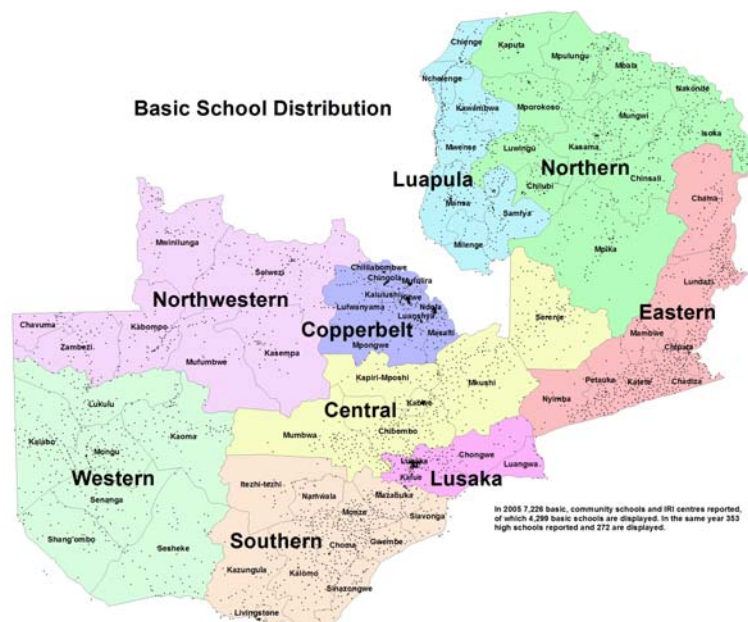




Republic of Zambia Ministry of Education

2007 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 accordingly as a result of the continuous data verification and 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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TABLE OF CONTENTS

| | |
|--|-----------|
| FOREWORD | 10 |
| ACKNOWLEDGEMENT | 11 |
| BACKGROUND | 12 |
| THE ROLE OF THE GOVERNMENT IN EDUCATION | 14 |
| SUMMARY INDICATORS | 16 |
| SCHOOLS..... | 18 |
| <i>Geographic Distribution of Schools by Running Agency.....</i> | <i>18</i> |
| <i>Schools by Education Level</i> | <i>18</i> |
| <i>Basic Schools by Running Agency.....</i> | <i>22</i> |
| <i>Schools by Location (Rural/Urban).....</i> | <i>24</i> |
| <i>Schools by Grades Offered</i> | <i>26</i> |
| ACCESS AND PARTICIPATION..... | 27 |
| <i>Gross Intake Rate</i> | <i>28</i> |
| <i>Net Intake Rate</i> | <i>29</i> |
| <i>Gross Enrolment Ratio (GER).....</i> | <i>30</i> |
| <i>Net Enrolment Ratio (NER).....</i> | <i>33</i> |
| <i>Transition rate</i> | <i>36</i> |
| <i>Participation and Enrolment</i> | <i>38</i> |
| <i>New Entrants.....</i> | <i>47</i> |
| EFFICIENCY | 49 |
| <i>Dropout Rate.....</i> | <i>49</i> |
| <i>Repetition Rate</i> | <i>52</i> |
| <i>Completion Rate</i> | <i>54</i> |
| QUALITY | 57 |
| <i>Availability of Teachers</i> | <i>58</i> |
| <i>Teacher Qualifications and Certification.....</i> | <i>62</i> |
| <i>Teacher Attrition.....</i> | <i>65</i> |
| <i>Ratios.....</i> | <i>68</i> |
| <i>Examination Pass Rate</i> | <i>71</i> |
| SCHOOL INFRASTRUCTURE..... | 73 |
| <i>Classrooms</i> | <i>73</i> |
| <i>Staff Housing.....</i> | <i>75</i> |
| <i>Laboratories and Libraries.....</i> | <i>77</i> |
| <i>Special Education Classrooms.....</i> | <i>78</i> |
| <i>Dormitories.....</i> | <i>79</i> |
| EQUITY | 80 |
| <i>Gender Parity.....</i> | <i>81</i> |
| <i>Out of School Children</i> | <i>82</i> |

| | |
|---|------------|
| <i>Orphans</i> | 85 |
| <i>Children with Special Educational Needs (CSEN)</i> | 88 |
| <i>Bursaries</i> | 91 |
| <i>Pregnancies and Re-admissions</i> | 92 |
| STATISTICAL TRENDS | 95 |
| ACCESS AND PARTICIPATION | 95 |
| EFFICIENCY | 101 |
| QUALITY | 107 |
| EQUITY | 111 |
| TERTIARY | 117 |
| TERTIARY EDUCATION | 119 |
| COLLEGES OF EDUCATION | 120 |
| UNIVERSITIES | 120 |
| ANNEX | 123 |
| FORMULAS AND DEFINITIONS | 123 |
| ACRONYMS | 125 |

TABLES

| | |
|--|----|
| Table 1: Total Number of Schools by Running Agency | 18 |
| Table 2. Schools by Education Level and Province..... | 19 |
| Table 3. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community) | 22 |
| Table 4. Schools Classified as Secondary by Running Agency and Province (Includes Technical and Non-Technical) | 23 |
| Table 5. Schools Classified as Basic by Urban / Rural and Province..... | 24 |
| Table 6. Schools Classified as Secondary by Urban/Rural and Province | 25 |
| Table 7. Schools by Grade Grouping by Province..... | 26 |
| Table 8. Gross Intake Rate for Grade 1 by Gender and Province | 28 |
| Table 9. Net Intake Rate for Grade 1 by Gender and Province | 29 |
| Table 10. Gross Enrolment Ratio in Grades 1-7 by Gender and Province..... | 30 |
| Table 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province..... | 31 |
| Table 12. Gross Enrolment Ratio in Grades 10-12 by Gender and Province..... | 32 |
| Table 13. Net Enrolment Ratio in Grades 1-7 by Gender and Province..... | 34 |
| Table 14. Net Enrolment Ratio in Grades 1 - 9 by Gender and Province..... | 34 |
| Table 15. Net Enrolment Ratio in Grades 10-12 by Gender and Province..... | 35 |
| Table 16. Transition Rate for Grade 7-8 by Gender and Province | 36 |
| Table 17. Transition Rate for Grade 9 - 10 by Gender and Province | 37 |
| Table 18. Enrolment in All Schools Grades 1 -12 | 39 |
| Table 19. Enrolment in Grades 1-7 by Agency/Type and Province..... | 40 |
| Table 20. Enrolment Grades 1-9 by Agency/Type and Province..... | 41 |
| Table 21. Enrolment in Grades 10-12 by Agency/Type and Province..... | 42 |
| Table 22. Enrolment in All Schools in Grades 1-7 by Gender and Province | 42 |
| Table 23. Enrolment in All Schools in Grades 1-9 by Gender and Province | 42 |
| Table 24. Enrolment in All Schools in Grades 10-12 by Gender and Province | 43 |
| Table 25. Enrolment in GRZ and Grant Aided Schools in Grades 1-7 by Gender and Province | 43 |
| Table 26. Enrolment in GRZ and Grant Aided Schools in Grades 1-9 by Gender and Province | 43 |
| Table 27. Enrolment in GRZ and Grant Aided Schools in Grades 10-12 by Gender and Province | 44 |
| Table 28. Enrolment in Private/Church Schools in Grades 1-7 by Gender and Province | 44 |
| Table 29. Enrolment in Private/Church Schools in Grades 1-9 by Gender and Province | 44 |

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

| | |
|--|----|
| Table 62. Teacher Attrition in Basic Schools in the Previous Year by Reason and Gender | 65 |
| Table 63. Teacher Attrition in Secondary Schools in the Previous Year by Reason and Gender | 66 |
| Table 64. Teacher Attrition in Schools Classified as Basic in the Previous School Year by Gender and Province | 66 |
| Table 65. Teacher Attrition in Schools Classified as Secondary in the Previous School Year by Gender and Province..... | 66 |
| Table 66. Teacher Deaths in Schools Classified as Basic in the Previous School Year by Gender and Province | 67 |
| Table 67. Teacher Deaths in Schools Classified as Secondary in the Previous School Year by Gender and Province..... | 67 |
| Table 68. Pupil/Teacher Ratio by Grade Group and Province | 68 |
| Table 69. Book / Pupil Ratio in Schools Classified as Basic Schools by Province..... | 68 |
| Table 70. Book / Pupil Ratio in Schools Classified as Secondary by Province | 68 |
| Table 71. Pupil/Class Ratios in Schools by Grade Group and Province (Regular Students)..... | 70 |
| Table 72. Examination Pass Rate for Grade 9 by Gender and Province in 2006 | 71 |
| Table 73. Examination Pass Rate for Grade 12 by Gender and Province in 2006 | 71 |
| Table 74. Survival Rate for Grade 5 by Gender and Province | 71 |
| Table 75. Survival Rate for Grades 10 - 12 by Gender..... | 72 |
| Table 76. Classrooms in Basic Schools by Status and Province | 74 |
| Table 77. Classrooms in Secondary Schools by Status and Province | 74 |
| Table 78. Staff Houses in Basic Schools by Type and Province | 75 |
| Table 79. Staff Houses in Secondary Schools by Type and Province..... | 76 |
| Table 80. Laboratories in Basic Schools by Type and Province..... | 77 |
| Table 81. Laboratories in Secondary Schools by Type and Province | 77 |
| Table 82. Libraries in Basic Schools by Type and Province | 77 |
| Table 83. Libraries in Secondary Schools by Type and Province | 78 |
| Table 84. Special Education Classrooms in Basic Schools by Type and Province..... | 78 |
| Table 85. Special Education Classrooms in Secondary Schools by Type and Province | 78 |
| Table 86. Dormitories in Basic Schools by Sex, Status and Province..... | 79 |
| Table 87. Dormitories in Secondary Schools by Sex, Status and Province | 79 |
| Table 88. Gender Parity Index by Grade Grouping and Province | 82 |
| Table 89. Gender Parity Index by Grade Groups and Agency | 82 |
| Table 90. Out of School Children Aged 7-13 by Gender and Province | 83 |
| Table 91. Out of School Children Aged 14-15 by Gender and Province | 83 |

| | |
|---|-----|
| Table 92. Out of School Children Aged 16-18 by Gender and Province | 83 |
| Table 93. Out of School Children by Age and Gender..... | 84 |
| Table 94. Orphans in Grades 1-7 by Gender and Province..... | 85 |
| Table 95. Orphans in Grades 1-9 by Gender and Province..... | 85 |
| Table 96. Orphans in Grades 10-12 by Gender and Province | 86 |
| Table 97. Percentage of Orphans in Grades 1-7 by Gender and Province..... | 86 |
| Table 98. Percentage of Orphans in Grades 1-9 by Gender and Province..... | 86 |
| Table 99. Percentage of Orphans in Grades 10-12 by Gender and Province..... | 87 |
| Table 100. Enrolment of Orphans in Grades 1-9 by Agency | 87 |
| Table 101. Enrolment of Orphans in Grades 10-12 by Agency | 87 |
| Table 102. CSEN Pupils in Grades 1-9 by Impairment and Gender | 88 |
| Table 103. CSEN Pupils in Grades 10-12 by Impairment and Gender | 89 |
| Table 104. CSEN Pupils in Grades 1-9 Schools by Gender and Province | 89 |
| Table 105. CSEN in Grades 10 - 12 by Gender and Province | 89 |
| Table 106. Percentage CSEN in Grades 1-9 by Gender and Province..... | 90 |
| Table 107. Percentage CSEN in Grades 10-12 by Gender and Province..... | 90 |
| Table 108. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province | 91 |
| Table 109. Number of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province | 91 |
| Table 110. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province | 91 |
| Table 111. Percentage of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province | 91 |
| Table 112. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province | 92 |
| Table 113. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Province.. | 92 |
| Table 114. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Province | 92 |
| Table 115. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Urban/Rural and Province | 93 |
| Table 116. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Urban/Rural and Province..... | 94 |
| Table 117. College Student Enrolment - 2007 | 120 |

FIGURES

| | |
|--|----|
| Figure 1: Geographic Distribution of Basic Schools..... | 20 |
| Figure 2. Geographic Distribution of High Schools | 21 |
| Figure 3. Schools Classified as Basic Education by Running Agency | 22 |
| Figure 4. Schools Classified as Basic by Urban / Rural..... | 24 |
| Figure 5. Schools Classified as Secondary by Urban / Rural | 25 |
| Figure 6. Schools by Grade Grouping..... | 26 |
| Figure 7. Gross Intake Rate for Grade 1 by Gender and Province..... | 28 |
| Figure 8. Net Intake Rate for Grade 1 by Gender and Province..... | 29 |
| Figure 9. Gross Enrolment Ratios in Grades 1-7 by Gender and Province..... | 30 |
| Figure 10. Gross Enrolment Ratio in Grades 1–9 by Gender and Province..... | 31 |
| Figure 11. Gross Enrolment Ratio in Grades 10–12 by Gender and Province..... | 32 |
| Figure 12. Net Enrolment Ratios in Grades 1-7 by Gender and Province..... | 33 |
| Figure 13. Net Enrolment Ratios in Grades 1-9 by Gender and Province..... | 34 |
| Figure 14. Transition Rate for Grade 7-8 by Gender and Province | 36 |
| Figure 15. Transition Rate for Grade 9 - 10 by Gender and Province | 37 |
| Figure 16. Enrolment in Grades 1 - 9 by Agency/Type and Province..... | 38 |
| Figure 17. Enrolment in Grades 10-12 Schools by Running Agency | 39 |
| Figure 18. Enrolment in Grades 1-9 by Agency | 41 |
| Figure 19. Drop Out Rate in Grade 1- 9 by Province | 50 |
| Figure 20. Repetition Rate in Grades 1-9 by Grade | 52 |
| Figure 21. Completion Rates for Grades 7 by Gender and Province | 54 |
| Figure 22. Completion Rate for Grades 9 by Gender and Province | 55 |
| Figure 23. Completion Rate for Grades 12 by Gender and Province | 56 |
| Figure 24. Teachers in Basic Schools by Running Agency | 59 |
| Figure 25. Pupil/Class Ratios in Grades 1-9 by Province | 69 |
| Figure 26. Pupil/Class Ratios in Grades 10-12 by Province | 69 |
| Figure 27. Classrooms in Basic Schools by Type..... | 73 |
| Figure 28. Staff Houses in Basic Schools by Type | 75 |
| Figure 29. Staff Houses in Secondary Schools by Type..... | 76 |
| Figure 30. Gender Parity Index for Grades 1-9..... | 81 |
| Figure 31. Gender Parity Index for Grades 10-12..... | 81 |
| Figure 32. Out of School Children by Age and Gender | 82 |
| Figure 33. CSEN Pupils in Grades 1-9 by Impairment | 88 |
| Figure 34. Pregnancies in Grades 1-9 by Urban/Rural..... | 93 |

| | |
|--|-----|
| Figure 35. Pregnancies in Grades 10-12 by Urban/Rural..... | 94 |
| Figure 36. Basic Schools by Agency and Year | 95 |
| Figure 37. Enrolment in Basic Schools by Gender and Year..... | 95 |
| Figure 38. Enrolment in Grades 8-9 by Gender and Year | 97 |
| Figure 39. Enrolment in Grades 10-12 by Gender and Year | 97 |
| Figure 40. Gross and Net Enrolment Ratios in Grades 1-9 by Year..... | 98 |
| Figure 41. Gross Enrolment Ratio in Basic Schools by Gender and Year | 98 |
| Figure 42. Gross Enrolment Ratio in Grades 10-12 Schools by Gender by Year | 99 |
| Figure 43. Net Enrolment Ratio in Basic Schools by Gender and Year | 99 |
| Figure 44. Secondary Schools by Agency and Year | 100 |
| Figure 45. Transition Rate for Grade 7-8 by Gender and Year | 101 |
| Figure 57. Transition Rate for Grades 9-10 by Gender and Year..... | 101 |
| Figure 46. Repetition Rate in Grades 1-9 by Gender and Year..... | 102 |
| Figure 47. Repetition Rate in Grades 10-12 by Gender and Year..... | 102 |
| Figure 48. Dropout Rate in Grades 1-9 by Gender and Year | 103 |
| Figure 49. Dropout Rate in Grades 10-12 by Gender and Year | 103 |
| Figure 50. Gross and Net Intake Rates in Basic Schools by Year | 104 |
| Figure 51. Gross Intake Rate in Basic Schools by Gender and Year..... | 104 |
| Figure 52. Net Intake Rate in Basic Schools by Gender and Year..... | 105 |
| Figure 53. Completion Rate in Grades 1-7 and 1-9 by Year | 105 |
| Figure 54. Completion Rate in Grade 1-9 by Gender and Year | 106 |
| Figure 55. Completion Rate in Grade 1-12 by Gender and Year | 106 |
| Figure 57. Teachers in Basic Schools by Gender and Year..... | 107 |
| Figure 58. Teachers in Secondary Schools by Gender and Year | 107 |
| Figure 59. Teacher Attrition in Basic Schools by Gender and Year (excl. Com. Schools) | 108 |
| Figure 60. Teacher Attrition in Secondary Schools by Gender and Year (excl. Com. Schools) | 108 |
| Figure 61. Teacher Deaths in Basic Schools by Gender and Year (excl. Com. Schools) | 109 |
| Figure 62. Teacher Deaths in Secondary Schools by Gender and Year (excl. Com. Schools) | 109 |
| Figure 63. Survival Rate for Grade 5 by Gender and Year..... | 110 |
| Figure 64. Gender Parity Index for Gr. 1-9 and Gr. 10-12 | 111 |
| Figure 65. Out of School Children Aged 7-13 by Gender and Year | 111 |
| Figure 66. Orphans in Basic Schools by Gender and Year | 112 |

| | |
|--|-----|
| Figure 67. Orphans in Grades 10-12 Schools by Gender and Year..... | 113 |
| Figure 68. CSEN in Basic Schools by Gender and Year | 113 |
| Figure 69. CSEN in Grades 10-12 Schools by Gender and Year..... | 114 |
| Figure 70. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year..... | 114 |
| Figure 71. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year..... | 115 |
| Figure 72. Pregnancies and Re-admissions in Basic Schools by Year..... | 115 |
| Figure 73. Pregnancies and Re-admissions in Grades 10-12 Schools by Year..... | 116 |
| Figure 74. Academic Staff at UNZA and CBU | 117 |
| Figure 75. Student Enrolment at UNZA by Gender and Year..... | 117 |
| Figure 76. Student Enrolment at CBU by Gender and Year..... | 118 |

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 that 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. In 2005, the data entry was piloted in two provinces, namely: Southern and Lusaka. The results were very encouraging and led to the MOE use provincial/district staff to do the data entry at Headquarters in 2006. The developments are now that data entry will be done at the various provincial headquarters and the MOE headquarters will only be the custodian and processor of the data. 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, district and provincial staff 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 2007 ESB. The document has data for the school years 2000-2007 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

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Background

Zambia's Education System consists of academic learning at the primary, secondary and professional or tertiary levels. However, the lower levels i.e. pre-university education is currently being re-organized into two levels namely: Basic Education running from grades 1-9 and High school, running from grades 10-12. The MOE has also been mandated to run early Childhood, Care, Development and Education (ECCDE). This transition has brought out many challenges in terms of inadequacies in infrastructure, institutional and human capacity including critical shortage of teachers especially in rural areas. The other level, Tertiary Education, includes universities and colleges.

In addition to the formal system, there is a non-formal education system that operates to serve among others, persons with disabilities, displaced persons, school-age children who have either dropped out of school or have never attended formal school, geographically isolated children, orphans, and street and working children. The Ministry of education officially recognizes two alternative approaches to primary or basic schooling, which are Community schools and Interactive Radio centres by Education Broadcasting Services.

The Ministry also made a lot of progress in providing quality education during the period 2003-2007 where it operated under a strategic Plan that was formulated in 2002. The Strategic Plan's four recurring themes of Access and Participation, Quality and Relevance, Management, Administration, Accounting, and HIV/AIDS guided the operations of the sub-sectors (ECCDE, Basic, High, Tertiary and Administrative services). 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.

The development and launch of 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 developed taking cognizance of the Strategic Plan to avoid overlaps and duplications while still maintaining the focus for the sector. With the development of the Fifth National Development Plan, the 12 programmes that were developed in the strategic plan were later reduced and compressed to 8.

The Ministry in line with the FNDP in 2007 formulated the National Implementation Framework. In the context of the FNDP, the purpose of the National Implementation Framework (NIF) is two-fold. Firstly, it serves as a guide for the articulation of the broad developmental objectives of the FNDP into identified activities that would later be defined and re-defined in the Annual Work Plans and Budgets. In this regard, NIF is the FNDP's operational tool at all levels of the education system from the Ministry Headquarters to the Provincial Education Offices (PEO), District Education Board Secretariats (DEBS) and schools. Secondly, NIF intends to serve as an important instrument for monitoring implementation performance (targeting mainly outcomes and impact). In this respect, it

should provide the framework for tracking resource application. Consequently, NIF should be able to enable Cooperating Partners monitor the effectiveness of their support to the education sector. It should also help in mobilising external support through, for example, the Fast Track Initiative (FTI) and new bilateral country agreements. It is noteworthy that 2007 marks the end of the Ministry of Education Strategic Plan 2003-2007 (MoESP) as well as the conclusion of most of the current cooperation agreements between the Ministry of Education and its Cooperating Partners, including those working within the context of the sector pool (JASZ included).

The Ministry also had a lot of planning meetings with Cabinet office, Ministry of Local Government and Housing and other stakeholders on the decentralization and devolution of basic education to the local authority. Preparations for the implementation of the National Decentralisation Policy in which the Ministry of Education is expected to devolve basic education to Local Authorities started well with establishment of the MOE Sector Devolution Task Force in April, which was followed by the first planning workshop in August, 2007. The Ministry also, like other devolving Ministries, participated in the workshops to adapt the Strategic Plans and Organisational Structures for Councils.

Decentralization involves the devolution of power from the centre to the local level, in districts and schools. It promotes broad-based participation in the management of education with great emphasis placed on the creativity, innovation and imagination of the local-level education managers. By allowing various stake-holders to share in decision-making and to take responsibility for education at the local level, decentralization fosters a sense of local ownership and promotes better management. By decentralizing to the local and school levels, many of the bureaucratic procedures that currently impede efficiency in the educational system have been eliminated. The established of Education Boards has relieved the Ministry of Education of much of the burden of day-to-day business; catered for a greater degree of democracy in the management and administration of the system; and has allowed for greater responsiveness to local needs even though there have been a lot of challenges faced.

The submission of the Education Bill to parliament was also a great milestone in the running of the education system in 2007. The Ministry succeeded in facilitating the finalization of the Education Bill 2007, which was tabled to the Legislative Committee of Cabinet on 14th June, 2007. However, the consideration of the Bill by Cabinet has been delayed because of the provisions in the Bill for the devolution of Basic education to Local Authorities, the subject which is still pending a decision by Cabinet through the approval of the National Decentralisation Plan.

The Role of the Government in Education

The Government recognises the fact 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. Therefore, 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. Taking cognizance of this fundamental and noble principle, it is anticipated that all stakeholders will abide by the government's policies including those of free basic education, the re-entry policy, and the 9-3-4 education system.

Government's ultimate guiding principle is that education in Zambia is intended to serve individual, social and economic well-being and to enhance the quality of life for all. This aim will be guided by the principles of liberalization, decentralization, equality, equity, partnership, and accountability.

Because of the centrality of knowledge, skills and technology in shaping the organization and productivity of the economy, education is a productive investment. Since knowledge, skills and technology develop and change so quickly, this investment must be continually renewed. Individuals must learn continuously throughout their lives, acquiring new skills and technologies. The establishment of a liberal market economy, in which internal and external competition are central values, accentuates dependence on the knowledge and skills of the people and their ongoing access to education. Investment in education, therefore, is of crucial concern in the strongly competitive climate of the modern world. Hence, the Government strongly reaffirms the important role education plays in human resource development as the basis of all other development. It will act, therefore, as the watchdog for enhancing the contribution of education and training to economic development and improved social cohesion.

Government still reaffirms its critical role and position in the provision of quality education. The three major principles Government's important roles in education are:

- ✚ The Government is the custodian of the human rights of all individuals, including their right to education. Its concern, therefore, will be with how well national education policy and practice promote equality, equity, efficiency, partnership, pluralism, transparency and accountability;
- ✚ the demands of national development require that the Government pays attention to the role education plays in human capital formation, particularly in developing the types of knowledge, skills, values and

competencies that are necessary for economic development and social welfare;

- ✚ democratization of education, with its demands for partnership in educational provision, requires that the Government creates an enabling environment, and establishes rules and regulations, that will protect the right of various educational agencies to full and fair participation in educational development.

Demand for Education

The Ministry of Education is greatly concerned that many parents throughout the country do not make adequate use of the opportunities available for the education of their children. Both the urban phenomenon of street-children and the rural phenomenon of erratic participation and non-utilization of facilities indicate low levels of explicit demand. Family dependence on the economic activities of children, the impact of AIDS on family organization and income, the increasing number of orphans, the growing number of child-headed households and levels of poverty that preclude any school-related outlays, are among circumstances that have reduced explicit demand for education or that may require that the implicit demand be met in imaginative and novel ways. Of special concern to the Ministry is the fact that these circumstances have reduced the school participation of girls more than that of boys. Thus, more interventions need to be put in place to redress this situation

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) - 58.5%

Gross Intake Rate (GIR Gr. 1) – 145.8%

Participation

Gross Enrolment Rate (GER Gr. 1-7) – 129.6%

Gross Enrolment Rate (GER Gr. 1-9) – 114.8%

Net Enrolment Rate (NER Gr. 1-7) – 102.4%

Net Enrolment Rate (NER Gr. 1-9) – 100.5%

Net Enrolment Rate (NER Gr. 10-12) – 24.6%

Efficiency

Completion Rate (CR Gr. 7) – 90.7%

Completion Rate (CR Gr. 9) – 47.0%

Completion Rate (CR Gr. 1-12) – 19.7%

Progression Rate (PR Gr. 7-8) – 54.5%

Progression Rate (PR Gr. 9-10) – 38.7%

Dropout Rate (DR Gr. 1-7) – 2.3%

Dropout Rate (DR Gr. 1-9) – 2.4%

Dropout Rate (DR Gr. 10-12) – 1.4%

Repetition Rate (RR Gr. 1-7) – 6.8%

Repetition Rate (RR Gr. 1-9) – 7.1%

Repetition Rate (RR Gr. 10-12) – 1.6%

Quality

| | |
|-------------------------------------|-------|
| Exam Pass Rate (EPR Gr. 9) – | 48.3% |
| Exam Pass Rate (EPR Gr. 12) – | 61.3% |
| Pupil Teacher Ratio (PTR Gr. 1-7) – | 53.5 |
| Pupil Teacher Ratio (PTR Gr. 8-9) – | 32.6 |
| Pupil Class Ratio (PCR Gr. 1-7) – | 36.2 |
| Pupil Class Ratio (PCR Gr. 1-9) – | 42.2 |
| Pupil Class Ratio (PCR Gr. 10-12) – | 39.8 |

Equity

| | |
|------------------------------|-------|
| Orphans 1-9 (% enrolled) – | 20.7% |
| Orphans 10-12 (% enrolled) – | 22.9% |
| CSEN 1-9 (% enrolled) – | 5.4% |
| CSEN 10-12 (% enrolled) – | 2.4% |
| Bursary 1-9 (% enrolled) – | 2.7% |
| Bursary 10-12 (% enrolled) – | 8.9% |

Provision of Education

Government continued with its policy of encouraging private providers of education as can be seen in the number of private schools that were registered with the Ministry of education during the year which attest to this policy. Various forms of educational institutions were put up across the country beginning from kindergarten to private skills training colleges and university education.

Schools

In 2007, there was an increase in the number of schools offering grades 1-7 from the 4,021 in 2006 to 4,269, in 2007 while the grades 1-9 increased from 2,221 to 2,498 during the same period. However, there was a decline from 246 to 208 and 135 to 95 for 2007 for the number of schools offering grades 1-12 and grades 10-12 respectively. (Table 7)

Geographic Distribution of Schools by Running Agency

Table 1 shows the distribution of schools by province and running agency. Government and Grant Aided run schools accounted for 62.5 percent while community and Privates run schools accounted for 37.5 percent.

Table 1: Total Number of Schools by Running Agency

| | GRZ | Grant Aid. | Private | Community. | Total |
|-----------------|--------------|------------|------------|--------------|--------------|
| Central | 539 | 48 | 54 | 378 | 1,019 |
| Copperbelt | 450 | 56 | 175 | 327 | 1,008 |
| Eastern | 704 | 40 | 24 | 375 | 1,143 |
| Luapula | 399 | 29 | 18 | 220 | 666 |
| Lusaka | 230 | 27 | 122 | 272 | 651 |
| N. Western | 462 | 53 | 10 | 159 | 684 |
| Northern | 895 | 114 | 28 | 415 | 1,452 |
| Southern | 681 | 55 | 57 | 385 | 1,178 |
| Western | 576 | 19 | 15 | 185 | 795 |
| National | 4,936 | 441 | 503 | 2,716 | 8,596 |

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 | 957 | 62 | 1,019 |
| Copperbelt | 898 | 110 | 1,008 |
| Eastern | 1,080 | 63 | 1,143 |
| Luapula | 630 | 36 | 666 |
| Lusaka | 554 | 97 | 651 |
| N. Western | 629 | 55 | 684 |
| Northern | 1,402 | 50 | 1,452 |
| Southern | 1,099 | 79 | 1,178 |
| Western | 764 | 31 | 795 |
| National | 8,013 | 583 | 8,596 |

Figure 1: Geographic Distribution of Basic Schools

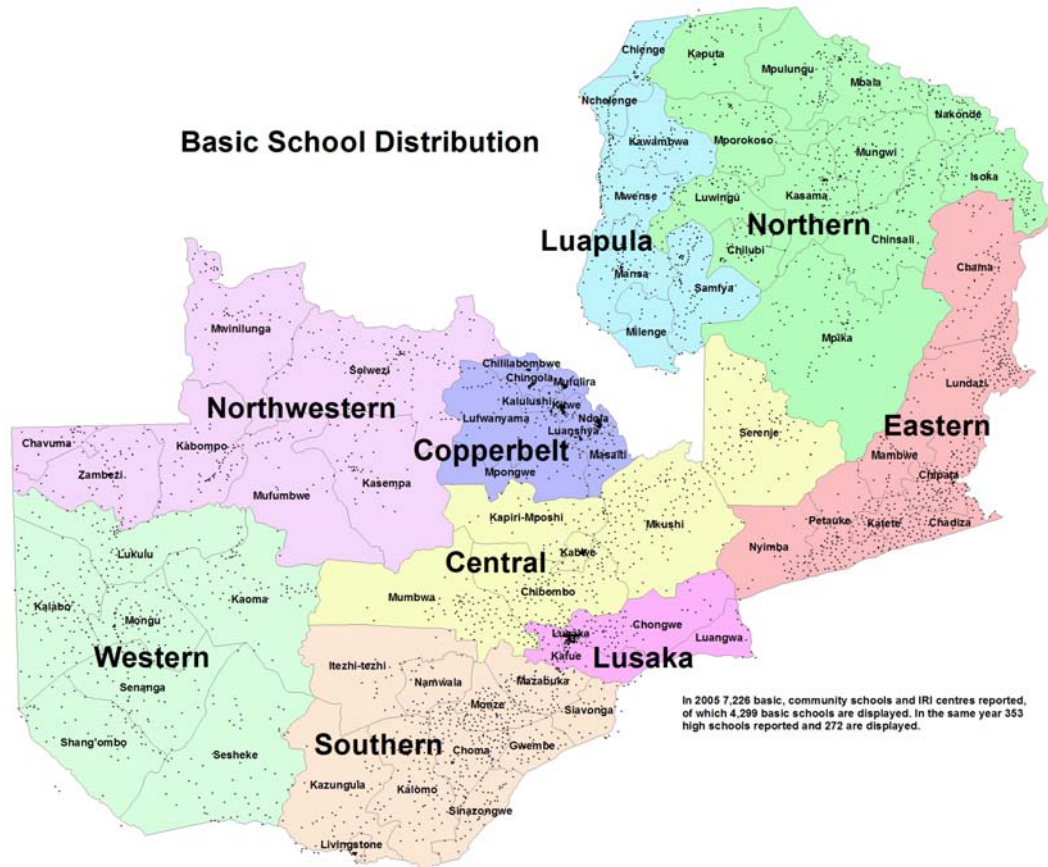
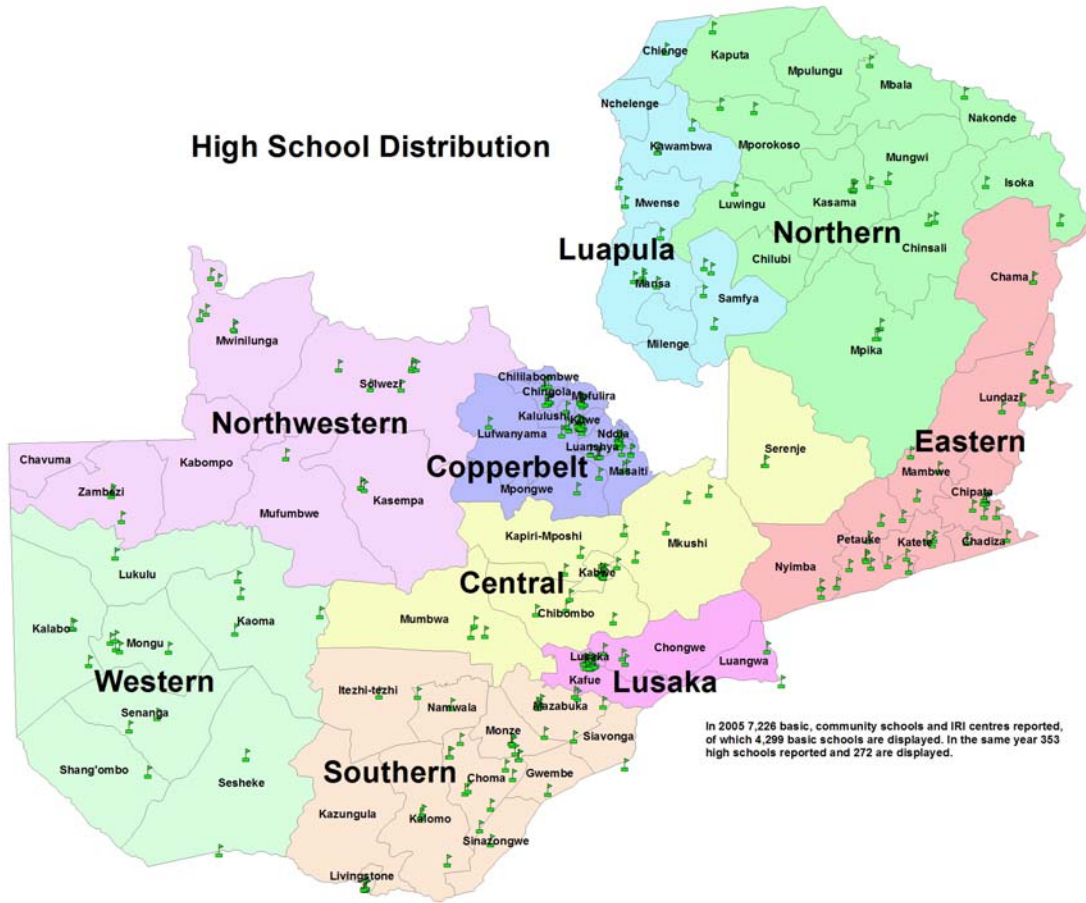


Figure 2. Geographic Distribution of High Schools



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.

Basic Schools by Running Agency

Figure 3. Schools Classified as Basic Education by Running Agency

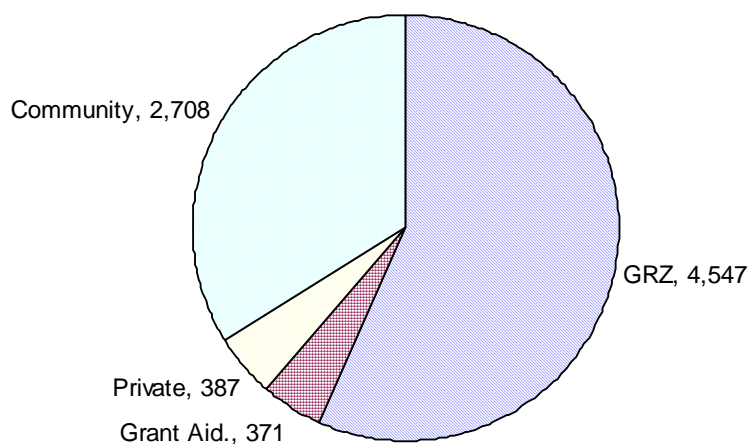


Table 3. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community)

| | GRZ | Grant Aid. | Private | Community | Total |
|-----------------|--------------|------------|------------|--------------|--------------|
| Central | 492 | 42 | 47 | 376 | 957 |
| Copperbelt | 378 | 50 | 145 | 325 | 898 |
| Eastern | 661 | 24 | 20 | 375 | 1,080 |
| Luapula | 371 | 25 | 14 | 220 | 630 |
| Lusaka | 188 | 21 | 76 | 269 | 554 |
| N. Western | 411 | 51 | 8 | 159 | 629 |
| Northern | 859 | 105 | 24 | 414 | 1,402 |
| Southern | 635 | 37 | 42 | 385 | 1,099 |
| Western | 552 | 16 | 11 | 185 | 764 |
| National | 4,547 | 371 | 387 | 2,708 | 8,013 |

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

| | GRZ | Grant Aid. | Private | Community | Total |
|-------------------|------------|-------------------|----------------|------------------|--------------|
| Central | 47 | 6 | 7 | 2 | 62 |
| Copperbelt | 72 | 6 | 30 | 2 | 110 |
| Eastern | 43 | 16 | 4 | 0 | 63 |
| Luapula | 28 | 4 | 4 | 0 | 36 |
| Lusaka | 42 | 6 | 46 | 3 | 97 |
| N. Western | 51 | 2 | 2 | 0 | 55 |
| Northern | 36 | 9 | 4 | 1 | 50 |
| Southern | 46 | 18 | 15 | 0 | 79 |
| Western | 24 | 3 | 4 | 0 | 31 |
| National | 389 | 70 | 116 | 8 | 583 |

Schools by Location (Rural/Urban)

Figure 4. Schools Classified as Basic by Urban / Rural

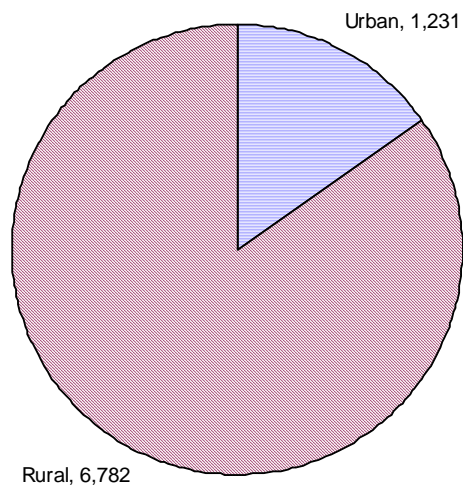


Table 5. Schools Classified as Basic by Urban / Rural and Province

| | Urban | Rural | % (Rur) | Total | % of Tot. |
|-----------------|--------------|--------------|--------------|--------------|---------------|
| Central | 111 | 846 | 88.4% | 957 | 11.9% |
| Copperbelt | 439 | 459 | 51.1% | 898 | 11.2% |
| Eastern | 47 | 1033 | 95.6% | 1,080 | 13.5% |
| Luapula | 46 | 584 | 92.7% | 630 | 7.9% |
| Lusaka | 350 | 204 | 36.8% | 554 | 6.9% |
| N. Western | 25 | 604 | 96.0% | 629 | 7.8% |
| Northern | 68 | 1334 | 95.1% | 1,402 | 17.5% |
| Southern | 105 | 994 | 90.4% | 1,099 | 13.7% |
| Western | 40 | 724 | 94.8% | 764 | 9.5% |
| National | 1,231 | 6,782 | 84.6% | 8,013 | 100.0% |

Figure 5. Schools Classified as Secondary by Urban / Rural

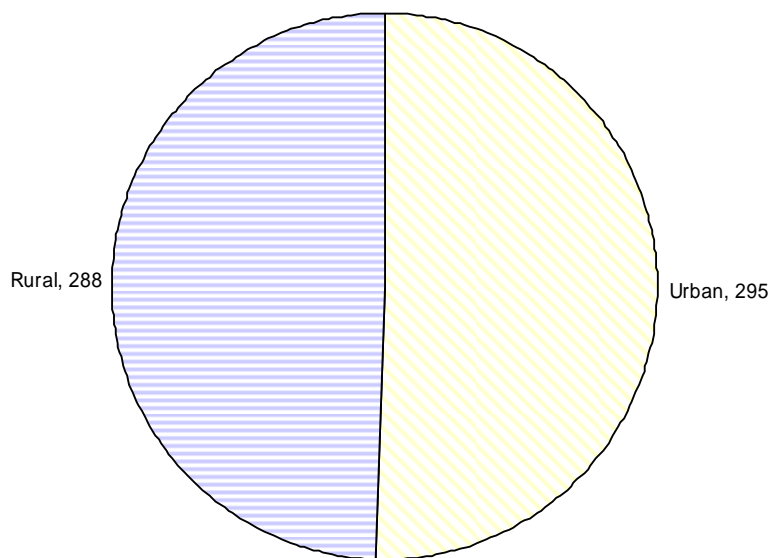


Table 6. Schools Classified as Secondary by Urban/Rural and Province

| | Urban | Rural | %(Rur) | Total | % of Tot. |
|-------------------|------------|------------|--------------|------------|-------------|
| Central | 22 | 40 | 64.5% | 62 | 0.8% |
| Copperbelt | 91 | 19 | 17.3% | 110 | 1.4% |
| Eastern | 13 | 50 | 79.4% | 63 | 0.8% |
| Luapula | 12 | 24 | 66.7% | 36 | 0.4% |
| Lusaka | 80 | 17 | 17.5% | 97 | 1.2% |
| N. Western | 11 | 44 | 80.0% | 55 | 0.7% |
| Northern | 17 | 33 | 66.0% | 50 | 0.6% |
| Southern | 38 | 41 | 51.9% | 79 | 1.0% |
| Western | 11 | 20 | 64.5% | 31 | 0.4% |
| National | 295 | 288 | 49.4% | 583 | 7.3% |

Schools by Grades Offered

Figure 6. Schools by Grade Grouping

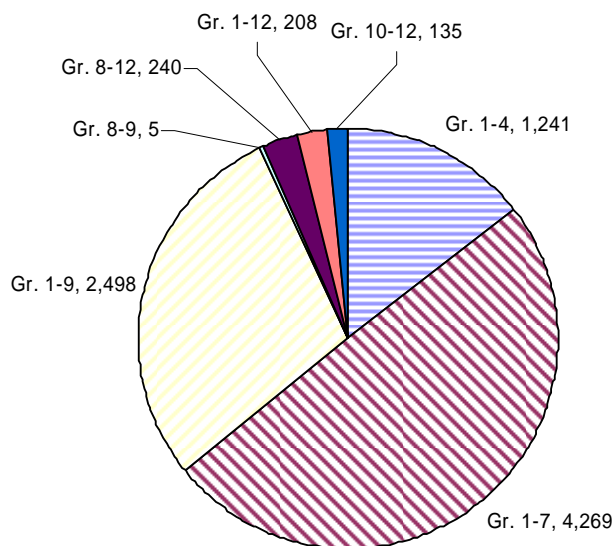


Table 7. Schools by Grade Grouping by Province

| | 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 | 182 | 489 | 286 | 0 | 11 | 29 | 22 | 1,019 |
| Copperbelt | 144 | 486 | 265 | 3 | 66 | 40 | 4 | 1,008 |
| Eastern | 203 | 620 | 256 | 1 | 38 | 16 | 9 | 1,143 |
| Luapula | 89 | 295 | 246 | 0 | 17 | 10 | 9 | 666 |
| Lusaka | 40 | 279 | 235 | 0 | 32 | 51 | 14 | 651 |
| N. Western | 124 | 291 | 214 | 0 | 20 | 15 | 20 | 684 |
| Northern | 207 | 817 | 377 | 1 | 15 | 15 | 20 | 1,452 |
| Southern | 137 | 585 | 377 | 0 | 34 | 28 | 17 | 1,178 |
| Western | 115 | 407 | 242 | 0 | 7 | 4 | 20 | 795 |
| National | 1,241 | 4,269 | 2,498 | 5 | 240 | 208 | 135 | 8,596 |
| | | 8,013 | | | 583 | | | 8,596 |

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

In 2007 the Gross Intake Rate was 145 % at the national average compared to 136% in 2006 as can be noted in Table 8 below. This implies that relative to the official Grade 1 entrant age (7 year olds), 45 percent additional pupils enrolled in Grade 1 belonged to other ages. As can be further noted in Table 8 the Gross Intake Rates ranged from 132.9 in Southern Province to 159.6 in Central Province.

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

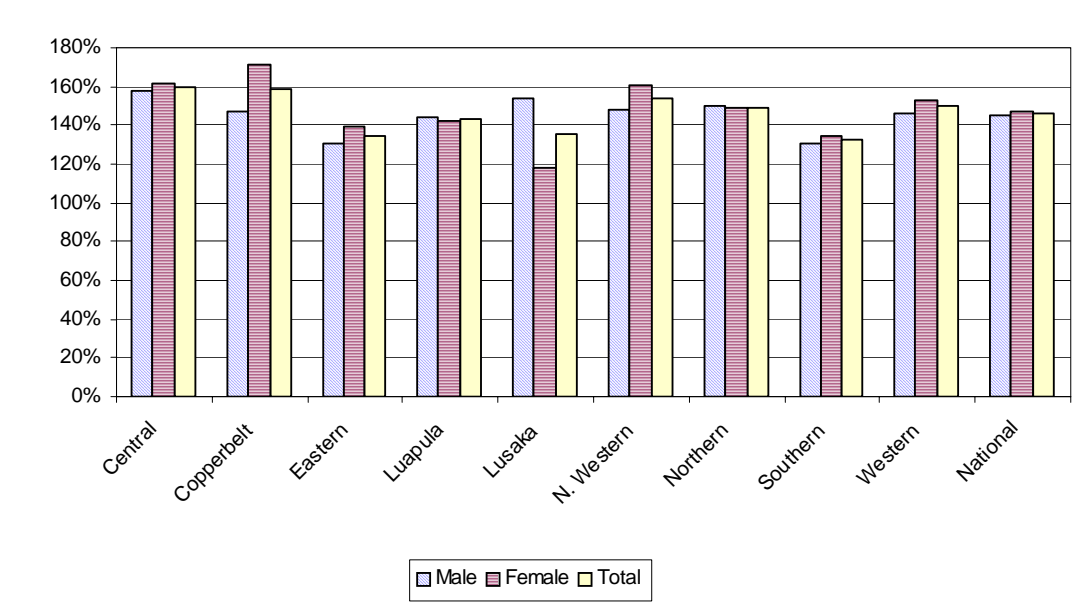


Table 8. Gross Intake Rate for Grade 1 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|----------------|----------------|----------------|--------------|
| Central | 157.33% | 161.78% | 159.57% | 6.1% |
| Copperbelt | 147.16% | 171.07% | 159.02% | 8.7% |
| Eastern | 130.87% | 138.99% | 134.92% | 6.7% |
| Luapula | 144.24% | 142.73% | 143.48% | 0.1% |
| Lusaka | 153.63% | 118.22% | 135.96% | 27.5% |
| N. Western | 148.35% | 160.22% | 154.28% | 7.5% |
| Northern | 150.11% | 148.91% | 149.51% | -0.4% |
| Southern | 130.76% | 134.96% | 132.85% | 5.5% |
| Western | 146.50% | 153.12% | 149.76% | 6.5% |
| National | 144.75% | 146.85% | 145.80% | 7.19% |

Net Intake Rate

The Net intake rate in 2007 increased from 50.7 in 2006 to 58.5. Figure 8 and Table 9 below presents data on the Net Intake Rates (NIR). The NIR improved by 15.2 % at national level. There was significant improvement in the NIR in all the Provinces with an exception of Luapula Province recording a decline of almost 3 % from the previous year. Lusaka Province recorded the highest increase in NIR of 74 % from the previous year.

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

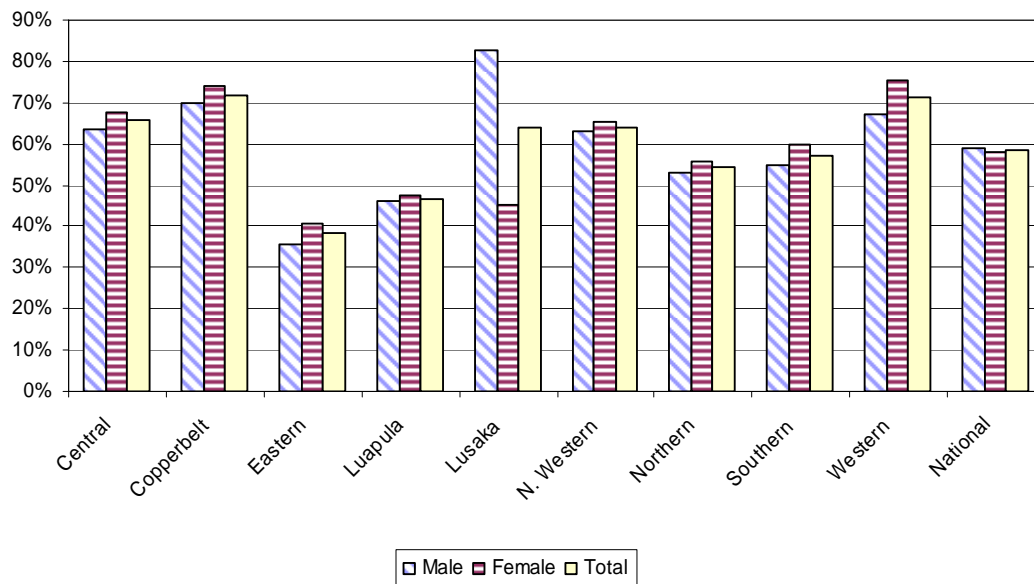


Table 9. Net Intake Rate for Grade 1 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|---------------|---------------|---------------|--------------|
| Central | 63.30% | 67.81% | 65.56% | 8.0% |
| Copperbelt | 69.79% | 74.13% | 71.94% | 11.6% |
| Eastern | 35.82% | 40.59% | 38.20% | 11.9% |
| Luapula | 46.31% | 47.31% | 46.81% | -2.9% |
| Lusaka | 82.63% | 45.34% | 64.02% | 73.6% |
| N. Western | 62.93% | 65.11% | 64.02% | 6.8% |
| Northern | 53.09% | 55.94% | 54.51% | 11.7% |
| Southern | 54.91% | 59.70% | 57.29% | 13.8% |
| Western | 67.15% | 75.47% | 71.25% | 9.7% |
| National | 58.94% | 57.95% | 58.45% | 15.2% |

Gross Enrolment Ratio (GER)

At the national level, the GER increased by 8.8 % for Grades 1-7 in 2007. The GER varied across the Provinces from 105.5 % in Eastern Province to 144 % in Central Province. The national average GER was 130 percent. The percentage increase in the GER ranged from 2.6 % in Southern to as high as 14 % in Lusaka Province. Similarly, the GER for Grades 1-9 and Grades 10-12 increased by almost 9 percent 10 percent respectively.

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

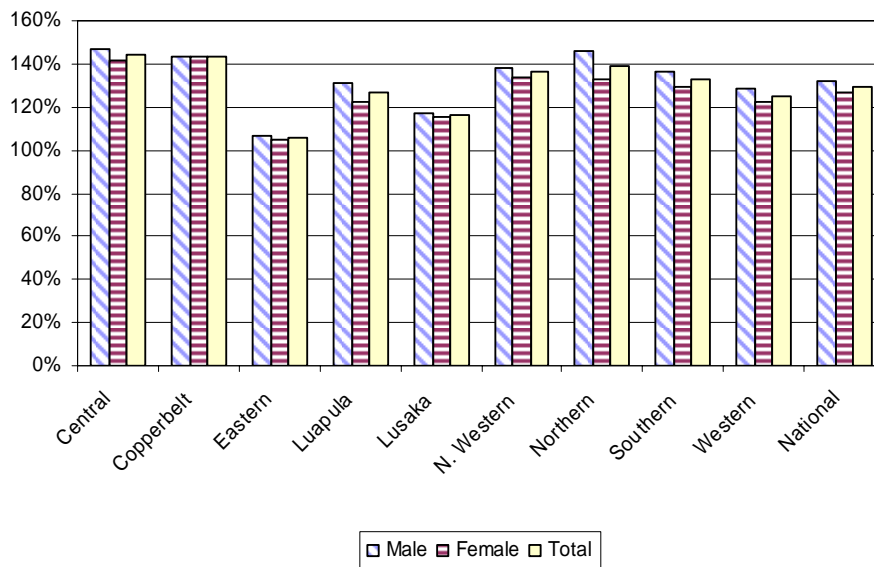


Table 10. Gross Enrolment Ratio in Grades 1-7 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|----------------|----------------|----------------|-------------|
| Central | 146.50% | 141.23% | 143.86% | 12.4% |
| Copperbelt | 143.14% | 143.19% | 143.17% | 7.7% |
| Eastern | 106.50% | 104.51% | 105.51% | 12.7% |
| Luapula | 131.03% | 122.25% | 126.64% | 6.5% |
| Lusaka | 116.94% | 115.79% | 116.37% | 13.9% |
| N. Western | 138.21% | 133.91% | 136.07% | 10.9% |
| Northern | 145.67% | 132.93% | 139.31% | 5.6% |
| Southern | 136.41% | 129.76% | 133.08% | 2.6% |
| Western | 128.12% | 122.11% | 125.13% | 11.0% |
| National | 132.00% | 127.08% | 129.54% | 8.8% |

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

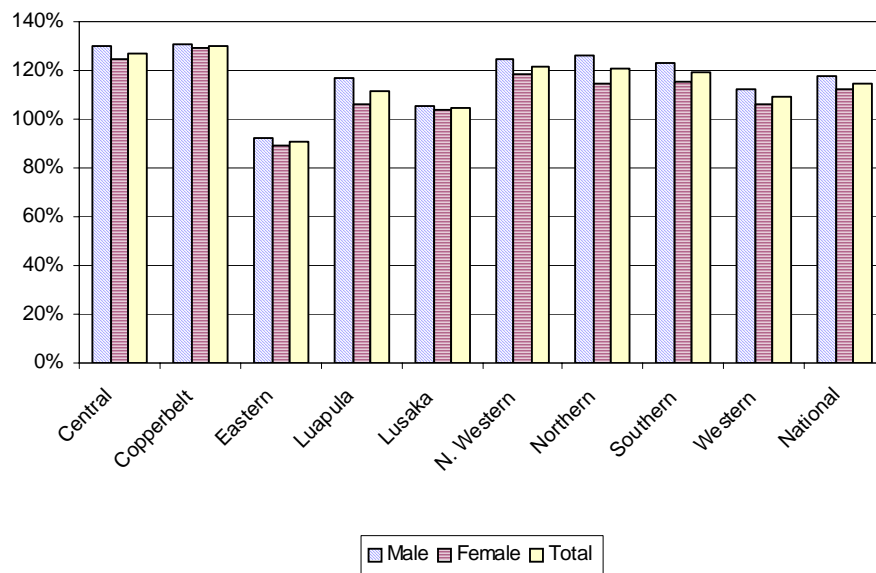


Table 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|----------------|----------------|----------------|-------------|
| Central | 129.77% | 124.50% | 127.13% | 12.8% |
| Copperbelt | 130.65% | 129.40% | 130.02% | 6.7% |
| Eastern | 92.09% | 89.23% | 90.66% | 11.7% |
| Luapula | 116.65% | 106.19% | 111.43% | 7.1% |
| Lusaka | 105.38% | 104.19% | 104.78% | 13.3% |
| N. Western | 124.85% | 118.66% | 121.76% | 10.9% |
| Northern | 126.36% | 114.84% | 120.60% | 5.8% |
| Southern | 123.04% | 115.57% | 119.29% | 3.6% |
| Western | 112.50% | 106.51% | 109.51% | 12.0% |
| National | 117.47% | 112.08% | 114.77% | 8.7% |

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

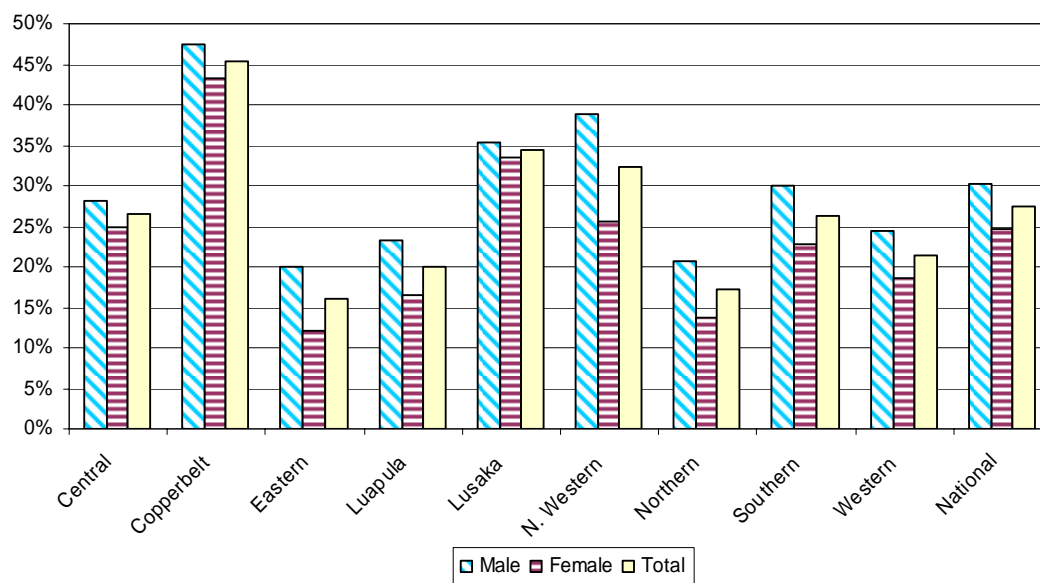


Table 12. Gross Enrolment Ratio in Grades 10-12 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|---------------|---------------|---------------|-------------|
| Central | 28.20% | 24.91% | 26.56% | 8.3% |
| Copperbelt | 47.35% | 43.29% | 45.27% | 29.1% |
| Eastern | 19.91% | 12.01% | 16.01% | -1.4% |
| Luapula | 23.29% | 16.58% | 20.00% | 1.1% |
| Lusaka | 35.42% | 33.47% | 34.42% | 6.3% |
| N. Western | 38.83% | 25.62% | 32.22% | 3.6% |
| Northern | 20.68% | 13.70% | 17.20% | -0.5% |
| Southern | 29.92% | 22.78% | 26.29% | 5.4% |
| Western | 24.39% | 18.59% | 21.46% | 2.4% |
| National | 30.24% | 24.65% | 27.42% | 9.5% |

Net Enrolment Ratio (NER)

The NER for Grades 1 to 7 in 2007 was 102.4%, 100.5% for Grades 1-9 and 24.6% for Grades 10-12. The NER is used to estimate the number of children not enrolled by subtracting the NER from 100. This implies that in 2007, 2.4 % of children at Grade 1-7 were not enrolled while 0.5 and 75.4 percent of children at Grades 1-9 and 10-12 levels were not enrolled respectively. There was a percentage increase of 1.1 percent, 7.5 and 13.9 percent for Grades 1-7, 1-9 and 10-12 respectively in 2007 from the previous year. Eastern Province had the lowest NER at all three levels and Copperbelt Province had the highest NER.

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

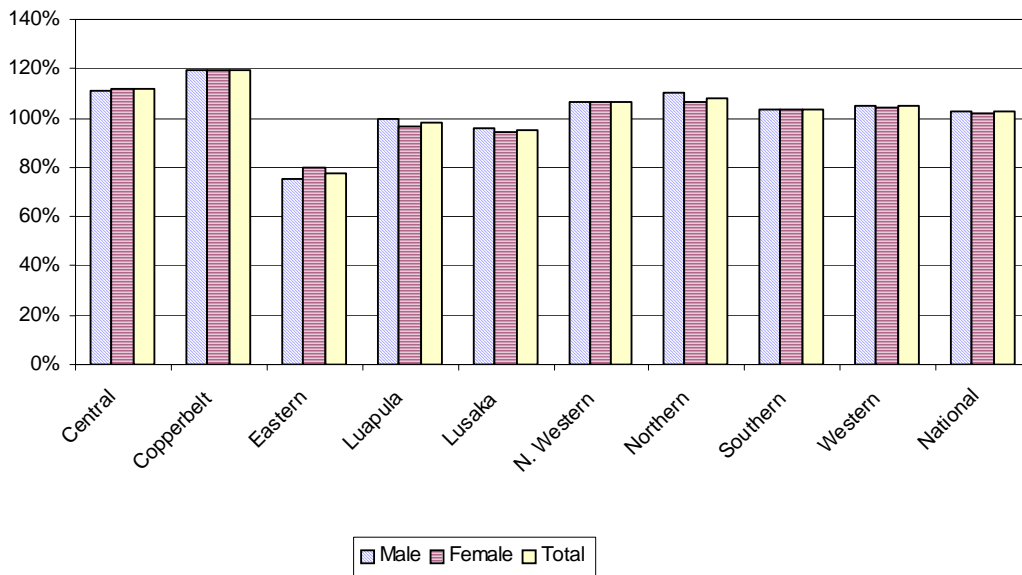


Table 13. Net Enrolment Ratio in Grades 1-7 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|----------------|----------------|----------------|--------------|
| Central | 111.14% | 112.10% | 111.62% | 1.10% |
| Copperbelt | 119.83% | 119.68% | 119.76% | 1.07% |
| Eastern | 75.10% | 80.06% | 77.57% | 1.09% |
| Luapula | 99.68% | 96.42% | 98.05% | 1.05% |
| Lusaka | 95.81% | 94.72% | 95.27% | 1.13% |
| N. Western | 106.38% | 106.80% | 106.59% | 1.09% |
| Northern | 110.07% | 106.20% | 108.13% | 1.04% |
| Southern | 103.44% | 103.14% | 103.29% | 1.01% |
| Western | 105.06% | 104.29% | 104.67% | 1.10% |
| National | 102.50% | 102.33% | 102.42% | 1.07% |

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

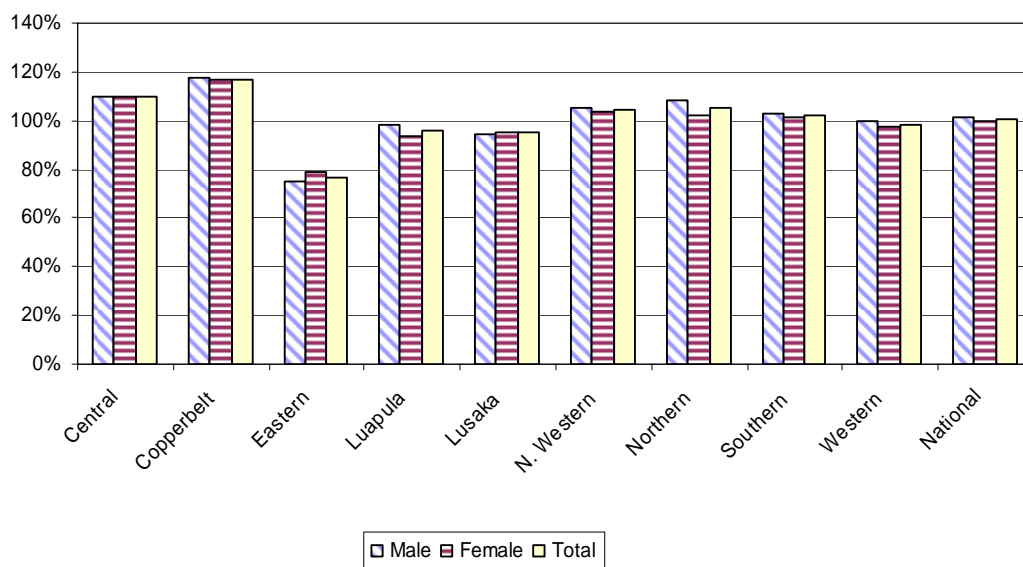


Table 14. Net Enrolment Ratio in Grades 1 - 9 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|----------------|---------------|----------------|-------------|
| Central | 110.19% | 110.13% | 110.16% | 10.4% |
| Copperbelt | 117.55% | 116.76% | 117.15% | 7.3% |
| Eastern | 74.86% | 78.51% | 76.68% | 9.7% |
| Luapula | 98.14% | 93.38% | 95.77% | 4.9% |
| Lusaka | 94.70% | 94.84% | 94.77% | 13.0% |
| N. Western | 105.01% | 103.67% | 104.34% | 10.2% |
| Northern | 108.43% | 102.13% | 105.28% | 4.4% |
| Southern | 102.74% | 101.69% | 102.21% | 0.9% |
| Western | 99.85% | 97.32% | 98.58% | 11.5% |
| National | 101.03% | 99.88% | 100.45% | 7.5% |

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

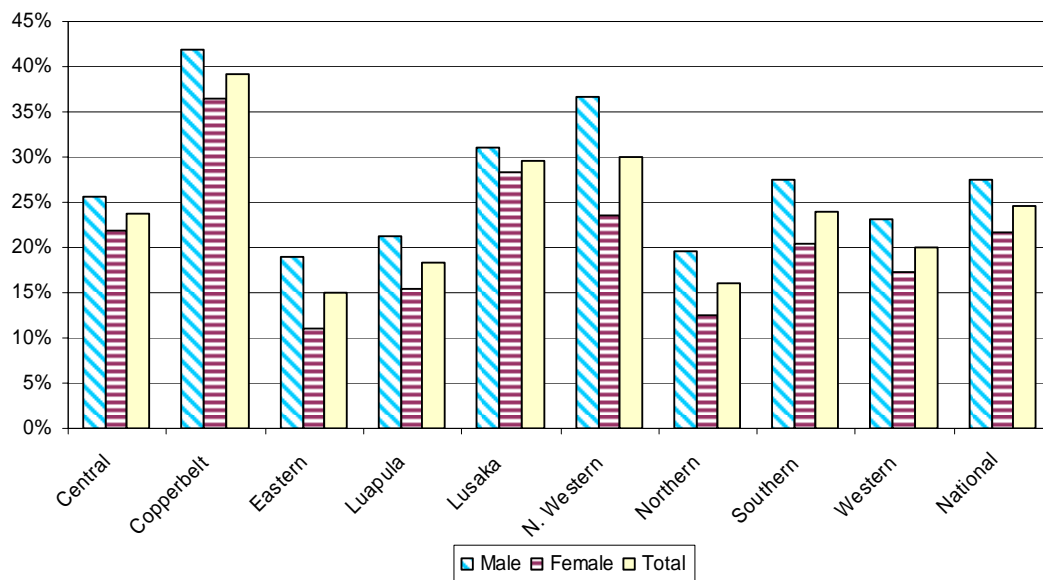


Table 15. Net Enrolment Ratio in Grades 10-12 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|---------------|---------------|---------------|--------------|
| Central | 25.60% | 21.87% | 23.74% | 19.5% |
| Copperbelt | 41.82% | 36.51% | 39.09% | 6.5% |
| Eastern | 18.88% | 10.98% | 14.98% | 0.2% |
| Luapula | 21.24% | 15.50% | 18.42% | 18.5% |
| Lusaka | 31.07% | 28.29% | 29.65% | 18.8% |
| N. Western | 36.63% | 23.53% | 30.08% | 20.3% |
| Northern | 19.56% | 12.51% | 16.05% | 1.1% |
| Southern | 27.55% | 20.33% | 23.87% | 39.9% |
| Western | 23.02% | 17.20% | 20.08% | 12.8% |
| National | 27.54% | 21.60% | 24.55% | 13.9% |

Transition rate

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

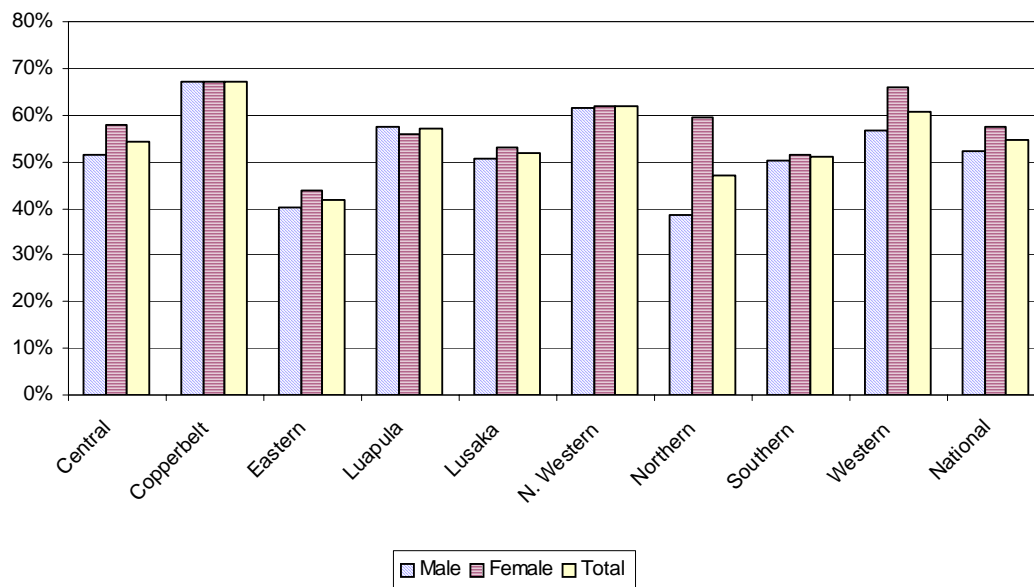


Table 16. Transition Rate for Grade 7-8 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|---------------|---------------|---------------|-------------|
| Central | 51.59% | 57.82% | 54.41% | 7.08% |
| Copperbelt | 67.13% | 67.09% | 67.11% | 4.23% |
| Eastern | 40.34% | 43.93% | 41.89% | 5.56% |
| Luapula | 57.60% | 56.05% | 56.93% | 8.55% |
| Lusaka | 50.70% | 53.05% | 51.88% | 8.76% |
| N. Western | 61.57% | 61.98% | 61.75% | -0.42% |
| Northern | 38.75% | 59.55% | 47.08% | 2.50% |
| Southern | 50.26% | 51.53% | 50.86% | 4.91% |
| Western | 56.62% | 65.88% | 60.77% | 2.76% |
| National | 52.15% | 57.37% | 54.54% | 4.9% |

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

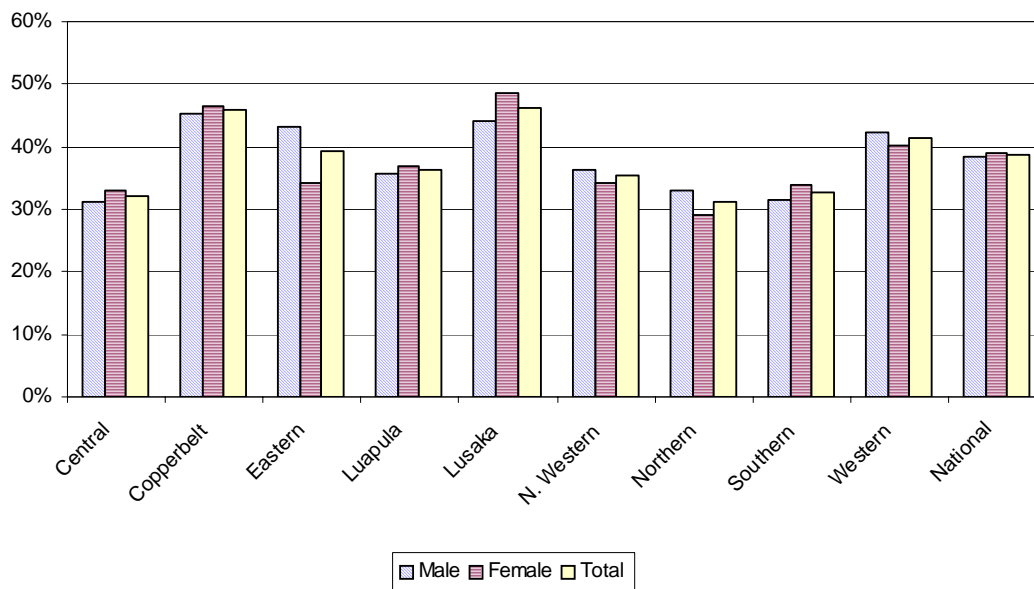


Table 17. Transition Rate for Grade 9 - 10 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|---------------|---------------|---------------|-------------|
| Central | 31.27% | 33.03% | 32.09% | -9.14% |
| Copperbelt | 45.44% | 46.53% | 45.97% | 28.03% |
| Eastern | 43.09% | 34.15% | 39.24% | -2.54% |
| Luapula | 35.75% | 36.87% | 36.21% | -1.87% |
| Lusaka | 44.24% | 48.45% | 46.25% | 0.38% |
| N. Western | 36.43% | 34.10% | 35.45% | -19.99% |
| Northern | 32.87% | 28.99% | 31.24% | -3.97% |
| Southern | 31.58% | 33.92% | 32.63% | -8.38% |
| Western | 42.24% | 40.22% | 41.36% | -8.58% |
| National | 38.50% | 38.96% | 38.71% | 1.2% |

Participation and Enrolment

The total pupil school enrolment for Grades 1 to 9 in 2007 was 3,166,310 compared to 2,986,781 in 2006 representing an increase of 6 percent. For the Grades 1 to 7 levels, enrolment in 2007 was 2,822,759 representing an increase of 5.2 percent from 2,682,410 in 2006. Enrolments for Grades 8 to 9 rose from 304,371 in 2006 to 343,551 in 2007 representing a rise of 12.9 Percent. Similarly, Grades 10-12 enrolment rose from 193,843 in 2006 to 219,132 in 2007, a rise of 13 percent from the previous year.

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

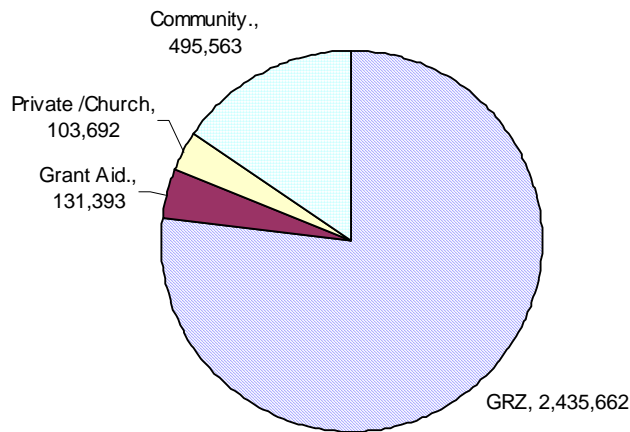


Figure 17. Enrolment in Grades 10-12 Schools by Running Agency

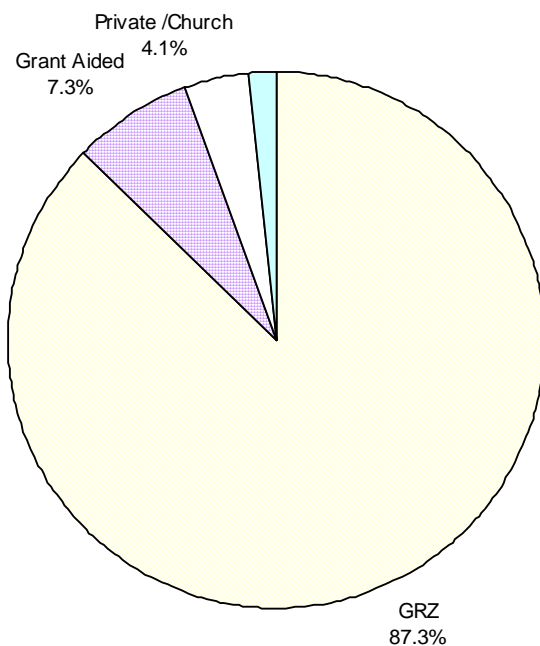


Table 18. Enrolment in All Schools Grades 1 -12

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|------------------|------------------|--------------|------------------|---------------|-------------|
| Central | 199,094 | 190,865 | 49% | 389,959 | 11.5% | 7.1% |
| Copperbelt | 296,991 | 296,034 | 50% | 593,025 | 17.5% | 7.7% |
| Eastern | 190,800 | 180,066 | 49% | 370,866 | 11.0% | 6.5% |
| Luapula | 136,045 | 121,691 | 47% | 257,736 | 7.6% | 4.6% |
| Lusaka | 207,308 | 206,097 | 50% | 413,405 | 12.2% | 9.9% |
| N. Western | 117,372 | 108,405 | 48% | 225,777 | 6.7% | 8.1% |
| Northern | 239,872 | 215,219 | 47% | 455,091 | 13.4% | 3.6% |
| Southern | 232,375 | 217,551 | 48% | 449,926 | 13.3% | 4.3% |
| Western | 118,684 | 110,973 | 48% | 229,657 | 6.8% | 6.6% |
| National | 1,738,541 | 1,646,901 | 48.6% | 3,385,442 | 100.0% | 6.4% |

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 | 245,138 | 11,151 | 9,153 | 62,817 | 328,259 |
| Copperbelt | 328,050 | 15,604 | 35,644 | 77,476 | 456,774 |
| Eastern | 255,852 | 9,868 | 5,229 | 55,734 | 326,683 |
| Luapula | 173,131 | 7,661 | 2,929 | 38,612 | 222,333 |
| Lusaka | 219,575 | 9,468 | 20,507 | 77,596 | 327,146 |
| N. Western | 154,005 | 10,258 | 1,256 | 23,413 | 188,932 |
| Northern | 305,720 | 27,715 | 5,231 | 64,995 | 403,661 |
| Southern | 286,385 | 12,378 | 7,930 | 66,863 | 373,556 |
| Western | 167,938 | 3,163 | 1,580 | 22,734 | 195,415 |
| National | 2,135,794 | 107,266 | 89,459 | 490,240 | 2,822,759 |

Figure 18. Enrolment in Grades 1-9 by Agency

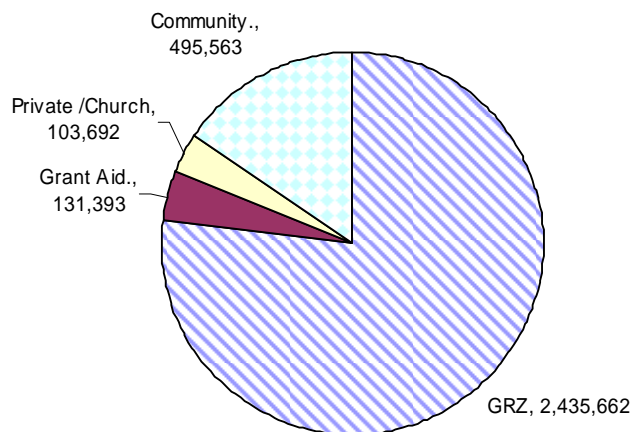


Table 20. Enrolment Grades 1-9 by Agency/Type and Province

| | GRZ | Grant Aid. | Private /Church | Community. | Total | % Ch. |
|-------------------|------------------|----------------|-----------------|----------------|------------------|-------------|
| Central | 280,598 | 13,141 | 10,180 | 63,601 | 367,520 | 6.8% |
| Copperbelt | 399,262 | 17,142 | 40,262 | 78,059 | 534,725 | 5.5% |
| Eastern | 278,950 | 12,778 | 6,053 | 55,876 | 353,657 | 6.7% |
| Luapula | 194,521 | 8,857 | 3,340 | 38,879 | 245,597 | 4.6% |
| Lusaka | 257,350 | 12,866 | 25,954 | 80,570 | 376,740 | 9.8% |
| N. Western | 174,945 | 11,093 | 1,372 | 23,479 | 210,889 | 8.2% |
| Northern | 334,973 | 31,688 | 5,886 | 65,030 | 437,577 | 3.7% |
| Southern | 327,261 | 19,194 | 9,065 | 67,308 | 422,828 | 4.1% |
| Western | 187,802 | 4,634 | 1,580 | 22,761 | 216,777 | 6.8% |
| National | 2,435,662 | 131,393 | 103,692 | 495,563 | 3,166,310 | 6.0% |

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

| | GRZ | Grant Aid. | Private /Church | Community. | Total | % Ch. |
|-----------------|----------------|---------------|-----------------|------------|----------------|--------------|
| Central | 20,381 | 1,399 | 621 | 38 | 22,439 | 11.6% |
| Copperbelt | 53,275 | 1,326 | 3,649 | 50 | 58,300 | 33.0% |
| Eastern | 13,737 | 2,961 | 511 | 0 | 17,209 | 3.0% |
| Luapula | 10,735 | 855 | 549 | 0 | 12,139 | 4.7% |
| Lusaka | 30,403 | 1,284 | 4,696 | 282 | 36,665 | 10.4% |
| N. Western | 13,935 | 662 | 291 | 0 | 14,888 | 7.8% |
| Northern | 15,794 | 1,323 | 388 | 9 | 17,514 | 2.1% |
| Southern | 17,163 | 8,487 | 1,448 | 0 | 27,098 | 8.3% |
| Western | 10,745 | 1,036 | 1,099 | 0 | 12,880 | 3.7% |
| National | 186,168 | 19,333 | 13,252 | 379 | 219,132 | 13.0% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|------------------|------------------|--------------|------------------|---------------|-------------|
| Central | 166,736 | 161,523 | 49.2% | 328,259 | 11.6% | 6.0% |
| Copperbelt | 227,876 | 228,898 | 50.1% | 456,774 | 16.2% | 4.4% |
| Eastern | 165,208 | 161,475 | 49.4% | 326,683 | 11.6% | 6.0% |
| Luapula | 115,139 | 107,194 | 48.2% | 222,333 | 7.9% | 3.5% |
| Lusaka | 164,268 | 162,878 | 49.8% | 327,146 | 11.6% | 9.0% |
| N. Western | 96,208 | 92,724 | 49.1% | 188,932 | 6.7% | 7.7% |
| Northern | 211,248 | 192,413 | 47.7% | 403,661 | 14.3% | 3.4% |
| Southern | 191,016 | 182,540 | 48.9% | 373,556 | 13.2% | 3.2% |
| Western | 100,312 | 95,103 | 48.7% | 195,415 | 6.9% | 6.2% |
| National | 1,438,011 | 1,384,748 | 49.1% | 2,822,759 | 100.0% | 5.2% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|------------------|------------------|--------------|------------------|---------------|-------------|
| Central | 187,192 | 180,328 | 49.1% | 367,520 | 11.6% | 6.8% |
| Copperbelt | 267,329 | 267,396 | 50.0% | 534,725 | 16.9% | 5.5% |
| Eastern | 179,977 | 173,680 | 49.1% | 353,657 | 11.2% | 6.7% |
| Luapula | 128,845 | 116,752 | 47.5% | 245,597 | 7.8% | 4.6% |
| Lusaka | 188,878 | 187,862 | 49.9% | 376,740 | 11.9% | 9.8% |
| N. Western | 108,409 | 102,480 | 48.6% | 210,889 | 6.7% | 8.2% |
| Northern | 229,296 | 208,281 | 47.6% | 437,577 | 13.8% | 3.7% |
| Southern | 217,226 | 205,602 | 48.6% | 422,828 | 13.4% | 4.1% |
| Western | 111,443 | 105,334 | 48.6% | 216,777 | 6.8% | 6.8% |
| National | 1,618,595 | 1,547,715 | 48.9% | 3,166,310 | 100.0% | 6.0% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|----------------|---------------|--------------|----------------|-------------|--------------|
| Central | 11,902 | 10,537 | 47.0% | 22,439 | 10.2% | 11.6% |
| Copperbelt | 29,662 | 28,638 | 49.1% | 58,300 | 26.6% | 33.0% |
| Eastern | 10,823 | 6,386 | 37.1% | 17,209 | 7.9% | 3.0% |
| Luapula | 7,200 | 4,939 | 40.7% | 12,139 | 5.5% | 4.7% |
| Lusaka | 18,430 | 18,235 | 49.7% | 36,665 | 16.7% | 10.4% |
| N. Western | 8,963 | 5,925 | 39.8% | 14,888 | 6.8% | 7.8% |
| Northern | 10,576 | 6,938 | 39.6% | 17,514 | 8.0% | 2.1% |
| Southern | 15,149 | 11,949 | 44.1% | 27,098 | 12.4% | 8.3% |
| Western | 7,241 | 5,639 | 43.8% | 12,880 | 5.9% | 3.7% |
| National | 119,946 | 99,186 | 45.3% | 219,132 | 100% | 13.0% |

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 | 130,122 | 126,167 | 49.2% | 256,289 | 11.4% | 1.8% |
| Copperbelt | 172,308 | 171,346 | 49.9% | 343,654 | 15.3% | 4.4% |
| Eastern | 134,837 | 130,883 | 49.3% | 265,720 | 11.8% | 7.7% |
| Luapula | 93,938 | 86,854 | 48.0% | 180,792 | 8.1% | -1.5% |
| Lusaka | 116,649 | 112,394 | 49.1% | 229,043 | 10.2% | 7.9% |
| N. Western | 83,929 | 80,334 | 48.9% | 164,263 | 7.3% | 6.4% |
| Northern | 174,735 | 158,700 | 47.6% | 333,435 | 14.9% | 5.0% |
| Southern | 153,264 | 145,499 | 48.7% | 298,763 | 13.3% | 0.6% |
| Western | 87,859 | 83,242 | 48.7% | 171,101 | 7.6% | 6.2% |
| National | 1,147,641 | 1,095,419 | 48.8% | 2,243,060 | 100.0% | 4.2% |

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 | 149,602 | 144,137 | 49.1% | 293,739 | 11.4% | 3.1% |
| Copperbelt | 209,069 | 207,335 | 49.8% | 416,404 | 16.2% | 5.6% |
| Eastern | 149,038 | 142,690 | 48.9% | 291,728 | 11.4% | 8.2% |
| Luapula | 107,169 | 96,209 | 47.3% | 203,378 | 7.9% | 0.0% |
| Lusaka | 137,187 | 133,029 | 49.2% | 270,216 | 10.5% | 8.5% |
| N. Western | 96,032 | 90,006 | 48.4% | 186,038 | 7.2% | 7.0% |
| Northern | 192,343 | 174,318 | 47.5% | 366,661 | 14.3% | 5.2% |
| Southern | 178,663 | 167,792 | 48.4% | 346,455 | 13.5% | 2.1% |
| Western | 98,971 | 93,465 | 48.6% | 192,436 | 7.5% | 6.8% |
| National | 1,318,074 | 1,248,981 | 48.7% | 2,567,055 | 100.0% | 5.1% |

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 | 11,613 | 10,167 | 46.7% | 21,780 | 10.6% | 11.7% |
| Copperbelt | 27,823 | 26,778 | 49.0% | 54,601 | 26.6% | 35.1% |
| Eastern | 10,477 | 6,221 | 37.3% | 16,698 | 8.1% | 0.6% |
| Luapula | 6,850 | 4,740 | 40.9% | 11,590 | 5.6% | 5.2% |
| Lusaka | 15,986 | 15,701 | 49.6% | 31,687 | 15.4% | 7.9% |
| N. Western | 8,750 | 5,847 | 40.1% | 14,597 | 7.1% | 5.7% |
| Northern | 10,359 | 6,758 | 39.5% | 17,117 | 8.3% | 0.8% |
| Southern | 14,400 | 11,250 | 43.9% | 25,650 | 12.5% | 8.3% |
| Western | 6,680 | 5,101 | 43.3% | 11,781 | 5.7% | -0.6% |
| National | 112,938 | 92,563 | 45.0% | 205,501 | 100.0% | 12.2% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|---------------|---------------|--------------|---------------|---------------|--------------|
| Central | 4,617 | 4,536 | 49.6% | 9,153 | 10.2% | 74.6% |
| Copperbelt | 17,575 | 18,069 | 50.7% | 35,644 | 39.8% | 2.8% |
| Eastern | 2,587 | 2,642 | 50.5% | 5,229 | 5.8% | 47.7% |
| Luapula | 1,473 | 1,456 | 49.7% | 2,929 | 3.3% | 0.3% |
| Lusaka | 10,031 | 10,476 | 51.1% | 20,507 | 22.9% | -3.3% |
| N. Western | 610 | 646 | 51.4% | 1,256 | 1.4% | 307.8% |
| Northern | 2,731 | 2,500 | 47.8% | 5,231 | 5.8% | 58.4% |
| Southern | 3,816 | 4,114 | 51.9% | 7,930 | 8.9% | 7.0% |
| Western | 824 | 756 | 47.8% | 1,580 | 1.8% | -18.7% |
| National | 44,264 | 45,195 | 50.5% | 89,459 | 100.0% | 11.1% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|---------------|---------------|--------------|----------------|---------------|--------------|
| Central | 5,127 | 5,053 | 49.6% | 10,180 | 9.8% | 75.1% |
| Copperbelt | 19,951 | 20,311 | 50.4% | 40,262 | 38.8% | 4.4% |
| Eastern | 3,047 | 3,006 | 49.7% | 6,053 | 5.8% | 59.7% |
| Luapula | 1,774 | 1,566 | 46.9% | 3,340 | 3.2% | 10.0% |
| Lusaka | 12,686 | 13,268 | 51.1% | 25,954 | 25.0% | 1.9% |
| N. Western | 662 | 710 | 51.7% | 1,372 | 1.3% | 345.5% |
| Northern | 3,142 | 2,744 | 46.6% | 5,886 | 5.7% | 59.2% |
| Southern | 4,372 | 4,693 | 51.8% | 9,065 | 8.7% | 7.3% |
| Western | 824 | 756 | 47.8% | 1,580 | 1.5% | -20.3% |
| National | 51,585 | 52,107 | 50.3% | 103,692 | 100.0% | 13.8% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|--------------|--------------|--------------|---------------|---------------|--------------|
| Central | 270 | 351 | 56.5% | 621 | 4.7% | 17.6% |
| Copperbelt | 1,813 | 1,836 | 50.3% | 3,649 | 27.5% | 9.9% |
| Eastern | 346 | 165 | 32.3% | 511 | 3.9% | 373.1% |
| Luapula | 350 | 199 | 36.2% | 549 | 4.1% | 0.0% |
| Lusaka | 2,278 | 2,418 | 51.5% | 4,696 | 35.4% | 33.6% |
| N. Western | 213 | 78 | 26.8% | 291 | 2.2% | 0.0% |
| Northern | 208 | 180 | 46.4% | 388 | 2.9% | 120.5% |
| Southern | 749 | 699 | 48.3% | 1,448 | 10.9% | 9.4% |
| Western | 561 | 538 | 49.0% | 1,099 | 8.3% | 96.3% |
| National | 6,788 | 6,464 | 48.8% | 13,252 | 100.0% | 31.2% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|----------------|----------------|--------------|----------------|---------------|-------------|
| Central | 31,997 | 30,820 | 49.1% | 62,817 | 12.8% | 19.1% |
| Copperbelt | 37,993 | 39,483 | 51.0% | 77,476 | 15.8% | 5.2% |
| Eastern | 27,784 | 27,950 | 50.1% | 55,734 | 11.4% | -3.8% |
| Luapula | 19,728 | 18,884 | 48.9% | 38,612 | 7.9% | 36.0% |
| Lusaka | 37,588 | 40,008 | 51.6% | 77,596 | 15.8% | 16.2% |
| N. Western | 11,669 | 11,744 | 50.2% | 23,413 | 4.8% | 12.5% |
| Northern | 33,782 | 31,213 | 48.0% | 64,995 | 13.3% | -6.5% |
| Southern | 33,936 | 32,927 | 49.2% | 66,863 | 13.6% | 15.8% |
| Western | 11,629 | 11,105 | 48.8% | 22,734 | 4.6% | 8.6% |
| National | 246,106 | 244,134 | 49.8% | 490,240 | 100.0% | 9.3% |

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 | 32,463 | 31,138 | 49.0% | 63,601 | 12.8% | 19.2% |
| Copperbelt | 38,309 | 39,750 | 50.9% | 78,059 | 15.8% | 5.3% |
| Eastern | 27,892 | 27,984 | 50.1% | 55,876 | 11.3% | -3.6% |
| Luapula | 19,902 | 18,977 | 48.8% | 38,879 | 7.8% | 36.8% |
| Lusaka | 39,005 | 41,565 | 51.6% | 80,570 | 16.3% | 17.5% |
| N. Western | 11,715 | 11,764 | 50.1% | 23,479 | 4.7% | 12.9% |
| Northern | 33,811 | 31,219 | 48.0% | 65,030 | 13.1% | -6.6% |
| Southern | 34,191 | 33,117 | 49.2% | 67,308 | 13.6% | 15.2% |
| Western | 11,648 | 11,113 | 48.8% | 22,761 | 4.6% | 8.6% |
| National | 248,936 | 246,627 | 49.8% | 495,563 | 100.0% | 9.6% |

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 | 19 | 19 | 50.0% | 38 | 10.0% |
| Copperbelt | 26 | 24 | 48.0% | 50 | 13.2% |
| Eastern | 0 | 0 | | 0 | 0.0% |
| Luapula | 0 | 0 | | 0 | 0.0% |
| Lusaka | 166 | 116 | 41.1% | 282 | 74.4% |
| N. Western | 0 | 0 | | 0 | 0.0% |
| Northern | 9 | 0 | 0.0% | 9 | 2.4% |
| Southern | 0 | 0 | | 0 | 0.0% |
| Western | 0 | 0 | | 0 | 0.0% |
| National | 220 | 159 | 42.0% | 379 | 100.0% |

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

| | Male | Female | % (F) | Total | % of Tot. |
|-------------------|---------------|---------------|--------------|----------------|------------------|
| Central | 4,811 | 4,304 | 47.2% | 9,115 | 7.4% |
| Copperbelt | 8,073 | 7,718 | 48.9% | 15,791 | 12.7% |
| Eastern | 9,426 | 9,289 | 49.6% | 18,715 | 15.1% |
| Luapula | 8,294 | 7,927 | 48.9% | 16,221 | 13.1% |
| Lusaka | 4,858 | 4,963 | 50.5% | 9,821 | 7.9% |
| N. Western | 4,678 | 4,746 | 50.4% | 9,424 | 7.6% |
| Northern | 15,650 | 14,531 | 48.1% | 30,181 | 24.3% |
| Southern | 3,913 | 3,767 | 49.0% | 7,680 | 6.2% |
| Western | 3,619 | 3,419 | 48.6% | 7,038 | 5.7% |
| National | 63,322 | 60,664 | 48.9% | 123,986 | 100.0% |

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

New Entrants

A total number 458,491 of children enrolled in Grade 1 in 2007 compared to 425,869 in 2006. 2007 enrolled almost 8 percent more children than were enrolled in 2006. The female entrants to Grade 1 accounted for 50.2 percent of the total new entrants. Copperbelt Province accounted for 14.7 percent of the total Grade 1 entrants followed by Northern Province with 14.5 percent and Eastern Province with 13.1 percent of the total Grade 1 entrants. Lusaka Province recorded the highest percentage increase of the Grade 1 entrants of 26.3 percent from 2006.

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 | 2,712 | 3,405 | 10,349 | 11,206 | 12,663 | 12,125 | 40.2% | 41.9% | 52,460 |
| Copperbelt | 5,149 | 8,442 | 14,954 | 15,631 | 11,430 | 12,001 | 47.4% | 43.3% | 67,607 |
| Eastern | 1,897 | 2,420 | 8,022 | 9,047 | 19,391 | 19,514 | 27.4% | 29.2% | 60,291 |
| Luapula | 1,101 | 1,332 | 6,061 | 6,285 | 11,715 | 11,346 | 32.1% | 33.1% | 37,840 |
| Lusaka | 2,152 | 2,584 | 15,845 | 8,663 | 11,465 | 11,338 | 53.8% | 38.4% | 52,047 |
| N. Western | 1,797 | 2,211 | 6,790 | 7,022 | 7,418 | 8,045 | 42.4% | 40.6% | 33,283 |
| Northern | 2,384 | 2,801 | 11,773 | 12,415 | 19,132 | 17,834 | 35.4% | 37.6% | 66,339 |
| Southern | 2,587 | 3,144 | 11,321 | 12,129 | 13,053 | 12,145 | 42.0% | 44.2% | 54,379 |
| Western | 1,001 | 1,151 | 7,781 | 8,512 | 8,193 | 7,607 | 45.8% | 49.3% | 34,245 |
| National | 20,780 | 27,490 | 92,896 | 90,910 | 114,460 | 111,955 | 40.7% | 39.5% | 458,491 |

Though there was a marked increase of the new entrants in 2007 by 7.7 percent, the number of new entrants with pre school background remained almost the same as was in 2006. In 2006, 17.2 percent of the new entrants to Grade 1 had pre-school education, this however declined marginally to 17.1 percent in 2007. Copperbelt and Lusaka Provinces together accounted for 51.4 percent of the grade 1 entrants with pre school background. Western Province had the least number of new entrants with pre school experience accounting for 2.2 percent.

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-------------------|----------------|----------------|--------------|----------------|------------------|--------------|
| Central | 25,724 | 26,736 | 51.0% | 52,460 | 11.4% | 6.6% |
| Copperbelt | 31,533 | 36,074 | 53.4% | 67,607 | 14.7% | 6.7% |
| Eastern | 29,310 | 30,981 | 51.4% | 60,291 | 13.1% | 6.6% |
| Luapula | 18,877 | 18,963 | 50.1% | 37,840 | 8.3% | 1.7% |
| Lusaka | 29,462 | 22,585 | 43.4% | 52,047 | 11.4% | 26.3% |
| N. Western | 16,005 | 17,278 | 51.9% | 33,283 | 7.3% | 11.2% |
| Northern | 33,289 | 33,050 | 49.8% | 66,339 | 14.5% | 1.6% |
| Southern | 26,961 | 27,418 | 50.4% | 54,379 | 11.9% | 6.3% |
| Western | 16,975 | 17,270 | 50.4% | 34,245 | 7.5% | 7.3% |
| National | 228,136 | 230,355 | 50.2% | 458,491 | 100.0% | 7.7% |

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

| | Male | Female | % (F) | Total | % of Tot. | % of Enr. |
|-------------------|---------------|---------------|--------------|---------------|------------------|------------------|
| Central | 5,908 | 5,211 | 46.9% | 11,119 | 14.2% | 21.2% |
| Copperbelt | 9,054 | 10,739 | 54.3% | 19,793 | 25.3% | 29.3% |
| Eastern | 2,626 | 2,846 | 52.0% | 5,472 | 7.0% | 9.1% |
| Luapula | 1,533 | 1,747 | 53.3% | 3,280 | 4.2% | 8.7% |
| Lusaka | 9,934 | 10,486 | 51.4% | 20,420 | 26.1% | 39.2% |
| N. Western | 1,067 | 1,146 | 51.8% | 2,213 | 2.8% | 6.6% |
| Northern | 1,996 | 2,103 | 51.3% | 4,099 | 5.2% | 6.2% |
| Southern | 4,860 | 5,315 | 52.2% | 10,175 | 13.0% | 18.7% |
| Western | 842 | 873 | 50.9% | 1,715 | 2.2% | 5.0% |
| Total | 37,820 | 40,466 | 51.7% | 78,286 | 100.0% | 17.1% |

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 increased in Grades 10-12 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. The dropout rate at primary school grade 1-7 in 2007 was 2.27%, the dropout rate declined by about 7 percent in 2007 from 2006 which was at 2.43 Percent. Western and Luapula Provinces recorded the highest dropout rates of 3.1 percent while Lusaka recorded the lowest at 1.4 percent. All the Provinces recorded a decline in the dropout rate with an exception of Western and Eastern Provinces whose drop out rates increased by 14 and 7 percent. Lusaka and Southern Provinces recorded the highest decline in dropout rates of 26 and 21 percent respectively.

Similarly, dropout at Grade 1-9 declined by 6 percent in 2007 from 2006. Eastern and Western Provinces still recorded a rise in the dropout rate of 5 and 14 percent respectively. Lusaka and Southern Provinces recorded the highest reduction in drop out rates just like for the Grades 1-7. There was also a significant decline for dropout at Grades 10-12 level of 24 percent.

Though the dropout rates vary from region to region, in all cases the drop out rate for girls remain higher than for boys. Like in case of completion rates, reasons for dropping out range from social-economic. 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 | 1.94% | 2.49% | 2.21% | -5.6% |
| Copperbelt | 1.32% | 1.75% | 1.54% | -10.8% |
| Eastern | 2.41% | 3.20% | 2.80% | 7.4% |
| Luapula | 2.59% | 3.54% | 3.05% | -7.1% |
| Lusaka | 0.99% | 1.50% | 1.24% | -25.5% |
| N. Western | 2.17% | 3.28% | 2.72% | -6.1% |
| Northern | 2.43% | 3.32% | 2.85% | -4.0% |
| Southern | 1.55% | 2.32% | 1.92% | -20.7% |
| Western | 2.76% | 3.39% | 3.07% | 13.8% |
| National | 1.93% | 2.62% | 2.27% | -6.7% |

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

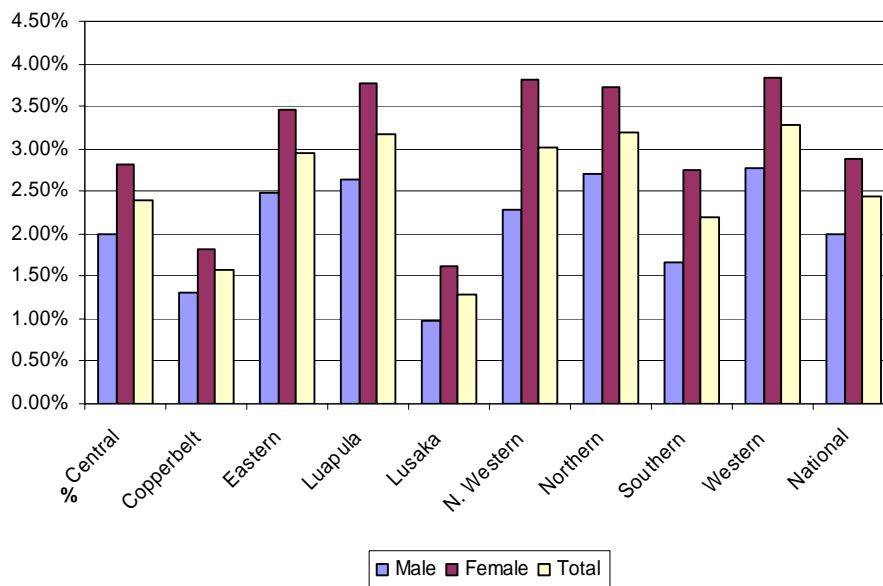


Table 39. Drop Out Rate for Grades 1-9 by Gender and Province

| | Male | Female | Total | % Ch. |
|-------------------|--------------|---------------|--------------|--------------|
| Central | 2.00% | 2.81% | 2.40% | -3.2% |
| Copperbelt | 1.31% | 1.83% | 1.57% | -8.6% |
| Eastern | 2.47% | 3.45% | 2.95% | 5.2% |
| Luapula | 2.63% | 3.78% | 3.18% | -7.8% |
| Lusaka | 0.98% | 1.61% | 1.30% | -23.6% |
| N. Western | 2.27% | 3.80% | 3.02% | -7.6% |
| Northern | 2.69% | 3.72% | 3.18% | 0.1% |
| Southern | 1.66% | 2.76% | 2.19% | -18.4% |
| Western | 2.77% | 3.83% | 3.28% | 13.9% |
| National | 1.99% | 2.89% | 2.43% | -5.6% |

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

| | Male | Female | Total | % Ch. |
|-------------------|--------------|---------------|--------------|---------------|
| Central | 0.91% | 2.10% | 1.47% | -13.6% |
| Copperbelt | 0.34% | 0.89% | 0.61% | -44.5% |
| Eastern | 1.03% | 2.83% | 1.70% | -26.9% |
| Luapula | 1.35% | 3.73% | 2.31% | 19.3% |
| Lusaka | 0.41% | 0.83% | 0.62% | -61.8% |
| N. Western | 1.80% | 5.89% | 3.43% | -26.7% |
| Northern | 1.24% | 2.64% | 1.79% | 60.2% |
| Southern | 0.84% | 2.05% | 1.37% | -15.2% |
| Western | 1.05% | 4.68% | 2.64% | 8.5% |
| National | 0.82% | 2.05% | 1.38% | -24.0% |

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 rates in 2007 declined for all the levels, it declined by 3 percent, 2 and 13 percent for Grades 1-7, 1-9 and 10-12 respectively. Boys repeated more than girls in Grades 1-7 and 1-9 except in Grades 10-12 where girls repeated more than the boys

At both Grades 1-7 and 1-9, Southern Province recorded the highest repetition rates and Lusaka the recorded the lowest. At Grades 10-12 level repetition was highest in North Western and lowest in Lusaka and Copperbelt Provinces.

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

| | Male | Female | Total | % Ch. |
|-------------------|--------------|--------------|--------------|---------------|
| Central | 8.11% | 7.01% | 7.57% | 5.8% |
| Copperbelt | 3.75% | 3.49% | 3.62% | 3.4% |
| Eastern | 7.89% | 6.71% | 7.30% | -6.7% |
| Luapula | 6.91% | 7.05% | 6.98% | -11.1% |
| Lusaka | 4.08% | 3.47% | 3.77% | 11.4% |
| N. Western | 7.85% | 7.75% | 7.80% | -8.1% |
| Northern | 8.45% | 8.12% | 8.29% | -4.2% |
| Southern | 10.51% | 8.54% | 9.53% | -7.6% |
| Western | 7.44% | 6.85% | 7.15% | -0.6% |
| National | 7.19% | 6.39% | 6.80% | -2.96% |

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

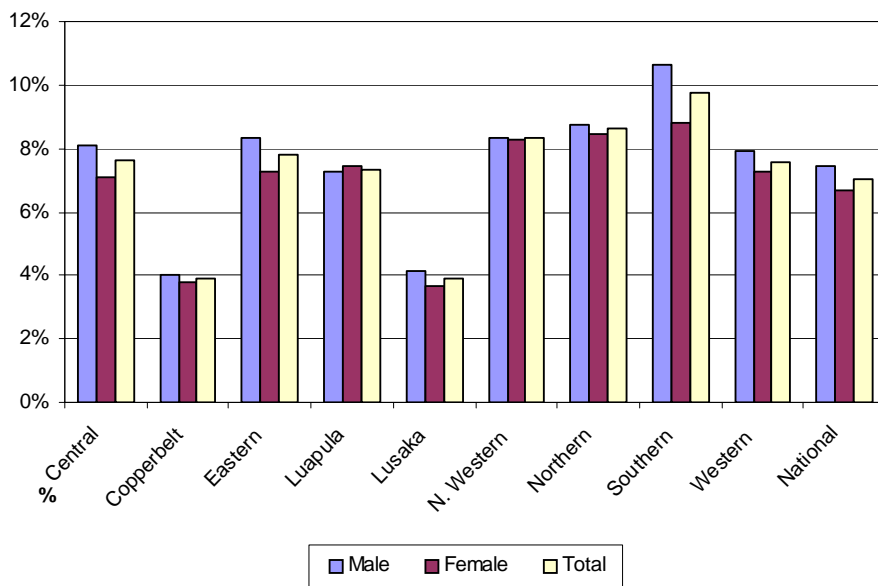


Table 42. Repetition Rate in Grades 1-9 by Grade

| | Male | Female | Total | % Ch. |
|-----------------|--------------|--------------|--------------|--------------|
| Central | 8.10% | 7.09% | 7.61% | 7.5% |
| Copperbelt | 4.00% | 3.78% | 3.89% | 4.9% |
| Eastern | 8.34% | 7.26% | 7.81% | -5.0% |
| Luapula | 7.26% | 7.45% | 7.36% | -9.6% |
| Lusaka | 4.13% | 3.66% | 3.89% | 13.2% |
| N. Western | 8.36% | 8.30% | 8.33% | -6.0% |
| Northern | 8.77% | 8.45% | 8.62% | -4.1% |
| Southern | 10.62% | 8.82% | 9.74% | -6.1% |
| Western | 7.91% | 7.26% | 7.59% | 0.6% |
| National | 7.42% | 6.68% | 7.06% | -1.6% |

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

| | Male | Female | Total | % Ch. |
|-----------------|--------------|--------------|--------------|---------------|
| Central | 0.76% | 1.26% | 1.00% | 50.6% |
| Copperbelt | 0.82% | 1.00% | 0.90% | 11.7% |
| Eastern | 1.53% | 1.70% | 1.59% | -11.7% |
| Luapula | 1.86% | 3.34% | 2.47% | -16.3% |
| Lusaka | 0.99% | 0.64% | 0.82% | -34.7% |
| N. Western | 3.06% | 4.67% | 3.70% | 16.0% |
| Northern | 1.73% | 2.03% | 1.86% | -22.6% |
| Southern | 2.00% | 1.69% | 1.88% | -49.7% |
| Western | 1.89% | 3.02% | 2.38% | 33.7% |
| National | 1.48% | 1.74% | 1.60% | -12.7% |

Completion Rate

This indicator 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 grades 7 and 9 increased by 6.3 percent, 8.8 percent and 11.6 percent for Grades 7, 9 and 12 from 2006. 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 can be seen in the Tables and Figures below.

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

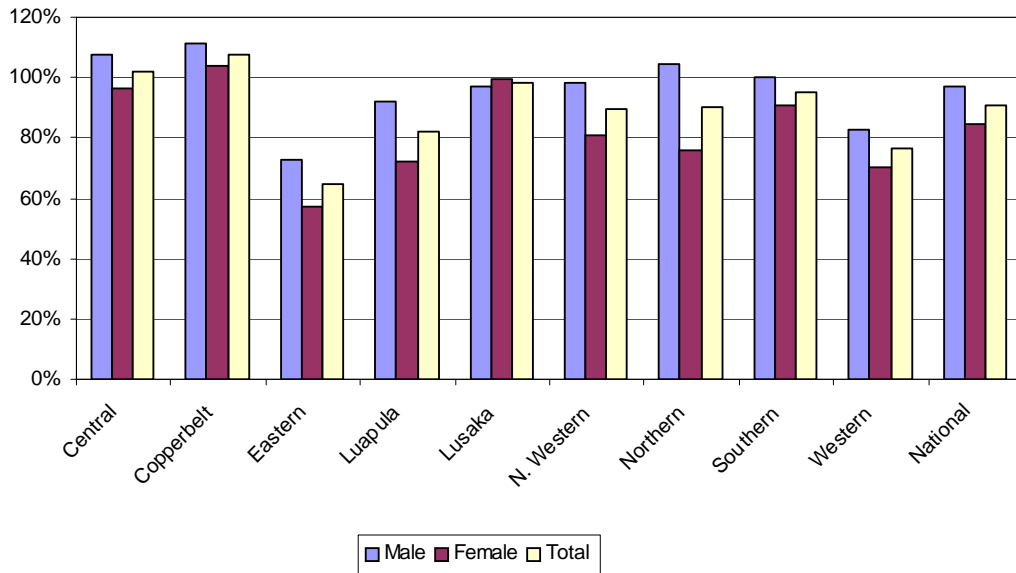


Figure 22. Completion Rate for Grades 9 by Gender and Province

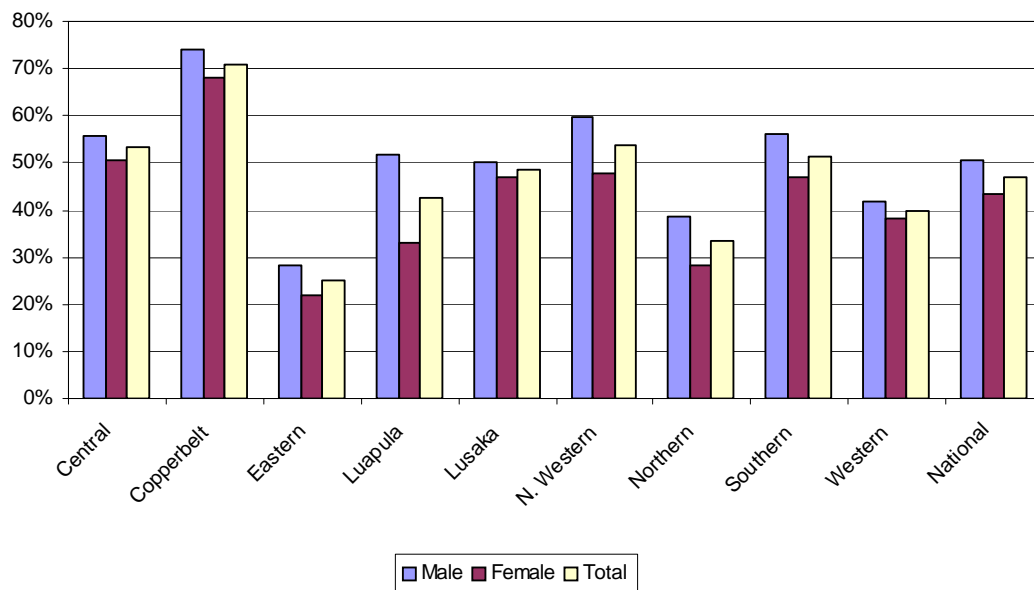


Table 44. Completion Rate for Grades 7 and 9 by Gender and Province

| | Grade 7 | | | | Grades 9 | | | |
|-------------------|---------------|---------------|---------------|-------------|---------------|---------------|---------------|-------------|
| | Male | Female | Total | % Ch. | Male | Female | Total | % Ch. |
| Central | 107.52% | 96.10% | 101.80% | 5.2% | 55.61% | 50.67% | 53.14% | 5.9% |
| Copperbelt | 111.15% | 103.81% | 107.45% | 6.8% | 73.92% | 68.00% | 70.91% | 10.0% |
| Eastern | 72.89% | 56.97% | 64.93% | 7.5% | 28.18% | 21.88% | 25.04% | 12.3% |
| Luapula | 91.84% | 72.00% | 81.96% | 8.3% | 51.59% | 33.16% | 42.46% | 15.7% |
| Lusaka | 97.05% | 99.47% | 98.27% | 4.0% | 49.99% | 47.03% | 48.49% | 8.0% |
| N. Western | 98.28% | 80.73% | 89.54% | 10.3% | 59.52% | 47.71% | 53.63% | 11.9% |
| Northern | 104.37% | 76.12% | 90.20% | 7.9% | 38.55% | 28.22% | 33.38% | -2.4% |
| Southern | 100.30% | 90.49% | 95.36% | 4.6% | 56.02% | 46.87% | 51.40% | 10.1% |
| Western | 82.99% | 70.53% | 76.73% | 6.3% | 41.62% | 38.16% | 39.88% | 14.2% |
| National | 96.93% | 84.43% | 90.66% | 6.3% | 50.73% | 43.32% | 47.00% | 8.8% |

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

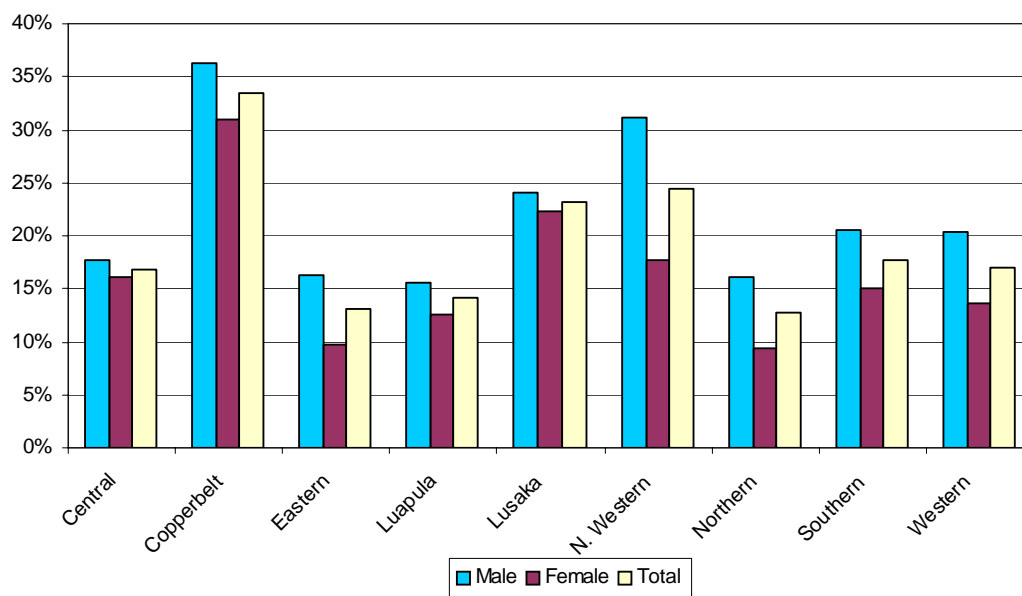


Table 45. Completion Rate for Grades 12 by Gender and Province

| | Grade 12 | | | % Ch. |
|-------------------|---------------|---------------|---------------|--------------|
| | Male | Female | Total | |
| Central | 17.62% | 16.03% | 16.82% | -0.8% |
| Copperbelt | 36.25% | 31.00% | 33.54% | 24.2% |
| Eastern | 16.35% | 9.71% | 13.08% | -7.0% |
| Luapula | 15.63% | 12.54% | 14.12% | -1.4% |
| Lusaka | 24.02% | 22.31% | 23.14% | 30.3% |
| N. Western | 31.15% | 17.71% | 24.41% | 19.3% |
| Northern | 16.15% | 9.42% | 12.81% | -2.8% |
| Southern | 20.61% | 15.02% | 17.76% | 5.8% |
| Western | 20.41% | 13.58% | 16.95% | 12.4% |
| National | 22.24% | 17.22% | 19.71% | 11.6% |

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.

A total number of 71,612 teachers were reported in 2007. The male teachers were 38,362 and 33,250 were female teachers who accounted for 46.4 percent of the total teaching force. Teachers in schools classified as Basic were 56,895 and those in schools classified as Secondary were 14,717. There was an increase of 8.3 percent in the number of teachers in 2007 from 2006.

Pupil/teacher ratio for Grades 1-7 was 53.49 at national level and varied across the provinces from 45.26 in Lusaka Province to 64.7 in Northern Province. At Grades 10-12 the Pupil Teacher was 19.38.

Availability of Teachers

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|--------------|---------------|---------------|--------------|---------------|---------------|-------------|
| Central | 4,618 | 3,783 | 45.0% | 8,401 | 11.7% | 11.4% |
| Copperbelt | 5,461 | 8,091 | 59.7% | 13,552 | 18.9% | 7.4% |
| Eastern | 4,924 | 3,255 | 39.8% | 8,179 | 11.4% | 20.8% |
| Luapula | 3,009 | 1,506 | 33.4% | 4,515 | 6.3% | 1.8% |
| Lusaka | 4,233 | 5,757 | 57.6% | 9,990 | 14.0% | 5.4% |
| N. Western | 3,002 | 1,701 | 36.2% | 4,703 | 6.6% | 6.4% |
| Northern | 5,114 | 2,905 | 36.2% | 8,019 | 11.2% | 8.9% |
| Southern | 5,280 | 4,167 | 44.1% | 9,447 | 13.2% | 6.4% |
| Western | 2,721 | 2,085 | 43.4% | 4,806 | 6.7% | 3.5% |
| Total | 38,362 | 33,250 | 46.4% | 71,612 | 100.0% | 8.3% |

Table 47. Number of Teachers by Agency and Province

| | GRZ | Private | Grant Aid. | Community. | Total |
|--------------|---------------|--------------|--------------|--------------|---------------|
| Central | 6,357 | 493 | 400 | 1,151 | 8,401 |
| Copperbelt | 9,491 | 2,329 | 450 | 1,282 | 13,552 |
| Eastern | 6,278 | 217 | 525 | 1,159 | 8,179 |
| Luapula | 3,577 | 163 | 220 | 555 | 4,515 |
| Lusaka | 6,117 | 1,900 | 393 | 1,580 | 9,990 |
| N. Western | 4,056 | 72 | 231 | 344 | 4,703 |
| Northern | 6,075 | 284 | 714 | 946 | 8,019 |
| Southern | 6,804 | 529 | 861 | 1,253 | 9,447 |
| Western | 4,137 | 91 | 158 | 420 | 4,806 |
| Total | 52,892 | 6,078 | 3,952 | 8,690 | 71,612 |

Figure 24. Teachers in Basic Schools by Running Agency

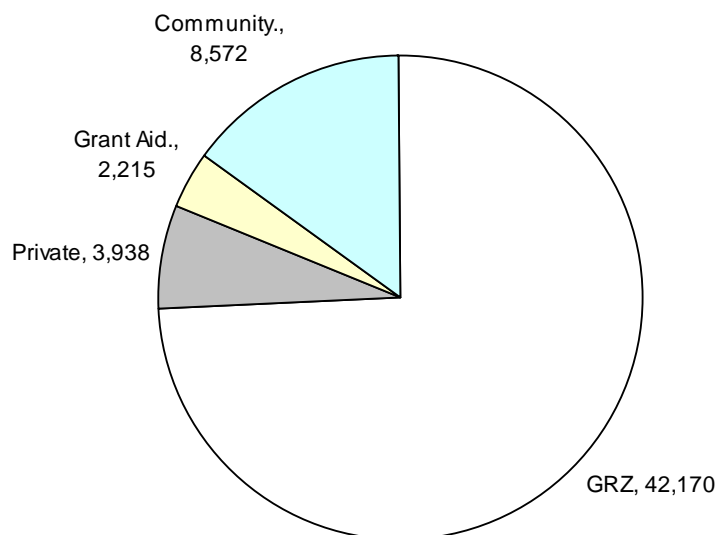


Table 48. Teachers in Basic Schools by Agency and Province

| | GRZ | Private | Grant Aid. | Community. | Total |
|-------------------|---------------|--------------|--------------|--------------|---------------|
| Central | 5,063 | 358 | 228 | 1,140 | 6,789 |
| Copperbelt | 6,810 | 1,660 | 303 | 1,246 | 10,019 |
| Eastern | 5,318 | 165 | 213 | 1,159 | 6,855 |
| Luapula | 2,907 | 122 | 146 | 555 | 3,730 |
| Lusaka | 4,473 | 967 | 239 | 1,517 | 7,196 |
| N. Western | 3,103 | 49 | 178 | 344 | 3,674 |
| Northern | 5,234 | 192 | 503 | 938 | 6,867 |
| Southern | 5,612 | 371 | 340 | 1,253 | 7,576 |
| Western | 3,650 | 54 | 65 | 420 | 4,189 |
| Total | 42,170 | 3,938 | 2,215 | 8,572 | 56,895 |

Table 49. Teachers in Secondary Schools by Agency and Province

| | GRZ | Private | Grant Aid. | Community. | Total |
|--------------|---------------|--------------|--------------|------------|---------------|
| Central | 1,294 | 135 | 172 | 11 | 1,612 |
| Copperbelt | 2,681 | 669 | 147 | 36 | 3,533 |
| Eastern | 960 | 52 | 312 | 0 | 1,324 |
| Luapula | 670 | 41 | 74 | 0 | 785 |
| Lusaka | 1,644 | 933 | 154 | 63 | 2,794 |
| N. Western | 953 | 23 | 53 | 0 | 1,029 |
| Northern | 841 | 92 | 211 | 8 | 1,152 |
| Southern | 1,192 | 158 | 521 | 0 | 1,871 |
| Western | 487 | 37 | 93 | 0 | 617 |
| Total | 10,722 | 2,140 | 1,737 | 118 | 14,717 |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|---------------|---------------|--------------|---------------|---------------|--------------|
| Central | 2,800 | 2,491 | 47.1% | 5,291 | 11.9% | 10.1% |
| Copperbelt | 2,302 | 4,811 | 67.6% | 7,113 | 16.0% | -2.0% |
| Eastern | 3,062 | 2,469 | 44.6% | 5,531 | 12.5% | 27.0% |
| Luapula | 1,916 | 1,137 | 37.2% | 3,053 | 6.9% | -5.4% |
| Lusaka | 1,620 | 3,092 | 65.6% | 4,712 | 10.6% | 27.0% |
| N. Western | 1,999 | 1,282 | 39.1% | 3,281 | 7.4% | 7.8% |
| Northern | 3,412 | 2,325 | 40.5% | 5,737 | 12.9% | 9.5% |
| Southern | 3,156 | 2,796 | 47.0% | 5,952 | 13.4% | 12.9% |
| Western | 1,963 | 1,752 | 47.2% | 3,715 | 8.4% | 8.1% |
| National | 22,230 | 22,155 | 49.9% | 44,385 | 100.0% | 10.0% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|--------------|--------------|--------------|---------------|---------------|-------------|
| Central | 845 | 621 | 42.4% | 1,466 | 11.8% | 13.4% |
| Copperbelt | 1,449 | 1,379 | 48.8% | 2,828 | 22.7% | 41.7% |
| Eastern | 880 | 392 | 30.8% | 1,272 | 10.2% | 15.2% |
| Luapula | 558 | 186 | 25.0% | 744 | 6.0% | 26.1% |
| Lusaka | 800 | 998 | 55.5% | 1,798 | 14.4% | -29.0% |
| N. Western | 691 | 315 | 31.3% | 1,006 | 8.1% | -2.4% |
| Northern | 749 | 303 | 28.8% | 1,052 | 8.4% | 32.0% |
| Southern | 1,019 | 694 | 40.5% | 1,713 | 13.7% | -15.2% |
| Western | 411 | 169 | 29.1% | 580 | 4.7% | -15.7% |
| National | 7,402 | 5,057 | 40.6% | 12,459 | 100.0% | 3.4% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|--------------|--------------|--------------|--------------|---------------|-------------|
| Central | 158 | 200 | 55.9% | 358 | 9.1% | 59.8% |
| Copperbelt | 665 | 995 | 59.9% | 1,660 | 42.2% | 0.0% |
| Eastern | 96 | 69 | 41.8% | 165 | 4.2% | 33.1% |
| Luapula | 66 | 56 | 45.9% | 122 | 3.1% | -5.4% |
| Lusaka | 471 | 496 | 51.3% | 967 | 24.6% | 9.0% |
| N. Western | 24 | 25 | 51.0% | 49 | 1.2% | 226.7% |
| Northern | 106 | 86 | 44.8% | 192 | 4.9% | 18.5% |
| Southern | 154 | 217 | 58.5% | 371 | 9.4% | 9.4% |
| Western | 25 | 29 | 53.7% | 54 | 1.4% | -22.9% |
| National | 1,765 | 2,173 | 55.2% | 3,938 | 100.0% | 9.1% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|--------------|------------|--------------|--------------|---------------|--------------|
| Central | 84 | 51 | 37.8% | 135 | 6.3% | 36.4% |
| Copperbelt | 395 | 274 | 41.0% | 669 | 31.3% | 22.3% |
| Eastern | 45 | 7 | 13.5% | 52 | 2.4% | 147.6% |
| Luapula | 31 | 10 | 24.4% | 41 | 1.9% | 51.9% |
| Lusaka | 585 | 348 | 37.3% | 933 | 43.6% | 1.1% |
| N. Western | 15 | 8 | 34.8% | 23 | 1.1% | #DIV/0! |
| Northern | 62 | 30 | 32.6% | 92 | 4.3% | 22.7% |
| Southern | 111 | 47 | 29.7% | 158 | 7.4% | -15.5% |
| Western | 31 | 6 | 16.2% | 37 | 1.7% | 0.0% |
| National | 1,359 | 781 | 36.5% | 2,140 | 100.0% | 12.3% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-----------------|--------------|--------------|--------------|--------------|---------------|-------------|
| Central | 722 | 418 | 36.7% | 1,140 | 13.3% | 6.0% |
| Copperbelt | 630 | 616 | 49.4% | 1,246 | 14.5% | 12.4% |
| Eastern | 841 | 318 | 27.4% | 1,159 | 13.5% | -0.3% |
| Luapula | 438 | 117 | 21.1% | 555 | 6.5% | 20.1% |
| Lusaka | 724 | 793 | 52.3% | 1,517 | 17.7% | 9.5% |
| N. Western | 273 | 71 | 20.6% | 344 | 4.0% | 4.2% |
| Northern | 777 | 161 | 17.2% | 938 | 10.9% | -13.7% |
| Southern | 840 | 413 | 33.0% | 1,253 | 14.6% | 18.7% |
| Western | 291 | 129 | 30.7% | 420 | 4.9% | -0.5% |
| National | 5,536 | 3,036 | 35.4% | 8,572 | 100.0% | 6.0% |

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

| | Male | Female | % (F) | Total | % of Tot. |
|-----------------|-----------|-----------|--------------|------------|---------------|
| Central | 9 | 2 | 18.2% | 11 | 9.3% |
| Copperbelt | 20 | 16 | 44.4% | 36 | 30.5% |
| Eastern | 0 | 0 | | 0 | 0.0% |
| Luapula | 0 | 0 | | 0 | 0.0% |
| Lusaka | 33 | 30 | 47.6% | 63 | 53.4% |
| N. Western | 0 | 0 | | 0 | 0.0% |
| Northern | 8 | 0 | | 8 | 6.8% |
| Southern | 0 | 0 | | 0 | 0.0% |
| Western | 0 | 0 | | 0 | 0.0% |
| National | 70 | 48 | 40.7% | 118 | 100.0% |

Table 56. Mentors in IRI Centres by Gender and Province

| | Male | Female | % (F) | Total | % of Tot. |
|-----------------|--------------|------------|--------------|--------------|---------------|
| Central | 136 | 96 | 41.4% | 232 | 9.8% |
| Copperbelt | 116 | 179 | 60.7% | 295 | 12.5% |
| Eastern | 294 | 126 | 30.0% | 420 | 17.8% |
| Luapula | 211 | 57 | 21.3% | 268 | 11.3% |
| Lusaka | 106 | 136 | 56.2% | 242 | 10.2% |
| N. Western | 132 | 39 | 22.8% | 171 | 7.2% |
| Northern | 339 | 83 | 19.7% | 422 | 17.8% |
| Southern | 117 | 58 | 33.1% | 175 | 7.4% |
| Western | 98 | 42 | 30.0% | 140 | 5.9% |
| National | 1,549 | 816 | 34.5% | 2,365 | 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 | 12 | 17 | 58.6% | 29 | 0.1% |
| Failed Form 5/Grade 6 | 25863 | 24214 | 48.4% | 50077 | 88.0% |
| First Degree | 134 | 104 | 43.7% | 238 | 0.4% |
| Form 2/ Grade 9 | 1407 | 1142 | 44.8% | 2549 | 4.5% |
| Form 3/ Grade 10 | 811 | 906 | 52.8% | 1717 | 3.0% |
| Form 4 | 365 | 253 | 40.9% | 618 | 1.1% |
| GCE "A" Level | 184 | 189 | 50.7% | 373 | 0.7% |
| Higher Degree | 13 | 10 | 43.5% | 23 | 0.0% |
| Standard 6 | 106 | 111 | 51.2% | 217 | 0.4% |
| Unknown | 636 | 418 | 39.7% | 1054 | 1.9% |
| National | 29,531 | 27,364 | 48.1% | 56,895 | 100.0% |

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

| | Male | Female | % (F) | Total | % of Tot. |
|-----------------------|--------------|--------------|--------------|---------------|--------------|
| Below Standard 6 | 2 | 0 | 0.0% | 2 | 0.0% |
| Failed Form 5/Grade 6 | 7764 | 5288 | 40.5% | 13052 | 88.7% |
| First Degree | 597 | 232 | 28.0% | 829 | 5.6% |
| Form 2/ Grade 9 | 48 | 50 | 51.0% | 98 | 0.7% |
| Form 3/ Grade 10 | 16 | 47 | 74.6% | 63 | 0.4% |
| Form 4 | 78 | 51 | 39.5% | 129 | 0.9% |
| GCE "A" Level | 139 | 100 | 41.8% | 239 | 1.6% |
| Higher Degree | 53 | 25 | 32.1% | 78 | 0.5% |
| Standard 6 | 11 | 6 | 35.3% | 17 | 0.1% |
| Unknown | 123 | 87 | 41.4% | 210 | 1.4% |
| National | 8,831 | 5,886 | 40.0% | 14,717 | 98.6% |

Table 59. Teachers in Basic Schools by Certification and Gender

| | Male | Female | % (F) | Total | % of Tot. |
|-----------------------------------|---------------|---------------|--------------|---------------|---------------|
| Advanced Diploma | 129 | 38 | 22.8% | 167 | 0.3% |
| Certificate In Special Education | 283 | 277 | 49.5% | 560 | 1.0% |
| Diploma (Basic or Sec. Teacher's) | 4,472 | 3,566 | 44.4% | 8,038 | 14.1% |
| Education Bachelor's Degree | 140 | 96 | 40.7% | 236 | 0.4% |
| Master's Degree | 115 | 79 | 40.7% | 194 | 0.3% |
| none | 4,111 | 1,876 | 31.3% | 5,987 | 10.5% |
| Other Bachelor's Degree | 31 | 13 | 29.5% | 44 | 0.1% |
| Pre-School Teacher's Certificate | 344 | 1,209 | 77.8% | 1,553 | 2.7% |
| Primary Teacher's Certificate | 17,514 | 18,737 | 51.7% | 36,251 | 63.7% |
| Special Education Degree | 9 | 18 | 66.7% | 27 | 0.0% |
| Special Education Diploma | 282 | 263 | 48.3% | 545 | 1.0% |
| Unknown | 2,101 | 1,192 | 36.2% | 3,293 | 5.8% |
| National | 29,531 | 27,364 | 48.1% | 56,895 | 100.0% |

Table 60. Teachers in Secondary Schools by Certification and Gender

| | | Male | Female | % (F) | Total | % of Tot. |
|-----------------------------------|--|--------------|---------------|---------------|---------------|------------------|
| Advanced Diploma | | 369 | 96 | 20.65% | 465 | 3.2% |
| Certificate In Special Education | | 37 | 33 | 47.14% | 70 | 0.5% |
| Diploma (Basic or Sec. Teacher's) | | 5744 | 3202 | 35.79% | 8,946 | 60.8% |
| Education Bachelor's Degree | | 984 | 361 | 26.84% | 1,345 | 9.1% |
| Master's Degree | | 63 | 36 | 36.36% | 99 | 0.7% |
| none | | 69 | 33 | 32.35% | 102 | 0.7% |
| Other Bachelor's Degree | | 85 | 29 | 25.44% | 114 | 0.8% |
| Pre-School Teacher's Certificate | | 27 | 129 | 82.69% | 156 | 1.1% |
| Primary Teacher's Certificate | | 1107 | 1712 | 60.73% | 2,819 | 19.2% |
| Special Education Degree | | 15 | 5 | 25.00% | 20 | 0.1% |
| Special Education Diploma | | 83 | 59 | 41.55% | 142 | 1.0% |
| Unknown | | 248 | 191 | 43.51% | 439 | 3.0% |
| National | | 8,831 | 5,886 | 39.99% | 14,717 | 100.0% |

Teacher Attrition

A total number of 8,882 teachers left the teaching service due to various reasons of which 7,768 were teachers in schools classified as basic schools and 1,114 teachers in schools classified as Secondary. A total number of 593 teachers died due to different causes of which 481 were basic and 112 secondary school teachers.

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

| | Basic school | | Secondary Schools | | Total |
|--------------|--------------|--------------|-------------------|------------|--------------|
| | Male | Female | Male | Female | |
| Central | 560 | 463 | 75 | 65 | 1,163 |
| Copperbelt | 625 | 655 | 152 | 96 | 1,528 |
| Eastern | 651 | 380 | 59 | 22 | 1,112 |
| Luapula | 440 | 244 | 44 | 17 | 745 |
| Lusaka | 447 | 472 | 173 | 96 | 1,188 |
| N. Western | 357 | 156 | 30 | 15 | 558 |
| Northern | 749 | 351 | 63 | 49 | 1,212 |
| Southern | 474 | 353 | 80 | 39 | 946 |
| Western | 217 | 174 | 27 | 12 | 430 |
| Total | 4,520 | 3,248 | 703 | 411 | 8,882 |

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 | 128 | 83 | 39.3% | 211 | 2.7% | 7.1% |
| Contract expired | 479 | 307 | 39.1% | 786 | 10.1% | 9.2% |
| Death | 287 | 234 | 44.9% | 521 | 6.7% | 0.0% |
| Dismissed | 313 | 120 | 27.7% | 433 | 5.6% | 5.1% |
| Illness | 106 | 101 | 48.8% | 207 | 2.7% | 0.5% |
| Others | 1363 | 1217 | 47.2% | 2,580 | 33.2% | 24.2% |
| Resigned | 1362 | 808 | 37.2% | 2,170 | 27.9% | 20.5% |
| Retired | 482 | 378 | 44.0% | 860 | 11.1% | -1.8% |
| National | 4,520 | 3,248 | 41.8% | 7,768 | 100.0% | 12.2% |

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 | 40 | 21 | 34.4% | 61 | 5.5% | -12.9% |
| Contract expired | 122 | 53 | 30.3% | 175 | 15.7% | 35.7% |
| Death | 85 | 48 | 36.1% | 133 | 11.9% | 432.0% |
| Dismissed | 39 | 12 | 23.5% | 51 | 4.6% | 240.0% |
| Illness | 9 | 8 | 47.1% | 17 | 1.5% | -95.8% |
| Others | 225 | 153 | 40.5% | 378 | 33.9% | 145.5% |
| Resigned | 137 | 90 | 39.6% | 227 | 20.4% | 95.7% |
| Retired | 46 | 26 | 36.1% | 72 | 6.5% | -93.3% |
| National | 703 | 411 | 36.9% | 1,114 | 100.0% | 3.1% |

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 | 560 | 463 | 45.3% | 1,023 | 13.2% |
| Copperbelt | 625 | 655 | 51.2% | 1,280 | 16.5% |
| Eastern | 651 | 380 | 36.9% | 1,031 | 13.3% |
| Luapula | 440 | 244 | 35.7% | 684 | 8.8% |
| Lusaka | 447 | 472 | 51.4% | 919 | 11.8% |
| N. Western | 357 | 156 | 30.4% | 513 | 6.6% |
| Northern | 749 | 351 | 31.9% | 1,100 | 14.2% |
| Southern | 474 | 353 | 42.7% | 827 | 10.6% |
| Western | 217 | 174 | 44.5% | 391 | 5.0% |
| National | 4,520 | 3,248 | 41.8% | 7,768 | 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 | 75 | 65 | 46.4% | 140 | 12.6% |
| Copperbelt | 152 | 96 | 38.7% | 248 | 22.3% |
| Eastern | 59 | 22 | 27.2% | 81 | 7.3% |
| Luapula | 44 | 17 | 27.9% | 61 | 5.5% |
| Lusaka | 173 | 96 | 35.7% | 269 | 24.1% |
| N. Western | 30 | 15 | 33.3% | 45 | 4.0% |
| Northern | 63 | 49 | 43.8% | 112 | 10.1% |
| Southern | 80 | 39 | 32.8% | 119 | 10.7% |
| Western | 27 | 12 | 30.8% | 39 | 3.5% |
| National | 703 | 411 | 36.9% | 1,114 | 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 | 46 | 18 | 28.1% | 64 |
| Copperbelt | 34 | 38 | 52.8% | 72 |
| Eastern | 29 | 21 | 42.0% | 50 |
| Luapula | 37 | 11 | 22.9% | 48 |
| Lusaka | 29 | 43 | 59.7% | 72 |
| N. Western | 10 | 7 | 41.2% | 17 |
| Northern | 28 | 19 | 40.4% | 47 |
| Southern | 38 | 32 | 45.7% | 70 |
| Western | 24 | 17 | 41.5% | 41 |
| National | 275 | 206 | 42.8% | 481 |

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

| | Male | Female | % (F) | Total |
|-------------------|-------------|---------------|--------------|--------------|
| Central | 7 | 6 | 46.2% | 13 |
| Copperbelt | 18 | 7 | 28.0% | 25 |
| Eastern | 8 | 3 | 27.3% | 11 |
| Luapula | 4 | 2 | 33.3% | 6 |
| Lusaka | 13 | 14 | 51.9% | 27 |
| N. Western | 1 | 2 | 66.7% | 3 |
| Northern | 6 | 4 | 40.0% | 10 |
| Southern | 6 | 4 | 40.0% | 10 |
| Western | 4 | 3 | 0.0% | 7 |
| National | 67 | 45 | 40.2% | 112 |

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 | 72.81 | 36.54 | 53.26 | 31.58 | 49.79 | 16.75 |
| Copperbelt | 68.09 | 35.46 | 49.68 | 31.00 | 46.01 | 22.13 |
| Eastern | 71.08 | 32.23 | 50.73 | 30.68 | 48.45 | 17.49 |
| Luapula | 91.28 | 41.84 | 65.01 | 39.36 | 61.32 | 20.72 |
| Lusaka | 62.66 | 32.41 | 45.26 | 28.69 | 42.55 | 19.44 |
| N. Western | 80.03 | 34.84 | 55.99 | 33.74 | 52.48 | 18.08 |
| Northern | 91.83 | 41.18 | 64.70 | 37.92 | 61.42 | 18.23 |
| Southern | 73.25 | 36.63 | 52.86 | 33.45 | 49.78 | 18.33 |
| Western | 78.32 | 32.56 | 53.56 | 34.87 | 50.92 | 20.77 |
| National | 74.96 | 35.75 | 53.49 | 32.58 | 50.25 | 19.38 |

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

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

| | |
|-------------------|------------|
| | |
| Copperbelt | 1.7 |
| Central | 1.6 |
| Eastern | 2.2 |
| Luapula | 2.1 |
| Lusaka | 1.5 |
| N. Western | 1.9 |
| Northern | 2.2 |
| Southern | 1.8 |
| Western | 2.6 |
| National | 1.9 |

Note: Does not include APU Students

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

| | BPR |
|-----------------|------------|
| Central | 2.2 |
| Copperbelt | 1.9 |
| Eastern | 2.9 |
| Luapula | 2.2 |
| Lusaka | 2.5 |
| N. Western | 1.7 |
| Northern | 2.3 |
| Southern | 2.3 |
| Western | 2.5 |
| National | 2.2 |

Note: Does not include APU Students

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

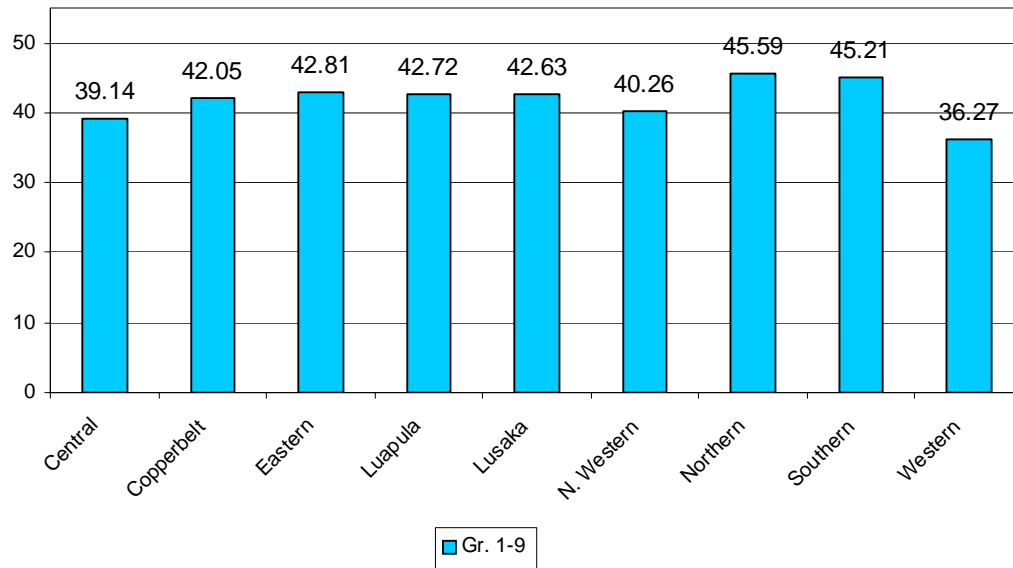


Figure 26. Pupil/Class Ratios in Grades 10-12 by Province

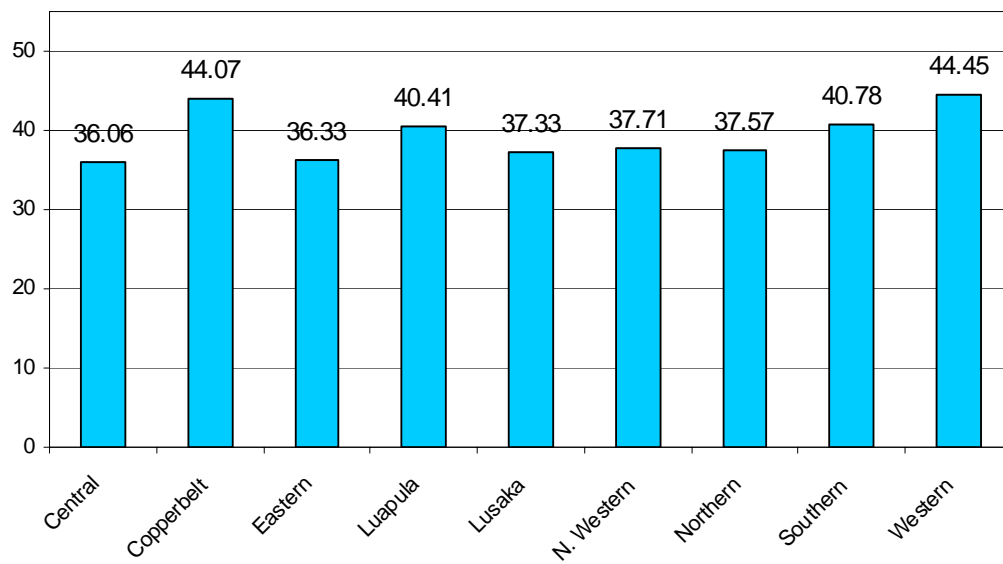


Table 71. Pupil/Class Ratios in Schools by Grade Group and Province (Regular Students)

| | Gr. 1-4 | Gr. 5-7 | Gr. 1-7 | Gr. 8-9 | Gr. 1-9 | Gr. 10-12 |
|-----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| Central | 32.91 | 33.77 | 28.08 | 41.14 | 39.14 | 36.06 |
| Copperbelt | 35.68 | 38.05 | 28.97 | 45.65 | 42.05 | 44.07 |
| Eastern | 37.60 | 33.73 | 31.86 | 45.65 | 42.81 | 36.33 |
| Luapula | 38.04 | 34.38 | 30.98 | 40.00 | 42.72 | 40.41 |
| Lusaka | 36.08 | 39.61 | 30.16 | 42.28 | 42.63 | 37.33 |
| N. Western | 34.52 | 35.22 | 29.21 | 44.58 | 40.26 | 37.71 |
| Northern | 40.11 | 35.78 | 33.54 | 42.09 | 45.59 | 37.57 |
| Southern | 39.03 | 38.92 | 32.13 | 42.87 | 45.21 | 40.78 |
| Western | 31.93 | 28.26 | 26.28 | 39.35 | 36.27 | 44.45 |
| National | 36.38 | 35.80 | 36.16 | 42.92 | 42.15 | 39.77 |

Examination Pass Rate

Table 72. Examination Pass Rate for Grade 9 by Gender and Province in 2006

| | Number sat | | Certificates | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|
| | Male | Female | Male | Female | Total | % (M) | % (F) | % (T) |
| Northern | 9,882 | 6,607 | 4,695 | 2,292 | 6,987 | 47.5% | 34.7% | 42.4% |
| Luapula | 5,978 | 4,056 | 3,187 | 1,618 | 4,805 | 53.3% | 39.9% | 47.9% |
| Southern | 12,352 | 10,567 | 7,169 | 4,939 | 12,108 | 58.0% | 46.7% | 52.8% |
| Eastern | 8,629 | 6,290 | 4,899 | 2,464 | 7,363 | 56.8% | 39.2% | 49.4% |
| Copperbelt | 20,059 | 20,576 | 9,664 | 8,096 | 17,760 | 48.2% | 39.3% | 43.7% |
| N. Western | 5,678 | 3,745 | 3,284 | 1,898 | 5,182 | 57.8% | 50.7% | 55.0% |
| Central | 9,747 | 8,814 | 5,409 | 3,845 | 9,254 | 55.5% | 43.6% | 49.9% |
| Western | 5,378 | 4,359 | 2,806 | 2,197 | 5,003 | 52.2% | 50.4% | 51.4% |
| Lusaka | 16,713 | 16,833 | 9,323 | 7,397 | 16,720 | 55.8% | 43.9% | 49.8% |
| National | 94,416 | 81,847 | 50,436 | 34,746 | 85,182 | 53.4% | 42.5% | 48.3% |

* Examination Pass Rates relate to the number of certificates issued

Table 73. Examination Pass Rate for Grade 12 by Gender and Province in 2006

| | Number sat | | Certificates | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|
| | Male | Female | Male | Female | Total | % (M) | % (F) | % (T) |
| Northern | 2,603 | 1,806 | 1,540 | 980 | 2,520 | 59.2% | 54.3% | 57.2% |
| Luapula | 1,709 | 1,008 | 816 | 363 | 1,179 | 47.7% | 36.0% | 43.4% |
| Southern | 3,254 | 2,137 | 2,688 | 1,621 | 4,309 | 82.6% | 75.9% | 79.9% |
| Eastern | 2,809 | 1,357 | 1,859 | 739 | 2,598 | 66.2% | 54.5% | 62.4% |
| Copperbelt | 6,945 | 5,634 | 4,467 | 3,194 | 7,661 | 64.3% | 56.7% | 60.9% |
| N. Western | 2,019 | 1,115 | 845 | 386 | 1,231 | 41.9% | 34.6% | 39.3% |
| Central | 2,330 | 1,807 | 1,433 | 1,030 | 2,463 | 61.5% | 57.0% | 59.5% |
| Western | 1,718 | 1,267 | 975 | 646 | 1,621 | 56.8% | 51.0% | 54.3% |
| Lusaka | 3,091 | 2,759 | 2,394 | 1,814 | 4,208 | 77.5% | 65.7% | 71.9% |
| National | 26,478 | 18,890 | 17,017 | 10,773 | 27,790 | 64.3% | 57.0% | 61.3% |

* 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 | 81.8 | 75.6 | 78.6 |
| Copperbelt | 108.6 | 86.5 | 96.8 |
| Eastern | 67.8 | 60.3 | 62.5 |
| Luapula | 75.3 | 68.1 | 71.7 |
| Lusaka | 77.3 | 104.0 | 88.9 |
| N. Western | 68.2 | 58.4 | 63.1 |
| Northern | 76.4 | 68.1 | 72.2 |
| Southern | 92.7 | 84.3 | 88.5 |
| Western | 68.8 | 62.4 | 65.5 |
| National | 80.7 | 74.8 | 77.8 |

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

| | Male | Female | Aver. |
|-----------------|-------------|---------------|--------------|
| Central | 79.5 | 84.1 | 81.6 |
| Copperbelt | 89.5 | 85.2 | 87.4 |
| Eastern | 89.7 | 84.4 | 87.7 |
| Luapula | 119.9 | 98.7 | 109.6 |
| Lusaka | 92.7 | 92.6 | 92.7 |
| N. Western | 101.1 | 84.2 | 94.2 |
| Northern | 82.2 | 65.2 | 74.9 |
| Southern | 102.9 | 98.3 | 100.9 |
| Western | 95.9 | 79.4 | 88.4 |
| National | 92.2 | 85.9 | 89.3 |

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 2007 there were a total of 26,546 permanent and 8,132 temporary classrooms for Grades 1 to 9. Northern and Western Provinces recorded the highest number of temporary classrooms while Lusaka and Copperbelt Provinces had the least. 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 secondary school level, there was a total of 7,292 Permanent and 193 Temporary classrooms. The number of temporary classrooms accounted for 23.5 percent and 2.6 percent for Basic and Secondary levels respectively.

Figure 27. Classrooms in Basic Schools by Type

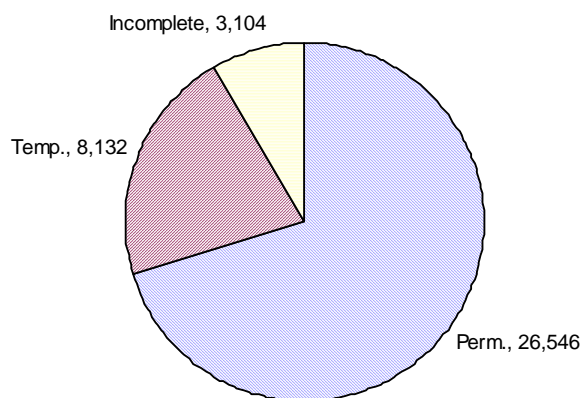


Table 76. Classrooms in Basic Schools by Status and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|-------------------|---------------|--------------|-----------------|---------------|------------------|-------------------|--------------|
| Central | 2,656 | 946 | 26.3% | 3,602 | 10.4% | 522 | 7.2% |
| Copperbelt | 4,895 | 723 | 12.9% | 5,618 | 16.2% | 289 | 2.3% |
| Eastern | 2,917 | 1,121 | 27.8% | 4,038 | 11.6% | 410 | 8.3% |
| Luapula | 1,893 | 641 | 25.3% | 2,534 | 7.3% | 240 | 2.2% |
| Lusaka | 3,900 | 142 | 3.5% | 4,042 | 11.7% | 149 | 24.9% |
| N. Western | 1,490 | 590 | 28.4% | 2,080 | 6.0% | 171 | 3.7% |
| Northern | 2,914 | 1,634 | 35.9% | 4,548 | 13.1% | 591 | -7.1% |
| Southern | 4,131 | 1,014 | 19.7% | 5,145 | 14.8% | 495 | 17.3% |
| Western | 1,750 | 1,321 | 43.0% | 3,071 | 8.9% | 237 | 2.5% |
| National | 26,546 | 8,132 | 23.5% | 34,678 | 100.0% | 3,104 | 6.4% |

Table 77. Classrooms in Secondary Schools by Status and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|-------------------|--------------|--------------|-----------------|--------------|------------------|-------------------|--------------|
| Central | 678 | 3 | 0.4% | 681 | 9.1% | 53 | 10.4% |
| Copperbelt | 1,738 | 61 | 3.4% | 1,799 | 24.0% | 27 | 35.5% |
| Eastern | 573 | 36 | 5.9% | 609 | 8.1% | 13 | 1.5% |
| Luapula | 555 | 33 | 5.6% | 588 | 7.9% | 4 | 73.5% |
| Lusaka | 1,648 | 19 | 1.1% | 1,667 | 22.3% | 129 | -6.3% |
| N. Western | 386 | 14 | 3.5% | 400 | 5.3% | 13 | -14.9% |
| Northern | 474 | 14 | 2.9% | 488 | 6.5% | 16 | 8.4% |
| Southern | 956 | 9 | 0.9% | 965 | 12.9% | 16 | -22.2% |
| Western | 284 | 4 | 1.4% | 288 | 3.8% | 4 | -19.6% |
| National | 7,292 | 193 | 2.6% | 7,485 | 100.0% | 275 | 4.2% |

Staff Housing

Figure 28. Staff Houses in Basic Schools by Type

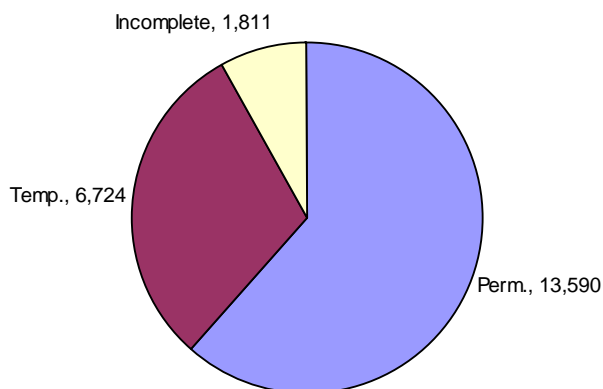


Table 78. Staff Houses in Basic Schools by Type and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|------------|---------------|--------------|--------------|---------------|---------------|--------------|--------------|
| Central | 1,577 | 599 | 27.5% | 2,176 | 10.7% | 321 | -9.2% |
| Copperbelt | 1,208 | 169 | 12.3% | 1,377 | 6.8% | 52 | -12.3% |
| Eastern | 2,219 | 742 | 25.1% | 2,961 | 14.6% | 278 | -0.8% |
| Luapula | 1,008 | 430 | 29.9% | 1,438 | 7.1% | 77 | -4.2% |
| Lusaka | 937 | 62 | 6.2% | 999 | 4.9% | 48 | 6.8% |
| N. Western | 1,130 | 884 | 43.9% | 2,014 | 9.9% | 108 | 3.0% |
| Northern | 1,794 | 1,411 | 44.0% | 3,205 | 15.8% | 310 | -5.8% |
| Southern | 2,440 | 658 | 21.2% | 3,098 | 15.3% | 390 | 9.6% |
| Western | 1,277 | 1,769 | 58.1% | 3,046 | 15.0% | 227 | 8.4% |
| National | 13,590 | 6,724 | 33.1% | 20,314 | 100.0% | 1,811 | -0.3% |

Figure 29. Staff Houses in Secondary Schools by Type

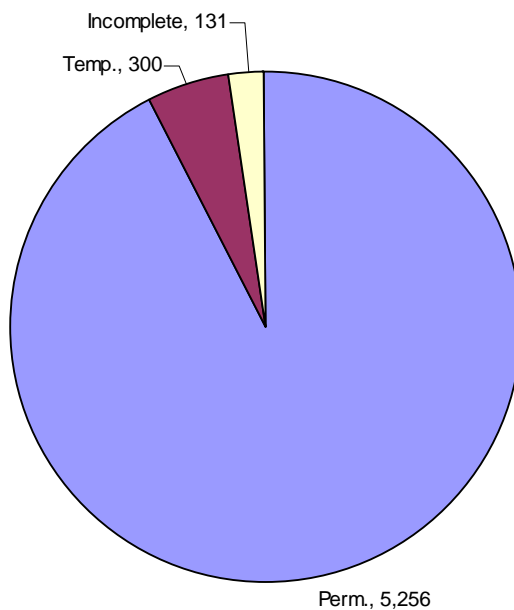


Table 79. Staff Houses in Secondary Schools by Type and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|-----------------|--------------|------------|-------------|--------------|---------------|------------|--------------|
| Central | 592 | 30 | 4.8% | 622 | 11.2% | 25 | 9.9% |
| Copperbelt | 425 | 33 | 7.2% | 458 | 8.2% | 17 | 5.3% |
| Eastern | 778 | 51 | 6.2% | 829 | 14.9% | 32 | 1.1% |
| Luapula | 383 | 13 | 3.3% | 396 | 7.1% | 3 | 7.3% |
| Lusaka | 584 | 99 | 14.5% | 683 | 12.3% | 6 | -25.7% |
| N. Western | 482 | 50 | 9.4% | 532 | 9.6% | 13 | -11.6% |
| Northern | 582 | 16 | 2.7% | 598 | 10.8% | 4 | -2.8% |
| Southern | 956 | 3 | 0.3% | 959 | 17.3% | 13 | -21.8% |
| Western | 474 | 5 | 1.0% | 479 | 8.6% | 18 | 2.8% |
| National | 5,256 | 300 | 5.4% | 5,556 | 100.0% | 131 | -7.7% |

Laboratories and Libraries

Table 80. Laboratories in Basic Schools by Type and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|-----------------|-----------|-----------|--------------|------------|---------------|------------|---------------|
| Central | 11 | 9 | 45.0% | 20 | 16.8% | 12 | 122.2% |
| Copperbelt | 24 | 4 | 14.3% | 28 | 23.5% | 9 | -39.1% |
| Eastern | 9 | 2 | 18.2% | 11 | 9.2% | 1 | -38.9% |
| Luapula | 6 | 1 | 14.3% | 7 | 5.9% | 2 | 75.0% |
| Lusaka | 26 | 9 | 25.7% | 35 | 29.4% | 4 | 52.2% |
| N. Western | 1 | 0 | 0.0% | 1 | 0.8% | 0 | -66.7% |
| Northern | 3 | 1 | 25.0% | 4 | 3.4% | 4 | -50.0% |
| Southern | 8 | 1 | 11.1% | 9 | 7.6% | 9 | -55.0% |
| Western | 3 | 1 | 25.0% | 4 | 3.4% | 0 | -69.2% |
| National | 91 | 28 | 23.5% | 119 | 100.0% | 41 | -17.4% |

Table 81. Laboratories in Secondary Schools by Type and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|-----------------|------------|-----------|-------------|------------|-------------|------------|-------------|
| Central | 64 | 3 | 4.5% | 67 | 9.2% | 12 | 9.8% |
| Copperbelt | 149 | 14 | 8.6% | 163 | 22.4% | 23 | 12.4% |
| Eastern | 86 | 8 | 8.5% | 94 | 12.9% | 8 | 23.7% |
| Luapula | 34 | 4 | 10.5% | 38 | 5.2% | 7 | -7.3% |
| Lusaka | 128 | 2 | 1.5% | 130 | 17.9% | 17 | 8.3% |
| N. Western | 34 | 2 | 5.6% | 36 | 5.0% | 14 | 9.1% |
| Northern | 52 | 3 | 5.5% | 55 | 7.6% | 12 | -3.5% |
| Southern | 99 | 1 | 1.0% | 100 | 13.8% | 15 | -5.7% |
| Western | 44 | 0 | 0.0% | 44 | 6.1% | 8 | -2.2% |
| National | 690 | 37 | 5.1% | 727 | 100% | 116 | 6.3% |

Table 82. Libraries in Basic Schools by Type and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|-----------------|------------|------------|--------------|------------|---------------|------------|-------------|
| Central | 21 | 18 | 46.2% | 39 | 8.2% | 5 | -9.3% |
| Copperbelt | 85 | 26 | 23.4% | 111 | 23.5% | 8 | -3.5% |
| Eastern | 12 | 7 | 36.8% | 19 | 4.0% | 1 | -32.1% |
| Luapula | 8 | 7 | 46.7% | 15 | 3.2% | 4 | -46.4% |
| Lusaka | 103 | 27 | 20.8% | 130 | 27.5% | 8 | 16.1% |
| N. Western | 13 | 7 | 35.0% | 20 | 4.2% | 1 | 0.0% |
| Northern | 11 | 22 | 66.7% | 33 | 7.0% | 1 | 6.5% |
| Southern | 33 | 45 | 57.7% | 78 | 16.5% | 6 | 25.8% |
| Western | 16 | 12 | 42.9% | 28 | 5.9% | 2 | -12.5% |
| National | 302 | 171 | 36.2% | 473 | 100.0% | 36 | 0.4% |

Table 83. Libraries in Secondary Schools by Type and Province

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete | % Ch. |
|-----------------|------------|-----------|--------------|------------|-------------|------------|-------------|
| Central | 21 | 4 | 16.0% | 25 | 8.4% | 2 | -30.6% |
| Copperbelt | 53 | 4 | 7.0% | 57 | 19.1% | 2 | 35.7% |
| Eastern | 20 | 4 | 16.7% | 24 | 8.0% | 1 | 26.3% |
| Luapula | 8 | 5 | 38.5% | 13 | 4.3% | 1 | 8.3% |
| Lusaka | 69 | 4 | 5.5% | 73 | 24.4% | 0 | 4.3% |
| N. Western | 10 | 4 | 28.6% | 14 | 4.7% | 1 | -6.7% |
| Northern | 19 | 2 | 9.5% | 21 | 7.0% | 2 | -4.5% |
| Southern | 48 | 10 | 17.2% | 58 | 19.4% | 1 | 31.8% |
| Western | 13 | 1 | 7.1% | 14 | 4.7% | 0 | -12.5% |
| National | 261 | 38 | 12.7% | 299 | 100% | 10 | 8.3% |

Special Education Classrooms

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

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete |
|-----------------|------------|-----------|-------------|------------|---------------|------------|
| Central | 17 | 8 | 32.0% | 25 | 9.8% | 0 |
| Copperbelt | 34 | 5 | 12.8% | 39 | 15.4% | 1 |
| Eastern | 7 | 1 | 12.5% | 8 | 3.1% | 1 |
| Luapula | 28 | 1 | 3.4% | 29 | 11.4% | 2 |
| Lusaka | 60 | 1 | 1.6% | 61 | 24.0% | 5 |
| N. Western | 2 | 2 | 50.0% | 4 | 1.6% | 0 |
| Northern | 32 | 1 | 3.0% | 33 | 13.0% | 2 |
| Southern | 37 | 4 | 9.8% | 41 | 16.1% | 1 |
| Western | 12 | 2 | 14.3% | 14 | 5.5% | 1 |
| National | 229 | 25 | 9.8% | 254 | 100.0% | 13 |

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

| | Perm. | Temp. | % (Temp) | Total | % of Tot. | Incomplete |
|-----------------|------------|----------|-------------|------------|---------------|------------|
| Central | 12 | 0 | 0.0% | 12 | 5.2% | 1 |
| Copperbelt | 7 | 1 | 12.5% | 8 | 3.4% | 1 |
| Eastern | 16 | 0 | 0.0% | 16 | 6.9% | 0 |
| Luapula | 3 | 0 | 0.0% | 3 | 1.3% | 0 |
| Lusaka | 14 | 2 | 12.5% | 16 | 6.9% | 1 |
| N. Western | 13 | 0 | 0.0% | 13 | 5.6% | 0 |
| Northern | 11 | 0 | 0.0% | 11 | 4.7% | 0 |
| Southern | 143 | 2 | 1.4% | 145 | 62.2% | 0 |
| Western | 9 | 0 | 0.0% | 9 | 3.9% | 0 |
| National | 228 | 5 | 2.1% | 233 | 100.0% | 3 |

Dormitories

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

| | Male | | | Female | | | % (Temp) | Total | % of Tot. |
|-----------------|------------|------------|-----------|------------|------------|------------|--------------|------------|---------------|
| | Perm. | Temp. | ncomplete | Perm. | Temp. | Incomplete | | | |
| Central | 15 | 17 | 2 | 18 | 16 | 2 | 50.0% | 66 | 26.0% |
| Copperbelt | 43 | 3 | 0 | 34 | 2 | 0 | 6.1% | 82 | 32.3% |
| Eastern | 4 | 28 | 2 | 5 | 32 | 2 | 87.0% | 69 | 27.2% |
| Luapula | 10 | 7 | 2 | 7 | 4 | 2 | 39.3% | 28 | 11.0% |
| Lusaka | 32 | 4 | 0 | 20 | 2 | 0 | 10.3% | 58 | 22.8% |
| N. Western | 2 | 7 | 0 | 3 | 4 | 0 | 68.8% | 16 | 6.3% |
| Northern | 23 | 50 | 1 | 19 | 34 | 2 | 66.7% | 126 | 49.6% |
| Southern | 19 | 23 | 2 | 27 | 10 | 3 | 41.8% | 79 | 31.1% |
| Western | 4 | 6 | 0 | 4 | 4 | 0 | 55.6% | 18 | 7.1% |
| National | 152 | 145 | 9 | 137 | 108 | 11 | 26.8% | 542 | 100.0% |

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

| | Male | | | Female | | | % (Temp) | Total | % of Tot. |
|-----------------|------------|-----------|-----------|------------|-----------|------------|-------------|--------------|---------------|
| | Perm. | Temp. | ncomplete | Perm. | Temp. | Incomplete | | | |
| Central | 66 | 10 | 0 | 78 | 17 | 2 | 15.8% | 171 | 10.7% |
| Copperbelt | 92 | 7 | 0 | 89 | 2 | 0 | 4.7% | 190 | 11.9% |
| Eastern | 90 | 4 | 0 | 72 | 4 | 2 | 4.7% | 170 | 10.7% |
| Luapula | 69 | 8 | 0 | 46 | 8 | 0 | 12.2% | 131 | 8.2% |
| Lusaka | 113 | 3 | 1 | 49 | 16 | 3 | 10.5% | 181 | 11.4% |
| N. Western | 32 | 12 | 0 | 38 | 9 | 0 | 23.1% | 91 | 5.7% |
| Northern | 91 | 7 | 1 | 72 | 11 | 0 | 9.9% | 181 | 11.4% |
| Southern | 215 | 8 | 5 | 151 | 3 | 45 | 2.9% | 377 | 23.7% |
| Western | 55 | 4 | 1 | 38 | 3 | 1 | 7.0% | 100 | 6.3% |
| National | 823 | 63 | 8 | 633 | 73 | 53 | 4.0% | 1,592 | 100.0% |

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 2007, the national Gender Parity was 0.96, 0.96 % and 0.83 % for grades 1-7, 1-9 and 10-12 respectively. The Gender Parity Index for Grades 1-7 declined by 0.1 percentage while the GPI for Grades 1-9 remained the same at 0.96, the GPI for Grades 10-12 increased to 0.83 from 0.80 in 2006.

The number of Basic School pupils receiving bursary support decreased to 87,009 from 94,957 in 2006, the number of pupils receiving bursary support constituted 2.7 percent of the total Grades 1-9 enrolment. Similarly, the number of Grades 10-12 on bursary support increased to 19,591 in 2007 from 13,498. The proportions of girls receiving bursary support for Grades 1-9 and 10-12 was 51.9 and 47 percent respectively. In addition to the bursary support from the ministry, there are other stakeholders supporting the vulnerable children such as FAWEZA and CAMFED and the Faith and Community Based Organisations.

The number of Grades 1-9 orphaned children increased by 2.6 percent in 2007. It increased to 655,952 in 2007 from 639,345 in 2006. The number of orphaned pupils constituted 21 percent as a proportion of the total pupil enrolment. The number of orphaned pupils in Grades 10-12 was 50,127 and was 23 percent as a proportion of the total Grades 10-12 enrolment.

The number of Children with Special Educational Needs at the basic school level increased by 5.6 percent while that for Grades 10-12 declined by 21 percent.

The total number of pregnant girls for basic schools (1-9) increased from 10,403 in 2006 to 11,381 in 2007. The number of readmissions was 3,870 or 34 percent of the total pregnancies reported. Out of 1,752 pregnancies for girls in Grades 10-12, 1,441 or 62 percent were readmitted. The numbers of pregnancies were higher in rural areas than was the case in the urban areas. Though the rural areas had higher cases of pregnancies they had lower cases of readmissions than in the urban areas at both Grades 1-9 and 10-12.

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.

Gender Parity

Figure 30. Gender Parity Index for Grades 1-9

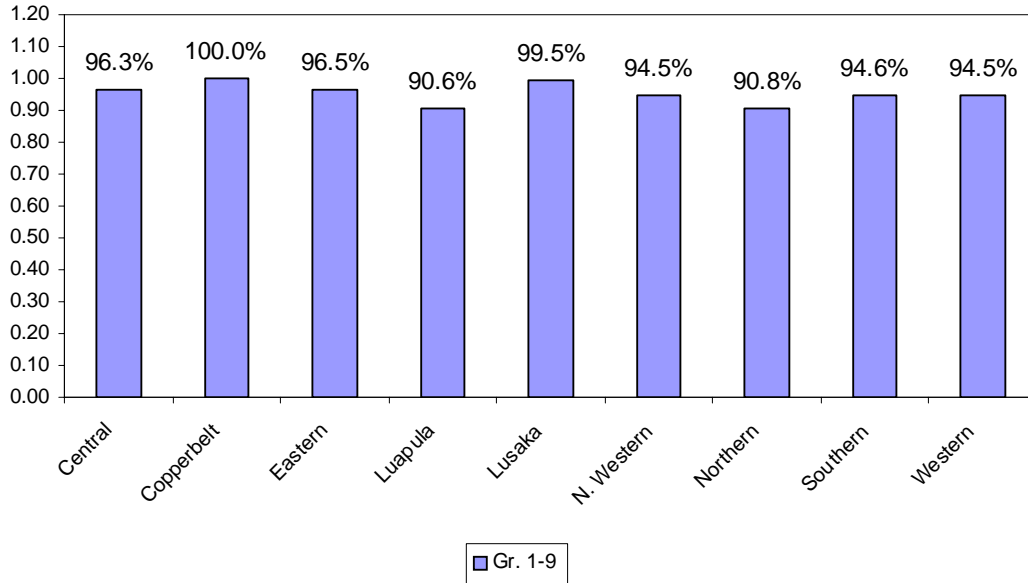


Figure 31. Gender Parity Index for Grades 10-12

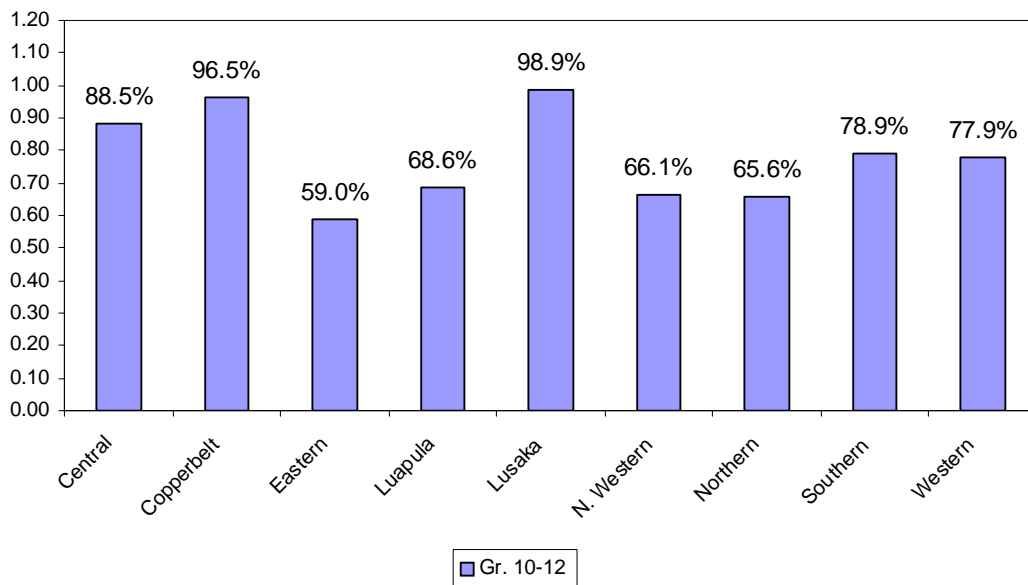


Table 88. Gender Parity Index by Grade Grouping and Province

| | Gr. 1-4 | Gr. 5-7 | Gr. 1-7 | Gr. 1-9 | Gr. 8-9 | Gr. 10-12 |
|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Central | 99.8% | 92.1% | 96.9% | 96.3% | 91.9% | 88.5% |
| Copperbelt | 105.3% | 93.6% | 100.4% | 100.0% | 97.6% | 96.5% |
| Eastern | 103.0% | 87.9% | 97.7% | 96.5% | 82.6% | 59.0% |
| Luapula | 97.3% | 85.5% | 93.1% | 90.6% | 69.7% | 68.6% |
| Lusaka | 96.4% | 103.2% | 99.2% | 99.5% | 101.5% | 98.9% |
| N. Western | 100.8% | 88.0% | 96.4% | 94.5% | 80.0% | 66.1% |
| Northern | 96.4% | 81.6% | 91.1% | 90.8% | 87.9% | 65.6% |
| Southern | 98.6% | 90.9% | 95.6% | 94.6% | 88.0% | 78.9% |
| Western | 98.2% | 88.3% | 94.8% | 94.5% | 91.9% | 77.9% |
| National | 99.7% | 90.7% | 96.3% | 95.6% | 90.2% | 82.7% |

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 | 1.02 | 0.92 | 0.99 | 0.99 | 0.88 | 0.72 |
| Private/Church | 1.05 | 0.99 | 1.03 | 1.09 | 1.43 | 1.28 |
| Grant-aided | 0.99 | 0.90 | 0.95 | 0.94 | 0.87 | 0.78 |
| Community | 1.03 | 1.01 | 1.02 | 1.01 | 0.94 | 0.95 |
| National | 1.00 | 0.91 | 0.96 | 0.96 | 0.90 | 0.83 |

Out of School Children

There has been a steady decline in the number of out of school children from 2000 to 2007 as illustrated in the tables and figures below.

Figure 32. Out of School Children by Age and Gender

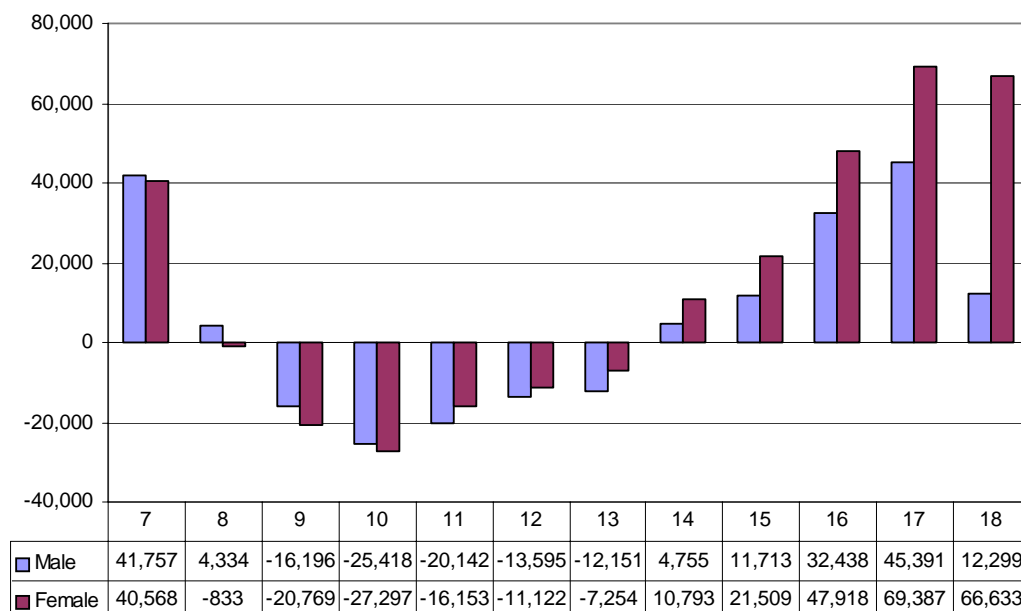


Table 90. Out of School Children Aged 7-13 by Gender and Province

| | Male | Female | % (F) | Total | % of Pop |
|-----------------|----------------|----------------|--------------|----------------|--------------|
| Central | -13,906 | -15,584 | 52.8% | -29,490 | -12.9% |
| Copperbelt | -36,906 | -37,634 | 50.5% | -74,540 | -23.4% |
| Eastern | 38,076 | 29,943 | 44.0% | 68,019 | 22.0% |
| Luapula | -370 | 2,522 | 117.2% | 2,152 | 1.2% |
| Lusaka | 2,898 | 3,819 | 56.9% | 6,717 | 2.4% |
| N. Western | -4,959 | -5,311 | 51.7% | -10,270 | -7.4% |
| Northern | -15,540 | -10,113 | 39.4% | -25,653 | -8.9% |
| Southern | -6,194 | -6,402 | 50.8% | -12,596 | -4.5% |
| Western | -4,510 | -4,101 | 47.6% | -8,611 | -5.5% |
| National | -41,411 | -42,861 | 50.9% | -84,272 | -3.9% |

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

| | Male | Female | % (F) | Total | % of Pop |
|-----------------|---------------|---------------|--------------|---------------|-------------|
| Central | -1,885 | -374 | 16.6% | -2,259 | -3.7% |
| Copperbelt | -2,463 | -1,498 | 37.8% | -3,961 | -4.3% |
| Eastern | 10,502 | 11,332 | 51.9% | 21,834 | 27.1% |
| Luapula | 1,790 | 4,436 | 71.2% | 6,226 | 13.9% |
| Lusaka | 4,345 | 2,670 | 38.1% | 7,015 | 8.9% |
| N. Western | 99 | 1,656 | 94.4% | 1,755 | 5.1% |
| Northern | -326 | 5,643 | 106.1% | 5,317 | 7.3% |
| Southern | 150 | 2,105 | 93.3% | 2,255 | 3.1% |
| Western | 4,256 | 6,332 | 59.8% | 10,588 | 25.3% |
| National | 16,468 | 32,302 | 66.2% | 48,770 | 8.4% |

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

| | Male | Female | % (F) | Total | % of Pop |
|-----------------|---------------|----------------|--------------|----------------|--------------|
| Central | 6,910 | 16,816 | 70.9% | 23,726 | 29.0% |
| Copperbelt | 17,006 | 26,724 | 61.1% | 43,730 | 35.0% |
| Eastern | 13,006 | 29,767 | 69.6% | 42,773 | 41.5% |
| Luapula | 5,320 | 12,756 | 70.6% | 18,076 | 30.8% |
| Lusaka | 19,869 | 25,869 | 56.6% | 45,738 | 44.6% |
| N. Western | 103 | 7,932 | 98.7% | 8,035 | 18.1% |
| Northern | 11,944 | 25,214 | 67.9% | 37,158 | 37.4% |
| Southern | 4,382 | 21,408 | 83.0% | 25,790 | 25.7% |
| Western | 11,588 | 17,452 | 60.1% | 29,040 | 49.0% |
| National | 90,128 | 183,938 | 67.1% | 274,066 | 35.4% |

Table 93. Out of School Children by Age and Gender

| | Male | % M Pop | Female | % F Pop | Total | % T Pop |
|--------------|---------------|----------------|----------------|----------------|----------------|----------------|
| 7 | 41,757 | 26.5% | 40,568 | 12.9% | 82,325 | 26.2% |
| 8 | 4,334 | 2.8% | -833 | -0.3% | 3,501 | 1.1% |
| 9 | -16,196 | -10.3% | -20,769 | -6.6% | -36,965 | -11.7% |
| 10 | -25,418 | -16.4% | -27,297 | -8.8% | -52,715 | -17.0% |
| 11 | -20,142 | -12.8% | -16,153 | -5.1% | -36,295 | -11.5% |
| 12 | -13,595 | -8.8% | -11,122 | -3.6% | -24,717 | -8.0% |
| 13 | -12,151 | -8.1% | -7,254 | -2.4% | -19,405 | -6.4% |
| 14 | 4,755 | 3.2% | 10,793 | 3.7% | 15,548 | 5.3% |
| 15 | 11,713 | 8.2% | 21,509 | 7.5% | 33,222 | 11.6% |
| 16 | 32,438 | 23.7% | 47,918 | 17.4% | 80,356 | 29.1% |
| 17 | 45,391 | 34.3% | 69,387 | 26.1% | 114,778 | 43.1% |
| 18 | 12,299 | 9.7% | 66,633 | 25.9% | 78,932 | 30.7% |
| Total | 65,185 | 3.7% | 173,380 | 9.7% | 238,565 | 6.7% |

Orphans

Orphans includes orphans in all classes whether Regular, APU or Open. Tables 94 to 96 show the number of orphans by grades 1-7, 1-9 and 10-12 by gender and by province.

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

| | Male | Female | % (F) | Total | % of Enr. | % Ch. |
|--------------|----------------|----------------|--------------|----------------|--------------|-------------|
| Central | 35,874 | 34,829 | 49.3% | 70,703 | 21.5% | 11.4% |
| Copperbelt | 46,367 | 48,091 | 50.9% | 94,458 | 20.7% | 0.2% |
| Eastern | 32,169 | 30,482 | 48.7% | 62,651 | 19.2% | -1.0% |
| Luapula | 23,098 | 21,657 | 48.4% | 44,755 | 20.1% | 0.8% |
| Lusaka | 38,037 | 41,178 | 52.0% | 79,215 | 24.2% | 4.3% |
| N. Western | 15,601 | 14,776 | 48.6% | 30,377 | 16.1% | 2.2% |
| Northern | 34,436 | 31,162 | 47.5% | 65,598 | 16.3% | -1.4% |
| Southern | 36,736 | 35,694 | 49.3% | 72,430 | 19.4% | 0.0% |
| Western | 23,323 | 21,743 | 48.2% | 45,066 | 23.1% | -0.2% |
| Total | 285,641 | 279,612 | 49.5% | 565,253 | 20.0% | 1.8% |

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

| | Male | Female | % (F) | Total | % of Enr. | % Ch. |
|--------------|----------------|----------------|--------------|----------------|--------------|-------------|
| Central | 41,544 | 40,073 | 49.1% | 81,617 | 22.2% | 12.5% |
| Copperbelt | 54,434 | 56,367 | 50.9% | 110,801 | 20.7% | 0.9% |
| Eastern | 36,857 | 34,272 | 48.2% | 71,129 | 20.1% | 0.5% |
| Luapula | 26,946 | 24,894 | 48.0% | 51,840 | 21.1% | 2.4% |
| Lusaka | 44,157 | 47,510 | 51.8% | 91,667 | 24.3% | 3.9% |
| N. Western | 18,553 | 17,229 | 48.1% | 35,782 | 17.0% | 2.7% |
| Northern | 40,011 | 35,451 | 47.0% | 75,462 | 17.2% | 0.2% |
| Southern | 43,942 | 41,809 | 48.8% | 85,751 | 20.3% | 0.6% |
| Western | 26,989 | 24,914 | 48.0% | 51,903 | 23.9% | 0.1% |
| Total | 333,433 | 322,519 | 49.2% | 655,952 | 20.7% | 2.6% |

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

| | Male | Female | % (F) | Total | % of Enr. |
|--------------|---------------|---------------|--------------|---------------|--------------|
| Central | 2,623 | 2,583 | 49.6% | 5,206 | 2.4% |
| Copperbelt | 5,480 | 5,711 | 51.0% | 11,191 | 5.1% |
| Eastern | 2,604 | 1,889 | 42.0% | 4,493 | 2.1% |
| Luapula | 1,500 | 1,024 | 40.6% | 2,524 | 1.2% |
| Lusaka | 4,001 | 4,009 | 50.0% | 8,010 | 3.7% |
| N. Western | 1,668 | 1,428 | 46.1% | 3,096 | 1.4% |
| Northern | 2,000 | 1,613 | 44.6% | 3,613 | 1.6% |
| Southern | 3,899 | 3,188 | 45.0% | 7,087 | 3.2% |
| Western | 2,546 | 2,361 | 48.1% | 4,907 | 2.2% |
| Total | 26,321 | 23,806 | 47.5% | 50,127 | 22.9% |

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

| | Male | Female | Total |
|-----------------|--------------|--------------|--------------|
| Central | 21.5% | 21.6% | 21.5% |
| Copperbelt | 20.3% | 21.0% | 20.7% |
| Eastern | 19.5% | 18.9% | 19.2% |
| Luapula | 20.1% | 20.2% | 20.1% |
| Lusaka | 23.2% | 25.3% | 24.2% |
| N. Western | 16.2% | 15.9% | 16.1% |
| Northern | 16.3% | 16.2% | 16.3% |
| Southern | 19.2% | 19.6% | 19.4% |
| Western | 23.3% | 22.9% | 23.1% |
| National | 19.9% | 20.2% | 20.0% |

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

| | Male | Female | Total |
|-----------------|--------------|--------------|--------------|
| Central | 22.0% | 22.0% | 22.0% |
| Copperbelt | 20.3% | 21.0% | 20.6% |
| Eastern | 19.8% | 19.3% | 19.6% |
| Luapula | 20.6% | 21.0% | 20.8% |
| Lusaka | 22.7% | 24.5% | 23.6% |
| N. Western | 16.8% | 16.6% | 16.7% |
| Northern | 16.9% | 16.7% | 16.8% |
| Southern | 20.1% | 20.2% | 20.1% |
| Western | 23.9% | 23.4% | 23.7% |
| National | 20.2% | 20.5% | 20.4% |

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

| | Male | Female | Total |
|-------------------|--------------|---------------|--------------|
| Central | 22.0% | 24.5% | 23.2% |
| Copperbelt | 18.5% | 19.9% | 19.2% |
| Eastern | 24.1% | 29.6% | 26.1% |
| Luapula | 20.8% | 20.7% | 20.8% |
| Lusaka | 21.7% | 22.0% | 21.8% |
| N. Western | 18.6% | 24.1% | 20.8% |
| Northern | 18.9% | 23.2% | 20.6% |
| Southern | 25.7% | 26.7% | 26.2% |
| Western | 35.2% | 41.9% | 38.1% |
| National | 21.9% | 24.0% | 22.9% |

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

| | Enrol | Orphans | % Orph. |
|--|------------------|----------------|----------------|
| GRZ | 2,435,621 | 468,414 | 19.2 |
| Private/Church | 103,692 | 16,020 | 15.4 |
| Grant-aided | 131,393 | 29,191 | 22.2 |
| Community | 495,563 | 142,327 | 28.7 |
| Total | 3,166,269 | 655,952 | 20.7 |
| <i>Note: GRZ includes APU pupils and IRI Centres</i> | | | |

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

| | Enrol | Orphans | % Orph. |
|--|----------------|----------------|----------------|
| Community | 379 | 221 | 58.3% |
| Grant-aided | 19,333 | 5,152 | 26.6% |
| GRZ | 186,168 | 42,058 | 22.6% |
| Private/Church | 13,252 | 2,696 | 20.3% |
| Total | 219,132 | 50,127 | 22.9% |
| <i>Note: GRZ includes APU pupils and IRI Centres</i> | | | |

Children with Special Educational Needs (CSEN)

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

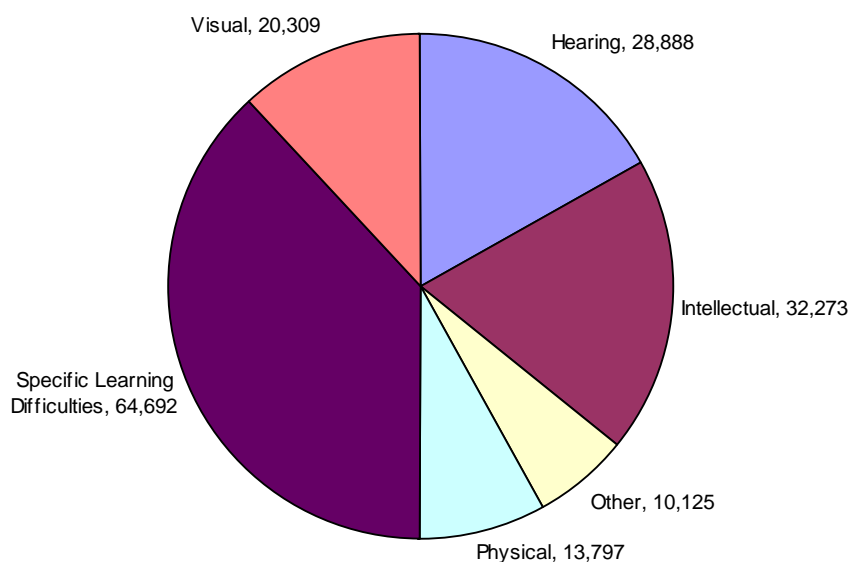


Table 102. CSEN Pupils in Grades 1-9 by Impairment and Gender

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|--------------------------|---------------|---------------|--------------|----------------|---------------|-------------|
| Hearing | 15,206 | 13,682 | 47.4% | 28,888 | 17.0% | 7.8% |
| Intellectual | 16,849 | 15,424 | 47.8% | 32,273 | 19.0% | 316.9% |
| Other | 5,316 | 4,809 | 47.5% | 10,125 | 6.0% | |
| Physical | 7,601 | 6,196 | 44.9% | 13,797 | 8.1% | -38.0% |
| Specific Learning | 33,366 | 31,326 | 48.4% | 64,692 | 38.0% | |
| Visual | 10,953 | 9,356 | 46.1% | 20,309 | 11.9% | 3.4% |
| Total | 89,291 | 80,793 | 47.5% | 170,084 | 100.0% | 5.6% |

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

| | Male | Female | % (F) | Total | % of Tot. | % Ch. |
|-------------------|--------------|--------------|--------------|--------------|---------------|---------------|
| Hearing | 492 | 368 | 42.8% | 860 | 16.4% | -15.3% |
| Intellectual | 163 | 151 | 48.1% | 314 | 6.0% | -65.5% |
| Other | 219 | 184 | 45.7% | 403 | 7.7% | -47.3% |
| Physical | 227 | 171 | 43.0% | 398 | 7.6% | -56.3% |
| Specific Learning | 541 | 571 | 51.3% | 1,112 | 21.2% | |
| Visual | 1,045 | 1,113 | 51.6% | 2,158 | 41.1% | 5.6% |
| Total | 2,687 | 2,558 | 48.8% | 5,245 | 100.0% | -21.0% |

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

| | Male | Female | % (F) | Total | % of Enr. | % Ch. |
|--------------|---------------|---------------|--------------|----------------|-------------|-------------|
| Central | 8,697 | 8,276 | 48.8% | 16,973 | 4.6% | -2.9% |
| Copperbelt | 9,029 | 8,503 | 48.5% | 17,532 | 3.3% | 12.1% |
| Eastern | 9,279 | 8,702 | 48.4% | 17,981 | 5.1% | 16.9% |
| Luapula | 5,995 | 5,533 | 48.0% | 11,528 | 4.7% | -14.6% |
| Lusaka | 4,923 | 4,758 | 49.1% | 9,681 | 2.6% | 9.6% |
| N. Western | 12,011 | 10,900 | 47.6% | 22,911 | 10.9% | 22.8% |
| Northern | 14,143 | 12,462 | 46.8% | 26,605 | 6.1% | 14.9% |
| Southern | 14,672 | 12,159 | 45.3% | 26,831 | 6.3% | -7.9% |
| Western | 10,542 | 9,500 | 47.4% | 20,042 | 9.2% | 4.1% |
| Total | 89,291 | 80,793 | 47.5% | 170,084 | 5.4% | 5.6% |

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

| | Male | Female | % (F) | Total | % of Enr. | % Ch. |
|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Central | 176 | 232 | 56.9% | 408 | 1.82% | -47.7% |
| Copperbelt | 284 | 320 | 53.0% | 604 | 1.04% | -8.2% |
| Eastern | 150 | 177 | 54.1% | 327 | 1.90% | 16.4% |
| Luapula | 72 | 45 | 38.5% | 117 | 0.96% | -55.8% |
| Lusaka | 342 | 300 | 46.7% | 642 | 1.75% | -39.4% |
| N. Western | 594 | 434 | 42.2% | 1,028 | 6.90% | -26.0% |
| Northern | 327 | 382 | 53.9% | 709 | 4.05% | 32.3% |
| Southern | 581 | 575 | 49.7% | 1,156 | 4.27% | 25.5% |
| Western | 161 | 93 | 36.6% | 254 | 1.97% | -66.0% |
| Total | 2,687 | 2,558 | 48.8% | 5,245 | 2.39% | -21.0% |

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

| | Male | Female | Total |
|-------------------|--------------|---------------|--------------|
| Central | 4.65% | 4.59% | 4.62% |
| Copperbelt | 3.38% | 3.18% | 3.28% |
| Eastern | 5.16% | 5.01% | 5.08% |
| Luapula | 4.65% | 4.74% | 4.69% |
| Lusaka | 2.61% | 2.53% | 2.57% |
| N. Western | 11.08% | 10.64% | 10.86% |
| Northern | 6.17% | 5.98% | 6.08% |
| Southern | 6.75% | 5.91% | 6.35% |
| Western | 9.46% | 9.02% | 9.25% |
| Total | 5.52% | 5.22% | 5.37% |

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

| | Male | Female | Total |
|-------------------|--------------|---------------|--------------|
| Central | 0.96% | 1.12% | 1.04% |
| Copperbelt | 1.48% | 2.20% | 1.82% |
| Eastern | 1.86% | 1.65% | 1.75% |
| Luapula | 3.84% | 4.81% | 4.27% |
| Lusaka | 1.00% | 0.91% | 0.96% |
| N. Western | 3.09% | 5.51% | 4.05% |
| Northern | 1.39% | 2.77% | 1.90% |
| Southern | 6.63% | 7.32% | 6.90% |
| Western | 2.22% | 1.65% | 1.97% |
| Total | 2.24% | 2.58% | 2.39% |

Bursaries

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

| | Male | Female | % (F) | Total | % of Enr. |
|--------------|---------------|---------------|--------------|---------------|-------------|
| Central | 2,521 | 2,722 | 51.9% | 5,243 | 1.6% |
| Copperbelt | 5,057 | 5,164 | 50.5% | 10,221 | 2.2% |
| Eastern | 2,864 | 2,979 | 51.0% | 5,843 | 1.8% |
| Luapula | 2,597 | 2,927 | 53.0% | 5,524 | 2.5% |
| Lusaka | 4,088 | 4,001 | 49.5% | 8,089 | 2.5% |
| N. Western | 1,974 | 2,028 | 50.7% | 4,002 | 2.1% |
| Northern | 4,088 | 3,981 | 49.3% | 8,069 | 2.0% |
| Southern | 5,085 | 5,264 | 50.9% | 10,349 | 2.8% |
| Western | 2,844 | 2,816 | 49.8% | 5,660 | 2.9% |
| Total | 31,118 | 31,882 | 50.6% | 63,000 | 2.2% |

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

| | Male | Female | % (F) | Total | % of Enr. |
|--------------|---------------|---------------|--------------|---------------|-------------|
| Central | 3,367 | 3,855 | 53.4% | 7,222 | 2.0% |
| Copperbelt | 7,021 | 7,727 | 52.4% | 14,748 | 2.8% |
| Eastern | 4,085 | 4,188 | 50.6% | 8,273 | 2.3% |
| Luapula | 4,020 | 4,614 | 53.4% | 8,634 | 3.5% |
| Lusaka | 5,143 | 5,429 | 51.4% | 10,572 | 2.8% |
| N. Western | 2,693 | 3,115 | 53.6% | 5,808 | 2.8% |
| Northern | 5,328 | 5,450 | 50.6% | 10,778 | 2.5% |
| Southern | 6,365 | 6,835 | 51.8% | 13,200 | 3.1% |
| Western | 3,814 | 3,960 | 50.9% | 7,774 | 3.6% |
| Total | 41,836 | 45,173 | 51.9% | 87,009 | 2.7% |

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

| | Male | Female | % (F) | Total | % of Enr. | % Ch. |
|--------------|---------------|--------------|--------------|---------------|-------------|--------------|
| Central | 844 | 855 | 50.3% | 1,699 | 7.6% | 91.8% |
| Copperbelt | 2,019 | 2,070 | 50.6% | 4,089 | 7.0% | 91.5% |
| Eastern | 1,444 | 1,151 | 44.4% | 2,595 | 15.1% | 81.1% |
| Luapula | 1,181 | 630 | 34.8% | 1,811 | 14.9% | 56.1% |
| Lusaka | 642 | 824 | 56.2% | 1,466 | 4.0% | 0.4% |
| N. Western | 1,030 | 968 | 48.4% | 1,998 | 13.4% | 18.2% |
| Northern | 1,227 | 851 | 41.0% | 2,078 | 11.9% | 21.8% |
| Southern | 1,166 | 1,019 | 46.6% | 2,185 | 8.1% | 41.8% |
| Western | 798 | 872 | 52.2% | 1,670 | 13.0% | 12.4% |
| Total | 10,351 | 9,240 | 47.2% | 19,591 | 8.9% | 45.1% |

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

| | Male | Female | Average |
|----------|-------|--------|---------|
| National | 2.58% | 2.92% | 2.75% |

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

| | Male | Female | Average |
|-----------------|--------------|--------------|--------------|
| National | 8.63% | 9.32% | 8.94% |

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 | 1,315 | 0.7% | 323 | 24.6% | 4.5% | -1.5% |
| Copperbelt | 909 | 0.3% | 325 | 35.8% | 0.9% | -33.4% |
| Eastern | 1,274 | 0.7% | 377 | 29.6% | 9.6% | 22.0% |
| Luapula | 920 | 0.8% | 387 | 42.1% | 10.6% | 6.9% |
| Lusaka | 744 | 0.4% | 277 | 37.2% | 6.7% | 12.1% |
| N. Western | 1,598 | 1.6% | 823 | 51.5% | 12.4% | 13.7% |
| Northern | 1,286 | 0.6% | 306 | 23.8% | 9.0% | -11.6% |
| Southern | 2,001 | 1.0% | 559 | 27.9% | 8.2% | 2.8% |
| Western | 1,334 | 1.3% | 493 | 37.0% | 21.2% | 14.9% |
| National | 11,381 | 0.7% | 3,870 | 34.0% | 9.4% | 2.5% |

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

| | Preg. | % Enr. | Readm. | % Readm | % Ch. Pr. | % Ch. Re |
|-------------------|--------------|-------------|--------------|--------------|--------------|-------------|
| Central | 180 | 1.7% | 81 | 45.0% | 0.0% | 47.3% |
| Copperbelt | 307 | 1.1% | 170 | 55.4% | 20.9% | 46.6% |
| Eastern | 144 | 2.3% | 110 | 76.4% | 11.6% | 0.0% |
| Luapula | 134 | 2.7% | 88 | 65.7% | 26.4% | -27.3% |
| Lusaka | 122 | 0.7% | 90 | 73.8% | -25.2% | -45.1% |
| N. Western | 315 | 5.3% | 233 | 74.0% | 99.4% | 61.8% |
| Northern | 114 | 1.6% | 106 | 93.0% | -10.9% | 30.9% |
| Southern | 196 | 1.6% | 87 | 44.4% | -25.5% | -21.6% |
| Western | 240 | 4.3% | 117 | 48.8% | 14.3% | -20.9% |
| National | 1,752 | 1.8% | 1,082 | 61.8% | 10.1% | 3.0% |

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

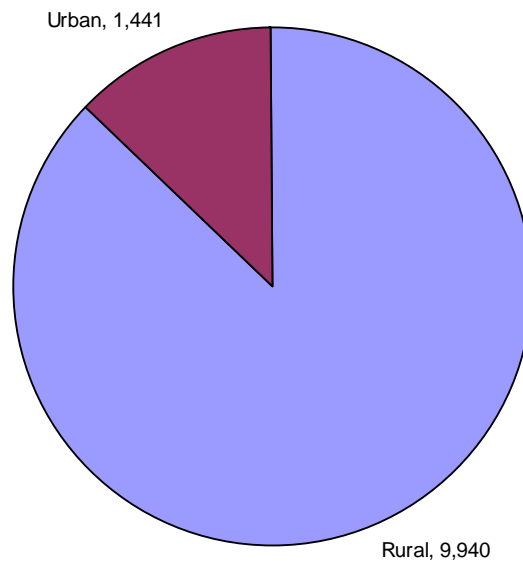


Table 115. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Urban/Rural and Province

| | Preg. | | Readm. | | % Readm | |
|-------------------|--------------|--------------|--------------|------------|--------------|--------------|
| | Rural | Urban | Rural | Urban | Rural | Urban |
| Central | 1,182 | 133 | 267 | 56 | 42.1% | 22.6% |
| Copperbelt | 481 | 428 | 131 | 194 | 45.3% | 27.2% |
| Eastern | 1,213 | 61 | 341 | 36 | 59.0% | 28.1% |
| Luapula | 859 | 61 | 328 | 59 | 96.7% | 38.2% |
| Lusaka | 430 | 314 | 149 | 128 | 40.8% | 34.7% |
| N. Western | 1,520 | 78 | 786 | 37 | 47.4% | 51.7% |
| Northern | 1,171 | 115 | 264 | 42 | 36.5% | 22.5% |
| Southern | 1,824 | 177 | 506 | 53 | 29.9% | 27.7% |
| Western | 1,260 | 74 | 458 | 35 | 47.3% | 36.3% |
| National | 9,940 | 1,441 | 3,230 | 640 | 44.4% | 32.5% |

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

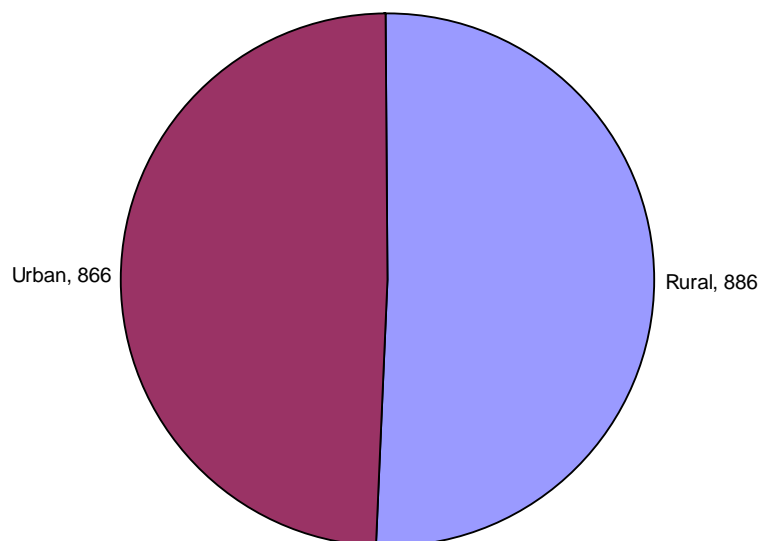


Table 116. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Urban/Rural and Province

| | Preg. | | Readm. | | % Readm | |
|-------------------|----------------|------------|------------|------------|--------------|--------------|
| | Rural | Urban | Rural | Urban | Rural | Urban |
| | Central | 106 | 74 | 45 | 36 | 48.6% |
| Copperbelt | 23 | 284 | 22 | 148 | 52.1% | 95.7% |
| Eastern | 84 | 60 | 84 | 26 | 43.3% | 100.0% |
| Luapula | 85 | 49 | 59 | 29 | 59.2% | 69.4% |
| Lusaka | 42 | 80 | 46 | 44 | 55.0% | 109.5% |
| N. Western | 218 | 97 | 185 | 48 | 49.5% | 84.9% |
| Northern | 67 | 47 | 78 | 28 | 59.6% | 116.4% |
| Southern | 101 | 95 | 35 | 52 | 54.7% | 34.7% |
| Western | 160 | 80 | 89 | 28 | 35.0% | 55.6% |
| National | 886 | 866 | 643 | 439 | 50.7% | 72.6% |

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

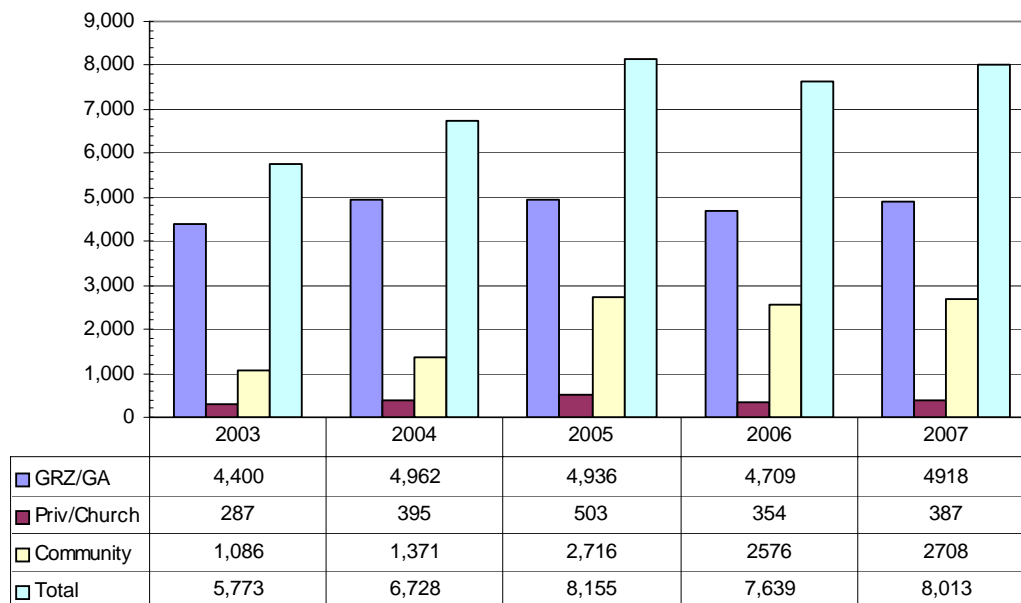


Figure 37. Enrolment in Grades 1-9 by Gender and Year

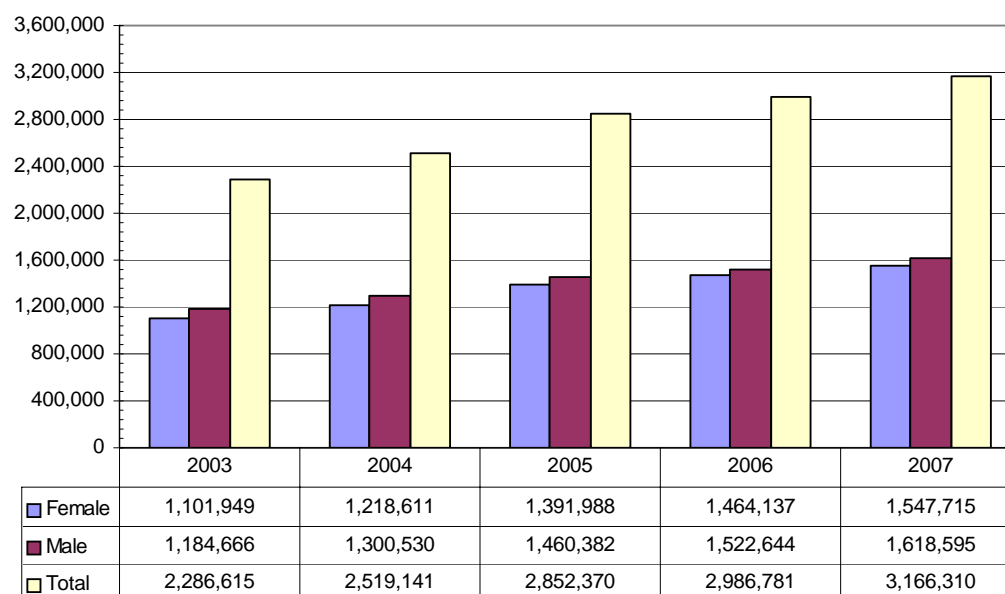


Figure 38. Enrolment in Grades 8-9 by Gender and Year

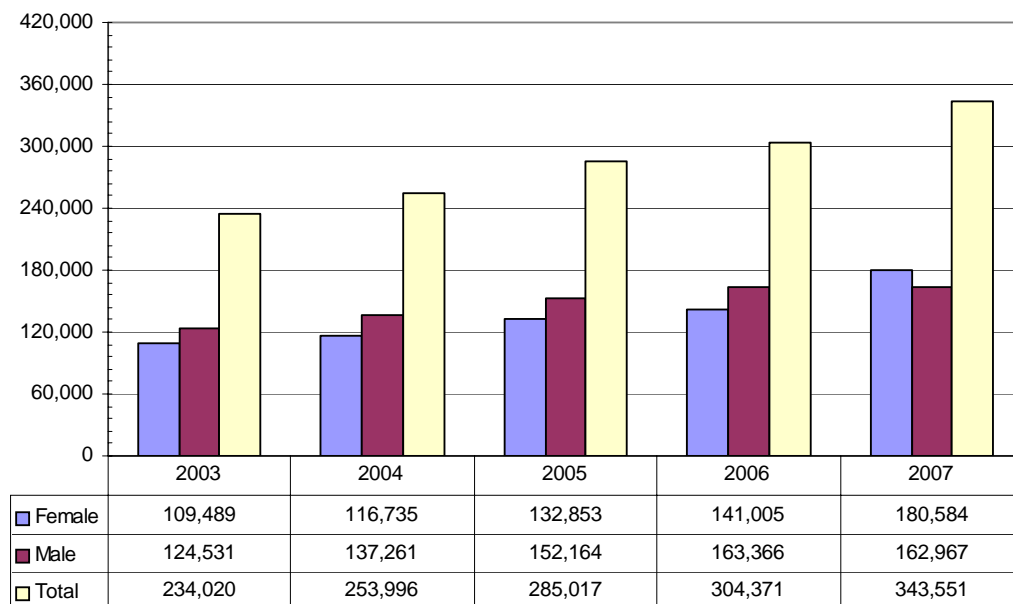


Figure 39. Enrolment in Grades 10-12 by Gender and Year

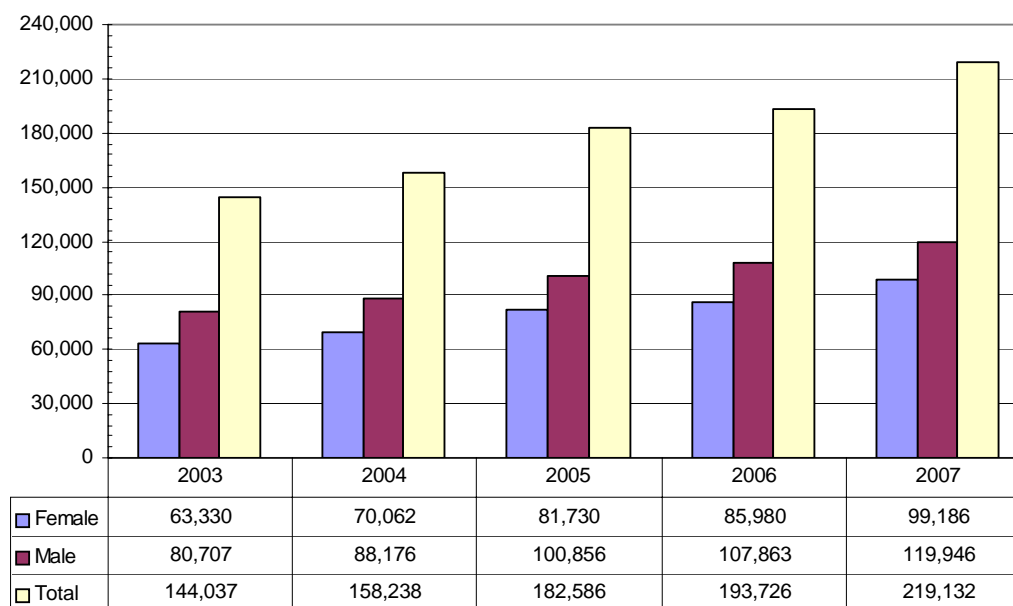


Figure 40. Gross and Net Enrolment Ratios in Grades 1-9 by Year

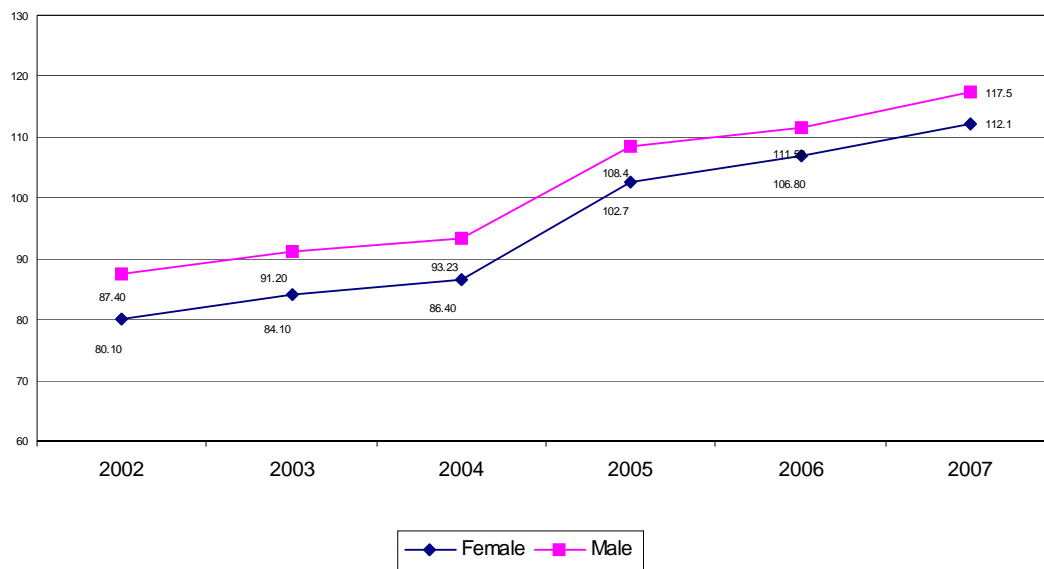


Figure 41. Gross Enrolment Ratio in Grades 1-9 by Gender and Year

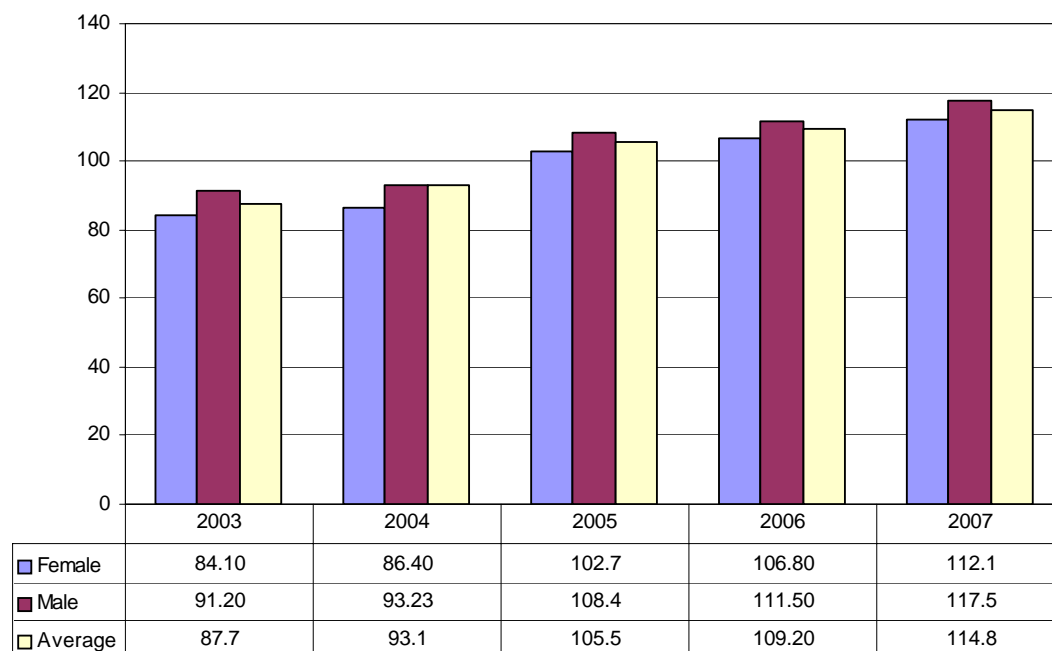


Figure 42. Gross Enrolment Ratio in Grades 10-12 Schools by Gender by Year

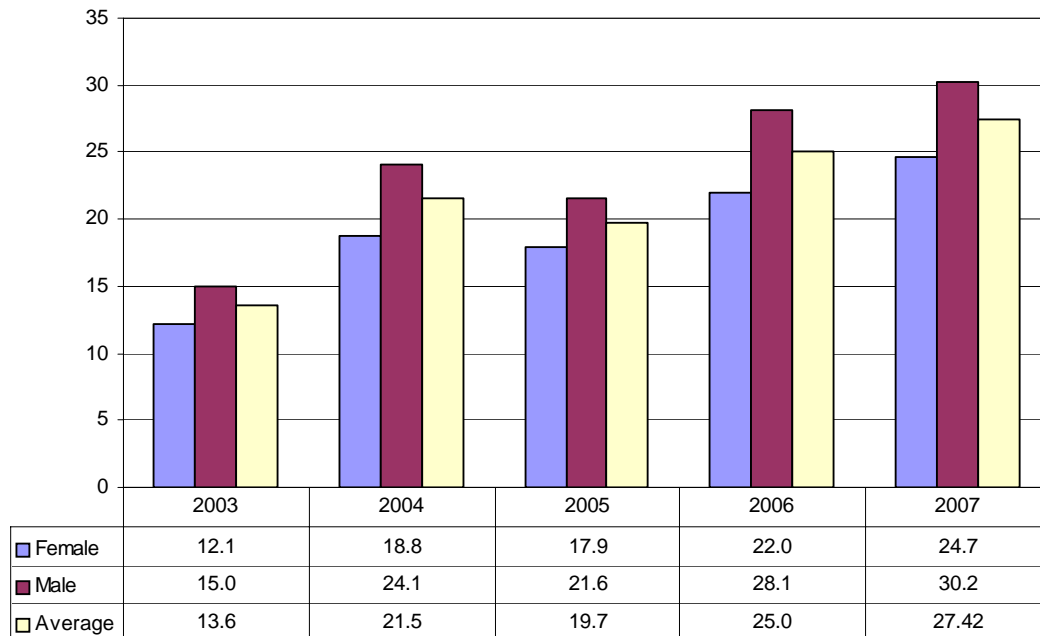


Figure 43. Net Enrolment Ratio in Grades 1-9 by Gender and Year

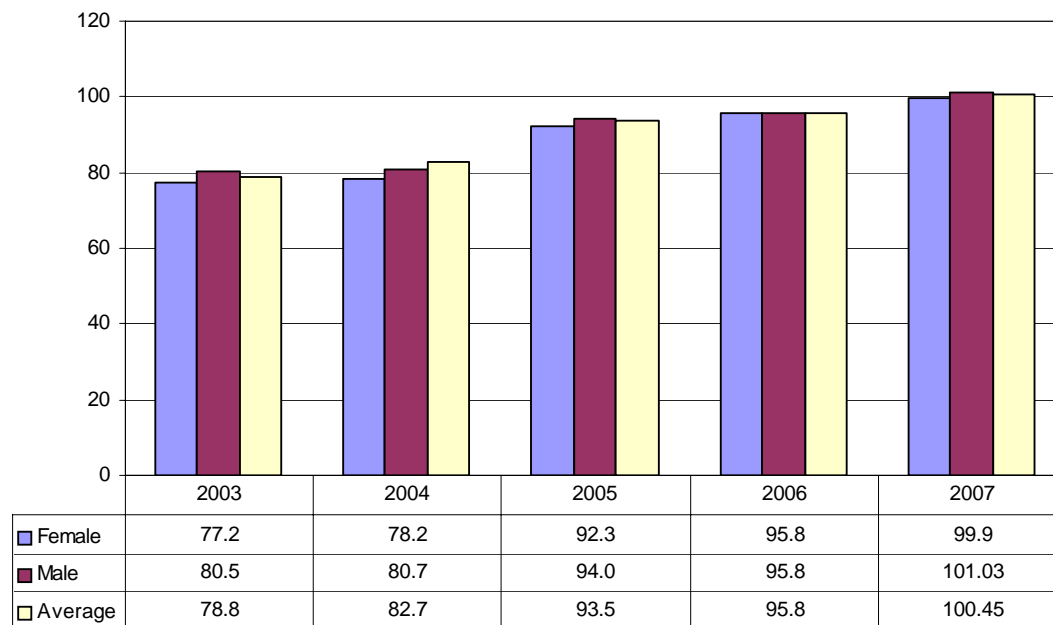
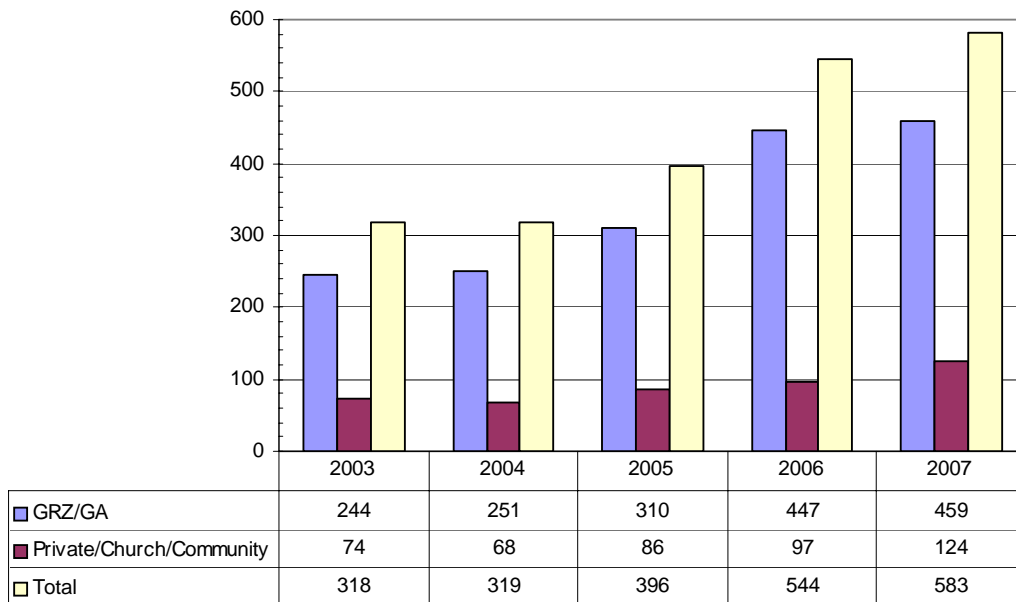


Figure 44. Secondary Schools by Agency and Year



Efficiency

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

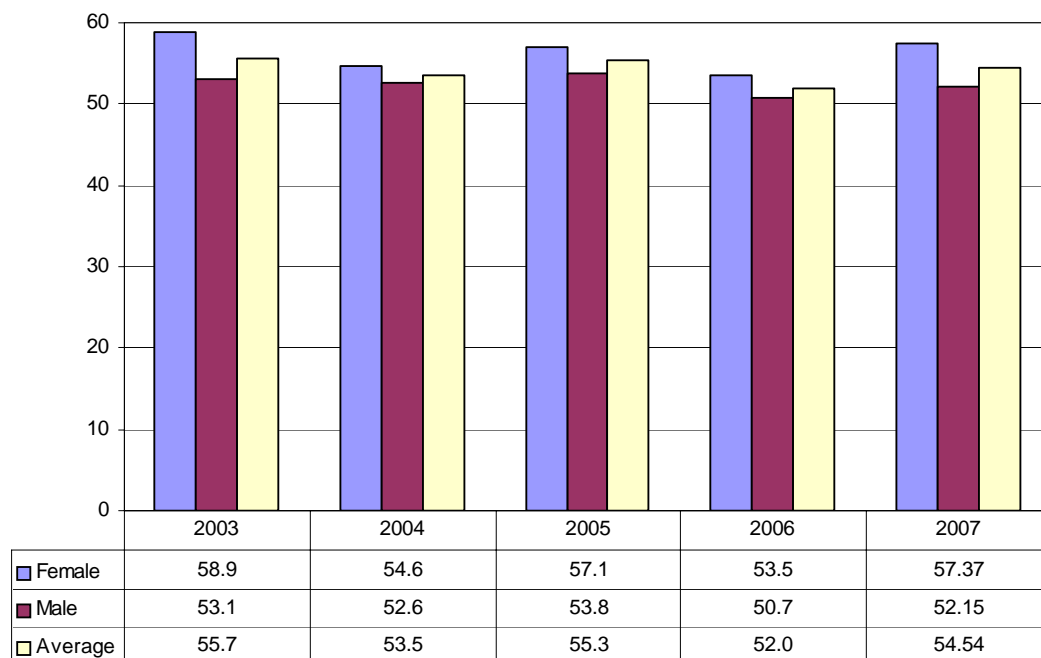


Figure 46. Transition Rate for Grades 9-10 by Gender and Year

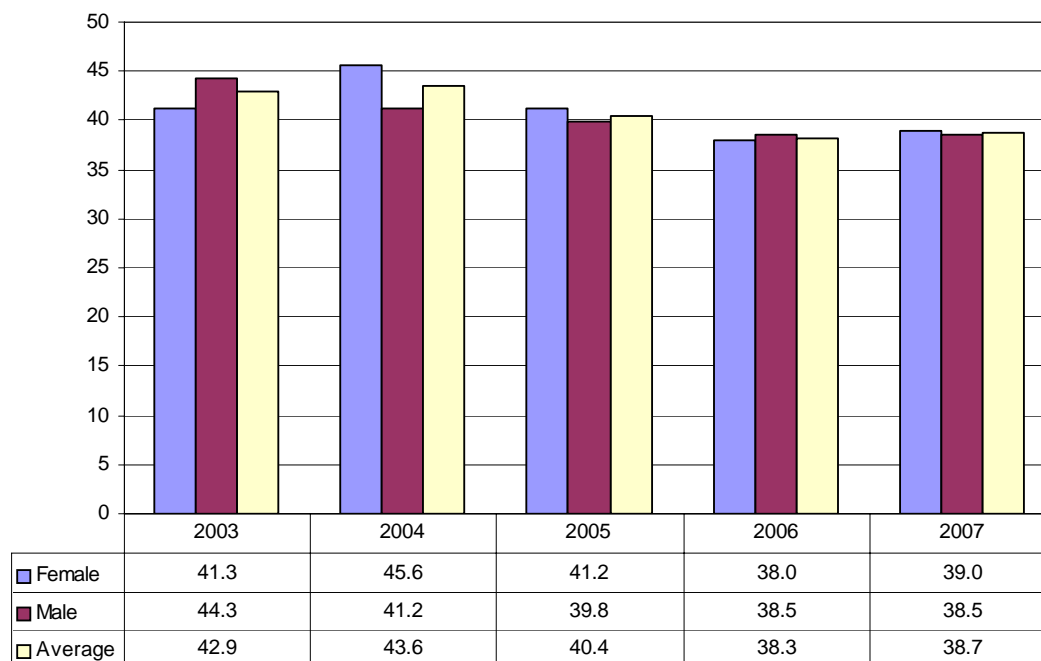


Figure 47. Repetition Rate in Grades 1-9 by Gender and Year

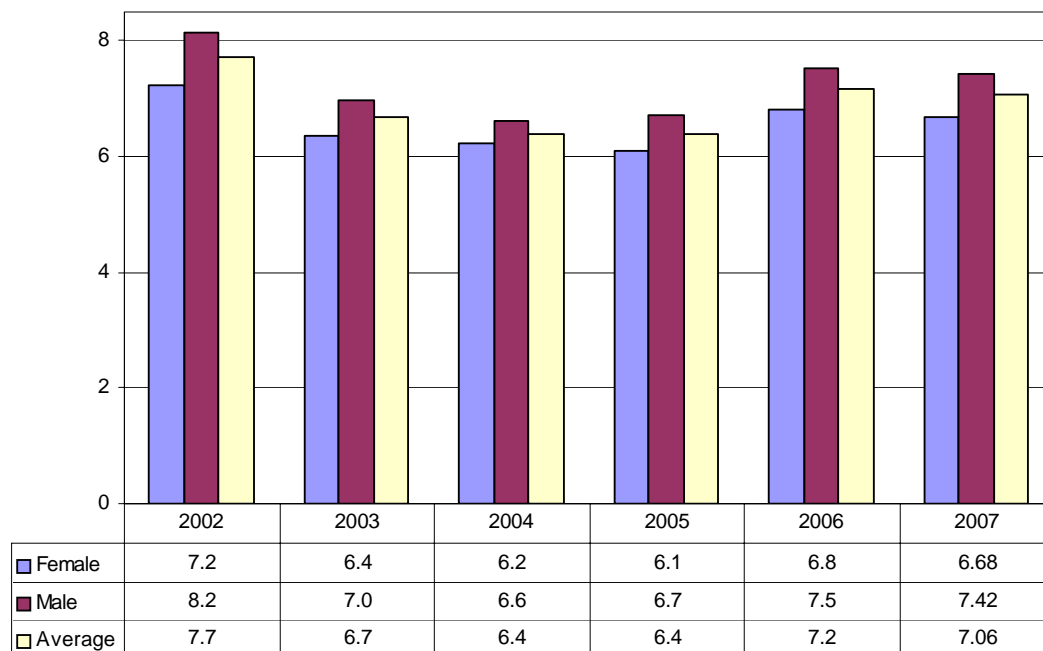


Figure 48. Repetition Rate in Grades 10-12 by Gender and Year

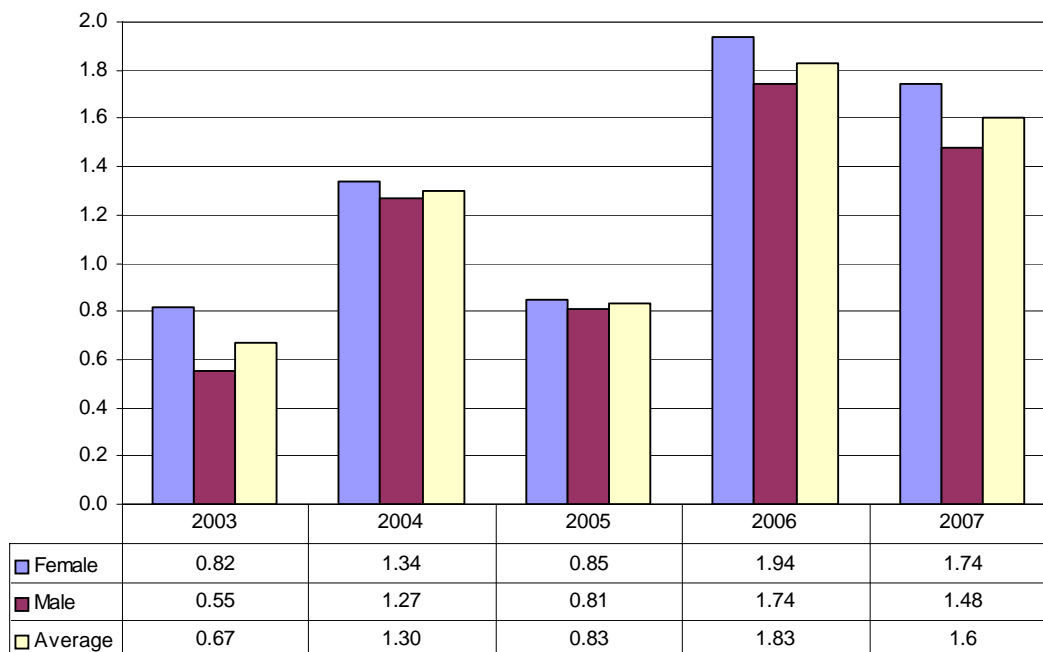


Figure 49. Dropout Rate in Grades 1-9 by Gender and Year

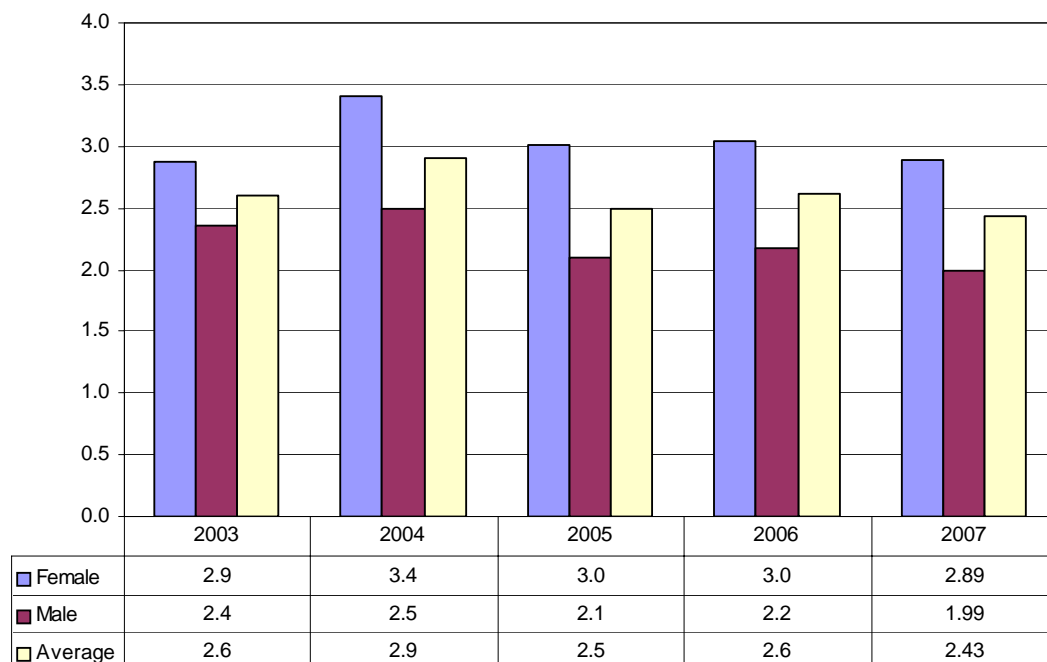


Figure 50. Dropout Rate in Grades 10-12 by Gender and Year

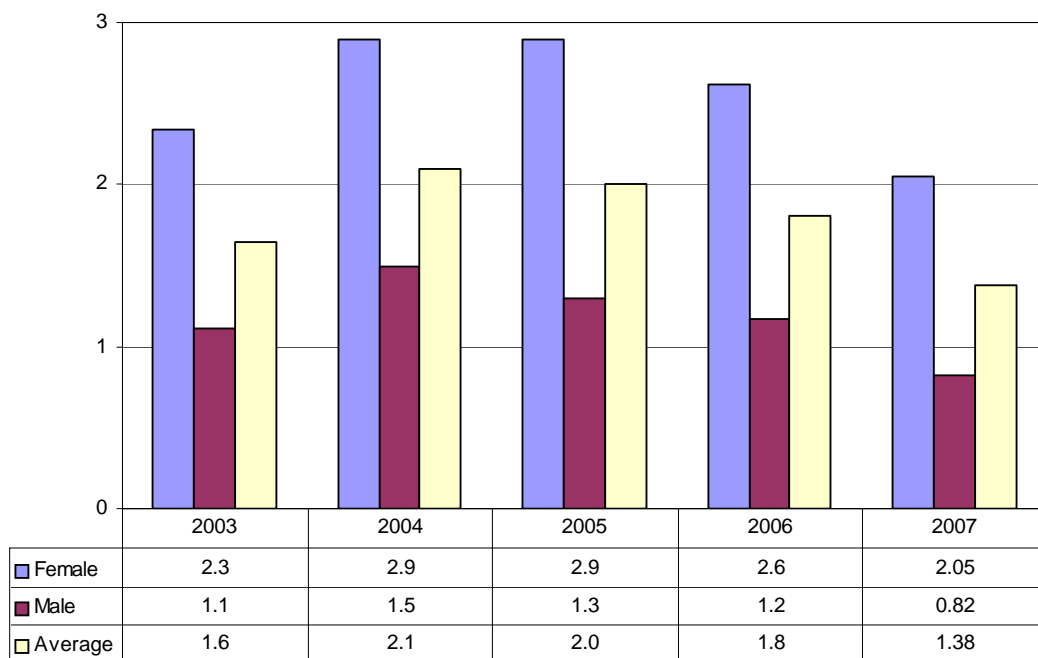


Figure 51. Net Intake Rates by Year

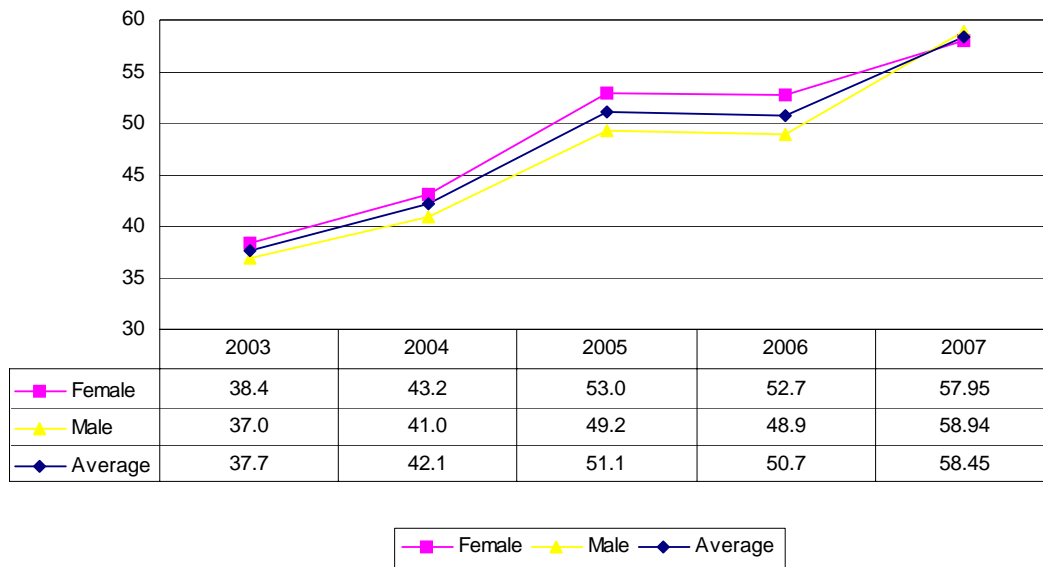


Figure 52. Gross Intake Rate in Basic Schools by Gender and Year

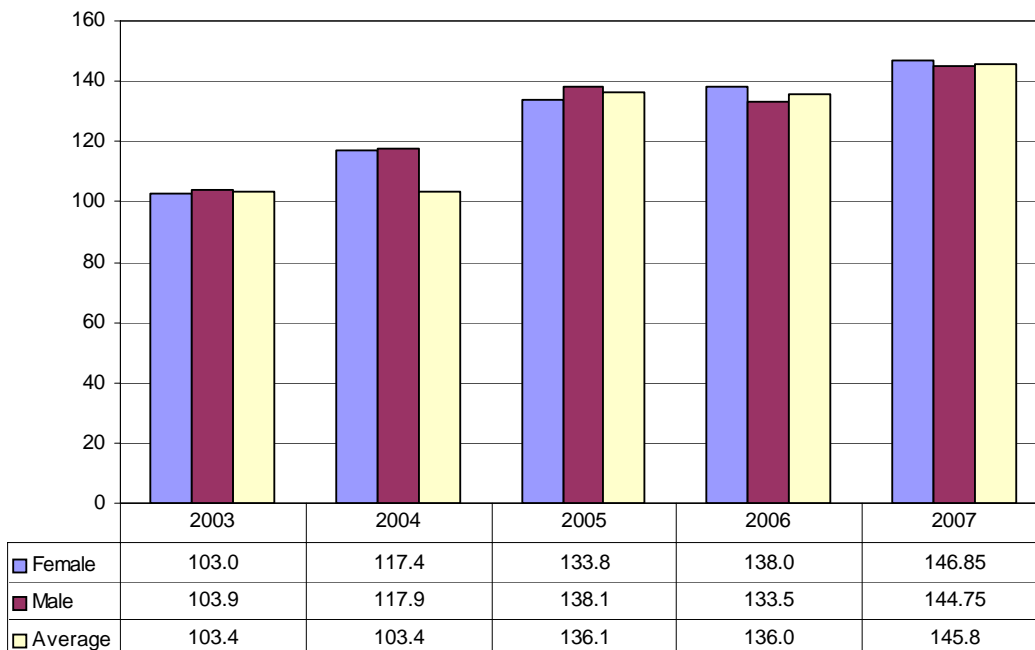


Figure 53. Net Intake Rate in Basic Schools by Gender and Year

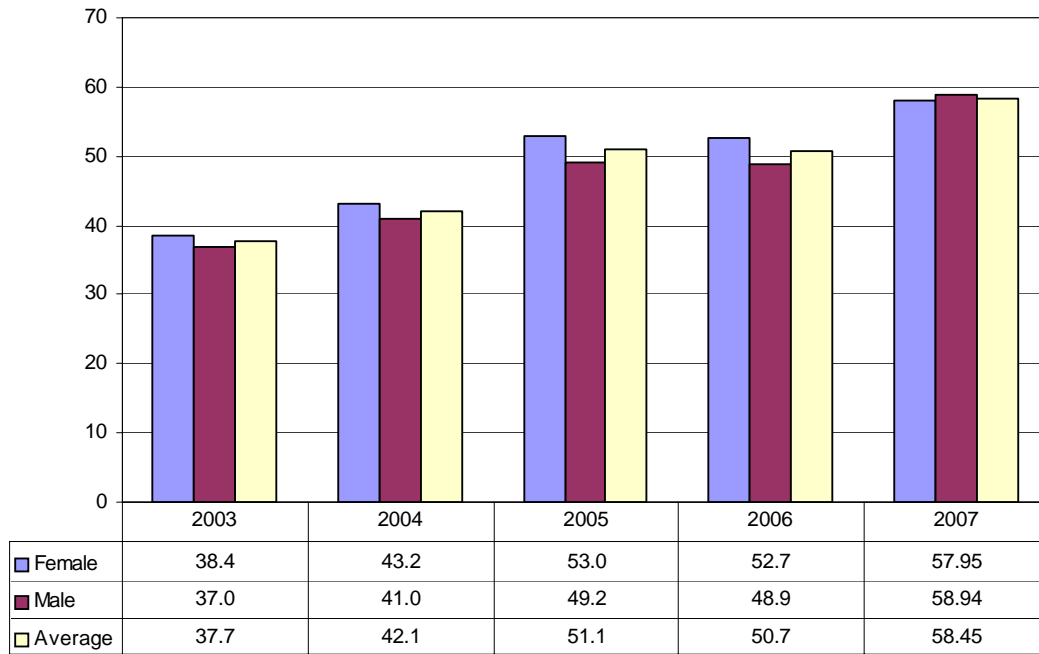


Figure 54. Completion Rate in Grades 1-9 by Year

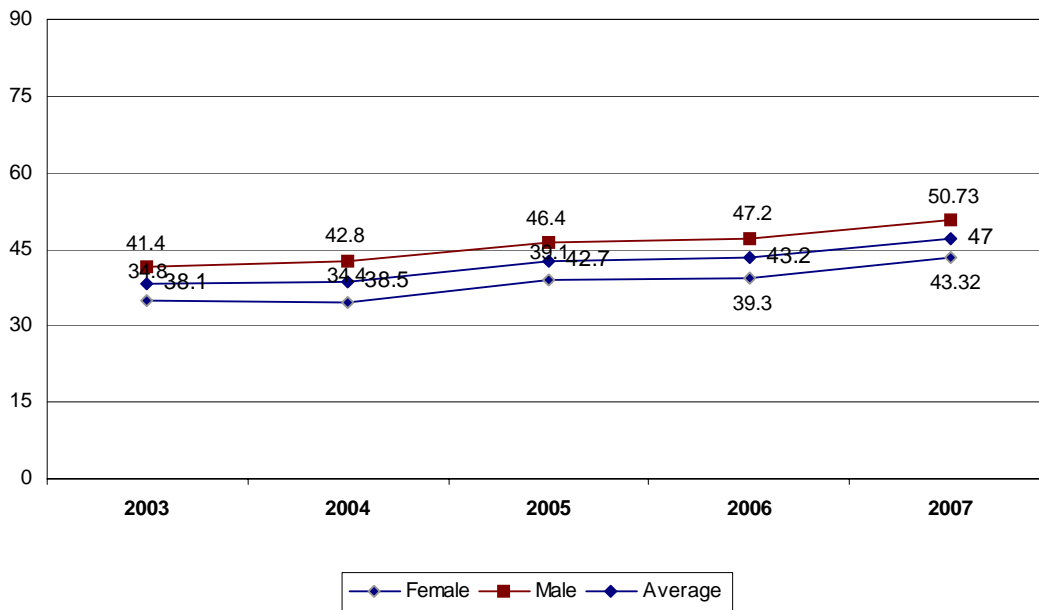


Figure 55. Completion Rate in Grade 1-9 by Gender and Year

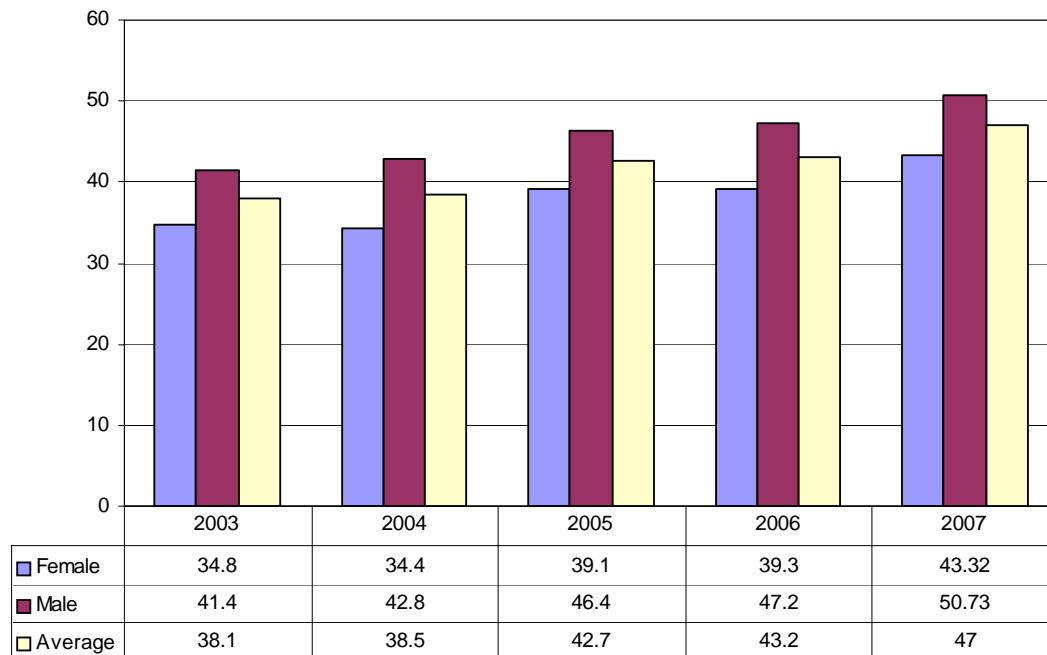
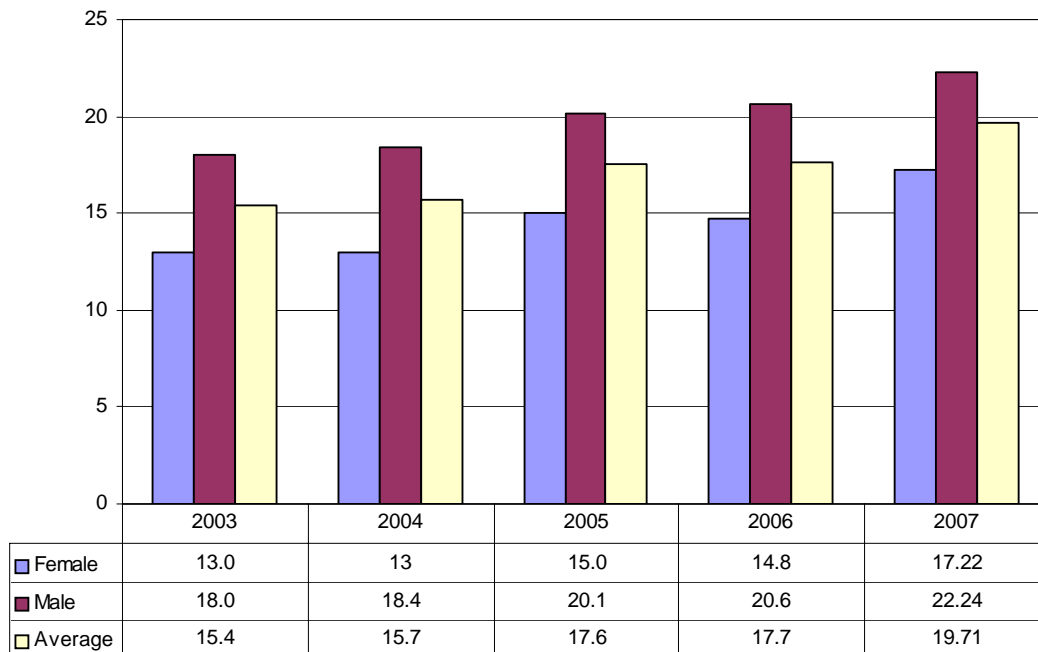


Figure 56. Completion Rate in Grade 1-12 by Gender and Year



Quality

Figure 57. Teachers in Basic Schools by Gender and Year

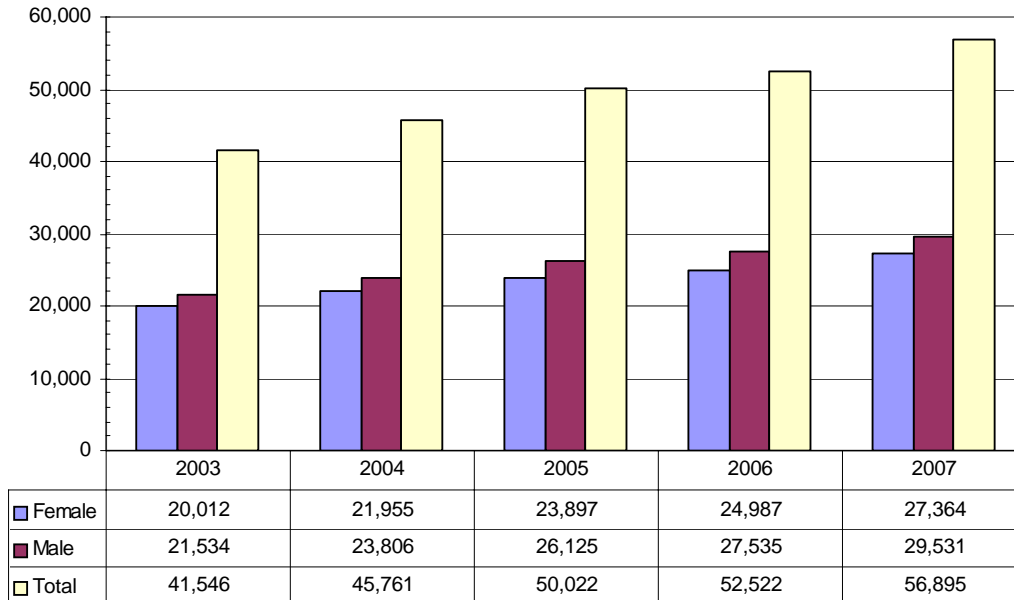


Figure 58. Teachers in Secondary Schools by Gender and Year

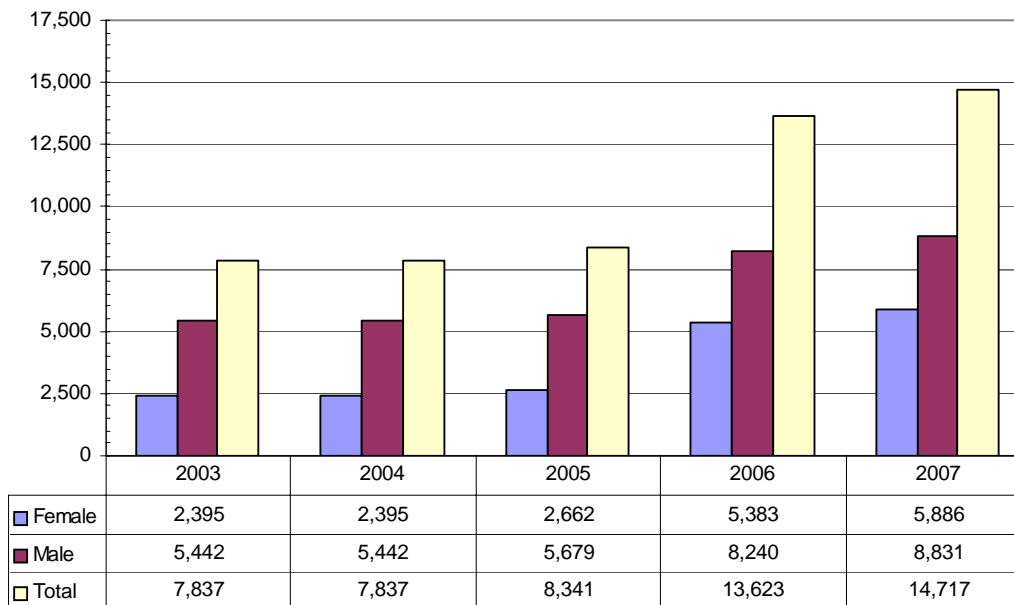


Figure 59. Teacher Attrition in Basic Schools by Gender and Year

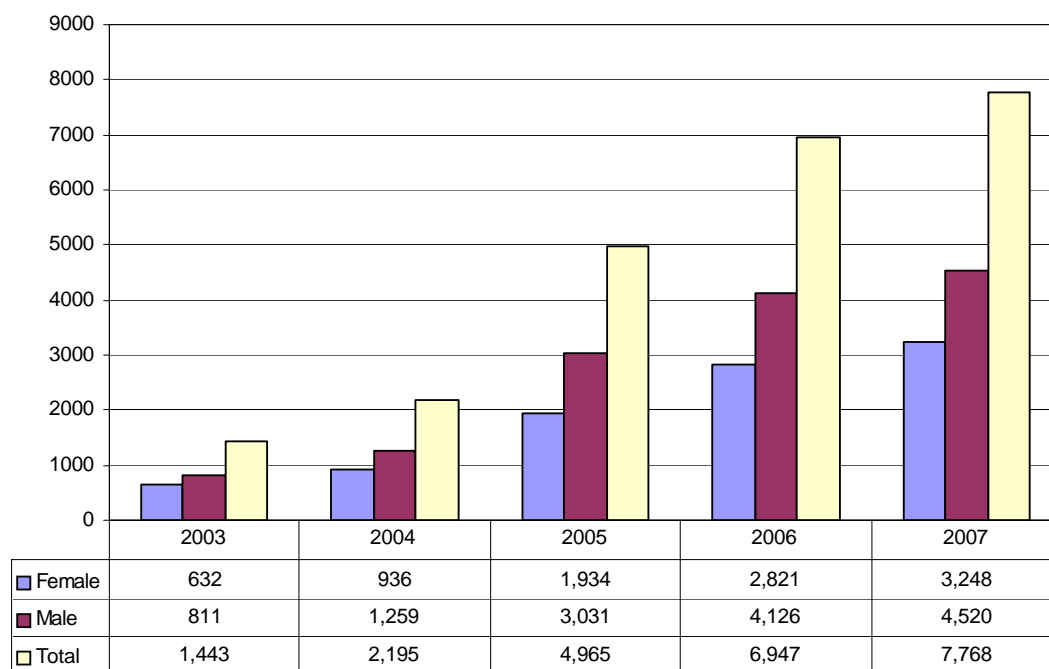


Figure 60. Teacher Attrition in Secondary Schools by Gender and Year

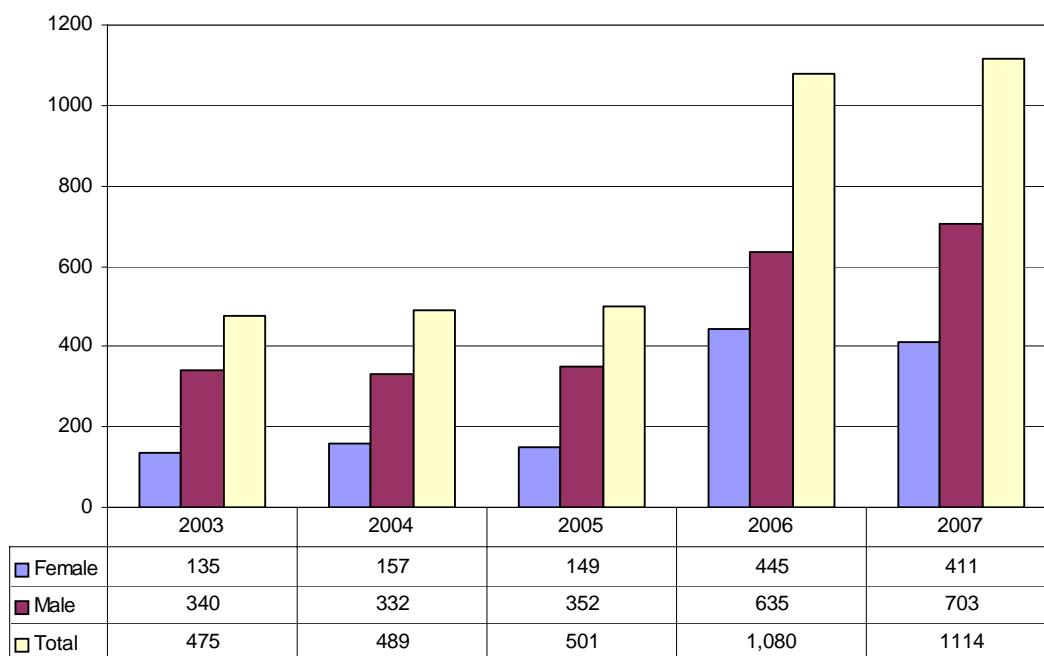


Figure 61. Teacher Deaths in Basic Schools by Gender and Year

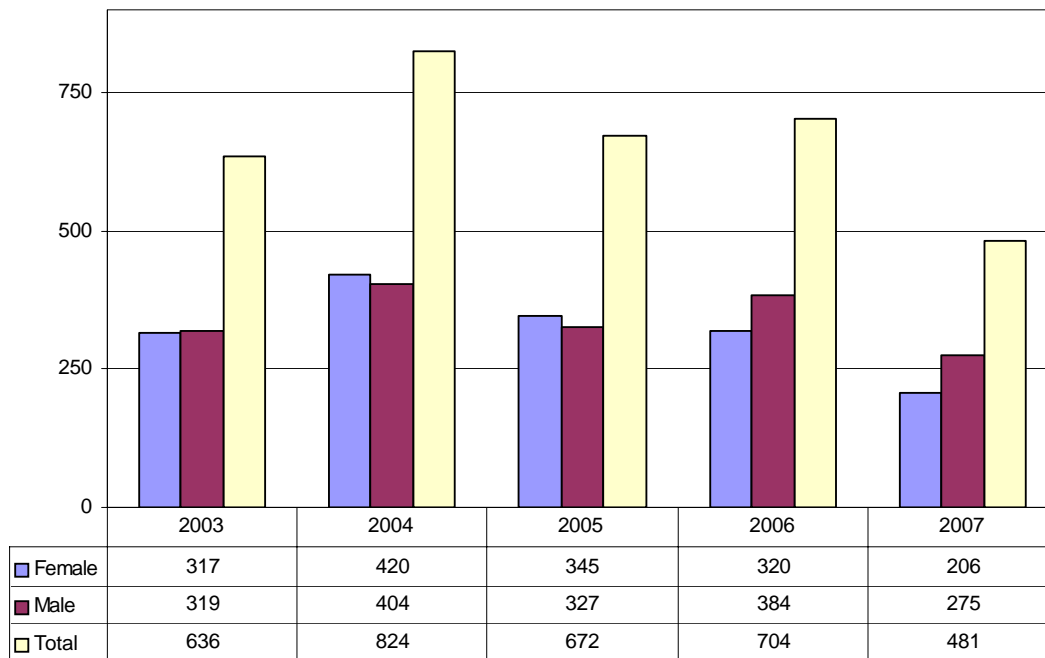


Figure 62. Teacher Deaths in Secondary Schools by Gender and Year

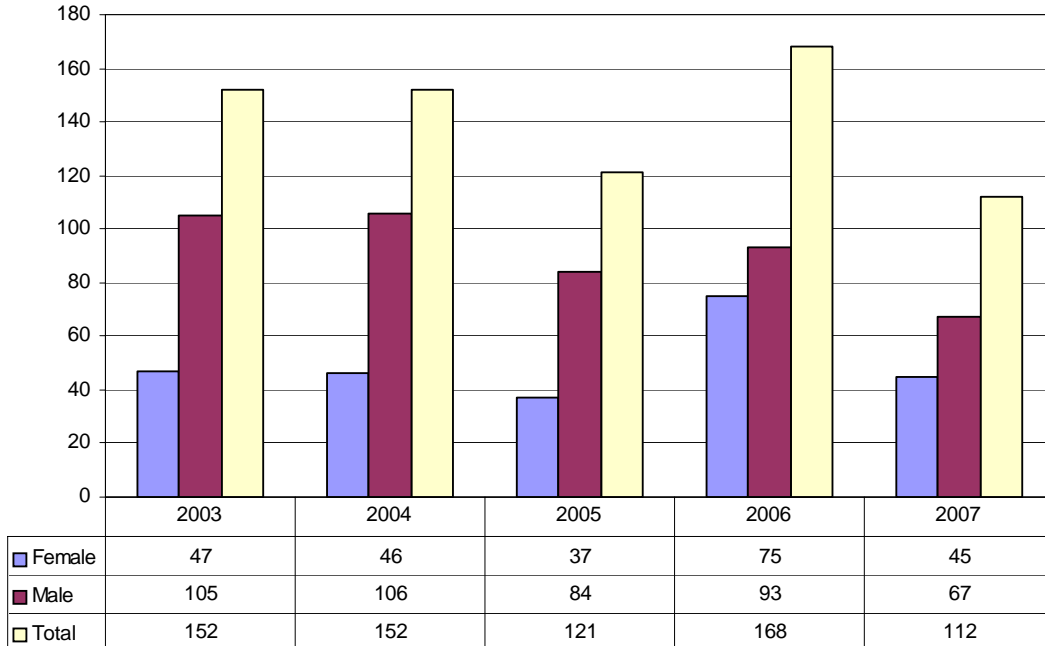
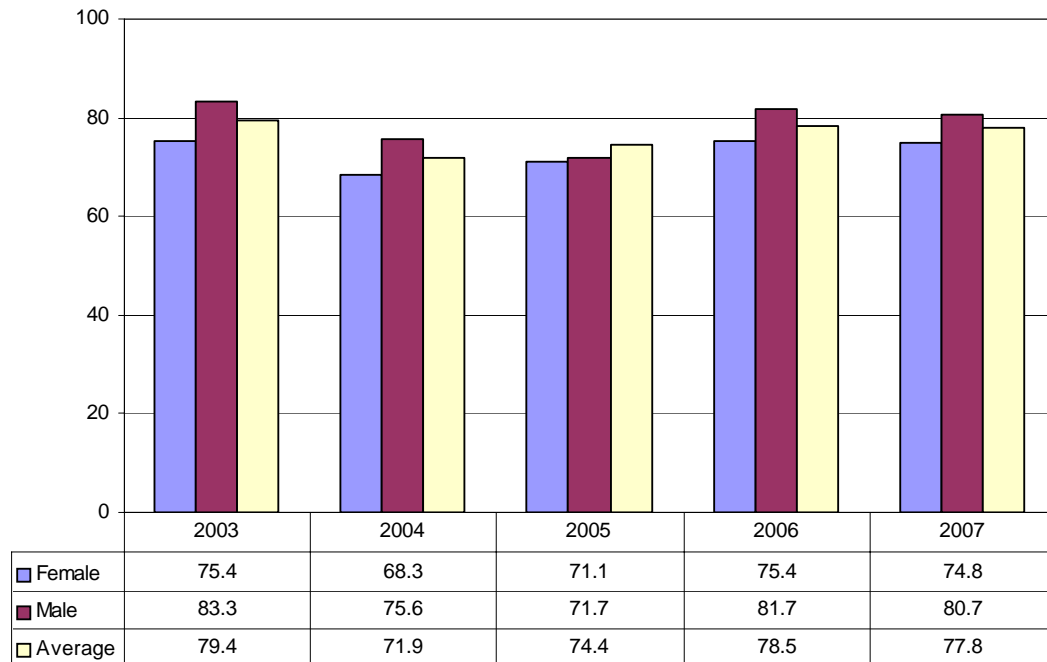


Figure 63. Survival Rate for Grade 5 by Gender and Year



Equity

Figure 64. Gender Parity Index for Gr. 1-9 and Gr. 10-12

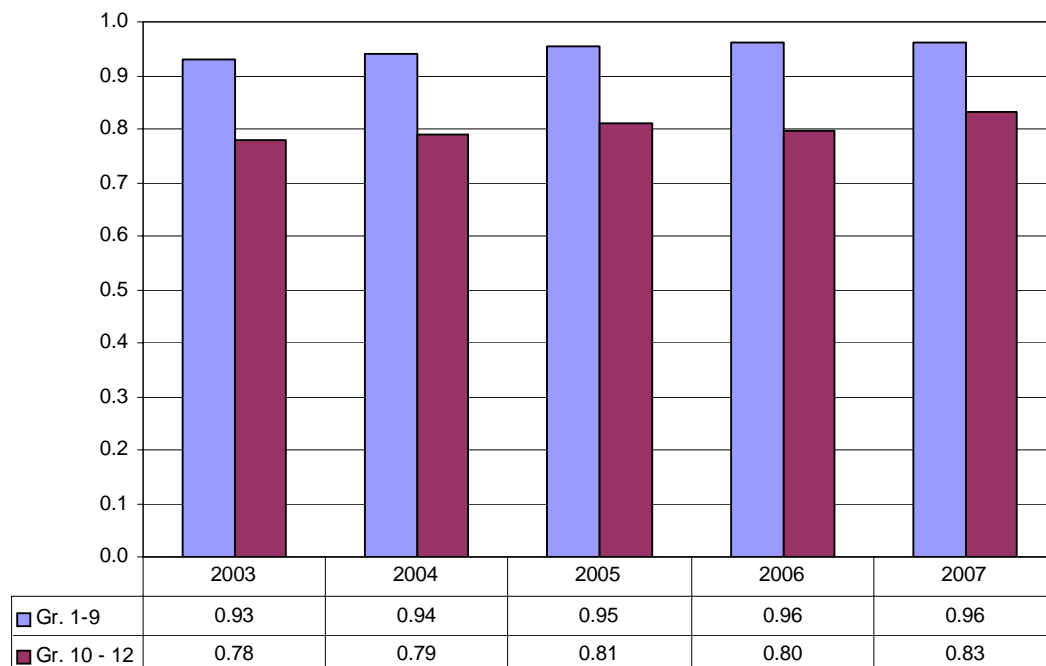


Figure 65. Out of School Children Aged 7-13 by Gender and Year

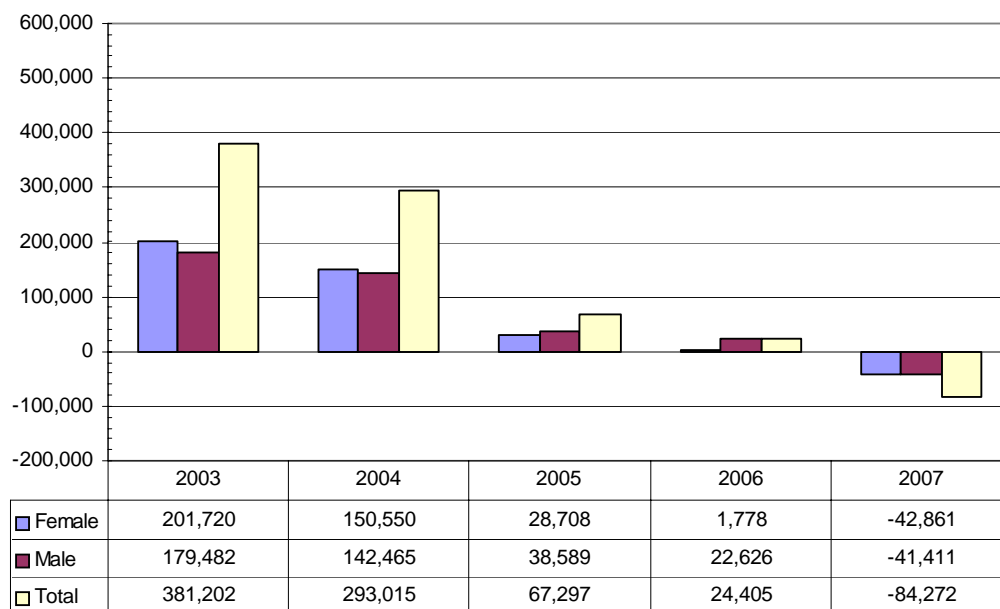


Figure 66. Orphans in Basic Schools by Gender and Year

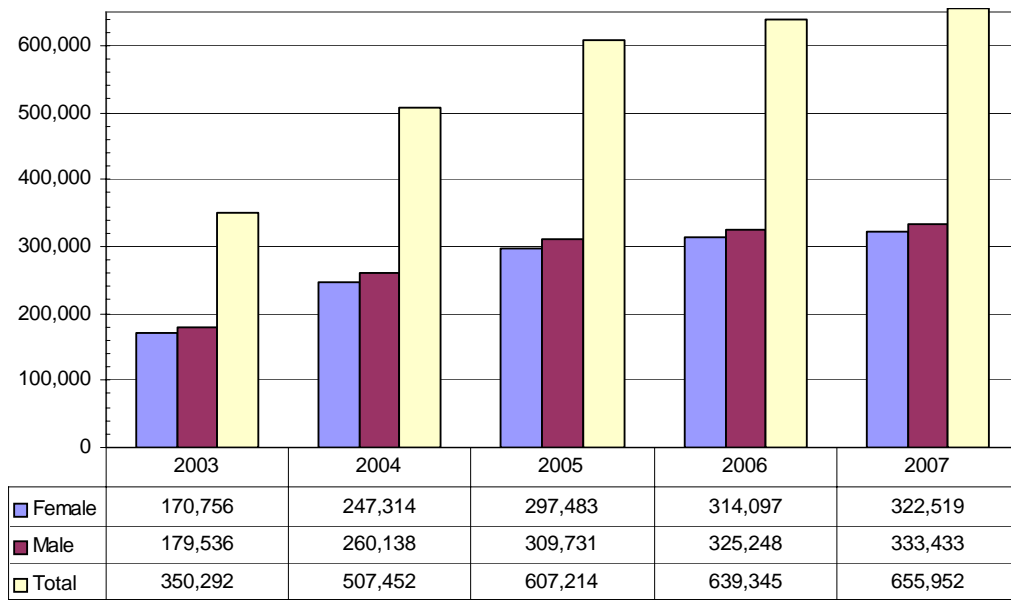


Figure 67. Orphans in Grades 10-12 Schools by Gender and Year

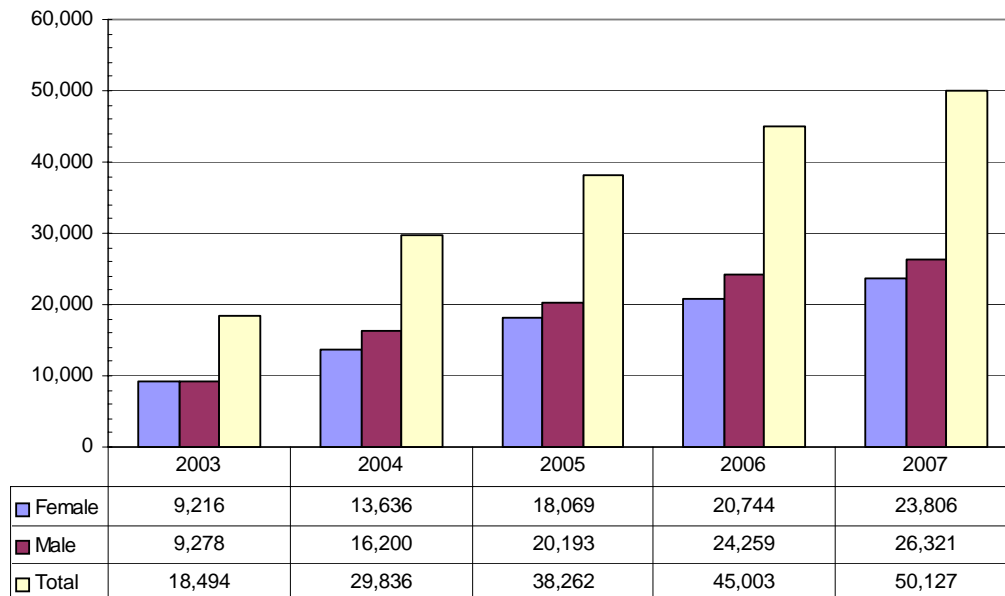


Figure 68. CSEN in Basic Schools by Gender and Year

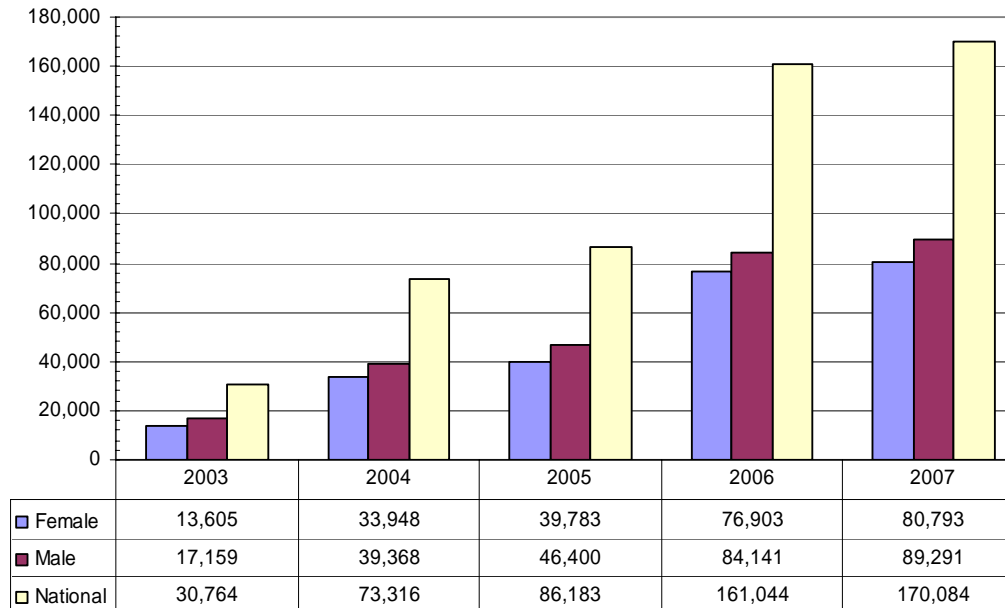


Figure 69. CSEN in Grades 10-12 Schools by Gender and Year

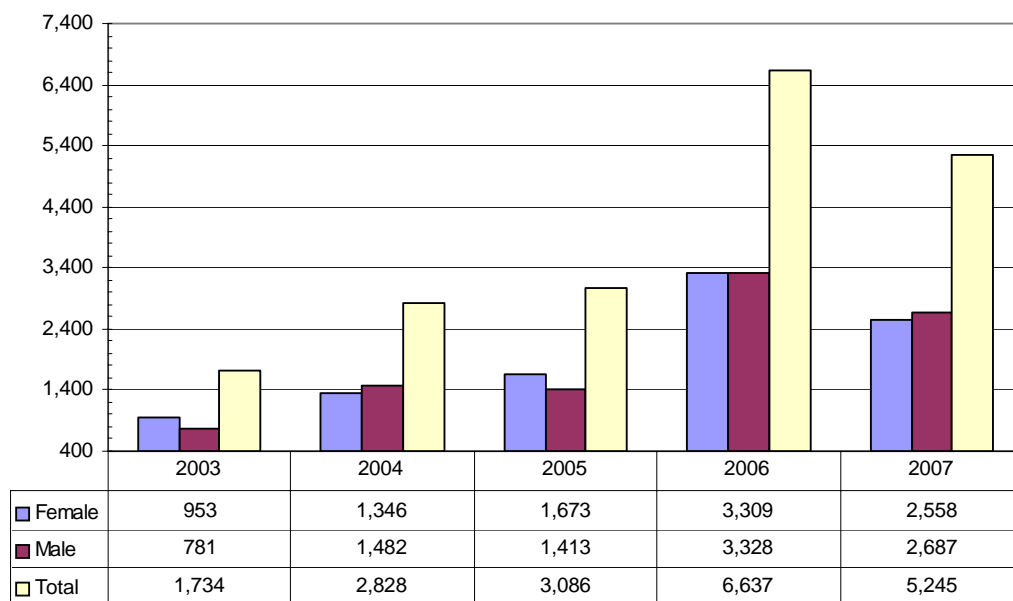


Figure 70. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year

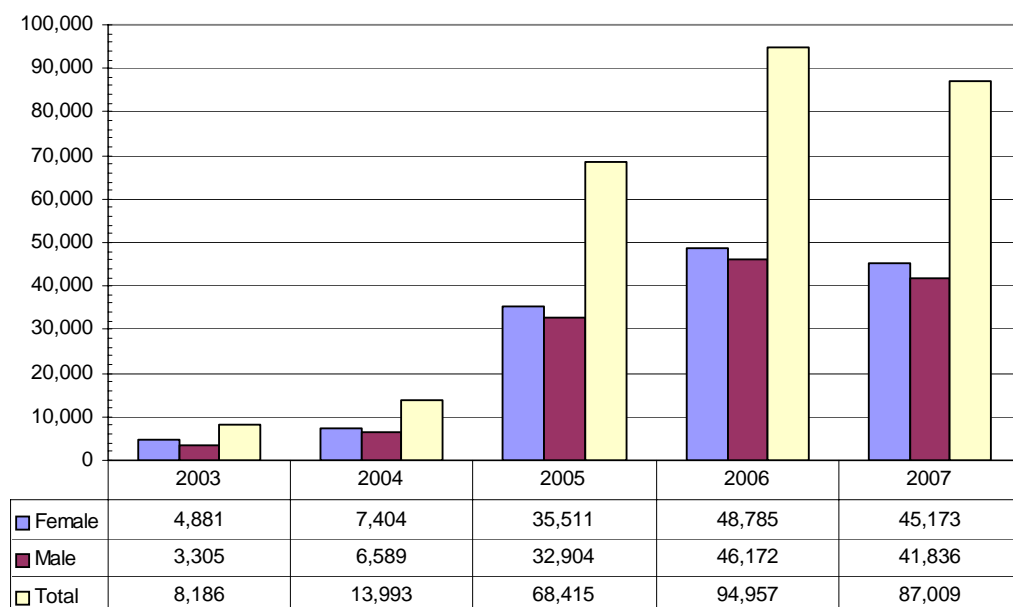


Figure 71. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year

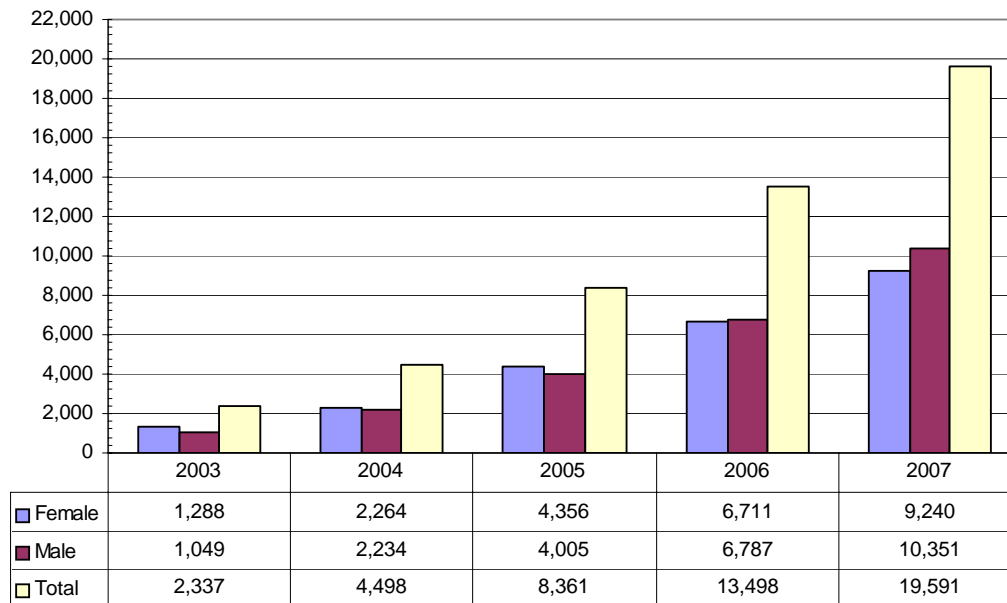


Figure 72. Pregnancies and Re-admissions in Basic Schools by Year

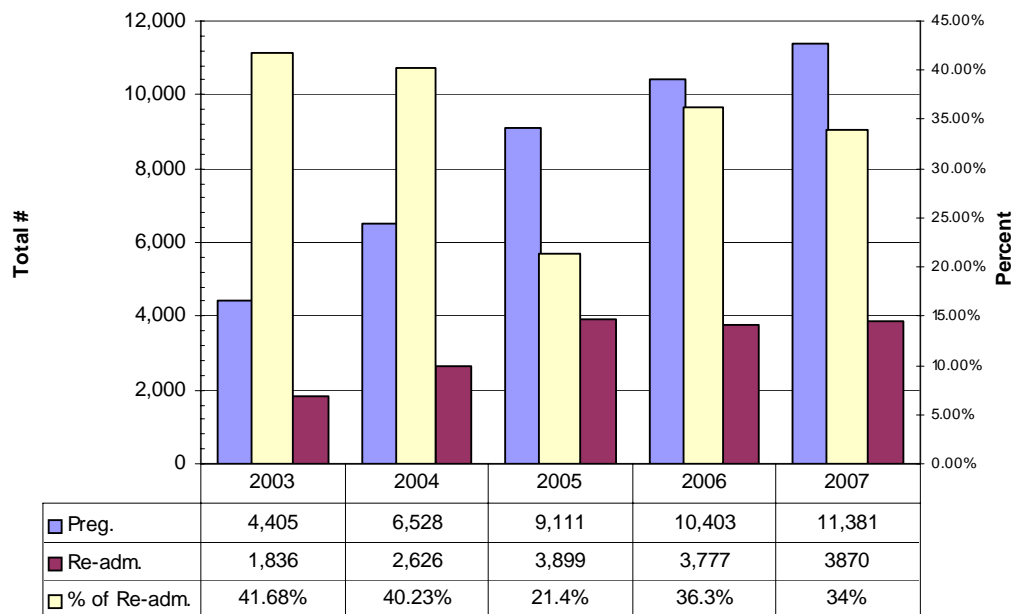
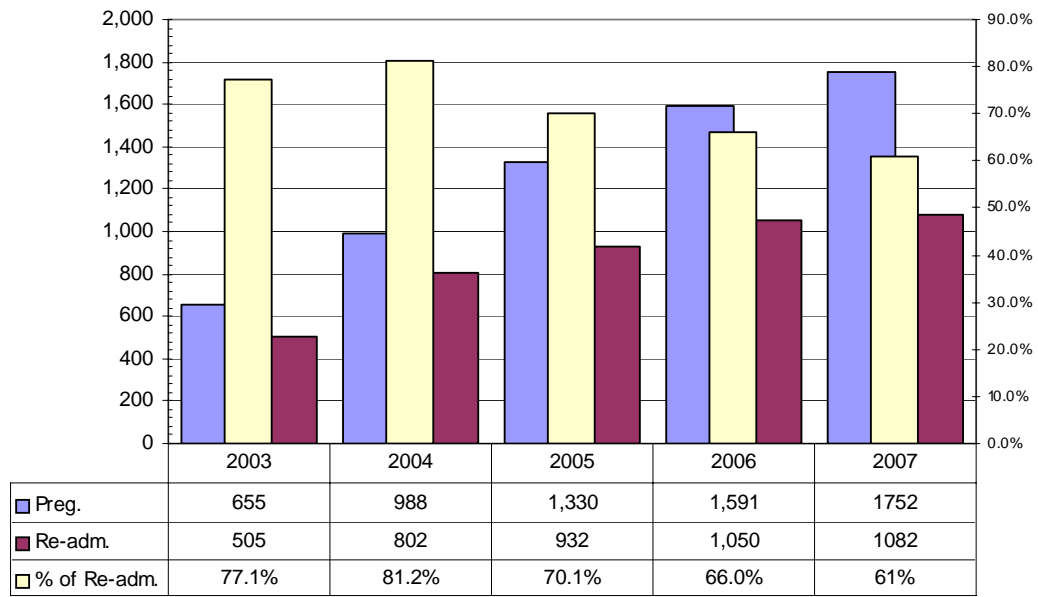


Figure 73. Pregnancies and Re-admissions in Grades 10-12 Schools by Year



Tertiary

Figure 74. Academic Staff at UNZA and CBU

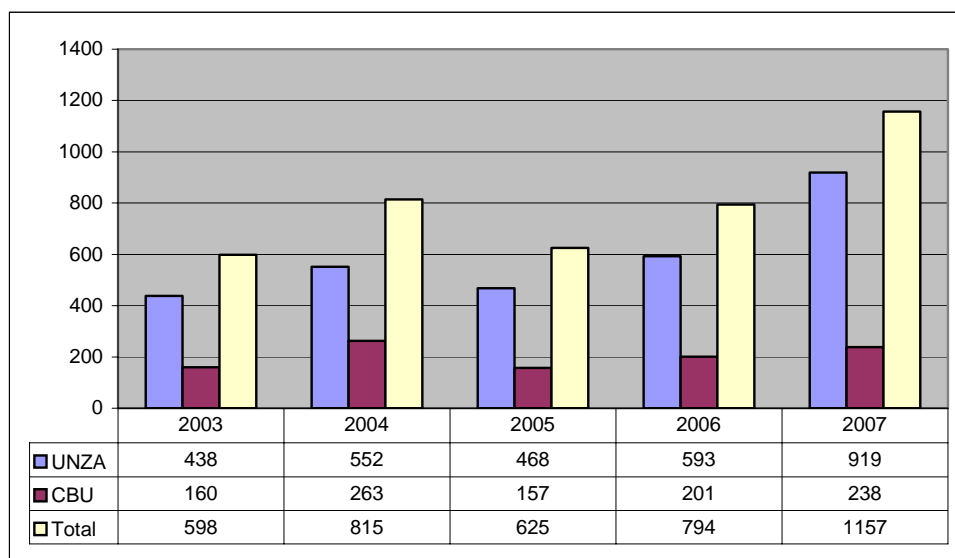


Figure 75. Student Enrolment at UNZA by Gender and Year

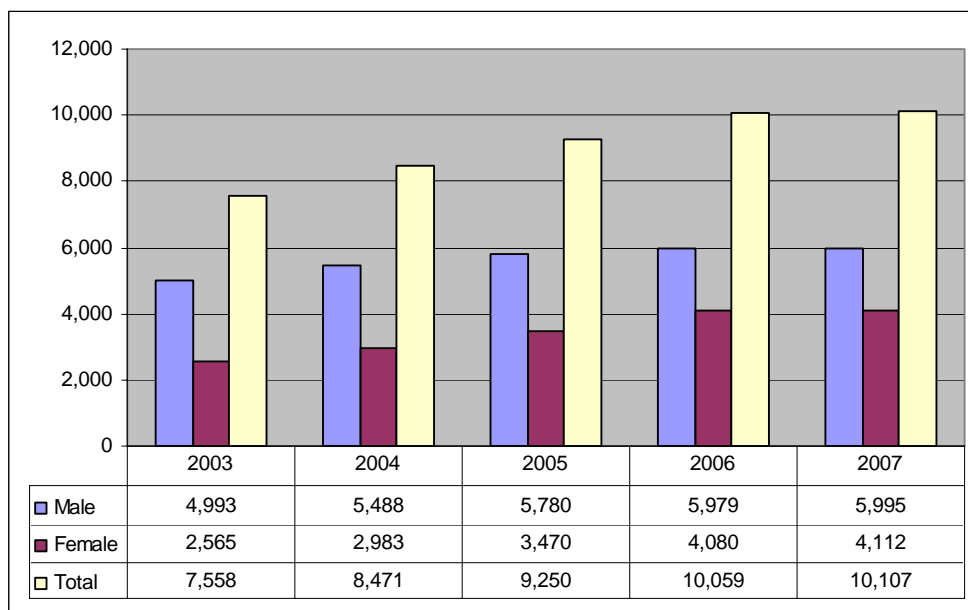
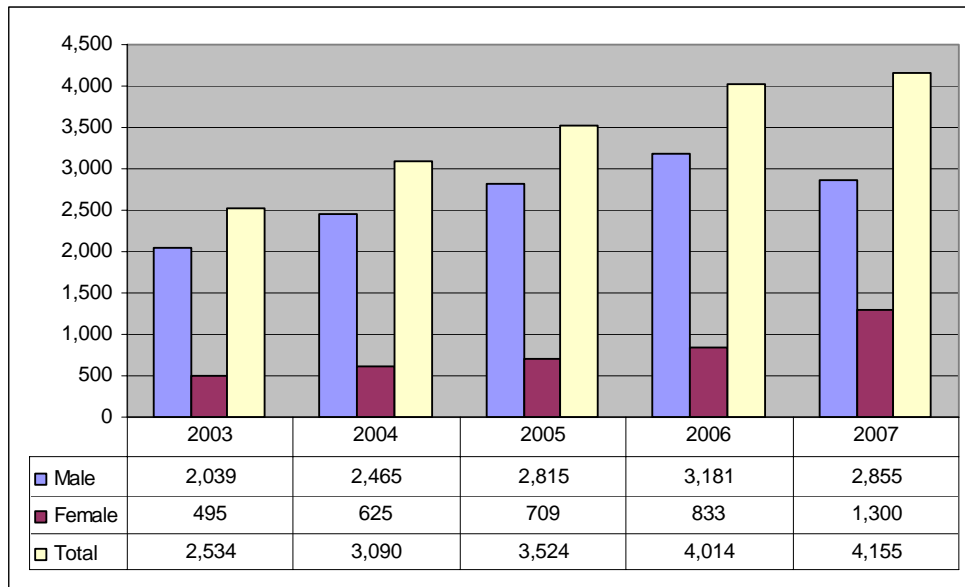


Figure 76. Student Enrolment at CBU by Gender and Year



Tertiary Education

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

Table 117. College Student Enrolment - 2007

| 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 | 148 | 100 | | | | | | | | | | | | | 248 |
| Chipata | 480 | 366 | | | | | | | | | | | | | 846 |
| David Livingstone | 176 | 198 | 117 | 51 | | | | | | | | | | | 542 |
| Kasama | 168 | 133 | | | | | | | | | | | | | 301 |
| Kitwe | 538 | 630 | | | | | | | | | | | | | 1,168 |
| Malcolm Moffat | 152 | 274 | | | | | | | | | | | | | 426 |
| Mansa | 163 | 196 | | | | | | | | | | | | | 359 |
| Mongu | 142 | 216 | | | | | | | | | | | | | 358 |
| Mufulira | 135 | 387 | 97 | 64 | | | | | | | | | | | 683 |
| Solwezi | 284 | 318 | | | | | | | | | | | | | 602 |
| COSETCO | | | 218 | 187 | | | | | | | | | | | 405 |
| Nkrumah | | 287 | 239 | | | | | | | | | | | | 526 |
| ZAMISE | | | | | 1568 | 990 | | | | | | | | | 2,558 |
| NISTICOL | | | 87 | 126 | | | | | | | | | | | 213 |
| Total | 2,386 | 3,105 | 758 | 428 | 1,568 | 990 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9,235 |

Table 121. Colleges of Education Staffing Levels by Gender - 2007

| College | M | F | Total |
|-------------------|------------|------------|------------|
| Charles Lwanga | 7 | 4 | 11 |
| Chipata | 31 | 7 | 38 |
| David Livingstone | 13 | 6 | 19 |
| Kasama | 27 | 6 | 33 |
| Kitwe | 37 | 16 | 53 |
| Malcolm Moffat | 29 | 4 | 33 |
| Mansa | 26 | 5 | 31 |
| Mongu | 18 | 16 | 34 |
| Mufulira | 39 | 19 | 58 |
| Solwezi | 28 | 8 | 36 |
| COSETCO | 25 | 8 | 33 |
| Nkrumah | 46 | 16 | 62 |
| ZAMISE | 12 | 1 | 13 |
| NISTICOL | 38 | 9 | 47 |
| Total | 376 | 125 | 501 |

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.

Table 123. University Student Enrolment - 2007

| University | UNZA | | Total UNZA | CBU | | Total CBU | Total |
|--|--------------|--------------|---------------|--------------|--------------|--------------|---------------|
| | M | F | | M | F | | |
| School of Business | | | 0 | 476 | 249 | 725 | 725 |
| School of Built Environment | | | 0 | 586 | 173 | 759 | 759 |
| School of Natural Sciences | 835 | 538 | 1,373 | 240 | 118 | 358 | 1,731 |
| School of Technology | | | 0 | 992 | 529 | 1,521 | 1,521 |
| CLLE | | | 0 | 561 | 231 | 792 | 792 |
| School of Agriculture | 280 | 118 | 398 | | | 0 | 398 |
| School of Education | 2,462 | 2,003 | 4,465 | | | 0 | 4,465 |
| School of Engineering | 331 | 33 | 364 | | | 0 | 364 |
| School of Humanities and Social Sciences | 1,102 | 952 | 2,054 | | | 0 | 2,054 |
| School of Law | 250 | 186 | 436 | | | 0 | 436 |
| School of Medicine | 479 | 233 | 712 | | | 0 | 712 |
| School of Mines | 166 | 7 | 173 | | | 0 | 173 |
| School of Vet. Medicine | 90 | 42 | 132 | | | 0 | 132 |
| Total | 5,995 | 4,112 | 10,107 | 2,855 | 1,300 | 4,155 | 14,262 |

Table 124. University Staffing Levels by Gender - 2007

Lecturers by academic programme and sex

| University | UNZA | | CBU | | Total |
|--------------|------------|------------|-----|----|-------------|
| | M | F | M | F | |
| Total | 423 | 496 | 219 | 19 | 1157 |

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. | $GER_h^t = \frac{E_h^t}{P_{h,a}^t} * 100$ |
| GIR | Gross Intake Rate. Total number of new entrants in the first grade of basic education, regardless of age, expressed as a percentage of the population at the official school-entrance age. | $GIR_h^t = \frac{N_h^t}{P_a^t} * 100$ |
| GPI | Gender Parity Index. Enrolment of girls divided by the enrolment of boys. | |
| NA | National Assessment. Assessment of learning achievement levels. | |
| NER | Net Enrolment Ratio. Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population. | $NER_h^t = \frac{E_{h,a}^t}{P_{h,a}^t} * 100$ |
| NIR | Net Intake Rate. New entrants in the first grade of basic education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age. | $NIR^t = \frac{N_a^t}{P_a^t} * 100$ |
| PCR | Pupil Class Ratio. The average | |

| | | |
|------------|--|--|
| | number of pupils per class. | |
| PR | Promotion Rate. Promotion Rate is the proportion of pupils who successfully completed a grade and proceeded to the next grade the following year. | $PR_g^y = \frac{E_{g+1}^{y+1} - R_{g+1}^{y+1}}{E_g^y}$ |
| PTR | Pupil Teacher Ratio Average number of pupils per teacher at a specific level of education in a given school year. | $PTR_h^t = \frac{E_h^t}{T_h^t}$ |
| RR | Repetition Rate. Proportion of pupils from a cohort enrolled in a given year at a given school-year who study in the same grade in the following year. | $r_i^t = \frac{R_i^{t+1}}{E_i^t}$ |
| SR | Survival Rate. Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades. | $SR_{g,i}^K = \frac{\sum_{t=1}^m P_{g,i}^t}{\text{---}}$ |
| 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 |
