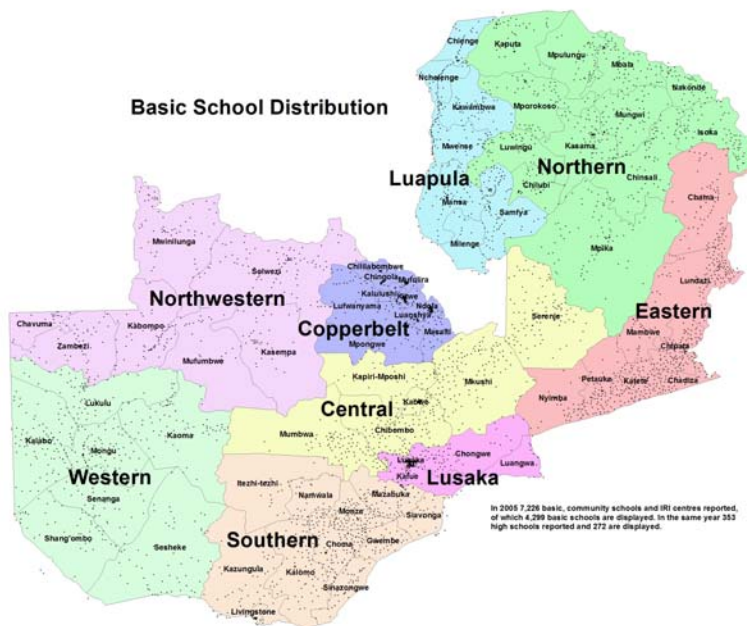




Republic of Zambia Ministry of Education

2008 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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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 2006, the data entry was piloted in two provinces, namely: Southern and Lusaka. The results were very encouraging and led the MOE to use provincial/district staff to do the data entry at Headquarters in 2007. The data entry and verification was finally delegated to provincial staff that did the data entry in 2008. 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 previous ESBs produced and contains data for the year 2008 inclusive of all education levels: basic, high and tertiary (universities and teacher training colleges) regardless of the running or founding agency. The report contains statistical trends on a variety of key education indicators such as Education Provision, Access and Participation, Efficiency, Quality and Equity from 2002-2008.

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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The information contained in this publication was collected from the Annual School Census (ASC) of 2008 that was conducted in basic, high schools and tertiary sectors.

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- Ministry's Technical Advisor, Mr. Sriyanjit Perera for his contributions to the data processing and production of this bulletin.

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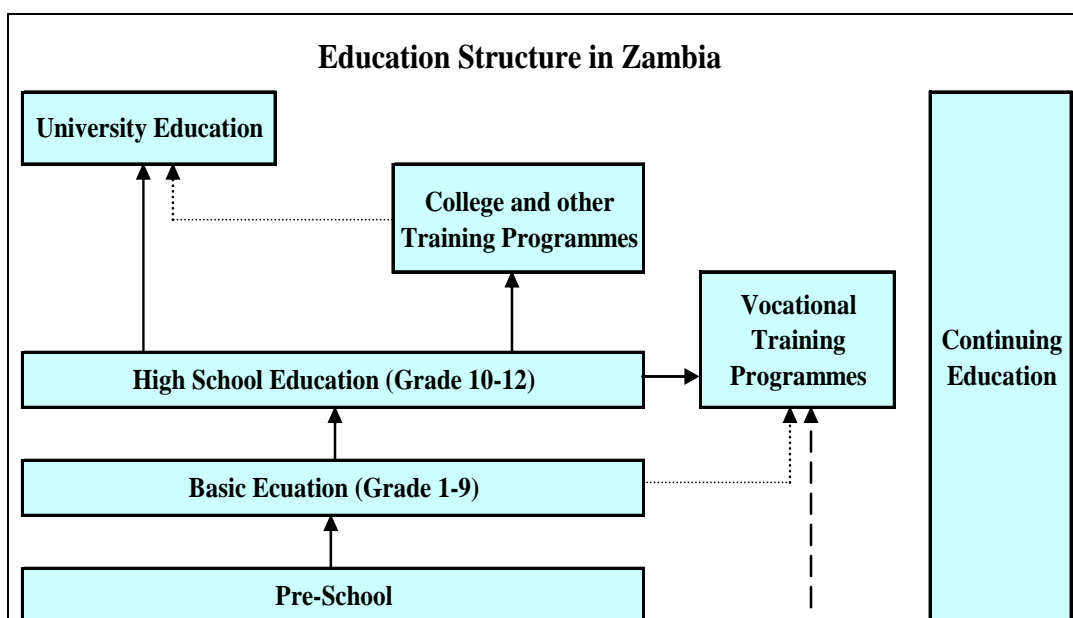
Dr Felix V. Phiri

Director - Directorate of Planning and Information

Ministry of Education

Background

Zambia's Education System is in transition from the old system of primary, secondary and professional or tertiary levels to Basic Education running from grades 1-9 and High school, running from grades 10-12. Those dropping out of school will be expected to do some skills training or have literacy lessons at skills/literacy centres. 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. Interactive Radio centres run by Education Broadcasting Services will also be used as an alternative for children that cannot find places in the other education categories.



The Ministry made a lot of progress in providing quality education during the period 2003-2007 where it operated under a strategic Plan. The Strategic Plan's four recurring themes of Access and Participation, Quality and Relevance, efficiency and effectiveness as well as equity and equality 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 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 8 programmes of the FNDP were developed taking cognizance of the Strategic Plan to avoid overlaps and duplications while still maintaining the focus for the sector. The strategic plan had 12 programmes which were compressed to 8 in the FNDP.

In line with the FNDP, the Ministry in 2007 formulated the National Implementation Framework that will guide education provision and monitoring implementation performance from 2008 to 2010 at all levels. Thus, the NIF provides the framework for tracking resource application as well as 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 marked 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, 2007 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 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. Additionally, many of the bureaucratic procedures that currently impede efficiency in the educational system have been eliminated by decentralization. The establishment 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 Ministry succeeded in facilitating the finalization of the Education Bill in 2008 which later was submitted to parliament. The Bill was tabled to the Legislative Committee of Cabinet on 14th June, 2008. 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.

Key Policy Interventions in Education in 2008

The Government recognises the fact that education is a right for each individual and 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 Ministry of Education recognises the justifiable interests of various stakeholders in education and supports the distinctive character of individual schools, colleges and universities. However, these institutions 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 conformed to the government's policies including those of free basic education, the re-entry policy, and the 9-3-4 education system.

Since knowledge, skills and technology develop and change quickly, investment in education must be continually upheld. Individuals must also learn continuously throughout their lives, acquiring new skills and technologies. Hence, the Government strongly reaffirms the important role education plays in human resource development as the basis of all other development. It acts, therefore, as the watchdog for enhancing the contribution of education and training to economic development and improved social cohesion.

The Ministry's strategies to address the challenges highlighted above included;

- Increasing and improving access to education opportunities at all levels with particular emphasis on high and tertiary levels. This was done through the Infrastructure Operations Plan (IOP) whose aim was to expand infrastructure
- Implementing a comprehensive education system that addressed challenges facing the sector such as; Community schools, ECCDE, APU; and others;
- Reforming and strengthening the ministry's EMIS, planning, budgeting, policy and research, capacity building and financial management systems to and promote evidence based decision making;
- Decentralization of EMIS processing to provincial offices
- Focusing on improving the quality and relevance of education through inter-alia increasing the number of teachers in classrooms and revisiting the teacher training curriculum. The ultimate goal was for the ministry was to try and eliminate triple and double shifting;
- Reducing wastage in the education system by among others improving the retention and completion rates, ;
- Reviewing the teacher deployment criteria to meet set targets such as PAF indicators and put in place an effective scheme to retain and attract qualified staff at all levels of the education system;
- Reviewing the ministry's cooperation agreements on Cooperating Partners and evaluate the impact of MoESP in readiness for the NIF

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) - 53.73%

Gross Intake Rate (GIR Gr. 1) – 130.23%

Participation

Gross Enrolment Rate (GER Gr. 1-7) – 130.98%

Gross Enrolment Rate (GER Gr. 1-9) – 116.82%

Net Enrolment Rate (NER Gr. 1-7) – 102.63%

Net Enrolment Rate (NER Gr. 1-9) – 104.71%

Net Enrolment Rate (NER Gr. 10-12) – 25.52%

Efficiency

Completion Rate (CR Gr. 7) – 94.71%

Completion Rate (CR Gr. 9) – 48.99%

Completion Rate (CR Gr. 1-12) – 21.96%

Progression Rate (PR Gr. 7-8) – 55.59%

Progression Rate (PR Gr. 9-10) – 38.17%

Dropout Rate (DR Gr. 1-7) – 2.65%

Dropout Rate (DR Gr. 1-9) – 2.18%

Dropout Rate (DR Gr. 10-12) – 2.04%

Repetition Rate (RR Gr. 1-7) – 6.21%

Repetition Rate (RR Gr. 1-9) – 9.56%

Repetition Rate (RR Gr. 10-12) – 1.50%

Quality

Exam Pass Rate (EPR Gr. 9) –	48.6%
Exam Pass Rate (EPR Gr. 12) –	61.0%
Pupil Teacher Ratio (PTR Gr. 1-7) –	51.62
Pupil Teacher Ratio (PTR Gr. 8-9) –	32.35
Pupil Class Ratio (PCR Gr. 1-7) –	37.60
Pupil Class Ratio (PCR Gr. 1-9) –	43.43
Pupil Class Ratio (PCR Gr. 10-12) –	39.86

Equity

Orphans 1-9 (% enrolled) –	20.1%
Orphans 10-12 (% enrolled) –	19.6%
CSEN 1-9 (% enrolled) –	5.1%
CSEN 10-12 (% enrolled) –	1.58%
Bursary 1-9 (% enrolled) –	3.5%
Bursary 10-12 (% enrolled) –	17.8%

Provision of Education

Government continued with its policy of encouraging other stakeholders in education provision 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. However, in 2008, Government through the Ministry of Education embarked on a massive infrastructure expansion that was guided by the Infrastructure Operational Plan and various forms of educational institutions were put up across the country beginning from kindergarten to private skills training colleges and university education.

Schools

2008 recorded an increase in the number of schools in the Country. The number of schools offering grades 1-9 increased to 8,195 from 8,013 in 2007. The increase represented a growth of 2.2 percent. Similarly schools offering grades 10-12 education increased to 599 from 583 in 2007.

Geographic Distribution of Schools by Running Agency

The tables below show the distribution of schools by province, running agency, location, i.e. by level of education.

Table 1: Total Number of Schools by Running Agency

	GRZ	Grant Aid.	Private	Community.	Total
Central	529	29	46	450	1,054
Copperbelt	440	36	184	356	1,016
Eastern	701	49	30	386	1,166
Luapula	390	22	20	243	675
Lusaka	234	20	144	351	749
N. Western	468	49	11	172	700
Northern	903	55	22	432	1,412
Southern	679	56	68	405	1,208
Western	583	11	15	205	814
National	4,927	327	540	3,000	8,794

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		Total
	Classified as Basic Schools	Secondary Schools	
Central	986	68	1,054
Copperbelt	902	114	1,016
Eastern	1,101	65	1,166
Luapula	635	40	675
Lusaka	657	92	749
N. Western	653	47	700
Northern	1,363	49	1,412
Southern	1,116	92	1,208
Western	782	32	814
National	8,195	599	8,794

Figure 1: Geographic Distribution of Basic Schools

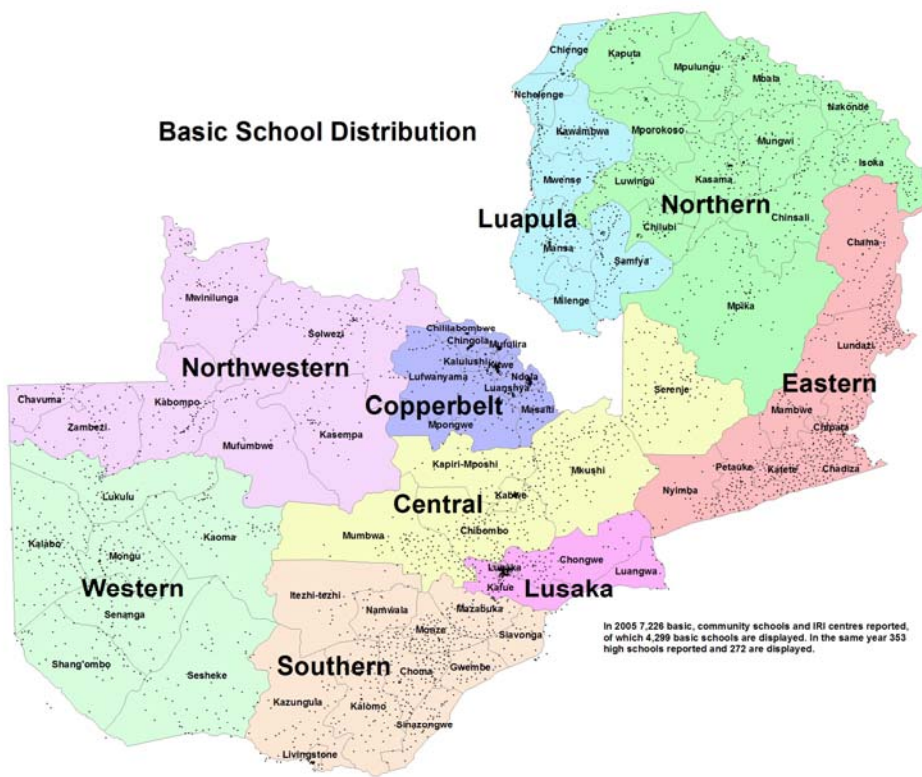
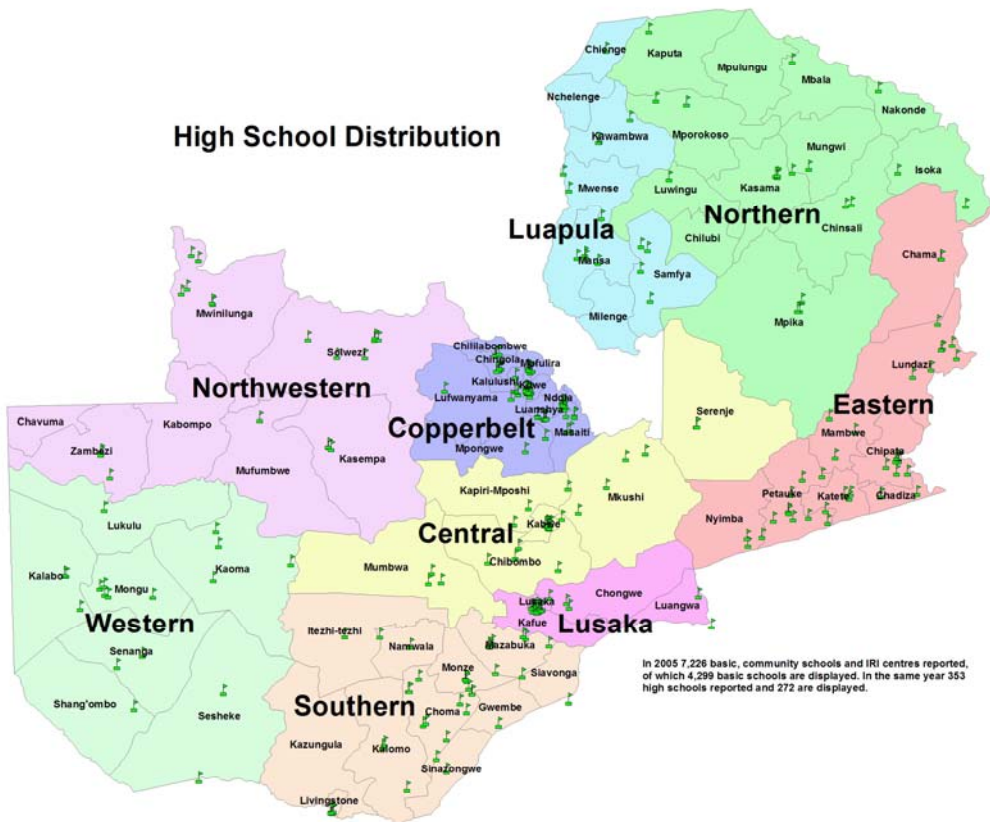


Figure 2. Geographic Distribution of High Schools



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

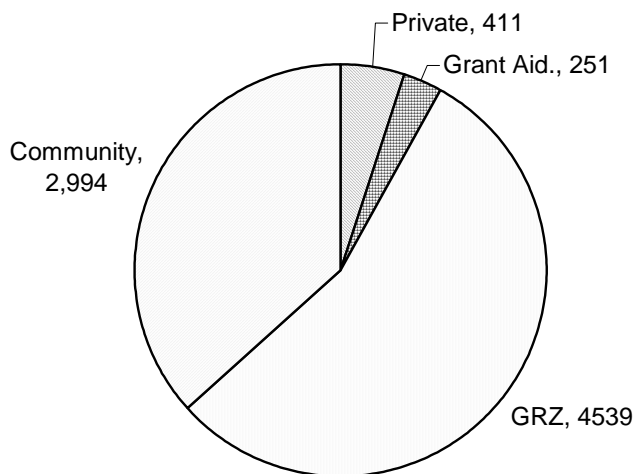


Table 3. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community)

	Private	Grant Aid.	GRZ	Community	Total
Central	37	21	480	448	986
Copperbelt	151	29	368	354	902
Eastern	23	34	658	386	1,101
Luapula	18	17	357	243	635
Lusaka	90	15	202	350	657
N. Western	10	47	424	172	653
Northern	18	46	868	431	1,363
Southern	53	35	623	405	1,116
Western	11	7	559	205	782
National	411	251	4539	2,994	8,195

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

	GRZ	Grant Aid.	Private	Community	Total
Central	49	8	9	2	68
Copperbelt	72	7	33	2	114
Eastern	43	15	7	0	65
Luapula	33	5	2	0	40
Lusaka	32	5	54	1	92
N. Western	44	2	1	0	47
Northern	35	9	4	1	49
Southern	56	21	15	0	92
Western	24	4	4	0	32
National	388	76	129	6	599

Schools by Location (Rural/Urban)

Figure 4. Schools Classified as Basic by Urban / Rural

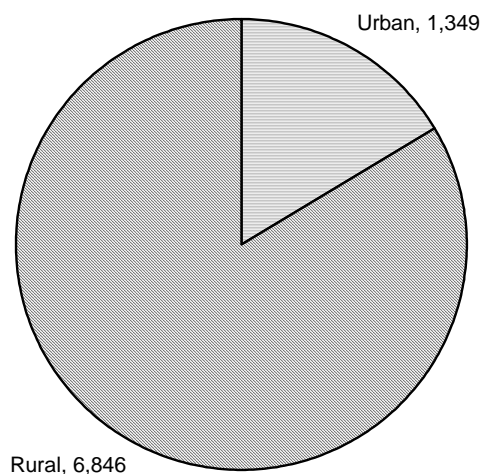


Table 5. Schools Classified as Basic by Urban / Rural and Province

	Urban	Rural	% (Rur)	Total	% of Tot.
Central	108	878	89.0%	986	12.0%
Copperbelt	446	456	50.6%	902	11.0%
Eastern	50	1051	95.5%	1,101	13.4%
Luapula	58	577	90.9%	635	7.7%
Lusaka	445	212	32.3%	657	8.0%
N. Western	28	625	95.7%	653	8.0%
Northern	61	1302	95.5%	1,363	16.6%
Southern	110	1006	90.1%	1,116	13.6%
Western	43	739	94.5%	782	9.5%
National	1,349	6,846	83.5%	8,195	100.0%

Figure 5. Schools Classified as Secondary by Urban / Rural

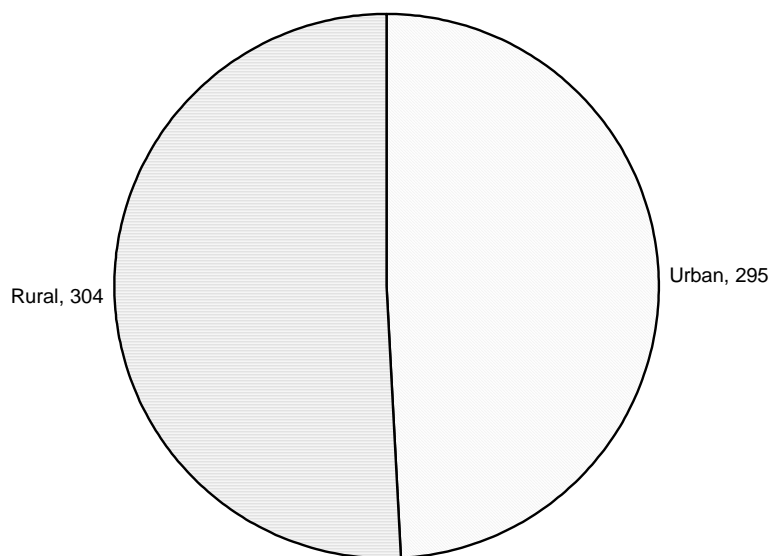


Table 6. Schools Classified as Secondary by Urban/Rural and Province

	Urban	Rural	% (Rur)	Total	% of Tot.
Central	25	43	63.2%	68	11.4%
Copperbelt	93	21	18.4%	114	19.0%
Eastern	15	50	76.9%	65	10.9%
Luapula	13	27	67.5%	40	6.7%
Lusaka	76	16	17.4%	92	15.4%
N. Western	6	41	87.2%	47	7.8%
Northern	15	34	69.4%	49	8.2%
Southern	40	52	56.5%	92	15.4%
Western	12	20	62.5%	32	5.3%
National	295	304	50.8%	599	100.0%

Schools by Grades Offered

Figure 6. Schools by Grade Grouping

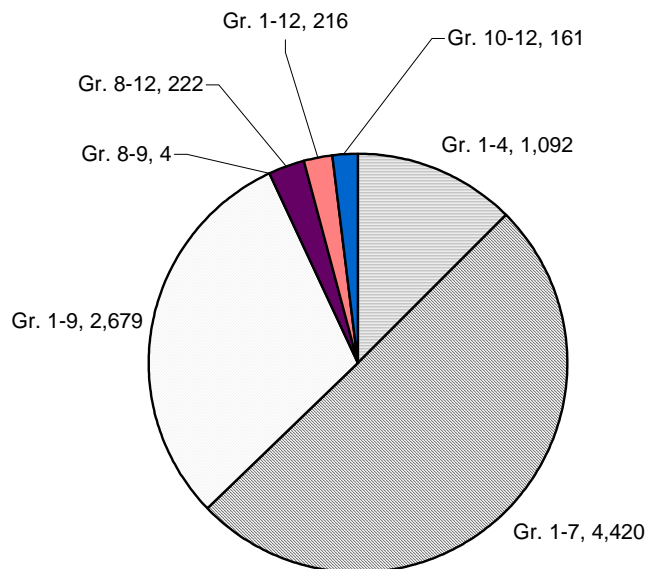


Table 7. Schools by Grade Grouping by Province

	Classified as Basic				Classified as Secondary			Total
	Gr. 1-4	Gr. 1-7	Gr. 1-9	Gr. 8-9	Gr. 8-12	Gr. 1-12	Gr. 10-12	
Central	183	493	310	0	12	32	24	1,054
Copperbelt	116	514	271	1	66	39	9	1,016
Eastern	171	656	273	1	37	16	12	1,166
Luapula	74	295	266	0	13	14	13	675
Lusaka	52	351	253	1	30	45	17	749
N. Western	102	329	222	0	19	6	22	700
Northern	158	796	408	1	10	18	21	1,412
Southern	139	568	409	0	29	40	23	1,208
Western	97	418	267	0	6	6	20	814
National	1,092	4,420	2,679	4	222	216	161	8,794
		8,195				599		8,794

Access and Participation

This refers to the ability and capacity of the system to provide opportunities for the learners to access education. The policy of the MoE is to provide quality education that is equitable and accessible to all. This means providing every Zambian child regardless of status with an opportunity to enter and complete school. In order to fulfil this noble mandate, the MoE has the duty to provide infrastructure to adequately accommodate the learners and these should be within the reach of the learners. Thus, in 2008, the MoE embarked on constructing 1500 classrooms

Basic School level

Since the introduction of the Free Basic Education policy, the enrolment of children has increased tremendously and this required corresponding increase in the number of classroom space. At the basic school level, there are currently 41,504 classrooms cutting across permanent, incomplete and temporary structure classifications. This is against the pupil population of 3, 290,218 children spread as 2,909,436 at grade 1-7 and 380,782 at grade 8-9.

It must be appreciated that the MoE has made immense strides in increasing the enrolment and from the time of BESSIP to the Ministry of Education Sector Plan period and it is therefore imperative that this momentum is sustained. The provision of adequate infrastructure in terms of classroom space and water and sanitation is key in retaining children and curb wastage through absenteeism and drop outs. Water and sanitation is one of the factors that is linked to the reasons why learners especially girls drop out of school.

HIGH SCHOOL

Access at high school level has not progressed at the same pace as at the basic school. The infrastructure development at this level has stagnated for a long time and this has had an effect on the promotion of access. While there has been increase on the number of basic schools upgraded to upper basic, there has not been a corresponding response to create adequate space at the high school to absorb the children progressing to higher grades. Currently, the enrolment at high school level stands at 236,824 children while infrastructure to provide access is only 7,740 classrooms classified as permanent, incomplete and temporary. This is a big challenge to the MoE more so that there seem to be too much pressure from the basic level to push the children into the higher grades where places are limited.

In the previous years, focus at the high school level has been on investing in infrastructure development. The MoE plans to construct 88 high schools by 2011 and this commenced with the 38 high schools in 2008. The current situation, however, requires quick action to address the flow of children from grade 9 into grade 10 more especially with the recent policy development of abolishing the cut-off point as a condition to qualify to grade 10. This policy development means there is need to create more space to accommodate the children progressing to grade 10.

Gross Intake Rate

The Gross Intake Rate in 2008 was 130.23% compared with 145% in 2007 and it varied across provinces from 110% in Lusaka to 143 % in Central province. The Gross Intake Rate is the proportion of all the new entrants irrespective of age relative to the population of the 7 year olds. The GIR is a rough measure of access to the first grade because there are some over aged and under aged new entrants in Grade 1. The national GIR of 130% implies that relative to the official Grade 1 entrant age (7 year olds), additional pupils that enrolled in Grade 1 were either over or underage i.e. were below and over 7 years old. The GIR of 130% is a reflection of the Ministry's campaign of 2008 to enrol all children that were not in school.

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

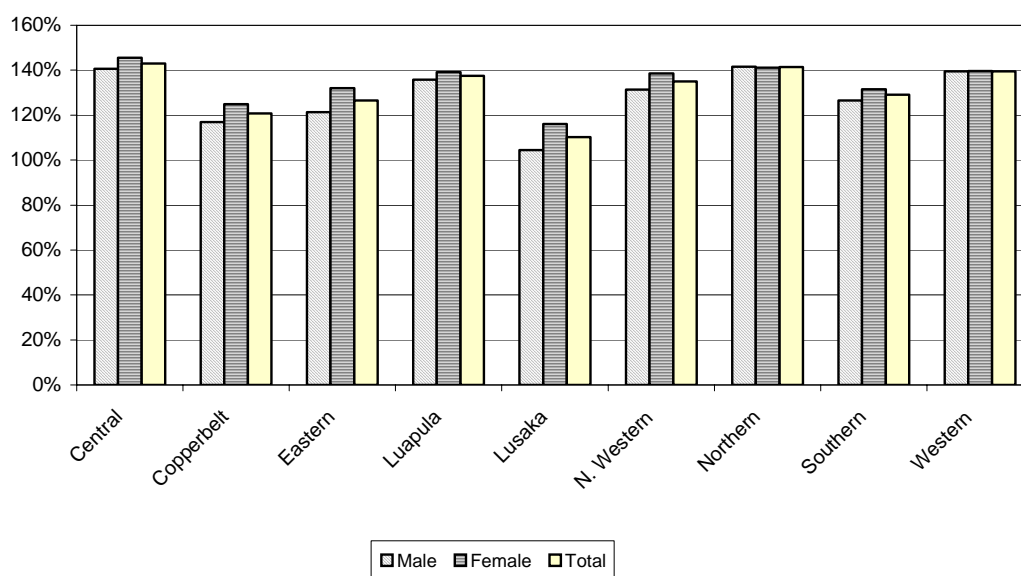


Table 8. Gross Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	140.56%	145.54%	143.04%	-16.5%
Copperbelt	116.82%	124.89%	120.80%	-38.2%
Eastern	121.25%	132.03%	126.57%	-8.4%
Luapula	135.81%	139.15%	137.46%	-6.0%
Lusaka	104.49%	116.04%	110.18%	-25.8%
N. Western	131.40%	138.54%	134.90%	-19.4%
Northern	141.59%	141.06%	141.32%	-8.2%
Southern	126.58%	131.53%	129.01%	-3.8%
Western	139.45%	139.60%	139.52%	-10.2%
National	127.27%	130.31%	130.23%	-15.6%

Net Intake Rate

The national Net intake rate in 2008 declined from 58.5% in 2007 to 53.7 in 2008. The NIR is the percentage or proportion of all children of the official admission age who are new entrants in Grade 1. The NIR is a key parameter for projecting school enrolment. It measures the extent of access of the population of the school admission age. A NIR of less than 100% could imply that all the children of the school admission age are either in school or that they are have not been enrolled due to many reasons one which would be that space could have taken by either the under and over aged children that enrol in Grade 1. The NIR varied from 38.7 percent in Copperbelt to 69.5% in Western province.

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

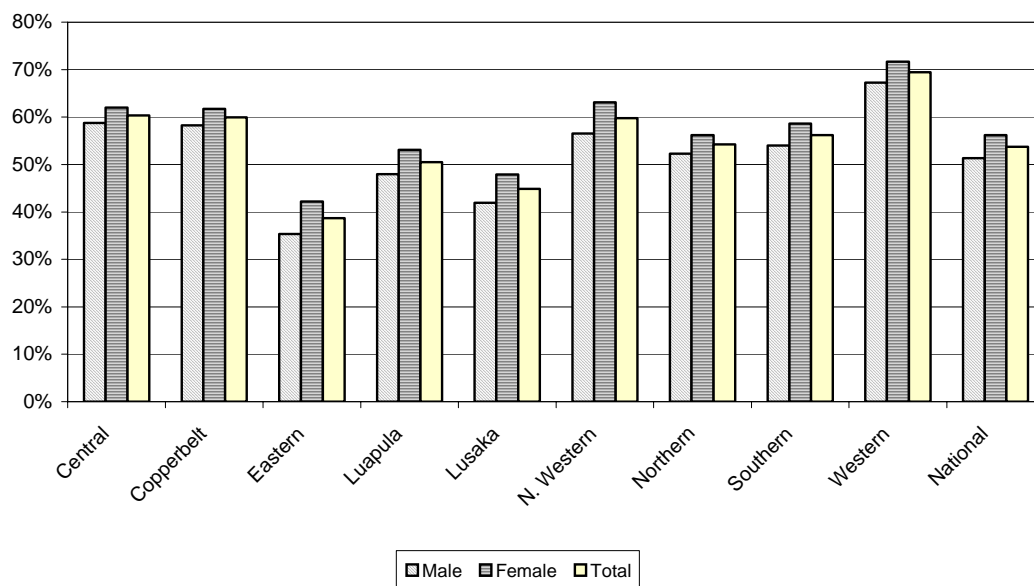


Table 9. Net Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	58.77%	61.97%	60.36%	-7.9%
Copperbelt	58.22%	61.71%	59.94%	-16.7%
Eastern	35.36%	42.17%	38.72%	1.4%
Luapula	47.99%	53.10%	50.52%	7.9%
Lusaka	41.92%	47.91%	44.87%	-29.9%
N. Western	56.53%	63.15%	59.78%	-6.6%
Northern	52.25%	56.22%	54.23%	-0.5%
Southern	53.96%	58.59%	56.24%	-1.8%
Western	67.27%	71.67%	69.46%	-2.5%
National	51.34%	56.22%	53.75%	-8.0%

Gross Enrolment Ratio (GER)

The national Gross Enrolment Rates for Grades 1-7 and Grade 1-9 were 130.98% and 116.8 % respectively in 2008 with some significant variations between provinces as can be observed from the tables below. The GER shows the proportion of total pupils in a particular level of education expressed as a percentage of the corresponding school age, can be used for comparing different districts and provincial enrolments.. The GER can be over 100 per cent, where the number of over aged or under aged children in schools is in excess relative to children of official age for the level of education. It can also indicate the capacity of the education system and its utilisation.

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

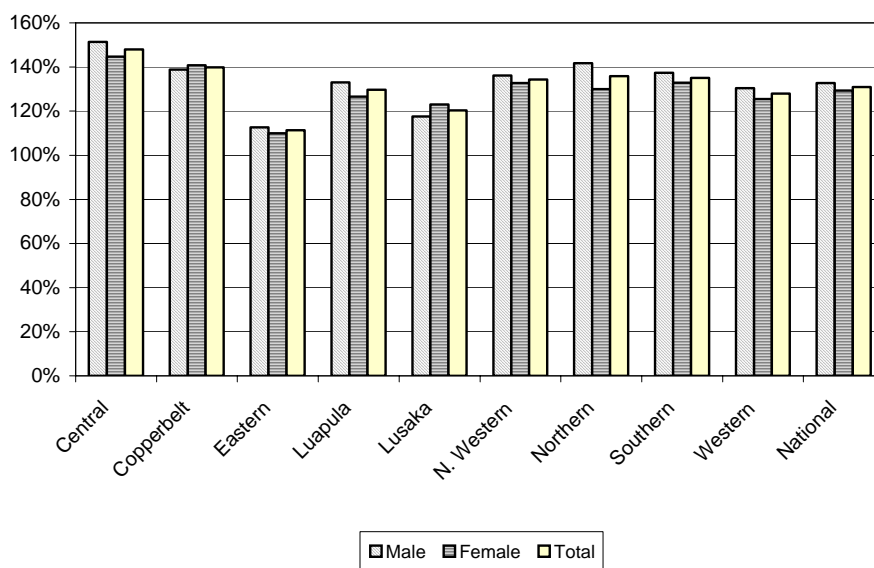


Table 10. Gross Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	151.38%	144.66%	148.01%	2.9%
Copperbelt	138.82%	140.81%	139.82%	-2.3%
Eastern	112.63%	109.92%	111.28%	5.5%
Luapula	132.99%	126.54%	129.77%	2.5%
Lusaka	117.53%	122.99%	120.25%	3.3%
N. Western	136.10%	132.69%	134.41%	-1.2%
Northern	141.68%	129.95%	135.82%	-2.5%
Southern	137.40%	132.80%	135.10%	1.5%
Western	130.44%	125.49%	127.97%	2.3%
National	132.66%	129.30%	130.98%	1.1%

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

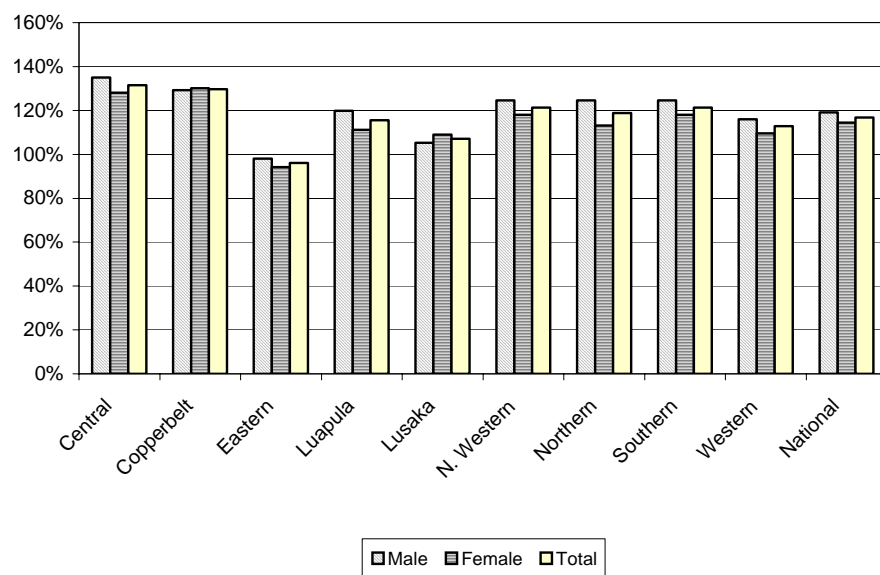


Table 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	134.98%	128.01%	131.49%	3.4%
Copperbelt	129.32%	130.11%	129.71%	-0.2%
Eastern	97.96%	94.12%	96.05%	5.9%
Luapula	119.86%	111.14%	115.52%	3.7%
Lusaka	105.30%	108.94%	107.12%	2.2%
N. Western	124.69%	118.09%	121.40%	-0.3%
Northern	124.63%	113.08%	118.86%	-1.4%
Southern	124.64%	118.10%	121.37%	1.7%
Western	115.95%	109.57%	112.77%	3.0%
National	119.13%	114.51%	116.82%	1.8%

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

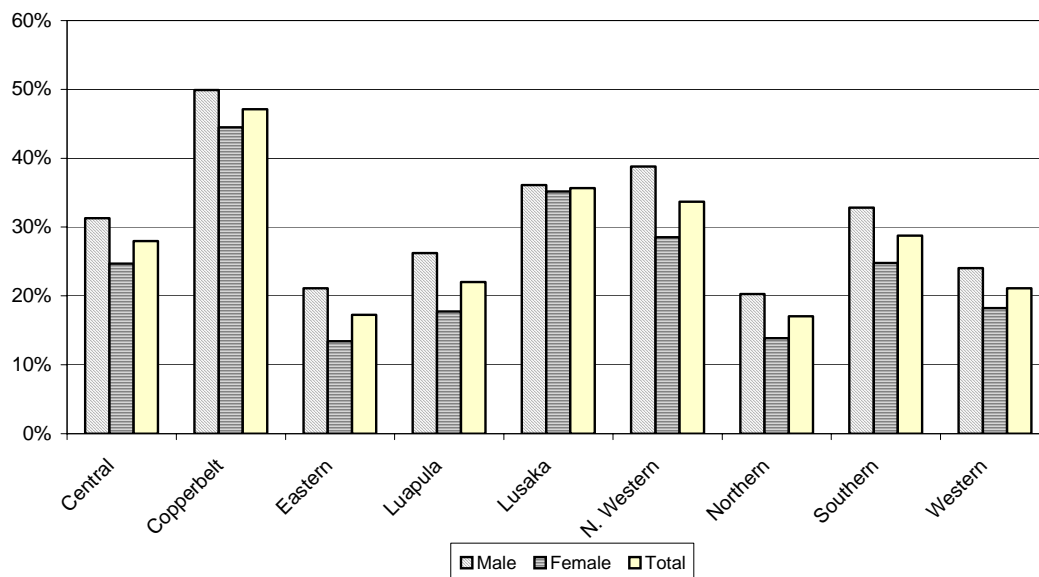


Table 12. Gross Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	31.29%	24.68%	27.98%	1.4%
Copperbelt	49.89%	44.49%	47.13%	1.9%
Eastern	21.11%	13.40%	17.28%	1.3%
Luapula	26.21%	17.74%	22.03%	2.0%
Lusaka	36.11%	35.19%	35.65%	1.2%
N. Western	38.80%	28.55%	33.68%	1.5%
Northern	20.26%	13.86%	17.06%	-0.1%
Southern	32.83%	24.76%	28.74%	2.4%
Western	24.02%	18.21%	21.09%	-0.4%
National	31.77%	25.70%	28.71%	1.3%

Net Enrolment Ratio (NER)

The national Net Enrolment Rate in 2008 for Grades 1-7 and Grades 1-9 were 102.6 and 104.7 respectively and was 25.5 for Grade 10-12. For any given category, NER is not supposed to exceed 100 percent, the Ministry of Education is still consulting CSO on the population projection figures

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

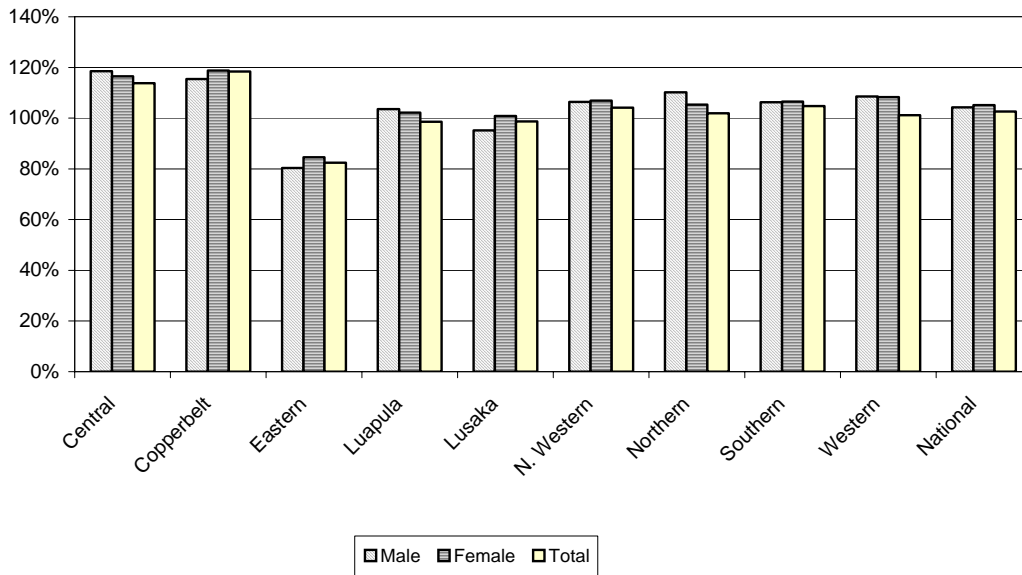


Table 13. Net Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	118.52%	116.56%	113.77%	2.15%
Copperbelt	115.42%	118.75%	118.39%	0.99%
Eastern	80.31%	84.54%	82.52%	1.06%
Luapula	103.61%	102.11%	98.55%	1.01%
Lusaka	95.16%	100.80%	98.72%	1.04%
N. Western	106.47%	106.89%	104.19%	0.98%
Northern	110.22%	105.36%	101.86%	0.94%
Southern	106.35%	106.56%	104.79%	1.01%
Western	108.52%	108.35%	101.16%	0.97%
National	104.27%	105.15%	102.63%	1.00%

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

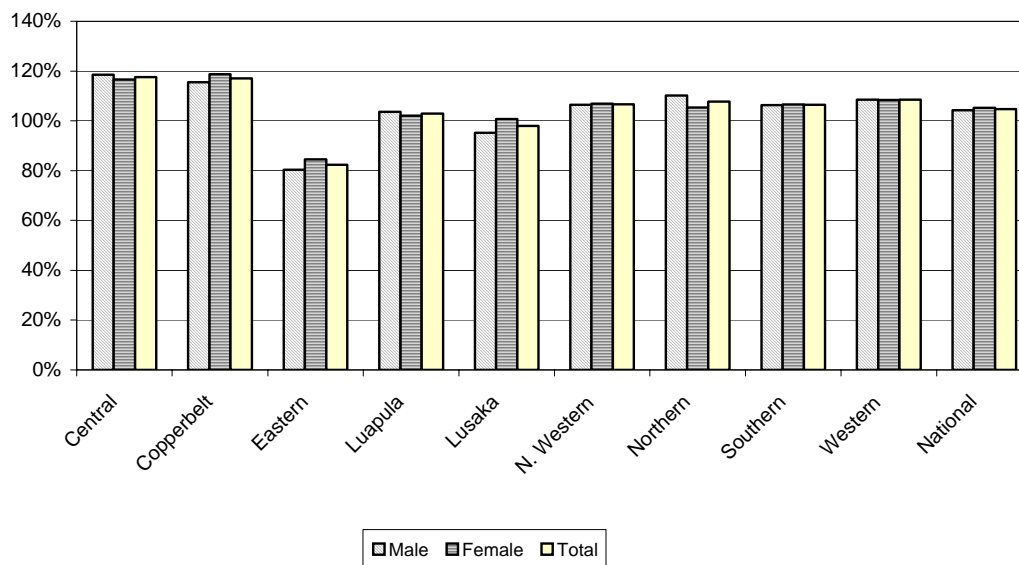


Table 14. Net Enrolment Ratio in Grades 1 - 9 by Gender and Province

	Male	Female	Total	% Ch.
Central	118.52%	116.56%	117.54%	6.7%
Copperbelt	115.42%	118.75%	117.08%	-0.1%
Eastern	80.31%	84.54%	82.41%	7.5%
Luapula	103.61%	102.11%	102.86%	7.4%
Lusaka	95.16%	100.80%	97.97%	3.4%
N. Western	106.47%	106.89%	106.68%	2.2%
Northern	110.22%	105.36%	107.79%	2.4%
Southern	106.35%	106.56%	106.45%	4.1%
Western	108.52%	108.35%	108.43%	10.0%
National	104.27%	105.15%	104.71%	4.2%

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

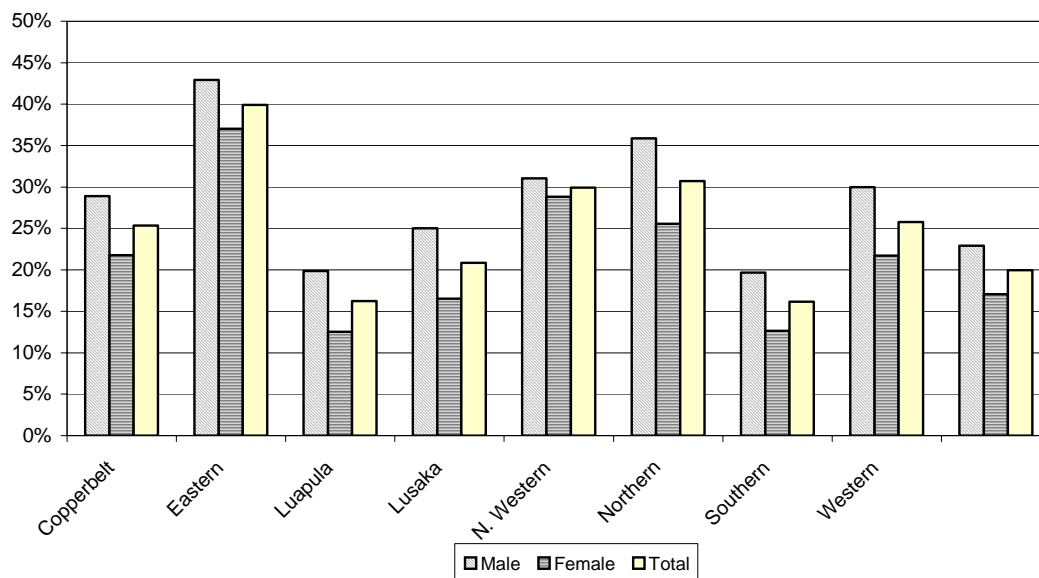


Table 15. Net Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	28.91%	21.78%	25.34%	6.7%
Copperbelt	42.92%	37.05%	39.92%	2.1%
Eastern	19.87%	12.54%	16.23%	8.4%
Luapula	25.03%	16.53%	20.83%	13.1%
Lusaka	31.04%	28.82%	29.91%	0.9%
N. Western	35.87%	25.57%	30.72%	2.1%
Northern	19.68%	12.64%	16.16%	0.7%
Southern	29.98%	21.71%	25.79%	8.0%
Western	22.90%	17.08%	19.96%	-0.6%
National	28.78%	22.31%	25.52%	4.0%

Transition rate

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

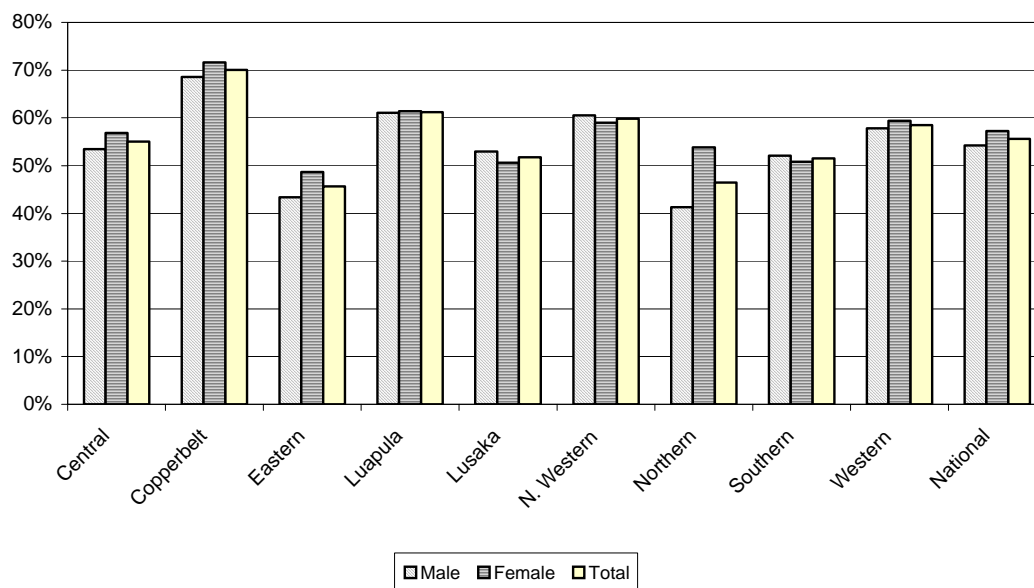


Table 16. Transition Rate for Grade 7-8 by Gender and Province

	Male	Female	Total	% Ch.
Central	53.49%	56.88%	55.05%	4.23%
Copperbelt	68.60%	71.60%	70.06%	5.67%
Eastern	43.36%	48.66%	45.62%	5.93%
Luapula	61.10%	61.40%	61.23%	8.78%
Lusaka	52.96%	50.59%	51.77%	4.07%
N. Western	60.54%	58.98%	59.84%	-2.17%
Northern	41.28%	53.81%	46.47%	0.54%
Southern	52.10%	50.79%	51.49%	3.02%
Western	57.82%	59.40%	58.53%	-0.60%
National	54.20%	57.22%	55.59%	3.6%

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

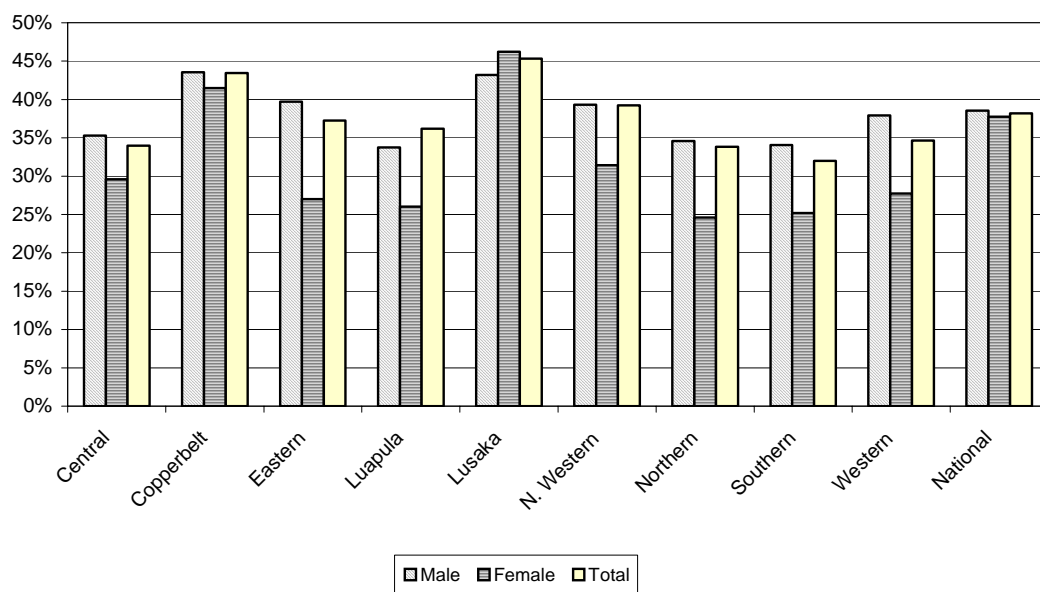


Table 17. Transition Rate for Grade 9 - 10 by Gender and Province

	Male	Female	Total	% Ch.
Central	35.30%	29.58%	34.00%	5.95%
Copperbelt	43.55%	41.48%	43.45%	-5.48%
Eastern	39.74%	27.02%	37.26%	-5.05%
Luapula	33.77%	26.02%	36.20%	-0.03%
Lusaka	43.20%	46.22%	45.32%	-2.01%
N. Western	39.32%	31.44%	39.26%	10.73%
Northern	34.56%	24.60%	33.83%	8.30%
Southern	34.06%	25.20%	31.98%	-2.00%
Western	37.93%	27.75%	34.66%	-16.19%
National	38.54%	37.76%	38.17%	-1.4%

Participation and Enrolment

The overall pupil enrolment in all the school grades 1-12 increased by 4.2 percent in 2008 from 2007. The total Basic pupil school enrolment (Grades 1 to 9) in 2008 was 3,290,218 compared to 3,166,310 in 2007. The pupil enrolment at this level increased by 3.9 percent. Similarly Grades 1-7 pupil enrolment increased by 3.1 percent in 2008 from 2,822,759 in 2007 to 2,909,436. Grade 8-9 enrolment also increased to 380,782 in 2008 from 343,551 in 2007, a percentage increase of 10.8 while Grade 10-12 enrolment equally increased by 8.1 percent from the previous year.

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

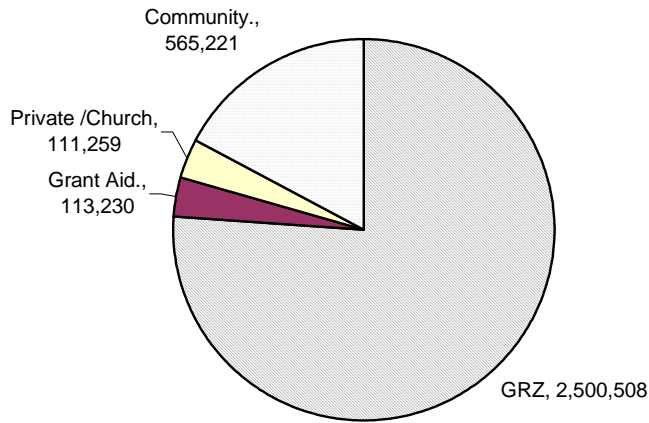


Figure 17. Enrolment in Grades 10-12 Schools by Running Agency

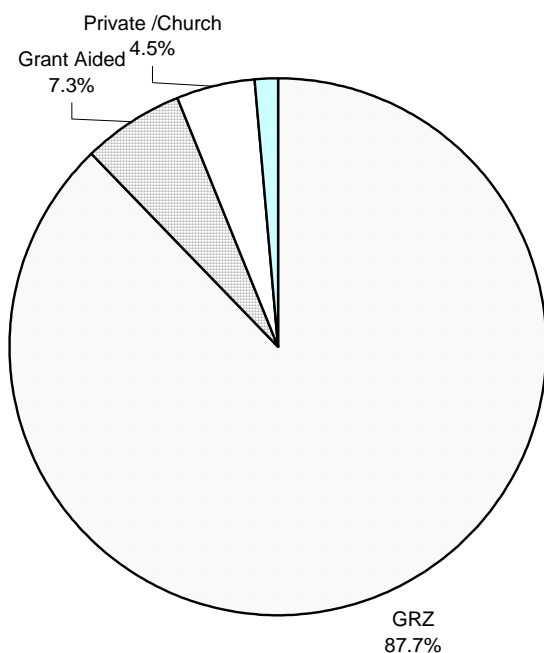


Table 18. Enrolment in All Schools Grades 1 -12

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	212,729	200,199	48%	412,928	11.7%	5.9%
Copperbelt	299,633	299,899	50%	599,532	17.0%	1.1%
Eastern	207,293	193,941	48%	401,234	11.4%	8.2%
Luapula	145,436	131,869	48%	277,305	7.9%	7.6%
Lusaka	210,940	217,596	51%	428,536	12.2%	3.7%
N. Western	121,755	112,333	48%	234,088	6.6%	3.7%
Northern	245,216	219,795	47%	465,011	13.2%	2.2%
Southern	241,948	226,581	48%	468,529	13.3%	4.1%
Western	124,207	115,672	48%	239,879	6.8%	4.5%
National	1,809,157	1,717,885	48.7%	3,527,042	100.0%	4.2%

Note: All enrolment table includes APU and Regular students

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

	Private /Church	Grant Aid.	Community.	GRZ	Total
Central	6,481	7,004	77,177	254,303	344,965
Copperbelt	35,238	11,486	84,513	316,690	447,927
Eastern	5,022	12,747	64,074	267,829	349,672
Luapula	4,519	6,299	47,405	177,650	235,873
Lusaka	24,528	7,233	88,331	219,851	339,943
N. Western	1,887	10,332	25,187	155,895	193,301
Northern	3,374	16,685	73,193	315,729	408,981
Southern	10,838	15,737	72,423	286,438	385,436
Western	2,190	2,001	27,127	172,020	203,338
National	94,077	89,524	559,430	2,166,405	2,909,436

Figure 18. Enrolment in Grades 1-9 by Agency

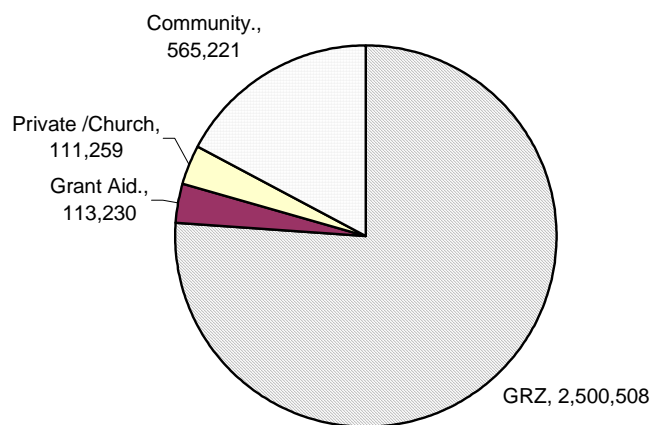


Table 20. Enrolment Grades 1-9 by Agency/Type and Province

	GRZ	Grant Aid.	Private /Church	Community.	Total	% Ch.
Central	293,141	9,028	7,520	78,885	388,574	5.7%
Copperbelt	398,809	13,089	40,120	85,075	537,093	0.4%
Eastern	295,081	16,060	6,394	64,291	381,826	8.0%
Luapula	202,901	7,978	4,952	47,592	263,423	7.3%
Lusaka	257,954	9,407	31,131	90,556	389,048	3.3%
N. Western	179,715	10,825	2,135	25,187	217,862	3.3%
Northern	349,013	20,513	4,100	73,569	447,195	2.2%
Southern	329,760	23,047	12,494	72,836	438,137	3.6%
Western	194,134	3,283	2,413	27,230	227,060	4.7%
National	2,500,508	113,230	111,259	565,221	3,290,218	3.9%

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

	GRZ	Grant Aid.	Private /Church	Community.	Total	% Ch.
Central	21,600	1,552	905	297	24,354	8.5%
Copperbelt	54,966	1,180	5,996	297	62,439	7.1%
Eastern	14,855	3,308	1,245	0	19,408	12.8%
Luapula	12,787	921	174	0	13,882	14.4%
Lusaka	32,421	1,104	5,963	0	39,488	7.7%
N. Western	15,442	753	31	0	16,226	9.0%
Northern	16,120	1,334	356	6	17,816	1.7%
Southern	19,536	8,929	1,927	0	30,392	12.2%
Western	10,583	1,211	1,025	0	12,819	-0.5%
National	198,310	20,292	17,622	600	236,824	8.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	176,092	168,873	49.0%	344,965	11.9%	5.1%
Copperbelt	222,661	225,266	50.3%	447,927	15.4%	-1.9%
Eastern	177,675	171,997	49.2%	349,672	12.0%	7.0%
Luapula	121,161	114,712	48.6%	235,873	8.1%	6.1%
Lusaka	166,564	173,379	51.0%	339,943	11.7%	3.9%
N. Western	98,359	94,942	49.1%	193,301	6.6%	2.3%
Northern	213,668	195,313	47.8%	408,981	14.1%	1.3%
Southern	196,247	189,189	49.1%	385,436	13.2%	3.2%
Western	104,026	99,312	48.8%	203,338	7.0%	4.1%
National	1,476,453	1,432,983	49.3%	2,909,436	100.0%	3.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	199,129	189,445	48.8%	388,574	11.8%	5.7%
Copperbelt	267,329	269,764	50.2%	537,093	16.3%	0.4%
Eastern	195,358	186,468	48.8%	381,826	11.6%	8.0%
Luapula	137,070	126,353	48.0%	263,423	8.0%	7.3%
Lusaka	191,296	197,752	50.8%	389,048	11.8%	3.3%
N. Western	112,404	105,458	48.4%	217,862	6.6%	3.3%
Northern	234,629	212,566	47.5%	447,195	13.6%	2.2%
Southern	224,838	213,299	48.7%	438,137	13.3%	3.6%
Western	116,975	110,085	48.5%	227,060	6.9%	4.7%
National	1,679,028	1,611,190	49.0%	3,290,218	100.0%	3.9%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	13,600	10,754	44.2%	24,354	10.3%	8.5%
Copperbelt	32,304	30,135	48.3%	62,439	26.4%	7.1%
Eastern	11,935	7,473	38.5%	19,408	8.2%	12.8%
Luapula	8,366	5,516	39.7%	13,882	5.9%	14.4%
Lusaka	19,644	19,844	50.3%	39,488	16.7%	7.7%
N. Western	9,351	6,875	42.4%	16,226	6.9%	9.0%
Northern	10,587	7,229	40.6%	17,816	7.5%	1.7%
Southern	17,110	13,282	43.7%	30,392	12.8%	12.2%
Western	7,232	5,587	43.6%	12,819	5.4%	-0.5%
National	130,129	106,695	45.1%	236,824	100%	8.1%

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	133,781	127,526	48.8%	261,307	11.6%	2.0%
Copperbelt	164,129	164,047	50.0%	328,176	14.5%	-4.5%
Eastern	142,426	138,150	49.2%	280,576	12.4%	5.6%
Luapula	94,778	89,171	48.5%	183,949	8.2%	1.7%
Lusaka	111,411	115,673	50.9%	227,084	10.1%	-0.9%
N. Western	84,784	81,443	49.0%	166,227	7.4%	1.2%
Northern	174,125	158,289	47.6%	332,414	14.7%	-0.3%
Southern	154,093	148,082	49.0%	302,175	13.4%	1.1%
Western	88,941	85,080	48.9%	174,021	7.7%	1.7%
National	1,148,468	1,107,461	49.1%	2,255,929	100.0%	0.6%

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	155,388	146,781	48.6%	302,169	11.6%	2.9%
Copperbelt	206,076	205,822	50.0%	411,898	15.8%	-1.1%
Eastern	159,045	152,096	48.9%	311,141	11.9%	6.7%
Luapula	110,279	100,600	47.7%	210,879	8.1%	3.7%
Lusaka	131,557	135,804	50.8%	267,361	10.2%	-1.1%
N. Western	98,683	91,857	48.2%	190,540	7.3%	2.4%
Northern	194,435	175,091	47.4%	369,526	14.1%	0.8%
Southern	181,568	171,239	48.5%	352,807	13.5%	1.8%
Western	101,719	95,698	48.5%	197,417	7.6%	2.6%
National	1,338,750	1,274,988	48.8%	2,613,738	100.0%	1.8%

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	13,070	10,082	43.5%	23,152	10.6%	6.3%
Copperbelt	28,192	27,954	49.8%	56,146	25.7%	2.8%
Eastern	10,990	7,173	39.5%	18,163	8.3%	8.8%
Luapula	8,217	5,491	40.1%	13,708	6.3%	18.3%
Lusaka	16,559	16,966	50.6%	33,525	15.3%	5.8%
N. Western	9,341	6,854	42.3%	16,195	7.4%	10.9%
Northern	10,438	7,016	40.2%	17,454	8.0%	2.0%
Southern	16,158	12,307	43.2%	28,465	13.0%	11.0%
Western	6,668	5,126	43.5%	11,794	5.4%	0.1%
National	119,633	98,969	45.3%	218,602	100.0%	6.4%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	3,274	3,207	49.5%	6,481	6.9%	-29.2%
Copperbelt	17,028	18,210	51.7%	35,238	37.5%	-1.1%
Eastern	2,515	2,507	49.9%	5,022	5.3%	-4.0%
Luapula	2,264	2,255	49.9%	4,519	4.8%	54.3%
Lusaka	12,000	12,528	51.1%	24,528	26.1%	19.6%
N. Western	928	959	50.8%	1,887	2.0%	50.2%
Northern	1,657	1,717	50.9%	3,374	3.6%	-35.5%
Southern	5,222	5,616	51.8%	10,838	11.5%	36.7%
Western	1,115	1,075	49.1%	2,190	2.3%	38.6%
National	46,003	48,074	51.1%	94,077	100.0%	5.2%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	3,786	3,734	49.7%	7,520	6.8%	29.3%
Copperbelt	19,464	20,656	51.5%	40,120	36.1%	4.0%
Eastern	3,426	2,968	46.4%	6,394	5.7%	68.7%
Luapula	2,543	2,409	48.6%	4,952	4.5%	63.2%
Lusaka	15,424	15,707	50.5%	31,131	28.0%	22.2%
N. Western	1,074	1,061	49.7%	2,135	1.9%	593.2%
Northern	2,069	2,031	49.5%	4,100	3.7%	10.9%
Southern	6,099	6,395	51.2%	12,494	11.2%	47.9%
Western	1,231	1,182	49.0%	2,413	2.2%	21.7%
National	55,116	56,143	50.5%	111,259	100.0%	22.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	371	534	59.0%	905	5.1%	45.7%
Copperbelt	3,967	2,029	33.8%	5,996	34.0%	64.3%
Eastern	945	300	24.1%	1,245	7.1%	143.6%
Luapula	149	25	14.4%	174	1.0%	0.0%
Lusaka	3,085	2,878	48.3%	5,963	33.8%	27.0%
N. Western	10	21	0.0%	31	0.2%	0.0%
Northern	143	213	59.8%	356	2.0%	-8.2%
Southern	952	975	50.6%	1,927	10.9%	33.1%
Western	564	461	45.0%	1,025	5.8%	-6.7%
National	10,186	7,436	42.2%	17,622	100.0%	33.0%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	39,037	38,140	49.4%	77,177	13.8%	22.9%
Copperbelt	41,504	43,009	50.9%	84,513	15.1%	9.1%
Eastern	32,734	31,340	48.9%	64,074	11.5%	15.0%
Luapula	24,119	23,286	49.1%	47,405	8.5%	22.8%
Lusaka	43,153	45,178	51.1%	88,331	15.8%	13.8%
N. Western	12,647	12,540	49.8%	25,187	4.5%	7.6%
Northern	37,886	35,307	48.2%	73,193	13.1%	12.6%
Southern	36,932	35,491	49.0%	72,423	12.9%	8.3%
Western	13,970	13,157	48.5%	27,127	4.8%	19.3%
National	281,982	277,448	49.6%	559,430	100.0%	14.1%

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	39,955	38,930	49.4%	78,885	14.0%	24.0%
Copperbelt	41,789	43,286	50.9%	85,075	15.1%	9.0%
Eastern	32,887	31,404	48.8%	64,291	11.4%	15.1%
Luapula	24,248	23,344	49.1%	47,592	8.4%	22.4%
Lusaka	44,315	46,241	51.1%	90,556	16.0%	12.4%
N. Western	12,647	12,540	49.8%	25,187	4.5%	7.3%
Northern	38,125	35,444	48.2%	73,569	13.0%	13.1%
Southern	37,171	35,665	49.0%	72,836	12.9%	8.2%
Western	14,025	13,205	48.5%	27,230	4.8%	19.6%
National	285,162	280,059	49.5%	565,221	100.0%	14.1%

Note: Includes only those schools that submitted the ASC

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

	Male	Female	% (F)	Total	% of Tot.
Central	159	138	46.5%	297	49.5%
Copperbelt	145	152	51.2%	297	49.5%
Eastern	0	0	0.0%	0	0.0%
Luapula	0	0	0.0%	0	0.0%
Lusaka	0	0	0.0%	0	0.0%
N. Western	0	0	0.0%	0	0.0%
Northern	6	0	0.0%	6	1.0%
Southern	0	0	0.0%	0	0.0%
Western	0	0	0.0%	0	0.0%
National	310	290	48.3%	600	100.0%

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

	Male	Female	% (F)	Total	% of Tot.
Central	2,495	2,565	50.7%	5,060	5.3%
Copperbelt	3,139	3,114	49.8%	6,253	6.6%
Eastern	10,144	8,610	45.9%	18,754	19.7%
Luapula	5,628	5,280	48.4%	10,908	11.4%
Lusaka	5,031	4,842	49.0%	9,873	10.4%
N. Western	8,664	8,371	49.1%	17,035	17.9%
Northern	10,718	10,046	48.4%	20,764	21.8%
Southern	2,338	2,200	48.5%	4,538	4.8%
Western	1,082	1,003	48.1%	2,085	2.2%
National	49,239	46,031	48.3%	95,270	100.0%

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

New Entrants

The total number of the new entrants into Grade 1 was 471,366 in 2008. The number of new entrants to grade 1 increased from 458,491 in 2007 representing a percentage increase of 2.8 over the previous year. Girl's enrolment accounted for 50.6 percent of the total grade 1 entrants.

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

	Under 7		7 yrs		Over 7		% of 7 yrs		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Central	2,218	2,686	13,442	13,176	26,914	27,624	31.6%	30.3%	86,060
Copperbelt	4,232	4,940	11,093	11,144	30,552	31,795	24.2%	23.3%	93,756
Eastern	1,646	2,046	20,109	20,142	30,711	32,600	38.3%	36.8%	107,254
Luapula	1,211	1,394	12,685	11,915	21,490	21,523	35.8%	34.2%	70,218
Lusaka	2,230	2,672	12,122	12,469	23,968	25,788	31.6%	30.5%	79,249
N. Western	1,682	2,007	7,391	6,813	15,924	16,209	29.6%	27.2%	50,026
Northern	2,172	2,587	20,765	19,050	36,351	35,974	35.0%	33.1%	116,899
Southern	1,838	2,170	14,848	14,034	29,085	29,222	32.4%	30.9%	91,197
Western	688	865	8,577	7,765	17,901	17,735	31.6%	29.5%	53,531
National	17,917	21,367	121,032	116,508	232,896	238,470	32.5%	31.0%	748,190

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	26,914	27,624	50.7%	54,538	11.6%	4.0%
Copperbelt	30,552	31,795	51.0%	62,347	13.2%	-7.8%
Eastern	30,711	32,600	51.5%	63,311	13.4%	5.0%
Luapula	21,490	21,523	50.0%	43,013	9.1%	13.7%
Lusaka	23,968	25,788	51.8%	49,756	10.6%	-4.4%
N. Western	15,924	16,209	50.4%	32,133	6.8%	-3.5%
Northern	36,351	35,974	49.7%	72,325	15.3%	9.0%
Southern	29,085	29,222	50.1%	58,307	12.4%	7.2%
Western	17,901	17,735	49.8%	35,636	7.6%	4.1%
National	232,896	238,470	50.6%	471,366	100.0%	2.8%

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

	Male	Female	% (F)	Total	% of Tot.	% of Enr.
Central	5,737	5,817	50.3%	11,554	15.3%	21.2%
Copperbelt	9,206	9,613	51.1%	18,819	24.8%	30.2%
Eastern	2,424	2,716	52.8%	5,140	6.8%	8.1%
Luapula	1,419	1,487	51.2%	2,906	3.8%	6.8%
Lusaka	10,967	11,083	50.3%	22,050	29.1%	44.3%
N. Western	1,139	1,217	51.7%	2,356	3.1%	7.3%
Northern	1,135	1,228	52.0%	2,363	3.1%	3.3%
Southern	4,619	4,947	51.7%	9,566	12.6%	16.4%
Western	497	511	50.7%	1,008	1.3%	2.8%
Total	37,143	38,619	51.0%	75,762	100.0%	16.1%

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 year. The progression rate shows the relative size of the group that successfully moved to the next grade within the educational programme of the system.

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

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

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 increased from 2.27 percent in 2007 to 2.65 percent in 2008. Dropout at Grade 1-9 slightly reduced from 2.43 to 2.18 percent. At high school grade 10-12, the dropout rate increased from 1.38 to 2.04 percent.

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

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

	Male	Female	Total	% Ch.
Central	1.70%	2.37%	2.03%	0.2%
Copperbelt	1.13%	1.49%	1.31%	0.2%
Eastern	1.85%	2.68%	2.26%	0.5%
Luapula	2.18%	2.98%	2.57%	0.5%
Lusaka	1.27%	1.64%	1.46%	-0.2%
N. Western	1.97%	3.17%	2.56%	0.2%
Northern	2.40%	3.18%	2.77%	0.1%
Southern	1.14%	1.83%	1.48%	0.4%
Western	1.94%	2.96%	2.43%	0.6%
National	1.68%	2.36%	2.65%	-0.4%

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

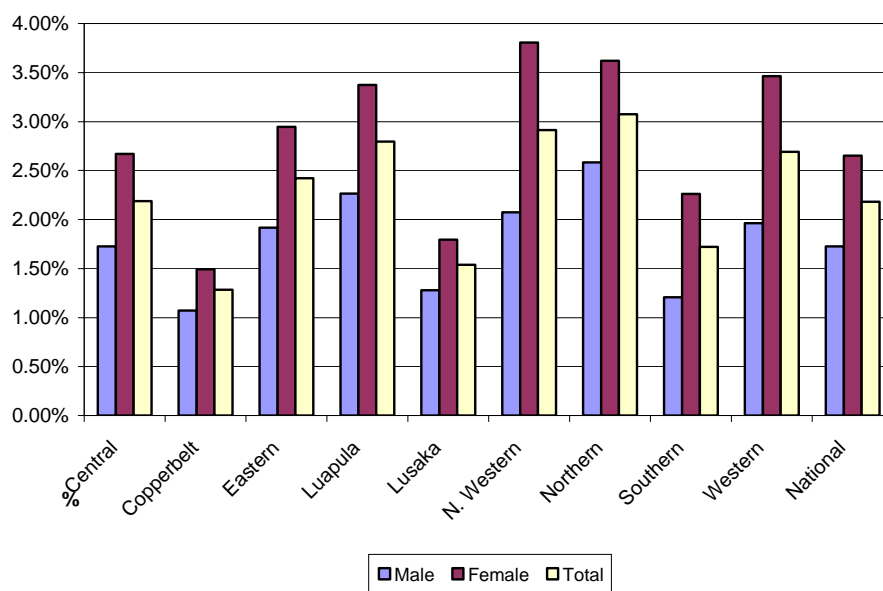


Table 39. Drop Out Rate for Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	1.73%	2.67%	2.19%	-0.2%
Copperbelt	1.07%	1.49%	1.28%	-0.3%
Eastern	1.92%	2.95%	2.42%	-0.5%
Luapula	2.26%	3.37%	2.80%	-0.4%
Lusaka	1.28%	1.79%	1.54%	0.2%
N. Western	2.07%	3.81%	2.91%	-0.1%
Northern	2.58%	3.62%	3.07%	-0.1%
Southern	1.21%	2.26%	1.72%	-0.5%
Western	1.96%	3.46%	2.69%	-0.6%
National	1.73%	2.65%	2.18%	-0.3%

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

	Male	Female	Total	% Ch.
Central	0.40%	1.53%	0.90%	-0.6%
Copperbelt	0.38%	0.84%	0.60%	0.0%
Eastern	0.59%	2.11%	1.18%	-0.5%
Luapula	0.50%	2.36%	1.24%	-1.1%
Lusaka	0.65%	1.06%	0.85%	0.2%
N. Western	1.25%	5.09%	2.88%	-0.5%
Northern	0.60%	1.88%	1.12%	-0.7%
Southern	0.38%	1.67%	0.94%	-0.4%
Western	1.36%	3.94%	2.48%	-0.2%
National	1.73%	1.10%	2.04%	0.7%

Repetition Rate

This rate measures the occurrence of pupils from a cohort repeating a grade, and has negative effect on the internal efficiency of educational system. Additionally, it is one of the key measures for analysing and projecting pupil flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system. Repetition for basic schools Grade 1-9 was 9.56 while repetition at grade 10 - 12 reduced from 1.60 percent in 2007 to 1.50 percent in 2008. Apparently at basic school levels the repetition rates are higher for girls than boys.

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

	Male	Female	Total	% Ch.
Central	7.12%	6.28%	6.47%	-1.1%
Copperbelt	3.47%	3.29%	3.65%	0.0%
Eastern	6.92%	6.28%	6.80%	-0.5%
Luapula	6.02%	6.05%	6.45%	-0.5%
Lusaka	3.20%	3.23%	3.45%	-0.3%
N. Western	7.17%	7.28%	8.06%	0.3%
Northern	7.67%	7.58%	8.06%	-0.2%
Southern	8.58%	7.59%	7.87%	-1.7%
Western	7.00%	6.43%	6.98%	-0.2%
National	6.26%	5.85%	6.21%	-0.6%

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

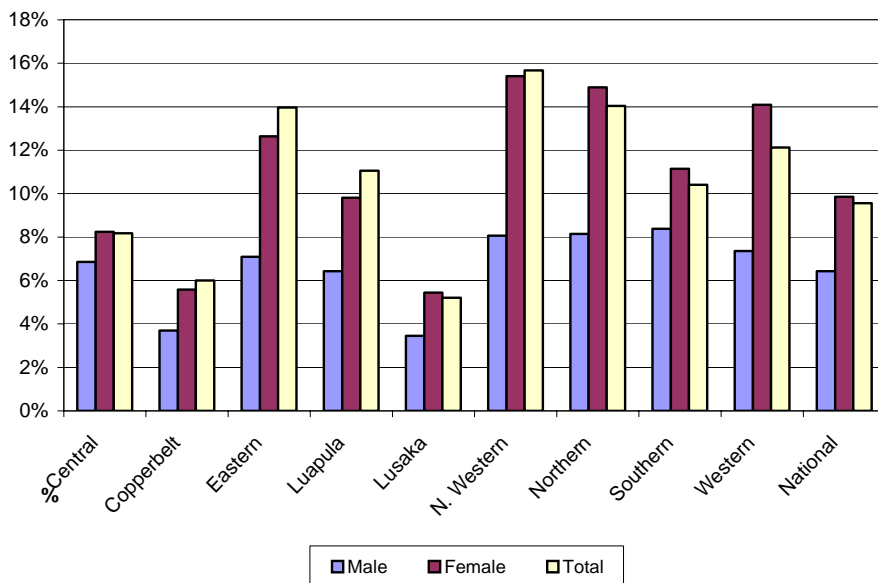


Table 42. Repetition Rate in Grades 1-9 by Grade

	Male	Female	Total	% Ch.
Central	6.86%	8.25%	8.17%	0.6%
Copperbelt	3.70%	5.59%	6.00%	2.1%
Eastern	7.09%	12.63%	13.97%	6.2%
Luapula	6.43%	9.81%	11.06%	3.7%
Lusaka	3.45%	5.45%	5.21%	1.3%
N. Western	8.07%	15.41%	15.67%	7.3%
Northern	8.14%	14.90%	14.04%	5.4%
Southern	8.38%	11.15%	10.41%	0.7%
Western	7.36%	14.09%	12.12%	4.5%
National	6.43%	9.85%	9.56%	2.5%

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

	Male	Female	Total	% Ch.
Central	0.83%	0.78%	0.81%	-0.19%
Copperbelt	1.09%	0.44%	0.78%	-0.13%
Eastern	3.05%	3.90%	3.37%	1.78%
Luapula	1.12%	1.48%	1.27%	-1.20%
Lusaka	0.80%	0.49%	0.65%	-0.18%
N. Western	4.09%	4.90%	4.41%	0.70%
Northern	1.45%	1.96%	1.65%	-0.21%
Southern	0.80%	0.79%	0.79%	-1.09%
Western	2.35%	3.78%	2.95%	0.56%
National	1.55%	1.43%	1.50%	-0.10%

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 grade 7 and 9 increased and reduced respectively from 90.66 to 94.71 and 47.00 to 25.03. (representing an increase of 4.5 and reduction of 46.7 percent) while the grade 12 completion rate increased from 19.71 to 21.96 percent in the year under review.

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

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

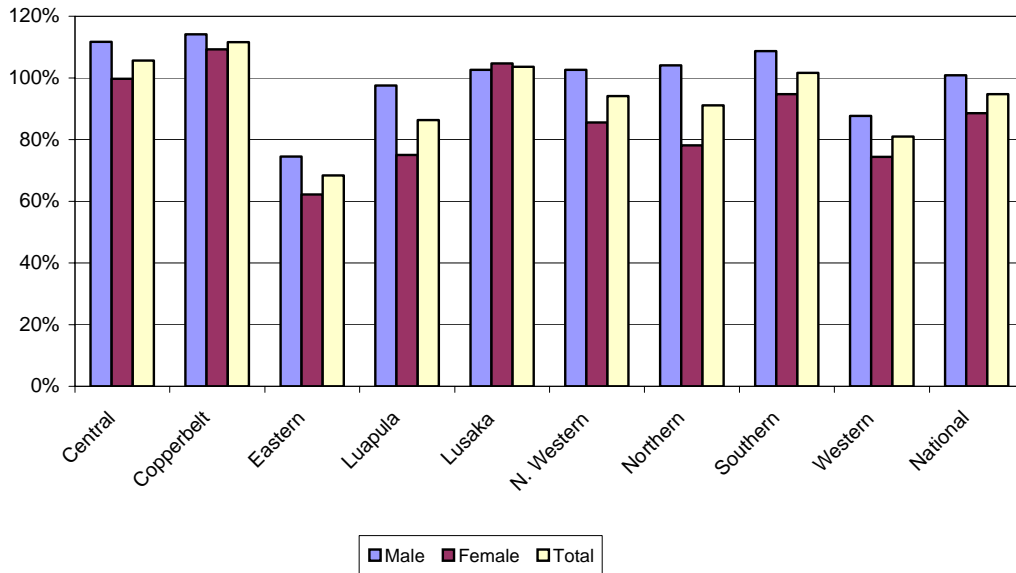


Figure 22. Completion Rate for Grades 9 by Gender and Province

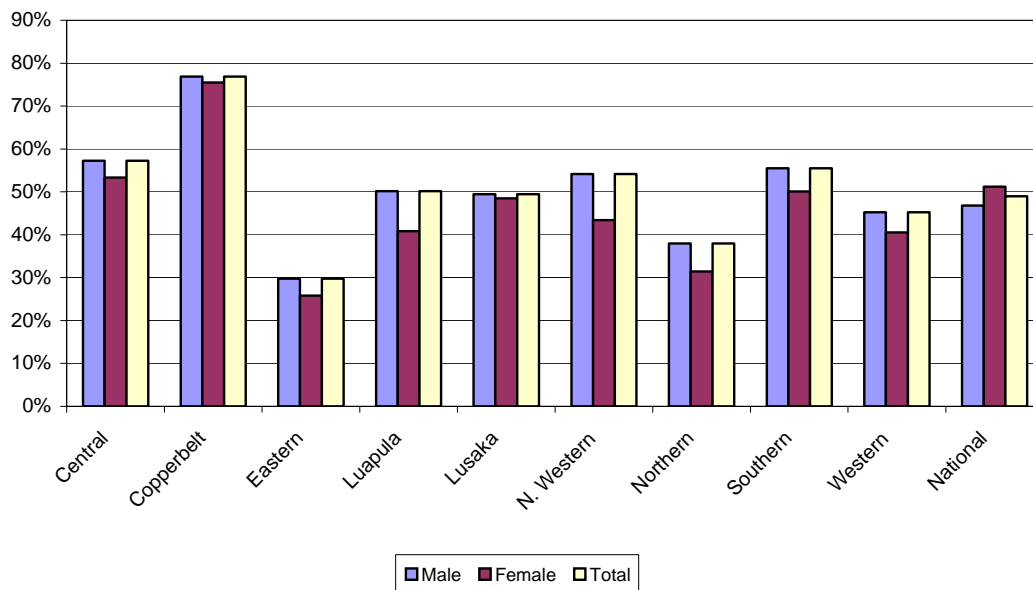


Table 44. Completion Rate for Grades 7 and 9 by Gender and Province

	Grade 7				% Ch.	Grades 9	
	Male	Female	Total	Male		Female	
Central	111.74%	99.69%	105.71%	9.2%	57.25%	53.33%	57
Copperbelt	114.11%	109.23%	111.65%	11.0%	76.89%	75.48%	76
Eastern	74.58%	62.28%	68.43%	13.3%	29.73%	25.83%	29
Luapula	97.55%	75.07%	86.35%	14.1%	50.15%	40.84%	50
Lusaka	102.60%	104.66%	103.63%	9.7%	49.43%	48.45%	49
N. Western	102.64%	85.55%	94.13%	15.9%	54.13%	43.41%	54
Northern	104.09%	78.10%	91.08%	9.0%	37.97%	31.40%	37
Southern	108.71%	94.69%	101.65%	11.5%	55.51%	50.08%	55
Western	87.68%	74.40%	81.02%	12.2%	45.24%	40.53%	45
National	100.86%	88.59%	94.71%	55.72%	46.76%	51.22%	48

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

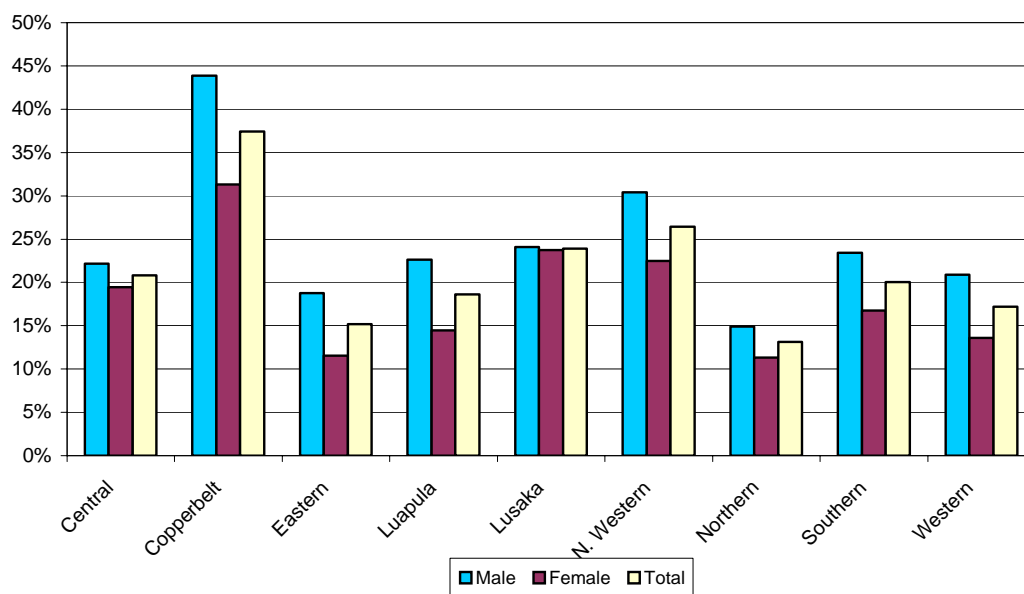


Table 45. Completion Rate for Grades 12 by Gender and Province

	Grade 12			% Ch.
	Male	Female	Total	
Central	22.17%	19.47%	20.82%	4.0%
Copperbelt	43.87%	31.30%	37.41%	3.9%
Eastern	18.75%	11.54%	15.19%	2.1%
Luapula	22.64%	14.47%	18.63%	4.5%
Lusaka	24.09%	23.73%	23.91%	0.8%
N. Western	30.39%	22.50%	26.44%	2.0%
Northern	14.90%	11.34%	13.13%	0.3%
Southern	23.44%	16.76%	20.04%	2.3%
Western	20.89%	13.60%	17.20%	0.3%
National	25.03%	18.93%	21.96%	2.2%

Quality

The goal for the Ministry of Education is to provide quality and relevant education which enhances acquisition of knowledge, skills, attitudes and lifelong learning. As a first step, provision of teaching and learning materials and deployment of more trained teachers were given priority. As a result there were more teachers attending in-service training at various levels than before.

While the numbers that pass through an education system are an important indication of the levels of access and participation in the system, it is only when those pupils show proof of learning that the system will be said to be providing quality education. Quality in education is measured in terms of the incorporation of useful knowledge and skills that enable those who pass through it to participate in the affairs of their immediate communities effectively. Some of the factors that contribute to a well functioning school system include an adequate supply of qualified and motivated teachers, a well balanced curriculum to provide the necessary skills and knowledge and a disciplined school community, effective administration, minimum instructional time and an adequate supply of teaching and learning materials.

The Global Monitoring Report of 2005 proposed that a quality education must start with at least 850 to 1000 hours per year of instructional time. The instructional time in Zambia at the moment is far below the required time. The illustrative estimate below is based on the Zambian school calendar and various identified data sources:

The total of number of working days in the year for 2008:	188
Total number of working hours per day: 3.5 (2008 EMIS Estimate)	
Total number of working hours per year:	658
Total working hours per year Sub Sahara Africa average: (UNESCO)	828
Zambia Hours less School Closures: (Estimate)	534.8
Less Teacher Absenteeism: (17% from PETS)	443.8
Less Student Absenteeism: (10-20% 2006 National Assessment)	377.3
Estimate of Actual Average Hours of Instruction G1 -4	377.3

The 2008 Annual School Census reported an increase in the number of school teachers to 77,223 from 71,612 in 2007 out of which 36,941 were female and 40,282 were male representing an increase of 7.84% over 2007. Of the total number of teachers, 61,811 teachers were teaching in basic schools and 15,412 were teaching in secondary/high schools.

However the supply of teaching and learning materials remained erratic and the curriculum was not revised. During the year under review, a lot of standards visits were made to schools, which added value to the teaching and learning processes

Other 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, 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.

Pupil/teacher ratio for Grades 1-7 dropped from 53.49 in 2007 to 51.62 in 2008 at national level and varied across the provinces. Similarly the Pupil/Teacher ratio for grades 1-4 declined from 74.9 in 2007 to 71.8 in 2008. These reductions can be attributed to the teacher recruitment exercise which the ministry conducted.

Availability of Teachers

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	4,870	4,100	45.7%	8,970	11.6%	6.8%
Copperbelt	5,704	9,163	61.6%	14,867	19.3%	9.7%
Eastern	5,135	3,432	40.1%	8,567	11.1%	4.7%
Luapula	3,303	1,884	36.3%	5,187	6.7%	14.9%
Lusaka	4,527	6,422	58.7%	10,949	14.2%	9.6%
N. Western	3,110	1,809	36.8%	4,919	6.4%	4.6%
Northern	5,046	3,044	37.6%	8,090	10.5%	0.9%
Southern	5,568	4,731	45.9%	10,299	13.3%	9.0%
Western	3,019	2,356	43.8%	5,375	7.0%	11.8%
Total	40,282	36,941	47.8%	77,223	100.0%	7.8%

Table 47. Number of Teachers by Agency and Province

	Private Community.	Grant Aid.	GRZ	Total
Central	448	1,399	348	8,970
Copperbelt	2,436	1,402	413	14,867
Eastern	297	1,143	655	8,567
Luapula	173	722	248	5,187
Lusaka	2,148	1,885	365	10,949
N. Western	86	403	236	4,919
Northern	228	1,015	527	8,090
Southern	638	1,335	943	10,299
Western	126	440	178	5,375
Total	6,580	9,744	3,913	77,223

Figure 24. Teachers in Basic Schools by Running Agency

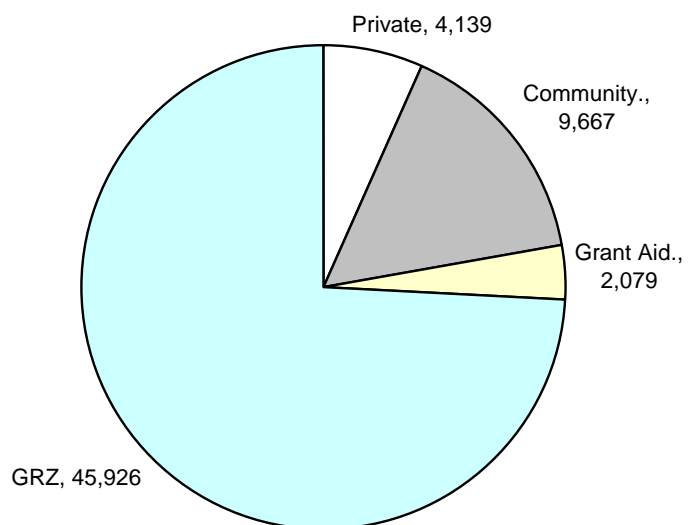


Table 48. Teachers in Basic Schools by Agency and Province

	Private	Community.	Grant Aid.	GRZ	Total
Central	318	1,383	158	5,184	7,043
Copperbelt	1,682	1,354	247	7,815	11,098
Eastern	190	1,143	331	5,459	7,123
Luapula	155	722	154	3,357	4,388
Lusaka	1,052	1,877	246	5,151	8,326
N. Western	76	403	190	3,440	4,109
Northern	141	1,010	353	5,498	7,002
Southern	447	1,335	360	5,942	8,084
Western	78	440	40	4,080	4,638
Total	4,139	9,667	2,079	45,926	61,811

Table 49. Teachers in Secondary Schools by Agency and Province

	GRZ	Private	Grant Aid.	Community.	Total
Central	1,591	130	190	16	1,927
Copperbelt	2,801	754	166	48	3,769
Eastern	1,013	107	324	0	1,444
Luapula	687	18	94	0	799
Lusaka	1,400	1,096	119	8	2,623
N. Western	754	10	46	0	810
Northern	822	87	174	5	1,088
Southern	1,441	191	583	0	2,215
Western	551	48	138	0	737
Total	11,060	2,441	1,834	77	15,412

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	2,780	2,562	48.0%	5,342	11.1%	1.0%
Copperbelt	2,415	5,647	70.0%	8,062	16.8%	13.3%
Eastern	3,193	2,597	44.9%	5,790	12.1%	4.7%
Luapula	2,014	1,497	42.6%	3,511	7.3%	15.0%
Lusaka	1,764	3,633	67.3%	5,397	11.2%	14.5%
N. Western	2,143	1,487	41.0%	3,630	7.6%	10.6%
Northern	3,404	2,447	41.8%	5,851	12.2%	2.0%
Southern	3,187	3,115	49.4%	6,302	13.1%	5.9%
Western	2,164	1,956	47.5%	4,120	8.6%	10.9%
National	23,064	24,941	52.0%	48,005	100.0%	8.2%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	968	813	45.6%	1,781	13.8%	21.5%
Copperbelt	1,536	1,431	48.2%	2,967	23.0%	4.9%
Eastern	912	425	31.8%	1,337	10.4%	5.1%
Luapula	617	164	21.0%	781	6.1%	5.0%
Lusaka	748	771	50.8%	1,519	11.8%	-15.5%
N. Western	616	184	23.0%	800	6.2%	-20.5%
Northern	698	298	29.9%	996	7.7%	-5.3%
Southern	1,147	877	43.3%	2,024	15.7%	18.2%
Western	466	223	32.4%	689	5.3%	18.8%
National	7,708	5,186	40.2%	12,894	100.0%	3.5%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	136	182	57.2%	318	7.7%	-11.2%
Copperbelt	612	1,070	63.6%	1,682	40.6%	1.3%
Eastern	106	84	44.2%	190	4.6%	15.2%
Luapula	85	70	45.2%	155	3.7%	27.0%
Lusaka	471	581	55.2%	1,052	25.4%	8.8%
N. Western	38	38	50.0%	76	1.8%	55.1%
Northern	80	61	43.3%	141	3.4%	-26.6%
Southern	209	238	53.2%	447	10.8%	20.5%
Western	40	38	48.7%	78	1.9%	44.4%
National	1,777	2,362	57.1%	4,139	100.0%	5.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	93	37	28.5%	130	5.3%	-3.7%
Copperbelt	429	325	43.1%	754	30.9%	12.7%
Eastern	84	23	21.5%	107	4.4%	105.8%
Luapula	18	0	0.0%	18	0.7%	-56.1%
Lusaka	681	415	37.9%	1,096	44.9%	17.5%
N. Western	10	0	0.0%	10	0.4%	-56.5%
Northern	60	27	31.0%	87	3.6%	-5.4%
Southern	129	62	32.5%	191	7.8%	20.9%
Western	38	10	0.0%	48	2.0%	0.0%
National	1,542	899	36.8%	2,441	100.0%	14.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	880	503	36.4%	1,383	14.3%	21.3%
Copperbelt	690	664	49.0%	1,354	14.0%	8.7%
Eastern	840	303	26.5%	1,143	11.8%	-1.4%
Luapula	569	153	21.2%	722	7.5%	30.1%
Lusaka	860	1,017	54.2%	1,877	19.4%	23.7%
N. Western	303	100	24.8%	403	4.2%	17.2%
Northern	799	211	20.9%	1,010	10.4%	7.7%
Southern	896	439	32.9%	1,335	13.8%	6.5%
Western	311	129	29.3%	440	4.6%	4.8%
National	6,148	3,519	36.4%	9,667	100.0%	12.8%

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

	Male	Female	% (F)	Total	% of Tot.
Central	13	3	18.8%	16	20.8%
Copperbelt	22	26	54.2%	48	62.3%
Eastern	0	0		0	0.0%
Luapula	0	0		0	0.0%
Lusaka	3	5	62.5%	8	10.4%
N. Western	0	0		0	0.0%
Northern	5	0	0.0%	5	6.5%
Southern	0	0		0	0.0%
Western	0	0		0	0.0%
National	43	34	44.2%	77	100.0%

Table 56. Mentors in IRI Centres by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	64	45	41.3%	109	5.8%
Copperbelt	90	100	52.6%	190	10.1%
Eastern	285	132	31.7%	417	22.1%
Luapula	147	65	30.7%	212	11.2%
Lusaka	105	154	59.5%	259	13.7%
N. Western	205	68	24.9%	273	14.5%
Northern	223	47	17.4%	270	14.3%
Southern	78	45	36.6%	123	6.5%
Western	19	15	44.1%	34	1.8%
National	1,216	671	35.6%	1,887	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	27	15	35.7%	42	0.1%
First Degree	89	71	44.4%	160	0.3%
Form 2/ Grade 9	1329	945	41.6%	2274	3.7%
Form 3/ Grade 10	685	691	50.2%	1376	2.2%
Form 4	467	337	41.9%	804	1.3%
Form 5/Grade 12	27523	28177	50.6%	55700	90.1%
GCE "A" Level	178	188	51.4%	366	0.6%
Higher Degree	19	18	48.6%	37	0.1%
Standard 6	127	103	44.8%	230	0.4%
Unknown	545	277	33.7%	822	1.3%
National	30,989	30,822	49.9%	61,811	100.0%

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

	Male	Female	% (F)	Total	% of Tot.
First Degree	714	308	30.1%	1022	6.6%
Form 2/ Grade 9	19	28	59.6%	47	0.3%
Form 3/ Grade 10	11	37	77.1%	48	0.3%
Form 4	132	78	37.1%	210	1.4%
Form 5/Grade 12	8181	5550	40.4%	13731	89.1%
GCE "A" Level	65	51	44.0%	116	0.8%
Higher Degree	54	19	26.0%	73	0.5%
Standard 6	7	7	50.0%	14	0.1%
Unknown	110	41	27.2%	151	1.0%
0	0	0	0.0%	0	0.0%
National	9,293	6,119	39.7%	15,412	100.0%

Table 59. Teachers in Basic Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	122	53	30.3%	175	0.3%
Certificate In Special Education	225	196	46.6%	421	0.7%
Diploma (Basic or Sec. Teacher's)	4,992	4,349	46.6%	9,341	15.1%
Education Bachelor's Degree	171	139	44.8%	310	0.5%
Master's Degree	39	10	20.4%	49	0.1%
none	4,363	2,345	35.0%	6,708	10.9%
Other Bachelor's Degree	28	25	47.2%	53	0.1%
Pre-School Teacher's Certificate	355	1,380	79.5%	1,735	2.8%
Primary Teacher's Certificate	18,429	21,082	53.4%	39,511	63.9%
Special Education Degree	20	21	51.2%	41	0.1%
Special Education Diploma	385	332	46.3%	717	1.2%
Unknown	1,860	890	32.4%	2,750	4.4%
National	30,989	30,822	49.9%	61,811	100.0%

Table 60. Teachers in Secondary Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	321	73	18.53%	394	2.6%
Certificate In Special Education	47	38	44.71%	85	0.6%
Diploma (Basic or Sec. Teacher's)	6207	3607	36.75%	9,814	63.7%
Education Bachelor's Degree	1106	465	29.60%	1,571	10.2%
Master's Degree	61	26	29.89%	87	0.6%
none	63	35	35.71%	98	0.6%
Other Bachelor's Degree	89	36	28.80%	125	0.8%
Pre-School Teacher's Certificate	29	166	85.13%	195	1.3%
Primary Teacher's Certificate	1099	1528	58.17%	2,627	17.0%
Special Education Degree	14	7	33.33%	21	0.1%
Special Education Diploma	90	71	44.10%	161	1.0%
Unknown	167	67	28.63%	234	1.5%
National	9,293	6,119	39.70%	15,412	100.0%

Teacher Attrition

The number of teachers leaving their school has been increasing for some time now. In 2008 a total number of 11,187 teachers left their respective school. Of this 9,768 were basic school teachers and 1,419 were high school teachers. The number of male teachers that left their school was 6,381 while 4,806 were female. Tables 62 and 63 below show the teacher attrition by reason and gender for 2008

It is important to note that from 2005 to 2007 the attrition numbers included some teachers that transferred to other schools within the system. In 2008 the ASC questionnaire was modified to separate transfers within the system from teachers that left the system. Within the data represented here attrition numbers include transfers. The Attrition by Reason tables allows the reader to identify teachers that left the system and those that simply transferred to another school.

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

	Basic school		Secondary Schools		Total
	Male	Female	Male	Female	
Central	604	472	110	65	1,251
Copperbelt	789	856	174	111	1,930
Eastern	877	662	89	48	1,676
Luapula	484	241	74	25	824
Lusaka	597	625	189	124	1,535
N. Western	432	224	41	24	721
Northern	799	442	92	46	1,379
Southern	557	474	91	76	1,198
Western	357	276	25	15	673
Total	5,496	4,272	885	534	11,187

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	111	76	40.6%	187	1.9%	-11.4%
Contract expired	407	285	41.2%	692	7.1%	-12.0%
Death	268	234	46.6%	502	5.1%	-3.6%
Dismissed	324	130	28.6%	454	4.6%	4.8%
Illness	124	118	48.8%	242	2.5%	16.9%
Others	883	743	45.7%	1,626	16.6%	-37.0%
Resigned	1343	848	38.7%	2,191	22.4%	1.0%
Retired	458	393	46.2%	851	8.7%	-1.0%
Transferred to Basic School	1333	1321	49.8%	2,654	27.2%	**
Transferred to High or Sec. School	245	124	33.6%	369	3.8%	**
National	5,496	4,272	43.7%	9,768	69.1%	25.7%

**** For the preceding and following table, transfers were included within the other category in previous years. For this reason there is no %Change for transfers. Please note the drop of 37% in the 'Others' category for Basic and 50.5% for Secondary.**

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	32	20	38.5%	52	3.7%	-14.8%
Contract expired	90	49	35.3%	139	9.8%	-20.6%
Death	78	40	33.9%	118	8.3%	-11.3%
Dismissed	37	8	17.8%	45	3.2%	-11.8%
Illness	12	9	42.9%	21	1.5%	23.5%
Others	96	91	48.7%	187	13.2%	-50.5%
Resigned	188	93	33.1%	281	19.8%	23.8%
Retired	54	41	43.2%	95	6.7%	31.9%
Transferred to Basic School	148	98	39.8%	246	17.3%	**
Transferred to High or Sec. School	150	85	36.2%	235	16.6%	**
National	885	534	6.9%	1,419	66.1%	27.4%

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	604	472	43.9%	1,076	11.0%
Copperbelt	789	856	52.0%	1,645	16.8%
Eastern	877	662	43.0%	1,539	15.8%
Luapula	484	241	33.2%	725	7.4%
Lusaka	597	625	51.1%	1,222	12.5%
N. Western	432	224	34.1%	656	6.7%
Northern	799	442	35.6%	1,241	12.7%
Southern	557	474	46.0%	1,031	10.6%
Western	357	276	0.0%	633	6.5%
National	5,496	4,272	43.7%	9,768	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	110	65	37.1%	175	12.3%
Copperbelt	174	111	38.9%	285	20.1%
Eastern	89	48	35.0%	137	9.7%
Luapula	74	25	0.0%	99	7.0%
Lusaka	189	124	39.6%	313	22.1%
N. Western	41	24	36.9%	65	4.6%
Northern	92	46	33.3%	138	9.7%
Southern	91	76	0.0%	167	11.8%
Western	25	15	0.0%	40	2.8%
National	885	534	37.6%	1,419	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	17	13	43.3%	30
Copperbelt	33	41	55.4%	74
Eastern	22	12	35.3%	34
Luapula	18	9	33.3%	27
Lusaka	28	41	59.4%	69
N. Western	0	0	0.0%	0
Northern	0	0	0.0%	0
Southern	26	25	49.0%	51
Western	31	14	31.1%	45
National	175	155	47.0%	330

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

	Male	Female	% (F)	Total
Central	9	3	25.0%	12
Copperbelt	16	15	48.4%	31
Eastern	3	1	25.0%	4
Luapula	3	4	57.1%	7
Lusaka	60	36	37.5%	96
N. Western	0	0	0.0%	0
Northern	0	0	0.0%	0
Southern	11	5	31.3%	16
Western	3	2	0.0%	5
National	105	66	38.6%	171

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	71.33	36.25	52.41	30.83	48.79	17.24
Copperbelt	60.96	32.23	44.59	31.25	41.93	20.62
Eastern	72.56	34.64	52.88	29.77	49.81	17.51
Luapula	85.77	38.52	60.58	37.56	57.02	20.00
Lusaka	59.20	31.91	43.56	27.73	40.91	17.17
N. Western	73.87	35.67	53.90	35.23	50.95	19.77
Northern	91.38	40.63	64.01	42.19	61.38	17.82
Southern	68.61	35.40	50.33	32.26	47.36	19.29
Western	74.38	30.79	50.57	31.38	47.60	18.29
National	71.51	34.80	51.41	32.24	48.31	18.74

Note: *PTR in Grades are based on double shifting

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

Copperbelt	1.6
Central	1.8
Eastern	2.2
Luapula	1.9
Lusaka	1.5
N. Western	1.9
Northern	2.0
Southern	2.1
Western	2.5
National	1.9

Note: Does not include APU Students

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

	BPR
Central	1.6
Copperbelt	1.9
Eastern	2.3
Luapula	1.1
Lusaka	2.3
N. Western	1.4
Northern	2.0
Southern	2.4
Western	2.2
National	2.0

Note: Does not include APU Students

Table 71. Book / Pupil by Subject and Province For Grades 1-9

	English	Life Skills	Mathematics	Zambian Languages
Central	0.44	0.17	0.28	0.21
Copperbelt	0.53	0.18	0.38	0.23
Eastern	0.47	0.27	0.37	0.25
Luapula	0.46	0.25	0.36	0.25
Lusaka	0.49	0.15	0.33	0.21
N. Western	0.55	0.27	0.42	0.19
Northern	0.56	0.29	0.43	0.26
Southern	0.57	0.28	0.43	0.30
Western	0.65	0.33	0.51	0.48
National	0.52	0.23	0.39	0.26

Table 72. Book / Pupil by Subject and Province For Grades 10-12

	English	Life Skills	Mathematics	Zambian Languages
Central	0.38	0.00	0.28	0.02
Copperbelt	0.36	0.06	0.38	0.06
Eastern	0.82	0.02	0.37	0.37
Luapula	0.19	0.03	0.36	0.02
Lusaka	0.45	0.04	0.33	0.00
N. Western	0.27	0.00	0.42	0.12
Northern	0.28	0.09	0.43	0.16
Southern	0.37	0.01	0.43	0.18
Western	0.38	0.17	0.51	0.30
National	0.39	0.05	0.31	0.11

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

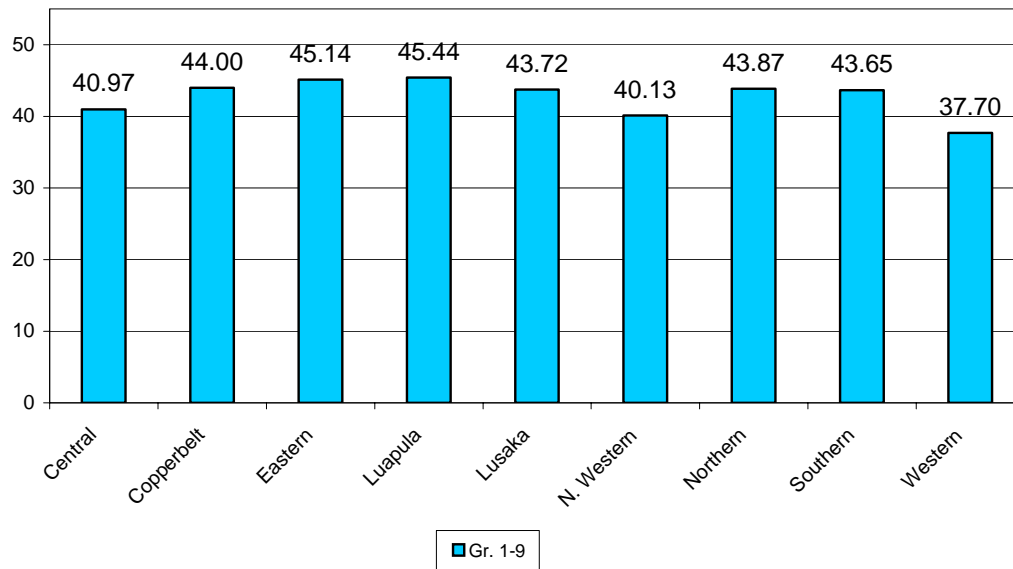


Figure 26. Pupil/Class Ratios in Grades 10-12 by Province

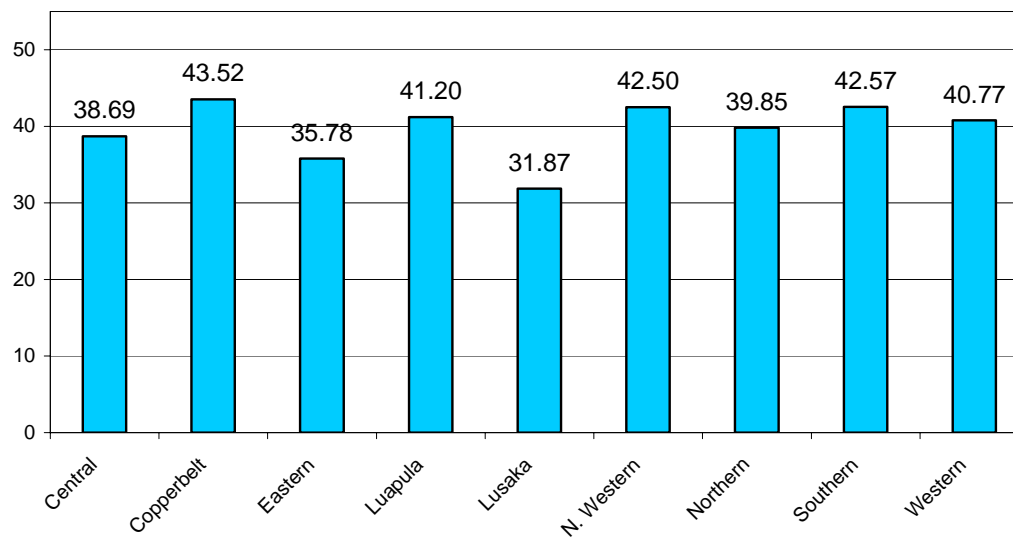


Table 73. Pupil/Class Ratios in Schools by Grade Group and Province (Regular Students)

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 8-9	Gr. 1-9	Gr. 10-12
Central	33.99	36.75	34.97	42.59	40.97	38.69
Copperbelt	37.80	41.29	39.16	47.95	44.00	43.52
Eastern	39.33	37.41	38.66	46.22	45.14	35.78
Luapula	41.19	36.88	39.62	41.57	45.44	41.20
Lusaka	38.18	41.76	39.60	40.62	43.72	31.87
N. Western	33.97	34.91	34.29	45.58	40.13	42.50
Northern	37.72	34.52	36.56	46.61	43.87	39.85
Southern	37.09	38.46	37.61	42.88	43.65	42.57
Western	34.57	28.72	32.38	37.65	37.70	40.77
National	37.14	37.27	37.19	43.88	42.99	39.32

Contact Hours

The 2008 Annual School Census included the collection of data on contact hours. The MOE School Calendar stipulated 190 school days for 2008. The contact hours listed here are based on the official schedule for each school. Losses attributable to school closures, teacher absenteeism, student absenteeism, exam period closures and excessive amounts of time dedicated to sports or other activities are not identified.

Schools that did not provide information or provided information that was obviously incorrect have not been included in the average calculations.

Table 74. Average Number of Scheduled Contact Hours By Grade and Province

Province	1	2	3	4	5	6	7	8	9	10	11	12
CENTRAL	3.3	3.4	3.4	3.5	5.1	5.2	5.2	5.6	5.6	6.5	6.4	6.5
COPPERBELT	3.7	3.7	3.7	3.7	5.0	5.0	5.1	6.0	6.1	6.5	6.5	6.4
EASTERN	3.5	3.6	3.6	3.6	5.3	5.4	5.4	5.7	5.7	6.3	6.3	6.3
LUAPULA	3.7	3.7	3.7	3.7	5.1	5.2	5.2	5.4	5.4	6.0	6.1	6.1
LUSAKA	3.5	3.6	3.6	3.6	5.1	5.1	5.2	5.7	5.7	6.4	6.3	6.3
NORTH WESTERN	3.7	3.7	3.7	3.8	5.1	5.2	5.2	5.5	5.5	6.1	6.1	6.2
NORTHERN	3.5	3.5	3.5	3.5	5.0	5.0	5.0	5.4	5.5	6.8	6.8	6.8
SOUTHERN	3.7	3.7	3.8	3.8	5.5	5.6	5.7	6.1	6.1	6.5	6.5	6.5
WESTERN	3.9	3.9	3.9	3.9	5.0	5.0	5.0	5.8	5.8	5.8	5.9	5.9

Table 75. Average Number of Scheduled Contact Hours By Grade and Running Agency

Running Agency	1	2	3	4	5	6	7	8	9	10	11	12
Community	3.4	3.4	3.5	3.6	4.8	4.9	5.0	5.7	5.7	6.4	6.2	5.6
Grant-aided	3.6	3.5	3.6	3.6	5.1	5.3	5.3	6.3	6.3	6.7	6.7	6.8
GRZ	3.6	3.6	3.6	3.6	5.2	5.2	5.2	5.7	5.7	6.3	6.3	6.3
Private/Church	5.0	5.0	5.0	5.2	5.8	5.9	6.1	6.8	6.8	6.9	6.8	6.2

Table 76. Average Number of Scheduled Contact Hours By Grade and Class Type

ClassType	1	2	3	4	5	6	7	8	9	10	11	12
APU								4.9	4.8	4.6	4.6	4.6
IRI	1.8	1.8	2.4	2.3	2.7	2.6	2.7					
OPEN								5.0	4.9			
Regular	3.7	3.7	3.7	3.7	5.1	5.2	5.2	5.8	5.8	6.4	6.4	6.4

Examination Pass Rate

Tables 72 and 73 show the examinations pass rates for Grades 9 and 12 respectively for the 2008 candidates for Grade 9 and the 2007 candidates for Grade 12. It should be noted that the examinations pass rates relate to the number of certificates issued by the Examinations Council of Zambia and that it does not represent the number or percentage of candidates selected in the case of Grade 9. With regard to the Grade 12, the results are based on the school certificates issued and do not include GCE certification.

Table 77. Examination Pass Rate for Grade 9 by Gender and Province in 2008

REGION	NUMBER ENTERED			NUMBER SAT			CERTIFICATES					
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	%	GIRLS	%	TOTAL	
Northern	14,196	9,938	24,134	12,870	8,806	21,676	6,703	52.08	3,316	37.7	10,071	46.46
Luapula	9,138	6,291	15,429	8,507	5,718	14,225	4,838	56.87	2,485	43.5	7,380	51.88
Southern	17,156	14,937	32,093	15,623	13,278	28,901	8,407	53.81	5,999	45.2	14,460	50.03
Eastern	11,912	9,264	21,176	10,870	8,133	19,003	5,967	54.89	3,117	38.3	9,139	48.09
Copperbelt	27,812	29,625	57,437	25,435	27,133	52,568	12,851	50.52	11,350	41.8	24,252	46.13
North Western	8,411	5,852	14,263	7,353	5,026	12,379	3,873	52.67	2,405	47.9	6,331	51.14
Central	14,340	12,965	27,305	12,567	11,199	23,766	7,119	56.65	5,349	47.8	12,525	52.70
Western	7,820	6,272	14,092	6,885	5,337	12,222	3,554	51.62	2,412	45.2	6,018	49.24
Lusaka	23,316	24,787	48,103	21,255	22,112	43,367	11,485	54.03	9,568	43.3	21,053	48.55
TOTAL	134,101	119,931	254,032	121,365	106,742	228,107	64,797	53.39	46,001	43.1	110,851	48.60

Source: Examination Council of Zambia

* Examination Pass Rates relate to the number of certificates issued

Table 78. Examination Pass Rate for Grade 12 by Gender and Province in 2007

Region	Number sat			Number Passed			% (M)	% (F)	SC %		
	Male	Female	Total	Male	Female	Total			2007	2006	2005
Northern	2,588	1,871	4,459	1498	973	2,471	57.9	52.0	55.4	57.2	51.3
Luapula	1,707	1,198	2,905	941	575	1,516	55.1	48.0	52.2	43.4	43.0
Southern	3,390	2,463	5,853	2574	1718	4,292	75.9	69.8	73.3	79.9	80.4
Eastern	3,077	1,637	4,714	2118	943	3,061	68.8	57.6	64.9	62.3	62.0
Copperbelt	6,631	5,689	12,320	4617	3742	8,359	69.6	65.8	67.8	60.9	51.0
N. Western	2,278	1,404	3,682	801	434	1,235	35.2	30.9	33.5	39.3	47.8
Central	2,553	1,969	4,522	1721	1184	2,905	67.4	60.1	64.2	59.5	54.7
Western	1,958	1,536	3,494	908	590	1,498	46.4	38.4	42.9	54.3	48.2
Lusaka	4,956	4,039	8,995	3330	2353	5,683	67.2	58.3	63.2	71.9	65.7
National	29,138	21,806	50,944	18508	12512	31,020	63.5	57.4	60.89	61.25	56.90

Source: Examination Council of Zambia

* Examination Pass Rates relate to the number of certificates issued

Table 79. Survival Rate for Grade 5 by Gender and Province

Region	Male	Female	Aver.
Central	84.2	77.4	80.8
Copperbelt	102.1	97.0	99.5
Eastern	67.4	61.3	64.3
Luapula	68.8	65.3	67.0
Lusaka	96.5	94.1	95.3
N. Western	73.1	66.6	69.8
Northern	72.0	63.0	67.5
Southern	86.9	81.8	84.4
Western	68.5	63.9	66.2
National	80.5	75.0	77.7

Table 80. Survival Rate for Grades 10 - 12 by Gender

	Male	Female	Aver.
Central	136.4	111.1	123.8
Copperbelt	174.7	148.7	161.9
Eastern	139.1	133.0	136.7
Luapula	130.0	114.1	123.4
Lusaka	122.8	132.4	127.4
N. Western	121.6	116.9	119.5
Northern	116.0	109.7	113.3
Southern	108.3	122.0	113.9
Western	109.6	102.7	106.5
National	133.1	126.7	130.2

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 2008, the MoE developed an Infrastructure Operations Plans with intent to construct 1500 classrooms across the country using the community mode of construction. In 2007 there were a total of 26,546 permanent and 8,132 temporary classrooms for Grades 1 to 9 compared to 28,399 permanent and 8,798 temporary in 2008, indicating an increase of 1,853 permanent structures built. Similarly, there was an increase of 660 temporary structures in 2008. A high concentration of temporary classrooms is still in Northern and Western Provinces while Lusaka and Copper belt Provinces had the least number of temporary classrooms. At national level, the percentage of temporary classrooms in 2008 accounted for 23.7 percent compared to 23.5 percent in 2007. Incomplete classrooms are not included in the total number of classrooms.

Figure 27. Classrooms in Basic Schools by Type

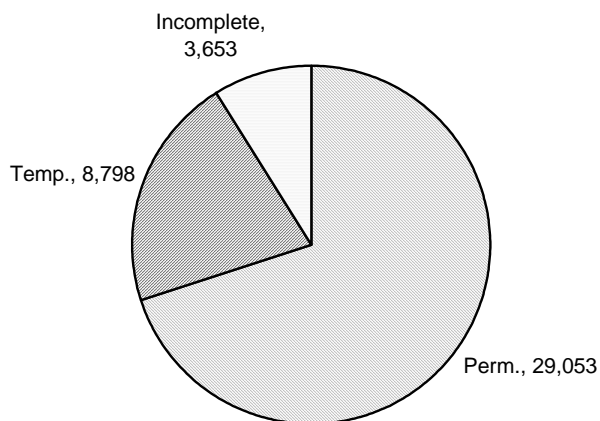


Table 81. Classrooms in Basic Schools by Status and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	%
Central	2,873	1,009	26.0%	3,882	10.3%	625	
Copperbelt	5,221	772	12.9%	5,993	15.8%	291	
Eastern	3,054	1,257	29.2%	4,311	11.4%	531	
Luapula	1,997	616	23.6%	2,613	6.9%	291	
Lusaka	4,692	164	3.4%	4,856	12.8%	153	2
N. Western	1,676	695	29.3%	2,371	6.3%	200	1
Northern	3,295	1,761	34.8%	5,056	13.4%	751	1
Southern	4,304	1,045	19.5%	5,349	14.1%	512	
Western	1,941	1,479	43.2%	3,420	9.0%	299	1
National	29,053	8,798	23.2%	37,851	100.0%	3,653	

Table 82. Classrooms in Secondary Schools by Status and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	%
Central	822	9	1.1%	831	11.0%	43	2
Copperbelt	1,875	6	0.3%	1,881	24.9%	27	
Eastern	628	20	3.1%	648	8.6%	17	
Luapula	364	39	9.7%	403	5.3%	16	-3
Lusaka	1,526	22	1.4%	1,548	20.5%	12	-
N. Western	321	21	6.1%	342	4.5%	13	-1
Northern	532	6	1.1%	538	7.1%	19	1
Southern	1,035	8	0.8%	1,043	13.8%	26	
Western	322	6	1.8%	328	4.3%	5	1
National	7,425	137	1.8%	7,562	100.0%	178	

Staff Housing

Figure 28. Staff Houses in Basic Schools by Type

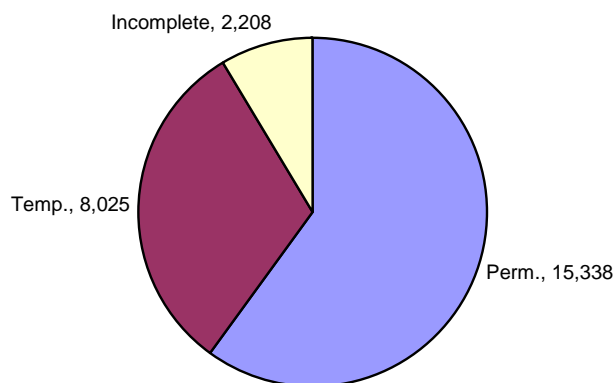


Table 83. Staff Houses in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	%
Central	1,759	767	30.4%	2,526	10.8%	438	
Copperbelt	1,329	242	15.4%	1,571	6.7%	67	
Eastern	2,506	869	25.7%	3,375	14.4%	396	
Luapula	1,084	504	31.7%	1,588	6.8%	87	
Lusaka	1,136	103	8.3%	1,239	5.3%	55	
N. Western	1,304	1,017	43.8%	2,321	9.9%	153	
Northern	2,073	1,809	46.6%	3,882	16.6%	382	
Southern	2,780	761	21.5%	3,541	15.2%	421	
Western	1,367	1,953	58.8%	3,320	14.2%	209	
National	15,338	8,025	34.3%	23,363	100.0%	2,208	

Figure 29. Staff Houses in Secondary Schools by Type

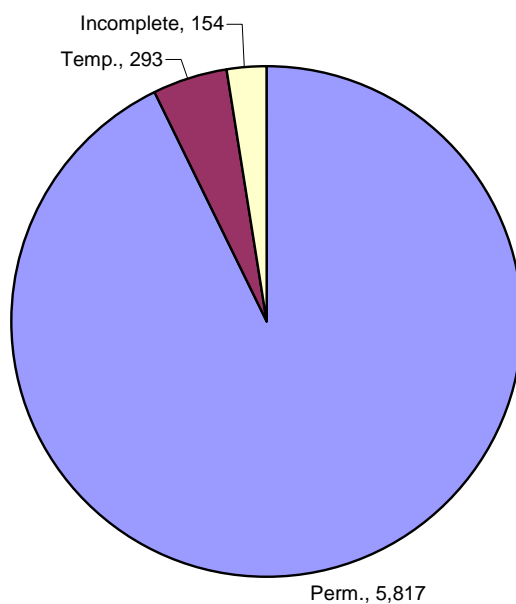


Table 84. Staff Houses in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	%
Central	792	54	6.4%	846	13.8%	43	
Copperbelt	555	3	0.5%	558	9.1%	5	
Eastern	846	52	5.8%	898	14.7%	26	
Luapula	492	28	5.4%	520	8.5%	29	
Lusaka	640	53	7.6%	693	11.3%	3	
N. Western	410	44	9.7%	454	7.4%	17	
Northern	700	17	2.4%	717	11.7%	10	
Southern	908	26	2.8%	934	15.3%	16	
Western	474	16	3.3%	490	8.0%	5	
National	5,817	293	4.8%	6,110	100.0%	154	

Laboratories and Libraries

Table 85. Laboratories in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	%
Central	9	0	0.0%	9	5.2%	6	
Copperbelt	38	8	17.4%	46	26.6%	11	
Eastern	9	7	43.8%	16	9.2%	0	
Luapula	7	1	0.0%	8	4.6%	6	
Lusaka	54	5	8.5%	59	34.1%	8	
N. Western	4	1	20.0%	5	2.9%	6	4
Northern	8	4	33.3%	12	6.9%	3	1
Southern	11	3	21.4%	14	8.1%	1	
Western	4	0	0.0%	4	2.3%	0	
National	144	29	16.8%	173	100.0%	41	

Table 86. Laboratories in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	%
Central	70	6	7.9%	76	9.4%	12	
Copperbelt	177	4	2.2%	181	22.5%	25	
Eastern	96	6	5.9%	102	12.7%	15	
Luapula	34	5	12.8%	39	4.8%	8	
Lusaka	139	3	2.1%	142	17.6%	9	
N. Western	38	1	2.6%	39	4.8%	6	
Northern	62	4	6.1%	66	8.2%	10	
Southern	112	0	0.0%	112	13.9%	18	
Western	48	1	2.0%	49	6.1%	4	
National	776	30	3.7%	806	100%	107	

Table 87. Libraries in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	%
Central	29	7	19.4%	36	6.8%	4	
Copperbelt	97	26	21.1%	123	23.3%	4	
Eastern	16	16	50.0%	32	6.1%	3	
Luapula	8	4	33.3%	12	2.3%	3	
Lusaka	145	23	13.7%	168	31.8%	8	
N. Western	16	13	44.8%	29	5.5%	3	
Northern	15	9	37.5%	24	4.5%	1	
Southern	56	20	0.0%	76	14.4%	2	
Western	19	9	0.0%	28	5.3%	1	
National	401	127	24.1%	528	100.0%	29	

Table 88. Libraries in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	9
Central	29	4	12.1%	33	10.5%	2	
Copperbelt	59	7	10.6%	66	21.0%	6	
Eastern	23	2	8.0%	25	8.0%	1	
Luapula	10	1	9.1%	11	3.5%	1	
Lusaka	75	2	2.6%	77	24.5%	0	
N. Western	11	4	26.7%	15	4.8%	1	
Northern	21	4	16.0%	25	8.0%	0	
Southern	40	8	16.7%	48	15.3%	1	
Western	13	1	7.1%	14	4.5%	0	
National	281	33	10.5%	314	100%	12	

Special Education Classrooms

Table 89. Special Education Classrooms in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete
Central	26	8	23.5%	34	9.9%	6
Copperbelt	57	1	1.7%	58	17.0%	0
Eastern	8	2	20.0%	10	2.9%	0
Luapula	32	1	3.0%	33	9.6%	3
Lusaka	79	2	2.5%	81	23.7%	0
N. Western	5	1	16.7%	6	1.8%	0
Northern	46	1	2.1%	47	13.7%	0
Southern	43	1	0.0%	44	12.9%	2
Western	27	2	0.0%	29	8.5%	1
National	323	19	5.6%	342	100.0%	12

Table 90. Special Education Classrooms in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete
Central	17	1	5.6%	18	11.6%	0
Copperbelt	21	2	8.7%	23	14.8%	1
Eastern	35	0	0.0%	35	22.6%	0
Luapula	2	0	0.0%	2	1.3%	0
Lusaka	18	0	0.0%	18	11.6%	2
N. Western	11	0	0.0%	11	7.1%	0
Northern	4	0	0.0%	4	2.6%	0
Southern	34	1	2.9%	35	22.6%	0
Western	9	0	0.0%	9	5.8%	0
National	151	4	2.6%	155	100.0%	3

Dormitories

Table 91. Dormitories in Basic Schools by Sex, Status and Province

	Male			Female			% (Temp)
	Perm.	Temp.	Incomplete	Perm.	Temp.	Incomplete	
Central	24	14	1	26	19	4	39.8%
Copperbelt	56	3	0	40	2	0	5.0%
Eastern	6	35	3	6	37	4	85.7%
Luapula	9	5	1	9	4	1	33.3%
Lusaka	39	3	1	26	1	1	5.8%
N. Western	2	7	1	3	8	2	75.0%
Northern	31	40	3	24	35	3	57.7%
Southern	40	5	1	32	1	4	7.7%
Western	5	3	0	4	4	0	43.8%
National	212	115	11	170	111	19	18.9%

	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%

Table 92. Dormitories in Secondary Schools by Sex, Status and Province

Equity

Equity in education calls for the provision and utilization of opportunities for the disadvantaged groups of children in the society to participate in accessing education. The education policy, Educating our Future, emphasizes the provision of quality education that is both equitable and accessible to all categories of children. In order to provide these opportunities, the MoE has been developing specific interventions and explicit strategies that support the participation of the disadvantaged groups in the education process. These disadvantaged children, particularly, Orphans and Vulnerable Children (OVC), girls and Children with Special Educational Needs are specifically targeted to allow them to equitably benefit from opportunities that are provided in the education system. It is also important to note that the promotion of equity programme is also a means to achieve the EFA and MDGs.

The main focus of the equity programme is to respond to challenges affecting cross-cutting issues in education. In the MoE, the equity concerns are targeted at addressing Gender, Orphans and Vulnerable Children, Children with Special Educational Needs, School Health and Nutrition and HIV and AIDS.

Each of the components of the equity concerns has been implementing interventions aimed at mitigating the needs of the vulnerable children.

In addressing gender concerns, there have been policy interventions and strategies aimed at promoting the retention of girls so that they participate in accessing education. The Re-entry policy for girls that fall pregnant to return to school after giving birth is one policy intervention meant to retain the girl child in school.

The provision of bursary support to orphans and vulnerable children including girls is another intervention to promote the participation of the various categories of children who could not afford the cost of education at the various levels. This support has seen the increase in the number of orphans and vulnerable children accessing education at the various levels of the education system. The provision of feeding programme through the school health and nutrition programme has undoubtedly improved attendance of children especially in the hunger prone areas hit by droughts while the food micro nutrients supplement enhances the learning achievements.

The increase in the number of the children with special educational needs accessing education has been on the increase and this has been followed up with training of teachers in special education and provision of learning materials.

The ministry has the HIV and AIDS work place policy being implemented and need to strengthen the HIV and AIDS response for learners as well as the peer education activities

The policy interventions the MoE has put in place to address these equity concerns include the following:

- The bursary scheme to support the orphans and vulnerable children, more especially girls who cannot afford the basic school requisites
- The Re-entry Policy that supports the girls that fall pregnant to return to school
- The school feeding programme to provide food nutrients to needy children
- The Free Basic Education policy with its package
- HIV and AIDS Workplace policy

Gender Parity

Figure 30. Gender Parity Index for Grades 1-9

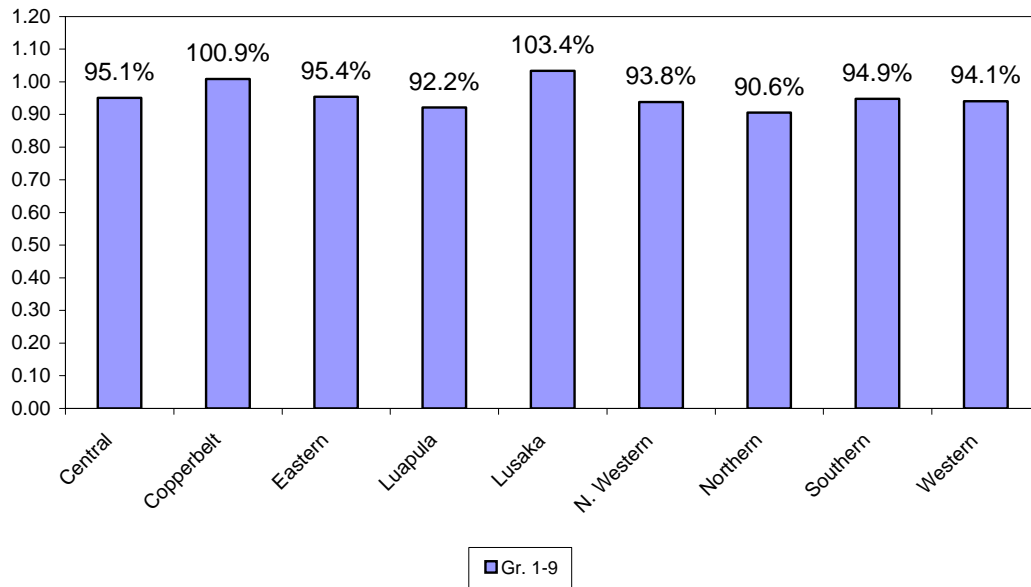


Figure 31. Gender Parity Index for Grades 10-12

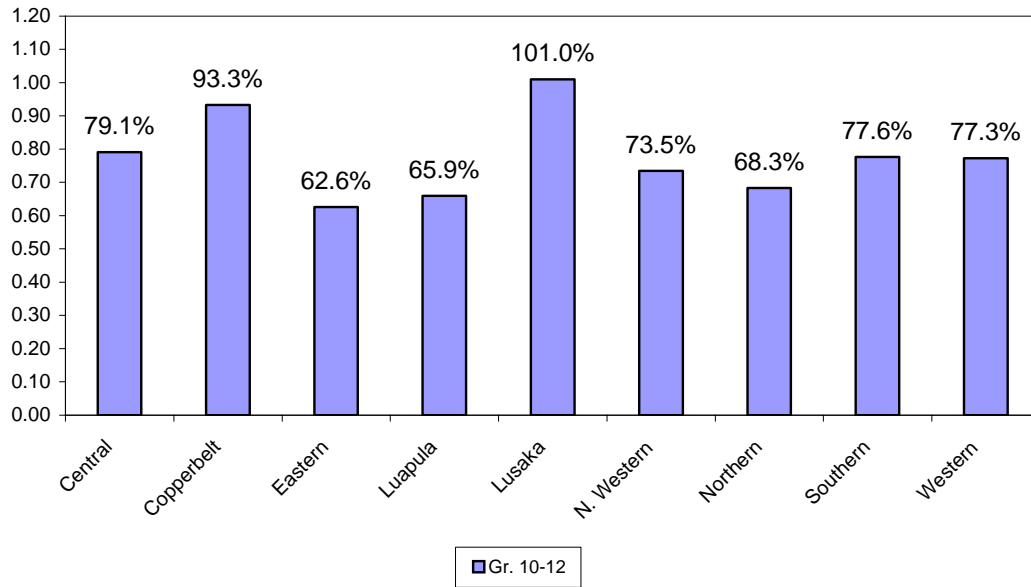


Table 93. Gender Parity Index by Grade Grouping and Province

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 1-9	Gr. 8-9	Gr. 10-12
Central	98.6%	91.5%	95.9%	95.1%	89.3%	79.1%
Copperbelt	103.0%	98.5%	101.2%	100.9%	99.6%	93.3%
Eastern	103.0%	85.8%	96.8%	95.4%	81.8%	62.6%
Luapula	99.3%	86.3%	94.7%	92.2%	73.2%	65.9%
Lusaka	104.5%	103.5%	104.1%	103.4%	98.5%	101.0%
N. Western	100.4%	89.6%	96.5%	93.8%	74.9%	73.5%
Northern	96.4%	82.5%	91.4%	90.6%	82.3%	68.3%
Southern	99.2%	92.2%	96.4%	94.9%	84.3%	77.6%
Western	98.9%	88.9%	95.5%	94.1%	83.2%	77.3%
National	100.4%	91.7%	97.1%	88.0%	88.0%	82.0%

Table 94. 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	0.90	0.82	0.94	0.82	0.94
Private/Church	1.06	0.99	1.21	1.39	1.21	1.39
Grant-aided	0.99	0.91	0.86	0.78	0.86	0.78
Community	1.06	1.02	0.89	0.73	0.89	0.73
National	1.00	0.92	0.97	0.88	0.95	0.86

Out of School Children

There has been a steady decline in the number of out of school children from 2000 to 2008 as illustrated in the tables and figures below.

All population related indicators are dependent on population projections from CSO based on the 2000 census. Enrolment for some age groups exceeds the current population estimates and as a result all population based indicators may provide distorted figures or figures that do not reflect the actual situation on the ground. For information on out of school children refer to the CSO living conditions survey.

Figure 32. Out of School Children by Age and Gender

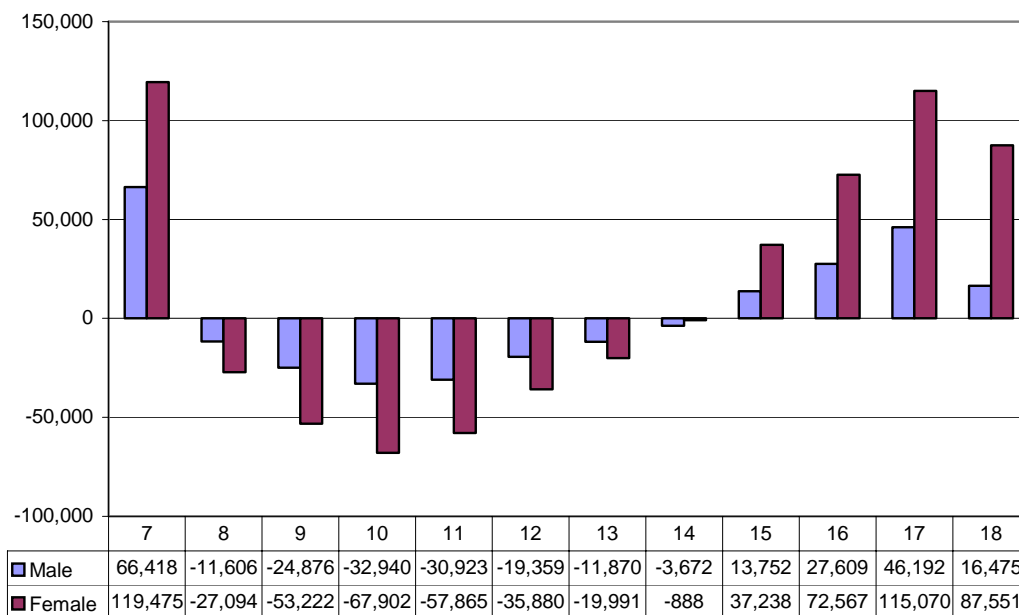


Table 95. Out of School Children Aged 7-13 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	-23,514	-45,005	65.7%	-68,519	-29.4%
Copperbelt	-31,333	-69,039	68.8%	-100,372	-31.3%
Eastern	30,214	53,404	63.9%	83,618	26.6%
Luapula	-3,944	-6,484	62.2%	-10,428	-5.7%
Lusaka	3,492	-1,490	-74.4%	2,002	0.7%
N. Western	-5,136	-10,701	67.6%	-15,837	-11.0%
Northern	-16,541	-25,766	60.9%	-42,307	-14.1%
Southern	-11,052	-22,737	67.3%	-33,789	-11.8%
Western	-7,342	-14,662	66.6%	-22,004	-13.8%
National	-65,156	-142,480	68.6%	-207,636	-9.3%

Table 96. Out of School Children Aged 14-15 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	-1,409	-1,565	52.6%	-2,974	-4.8%
Copperbelt	-5,925	-11,395	65.8%	-17,320	-18.5%
Eastern	9,491	20,461	68.3%	29,952	36.0%
Luapula	1,023	4,832	82.5%	5,855	12.7%
Lusaka	3,701	7,422	66.7%	11,123	13.8%
N. Western	-873	233	-36.4%	-640	-1.8%
Northern	1,042	6,138	85.5%	7,180	9.6%
Southern	-678	713	2037.1%	35	0.0%
Western	3,708	9,511	71.9%	13,219	31.1%
National	10,080	36,350	78.3%	46,430	7.8%

Table 97. Out of School Children Aged 16-18 by Gender and Province

	Male	Female	% (F)	Total	% of Pop
Central	6,550	23,485	78.2%	30,035	34.5%
Copperbelt	14,890	39,806	72.8%	54,696	41.3%
Eastern	11,278	39,933	78.0%	51,211	45.6%
Luapula	5,543	19,091	77.5%	24,634	39.1%
Lusaka	21,394	47,015	68.7%	68,409	61.8%
N. Western	1,015	9,446	90.3%	10,461	21.7%
Northern	13,539	41,292	75.3%	54,831	52.5%
Southern	4,740	25,706	84.4%	30,446	28.8%
Western	11,327	29,414	72.2%	40,741	67.0%
National	90,276	275,188	75.3%	365,464	44.3%

Table 98. Out of School Children by Age and Gender

	Male	% M Pop	Female	% F Pop	Total	% T Pop
7	66,418	36.3%	119,475	33.0%	185,893	51.4%
8	-11,606	-7.4%	-27,094	-8.7%	-38,700	-12.4%
9	-24,876	-16.2%	-53,222	-17.3%	-78,098	-25.4%
10	-32,940	-21.2%	-67,902	-21.9%	-100,842	-32.5%
11	-30,923	-20.3%	-57,865	-19.0%	-88,788	-29.1%
12	-19,359	-12.3%	-35,880	-11.4%	-55,239	-17.5%
13	-11,870	-7.7%	-19,991	-6.5%	-31,861	-10.3%
14	-3,672	-2.4%	-888	-0.3%	-4,560	-1.5%
15	13,752	9.4%	37,238	12.7%	50,990	17.4%
16	27,609	19.5%	72,567	25.5%	100,176	35.2%
17	46,192	33.8%	115,070	41.8%	161,262	58.6%
18	16,475	12.5%	87,551	33.0%	104,026	39.2%
Total	35,200	1.9%	169,059	9.3%	204,259	5.6%

Orphans

Table 99. Orphans in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	36,045	35,011	49.3%	71,056	20.6%	0.5%
Copperbelt	44,353	46,302	51.1%	90,655	20.2%	-4.0%
Eastern	32,201	31,011	49.1%	63,212	18.1%	0.9%
Luapula	25,279	23,812	48.5%	49,091	20.8%	9.7%
Lusaka	40,326	42,816	51.5%	83,142	24.5%	5.0%
N. Western	15,403	15,025	49.4%	30,428	15.7%	0.2%
Northern	34,654	32,711	48.6%	67,365	16.5%	2.7%
Southern	35,874	34,474	49.0%	70,348	18.3%	-2.9%
Western	24,377	23,088	48.6%	47,465	23.3%	5.3%
Total	288,512	284,250	49.6%	572,762	19.7%	1.3%

Table 100. Orphans in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	41,998	40,900	49.3%	82,898	21.3%	1.6%
Copperbelt	53,077	56,686	51.6%	109,763	20.4%	-0.9%
Eastern	37,301	35,094	48.5%	72,395	19.0%	1.8%
Luapula	29,612	27,631	48.3%	57,243	21.7%	10.4%
Lusaka	46,595	49,322	51.4%	95,917	24.7%	4.6%
N. Western	18,784	18,035	49.0%	36,819	16.9%	2.9%
Northern	40,621	37,668	48.1%	78,289	17.5%	3.7%
Southern	43,190	40,896	48.6%	84,086	19.2%	-1.9%
Western	28,749	26,801	48.2%	55,550	24.5%	7.0%
Total	339,927	333,033	49.5%	672,960	20.5%	2.6%

Table 101. Orphans in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	2,241	2,120	48.6%	4,361	17.9%
Copperbelt	5,020	5,184	50.8%	10,204	16.3%
Eastern	2,805	2,047	42.2%	4,852	25.0%
Luapula	1,408	1,072	43.2%	2,480	17.9%
Lusaka	3,281	3,671	52.8%	6,952	17.6%
N. Western	1,688	1,471	46.6%	3,159	19.5%
Northern	1,921	1,453	43.1%	3,374	18.9%
Southern	4,081	3,355	45.1%	7,436	24.5%
Western	1,896	1,784	48.5%	3,680	28.7%
Total	24,341	22,157	47.7%	46,498	19.6%

Table 102. Percentage of Orphans in Grades 1-7 by Gender and Province

	Male	Female	Total
Central	20.5%	20.7%	20.6%
Copperbelt	19.9%	20.6%	20.2%
Eastern	18.1%	18.0%	18.1%
Luapula	20.9%	20.8%	20.8%
Lusaka	24.2%	24.7%	24.5%
N. Western	15.7%	15.8%	15.7%
Northern	16.2%	16.7%	16.5%
Southern	18.3%	18.2%	18.3%
Western	23.4%	23.2%	23.3%
National	19.5%	19.8%	19.7%

Table 103. Percentage of Orphans in Grades 1-9 by Gender and Province

	Male	Female	Total
Central	21.1%	21.3%	21.1%
Copperbelt	20.3%	20.9%	20.3%
Eastern	18.5%	18.4%	18.5%
Luapula	21.4%	21.6%	21.4%
Lusaka	23.7%	24.0%	23.7%
N. Western	16.6%	16.8%	16.6%
Northern	17.1%	17.3%	17.1%
Southern	19.0%	19.0%	19.0%
Western	24.2%	24.1%	24.2%
National	19.9%	20.3%	20.1%

Table 104. Percentage of Orphans in Grades 10-12 by Gender and Province

	Male	Female	Total
Central	16.5%	19.7%	17.9%
Copperbelt	15.5%	17.2%	16.3%
Eastern	23.5%	27.4%	25.0%
Luapula	16.8%	19.4%	17.9%
Lusaka	16.7%	18.5%	17.6%
N. Western	18.1%	21.4%	19.5%
Northern	18.1%	20.1%	18.9%
Southern	23.9%	25.3%	24.5%
Western	26.2%	31.9%	28.7%
National	18.7%	20.8%	19.6%

Table 105. Enrolment of Orphans in Grades 1-9 by Agency

	Enrol	Orphans	% Orph.
GRZ	2,500,385	473,873	19.0
Private/Church	111,259	15,107	13.6
Grant-aided	113,230	25,008	22.1
Community	565,221	158,972	28.1
Total	3,290,095	672,960	20.5

Note: GRZ includes APU pupils and IRI Centres

Table 106. Enrolment of Orphans in Grades 10-12 by Agency

	Enrol	Orphans	% Orph.
Community	600	260	43.3%
Grant-aided	20,292	5,062	24.9%
GRZ	198,310	38,603	19.5%
Private/Church	17,622	2,573	14.6%
Total	236,824	46,498	19.6%

Note: GRZ includes APU pupils and IRI Centres

Children with Special Educational Needs (CSEN)

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

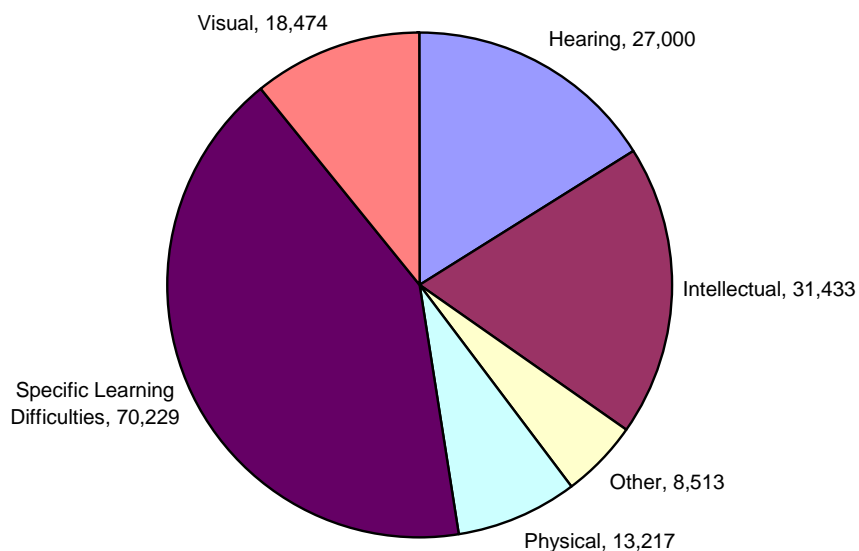


Table 107. CSEN Pupils in Grades 1-9 by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	14,361	12,639	46.8%	27,000	16.0%	-6.5%
Intellectual	15,819	15,614	49.7%	31,433	18.6%	-2.6%
Other	4,454	4,059	47.7%	8,513	5.0%	-15.9%
Physical	7,327	5,890	44.6%	13,217	7.8%	-4.2%
Specific Learning D	36,793	33,436	47.6%	70,229	41.6%	8.6%
Visual	9,666	8,808	47.7%	18,474	10.9%	-9.0%
Total	88,420	80,446	47.6%	168,866	100.0%	-0.7%

Table 108. CSEN Pupils in Grades 10-12 by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	351	249	41.5%	600	16.1%	-30.2%
Intellectual	289	349	54.7%	638	17.1%	103.2%
Other	165	150	47.6%	315	8.4%	-21.8%
Physical	194	190	49.5%	384	10.3%	-3.5%
Specific Learning C	283	230	44.8%	513	13.7%	-53.9%
Visual	544	738	57.6%	1,282	34.4%	-40.6%
Total	1,826	1,906	51.1%	3,732	100.0%	-28.8%

Table 109. CSEN Pupils in Grades 1-9 Schools by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	8,676	7,257	45.5%	15,933	4.1%	-6.1%
Copperbelt	11,333	8,937	44.1%	20,270	3.8%	15.6%
Eastern	8,466	7,913	48.3%	16,379	4.3%	-8.9%
Luapula	6,770	6,249	48.0%	13,019	4.9%	12.9%
Lusaka	4,328	4,165	49.0%	8,493	2.2%	-12.3%
N. Western	11,152	10,582	48.7%	21,734	10.0%	-5.1%
Northern	13,560	12,037	47.0%	25,597	5.7%	-3.8%
Southern	12,584	13,108	51.0%	25,692	5.9%	-4.2%
Western	11,551	10,198	46.9%	21,749	9.6%	8.5%
Total	88,420	80,446	47.6%	168,866	5.1%	-0.7%

Table 110. CSEN in Grades 10 - 12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	114	106	48.2%	220	0.90%	-46.1%
Copperbelt	156	303	66.0%	459	0.74%	-24.0%
Eastern	154	124	44.6%	278	1.43%	-15.0%
Luapula	35	24	40.7%	59	0.43%	-49.6%
Lusaka	310	254	45.0%	564	1.43%	-12.1%
N. Western	552	431	43.8%	983	6.06%	-4.4%
Northern	81	202	71.4%	283	1.59%	-60.1%
Southern	270	363	57.3%	633	2.08%	-45.2%
Western	154	99	39.1%	253	1.97%	-0.4%
Total	1,826	1,906	51.1%	3,732	1.58%	-28.8%

Table 111. Percentage CSEN in Grades 1-9 by Gender and Province

	Male	Female	Total
Central	4.36%	3.83%	0.99%
Copperbelt	4.24%	3.31%	1.01%
Eastern	4.33%	4.24%	1.66%
Luapula	4.94%	4.95%	0.44%
Lusaka	2.26%	2.11%	1.28%
N. Western	9.92%	10.03%	6.27%
Northern	5.78%	5.66%	2.79%
Southern	5.60%	6.15%	2.73%
Western	9.87%	9.26%	1.77%
Total	5.27%	4.99%	5.13%

Table 112. Percentage CSEN in Grades 10-12 by Gender and Province

	Male	Female	Total
Central	0.84%	0.99%	0.90%
Copperbelt	0.48%	1.01%	0.74%
Eastern	1.29%	1.66%	1.43%
Luapula	0.42%	0.44%	0.43%
Lusaka	1.58%	1.28%	1.43%
N. Western	5.90%	6.27%	6.06%
Northern	0.77%	2.79%	1.59%
Southern	1.58%	2.73%	2.08%
Western	2.13%	1.77%	1.97%
Total	1.40%	1.79%	1.58%

Bursaries

The tables below give the number of children that have been accessing bursary support at both Basic and high school levels. In nominal terms, the number of learners that have been accessing bursary support has been on the increase. However, a closer look at the number of orphans means that a good number of orphans attending school are unable to access the bursary support and they are likely to either fail to pay for examination fees at grade 9 and 12 and other education cost related effects.

The policy concerns about the bursary support to orphans include the following:

1. There is need to conduct a needs assessment to determine the demand/ supply factor
2. Need to assess what level of the education sector require the bursary support
3. Determine the rural/urban and boarding/day factor in the provision of bursary support
4. Develop measures to strengthen the support in order to retain the vulnerable learners in the system

The Re-entry policy was meant to improve the participation level of the girl child in education and thereby contribute to meeting the EFA and MDGs. The introduction of the policy was subsequently followed with the development of the guidelines for consistent and effective implementation of the policy. The statistics over the years show an upward trend in the number of pregnancies but without corresponding response in re-admissions. This low readmission response must be a source of concern for the ministry as to whether the policy is achieving the intended objectives and if not what interventions can be put in place. It is expected that the study being undertaken to review the policy will address the concerns surrounding the policy perceptions.

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

	Male	Female	% (F)	Total	% of Enr.
Central	2,248	2,463	52.3%	4,711	1.4%
Copperbelt	4,183	4,325	50.8%	8,508	1.9%
Eastern	2,695	2,821	51.1%	5,516	1.6%
Luapula	3,656	4,054	52.6%	7,710	3.3%
Lusaka	4,762	5,068	51.6%	9,830	2.9%
N. Western	1,659	1,592	49.0%	3,251	1.7%
Northern	2,518	2,384	48.6%	4,902	1.2%
Southern	4,276	3,967	48.1%	8,243	2.1%
Western	4,138	4,166	50.2%	8,304	4.1%
Total	30,135	30,840	50.6%	60,975	2.1%

Table 114. Number of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	4,169	4,634	52.6%	8,803	2.3%
Copperbelt	7,510	8,033	51.7%	15,543	2.9%
Eastern	3,907	4,062	51.0%	7,969	2.1%
Luapula	6,444	7,275	53.0%	13,719	5.2%
Lusaka	6,308	6,880	52.2%	13,188	3.4%
N. Western	3,179	3,229	50.4%	6,408	2.9%
Northern	4,980	5,780	53.7%	10,760	2.4%
Southern	6,809	6,878	50.3%	13,687	3.1%
Western	6,523	6,889	51.4%	13,412	5.9%
Total	49,829	53,660	51.9%	103,489	3.1%

Table 115. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	1,928	1,921	49.9%	3,849	15.8%	126.5%
Copperbelt	5,218	3,327	38.9%	8,545	13.7%	109.0%
Eastern	2,796	1,212	30.2%	4,008	20.7%	54.5%
Luapula	2,339	2,788	54.4%	5,127	36.9%	183.1%
Lusaka	1,774	1,546	46.6%	3,320	8.4%	126.5%
N. Western	1,984	1,520	43.4%	3,504	21.6%	75.4%
Northern	1,816	2,462	57.6%	4,278	24.0%	105.9%
Southern	2,655	2,533	48.8%	5,188	17.1%	137.4%
Western	1,915	2,385	55.5%	4,300	33.5%	157.5%
Total	22,425	19,694	46.8%	42,119	17.8%	115.0%

Table 116. Percentage of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province

	Male	Female	Average
National	2.97%	3.33%	3.15%

Table 117. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province

	Male	Female	Average
National	8.89%	8.34%	8.62%

Pregnancies and Re-admissions

The tables below present the statistics on the pregnancies giving the rural/urban picture at both basic and high school levels. The pregnancy rates are proportionately higher at basic level than at high school level. However, what could be of concern is the fact that the pregnant rates have been on the increase as could be seen from the tables below. Pregnancies are higher in rural areas than in urban while readmissions are higher in urban areas than rural. Another point to note is that the re-admissions rates have been very low and do not correspond to the expectations of the re-entry policy.

Table 118. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	1,323	0.7%	455	34.4%	0.6%	40.9%
Copperbelt	936	0.3%	262	28.0%	3.0%	-19.4%
Eastern	1,514	0.8%	459	30.3%	18.8%	21.8%
Luapula	1,083	0.9%	429	39.6%	17.7%	10.9%
Lusaka	864	0.4%	367	42.5%	16.1%	32.5%
N. Western	1,737	1.6%	836	48.1%	8.7%	1.6%
Northern	1,227	0.6%	382	31.1%	-4.6%	24.8%
Southern	2,151	1.0%	638	29.7%	7.5%	14.1%
Western	1,535	1.4%	642	41.8%	15.1%	30.2%
National	12,370	0.8%	4,470	36.1%	8.7%	15.5%

Table 119. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	144	1.34%	71	49.3%	-20.0%	-12.3%
Copperbelt	175	0.58%	119	68.0%	-43.0%	-30.0%
Eastern	186	2.49%	108	58.1%	29.2%	-1.8%
Luapula	133	2.41%	72	54.1%	-0.7%	-18.2%
Lusaka	142	0.72%	128	90.1%	16.4%	42.2%
N. Western	303	4.41%	208	68.6%	-3.8%	-10.7%
Northern	85	1.18%	69	81.2%	-25.4%	-34.9%
Southern	202	1.52%	87	43.1%	3.1%	0.0%
Western	202	3.62%	157	77.7%	-15.8%	34.2%
National	1,572	1.47%	1,019	64.8%	-10.3%	-5.8%

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

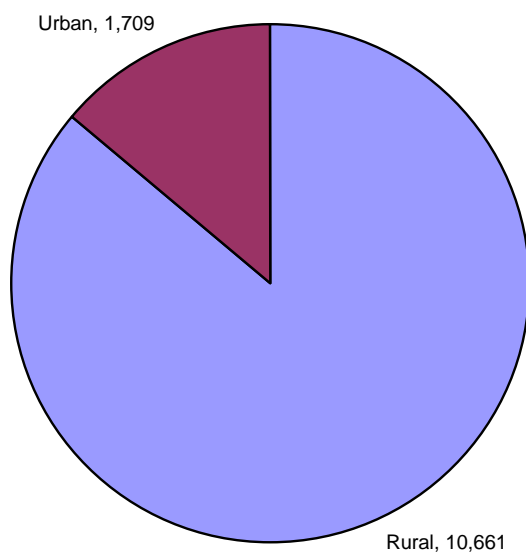


Table 120. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	1,159	164	402	53	34.7%	32.3%
Copperbelt	526	410	121	141	23.0%	34.4%
Eastern	1,414	100	428	31	30.3%	31.0%
Luapula	940	143	358	71	38.1%	49.7%
Lusaka	429	435	166	201	38.7%	46.2%
N. Western	1,635	102	776	60	47.5%	58.8%
Northern	1,112	115	325	57	29.2%	49.6%
Southern	1,985	166	562	76	28.3%	45.8%
Western	1,461	74	606	36	41.5%	48.6%
National	10,661	1,709	3,744	726	35.1%	42.5%

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

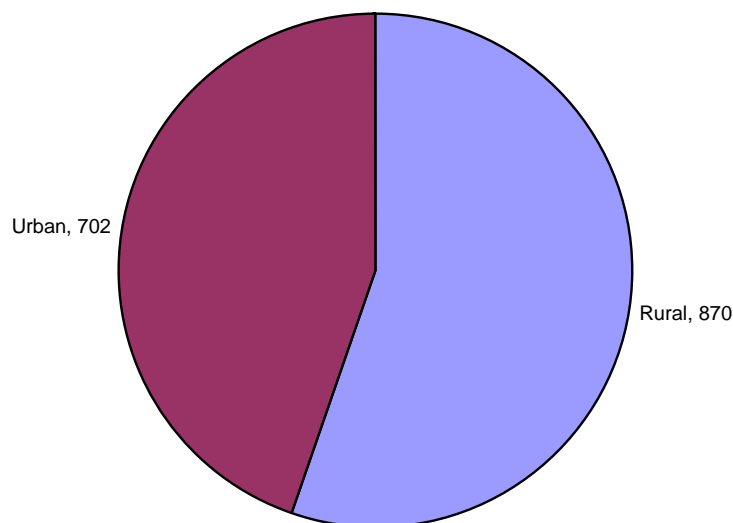


Table 121. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	72	72	38	33	45.8%	52.8%
Copperbelt	43	132	21	98	74.2%	48.8%
Eastern	108	78	61	47	60.3%	56.5%
Luapula	82	51	37	35	68.6%	45.1%
Lusaka	22	120	15	113	94.2%	68.2%
N. Western	275	28	183	25	89.3%	66.5%
Northern	48	37	32	37	100.0%	66.7%
Southern	112	90	35	52	57.8%	31.3%
Western	108	94	79	78	83.0%	73.1%
National	870	702	501	518	73.8%	57.6%

Statistical Trends

The following figures show trends from 2002 to 2008 on various indicators.

Access and Participation

Figure 36. Basic Schools by Agency and Year

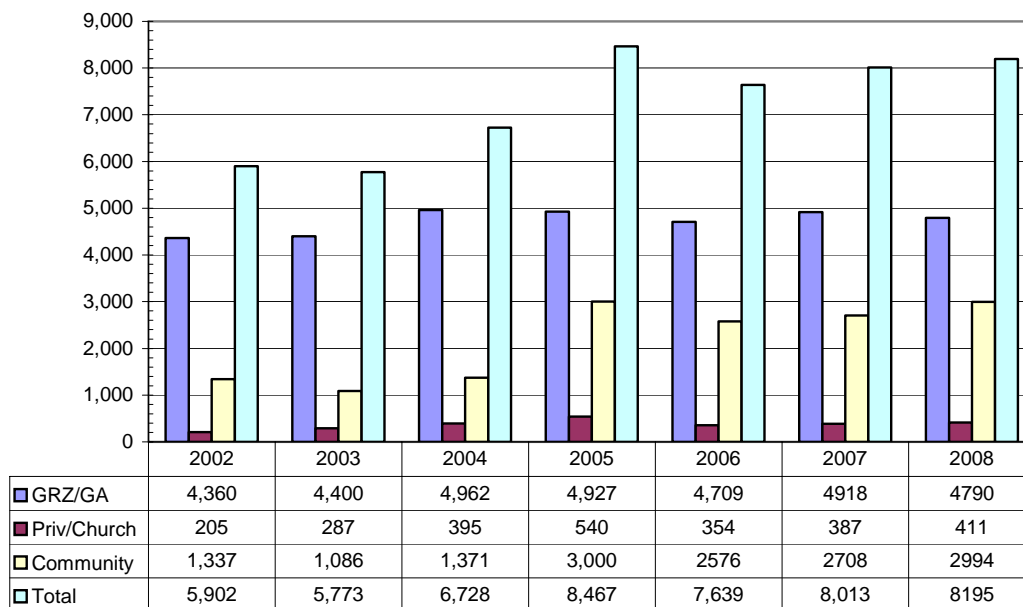


Figure 37. Enrolment in Grades 1-9 by Gender and Year

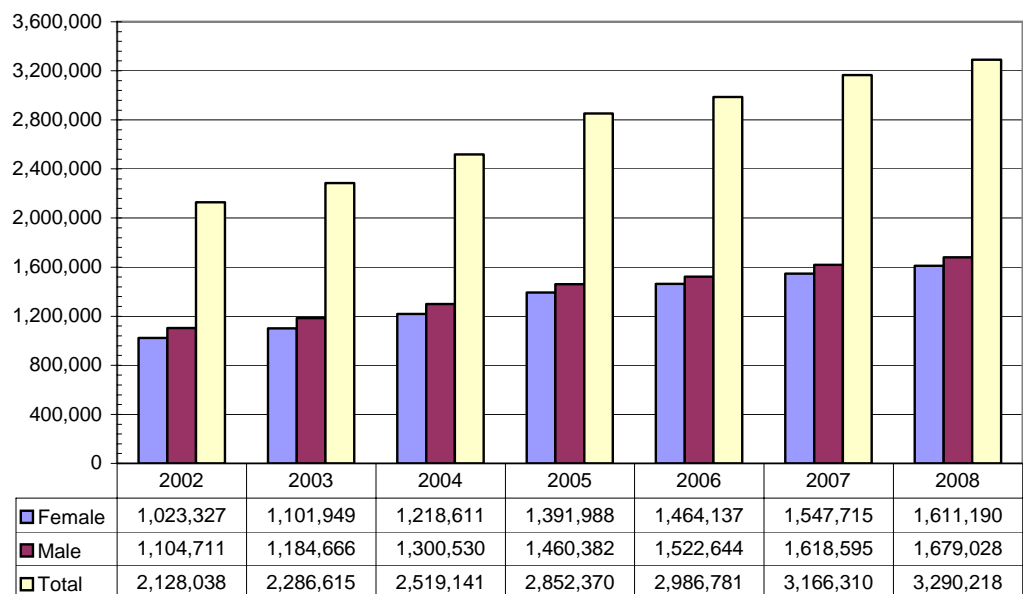


Figure 38. Enrolment in Grades 8-9 by Gender and Year

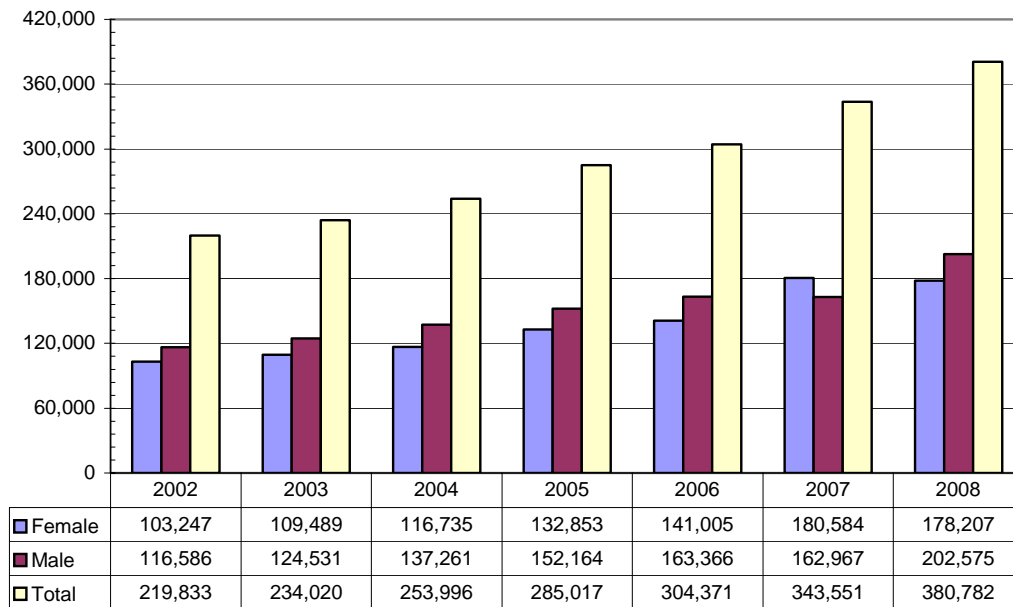


Figure 39. Enrolment in Grades 10-12 by Gender and Year

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

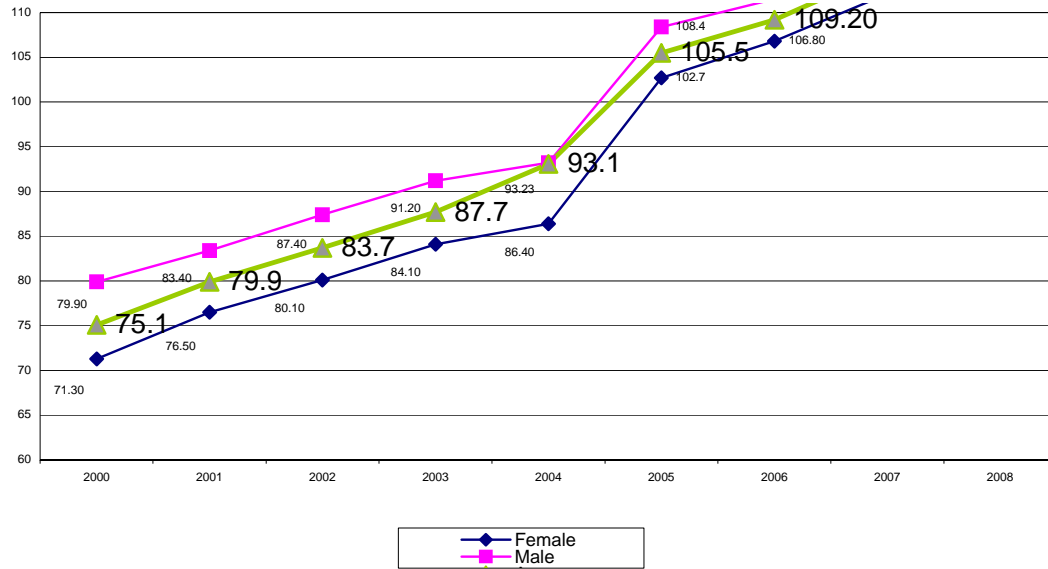


Figure 41. Gross Enrolment Ratio in Grades 1-9 by Gender and Year

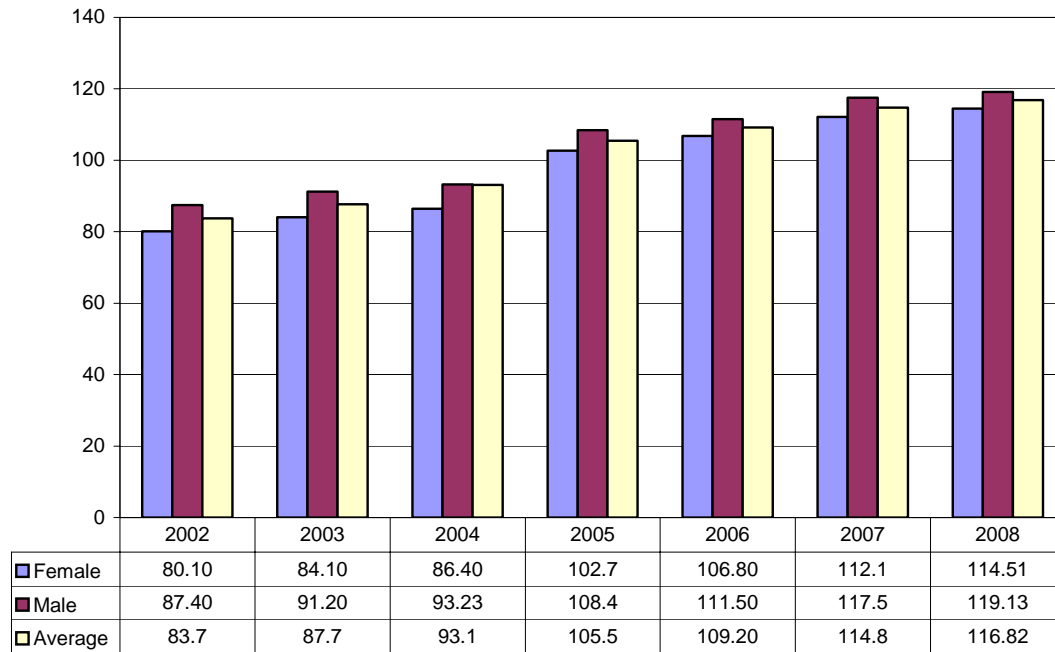


Figure 42. Gross Enrolment Ratio in Grades 10-12 Schools by Gender by Year

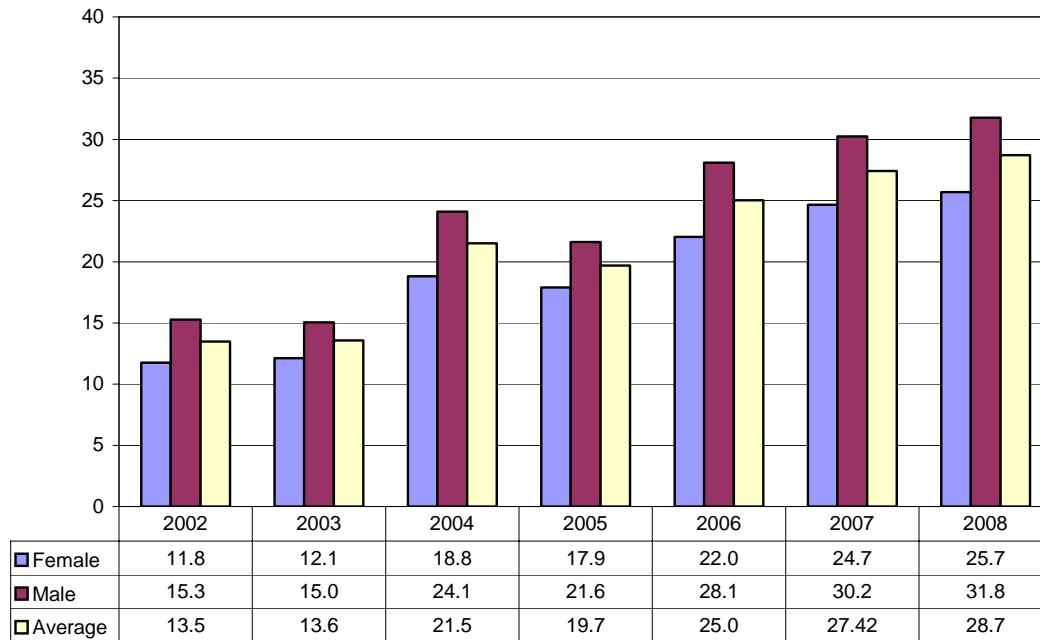
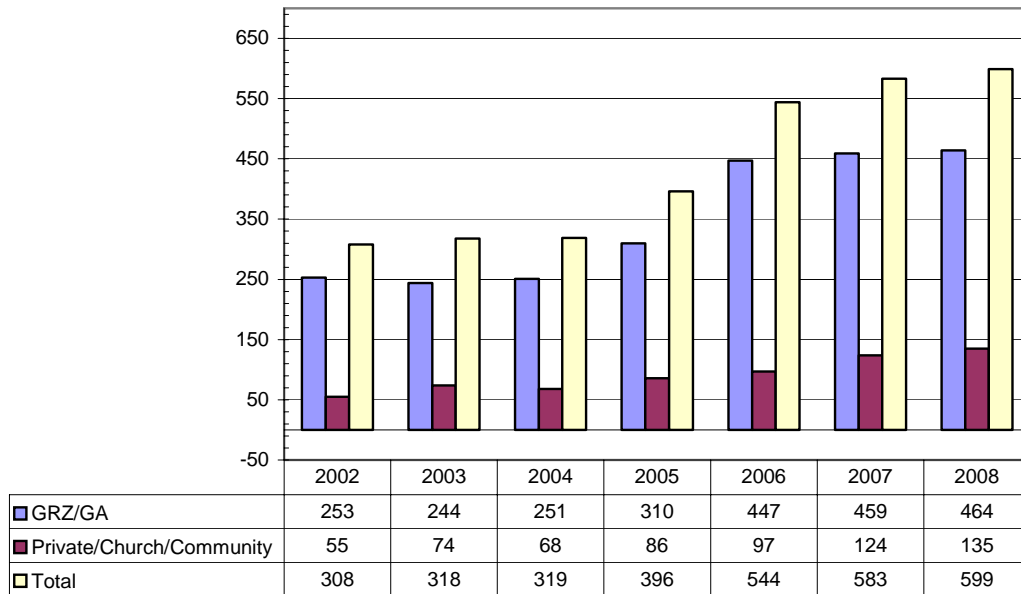


Figure 43. Net Enrolment Ratio in Grades 1-9 by Gender and Year



Figure 44. Secondary Schools by Agency and Year



Efficiency

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

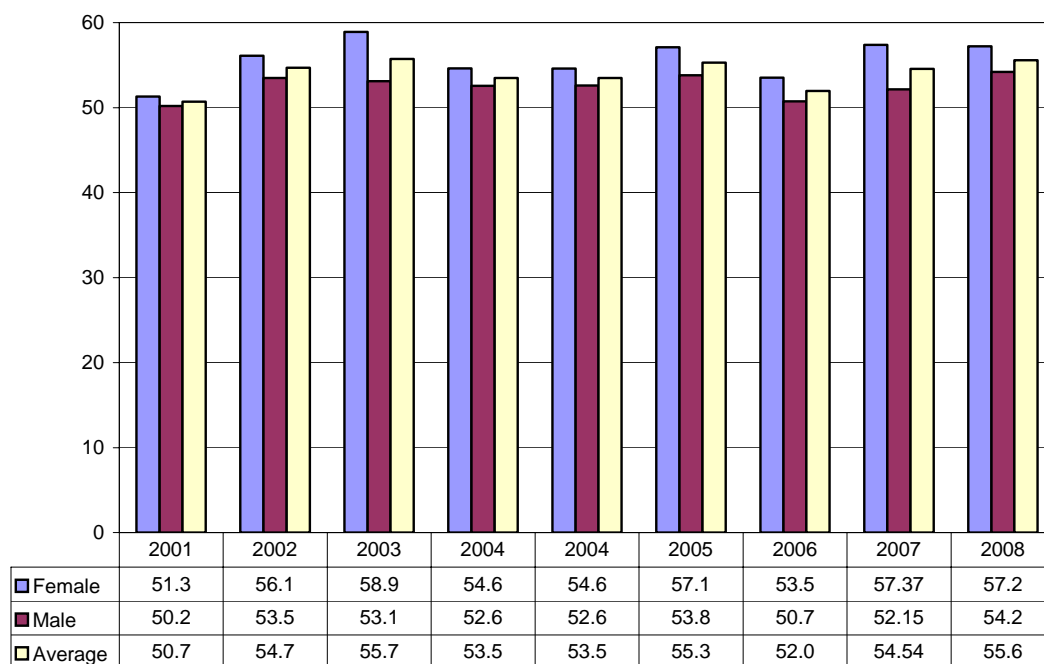


Figure 46. Transition Rate for Grades 9-10 by Gender and Year

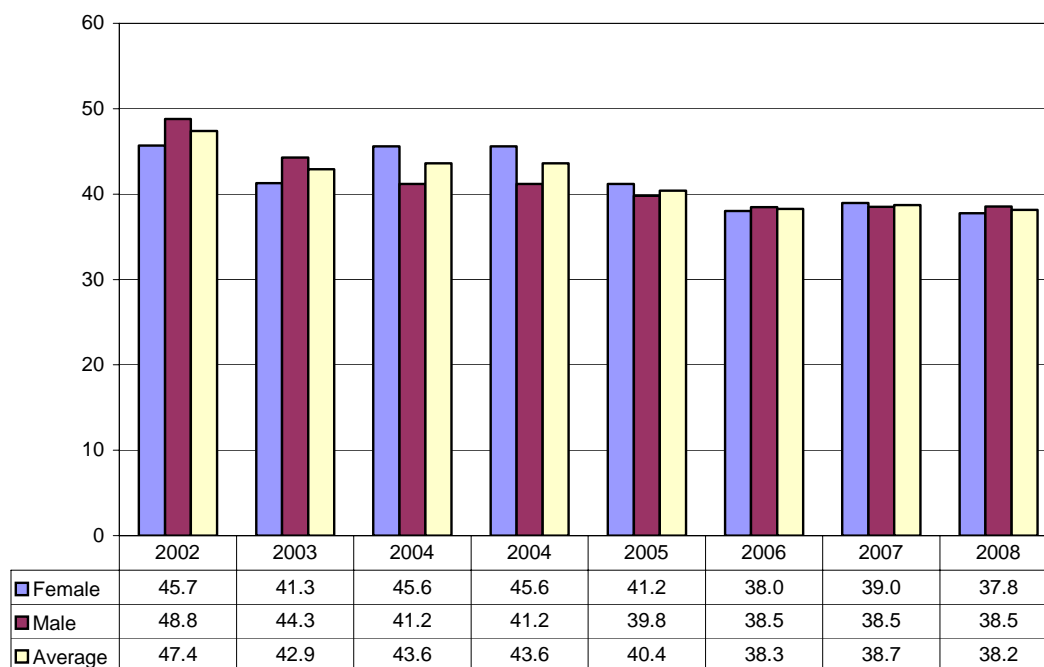


Figure 47. Repetition Rate in Grades 1-9 by Gender and Year

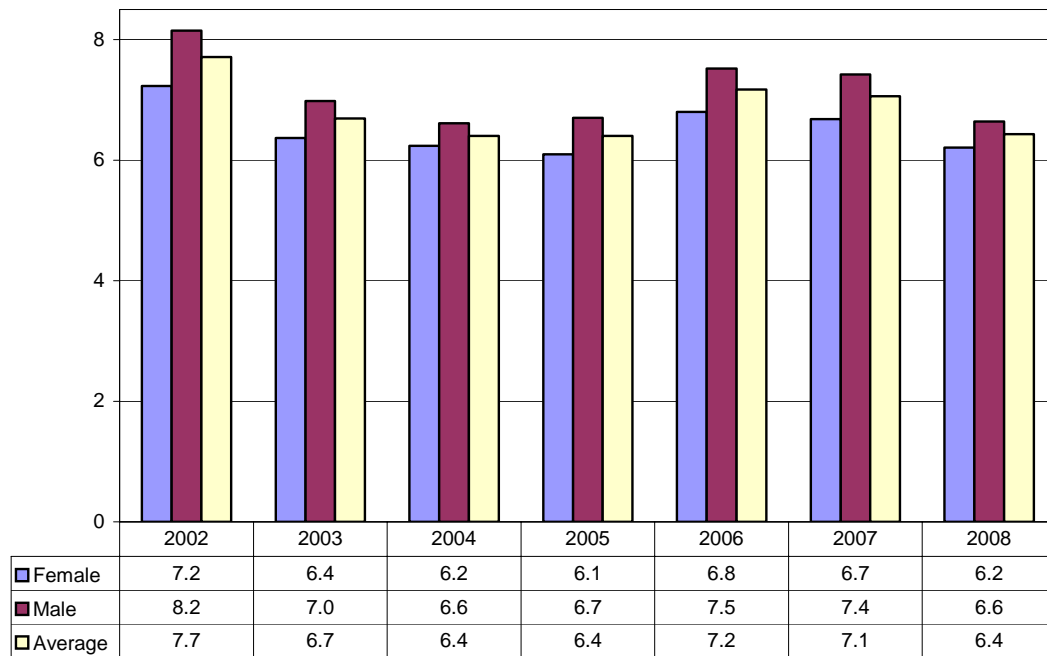


Figure 48. Repetition Rate in Grades 10-12 by Gender and Year

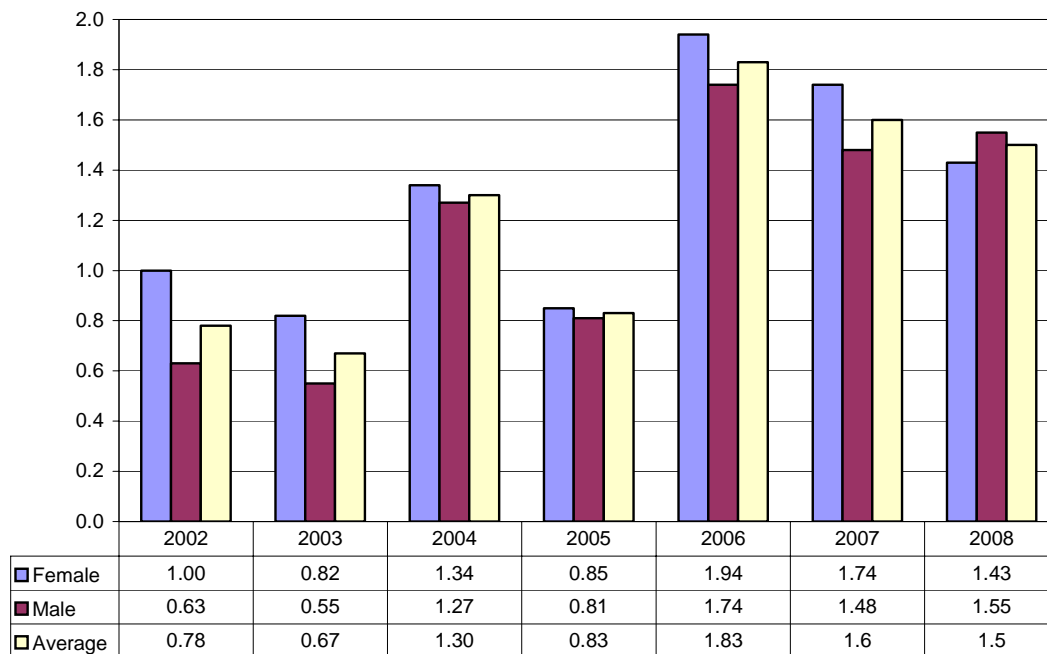


Figure 49. Dropout Rate in Grades 1-9 by Gender and Year

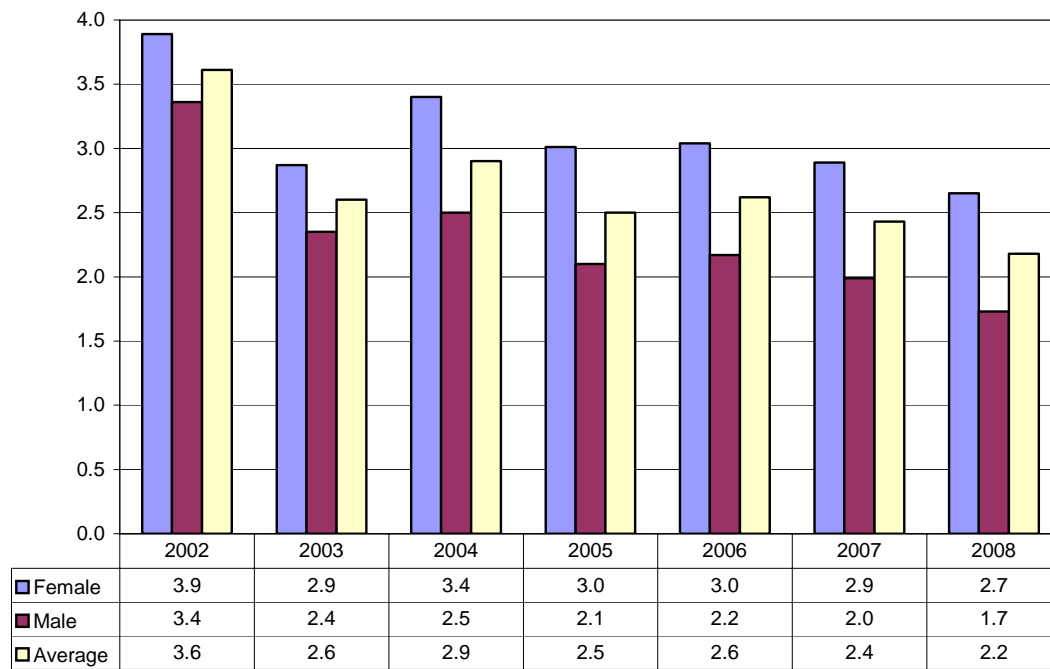


Figure 50. Dropout Rate in Grades 10-12 by Gender and Year

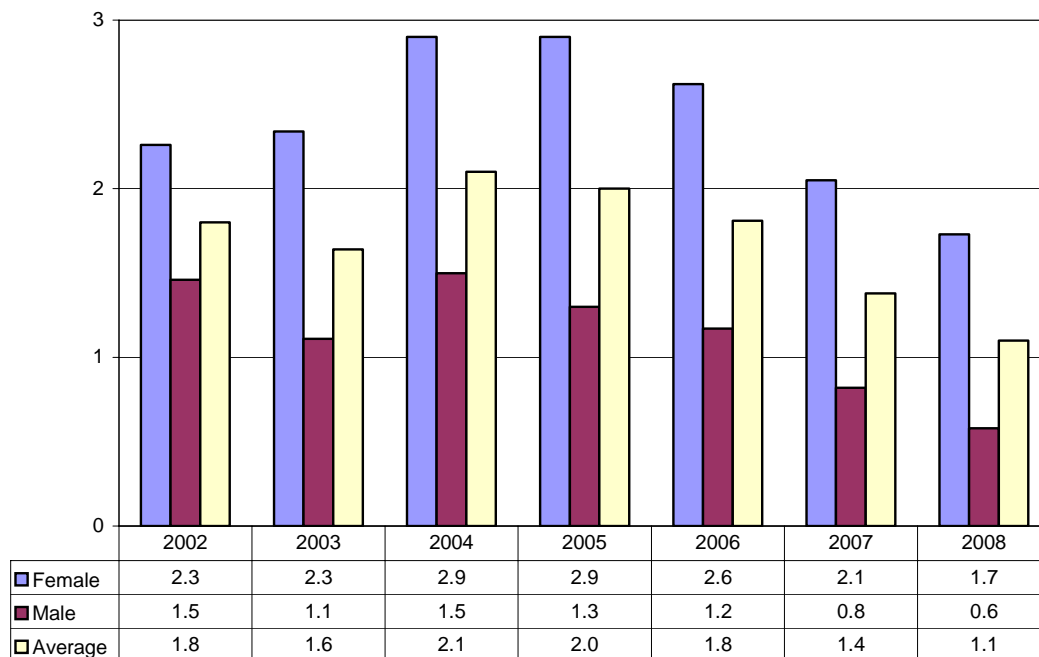


Figure 51. Net Intake Rates by Year

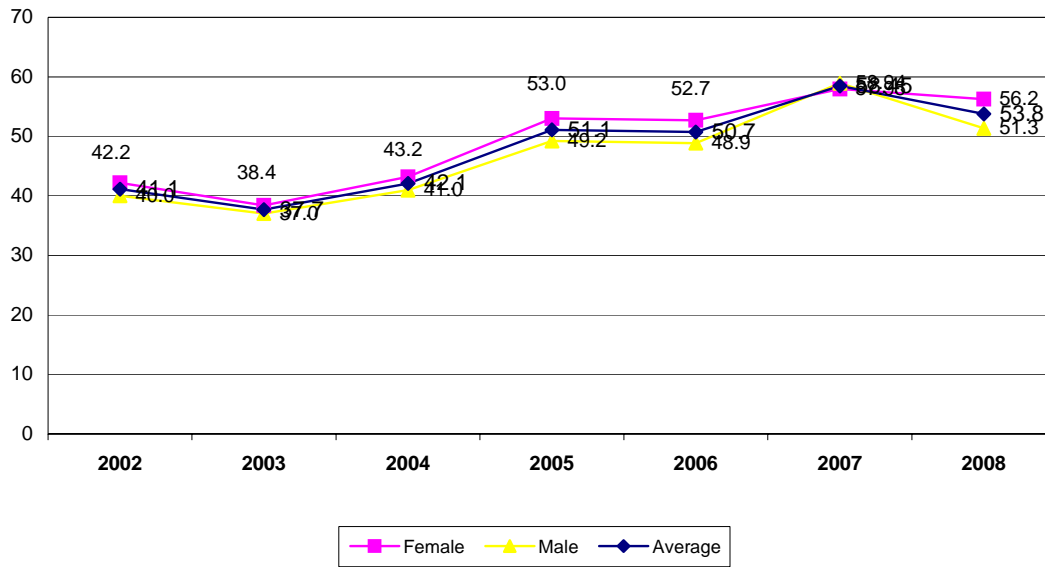


Figure 52. Gross Intake Rate in Basic Schools by Gender and Year

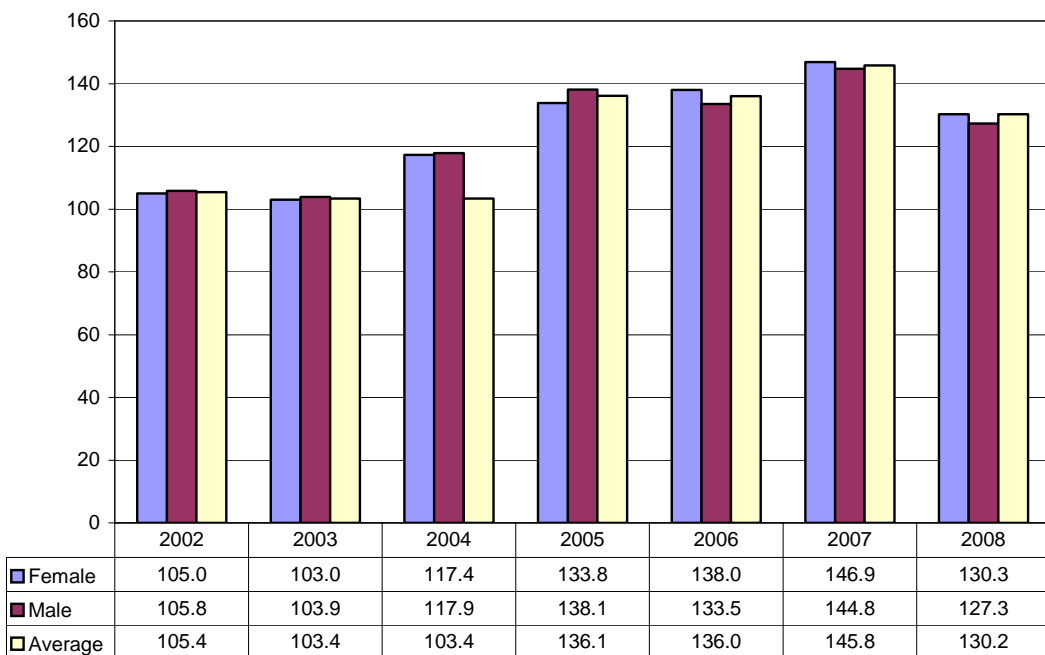


Figure 53. Net Intake Rate in Basic Schools by Gender and Year

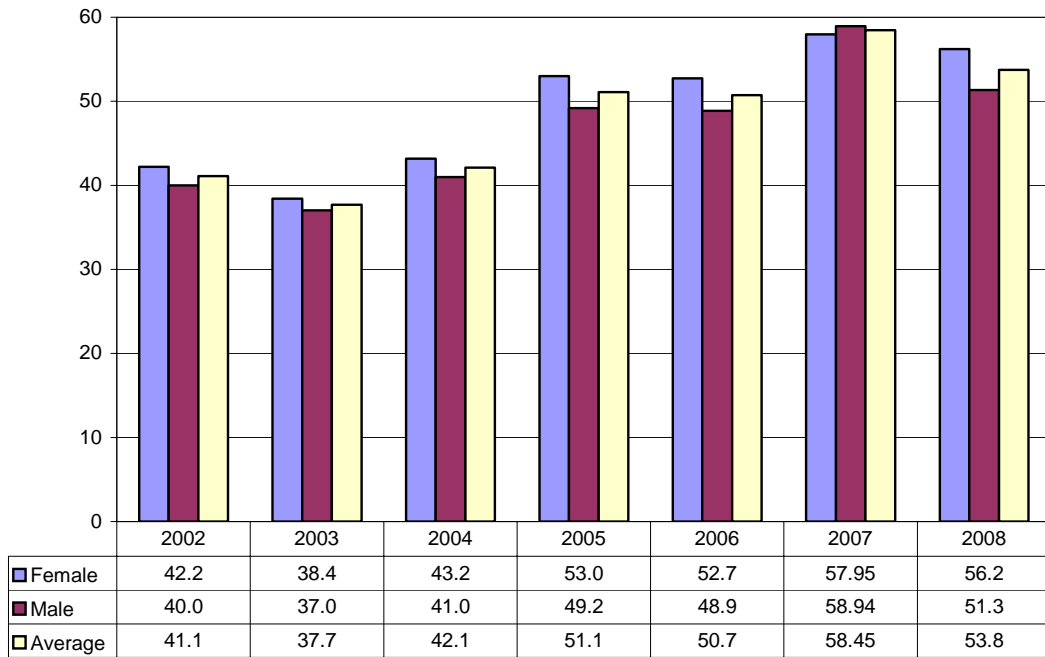


Figure 54. Completion Rate in Grades 1-9 by Year

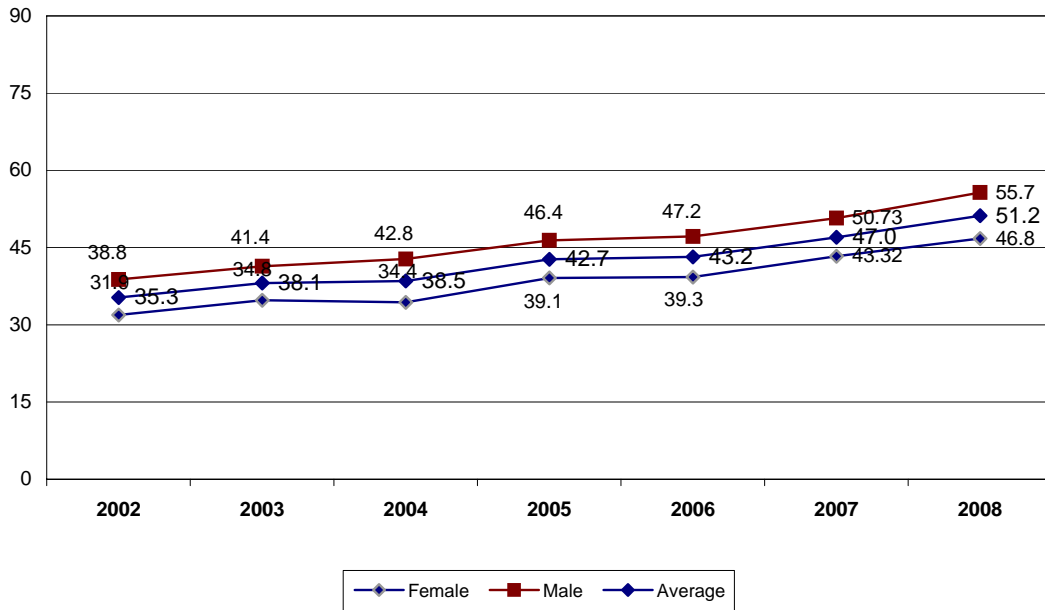


Figure 55. Completion Rate in Grade 1-9 by Gender and Year

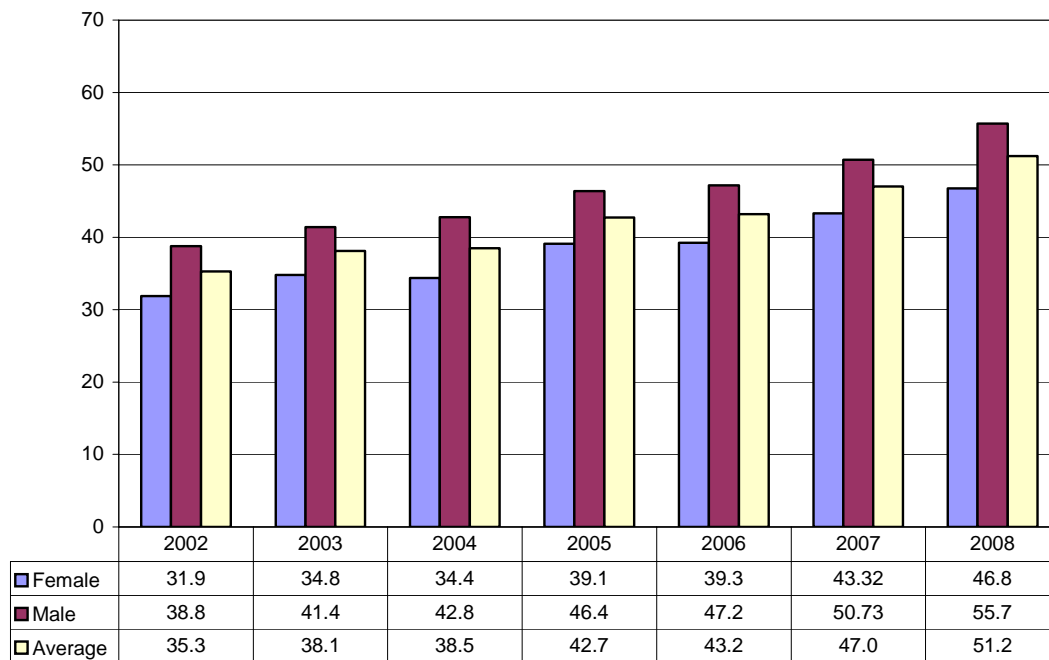
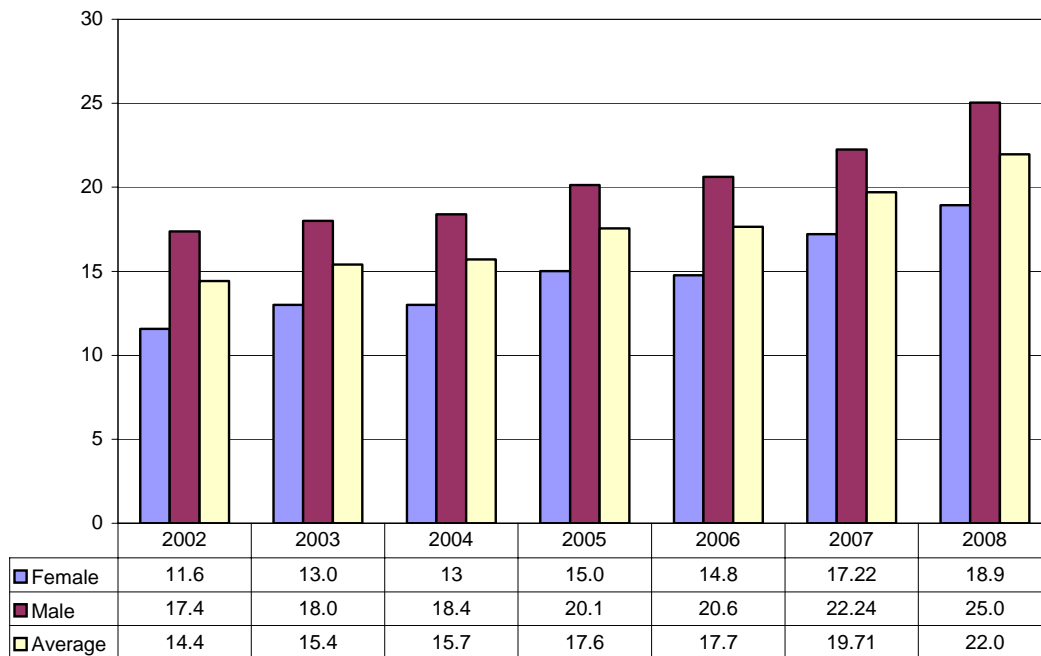


Figure 56. Completion Rate in Grade 1-12 by Gender and Year



Quality

Figure 57. Teachers in Basic Schools by Gender and Year

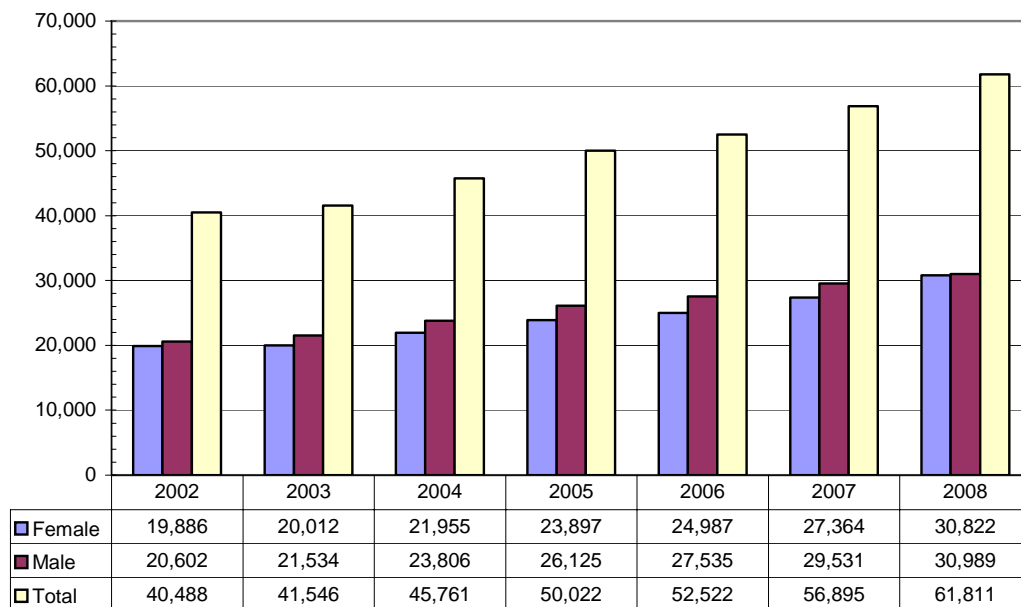


Figure 58. Teachers in Secondary Schools by Gender and Year

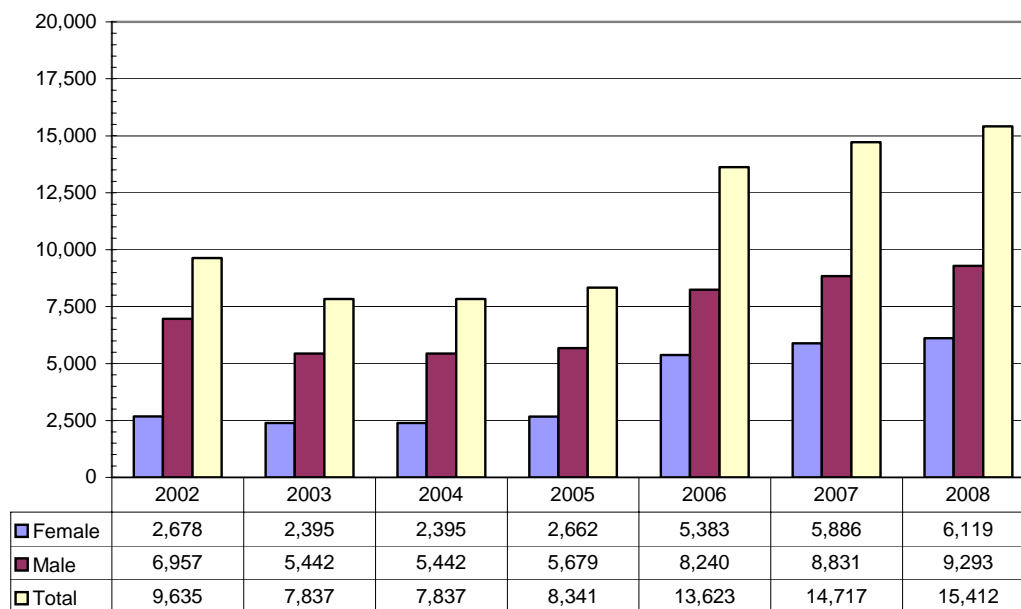


Figure 59. Teacher Attrition in Basic Schools by Gender and Year **

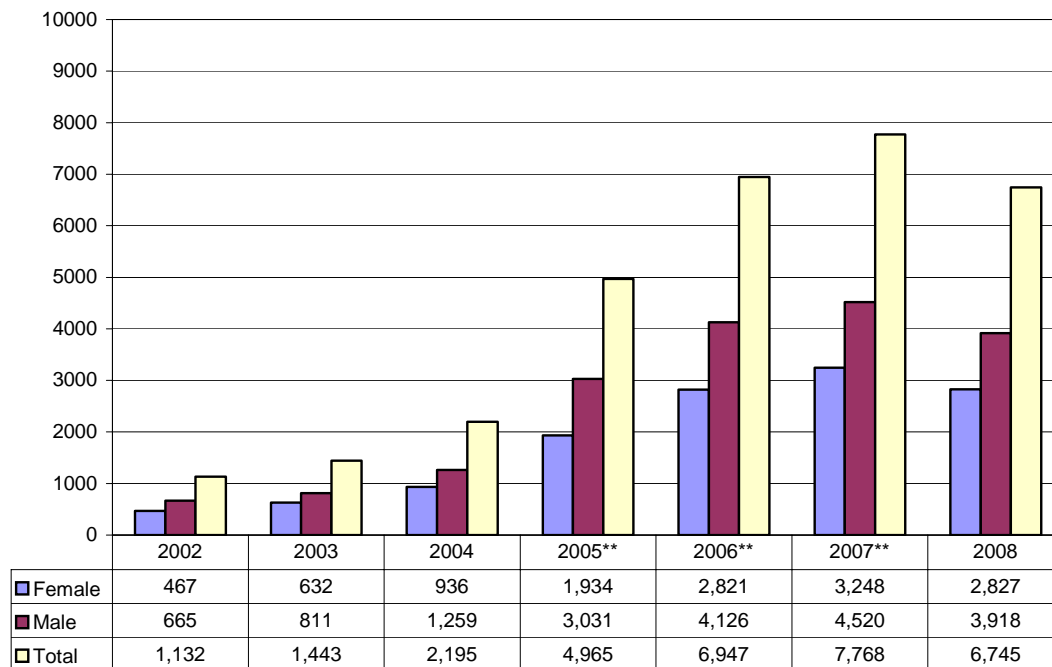
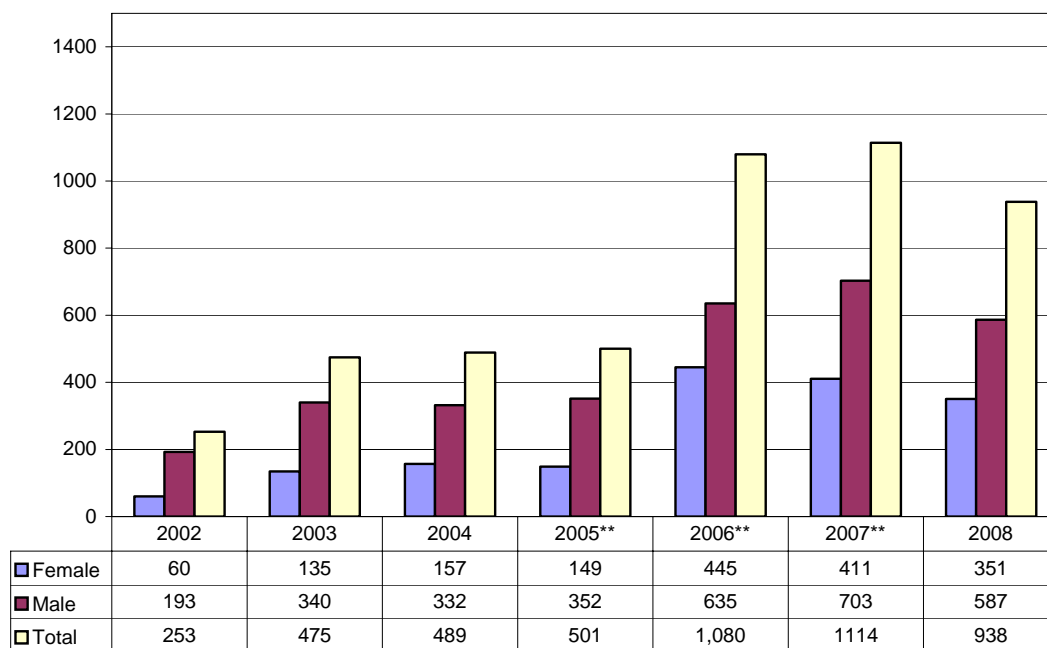


Figure 60. Teacher Attrition in Secondary Schools by Gender and Year **



**** It is important to note that from 2005 to 2007 the attrition numbers included some teachers that transferred to other schools within the system. In 2008 the ASC questionnaire was modified to separate transfers within the system from teachers that left the system. The trends data for 2008 excludes transfers that may have been included in 2005 – 2007 within the ‘Other’ category. The main policy note is that attrition has increased since significantly beyond its 2005 levels.**

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

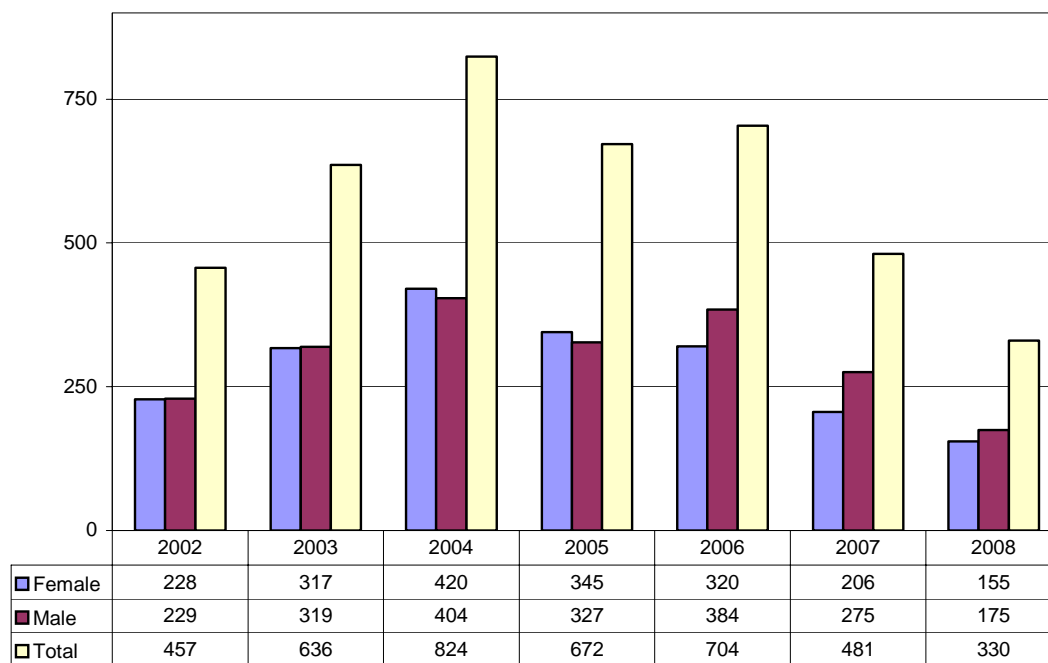


Figure 62. Teacher Deaths in Secondary Schools by Gender and Year

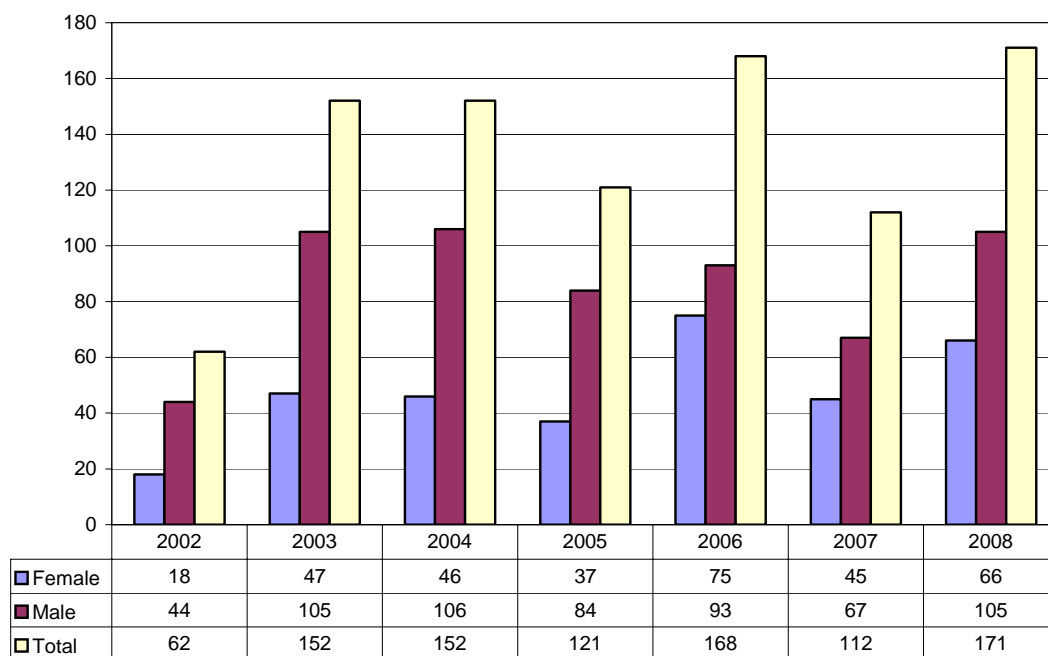
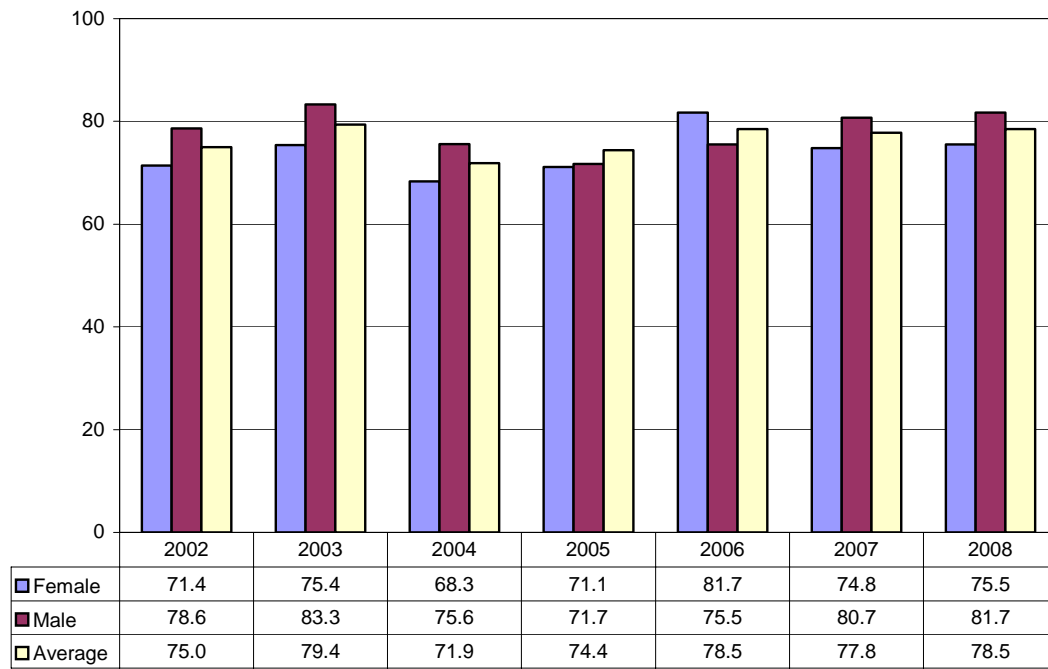


Figure 63. Survival Rate for Grade 5 by Gender and Year



Equity

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

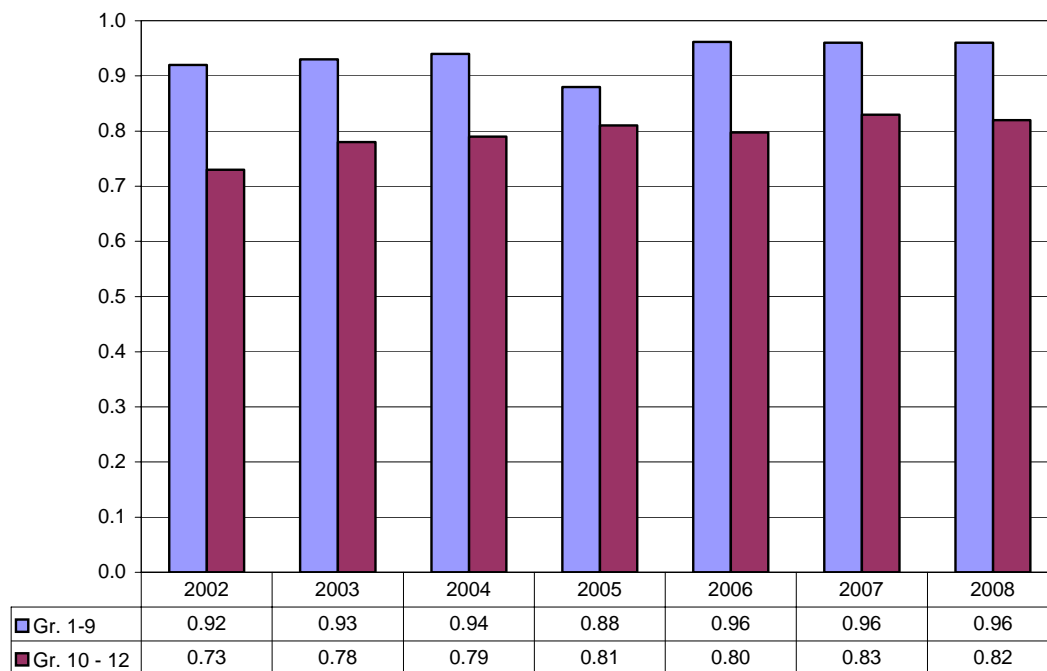


Figure 65. Out of School Children Aged 7-13 by Gender and Year

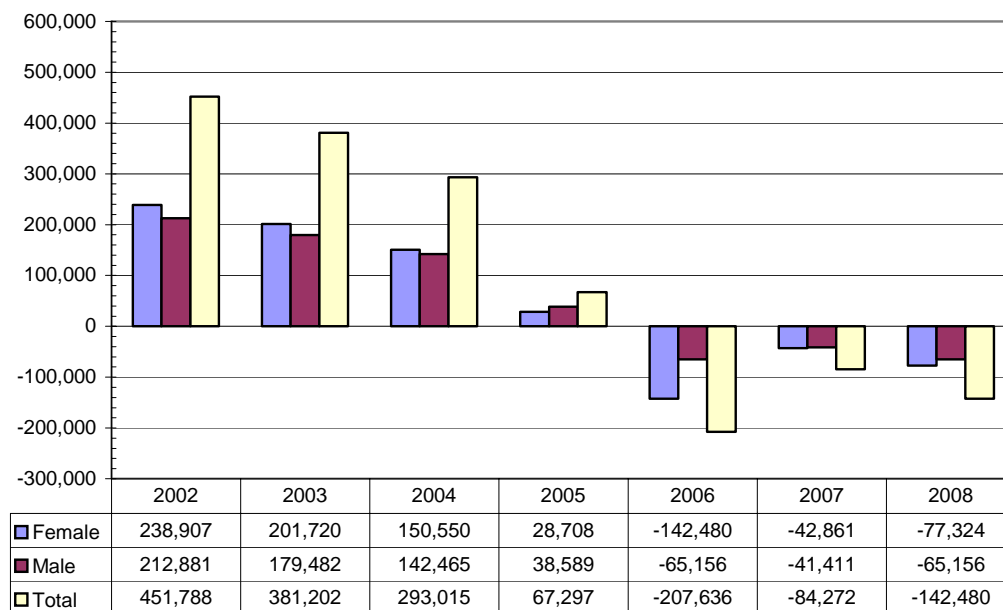


Figure 66. Orphans in Basic Schools by Gender and Year

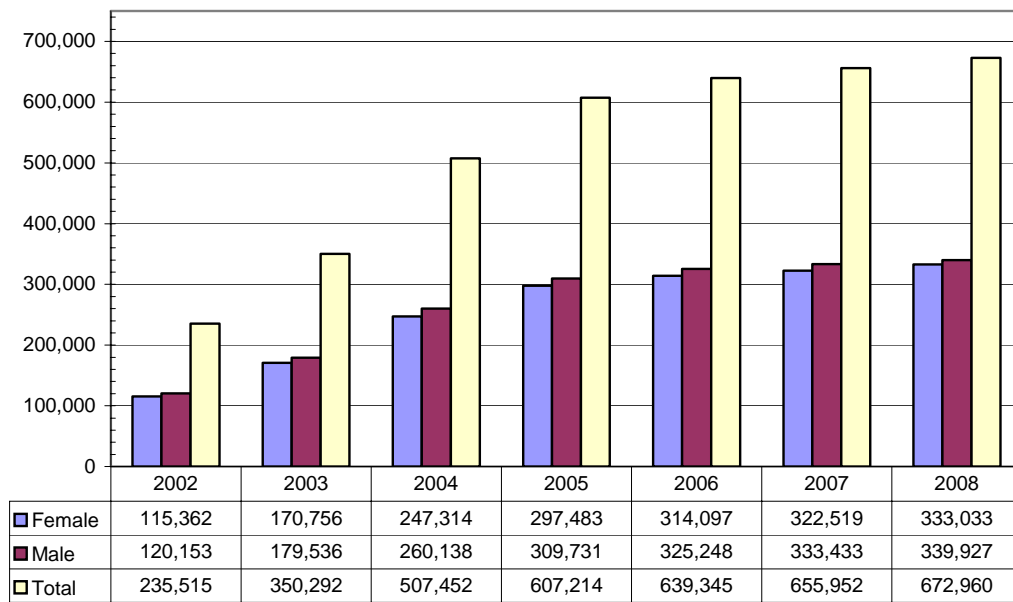


Figure 67. Orphans in Grades 10-12 Schools by Gender and Year

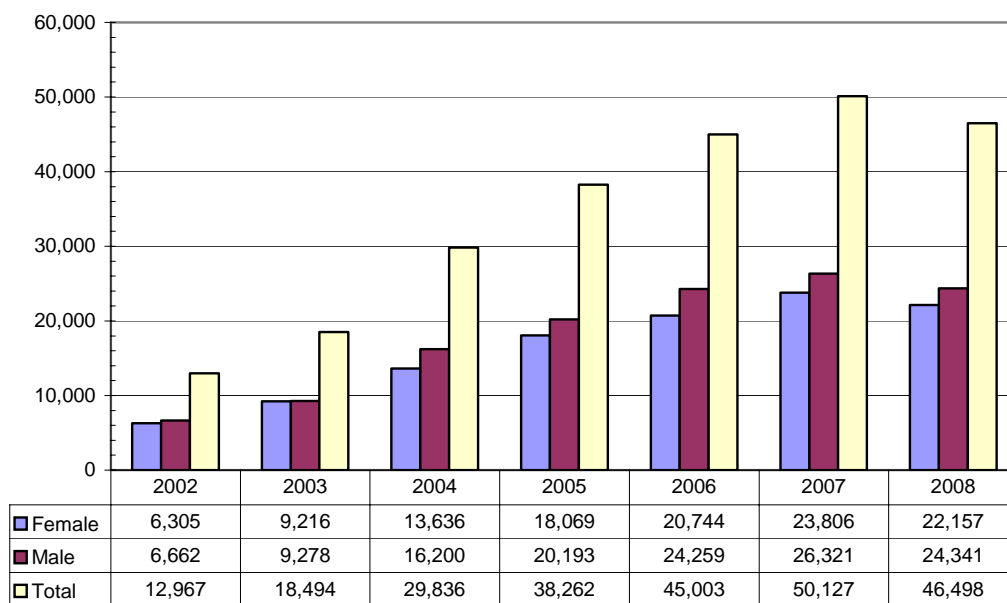


Figure 68. CSEN in Basic Schools by Gender and Year

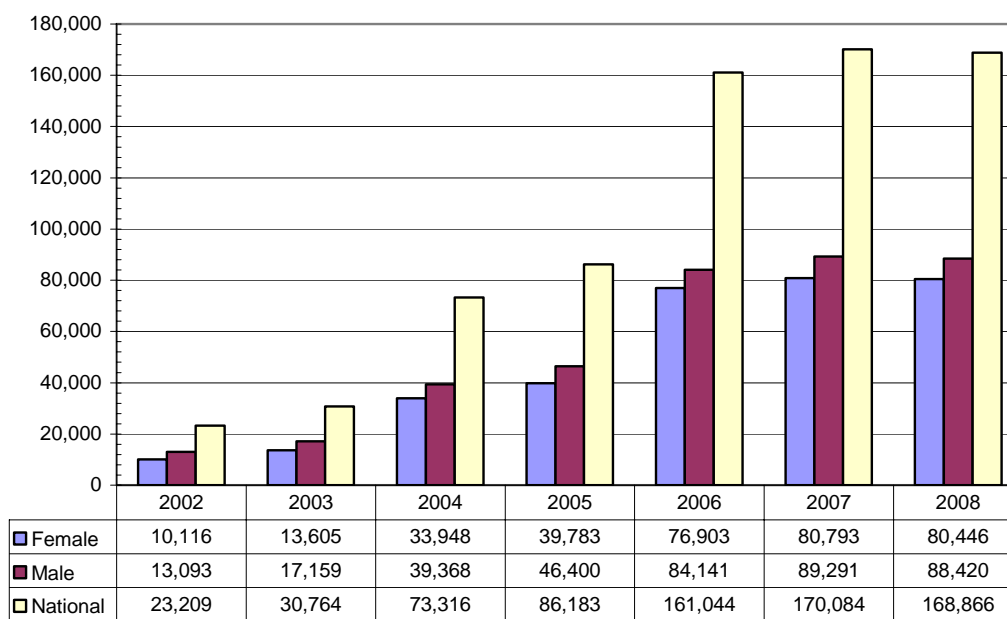


Figure 69. CSEN in Grades 10-12 Schools by Gender and Year

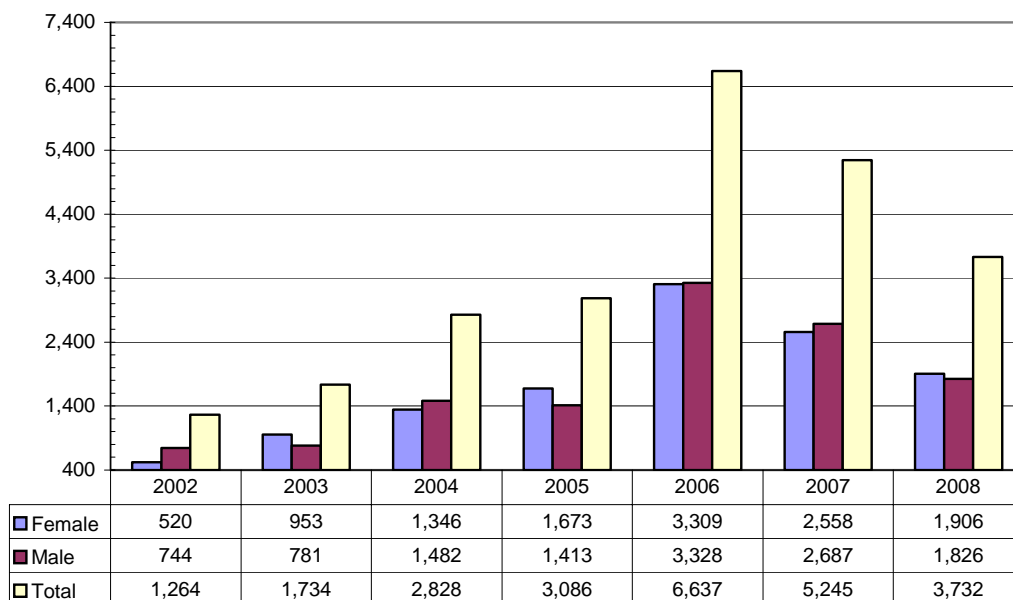


Figure 70. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year

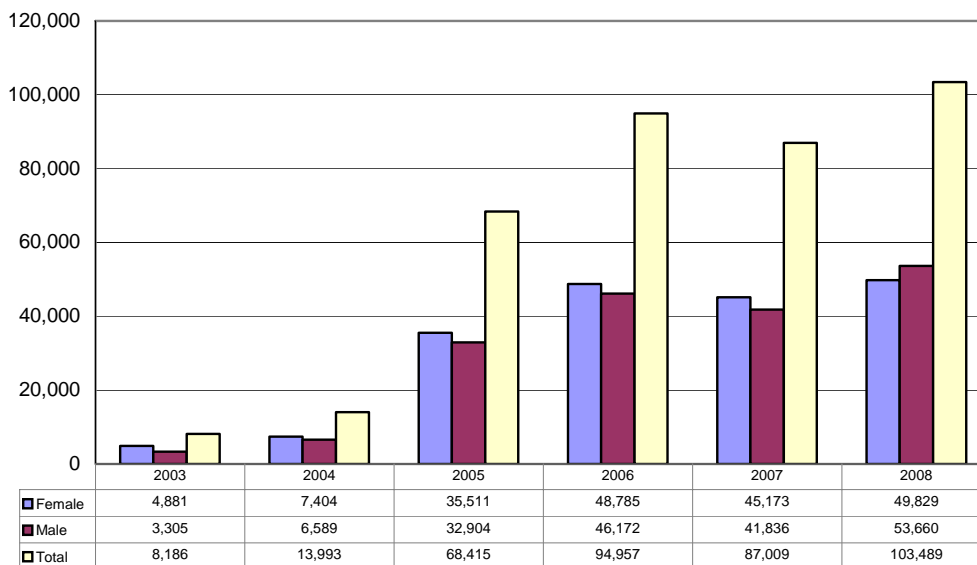


Figure 71. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year

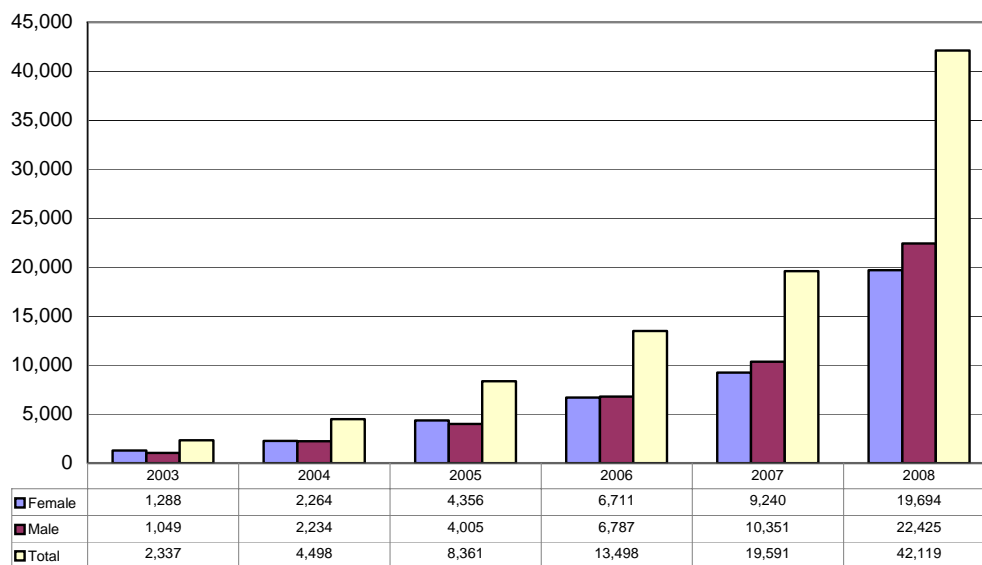


Figure 72. Pregnancies and Re-admissions in Basic Schools by Year

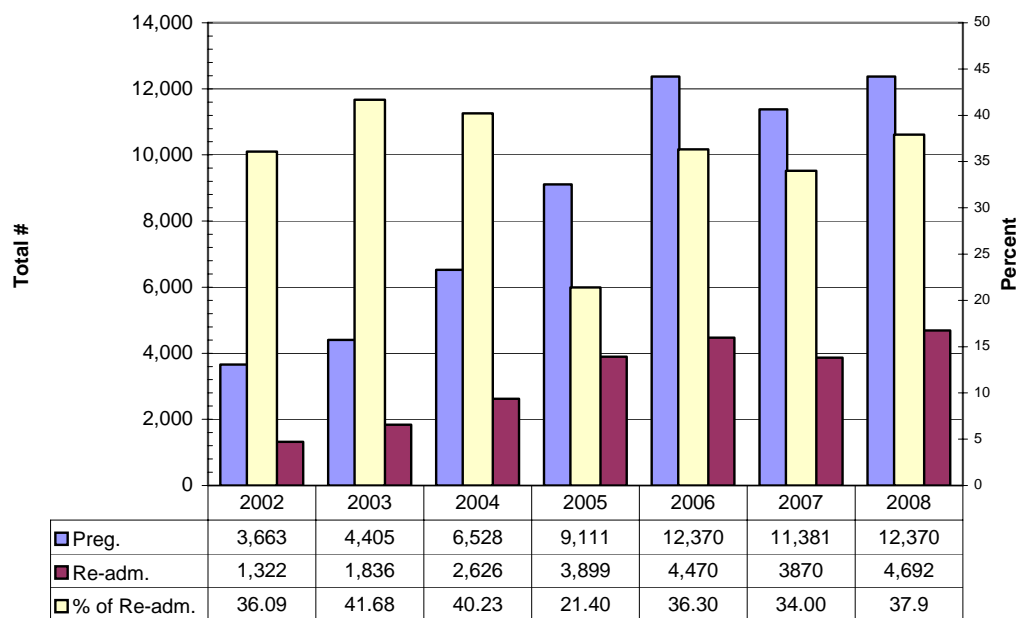
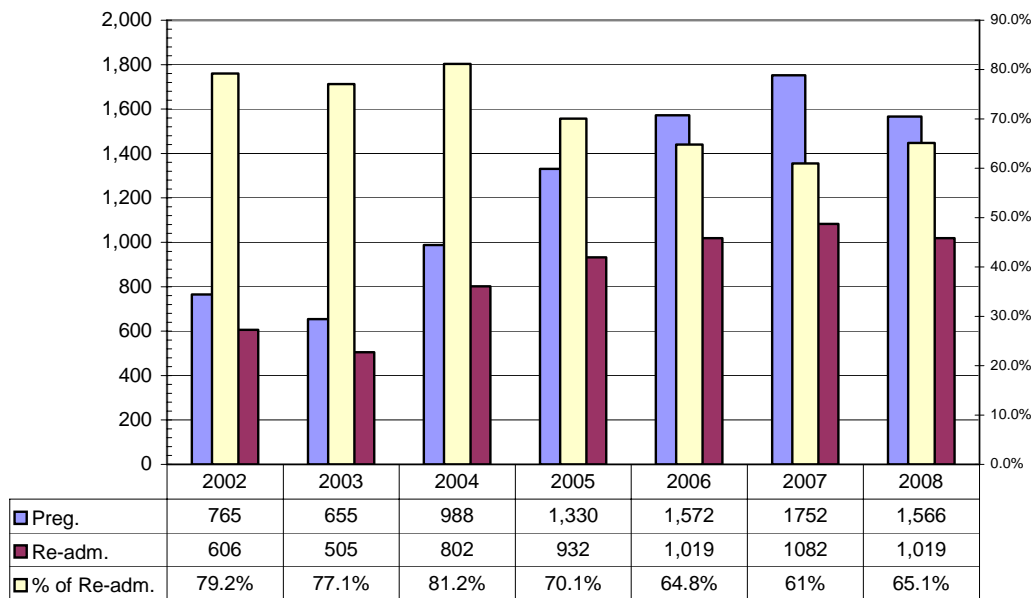


Figure 73. Pregnancies and Re-admissions in Grades 10-12 Schools by Year



Tertiary

Figure 74. Academic Staff at UNZA and CBU

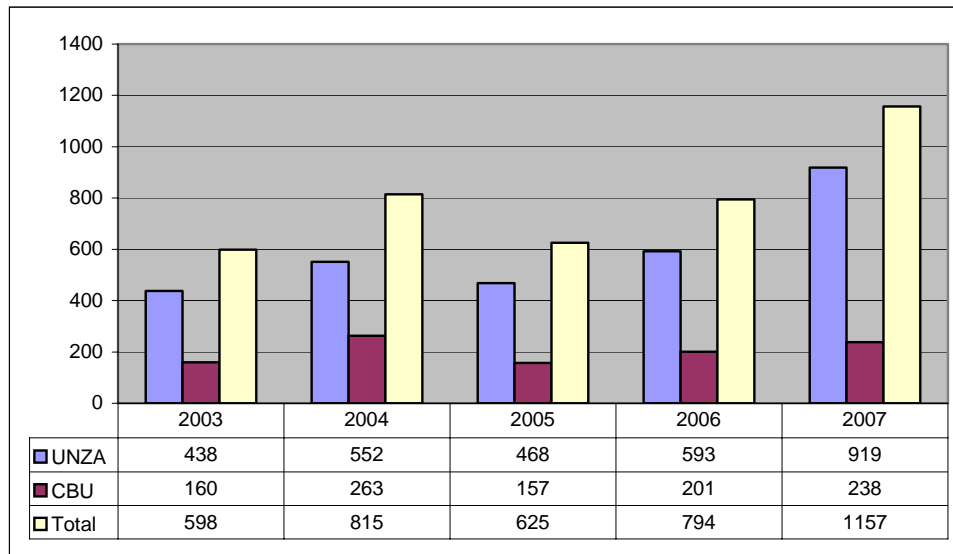


Figure 75. Student Enrolment at UNZA by Gender and Year

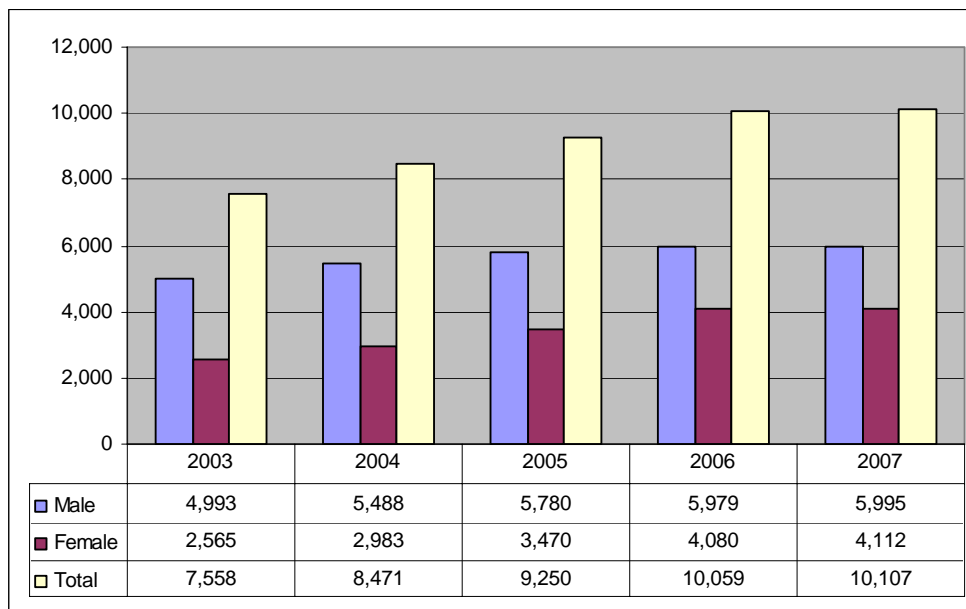
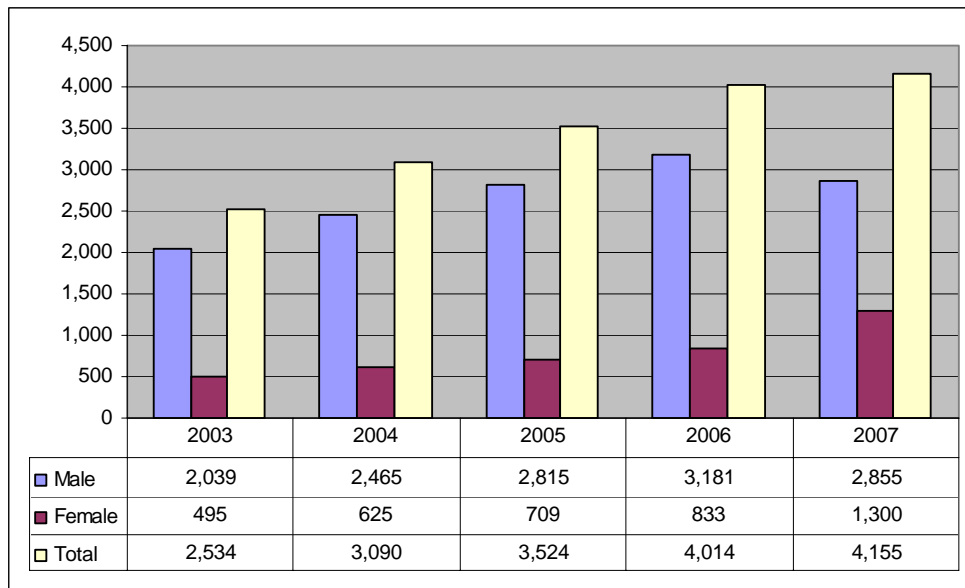


Figure 76. Student Enrolment at CBU by Gender and Year



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 122. College Student Enrolment - 2007

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

Table 121. Colleges of Education Staffing Levels by Gender - 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 has been increasing over the past two decades. Unfortunately the two public universities have not expanded adequately to meet the demand in the country. However, over five private universities in the past few years have been opened including the third public university officially opened in 2008.

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

Table 124. University Staffing Levels by Gender - 2007

Lecturers by academic programme and sex

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

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Annex 1 District Level Summary Tables

The following district level summary tables have been generated for reference purposes only. Additional detail and other grade range breakdowns are available on the ED*ASSIST CD which is available to the public from the Ministry of Education.

** Notes:

- 1) All population related indicators are dependent on population projections from CSO based on the 2000 census. Enrolment for some age groups exceeds the current population estimates and as a result all population based indicators may provide distorted figures or figures that do not reflect the actual situation on the ground. For information on out of school children refer to the CSO living conditions survey.
- 2) Highlighted Values: For a selection of indicators in the following tables' districts values which are significantly below national averages or standards are identified. The identified values do not represent an established standard.
- 3) Grade 7 Exam Results: A district "mean of means" is presented for Grade 7 exam results. This mean of means represents a mean of school means weighted by the number of students for each school. The school means are a mean of all subjects and for all students. These means are based on schools that have a qualified grade 7 exam centre and are limited to those centres where the EMIS school number has been matched or linked to an ECZ Exam centre code. Some districts do not have results because there was insufficient number of ECZ exam centres matched to EMIS school numbers.
- 4) District level data is more susceptible to errors of omission, data entry errors or incorrect information provided by schools. Attempts have been made to identify erroneous data and correct it where ever possible.

District Level – Schools, Intake and Enrolment

Province	District	School Level		Running Agency				GIR			NIR			Enrollment			
		Basic Schools	Secondary Schools	Community	Grant-aided (from GRZ)	GRZ	Private	Male	Female	Total	Male	Female	Total	G1-9 Male	G1-9 Female	G1-9 Total	G10-12 Male
CENTRAL	CHIBOMBO	220	12	105	1	119	7	1.44	1.49	1.46	0.53	0.58	0.55	49028	47740	96768	1463
	KABWE	93	15	38	6	38	26	1.03	1.16	1.09	0.53	0.63	0.58	26352	27108	53460	5336
	KAPIRI MPOSHI	181	12	76	11	102	4	1.42	1.53	1.48	0.63	0.64	0.63	40850	35917	76767	1011
	MKUSHI	147	10	57	8	85	7	1.46	1.52	1.49	0.62	0.63	0.63	21781	21290	43071	1623
	MUMBWA	152	13	71	3	89	2	1.55	1.50	1.53	0.72	0.70	0.71	35301	34019	69320	2363
	SERENJE	193	6	103	0	96	0	1.48	1.48	1.48	0.53	0.56	0.54	25817	23371	49188	1804
COPPERBELT	CHILILABOMBWE	44	4	5	0	29	14	1.01	1.19	1.10	0.50	0.55	0.53	11849	12078	23927	1383
	CHINGOLA	110	11	32	3	48	38	1.26	1.35	1.30	0.70	0.77	0.73	31452	31686	63138	3611
	KALULUSHI	65	6	22	2	35	12	1.31	1.45	1.38	0.73	0.83	0.78	15114	15515	30629	1797
	KITWE	125	31	53	0	60	43	1.11	1.22	1.17	0.54	0.58	0.56	61257	64215	125472	9729
	LUANSHYA	81	13	41	4	36	13	1.01	1.06	1.04	0.55	0.55	0.55	24140	24756	48896	3665
	LUFWANYAMA	93	5	46	5	47	0	1.97	2.06	2.01	0.96	1.06	1.01	15686	15072	30758	373
	MASAITI	83	7	39	0	47	4	1.53	1.55	1.54	0.74	0.74	0.74	17187	16002	33189	1115
	MPONGWE	78	2	36	1	39	4	1.52	1.68	1.60	0.66	0.70	0.68	13611	13239	26850	320
	MUFULIRA	71	10	19	7	38	17	0.99	0.99	0.99	0.52	0.50	0.51	23710	23374	47084	3587
NDOLA URBAN	152	25	63	14	61	39	0.99	1.05	1.02	0.45	0.49	0.47	53323	53827	107150	6724	
EASTERN	CHADIZA	70	4	15	0	59	0	1.09	1.26	1.18	0.22	0.31	0.27	11530	12179	23709	942
	CHAMA	102	4	38	1	67	0	1.50	1.50	1.50	0.61	0.58	0.59	13952	12097	26049	688
	CHIPATA	264	15	71	15	181	12	1.39	1.44	1.41	0.46	0.52	0.49	56859	54617	111476	3410
	KATETE	110	8	24	4	84	6	0.98	1.20	1.09	0.21	0.29	0.25	22258	24246	46504	913
	LUNDAZI	239	14	102	13	137	1	1.40	1.48	1.44	0.46	0.54	0.50	39467	34938	74405	1915
	MAMBWE	49	5	20	4	28	2	1.30	1.35	1.33	0.44	0.49	0.47	9836	7810	17646	637
	NYIMBA	70	5	25	7	39	4	1.05	1.10	1.07	0.32	0.35	0.34	10048	9368	19416	822
	PETAUKE	197	10	91	5	106	5	0.97	1.13	1.05	0.19	0.27	0.23	31408	31213	62621	2608
LUAPULA	CHIENGE	56	2	29	1	27	1	1.50	1.49	1.50	0.43	0.53	0.48	13189	11224	24413	252
	KAWAMBWA	109	9	37	6	73	2	1.24	1.30	1.27	0.49	0.60	0.54	19165	18149	37314	1590
	MANSA	145	10	58	7	81	9	1.18	1.27	1.23	0.44	0.50	0.47	32700	31390	64090	2079
	MILENGE	40	2	19	0	23	0	1.78	1.74	1.76	0.37	0.39	0.38	5889	5310	11199	262
	MWENSE	95	5	36	4	58	2	1.31	1.38	1.34	0.53	0.56	0.54	18800	17435	36235	1433
	NCHELENGE	63	2	23	0	38	4	1.45	1.46	1.46	0.59	0.60	0.59	19518	17622	37140	882
	SAMFYA	127	10	41	4	90	2	1.48	1.44	1.46	0.46	0.48	0.47	27809	25223	53032	1868
LUSAKA	CHONGWE	106	5	46	3	57	5	1.34	1.38	1.36	0.58	0.61	0.59	26222	25151	51373	1066
	KAFUE	122	15	58	3	53	23	1.66	1.75	1.70	0.72	0.82	0.77	32637	31870	64507	3009
	LUANGWA	18	3	5	1	15	0	1.31	1.40	1.35	0.58	0.59	0.59	3852	3829	7681	214
	LUSAKA	411	69	242	13	109	116	0.91	1.04	0.97	0.35	0.41	0.38	128585	136902	265487	15355

NORTH WESTERN	CHAVUMA	49	2	11	1	39	0	1.57	1.79	1.68	0.69	0.84	0.76	5905	5674	11579	415
	KABOMPO	102	7	33	3	72	1	1.39	1.31	1.35	0.66	0.68	0.67	14131	12963	27094	1363
	KASEMPA	66	6	13	7	51	1	1.24	1.36	1.30	0.46	0.55	0.50	11106	10414	21520	1074
	MUFUMBWE	51	4	12	5	38	0	1.08	1.17	1.12	0.56	0.62	0.59	8150	7804	15954	699
	MWINILUNGA	119	8	26	22	75	4	1.21	1.24	1.23	0.48	0.50	0.49	22121	19782	41903	1500
	SOLWEZI	172	10	43	10	125	4	1.30	1.37	1.33	0.54	0.62	0.58	38024	36211	74235	3154
	ZAMBEZI	94	10	34	1	68	1	1.60	1.83	1.71	0.73	0.85	0.79	12967	12610	25577	1146
NORTHERN	CHILUBI	59	2	16	2	43	0	1.17	1.11	1.14	0.35	0.37	0.36	10753	8446	19199	306
	CHINSALI	160	4	32	2	129	1	1.27	1.29	1.28	0.47	0.48	0.48	22712	20168	42880	367
	ISOKA	115	4	32	1	86	0	1.59	1.54	1.56	0.62	0.69	0.65	20276	18287	38563	1609
	KAPUTA	83	2	27	3	55	0	1.39	1.25	1.32	0.63	0.61	0.62	13622	11977	25599	385
	KASAMA	122	10	39	11	76	6	1.25	1.29	1.27	0.45	0.51	0.48	31513	29589	61102	2039
	LUWINGU	111	5	20	5	91	0	1.76	1.76	1.76	0.58	0.62	0.60	17074	15045	32119	971
	MBALA	151	5	43	6	105	2	1.26	1.30	1.28	0.39	0.45	0.42	25621	23347	48968	975
	MPIKA	188	6	75	11	99	9	1.68	1.69	1.68	0.77	0.79	0.78	31255	29170	60425	1276
	MPOROKOSO	107	2	48	3	57	1	1.36	1.39	1.37	0.51	0.59	0.55	16142	14783	30925	622
	MPULUNGU	73	3	35	0	39	2	1.78	1.72	1.75	0.62	0.64	0.63	13020	12707	25727	354
	MUNGWI	113	2	37	10	68	0	1.31	1.29	1.30	0.38	0.43	0.40	19434	16788	36222	1266
NAKONDE	81	4	28	1	55	1	1.47	1.47	1.47	0.58	0.63	0.61	13207	12259	25466	417	
SOUTHERN	CHOMA	174	20	30	22	128	14	1.47	1.53	1.50	0.62	0.70	0.66	37898	36021	73919	4217
	GWEMBE	67	4	43	0	28	0	1.89	1.93	1.91	0.70	0.76	0.73	8984	8407	17391	462
	ITEZHI TEZHI	69	2	18	2	51	0	1.51	1.50	1.50	0.79	0.83	0.81	9603	9199	18802	228
	KALOMO	169	15	66	9	107	2	1.35	1.38	1.36	0.51	0.55	0.53	35726	33855	69581	2658
	KAZUNGULA	102	1	50	1	51	1	1.33	1.38	1.36	0.79	0.86	0.82	14769	13748	28517	70
	LIVINGSTONE	41	12	12	5	27	9	1.10	1.11	1.11	0.67	0.72	0.69	14945	15593	30538	2668
	MAZABUKA	116	16	27	8	81	16	1.05	1.09	1.07	0.40	0.42	0.41	32501	31087	63588	2636
	MONZE	163	11	58	6	93	17	1.16	1.19	1.17	0.52	0.59	0.56	29491	26968	56459	2281
	NAMWALA	78	2	41	1	38	0	0.95	1.05	1.00	0.31	0.33	0.32	13345	12996	26341	639
	SIAVONGA	54	5	16	0	35	8	1.68	1.83	1.76	0.59	0.71	0.65	11300	10063	21363	720
	SINAZONGWE	83	4	44	2	40	1	1.24	1.32	1.28	0.54	0.52	0.53	16276	15362	31638	531
WESTERN	KALABO	111	3	14	0	97	3	1.38	1.43	1.41	0.52	0.57	0.55	15766	14766	30532	973
	KAOMA	137	5	40	2	100	0	1.20	1.22	1.21	0.60	0.66	0.63	24564	23303	47867	1438
	LUKULU	90	3	17	2	74	0	1.37	1.35	1.36	0.80	0.81	0.81	11537	10484	22021	321
	MONGU	144	14	34	3	111	10	1.43	1.46	1.44	0.70	0.76	0.73	25305	23878	49183	2186
	SENANGA	115	4	35	1	82	1	1.48	1.44	1.46	0.71	0.77	0.74	15759	15255	31014	1005
	SESHEKE	90	2	13	3	75	1	1.44	1.41	1.42	0.69	0.66	0.68	12434	11887	24321	1029
	SHANGOMBO	95	1	52	0	44	0	1.65	1.61	1.63	0.82	0.84	0.83	11610	10512	22122	280

District Level – Access and Participation

Province	District	GER						NER						Transition Rate			
		Male 1-9	Female 1-9	Total 1-9	Male 10-12	Female 10-12	Total 10-12	Male 1-9	Female 1-9	Total 1-9	Male 10-12	Female 10-12	Total 10-12	Grade 8 Male	Grade 8 Female	Grade 8 Total	Grade 10 Male
CENTRAL	CHIBOMBO	1.32	1.29	1.31	0.14	0.16	0.15	1.11	1.15	1.13	0.13	0.14	0.14	0.44	0.52	0.48	0.12
	KABWE	1.22	1.23	1.23	0.73	0.62	0.68	1.06	1.09	1.07	0.67	0.54	0.60	0.86	0.88	0.87	0.60
	KAPIRI MPOSHI	1.44	1.27	1.36	0.12	0.10	0.11	1.28	1.15	1.22	0.11	0.08	0.09	0.45	0.43	0.44	0.19
	MKUSHI	1.30	1.25	1.28	0.37	0.21	0.29	1.10	1.10	1.10	0.34	0.20	0.27	0.58	0.60	0.59	0.44
	MUMBWA	1.48	1.43	1.45	0.34	0.25	0.29	1.29	1.27	1.28	0.31	0.22	0.27	0.57	0.57	0.57	0.32
	SERENJE	1.29	1.17	1.23	0.31	0.15	0.23	1.09	1.03	1.06	0.29	0.14	0.22	0.40	0.46	0.43	0.51
COPPERBELT	CHILILABOMBWE	1.15	1.16	1.16	0.48	0.48	0.48	1.06	1.08	1.07	0.39	0.39	0.39	0.57	0.71	0.63	0.42
	CHINGOLA	1.39	1.43	1.41	0.51	0.44	0.47	1.26	1.31	1.28	0.43	0.35	0.39	0.69	0.69	0.69	0.40
	KALULUSHI	1.53	1.47	1.50	0.56	0.50	0.53	1.33	1.31	1.32	0.48	0.42	0.45	0.78	0.97	0.86	0.34
	KITWE	1.31	1.36	1.33	0.65	0.53	0.59	1.18	1.24	1.21	0.57	0.45	0.51	0.81	0.82	0.81	0.45
	LUANSHYA	1.28	1.32	1.30	0.57	0.48	0.52	1.16	1.21	1.19	0.46	0.40	0.43	0.90	0.86	0.88	0.55
	LUFWANYAMA	1.72	1.63	1.67	0.15	0.11	0.13	1.52	1.46	1.49	0.14	0.11	0.13	0.51	0.46	0.49	0.13
	MASAITI	1.24	1.18	1.21	0.28	0.11	0.20	1.11	1.08	1.09	0.27	0.11	0.19	0.46	0.41	0.44	0.61
	MPONGWE	1.38	1.36	1.37	0.12	0.20	0.16	1.20	1.22	1.21	0.10	0.19	0.14	0.37	0.42	0.39	0.09
	MUFULIRA	1.29	1.28	1.29	0.58	0.58	0.58	1.15	1.15	1.15	0.50	0.47	0.49	0.76	0.84	0.80	0.55
NDOLA URBAN	1.13	1.14	1.13	0.45	0.45	0.45	1.01	1.04	1.03	0.39	0.37	0.38	0.59	0.62	0.60	0.43	
EASTERN	CHADIZA	0.81	0.87	0.84	0.23	0.12	0.18	0.60	0.74	0.67	0.23	0.12	0.17	0.40	0.34	0.37	0.46
	CHAMA	1.13	1.00	1.07	0.21	0.08	0.15	0.98	0.91	0.95	0.21	0.08	0.14	0.45	0.42	0.43	0.35
	CHIPATA	1.11	1.07	1.09	0.23	0.15	0.19	0.94	0.96	0.95	0.19	0.13	0.16	0.40	0.46	0.43	0.35
	KATETE	0.77	0.84	0.80	0.11	0.13	0.12	0.61	0.73	0.67	0.11	0.12	0.12	0.50	0.63	0.56	0.34
	LUNDAZI	1.04	0.93	0.99	0.19	0.11	0.15	0.84	0.82	0.83	0.19	0.11	0.15	0.34	0.47	0.39	0.46
	MAMBWE	1.41	1.13	1.27	0.33	0.18	0.26	1.22	1.00	1.11	0.32	0.17	0.25	0.46	0.50	0.48	0.36
	NYIMBA	0.98	0.93	0.95	0.28	0.20	0.24	0.76	0.77	0.77	0.28	0.19	0.24	0.56	0.60	0.58	0.20
	PETAUKE	0.83	0.83	0.83	0.24	0.13	0.18	0.65	0.71	0.68	0.23	0.12	0.18	0.53	0.50	0.52	0.54
LUAPULA	CHIENGE	1.10	0.92	1.01	0.08	0.03	0.05	0.94	0.83	0.88	0.08	0.03	0.05	0.49	0.60	0.53	0.20
	KAWAMBWA	1.27	1.20	1.24	0.37	0.32	0.34	1.04	1.05	1.04	0.37	0.28	0.32	0.62	0.75	0.68	0.43
	MANSA	1.21	1.18	1.20	0.27	0.22	0.25	1.06	1.06	1.06	0.25	0.21	0.23	0.65	0.62	0.64	0.31
	MILENGE	1.31	1.20	1.26	0.22	0.10	0.16	1.04	0.99	1.02	0.21	0.10	0.16	0.47	0.57	0.51	0.49
	MWENSE	1.19	1.11	1.15	0.32	0.12	0.22	0.99	0.97	0.98	0.31	0.12	0.22	0.76	0.61	0.69	0.45
	NCHELENGE	1.21	1.10	1.15	0.21	0.14	0.18	1.06	0.99	1.03	0.21	0.14	0.17	0.60	0.54	0.57	0.17
	SAMFYA	1.16	1.06	1.11	0.28	0.17	0.23	1.00	0.95	0.98	0.26	0.16	0.21	0.54	0.56	0.55	0.38
LUSAKA	CHONGWE	1.33	1.29	1.31	0.17	0.24	0.20	1.14	1.15	1.14	0.16	0.22	0.19	0.49	0.53	0.51	0.08
	KAFUE	1.62	1.59	1.60	0.47	0.36	0.42	1.46	1.46	1.46	0.41	0.31	0.36	0.60	0.59	0.59	0.43
	LUANGWA	1.32	1.36	1.34	0.25	0.33	0.29	1.09	1.15	1.12	0.22	0.26	0.24	0.81	1.26	1.03	0.28
	LUSAKA	0.93	0.98	0.95	0.38	0.37	0.37	0.84	0.89	0.87	0.32	0.30	0.31	0.51	0.47	0.49	0.51

NORTH WESTERN	CHAVUMA	1.27	1.24	1.26	0.33	0.21	0.27	1.05	1.08	1.06	0.31	0.17	0.24	0.62	0.57	0.60	0.40
	KABOMPO	1.30	1.17	1.23	0.49	0.32	0.41	1.11	1.02	1.07	0.44	0.29	0.36	0.59	0.53	0.56	0.38
	KASEMPA	1.35	1.31	1.33	0.48	0.41	0.45	1.10	1.12	1.11	0.45	0.37	0.41	0.66	0.67	0.67	0.40
	MUFUMBWE	1.19	1.12	1.15	0.37	0.26	0.32	0.99	0.99	0.99	0.37	0.26	0.31	0.64	0.58	0.62	0.38
	MWINILUNGA	1.16	1.06	1.11	0.30	0.20	0.25	0.98	0.93	0.96	0.30	0.19	0.24	0.56	0.60	0.58	0.33
	SOLWEZI	1.25	1.21	1.23	0.38	0.31	0.34	1.07	1.07	1.07	0.33	0.26	0.29	0.58	0.56	0.57	0.42
	ZAMBEZI	1.28	1.26	1.27	0.43	0.29	0.36	1.13	1.15	1.14	0.41	0.28	0.35	0.71	0.70	0.71	0.46
NORTHERN	CHILUBI	1.05	0.83	0.94	0.11	0.04	0.07	0.87	0.74	0.81	0.11	0.04	0.07	0.62	0.34	0.50	0.29
	CHINSALI	1.16	1.05	1.11	0.07	0.19	0.13	1.01	0.95	0.98	0.07	0.17	0.12	0.28	0.24	0.26	0.25
	ISOKA	1.38	1.26	1.32	0.39	0.07	0.24	1.23	1.15	1.19	0.39	0.07	0.23	0.19	0.19	0.19	0.73
	KAPUTA	1.05	0.93	0.99	0.12	0.01	0.06	0.91	0.85	0.88	0.11	0.01	0.06	0.45	0.45	0.45	0.20
	KASAMA	1.28	1.19	1.24	0.29	0.34	0.31	1.11	1.07	1.09	0.27	0.30	0.29	0.70	0.73	0.71	0.25
	LUWINGU	1.39	1.28	1.33	0.29	0.15	0.22	1.20	1.13	1.16	0.29	0.14	0.22	0.30	0.36	0.32	2.57
	MBALA	1.12	1.01	1.06	0.15	0.11	0.13	0.94	0.89	0.91	0.15	0.11	0.13	0.44	0.55	0.48	0.22
	MPIKA	1.44	1.32	1.38	0.21	0.16	0.18	1.28	1.20	1.24	0.20	0.14	0.17	0.47	0.63	0.53	0.23
	MPOROKOSO	1.39	1.29	1.34	0.20	0.10	0.15	1.16	1.15	1.15	0.19	0.08	0.13	0.40	0.41	0.41	0.20
	MPULUNGU	1.29	1.28	1.28	0.13	0.09	0.11	1.15	1.18	1.17	0.13	0.09	0.11	0.50	2.60	1.32	0.27
	MUNGWI	1.16	0.98	1.07	0.27	0.02	0.15	1.02	0.89	0.96	0.25	0.02	0.14	0.28	0.29	0.28	0.43
NAKONDE	1.22	1.14	1.18	0.14	0.17	0.15	1.05	1.01	1.03	0.13	0.15	0.14	0.40	0.51	0.45	0.33	
SOUTHERN	CHOMA	1.26	1.18	1.22	0.46	0.39	0.42	1.05	1.04	1.05	0.44	0.34	0.39	0.62	0.65	0.63	0.34
	GWEMBE	1.65	1.53	1.59	0.30	0.19	0.25	1.37	1.35	1.36	0.30	0.19	0.25	0.44	0.41	0.42	0.33
	ITEZHI TEZHI	1.45	1.38	1.42	0.13	0.10	0.11	1.28	1.25	1.27	0.12	0.09	0.11	0.35	0.36	0.36	0.20
	KALOMO	1.34	1.27	1.30	0.36	0.23	0.29	1.11	1.10	1.11	0.34	0.20	0.27	0.45	0.49	0.47	0.38
	KAZUNGULA	1.46	1.36	1.41	0.02	0.02	0.02	1.32	1.26	1.29	0.02	0.02	0.02	0.20	0.21	0.20	0.04
	LIVINGSTONE	1.37	1.39	1.38	0.70	0.52	0.61	1.24	1.28	1.26	0.59	0.42	0.50	0.75	0.66	0.70	0.56
	MAZABUKA	1.07	1.03	1.05	0.31	0.28	0.29	0.89	0.90	0.90	0.28	0.23	0.26	0.70	0.64	0.67	0.27
	MONZE	1.14	1.08	1.11	0.31	0.17	0.24	0.98	0.97	0.97	0.26	0.16	0.21	0.49	0.43	0.46	0.33
	NAMWALA	0.98	0.94	0.96	0.18	0.14	0.16	0.83	0.85	0.84	0.18	0.14	0.16	0.42	0.43	0.42	0.27
	SIAVONGA	1.39	1.24	1.31	0.28	0.17	0.23	1.15	1.10	1.12	0.28	0.16	0.22	0.48	0.39	0.44	0.69
	SINAZONGWE	1.27	1.19	1.23	0.15	0.11	0.13	1.06	1.04	1.05	0.14	0.10	0.12	0.49	0.40	0.45	0.20
WESTERN	KALABO	1.11	1.01	1.06	0.22	0.10	0.16	0.97	0.93	0.95	0.21	0.10	0.15	0.45	0.46	0.46	0.51
	KAOMA	1.13	1.07	1.10	0.22	0.16	0.19	1.00	0.99	0.99	0.22	0.16	0.19	0.62	0.61	0.61	0.36
	LUKULU	1.19	1.09	1.14	0.12	0.08	0.10	1.06	1.01	1.04	0.12	0.08	0.10	0.61	0.52	0.57	0.19
	MONGU	1.26	1.21	1.24	0.35	0.32	0.34	1.13	1.13	1.13	0.31	0.28	0.29	0.61	0.66	0.63	0.41
	SENANGA	1.07	1.05	1.06	0.23	0.17	0.20	0.96	0.97	0.96	0.23	0.16	0.19	0.55	0.56	0.55	0.40
	SESHEKE	1.21	1.20	1.20	0.33	0.28	0.31	1.05	1.07	1.06	0.32	0.27	0.30	0.63	0.69	0.66	0.53
	SHANGOMBO	1.16	1.02	1.09	0.09	0.08	0.09	1.05	0.95	1.00	0.09	0.08	0.09	0.57	0.61	0.59	0.15

District Level – Efficiency

Province	District	Dropouts						Repetition						Completion Rate						
		Male 1-9	Female 1-9	Total 1-9	Male 10-12	Female 10-12	Total 10-12	Male 1-9	Female 1-9	Total 1-9	Male 10-12	Female 10-12	Total 10-12	Grade 7 Male	Grade 7 Female	Grade 7 Total	Grade 9 Male	Grade 9 Female	Grade 9 Total	Grade 12 Male
CENTRAL	CHIBOMBO	0.9%	1.8%	1.4%	0.1%	0.8%	0.5%	7.3%	6.2%	6.8%	0.9%	0.7%	0.8%	1.19	1.04	1.12	0.61	0.55	0.58	0.11
	KABWE	0.7%	1.2%	1.0%	0.2%	0.9%	0.6%	3.6%	3.3%	3.4%	0.5%	0.4%	0.5%	1.02	1.02	1.02	0.92	0.88	0.90	0.54
	KAPIRI MPOSHI	3.0%	4.6%	3.7%	1.2%	3.6%	2.3%	8.1%	7.7%	7.9%	4.2%	3.1%	3.8%	1.08	0.96	1.02	0.41	0.32	0.37	0.07
	MKUSHI	2.3%	2.9%	2.6%	0.9%	2.8%	1.6%	8.6%	7.8%	8.2%	0.5%	0.3%	0.4%	1.03	0.85	0.94	0.53	0.40	0.47	0.27
	MUMBWA	0.9%	2.0%	1.4%	0.3%	1.1%	0.6%	7.3%	6.4%	6.8%	0.7%	2.0%	1.3%	1.34	1.26	1.30	0.76	0.67	0.71	0.20
	SERENJE	3.0%	3.9%	3.4%	0.4%	3.9%	1.5%	8.4%	7.7%	8.0%	0.3%	0.0%	0.2%	0.95	0.76	0.86	0.39	0.31	0.35	0.25
COPPERBELT	CHILILABOMBWE	0.3%	0.7%	0.5%	0.7%	0.7%	0.7%	3.6%	3.3%	3.5%	0.2%	0.3%	0.2%	1.27	1.23	1.25	0.93	0.86	0.90	0.42
	CHINGOLA	1.3%	1.7%	1.5%	0.3%	0.8%	0.6%	4.3%	3.9%	4.1%	0.7%	0.3%	0.5%	1.16	1.19	1.17	0.87	0.86	0.87	0.39
	KALULUSHI	0.9%	1.2%	1.0%	0.4%	1.0%	0.7%	3.4%	3.1%	3.3%	0.3%	0.6%	0.4%	1.29	1.24	1.27	0.99	1.05	1.02	0.40
	KITWE	0.7%	1.1%	0.9%	0.3%	0.4%	0.3%	2.2%	2.2%	2.2%	0.4%	0.4%	0.4%	1.18	1.18	1.18	0.98	1.02	1.00	0.74
	LUANSHYA	1.1%	1.5%	1.3%	0.7%	2.8%	1.7%	3.8%	3.4%	3.6%	2.4%	0.6%	1.6%	1.10	1.09	1.10	0.83	0.81	0.82	0.43
	LUFWANYAMA	1.7%	2.6%	2.1%	0.5%	3.8%	2.0%	4.8%	5.0%	4.9%	6.4%	2.1%	4.3%	1.25	1.07	1.16	0.67	0.59	0.63	0.11
	MASAITI	2.7%	3.8%	3.2%	1.5%	3.1%	2.0%	5.5%	5.9%	5.7%	1.3%	1.1%	1.3%	1.03	0.88	0.96	0.50	0.34	0.42	0.33
	MPONGWE	2.1%	3.0%	2.5%	5.0%	1.1%	2.6%	4.4%	5.7%	4.9%	0.0%	0.0%	0.0%	1.07	0.93	1.00	0.48	0.42	0.45	0.07
	MUFULIRA	0.6%	1.3%	1.0%	0.1%	0.7%	0.4%	4.2%	4.0%	4.1%	3.0%	0.5%	1.7%	1.17	1.14	1.16	0.83	0.75	0.79	0.48
NDOLA URBAN	0.8%	0.9%	0.8%	0.0%	0.3%	0.2%	4.2%	3.9%	4.0%	0.3%	0.4%	0.3%	1.06	0.97	1.02	0.59	0.53	0.56	0.30	
EASTERN	CHADIZA	2.6%	4.0%	3.3%	0.3%	2.9%	1.2%	8.9%	9.3%	9.1%	0.2%	0.6%	0.3%	0.61	0.59	0.60	0.29	0.22	0.26	0.18
	CHAMA	1.6%	2.9%	2.2%	0.4%	0.0%	0.3%	3.9%	3.6%	3.8%	0.8%	0.0%	0.5%	0.96	0.56	0.76	0.34	0.19	0.27	0.23
	CHIPATA	1.5%	2.4%	1.9%	0.1%	1.9%	0.8%	6.7%	6.4%	6.5%	2.6%	1.8%	2.3%	0.85	0.75	0.80	0.35	0.31	0.33	0.19
	KATETE	2.3%	3.0%	2.6%	0.4%	0.9%	0.7%	7.1%	6.7%	6.9%	1.0%	0.5%	0.7%	0.58	0.53	0.55	0.29	0.25	0.27	0.08
	LUNDAZI	2.3%	3.0%	2.6%	0.3%	2.9%	1.2%	9.6%	8.0%	8.9%	2.9%	4.4%	3.5%	0.79	0.60	0.69	0.29	0.21	0.25	0.18
	MAMBWE	1.6%	2.8%	2.1%	2.2%	3.5%	2.6%	8.8%	8.1%	8.5%	6.3%	3.0%	5.1%	1.01	0.84	0.93	0.49	0.32	0.40	0.29
	NYIMBA	2.6%	4.6%	3.6%	3.3%	4.1%	3.6%	5.9%	5.3%	5.6%	15.5%	22.5%	18.3%	0.75	0.58	0.66	0.54	0.47	0.50	0.28
	PETAUKE	1.8%	3.1%	2.5%	0.4%	1.8%	0.9%	7.3%	6.8%	7.1%	0.6%	2.2%	1.2%	0.61	0.55	0.58	0.33	0.22	0.27	0.22
LUAPULA	CHIENGE	2.7%	4.8%	3.6%	1.2%	6.3%	2.6%	6.3%	6.6%	6.4%	1.3%	4.3%	2.1%	0.75	0.42	0.58	0.41	0.19	0.31	0.08
	KAWAMBWA	2.0%	3.3%	2.6%	1.2%	3.2%	2.1%	7.4%	7.1%	7.3%	1.3%	1.4%	1.3%	1.11	0.87	0.99	0.82	0.60	0.71	0.36
	MANSA	2.0%	2.8%	2.4%	0.3%	1.4%	0.8%	6.7%	6.4%	6.5%	1.3%	1.7%	1.5%	1.02	0.86	0.94	0.68	0.49	0.59	0.18
	MILENGE	3.5%	4.5%	4.0%	0.0%	2.6%	0.8%	7.2%	8.1%	7.6%	6.5%	5.3%	6.0%	0.85	0.68	0.77	0.43	0.34	0.38	0.13
	MWENSE	1.3%	2.5%	1.9%	0.1%	1.7%	0.5%	6.0%	5.8%	5.9%	0.5%	1.7%	0.9%	0.90	0.79	0.85	0.66	0.45	0.56	0.34
	NCHELENGE	2.1%	3.8%	2.9%	1.1%	2.6%	1.7%	5.6%	5.4%	5.5%	1.9%	2.0%	1.9%	1.04	0.72	0.88	0.50	0.34	0.42	0.20
	SAMFYA	3.1%	3.6%	3.3%	0.1%	2.6%	1.0%	6.2%	6.8%	6.5%	0.3%	0.4%	0.4%	0.98	0.72	0.85	0.49	0.32	0.41	0.22
LUSAKA	CHONGWE	1.2%	2.4%	1.8%	0.3%	0.5%	0.4%	6.4%	5.9%	6.1%	2.4%	0.2%	1.2%	1.12	1.03	1.07	0.61	0.54	0.58	0.04
	KAFUE	1.1%	1.7%	1.4%	0.2%	0.6%	0.4%	4.7%	4.3%	4.5%	1.4%	2.3%	1.7%	1.45	1.36	1.40	0.90	0.69	0.80	0.31
	LUANGWA	1.6%	2.7%	2.1%	0.9%	0.4%	0.6%	8.5%	6.8%	7.7%	1.1%	0.0%	0.5%	0.95	0.94	0.95	0.81	0.90	0.86	0.19
	LUSAKA	1.3%	1.7%	1.5%	0.7%	1.2%	1.0%	2.4%	2.7%	2.5%	0.6%	0.3%	0.4%	0.95	1.01	0.98	0.42	0.44	0.43	0.26

NORTH WESTERN	CHAVUMA	1.7%	4.0%	2.8%	3.1%	14.5%	7.5%	8.9%	10.2%	9.5%	4.4%	10.4%	6.6%	0.97	0.65	0.81	0.60	0.29	0.45	0.37
	KABOMPO	1.3%	3.7%	2.4%	1.5%	8.7%	4.4%	10.0%	10.3%	10.1%	8.6%	5.7%	7.4%	1.06	0.85	0.95	0.67	0.38	0.52	0.41
	KASEMPA	1.8%	3.4%	2.6%	1.5%	4.1%	2.7%	8.9%	8.6%	8.7%	2.2%	2.7%	2.3%	1.10	0.99	1.05	0.83	0.63	0.73	0.41
	MUFUMBWE	1.9%	3.7%	2.8%	4.4%	7.0%	5.5%	7.2%	7.0%	7.1%	2.2%	4.1%	3.0%	0.95	0.85	0.90	0.79	0.55	0.67	0.32
	MWINILUNGA	3.5%	5.3%	4.4%	1.4%	8.2%	4.1%	8.5%	8.8%	8.6%	7.2%	9.8%	8.0%	0.96	0.73	0.85	0.51	0.29	0.40	0.23
	SOLWEZI	1.6%	3.0%	2.3%	0.5%	1.9%	1.1%	6.7%	6.7%	6.7%	1.2%	2.2%	1.6%	1.09	0.95	1.02	0.69	0.50	0.59	0.27
	ZAMBEZI	2.5%	4.1%	3.3%	0.1%	4.3%	1.8%	8.6%	7.7%	8.1%	4.4%	4.7%	4.6%	0.93	0.79	0.86	0.54	0.40	0.47	0.30
NORTHERN	CHILUBI	3.7%	6.3%	4.8%	5.6%	30.6%	11.6%	8.6%	10.1%	9.3%	1.3%	7.0%	2.6%	0.76	0.41	0.59	0.39	0.16	0.27	0.07
	CHINSALI	3.5%	4.5%	3.9%	0.0%	0.8%	0.6%	10.5%	9.3%	9.9%	4.0%	3.0%	3.5%	1.03	0.68	0.86	0.24	0.16	0.20	0.03
	ISOKA	2.5%	3.4%	2.9%	1.7%	6.6%	2.5%	10.7%	10.6%	10.6%	1.0%	5.4%	1.8%	1.16	0.91	1.04	0.26	0.19	0.23	0.39
	KAPUTA	2.1%	3.3%	2.7%	0.0%	0.0%	0.0%	7.5%	7.8%	7.6%	0.0%	0.0%	0.0%	0.81	0.53	0.67	0.32	0.14	0.23	0.06
	KASAMA	2.9%	3.6%	3.3%	0.2%	1.8%	1.0%	6.8%	6.3%	6.6%	2.8%	1.9%	2.3%	1.13	0.94	1.03	0.77	0.63	0.70	0.19
	LUWINGU	2.5%	4.1%	3.3%	0.0%	1.1%	0.3%	9.3%	9.2%	9.2%	1.8%	0.0%	1.1%	1.26	0.86	1.07	0.32	0.20	0.26	0.17
	MBALA	2.7%	3.6%	3.1%	0.2%	0.8%	0.5%	6.5%	6.9%	6.7%	0.5%	1.7%	1.0%	0.96	0.73	0.84	0.42	0.29	0.36	0.11
	MPIKA	2.3%	3.2%	2.7%	0.5%	0.9%	0.7%	6.0%	5.5%	5.7%	0.8%	1.3%	1.0%	1.29	1.03	1.16	0.59	0.48	0.53	0.11
	MPOROKOSO	2.7%	3.8%	3.2%	0.3%	0.6%	0.4%	11.7%	11.6%	11.7%	0.0%	0.0%	0.0%	1.14	0.92	1.03	0.61	0.43	0.52	0.16
	MPULUNGU	1.9%	2.4%	2.1%	1.4%	4.1%	2.5%	5.2%	5.2%	5.2%	9.3%	10.8%	9.8%	0.98	0.58	0.78	0.42	0.22	0.32	0.07
	MUNGWI	2.2%	3.4%	2.8%	0.0%	1.0%	0.1%	9.2%	9.3%	9.3%	0.3%	0.0%	0.3%	0.81	0.62	0.72	0.29	0.15	0.22	0.27
NAKONDE	1.7%	2.6%	2.1%	0.0%	0.4%	0.2%	7.8%	7.6%	7.7%	0.0%	0.3%	0.2%	0.96	0.86	0.91	0.48	0.40	0.44	0.11	
SOUTHERN	CHOMA	1.0%	2.0%	1.5%	0.4%	1.3%	0.8%	10.6%	8.8%	9.7%	0.4%	0.5%	0.4%	1.07	0.93	1.00	0.80	0.71	0.75	0.38
	GWEMBE	1.5%	2.4%	1.9%	2.8%	5.1%	3.7%	7.9%	6.9%	7.4%	0.0%	0.0%	0.0%	1.18	0.98	1.08	0.57	0.41	0.49	0.36
	ITEZHI TEZHI	1.2%	2.3%	1.7%	2.6%	12.7%	7.0%	7.5%	6.8%	7.2%	0.5%	2.2%	1.1%	1.09	1.04	1.07	0.45	0.29	0.37	0.12
	KALOMO	1.5%	2.5%	2.0%	0.6%	4.0%	1.9%	9.0%	8.2%	8.6%	2.7%	0.7%	1.8%	1.22	1.02	1.12	0.61	0.49	0.55	0.24
	KAZUNGULA	1.2%	2.3%	1.7%	0.0%	0.0%	0.0%	9.8%	8.0%	8.9%	22.2%	15.4%	19.4%	1.27	1.13	1.20	0.33	0.23	0.28	0.00
	LIVINGSTONE	0.2%	0.7%	0.4%	0.0%	0.4%	0.2%	4.2%	4.3%	4.2%	0.4%	1.0%	0.7%	1.27	1.18	1.22	0.88	0.83	0.86	0.49
	MAZABUKA	0.9%	2.0%	1.4%	0.3%	1.1%	0.7%	7.6%	7.4%	7.5%	0.4%	0.7%	0.6%	0.97	0.89	0.93	0.71	0.57	0.64	0.20
	MONZE	1.1%	2.4%	1.7%	0.0%	0.6%	0.2%	10.6%	9.1%	9.9%	0.7%	2.0%	1.1%	1.05	0.93	0.99	0.55	0.42	0.49	0.20
	NAMWALA	2.6%	3.8%	3.2%	0.0%	1.8%	0.8%	10.6%	8.9%	9.8%	0.0%	0.2%	0.1%	0.86	0.72	0.79	0.28	0.24	0.26	0.12
	SIAVONGA	1.0%	2.2%	1.6%	0.6%	2.3%	1.2%	7.8%	7.8%	7.8%	0.4%	0.6%	0.5%	1.10	0.85	0.97	0.53	0.36	0.44	0.18
	SINAZONGWE	1.7%	2.9%	2.3%	0.0%	1.2%	0.5%	8.0%	7.7%	7.9%	1.0%	3.1%	2.0%	1.06	0.83	0.95	0.44	0.33	0.38	0.06
WESTERN	KALABO	2.3%	4.0%	3.1%	0.2%	4.7%	1.7%	8.4%	7.2%	7.8%	2.3%	7.5%	4.1%	0.85	0.63	0.74	0.39	0.27	0.33	0.20
	KAOMA	1.6%	3.0%	2.3%	0.9%	2.7%	1.6%	7.1%	7.0%	7.0%	1.8%	2.3%	2.0%	0.99	0.80	0.90	0.50	0.41	0.46	0.20
	LUKULU	2.4%	4.5%	3.4%	0.0%	4.6%	1.9%	9.5%	8.5%	9.0%	9.2%	6.7%	8.1%	0.85	0.61	0.73	0.51	0.30	0.40	0.11
	MONGU	1.6%	2.9%	2.3%	3.4%	4.7%	4.0%	7.2%	6.6%	6.9%	2.2%	4.1%	3.0%	0.91	0.86	0.89	0.63	0.57	0.60	0.30
	SENANGA	2.3%	3.8%	3.0%	0.5%	6.2%	2.9%	8.1%	6.7%	7.4%	1.0%	1.6%	1.3%	0.73	0.68	0.71	0.41	0.35	0.38	0.18
	SESHEKE	1.2%	2.3%	1.7%	0.2%	1.4%	0.7%	8.1%	7.1%	7.6%	1.6%	2.0%	1.8%	0.91	0.88	0.90	0.54	0.51	0.53	0.29
	SHANGOMBO	2.9%	4.8%	3.8%	0.4%	4.0%	2.1%	6.2%	6.2%	6.2%	4.5%	8.7%	6.3%	0.78	0.64	0.71	0.44	0.32	0.38	0.09

District Level – Teachers, Books and Grade 7 Exams **

Province	District	Teachers		PTR		Attrition					Book Per Pupil				Grade 7 Exams**	
		Grades 1-9	Grades 10-12	Grades 1-9	Grades 10-12	Male	Female	Attrition Rate Male	Attrition Rate Female	AttritionRateTotal	English G1-9	English G10-12	Math G1-9	Math G10-12	Mean Of Means	Number of Students
CENTRAL	CHIBOMBO	1879	148	51.3	16.6	115	102	10%	12%	11%	0.27	0.83	0.24	0.27	584	9686
	KABWE	1868	445	28.2	17.2	80	84	9%	6%	7%	0.58	0.35	0.33	0.18	626	6293
	KAPIRI MPOSHI	1189	60	64.0	18.3	123	65	16%	13%	15%	0.58	0.54	0.31	0.43		
	MKUSHI	925	145	46.4	14.1	120	73	18%	17%	18%	0.42	0.35	0.33	0.19	597	3863
	MUMBWA	1061	138	64.9	20.1	77	61	11%	12%	11%	0.31	0.13	0.22	0.03	580	6926
	SERENJE	947	109	51.9	19.2	79	31	11%	8%	10%	0.58	0.24	0.33	0.12	611	4255
COPPERBELT	CHILILABOMBWE	621	133	38.5	17.1	56	48	20%	10%	14%	0.80	0.14	0.50	0.24		
	CHINGOLA	1538	226	40.5	21.1	68	88	12%	7%	9%	0.48	0.24	0.40	0.20	576	7150
	KALULUSHI	914	122	33.3	21.2	30	51	7%	8%	8%	0.58	0.19	0.37	0.14	553	3391
	KITWE	2756	615	44.7	21.7	154	148	14%	6%	9%	0.45	0.36	0.36	0.22	553	16226
	LUANSHYA	1235	251	38.7	21.9	52	59	9%	6%	7%	0.61	0.25	0.42	0.21	568	5731
	LUFWANYAMA	587	33	52.4	15.8	38	23	10%	10%	10%	0.34	0.40	0.26	0.13	522	2640
	MASAITI	651	76	49.8	20.5	49	33	11%	12%	11%	0.38	0.19	0.27	0.30	521	3435
	MPONGWE	486	31	54.2	16.8	39	24	11%	13%	12%	0.58	0.45	0.29	0.39	531	3158
	MUFULIRA	1311	246	35.2	24.7	103	91	18%	9%	12%	0.50	0.18	0.35	0.25	586	6731
NDOLA URBAN	2442	484	42.0	17.7	153	172	15%	9%	11%	0.63	0.73	0.45	0.57	0	0	
EASTERN	CHADIZA	535	82	44.2	14.9	19	12	5%	5%	5%	0.52	0.20	0.44	0.49	559	2206
	CHAMA	547	58	47.6	16.2	65	15	14%	11%	13%	0.50	0.22	0.47	0.13	521	2144
	CHIPATA	2542	257	43.5	16.3	141	138	11%	9%	10%	0.41	0.33	0.33	0.33	554	11398
	KATETE	787	92	58.8	16.2	51	33	10%	9%	9%	0.54	0.50	0.38	0.46	556	4369
	LUNDAZI	1216	136	60.8	19.0	162	62	16%	15%	16%	0.53	0.16	0.45	0.15	527	7194
	MAMBWE	327	52	53.7	17.9	18	17	7%	13%	9%	0.45	0.12	0.33	0.11	547	1628
	NYIMBA	472	61	41.2	19.8	42	17	12%	8%	11%	0.51	0.12	0.40	0.11	551	1822
	PETAUKE	1139	159	54.7	21.3	93	51	11%	10%	11%	0.44	2.91	0.30	0.21	557	5737
LUAPULA	CHIENGE	329	14	74.3	24.4	49	13	21%	13%	18%	0.36	0.03	0.32	0.07	612	1618
	KAWAMBWA	789	133	47.1	20.5	71	17	11%	6%	9%	0.56	0.23	0.43	0.14	594	3379
	MANSA	1111	135	57.6	19.8	78	51	12%	9%	10%	0.44	0.23	0.34	0.11	618	4820
	MILENGE	242	30	45.6	12.5	27	5	14%	7%	12%	0.34	0.06	0.30	0.14	601	766
	MWENSE	717	105	50.2	17.6	36	9	7%	3%	5%	0.56	0.09	0.41	0.07	630	2736
	NCHELENGE	508	63	73.0	20.0	52	20	13%	11%	13%	0.44	0.15	0.33	0.14	604	3201
	SAMFYA	895	89	59.2	26.4	58	25	9%	8%	8%	0.44	0.22	0.33	0.15	604	3618
LUSAKA	CHONGWE	1048	93	48.5	18.4	64	51	10%	10%	10%	0.55	0.27	0.35	0.21	584	5911
	KAFUE	1552	234	40.5	16.9	108	111	13%	11%	12%	0.56	0.44	0.38	0.37	623	7533
	LUANGWA	176	37	43.5	13.5	9	0	6%	0%	4%	1.11	0.53	0.72	0.40	589	839
	LUSAKA	6598	1201	39.7	17.2	455	409	16%	8%	11%	0.44	0.47	0.30	0.46	624	48753

NORTH WESTERN	CHAVUMA	308	31	37.6	21.4	4	6	2%	6%	3%	1.16	0.22	0.60	0.20	664	832
	KABOMPO	611	89	44.4	22.1	39	18	8%	8%	8%	0.55	0.43	0.42	0.16	637	2154
	KASEMPA	440	91	48.9	18.6	31	18	9%	9%	9%	0.62	0.15	0.54	0.18	575	2178
	MUFUMBWE	398	58	40.1	17.3	20	13	7%	9%	7%	0.70	0.29	0.51	0.15	606	1389
	MWINILUNGA	667	110	62.6	18.5	67	26	12%	10%	12%	0.47	0.19	0.39	0.15	634	3053
	SOLWEZI	1259	187	58.5	21.7	88	54	12%	8%	10%	0.47	0.27	0.37	0.14	599	6311
	ZAMBEZI	550	82	46.4	16.8	36	15	8%	8%	8%	0.45	0.33	0.41	0.13	672	2030
NORTHERN	CHILUBI	235	11	81.3	28.6	24	39	12%	80%	26%	0.46	0.22	0.43	0.61	593	1233
	CHINSALI	849	83	50.4	12.8	69	33	12%	10%	11%	0.51	0.19	0.37	0.49	590	3587
	ISOKA	520	95	74.2	18.8	37	4	9%	2%	7%	0.96	0.11	0.54	0.20	570	3724
	KAPUTA	319	12	80.2	22.9	9	4	4%	4%	4%	0.40	0.09	0.36	0.02	590	1461
	KASAMA	1092	187	55.6	19.3	132	68	22%	9%	15%	0.30	0.26	0.24	0.09	579	5175
	LUWINGU	490	40	65.3	32.7	32	10	9%	6%	8%	0.65	0.09	0.48	0.12	583	2488
	MBALA	796	62	61.2	19.8	40	21	7%	7%	7%	0.71	0.28	0.63	2.05	587	3979
	MPIKA	991	130	60.9	12.5	86	42	12%	10%	11%	0.44	0.27	0.36	0.20	570	5062
	MPOROKOSO	510	50	60.7	14.2	81	16	20%	10%	17%	0.67	0.07	0.49	0.94	576	2596
	MPULUNGU	378	26	67.8	18.0	25	21	10%	13%	11%	0.37	0.30	0.32	0.33	0	0
MUNGWI	565	63	64.1	18.2	40	24	9%	13%	10%	0.68	0.18	0.48	0.25	593	2705	
NAKONDE	474	43	53.4	17.5	23	9	7%	4%	6%	0.72	2.00	0.51	0.52	602	3011	
SOUTHERN	CHOMA	1477	272	49.7	22.8	49	61	5%	7%	6%	0.53	0.36	0.37	0.46	589	8101
	GWEMBE	376	40	46.0	17.7	18	5	6%	4%	6%	0.78	0.10	0.63	0.41	585	1515
	ITEZHI TEZHI	403	29	46.7	12.8	21	11	7%	7%	7%	0.56	0.27	0.62	0.08		
	KALOMO	1043	144	66.0	24.0	72	27	10%	6%	8%	0.46	0.22	0.37	0.18	585	7271
	KAZUNGULA	560	14	50.7	5.0	47	23	13%	11%	12%	0.43	0.29	0.35	0.46	587	3166
	LIVINGSTONE	1027	189	29.0	16.2	26	48	6%	6%	6%	0.63	0.41	0.42	0.40	620	3906
	MAZABUKA	1350	162	46.5	21.0	72	64	10%	8%	9%	0.65	0.62	0.47	0.29	617	7199
	MONZE	1420	131	39.6	17.5	73	67	9%	9%	9%	0.75	0.46	0.50	0.59	587	6539
	NAMWALA	445	11	58.6	75.5	43	23	14%	11%	13%	0.33	0.04	0.35	0.24	578	2444
	SIAVONGA	445	65	47.5	14.7	26	15	8%	8%	8%	0.88	0.24	0.43	0.20	602	2104
SINAZONGWE	589	27	52.9	17.0	23	18	6%	7%	7%	0.44	0.35	0.38	1.76	608	2755	
WESTERN	KALABO	530	63	57.6	20.6	14	12	4%	6%	4%	0.80	0.18	0.55	0.54	589	2193
	KAOMA	851	104	56.2	20.1	41	26	7%	6%	7%	0.48	0.21	0.42	0.53	600	4119
	LUKULU	474	27	46.5	19.9	25	8	7%	5%	7%	0.89	0.70	0.71	0.55	575	1575
	MONGU	1180	190	41.3	17.1	39	54	6%	7%	7%	0.70	0.61	0.49	0.43	605	5213
	SENANGA	718	108	43.2	13.2	29	31	6%	8%	7%	0.60	0.29	0.54	0.60	608	2174
	SESHEKE	556	73	43.7	22.5	34	21	9%	8%	9%	0.79	0.32	0.60	0.29	601	2045
	SHANGOMBO	409	21	54.1	22.6	36	14	13%	9%	12%	0.42	0.21	0.41	0.37	591	1212

District Level – Infrastructure and Equity

Province	District	PCR		Pupils/Classroom		Staff Housing		GPI				Bursaries (GRZ and Non)		
		Gr1_9	GR10_12	Pupils Per Permanent Classroom	Pupils Per Classroom (Temp or Perm)	Permanent Staff Houses	% Housed in Perm	GP1_4	GP5_7	GP8_9	GP10_12	M8_9	F8_9	M10_12
CENTRAL	CHIBOMBO	49	38	121	101	617	30%	1.02	0.92	0.96	1.14	588	527	118
	KABWE	36	40	71	67	277	12%	1.08	1.01	0.94	0.89	324	547	352
	KAPIRI MPOSHI	45	29	169	117	367	29%	0.90	0.86	0.81	0.79	255	253	48
	MKUSHI	28	35	107	83	440	40%	1.04	0.93	0.81	0.61	361	301	133
	MUMBWA	45	43	131	109	523	44%	0.99	0.96	0.89	0.72	139	265	128
	SERENJE	39	42	115	85	327	31%	0.95	0.82	0.85	0.48	254	278	155
COPPERBELT	CHILILABOMBWE	42	37	87	75	38	5%	1.05	1.01	0.95	1.04	18	19	107
	CHINGOLA	46	42	94	87	193	11%	1.02	0.99	1.01	0.91	224	258	214
	KALULUSHI	37	51	88	75	108	10%	1.05	1.02	0.98	0.93	140	159	102
	KITWE	49	45	105	98	192	6%	1.06	1.03	1.06	0.87	1456	1629	1348
	LUANSHYA	40	42	79	75	207	14%	1.06	1.00	0.99	0.86	309	379	253
	LUFWANYAMA	42	29	158	104	123	20%	1.01	0.89	0.85	0.78	92	90	37
	MASAITI	43	40	113	99	296	41%	0.98	0.91	0.76	0.40	239	252	67
	MPONGWE	48	44	169	113	153	29%	1.02	0.92	0.89	1.67	62	101	20
	MUFULIRA	41	50	77	75	246	16%	0.98	0.95	1.06	1.04	205	235	178
NDOLA URBAN	43	42	83	78	328	11%	1.04	0.99	0.98	1.07	582	586	506	
EASTERN	CHADIZA	48	35	105	81	301	48%	1.12	1.02	0.77	0.51	15	17	106
	CHAMA	43	36	149	79	180	30%	0.95	0.78	0.57	0.39	104	68	115
	CHIPATA	46	36	119	97	821	29%	1.00	0.90	0.90	0.66	239	284	305
	KATETE	49	38	118	103	380	43%	1.15	1.01	0.96	1.15	121	163	126
	LUNDAZI	44	26	119	83	616	44%	0.99	0.74	0.81	0.56	296	280	285
	MAMBWE	41	37	109	90	193	51%	0.99	0.58	0.76	0.54	63	107	161
	NYIMBA	33	43	102	81	219	41%	1.03	0.79	0.84	0.70	138	80	92
PETAUKE	49	44	107	86	642	49%	1.05	0.97	0.72	0.55	236	242	432	
LUAPULA	CHIENGE	52	43	183	135	103	30%	0.95	0.72	0.56	0.38	298	276	61
	KAWAMBWA	37	37	90	78	324	35%	1.02	0.86	0.85	0.88	445	481	282
	MANSA	50	42	130	104	315	25%	1.03	0.92	0.77	0.81	708	727	220
	MILENGE	38	38	108	86	62	23%	0.95	0.83	0.78	0.44	144	201	34
	MWENSE	40	38	124	95	249	30%	1.01	0.90	0.67	0.37	243	296	107
	NCHELENGE	53	45	179	145	163	29%	0.97	0.85	0.71	0.69	325	443	101
SAMFYA	46	46	126	100	360	37%	0.97	0.85	0.70	0.58	625	797	357	
LUSAKA	CHONGWE	48	47	111	102	440	39%	0.99	0.93	0.90	1.39	288	305	22
	KAFUE	41	37	83	81	429	24%	1.01	0.98	0.88	0.77	181	151	201
	LUANGWA	40	25	89	84	113	53%	0.98	0.92	1.19	1.32	136	160	53
	LUSAKA	44	30	75	74	794	10%	1.07	1.07	1.03	1.03	941	1196	476

NORTH WESTERN	CHAVUMA	37	45	143	74	82	24%	1.04	0.88	0.74	0.61	85	145	70
	KABOMPO	37	52	141	85	221	31%	0.99	0.86	0.73	0.67	161	138	65
	KASEMPA	41	46	104	84	252	46%	1.00	0.90	0.81	0.85	238	217	45
	MUFUMBWE	37	42	166	112	93	20%	1.03	0.92	0.76	0.70	116	164	51
	MWINILUNGA	35	32	119	100	391	50%	0.98	0.84	0.63	0.64	447	397	316
	SOLWEZI	48	46	136	118	504	35%	1.00	0.93	0.80	0.81	343	376	290
	ZAMBEZI	37	38	113	78	171	27%	1.05	0.91	0.73	0.69	130	200	193
NORTHERN	CHILUBI	48	35	127	86	101	41%	0.89	0.69	0.42	0.32	62	65	21
	CHINSALI	40	27	124	81	319	34%	0.97	0.79	0.70	2.74	199	464	119
	ISOKA	48	37	149	93	253	41%	0.94	0.85	0.79	0.19	70	244	17
	KAPUTA	48	46	158	104	112	34%	0.96	0.80	0.54	0.10	20	20	19
	KASAMA	43	41	125	109	335	25%	0.98	0.90	0.87	1.20	600	566	33
	LUWINGU	34	50	108	80	259	49%	0.95	0.80	0.71	0.49	271	278	41
	MBALA	46	62	114	85	323	38%	0.98	0.83	0.77	0.75	340	336	223
	MPIKA	42	38	124	91	318	28%	0.99	0.85	0.89	0.75	271	796	166
	MPOROKOSO	42	29	113	81	250	45%	0.99	0.85	0.72	0.51	241	187	43
	MPULUNGU	50	52	156	105	83	21%	0.97	0.76	1.87	0.69	175	160	61
MUNGWI	49	36	120	93	230	37%	0.93	0.77	0.59	0.08	113	111	108	
NAKONDE	46	54	113	79	190	37%	0.97	0.86	0.90	1.24	100	169	33	
SOUTHERN	CHOMA	43	48	87	79	783	45%	0.99	0.92	0.90	0.89	490	619	333
	GWEMBE	45	37	123	86	170	41%	1.00	0.87	0.71	0.64	155	169	69
	ITEZHI TEZHI	41	41	164	87	90	21%	0.98	0.96	0.75	0.76	21	20	34
	KALOMO	47	53	112	87	444	37%	0.98	0.93	0.84	0.66	466	482	185
	KAZUNGULA	38	35	98	76	255	44%	0.98	0.88	0.78	0.94	126	162	11
	LIVINGSTONE	37	36	71	68	168	14%	1.06	1.05	1.01	0.82	466	419	297
	MAZABUKA	46	44	85	82	589	39%	1.00	0.94	0.85	0.92	187	300	180
	MONZE	43	40	79	74	625	40%	0.97	0.88	0.77	0.56	339	426	160
	NAMWALA	48	30	142	98	185	37%	1.01	0.95	0.81	0.80	39	87	0
SIAVONGA	46	33	103	88	173	34%	0.98	0.80	0.69	0.61	88	91	122	
SINAZONGWE	44	39	126	96	206	33%	1.00	0.93	0.71	0.76	156	136	50	
WESTERN	KALABO	37	37	101	66	283	47%	1.02	0.83	0.78	0.48	104	176	257
	KAOMA	39	46	129	86	359	37%	1.00	0.90	0.84	0.73	436	401	153
	LUKULU	38	45	129	67	151	30%	0.99	0.85	0.63	0.67	218	176	35
	MONGU	39	40	95	74	469	34%	0.97	0.92	0.89	0.91	599	570	218
	SENANGA	37	37	118	67	256	31%	1.00	0.93	0.88	0.72	368	561	76
	SESHEKE	36	46	101	65	243	39%	0.99	0.91	0.92	0.86	448	485	158
	SHANGOMBO	36	37	181	74	80	19%	0.95	0.84	0.78	0.89	212	354	12

Annex 2 Formulas and Definitions

CR	Completion Rate. Divide the number of students in the grade minus repeaters in the grade divided by the official school-age population for the grade.	
DR	Drop out Rate. Drop out Rate is the proportion of pupils who leave the system without completing a given grade in a school year.	
GER	Gross Enrolment Ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year.	$GER'_h = \frac{E'_h}{P'_{h,a}} * 100$
GIR	Gross Intake Rate. Total number of new entrants in the first grade of basic education, regardless of age, expressed as a percentage of the population at the official school-entrance age.	$GIR'_h = \frac{N'_h}{P'_a} * 100$
GPI	Gender Parity Index. Enrolment of girls divided by the enrolment of boys.	
NA	National Assessment. Assessment of learning achievement levels.	
NER	Net Enrolment Ratio. Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.	$NER'_h = \frac{E'_{h,a}}{P'_{h,a}} * 100$
NIR	Net Intake Rate. New entrants in the first grade of basic education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.	$NIR^t = \frac{N'_a}{P'_a} * 100$
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	$PR^y_g = \frac{E^{y+1}_{g+1} - R^{y+1}_{g+1}}{E^y_g}$

	proceeded to the next grade the following year.	
PTR	Pupil Teacher Ratio Average number of pupils per teacher at a specific level of education in a given school year.	$PTR_h^t = \frac{E_h^t}{T_h^t}$
RR	Repetition Rate. Proportion of pupils from a cohort enrolled in a given year at a given school-year who study in the same grade in the following year.	$r_i^t = \frac{R_i^{t+1}}{E_i^t}$
SR	Survival Rate. Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades.	$SR_{g,i}^K = \frac{\sum_{t=1}^m P_{g,i}^t}{E_{g,i}^1}$
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.	$TR_{h,h+1}^t = \frac{E_{h+1,1}^{t+1} - R_{h+1,1}^{t+1}}{E_{h,n}^t} * 100$

Annex 3 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