

Zambia

Educational Statistical Bulletin 2009



Republic of Zambia
Ministry of Education

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It is important to note that the statistics in the ESB uses population projections from the Central Statistics Office (CSO) to calculate some indicators herein. The CSO projections are based on the 2000 census, and have not been revised to account for recent changes in migration, birth rates, death rates, or other demographic trends since production. The MOE is aware that enrollment for some age groups exceed the current population estimates, and has brought this to the attention of CSO to adjust the population projections. Please note that data designated as "unknown" in tables was either reported as "unknown" or was not reported on the returned ASC questionnaires.

Republic of Zambia

Ministry of Education

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ACRONYMS

ASC	Annual School Census
AIDS	Acquired Immune Deficiency Syndrome
APU	Academic Production Unit
BESSIP	Basic Education Sub-Sector Investment Programme
CBO	Community Based Organizations
CP	Cooperating Partners
CS	Community Schools
CSEN	Children with Special Education Needs
CSO	Central Statistical Office
ECCDE	Early Childhood Care, Development and Education
ECZ	Examinations Council of Zambia
EoF	Educating Our Future
ESB	Educational Statistical Bulletin
EMIS	Education Management Information System
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
GRZ	Government of the Republic of Zambia
HIV	Human Immune Virus
IRI	Interactive Radio Instruction
JASZ	Joint Assistance Strategy for Zambia
MOE	Ministry of Education
MoESP	Ministry of Education Strategic Plan
MDG	Millennium Development Goal
NER	Net Enrolment Rate
NIR	Net Intake Rate
NISTCOL	National In-Service Training College
OVC	Orphans and Vulnerable Children

Chapter 1

MoE Vision

Innovative & productive life-long education and training accessible to all by 2030

MoE Mission

The mission of the Ministry of Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic.

Geography

Zambia is a land-locked country covering an area of approximately **752,614 square kilometers** (CIA, 2006). Its eight neighboring countries include: the Democratic Republic of Congo to the north, Tanzania to the north-east, Malawi to the east, Mozambique, Zimbabwe, Botswana and Namibia to the south, and Angola to the west. Zambia has a tropical climate, with three distinct seasons: the **rainy season** (November to mid-March), the **cool dry season** (mid-March to mid-July), and the **hot dry season** (mid-July to ..

Population

The last Zambian census was carried out in 2000, by the Central Statistics Office (CSO). At this time Zambia's population was estimated at 9.885 million (2000) and projected at 12,317,310 by 2009. Several of the educational indicators herein are dependent on accurate population data. However, there is a growing consensus that currently available demographic data in Zambia underestimates the total number of school-aged children. These statistics should therefore be viewed with caution, as inaccurate population data may lead to flawed data. Additional reasons for flawed data may include increased birth rates, lower death rates, incorrect birth dates, migration, or other.



Background

Zambia's Education System consists of academic learning at the primary, secondary and professional or tertiary levels. However, the lower levels i.e. pre-university education has been re-organized into two levels namely: Basic Education running from grades 1-9 (consisting of 7 years of primary education and 2 years of secondary education), High school, running from grades 10-12 and Secondary Education running from grades 8 to 12. The MOE has also been mandated to run early Childhood, Care, Development and Education (ECCDE). This mandate 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 only colleges of education and all universities.

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 increasing access to education during the period 2003-2007 where it operated under a strategic Plan that was formulated in 2002. The Strategic Plan's four recurring themes of Access and Participation, Quality and Relevance, Management, Administration, Accounting, and HIV/AIDS guided the operations of the sub-sectors (ECCDE, Basic, High, Tertiary and Administrative services). A total of 12 programmes were developed that provided implementation strands in pursuit of sectors goals in a holistic manner.

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

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

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

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

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

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

9-3-4 System:

Zambia's education system consists of a 9-3-4-education system with academic learning at the primary, secondary and professional/tertiary levels. The pre-tertiary levels have been re-organized into two levels: Basic Education (grades 1-9) and High School Education (grades 10-12). However, this system is not fully operational as other stakeholders are still using the old system of 7-5-4.

Alternative approaches:

In Zambia, the MoE officially recognizes two alternative approaches to basic schooling: community schools and Interactive Radio Instruction (IRI) Centers by Education Broadcasting Services. These mainly serve 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.

Education at a Glance:

A quick glance at the ASC response figures indicate that in the year 2000, there were approximately 5,324 basic schools in Zambia; in 2009 this number has increased to 8,111 basic schools.

About the 2009 ESB:

The indicators described in the 2009 ESB provide a quantitative means of measuring progress towards the Government's education goals and objectives. These indicators are intended to provide the MOE, CPs, and other stakeholders with a picture of education in Zambia. The bulletin is broken down as follows:

- National Summary – This section provides national aggregates of commonly used educational indicators. It also includes the overall population data for Zambia.
- Provincial Summary – This section provides a quick reference to some of the provincial level data available.
- Schools – This section provides the total numbers of basic and secondary/high schools by agency, and their distribution throughout Zambia. It also includes data on schools by grades offered.
- Enrollment – This section provides indicators on access and participation in education, as measured through enrollment data and intake rates. It includes key indicators such as: GIR, NIR, GER, and NER.
- Efficiency – This section provides indicators of the internal efficiency of the education sector, as measured by cohort flows, including: repetition, transition, and dropout rates.
- Equity – This section provides indicators on equity in education, and includes indicators disaggregated by gender (and other disadvantaged groups). It includes: GPI, out-of-school-children, orphans, CSEN, bursaries, pregnancies and readmissions.
- Teachers – This section provides the number of teachers, their academic and professional qualifications, attrition, and PTR.
- Quality – This section provides indicators on quality, as measured by survival and completion rates. It also includes exam scores, PBR, PCR, and contact hours as measures of quality.
- Infrastructure – This section provides indicators on the education infrastructure. It includes the number and condition of classrooms, staff housing, laboratories, libraries, and special education classrooms.
- Tertiary – This section provides summarized statistics on tertiary education, as measured by academic staff and student enrollment at universities and colleges of Education.

CHAPTER 1. NATIONAL SUMMARY

Basic, High & Secondary Schools		
Number Schools	Total	8 783
	G1-9	8 111
	G1-12, G8-12, G10-12	672

Enrolment Indicators		
Number Students	Total	3 617 160
	G1-9	3 352 365
	G10-12	264 795
Gross Intake Rate	G1	120.1%
Net Intake Rate	G1	94.4%
Gross Enrollment Rate	G1-9	115.8%
	G10-12	30.2%
Net Enrollment Rate	G1-9	102.1%
	G10-12	27.0%

Efficiency Indicators		
Transition Rate	G7-8	56.0%
	G9-10	41.0%
Repetition Rate	G1-9	6.4%
	G10-12	1.8%
Dropout Rate	G1-9	2.4%
	G10-12	1.1%

Equity Indicators		
Gender Parity Index	G1-9	0.97
	G10-12	0.87
Out-of-school children	Male	96 260
	Female	163 130
Orphans	G1-9	653 553
	G10-12	56 865
CSEN	G1-9	202 115
	G10-12	5 322
Pregnancies	G1-9	13 634
	G10-12	1 863
Readmissions	G1-9	5 517
	G10-12	1 162

Teachers		
# of teachers	Total	77 362
	G1-9	60 865
	G10-12	16 497
Qualification	Degree	2 347
	Diploma	21 375
	Prim. Ceri	45 059
	Untrained	5 939
	Unknown	2 642
Teacher Attrition	G1-9	9 713
	G10-12	1 736
Pupil Teacher Ratio	G1-9	49.8
	G10-12	24.9

Quality Indicators		
Completion Rate	To Grade 9	52.7%
	To Grade 12	19.8%
Survival to Grade 5		83.3%
Exam Pass Rate	G1-9	52.0%
	G10-12	60.6%
Pupil Book Ratio	G1-9	1.32
	G10-12	2.08
Pupil Classroom Ratio	G1-9	43.5
	G10-12	43.9
Contact Hours	G1-9	4.5
	G10-12	5.8

Infrastructure		
# of classrooms	Total	51 777
	G1-9	43 583
	G10-12	8 194
Classroom structure	Permanent	39 492
	Incomplete	8 556
	Temporary	3 729

Tertiary		
Enrollment	Public University	17 026
	College	5 461
Staffing	Public University	1 124
	College	565

CHAPTER 2. PROVINCIAL SUMMARY

The provincial education summaries provide a concise summary of key education indicators across the nine provinces. District and school level data is available in the 2009 ED*ASSIST

CENTRAL PROVINCE		
Number of schools	Total	1 060
	G1-9	996
	G1-12, G8-12, G10-12	64
Number of students	Total	423 390
	G1-9	395 723
	G10-12	27 667
Number of Teachers	Total	8 870
	G1-9	7 136
	G10-12	1 734
Pupil Teacher Ratio	G1-9	26.1
	G10-12	19.6
Number of classroom: Total	Total	5 885
Structure	Permanent	4 257
	Incomplete	972
	Temporary	656

COPPERBELT PROVINCE		
Number of schools	Total	1 009
	G1-9	884
	G1-12, G8-12, G10-12	125
Number of students	Total	606 970
	G1-9	542 754
	G10-12	64 216
Number of Teachers	Total	16 063
	G1-9	11 772
	G10-12	4 291
Pupil Teacher Ratio	G1-9	27.5
	G10-12	21.5
Number of classroom Total	Total	8 184
Structure	Permanent	7 147
	Incomplete	737
	Temporary	300

EASTERN PROVINCE

Number of schools	Total	1 140
	G1-9	1 081
	G1-12, G8-12, G10-12	59

Number of students	Total	413 329
	G1-9	391 688
	G10-12	21 641

Number of Teachers	Total	7 790
	G1-9	6 579
	G10-12	1 211
Pupil Teacher Ratio	G1-9	22.4
	G10-12	67.2

Number of classroom: Total	5 662	
Structure	Permanent	3 973
	Incomplete	1 162
	Temporary	527

LUAPULA PROVINCE

Number of schools	Total	680
	G1-9	628
	G1-12, G8-12, G10-12	52

Number of students	Total	291 462
	G1-9	273 854
	G10-12	17 608

Number of Teachers	Total	4 473
	G1-9	3 610
	G10-12	863
Pupil Teacher Ratio	G1-9	39.3
	G10-12	24.5

Number of classroom Total	3 543	
Structure	Permanent	2 621
	Incomplete	621
	Temporary	301

LUSAKA PROVINCE

Number of schools	Total	685
	G1-9	585
	G1-12, G8-12, G10-12	100

Number of students	Total	429 622
	G1-9	384 965
	G10-12	44 657

Number of Teachers	Total	10 614
	G1-9	7 972
	G10-12	2 642
Pupil Teacher Ratio	G1-9	28.4
	G10-12	23.7

Number of classroom: Total	6 150	
Structure	Permanent	5 858
	Incomplete	146
	Temporary	146

NORTHWESTERN PROVINCE

Number of schools	Total	721
	G1-9	666
	G1-12, G8-12, G10-12	55

Number of students	Total	242 101
	G1-9	223 931
	G10-12	18 170

Number of Teachers	Total	5 004
	G1-9	3 995
	G10-12	1 009
Pupil Teacher Ratio	G1-9	28.4
	G10-12	19.7

Number of classroom Total	3 265	
Structure	Permanent	2 343
	Incomplete	709
	Temporary	213

NORTHERN PROVINCE

Number of schools	Total	1 451
	G1-9	1 397
	G1-12, G8-12, G10-12	54

Number of students	Total	483 231
	G1-9	459 797
	G10-12	23 434

Number of Teachers	Total	8 681
	G1-9	7 403
	G10-12	1 278
Pupil Teacher Ratio	G1-9	41.8
	G10-12	24.1

Number of classroom:	Total	7 226
Structure	Permanent	4 758
	Incomplete	1 717
	Temporary	751

SOUTHERN PROVINCE

Number of schools	Total	1 213
	G1-9	1 086
	G1-12, G8-12, G10-12	127

Number of students	Total	481 218
	G1-9	448 244
	G10-12	32 974

Number of Teachers	Total	10 695
	G1-9	7 961
	G10-12	2 734
Pupil Teacher Ratio	G1-9	25.0
	G10-12	33.8

Number of classroom	Total	7 200
Structure	Permanent	5 649
	Incomplete	1 019
	Temporary	532

WESTERN PROVINCE

Number of schools	Total	824
	G1-9	788
	G1-12, G8-12, G10-12	36

Number of students	Total	245 837
	G1-9	231 409
	G10-12	14 428

Number of Teachers	Total	5 172
	G1-9	4 437
	G10-12	735
Pupil Teacher Ratio	G1-9	27.3
	G10-12	29.8

Number of classroom:	Total	4 662
Structure	Permanent	2 886
	Incomplete	1 473
	Temporary	303

CHAPTER 3. DISTRIBUTION OF SCHOOLS

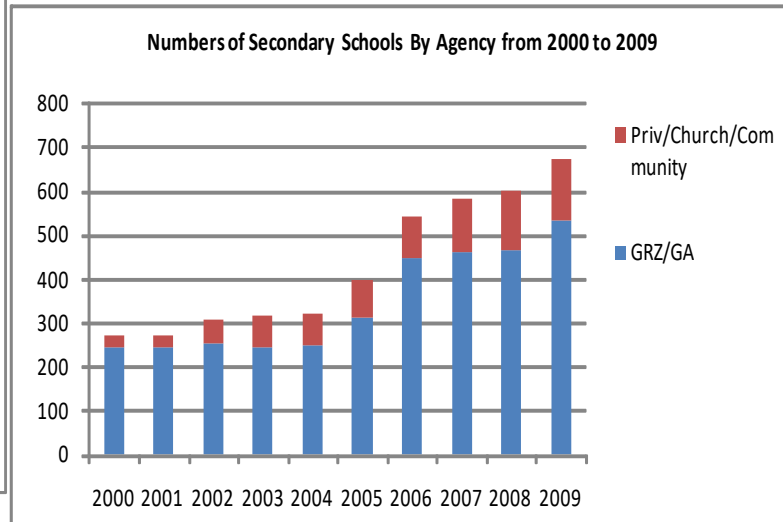
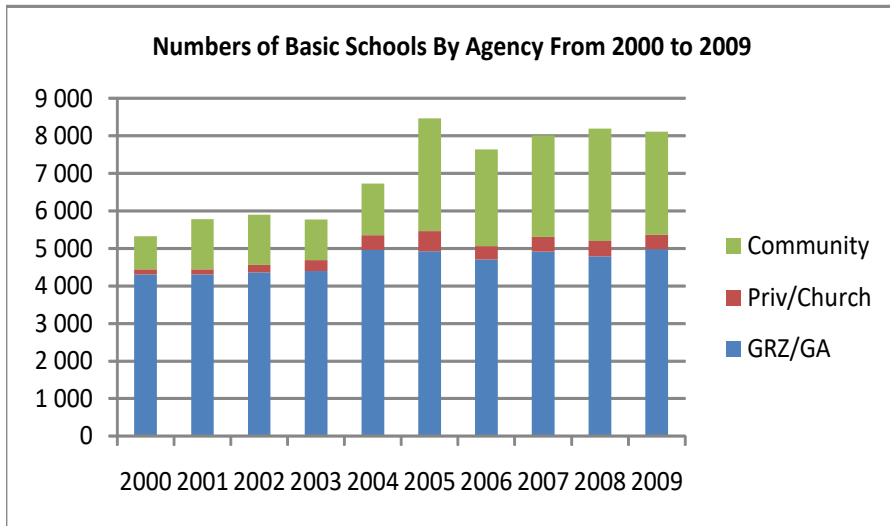
The following tables show the number of basic and secondary schools, disaggregated over time, agency. In the ESB, “basic” refers to schools classified as grades 1-9 and includes IRI Centers. Similarly, “secondary” refers to schools classified as either grades 8-12 or grades 10-12. It should be noted that the ESB traditionally reflects the schools that returned the ASC. This means that **there are slightly more than 8,783 (2009) basic and secondary schools in Zambia.** The 2009 data indicate that there are a total of **5,324 GRZ and grant-aided schools**, as compared to **3,269 community and private schools.**

Table 1 Numbers of Basic Schools By Agency from 2000 to 2009

	Year										Average annual growth rate 2000 - 2009	Percentage change 2008 - 2009
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		
Total	5324	5777	5902	5773	6728	8467	7639	8013	8195	8111	4.3%	-1.0%
GRZ/GA	4310	4310	4360	4400	4962	4927	4709	4918	4790	4983	1.5%	4.0%
Priv/Church	131	131	205	287	395	540	354	387	411	381	11.3%	-7.3%
Community	883	1336	1337	1086	1371	3000	2576	2708	2994	2747	12.0%	-8.2%

Table 2 Numbers of Secondary Schools By Agency from 2000 to 2009

	Year										Average annual growth rate 2000 - 2009	Percentage change 2008 - 2009
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		
Total	271	271	308	318	319	396	544	583	599	672	9.5%	12.2%
GRZ/GA	244	244	253	244	251	310	447	459	464	531	8.1%	14.4%
Priv/Church/Communit	27	27	55	74	68	86	97	124	135	141	18.0%	4.4%



The decline of number of basic schools between 2005 and 2006 can be explained by closure of many community schools and the corresponding increase of secondary schools in the same period due to upgrading of basic schools to secondary schools. (The response rate has not been factored in the above graphs)

Table 3 Numbers of Basic and Secondary Schools By Agency from 2000 to 2009

	Year										Average annual growth rate 2000 - 2009	Percentage change 2008 - 2009
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		
Total	5 595	6 048	6 210	6 091	7 047	8 863	8 183	8 596	8 794	8 783	4.6%	-0.1%
<i>Agencies</i>												
GRZ/GA	4 554	4 554	4 613	4 644	5 213	5 237	5 156	5 377	5 254	5 514	1.9%	4.9%
Priv/Church/Communit	1 041	1 494	1 597	1 447	1 834	3 626	3 027	3 219	3 540	3 269	12.1%	-7.7%

Table 4 Numbers of Basic and Secondary Schools by Running Agency and Province

	Basic Schools					Secondary Schools					Total
	GRZ	Private	GA	Comm.	Total	GRZ	Private	GA	Comm.	Total	
National	4 687	381	296	2 747	8 111	456	130	75	11	672	8 783
<i>Provinces</i>											
CENTRAL	493	41	13	449	996	44	10	5	5	64	1 060
COPPERBELT	388	156	38	302	884	77	35	10	3	125	1 009
EASTERN	680	12	33	356	1 081	39	5	15	0	59	1 140
LUAPULA	391	15	16	206	628	46	1	4	1	52	680
LUSAKA	210	70	11	294	585	37	57	5	1	100	685
NORTH WESTERN	448	7	84	127	666	52	1	2	0	55	721
NORTHERN	886	18	42	451	1 397	41	6	7	0	54	1 451
SOUTHERN	619	53	45	369	1 086	90	12	24	1	127	1 213
WESTERN	572	9	14	193	788	30	3	3	0	36	824

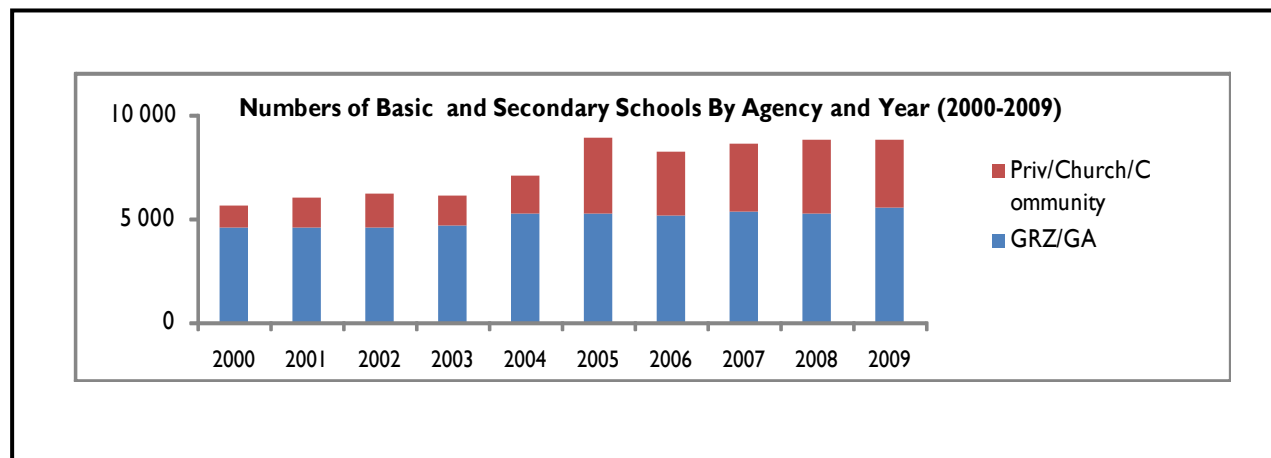


Table 5 Numbers of Basic and Secondary Schools by Location and Province

	Basic Schools					Secondary Schools					Total Schools
	Urban	Rural	% Rural	Total	% of Total	Urban	Rural	% Rural	Total	% of Total	
National	1 237	6 874	84.7%	8 111	100%	304	368	54.8%	672	100%	8 783
<i>Provinces</i>											
CENTRAL	104	892	89.6%	996	12.3%	25	39	60.9%	64	9.5%	1 060
COPPERBELT	430	454	51.4%	884	10.9%	94	31	24.8%	125	18.6%	1 009
EASTERN	44	1 037	95.9%	1 081	13.3%	12	47	79.7%	59	8.8%	1 140
LUAPULA	43	585	93.2%	628	7.7%	8	44	84.6%	52	7.7%	680
LUSAKA	391	194	33.2%	585	7.2%	83	17	17.0%	100	14.9%	685
NORTH WESTERN	26	640	96.1%	666	8.2%	7	48	87.3%	55	8.2%	721
NORTHERN	53	1 344	96.2%	1 397	17.2%	19	35	64.8%	54	8.0%	1 451
SOUTHERN	108	978	90.1%	1 086	13.4%	45	82	64.6%	127	18.9%	1 213
WESTERN	38	750	95.2%	788	9.7%	11	25	69.4%	36	5.4%	824

Table 6 Number of Schools By Grades Offered and Province

	Grades 1-4	Grades 1-7	Grades 1-9	Grades 1-12	Grades 8-9	Grades 8-12	Grades 10-12	Total
National	935	4 259	2 915	283	2	209	180	8 783
<i>Provinces</i>								
CENTRAL	149	500	347	28	0	11	25	1 060
COPPERBELT	95	461	327	49	1	62	14	1 009
EASTERN	143	611	327	13	0	33	13	1 140
LUAPULA	59	280	289	27	0	5	20	680
LUSAKA	31	301	252	52	1	27	21	685
NORTH WESTERN	92	328	246	14	0	17	24	721
NORTHERN	166	840	391	18	0	17	19	1 451
SOUTHERN	121	531	434	71	0	32	24	1 213
WESTERN	79	407	302	11	0	5	20	824

Percentage of Schools By Grades Offered Nationally

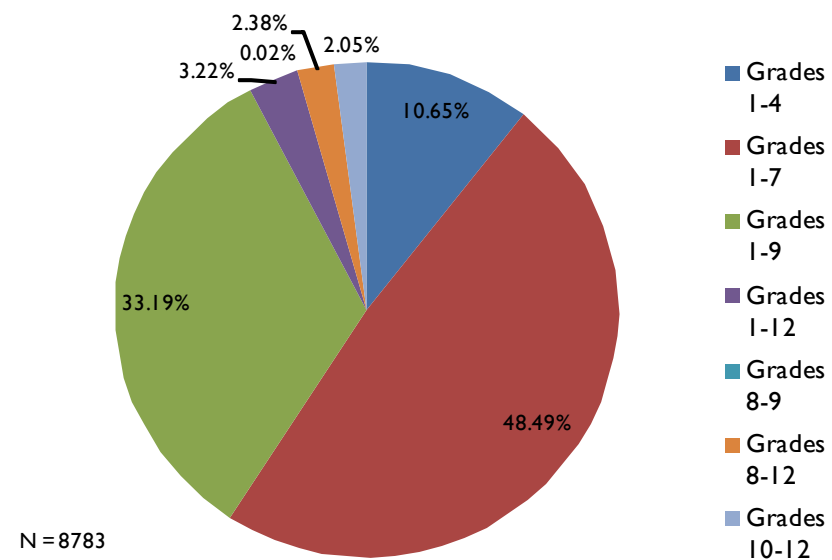


Table 7 Basic Schools By Grades Offered and Provinc

Province	Grades 1-4	Grades 1-7	Grades 1-9	Grades 8-9	Total
National	935	4 259	2 915	2	8 111
<i>Provinces</i>					
CENTRAL	149	500	347	0	996
COPPERBELT	95	461	327	1	884
EASTERN	143	611	327	0	1 081
LUAPULA	59	280	289	0	628
LUSAKA	31	301	252	1	585
NORTH WESTERN	92	328	246	0	666
NORTHERN	166	840	391	0	1 397
SOUTHERN	121	531	434	0	1 086
WESTERN	79	407	302	0	788

Schools by Grades Offered

The following tables show schools by grades offered. In Zambia, some schools are classified as basic (Gr 1-4, Gr 1-7, Gr 1-9, Gr 5-7, Gr 8-9), but offer (Gr 1-4, Gr 1-7, Gr 5-7, Gr 1-9, Gr 1-12, Gr 8-12). Likewise, some secondary schools are classified as secondary (Gr 1-12, Gr 8-12).

Number of Basic Schools By Grades Offered Nationally

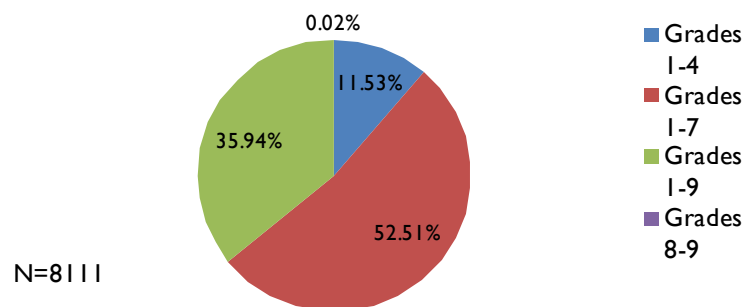
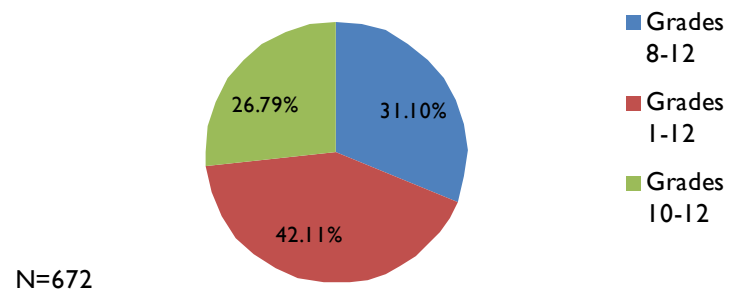


Table 8 Secondary Schools By Grades Offered and Provinc

Province	Grades 8-12	Grades 1-12	Grades 10-12	Total
National	209	283	180	672
<i>Provinces</i>				
CENTRAL	11	28	25	64
COPPERBELT	62	49	14	125
EASTERN	33	13	13	59
LUAPULA	5	27	20	52
LUSAKA	27	52	21	100
NORTH WESTERN	17	14	24	55
NORTHERN	17	18	19	54
SOUTHERN	32	71	24	127
WESTERN	5	11	20	36

Number of Secondary Schools By Grades Offered Nationally



CHAPTER 5: ENROLMENT

Table 9 Enrolment By Gender and Year Grades 1-12 from 2004 to 2009

		Year						Average annual growth rate 2004 - 2009	Percentage change 2008 - 2009
		2004	2005	2006	2007	2008	2009		
National	Total	2 666 177	3 041 489	3 186 963	3 391 858	3 533 025	3 617 160	5.2%	2.4%
	Male	1 380 342	1 561 238	1 630 495	1 738 540	1 809 031	1 846 945	5.0%	2.1%
	Female	1 285 835	1 480 251	1 556 468	1 653 318	1 723 994	1 770 215	5.5%	2.7%
Grade									
Grade 1	Total	411 339	468 204	465 423	494 715	504 969	508 264	3.6%	0.7%
	Male	204 533	230 794	228 581	245 646	249 247	253 401	3.6%	1.7%
	Female	206 806	237 410	236 842	249 069	255 722	254 863	3.5%	-0.3%
Grade 2	Total	356 587	412 888	436 307	444 023	457 487	475 873	4.9%	4.0%
	Male	178 946	205 161	216 646	221 316	228 982	235 760	4.7%	3.0%
	Female	177 641	207 727	219 661	222 707	228 505	240 113	5.2%	5.1%
Grade 3	Total	371 362	401 405	418 646	439 242	441 551	446 970	3.1%	1.2%
	Male	187 738	200 274	209 132	220 697	219 948	224 496	3.0%	2.1%
	Female	183 624	201 131	209 514	218 545	221 603	222 474	3.3%	0.4%
Grade 4	Total	334 282	378 548	391 207	411 220	426 967	428 694	4.2%	0.4%
	Male	172 016	192 953	197 803	208 230	215 679	214 874	3.8%	-0.4%
	Female	162 266	185 595	193 404	202 990	211 288	213 820	4.7%	1.2%
Grade 5	Total	295 846	348 251	365 315	384 061	392 498	396 306	5.0%	1.0%
	Male	154 623	179 389	186 685	197 912	200 662	201 259	4.5%	0.3%
	Female	141 223	168 862	178 630	186 149	191 836	195 047	5.5%	1.7%
Grade 6	Total	247 623	290 408	319 426	339 446	357 579	359 805	6.4%	0.6%

Enrolment

Table 9 shows that the total number of pupils in basic and secondary schools (grades 1-12) increased from 2.6 million (2004) to 3.6 million (2009). This enrollment data indicates an annual growth rate of 5.2% from 2004 to 2009, an increase which has been largely attributed to the introduction of the Free Basic Education Policy (2002) and the growing number of community schools. According to Table 9, total male enrolment in 2009 (for grades 1-12) was 1.8 million, while female enrollment was 1.7 million. In 2009, the total number of grade 1 entrants was 508,264. By grade group, in 2009, there were 3.3 million students in grades 1-9.

Table 10, on the following page shows enrolment by grades across the provinces. In 2009, Copperbelt had the largest number of students in Grades 1-9 (606,970), while Luapula had the smallest (291,462).

Male		130 025	153 217	165 412	176 405	185 446	183 661	5.9%	-1.0%
Female		117 598	137 191	154 014	163 041	172 133	176 144	7.0%	2.3%
Grade 7	Total	232 877	267 649	286 086	310 052	328 385	328 063	5.9%	-0.1%
Male		127 623	146 430	155 019	167 805	176 489	175 183	5.4%	-0.7%
Female		105 254	121 219	131 067	142 247	151 896	152 880	6.4%	0.6%

Table 9 Enrolment By Gender and Grade Groups from 2002 to 2009 (Continued)

Grades	Year	Year						Average annual growth rate 2004 - 2009	Percentage change 2008 - 2009
		2004	2005	2006	2007	2008	2009		
Grade 8	Total	129 539	143 281	154 458	175 438	191 992	207 035	8.1%	7.8%
	Male	69 361	76 144	82 354	90 995	100 889	109 085	7.8%	8.1%
	Female	60 178	67 137	72 104	84 443	91 103	97 950	8.5%	7.5%
Grade 9	Total	123 303	141 736	149 886	168 112	188 578	201 355	8.5%	6.8%
	Male	67 263	76 020	81 000	89 588	101 560	107 611	8.1%	6.0%
	Female	56 040	65 716	68 886	78 524	87 018	93 744	9.0%	7.7%
Grade 10	Total	51 902	57 839	62 326	67 965	74 501	95 395	10.7%	28.0%
	Male	28 802	31 296	34 029	36 833	40 398	52 001	10.3%	28.7%
	Female	23 100	26 543	28 297	31 132	34 103	43 394	11.1%	27.2%
Grade 11	Total	56 615	65 406	67 490	79 198	81 112	86 364	7.3%	6.5%
	Male	31 077	36 529	37 659	43 473	44 409	47 811	7.4%	7.7%
	Female	30 554	35 410	36 197	42 142	42 898	46 248	7.2%	7.8%
Grade 12	Total	49 886	59 341	64 027	71 969	81 211	75 341	7.1%	-7.2%
	Male	28 335	33 031	36 175	39 640	45 322	41 803	6.7%	-7.8%
	Female	21 551	26 310	27 852	32 329	35 889	33 538	7.6%	-6.6%
<i>Grade Group</i>									
Grades 1-9	Total	2 502 758	2 852 370	2 986 754	3 166 309	3 290 006	3 352 365	5.0%	1.9%
	Male	1 292	1 460	1 522	1 618	1 678	1 705	4.7%	1.6%

		128	382	632	594	902	330		
Female		1 210 630	1 391 988	1 464 122	1 547 715	1 611 104	1 647 035	5.3%	2.2%
Grades 8-9	Total	252 842	285 017	304 344	343 550	380 570	408 390	8.3%	7.3%
Male		136 624	152 164	163 354	180 583	202 449	216 696	8.0%	7.0%
Female		116 218	132 853	140 990	162 967	178 121	191 694	8.7%	7.6%
Grades 10-12	Total	163 419	189 119	200 209	225 549	243 019	264 795	8.4%	9.0%
Male		88 214	100 856	107 863	119 946	130 129	141 615	8.2%	8.8%
Female		75 205	88 263	92 346	105 603	112 890	123 180	8.6%	9.1%

Table 10 Enrolment By Gender and Province for Grades 1 to 12

		CENTRAL	COPPERBELT	EASTERN	LUAPULA	LUSAKA	NORTH WESTERN	NORTHERN	SOUTHERN	WESTERN	ALL PROVINCE
All Grades	Total	423 390	606 970	413 329	291 462	429 622	242 101	483 231	481 218	245 837	3 617 160
Male		214 461	303 401	214 854	152 531	211 872	125 122	253 644	245 663	125 397	1 846 945
Female		208 929	303 569	198 475	138 931	217 750	116 979	229 587	235 555	120 440	1 770 215
Grades											
Grade 1	Total	57 284	63 194	70 829	47 929	48 637	38 231	81 048	62 472	38 640	508 264
Male		28 128	30 971	35 894	24 322	24 112	18 884	40 835	30 865	19 390	253 401
Female		29 156	32 223	34 935	23 607	24 525	19 347	40 213	31 607	19 250	254 863
Grade 2	Total	56 282	63 480	61 553	41 962	47 742	32 697	74 007	61 183	36 967	475 873
Male		27 920	31 197	31 353	20 993	23 497	16 478	36 094	30 635	17 593	235 760
Female		28 362	32 283	30 200	20 969	24 245	16 219	37 913	30 548	19 374	240 113
Grade 3	Total	52 972	66 838	56 693	37 319	46 373	31 439	64 588	58 100	32 648	446 970
Male		26 557	34 084	28 591	18 910	22 663	15 435	32 877	29 095	16 284	224 496
Female		26 415	32 754	28 102	18 409	23 710	16 004	31 711	29 005	16 364	222 474

Grade 4	Total	50 999	68 153	50 867	34 970	45 875	28 662	61 030	57 867	30 271	428 694
	Male	25 453	32 478	26 174	17 571	22 339	14 712	31 425	29 327	15 395	214 874
	Female	25 546	35 675	24 693	17 399	23 536	13 950	29 605	28 540	14 876	213 820
Grade 5	Total	47 449	67 725	43 968	30 765	48 971	24 809	53 109	53 741	25 769	396 306
	Male	24 101	34 130	22 517	15 899	24 039	12 567	27 949	27 069	12 988	201 259
	Female	23 348	33 595	21 451	14 866	24 932	12 242	25 160	26 672	12 781	195 047
Grade 6	Total	42 847	62 571	38 229	26 326	47 259	21 843	45 656	52 775	22 299	359 805
	Male	21 883	31 804	19 528	13 841	23 159	11 418	24 531	25 945	11 552	183 661
	Female	20 964	30 767	18 701	12 485	24 100	10 425	21 125	26 830	10 747	176 144
Grade 7	Total	40 900	58 812	34 582	22 266	45 007	19 536	41 683	46 077	19 200	328 063
	Male	22 011	30 234	19 096	12 374	22 196	10 557	23 950	24 347	10 418	175 183
	Female	18 889	28 578	15 486	9 892	22 811	8 979	17 733	21 730	8 782	152 880
Grade 8	Total	23 620	43 314	18 137	16 822	27 918	13 717	20 297	30 021	13 189	207 035
	Male	12 181	21 801	9 934	9 562	13 678	7 433	11 333	15 969	7 194	109 085
	Female	11 439	21 513	8 203	7 260	14 240	6 284	8 964	14 052	5 995	97 950
Grade 9	Total	23 370	48 667	16 830	15 495	27 183	12 997	18 379	26 008	12 426	201 355
	Male	12 088	24 436	9 389	8 697	13 729	7 410	10 789	14 214	6 859	107 611
	Female	11 282	24 231	7 441	6 798	13 454	5 587	7 590	11 794	5 567	93 744

Table 10 Enrolment By Gender and Province for Grades 1 to 12 (Continued)

		CENTRAL	COPPERBELT	EASTERN	LUAPULA	LUSAKA	NORTH WESTERN	NORTHERN	SOUTHERN	WESTERN	ALL PROVINCES
Grade 10	Total	10 708	21 836	7 194	6 436	16 248	6 514	8 890	12 161	5 408	95 395
	Male	4 962	11 082	4 254	4 078	8 214	3 763	5 547	7 124	2 977	52 001
	Female	5 746	10 754	2 940	2 358	8 034	2 751	3 343	5 037	2 431	43 394
Grade 11	Total	8 827	22 069	7 342	5 639	14 800	5 530	6 992	10 600	4 565	86 364
	Male	4 747	11 239	4 447	3 568	7 592	3 410	4 433	5 898	2 477	47 811
	Female	4 395	11 598	3 976	3 249	7 641	3 168	4 126	5 630	2 465	46 248
Grade 12	Total	7 817	19 543	6 024	4 355	13 176	5 078	5 985	9 285	4 078	75 341
	Male	4 430	9 945	3 677	2 716	6 654	3 055	3 881	5 175	2 270	41 803
	Female	3 387	9 598	2 347	1 639	6 522	2 023	2 104	4 110	1 808	33 538
<i>Grade Groups</i>											
Grades 1-7	Total	348 733	450 773	356 721	241 537	329 864	197 217	421 121	392 215	205 794	2 943 975
	Male	176 053	224 898	183 153	123 910	162 005	100 051	217 661	197 283	103 620	1 488 634
	Female	172 680	225 875	173 568	117 627	167 859	97 166	203 460	194 932	102 174	1 455 341
Grades 1-9	Total	395 723	542 754	391 688	273 854	384 965	223 931	459 797	448 244	231 409	3 352 365
	Male	200 322	271 135	202 476	142 169	189 412	114 894	239 783	227 466	117 673	1 705 330
	Female	195 401	271 619	189 212	131 685	195 553	109 037	220 014	220 778	113 736	1 647 035
Grades 8-9	Total	46 990	91 981	34 967	32 317	55 101	26 714	38 676	56 029	25 615	408 390
	Male	24 269	46 237	19 323	18 259	27 407	14 843	22 122	30 183	14 053	216 696
	Female	22 721	45 744	15 644	14 058	27 694	11 871	16 554	25 846	11 562	191 694
Grades 10-12	Total	27 667	64 216	21 641	17 608	44 657	18 170	23 434	32 974	14 428	264 795
	Male	14 139	32 266	12 378	10 362	22 460	10 228	13 861	18 197	7 724	141 615
	Female	13 528	31 950	9 263	7 246	22 197	7 942	9 573	14 777	6 704	123 180

Table 11 Grade 1 Entrants by Age, Gender and Province (Excluding Repeaters)

	Under 7 yrs		7 yrs		Over 7 yrs		Total		% of 7 yrs	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
National	17 863	21 320	97 244	102 047	121 994	114 327	237 101	237 694	41.0%	42.9%
<i>Provinces</i>										
CENTRAL	2 132	2 648	11 946	12 781	12 342	11 970	26 420	27 399	45.2%	46.6%
COPPERBELT	4 170	4 711	15 140	15 290	10 211	10 676	29 521	30 677	51.3%	49.8%
EASTERN	1 853	2 264	9 432	10 230	22 480	20 040	33 765	32 534	27.9%	31.4%
LUAPULA	1 365	1 473	8 886	8 868	12 756	11 811	23 007	22 152	38.6%	40.0%
LUSAKA	2 026	2 459	8 591	9 586	12 299	11 212	22 916	23 257	37.5%	41.2%
NORTH WESTERN	1 667	1 983	7 222	7 661	7 998	7 628	16 887	17 272	42.8%	44.4%
NORTHERN	2 260	2 572	14 701	15 079	20 893	19 470	37 854	37 121	38.8%	40.6%
SOUTHERN	1 744	2 265	12 232	13 273	15 072	14 240	29 048	29 778	42.1%	44.6%
WESTERN	646	945	9 094	9 279	7 943	7 280	17 683	17 504	51.4%	53.0%

Grade 1 Entrants

Tables 11-12 and Figure 7 describe grade 1 entrants. Across the nation, **42% of grade 1 entrants started on time at the official age of 7 years**. Eastern province had the highest number of under and over-age entrants (46,637), as compared to 19,662 girls and boys who started grade 1 on-time (age 7). Conversely, Western province had the highest percentage of students enter grade 1 on-time, with 18,373 girls and boys starting at age 7, and 16,814 under or over-age entrants. According to Table 12, only **15.8% of Zambia's grade 1 entrants attended pre-school (75,047 girls and boys)**. This low figure underlines the need for developing and supporting ECCDE

Table 12 Grade 1 Entrants with Pre-School Experience by Gender and Province

	Male	Female	Total	% Female	% of Enrolment
National	35 714	39 333	75 047	52.4%	15.8%
<i>Provinces</i>					
CENTRAL	4 814	5 163	9 977	51.7%	18.5%
COPPERBELT	9 395	10 069	19 464	51.7%	32.3%
EASTERN	2 338	2 492	4 830	51.6%	7.3%
LUAPULA	1 583	1 631	3 214	50.7%	7.1%
LUSAKA	9 336	10 411	19 747	52.7%	42.8%
NORTH WESTERN	1 002	1 094	2 096	52.2%	6.1%
NORTHERN	1 668	1 680	3 348	50.2%	4.5%
SOUTHERN	4 902	6 055	10 957	55.3%	18.6%
WESTERN	676	738	1 414	52.2%	4.0%

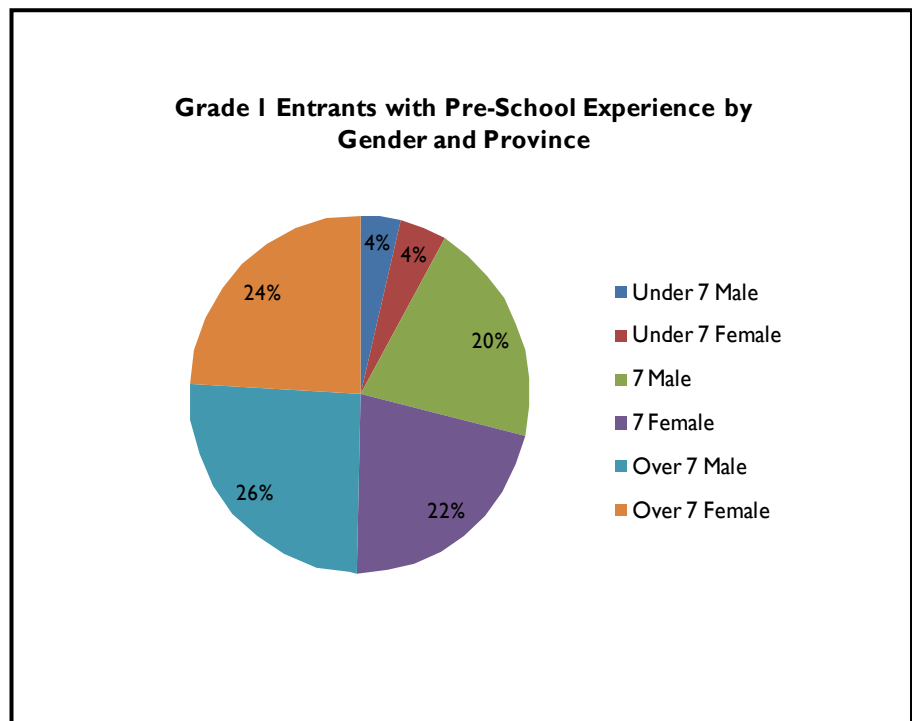


Table 13 Gross Intake Rate for Grade 1 by Gender from 2002 to 2009

	Year							
	2002	2003	2004	2005	2006	2007	2008	2009
Male	105.8%	103.9%	117.9%	138.1%	133.5%	144.8%	125.3%	118.7%
Female	105.0%	103.0%	117.4%	133.8%	138.0%	146.9%	130.3%	119.0%
Total	105.4%	103.4%	103.4%	136.1%	136.0%	145.8%	130.2%	120.1%

Table 14 Gross Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	2008	% Change from 2008
National	118.7%	119.0%	120.1%	120.0%	0.1%
<i>Provinces</i>					
CENTRAL	126.6%	132.3%	129.5%	131.0%	-1.2%
COPPERBELT	102.8%	109.5%	106.1%	110.0%	-3.6%
EASTERN	122.3%	120.7%	121.5%	116.0%	4.5%
LUAPULA	134.7%	132.5%	133.6%	127.0%	4.9%
LUSAKA	91.6%	95.7%	93.6%	101.0%	-7.9%
NORTH WESTERN	118.7%	125.6%	122.1%	126.0%	-3.2%
NORTHERN	139.6%	137.7%	138.6%	134.0%	3.4%
SOUTHERN	115.5%	122.2%	118.8%	118.0%	0.7%
WESTERN	126.5%	126.5%	126.5%	128.0%	-1.2%

Gross Intake Rate (GIR)

The GIR shows the number of children newly admitted to first grade (regardless 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. GIR is a rough measure of access to the first grade, and a **national GIR of 120% (2009) implies that there are either under or over-aged pupils in the grade 1**. Table 11, on the previous page, reveals that in Zambia (excluding repeaters) there are 39,183 students in grade 1 who are under seven, and 236,321 students who are over seven years

Net Intake Rate (NIR)

The NIR for Grade 1 is the percentage of seven-year olds who enter school for the first time, expressed as a percentage of the total number of seven-year olds in the population. It shows how many seven-year olds are entering schools and how many are not. **Reliable estimates of net intake require accurate estimates of new entrants by age.** Table 15 indicates a NIR of 94% (2009), as compared to a NIR of 54% (2008). This indicator can be distorted by a number of factors. This increase likely indicates either: a) under-reporting of new entrants in 2008 (eg. if the ASC did not include all schools in the country); b) a concerted campaign to start Grade 1 at age seven; c) an incorrect distinction between new entrants and repeaters in the first grade (eg. under-aged pupils who repeat the first grade at the official-entrance age); or d) over- or under-reporting of age-specific estimates (eg. the number of children age 7 is not known).

Table 15 Net Intake Rate for Grade 1 by Gender from 2002 to 2009

	Year							
	2002	2003	2004	2005	2006	2007	2008	2009
Male	42.2%	38.4%	43.2%	53.0%	52.7%	58.9%	56.2%	91.5%
Female	40.0%	37.0%	41.0%	49.2%	48.9%	58.0%	51.3%	96.8%
Total	41.1%	37.7%	42.1%	51.1%	50.7%	58.5%	53.8%	94.4%

Table 16 Net Intake Rate for Grade 1 by Gender and Province

	Male	Female	Total	% Change	
				2008	from 2008
National	91.5%	96.8%	94.4%	53.8%	43.0%
<i>Provinces</i>					
CENTRAL	97.9%	105.2%	102.7%	102.0%	0.6%
COPPERBELT	89.9%	94.6%	92.5%	95.0%	-2.7%
EASTERN	72.7%	78.9%	75.6%	76.0%	-0.5%
LUAPULA	96.8%	99.5%	97.3%	90.0%	7.5%
LUSAKA	66.2%	74.1%	70.4%	78.0%	-10.9%
NORTH WESTERN	136.0%	134.0%	140.9%	103.0%	26.9%
NORTHERN	102.5%	105.7%	102.8%	100.0%	2.7%
SOUTHERN	89.9%	99.2%	94.3%	95.0%	-0.7%
WESTERN	100.9%	105.4%	102.6%	104.0%	-1.4%

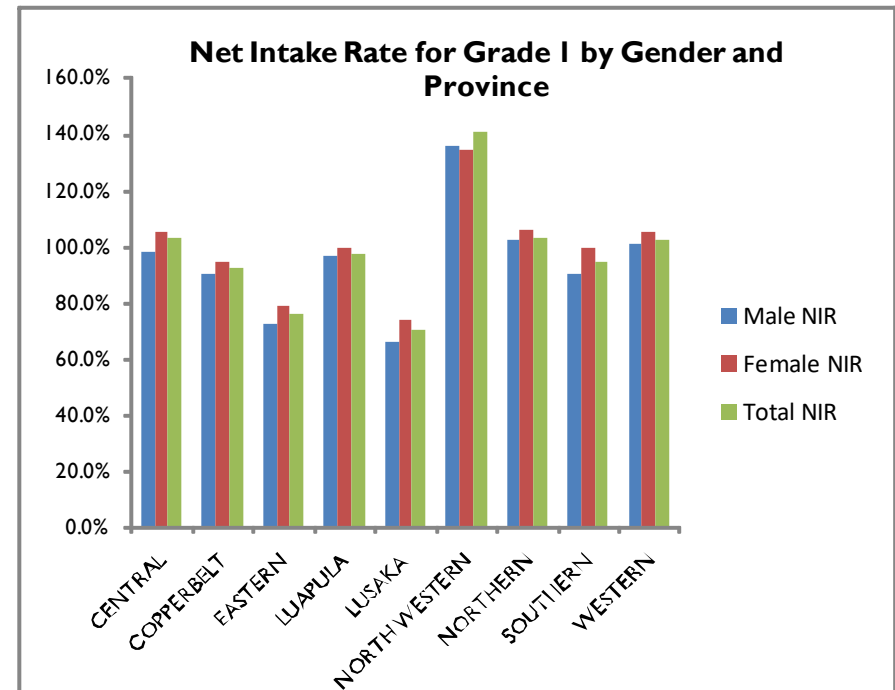


Table 17 Gross Enrolment Rate By Gender from 2002 to 2009

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Grades 1-9	Male	87.4%	91.2%	93.2%	108.4%	111.5%	117.5%	119.1%	117.5%
	Female	80.1%	84.1%	86.4%	102.7%	106.8%	112.1%	114.5%	114.1%
	Total	83.7%	87.7%	93.1%	105.5%	109.2%	114.8%	116.8%	115.8%
Grades 10-12	Male	15.30%	15.00%	24.10%	21.60%	28.10%	30.20%	31.80%	33.5%
	Female	11.80%	12.10%	18.80%	17.90%	22.00%	24.70%	25.70%	27.0%
	Total	13.50%	13.60%	21.50%	19.70%	25.00%	27.42%	28.70%	30.2%

Table 18 Gross Enrolment Rate By Gender and Province

	Grades 1-7			Grades 1-9			Grades 10-12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	129.7%	127.9%	128.8%	117.5%	114.1%	115.8%	33.5%	27.0%	30.2%
<i>Provinces</i>									
CENTRAL	146.6%	143.5%	145.0%	131.8%	128.3%	130.0%	31.6%	29.5%	30.6%
COPPERBELT	136.7%	139.3%	138.0%	128.2%	129.4%	128.8%	48.4%	45.1%	46.7%
EASTERN	113.2%	108.5%	110.9%	98.9%	93.3%	96.1%	21.1%	14.0%	17.6%
LUAPULA	130.2%	124.6%	127.4%	119.4%	111.4%	115.4%	31.5%	18.7%	25.2%
LUSAKA	112.2%	117.5%	114.9%	102.3%	106.3%	104.2%	39.7%	37.4%	38.5%
NORTH WESTERN	132.7%	130.8%	131.7%	122.4%	117.6%	120.0%	40.7%	27.5%	34.1%
NORTHERN	138.3%	129.9%	134.1%	122.4%	112.6%	117.5%	25.9%	14.9%	20.4%
SOUTHERN	134.1%	133.8%	133.9%	122.5%	119.4%	121.0%	33.9%	25.2%	29.5%
WESTERN	126.3%	125.8%	126.0%	113.6%	110.5%	112.0%	25.3%	20.4%	22.8%

Gross Enrolment Rate (GER)

The GER indicates the total enrollment in a specific level of education, regardless of age, in a given year, expressed as a percentage of the official school-age population for that level. 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 enroll students of a particular age group. Reliable estimates of GER require reliable estimates of gross enrollment and the school-age population. Table 17 indicates a GER of 116% (2009) for grades 1-9, and a GER of 30% (2009) for grades 10-12. Table 17 also indicates that GER has almost consistently increased since 2002. However, GER estimates require reliable estimates of the school-age population, so it should be noted that this increase may be due to: a) flaws in the population data; b) over-reporting of enrollment (eg. if there is a perceived financial incentive for administrators to report more students); or c) under-reporting of enrollment in a previous year (e.g. if the ASC didn't include all schools). Table 19 illustrates GER by grade and province, while Figures 8 and 9 represent GER by grade clusters across the provinces. In grades 10-12, Northern and Eastern have the lowest total GER (2009), while Copperbelt and Lusaka have the highest.

Table 19 Gross Enrolment Rate By Grade and Province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	129.39%	132.81%	144.55%	141.73%	129.80%	118.64%	104.44%	67.11%	66.92%	32.62%	30.47%	27.50%
<i>Provinces</i>												
CENTRAL	137.78%	148.92%	163.53%	160.55%	147.89%	134.33%	124.20%	73.04%	74.03%	34.84%	29.57%	27.01%
COPPERBELT	111.43%	124.46%	159.67%	163.53%	155.63%	141.12%	123.55%	91.10%	103.33%	47.10%	48.67%	44.35%
EASTERN	129.81%	124.52%	129.57%	118.35%	101.31%	88.78%	77.59%	41.55%	39.83%	17.67%	18.81%	16.17%
LUAPULA	141.79%	135.48%	144.21%	139.61%	124.01%	108.21%	89.90%	69.47%	66.10%	28.43%	25.88%	20.84%
LUSAKA	98.62%	107.20%	123.90%	124.38%	127.68%	121.54%	107.67%	67.46%	66.84%	40.99%	38.60%	35.77%
NORTH WESTERN	150.13%	138.07%	147.23%	140.17%	124.18%	112.54%	100.89%	73.07%	71.75%	37.36%	33.05%	31.71%
NORTHERN	149.88%	145.60%	147.32%	143.54%	127.34%	112.43%	103.12%	51.64%	48.32%	24.14%	19.58%	17.27%
SOUTHERN	126.21%	136.64%	144.28%	147.41%	135.93%	134.99%	114.09%	76.15%	67.89%	32.69%	29.32%	26.43%
WESTERN	138.94%	146.25%	145.46%	138.23%	117.53%	103.00%	86.18%	60.27%	58.12%	25.85%	22.25%	20.23%

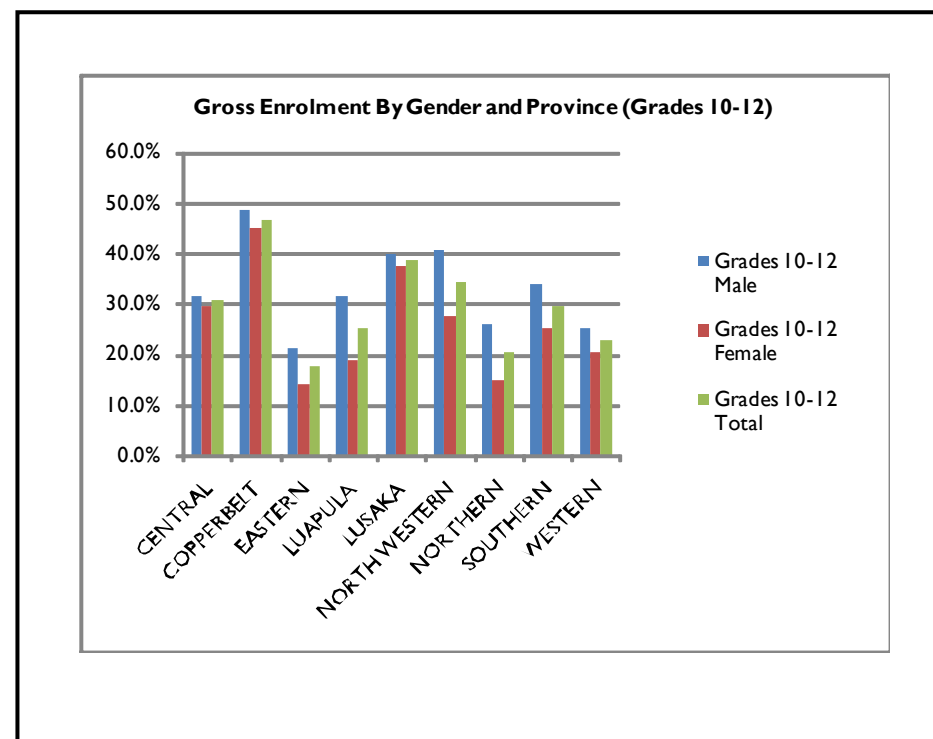
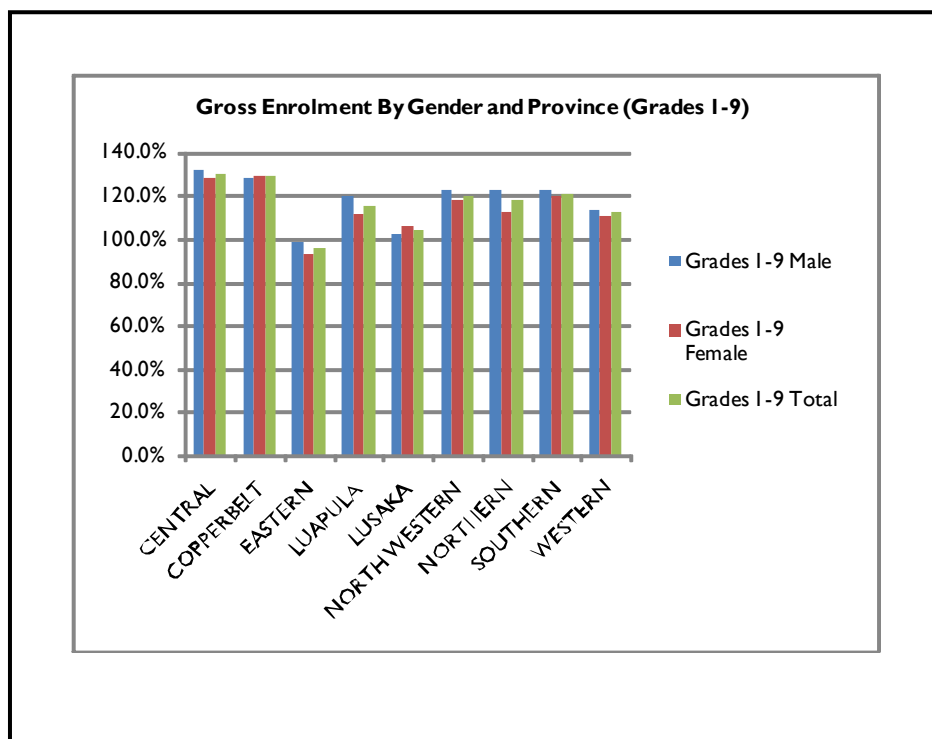


Table 20 Net Enrolment Rate By Gender from 2002 to 2009

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Grades 1-9	Male	76.8%	80.5%	80.7%	94.0%	95.8%	99.9%	102.6%	101.9%
	Female	72.7%	77.2%	78.2%	92.3%	95.8%	99.9%	102.6%	102.3%
	Total	74.8%	78.8%	82.7%	93.5%	95.8%	100.5%	102.8%	102.1%

Table 21 Net Enrolment Rate By Gender and Province

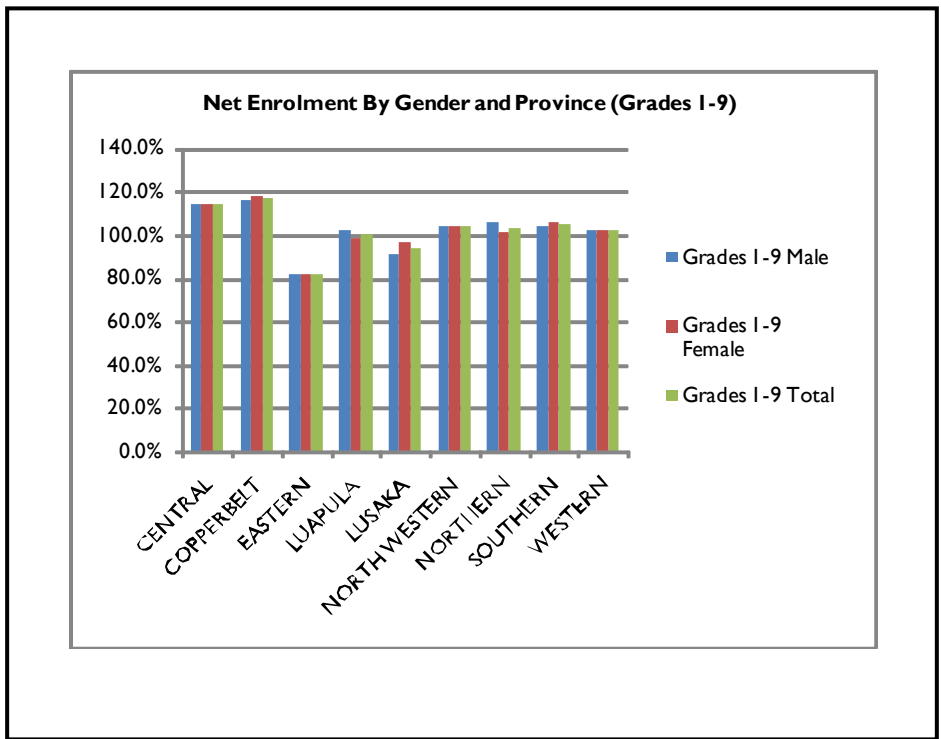
	Grades 1-7			Grades 1-9			Grades 10-12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	102.7%	104.6%	103.6%	101.9%	102.3%	102.1%	30.5%	23.5%	27.0%
<i>Provinces</i>									
CENTRAL	115.5%	116.8%	116.1%	114.1%	114.5%	114.3%	29.9%	26.8%	28.4%
COPPERBELT	115.5%	119.4%	117.4%	116.0%	118.2%	117.1%	41.7%	38.0%	39.8%
EASTERN	82.8%	83.5%	83.1%	81.7%	81.6%	81.7%	20.1%	12.6%	16.3%
LUAPULA	103.6%	101.3%	102.5%	102.2%	98.1%	100.2%	30.3%	17.6%	24.0%
LUSAKA	90.2%	96.4%	93.3%	91.1%	96.6%	93.8%	34.0%	30.9%	32.4%
NORTH WESTERN	105.1%	106.4%	105.8%	104.0%	103.7%	103.8%	37.2%	23.6%	30.4%
NORTHERN	106.8%	105.2%	106.0%	105.6%	101.4%	103.5%	24.7%	13.4%	19.0%
SOUTHERN	103.5%	107.3%	105.4%	104.0%	105.6%	104.8%	31.4%	22.4%	26.8%
WESTERN	106.6%	109.3%	107.9%	102.0%	102.2%	102.1%	23.7%	18.6%	21.1%

Net Enrolment Rate (NER)

The basic NER is the percentage of basic-aged (ages 7-15) children who are enrolled in basic school (grades 1-9), Table 20 indicates a basic NER of 116% (2009). The secondary NER is the percentage of secondary-aged (ages 15-18) children who are enrolled in secondary school (grades 10-12), Table 20 indicates a secondary NER of 30% (2009). A higher NER means that more children are attending school at the correct age; however an NER above 100% means the data is somehow flawed. There are many reasons for flawed data – under and overestimates on the census, increased birth rates, lower death rates, migration, etc. In sum, to make a reliable estimate of NER, accurate estimates of enrollment by age is needed. There is consensus that currently available demographic data in Zambia generally

Table 22 Net Enrolment Rate By Grade and Province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	52.00%	46.95%	45.34%	40.47%	34.54%	30.22%	24.79%	18.16%	18.35%	9.44%	10.17%	17.63%
<i>Provinces</i>												
CENTRAL	60.67%	56.31%	52.04%	46.01%	39.63%	35.19%	31.40%	19.81%	21.80%	9.88%	10.89%	18.22%
COPPERBELT	54.56%	56.05%	63.70%	60.08%	53.95%	49.52%	40.93%	32.66%	36.29%	17.66%	18.03%	24.33%
EASTERN	37.01%	29.18%	27.09%	22.10%	16.15%	13.18%	10.49%	6.81%	6.61%	4.52%	4.71%	11.38%
LUAPULA	54.01%	42.96%	41.77%	37.81%	29.01%	24.44%	19.98%	15.14%	14.67%	6.01%	7.64%	16.62%
LUSAKA	37.35%	36.88%	38.33%	38.74%	36.93%	33.03%	26.24%	20.35%	19.56%	13.14%	13.36%	21.33%
NORTH WESTERN	61.36%	49.69%	44.20%	38.26%	31.64%	26.10%	21.61%	16.50%	15.47%	8.48%	9.02%	21.92%
NORTHERN	56.61%	44.36%	41.13%	33.78%	27.72%	22.06%	16.90%	11.58%	10.29%	6.69%	6.13%	12.57%
SOUTHERN	52.68%	48.15%	45.55%	38.99%	32.74%	29.33%	23.02%	16.15%	14.56%	7.93%	10.32%	16.99%
WESTERN	67.95%	72.53%	61.82%	54.78%	45.91%	39.28%	31.99%	22.86%	22.17%	5.18%	6.62%	14.34%



CHAPTER 6: EFFICIENCY

This section provides a snapshot of the internal efficiency of the education sector, as measured by cohort flows: repetition, transition, and dropout rates. These indicators are interrelated - given two indicators the third is calculated as a residual. Although it is tempting to use these indicators to measure progress towards an educational strategy, repetition and promotion are often manipulated through policy and other directives. In Zambia, automatic promotion exists, hence we should see repetition rates drop to zero (and perhaps drop-out rates rise at the same time). Note: Flow rate calculations normally assume that negligible numbers of learners enter or leave the system from outside its borders

Table 23 Transition, Repetition and Dropout Rate by Gender from 2002 to 2009

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Transition Rate									
Grades 7-8	Male	53.5%	53.1%	52.6%	53.8%	50.7%	52.1%	54.2%	55.4%
	Female	56.1%	58.9%	54.6%	57.1%	53.5%	57.3%	57.2%	56.6%
	Total	54.7%	55.7%	53.5%	55.3%	52.0%	54.5%	55.6%	56.0%
Grades 9-10	Male	48.8%	44.3%	41.2%	39.8%	38.5%	38.5%	38.5%	41.4%
	Female	45.7%	41.3%	45.6%	41.2%	38.0%	39.0%	37.8%	40.7%
	Total	47.4%	42.9%	43.6%	40.4%	38.3%	38.7%	38.2%	41.0%
Repetition Rate									
Grades 1-9	Male	8.2%	7.0%	6.6%	6.7%	7.5%	7.4%	6.6%	6.6%
	Female	7.2%	6.4%	6.2%	6.1%	6.8%	6.7%	6.2%	6.1%
	Total	7.7%	6.7%	6.4%	6.4%	7.2%	7.1%	6.4%	6.4%
Grades 10-12	Male	0.6%	0.6%	1.3%	0.8%	1.7%	1.5%	1.6%	1.8%
	Female	1.0%	0.8%	1.3%	0.9%	1.9%	1.7%	1.4%	1.9%
	Total	0.8%	0.7%	1.3%	0.8%	1.8%	1.6%	1.5%	1.8%
Dropout Rate									
Grades 1-9	Male	3.4%	2.4%	2.5%	2.1%	2.2%	2.0%	1.7%	1.8%
	Female	3.9%	2.9%	3.4%	3.0%	3.0%	2.9%	2.7%	2.9%
	Total	3.6%	2.6%	2.9%	2.5%	2.6%	2.4%	2.2%	2.4%
Grades 10-12	Male	1.5%	1.1%	1.5%	1.3%	1.2%	0.8%	0.6%	0.6%
	Female	2.3%	2.3%	2.9%	2.9%	2.6%	2.1%	1.7%	1.8%
	Total	1.8%	1.6%	2.1%	2.0%	1.8%	1.4%	1.1%	1.1%

Transition Rate

The **transition rate (also called promotion rate)** represents the proportion of students who have successfully completed a grade and proceed to the next grade the following year. Table 23 shows that in 2009, **56% of Zambia's students transitioned from grade 7 to grade 8, while only 41% transitioned from grade 9 to grade 10**. This indicator conveys information on the degree of access or transition from one cycle or level of education to a higher one. The transition rate can help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements. High transition rates indicate a high level of access or transition from one level of education to the next. They also reflect the intake capacity of the next level of education. Inversely, low transition rates can signal problems in the bridging between two cycles or levels of education, due to either deficiencies in the examination system, or inadequate admission capacity in the higher cycle or level of education, or both. This indicator should be based on reliable data on new entrants (or on enrolment and repeaters) especially in the first distinction between grade of the higher cycle or level of education. It can be distorted by incorrect new entrants and repeaters, especially in the first grade of the specified higher level of education. Students who interrupted their studies for one or more years after having completed the lower level of education and migrant students could also affect the quality of this indicator. Table 24 further illustrates transition rates, showing a breakdown by gender and province.

Table 24 Transition Rate By Gender and Province

	Grades 7-8			Grades 9-10		
	Male	Female	Total	Male	Female	Total
National	55.4%	56.6%	56.0%	41.4%	40.7%	41.0%
<i>Provinces</i>						
CENTRAL	49.5%	54.3%	51.7%	30.1%	41.3%	36.9%
COPPERBELT	65.6%	67.9%	66.7%	45.0%	43.3%	44.7%
EASTERN	45.1%	46.1%	45.6%	47.7%	32.9%	45.1%
LUAPULA	70.1%	65.7%	68.1%	37.5%	23.5%	34.2%
LUSAKA	54.4%	54.3%	54.3%	42.6%	44.5%	43.9%
NORTH WESTERN	62.5%	60.9%	61.7%	43.4%	31.0%	42.5%
NORTHERN	41.3%	44.1%	42.5%	46.2%	29.0%	44.1%
SOUTHERN	56.7%	55.7%	56.2%	39.1%	26.5%	36.2%
WESTERN	64.2%	62.8%	63.6%	37.4%	28.2%	36.5%

Repetition Rate

The repetition rate indicates the proportion of pupils from a cohort enrolled in a given grade in a given school year who study in the same grade in the following school year. The repetition rate measures the number of pupils repeating a grade, and is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle. **Table 23 indicates a repetition rate of 6.4% (2009) in grades 1-9, and 7.0% (2009) in grades 10-12.** Over time, repetition rates should ideally approach zero percent. In Zambia, the 2009 data shows a dramatic increase in repetition, 7.0% (2009) from 1.5% (2008) for grades 10-12. A high repetition rate reveals problems in the internal efficiency of the educational system, and increasing repetition rates may serve as an early warning that the system is experiencing capacity constraints. Table 25 shows repetition by gender and province

Table 25 Repetition and Dropout Rate By Gender and Province

	Repetition Grades 1-9			Repetition Grades 10-12			Dropout Grades 1-9			Dropout Grades 10-12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	6.6%	6.1%	6.4%	1.8%	1.9%	1.8%	1.8%	2.9%	2.4%	0.6%	1.8%	1.1%
<i>Provinces</i>												
CENTRAL	7.4%	6.7%	7.1%	1.7%	1.3%	1.5%	1.4%	2.4%	1.9%	0.6%	1.6%	1.1%
COPPERBELT	3.8%	3.7%	3.8%	0.3%	0.5%	0.4%	1.2%	1.8%	1.5%	0.3%	0.8%	0.6%
EASTERN	8.2%	7.6%	7.9%	2.7%	3.2%	2.9%	2.1%	3.3%	2.7%	0.3%	2.3%	1.1%
LUAPULA	6.6%	6.9%	6.8%	1.8%	2.5%	2.1%	2.4%	3.5%	2.9%	0.3%	1.8%	0.8%
LUSAKA	3.9%	3.7%	3.8%	1.5%	1.3%	1.4%	1.1%	2.5%	1.8%	0.7%	1.1%	0.9%
NORTH WESTERN	9.1%	8.8%	9.0%	5.3%	6.5%	5.7%	2.9%	4.1%	3.5%	1.6%	4.5%	2.8%
NORTHERN	10.0%	9.5%	9.8%	2.8%	3.7%	3.1%	2.7%	3.9%	3.3%	0.8%	2.5%	1.4%
SOUTHERN	8.9%	8.0%	8.5%	1.3%	1.4%	1.3%	1.3%	2.3%	1.8%	0.7%	2.4%	1.5%
WESTERN	8.0%	7.2%	7.6%	2.0%	4.2%	2.9%	2.1%	3.7%	2.9%	1.0%	2.7%	1.8%

Table 26 Transition, Repetition and Dropout rates in Grades 1-11 from 2008 to 2009

Grade	Transition rates			Repetition rates			Dropout Rates		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Grade 1	88.2%	89.7%	88.9%	5.2%	4.8%	5.0%	1.5%	1.6%	1.5%
Grade 2	90.2%	88.0%	89.1%	5.2%	5.0%	5.1%	1.6%	1.7%	1.7%
Grade 3	89.8%	90.6%	90.2%	6.1%	5.7%	5.9%	1.8%	2.0%	1.9%
Grade 4	88.1%	85.9%	87.0%	5.9%	5.8%	5.9%	1.8%	2.6%	2.2%
Grade 5	85.1%	84.8%	84.9%	6.7%	6.1%	6.4%	2.0%	4.6%	3.3%
Grade 6	84.3%	78.3%	81.4%	11.6%	9.8%	10.8%	2.2%	5.3%	3.7%
Grade 7	55.4%	56.6%	56.0%	5.9%	5.8%	5.8%	2.0%	5.0%	3.5%
Grade 8	82.7%	79.6%	81.3%	14.2%	14.5%	14.3%	2.8%	6.3%	4.4%
Grade 9	41.4%	40.7%	41.0%	1.2%	0.9%	1.1%	0.4%	1.1%	0.7%
Grade 10	86.9%	81.1%	84.2%	1.5%	1.9%	1.6%	0.7%	2.0%	1.3%
Grade 11	82.8%	82.5%	82.7%	1.7%	2.2%	1.9%	0.9%	2.3%	1.5%

Dropout Rate

The dropout rate indicates the proportion of pupils who leave the system without completing a given grade in a given school year. **Table 23 shows a national dropout rate of 2.4% (2009) in grades 1-9, and 1.1% (2009) in grades 10-12.** According to the data in Table 25, the female dropout rate in grades 1-9 is 2.9%, compared to 1.8% for males. Similarly, in grades 10-12, 1.8% of female's dropout as compared to 0.6% of males.

Table 27 Gender Parity Index for Grade 1-9 and Grade 10-12 from 2002 to 2009

	Year							
	2002	2003	2004	2005	2006	2007	2008	2009
Grade 1-9	0.92	0.93	0.94	0.88	0.96	0.96	0.96	0.97
Grade 10-12	0.73	0.78	0.79	0.81	0.80	0.83	0.82	0.87

Table 28 Gender Parity Index in All Schools by Grade and Province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	1.01	1.02	0.99	1.00	0.97	0.96	0.87	0.90	0.86	0.83	0.97	0.80
<i>Provinces</i>												
CENTRAL	1.04	1.02	0.99	1.00	0.97	0.96	0.86	0.94	0.93	1.16	0.93	0.76
COPPERBELT	1.04	1.03	0.96	1.10	0.98	0.97	0.95	0.99	0.99	0.97	1.03	0.97
EASTERN	0.97	0.96	0.98	0.94	0.95	0.96	0.81	0.83	0.79	0.69	0.89	0.64
LUAPULA	0.97	1.00	0.97	0.99	0.94	0.90	0.80	0.76	0.78	0.58	0.91	0.60
LUSAKA	1.02	1.03	1.05	1.05	1.04	1.04	1.03	1.04	0.98	0.98	1.01	0.98
NORTH WESTERN	1.02	0.98	1.04	0.95	0.97	0.91	0.85	0.85	0.75	0.73	0.93	0.66
NORTHERN	0.98	1.05	0.96	0.94	0.90	0.86	0.74	0.79	0.70	0.60	0.93	0.54
SOUTHERN	1.02	1.00	1.00	0.97	0.99	1.03	0.89	0.88	0.83	0.71	0.95	0.79
WESTERN	0.99	1.10	1.00	0.97	0.98	0.93	0.84	0.83	0.81	0.82	1.00	0.80

Table 29 Gender Parity Index in All Schools By Grade and Agency

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Community	1.02	1.01	0.98	1.05	0.96	0.96	0.86	0.90	1.02	0.80	0.90	0.76
Grant-aided	1.04	1.04	1.06	1.02	0.99	0.96	0.90	1.26	1.29	1.18	1.25	1.33
GRZ	1.00	1.02	0.99	0.98	0.97	0.96	0.87	0.88	0.84	0.79	0.76	0.75
Private	1.03	1.00	1.00	1.08	1.02	1.01	0.99	0.94	0.98	0.98	0.92	1.03

Table 30 Gender Parity Index in All Schools by Grade Group and Province

	Grades 1-4	Grades 5-7	Grades 1-7	Grades 1-9	Grades 8-9	Grades 10-12
National	1.00	0.94	0.98	0.97	0.88	0.87
<i>Provinces</i>						
CENTRAL	1.01	0.93	0.98	0.98	0.94	0.96
COPPERBELT	1.03	0.97	1.00	1.00	0.99	0.99
EASTERN	0.97	0.91	0.95	0.93	0.81	0.75
LUAPULA	0.98	0.88	0.95	0.93	0.77	0.70
LUSAKA	1.04	1.04	1.04	1.03	1.01	0.99
NORTH WESTERN	1.00	0.92	0.97	0.95	0.80	0.78
NORTHERN	0.99	0.84	0.93	0.92	0.75	0.69
SOUTHERN	1.00	0.97	0.99	0.97	0.86	0.81
WESTERN	1.02	0.92	0.99	0.97	0.82	0.87

Gender Parity Index (GPI)

Tables 27-31 present GPI, the ratio of female to male pupils. A GPI lower than one means that there are more males than females in school, while a GPI greater than one means there are more females than males in school. A GPI of 1 is desirable because it means that there are an equal number of males and females in school. In this section GPI is broken down by time, grade group, grade level, agency, and province. In Zambia, the overall GPI for grades 1-9 was .96 (2009), and for grades 10-12, GPI was .87 (2009)

Table 31 Gender Parity Index in All Schools By Grade Group and Agency

	Grades 1-4	Grades 5-7	Grades 1-7	Grades 1-9	Grades 8-9	Grades 10-12
Community	1.01	0.93	0.99	0.99	0.94	0.83
Grant-aided	1.04	0.96	1.01	1.06	1.27	1.25
GRZ	1.00	0.93	0.97	0.96	0.86	0.77
Private	1.03	1.01	1.02	1.01	0.96	0.97

Table 32 Number of Out of School Children Aged 7-13 By Gender and Year

	Year							
	2002	2003	2004	2005	2006	2007	2008	2009
Male	238 907	201 720	150 550	28 708	NA	NA	NA	96 260
Female	212 881	179 482	142 465	38 589	NA	NA	NA	163 130
Total	451 788	381 202	293 015	67 297	NA	NA	NA	259 390

Table 33 Out of School Children By Age, Gender and Province

		Age											
		7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years
NATIONAL	Male	79807	16913	NA	NA	NA	1462	4487	7275	11046	33285	43303	21104
	Female	68777	11180	NA	NA	790	2053	4261	11200	20287	46587	68296	71451
	Total	148584	28093	NA	NA	790	3515	8748	18475	31333	79872	111599	92555
Provinces													
CENTRAL	Male	6363	NA	NA	NA	NA	NA	NA	NA	NA	2254	3409	2004
	Female	5091	NA	NA	NA	NA	NA	NA	NA	48	3172	6327	6060
	Total	11454	NA	NA	NA	NA	NA	NA	NA	48	5426	9736	8064
COPPERBELT	Male	9024	778	NA	NA	NA	NA	NA	NA	NA	3571	6695	8321
	Female	7641	NA	NA	NA	NA	NA	NA	NA	NA	4173	8899	12524
	Total	16665	778	NA	NA	NA	NA	NA	NA	NA	7744	15594	20845
EASTERN	Male	16412	7542	NA	NA	NA	1462	3969	4639	5074	7338	7577	NA
	Female	14655	5919	NA	NA	790	2053	3393	5097	6194	9082	11202	10404
	Total	31067	13461	NA	NA	790	3515	7362	9736	11268	16420	18779	10404
LUAPULA	Male	6738	1263	NA	NA	NA	NA	NA	385	1017	2393	3098	NA
	Female	6229	973	NA	NA	NA	NA	NA	1607	2332	4012	4977	4110
	Total	12967	2236	NA	NA	NA	NA	NA	1992	3349	6405	8075	4110
LUSAKA	Male	13366	5920	NA	NA	NA	NA	NA	634	2381	6033	7567	6720
	Female	11488	3722	NA	NA	NA	NA	NA	NA	2639	6137	9413	10933
	Total	24854	9642	NA	NA	NA	NA	NA	634	5020	12170	16980	17653

Table 33 Out of School Children By Age, Gender and Province (Continued)

		Age											
		7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years
NORTH WESTERN	Male	3739	NA	NA	NA	NA	NA	NA	NA	NA	1086	1487	NA
	Female	2717	NA	NA	NA	NA	NA	NA	391	930	2382	3650	2989
	Total	6456	NA	NA	NA	NA	NA	NA	391	930	3468	5137	2989
NORTHERN	Male	9763	500	NA	NA	NA	NA	NA	NA	731	3546	5362	1475
	Female	9096	566	NA	NA	NA	NA	NA	1816	3931	7163	10210	10675
	Total	18859	1066	NA	NA	NA	NA	NA	1816	4662	10709	15572	12150
SOUTHERN	Male	10429	910	NA	NA	NA	NA	NA	NA	NA	2521	2996	NA
	Female	8373	NA	NA	NA	NA	NA	NA	NA	1007	4826	7189	7792
	Total	18802	910	NA	NA	NA	NA	NA	NA	1007	7347	10185	7792
WESTERN	Male	3973	NA	NA	NA	NA	NA	518	1617	1843	4543	5112	2584
	Female	3487	NA	NA	NA	NA	NA	868	2289	3206	5640	6429	5964
	Total	7460	NA	NA	NA	NA	NA	1386	3906	5049	10183	11541	8548

Out-of-school Children

The number of out-of-school children refers to the number of children ages 7-18 who are not attending school. Table 32 indicates that **there are nationally, 259,390 children ages 7-13, not attending school**. Table 33 disaggregates out-of-school children by age. Please note that this data depends on the CSO's 2000 census (see page XX). For more information on out-of-school children, refer to the CSO's Living Conditions Survey.

Table 34 Number of Orphans in All Schools by Gender from 2002 to 2009

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Basic Schools	Male	120 153	179 536	260 138	309 731	325 248	333 433	339 927	330 520
	Female	115 362	170 756	247 314	297 483	314 097	322 519	333 033	323 033
	Total	235 515	350 292	507 452	607 214	639 345	655 952	672 960	653 553
Secondary Schools	Male	6 662	9 278	16 200	20 193	24 259	26 321	24 341	30 687
	Female	6 305	9 216	13 636	18 069	20 744	23 806	22 157	26 178
	Total	12 967	18 494	29 836	38 262	45 003	50 127	46 498	56 865
All Schools	Male	126 815	188 814	276 338	329 924	349 507	359 754	364 268	361 207
	Female	121 667	179 972	260 950	315 552	334 841	346 325	355 190	349 211
	Total	248 482	368 786	537 288	645 476	684 348	706 079	719 458	710 418

Orphans

Tables 34 - 37 represent information about orphans attending school (the ASC counts the total number of orphans in schools, including regular, APU, and Open students. According to Table 34, in 2009 there were 710, 418 orphans in school, as compared to 248,482 in 2002. Among these, 653,553 are attending basic schools and 56,865 are in secondary school. Similarly, according to Table 37, 524,152 orphans attend GRZ schools in 2009; 19,964 attended community schools; and the others attended either private or grant-aided institutions. In grades 1-9, 23.4% (2009) of Lusaka's students were orphans, whereas North Western had 16.3% (2009) orphans in grades 1-9. According to Table 37, there are 524,152 (2009) of orphans attend GRZ schools.

Table 35 Number of Orphans by Grade, Gender and Province

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
NATIONAL	Male	39 083	38 130	38 429	40 104	39 902	39 896	41 004	26 744	27 228	10 605	10 514	9 568
	Female	39 439	38 991	40 171	39 673	39 512	38 334	37 353	25 083	24 477	8 798	8 916	8 464
	Total	39 083	38 130	38 429	40 104	39 902	39 896	41 004	26 744	27 228	10 605	10 514	9 568
Provinces													
CENTRAL	Male	4 929	4 804	4 703	5 028	4 952	5 011	5 157	3 078	3 156	1 036	1 040	951
	Female	4 883	4 740	5 709	4 845	5 063	4 872	4 669	2 965	3 043	936	956	871
	Total	9 812	9 544	10 412	9 873	10 015	9 883	9 826	6 043	6 199	1 972	1 996	1 822
COPPERBELT	Male	6 171	5 770	6 068	6 318	6 568	6 379	6 434	4 156	4 608	1 620	1 586	1 519
	Female	6 480	6 237	6 483	6 600	6 834	6 473	6 260	4 131	4 671	1 842	1 838	1 716
	Total	12 651	12 007	12 551	12 918	13 402	12 852	12 694	8 287	9 279	3 462	3 424	3 235
EASTERN	Male	4 382	4 402	4 456	4 425	4 319	4 235	4 328	2 665	2 551	903	926	816
	Female	4 252	4 287	4 525	4 312	4 168	3 972	3 554	2 222	2 052	653	701	589
	Total	8 634	8 689	8 981	8 737	8 487	8 207	7 882	4 887	4 603	1 556	1 627	1 405

Table 35 Number of Orphans by Grade, Gender and Province (Continued)

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
LUAPULA	Male	4 244	3 880	3 542	3 555	3 442	3 372	3 207	2 518	2 440	777	1 258	551
	Female	4 332	3 902	3 701	3 514	3 320	2 988	2 678	2 297	1 963	600	640	399
	Total	8 576	7 782	7 243	7 069	6 762	6 360	5 885	4 815	4 403	1 377	1 898	950
LUSAKA	Male	4 669	4 880	5 054	5 213	5 391	5 664	5 906	3 305	3 489	1 782	1 862	2 144
	Female	5 117	5 099	5 380	5 307	5 755	5 956	6 429	3 630	3 687	1 474	1 623	2 034
	Total	9 786	9 979	10 434	10 520	11 146	11 620	12 335	6 935	7 176	3 256	3 485	4 178
NORTH WESTERN	Male	2 549	2 406	2 148	2 166	2 029	2 012	2 023	1 687	1 798	702	629	622
	Female	2 520	2 411	2 231	2 081	1 877	1 874	1 801	1 527	1 471	581	476	518
	Total	5 069	4 817	4 379	4 247	3 906	3 886	3 824	3 214	3 269	1 283	1 105	1 140
NORTHERN	Male	5 227	4 958	4 984	4 991	4 850	4 621	5 054	3 048	3 145	1 259	1 031	882
	Female	5 255	5 069	4 764	4 777	4 622	4 099	4 092	2 686	2 418	726	700	590
	Total	10 482	10 027	9 748	9 768	9 472	8 720	9 146	5 734	5 563	1 985	1 731	1 472
SOUTHERN	Male	3 516	3 850	4 198	4 957	4 987	5 450	5 822	3 963	3 839	1 709	1 519	1 369
	Female	3 500	3 937	4 101	4 852	4 871	5 213	5 182	3 555	3 346	1 359	1 400	1 160
	Total	7 016	7 787	8 299	9 809	9 858	10 663	11 004	7 518	7 185	3 068	2 919	2 529
WESTERN	Male	3 396	3 180	3 276	3 451	3 364	3 152	3 073	2 324	2 202	817	663	714
	Female	3 100	3 309	3 277	3 385	3 002	2 887	2 688	2 070	1 826	627	582	587
	Total	6 496	6 489	6 553	6 836	6 366	6 039	5 761	4 394	4 028	1 444	1 245	1 301

Table 36 % Orphans in Grade Groups By Gender and Province

		Grades 1-7	Grades 1-9	Grades 8-9	Grades 10-12
CENTRAL	Male	9.9%	10.3%	13.3%	10.9%
	Female	10.0%	10.3%	12.8%	10.0%
	Total	19.9%	20.6%	26.1%	20.9%
COPPERBELT	Male	9.7%	9.7%	9.5%	7.4%
	Female	10.1%	10.0%	9.6%	8.4%
	Total	19.8%	19.6%	19.1%	15.8%
EASTERN	Male	8.6%	9.1%	14.9%	12.2%
	Female	8.1%	8.5%	12.2%	9.0%
	Total	16.7%	17.6%	27.1%	21.2%
LUAPULA	Male	10.5%	11.0%	15.3%	14.7%
	Female	10.1%	10.5%	13.2%	9.3%
	Total	20.6%	21.5%	28.5%	24.0%
LUSAKA	Male	11.1%	11.3%	12.3%	13.0%
	Female	11.8%	12.0%	13.3%	11.5%
	Total	23.0%	23.4%	25.6%	24.5%
NORTH WESTERN	Male	7.8%	8.4%	13.0%	10.7%
	Female	7.5%	7.9%	11.2%	8.7%
	Total	15.3%	16.3%	24.3%	19.4%
NORTHERN	Male	8.2%	8.9%	16.0%	13.5%
	Female	7.8%	8.2%	13.2%	8.6%
	Total	16.0%	17.1%	29.2%	22.1%
SOUTHERN	Male	8.4%	9.1%	13.9%	13.9%
	Female	8.1%	8.6%	12.3%	11.9%
	Total	16.4%	17.7%	26.2%	25.8%
WESTERN	Male	11.1%	11.8%	17.7%	15.2%
	Female	10.5%	11.0%	15.2%	12.4%
	Total	21.6%	22.9%	32.9%	27.7%

Table 37 Number of Orphans in all Schools by Grade and Agency

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
GRZ	Male	23 626	24 547	25 457	27 711	29 112	30 588	32 825	23 896	24 659	9 231	9 165	8 353
	Female	23 562	24 869	26 358	27 143	28 758	29 070	29 973	22 059	21 661	7 249	7 219	7 061
	Total	47 188	49 416	51 815	54 854	57 870	59 658	62 798	45 955	46 320	16 480	16 384	15 414
Private	Male	740	673	725	849	828	893	922	690	753	336	391	378
	Female	749	692	780	747	883	907	855	690	691	371	380	343
	Total	1 489	1 365	1 505	1 596	1 711	1 800	1 777	1 380	1 444	707	771	721
Grant Aided	Male	1 601	1 289	1 208	1 235	1 236	1 196	1 041	1 357	1 236	981	922	806
	Female	1 751	1 350	1 383	1 323	1 231	1 289	1 019	1 641	1 490	1 134	1 280	1 037
	Total	3 352	2 639	2 591	2 558	2 467	2 485	2 060	2 998	2 726	2 115	2 202	1 843
Community	Male	13 116	11 621	11 039	10 309	8 726	7 219	6 216	801	580	57	36	31
	Female	13 377	12 080	11 650	10 460	8 640	7 068	5 506	693	635	44	37	23
	Total	26 493	23 701	22 689	20 769	17 366	14 287	11 722	1 494	1 215	101	73	54

Table 38 Number of CSEN Pupils in All Schools By Gender and Year

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Basic Schools	Male	13 093	17 159	39 368	46 400	84 141	89 291	88 420	110 273
	Female	10 116	13 605	33 945	39 783	76 903	80 793	80 446	91 842
	Total	23 209	30 764	73 313	86 183	161 044	170 084	168 866	202 115
Secondary Schools	Male	744	781	1 482	1 413	3 228	2 687	1 826	2 445
	Female	520	953	1 346	1 673	3 309	2 558	1 906	2 877
	Total	1 264	1 734	2 828	3 086	6 537	5 245	3 732	5 322

Table 39 Number of CSEN Pupils in Grade Groups By Gender and Province

	Grades 1-9			Grades 10-12		
	Male	Female	Total	Male	Female	Total
National	110 273	91 842	202 115	2 445	2 877	5 322
<i>Provinces</i>						
CENTRAL	7 801	7 491	15 292	84	76	160
COPPERBELT	11 286	11 130	22 416	259	400	659
EASTERN	23 203	9 367	32 570	235	161	396
LUAPULA	8 562	7 970	16 532	119	55	174
LUSAKA	5 737	5 784	11 521	348	408	756
NORTH WESTERN	12 753	12 360	25 113	637	554	1 191
NORTHERN	18 252	16 401	34 653	176	129	305
SOUTHERN	12 046	11 647	23 693	417	957	1 374
WESTERN	10 633	9 692	20 325	170	137	307

Children with Special Needs (CSEN)

Tables 38 - 40 represent CSEN students over time, impairment, gender, and province. **Nationally, there are 202,115 (2009) CSEN students at the basic level, and 2,445 (2009) CSEN students in Zambia's secondary schools.** Interestingly, in 2009, Northern Province had 34,653 CSEN students in grades 1-9, while Lusaka had only 11,521. There are 6 impairments listed in the ASC (hearing, intellectual, other, physical, specific learning difficulties, or visual). Among these, 78,729 (2009) of students in grades 1-12 are categorized as having a "specific learning difficulty," while only 13,838 are categorized as having a "physical" impairment.

Table 40 Number of CSEN Pupils in Grade Groups By Gender and Impairment

Impairments	Grades 1-9			Grades 10-12			Grades 1-12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hearing	15 118	13 611	28 729	312	314	626	15 430	13 925	29 355
Intellectual	32 360	17 878	50 238	392	486	878	32 752	18 364	51 116
Other	5 615	5 159	10 774	155	261	416	5 770	5 420	11 190
Physical	7 236	6 141	13 377	279	182	461	7 515	6 323	13 838
Specific Learning Difficulties	38 895	38 884	77 779	502	448	950	39 397	39 332	78 729
Visual	11 063	10 184	21 247	805	1 186	1 991	11 868	11 370	23 238

Table 41 Number of Pupils Receiving Bursaries by Grade Groups, Gender and Province

Provinces	Grades 1-7			Grades 1-9			Grades 10-12			Grades 8-9		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
CENTRAL	2 037	2 391	4 428	3 888	4 431	8 319	908	1 202	2 110	1 851	2 040	3 891
COPPERBELT	5 828	6 177	12 005	9 227	9 482	18 709	2 500	2 577	5 077	3 399	3 305	6 704
EASTERN	2 018	2 072	4 090	3 332	3 240	6 572	1 153	1 153	2 306	1 314	1 168	2 482
LUAPULA	2 251	3 332	5 583	4 673	6 355	11 028	1 608	1 719	3 327	2 422	3 023	5 445
LUSAKA	4 578	4 629	9 207	6 455	6 999	13 454	1 238	1 112	2 350	1 877	2 370	4 247
NORTH WESTERN	1 162	1 174	2 336	2 767	2 874	5 641	1 124	1 295	2 419	1 605	1 700	3 305
NORTHERN	3 397	3 412	6 809	6 186	7 048	13 234	1 283	1 168	2 451	2 789	3 636	6 425
SOUTHERN	3 402	3 492	6 894	6 177	6 568	12 745	1 623	1 446	3 069	2 775	3 076	5 851
WESTERN	2 913	3 345	6 258	5 036	6 368	11 404	887	1 182	2 069	2 123	3 023	5 146

Table 42 Number of Pupils Receiving Bursaries in All Schools by Gender from 2003 to 2009

		Year						
		2003	2004	2005	2006	2007	2008	2009
Basic Schools	Male	3305	6589	32904	46172	41836	49829	47 741
	Female	4881	7404	35511	48785	45173	49829	53 365
	Total	8186	13993	68415	94957	87009	99658	101 106
Secondary Schools	Male	1049	2234	4005	6787	10351	22425	12 324
	Female	1288	2264	4356	6711	9240	19694	12 854
	Total	2337	4498	8361	13498	19591	42119	25 178

Bursaries.

Tables 41 and 42 represent the number of pupils receiving bursaries. The MOE's bursary scheme is intended to support orphans and vulnerable children (OVC), especially girls who cannot afford basic school requisites. Table 41 highlights the number of boys and girls receiving bursaries by province and grade group. Interestingly, the number of boys and girls receiving bursaries across provinces appears to be almost equal. According to Table 41 and 42, there were 5,624 (2009) more girls receiving a bursary for basic school, and only 530 more girls receiving a bursary at the secondary level. In addition to the bursary support from the MOE, other stakeholders such as the Forum for African Women Educationalists (FAWEZA) and the Campaign for Female Education (CAMFED) support vulnerable children and girls' education through bursaries or Faith and Community Based Organizations (CBO).

Table 43 Number of Pregnancies and Re-admissions by Grade Groups from 2002 to 2009

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Basic Schools	Preganancies	3 663	4 405	6 528	9 111	12 370	11 391	12 370	13 634
	Re-admissions	1 322	1 836	2 626	3 899	4 470	3 870	4 692	5 517
Secondary Schools	Preganancies	765	655	988	1 330	1 572	1 752	1 566	1 863
	Re-admissions	606	505	802	932	1 019	1 082	1 019	1 162

Table 44 Number of Pregnancies and Re-admissions by Grade Groups and Province

Provinces	Grades 1-9		Grades 10-12		Grades 1-12	
	Pregnancies	Re-Admits	Pregnancies	Re-Admits	Pregnancies	Re-Admits
CENTRAL	1 498	600	183	69	1 681	669
COPPERBELT	1 077	423	209	142	1 286	565
EASTERN	1 764	658	180	147	1 944	805
LUAPULA	1 170	522	130	80	1 300	602
LUSAKA	792	312	147	73	939	385
NORTH WESTERN	1 932	949	266	228	2 198	1 177
NORTHERN	1 420	543	135	117	1 555	660
SOUTHERN	2 281	814	367	162	2 648	976
WESTERN	1 700	696	246	144	1 946	840

Pregnancies & Readmissions

Table s 43 - 45 illustrates pregnancies and readmissions over time, place, grade groups, and urban /rural areas. According to Table 43, **there were 13,634 (2009) pregnancies at the basic level and 5,517 re-admissions.** As seen in Table 44, **Southern province had the largest number of pregnancies (2,648) in 2009, grades 1-2, and a relatively small number of re-admissions (976).** Table 45 indicates that **of these grade 1-9 pregnancies in 2009, 89% of them occurred in rural areas.**

Table 45 Number of Pregnancies and Re-admissions by Grade Groups, Location and Province

Provinces	Grades 1-9				Grades 10-12			
	Pregnancies		Re-Admits		Pregnancies		Re-Admits	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
CENTRAL	1 498	144	600	183	78	69	195 401	13 213
COPPERBELT	1 077	427	423	209	31	142	271 619	31 182
EASTERN	1 764	125	658	180	112	147	189 212	8 182
LUAPULA	1 170	129	522	130	77	80	131 685	6 068
LUSAKA	792	359	312	147	8	73	195 573	21 764
NORTH WESTERN	1 932	77	949	266	251	228	109 037	6 894
NORTHERN	1 420	119	543	135	58	117	220 014	8 006
SOUTHERN	2 281	135	814	367	164	162	220 778	13 849
WESTERN	1 700	101	696	246	146	144	113 736	6 327

CHAPTER 8: TEACHERS

Table 46 Teachers in All Schools By Gender from 2002 to 2009

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Basic Schools	Male	20 602	21 534	23 806	26 125	27 535	29 531	30 989	30 088
	Female	19 886	20 012	21 955	23 897	24 987	27 364	30 822	30 777
	Total	40 488	41 546	45 761	50 022	52 522	56 895	61 811	60 865
Secondary Schools	Male	6 957	5 442	5 442	5 679	8 240	8 831	9 293	9 645
	Female	2 678	2 395	2 395	2 662	5 383	5 886	6 119	6 852
	Total	9 635	7 837	7 837	8 341	13 623	14 717	15 412	16 497

Table 47 Teachers in All Schools By Gender and Province

	Basic Schools			Total Teachers Secondary Schools		Total
	Male	Female	Total	Male	Female	
	National	30 088	30 777	60 865	9 645	
<i>Provinces</i>						
CENTRAL	3 794	3 342	7 136	1004	730	1 734
COPPERBELT	3 917	7 855	11 772	2145	2146	4 291
EASTERN	3 846	2 733	6 579	832	379	1 211
LUAPULA	2 209	1 401	3 610	659	204	863
LUSAKA	2 893	5 079	7 972	1456	1186	2 642
NORTH WESTERN	2 361	1 634	3 995	716	293	1 009
NORTHERN	4 487	2 916	7 403	836	442	1 278
SOUTHERN	4 220	3 741	7 961	1506	1228	2 734

Total Teachers

The following tables illustrate information about Zambia's teaching force. Table 46 and 47 indicate that **there are 77,362 (2009) teachers in Zambia's basic and secondary schools, of which 49% are female.** Table 47 shows the gender composition of the teaching force; **in all provinces (but Copperbelt and Lusaka), male teachers outnumber females teachers in basic and secondary schools.** According to Table 48, **the majority of Zambia's teachers, (59,186) were at GRZ schools in 2009.**

In addition to looking at teachers by gender, province, and agency the MoE will aim to disaggregate teachers by location (urban/rural) in the 2010 ESB.

WESTERN

2 361

2 076

4 437

491

244

735

Table 48 Teachers in All Schools By Agency and Province

	Basic Schools				Secondary Schools				Total			
	GRZ	Grant Aided	Community	Private	GRZ	Grant Aided	Community	Private	GRZ	Grant Aided	Community	Private
National	47 162	1 783	8 155	3 765	12 024	1 892	114	2 467	59 186	3 675	8 269	6 232
Provinces												
CENTRAL	5 515	129	1 232	260	1 350	128	40	216	6 865	257	1 272	476
COPPERBELT	8 478	197	1 255	1 842	3 093	282	42	874	11 571	479	1 297	2 716
EASTERN	5 287	326	904	62	841	324		46	6 128	650	904	108
LUAPULA	2 878	145	464	123	761	79	13	10	3 639	224	477	133
LUSAKA	5 530	130	1 494	818	1 476	136	4	1 026	7 006	266	1 498	1 844
NORTH WESTERN	3 568	178	202	47	961	42		6	4 529	220	202	53
NORTHERN	5 909	292	1 089	113	979	172		127	6 888	464	1 089	240
SOUTHERN	5 977	347	1 195	442	1 960	625	15	134	7 937	972	1 210	576
WESTERN	4 020	39	320	58	603	104		28	4 623	143	320	86

Table 49 Mentors in IRI Centers By Gender and Province

	Male	Female	Total
National	874	462	1 336
<i>Provinces</i>			
CENTRAL	69	41	110
COPPERBELT	71	145	216
EASTERN	107	45	152
LUAPULA	147	28	175
LUSAKA	29	31	60
NORTH WESTERN	70	20	90
NORTHERN	225	48	273
SOUTHERN	93	64	157
WESTERN	63	40	103

IRI Centres

Zambia’s IRI Centres aim to increase access to basic education for out-of-school children, orphans and vulnerable children (OVC). IRI mentors facilitate lessons that are broadcast through the Educational Broadcasting Services (EBS). Subjects include math, English, science, social studies, literacy, life skills, and other. The EBS also develops print materials for learners in grades 8 and 9 who cannot secure a place in conventional schools. Nationally, there are a total of **1,336 (2009) IRI Centre mentors**; however, the number of IRI Centres and the total enrolment of learners is not known. Currently, the IRI programme, also known as ‘Learning at Taonga Market,’ runs from grades 1 - 7.

Table 50

	Basic Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Standard 6	17	7	24	1		1	18	7	25
First Degree	90	71	161	716	327	1 043	806	398	1 204
Form 2/ Grade 9	1 112	729	1 841	36	47	83	1 148	776	1 924
Form 3/ Grade 10	602	575	1 177	12	31	43	614	606	1 220
Form 4	382	264	646	138	78	216	520	342	862
Form 5/Grade 12	26 222	27 426	53 648	8 241	6 038	14 279	34 463	33 464	67 927
GCE "A" Level	548	768	1 316	206	172	378	754	940	1 694
Higher Degree	29	24	53	58	25	83	87	49	136
Standard 6	103	62	165	22	10	32	125	72	197
Unknown	983	851	1 834	215	124	339	1 198	975	2 173

Teacher Qualifications

Table 50 and 51 illustrate teachers' academic and professional qualifications, as designated in the ASC. The ASC uses 10 categories to define teacher academic qualifications, ranging from: unknown, below standard 6, completed Grade 12, and a higher degree. According to Table 50, **the majority of teachers, 53,648 (2009) at basic schools and 14,279 (2009) at secondary school have completed Grade 12.** As seen in Table 51, teachers also reported their professional qualifications in the ASC. **In basic schools, 10,107 (2009) teachers reported a diploma and 3,262 reported a primary teacher's certificate.** In secondary schools, 39,458 (2009) teachers reported a primary teacher's certificate, and 9,905 (2009) reported a basic or secondary diploma. This means that in secondary schools, **only 60% (2009) of the workforce (9,911 teachers) have a diploma (and it is unknown whether this is a basic or secondary diploma) or a Master's degree.**

Table 51

	Basic Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Advanced Diploma	301	78	379	124	49	173	425	127	552
Certificate In Special Education Diploma (Basic or Sec. Teacher's)	26	17	43	231	221	452	257	238	495
Education Bachelor's Degree	6 325	3 782	10 107	5 198	4 707	9 905	11 523	8 489	20 012
Master's Degree	1 153	513	1 666	177	137	314	1 330	650	1 980
Other Bachelor's Degree	50	26	76	43	24	67	93	50	143
Pre-School Teacher's Certificate	73	34	107	23	26	49	96	60	156
Primary Teacher's Certificate	31	187	218	317	1 309	1 626	348	1 496	1 844
Special Education Degree	1 302	1 960	3 262	18 192	21 266	39 458	19 494	23 226	42 720
Special Education Diploma	18	9	27	13	28	41	31	37	68
Unknown	97	88	185	336	290	626	433	378	811
Untrained	198	111	309	1 528	805	2 333	1 726	916	2 642
	71	47	118	3 906	1 915	5 821	3 977	1 962	5 939

Teacher Attrition

Teacher Attrition is the percentage of teachers reported to have left their position in the past year. Table 52 indicates that 11,449 (2009) teachers left the profession, as compared to 7,683 (2008) teachers who left last year. It is worth noting that since 2008, this data separates teachers transferred to another post from teachers who left. Table 52 should therefore be interpreted with caution since the ASC (2005-2007) data included teachers who were “transferred to another school” in the teacher attrition data. Further, as indicated in Table 53, **5,650 (2009) of these teachers are listed as leaving for "other reasons,"** suggesting the need for additional investigation.

Table 52 Teacher Attrition By Gender from 2002 to 2009

		Year							
		2002	2003	2004	2005	2006	2007	2008	
Basic School	Male	665	811	1259	3031	4126	4520	3918	5 426
	Female	467	632	936	1934	2821	3248	2827	4 287
	Total	1132	1443	2195	4965	6947	7768	6745	9 713
Secondary School	Male	193	340	332	352	635	703	587	1 103
	Female	60	135	157	149	445	411	351	633
	Total	253	475	489	501	1080	1114	938	1 736

Table 53 Teacher Attrition in All Schools By Gender and Reason

	Basic Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
All Reasons	5 426	4 287	9 713	1 103	633	1 736	6 529	4 920	11 449
Assigned to non-teaching duties	143	93	236	48	15	63	191	108	299
Contract expired	360	252	612	86	66	152	446	318	764
Death	296	214	510	70	34	104	366	248	614
Dismissed	263	110	373	58	12	70	321	122	443
Illness	148	129	277	26	27	53	174	156	330
Others	2 483	2 279	4 762	549	339	888	3 032	2 618	5 650
Resigned	1 252	781	2 033	166	96	262	1 418	877	2 295
Retired	481	429	910	100	44	144	581	473	1 054

Table 54 Teacher Attrition in All Schools By Gender and Province

	Basic Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	5 426	4 287	9 713	1 103	633	1 736	6 529	4 920	11 449
Provinces									
CENTRAL	709	551	1 260	109	83	192	818	634	1 452
COPPERBELT	634	835	1 469	208	155	363	842	990	1 832
EASTERN	728	505	1 233	99	39	138	827	544	1 371
LUAPULA	541	311	852	116	28	144	657	339	996
LUSAKA	509	629	1 138	225	161	386	734	790	1 524
NORTH WESTERN	395	241	636	51	18	69	446	259	705
NORTHERN	874	428	1 302	123	34	157	997	462	1 459
SOUTHERN	641	473	1 114	142	97	239	783	570	1 353
WESTERN	395	314	709	30	18	48	425	332	757

Table 55 Teacher Deaths in All Schools By Gender and Province

	Basic Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	296	214	510	70	34	104	366	248	614
<i>Provinces</i>									
CENTRAL	47	34	81	6	5	11	53	39	92
COPPERBELT	39	44	83	14	10	24	53	54	107
EASTERN	31	22	53	9	1	10	40	23	63
LUAPULA	29	10	39	5	2	7	34	12	46
LUSAKA	33	36	69	16	7	23	49	43	92
NORTH WESTERN	18	12	30	4	0	4	22	12	34
NORTHERN	43	10	53	6	1	7	49	11	60
SOUTHERN	33	25	58	8	6	14	41	31	72
WESTERN	23	21	44	2	2	4	25	23	48

Teacher Deaths

Tables 55 and 56 represent teacher deaths across provinces by gender and time. In 2009, 614 teachers died, as compared to 501 in 2008. These trends are further illustrated in Figure 12. Table 56 disaggregates teacher deaths by provinces. In 2009, North Western had 34 teachers pass, as compared to Copperbelt's 107 teacher deaths.

Table 56 Teacher Deaths By Gender from 2002 to 2009

		Year								
		2002	2003	2004	2005	2006	2007	2008	2009	
Basic School	Male	229	319	404	327	384	275	175	296	
	Female	228	317	420	345	320	206	155	214	
	Total	457	636	824	672	704	481	330	510	
Secondary School	Male	44	105	106	84	93	67	105	70	
	Female	18	47	46	37	75	45	66	34	
	Total	62	152	152	121	168	112	171	104	
Total	Male	273	424	510	411	477	342	280	366	
	Female	246	364	466	382	395	251	221	248	
	Total	519	788	976	793	872	593	501	614	

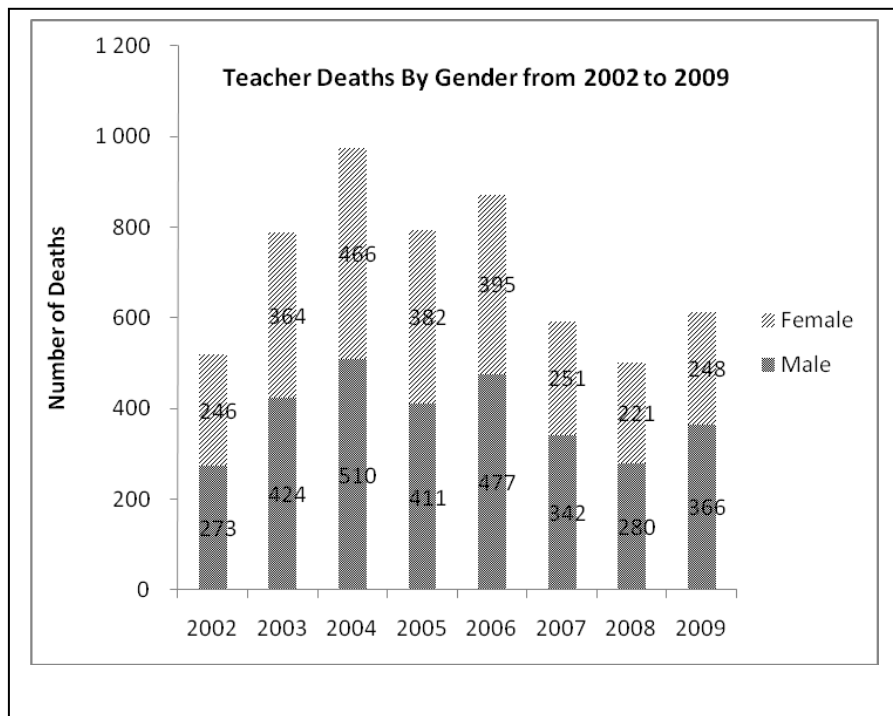


Table 57 Pupil Teacher Ratio in All Schools by Class Range and Province

	Grades Ranges					
	G 1-4	G 5-7	G 1-7	G 8-9	G 1-9	G 10-12
National	57.2	52.1	55.2	28.2	49.8	24.9
<i>Provinces</i>						
COPPERBELT	45.8	49.6	47.3	42.5	27.5	21.5
CENTRAL	62.4	51.8	58.0	51.0	26.1	19.6
LUSAKA	47.0	53.2	49.5	45.1	28.4	23.7
SOUTHERN	54.9	50.0	52.9	46.8	25.0	33.8
LUAPULA	67.7	61.0	65.3	60.7	39.3	24.5
NORTHERN	63.2	63.0	63.1	60.6	41.8	24.1
EASTERN	64.4	51.7	59.6	52.3	22.4	67.2
NORTH WESTERN	59.6	48.2	55.2	49.8	28.4	19.7
WESTERN	64.0	41.7	54.5	49.1	27.3	29.8

Pupil-Teacher Ratio (PTR)

The PTR is the average number of pupils to teacher, but may be misleading because PTR is based on the strict definition of a teacher. PTR is often shown by grade, but in Zambia, where there is double-shifting (1 teacher teaches 2 shifts), multi-grade classes (1 teacher teaches pupils of different ages, grades, and abilities), part-time teachers, and other alternative models, the grade-level PTR may not be an accurate measure. Therefore, Table 57, illustrates PTR by grade grouping - as shown, **nationally, in grades 1-7, there are approximately 55.2 pupils per teacher**. Figure 13 is a graphical presentation of the data in the above table. It is often assumed that a low PTR is better (because with a smaller number of students in the class, the students will have greater access to the teacher and thus perform better). It is also important to note that the PTR does not take into account differences in teachers' qualifications, training, experience, or other factors that could affect the quality of teaching and learning.

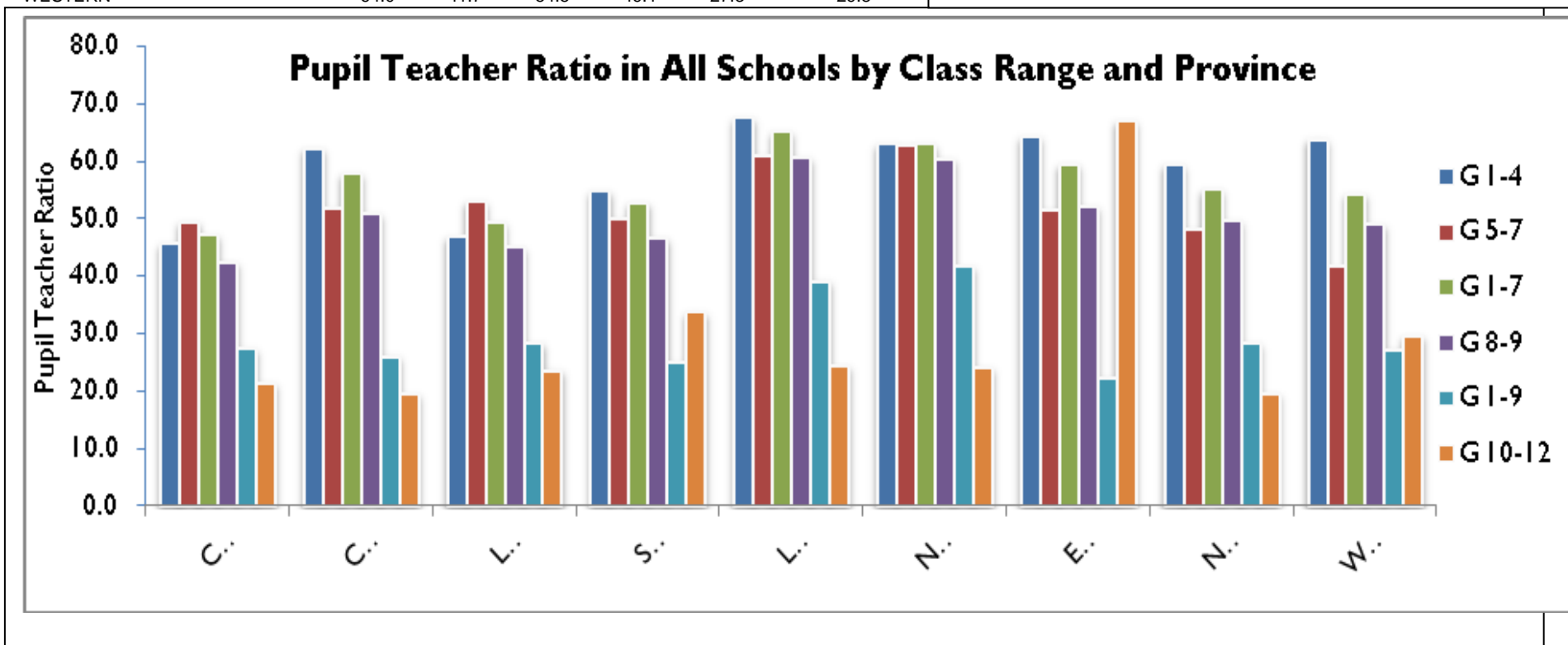


Table 58
Completion Rate
for Grades 9 and
12 By Gender
from 2002 to 2009

Table 58 *Completion Rate for Grades 9 and 12 By Gender from 2002 to 2009*

		Year							
		2002	2003	2004	2005	2006	2007	2008	2009
Grade 9	Male	38.8%	41.4%	42.8%	46.4%	47.2%	50.7%	55.7%	56.9%
	Female	31.9%	34.8%	34.4%	39.1%	39.3%	43.3%	46.8%	48.4%
	All	35.3%	38.1%	38.5%	42.7%	43.2%	47.0%	51.2%	52.7%
Grades 12	Male	17.4%	18.0%	18.4%	20.1%	20.6%	22.2%	25.0%	22.3%
	Female	11.6%	13.0%	13.0%	15.0%	14.8%	17.2%	18.9%	17.4%
	All	14.4%	15.4%	15.7%	17.6%	17.7%	19.7%	22.0%	19.8%

Table 59 **Completion Rate for Grades 9 and 12 by Gender and Province**

	Grade 9		Grade 12		All	
	Male	Female	All	Male		Female
National	56.9%	48.4%	52.7%	22.3%	17.4%	19.8%
<i>Provinces</i>						
CENTRAL	62.3%	57.7%	60.0%	20.9%	17.2%	19.0%
COPPERBELT	83.0%	79.1%	81.1%	34.6%	29.5%	32.0%
EASTERN	33.7%	25.8%	29.7%	15.1%	10.2%	12.7%
LUAPULA	60.8%	46.6%	53.8%	20.8%	12.2%	16.6%
LUSAKA	55.2%	53.5%	54.4%	23.6%	23.5%	23.6%
NORTH WESTERN	62.4%	46.2%	54.4%	27.3%	17.8%	22.6%
NORTHERN	43.3%	29.1%	36.2%	17.8%	9.3%	13.5%

Completion Rate

The completion rate indicates the number of students who have successfully completed a given grade of school (in a given year), expressed as a percentage of the total number of students of official school age for that grade. Table 58 indicates that in 2009, 52.7% students completed grade 9 and 19.8% of students completed grade 12. For grade 9, the completion rate has been consistently rising since 2002. Overall, the completion rate measures both an education systems coverage and student attainment, which makes it a more comprehensive indicator of school quality than gross or net enrolment rates, or cohort survival rates. However, it should be noted that reliable estimates of a single age in a population, is required for the calculation, and this is sometimes difficult to obtain. Table 59 disaggregates completion rates by gender and province.

SOUTHERN	59.1%	47.8%	53.4%	20.3%	15.8%	18.1%
WESTERN	52.1%	41.4%	46.7%	18.6%	13.5%	16.0%

Table 60 Survival Rate To Grade 5 by Gender from 2002 to 2009

	Year							
	2002	2003	2004	2005	2006	2007	2008	2009
Male	78.6%	83.3%	75.6%	71.7%	81.7%	74.8%	7.5%	85.0%
Female	71.4%	83.3%	75.6%	71.7%	75.5%	80.7%	81.7%	81.5%
All	75.0%	79.4%	71.9%	74.4%	78.5%	77.8%	78.5%	83.3%

Table 60 Survival Rate To Grade 5 by Gender from 2002 to 2009

	From Grade 1 to 5			From Grade 1 to 9		
	Male	Female	All	Male	Female	All
National	85.0%	81.5%	83.3%	39.7%	33.7%	36.7%
<i>Provinces</i>						
CENTRAL	93.1%	86.1%	89.6%	40.1%	35.8%	37.8%
COPPERBELT	95.0%	99.4%	97.7%	57.6%	59.8%	59.0%
EASTERN	67.6%	66.0%	66.8%	24.6%	20.0%	22.2%
LUAPULA	69.0%	66.6%	67.8%	34.9%	28.0%	31.3%
LUSAKA	93.9%	98.8%	97.0%	46.1%	45.8%	46.0%
NORTH WESTERN	71.7%	67.6%	69.7%	39.1%	28.6%	34.1%
NORTHERN	76.0%	69.4%	72.8%	26.1%	18.5%	22.5%
SOUTHERN	96.4%	91.3%	94.2%	43.5%	34.5%	38.9%
WESTERN	71.1%	70.2%	70.7%	34.8%	28.1%	31.7%

Survival Rate to Grade 5

Survival rate to Grade 5 is another commonly referenced indicator of quality. 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 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. Generally, factors that account for poor performance on this indicator include low quality of schooling, direct and indirect costs to the pupil, and the limited availability of teachers, classrooms and educational materials. Survival rate to grade 5 of primary education is of particular interest since this is commonly considered as pre-requisite for sustainable literacy. Survival rates, or the percentage of a cohort enrolled in grade 1 expected to reach a given successive grade (typically grade 5), can be constructed from administrative data routinely collected by ministries of education. However, survival rates do not relate to the population (access), hence a country with very low enrollment rates may have high survival rates.

Table 62 Examination Pass Rates in Grades 9 by Gender and Province in 2009

	Numbers Sat			Certificates					
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	130 224	117 023	247 247	72 445	56 022	128 467	55.6%	47.9%	52.0%
<i>Provinces</i>									
Northern	13 670	9 862	23 532	6 549	3 673	10 222	47.9%	37.2%	43.4%
Luapula	8 983	6 655	15 638	4 618	2 692	7 310	51.4%	40.5%	46.7%
Southern	16 316	13 966	30 282	8 216	6 249	14 465	50.4%	44.7%	47.8%
Eastern	12 467	9 394	21 861	6 691	3 815	10 506	53.7%	40.6%	48.1%
Copperbelt	27 712	29 155	56 867	17 141	16 521	33 662	61.9%	56.7%	59.2%
North Western	7 948	5 579	13 527	4 488	2 869	7 357	56.5%	51.4%	54.4%
Central	12 904	11 885	24 789	7 994	6 481	14 475	61.9%	54.5%	58.4%
Western	7 385	6 001	13 386	4 017	3 108	7 125	54.4%	51.8%	53.2%
Lusaka	22 839	24 526	47 365	12 731	10 614	23 345	55.7%	43.3%	49.3%

Table 63 Examination Pass Rates in Grades 12 by Gender and Province in 2009

	Numbers Sat			Certificates					
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	31 714	23 403	55 117	19 957	13 461	33 418	55.6%	47.8%	60.6%
<i>Provinces</i>									
Northern	2 550	1 626	4 176	1 459	861	2 320	57.2%	53.0%	55.6%
Luapula	2 171	1 210	3 381	1 281	654	1 935	59.0%	54.0%	57.2%

Examination Pass Rate

Tables 62 & 63 show the number of certificates issued by the Examinations Council of Zambia (ECZ) for grades 9 and 12. In 2009, 242,247 students sat for the grade 9 exam and 128,467 passed (**52% of students passed the grade 9 exams**). Similarly, in 2009, 55,117 students sat for the grade 12 exam and 33,418 passed (**60% of students passed the grade 12 exam**). It should be noted that the exam scores are tabulated according to where the test is taken rather than where a pupil attends school. Therefore, if a community school pupil travels to a government school to take the exam, their score will be recorded as a government school

Eastern	3 541	1 983	5 524	2 239	1 207	3 446	63.2%	60.9%	62.4%
Copperbelt	7 131	6 201	13 332	4 413	3 348	7 761	61.9%	54.0%	58.2%
North Western	1 996	1 179	3 175	834	453	1 287	41.8%	38.4%	40.5%
Central	3 119	2 496	5 615	2 135	1 534	3 669	68.5%	61.5%	65.3%
Western	1 780	1 135	2 915	1 063	676	1 739	59.7%	59.6%	59.7%
Lusaka	5 301	4 605	9 906	3 586	2 749	6 335	67.6%	59.7%	64.0%

Table 64 Number of Books in All Schools by Province

	Basic Schools					Secondary Schools				
	English	Life Skills	Maths	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total
National	1 514 493	701 908	1 319 276	889 149	4 424 826	239 670	57 238	175 988	79 151	552 047
<i>Provinces</i>										
CENTRAL	151 817	76 040	139 233	93 336	460 426	20 200	2 903	17 719	5 282	46 104
COPPERBELT	243 528	77 948	204 977	130 706	657 159	62 038	9 149	42 512	16 834	130 533
EASTERN	155 522	89 539	140 486	101 381	486 928	12 157	2 820	8 767	8 101	31 845
LUAPULA	115 218	55 777	105 175	74 386	350 556	11 711	6 716	8 949	6 149	33 525
LUSAKA	174 100	53 349	144 609	91 915	463 973	49 283	5 266	30 222	3 781	88 552
NORTH WESTERN	106 332	56 874	92 813	40 748	296 767	12 038	2 525	9 507	3 433	27 503
NORTHERN	233 126	120 061	210 286	133 546	697 019	15 971	3 426	17 131	5 173	41 701
SOUTHERN	201 497	103 423	172 701	119 627	597 248	48 477	21 294	34 482	25 164	129 417
WESTERN	133 353	68 897	108 996	103 504	414 750	7 795	3 139	6 699	5 234	22 867

Pupil-Book Ratio (PBR)

Table 64 shows the number of English, Life Skills, Math, and Zambian language books in basic and secondary schools across the provinces. Table 65, shows **the average PBR, the total number of books divided by the number of regular students** (APU students are not included). A value of .50 means that 2 pupils share one book; .33 means that 3 pupils share one book; .25 means that 4 pupils share one book; .20 means that 5 pupils share one book; and .16 means that 6 pupils share one book. Thus, Table 65 indicates that on average, across the provinces, there is one English book per 2 pupils in basic schools, and nearly one English book per student in secondary schools.

Table 65 Book Pupil Ratio in All Schools by Province

	Basic Schools					Secondary Schools				
	English	Life Skills	Maths	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total
National	0.45	0.21	0.39	0.27	1.32	0.91	0.22	0.66	0.30	2.08
<i>Provinces</i>										
CENTRAL	0.38	0.19	0.35	0.24	1.16	0.73	0.10	0.64	0.19	1.67
COPPERBELT	0.45	0.14	0.38	0.24	1.21	0.97	0.14	0.66	0.26	2.03
EASTERN	0.40	0.23	0.36	0.26	1.24	0.56	0.13	0.41	0.37	1.47
LUAPULA	0.42	0.20	0.38	0.27	1.28	0.67	0.38	0.51	0.35	1.90
LUSAKA	0.45	0.14	0.38	0.24	1.21	1.10	0.12	0.68	0.08	1.98
NORTH WESTERN	0.47	0.25	0.41	0.18	1.33	0.66	0.14	0.52	0.19	1.51
NORTHERN	0.51	0.26	0.46	0.29	1.52	0.68	0.15	0.73	0.22	1.78
SOUTHERN	0.45	0.23	0.39	0.27	1.33	1.47	0.65	1.05	0.76	3.92
WESTERN	0.58	0.30	0.47	0.45	1.79	0.54	0.22	0.46	0.36	1.58

Table 66 Number of Classrooms in All Schools by Grade Group and Province

	Grades Ranges					
	G 1-4	G 5-7	G 1-7	G 8-9	G 1-9	G 10-12
National	48 568	29 261	77 829	95 301	8 568	4 502
<i>Provinces</i>						
CENTRAL	5 915	3 424	9 339	11 352	1 021	471
COPPERBELT	6 745	4 417	11 162	14 802	1 667	1 118
EASTERN	5 582	3 205	8 787	10 210	683	389
LUAPULA	4 215	2 197	6 412	7 793	720	286
LUSAKA	4 982	3 367	8 349	10 824	1 153	728
NORTH WESTERN	3 555	1 970	5 525	6 734	603	310
NORTHERN	7 195	4 361	11 556	13 194	807	418
SOUTHERN	6 350	3 909	10 259	12 659	1 241	516
WESTERN	4 029	2 411	6 440	7 733	673	266

Pupil-Classroom Ratio (PCR)

Table 66 shows the number of classrooms per grade level across Zambia. The number of classrooms gradually decreases from 12,944 (2009) grade 1 classrooms to 1,363 (2009) grade 12 classrooms. Table 67, illustrates classroom-pupil ratio, or the number of students per classroom for each grade grouping. In Zambia, in grades 1-9 there are on average 47.7 students per classroom.

Table 67 Classroom Pupil Ratio in All Schools by Grade Group and Province

	Grades Ranges					
	G 1-4	G 5-7	G 1-7	G 8-9	G 1-9	G 10-12
National	38.3	37.1	37.8	44.3	43.5	43.9
<i>Provinces</i>						
CENTRAL	36.8	38.3	30.7	43.2	42.8	42.6
COPPERBELT	38.8	42.8	30.5	45.2	49.3	44.9
EASTERN	43.0	36.4	34.9	47.5	48.3	46.6
LUAPULA	38.5	36.1	31.0	43.4	43.0	45.9
LUSAKA	37.9	41.9	30.5	43.8	42.8	40.4
NORTH WESTERN	36.9	33.6	29.3	41.1	43.0	44.6
NORTHERN	39.0	32.2	31.9	43.4	46.7	45.2
SOUTHERN	37.7	39.0	31.0	43.9	41.9	43.4
WESTERN	34.4	27.9	26.6	37.1	37.4	44.0

Table 68 Average Number of Scheduled Contact Hours by Grade and Province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	3.5	3.5	3.6	3.7	5.1	5.2	5.2	5.5	5.5	5.9	5.8	5.8
<i>Provinces</i>												
CENTRAL	3.2	3.2	3.3	3.5	4.9	5.1	5.2	5.5	5.5	5.8	5.9	5.8
COPPERBELT	3.6	3.6	3.7	3.9	4.9	5.0	5.1	5.7	5.6	5.9	5.7	5.7
EASTERN	3.6	3.6	3.7	3.8	5.3	5.4	5.4	5.5	5.5	6.0	5.7	5.6
LUAPULA	3.7	3.7	3.7	3.8	5.2	5.3	5.3	5.5	5.5	5.8	5.8	5.8
LUSAKA	3.9	3.9	4.0	4.1	5.0	5.1	5.3	5.8	5.8	6.4	6.3	6.2
NORTH WESTERN	3.4	3.4	3.6	3.7	5.1	5.1	5.2	5.4	5.4	5.5	5.4	5.5
NORTHERN	3.4	3.4	3.4	3.5	5.1	5.2	5.2	5.4	5.4	6.2	6.2	6.1
SOUTHERN	3.5	3.5	3.7	3.7	5.3	5.4	5.4	5.7	5.7	5.5	5.7	5.7
WESTERN	3.1	3.1	3.2	3.3	4.7	4.8	4.9	5.0	5.0	5.5	5.6	5.6

Contact Hours

Tables 68-70, on the following page, represent the average number of hours students spend at school per day, by grade, agency, and class type. The MOE school calendar stipulates 190 school days per year, but the ASC does not collect annual contact hours. The contact hours listed here are based on the official school calendar for each school; this data does not include time lost because of school closure, teacher or student absenteeism, exam period closures, time dedicated to sports, or other. Table 68 indicates that on average, students in grades 1-4 are in the classroom for less than 4 hours a day, and students in grades 5-12, spend on average 5.5 hours in school per day. In comparison, in community schools, students spend on average 7.6 hours in grades 10-12.

Table 69 Average Number of Scheduled Contact Hours by Grade and Running Agency

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Community	3.2	3.2	3.3	3.4	4.5	4.7	4.8	5.5	5.8	7.7	7.7	7.5
Grant-aided	3.3	3.4	3.5	3.6	5.0	5.1	5.2	6.1	6.1	6.3	6.2	6.2
GRZ	3.5	3.5	3.6	3.6	5.2	5.3	5.3	5.4	5.4	5.6	5.6	5.6
Private	5.3	5.3	5.4	5.5	5.9	5.9	6.0	6.5	6.5	6.7	6.7	6.6

Table 70 Average Number of Scheduled Contact Hours by Grade and Class Type

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
APU								4.9	4.7	4.7	4.6	4.6
IRI	1.9	1.9	2.2	2.4	2.9	3.0	2.8					
OPEN								5.0	5.0			
Regular	3.6	3.7	3.7	3.7	5.1	5.2	5.3	5.7	5.7	6.3	6.4	6.4

CHAPTER 10: INFRASTRUCTURE

Table 71 Classrooms, Special Education Classrooms, Laboratories and Libraries in Basic Schools by Type and Province

	Classrooms			Special Education Classrooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	31 724	8 363	3 496	306	18	11	143	24	39	381	117	29
<i>Provinces</i>												
CENTRAL	3 518	956	632	27	8	6	11	0	7	33	7	4
COPPERBELT	5 176	701	273	49	1	0	40	7	10	92	23	4
EASTERN	3 445	1 140	510	8	2	0	11	5	0	15	14	3
LUAPULA	2 198	578	268	31	1	2	7	1	6	9	4	3
LUSAKA	4 321	123	130	77	1	0	50	4	8	130	20	7
NORTH WESTERN	1 971	685	189	5	1	0	4	1	4	16	12	3
NORTHERN	4 201	1 713	728	36	1	0	8	4	3	13	8	1
SOUTHERN	4 337	999	468	46	1	2	9	2	1	55	20	3
WESTERN	2 557	1 468	298	27	2	1	3	0	0	18	9	1

Table 72 Classrooms, Special Educ. Classrooms, Laboratories & Libraries in Secondary Schools by Type & Province

	Classrooms			Special Education Classrooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	7 768	193	233	158	5	4	748	27	104	272	33	11
<i>Provinces</i>												
CENTRAL	739	16	24	16	1	0	68	6	11	25	4	2
COPPERBELT	1 971	36	27	17	2	1	167	4	25	54	6	5
EASTERN	528	22	17	35	0	0	83	3	11	20	1	1
LUAPULA	423	43	33	3	0	1	34	5	8	9	1	1
LUSAKA	1 537	23	16	19	1	2	134	4	9	76	3	1
NORTH WESTERN	372	24	24	11	0	0	38	1	8	11	5	1
NORTHERN	557	4	23	14	0	0	62	4	10	22	4	0
SOUTHERN	1 312	20	64	34	1	0	113	0	18	41	8	0
WESTERN	329	5	5	9	0	0	49	0	4	14	1	0

Table 73 Staff Houses in All Schools by Type and Province

	Basic Schools Staff Houses			Secondary Schools Staff Houses		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete
	National	15 018	7 893	2 193	5 897	346
<i>Provinces</i>						
CENTRAL	1 821	752	455	723	62	25
COPPERBELT	1 312	236	66	537	8	3
EASTERN	2 470	862	388	750	34	26
LUAPULA	1 034	488	93	537	41	21
LUSAKA	1 147	102	47	599	47	3
NORTH WESTERN	1 269	1 009	148	445	50	22
NORTHERN	2 034	1 794	385	715	15	6
SOUTHERN	2 563	695	406	1 121	77	31
WESTERN	1 368	1 955	205	470	12	7

School Infrastructure

Tables 71 - 74 describe school infrastructure. There are three main categories for infrastructure status: permanent, temporary, and incomplete. In 2008, the MOE developed an Infrastructure Operations Plan with the intent to construct 1,500 classrooms across the country. At the national level, there are a total of 51,777 classrooms. Among these, 12,285(2009) are temporary or incomplete classrooms, as compared to 12,766 (2008) temporary or incomplete classrooms last year. Similarly, at the national level there are a total of 31,491 staff houses. Among these, 10,086 (2009) are temporary or incomplete, as compared to 10,680 (2008) temporary or incomplete staff houses last year. Table 74 shows the infrastructure status for dormitories in schools across the provinces. Accordingly, there are 1,789 basic and secondary dormitories in Zambia. Among these, 192 are either temporary or incomplete

Table 74 Dormitories in All Schools by Gender and Province

	Basic Schools Male			Basic Schools Female			Secondary Schools Male			Secondary Schools Female		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	11	1	1	10	1	1	872	50	19	704	53	66
<i>Provinces</i>												
CENTRAL	1	1	0	1	1	0	61	18	3	85	15	8
COPPERBELT	8	0	0	6	0	0	84	0	0	100	2	1
EASTERN	0	0	0	0	0	0	83	6	0	77	0	5
LUAPULA	0	0	0	0	0	0	69	4	1	42	9	1
LUSAKA	1	0	1	2	0	1	158	2	1	82	8	1
NORTH WESTERN	1	0	0	1	0	0	46	4	1	49	4	0
NORTHERN	0	0	0	0	0	0	96	6	11	80	8	1
SOUTHERN	0	0	0	0	0	0	225	8	2	156	3	49
WESTERN	0	0	0	0	0	0	50	2	0	33	4	0

				4	6	10	12	7	19	19
Total	1 641	1 407	3 038	1 233	1 171	2 404	12	7	19	5 461

Please Note: No enrolment for Special Education, BDSA, MPC, RES in 2009

Table 76 Colleges of Education Staffing Level by Gender in 2009

Colleges	Male	Female	Total
Charles Lwanga	18	10	2
Chipata	27	6	33
David Livingstone	32	8	40
Northern	5	2	7
Kasama	18	9	27
Kitwe	35	14	49
Malcom Moffat	42	15	57
Mansa	30	7	37
Mongu	26	5	31
Mufulira	32	11	43
Solwezi	12	5	17
COSETCO	15	5	20
Nkrumah	41	12	53
ZAMISE	9	14	23
NISTICOL	27	8	35
Foundation for Cross-Cultural Education	10	5	15
Jubeva	14	1	15
Lyambia	9	1	10
George Benson Christian	8	3	11
Mosi -o-atunya	1	1	2

Colleges & Universities

Tables 75 - 78 cover information about Zambia's Colleges of Education and public universities. There are 21 (?) Colleges of Education, including the National In-Service Training College (NISTICOL), and two public universities (University of Zambia and Copperbelt University). **In total there were 4,643 students enrolled in Zambia's Colleges of Education in 2009.** According to Table 75, the largest number of students studying basic education is in Kitwe, with 576 (2009) enrolled for the basic education program. For secondary education, Nkrumah has the largest number of students, with 710 (2009) enrolled in the secondary education program. College of Education staffing levels range from zero (Solwezi and ZAMISE) to 53 (Nkrumah).

The African Institute of Sathaya Sai Education	6	4	10
Theological College of Central Africa	1	1	2
Total	418	147	565

Table 77 University Student Enrolment in 2009

University	UNZA			CBU			All Students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Business				550	283	833	550	283	833
School of Built Environment				658	228	886	658	228	886
School of Natural Resources				478	120	598	478	120	598
School of Technology				1854	292	2 146	1 854	292	2 146
DDEOL				757	495	1 252	757	495	1 252
CLLE									
School of Maths & Natural Science				133	19	152	133	19	152
School of Agriculture	303	161	464				303	161	464
School of Education	3309	2940	6 249				3 309	2 940	6 249
School of Engineering	375	40	415				375	40	415
School of Humanities and Social Sciences	1387	1210	2 597				1 387	1 210	2 597
School of Law	177	172	349				177	172	349
School of Medicine	598	347	945				598	347	945
School of vet. Medicine	93	47	140				93	47	140
Total	6 242	4 917	11 159	4 430	1 437	5 867	10 672	6 354	17 026

Table 78 University Staffing Level by Gender in 2009

	UNZA			CBU			Mulungushi			All Universities		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	663	214	877	180	25	205	34	8	42	877	247	1 124

