be in place to support implementation. [19].

Notwithstanding the sensitivity of collecting data on funding especially to the least funded sub sector of the Ministry of General Education, there is need for proper record keeping to ensure that sensitive financial data is up to date. There is also need to engage the Directorate of ECE for a well-rounded understanding of the issues regarding financing. Unfortunately for this study, Officers from the directorate were not available to participate in the study.

Inadequate exposure of the officers involved in budgeting and fund transfers to the effects of funding on the quality of ECE services provided in schools will rob Zambia of an opportunity to adequately fund the sub-sector. There is also need to ensure that planning, execution and performance evaluation at all levels should be consultative to ensure that the appropriate and adequate investments are made.

Conclusion

Funding has a direct effect on the quality-of-service provision. For education and ECE in particular, the situation is critical as effects of investments are seen years after and has a potential of affecting the economic growth of countries. For developing countries like Zambia, funding to ECE cannot be emphasized as it has a direct effect on the realization of learner outcomes.

Salient recommendations on the problems studied

Although the period under investigation was from 2015 to 2018, there is need for a more elaborate research on the current funding patterns and effect on the effect of quality-of-service provision.

There is need for more funding to the ECE sub-sector and the funding process should include a consultative planning process where stakeholders at all levels are involved.

There is need to provide platforms for information sharing on all the processes involved in budgeting, allocation, fund utilization.

There is need to encourage stakeholder to monitor delivery of services at school level for a well-rounded appreciation of the effect of funding on the quality of services provided.

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