

Capability Statement

Inclusive Education



August 2025

Education

NACRO supports Governments in the provision of free, equitable and quality education in line with the UN Sustainable Development Goal (SDG) number 4 - ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Target 4.1. aims to ensure complete free, equitable and quality primary and secondary education for all school-age girls and boys, leading to relevant and effective learning outcomes. The target focuses on ensuring universal access to a full cycle of quality education, emphasizing free, equitable, and inclusive education for all, regardless of background.

NACRO specifically supports initiatives towards realisation of Target number 4.1. of SDG 4 - to ensure that all girls and boys complete free, equitable, and quality primary and secondary education by 2030.

The challenge

Primary and secondary education in Southern Africa tends to be adversely affected by quality disparities, resource limitations, teacher shortages, low enrollment, and learners dropping out of school (due to various factors). This situation tends to be worse in rural areas due to longer distances to school, poverty, and other vulnerabilities. The key issues and challenges in primary and secondary education in the region are summarized below.

- *Quality disparities:* The quality of education varies significantly, with those from disadvantaged communities often receiving lower quality education.
- *Resource constraints:* Many schools, especially in rural areas, lack adequate resources, including textbooks, technology, and infrastructure.
- *Teacher shortages and quality:* There are shortages of qualified teachers, particularly in certain subjects like STEM (Science, Technology, Engineering, and Mathematics), and some teachers lack adequate training and professional development.
- *Poverty and inequality:* Poverty and inequality remain significant barriers to accessing quality education, impacting attendance and achievement.

- *Dropout rates:* Dropout rates, particularly at the secondary level, are high, with many students leaving school without completing their education.
- *Learning outcomes:* Learning outcomes are not always strong, with some students struggling to meet basic literacy and numeracy standards.
- *Inadequate classroom and teacher accommodation:* There is not sufficient classroom space resulting in congested classes that ultimately affect learning. There are not enough teachers due to insufficient teacher accommodation emanating from into high pupil teacher ratio.

In Zambia, for example, some primary education learners still face challenges due to inadequate resources and infrastructure. There tends to be lower net enrolment to secondary school, with only about 43% of learners attending secondary school. The transition rate from primary to secondary school tends to be low, at 67.5%. The main challenges for secondary education include the following:

- *Inadequate available spaces* in secondary schools
- *Financial barriers* - some families not affording secondary education, even with free tuition
- *Gender Inequalities:* Girls face additional barriers to secondary education, including early marriages, teenage pregnancies, and limited access to sexual and reproductive health.
- *Teacher shortages:* There is a shortage of qualified teachers, particularly in rural areas.
- *Lack of resources:* Schools have limitations in textbooks, learning materials, and infrastructure.

NACRO's approach

In the education thematic area, NACRO aims to support communities in the countries of operation – Zambia, Malawi and Zimbabwe – to achieve free inclusive primary and secondary education for primary and secondary school-age children. This includes early childhood care and development as well as the education of orphans and vulnerable children (OVC) including children with disability (CWD).

NACRO has elected to contribute to Target 4.1. of the SDG number 4, by contributing to the provision of education infrastructure, learning and teaching materials, and an enabling environment, for free inclusive and secondary education in its geographic areas of operation. NACRO has positioned itself to contribute to free, equitable, and quality primary and secondary education through the provision of technical and capacity development support (advisory services, advocacy and project implementation), focused on:

- Education infrastructure such as classrooms and ancillary infrastructure, computer laboratories, and utilities e.g., desks
- Water and sanitation infrastructure/facilities for learners, and teachers and support staff
- Learning and teaching materials
- Support early childhood care and development
- Hygiene education including support to establishment and mentoring of school WASH clubs
- Support to school gardening for survival skills and nutrition including nutrition sensitization, complementing school feeding and health and hygiene programmes
- Accommodation infrastructure for teachers and support staff
- Educational support to orphans and vulnerable children including children with disability
- Support to child protection and safeguarding
- Support to adolescent learners sexual and reproductive health and rights
- Dormitories and hostels infrastructure for learners where boarding is required.



NACRO's experience

[Establishment of Basic Schools in Remote Areas of Kazungula, Mansa and Limulunga Districts | Kazungula, Mansa and Limulunga – Zambia | 2013 - 2023 | € 526,628.67 | NAK-karitativ/NAC](#)

Since 2014, with funding from the New Apostolic Church (NAC) in Zambia and NAK-karitativ, NACRO has been developing primary schools inclusive of early childhood development and education in remote areas of Kazungula, Mansa and Limulunga Districts of Zambia, respectively; Ganda School, Matenda, and Makapaela School. The schools serve vulnerable communities in hard-to-reach areas. The government granted Makapaela School the status to run examination classes for Grade 9 (junior secondary school leaving class then) in 2023, and in 2025, a full secondary school effective from 2026. Ganda and Matenda schools run up to Grade 7 only. The government has been providing teachers, teaching and learning materials. NACRO has been providing furniture, construction of classrooms and teachers' accommodation. The three schools have a combined annual enrollment of 900 to 1000 learners, enabling vulnerable children and those at risk of dropping out of school to access basic education.

NACRO has formulated a proposal to develop the required infrastructure at the three schools to improve their capacity to produce good progression and learning outcomes up to secondary education level. The School Education Service Improvement Project commenced on 1st July, 2025 and will run up to 30th June, 2028. The project will focus on construction of school infrastructure. A total of 3 Classroom Blocks, 3 Teachers Houses, 2 Early Childhood Development Centres and 180 two-seater desks will be procured. Additionally, the three schools will be supported to establish school gardens and sensitized in hygiene.

Contact: Katungu Mukelabai | ed@nacrozmb.com

[Orphans and Vulnerable Children \(OVC\) Care and Support project | Kalabo, Zambia | October 1, 2021, to September 30, 2022, | US\\$ 6,248 | U.S. President's Emergency Plan for AIDS Relief \(PEPFAR\)](#)

NACRO implemented an OVC Care and Support project for Orphans and Vulnerable Children (OVCs) for one year spanning 2021 and 2022. The project targeted adolescent orphans and other vulnerable children in three primary schools (Malasha, Mapungu and Ng'unyama) in Kalabo, Western Province, Zambia. The project delivered sexual and reproductive health education to increase awareness of sexual and reproductive health and rights among adolescents and youths in the target area. The adolescent learners who were primary target group, were taught about the rights and responsibilities of children and guardians. The learners were also educated on what constitutes violation of human rights including what constitutes sexual harassment. They were also sensitized on female reproductive health and menstruation. They were also educated on the law enforcement agencies where they could report violations of their human rights. The target group was also taught about the dangers of drug abuse, child abuse, child marriages and early pregnancies. The learners were also taught about HIV/AIDS and its prevention, and the need for counseling and testing. Four sexual and reproductive health services sessions were conducted in each school, reaching 557 adolescent learners - 181 boys and 376 girls. Further, the project provided school requisites (notebooks, pens, mathematical sets, and uniforms) to 40 OVCs. Also, due to a policy on free education introduced by the government during the period, school fees were not paid for, but the project instead procured four (4) free-range chickens for each OVC (1 rooster and 3 hens), to keep for income generation for continuity of basic requisites support.

Contact: Katungu Mukelabai | ed@nacrozmb.com



Early Childhood Care and Development Centres Project – Mchengautuba (Mzuzu), Mbwatalika (Lilongwe), and Kazigande (Blantyre) | Malawi | 1 October 2024 - 30 September 2025 | €80,000.00 | NAK-karitativ

The project aims increase access of 310 vulnerable children to quality education services at the three centres by 30th September 2025. The specific objectives of the project were: To improve literacy, numeracy, and health of children in communities around the ECD centres; to improve household income of at least 75% of the households of schoolchildren through self-help Village Savings and Loans Associations (VSLAs); to enhance income generation of the ECCD centres through mobilization and collection of School Development Fund contributions by parents. The main results of the project are:

- 429 children (202 boys and 217 girls) - above the target of 310 - were enrolled in the three ECCD centres, demonstrating a strong demand for quality early childhood education. Each child received structured, age-appropriate learning to enhance cognitive, social, and emotional development.
- A school feeding programme providing meals to learners. At their entry point, an average of 14% of learners were underweight (below standard of 12 kilograms), but nutritious foods tremendously improved the health of many of them. Learners registered an increase in weight by at least 3kg and there has been no health referral of learners on account of malnourishment.
- Essential age-appropriate teaching and learning materials were provided at the centres, to create a stimulating and resource-rich learning environment, ensuring that both children and educators had the necessary tools to support effective teaching and learning. Learning materials provided included books, writing materials, puzzles, flashcards, and play-based learning resources. Teaching materials included lesson guides, charts, instructional aids, and classroom resources.
- 15 Caregivers/teachers received refresher training in key areas of Early Childhood Development.
- 91 parents were mobilised into Village Savings and Loans (VSL) groups, to empower parents to better support their children's education and well-being. This enabled them to successfully operate small-scale businesses and to invest in their children's learning and development
- 30 School Management Committee members (SMCs) were trained in leadership and management, governance, and financial management, to oversee the operations and development of the ECCD centres, the project trained thirty SMC members

Contact: Anthony Ngwira | cpc.malawi@nacroz.mz

Climate Resilient School WASH Project (CREWASH) | Kalabo, Western Province, Zambia | 15 December 2020 - 3 November 2023 | 317,650 | NAK-karitativ.

NACRO implemented a three-year 317,650 Euro project called Climate Resilient School WASH (CREWASH) targeting 25 schools in Kalabo. The project reached 28 schools, 3 additional schools benefitting from savings on the infrastructure budget. The project provided WASH facilities for all targeted schools and learning materials for selected schools. It also provided handwashing facilities and hygiene kits (soaps, hand sanitizers, sanitary pads for adolescent schoolgirls). It further provided a vegetable input package to support school gardening for school feeding and revenue for maintenance of WASH facilities. Noteworthy results of the project were:

- Improved availability of water and sanitation infrastructure- 14 boreholes were rehabilitated; 13 new boreholes were sunk, 2 of them solar powered; 50 double toilet blocks were constructed for learners.
- Improved access to WASH services, e.g. the water facilities improved access to clean drinking water for over 11,348 learners (5,339 boys and 5,935 girls), enabling the learners some of whom were at risk of dropping out of school. To continue learning uninterrupted
- Also, 214 teacher families (with 815 dependents), and 3,713 people in surrounding villages, benefitted..

Contact: Katungu Mukelabai | ed@nacroz.mz



[Chabota Vocational Skills Training Centre project | Chisamba, Zambia | 2019 to 2025 | | € 407,290.58 | New Apostolic Church / NAK-karitativ](#)

Chabota Vocational Skills Training Centre was developed in partnership with the New Apostolic Church District 28 and Nak-karitativ of Germany, to address lack of skills training facilities in this area. The Vocational Skills Training Centre enrolled the first 19 vulnerable youth from various backgrounds in 2019. Since inception, achievements realised through the Vocational Skills Training Centre include the following:

- The Government supporting sponsorship of students with scholarships to study at Chabota Vocational Skills Training Centre with funding through the Constituency Development Fund (CDF).
- The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) has been funding training of youth in General Agriculture Level 3 of General Agriculture, enabling the training centre to graduate 80 students (40 in 2024 and 40 more students in 2025) in Level 3.
- Chabota Vocational Skills Training Centre has since inception graduated 178 vulnerable youth.
- Some former students from the training centre have proceeded to do their own businesses or to undertake advanced training in General Agriculture. The institution enables graduates to get the practical training in horticulture, poultry (layers and broilers), piggery and horticulture processing.
- The training centre has now constructed a carpentry and joinery and metal fabrication workshop with the intention to introduce those courses in 2026.

Contact: Alfred Chushi | cpc.zambia@nacrozmbz.com

[Infrastructure and foodstuff and clothing support to Jairos Jiri School of the Handicapped| Harare, Zimbabwe | 2023 - 2024| US\\$4,800\) | NACRO and the New Apostolic Church.](#)

In 2023 and 2024, NACRO partnered with the New Apostolic Church Sisters' Fellowship and members, by raising US\$1,800.00 to provide clothing and foodstuffs to schoolchildren living with disabilities at Jairosi Jiri School of Handclapped in Harare, Zimbabwe, benefitting 60 learners living with disabilities. In 2024, NACRO and the Church mobilized US\$3,000 to renovate one dormitory hosting 15 schoolgirls, and provided new window curtains, doors, and bedding. This project was supported by trained Volunteers from the New Apostolic Church. Coordinated by NACRO, the volunteers mobilize donations from the Church and community members to support projects for the needy including support to the girl child.

Contact: Vincent Chikomo | cpc.zimbabwe@nacrozmbz.com

[Climate Resilient WASH in Schools \(CREWASH\) | Kalabo, Zambia | 2020-2023 | €317,650 | NAK-karitativ](#)

In Kalabo, Western Province, in Zambia, NACRO implemented a school WASH project, CREWASH phase 1, in 28 schools. The project rehabilitated 14 water boreholes and sunk 13 new boreholes and provided 150 toilet blocks for learners and teachers. The intervention also provided schools hygiene kits (soaps, hand sanitizers, sanitary pads for adolescent schoolgirls) and handwashing facilities. The intervention also provided a vegetable input package to support school gardening which contributed to school feeding and revenue for routine maintenance of water and sanitation facilities. Through the provision of WASH services and promotion of vegetable production, the project enabled 11,348 learners (5,339 boys and 5,935 girls), to access and use water and hygiene services, be healthy, stay in school and learn with little disruption.

Contact: Katungu Mukelabai | ed@nacrozmbz.com

IMAGES OF EDUCATION SUPPORT PROJECT ACTIVITIES FACILITATED BY NACRO

**Early Childhood Care
And Development
Centres - Malawi.**

A Level II Caregiver
teaching pupils how to
write numbers and
letters at Mbwatalika
ECCDC in Lilongwe



Kazigande Early
Childhood Centre in
Blantyre/ Leaners having
a meal of porridge



**Development of NAC
Primary Schools -
Zambia**

Classroom and WASH
facilities at Makapaela
NAC School in Limulunga



A computer laboratory
at one of the NAC
primary schools



**Climate Resilient School
WASH (CREWASH) -
Kalabo, Zambia**

Water and sanitation
facilities, and learning
materials (including text
books, hygiene kits and
gardening inputs)



**Development of
Chabota Vocational
Skills Training Centre -
Zambia.**

Carpentry workshop and
Agriculture students in
class at the Vocational
Skills Training Centre



Demonstration gardens
at the Vocational Skills
Training Centre



Graduation scenes at the
Vocational Skills Training
Centre – July 2025



**Support to Jairos Jiri
School of the
Handcapped, Harare,
Zimbabwe.**

Renovated dormitory
(immediate right) and
volunteers (far right).

