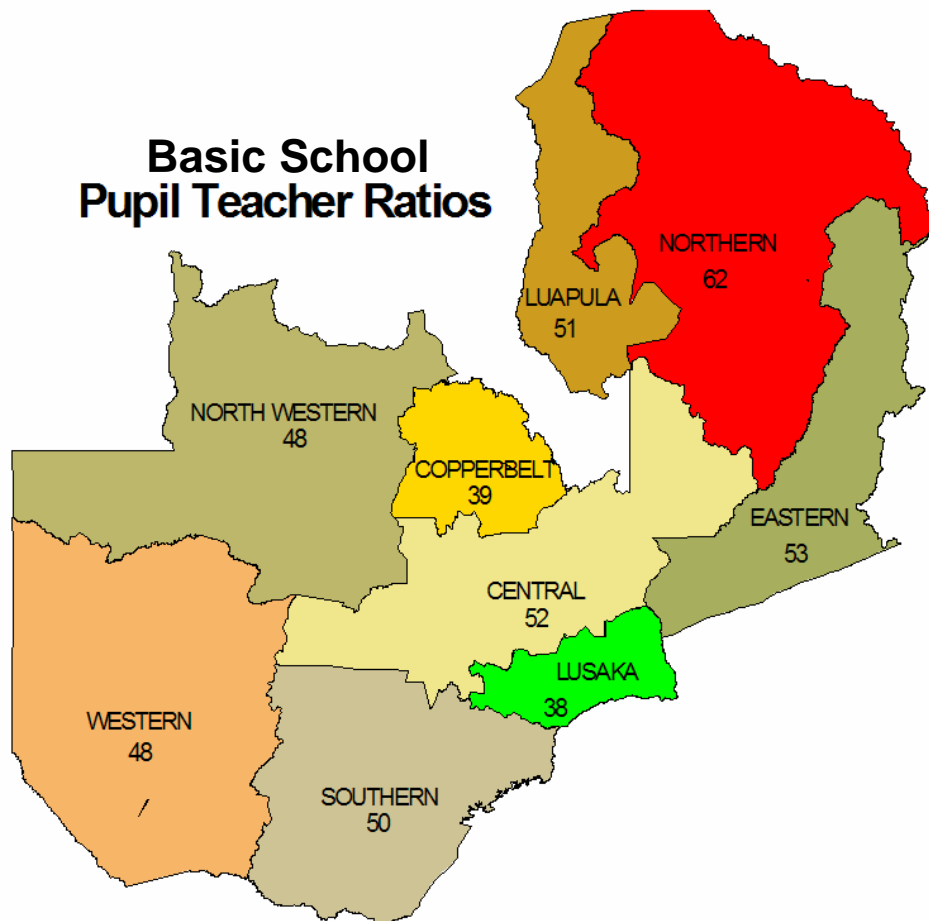


Republic of Zambia

Ministry of Education

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# 2004 Educational Statistical Bulletin



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Prepared by:

Directorate of Planning and Information

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The data in this statistical bulletin are official statistics for the Ministry of Education and should be substituted for previous data. Earlier data have been adjusted as a result of data verification, data cleaning and harmonization of the database with the Central Statistics Office (CSO) official population projections.

Data designated as "**Unknown**" in tables and reflected in figures indicate that the data for that particular category were not stated in the Annual School Census (ASC) questionnaire returns.

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## Foreword

The *Educational Statistical Bulletin* (ESB) is an important part of the Ministry of Education's Education Management Information System (EMIS) that has developed over time. The Bulletin provides statistics that facilitate the formulation of informed decisions that effect the implementation of interventions in the education sector in Zambia. In addition to this, the Bulletin assists policy makers in resource mobilization and allocation. The provision of accurate, timely, reliable and user friendly data is very important.

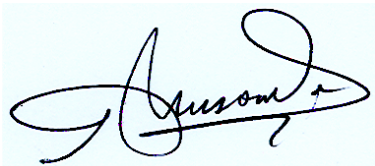
Since 2001 the Ministry has made substantial investment in the collection, processing and dissemination of education statistics to improve strategic management and monitoring of the education sector in Zambia.

Since its inception, the Ministry has tremendously improved its EMIS. The improvement has been due to the capacity building programme which has been put in place. Related to this is the bi-annual training that is conducted for school managers on the completion of the Annual School Census (ASC) questionnaires with the goal of improving the quality of data from schools. Data collection instruments have been revised to capture more robust and appropriate data.

The 2004 ESB is a major step in the process of making data more useful to different managers of education. This *Statistical Bulletin* includes data for the school year 2004 and includes all education levels: basic, high and tertiary (universities and teacher training colleges). The report contains trends on a variety of key education indicators such as Education provision, Access and Participation, Efficiency, Quality and Equity.

Unlike the previous bulletins, the *2004 Educational Statistical Bulletin* has endeavoured to include financial statistics that were allocated to and expended by the MoE. We hope this will provide answers related to resource allocation from the national treasury and other sources. The MoE continues to face challenges in the capturing of human resource statistics. However, recent efforts and resources have been committed to improve the capture, analysis and dissemination of these statistics.

I wish to encourage all our stakeholders and collaborating partners to make the best use of this publication. All comments on how best we can improve the structure and content of this report are welcome. We shall continue strive to reach the goal of '**This years data this Year**'.



Dr. Moses Musonda (Prof)  
Permanent Secretary

**MINISTRY OF EDUCATION**



## Acknowledgement

In our continued effort to provide “quality lifelong education for all, which is accessible, inclusive, equitable and relevant to individuals, national, global needs and value systems”, information has proven to be a major resource. Information is a resource that is used to assess the performance of the sector against set targets and helps in planning as well as in the formulation of policies. The Education Management Information Systems (EMIS) is meant to facilitate effective planning and decision making in the delivery of education to all.

The information contained in this publication was collected from the *Annual School Census* (ASC) of 2004 that was conducted for the basic, high school and tertiary sectors.

I wish to thank all stakeholders and our collaborating partners who played different roles in making this publication a reality. Many thanks also go to the Provincial and District Education Offices and also to all the Headteachers for the roles they played in the ASC exercise.

My special gratitude goes to staff of the Directorate of Planning and Information, Mr. Bupe Musonda, Senior Statistician, and Mr. Charles Ndakala, A/Systems Development Manager and the Technical Advisors, Mr. Arnold Chengo, Mr. Fred Brooker, Mr. Sriyanjit Perera and Mr. R. Drake. Warrick who worked tirelessly to produce a Bulletin of quality and great value to the education sector in Zambia.

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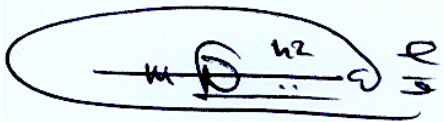
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## Background

### Education Structure

Zambia's education system consists of a three tiered structure comprising basic, secondary, and tertiary levels. The formal system is in transition moving from a 7-5-4 structure (seven years of primary, five of secondary and four years of university education) to a 9-3-4 structure (nine years of basic, three of high school and four to five years of university education). The structure is illustrated in figure 1. Pre-schooling was coordinated and managed by the Ministry of Local Government and Housing but has now been transferred to the MOE.

Figure 1. Education Structure in Zambia

| Age | Ed Yr | Type of schooling    |  |   |                             |  |  | Others                          |
|-----|-------|----------------------|--|---|-----------------------------|--|--|---------------------------------|
| 30  | 24    |                      |  | University Education:<br>(Doctorate, Masters and Bachelors Degrees) |                             |  |  | CONTINUING EDUCATION & LITERACY |
| 29  | 23    |                      |  |   |                             |  |  |                                 |
| 28  | 22    |                      |  |   |                             |  |  |                                 |
| 27  | 21    |                      |  |   |                             |  |  |                                 |
| 26  | 20    |                      |  |   |                             |  |  |                                 |
| 25  | 19    |                      |  |   |                             |  |  |                                 |
| 24  | 18    |                      |  |   |                             |  |  |                                 |
| 23  | 17    |                      |  |   |                             |  |  |                                 |
| 22  | 16    |                      |  |   |                             |  |  |                                 |
| 21  | 15    |                      |  |   |                             | Various Training Programmes            |  |                                 |
| 20  | 14    |                      |  |   |                             |  |  |                                 |
| 19  | 13    |                      |  |   |                             |  |  |                                 |
| 18  | 12    |                      |  | HIGH SCHOOL<br>(Grade 10-12)  |                             | Various vocational training programmes |  |                                 |
| 17  | 11    |                      |  |   |                             |  |  |                                 |
| 16  | 10    |                      |  |   |                             |  |  |                                 |
| 15  | 9     | B                    |  | UPPER BASIC<br>(Grade 8-9)  |                             |  |  |                                 |
| 14  | 8     | A                    |  |   | MIDDLE BASIC<br>(Grade 5-7) |  |  |                                 |
| 13  | 7     |                      |  |   |                             |  |  |                                 |
| 12  | 6     |                      |  |   |                             |  |  |                                 |
| 11  | 5     | I                    |  |   | LOWER BASIC<br>(Grade 1-4)  |  |  |                                 |
| 10  | 4     |                      |  |   |                             |  |  |                                 |
| 9   | 3     |                      |  |   |                             |  |  |                                 |
| 8   | 2     | C                    |  |   |                             |  |  |                                 |
| 7   | 1     |                      |  |   |                             |  |  |                                 |
| 6   |       | PRE-SCHOOL EDUCATION |  |   |                             |  |  |                                 |
| 5   |       | PRE-SCHOOL EDUCATION |  |   |                             |  |  |                                 |
| 4   |       | PRE-SCHOOL EDUCATION |  |   |                             |  |  |                                 |

Historically, primary and secondary education was offered in separate institutions, but this changed with the development of basic schools, which provide the first nine years of schooling. This means that currently there are two parallel but related paths for educational progression after Grade 7: Some pupils proceed into Grade 8 in a basic school while others proceed into conventional secondary schools that run from Grade 8 to Grade 12. All, however, must have performed well in the selection examination held at the end of Grade 7, since there is room in Grade 8 for only one-third of those who complete Grade 7. This has serious implications on high school education in terms of management, access to and quality of education in the sub-sector.

### **Education Policy Initiatives**

Since 1990, several education policy initiatives have been developed to respond to the crisis in the sector and have been guided by a number of policy documents, namely *Focus on Learning*, *Educating our Future* and *Education Sector Investment Programme* (ESIP).

Some major outcomes from the *Focus on Learning* were the Zambia Rehabilitation Project (ZERP), Zambia Education project Implementing Unit (ZEPIU) and the Zambia education Publishing House (ZEPH) which were established to assist the Ministry of Education to:

- Rehabilitate old schools;
- Revitalize the quality of education;
- Increase access and equity; and
- Improve the management of human, financial and material resources in primary schools.

In 1993, the Government embarked on the Public Service Reform Programme (PSRP) with the overall goal of improving the quality, delivery, efficiency and cost effectiveness of public service. For the reforms to make a positive impact on the well-being of the citizens, the Government recognised the need for significant institutional and human capacity building interventions. The PSRP had three components, namely, restructuring of the civil service, capacity building and decentralisation. For the Ministry of Education however, the three components were carried out in the absence of a national decentralisation policy which was launched far much later in 2003. A decentralisation policy was adopted by the Ministry of Education at the end of 2002, which focuses initially on deconcentration rather than devolution. The Ministry of Education Restructuring and Decentralisation Report was approved in early 2002 and the appointment of Headquarters (HQ), provincial and district personnel under the new structure was completed by 2003. Decentralisation (deconcentration) through appointment of Education Boards at district, high school and college levels was implemented in all provinces by December 2002.

In 1996, the Ministry of Education developed and started implementing Zambia's national education policy document, '*Educating our Future*'. The policy laid down a clear vision for reforms of the whole education sector in line with changing international, national and individual needs.

Since 1999 the Ministry of Education has been implementing its national Education Policy mainly through the Basic Education Sub Sector Investment Programme, BESSIP (1999 to 2002) and other stand alone projects and programmes. This was as a result of reviewing the ESIP policy framework 1997. Emerging from this review was the need for the Basic Education Sub-Sector Investment Programme and the Technical Education Sub-Sector Investment Programme, TESSIP (2003-2005). The sub sector and project approaches created imbalances in the development of the education sector. It was therefore imperative for the Ministry to change its implementation strategy and paradigm to the Sector Wide Approach (SWAp). A sector wide strategic plan was developed and approved in February 2003.

In 2003, the MoE started to articulate in detail the major challenges for education and later in the year launched the document '*Education in Zambia 2002*' which sets the overall context for this Strategic Plan. These strategies include :

1. The achievement of Universal Basic Education for Grades 1-9;
2. Improvement in progression rates from Grades 7 to 8 and from Grades 9 to 10;
3. Increase in retention and completion rates for Grades 1 – 9;
4. Improved access to high school and tertiary education, particularly for the poor, girls and children with special needs;
5. Adequate supplies of trained and motivated teachers and lecturers for all levels;

6. Reform of the curriculum at basic, high school and tertiary levels to provide relevant skills and knowledge; sufficient learning/teaching materials for all levels;
7. Effective decentralisation of education delivery; management/mitigation of HIV/AIDS;
8. An increase in budgetary allocation to the education sector.

Currently, the Ministry of Education is implementing a Five-year Education Sector Programme (2003-2007), which is a more holistic and more encompassing than its forerunner. By 2005 and during the implementation of the five-year MoESP, early childhood care and development has been added to the ministry's portfolios, a move which requires further adjustments to the ministry's functional and organisation structures in order to achieve its delivery.

### ***Education Management Information System (EMIS)***

The Ministry of Education has introduced, as part of its overall Education Management Information System (EMIS), the Education Automated Statistical Information System Toolkit (ED\*ASSIST) program. The system was launched to improve the management, storage, dissemination and utilization of such data in the decision making process. The EMIS has established Information and Communication Technology (ICT) infrastructure that provides:

1. A wide area network (WAN) facility;
2. Improved data management;
3. Improved communication using e-mail facilities; and
4. Improved work practices through computer literacy training.

### **Methodology**

The Ministry of Education through the Directorate of Planning and Information conducts an *Annual School Census* for all the schools in the country. Four copies of the questionnaires are given to each school in the country for the head/person of the school in charge of statistics to complete. The guidelines, including time schedules for submission of the questionnaires, are given and schools are expected to comply. One questionnaire is retained at the school, DEBS' office, PEO' office and the fourth copy is submitted to headquarters for data capture.

Data capture/processing is done through a Microsoft Access based software called Ed\*ASSIST, which has inbuilt formulas to compute all the necessary indicators. Indicators not captured under standard reports can be generated through queries to the database.

Before data are disseminated to stakeholders, they undergo cleaning where sample questionnaires are taken from headquarters and compared with those in the schools to validate them and ensure that they have the same information. Population projections used to calculate data within this report have been harmonised with the Central Statistics Office's (CSO) official population projections.

Data dissemination is mainly done through information request forms that are filled in by people requesting information. Data CDs are also distributed to the various stakeholders. Requests can also be made electronically at [moeinformation@moe.gov.zm](mailto:moeinformation@moe.gov.zm).

The response rates for the 2004 ASC was 86.5% with most of the schools not responding being community schools. Efforts to collect questionnaires from some of these non-responsive schools have proved futile because some of the schools have closed.

This publication is divided into the following sections:

- Education provision
- Access and participation
- Efficiency
- Quality
- Equity

Statistical differences between this document, ED\*ASSIST are attributed to manual calculations that may have been performed in order to achieve relevant statistical accuracy, such as with trend data and cohort analysis. Additionally, it should be noted that some data used in this statistical bulletin was imputed from 2003 data. The following table gives a breakdown of the respondents and imputations:

|                                  | <b>Schools</b> | <b>Percentage of Schools</b> |
|----------------------------------|----------------|------------------------------|
| Responders                       | 6,280          | 86.54%                       |
| Nonresponders                    | 977            | 13.46%                       |
| Imputees                         | 608            | 8.38%                        |
| Responders+ imputees             | 6,888          | 94.92%                       |
| Total (responder+non-responders) | 7,257          | 100.00%                      |

Data on community schools have only been collected since 2003, while those for IRI centres have only been collected for one year, 2004. It was therefore decided that imputation could not be done for these two categories. The method of imputation involved calculating 2004 data with a 2.4% projected population increase on the 2003 student population figures.

The figures for teachers reflect individuals actually working in schools. These include teachers on regular payroll (GRZ) contract, voluntary service and other arrangements to deliver teaching services.

## Basic School Education

Between 1999 and 2003, the Ministry of Education implemented the Basic Education Sub Sector Investment Programme (BESSIP) in order to address the decline of access/participation and quality in basic education. Access and quality were and are still seen as the major challenges facing the sub-sector. The major concerns to be addressed have been to accommodate additional pupils in classrooms, provide trained teachers, and supply sufficient instructional materials. These interventions are targeted at 100% enrolment of primary school age group (7-13) by 2005 and 100% enrolment of the upper basic age group (14-15) by 2015.

Since 2003, the focus has largely been the implementation of the Strategic Plan (2003-2007) with emphasis on the expansion of enrolment in grades 8 and 9 as well as development of relevant skills and enhanced achievement by learners. Other areas of intervention have included improved access, gender equality in basic education (1-9), effective decentralisation of decision making, procurement and financial management to districts and schools, and management/mitigation of the impact of HIV/AIDS.

The Government has also been implementing a number of reforms which are being supported by the following measures: sensitisation of communities about the importance of educating girls, women, orphans and the vulnerable; distribution of grants based on unit cost, learner population and equity-based criteria; provision of infrastructure and learning materials, bursaries to cover basic essentials; and weekly boarding facilities for those without adequate home-based care.

Thus far, the effects of both BESSIP and the Strategic Plan have been notable. Basic school enrolments have grown steadily from 2,289,615 in 2003 to 2,522,378 in 2004 with 48.3% being girls. This indicates a growth of 10.3% in enrolments between 2003 and 2004. In 2003, the gross enrolment ratio (GER) at basic level was 87.7% with 84.1% being for girls while in 2004 it was 93.1% (with 89.8% for girls).

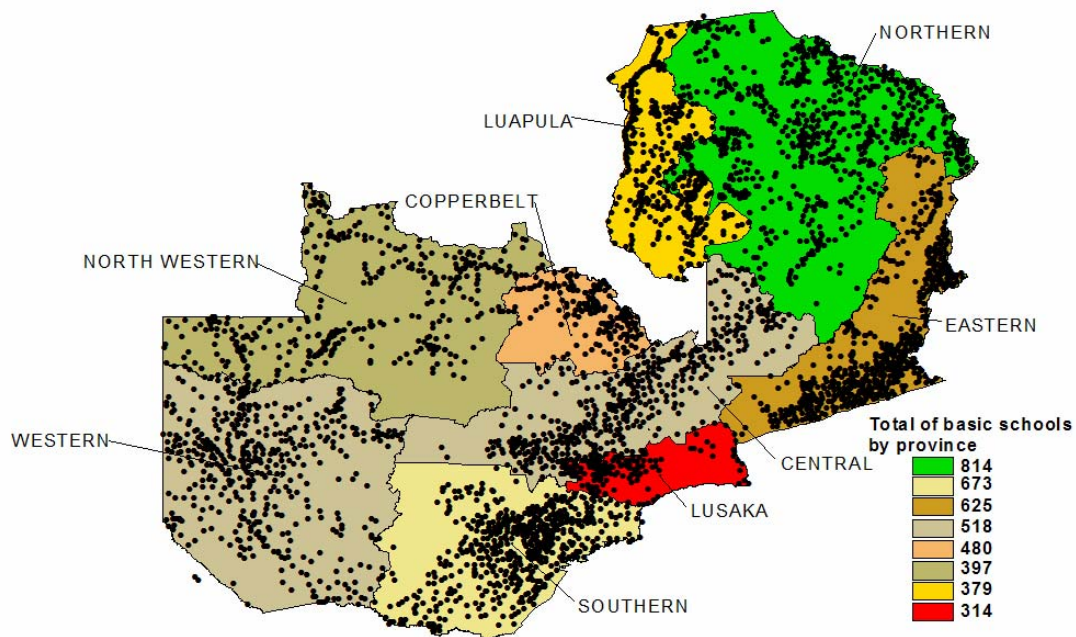
## Provision of Education

The Government of Zambia is committed to providing quality education. This is apparent from the numerous treaties and protocols that it has signed, such as the Education for All (EFA) and Millennium Development Goals (MDG) among others. In addition, the Ministry has encouraged the establishment of alternative forms of education delivery, such as the introduction of community schools, private schools, Academic Production Units (APU), Open Learning classes, Distance Education and Interactive Radio Instruction (IRI) centres.

Tables 6 -27 provides information on pupil enrolment in basic schools.

### Geographic distribution of schools

Figure 2: Geographic Distribution of Basic Schools, 2004



Tables 1 and 2 give the breakdown of basic schools by running agency and the concentration of schools between urban and rural. Further information is also provided in table 5 giving the breakdown between permanent, temporary and incomplete structures at the basic school level.

### Schools by running agency

Figure 3. Basic Schools by Running Agency

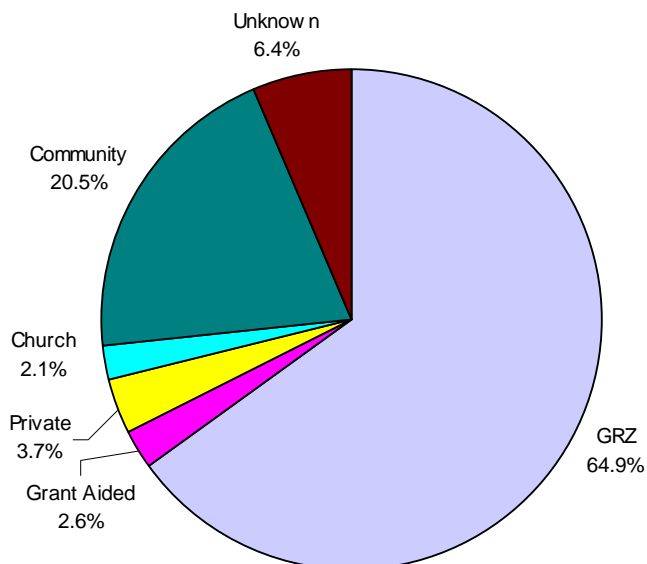
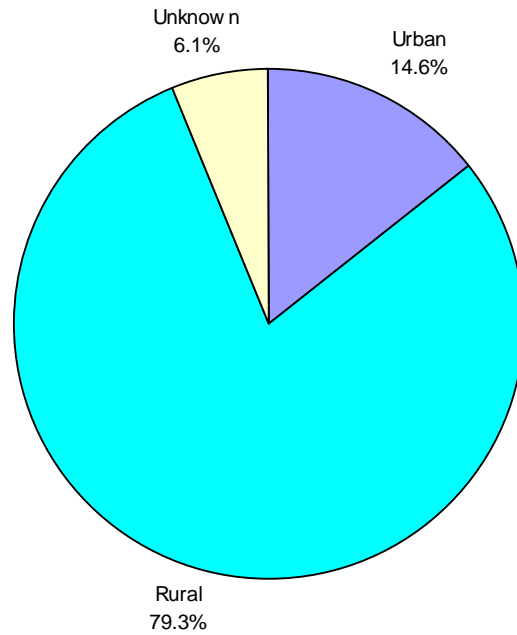


Table 1. Basic Schools by Running Agency and Province

|                   | GRZ          | Grant Aid. | Private    | Church     | Comm.        | Unk.       | Total        | % Ch.        |
|-------------------|--------------|------------|------------|------------|--------------|------------|--------------|--------------|
| <b>Central</b>    | 496          | 11         | 19         | 7          | 93           | 27         | 653          | 7.9%         |
| <b>Copperbelt</b> | 381          | 40         | 91         | 43         | 134          | 171        | 860          | 44.5%        |
| <b>Eastern</b>    | 599          | 27         | 9          | 10         | 194          | 23         | 862          | 9.1%         |
| <b>Luapula</b>    | 387          | 10         | 2          | 4          | 110          | 16         | 529          | 15.0%        |
| <b>Lusaka</b>     | 199          | 14         | 95         | 34         | 97           | 65         | 504          | 19.7%        |
| <b>N. Western</b> | 398          | 17         | 8          | 3          | 85           | 27         | 538          | 17.5%        |
| <b>Northern</b>   | 805          | 24         | 5          | 14         | 330          | 29         | 1,207        | 21.3%        |
| <b>Southern</b>   | 635          | 24         | 20         | 19         | 250          | 47         | 995          | 16.6%        |
| <b>Western</b>    | 509          | 7          | 3          | 9          | 95           | 25         | 648          | 8.7%         |
| <b>Total</b>      | <b>4,409</b> | <b>174</b> | <b>252</b> | <b>143</b> | <b>1,388</b> | <b>430</b> | <b>6,796</b> | <b>17.7%</b> |

Note: The actual number of Community Schools is estimated to be slightly more than 3,000, but the figures in the table above represents the actual number of schools that submitted the ASC.

**Schools by locations (rural/urban)****Figure 4. Basic Schools by Urban / Rural****Table 2. Basic Schools by Urban / Rural and Province**

|                   | Urban      | Rural        | Unk.       | % (Rur)      | Total        | % of Tot.     |
|-------------------|------------|--------------|------------|--------------|--------------|---------------|
| <b>Central</b>    | 71         | 555          | 27         | 85.0%        | 653          | 9.6%          |
| <b>Copperbelt</b> | 361        | 327          | 168        | 38.2%        | 856          | 12.6%         |
| <b>Eastern</b>    | 35         | 807          | 19         | 93.7%        | 861          | 12.7%         |
| <b>Luapula</b>    | 35         | 479          | 13         | 90.9%        | 527          | 7.8%          |
| <b>Lusaka</b>     | 288        | 154          | 60         | 30.7%        | 502          | 7.4%          |
| <b>N. Western</b> | 21         | 491          | 24         | 91.6%        | 536          | 7.9%          |
| <b>Northern</b>   | 48         | 1,132        | 28         | 93.7%        | 1,208        | 17.8%         |
| <b>Southern</b>   | 100        | 846          | 49         | 85.0%        | 995          | 14.7%         |
| <b>Western</b>    | 30         | 591          | 27         | 91.2%        | 648          | 9.5%          |
| <b>Total</b>      | <b>989</b> | <b>5,382</b> | <b>415</b> | <b>79.3%</b> | <b>6,786</b> | <b>100.0%</b> |



## Schools by level

Figure 5. Basic Schools by Level

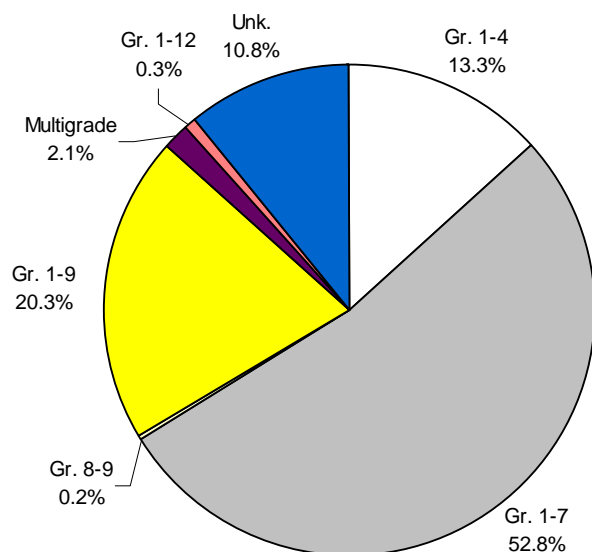


Table 3. Basic Schools by Level and Province

|              | Gr. 1-4    | Gr. 1-7      | Gr. 8-9   | Gr. 1-9      | Multigr.   | Gr. 1-12  | Unk.       | Total        |
|--------------|------------|--------------|-----------|--------------|------------|-----------|------------|--------------|
| Central      | 51         | 388          | 1         | 133          | 4          | 3         | 73         | 653          |
| Copperbelt   | 104        | 313          | 5         | 187          | 34         | 12        | 205        | 860          |
| Eastern      | 97         | 578          | 0         | 106          | 11         | 5         | 65         | 862          |
| Luapula      | 67         | 264          | 3         | 151          | 4          | 3         | 37         | 529          |
| Lusaka       | 24         | 191          | 2         | 154          | 7          | 20        | 106        | 504          |
| N. Western   | 90         | 278          | 2         | 113          | 16         | 1         | 38         | 538          |
| Northern     | 248        | 696          | 1         | 177          | 14         | 5         | 66         | 1,207        |
| Southern     | 141        | 482          | 0         | 259          | 12         | 6         | 95         | 995          |
| Western      | 84         | 397          | 0         | 101          | 17         | 3         | 46         | 648          |
| <b>Total</b> | <b>906</b> | <b>3,587</b> | <b>14</b> | <b>1,381</b> | <b>119</b> | <b>58</b> | <b>731</b> | <b>6,796</b> |

Note: A multi-grade school generally has one teacher who teaches more than one class in one classroom at the same time and is characterised by low enrolment.

Table 4. IRI Centres by Province

|              | IRI        |
|--------------|------------|
| Central      | 16         |
| Copperbelt   | 20         |
| Eastern      | 32         |
| Luapula      | 37         |
| Lusaka       | 3          |
| N. Western   | 10         |
| Northern     | 45         |
| Southern     | 22         |
| Western      | 25         |
| <b>Total</b> | <b>210</b> |

Note: The actual number of IRI Centres is far higher, estimated at 715, but the table above represents only those centres that submitted the ASC.

## Classrooms

Figure 6. Classrooms in Grades 1-9 by Type

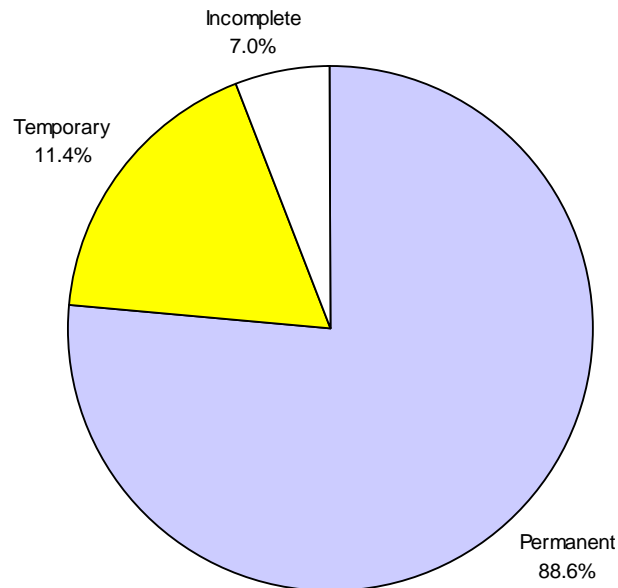


Table 5. Classrooms in Grades 1-9 by Type and Province

|              | Perm.         | Temp.        | % (Temp)     | Total         | % of Tot.     | Incomp.      | % Ch.        |
|--------------|---------------|--------------|--------------|---------------|---------------|--------------|--------------|
| Central      | 2,195         | 565          | 20.5%        | 2,760         | 9.5%          | 290          | 13.6%        |
| Copperbelt   | 4,413         | 474          | 9.7%         | 4,887         | 16.8%         | 101          | 17.8%        |
| Eastern      | 2,590         | 680          | 20.8%        | 3,270         | 11.3%         | 221          | 14.4%        |
| Luapula      | 1,622         | 411          | 20.2%        | 2,033         | 7.0%          | 130          | 15.6%        |
| Lusaka       | 3,697         | 127          | 3.3%         | 3,824         | 13.2%         | 49           | 15.8%        |
| N. Western   | 1,352         | 368          | 21.4%        | 1,720         | 5.9%          | 139          | 19.3%        |
| Northern     | 2,503         | 1,339        | 34.9%        | 3,842         | 13.2%         | 327          | 17.3%        |
| Southern     | 3,564         | 648          | 15.4%        | 4,212         | 14.5%         | 338          | 21.7%        |
| Western      | 1,559         | 902          | 36.7%        | 2,461         | 8.5%          | 205          | 10.8%        |
| <b>Total</b> | <b>23,495</b> | <b>5,514</b> | <b>19.0%</b> | <b>29,009</b> | <b>100.0%</b> | <b>1,800</b> | <b>16.5%</b> |

*Note: Does not include classrooms in secondary schools grades 8-9.*

## Access and Participation

Access indicates the level of participation of children at basic school level mainly by measuring enrolments of children accessing education at that level and progression.

In the last 5 years, the Ministry of Education placed emphasis on increasing enrolment in government schools while supporting alternative modes of educational delivery. The main interventions included the construction of new classrooms, programmes designed at offering education to all children including the vulnerable and support to community schools. A number of policy interventions were made in order to remove barriers to accessing education. The major ones were;

- a) *Abolition of examination fees,*
- b) *Re-admission of pregnant female pupils;*
- c) *Free Basic Education (FBE) for grades 1-7 Policy* implemented in February 2002. This was a critical policy decision which was meant to help towards increasing access. The policy also abolished user fees, which were a great barrier to accessing education by vulnerable children, especially orphans and those from rural and poor families.
- d) *School uniforms* were made optional and no child could be sent away from school on account of uniform,
- e) *Adoption of alternate modes* of education through mainly community schools and IRI centres.

Besides the policy interventions above other priority areas like infrastructure were also considered. In the four-year period (1999-2003), priorities under infrastructure were:

- (a) Construction of about 3,000 new classrooms through demand driven community based activities and targeted contractor implemented activities;
- (b) Acquisition and distribution to schools of about 20,000 desks;
- (c) Rehabilitation and maintenance of 1,600 classrooms, and
- (d) Drilling of 1,190 boreholes to make schools environmentally friendly.

### **Significant outputs of some of the interventions include:**

- a) As a result of the abolition of Grade 7 exam fees 50.3% pupils were selected to grade 8 in 2001.
- b) In 2004 a total of 2,626 re-admissions were recorded as against 1,836 in 2003 at Grades 1-9 level. (Table 51)
- c) By 2003, there were 23,823 classrooms in 5,773 schools country-wide which increased to 29,009 in 6,796 schools in 2004. This can be attributed to the construction of 3,396 new classrooms with most of them replacing the temporary structures. (Figure 23)
- d) An increase of 44.9% in the number of orphans enrolled between 2003 and 2004 (350, 292 in 2003 to 507, 452 in 2004) due to various interventions. (Figure 46, 47)

## Pupil enrolment

Figure 7. Enrolment in Grades 1-9 by Agency

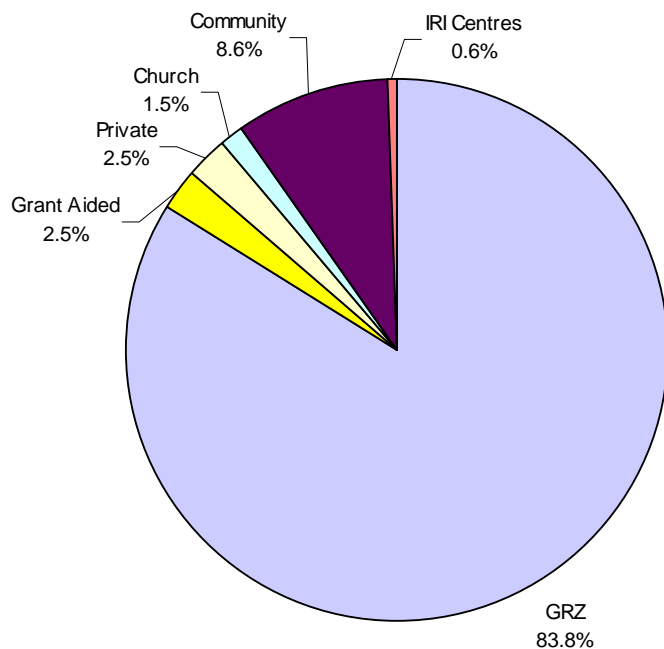


Table 6. Enrolment in Grades 1-9 by Agency/Type and Province

|                   | GRZ              | Grant Aid.    | Private       | Church        | Comm.          | IRI Cent.     | Total            |
|-------------------|------------------|---------------|---------------|---------------|----------------|---------------|------------------|
| <b>Central</b>    | 244,471          | 5,084         | 4,959         | 812           | 18,494         | 1,430         | 275,250          |
| <b>Copperbelt</b> | 369,615          | 8,981         | 25,052        | 9,835         | 27,699         | 1,270         | 442,452          |
| <b>Eastern</b>    | 226,241          | 11,598        | 1,588         | 2,004         | 30,406         | 2,271         | 274,108          |
| <b>Luapula</b>    | 172,268          | 2,447         | 900           | 788           | 17,605         | 2,323         | 196,331          |
| <b>Lusaka</b>     | 220,588          | 7,278         | 22,605        | 7,566         | 30,631         | 218           | 288,886          |
| <b>N. Western</b> | 139,254          | 3,242         | 834           | 343           | 9,525          | 806           | 154,004          |
| <b>Northern</b>   | 295,221          | 11,310        | 1,479         | 5,049         | 47,211         | 3,613         | 363,883          |
| <b>Southern</b>   | 290,830          | 13,157        | 4,557         | 6,087         | 36,843         | 1,436         | 352,910          |
| <b>Western</b>    | 155,981          | 1,668         | 477           | 2,416         | 9,954          | 821           | 171,317          |
| <b>Total</b>      | <b>2,114,469</b> | <b>64,765</b> | <b>62,451</b> | <b>34,900</b> | <b>228,368</b> | <b>14,188</b> | <b>2,519,141</b> |

Note: GRZ includes APU pupils in grades 8 -9

**Table 7. Enrolment in All Schools in Grades 1-9 by Gender and Province**

|              | Male             | Female           | % (F)        | Total            | % of Tot.     | % Ch.        |
|--------------|------------------|------------------|--------------|------------------|---------------|--------------|
| Central      | 141,725          | 133,525          | 48.5%        | 275,250          | 10.9%         | 10.0%        |
| Copperbelt   | 221,063          | 221,389          | 50.0%        | 442,452          | 17.6%         | 10.3%        |
| Eastern      | 142,098          | 132,010          | 48.2%        | 274,108          | 10.9%         | 10.4%        |
| Luapula      | 104,933          | 91,398           | 46.6%        | 196,331          | 7.8%          | 11.5%        |
| Lusaka       | 142,414          | 146,472          | 50.7%        | 288,886          | 11.5%         | 0.2%         |
| N. Western   | 81,435           | 72,569           | 47.1%        | 154,004          | 6.1%          | 11.4%        |
| Northern     | 196,118          | 167,765          | 46.1%        | 363,883          | 14.4%         | 19.4%        |
| Southern     | 181,899          | 171,011          | 48.5%        | 352,910          | 14.0%         | 10.4%        |
| Western      | 88,845           | 82,472           | 48.1%        | 171,317          | 6.8%          | 7.2%         |
| <b>Total</b> | <b>1,300,530</b> | <b>1,218,611</b> | <b>48.4%</b> | <b>2,519,141</b> | <b>100.0%</b> | <b>10.2%</b> |

**Table 8. Enrolment in GRZ and Grant Aided Schools in Grades 1-9 by Gender and Province**

|              | Male             | Female           | % (F)        | Total            | % of Tot.     | % Ch.       |
|--------------|------------------|------------------|--------------|------------------|---------------|-------------|
| Central      | 127,960          | 120,288          | 48.5%        | 248,248          | 11.5%         | 8.6%        |
| Copperbelt   | 186,720          | 185,184          | 49.8%        | 371,904          | 17.2%         | 10.5%       |
| Eastern      | 123,335          | 113,699          | 48.0%        | 237,034          | 11.0%         | 8.4%        |
| Luapula      | 93,121           | 80,758           | 46.4%        | 173,879          | 8.0%          | 7.6%        |
| Lusaka       | 110,865          | 112,074          | 50.3%        | 222,939          | 10.3%         | -1.6%       |
| N. Western   | 75,228           | 66,696           | 47.0%        | 141,924          | 6.6%          | 9.2%        |
| Northern     | 165,440          | 140,484          | 45.9%        | 305,924          | 14.2%         | 12.4%       |
| Southern     | 155,206          | 145,947          | 48.5%        | 301,153          | 13.9%         | 8.3%        |
| Western      | 81,725           | 75,721           | 48.1%        | 157,446          | 7.3%          | 5.7%        |
| <b>Total</b> | <b>1,119,600</b> | <b>1,040,851</b> | <b>48.2%</b> | <b>2,160,451</b> | <b>100.0%</b> | <b>8.0%</b> |

**Table 9. Enrolment in Private / Church Schools in Grades 1-9 by Gender and Province**

|              | Male          | Female        | % (F)        | Total         | % of Tot.     | % Ch.        |
|--------------|---------------|---------------|--------------|---------------|---------------|--------------|
| Central      | 2,767         | 3,004         | 52.1%        | 5,771         | 5.9%          | 25.4%        |
| Copperbelt   | 16,929        | 17,958        | 51.5%        | 34,887        | 35.8%         | 42.2%        |
| Eastern      | 1,837         | 1,755         | 48.9%        | 3,592         | 3.7%          | -18.0%       |
| Luapula      | 890           | 798           | 47.3%        | 1,688         | 1.7%          | -53.7%       |
| Lusaka       | 15,042        | 15,129        | 50.1%        | 30,171        | 31.0%         | 32.6%        |
| N. Western   | 610           | 567           | 48.2%        | 1,177         | 1.2%          | -17.7%       |
| Northern     | 3,528         | 3,000         | 46.0%        | 6,528         | 6.7%          | -9.4%        |
| Southern     | 5,346         | 5,298         | 49.8%        | 10,644        | 10.9%         | -13.7%       |
| Western      | 1,483         | 1,410         | 48.7%        | 2,893         | 3.0%          | 13.5%        |
| <b>Total</b> | <b>48,432</b> | <b>48,919</b> | <b>50.3%</b> | <b>97,351</b> | <b>100.0%</b> | <b>16.7%</b> |

**Table 10. Enrolment in Community Schools in Grades 1-9 by Gender and Province**

|              | Male           | Female         | % (F)        | Total          | % of Tot.     | % Ch.        |
|--------------|----------------|----------------|--------------|----------------|---------------|--------------|
| Central      | 9,469          | 9,025          | 48.8%        | 18,494         | 8.1%          | 20.1%        |
| Copperbelt   | 13,528         | 14,171         | 51.2%        | 27,699         | 12.1%         | -7.9%        |
| Eastern      | 15,403         | 15,003         | 49.3%        | 30,406         | 13.3%         | 28.7%        |
| Luapula      | 9,237          | 8,368          | 47.5%        | 17,605         | 7.7%          | 46.6%        |
| Lusaka       | 14,225         | 16,406         | 53.6%        | 30,631         | 13.4%         | 8.4%         |
| N. Western   | 4,886          | 4,639          | 48.7%        | 9,525          | 4.2%          | 46.8%        |
| Northern     | 24,890         | 22,321         | 47.3%        | 47,211         | 20.7%         | 92.1%        |
| Southern     | 19,112         | 17,731         | 48.1%        | 36,843         | 16.1%         | 34.4%        |
| Western      | 5,103          | 4,851          | 48.7%        | 9,954          | 4.4%          | 25.4%        |
| <b>Total</b> | <b>115,853</b> | <b>112,515</b> | <b>49.3%</b> | <b>228,368</b> | <b>100.0%</b> | <b>29.9%</b> |

Note: Includes only those schools that submitted the ASC

**Table 11. Enrolment in Grades 1-7 by Agency/Type and Province**

|              | GRZ              | Grant Aid.    | Private       | Church        | Comm.          | IRI Cent.     | Total            |
|--------------|------------------|---------------|---------------|---------------|----------------|---------------|------------------|
| Central      | 220,492          | 3,500         | 4,402         | 812           | 18,464         | 1,430         | 249,100          |
| Copperbelt   | 309,725          | 7,985         | 22,434        | 9,617         | 27,674         | 1,270         | 378,705          |
| Eastern      | 210,003          | 8,247         | 1,501         | 1,748         | 30,297         | 2,271         | 254,067          |
| Luapula      | 157,526          | 1,526         | 826           | 778           | 17,605         | 2,323         | 180,584          |
| Lusaka       | 193,409          | 5,179         | 19,606        | 7,311         | 30,356         | 218           | 256,079          |
| N. Western   | 124,941          | 2,775         | 729           | 343           | 9,525          | 806           | 139,119          |
| Northern     | 269,596          | 9,119         | 1,204         | 4,490         | 47,211         | 3,613         | 335,233          |
| Southern     | 260,101          | 8,022         | 3,758         | 5,514         | 36,661         | 1,436         | 315,492          |
| Western      | 142,215          | 1,157         | 447           | 2,172         | 9,954          | 821           | 156,766          |
| <b>Total</b> | <b>1,888,008</b> | <b>47,510</b> | <b>54,907</b> | <b>32,785</b> | <b>227,747</b> | <b>14,188</b> | <b>2,265,145</b> |

**Table 12. Enrolment in All Schools in Grades 1-7 by Gender and Province**

|              | Male             | Female           | % (F)        | Total            | % of Tot.     |
|--------------|------------------|------------------|--------------|------------------|---------------|
| Central      | 127,993          | 121,107          | 48.6%        | 249,100          | 11.0%         |
| Copperbelt   | 188,945          | 189,760          | 50.1%        | 378,705          | 16.7%         |
| Eastern      | 130,709          | 123,358          | 48.6%        | 254,067          | 11.2%         |
| Luapula      | 95,658           | 84,926           | 47.0%        | 180,584          | 8.0%          |
| Lusaka       | 125,739          | 130,340          | 50.9%        | 256,079          | 11.3%         |
| N. Western   | 72,673           | 66,446           | 47.8%        | 139,119          | 6.1%          |
| Northern     | 179,243          | 155,990          | 46.5%        | 335,233          | 14.8%         |
| Southern     | 161,571          | 153,921          | 48.8%        | 315,492          | 13.9%         |
| Western      | 80,738           | 76,028           | 48.5%        | 156,766          | 6.9%          |
| <b>Total</b> | <b>1,163,269</b> | <b>1,101,876</b> | <b>48.6%</b> | <b>2,265,145</b> | <b>100.0%</b> |

**Table 13. Enrolment in GRZ and Grant Aided Schools in Grades 1-7 by Gender and Province**

|              | Male           | Female         | % (F)        | Total            | % of Tot.     |
|--------------|----------------|----------------|--------------|------------------|---------------|
| Central      | 115,159        | 108,833        | 48.6%        | 223,992          | 11.6%         |
| Copperbelt   | 159,293        | 158,417        | 49.9%        | 317,710          | 16.4%         |
| Eastern      | 112,594        | 105,656        | 48.4%        | 218,250          | 11.3%         |
| Luapula      | 84,395         | 74,657         | 46.9%        | 159,052          | 8.2%          |
| Lusaka       | 98,155         | 100,433        | 50.6%        | 198,588          | 10.3%         |
| N. Western   | 66,840         | 60,876         | 47.7%        | 127,716          | 6.6%          |
| Northern     | 149,482        | 129,233        | 46.4%        | 278,715          | 14.4%         |
| Southern     | 137,188        | 130,935        | 48.8%        | 268,123          | 13.9%         |
| Western      | 73,872         | 69,500         | 48.5%        | 143,372          | 7.4%          |
| <b>Total</b> | <b>996,978</b> | <b>938,540</b> | <b>48.5%</b> | <b>1,935,518</b> | <b>100.0%</b> |

**Table 14. Enrolment in Private / Church Basic Schools in Grades 1-7 by Gender and Province**

|              | Male          | Female        | % (F)        | Total         | % of Tot.     |
|--------------|---------------|---------------|--------------|---------------|---------------|
| Central      | 2,605         | 2,609         | 50.0%        | 5,214         | 5.9%          |
| Copperbelt   | 15,496        | 16,555        | 51.7%        | 32,051        | 36.5%         |
| Eastern      | 1,649         | 1,600         | 49.2%        | 3,249         | 3.7%          |
| Luapula      | 835           | 769           | 47.9%        | 1,604         | 1.8%          |
| Lusaka       | 13,386        | 13,531        | 50.3%        | 26,917        | 30.7%         |
| N. Western   | 541           | 531           | 49.5%        | 1,072         | 1.2%          |
| Northern     | 2,981         | 2,713         | 47.6%        | 5,694         | 6.5%          |
| Southern     | 4,647         | 4,625         | 49.9%        | 9,272         | 10.6%         |
| Western      | 1,329         | 1,290         | 49.3%        | 2,619         | 3.0%          |
| <b>Total</b> | <b>43,469</b> | <b>44,223</b> | <b>50.4%</b> | <b>87,692</b> | <b>100.0%</b> |

**Table 15. Enrolment in Community Schools in Grades 1-7 by Gender and Province**

|              | Male           | Female         | % (F)        | Total          | % of Tot.     |
|--------------|----------------|----------------|--------------|----------------|---------------|
| Central      | 9,443          | 9,021          | 48.9%        | 18,464         | 8.1%          |
| Copperbelt   | 13,516         | 14,158         | 51.2%        | 27,674         | 12.2%         |
| Eastern      | 15,350         | 14,947         | 49.3%        | 30,297         | 13.3%         |
| Luapula      | 9,237          | 8,368          | 47.5%        | 17,605         | 7.7%          |
| Lusaka       | 14,089         | 16,267         | 53.6%        | 30,356         | 13.3%         |
| N. Western   | 4,886          | 4,639          | 48.7%        | 9,525          | 4.2%          |
| Northern     | 24,890         | 22,321         | 47.3%        | 47,211         | 20.7%         |
| Southern     | 19,014         | 17,647         | 48.1%        | 36,661         | 16.1%         |
| Western      | 5,103          | 4,851          | 48.7%        | 9,954          | 4.4%          |
| <b>Total</b> | <b>115,528</b> | <b>112,219</b> | <b>49.3%</b> | <b>227,747</b> | <b>100.0%</b> |

*Note: Includes only those Community Schools that submitted the ASC*

**Table 16. Enrolment in IRI Centres in Grades 1-7 by Gender and Province**

|              | Male         | Female       | % (F)        | Total         | % of Tot.     |
|--------------|--------------|--------------|--------------|---------------|---------------|
| Central      | 786          | 644          | 45.0%        | 1,430         | 10.1%         |
| Copperbelt   | 640          | 630          | 49.6%        | 1,270         | 9.0%          |
| Eastern      | 1,116        | 1,155        | 50.9%        | 2,271         | 16.0%         |
| Luapula      | 1,191        | 1,132        | 48.7%        | 2,323         | 16.4%         |
| Lusaka       | 109          | 109          | 50.0%        | 218           | 1.5%          |
| N. Western   | 406          | 400          | 49.6%        | 806           | 5.7%          |
| Northern     | 1,890        | 1,723        | 47.7%        | 3,613         | 25.5%         |
| Southern     | 722          | 714          | 49.7%        | 1,436         | 10.1%         |
| Western      | 434          | 387          | 47.1%        | 821           | 5.8%          |
| <b>Total</b> | <b>7,294</b> | <b>6,894</b> | <b>48.6%</b> | <b>14,188</b> | <b>100.0%</b> |

Note: Includes only those Centres that submitted the ASC

**Table 17. Enrolment in Grades 8-9 by Agency/Type and Province**

|              | Grant          |               |              |              |            |           | Total          |
|--------------|----------------|---------------|--------------|--------------|------------|-----------|----------------|
|              | GRZ            | Aid.          | Private      | Church       | Comm.      | IRI Cent. |                |
| Central      | 23,979         | 1,584         | 557          | 0            | 30         | 0         | 26,150         |
| Copperbelt   | 59,890         | 996           | 2,618        | 218          | 25         | 0         | 63,747         |
| Eastern      | 16,238         | 3,351         | 87           | 256          | 109        | 0         | 20,041         |
| Luapula      | 14,742         | 921           | 74           | 10           | 0          | 0         | 15,747         |
| Lusaka       | 27,179         | 2,099         | 2,999        | 255          | 275        | 0         | 32,807         |
| N. Western   | 14,313         | 467           | 105          | 0            | 0          | 0         | 14,885         |
| Northern     | 25,625         | 2,191         | 275          | 559          | 0          | 0         | 28,650         |
| Southern     | 30,729         | 5,135         | 799          | 573          | 182        | 0         | 37,418         |
| Western      | 13,766         | 511           | 30           | 244          | 0          | 0         | 14,551         |
| <b>Total</b> | <b>226,461</b> | <b>17,255</b> | <b>7,544</b> | <b>2,115</b> | <b>621</b> | <b>0</b>  | <b>253,996</b> |

**Table 18. Enrolment in All Schools in Grades 8-9 by Gender and Province**

|              | Male           | Female         | % (F)        | Total          | % of Tot.     |
|--------------|----------------|----------------|--------------|----------------|---------------|
| Central      | 13,732         | 12,418         | 47.5%        | 26,150         | 10.3%         |
| Copperbelt   | 32,118         | 31,629         | 49.6%        | 63,747         | 25.1%         |
| Eastern      | 11,389         | 8,652          | 43.2%        | 20,041         | 7.9%          |
| Luapula      | 9,275          | 6,472          | 41.1%        | 15,747         | 6.2%          |
| Lusaka       | 16,675         | 16,132         | 49.2%        | 32,807         | 12.9%         |
| N. Western   | 8,762          | 6,123          | 41.1%        | 14,885         | 5.9%          |
| Northern     | 16,875         | 11,775         | 41.1%        | 28,650         | 11.3%         |
| Southern     | 20,328         | 17,090         | 45.7%        | 37,418         | 14.7%         |
| Western      | 8,107          | 6,444          | 44.3%        | 14,551         | 5.7%          |
| <b>Total</b> | <b>137,261</b> | <b>116,735</b> | <b>46.0%</b> | <b>253,996</b> | <b>100.0%</b> |



**Table 19. Enrolment in GRZ and Grant Aided Schools in Grades 8-9 by Gender and Province**

|              | Male           | Female         | % (F)        | Total          | % of Tot.     |
|--------------|----------------|----------------|--------------|----------------|---------------|
| Central      | 13,544         | 12,019         | 47.0%        | 25,563         | 10.5%         |
| Copperbelt   | 30,673         | 30,213         | 49.6%        | 60,886         | 25.0%         |
| Eastern      | 11,148         | 8,441          | 43.1%        | 19,589         | 8.0%          |
| Luapula      | 9,220          | 6,443          | 41.1%        | 15,663         | 6.4%          |
| Lusaka       | 14,883         | 14,395         | 49.2%        | 29,278         | 12.0%         |
| N. Western   | 8,693          | 6,087          | 41.2%        | 14,780         | 6.1%          |
| Northern     | 16,328         | 11,488         | 41.3%        | 27,816         | 11.4%         |
| Southern     | 19,531         | 16,333         | 45.5%        | 35,864         | 14.7%         |
| Western      | 7,953          | 6,324          | 44.3%        | 14,277         | 5.9%          |
| <b>Total</b> | <b>131,973</b> | <b>111,743</b> | <b>45.8%</b> | <b>243,716</b> | <b>100.0%</b> |

Note: includes APU

**Table 20. Enrolment in Private / Church Basic Schools in Grades 8-9 by Gender and Province**

|              | Male         | Female       | % (F)        | Total        | % of Tot.     |
|--------------|--------------|--------------|--------------|--------------|---------------|
| Central      | 162          | 395          | 70.9%        | 557          | 5.8%          |
| Copperbelt   | 1,433        | 1,403        | 49.5%        | 2,836        | 29.4%         |
| Eastern      | 188          | 155          | 45.2%        | 343          | 3.6%          |
| Luapula      | 55           | 29           | 34.5%        | 84           | 0.9%          |
| Lusaka       | 1,656        | 1,598        | 49.1%        | 3,254        | 33.7%         |
| N. Western   | 69           | 36           | 34.3%        | 105          | 1.1%          |
| Northern     | 547          | 287          | 34.4%        | 834          | 8.6%          |
| Southern     | 699          | 673          | 49.1%        | 1,372        | 14.2%         |
| Western      | 154          | 120          | 43.8%        | 274          | 2.8%          |
| <b>Total</b> | <b>4,963</b> | <b>4,696</b> | <b>48.6%</b> | <b>9,659</b> | <b>100.0%</b> |

**Table 21. Enrolment in Community Schools in Grades 8-9 by Gender and Province**

|              | Male       | Female     | % (F)        | Total      | % of Tot.     |
|--------------|------------|------------|--------------|------------|---------------|
| Central      | 26         | 4          | 13.3%        | 30         | 4.8%          |
| Copperbelt   | 12         | 13         | 52.0%        | 25         | 4.0%          |
| Eastern      | 53         | 56         | 51.4%        | 109        | 17.6%         |
| Luapula      | 0          | 0          | -            | 0          | 0.0%          |
| Lusaka       | 136        | 139        | 50.5%        | 275        | 44.3%         |
| N. Western   | 0          | 0          | -            | 0          | 0.0%          |
| Northern     | 0          | 0          | -            | 0          | 0.0%          |
| Southern     | 98         | 84         | 46.2%        | 182        | 29.3%         |
| Western      | 0          | 0          | -            | 0          | 0.0%          |
| <b>Total</b> | <b>325</b> | <b>296</b> | <b>47.7%</b> | <b>621</b> | <b>100.0%</b> |

Note: Includes only those Community Schools that submitted the ASC

**Table 22. Enrolment in Grades 8-9 in Basic Schools by Gender and Province**

|                   | Male           | Female        | % (F)        | Total          | % of Tot.     |
|-------------------|----------------|---------------|--------------|----------------|---------------|
| <b>Central</b>    | 10,973         | 8,718         | 44.3%        | 19,691         | 9.8%          |
| <b>Copperbelt</b> | 24,058         | 22,527        | 48.4%        | 46,585         | 23.1%         |
| <b>Eastern</b>    | 7,799          | 5,591         | 41.8%        | 13,390         | 6.7%          |
| <b>Luapula</b>    | 7,716          | 5,069         | 39.6%        | 12,785         | 6.3%          |
| <b>Lusaka</b>     | 14,319         | 13,957        | 49.4%        | 28,276         | 14.0%         |
| <b>N. Western</b> | 7,538          | 5,100         | 40.4%        | 12,638         | 6.3%          |
| <b>Northern</b>   | 15,440         | 9,832         | 38.9%        | 25,272         | 12.6%         |
| <b>Southern</b>   | 16,756         | 13,958        | 45.4%        | 30,714         | 15.3%         |
| <b>Western</b>    | 6,548          | 5,441         | 45.4%        | 11,989         | 6.0%          |
| <b>Total</b>      | <b>111,147</b> | <b>90,193</b> | <b>44.8%</b> | <b>201,340</b> | <b>100.0%</b> |

Note: includes APU

**Table 23. Enrolment in Grades 8-9 in Secondary Schools (Gr. 8-12) by Gender and Province**

|                   | Male          | Female        | % (F)        | Total         | % of Tot.     |
|-------------------|---------------|---------------|--------------|---------------|---------------|
| <b>Central</b>    | 2,759         | 3,700         | 57.3%        | 6,459         | 12.3%         |
| <b>Copperbelt</b> | 8,060         | 9,102         | 53.0%        | 17,162        | 32.6%         |
| <b>Eastern</b>    | 3,590         | 3,061         | 46.0%        | 6,651         | 12.6%         |
| <b>Luapula</b>    | 1,559         | 1,403         | 47.4%        | 2,962         | 5.6%          |
| <b>Lusaka</b>     | 2,356         | 2,175         | 48.0%        | 4,531         | 8.6%          |
| <b>N. Western</b> | 1,224         | 1,023         | 45.5%        | 2,247         | 4.3%          |
| <b>Northern</b>   | 1,435         | 1,943         | 57.5%        | 3,378         | 6.4%          |
| <b>Southern</b>   | 3,572         | 3,132         | 46.7%        | 6,704         | 12.7%         |
| <b>Western</b>    | 1,559         | 1,003         | 39.1%        | 2,562         | 4.9%          |
| <b>Total</b>      | <b>26,114</b> | <b>26,542</b> | <b>50.4%</b> | <b>52,656</b> | <b>100.0%</b> |

Note: includes APU

**Table 24. Enrolment in APU in Grades 8-9 by Gender and Province**

|                   | Male         | Female       | % (F)        | Total         | % of Tot.     | % Ch.        |
|-------------------|--------------|--------------|--------------|---------------|---------------|--------------|
| <b>Central</b>    | 743          | 564          | 43.2%        | 1,307         | 7.0%          | -23.3%       |
| <b>Copperbelt</b> | 3,246        | 3,446        | 51.5%        | 6,692         | 35.6%         | 11.5%        |
| <b>Eastern</b>    | 407          | 398          | 49.4%        | 805           | 4.3%          | 3.5%         |
| <b>Luapula</b>    | 494          | 342          | 40.9%        | 836           | 4.5%          | 44.6%        |
| <b>Lusaka</b>     | 2,173        | 2,754        | 55.9%        | 4,927         | 26.2%         | -45.1%       |
| <b>N. Western</b> | 305          | 267          | 46.7%        | 572           | 3.0%          | 72.3%        |
| <b>Northern</b>   | 370          | 237          | 39.0%        | 607           | 3.2%          | 17.0%        |
| <b>Southern</b>   | 1,513        | 1,321        | 46.6%        | 2,834         | 15.1%         | 93.6%        |
| <b>Western</b>    | 100          | 103          | 50.7%        | 203           | 1.1%          | 32.7%        |
| <b>Total</b>      | <b>9,351</b> | <b>9,432</b> | <b>50.2%</b> | <b>18,783</b> | <b>100.0%</b> | <b>-8.4%</b> |

**Table 25. Grade 1 Entrants by Gender and Province (excluding repeaters)**

|              | Male           | Female         | % (F)        | Total          | % of Tot.     |
|--------------|----------------|----------------|--------------|----------------|---------------|
| Central      | 19,870         | 19,203         | 49.1%        | 39,073         | 10.3%         |
| Copperbelt   | 29,867         | 29,903         | 50.0%        | 59,770         | 15.7%         |
| Eastern      | 23,422         | 24,058         | 50.7%        | 47,480         | 12.5%         |
| Luapula      | 15,478         | 15,138         | 49.4%        | 30,616         | 8.0%          |
| Lusaka       | 18,340         | 19,078         | 51.0%        | 37,418         | 9.8%          |
| N. Western   | 13,168         | 12,932         | 49.5%        | 26,100         | 6.9%          |
| Northern     | 30,453         | 29,103         | 48.9%        | 59,556         | 15.6%         |
| Southern     | 25,547         | 25,824         | 50.3%        | 51,371         | 13.5%         |
| Western      | 14,677         | 14,660         | 50.0%        | 29,337         | 7.7%          |
| <b>Total</b> | <b>190,822</b> | <b>189,899</b> | <b>49.9%</b> | <b>380,721</b> | <b>100.0%</b> |

**Table 26. Grade 1 Entrants by Age, Gender and Province (excluding repeaters)**

|              | Under 7       |               | 7 yrs         |               | Over 7         |                | % of 7 yrs   |              |
|--------------|---------------|---------------|---------------|---------------|----------------|----------------|--------------|--------------|
|              | Male          | Female        | Male          | Female        | Male           | Female         | Male         | Female       |
| Central      | 1,395         | 1,784         | 7,398         | 7,696         | 11,077         | 9,723          | 37.2%        | 40.1%        |
| Copperbelt   | 4,006         | 4,755         | 13,581        | 13,635        | 12,280         | 11,513         | 45.5%        | 45.6%        |
| Eastern      | 1,160         | 1,519         | 6,114         | 6,935         | 16,148         | 15,604         | 26.1%        | 28.8%        |
| Luapula      | 711           | 856           | 4,540         | 4,798         | 10,227         | 9,484          | 29.3%        | 31.7%        |
| Lusaka       | 2,065         | 2,361         | 6,649         | 6,854         | 9,626          | 9,863          | 36.3%        | 35.9%        |
| N. Western   | 1,128         | 1,326         | 4,559         | 4,872         | 7,481          | 6,734          | 34.6%        | 37.7%        |
| Northern     | 1,850         | 2,076         | 9,120         | 9,308         | 19,483         | 17,719         | 29.9%        | 32.0%        |
| Southern     | 2,365         | 2,776         | 9,000         | 10,008        | 14,182         | 13,040         | 35.2%        | 38.8%        |
| Western      | 679           | 853           | 5,377         | 5,758         | 8,621          | 8,049          | 36.6%        | 39.3%        |
| <b>Total</b> | <b>15,359</b> | <b>18,306</b> | <b>66,338</b> | <b>69,864</b> | <b>109,125</b> | <b>101,729</b> | <b>34.8%</b> | <b>36.8%</b> |

**Table 27. Grade 1 Entrants with Pre-school Experience by Gender and Province**

|              | Male          | Female        | % (F)        | Total         | % of Tot.     | % of Enr.    |
|--------------|---------------|---------------|--------------|---------------|---------------|--------------|
| Central      | 2,425         | 2,544         | 51.2%        | 4,969         | 8.2%          | 12.7%        |
| Copperbelt   | 12,354        | 10,297        | 45.5%        | 22,651        | 37.5%         | 37.9%        |
| Eastern      | 1,317         | 1,478         | 52.9%        | 2,795         | 4.6%          | 5.9%         |
| Luapula      | 851           | 899           | 51.4%        | 1,750         | 2.9%          | 5.7%         |
| Lusaka       | 6,065         | 6,710         | 52.5%        | 12,775        | 21.2%         | 34.1%        |
| N. Western   | 750           | 804           | 51.7%        | 1,554         | 2.6%          | 6.0%         |
| Northern     | 1,719         | 1,772         | 50.8%        | 3,491         | 5.8%          | 5.9%         |
| Southern     | 4,308         | 4,786         | 52.6%        | 9,094         | 15.1%         | 17.7%        |
| Western      | 636           | 665           | 51.1%        | 1,301         | 2.2%          | 4.4%         |
| <b>Total</b> | <b>30,425</b> | <b>29,955</b> | <b>49.6%</b> | <b>60,380</b> | <b>100.0%</b> | <b>15.9%</b> |

## Enrolment ratios

Figure 8. Gross Enrolment Ratios in Grades 1-7 by Gender and Province

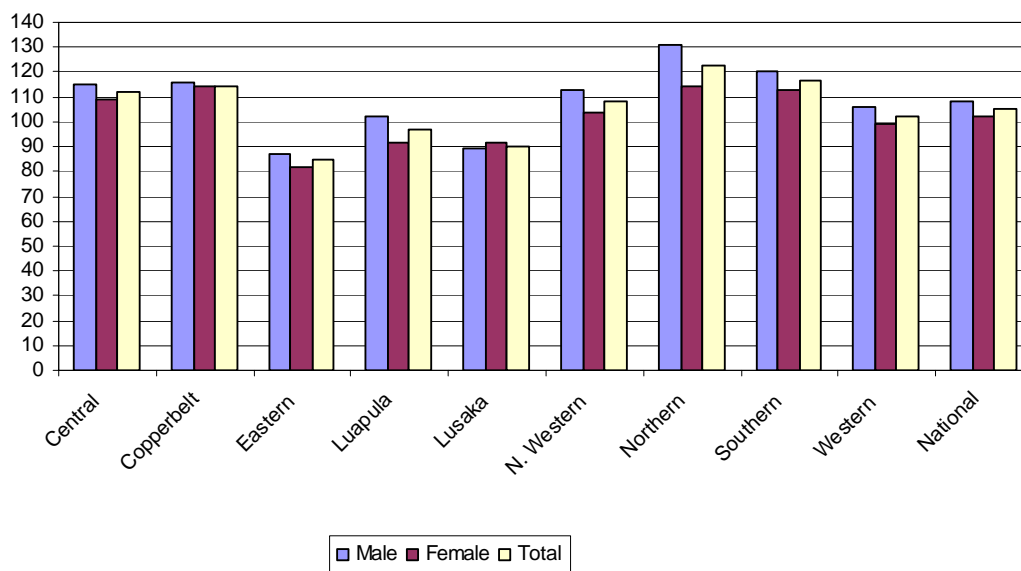
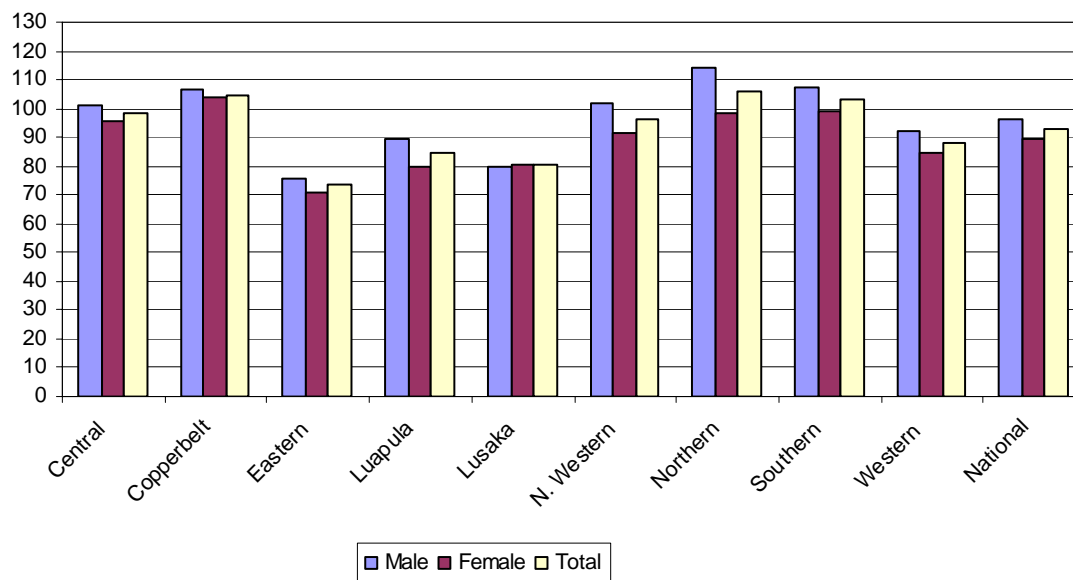
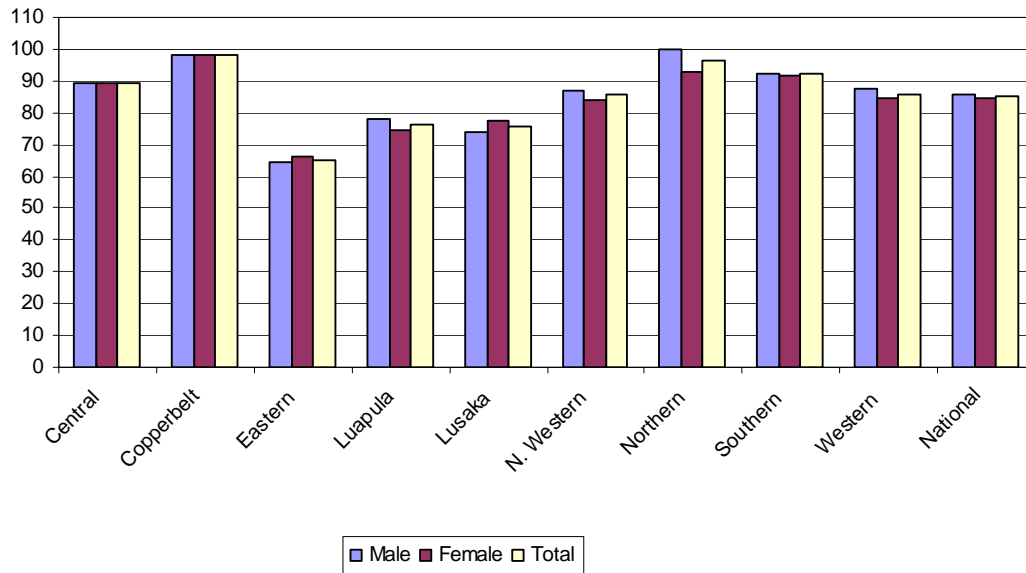


Table 28. Gross Enrolment Ratio in Grades 1-7 by Gender and Province

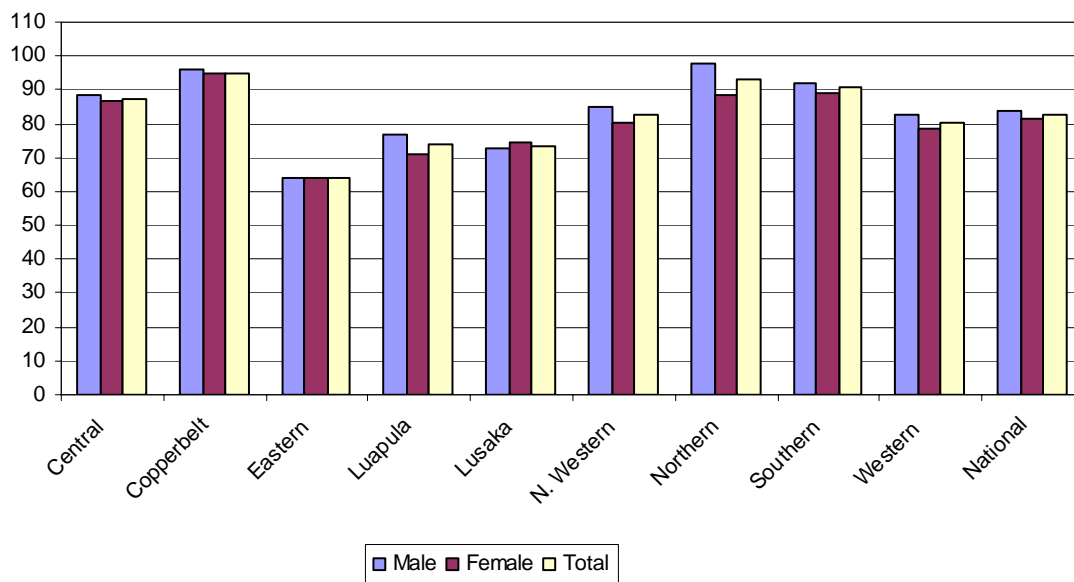
|                 | Male         | Female       | Total        |
|-----------------|--------------|--------------|--------------|
| Central         | 114.7        | 108.7        | 111.7        |
| Copperbelt      | 115.8        | 113.9        | 114.6        |
| Eastern         | 86.7         | 82.0         | 84.4         |
| Luapula         | 102.5        | 91.9         | 97.2         |
| Lusaka          | 89.2         | 91.3         | 90.3         |
| N. Western      | 112.8        | 103.7        | 108.3        |
| Northern        | 131.2        | 114.1        | 122.6        |
| Southern        | 120.1        | 112.7        | 116.4        |
| Western         | 105.7        | 98.8         | 102.3        |
| <b>National</b> | <b>108.5</b> | <b>102.2</b> | <b>105.3</b> |

**Figure 9. Gross Enrolment Ratio in Grades 1–9 by Gender and Province****Table 29. Gross Enrolment Ratio in Grades 1-9 by Gender and Province**

|                   | Male        | Female      | Total       | % Ch.        |
|-------------------|-------------|-------------|-------------|--------------|
| <b>Central</b>    | 95.0        | 88.9        | 92.0        | 10.6%        |
| <b>Copperbelt</b> | 100.5       | 97.6        | 99.0        | 16.9%        |
| <b>Eastern</b>    | 73.7        | 68.9        | 71.3        | 17.8%        |
| <b>Luapula</b>    | 87.9        | 77.8        | 82.9        | 14.4%        |
| <b>Lusaka</b>     | 74.5        | 74.6        | 74.5        | 5.0%         |
| <b>N. Western</b> | 100.2       | 89.4        | 94.8        | 12.4%        |
| <b>Northern</b>   | 113.2       | 97.2        | 105.2       | 25.9%        |
| <b>Southern</b>   | 105.5       | 97.1        | 101.2       | 18.3%        |
| <b>Western</b>    | 90.8        | 83.5        | 87.1        | 11.2%        |
| <b>National</b>   | <b>93.2</b> | <b>86.4</b> | <b>89.8</b> | <b>15.4%</b> |

**Figure 10. Net Enrolment Ratios in Grades 1-7 by Gender and Province****Table 30. Net Enrolment Ratio in Grades 1-7 by Gender and Province**

|                   | Male        | Female      | Total       |
|-------------------|-------------|-------------|-------------|
| <b>Central</b>    | 89.6        | 89.3        | 89.4        |
| <b>Copperbelt</b> | 98.2        | 98.3        | 98.0        |
| <b>Eastern</b>    | 64.5        | 66.2        | 65.3        |
| <b>Luapula</b>    | 78.2        | 74.6        | 76.4        |
| <b>Lusaka</b>     | 73.9        | 77.4        | 75.6        |
| <b>N. Western</b> | 87.1        | 83.8        | 85.5        |
| <b>Northern</b>   | 99.8        | 92.6        | 96.2        |
| <b>Southern</b>   | 92.5        | 91.5        | 92.0        |
| <b>Western</b>    | 87.3        | 84.6        | 85.9        |
| <b>National</b>   | <b>85.7</b> | <b>84.7</b> | <b>85.1</b> |

**Figure 11. Net Enrolment Ratios in Grades 1-9 by Gender and Province****Table 31. Net Enrolment Ratio in Grades 1-9 by Gender and Province**

|                   | Male        | Female      | Total       | % Ch.        |
|-------------------|-------------|-------------|-------------|--------------|
| <b>Central</b>    | 88.2        | 86.9        | 87.6        | 15.6%        |
| <b>Copperbelt</b> | 95.8        | 94.9        | 95.1        | 19.9%        |
| <b>Eastern</b>    | 64.0        | 63.9        | 63.9        | 19.0%        |
| <b>Luapula</b>    | 76.6        | 71.2        | 73.9        | 13.6%        |
| <b>Lusaka</b>     | 72.6        | 74.5        | 73.6        | 11.6%        |
| <b>N. Western</b> | 85.0        | 80.3        | 82.7        | 12.0%        |
| <b>Northern</b>   | 97.6        | 88.5        | 93.1        | 24.6%        |
| <b>Southern</b>   | 92.0        | 89.2        | 90.6        | 16.7%        |
| <b>Western</b>    | 82.7        | 78.3        | 80.5        | 9.9%         |
| <b>National</b>   | <b>84.0</b> | <b>81.5</b> | <b>82.7</b> | <b>16.7%</b> |

## Intake rates

Figure 12. Gross Intake Rate by Gender and Province

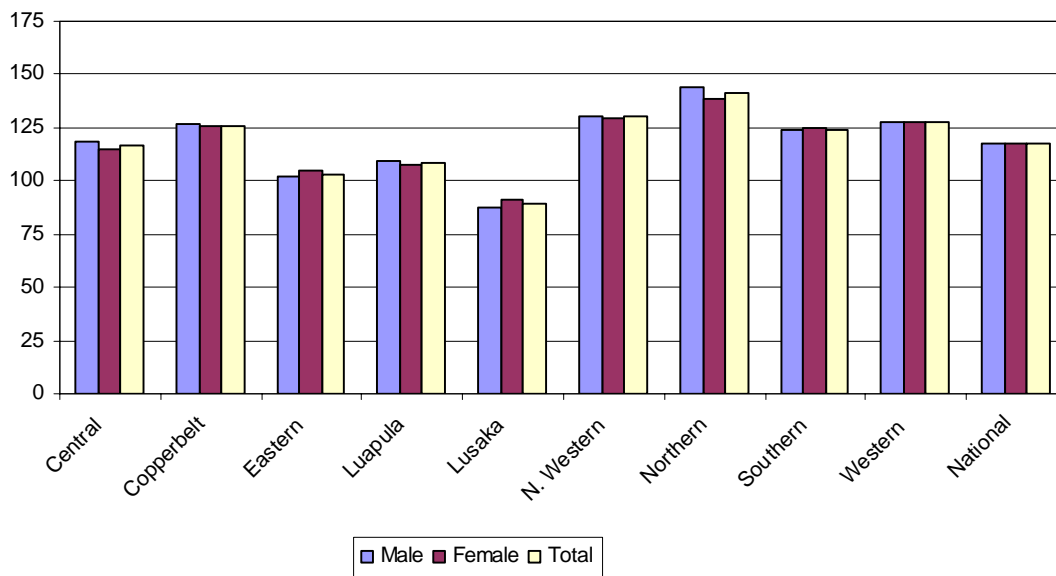
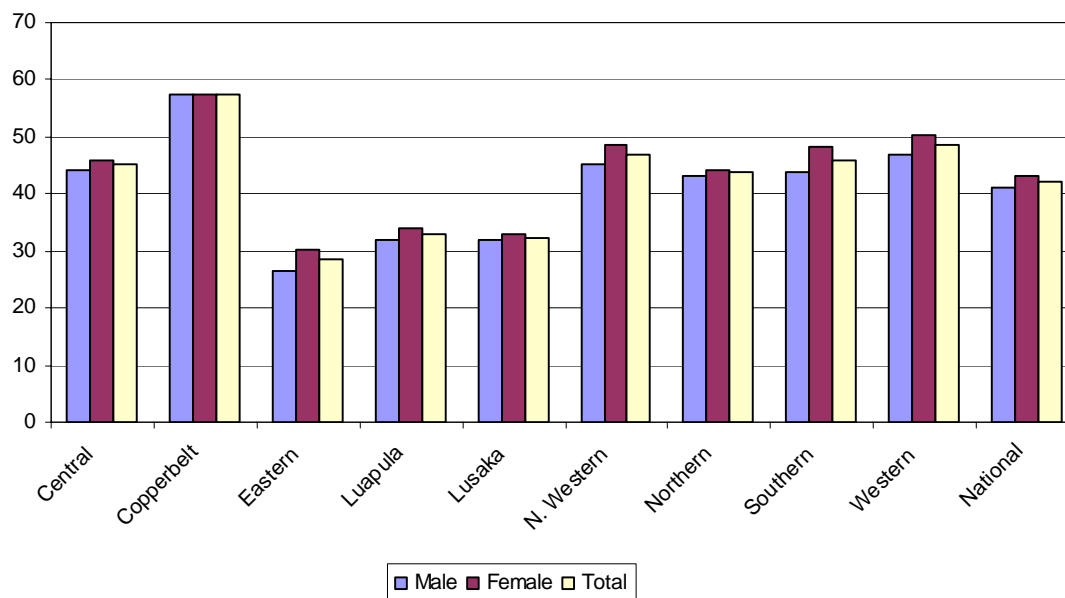


Table 32. Gross Intake Rate by Gender and Province

|                 | Male         | Female       | Total        | % Ch.        |
|-----------------|--------------|--------------|--------------|--------------|
| Central         | 118.8        | 114.6        | 116.7        | 37.4%        |
| Copperbelt      | 126.5        | 125.9        | 126.2        | 24.7%        |
| Eastern         | 101.8        | 105.0        | 103.4        | 35.8%        |
| Luapula         | 109.1        | 107.2        | 108.1        | 19.6%        |
| Lusaka          | 87.8         | 91.4         | 89.6         | 32.1%        |
| N. Western      | 130.7        | 129.2        | 129.9        | 24.0%        |
| Northern        | 144.1        | 138.6        | 141.4        | 44.6%        |
| Southern        | 124.3        | 124.5        | 124.4        | 41.4%        |
| Western         | 127.8        | 127.9        | 127.8        | 27.3%        |
| <b>National</b> | <b>118.0</b> | <b>117.5</b> | <b>117.8</b> | <b>32.8%</b> |



**Figure 13. Net Intake Rate by Gender and Province****Table 33. Net Intake Rate by Gender and Province**

|                   | Male        | Female      | Total       | % Ch.        |
|-------------------|-------------|-------------|-------------|--------------|
| <b>Central</b>    | 44.2        | 45.9        | 45.1        | 34.0%        |
| <b>Copperbelt</b> | 57.5        | 57.4        | 57.5        | 21.9%        |
| <b>Eastern</b>    | 26.6        | 30.3        | 28.4        | 31.3%        |
| <b>Luapula</b>    | 32.0        | 34.0        | 33.0        | 22.1%        |
| <b>Lusaka</b>     | 31.8        | 32.8        | 32.3        | 16.1%        |
| <b>N. Western</b> | 45.3        | 48.7        | 47.0        | 17.4%        |
| <b>Northern</b>   | 43.2        | 44.3        | 43.7        | 36.6%        |
| <b>Southern</b>   | 43.8        | 48.3        | 46.0        | 25.9%        |
| <b>Western</b>    | 46.8        | 50.2        | 48.5        | 23.5%        |
| <b>National</b>   | <b>41.0</b> | <b>43.2</b> | <b>42.1</b> | <b>25.5%</b> |

## Transition rate

Figure 14. Transition Rate for Grade 7-8 by Gender and Province

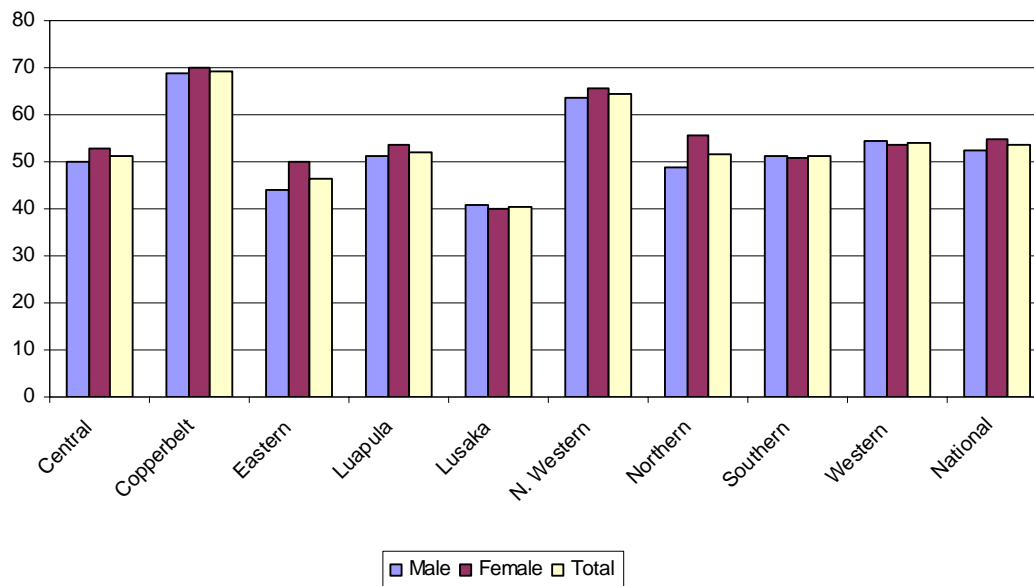


Table 34. Transition Rates for Grades 7-8 by Gender and Province

|                 | Male        | Female      | Total       |
|-----------------|-------------|-------------|-------------|
| Central         | 50.1        | 52.8        | 51.3        |
| Copperbelt      | 68.7        | 69.9        | 69.3        |
| Eastern         | 44.2        | 50.0        | 46.5        |
| Luapula         | 51.2        | 53.5        | 52.2        |
| Lusaka          | 41.0        | 40.1        | 40.5        |
| N. Western      | 63.4        | 65.6        | 64.3        |
| Northern        | 49.0        | 55.6        | 51.5        |
| Southern        | 51.4        | 50.9        | 51.2        |
| Western         | 54.3        | 53.6        | 53.9        |
| <b>National</b> | <b>52.6</b> | <b>54.6</b> | <b>53.5</b> |

## Efficiency

The efficiency indicators relate to the level of participation. These indicators give a picture on how efficient the education system relates to pupil progression, completion, dropout and repetition. The indicators also measure the efficiency and accountability of the system in terms of the effectiveness of its financial and administrative reforms being implemented.

*Completion rate* is now being calculated as an indicator that gives a clearer picture of those pupils who actually complete the education cycle. However, the Ministry has been unable to address adequately the disparities that exist between boys and girls with the former having significantly higher completion rates.

In order to achieve the goals of increasing enrolment, retention, and completion rates for basic education, especially for vulnerable children, a decision to abolish statutory fees for grades 1-7 was made in 2000. This was later followed by the introduction of the Free Primary Education Policy in 2002 for the same grades and abolishing of grade 7 examination fees. This brought about an influx of children, who previously had no chance to attend school, or had stopped or dropped out due to problems especially concerning the payment of user fees.

While this was a problem on one hand, it was a positive development on the other because it meant that more children were in school that would otherwise be on the streets. The main challenge was to keep these children in school and to make sure that they completed the primary cycle.

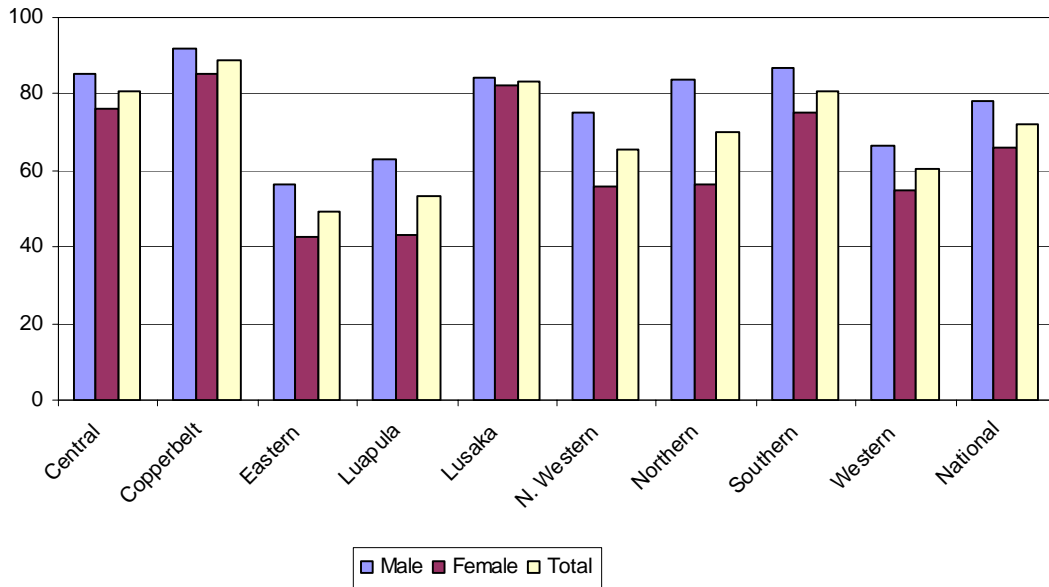
Another notable intervention has been the School Health and Nutrition (SHN) Programme whose overall objective has been to ensure healthy and well-nourished children attending basic education through community participation and inter-sectorial collaboration. Under this programme:

- Massive de-worming was conducted between 2002 and 2003. By 2004, the interventions were scaled to all the six districts in Central Province involving 140 schools. This intervention was extended to 100,000 children who received de-worming drugs and micronutrient supplements. A total of 360 teachers in the six districts were also trained in administering SHN-drugs;
- Advocacy and sensitisation meetings were carried out and the implementation of Information, Education Communication (IEC) strategy through the production and distribution of brochures was effective;
- Many schools conduct HIV/AIDS talks and other health issues at assembly.

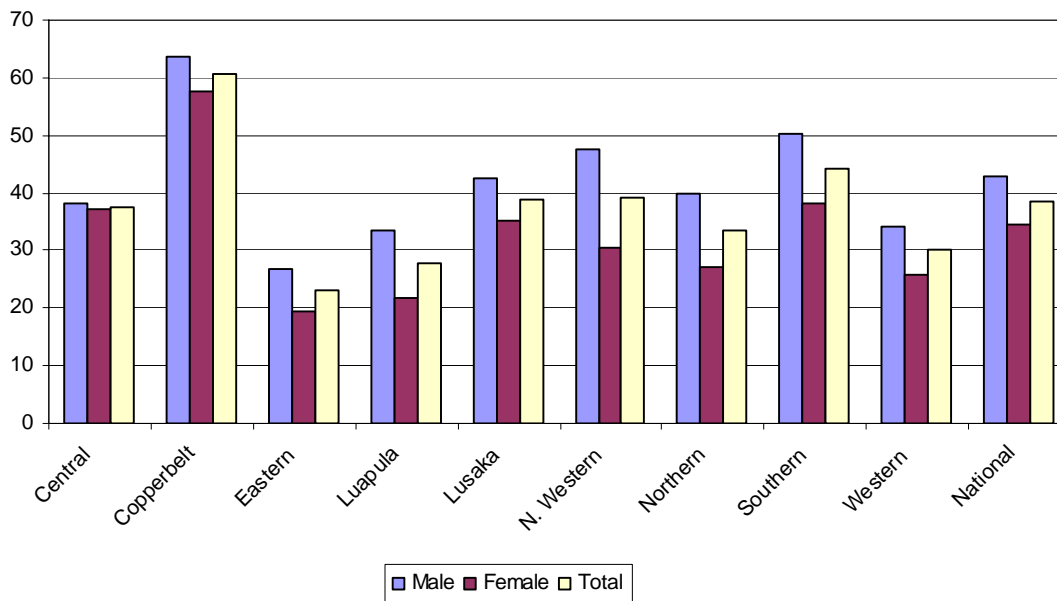
The Ministry of Education also embarked on conversion of lower basic schools to middle basic and middle basic to upper basic as way of improving retention of pupils in school.

**Completion rate**

**Figure 15. Completion Rates for Grades 1-7 by Gender and Province**



**Figure 16. Completion Rates for Grades 1-9 by Gender and Province**



**Table 35. Completion Rates for Grades 1-7 and Grades 1-9 by Gender and Province**

|                   | Grades 1-7  |             |             |             | Grades 1-9  |             |             |             |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                   | Male        | Female      | Total       | % Ch.       | Male        | Female      | Total       | % Ch.       |
| <b>Central</b>    | 85.2        | 76.0        | 80.6        |             | 38.2        | 37.1        | 37.7        |             |
| <b>Copperbelt</b> | 92.1        | 85.3        | 88.6        |             | 63.7        | 57.7        | 60.6        |             |
| <b>Eastern</b>    | 56.2        | 42.4        | 49.3        |             | 26.8        | 19.3        | 23.1        |             |
| <b>Luapula</b>    | 62.8        | 43.2        | 53.1        |             | 33.4        | 21.7        | 27.7        |             |
| <b>Lusaka</b>     | 84.1        | 82.1        | 83.1        |             | 42.6        | 35.0        | 38.7        |             |
| <b>N. Western</b> | 74.9        | 55.9        | 65.4        |             | 47.6        | 30.5        | 39.0        |             |
| <b>Northern</b>   | 83.9        | 56.4        | 70.2        |             | 39.9        | 27.2        | 33.6        |             |
| <b>Southern</b>   | 86.9        | 75.1        | 80.9        |             | 50.1        | 38.3        | 44.1        |             |
| <b>Western</b>    | 66.7        | 54.7        | 60.7        |             | 34.2        | 25.9        | 30.0        |             |
| <b>National</b>   | <b>78.3</b> | <b>65.8</b> | <b>72.0</b> | <b>3.7%</b> | <b>42.8</b> | <b>34.4</b> | <b>38.5</b> | <b>1.2%</b> |

*Note: Does not include APU pupils*

## Repetition rate

Figure 17. Repetition Rate in Grades 1-9 by Grade

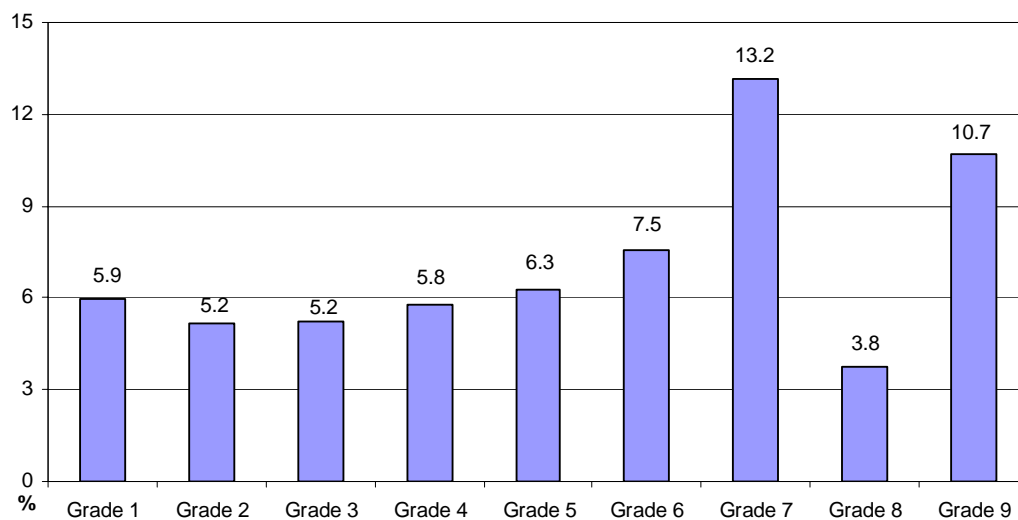


Table 36. Repetition Rates for Grades 1-9 by Gender and Province

|                 | Male       | Female     | Total      |
|-----------------|------------|------------|------------|
| Central         | 7.2        | 6.5        | 6.8        |
| Copperbelt      | 3.8        | 3.6        | 3.7        |
| Eastern         | 6.1        | 5.8        | 6.0        |
| Luapula         | 7.9        | 8.3        | 8.1        |
| Lusaka          | 4.1        | 3.6        | 3.8        |
| N. Western      | 7.9        | 8.1        | 8.0        |
| Northern        | 8.3        | 8.2        | 8.3        |
| Southern        | 8.9        | 8.4        | 8.7        |
| Western         | 6.7        | 6.4        | 6.6        |
| <b>National</b> | <b>6.6</b> | <b>6.2</b> | <b>6.4</b> |

Table 37. Repetition Rates for Grades 1-7 by Gender and Province

|                 | Male       | Female     | Total      |
|-----------------|------------|------------|------------|
| Central         | 7.8        | 6.9        | 7.4        |
| Copperbelt      | 3.8        | 3.6        | 3.7        |
| Eastern         | 6.2        | 5.7        | 5.9        |
| Luapula         | 7.8        | 8.1        | 8.0        |
| Lusaka          | 4.3        | 3.7        | 4.0        |
| N. Western      | 7.9        | 8.0        | 8.0        |
| Northern        | 8.5        | 8.3        | 8.4        |
| Southern        | 9.5        | 8.7        | 9.1        |
| Western         | 6.9        | 6.3        | 6.6        |
| <b>National</b> | <b>6.9</b> | <b>6.4</b> | <b>6.6</b> |

**Table 38. Repetition Rates for Grades 8-9 by Gender and Province**

|                   | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|-------------------|-------------|---------------|--------------|
| <b>Central</b>    | 4.3         | 4.1           | 4.2          |
| <b>Copperbelt</b> | 5.3         | 5.0           | 5.2          |
| <b>Eastern</b>    | 8.9         | 9.7           | 9.2          |
| <b>Luapula</b>    | 10.5        | 13.0          | 11.5         |
| <b>Lusaka</b>     | 3.3         | 4.1           | 3.7          |
| <b>N. Western</b> | 10.7        | 10.9          | 10.8         |
| <b>Northern</b>   | 9.2         | 9.7           | 9.4          |
| <b>Southern</b>   | 8.0         | 8.1           | 8.1          |
| <b>Western</b>    | 8.3         | 8.9           | 8.6          |
| <b>National</b>   | <b>7.1</b>  | <b>7.1</b>    | <b>7.1</b>   |

## Dropout rate

Figure 18. Dropout Rate in Grades 1-9 by Grade by Grade

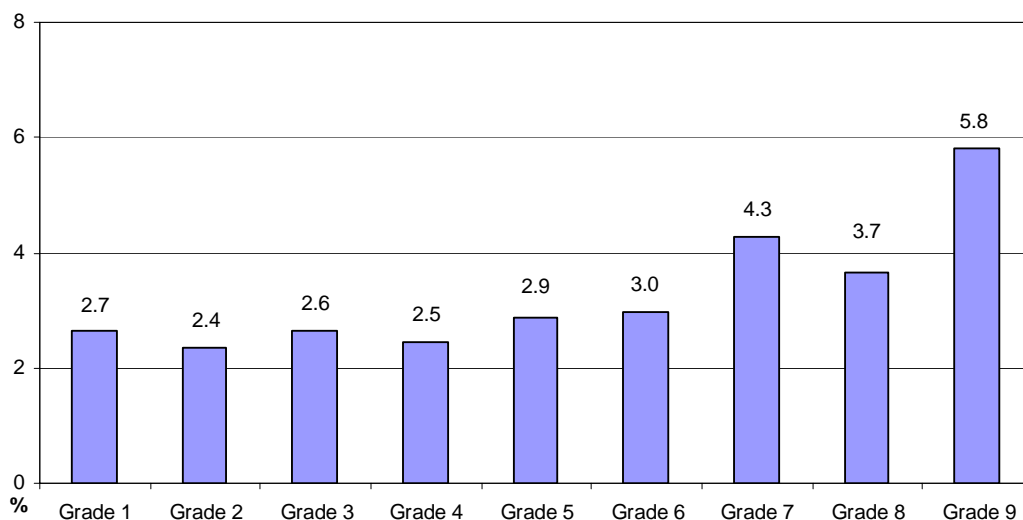


Table 39. Dropout Rates for Grades 1-9 by Gender and Province

|                 | Male       | Female     | Total      |
|-----------------|------------|------------|------------|
| Central         | 2.0        | 2.6        | 2.3        |
| Copperbelt      | 2.1        | 2.6        | 2.3        |
| Eastern         | 2.7        | 3.7        | 3.2        |
| Luapula         | 3.5        | 4.8        | 4.1        |
| Lusaka          | 2.0        | 2.4        | 2.2        |
| N. Western      | 3.9        | 6.3        | 5.0        |
| Northern        | 3.0        | 4.3        | 3.6        |
| Southern        | 1.9        | 2.8        | 2.3        |
| Western         | 2.7        | 3.8        | 3.2        |
| <b>National</b> | <b>2.5</b> | <b>3.4</b> | <b>2.9</b> |

Table 40. Dropout Rates for Grades 1-7 by Gender and Province

|                 | Male       | Female     | Total      |
|-----------------|------------|------------|------------|
| Central         | 1.9        | 2.5        | 2.2        |
| Copperbelt      | 2.0        | 2.4        | 2.2        |
| Eastern         | 2.6        | 3.4        | 3.0        |
| Luapula         | 3.6        | 4.6        | 4.1        |
| Lusaka          | 2.0        | 2.1        | 2.1        |
| N. Western      | 3.9        | 5.8        | 4.8        |
| Northern        | 2.9        | 3.9        | 3.4        |
| Southern        | 1.8        | 2.5        | 2.2        |
| Western         | 2.6        | 3.2        | 2.9        |
| <b>National</b> | <b>2.5</b> | <b>3.1</b> | <b>2.8</b> |

Table 41. Dropout Rates for Grades 8-9 by Gender and Province



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|                   | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|-------------------|-------------|---------------|--------------|
| <b>Central</b>    | 2.2         | 3.8           | 3.0          |
| <b>Copperbelt</b> | 2.8         | 4.4           | 3.6          |
| <b>Eastern</b>    | 4.4         | 8.2           | 6.0          |
| <b>Luapula</b>    | 4.2         | 8.2           | 5.8          |
| <b>Lusaka</b>     | 2.2         | 4.8           | 3.4          |
| <b>N. Western</b> | 4.8         | 13.9          | 8.5          |
| <b>Northern</b>   | 5.0         | 9.2           | 6.7          |
| <b>Southern</b>   | 2.3         | 5.6           | 3.8          |
| <b>Western</b>    | 3.9         | 9.1           | 6.2          |
| <b>National</b>   | <b>3.3</b>  | <b>6.4</b>    | <b>4.7</b>   |

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## Quality

Quality is addressed mainly through improved teacher training and rational deployment of teachers; curriculum reforms and supply of adequate teaching and learning resources to schools.

Although the pupil teacher ratio may be considered under the categories of internal efficiency and access indicators, in this report it is regarded more appropriately as an indicator of quality. It is calculated as an average number of pupils per teacher at a specific level of education in a given school year. We are using this indicator to measure the level of human resources input in terms of number of teachers in relation to the size of the population of pupils. The higher the pupil teacher ratio, the lower is the access of pupils to teachers. It is generally assumed that a lower pupil teacher ratio signifies smaller classes, which enable the teacher to pay more attention to individual pupils, which in the long run result in better performance of pupils. But it should also be noted that learning does not necessarily become less effective when pupil teacher ratios increase. Many more factors contribute to the quality of learning experience such as the availability of teaching & learning materials, teacher qualifications, contact time between pupil and teacher and the motivation level of teachers etc.

Within the last four years the Ministry of Education has been able to address the sharp decline in the number of teachers that took place in the late 1990s. This has been due to the increased number of teachers trained under BESSIP. BESSIP helped to enhance a new strategy of teacher education and training that embraced both access and quality improvement. The Zambia Teacher Education Course (ZATEC) was designed to double teacher output from the existing 12 government primary teacher training colleges. Instead of the traditional two-year residential programme at the college, ZATEC student teachers receive one year of intensive training in the college while the second year is spent in schools teaching and studying by distance.

Through ZATEC the Colleges of Education are now able to train at least 5,000 new teachers per year. Additionally, more females are now entering the colleges and with the number of female trainees surpassing that of the males. This has led to an increase of the overall number of teachers in schools. However, the number of teachers in basic schools slightly declined in 2003/4 due to government directives to not hire any more public servants due to serious budget constraints.

In order to improve the quality of education particularly in rural areas, the Ministry stopped posting new teachers to urban areas and started deploying all newly qualified basic schoolteachers to rural schools. The Ministry also reintroduced the employment of untrained teachers in remote schools, which for a long time had only one or two teachers. As a result of this intervention, most rural schools had at least 3 teachers.

The Pupil Teacher Ratio (PTR) has been increasing from 46:1 in 2001 to 52.7:1 in 2004. This could be attributed to non- recruitment of newly trained teachers in 2002 and 2003. (Figure 47)

Other significant interventions related to teachers have been to supply and deploy better-trained and motivated teachers while contributing to improving the quality of teachers through:

- a) Increasing teacher output from existing 14 colleges.
- b) Reducing the attrition rate of trained teachers by, among other things, developing and improving support systems for teachers e.g. provision of rural hardship and retention allowances, provision of ARTs at work places;
- c) Strengthening the supervision of teachers by creation of Zone Education Support Teams; and
- d) Increasing learning achievement levels in literacy and numeracy.

In order to monitor the education standards, 9,199 inspections of basic education schools were carried out in 2004 against 7,320 in 2003.

A number of interventions have now been taken to scale and are being enshrined as school-based activities. These include Primary Reading Programme, Primary Diploma by Distance, Grade 4 Competence Testing, Life Skills, Inclusive Schooling Programme (INSPRO), Interactive Radio Instruction (IRI) and Multigrade Teaching. There has been a marked increase in the number of teachers attending in-service training at resource centres. The School Programme of In-service for the Term (SPRINT) system has enabled the Ministry to access more in-service training to teachers. Having gained experience in handling general in-service, the number of teachers given in-service in both content and methodology increased. This was made possible because SPRINT, which is school-based, enables many teachers to access in-service training faster and more cost effectively.

The establishment of 802 Zone Teacher Resource Centres (TRCs) was embarked upon in 2001. By 2004, 692 Zone TRCs had been established in existing classroom structures at basic schools while 70 were constructed with priority being given to the new districts. The Ministry is yet to construct 40 new Zonal TRCs. The construction of Zone TRCs brings in-service delivery closer to basic schools in rural districts.

The provision of in-service was further strengthened at the provincial and district resource centres through the supply of reprographics equipments and some motor vehicles. However, the irregularity of teachers' visits to TRCs due to long distances and lack of appropriate reading materials in centres remained the major challenges in the provision of in-service training to basic schoolteachers.

2,600 teachers pioneered the Primary Diploma by Distance Learning (PDDL) Modules as first Intake in 2002 while in 2003 out of 1,973 who entered for the PDDL, 1,900 graduated. In 2004, 3,373 have enrolled for PDDL.

After a successful piloting of training of teachers in multigrade teaching in Serenje, Mkushi and Kabwe it was further extended to Northern and North-Western Provinces.

Curriculum reforms were carried out in order to make it more responsive and relevant to the needs of the individual and society. One particular curriculum reform is the Primary Reading Programme, which promotes initial literacy in local languages, reached national scale following extension to all the seven official Zambian Languages in 2002. So far 24,000 heads and teachers for grades 1-7 have been trained countrywide in literacy.

The Ministry endeavoured to enhance the delivery of quality education through effective provision of learning and teaching materials. The average national pupil textbook ratio stands at 1.68:1. The provision of books to schools went up for instance in English from 947,998 in 2003 to 1,323,118 in 2004 for basic schools.

Grade 4 Competence Testing programme was reviewed in 2002 leading to the production of new Teachers' Guides and revision of the training manual. Currently, the Ministry is developing plans to introduce continuous assessments for all grades country wide to replace examinations based tests.

## Teachers

Figure 19. Teachers Basic Schools by Running Agency and Province

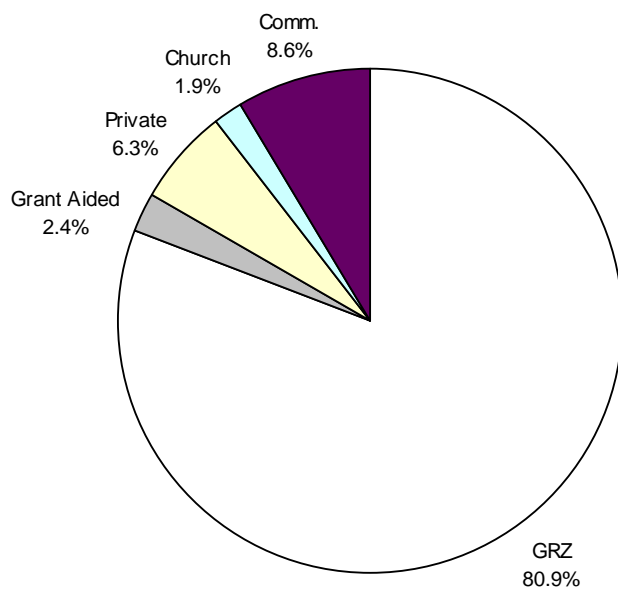


Table 42. Teachers in Grades 1-9 by Agency and Province

|              | GRZ           | Grant Aid.   | Private      | Church     | Comm.        | Total         |
|--------------|---------------|--------------|--------------|------------|--------------|---------------|
| Central      | 4,090         | 81           | 115          | 34         | 315          | 4,635         |
| Copperbelt   | 7,525         | 169          | 1,110        | 243        | 501          | 9,548         |
| Eastern      | 3,496         | 179          | 80           | 53         | 582          | 4,390         |
| Luapula      | 2,940         | 38           | 21           | 33         | 289          | 3,321         |
| Lusaka       | 4,694         | 130          | 1,238        | 235        | 542          | 6,839         |
| N. Western   | 2,559         | 73           | 31           | 3          | 171          | 2,837         |
| Northern     | 4,183         | 180          | 56           | 87         | 663          | 5,169         |
| Southern     | 4,902         | 208          | 209          | 135        | 704          | 6,158         |
| Western      | 2,803         | 26           | 18           | 50         | 176          | 3,073         |
| <b>Total</b> | <b>37,192</b> | <b>1,084</b> | <b>2,878</b> | <b>873</b> | <b>3,943</b> | <b>45,970</b> |

**Table 43. Teachers in All Schools in Grades 1-9 by Gender and Province**

|                 | Male          | Female        | Unk.       | % (F)        | Total         | % of Tot.     | % Ch.        |
|-----------------|---------------|---------------|------------|--------------|---------------|---------------|--------------|
| Central         | 2,464         | 2,166         | 5          | 46.7%        | 4,635         | 10.1%         | 7.2%         |
| Copperbelt      | 3,441         | 6,082         | 25         | 63.7%        | 9,548         | 20.8%         | 7.3%         |
| Eastern         | 2,748         | 1,629         | 13         | 37.1%        | 4,390         | 9.5%          | 2.6%         |
| Luapula         | 2,119         | 1,192         | 10         | 35.9%        | 3,321         | 7.2%          | 7.9%         |
| Lusaka          | 2,722         | 4,101         | 16         | 60.0%        | 6,839         | 14.9%         | 21.4%        |
| N. Western      | 1,875         | 942           | 20         | 33.2%        | 2,837         | 6.2%          | 7.4%         |
| Northern        | 3,346         | 1,769         | 54         | 34.2%        | 5,169         | 11.2%         | 11.5%        |
| Southern        | 3,420         | 2,723         | 15         | 44.2%        | 6,158         | 13.4%         | 28.6%        |
| Western         | 1,701         | 1,364         | 8          | 44.4%        | 3,073         | 6.7%          | -6.5%        |
| <b>National</b> | <b>23,836</b> | <b>21,968</b> | <b>166</b> | <b>47.8%</b> | <b>45,970</b> | <b>100.0%</b> | <b>10.2%</b> |

*NB. Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres*

**Table 44. Teachers in GRZ / Grant Aided Schools in Grades 1-9 by Gender and Province**

|                 | Male          | Female        | Unk.       | % (F)        | Total         | % of Tot.     | % Ch.       |
|-----------------|---------------|---------------|------------|--------------|---------------|---------------|-------------|
| Central         | 2,216         | 1,953         | 2          | 46.8%        | 4,171         | 10.9%         | 7.3%        |
| Copperbelt      | 2,597         | 5,086         | 11         | 66.1%        | 7,694         | 20.1%         | 3.0%        |
| Eastern         | 2,254         | 1,410         | 11         | 38.4%        | 3,675         | 9.6%          | 0.1%        |
| Luapula         | 1,851         | 1,121         | 6          | 37.6%        | 2,978         | 7.8%          | 5.3%        |
| Lusaka          | 1,765         | 3,054         | 5          | 63.3%        | 4,824         | 12.6%         | 20.6%       |
| N. Western      | 1,721         | 893           | 18         | 33.9%        | 2,632         | 6.9%          | 5.1%        |
| Northern        | 2,739         | 1,587         | 37         | 36.4%        | 4,363         | 11.4%         | 5.5%        |
| Southern        | 2,772         | 2,324         | 14         | 45.5%        | 5,110         | 13.4%         | 23.5%       |
| Western         | 1,545         | 1,279         | 5          | 45.2%        | 2,829         | 7.4%          | -9.0%       |
| <b>National</b> | <b>19,460</b> | <b>18,707</b> | <b>109</b> | <b>48.9%</b> | <b>38,276</b> | <b>100.0%</b> | <b>7.1%</b> |

*NB. Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres*

**Table 45. Teachers in Private / Church Schools in Grades 1-9 by Gender and Province**

|                 | Male         | Female       | Unk.      | % (F)        | Total        | % of Tot.     | % Ch.        |
|-----------------|--------------|--------------|-----------|--------------|--------------|---------------|--------------|
| Central         | 59           | 89           | 1         | 59.7%        | 149          | 4.0%          | 25.2%        |
| Copperbelt      | 581          | 762          | 10        | 56.3%        | 1,353        | 36.1%         | 37.1%        |
| Eastern         | 85           | 48           | 0         | 36.1%        | 133          | 3.5%          | -21.8%       |
| Luapula         | 36           | 18           | 0         | 33.3%        | 54           | 1.4%          | -1.8%        |
| Lusaka          | 717          | 746          | 10        | 50.6%        | 1,473        | 39.3%         | 19.7%        |
| N. Western      | 16           | 17           | 1         | 50.0%        | 34           | 0.9%          | 36.0%        |
| Northern        | 75           | 66           | 2         | 46.2%        | 143          | 3.8%          | 5.1%         |
| Southern        | 177          | 167          | 0         | 48.5%        | 344          | 9.2%          | 21.1%        |
| Western         | 31           | 36           | 1         | 52.9%        | 68           | 1.8%          | 112.5%       |
| <b>National</b> | <b>1,777</b> | <b>1,949</b> | <b>25</b> | <b>52.0%</b> | <b>3,751</b> | <b>100.0%</b> | <b>23.4%</b> |

*NB. Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres*

**Table 46. Teachers in Community Schools in Grades 1-9 by Gender and Province**

|                 | Male         | Female       | Unk.      | % (F)        | Total        | % of Tot.     | % Ch.        |
|-----------------|--------------|--------------|-----------|--------------|--------------|---------------|--------------|
| Central         | 189          | 124          | 2         | 39.4%        | 315          | 8.0%          | -0.9%        |
| Copperbelt      | 263          | 234          | 4         | 46.7%        | 501          | 12.7%         | 7.3%         |
| Eastern         | 409          | 171          | 2         | 29.4%        | 582          | 14.8%         | 27.1%        |
| Luapula         | 232          | 53           | 4         | 18.3%        | 289          | 7.3%          | 43.1%        |
| Lusaka          | 240          | 301          | 1         | 55.5%        | 542          | 13.7%         | 28.4%        |
| N. Western      | 138          | 32           | 1         | 18.7%        | 171          | 4.3%          | 42.5%        |
| Northern        | 532          | 116          | 15        | 17.5%        | 663          | 16.8%         | 59.8%        |
| Southern        | 471          | 232          | 1         | 33.0%        | 704          | 17.9%         | 84.3%        |
| Western         | 125          | 49           | 2         | 27.8%        | 176          | 4.5%          | 17.3%        |
| <b>National</b> | <b>2,599</b> | <b>1,312</b> | <b>32</b> | <b>33.3%</b> | <b>3,943</b> | <b>100.0%</b> | <b>34.4%</b> |

NB. Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres

**Table 47. Mentors in IRI Centres in Grades 1-7 by Gender and Province**

|                 | Male       | Female     | Unk.     | % (F)        | Total      | % of Tot.     |
|-----------------|------------|------------|----------|--------------|------------|---------------|
| Central         | 21         | 15         | 0        | 41.7%        | 36         | 8.5%          |
| Copperbelt      | 24         | 13         | 0        | 35.1%        | 37         | 8.7%          |
| Eastern         | 38         | 21         | 0        | 35.6%        | 59         | 13.9%         |
| Luapula         | 39         | 22         | 2        | 34.9%        | 63         | 14.8%         |
| Lusaka          | 6          | 3          | 0        | 33.3%        | 9          | 2.1%          |
| N. Western      | 9          | 2          | 0        | 18.2%        | 11         | 2.6%          |
| Northern        | 68         | 26         | 0        | 27.7%        | 94         | 22.1%         |
| Southern        | 55         | 15         | 2        | 20.8%        | 72         | 16.9%         |
| Western         | 12         | 32         | 0        | 72.7%        | 44         | 10.4%         |
| <b>National</b> | <b>272</b> | <b>149</b> | <b>4</b> | <b>35.1%</b> | <b>425</b> | <b>100.0%</b> |

Note: Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres

### Teacher qualifications and certifications

**Table 48. Teachers in Grades 1-9 by Academic Qualifications and Gender**

|                    | Male          | Female        | Unk.       | % (F)        | Total         | % of Tot.     |
|--------------------|---------------|---------------|------------|--------------|---------------|---------------|
| Standard 6         | 134           | 306           | 2          | 69.2%        | 442           | 1.0%          |
| Form 2/ Gr 9       | 1230          | 1,640         | 2          | 57.1%        | 2872          | 6.2%          |
| Form 3/ Gr 10      | 597           | 1088          | 3          | 64.5%        | 1688          | 3.7%          |
| Form 4             | 272           | 245           | 1          | 47.3%        | 518           | 1.1%          |
| Fail. Form 5/Gr 12 | 1386          | 1479          | 5          | 51.5%        | 2870          | 6.2%          |
| GCE "O"            | 2,948         | 2,346         | 11         | 44.2%        | 5305          | 11.5%         |
| Full Sch. Cert.    | 16,221        | 14,046        | 48         | 46.3%        | 30315         | 65.9%         |
| GCE "A" Lev.       | 59            | 38            | 0          | 39.2%        | 97            | 0.2%          |
| First Degree       | 185           | 124           | 0          | 40.1%        | 309           | 0.7%          |
| High Degree        | 17            | 18            | 0          | 51.4%        | 35            | 0.1%          |
| Unknown            | 787           | 638           | 94         | 42.0%        | 1519          | 3.3%          |
| <b>National</b>    | <b>23,836</b> | <b>21,968</b> | <b>166</b> | <b>47.8%</b> | <b>45,970</b> | <b>100.0%</b> |

NB. Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres

**Table 49. Teachers in Grades 1-9 by Certification and Gender**

|                        | Male          | Female        | Unk.       | % (F)        | Total         | % of Tot.     |
|------------------------|---------------|---------------|------------|--------------|---------------|---------------|
| Pre-Sch. Teach Cert    | 467           | 1023          | 2          | 68.6%        | 1,492         | 3.2%          |
| Prim. Teacher's Cert   | 15,475        | 15,953        | 45         | 50.7%        | 31,473        | 68.5%         |
| Cert. In Special Ed    | 290           | 263           | 0          | 47.6%        | 553           | 1.2%          |
| Diploma (Bas. or Sec.) | 2,729         | 1,888         | 2          | 40.9%        | 4,619         | 10.0%         |
| Special Ed. Diploma    | 230           | 228           | 1          | 49.7%        | 459           | 1.0%          |
| Advanced Diploma       | 165           | 88            | 0          | 34.8%        | 253           | 0.6%          |
| Ed Bachelor's Degree   | 288           | 174           | 4          | 37.3%        | 466           | 1.0%          |
| Other Bach. Degree     | 20            | 7             | 0          | 25.9%        | 27            | 0.1%          |
| Master's Degree        | 24            | 33            | 1          | 56.9%        | 58            | 0.1%          |
| Special Ed Degree      | 7             | 2             | 0          | 22.2%        | 9             | 0.0%          |
| Untrained              | 1617          | 852           | 6          | 34.4%        | 2,475         | 5.4%          |
| Unknown                | 2524          | 1457          | 105        | 35.7%        | 4,086         | 8.9%          |
| <b>National</b>        | <b>23,836</b> | <b>21,968</b> | <b>166</b> | <b>47.8%</b> | <b>45,970</b> | <b>100.0%</b> |

*Note: Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres*

### Teacher attrition

**Table 50. Teacher Attrition in Grades 1-9 by Reason and Gender (excl. Community Schools)**

|                     | Male         | Female     | % (F)        | Total        | % of Tot.   | % Ch.        |
|---------------------|--------------|------------|--------------|--------------|-------------|--------------|
| Non-teaching duties | 20           | 22         | 52.4%        | 42           | 0.1%        | 40.0%        |
| Contract expired    | 177          | 103        | 36.8%        | 280          | 0.7%        | 62.8%        |
| Dismissed           | 34           | 10         | 22.7%        | 44           | 0.1%        | 57.1%        |
| Illness             | 17           | 25         | 59.5%        | 42           | 0.1%        | 35.5%        |
| Others              | 135          | 83         | 38.1%        | 218          | 0.5%        | 38.0%        |
| Resigned            | 114          | 86         | 43.0%        | 200          | 0.5%        | 35.1%        |
| Retired             | 358          | 187        | 34.3%        | 545          | 1.3%        | 127.1%       |
| Died                | 404          | 420        | 51.0%        | 824          | 2.0%        | 29.6%        |
| <b>National</b>     | <b>1,259</b> | <b>936</b> | <b>42.6%</b> | <b>2,195</b> | <b>5.2%</b> | <b>52.1%</b> |

*Note: Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres*

**Table 51. Teacher Attrition in Grades 1-9 by Gender and Province (excl. Community Schools)**

|                 | Male         | Female     | % (F)        | Total        | % of Tot.   |
|-----------------|--------------|------------|--------------|--------------|-------------|
| Central         | 99           | 77         | 43.8%        | 176          | 4.1%        |
| Copperbelt      | 213          | 231        | 52.0%        | 444          | 4.9%        |
| Eastern         | 136          | 82         | 37.6%        | 218          | 5.7%        |
| Luapula         | 104          | 36         | 25.7%        | 140          | 4.6%        |
| Lusaka          | 153          | 216        | 58.5%        | 369          | 5.9%        |
| N. Western      | 87           | 40         | 31.5%        | 127          | 4.8%        |
| Northern        | 162          | 85         | 34.4%        | 247          | 5.5%        |
| Southern        | 157          | 98         | 38.4%        | 255          | 4.7%        |
| Western         | 148          | 71         | 32.4%        | 219          | 7.6%        |
| <b>National</b> | <b>1,259</b> | <b>936</b> | <b>42.6%</b> | <b>2,195</b> | <b>5.2%</b> |

*Note: Does not include teachers for Gr. 8-9 from Secondary Schools or Mentors from IRI Centres*

**Table 52. Teacher Attrition in Community Schools in Grades 1-9 by Gender and Province**

|                 | Male       | Female     | % (F)        | Total      | % of Tot.    |
|-----------------|------------|------------|--------------|------------|--------------|
| Central         | 51         | 29         | 36.3%        | 80         | 25.4%        |
| Copperbelt      | 91         | 74         | 44.8%        | 165        | 32.9%        |
| Eastern         | 115        | 54         | 32.0%        | 169        | 29.0%        |
| Luapula         | 41         | 12         | 22.6%        | 53         | 18.3%        |
| Lusaka          | 47         | 51         | 52.0%        | 98         | 18.1%        |
| N. Western      | 50         | 10         | 16.7%        | 60         | 35.1%        |
| Northern        | 109        | 55         | 33.5%        | 164        | 24.7%        |
| Southern        | 100        | 67         | 40.1%        | 167        | 23.7%        |
| Western         | 25         | 16         | 39.0%        | 41         | 23.3%        |
| <b>National</b> | <b>629</b> | <b>368</b> | <b>36.9%</b> | <b>997</b> | <b>25.3%</b> |

**Ratios****Table 53. Book / Pupil Ratio in English and Maths, in Grades 1-9 by Province**

|                | Eng 1-7    | Math 1-7   | Eng 8-9    | Math 8-9   | Eng 1-9    | Math 1-9     |
|----------------|------------|------------|------------|------------|------------|--------------|
| Central        | 1:2        | 1:3        | 1:5        | 1:9        | 1:2        | 1:3          |
| Copperbelt     | 1:2        | 1:5        | 1:4        | 1:7        | 1:2        | 1:5          |
| Eastern        | 1:2        | 1:3        | 1:3        | 1:5        | 1:2        | 1:3          |
| Luapula        | 1:2        | 1:4        | 1:3        | 1:7        | 1:2        | 1:4          |
| Lusaka         | 1:2        | 1:4        | 1:5        | 1:10       | 1:2        | 1:5          |
| N. Western     | 1:2        | 1:3        | 1:4        | 1:5        | 1:2        | 1:3          |
| Northern       | 1:2        | 1:3        | 1:5        | 1:7        | 1:2        | 1:3          |
| Southern       | 1:2        | 1:4        | 1:2        | 1:5        | 1:2        | 1:4          |
| Western        | 1:2        | 1:2        | 1:1        | 1:2        | 1:1        | 1:2          |
| <b>Average</b> | <b>1:2</b> | <b>1:3</b> | <b>1:3</b> | <b>1:6</b> | <b>1:2</b> | <b>1:3.5</b> |

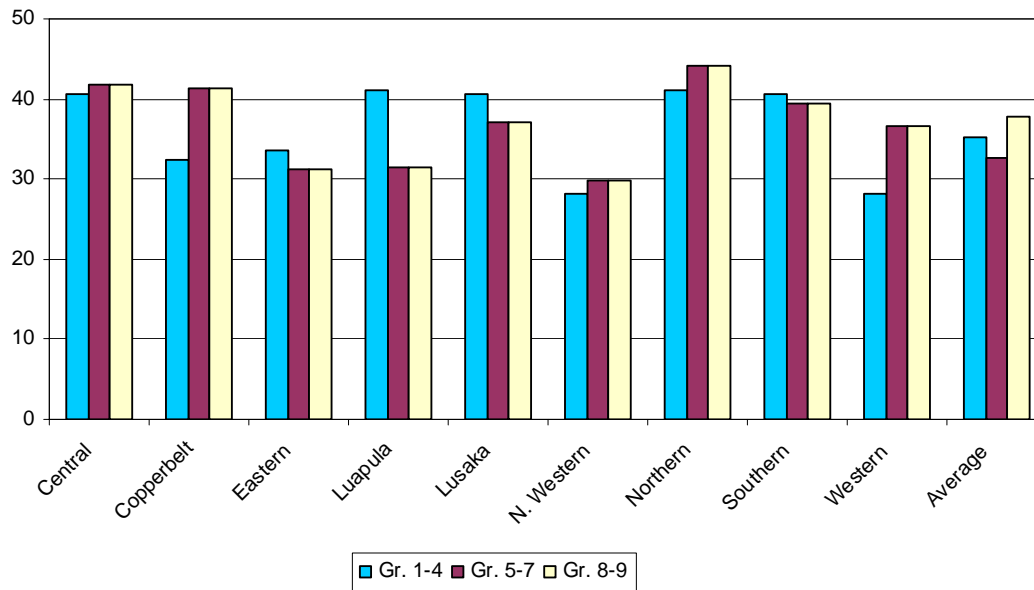
*Note: Does not include APU Students*

**Table 54. Pupil/Teacher Ratio in Grades 1-9 by Province**

|                | Gr. 1-4*    | Gr. 5-7     | Gr. 8-9     |
|----------------|-------------|-------------|-------------|
| <b>Average</b> | <b>92.4</b> | <b>36.7</b> | <b>26.2</b> |

*\*PTR in Grades are based on double shifting, which makes for an actual PTR of 46.2*



**Figure 20. Pupil/Class Ratios in Grades 1-9 by Province****Table 55. Pupil/Class Ratios in Grades 1-9 by Province**

|                | Gr. 1-4     | Gr. 5-7     | Gr. 8-9     |
|----------------|-------------|-------------|-------------|
| Central        | 40.7        | 41.7        | 41.7        |
| Copperbelt     | 32.4        | 41.2        | 41.2        |
| Eastern        | 33.7        | 31.3        | 31.3        |
| Luapula        | 41.2        | 31.3        | 31.3        |
| Lusaka         | 40.7        | 37.1        | 37.1        |
| N. Western     | 28.2        | 29.8        | 29.8        |
| Northern       | 41.2        | 44.1        | 44.1        |
| Southern       | 40.7        | 39.3        | 39.3        |
| Western        | 28.2        | 36.6        | 36.6        |
| <b>Average</b> | <b>35.3</b> | <b>32.7</b> | <b>37.9</b> |

## Examination pass rate

Figure 21. National Assessment Scores (Grade 5) by Subject and Province in 2003

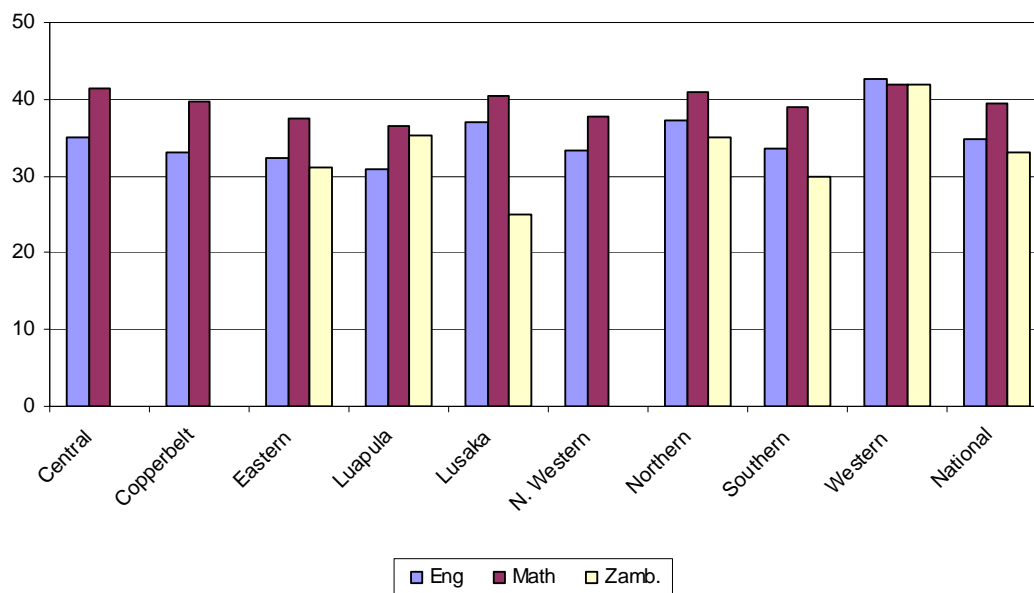


Table 56. National Assessment Scores (Grade 5) in the English Language by Gender and Province in 2003

|                 | Male        | Female      | Aver.       |
|-----------------|-------------|-------------|-------------|
| Central         | 36.0        | 34.6        | 35.1        |
| Copperbelt      | 31.9        | 31.7        | 33.0        |
| Eastern         | 34.5        | 30.2        | 32.3        |
| Luapula         | 32.4        | 29.1        | 30.8        |
| Lusaka          | 37.4        | 37.5        | 36.9        |
| N. Western      | 37.8        | 36.8        | 33.5        |
| Northern        | 33.4        | 32.5        | 37.2        |
| Southern        | 33.1        | 34.5        | 33.6        |
| Western         | 36.9        | 38.7        | 42.7        |
| <b>National</b> | <b>34.6</b> | <b>33.9</b> | <b>34.8</b> |

Note: The total average scores include respondents who did not indicate their gender

Table 57. National Assessment Scores (Grade 5) in Numeracy by Gender and Province in 2003

|                 | Male        | Female      | Aver.       |
|-----------------|-------------|-------------|-------------|
| Central         | 42.9        | 41.0        | 41.5        |
| Copperbelt      | 38.8        | 37.7        | 39.7        |
| Eastern         | 40.6        | 34.8        | 37.5        |
| Luapula         | 39.4        | 33.6        | 36.6        |
| Lusaka          | 42.4        | 39.6        | 40.5        |
| N. Western      | 42.1        | 39.7        | 37.8        |
| Northern        | 39.3        | 37.2        | 41.0        |
| Southern        | 39.5        | 39.2        | 39.1        |
| Western         | 38.5        | 36.7        | 42.0        |
| <b>National</b> | <b>40.4</b> | <b>37.8</b> | <b>39.3</b> |

Note: The total average scores include respondents who did not indicate their gender

**Table 58. National Assessment Scores (Grade 5) in Zambian Languages by Gender and Province in 2003**

|                 | Male        | Female      | Aver.       |
|-----------------|-------------|-------------|-------------|
| Central         | -           | -           | -           |
| Copperbelt      | -           | -           | -           |
| Eastern         | 33.0        | 29.7        | 31.1        |
| Luapula         | 38.6        | 31.8        | 35.3        |
| Lusaka          | 26.1        | 24.5        | 25.1        |
| N. Western      | -           | -           | -           |
| Northern        | 36.0        | 34.1        | 35.0        |
| Southern        | 30.4        | 29.4        | 29.9        |
| Western         | 39.7        | 39.3        | 41.9        |
| <b>National</b> | <b>33.9</b> | <b>31.3</b> | <b>33.1</b> |

Note: The total average scores include respondents who did not indicate their gender

**Table 59. Examination Pass Rates in Grades 9 by Gender and Province in 2003**

|                 | Number sat    |               | Certificates  |               |               |              |              |              |
|-----------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|
|                 | Male          | Female        | Male          | Female        | Total         | % (M)        | % (F)        | % (T)        |
| Central         | 6,862         | 6,450         | 3,942         | 2,822         | 6,764         | 57.4%        | 43.8%        | 50.8%        |
| Copperbelt      | 16,135        | 16,439        | 9,534         | 7,733         | 17,267        | 59.1%        | 47.0%        | 53.0%        |
| Eastern         | 7,260         | 5,097         | 4,055         | 2,079         | 6,134         | 55.9%        | 40.8%        | 49.6%        |
| Luapula         | 4,160         | 2,830         | 2,887         | 1,589         | 4,476         | 69.4%        | 56.1%        | 64.0%        |
| Lusaka          | 12,870        | 11,882        | 8,431         | 6,123         | 14,554        | 65.5%        | 51.5%        | 58.8%        |
| N. Western      | 4,415         | 2,908         | 3,184         | 2,007         | 5,191         | 72.1%        | 69.0%        | 70.9%        |
| Northern        | 7,757         | 5,526         | 4,745         | 2,942         | 7,687         | 61.2%        | 53.2%        | 57.9%        |
| Southern        | 9,258         | 7,850         | 5,291         | 3,466         | 8,757         | 57.2%        | 44.2%        | 51.2%        |
| Western         | 4,170         | 3,569         | 2,811         | 2,345         | 5,156         | 67.4%        | 65.7%        | 66.6%        |
| <b>National</b> | <b>72,887</b> | <b>62,551</b> | <b>44,880</b> | <b>31,106</b> | <b>75,986</b> | <b>61.6%</b> | <b>49.7%</b> | <b>56.1%</b> |

**Table 60. Survival Rates (Gr. 5) by Gender and Province**

|                 | Male       | Female     | Aver.      |
|-----------------|------------|------------|------------|
| Central         | 103%       | 99%        | 101%       |
| Copperbelt      | 95%        | 92%        | 93%        |
| Eastern         | 107%       | 107%       | 107%       |
| Luapula         | 94%        | 88%        | 91%        |
| Lusaka          | 85%        | 69%        | 77%        |
| N. Western      | 88%        | 75%        | 82%        |
| Northern        | 81%        | 70%        | 75%        |
| Southern        | 73%        | 67%        | 70%        |
| Western         | 78%        | 72%        | 75%        |
| <b>National</b> | <b>91%</b> | <b>83%</b> | <b>87%</b> |

## Staff housing

Figure 22. Staff Houses in Basic Schools by Type

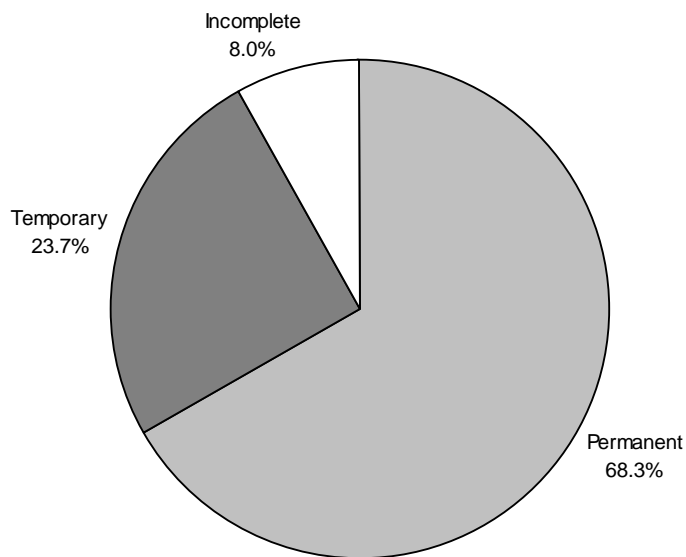


Table 61. Staff Houses in Basic Schools by Type and Province

|                 | Perm.         | Temp.        | % (Temp)     | Total         | % of Tot.     | Incomp.      | % Ch.        |
|-----------------|---------------|--------------|--------------|---------------|---------------|--------------|--------------|
| Central         | 1,467         | 508          | 25.7%        | 1,975         | 11.2%         | 277          | 16.5%        |
| Copperbelt      | 1,322         | 164          | 11.0%        | 1,486         | 8.5%          | 76           | 35.1%        |
| Eastern         | 2,082         | 484          | 18.9%        | 2,566         | 14.6%         | 258          | 14.0%        |
| Luapula         | 859           | 357          | 29.4%        | 1,216         | 6.9%          | 98           | 23.6%        |
| Lusaka          | 910           | 88           | 8.8%         | 998           | 5.7%          | 56           | 15.2%        |
| N. Western      | 1,116         | 543          | 32.7%        | 1,659         | 9.4%          | 103          | 38.4%        |
| Northern        | 1,526         | 1,110        | 42.1%        | 2,636         | 15.0%         | 240          | 26.9%        |
| Southern        | 2,309         | 490          | 17.5%        | 2,799         | 15.9%         | 278          | 31.7%        |
| Western         | 1,162         | 1,073        | 48.0%        | 2,235         | 12.7%         | 164          | 50.3%        |
| <b>National</b> | <b>12,753</b> | <b>4,817</b> | <b>27.4%</b> | <b>17,570</b> | <b>100.0%</b> | <b>1,550</b> | <b>27.5%</b> |

## Educational facilities

Table 62. Laboratories in Basic Schools by Type and Province

|                 | Perm.      | Temp.     | % (Temp)     | Total      | % of Tot.     | Incomp.   |
|-----------------|------------|-----------|--------------|------------|---------------|-----------|
| Central         | 6          | 7         | 53.8%        | 13         | 8.9%          | 2         |
| Copperbelt      | 35         | 2         | 5.4%         | 37         | 25.3%         | 12        |
| Eastern         | 7          | 2         | 22.2%        | 9          | 6.2%          | 3         |
| Luapula         | 1          | 2         | 66.7%        | 3          | 2.1%          | 0         |
| Lusaka          | 46         | 3         | 6.1%         | 49         | 33.6%         | 7         |
| N. Western      | 0          | 0         |              | 0          | 0.0%          | 0         |
| Northern        | 0          | 0         |              | 0          | 0.0%          | 0         |
| Southern        | 10         | 5         | 33.3%        | 15         | 10.3%         | 2         |
| Western         | 0          | 20        | 100.0%       | 20         | 13.7%         | 0         |
| <b>National</b> | <b>105</b> | <b>41</b> | <b>28.1%</b> | <b>146</b> | <b>100.0%</b> | <b>26</b> |

Table 63. Libraries in Basic Schools by Type and Province

|                 | Perm.      | Temp.      | % (Temp)     | Total      | % of Tot.     | Incomp.   |
|-----------------|------------|------------|--------------|------------|---------------|-----------|
| Central         | 23         | 9          | 28.1%        | 32         | 8.6%          | 1         |
| Copperbelt      | 61         | 27         | 30.7%        | 88         | 23.6%         | 7         |
| Eastern         | 20         | 23         | 53.5%        | 43         | 11.5%         | 0         |
| Luapula         | 4          | 7          | 63.6%        | 11         | 2.9%          | 0         |
| Lusaka          | 97         | 18         | 15.7%        | 115        | 30.8%         | 4         |
| N. Western      | 5          | 4          | 44.4%        | 9          | 2.4%          | 0         |
| Northern        | 8          | 14         | 63.6%        | 22         | 5.9%          | 2         |
| Southern        | 32         | 12         | 27.3%        | 44         | 11.8%         | 2         |
| Western         | 7          | 2          | 22.2%        | 9          | 2.4%          | 0         |
| <b>National</b> | <b>257</b> | <b>116</b> | <b>31.1%</b> | <b>373</b> | <b>100.0%</b> | <b>16</b> |

Table 64. Workshops in Regular Schools by Type and Province

|                 | Perm.      | Temp.     | % (Temp)     | Total      | % of Tot.     | Incomp.   |
|-----------------|------------|-----------|--------------|------------|---------------|-----------|
| Central         | 24         | 3         | 11.1%        | 27         | 7.9%          | 1         |
| Copperbelt      | 69         | 5         | 6.8%         | 74         | 21.8%         | 6         |
| Eastern         | 57         | 7         | 10.9%        | 64         | 18.8%         | 19        |
| Luapula         | 21         | 2         | 8.7%         | 23         | 6.8%          | 2         |
| Lusaka          | 39         | 2         | 4.9%         | 41         | 12.1%         | 3         |
| N. Western      | 17         | 2         | 10.5%        | 19         | 5.6%          | 7         |
| Northern        | 22         | 3         | 12.0%        | 25         | 7.4%          | 6         |
| Southern        | 35         | 14        | 28.6%        | 49         | 14.4%         | 9         |
| Western         | 15         | 3         | 16.7%        | 18         | 5.3%          | 5         |
| <b>National</b> | <b>299</b> | <b>41</b> | <b>12.1%</b> | <b>340</b> | <b>100.0%</b> | <b>58</b> |

**Table 65. Home Economics Classrooms in Regular Schools by Type and Province**

|                   | <b>Perm.</b> | <b>Temp.</b> | <b>% (Temp)</b> | <b>Total</b> | <b>% of Tot.</b> | <b>Incomp.</b> |
|-------------------|--------------|--------------|-----------------|--------------|------------------|----------------|
| <b>Central</b>    | 52           | 5            | 8.8%            | 57           | 8.8%             | 4              |
| <b>Copperbelt</b> | 208          | 15           | 6.7%            | 223          | 34.3%            | 5              |
| <b>Eastern</b>    | 37           | 5            | 11.9%           | 42           | 6.5%             | 3              |
| <b>Luapula</b>    | 17           | 7            | 29.2%           | 24           | 3.7%             | 2              |
| <b>Lusaka</b>     | 118          | 5            | 4.1%            | 123          | 18.9%            | 3              |
| <b>N. Western</b> | 16           | 0            | 0.0%            | 16           | 2.5%             | 0              |
| <b>Northern</b>   | 27           | 6            | 18.2%           | 33           | 5.1%             | 3              |
| <b>Southern</b>   | 72           | 9            | 11.1%           | 81           | 12.4%            | 10             |
| <b>Western</b>    | 45           | 7            | 13.5%           | 52           | 8.0%             | 1              |
| <b>National</b>   | <b>592</b>   | <b>59</b>    | <b>9.1%</b>     | <b>651</b>   | <b>100.0%</b>    | <b>31</b>      |

## Equity

This is an indicator that measures how equitable resources are being distributed. Equity concerns include such crosscutting issues as poverty alleviation; Child/school health & nutrition; HIV/AIDS interventions and Children with Special Education Needs. The main thrust is to remove gender and other social barriers that hinder vulnerable children from attending school and continuing with their education. This is in order to increase enrolment, retention, progression and completion and improve learning achievement. .

Of notable interest is the increase in the number of children entered and who sat for the grade 7 examinations and also those who progressed to grade 8. The number of pupils in basic schools increased from 2,286,615 pupils in 2003 to 2,522,378 in 2004 indicating a 10.3% increase.

From the BESSIP inception, the Ministry has been focused on improving the participation and retention of vulnerable children through:

- a) Developing and implementing measures to encourage the enrolment and retention of vulnerable children, including girls, in schools and establishing of schools specifically oriented towards such measures;
- b) Introduction of a national wide bursary scheme to be directed to needy children using criteria agreed upon between the different stakeholders. The major interventions are mainly through Poverty Reduction Strategy Paper (PRSP), Zambia Education Capacity Building (ZECAB) and Campaign for Female Education (CAMFED). In 2003, a total population of 65,606 Orphans and Vulnerable Children (OVC) received bursaries at basic education level in 44 districts out of which 60% were girls. In 2004, the total number of bursary recipients was 63,063. Despite the decline in the number of pupils receiving bursary in 2003, the bursary increased in monetary terms from K100,000 per child to K500,000 in 2004.
- c) Development of frameworks to promote and support the provision of education by non-government suppliers.

Education of vulnerable children continued to receive special attention through the Programme for the Advancement of Girls' Education (PAGE), the School Health and Nutrition (SHN) Pilot in Eastern Province, the Interactive Radio Instruction Programme (IRI), and the Inclusive Schooling Programme for children with special learning needs (INSPRO) and the bursary scheme.

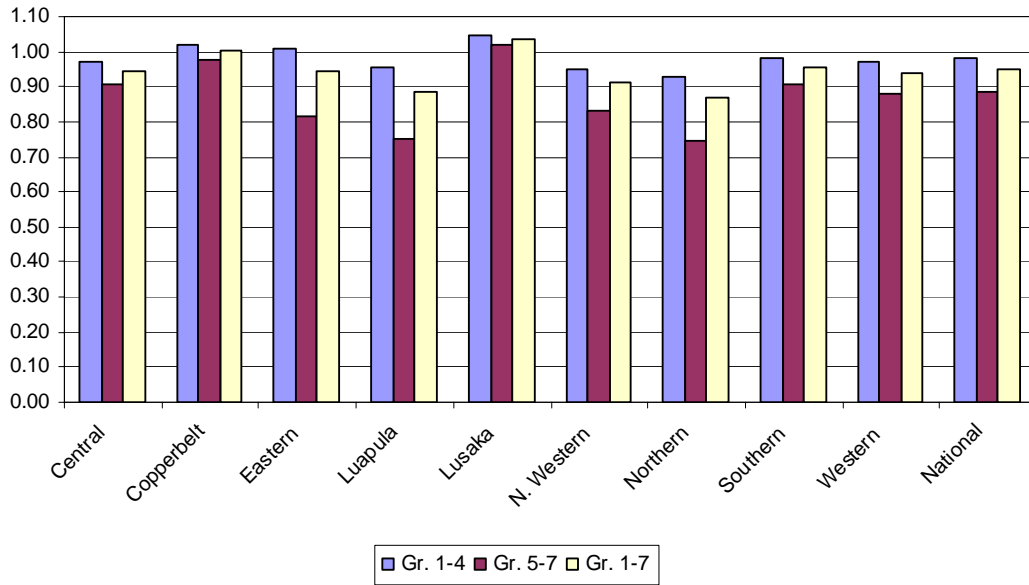
The above interventions by 2004 resulted in 43.2% net intake rate for girls compared with 41.0% for boys and the national average of 42.1% in the same year. This means that girls aged seven have more access to education than boys of the same age group.

Net Enrolment Ratio (grades 1-7), the ratio in 2004 stood at 84.7% for girls and 85.7% for boys, just slightly below the national average of 85.1%.

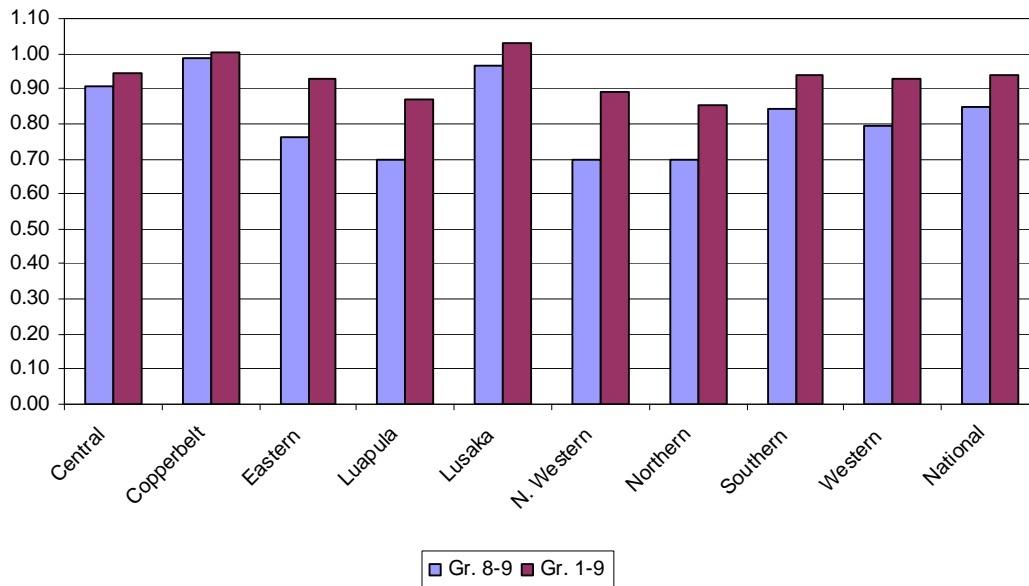
The Pregnancy Re-admission Policy is bearing results as there are now more re-admissions than before. The number of girls re-admitted into school in 2003 was 1,836 as compared to 2,626 in 2004.

**Gender Parity**

**Figure 23. Gender Parity Index for Grades 1-7**



**Figure 24. Gender Parity Index for Grades 1-9**





**Table 66. Gender Parity Index in Grades 1-9 by Province**

|                 | Gr. 1-4     | Gr. 5-7     | Gr. 1-7     | Gr. 8-9     | Gr. 1-9     |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| Central         | 0.97        | 0.91        | 0.95        | 0.90        | 0.94        |
| Copperbelt      | 1.02        | 0.98        | 1.00        | 0.98        | 1.00        |
| Eastern         | 1.01        | 0.82        | 0.94        | 0.76        | 0.93        |
| Luapula         | 0.95        | 0.75        | 0.89        | 0.70        | 0.87        |
| Lusaka          | 1.05        | 1.02        | 1.04        | 0.97        | 1.03        |
| N. Western      | 0.95        | 0.83        | 0.91        | 0.70        | 0.89        |
| Northern        | 0.93        | 0.75        | 0.87        | 0.70        | 0.86        |
| Southern        | 0.98        | 0.90        | 0.95        | 0.84        | 0.94        |
| Western         | 0.97        | 0.88        | 0.94        | 0.79        | 0.93        |
| <b>National</b> | <b>0.98</b> | <b>0.88</b> | <b>0.95</b> | <b>0.85</b> | <b>0.94</b> |

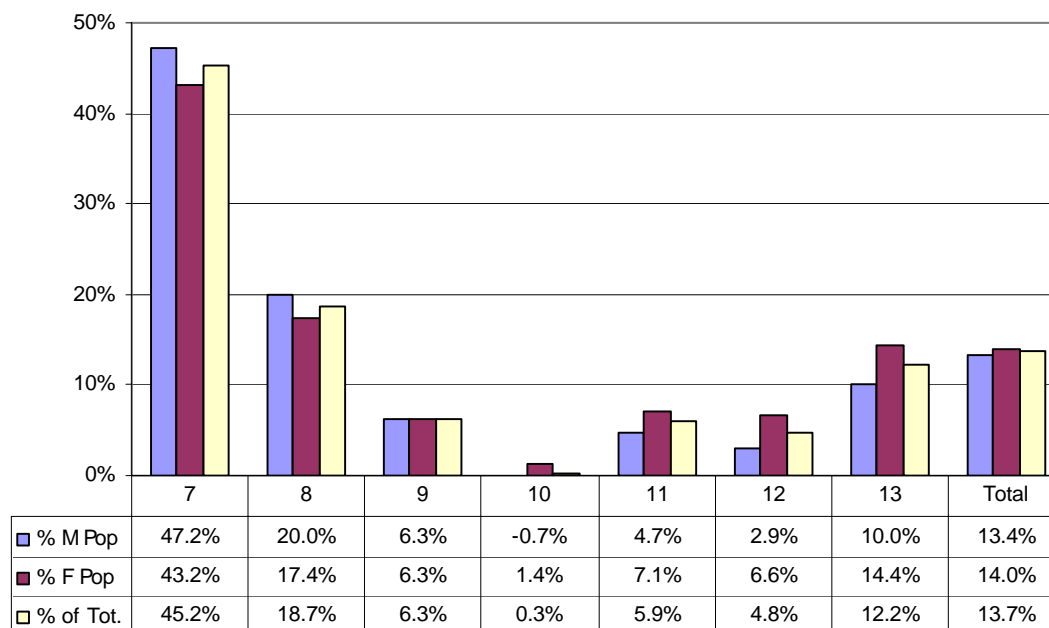
**Table 67. Gender Parity Index in Grades 1-9 by Agency**

|                | Gr. 1-4     | Gr. 5-7     | Gr. 1-7     | Gr. 8-9     | Gr. 1-9     |
|----------------|-------------|-------------|-------------|-------------|-------------|
| GRZ            | 0.98        | 0.88        | 0.94        | 0.81        | 0.92        |
| Grant Aided    | 1.09        | 1.05        | 1.08        | 1.20        | 1.11        |
| Private        | 1.00        | 1.04        | 1.01        | 1.03        | 1.01        |
| Church         | 1.05        | 0.96        | 1.02        | 0.70        | 1.00        |
| Community      | 0.99        | 0.87        | 0.97        | 0.91        | 0.97        |
| <b>Average</b> | <b>0.98</b> | <b>0.88</b> | <b>0.95</b> | <b>0.85</b> | <b>0.94</b> |

## Out of School Children

There has been a steady decline in the number of out-of-school children from 2000 to 2004.

**Figure 25. Out of School Children by Age and Gender**



**Table 68. Out of School Children Aged 7-13 by Gender and Province**

|                   | Male           | Female         | % (F)        | Total          | % of Pop     |
|-------------------|----------------|----------------|--------------|----------------|--------------|
| <b>Central</b>    | 10,609         | 10,409         | 49.5%        | 21,018         | 7.6%         |
| <b>Copperbelt</b> | -1,038         | -2,514         | 70.8%        | -3,552         | -0.9%        |
| <b>Eastern</b>    | 52,594         | 49,666         | 48.6%        | 102,260        | 27.7%        |
| <b>Luapula</b>    | 19,688         | 22,717         | 53.6%        | 42,405         | 18.6%        |
| <b>Lusaka</b>     | 35,175         | 30,053         | 46.1%        | 65,228         | 18.5%        |
| <b>N. Western</b> | 7,961          | 9,965          | 55.6%        | 17,926         | 11.3%        |
| <b>Northern</b>   | -611           | 8,808          | 107.5%       | 8,197          | 2.4%         |
| <b>Southern</b>   | 8,858          | 9,957          | 52.9%        | 18,815         | 5.6%         |
| <b>Western</b>    | 9,229          | 11,489         | 55.5%        | 20,718         | 10.8%        |
| <b>National</b>   | <b>142,465</b> | <b>150,550</b> | <b>51.4%</b> | <b>293,015</b> | <b>13.7%</b> |

**Table 69. Percentage of Out of School Children Aged 7-13 by Gender and Province**

|                 | Male        | Female      | Average     |
|-----------------|-------------|-------------|-------------|
| Central         | 9.6         | 9.4         | 9.5         |
| Copperbelt      | -0.6        | -1.5        | -1.1        |
| Eastern         | 35.2        | 33.3        | 34.3        |
| Luapula         | 21.4        | 24.9        | 23.1        |
| Lusaka          | 25.0        | 21.1        | 23.0        |
| N. Western      | 12.4        | 15.7        | 14.0        |
| Northern        | -0.5        | 6.5         | 3.0         |
| Southern        | 6.6         | 7.3         | 7.0         |
| Western         | 12.1        | 15.0        | 13.6        |
| <b>National</b> | <b>13.4</b> | <b>14.0</b> | <b>13.7</b> |

**Table 70. Out of School Children Aged 7-15 by Gender and Province**

|                 | Male           | Female         | % (F)        | Total          | % of Pop     |
|-----------------|----------------|----------------|--------------|----------------|--------------|
| Central         | 15,687         | 17,394         | 52.6%        | 33,081         | 11.9%        |
| Copperbelt      | 6,510          | 7,822          | 54.6%        | 14,332         | 3.5%         |
| Eastern         | 66,569         | 66,159         | 49.8%        | 132,728        | 35.9%        |
| Luapula         | 26,649         | 32,238         | 54.7%        | 58,887         | 25.9%        |
| Lusaka          | 46,838         | 43,782         | 48.3%        | 90,620         | 25.6%        |
| N. Western      | 11,607         | 15,227         | 56.7%        | 26,834         | 17.0%        |
| Northern        | 3,408          | 18,940         | 84.8%        | 22,348         | 6.6%         |
| Southern        | 12,651         | 17,739         | 58.4%        | 30,390         | 9.0%         |
| Western         | 16,279         | 20,705         | 56.0%        | 36,984         | 19.2%        |
| <b>National</b> | <b>206,198</b> | <b>240,006</b> | <b>53.8%</b> | <b>446,204</b> | <b>16.7%</b> |

## Orphans

**Table 71. Orphans in Grades 1-9 by Gender and Province**

|              | Male           | Female         | % (F)        | Total          | % of Enr.    | % Ch.        |
|--------------|----------------|----------------|--------------|----------------|--------------|--------------|
| Central      | 28,317         | 26,581         | 48.4%        | 54,898         | 19.9%        | 51.3%        |
| Copperbelt   | 43,323         | 44,331         | 50.6%        | 87,654         | 19.8%        | 68.4%        |
| Eastern      | 28,763         | 26,376         | 47.8%        | 55,139         | 20.1%        | 41.1%        |
| Luapula      | 20,288         | 18,503         | 47.7%        | 38,791         | 19.7%        | 24.7%        |
| Lusaka       | 31,671         | 33,736         | 51.6%        | 65,407         | 22.6%        | 48.3%        |
| N. Western   | 13,387         | 12,037         | 47.3%        | 25,424         | 16.5%        | 46.9%        |
| Northern     | 35,414         | 30,194         | 46.0%        | 65,608         | 18.0%        | 35.4%        |
| Southern     | 37,339         | 35,578         | 48.8%        | 72,917         | 20.6%        | 42.7%        |
| Western      | 21,636         | 19,978         | 48.0%        | 41,614         | 24.3%        | 35.2%        |
| <b>Total</b> | <b>260,138</b> | <b>247,314</b> | <b>48.7%</b> | <b>507,452</b> | <b>20.1%</b> | <b>44.9%</b> |

*Note: There is a notable increase in the number of orphans by nearly half of the total.*

**Table 72. Percentage of Orphans in Grades 1-9 by Gender and Province**

|              | Male        | Female      | Average     |
|--------------|-------------|-------------|-------------|
| Central      | 20.0        | 19.9        | 19.9        |
| Copperbelt   | 19.6        | 20.0        | 19.8        |
| Eastern      | 20.2        | 20.0        | 20.1        |
| Luapula      | 19.3        | 20.2        | 19.8        |
| Lusaka       | 22.2        | 23.0        | 22.6        |
| N. Western   | 16.4        | 16.6        | 16.5        |
| Northern     | 18.1        | 18.0        | 18.0        |
| Southern     | 20.5        | 20.8        | 20.7        |
| Western      | 24.4        | 24.2        | 24.3        |
| <b>Total</b> | <b>20.0</b> | <b>20.3</b> | <b>20.1</b> |

**Table 73. Orphans in Grades 1-7 by Gender and Province**

|              | Male           | Female         | % (F)        | Total          | % of Enr.    |
|--------------|----------------|----------------|--------------|----------------|--------------|
| Central      | 25,317         | 23,690         | 48.3%        | 49,007         | 19.7%        |
| Copperbelt   | 37,158         | 37,982         | 50.5%        | 75,140         | 19.8%        |
| Eastern      | 25,670         | 24,000         | 48.3%        | 49,670         | 19.5%        |
| Luapula      | 17,843         | 16,560         | 48.1%        | 34,403         | 19.1%        |
| Lusaka       | 27,042         | 28,770         | 51.5%        | 55,812         | 21.8%        |
| N. Western   | 11,476         | 10,453         | 47.7%        | 21,929         | 15.8%        |
| Northern     | 31,321         | 26,809         | 46.1%        | 58,130         | 17.3%        |
| Southern     | 31,940         | 30,672         | 49.0%        | 62,612         | 19.8%        |
| Western      | 19,048         | 17,644         | 48.1%        | 36,692         | 23.4%        |
| <b>Total</b> | <b>226,815</b> | <b>216,580</b> | <b>48.8%</b> | <b>443,395</b> | <b>19.6%</b> |

**Table 74. Enrolment of Orphans in Grades 1-9 by Agency**

|              | Enrol            | Orphans        | % Orph.      |
|--------------|------------------|----------------|--------------|
| GRZ          | 2,128,527        | 403,107        | 18.9%        |
| Grant Aided  | 62,851           | 16,651         | 26.5%        |
| Private      | 61,846           | 7,697          | 12.4%        |
| Church       | 38,455           | 12,396         | 32.2%        |
| Community    | 230,699          | 67,601         | 29.3%        |
| <b>Total</b> | <b>2,522,378</b> | <b>507,452</b> | <b>20.1%</b> |

Note: GRZ includes APU pupils and IRI Centres

## Children with Special Educational Needs (CSEN)

Figure 26. CSEN Pupils in Grades 1-9 by Impairment

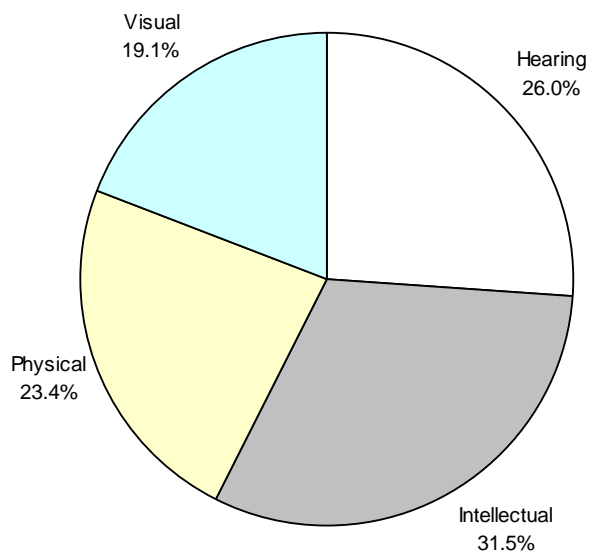


Table 75. CSEN Pupils in Basic Schools by Impairment and Gender

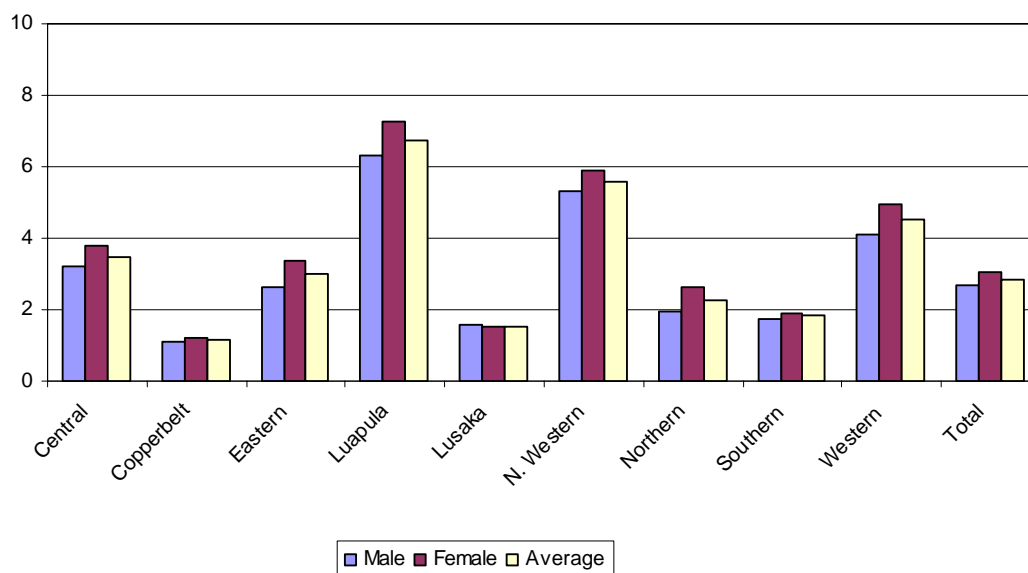
|              | Male          | Female        | % (F)        | Total         | % of Tot.     |
|--------------|---------------|---------------|--------------|---------------|---------------|
| Hearing      | 10,323        | 8,756         | 45.9%        | 19,079        | 26.0%         |
| Intellectual | 12,161        | 10,921        | 47.3%        | 23,082        | 31.5%         |
| Physical     | 9,332         | 7,851         | 45.7%        | 17,183        | 23.4%         |
| Visual       | 7,552         | 6,420         | 45.9%        | 13,972        | 19.1%         |
| <b>Total</b> | <b>39,368</b> | <b>33,948</b> | <b>46.3%</b> | <b>73,316</b> | <b>100.0%</b> |

Table 76. CSEN in Grades 1-9 by Gender and Province

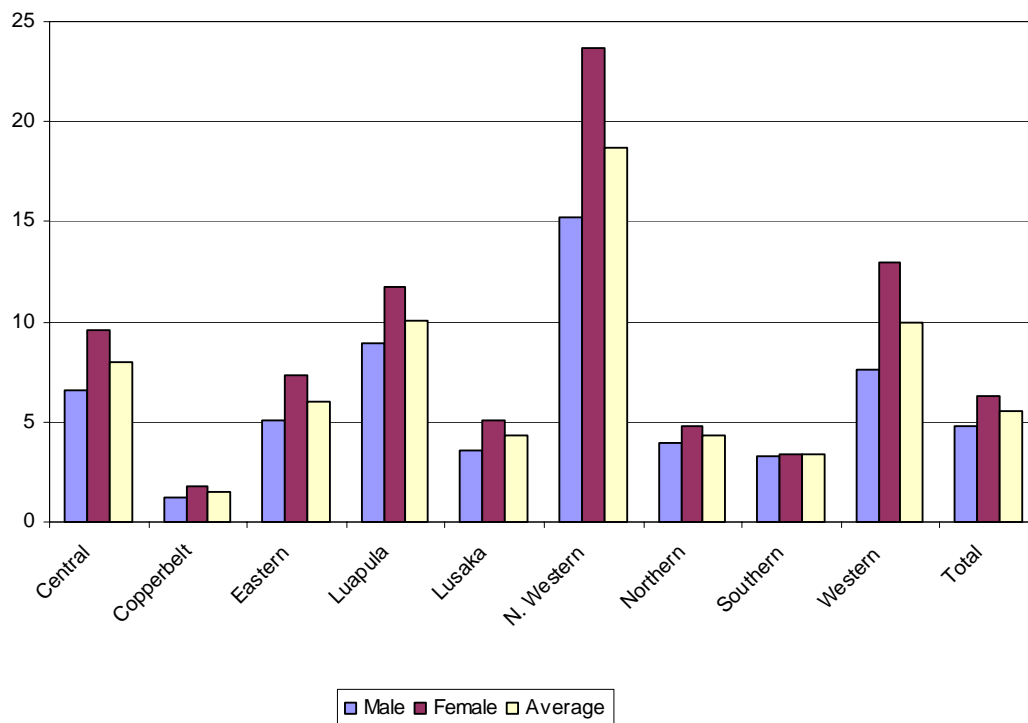
|              | Male          | Female        | % (F)        | Total         | % of Enr.   | % Ch.         |
|--------------|---------------|---------------|--------------|---------------|-------------|---------------|
| Central      | 3,848         | 3,574         | 48.2%        | 7,422         | 2.7%        | 153.6%        |
| Copperbelt   | 3,913         | 3,626         | 48.1%        | 7,539         | 1.7%        | 109.6%        |
| Eastern      | 3,942         | 3,161         | 44.5%        | 7,103         | 2.6%        | 105.5%        |
| Luapula      | 4,022         | 3,228         | 44.5%        | 7,250         | 3.7%        | 97.2%         |
| Lusaka       | 2,270         | 2,341         | 50.8%        | 4,611         | 1.6%        | 44.7%         |
| N. Western   | 4,430         | 3,795         | 46.1%        | 8,225         | 5.3%        | 148.3%        |
| Northern     | 6,968         | 5,339         | 43.4%        | 12,307        | 3.4%        | 142.5%        |
| Southern     | 5,688         | 5,194         | 47.7%        | 10,882        | 3.1%        | 144.9%        |
| Western      | 4,287         | 3,690         | 46.3%        | 7,977         | 4.7%        | 118.7%        |
| <b>Total</b> | <b>39,368</b> | <b>33,948</b> | <b>46.3%</b> | <b>73,316</b> | <b>2.9%</b> | <b>120.0%</b> |

**Table 77. Percentage CSEN in Grades 1-9 by Gender and Province**

|              | Male       | Female     | Average    |
|--------------|------------|------------|------------|
| Central      | 2.7        | 2.7        | 2.7        |
| Copperbelt   | 1.8        | 1.6        | 1.7        |
| Eastern      | 2.8        | 2.4        | 2.6        |
| Luapula      | 3.8        | 3.5        | 3.7        |
| Lusaka       | 1.6        | 1.6        | 1.6        |
| N. Western   | 5.4        | 5.2        | 5.3        |
| Northern     | 3.6        | 3.2        | 3.4        |
| Southern     | 3.1        | 3.0        | 3.1        |
| Western      | 4.8        | 4.5        | 4.7        |
| <b>Total</b> | <b>3.0</b> | <b>2.8</b> | <b>2.9</b> |

**Figure 27. Percentage of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province****Table 78. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province**

|              | Male          | Female        | % (F)        | Total         | % of Enr.   |
|--------------|---------------|---------------|--------------|---------------|-------------|
| Central      | 4,116         | 4,559         | 52.6%        | 8,675         | 3.5%        |
| Copperbelt   | 2,098         | 2,282         | 52.1%        | 4,380         | 1.2%        |
| Eastern      | 3,474         | 4,125         | 54.3%        | 7,599         | 3.0%        |
| Luapula      | 6,030         | 6,177         | 50.6%        | 12,207        | 6.8%        |
| Lusaka       | 1,961         | 1,963         | 50.0%        | 3,924         | 1.5%        |
| N. Western   | 3,851         | 3,917         | 50.4%        | 7,768         | 5.6%        |
| Northern     | 3,467         | 4,091         | 54.1%        | 7,558         | 2.3%        |
| Southern     | 2,812         | 2,919         | 50.9%        | 5,731         | 1.8%        |
| Western      | 3,316         | 3,768         | 53.2%        | 7,084         | 4.5%        |
| <b>Total</b> | <b>31,125</b> | <b>33,801</b> | <b>52.1%</b> | <b>64,926</b> | <b>2.9%</b> |

**Figure 28. Percentage of Pupils Receiving Bursaries in Grades 8-9 by Gender and Province****Table 79. Number of Pupils Receiving Bursaries in Grades 8-9 by Gender and Province**

|                   | Male         | Female       | % (F)        | Total         | % of Enr.   |
|-------------------|--------------|--------------|--------------|---------------|-------------|
| <b>Central</b>    | 900          | 1,188        | 56.9%        | 2,088         | 8.0%        |
| <b>Copperbelt</b> | 399          | 560          | 58.4%        | 959           | 1.5%        |
| <b>Eastern</b>    | 580          | 632          | 52.1%        | 1,212         | 6.0%        |
| <b>Luapula</b>    | 828          | 761          | 47.9%        | 1,589         | 10.1%       |
| <b>Lusaka</b>     | 597          | 822          | 57.9%        | 1,419         | 4.3%        |
| <b>N. Western</b> | 1,336        | 1,453        | 52.1%        | 2,789         | 18.7%       |
| <b>Northern</b>   | 663          | 569          | 46.2%        | 1,232         | 4.3%        |
| <b>Southern</b>   | 667          | 586          | 46.8%        | 1,253         | 3.3%        |
| <b>Western</b>    | 619          | 833          | 57.4%        | 1,452         | 10.0%       |
| <b>Total</b>      | <b>6,589</b> | <b>7,404</b> | <b>52.9%</b> | <b>13,993</b> | <b>5.5%</b> |

**Table 80. Percentage of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province**

|                   | <b>Male</b> | <b>Female</b> | <b>Average</b> |
|-------------------|-------------|---------------|----------------|
| <b>Central</b>    | 3.2         | 3.8           | 3.5            |
| <b>Copperbelt</b> | 1.1         | 1.2           | 1.2            |
| <b>Eastern</b>    | 2.7         | 3.3           | 3.0            |
| <b>Luapula</b>    | 6.3         | 7.3           | 6.8            |
| <b>Lusaka</b>     | 1.6         | 1.5           | 1.5            |
| <b>N. Western</b> | 5.3         | 5.9           | 5.6            |
| <b>Northern</b>   | 1.9         | 2.6           | 2.3            |
| <b>Southern</b>   | 1.7         | 1.9           | 1.8            |
| <b>Western</b>    | 4.1         | 5.0           | 4.5            |
| <b>Total</b>      | <b>2.7</b>  | <b>3.1</b>    | <b>2.9</b>     |

**Table 81. Percentage of Pupils Receiving Bursaries in Grades 8-9 by Gender and Province**

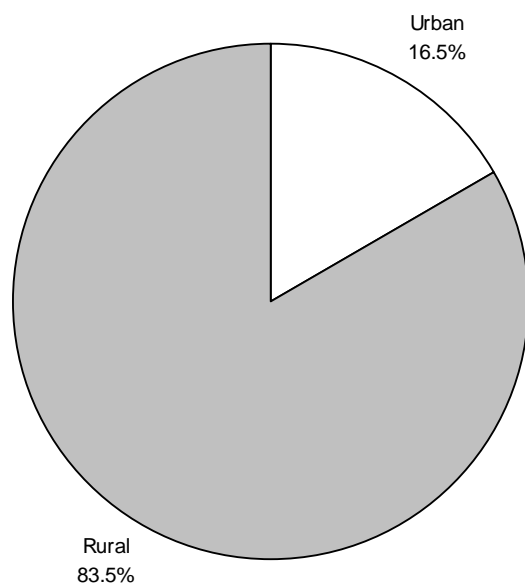
|                   | <b>Male</b> | <b>Female</b> | <b>Average</b> |
|-------------------|-------------|---------------|----------------|
| <b>Central</b>    | 6.6         | 9.6           | 8.0            |
| <b>Copperbelt</b> | 1.2         | 1.8           | 1.5            |
| <b>Eastern</b>    | 5.1         | 7.3           | 6.0            |
| <b>Luapula</b>    | 8.9         | 11.8          | 10.1           |
| <b>Lusaka</b>     | 3.6         | 5.1           | 4.3            |
| <b>N. Western</b> | 15.2        | 23.7          | 18.7           |
| <b>Northern</b>   | 3.9         | 4.8           | 4.3            |
| <b>Southern</b>   | 3.3         | 3.4           | 3.3            |
| <b>Western</b>    | 7.6         | 12.9          | 10.0           |
| <b>Total</b>      | <b>4.8</b>  | <b>6.3</b>    | <b>5.5</b>     |



### Pregnancies and re-admissions

As shown in the figures below, most pregnancies occur in the rural areas. However, the percentage of readmissions was higher in the urban areas.

**Figure 29. Pregnancies in Grades 1-9 by Urban/Rural and Province**



**Table 82. Pregnancies (prev. year) and readmission in Grades 1-9 by Urban/Rural and Province**

|                   | Preg.        |              | Readm.     |              | % Readm      |              |
|-------------------|--------------|--------------|------------|--------------|--------------|--------------|
|                   | Urban        | Rural        | Urban      | Rural        | Urban        | Rural        |
| <b>Central</b>    | 100          | 509          | 21         | 134          | 21.0%        | 26.3%        |
| <b>Copperbelt</b> | 290          | 304          | 155        | 106          | 53.4%        | 34.9%        |
| <b>Eastern</b>    | 62           | 806          | 19         | 190          | 30.6%        | 23.6%        |
| <b>Luapula</b>    | 53           | 466          | 28         | 169          | 52.8%        | 36.3%        |
| <b>Lusaka</b>     | 217          | 244          | 84         | 192          | 38.7%        | 78.7%        |
| <b>N. Western</b> | 71           | 748          | 42         | 343          | 59.2%        | 45.9%        |
| <b>Northern</b>   | 106          | 912          | 90         | 375          | 84.9%        | 41.1%        |
| <b>Southern</b>   | 129          | 908          | 56         | 329          | 43.4%        | 36.2%        |
| <b>Western</b>    | 64           | 539          | 44         | 249          | 68.8%        | 46.2%        |
| <b>National</b>   | <b>1,092</b> | <b>5,436</b> | <b>539</b> | <b>2,087</b> | <b>49.4%</b> | <b>38.4%</b> |

**Table 83. Pregnancies (prev. year) and Re-admissions in Grades 1-9 by Province**

|                   | <b>Preg.</b> | <b>% Enr.</b> | <b>Readm.</b> | <b>% Readm</b> | <b>% Ch. Pr.</b> | <b>% Ch. Re</b> |
|-------------------|--------------|---------------|---------------|----------------|------------------|-----------------|
| <b>Central</b>    | 609          | 0.5%          | 155           | 25.5%          | 57.4%            | 26.0%           |
| <b>Copperbelt</b> | 594          | 0.3%          | 261           | 43.9%          | 48.1%            | 108.8%          |
| <b>Eastern</b>    | 868          | 0.8%          | 209           | 24.1%          | 86.3%            | -7.1%           |
| <b>Luapula</b>    | 519          | 0.6%          | 197           | 38.0%          | 23.9%            | 39.7%           |
| <b>Lusaka</b>     | 461          | 0.4%          | 276           | 59.9%          | 37.6%            | 67.3%           |
| <b>N. Western</b> | 819          | 1.2%          | 385           | 47.0%          | 31.7%            | 19.6%           |
| <b>Northern</b>   | 1,018        | 0.7%          | 465           | 45.7%          | 112.5%           | 181.8%          |
| <b>Southern</b>   | 1,037        | 0.7%          | 385           | 37.1%          | 31.1%            | 42.1%           |
| <b>Western</b>    | 603          | 0.8%          | 293           | 48.6%          | 19.4%            | -2.0%           |
| <b>National</b>   | <b>6,528</b> | <b>0.6%</b>   | <b>2,626</b>  | <b>40.2%</b>   | <b>48.2%</b>     | <b>43.0%</b>    |

**Other educational facilities****Table 84. Special Education Schools and Units (within regular schools) by Province**

|                   | <b>Schools</b> | <b>Units</b> |
|-------------------|----------------|--------------|
| <b>Central</b>    | 9              | 12           |
| <b>Copperbelt</b> | 23             | 32           |
| <b>Eastern</b>    | 36             | 9            |
| <b>Luapula</b>    | 10             | 9            |
| <b>Lusaka</b>     | 23             | 28           |
| <b>N. Western</b> | 1              | 7            |
| <b>Northern</b>   | 9              | 13           |
| <b>Southern</b>   | 26             | 13           |
| <b>Western</b>    | 10             | 10           |
| <b>Total</b>      | <b>147</b>     | <b>133</b>   |

**Table 85. Special Education Classrooms in Grades 1 -9 by Type and Province**

|                   | <b>Perm.</b> | <b>Temp.</b> | <b>%(Temp)</b> | <b>Total</b> | <b>% of Tot.</b> | <b>Incomp.</b> |
|-------------------|--------------|--------------|----------------|--------------|------------------|----------------|
| <b>Central</b>    | 9            | 1            | 10.0%          | 10           | 4.3%             | 0              |
| <b>Copperbelt</b> | 88           | 11           | 11.1%          | 99           | 42.5%            | 4              |
| <b>Eastern</b>    | 10           | 2            | 16.7%          | 12           | 5.2%             | 2              |
| <b>Luapula</b>    | 6            | 2            | 25.0%          | 8            | 3.4%             | 2              |
| <b>Lusaka</b>     | 39           | 9            | 18.8%          | 48           | 20.6%            | 19             |
| <b>N. Western</b> | 5            | 0            | 0.0%           | 5            | 2.1%             | 0              |
| <b>Northern</b>   | 18           | 1            | 5.3%           | 19           | 8.2%             | 1              |
| <b>Southern</b>   | 14           | 4            | 22.2%          | 18           | 7.7%             | 1              |
| <b>Western</b>    | 14           | 0            | 0.0%           | 14           | 6.0%             | 0              |
| <b>National</b>   | <b>203</b>   | <b>30</b>    | <b>12.9%</b>   | <b>233</b>   | <b>100.0%</b>    | <b>29</b>      |

**Table 86. Sanitary Facilities in Basic Schools by Type, Gender and Province**

|                   | Flush Toilets |              | Pit Latrines  |               | Total         |               | Total         | % (F)        |
|-------------------|---------------|--------------|---------------|---------------|---------------|---------------|---------------|--------------|
|                   | Male          | Female       | Male          | Female        | Male          | Female        |               |              |
| <b>Central</b>    | 267           | 306          | 1,184         | 1,256         | 1,451         | 1,562         | 3,013         | 51.8%        |
| <b>Copperbelt</b> | 2,264         | 2,455        | 737           | 723           | 3,001         | 3,178         | 6,179         | 51.4%        |
| <b>Eastern</b>    | 61            | 52           | 2,209         | 2,260         | 2,270         | 2,312         | 4,582         | 50.5%        |
| <b>Luapula</b>    | 40            | 41           | 1,502         | 1,530         | 1,542         | 1,571         | 3,113         | 50.5%        |
| <b>Lusaka</b>     | 1,443         | 2,010        | 639           | 657           | 2,082         | 2,667         | 4,749         | 56.2%        |
| <b>N. Western</b> | 52            | 64           | 1,200         | 1,202         | 1,252         | 1,266         | 2,518         | 50.3%        |
| <b>Northern</b>   | 133           | 155          | 2,903         | 2,832         | 3,036         | 2,987         | 6,023         | 49.6%        |
| <b>Southern</b>   | 470           | 484          | 2,003         | 2,130         | 2,473         | 2,614         | 5,087         | 51.4%        |
| <b>Western</b>    | 77            | 85           | 2,395         | 2,527         | 2,472         | 2,612         | 5,084         | 51.4%        |
| <b>National</b>   | <b>4,807</b>  | <b>5,652</b> | <b>14,772</b> | <b>15,117</b> | <b>19,579</b> | <b>20,769</b> | <b>40,348</b> | <b>51.5%</b> |

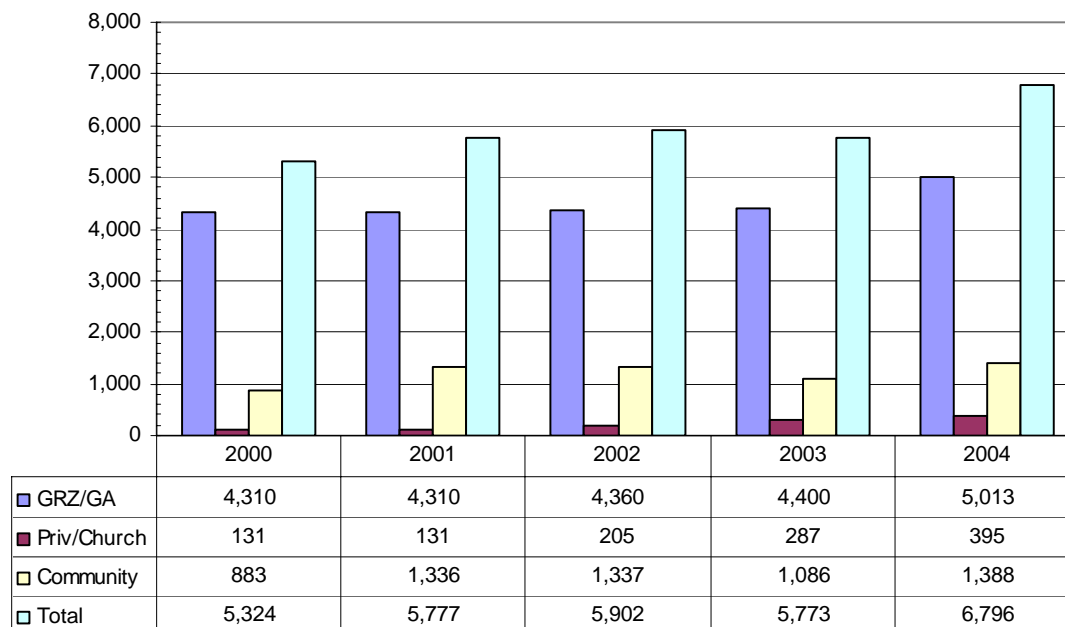
*Note: Lusaka and Copperbelt have a higher number of flush toilets than compared to other provinces. Additionally, female conveniences constitute 52% of all facilities.*

## Basic Schools Education Trends

The following figures show trends from 2000 to 2004 on various indicators.

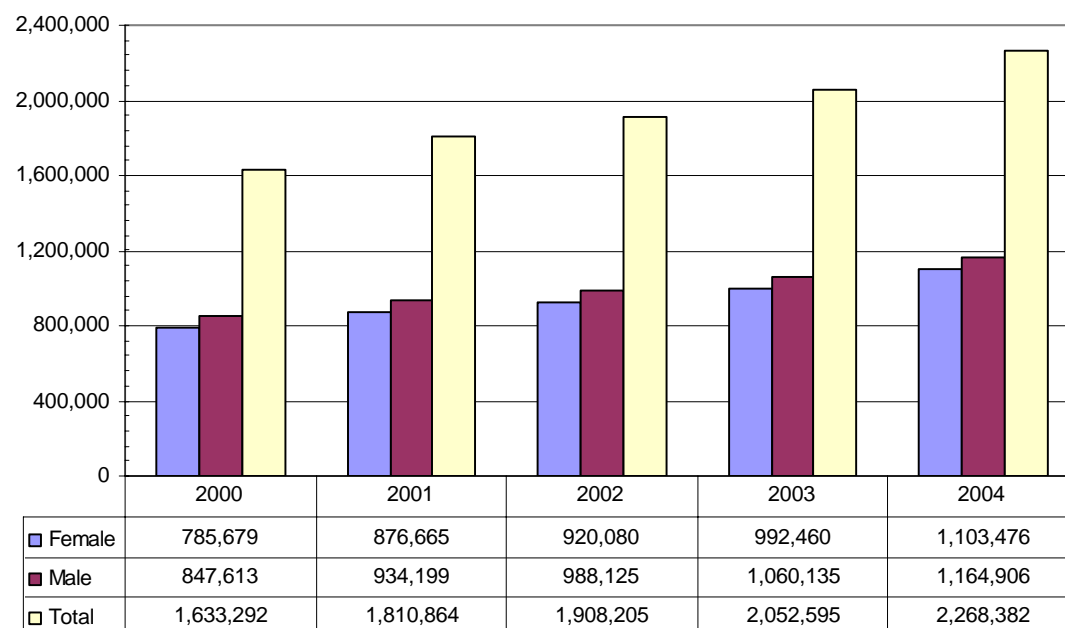
### Access

Figure 30. Basic Schools by Agency and Year

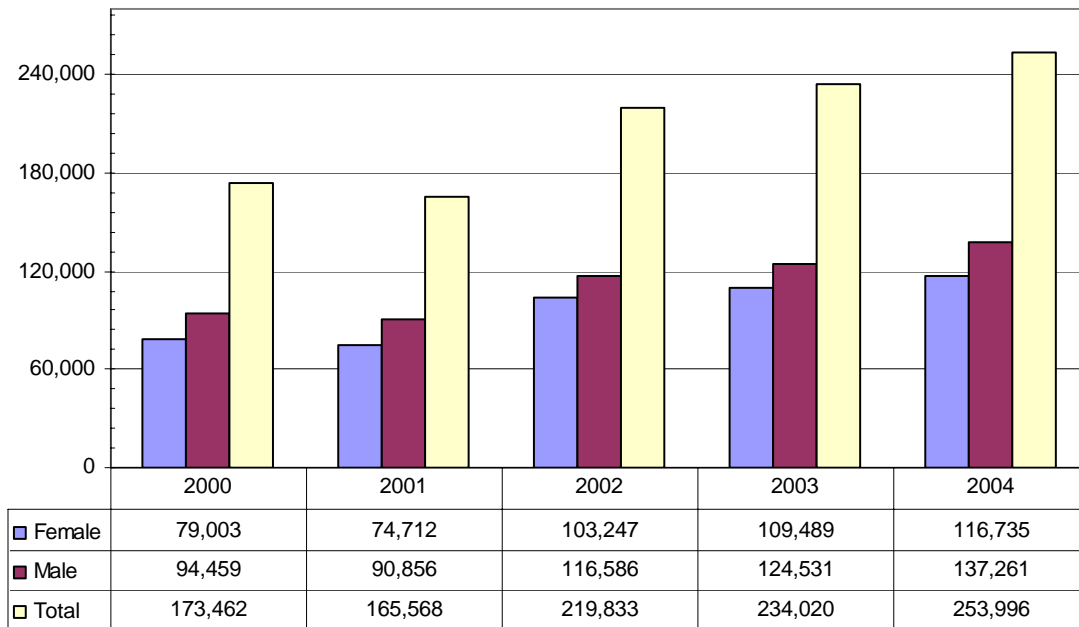


Source: MoE and ZCSS for Community Schools from 2000-2002

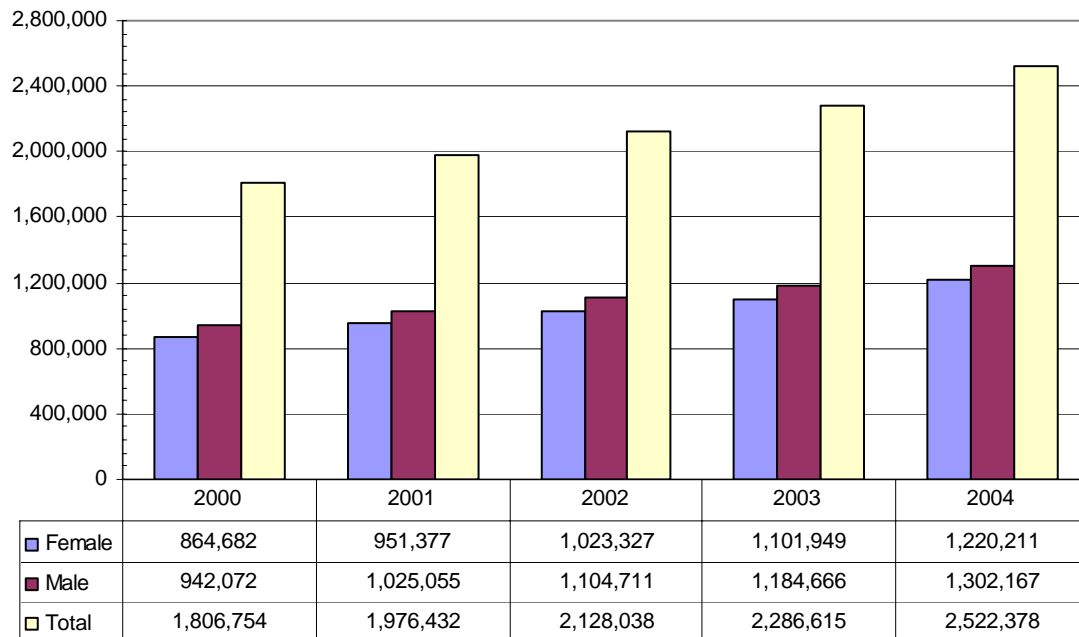
Figure 31. Enrolment in Grades 1-7 by Gender and Year



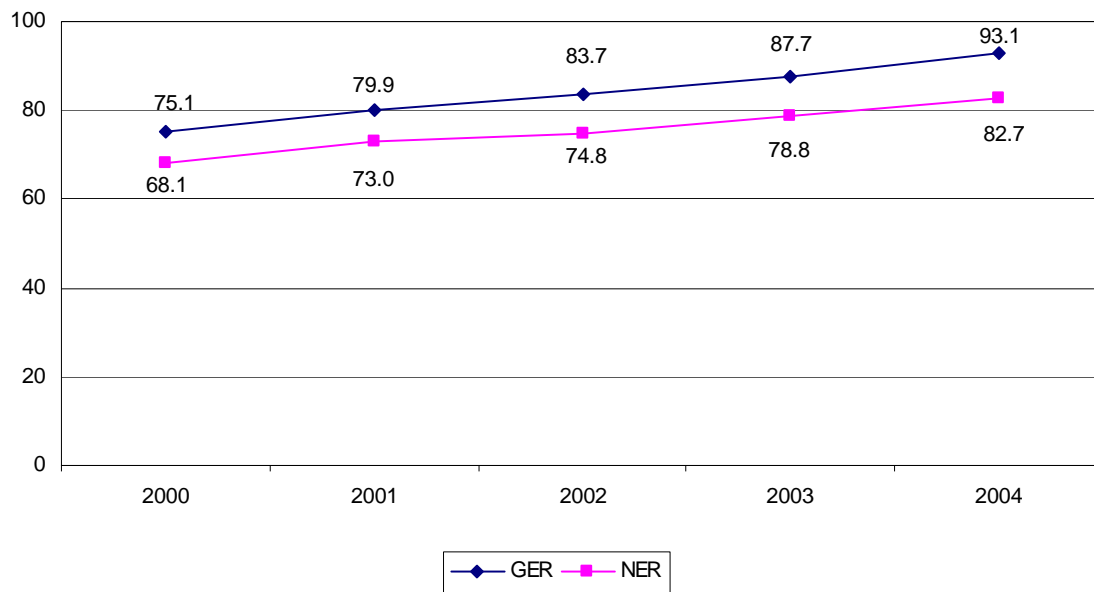
**Figure 32. Enrolment in Grades 8-9 by Gender and Year**



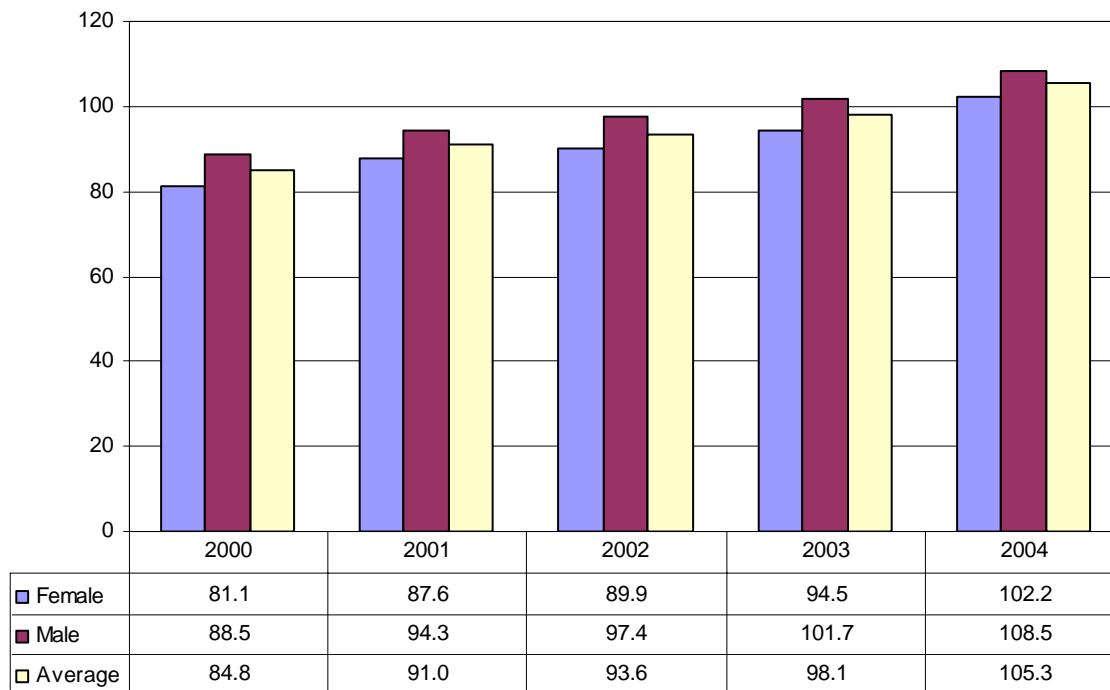
**Figure 33. Enrolment in Grades 1-9 by Gender and Year**



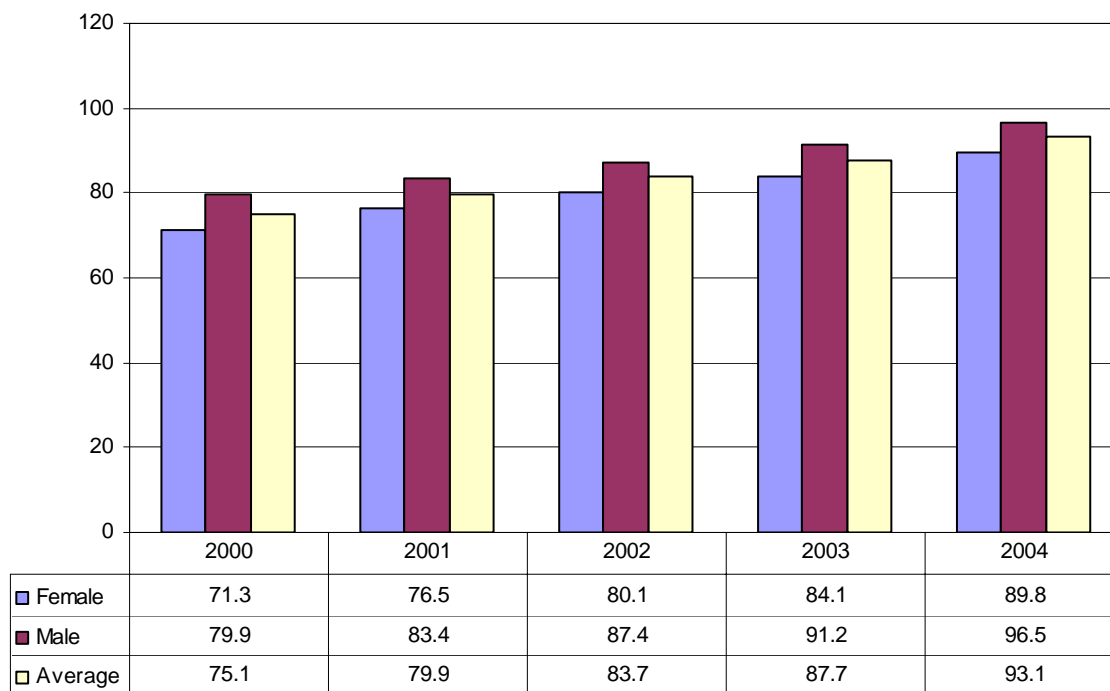
**Figure 34. Gross and Net Enrolment Ratios in Grades 1-9 by Year**



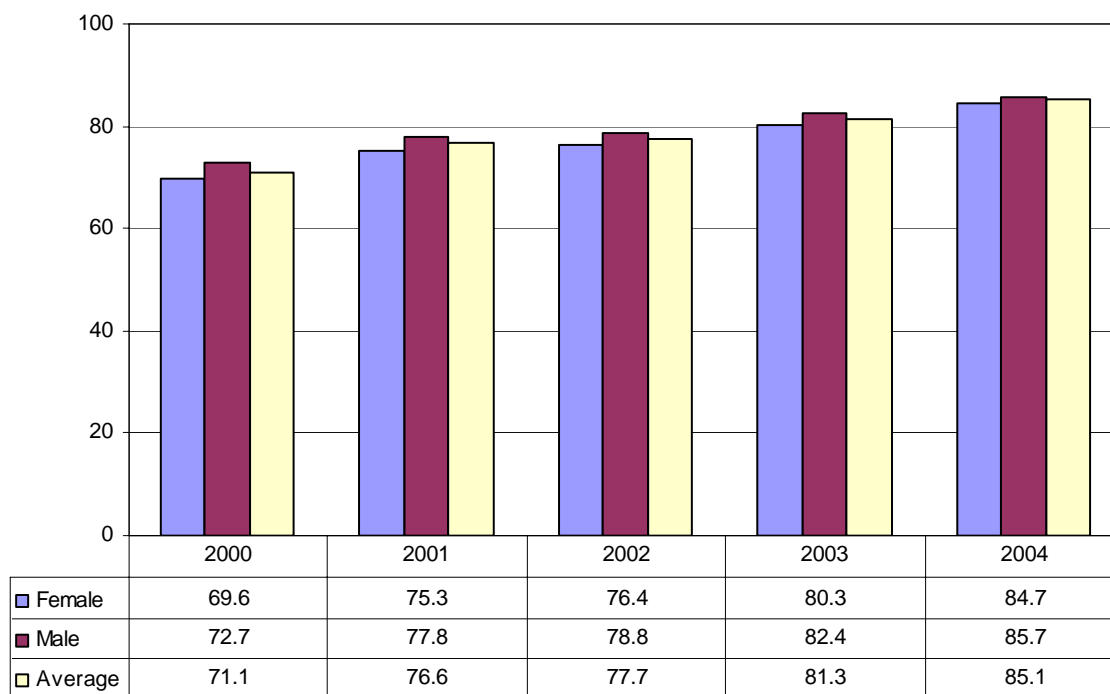
**Figure 35. Gross Enrolment Ratio in Grades 1-7 by Gender by Year**



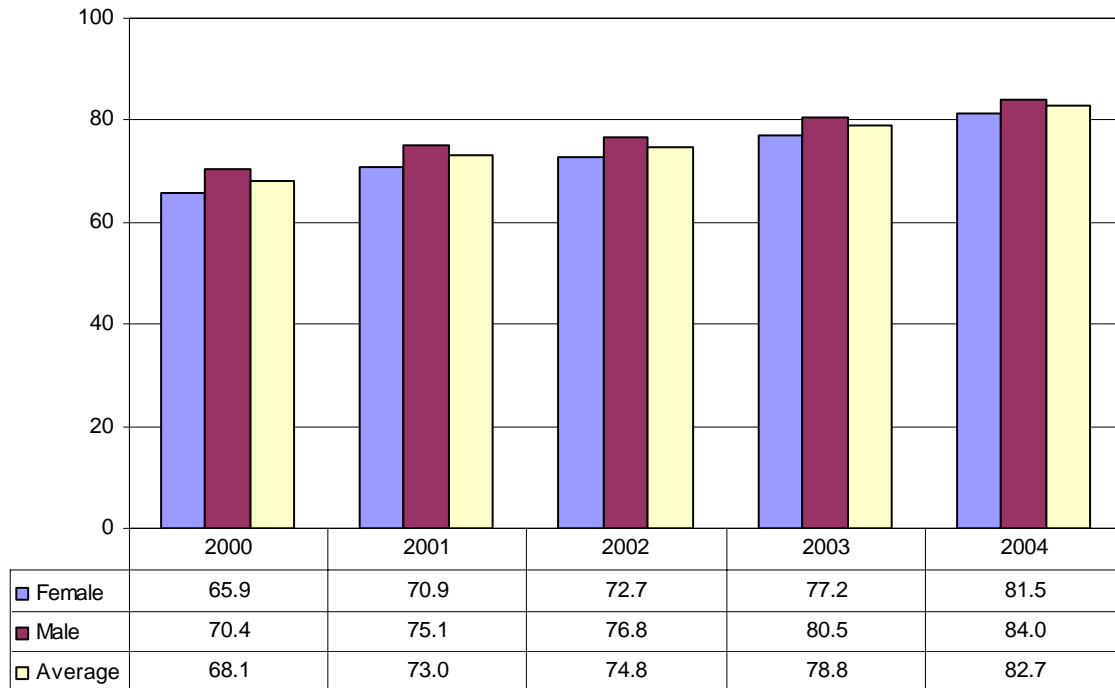
**Figure 36. Gross Enrolment Ratio in Grades 1-9 by Gender by Year**



**Figure 37. Net Enrolment Ratio in Grades 1-7 by Gender and Year**

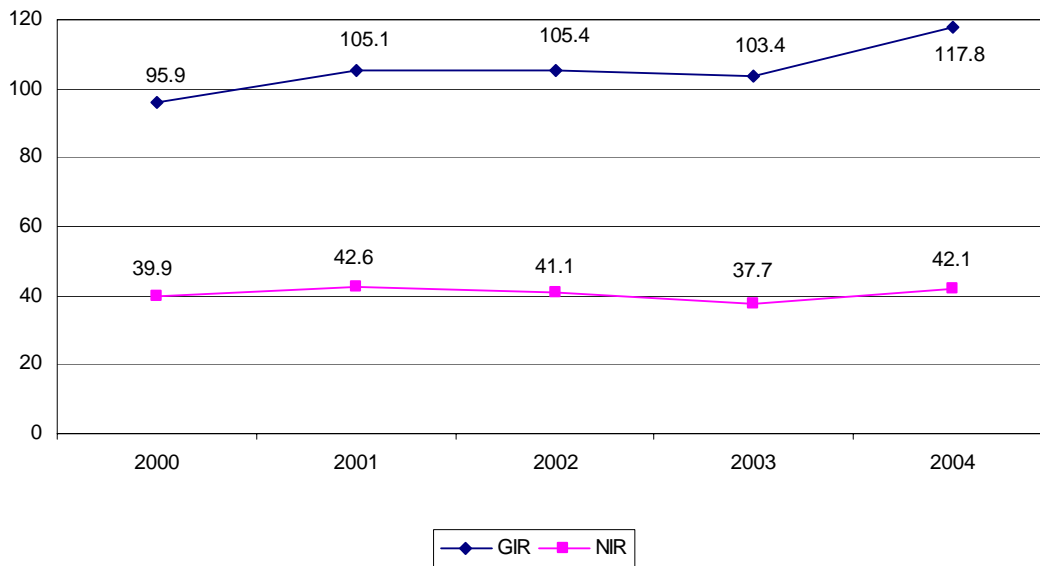


**Figure 38. Net Enrolment Ratio in Grades 1-9 by Gender and Year**



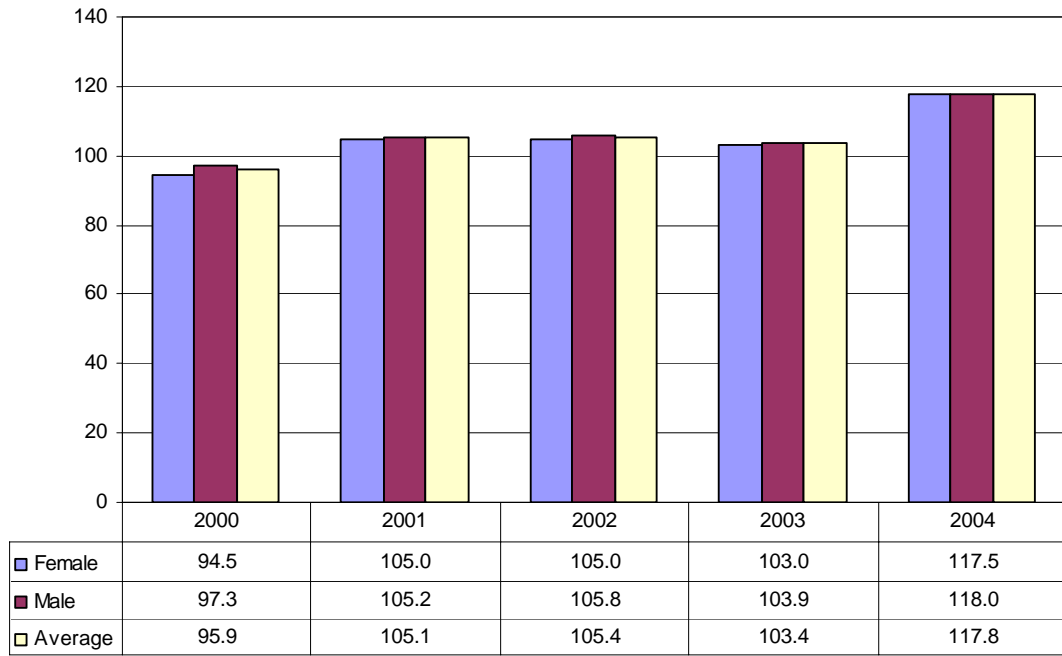
**Efficiency**

**Figure 39. Gross and Net Intake Rates by Year**





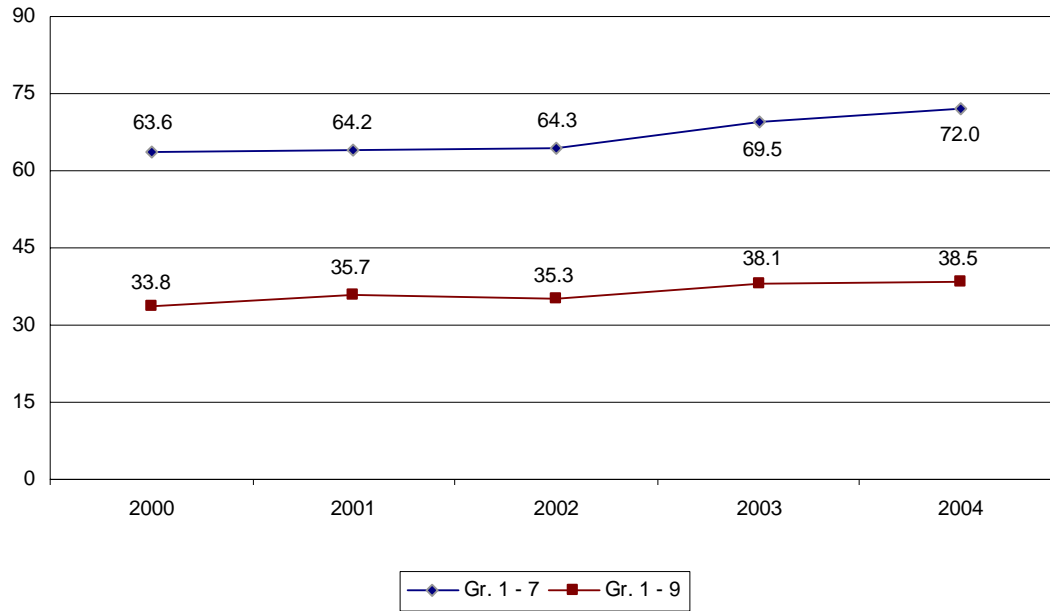
**Figure 40. Gross Intake Rates by Gender and Year**



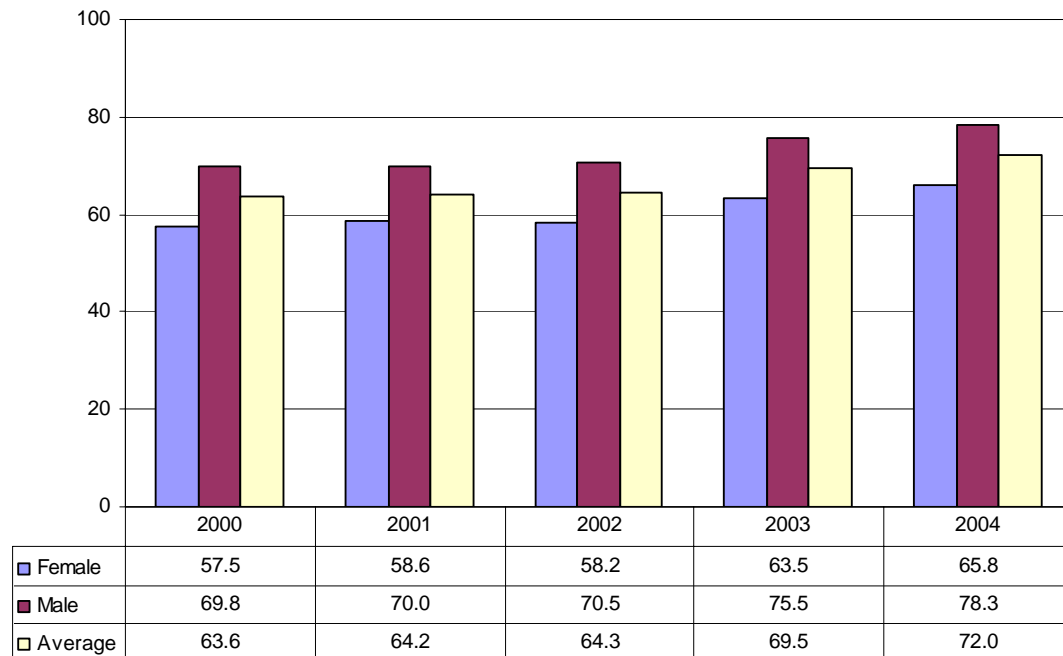
**Figure 41. Net Intake Rates by Gender and Year**



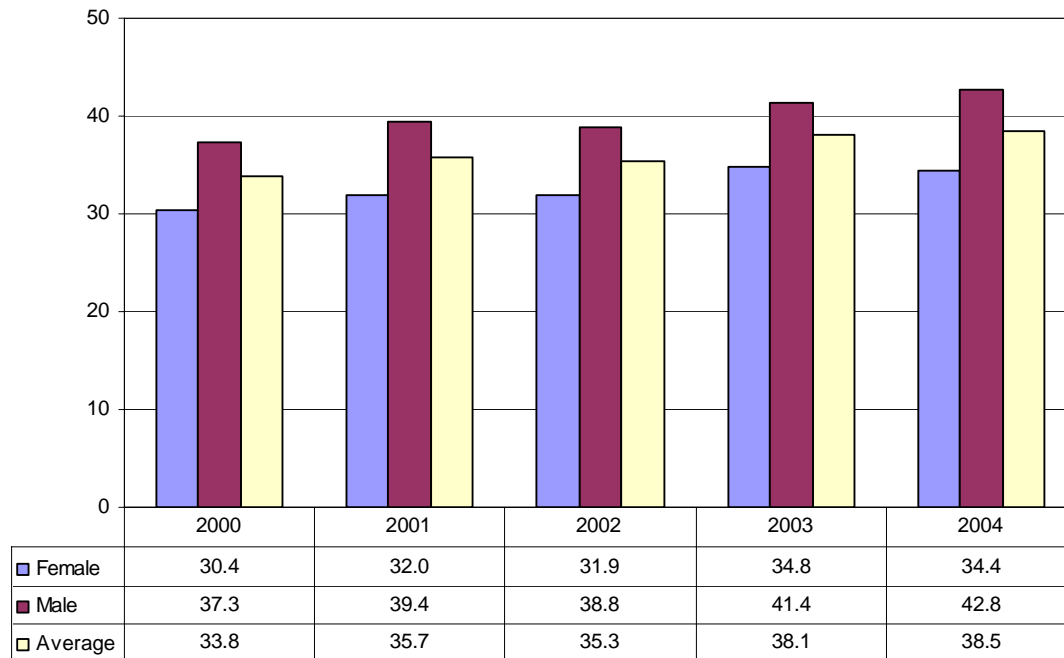
**Figure 42. Completion Rates in Grades 1-7 and 1-9 by Year**



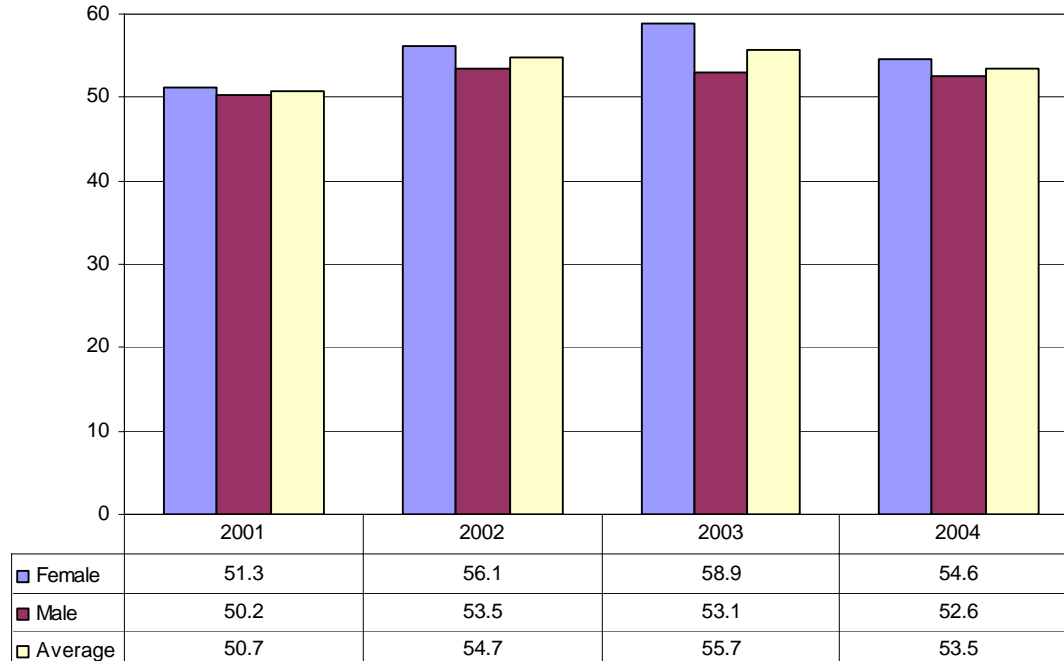
**Figure 43. Completion Rates in Grade 1-7 by Gender and Year**



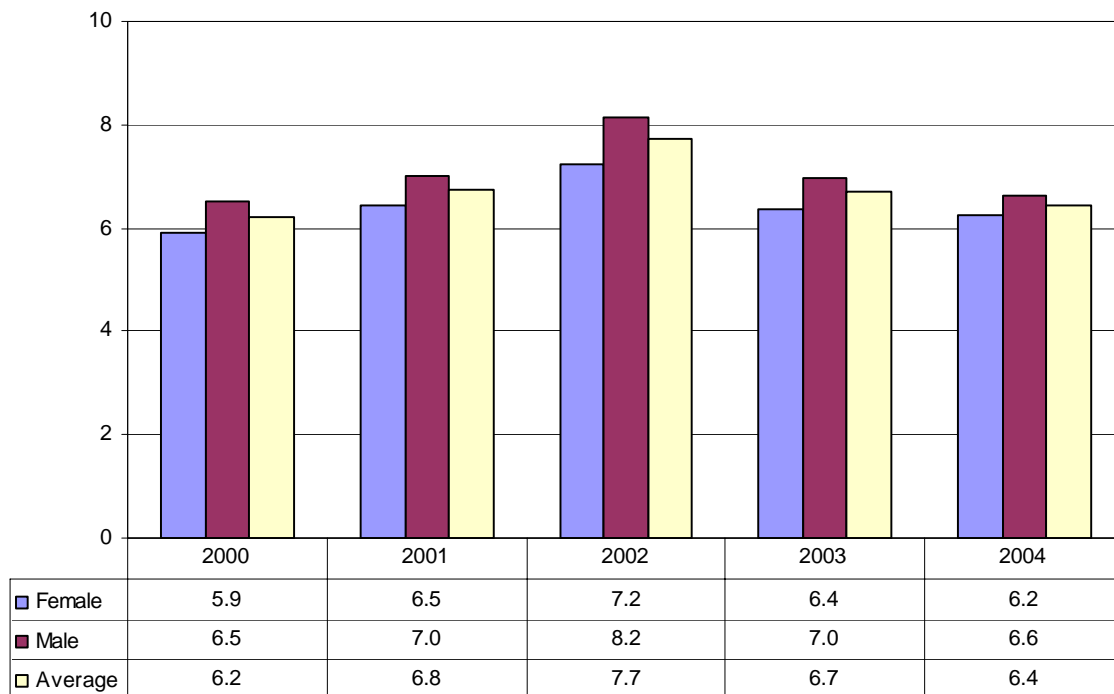
**Figure 44. Completion Rates in Grade 1-9 by Gender and Year**



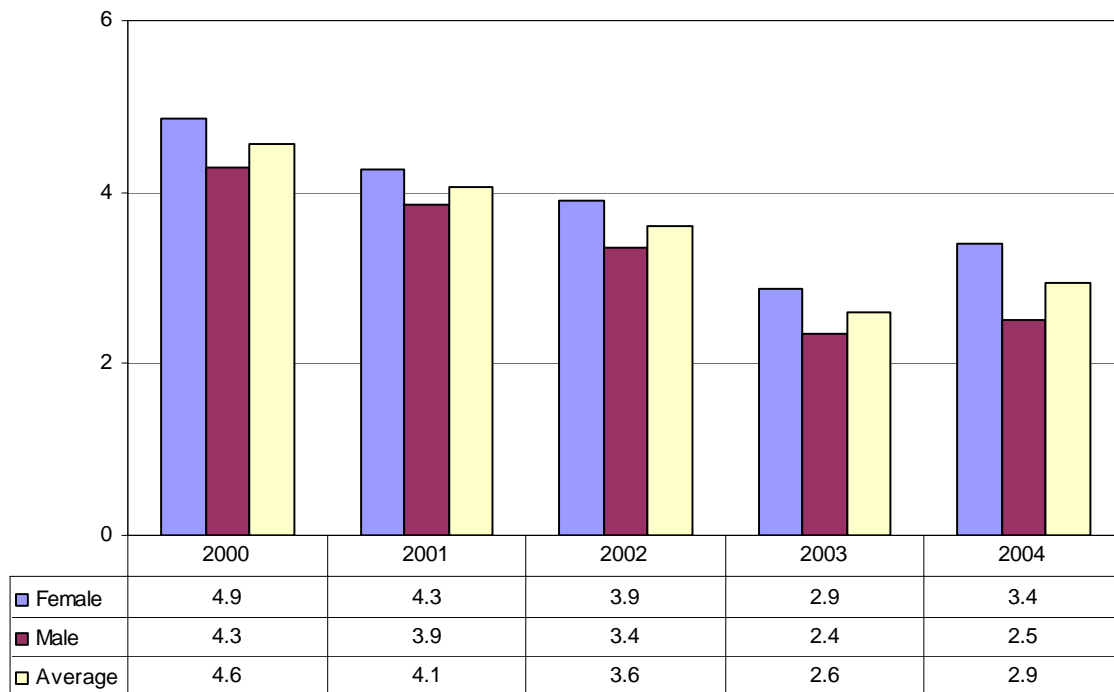
**Figure 45. Transition Rates for Grades 7-8 by Year**



**Figure 46. Repetition Rates in Grades 1-9 by Gender and Year**

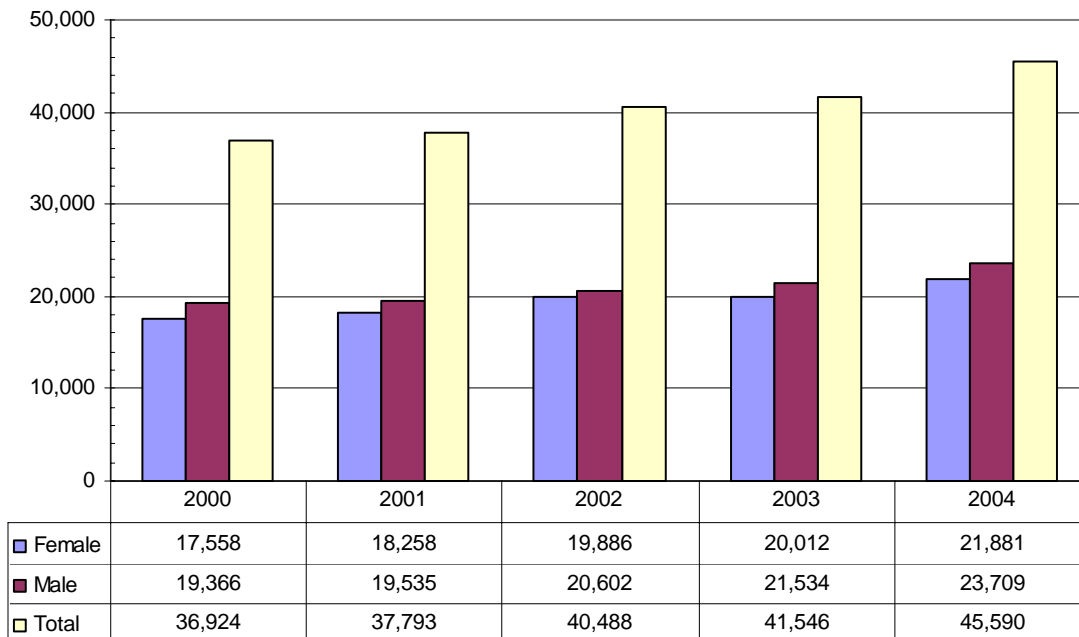


**Figure 47. Dropout Rates in Grades 1-9 by Gender and Year**

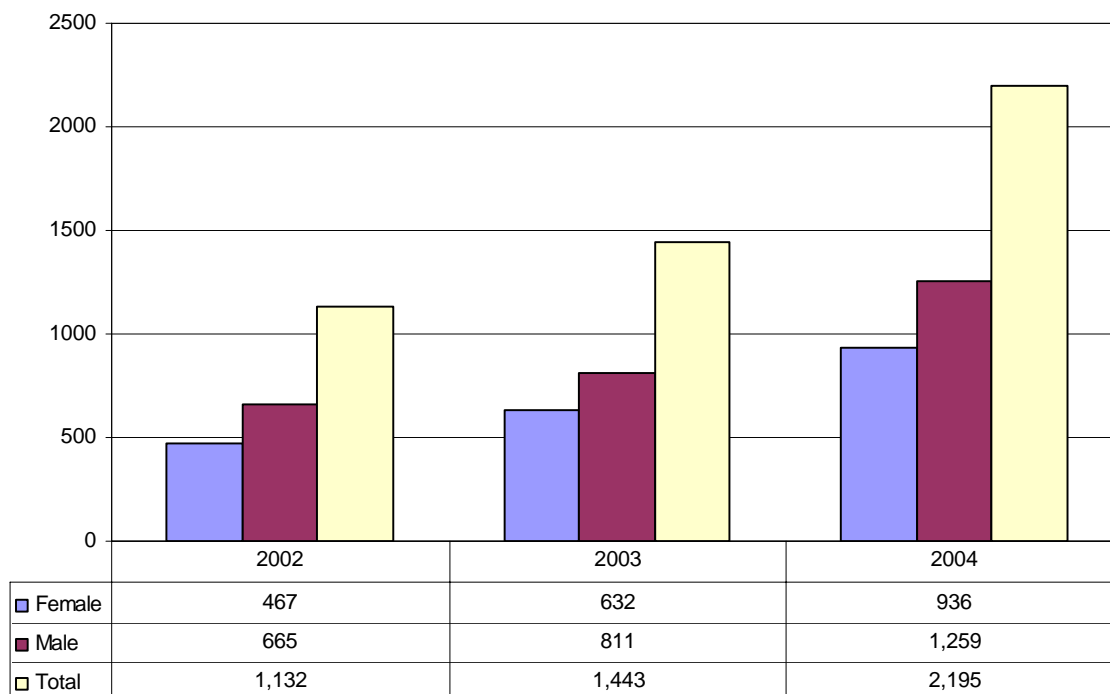


**Quality**

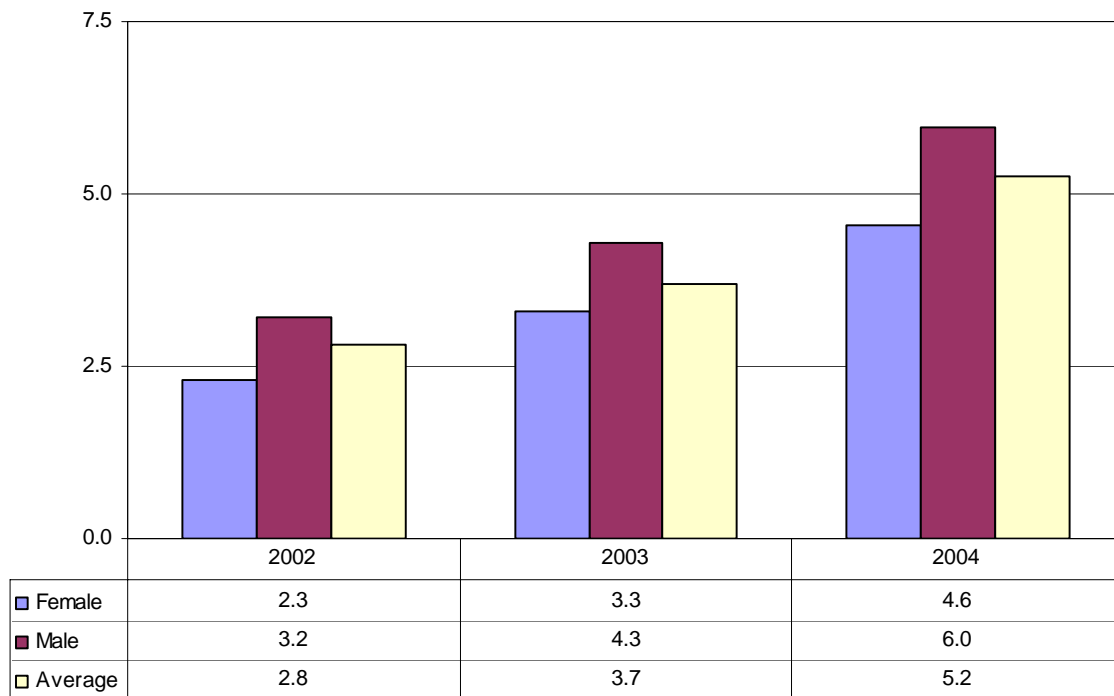
**Figure 48. Teachers in Grades 1 -9 by Gender and Year**



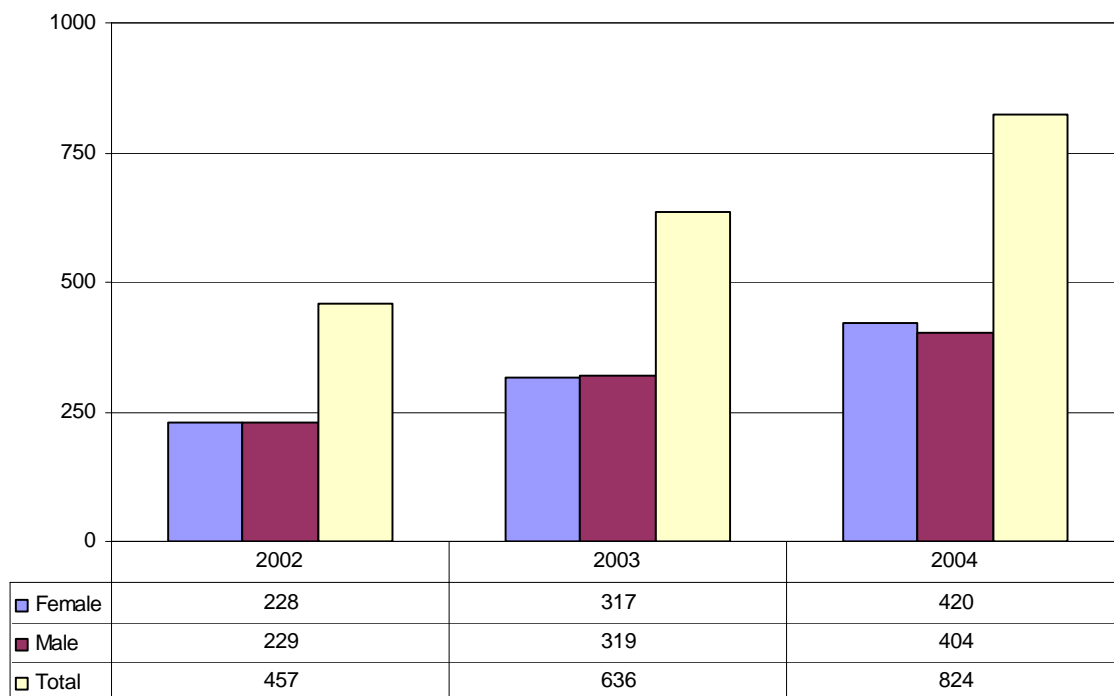
**Figure 49. Teacher Attrition in Grades 1-9 by Gender and Year (excl. Com. Schools)**



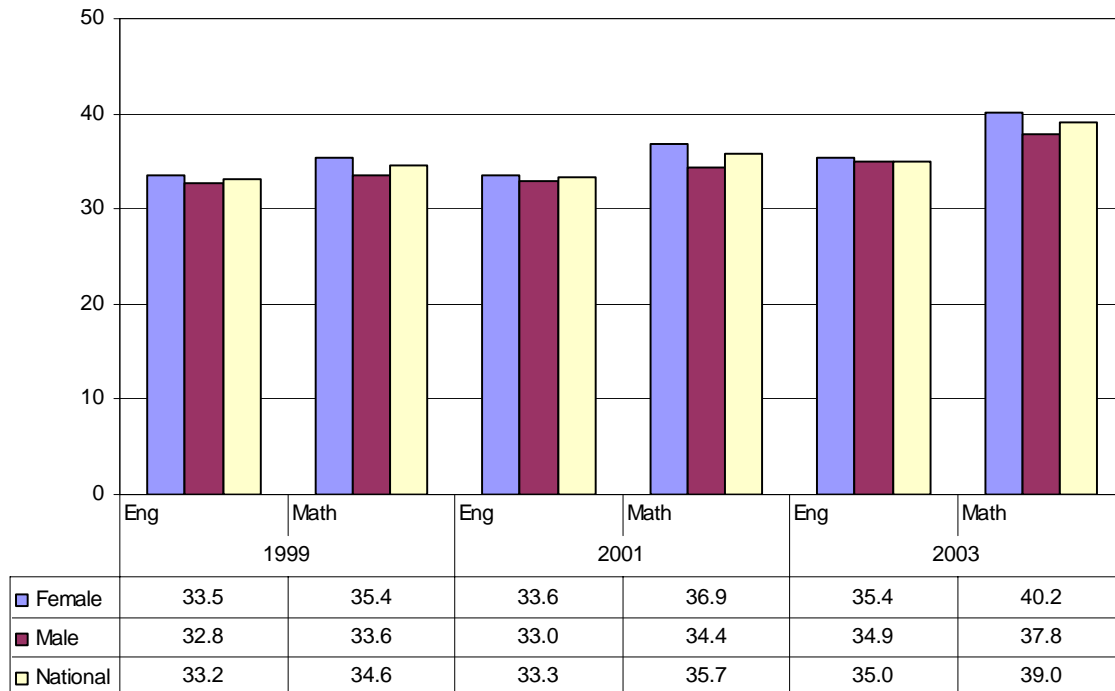
**Figure 50. Teacher Attrition Rates in Grades 1-9 by Gender and Year (excl. Com. Schools)**



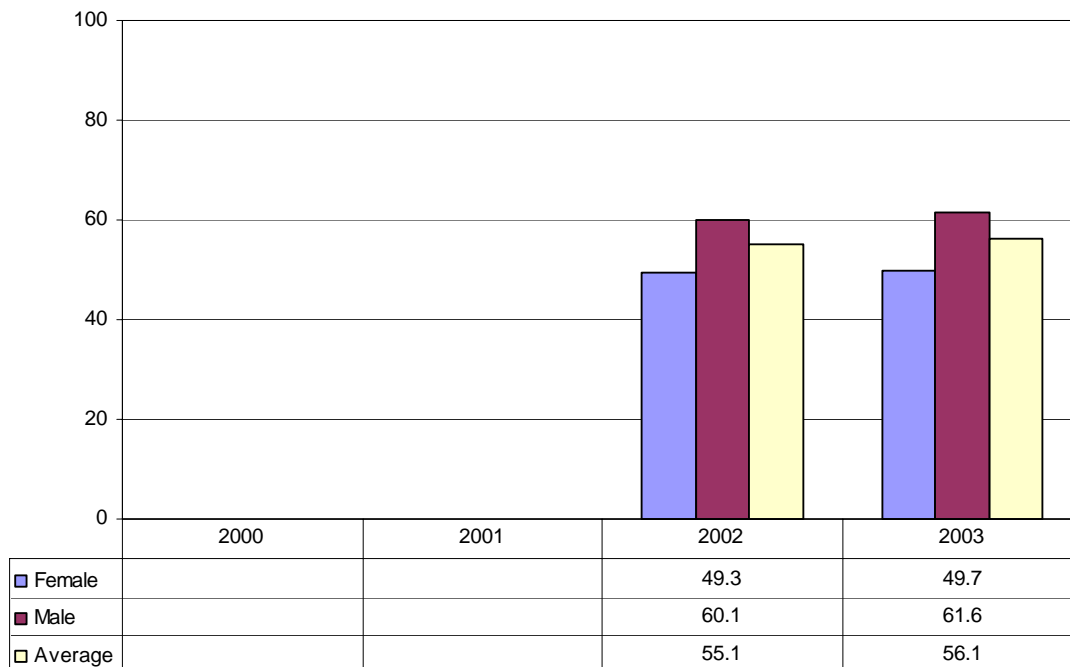
**Figure 51. Teacher Deaths in Grades 1-9 by Gender and Year (excl. Com. Schools)**

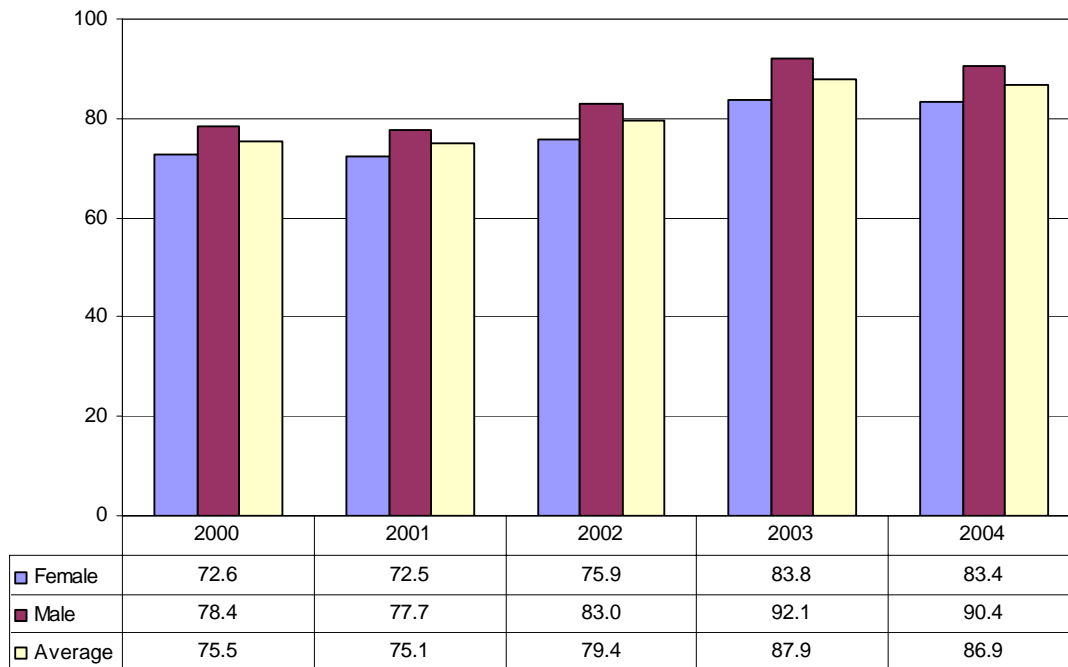


**Figure 52. National Assessment Scores by Gender and Year**



**Figure 53. Examination Pass Rates for Grade 9 by Gender and Year**

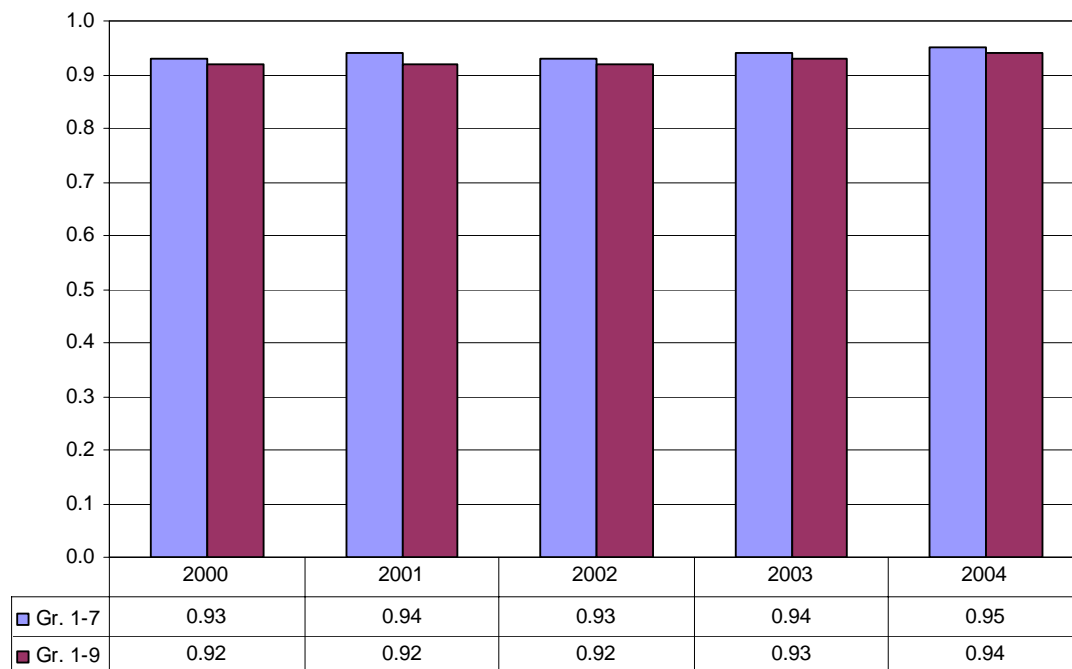


**Figure 54. Survival Rates for Grade 5 by Gender and Year**

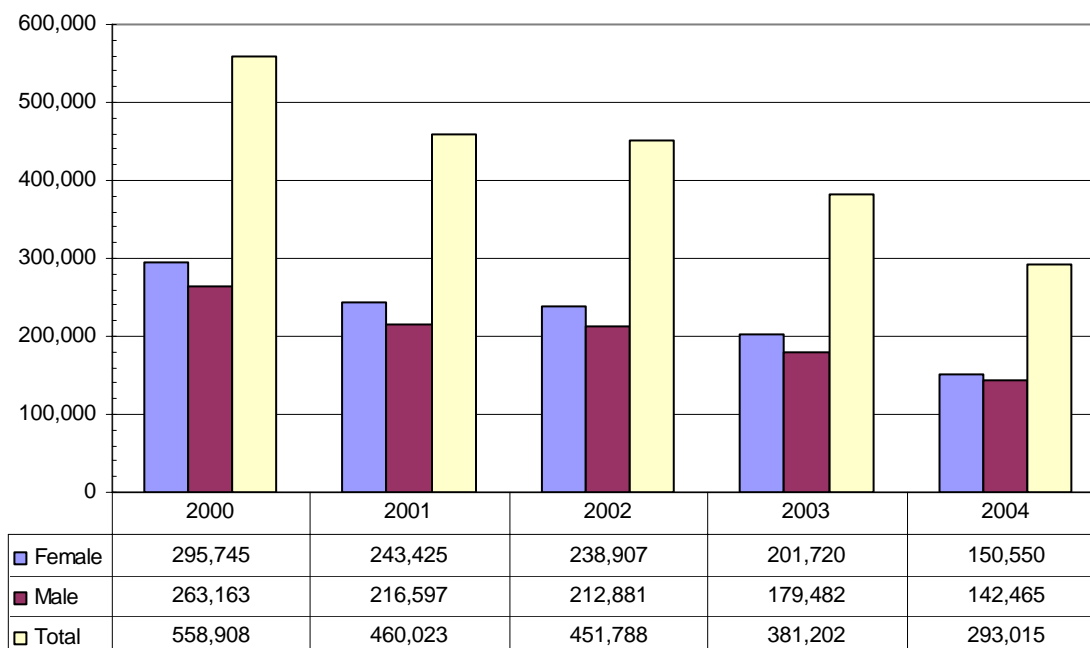


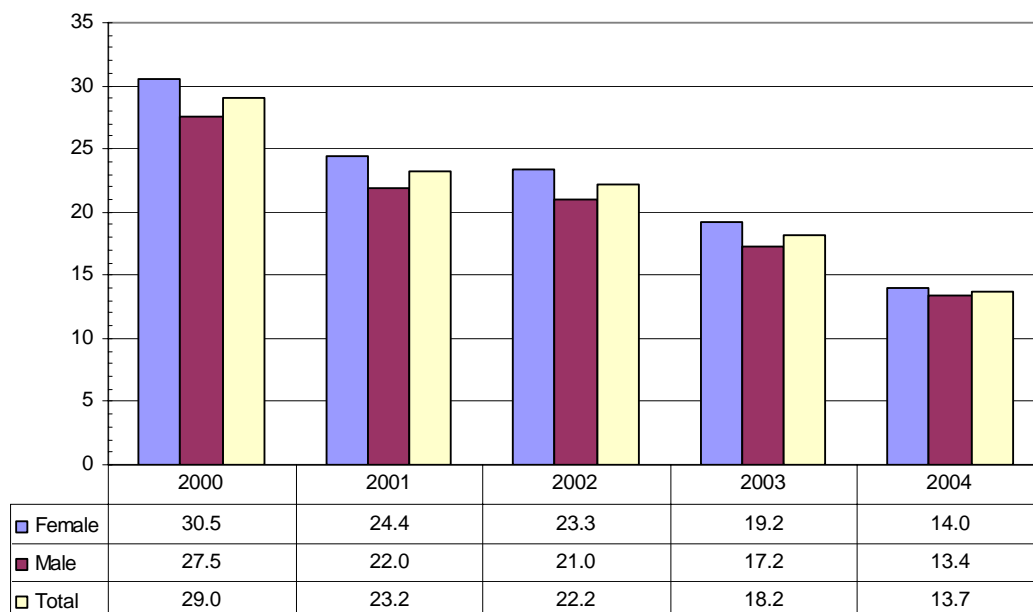
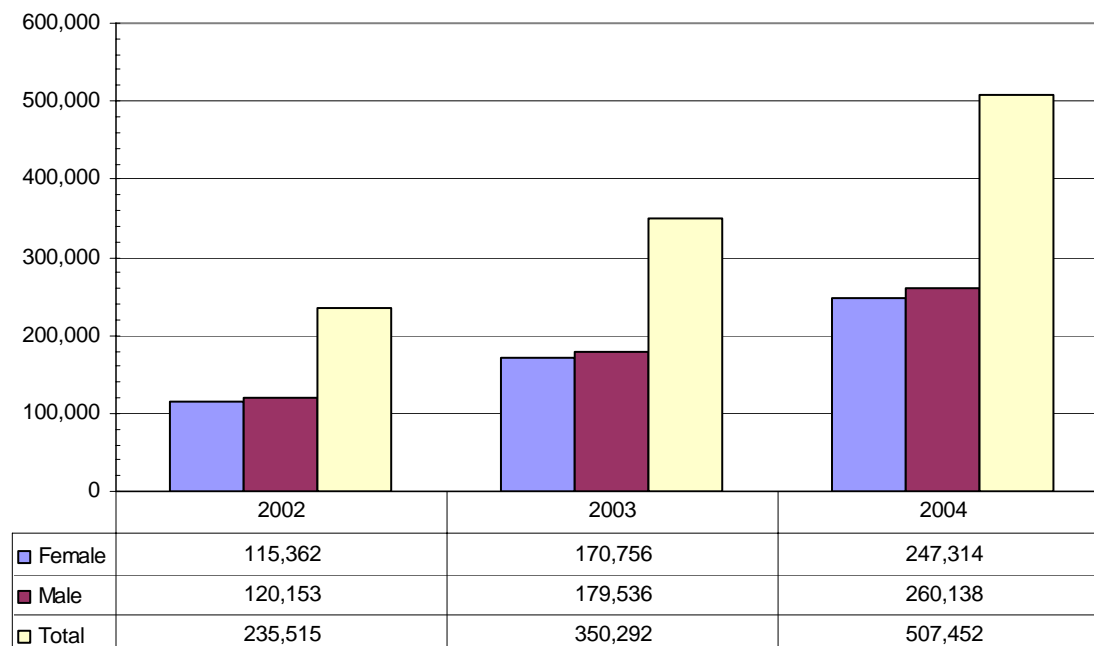
**Equity**

**Figure 55. Gender Parity Index for Gr. 1-7 and Gr. 1-9**

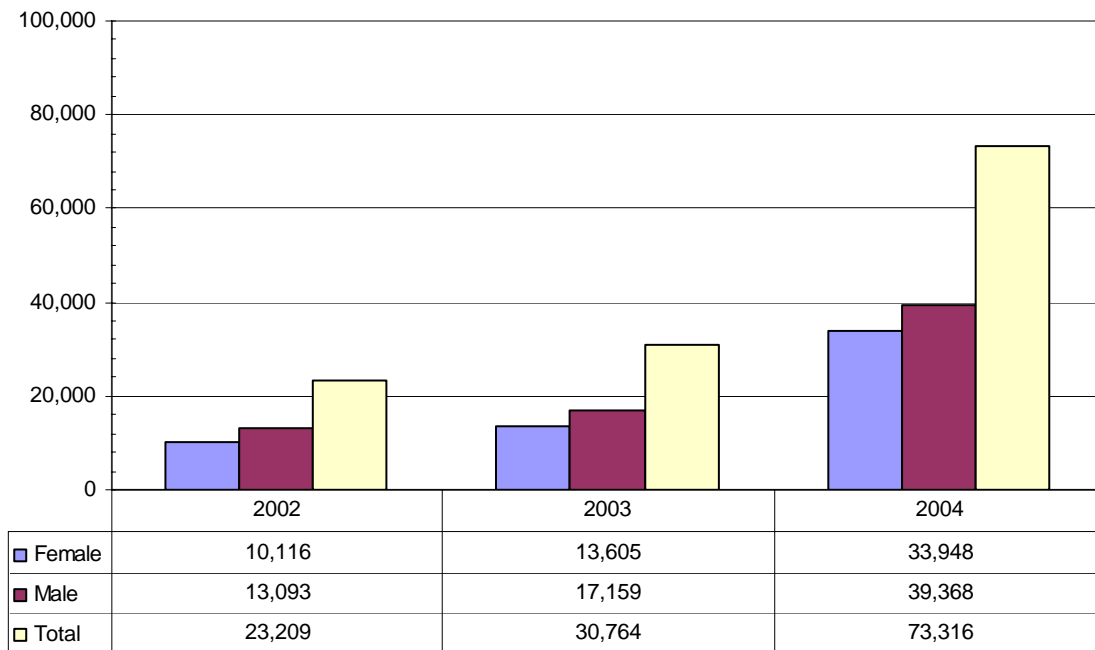


**Figure 56. Out-of-school Children Aged 7-13 by Gender and Year**

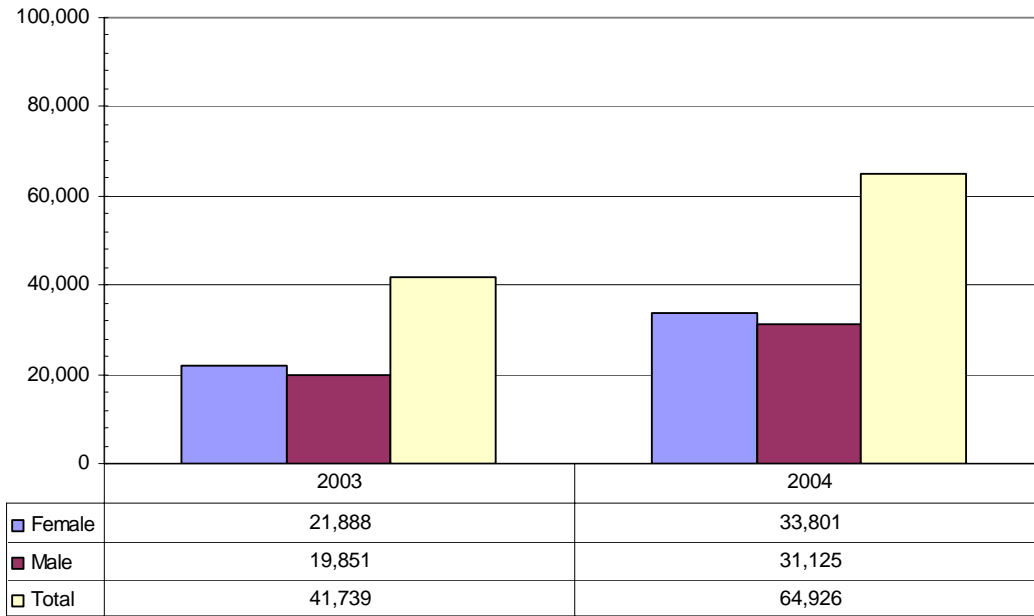


**Figure 57. Percentage of Out-of-school Children Aged 7-13 by Gender and Year****Figure 58. Orphans in Grades 1-9 by Gender and Year**

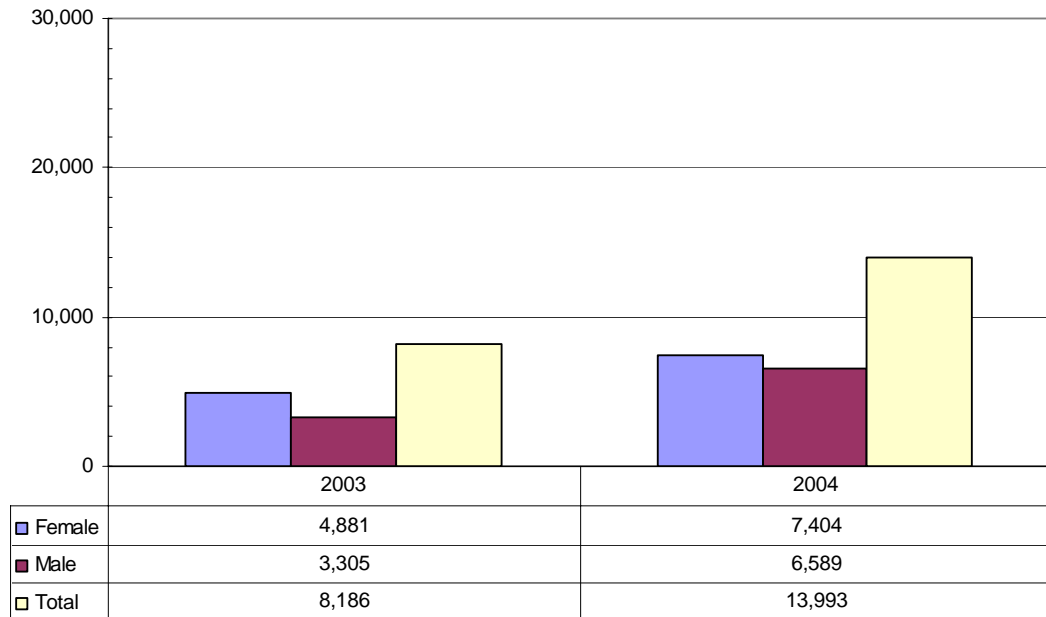
**Figure 59. CSEN in Grades 1-9 by Gender and Year**



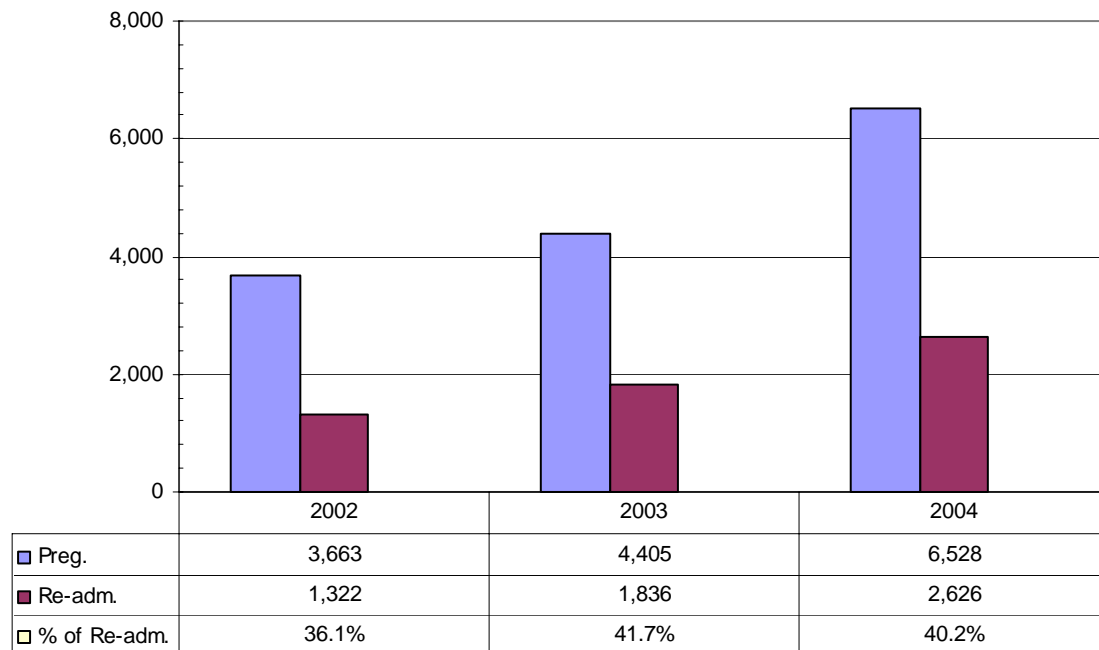
**Figure 60. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Year**



**Figure 61. Number of Pupils Receiving Bursaries in Grades 8-9 by Gender and Year**



**Figure 62. Pregnancies and Re-admissions by Year**





## High School Education

The Government of the Republic of Zambia, like any other country, has accepted the fact that high school education is crucial for economic growth through the provision of skills and knowledge needed for further education and training of professionals such as technicians, scientists, and entrepreneurs.

In addition, high school tends to yield considerable private returns, offering young people the chance to acquire attitudes and skills that are unlikely to be developed in the primary grades. High school education therefore, provides an environment for the youth to develop job-oriented skills, participate fully in society, take control of their lives and get connected to the employment world or continue with learning.

It can be argued that high school education also helps to socialise young people and can target at-risk youth especially in terms of HIV/AIDS. High school education can be decisive in fostering positive social and civic values within this age group, which has the greatest potential for changing its behaviour.

The goal of high school education is to enable every pupil to become a well-educated person who is useful to society and who is adequately prepared for the furtherance of his or her education or for becoming a self-supporting worker

The government acknowledges and supports the operation of the following three types of high schools in the country:

- Government-run high schools which could either be day or boarding schools;
- Grant-Aided high schools run by faith-based agencies; and
- Private high schools (boarding and day schools) run by private agencies and individuals on commercial basis.

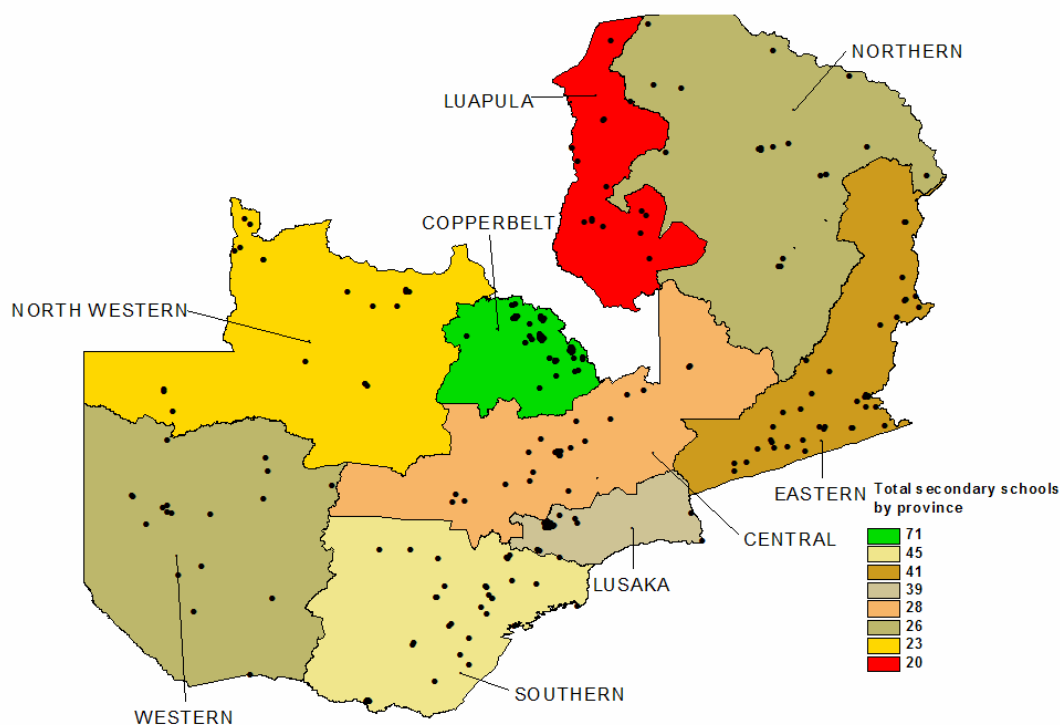
High schools will be required to intensify the preparation they give to pupils for the conclusion of life in school and the commencement of adult life.

## Provision of Education

Access to high school education has been stifled due to the insufficient number of available classrooms. This is seen in the grade 10 progression rates shown in Table 89. Out of a total of 82,523 pupils who sat for exams, only 26.5% were selected to places in schools. However, despite the minimal number of pupils that are selected to progress to grade 10, the Ministry has encouraged the establishment of APU, OPEN Learning and centres for continuing education to cater to those with full certificates, but have not been selected to inter the regular school.

### Geographic distribution of schools

Figure 63. Geographic Distribution of High Schools-2004



Tables 55 and 56 give the breakdown of basic schools by running agency and the concentration of schools between Urban and Rural. Further information is also provided in table 57 giving the breakdown of high schools by level.



## Schools by running agency

Figure 64. High Schools by Running Agency -2004

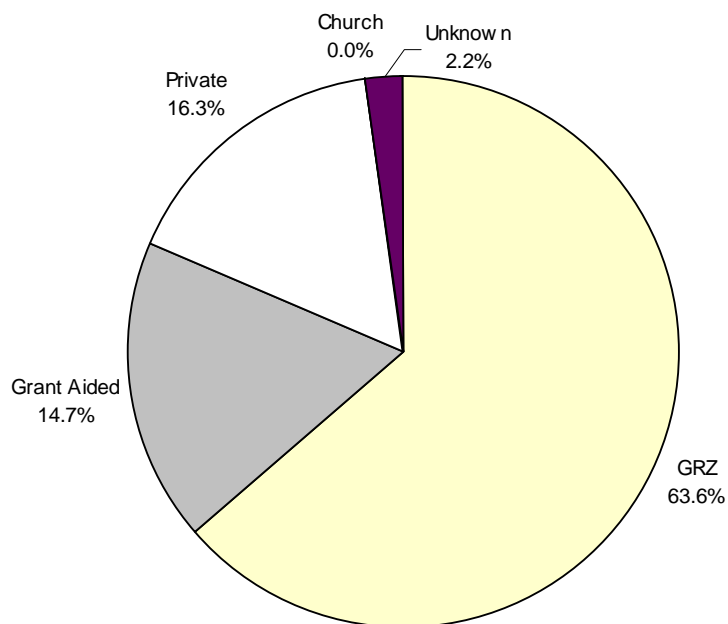


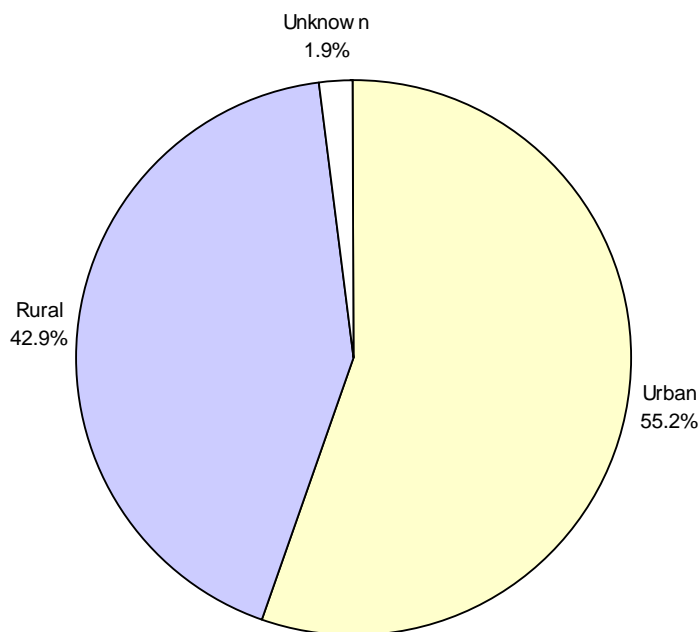
Table 87. High Schools by Running Agency and Province

|                 | GRZ        | Grant Aid. | Private   | Church   | Unk.     | Total      | % Ch.       |
|-----------------|------------|------------|-----------|----------|----------|------------|-------------|
| Central         | 18         | 5          | 4         |          | 1        | 28         | -6.7%       |
| Copperbelt      | 47         | 4          | 17        |          | 3        | 71         | 2.9%        |
| Eastern         | 28         | 12         | 1         |          | 0        | 41         | 2.5%        |
| Luapula         | 16         | 4          | 0         |          | 0        | 20         | 5.3%        |
| Lusaka          | 16         | 7          | 15        |          | 1        | 39         | -17.0%      |
| N. Western      | 20         | 2          | 0         |          | 1        | 23         | 4.5%        |
| Northern        | 20         | 5          | 1         |          | 0        | 26         | 0.0%        |
| Southern        | 19         | 15         | 10        |          | 1        | 45         | 12.5%       |
| Western         | 19         | 3          | 4         |          | 0        | 26         | 4.0%        |
| <b>National</b> | <b>203</b> | <b>57</b>  | <b>52</b> | <b>0</b> | <b>7</b> | <b>319</b> | <b>0.3%</b> |

Note: Church affiliated schools are included in the Grant-aided and Private schools

**Schools by location (Rural/Urban)**

Unlike basic schools, there are more high schools in the urban areas.

**Figure 65. High Schools by Urban / Rural****Table 88. High Schools by Urban/Rural and Province**

|                   | Urban      | Rural      | Unk.     | % (Rur)      | Total      | % of Tot.     |
|-------------------|------------|------------|----------|--------------|------------|---------------|
| <b>Central</b>    | 15         | 12         | 1        | 42.9%        | 28         | 8.8%          |
| <b>Copperbelt</b> | 59         | 10         | 2        | 14.1%        | 71         | 22.3%         |
| <b>Eastern</b>    | 12         | 29         | 0        | 70.7%        | 41         | 12.9%         |
| <b>Luapula</b>    | 4          | 16         | 0        | 80.0%        | 20         | 6.3%          |
| <b>Lusaka</b>     | 29         | 9          | 1        | 23.1%        | 39         | 12.2%         |
| <b>N. Western</b> | 7          | 15         | 1        | 65.2%        | 23         | 7.2%          |
| <b>Northern</b>   | 13         | 13         | 0        | 50.0%        | 26         | 8.2%          |
| <b>Southern</b>   | 25         | 19         | 1        | 42.2%        | 45         | 14.1%         |
| <b>Western</b>    | 12         | 14         | 0        | 53.8%        | 26         | 8.2%          |
| <b>National</b>   | <b>176</b> | <b>137</b> | <b>6</b> | <b>42.9%</b> | <b>319</b> | <b>100.0%</b> |

## Schools by level

Figure 66. High Schools by Level

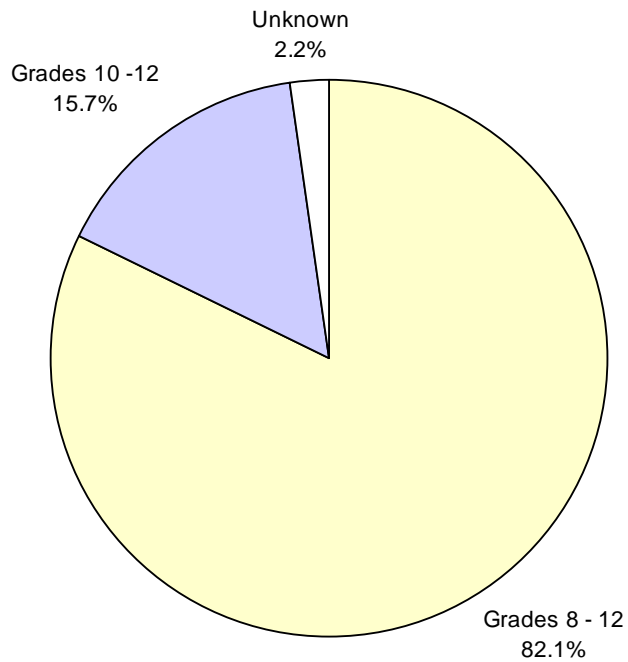


Table 89. High Schools by Level and Province

|                 | Gr. 8-12   | Gr. 10 -12 | Unk.     | Total      | % Full Hi    |
|-----------------|------------|------------|----------|------------|--------------|
| Central         | 25         | 2          | 1        | 28         | 7.1%         |
| Copperbelt      | 68         | 1          | 2        | 71         | 1.4%         |
| Eastern         | 38         | 3          | 0        | 41         | 7.3%         |
| Luapula         | 19         | 0          | 1        | 20         | 0.0%         |
| Lusaka          | 28         | 10         | 1        | 39         | 25.6%        |
| N. Western      | 17         | 5          | 1        | 23         | 21.7%        |
| Northern        | 16         | 10         | 0        | 26         | 38.5%        |
| Southern        | 38         | 6          | 1        | 45         | 13.3%        |
| Western         | 13         | 13         | 0        | 26         | 50.0%        |
| <b>National</b> | <b>262</b> | <b>50</b>  | <b>7</b> | <b>319</b> | <b>15.7%</b> |

**Table 90. High Schools by Day, Boarding and Weekly Boarding Status by Province**

|                   | <b>Day</b> | <b>Board</b> | <b>W. Board</b> | <b>Unk.</b> | <b>Total</b> |
|-------------------|------------|--------------|-----------------|-------------|--------------|
| <b>Central</b>    | 14         | 3            | 1               |             | 18           |
| <b>Copperbelt</b> | 46         | 5            | 0               |             | 51           |
| <b>Eastern</b>    | 37         | 7            | 13              |             | 57           |
| <b>Luapula</b>    | 16         | 6            | 0               |             | 22           |
| <b>Lusaka</b>     | 17         | 8            | 1               |             | 26           |
| <b>N. Western</b> | 19         | 3            | 3               |             | 25           |
| <b>Northern</b>   | 18         | 11           | 3               |             | 32           |
| <b>Southern</b>   | 35         | 12           | 1               |             | 48           |
| <b>Western</b>    | 23         | 6            | 1               |             | 30           |
| <b>National</b>   | <b>225</b> | <b>61</b>    | <b>23</b>       | <b>10</b>   | <b>319</b>   |

**Table 91. Centres of Continuing Education by Province**

|                   | <b>Centres</b> |
|-------------------|----------------|
| <b>Central</b>    | 2              |
| <b>Copperbelt</b> | 4              |
| <b>Eastern</b>    | 2              |
| <b>Luapula</b>    | 2              |
| <b>Lusaka</b>     | 1              |
| <b>N. Western</b> | 1              |
| <b>Northern</b>   | 4              |
| <b>Southern</b>   | 3              |
| <b>Western</b>    | 2              |
| <b>National</b>   | <b>21</b>      |

## Classrooms

Figure 67. High School Classrooms by Type

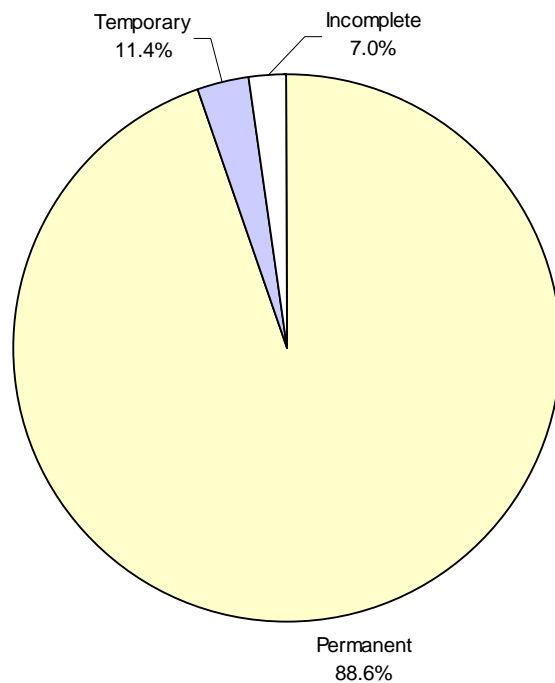


Table 92. Classrooms in High Schools by Type and Province

|                 | Perm.        | Temp.      | % (Temp)    | Total        | % of Tot.     | Incomp.   | % Ch.       |
|-----------------|--------------|------------|-------------|--------------|---------------|-----------|-------------|
| Central         | 365          | 20         | 5.2%        | 385          | 9.6%          | 4         | 21.1%       |
| Copperbelt      | 1,051        | 32         | 3.0%        | 1,083        | 27.1%         | 37        | 6.6%        |
| Eastern         | 436          | 16         | 3.5%        | 452          | 11.3%         | 13        | 3.7%        |
| Luapula         | 209          | 26         | 11.1%       | 235          | 5.9%          | 2         | 32.8%       |
| Lusaka          | 471          | 8          | 1.7%        | 479          | 12.0%         | 20        | -23.8%      |
| N. Western      | 243          | 5          | 2.0%        | 248          | 6.2%          | 0         | 36.3%       |
| Northern        | 335          | 7          | 2.0%        | 342          | 8.6%          | 11        | 13.6%       |
| Southern        | 497          | 3          | 0.6%        | 500          | 12.5%         | 4         | 21.4%       |
| Western         | 270          | 6          | 2.2%        | 276          | 6.9%          | 5         | 16.9%       |
| <b>National</b> | <b>3,877</b> | <b>123</b> | <b>3.1%</b> | <b>4,000</b> | <b>100.0%</b> | <b>96</b> | <b>7.9%</b> |

Note: Includes classrooms for grades 8 -9 from Secondary Schools

## Access and Participation

Access indicates the level of participation of children at high school level mainly by measuring enrolments of children accessing education.

Admission to high school is based on performance in terminal examinations in the Junior Secondary School Leaving Examinations (JSSLE) at the end of Grade 9. This is a public examination set and marked by the Examinations Council of Zambia. Selection into Grade 10 is based on a cut-off point criteria system set each year depending on the number of available grade 10 places for that year. The cut-off point system is also used to regulate gender parity progression to Grade 10.

Since 1999 the government and its co-operating partners have been investing in the middle basic education level in a quite significant way. The upper basic education level benefited somewhat from investments in the middle basic education level as the resources in schools running Grades 1 to 9 are mutually shared. However, the high school education level, previously called senior secondary, has not seen much investment since the late 1980s. Equally the Upper Basic or Junior Secondary level that was being run from secondary schools was not benefiting from the investment.

Through interventions such as BESSIP (1999-2003) and quite recently the Sector Plan (2003-2007), the Ministry of Education has started implementing a comprehensive strategy for the transformation of secondary schools into high schools.

For example, a number of cost-efficiency measures that will contribute to increased access to high school, including single-shifting (where pupil-teacher ratios allow), better utilization of teachers, and increase in classroom space when Grades 8 and 9 classes are moved to basic schools are being implemented. Research into cheaper ways of construction and rehabilitation of school buildings will also be carried out.

Other efforts include:

### Phasing out of Grade 8 and 9

The incorporation of lower secondary into basic education has major implications for high schools. Foremost, the overall goal of universal free basic education would result in an enormous expansion of enrolment in Grades 8 and 9, which would in turn lead to much higher demand for high school education.

### Academic Production units and open schools

Starting from 1996, more and more government high schools have been offering what are known as Academic Production Unit (APU) classes. These classes enrol pupils, who fail to find places in regular classes. Their learning takes place in a parallel afternoon session that typically runs from 13 00 to 17 00 hours. APU pupils sit for the same national examination, use same teachers and school facilities but pay considerable higher fees than their counterparts in regular classes.

The Academic Production Unit system will continue to allow those that can not find places in regular classes and can afford the additional fees to access high school education, but the guidelines will be more strictly administered through the Directorate of Distance Education. Open and distance learning will remain an important option in the next five years for out-of-school pupils and adults to complete their School Certificate through evening classes.

### Phasing out of Grade 7 Examinations

As more primary schools attain full basic school status, the Grade 7 examination would play a progressively reduced role in the education system and would eventually be abolished. Currently, there is no complete basic school where all the pupils can proceed without selection from Grade 7 into Grade 8 in the same school

Pupils in a full basic school, that can accommodate in Grade 8 all of its own Grade 7 pupils, will not be required to sit for the Grade 7 composite selection and certification examination. In addition, the Ministry is in the process of introducing standardized school-based assessment procedures for use in basic schools where pupils will not be required to sit for the Grade 7 composite examination.

The Directorate of Standards and Curriculum, in conjunction with the Examinations Council of Zambia, will determine how school-based assessment can be better conducted in Grades 10–12 so that it can become a component of the final grading for the School Certificate Examination

To increase access, many of the government high schools will need major rehabilitation programmes particularly in terms of classrooms, practical subject rooms, and improvement of water and sanitation facilities. The provision of boreholes, solar power, and pit latrines will be increased.

The situation above reveals a serious challenge of increasing access to secondary education. This is a gloomy reflection of the long neglect or lack of substantial investment in this sub-sector.

The female enrolments have consistently lagged behind those of boys at High school level. The High school sub sector recorded an increase in the Gross Enrolment Ratio from 13.6% in 2003 to 15.8% in 2004. The low gross enrolment ratio at secondary school level is an indication that access to secondary education is relatively low compared to 105.3% at grades 1-7 and 93.1% at grades 1-9 (at the Basic school level).

## Pupil enrolment

Figure 68. High Schools Enrolment by Agency

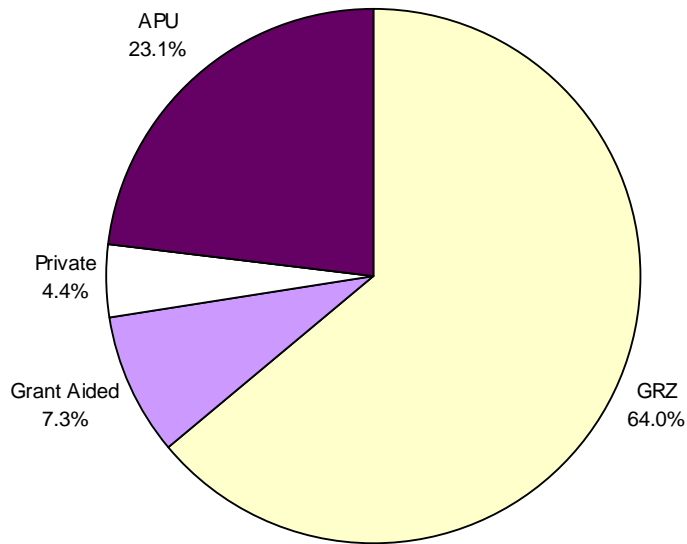


Table 93. High Schools Enrolment by Agency/Type and Province

|                   | GRZ            | Grant Aid.    | Private      | Church   | APU           | Total          |
|-------------------|----------------|---------------|--------------|----------|---------------|----------------|
| <b>Central</b>    | 9,453          | 1,256         | 543          | 0        | 3,049         | 14,301         |
| <b>Copperbelt</b> | 30,392         | 996           | 2,522        | 0        | 12,191        | 46,101         |
| <b>Eastern</b>    | 9,426          | 2,499         | 74           | 0        | 1,388         | 13,387         |
| <b>Luapula</b>    | 6,365          | 827           | 0            | 0        | 1,537         | 8,729          |
| <b>Lusaka</b>     | 12,988         | 1,362         | 2,197        | 0        | 8,067         | 24,614         |
| <b>N. Western</b> | 6,871          | 622           | 0            | 0        | 1,824         | 9,317          |
| <b>Northern</b>   | 11,094         | 814           | 64           | 0        | 3,256         | 15,228         |
| <b>Southern</b>   | 8,347          | 4,670         | 1,213        | 0        | 2,945         | 17,175         |
| <b>Western</b>    | 6,269          | 560           | 319          | 0        | 2,238         | 9,386          |
| <b>National</b>   | <b>101,205</b> | <b>13,606</b> | <b>6,932</b> | <b>0</b> | <b>36,495</b> | <b>158,238</b> |



**Table 94. Enrolment in All Schools in Grades 10-12 by Province**

|                 | Male          | Female        | % (F)        | Total          | % of Tot.     | % Ch.       |
|-----------------|---------------|---------------|--------------|----------------|---------------|-------------|
| Central         | 7,993         | 6,308         | 44.1%        | 14,301         | 9.0%          | 12.6%       |
| Copperbelt      | 23,857        | 22,244        | 48.3%        | 46,101         | 29.1%         | 9.9%        |
| Eastern         | 8,107         | 5,280         | 39.4%        | 13,387         | 8.5%          | 5.4%        |
| Luapula         | 5,227         | 3,502         | 40.1%        | 8,729          | 5.5%          | 23.9%       |
| Lusaka          | 12,790        | 11,824        | 48.0%        | 24,614         | 15.6%         | 9.3%        |
| N. Western      | 5,543         | 3,774         | 40.5%        | 9,317          | 5.9%          | 15.6%       |
| Northern        | 9,423         | 5,805         | 38.1%        | 15,228         | 9.6%          | 9.7%        |
| Southern        | 9,767         | 7,408         | 43.1%        | 17,175         | 10.9%         | 5.4%        |
| Western         | 5,469         | 3,917         | 41.7%        | 9,386          | 5.9%          | 5.9%        |
| <b>National</b> | <b>88,176</b> | <b>70,062</b> | <b>44.3%</b> | <b>158,238</b> | <b>100.0%</b> | <b>9.9%</b> |

**Table 95. Enrolment in GRZ and Grant Aided Schools in Grades 10-12 by Province**

|                 | Male          | Female        | % (F)        | Total          | % of Tot.     | % Ch.        |
|-----------------|---------------|---------------|--------------|----------------|---------------|--------------|
| Central         | 5,927         | 4,782         | 44.7%        | 10,709         | 9.3%          | 21.8%        |
| Copperbelt      | 16,770        | 14,618        | 46.6%        | 31,388         | 27.3%         | 11.6%        |
| Eastern         | 7,343         | 4,582         | 38.4%        | 11,925         | 10.4%         | 9.5%         |
| Luapula         | 4,280         | 2,912         | 40.5%        | 7,192          | 6.3%          | 36.2%        |
| Lusaka          | 7,390         | 6,960         | 48.5%        | 14,350         | 12.5%         | 7.5%         |
| N. Western      | 4,464         | 3,029         | 40.4%        | 7,493          | 6.5%          | 26.8%        |
| Northern        | 7,405         | 4,503         | 37.8%        | 11,908         | 10.4%         | 7.6%         |
| Southern        | 7,523         | 5,494         | 42.2%        | 13,017         | 11.3%         | 10.3%        |
| Western         | 4,311         | 2,518         | 36.9%        | 6,829          | 5.9%          | 10.3%        |
| <b>National</b> | <b>65,413</b> | <b>49,398</b> | <b>43.0%</b> | <b>114,811</b> | <b>100.0%</b> | <b>13.2%</b> |

**Table 96. Enrolment in Private / Church Schools in Grades 10-12 by Province**

|                 | Male         | Female       | % (F)        | Total        | % of Tot.     | % Ch.         |
|-----------------|--------------|--------------|--------------|--------------|---------------|---------------|
| Central         | 256          | 287          | 52.9%        | 543          | 7.8%          | -52.4%        |
| Copperbelt      | 1,174        | 1,348        | 53.4%        | 2,522        | 36.4%         | -4.6%         |
| Eastern         | 70           | 4            | 5.4%         | 74           | 1.1%          | -82.9%        |
| Luapula         | 0            | 0            |              | 0            | 0.0%          | -100.0%       |
| Lusaka          | 1,142        | 1,055        | 48.0%        | 2,197        | 31.7%         | -11.4%        |
| N. Western      | 0            | 0            |              | 0            | 0.0%          | -100.0%       |
| Northern        | 64           | 0            | 0.0%         | 64           | 0.9%          | -88.2%        |
| Southern        | 615          | 598          | 49.3%        | 1,213        | 17.5%         | -42.3%        |
| Western         | 167          | 152          | 47.6%        | 319          | 4.6%          | -70.5%        |
| <b>National</b> | <b>3,488</b> | <b>3,444</b> | <b>49.7%</b> | <b>6,932</b> | <b>100.0%</b> | <b>-39.5%</b> |

**Table 97. Enrolment in APU in Grades 10-12 by Province**

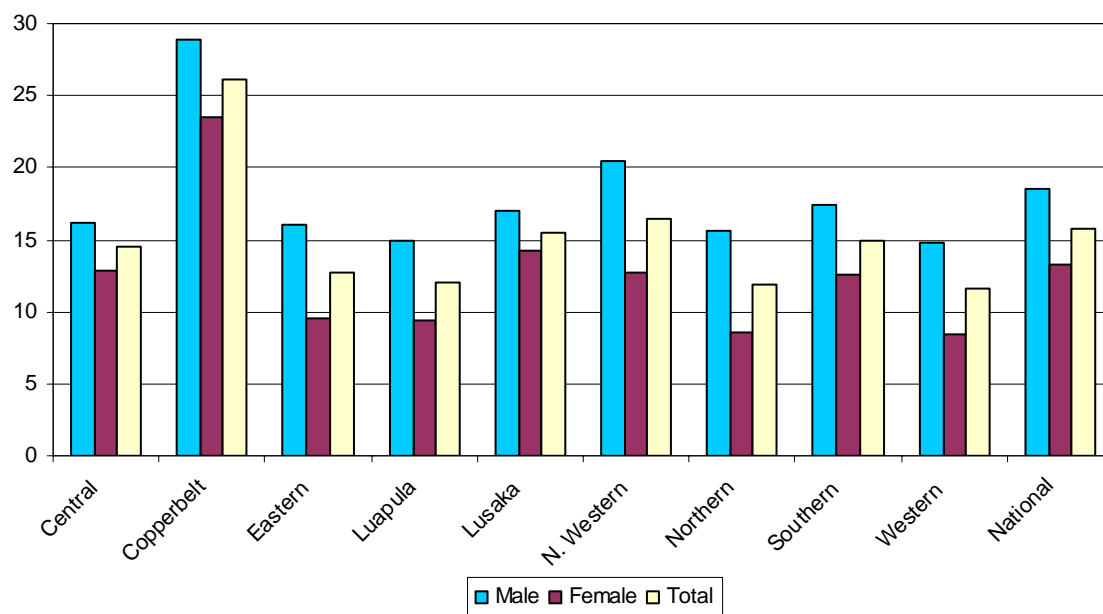
|                   | Male          | Female        | % (F)        | Total         | % of Tot.     | % Enr.       | % Ch.        |
|-------------------|---------------|---------------|--------------|---------------|---------------|--------------|--------------|
| <b>Central</b>    | 1,810         | 1,239         | 40.6%        | 3,049         | 8.4%          | 31.5%        | 10.0%        |
| <b>Copperbelt</b> | 5,913         | 6,278         | 51.5%        | 12,191        | 33.4%         | 39.9%        | 8.9%         |
| <b>Eastern</b>    | 694           | 694           | 50.0%        | 1,388         | 3.8%          | 15.2%        | 0.9%         |
| <b>Luapula</b>    | 947           | 590           | 38.4%        | 1,537         | 4.2%          | 23.7%        | 26.3%        |
| <b>Lusaka</b>     | 4,298         | 3,827         | 47.1%        | 8,125         | 22.3%         | 62.3%        | 21.5%        |
| <b>N. Western</b> | 1,079         | 745           | 40.8%        | 1,824         | 5.0%          | 26.2%        | 9.0%         |
| <b>Northern</b>   | 1,954         | 1,302         | 40.0%        | 3,256         | 8.9%          | 29.3%        | 43.2%        |
| <b>Southern</b>   | 1,589         | 1,298         | 45.0%        | 2,887         | 7.9%          | 37.4%        | 20.6%        |
| <b>Western</b>    | 991           | 1,247         | 55.7%        | 2,238         | 6.1%          | 37.3%        | 40.7%        |
| <b>National</b>   | <b>19,275</b> | <b>17,220</b> | <b>47.2%</b> | <b>36,495</b> | <b>100.0%</b> | <b>36.3%</b> | <b>17.1%</b> |

Note: % of Total Enrolment in GRZ Schools

### Enrolment ratios

**Table 98. Gross Enrolment Ratio in Grades 1-12 by Gender and Province**

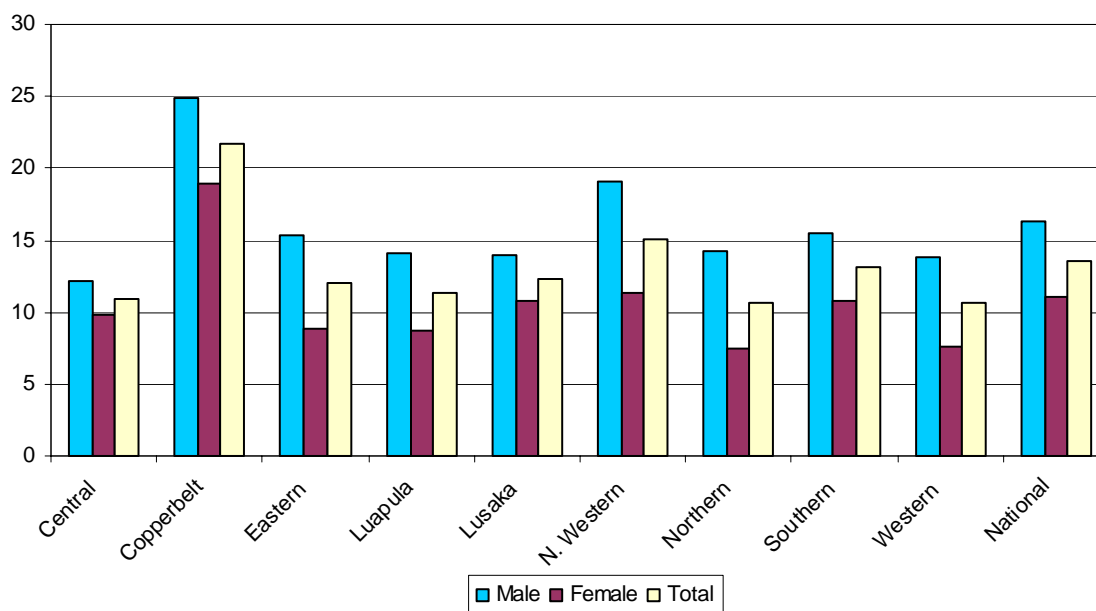
|                   | Male        | Female      | Total       |
|-------------------|-------------|-------------|-------------|
| <b>Central</b>    | 78.9        | 73.2        | 76.0        |
| <b>Copperbelt</b> | 87.6        | 83.7        | 85.6        |
| <b>Eastern</b>    | 61.9        | 57.1        | 59.5        |
| <b>Luapula</b>    | 72.7        | 63.8        | 68.3        |
| <b>Lusaka</b>     | 64.6        | 63.3        | 63.9        |
| <b>N. Western</b> | 85.0        | 74.4        | 79.7        |
| <b>Northern</b>   | 92.8        | 78.7        | 85.8        |
| <b>Southern</b>   | 87.2        | 79.2        | 83.2        |
| <b>Western</b>    | 74.4        | 67.3        | 70.9        |
| <b>National</b>   | <b>78.3</b> | <b>71.7</b> | <b>75.0</b> |

**Figure 69. Gross Enrolment Ratios in Grades 10-12 by Gender and Province****Table 99. Gross Enrolment Ratio in Grades 10-12 by Gender and Province**

|                 | Male        | Female      | Total       |
|-----------------|-------------|-------------|-------------|
| Central         | 20.8        | 16.4        | 18.6        |
| Copperbelt      | 41.6        | 36.2        | 38.8        |
| Eastern         | 16.7        | 11.2        | 14.0        |
| Luapula         | 16.7        | 11.6        | 14.2        |
| Lusaka          | 27.4        | 23.6        | 25.4        |
| N. Western      | 26.7        | 18.0        | 22.3        |
| Northern        | 19.9        | 12.3        | 16.1        |
| Southern        | 21.1        | 15.4        | 18.2        |
| Western         | 19.2        | 13.5        | 16.3        |
| <b>National</b> | <b>24.1</b> | <b>18.8</b> | <b>21.5</b> |

**Table 100. Net Enrolment Ratio in Grades 1-12 by Gender and Province**

|                 | Male        | Female      | Total       |
|-----------------|-------------|-------------|-------------|
| Central         | 77.5        | 72.0        | 74.8        |
| Copperbelt      | 85.9        | 81.8        | 83.8        |
| Eastern         | 61.4        | 56.5        | 59.0        |
| Luapula         | 72.1        | 63.2        | 67.7        |
| Lusaka          | 63.5        | 62.2        | 62.8        |
| N. Western      | 83.6        | 72.8        | 78.2        |
| Northern        | 91.9        | 77.6        | 84.8        |
| Southern        | 86.1        | 77.9        | 81.9        |
| Western         | 73.9        | 66.6        | 70.2        |
| <b>National</b> | <b>77.3</b> | <b>70.5</b> | <b>73.9</b> |

**Figure 70. Net Enrolment Ratios in Grades 10-12 by Gender and Province****Table 101. Net Enrolment Ratio in Grades 10-12 by Gender and Province**

|                 | Male        | Female      | Total       |
|-----------------|-------------|-------------|-------------|
| Central         | 16.0        | 12.5        | 14.3        |
| Copperbelt      | 36.3        | 30.0        | 33.0        |
| Eastern         | 16.0        | 10.5        | 13.3        |
| Luapula         | 15.6        | 10.7        | 13.2        |
| Lusaka          | 23.1        | 18.3        | 20.6        |
| N. Western      | 25.2        | 16.3        | 20.7        |
| Northern        | 18.0        | 10.9        | 14.5        |
| Southern        | 18.8        | 13.4        | 16.1        |
| Western         | 18.1        | 12.5        | 15.3        |
| <b>National</b> | <b>21.4</b> | <b>15.9</b> | <b>18.6</b> |

**Transition rate****Table 102. Transition Rates for Grades 9-10 by Gender and Province**

|                   | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|-------------------|-------------|---------------|--------------|
| <b>Central</b>    | 50.1        | 47.4          | 48.8         |
| <b>Copperbelt</b> | 45.5        | 37.2          | 41.4         |
| <b>Eastern</b>    | 42.7        | 42.7          | 42.7         |
| <b>Luapula</b>    | 37.4        | 33.3          | 35.5         |
| <b>Lusaka</b>     | 37.7        | 33.0          | 35.8         |
| <b>N. Western</b> | 44.2        | 36.4          | 40.8         |
| <b>Northern</b>   | 40.7        | 34.9          | 38.3         |
| <b>Southern</b>   | 50.9        | 47.7          | 49.6         |
| <b>Western</b>    | 48.6        | 45.6          | 47.2         |
| <b>National</b>   | <b>44.5</b> | <b>40.9</b>   | <b>42.8</b>  |

**Table 103. Transition Rates for Grades 10-12 by Gender and Province-single year data**

|                   | <b>Grades 10-11</b> |               |              | <b>Grades 11-12</b> |               |              |
|-------------------|---------------------|---------------|--------------|---------------------|---------------|--------------|
|                   | <b>Male</b>         | <b>Female</b> | <b>Total</b> | <b>Male</b>         | <b>Female</b> | <b>Total</b> |
| <b>Central</b>    | 113.0               | 115.5         | 114.2        | 101.7               | 105.0         | 103.2        |
| <b>Copperbelt</b> | 122.7               | 120.2         | 121.6        | 111.6               | 101.8         | 107.2        |
| <b>Eastern</b>    | 121.0               | 124.8         | 122.8        | 104.3               | 84.5          | 94.2         |
| <b>Luapula</b>    | 112.7               | 109.1         | 111.1        | 97.1                | 90.6          | 94.2         |
| <b>Lusaka</b>     | 134.4               | 151.9         | 141.4        | 110.4               | 109.7         | 110.2        |
| <b>N. Western</b> | 103.1               | 112.6         | 106.6        | 107.3               | 93.8          | 101.8        |
| <b>Northern</b>   | 120.6               | 142.6         | 128.7        | 89.4                | 103.8         | 94.5         |
| <b>Southern</b>   | 109.5               | 114.4         | 111.5        | 95.5                | 97.4          | 96.2         |
| <b>Western</b>    | 106.7               | 89.2          | 99.2         | 104.0               | 93.0          | 99.2         |
| <b>National</b>   | <b>115.0</b>        | <b>118.2</b>  | <b>116.4</b> | <b>101.9</b>        | <b>97.5</b>   | <b>99.9</b>  |

## Efficiency

These indicators relate to the level of participation in the high schools. The indicators on efficiency give a picture on how efficient the education system relates to pupil progression, completion, dropout and repetition at high school level.

Through the Sector Plan (2003-2007) interventions, the Ministry of Education has started implementing a comprehensive strategy to improve the efficiency of high schools. The major ones include the following:

- a) The prospects for cost sharing are limited due to high poverty levels in the country. However, greater efficiency measures are being introduced in upper basic and high school through better utilization of teaching staff, reduced unit costs in construction and learning materials, and improved school planning and management.
- b) A comprehensive sub-sector review is being carried out in 2004, particularly on increasing access, equity, quality and efficiency.
- c) Soon after the High School Sub-Sector Review, it is anticipated that the curriculum will be reviewed to strengthen the linkages between high schools, skills training centres under TEVETA and higher education institutions. The curriculum for Grades 10–12 will be diversified in a comprehensive and holistic way by developing several distinct programmes for this level of education. To this end, certain schools are already being encouraged to become specialist schools for technology, practical areas, business and commercial studies, and the creative arts. The programmes being offered by these schools are becoming unambiguously specialized in nature, but in all other regards these schools will be on par with those that offer general academic programmes
- d) The Ministry of Education has completed the establishment and strengthening of High School Education Boards in all High Schools and is working on improving their management and financial disbursement as a way of empowering them to improve their efficiency.
- e) The Ministry is supporting Academic Production Units in Grades 8 to 12 in the majority of schools. Tuition fees are paid and special classes conducted which in the past has been criticized for its lack of proper management and accountability, but it widens access and raises revenue for schools. MoE has already completed guidelines on procedures for the intake of eligible pupils under which each school is allowed to enrol pupils who did not make the examination grade. The revenue is collected and used by each Education Board according to standard guidelines. The finances are being monitored and audited by Provincial Education Offices to ensure that guidelines are followed.
- f) There exists potential for partnerships with the private sector in both high school and tertiary education through leasing of land, encouragement for local companies to invest in educational facilities, tax incentives, voucher schemes, teacher provision and flexible but consistent regulatory frameworks.
- g) Relationships with traditional partners such as religious institutions in terms of grant-aided schools are also being strengthened. Nevertheless, the financing gap is such that the government will continue to need assistance from international development agencies;
- h) An improvement in the Grade 12 school certificate results was recorded in 2003 compared to 2002. The school certificate pass rate for internal candidates increased to 70% in 2003 from 66% in 2002. The Ministry surpassed its 2003 target of 67% by 3%.

The progression rates from grades 10-12 are satisfactory compared to the lower secondary school grades.

Repetition rates are highest at grades where promotion examinations are written i.e. Grade 9 for secondary school education except at grade 12 where leaving examinations are written. Repetition rates for females are higher and above the national average.

### Completion rate

Figure 71. Completion Rates for Grades 1-12 by Gender and Province

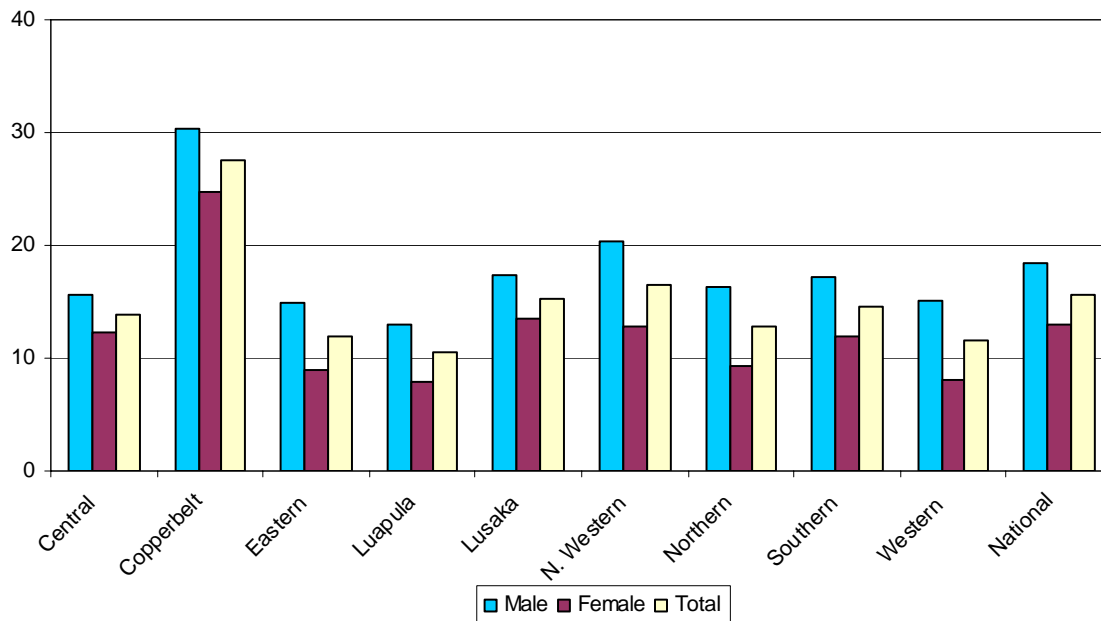


Table 104. Completion Rates for Grades 1-12 by Gender and Province

|                 | Grades 1-12 |             |             |
|-----------------|-------------|-------------|-------------|
|                 | Male        | Female      | Total       |
| Central         | 15.6        | 12.3        | 13.9        |
| Copperbelt      | 30.4        | 24.8        | 27.5        |
| Eastern         | 14.9        | 8.9         | 11.9        |
| Luapula         | 13.0        | 8.0         | 10.5        |
| Lusaka          | 17.3        | 13.4        | 15.3        |
| N. Western      | 20.4        | 12.8        | 16.5        |
| Northern        | 16.4        | 9.4         | 12.9        |
| Southern        | 17.3        | 12.0        | 14.6        |
| Western         | 15.2        | 8.1         | 11.6        |
| <b>National</b> | <b>18.4</b> | <b>13.0</b> | <b>15.7</b> |

**Table 105. Survival Rates for Grades 10-12 by Gender**

|                 | Grades 10-12 |              |              |
|-----------------|--------------|--------------|--------------|
|                 | Male         | Female       | Total        |
| Central         | 111.7        | 108.1        | 110.1        |
| Copperbelt      | 112.8        | 107.1        | 110.1        |
| Eastern         | 106.6        | 111.6        | 108.4        |
| Luapula         | 126.9        | 105.8        | 118.0        |
| Lusaka          | 105.4        | 105.0        | 105.2        |
| N. Western      | 125.8        | 129.0        | 127.0        |
| Northern        | 100.8        | 109.2        | 103.7        |
| Southern        | 104.1        | 91.9         | 98.7         |
| Western         | 92.3         | 74.5         | 85.1         |
| <b>National</b> | <b>108.5</b> | <b>104.2</b> | <b>106.7</b> |

*Note: Uses cohort analysis of Grade 10 students from 2002 and does not include APU*

### Repetition rate

**Table 106. Repetition Rates for Grades 10-12 by Gender and Province**

|                 | Male       | Female     | Total      |
|-----------------|------------|------------|------------|
| Central         | 1.4        | 1.8        | 1.6        |
| Copperbelt      | 1.3        | 1.5        | 1.4        |
| Eastern         | 3.1        | 3.4        | 3.2        |
| Luapula         | 5.2        | 5.6        | 5.4        |
| Lusaka          | 1.0        | 1.3        | 1.2        |
| N. Western      | 3.8        | 4.3        | 4.0        |
| Northern        | 1.6        | 1.2        | 1.4        |
| Southern        | 1.1        | 1.6        | 1.3        |
| Western         | 1.8        | 3.0        | 2.2        |
| <b>National</b> | <b>1.9</b> | <b>2.1</b> | <b>2.0</b> |

### Dropout rate

**Table 107. Dropout Rates for Grades 10-12 by Gender and Province**

|                 | Male       | Female     | Total      |
|-----------------|------------|------------|------------|
| Central         | 2.1        | 2.9        | 2.5        |
| Copperbelt      | 1.4        | 2.3        | 1.8        |
| Eastern         | 1.7        | 3.6        | 2.5        |
| Luapula         | 0.9        | 2.7        | 1.7        |
| Lusaka          | 1.2        | 1.3        | 1.3        |
| N. Western      | 1.0        | 3.9        | 2.2        |
| Northern        | 1.5        | 3.2        | 2.2        |
| Southern        | 1.0        | 2.4        | 1.6        |
| Western         | 2.7        | 9.7        | 5.4        |
| <b>National</b> | <b>1.5</b> | <b>2.9</b> | <b>2.1</b> |



## Quality

Like for basic school level, quality in high schools too is addressed mainly through improved teacher training and rational deployment of teachers; curriculum reforms and supply of adequate teaching and learning resources to schools. In this regard, quality is being used as an indicator to measure the level of human resources input in terms of number of teachers in relation to the size of the high school population of pupils. The higher the pupil teacher ratio, the lower is the access of pupils to teachers. But it should also be noted that many more factors contribute to the quality of learning experience such as the availability of teaching & learning materials, teacher qualifications, contact time between pupil and teacher and the motivation level of teachers .

Quality interventions for high school are articulated in the Education Sector Strategic Plan and prioritize efficient teacher utilization in terms of maximizing their class contact time in each subject area, and introduction of single shifting where possible. The target is to raise the pupil: teacher ratio from 19:1 in 2002 to 28:1 by 2007. While the Diploma courses will be retained as they still supply the bulk of high school teachers, there are plans to upgrade COSETCO and Nkrumah Teachers' College to Universities to increase the supply of graduate teachers. In addition, expansion of distance education provision, like the Middle Basic distance diploma scheme, would enable diploma holders to acquire degrees while remaining in the classroom.

Another challenging intervention is the retention of degree and diploma holder teachers and the need to increase their package of incentives such as review of salary scales, better housing, and access to loans, staff development opportunities, and hardship allowances.

A major review of the high school education sector being carried out in 2004/5 puts emphasis on curriculum reform and stronger linkages between life skills at basic education level, vocational centres under Distance Education and skills training centres under TEVETA, higher education and the world of work. It is assumed that a framework of competencies will be developed that dovetail into the different levels and courses offered across the different institutions. Specific areas such as design and technology, business studies and information technology will be given particular prominence in this respect. All high schools will need to develop pre-vocational skills and competencies alongside core subjects, but the range and depth of syllabi will depend on the curriculum review.

The Ministry is attempting to address the lack of educational materials in High Schools through decentralized procurement. The Boards will become responsible for provision of teaching/ learning materials (including library books and textbooks), equipment, machines and specialized apparatus. Efforts will also be made to reduce the cost of textbooks and learning materials. Radio programmes and other media under ICT, particularly for sciences, practical subjects and life skills, will supplement these efforts being made.

The High school education sub sector experienced an increase in the number of teachers from 7,837 in 2003 to 8,143 in 2004 due to the replacement of the deceased and retired teachers in 2003/4.

## Teachers

Figure 72. Teachers in High Schools by Running Agency

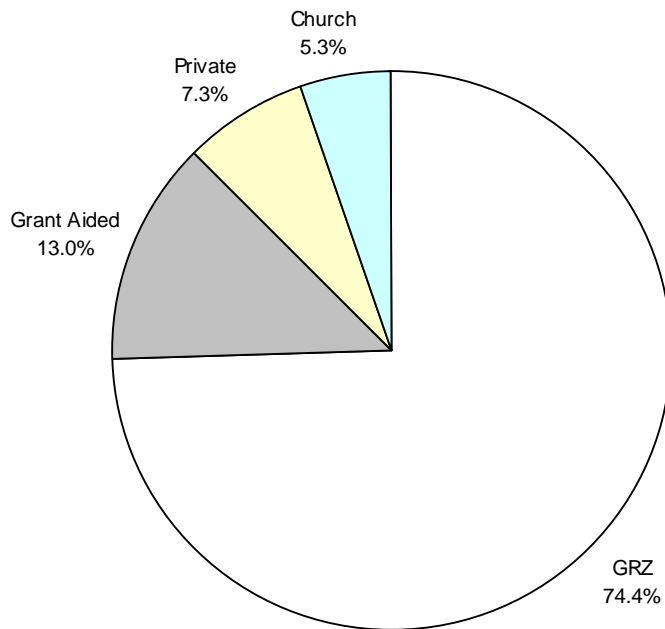


Table 108. Dropout Rates for Grades 10-12 by Gender and Province

|                 | GRZ          | Grant Aid.   | Private    | Church     | Total        |
|-----------------|--------------|--------------|------------|------------|--------------|
| Central         | 537          | 120          | 91         | 0          | 748          |
| Copperbelt      | 1,850        | 74           | 268        | 101        | 2,293        |
| Eastern         | 609          | 192          | 8          | 45         | 854          |
| Luapula         | 425          | 40           | 0          | 40         | 505          |
| Lusaka          | 746          | 133          | 164        | 0          | 1,043        |
| N. Western      | 472          | 37           | 0          | 0          | 509          |
| Northern        | 549          | 107          | 0          | 0          | 656          |
| Southern        | 509          | 326          | 37         | 155        | 1,027        |
| Western         | 362          | 29           | 26         | 91         | 508          |
| <b>National</b> | <b>6,059</b> | <b>1,058</b> | <b>594</b> | <b>432</b> | <b>8,143</b> |

**Table 109. Teachers in High Schools in Grades 10-12 by Gender and Province**

|                 | Male         | Female       | Unk.      | % (F)        | Total        | % of Tot.     | % Ch.       |
|-----------------|--------------|--------------|-----------|--------------|--------------|---------------|-------------|
| Central         | 523          | 220          | 5         | 29.4%        | 748          | 9.2%          | 4.3%        |
| Copperbelt      | 1,387        | 887          | 19        | 38.7%        | 2,293        | 28.2%         | -3.2%       |
| Eastern         | 635          | 217          | 2         | 25.4%        | 854          | 10.5%         | 7.2%        |
| Luapula         | 440          | 65           | 0         | 12.9%        | 505          | 6.2%          | 41.9%       |
| Lusaka          | 646          | 394          | 3         | 37.8%        | 1,043        | 12.8%         | -10.2%      |
| N. Western      | 403          | 106          | 0         | 20.8%        | 509          | 6.3%          | 69.1%       |
| Northern        | 484          | 170          | 2         | 25.9%        | 656          | 8.1%          | -6.7%       |
| Southern        | 722          | 302          | 3         | 29.4%        | 1,027        | 12.6%         | 5.1%        |
| Western         | 391          | 114          | 3         | 22.4%        | 508          | 6.2%          | 1.8%        |
| <b>National</b> | <b>5,631</b> | <b>2,475</b> | <b>37</b> | <b>30.4%</b> | <b>8,143</b> | <b>100.0%</b> | <b>3.3%</b> |

**Table 110. Teachers in GRZ/Grant Aided Schools in Grades 10-12 by Gender and Province**

|                 | Male         | Female       | Unk.      | % (F)        | Total        | % of Tot.     | % Ch.       |
|-----------------|--------------|--------------|-----------|--------------|--------------|---------------|-------------|
| Central         | 473          | 181          | 3         | 27.5%        | 657          | 9.2%          | 11.9%       |
| Copperbelt      | 1,162        | 757          | 5         | 39.3%        | 1,924        | 27.0%         | -5.0%       |
| Eastern         | 595          | 204          | 2         | 25.5%        | 801          | 11.3%         | 7.8%        |
| Luapula         | 408          | 57           | 0         | 12.3%        | 465          | 6.5%          | 46.7%       |
| Lusaka          | 525          | 352          | 2         | 40.0%        | 879          | 12.4%         | 5.5%        |
| N. Western      | 403          | 106          | 0         | 20.8%        | 509          | 7.2%          | 82.4%       |
| Northern        | 484          | 170          | 2         | 25.9%        | 656          | 9.2%          | 0.6%        |
| Southern        | 577          | 255          | 3         | 30.5%        | 835          | 11.7%         | 0.2%        |
| Western         | 300          | 88           | 3         | 22.5%        | 391          | 5.5%          | 3.7%        |
| <b>National</b> | <b>4,927</b> | <b>2,170</b> | <b>20</b> | <b>30.5%</b> | <b>7,117</b> | <b>100.0%</b> | <b>7.1%</b> |

**Table 111. Teachers in Private / Church Schools in Grades 10-12 by Gender and Province**

|                 | Male       | Female     | Unk.      | % (F)        | Total        | % of Tot.     | % Ch.         |
|-----------------|------------|------------|-----------|--------------|--------------|---------------|---------------|
| Central         | 50         | 39         | 2         | 42.9%        | 91           | 8.9%          | -30.0%        |
| Copperbelt      | 225        | 130        | 14        | 35.2%        | 369          | 36.0%         | 7.6%          |
| Eastern         | 40         | 13         | 0         | 24.5%        | 53           | 5.2%          | -1.9%         |
| Luapula         | 32         | 8          | 0         | 20.0%        | 40           | 3.9%          | 2.6%          |
| Lusaka          | 121        | 42         | 1         | 25.6%        | 164          | 16.0%         | -50.2%        |
| N. Western      | 0          | 0          | 0         | 0.0%         | 0            | 0.0%          | -100.0%       |
| Northern        | 0          | 0          | 0         | 0.0%         | 0            | 0.0%          | -100.0%       |
| Southern        | 145        | 47         | 0         | 24.5%        | 192          | 18.7%         | 33.3%         |
| Western         | 91         | 26         | 0         | 22.2%        | 117          | 11.4%         | -4.1%         |
| <b>National</b> | <b>704</b> | <b>305</b> | <b>17</b> | <b>29.7%</b> | <b>1,026</b> | <b>100.0%</b> | <b>-16.9%</b> |

### Teacher qualifications and certifications

The minimum qualification required for a teacher at High School is a Bachelors Degree. From table 113, it shows us that only 12% of the teachers at high school are qualified, which is of great concern to the quality of education provision.

**Table 112. Teachers in Grades 10-12 by Academic Qualifications and Gender**

|                        | Male         | Female       | Unk.      | % (F)        | Total        | % of Tot.     |
|------------------------|--------------|--------------|-----------|--------------|--------------|---------------|
| Standard 6             | 22           | 4            | 0         | 15.4%        | 26           | 0.3%          |
| Form 2/ Grade 9        | 45           | 23           | 0         | 33.8%        | 68           | 0.8%          |
| Form 3/ Grade 10       | 17           | 7            | 0         | 29.2%        | 24           | 0.3%          |
| Form 4                 | 33           | 17           | 0         | 34.0%        | 50           | 0.6%          |
| Failed Form 5/Grade 12 | 94           | 60           | 1         | 38.7%        | 155          | 1.9%          |
| GCE "O"                | 185          | 102          | 0         | 35.5%        | 287          | 3.5%          |
| Full School Cert.      | 4,063        | 1,762        | 20        | 30.1%        | 5845         | 71.8%         |
| GCE "A" Level          | 73           | 31           | 0         | 29.8%        | 104          | 1.3%          |
| First Degree           | 854          | 352          | 1         | 29.2%        | 1207         | 14.8%         |
| Higher Degree          | 26           | 13           | 0         | 33.3%        | 39           | 0.5%          |
| Unknown                | 219          | 104          | 15        | 30.8%        | 338          | 4.2%          |
| <b>Total</b>           | <b>5,631</b> | <b>2,475</b> | <b>37</b> | <b>30.4%</b> | <b>8,143</b> | <b>100.0%</b> |

**Table 113. Teachers in Grades 10-12 by Certification and Gender**

|                             | Male         | Female       | Unk.      | % (F)        | Total        | % of Tot.     |
|-----------------------------|--------------|--------------|-----------|--------------|--------------|---------------|
| Pre-School Teacher's Cert   | 17           | 12           | 0         | 41.4%        | 29           | 0.4%          |
| Primary Teacher's Cert      | 495          | 298          | 1         | 37.5%        | 794          | 9.8%          |
| Certificate In Special Ed   | 48           | 12           | 0         | 20.0%        | 60           | 0.7%          |
| Diploma (Bas. or Sec.)      | 3,605        | 1,692        | 4         | 31.9%        | 5,301        | 65.1%         |
| Special Ed. Diploma         | 66           | 18           | 0         | 21.4%        | 84           | 1.0%          |
| Advanced Diploma            | 349          | 73           | 3         | 17.2%        | 425          | 5.2%          |
| Education Bachelor's Degree | 656          | 214          | 3         | 24.5%        | 873          | 10.7%         |
| Other Bachelor's Degree     | 59           | 14           | 0         | 19.2%        | 73           | 0.9%          |
| Master's Degree             | 77           | 26           | 0         | 25.2%        | 103          | 1.3%          |
| Special Education Degree    | 5            | 2            | 0         | 28.6%        | 7            | 0.1%          |
| Untrained                   | 22           | 8            | 0         | 26.7%        | 30           | 0.4%          |
| Unknown                     | 232          | 106          | 26        | 29.1%        | 364          | 4.5%          |
| <b>Total</b>                | <b>5,631</b> | <b>2,475</b> | <b>37</b> | <b>30.4%</b> | <b>8,143</b> | <b>100.0%</b> |

### Teacher attrition

Like was observed in Basic Schools on teacher attrition, death remained the highest source of teacher attrition. This can be attributed partly to the high number of AIDS/HIV related cases in the country.

**Table 114. Teacher Attrition in Grades 10-12 by Reason and Gender**

|                  | Male       | Female     | % (F)        | Total      | % of Tot.   | % Ch.       |
|------------------|------------|------------|--------------|------------|-------------|-------------|
| Non-teach duties | 41         | 23         | 35.9%        | 64         | 0.8%        | 56.1%       |
| Contr. expired   | 41         | 18         | 30.5%        | 59         | 0.7%        | -15.7%      |
| Dismissed        | 26         | 7          | 21.2%        | 33         | 0.4%        | 83.3%       |
| Illness          | 0          | 4          | 100.0%       | 4          | 0.0%        | 100.0%      |
| Others           | 31         | 12         | 27.9%        | 43         | 0.5%        | -17.3%      |
| Resigned         | 70         | 35         | 33.3%        | 105        | 1.3%        | -16.0%      |
| Retired          | 17         | 12         | 41.4%        | 29         | 0.4%        | 93.3%       |
| Died             | 106        | 46         | 30.3%        | 152        | 1.9%        | 0.0%        |
| <b>Total</b>     | <b>332</b> | <b>157</b> | <b>32.1%</b> | <b>489</b> | <b>6.0%</b> | <b>2.9%</b> |

**Table 115. Teacher Attrition in Grades 10-12 by Gender and Province**

|                 | Male       | Female     | % (F)        | Total      | % of Tot.   |
|-----------------|------------|------------|--------------|------------|-------------|
| Central         | 23         | 11         | 32.4%        | 34         | 4.5%        |
| Copperbelt      | 85         | 60         | 41.4%        | 145        | 6.3%        |
| Eastern         | 38         | 13         | 25.5%        | 51         | 6.0%        |
| Luapula         | 12         | 2          | 14.3%        | 14         | 2.8%        |
| Lusaka          | 73         | 28         | 27.7%        | 101        | 9.7%        |
| N. Western      | 18         | 3          | 14.3%        | 21         | 4.1%        |
| Northern        | 21         | 9          | 30.0%        | 30         | 4.6%        |
| Southern        | 36         | 18         | 33.3%        | 54         | 5.3%        |
| Western         | 26         | 13         | 33.3%        | 39         | 7.7%        |
| <b>National</b> | <b>332</b> | <b>157</b> | <b>32.1%</b> | <b>489</b> | <b>6.0%</b> |

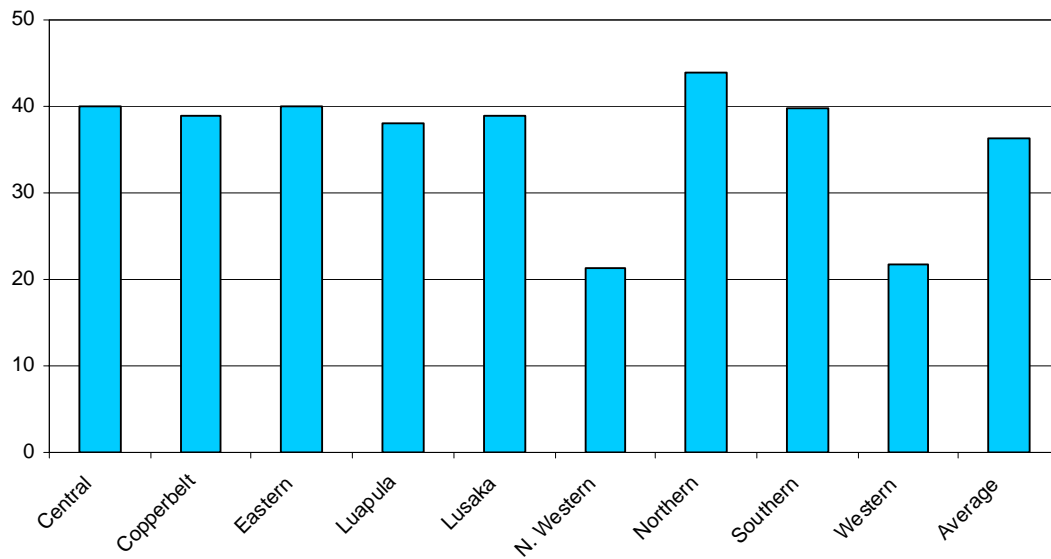
**Ratios****Table 116. Book / Pupil Ratio in English and Maths in Grades 10-12 by Province**

|                   | <b>Eng</b> | <b>Math</b> |
|-------------------|------------|-------------|
| <b>Central</b>    | 1:6        | 1:5         |
| <b>Copperbelt</b> | 1:6        | 1:19        |
| <b>Eastern</b>    | 1:6        | 1:5         |
| <b>Luapula</b>    | 1:3        | 1:3         |
| <b>Lusaka</b>     | 1:7        | 1:9         |
| <b>N. Western</b> | 1:4        | 1:4         |
| <b>Northern</b>   | 1:4        | 1:3         |
| <b>Southern</b>   | 1:7        | 1:9         |
| <b>Western</b>    | 1:1        | 1:2         |
| <b>Average</b>    | <b>1:5</b> | <b>1:4</b>  |

*Note: Does not include APU Students*

**Table 117. Pupil/Teacher Ratio in Grades 10-12 by Province**

|                |             |
|----------------|-------------|
| <b>Average</b> | <b>15.1</b> |
|----------------|-------------|

**Figure 73. Pupil/Class Ratios in Grades 10-12 by Province****Table 118. Pupil/Class Ratios in Grades 10-12 by Province**

|                   |             |
|-------------------|-------------|
| <b>Central</b>    | 40.1        |
| <b>Copperbelt</b> | 38.8        |
| <b>Eastern</b>    | 40.0        |
| <b>Luapula</b>    | 37.9        |
| <b>Lusaka</b>     | 39.0        |
| <b>N. Western</b> | 21.2        |
| <b>Northern</b>   | 43.8        |
| <b>Southern</b>   | 39.7        |
| <b>Western</b>    | 21.7        |
| <b>Average</b>    | <b>36.3</b> |

**Examination pass rate****Table 119. Examination Pass Rates in Grade 9 by Gender and Province in 2004**

|                   | Number sat    |               | Certificates  |              |               |              |              |              |
|-------------------|---------------|---------------|---------------|--------------|---------------|--------------|--------------|--------------|
|                   | Male          | Female        | Male          | Female       | Total         | % (M)        | % (F)        | % (T)        |
| <b>Central</b>    | 1,989         | 1,491         | 1,335         | 839          | 2,174         | 67.1%        | 56.3%        | 62.5%        |
| <b>Copperbelt</b> | 5,166         | 4,189         | 3,491         | 2,393        | 5,884         | 67.6%        | 57.1%        | 62.9%        |
| <b>Eastern</b>    | 2,365         | 1,222         | 1,523         | 609          | 2,132         | 64.4%        | 49.8%        | 59.4%        |
| <b>Luapula</b>    | 1,182         | 718           | 658           | 306          | 964           | 55.7%        | 42.6%        | 50.7%        |
| <b>Lusaka</b>     | 2,611         | 2,411         | 2,279         | 1,981        | 4,260         | 87.3%        | 82.2%        | 84.8%        |
| <b>N. Western</b> | 1,524         | 900           | 847           | 455          | 1,302         | 55.6%        | 50.6%        | 53.7%        |
| <b>Northern</b>   | 2,316         | 1,389         | 1,209         | 683          | 1,892         | 52.2%        | 49.2%        | 51.1%        |
| <b>Southern</b>   | 2,531         | 1,662         | 2,014         | 1,176        | 3,190         | 79.6%        | 70.8%        | 76.1%        |
| <b>Western</b>    | 1,219         | 681           | 738           | 416          | 1,154         | 60.5%        | 61.1%        | 60.7%        |
| <b>National</b>   | <b>20,903</b> | <b>14,663</b> | <b>14,094</b> | <b>8,858</b> | <b>22,952</b> | <b>67.4%</b> | <b>60.4%</b> | <b>64.5%</b> |

The progression rates to grade 10 over the past four years have remained almost static at about 27%. Out of 82,523 pupils that sat for the for grade 9 examinations in 2004, only 40,744 progressed to grade 10 representing 27 % progression.



## Staff housing

Figure 74. Staff Houses in High Schools by Type

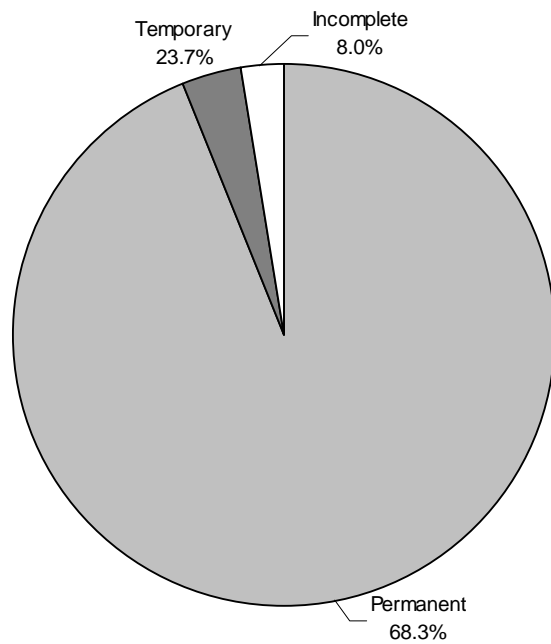


Table 120. Staff Houses in High Schools by Type and Province

|                 | Perm.        | Temp.      | % (Temp)    | Total        | % of Tot.     | Incomp.    |
|-----------------|--------------|------------|-------------|--------------|---------------|------------|
| Central         | 402          | 17         | 4.1%        | 419          | 10.2%         | 0          |
| Copperbelt      | 288          | 20         | 6.5%        | 308          | 7.5%          | 10         |
| Eastern         | 744          | 2          | 0.3%        | 746          | 18.2%         | 14         |
| Luapula         | 245          | 39         | 13.7%       | 284          | 6.9%          | 8          |
| Lusaka          | 347          | 38         | 9.9%        | 385          | 9.4%          | 49         |
| N. Western      | 290          | 20         | 6.5%        | 310          | 7.6%          | 3          |
| Northern        | 405          | 4          | 1.0%        | 409          | 10.0%         | 2          |
| Southern        | 819          | 4          | 0.5%        | 823          | 20.1%         | 10         |
| Western         | 399          | 11         | 2.7%        | 410          | 10.0%         | 10         |
| <b>National</b> | <b>3,939</b> | <b>155</b> | <b>3.8%</b> | <b>4,094</b> | <b>100.0%</b> | <b>106</b> |

**Educational facilities**

Unlike in the basic schools, there are less temporary structures in the high schools.

**Table 121. Laboratories in High Schools by Type and Province**

|                 | <b>Perm.</b> | <b>Temp.</b> | <b>% (Temp)</b> | <b>Total</b> | <b>% of Tot.</b> | <b>Incomp.</b> |
|-----------------|--------------|--------------|-----------------|--------------|------------------|----------------|
| Central         | 55           | 1            | 1.8%            | 56           | 10.7%            | 1              |
| Copperbelt      | 121          | 1            | 0.8%            | 122          | 23.4%            | 10             |
| Eastern         | 57           | 4            | 6.6%            | 61           | 11.7%            | 13             |
| Luapula         | 26           | 2            | 7.1%            | 28           | 5.4%             | 3              |
| Lusaka          | 64           | 0            | 0.0%            | 64           | 12.3%            | 11             |
| N. Western      | 26           | 1            | 3.7%            | 27           | 5.2%             | 2              |
| Northern        | 41           | 2            | 4.7%            | 43           | 8.2%             | 8              |
| Southern        | 81           | 0            | 0.0%            | 81           | 15.5%            | 4              |
| Western         | 39           | 1            | 2.5%            | 40           | 7.7%             | 1              |
| <b>National</b> | <b>510</b>   | <b>12</b>    | <b>2.3%</b>     | <b>522</b>   | <b>100.0%</b>    | <b>53</b>      |

**Table 122. Libraries in High Schools by Type and Province**

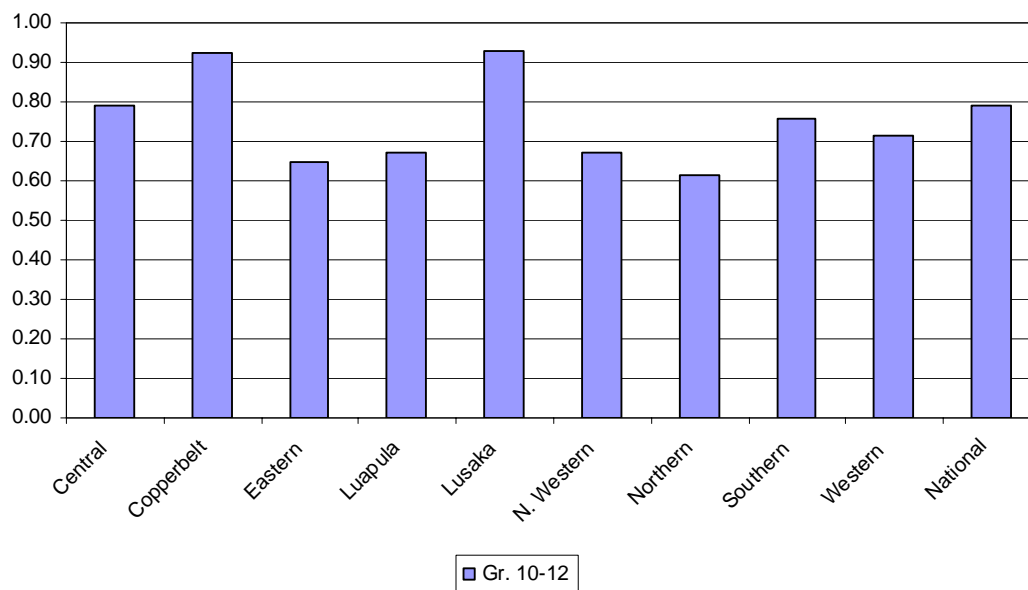
|                 | <b>Perm.</b> | <b>Temp.</b> | <b>% (Temp)</b> | <b>Total</b> | <b>% of Tot.</b> | <b>Incomp.</b> |
|-----------------|--------------|--------------|-----------------|--------------|------------------|----------------|
| Central         | 19           | 2            | 9.5%            | 21           | 12.5%            | 0              |
| Copperbelt      | 34           | 1            | 2.9%            | 35           | 20.8%            | 3              |
| Eastern         | 11           | 3            | 21.4%           | 14           | 8.3%             | 1              |
| Luapula         | 7            | 0            | 0.0%            | 7            | 4.2%             | 1              |
| Lusaka          | 23           | 1            | 4.2%            | 24           | 14.3%            | 1              |
| N. Western      | 7            | 1            | 12.5%           | 8            | 4.8%             | 0              |
| Northern        | 16           | 3            | 15.8%           | 19           | 11.3%            | 1              |
| Southern        | 25           | 4            | 13.8%           | 29           | 17.3%            | 1              |
| Western         | 10           | 1            | 9.1%            | 11           | 6.5%             | 0              |
| <b>National</b> | <b>152</b>   | <b>16</b>    | <b>9.5%</b>     | <b>168</b>   | <b>100.0%</b>    | <b>8</b>       |

**Table 123. Workshops in High Schools by Type and Province**

|                 | <b>Perm.</b> | <b>Temp.</b> | <b>% (Temp)</b> | <b>Total</b> | <b>% of Tot.</b> | <b>Incomp.</b> |
|-----------------|--------------|--------------|-----------------|--------------|------------------|----------------|
| Central         | 14           | 0            | 0.0%            | 14           | 5.6%             | 0              |
| Copperbelt      | 70           | 1            | 1.4%            | 71           | 28.4%            | 2              |
| Eastern         | 22           | 2            | 8.3%            | 24           | 9.6%             | 4              |
| Luapula         | 13           | 2            | 13.3%           | 15           | 6.0%             | 0              |
| Lusaka          | 30           | 1            | 3.2%            | 31           | 12.4%            | 3              |
| N. Western      | 14           | 1            | 6.7%            | 15           | 6.0%             | 0              |
| Northern        | 25           | 1            | 3.8%            | 26           | 10.4%            | 1              |
| Southern        | 36           | 1            | 2.7%            | 37           | 14.8%            | 1              |
| Western         | 16           | 1            | 5.9%            | 17           | 6.8%             | 0              |
| <b>National</b> | <b>240</b>   | <b>10</b>    | <b>4.0%</b>     | <b>250</b>   | <b>100.0%</b>    | <b>11</b>      |

**Table 124. Home Economics Classrooms in High Schools by Type and Province**

|                 | Perm.      | Temp.    | % (Temp)    | Total      | % of Tot.     | Incomp.  |
|-----------------|------------|----------|-------------|------------|---------------|----------|
| Central         | 23         | 1        | 4.2%        | 24         | 10.2%         | 0        |
| Copperbelt      | 53         | 2        | 3.6%        | 55         | 23.4%         | 0        |
| Eastern         | 27         | 3        | 10.0%       | 30         | 12.8%         | 2        |
| Luapula         | 9          | 0        | 0.0%        | 9          | 3.8%          | 0        |
| Lusaka          | 17         | 1        | 5.6%        | 18         | 7.7%          | 1        |
| N. Western      | 12         | 0        | 0.0%        | 12         | 5.1%          | 0        |
| Northern        | 27         | 0        | 0.0%        | 27         | 11.5%         | 0        |
| Southern        | 41         | 1        | 2.4%        | 42         | 17.9%         | 0        |
| Western         | 18         | 0        | 0.0%        | 18         | 7.7%          | 0        |
| <b>National</b> | <b>227</b> | <b>8</b> | <b>3.4%</b> | <b>235</b> | <b>100.0%</b> | <b>3</b> |

**Gender parity****Figure 75. Gender Parity Index for Grades 10-12****Table 125. Gender Parity Index in Grades 10-12 by Province**

|                 | Gr. 10-12   |
|-----------------|-------------|
| Central         | 0.79        |
| Copperbelt      | 0.93        |
| Eastern         | 0.65        |
| Luapula         | 0.67        |
| Lusaka          | 0.93        |
| N. Western      | 0.67        |
| Northern        | 0.61        |
| Southern        | 0.76        |
| Western         | 0.72        |
| <b>National</b> | <b>0.79</b> |

**Table 126. Gender Parity Index in Grades 10-12 by Agency**

|                    | <b>Gr. 10-12</b> |
|--------------------|------------------|
| <b>GRZ</b>         | 0.71             |
| <b>Grant Aided</b> | 1.15             |
| <b>Private</b>     | 0.99             |
| <b>Average</b>     | <b>0.79</b>      |

## Equity

These are indicators that measure how equitable resources are being distributed. At high school just like at basic, equity concerns include such crosscutting issues as poverty alleviation; Child/school health & nutrition; HIV/AIDS interventions and Children with Special Education Needs. The main thrust is to remove gender and other social barriers that hinder vulnerable children from attending school and continuing with their education. This is in order to increase enrolment, retention, progression and completion and improve learning achievement.

Gender inequity as well as laxity in HIV/AIDS implementation are still more marked in secondary schools, and yet further schooling influence factors such as improved family health, nutrition and family planning. To this effect, the Ministry has placed a high premium on the implementation of these programmes in high schools.

Schools and Education Boards are increasingly playing an active role in developing and implementing activities targeting the prevention and mitigation of HIV/AIDS, including peer counselling and protection mechanisms for teachers and students. Information and awareness campaigns through distribution of newsletters, magazines and development of HIV/AIDS issues in the curriculum and related materials are being carried out at all educational levels. High school teachers are also being encouraged to access ARVs through HIV/AIDS scheme at work places.

Apart from increasing bursary provision and providing a percentage of places for vulnerable groups in rural boarding schools, the Ministry will expect Education Boards to consider options such as raising funds that will help to provide places for poor pupils; sensitizing leaders and communities on the importance of girls' education; developing single sex classes; and minimizing or abolishing fees for open learning centres. In fact, a total of 975 high school pupils benefited from the bursary scheme. An additional K100 million was disbursed per province using HIPC funds for the orphans at high school level.

Boarding is expensive, and where possible the Ministry is seeking to open more day High Schools/weekly boarding in rural and semi-urban areas to increase places and reduce costs for pupils in the rural areas. The upgrading of existing appropriate basic schools to high schools is being carried out as one way of implementing this process.

## Orphans

**Table 127. Orphans in Grades 10-12 by Gender and Province**

|                 | Male          | Female        | % (F)        | Total         | % of Enr.    | % Ch.        |
|-----------------|---------------|---------------|--------------|---------------|--------------|--------------|
| Central         | 1,176         | 1,186         | 50.2%        | 2,362         | 16.3%        | 39.5%        |
| Copperbelt      | 3,230         | 3,275         | 50.3%        | 6,505         | 14.0%        | 54.9%        |
| Eastern         | 1,405         | 978           | 41.0%        | 2,383         | 17.7%        | 80.1%        |
| Luapula         | 689           | 725           | 51.3%        | 1,414         | 15.9%        | 215.6%       |
| Lusaka          | 3,692         | 2,719         | 42.4%        | 6,411         | 25.8%        | 94.9%        |
| N. Western      | 1,027         | 736           | 41.7%        | 1,763         | 18.7%        | 64.5%        |
| Northern        | 1,669         | 1,191         | 41.6%        | 2,860         | 18.7%        | 85.4%        |
| Southern        | 2,407         | 2,061         | 46.1%        | 4,468         | 26.0%        | 63.8%        |
| Western         | 905           | 765           | 45.8%        | 1,670         | 17.8%        | 21.5%        |
| <b>National</b> | <b>16,200</b> | <b>13,636</b> | <b>45.7%</b> | <b>29,836</b> | <b>18.7%</b> | <b>68.9%</b> |

## Children with Special Educational Needs (CSEN)

Figure 76. CSEN Pupils in Grades 10-12 by Impairment

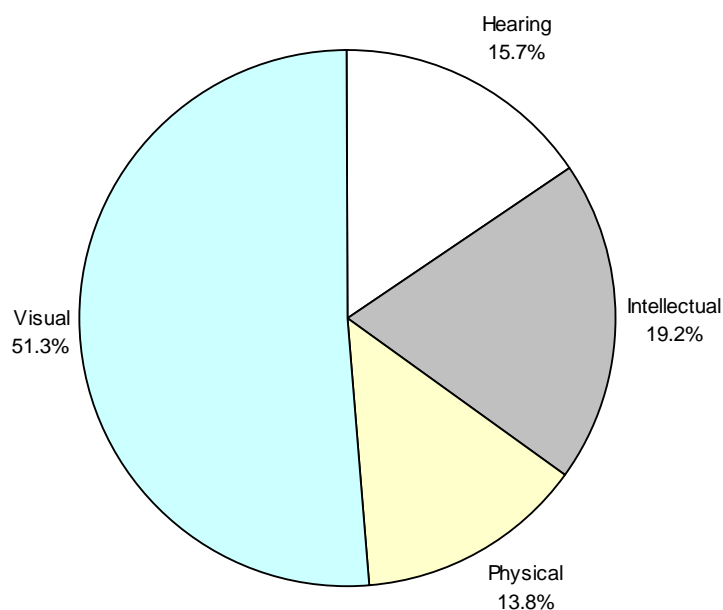


Table 128. CSEN Pupils in Grades 10-12 by Impairment and Gender

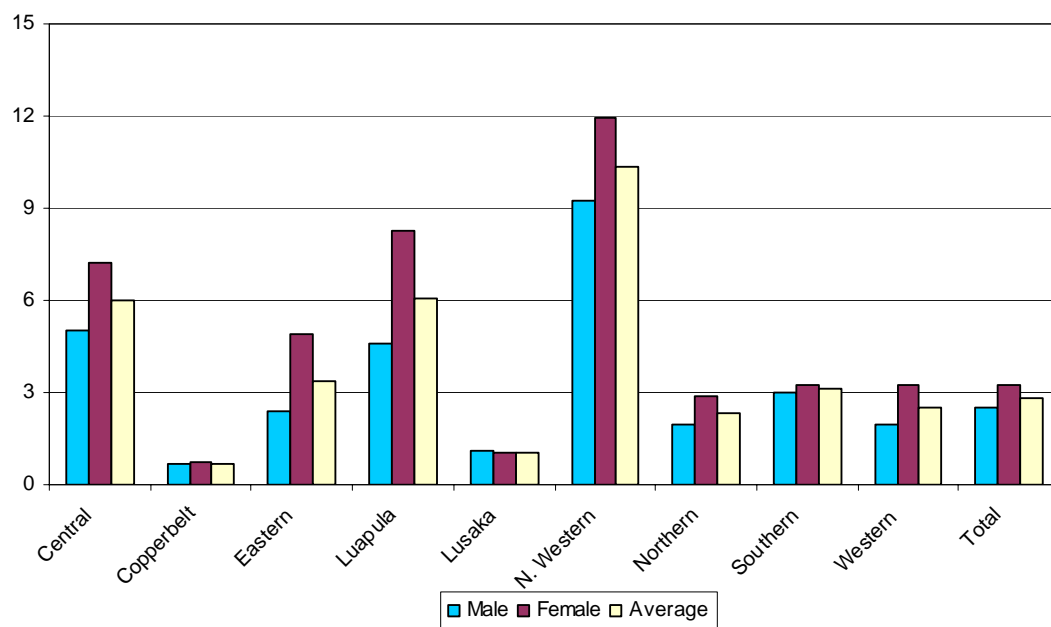
|              | Male         | Female       | % (F)        | Total        | % of Tot.     |
|--------------|--------------|--------------|--------------|--------------|---------------|
| Hearing      | 247          | 196          | 44.2%        | 443          | 15.7%         |
| Intellectual | 222          | 321          | 59.1%        | 543          | 19.2%         |
| Physical     | 240          | 151          | 38.6%        | 391          | 13.8%         |
| Visual       | 773          | 678          | 46.7%        | 1,451        | 51.3%         |
| <b>Total</b> | <b>1,482</b> | <b>1,346</b> | <b>47.6%</b> | <b>2,828</b> | <b>100.0%</b> |

Table 129. CSEN in Grades 10-12 by Gender and Province

|                 | Male         | Female       | % (F)        | Total        | % of Enr.   | % Ch.        |
|-----------------|--------------|--------------|--------------|--------------|-------------|--------------|
| Central         | 78           | 96           | 55.2%        | 174          | 1.2%        | 24.3%        |
| Copperbelt      | 225          | 280          | 55.4%        | 505          | 1.1%        | 58.3%        |
| Eastern         | 174          | 21           | 10.8%        | 195          | 1.5%        | 107.4%       |
| Luapula         | 92           | 82           | 47.1%        | 174          | 2.0%        | 48.7%        |
| Lusaka          | 307          | 408          | 57.1%        | 715          | 2.9%        | 51.5%        |
| N. Western      | 72           | 95           | 56.9%        | 167          | 1.8%        | 40.3%        |
| Northern        | 231          | 131          | 36.2%        | 362          | 2.4%        | 285.1%       |
| Southern        | 210          | 164          | 43.9%        | 374          | 2.2%        | 23.4%        |
| Western         | 93           | 69           | 42.6%        | 162          | 1.7%        | 113.2%       |
| <b>National</b> | <b>1,482</b> | <b>1,346</b> | <b>47.6%</b> | <b>2,828</b> | <b>1.8%</b> | <b>63.1%</b> |

**Table 130. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province**

|                   | Male         | Female       | % (F)        | Total        | % of Enr.   |
|-------------------|--------------|--------------|--------------|--------------|-------------|
| <b>Central</b>    | 400          | 455          | 53.2%        | 855          | 6.0%        |
| <b>Copperbelt</b> | 163          | 157          | 49.1%        | 320          | 0.7%        |
| <b>Eastern</b>    | 194          | 258          | 57.1%        | 452          | 3.4%        |
| <b>Luapula</b>    | 240          | 289          | 54.6%        | 529          | 6.1%        |
| <b>Lusaka</b>     | 139          | 121          | 46.5%        | 260          | 1.1%        |
| <b>N. Western</b> | 511          | 451          | 46.9%        | 962          | 10.3%       |
| <b>Northern</b>   | 187          | 167          | 47.2%        | 354          | 2.3%        |
| <b>Southern</b>   | 293          | 239          | 44.9%        | 532          | 3.1%        |
| <b>Western</b>    | 107          | 127          | 54.3%        | 234          | 2.5%        |
| <b>Total</b>      | <b>2,234</b> | <b>2,264</b> | <b>50.3%</b> | <b>4,498</b> | <b>2.8%</b> |

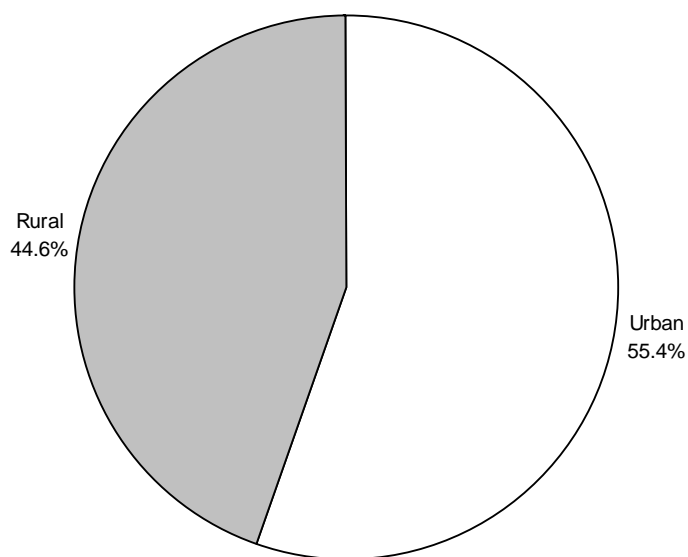
**Figure 77. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province****Table 131. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province**

|                   | Male       | Female     | Average    |
|-------------------|------------|------------|------------|
| <b>Central</b>    | 5.0        | 7.2        | 6.0        |
| <b>Copperbelt</b> | 0.7        | 0.7        | 0.7        |
| <b>Eastern</b>    | 2.4        | 4.9        | 3.4        |
| <b>Luapula</b>    | 4.6        | 8.3        | 6.1        |
| <b>Lusaka</b>     | 1.1        | 1.0        | 1.1        |
| <b>N. Western</b> | 9.2        | 12.0       | 10.3       |
| <b>Northern</b>   | 2.0        | 2.9        | 2.3        |
| <b>Southern</b>   | 3.0        | 3.2        | 3.1        |
| <b>Western</b>    | 2.0        | 3.2        | 2.5        |
| <b>Total</b>      | <b>2.5</b> | <b>3.2</b> | <b>2.8</b> |

### Pregnancies and re-admissions

Unlike in the basic schools, indices of pregnancies in high schools are more prevalent in urban areas than rural areas. However, there are more re-admissions in the rural areas, 72.9%, compared to those schools in urban areas. Refer to figure 78 and table 132.

**Figure 78. Pregnancies in Grades 10-12 by Urban/Rural and Province**



**Table 132. Pregnancies and Re-admission in Grades 10-12 by Urban/Rural and Province**

|                   | Preg.      |            | Readm.     |            | % Readm      |              |
|-------------------|------------|------------|------------|------------|--------------|--------------|
|                   | Urban      | Rural      | Urban      | Rural      | Urban        | Rural        |
| <b>Central</b>    | 38         | 29         | 34         | 14         | 89.5%        | 48.3%        |
| <b>Copperbelt</b> | 157        | 19         | 107        | 18         | 68.2%        | 94.7%        |
| <b>Eastern</b>    | 37         | 55         | 28         | 44         | 75.7%        | 80.0%        |
| <b>Luapula</b>    | 8          | 55         | 4          | 58         | 50.0%        | 105.5%       |
| <b>Lusaka</b>     | 82         | 38         | 45         | 86         | 54.9%        | 226.3%       |
| <b>N. Western</b> | 27         | 58         | 37         | 41         | 137.0%       | 70.7%        |
| <b>Northern</b>   | 56         | 43         | 28         | 16         | 50.0%        | 37.2%        |
| <b>Southern</b>   | 75         | 50         | 51         | 63         | 68.0%        | 126.0%       |
| <b>Western</b>    | 67         | 94         | 65         | 63         | 97.0%        | 67.0%        |
| <b>National</b>   | <b>547</b> | <b>441</b> | <b>399</b> | <b>403</b> | <b>72.9%</b> | <b>91.4%</b> |



**Table 133. Pregnancies and re-admission in Grades 10-12 by Province**

|                   | <b>Preg.</b> | <b>% Enr.</b> | <b>Readm.</b> | <b>% Readm</b> | <b>% Ch. Pr.</b> | <b>% Ch. Re</b> |
|-------------------|--------------|---------------|---------------|----------------|------------------|-----------------|
| <b>Central</b>    | 67           | 0.5%          | 48            | 71.6%          | 15.5%            | 65.5%           |
| <b>Copperbelt</b> | 176          | 0.4%          | 125           | 71.0%          | 49.2%            | -13.8%          |
| <b>Eastern</b>    | 92           | 0.7%          | 72            | 78.3%          | 17.9%            | 1.4%            |
| <b>Luapula</b>    | 63           | 0.7%          | 62            | 98.4%          | 61.5%            | 93.8%           |
| <b>Lusaka</b>     | 120          | 0.5%          | 131           | 109.2%         | 57.9%            | 129.8%          |
| <b>N. Western</b> | 85           | 0.9%          | 78            | 91.8%          | 77.1%            | 62.5%           |
| <b>Northern</b>   | 99           | 0.6%          | 44            | 44.4%          | 102.0%           | -6.4%           |
| <b>Southern</b>   | 125          | 0.7%          | 114           | 91.2%          | 26.3%            | 128.0%          |
| <b>Western</b>    | 161          | 1.7%          | 128           | 79.5%          | 78.9%            | 392.3%          |
| <b>National</b>   | <b>988</b>   | <b>0.6%</b>   | <b>802</b>    | <b>81.2%</b>   | <b>50.8%</b>     | <b>58.8%</b>    |

**Other educational facilities****Table 134. Special Education Schools and Units (within regular schools) by Province**

|                   | <b>Schools</b> | <b>Units</b> |
|-------------------|----------------|--------------|
| <b>Central</b>    | 0              | 1            |
| <b>Copperbelt</b> | 1              | 2            |
| <b>Eastern</b>    | 0              | 1            |
| <b>Luapula</b>    | 0              | 2            |
| <b>Lusaka</b>     | 0              | 3            |
| <b>N. Western</b> | 0              | 0            |
| <b>Northern</b>   | 0              | 2            |
| <b>Southern</b>   | 1              | 3            |
| <b>Western</b>    | 0              | 2            |
| <b>Total</b>      | <b>2</b>       | <b>16</b>    |

**Table 135. Special Education Classrooms in Grades 10-12 by Type and Province**

|                   | <b>Perm.</b> | <b>Temp.</b> | <b>% (Temp)</b> | <b>Total</b> | <b>% of Tot.</b> | <b>Incomp.</b> |
|-------------------|--------------|--------------|-----------------|--------------|------------------|----------------|
| <b>Central</b>    | 2            | 0            | 0.0%            | 2            | 3.6%             | 0              |
| <b>Copperbelt</b> | 23           | 0            | 0.0%            | 23           | 41.1%            | 3              |
| <b>Eastern</b>    | 2            | 0            | 0.0%            | 2            | 3.6%             | 0              |
| <b>Luapula</b>    | 5            | 0            | 0.0%            | 5            | 8.9%             | 0              |
| <b>Lusaka</b>     | 8            | 0            | 0.0%            | 8            | 14.3%            | 0              |
| <b>N. Western</b> | 0            | 0            | 0.0%            | 0            | 0.0%             | 0              |
| <b>Northern</b>   | 4            | 0            | 0.0%            | 4            | 7.1%             | 0              |
| <b>Southern</b>   | 3            | 1            | 25.0%           | 4            | 7.1%             | 0              |
| <b>Western</b>    | 8            | 0            | 0.0%            | 8            | 14.3%            | 0              |
| <b>National</b>   | <b>55</b>    | <b>1</b>     | <b>1.8%</b>     | <b>56</b>    | <b>100.0%</b>    | <b>3</b>       |

**Table 136. Sanitary Facilities in High Schools by Type, Gender and Province**

|                   | Flush Toilets |              | Pit Latrines |            | Total        |              | Total        | % (F)        |
|-------------------|---------------|--------------|--------------|------------|--------------|--------------|--------------|--------------|
|                   | Male          | Female       | Male         | Female     | Male         | Female       |              |              |
| <b>Central</b>    | 267           | 319          | 57           | 60         | 324          | 379          | 703          | 53.9%        |
| <b>Copperbelt</b> | 768           | 832          | 43           | 28         | 811          | 860          | 1,671        | 51.5%        |
| <b>Eastern</b>    | 434           | 296          | 143          | 135        | 577          | 431          | 1,008        | 42.8%        |
| <b>Luapula</b>    | 79            | 124          | 78           | 77         | 157          | 201          | 358          | 56.1%        |
| <b>Lusaka</b>     | 392           | 368          | 19           | 13         | 411          | 381          | 792          | 48.1%        |
| <b>N. Western</b> | 199           | 176          | 73           | 68         | 272          | 244          | 516          | 47.3%        |
| <b>Northern</b>   | 350           | 299          | 135          | 18         | 485          | 317          | 802          | 39.5%        |
| <b>Southern</b>   | 433           | 49           | 86           | 94         | 519          | 143          | 662          | 21.6%        |
| <b>Western</b>    | 298           | 23           | 56           | 13         | 354          | 36           | 390          | 9.2%         |
| <b>National</b>   | <b>3,220</b>  | <b>2,486</b> | <b>690</b>   | <b>506</b> | <b>3,910</b> | <b>2,992</b> | <b>6,902</b> | <b>43.3%</b> |

**Table 137. Dormitories in High Schools by Type and Province**

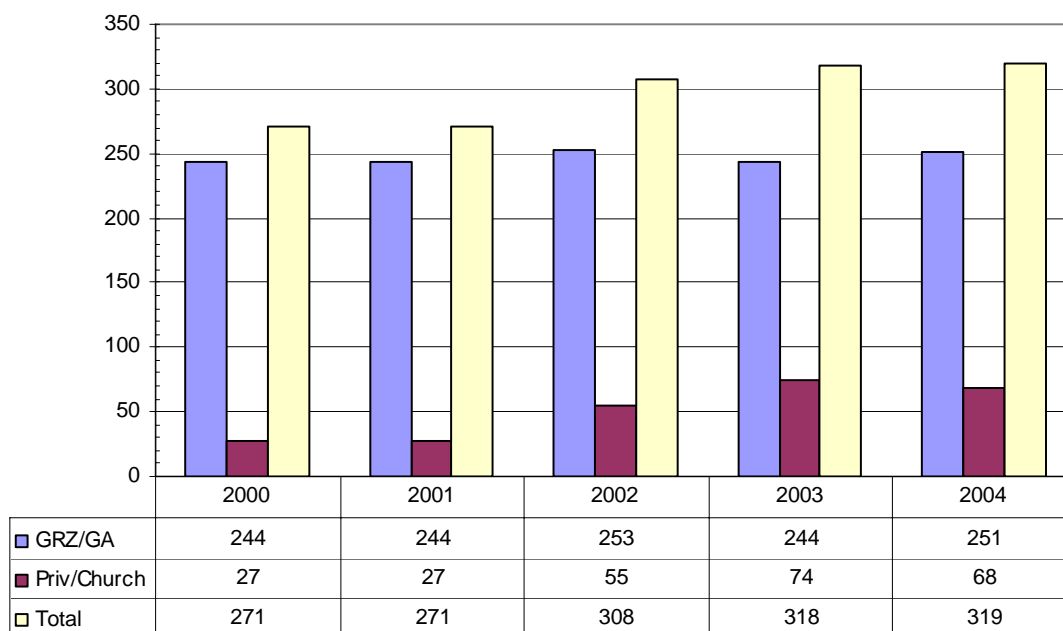
|                   | Male       |           | Female     |           | Total        | % (F)        | Male Incomp. | Female Incomp. |
|-------------------|------------|-----------|------------|-----------|--------------|--------------|--------------|----------------|
|                   | Perm.      | Temp.     | Perm.      | Temp.     |              |              |              |                |
| <b>Central</b>    | 45         | 5         | 42         | 4         | 96           | 47.9%        | 1            | 0              |
| <b>Copperbelt</b> | 40         | 6         | 51         | 5         | 102          | 54.9%        | 1            | 1              |
| <b>Eastern</b>    | 98         | 7         | 63         | 6         | 174          | 39.7%        | 0            | 0              |
| <b>Luapula</b>    | 46         | 11        | 19         | 11        | 87           | 34.5%        | 4            | 5              |
| <b>Lusaka</b>     | 81         | 0         | 21         | 0         | 102          | 20.6%        | 20           | 0              |
| <b>N. Western</b> | 31         | 2         | 16         | 2         | 51           | 35.3%        | 0            | 0              |
| <b>Northern</b>   | 94         | 3         | 155        | 2         | 254          | 61.8%        | 0            | 4              |
| <b>Southern</b>   | 232        | 2         | 90         | 1         | 325          | 28.0%        | 0            | 3              |
| <b>Western</b>    | 47         | 0         | 24         | 0         | 71           | 33.8%        | 4            | 0              |
| <b>National</b>   | <b>714</b> | <b>36</b> | <b>481</b> | <b>31</b> | <b>1,262</b> | <b>40.6%</b> | <b>30</b>    | <b>13</b>      |

## High School Education Trends

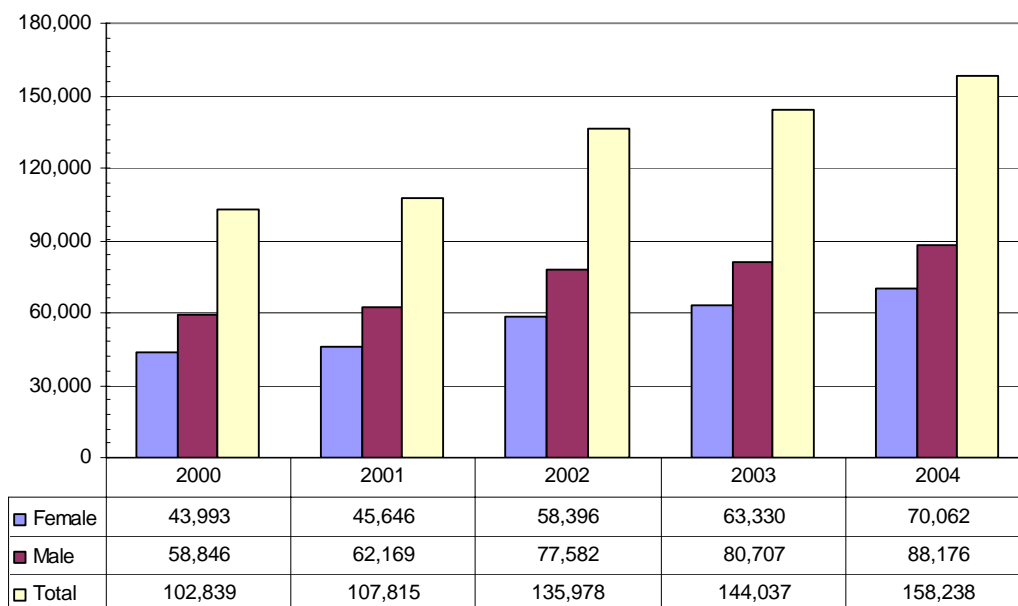
The following figures show trends from 2000 to 2004 on various indicators.

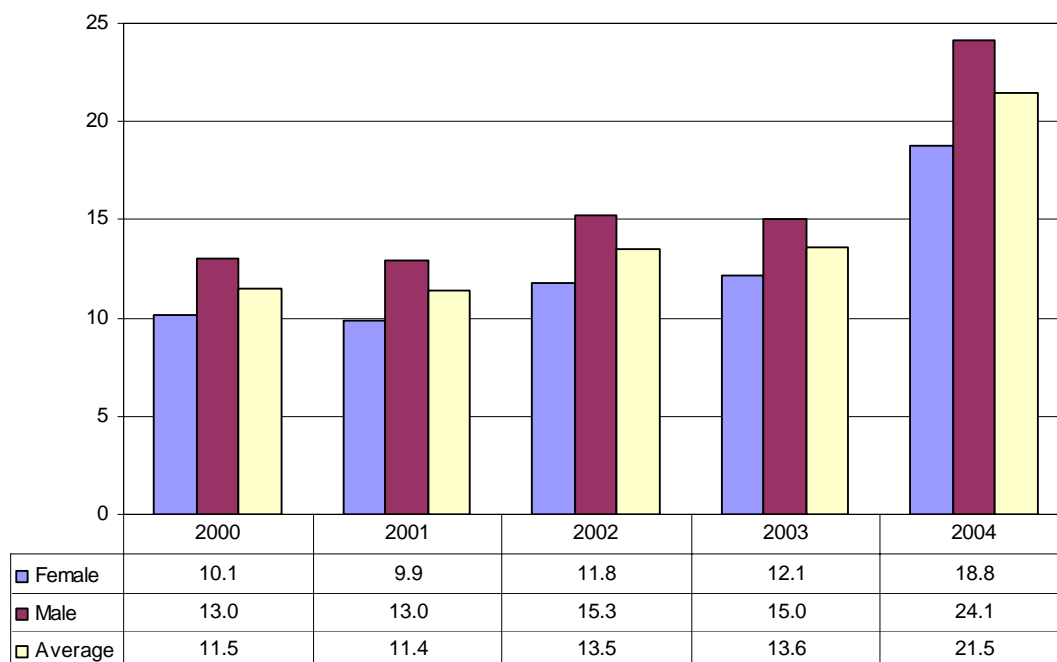
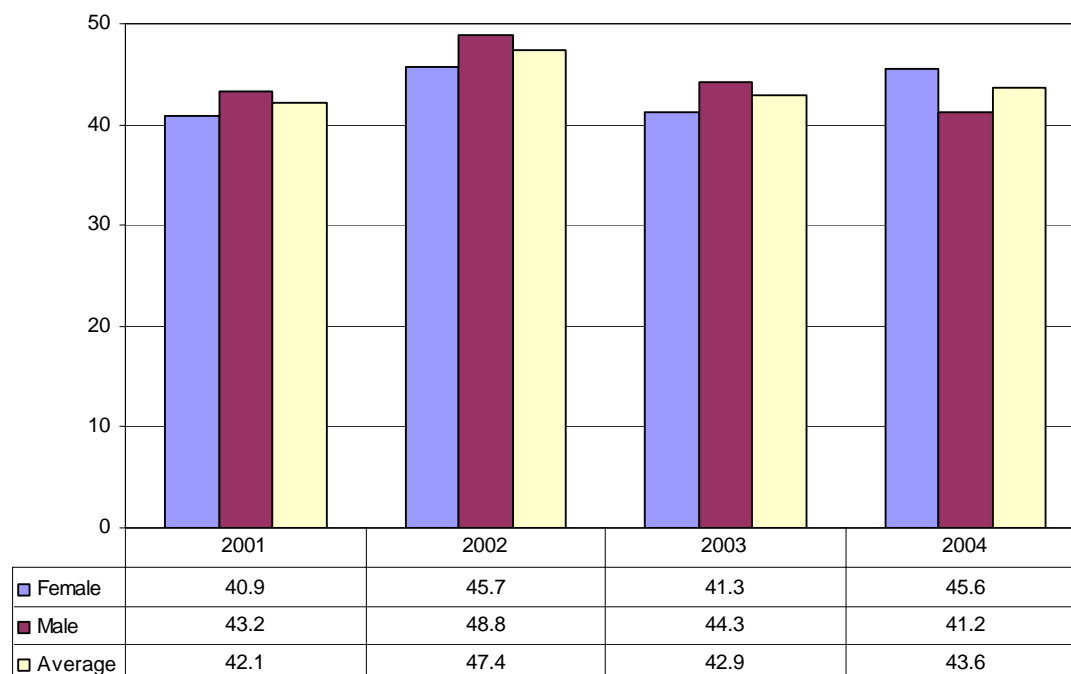
### Access

**Figure 79. High Schools by Agency and Year**

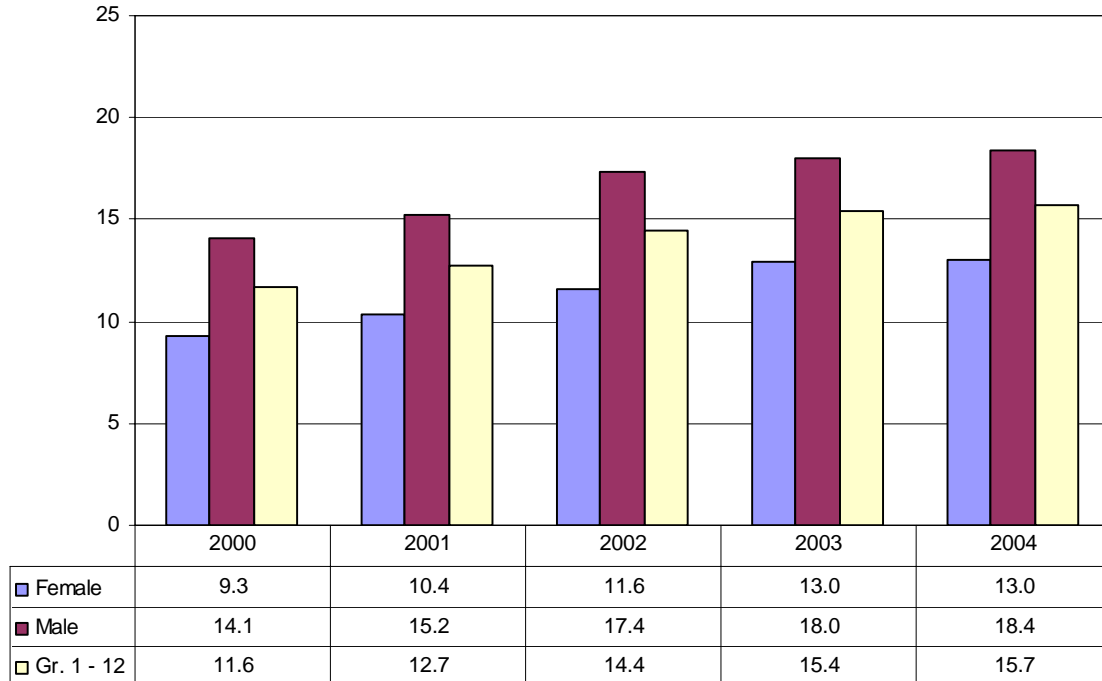


**Figure 80. Enrolment in Grades 10-12 by Gender and Year**



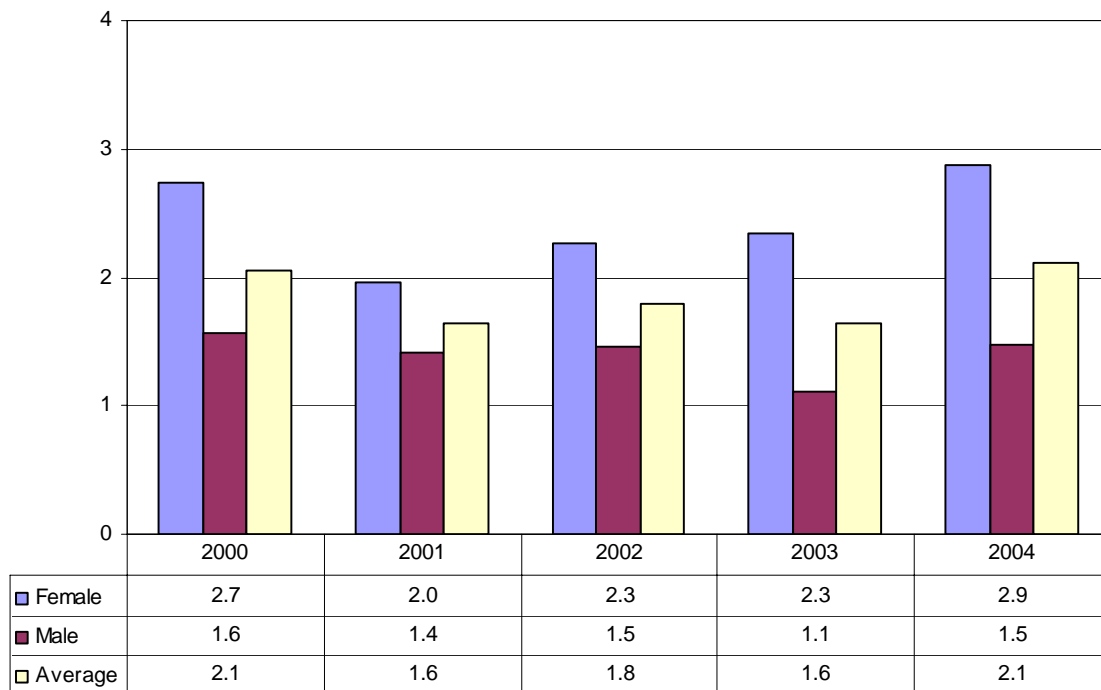
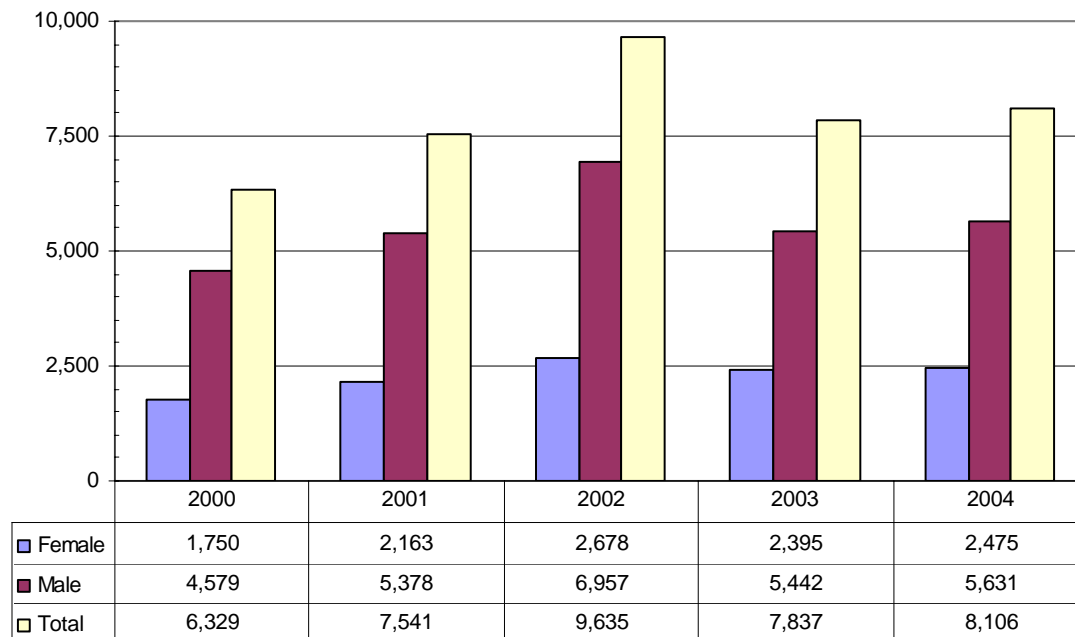
**Figure 81. Gross Enrolment Ratio in Grades 10-12 by Gender and Year****Efficiency****Figure 82. Transition Rates for Grade 9-10 by Gender and Year**

**Figure 83. Completion Rates in Grade 1-12 by Gender and Year**



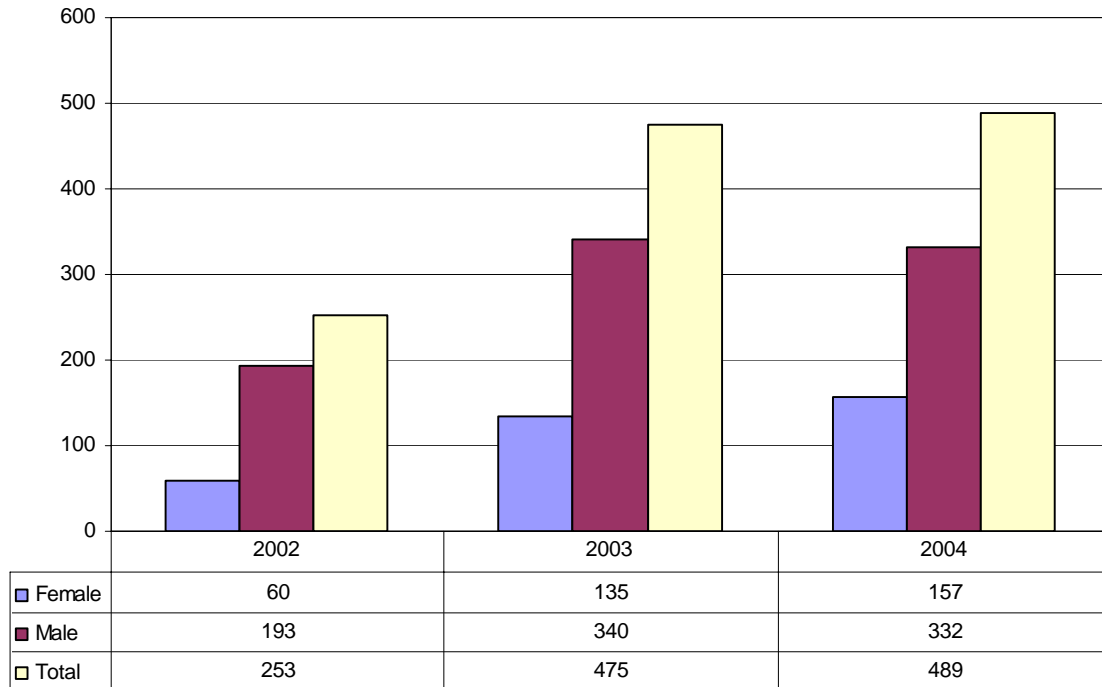
**Figure 84. Repetition Rates in Grades 10-12 by Gender and Year**



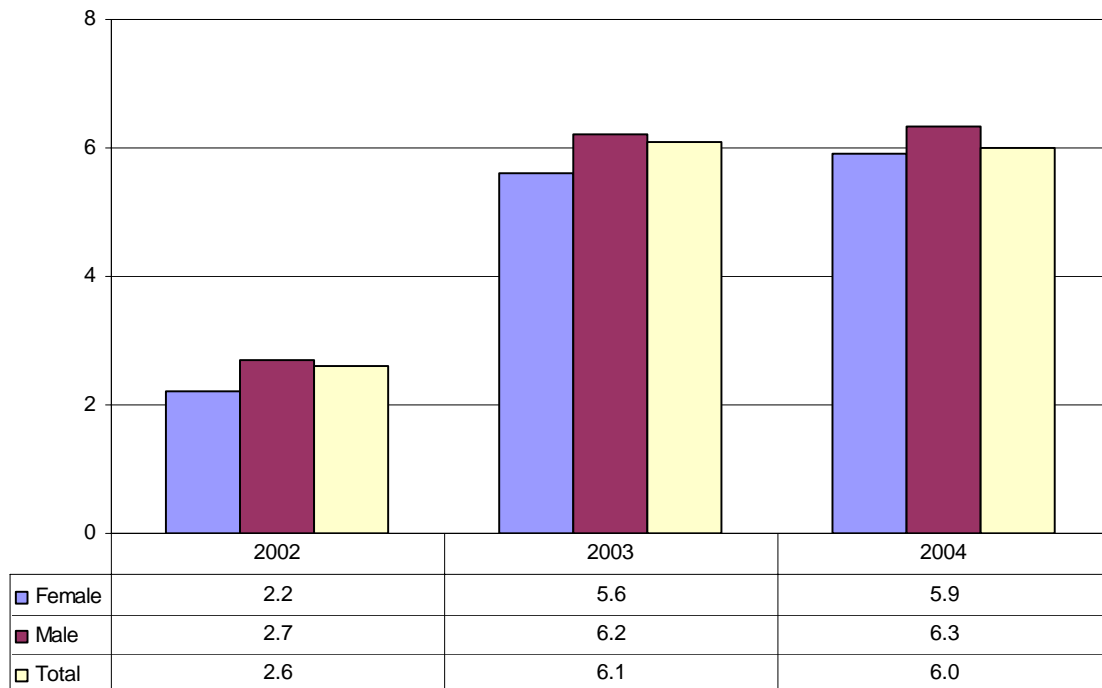
**Figure 85. Dropout Rates in Grades 10-12 by Gender and Year****Quality****Figure 86. Teachers in Grades 10-12 by Gender and Year**

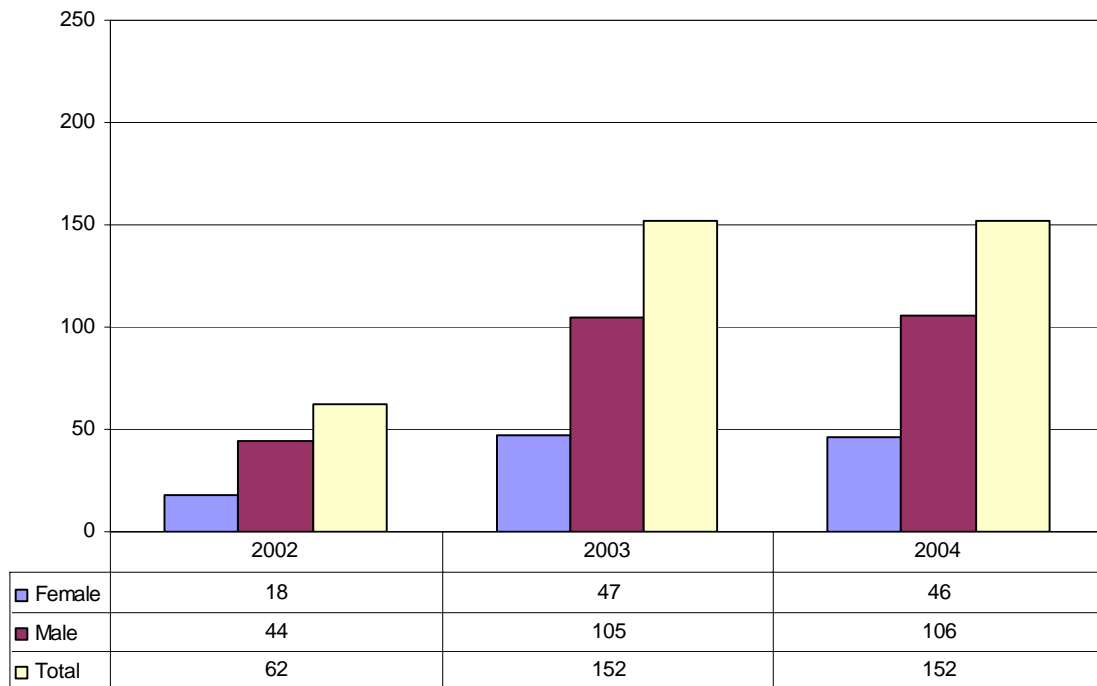
*Note: Teachers whose sex was not stated are not included.*

**Figure 87. Teacher Attrition in High Schools by Gender and Year**



**Figure 88. Teacher Attrition Rates in Grades 10-12 by Gender and Year**

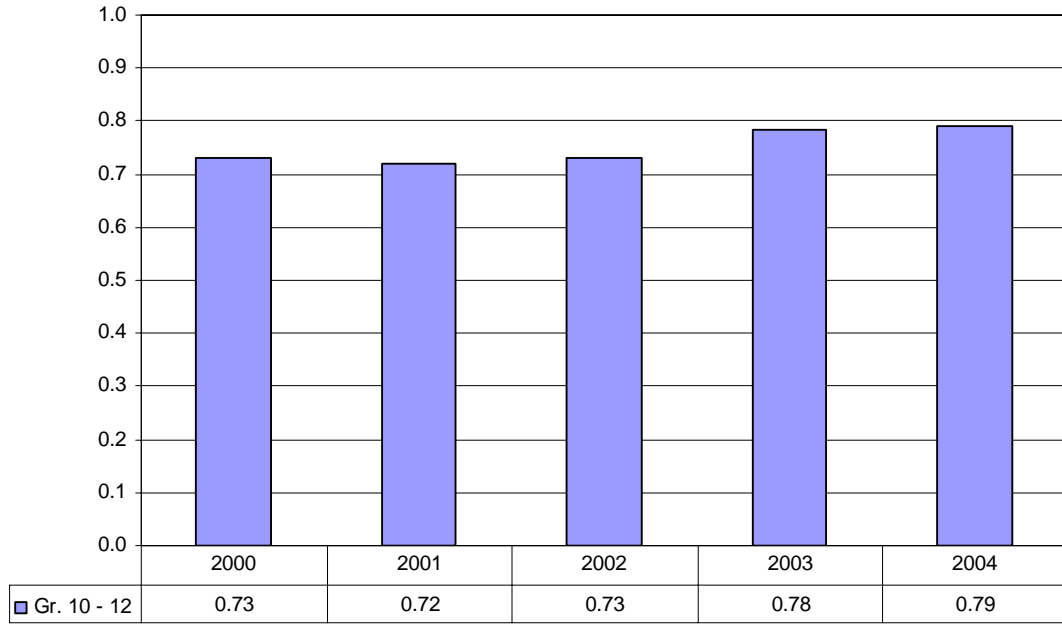


**Figure 89. Teacher Deaths in High Schools by Gender and Year**

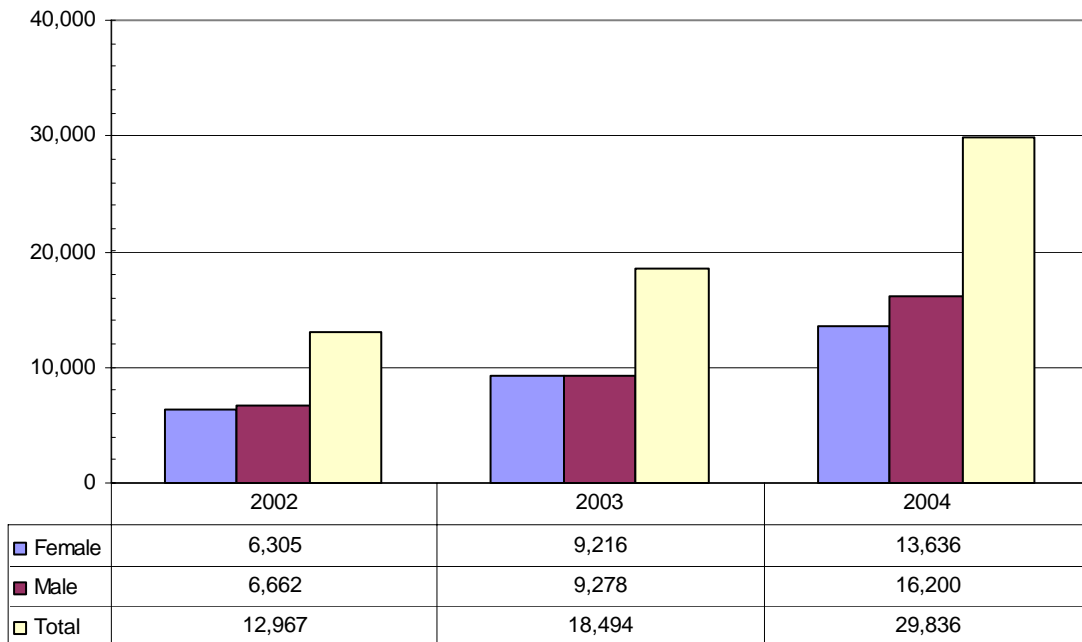


**Equity**

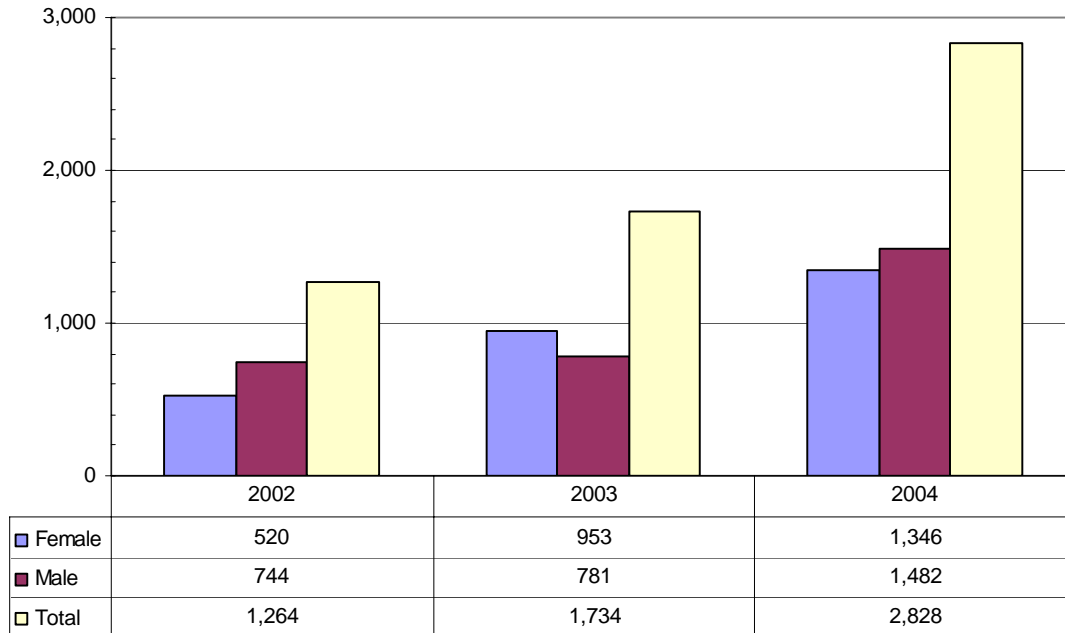
**Figure 90. Gender Parity Index for Gr. 10-12**



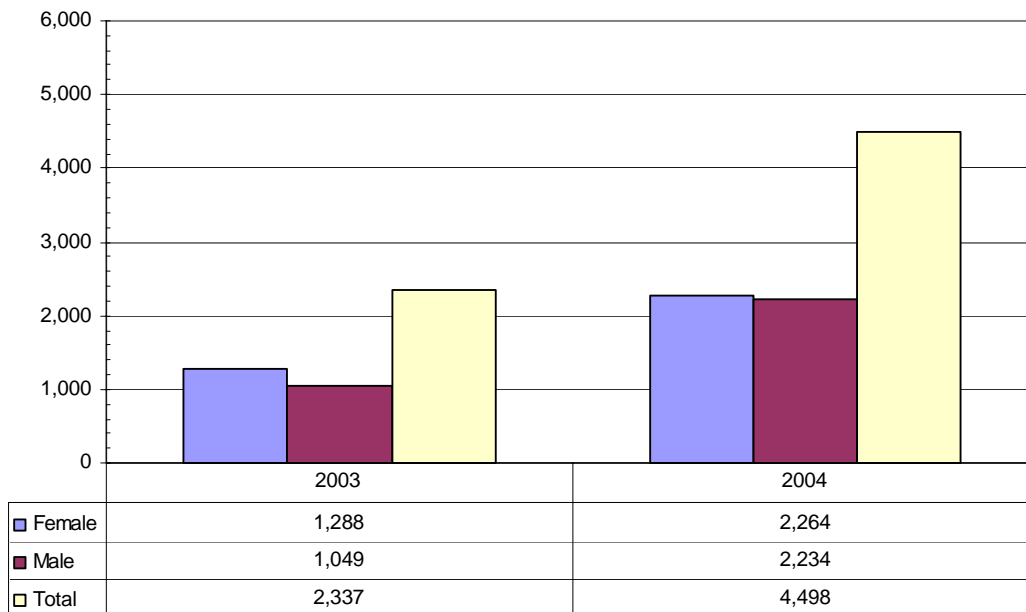
**Figure 91. Orphans in Grades 10-12 by Gender and Year**

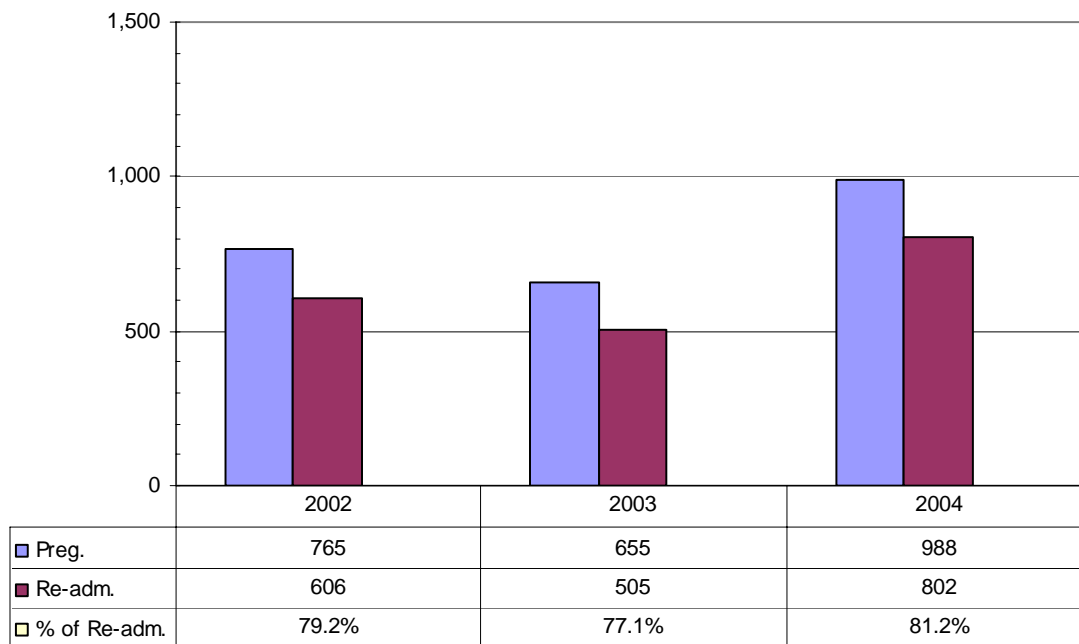


**Figure 92. CSEN in Grades 10-12 by Gender and Year**



**Figure 93. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year**



**Figure 94. Pregnancies and Re-admissions by Year**

## Tertiary

Institutions under the tertiary sub-sector can be categorized into two groupings. The first are those institutions falling directly under the Ministry of Education. These include the two universities-the University of Zambia (UNZA) and the Copperbelt University (CBU) and the 14 Teacher Training Colleges. Of the 14, 12 cater for the training of teachers for grades 1-7 and the other two prepare teachers for upper basic and high schools. The Natural Resources Development College also provides teachers for agricultural science, while the Evelyn College for Applied Arts supplies teachers for Art and Music.

The second category is those colleges registered under the Technical Education, Vocational and Entrepreneurship Authority (TEVETA), which has 151 colleges offering diplomas in various fields. Almost half of these colleges are private with the remaining run by the government, religious organizations or the community.

### Access

Access indicates the level of participation of students at tertiary level mainly by measuring enrolments of students accessing college or university education. Major interventions being implemented to increase access to tertiary institutions:

- a) Increasing admission for privately sponsored students;
- b) Expanding distance and evening classes; and
- c) Development of partnerships with businesses to set up foundations for financial assistance to students from disadvantaged backgrounds. For those who are not so disadvantaged, a loan scheme will be implemented.

The government is also considering additional ways of increasing access and diversifying courses. One option is converting some existing colleges into university colleges. Another option is creating new faculties at existing universities, while the third option is establishing a new university.

The role of universities in these initiatives is to ensure that the courses and expertise they offer are relevant to the needs of government and the private sector. This will necessitate a continuous review of the curricula offered. It is also important for universities to engage more with key educational issues and policies relating to poverty reduction, particularly at basic and high school level. In this respect, co-ordination with Ministry of Education will improve in the areas of teacher education, curriculum development, special education, distance learning, and adult basic education, including adult literacy.

In particular, stronger linkages are being established between the School of Education at the University of Zambia and the Directorate of Teacher Education and Specialized Services in the Ministry. On the other hand, linkages are being strengthened between the Centre for Continuing and Distance Education in Luanshya, Centre for Life-Long Learning at UNZA and the Directorate of Distance Education at MoE Hq.

Pre-Service Teacher Education Colleges for basic education teachers have a shortfall of around 250 student places, and the two training colleges for high school teachers need rehabilitation. The Ministry is already providing around 5,000 graduates per year from its 14 TTCs, which is helping to address teacher backlog.

University enrolment has been projected to increase by 35% for both universities resulting in the creation of about 3,000 additional places in the period 2003-2007. A significant increment in recurrent funding to Universities is included between 2001 and 2002 (based on budget estimates for 2002 which show 18% increase over 2001 expenditure). Thereafter a real increment of 2% per annum has been assumed. There has also been the establishment of the student loan scheme to help increase access to students in need of financial assistance to attain higher education.

The major challenge is that Universities will have to invest in rehabilitation and expansion of infrastructure, especially hostels, to cater for increased access.

### **Efficiency**

These indicators relate to the level of participation. The indicators on efficiency give a picture on how efficient the education system relates to student progression, completion, dropout and repetition in the tertiary learning institutions. These indicators also measure the efficiency and accountability of the tertiary institutions in terms of the effectiveness of financial and administrative reforms being implemented. These aspects however, are not being reported on in this bulletin as they are more qualitative in nature and due to the fact the financial statistics are not available.

Major initiatives being worked on include reviewing conditions of service and deployment of teachers and to come up with improvements in postings and career structure for teachers. A range of incentives are proposed for teachers to work in rural areas, especially women, and to retain specialist teachers in Grades 8 and 9 and also in high schools. Increased hardship allowances according to remoteness of rural areas, and provision of loans or allowances for teachers' housing have, for example been implemented. The Ministry of Education has developed comprehensive guidelines for Human Resource Deployment and Promotion for its staff including teachers in the Ministry. These guidelines will help to redress the historical staffing inadequacies and contribute to the development of new, dynamic and collective personnel practices.

Although the universities are autonomous, much of their funding comes from government through direct grants, aid and student bursaries. The challenge therefore, is for the universities to generate their own resources to supplement government funding. To ensure better planning between the Ministry of Education and universities, accurate targets of teachers needed in each discipline will be communicated to the School of Education, the Natural Resources Development College as well as the Evelyn Hone College of Applied Arts and Sciences. One way to attract additional financial investment is for the universities to ensure that the courses and expertise they offer are relevant to the needs of government and the private sector.

To reduce debts and begin to attract financial flows, current initiatives will be developed further. The increase of private sponsored students is one such initiative, and also the encouragement of commercial development on university land, including centres with flats for students and lecturers. Other cost recovery strategies include better management of consultancy fees so that they benefit the institutions, individuals, and the development of specialized, tailored short and long courses for industry and government. Other business ventures will include hosting of seminars/conferences, support to development of ICT networks and commercialization of ancillary units.

The implications of this for administration, financing and management are considerable and the quality of financial management at the current universities, faculties and schools will need to be greatly improved.

### **Quality**

Quality in tertiary institutions too is addressed mainly through improved lecturer training; curriculum reforms and supply of adequate teaching and learning resources to colleges and the universities. Quality, therefore, is being used as an indicator to measure the level of human resources input in terms of number of lecturers in relation to the number of students enrolled in a particular subject discipline. The higher the student : lecturer ratio, the lower is the access of students to lecturers. But it should also be noted that many more factors contribute to the quality of learning experience such as the availability of teaching & learning materials, lecturer qualifications, contact time between student and the motivation level of lecturers .

At Teacher Education, two key developments are being implemented. Firstly, all institutions offering initial teacher education have been turned into Colleges of Education. This is to ensure that both basic and high school teacher education qualifications are recognized equally. Already, Early Childhood Care, Education and Development are included in the basic teacher education curricula. The ZATEC programme is being considered to be revised to cater for Grades 8 to 9, and the overall course duration is expected to be extended from two to three years. One of the major tasks for the College Education Boards will be to consider means of increasing access to college for vulnerable groups such as women, the poor, and students with special needs.

The second major development involves the co-ordination of Continuous Professional Development in colleges, teachers' resource centres, the National In-service College (NISTCOL), Zambia Institute for Special Education (ZAMISE) and UNZA. There is already an effective network of teachers' resource centres (TRC) spanning all provinces and districts, and an in-service system that reaches Zonal and school levels. Emphasis in the next 5 years will be strengthening Zonal and school-based INSET so that in-service programmes impact more directly on teachers. There will also be a need to ensure all TRCs cater for high school as well as basic education teachers.

NISTCOL has continued to provide professional development courses for senior staff such as Inspectors, school and college managers, and Education Officers and INSET providers. In addition it has already been expanded to include distance education function, starting with the newly developed Diploma in Education by distance. UNZA is still continuing to function as an award-granting body.

### **Equity**

These are indicators that measure how equitable resources are being distributed. At tertiary level, equity concerns include such crosscutting issues as HIV/AIDS and gender interventions. The main thrust is to remove gender and other social barriers that hinder students from accessing and continuing with their education.

The high cost of university education means that bursaries are insufficient for those who qualify for admission but cannot afford the fees. While the government will be increasing bursaries for women, the poor, and students with special needs, the universities are also revising their admissions policies to enable greater access in general. In line with this policy, 25% of bursaries for first year university entrants are reserved for female students.

Universities and colleges are playing an active role in developing and implementing activities targeted at preventing or mitigating HIV/AIDS, including voluntary counselling and testing, condom supply, and other support mechanisms. Information and awareness raising are being enhanced through community radio, distribution of newsletters, magazines and incorporation of HIV/AIDS issues in the college curriculum and related materials.

## Colleges of Education

In all colleges of education, student enrolments increased between 2003 and 2004 as shown in the table below.

**Table 138. Student Enrolment**

| College        | 2003        |             |             | 2004        |             |             | Enrolment Change | % Change    |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|-------------|
|                | Male        | Female      | Total       | Male        | Female      | Total       |                  |             |
| Charles Lwanga | 195         | 191         | <b>386</b>  | 407         | 358         | <b>765</b>  | 379              | 98.2        |
| Chipata        | 179         | 170         | <b>349</b>  | 359         | 306         | <b>665</b>  | 316              | 90.5        |
| David L/stone  | 187         | 266         | <b>453</b>  | 329         | 392         | <b>721</b>  | 268              | 59.2        |
| Kasama         | 163         | 183         | <b>346</b>  | 369         | 339         | <b>708</b>  | 362              | 104.6       |
| Kitwe          | 296         | 384         | <b>680</b>  | 510         | 755         | <b>1265</b> | 585              | 86.0        |
| Malcom Moffat  | 251         | 313         | <b>564</b>  | 204         | 200         | <b>404</b>  | -160             | -28.4       |
| Mansa          | 220         | 156         | <b>376</b>  | 345         | 337         | <b>682</b>  | 306              | 81.4        |
| Mongu          | 176         | 172         | <b>348</b>  | 314         | 361         | <b>675</b>  | 327              | 94.0        |
| Mufulira       | 144         | 222         | <b>366</b>  | 321         | 424         | <b>745</b>  | 379              | 103.6       |
| Solwezi        | 196         | 206         | <b>402</b>  | 385         | 423         | <b>808</b>  | 406              | 101.0       |
| COSETCO        | 281         | 216         | <b>497</b>  | 120         | 85          | <b>205</b>  | -292             | -58.8       |
| Nkrumah        | 254         | 196         | <b>450</b>  | 324         | 268         | <b>592</b>  | 142              | 31.6        |
| ZAMISE         | 48          | 75          | <b>123</b>  | 48          | 75          | <b>123</b>  | 0                | 0.0         |
| NISTICOL       | 225         | 180         | <b>405</b>  | 225         | 180         | <b>405</b>  | 0                | 0.0         |
| <b>TOTAL</b>   | <b>2815</b> | <b>2930</b> | <b>5745</b> | <b>4260</b> | <b>4503</b> | <b>8763</b> | <b>3018</b>      | <b>52.5</b> |

## Universities

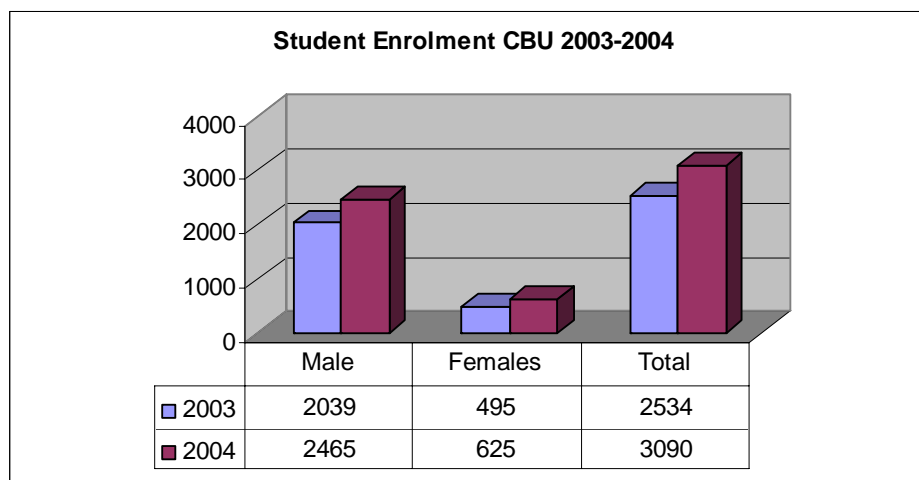
Zambia attained political independence in 1964 without a university. The 100 university graduates that existed then were trained outside the country. The University of Zambia was opened in 1966 with 312 students, aimed at providing both general and professional education to meet the nation's needs for trained human resource. Initially, the now Copperbelt University was part of the main campus in Lusaka until when it was transformed into a second public university in 1987.

The curriculum at the University of Zambia include areas such as Education, Medicine, Natural Sciences, Mining, Engineering, Agriculture Science,, Humanities and Social Sciences, Law and Veterinary Medicine while the Copperbelt University focuses on Business Administration, Accountancy, Environmental Studies, Land Surveying and Forestry. Both the University of Zambia and the Copperbelt University provide some post graduate studies.

Student enrolment increased from 10,092 in 2003 to 11,561 in 2004 at the two public universities, representing an increase of almost 15 percent. In terms of gender representation at University education, there is gender imbalance in favour of male students, however, there was an increase in the number of female students from 3,060 in 2003 to 3,608 in 2004, representing an increase of 18 percent compared to 13 percent increase for male students. Similarly, the number of academic staff increased from 438 in 2003 to 552 in 2004 and from 160 to 263 for UNZA and CBU respectively. Both Universities fall far below the demand for university education in the country.

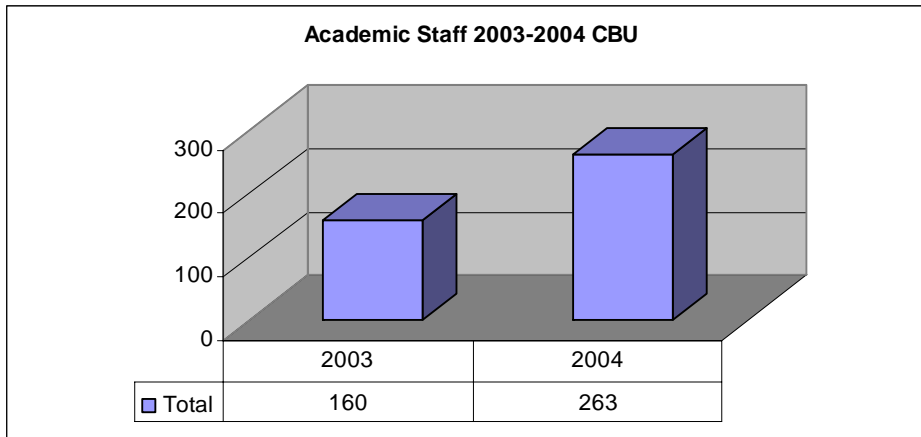
Both Universities have established staff development programmes which have resulted in significant training of indigenous staff who occupy close to 90 % of the academic staff. However, both institutions are still poorly staffed as a result of brain drain due to unattractive conditions of service.

**Figure 95. Student Enrolment CBU**

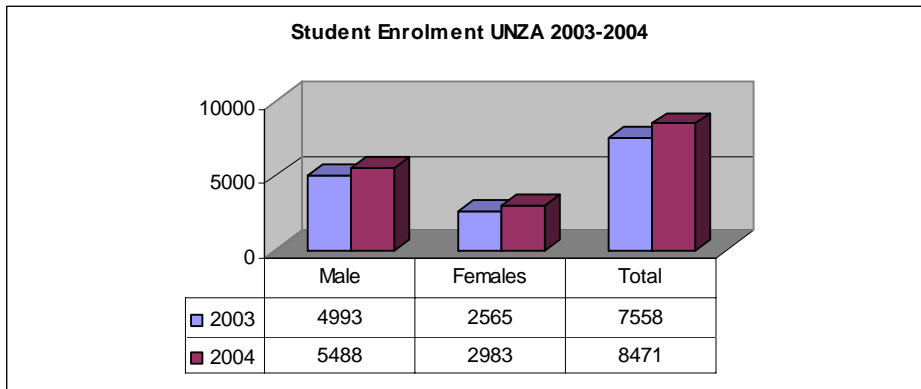




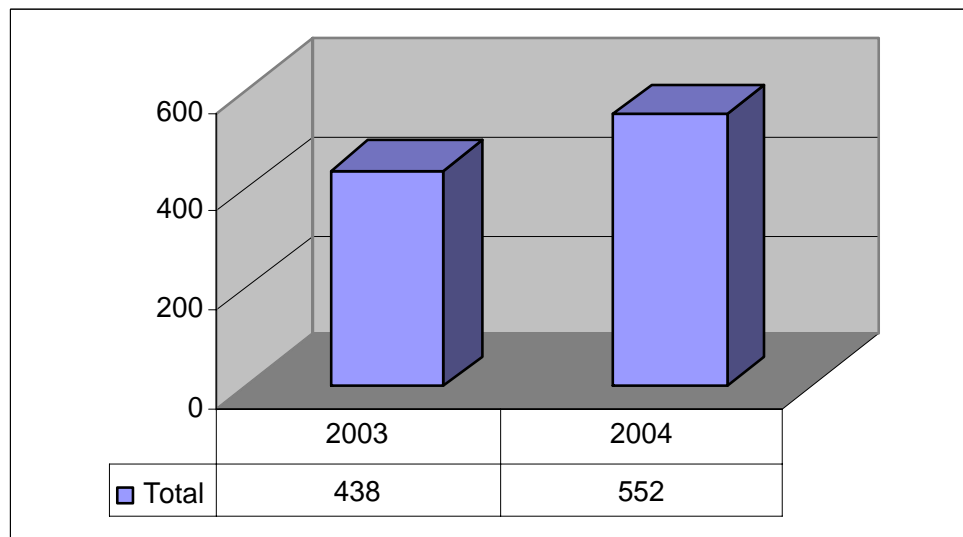
**Figure 96. Academic Staff CBU**



**Figure 97. Student Enrolment UNZA**



**Figure 98. Academic Staff UNZA**



**Note:** Additional data relevant to the overall sector plan on tertiary education was not available at the time of publication. This data will be included in future publications.

## Financial Statistics

The 2004 Ministry of Education Budget was financed by a combination of GRZ (62%) and External Aid (38%) through the Sector Plan (Sector Pool, Designated and others) as agreed in the Memorandum of Understanding (MoU). The table below illustrates the details of GRZ finances.

**Table 139. 2004 GRZ Budget Allocation by Expenditure Classification**

| Expenditure Classification     | Original Estimate K'000 | % of Total | Total Authorized Provision | Budget Releases K'000 | % Releases | Actual Expenditure K'000 | % Expenditure |
|--------------------------------|-------------------------|------------|----------------------------|-----------------------|------------|--------------------------|---------------|
| Personal Emoluments            | 524,505,058             | 69         | 524,505,058                | 587,270,061           | 112        | 555,423,804              | 106           |
| Recurrent Departmental Charges | 23,716,032              | 3          | 27,634,658                 | 20,999,562            | 76         | 17,858,637               | 65            |
| Grants and Other Payments      | 185,271,974             | 24         | 192,171,974                | 187,212,748           | 97         | 180,339,252              | 94            |
| HIPC                           | 23,132,000              | 3          | 23,132,000                 | 23,132,000            | 100        | 10,285,115               | 44            |
| <b>Total</b>                   | <b>756,625,064</b>      | <b>100</b> | <b>767,443,690</b>         | <b>818,614,371</b>    |            | <b>763,906,808</b>       |               |

From the table above, it is noted that Personal Emoluments alone amounted to 69% of the GRZ total Budget and Releases exceeded the actual figure of K524,505,058,000 by 12% amounting to K587,270,061,000. PRP were funded 100% though expenditure was only 44% due to tender procedures involved in procurement of goods and services. It should be noted that the expenditure under this classification included infrastructure for the two public universities, rural hardship allowance, HIV/AIDS and bursaries to OVC's.

**Figure 99. Financial Distribution**

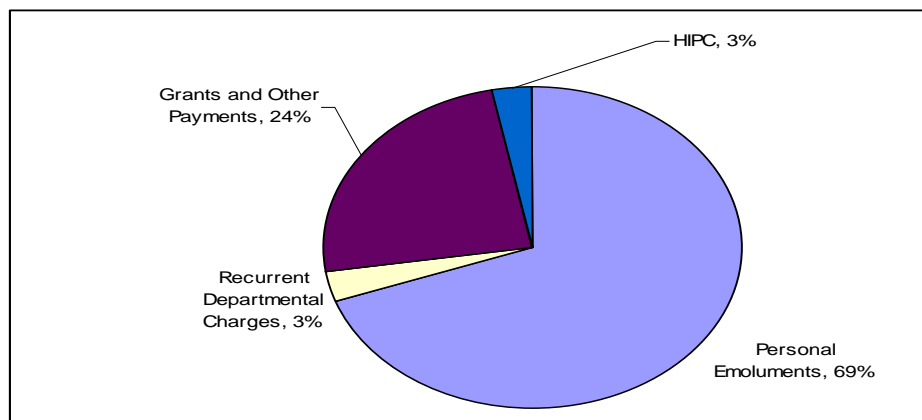
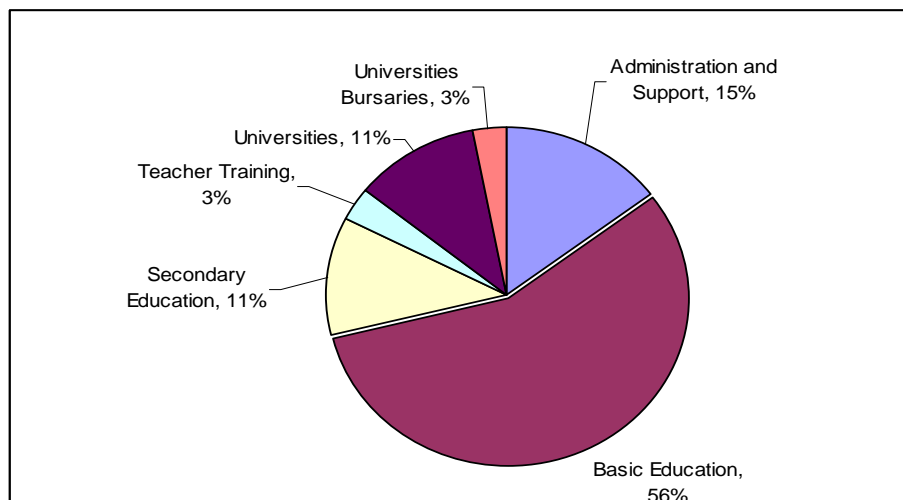


Table 140. 2004 GRZ Budget Allocation by Sub-Sector

| Sub-Sector                        | Total Authorized Provision K'000 | % of Total Budget | Actual Expenditure K'000 | % Expenditure |
|-----------------------------------|----------------------------------|-------------------|--------------------------|---------------|
| <b>Administration and Support</b> | <b>114,455,571</b>               | <b>15</b>         | <b>133,768,005</b>       | <b>117</b>    |
| of which:                         |                                  |                   |                          |               |
| Personal Emoluments               | 17,722,040                       |                   | 48,643,657               |               |
| RDCS                              | 46,053,521                       |                   | 17,599,764               |               |
| Grants                            | 27,548,010                       |                   | 57,239,467               |               |
| HIPC                              | 23,132,000                       |                   | 10,285,115               |               |
|                                   |                                  |                   |                          |               |
| <b>Basic Education</b>            | <b>426,502,551</b>               | <b>56</b>         | <b>412,621,974</b>       | <b>97</b>     |
| of which:                         |                                  |                   |                          |               |
| Personal Emoluments               | 414,099,880                      |                   | 384,098,938              |               |
| Grants                            | 12,402,671                       |                   | 28,523,036               |               |
|                                   |                                  |                   |                          |               |
| <b>Secondary Education</b>        | <b>86,626,401</b>                | <b>11</b>         | <b>85,071,557</b>        | <b>98</b>     |
| of which:                         |                                  |                   |                          |               |
| Personal Emoluments               | 78,544,408                       |                   | 78,543,998               |               |
| Grants                            | 8,081,993                        |                   | 6,527,559                |               |
|                                   |                                  |                   |                          |               |
| <b>Teacher Training</b>           | <b>25,405,558</b>                | <b>3</b>          | <b>21,349,308</b>        | <b>84</b>     |
| of which:                         |                                  |                   |                          |               |
| Personal Emoluments               | 14,138,746                       |                   | 14,137,177               |               |
| Grants                            | 11,266,812                       |                   | 6,327,690                |               |
|                                   |                                  |                   |                          |               |
| <b>Universities</b>               | <b>79,855,084</b>                | <b>11</b>         | <b>79,855,084</b>        | <b>100</b>    |
| of which:                         |                                  |                   |                          |               |
| University of Zambia              | 60,485,749                       |                   | 60,485,749               |               |
| Copperbelt University             | 19,369,335                       |                   | 19,369,335               |               |
|                                   |                                  |                   |                          |               |
| <b>University Bursaries</b>       | <b>29,382,838</b>                | <b>4</b>          | <b>29,173,354</b>        | <b>99</b>     |
|                                   |                                  |                   |                          |               |
| <b>Total</b>                      | <b>767,443,690</b>               | <b>100</b>        | <b>763,906,808</b>       |               |

The budget allocation for basic education sub – sector made up 56% of the Ministry's overall GRZ budget and the Ministry spent 98% of the budgeted figure in the financial year ended 31st December 2004. It should be noted that the budgeted figure for the teacher education sub – sector was 3% of the Ministry's total GRZ budget because of the size of the sub – sector which trains an average of 5000 teachers per annum.

**Figure 100. Allocation by Sub-sector****Table 141. 2004 GRZ and External Resources Allocation by Programme**

| Programme                    | GRZ<br>Z'000       | Pool<br>K'000      | Designated<br>K'000 | Others<br>K'000   | Total                |
|------------------------------|--------------------|--------------------|---------------------|-------------------|----------------------|
| 1. Policy and Planning       | 1,582,095          | 16,119,609         | 2,442,191           | 9,671,730         | 29,815,625           |
| 2. Infrastructure            | 16,149,196         | 55,579,019         | 82,758,321          | 6,512,793         | 160,999,329          |
| 3. Special Issues            | 52,794,374         | 63,747,717         | 20,913,637          | 13,527,526        | 150,983,254          |
| 4. Teacher Education         | 3,787,810          | 9,846,677          | 9,576,969           | 28,708,303        | 51,919,759           |
| 5. Standards & Evaluation    | 3,156,026          | 2,844,595          | 827,861             | 612,727           | 7,441,210            |
| 6. Curriculum & Assessment   | 14,585,872         | 18,489,870         | 24,090,133          | 2,546,723         | 59,712,598           |
| 7. Distance Education        | 1,472,306          | 437,630            |                     | 10,026,745        | 11,936,681           |
| 8. University                | 60,946,382         | 16,112,368         |                     |                   | 77,058,750           |
| 9. HRA                       | 3,981,338          | 7,290,847          | 1,726,278           | 522,542           | 13,521,005           |
| 10. Financial Management     | 1,465,227          | 7,290,847          | 165,572             | 516,529           | 9,438,175            |
| 11. Procurement              | 818,946            | 1,822,712          | 82,786              | 426,745           | 3,151,188            |
| 12. Institutional Management | 598,004            | 1,822,712          | 1,095,567           | 504,505           | 4,020,787            |
| 13. Grants & Other Payments  | 70,782,431         |                    |                     |                   | 70,782,431           |
| 14. Personal Emoluments      | 524,505,059        |                    |                     |                   | 524,505,059          |
| <b>Total</b>                 | <b>767,443,690</b> | <b>201,404,602</b> | <b>143,679,314</b>  | <b>73,576,867</b> | <b>1,175,285,850</b> |

The total Ministry of Education Budget for the year ended 31st December 2004 was K1, 175,285,851,000 out of which K418,660,788,000 is external representing 36% of the Ministry's annual budget.

**Table 142. Sector Pool – Statement of sources and utilization of funds for the year ended 31st December 2004**

|                               | <b>ZMK</b>             | <b>US\$</b>       |
|-------------------------------|------------------------|-------------------|
| <b>Sources of funds</b>       |                        |                   |
| Cash/Bank b/f                 | 46,691,767,001         | 10,362,743        |
| CIDA                          | 7,693,114,603          | 1,618,973         |
| Netherlands                   | 36,326,731,860         | 7,656,246         |
| Norway                        | 82,057,225,514         | 17,467,220        |
| DFID                          | 52,119,825,000         | 11,283,195        |
| Ireland DC                    | 32,810,302,213         | 6,884,893         |
| Danida                        | 38,224,199,475         | 8,249,292         |
| Finland                       | 14,562,661,050         | 3,105,045         |
| USAID                         | 138,039,286            | 29,000            |
| UNESCO                        | 28,800,000             | 6,000             |
| Others Income                 | 6,095,000              | 1,289             |
| <b>Total funds</b>            | <b>310,658,761,002</b> | <b>66,663,895</b> |
|                               |                        |                   |
| <b>Utilization of funds</b>   |                        |                   |
| Expenditure                   | 17,565,175,542         | 3,712,841         |
| Advances & Prepayments:       |                        |                   |
| Grants to Education Boards    | 188,935,770,465        | 39,668,106        |
| Other Debtors and prepayments | 3,028,214,319          | 4,346,475         |
|                               | <b>209,529,160,326</b> | <b>44,014,581</b> |
|                               |                        |                   |
| Surplus/ (Deficit)            | 101,129,600,674        | 22,649,314        |
| Exchange Differences          | 2,600,080,975          |                   |
| Cash/Bank balances c/f        | <b>103,729,681,649</b> | <b>22,649,314</b> |
|                               |                        |                   |

## Annexure

### Formulas and Definitions

|            |  |  |
|------------|--|--|
| <b>CR</b>  | <b>Completion Rate.</b> Divide the number of students in the grade minus repeaters in the grade divided by the official school-age population for the grade.   |  |
| <b>DR</b>  | <b>Drop out Rate.</b> Drop out Rate is the proportion of pupils who leave the system without completing a given grade in a school year.  |  |
| <b>GER</b> | <b>Gross Enrolment Ratio.</b> Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year. | $GER_h^t = \frac{E_h^t}{P_{h,a}^t} * 100$              |
| <b>GIR</b> | <b>Gross Intake Rate.</b> Total number of new entrants in the first grade of basic education, regardless of age, expressed as a percentage of the population at the official school-entrance age.  | $GIR_h^t = \frac{N_a^t}{P_a^t} * 100$                  |
| <b>GPI</b> | <b>Gender Parity Index.</b> Enrolment of girls divided by the enrolment of boys.   |  |
| <b>NA</b>  | <b>National Assessment.</b> Assessment of learning achievement levels.   |  |
| <b>NER</b> | <b>Net Enrolment Ratio.</b> Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.  | $NER_h^t = \frac{E_{h,a}^t}{P_{h,a}^t} * 100$          |
| <b>NIR</b> | <b>Net Intake Rate.</b> New entrants in the first grade of basic education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.   | $NIR^t = \frac{N_a^t}{P_a^t} * 100$                    |
| <b>PCR</b> | <b>Pupil Class Ratio.</b> The average number of pupils per class.  |  |
| <b>PR</b>  | <b>Promotion Rate.</b> Promotion Rate is the proportion of pupils who successfully completed a grade and proceeded to the next grade the following year.   | $PR_g^y = \frac{E_{g+1}^{y+1} - R_{g+1}^{y+1}}{E_g^y}$ |
| <b>PTR</b> | <b>Pupil Teacher Ratio</b> Average number of pupils per teacher at a specific level of education in a given school year.   | $PTR_h^t = \frac{E_h^t}{T_h^t}$                        |

|           |  |  |
|-----------|--|--|
| <b>RR</b> | <b>Repetition Rate.</b> Proportion of pupils from a cohort enrolled in a given year at a given school-year who study in the same grade in the following year.  | $r_i^t = \frac{R_i^{t+1}}{E_i^t}$  |
| <b>SR</b> | <b>Survival Rate.</b> Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades.  | $SR_{g,i}^K = \frac{\sum_{t=1}^m P_{g,i}^t}{E_i^t}$                        |
| <b>TR</b> | <b>Transition Rate.</b> The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year. | $TR_{h,h+1}^t = \frac{E_{h+1,1}^{t+1} - R_{h+1,1}^{t+1}}{E_{h,n}^t} * 100$ |



## Acronyms

|                  |   |
|------------------|---|
| <b>APU</b>       | Academic Production Units   |
| <b>ASC</b>       | Annual School Census  |
| <b>BPR</b>       | Book Pupil Ratio  |
| <b>CAMFED</b>    | Campaign for Female Education   |
| <b>CBU</b>       | Copperbelt University   |
| <b>CSEN</b>      | Children with Special Educational Needs   |
| <b>CSO</b>       | Central Statistics Office's   |
| <b>ED*ASSIST</b> | Education Automated Statistical Information System Toolkit  |
| <b>EFA</b>       | Education for All   |
| <b>EMIS</b>      | Education Management Information Systems  |
| <b>ESB</b>       | Educational Statistical Bulletin  |
| <b>ESIP</b>      | Education Sector Investment Programme   |
| <b>GRZ</b>       | Government of the Republic of Zambia  |
| <b>ICT</b>       | Information and Communication Technology  |
| <b>IEC</b>       | Information, Education Communication  |
| <b>INSPRO</b>    | Inclusive Schooling Programme for children with special learning needs  |
| <b>IRI</b>       | Interactive Radio Instruction   |
| <b>JSSLE</b>     | Junior Secondary School Leaving Examinations  |
| <b>MDG</b>       | Millennium Development Goals  |
| <b>NISTCOL</b>   | National In-service College   |
| <b>OVC</b>       | Orphans and Vulnerable Children   |
| <b>PAGE</b>      | Programme for the Advancement of Girls' Education   |
| <b>PDDL</b>      | Primary Diploma by Distance Learning  |
| <b>PC or %Ch</b> | <b>Percentage Change.</b> Indicates the difference between the current and the previous years data expressed as a percentage. |
| <b>PRSP</b>      | Poverty Reduction Strategy Paper  |
| <b>PSRP</b>      | Public Service Reform Programme   |
| <b>SHN</b>       | School Health and Nutrition   |
| <b>TA</b>        | Teacher Attrition   |
| <b>TRCs</b>      | Teacher Resource Centres  |

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|               |   |
|---------------|---|
| <b>UNZA</b>   | University of Zambia                            |
| <b>ZAMISE</b> | Zambia Institute for Special Education          |
| <b>ZATEC</b>  | Zambia Teacher Education Course                 |
| <b>ZCSS</b>   | Zambia Community School Secretariat             |
| <b>ZECAB</b>  | Zambia Education Capacity Building              |
| <b>ZEPH</b>   | Zambia education Publishing House               |
| <b>ZEPIU</b>  | Zambia Education project Implementing Unit      |
| <b>BESSIP</b> | Basic Education Sub-Sector Investment Programme |
| <b>ZERP</b>   | Zambia Rehabilitation Project                   |

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## Information Request Form



**REPUBLIC OF ZAMBIA**  
**MINISTRY OF EDUCATION**  
**Request for Information Form**

Date form  
submitted:

Phone  
number:

Date information  
required:

Fax:

Requestor's  
name:

Requestor's  
Department/Organization:

|  |   |
|--|---|
| <b>Geographical/<br/>political reporting levels:</b> | National, Provincial, District, Constituency, Ward, School.   |
| <b>Selection criteria:</b>                           | Year, Province, District, Constituency, Ward, Zone, Urban/Rural, Agency running, Size, Level, Type, Special Program, School.  |
| <b>Indicators:</b>                                   | See list of available ED*ASSIST data reports and indicators (on back of form)   |
| <b>Education levels:</b>                             | Basic (grades 1-9), Secondary (grades 10-12), Community School, IRI Center.   |
| <b>Data request:</b>                                 | Specify what data element, standard indicator or other statistic is desired, at what geographic reporting level, and for what selection criteria (eg., Gross Enrolment Ratio by gender, grades 1-9, for Southern Province, for year 2004, by district). |

Please use this space to write out your request. Also indicate if an appropriate map should be included. Please note that not all requests are suitable for mapping:

| <b>For office use only:</b>   |  |
|---|--|
| Researcher's name:  |  |
| Date completed:   |  |
| Reviewer's name:  |  |
| Reviewer's signature:   |  |
| Date cleared to requestor:  |  |
| Description of product provided: format (tables, graphics, maps) & medium (hardcopy, diskette, CD, e-mail): |  |

**Notice:** Please be advised that requests for information take three working days to be completed. If your request requires additional analysis by Senior Planning staff, you will be notified of the delay. Not all maps will be printed in colour.

## Available Data Reports and Indicators

(Not all reports and maps are available for all years and education levels and data items.)

| Report Name   | Report Name   |
|---|---|
| 1. Students by Age, Gender and Grade  | 45. All Schools (responding and nonresponding)                                    |
| 2. Students by Gender and Grade   | 46. School Response and Imputation Rates by Educational Level                     |
| 3. APU Students by Age, Gender and Grade  | 47. Schools by Day/Boarding Status  |
| 4. APU Students by Gender and Grade   | 48. Schools by Pupil/Teacher Ratio  |
| 5. Open Students by Age, Gender and Grade   | 49. School Finances   |
| 6. Open Students by Gender and Grade  | 50. Infrastructure – Counts   |
| 7. All Students by Age, Gender and Grade  | 51. Infrastructure – Presence or Absence  |
| 8. All Students by Gender and Grade   | 52. Furniture and Equipment – Counts  |
| 9. New Entrants by Gender and Age   | 53. Furniture and Equipment – Presence or Absence                                 |
| 10. Repeaters by Age, Gender and Grade  | 54. Water Supply  |
| 11. Repeaters by Gender and Grade   | 55. Electricity Supply  |
| 12. Dropouts by Gender and Grade  | 56. Communications  |
| 13. Population by Age and Gender  | 57. Sanitary Facilities – Counts  |
| 14. School-Age Population by Age and Gender                                       | 58. Sanitary Facilities – Presence or Absence                                     |
| 15. Impaired Students by Gender and Grade   | 59. Textbooks by Grade  |
| 16. Orphans by Gender and Grade   | 60. Textbooks by Subject and Grade  |
| 17. Student Nationality by Gender and Grade                                       | 61. Awards  |
| 18. Dropout Reason by Gender and Grade  | 62. Performance   |
| 19. Pregnancies by Grade  | 63. Education Profile   |
| 20. Pregnancy Readmissions by Grade   | 64. School Profile  |
| 21. Student Deaths by Age, Gender and Grade                                       | 65. Gross Enrolment Ratio by Gender   |
| 22. Student Deaths by Gender and Grade  | 66. Net Enrolment Ratio by Gender   |
| 23. Grade 1 Entrants by Age and Gender  | 67. Age-Specific Enrolment Ratio by Gender  |
| 24. Grade 1 Entrants with Preschool or Nursery Experience by Age and Gender       | 68. Completion Rate by Gender   |
| 25. Mental Impairments by Level of Severity and Gender (Basic Schools only, 2003) | 69. Net Intake Rate by Gender   |
| 26. Teachers by Gender  | 70. Gross Intake Rate by Gender   |
| 27. Teachers by Age and Gender  | 71. Age-Specific Intake Rate by Gender and Age                                    |
| 28. Teacher's Reason for Departure by Gender                                      | 72. Children Out-of-School by Age and Gender (Ages 6-18, 7-18, 7-13, 7-15, 16-18) |
| 29. Teacher Cause of Death by Reason  | 73. Pupil/Teacher Ratio   |
| 30. Teachers Absent 2-4 Weeks by Age and Gender (2003)                            | 74. Pupil/Class Ratio   |
| 31. Teachers Absent One Month or More by Age and Gender (2003)                    | 75. Teacher/Class Ratio   |
| 32. Teachers by Qualification and Gender  | 76. Progression Rate by Gender and Grade  |
| 33. Teachers by Education and Gender  | 77. Single-Grade Retention Rate by Gender and Grade                               |
| 34. Schools   | 78. Multiple-Grade Retention Rate by Gender and Grade                             |
| 35. Schools by Location (Urban/Rural)   | 79. Promotion Rate by Gender and Grade  |
| 36. Schools by Size (Status)  | 80. Repetition Rate by Gender and Grade   |
| 37. Schools by Level  | 81. Dropout Rate by Gender and Grade  |
| 38. Schools by Type   | 82. Textbook/Student Ratio  |
| 39. Schools by Running Agency   |   |
| 40. School Directory  |   |
| 41. Nonresponding Schools   |   |
| 42. Response and Imputation Rates   |   |
| 43. School Directory Summary  |   |
| 44. Classes   |   |

16 September 2005

