



Republic of Zambia Ministry of Education



2005 Educational Statistical Bulletin

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.

The Ministry of Education is currently using the CSO projections within the calculations of all education indicators which require population figures including Gross Enrolment Ratio, Net Enrolment Ratio, Out of School Population figures etc.

In line with the CSO recommendations the Ministry of Education is using the 'Medium Variant with AIDS' projections and as a result, the bulletin is reporting enrolment rates which exceed the CSO school going population figures in many regions.

The Central Statistical Office is in the process of revising the projections based on new demographic and health information.

Republic of Zambia
Ministry of Education
89 Mogadishu Rd, Lusaka
moeinformation@moe.gov.zm
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TABLE OF CONTENTS

FOREWORD	1
ACKNOWLEDGEMENT	3
BACKGROUND	4
SUMMARY INDICATORS	7
PROVISION OF EDUCATION	9
<i>Geographic distribution of schools</i>	10
<i>Geographic distribution of schools</i>	11
<i>Basic Schools by Education Level</i>	13
<i>Basic Schools by Running Agency</i>	13
<i>Schools by locations (rural/urban)</i>	15
<i>Schools by Grades Offered</i>	16
<i>Classrooms</i>	17
ACCESS AND PARTICIPATION	19
<i>Enrolment ratios</i>	29
<i>Intake rates</i>	33
<i>Transition rate</i>	35
EFFICIENCY	36
<i>Completion rate</i>	37
<i>Dropout rate</i>	40
QUALITY	42
<i>Teachers</i>	43
<i>Teacher Qualifications and Certifications</i>	47
<i>Teacher attrition</i>	49
<i>Ratios</i>	52
<i>Examination pass rate</i>	54
<i>Staff housing</i>	56
<i>Educational facilities</i>	58
EQUITY	60
<i>Orphans</i>	64
<i>Children with Special Educational Needs (CSEN)</i>	67
<i>Pregnancies and re-admissions</i>	70
STATISTICAL TRENDS	76
<i>Access and Participation</i>	76
<i>Efficiency</i>	83
<i>Quality</i>	93
<i>Equity</i>	97
TERTIARY	103
COLLEGES OF EDUCATION	105

UNIVERSITIES	107
FINANCIAL STATISTICS	109
<i>The Budget.....</i>	109
<i>Domestic Resources</i>	111
<i>Direct Sector Support (Pool) Fund</i>	112
<i>Designated Support Funds.....</i>	112
<i>Other Support Funds.....</i>	112
ANNEXURE	117
FORMULAE AND DEFINITIONS.....	117
ACRONYMS	119

TABLES

Table 1: Total Number of Schools by Running Agency.....	10
Table 2. Classrooms in Basic Schools by Type and Province	11
Table 3. Schools by Education Level and Province	13
Table 4. Schools Offering Basic Education by Type and Province	14
Table 5. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community)	14
Table 6. Schools Classified as Secondary by Running Agency and Province (Includes Technical and Non-Technical).....	14
Table 7. Number of Schools by Running Agency and Province.....	15
Table 8. Schools by Grade Grouping by Province	16
Table 8. Schools Offering Basic Education by Urban / Rural and Province.....	17
Table 9. Schools Offering High School Education by Urban/Rural and Province	17
Table 11. Classrooms in High Schools by Type and Province.....	18
Table 12. Permanent, Temporary and Incomplete Classrooms in Basic Schools by Agency..	18
Table 13. Permanent, Temporary and Incomplete Classrooms in Secondary Schools by Agency	18
Table 14. Enrolment in All Schools Grades 1 -12	23
Table 15. Enrolment in Grades 1-7 by Agency/Type and Province	23
Table 16. Enrolment Grades 1-9 by Agency/Type and Province	23
Table 17. Enrolment in Grades 10-12 by Agency/Type and Province	24
Table 18. Enrolment in All Schools in Grades 1-7 by Gender and Province.....	24
Table 19. Enrolment in All Schools in Grades 1-9 by Gender and Province.....	24
Table 20. Enrolment in All Schools in Grades 10-12 by Gender and Province.....	24
Table 21. Enrolment in GRZ and Grant Aided Schools in Grades 1-7 by Gender and Province	25
Table 22. Enrolment in GRZ and Grant Aided Schools in Grades 1-9 by Gender and Province	25
Table 23. Enrolment in GRZ and Grant Aided Schools in Grades 10-12 by Gender and Province	25
Table 24. Enrolment in Private / Church Basic Schools in Grades 1-7 by Gender and Province	26
Table 25. Enrolment in Private/Church Schools in Grades 1-9 by Gender and Province	26
Table 26. Enrolment in Private / Church Basic Schools in Grades 10-12 by Gender and Province	27
Table 27. Enrolment in Community Schools in Grades 1-7 by Gender and Province.....	27
Table 28. Enrolment in Community Schools in Grades 1-9 by Gender and Province.....	27
Table 29. Enrolment in Community Schools in Grades 10-12 by Gender and Province.....	28
Table 30. Enrolment in IRI Centres in Grades 1-7 by Gender and Province	28
Table 31. Grade 1 Entrants by Gender and Province (excluding repeaters)	28

Table 32. Grade 1 Entrants by Age, Gender and Province (excluding repeaters)	29
Table 33. Grade 1 Entrants with Pre-school Experience by Gender and Province.....	29
Table 34. Gross Enrolment Ratio in Grades 1-7 by Gender and Province	30
Table 35. Gross Enrolment Ratio in Grades 1-9 by Gender and Province	30
Table 36. Gross Enrolment Ratio in Grades 10-12 by Gender and Province	31
Table 37. Net Enrolment Ratio in Grades 1-7 by Gender and Province	31
Table 38. Net Enrolment Ratio in Grades 1-9 by Gender and Province	32
Table 39. Net Enrolment Ratio in Grades 10-12 by Gender and Province	32
Table 40. Gross Intake Rate for Grade 1 by Gender and Province	33
Table 41. Net Intake Rate for Grade 1 by Gender and Province	34
Table 42. Transition Rates for Grades 7- 8 by Gender and Province	35
Table 43. Transition Rates for Grades 9 - 10 by Gender and Province	35
Table 44. Completion Rates for Grades 7 and 9 by Gender and Province	38
Table 45. Completion Rates for Grade 12 by Gender and Province.....	38
Table 46. Repetition Rates for Grades 1 - 7 by Gender and Province.....	39
Table 47. Repetition Rates for Grades 1-9 by Gender and Province.....	39
Table 48. Repetition Rates for Grades 10-12 by Gender and Province.....	40
Table 49. Dropout Rates for Grades 1-7 by Gender and Province	41
Table 50. Dropout Rates for Grades 1-9 by Gender and Province	41
Table 51. Dropout Rates for Grades 10-12 by Gender and Province	41
Table 52. Total Number of Teachers in All Schools by Gender and Province	43
Table 53. Total Number of Teachers by Age Group and Sex	43
Table 54. Number of Teachers by Agency and Province.....	43
Table 55. Teachers in Basic Schools by Agency and Province	44
Table 56. Teachers in High Schools by Agency and Province.....	45
Table 57. Teachers in GRZ/Grant Aided Basic Schools by Gender and Province	45
Table 58. Teachers in GRZ/Grant Aided High Schools by Gender and Province.....	45
Table 59. Teachers in Private/Church Basic Schools by Gender and Province	46
Table 60. Teachers in Private/Church High Schools by Gender and Province.....	46
Table 61. Teachers in Community Schools Classified as Basic by Gender and Province.....	46
Table 62. Teachers in Community Schools Classified as High by Gender and Province	47
Table 63. Mentors in IRI Centres by Gender and Province.....	47
Table 64. Teachers in Basic Schools by Academic Qualifications and Gender.....	47
Table 65. Teachers in High Schools by Academic Qualifications and Gender	48
Table 66. Teachers in Basic Schools by Certification and Gender	48
Table 67. Teachers in High Schools by Certification and Gender.....	48
Table 68. Teacher Attrition in All Schools in the Previous Year	49

Table 69. Teacher Attrition in Basic Schools in the Previous Year by Reason and Gender	49
Table 70. Teacher Attrition in High Schools in the Previous Year by Reason and Gender	49
Table 71. Teacher Attrition in Schools Classified as Basic in the Previous School Year by Gender and Province	50
Table 72. Teacher Attrition in Schools Classified as Secondary in the Previous School Year by Gender and Province	51
Table 73. Teacher Deaths in All Schools in the Previous School Year by Gender and Province	51
Table 74. Teacher Deaths in Schools Classified as Basic in the Previous School Year by Gender and Province	51
Table 75. Teacher Deaths in Schools Classified as Secondary in the Previous School Year by Gender and Province	52
Table 76. Pupil/Teacher Ratio by Grade Group and Province	52
Table 77. Book / Pupil Ratio by Running Agency and Province.....	52
Table 78. Book / Pupil Ratio in Schools Classified as Basic Schools by Province	53
Table 79. Book / Pupil Ratio in Schools Classified as Secondary by Province.....	53
Table 80. Pupil/Class Ratios in Schools by Grade Group and Province.....	54
Table 81. Examination Pass Rates for Grade 9 by Gender and Province in 2005	54
Table 82. Examination Pass Rates for Grade 12 by Gender and Province in 2005	55
Table 83. Survival Rates for Grade 5 by Gender and Province	55
Table 84. Survival Rates for Grades 10 - 12 by Gender	55
Table 85. Staff Houses in Basic Schools by Type and Province.....	56
Table 86. Staff Houses in High Schools by Type and Province	57
Table 87. Laboratories in Basic Schools by Type and Province	58
Table 88. Laboratories in High Schools by Type and Province.....	58
Table 89. Libraries in Basic Schools by Type and Province	58
Table 90. Libraries in High Schools by Type and Province.....	59
Table 91. Gender Parity Index by Grade Groups and Province.....	62
Table 92. Gender Parity Index by Grade Groups and Agency.....	62
Table 93. Out of School Children Aged 7-13 by Gender and Province.....	63
Table 94. Out of School Children Aged 14-15 by Gender and Province.....	63
Table 95. Out of School Children Aged 16-18 by Gender and Province.....	63
Table 96. Out of School Children by Age and Gender	64
Table 97. Orphans in Grades 1-7 by Gender and Province	64
Table 98. Orphans in Grades 1-9 by Gender and Province	64
Table 99. Orphans in Grades 10-12 by Gender and Province	65
Table 100. Percentage of Orphans in Grades 1-7 by Gender and Province.....	65
Table 101. Percentage of Orphans in Grades 1-9 by Gender and Province.....	65
Table 102. Percentage of Orphans in Grades 10-12 by Gender and Province.....	66

Table 103. Enrolment of Orphans in Grades 1-9 by Agency.....	66
Table 104. Enrolment of Orphans in Grades 10-12 by Agency.....	66
Table 105. CSEN Pupils in Basic Schools by Impairment and Gender	67
Table 106. CSEN Pupils in High Schools by Impairment and Gender.....	67
Table 107. CSEN Pupils in Basic Schools by Gender and Province	68
Table 108. CSEN in High Schools by Gender and Province.....	68
Table 109. Percentage CSEN in Basic Schools by Gender and Province.....	68
Table 110. Percentage CSEN in High Schools by Gender and Province	69
Table 111. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province	69
Table 112. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province	70
Table 113. Percentage of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province	70
Table 114. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province	70
Table 115. Pregnancies (prev. year) and Readmissions in Basic Schools by Province	70
Table 116. Pregnancies (prev. year) and Readmissions in Basic Schools by Urban/Rural and Province	71
Table 117. Pregnancies (prev. year) and Readmissions in High Schools by Province.....	72
Table 118. Pregnancies (prev. year) and Readmissions in High Schools by Urban/Rural and Province	73
Table 119. Special Education Schools and Units (within regular schools) Offering Grades 1-9 by Province.....	73
Table 120. Special Education Schools and Units (within regular schools) Offering Grades 10-12 by Province.....	73
Table 121. Special Education Classrooms in Basic Schools by Type and Province	74
Table 122. Special Education Classrooms in High Schools by Type and Province.....	74
Table 123. Dormitories in Basic Schools by Sex, Status and Province	74
Table 124. Dormitories in High Schools by Sex, Status and Province.....	75
Table 125. College Student Enrolment - 2005	105
Table 126. Colleges of Education Student Enrolment by Year and Sponsorship - 2005	105
Table 127. Colleges of Education Staffing Levels - 2005.....	106
Table 128. Overall Budget by Programme and Source of Funding.....	110
Table 129. GRZ Funding by Expenditure Classification.....	111
Table 130. Overall Funding by sub-sector and type less Personal Emoluments	113
Table 131. Summary of Sub-Sectors by source of Funding and Percentage by Share of Sub-Sectors by source of Funding (Non- Personal Emoluments)	114
Table 132. Share of External and GRZ Resources to Sub-sectors.....	115
Table 133. 2004 GRZ and External Resources Utilisation by Programme	115
Table 134. Sector Pool – Statement of sources and utilization of funds for the year ended 31st December 2005.....	116

FIGURES

Figure 1: Geographic Distribution of Basic Schools	11
Figure 2. Geographic Distribution of High Schools	12
Figure 3. Schools Offering Basic Education by Running Agency.....	13
Figure 4. Schools Offering Basic Education by Urban / Rural.....	15
Figure 5. Schools by Grade Grouping.....	16
Figure 6. Classrooms in Basic Schools by Type	17
Figure 7. Enrolment Distribution in basic schools by Running Agency	21
Figure 10. Enrolment in High Schools by Running Agency.....	22
Figure 11. Enrolment in Grades 1-9 by Agency	26
Figure 12. Gross Enrolment Ratios in Grades 1-7 by Gender and Province	29
Figure 13. Gross Enrolment Ratio in Grades 1–9 by Gender and Province	30
Figure 14. Net Enrolment Ratios in Grades 1-7 by Gender and Province	31
Figure 15. Net Enrolment Ratios in Grades 1-9 by Gender and Province	32
Figure 16. Gross Intake Rate for Grade 1 by Gender and Province	33
Figure 17. Net Intake Rate by Gender and Province	34
Figure 18. Transition Rate for Grade 7-8 by Gender and Province.....	35
Figure 19. Completion Rates for Grades 7 by Gender and Province.....	37
Figure 20. Completion Rates for Grades 9 by Gender and Province.....	37
Figure 21. Completion Rates for Grades 12 by Gender and Province.....	38
Figure 22. Repetition Rate in Grades 1-9 by Grade.....	39
Figure 23. Dropout Rate in Grades 1-9 by Province	40
Figure 24. Teachers in Basic Schools by Running Agency and Province.....	44
Figure 25. Pupil/Class Ratios in Basic Schools by Province.....	53
Figure 26. Pupil/Class Ratios in High Schools by Province	54
Figure 27. Staff Houses in Basic Schools by Type	56
Figure 28. Staff Houses in High Schools by Type.....	57
Figure 29. Gender Parity Index for Grades 1-9.....	61
Figure 30. Gender Parity Index for Grades 10-12.....	61
Figure 31. Out of School Children by Age and Gender.....	62
Figure 32. CSEN Pupils in Basic Schools by Impairment	67
Figure 33. Percentage of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province.....	69
Figure 34. Pregnancies in Basic Schools by Urban/Rural and Province.....	71
Figure 35. Pregnancies in High Schools by Urban/Rural and Province	72
Figure 36. Basic Schools by Agency and Year	76
Figure 37. Enrolment in Basic Schools by Gender and Year	76
Figure 38. Enrolment in Grades 8-9 by Gender and Year.....	77

Figure 39. Enrolment in High Schools by Gender and Year	77
Figure 40. Gross and Net Enrolment Ratios in Grades 1-9 by Year	78
Figure 41. Gross Enrolment Ratio in Basic Schools by Gender by Year	78
Figure 42. Gross Enrolment Ratio in High Schools by Gender by Year.....	79
Figure 43. Net Enrolment Ratio in Basic Schools by Gender and Year	79
Figure 44. High Schools by Agency and Year.....	80
Figure 45. Enrolment in Grades 1-9 by Gender and Year.....	80
Figure 46. Enrolment in Grades 10-12 by Gender and Year.....	81
Figure 47. Gross Enrolment Ratio in Basic Schools by Gender and Year	81
Figure 48. Gross Enrolment Ratio in High Schools by Gender and Year	82
Figure 49. Transition Rates for Grade 7-8 by Gender and Year	83
Figure 50. Repetition Rates in Grades 1-9 by Gender and Year	84
Figure 51. Repetition Rates in Grades 10-12 by Gender and Year	84
Figure 52. Dropout Rates in Basic Schools by Gender and Year	85
Figure 53. Dropout Rates in High Schools by Gender and Year.....	85
Figure 54. Gross and Net Intake Rates by Year	86
Figure 55. Gross Intake Rates in Basic Schools by Gender and Year.....	87
Figure 56. Net Intake Rates in Basic Schools by Gender and Year.....	87
Figure 57. Completion Rates in Grades 1-7 and 1-9 by Year	88
Figure 58. Completion Rates in Grade 1-9 by Gender and Year	89
Figure 59. Completion Rates in Grade 1-12 by Gender and Year	89
Figure 60. Transition Rates for Grades 7-8 by Year	90
Figure 61. Transition Rates for Grades 9-10 by Year	90
Figure 62. Repetition Rates in Basic Schools by Gender and Year.....	91
Figure 63. Repetition Rates in High Schools by Gender and Year	91
Figure 64. Dropout Rates in Basic Schools by Gender and Year	92
Figure 65. Dropout Rates in High Schools by Gender and Year.....	92
Figure 66. Teachers in Basic Schools by Gender and Year	93
Figure 67. Teachers in High Schools by Gender and Year.....	93
Figure 68. Teacher Attrition in Basic Schools by Gender and Year (excl. Com. Schools).....	94
Figure 69. Teacher Attrition in High Schools by Gender and Year (excl. Com. Schools)	94
Figure 70. Teacher Deaths in Basic Schools by Gender and Year (excl. Com. Schools).....	95
Figure 71. Teacher Deaths in High Schools by Gender and Year (excl. Com. Schools)	95
Figure 72. Examination Pass Rates for Grade 9 by Gender and Year	96
Figure 73. Survival Rates for Grade 5 by Gender and Year	96
Figure 74. Gender Parity Index for Gr. 1-7 and Gr. 1-9.....	97
Figure 75. Out-of-school Children Aged 7-13 by Gender and Year	97

Figure 76. Percentage of Out-of-school Children Aged 7-13 by Gender and Year.....	98
Figure 77. Orphans in Basic Schools by Gender and Year.....	98
Figure 78. Orphans in High Schools by Gender and Year.....	99
Figure 79. CSEN in Basic Schools by Gender and Year	99
Figure 80. CSEN in Basic Schools by Gender and Year	100
Figure 81. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year.....	100
Figure 82. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year	101
Figure 83. Pregnancies and Re-admissions in Basic Schools by Year.....	101
Figure 84. Pregnancies and Re-admissions in High Schools by Year	102
Figure 85. Academic Staff for UNZA and CBU	107
Figure 86. Student Enrolment UNZA.....	108
Figure 87. Student Enrolment CBU.....	108
Figure 88. Overall Budget by Source of Funding	109
Figure 89. Summary of Sub-Sectors (Non- Personal Emoluments).....	114

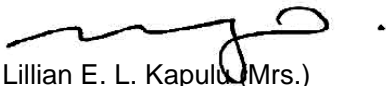
Foreword

The Educational Statistical Bulletin (ESB) is an important part of the Ministry of Education's Education Management Information System (EMIS). It provides accurate, timely, reliable and user-friendly data of great importance. The Bulletin provides statistics that guide policy decision-making. Policy decisions affect 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 Ministry continues to make substantial investment in the collection, processing and dissemination of education statistics. This has no doubt led to improved management and monitoring of the delivery of quality education in Zambia. These investments have inter-alia involved the training of school managers on the importance of accurate education statistics, utilisation of the statistics for planning and decision-making and verification of data.

This Statistical Bulletin is building up on the 2004 ESB. This Statistical Bulletin includes data for the school year 2005 and includes all education levels: basic, high and tertiary (universities and teacher training colleges). Additionally, included in the basic and high school levels are statistics on Community schools and Interactive Radio Centres. The report contains trends on a variety of key education indicators such as Education provision, Access and Participation, Efficiency, Quality and Equity. The 2005 ESB has included financial statistics and the budget from the Government of the Republic of Zambia (GRZ) and from external sources for 2005. We hope this will provide answers related to resource allocation from the national treasury and other sources.

I wish to encourage all stakeholders and cooperating partners to make the best use of this publication.



Lillian E. L. Kapulu (Mrs.)
Permanent Secretary
MINISTRY OF EDUCATION

Acknowledgement

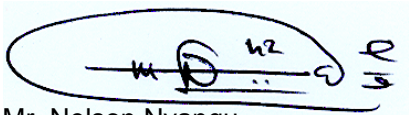
During 2005 the MOE continued with its efforts to improve the EMIS in order to facilitate the provision of accurate statistics. These efforts are indeed paying off as reflected by the quality of data contained in this bulletin. Information is a resource that is used to assess the performance of the sector against set performance indicators and helps in planning as well as in the formulation of policies. The Education Management Information Systems (EMIS) in Zambia has continued to provide accurate statistics to facilitate informed decision making.

The information contained in this publication was collected from the Annual School Census (ASC) of 2005 that was conducted for the basic, high school and tertiary sectors.

As a Ministry, our gratitude and thanks go to stakeholders and our cooperating partners who continue playing very constructive roles in ensuring that the publication of the annual ESB is a reality. Many thanks also go to the Provincial and District Education Offices and to all the Headteachers for the roles they play the ASC exercise.

My special thanks go to staff of the Directorate of Planning and Information, Mr. Charles Ndakala, Systems Development Manager and Mr. Bupe Musonda, Senior Statistician. Also to the Ministry's Technical Advisors, Mr. R. Drake Warrick, Mr. Sriyanjit Perera and Mr. Joe Kanyika, all of whom worked tirelessly to produce a bulletin of quality and great value to the education sector in Zambia. The MOE will continue to improve the quality of data in the sector.

For further information and clarification please contact,
The Director
Directorate of Planning & Information
Ministry of Education
P.O. Box 50093
Lusaka
E-mail: moeinformation@moe.gov.zm
Telephone: 250760
Fax: 250760

A handwritten signature in black ink, enclosed in a light blue oval. The signature is stylized and includes the initials 'N2' and 'N'.

Mr. Nelson Nyangu
Director - Directorate of Planning and Information
Ministry of Education

Background

The principle pillars that underpin the provision of education lie in global declarations and national policies options that overarch with distinct aspiration of a group of people collectively. Following the declaration of the Education For All (EFA) goals in 1990 during the Jomtien conference in Thailand, Zambia embarked on concerted efforts to customise the declarations. Significant to this effort was the development of land mark policy documents in 1992 and 1996, (Focus on Learning and Educating Our Future). Focus on Learning placed emphasis on the insurance of schools being centres of learning with specific focus on learning achievement outcomes. A calibration of the required inputs that would realise the desired quality levels was a distinct characteristic of Focus on learning. On the other hand, Educating Our Future placed emphasis on the totality of a human being.

At the World Education Forum held in Dakar, April 2000, the international community including Zambia, adopted the EFA goals and, later in the same year, the Millenium Development Goals (MDGs). The former called for, and aimed at expanding and improving early childhood education and care, providing access to and completion of free and compulsory basic (primary) education of good quality, meeting education and training needs of all children, youth and adults as may be appropriate to their level and needs (adult literacy included), eliminating gender disparities and improving quality of education and training at all levels.

The latter (MDGs) aimed at eliminating extreme poverty and hunger, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases; ensuring environmental sustainability, developing a global partnership for development and, like for EFA goals, achieving universal primary education and promoting gender equality. Other goals and regional efforts notably under NEPAD and SADC have been targeted at reforms in education mainly in order to improve on quality and relevance (both to personal and national development) and for the purpose of re-establishing the missing link between the learning environment and the local and global world of work, employment and self employment. In addition an attempt has been made to standardise the provision of education services within the region in order to promote regional integration.

The Ministry of Education, in its quest to improve the delivery of educational services has over the years been making concerted efforts to develop among other aspects a robust and reliable information base in support of core Ministry activities that include policy formulation, activity implementation, monitoring, and general education management. Along with all major policy developments has been the development of information systems that are to inform these processes on the healthiness of the system and establish the baselines and trends over time. The absence of a reliable information base renders the setting of performance targets and benchmarks a mere academic exercise and can also lead to great wastage of the limited resources.

Education Structure

The formal education system in Zambia is supposed to be a 9-3-4+ structure (nine years of basic, three of high school and four years plus of university education) even though there is some resistance from some stakeholders in the education provision. Zambia's education system consists of a multi structure comprising Pre Schooling, basic, secondary, and tertiary levels.

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 in itself has posed a challenge in that many pupils that make it to grade 8 have to be moved from the so called middle basic to upper basic schools which offer Grades 8 and 9.

Major Education Policy Investment Initiatives

In order to meet the policy aspirations of the Ministry, broad based investment programme are put in place within generally agreed strategic frameworks. This involves identification of key priority areas and articulation of implementation frameworks. Covered are specific output targets, performance indicators, timeframes and levels of implementation.

Some of the most recent policy implementation frameworks include the BESSIP (1999-2002), Strategic Plan (2003-2007), and the Fifth National Development Plan (2006-2010). These strategies are broad operational frameworks that seek to rationalise and guide focussed interventions in order to attain the pronounced goals and objectives while steadfastly pursuing the vision.

Basic Education Sub-sector Investment Programme (BESSIP)

BESSIP was an integrated investment programme covering the basic education sub-sector in order to speed up the attainment of the pronounced policy targets of the Ministry of Education. From the mid-1990s, through, the Education Management Information systems, it became apparent that the Ministry of Education was greatly affected by various socioeconomic factors that consistently mitigating against the attainment of the set targets. Between 1994 and 1999, enrolments were either declining or static over the years for the lower and middle basic levels. During this period, annual school enrolments growth rate was low, stagnant, and appreciably lower than the population growth rate of the school age going population. This again was compounded by the evidently sustained decline in quality of education.

In moving towards the attainment of policy goals articulated in *Educating Our Future*, the Ministry prioritised basic education in order to reserve the emergent losses of that period and return to the course of reaching the set policy goals. In order to achieve this, BESSIP was conceptualised around 9 components that were complimentary and meant to collectively achieve two overriding priority objectives: Broadening Access and Participation; and Improving Learning Achievement. The implementation of the interventions under this investments programme coupled with supportive policy pronouncements at higher political levels evidently account for the exponential increase in enrolments as well as the marginal gains that have been made in learning achievement.

Strategic Plan

In light of the achievements that were made under the BESSIP programme, the Ministry, working together with its cooperating partners undertook to stretch the achievements under BESSIP to all its operational levels that were at the time perceived not to be priority areas. To this effect, a broadened five-year investment framework, developed over a period of 20 months, was put in place and include all operational levels of the Ministry. The Strategic Plan was conceptualised around Four recurring themes overarching Fours sub-sectors. The recurring themes were in the area of access and participation, Quality and Relevance, Management, Administration & Accounting, and HIV/AIDS. The broad themes were further operationalized into goals providing a basis for the articulation of broad based programmes that cut across the sub-sectors. A total of 12 programmes were developed that provided an implementation strands in pursuit of sectors goals in holistic manner.

Fifth National Development Plan (FNDP)

The Ministry of Education through the education SAGS coordinated the development of the education chapter of the fifth National Development Plan running from 2006 to 2010 by the Government through the Ministry of Finance and National Planning; The FNDP has been dovetailed with the Strategic Plan and care has been taken to avoid overlaps and duplications while maintaining strategic focus for the sector. A clear mapping of programmes and activities has been made and the 12 programmes under the Strategic Plan are mirrored to 8 programmes in the FNDP. Of significant note under the FNDP is the inclusion of the sub-sectors of Early Childhood, Literacy and Skills Education. The development of the FNDP has reached very advanced stages and will be approved soon.

There have also been other education policy initiatives that were designed to address issues of access, quality, equity and efficiency. Some of these include;

1. High school sub sector review
2. Drafting of the 2005 Education Bill
3. Drafting of the Bursary guidelines
4. Deployment of teachers to the peri-urban and rural schools
5. Implementation of the Education boards guidelines, among others.

Summary Indicators

This section provides a concise summary of the most commonly used educational indicators that include core indicator from the Ministry of Education.

Access

Net Intake Rate (NIR Gr. 1) – 51.2%

Gross Intake Rate (GIR Gr. 1) – 134.5%

Participation

Gross Enrolment Rate (Gr. 1-7) – 119.1 %

Gross Enrolment Rate (Gr. 1-9) – 105.6%

Net Enrolment Rate (NER Gr. 1-7) – 95.6%

Net Enrolment Rate (NER Gr. 1-9) – 93.5%

Net Enrolment Rate (NER Gr. 10-12) – 21.5%

Efficiency

Completion Rate (CR Gr. 7) – 81.6%

Completion Rate (CR Gr. 9) – 43.1%

Completion Rate (CR Gr. 1-12) – 17.7%

Progression Rate (PR Gr. 7-8) – 56.33%

Progression Rate (PR Gr. 9-10) – 41.2%

Dropout Rate (DR Gr. 1-7) – 2.4%

Dropout Rate (DR Gr. 1-9) – 2.5%

Dropout Rate (DR Gr. 10-12) – 1.9%

Repetition Rate (RR Gr. 1-7) – 7.1%

Repetition Rate (RR Gr. 1-9) – 7.2%

Repetition Rate (RR Gr. 10-12) – 1.2%

Quality

Exam Pass Rate (EPR Gr. 9) – 55.1%

Exam Pass Rate (EPR Gr. 12) – 56.9%

Pupil Teacher Ratio (PTR Gr. 1-7) – 57.2%

Pupil Teacher Ratio (PTR Gr. 8-9) – 32.3%

Pupil Teacher Ratio (PTR Gr. 8-12) – 21.8%

Pupil Class Ratio (PCR Gr. 1-7) – 41

Pupil Class Ratio (PCR Gr. 1-9) – 47

Pupil Class Ratio (PCR Gr. 10-12) – 41

Equity

Orphans 1-9 (% enrolled) – 21.3

Orphans 10-12 (% enrolled) – 1.3

CSEN 1-9 (% enrolled) – 2.97

CSEN 10-12 (% enrolled) – 3.8

Bursary 1-9 (% enrolled) – 2.4

Bursary 10-12 (% enrolled) – 4.7

Provision of Education

One of the critical responsibilities of the Ministry of Education is the provision of formal education to all Zambians of acceptable quality in line with both the National policy and global declarations which Zambia has ratified. Therefore, the Educating Our Future Policy document states that:

Education is a right for each individual. It is also a means for enhancing the well-being and quality of life for the entire society. The Government's role in education arises from its overall concern to protect the rights of individuals, promote social well-being and achieve a good quality of life for every person through all-embracing economic development,. The Government must therefore seek to create, promote and support the conditions within which education can realize its potential in society.

The Government respects the legitimate interests of various partners in education and supports the distinctive character of individual schools, colleges and universities. They, in turn, have a corresponding obligation to respect and support the principles and rights upon which a democratic society is based.¹

In the light of the above policy pronouncement, the Ministry of Education recognises and fosters private participation in the provision of high quality education. In addition to exclusive private provision, the government has also recognised and encourages mixed modes of provision that sometimes limit its responsibilities in the running of certain categories of schools to the mere provision of funding and teaching staff.

Previously, the educational system in Zambia was in sync with the general practice, the world over, where specific institutions offer certain levels of education in line with the agreed on nomenclature. In the old structures schools offering Grades 1 to 7 were in single institutions called Primary schools, schools offering Grades 8 to 12 were also in institutions offering secondary education and there was also an intermediary educational institution called junior secondary school that was offering Grades 8 and 9.

Under the new structures as outlined in the earlier sections of this bulletin, the education structure is a 9-3-4 system with the first nine years being basic education, the next three years being high school education and the last four years being tertiary education. The education system has since the early 1980s been under transition from the old structures to the new structures in even at this stage the system is still transiting, leading to several schools of mixed modes.

Of particular policy relevance is the current practice where several schools offer multiple educational levels, i.e. 1-9 and include 10 -12. Policy implications are that we cannot as a country state the number of basic schools or the number of high schools. This has implications on resource distribution and allocation. The added dimension that gives rise to greater challenges is the policy putting Grades 8 and 9s in to the same institutions. There is very little commonalities between the two educational levels both in the physical structural needs of both the school infrastructure such as the toilets and the furniture, and the pedagogical and methodological approaches. The offering of Grades 1 to 7 and 8 to 9 in single institutions does not add much value to the efficiency of the system other than just being symbolic fulfilment of the policy directive.

A critical aspect of assessing the provision of education is the extent to which a particular target group is participating out of the total national declared population. Consequently, the Ministry of Education uses the official population figures that are provided by the central statistical office. Where the population figures are in question based on the information collected from through the school census exercise, detailed discussions will be made.

¹ Educating Our future, Policy of the Ministry of Education 1996 (page 2)

In 2005, a total of 4,066 schools were offering education for Grades 1 to 7, 1,750 schools were offering education from Grades 1 to 9 while 176 schools were offering Grades 1 to 12. High schools offering Grade 10 to 12 were 56.

Table 1: Total Number of Schools by Running Agency

	GRZ	Grant Aid.	Private/ Church	Comm.	Total
Central	516	28	44	215	803
Copperbelt	444	45	162	236	887
Eastern	623	54	32	237	946
Luapula	396	39	7	141	583
Lusaka	222	22	112	203	559
N. Western	417	21	6	120	564
Northern	837	43	22	351	1,253
Southern	668	47	52	323	1,090
Western	541	16	16	110	683
National	4,664	315	453	1,936	7,368

Geographic distribution of schools

Table 1 above shows the distribution of schools by province and running agency. Government run schools accounted for 63 percent, Grant Aided 43 percent, Private/Church 6 percent and community schools 26 percent.

School Infrastructure

There are three main classifications for infrastructure status: The first category is permanent – these are structures build to last, usually at high cost using skilled labour relatively advanced technology and usually have a longer life span; the second category is temporary are improvised structures build as a temporal solution o provide the much needed school infrastructure, they are usually of very low cost although they require constant attention; The third category is that of incomplete building – these are buildings that are designed and meant to be permanent but still undergoing construction.

In 2005 there were a total of 29,990 permanent and 6,691 temporary classrooms for Grades 1 to 9. A high concentration of temporary classrooms was in Western and Northern provinces while Lusaka and North Western provinces had the least number of temporary classrooms. At national level the percentage of temporary classrooms was 18.2 percent. The stock of permanent classrooms in 2005 increased from 23,495 in 2004 while that of temporary structures increased from 5,514 over the same period.

Table 2. Classrooms in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	2,544	748	22.7%	3,292	10.0%	411	19.3%
Copperbelt	4,579	613	11.8%	5,192	15.8%	201	6.2%
Eastern	2,930	823	21.9%	3,753	11.5%	352	14.8%
Luapula	1,707	470	21.6%	2,177	6.6%	170	7.1%
Lusaka	4,212	157	3.6%	4,369	13.3%	175	14.3%
N. Western	1,575	499	24.1%	2,074	6.3%	181	20.6%
Northern	2,919	1,460	33.3%	4,379	13.4%	451	14.0%
Southern	3,960	770	16.3%	4,730	14.4%	483	12.3%
Western	1,810	1,000	35.6%	2,810	8.6%	224	14.2%
National	26,236	6,540	20.0%	32,776	100.0%	2,648	13.0%

Geographic distribution of schools

Figure 1: Geographic Distribution of Basic Schools

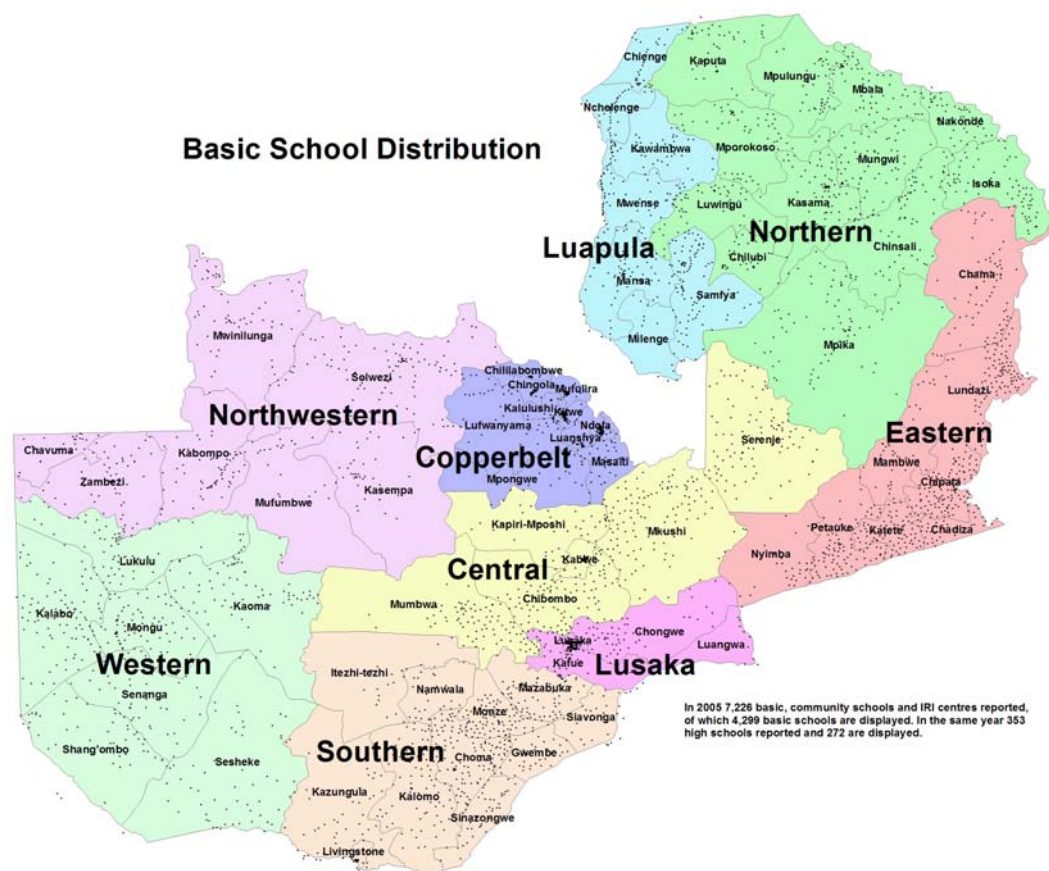
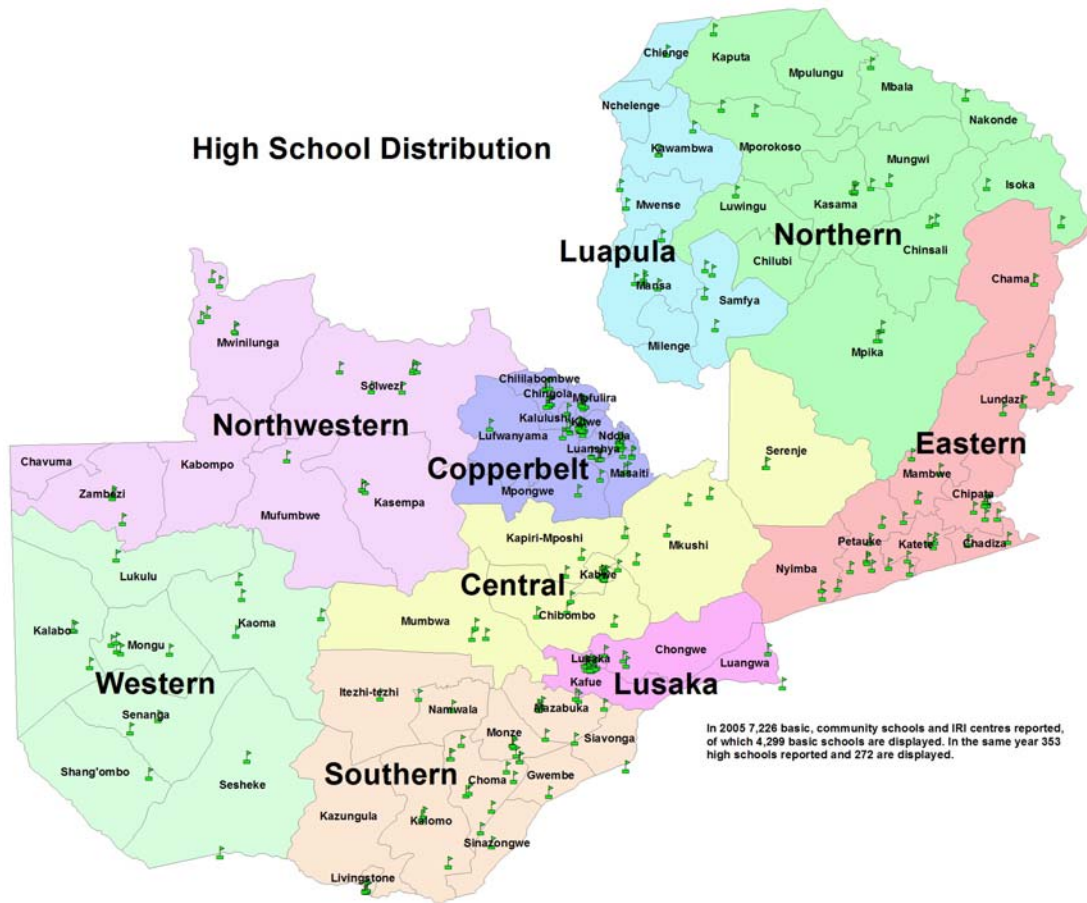


Figure 2. Geographic Distribution of High Schools



Tables 5 and 6 give the breakdown of basic and high schools by running agency and tables 9 and 10 provide the concentration of schools between urban and rural. Further information is also provided in table 12 and 13 giving the breakdown between permanent, temporary and incomplete structures at the basic and high school levels.

Basic Schools by Education Level

Table 3. Schools by Education Level and Province

	Basic Schools	Comm. School	IRI Centre	Total Basic	Total Sec. (Non-Tech)	Total All Schools	Cont. Ed.
Central	525	245	32	802	26	828	1
Copperbelt	461	345	20	826	54	880	6
Eastern	623	276	46	945	34	979	5
Luapula	372	181	29	582	18	600	4
Lusaka	304	223	6	533	19	552	0
N. Western	398	142	21	561	19	580	1
Northern	814	410	56	1,280	12	1,292	2
Southern	661	361	27	1,049	57	1,106	1
Western	515	135	28	678	27	705	1
National	4,673	2,318	265	7,256	266	7,522	21

Basic Schools by Running Agency

Figure 3. Schools Offering Basic Education by Running Agency

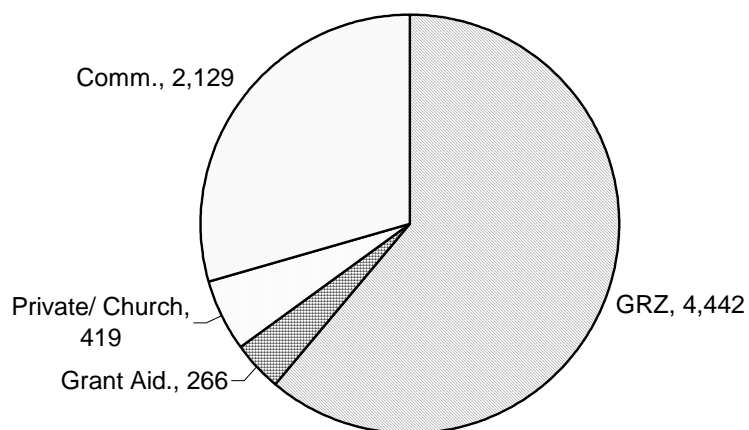


Table 4. Schools Offering Basic Education by Type and Province

	Basic Schools	Comm. School	IRI Centre	Total Basic	Total Sec. (Non-Tech)
Central	525	245	32	802	26
Copperbelt	461	345	20	826	54
Eastern	623	276	46	945	34
Luapula	372	181	29	582	18
Lusaka	304	223	6	533	19
N. Western	398	142	21	561	19
Northern	814	410	56	1,280	12
Southern	661	361	27	1,049	57
Western	515	135	28	678	27
National	4,673	2,318	265	7,256	266

Table 5. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community)

	GRZ	Grant Aid.	Private/ Church	Comm.	Total
Central	501	23	44	234	802
Copperbelt	392	41	140	253	826
Eastern	600	42	30	273	945
Luapula	378	36	7	161	582
Lusaka	205	17	102	209	533
N. Western	396	20	6	139	561
Northern	811	41	25	403	1,280
Southern	636	32	51	330	1,049
Western	523	14	14	127	678
National	4,442	266	419	2,129	7,256

Table 6. Schools Classified as Secondary by Running Agency and Province (Includes Technical and Non-Technical)

	GRZ	Grant Aid.	Private/ Church	Comm.	Total
Central	21	6	4	1	32
Copperbelt	50	4	20	1	75
Eastern	23	13	4	1	41
Luapula	19	4	1	2	26
Lusaka	18	5	10	0	33
N. Western	21	2	0	0	23
Northern	19	5	1	1	26
Southern	19	14	16	18	67
Western	23	2	5	2	32
National	213	55	61	26	355

Schools by locations (rural/urban)

Figure 4. Schools Offering Basic Education by Urban / Rural

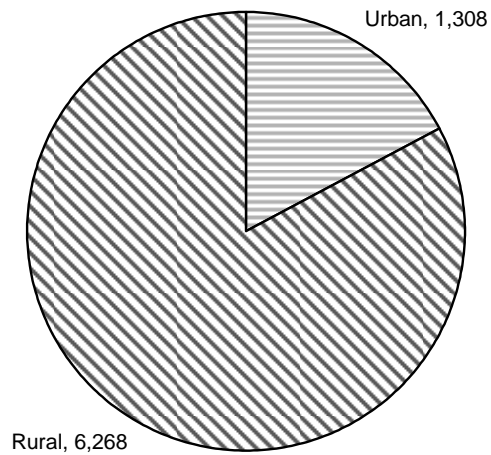


Table 7. Number of Schools by Running Agency and Province

	GRZ	Grant Aid.	Private/ Church	Comm.	Total
Central	21	6	4	1	32
Copperbelt	50	4	20	1	75
Eastern	23	13	4	1	41
Luapula	19	4	1	2	26
Lusaka	18	5	10	0	33
N. Western	21	2	0	0	23
Northern	19	5	1	1	26
Southern	19	14	16	18	67
Western	23	2	5	2	32
National	213	55	61	26	355

Schools by Grades Offered

Figure 5. Schools by Grade Grouping

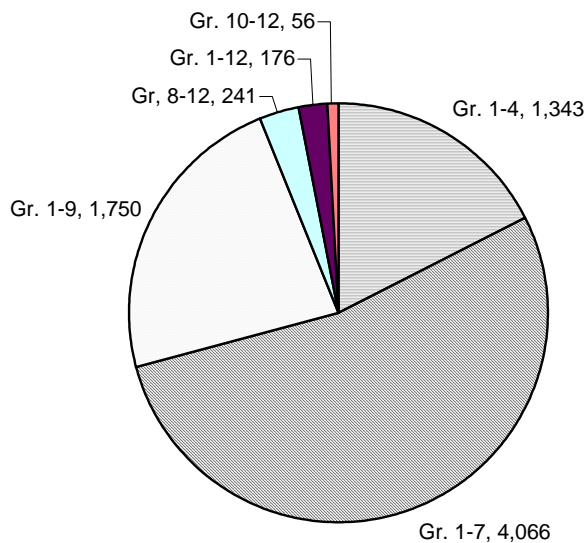


Table 8. Schools by Grade Grouping by Province

	Gr. 1-4	Gr. 1-7	Gr. 1-9	Gr. 8-12	Gr. 1-12	Gr. 10-12	Total
Central	144	452	198	24	14	3	835
Copperbelt	173	416	222	59	36	1	907
Eastern	160	639	141	35	10	6	991
Luapula	121	275	183	20	13	0	612
Lusaka	53	259	171	25	50	8	566
N. Western	108	289	153	18	12	5	585
Northern	240	784	243	11	16	14	1,308
Southern	206	549	304	35	16	7	1,117
Western	138	403	135	14	9	12	711
National	1,343	4,066	1,750	241	176	56	7,632

Table 9. Schools Offering Basic Education by Urban / Rural and Province

	Urban	Rural	% (Rur)	Total	% of Tot.
Central	99	733	88.1%	832	11.0%
Copperbelt	479	427	47.1%	906	12.0%
Eastern	48	937	95.1%	985	13.0%
Luapula	42	570	93.1%	612	8.1%
Lusaka	378	180	32.3%	558	7.4%
N. Western	32	548	94.5%	580	7.7%
Northern	68	1226	94.7%	1,294	17.1%
Southern	119	991	89.3%	1,110	14.7%
Western	43	656	93.8%	699	9.2%
National	1,308	6,268	82.7%	7,576	100.0%

Table 10. Schools Offering High School Education by Urban/Rural and Province

	Urban	Rural	% (Rur)	Total	% of Tot.
Central	18	23	56.1%	41	0.5%
Copperbelt	78	18	18.8%	96	1.3%
Eastern	15	36	70.6%	51	0.7%
Luapula	5	28	84.8%	33	0.4%
Lusaka	62	21	25.3%	83	1.1%
N. Western	7	28	80.0%	35	0.5%
Northern	16	25	61.0%	41	0.5%
Southern	29	29	50.0%	58	0.8%
Western	13	22	62.9%	35	0.5%
National	243	230	48.6%	473	6.2%

Classrooms

Figure 6. Classrooms in Basic Schools by Type

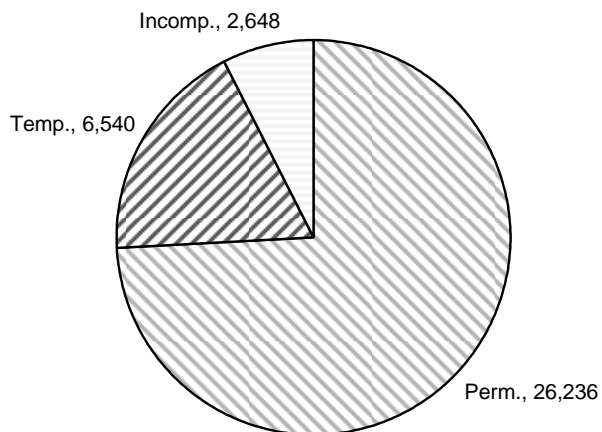


Table 11. Classrooms in High Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	431	1	0.2%	432	9.4%	17	12.2%
Copperbelt	1,225	22	1.8%	1,247	27.2%	7	15.1%
Eastern	450	16	3.4%	466	10.2%	0	3.1%
Luapula	281	62	18.1%	343	7.5%	7	46.0%
Lusaka	513	17	3.2%	530	11.6%	9	10.6%
N. Western	253	2	0.8%	255	5.6%	2	2.8%
Northern	365	11	2.9%	376	8.2%	3	9.9%
Southern	601	30	4.8%	631	13.8%	7	26.2%
Western	305	3	1.0%	308	6.7%	2	11.6%
National	4,424	164	3.6%	4,588	100.0%	54	14.7%

Table 12. Permanent, Temporary and Incomplete Classrooms in Basic Schools by Agency

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.
Community	1,135	2,461	68.4%	3,596	11.0%	499
Grant-aided	676	316	31.9%	992	3.0%	77
GRZ	21,786	3,537	14.0%	25,323	77.3%	1976
Private/Churc	2,639	226	7.9%	2,865	8.7%	96
National	26,236	6,540	20.0%	32,776	100.0%	2,648

Table 13. Permanent, Temporary and Incomplete Classrooms in Secondary Schools by Agency

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.
Community	55	23	29.5%	78	1.7%	2
Grant-aided	704	19	2.6%	723	15.8%	4
GRZ	3,143	111	3.4%	3,254	70.9%	37
Private/Churc	522	11	2.1%	533	11.6%	11
National	4,424	164	3.6%	4,588	100.0%	54

Access and Participation

Access refers to the extent to which education is being accessed by the general eligible population at a given education entrance level. In the Zambian case, access is predominantly at four levels namely Grade 1 entrance, Grade 8 level, Grade 11 level and entrance into tertiary institutions. For the purpose of this document access to education will mainly be looked at in terms of the initial entrance education which is at Grade 1. Access to Grades 8 and 10 will be covered under the indicators of efficiency. There are two main indicators that are used in determining access to education and these are Net Intake Rate (NIR) and the Gross Intake Rate (GIR). NIR is defined as "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". While GIR is defined as: "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".

This chapter will also cover the broader spectrum of indicators that deal with participation in education by the general population. It addresses questions such as how many of the eligible population in Zambia are accessing education relative to National set benchmarks and global targets. Critical indicators include the Gross Enrolment Ratio (GER), and the Net Enrolment Ratio (NER). GER is described as the "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", while NER is defined as the "enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population". General school enrolment counted in absolute terms also comes under the category of participation. This chapter/section starts with addressing the indicator of participation.

Access

Data presented in Table 31, indicates that a total of 444,300 pupils enrolled as first time entrants in Grade 1 out of which 225,231 were females and 219,069 were males. Compared to the 2004 figure, this represents a growth of 16.7 percent. It is also noteworthy that there was a marginally higher number of female pupils enrolled as new entrants compared to their male counterparts. The highest number of new entrants was recorded on the Copperbelt province representing a proportion of 16.1 percent followed by Northern and Southern Provinces whose new entrants represented 14.9 and 13.1 percents respectively.

Gross Intake Ratio

The overall GIR stood at 138.5 in 2005 according to data presented in Table 40. This implies that relative to the official Grade 1 entrant age (7 year olds), 35 percent additional pupils belonging to different ages entered Grades 1. When this Table is looked at together with Table 32, it can be noted that 241,366 of the new entrants were overage representing 45.7 percent of the new entrants. Ironically this indicator is insensitive to locality (whether a province is (predominantly rural or urban). Copperbelt and Northern Province recorded the highest GIRs at 151.7 and 151.9 respectively implying that 52 percent of their new entrants are not of the appropriate age group. Lusaka Province had the least GIR at 1.07 percent really not meaning much in itself when this is taken together with the NIR as shall be discussed below.

Net Intake Rate

According to Table 41, the Copperbelt Province had the highest proportion of pupils belonging to the appropriate age group (68.3%) followed by Western Province (60.9%). The lowest was Eastern province at 31.2 percent followed by Lusaka Province at 40.1 percent. Invariably and of grave concern is that there exists barriers to access to education right in Lusaka Province only beating Eastern Province while marginally being better than Luapula Province. The two predominantly rural province have historically got demonstrable barriers to education for both girls and boys that still need to be addressed, however for Lusaka, this is a challenge to the country that need to be overcome. At National level, the overall NIR stood at 51.2 percent representing a substantial jump from that of the previous year by a cavernous 20.3 percent. This single indicator potentially can undermine all national efforts to reach the millennium development goals. Its important that by 2008, this indicators is raised to close to 100 percent. There are sufficient school places to achieve this while the challenge lies in addressing the backlog of the overage children who are yet to get into schools.

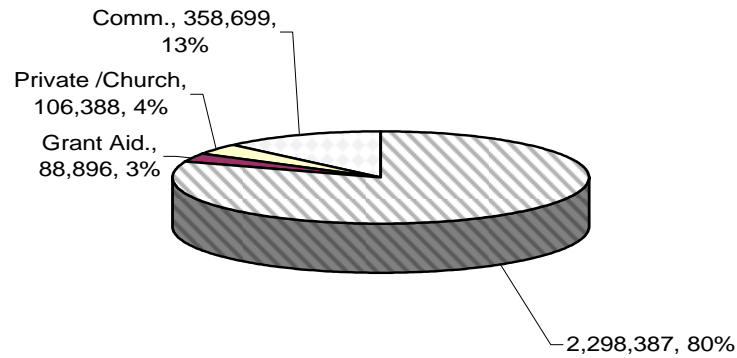
Grade 1 entrants with Pre-school Experience

The importance of early childhood education has been acknowledged as being important the Ministry of Education was mandated to spearhead its coordination of its provision through a government Gazette in 2004. Unfortunately in 2005, only 20.3 percent of children who were first time entrants in Grade 1 had had access to early childhood education of any form as can be noted in Table 33. Predominantly urban provinces had the highest rates of new entrants with prior early childhood education with Lusaka province being the highest at 48.5 percent followed by the Copperbelt with 35.8 percent. Predominantly rural provinces had the lowest proportions of new entrants with early childhood experience with the worst being Western Province at 5.8 percent followed by Eastern Province with 9.9 percent.

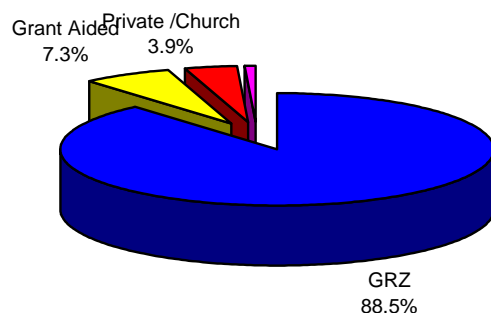
Participation and General Enrolment

In 2005, the total pupil school enrolment stood at 2,567,353 for Grades 1 to 7 in all categories of schools. The majority of pupils were enrolled in GRZ schools representing 80 percent of the total enrolment catering for 2,298,387 pupils. The next highest category was community schools with a total enrolment of 358,699 pupils.

Figure 7. Enrolment Distribution in basic schools by Running Agency



Enrolment increase from the previous year's figure stood was 13.3 percent. This is substantially higher than the expected natural increase between the years. Factors leading to this are several and important among these include, the continued positive response of communities to the declaration of free basic education, improved coverage of community schools in the schools census.

Figure 8. Enrolment in High Schools by Running Agency

At the high school levels, a total of 182,586 pupils were enrolled in schools and of these 88.6 percent were in GRZ schools, 7.3 percent were in grant aided institutions, 3.9 percent were in private schools and 0.2 percent were in community schools.

Gross Enrolment Ratio (GER)

Like under the access indicators, the Copperbelt again had the highest rates of overall participation in education for 2005 for Grades 1 to 9, as can be observed in the data presented in Table 35. The overall GER for the province was 121.9 percent followed by Southern Province with 115.2 percent. The least was in Eastern Province with 81.2 percent followed, by Lusaka and Luapula Provinces at 92.5 and 94.6 percents respectively. Data presented in this section indicate that in the provinces where access is low, participation rates also correspond and the converse is also true.

Participation rates for Grades 10 to 12 again were highest on the Copperbelt with a GER of 41.8 percent followed by North-western Province with 22.2 percent being almost half of that of the Copperbelt. The least was Northern Province being 8 times worse off than the Copperbelt at 5.5 percent and being almost three times lower than the next lowest province. On the overall the general GER are very low at National level being only 19.6 percent for High Schools, this should be a a major source of concern for our Zambia.

Net Enrolment Ratio (NER)

Net Enrolment Ratio as defined earlier can never exceed 100 percent but according to the statistics presented, the Copperbelt, Central and Luapula Provinces exceed 100 percent. Of all plausible factors examined, the most logical explanation is that the population figures that were being used as a based on the 2000 census data do not factor in accurate within country migratory factors. For that reason further discussions on NER will be made when consultations with Central Statistical Office are concluded..

Pupil Enrolment

Table 14. Enrolment in All Schools Grades 1 -12

	Male	Female	% (F)	Total	% of Tot.
Central	173,678	163,653	48.5%	337,331	11.1%
Copperbelt	277,315	282,446	50.5%	559,761	18.4%
Eastern	168,574	155,168	47.9%	323,742	10.7%
Luapula	121,506	108,646	47.2%	230,152	7.6%
Lusaka	177,934	182,959	50.7%	360,893	11.9%
N. Western	100,941	90,138	47.2%	191,079	6.3%
Northern	220,398	191,755	46.5%	412,153	13.6%
Southern	215,765	202,037	48.4%	417,802	13.8%
Western	105,127	96,916	48.0%	202,043	6.7%
National	1,561,238	1,473,718	48.6%	3,034,956	100.0%

Note: All enrolment table includes APU and Regular students

Table 15. Enrolment in Grades 1-7 by Agency/Type and Province

	GRZ	Grant Aid.	Private		Total
			/Church	Comm.	
Central	236,758	7,364	8,961	35,801	288,884
Copperbelt	335,272	10,460	36,215	55,743	437,690
Eastern	228,905	11,598	7,019	38,139	285,661
Luapula	169,174	7,748	859	25,018	202,799
Lusaka	206,921	4,024	22,490	58,897	292,332
N. Western	137,975	4,267	812	18,705	161,759
Northern	290,814	11,282	6,312	57,923	366,331
Southern	283,440	10,437	10,527	53,416	357,820
Western	156,953	2,697	1,935	12,492	174,077
National	2,046,212	69,877	95,130	356,134	2,567,353

Table 16. Enrolment Grades 1-9 by Agency/Type and Province

	GRZ	Grant Aid.	Private		Total	% Ch.
			/Church	Comm.		
Central	264,315	9,485	9,499	35,840	319,139	15.9%
Copperbelt	401,058	11,543	39,627	56,015	508,243	14.9%
Eastern	247,138	15,106	7,436	38,149	307,829	12.3%
Luapula	186,061	8,857	921	25,018	220,857	12.5%
Lusaka	239,503	6,080	26,175	60,249	332,007	14.9%
N. Western	155,134	4,753	816	18,745	179,448	16.5%
Northern	316,614	13,320	7,346	58,277	395,557	8.7%
Southern	316,155	16,346	12,392	53,585	398,478	12.9%
Western	172,409	3,406	2,176	12,821	190,812	11.4%
National	2,298,387	88,896	106,388	358,699	2,852,370	13.2%

Table 17. Enrolment in Grades 10-12 by Agency/Type and Province

	GRZ	Grant Aid.	Private		Total	% Ch.
			/Church	Comm.		
Central	16,486	1,371	335	0	18,192	27.2%
Copperbelt	47,345	982	3,191	0	51,518	11.8%
Eastern	11,829	3,554	530	0	15,913	18.9%
Luapula	8,215	1,027	53	0	9,295	6.5%
Lusaka	24,413	1,335	3,117	21	28,886	17.4%
N. Western	10,992	639	0	0	11,631	24.8%
Northern	15,066	1,062	338	130	16,596	9.0%
Southern	12,247	5,222	1,854	1	19,324	12.5%
Western	9,627	579	755	270	11,231	19.7%
National	156,220	15,771	10,173	422	182,586	15.4%

Table 18. Enrolment in All Schools in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	147,928	140,956	48.8%	288,884	11.3%	16.0%
Copperbelt	215,831	221,859	50.7%	437,690	17.0%	15.6%
Eastern	145,845	139,816	48.9%	285,661	11.1%	12.4%
Luapula	105,657	97,142	47.9%	202,799	7.9%	12.3%
Lusaka	142,745	149,587	51.2%	292,332	11.4%	14.2%
N. Western	83,798	77,961	48.2%	161,759	6.3%	16.3%
Northern	193,611	172,720	47.1%	366,331	14.3%	9.3%
Southern	182,955	174,865	48.9%	357,820	13.9%	13.4%
Western	89,848	84,229	48.4%	174,077	6.8%	11.0%
National	1,308,218	1,259,135	49.0%	2,567,353	100.0%	13.3%

Table 19. Enrolment in All Schools in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	163,709	155,430	48.7%	319,139	11.2%	15.9%
Copperbelt	251,167	257,076	50.6%	508,243	17.8%	14.9%
Eastern	158,546	149,283	48.5%	307,829	10.8%	12.3%
Luapula	116,090	104,767	47.4%	220,857	7.7%	12.5%
Lusaka	162,840	169,167	51.0%	332,007	11.6%	14.9%
N. Western	93,966	85,482	47.6%	179,448	6.3%	16.5%
Northern	210,381	185,176	46.8%	395,557	13.9%	8.7%
Southern	204,783	193,695	48.6%	398,478	14.0%	12.9%
Western	98,900	91,912	48.2%	190,812	6.7%	11.4%
National	1,460,382	1,391,988	48.8%	2,852,370	100.0%	13.2%

Table 20. Enrolment in All Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	9,969	8,223	45.2%	18,192	10.0%	27.2%
Copperbelt	26,148	25,370	49.2%	51,518	28.2%	11.8%
Eastern	10,028	5,885	37.0%	15,913	8.7%	18.9%
Luapula	5,416	3,879	41.7%	9,295	5.1%	6.5%
Lusaka	15,094	13,792	47.7%	28,886	15.8%	17.4%
N. Western	6,975	4,656	40.0%	11,631	6.4%	24.8%
Northern	10,017	6,579	39.6%	16,596	9.1%	9.0%
Southern	10,982	8,342	43.2%	19,324	10.6%	12.5%
Western	6,227	5,004	44.6%	11,231	6.2%	19.7%
National	100,856	81,730	44.8%	182,586	100%	15.4%

Table 21. Enrolment in GRZ and Grant Aided Schools in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	125,414	118,708	48.6%	244,122	9.5%	9.0%
Copperbelt	171,207	174,525	50.5%	345,732	13.5%	8.8%
Eastern	123,153	117,350	48.8%	240,503	9.4%	10.2%
Luapula	92,380	84,542	47.8%	176,922	6.9%	11.2%
Lusaka	103,875	107,070	50.8%	210,945	8.2%	6.2%
N. Western	73,953	68,289	48.0%	142,242	5.5%	11.4%
Northern	160,645	141,451	46.8%	302,096	11.8%	8.4%
Southern	150,629	143,248	48.7%	293,877	11.4%	9.6%
Western	82,593	77,057	48.3%	159,650	6.2%	11.4%
National	1,083,849	1,032,240	48.8%	2,116,089	82.4%	9.3%

Table 22. Enrolment in GRZ and Grant Aided Schools in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	140,923	132,877	48.5%	273,800	9.6%	10.3%
Copperbelt	204,606	207,995	50.4%	412,601	14.5%	10.9%
Eastern	135,628	126,616	48.3%	262,244	9.2%	10.6%
Luapula	102,751	92,167	47.3%	194,918	6.8%	12.1%
Lusaka	121,379	124,204	50.6%	245,583	8.6%	10.2%
N. Western	84,094	75,793	47.4%	159,887	5.6%	12.7%
Northern	176,830	153,104	46.4%	329,934	11.6%	7.8%
Southern	171,621	160,880	48.4%	332,501	11.7%	10.4%
Western	91,477	84,338	48.0%	175,815	6.2%	11.7%
National	1,229,309	1,157,974	48.5%	2,387,283	83.7%	10.5%

Table 23. Enrolment in GRZ and Grant Aided Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	9,845	8,012	44.9%	17,857	9.8%	66.7%
Copperbelt	24,678	23,649	48.9%	48,327	26.5%	54.0%
Eastern	9,657	5,726	37.2%	15,383	8.4%	29.0%
Luapula	5,363	3,879	42.0%	9,242	5.1%	28.5%
Lusaka	13,449	12,299	47.8%	25,748	14.1%	79.4%
N. Western	6,975	4,656	40.0%	11,631	6.4%	55.2%
Northern	9,853	6,275	38.9%	16,128	8.8%	35.4%
Southern	10,225	7,244	41.5%	17,469	9.6%	34.2%
Western	5,852	4,354	42.7%	10,206	5.6%	49.5%
National	95,897	76,094	44.2%	171,991	94.2%	49.8%

Table 24. Enrolment in Private / Church Basic Schools in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	4,555	4,406	49.2%	8,961	0.3%	71.9%
Copperbelt	17,504	18,711	51.7%	36,215	1.4%	13.0%
Eastern	3,494	3,525	50.2%	7,019	0.3%	116.0%
Luapula	440	419	48.8%	859	0.0%	-46.4%
Lusaka	11,114	11,376	50.6%	22,490	0.9%	-16.4%
N. Western	339	473	58.3%	812	0.0%	-24.3%
Northern	3,150	3,162	50.1%	6,312	0.2%	10.9%
Southern	5,200	5,327	50.6%	10,527	0.4%	13.5%
Western	948	987	51.0%	1,935	0.1%	-26.1%
National	46,744	48,386	50.9%	95,130	3.7%	8.5%

Figure 9. Enrolment in Grades 1-9 by Agency

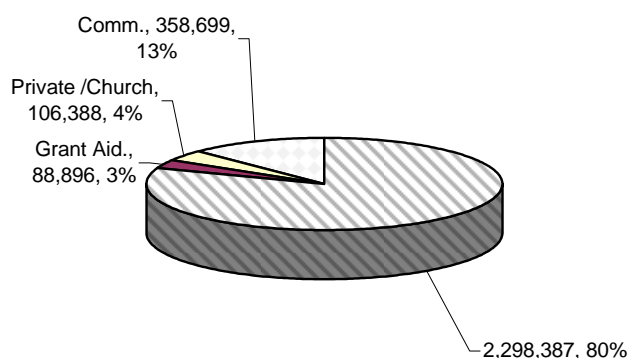


Table 25. Enrolment in Private/Church Schools in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	4,788	4,711	49.6%	9,499	0.3%	64.6%
Copperbelt	19,235	20,392	51.5%	39,627	1.4%	13.6%
Eastern	3,710	3,726	50.1%	7,436	0.3%	107.0%
Luapula	502	419	45.5%	921	0.0%	-45.4%
Lusaka	12,933	13,242	50.6%	26,175	0.9%	-13.2%
N. Western	340	476	58.3%	816	0.0%	-30.7%
Northern	3,678	3,668	49.9%	7,346	0.3%	12.5%
Southern	5,939	6,453	52.1%	12,392	0.4%	16.4%
Western	1,097	1,079	49.6%	2,176	0.1%	-24.8%
National	52,222	54,166	50.9%	106,388	3.7%	9.3%

Table 26. Enrolment in Private / Church Basic Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	124	211	63.0%	335	0.2%	-38.3%
Copperbelt	1,470	1,721	53.9%	3,191	1.7%	26.5%
Eastern	371	159	30.0%	530	0.3%	616.2%
Luapula	53	0	0.0%	53	0.0%	0.0%
Lusaka	1,632	1,485	47.6%	3,117	1.7%	41.9%
N. Western	0	0	0.0%	0	0.0%	0.0%
Northern	164	174	51.5%	338	0.2%	428.1%
Southern	757	1,097	59.2%	1,854	1.0%	52.8%
Western	375	380	50.3%	755	0.4%	136.7%
National	4,946	5,227	51.4%	10,173	5.6%	46.8%

Table 27. Enrolment in Community Schools in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	17,959	17,842	49.8%	35,801	1.4%	93.9%
Copperbelt	27,120	28,623	51.3%	55,743	2.2%	101.4%
Eastern	19,198	18,941	49.7%	38,139	1.5%	25.9%
Luapula	12,837	12,181	48.7%	25,018	1.0%	42.1%
Lusaka	27,756	31,141	52.9%	58,897	2.3%	94.0%
N. Western	9,506	9,199	49.2%	18,705	0.7%	96.4%
Northern	29,816	28,107	48.5%	57,923	2.3%	22.7%
Southern	27,126	26,290	49.2%	53,416	2.1%	45.7%
Western	6,307	6,185	49.5%	12,492	0.5%	25.5%
National	177,625	178,509	50.1%	356,134	13.9%	56.4%

Note: Includes only those Community Schools that submitted the ASC

Table 28. Enrolment in Community Schools in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	17,998	17,842	49.8%	35,840	1.3%	93.8%
Copperbelt	27,326	28,689	51.2%	56,015	2.0%	102.2%
Eastern	19,208	18,941	49.7%	38,149	1.3%	25.5%
Luapula	12,837	12,181	48.7%	25,018	0.9%	42.1%
Lusaka	28,528	31,721	52.6%	60,249	2.1%	96.7%
N. Western	9,532	9,213	49.1%	18,745	0.7%	96.8%
Northern	29,873	28,404	48.7%	58,277	2.0%	23.4%
Southern	27,223	26,362	49.2%	53,585	1.9%	45.4%
Western	6,326	6,495	50.7%	12,821	0.4%	28.8%
National	178,851	179,848	50.1%	358,699	12.6%	57.1%

Note: Includes only those schools that submitted the ASC

Table 29. Enrolment in Community Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	0	0	0.0%	0	0.0%
Copperbelt	0	0	0.0%	0	0.0%
Eastern	0	0	0.0%	0	0.0%
Luapula	0	0	0.0%	0	0.0%
Lusaka	13	8	38.1%	21	0.8%
N. Western	0	0	0.0%	0	0.0%
Northern	0	130	100.0%	130	5.1%
Southern	0	1	100.0%	1	0.0%
Western	0	270	100.0%	270	10.5%
National	13	409	96.9%	422	16.5%

Table 30. Enrolment in IRI Centres in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	1,831	1,820	49.8%	3,651	0.1%
Copperbelt	686	692	50.2%	1,378	0.1%
Eastern	1,692	1,802	51.6%	3,494	0.1%
Luapula	1,371	1,268	48.0%	2,639	0.1%
Lusaka	556	650	53.9%	1,206	0.0%
N. Western	1,128	1,176	51.0%	2,304	0.1%
Northern	2,419	2,377	49.6%	4,796	0.2%
Southern	815	676	45.3%	1,491	0.1%
Western	645	600	48.2%	1,245	0.0%
National	11,143	11,061	49.8%	22,204	0.9%

Note: Includes only those Centres that submitted the ASC questionnaire.

Table 31. Grade 1 Entrants by Gender and Province (excluding repeaters)

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	24,439	24,659	50.2%	49,098	11.1%	25.7%
Copperbelt	35,089	36,522	51.0%	71,611	16.1%	19.8%
Eastern	26,421	28,107	51.5%	54,528	12.3%	14.8%
Luapula	18,042	18,637	50.8%	36,679	8.3%	19.8%
Lusaka	21,602	23,032	51.6%	44,634	10.0%	19.3%
N. Western	15,563	15,986	50.7%	31,549	7.1%	20.9%
Northern	33,032	33,023	50.0%	66,055	14.9%	10.9%
Southern	28,901	29,386	50.4%	58,287	13.1%	13.5%
Western	15,980	15,879	49.8%	31,859	7.2%	8.6%
National	219,069	225,231	50.7%	444,300	100.0%	16.7%

Table 32. 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	1,687	2,206	8,665	9,167	14,087	13,286	35.5%	37.2%
Copperbelt	4,933	5,971	15,615	15,948	14,541	14,603	44.5%	43.7%
Eastern	1,420	1,947	6,452	7,874	18,549	18,286	24.4%	28.0%
Luapula	989	1,238	5,632	6,180	11,421	11,219	31.2%	33.2%
Lusaka	2,162	2,579	7,913	8,502	11,527	11,951	36.6%	36.9%
N. Western	1,573	1,869	5,871	6,403	8,119	7,714	37.7%	40.1%
Northern	1,684	1,974	11,058	11,739	20,290	19,310	33.5%	35.5%
Southern	2,101	2,709	11,035	12,124	15,765	14,553	38.2%	41.3%
Western	700	850	7,004	7,160	8,276	7,869	43.8%	45.1%
National	17,249	21,343	79,245	85,097	122,575	118,791	36.2%	37.8%

Table 33. Grade 1 Entrants with Pre-school Experience by Gender and Province

	Male	Female	%(F)	Total	% of Tot.	% of Enr.
Central	4,915	5,083	50.8%	9,998	11.1%	20.4%
Copperbelt	12,265	13,373	52.2%	25,638	28.5%	35.8%
Eastern	2,709	2,703	49.9%	5,412	6.0%	9.9%
Luapula	1,863	2,010	51.9%	3,873	4.3%	10.6%
Lusaka	10,433	11,207	51.8%	21,640	24.0%	48.5%
N. Western	1,550	1,623	51.2%	3,173	3.5%	10.1%
Northern	3,696	3,549	49.0%	7,245	8.0%	11.0%
Southern	5,415	5,762	51.6%	11,177	12.4%	19.2%
Western	906	939	50.9%	1,845	2.0%	5.8%
Total	43,752	46,249	51.4%	90,001	100.0%	20.3%

Enrolment ratios

Figure 10. Gross Enrolment Ratios in Grades 1-7 by Gender and Province

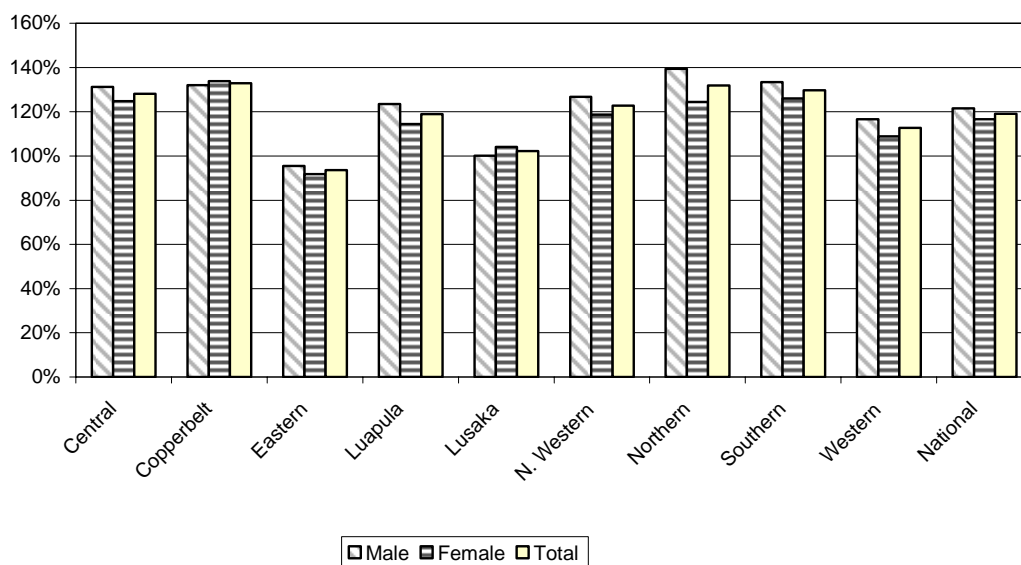


Table 34. Gross Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	131.23%	124.84%	128.03%	14.6%
Copperbelt	132.04%	133.75%	132.90%	16.0%
Eastern	95.46%	91.81%	93.64%	10.9%
Luapula	123.43%	114.46%	118.96%	22.4%
Lusaka	100.17%	104.11%	102.15%	13.1%
N. Western	126.74%	118.69%	122.73%	13.3%
Northern	139.41%	124.46%	131.93%	7.6%
Southern	133.47%	126.02%	129.72%	11.4%
Western	116.59%	108.89%	112.73%	10.2%
National	121.56%	116.56%	119.06%	13.1%

Figure 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province

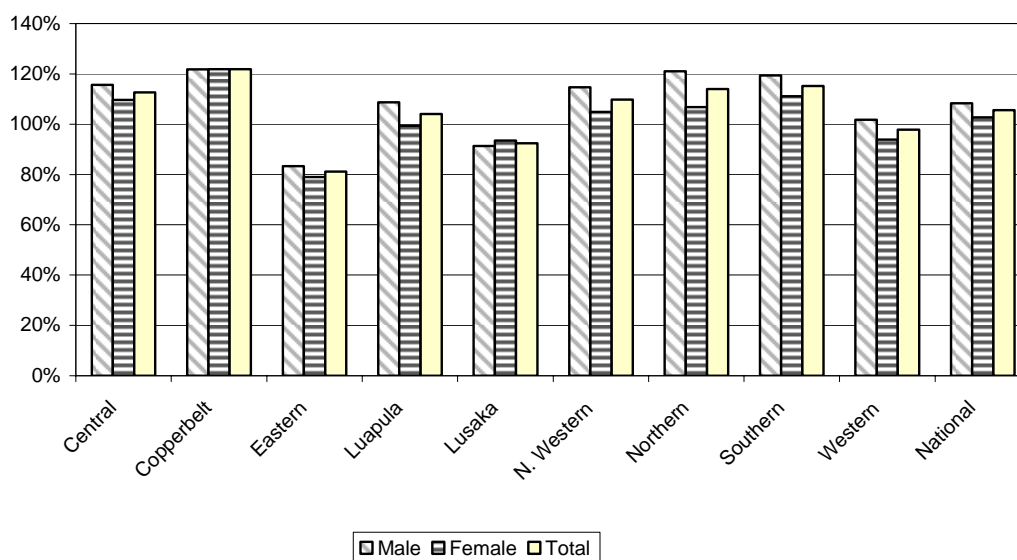


Table 35. Gross Enrolment Ratio in Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	115.68%	109.69%	112.68%	22.5%
Copperbelt	121.76%	121.93%	121.85%	23.1%
Eastern	83.36%	78.99%	81.18%	13.9%
Luapula	108.69%	99.41%	104.08%	25.6%
Lusaka	91.35%	93.53%	92.45%	24.1%
N. Western	114.65%	104.88%	109.78%	15.8%
Northern	121.11%	106.84%	113.98%	8.3%
Southern	119.34%	111.09%	115.18%	13.8%
Western	101.72%	93.89%	97.79%	12.3%
National	108.37%	102.74%	105.55%	17.5%

Table 36. Gross Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	25.12%	20.68%	22.90%	23.1%
Copperbelt	44.50%	40.33%	42.34%	9.1%
Eastern	19.94%	12.09%	16.08%	14.9%
Luapula	18.60%	13.90%	16.30%	14.8%
Lusaka	31.44%	26.83%	29.05%	14.4%
N. Western	32.66%	21.61%	27.11%	21.6%
Northern	20.53%	13.69%	17.14%	6.4%
Southern	23.01%	16.79%	19.84%	9.0%
Western	21.57%	16.92%	19.22%	17.9%
National	21.58%	17.92%	19.73%	-8.2%

Figure 12. Net Enrolment Ratios in Grades 1-7 by Gender and Province

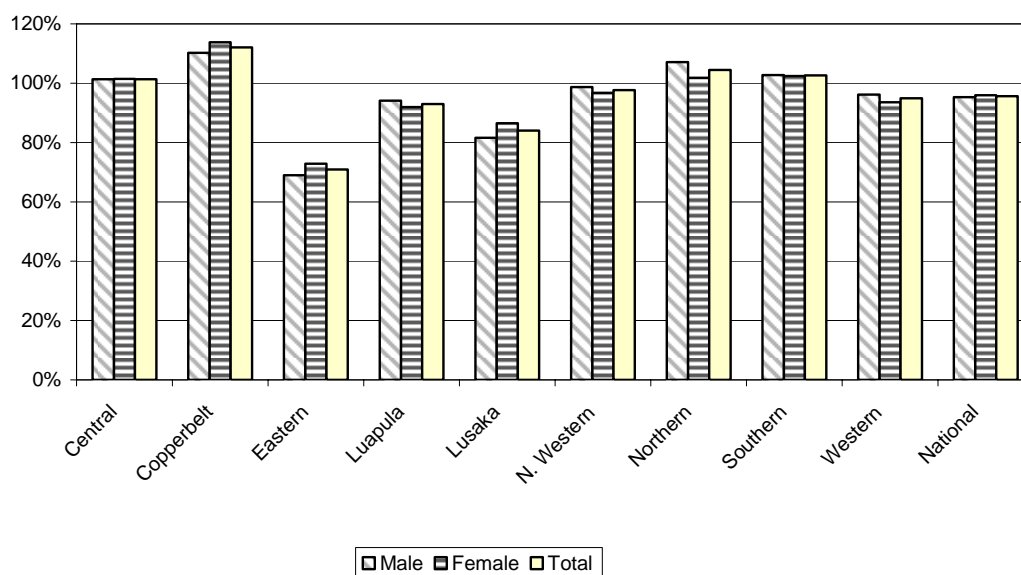


Table 37. Net Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	101.28%	101.41%	101.35%	1.1%
Copperbelt	110.25%	113.79%	112.03%	1.1%
Eastern	68.95%	72.86%	70.90%	1.1%
Luapula	94.07%	91.92%	93.00%	1.2%
Lusaka	81.64%	86.43%	84.04%	1.1%
N. Western	98.66%	96.69%	97.68%	1.1%
Northern	107.05%	101.78%	104.42%	1.1%
Southern	102.76%	102.40%	102.58%	1.1%
Western	96.09%	93.63%	94.86%	1.1%
National	95.28%	95.88%	95.58%	1.1%

Figure 13. Net Enrolment Ratios in Grades 1-9 by Gender and Province

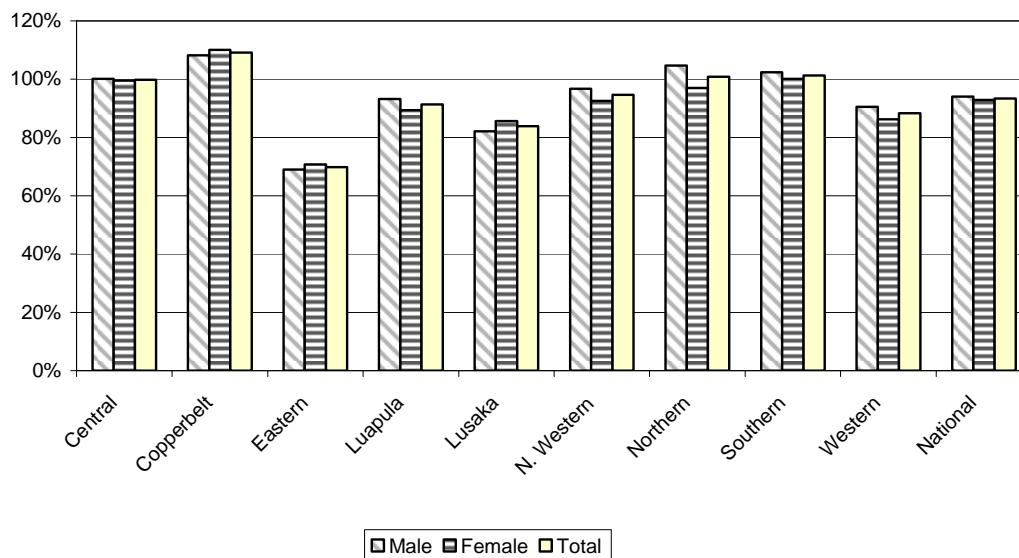


Table 38. Net Enrolment Ratio in Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	100.09%	99.47%	99.78%	13.9%
Copperbelt	108.22%	110.10%	109.17%	14.8%
Eastern	69.02%	70.74%	69.87%	9.3%
Luapula	93.21%	89.41%	91.32%	23.6%
Lusaka	82.09%	85.64%	83.88%	14.0%
N. Western	96.75%	92.60%	94.68%	14.5%
Northern	104.74%	96.99%	100.87%	8.3%
Southern	102.44%	100.15%	101.29%	11.8%
Western	90.54%	86.26%	88.39%	9.8%
National	94.03%	92.89%	93.46%	13.0%

Table 39. Net Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	11.21%	17.30%	19.86%	38.9%
Copperbelt	19.05%	34.12%	36.69%	11.2%
Eastern	9.47%	11.12%	14.94%	12.4%
Luapula	9.20%	12.97%	15.54%	17.7%
Lusaka	13.82%	21.53%	24.96%	21.1%
N. Western	15.03%	19.87%	25.01%	20.8%
Northern	9.69%	12.45%	15.87%	9.5%
Southern	9.90%	14.05%	17.07%	6.0%
Western	9.99%	15.45%	17.81%	16.4%
National	24.63%	18.51%	21.54%	15.8%

Intake rates

Figure 14. Gross Intake Rate for Grade 1 by Gender and Province

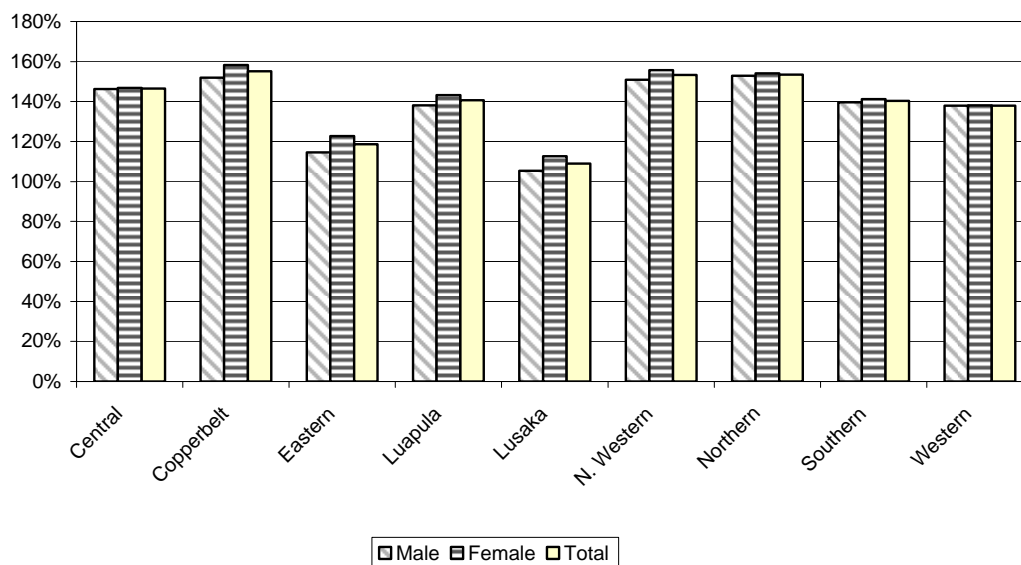


Table 40. Gross Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	146.21%	146.85%	146.53%	25.56%
Copperbelt	151.99%	158.22%	155.11%	22.91%
Eastern	114.61%	122.75%	118.67%	14.77%
Luapula	138.08%	143.21%	140.64%	30.10%
Lusaka	105.33%	112.62%	108.97%	21.62%
N. Western	150.92%	155.73%	153.32%	18.03%
Northern	152.83%	154.05%	153.44%	8.52%
Southern	139.53%	141.25%	140.39%	13.22%
Western	137.90%	138.11%	138.01%	8.67%
National	136.36%	140.20%	138.46%	18.34%

Figure 15. Net Intake Rate by Gender and Province

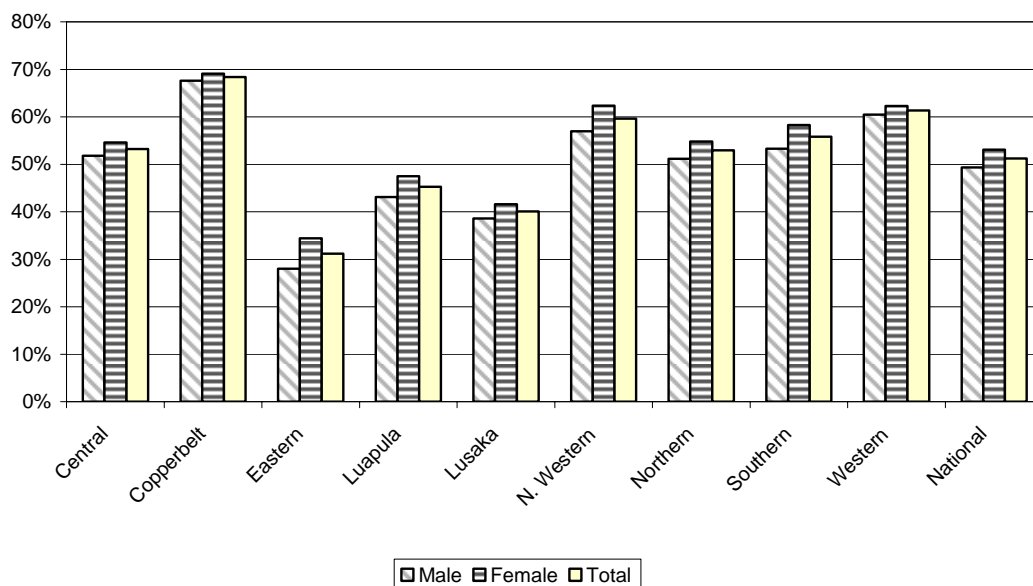


Table 41. Net Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	51.84%	54.59%	53.22%	18.0%
Copperbelt	67.64%	69.09%	68.36%	18.9%
Eastern	27.99%	34.39%	31.18%	9.8%
Luapula	43.10%	47.49%	45.29%	37.2%
Lusaka	38.58%	41.57%	40.08%	24.1%
N. Western	56.93%	62.38%	59.65%	26.9%
Northern	51.16%	54.76%	52.96%	21.2%
Southern	53.28%	58.28%	55.78%	21.3%
Western	60.44%	62.28%	61.36%	26.5%
National	49.33%	53.11%	51.21%	21.6%

Transition rate

Figure 16. Transition Rate for Grade 7-8 by Gender and Province

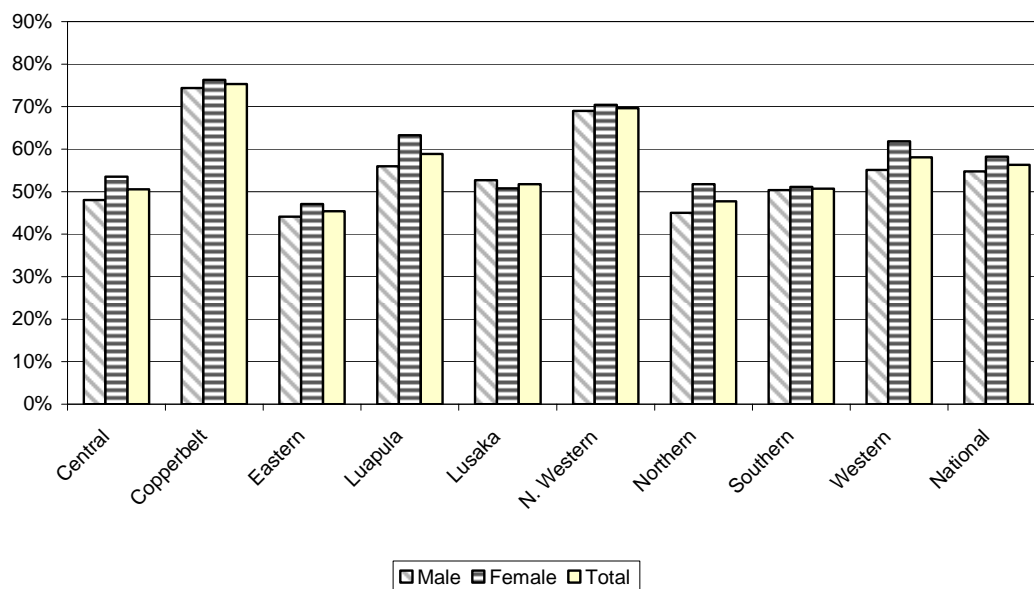


Table 42. Transition Rates for Grades 7- 8 by Gender and Province

	Male	Female	Total
Central	48.04%	53.57%	50.57%
Copperbelt	74.36%	76.29%	75.30%
Eastern	44.15%	47.11%	45.38%
Luapula	55.97%	63.24%	58.87%
Lusaka	52.71%	50.79%	51.75%
N. Western	69.02%	70.43%	69.61%
Northern	45.06%	51.78%	47.70%
Southern	50.37%	51.15%	50.73%
Western	55.13%	61.84%	58.12%
National	54.75%	58.26%	56.33%

Table 43. Transition Rates for Grades 9 - 10 by Gender and Province

	Male	Female	Total	% Ch.
Central	43.39%	38.02%	41.81%	-14.32%
Copperbelt	46.76%	43.88%	46.10%	11.36%
Eastern	51.12%	31.08%	48.10%	12.65%
Luapula	25.91%	26.74%	31.86%	-10.26%
Lusaka	39.42%	40.87%	42.60%	18.99%
N. Western	43.40%	30.07%	44.87%	9.96%
Northern	36.43%	26.26%	37.44%	-2.24%
Southern	30.68%	24.67%	30.72%	-38.07%
Western	46.19%	37.99%	47.34%	0.29%
National	40.52%	42.04%	41.20%	-3.7%

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.

Progression rate is the proportion of pupils who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows the relative size of the group who successfully moved to the next grade within the education program.

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. The Grades 7 and 9 Completion rates in 2005 increased by 13.3 and 11.9 percent respectively from 2004 whereas the grade 12 completion rate increased by 8.2 percent.

Dropout rate is the proportion of pupils who leave the system without completing a given grade in a given school year. This rate shows the extent to which pupils abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency. The drop rates for grades 1-9 recorded a decline from 2.9 in 2004 to 2.5 in 2005. The drop out rate was higher for girls compared to the boys at national level and also provincial variations ranged from 1.32 percent in Lusaka to 3.7 percent in North Western province. The drop out rates for girls remained higher than for boys both at national and provincial levels.

Repetition rate measure the phenomenon of pupils from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analysing and projecting pupil flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system. Repetition rates for grades 1-9 recorded an increase from 6.4 percent to almost 7.2 percent while on the other hand it reduced from 1.3 to 0.98 percent for grades 10-12 between 2004 and 2005 at national level with provincial variations.

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. The Free Primary Education Policy can be said to have resulted into some marked increase in pupil enrolment.

Completion rate

Figure 17. Completion Rates for Grades 7 by Gender and Province

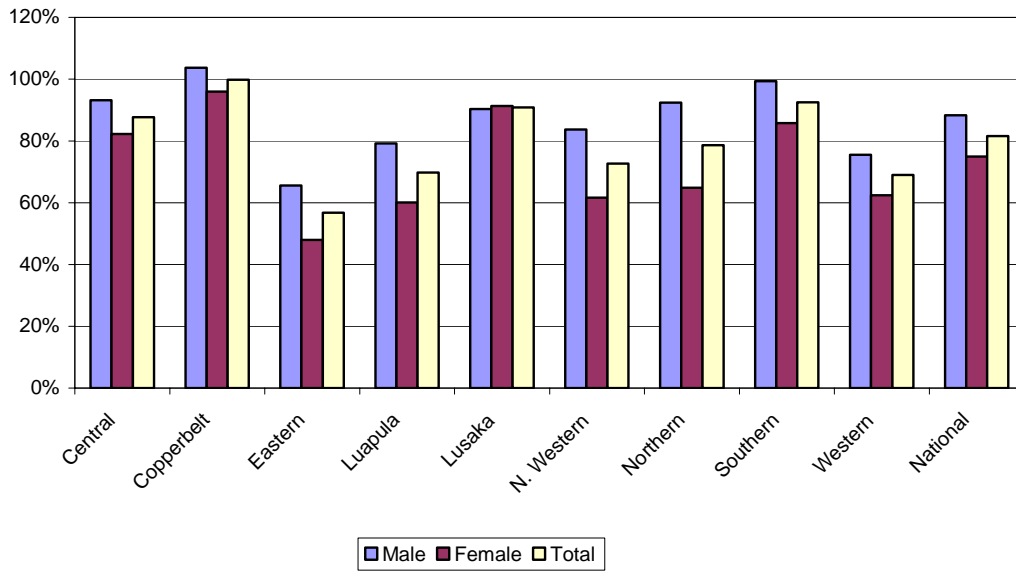


Figure 18. Completion Rates for Grades 9 by Gender and Province

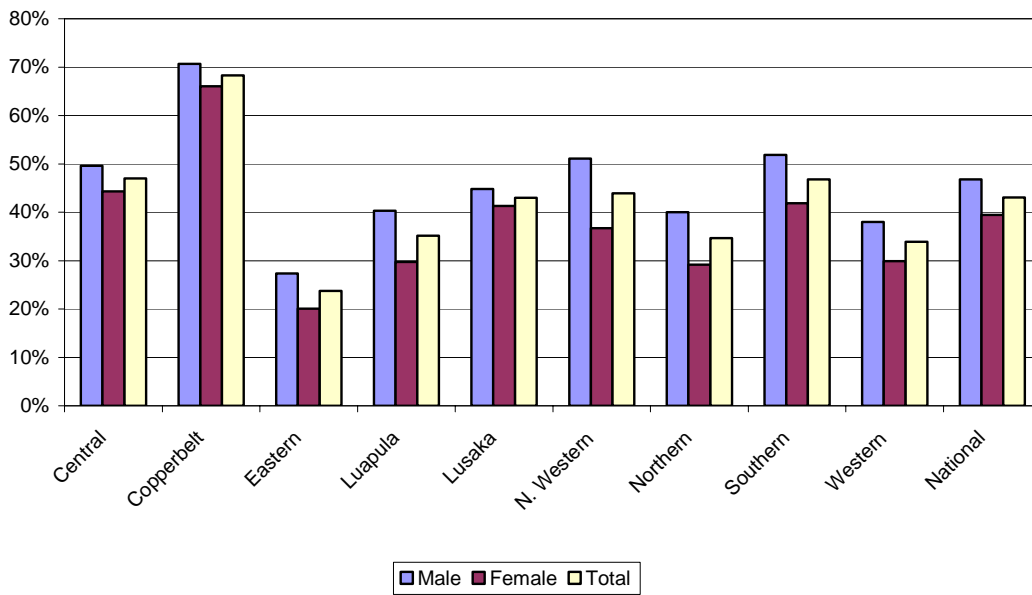


Figure 19. Completion Rates for Grades 12 by Gender and Province

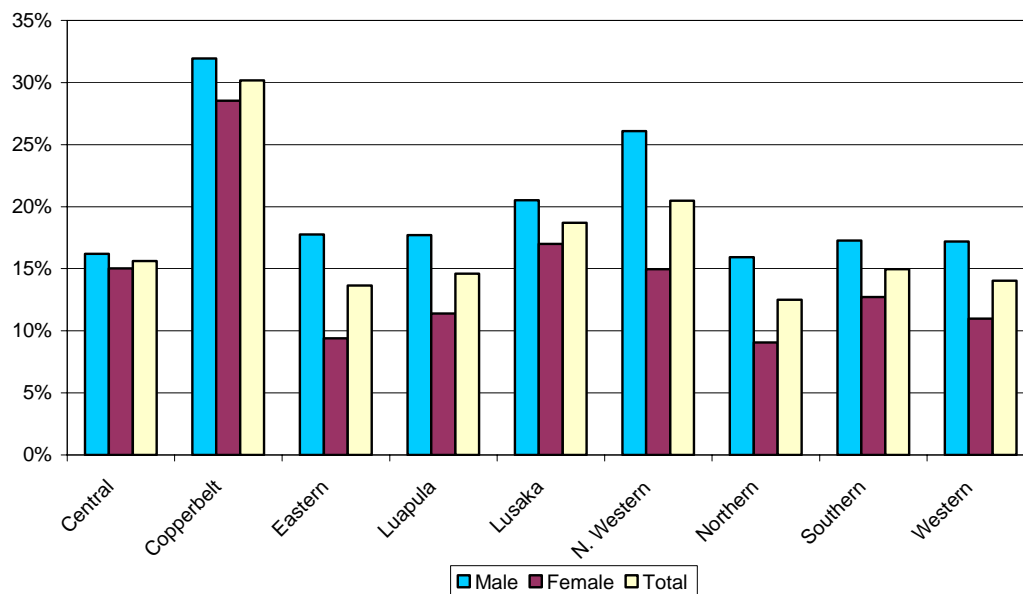


Table 44. Completion Rates for Grades 7 and 9 by Gender and Province

	Grade 7				Grades 9			
	Male	Female	Total	% Ch.	Male	Female	Total	% Ch.
Central	93.16%	82.22%	87.69%	8.8%	49.59%	44.31%	46.95%	24.5%
Copperbelt	103.66%	96.02%	99.78%	12.6%	70.63%	66.03%	68.27%	12.6%
Eastern	65.51%	47.99%	56.78%	15.2%	27.36%	20.04%	23.75%	2.8%
Luapula	79.20%	60.12%	69.74%	31.3%	40.34%	29.69%	35.12%	26.8%
Lusaka	90.39%	91.28%	90.84%	9.3%	44.77%	41.29%	42.99%	11.1%
N. Western	83.70%	61.69%	72.72%	11.2%	51.10%	36.73%	43.91%	12.6%
Northern	92.42%	64.90%	78.64%	12.0%	40.02%	29.14%	34.62%	3.0%
Southern	99.34%	85.77%	92.48%	14.3%	51.83%	41.89%	46.78%	6.1%
Western	75.50%	62.48%	68.95%	13.6%	38.02%	29.89%	33.91%	13.0%
National	88.34%	74.94%	81.61%	13.3%	46.77%	39.43%	43.08%	11.9%

Table 45. Completion Rates for Grade 12 by Gender and Province

	Grade 12			
	Male	Female	Total	% Ch.
Central	16.20%	15.04%	15.62%	12.4%
Copperbelt	31.94%	28.53%	30.18%	9.7%
Eastern	17.77%	9.40%	13.65%	14.7%
Luapula	17.71%	11.40%	14.61%	39.1%
Lusaka	20.53%	17.01%	18.70%	22.2%
N. Western	26.09%	14.96%	20.48%	24.1%
Northern	15.93%	9.05%	12.51%	-3.0%
Southern	17.27%	12.73%	14.96%	2.5%
Western	17.19%	10.97%	14.04%	21.0%
National	20.32%	15.18%	17.72%	12.9%

Repetition rate

Figure 20. Repetition Rate in Grades 1-9 by Grade

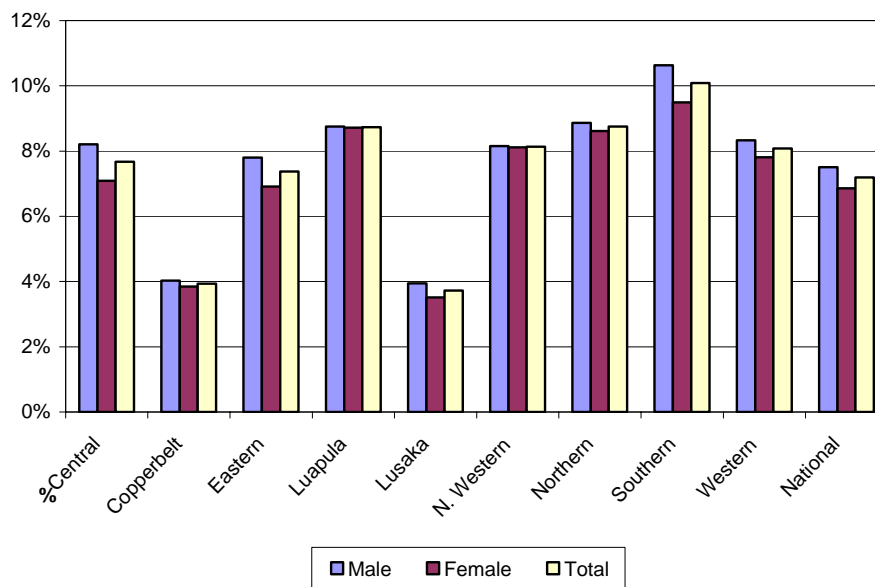


Table 46. Repetition Rates for Grades 1 - 7 by Gender and Province

	Male	Female	Total	% Ch.
Central	8.40%	7.13%	7.79%	5.2%
Copperbelt	3.91%	3.64%	3.77%	1.2%
Eastern	7.36%	6.49%	6.94%	17.6%
Luapula	8.57%	8.58%	8.57%	7.1%
Lusaka	3.92%	3.43%	3.67%	-8.2%
N. Western	7.63%	7.52%	7.58%	-5.3%
Northern	8.81%	8.49%	8.66%	3.1%
Southern	10.56%	9.28%	9.93%	9.1%
Western	8.22%	7.70%	7.97%	20.7%
National	7.41%	6.70%	7.07%	7.1%

Table 47. Repetition Rates for Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	8.21%	7.09%	7.67%	12.8%
Copperbelt	4.03%	3.85%	3.94%	6.5%
Eastern	7.80%	6.92%	7.37%	22.9%
Luapula	8.76%	8.72%	8.74%	7.9%
Lusaka	3.95%	3.51%	3.73%	-2.0%
N. Western	8.15%	8.12%	8.14%	1.7%
Northern	8.87%	8.62%	8.75%	5.5%
Southern	10.63%	9.49%	10.08%	15.9%
Western	8.33%	7.81%	8.08%	22.4%
National	7.51%	6.86%	7.20%	12.4%

Table 48. Repetition Rates for Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	1.01%	1.00%	1.00%	-37.2%
Copperbelt	0.78%	0.40%	0.60%	-57.2%
Eastern	1.07%	1.16%	1.10%	-65.6%
Luapula	2.59%	3.67%	3.03%	-43.9%
Lusaka	1.25%	1.33%	1.29%	7.5%
N. Western	3.61%	4.16%	3.83%	-4.2%
Northern	0.96%	0.87%	0.92%	-34.0%
Southern	0.30%	1.30%	0.73%	-44.2%
Western	1.38%	2.32%	1.73%	-21.1%
National	1.19%	1.31%	1.24%	-38.0%

Dropout rate

Figure 21. Dropout Rate in Grades 1-9 by Province

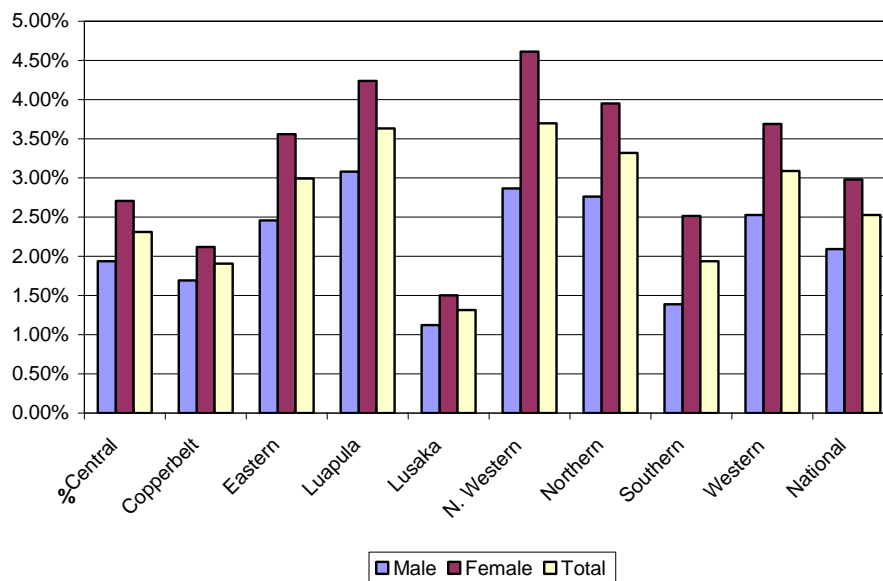


Table 49. Dropout Rates for Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	1.87%	2.50%	2.17%	-1.1%
Copperbelt	1.68%	1.97%	1.82%	-17.1%
Eastern	2.36%	3.27%	2.80%	-6.5%
Luapula	3.07%	3.99%	3.51%	-14.4%
Lusaka	1.08%	1.35%	1.22%	-41.9%
N. Western	2.66%	3.93%	3.27%	-31.9%
Northern	2.63%	3.60%	3.09%	-9.2%
Southern	1.34%	2.15%	1.74%	-21.0%
Western	2.44%	3.24%	2.83%	-2.5%
National	2.03%	2.71%	2.36%	-15.6%

Table 50. Dropout Rates for Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	1.94%	2.71%	2.31%	0.6%
Copperbelt	1.69%	2.12%	1.91%	-17.1%
Eastern	2.46%	3.56%	2.99%	-6.5%
Luapula	3.08%	4.24%	3.63%	-11.4%
Lusaka	1.12%	1.50%	1.32%	-40.1%
N. Western	2.86%	4.61%	3.70%	-26.1%
Northern	2.76%	3.95%	3.32%	-7.8%
Southern	1.39%	2.52%	1.94%	-15.8%
Western	2.53%	3.69%	3.09%	-3.5%
National	2.09%	2.98%	2.53%	-12.9%

Table 51. Dropout Rates for Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	0.66%	2.86%	1.65%	-33.8%
Copperbelt	0.76%	1.32%	1.03%	-42.5%
Eastern	1.91%	4.84%	3.00%	19.9%
Luapula	2.01%	4.38%	3.00%	76.6%
Lusaka	0.89%	1.59%	1.22%	-6.0%
N. Western	2.16%	7.02%	4.11%	86.8%
Northern	2.93%	6.61%	4.39%	99.4%
Southern	0.51%	1.79%	1.06%	-33.7%
Western	1.03%	3.78%	2.25%	-58.3%
National	1.25%	2.87%	1.98%	-5.9%

Quality

Quality in Education can be perceived to be the extent to which education outcomes are relevant to societal expectations such as productivity, improved way of doing things at individual and societal level. Quality in education is mainly measured in terms of improved teacher training, curriculum and the availability of teachers and also the supply of adequate learning and teaching materials.

Some of the indicators which are used to assess the quality of education include pupil teacher ratio which simply is the average number of pupils per teacher at a specific level of education in a given school year. The pupil teacher ratio is used as a measure of the level of human resource input in terms of number of teachers in relation to the pupil enrolment. It is generally assumed that a higher pupil teacher ratio signifies smaller classes, which allows a teacher to pay attention to individual pupils, which in turn result into better performance of pupils. However, it should be noted that learning does not become less effective when pupil teacher ratios increase. There are many other factors that contribute to the quality of learning experience such as the availability of adequate teaching and learning materials, teacher qualifications, contact time between pupil and teacher and also the motivation of teachers.

Other factors which are considered to affect quality of learning include pupil class ratios which measures the average number of pupils per class. High pupil class ratio is an indication of overcrowding in classrooms which compromises quality. In addition the poor state of classrooms and facilities such as laboratories; workshops and other infrastructure could affect the quality of education delivery.

In an effort to address the shortage of teachers especially in the rural areas the Ministry in 2005 employed an addition 8,000 teachers with the help of funding from the Royal Netherlands Government.

Generally the ministry still experiences a shortage of teachers especially in the rural parts of the country as most teachers tend to shun these areas due to poor or no adequate social amenities such as lack of better accommodation, poor incentives to teachers serving in such areas among many other reasons. Government is determined to improve the quality of education through the provision of better trained teachers as evidenced by Government encouragement of the establishment of privately owned and open Universities whose curriculum include courses in Education.

In order to address teacher attrition Government put in place the HIV/AIDS workplace policy which is meant to create awareness and provide free Voluntary Counselling and Testing and Anti Retrial Therapy (ART) to teachers and non teaching staff in the ministry.

The 2005 Annual School Census reported a total number of 59,384 teachers of which 32,345 were males and 27,039 were females. The female teachers constituted 45.5 percent of the total teaching staff in the country. Of the total number of teachers 50,615 were teachers of Basic Schools and 8,461 high schools. With regard to teacher qualification and certification which is viewed as one of the measures of quality in Education, only 6.6 percent and 0.6 percent of teachers were untrained for basic and high schools respectively. The rest of them were in possession of the minimum required qualifications and certifications to teach.

Pupil teacher ratio for Grades 1-9 was 57.2 at national level and varied across the provinces from 42.1 in Eastern province to 69.7 in Northern Province. Similarly, pupil teacher ratio for high schools was 21.8 at national level varying from 18.6 in Eastern province to 24.8 in Western province. The desired pupil teacher ratio by the ministry for grades 1-9 is 1:45 and 1:35 for high school. Compared with the actual pupil teacher ratio of 57.2 for grades 1-9 and 21.8 for grades 10-12, it shows that there is need to recruit more teachers especially for Basic schools in order to attain the desired pupil teacher ratios. Though the pupil teacher ratios look good at the national level there is need to address the situation at the provincial level in order to achieve the desired levels.

Teachers

Table 52. Total Number of Teachers in All Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	3,626	2,731	43.0%	6,357	10.7%	37.2%
Copperbelt	5,009	7,329	59.4%	12,338	20.8%	29.2%
Eastern	3,696	2,047	35.6%	5,743	9.7%	30.8%
Luapula	2,700	1,341	33.2%	4,041	6.8%	21.7%
Lusaka	3,770	4,976	56.9%	8,746	14.7%	27.9%
N. Western	2,479	1,273	33.9%	3,752	6.3%	32.3%
Northern	4,119	2,102	33.8%	6,221	10.5%	20.4%
Southern	4,661	3,520	43.0%	8,181	13.8%	32.9%
Western	2,285	1,720	42.9%	4,005	6.7%	30.3%
Total	32,345	27,039	45.5%	59,384	100.0%	29.2%

Table 53. Total Number of Teachers by Age Group and Sex

	15-24		25-34		35-44		45-54		55+	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Femal
Central	156	203	1,460	1,205	1,176	727	687	513	147	8
Copperbelt	188	348	2,151	3,192	1,420	2,192	1,009	1,380	241	21
Eastern	194	172	1,396	883	1,045	518	898	396	163	7
Luapula	147	112	1,055	696	759	287	654	223	85	2
Lusaka	230	280	1,677	2,198	1,119	1,471	581	861	163	16
N. Western	105	78	1,193	777	660	242	443	159	78	1
Northern	226	189	1,549	994	1,121	449	1,020	402	203	6
Southern	209	251	2,043	1,600	1,358	888	867	657	184	12
Western	119	136	815	713	690	386	569	423	92	6
Total	1,574	1,769	13,339	12,258	9,348	7,160	6,728	5,014	1,356	83

Table 54. Number of Teachers by Agency and Province

	Private/				Total
	GRZ	Church	Grant Aid.	Comm.	
Central	4,996	394	303	664	6,357
Copperbelt	9,273	1,834	326	905	12,338
Eastern	4,228	232	480	803	5,743
Luapula	3,344	35	253	409	4,041
Lusaka	5,735	1,595	257	1,159	8,746
N. Western	3,341	25	107	279	3,752
Northern	4,824	218	297	882	6,221
Southern	5,844	606	688	1,043	8,181
Western	3,475	117	116	297	4,005
Total	45,060	5,056	2,827	6,441	59,384

Figure 22. Teachers in Basic Schools by Running Agency and Province

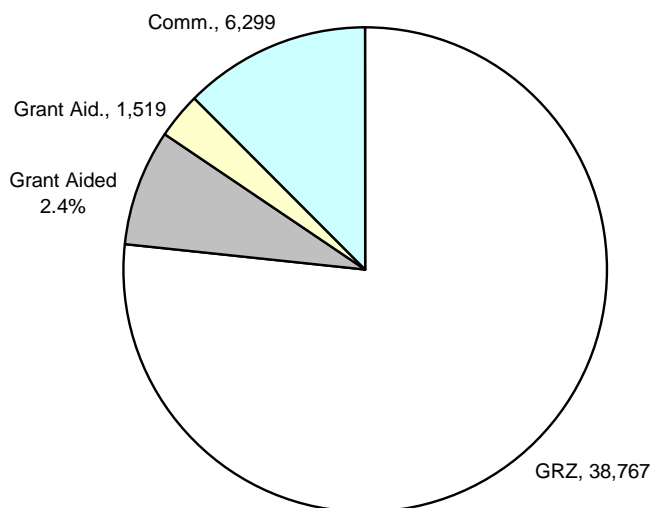


Table 55. Teachers in Basic Schools by Agency and Province

	Private/				Total
	GRZ	Church	Grant Aid.	Comm.	
Central	4,338	298	143	661	5,440
Copperbelt	7,335	1,411	226	905	9,877
Eastern	3,670	187	245	793	4,895
Luapula	2,899	24	137	391	3,451
Lusaka	4,938	1,450	148	1,159	7,695
N. Western	2,883	25	67	279	3,254
Northern	4,276	204	196	865	5,541
Southern	5,341	370	299	981	6,991
Western	3,087	61	58	265	3,471
Total	38,767	4,030	1,519	6,299	50,615

NB. Does not include Mentors from IRI Centres

Table 56. Teachers in High Schools by Agency and Province

	Private/				Total
	GRZ	Church	Grant Aid.	Comm.	
Central	658	77	160	3	898
Copperbelt	1,834	379	100	0	2,313
Eastern	538	45	235	1	819
Luapula	417	11	116	2	546
Lusaka	797	145	109	0	1,051
N. Western	437	0	40	0	477
Northern	531	14	101	15	661
Southern	480	236	389	62	1,167
Western	383	56	58	32	529
Total	6,075	963	1,308	115	8,461

NB. Does not include Mentors from IRI Centres

Table 57. Teachers in GRZ/Grant Aided Basic Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	2,448	2,033	45.4%	4,481	8.9%	7.4%
Copperbelt	2,505	5,056	66.9%	7,561	14.9%	-1.7%
Eastern	2,397	1,518	38.8%	3,915	7.7%	6.5%
Luapula	1,904	1,132	37.3%	3,036	6.0%	1.9%
Lusaka	1,839	3,247	63.8%	5,086	10.0%	5.4%
N. Western	1,849	1,101	37.3%	2,950	5.8%	12.1%
Northern	2,815	1,657	37.1%	4,472	8.8%	2.5%
Southern	2,979	2,661	47.2%	5,640	11.1%	10.4%
Western	1,721	1,424	45.3%	3,145	6.2%	11.2%
National	20,457	19,829	49.2%	40,286	79.6%	5.3%

Table 58. Teachers in GRZ/Grant Aided High Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	564	254	31.1%	818	9.7%	24.5%
Copperbelt	1,144	790	40.8%	1,934	22.9%	0.5%
Eastern	586	187	24.2%	773	9.1%	-3.5%
Luapula	438	95	17.8%	533	6.3%	14.6%
Lusaka	516	390	43.0%	906	10.7%	3.1%
N. Western	384	93	19.5%	477	5.6%	-6.3%
Northern	480	152	24.1%	632	7.5%	-3.7%
Southern	613	256	29.5%	869	10.3%	4.1%
Western	305	136	30.8%	441	5.2%	12.8%
National	5,030	2,353	31.9%	7,383	87.3%	3.7%

Table 59. Teachers in Private/Church Basic Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	125	173	58.1%	298	0.6%	100.0%
Copperbelt	616	795	56.3%	1,411	2.8%	4.3%
Eastern	98	89	47.6%	187	0.4%	40.6%
Luapula	14	10	41.7%	24	0.0%	-55.6%
Lusaka	769	681	47.0%	1,450	2.9%	-1.6%
N. Western	11	14	56.0%	25	0.0%	-26.5%
Northern	98	106	52.0%	204	0.4%	42.7%
Southern	196	174	47.0%	370	0.7%	7.6%
Western	31	30	49.2%	61	0.1%	-10.3%
National	1,958	2,072	51.4%	4,030	8.0%	7.4%

Table 60. Teachers in Private/Church High Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	49	28	36.4%	77	0.9%	-15.4%
Copperbelt	241	138	36.4%	379	4.5%	2.7%
Eastern	39	6	13.3%	45	0.5%	-15.1%
Luapula	11	0	0.0%	11	0.1%	-72.5%
Lusaka	108	37	25.5%	145	1.7%	-11.6%
N. Western	11	3	21.4%	14	0.2%	0.0%
Northern	157	79	33.5%	236	2.8%	0.0%
Southern	44	12	21.4%	56	0.7%	-70.8%
Western	0	0	0.0%	0	0.0%	-100.0%
National	660	303	31.5%	963	11.4%	-6.1%

Table 61. Teachers in Community Schools Classified as Basic by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	242	419	63.4%	661	1.3%	109.8%
Copperbelt	459	446	49.3%	905	1.8%	80.6%
Eastern	232	561	70.7%	793	1.6%	36.3%
Luapula	94	297	76.0%	391	0.8%	35.3%
Lusaka	621	538	46.4%	1,159	2.3%	113.8%
N. Western	57	222	79.6%	279	0.6%	63.2%
Northern	169	696	80.5%	865	1.7%	30.5%
Southern	317	664	67.7%	981	1.9%	39.3%
Western	107	158	59.6%	265	0.5%	50.6%
National	2,298	4,001	63.5%	6,299	12.4%	59.8%

Table 62. Teachers in Community Schools Classified as High by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	0	0	0.0%	0	0.0%
Copperbelt	0	0	0.0%	0	0.0%
Eastern	9	15	0.0%	24	0.3%
Luapula	0	62	0.0%	62	0.7%
Lusaka	2	1	33.3%	3	0.0%
N. Western	0	0	0.0%	0	0.0%
Northern	0	0	0.0%	0	0.0%
Southern	1	0	0.0%	1	0.0%
Western	37	25	40.3%	62	0.7%
National	49	103	67.8%	152	1.8%

Table 63. Mentors in IRI Centres by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	18	16	47.1%	34	0.1%
Eastern	64	34	34.7%	98	0.2%
Luapula	31	14	31.1%	45	0.1%
Lusaka	14	11	44.0%	25	0.0%
N. Western	30	3	9.1%	33	0.1%
Northern	70	12	14.6%	82	0.2%
Southern	51	25	32.9%	76	0.2%
Western	19	35	64.8%	54	0.1%
National	297	150	33.6%	447	0.9%

Teacher Qualifications and Certifications

Table 64. Teachers in Basic Schools by Academic Qualifications and Gender

	Male	Female	% (F)	Total	% of Tot.
Failed Form 5/Grade 12	20272	17649	46.5%	37921	74.9%
First Degree	88	72	45.0%	160	0.3%
Form 2/ Grade 9	1244	1550	55.5%	2794	5.5%
Form 3/ Grade 10	652	1138	63.6%	1790	3.5%
Form 4	305	227	42.7%	532	1.1%
Full School Cert.	2274	2213	49.3%	4487	8.9%
GCE "A" Level	55	58	51.3%	113	0.2%
GCE "O"	763	634	45.4%	1397	2.8%
Special Education Degree	29	18	38.3%	47	0.1%
Standard 6	80	176	68.8%	256	0.5%
Unknown	654	464	41.5%	1118	2.2%
National	26,416	24,199	47.8%	50,615	100.0%

Table 65. Teachers in High Schools by Academic Qualifications and Gender

	Male	Female	% (F)	Total	% of Tot.
Failed Form 5/Grade 12	4,003	1,947	32.7%	5,950	70.3%
First Degree	105	28	21.1%	133	1.6%
Form 2/ Grade 9	26	17	39.5%	43	0.5%
Form 3/ Grade 10	8	18	69.2%	26	0.3%
Form 4	86	32	27.1%	118	1.4%
Full School Cert.	1,114	440	28.3%	1,554	18.4%
GCE "A" Level	25	11	30.6%	36	0.4%
GCE "O"	122	78	39.0%	200	2.4%
Special Education Drgree	9	3	25.0%	12	0.1%
Standard 6	12	4	25.0%	16	0.2%
Unknown	253	120	32.2%	373	4.4%
National	5,510	2,578	30.5%	8,461	95.6%

Table 66. Teachers in Basic Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	135	42	23.7%	177	0.3%
Certificate In Special Education	265	183	40.8%	448	0.9%
Diploma (Basic or Sec. Teacher's)	3,090	2,244	42.1%	5,334	10.5%
Education Bachelor's Degree	220	119	35.1%	339	0.7%
Master's Degree	40	30	42.9%	70	0.1%
Other Bachelor's Degree	31	14	31.1%	45	0.1%
Pre-School Teacher's Certificate	267	1,014	79.2%	1,281	2.5%
Primary Teacher's Certificate	17,107	17,182	50.1%	34,289	67.7%
Special Education Degree	9	7	43.8%	16	0.0%
Special Education Diploma	262	251	48.9%	513	1.0%
Unknown	2,911	1,845	38.8%	4,756	9.4%
Untrained	2,079	1,268	37.9%	3,347	6.6%
National	26,416	24,199	47.8%	50,615	100.0%

Table 67. Teachers in High Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	335	71	17.49%	406	4.8%
Certificate In Special Education	31	13	29.55%	44	0.5%
Diploma (Basic or Sec. Teacher's)	3703	1759	32.20%	5,462	64.6%
Education Bachelor's Degree	667	228	25.47%	895	10.6%
Master's Degree	35	13	27.08%	48	0.6%
Other Bachelor's Degree	50	13	20.63%	63	0.7%
Pre-School Teacher's Certificate	18	31	63.27%	49	0.6%
Primary Teacher's Certificate	563	434	43.53%	997	11.8%
Special Education Degree	7	4	36.36%	11	0.1%
Special Education Diploma	73	20	21.51%	93	1.1%
Unknown	246	99	28.70%	345	4.1%
Untrained	35	13	27.08%	48	0.6%
National	5,763	2,698	31.89%	8,461	100.0%

Teacher attrition

In 2005 a total number of 5,466 teachers left the teaching service due to various reasons of which 4,965 were teachers of basic schools and 501 were high school teachers. A total number of 909 teachers died due to different causes of which 787 were basic and 122 high school teachers. Female teacher's deaths accounted for 46.9 and 30.3 percent for basic and high schools respectively.

Table 68. Teacher Attrition in All Schools in the Previous Year

	Basic Schools	Comm.	IRI Centre	Contin. Ed.	Sec. School
Central	253	223	14	0	42
Copperbelt	565	322	13	11	146
Eastern	328	258	20	5	34
Luapula	252	123	12	5	25
Lusaka	364	255	9	0	84
N. Western	258	83	3	3	26
Northern	462	196	26	0	48
Southern	424	229	23	0	82
Western	190	48	12	0	14
National	3,096	1,737	132	24	501

Table 69. Teacher Attrition in Basic Schools in the Previous Year by Reason and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Assigned to non-teaching duties	102	62	37.8%	164	0.3%	290.5%
Contract expired	523	258	33.0%	781	1.5%	178.9%
Dismissed	219	82	0.0%	301	0.6%	584.1%
Illness	68	50	0.0%	118	0.2%	181.0%
Others	824	668	44.8%	1,492	2.9%	584.4%
Resigned	758	496	39.6%	1,254	2.5%	527.0%
Retired	537	318	37.2%	855	1.7%	56.9%
National	3,031	1,934	39.0%	4,965	9.8%	126.2%

Table 70. Teacher Attrition in High Schools in the Previous Year by Reason and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Assigned to non-teaching duties	49	11	18.3%	60	0.7%	-6.3%
Contract expired	59	20	25.3%	79	0.9%	33.9%
Dismissed	30	3	9.1%	33	0.4%	0.0%
Illness	6	3	33.3%	9	0.1%	125.0%
Others	102	78	43.3%	180	2.1%	318.6%
Resigned	67	23	25.6%	90	1.1%	-14.3%
Retired	39	11	22.0%	50	0.6%	72.4%
National	352	149	29.7%	501	5.9%	48.7%

Table 71. Teacher Attrition in Schools Classified as Basic in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	253	237	48.4%	490	1.0%
Copperbelt	436	464	51.6%	900	1.8%
Eastern	409	197	32.5%	606	1.2%
Luapula	267	120	31.0%	387	0.8%
Lusaka	312	316	50.3%	628	1.2%
N. Western	254	90	26.2%	344	0.7%
Northern	486	198	28.9%	684	1.4%
Southern	439	237	35.1%	676	1.3%
Western	175	75	0.0%	250	0.5%
National	3,031	1,934	39.0%	4,965	9.8%

Table 72. Teacher Attrition in Schools Classified as Secondary in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	27	15	35.7%	42	0.5%
Copperbelt	89	57	39.0%	146	1.7%
Eastern	29	5	14.7%	34	0.4%
Luapula	21	4	0.0%	25	0.3%
Lusaka	60	24	28.6%	84	1.0%
N. Western	15	11	42.3%	26	0.3%
Northern	37	11	22.9%	48	0.6%
Southern	60	22	0.0%	82	1.0%
Western	14	0	0.0%	14	0.2%
National	352	149	29.7%	501	5.9%

Table 73. Teacher Deaths in All Schools in the Previous School Year by Gender and Province

	Male	Female	Total
Central	63	46	109
Copperbelt	85	109	194
Eastern	48	38	86
Luapula	47	18	65
Lusaka	58	81	139
N. Western	27	13	40
Northern	58	23	81
Southern	64	56	120
Western	55	24	79
National	505	408	913

Note: Inclusive of schools classified as basic, secondary and continuing education

Table 74. Teacher Deaths in Schools Classified as Basic in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total
Central	57	43	43.0%	100
Copperbelt	65	97	59.9%	162
Eastern	38	35	47.9%	73
Luapula	40	17	29.8%	57
Lusaka	42	72	63.2%	114
N. Western	25	12	32.4%	37
Northern	51	21	29.2%	72
Southern	55	52	48.6%	107
Western	45	20	30.8%	65
National	418	369	46.9%	787

Table 75. Teacher Deaths in Schools Classified as Secondary in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total
Central	6	3	33.3%	9
Copperbelt	20	11	35.5%	31
Eastern	10	3	23.1%	13
Luapula	5	1	16.7%	6
Lusaka	16	9	36.0%	25
N. Western	2	1	33.3%	3
Northern	7	2	22.2%	9
Southern	9	4	30.8%	13
Western	10	3	0.0%	13
National	85	37	30.3%	122

Ratios**Table 76. Pupil/Teacher Ratio by Grade Group and Province**

	Gr. 1-4*	Gr. 5-7	Gr. 1-7	Gr. 8-9	Gr. 1-9	Gr. 10-12
Central	69.98	33.97	50.22	31.27	46.65	24.07
Copperbelt	84.08	40.62	60.61	32.25	56.10	19.97
Eastern	61.25	31.72	44.44	28.59	42.05	18.63
Luapula	78.50	39.66	57.48	32.82	53.61	19.56
Lusaka	88.41	41.01	64.18	32.40	59.63	22.00
N. Western	104.03	46.34	73.82	40.49	69.70	23.21
Northern	91.28	39.06	63.53	33.57	59.87	21.92
Southern	84.29	33.73	57.41	31.36	53.19	22.87
Western	81.04	33.54	55.57	32.68	52.40	24.82
Average	80.6	37.4	57.2	32.3	53.4	21.8

Note: *PTR in Grades are based on double shifting

Table 77. Book / Pupil Ratio by Running Agency and Province

	Community	Grant-aided	GRZ	Private/Church
Central	0.8	1.9	9.3	2.0
Copperbelt	0.7	2.8	1.5	119.8
Eastern	1.0	1.9	2.8	2.3
Luapula	1.2	1.5	4.0	2.8
Lusaka	0.7	1.9	8.6	3.6
N. Western	1.1	1.9	13.7	0.7
Northern	1.1	1.4	6.7	2.5
Southern	2.8	2.6	2.4	3.8
Western	6.5	1.3	2.8	2.7
Average	1.4	2.0	5.2	46.0

Table 78. Book / Pupil Ratio in Schools Classified as Basic Schools by Province

Central	8.3
Copperbelt	11.9
Eastern	2.5
Luapula	3.7
Lusaka	7.0
N. Western	12.7
Northern	5.8
Southern	2.4
Western	3.1
Average	6.5

Note: Does not include APU Students

Table 79. Book / Pupil Ratio in Schools Classified as Secondary by Province

Central	9.5
Copperbelt	14.2
Eastern	2.8
Luapula	4.1
Lusaka	8.5
N. Western	14.5
Northern	6.6
Southern	2.3
Western	2.9
Average	7.5

Note: Does not include APU Students

Figure 23. Pupil/Class Ratios in Basic Schools by Province

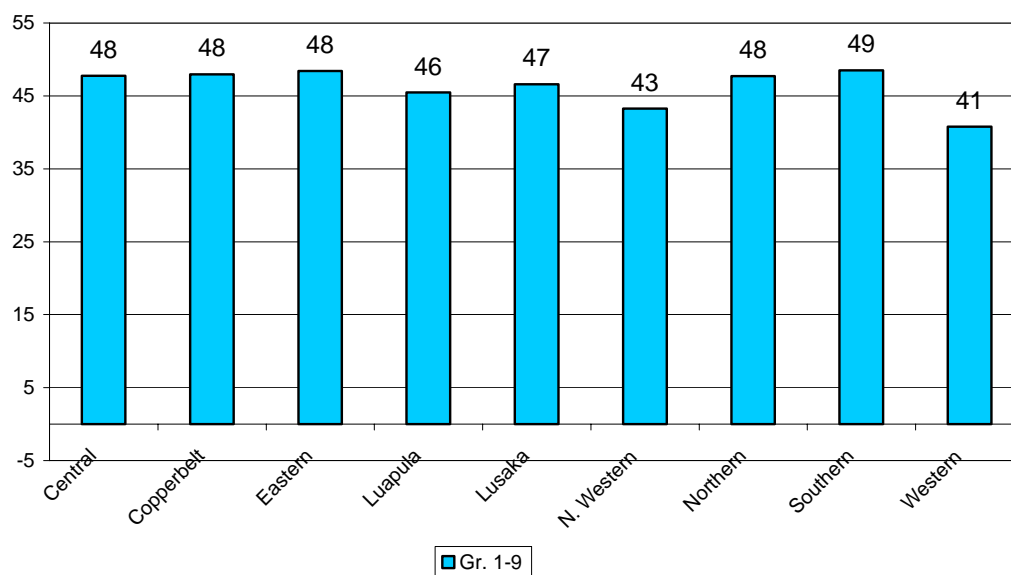


Figure 24. Pupil/Class Ratios in High Schools by Province

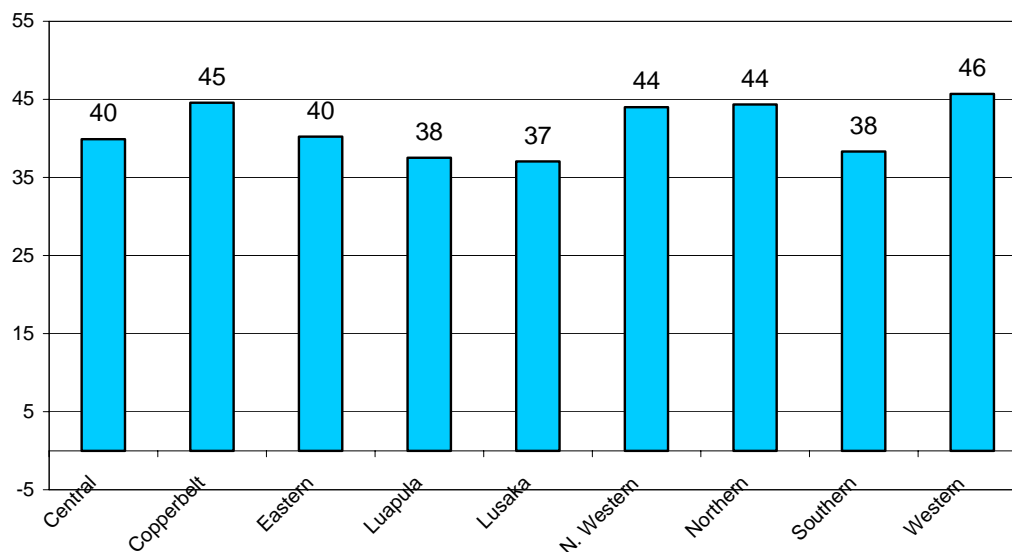


Table 80. Pupil/Class Ratios in Schools by Grade Group and Province

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 8-9	Gr. 1-9	Gr. 10-12
Central	43	39	34	41	48	40
Copperbelt	44	43	34	46	48	45
Eastern	45	36	36	43	48	40
Luapula	40	37	33	36	46	38
Lusaka	41	42	33	40	47	37
N. Western	40	33	31	42	43	44
Northern	43	36	35	41	48	44
Southern	43	42	35	42	49	38
Western	38	30	30	40	41	46
Average	42	38	41	42	47	41

Examination pass rate

Table 81. Examination Pass Rates for Grade 9 by Gender and Province in 2005

	Number sat		Certificates					
	Male	Female	Male	Female	Total	% (M)	% (F)	% (T)
Northern	9,722	6,363	4,933	2,613	7,546	50.7%	41.1%	46.9%
Luapula	5,534	3,417	3,533	1,855	5,388	63.8%	54.3%	60.2%
Southern	12,477	10,607	7,547	5,659	13,206	60.5%	53.4%	57.2%
Eastern	8,728	5,938	5,137	2,725	7,862	58.9%	45.9%	53.6%
Copperbelt	20,755	21,682	11,154	10,249	21,403	53.7%	47.3%	50.4%
N. Western	5,223	3,498	3,712	2,306	6,018	71.1%	65.9%	69.0%
Central	9,629	8,394	5,762	4,237	9,999	59.8%	50.5%	55.5%
Western	5,103	3,858	3,273	2,361	5,634	64.1%	61.2%	62.9%
Lusaka	16,275	16,349	9,995	8,629	18,624	61.4%	52.8%	57.1%
National	93,446	80,106	55,046	40,634	95,680	58.9%	50.7%	55.1%

* Examination Pass Rates relate to the number of certificates issued

Table 82. Examination Pass Rates for Grade 12 by Gender and Province in 2005

	Number sat				Certificates				
	Male	Female	Male	Female	Total	% (M)	% (F)	% (T)	
Northern	2,264	1,558	1,227	732	1,959	54.2%	47.0%	51.3%	
Luapula	1,458	1,004	701	356	1,058	48.1%	35.5%	43.0%	
Southern	2,703	2,004	2,254	1,531	3,785	83.4%	76.4%	80.4%	
Eastern	2,540	1,214	1,681	647	2,329	66.2%	53.3%	62.0%	
Copperbelt	6,147	5,127	3,479	2,266	5,745	56.6%	44.2%	51.0%	
N. Western	1,575	989	783	442	1,225	49.7%	44.7%	47.8%	
Central	2,286	1,723	1,362	829	2,191	59.6%	48.1%	54.7%	
Western	1,566	1,094	766	516	1,282	48.9%	47.2%	48.2%	
Lusaka	2,840	2,707	2,110	1,535	3,645	74.3%	56.7%	65.7%	
National	23,379	17,420	14,364	8,855	23,220	61.4%	50.8%	56.9%	

* Examination Pass Rates relate to the number of certificates issued

Table 83. Survival Rates for Grade 5 by Gender and Province

	Male	Female	Aver.
Central	79.5	74.6	77.0
Copperbelt	84.8	81.9	83.3
Eastern	69.8	60.9	65.2
Luapula	75.7	64.1	69.8
Lusaka	93.2	92.1	92.6
N. Western	65.3	56.1	60.6
Northern	75.2	63.7	69.4
Southern	81.8	76.3	79.0
Western	66.1	61.0	63.6
National	77.7	71.1	74.4

Table 84. Survival Rates for Grades 10 - 12 by Gender

	Male	Female	Aver.
Central	94.6	100.0	97.1
Copperbelt	103.9	108.3	106.0
Eastern	102.6	91.9	98.5
Luapula	160.0	110.2	135.8
Lusaka	119.6	107.6	113.6
N. Western	101.3	89.8	96.6
Northern	98.2	75.1	88.4
Southern	100.6	99.5	100.1
Western	93.4	78.7	86.7
National	105.5	99.1	102.6

Staff housing

Figure 25. Staff Houses in Basic Schools by Type

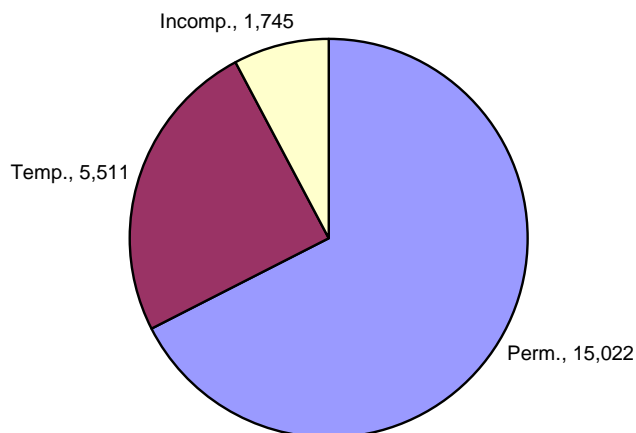


Table 85. Staff Houses in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	1,733	633	26.8%	2,366	11.5%	338	19.8%
Copperbelt	1,441	146	9.2%	1,587	7.7%	70	6.8%
Eastern	2,603	531	16.9%	3,134	15.3%	291	22.1%
Luapula	1,010	390	27.9%	1,400	6.8%	118	15.1%
Lusaka	1,197	107	8.2%	1,304	6.4%	56	30.7%
N. Western	1,247	694	35.8%	1,941	9.5%	115	17.0%
Northern	1,870	1,217	39.4%	3,087	15.0%	265	17.1%
Southern	2,592	556	17.7%	3,148	15.3%	337	12.5%
Western	1,329	1,237	48.2%	2,566	12.5%	155	14.8%
National	15,022	5,511	26.8%	20,533	100.0%	1,745	16.9%

Figure 26. Staff Houses in High Schools by Type

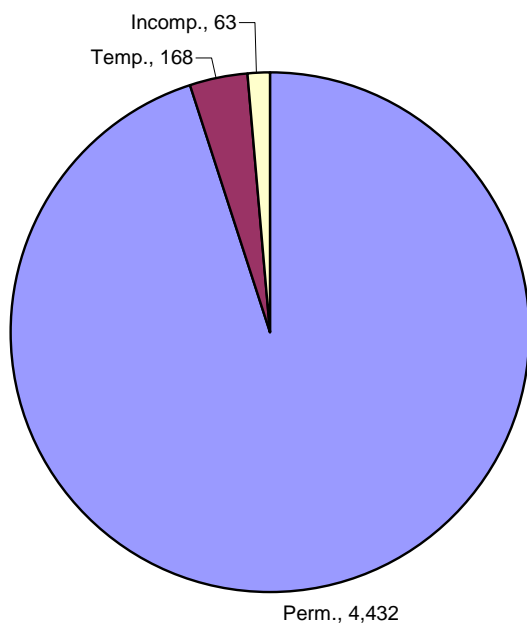


Table 86. Staff Houses in High Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	429	37	7.9%	466	10.1%	6	11.2%
Copperbelt	364	15	4.0%	379	8.2%	11	23.1%
Eastern	785	1	0.1%	786	17.1%	13	5.4%
Luapula	337	12	3.4%	349	7.6%	1	22.9%
Lusaka	438	66	13.1%	504	11.0%	0	30.9%
N. Western	297	13	4.2%	310	6.7%	11	0.0%
Northern	546	7	1.3%	553	12.0%	8	35.2%
Southern	825	7	0.8%	832	18.1%	7	1.1%
Western	411	10	2.4%	421	9.2%	6	2.7%
National	4,432	168	3.7%	4,600	100.0%	63	12.4%

Educational facilities

Table 87. Laboratories in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	15	0	0.0%	15	9.3%	2	-53.1%
Copperbelt	26	9	25.7%	35	21.7%	22	-60.2%
Eastern	9	7	43.8%	16	9.9%	5	-62.8%
Luapula	0	4	100.0%	4	2.5%	4	-63.6%
Lusaka	46	5	9.8%	51	31.7%	8	-55.7%
N. Western	0	2	100.0%	2	1.2%	1	-77.8%
Northern	1	1	50.0%	2	1.2%	1	-90.9%
Southern	16	3	15.8%	19	11.8%	11	-56.8%
Western	4	13	76.5%	17	10.6%	1	88.9%
National	117	44	27.3%	161	100.0%	55	-56.8%

Table 88. Laboratories in High Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	57	3	5.0%	60	10.6%	13	7.1%
Copperbelt	134	3	2.2%	137	24.3%	12	12.3%
Eastern	60	6	9.1%	66	11.7%	16	8.2%
Luapula	22	6	21.4%	28	5.0%	6	0.0%
Lusaka	69	3	4.2%	72	12.8%	8	12.5%
N. Western	29	0	0.0%	29	5.1%	8	7.4%
Northern	41	5	10.9%	46	8.2%	1	7.0%
Southern	75	1	1.3%	76	13.5%	12	-6.2%
Western	50	0	0.0%	50	8.9%	2	25.0%
National	537	27	4.8%	564	100%	78	8.0%

Table 89. Libraries in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	30	17	36.2%	47	10.6%	1	46.9%
Copperbelt	59	24	28.9%	83	18.7%	9	-5.7%
Eastern	11	23	67.6%	34	7.7%	4	-20.9%
Luapula	4	12	75.0%	16	3.6%	4	45.5%
Lusaka	112	19	14.5%	131	29.5%	7	13.9%
N. Western	8	12	60.0%	20	4.5%	2	122.2%
Northern	13	15	53.6%	28	6.3%	9	27.3%
Southern	41	17	0.0%	58	13.1%	2	31.8%
Western	12	15	0.0%	27	6.1%	0	200.0%
National	290	154	34.7%	444	100.0%	38	19.0%

Table 90. Libraries in High Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.	% Ch.
Central	15	3	16.7%	18	9.5%	0	-14.3%
Copperbelt	35	2	5.4%	37	19.6%	3	5.7%
Eastern	13	4	23.5%	17	9.0%	0	21.4%
Luapula	7	1	12.5%	8	4.2%	0	14.3%
Lusaka	22	2	8.3%	24	12.7%	0	0.0%
N. Western	10	1	9.1%	11	5.8%	0	37.5%
Northern	20	2	9.1%	22	11.6%	0	15.8%
Southern	34	5	12.8%	39	20.6%	2	34.5%
Western	13	0	0.0%	13	6.9%	0	18.2%
National	169	20	10.6%	189	100%	5	12.5%

Equity

Equity is an intervention put in place to assist the vulnerable children in accessing quality education. Indicators of equity measure how equitable resources are distributed across the education sector. Equity concerns include cross cutting issues such as poverty alleviation; School health and nutrition; HIV/AIDS interventions and Children with Special Education Needs. The main thrust is to remove gender and other social barriers that hinder vulnerable and disadvantaged children from attending and continuing with their learning. Equity interventions have been put in place in order to increase pupil enrolment, retention, progression, and completion and to improve learning achievements.

One measure which is used to measure Equity is Gender parity Index which is defined as the enrolment of girls in relation to the enrolment of boys and is obtained by dividing the number of girls by the number of boys enrolled in a given educational level. In 2005, national level Gender Parity was 96.2%, 95.3 % and 81.0 % for grades 1- 7, 1-9 and 10-12 respectively with variations across the provinces.

The Ministry has put in place a bursary scheme to help the less privilege and vulnerable children to meet school fees and other school requirements. In 2005 a total of 68,415 basic school pupils and 8,541 High school pupils received bursary support of which 35,511(51.9%) and 4,536 (53.1%) recipients were girls in basic and high schools respectively. Mostly the less privileged and vulnerable children are the orphans and those children with special education needs.

The number of grades 1-9 orphaned children constituted 21.3 percent as a proportion of the total pupil enrolment while those in grades 10-12 accounted for 1.3 percent of the total pupil enrolment. Children with Special Education Needs accounted for 3.0 percent of the total pupil enrolment for Basic school pupils.

The total number of pregnant girls for basic school girls was 9,111 and 1,330 for high school girls, this represented 0.8 percent and 1.1 percent of the total enrolments for basic and high schools respectively. The percentage of readmitted girls was 42.8 and 70.1 of the total number of pregnancies for basic and high schools respectively. The cases of pregnancies are predominantly higher in rural areas compared to urban areas for both basic and high schools. The number of readmissions for basic school girls was higher in rural areas and was the opposite for high schools where the readmissions were higher in urban areas.

Gender Parity

Figure 27. Gender Parity Index for Grades 1-9

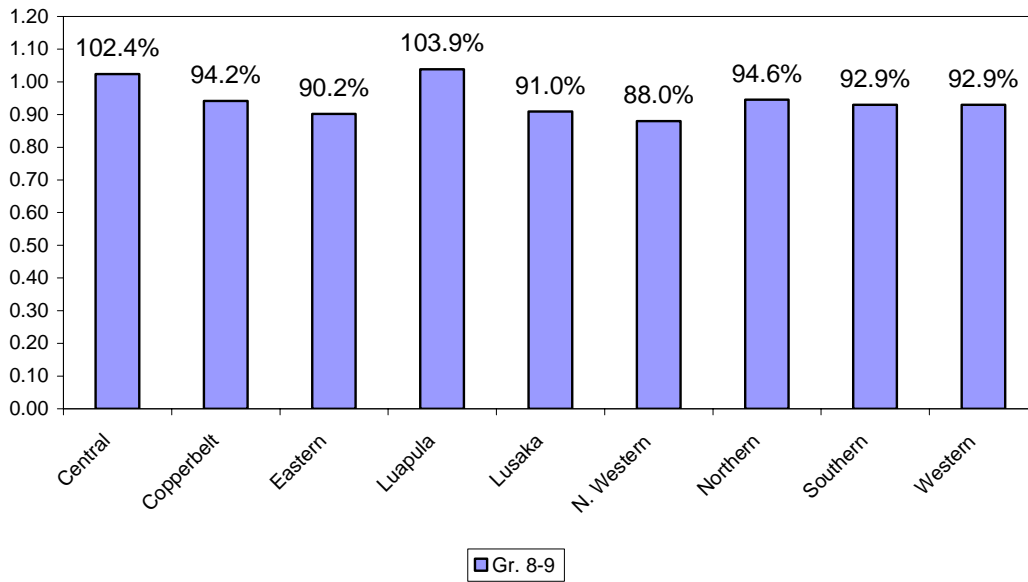


Figure 28. Gender Parity Index for Grades 10-12

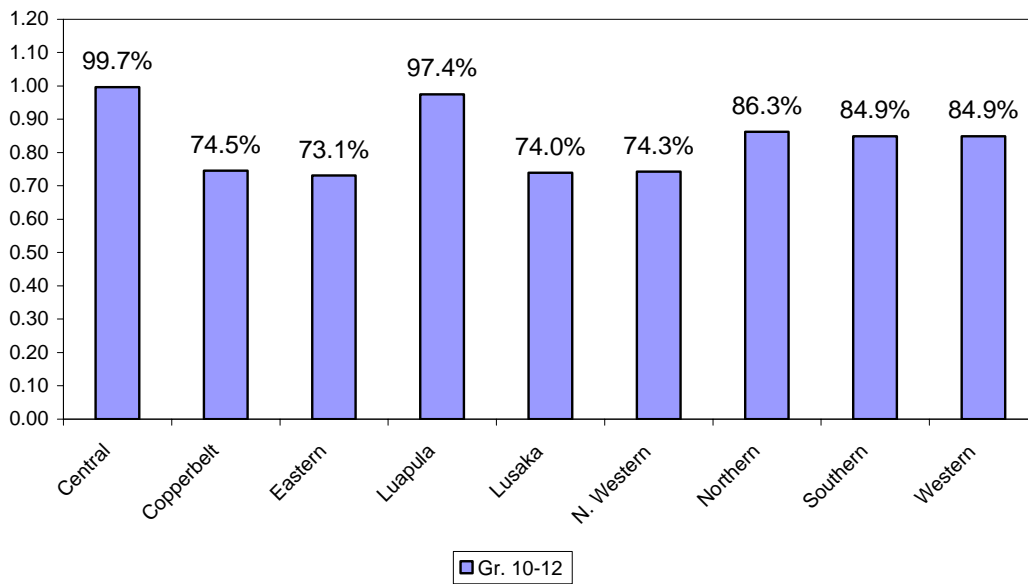


Table 91. Gender Parity Index by Grade Groups and Province

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 1-9	Gr. 8-9	Gr. 10-12
Central	105.7%	98.0%	102.8%	102.4%	99.7%	97.0%
Copperbelt	102.9%	82.8%	95.9%	94.2%	74.5%	58.7%
Eastern	98.3%	80.1%	91.9%	90.2%	73.1%	71.6%
Luapula	105.4%	104.0%	104.8%	103.9%	97.4%	91.4%
Lusaka	98.3%	82.5%	93.0%	91.0%	74.0%	66.8%
N. Western	95.7%	77.2%	89.2%	88.0%	74.3%	65.7%
Northern	98.5%	90.8%	95.6%	94.6%	86.3%	76.0%
Southern	96.9%	87.5%	93.7%	92.9%	84.9%	80.4%
Western	96.9%	87.5%	93.7%	92.9%	84.9%	80.4%
National	100.3%	89.2%	96.2%	95.3%	87.3%	81.0%

Table 92. Gender Parity Index by Grade Groups and Agency

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 1-9	Gr. 8-9	Gr. 10-12
GRZ	1.05	1.00	1.04	1.04	1.06	1.06
Private/Church	1.05	0.98	1.03	1.07	1.24	1.10
Grant-aided	1.02	0.94	1.00	1.01	1.09	31.46
Community	1.02	0.94	1.00	1.01	1.09	31.46

Out of School Children

There has been a steady decline in the number of out-of-school children from 2000 to 2005.

Figure 29. Out of School Children by Age and Gender

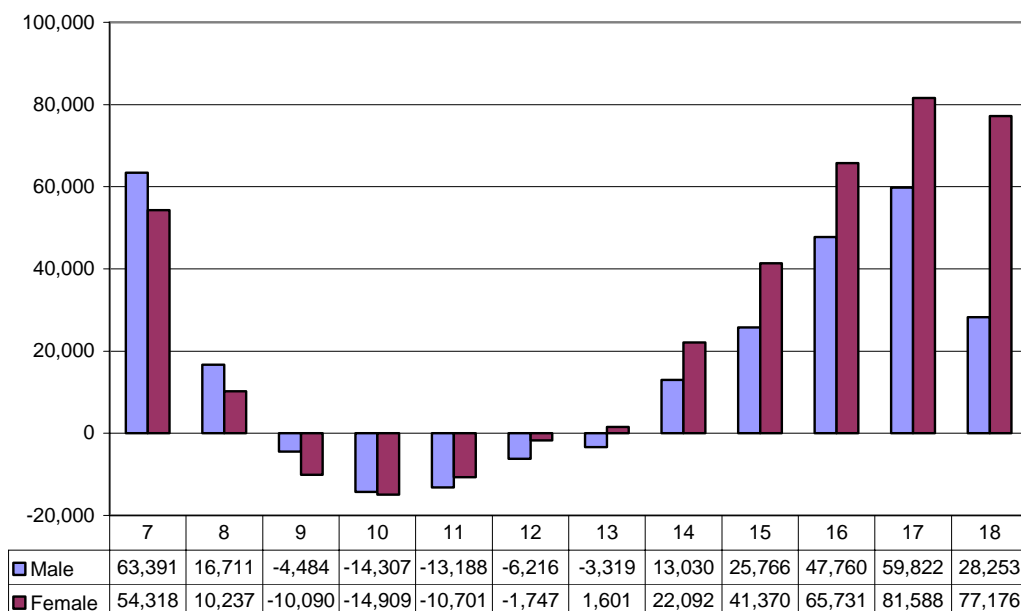


Table 93. Out of School Children Aged 7-13 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	-2,369	-3,101	56.7%	-5,470	-2.4%
Copperbelt	-21,430	-28,639	57.2%	-50,069	-15.2%
Eastern	46,883	40,535	46.4%	87,418	28.7%
Luapula	4,668	6,393	57.8%	11,061	6.5%
Lusaka	23,889	16,167	40.4%	40,056	14.0%
N. Western	406	1,608	79.8%	2,014	1.5%
Northern	-10,799	-3,498	24.5%	-14,297	-5.1%
Southern	-5,143	-5,099	49.8%	-10,242	-3.7%
Western	2,484	4,342	63.6%	6,826	4.4%
National	38,589	28,708	42.7%	67,297	3.1%

Table 94. Out of School Children Aged 14-15 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	1,542	2,942	65.6%	4,484	7.8%
Copperbelt	3,640	6,226	63.1%	9,866	11.2%
Eastern	11,717	14,563	55.4%	26,280	35.5%
Luapula	2,604	4,737	64.5%	7,341	17.6%
Lusaka	8,669	9,570	52.5%	18,239	25.0%
N. Western	1,910	4,168	68.6%	6,078	19.2%
Northern	2,197	8,412	79.3%	10,609	15.3%
Southern	155	4,136	96.4%	4,291	6.1%
Western	6,362	8,708	57.8%	15,070	37.0%
National	38,796	63,462	62.1%	102,258	18.7%

Table 95. Out of School Children Aged 16-18 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	13,327	23,031	63.3%	36,358	45.8%
Copperbelt	21,400	31,778	59.8%	53,178	43.7%
Eastern	17,037	31,206	64.7%	48,243	48.7%
Luapula	9,754	15,948	62.0%	25,702	45.1%
Lusaka	26,874	34,405	56.1%	61,279	61.6%
N. Western	3,784	10,616	73.7%	14,400	33.6%
Northern	15,124	28,813	65.6%	43,937	45.4%
Southern	14,374	28,908	66.8%	43,282	44.4%
Western	14,161	19,790	58.3%	33,951	58.1%
National	135,835	224,495	62.3%	360,330	47.9%

Table 96. Out of School Children by Age and Gender

	Male	% M Pop	Female	% F Pop	Total	% T Pop
7	63,391	10.5%	54,318	3.2%	117,709	36.7%
8	16,711	-2.8%	10,237	-3.2%	26,948	8.5%
9	-4,484	-9.2%	-10,090	-4.8%	-14,574	-4.6%
10	-14,307	-8.7%	-14,909	-3.5%	-29,216	-9.4%
11	-13,188	-4.2%	-10,701	-0.6%	-23,889	-7.9%
12	-6,216	-2.3%	-1,747	0.6%	-7,963	-2.7%
13	-3,319	9.4%	1,601	8.0%	-1,718	-0.6%
14	13,030	19.3%	22,092	15.4%	35,122	12.6%
15	25,766	37.2%	41,370	25.4%	67,136	25.0%
16	47,760	48.2%	65,731	32.6%	113,491	43.9%
17	59,822	23.5%	81,588	31.8%	141,410	56.5%
18	28,253	11.5%	77,176	27.7%	105,429	43.4%
Total	213,220	12.4%	316,665	18.3%	529,885	15.3%

Orphans**Table 97. Orphans in Grades 1-7 by Gender and Province**

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	30,754	29,505	49.0%	60,259	20.9%	23.0%
Copperbelt	45,906	47,683	50.9%	93,589	21.4%	24.6%
Eastern	28,882	26,978	48.3%	55,860	19.6%	12.5%
Luapula	21,314	19,415	47.7%	40,729	20.1%	18.4%
Lusaka	34,308	36,830	51.8%	71,138	24.3%	27.5%
N. Western	14,440	13,833	48.9%	28,273	17.5%	28.9%
Northern	35,122	30,942	46.8%	66,064	18.0%	13.6%
Southern	37,557	36,261	49.1%	73,818	20.6%	17.9%
Western	22,073	20,332	47.9%	42,405	24.4%	15.6%
Total	270,356	261,779	49.2%	532,135	20.7%	20.0%

Table 98. Orphans in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	30,754	29,505	49.0%	60,259	20.9%	23.0%
Copperbelt	45,906	47,683	50.9%	93,589	21.4%	24.6%
Eastern	28,882	26,978	48.3%	55,860	19.6%	12.5%
Luapula	21,314	19,415	47.7%	40,729	20.1%	18.4%
Lusaka	34,308	36,830	51.8%	71,138	24.3%	27.5%
N. Western	14,440	13,833	48.9%	28,273	17.5%	28.9%
Northern	35,122	30,942	46.8%	66,064	18.0%	13.6%
Southern	37,557	36,261	49.1%	73,818	20.6%	17.9%
Western	22,073	20,332	47.9%	42,405	24.4%	15.6%
Total	270,356	261,779	49.2%	532,135	20.7%	20.0%

Table 99. Orphans in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	2,073	2,050	49.7%	4,123	1.3%
Copperbelt	3,983	3,869	49.3%	7,852	1.5%
Eastern	1,982	1,199	37.7%	3,181	1.0%
Luapula	931	944	50.3%	1,875	0.8%
Lusaka	4,138	3,548	46.2%	7,686	2.3%
N. Western	908	751	45.3%	1,659	0.9%
Northern	2,140	2,177	50.4%	4,317	1.1%
Southern	2,741	2,313	45.8%	5,054	1.3%
Western	1,297	1,218	48.4%	2,515	1.3%
Total	20,193	18,069	47.2%	38,262	1.3%

Table 100. Percentage of Orphans in Grades 1-7 by Gender and Province

	Male	Female	Total
Central	20.8%	20.9%	21.4%
Copperbelt	21.3%	21.5%	19.6%
Eastern	19.8%	19.3%	20.1%
Luapula	20.2%	20.0%	24.3%
Lusaka	24.0%	24.6%	17.5%
N. Western	17.2%	17.7%	18.0%
Northern	18.1%	17.9%	20.6%
Southern	20.5%	20.7%	24.4%
Western	24.6%	24.1%	24.4%
National	20.7%	20.8%	20.7%

Table 101. Percentage of Orphans in Grades 1-9 by Gender and Province

	Male	Female	Total
Central	21.4%	21.6%	21.3%
Copperbelt	21.1%	21.5%	20.3%
Eastern	20.7%	20.0%	20.8%
Luapula	20.8%	20.8%	24.5%
Lusaka	24.2%	24.8%	18.2%
N. Western	18.0%	18.5%	18.9%
Northern	19.0%	18.7%	21.4%
Southern	21.4%	21.5%	25.1%
Western	25.2%	25.0%	25.1%
National	21.2%	21.4%	21.3%

Table 102. Percentage of Orphans in Grades 10-12 by Gender and Province

	Male	Female	Total
Central	20.8%	24.9%	22.7%
Copperbelt	15.2%	15.3%	15.2%
Eastern	19.8%	20.4%	20.0%
Luapula	17.2%	24.3%	20.2%
Lusaka	27.4%	25.7%	26.6%
N. Western	13.0%	16.1%	14.3%
Northern	21.4%	33.1%	26.0%
Southern	25.0%	27.7%	26.2%
Western	20.8%	24.3%	22.4%
National	20.0%	22.1%	21.0%

Table 103. Enrolment of Orphans in Grades 1-9 by Agency

	Enrol	Orphans	% Orph.
Community	358,699	108,978	30.4%
Grant-aided	88,896	22,660	25.5%
GRZ	2,298,387	451,303	19.6%
Private/Church	106,388	24,273	22.8%
Total	2,852,370	607,214	21.3%

Note: GRZ includes APU pupils

Table 104. Enrolment of Orphans in Grades 10-12 by Agency

	Enrol	Orphans	% Orph.
Community	422	198	46.9%
Grant-aided	15,771	4,020	25.5%
GRZ	156,220	32,030	20.5%
Private/Church	10,173	2,014	19.8%
Total	182,586	38,262	21.0%

Note: GRZ includes APU pupils

Children with Special Educational Needs (CSEN)

Figure 30. CSEN Pupils in Basic Schools by Impairment

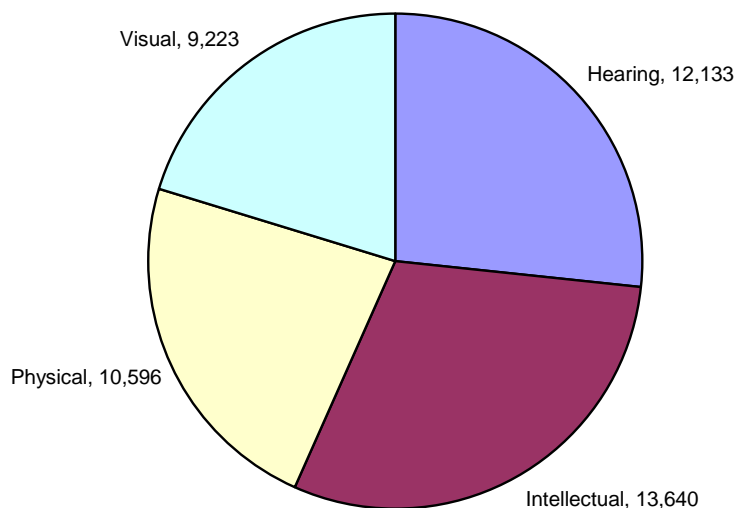


Table 105. CSEN Pupils in Basic Schools by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	12,133	10,477	46.3%	22,610	26.7%	18.5%
Intellectual	13,640	12,146	47.1%	25,786	30.4%	11.7%
Physical	10,596	8,637	44.9%	19,233	22.7%	11.9%
Visual	9,223	7,949	46.3%	17,172	20.2%	22.9%
Total	45,592	39,209	46.2%	84,801	100.0%	15.7%

Table 106. CSEN Pupils in High Schools by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	286	271	48.7%	557	0.7%	25.7%
Intellectual	128	208	61.9%	336	0.4%	-38.1%
Physical	249	188	43.0%	437	0.5%	11.8%
Visual	812	1,087	57.2%	1,899	2.2%	30.9%
Total	1,475	1,754	54.3%	3,229	3.8%	14.2%

Table 107. CSEN Pupils in Basic Schools by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	4,481	4,234	48.6%	8,715	2.7%	17.4%
Copperbelt	5,134	4,147	44.7%	9,281	1.8%	23.1%
Eastern	4,854	3,967	45.0%	8,821	2.9%	24.2%
Luapula	3,254	3,049	48.4%	6,303	2.9%	-13.1%
Lusaka	4,871	4,319	47.0%	9,190	2.8%	99.3%
N. Western	8,275	6,279	43.1%	14,554	8.1%	76.9%
Northern	5,575	5,110	47.8%	10,685	2.7%	-13.2%
Southern	4,978	4,339	46.6%	9,317	2.3%	-14.4%
Western	4,978	4,339	46.6%	9,317	4.9%	16.8%
Total	46,400	39,783	46.2%	86,183	3.0%	17.6%

Table 108. CSEN in High Schools by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	177	267	60.1%	444	1.5%	155.2%
Copperbelt	146	112	43.4%	258	0.4%	-48.9%
Eastern	121	86	41.5%	207	0.9%	6.2%
Luapula	328	258	44.0%	586	3.2%	236.8%
Lusaka	66	117	63.9%	183	0.5%	-74.4%
N. Western	185	321	63.4%	506	2.9%	203.0%
Northern	234	364	60.9%	598	2.0%	65.2%
Southern	78	74	48.7%	152	0.4%	-59.4%
Western	78	74	48.7%	152	0.9%	-6.2%
Total	1,413	1,673	54.2%	3,086	1.1%	9.1%

Table 109. Percentage CSEN in Basic Schools by Gender and Province

	Male	Female	Total
Central	2.55%	2.42%	2.49%
Copperbelt	1.78%	1.65%	1.71%
Eastern	3.24%	2.78%	3.01%
Luapula	4.18%	3.79%	3.99%
Lusaka	2.00%	1.80%	1.90%
N. Western	5.18%	5.05%	5.12%
Northern	3.93%	3.39%	3.68%
Southern	2.72%	2.64%	2.68%
Western	5.03%	4.72%	4.88%
Total	3.12%	2.82%	2.97%

Table 110. Percentage CSEN in High Schools by Gender and Province

	Male	Female	Total
Central	1.40%	1.88%	1.62%
Copperbelt	0.68%	1.05%	0.86%
Eastern	1.46%	1.90%	1.62%
Luapula	2.23%	2.22%	2.23%
Lusaka	2.17%	1.87%	2.03%
N. Western	0.95%	2.51%	1.57%
Northern	1.85%	4.88%	3.05%
Southern	2.13%	4.36%	3.09%
Western	1.25%	1.48%	1.35%
Total	1.46%	2.15%	1.77%

Figure 31. Percentage of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province

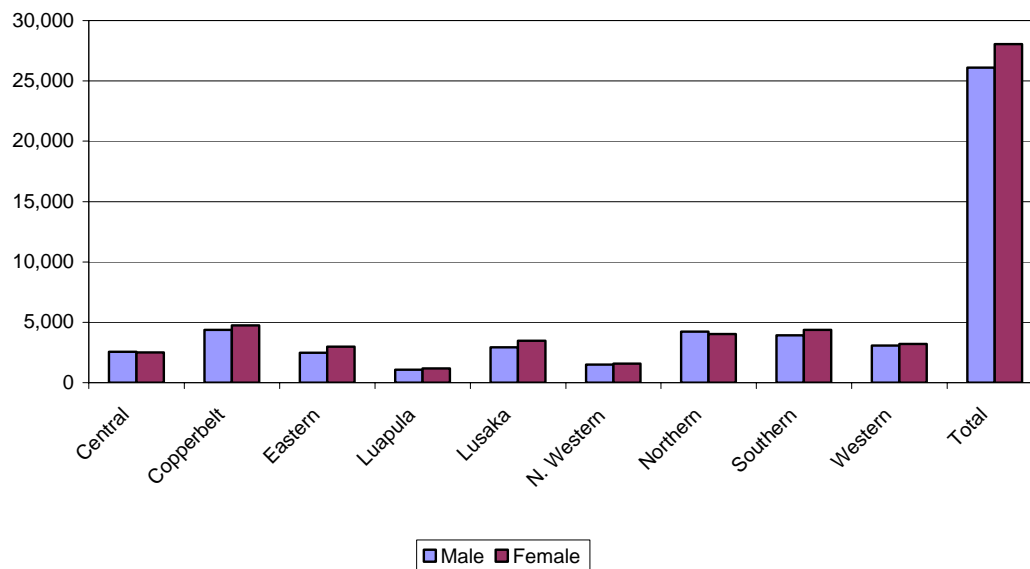


Table 111. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	2,549	2,509	49.6%	5,058	1.8%
Copperbelt	4,375	4,751	52.1%	9,126	2.1%
Eastern	2,475	2,964	54.5%	5,439	1.9%
Luapula	1,067	1,162	52.1%	2,229	1.1%
Lusaka	2,924	3,483	54.4%	6,407	2.2%
N. Western	1,494	1,584	51.5%	3,078	1.9%
Northern	4,220	4,012	48.7%	8,232	2.2%
Southern	3,926	4,380	52.7%	8,306	2.3%
Western	3,064	3,198	51.1%	6,262	3.6%
Total	26,094	28,043	51.8%	54,137	2.1%

Table 112. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	473	574	54.8%	1,047	5.8%	22.5%
Copperbelt	667	694	51.0%	1,361	2.6%	325.3%
Eastern	382	343	47.3%	725	4.6%	60.4%
Luapula	244	330	57.5%	574	6.2%	8.5%
Lusaka	366	413	53.0%	779	2.7%	199.6%
N. Western	399	507	56.0%	906	7.8%	-5.8%
Northern	604	747	55.3%	1,351	8.1%	281.6%
Southern	522	642	55.2%	1,164	6.0%	118.8%
Western	348	286	45.1%	634	5.6%	170.9%
Total	4,005	4,536	53.1%	8,541	4.7%	89.9%

Table 113. Percentage of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province

	Male	Female	Average
National	1.99%	2.23%	2.11%

Table 114. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province

	Male	Female	Average
National	3.97%	5.55%	4.68%

Pregnancies and re-admissions

Add text.

Table 115. Pregnancies (prev. year) and Readmissions in Basic Schools by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	920	0.7%	267	29.0%	51.1%	72.3%
Copperbelt	850	0.4%	680	80.0%	43.1%	160.5%
Eastern	1,079	0.9%	321	29.7%	24.3%	53.6%
Luapula	621	0.7%	278	44.8%	19.7%	41.1%
Lusaka	555	0.4%	422	76.0%	20.4%	52.9%
N. Western	1,154	1.5%	691	59.9%	40.9%	79.5%
Northern	1,093	0.7%	335	30.6%	7.4%	-28.0%
Southern	1,847	1.1%	538	29.1%	78.1%	39.7%
Western	992	1.2%	367	37.0%	64.5%	25.3%
National	9,111	0.8%	3,899	42.8%	39.6%	48.5%

Figure 32. Pregnancies in Basic Schools by Urban/Rural and Province

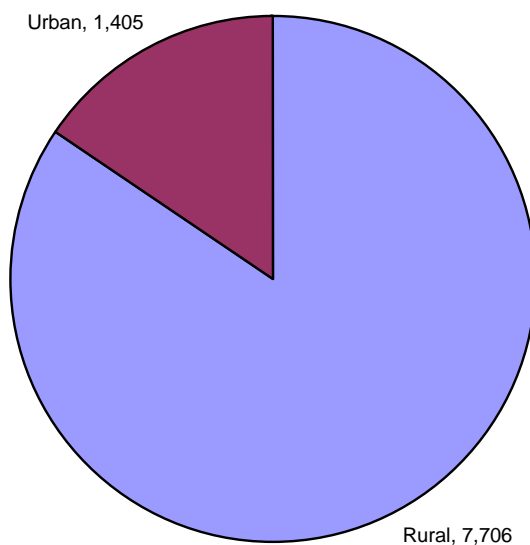


Table 116. Pregnancies (prev. year) and Readmissions in Basic Schools by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	832	88	235	32	36.4%	28.2%
Copperbelt	421	429	132	548	127.7%	31.4%
Eastern	1,021	58	297	24	41.4%	29.1%
Luapula	564	57	253	25	43.9%	44.9%
Lusaka	254	301	161	261	86.7%	63.4%
N. Western	1,058	96	636	55	57.3%	60.1%
Northern	958	135	273	62	45.9%	28.5%
Southern	1,725	122	499	39	32.0%	28.9%
Western	873	119	309	58	48.7%	35.4%
National	7,706	1,405	2,795	1,104	78.6%	36.3%

Table 117. Pregnancies (prev. year) and Readmissions in High Schools by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	137	1.0%	80	58.4%	104.5%	66.7%
Copperbelt	210	0.6%	160	76.2%	19.3%	28.0%
Eastern	169	1.8%	71	42.0%	83.7%	-1.4%
Luapula	89	1.2%	88	98.9%	41.3%	41.9%
Lusaka	151	0.9%	109	72.2%	25.8%	-16.8%
N. Western	152	2.0%	177	116.4%	78.8%	126.9%
Northern	114	1.0%	45	39.5%	15.2%	2.3%
Southern	144	0.8%	83	57.6%	15.2%	-27.2%
Western	164	2.3%	119	72.6%	1.9%	-7.0%
National	1,330	1.1%	932	70.1%	34.6%	16.2%

Figure 33. Pregnancies in High Schools by Urban/Rural and Province

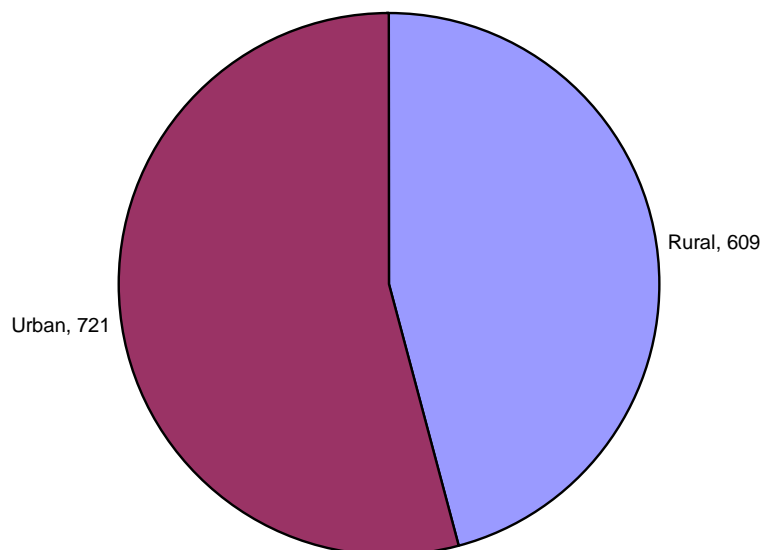


Table 118. Pregnancies (prev. year) and Readmissions in High Schools by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	67	70	48	32	45.7%	71.6%
Copperbelt	22	188	7	153	81.4%	31.8%
Eastern	91	78	36	35	44.9%	39.6%
Luapula	71	18	88	0	0.0%	123.9%
Lusaka	40	111	52	57	51.4%	130.0%
N. Western	91	61	134	43	70.5%	147.3%
Northern	43	71	26	19	26.8%	60.5%
Southern	81	63	55	28	44.4%	67.9%
Western	103	61	54	65	106.6%	52.4%
National	609	721	500	432	59.9%	82.1%

Other Educational Facilities**Table 119. Special Education Schools and Units (within regular schools) Offering Grades 1-9 by Province**

	Schools	Units
Central	5	24
Copperbelt	14	44
Eastern	12	20
Luapula	7	28
Lusaka	4	45
N. Western	4	17
Northern	18	33
Southern	4	13
Western	11	20
Total	79	244

Table 120. Special Education Schools and Units (within regular schools) Offering Grades 10-12 by Province

	Schools	Units
Central	0	1
Copperbelt	3	1
Eastern	0	1
Luapula	2	2
Lusaka	0	3
N. Western	0	0
Northern	0	2
Southern	0	3
Western	1	3
Total	6	16

Table 121. Special Education Classrooms in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.
Central	3	2	40.0%	5	2.2%	0
Copperbelt	55	8	12.7%	63	27.3%	0
Eastern	15	16	51.6%	31	13.4%	0
Luapula	15	4	21.1%	19	8.2%	5
Lusaka	24	0	0.0%	24	10.4%	7
N. Western	0	4	100.0%	4	1.7%	0
Northern	33	18	35.3%	51	22.1%	8
Southern	9	0	0.0%	9	3.9%	0
Western	14	11	44.0%	25	10.8%	1
National	168	63	27.3%	231	100.0%	21

Table 122. Special Education Classrooms in High Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomp.
Copperbelt	17	0	0.0%	17	26.6%	0
Central	31	0	0.0%	31	48.4%	1
Eastern	0	0	0.0%	0	0.0%	0
Luapula	0	0	0.0%	0	0.0%	0
Lusaka	0	0	0.0%	0	0.0%	0
N. Western	0	0	0.0%	0	0.0%	0
Northern	0	0	0.0%	0	0.0%	0
Southern	0	0	0.0%	0	0.0%	0
Western	16	0	0.0%	16	25.0%	0
National	64	0	0.0%	64	100.0%	1

Table 123. Dormitories in Basic Schools by Sex, Status and Province

	Male			Female			% (Temp)	Total % of Tot.	
	Perm.	Temp.	Incomp.	Perm.	Temp.	Incomp.		Total	% of Tot.
Central	9	20	4	9	21	4	69.5%	59	25.5%
Copperbelt	53	6	1	34	5	0	11.2%	98	42.4%
Eastern	24	41	1	9	23	2	66.0%	97	42.0%
Luapula	4	4	0	3	2	0	46.2%	13	5.6%
Lusaka	41	8	2	43	7	0	15.2%	99	42.9%
N. Western	2	7	1	2	7	1	77.8%	18	7.8%
Northern	19	43	1	15	37	0	70.2%	114	49.4%
Southern	20	24	3	25	15	0	46.4%	84	36.4%
Western	4	8	1	4	2	0	55.6%	18	7.8%
National	176	161	14	144	119	7	26.8%	600	100.0%

Table 124. Dormitories in High Schools by Sex, Status and Province

	Male			Female			% (Temp)	Total % of Tot.	
	Perm.	Temp.	Incomp.	Perm.	Temp.	Incomp.			
Central	50	14	1	53	12	3	20.2%	129	55.8%
Copperbelt	45	0	0	55	1	0	1.0%	101	43.7%
Eastern	82	13	0	44	10	0	15.4%	149	64.5%
Luapula	65	8	0	41	8	0	13.1%	122	52.8%
Lusaka	45	0	1	12	0	0	0.0%	57	24.7%
N. Western	35	2	0	24	2	0	6.3%	63	27.3%
Northern	102	2	0	70	3	4	2.8%	177	76.6%
Southern	215	17	2	101	3	5	6.0%	336	145.5%
Western	45	1	4	33	0	0	1.3%	79	34.2%
National	684	57	8	433	39	12	4.7%	1,213	100.0%

Statistical Trends

The following figures show trends from 2000 to 2005 on various indicators.

Access and Participation

Figure 34. Basic Schools by Agency and Year

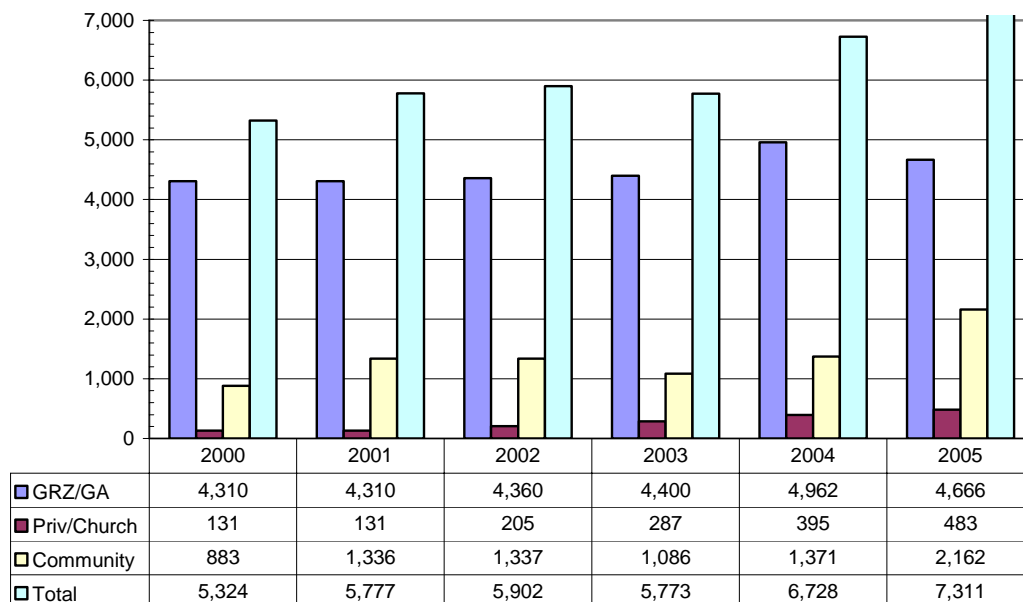


Figure 35. Enrolment in Basic Schools by Gender and Year

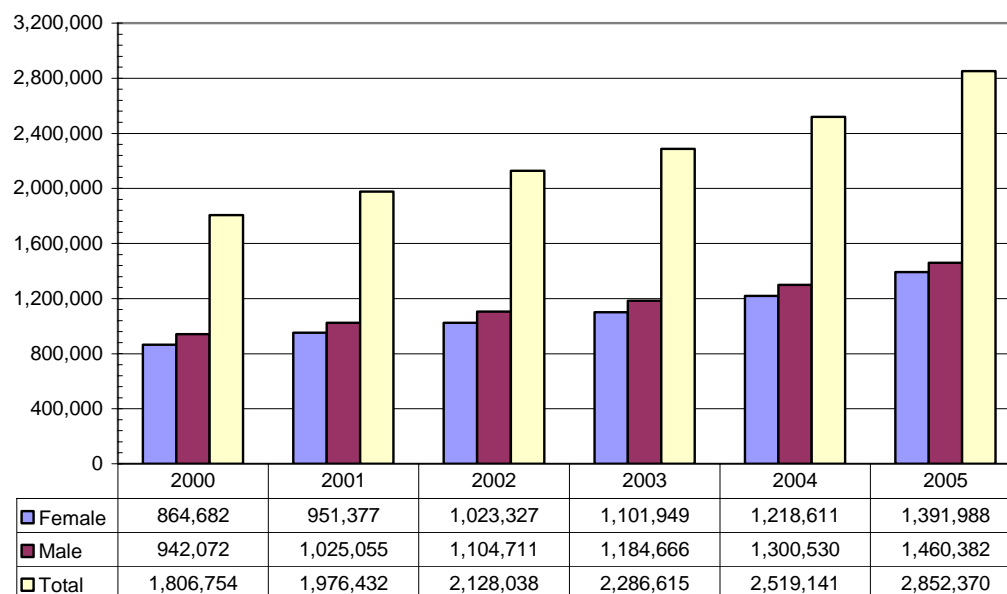


Figure 36. Enrolment in Grades 8-9 by Gender and Year

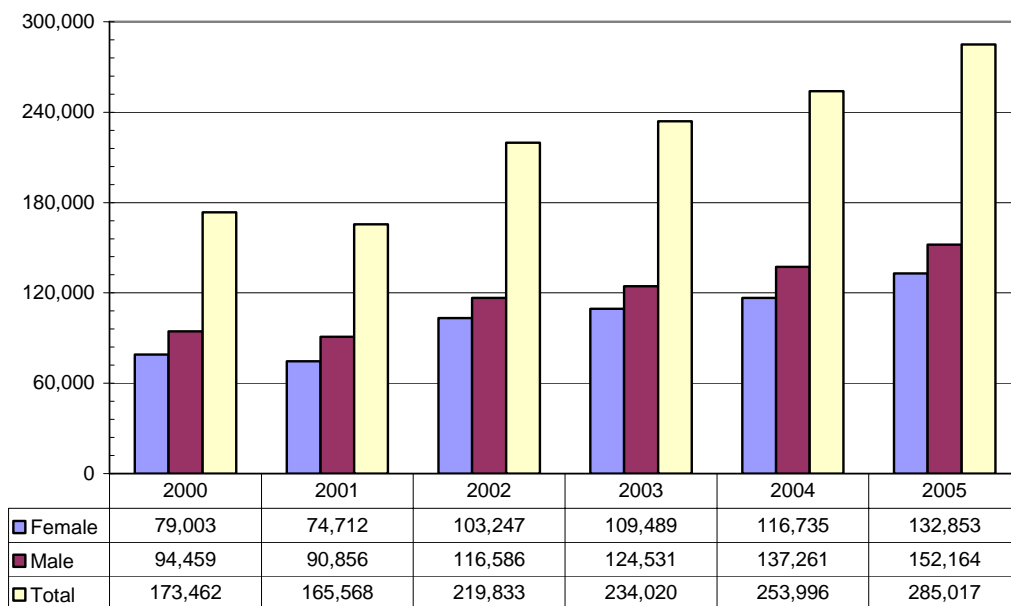


Figure 37. Enrolment in High Schools by Gender and Year

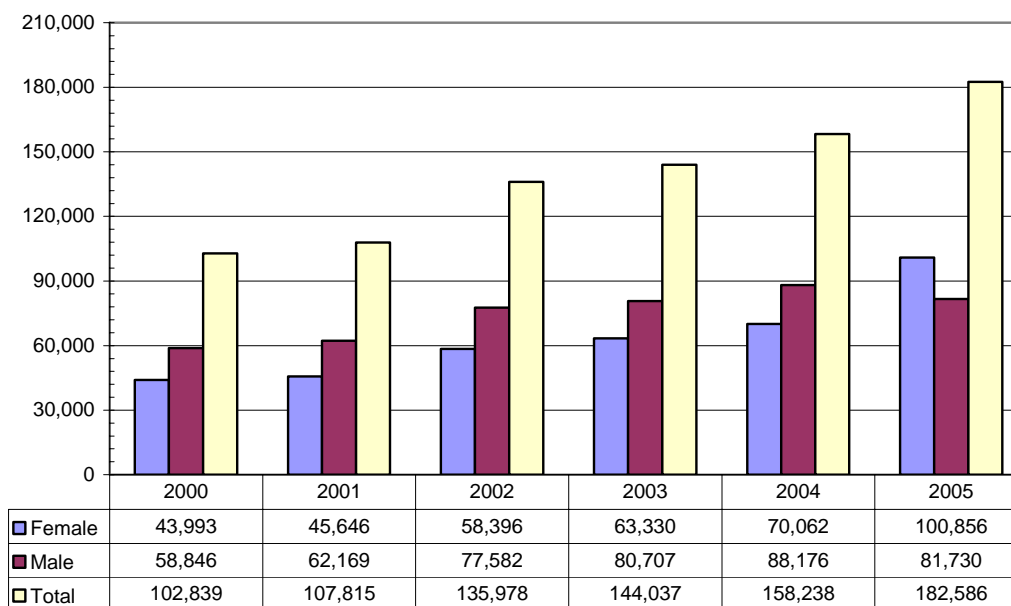


Figure 38. Gross and Net Enrolment Ratios in Grades 1-9 by Year

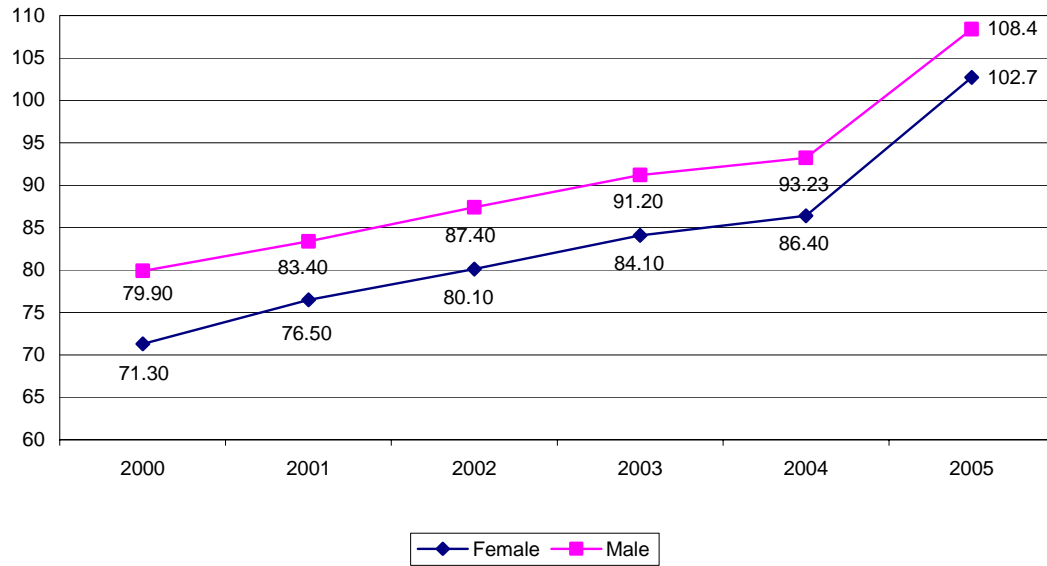


Figure 39. Gross Enrolment Ratio in Basic Schools by Gender by Year

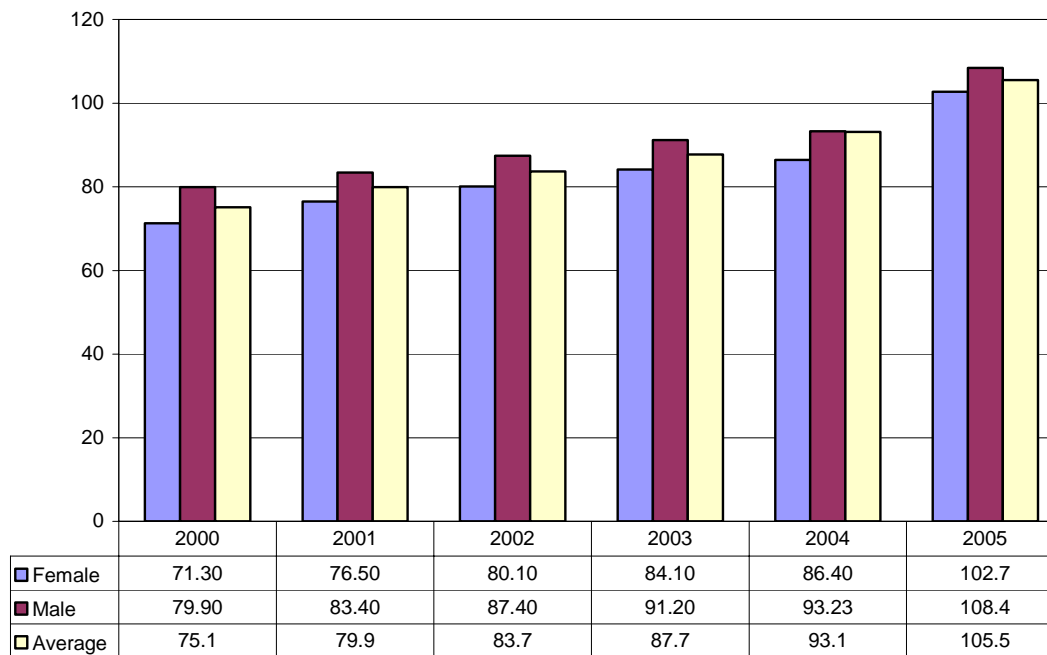


Figure 40. Gross Enrolment Ratio in High Schools by Gender by Year

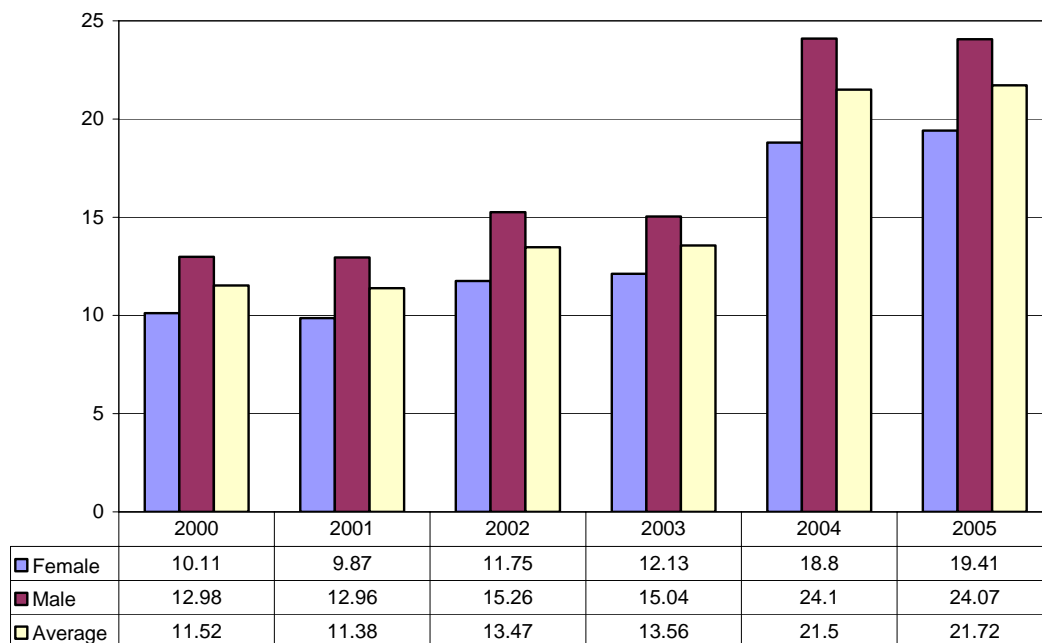


Figure 41. Net Enrolment Ratio in Basic Schools by Gender and Year

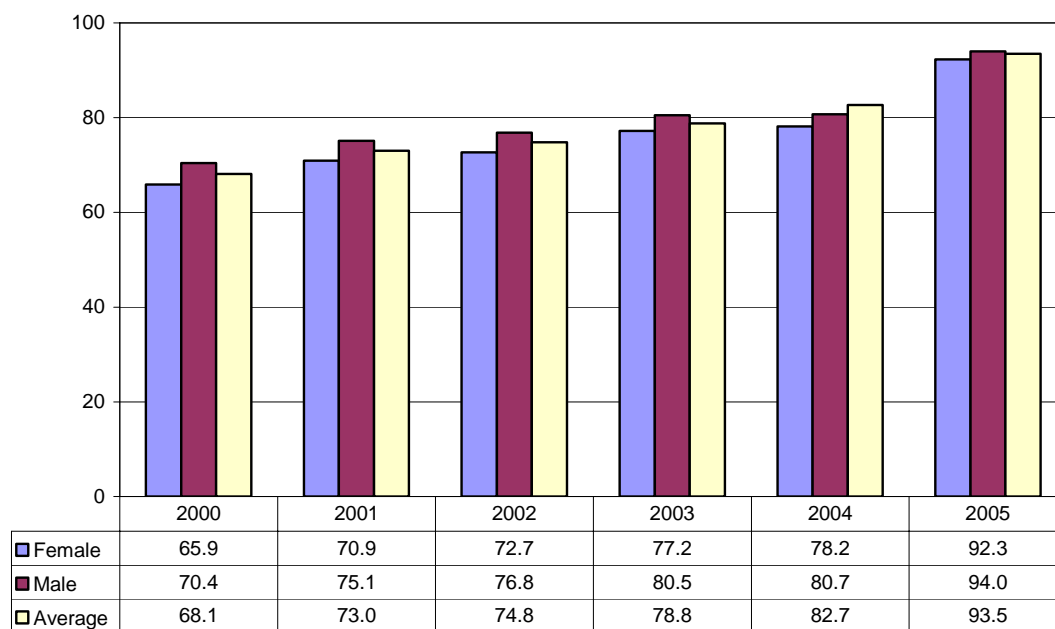


Figure 42. High Schools by Agency and Year

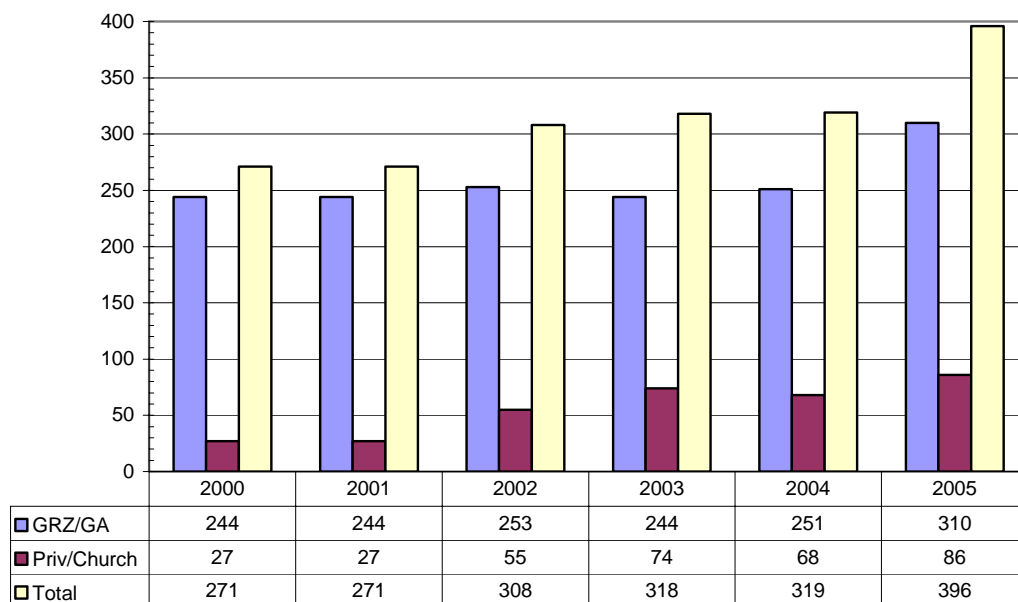


Figure 43. Enrolment in Grades 1-9 by Gender and Year

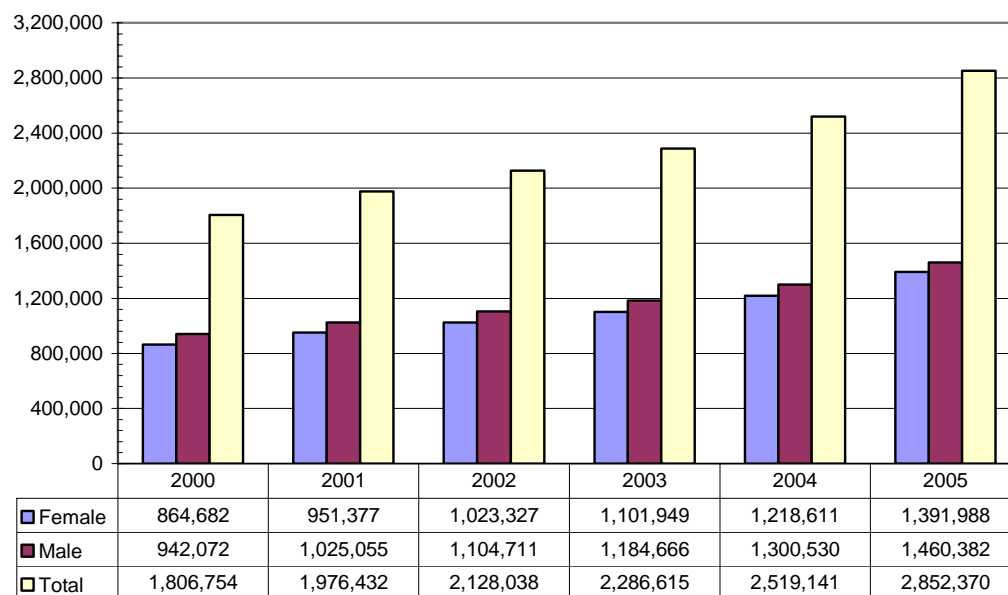


Figure 44. Enrolment in Grades 10-12 by Gender and Year

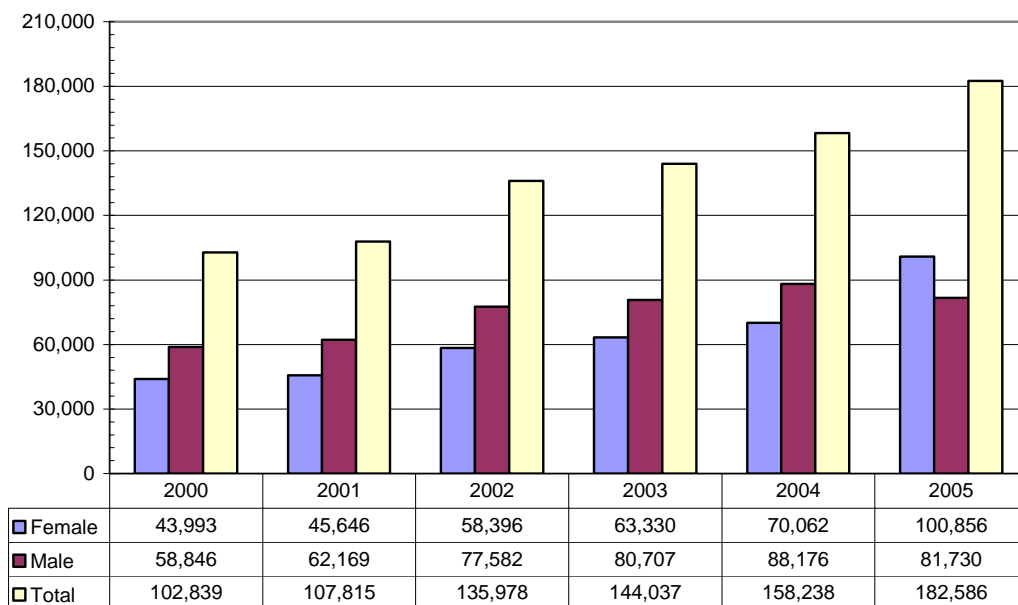
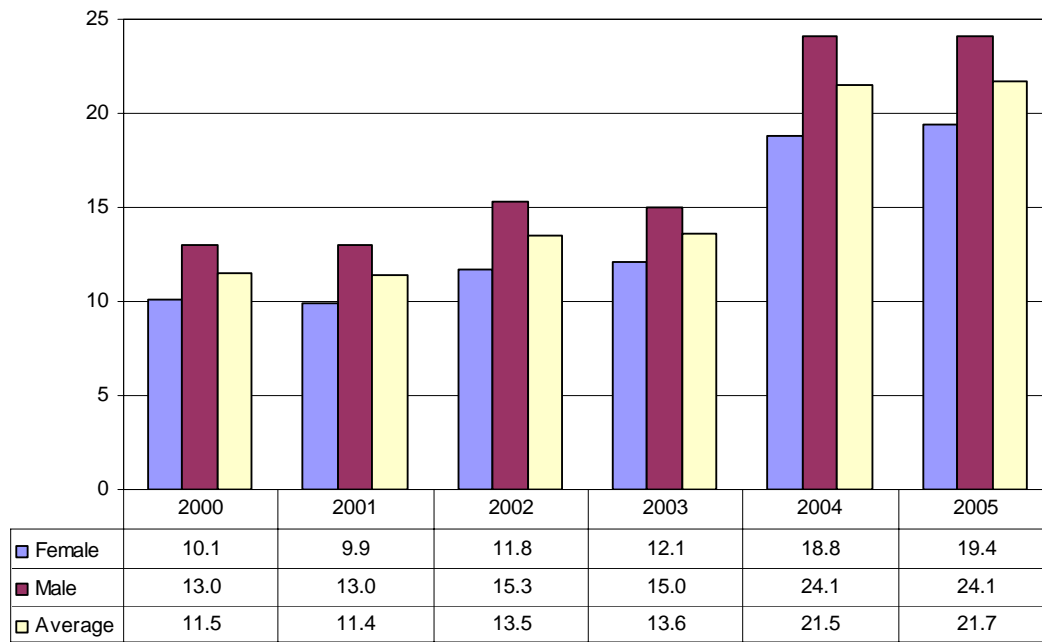


Figure 45. Gross Enrolment Ratio in Basic Schools by Gender and Year



Figure 46. Gross Enrolment Ratio in High Schools by Gender and Year



Efficiency

Figure 47. Transition Rates for Grade 7-8 by Gender and Year

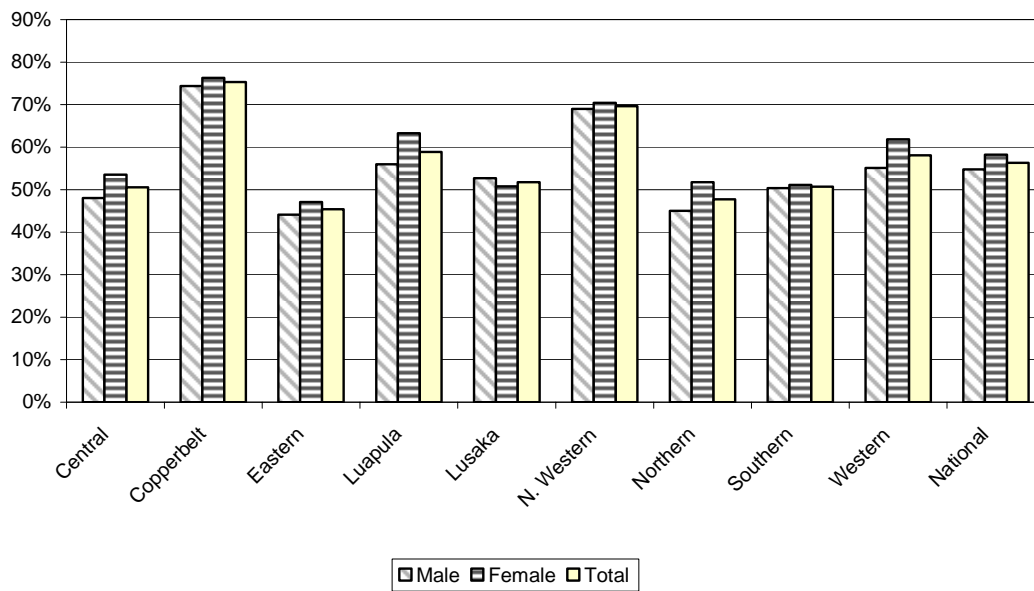


Figure 48. Repetition Rates in Grades 1-9 by Gender and Year

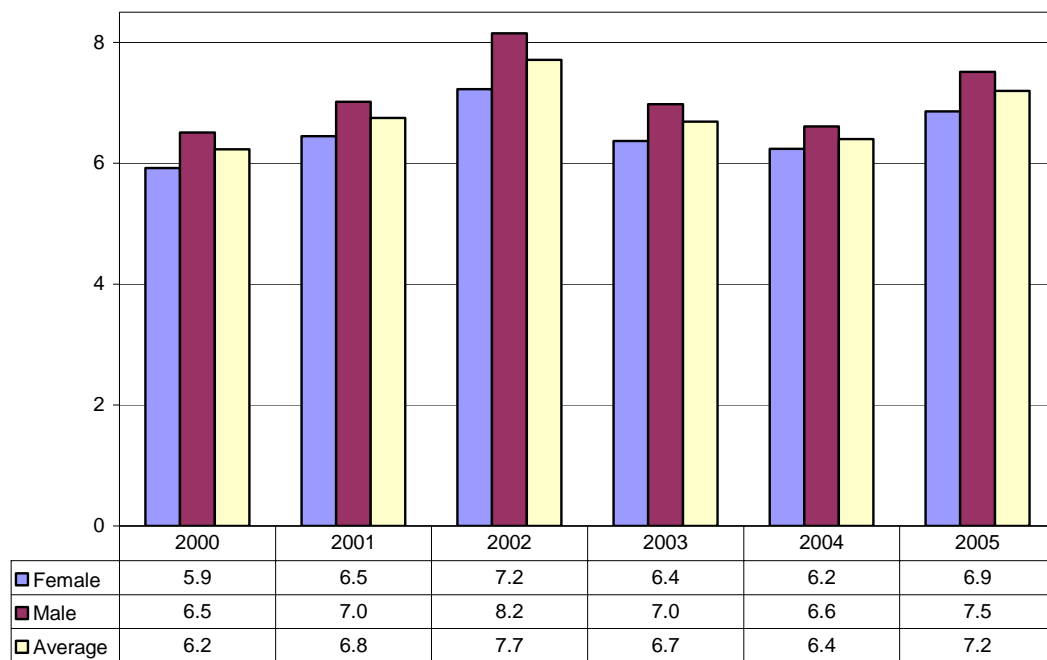


Figure 49. Repetition Rates in Grades 10-12 by Gender and Year

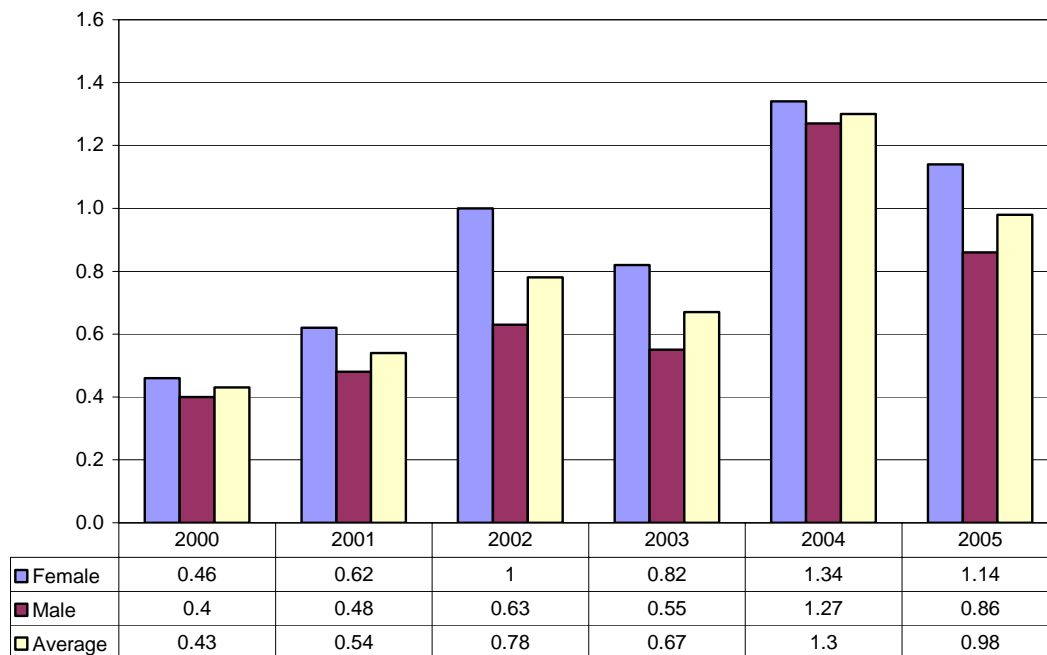


Figure 50. Dropout Rates in Basic Schools by Gender and Year

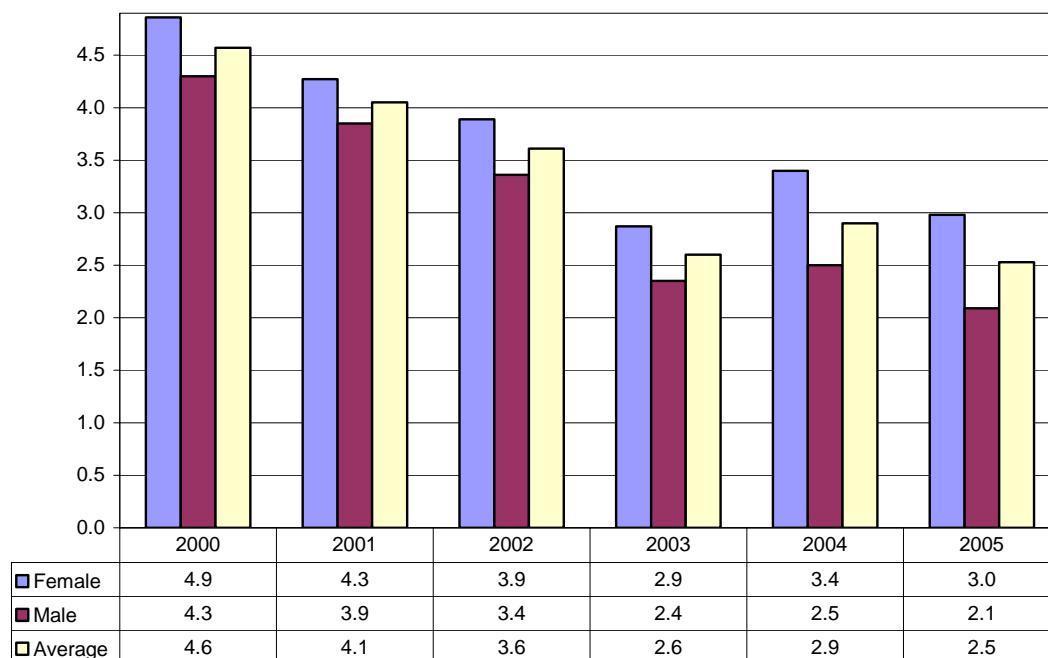


Figure 51. Dropout Rates in High Schools by Gender and Year

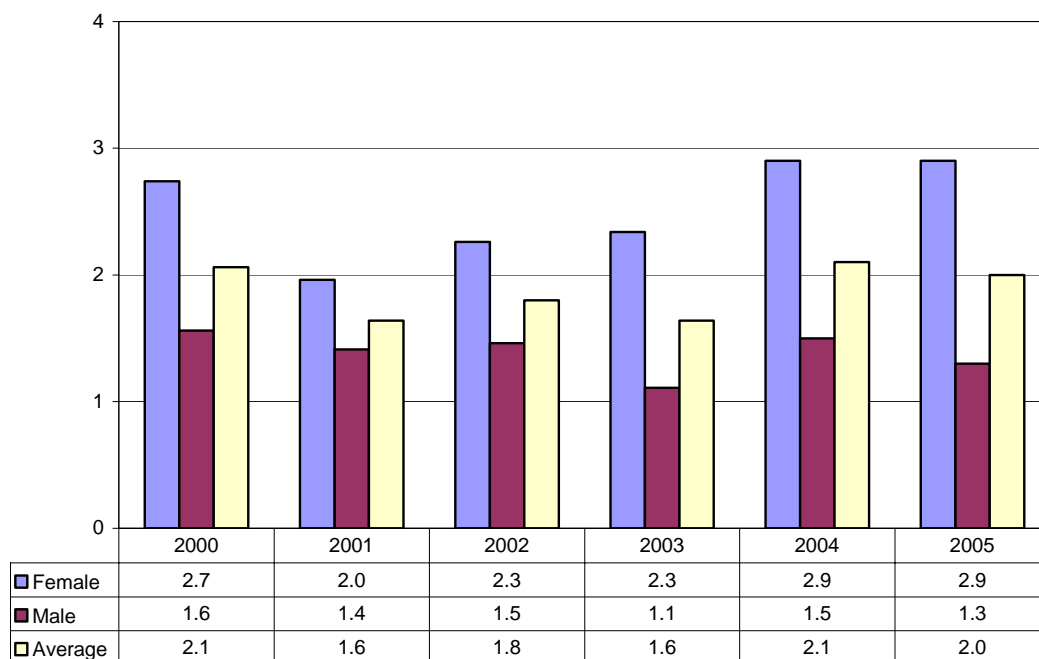


Figure 52. Gross and Net Intake Rates by Year

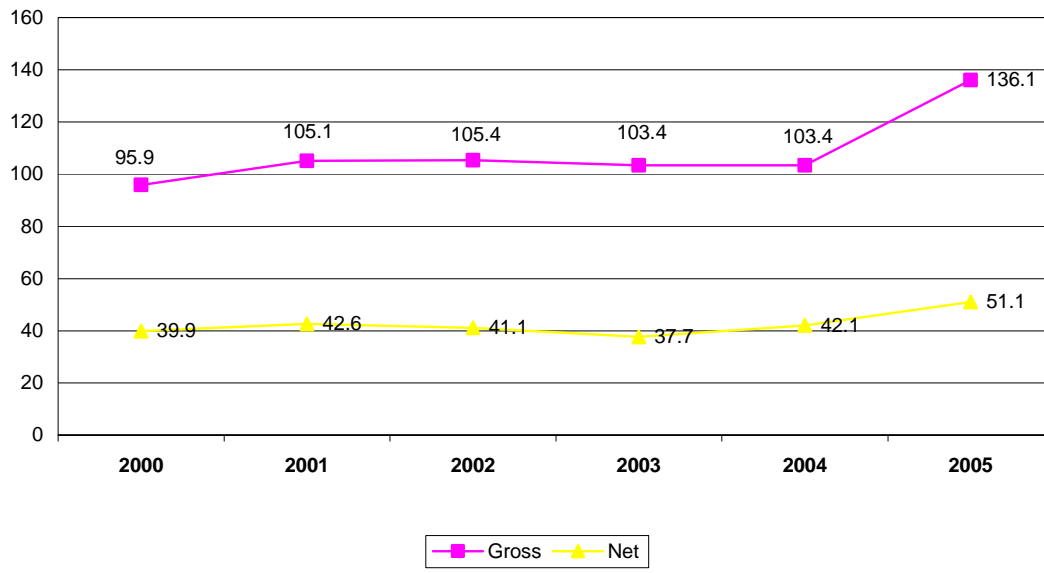


Figure 53. Gross Intake Rates in Basic Schools by Gender and Year



Figure 54. Net Intake Rates in Basic Schools by Gender and Year

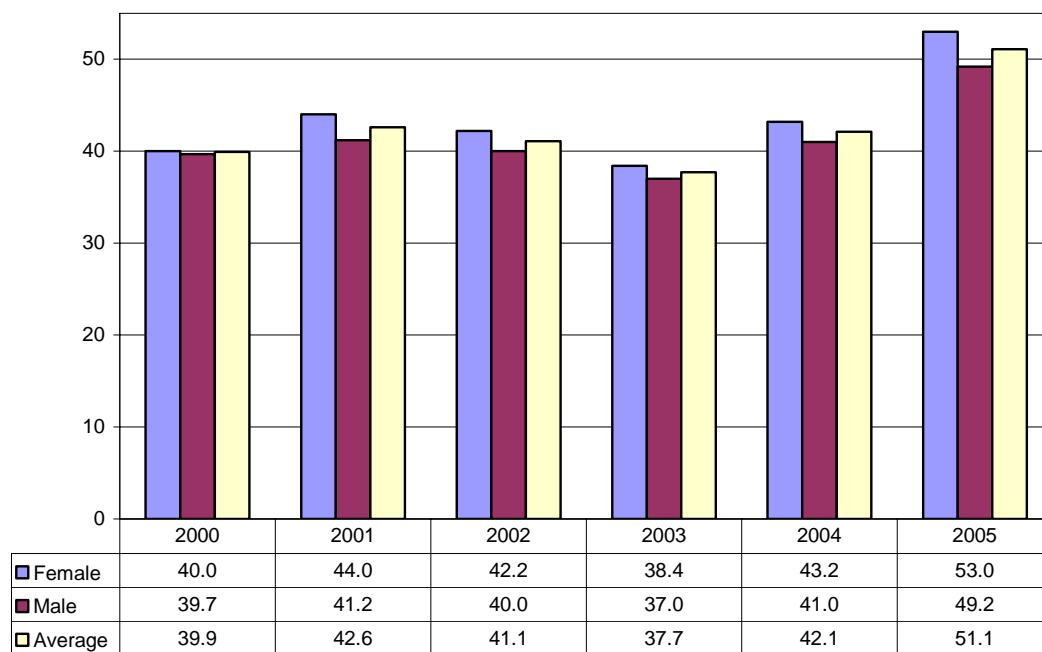


Figure 55. Completion Rates in Grades 1-7 and 1-9 by Year

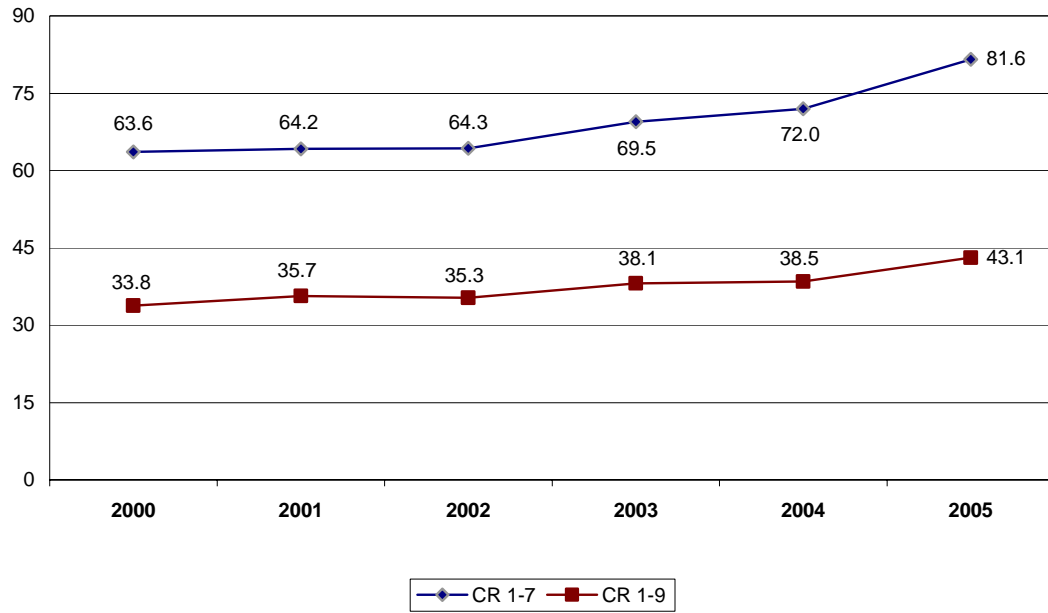


Figure 56. Completion Rates in Grade 1-9 by Gender and Year

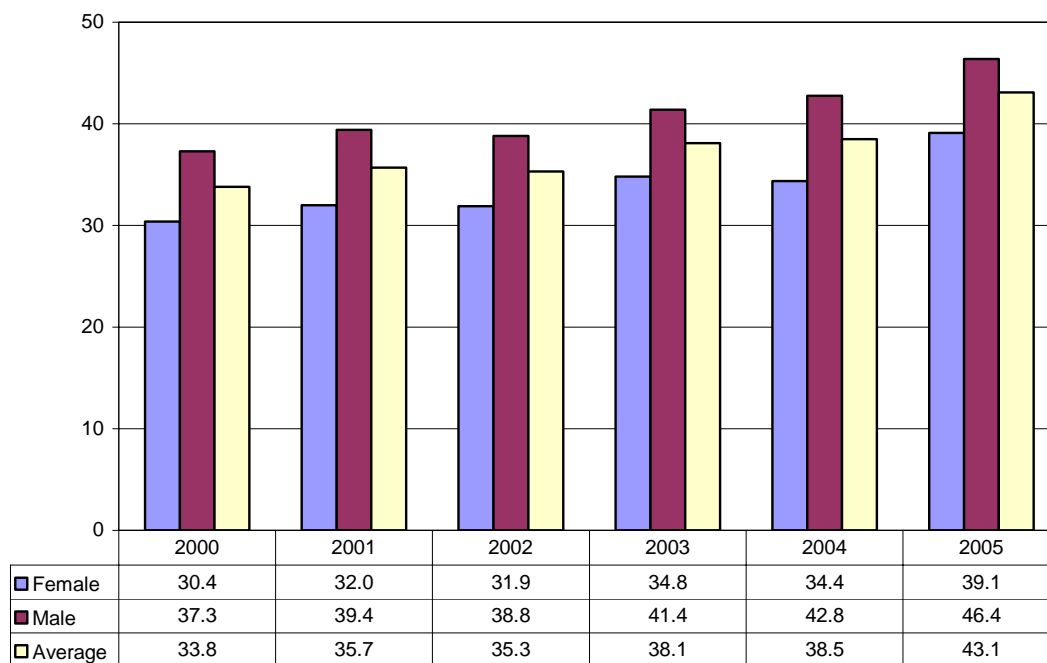


Figure 57. Completion Rates in Grade 1-12 by Gender and Year

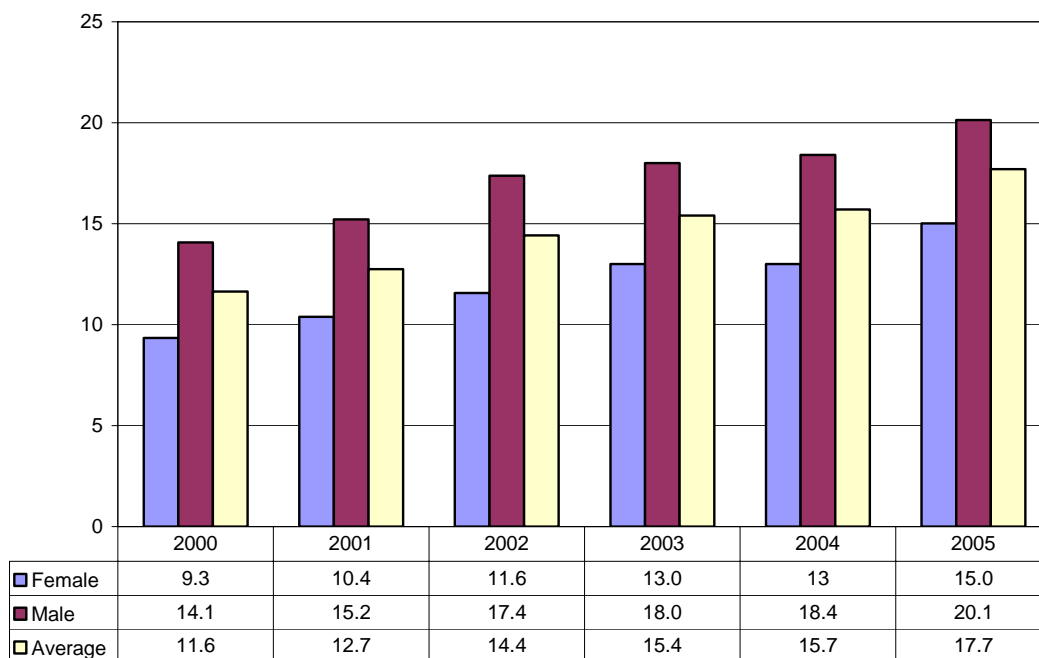


Figure 58. Transition Rates for Grades 7-8 by Year

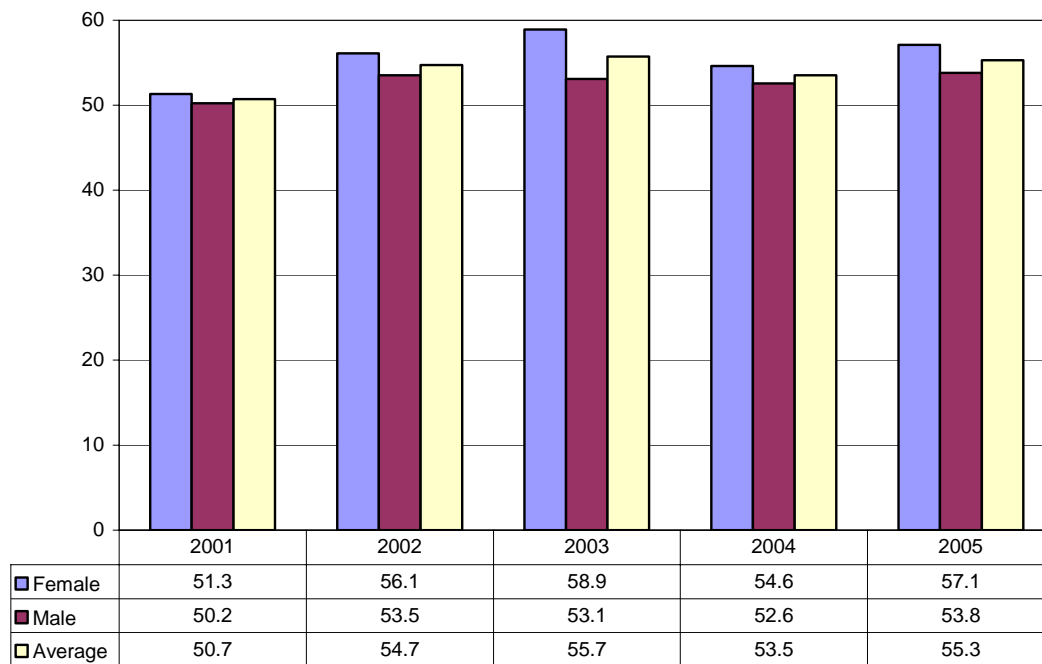


Figure 59. Transition Rates for Grades 9-10 by Year

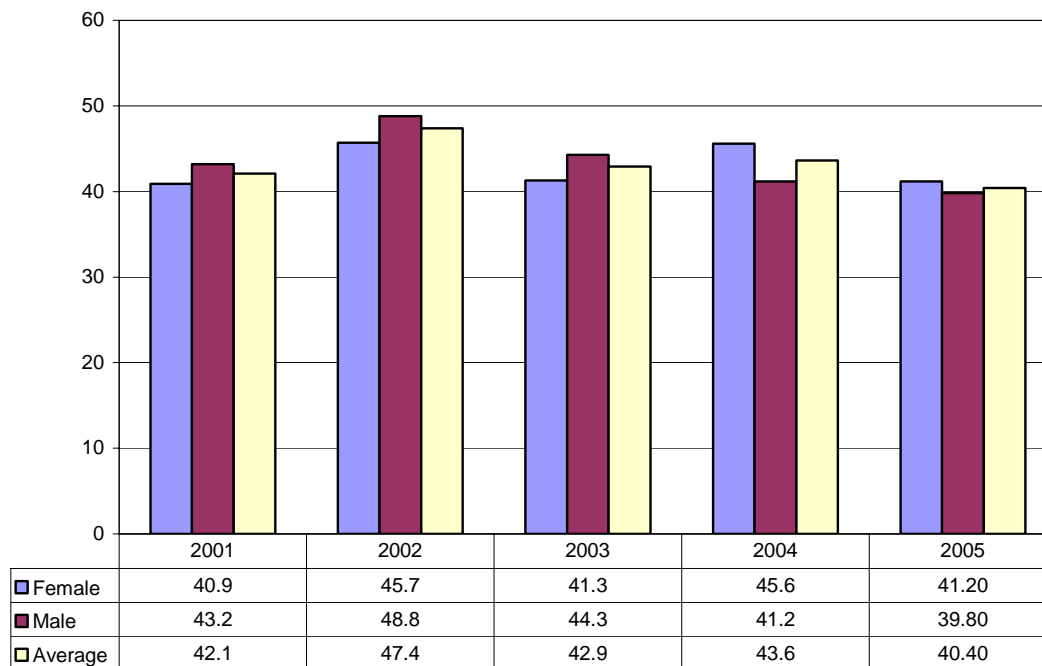


Figure 60. Repetition Rates in Basic Schools by Gender and Year



Figure 61. Repetition Rates in High Schools by Gender and Year

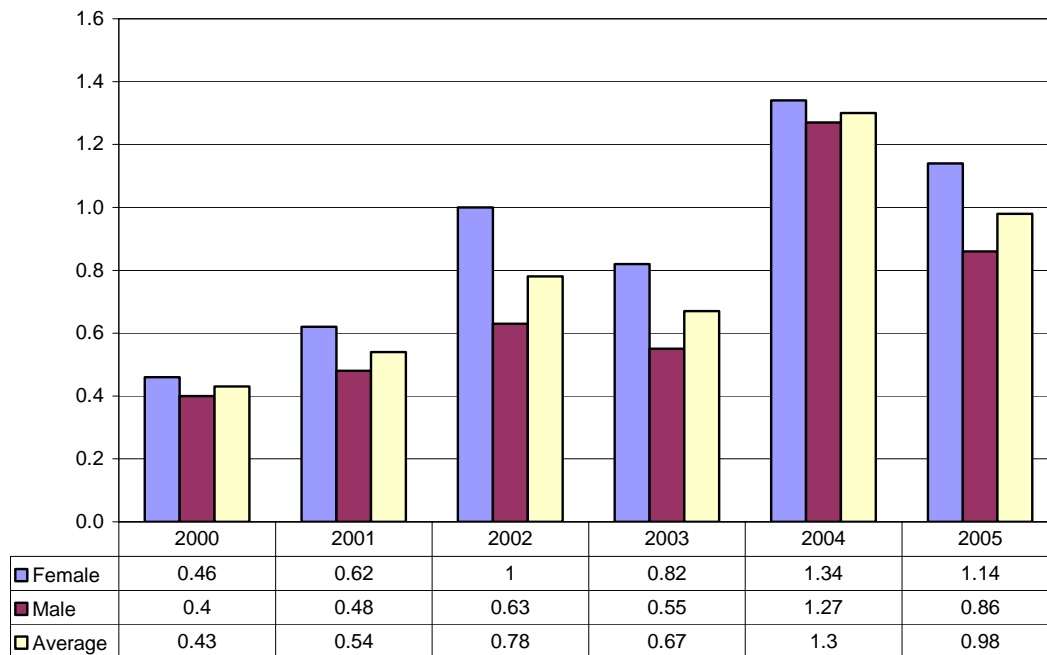


Figure 62. Dropout Rates in Basic Schools by Gender and Year

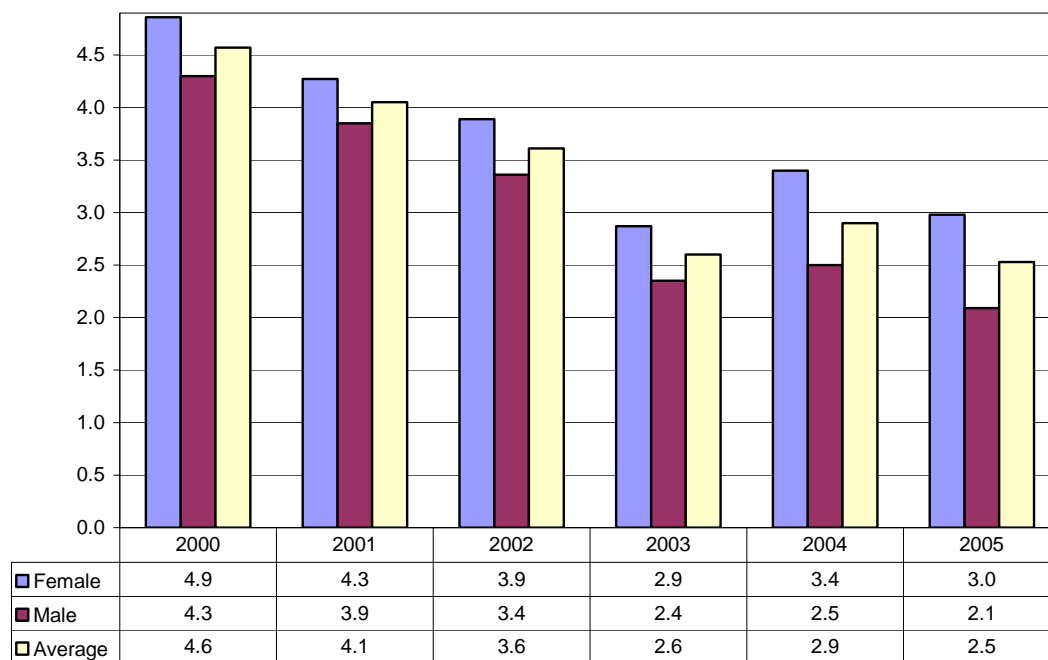
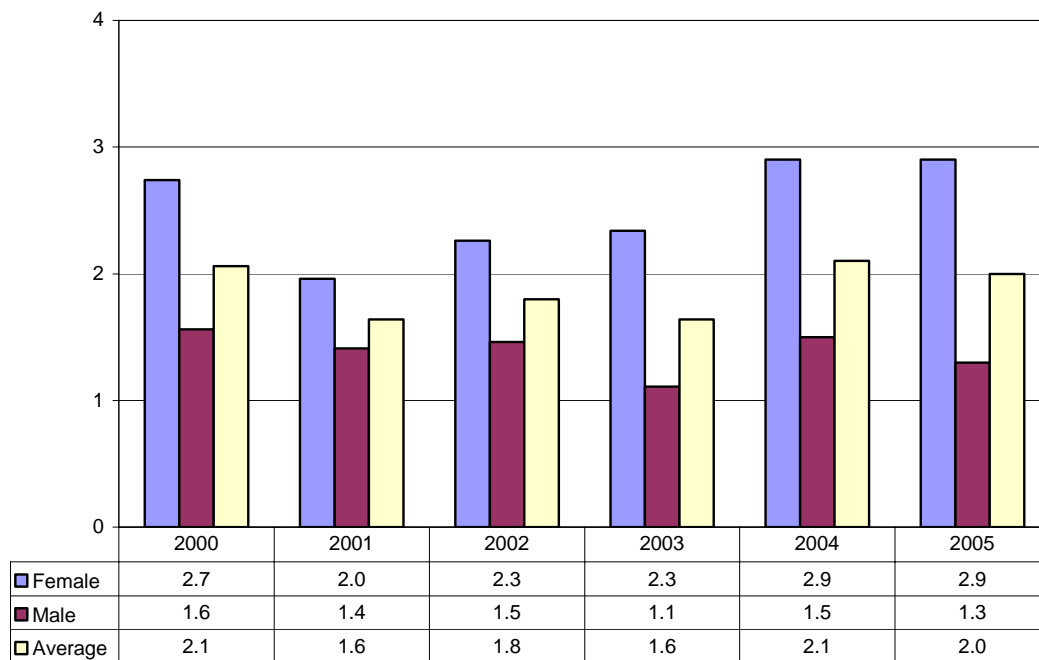


Figure 63. Dropout Rates in High Schools by Gender and Year



Quality

Figure 64. Teachers in Basic Schools by Gender and Year

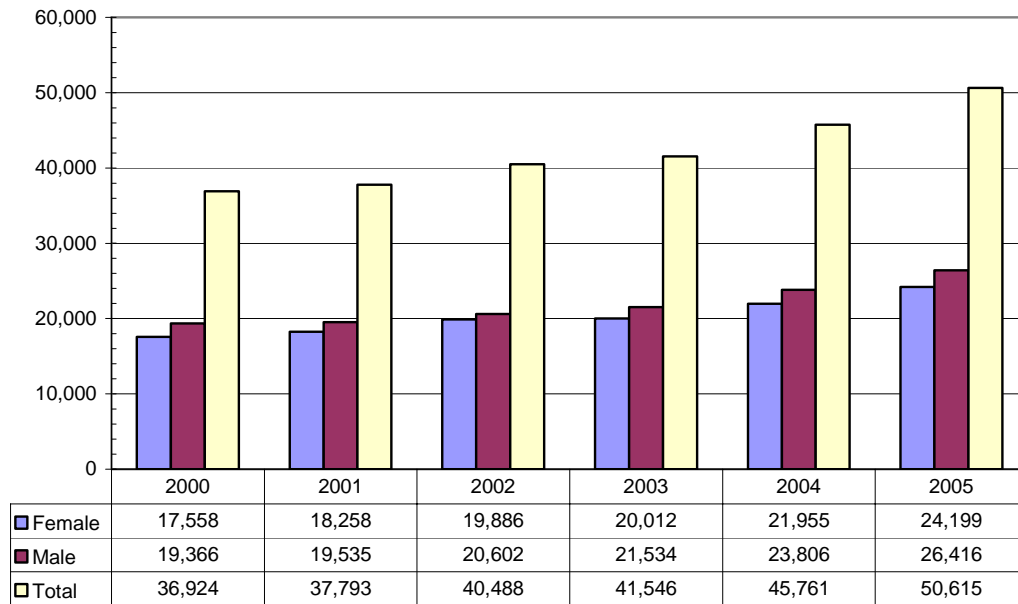


Figure 65. Teachers in High Schools by Gender and Year

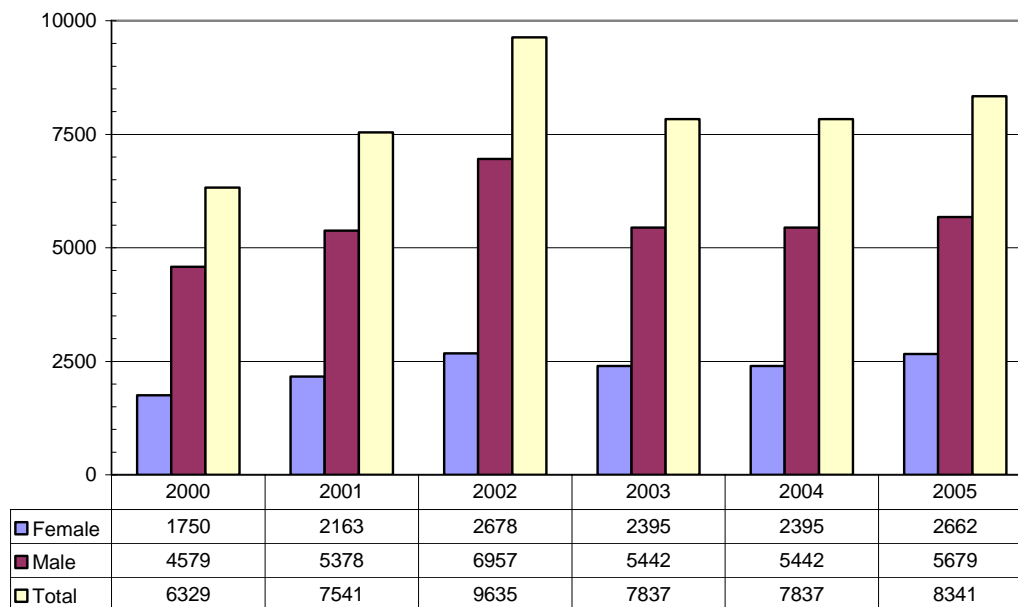


Figure 66. Teacher Attrition in Basic Schools by Gender and Year (excl. Com. Schools)

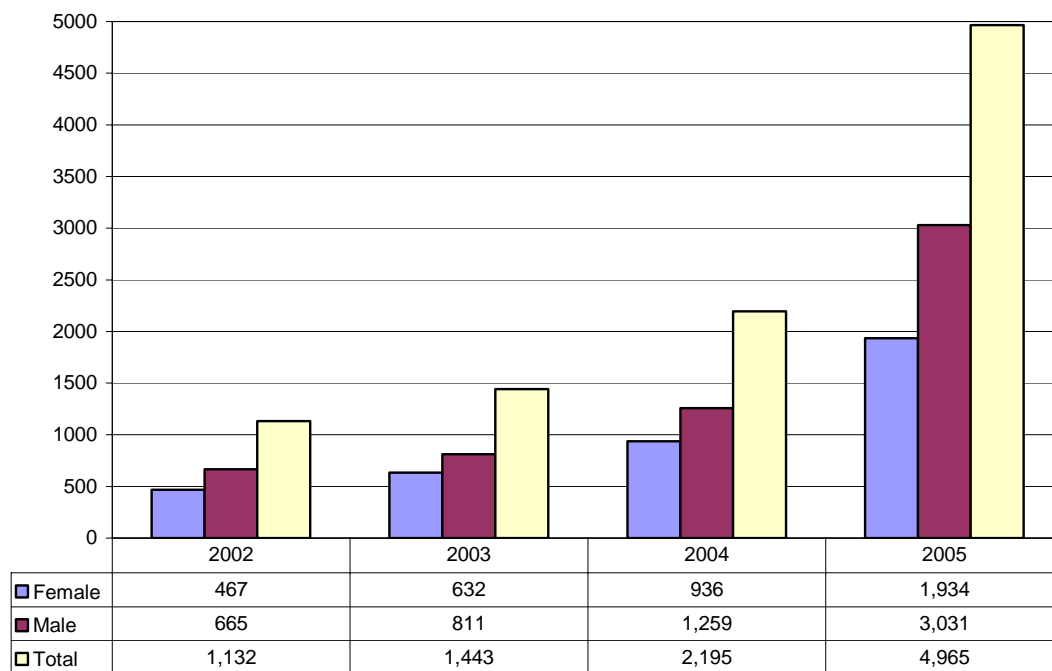


Figure 67. Teacher Attrition in High Schools by Gender and Year (excl. Com. Schools)

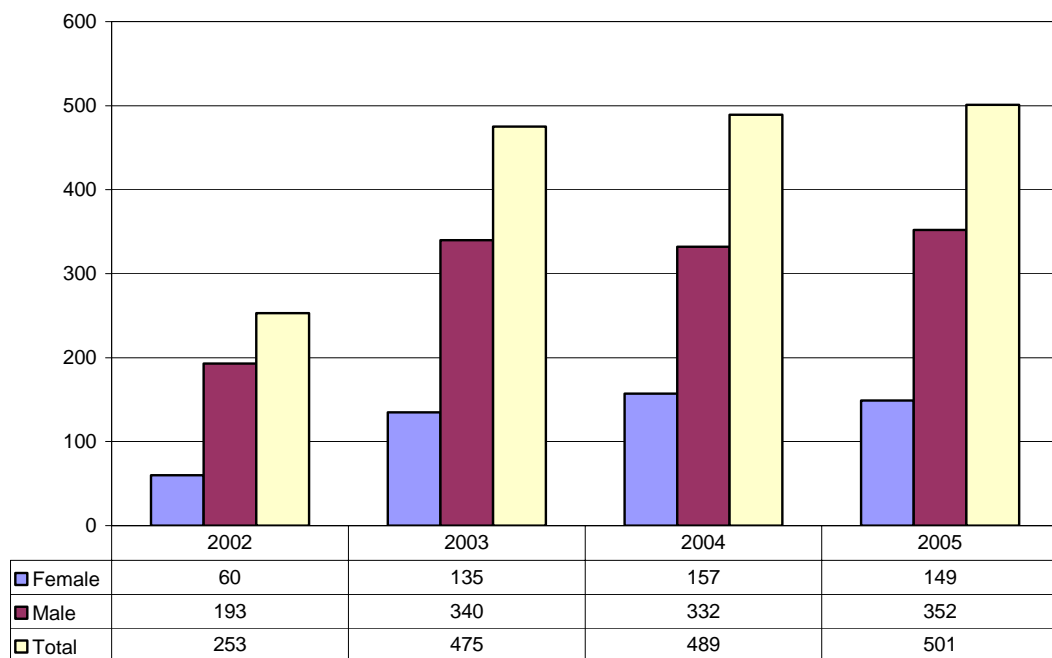


Figure 68. Teacher Deaths in Basic Schools by Gender and Year (excl. Com. Schools)

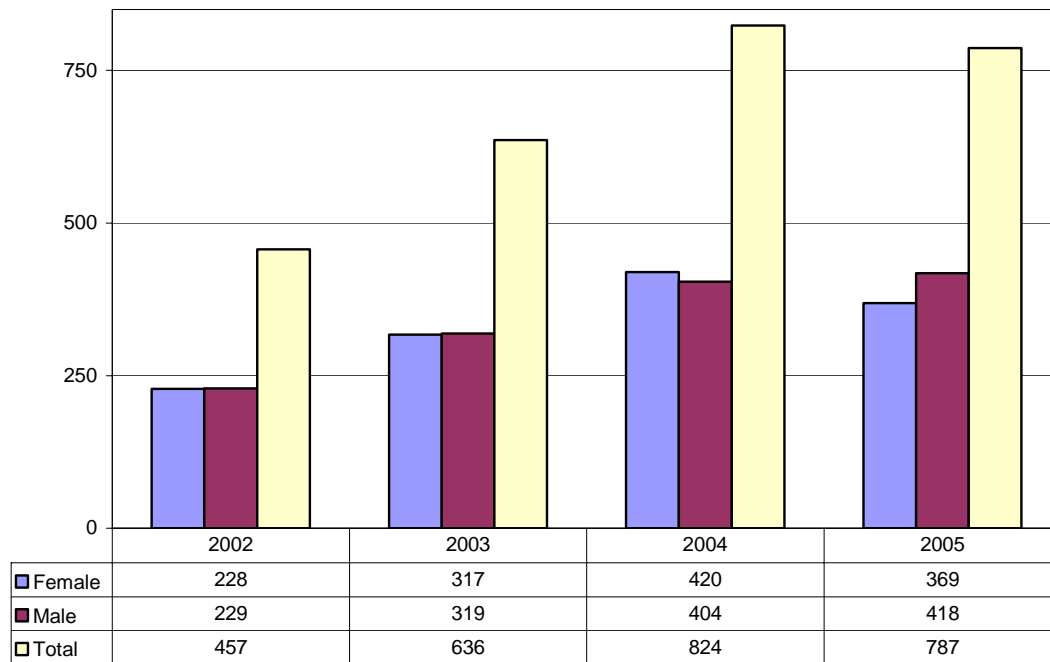


Figure 69. Teacher Deaths in High Schools by Gender and Year (excl. Com. Schools)

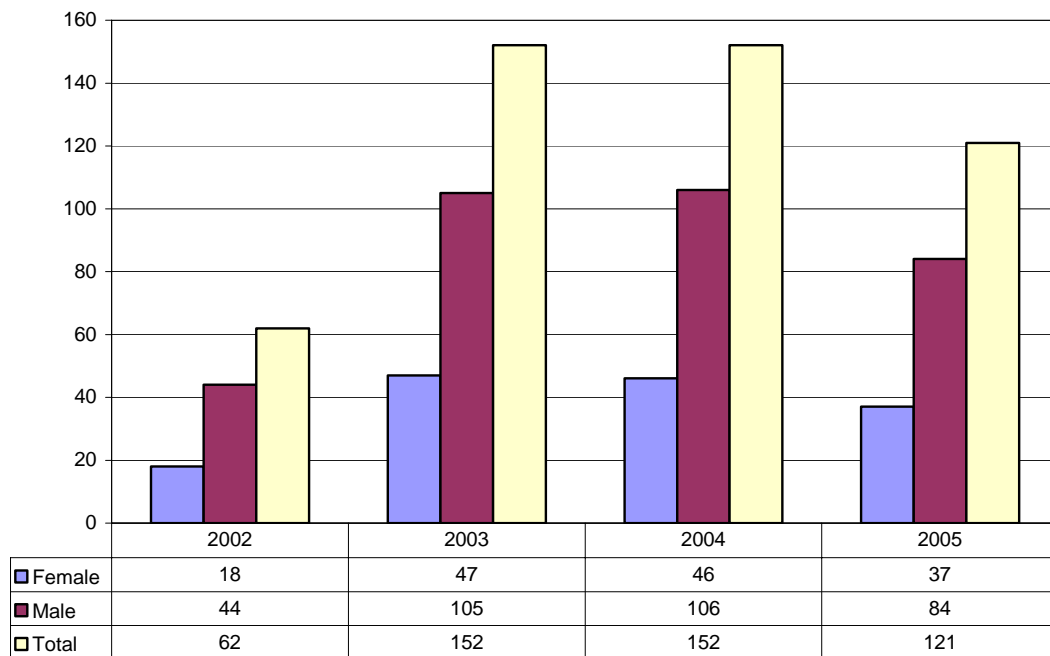
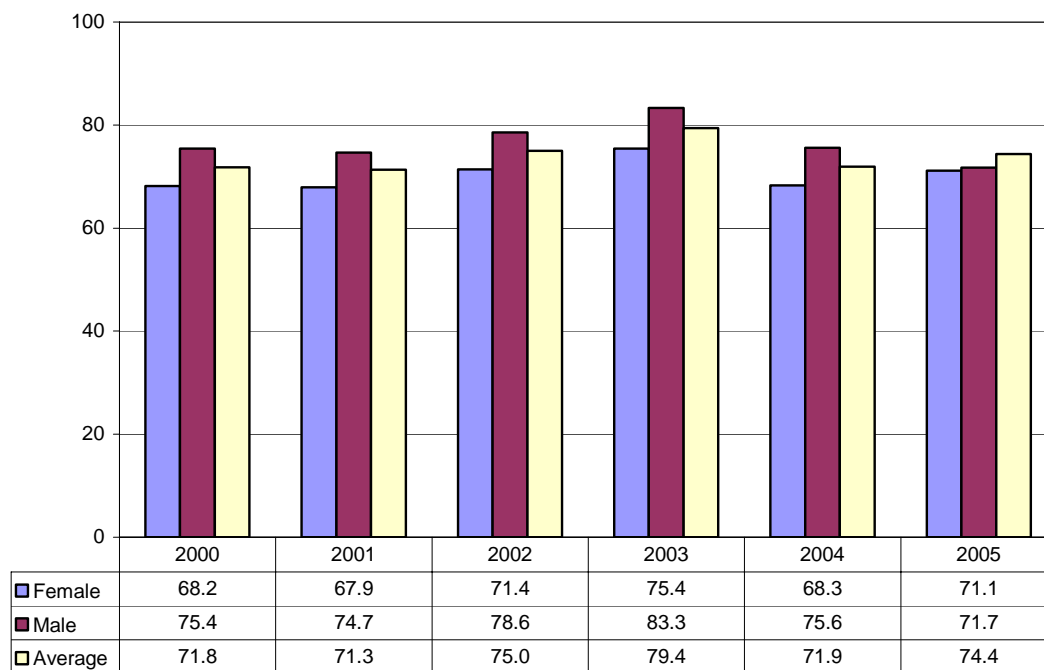


Figure 70. Examination Pass Rates for Grade 9 by Gender and Year



Figure 71. Survival Rates for Grade 5 by Gender and Year



Equity

Figure 72. Gender Parity Index for Gr. 1-7 and Gr. 1-9

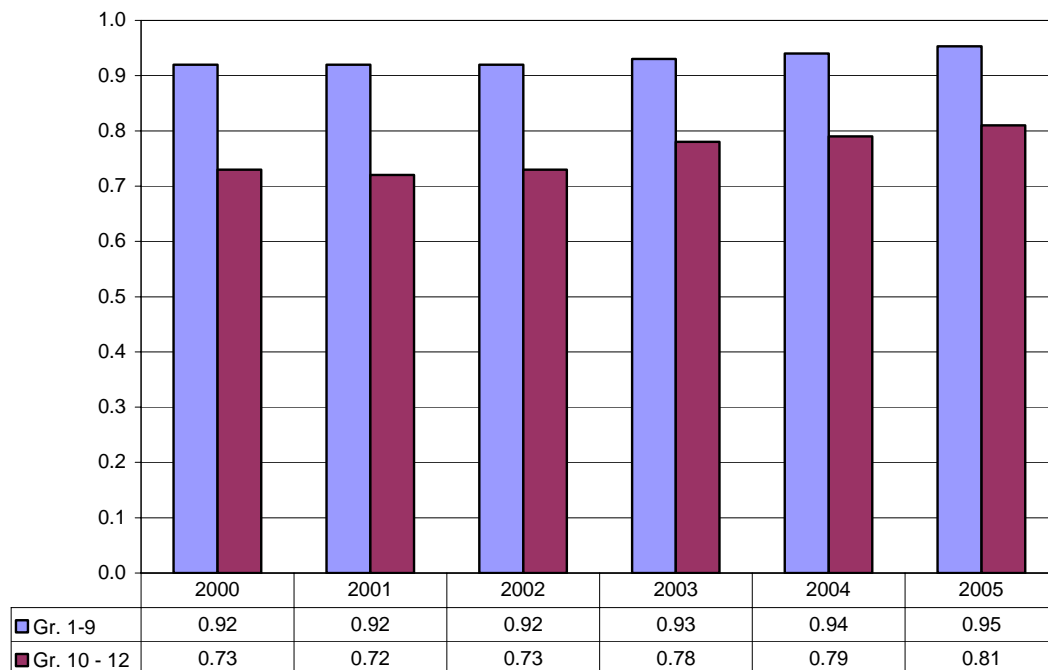


Figure 73. Out-of-school Children Aged 7-13 by Gender and Year

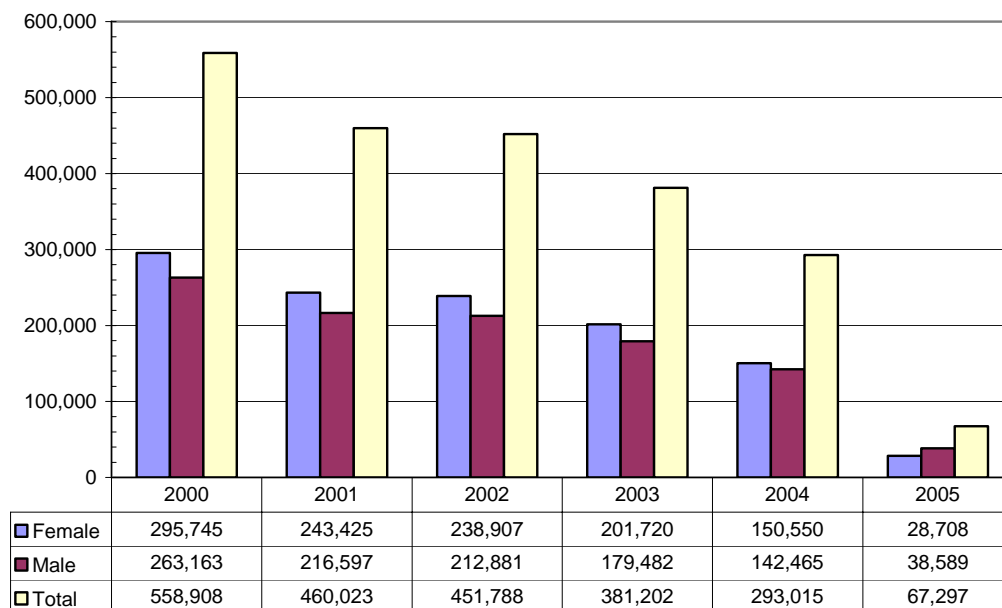


Figure 74. Percentage of Out-of-school Children Aged 7-13 by Gender and Year

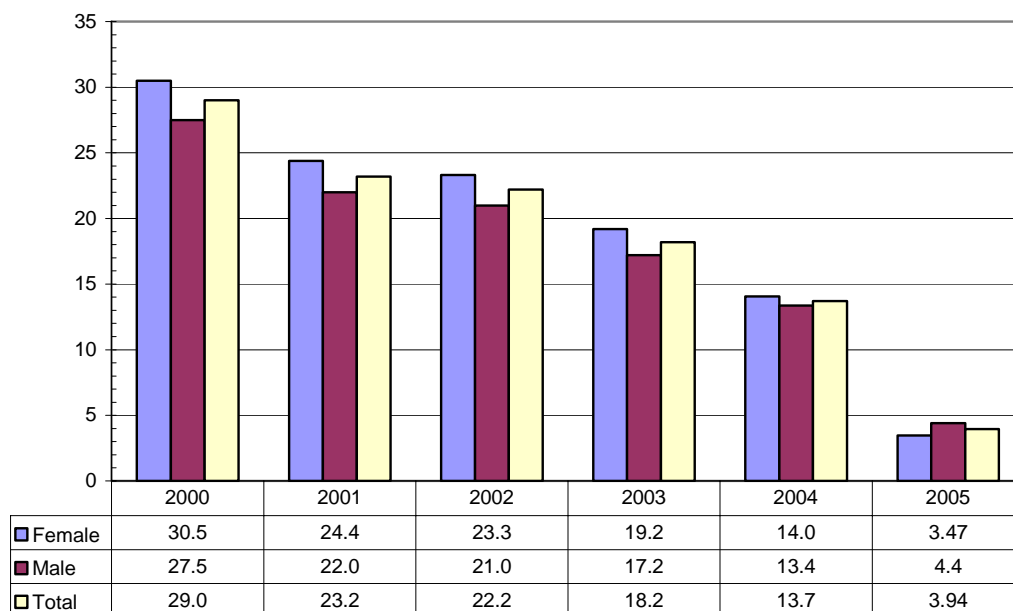


Figure 75. Orphans in Basic Schools by Gender and Year

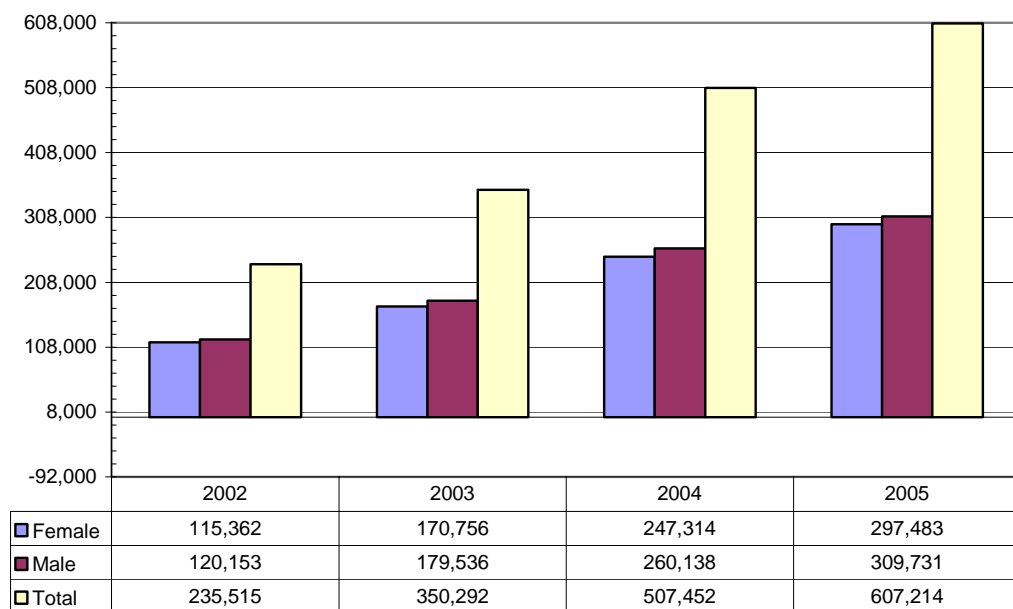


Figure 76. Orphans in High Schools by Gender and Year

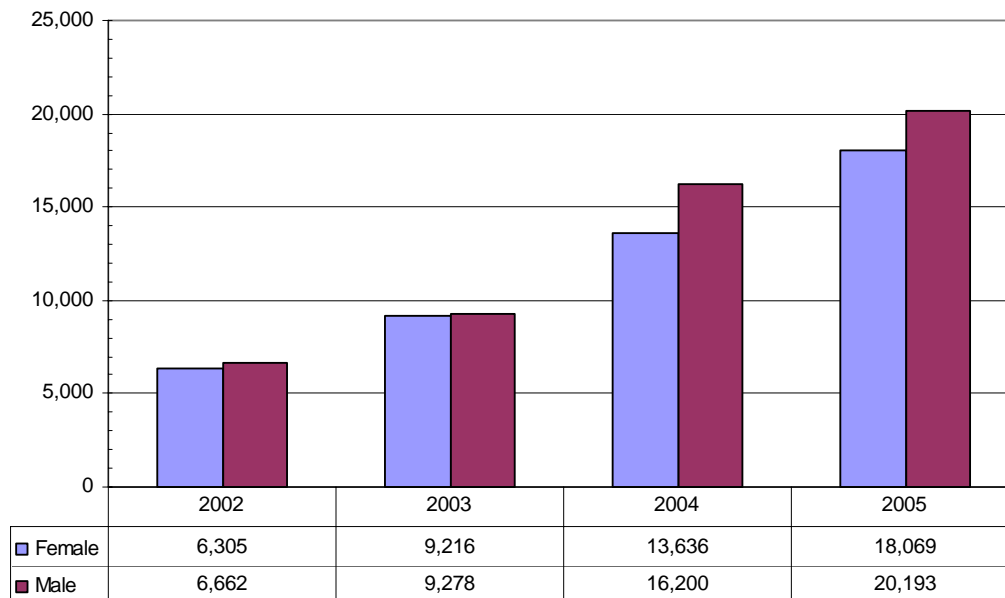


Figure 77. CSEN in Basic Schools by Gender and Year

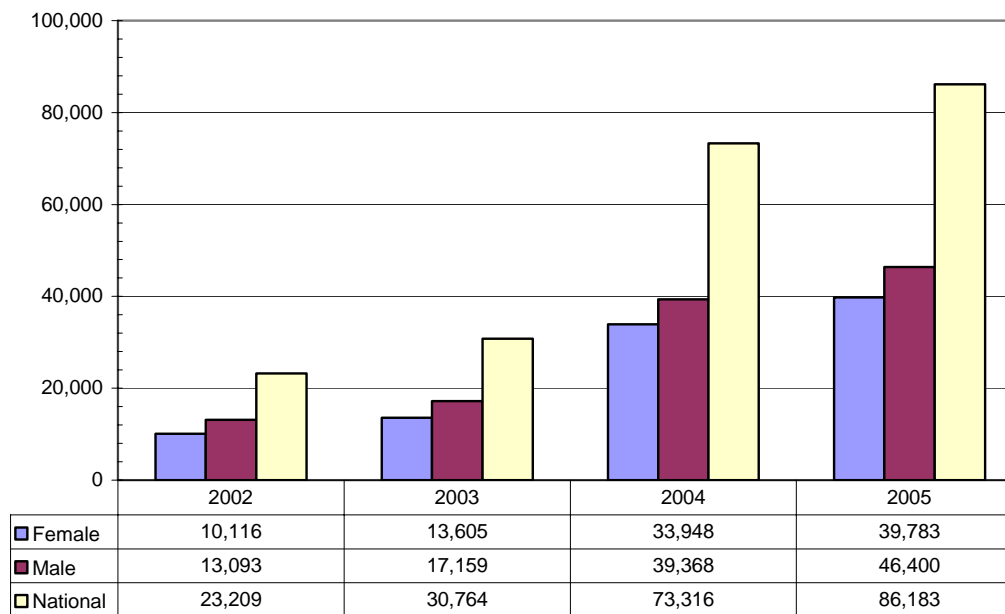


Figure 78. CSEN in Basic Schools by Gender and Year

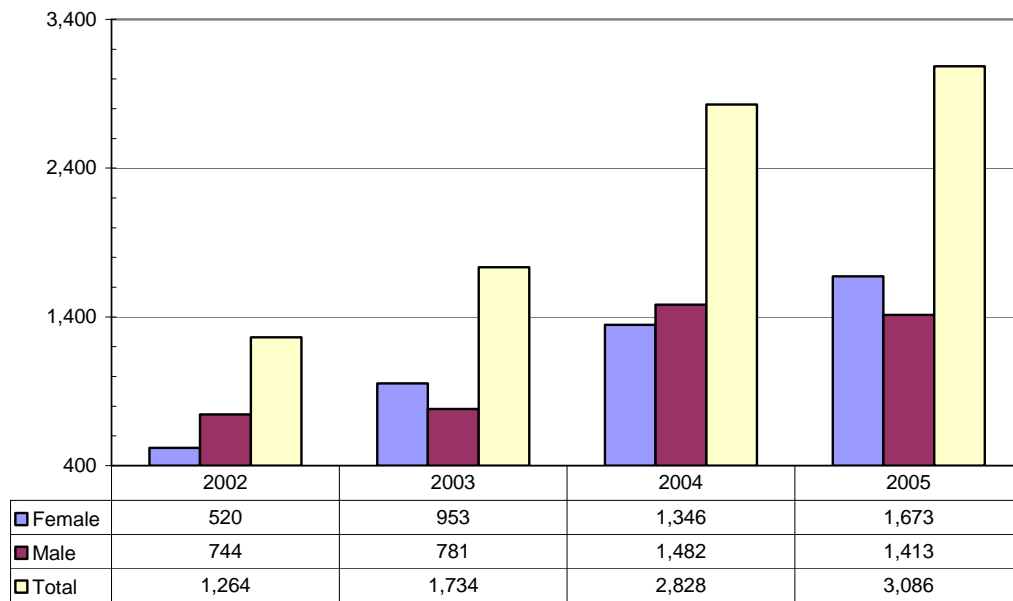


Figure 79. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year

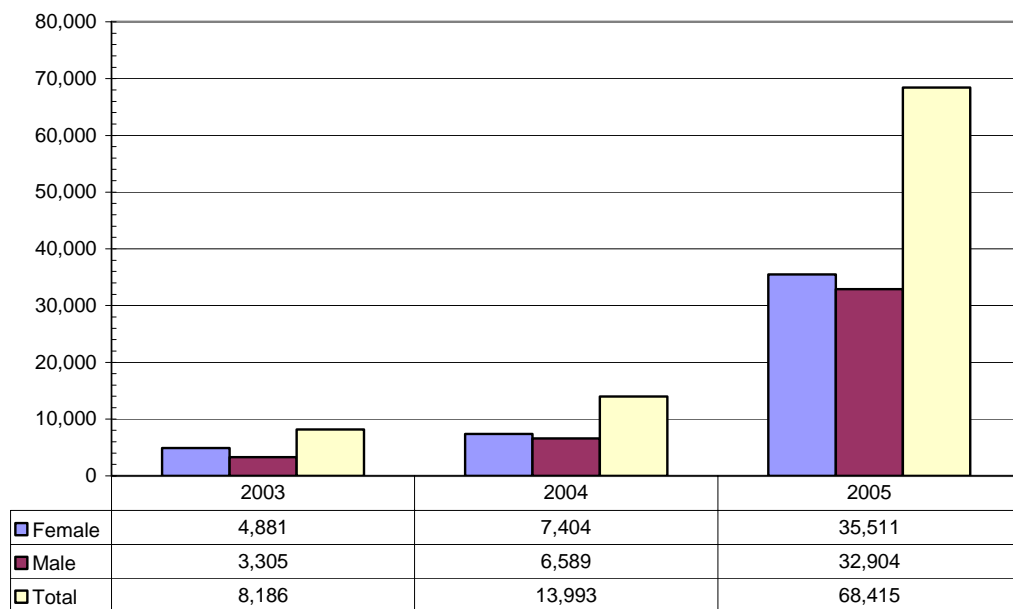


Figure 80. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year

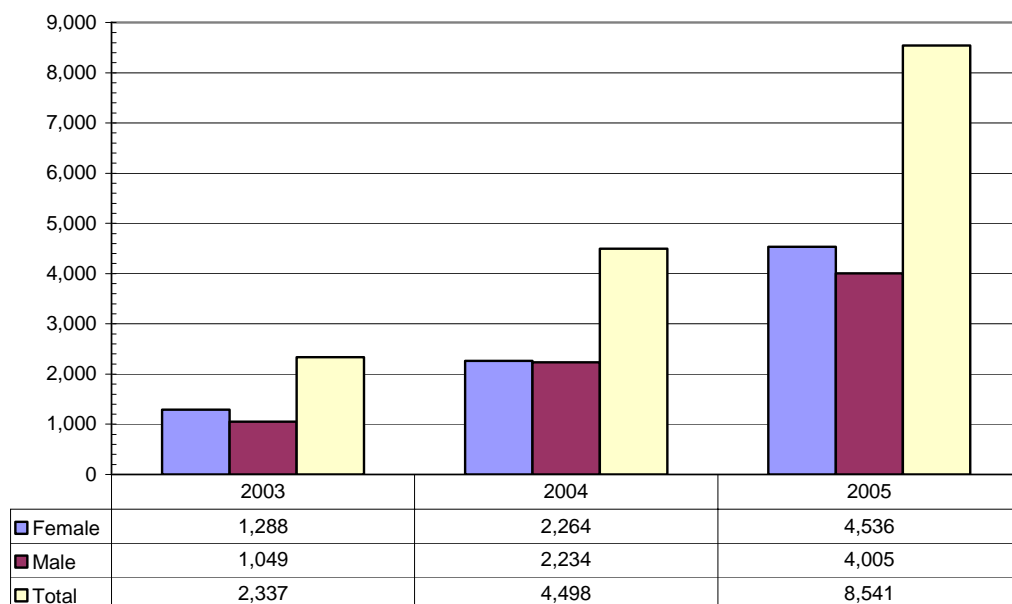


Figure 81. Pregnancies and Re-admissions in Basic Schools by Year

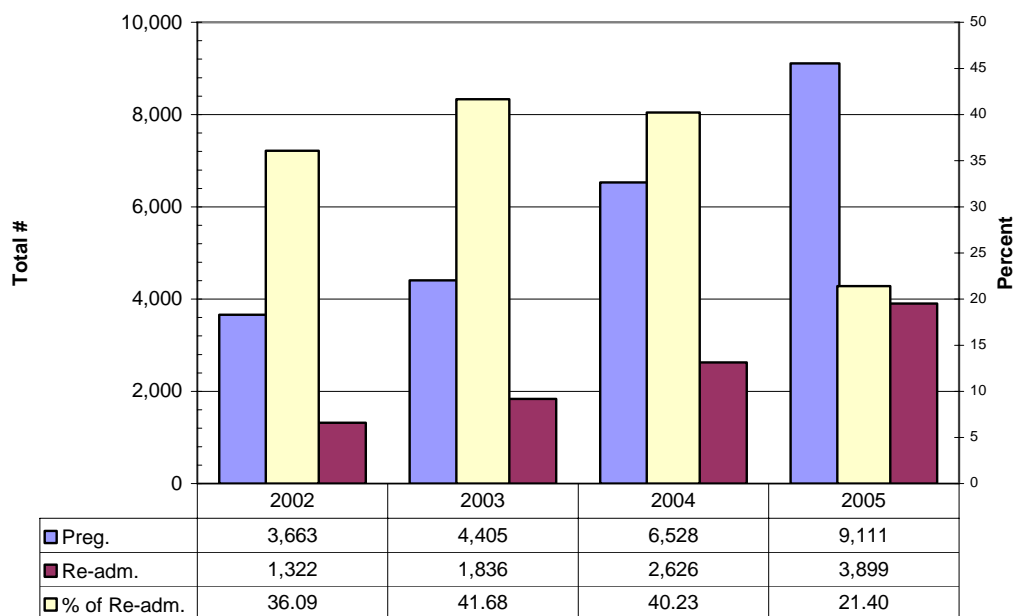
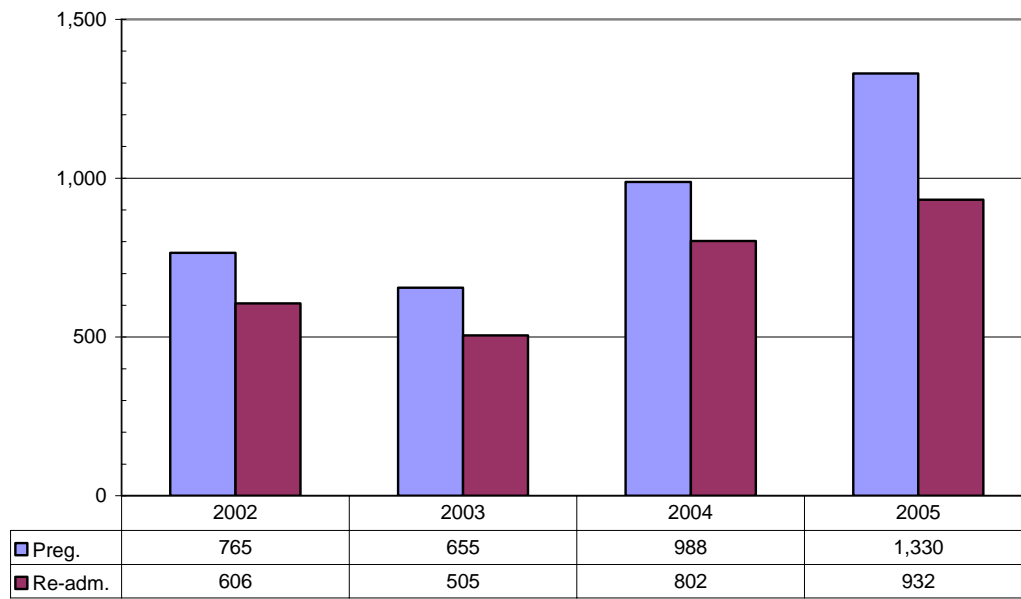


Figure 82. Pregnancies and Re-admissions in High Schools by Year



Tertiary

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 public universities-the University of Zambia (UNZA) and the Copperbelt University (CBU) and 14 Teacher Training Colleges. Of the 14, 12 cater for the training of teachers for basic schools and the other two train teachers for high schools education. 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 institutions registered under the Technical Education, Vocational and Entrepreneurship Authority (TEVETA). The Ministry of Science Technology and Vocational Training collects statistical information pertaining to the Technical Education Vocational and Entrepreneurship Training (TEVET) Sector. Previously the Ministry produced statistics that reflected only activities of the 23 MSTVT technical education vocational and entrepreneurship training institutions, but now all the 314 institutions registered in 2004 by the Technical Education Vocational and Entrepreneurship Training Authority (TEVETA) are targeted. For more information contact TEVETA on e-mail psmstvt.gov.zm, or visit their website at www.mstvt.gov.zm.

Access and Participation

Access is the extent to which tertiary education is accessible to ordinary school leavers upon completion of their high school education and mature adult learners. At the tertiary level, this is done by measuring the proportion of student enrolled in the first year of the total number that completed high school education for that cohort. Major interventions being implemented to increase access to tertiary institutions are:

- a) Increasing admission for privately sponsored students;
- b) Expanding distance and open learning programme and evening classes; and
- c) Development of partnerships to set up foundations for financial assistance to students from disadvantaged backgrounds.

The enrolment level at colleges of education rose by nearly 50% between 2004 to 2005. The increase could be attributed partly to the self sponsorship scheme that was encouraged by the colleges. The government is also considering additional ways of increasing access and diversifying courses. This includes converting some existing colleges into university colleges. The establishing of a new university in Kabwe (Mulungushi University) has reached an advanced stage. Access to tertiary level education is being extended through open and distance learning programmes.

The total number of students enrolled in tertiary institutions informs us that there is a general increase in enrolments. A total of 25,584 students were enrolled in tertiary institutions out of which 11,357 were females that represented a percentage of 44.39. This indicates that interventions are helping to achieve the targets set of 25% places reserved for females. Of the total number of students indicated above, 12,810 were in teacher training colleges, and 3,524 were at the Copperbelt University and 9,250 at the University of Zambia main campus. It is noteworthy to mention that there are a number of students enrolled in private universities. At the time of producing this report additional data was not available.

Quality

In 2005, there were a total of 1,071 lecturers in teacher training colleges and the two public universities, of these 446 were from the teacher training colleges, 468 from the University of Zambia, and 157 from the Copperbelt University.

Colleges of Education

In the 14 Colleges of Education, student enrolments increased between 2004 and 2005 as shown in the table below. The increase in enrolment was higher among female students which experienced a rise of over 30% between 2004 and 2005.

Table 125. College Student Enrolment - 2005

	2004			2005		
	M	F	Total	M	F	Total
Charles Lwanga	407	358	765	370	377	747
Chipata	359	306	665	554	638	1,192
David Livingstone	329	392	721	436	530	966
Kasama	369	339	708	453	502	955
Kitwe	510	755	1,265	685	1,084	1,769
Malcolm Moffat	204	200	404	512	739	1,251
Mansa	345	337	682	425	525	950
Mongu	314	361	675	410	614	1,024
Mufulira	321	424	745	483	912	1,395
Solwezi	385	423	808	537	618	1,155
COSETCO	120	85	205	338	204	542
Nkrumah	324	268	592	332	296	628
ZAMISE	48	75	123	97	139	236
NISTICOL	225	180	405	0	0	-
Totals	4,260	4,503	8,763	5,632	7,178	12,810

* Missing data from NISTICOL

Table 126. Colleges of Education Student Enrolment by Year and Sponsorship - 2005

	2005 GRZ Students						2005 Self Sponsored Students						
	Year 1			Year 2			Year 1			Year 2			
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	Totals
Charles Lwanga	174	188	362	196	189	385	-	-	-	-	-	-	747
Chipata	205	232	437	178	194	372	99	101	200	72	111	183	1,192
David Livingstone	173	230	403	186	212	398	41	54	95	36	34	70	966
Kasama	176	215	391	171	178	349	52	66	118	54	43	97	955
Kitwe	383	629	1,012	227	370	597	75	85	160	-	-	-	1,769
Malcolm Moffat	212	351	563	163	233	396	75	85	160	62	70	132	1,251
Mansa	178	237	415	171	201	372	42	48	90	34	39	73	950
Mongu	156	283	439	166	212	378	51	75	126	37	44	81	1,024
Mufulira	121	341	462	207	129	336	78	250	328	77	192	269	1,395
Solwezi	208	290	498	201	223	424	51	42	93	77	63	140	1,155
COSETCO	169	102	271	169	102	271	-	-	-	-	-	-	542
Nkrumah	166	148	314	166	148	314	-	-	-	-	-	-	628
ZAMISE	-	-	-	-	-	-	-	-	-	-	-	-	236
NISTICOL	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals	2,321	3,246	5,567	2,201	2,391	4,592	564	806	1,370	449	596	1,045	12,810

* Missing data from NISTICOL

Table 127. Colleges of Education Staffing Levels - 2005

	Lecturers		
	M	F	Total
Charles Lwanga	32	5	37
Chipata	27	6	33
David Livingstone	33	4	37
Kasama	26	5	31
Kitwe	43	18	61
Malcolm Moffat	31	6	37
Mansa	30	6	36
Mongu	33	7	40
Mufulira	27	13	40
Solwezi	29	8	37
COSETCO	16	7	23
Nkrumah	29	10	39
ZAMISE	29	18	47
NISTICOL			0
Totals	385	113	498

* Missing data from NISTICOL

Universities

Demand for University education is ever increasing over the past two decades. Unfortunately the two public universities have not expanded at a rate that has been able to meet the demand for University education in the country. However, the country has opened over five private universities in the past three years and is yet to open a third public university in 2007.

The University of Zambia offers courses in the following disciplines; Agricultural Sciences, Education, Engineering, Humanities and Social Sciences, Law, Medicine, Mining and Veterinary Medicine and the Copperbelt University offer Business Studies, Environmental Studies, Land Surveying, Natural Sciences, Technology and Forestry. Both the University of Zambia and Copperbelt University offer some post graduate studies.

University enrolment for 2005 increased by 14.6 percent from 2004. Female students represented 33 percent of the total university enrolment. The number of academic staff at both Universities recorded a decline in 2005 from the previous academic year. The number of lecturers declined from 552 and 263 in 2004 to 468 and 157 at University of Zambia and Copperbelt University respectively..

Figure 83. Academic Staff for UNZA and CBU

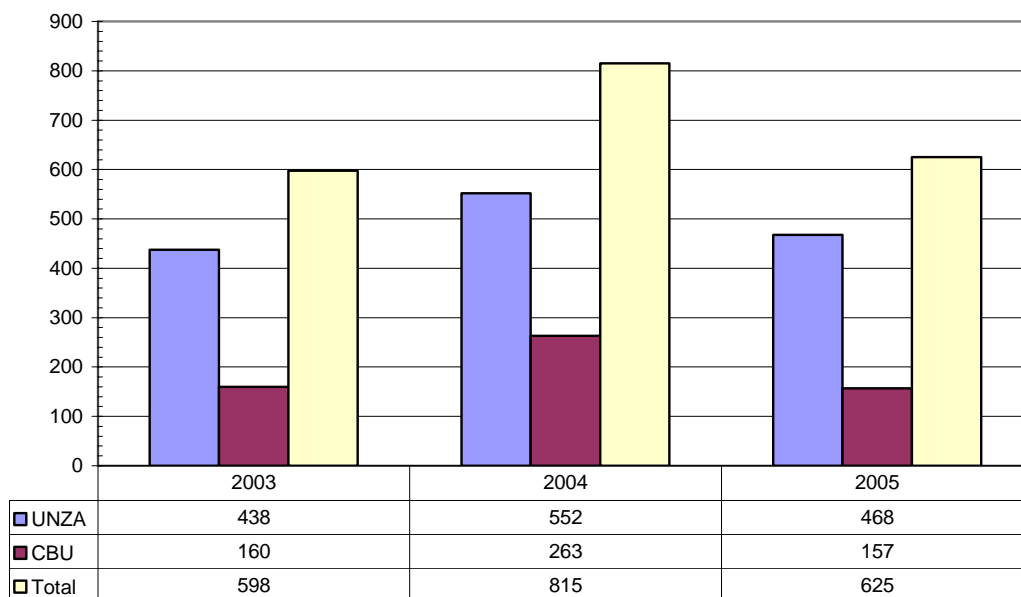


Figure 84. Student Enrolment UNZA

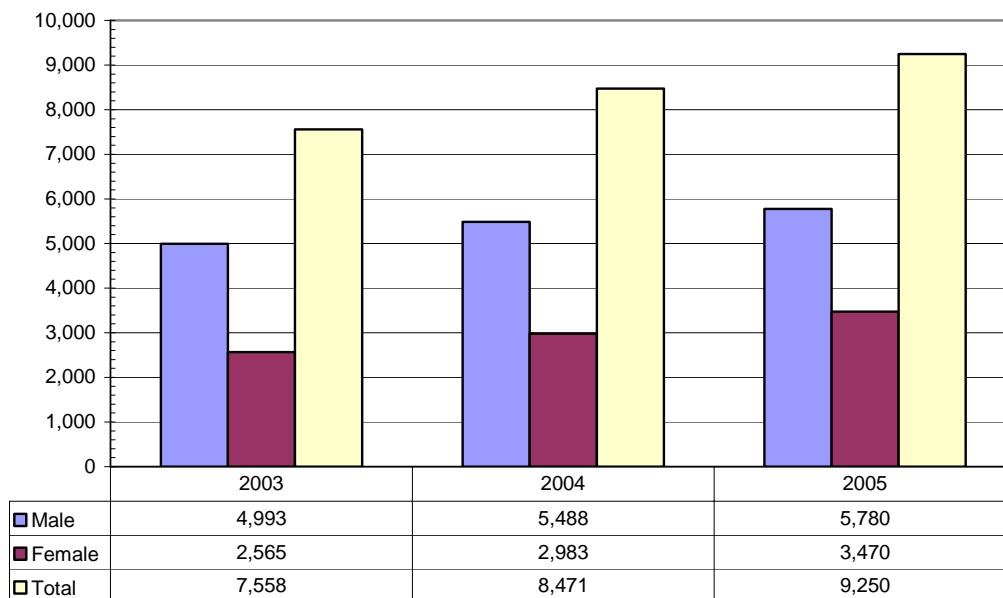
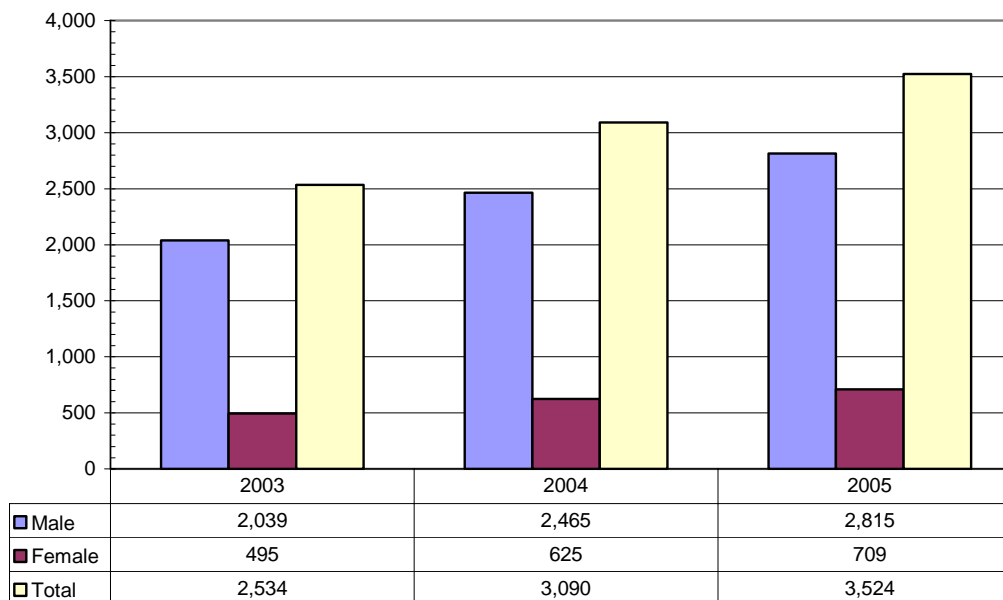


Figure 85. Student Enrolment CBU



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

Sector Plan activities for 2005 were financed through a combination of resources from the GRZ and External Aid. The MOE signed a Memorandum of Understanding (MoU) with twelve (10) Signatory Partners in order to finance the implementation of the MoESP from 2003 to 2007 in addition to GRZ finances. In addition, other cooperating partners continued to support the Ministry through project support in line with the priorities defined in the National Annual Work Plan and budget. The Ministry's 2005 budget did not reflect other support given by NGOs and other civil society organisations. The total MoE budget does not include GRZ funding supporting education activities through other ministries.

The Budget

The total resource envelope for 2005 was K1,405,237,991,560 out of which 62.90% was from GRZ sources and the remaining 37.1% was from external sources. It should be noticed from table 128 that the list of programmes, particularly in column 1, is longer than stipulated in the NIF. This is to accommodate some of the programmes that are not adequately captured in the NIF but are reflected in the 2005 GRZ Estimates of Revenue and Expenditure (Yellow Book). Table 128 Below shows the summary by programme and source of funding.

Figure 86. Overall Budget by Source of Funding

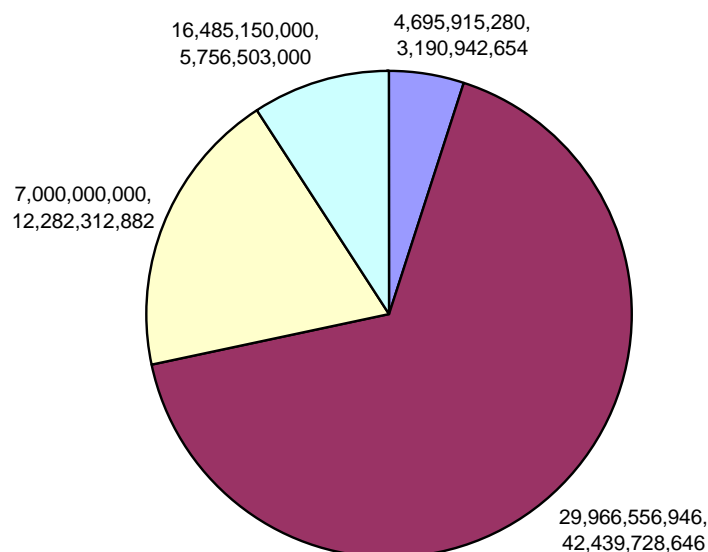


Table 128. Overall Budget by Programme and Source of Funding

	Programme	Funding Source				TOTAL
		GRZ	POOL	DESIG	OTHER	
		872,087,272,352	366,483,435,472	93,329,965,736	73,337,318,000	1,405,237,991,560
	Personal Emolument	618,833,418,368				618,833,418,368
1.0	Policy and Planning	5,635,098,330	20,042,237,545	1,765,698,700	6,838,500,000	34,281,534,575
2.0	Infrastructure	22,447,510,455	166,923,401,755	35,281,950,504	29,701,477,000	254,354,339,714
3.0	Special Issues	4,695,915,280	29,966,556,946	7,000,000,000	16,485,150,000	58,147,622,226
4.0	Teacher Education	3,190,942,654	42,439,728,646	12,282,312,882	5,756,503,000	63,669,487,183
5.0	Human Resource	3,973,212,878	29,459,532,925	-	7,861,850,000	41,294,595,803
6.0	Standards and Evaluation	4,529,205,941	14,519,518,030	-	737,170,000	19,785,893,970
7.0	Curriculum and Assessment	12,819,396,631	27,876,150,577	37,000,003,651	-	77,695,550,859
8.0	Distance Education	3,119,170,131	10,581,889,800	-	5,796,618,000	19,497,677,930
9.0	Procurement	1,408,774,587	4,936,697,013	-	-	6,345,471,600
10.0	Financial Management	2,347,957,642	9,664,614,300	-	-	12,012,571,942
11.0	Institutional Management	1,070,068,117	387,939,998	-	160,050,000	1,618,058,115
12.0	Universities	74,683,120,707	9,685,167,936	-	-	84,368,288,643
13.0	District Resource Centre	913,725,529	-	-	-	913,725,529
14.0	Free Basic Education	13,639,494,363	-	-	-	13,639,494,363
15.0	Bursaries Committee	58,167,220,025	-	-	-	58,167,220,025
16.0	Sundry Services	5,106,046,695	-	-	-	5,106,046,695
17.0	Exam. Council of Zambia	24,000,000,000	-	-	-	24,000,000,000
18.0	ZEPIU	916,187,137	-	-	-	916,187,137
19.0	Implementation of Various Poverty Reduction Programmes	10,590,806,882	-	-	-	10,590,806,882

Domestic Resources

The GRZ budget allocation to the Ministry of Education amounted to K872,087,272,352 which is over 21% of the total discretionary domestic budget making a contribution of 62.90% to the total MoE budget. Of the GRZ budget, 70.96% (K618,833,418,368) was for personal emoluments representing 44.04% of the total budget. Table 129 shows how these funds have been distributed.

Table 129. GRZ Funding by Expenditure Classification

Head	Type	2005 Approved Estimates (ZMK)	% of GRZ Budget	% of Total Budget
1	Personal Emoluments	618,833	70.96%	44.04%
	Sub-total	618,833	70.96%	44.04%
			0.00%	0.00%
2	General Administration	907	0.10%	0.06%
2	General Administration (High School Education)	15,909	1.82%	1.13%
2	General Administration (Policy and Planning)	1,286	0.15%	0.09%
2	General Administration (Sector Plan Implementation)	25,817	2.96%	1.84%
2	General Administration (Tertiary Education)	7,053	0.81%	0.50%
3	Support to Institutions (Basic Education)	8,705	1.00%	0.62%
3	Support to Institutions (Free basic education)	7,317	0.84%	0.52%
3	Support to Institutions (University Education)	74,683	8.56%	5.31%
7	Distance Education	712	0.08%	0.05%
	Special Issues	1,072	0.12%	0.08%
8	Standards and Evaluation	1,034	0.12%	0.07%
9	Sundry Services - (PRP) 1	6,023	0.69%	0.43%
10	Teacher Education and Specialised Services	729	0.08%	0.05%
11	Bursaries Committee - (PRP) 2	58,167	6.67%	4.14%
12	Curriculum and Assessment	27,034	3.10%	1.92%
12	Infrastructure	5,232	0.60%	0.37%
14	Institutional Management	125	0.01%	0.01%
15	Procurement	322	0.04%	0.02%
16	Financial Management and Accounting	536	0.06%	0.04%
17	Implementation of various Poverty Reduction Programmes	10,591	1.21%	0.75%
	Sub-total	253,254	29.04%	18.02%
	GRAND TOTAL	872,087	100.00%	62.90%
	<i>Less Personal Emoluments</i>	<i>253,254</i>	<i>28.80%</i>	<i>18.02%</i>

Direct Sector Support (Pool) Fund

This comprises funds from signatory partners channelled directly to the Ministry and deposited in a common bank account, under the control and management of the Ministry. The funds are to be used for the whole sector activities according to the 2005 AWPB and as approved by the Joint Steering Committee.

In 2004, Direct Sector Funds contributions amounted to K201, 404,602,000 representing 48.1% of the external resources to the sector or 17.1% of the total budget. This has increased to K366,483,435,472 in the 2005 budget representing 68.7% of the external resources and 26.08% of the total budget.

Designated Support Funds

This comprises funds from signatory partners channelled to the Ministry and deposited in separate bank accounts under the control and management of the Ministry. Funds have been allocated to activities of the sector or sub-sectors according to prioritised requirements and bilateral donor agreements with the Ministry.

Designated Support Funds for 2005 amount to K93,329,965,736 representing 17.5% of the external resources to the sector or 6.64% of the total budget. The bulk of the funds are earmarked mainly for infrastructure, educational materials and consultancy activities within the basic education sub-sector.

Other Support Funds

This comprises funds from partners, who may not be signatories to the MoU and prefer to support the sector through a direct project approach. Such funds will be deposited in separate bank accounts under the control and management of the donor agency or its representative. However, funds will be utilized in line with the objectives and priorities of the National Implementation Framework (NIF) as defined and stipulated in the 2005 AWPB document.

Contributions to the Other Support Funds amount to K73, 337,318,200 representing 13.8% of the external resources to the sector or 5.2% of the total budget. The basic education sub-sector continues to enjoy the highest share even under this mode of funding.

Table 130 below summarizes the total external contributions by Cooperating Partners to the sector. This amounts to K533, 150,719,208 representing 38.03% of the total budget for 2005.

Table 130. Overall Funding by sub-sector and type less Personal Emoluments

Sub-Sector Level	Classification of Funding				TOTAL
	GRZ	POOL	DESIGNATED	OTHER	ZMK
Administrative and Support Services	133,586,200,733	24,797,956,059	518,087,612	10,710,192,784	169,612,437,188
Tertiary Sub Sector (Ted & Universities)	155,340,383,592	41,838,279,875	8,682,893,382	591,255,036	206,452,811,885
High School Sub sector	94,137,124,361	87,842,493,488	14,967,389,382	2,860,681,128	199,807,688,359
Basic Education Sub sector	489,023,563,666	212,004,706,049	69,161,595,361	59,175,189,052	829,365,054,128
TOTAL	872,087,272,352	366,483,435,472	93,329,965,736	73,337,318,000	1,405,237,991,560
Personal Emolument	618,833,418,368				618,833,418,368
Non- Personal Emoluments	253,253,853,984	366,483,435,472	93,329,965,736	73,337,318,000	786,404,573,192

Figure 87. Summary of Sub-Sectors (Non- Personal Emoluments)

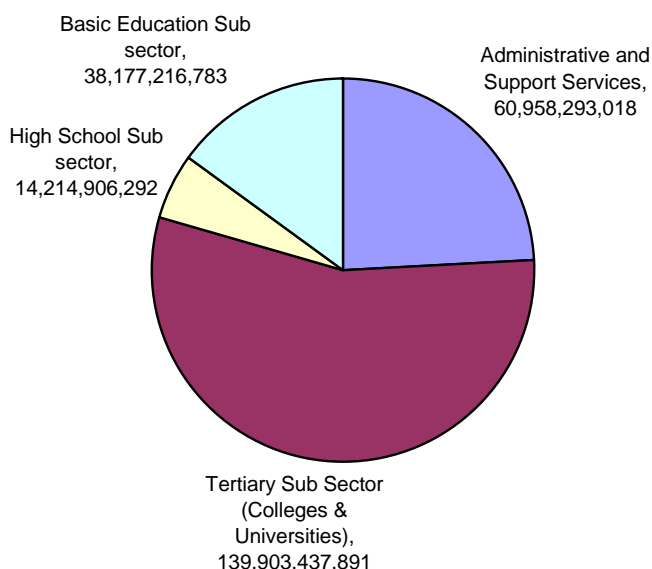


Table 131. Summary of Sub-Sectors by source of Funding and Percentage by Share of Sub-Sectors by source of Funding (Non- Personal Emoluments)

Classification of Funding					
Sub-Sector Level	GRZ	POOL	Designated	Other	
Administrative and Support Services	60,958,293,018	24,797,956,059	518,087,612	10,710,192,784	96,984,529,473
Tertiary Sub Sector (Colleges & Universities)	139,903,437,891	41,838,279,875	8,682,893,382	591,255,036	191,015,866,184
High School Sub sector	14,214,906,292	87,842,493,488	14,967,389,382	2,860,681,128	119,885,470,290
Basic Education Sub sector	38,177,216,783	212,004,706,049	69,161,595,361	59,175,189,052	378,518,707,245
TOTAL (less PE.)	253,253,853,984	366,483,435,472	93,329,965,736	73,337,318,000	786,404,573,192
Administrative and Support Services	8%	3%	0%	1%	12%
Tertiary Sub Sector (Colleges & Universities)	18%	5%	1%	0%	24%
High School Sub sector	2%	11%	2%	0%	15%
Basic Schools Sub sector	5%	27%	9%	8%	48%
Total	32%	47%	12%	9%	100%

Table 129 shows percentage allocation to each sub-sector per funding source. Distortions can be noted particularly on GRZ funds. As explained above, this can be attributed to funds for other programmes being heaped at headquarters to facilitate disbursement and tender procedures. Thresholds for contractual works (civil works and educational material procurement) are lower at district and provincial levels where actual utilization of funds takes place. To quicken the process, such funds are held at headquarters. In addition, there is K48 billion meant for recruitment of 5000 teachers, 1,000 for high schools and 4,000 for basic

schools held at headquarters. Tertiary Education has, inevitably, such a huge percentage due to large financial requirements for university education.

Table 132. Share of External and GRZ Resources to Sub-sectors

Sub-Sector Level	Classification of Funding				ZMK
	GRZ	POOL	Designated	Other	
Administrative and Support Services	24%	7%	1%	15%	12%
Tertiary Sub Sector (Colleges & Universities)	55%	11%	9%	1%	24%
High School Sub sector	6%	24%	16%	4%	15%
Basic Schools Sub sector	15%	58%	74%	81%	48%
Total	100%	100%	100%	100%	100%

Table 133. 2004 GRZ and External Resources Utilisation by Programme

Programme	GRZ Z'000	Pool K'000	Designated K'000	Total
1. Policy and Planning	1,346,317	27,123,552	220,408	28,690,277
2. Infrastructure	13,742,495	93519663	7468969	114,731,127
3. Special Issues	44,926,473	107,264,667	1,887,463	154,078,604
4. Teacher Education	3,223,315	16,568,444	864,324	20,656,085
5. Standards & Evaluation	2,685,686	4,786,438	74714	7,546,839
6. Curriculum & Assessment	12,412,151	47,938,288	21,74,143	62,524,583
7. Distance Education	1,252,889	736,375		1,989,264
8. University	51,863,594	10,284,934		62,148,529
9. HRA	3,388,002	12,267,894	155,797	15,811,694
10. Financial Management	1,246,865	12,267,894	14,942,934	13,529,703
11. Procurement	696,899	3,066,974	7,471,467	3,771,344
12. Institutional Management	508,883	3,066,974		3,674,733
13. Grants & Other Payments	60,233,785			60,233,785
14. Personal Emoluments	446,338,515			446,338,515
Total	643,865,875	338,892,101	1,2967,111	995,725,087

Table 134. Sector Pool – Statement of sources and utilization of funds for the year ended 31st December 2005

	ZMK	US\$
Sources of funds		
Cash/Bank b/f	137,998,857,056	30,273,074
CIDA	3,312,619,804	720,135
Netherlands	42,248,540,705	10,143,704
Norway	69,809,824,255	16,727,197
DFID	28,777,701,000	6,669,300
Ireland DC	27,438,427,514	6,070,153
DANNIDA	32,504,630,405	7,291,820
Finland	13,675,702,800	3,194,040
USAID	0	0
UNESCO	0	0
Others Income	465,220,388	126,272
Total funds		
Utilization of funds		
Expenditure	338,892,101,000	76,024,251
Surplus/ (Deficit)	17,339,422,927	5,191,444

Annexure

Formulas and Definitions

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

RR	Repetition Rate. 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.	$r_i^t = \frac{R_i^{t+1}}{E_i^t}$
SR	Survival Rate. 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.	$SR_{g,i}^K = \frac{\sum_{t=1}^m P_{g,i}^t}{E_i^t}$
TR	Transition Rate. 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

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

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