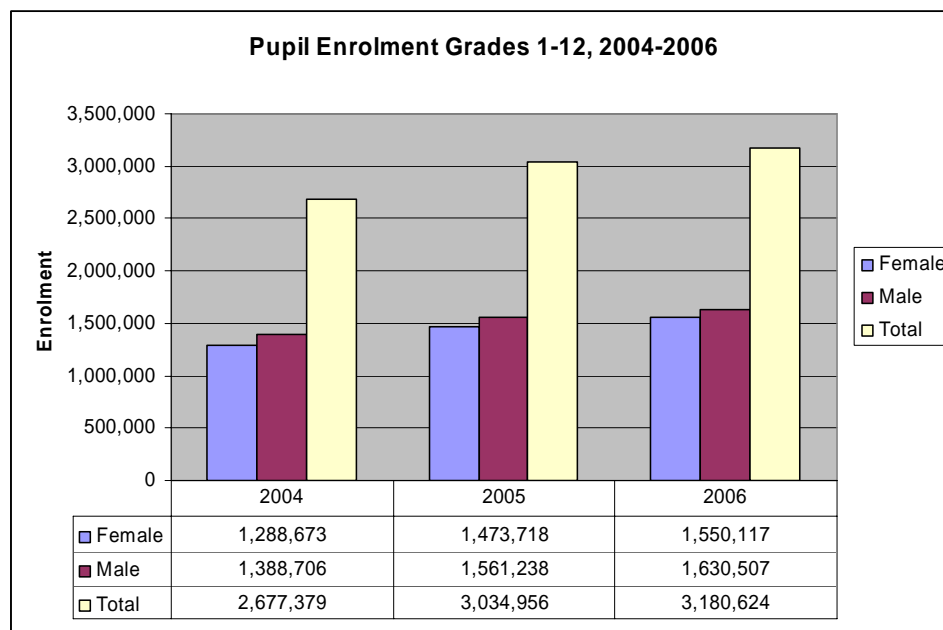




Republic of Zambia Ministry of Education

Enrolment in All Schools by Gender and Year

2006 Educational Statistical Bulletin



Prepared by:
Directorate of Planning and Information
'Reported Data'

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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 and data cleaning. The Statistics in the Statistical Bulletin uses the Central Statistical Office (CSO) official population projections with medium variance with HIV/AIDS.

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

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Foreword

The Educational Statistical Bulletin (ESB) is an important document 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, utilization of statistics for planning, budgeting and decision-making. It is the hope of the ministry that the readers/audience would be able to utilise, analyze and understand the data in this report.

This Statistical Bulletin is building up on the 2005 ESB. The document has data for the school years 2000-2006 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 Instruction Centres. The report contains trends on a variety of key education indicators such as Education Provision, Access and Participation, Efficiency, Quality and Equity.

I wish to encourage all stakeholders and the general public to make good use of this publication.



Lillian E. L. Kapulu (Mrs.)
Permanent Secretary

MINISTRY OF EDUCATION

Acknowledgement

During 2006, the Ministry of Education continued with its efforts to improve the Education Management Information System (EMIS) in order to facilitate the provision of accurate and timely statistics for informed decision making. These efforts are indeed paying off as reflected by the quality of data contained in this bulletin. Information is a strategic 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.

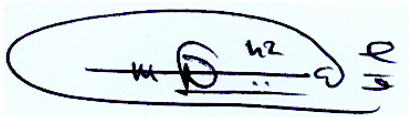
The information contained in this publication was collected from the Annual School Census (ASC) of 2006 that was conducted in basic, high schools and tertiary sectors.

As a Ministry, our gratitude and thanks go to:

- Provincial, District Education Officers and School Managers / Headmasters for facilitating and managing the ASC exercise.
- Directorate of Planning & Information staff, more particularly, Mr. Charles Ndakala, Systems Development Manager and Mr. Bupe Musonda, Senior Statistician and other officers who prepared the document for production
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Background

Zambia's education delivery system follows the global declarations and national vision that overarch with the declaration of the Education for All (EFA) goals in 1990 during the Jomtiem conference in Thailand and reaffirmed in Dakar in 2000 as well as in the

Millennium Development Goals. Zambia embarked on concerted efforts to customise the global declarations and significant to this were, the development of landmark policy documents in 1992 and 1996, Focus on Learning and Educating Our Future respectively. The documents placed emphasis on quality improvements while sustaining access and participation at all levels. In addition, the central feature was the insistence on improved systems delivery as well as systematic policy planning and elaborate monitoring of sector performance. The need for calibration of 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 international community platform, Zambia was among the countries that attended the World Education Forum held in Dakar, 2000, and adopted the EFA goals within same year. Education for All called for, and aimed at expanding and improving early childhood education and care, offering 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 inclusive), reducing gender disparities and improving quality of education and training at all levels.

The initiating of MDGs which aimed at reducing extreme poverty and hunger, reducing child mortality, improving maternal health, mitigation of HIV/AIDS, malaria and other diseases, issues of 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 importance (both to personal and national development), and the purpose of re-establishing the gap 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 regional integration.

The Ministry of Education has a mandate to improve the delivery of educational services. Over the years the ministry has 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. Taking on board all major policy developments has been the development of information system that is to inform this process on the healthiness of the system and establish the baseline 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

Basically, the formal education system in Zambia is comprised of a 9-3-4 structure (nine years of basic, three of high school and four to five years of college or university

education) Zambia's education system consists of a multi structure ranging from Pre Schooling, basic, secondary, and tertiary levels.

Previously, primary and secondary education was offered in separate institutions, but this changed with the development of basic schools that provide the first nine years of schooling.

Major Education Policy Investment Initiatives

For the Ministry to meet policy objectives, broad based investment programmes have been 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 recent policy implementation frameworks seen 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 in the "Strategic Plan" i.e. "Quality lifelong education for all, which is accessible and relevant to Individual, national, global needs and value systems"

Basic Education Sub-Sector Investment Programme (BESSIP)

BESSIP was an integrated investment programme specifically for the basic education sub-sector in order to speed up the attainment of the pronounced policy targets of MOE from the mid-1990s. Through the Education Management Information systems, it became apparent that MOE was greatly affected by various social economic factors that consistently mitigated 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 enrolment 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 declined in quality of education.

In order to move towards the attainment of policy goal articulated in Educating Our Future, the Ministry prioritised basic education in order to reserve the emergent loses of that period and return to the course of reaching the set policy goals. In order to achieve this, BESSIP was conceptualised on nine (9) components that were complementary 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 enrolment 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 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 included all operational levels of the Ministry. The Strategic Plan 2003-2007 was centred around four recurring themes overarching four 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 implementation strands in pursuit of sectors goals in a holistic manner.

Fifth National Development Plan (FNDP)

The Ministry of Education, in the light of the national efforts to develop the Fifth National Development Plan (FNDP) running from 2006 to 2010 by the Government through the Ministry of Finance and National Planning, spearheaded the development of the Education Sector chapter. The FNDP has been dovetailed with the Strategic Plan and care has been taken to avoid overlaps and duplications while maintaining the 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 been finalised for approval and waiting for implementation process.

Other Education Policy Initiatives

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 2006 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.

Summary Indicators

This section provides a concise summary of the most commonly used educational indicators that include core indicators for MOE.

Access

Net Intake Rate (NIR Gr. 1) - 50.7%

Gross Intake Rate (GIR Gr. 1) – 136.01%

Participation

Gross Enrolment Rate (GER Gr. 1-7) – 123.4%

Gross Enrolment Rate (GER Gr. 1-9) – 109.2%

Net Enrolment Rate (NER Gr. 1-7) – 97.4%

Net Enrolment Rate (NER Gr. 1-9) – 95.8%

Net Enrolment Rate (NER Gr. 10-12) – 22.2%

Efficiency

Completion Rate (CR Gr. 7) – 85.3%

Completion Rate (CR Gr. 9) – 43.2%

Completion Rate (CR Gr. 1-12) – 17.7%

Progression Rate (PR Gr. 7-8) – 51.9%

Progression Rate (PR Gr. 9-10) – 38.3%

Dropout Rate (DR Gr. 1-7) – 2.48%

Dropout Rate (DR Gr. 1-9) – 2.62%

Dropout Rate (DR Gr. 10-12) – 1.81%

Repetition Rate (RR Gr. 1-7) – 7.0%

Repetition Rate (RR Gr. 1-9) – 7.2%

Repetition Rate (RR Gr. 10-12) – 1.8%

Quality

Exam Pass Rate (EPR Gr. 9) –	55.1%
Exam Pass Rate (EPR Gr. 12) –	56.9%
Pupil Teacher Ratio (PTR Gr. 1-7) –	54.5
Pupil Teacher Ratio (PTR Gr. 8-9) –	32.2
Pupil Class Ratio (PCR Gr. 1-7) –	40.3
Pupil Class Ratio (PCR Gr. 1-9) –	46.4
Pupil Class Ratio (PCR Gr. 10-12) –	39.2

Equity

Orphans 1-9 (% enrolled) –	21.4%
Orphans 10-12 (% enrolled) –	23.2%
CSEN 1-9 (% enrolled) –	5.4%
CSEN 10-12 (% enrolled) –	3.4%
Bursary 1-9 (% enrolled) –	31.8%
Bursary 10-12 (% enrolled) –	7.0%

Provision of Education

One of the critical responsibilities of MOE is the provision of formal education to all Zambians of acceptable quality in line with both the National policy and the 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 light of the above policy pronouncement, MOE recognises and fosters private participation in the provision of high quality education. In addition to exclusive private provision, the Government also recognises 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 synchronised 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 intermediary educational institutions called junior secondary schools 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 to five years being tertiary education. The education system has since the early 1980s been under transition from the old structures to the new structures and 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. Grades 1-9 and include Grades 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 are very few 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.

¹ MOE (1996) Educating Our future, National Educational Policy (page 2)

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, MOE uses the official population figures that are provided by the Central Statistical Office.

Schools

In 2006, a total of 4,021 schools were offering education for Grades 1 to 7, 2,221 schools were offering education from Grades 1 to 9 while 246 schools were offering Grades 1 to 12. High schools offering Grade 10 to 12 were 95. (Table 7)

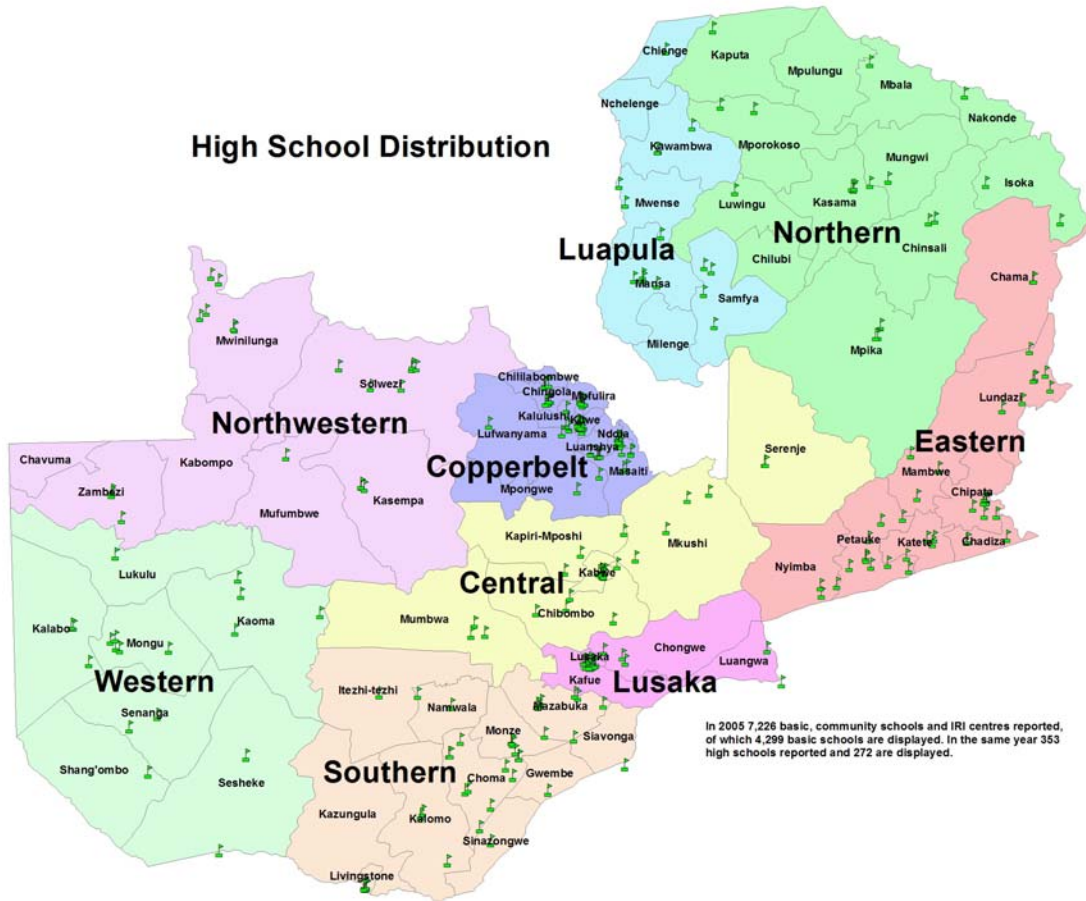
Table 1: Total Number of Schools by Running Agency

	GRZ	Grant Aid.	Private	Community.	Total
Central	522	51	39	339	951
Copperbelt	421	59	166	315	961
Eastern	616	73	19	351	1,059
Luapula	401	44	19	184	648
Lusaka	223	34	106	257	620
N. Western	427	49	4	154	634
Northern	819	102	23	472	1,416
Southern	661	97	53	342	1,153
Western	535	22	15	169	741
National	4,625	531	444	2,583	8,183

Geographic Distribution of Schools

Table 1 above shows the distribution of schools by province and running agency. Government run schools accounted for 57 percent, Grant Aided 6 percent, Private 5.4 percent and community schools 32 percent.

Figure 2. Geographic Distribution of High Schools



Tables 3 and 4 give the breakdown of schools classified as basic and secondary by running agency; Tables 5 and 6 provide the distribution of schools between urban and rural.

Schools by Education Level

Basic schools in this bulletin refer to schools that provide schooling to grades 1-9 while secondary and high schools refer to schools providing schooling to grades 8-12 and grades 10-12 respectively.

Table 2. Schools by Education Level and Province

	Classified as Basic Schools	Classified as Secondary Schools	Total
Central	905	46	951
Copperbelt	876	85	961
Eastern	1,004	55	1,059
Luapula	620	28	648
Lusaka	515	105	620
N. Western	585	49	634
Northern	1,381	35	1,416
Southern	1,031	122	1,153
Western	710	31	741
National	7,627	556	8,183

Basic Schools by Running Agency

Figure 3. Schools Offering Basic Education by Running Agency

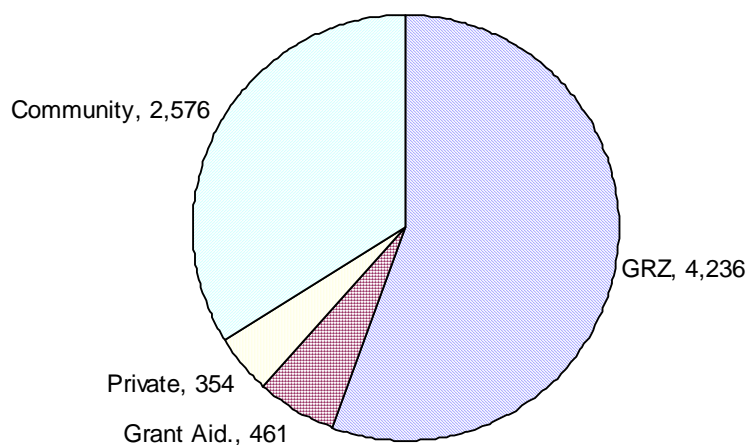


Table 3. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community)

	GRZ	Grant Aid.	Private	Community	Total
Central	488	45	34	338	905
Copperbelt	365	56	143	312	876
Eastern	580	56	17	351	1,004
Luapula	379	41	16	184	620
Lusaka	161	28	71	255	515
N. Western	380	47	4	154	585
Northern	794	96	19	472	1,381
Southern	578	74	38	341	1,031
Western	511	18	12	169	710
National	4,236	461	354	2,576	7,627

Table 4. Schools Classified as Secondary by Running Agency and Province (Includes Technical and Non-Technical)

	GRZ	Grant Aid.	Private	Community	Total
Central	34	6	5	1	46
Copperbelt	56	3	23	3	85
Eastern	36	17	2	0	55
Luapula	22	3	3	0	28
Lusaka	62	6	35	2	105
N. Western	47	2	0	0	49
Northern	25	6	4	0	35
Southern	83	23	15	1	122
Western	24	4	3	0	31
National	389	70	90	7	556

Schools by Location (Rural/Urban)

Figure 4. Schools Classified as Basic by Urban / Rural

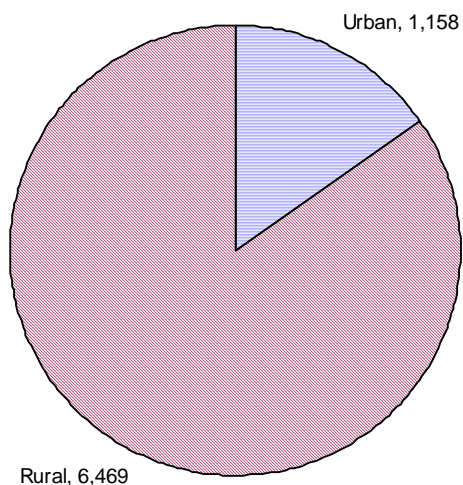


Table 5. Schools Classified as Basic by Urban / Rural and Province

	Urban	Rural	% (Rur)	Total	% of Tot.
Central	96	809	89.4%	905	11.9%
Copperbelt	430	446	50.9%	876	11.5%
Eastern	37	967	96.3%	1,004	13.2%
Luapula	47	573	92.4%	620	8.1%
Lusaka	317	198	38.4%	515	6.8%
N. Western	29	556	95.0%	585	7.7%
Northern	61	1320	95.6%	1,381	18.1%
Southern	100	931	90.3%	1,031	13.5%
Western	41	669	94.2%	710	9.3%
National	1,158	6,469	84.8%	7,627	100.0%

Figure 5. Schools Classified as Secondary by Urban / Rural

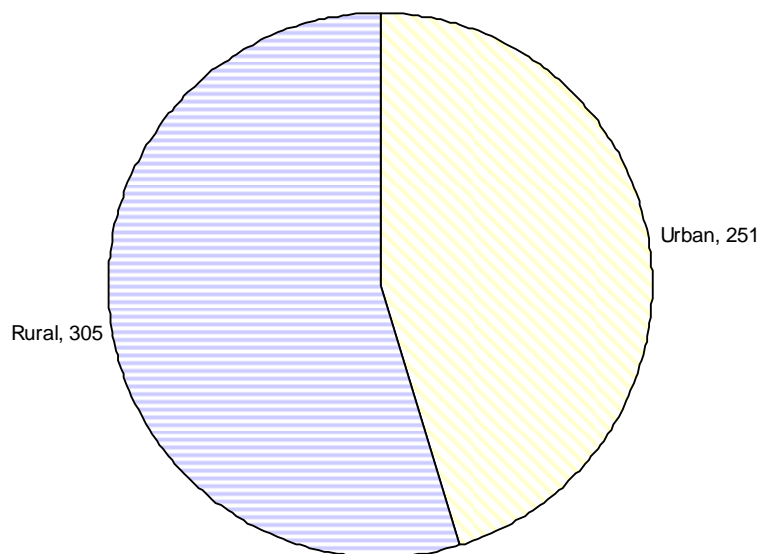


Table 6. Schools Classified as Secondary by Urban/Rural and Province

	Urban	Rural	% (Rur)	Total	% of Tot.
Central	21	25	54.3%	46	8.3%
Copperbelt	64	21	24.7%	85	15.3%
Eastern	13	42	76.4%	55	9.9%
Luapula	6	22	78.6%	28	5.0%
Lusaka	74	31	29.5%	105	18.9%
N. Western	10	39	79.6%	49	8.8%
Northern	11	24	68.6%	35	6.3%
Southern	42	80	65.6%	122	21.9%
Western	10	21	67.7%	31	5.6%
National	251	305	54.9%	556	100.0%

Schools by Grades Offered

Figure 6. Schools by Grade Grouping

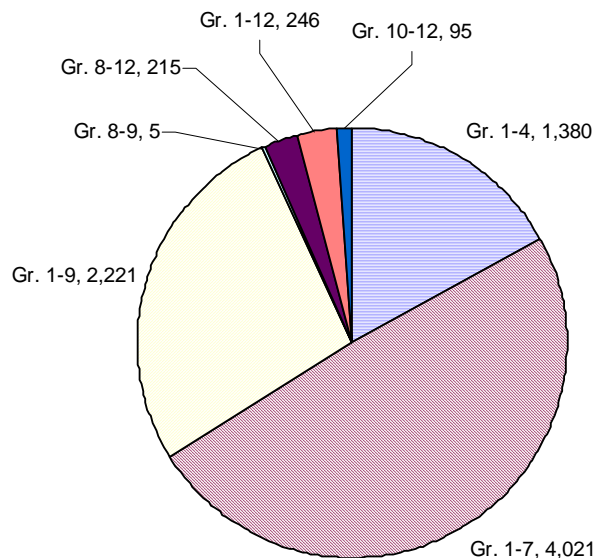


Table 7. Schools by Grade Grouping by Province

	Classified as Basic				Classified as Secondary			Total
	Gr. 1-4	Gr. 1-7	Gr. 1-9	Gr. 8-9	Gr. 8-12	Gr. 1-12	Gr. 10-12	
Central	196	464	245	0	14	15	17	951
Copperbelt	151	485	237	3	49	35	1	961
Eastern	182	583	238	1	34	14	7	1,059
Luapula	110	274	236	0	22	3	3	648
Lusaka	61	256	198	0	20	71	14	620
N. Western	121	295	169	0	18	23	8	634
Northern	273	766	341	1	11	6	18	1,416
Southern	161	530	340	0	35	74	13	1,153
Western	125	368	217	0	12	5	14	741
National	1,380	4,021	2,221	5	215	246	95	8,183
		7,627				556		8,183

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 10 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 to education which is at Grade 1, whereas, access to Grades 8 and 10 will be covered under the indicators of system's efficiency. There are two main indicators that are used in determining access to education and these are Net Intake Rate (NIR) and 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 section also covers the broader spectrum of indicators that deal with participation in education by the general population. To be addressed include questions on the number of eligible population in Zambia that 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 defined 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 section starts with addressing the indicator of participation.

Gross Intake Rate

The Gross Intake Rate was 136.0 in 2006 compared to 138.5% in 2005 as can be noted in Table 8 below. This implies that relative to the official Grade 1 entrant age (7 year olds), 36 percent additional pupils belonging to other ages enrolled into Grades 1. As can be further noted in Table 8 Northern and Central Provinces had the highest Gross Intake Rates both standing at 150 percent and these were followed by Copperbelt and North-Western Provinces representing 146.2 and 143.5 respectively. Relative to other provinces, Lusaka had the lowest Gross Intake Rate which was relatively significant in the sense that the next lowest province (Southern) had 125.9. Lusaka's relative low standing in GIR for 2006 is consistent with its standing across the years in the recent past.

Figure 7. Gross Intake Rate for Grade 1 by Gender and Province

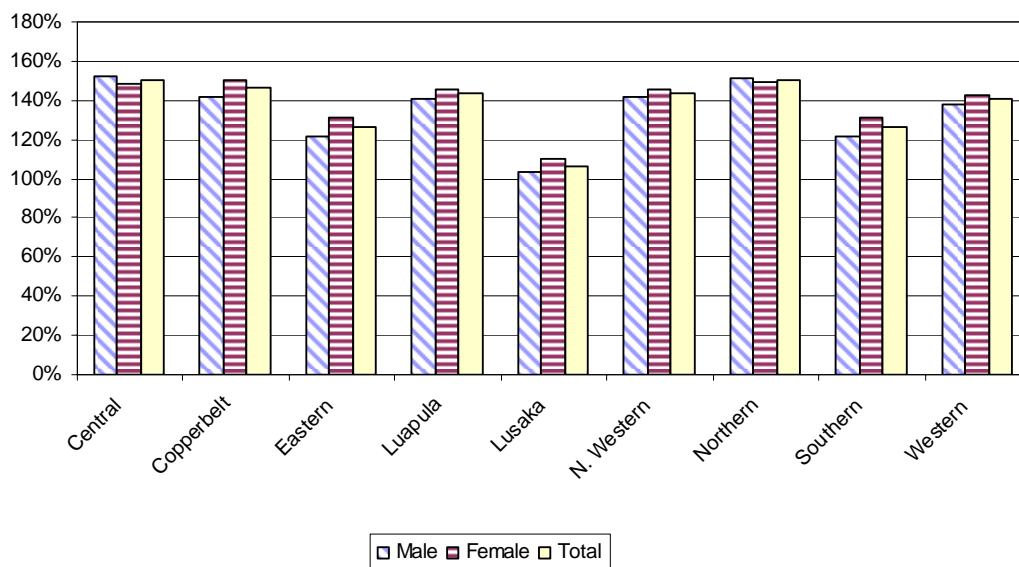


Table 8. Gross Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	152.46%	148.42%	150.43%	2.7%
Copperbelt	141.75%	150.75%	146.24%	-5.7%
Eastern	121.57%	131.27%	126.41%	6.5%
Luapula	141.13%	145.67%	143.41%	2.0%
Lusaka	103.48%	109.83%	106.65%	-2.1%
N. Western	141.23%	145.73%	143.48%	-6.4%
Northern	151.04%	149.04%	150.04%	-2.2%
Southern	121.15%	130.81%	125.97%	-10.3%
Western	138.17%	143.05%	140.59%	1.9%
National	133.51%	138.53%	136.01%	-1.77%

Net Intake Rate

Figure 9 below presents data on the Net Intake Rates (NIR) and as can be noted, the national figure stood at 50.72. This represents a marginal decline of 1.1 percent from the rate of 51.2 in 2005. Although small, this should give rise to grave concern given that the Ministry targeted the universalisation of access to basic education by 2008. Any further delay in the attainment of universal access to basic education throws Zambia off the course of attaining the MDGs and EFA Goals. It's important to note that whereas notable increases have been noted in predominantly rural provinces, marked declines have been recorded in predominantly urban provinces with the rates for Copperbelt dropping from 68.3 to 64.47 and for Lusaka from 40.1 to 36.89. This trend needs redressing. Western Province recorded the highest NIR of 64.96. As was noted in the Statistical Bulletin for 2005, when GIR and NIR are looked at together, the conclusion is that for Zambia, there are sufficient school places to cater for all children in need of Grade 1 places notwithstanding the fact that the system need to clear the bulk of the over aged children who are not yet in school.

Figure 8. Net Intake Rate for Grade 1 by Gender and Province

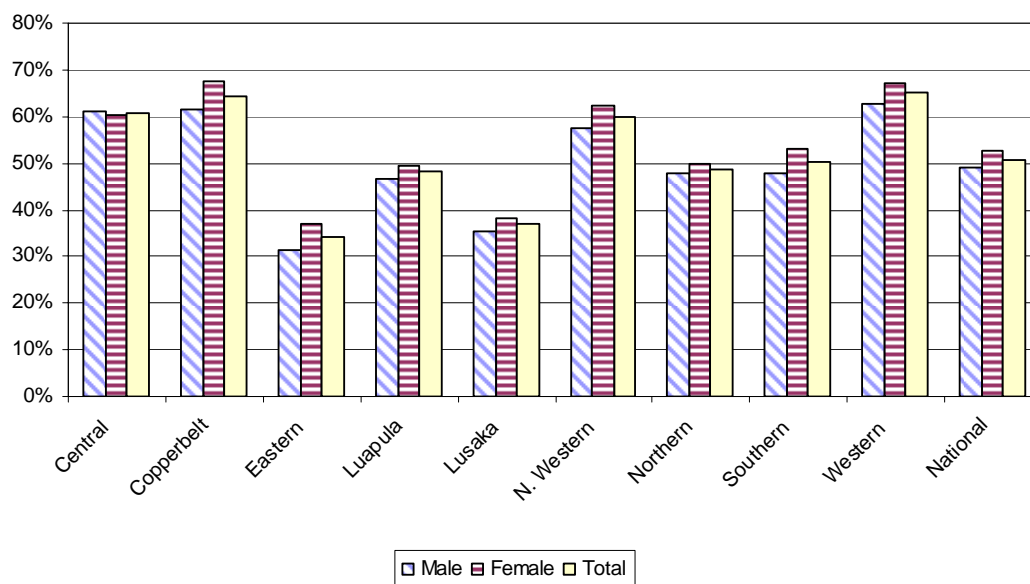


Table 9. Net Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	60.97%	60.47%	60.72%	14.1%
Copperbelt	61.54%	67.43%	64.47%	-5.7%
Eastern	31.34%	36.98%	34.15%	9.5%
Luapula	46.83%	49.57%	48.20%	6.4%
Lusaka	35.54%	38.24%	36.89%	-8.0%
N. Western	57.67%	62.23%	59.95%	0.5%
Northern	47.83%	49.81%	48.82%	-7.8%
Southern	47.72%	52.96%	50.33%	-9.8%
Western	62.85%	67.10%	64.96%	5.9%
National	48.87%	52.57%	50.72%	-1.0%

Gross Enrolment Ratio (GER)

Copperbelt Province in 2006 had the highest rates of overall participation rates in education for Grades 1 to 9 with GER standing at 121.96 percent. As can be observed in Table 11 below, the general outlook of other provinces does not vary significantly with the exception of Northern and Eastern Provinces whose rates were below 100 percent level. At national level, the GER was 109.01 percent.

Figure 9. Gross Enrolment Ratios in Grades 1-7 by Gender and Province

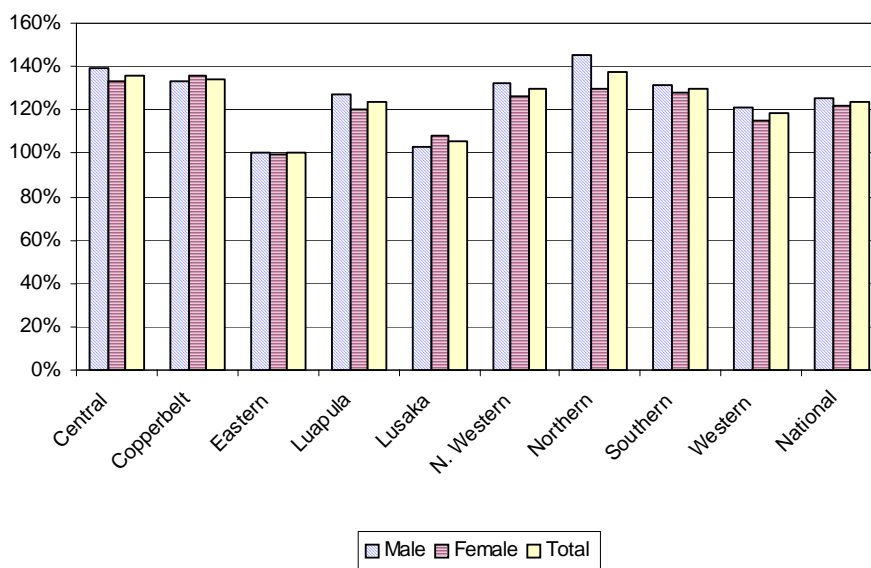


Table 10. Gross Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	139.51%	132.93%	136.21%	6.4%
Copperbelt	133.30%	135.55%	134.43%	1.2%
Eastern	100.63%	99.28%	99.96%	6.7%
Luapula	127.32%	120.59%	123.96%	4.2%
Lusaka	102.62%	108.18%	105.41%	3.2%
N. Western	132.54%	126.67%	129.62%	5.6%
Northern	144.90%	130.00%	137.46%	4.2%
Southern	131.70%	128.01%	129.85%	0.1%
Western	121.40%	115.15%	118.28%	4.9%
National	125.22%	121.66%	123.44%	3.7%

Figure 10. Gross Enrolment Ratio in Grades 1–9 by Gender and Province

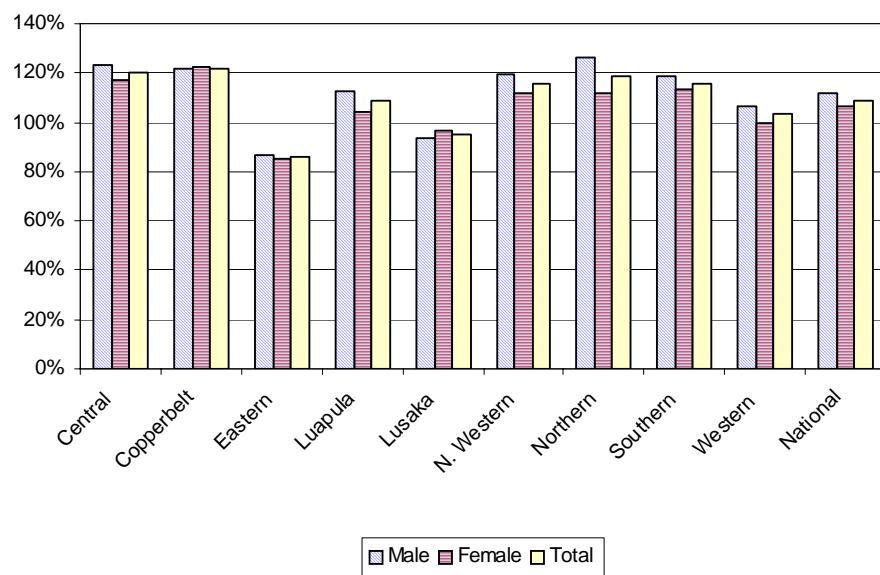


Table 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	123.05%	117.02%	120.03%	6.5%
Copperbelt	121.70%	122.22%	121.96%	0.1%
Eastern	86.92%	84.89%	85.91%	5.8%
Luapula	112.58%	104.25%	108.43%	4.2%
Lusaka	93.66%	96.60%	95.14%	2.9%
N. Western	119.71%	111.84%	115.79%	5.5%
Northern	126.15%	111.54%	118.85%	4.3%
Southern	118.62%	113.03%	115.81%	0.5%
Western	106.86%	99.61%	103.23%	5.6%
National	111.50%	106.81%	109.15%	3.4%

Figure 11. Gross Enrolment Ratio in Grades 10–12 by Gender and Province

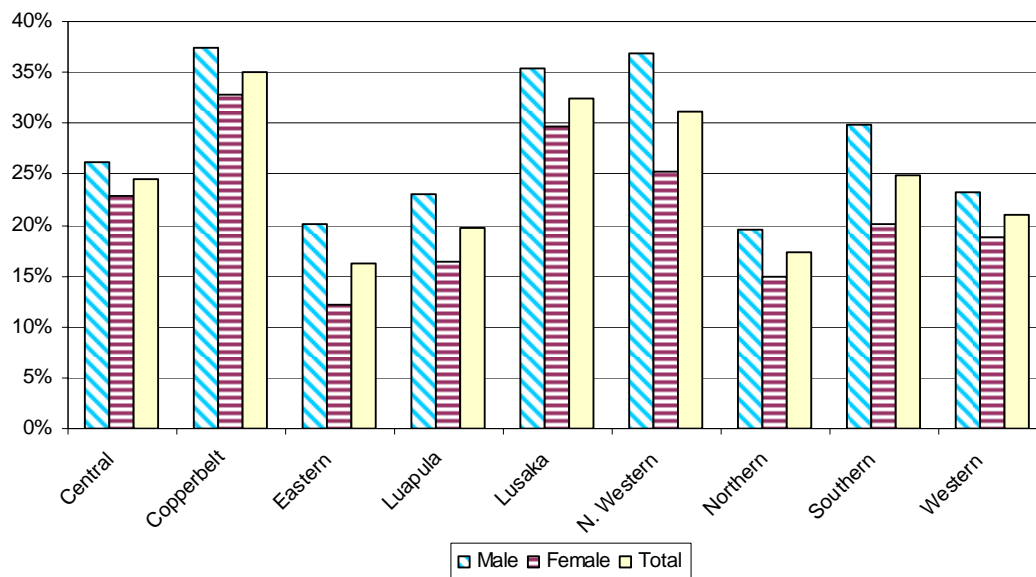


Table 12. Gross Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	26.13%	22.93%	24.53%	7.1%
Copperbelt	37.41%	32.85%	35.06%	-17.2%
Eastern	20.17%	12.18%	16.23%	0.9%
Luapula	23.03%	16.36%	19.77%	21.3%
Lusaka	35.32%	29.59%	32.37%	11.4%
N. Western	36.90%	25.31%	31.09%	14.7%
Northern	19.56%	14.97%	17.28%	0.8%
Southern	29.94%	20.12%	24.93%	25.7%
Western	23.21%	18.73%	20.95%	9.0%
National	28.08%	22.03%	25.03%	26.9%

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 Northern Provinces exceeded 100 percent. Of all plausible factors examined, the most logical explanation is that the population figures that were being used are based on the 2000 census data which 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.

The NER for Grades 1 to 7 in 2006 was 97.4 percent, 95.8 for Grades 1 to 9 and 22.2 for Grades 10 to 12. There was an increase in the NER for all the levels during the year. The NER for Grades 1-9 increased by 2.5 percent, 1.02 percent for Grades 1-7 and 3.2 for grades 10-12.

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

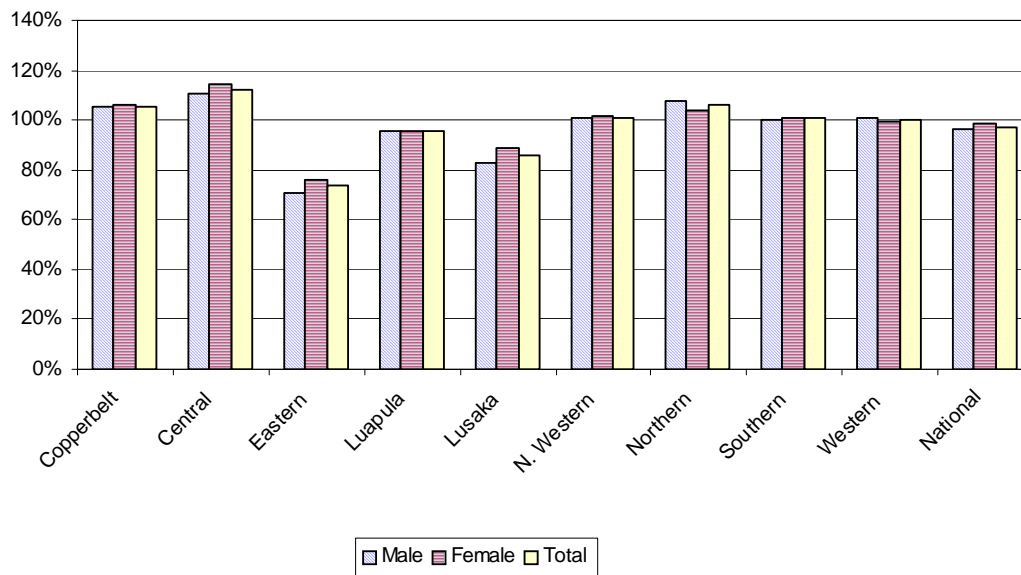


Table 13. Net Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Copperbelt	105.16%	106.21%	105.69%	1.04%
Central	110.38%	114.39%	112.40%	1.00%
Eastern	71.12%	76.33%	73.72%	1.04%
Luapula	95.73%	95.39%	95.56%	1.03%
Lusaka	82.88%	89.03%	85.96%	1.02%
N. Western	100.90%	101.25%	101.07%	1.03%
Northern	107.90%	103.71%	105.80%	1.01%
Southern	100.47%	101.02%	100.74%	0.98%
Western	100.60%	99.03%	99.82%	1.05%
National	96.59%	98.28%	97.44%	1.02%

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

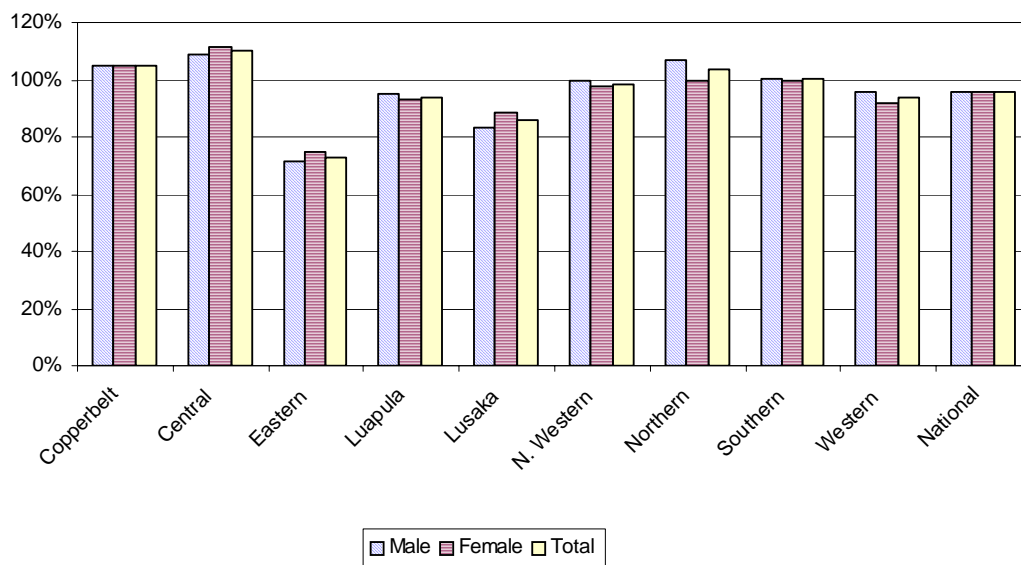


Table 14. Net Enrolment Ratio in Grades 1 - 9 by Gender and Province

	Male	Female	Total	% Ch.
Copperbelt	104.74%	104.63%	104.68%	4.9%
Central	108.63%	111.38%	110.02%	0.8%
Eastern	71.35%	74.73%	73.04%	4.5%
Luapula	95.22%	92.87%	94.05%	3.0%
Lusaka	83.43%	88.55%	86.00%	2.5%
N. Western	99.40%	97.58%	98.49%	4.0%
Northern	106.81%	99.87%	103.34%	2.5%
Southern	100.48%	99.63%	100.05%	-1.2%
Western	95.42%	92.01%	93.71%	6.0%
National	95.76%	95.82%	95.79%	2.5%

Figure 13. Net Enrolment Ratio in Grades 10-12 by Gender and Province

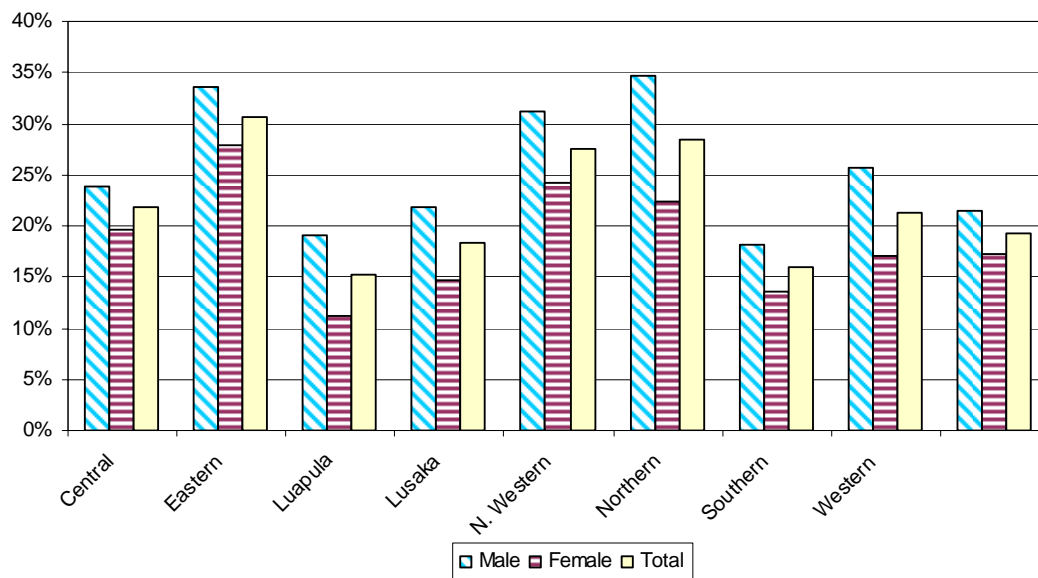


Table 15. Net Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Copperbelt	23.91%	19.65%	21.78%	9.7%
Central	33.66%	27.85%	30.66%	-16.4%
Eastern	19.06%	11.25%	15.21%	1.8%
Luapula	21.85%	14.77%	18.39%	18.3%
Lusaka	31.10%	24.19%	27.55%	10.4%
N. Western	34.65%	22.36%	28.49%	13.9%
Northern	18.21%	13.51%	15.88%	0.0%
Southern	25.63%	17.14%	21.30%	24.8%
Western	21.43%	17.19%	19.29%	8.3%
National	25.47%	19.03%	22.22%	3.2%

Transition rate

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

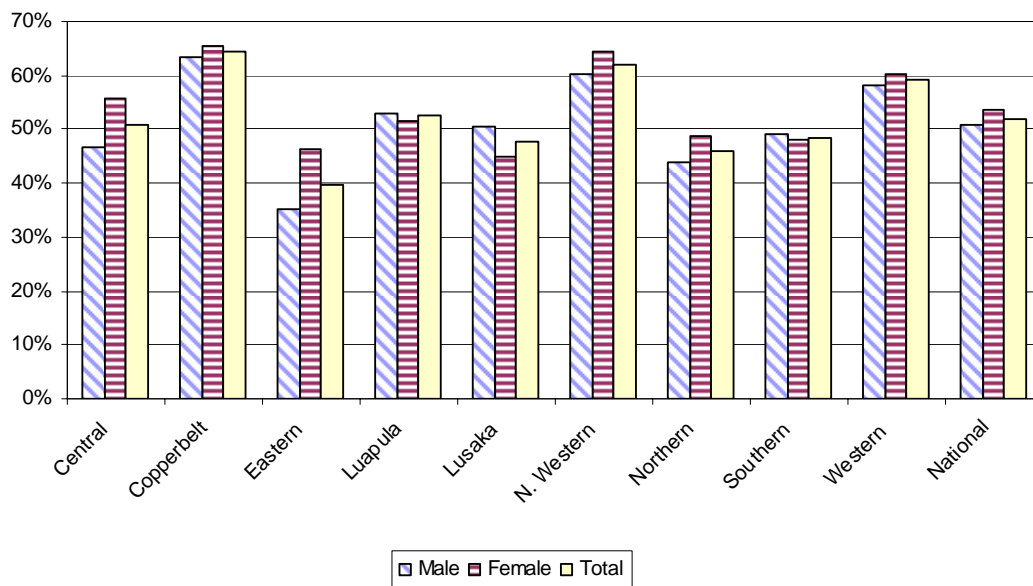


Table 16. Transition Rate for Grade 7-8 by Gender and Province

	Male	Female	Total	% Ch.
Central	46.69%	55.79%	50.81%	0.48%
Copperbelt	63.39%	65.44%	64.39%	-14.49%
Eastern	35.15%	46.22%	39.68%	-12.55%
Luapula	53.05%	51.59%	52.45%	-10.91%
Lusaka	50.62%	44.87%	47.70%	-7.83%
N. Western	60.32%	64.36%	62.01%	-10.92%
Northern	44.04%	48.78%	45.93%	-3.70%
Southern	48.96%	47.91%	48.48%	-4.44%
Western	58.18%	60.32%	59.14%	1.75%
National	50.71%	53.51%	51.98%	-7.7%

Figure 15. Transition Rate for Grade 9 - 10 by Gender and Province

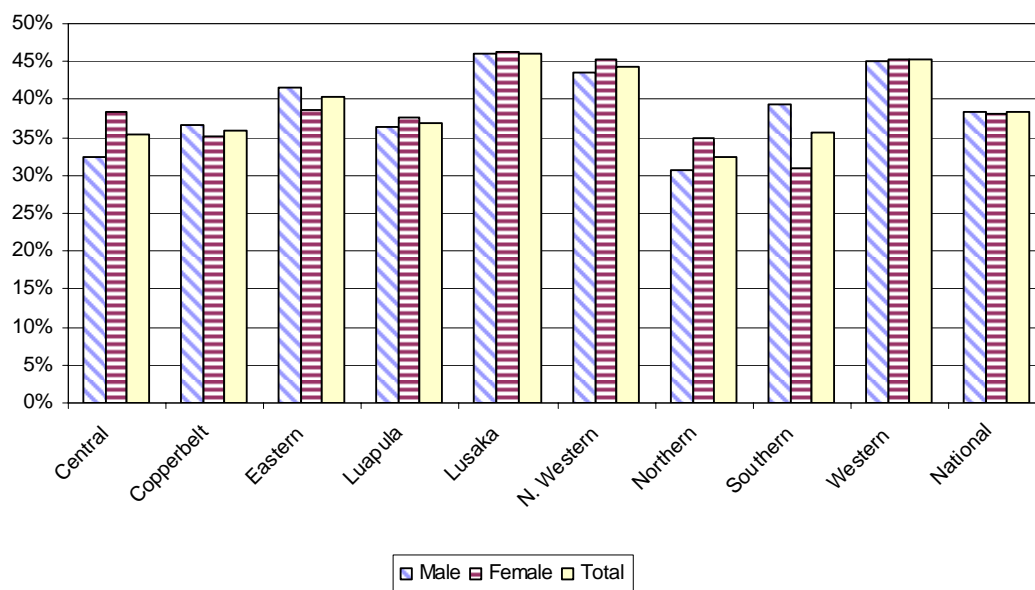


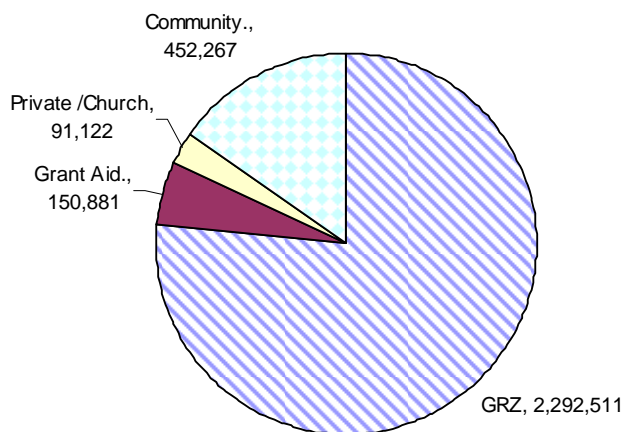
Table 17. Transition Rate for Grade 9 - 10 by Gender and Province

	Male	Female	Total	% Ch.
Central	32.48%	38.49%	35.32%	-15.52%
Copperbelt	36.70%	35.10%	35.91%	-22.12%
Eastern	41.52%	38.51%	40.26%	-16.30%
Luapula	36.40%	37.63%	36.90%	15.83%
Lusaka	45.98%	46.17%	46.07%	8.16%
N. Western	43.54%	45.36%	44.31%	-1.23%
Northern	30.77%	34.99%	32.53%	-13.12%
Southern	39.46%	31.02%	35.62%	15.96%
Western	45.11%	45.40%	45.24%	-4.44%
National	38.49%	38.00%	38.26%	-7.1%

Participation and Enrolment

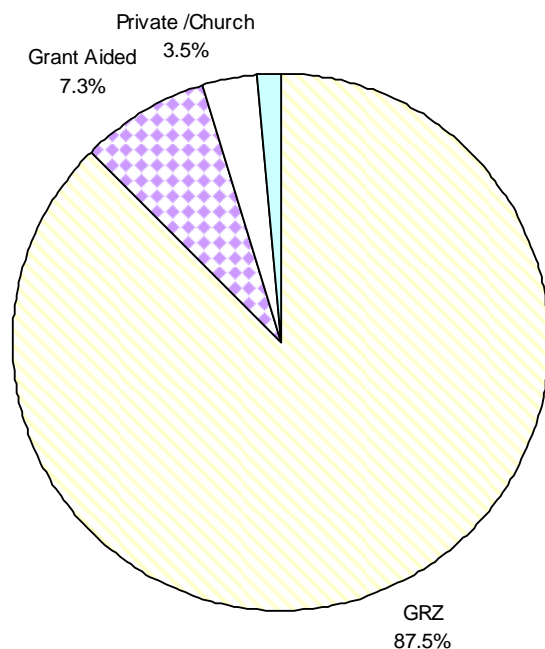
In 2006, the total pupil school enrolment for Grades 1 to 9 was at 2,986,781 compared to 2,852,370 in 2005 representing an increase of 4.5 percent. For the Grade 1 to 7 levels, enrolment for 2006 was at 2,682,410 representing an increase of 4.5 percent from that of 2005 that stood at 2,567,353. It is however noteworthy that enrolments for Grades 8 to 9 rose from 285,017 in 2005 to 304,371 in 2006 representing a rise of 6.8 Percent. Government and Grant Aided schools accounted for 95 percent of the total grade 8 to 9 pupil enrolment while private and community schools accounted for 5 percent.

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



Since the declaration of free basic education, the Ministry has witnessed a remarkable response from the community recording a increase of 63.3 percent from the time free basic education was declared in 2002/1 to 2006/5. A backward (1996-2001) analysis of enrolments increase up to the middle basic level for the same length of time indicates that the increase was only by 16.5 percent. The declaration of free basic education has indeed assisted in ensuring that the country still remains on course in its pursuit of the MDGs and the EFA goals.

Figure 17. Enrolment in Grades 10-12 Schools by Running Agency



In grades 10-12 a total of 193,843 pupils were enrolled in schools in 2006 rising by 6.2 percent from 182,586 in 2005. The proportion of females enrolled in grades 10-12 was 44.4 percent representing an approximate gender parity index of 0.80 signifying reckonable gender disparities. The proportion of pupils enrolled in GRZ schools and Grant Aided schools was 94.6 percent.

Table 18. Enrolment in All Schools Grades 1 -12

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	186,868	177,371	49%	364,239	11.5%	8.0%
Copperbelt	273,586	277,198	50%	550,784	17.3%	-1.6%
Eastern	178,616	169,530	49%	348,146	10.9%	7.5%
Luapula	129,390	117,088	48%	246,478	7.7%	7.1%
Lusaka	185,661	190,660	51%	376,321	11.8%	4.3%
N. Western	109,247	99,533	48%	208,780	6.6%	9.3%
Northern	233,892	205,256	47%	439,148	13.8%	6.5%
Southern	221,503	209,743	49%	431,246	13.6%	3.2%
Western	111,744	103,738	48%	215,482	6.8%	6.7%
National	1,630,507	1,550,117	48.7%	3,180,624	100.0%	4.8%

Note: All enrolment table includes APU and Regular students

Table 19. Enrolment in Grades 1-7 by Agency/Type and Province

	GRZ	Grant Aid.	Private /Church	Community.	Total
Central	242,247	9,545	5,243	52,757	309,792
Copperbelt	311,696	17,518	34,667	73,622	437,503
Eastern	228,630	18,185	3,540	57,953	308,308
Luapula	173,023	10,520	2,919	28,389	214,851
Lusaka	202,436	9,795	21,216	66,767	300,214
N. Western	144,940	9,421	308	20,804	175,473
Northern	293,093	24,360	3,302	69,482	390,237
Southern	274,327	22,614	7,408	57,747	362,096
Western	155,920	5,132	1,944	20,940	183,936
National	2,026,312	127,090	80,547	448,461	2,682,410

Figure 18. Enrolment in Grades 1-9 by Agency

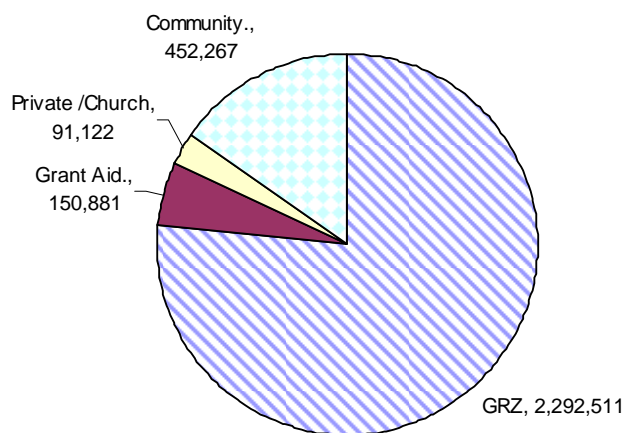


Table 20. Enrolment Grades 1-9 by Agency/Type and Province

	GRZ	Grant Aid.	Private /Church	Community.	Total	% Ch.
Central	273,649	11,335	5,815	53,340	344,139	7.8%
Copperbelt	375,762	18,475	38,578	74,124	506,939	-0.3%
Eastern	247,148	22,505	3,790	57,992	331,435	7.7%
Luapula	191,631	11,796	3,035	28,425	234,887	6.4%
Lusaka	236,960	12,116	25,470	68,575	343,121	3.3%
N. Western	164,018	9,844	308	20,805	194,975	8.7%
Northern	320,642	28,020	3,698	69,629	421,989	6.7%
Southern	309,273	30,083	8,446	58,428	406,230	1.9%
Western	173,428	6,707	1,982	20,949	203,066	6.4%
National	2,292,511	150,881	91,122	452,267	2,986,781	4.7%

Table 21. Enrolment in Grades 10-12 by Agency/Type and Province

	GRZ	Grant Aid.	Private /Church	Community.	Total	% Ch.
Central	18,188	1,304	528	80	20,100	10.5%
Copperbelt	39,947	462	3,320	116	43,845	-14.9%
Eastern	13,092	3,511	108	0	16,711	5.0%
Luapula	10,115	901	575	0	11,591	24.7%
Lusaka	27,983	1,387	3,514	316	33,200	14.9%
N. Western	13,205	600	0	0	13,805	18.7%
Northern	15,507	1,476	176	0	17,159	3.4%
Southern	16,062	7,631	1,323	0	25,016	29.5%
Western	10,618	1,238	560	0	12,416	10.6%
National	164,717	18,510	10,104	512	193,843	6.2%

Table 22. Enrolment in All Schools in Grades 1-7 by Gender and Province

	Male	Female	%(F)	Total	% of Tot.	% Ch.
Central	158,402	151,390	48.9%	309,792	11.5%	7.2%
Copperbelt	215,882	221,621	50.7%	437,503	16.3%	0.0%
Eastern	155,466	152,842	49.6%	308,308	11.5%	7.9%
Luapula	110,653	104,198	48.5%	214,851	8.0%	5.9%
Lusaka	145,816	154,398	51.4%	300,214	11.2%	2.7%
N. Western	89,994	85,479	48.7%	175,473	6.5%	8.5%
Northern	205,855	184,382	47.2%	390,237	14.5%	6.5%
Southern	182,805	179,291	49.5%	362,096	13.5%	1.2%
Western	94,405	89,531	48.7%	183,936	6.9%	5.7%
National	1,359,278	1,323,132	49.3%	2,682,410	100.0%	4.5%

Table 23. Enrolment in All Schools in Grades 1-9 by Gender and Province

	Male	Female	%(F)	Total	% of Tot.	% Ch.
Central	176,172	167,967	48.8%	344,139	11.5%	7.8%
Copperbelt	250,928	256,011	50.5%	506,939	17.0%	-0.3%
Eastern	168,079	163,356	49.3%	331,435	11.1%	7.7%
Luapula	122,490	112,397	47.9%	234,887	7.9%	6.4%
Lusaka	168,066	175,055	51.0%	343,121	11.5%	3.3%
N. Western	101,076	93,899	48.2%	194,975	6.5%	8.7%
Northern	224,106	197,883	46.9%	421,989	14.1%	6.7%
Southern	206,781	199,449	49.1%	406,230	13.6%	1.9%
Western	104,946	98,120	48.3%	203,066	6.8%	6.4%
National	1,522,644	1,464,137	49.0%	2,986,781	100.0%	4.7%

Table 24. Enrolment in All Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	10,696	9,404	46.8%	20,100	10.4%	10.5%
Copperbelt	22,658	21,187	48.3%	43,845	22.6%	-14.9%
Eastern	10,537	6,174	36.9%	16,711	8.6%	5.0%
Luapula	6,900	4,691	40.5%	11,591	6.0%	24.7%
Lusaka	17,595	15,605	47.0%	33,200	17.1%	14.9%
N. Western	8,171	5,634	40.8%	13,805	7.1%	18.7%
Northern	9,786	7,373	43.0%	17,159	8.9%	3.4%
Southern	14,722	10,294	41.1%	25,016	12.9%	29.5%
Western	6,798	5,618	45.2%	12,416	6.4%	10.6%
National	107,863	85,980	44.4%	193,843	100%	6.2%

Table 25. Enrolment in GRZ and Grant Aided Schools in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	129,017	122,775	48.8%	251,792	11.7%	3.1%
Copperbelt	163,512	165,702	50.3%	329,214	15.3%	-4.8%
Eastern	124,870	121,945	49.4%	246,815	11.5%	2.6%
Luapula	94,913	88,630	48.3%	183,543	8.5%	3.7%
Lusaka	103,534	108,697	51.2%	212,231	9.9%	0.6%
N. Western	79,342	75,019	48.6%	154,361	7.2%	8.5%
Northern	167,984	149,469	47.1%	317,453	14.7%	5.1%
Southern	149,929	147,012	49.5%	296,941	13.8%	1.0%
Western	82,890	78,162	48.5%	161,052	7.5%	0.9%
National	1,095,991	1,057,411	49.1%	2,153,402	100.0%	1.8%

Table 26. Enrolment in GRZ and Grant Aided Schools in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	146,136	138,848	48.7%	284,984	11.7%	4.1%
Copperbelt	196,300	197,937	50.2%	394,237	16.1%	-4.5%
Eastern	137,293	132,360	49.1%	269,653	11.0%	2.8%
Luapula	106,636	96,791	47.6%	203,427	8.3%	4.4%
Lusaka	122,792	126,284	50.7%	249,076	10.2%	1.4%
N. Western	90,423	83,439	48.0%	173,862	7.1%	8.7%
Northern	185,889	162,773	46.7%	348,662	14.3%	5.7%
Southern	173,025	166,331	49.0%	339,356	13.9%	2.1%
Western	93,399	86,736	48.2%	180,135	7.4%	2.5%
National	1,251,893	1,191,499	48.8%	2,443,392	100.0%	2.4%

Table 27. Enrolment in GRZ and Grant Aided Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	10,400	9,092	46.6%	19,492	10.6%	9.2%
Copperbelt	20,986	19,423	48.1%	40,409	22.1%	-16.4%
Eastern	10,440	6,163	37.1%	16,603	9.1%	7.9%
Luapula	6,524	4,492	40.8%	11,016	6.0%	19.2%
Lusaka	15,693	13,677	46.6%	29,370	16.0%	14.1%
N. Western	8,171	5,634	40.8%	13,805	7.5%	18.7%
Northern	9,669	7,314	43.1%	16,983	9.3%	5.3%
Southern	14,032	9,661	40.8%	23,693	12.9%	35.6%
Western	6,500	5,356	45.2%	11,856	6.5%	16.2%
National	102,415	80,812	44.1%	183,227	100.0%	6.5%

Table 28. Enrolment in Private/Church Schools in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	2,634	2,609	49.8%	5,243	6.5%	-41.5%
Copperbelt	16,987	17,680	51.0%	34,667	43.0%	-4.3%
Eastern	1,788	1,752	49.5%	3,540	4.4%	-49.6%
Luapula	1,338	1,581	54.2%	2,919	3.6%	239.8%
Lusaka	10,464	10,752	50.7%	21,216	26.3%	-5.7%
N. Western	169	139	45.1%	308	0.4%	-62.1%
Northern	1,693	1,609	48.7%	3,302	4.1%	-47.7%
Southern	3,610	3,798	51.3%	7,408	9.2%	-29.6%
Western	972	972	50.0%	1,944	2.4%	0.5%
National	39,655	40,892	50.8%	80,547	100.0%	-15.3%

Table 29. Enrolment in Private/Church Schools in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	2,913	2,902	49.9%	5,815	6.4%	-38.8%
Copperbelt	18,960	19,618	50.9%	38,578	42.3%	-2.6%
Eastern	1,945	1,845	48.7%	3,790	4.2%	-49.0%
Luapula	1,434	1,601	52.8%	3,035	3.3%	229.5%
Lusaka	12,512	12,958	50.9%	25,470	28.0%	-2.7%
N. Western	169	139	45.1%	308	0.3%	-62.3%
Northern	1,939	1,759	47.6%	3,698	4.1%	-49.7%
Southern	4,079	4,367	51.7%	8,446	9.3%	-31.8%
Western	995	987	49.8%	1,982	2.2%	-8.9%
National	44,946	46,176	50.7%	91,122	100.0%	-14.3%

Table 30. Enrolment in Private Basic Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	219	309	58.5%	528	5.2%	57.6%
Copperbelt	1,595	1,725	52.0%	3,320	32.9%	4.0%
Eastern	97	11	10.2%	108	1.1%	-79.6%
Luapula	376	199	34.6%	575	5.7%	0.0%
Lusaka	1,750	1,764	50.2%	3,514	34.8%	12.7%
N. Western	0	0	0.0%	0	0.0%	0.0%
Northern	117	59	33.5%	176	1.7%	-47.9%
Southern	690	633	47.8%	1,323	13.1%	-28.6%
Western	298	262	46.8%	560	5.5%	-25.8%
National	5,142	4,962	49.1%	10,104	100.0%	-0.7%

Table 31. Enrolment in Community Schools in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	26,751	26,006	49.3%	52,757	11.8%	47.4%
Copperbelt	35,383	38,239	51.9%	73,622	16.4%	32.1%
Eastern	28,808	29,145	50.3%	57,953	12.9%	52.0%
Luapula	14,402	13,987	49.3%	28,389	6.3%	13.5%
Lusaka	31,818	34,949	52.3%	66,767	14.9%	13.4%
N. Western	10,483	10,321	49.6%	20,804	4.6%	11.2%
Northern	36,178	33,304	47.9%	69,482	15.5%	20.0%
Southern	29,266	28,481	49.3%	57,747	12.9%	8.1%
Western	10,543	10,397	49.7%	20,940	4.7%	67.6%
National	223,632	224,829	50.1%	448,461	100.0%	25.9%

Note: Includes only those Community Schools that submitted the ASC

Table 32. Enrolment in Community Schools in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	27,123	26,217	49.2%	53,340	11.8%	48.8%
Copperbelt	35,668	38,456	51.9%	74,124	16.4%	32.3%
Eastern	28,841	29,151	50.3%	57,992	12.8%	52.0%
Luapula	14,420	14,005	49.3%	28,425	6.3%	13.6%
Lusaka	32,762	35,813	52.2%	68,575	15.2%	13.8%
N. Western	10,484	10,321	49.6%	20,805	4.6%	11.0%
Northern	36,278	33,351	47.9%	69,629	15.4%	19.5%
Southern	29,677	28,751	49.2%	58,428	12.9%	9.0%
Western	10,552	10,397	49.6%	20,949	4.6%	63.4%
National	225,805	226,462	50.1%	452,267	100.0%	26.1%

Note: Includes only those schools that submitted the ASC

Table 33. Enrolment in Community Schools in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	77	3	0.0%	80	15.6%
Copperbelt	77	39	0.0%	116	22.7%
Eastern	0	0	0.0%	0	0.0%
Luapula	0	0	0.0%	0	0.0%
Lusaka	152	164	51.9%	316	61.7%
N. Western	0	0	0.0%	0	0.0%
Northern	0	0	0.0%	0	0.0%
Southern	0	0	0.0%	0	0.0%
Western	0	0	0.0%	0	0.0%
National	306	206	40.2%	512	100.0%

Table 34. Enrolment in IRI Centres in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	4,455	4,376	49.6%	8,831	9.4%
Copperbelt	4,495	4,662	50.9%	9,157	9.8%
Eastern	6,440	6,516	50.3%	12,956	13.8%
Luapula	4,625	4,446	49.0%	9,071	9.7%
Lusaka	4,437	4,692	51.4%	9,129	9.7%
N. Western	4,480	4,417	49.6%	8,897	9.5%
Northern	12,235	11,454	48.4%	23,689	25.3%
Southern	3,659	3,621	49.7%	7,280	7.8%
Western	2,393	2,384	49.9%	4,777	5.1%
National	47,219	46,568	49.7%	93,787	100.0%

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

New Entrants

In 2006, a total of 425,869 pupils enrolled in Grade 1 as first entrants as compared to 444,300 in 2005, indicating a marginal decline of 4.2 percent. In relation to gender, there were a total of 209,409 males and 216,460 females enrolled as first entrants indicating that for every 100 male pupils enrolled; there was a corresponding 103 female pupils. Although the Copperbelt has consistently been recording a higher number of new entrants, Northern Province in 2006 had the highest number of new entrants with a total of 65,286 new entrants followed by the Copperbelt with 63,371. Eastern Province had the third highest entrants.

Table 35. Grade 1 Entrants by Age, Gender and Province (Excluding Repeaters)

	Under 7		7 yrs		Over 7		% of 7 yrs		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Central	2,480	2,807	9,940	9,932	12,437	11,637	24,857	24,376	49,233
Copperbelt	4,809	5,601	13,373	14,566	12,623	12,399	30,805	32,566	63,371
Eastern	1,871	2,470	7,036	8,245	18,391	18,555	27,298	29,270	56,568
Luapula	1,227	1,378	6,066	6,442	10,988	11,110	18,281	18,930	37,211
Lusaka	2,250	2,475	6,878	7,374	10,896	11,331	20,024	21,180	41,204
N. Western	1,609	1,996	6,022	6,485	7,118	6,706	14,749	15,187	29,936
Northern	2,267	2,646	10,438	10,802	20,253	18,880	32,958	32,328	65,286
Southern	2,579	3,148	9,699	10,736	12,346	12,633	24,624	26,517	51,141
Western	729	983	7,193	7,555	7,891	7,568	15,813	16,106	31,919
National	19,821	23,504	76,645	82,137	112,943	110,819	209,409	216,460	425,869

The Ministry of Education recognises the importance of Early Childhood Care, Development and Education. The Ministry's commencement of the coordination of ECCDE was in 2004 through a government Gazette. In 2006, 17.2 percent of new entrants to Grade 1 had pre-school education compared to 20.3 percent of children who were first time entrants to Grade 1 with pre-school education experience in the previous year as can be noted in Table 36 below. Copperbelt and Lusaka Provinces which are the mostly urbanised had 26.4% and 25.7 % of the new entrants with pre school experience respectively. The provinces with the lowest proportions of new entrants with early childhood experience were Western and North Western with 2.5 % percent each.

Table 36. Grade 1 Entrants by Gender and Province (excluding repeaters)

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	24,857	24,376	49.5%	49,233	11.6%	0.3%
Copperbelt	30,805	32,566	51.4%	63,371	14.9%	-11.5%
Eastern	27,298	29,270	51.7%	56,568	13.3%	3.7%
Luapula	18,281	18,930	50.9%	37,211	8.7%	1.5%
Lusaka	20,024	21,180	51.4%	41,204	9.7%	-7.7%
N. Western	14,749	15,187	50.7%	29,936	7.0%	-5.1%
Northern	32,958	32,328	49.5%	65,286	15.3%	-1.2%
Southern	24,624	26,517	51.9%	51,141	12.0%	-12.3%
Western	15,813	16,106	50.5%	31,919	7.5%	0.2%
National	209,409	216,460	50.8%	425,869	100.0%	-4.1%

Table 37. Grade 1 Entrants with Pre-school Experience by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% of Enr.
Central	4,391	4,794	52.2%	9,185	12.5%	18.7%
Copperbelt	9,267	10,124	52.2%	19,391	26.4%	30.6%
Eastern	2,654	2,803	51.4%	5,457	7.4%	9.6%
Luapula	1,639	1,739	51.5%	3,378	4.6%	9.1%
Lusaka	8,885	9,947	52.8%	18,832	25.7%	45.7%
N. Western	891	931	51.1%	1,822	2.5%	6.1%
Northern	2,050	2,219	52.0%	4,269	5.8%	6.5%
Southern	4,545	4,674	50.7%	9,219	12.6%	18.0%
Western	953	887	48.2%	1,840	2.5%	5.8%
Total	35,275	38,118	51.9%	73,393	100.0%	17.2%

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 proportional number of pupils who successfully completed a given grade in the previous school year and proceeded to the next grade in the current school. The progression rate shows the relative size of the group that successfully moved to the next grade within the educational programme of the system.

Retention rate is the number of pupils enrolled in a specified grade in a given school year eventually reaching the next grade expressed as percentage of the number of the cohort of those pupils who originally enrolled in the specified grade. The distinction between the survival rate with and without repetition is necessary to determine the extent of wastage due to dropout and repetition.

The ministry has been implementing a number of policy interventions in order to achieve the goals of increased enrolment, retention and completion rates for both the basic and high school levels. The Free Basic Education policy from grade 1-7 has continued attracting pupils especially the vulnerable children, thereby increasing enrolment levels. The bursary support to the orphans and vulnerable children has drastically increased and this has resulted in retaining such category of children in schools. The increase in the number of community schools has also offered opportunities for more children to remain in school. The Re-entry Policy has also enabled a good number of girls to return and continue with their education.

Dropout Rate

This is the proportion of pupils who leave the system without completing a given grade in a given school year. The rate shows the extent to which pupils abandon school for various reasons. High dropout rates imply high input/output ratios and lead to low internal efficiency. In 2006, the dropout rate at primary school grade 1-7 increased from 2.36 in 2005 to 2.43 percent. Dropout at Grade 1-9 slightly increased from 2.53 to 2.58 percent. At high school grade 10-12, the dropout rate reduced from 1.98 to 1.81 percent.

Though the dropout rates vary from region to region, in all cases the drop out rate for girls is higher than boys. Like in case of completion rates, reasons for dropping out range from social-economic to environmental. Refer to tables below for regional variations.

Table 38. Drop Out Rate for Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	2.03%	2.66%	2.34%	7.5%
Copperbelt	1.58%	1.86%	1.72%	-5.5%
Eastern	2.26%	2.95%	2.61%	-7.1%
Luapula	2.85%	3.74%	3.28%	-6.5%
Lusaka	1.53%	1.80%	1.67%	36.7%
N. Western	2.40%	3.41%	2.89%	-11.5%
Northern	2.50%	3.51%	2.97%	-3.7%
Southern	2.10%	2.75%	2.43%	39.5%
Western	2.35%	3.07%	2.70%	-4.7%
National	2.12%	2.75%	2.43%	2.9%

Figure 19. Drop Out Rate in Grade 1- 9 by Province

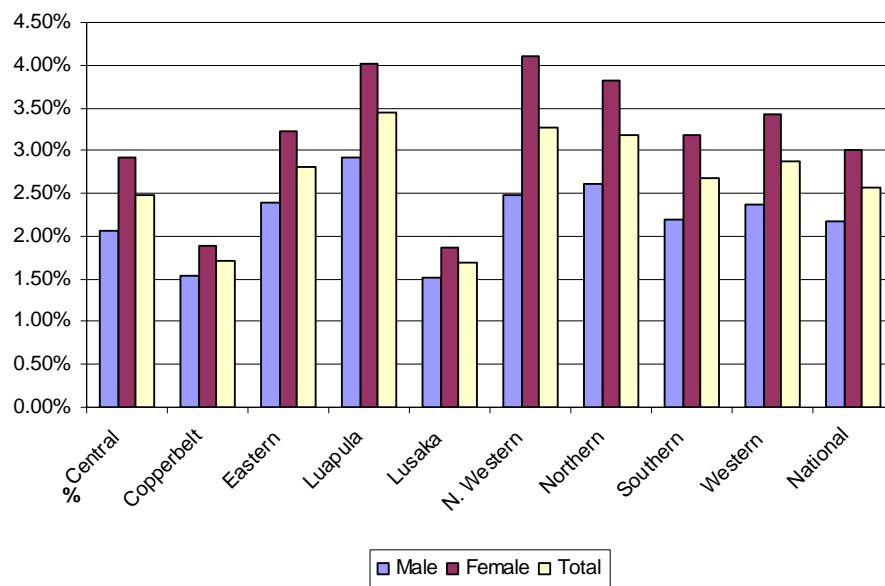


Table 39. Drop Out Rate for Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	2.06%	2.91%	2.48%	7.1%
Copperbelt	1.54%	1.89%	1.72%	-9.9%
Eastern	2.40%	3.22%	2.80%	-6.2%
Luapula	2.92%	4.02%	3.45%	-5.1%
Lusaka	1.51%	1.87%	1.70%	28.9%
N. Western	2.48%	4.10%	3.26%	-11.7%
Northern	2.62%	3.81%	3.18%	-4.3%
Southern	2.20%	3.19%	2.69%	38.6%
Western	2.37%	3.43%	2.88%	-6.6%
National	2.17%	3.00%	2.58%	2.1%

Table 40. Drop Out Rate for Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	1.02%	2.47%	1.70%	2.5%
Copperbelt	0.42%	1.82%	1.10%	6.0%
Eastern	1.76%	3.30%	2.33%	-22.3%
Luapula	1.75%	2.22%	1.94%	-35.3%
Lusaka	1.26%	2.01%	1.61%	32.1%
N. Western	3.11%	6.94%	4.67%	13.7%
Northern	0.66%	1.72%	1.12%	-74.5%
Southern	0.92%	2.62%	1.62%	52.6%
Western	1.13%	4.00%	2.43%	8.0%
National	1.17%	2.62%	1.81%	-8.2%

Repetition Rate

This rate measures the phenomenon of pupils from a cohort repeating a grade, and has negative effect on the internal efficiency of educational systems. Additionally, 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 for basic school Grade 1-9 was 7.2 while repetition at grade 10-12 increased from 1.2 percent in 2005 to 1.8 percent in 2006. Apparently at basic levels the repetition rates remained higher for boys than girls.

Table 41. Repetition Rate in Grades 1-7 by Grade

	Male	Female	Total	% Ch.
Central	7.56%	6.73%	7.16%	-8.1%
Copperbelt	3.76%	3.25%	3.50%	-7.3%
Eastern	8.27%	7.36%	7.83%	12.8%
Luapula	7.75%	7.95%	7.85%	-8.5%
Lusaka	3.56%	3.22%	3.38%	-7.8%
N. Western	8.48%	8.51%	8.50%	12.1%
Northern	9.01%	8.27%	8.66%	0.0%
Southern	10.84%	9.76%	10.31%	3.8%
Western	7.55%	6.81%	7.19%	-9.7%
National	7.35%	6.64%	7.00%	-0.87%

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

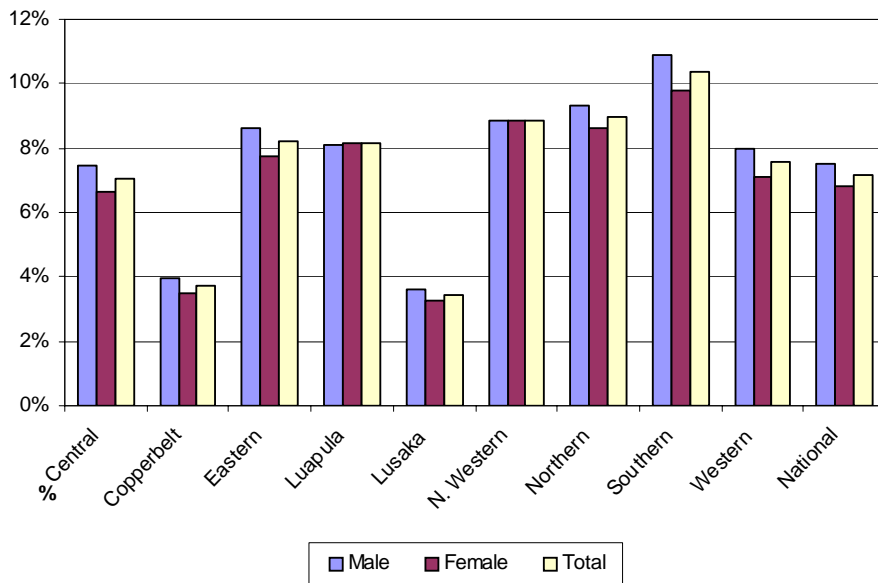


Table 42. Repetition Rate in Grades 1-9 by Grade

	Male	Female	Total	% Ch.
Central	7.47%	6.66%	7.08%	-7.7%
Copperbelt	3.94%	3.47%	3.71%	-6.0%
Eastern	8.64%	7.77%	8.22%	11.5%
Luapula	8.09%	8.18%	8.14%	-6.9%
Lusaka	3.61%	3.27%	3.44%	-7.7%
N. Western	8.85%	8.87%	8.86%	8.9%
Northern	9.30%	8.64%	8.99%	2.7%
Southern	10.89%	9.81%	10.37%	2.8%
Western	7.98%	7.09%	7.55%	-6.6%
National	7.52%	6.80%	7.17%	-0.3%

Table 43. Repetition Rate in Grades 10-12 by Grade

	Male	Female	Total	% Ch.
Central	0.74%	0.56%	0.66%	-34.2%
Copperbelt	0.74%	0.89%	0.81%	34.9%
Eastern	1.79%	1.84%	1.81%	64.1%
Luapula	2.78%	3.19%	2.95%	-2.7%
Lusaka	1.05%	1.48%	1.26%	-2.3%
N. Western	2.77%	3.84%	3.19%	-16.7%
Northern	1.82%	3.34%	2.41%	160.4%
Southern	3.96%	3.43%	3.73%	414.2%
Western	1.51%	2.15%	1.78%	2.7%
National	1.74%	1.94%	1.83%	47.2%

Completion Rate

This rate is now being calculated as an indicator that gives a clearer picture of pupils who actually complete the education cycle. The disparities in the completion rates between boys and girls have continued over the years at all levels. The completion rates for boys have continued to be higher than that of girls across the levels. The completion rates at both grade 7 and 9 increased from 81.61 to 85.28 and 43.08 to 43.2 percent respectively (representing an increase of 4.5 and 0.3 percent respectively) while the grade 12 completion rate declined from 17.72 to 17.65 percent in the year under review.

These disparities in the completion rates between boys and girls are attributed to partly social and economic factors and vary from region to region as could be seen from provincial analysis (see tables below)

Figure 21. Completion Rates for Grades 7 by Gender and Province

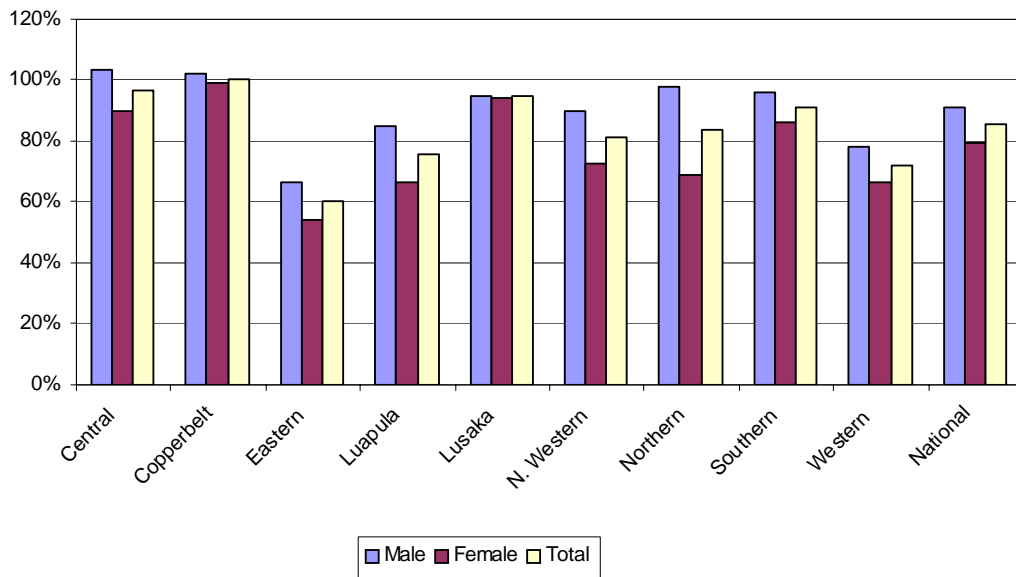


Figure 22. Completion Rate for Grades 9 by Gender and Province

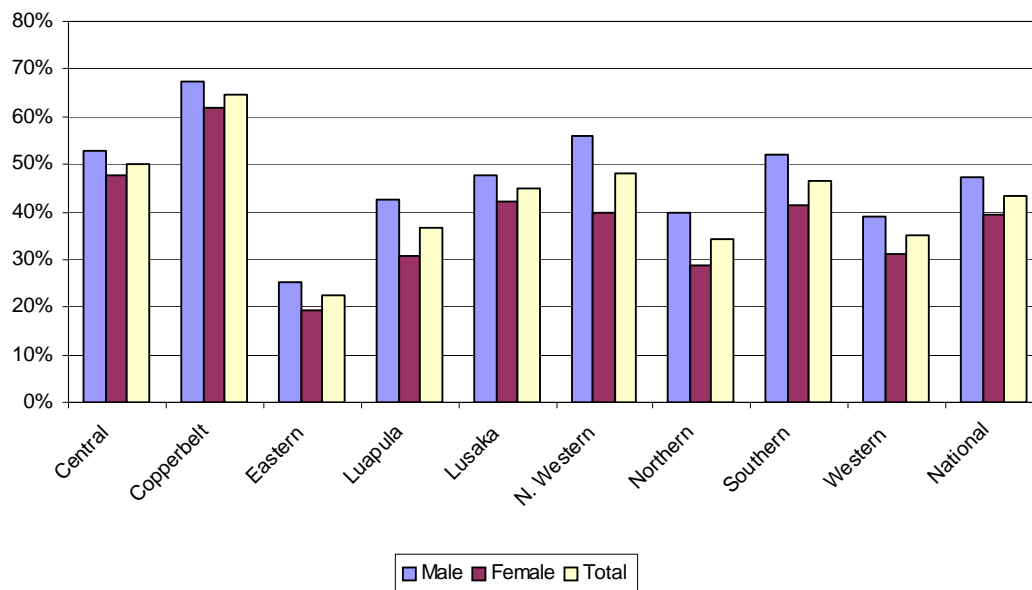


Table 44. Completion Rate for Grades 7 and 9 by Gender and Province

	Grade 7				Grades 9			
	Male	Female	Total	% Ch.	Male	Female	Total	% Ch.
Central	103.56%	90.08%	96.82%	10.4%	52.69%	47.65%	50.17%	6.9%
Copperbelt	102.22%	99.01%	100.60%	0.8%	67.38%	61.68%	64.47%	-5.6%
Eastern	66.55%	54.21%	60.38%	6.3%	25.24%	19.31%	22.30%	-6.1%
Luapula	84.64%	66.57%	75.65%	8.5%	42.38%	30.85%	36.70%	4.5%
Lusaka	94.60%	94.37%	94.48%	4.0%	47.57%	42.31%	44.89%	4.4%
N. Western	89.57%	72.74%	81.18%	11.6%	55.89%	39.92%	47.92%	9.1%
Northern	98.10%	69.14%	83.58%	6.3%	39.73%	28.64%	34.20%	-1.2%
Southern	95.94%	86.41%	91.14%	-1.5%	52.14%	41.35%	46.67%	-0.2%
Western	78.25%	66.24%	72.22%	4.7%	38.95%	30.96%	34.92%	3.0%
National	91.16%	79.46%	85.28%	4.5%	47.19%	39.25%	43.20%	0.3%

Figure 23. Completion Rate for Grades 12 by Gender and Province

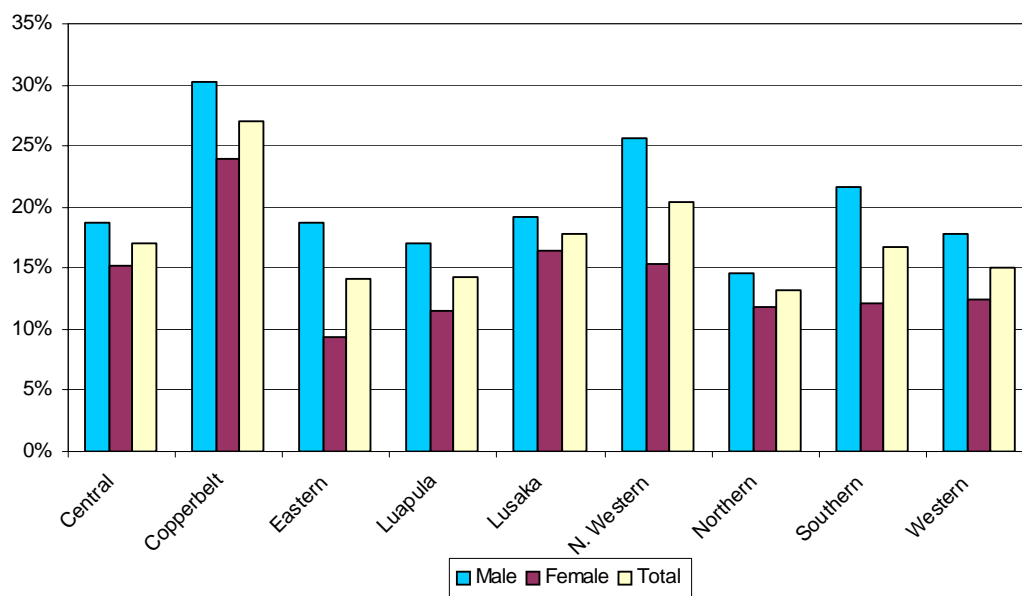


Table 45. Completion Rate for Grades 12 by Gender and Province

	Grade 12			% Ch.
	Male	Female	Total	
Central	18.66%	15.27%	16.96%	8.6%
Copperbelt	30.29%	23.93%	27.00%	-10.5%
Eastern	18.67%	9.30%	14.07%	3.1%
Luapula	17.01%	11.50%	14.32%	-1.9%
Lusaka	19.26%	16.36%	17.76%	-5.0%
N. Western	25.65%	15.31%	20.46%	-0.1%
Northern	14.52%	11.81%	13.17%	5.3%
Southern	21.60%	12.18%	16.79%	12.2%
Western	17.85%	12.39%	15.09%	7.4%
National	20.61%	14.75%	17.65%	-0.4%

Quality

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

Some of the indicators that are used to assess the quality of education include pupil/teacher ratio which 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 lower pupil - teacher ratio signifies smaller classes, which allows a teacher to pay more attention to individual pupils, which in turn results into better performance of pupils. However, it should be noted that learning does not always become more effective when pupil teacher ratios are low. 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 adversely affect the quality of education delivery.

Generally MOE 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 inadequate social amenities such as lack of proper accommodation and poor incentives to teachers serving in such areas among many other reasons. The 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 redress teacher attrition situation, the Government put in place the HIV/AIDS workplace policy which is meant to create awareness and provide free Voluntary Counselling and Testing and Anti Retro viral Therapy (ART) to teachers and non teaching staff in MOE.

The 2006 Annual School Census reported a total number of 66,145 teachers of whom 35,775 were males and 30,370 were females. The female teachers constituted 45.9 percent of the total teaching staff in the country. Of the total number of teachers 52,052 were teachers of basic schools and 14,093 secondary school teachers. With regard to teacher qualification and certification which are viewed as some of the important measures of quality in Education, only 10.5 percent and 0.9 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 51.2 at national level and varied across the provinces from 41.2 in Lusaka Province to 64.1 in Northern Province. Similarly, pupil/teacher ratio for high schools was 20.3 at national level varying from 17.1 in Lusaka province to 23.8 in Luapula Province. The desired pupil/teacher ratio by the

ministry for Grades 1-9 is 45:1 and 35:1 for high school. Compared with the actual pupil teacher ratio of 51.2 for grades 1-9 and 20.3 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 and district level in order to achieve the desired levels.

Learning Achievement levels and Changes over time

During the reporting year (2006), one of the notable activities that took place was the National assessment exercise. National Assessment surveys provide the Ministry of Education with empirical information on learning achievement and how it is changing over time. National Assessment surveys are sample based and collect information on the levels of learning achievement relative to defined performance benchmarks and other socioeconomic characteristics. The National Assessment survey takes place every other year generally and provides detailed information on various factors including learning achievement. Comparisons between 2003 and 2006 preliminary information show no discernible differences.

Another remote proxy measure of quality is the National Examinations results. They do not provide information on actual quality of education against clearly defined content based criteria. Examinations however, achieve to provide information on regional, district, school and pupil performance differentials. Examinations do not provide information on quality outcomes of the educational system at any given time and they also do not tell the country how well children are learning and what they understand and are able to do. Notwithstanding the above, examinations at all levels are very important for the education system in Zambia in the sense that they historically have been very pivotal in facilitating the accommodation of fewer pupils at higher educational levels as a government strategy of restricting access to higher levels in view of constrained financial resources to cater for all those needing higher level education.

Availability of Teachers

Table 46. Total Number of Teachers in All Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	4,234	3,305	43.8%	7,539	11.4%	18.6%
Copperbelt	5,013	7,607	60.3%	12,620	19.1%	2.3%
Eastern	4,260	2,508	37.1%	6,768	10.2%	17.8%
Luapula	2,947	1,489	33.6%	4,436	6.7%	9.8%
Lusaka	4,021	5,459	57.6%	9,480	14.3%	8.4%
N. Western	2,830	1,591	36.0%	4,421	6.7%	17.8%
Northern	4,889	2,473	33.6%	7,362	11.1%	18.3%
Southern	4,974	3,901	44.0%	8,875	13.4%	8.5%
Western	2,607	2,037	43.9%	4,644	7.0%	16.0%
Total	35,775	30,370	45.9%	66,145	100.0%	11.4%

Table 47. Number of Teachers by Agency and Province

	GRZ	Private	Grant Aid.	Community.	Total
Central	5,755	323	344	1,117	7,539
Copperbelt	8,882	2,207	371	1,160	12,620
Eastern	4,761	145	699	1,163	6,768
Luapula	3,549	156	269	462	4,436
Lusaka	5,822	1,810	420	1,428	9,480
N. Western	3,879	15	197	330	4,421
Northern	5,505	237	533	1,087	7,362
Southern	6,202	526	1,089	1,058	8,875
Western	3,905	96	221	422	4,644
Total	48,260	5,515	4,143	8,227	66,145

Figure 24. Teachers in Basic Schools by Running Agency

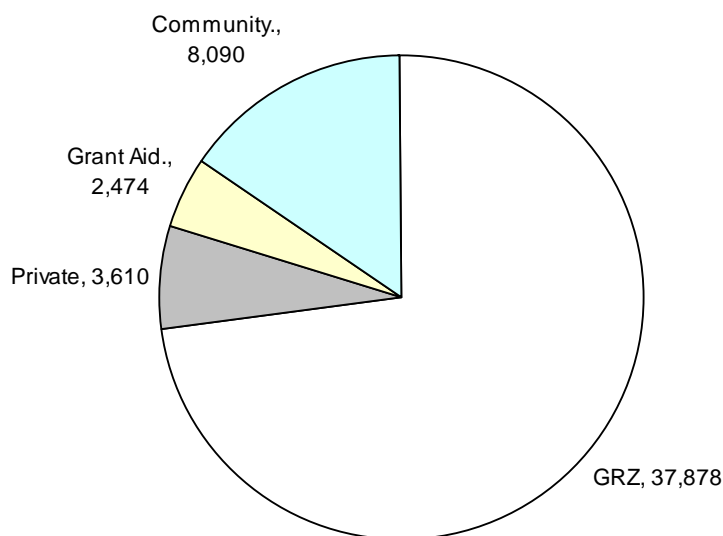


Table 48. Teachers in Basic Schools by Agency and Province

	GRZ	Private	Grant Aid.	Community.	Total
Central	4,615	224	191	1,075	6,105
Copperbelt	6,943	1,660	314	1,109	10,026
Eastern	3,980	124	376	1,163	5,643
Luapula	3,042	129	186	462	3,819
Lusaka	3,430	887	280	1,386	5,983
N. Western	2,893	15	152	330	3,390
Northern	4,839	162	402	1,087	6,490
Southern	4,799	339	472	1,056	6,666
Western	3,337	70	101	422	3,930
Total	37,878	3,610	2,474	8,090	52,052

Table 49. Teachers in Secondary Schools by Agency and Province

	GRZ	Private	Grant Aid.	Community.	Total
Central	1,140	99	153	42	1,434
Copperbelt	1,939	547	57	51	2,594
Eastern	781	21	323	0	1,125
Luapula	507	27	83	0	617
Lusaka	2,392	923	140	42	3,497
N. Western	986	0	45	0	1,031
Northern	666	75	131	0	872
Southern	1,403	187	617	2	2,209
Western	568	26	120	0	714
Total	10,382	1,905	1,669	137	14,093

Table 50. Teachers in GRZ/Grant Aided Basic Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	2,645	2,161	45.0%	4,806	11.9%	7.3%
Copperbelt	2,372	4,885	67.3%	7,257	18.0%	-4.0%
Eastern	2,589	1,767	40.6%	4,356	10.8%	11.3%
Luapula	2,014	1,214	37.6%	3,228	8.0%	6.3%
Lusaka	1,288	2,422	65.3%	3,710	9.2%	-27.1%
N. Western	1,866	1,179	38.7%	3,045	7.5%	3.2%
Northern	3,279	1,962	37.4%	5,241	13.0%	17.2%
Southern	2,812	2,459	46.7%	5,271	13.1%	-6.5%
Western	1,843	1,595	46.4%	3,438	8.5%	9.3%
National	20,708	19,644	48.7%	40,352	100.0%	0.2%

Table 51. Teachers in GRZ/Grant Aided Secondary Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	741	552	42.7%	1,293	10.7%	58.1%
Copperbelt	1,124	872	43.7%	1,996	16.6%	3.2%
Eastern	801	303	27.4%	1,104	9.2%	42.8%
Luapula	483	107	18.1%	590	4.9%	10.7%
Lusaka	1,108	1,424	56.2%	2,532	21.0%	179.5%
N. Western	698	333	32.3%	1,031	8.6%	116.1%
Northern	593	204	25.6%	797	6.6%	26.1%
Southern	1,194	826	40.9%	2,020	16.8%	132.5%
Western	441	247	35.9%	688	5.7%	56.0%
National	7,183	4,868	40.4%	12,051	100.0%	63.2%

Table 52. Teachers in Private/Church Basic Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	105	119	53.1%	224	6.2%	-24.8%
Copperbelt	649	1,011	60.9%	1,660	46.0%	17.6%
Eastern	61	63	50.8%	124	3.4%	-33.7%
Luapula	66	63	48.8%	129	3.6%	437.5%
Lusaka	443	444	50.1%	887	24.6%	-38.8%
N. Western	7	8	53.3%	15	0.4%	-40.0%
Northern	80	82	50.6%	162	4.5%	-20.6%
Southern	147	192	56.6%	339	9.4%	-8.4%
Western	31	39	55.7%	70	1.9%	14.8%
National	1,589	2,021	56.0%	3,610	100.0%	-10.4%

Table 53. Teachers in Private Secondary Schools by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	66	33	33.3%	99	5.2%	28.6%
Copperbelt	303	244	44.6%	547	28.7%	44.3%
Eastern	21	0	0.0%	21	1.1%	-53.3%
Luapula	25	2	7.4%	27	1.4%	145.5%
Lusaka	520	403	43.7%	923	48.5%	536.6%
N. Western	0	0	0.0%	0	0.0%	0.0%
Northern	41	34	45.3%	75	3.9%	435.7%
Southern	136	51	27.3%	187	9.8%	-20.8%
Western	21	5	19.2%	26	1.4%	-53.6%
National	1,133	772	40.5%	1,905	100.0%	97.8%

Table 54. Teachers in Community Schools Classified as Basic by Gender and Province

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	638	437	40.7%	1,075	13.3%	62.6%
Copperbelt	541	568	51.2%	1,109	13.7%	22.5%
Eastern	788	375	32.2%	1,163	14.4%	46.7%
Luapula	359	103	22.3%	462	5.7%	18.2%
Lusaka	638	748	54.0%	1,386	17.1%	19.6%
N. Western	259	71	21.5%	330	4.1%	18.3%
Northern	896	191	17.6%	1,087	13.4%	25.7%
Southern	684	372	35.2%	1,056	13.1%	7.6%
Western	271	151	35.8%	422	5.2%	59.2%
National	5,074	3,016	37.3%	8,090	100.0%	28.4%

Table 55. Teachers in Community Schools Classified as Secondary by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	39	3	0.0%	42	30.7%
Copperbelt	24	27	0.0%	51	37.2%
Eastern	0	0	0.0%	0	0.0%
Luapula	0	0	0.0%	0	0.0%
Lusaka	24	18	42.9%	42	30.7%
N. Western	0	0	0.0%	0	0.0%
Northern	0	0	0.0%	0	0.0%
Southern	1	1	50.0%	2	1.5%
Western	0	0	0.0%	0	0.0%
National	88	49	35.8%	137	100.0%

Table 56. Mentors in IRI Centres by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	123	97	44.1%	220	11.0%
Copperbelt	107	97	47.5%	204	10.2%
Eastern	218	119	35.3%	337	16.8%
Luapula	118	33	21.9%	151	7.5%
Lusaka	95	116	55.0%	211	10.5%
N. Western	134	28	17.3%	162	8.1%
Northern	340	96	22.0%	436	21.7%
Southern	100	70	41.2%	170	8.5%
Western	63	53	45.7%	116	5.8%
National	1,298	709	35.3%	2,007	100.0%

Teacher Qualifications and Certification

Table 57. Teachers in Basic Schools by Academic Qualifications and Gender

	Male	Female	% (F)	Total	% of Tot.
Below Standard 6	5	4	44.4%	9	0.0%
Standard 6	115	126	52.3%	241	0.5%
Form 2/ Grade 9	1378	1327	49.1%	2705	5.2%
Form 3/ Grade 10	781	1060	57.6%	1841	3.5%
Form 4	408	270	39.8%	678	1.3%
Form 5/Grade 12	23579	21024	47.1%	44603	85.7%
GCE "A" Level	313	225	41.8%	538	1.0%
First Degree	193	138	41.7%	331	0.6%
Higher Degree	23	19	45.2%	42	0.1%
Unknown	576	488	45.9%	1064	2.0%
National	27,371	24,681	47.4%	52,052	100.0%

Table 58. Teachers in Secondary Schools by Academic Qualifications and Gender

	Male	Female	% (F)	Total	% of Tot.
Standard 6	9	12	57.1%	21	0.1%
Form 2/ Grade 9	39	103	72.5%	142	1.0%
Form 3/ Grade 10	22	82	78.8%	104	0.7%
Form 4	131	80	37.9%	211	1.5%
Form 5/Grade 12	7298	4927	40.3%	12225	86.7%
GCE "A" Level	110	104	48.6%	214	1.5%
First Degree	572	212	27.0%	784	5.6%
Higher Degree	42	16	27.6%	58	0.4%
Unknown	181	153	45.8%	334	2.4%
National	8,404	5,689	40.4%	14,093	100.0%

Table 59. Teachers in Basic Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Pre-School Teacher's Certificate	286	1,176	80.4%	1,462	2.8%
Primary Teacher's Certificate	16,618	16,980	50.5%	33,598	64.5%
Certificate In Special Education	330	250	43.1%	580	1.1%
Diploma (Basic or Sec. Teacher's)	3,285	2,387	42.1%	5,672	10.9%
Special Education Diploma	289	220	43.2%	509	1.0%
Advanced Diploma	126	43	25.4%	169	0.3%
Education Bachelor's Degree	121	73	37.6%	194	0.4%
Other Bachelor's Degree	39	9	18.8%	48	0.1%
Master's Degree	58	20	25.6%	78	0.1%
Special Education Degree	11	11	50.0%	22	0.0%
None	3,575	1,876	34.4%	5,451	10.5%
Unknown	2,633	1,636	38.3%	4,269	8.2%
National	27,371	24,681	47.4%	52,052	100.0%

Table 60. Teachers in Secondary Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Pre-School Teacher's Certificate	27	134	83.23%	161	1.1%
Primary Teacher's Certificate	1446	2022	58.30%	3,468	24.6%
Certificate In Special Education	56	99	63.87%	155	1.1%
Diploma (Basic or Sec. Teacher's)	5032	2687	34.81%	7,719	54.8%
Special Education Diploma	91	55	37.67%	146	1.0%
Advanced Diploma	385	96	19.96%	481	3.4%
Education Bachelor's Degree	855	304	26.23%	1,159	8.2%
Other Bachelor's Degree	80	24	23.08%	104	0.7%
Master's Degree	52	44	45.83%	96	0.7%
Special Education Degree	16	6	27.27%	22	0.2%
None	62	59	48.76%	121	0.9%
Unknown	302	159	34.49%	461	3.3%
National	8,404	5,689	40.37%	14,093	100.0%

Teacher Attrition

In 2006 a total number of 8,001 teachers left the teaching service due to various reasons of which 6,921 were teachers of basic schools and 1,080 were high school teachers. A total number of 872 teachers died due to different causes of which 698 were basic and 174 high school teachers. Female teacher's deaths for both basic and high schools accounted for 45 percent each.

Table 61. Teacher Attrition in All Schools in the Previous Year

	Basic school		Secondary Schools		Total
	Male	Female	Male	Female	
Central	504	355	72	30	961
Copperbelt	552	636	106	89	1,383
Eastern	568	277	74	51	970
Luapula	389	163	28	5	585
Lusaka	385	427	133	98	1,043
N. Western	301	106	43	18	468
Northern	645	302	55	24	1,026
Southern	537	351	102	114	1,104
Western	229	194	22	16	461
Total	4,110	2,811	635	445	8,001

	Basic school		Secondary Schools		Total
	Male	Female	Male	Female	
Central	504	355	72	30	961
Copperbelt	552	636	106	89	1,383
Eastern	568	277	74	51	970
Luapula	389	163	28	5	585
Lusaka	385	427	133	98	1,043
N. Western	301	106	43	18	468
Northern	645	302	55	24	1,026
Southern	537	351	102	114	1,104
Western	229	194	22	16	461
Total	4,110	2,811	635	445	8,001

Table 62. 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	121	76	38.6%	197	2.8%	20.1%
Contract expired	470	250	34.7%	720	10.4%	-7.8%
Death	341	291	0.0%	632	9.1%	0.0%
Dismissed	277	135	0.0%	412	6.0%	36.9%
Illness	113	93	45.1%	206	3.0%	74.6%
Others	1155	922	44.4%	2,077	30.0%	39.2%
Resigned	1100	701	38.9%	1,801	26.0%	43.6%
Retired	533	343	39.2%	876	12.7%	2.5%
National	4,110	2,811	40.6%	6,921	100.0%	39.4%

Table 63. Teacher Attrition in Secondary Schools in the Previous Year by Reason and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Assigned to non-teaching duties	51	19	27.1%	70	6.5%	16.7%
Contract expired	79	50	38.8%	129	11.9%	63.3%
Death	92	71	43.6%	163	15.1%	393.9%
Dismissed	20	5	20.0%	25	2.3%	177.8%
Illness	8	7	46.7%	15	1.4%	-91.7%
Others	226	182	44.6%	408	37.8%	353.3%
Resigned	97	57	37.0%	154	14.3%	208.0%
Retired	62	54	46.6%	116	10.7%	-76.8%
National	635	445	41.2%	1,080	100.0%	115.6%

Table 64. Teacher Attrition in Schools Classified as Basic in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	504	355	41.3%	859	12.4%
Copperbelt	552	636	53.5%	1,188	17.2%
Eastern	568	277	32.8%	845	12.2%
Luapula	389	163	29.5%	552	8.0%
Lusaka	385	427	52.6%	812	11.7%
N. Western	301	106	26.0%	407	5.9%
Northern	645	302	31.9%	947	13.7%
Southern	537	351	39.5%	888	12.8%
Western	229	194	0.0%	423	6.1%
National	4,110	2,811	40.6%	6,921	100.0%

Table 65. Teacher Attrition in Schools Classified as Secondary in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	72	30	29.4%	102	9.4%
Copperbelt	106	89	45.6%	195	18.1%
Eastern	74	51	40.8%	125	11.6%
Luapula	28	5	0.0%	33	3.1%
Lusaka	133	98	42.4%	231	21.4%
N. Western	43	18	29.5%	61	5.6%
Northern	55	24	30.4%	79	7.3%
Southern	102	114	0.0%	216	20.0%
Western	22	16	0.0%	38	3.5%
National	635	445	41.2%	1,080	100.0%

Table 66. Teacher Deaths in Schools Classified as Basic in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total
Central	49	41	45.6%	90
Copperbelt	60	81	57.4%	141
Eastern	42	28	40.0%	70
Luapula	44	17	27.9%	61
Lusaka	28	42	60.0%	70
N. Western	22	13	37.1%	35
Northern	39	30	43.5%	69
Southern	54	39	41.9%	93
Western	44	25	36.2%	69
National	382	316	45.3%	698

Table 67. Teacher Deaths in Schools Classified as Secondary in the Previous School Year by Gender and Province

	Male	Female	% (F)	Total
Central	10	12	54.5%	22
Copperbelt	16	10	38.5%	26
Eastern	11	8	42.1%	19
Luapula	5	2	28.6%	7
Lusaka	24	23	48.9%	47
N. Western	4	1	20.0%	5
Northern	6	3	33.3%	9
Southern	12	15	55.6%	27
Western	7	5	0.0%	12
National	95	79	45.4%	174

Ratios

Table 68. 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	75.55	37.13	54.82	31.26	51.20	17.95
Copperbelt	67.47	34.33	48.99	30.90	45.65	22.48
Eastern	81.81	36.66	58.11	34.84	55.68	20.28
Luapula	87.03	40.62	62.83	33.77	58.75	23.78
Lusaka	58.92	32.03	43.64	27.88	41.17	17.07
N. Western	78.73	33.66	54.70	32.36	51.35	19.75
Northern	95.00	43.10	67.66	38.45	64.10	19.41
Southern	77.05	38.31	55.62	32.33	51.85	22.64
Western	76.69	31.77	52.39	33.97	49.89	20.85
National	76.32	36.28	54.54	32.16	51.18	20.31

*Note: *PTR in Grades are based on double shifting*

Table 69. Book / Pupil Ratio in Schools Classified as Basic Schools by Province

Copperbelt	2.0
Central	1.7
Eastern	2.4
Luapula	2.1
Lusaka	1.9
N. Western	2.1
Northern	2.2
Southern	2.3
Western	2.9
National	2.1

Note: Does not include APU Students

Table 70. Book / Pupil Ratio in Schools Classified as Secondary by Province

	BPR
Central	1.5
Copperbelt	1.5
Eastern	2.9
Luapula	2.3
Lusaka	1.6
N. Western	1.8
Northern	2.0
Southern	2.4
Western	2.7
National	1.9

Note: Does not include APU Students

Figure 25. Pupil/Class Ratios in Grades 1-9 by Province

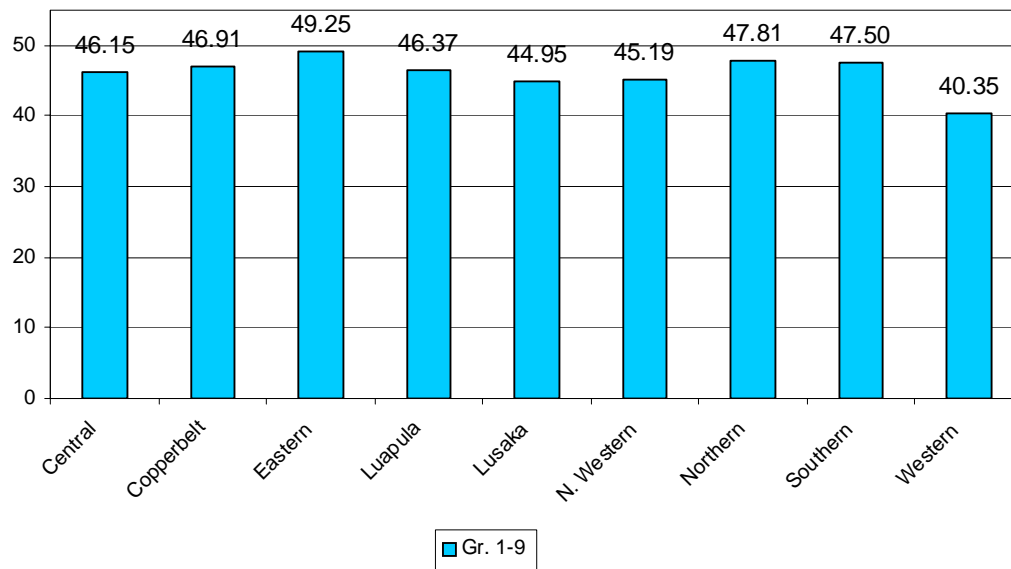


Figure 26. Pupil/Class Ratios in Grades 10-12 by Province

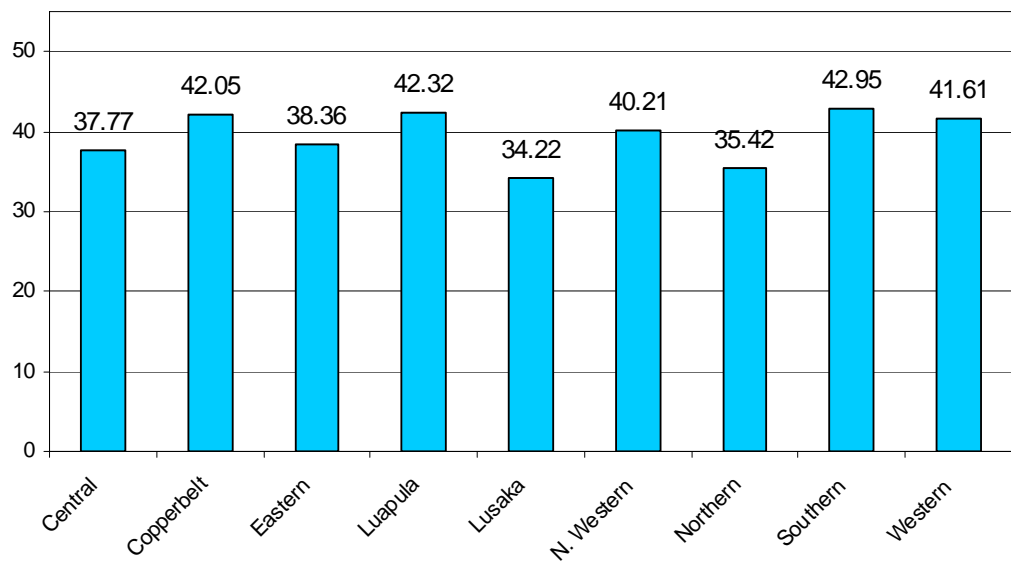


Table 71. Pupil/Class Ratios in Schools by Grade Group and Province (Regular Students)

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 8-9	Gr. 1-9	Gr. 10-12
Central	40.51	39.24	40.04	41.18	46.15	37.77
Copperbelt	41.11	42.10	41.49	45.26	46.91	42.05
Eastern	44.65	37.81	42.12	47.44	49.25	38.36
Luapula	41.18	37.67	39.93	38.79	46.37	42.32
Lusaka	38.35	42.47	39.97	41.66	44.95	34.22
N. Western	41.37	35.69	39.32	44.34	45.19	40.21
Northern	42.77	37.01	40.65	42.36	47.81	35.42
Southern	41.51	41.25	41.41	42.16	47.50	42.95
Western	37.37	30.15	34.65	40.39	40.35	41.61
National	41.15	38.81	40.27	42.79	46.37	39.24

Examination Pass Rate

Table 72. Examination Pass Rate 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 73. Examination Pass Rate 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	1,226	733	1,959	54.2%	47.0%	51.3%
Luapula	1,458	1,004	702	356	1,058	48.1%	35.5%	43.0%
Southern	2,703	2,004	2,254	1,532	3,786	83.4%	76.4%	80.4%
Eastern	2,540	1,214	1,682	647	2,329	66.2%	53.3%	62.0%
Copperbelt	6,147	5,127	3,479	2,268	5,747	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	1,363	828	2,191	59.6%	48.1%	54.7%
Western	1,566	1,094	765	516	1,281	48.9%	47.2%	48.2%
Lusaka	2,840	2,707	2,111	1,534	3,645	74.3%	56.7%	65.7%
National	23,379	17,420	14,365	8,856	23,221	61.4%	50.8%	56.9%

* Examination Pass Rates relate to the number of certificates issued

Table 74. Survival Rate for Grade 5 by Gender and Province

	Male	Female	Aver.
Central	81.4	76.6	79.0
Copperbelt	95.1	92.8	93.9
Eastern	68.3	60.4	64.2
Luapula	76.8	65.7	71.2
Lusaka	100.3	101.7	101.1
N. Western	68.2	61.7	64.9
Northern	76.1	65.4	70.8
Southern	93.2	85.5	89.2
Western	70.1	62.5	66.3
National	81.7	75.5	78.5

Table 75. Survival Rate for Grades 10 - 12 by Gender

	Male	Female	Aver.
Central	98.5	98.6	98.6
Copperbelt	74.5	68.0	71.4
Eastern	125.0	99.2	115.1
Luapula	101.4	103.2	102.1
Lusaka	60.4	58.9	59.7
N. Western	88.6	81.2	85.7
Northern	75.0	97.9	83.8
Southern	96.8	73.4	86.5
Western	101.9	87.4	95.3
National	85.0	77.3	81.5

School Infrastructure

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

Classrooms

In 2006 there were a total of 24,686 permanent and 7,894 temporary classrooms for Grades 1 to 9. A high concentration of temporary classrooms was in Northern and Western Provinces while Lusaka and Copper belt Provinces had the least number of temporary classrooms. At national level the percentage of temporary classrooms accounted for 24 percent. In complete classrooms are not included in the total number of classrooms.

Figure 27. Classrooms in Basic Schools by Type

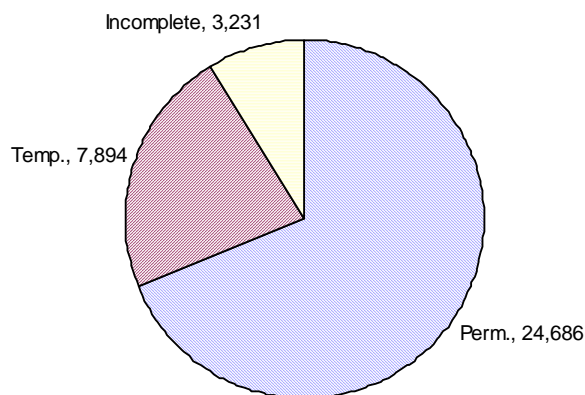


Table 76. Classrooms in Basic Schools by Status and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	2,479	880	26.2%	3,359	10.3%	568	2.0%
Copperbelt	4,727	766	13.9%	5,493	16.9%	242	5.8%
Eastern	2,758	971	26.0%	3,729	11.4%	413	-0.6%
Luapula	1,852	627	25.3%	2,479	7.6%	263	13.9%
Lusaka	3,076	160	4.9%	3,236	9.9%	179	-25.9%
N. Western	1,404	601	30.0%	2,005	6.2%	208	-3.3%
Northern	3,123	1,775	36.2%	4,898	15.0%	640	11.9%
Southern	3,456	929	21.2%	4,385	13.5%	509	-7.3%
Western	1,811	1,185	39.6%	2,996	9.2%	209	6.6%
National	24,686	7,894	24.2%	32,580	100.0%	3,231	-0.6%

Table 77. Classrooms in Secondary Schools by Status and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	612	5	0.8%	617	8.6%	26	42.8%
Copperbelt	1,270	58	4.4%	1,328	18.5%	34	6.5%
Eastern	568	32	5.3%	600	8.4%	8	28.8%
Luapula	303	36	10.6%	339	4.7%	4	-1.2%
Lusaka	1,774	6	0.3%	1,780	24.8%	19	235.8%
N. Western	450	20	4.3%	470	6.5%	9	84.3%
Northern	426	24	5.3%	450	6.3%	3	19.7%
Southern	1,217	24	1.9%	1,241	17.3%	71	96.7%
Western	352	6	1.7%	358	5.0%	2	16.2%
National	6,972	211	2.9%	7,183	100.0%	176	56.6%

Staff Housing

Figure 28. Staff Houses in Basic Schools by Type

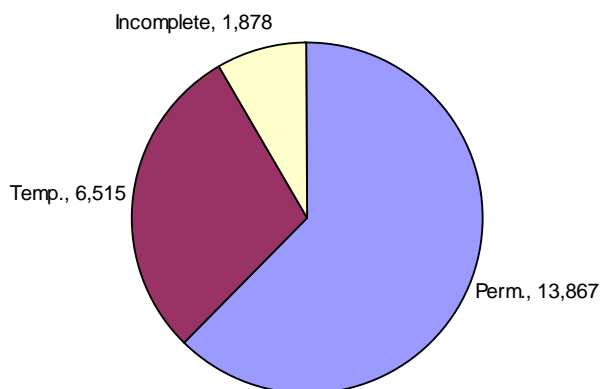


Table 78. Staff Houses in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	1,744	652	27.2%	2,396	11.8%	357	1.3%
Copperbelt	1,369	202	12.9%	1,571	7.7%	65	-1.0%
Eastern	2,301	685	22.9%	2,986	14.7%	295	-4.7%
Luapula	1,073	428	28.5%	1,501	7.4%	106	7.2%
Lusaka	845	90	9.6%	935	4.6%	54	-28.3%
N. Western	1,129	827	42.3%	1,956	9.6%	129	0.8%
Northern	1,937	1,464	43.0%	3,401	16.7%	352	10.2%
Southern	2,186	640	22.6%	2,826	13.9%	316	-10.2%
Western	1,283	1,527	54.3%	2,810	13.8%	204	9.5%
National	13,867	6,515	32.0%	20,382	100.0%	1,878	-0.7%

Figure 29. Staff Houses in Secondary Schools by Type

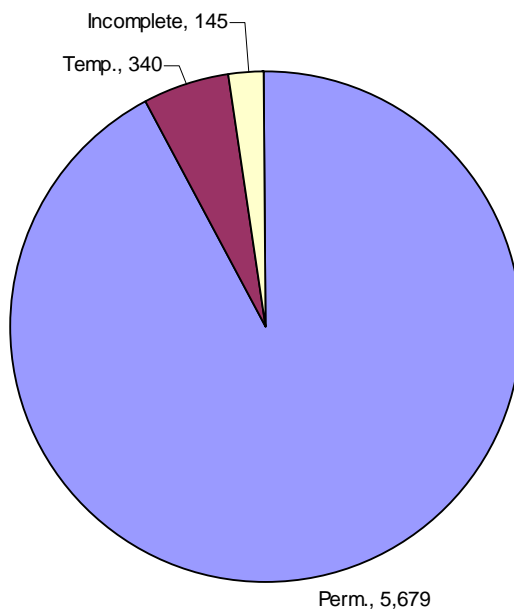


Table 79. Staff Houses in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	521	45	8.0%	566	9.4%	12	21.5%
Copperbelt	417	18	4.1%	435	7.2%	14	14.8%
Eastern	800	20	2.4%	820	13.6%	15	4.3%
Luapula	355	14	3.8%	369	6.1%	5	5.7%
Lusaka	835	84	9.1%	919	15.3%	12	82.3%
N. Western	516	86	14.3%	602	10.0%	16	94.2%
Northern	609	6	1.0%	615	10.2%	9	11.2%
Southern	1,162	65	5.3%	1,227	20.4%	47	47.5%
Western	464	2	0.4%	466	7.7%	15	10.7%
National	5,679	340	5.6%	6,019	100.0%	145	30.8%

Laboratories and Libraries

Table 80. Laboratories in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	9	0	0.0%	9	6.3%	6	-40.0%
Copperbelt	35	11	23.9%	46	31.9%	18	31.4%
Eastern	11	7	38.9%	18	12.5%	3	12.5%
Luapula	0	4	0.0%	4	2.8%	4	0.0%
Lusaka	17	6	26.1%	23	16.0%	8	-54.9%
N. Western	0	3	100.0%	3	2.1%	1	50.0%
Northern	6	2	25.0%	8	5.6%	6	300.0%
Southern	18	2	10.0%	20	13.9%	13	5.3%
Western	3	10	76.9%	13	9.0%	1	-23.5%
National	99	45	31.3%	144	100.0%	60	-10.6%

Table 81. Laboratories in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	59	2	3.3%	61	8.9%	13	1.7%
Copperbelt	141	4	2.8%	145	21.2%	19	5.8%
Eastern	74	2	2.6%	76	11.1%	28	15.2%
Luapula	32	9	22.0%	41	6.0%	11	46.4%
Lusaka	117	3	2.5%	120	17.5%	13	66.7%
N. Western	31	2	6.1%	33	4.8%	12	13.8%
Northern	51	6	10.5%	57	8.3%	4	23.9%
Southern	95	11	10.4%	106	15.5%	16	39.5%
Western	45	0	0.0%	45	6.6%	2	-10.0%
National	645	39	5.7%	684	100%	118	21.3%

Table 82. Libraries in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	28	15	34.9%	43	9.1%	3	-8.5%
Copperbelt	85	30	26.1%	115	24.4%	11	38.6%
Eastern	11	17	60.7%	28	5.9%	1	-17.6%
Luapula	13	15	53.6%	28	5.9%	2	75.0%
Lusaka	83	29	25.9%	112	23.8%	3	-14.5%
N. Western	12	8	40.0%	20	4.2%	0	0.0%
Northern	15	16	51.6%	31	6.6%	8	10.7%
Southern	37	25	0.0%	62	13.2%	5	6.9%
Western	22	10	0.0%	32	6.8%	0	18.5%
National	306	165	35.0%	471	100.0%	33	6.1%

Table 83. Libraries in Secondary Schools by Type and Province

	Perm.	Temp.	%(Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	33	3	8.3%	36	13.0%	3	100.0%
Copperbelt	39	3	7.1%	42	15.2%	1	13.5%
Eastern	15	4	21.1%	19	6.9%	0	11.8%
Luapula	7	5	41.7%	12	4.3%	0	50.0%
Lusaka	64	6	8.6%	70	25.4%	6	191.7%
N. Western	10	5	33.3%	15	5.4%	1	36.4%
Northern	21	1	4.5%	22	8.0%	1	0.0%
Southern	37	7	15.9%	44	15.9%	4	12.8%
Western	14	2	12.5%	16	5.8%	0	23.1%
National	240	36	13.0%	276	100%	16	46.0%

Special Education Classrooms

Table 84. Special Education Classrooms in Basic Schools by Type and Province

	Perm.	Temp.	%(Temp)	Total	% of Tot.	Incomplete
Central	11	3	21.4%	14	3.7%	0
Copperbelt	103	8	7.2%	111	29.3%	0
Eastern	17	6	26.1%	23	6.1%	1
Luapula	2	0	0.0%	2	0.5%	2
Lusaka	85	3	3.4%	88	23.2%	1
N. Western	1	4	80.0%	5	1.3%	0
Northern	85	7	7.6%	92	24.3%	3
Southern	23	10	0.0%	33	8.7%	0
Western	7	4	0.0%	11	2.9%	0
National	334	45	11.9%	379	100.0%	7

Table 85. Special Education Classrooms in Secondary Schools by Type and Province

	Perm.	Temp.	%(Temp)	Total	% of Tot.	Incomplete
Central	5	0	0.0%	5	7.0%	0
Copperbelt	6	1	0.0%	7	9.9%	0
Eastern	12	0	0.0%	12	16.9%	0
Luapula	4	0	0.0%	4	5.6%	0
Lusaka	20	0	0.0%	20	28.2%	0
N. Western	2	1	0.0%	3	4.2%	0
Northern	1	1	0.0%	2	2.8%	0
Southern	5	0	0.0%	5	7.0%	6
Western	13	0	0.0%	13	18.3%	0
National	68	3	4.2%	71	100.0%	6

Dormitories**Table 86. Dormitories in Basic Schools by Sex, Status and Province**

	Male			Female			% (Temp)	Total	% of Tot.
	Perm.	Temp.	Incomplete	Perm.	Temp.	Incomplete			
Central	10	25	7	16	26	8	66.2%	77	20.3%
Copperbelt	46	6	0	20	10	1	19.5%	82	21.6%
Eastern	17	55	5	7	31	8	78.2%	110	29.0%
Luapula	13	6	1	7	4	0	33.3%	30	7.9%
Lusaka	24	6	0	21	3	0	16.7%	54	14.2%
N. Western	1	7	1	2	3	1	76.9%	13	3.4%
Northern	23	59	4	16	55	4	74.5%	153	40.4%
Southern	26	14	1	26	10	4	31.6%	76	20.1%
Western	5	9	1	4	4	0	59.1%	22	5.8%
National	165	187	20	119	146	26	30.3%	617	100.0%

Table 87. Dormitories in Secondary Schools by Sex, Status and Province

	Male			Female			% (Temp)	Total %
	Perm.	Temp.	Incomplete	Perm.	Temp.	Incomplete		
Central	83	7	2	72	7	3	8.3%	169
Copperbelt	92	3	0	72	3	1	3.5%	170
Eastern	94	20	7	69	12	0	16.4%	195
Luapula	65	10	1	50	14	0	17.3%	139
Lusaka	91	4	0	57	7	1	6.9%	159
N. Western	44	8	0	35	10	1	18.6%	97
Northern	108	2	0	67	3	4	2.8%	180
Southern	286	20	4	133	11	46	6.9%	450
Western	51	0	1	36	1	1	1.1%	88
National	914	74	15	591	68	57	4.5%	1,647

Equity

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 the 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 at a given educational level. In 2006, national level Gender Parity was 0.97, 0.96 % and 0.80 % for grades 1-7, 1-9 and 10-12 respectively with variations across the provinces.

MOE has put in place a bursary scheme to help the less privileged and vulnerable children to meet school fees and other school requirements. In 2006 a total of 74,284 basic school pupils (1-7) and 94,957 pupils (1-9) received bursary support while 13,498 high school pupils received bursary support. Mostly, those accessing bursary support are the less privileged that are orphaned and vulnerable children. Apart from the bursary support from the ministry, other stakeholders supporting the vulnerable children include FAWEZA and CAMFED that support the girls' education through bursaries and the Faith and Community Based Organisations.

The number of Grades 1-9 orphaned children constituted 21 percent as a proportion of the total pupil enrolment while those in Grades 10-12 accounted for 23.2 percent of the total pupil enrolment. Children with Special Educational Needs at the basic school accounted for 5.4 percent of the total pupil enrolment for basic school pupils while the high school recorded 3.4 percent of the CSEN attending school.

The total number of pregnant girls for basic schools (1-9) was 10,403 and out of which 3,777 were readmitted to continue school. At high school level, a total of 1,591 girls fell pregnant and 1,050 of these were readmitted. The percentage of readmitted girls at both basic and high school was 36.3 and 66.0 respectively. Cases of pregnancy are predominantly higher in rural areas compared to urban areas for both basic and high schools. The number of readmissions for basic schools was higher in rural areas but the opposite was the case for high schools where the readmissions were higher in urban areas than rural. Refer to the table below for provincial variations.

It must be noted that though there is the Re-entry Policy that allows girls who fall pregnant to get back to school after delivery, there are many girls who fail to return to school. There are also varying factors why some girls do not return to school. These factors range from stigmatisation, lack of support from both teachers and parents as well as lack of self esteem amongst the victims. There is also the issue of inconsistency in the application of the policy among school authorities. The ministry has, however continued with the sensitisation programmes of the teachers and members of the communities. The development and dissemination of the Re-entry policy guidelines for sensitising all stakeholders will foster the authorities to apply the policy consistently.

The number of out of school children has also dropped to as low as 1.1 percent of the population for the 7-13 year olds, 12.3 percent for the 14-15 year olds and 38.7 percent for the 16-18 year olds.

Generally, there was a very big slump in the number of the out of school children especially for the 7-13 year olds which reduced from 293, 015 in 2004 to 24,405 in 2006. This slump could mainly be attributed to the free basic education policy as well as the high mushrooming number of community schools

Gender Parity

Figure 30. Gender Parity Index for Grades 1-9

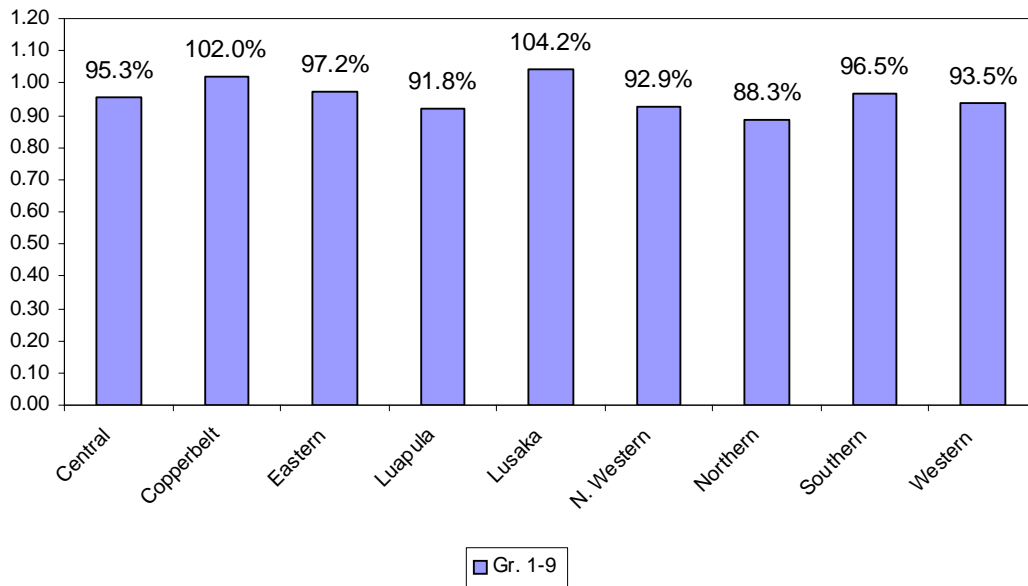


Figure 31. Gender Parity Index for Grades 10-12

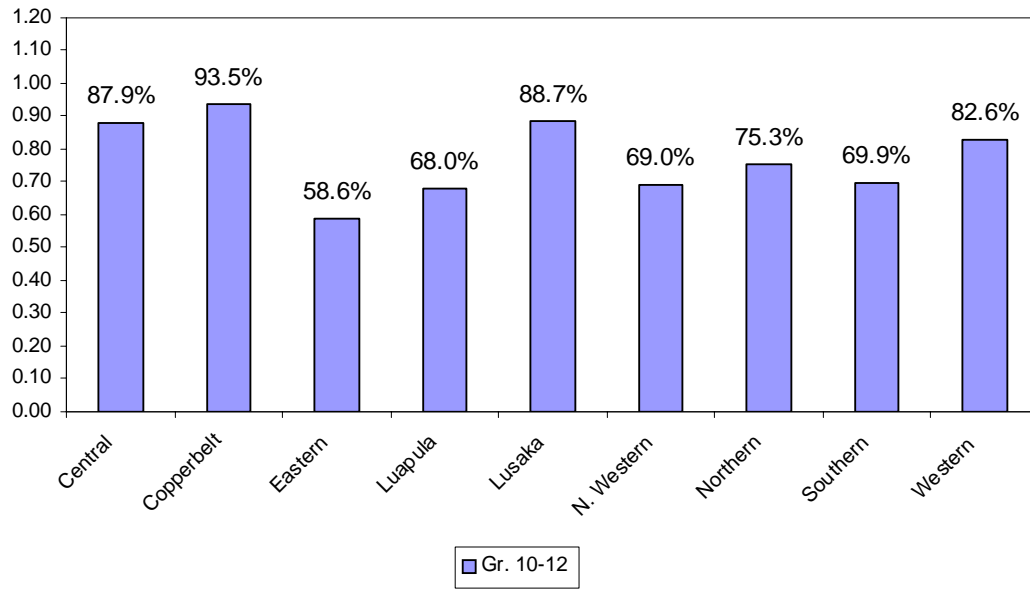


Table 88. Gender Parity Index by Grade Grouping and Province

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 1-9	Gr. 8-9	Gr. 10-12
Central	98.8%	90.2%	95.6%	95.3%	93.3%	87.9%
Copperbelt	104.0%	100.5%	102.7%	102.0%	98.1%	93.5%
Eastern	104.2%	87.4%	98.3%	97.2%	83.4%	58.6%
Luapula	99.6%	84.2%	94.2%	91.8%	69.3%	68.0%
Lusaka	106.7%	104.8%	105.9%	104.2%	92.8%	88.7%
N. Western	99.5%	86.4%	95.0%	92.9%	76.0%	69.0%
Northern	95.5%	78.8%	89.6%	88.3%	74.0%	75.3%
Southern	101.0%	93.6%	98.1%	96.5%	84.1%	69.9%
Western	98.0%	88.7%	94.8%	93.5%	81.5%	82.6%
National	100.9%	91.4%	97.3%	96.2%	86.3%	79.7%

Table 89. 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	1.00	0.91	0.96	0.95	0.84	0.76
Private/Church	1.04	1.02	1.03	1.03	1.00	0.96
Grant-aided	1.05	0.97	1.02	1.04	1.14	1.12
Community	1.03	0.93	1.01	1.00	0.75	0.67
National	1.01	0.91	0.97	0.96	0.86	0.80

Out of School Children

There has been a steady decline in the number of out of school children from 2000 to 2006 as illustrated in the tables and figures below.

Figure 32. Out of School Children by Age and Gender

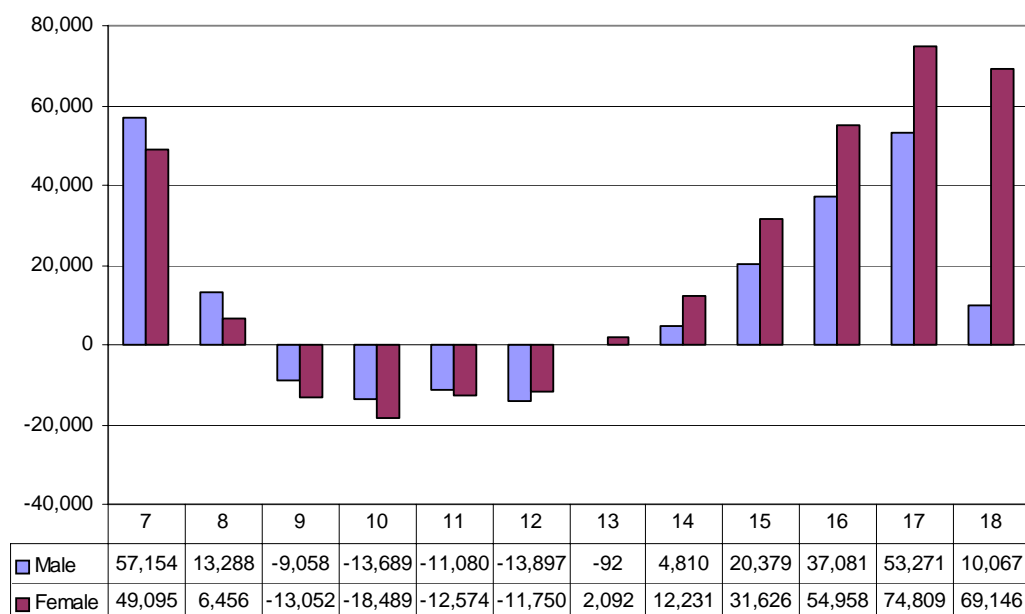


Table 90. Out of School Children Aged 7-13 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	-7,054	-8,904	55.8%	-15,958	-7.0%
Copperbelt	-21,706	-29,252	57.4%	-50,957	-15.7%
Eastern	44,142	35,559	44.6%	79,701	25.8%
Luapula	3,113	3,463	52.7%	6,576	3.8%
Lusaka	21,069	11,732	35.8%	32,801	11.5%
N. Western	-1,086	-1,510	58.2%	-2,596	-1.9%
Northern	-12,054	-6,218	34.0%	-18,272	-6.4%
Southern	-2,935	-3,269	52.7%	-6,204	-2.2%
Western	-863	177	-25.8%	-686	-0.4%
National	22,626	1,778	7.3%	24,405	1.1%

Table 91. Out of School Children Aged 14-15 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	-638	915	330.3%	277	0.5%
Copperbelt	1,643	2,179	57.0%	3,822	4.2%
Eastern	10,684	12,590	54.1%	23,274	30.1%
Luapula	1,733	3,768	68.5%	5,501	12.7%
Lusaka	6,565	6,163	48.4%	12,728	16.8%
N. Western	1,095	2,882	72.5%	3,977	12.0%
Northern	-715	5,731	114.3%	5,016	7.0%
Southern	-20	2,399	100.8%	2,379	3.3%
Western	4,842	7,230	59.9%	12,072	29.3%
National	25,189	43,857	63.5%	69,046	12.3%

Table 92. Out of School Children Aged 16-18 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	8,210	18,934	69.8%	27,144	33.1%
Copperbelt	20,410	32,005	61.1%	52,415	41.9%
Eastern	14,807	28,858	66.1%	43,665	42.4%
Luapula	6,217	14,010	69.3%	20,227	34.5%
Lusaka	19,367	29,260	60.2%	48,627	47.4%
N. Western	55	8,443	99.4%	8,498	19.1%
Northern	9,784	25,670	72.4%	35,454	35.7%
Southern	8,697	23,038	72.6%	31,735	31.6%
Western	12,872	18,695	59.2%	31,567	53.3%
National	100,419	198,913	66.5%	299,332	38.7%

Table 93. Out of School Children by Age and Gender

	Male	% M Pop	Female	% F Pop	Total	% T Pop
7	57,154	36.4%	49,095	15.7%	106,250	33.9%
8	13,288	8.3%	6,456	2.0%	19,744	6.2%
9	-9,058	-5.7%	-13,052	-4.1%	-22,110	-7.0%
10	-13,689	-8.7%	-18,489	-5.8%	-32,178	-10.2%
11	-11,080	-7.1%	-12,574	-4.0%	-23,654	-7.6%
12	-13,897	-9.2%	-11,750	-3.9%	-25,647	-8.5%
13	-92	-0.1%	2,092	0.7%	2,000	0.7%
14	4,810	3.4%	12,231	4.3%	17,041	6.0%
15	20,379	14.8%	31,626	11.4%	52,005	18.8%
16	37,081	27.9%	54,958	20.6%	92,039	34.4%
17	53,271	41.7%	74,809	29.0%	128,080	49.7%
18	10,067	8.2%	69,146	27.7%	79,213	31.8%
Total	148,234	8.5%	244,548	13.9%	392,783	11.2%

Orphans

Orphans includes orphans in all classes whether Regular, APU or Open. Tables 96 to 98 show the number of orphans by grades 1-7, 1-9 and 10-12 by gender and by province. Tables 99 to 101 show the proportions of orphans by gender and province in percentages. The proportion of orphans is a percentage of total enrolment including Regular, APU and Open and students.

Table 94. Orphans in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	32,096	31,391	49.4%	63,487	20.5%	5.4%
Copperbelt	46,140	48,133	51.1%	94,273	21.5%	0.7%
Eastern	32,786	30,468	48.2%	63,254	20.5%	13.2%
Luapula	22,746	21,656	48.8%	44,402	20.7%	9.0%
Lusaka	36,533	39,445	51.9%	75,978	25.3%	6.8%
N. Western	15,371	14,338	48.3%	29,709	16.9%	5.1%
Northern	35,209	31,290	47.1%	66,499	17.0%	0.7%
Southern	37,002	35,450	48.9%	72,452	20.0%	-1.9%
Western	23,196	21,941	48.6%	45,137	24.5%	6.4%
Total	281,079	274,112	49.4%	555,191	20.7%	4.3%

Table 95. Orphans in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	36,769	35,805	49.3%	72,574	21.1%	6.0%
Copperbelt	53,825	56,038	51.0%	109,863	21.7%	1.5%
Eastern	37,076	33,684	47.6%	70,760	21.3%	13.0%
Luapula	26,286	24,345	48.1%	50,631	21.6%	10.3%
Lusaka	42,513	45,708	51.8%	88,221	25.7%	8.4%
N. Western	18,139	16,714	48.0%	34,853	17.9%	6.6%
Northern	40,140	35,208	46.7%	75,348	17.9%	0.9%
Southern	43,831	41,413	48.6%	85,244	21.0%	-0.2%
Western	26,669	25,182	48.6%	51,851	25.5%	8.3%
Total	325,248	314,097	49.1%	639,345	21.4%	5.3%

Table 96. Orphans in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	2,255	2,501	52.6%	4,756	2.5%
Copperbelt	3,844	3,965	50.8%	7,809	4.0%
Eastern	2,626	1,580	37.6%	4,206	2.2%
Luapula	2,153	1,145	34.7%	3,298	1.7%
Lusaka	3,792	3,829	50.2%	7,621	3.9%
N. Western	1,667	1,248	42.8%	2,915	1.5%
Northern	2,116	1,617	43.3%	3,733	1.9%
Southern	3,732	3,073	45.2%	6,805	3.5%
Western	2,074	1,786	46.3%	3,860	2.0%
Total	24,259	20,744	46.1%	45,003	23.2%

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

	Male	Female	Total
Central	20.3%	20.7%	20.5%
Copperbelt	21.4%	21.7%	21.5%
Eastern	21.1%	19.9%	20.5%
Luapula	20.6%	20.8%	20.7%
Lusaka	25.1%	25.5%	25.3%
N. Western	17.1%	16.8%	16.9%
Northern	17.1%	17.0%	17.0%
Southern	20.2%	19.8%	20.0%
Western	24.6%	24.5%	24.5%
National	20.7%	20.7%	20.7%

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

	Male	Female	Total
Central	20.6%	21.1%	20.9%
Copperbelt	21.3%	21.8%	21.5%
Eastern	21.3%	20.1%	20.7%
Luapula	21.1%	21.4%	21.2%
Lusaka	24.3%	25.2%	24.8%
N. Western	17.6%	17.6%	17.6%
Northern	17.5%	17.5%	17.5%
Southern	21.0%	20.6%	20.8%
Western	25.1%	25.4%	25.2%
National	21.0%	21.1%	21.0%

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

	Male	Female	Total
Central	21.1%	26.6%	23.7%
Copperbelt	17.0%	18.7%	17.8%
Eastern	24.9%	25.6%	25.2%
Luapula	31.2%	24.4%	28.5%
Lusaka	21.6%	24.5%	23.0%
N. Western	20.4%	22.2%	21.1%
Northern	21.6%	21.9%	21.8%
Southern	25.3%	29.9%	27.2%
Western	30.5%	31.8%	31.1%
National	22.5%	24.1%	23.2%

Table 100. Enrolment of Orphans in Grades 1-9 by Agency

	Enrol	Orphans	% Orph.
GRZ	2,341,619	454,694	19.4
Private/Church	91,869	13,864	15.1
Grant-aided	151,559	36,602	24.2
Community	452,836	134,185	29.6
Total	3,037,883	639,345	21.0

Note: GRZ includes APU pupils and IRI Centres

Table 101. Enrolment of Orphans in Grades 10-12 by Agency

	Enrol	Orphans	% Orph.
Community	512	234	45.7%
Grant-aided	18,510	4,789	25.9%
GRZ	164,717	38,363	23.3%
Private/Church	10,104	1,617	16.0%
Total	193,843	45,003	23.2%

Note: GRZ includes APU pupils and IRI Centres

Children with Special Educational Needs (CSEN)

Figure 33. CSEN Pupils in Grades 1-9 by Impairment

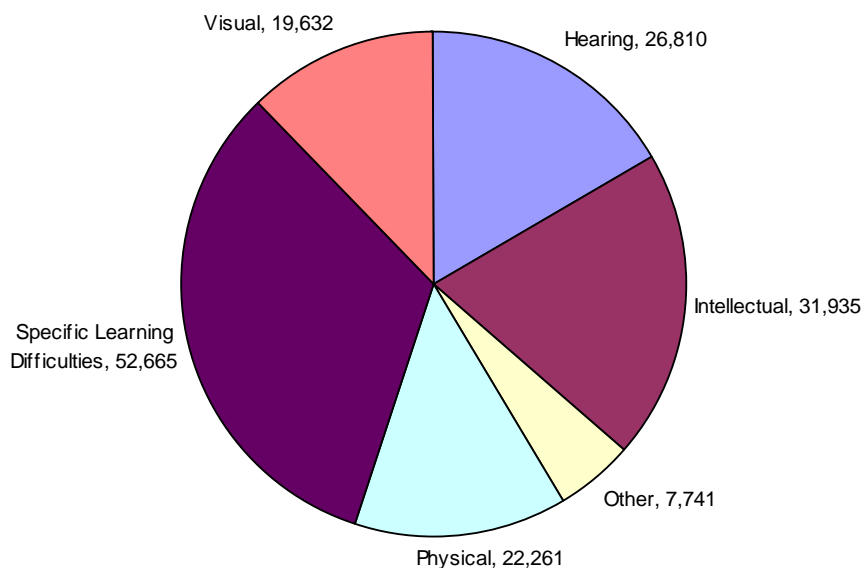


Table 102. CSEN Pupils in Grades 1-9 by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	14,026	12,784	47.7%	26,810	16.6%	18.6%
Intellectual	16,504	15,431	48.3%	31,935	19.8%	23.8%
Other	4,064	3,677	47.5%	7,741	4.8%	
Physical	12,963	9,298	41.8%	22,261	13.8%	15.7%
Specific Learning	26,237	26,428	50.2%	52,665	32.7%	
Visual	10,347	9,285	47.3%	19,632	12.2%	14.3%
Total	84,141	76,903	47.8%	161,044	100.0%	89.9%

Table 103. CSEN Pupils in Grades 10-12 by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	571	444	43.7%	1,015	15.3%	82.2%
Intellectual	261	217	45.4%	478	7.2%	9.4%
Other	384	381	49.8%	765	11.5%	127.7%
Physical	503	408	44.8%	911	13.7%	108.5%
Specific Learning	730	695	48.8%	1,425	21.5%	
Visual	879	1,164	57.0%	2,043	30.8%	7.6%
Total	3,328	3,309	49.9%	6,637	100.0%	105.5%

Table 104. CSEN Pupils in Grades 1-9 Schools by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	9,986	7,498	42.9%	17,484	5.1%	100.6%
Copperbelt	7,874	7,769	49.7%	15,643	3.1%	68.5%
Eastern	8,037	7,343	47.7%	15,380	4.6%	74.4%
Luapula	6,771	6,723	49.8%	13,494	5.7%	114.1%
Lusaka	4,311	4,526	51.2%	8,837	2.6%	-3.8%
N. Western	9,511	9,148	49.0%	18,659	9.6%	28.2%
Northern	12,604	10,554	45.6%	23,158	5.5%	116.7%
Southern	14,961	14,179	48.7%	29,140	7.2%	212.8%
Western	10,086	9,163	47.6%	19,249	9.5%	106.6%
Total	84,141	76,903	47.8%	161,044	5.4%	86.9%

Table 105. CSEN in Grades 10 - 12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	415	365	46.8%	780	3.88%	75.7%
Copperbelt	288	370	56.2%	658	1.50%	155.0%
Eastern	153	128	45.6%	281	1.68%	35.7%
Luapula	201	64	24.2%	265	2.29%	-54.8%
Lusaka	542	517	48.8%	1,059	3.19%	478.7%
N. Western	689	700	50.4%	1,389	10.06%	174.5%
Northern	207	329	61.4%	536	3.12%	-10.4%
Southern	398	523	56.8%	921	3.68%	505.9%
Western	435	313	41.8%	748	6.02%	392.1%
Total	3,328	3,309	49.9%	6,637	3.42%	115.1%

Table 106. Percentage CSEN in Grades 1-9 by Gender and Province

	Male	Female	Total
Central	5.67%	4.46%	5.08%
Copperbelt	3.14%	3.03%	3.09%
Eastern	4.78%	4.50%	4.64%
Luapula	5.53%	5.98%	5.74%
Lusaka	2.57%	2.59%	2.58%
N. Western	9.41%	9.74%	9.57%
Northern	5.62%	5.33%	5.49%
Southern	7.24%	7.11%	7.17%
Western	9.61%	9.34%	9.48%
Total	5.53%	5.25%	5.39%

Table 107. Percentage CSEN in Grades 10-12 by Gender and Province

	Male	Female	Total
Central	3.88%	3.88%	3.88%
Copperbelt	1.27%	1.75%	1.50%
Eastern	1.45%	2.07%	1.68%
Luapula	2.91%	1.36%	2.29%
Lusaka	3.08%	3.31%	3.19%
N. Western	8.43%	12.42%	10.06%
Northern	2.12%	4.46%	3.12%
Southern	2.70%	5.08%	3.68%
Western	6.40%	5.57%	6.02%
Total	3.09%	3.85%	3.42%

Bursaries

Table 108. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	3,366	3,360	50.0%	6,726	2.2%
Copperbelt	5,724	6,436	52.9%	12,160	2.8%
Eastern	3,393	3,691	52.1%	7,084	2.3%
Luapula	2,223	2,524	53.2%	4,747	2.2%
Lusaka	3,058	3,250	51.5%	6,308	2.1%
N. Western	2,719	2,858	51.2%	5,577	3.2%
Northern	8,050	7,283	47.5%	15,333	3.9%
Southern	6,012	6,401	51.6%	12,413	3.4%
Western	2,022	1,914	48.6%	3,936	2.1%
Total	36,567	37,717	50.8%	74,284	2.8%

Table 109. Number of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	4,062	4,243	51.1%	8,305	2.4%
Copperbelt	7,655	8,565	52.8%	16,220	3.2%
Eastern	4,278	4,717	52.4%	8,995	2.7%
Luapula	2,993	3,563	54.3%	6,556	2.8%
Lusaka	3,956	4,625	53.9%	8,581	2.5%
N. Western	3,701	3,871	51.1%	7,572	3.9%
Northern	9,460	8,577	47.6%	18,037	4.3%
Southern	7,149	7,652	51.7%	14,801	3.6%
Western	2,918	2,972	50.5%	5,890	2.9%
Total	46,172	48,785	51.4%	94,957	3.2%

Table 110. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	368	518	58.5%	886	4.4%	-15.4%
Copperbelt	1,139	996	46.7%	2,135	4.9%	56.9%
Eastern	788	645	45.0%	1,433	8.6%	97.7%
Luapula	543	617	53.2%	1,160	10.0%	102.1%
Lusaka	574	886	60.7%	1,460	4.4%	87.4%
N. Western	824	867	51.3%	1,691	12.2%	86.6%
Northern	944	762	44.7%	1,706	9.9%	26.3%
Southern	828	713	46.3%	1,541	6.2%	32.4%
Western	779	707	47.6%	1,486	12.0%	134.4%
Total	6,787	6,711	49.7%	13,498	7.0%	58.0%

Table 111. Percentage of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province

	Male	Female	Average
National	3.03%	3.33%	3.18%

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

	Male	Female	Average
National	6.29%	7.81%	6.96%

Pregnancies and Re-admissions

Table 113. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	1,258	0.9%	328	26.1%	36.7%	22.8%
Copperbelt	901	0.5%	488	54.2%	6.0%	-28.2%
Eastern	1,162	0.9%	309	26.6%	7.7%	-3.7%
Luapula	832	0.9%	362	43.5%	34.0%	30.2%
Lusaka	697	0.6%	247	35.4%	25.6%	-41.5%
N. Western	1,422	1.7%	724	50.9%	23.2%	4.8%
Northern	1,180	0.7%	346	29.3%	8.0%	3.3%
Southern	1,850	1.1%	544	29.4%	0.2%	1.1%
Western	1,101	1.3%	429	39.0%	11.0%	16.9%
National	10,403	0.9%	3,777	36.3%	14.2%	-3.1%

Table 114. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	180	1.1%	55	30.6%	31.4%	-31.3%
Copperbelt	254	0.8%	116	45.7%	21.0%	-27.5%
Eastern	129	1.2%	110	85.3%	-23.7%	54.9%
Luapula	106	1.3%	121	114.2%	19.1%	37.5%
Lusaka	163	0.9%	164	100.6%	7.9%	50.5%
N. Western	158	1.9%	144	91.1%	3.9%	-18.6%
Northern	128	1.0%	81	63.3%	12.3%	80.0%
Southern	263	1.4%	111	42.2%	82.6%	33.7%
Western	210	2.4%	148	70.5%	28.0%	24.4%
National	1,591	1.2%	1,050	66.0%	19.6%	12.7%

Figure 34. Pregnancies in Grades 1-9 by Urban/Rural

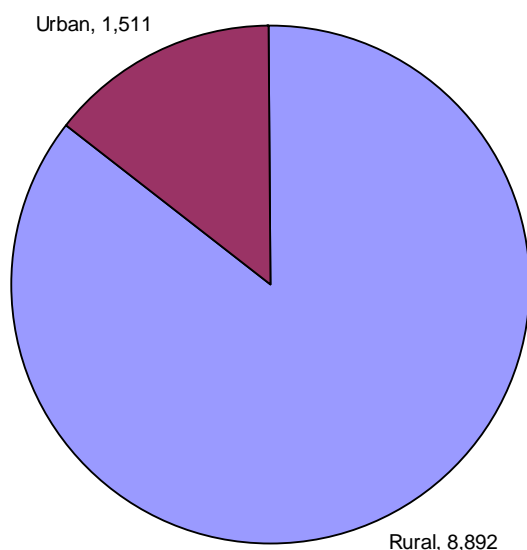


Table 115. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	1,111	147	296	32	21.8%	26.6%
Copperbelt	472	429	271	217	50.6%	57.4%
Eastern	1,111	51	287	22	43.1%	25.8%
Luapula	779	53	326	36	67.9%	41.8%
Lusaka	382	315	150	97	30.8%	39.3%
N. Western	1,289	133	664	60	45.1%	51.5%
Northern	1,060	120	307	39	32.5%	29.0%
Southern	1,652	198	504	40	20.2%	30.5%
Western	1,036	65	392	37	56.9%	37.8%
National	8,892	1,511	3,197	580	38.4%	36.0%

Figure 35. Pregnancies in Grades 10-12 by Urban/Rural

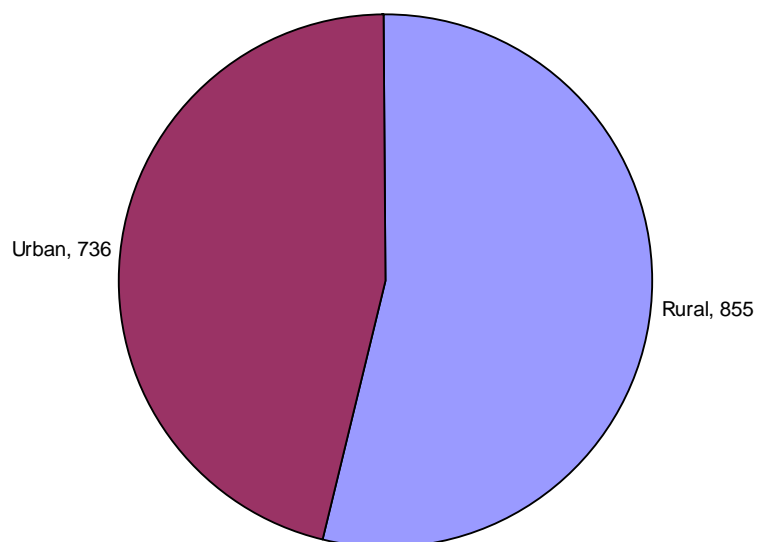


Table 116. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	82	98	26	29	29.6%	31.7%
Copperbelt	51	203	14	102	50.2%	27.5%
Eastern	86	43	74	36	83.7%	86.0%
Luapula	96	10	111	10	100.0%	115.6%
Lusaka	68	95	89	75	78.9%	130.9%
N. Western	118	40	124	20	50.0%	105.1%
Northern	84	44	54	27	61.4%	64.3%
Southern	162	101	69	42	41.6%	42.6%
Western	108	102	87	61	59.8%	80.6%
National	855	736	648	402	54.6%	75.8%

Statistical Trends

The following figures show trends from 2000 to 2006 on various indicators.

Access and Participation

Figure 36. Basic Schools by Agency and Year

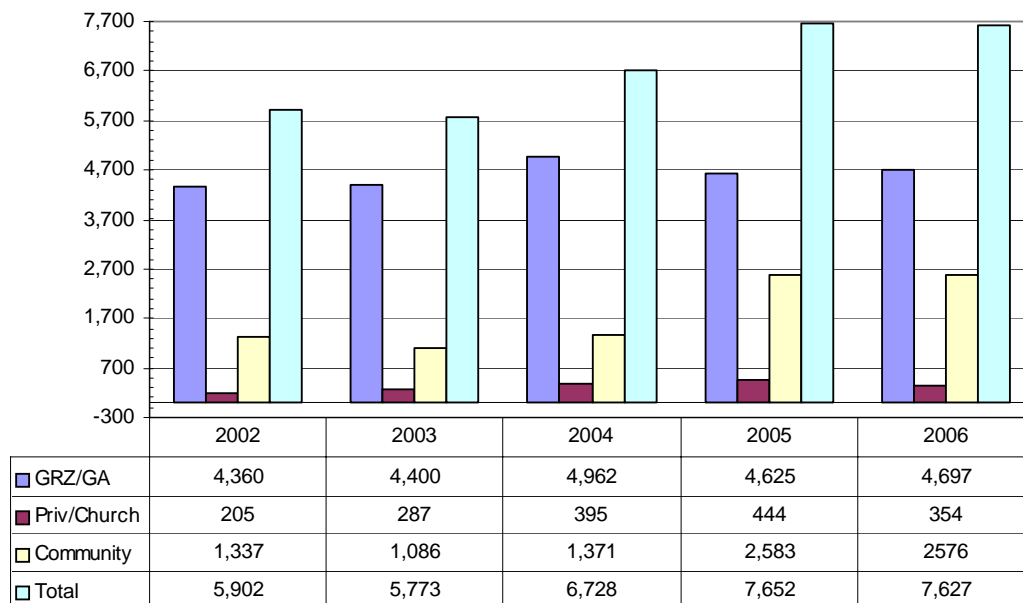


Figure 37. Enrolment in Basic Schools by Gender and Year

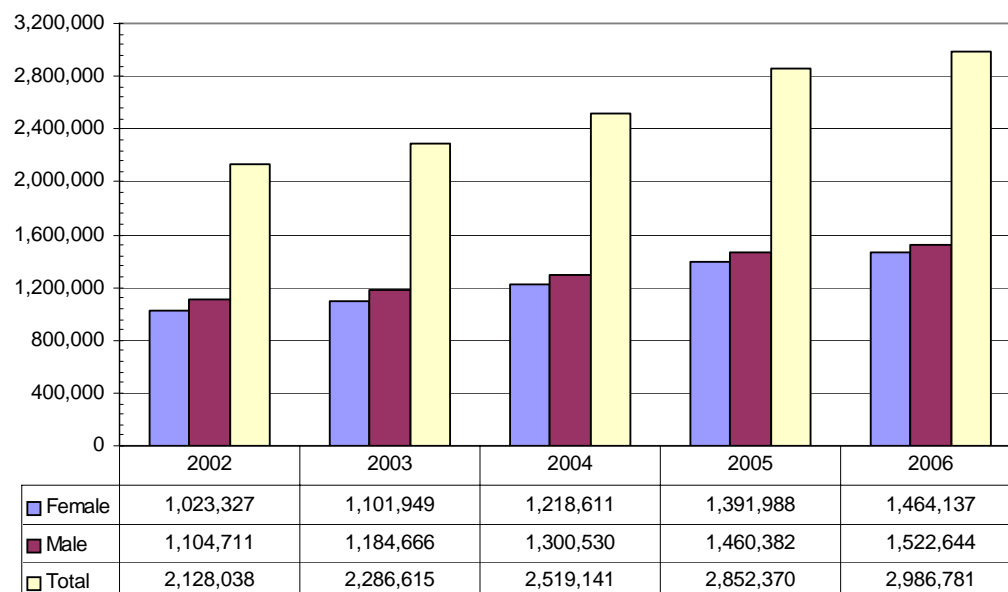


Figure 38. Enrolment in Grades 8-9 by Gender and Year

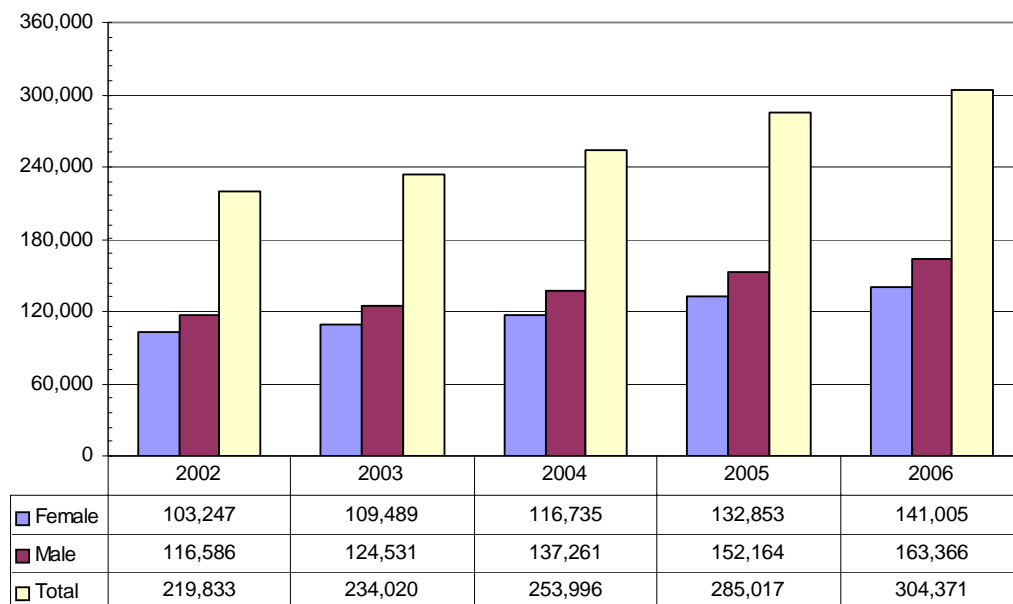


Figure 39. Enrolment in Grades 10-12 by Gender and Year

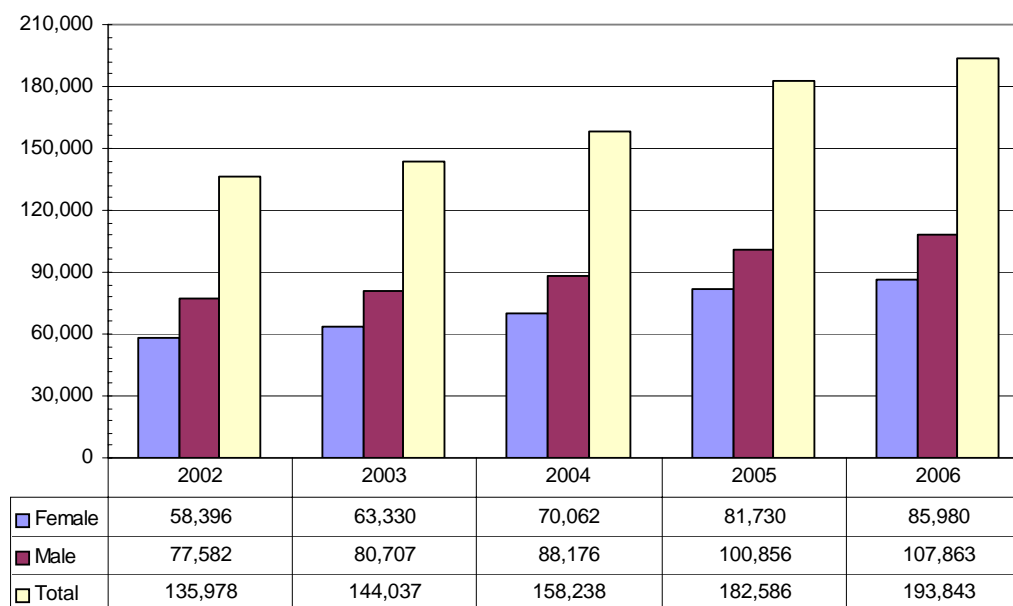


Figure 40. Gross and Net Enrolment Ratios in Grades 1-9 by Year

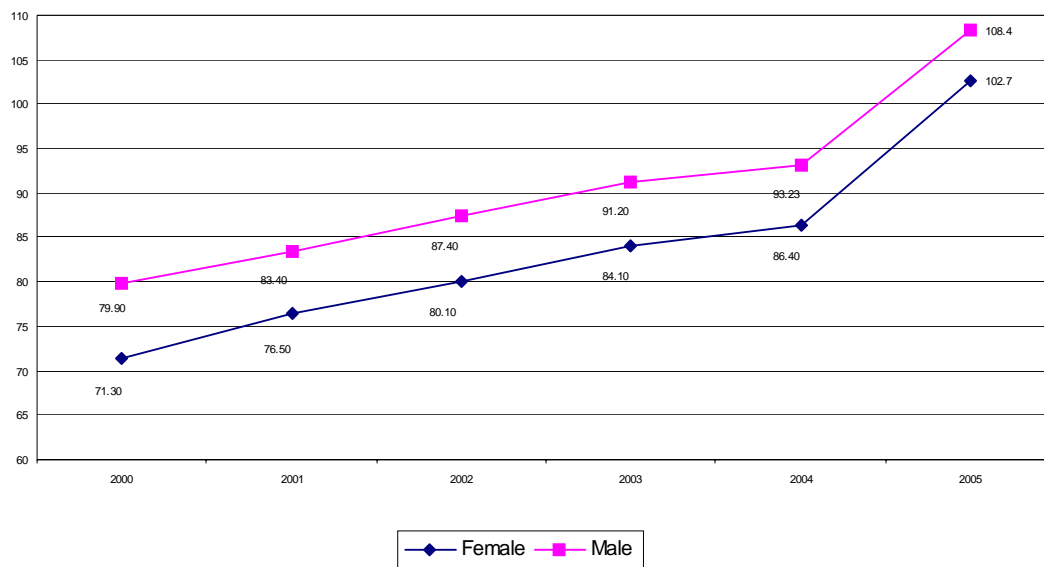


Figure 41. Gross Enrolment Ratio in Basic Schools by Gender and Year

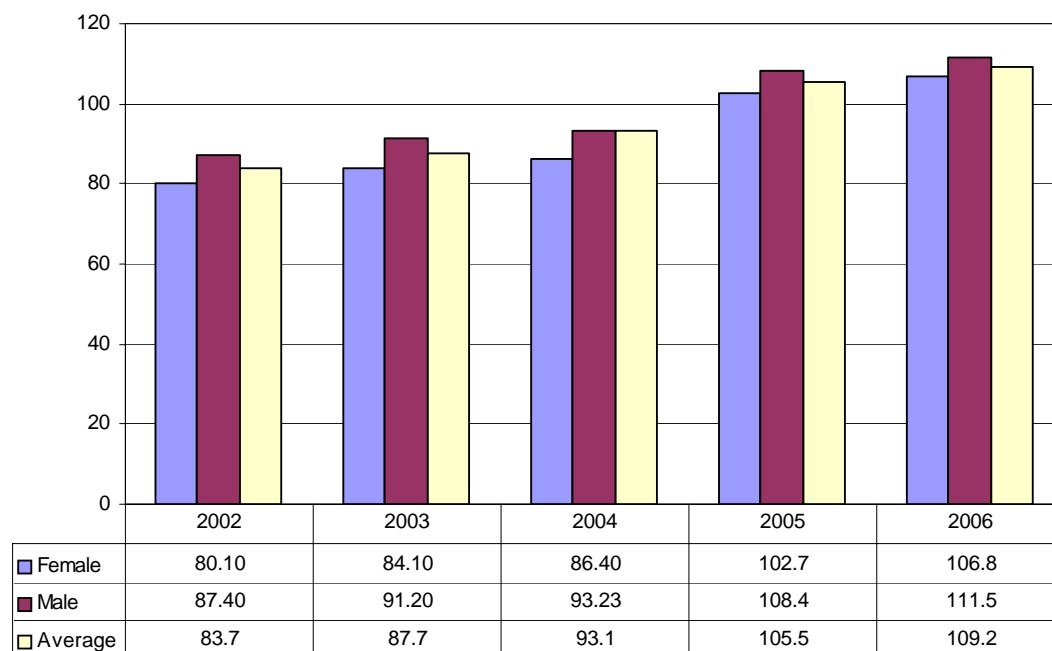


Figure 42. Gross Enrolment Ratio in Grades 10-12 Schools by Gender by Year

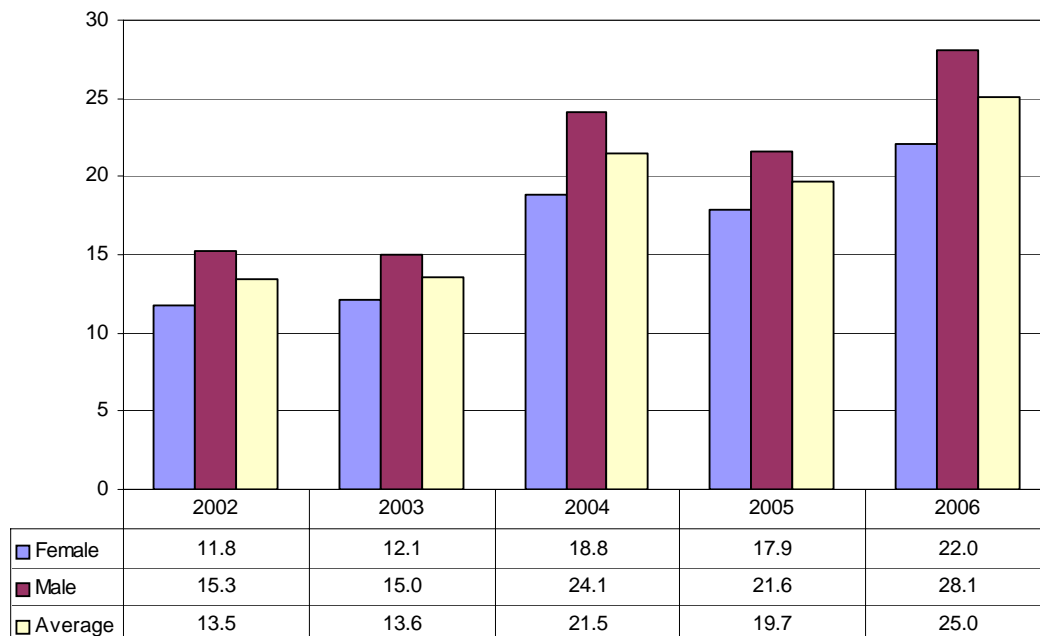


Figure 43. Net Enrolment Ratio in Basic Schools by Gender and Year

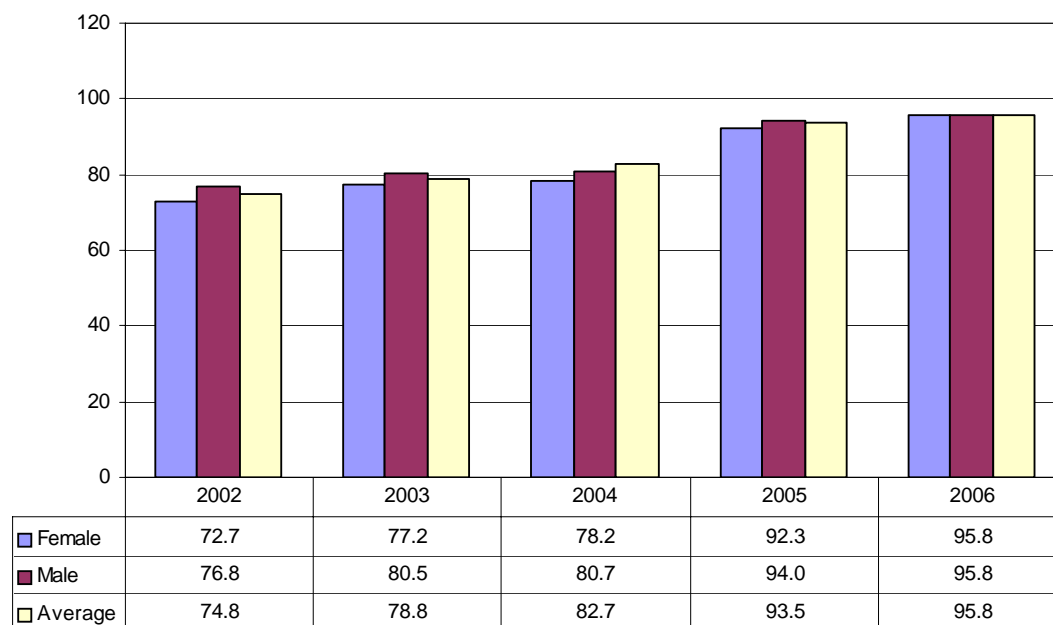
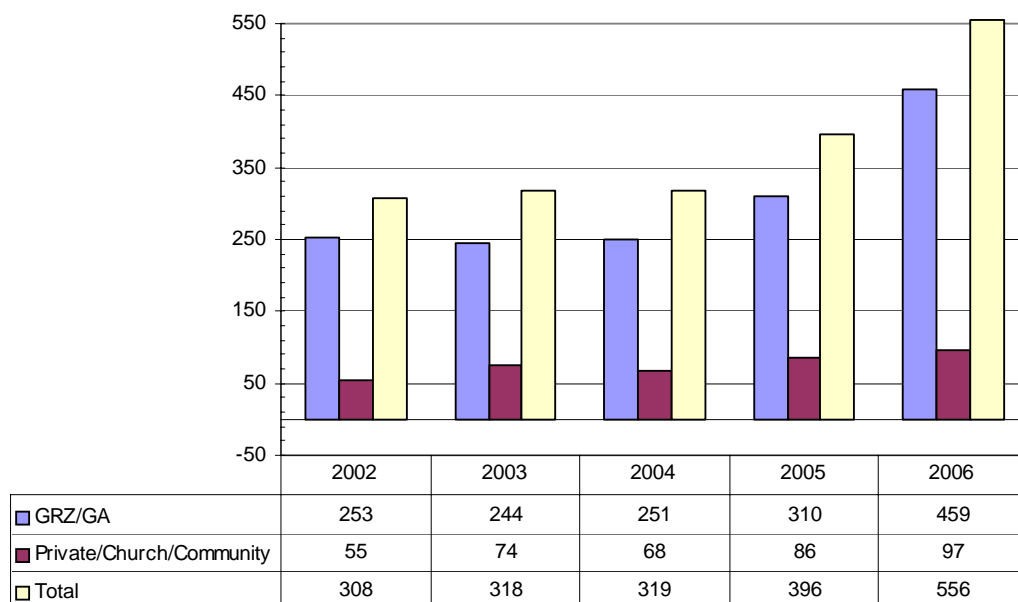


Figure 44. Secondary Schools by Agency and Year



Efficiency

Figure 45. Transition Rate for Grade 7-8 by Gender and Year

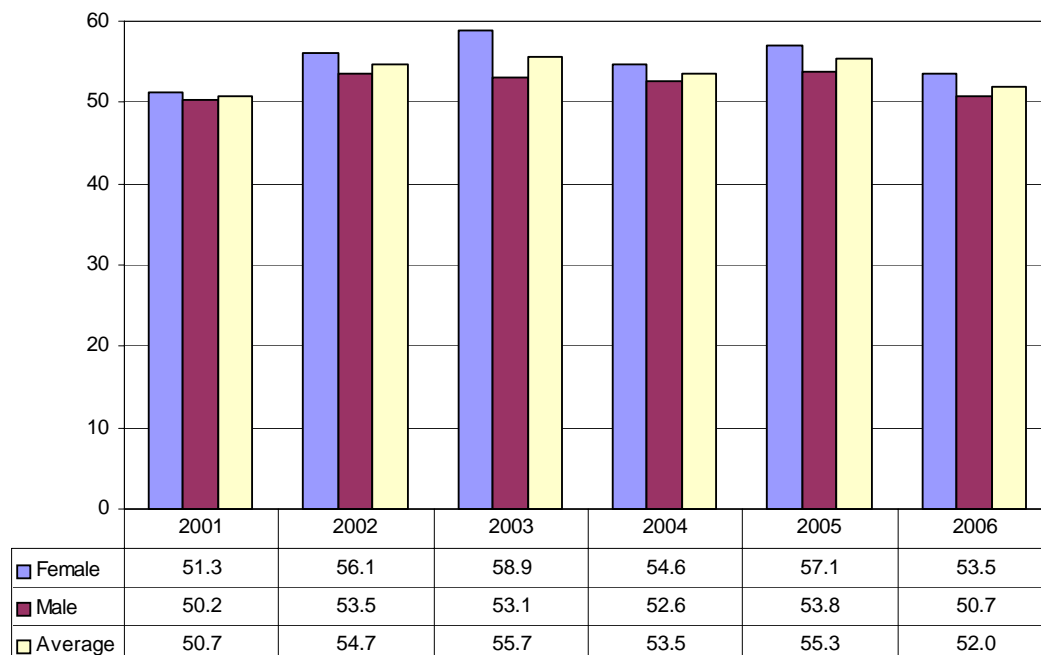


Figure 46. Repetition Rate in Grades 1-9 by Gender and Year

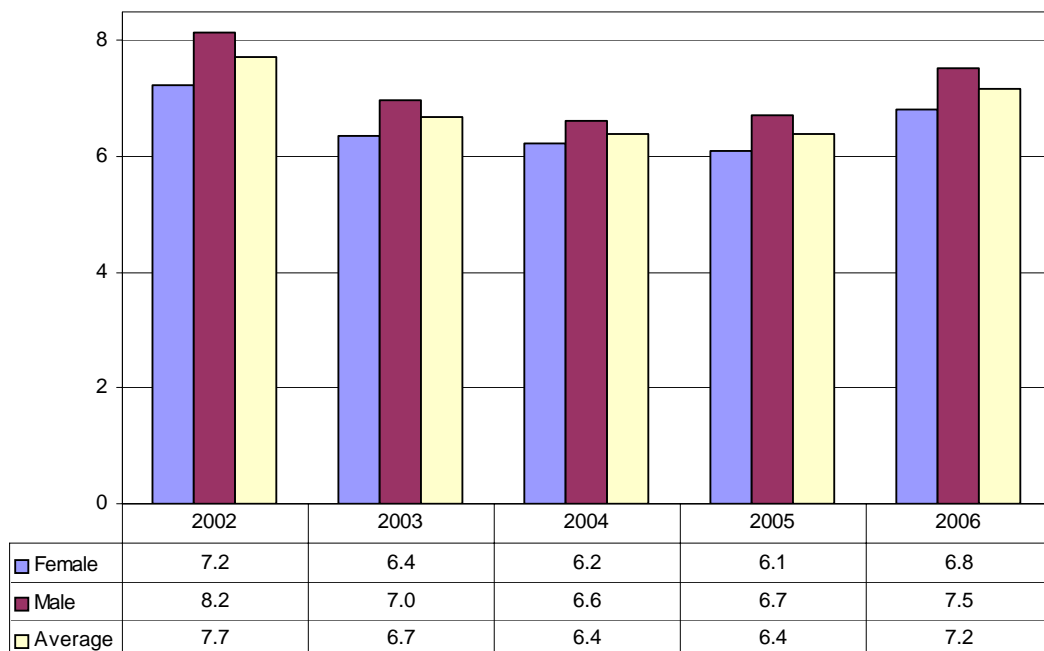


Figure 47. Repetition Rate in Grades 10-12 by Gender and Year

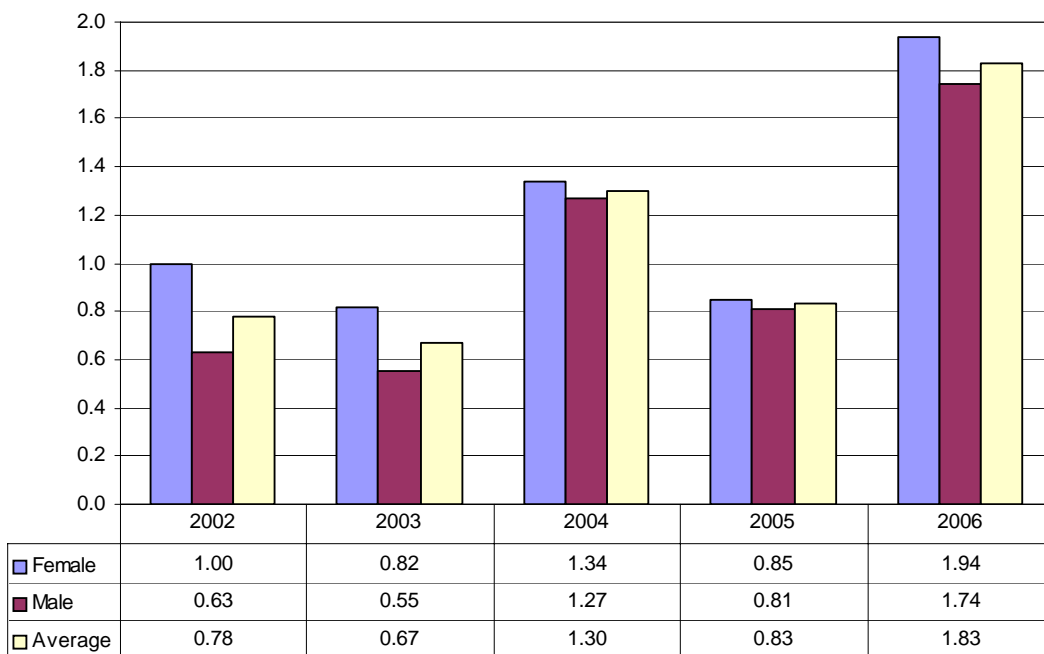


Figure 48. Dropout Rate in Basic Schools by Gender and Year



Figure 49. Dropout Rate in Grades 10-12 by Gender and Year

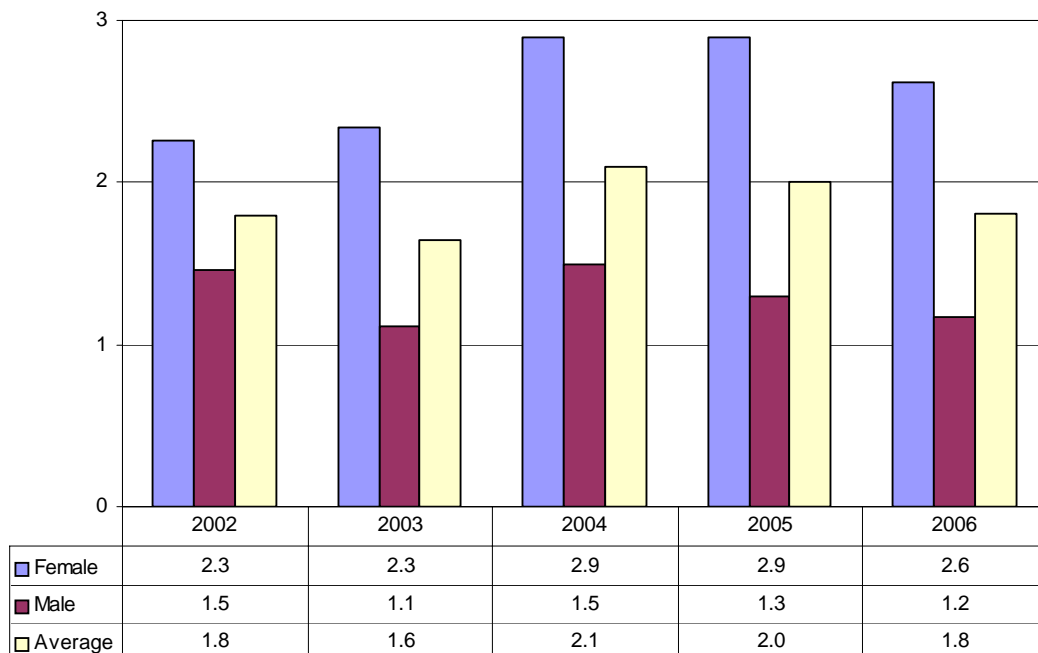


Figure 50. Gross and Net Intake Rates in Basic Schools by Year

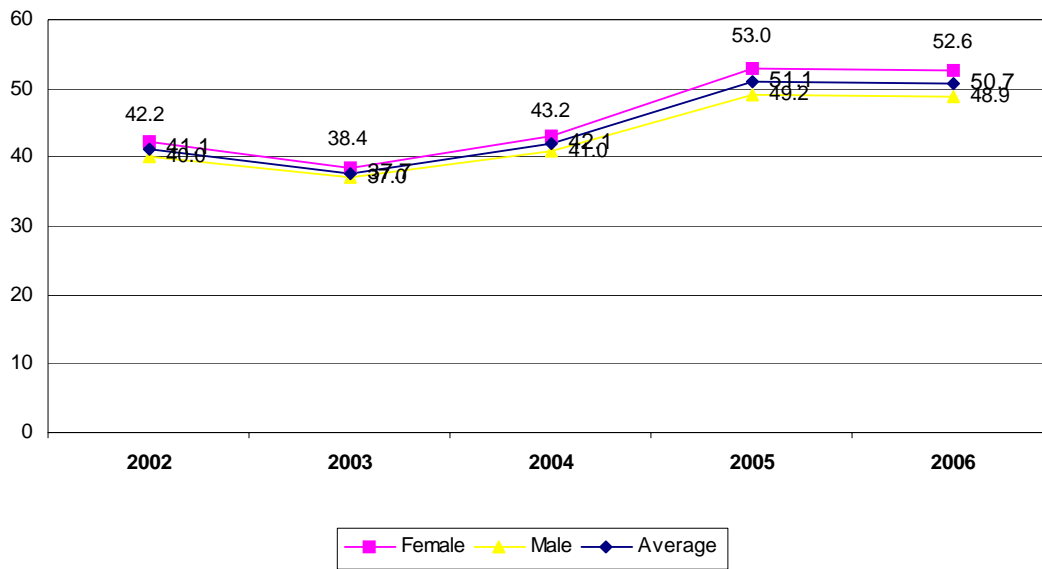


Figure 51. Gross Intake Rate in Basic Schools by Gender and Year

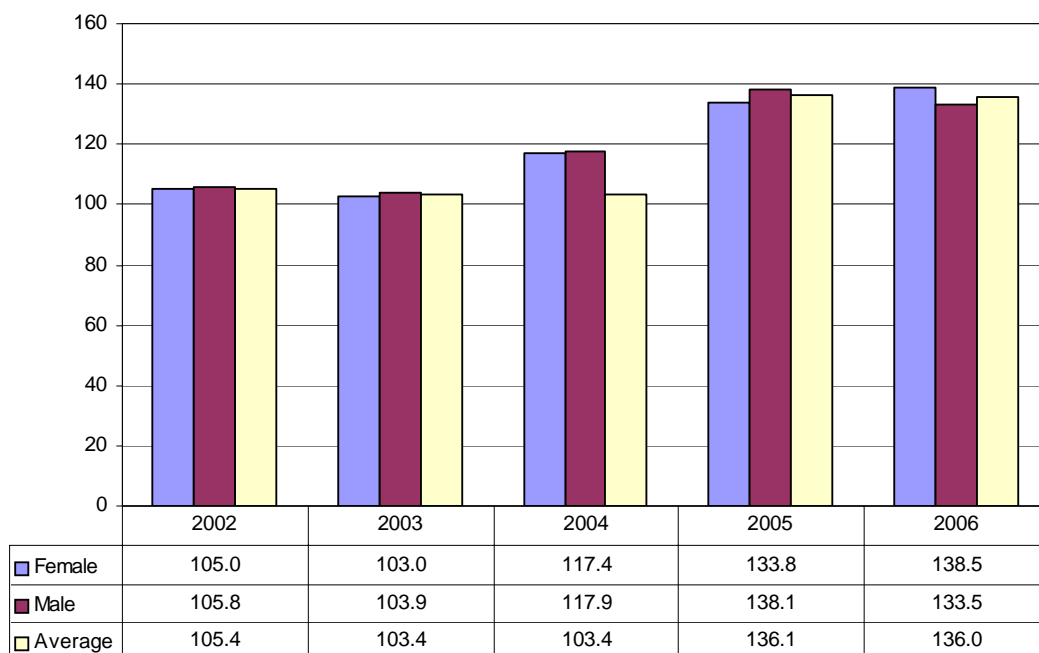


Figure 52. Net Intake Rate in Basic Schools by Gender and Year

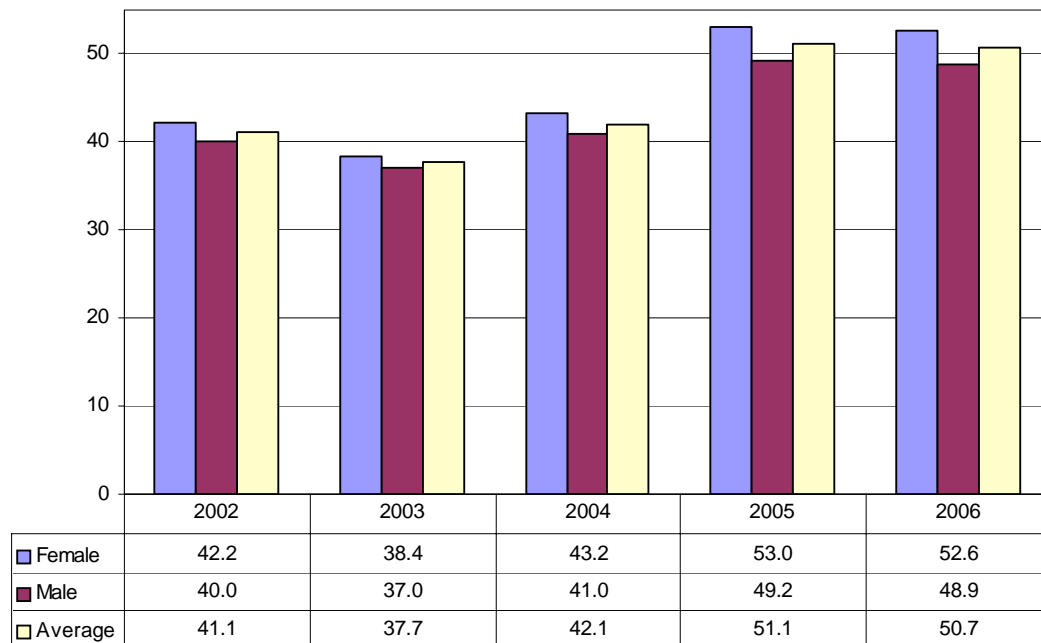


Figure 53. Completion Rate in Grades 1-7 and 1-9 by Year

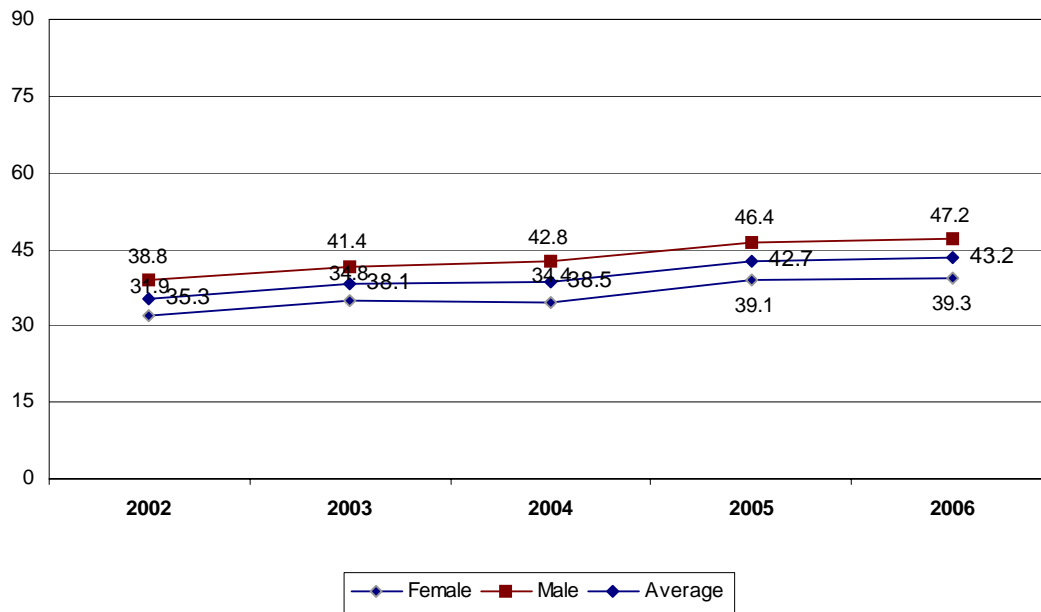


Figure 54. Completion Rate in Grade 1-9 by Gender and Year

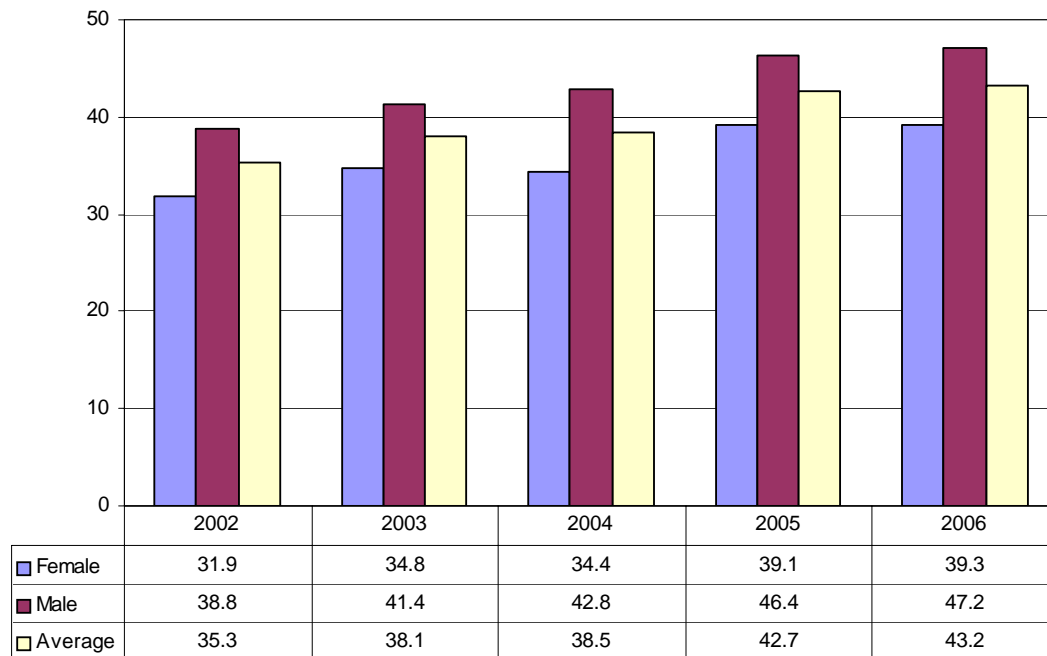


Figure 55. Completion Rate in Grade 1-12 by Gender and Year

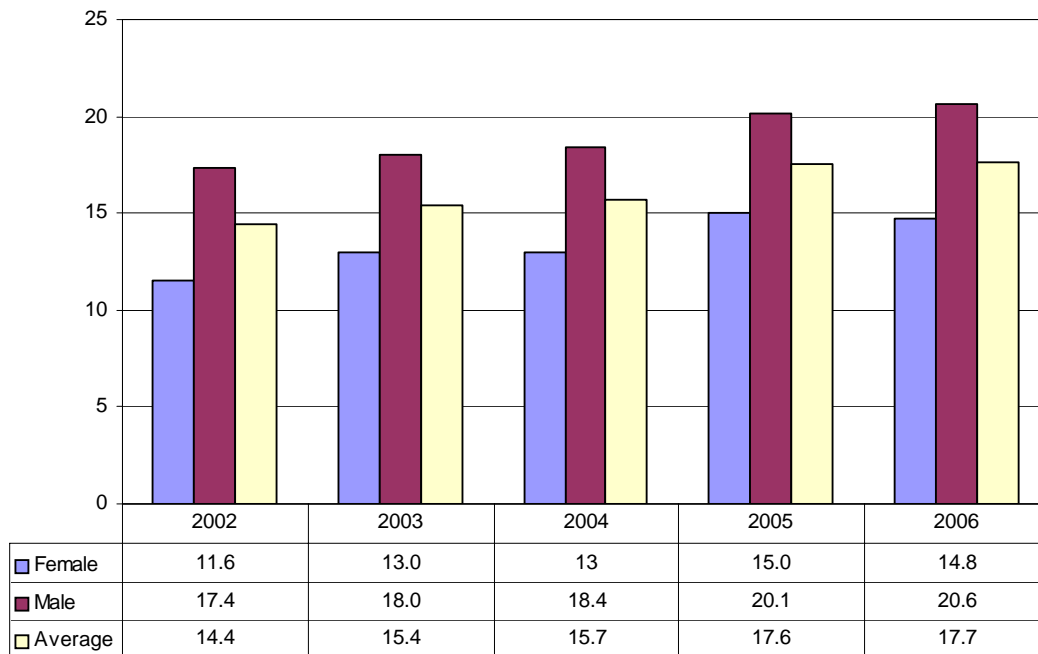


Figure 56. Transition Rate for Grades 7-8 by Gender Year

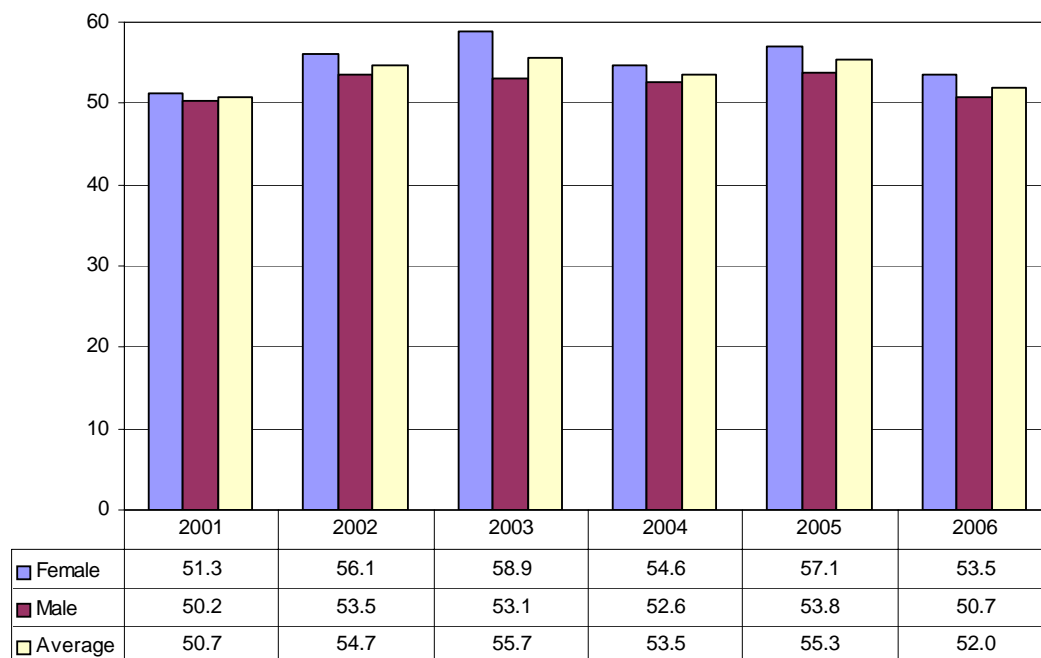


Figure 57. Transition Rate for Grades 9-10 by Gender and Year

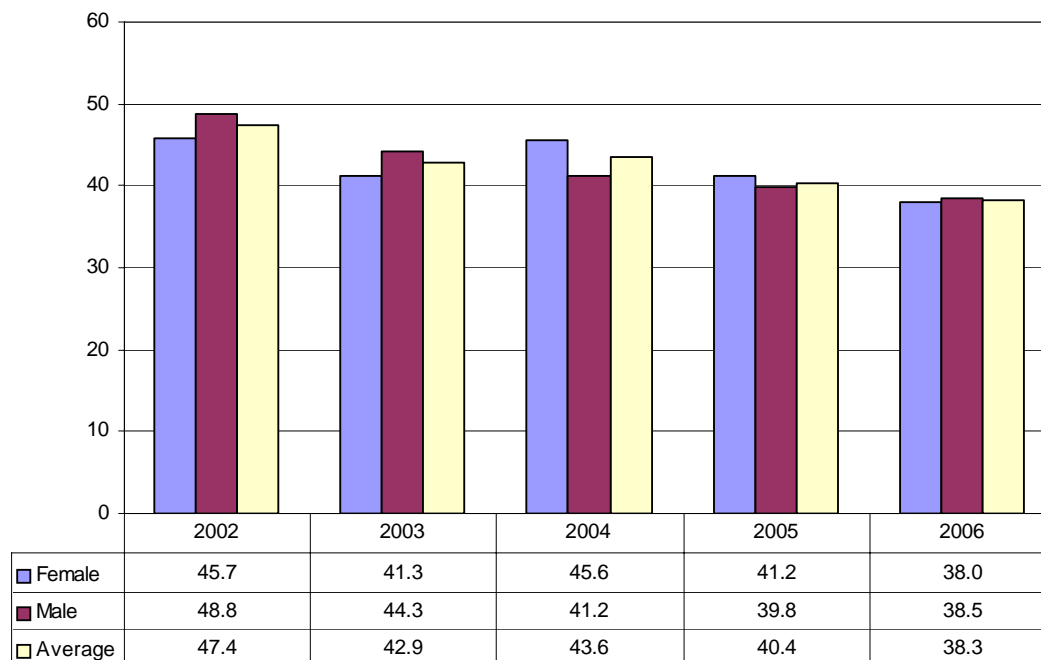


Figure 58. Repetition Rate in Basic Schools by Gender and Year

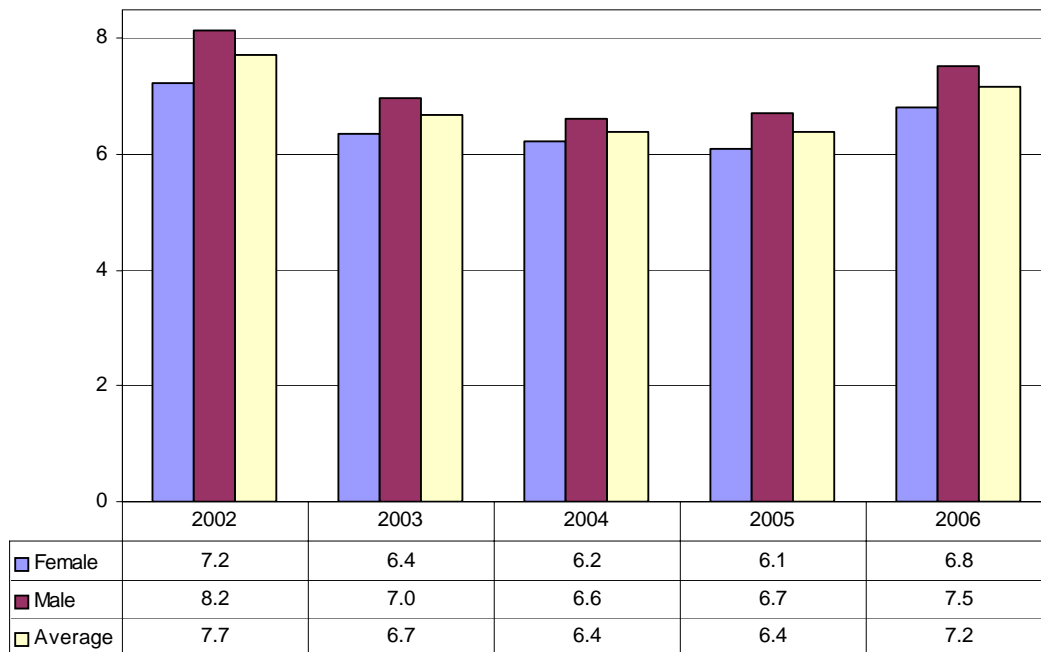


Figure 59. Repetition Rate in Grades 10-12 by Gender and Year

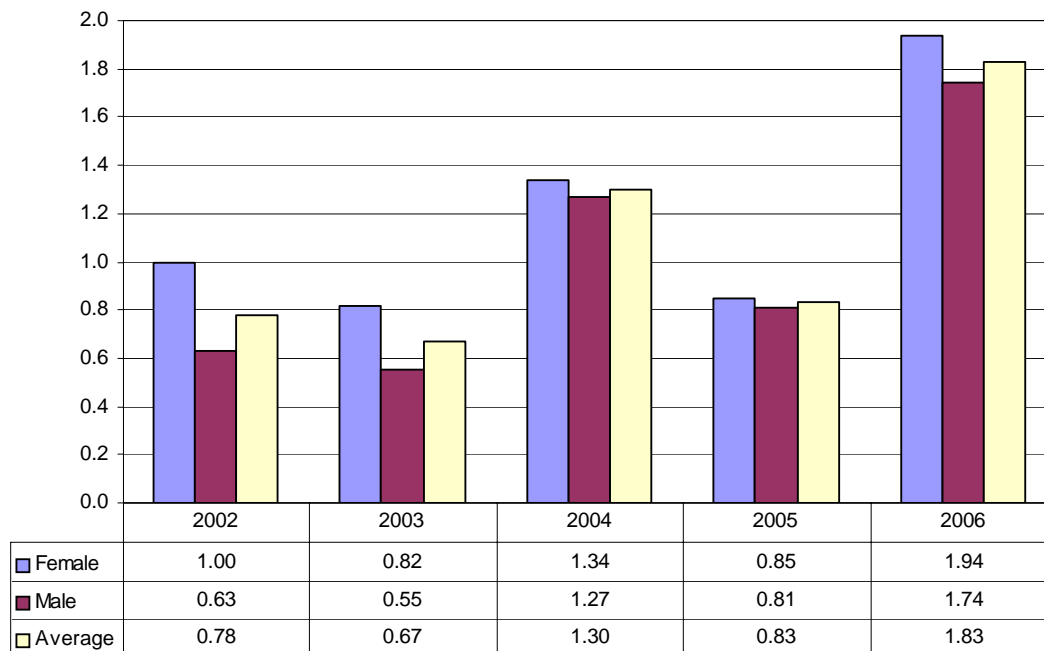


Figure 60. DropOut Rate in Basic Schools by Gender and Year

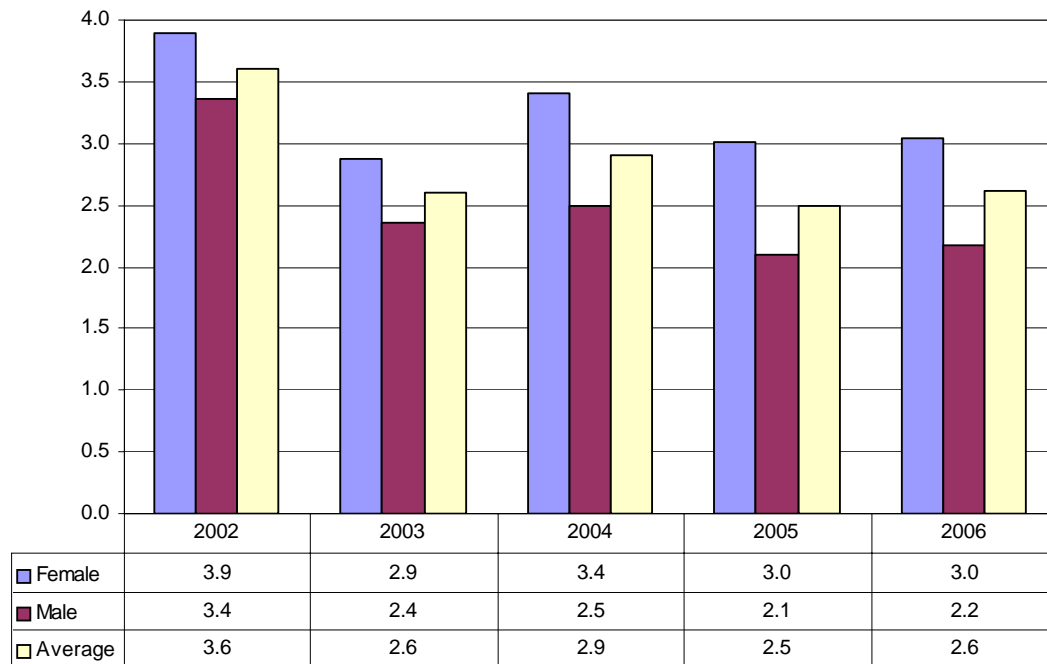
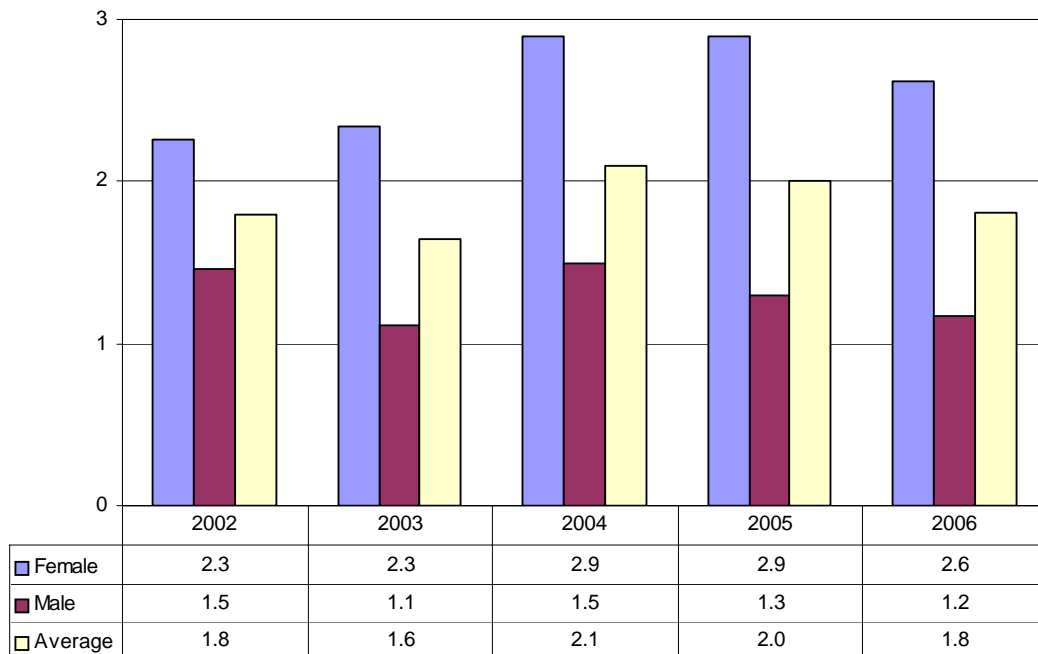


Figure 61. DropOut Rate in Grades 10-12 by Gender and Year



Quality

Figure 62. Teachers in Basic Schools by Gender and Year

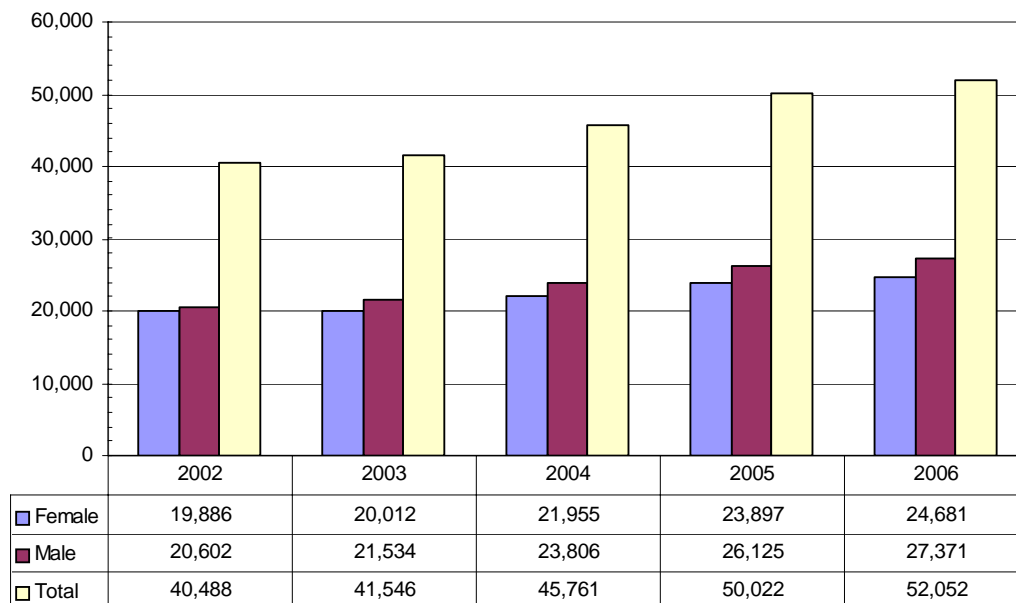


Figure 63. Teachers in Secondary Schools by Gender and Year

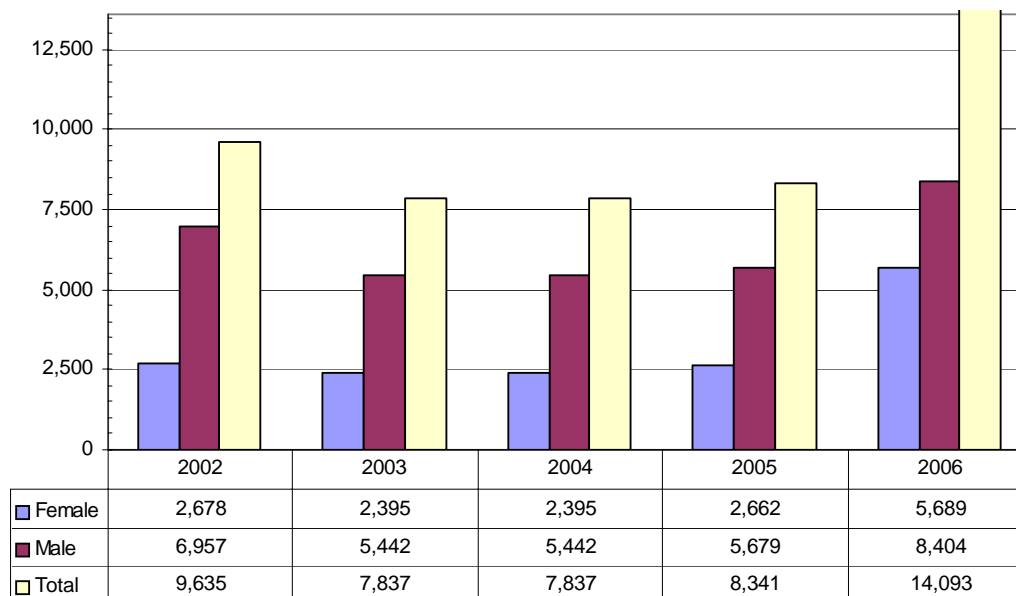


Figure 64. Teacher Attrition in Basic Schools by Gender and Year (excl. Com. Schools)

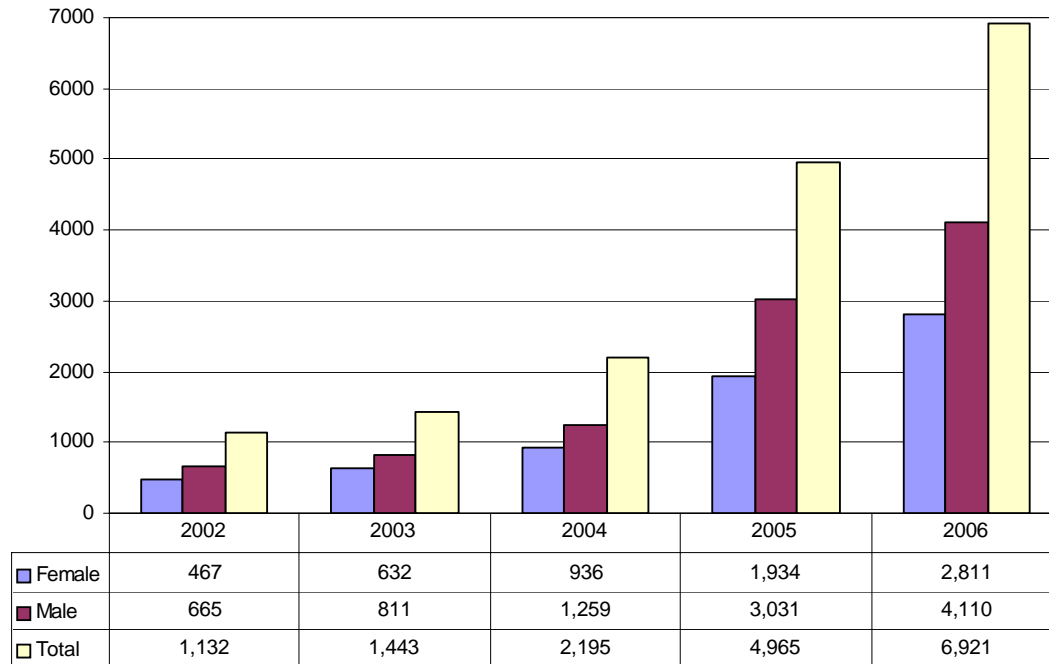


Figure 65. Teacher Attrition in Secondary Schools by Gender and Year (excl. Com. Schools)

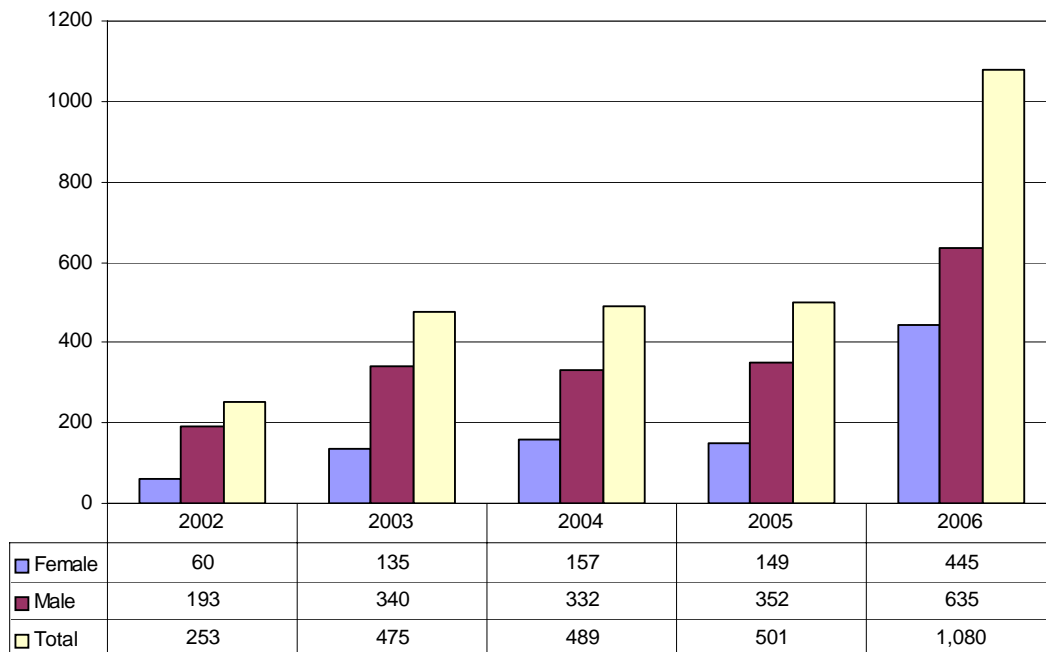


Figure 66. Teacher Deaths in Basic Schools by Gender and Year (excl. Com. Schools)

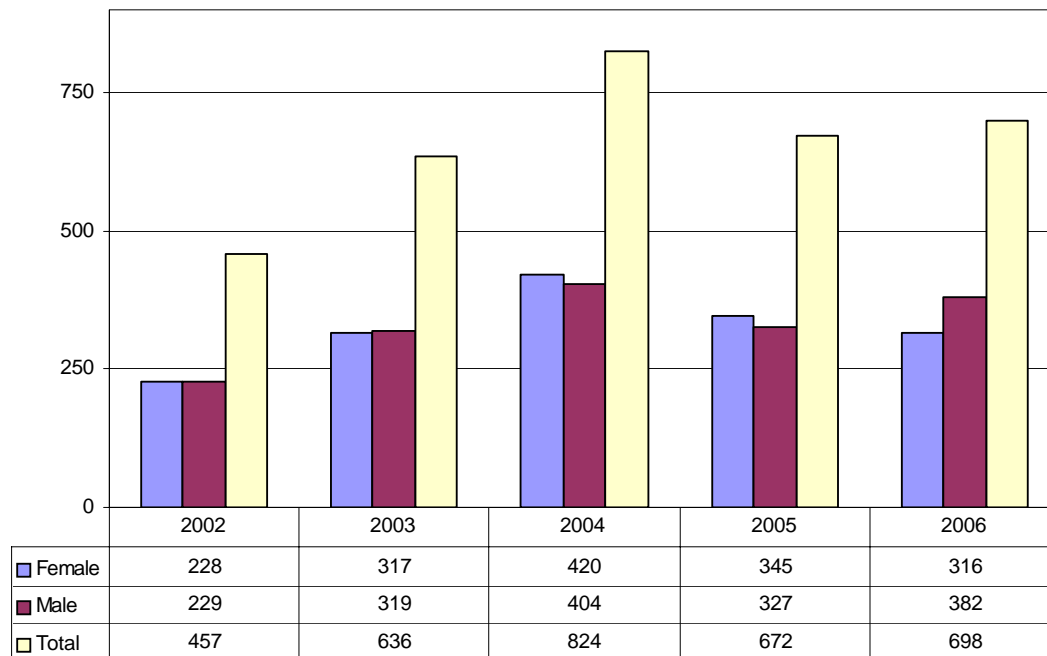


Figure 67. Teacher Deaths in Secondary Schools by Gender and Year (excl. Com. Schools)

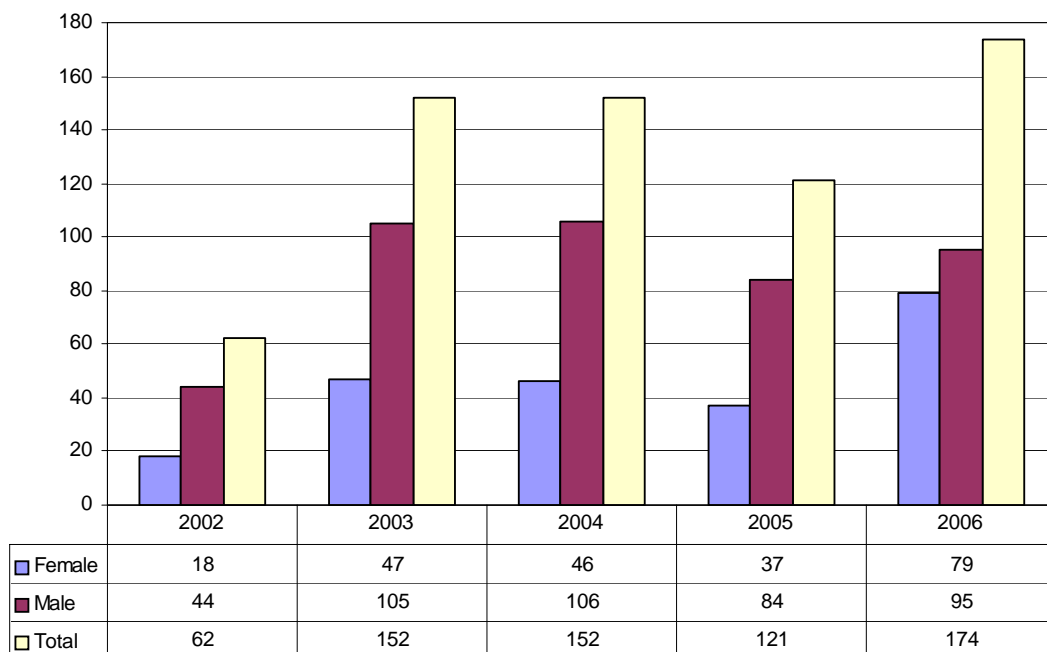


Figure 68. Examination Pass Rate for Grade 9 by Gender and Year

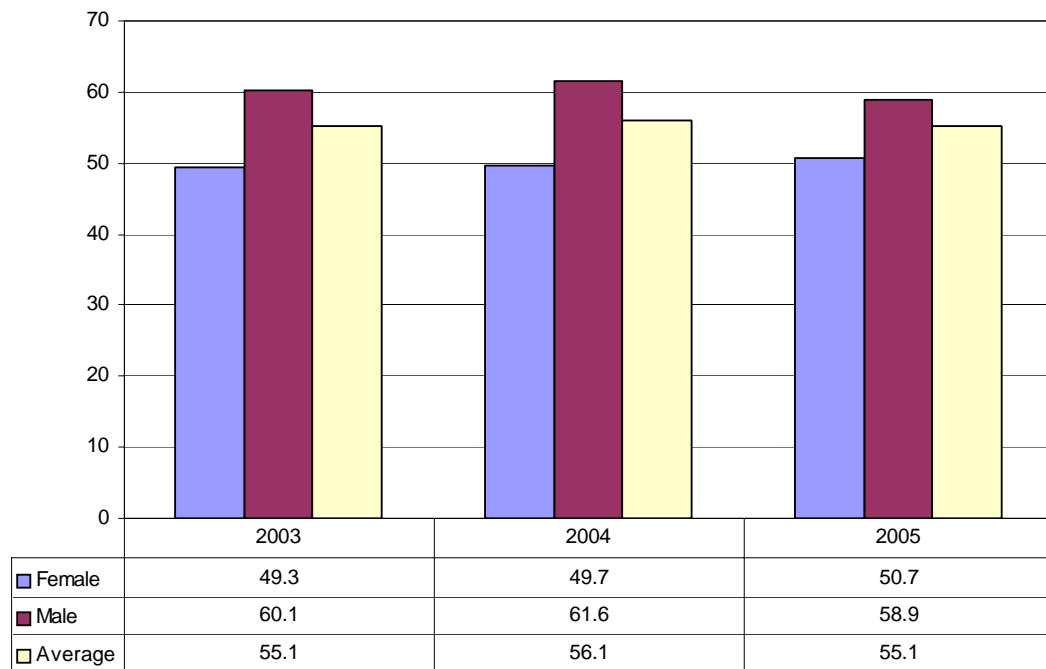


Figure 69. Survival Rate for Grade 5 by Gender and Year



Equity

Figure 70. Gender Parity Index for Gr. 1-9 and Gr. 10-12

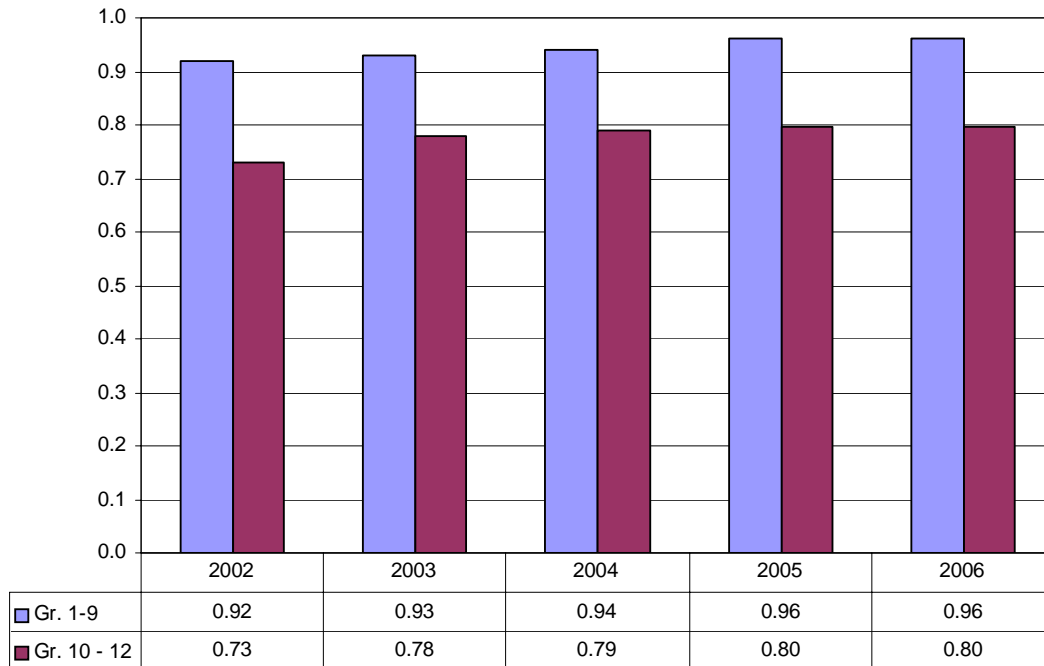


Figure 71. Out of School Children Aged 7-13 by Gender and Year

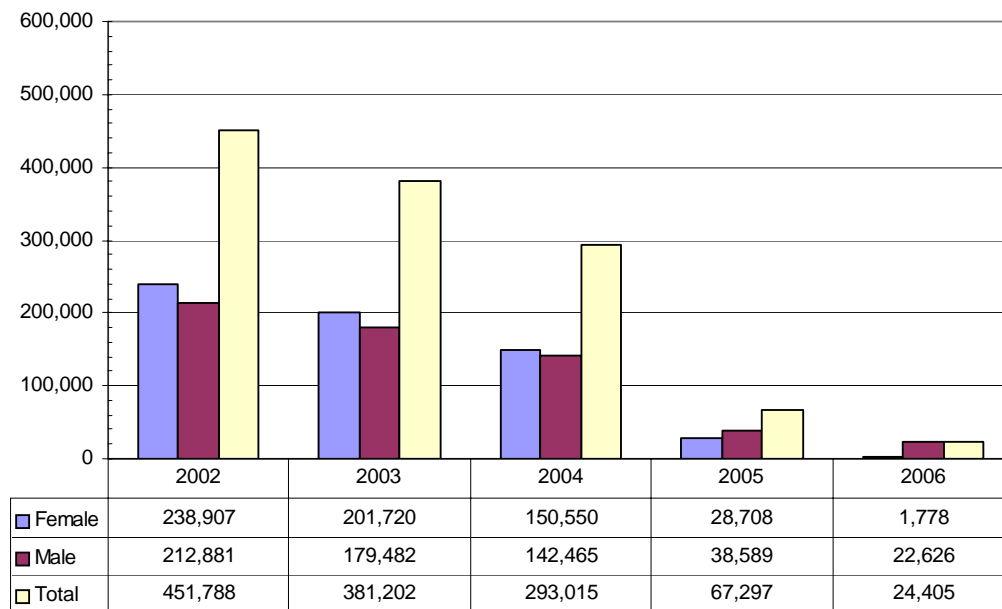


Figure 72. Percentage of Out of School Children Aged 7-13 by Gender and Year



Figure 73. Orphans in Basic Schools by Gender and Year

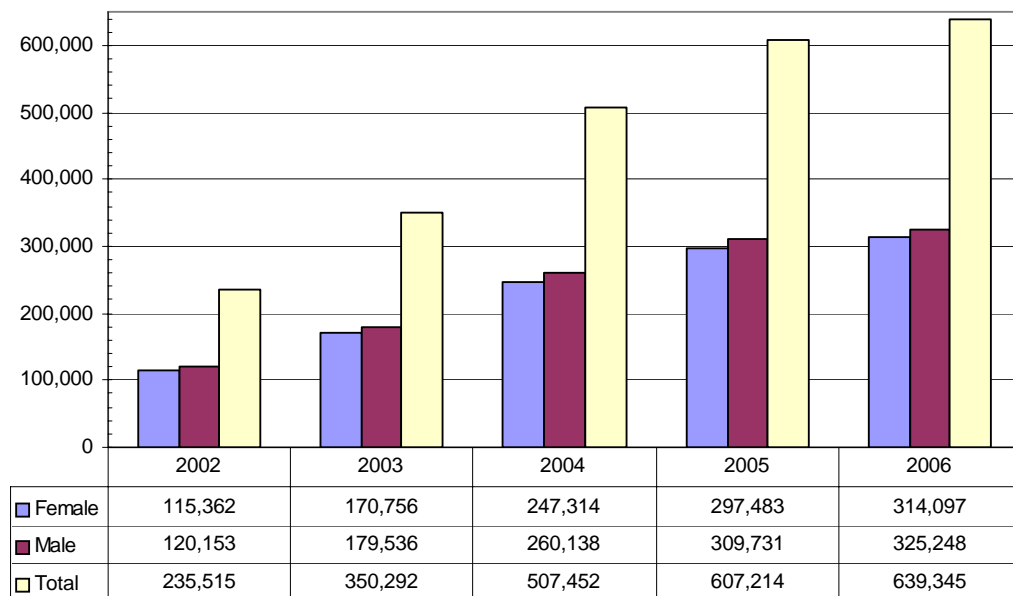


Figure 74. Orphans in Grades 10-12 Schools by Gender and Year

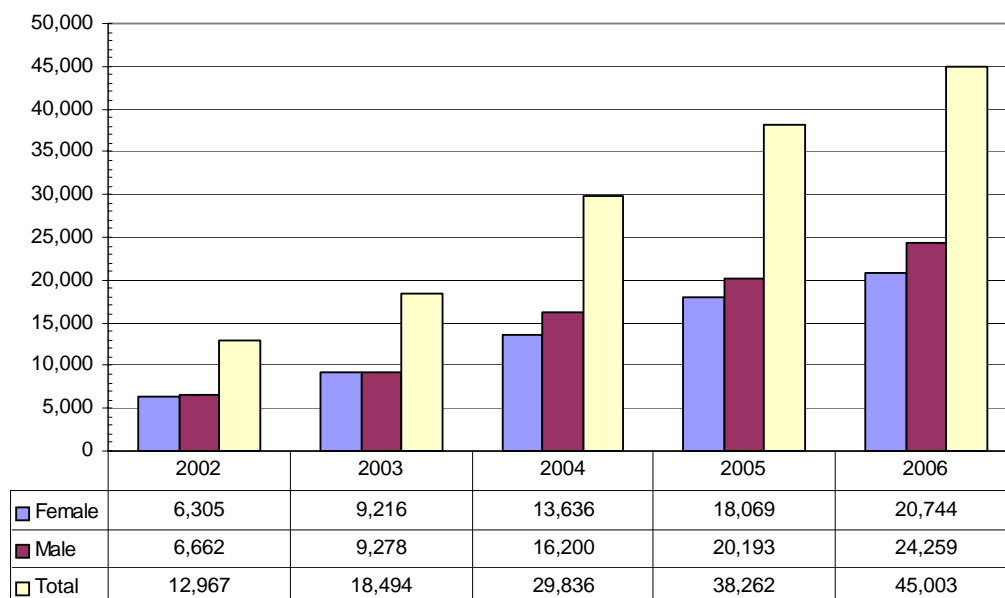


Figure 75. CSEN in Basic Schools by Gender and Year

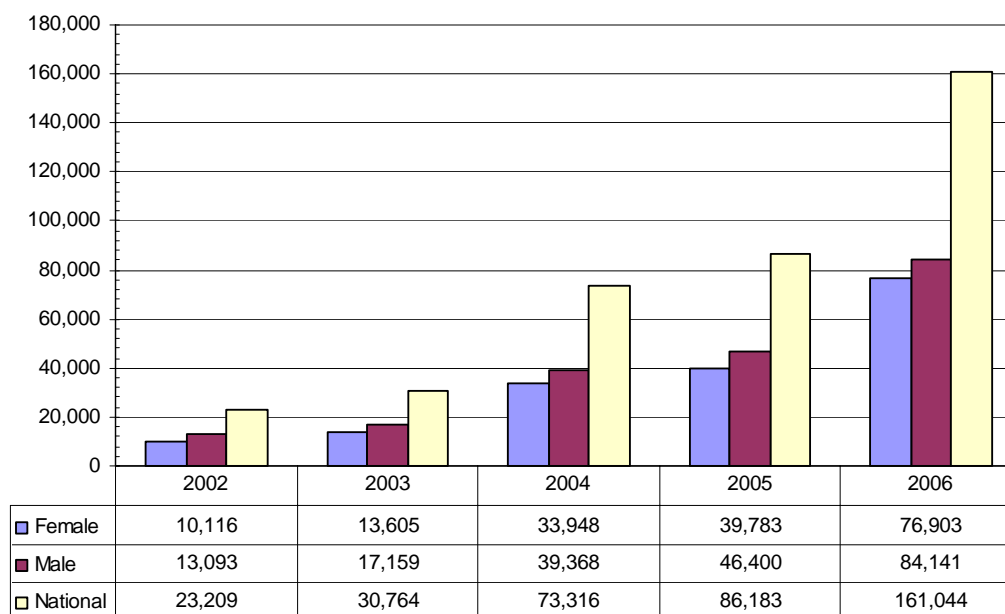


Figure 76. CSEN in Grades 10-12 Schools by Gender and Year

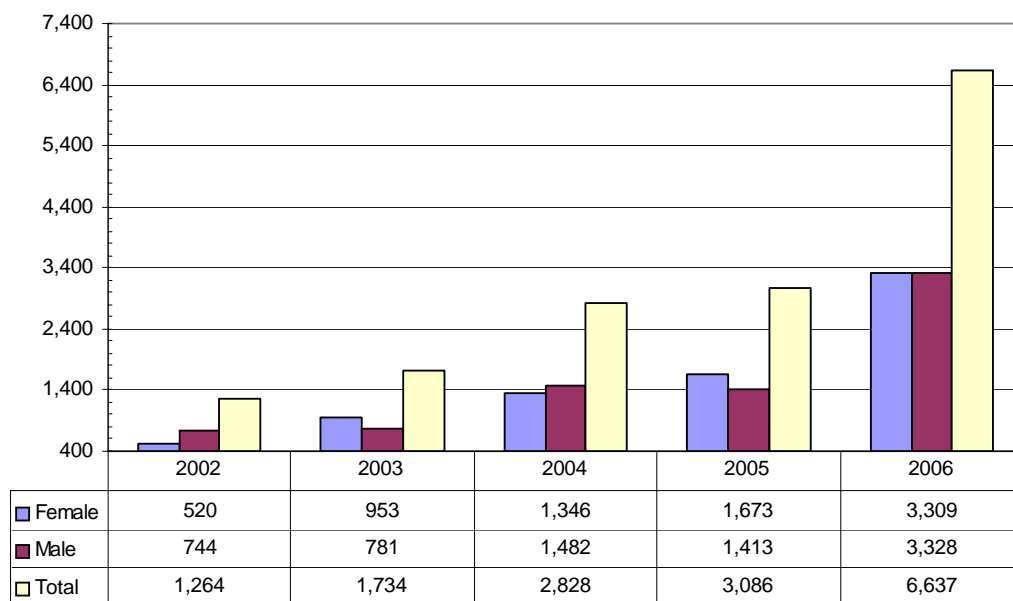


Figure 77. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year

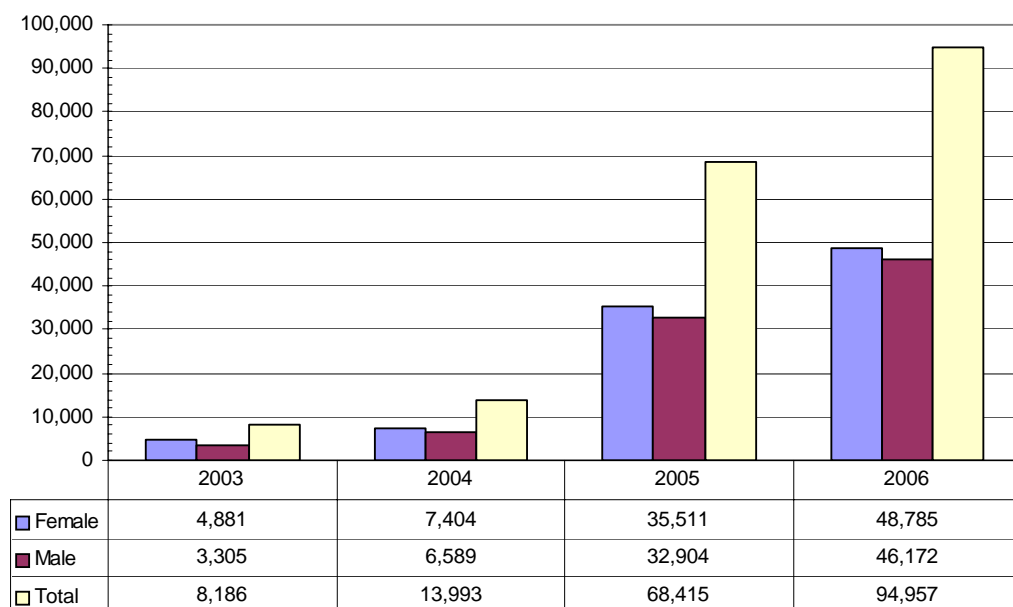


Figure 78. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year

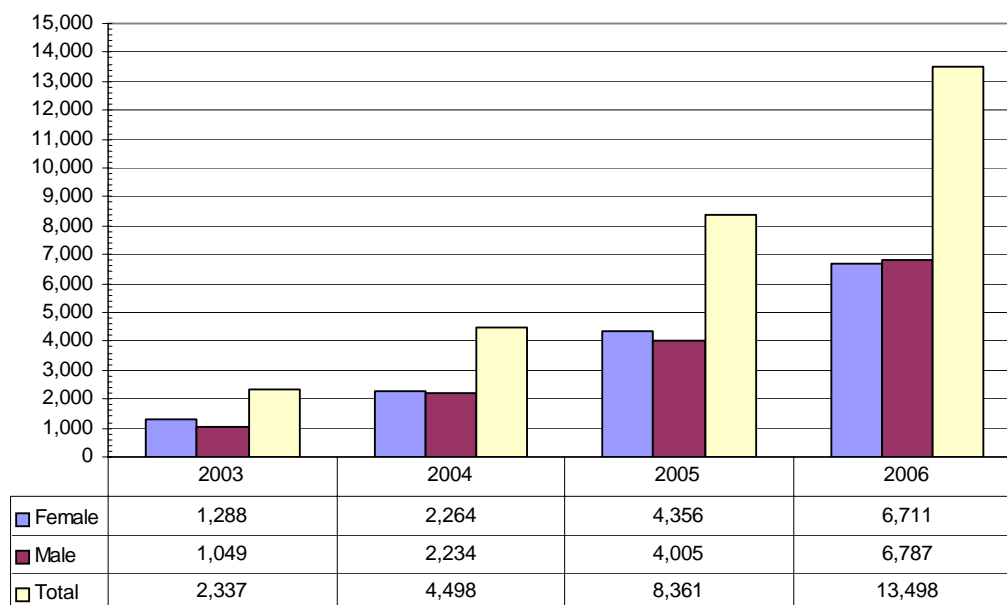


Figure 79. Pregnancies and Re-admissions in Basic Schools by Year

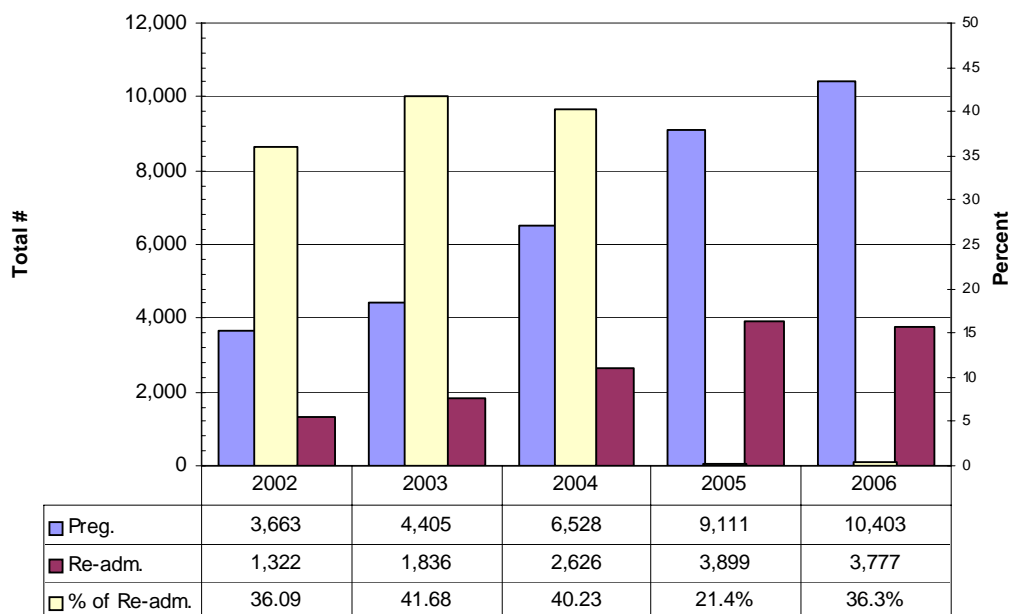
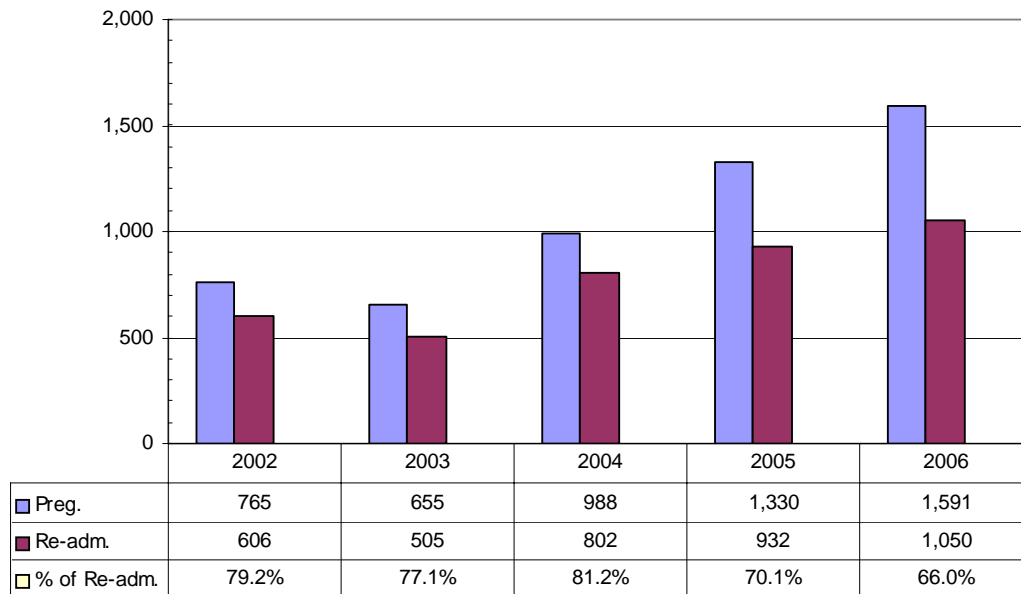


Figure 80. Pregnancies and Re-admissions in Grades 10-12 Schools by Year



Tertiary

Figure 81. Academic Staff at UNZA and CBU

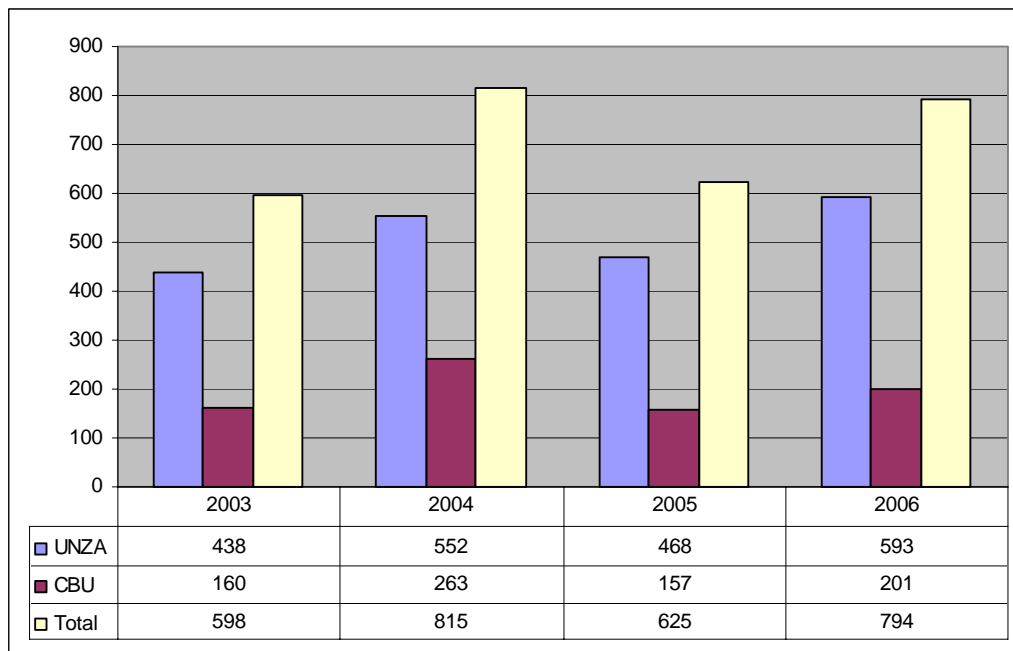


Figure 82. Student Enrolment at UNZA by Gender and Year

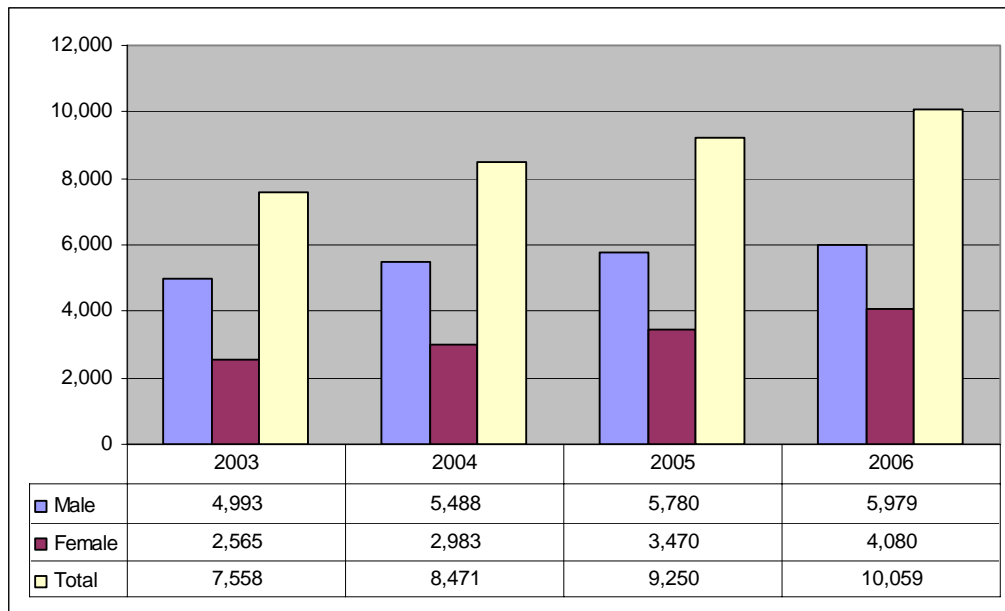
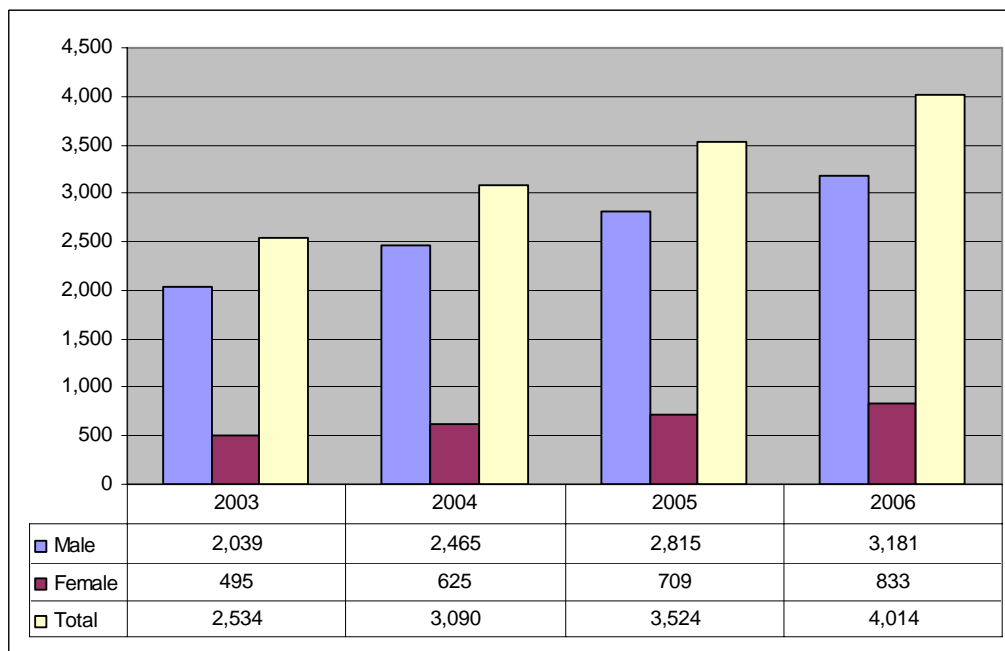


Figure 83. Student Enrolment at CBU by Gender and Year



Tertiary Education

The tertiary education sub-sector can be categorized into two groupings. The first are those institutions falling directly under MOE. These include the two public universities- University of Zambia (UNZA) and the Copperbelt University (CBU) and 14 Colleges of Education. Of the 14, 12 cater for the training of teachers for basic schools and the other two train teachers for high schools. The Natural Resources Development College also trains teachers for agricultural science, while the Evelyn College for Applied Arts and Commerce trains teachers for Art and Music.

The second category is those institutions registered with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) under the Ministry of Science Technology and Vocational Training. MSTVT collects statistical information pertaining to the Technical Education Vocational and Entrepreneurship Training (TEVET) sub-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 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 as well as mature adult learners. At the tertiary level, this is done by measuring the proportion of students 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 programmes and evening classes; and
- c) Development of partnerships to set up foundations for financial assistance to students from disadvantaged backgrounds.

Colleges of Education

The 14 public Colleges of Education enrolled a total of 8,970 students in 2006 of which 47 percent were females. The number of academic staff was 479 in 2006 .

Table 117. College Student Enrolment - 2006

College	Basic Ed.		Ed.		Special Ed.		BDSA		MPC		RES		Academic		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Charles Lwanga	259	281													540
Chipata	324	308													632
David Livingstone	105	155	68	32											360
Kasama	264	245													509
Kitwe	401	229													630
Malcolm Moffat	212	246													458
Mansa	318	286													604
Mongu	208	252													460
Mufulira	65	196	51	43											355
Solwezi	310	370													680
COSETCO			206	158											364
Nkrumah	350	303													653
ZAMISE					1418	915									2,333
NISTICOL	193	199													392
Total	3,009	3,070	325	233	1,418	915	0	0	0	0	0	0	0	0	8,970

Table 121. Colleges of Education Staffing Levels by Gender - 2006

College	Basic Ed.		Ed.		Special Ed.		BDSA		MPC		RES		Academic		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Charles Lwanga	7	6													13
Chipata	29	7													36
David Livingstone	32	11													43
Kasama	28	6													34
Kitwe	40	17													57
Malcolm Moffat	29	4													33
Mansa	30	7													37
Mongu	20	5													25
Mufulira	10	11	10	1											32
Solwezi	27	11													38
COSETCO			13	4											17
Nkrumah	49	13													62
ZAMISE					4	1									5
NISTICOL	33	14													47
Total	334	112	23	5	4	1	0	0	0	0	0	0	0	0	479

Table 118. Colleges of Education Management and Administration Levels by Gender – 2006

College	M	F	Total
Charles Lwanga	29	5	34
Chipata	0	0	0
David Livingstone	2	4	6
Kasama	8	5	13
Kitwe	11	4	15
Malcolm Moffat	4	0	4
Mansa	19	9	28
Mongu	2	0	2
Mufulira	21	13	34
Solwezi	23	9	32
COSETCO	13	4	17
Nkrumah	41	31	72
ZAMISE	8	12	20
NISTICOL			0
Total	181	96	277

Universities

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

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

University enrolment for 2006 increased by 9.2 percent from 2005. Female students accounted for 35 percent of the total university enrolment. The number of academic staff at both Universities increased in 2006 from the previous academic year. The number of lecturers increased from 468 and 157 in 2005 to 593 and 201 at UNZA and CBU respectively.

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.

Table 123. University Student Enrolment - 2006

University	UNZA		Total UNZA	CBU		Total CBU	Total
	M	F		M	F		
School of Business			0	594	187	781	781
School of Built Environment			0	594	140	734	734
School of Natural Sciences	835	539	1,374	287	70	357	1,731
School of Technology			0	1,242	185	1,427	1,427
CLLE			0	464	251	715	715
School of Agriculture	280	118	398	0	0	0	398
School of Education	2,449	1,979	4,428			0	4,428
School of Engineering	331	33	364			0	364
School of Humanities and Social Sciences	1,100	946	2,046			0	2,046
School of Law	250	184	434			0	434
School of Medicine	478	233	711			0	711
School of Mines	166	7	173			0	173
School of Vet. Medicine	90	41	131			0	131
Total	5,979	4,080	10,059	3,181	833	4,014	14,073

Table 124. University Staffing Levels by Gender - 2006

University	UNZA		CBU		Total
	M	F	M	F	
School of Business			26	3	29
School of Built Environment	0	0	36	5	41
School of Natural Sciences	90	19	16	1	126
School of Technology			60	2	62
CLLE			45	7	52
School of Agriculture	34	13	0	0	47
School of Education	56	11	0	0	67
School of Engineering	44	1	0	0	45
School of Humanities and Social Sciences	114	24			138
School of Law	10	4			14
School of Medicine	85	30			115
School of Mines	21	0			21
School of Vet. Medicine	31	6			37
Total	485	108	183	18	794

Table 124. University Management and Administration Levels by Gender – 2006

UNZA		CBU		Total
M	F	M	F	
238	85	80	33	436

Annex

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.	$GER'_h = \frac{E'_h}{P'_{h,a}} * 100$
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.	$GIR'_h = \frac{N'_h}{P'_a} * 100$
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.	$NER'_h = \frac{E'_{h,a}}{P'_{h,a}} * 100$
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	$NIR'_t = \frac{N'_a}{P'_a} * 100$

	same age.	
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.	$SR_{g,i}^K = \frac{\sum_{t=1}^m P_{g,i}^t}{K}$
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