



**Republic of Zambia
Ministry of Education**

Enrolment in All Schools by Gender and Year

**2010
Educational Statistical Bulletin**

Prepared by:
Directorate of Planning and Information

Disclaimer

The data in this Statistical Bulletin should not be reproduced without proper acknowledgement made to the source, nor should any of the data be altered. The data were captured through the Annual School Census (ASC) exercises from 2000 to 2010, and the data verification and cleaning exercise performed to the Ministry's database. The statistics contained in this document is as at **30th April 2010** which is the compilation date for the Annual School Census.

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.

Republic of Zambia
Ministry of Education
89 Corner of Chimanga and Mogadishu Road, Lusaka
moeinformation@moe.gov.zm
Copyright © 2010

TABLE OF CONTENTS

FOREWORD	ERROR! BOOKMARK NOT DEFINED.
ACKNOWLEDGEMENT	10
BACKGROUND	ERROR! BOOKMARK NOT DEFINED.
THE ROLE OF THE GOVERNMENT IN EDUCATION	ERROR! BOOKMARK NOT DEFINED.
SUMMARY INDICATORS	ERROR! BOOKMARK NOT DEFINED.
PROVISION OF EDUCATION	17
SCHOOLS	ERROR! BOOKMARK NOT DEFINED.
<i>Geographic Distribution of Schools</i>	Error! Bookmark not defined.
<i>Schools by Education Level</i>	21
<i>Basic Schools by Running Agency</i>	21
<i>Schools by Location (Rural/Urban)</i>	22
<i>Schools by Grades Offered</i>	24
ACCESS AND PARTICIPATION	ERROR! BOOKMARK NOT DEFINED.
<i>Gross Intake Rate</i>	Error! Bookmark not defined.
<i>Net Intake Rate</i>	27
<i>Gross Enrolment Ration (GER)</i>	28
<i>Net Enrolment Ratio (NER)</i>	31
<i>Transition rate</i>	34
<i>Participation and Enrolment</i>	36
<i>New Entrants</i>	44
EFFICIENCY	45
<i>Dropout Rate</i>	Error! Bookmark not defined.
<i>Repetition Rate</i>	48
<i>Completion Rate</i>	49
QUALITY	52
<i>Availability of Teachers</i>	55
<i>Teacher Qualifications and Certification</i>	60
<i>Teacher Attrition</i>	Error! Bookmark not defined.
<i>Ratios</i>	Error! Bookmark not defined.
<i>Examination Pass Rate</i>	69
SCHOOL INFRASTRUCTURE	72
<i>Classrooms</i>	72
<i>Staff Housing</i>	73
<i>Laboratories and Libraries</i>	75
<i>Special Education Classrooms</i>	76
<i>Dormitories</i>	77
EQUITY	78

<i>Gender Parity</i>	79
<i>Out of School Children</i>	Error! Bookmark not defined.
<i>Orphans</i>	81
<i>Children with Special Educational Needs (CSEN)</i>	85
<i>Bursaries</i>	88
<i>Pregnancies and Re-admissions</i>	89
STATISTICAL TRENDS	92
ACCESS AND PARTICIPATION	92
EFFICIENCY	96
QUALITY	105
EQUITY	109
TERTIARY	113
TERTIARY EDUCATION	115
COLLEGES OF EDUCATION	ERROR! BOOKMARK NOT DEFINED.
UNIVERSITIES	120
ANNEX	122
FORMULAS AND DEFINITIONS	122
ACRONYMS	124

TABLES

Table 1: Total Number of Schools by Running Agency	17
Table 2. Schools by Education Level and Province.....	Error! Bookmark not defined.
Table 3. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community).....	21
Table 4. Schools Classified as Secondary by Running Agency and Province (Includes Technical and Non-Technical).....	22
Table 5. Schools Classified as Basic by Urban / Rural and Province	23
Table 6. Schools Classified as Secondary by Urban/Rural and Province	23
Table 7. Schools by Grade Grouping by Province.....	25
Table 8. Gross Intake Rate for Grade 1 by Gender and Province	26
Table 9. Net Intake Rate for Grade 1 by Gender and Province	28
Table 10. Gross Enrolment Ratio in Grades 1-7 by Gender and Province	28
Table 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province	29
Table 12. Gross Enrolment Ratio in Grades 10-12 by Gender and Province	30
Table 13. Net Enrolment Ratio in Grades 1-7 by Gender and Province	32
Table 14. Net Enrolment Ratio in Grades 1 - 9 by Gender and Province	32
Table 15. Net Enrolment Ratio in Grades 10-12 by Gender and Province	33
Table 16. Transition Rate for Grade 7-8 by Gender and Province	34
Table 17. Transition Rate for Grade 9 - 10 by Gender and Province	35
Table 18. Enrolment in All Schools Grades 1 -12.....	37
Table 19. Enrolment in Grades 1-7 by Agency/Type and Province	38
Table 20. Enrolment Grades 1-9 by Agency/Type and Province	38
Table 21. Enrolment in Grades 10-12 by Agency/Type and Province	39
Table 22. Enrolment in All Schools in Grades 1-7 by Gender and Province.....	39
Table 23. Enrolment in All Schools in Grades 1-9 by Gender and Province.....	39
Table 24. Enrolment in All Schools in Grades 10-12 by Gender and Province.....	40
Table 25. Enrolment in GRZ and Grant Aided Schools in Grades 1-7 by Gender and Province	40
Table 26. Enrolment in GRZ and Grant Aided Schools in Grades 1-9 by Gender and Province	40
Table 27. Enrolment in GRZ and Grant Aided Schools in Grades 10-12 by Gender and Province	41
Table 28. Enrolment in Private/Church Schools in Grades 1-7 by Gender and Province	41
Table 29. Enrolment in Private/Church Schools in Grades 1-9 by Gender and Province	41

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

Table 62. Teacher Attrition in Basic Schools in the Previous Year by Reason and Gender	63
Table 63. Teacher Attrition in Secondary Schools in the Previous Year by Reason and Gender	64
Table 64. Teacher Attrition in Schools Classified as Basic in the Previous School Year by Gender and Province.....	64
Table 65. Teacher Attrition in Schools Classified as Secondary in the Previous School Year by Gender and Province	64
Table 66. Teacher Deaths in Schools Classified as Basic in the Previous School Year by Gender and Province.....	65
Table 67. Teacher Deaths in Schools Classified as Secondary in the Previous School Year by Gender and Province	65
Table 68. Pupil/Teacher Ratio by Grade Group and Province.....	66
Table 69. Book / Pupil Ratio in Schools Classified as Basic Schools by Province	66
Table 70. Book / Pupil Ratio in Schools Classified as Secondary by Province.....	67
Table 71. Pupil/Class Ratios in Schools by Grade Group and Province (Regular Students).....	68
Table 72. Examination Pass Rate for Grade 9 by Gender and Province in 2005	69
Table 73. Examination Pass Rate for Grade 12 by Gender and Province in 2005	69
Table 74. Survival Rate for Grade 5 by Gender and Province.....	70
Table 75. Survival Rate for Grades 10 - 12 by Gender	71
Table 76. Classrooms in Basic Schools by Status and Province.....	73
Table 77. Classrooms in Secondary Schools by Status and Province	73
Table 78. Staff Houses in Basic Schools by Type and Province	74
Table 79. Staff Houses in Secondary Schools by Type and Province	74
Table 80. Laboratories in Basic Schools by Type and Province.....	75
Table 81. Laboratories in Secondary Schools by Type and Province	75
Table 82. Libraries in Basic Schools by Type and Province	75
Table 83. Libraries in Secondary Schools by Type and Province.....	76
Table 84. Special Education Classrooms in Basic Schools by Type and Province	76
Table 85. Special Education Classrooms in Secondary Schools by Type and Province	76
Table 86. Dormitories in Basic Schools by Sex, Status and Province	77
Table 87. Dormitories in Secondary Schools by Sex, Status and Province.....	77
Table 88. Gender Parity Index by Grade Grouping and Province	81
Table 89. Gender Parity Index by Grade Groups and Agency	81
Table 90. Out of School Children Aged 7-13 by Gender and Province	Error!

Bookmark not defined.

Table 91. Out of School Children Aged 14-15 by Gender and Province	Error!
Bookmark not defined.	
Table 92. Out of School Children Aged 16-18 by Gender and Province	Error!
Bookmark not defined.	
Table 93. Out of School Children by Age and Gender ..	Error! Bookmark not defined.
Table 94. Orphans in Grades 1-7 by Gender and Province.....	82
Table 95. Orphans in Grades 1-9 by Gender and Province.....	82
Table 96. Orphans in Grades 10-12 by Gender and Province.....	83
Table 97. Percentage of Orphans in Grades 1-7 by Gender and Province	83
Table 98. Percentage of Orphans in Grades 1-9 by Gender and Province	84
Table 99. Percentage of Orphans in Grades 10-12 by Gender and Province	84
Table 100. Enrolment of Orphans in Grades 1-9 by Agency	84
Table 101. Enrolment of Orphans in Grades 10-12 by Agency	85
Table 102. CSEN Pupils in Grades 1-9 by Impairment and Gender.....	86
Table 103. CSEN Pupils in Grades 10-12 by Impairment and Gender.....	86
Table 104. CSEN Pupils in Grades 1-9 Schools by Gender and Province	86
Table 105. CSEN in Grades 10 - 12 by Gender and Province	86
Table 106. Percentage CSEN in Grades 1-9 by Gender and Province	87
Table 107. Percentage CSEN in Grades 10-12 by Gender and Province	87
Table 108. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province	88
Table 109. Number of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province	88
Table 110. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province	88
Table 111. Percentage of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province	89
Table 112. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province	89
Table 113. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Province..	89
Table 114. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Province	89
Table 115. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Urban/Rural and Province	90
Table 116. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Urban/Rural and Province	91
Table 117. College Student Enrolment - 2006.....	117

Table 118. Colleges of Education Management and Administration Levels by Gender – 2006	119
---	-----

FIGURES

Figure 1: Geographic Distribution of Basic Schools	19
Figure 2. Geographic Distribution of High Schools.....	20
Figure 3. Schools Offering Basic Education by Running Agency	21
Figure 4. Schools Classified as Basic by Urban / Rural.....	22
Figure 5. Schools Classified as Secondary by Urban / Rural	23
Figure 6. Schools by Grade Grouping	24
Figure 7. Gross Intake Rate for Grade 1 by Gender and Province.....	26
Figure 8. Net Intake Rate for Grade 1 by Gender and Province.....	27
Figure 9. Gross Enrolment Ratios in Grades 1-7 by Gender and Province	28
Figure 10. Gross Enrolment Ratio in Grades 1–9 by Gender and Province	29
Figure 11. Gross Enrolment Ratio in Grades 10–12 by Gender and Province	30
Figure 12. Net Enrolment Ratios in Grades 1-7 by Gender and Province	31
Figure 13. Net Enrolment Ratios in Grades 1-9 by Gender and Province	32
Figure 14. Transition Rate for Grade 7-8 by Gender and Province	34
Figure 15. Transition Rate for Grade 9 - 10 by Gender and Province	35
Figure 16. Enrolment in Grades 1 - 9 by Agency/Type and Province.....	36
Figure 17. Enrolment in Grades 10-12 Schools by Running Agency.....	37
Figure 18. Enrolment in Grades 1-9 by Agency.....	38
Figure 19. Drop Out Rate in Grade 1- 9 by Province.....	47
Figure 20. Repetition Rate in Grades 1-9 by Grade	48
Figure 21. Completion Rates for Grades 7 by Gender and Province	50
Figure 22. Completion Rate for Grades 9 by Gender and Province	50
Figure 23. Completion Rate for Grades 12 by Gender and Province	51
Figure 24. Teachers in Basic Schools by Running Agency	56
Figure 25. Pupil/Class Ratios in Grades 1-9 by Province	67
Figure 26. Pupil/Class Ratios in Grades 10-12 by Province	68
Figure 27. Classrooms in Basic Schools by Type	72
Figure 28. Staff Houses in Basic Schools by Type.....	73
Figure 29. Staff Houses in Secondary Schools by Type	74
Figure 30. Gender Parity Index for Grades 1-9	79

Figure 31. Gender Parity Index for Grades 10-12	79
Figure 32. Out of School Children by Age and Gender . Error! Bookmark not defined.	
Figure 33. CSEN Pupils in Grades 1-9 by Impairment	85
Figure 34. Pregnancies in Grades 1-9 by Urban/Rural.....	90
Figure 35. Pregnancies in Grades 10-12 by Urban/Rural.....	91
Figure 36. Basic Schools by Agency and Year.....	92
Figure 37. Enrolment in Basic Schools by Gender and Year.....	92
Figure 38. Enrolment in Grades 8-9 by Gender and Year	93
Figure 39. Enrolment in Grades 10-12 by Gender and Year	93
Figure 40. Gross and Net Enrolment Ratios in Grades 1-9 by Year	94
Figure 41. Gross Enrolment Ratio in Basic Schools by Gender and Year.....	94
Figure 42. Gross Enrolment Ratio in Grades 10-12 Schools by Gender by Year	95
Figure 43. Net Enrolment Ratio in Basic Schools by Gender and Year.....	95
Figure 44. Secondary Schools by Agency and Year	96
Figure 45. Transition Rate for Grade 7-8 by Gender and Year.....	96
Figure 46. Repetition Rate in Grades 1-9 by Gender and Year.....	97
Figure 47. Repetition Rate in Grades 10-12 by Gender and Year.....	97
Figure 48. Dropout Rate in Basic Schools by Gender and Year.....	98
Figure 49. Dropout Rate in Grades 10-12 by Gender and Year	98
Figure 50. Gross and Net Intake Rates in Basic Schools by Year.....	99
Figure 51. Gross Intake Rate in Basic Schools by Gender and Year	99
Figure 52. Net Intake Rate in Basic Schools by Gender and Year	100
Figure 53. Completion Rate in Grades 1-7 and 1-9 by Year.....	100
Figure 54. Completion Rate in Grade 1-9 by Gender and Year.....	101
Figure 55. Completion Rate in Grade 1-12 by Gender and Year.....	101
Figure 56. Transition Rate for Grades 7-8 by Gender Year.....	102
Figure 57. Transition Rate for Grades 9-10 by Gender and Year.....	102
Figure 58. Repetition Rate in Basic Schools by Gender and Year	103
Figure 59. Repetition Rate in Grades 10-12 by Gender and Year.....	103
Figure 60. DropOut Rate in Basic Schools by Gender and Year.....	104
Figure 61. DropOut Rate in Grades 10-12 by Gender and Year	104
Figure 62. Teachers in Basic Schools by Gender and Year	105
Figure 63. Teachers in Secondary Schools by Gender and Year.....	105
Figure 64. Teacher Attrition in Basic Schools by Gender and Year (excl. Com. Schools)	106

Figure 65. Teacher Attrition in Secondary Schools by Gender and Year (excl. Com. Schools)	106
Figure 66. Teacher Deaths in Basic Schools by Gender and Year (excl. Com. Schools)	107
Figure 67. Teacher Deaths in Secondary Schools by Gender and Year (excl. Com. Schools)	107
Figure 68. Examination Pass Rate for Grade 9 by Gender and Year	108
Figure 69. Survival Rate for Grade 5 by Gender and Year	108
Figure 70. Gender Parity Index for Gr. 1-9 and Gr. 10-12	109
Figure 71. Out of School Children Aged 7-13 by Gender and Year	Error! Bookmark not defined.
Figure 72. Percentage of Out of School Children Aged 7-13 by Gender and Year	Error! Bookmark not defined.
Figure 73. Orphans in Basic Schools by Gender and Year	109
Figure 74. Orphans in Grades 10-12 Schools by Gender and Year	110
Figure 75. CSEN in Basic Schools by Gender and Year	110
Figure 76. CSEN in Grades 10-12 Schools by Gender and Year	111
Figure 77. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year	111
Figure 78. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year	112
Figure 79. Pregnancies and Re-admissions in Basic Schools by Year	112
Figure 80. Pregnancies and Re-admissions in Grades 10-12 Schools by Year	113
Figure 81. Academic Staff at UNZA and CBU	113
Figure 82. Student Enrolment at UNZA by Gender and Year	114
Figure 83. Student Enrolment at CBU by Gender and Year	114

Foreword

The Educational Statistical Bulletin (ESB) is an important document for the Ministry of Education and is a product of the Ministry'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 as well as fostering the evidence based decision making process.

The Ministry continues to make substantial investment in the collection, processing and dissemination of education statistics. In 2005, the data entry was piloted in two provinces, namely: Southern and Lusaka. The results were very encouraging and led to the MOE use provincial/district staff to do the data entry at Headquarters in 2006. The developments have led to a decentralized EMIS where data entry and processing is now captured at district/provincial offices and the MOE headquarters only consolidates provincial data as well as acting as the custodian. This has no doubt led to improved management and monitoring of the delivery of quality education in Zambia as there is now more sense of ownership of the statistics. 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 2009 ESB and as such, users are encouraged to refer to the 2009 bulletin in some cases for easy follow up and understanding of the trends. The document has data for the school years 2000-2010 and includes all education levels: basic, high and tertiary (universities and teacher training colleges). Additionally, included in the basic and high school levels are statistics on Community Schools and Interactive Radio Instruction Centres. The report contains trends on a variety of key education indicators such as Education Provision, Access and Participation, Efficiency, Quality and Equity.

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

Andrew Phiri
Permanent Secretary
MINISTRY OF EDUCATION

Acknowledgement

The information contained in this publication was collected from the Annual School Census (ASC) of 2010 that was conducted in basic, high schools and tertiary sub sectors.

As a Ministry, our gratitude and thanks go to the team that prepared the bulletin for publication, in particular Directorate of Planning and Information staff: Mr. Charles Ndakala, Systems Development Manager, Mr. Bupe Musonda, Senior Statistician, Mr. John Ngozi, Ag.Senior Systems Analyst, Mr Valentine Chitambala, the Programmer/Analyst, Mr Alex Kaba, Planning Officer, Mr Kennedy Siputuma, Senior Statistical Officer, Ms Exildah Phiri and Mr Billy Jere, Data Entry Officers.

Special thanks also go to the Provincial, District Education Staff and School Managers for facilitating and managing the ASC exercise.

For further information and clarification please contact,

The Director
Directorate of Planning and Information
Ministry of Education
P.O Box 50093
LUSAKA
E-mail: moeinformation@moe.gov.zm
Telephone: +260 211 250760
Fax: +260 211 250760

Dr Felix V. Phiri

Director - Directorate of Planning and Information
Ministry of Education

Background

Zambia's Education System according to the education policy consists comprises Basic Education running from grades 1-9, High School Education running from grade 10-12 and Tertiary Education. However, The MOE has also been mandated to run Early Childhood, Care, Development and Education (ECCDE). Thus, in line with the Education Act of 1011, basic education should run from early childhood up to grade 9. This transition has brought out a lot of challenges in terms of inadequacies in infrastructure, institutional and human capacity including critical shortage of teachers especially in rural areas. The other level, Tertiary Education, includes universities and colleges.

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

The Ministry also made a lot of progress in providing quality education during the period 2003-2007 where it operated under a Strategic Plan (NIF I) that was formulated in 2002. The Strategic Plan's four recurring themes of Access and Participation, Quality and Relevance, Management, Administration, Accounting, and HIV/AIDS guided the operations of the sub-sectors (ECCDE, Basic, High, Tertiary and Administrative services). The broad themes were further operationalized into goals providing a basis for the articulation of broad based programmes that cut across the sub-sectors. A total of 12 programmes were later developed that provided implementation strands in pursuit of sector goals in a holistic manner.

The development and launch of the Fifth National Development Plan (FNDP) running from 2006 to 2010 by the Government through the Ministry of Finance and National Planning spearheaded the development of the Education Sector chapter. The FNDP had been developed taking cognizance of the Strategic Plan to avoid overlaps and duplications while still maintaining the focus for the sector. With the development of the Fifth National Development Plan, the 12 programmes that were developed in the Strategic Plan (2003-2007) were later reduced and compressed to 8.

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

Partners to monitor the effectiveness of their support to the education sector. It also helped 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 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 which was followed by several planning workshops. The Ministry also, like other devolving Ministries, participated in the workshops to adapt the Strategic Plans and Organisational Structures for Councils. However, the Ministry still awaits the full implementation of the National Decentralization Policy.

Decentralization will devolve power from the centre to the local level, in districts and schools as well as promote 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 take part in decision-making and to take responsibility for education at the local level, decentralization fosters a sense of local ownership and promotes better management. By decentralizing to the local and school levels, many of the bureaucratic procedures that currently impede efficiency in the educational system will be eliminated. The established of Education Boards has relieved the Ministry of Education HQ 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 new Education Act of 2011 approved by parliament is also a great milestone in the running of the education system in Zambia as it will guide education provision.

The Role of the Government in Education

The Government recognises the fact that education is a right for each individual. It is also a means for enhancing the well-being and quality of life for the entire society. Therefore, Government's role in education arises from its overall concern to protect the rights of individuals, promote social well-being and achieve a good quality of life for every person through all-embracing economic development. The Government must therefore seek to create, promote and support the conditions within which education can realize its potential in society. However, this can only be done with support from other stakeholders who are expected to work within parameters set government.

Taking cognizance of this fundamental and noble principle of mutual respect, it is anticipated that all stakeholders will abide by the government's policies including

those of free basic education, the re-entry policy, and the 9-3-4 education system. Government's ultimate guiding principle is that education in Zambia is intended to serve individual, social and economic well-being and to enhance the quality of life for all. This aim will be guided by the principles of liberalization, decentralization, equality, equity, partnership, and accountability.

Because of the centrality of knowledge, skills and technology in shaping the organization and productivity of the economy, education is a productive investment. Since knowledge, skills and technology develop and change so quickly, this investment must be continually renewed. Individuals must learn continuously throughout their lives, acquiring new skills and technologies. Thus, government has been making tremendous strides in incorporating ICT into education provision and ensuring that the system has adequate numbers of teachers especially those for science, mathematics and technology.

Investment in education, therefore, is of crucial concern in the strongly competitive climate of the modern world. Hence, the Government strongly reaffirms the important role education plays in human resource development as the basis of all other development. It will act, therefore, as the watchdog for enhancing the contribution of education and training to economic development and improved social cohesion. Government still reaffirms its critical role and position in the provision of quality education as the custodian of the human rights of all individuals, including their right to education.

Equally, the demands of national development requires that the Government pays attention to the role education plays in human capital formation, particularly in developing the types of knowledge, skills, values and competencies that are necessary for economic development and social welfare. Additionally, democratization of education, with its demands for partnership in educational provision, requires that the Government creates an enabling environment, and establishes rules and regulations, that will protect the right of various educational agencies to full and fair participation in educational development.

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) - 53.7%

Gross Intake Rate (GIR Gr. 1) – 121.1%

Participation

Gross Enrolment Rate (GER Gr. 1-7) – 117.8%

Gross Enrolment Rate (GER Gr. 1-9) – 96.0%

Net Enrolment Rate (NER Gr. 1-7) – 93.7%

Net Enrolment Rate (NER Gr. 1-9) – 84.0%

Net Enrolment Rate (NER Gr. 10-12) – 29.5%

Efficiency

Completion Rate (CR Gr. 7) – 90.9%

Completion Rate (CR Gr. 9) – 53.2%

Completion Rate (CR Gr. 1-12) – 31.7%

Progression Rate (PR Gr. 7-8) – 57.9%

Progression Rate (PR Gr. 9-10) – 45.0%

Dropout Rate (DR Gr. 1-7) – 2.1%

Dropout Rate (DR Gr. 1-9) – 2.3%

Dropout Rate (DR Gr. 10-12) – 1.1%

Repetition Rate (RR Gr. 1-7) – 5.9%

Repetition Rate (RR Gr. 1-9) – 3.4%

Repetition Rate (RR Gr. 10-12) – 1.3%

Quality

Exam Pass Rate (EPR Gr. 9) –	52.2%
Exam Pass Rate (EPR Gr. 12) –	60.2%
Pupil Teacher Ratio (PTR Gr. 1-7) –	49.8
Pupil Teacher Ratio (PTR Gr. 8-9) –	36.8
Pupil Class Ratio (PCR Gr. 1-7) –	37.8
Pupil Class Ratio (PCR Gr. 1-9) –	43.5
Pupil Class Ratio (PCR Gr. 10-12) –	46.7

Equity

Orphans 1-9 (% enrolled) –	17.8%
Orphans 10-12 (% enrolled) –	21.8%
CSEN 1-9 (% enrolled) –	5.7%
CSEN 10-12 (% enrolled) –	1.5%
Bursary 1-9 (% enrolled) –	2.5%
Bursary 10-12 (% enrolled) –	6.5%

Provision of Education

During the year under review, government continued the expansion of infrastructure at both Basic and High schools in order to alleviate the problem of classroom space faced at the two levels. At the basic school level a total of 43,867 classrooms were constructed and 23,567 teacher's houses while at the high school level construction of -----high schools are still under underway.

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

Schools

In 2010 there was an increase in the number of schools offering grades 1-7 from the 4,470 in 2009 while the grades 1-9 increased from 2915 to 3176 during the same period. However, there was a decline from 283 to 241 for the number of schools offering grades 1-12 whilst there was a recorded increment for schools offering grades 10-12 from 180 to 232 during the same period. (Table 7)

Geographic Distribution of Schools by Running Agency

Table 1 shows the distribution of schools by province and running agency. Government run schools still accounted for 58.2 percent while community schools were also at 31 percent for 2010.

Table 1: Total Number of Schools by Running Agency

	GRZ	Grant Aid.	Private	Community.	Total
Central	539	32	50	440	1 061
Copperbelt	512	38	251	306	1 107
Eastern	741	49	23	389	1 202
Luapula	446	20	18	195	679
Lusaka	262	18	150	346	776
N. Western	498	43	14	193	748
Northern	973	42	25	454	1 494
Southern	740	64	72	363	1 239
Western	615	24	19	173	831
National	5 326	330	622	2 859	9 137

Schools by Education Level

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

Table 2. Schools by Education Level and Province

	Classified as Basic Schools	Classified as Secondary Schools	Total
Central	999	62	1 061
Copperbelt	978	129	1 107
Eastern	1 138	64	1 202
Luapula	633	46	679
Lusaka	677	99	776
N. Western	690	58	748
Northern	1 441	53	1 494
Southern	1 138	101	1 239
Western	799	32	831
National	8 493	644	9 137

Basic Schools by Running Agency

Figure 3. Schools Offering Basic Education by Running Agency

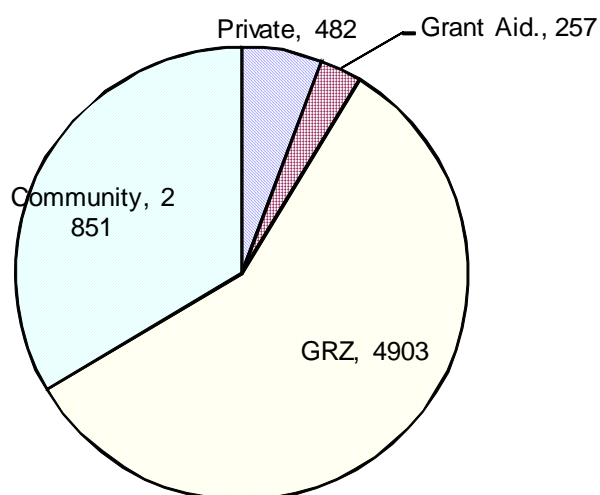


Table 3. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community)

	Private	Grant Aid.	GRZ	Community	Total
Central	40	23	499	437	999
Copperbelt	212	30	432	304	978
Eastern	18	34	697	389	1 138
Luapula	16	18	404	195	633
Lusaka	95	12	227	343	677
N. Western	11	41	445	193	690
Northern	20	35	932	454	1 441
Southern	54	45	676	363	1 138
Western	16	19	591	173	799
National	482	257	4903	2 851	8 493

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

	GRZ	Grant Aid.	Private	Community	Total
Central	40	9	10	3	62
Copperbelt	80	8	39	2	129
Eastern	44	15	5	0	64
Luapula	42	2	2	0	46
Lusaka	35	6	55	3	99
N. Western	53	2	3	0	58
Northern	41	7	5	0	53
Southern	64	19	18	0	101
Western	24	5	3	0	32
National	423	73	140	8	644

Schools by Location (Rural/Urban)

Figure 4. Schools Classified as Basic by Urban / Rural

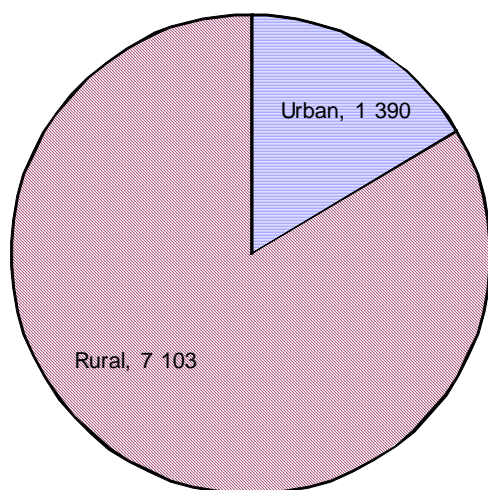


Table 5. Schools Classified as Basic by Urban / Rural and Province

	Urban	Rural	% (Rural)	Total	% of Tot.
Central	103	896	89.7%	999	11.8%
Copperbelt	493	485	49.6%	978	11.5%
Eastern	48	1090	95.8%	1 138	13.4%
Luapula	31	602	95.1%	633	7.5%
Lusaka	469	208	30.7%	677	8.0%
N. Western	23	667	96.7%	690	8.1%
Northern	73	1368	94.9%	1 441	17.0%
Southern	114	1024	90.0%	1 138	13.4%
Western	36	763	95.5%	799	9.4%
National	1 390	7 103	83.6%	8 493	100.0%

Figure 5. Schools Classified as Secondary by Urban / Rural

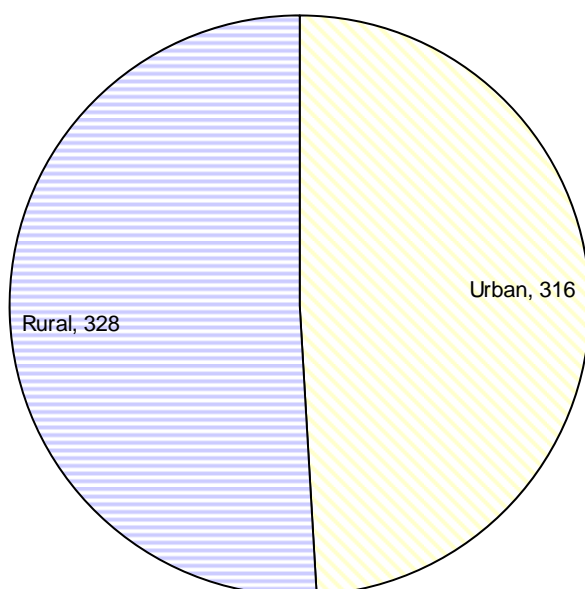


Table 6. Schools Classified as Secondary by Urban/Rural and Province

	Urban	Rural	% (Rural)	Total	% of Tot.
Central	27	35	56.5%	62	0.7%
Copperbelt	99	30	23.3%	129	1.5%
Eastern	14	50	78.1%	64	0.8%
Luapula	6	40	87.0%	46	0.5%
Lusaka	89	10	10.1%	99	1.2%
N. Western	9	49	84.5%	58	0.7%
Northern	19	34	64.2%	53	0.6%
Southern	42	59	58.4%	101	1.2%
Western	11	21	65.6%	32	0.4%
National	316	328	50.9%	644	7.6%

Schools by Grades Offered

Figure 6. Schools by Grade Grouping

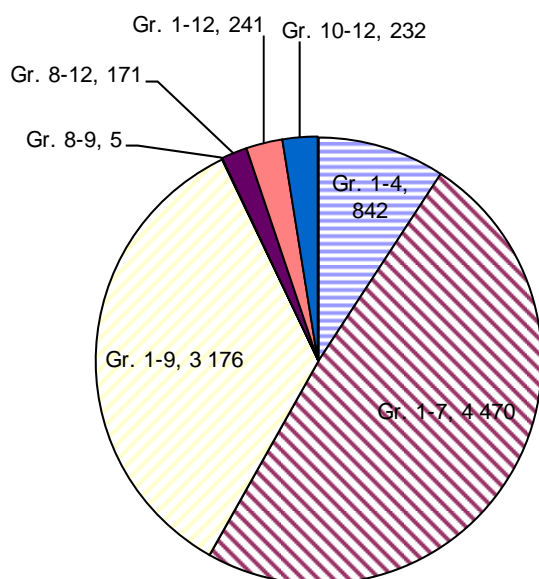


Table 7. Schools by Grade Grouping by Province

	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	121	521	357	0	10	26	26	1 061
Copperbelt	96	518	361	3	27	49	53	1 107
Eastern	131	652	355	0	36	14	14	1 202
Luapula	44	279	310	0	5	20	21	679
Lusaka	39	353	284	1	24	52	23	776
N. Western	83	338	269	0	19	16	23	748
Northern	135	874	431	1	18	16	19	1 494
Southern	121	537	480	0	27	41	33	1 239
Western	72	398	329	0	5	7	20	831
National	842	4 470	3 176	5	171	241	232	9 137
		8 493			644			9 137

Access and Participation

Introduction

This chapter highlights issues to do with pupils' access and participation in the education system in the country. Indicators of access and participation have been presented at the national and provincial level and disaggregated by sex and grade in certain cases. Indicators of access and participation help to measure the absorption capacity of the education system in relation to the school going population. This chapter will discuss the following indicators of access, the Gross and Net Intake Rates, the Gross and Net Enrolment Ratios and the Transition rates. The chapter will also cover the broader spectrum of indicators that deal with participation in education by the general population. Statistics on the general school enrolment counted in absolute terms will also be covered. Access refers to the extent to which education is accessed by the general eligible population at a given education entrance level. In the Zambian education system, access is predominantly at four levels, at Grades 1, 8, 10 and at entrance into tertiary institutions.

Gross Intake Rate

The Gross Intake Rate (GIR) is defined as: "Total number of new entrants in the first grade of basic education, regardless of age, expressed as a percentage of the population at the official school-entrance age". It shows the number of children newly admitted to first grade (irrespective of age), in comparison to the children appropriately aged (seven years old) in the population. The GIR indicates the general level of access to primary education as well as the capacity of the education system to provide access to grade 1 for the official school-entrance age population. The Gross Intake Rate in 2010 (120.1%) remained almost the same as was in 2009 (120.3%). A national GIR average of 120.1 percent implies that there was either under aged and/or over aged pupils in grade 1. Table xx reveals that (excluding repeaters) there were 32,585 pupils in grade 1 below the age of seven and 223,128 pupils were over seven years.

The GIR varied from 98.3 percent in Lusaka to 139.7 percent in Northern Province. The urban provinces such as Lusaka and Copperbelt provinces reported the lowest GIR OF 98.3 and 103 percent respectively while the rural provinces recorded the highest GIR such as 139.7 percent in Northern Province and 130.8 percent in Western province. Lusaka and Copperbelt’s relative low standing in GIR for 2010 is consistent with its standing across the years in the recent past. In 2009, GIR for Lusaka and Copperbelt were 93.6 percent and 106.1percent respectively.

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

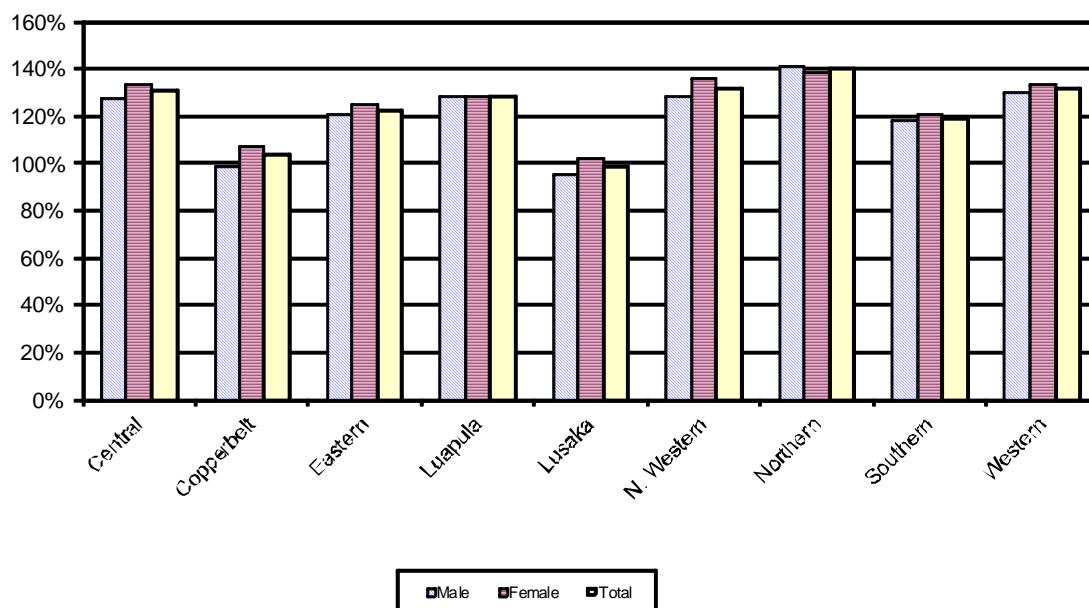


Table 8. Gross Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	128.0%	133.4%	130.7%	1.3%
Copperbelt	99.3%	107.3%	103.3%	-2.9%
Eastern	120.3%	125.0%	122.6%	1.1%
Luapula	128.1%	128.6%	128.4%	-5.2%
Lusaka	94.8%	101.9%	98.3%	4.7%
N. Western	128.0%	135.6%	131.7%	9.7%
Northern	141.0%	138.5%	139.7%	1.1%
Southern	118.2%	120.4%	119.3%	0.4%
Western	130.2%	133.1%	131.6%	5.1%
National	119.3%	121.1%	121.3%	1.2%

Net Intake Rate

The Net Intake Rate (NIR) is defined as “New entrants in the first grade of basic education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age”. The official entry age for Grade 1 in Zambia is 7 years.

The NIR shows how many seven year olds are entering school and how many are not. Reliable estimates of NIR require accurate estimates of new entrants by age. The National Intake Rate (NIR) in 2010 was 53.7 percent and the pattern has remained at the same level over the past years. Surprisingly, Western province with NIR of 69.9 percent North Western (59.5%), Central (58.3%) and Northern (57.3%) predominantly rural provinces fared better than Lusaka (41.8%) and Copperbelt (54.1%). Eastern province reported the lowest NIR of 41.5 percent.

The national NIR of 53.7 percent implies that 47.3 percent of pupils in Grade 1 were either under or over aged. This would mean that the under and over aged pupils are taking school places for the children of the official age of 7 years to enrol with the highest being in Lusaka and Eastern provinces. This situation at hand means that the education system needs to clear mostly the over aged children who are not yet in school.

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

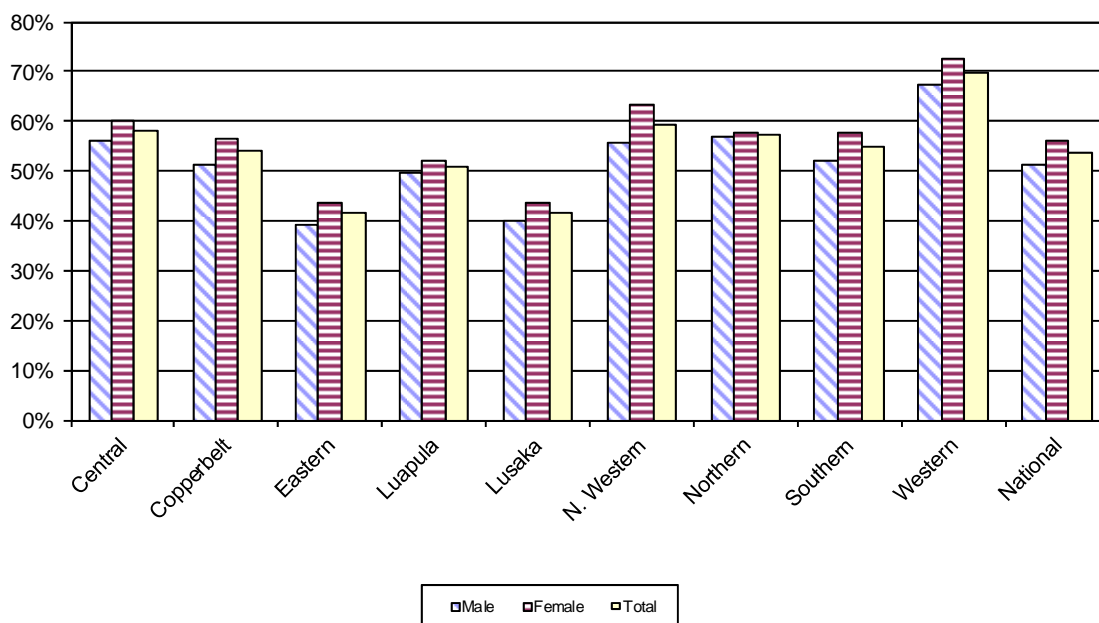


Table 9. Net Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Ch.
Central	56.4%	60.2%	58.3%	-11.2%
Copperbelt	51.6%	56.6%	54.1%	-24.8%
Eastern	39.3%	43.6%	41.5%	8.5%
Luapula	49.7%	52.0%	50.8%	8.6%
Lusaka	39.8%	43.8%	41.8%	-34.7%
N. Western	55.5%	63.5%	59.5%	-7.1%
Northern	57.0%	57.5%	57.3%	5.1%
Southern	51.9%	57.7%	54.8%	-4.4%
Western	67.2%	72.7%	69.9%	-1.9%
National	51.3%	56.2%	53.7%	-8.0%

Gross Enrolment Ration (GER)

GER is defined as the “Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year. The GER is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol pupils/students of a particular age group.

The GER can be over 100 percent due to the inclusion of over- aged and under aged pupils because of early or late entrants, and grade repetition.

In 2010, the GER for Grade 1-7 was 117.8 percent, Grade 1-9 (96%), Grade 10-12 (33.4%) representing declines of 8.5 percent and 17.1 percent, for Grades 1-7 and Grade 1-9 respectively, and an increase of 3.2 percent for Grade 10-12 from 2009.

The GER for Grade 1-9 did not vary significantly between provinces with the lowest in Northern at 93.2 percent and the highest Central Province at 101 percent.

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

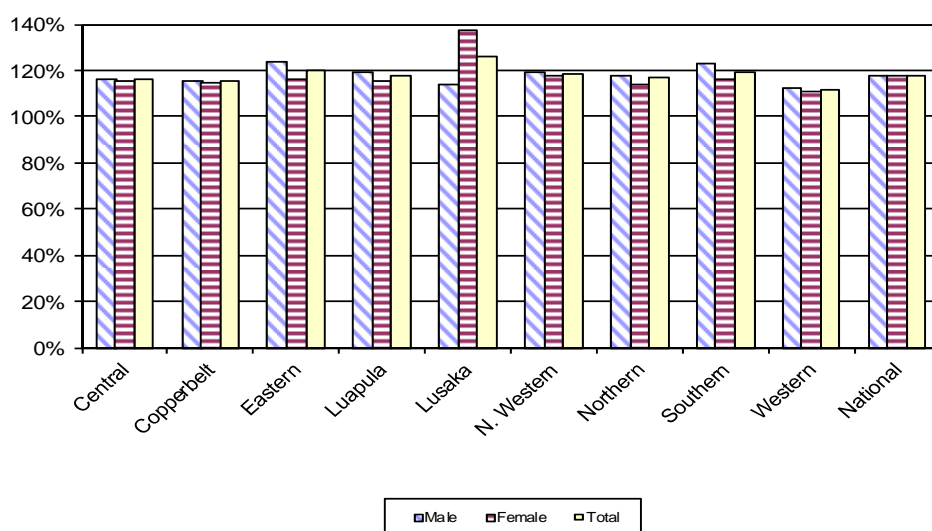


Table 10. Gross Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	116.4%	115.1%	116.3%	-19.8%
Copperbelt	115.6%	114.6%	115.5%	-16.3%
Eastern	123.8%	116.1%	120.3%	8.5%
Luapula	119.6%	115.4%	117.7%	-7.6%
Lusaka	114.2%	137.0%	125.7%	9.5%
N. Western	119.1%	117.9%	118.5%	-10.0%
Northern	117.9%	114.2%	116.9%	-12.8%
Southern	122.7%	116.2%	118.9%	-11.2%
Western	112.1%	110.6%	111.4%	-11.6%
National	118.0%	117.6%	117.8%	-8.5%

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

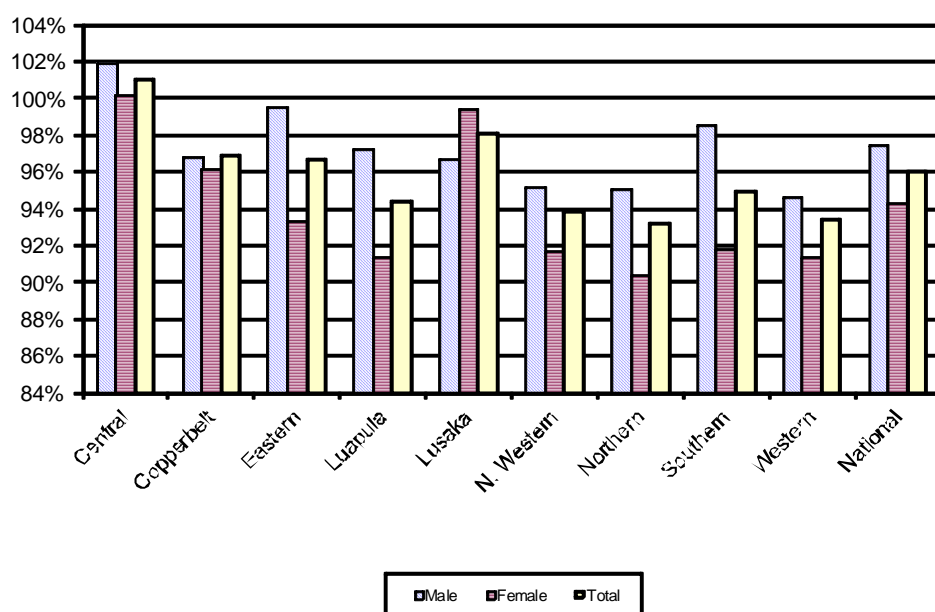


Table 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	101.9%	100.1%	101.1%	-22.3%
Copperbelt	96.8%	96.1%	96.8%	-24.8%
Eastern	99.5%	93.3%	96.6%	0.6%
Luapula	97.2%	91.4%	94.4%	-18.2%
Lusaka	96.6%	99.4%	98.1%	-5.9%
N. Western	95.1%	91.7%	93.8%	-21.8%
Northern	95.0%	90.3%	93.2%	-20.7%
Southern	98.5%	91.7%	94.9%	-21.6%
Western	94.6%	91.4%	93.4%	-16.6%
National	97.4%	94.3%	96.0%	-17.1%

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

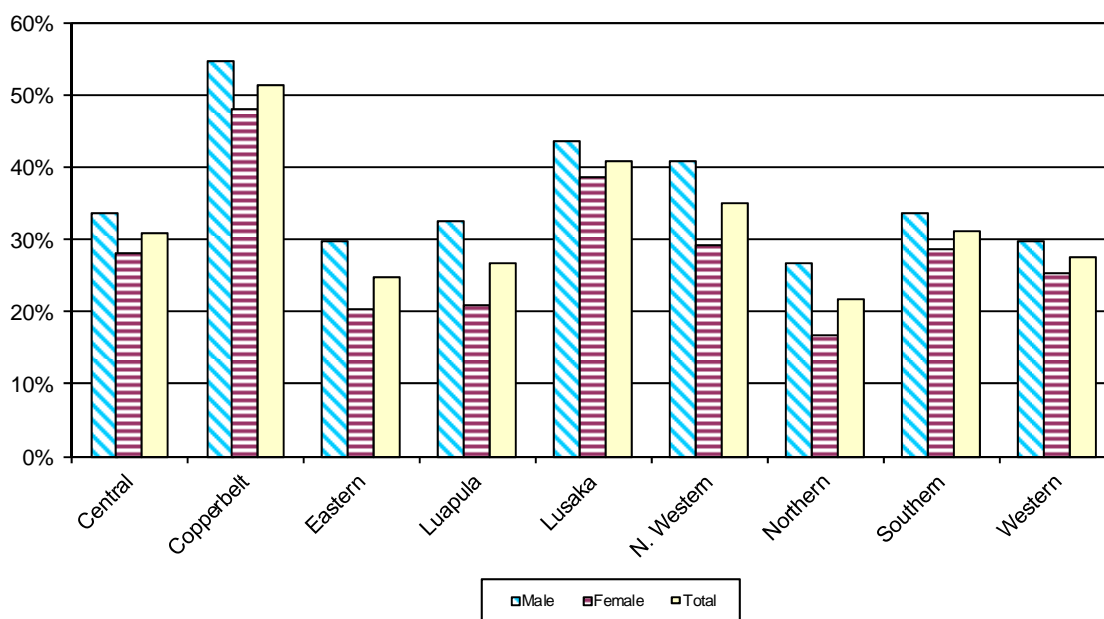


Table 12. Gross Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	33.7%	28.0%	30.8%	0.3%
Copperbelt	54.7%	48.1%	51.4%	4.6%
Eastern	29.6%	20.2%	24.9%	7.3%
Luapula	32.5%	20.9%	26.7%	1.6%
Lusaka	43.4%	38.4%	40.9%	2.4%
N. Western	40.8%	29.3%	35.1%	0.9%
Northern	26.6%	16.7%	21.6%	1.2%
Southern	33.6%	28.7%	31.1%	1.6%
Western	29.6%	25.2%	27.4%	4.6%
National	37.1%	29.8%	33.4%	3.2%

Net Enrolment Ratio (NER)

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

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

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

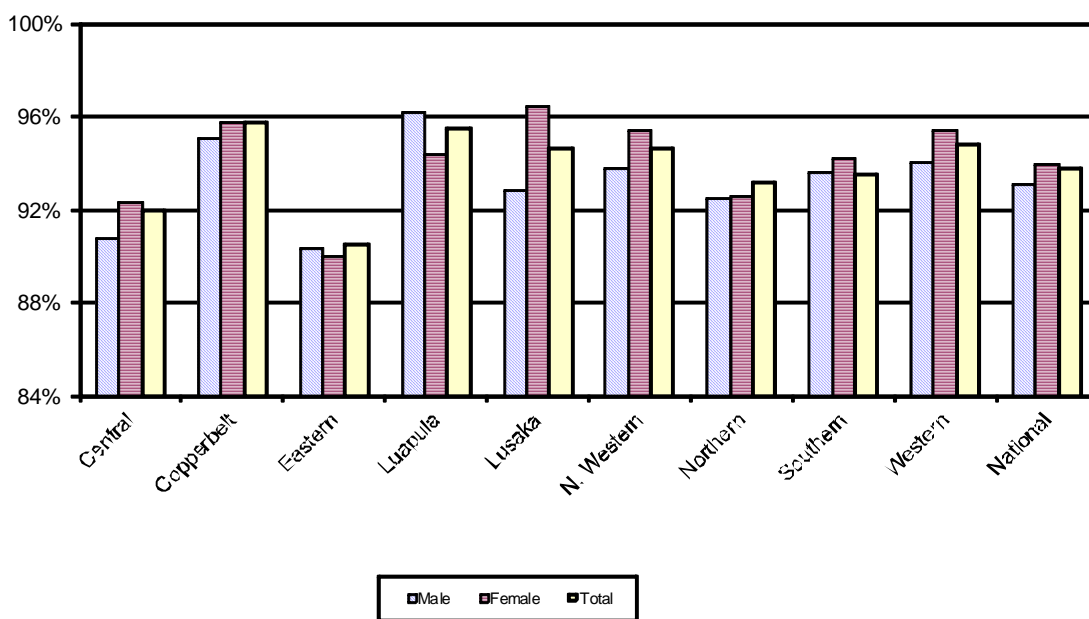


Table 13. Net Enrolment Ratio in Grades 1-7 by Gender and Province

	Male	Female	Total	% Ch.
Central	90.8%	92.3%	92.0%	-24.18%
Copperbelt	95.1%	95.7%	95.7%	-21.68%
Eastern	90.3%	90.0%	90.5%	7.35%
Luapula	96.2%	94.4%	95.5%	-7.01%
Lusaka	92.8%	96.4%	94.6%	1.35%
N. Western	93.7%	95.4%	94.6%	-11.20%
Northern	92.5%	92.6%	93.2%	-12.80%
Southern	93.6%	94.2%	93.5%	-11.89%
Western	94.0%	95.4%	94.8%	-13.15%
National	93.1%	93.9%	93.7%	-9.91%

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

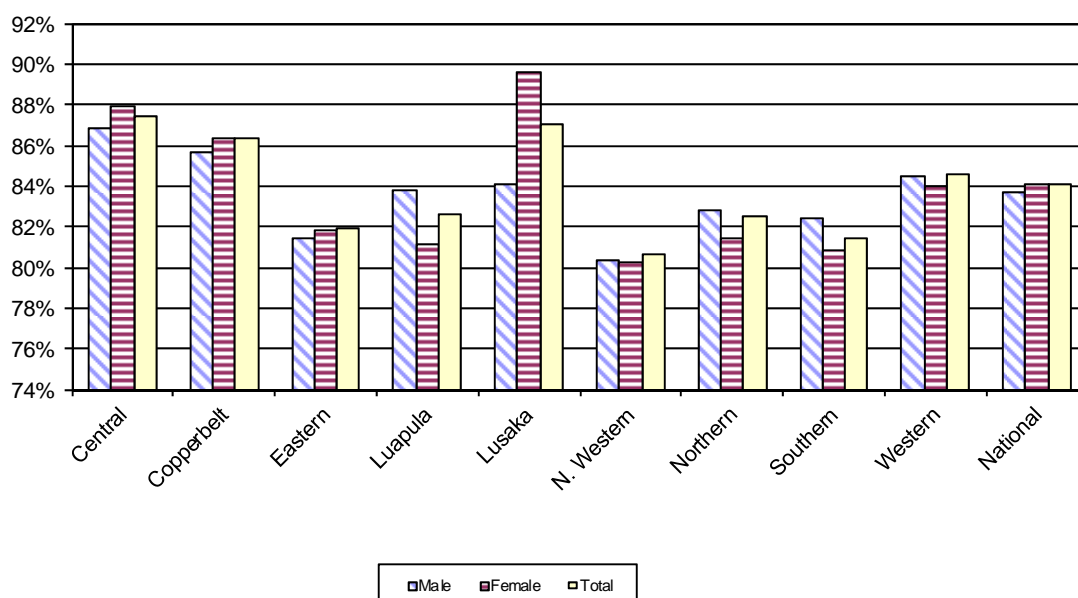


Table 14. Net Enrolment Ratio in Grades 1 - 9 by Gender and Province

	Male	Female	Total	% Ch.
Central	86.9%	87.9%	87.4%	-26.9%
Copperbelt	85.7%	86.3%	86.4%	-30.7%
Eastern	81.5%	81.8%	81.9%	0.2%
Luapula	83.8%	81.1%	82.6%	-17.6%
Lusaka	84.1%	89.6%	87.0%	-6.8%
N. Western	80.4%	80.3%	80.7%	-23.2%
Northern	82.8%	81.4%	82.5%	-21.0%
Southern	82.5%	80.8%	81.4%	-23.4%
Western	84.4%	83.9%	84.6%	-17.5%
National	83.7%	84.0%	84.0%	-17.7%

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

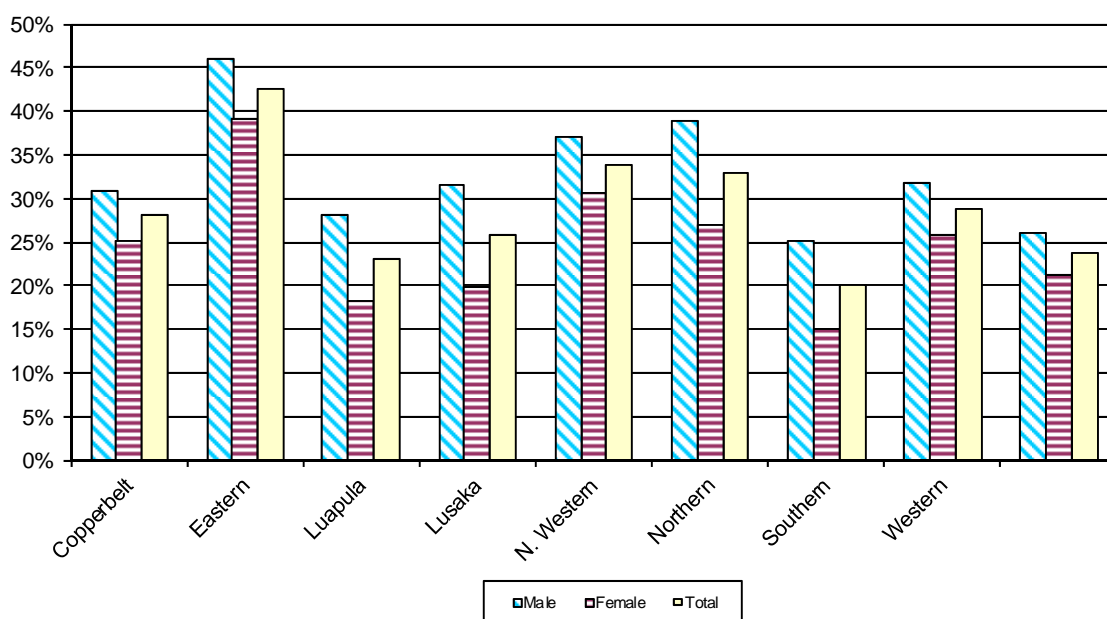


Table 15. Net Enrolment Ratio in Grades 10-12 by Gender and Province

	Male	Female	Total	% Ch.
Central	31.1%	25.1%	28.1%	-0.3%
Copperbelt	46.0%	39.2%	42.6%	2.8%
Eastern	28.0%	18.2%	23.1%	6.8%
Luapula	31.6%	19.9%	25.8%	1.8%
Lusaka	37.1%	30.5%	33.8%	1.4%
N. Western	38.9%	27.0%	33.0%	2.6%
Northern	25.2%	14.9%	20.0%	1.0%
Southern	31.7%	25.7%	28.7%	1.9%
Western	26.1%	21.2%	23.7%	2.6%
National	33.5%	25.6%	29.5%	2.5%

Transition rate

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

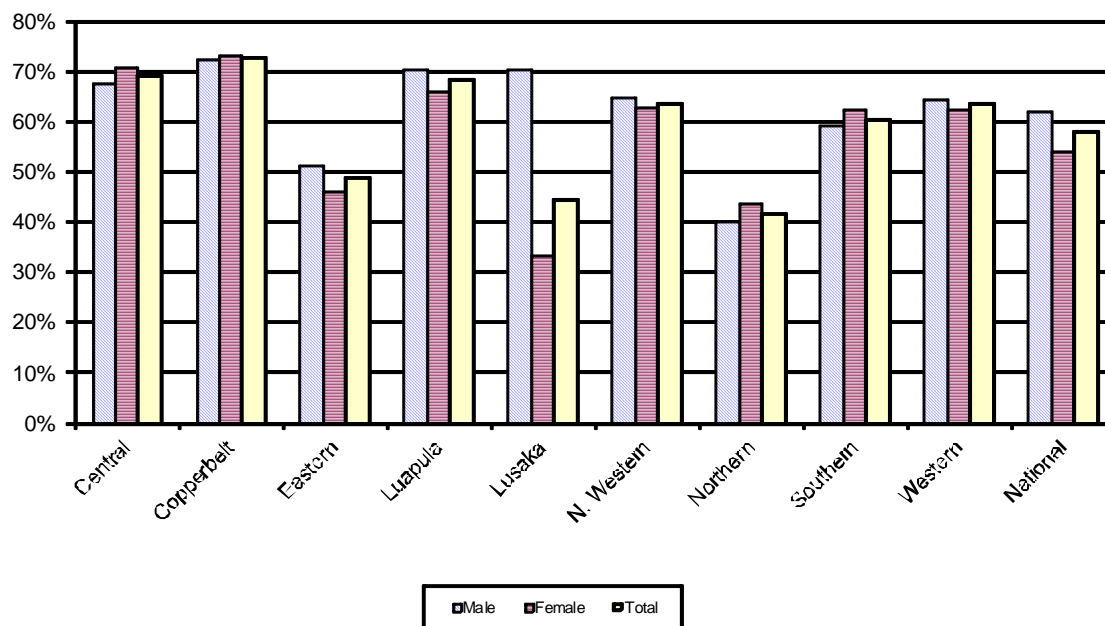


Table 16. Transition Rate for Grade 7-8 by Gender and Province

	Male	Female	Total	% Ch.
Central	67.7%	70.7%	69.1%	17.41%
Copperbelt	72.6%	72.9%	72.8%	6.10%
Eastern	51.0%	45.9%	48.7%	3.12%
Luapula	70.4%	66.1%	68.4%	0.32%
Lusaka	70.3%	33.1%	44.5%	-9.85%
N. Western	64.6%	62.5%	63.6%	1.91%
Northern	40.0%	43.4%	41.5%	-0.97%
Southern	59.0%	62.3%	60.4%	4.22%
Western	64.1%	62.3%	63.3%	-0.29%
National	62.1%	53.9%	57.9%	1.87%

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

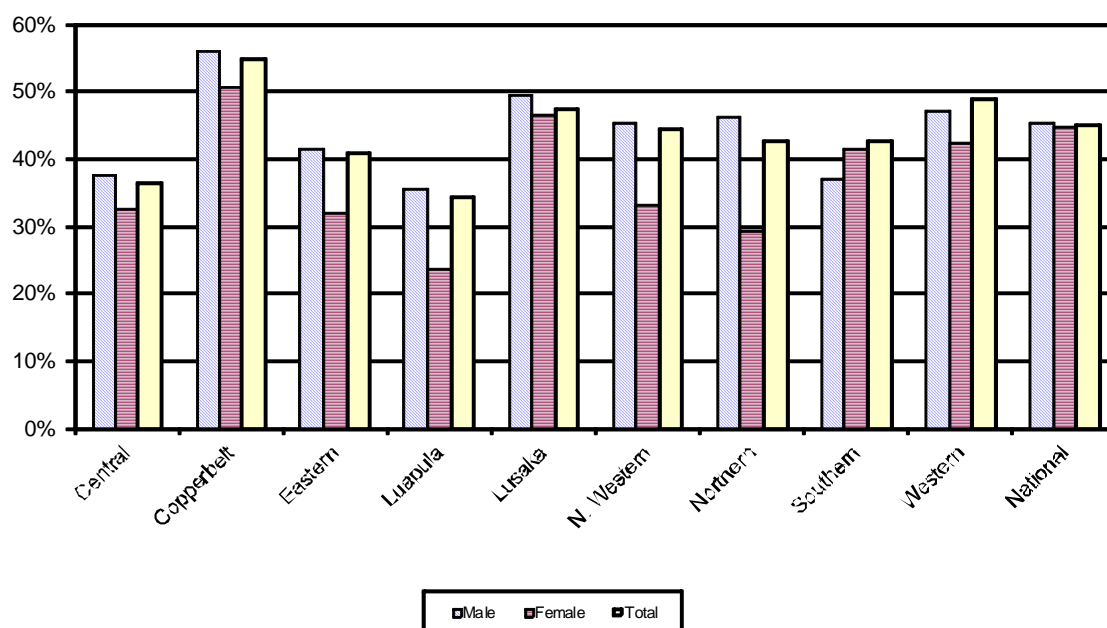


Table 17. Transition Rate for Grade 9 - 10 by Gender and Province

	Male	Female	Total	% Ch.
Central	37.7%	32.4%	36.4%	-0.56%
Copperbelt	56.2%	50.8%	54.9%	10.15%
Eastern	41.6%	31.9%	41.0%	-4.11%
Luapula	35.6%	23.7%	34.3%	0.13%
Lusaka	49.4%	46.4%	47.4%	3.47%
N. Western	45.2%	33.1%	44.4%	1.88%
Northern	46.2%	29.2%	42.5%	-1.57%
Southern	37.1%	41.6%	42.7%	6.51%
Western	47.2%	42.4%	49.0%	12.50%
National	45.3%	44.8%	45.0%	4.04%

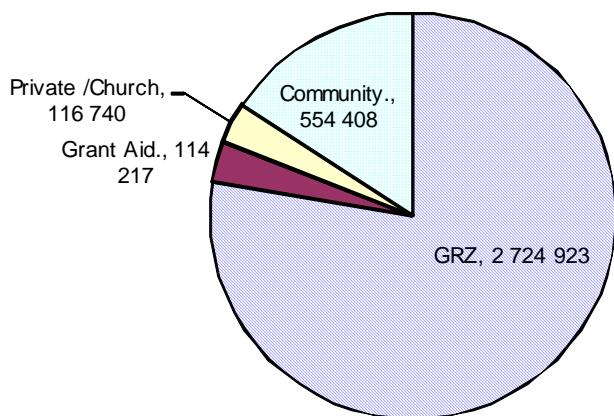
Participation and Enrolment

The total number of pupils in basic and secondary schools (1-12) increased from 3,617,160 in 2009 to 3,794,219 in 2010, an increase of almost 5 percent. Table 18 highlights, total male enrolment of 1,921,456 (50.6%), and female enrolment of 1,872,763. (49.4%) Copperbelt constituted almost 17 percent of the total pupil enrolment followed by Lusaka at 13.3%, Northern (13.2%) and Southern (13.1%) while Western was the least with 6.6 percent. Lusaka province reported the highest increase in pupil enrolment from 2009 to 2010 at 17.1 percent with the least being Eastern with 2.3 percent.

Pupil enrolment for grades 1-9 and increased from 3,352,365 to 3,510,288 (4.7%) and at Grade 10-12 from 264,795 to 283,931 (7.2 %). Female pupils constituted 49.7 percent for Grade 1-9 and 44.9 percent for Grade 10-12.

Figure 16. Presents Grade 1-9 pupil enrolment by running agency. Government schools accounted for 78 percent of the total pupil enrolment for pupils in Grade 1-9 and followed by Community schools (16%), Grant Aided and Private/Church schools accounted for 3 % each. Similarly, at Grade 10-12 level, Government schools accounted for 88.7 percent of the total pupil enrolment, Granted Aided 7.3 percent and Private/Church schools 3 percent. (Fig. 17)

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



Since the declaration of free basic education, the Ministry has witnessed a remarkable response from the community recording a increase of 63.3 percent from the time free basic education was declared in 2002/1 to 2006/5. A backward (1996-2001) analysis of enrolments increase up to the middle basic level for the same length of time indicates that the increase was only by 16.5 percent. The declaration of free basic

education has indeed assisted in ensuring that the country still remains on course in its pursuit of the MDGs and the EFA goals.

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

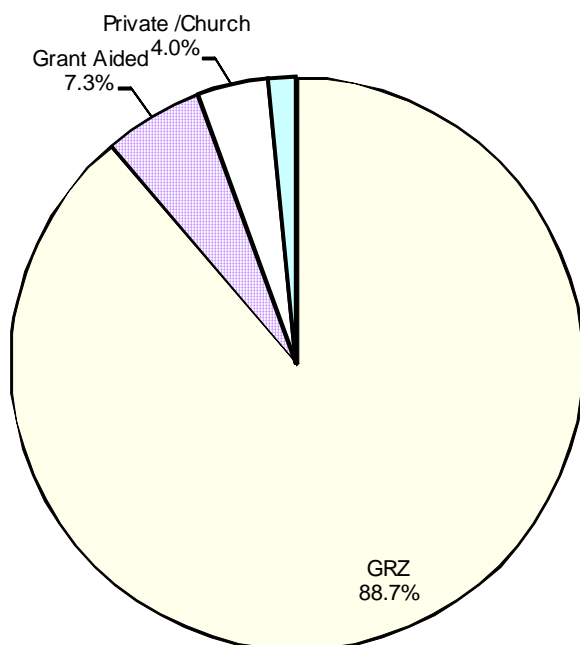


Table 18. Enrolment in All Schools Grades 1 -12

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	222 513	214 817	49.1%	437 330	11.5%	3.3%
Copperbelt	313 725	317 979	50.3%	631 704	16.6%	4.1%
Eastern	216 576	206 193	48.8%	422 769	11.1%	2.3%
Luapula	158 255	144 727	47.8%	302 982	8.0%	4.0%
Lusaka	233 113	270 178	53.7%	503 291	13.3%	17.1%
N. Western	127 993	119 450	48.3%	247 443	6.5%	2.2%
Northern	263 475	237 873	47.4%	501 348	13.2%	3.7%
Southern	256 590	238 885	48.2%	495 475	13.1%	3.0%
Western	129 216	122 661	48.7%	251 877	6.6%	2.5%
National	1 921 456	1 872 763	49.4%	3 794 219	100.0%	4.9%

Note: All enrolment table includes OPEN and Regular students

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

	Private /Church	Grant Aid.	Community.	GRZ	Total
Central	7 376	7 590	76 926	259 817	351 709
Copperbelt	40 474	10 603	68 909	337 553	457 539
Eastern	4 440	15 090	62 034	279 090	360 654
Luapula	3 301	6 669	42 014	199 066	251 050
Lusaka	24 201	5 655	94 142	257 399	381 397
N. Western	1 834	7 199	29 659	161 824	200 516
Northern	3 199	13 363	80 824	340 402	437 788
Southern	10 303	17 328	67 998	301 489	397 118
Western	2 980	4 512	24 393	175 621	207 506
National	98 108	88 009	546 899	2 312 261	3 045 277

Figure 18. Enrolment in Grades 1-9 by Agency

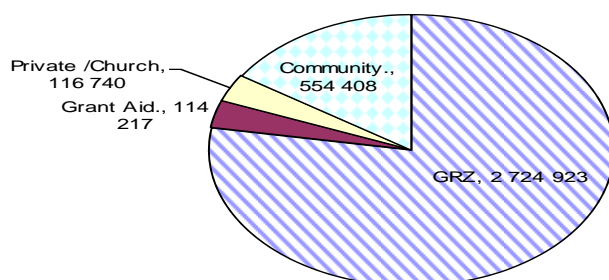


Table 20. Enrolment Grades 1-9 by Agency/Type and Province

	GRZ	Grant Aid.	Private /Church	Community.	Total	% Ch.
Central	312 052	9 831	8 411	78 458	408 752	3.3%
Copperbelt	431 399	12 091	47 425	69 715	560 630	3.3%
Eastern	311 319	20 401	5 053	62 079	398 852	1.8%
Luapula	231 036	7 823	3 675	42 383	284 917	4.0%
Lusaka	318 380	8 000	30 794	97 706	454 880	18.2%
N. Western	189 696	7 727	2 028	29 715	229 166	2.3%
Northern	375 342	17 126	3 857	81 197	477 522	3.9%
Southern	355 138	24 999	11 978	68 725	460 840	2.8%
Western	200 561	6 219	3 519	24 430	234 729	1.4%
National	2 724 923	114 217	116 740	554 408	3 510 288	4.7%

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

	GRZ	Grant Aid.	Private		Total	% Ch.
			/Church	Community.		
Central	24 652	2 600	1 096	230	28 578	3.3%
Copperbelt	65 426	1 474	3 964	210	71 074	10.7%
Eastern	18 851	4 739	327	0	23 917	10.5%
Luapula	17 195	581	289	0	18 065	2.6%
Lusaka	41 003	1 610	5 595	203	48 411	8.4%
N. Western	17 386	796	95	0	18 277	0.6%
Northern	21 395	1 359	1 072	0	23 826	1.7%
Southern	23 349	9 388	1 898	0	34 635	5.0%
Western	15 219	1 423	506	0	17 148	18.9%
National	244 476	23 970	14 842	643	283 931	7.2%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	177 525	174 184	49.5%	351 709	11.5%	0.9%
Copperbelt	224 209	233 330	51.0%	457 539	15.0%	1.5%
Eastern	181 060	179 594	49.8%	360 654	11.8%	1.1%
Luapula	127 982	123 068	49.0%	251 050	8.2%	3.9%
Lusaka	171 713	209 684	55.0%	381 397	12.5%	15.6%
N. Western	101 508	99 008	49.4%	200 516	6.6%	1.7%
Northern	226 875	210 913	48.2%	437 788	14.4%	4.0%
Southern	203 523	193 595	48.7%	397 118	13.0%	1.3%
Western	105 214	102 292	49.3%	207 506	6.8%	0.8%
National	1 519 609	1 525 668	50.1%	3 045 277	100.0%	3.4%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	207 016	201 736	49.4%	408 752	11.6%	3.3%
Copperbelt	276 387	284 243	50.7%	560 630	16.0%	3.3%
Eastern	202 365	196 487	49.3%	398 852	11.4%	1.8%
Luapula	147 212	137 705	48.3%	284 917	8.1%	4.0%
Lusaka	207 669	247 211	54.3%	454 880	13.0%	18.2%
N. Western	117 333	111 833	48.8%	229 166	6.5%	2.3%
Northern	248 898	228 624	47.9%	477 522	13.6%	3.9%
Southern	238 063	222 777	48.3%	460 840	13.1%	2.8%
Western	120 004	114 725	48.9%	234 729	6.7%	1.4%
National	1 764 947	1 745 341	49.7%	3 510 288	100.0%	4.7%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	15 497	13 081	45.8%	28 578	10.1%	3.3%
Copperbelt	37 338	33 736	47.5%	71 074	25.0%	10.7%
Eastern	14 211	9 706	40.6%	23 917	8.4%	10.5%
Luapula	11 043	7 022	38.9%	18 065	6.4%	2.6%
Lusaka	25 444	22 967	47.4%	48 411	17.1%	8.4%
N. Western	10 660	7 617	41.7%	18 277	6.4%	0.6%
Northern	14 577	9 249	38.8%	23 826	8.4%	1.7%
Southern	18 527	16 108	46.5%	34 635	12.2%	5.0%
Western	9 212	7 936	46.3%	17 148	6.0%	18.9%
National	156 509	127 422	44.9%	283 931	100%	7.2%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	135 258	132 149	49.4%	267 407	11.1%	2.7%
Copperbelt	170 965	177 191	50.9%	348 156	14.5%	6.0%
Eastern	147 899	146 281	49.7%	294 180	12.3%	0.2%
Luapula	104 901	100 834	49.0%	205 735	8.6%	6.2%
Lusaka	114 376	148 678	56.5%	263 054	11.0%	19.9%
N. Western	85 557	83 466	49.4%	169 023	7.0%	-4.7%
Northern	184 153	169 612	47.9%	353 765	14.7%	5.0%
Southern	163 773	155 044	48.6%	318 817	13.3%	1.0%
Western	91 153	88 980	49.4%	180 133	7.5%	0.6%
National	1 198 035	1 202 235	50.1%	2 400 270	100.0%	4.1%

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	163 389	158 494	49.2%	321 883	11.3%	6.0%
Copperbelt	219 228	224 262	50.6%	443 490	15.6%	7.3%
Eastern	168 795	162 925	49.1%	331 720	11.7%	0.8%
Luapula	123 712	115 147	48.2%	238 859	8.4%	5.9%
Lusaka	145 470	180 910	55.4%	326 380	11.5%	23.2%
N. Western	101 266	96 157	48.7%	197 423	7.0%	-3.2%
Northern	205 605	186 863	47.6%	392 468	13.8%	4.8%
Southern	197 074	183 063	48.2%	380 137	13.4%	2.8%
Western	105 600	101 180	48.9%	206 780	7.3%	1.1%
National	1 430 139	1 409 001	49.6%	2 839 140	100.0%	5.6%

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	14 854	12 398	45.5%	27 252	10.2%	6.2%
Copperbelt	35 129	31 771	47.5%	66 900	24.9%	12.9%
Eastern	14 000	9 590	40.7%	23 590	8.8%	16.5%
Luapula	10 794	6 982	39.3%	17 776	6.6%	8.7%
Lusaka	22 588	20 025	47.0%	42 613	15.9%	8.5%
N. Western	10 624	7 558	41.6%	18 182	6.8%	6.5%
Northern	13 919	8 835	38.8%	22 754	8.5%	6.2%
Southern	17 479	15 258	46.6%	32 737	12.2%	7.0%
Western	8 962	7 680	46.1%	16 642	6.2%	20.0%
National	148 349	120 097	44.7%	268 446	100.0%	10.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	3 640	3 736	50.7%	7 376	7.5%	-19.7%
Copperbelt	19 728	20 746	51.3%	40 474	41.3%	11.3%
Eastern	2 285	2 155	48.5%	4 440	4.5%	71.4%
Luapula	1 611	1 690	51.2%	3 301	3.4%	16.4%
Lusaka	11 819	12 382	51.2%	24 201	24.7%	4.9%
N. Western	918	916	49.9%	1 834	1.9%	147.5%
Northern	1 519	1 680	52.5%	3 199	3.3%	-13.9%
Southern	4 997	5 306	51.5%	10 303	10.5%	6.1%
Western	1 520	1 460	49.0%	2 980	3.0%	137.1%
National	48 037	50 071	51.0%	98 108	100.0%	9.7%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	4 168	4 243	50.4%	8 411	7.2%	-27.0%
Copperbelt	23 223	24 202	51.0%	47 425	40.6%	11.7%
Eastern	2 658	2 395	47.4%	5 053	4.3%	64.9%
Luapula	1 827	1 848	50.3%	3 675	3.1%	20.3%
Lusaka	14 942	15 852	51.5%	30 794	26.4%	3.9%
N. Western	1 004	1 024	50.5%	2 028	1.7%	157.4%
Northern	1 853	2 004	52.0%	3 857	3.3%	-13.8%
Southern	5 799	6 179	51.6%	11 978	10.3%	8.8%
Western	1 838	1 681	47.8%	3 519	3.0%	173.6%
National	57 312	59 428	50.9%	116 740	100.0%	8.8%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	492	604	55.1%	1 096	7.4%	-25.7%
Copperbelt	2 114	1 850	46.7%	3 964	26.7%	0.5%
Eastern	211	116	35.5%	327	2.2%	7.9%
Luapula	249	40	13.8%	289	1.9%	275.3%
Lusaka	2 723	2 872	51.3%	5 595	37.7%	12.8%
N. Western	36	59	62.1%	95	0.6%	106.5%
Northern	658	414	38.6%	1 072	7.2%	143.1%
Southern	1 048	850	44.8%	1 898	12.8%	30.6%
Western	250	256	50.6%	506	3.4%	170.6%
National	7 781	7 061	47.6%	14 842	100.0%	15.2%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	38 627	38 299	49.8%	76 926	14.1%	-2.7%
Copperbelt	33 516	35 393	51.4%	68 909	12.6%	-19.7%
Eastern	30 876	31 158	50.2%	62 034	11.3%	4.3%
Luapula	21 470	20 544	48.9%	42 014	7.7%	-6.5%
Lusaka	45 518	48 624	51.6%	94 142	17.2%	7.8%
N. Western	15 033	14 626	49.3%	29 659	5.4%	54.5%
Northern	41 203	39 621	49.0%	80 824	14.8%	0.4%
Southern	34 753	33 245	48.9%	67 998	12.4%	1.7%
Western	12 541	11 852	48.6%	24 393	4.5%	-4.2%
National	273 537	273 362	50.0%	546 899	100.0%	-0.3%

Note: Includes only those Community Schools that submitted the ASC

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	39 459	38 999	49.7%	78 458	14.2%	-2.5%
Copperbelt	33 936	35 779	51.3%	69 715	12.6%	-19.8%
Eastern	30 912	31 167	50.2%	62 079	11.2%	4.3%
Luapula	21 673	20 710	48.9%	42 383	7.6%	-6.2%
Lusaka	47 257	50 449	51.6%	97 706	17.6%	8.0%
N. Western	15 063	14 652	49.3%	29 715	5.4%	54.8%
Northern	41 440	39 757	49.0%	81 197	14.6%	0.6%
Southern	35 190	33 535	48.8%	68 725	12.4%	1.9%
Western	12 566	11 864	48.6%	24 430	4.4%	-4.2%
National	277 496	276 912	49.9%	554 408	100.0%	-0.2%

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	151	79	34.3%	230	35.8%
Copperbelt	95	115	54.8%	210	32.7%
Eastern	0	0	0.0%	0	0.0%
Luapula	0	0	0.0%	0	0.0%
Lusaka	133	70	34.5%	203	31.6%
N. Western	0	0	0.0%	0	0.0%
Northern	0	0	0.0%	0	0.0%
Southern	0	0	0.0%	0	0.0%
Western	0	0	0.0%	0	0.0%
National	379	264	41.1%	643	100.0%

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

	Male	Female	% (F)	Total	% of Tot.
Central	5 318	5 012	48.5%	10 330	11.7%
Copperbelt	5 045	5 387	51.6%	10 432	11.8%
Eastern	10 075	9 666	49.0%	19 741	22.3%
Luapula	2 918	2 901	49.9%	5 819	6.6%
Lusaka	2 072	2 057	49.8%	4 129	4.7%
N. Western	3 934	3 847	49.4%	7 781	8.8%
Northern	10 944	10 328	48.6%	21 272	24.0%
Southern	2 405	2 396	49.9%	4 801	5.4%
Western	2 273	2 087	47.9%	4 360	4.9%
National	44 984	43 681	49.3%	88 665	100.0%

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

New Entrants

New Entrants are pupils or students that enrol in a given level of education for the first time. Data for grade 1 entrants by sex, age and province are presented in Tables 35-37. The number of Grade 1 entrants declined by 0.54 percent from 2009 when there were 474, 795 as compared to 472, 238 of 2010. Of the total Grade 1 new entrants girls represented 50.4%.

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	2 280	2 852	11 758	12 452	12 684	12 321	44.0%	45.1%	54 347
Copperbelt	4 283	4 954	14 825	15 859	9 409	9 248	52.0%	52.8%	58 578
Eastern	1 770	2 175	10 058	11 127	18 960	18 584	32.7%	34.9%	62 674
Luapula	1 378	1 449	8 494	8 687	12 012	11 366	38.8%	40.4%	43 386
Lusaka	2 405	2 976	9 963	10 644	11 358	11 140	42.0%	43.0%	48 486
N. Western	1 831	2 039	7 190	7 950	7 550	6 990	43.4%	46.8%	33 550
Northern	2 650	2 934	15 473	15 500	20 114	18 893	40.5%	41.5%	75 564
Southern	2 208	2 576	13 054	14 050	14 446	12 709	43.9%	47.9%	59 043
Western	821	1 000	9 387	10 058	7 981	7 363	51.6%	54.6%	36 610
National	19 626	22 955	100 202	106 327	114 514	108 614	42.8%	44.7%	472 238

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	26 722	27 625	50.8%	54 347	11.5%	3.6%
Copperbelt	28 517	30 061	51.3%	58 578	12.4%	-13.4%
Eastern	30 788	31 886	50.9%	62 674	13.3%	4.0%
Luapula	21 884	21 502	49.6%	43 386	9.2%	14.7%
Lusaka	23 726	24 760	51.1%	48 486	10.3%	-6.8%
N. Western	16 571	16 979	50.6%	33 550	7.1%	0.8%
Northern	38 237	37 327	49.4%	75 564	16.0%	13.9%
Southern	29 708	29 335	49.7%	59 043	12.5%	8.6%
Western	18 189	18 421	50.3%	36 610	7.8%	6.9%
National	234 342	237 896	50.4%	472 238	100.0%	3.0%

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

	Male	Female	% (F)	Total	% of Tot.	% of Enr.
Central	5 638	5 891	51.1%	11 529	14.1%	21.2%
Copperbelt	10 142	10 642	51.2%	20 784	25.4%	35.5%
Eastern	2 343	2 421	50.8%	4 764	5.8%	7.6%
Luapula	1 700	1 753	50.8%	3 453	4.2%	8.0%
Lusaka	10 575	11 637	52.4%	22 212	27.2%	45.8%
N. Western	1 292	1 405	52.1%	2 697	3.3%	8.0%
Northern	1 844	1 991	51.9%	3 835	4.7%	5.1%
Southern	5 288	5 635	51.6%	10 923	13.4%	18.5%
Western	703	837	54.4%	1 540	1.9%	4.2%
Total	39 525	42 212	51.6%	81 737	100.0%	17.3%

Table 37, shows that, only 17.3 percent (82,737) of the Grade 1 entrants attended Pre School, an increase of 10.2 percent (75,045) from 2009. Lusaka and Copperbelt Provinces had the highest number of Grade 1 entrants with pre-school experience at 27.2 and 25.4 percent respectively and the least was 1.9 percent in Western province.

The low participation in Pre-school in the country can be attributed partly to the parent's inability to pay fees as pre schooling is mostly provided by private institutions as a business. Though the Ministry of Education was in 2004 mandated to coordinate Early Childhood Care Development and Education, participation in pre schooling will continue to be low for as long as provision remains in private hands.

Efficiency

The efficiency indicators relate to those educational indicators that are designed to guide to the stakeholders on how the system is able to absorb the learners with special emphasis and attention on learner outcomes and achievements within the defined period of either respective grades or grade groupings. These grades and grade groupings in Zambia are defined as 7-2-3 for grades 1-12. These indicators reflect on how the system is able to sustain the enrolments from the lowest to the highest grade whilst accounting for those that are either dropping in and out at any grade or level as well as monitoring those that are progressing and transiting from one level to another.. They portray how efficient the education system relates to pupil progression, completion, retention, dropout and repetition.

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

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

The ministry has been implementing a number of policy interventions in order to achieve the goals of increased enrolment, retention and completion rates for both the basic and high school levels. The Free Basic Education policy from grade 1-7 has continued attracting pupils especially the vulnerable and orphaned children, thereby increasing enrolment levels. The bursary support to the orphans and vulnerable children has 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.

In line with the programmes being implemented to achieve the MDGs and EFA goals the Ministry has embarked on the infrastructure expansion programme with special focus on classrooms so as to absorb and return the growing number of learners available within the communities. In the same vein the ministry is pursuing to reduce the distance between schools to about five (5) Kms so as capture as many learners as possible within a catchment area

Dropout Rate: This is the proportion of pupils who leave the system without completing a given grade in a given school year. The rate shows the extent to which pupils abandon school for various reasons. High dropout rates imply high input/output ratios and lead to low internal efficiency. In 2009, the dropout rate at primary school grade1-7 reduced from 2.13 to 2.06 percent in 2010. Dropout rates at Grade 1-9 reduced from 3.6 to 2.29 percent. At high school grade10-12, the dropout rate reduced from 1.8 to 1.05 percent.

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

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

	Male	Female	Total	% Ch.
Central	1.31%	1.88%	1.60%	0.05%
Copperbelt	1.37%	1.65%	1.51%	-0.05%
Eastern	1.97%	2.62%	2.29%	0.17%
Luapula	2.59%	3.46%	3.02%	-0.38%
Lusaka	1.12%	1.19%	1.16%	0.60%
N. Western	2.80%	3.74%	3.26%	-0.17%
Northern	2.47%	3.33%	2.89%	0.01%
Southern	1.29%	1.87%	1.57%	-0.04%
Western	1.90%	2.57%	2.23%	0.34%
National	1.79%	2.33%	2.06%	0.07%

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

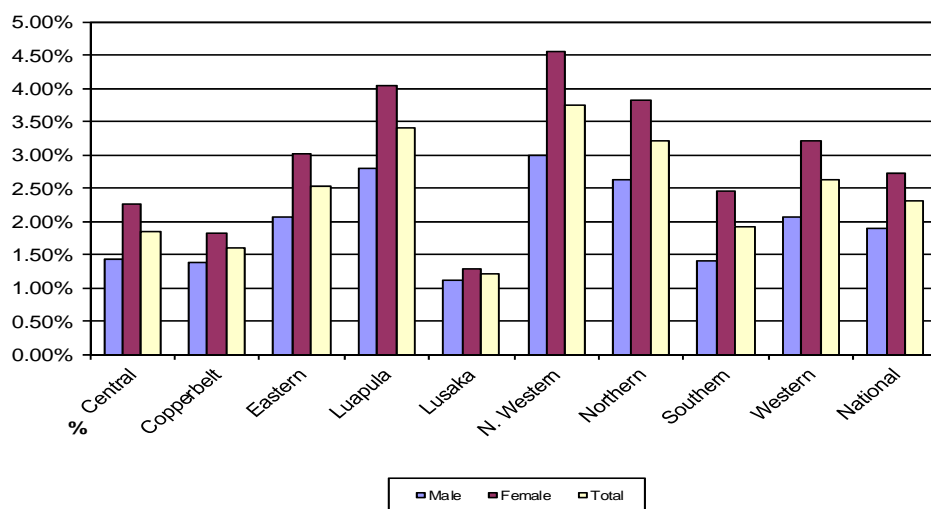


Table 39. Drop Out Rate for Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	1.43%	2.24%	1.83%	-0.09%
Copperbelt	1.37%	1.81%	1.59%	0.09%
Eastern	2.06%	3.01%	2.53%	-0.16%
Luapula	2.79%	4.05%	3.40%	0.49%
Lusaka	1.12%	1.28%	1.21%	-0.61%
N. Western	2.99%	4.54%	3.75%	0.26%
Northern	2.62%	3.83%	3.20%	-0.07%
Southern	1.41%	2.46%	1.92%	0.10%
Western	2.06%	3.21%	2.62%	-0.27%
National	1.88%	2.71%	2.29%	-0.06%

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

	Male	Female	Total	% Ch.
Central	0.52%	1.59%	1.01%	-0.06%
Copperbelt	0.39%	0.96%	0.66%	0.10%
Eastern	0.79%	1.86%	1.23%	0.12%
Luapula	0.57%	1.84%	1.06%	0.22%
Lusaka	0.37%	0.72%	0.54%	-0.37%
N. Western	1.70%	3.28%	2.36%	-0.40%
Northern	0.80%	2.40%	1.42%	0.01%
Southern	0.64%	1.89%	1.22%	-0.23%
Western	0.74%	2.90%	1.74%	-0.06%
National	0.62%	1.58%	1.05%	-0.08%

Repetition Rate

This rate measures the phenomenon of pupils from a cohort repeating a grade, and has negative effect on the internal efficiency of educational systems. Additionally, it is one of the key measures for analysing and projecting pupil flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system. The current repetition rates for basic school Grade 1-9 is 6.38 while repetition at grade 10-12 increased from 1.2 percent in 2005 to 1.8 percent in 2006. Apparently at basic levels the repetition rates remained higher for boys than girls.

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

	Male	Female	Total	% Ch.
Central	6.13%	5.31%	5.72%	-1.85%
Copperbelt	3.53%	3.38%	3.45%	-0.17%
Eastern	6.15%	5.65%	5.90%	-1.40%
Luapula	5.33%	5.33%	5.33%	-1.65%
Lusaka	3.59%	2.70%	3.10%	-0.67%
N. Western	8.80%	8.56%	8.68%	0.88%
Northern	8.40%	8.06%	8.24%	-0.05%
Southern	9.20%	7.82%	8.52%	-1.01%
Western	6.16%	5.52%	5.84%	-1.31%
National	6.32%	5.62%	5.97%	-0.83%

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

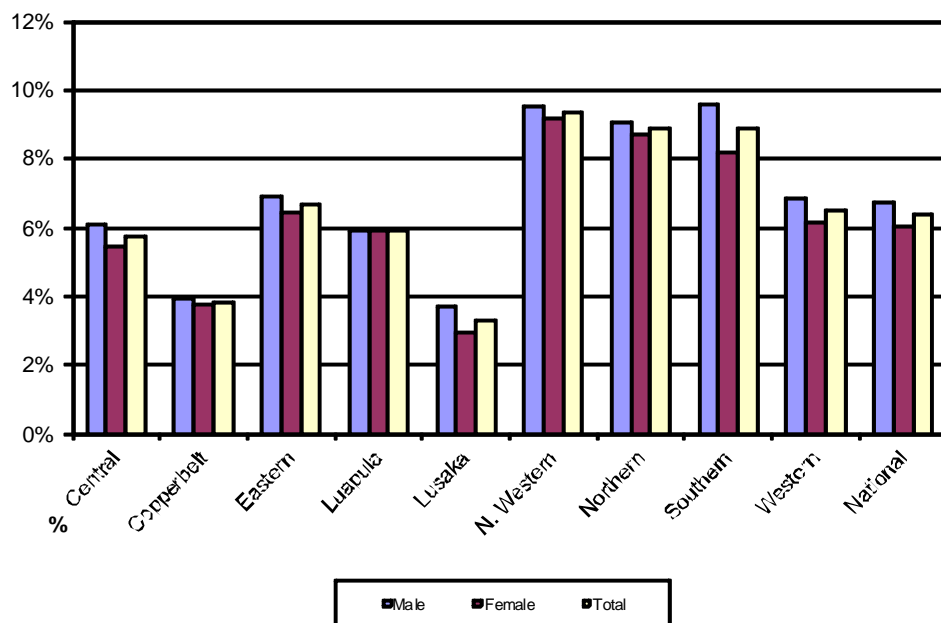


Table 42. Repetition Rate in Grades 1-9 by Grade

	Male	Female	Total	% Ch.
Central	6.08%	5.43%	5.76%	-1.30%
Copperbelt	3.91%	3.76%	3.84%	0.06%
Eastern	6.91%	6.43%	6.67%	-1.26%
Luapula	5.91%	5.91%	5.91%	-0.86%
Lusaka	3.71%	2.92%	3.28%	-0.50%
N. Western	9.53%	9.16%	9.35%	0.39%
Northern	9.06%	8.73%	8.90%	-0.86%
Southern	9.56%	8.16%	8.88%	0.39%
Western	6.85%	6.14%	6.50%	-1.09%
National	6.72%	6.03%	6.38%	0.23%

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

	Male	Female	Total	% Ch.
Central	0.65%	0.74%	0.69%	-0.79%
Copperbelt	0.65%	0.73%	0.68%	0.29%
Eastern	1.19%	1.48%	1.31%	-1.61%
Luapula	1.18%	1.95%	1.49%	-0.59%
Lusaka	0.87%	0.59%	0.73%	-0.63%
N. Western	5.38%	5.28%	5.34%	-0.40%
Northern	1.65%	2.54%	2.01%	-1.13%
Southern	0.71%	0.75%	0.73%	-0.60%
Western	1.25%	1.13%	1.20%	-1.70%
National	1.26%	1.31%	1.28%	-0.56%

Completion Rate

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

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

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

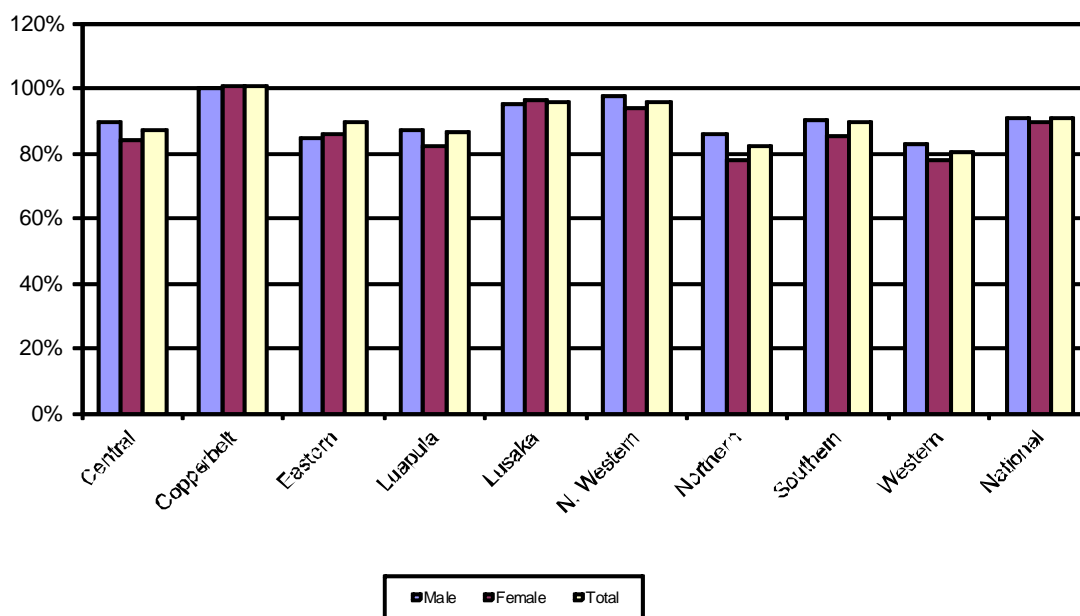


Figure 22. Completion Rate for Grades 9 by Gender and Province

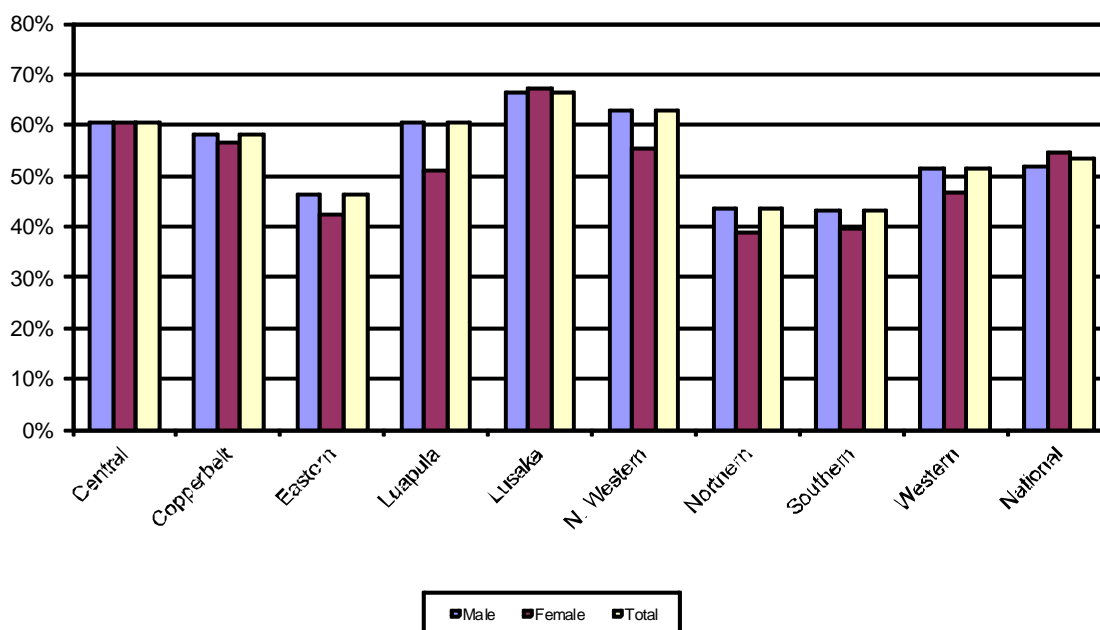


Table 44. Completion Rate for Grades 7 and 9 by Gender and Province

	Grade 7				Grade 9			
	Male	Female	Total	% Ch.	Male	Female	Total	% Ch.
Central	89.66%	83.94%	86.82%	-21.51%	60.59%	60.45%	60.59%	0.61%
Copperbelt	100.04%	100.79%	100.42%	-14.11%	58.09%	56.71%	58.09%	-22.98%
Eastern	84.49%	85.80%	89.53%	22.36%	46.19%	42.39%	46.19%	16.47%
Luapula	87.25%	81.93%	86.40%	4.13%	60.64%	51.01%	60.64%	6.87%
Lusaka	95.20%	96.34%	95.75%	-5.28%	66.26%	67.16%	66.26%	11.90%
N. Western	97.47%	93.65%	95.65%	4.74%	62.83%	55.32%	62.83%	8.46%
Northern	85.56%	77.72%	81.91%	-6.07%	43.58%	38.89%	43.58%	7.43%
Southern	89.89%	85.33%	89.41%	-7.91%	42.98%	39.77%	42.98%	-10.41%
Western	82.49%	77.89%	80.22%	1.41%	51.46%	46.70%	51.46%	4.77%
National	90.88%	89.61%	90.94%	-2.26%	51.85%	54.61%	53.23%	0.58%

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

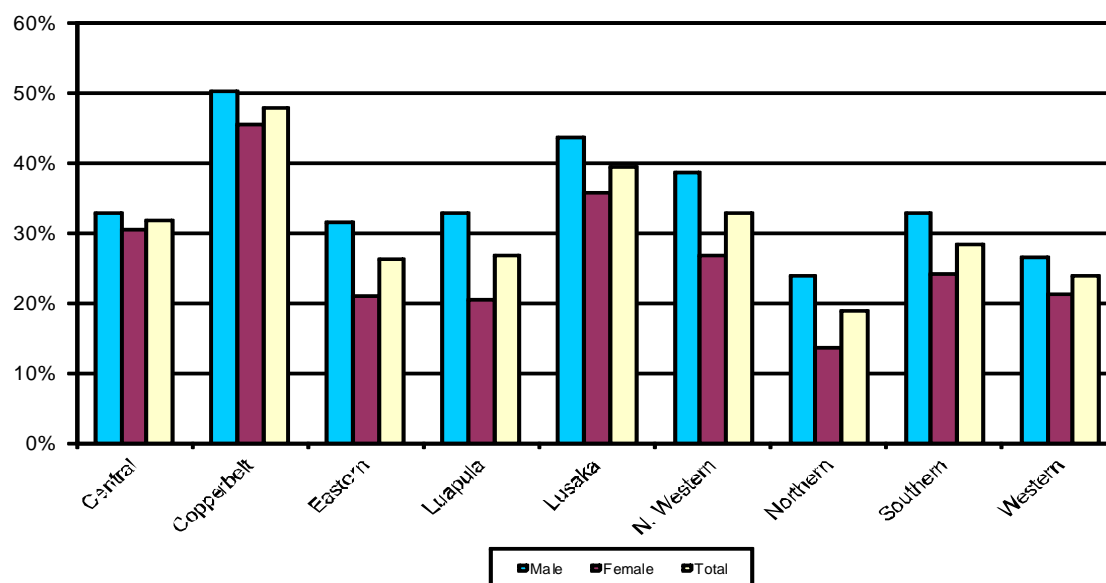


Table 45. Completion Rate for Grades 12 by Gender and Province

	Grade 12			
	Male	Female	Total	% Ch.
Central	32.86%	30.32%	31.66%	12.62%
Copperbelt	50.16%	45.42%	47.74%	15.75%
Eastern	31.55%	20.90%	26.24%	13.58%
Luapula	32.74%	20.37%	26.60%	10.05%
Lusaka	43.49%	35.54%	39.46%	15.90%
N. Western	38.50%	26.77%	32.64%	10.07%
Northern	23.80%	13.63%	18.70%	5.18%
Southern	32.78%	23.98%	28.33%	10.28%
Western	26.39%	21.06%	23.70%	7.68%
National	35.66%	27.83%	31.74%	11.91%

Quality

The vision for the Ministry of Education is to provide “quality lifelong education for all, which is accessible, inclusive, equitable and relevant to individual, national, and global needs”. Thus, the education system should enhance acquisition of knowledge, skills, attitudes and value systems. Additionally, the quality of education provided could be judged or linked to the extent to which education outcomes are relevant to societal expectations such as productivity and improved ways of doing things at individual and societal level. Critical benchmarks to providing quality education include: a relevant curriculum at all levels of education provision; adequate numbers of teachers trained and deployed; effective administration; adequate supply of teaching and learning materials; good learning environment; and a motivated workforce with sufficient teacher pupil contact time.

Despite the numbers that pass through an education system being important as a measure of the levels of access and participation, it is prudent that pupils exhibit proof of learning for the system to be considered providing quality education. Proof of learning could be demonstrated in terms of the incorporation of useful knowledge and skills that enable those who pass through the education system to participate in the affairs of their immediate communities and society effectively.

Some of the indicators that are used to assess the quality of education include pupil/teacher ratio which is used as a measure of the level of human resource input in terms of number of teachers in relation to the pupil enrolment; pupil/class ratios which measures the average number of pupils per class; the state of classrooms and other facilities such as laboratories, workshops and supplementary infrastructure; teacher education and professional qualifications: teacher/class ratio; and pupil teacher contact time. Noteworthy, also is that the supply of teaching and learning materials still remained erratic and the curriculum was not revised despite the curriculum symposium having been held.

Learning Achievement levels and Changes over time

In 2008, the MoE through the Examinations Council of Zambia (ECZ) conducted a National Assessment survey (conducted after every two years). Basically, the National Assessment surveys provide the Ministry of Education with empirical information on learning achievement and how it is changing over time. National Assessment surveys are sample based and collect information on the levels of learning achievement relative to defined performance benchmarks and other socioeconomic characteristics on grade five pupils and their teachers.

Another isolated proxy measure of quality is the National Examinations results. Even though the results do not provide information on actual quality of education against clearly defined content based criteria, they however, achieve to provide information on regional, district, school and pupil performance differentials. In addition, examinations/results do not provide information on quality outcomes of the educational system at any given time just as they do not inform the country how well children are learning and what they understand and are able to do. Albeit the negative attributes of examinations, they still remain vital for the education system in Zambia as they facilitate selection of pupils at grades 7 and 9 in view of the inadequate classroom space at grades 8 and 10. However, government policy is that every child should undergo a compulsory nine years of basic education, and every

pupil getting a full certificate at grade 9 should proceed to grade 10. Government is unable to fulfil policy declarations due to inadequate resources.

Just as in earlier National Assessment survey findings, the major finding in the 2008 survey was that learning achievement levels in Grade 5 were still quite low (MoE, 2008 National Assessment Survey Report). The national mean performances were 35.3 percent in English, 39.4 percent in Mathematics, 40.2 percent in Life Skills, and 39.4 percent in Zambian Languages (aggregated over the four languages tested). The National Assessment results show that learning achievements improved slightly from the previous assessment. In fact, each successive National Assessment has shown a slight but steady improvement in performance in English and Mathematics, a trend that needs to be sustained and improved upon in the period ahead.

The 2008 National Assessment report highlights several factors that emerged as being related to the learning achievement of pupils:

- Socio-economic status, as revealed by the type of house the pupil lives in during school days, with those in the poorest accommodation getting the lowest scores;
- The level of education of the mother or female guardian, with better performance coming from pupils whose mother or female guardian had a higher level of education;
- The support and help pupils get from home in terms of homework, with superior performance coming when parents and guardians sign completed homework exercise books;
- Pupil access to a computer or the internet in school, factors which were related to higher levels of performance;
- The status of classroom resources, and the supply and quality of learning materials in the school, with performance being better where there more of these of better quality;
- The professional qualifications of teachers, with performance being better when teachers held a university degree (especially one in primary education) or a Pre-School Teachers Certificate;
- The age, academic and professional qualifications of the school head, with better performance occurring in schools headed by older teachers with post-Grade 12 education and university qualifications;
- The adoption within schools of Ministry of Education interventions, such as MARK. (MoE, 2008 National Assessment Survey Report)

Learning Achievement levels and Changes over time

In 2008, the MoE through the Examinations Council of Zambia (ECZ) conducted a National Assessment survey (conducted after every two years). Basically, the National Assessment surveys provide the Ministry of Education with empirical information on learning achievement and how it is changing over time. National Assessment surveys are sample based and collect information on the levels of learning achievement relative to defined performance benchmarks and other socioeconomic characteristics on grade five pupils and their teachers.

Another isolated proxy measure of quality is the National Examinations results. Even though the results do not provide information on actual quality of education against clearly defined content based criteria, they however, achieve to provide information on regional, district, school and pupil performance differentials. In addition, examinations/results do not provide information on quality outcomes of the educational system at any given time just as they do not inform the country how well children are learning and what they understand and are able to do. Albeit the negative attributes of examinations, they still remain vital for the education system in Zambia as they facilitate selection of pupils at grades 7 and 9 in view of the inadequate classroom space at grades 8 and 10. However, government policy is that every child should undergo a compulsory nine years of basic education, and every pupil getting a full certificate at grade 9 should proceed to grade 10. Government is unable to fulfil policy declarations due to inadequate resources.

Just as in earlier National Assessment survey findings, the major finding in the 2008 survey was that learning achievement levels in Grade 5 were still quite low (MoE, 2008 National Assessment Survey Report). The national mean performances were 35.3 percent in English, 39.4 percent in Mathematics, 40.2 percent in Life Skills, and 39.4 percent in Zambian Languages (aggregated over the four languages tested). The National Assessment results show that learning achievements improved slightly from the previous assessment. In fact, each successive National Assessment has shown a slight but steady improvement in performance in English and Mathematics, a trend that needs to be sustained and improved upon in the period ahead.

The 2008 National Assessment report highlights several factors that emerged as being related to the learning achievement of pupils:

- Socio-economic status, as revealed by the type of house the pupil lives in during school days, with those in the poorest accommodation getting the lowest scores;
- The level of education of the mother or female guardian, with better performance coming from pupils whose mother or female guardian had a higher level of education;
- The support and help pupils get from home in terms of homework, with superior performance coming when parents and guardians sign completed homework exercise books;
- Pupil access to a computer or the internet in school, factors which were related to higher levels of performance;
- The status of classroom resources, and the supply and quality of learning materials in the school, with performance being better where there more of these of better quality;
- The professional qualifications of teachers, with performance being better when teachers held a university degree (especially one in primary education) or a Pre-School Teachers Certificate;
- The age, academic and professional qualifications of the school head, with better performance occurring in schools headed by older teachers with post-Grade 12 education and university qualifications;
- The adoption within schools of Ministry of Education interventions, such as MARK. (MoE, 2008 National Assessment Survey Report)

Availability of Teachers

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	4 379	4 719	51.9%	9 098	11.4%	2.6%
Copperbelt	9 516	5 520	36.7%	15 036	18.9%	-6.4%
Eastern	2 902	4 402	60.3%	7 304	9.2%	-6.2%
Luapula	1 952	3 348	63.2%	5 300	6.6%	18.5%
Lusaka	6 866	4 781	41.0%	11 647	14.6%	9.7%
N. Western	2 013	3 085	60.5%	5 098	6.4%	1.9%
Northern	3 674	5 630	60.5%	9 304	11.7%	7.2%
Southern	5 288	6 135	53.7%	11 423	14.3%	6.8%
Western	2 497	3 027	54.8%	5 524	6.9%	6.8%
Total	39 087	40 647	51.0%	79 734	100.0%	3.1%

Table 47. Number of Teachers by Agency and Province

	Private	Community.	Grant Aid.	GRZ	Total
Central	461	1 024	413	7 200	9 098
Copperbelt	2 611	1 109	289	11 027	15 036
Eastern	185	715	666	5 738	7 304
Luapula	157	565	203	4 375	5 300
Lusaka	2 117	1 633	401	7 496	11 647
N. Western	120	316	125	4 537	5 098
Northern	258	925	491	7 630	9 304
Southern	646	1 196	1 018	8 563	11 423
Western	95	300	231	4 898	5 524
Total	6 650	7 783	3 837	61 464	79 734

The Government has been able to address the sharp decline in the number of teachers that took place in the late 1990s when many teachers were leaving the system in search of greener pastures. This has been due to the increased number of teachers trained under the Basic Education Sub Sector Investment Programme (BESSIP, from 1998-2003) which helped to enhance a new strategy of teacher education and training that embraced both access and quality improvement. During the same period, the Zambia Teacher Education Course (ZATEC) which was a one year residential and one year attachment (in schools) course was designed to double teacher output from the government primary teacher training colleges. The ZATEC has since undergone a lot of revision and is to be abolished by 2011-2012.

The Government is determined to improve the quality of education through the provision of better trained teachers as evidenced by Government liberalising provision and training of teachers. Privately owned colleges and open universities are now offering teacher training courses which have helped increase the number of teachers. From tables 46 and 47, in 2010, the Annual School Census reported a total number of 79, 734 teachers increasing by 3 percent from 77, 362 teachers in 2009. Out of this, 51 percent were female (40, 647) an increase from last year by 2 percent.

The urban provinces of Copperbelt and Lusaka had 33.5 percent of the actual total number of teachers in schools. Generally, the number of teachers increased in every province with the national increment being 3.1 percent with only Copperbelt and Eastern provinces recording reductions by 6.4 percent and 6.2 percent respectively. This could partly be attributed to the high attrition levels in these two provinces.

As a way of improving quality related issues, a number of interventions have now been taken to scale and are being enshrined as school-based activities. These include Primary Reading Programme, Primary Diploma by Distance, Grade 4 Competence Testing, Life Skills, Inclusive Schooling Programme (INSPRO), Interactive Radio Instruction (IRI) and Multi-grade Teaching. There has been a marked increase in the number of teachers attending in-service training at resource centres. The School Programme of In-service for the Term (SPRINT) system has enabled the Ministry to plan and implement more in-service training to teachers. Additionally, coordinators at schools, zonal and district levels have been appointed, called School In-service Coordinator (SIC), Zonal In-service Coordinator (ZIC) and District In-service Coordinators (DIC) respectively. SPRINT is mostly school-based and enables many teachers to access in-service training faster and more cost effectively.

Government is still the largest employer of teachers with 77 percent employed in Government schools, 10 percent in community schools, 8 percent in private schools, and 5 percent in Grant Aided schools. . However, almost all the teachers in Grant Aided institutions are employed by government. Also, some of the teachers in community schools are government employed as the government since 2009 has been deploying teachers to community schools that have reached level 1.

Figure 24. Teachers in Basic Schools by Running Agency

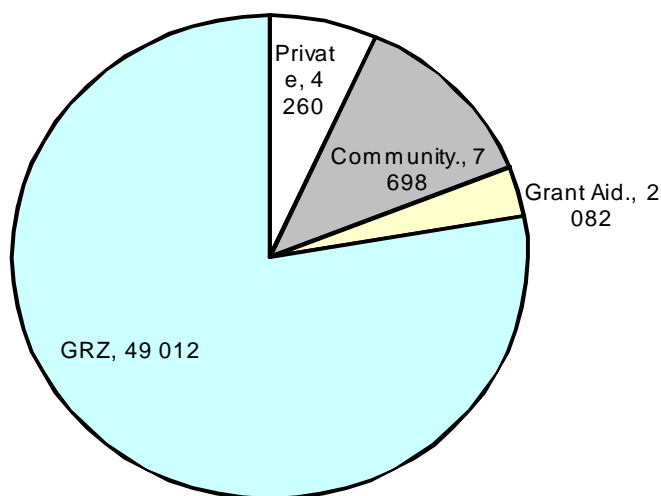


Table 48. Teachers in Basic Schools by Agency and Province

	Private	Community.	Grant Aid.	GRZ	Total
Central	323	1 013	229	5 789	7 354
Copperbelt	1 847	1 086	148	7 679	10 760
Eastern	150	715	393	4 743	6 001
Luapula	146	565	152	3 531	4 394
Lusaka	1 054	1 582	225	5 805	8 666
N. Western	77	316	82	3 596	4 071
Northern	128	925	317	6 640	8 010
Southern	448	1 196	451	6 880	8 975
Western	87	300	85	4 349	4 821
Total	4 260	7 698	2 082	49 012	63 052

Table 49. Teachers in Secondary Schools by Agency and Province

	GRZ	Private	Grant Aid.	Community.	Total
Central	1 411	138	184	11	1 744
Copperbelt	3 348	764	141	23	4 276
Eastern	995	35	273	0	1 303
Luapula	844	11	51	0	906
Lusaka	1 691	1 063	176	51	2 981
N. Western	941	43	43	0	1 027
Northern	990	130	174	0	1 294
Southern	1 683	198	567	0	2 448
Western	549	8	146	0	703
Total	12 452	2 390	1 755	85	16 682

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	3 082	2 936	48.8%	6 018	11.8%	6.6%
Copperbelt	5 704	2 123	27.1%	7 827	15.3%	-9.8%
Eastern	2 245	2 891	56.3%	5 136	10.1%	-8.5%
Luapula	1 540	2 143	58.2%	3 683	7.2%	21.8%
Lusaka	4 073	1 957	32.5%	6 030	11.8%	6.5%
N. Western	1 567	2 111	57.4%	3 678	7.2%	-1.7%
Northern	3 020	3 937	56.6%	6 957	13.6%	12.2%
Southern	3 619	3 712	50.6%	7 331	14.3%	15.9%
Western	2 135	2 299	51.8%	4 434	8.7%	9.2%
National	26 985	24 109	47.2%	51 094	100.0%	4.4%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	734	861	54.0%	1 595	11.2%	7.9%
Copperbelt	1 753	1 736	49.8%	3 489	24.6%	3.4%
Eastern	421	847	66.8%	1 268	8.9%	8.8%
Luapula	248	647	72.3%	895	6.3%	6.5%
Lusaka	940	927	49.7%	1 867	13.1%	15.8%
N. Western	305	679	69.0%	984	6.9%	-1.9%
Northern	388	776	66.7%	1 164	8.2%	1.1%
Southern	957	1 293	57.5%	2 250	15.8%	-13.0%
Western	225	470	67.6%	695	4.9%	-1.7%
National	5 971	8 236	58.0%	14 207	100.0%	2.1%

From figure 24 and tables 48-51, the number of teachers at basic school level increased to 63, 052 from 60, 865 an increment of 3.6 percent. However, in Government/Grant aided schools, the predominantly urban areas had less female teachers as opposed to the rural provinces with Copperbelt having 27.1 percent while Lusaka had 32.5 percent. Otherwise, the other provinces except for central had more female teachers. In the community schools, there were more female teachers with the national average being 64.3 percent and some provinces like Northern as high as 82.2 percent. There may be need to explore further and understand why we have less female teachers in community schools in Lusaka province and even Copperbelt even though it is at 50 percent.

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	176	147	45.5%	323	7.6%	24.2%
Copperbelt	1 176	671	36.3%	1 847	43.4%	0.3%
Eastern	73	77	51.3%	150	3.5%	141.9%
Luapula	49	97	66.4%	146	3.4%	18.7%
Lusaka	581	473	44.9%	1 054	24.7%	28.9%
N. Western	41	36	46.8%	77	1.8%	63.8%
Northern	58	70	54.7%	128	3.0%	13.3%
Southern	259	189	42.2%	448	10.5%	1.4%
Western	51	36	41.4%	87	2.0%	50.0%
National	2 464	1 796	42.2%	4 260	100.0%	13.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	46	92	66.7%	138	5.8%	-36.1%
Copperbelt	325	439	57.5%	764	32.0%	-12.6%
Eastern	10	25	71.4%	35	1.5%	-23.9%
Luapula	0	11	100.0%	11	0.5%	10.0%
Lusaka	417	646	60.8%	1 063	44.5%	3.6%
N. Western	21	22	51.2%	43	1.8%	616.7%
Northern	43	87	66.9%	130	5.4%	2.4%
Southern	63	135	68.2%	198	8.3%	47.8%
Western	2	6	75.0%	8	0.3%	-71.4%
National	927	1 463	61.2%	2 390	100.0%	-3.1%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	340	681	66.7%	1 021	12.7%	-17.1%
Copperbelt	578	585	50.3%	1 163	14.4%	-7.3%
Eastern	153	562	78.6%	715	8.9%	-20.9%
Luapula	115	450	79.6%	565	7.0%	21.8%
Lusaka	958	805	45.7%	1 763	21.9%	18.0%
N. Western	79	237	75.0%	316	3.9%	56.4%
Northern	165	760	82.2%	925	11.5%	-15.1%
Southern	403	847	67.8%	1 250	15.5%	4.6%
Western	87	250	74.2%	337	4.2%	5.3%
National	2 878	5 177	64.3%	8 055	100.0%	-1.2%

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

	Male	Female	% (F)	Total	% of Tot.
Central	5	6	54.5%	11	12.9%
Copperbelt	10	13	56.5%	23	27.1%
Eastern	0	0	0.0%	0	0.0%
Luapula	0	0	0.0%	0	0.0%
Lusaka	32	19	37.3%	51	60.0%
N. Western	0	0	0.0%	0	0.0%
Northern	0	0	0.0%	0	0.0%
Southern	0	0	0.0%	0	0.0%
Western	0	0	0.0%	0	0.0%
National	47	38	44.7%	85	100.0%

Table 56. Mentors in IRI Centres by Gender and Province

	Male	Female	% (F)	Total	% of Tot.
Central	100	36	26.5%	136	10.1%
Copperbelt	129	143	52.6%	272	20.3%
Eastern	203	56	21.6%	259	19.3%
Luapula	69	23	25.0%	92	6.9%
Lusaka	36	52	59.1%	88	6.6%
N. Western	74	10	11.9%	84	6.3%
Northern	200	50	20.0%	250	18.7%
Southern	50	33	39.8%	83	6.2%
Western	52	24	31.6%	76	5.7%
National	913	427	31.9%	1 340	100.0%

The number of teachers at secondary school level marginally increased from 16, 497 in 2009 to 16, 682 in 2010. However, despite the increase in the number of teachers, there were still more male teachers (51%) at secondary school than female teachers (49%) as is always the case. Ironically, in the few private schools in Luapula province, all the 11 teachers were female.

Teacher Qualifications and Certification

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

	Male	Female	% (F)	Total	% of Tot.
Below Standard 6	46	26	36.1%	72	0.1%
Failed Form 5/ Grade 6	83	40	32.5%	123	0.2%
First Degree	75	37	33.0%	112	0.2%
Form 2/ Grade 9	898	505	36.0%	1403	2.2%
Form 3/ Grade 10	488	435	47.1%	923	1.5%
Form 4/ Grade 11	402	293	42.2%	695	1.1%
Form 5/Grade 12	28410	30329	51.6%	58739	93.2%
GCE "A" Level	140	176	55.7%	316	0.5%
Higher Degree	8	11	57.9%	19	0.0%
Standard 6	351	299	46.0%	650	1.0%
National	30901	32151	51.0%	63052	100.0%

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

	Male	Female	% (F)	Total	% of Tot.
Below Standard 6	4	0	0.0%	4	0.0%
Failed Form 5/ Grade 12	7	3	30.0%	10	0.1%
First Degree	669	340	33.7%	1009	6.0%
Form 2/ Grade 9	34	38	52.8%	72	0.4%
Form 3/ Grade 10	20	28	58.3%	48	0.3%
Form 4/ Grade 11	139	105	43.0%	244	1.5%
Form 5/Grade 12	8760	6357	42.1%	15117	89.9%
GCE "A" Level	50	24	32.4%	74	0.4%
Higher Degree	55	32	36.8%	87	0.5%
Standard 6	105	52	33.1%	157	0.9%
National	9 843	6 979	41.5%	16 822	100.0%

A teacher's academic and professional qualifications are very important attributes regarding the quality of education being provided. In 2010, about 94 percent of the teachers had the minimum qualification of a form 5 or grade 12 Certificate. However, the 3 percent who didn't have the minimum qualifications even though most of them were at community schools should be a source of worry as they impact on the education system negatively especially that they may not have the intellectual capacity to advance themselves.

The minimum qualification required at basic school is a certificate in teaching. Of the 63, 052 teachers at basic in 2010, about 7.8 percent had no qualifications while about 2.5 percent still had the pre-school teacher's certificate. These teachers need to upgrade themselves and attain the required qualifications. Of the 6, 485 teachers who either had no qualification or were holders of pre-school certificates, Lusaka and Copperbelt provinces had the highest non-qualified with 1, 361 and 1, 200 teachers respectively. Otherwise, 61 percent had the minimum required qualification of a certificate and about 23 percent had more than the required qualifications.

With the numerous numbers of in-service programmes, it is anticipated that those without the required qualifications will be encouraged to upgrade themselves failure to which they may be retired in national interest.

Table 59. Teachers in Basic Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	134	44	24.7%	178	0.3%
Certificate In Special Education	170	158	48.2%	328	0.5%
Diploma (Basic or Sec. Teacher's)	6 810	6 462	48.7%	13 272	21.0%
Education Bachelor's Degree	268	195	42.1%	463	0.7%
Master's Degree	15	14	48.3%	29	0.0%
none	3 438	1 495	30.3%	4 933	7.8%
Other Bachelor's Degree	35	31	47.0%	66	0.1%
Pre-School Teacher's Certificate	273	1 279	82.4%	1 552	2.5%
Primary Teacher's Certificate	19 401	22 045	53.2%	41 446	65.7%
Special Education Degree	17	26	60.5%	43	0.1%
Special Education Diploma	340	402	54.2%	742	1.2%
National	30 901	32 151	51.0%	63 052	100.0%

Table 60. Teachers in Secondary Schools by Certification and Gender

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	268	73	21.4%	341	2.0%
Certificate In Special Education	29	16	35.6%	45	0.3%
Diploma (Basic or Sec. Teacher's)	6406	4039	38.7%	10 445	62.6%
Education Bachelor's Degree	1406	706	33.4%	2 112	12.7%
Master's Degree	73	44	37.6%	117	0.7%
none	54	28	34.1%	82	0.5%
Other Bachelor's Degree	125	41	24.7%	166	1.0%
Pre-School Teacher's Certificate	26	152	85.4%	178	1.1%
Primary Teacher's Certificate	1220	1723	58.5%	2 943	17.6%
Special Education Degree	19	17	47.2%	36	0.2%
Special Education Diploma	120	97	44.7%	217	1.3%
National	9 746	6 936	41.6%	16 682	100.0%

Just like at basic school, the minimum academic qualification at secondary school is a form 5 or grade 12 school certificate. In 2010, about 97 percent of the teachers had a form 5 or grade 12 Certificate. However, with regards to professional qualifications, only about 14.6 percent were qualified to teach at secondary school if we go by the minimum qualification of a bachelor's degree. Nonetheless, if a diploma and an advanced diploma are considered as part of the required qualifications, then 82.9 percent of the teachers were qualified to teach at this level.

Teacher Attrition

Teacher Attrition captures the number of teachers that were reported to have left their position in the past year. In as much as government has addressed the problem of attrition when compared to what was on the ground around the 1990s, there is still need to reduce the attrition further as the number was still on the increase at basic school level, while it reduced at secondary school level.

In 2010, highlighted in tables 61-67, a total number of 11, 205 teachers left their positions due to various reasons as opposed to 11, 449 in 2009. Apart from the 'others' which is a composition of various reasons, the main reason for attrition was resignation which accounted for 21 percent, while deaths were at 7 percent. The high death rate coupled with other attrition reasons, makes the exercise of teacher deployment and replacements futile as the attrition levels outstrip the deployments.

The attrition levels for men were higher than that for the females which were at 42 percent. When compared by province, Copperbelt province followed by Eastern was the highest with attrition of 1, 761 and 1, 604 teachers respectively. Female Teachers accounted for 55.4 percent of the deaths at basic school level.

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

	Basic school		Secondary Schools		Total
	Male	Female	Male	Female	
Central	607	444	80	52	1 183
Copperbelt	691	776	169	125	1 761
Eastern	863	545	127	69	1 604
Luapula	485	263	63	20	831
Lusaka	498	564	206	131	1 399
N. Western	513	262	77	32	884
Northern	804	409	49	26	1 288
Southern	706	689	116	79	1 590
Western	376	240	34	15	665
Total	5 543	4 192	921	549	11 205

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	133	81	37.9%	214	2.2%	-9.3%
Contract expired	375	297	44.2%	672	6.9%	9.8%
Death	308	382	55.4%	690	7.1%	35.3%
Dismissed	264	98	27.1%	362	3.7%	-2.9%
Illness	145	136	48.4%	281	2.9%	1.4%
Others	2543	2049	44.6%	4 592	47.2%	-3.6%
Resigned	1320	746	36.1%	2 066	21.2%	1.6%
Retired	455	403	47.0%	858	8.8%	-5.7%
National	5543	4192	43.1%	9 735	100.0%	0.2%

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Assigned to non-teaching duties	23	8	25.8%	31	2.1%	-50.8%
Contract expired	76	50	39.7%	126	8.6%	-17.1%
Death	59	36	37.9%	95	6.5%	35.7%
Dismissed	43	8	15.7%	51	3.5%	-3.8%
Illness	24	22	47.8%	46	3.1%	-94.8%
Others	470	278	37.2%	748	50.9%	185.5%
Resigned	162	101	38.4%	263	17.9%	82.6%
Retired	64	46	41.8%	110	7.5%	-93.7%
National	921	549	37.3%	1 470	100.0%	-15.3%

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	607	444	42.2%	1 051	10.8%
Copperbelt	691	776	52.9%	1 467	15.1%
Eastern	863	545	38.7%	1 408	14.5%
Luapula	485	263	35.2%	748	7.7%
Lusaka	498	564	53.1%	1 062	10.9%
N. Western	513	262	33.8%	775	8.0%
Northern	804	409	33.7%	1 213	12.5%
Southern	706	689	49.4%	1 395	14.3%
Western	376	240	39.0%	616	6.3%
National	5 543	4 192	43.1%	9 735	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	80	52	39.4%	132	9.0%
Copperbelt	169	125	42.5%	294	20.0%
Eastern	127	69	35.2%	196	13.3%
Luapula	63	20	24.1%	83	5.6%
Lusaka	206	131	38.9%	337	22.9%
N. Western	77	32	29.4%	109	7.4%
Northern	49	26	34.7%	75	5.1%
Southern	116	79	40.5%	195	13.3%
Western	34	15	30.6%	49	3.3%
National	921	549	37.3%	1 470	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	35	22	38.6%	57
Copperbelt	31	40	56.3%	71
Eastern	35	15	30.0%	50
Luapula	24	14	36.8%	38
Lusaka	26	33	55.9%	59
N. Western	25	10	28.6%	35
Northern	78	26	25.0%	104
Southern	24	207	89.6%	231
Western	30	15	33.3%	45
National	308	382	55.4%	690

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

	Male	Female	% (F)	Total
Central	8	2	20.0%	10
Copperbelt	11	18	62.1%	29
Eastern	8	2	20.0%	10
Luapula	2	1	33.3%	3
Lusaka	12	3	20.0%	15
N. Western	2	1	33.3%	3
Northern	5	4	44.4%	9
Southern	8	5	38.5%	13
Western	3	0	0.0%	3
National	59	36	37.9%	95

Ratios

Ratios are used to make comparisons between two or more things. Although the pupil/teacher ratio may be considered under the categories of internal efficiency indicators, in this bulletin it is regarded more appropriately as an indicator of quality. 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. This is besides the fact that the MoE has targeted the rural areas regarding teacher deployment.

The higher the pupil teacher ratio, the lower is the access of pupils to teachers. It is generally assumed that a lower pupil teacher ratio signifies smaller classes, which enable the teacher to pay more attention to individual pupils, which in the long run result in better performance of pupils. But it should also be noted that learning does not necessarily become less effective when pupil teacher ratios increase as learning is affected by several other factors.

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	62.2	36.8	49.2	47.2	37.6	20.7
Copperbelt	54.9	37.3	45.5	44.1	38.2	21.3
Eastern	79.8	41.0	60.3	57.4	39.5	28.1
Luapula	78.4	41.1	60.1	57.2	41.6	23.8
Lusaka	51.0	39.0	44.5	43.1	36.3	18.1
N. Western	66.5	35.6	51.1	48.4	35.0	22.6
Northern	73.8	36.7	55.0	53.1	38.0	22.3
Southern	55.7	33.6	44.2	42.3	33.1	20.3
Western	63.5	31.5	47.2	44.8	32.3	25.9
National	63.5	36.9	49.8	36.8	47.6	21.7

Note: *PTR for Grades 1-4 are based on double shifting

The PTR at grades 1-4 are based on double shifting where the teachers are counted once as opposed to the number of sessions that they attend to. This is so because the number of teaching hours at this level is small. Table 68 highlights the problem of teachers that exist at grades 1-4 level. However, there is need to critically examine the situation on the ground as deploying more teachers may not be a solution especially in some schools with inadequate classrooms hence the high PTR.

A key factor in examining PTR is greater efficiency in the deployment and utilisation of teachers and classroom space, including gradual removal of triple and double shifting particularly in urban schools although the predominantly urban areas showed lower PTR at grades 1-4 as opposed to the rural provinces. Deploying teachers based only on PTR may lead to wastage. The standard PTR at grades 1-7 is 45, at grades 8-9 is 40 while at grades 10-12 at 35. In order to meet these desired targets, more needs to be done in terms of infrastructure, teacher training and deployment. Eastern and Luapula provinces showed consistently high PTR at all the levels.

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

Copperbelt	1.5
Central	1.8
Eastern	1.9
Luapula	1.7
Lusaka	1.8
N. Western	1.9
Northern	2.0
Southern	2.0
Western	2.3
National	1.9

Note: Does not include OPEN 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	2.1

Note: Does not include OPEN Students

The Book /Pupil ratio gives the proportion of all the books in school (including the library) against the total number of pupils. The ratio sums up all the books in school regardless of whether they are old or not being used. Additionally, the BPR for the provinces or districts may hide the actual information at school level as well as per subject in that the ratio does not give the actual figures per subject.

From tables 69 and 70, the BPR for both basic and secondary schools is roughly 2, implying each pupil has 2 books to him/herself. Thus, it is very evident that there are very few books in schools and this may explain the lack of reading culture in the country as books have to be shared among the pupils. As most schools have about 8 subjects with some subjects having more than one textbook, it would have been ideal to have a BPR that is more than the number of subjects being offered. However, this is not the case.

The tables also highlight the significance of the ministry’s efforts in providing textbooks at basic schools for the rural provinces as Copperbelt and Lusaka which are predominantly urban have lower BPR than the rural provinces. The disparities at secondary school level are very evident with Luapula having a BPR of 1.1 compared to the national ratio of 2.1. More books need to be procured if the BPR is to increase.

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

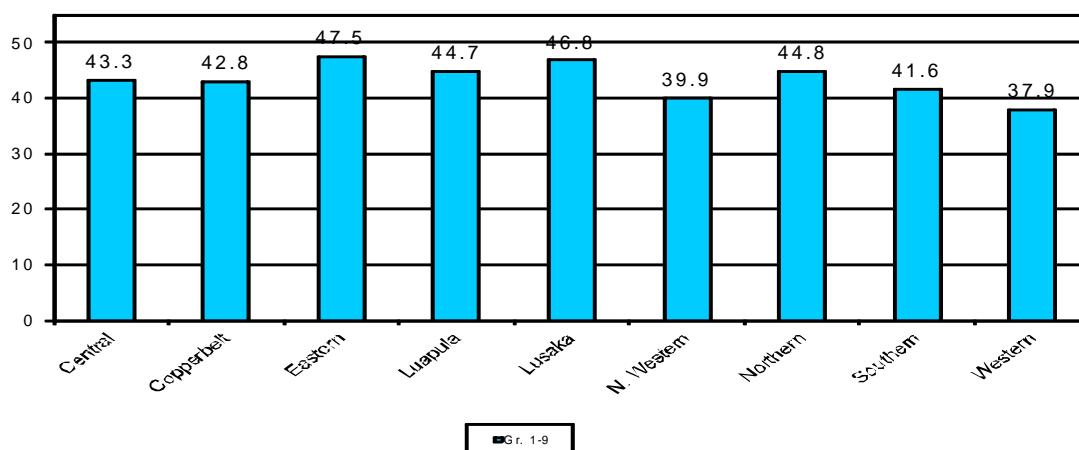


Figure 26. Pupil/Class Ratios in Grades 10-12 by Province

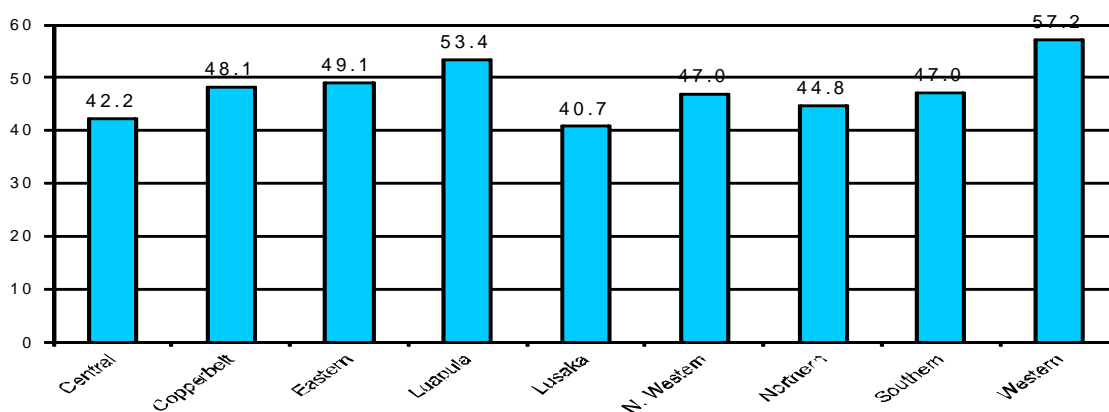


Table 71. Pupil/Class Ratios in Schools by Grade Group and Province (Regular Students)

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 8-9	Gr. 1-9	Gr. 10-12
Central	35.4	43.9	50.6	50.6	43.3	42.2
Copperbelt	43.2	37.0	51.7	51.7	42.8	48.1
Eastern	40.6	35.8	48.4	48.4	47.5	49.1
Luapula	37.0	48.7	42.9	42.9	44.7	53.4
Lusaka	35.4	33.4	55.1	55.1	46.8	40.7
N. Western	39.8	34.3	43.8	43.8	39.9	47.0
Northern	35.6	37.0	47.3	47.3	44.8	44.8
Southern	34.5	29.1	41.8	41.8	41.6	47.0
Western	34.6	28.7	38.6	38.6	37.9	57.2
National	37.6	38.2	37.8	47.6	43.5	46.7

The Pupil/Class Ratio (PCR) gives the average number of pupils per class. The PCR should be differentiated from the Pupil/Classroom Ratio that measures the number of pupils in a classroom. Thus, the Pupil/Classroom Ratio may be high because many classes are using the same classroom while the PCR is small in that there are few pupils in a class. Figures 25, 26 and table 71 highlight the PCR at all the levels by provinces. On average, there are 37.6 pupils in a class for the grades 1-4. The government’s vision is to have 45 pupils in a class at this level. The PCR may be misleading especially at district, provincial and national level as we still have schools with more than 60 pupils in a class.

The desired government goal is to have a PCR of 40 at grades 8-9. In 2010, the national average was 38.2, with Luapula and Central provinces having the highest number of pupils in a class. There are more pupils in grades 10-12 (standing at 46.7) despite the government’s goal of having 35 in each class. This may be due to the fact that government had for the last 10 years concentrated on improving access at basic school level. Large classes reduce the teacher’s attention on the individual pupils. The government has put in efforts to redress this situation as evidenced by the planned construction of 100 high schools by 2013. There is need to increase the number of classes especially in Luapula and Western provinces at grades 10-12 level.

Examination Pass Rate

Examination pass rates should be differentiated from progression or transition rates as the examination pass rates give the number of pupils who passed the examination and not necessarily those that moved to the next cycle. Thus, the examination pass rates may be higher than the transition rates as not all those that pass the examinations proceed to the next level. From tables 72 and 73, it is evident that boys perform better than girls at both grade 9 and 12. Thus, in as much as there may be a quota system that reserves places for girls, these places may not be filled if the girls are not getting the required full certificate.

At grade 9 level, central province had the highest percentage of certificates for the boys at 62.0, while that for the girls, the highest was Copperbelt at 56.7 percent. At grade 12 level, Southern province had the highest percentage pass rate for both boys and girls at 71.4 and 66.7 percent respectively.

Examination Pass Rate

Table 72. Examination Pass Rate for Grade 9 by Gender and Province in 2010

	Number of Exam Candidates			Certificates			% (M)	% (F)
	Male	Female	Total	Male	Female	Total		
Central	12 904	11 885	24 789	7 994	6 481	14 475	62.0	54.5
Copperbelt	27 712	29 155	56 867	17 141	16 521	33 662	61.9	56.7
Eastern	12 467	9 394	21 861	6 691	3 815	10 506	53.7	40.6
Luapula	8 983	6 655	15 638	4 618	2 692	7 310	51.4	40.5
Lusaka	22 839	24 526	47 365	12 731	10 614	23 345	55.7	43.3
N. Western	7 948	5 579	13 527	4 488	2 869	7 357	56.5	51.4
Northern	13 670	9 862	23 532	6 549	3 673	10 222	47.9	37.2
Southern	16 316	13 966	30 282	8 216	6 249	14 465	50.4	44.7
Western	7 385	6 001	13 386	4 017	3 108	7 125	54.4	51.8
National	130 224	117 023	247 247	72 445	56 022	128 467	55.6	47.9

* Examination Pass Rates relate to the number of certificates issued

Table 73. Examination Pass Rate for Grade 12 by Gender and Province in 2010

	Number of Exam Candidates			Certificates			% (M)	% (F)
	Male	Female	Total	Male	Female	Total		
Northern	2550	1626	4176	1459	861	2 320	57.2	53.0
Luapula	2171	1210	3381	1281	654	1 935	59.0	54.0
Southern	4125	2968	7093	2947	1979	4 926	71.4	66.7
Eastern	3541	1983	5524	2239	1207	3 446	63.2	60.9
Copperbelt	7131	6201	13332	4413	3348	7 761	61.9	54.0
N. Western	1996	1179	3175	834	453	1 287	41.8	38.4
Central	3119	2496	5615	2135	1534	3 669	68.5	61.5
Western	1780	1135	2915	1063	676	1 739	59.7	59.6
Lusaka	5301	4605	9906	3586	2749	6 335	67.6	59.7
National	31 714	23 403	55117	19 957	13 461	33 418	62.9	57.5

* Examination Pass Rates relate to the number of certificates issued

Table 74. Survival Rate for Grades 1 - 5 by Gender and Province

	Male %	Female %	Total %
Central	87	82	84
Copperbelt	108	103	106
Eastern	72	68	70
Luapula	72	70	71
Lusaka	102	101	102
N. Western	70	65	68
Northern	71	67	69
Southern	88	87	87
Western	70	66	68
National	82	79	81

Table 75. Survival Rates for Grades 1 - 7 by Gender and Province

	Male %	Female %	Total %
Central	78	68	73
Copperbelt	117	111	114
Eastern	62	62	57
Luapula	56	47	51
Lusaka	99	235	168
N. Western	59	50	54
Northern	59	46	53
Southern	89	72	81
Western	56	48	52
National	76	78	77

Table 76. Survival Rates for Grades 1 – 9 by Gender and Province

	Male %	Female %	Total %
Central	48	43	46
Copperbelt	83	74	79
Eastern	32	25	28
Luapula	41	30	36
Lusaka	70	70	70
N. Western	30	30	36
Northern	27	21	24
Southern	48	41	45
Western	39	32	35
National	47	40	43

Table 77. Survival Rate for Grades 1 - 12 by Gender

	Male %	Female %	Total %
Central	10	11	10
Copperbelt	30	24	27
Eastern	11	8	10
Luapula	12	7	10
Lusaka	15	13	14
N. Western	7	9	8
Northern	8	5	7
Southern	9	7	8
Western	9	7	8
National	13	10	11

Survival Rate gives the 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 regardless of repetition. Survival rates are calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. The Grade 1-5 survival rate is the percentage of pupils enrolled in grade 1 during the current school year who are expected to reach grade 5 (no matter how many years it takes them to get there). Survival rate is estimated using data from a single year.

A higher survival rate means more pupils are expected to reach grade 9 or 12 and that dropout rates are lower. Survival rate is calculated using a hypothetical model; this model uses the repetition or dropout rate to calculate how many students will complete Grades 1-5. This indicator is used to show the extent to which the school system can retain pupils, with or without repetition, and indicates the dropout rate. It is also used to measure the impact of repetition and dropout on internal efficiency. The survival rate to the last grade of primary school is an official indicator to track progress towards the second Millennium Development Goal (MDG), which calls for universal primary education (1-7) by the year 2015.

From table 74, the national survival rate for grades 1-5 is about 82 percent for males, 79 percent for females and the national total of 81 percent. The survival rate drops as the number of years in school increases. The table above highlights the survival rate for grades 1-12 as 13 percent for males and 10 percent for females which are lower than that for grades 1-5. If the survival rates do not improve, then Zambia will not achieve the MDG goal no. 2 as the survival rate for grade 1-7 was 77 percent, implying that 23 percent of the children are dropping out of school. The usual trend of Copperbelt and Lusaka doing better than the other rural provinces was observed with Copperbelt having a far much higher survival rate.

School Infrastructure

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

Classrooms

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

Figure 27. Classrooms in Basic Schools by Type

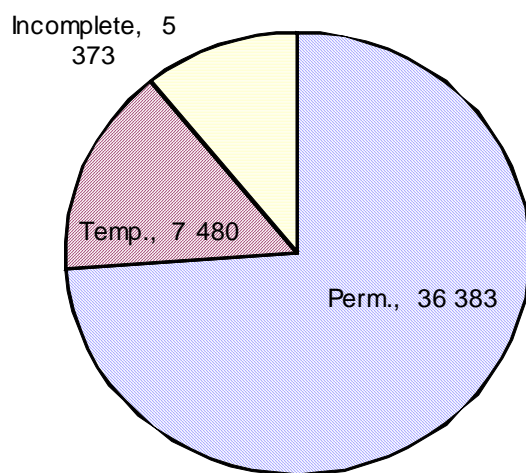


Table 75. Classrooms in Basic Schools by Status and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch.
Central	3 493	806	18.7%	4 299	9.8%	704
Copperbelt	6 368	589	8.5%	6 957	15.9%	424
Eastern	3 992	1 052	20.9%	5 044	11.5%	724
Luapula	2 263	362	13.8%	2 625	6.0%	609
Lusaka	6 122	202	3.2%	6 324	14.4%	248
N. Western	2 140	635	22.9%	2 775	6.3%	390
Northern	4 233	1 484	26.0%	5 717	13.0%	1099
Southern	5 583	901	13.9%	6 484	14.8%	777
Western	2 189	1 449	39.8%	3 638	8.3%	398
National	36 383	7 480	17.1%	43 863	100.0%	5 373

Table 76. Classrooms in Secondary Schools by Status and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch.
Central	782	20	2.5%	802	10.1%	51
Copperbelt	1 919	41	2.1%	1 960	24.7%	34
Eastern	630	22	3.4%	652	8.2%	44
Luapula	416	26	5.9%	442	5.6%	28
Lusaka	1 546	23	1.5%	1 569	19.7%	30
N. Western	425	27	6.0%	452	5.7%	26
Northern	619	9	1.4%	628	7.9%	37
Southern	1 123	6	0.5%	1 129	14.2%	72
Western	309	4	1.3%	313	3.9%	15
National	7 769	178	2.2%	7 947	100.0%	337

Staff Housing

Figure 28. Staff Houses in Basic Schools by Type

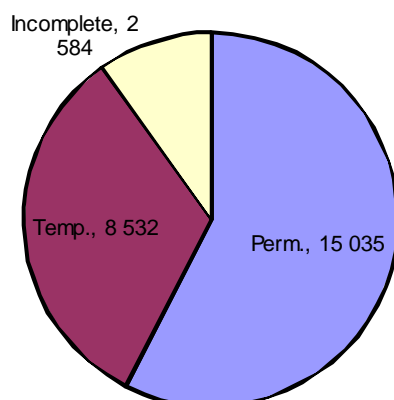


Table 77. Staff Houses in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch.	
Central	1 788	879	33.0%	2 667	11.3%	461	3.7%
Copperbelt	1 221	210	14.7%	1 431	6.1%	74	-7.6%
Eastern	2 400	924	27.8%	3 324	14.1%	462	-0.2%
Luapula	1 118	448	28.6%	1 566	6.6%	123	2.9%
Lusaka	1 204	96	7.4%	1 300	5.5%	63	4.1%
N. Western	1 226	1 060	46.4%	2 286	9.7%	171	0.4%
Northern	1 961	1 831	48.3%	3 792	16.1%	503	-0.9%
Southern	2 789	873	23.8%	3 662	15.5%	527	12.4%
Western	1 328	2 211	62.5%	3 539	15.0%	200	6.5%
National	15 035	8 532	36.2%	23 567	100.0%	2 584	2.9%

Figure 29. Staff Houses in Secondary Schools by Type

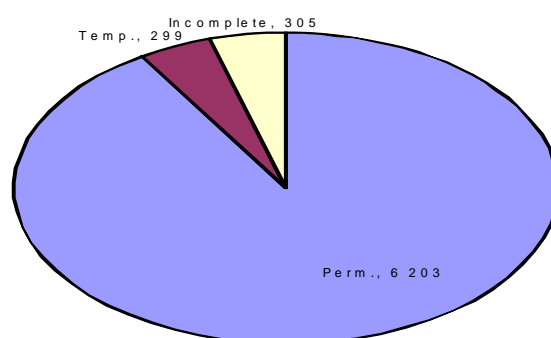


Table 78. Staff Houses in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch.	
Central	697	40	5.4%	737	11.3%	43	-6.1%
Copperbelt	605	24	3.8%	629	9.7%	20	15.4%
Eastern	851	40	4.5%	891	13.7%	40	13.6%
Luapula	566	23	3.9%	589	9.1%	35	1.9%
Lusaka	656	47	6.7%	703	10.8%	14	8.8%
N. Western	525	56	9.6%	581	8.9%	48	17.4%
Northern	771	22	2.8%	793	12.2%	35	8.6%
Southern	1 045	35	3.2%	1 080	16.6%	45	-9.8%
Western	487	12	2.4%	499	7.7%	25	3.5%
National	6 203	299	4.6%	6 502	100.0%	305	4.1%

Laboratories and Libraries

Table 79. Laboratories in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch
Central	11	1	8.3%	12	5.0%	9 9.1%
Copperbelt	52	10	16.1%	62	25.8%	3 31.9%
Eastern	9	4	30.8%	13	5.4%	8 -18.8%
Luapula	1	0	0.0%	1	0.4%	13 -87.5%
Lusaka	47	5	9.6%	52	21.7%	3 -3.7%
N. Western	15	2	11.8%	17	7.1%	2 240.0%
Northern	9	4	30.8%	13	5.4%	8 8.3%
Southern	66	1	1.5%	67	27.9%	1 509.1%
Western	2	1	33.3%	3	1.3%	0 0.0%
National	212	28	11.7%	240	100.0%	47 179.1%

Table 80. Laboratories in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch
Central	84	7	7.7%	91	10.8%	6 23.0%
Copperbelt	177	9	4.8%	186	22.0%	25 8.8%
Eastern	88	0	0.0%	88	10.4%	15 2.3%
Luapula	38	5	11.6%	43	5.1%	6 10.3%
Lusaka	154	3	1.9%	157	18.6%	20 13.8%
N. Western	36	5	12.2%	41	4.9%	10 5.1%
Northern	64	4	5.9%	68	8.1%	9 3.0%
Southern	123	4	3.1%	127	15.0%	17 12.4%
Western	43	0	0.0%	43	5.1%	4 -12.2%
National	807	37	4.4%	844	100.0%	112 8.9%

Table 81. Libraries in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch
Central	29	11	27.5%	40	7.0%	17 0.0%
Copperbelt	88	27	23.5%	115	20.2%	5 0.0%
Eastern	30	37	55.2%	67	11.8%	4 131.0%
Luapula	8	8	50.0%	16	2.8%	2 23.1%
Lusaka	146	32	18.0%	178	31.2%	14 18.7%
N. Western	12	13	52.0%	25	4.4%	2 -10.7%
Northern	20	16	44.4%	36	6.3%	8 71.4%
Southern	47	18	27.7%	65	11.4%	8 -13.3%
Western	18	10	35.7%	28	4.9%	7 3.7%
National	398	172	30.2%	570	100.0%	67 14.5%

Table 82. Libraries in Secondary Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch.
Central	27	8	22.9%	35	10.3%	20.7%
Copperbelt	60	9	13.0%	69	20.3%	15.0%
Eastern	24	5	17.2%	29	8.5%	38.1%
Luapula	16	3	15.8%	19	5.6%	90.0%
Lusaka	74	5	6.3%	79	23.2%	0.0%
N. Western	10	5	33.3%	15	4.4%	-6.3%
Northern	26	2	7.1%	28	8.2%	7.7%
Southern	39	6	13.3%	45	13.2%	-8.2%
Western	15	6	28.6%	21	6.2%	40.0%
National	291	49	14.4%	340	100%	36

Special Education Classrooms

Table 83. Special Education Classrooms in Basic Schools by Type and Province

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete
Central	27	27	50.0%	54	13.8%
Copperbelt	71	3	4.1%	74	18.9%
Eastern	10	21	67.7%	31	7.9%
Luapula	31	0	0.0%	31	7.9%
Lusaka	77	1	1.3%	78	19.9%
N. Western	29	3	9.4%	32	8.2%
Northern	39	9	18.8%	48	12.2%
Southern	21	2	8.7%	23	5.9%
Western	16	5	23.8%	21	5.4%
National	321	71	18.1%	392	100.0%

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

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete
Central	5	2	28.6%	7	2.6%
Copperbelt	59	2	3.3%	61	22.6%
Eastern	63	0	0.0%	63	23.3%
Luapula	4	1	20.0%	5	1.9%
Lusaka	32	0	0.0%	32	11.9%
N. Western	4	0	0.0%	4	1.5%
Northern	15	0	0.0%	15	5.6%
Southern	70	5	6.7%	75	27.8%
Western	8	0	0.0%	8	3.0%
National	260	10	3.7%	270	100.0%

Dormitories

Table 85. Dormitories in Basic Schools by Sex, Status and Province

	Male			Female			% (Temp)	Total	% of Tot
	Perm.	Temp.	Incomplete	Perm.	Temp.	Incomplete			
Central	23	29	3	22	32	3	57.5%	106	27.0%
Copperbelt	44	3	0	39	4	3	7.8%	90	23.0%
Eastern	10	52	9	8	44	3	84.2%	114	29.1%
Luapula	9	7	1	9	7	0	43.8%	32	8.2%
Lusaka	55	5	0	63	3	1	6.3%	126	32.1%
N. Western	5	7	2	3	6	1	61.9%	21	5.4%
Northern	22	47	4	20	45	3	68.7%	134	34.2%
Southern	21	12	3	19	10	1	35.5%	62	15.8%
Western	4	15	0	4	11	0	76.5%	34	8.7%
National	193	177	22	187	162	15	24.6%	719	100.0%

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

	Male			Female			% (Temp)	Total	% of Tot.
	Perm.	Temp.	Incomplete	Perm.	Temp.	Incomplete			
Central	62	16	8	86	9	6	14.5%	173	9.9%
Copperbelt	84	3	1	84	5	0	4.5%	176	10.1%
Eastern	106	14	6	99	21	6	14.6%	240	13.8%
Luapula	73	6	9	53	9	9	10.6%	141	8.1%
Lusaka	127	1	1	72	8	0	4.3%	208	11.9%
N. Western	36	18	4	27	10	3	30.8%	91	5.2%
Northern	109	1	0	84	2	3	1.5%	196	11.3%
Southern	235	10	3	177	1	9	2.6%	423	24.3%
Western	52	1	2	40	1	2	2.1%	94	5.4%
National	884	70	34	722	66	38	4.0%	1 742	100.0%

Equity

Equity in education refers to the fairness in the provision and utilisation of opportunities for the various categories of children especially the disadvantaged groups to participate in accessing the education services. The equitable provision of education opportunities is the entry point for the attainment of equality of education. The Education Policy “Educating our Future” (1996) places great emphasis on the provision of quality education that is both equitable and accessible to all categories of children.

In the education sector, orphans, girls and learners with special educational needs have been identified as the disadvantaged categories of children who should be targeted in the development of interventions to facilitate their full participation in the education system. It is also important to note that the promotion of equity programmes and interventions are meant to drive the nation towards achieving the Education for All and Millennium Development Goals by 2015. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent certain groups of children from operating on a level playing field. Equity is a means and Equality is the result.

The following indicators show the level of equity measures and interventions in the provision of opportunities for the various groups of vulnerable children in accessing their education.

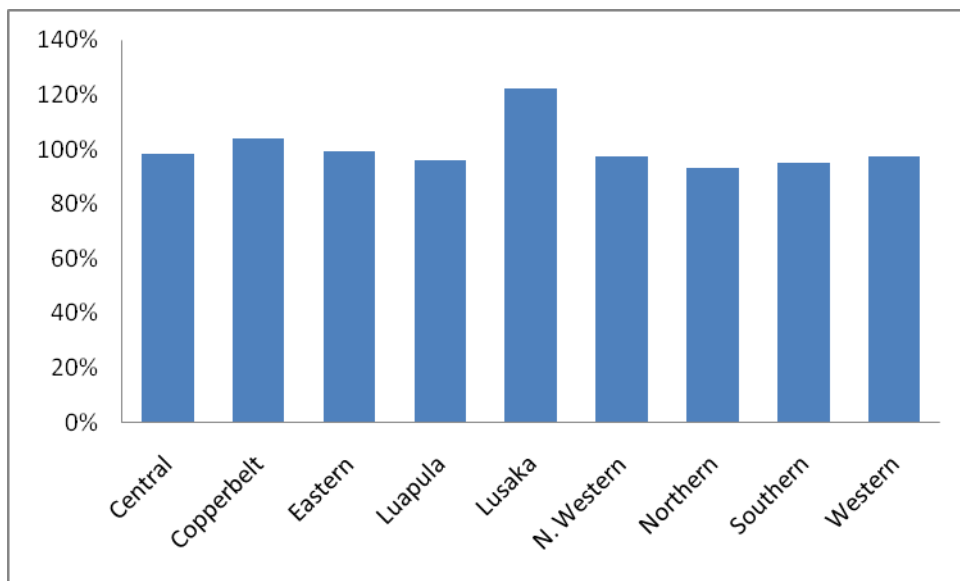
GENDER PARITY INDEX (GPI)

Gender Parity Index is an indicator measuring how equitable both male and female learners are accessing education. It shows the ratio of female to male learners. A GPI lower than 1 means there are more males than females in the education system while a GPI greater than 1 means there are more females than males in the system. A GPI of 1 indicates equal participation between males and females and is therefore desirable and the ultimate in the quest to achieve the MDG on gender equality.

Gender Parity Index at Grades 1-7

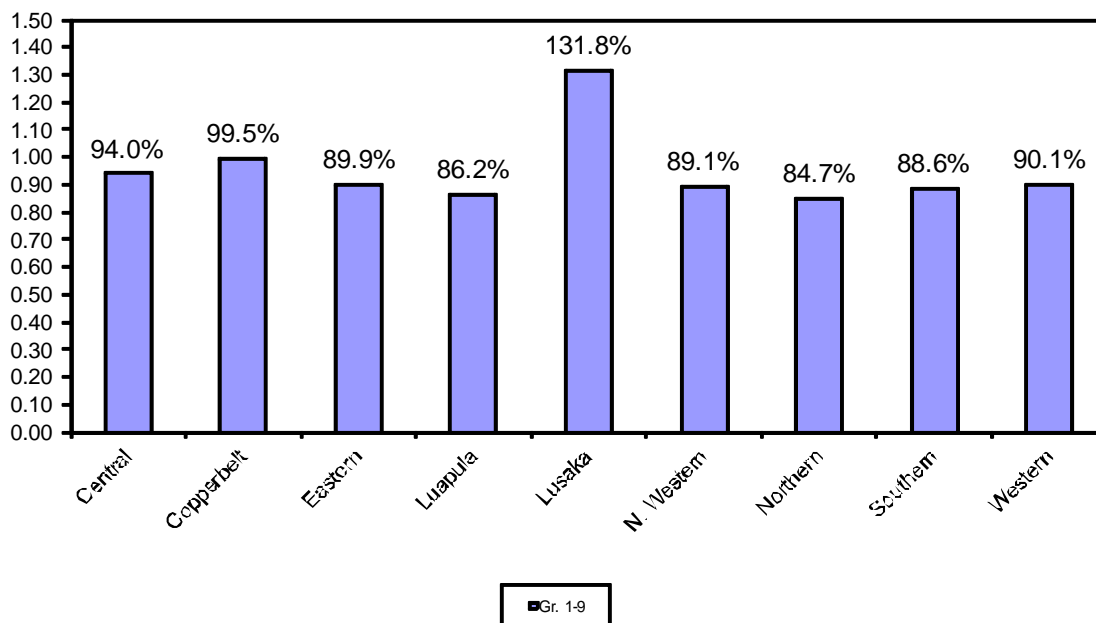
At national level, the GPI was 100.4 percent in 2010 compared to 98 percent in 2009. Generally, all provinces reached the desirable level of gender parity ranging from 93 percent in Northern (lowest) to 122 percent (highest) in Lusaka. Factors such as free basic education, re-entry policy and bursary support could have positively influenced the participation of girls in accessing education. While this is a positive move towards the achievement of the gender equality indicator of the MDG, the challenge for MoE is to strive to sustain these gains through accelerated implementation of the suitable interventions.

Figure 29. Gender Parity Rate for Grades 1-7



Gender Parity

Figure 30. Gender Parity Index for Grades 1-9

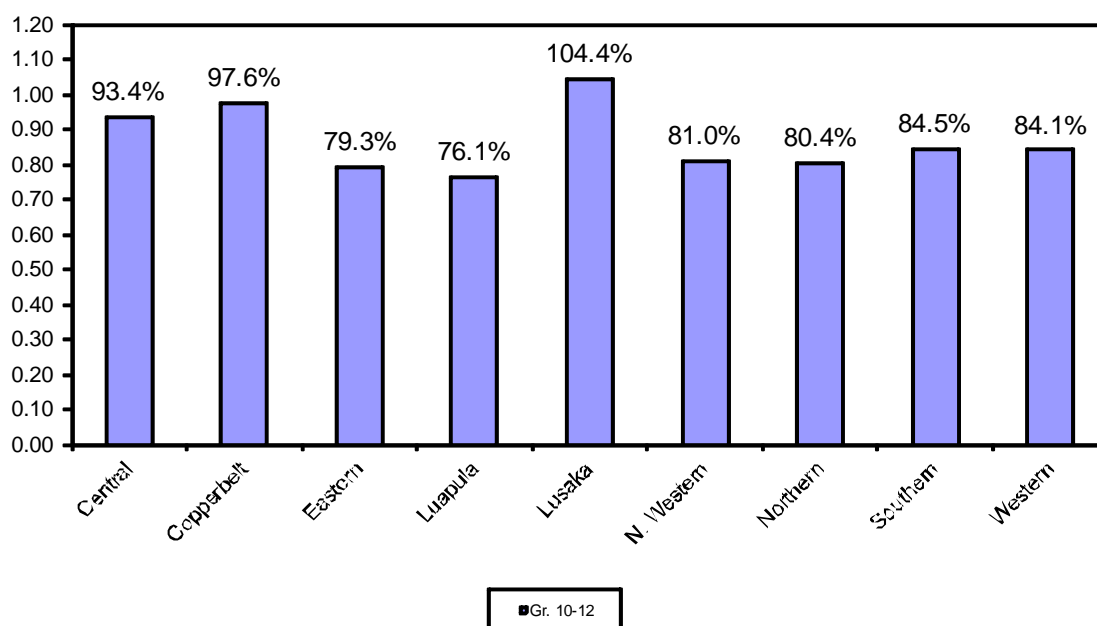


Gender Parity Index Grades 1-9

The national Gender Parity Index at Grades 1-9 was 99 percent in 2010 compared to 97 percent in 2009 with Lusaka province achieving the highest GPI of 131.8 percent. It must be noted that only Lusaka (131.8%) and Copperbelt (99 %) reached the desired gender parity level while the rest were below the desired 97 and above percent point. Northern Province recorded the lowest GPI (85 %) at this level and it was also the lowest at the grade 1-7 level. From the data it can be

deduced that the three provinces (Northern, Luapula and Eastern) have continued performing below acceptable level for the two consecutive years. This calls for more efforts in the implementation of programmes and interventions promoting the participation of the girl child. Surprisingly, though Luapula and Eastern provinces have benefitted from the programme of *'sensitisation of traditional leaders and communities on the importance of girls education'*, there has not been corresponding results in the participation of girls in the two provinces.

Figure 31. Gender Parity Index for Grades 10-12



Gender Parity Index at Grades 10-12

At national level, the GPI was 86.4 percent in 2010 compared to 87 percent in 2009 while at provincial level, Lusaka recorded the highest GPI (104 %) followed by Copperbelt with 99 percent and Central with 93 percent. The performance of the rest of the provinces ranged from 76 percent in Luapula to 84.5 percent in Southern Province. The low Gender Parity Index recorded in the seven provinces is an indication that the participation of girls at high school level is very low. Generally, the low performing provinces were predominantly rural with rooted traditional and cultural beliefs working against girls. The issue of cost of education at this level could also be a factor for some groups of learners failing to access education. There have also been reports of girls especially those who cannot afford boarding fees resorting to renting quarters in the surrounding compounds thereby making them vulnerable to all sorts of vices and abuse. The construction of more high schools in the country should, however, serve to improve

opportunities for girls to access high education. The table below gives information on the gender parity index at grades 10-12 level.

Table 87. 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	100.6%	94.3%	98.1%	94.0%	97.4%	93.4%
Copperbelt	107.0%	100.5%	104.1%	99.5%	102.8%	97.6%
Eastern	102.3%	93.5%	99.2%	89.9%	97.1%	79.3%
Luapula	99.1%	90.6%	96.2%	86.2%	93.5%	76.1%
Lusaka	105.0%	145.2%	122.1%	131.8%	119.0%	104.4%
N. Western	100.3%	92.6%	97.5%	89.1%	95.3%	81.0%
Northern	96.8%	85.9%	93.0%	84.7%	91.9%	80.4%
Southern	98.4%	90.3%	95.1%	88.6%	93.6%	84.5%
Western	99.7%	92.6%	97.2%	90.1%	95.6%	84.1%
National	101.0%	99.4%	100.4%	98.9%	89.5%	86.4%

Table 88. 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	1.03	0.97	0.90	0.70	0.90	0.70
Private/Church	1.00	1.00	1.36	1.33	1.36	1.33
Grant-aided	1.05	1.03	0.87	0.77	0.87	0.77
Community	1.06	1.02	1.01	0.91	1.01	0.91
National	1.01	0.99	1.00	0.99	0.90	0.86

ORPHANS IN SCHOOL

Over the years, the poverty levels in the country have risen to alarming levels. This has also been compounded by unemployment and the HIV/AIDS pandemic. The combination of these factors has created a situation of insecurity among many families failing to provide support to the extended family systems in the country. The impact of this problem has been the failure of such children accessing school especially at higher grades where there are costs attached to accessing education. It is therefore important to take note of such vulnerable children who are provided with the opportunity to access education at the various levels.

Orphans at Grades 1-7

The 2010 period recorded a total of 541,986 orphans accessing education at the basic school level representing 18 percent of the school population and 49.5 percent female learners. At the provincial level, Copperbelt and Lusaka provinces recorded the highest with 87,067 and 85,042 learners respectively while Northwestern recorded the lowest number of orphans in school with 29,284 learners. There was also an increase of 26 percent in the number of orphans with Central and Eastern provinces

recording the lowest reduction. The high number of orphans in Lusaka and Copperbelt provinces could be attributed to high population densities as well as higher enrolments while the low number of orphans in Northwestern could be due to the low HIV AIDS prevalence in the province.

Table 89. Orphans in Grades 1-7 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	32 284	31 329	49.2%	63 613	18.1%	-8.3%
Copperbelt	42 657	44 410	51.0%	87 067	19.0%	23.2%
Eastern	28 053	26 637	48.7%	54 690	15.2%	-8.3%
Luapula	25 701	25 345	49.7%	51 046	20.3%	0.3%
Lusaka	41 553	43 489	51.1%	85 042	22.3%	12.2%
N. Western	14 815	14 469	49.4%	29 284	14.6%	-2.8%
Northern	34 405	31 507	47.8%	65 912	15.1%	-2.2%
Southern	31 764	30 363	48.9%	62 127	15.6%	-3.6%
Western	22 213	20 992	48.6%	43 205	20.8%	-3.0%
Total	273 445	268 541	49.5%	541 986	17.8%	26.1%

Orphans at Grades 1-9

There were a total of 649, 398 orphans enrolled in school in 2010 compared to 653,553 in 2009. This represented 18.5 percent of the enrolment and 49.3 percent female learners. Copperbelt province accounted for the highest number of orphans (105,324) accessing school, followed by Lusaka with 99,400 orphans. The lowest was Northwestern province with 35,772 orphans in school.

Table 41 shows enrolment of orphans by agency. In terms of enrolments of orphans at this level by the various agencies, GRZ schools enrolled the highest number of orphans (417, 328) and the Private/Church enrolled the lowest number of orphans (13,252). Other agencies such as Private/Church and Grant-Aided have low provision of access for orphans due to high cost of education which the orphans can't afford and low enrolments.

Table 90. Orphans in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	38 688	37 426	49.2%	76 114	18.6%	-6.7%
Copperbelt	51 785	53 539	50.8%	105 324	18.8%	-1.2%
Eastern	33 707	31 359	48.2%	65 066	16.3%	-5.8%
Luapula	30 898	30 152	49.4%	61 050	21.4%	3.7%
Lusaka	48 522	50 878	51.2%	99 400	21.9%	10.5%
N. Western	18 330	17 442	48.8%	35 772	15.6%	-9.7%
Northern	40 563	36 886	47.6%	77 449	16.2%	-1.5%
Southern	40 091	37 506	48.3%	77 597	16.8%	-1.9%
Western	26 736	24 890	48.2%	51 626	22.0%	-2.5%
Total	329 320	320 078	49.3%	649 398	18.5%	-1.1%

Orphans at Grades 10-12

In 2010, there were 61, 8111 orphans enrolled in school compared to 56,815 in 2009. This figure represented 22 percent of the school population and 47 percent female orphans in school. Copperbelt and Lusaka recorded the highest number of orphans of 12,679 and 11,707 orphans respectively while Northwestern province recorded the lowest with 3,636 orphans in school. From the information in the table below there was no significant variation in enrolment of orphans between female and males across provinces. However, there were more male orphans than females enrolled in the school system at this level.

Table 42 gives information on enrolment of orphans in school by Agency, More orphans at grades 10-12 were enrolled in GRZ schools (52, 879) and Community schools enrolled the lowest number of orphans with only 172. This variation could be attributed to the fact that GRZ has the highest number of high schools while there were very few community schools providing high school education. The low participation of orphans in institutions such as private/church and Grant-Aided could partly be attributed to limited spaces and partly due to high cost of education in these institutions.

Table 91. Orphans in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	2 569	2 314	47.4%	4 883	17.1%
Copperbelt	6 447	6 232	49.2%	12 679	17.8%
Eastern	3 218	2 738	46.0%	5 956	24.9%
Luapula	2 266	1 910	45.7%	4 176	23.1%
Lusaka	6 313	5 394	46.1%	11 707	24.2%
N. Western	2 021	1 615	44.4%	3 636	19.9%
Northern	3 341	2 792	45.5%	6 133	25.7%
Southern	4 257	3 554	45.5%	7 811	22.6%
Western	2 532	2 298	47.6%	4 830	28.2%
Total	32 964	28 847	46.7%	61 811	21.8%

Table 92. Percentage of Orphans in Grades 1-7 by Gender and Province

	Male	Female	Total
Central	18.2%	18.0%	18.1%
Copperbelt	19.0%	19.0%	19.0%
Eastern	15.5%	14.8%	15.2%
Luapula	20.1%	20.6%	20.3%
Lusaka	24.2%	20.7%	22.3%
N. Western	14.6%	14.6%	14.6%
Northern	15.2%	14.9%	15.1%
Southern	15.6%	15.7%	15.6%
Western	21.1%	20.5%	20.8%
National	18.0%	17.6%	17.8%

Table 93. Percentage of Orphans in Grades 1-9 by Gender and Province

	Male	Female	Total
Central	18.6%	18.6%	18.6%
Copperbelt	18.8%	18.8%	18.8%
Eastern	16.3%	16.0%	16.3%
Luapula	21.4%	21.9%	21.4%
Lusaka	21.9%	20.6%	21.9%
N. Western	15.6%	15.6%	15.6%
Northern	16.2%	16.1%	16.2%
Southern	16.8%	16.8%	16.8%
Western	22.0%	21.7%	22.0%
National	18.7%	18.3%	18.5%

Conclusion:

It has been noted that urban schools such as the Copperbelt and Lusaka recorded the highest number of orphans at all levels, this could be attributed to the high enrolments and also high HIV and AIDS prevalent. Northwestern province has the lowest number of orphans at all levels of the education system. It is however debatable whether this could be attributed to the low HIV AIDS prevalence and also the economic boom in the mining industry. Otherwise a research activity could an option. Participation of orphans in the education system is lower in private/church and due the high cost of education in these institutions (Tables 99 and 100).

Table 94. Percentage of Orphans in Grades 10-12 by Gender and Province

	Male	Female	Total
Central	16.6%	17.7%	17.1%
Copperbelt	17.3%	18.5%	17.8%
Eastern	22.6%	28.2%	24.9%
Luapula	20.5%	27.2%	23.1%
Lusaka	24.8%	23.5%	24.2%
N. Western	19.0%	21.2%	19.9%
Northern	22.9%	30.2%	25.7%
Southern	23.0%	22.1%	22.6%
Western	27.5%	29.0%	28.2%
National	21.1%	22.6%	21.8%

Table 95. Enrolment of Orphans in Grades 1-9 by Agency

	Enrol	Orphans	% Orph.
GRZ	2 724 923	471 328	17.3
Private/Church	116 740	13 252	11.4
Grant-aided	114 217	23 649	20.7
Community	554 408	141 169	25.5
Total	3 510 288	649 398	18.5

Note: GRZ includes OPEN pupils and IRI Centres

CSEN at Grades 10-12

The enrolment of CSEN at high school level in 2010 was 4,297 children compared to 5,322 in 2009. There were more female CSEN (56 %) than boys as was the case in the previous year (2,877 females and 2,445 males). Northwestern recorded the highest number of CSEN with 968 followed by Southern and Copperbelt with 875 and 802 respectively while Luapula recorded the lowest with 164 learners.

Table 100 below gives information on the enrolment of CSEN at 10-12 level by gender and province.

Table 96. Enrolment of Orphans in Grades 10-12 by Agency

	Enrol	Orphans	% Orph.
Community	643	172	26.7%
Grant-aided	23 970	6 312	26.3%
GRZ	244 476	52 879	21.6%
Private/Church	14 842	2 448	16.5%
Total	283 931	61 811	21.8%

Note: GRZ includes OPEN pupils and IRI Centres

Children with Special Educational Needs (CSEN)

Figure 32. CSEN Pupils in Grades 1-9 by Impairment

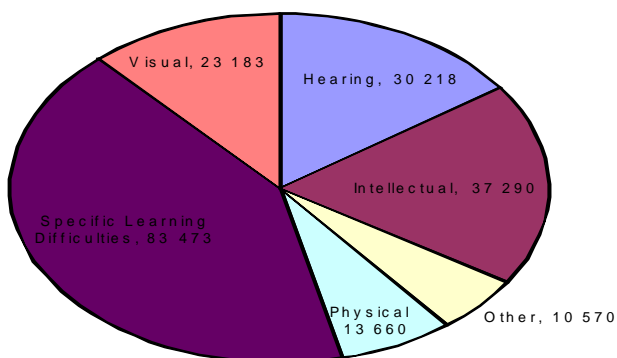


Table 97. CSEN Pupils in Grades 1-9 by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	15 706	14 512	48.0%	30 218	15.2%	5.2%
Intellectual	19 250	18 040	48.4%	37 290	18.8%	-25.8%
Other	5 510	5 060	47.9%	10 570	5.3%	-1.9%
Physical	7 607	6 053	44.3%	13 660	6.9%	2.1%
Specific Learning D	41 762	41 711	50.0%	83 473	42.1%	7.3%
Visual	12 236	10 947	47.2%	23 183	11.7%	9.1%
Total	102 071	96 323	48.6%	198 394	100.0%	-1.9%

Table 98. CSEN Pupils in Grades 10-12 by Impairment and Gender

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Hearing	325	325	50.0%	650	15.1%	3.8%
Intellectual	191	185	49.2%	376	8.8%	-57.0%
Other	132	254	65.8%	386	9.0%	-7.2%
Physical	202	217	51.8%	419	9.8%	-9.1%
Specific Learning D	383	329	46.2%	712	16.6%	-25.1%
Visual	647	1 107	63.1%	1 754	40.8%	-11.9%
Total	1 880	2 417	56.2%	4 297	100.0%	-19.2%

Table 99. CSEN Pupils in Grades 1-9 Schools by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	8 070	7 649	48.7%	15 719	3.8%	2.8%
Copperbelt	12 501	12 123	49.2%	24 624	4.4%	9.9%
Eastern	9 804	9 186	48.4%	18 990	4.8%	-41.7%
Luapula	8 066	7 630	48.6%	15 696	5.5%	-5.1%
Lusaka	5 819	5 623	49.1%	11 442	2.5%	-0.7%
N. Western	14 402	13 832	49.0%	28 234	12.3%	12.4%
Northern	17 972	16 769	48.3%	34 741	7.3%	0.3%
Southern	14 584	13 722	48.5%	28 306	6.1%	19.5%
Western	10 853	9 789	47.4%	20 642	8.8%	1.6%
Total	102 071	96 323	48.6%	198 394	5.7%	-1.8%

Table 100. CSEN in Grades 10 - 12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	104	109	51.2%	213	0.75%	33.1%
Copperbelt	303	499	62.2%	802	1.13%	21.7%
Eastern	158	118	42.8%	276	1.15%	-30.3%
Luapula	108	56	34.1%	164	0.91%	-5.7%
Lusaka	222	299	57.4%	521	1.08%	-31.1%
N. Western	517	451	46.6%	968	5.30%	-18.7%
Northern	132	110	45.5%	242	1.02%	-65.9%
Southern	216	659	75.3%	875	2.53%	186.9%
Western	120	116	49.2%	236	1.38%	-82.8%
Total	1 880	2 417	56.2%	4 297	1.51%	-24.9%

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

	Male	Female	Total
Central	3.90%	3.79%	3.85%
Copperbelt	4.52%	4.26%	4.39%
Eastern	4.84%	4.68%	4.76%
Luapula	5.48%	5.54%	5.51%
Lusaka	2.80%	2.27%	2.52%
N. Western	12.27%	12.37%	12.32%
Northern	7.22%	7.33%	7.28%
Southern	6.13%	6.16%	6.14%
Western	9.04%	8.53%	8.79%
Total	5.78%	5.52%	5.65%

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

	Male	Female	Total
Central	0.67%	0.83%	0.75%
Copperbelt	0.81%	1.48%	1.13%
Eastern	1.11%	1.22%	1.15%
Luapula	0.98%	0.80%	0.91%
Lusaka	0.87%	1.30%	1.08%
N. Western	4.85%	5.92%	5.30%
Northern	0.91%	1.19%	1.02%
Southern	1.17%	4.09%	2.53%
Western	1.30%	1.46%	1.38%
Total	1.20%	1.90%	1.51%

Bursaries**Table 103. Number of Pupils Receiving Bursaries in Grades 1-7 by Gender and Province**

	Male	Female	% (F)	Total	% of Enr.
Central	1 477	1 551	51.2%	3 028	0.9%
Copperbelt	4 039	4 259	51.3%	8 298	1.8%
Eastern	1 784	1 766	49.7%	3 550	1.0%
Luapula	2 572	2 733	51.5%	5 305	2.1%
Lusaka	3 904	4 323	52.5%	8 227	2.2%
N. Western	1 186	1 186	50.0%	2 372	1.2%
Northern	3 628	3 556	49.5%	7 184	1.6%
Southern	3 136	3 198	50.5%	6 334	1.6%
Western	3 201	3 405	51.5%	6 606	3.2%
Total	24 927	25 977	51.0%	50 904	1.7%

Table 104. Number of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.
Central	2 776	2 880	50.9%	5 656	1.4%
Copperbelt	7 214	7 431	50.7%	14 645	2.6%
Eastern	3 019	2 771	47.9%	5 790	1.5%
Luapula	5 051	5 400	51.7%	10 451	3.7%
Lusaka	5 600	6 098	52.1%	11 698	2.6%
N. Western	2 623	2 497	48.8%	5 120	2.2%
Northern	6 035	6 583	52.2%	12 618	2.6%
Southern	5 570	5 855	51.2%	11 425	2.5%
Western	4 930	5 598	53.2%	10 528	4.5%
Total	42 818	45 113	51.3%	87 931	2.5%

Table 105. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	508	845	62.5%	1 353	4.7%	-35.9%
Copperbelt	2 141	2 104	49.6%	4 245	6.0%	-16.4%
Eastern	823	630	43.4%	1 453	6.1%	-37.0%
Luapula	1 441	1 375	48.8%	2 816	15.6%	-15.4%
Lusaka	888	720	44.8%	1 608	3.3%	-31.6%
N. Western	576	722	55.6%	1 298	7.1%	-46.3%
Northern	1 042	1 030	49.7%	2 072	8.7%	-15.5%
Southern	1 030	1 037	50.2%	2 067	6.0%	-32.6%
Western	576	879	60.4%	1 455	8.5%	-29.7%
Total	9 025	9 342	50.9%	18 367	6.5%	-27.1%

Table 106. Percentage of Pupils Receiving Bursaries in Grades 1-9 by Gender and Province

	Male	Female	Average
National	2.43%	2.58%	2.50%

Table 107. Percentage of Pupils Receiving Bursaries in Grades 10-12 by Gender and Province

	Male	Female	Average
National	5.77%	7.33%	6.55%

Pregnancies and Re-admissions

Table 108. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	1 459	0.7%	400	27.4%	-2.6%	23.8%
Copperbelt	1 073	0.4%	403	37.6%	-0.4%	24.0%
Eastern	1 744	0.9%	599	34.3%	-1.1%	58.9%
Luapula	1 188	0.9%	481	40.5%	1.5%	24.3%
Lusaka	760	0.3%	297	39.1%	-4.0%	7.2%
N. Western	2 041	1.8%	942	46.2%	5.6%	14.5%
Northern	1 599	0.7%	526	32.9%	12.6%	71.9%
Southern	2 401	1.1%	752	31.3%	5.3%	34.5%
Western	1 504	1.3%	634	42.2%	-11.5%	28.6%
National	13 769	0.9%	5 034	36.6%	1.0%	30.1%

Table 109. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Province

	Preg.	% Enr.	Readm.	% Readm	% Ch. Pr.	% Ch. Re
Central	175	1.3%	60	34.3%	-4.4%	-25.9%
Copperbelt	208	0.6%	176	84.6%	-0.5%	3.5%
Eastern	178	1.8%	84	47.2%	-1.1%	-23.6%
Luapula	146	2.1%	83	56.8%	12.3%	-5.7%
Lusaka	119	0.5%	73	61.3%	-19.0%	-18.9%
N. Western	276	3.6%	179	64.9%	3.8%	-23.2%
Northern	178	1.9%	116	65.2%	31.9%	9.4%
Southern	315	2.0%	132	41.9%	-14.2%	51.7%
Western	222	2.8%	130	58.6%	-9.8%	11.1%
National	1 817	1.9%	1 033	56.9%	-2.5%	-4.5%

Figure 33. Pregnancies in Grades 1-9 by Urban/Rural

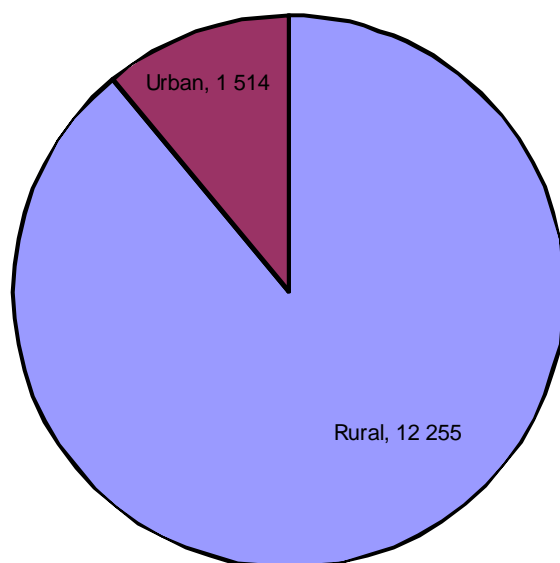


Table 110. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	1 290	169	344	56	26.7%	33.1%
Copperbelt	611	462	239	164	39.1%	35.5%
Eastern	1 671	73	548	51	32.8%	69.9%
Luapula	1 146	42	432	49	37.7%	116.7%
Lusaka	392	368	150	147	38.3%	39.9%
N. Western	1 985	56	907	35	45.7%	62.5%
Northern	1 472	127	469	57	31.9%	44.9%
Southern	2 244	157	669	83	29.8%	52.9%
Western	1 444	60	590	44	40.9%	73.3%
National	12 255	1 514	4 348	686	35.5%	45.3%

Figure 34. Pregnancies in Grades 10-12 by Urban/Rural

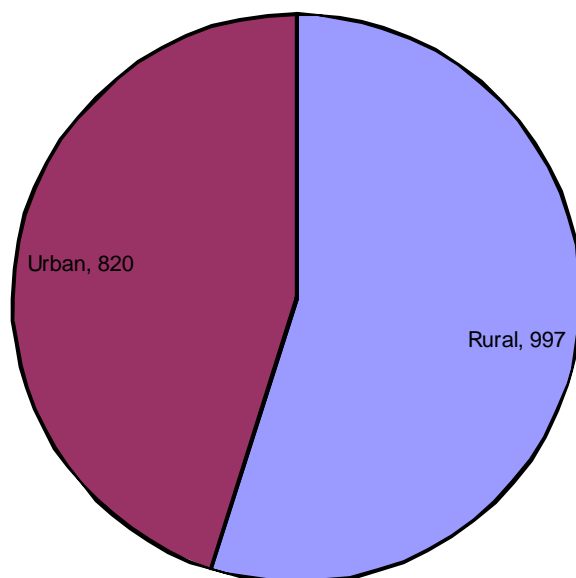


Table 111. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Urban/Rural and Province

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
Central	65	110	26	34	40.0%	30.9%
Copperbelt	37	171	39	137	105.4%	80.1%
Eastern	118	60	59	25	50.0%	41.7%
Luapula	119	27	61	22	51.3%	81.5%
Lusaka	5	114	8	65	160.0%	57.0%
N. Western	245	31	173	6	70.6%	19.4%
Northern	114	64	76	40	66.7%	62.5%
Southern	156	159	41	91	26.3%	57.2%
Western	138	84	88	42	63.8%	50.0%
National	997	820	571	462	57.3%	56.3%

Statistical Trends

The following figures show trends from 2000 to 2010 on various indicators.

Access and Participation

Figure 35. Basic Schools by Agency and Year

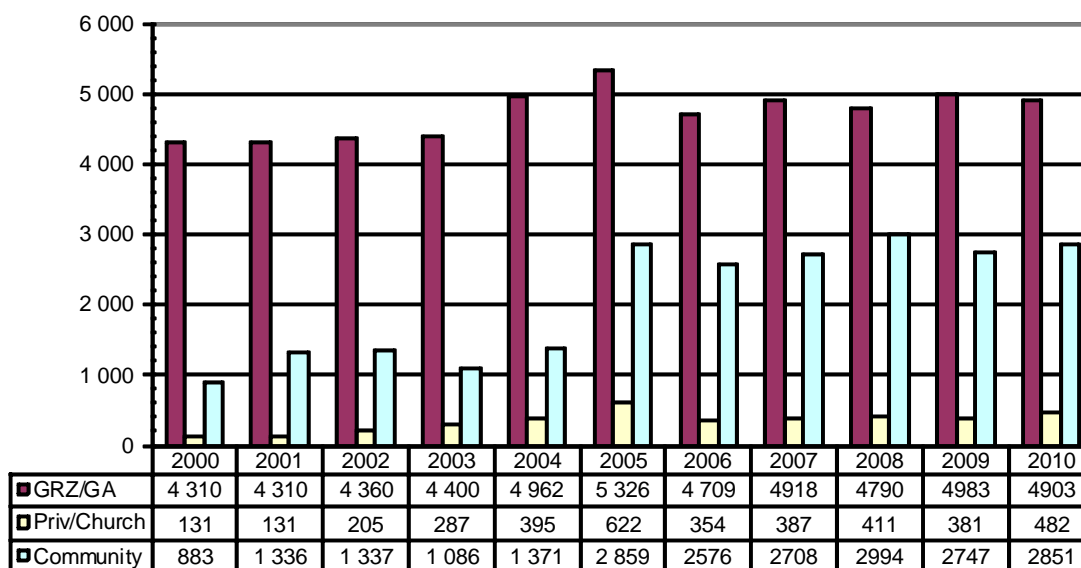


Figure 36. Enrolment in Basic Schools by Gender and Year

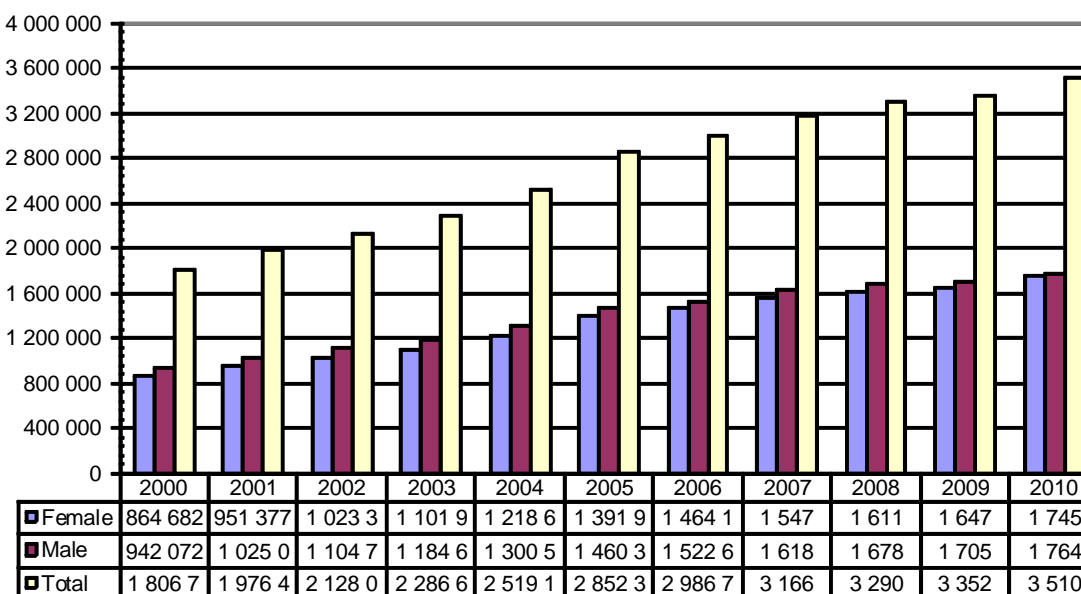


Figure 37. Enrolment in Grades 8-9 by Gender and Year

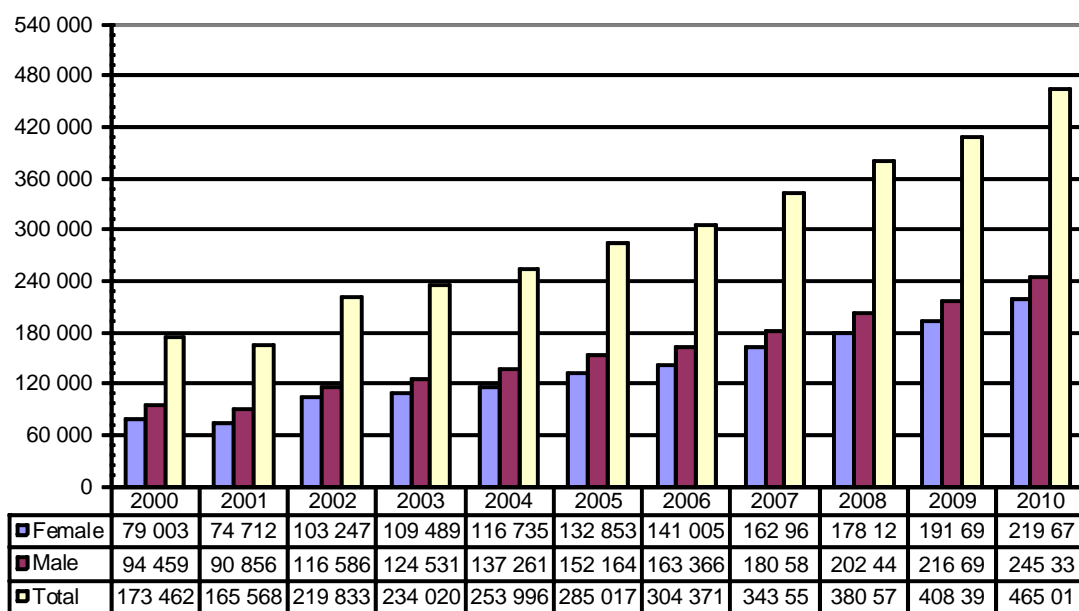


Figure 38. Enrolment in Grades 10-12 by Gender and Year

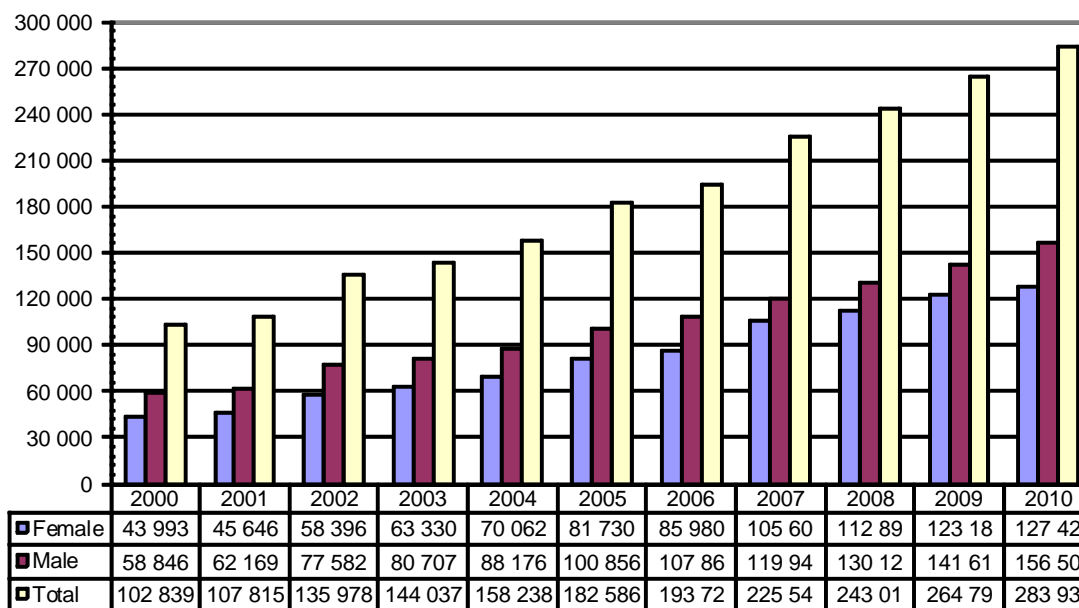


Figure 39. Gross and Net Enrolment Ratios in Grades 1-9 by Year

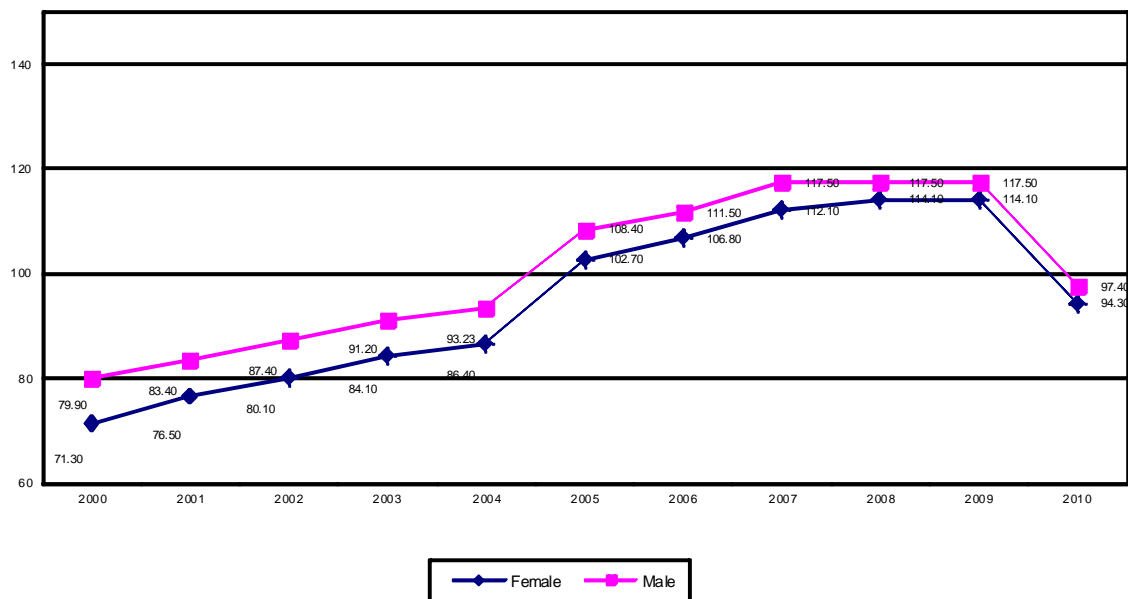


Figure 40. Gross Enrolment Ratio in Basic Schools by Gender and Year

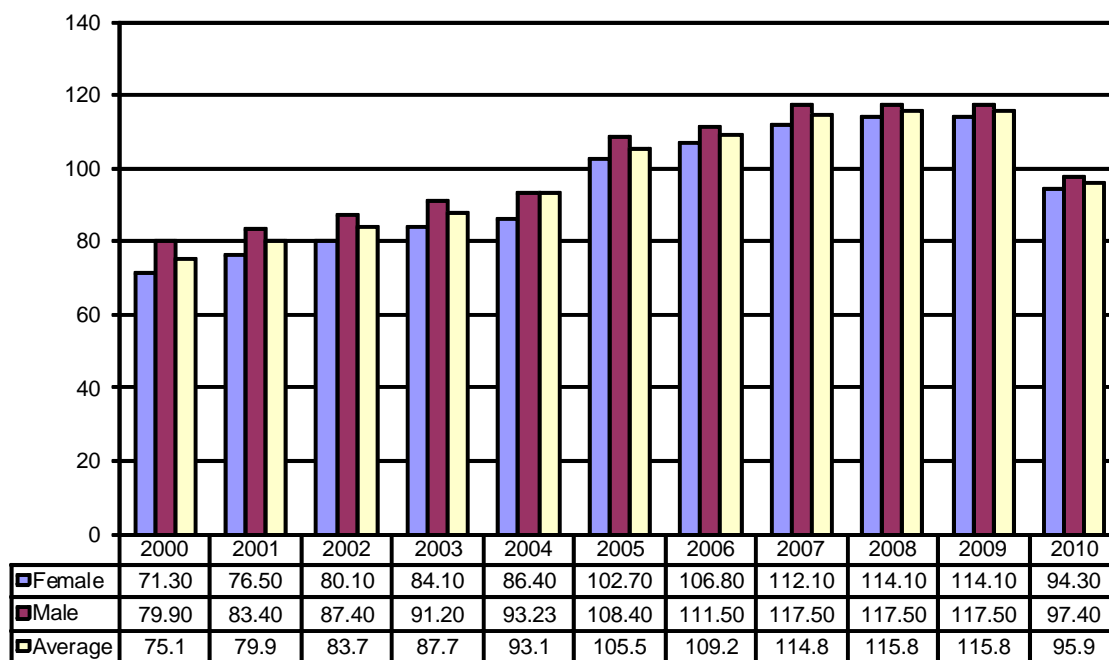


Figure 41. Gross Enrolment Ratio in Grades 10-12 Schools by Gender by Year

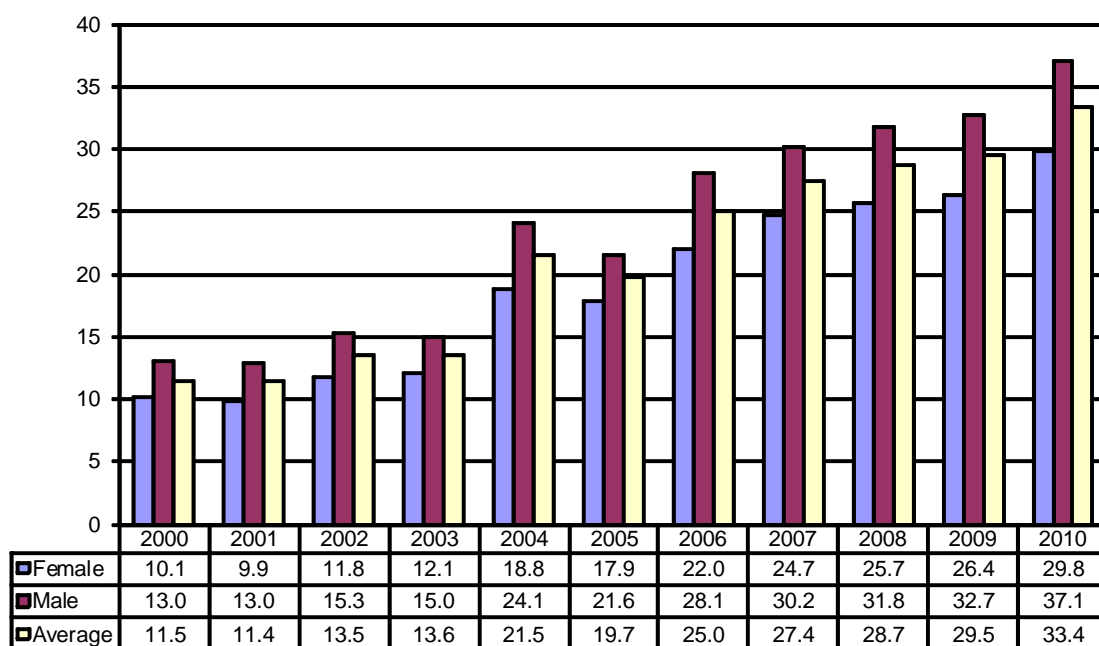


Figure 42. Net Enrolment Ratio in Basic Schools by Gender and Year

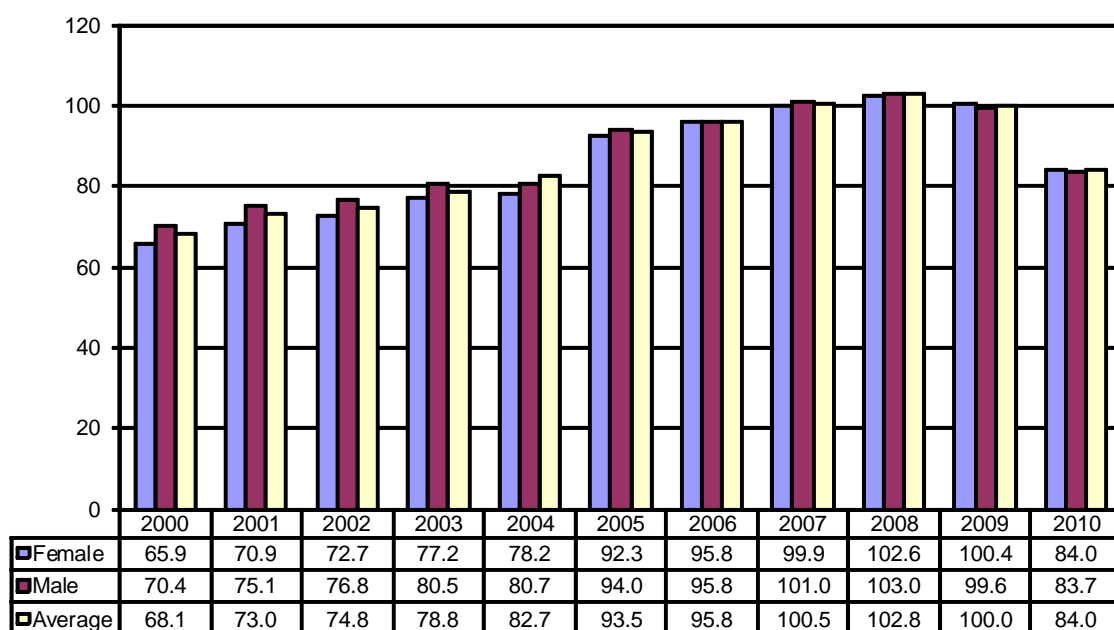
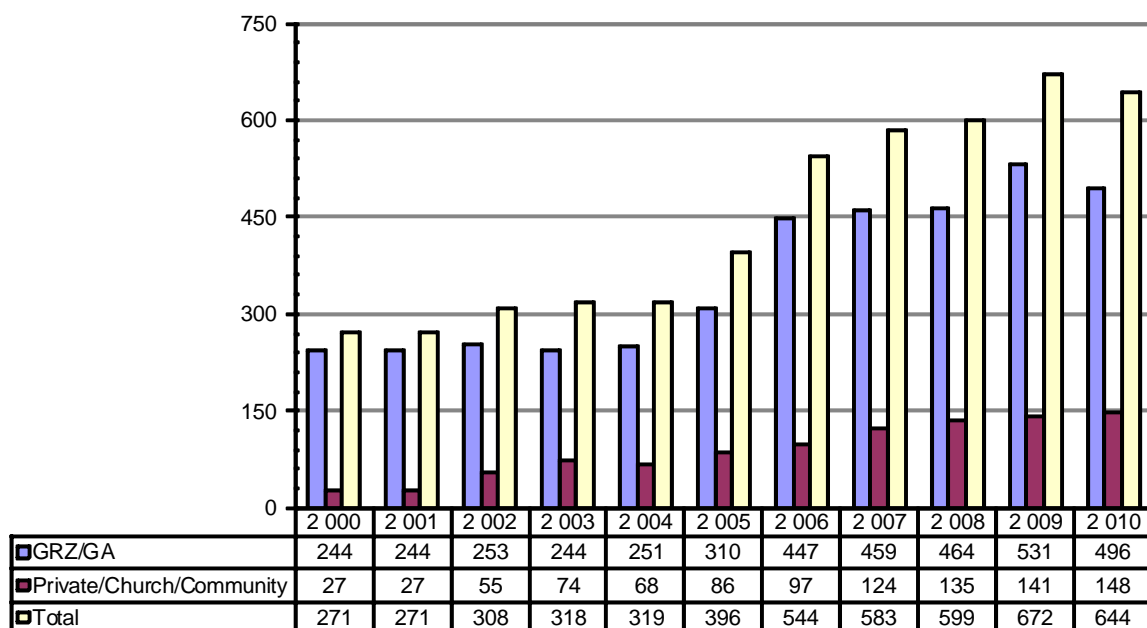


Figure 43. Secondary Schools by Agency and Year



Efficiency

Figure 44. Transition Rate for Grade 7-8 by Gender and Year

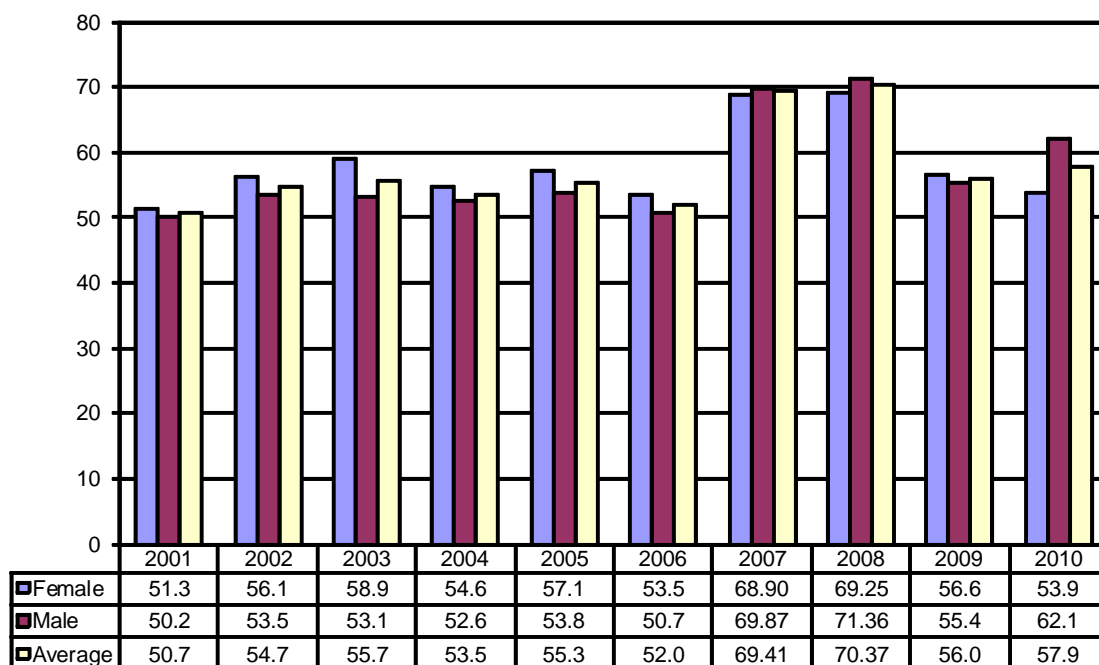


Figure 45. Repetition Rate in Grades 1-9 by Gender and Year

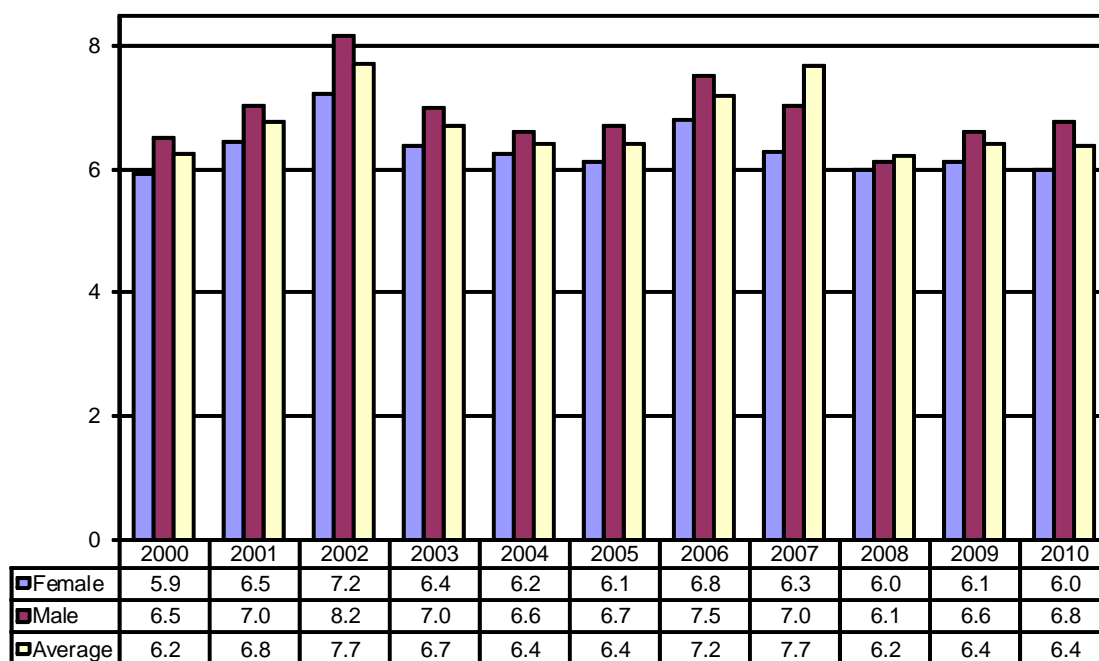


Figure 46. Repetition Rate in Grades 10-12 by Gender and Year

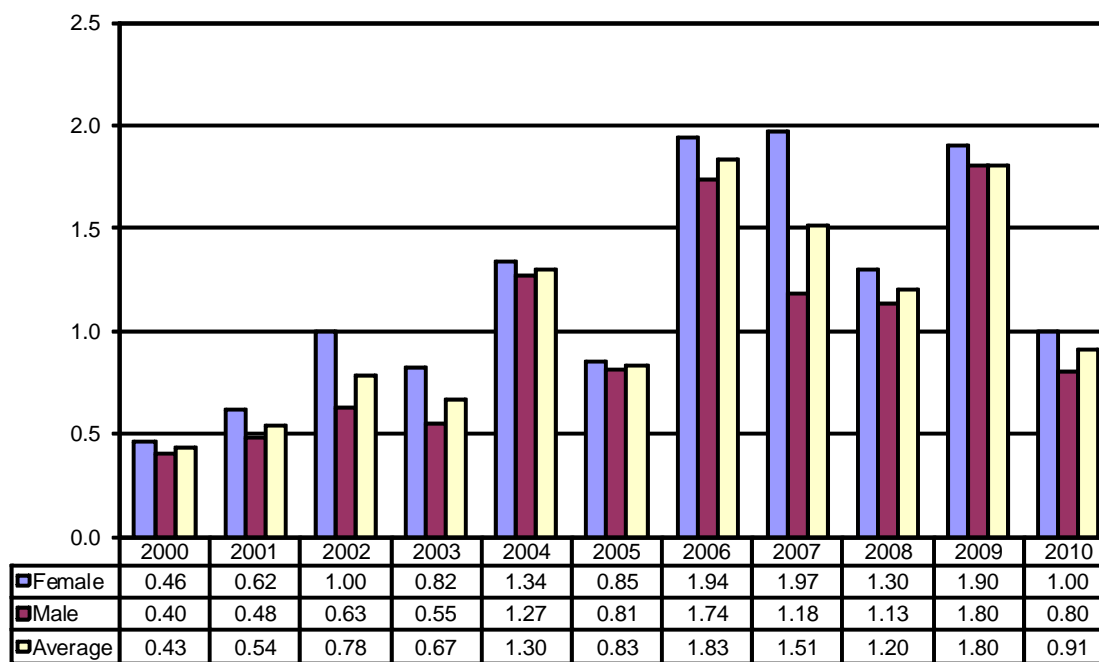


Figure 47. Dropout Rate in Basic Schools by Gender and Year

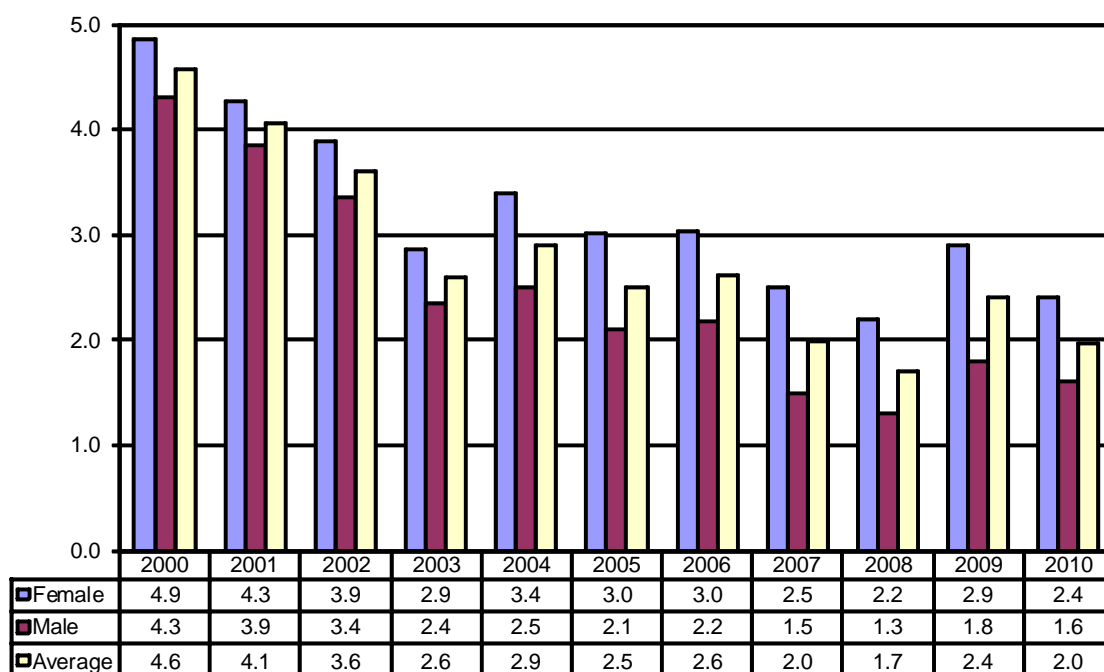


Figure 48. Dropout Rate in Grades 10-12 by Gender and Year

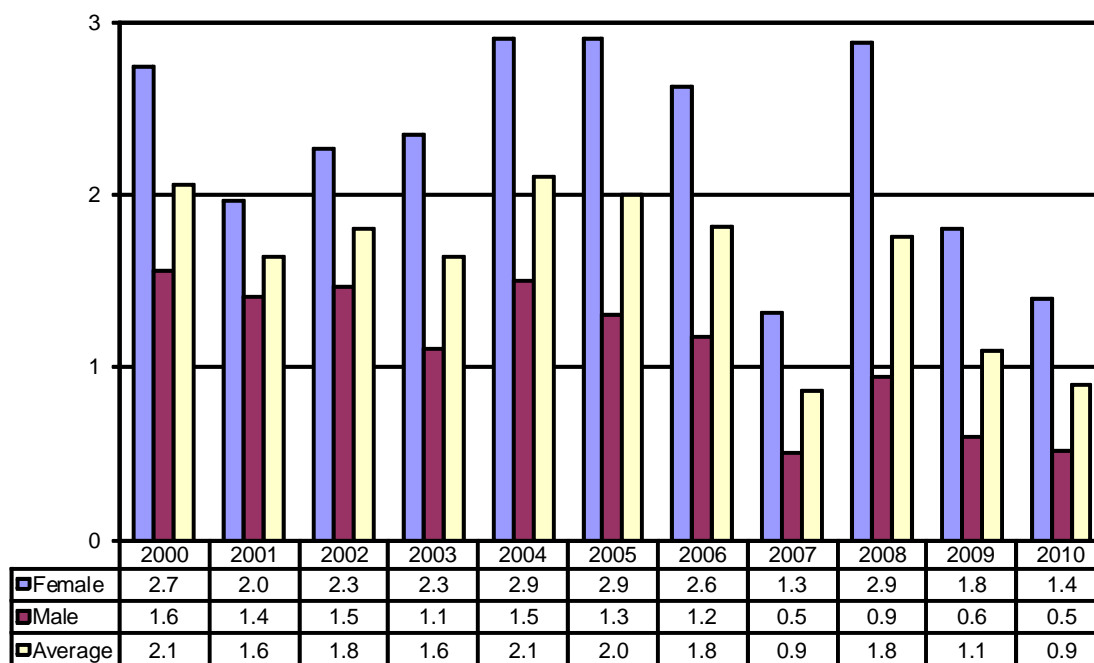


Figure 49. Gross and Net Intake Rates in Basic Schools by Year

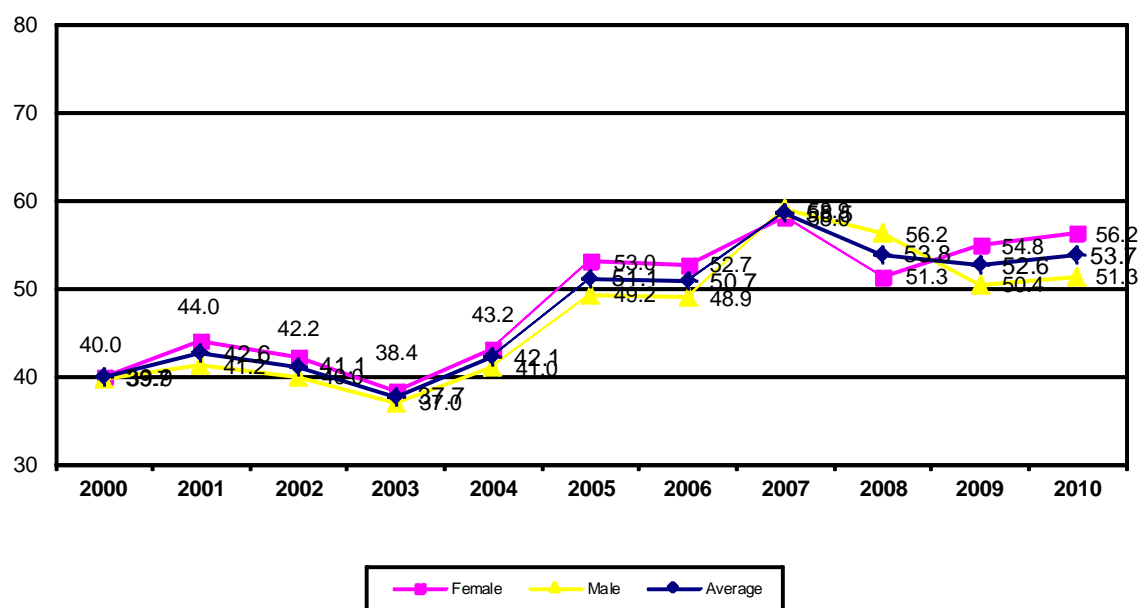


Figure 50. Gross Intake Rate in Basic Schools by Gender and Year

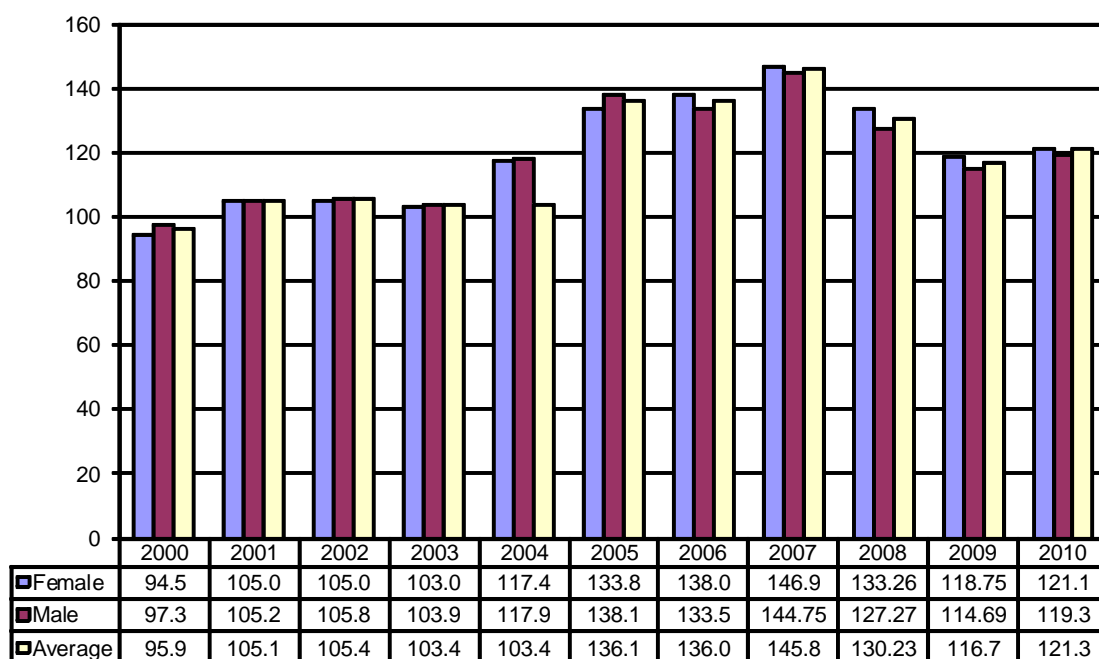


Figure 51. Net Intake Rate in Basic Schools by Gender and Year

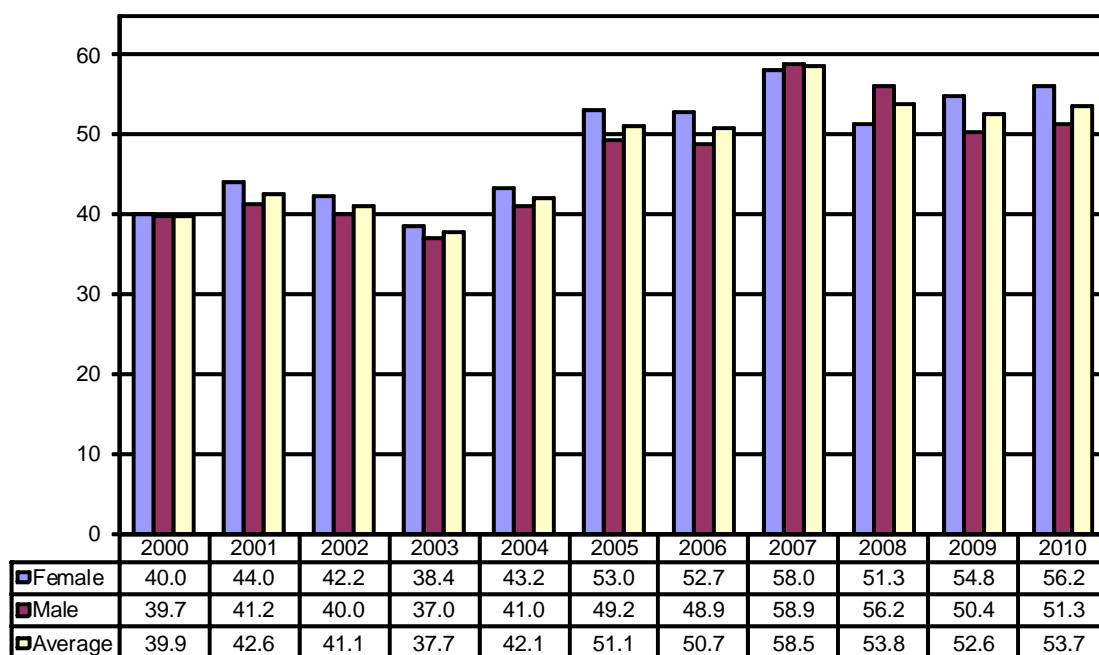


Figure 52. Completion Rate in Grades 1-7 and 1-9 by Year

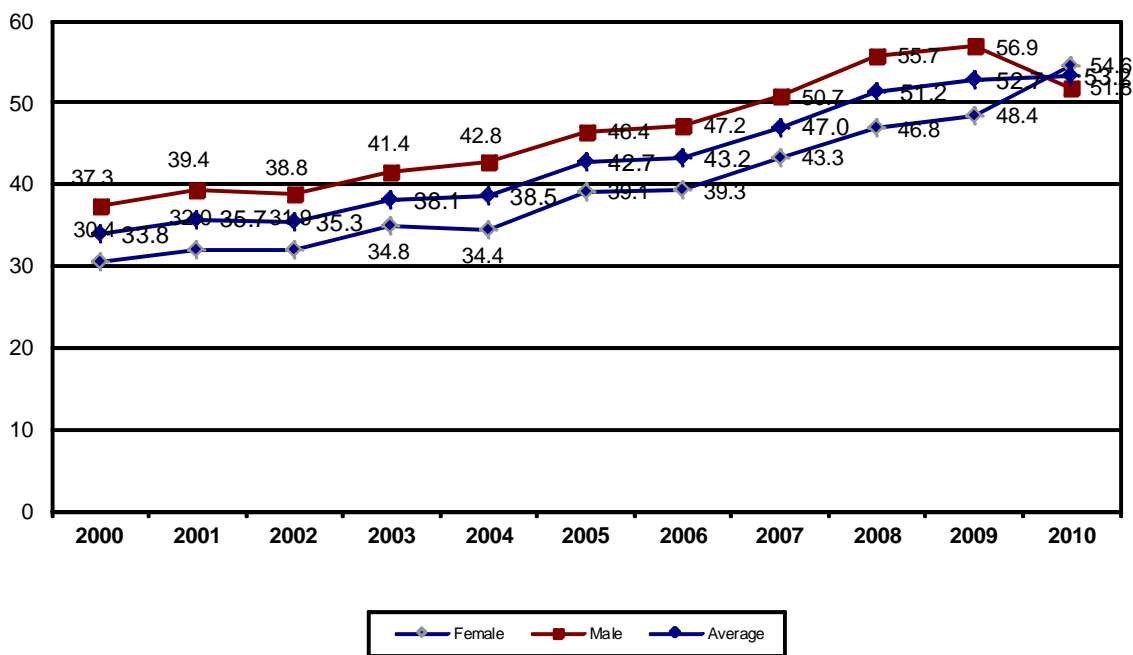


Figure 53. Completion Rate in Grade 1-9 by Gender and Year

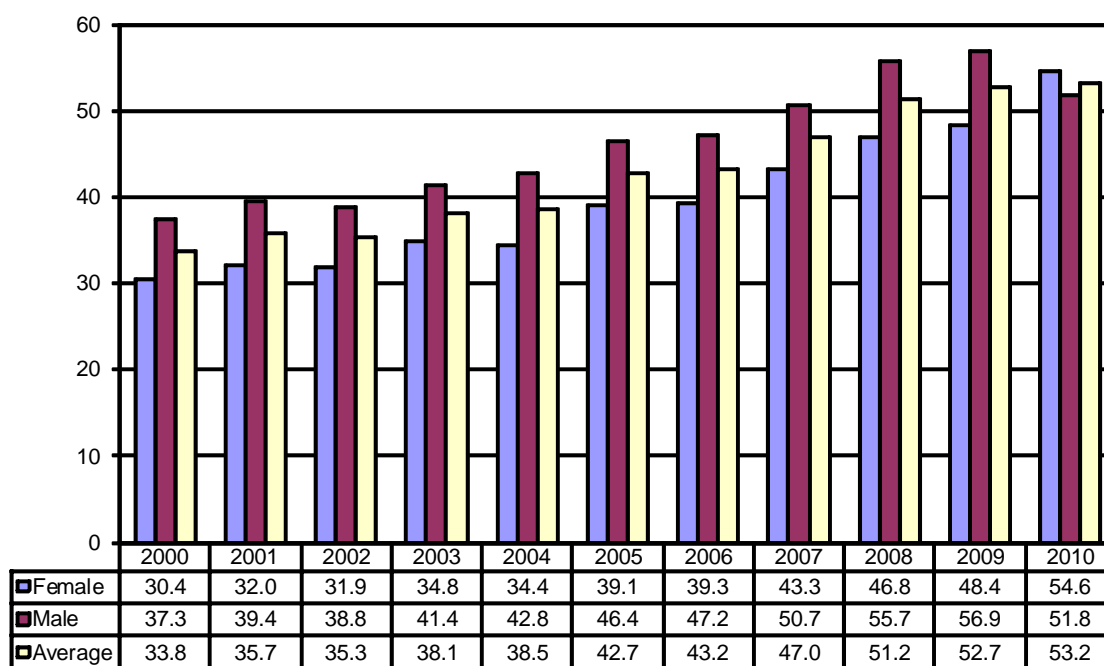


Figure 54. Completion Rate in Grade 1-12 by Gender and Year

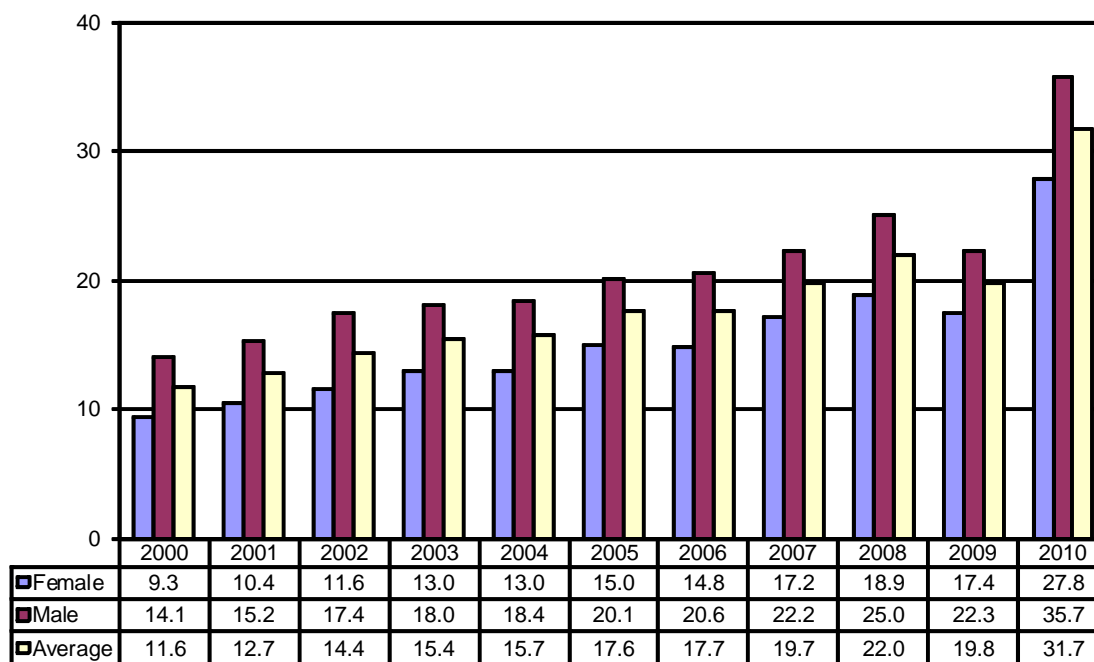


Figure 55. Transition Rate for Grades 7-8 by Gender Year

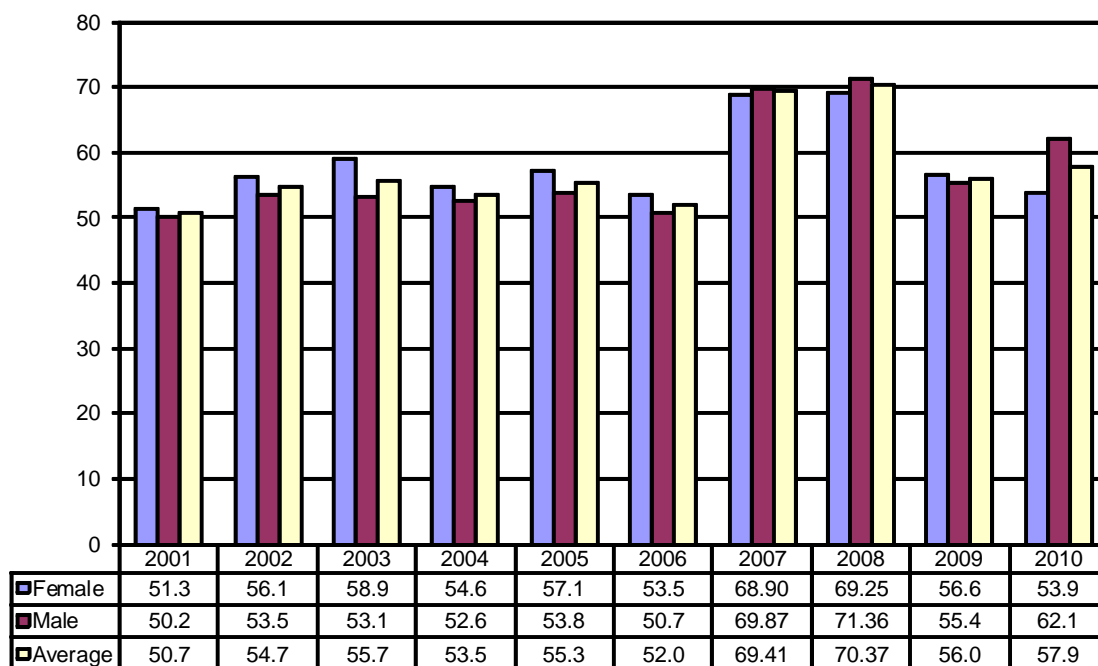


Figure 56. Transition Rate for Grades 9-10 by Gender and Year

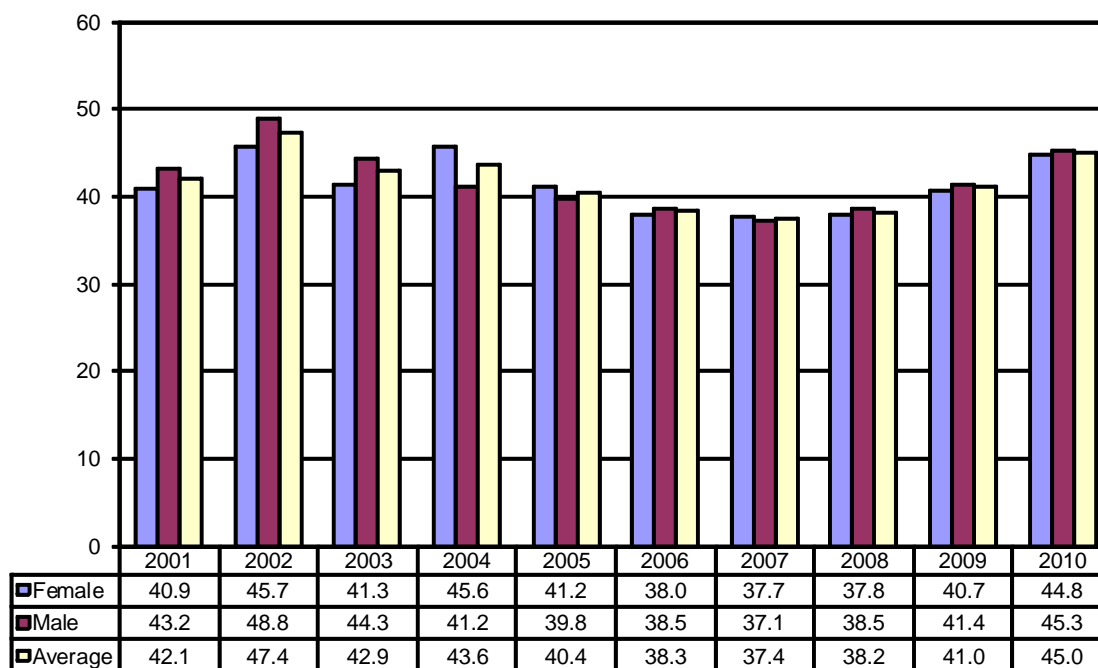


Figure 57. Repetition Rate in Basic Schools by Gender and Year

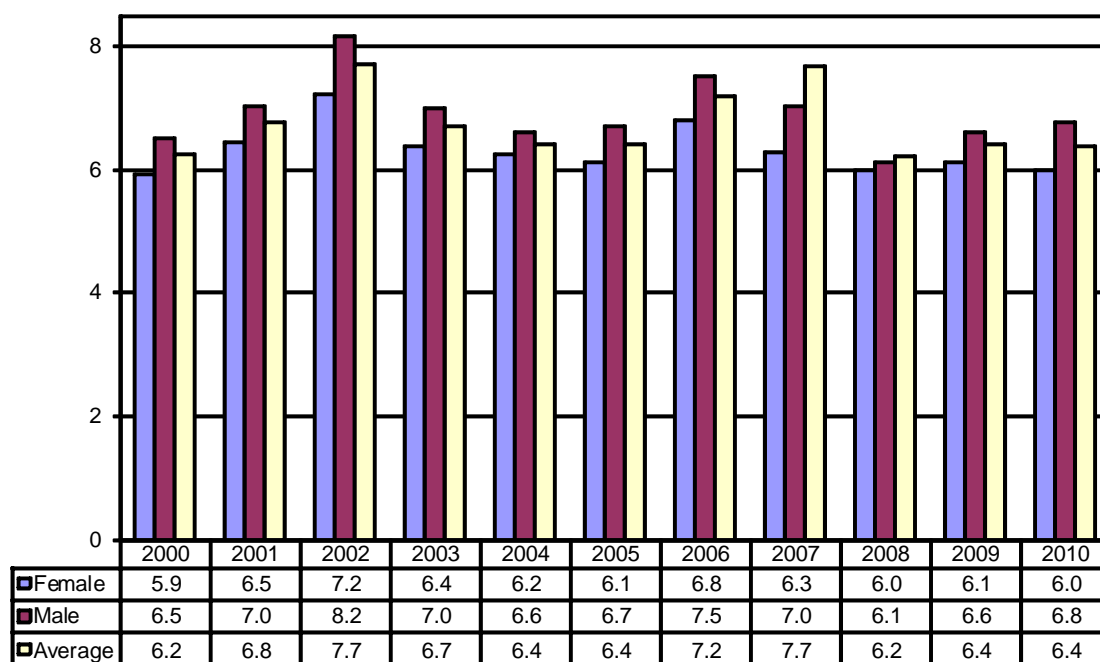


Figure 58. Repetition Rate in Grades 10-12 by Gender and Year

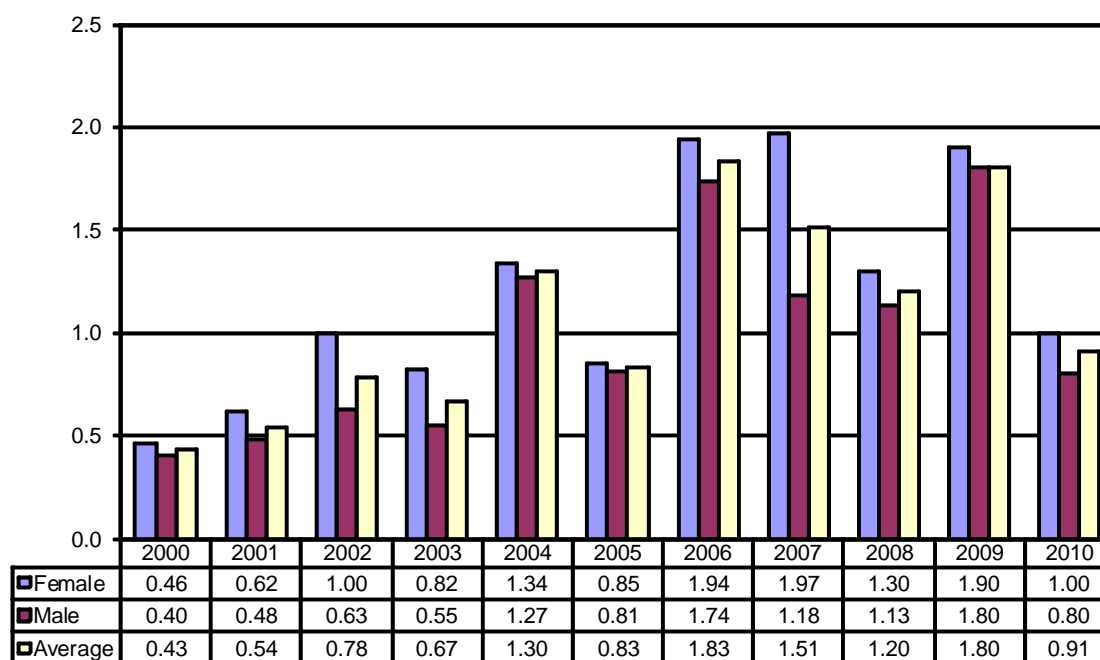


Figure 59. DropOut Rate in Basic Schools by Gender and Year

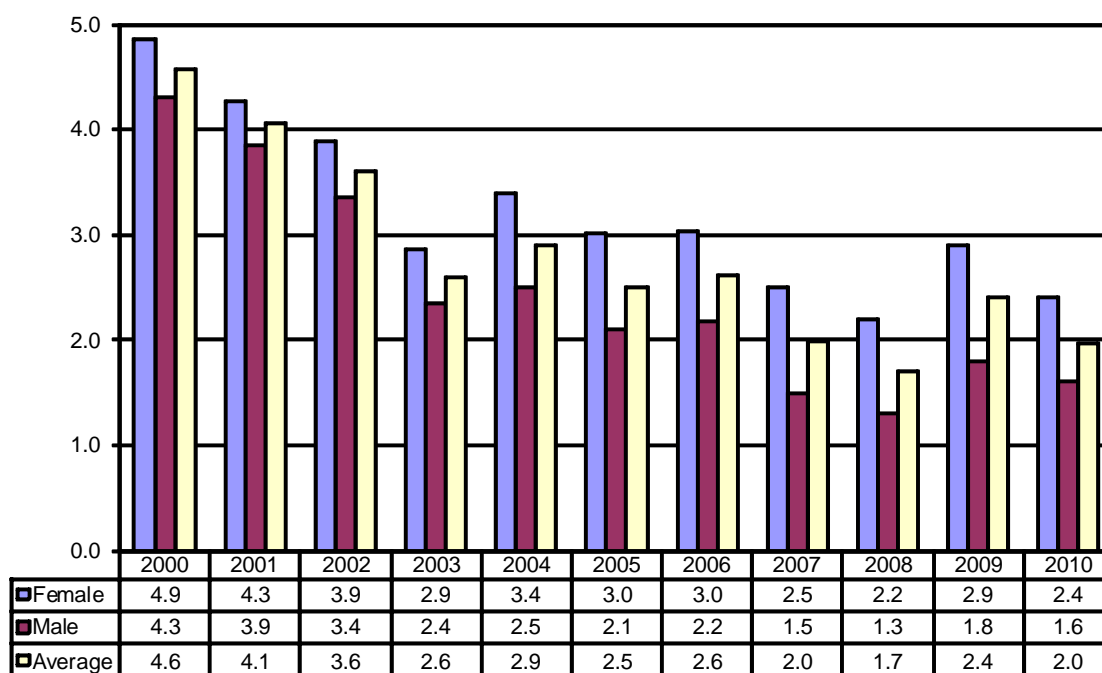
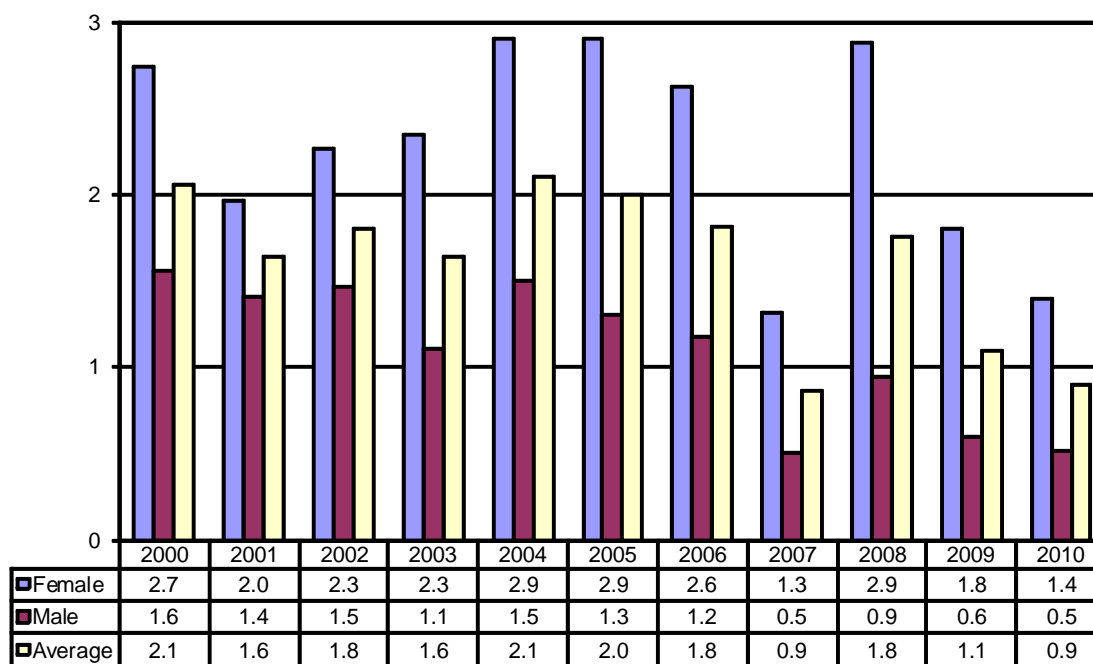


Figure 60. Drop Out Rate in Grades 10-12 by Gender and Year



Quality

Figure 61. Teachers in Basic Schools by Gender and Year

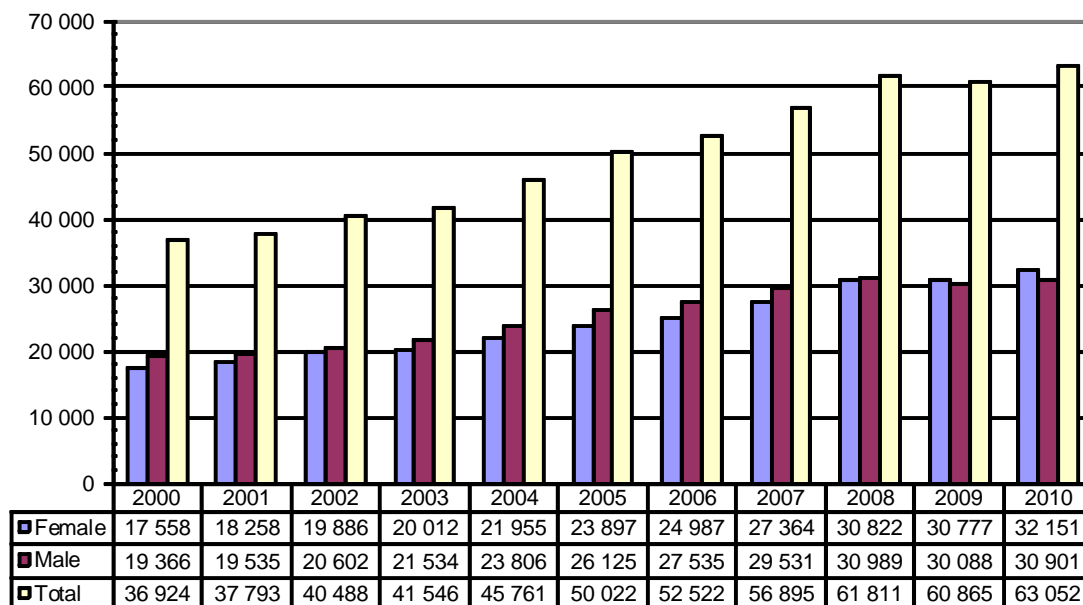


Figure 62. Teachers in Secondary Schools by Gender and Year

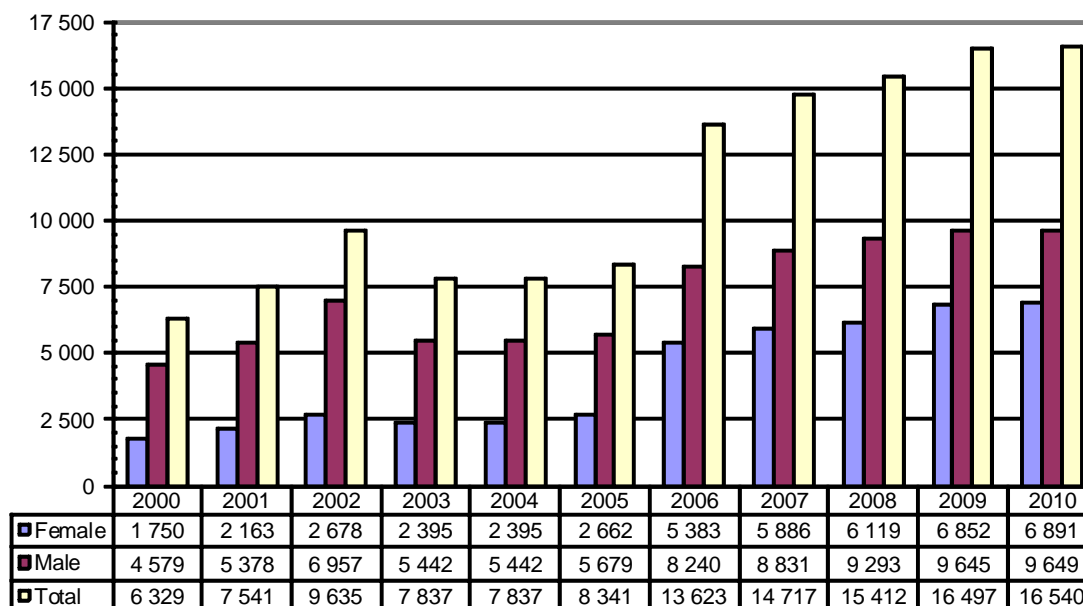


Figure 63. Teacher Attrition in Basic Schools by Gender and Year (excl. Com. Schools)

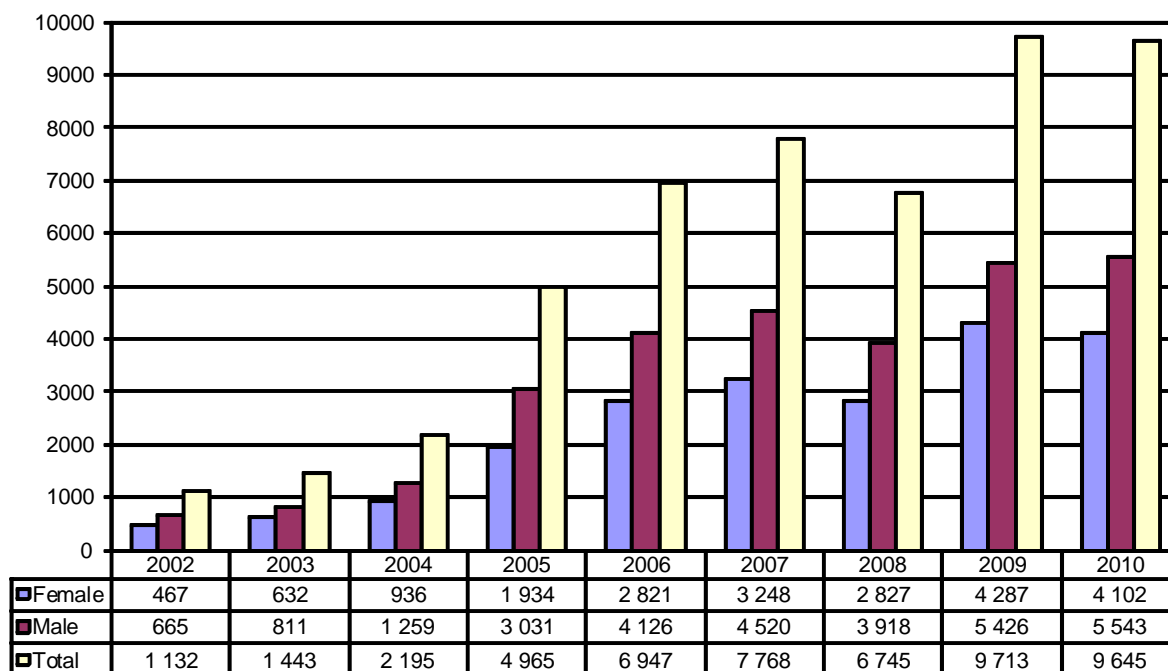


Figure 64. Teacher Attrition in Secondary Schools by Gender and Year (excl. Com. Schools)

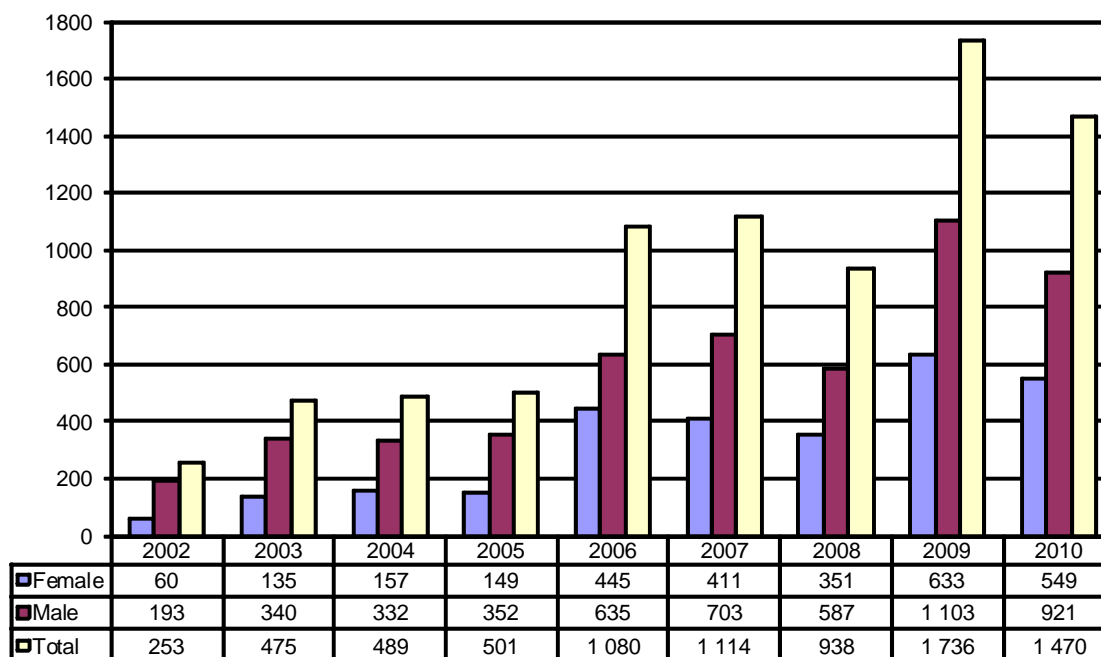


Figure 65. Teacher Deaths in Basic Schools by Gender and Year (excl. Com. Schools)

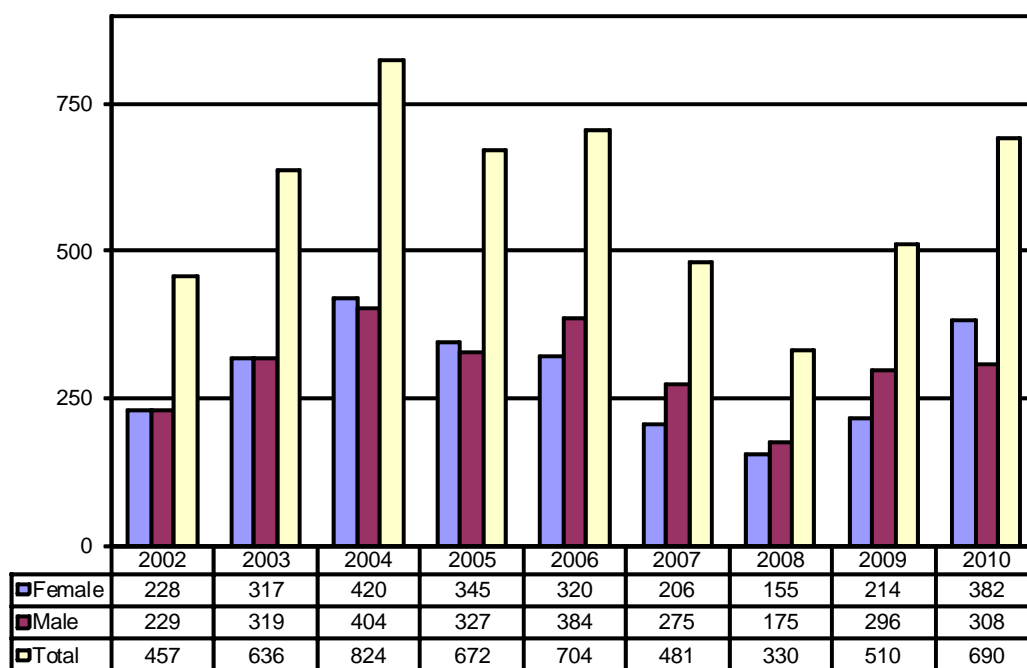


Figure 66. Teacher Deaths in Secondary Schools by Gender and Year (excl. Com. Schools)

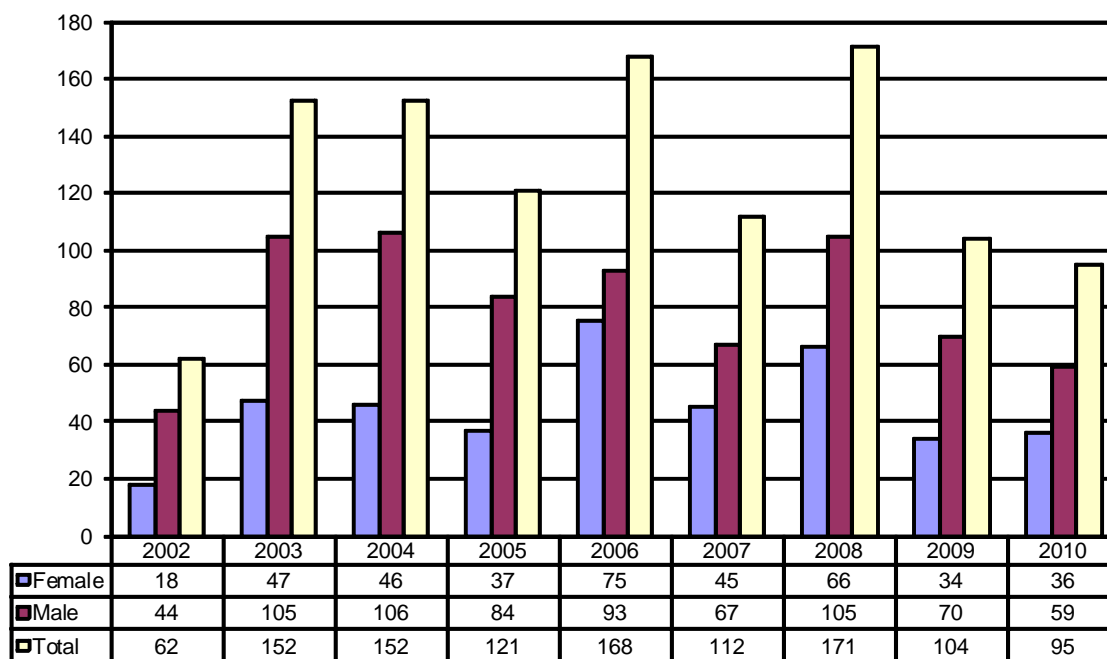


Figure 67. Examination Pass Rate for Grade 9 by Gender and Year

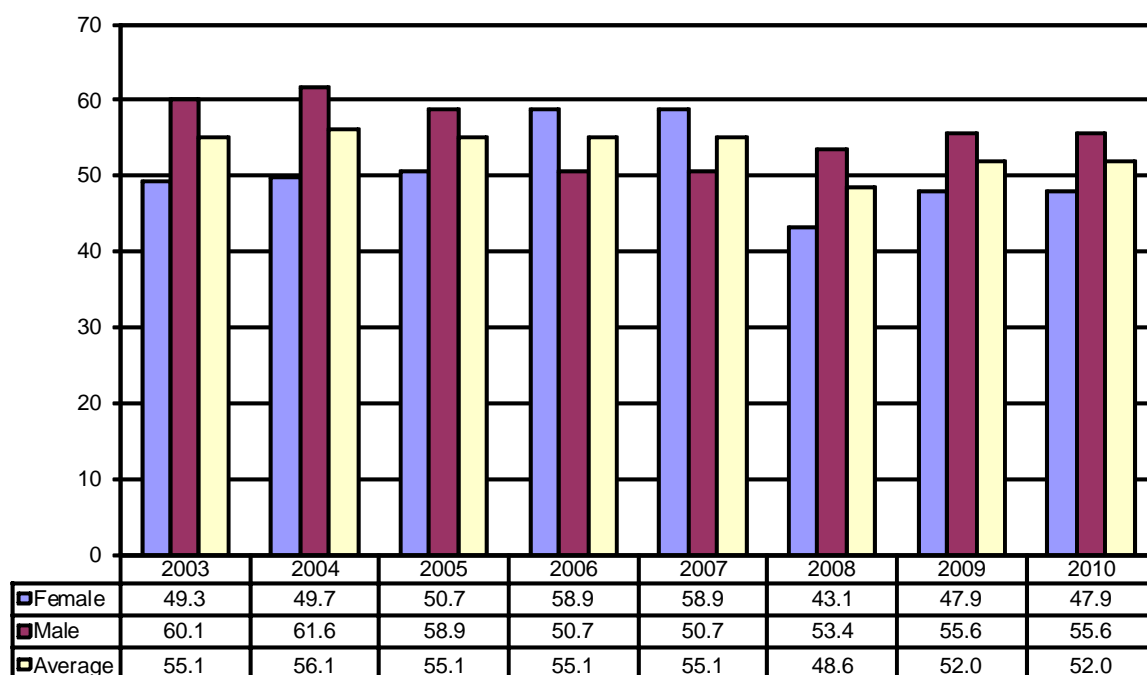
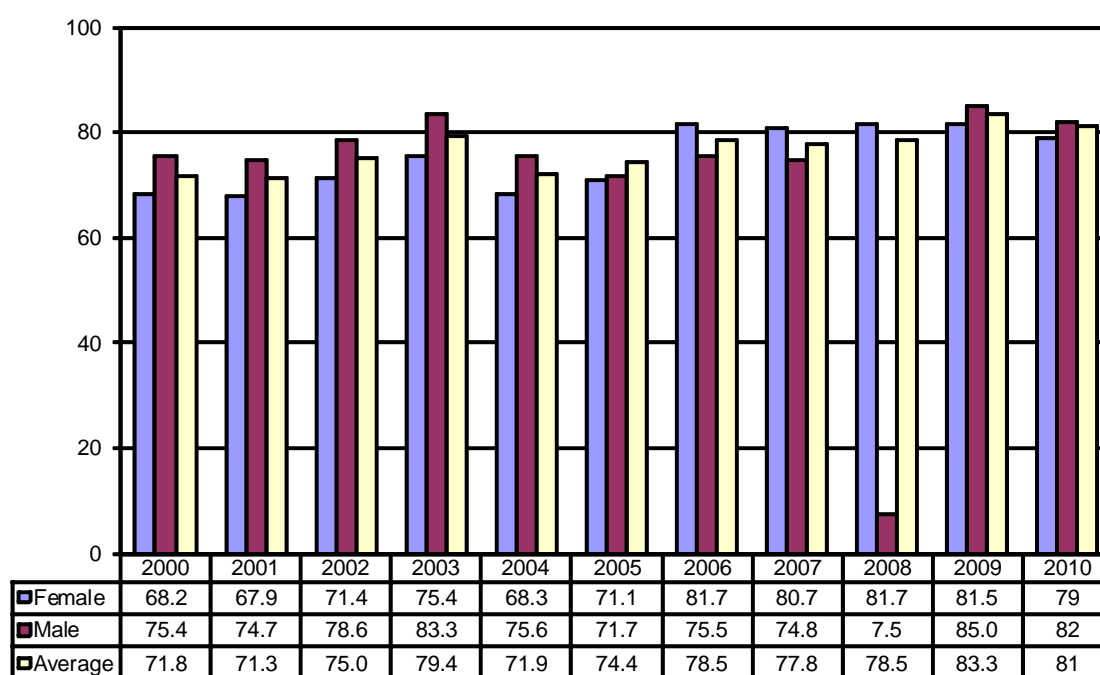


Figure 68. Survival Rate for Grade 5 by Gender and Year



Equity

Figure 69. Gender Parity Index for Gr. 1-9 and Gr. 10-12

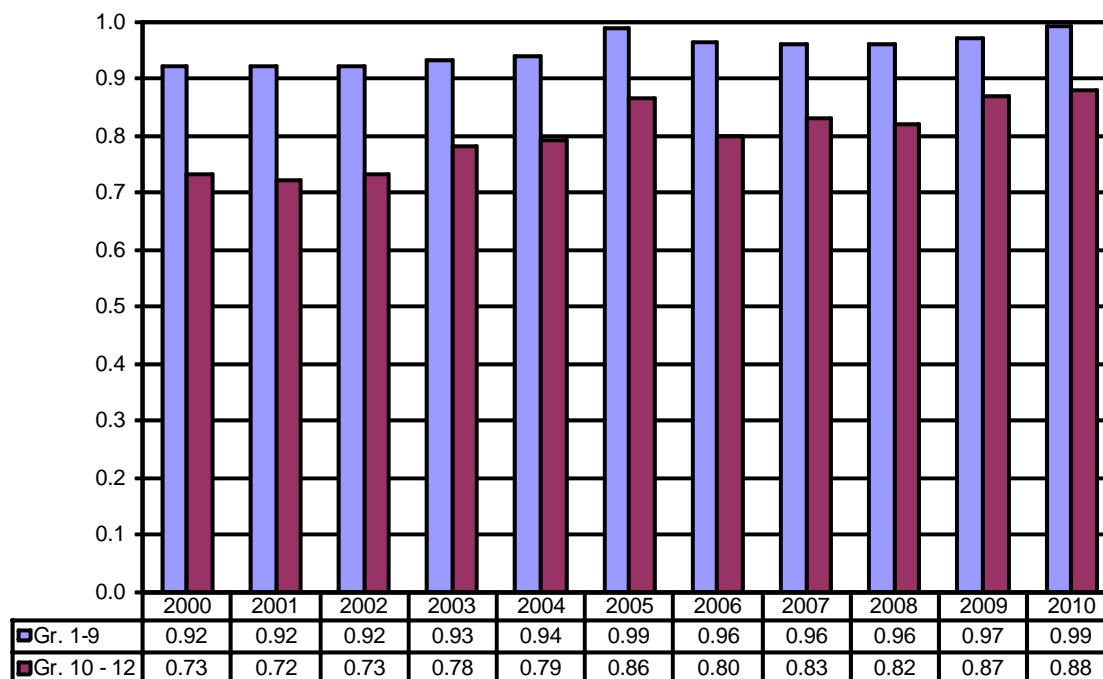


Figure 72. Orphans in Basic Schools by Gender and Year

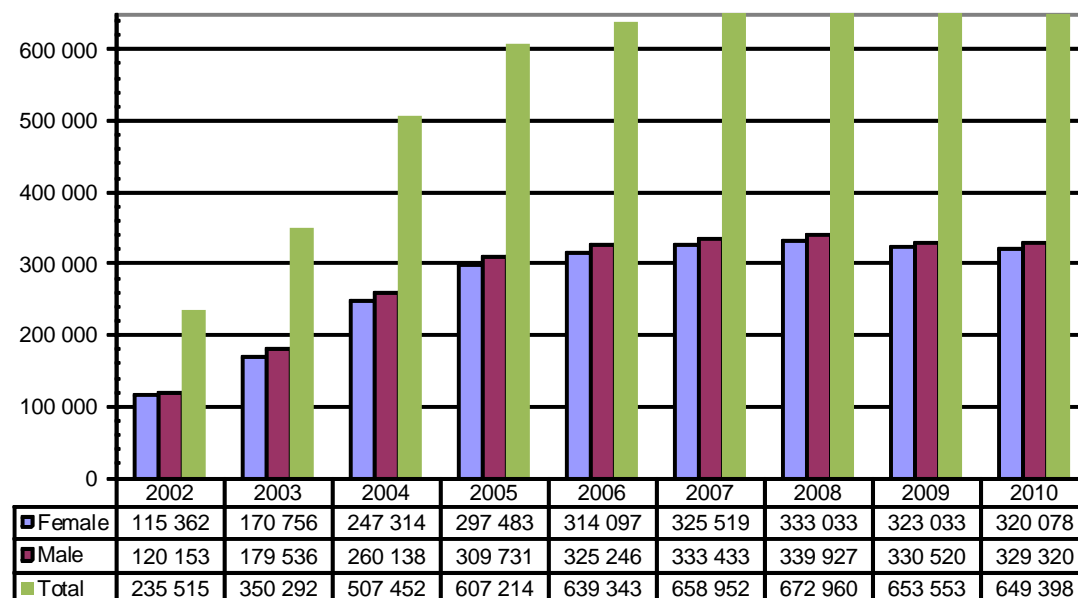


Figure 70. Orphans in Grades 10-12 Schools by Gender and Year

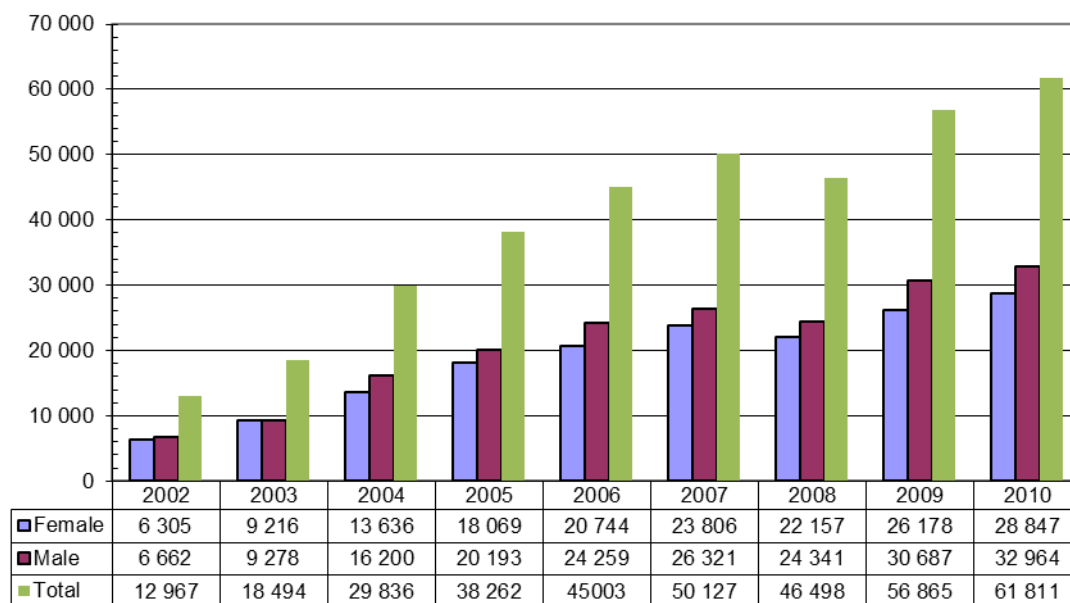


Figure 71. CSEN in Basic Schools by Gender and Year

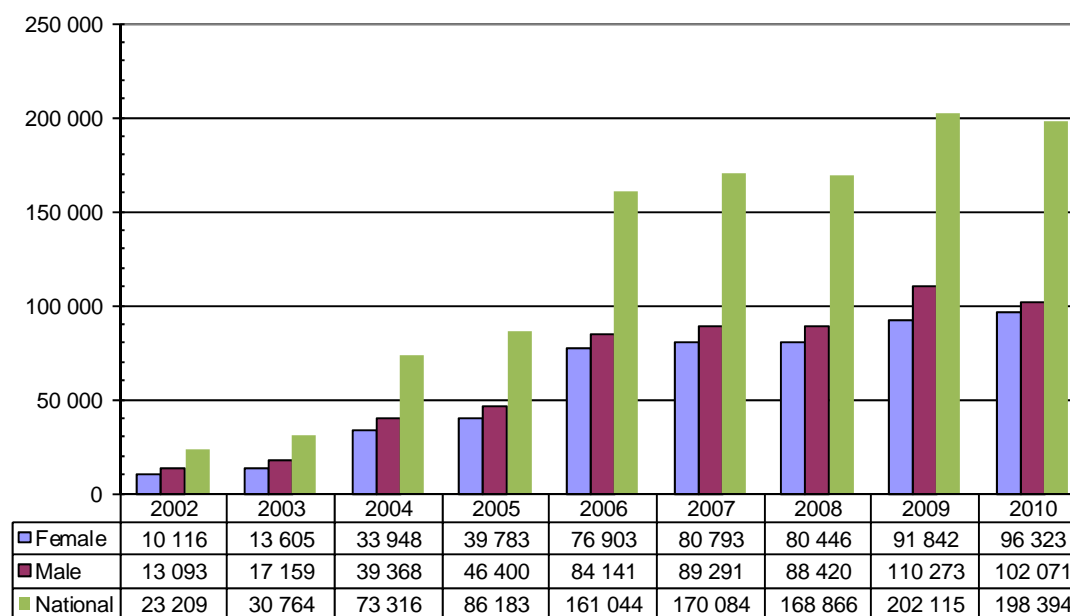


Figure 72. CSEN in Grades 10-12 Schools by Gender and Year

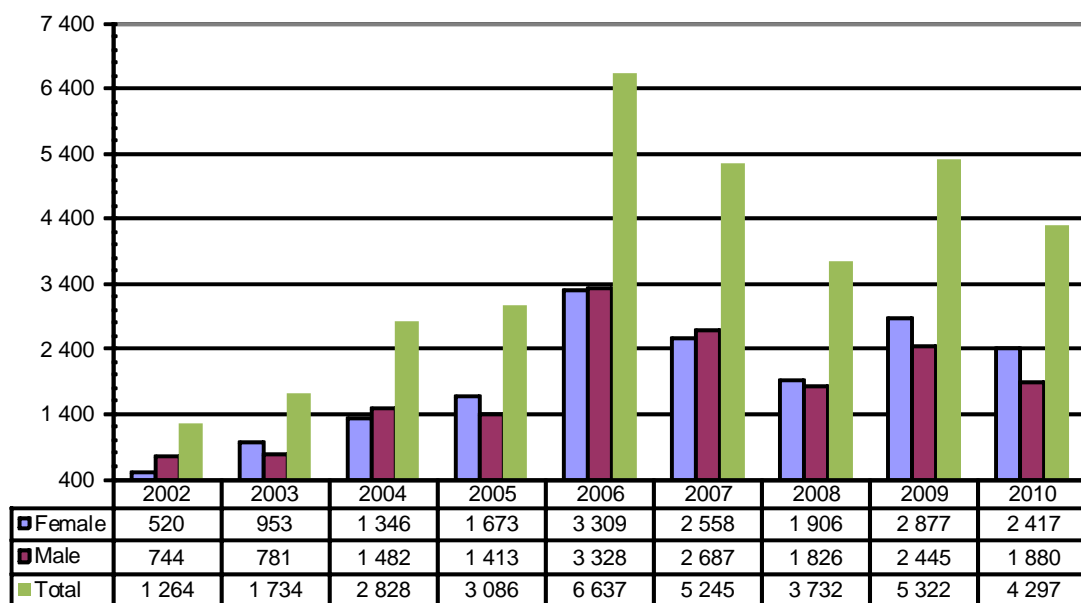


Figure 73. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year

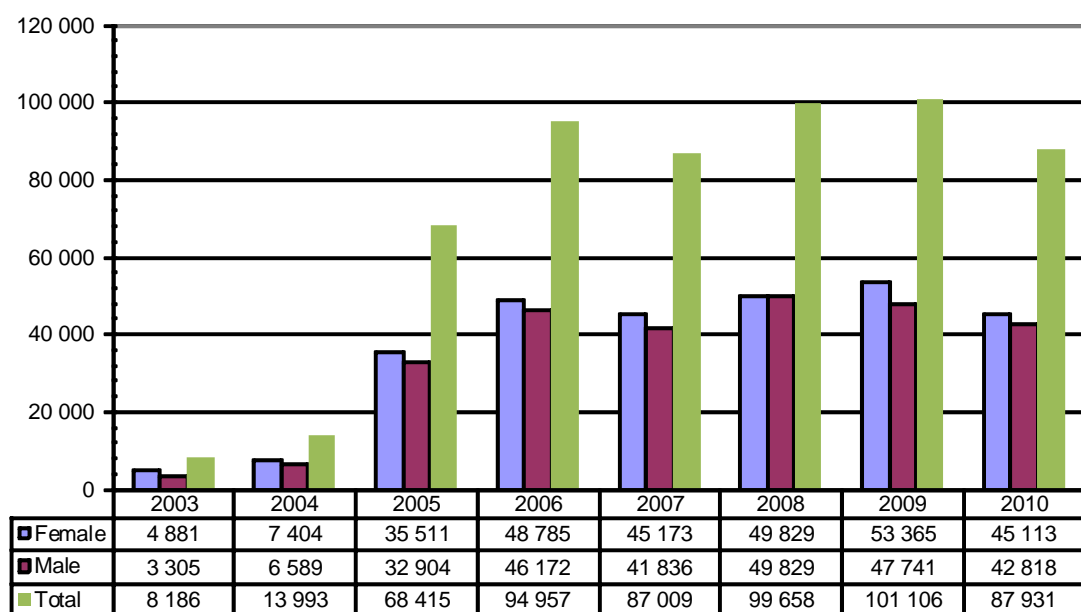


Figure 74. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year

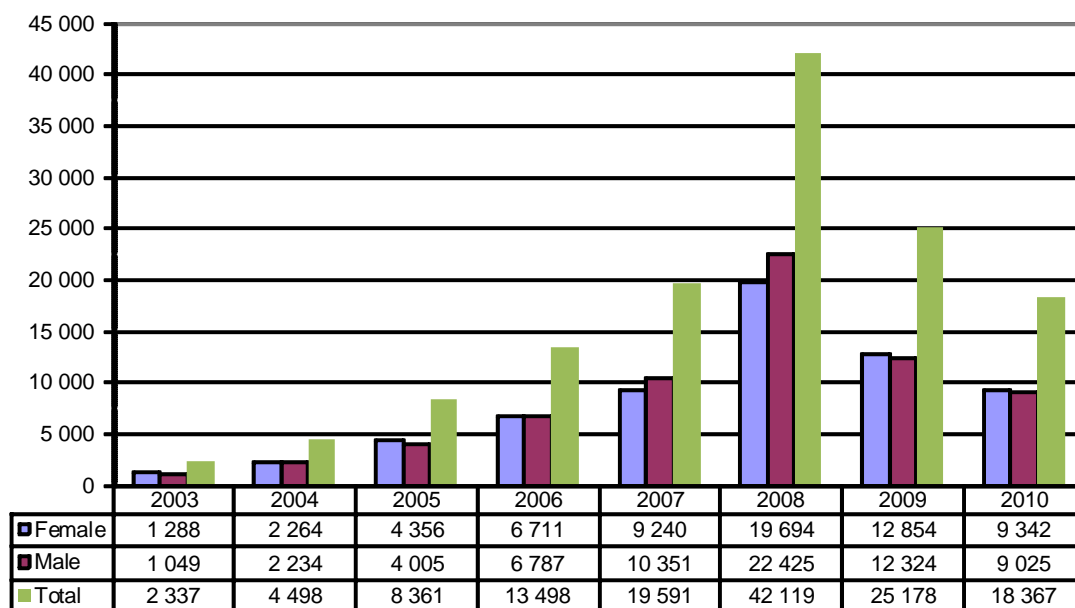


Figure 75. Pregnancies and Re-admissions in Basic Schools by Year

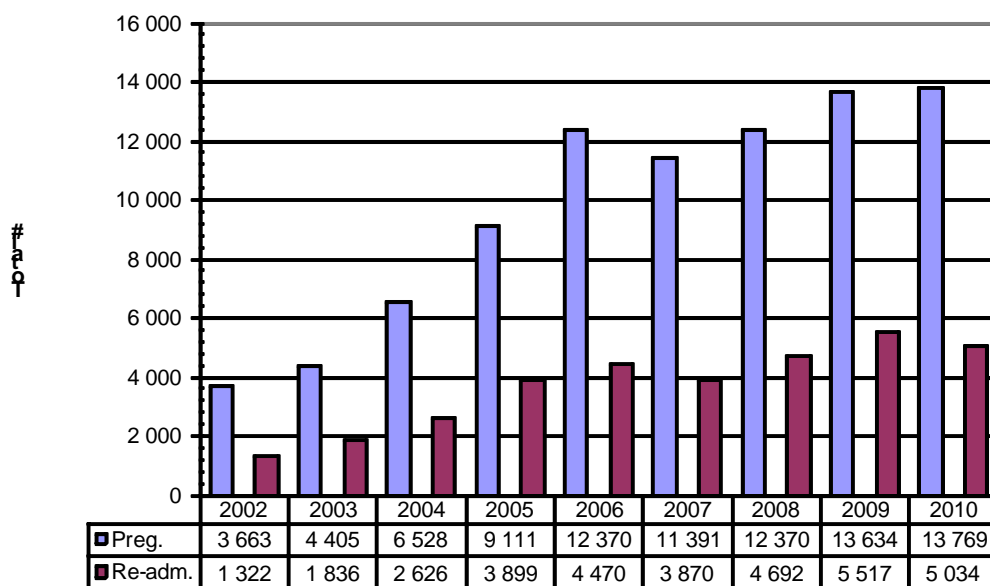
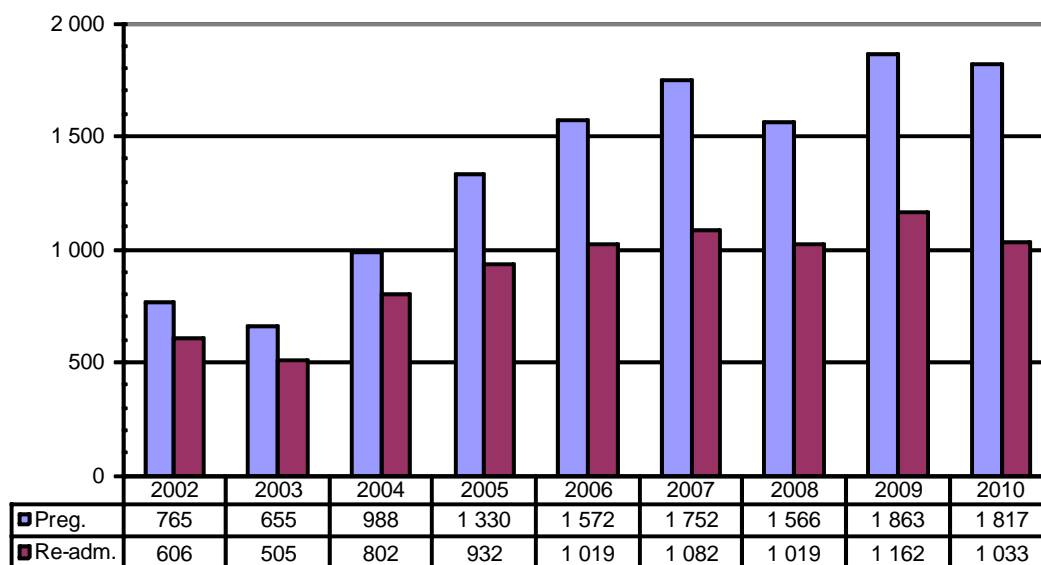


Figure 76. Pregnancies and Re-admissions in Grades 10-12 Schools by Year



Tertiary

Figure 77. Academic Staff at UNZA and CBU

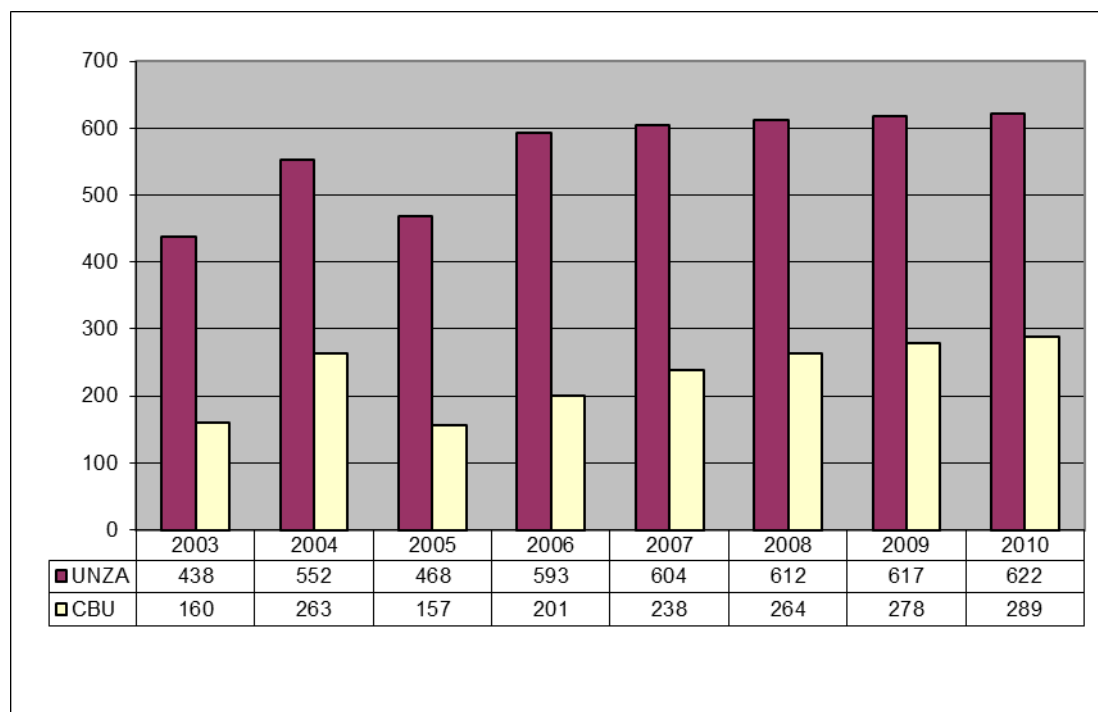


Figure 78. Student Enrolment at UNZA by Gender and Year

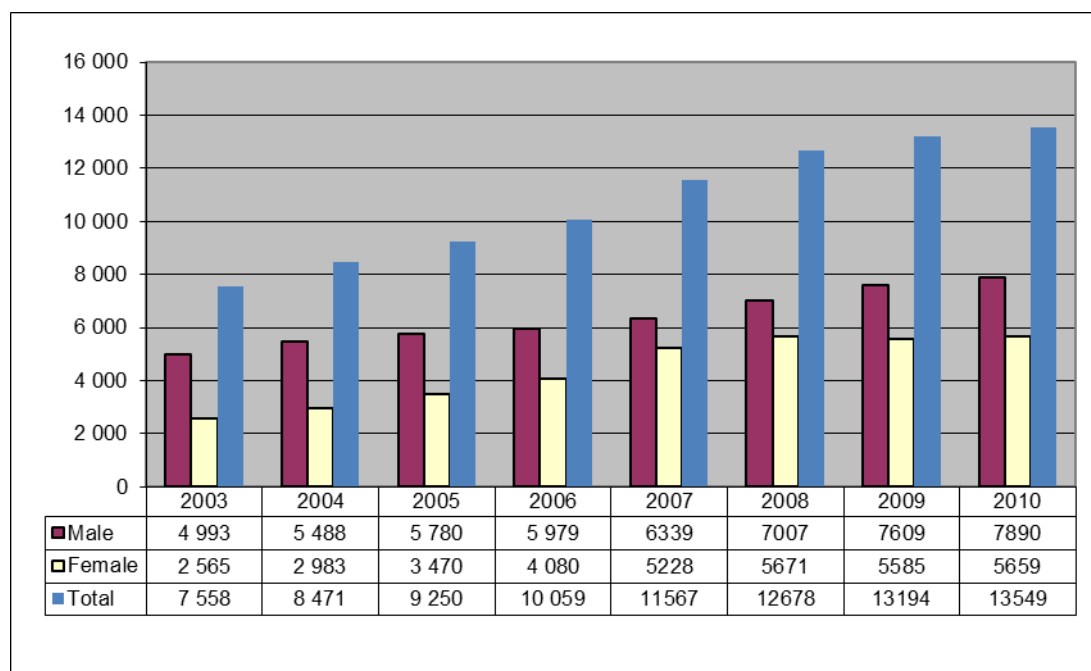
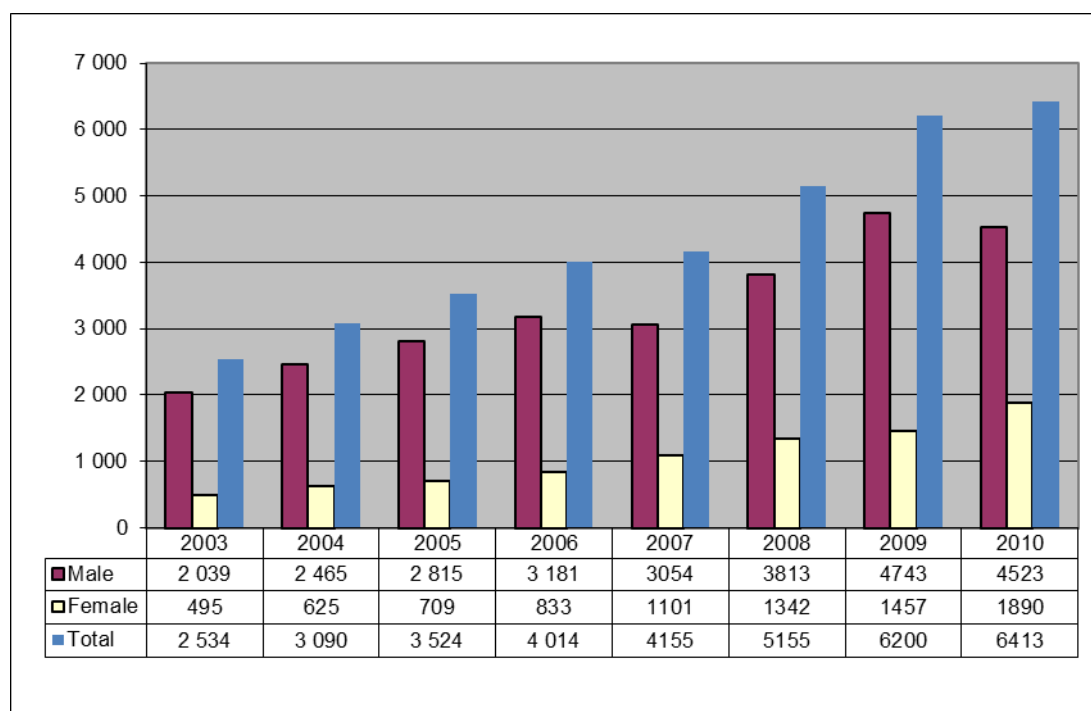


Figure 79. Student Enrolment at CBU by Gender and Year



Tertiary Education

Tertiary Education

The demand for Tertiary Education in Zambia has continued to grow over the years. This could be attributed to the expansion of Basic and High Schools Infrastructure providing students input to these Institutions. The population of Zambia has been growing steadily over the years exerting a lot of pressure on the few tertiary Institutions available in the country. However, a number of tertiary Institutions both private and public have opened up providing learning opportunities for the many students graduating from high schools.

Colleges of Education Enrolments

There were 25 colleges of Education that reported data in 2010 (16 public and 9 private) In terms of enrolment there were 11, 984 students enrolled in these colleges of education. Nkrumah had the largest number of students studying secondary education with 2,545 male and 2,398 females enrolled, followed by Kitwe college of education with 287 males and 289 females students. In terms of gender disparity, the gender gap seems to be closing up at the Nkrumah College of education. The Theological College for central Africa had the least number of pupils enrolled with only 10 students with 4 males and 6 females. (see table 1 below).

The tertiary education sub-sector can be categorized into two groupings. The first are those institutions falling directly under MOE. The Natural Resources Development College also trains teachers for agricultural science, while the Evelyn College for Applied Arts and Commerce trains teachers for Art and Music.

The second category is those institutions registered with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) under the Ministry of Science Technology and Vocational Training. MSTVT collects statistical information pertaining to the Technical Education Vocational and Entrepreneurship Training (TEVET) sub-sector. Previously the Ministry produced statistics that reflected only activities of the 23 MSTVT technical education vocational and entrepreneurship training institutions, but now all the 314 institutions registered in 2004 by TEVETA are targeted. For more information contact TEVETA on e-mail psmstvt.gov.zm, or visit their website at www.mstvt.gov.zm.

Access and Participation

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

- a) Increasing admission for privately sponsored students;

- b) Expanding distance and open learning programmes and evening classes;
and
- c) Development of partnerships to set up foundations for financial assistance
to students from disadvantaged backgrounds.

Table 112. College Student Enrolment - 2010

College	Basic Education			Secondary Education			Special Education			Total All Students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Charles Lwanga	98	101	199							98	101	199
Monze College of Education	93	130	223							93	130	223
Chipata	301	223	524				1	2	3	302	225	527
David Livingstone				298	248	546				298	248	546
Musi-O-Tunya College	6	3	9	298	248	546				304	251	555
Kasama	307	156	463							307	156	463
Kitwe	287	289	576							287	289	576
Malcom Moffat	424	514	938							424	514	938
Mansa	217	208	425							217	208	425
Mongu	151	132	283							151	132	283
Mufulira	344	326	670							344	326	670
Solwezi	163	144	307							163	144	307
COSETCO			0	195	155	350				195	155	350
Nkrumah			0	2,545	2,398	4,943				2,545	2,398	4,943
ZAMISE	43	67	110							43	67	110
NISTICOL			0	58	36	94				58	36	94
Northern College	32	27	59							32	27	59
Foundation for Cross-Cultural	10	8	18							10	8	18
Jubeva	44	58	102							44	58	102
Lyambia	7	9	16							7	9	16
George Benson Christian			0	150	104	254				150	104	254
Mosi -o-atunya	3	9	12							3	9	12
The African Institute of Sathaya Sai Education							12	7	19	12	7	19
Theological College of Central Africa				4	6	10				4	6	10
Zambia College of Distance Education	49	25	74	144	67	211				193	92	285
Total	2,579	2,429	5,008	3,692	3,262	6,954	1	2	3	6,284	5,700	11,984

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

Colleges	Male	Female	Total
Charles Lwanga	18	7	25
Monze collge of Education	16	2	18
Chipata	34	7	41
David Livingstone	32	8	40
Northern	14	1	15
Kasama	22	9	31
Kitwe	35	14	49
Malcom Moffat	27	5	32
Mansa	33	7	40
Mongu	25	8	33
Mufulira	30	13	43
Solwezi	30	7	37
COSETCO	15	5	20
Nkrumah	58	27	85
ZAMISE	14	7	21
NISTICOL	27	8	35
Foundation for Cross-Cultural Education	10	5	15
Jubeva	14	1	15
Lyambia	9	1	10
George Benson Christian	7	2	9
Mosi -o-atunya	1	1	2
The African Institute of Sathaya Sai Education	6	5	11
Theological College of Central Africa	1	1	2
Total	478	151	629

Table 113. Colleges of Education Management and Administration Levels by Gender – 2006

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

Universities

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

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

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

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

Table 123. University Student Enrolment - 2006

University	UNZA			CBU		
	Male	Female	Total	Male	Female	Total
School Business			0			0
School of Built Environment			0	658	228	886
School of Natural Resources			0			0
School of Technology			0			0
DDEOL			0	757	495	1,252
CLLE			0			0
School of Math & Natural Science	613	462	1,075			0
School of Agriculture	231	158	389			0
School of Education	1,914	1,770	3,684			0
School of Engineering	335	36	371			0
School of Humanities and Social Sciences	1,095	1,098	2,193			0
Social Sciences			0			0
School of Law	104	125	229			0
School of Medicine	388	234	622			0
School of vet. Medicine	613	462	1,075			0
School of Theology			0			0
Total	5,293	4,345	9,638	1,415	723	2,138

University	MULUNGUSHI			ZAMBIA ADVENTIST			Total All Students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Business			0	90	31	121	90	31	121
School of Built Environment			0			0	658	228	886
School of Natural Resources			0	66	30	96	66	30	96
School of Technology			0	94	80	174	94	80	174
DDEOL			0			0	757	495	1,252
CLLE			0			0	0	0	0
School of Math & Natural Science			0			0	613	462	1,075
School of Agriculture			0	28	10	38	259	168	427
School of Education			0	19	6	25	1,933	1,776	3,709
School of Engineering			0			0	335	36	371
School of Humanities and Social Sciences			0			0	1,095	1,098	2,193
Social Sciences			0	189	126	315	189	126	315
School of Law			0			0	104	125	229
School of Medicine			0			0	388	234	622
School of vet. Medicine			0			0	613	462	1,075
School of Theology			0	70	35	105	70	35	105
Total	519	515	1,034	556	318	874	7,783	5,901	13,684

Note: UNZA = University of Zambia, CBU= Coperbelt University, MU= Mulungushi University, ZAU=Zambia Adventist University

Universities Staffing Levels

In terms of staffing level the three universities reported a total 930 teaching staff with 735 males and 195 females members of staff in 2010. The male staffs still dominate the teaching profession in the four Universities. The University of Zambia has the largest number of teaching staff followed by Mulungushi University and the least being Copperbelt University. (see table 4 below)

Table 124: Universities Staffing Level by Gender in 2010

Gender	UNZA	CBU	MU	ZAU	TOTAL
Male	361	180	161	33	735
Female	94	25	61	15	195
Total	455	205	222	48	930

Note: UNZA = University of Zambia, CBU= Coperbelt University,
MU= Mulungushi University, ZAU=Zambia Adventist University.

Data Source: Ministry of Education 2010 Statistical Bulletin

Annex

Formulas and Definitions

CR	Completion Rate. Divide the number of students in the grade minus repeaters in the grade divided by the official school-age population for the grade.	
DR	Drop out Rate. Drop out Rate is the proportion of pupils who leave the system without completing a given grade in a school year.	
GER	Gross Enrolment Ratio. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year.	$GER_h^t = \frac{E_h^t}{P_{h,a}^t} * 100$
GIR	Gross Intake Rate. Total number of new entrants in the first grade of basic education, regardless of age, expressed as a percentage of the population at the official school-entrance age.	$GIR_h^t = \frac{N_h^t}{P_a^t} * 100$
GPI	Gender Parity Index. Enrolment of girls divided by the enrolment of boys.	
NA	National Assessment. Assessment of learning achievement levels.	
NER	Net Enrolment Ratio. Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.	$NER_h^t = \frac{E_{h,a}^t}{P_{h,a}^t} * 100$
NIR	Net Intake Rate. New entrants in the first grade of basic education who are of the official primary school-entrance age, expressed as a percentage of the population of the	$NIR^t = \frac{N_a^t}{P_a^t} * 100$

	same age.	
PCR	Pupil Class Ratio. The average number of pupils per class.	
PR	Promotion Rate. Promotion Rate is the proportion of pupils who successfully completed a grade and proceeded to the next grade the following year.	$PR_g^y = \frac{E_{g+1}^{y+1} - R_{g+1}^{y+1}}{E_g^y}$
PTR	Pupil Teacher Ratio Average number of pupils per teacher at a specific level of education in a given school year.	$PTR_h^t = \frac{E_h^t}{T_h^t}$
RR	Repetition Rate. Proportion of pupils from a cohort enrolled in a given year at a given school-year who study in the same grade in the following year.	$r_i^t = \frac{R_i^{t+1}}{E_i^t}$
SR	Survival Rate. Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades.	$SR_{g,i}^K = \frac{\sum_{t=1}^m P_{g,i}^t}{\dots}$
TR	Transition Rate. The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.	$TR_{h,h+1}^t = \frac{E_{h+1,1}^{t+1} - R_{h+1,1}^{t+1}}{E_{h,n}^t} * 100$

Acronyms

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

as a percentage.

PRSP	Poverty Reduction Strategy Paper
PSRP	Public Service Reform Programme
SHN	School Health and Nutrition
TA	Teacher Attrition
TRCs	Teacher Resource Centres
UNZA	University of Zambia
ZAMISE	Zambia Institute for Special Education
ZATEC	Zambia Teacher Education Course
ZCSS	Zambia Community School Secretariat
ZECAB	Zambia Education Capacity Building
ZEPH	Zambia education Publishing House
ZEPIU	Zambia Education project Implementing Unit
BESSIP	Basic Education Sub-Sector Investment Programme
ZERP	Zambia Rehabilitation Project
