



**Republic of Zambia  
Ministry of Education**

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*Enrolment in All Schools by Gender and Year*

**2011  
Educational Statistical Bulletin**

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Prepared by:  
Directorate of Planning and Information

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The data in this statistical bulletin are official statistics for the Ministry of Education and should be substituted for previous data. Earlier data have been adjusted accordingly as a result of the continuous data verification and cleaning. The Statistics in the Statistical Bulletin uses the Central Statistical Office (CSO) official population projections with medium variance with HIV/AIDS.

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

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## Foreword

The Educational Statistical Bulletin (ESB) is an important document for the Ministry of Education and is a product of the Ministry's Education Management Information System (EMIS). It provides accurate, timely, reliable and user friendly data of great importance. The Bulletin provides statistics that guide policy decision-making that affect the implementation of interventions in the education sector in Zambia. In addition to this, the Bulletin assists policy makers in resource mobilization and allocation as well as fostering the evidence based decision making process.

The Ministry continues to make substantial investment in the collection, processing and dissemination of education statistics. In 2005, the data entry was piloted in two provinces, namely: Southern and Lusaka. The results were very encouraging and led to the MOE use provincial/district staff to do the data entry at Headquarters in 2006. The developments have led to a decentralized EMIS where data entry and processing is now captured at district/provincial offices and the MOE headquarters only consolidates provincial data as well as acting as the custodian. This has no doubt led to improved management and monitoring of the delivery of quality education in Zambia as there is now more sense of ownership of the statistics. These investments have inter-alia involved the training of school managers, district and provincial staff on the importance of accurate education statistics, utilization of statistics for planning, budgeting and decision-making. It is the hope of the ministry that the readers/audience would be able to utilise, analyze and understand the data in this report.

This Statistical Bulletin is building up on the 2009 ESB and as such, users are encouraged to refer to the 2009 bulletin in some cases for easy follow up and understanding of the trends. The document has data for the school years 2000-2010 and includes all education levels: basic, high and tertiary (universities and teacher training colleges). Additionally, included in the basic and high school levels are statistics on Community Schools and Interactive Radio Instruction Centres. The report contains trends on a variety of key education indicators such as Education Provision, Access and Participation, Efficiency, Quality and Equity.

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

Andrew Phiri  
Permanent Secretary  
**MINISTRY OF EDUCATION**

## Acknowledgement

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

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## Background

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

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

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

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

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

Partners to monitor the effectiveness of their support to the education sector. It also helped in mobilising external support through, for example, the Fast Track Initiative (FTI) and new bilateral country agreements. It is noteworthy that 2007 marked the end of the Ministry of Education Strategic Plan 2003-2007 (MoESP) as well as the conclusion of most of the cooperation agreements between the Ministry of Education and its Cooperating Partners, including those working within the context of the sector pool (JASZ included).

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

Decentralization will devolve power from the centre to the local level, in districts and schools as well as promote broad-based participation in the management of education with great emphasis placed on the creativity, innovation and imagination of the local-level education managers. By allowing various stake-holders to take part in decision-making and to take responsibility for education at the local level, decentralization fosters a sense of local ownership and promotes better management. By decentralizing to the local and school levels, many of the bureaucratic procedures that currently impede efficiency in the educational system will be eliminated. The established of Education Boards has relieved the Ministry of Education HQ of much of the burden of day-to-day business; catered for a greater degree of democracy in the management and administration of the system; and has allowed for greater responsiveness to local needs even though there have been a lot of challenges faced. The new Education Act of 2011 approved by parliament is also a great milestone in the running of the education system in Zambia as it will guide education provision.

## **The Role of the Government in Education**

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

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

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

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

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

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



## Summary Indicators

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

### Access

Net Intake Rate (NIR Gr. 1) - 53.7%  
Gross Intake Rate (GIR Gr. 1) – 121.1%

### Participation

Gross Enrolment Rate (GER Gr. 1-7) – 117.8%  
Gross Enrolment Rate (GER Gr. 1-9) – 96.0%  
Net Enrolment Rate (NER Gr. 1-7) – 93.7%  
Net Enrolment Rate (NER Gr. 1-9) – 84.0%  
Net Enrolment Rate (NER Gr. 10-12) – 29.5%

### Efficiency

Completion Rate (CR Gr. 7) – 90.9%  
Completion Rate (CR Gr. 9) – 53.2%  
Completion Rate (CR Gr. 1-12) – 31.7%  
Progression Rate (PR Gr. 7-8) – 57.9%  
Progression Rate (PR Gr. 9-10) – 45.0%  
Dropout Rate (DR Gr. 1-7) – 2.1%  
Dropout Rate (DR Gr. 1-9) – 2.3%  
Dropout Rate (DR Gr. 10-12) – 1.1%  
Repetition Rate (RR Gr. 1-7) – 5.9%  
Repetition Rate (RR Gr. 1-9) – 3.4%  
Repetition Rate (RR Gr. 10-12) – 1.3%

**Quality**

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

**Equity**

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

## Provision of Education

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

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

## Schools

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

## Geographic Distribution of Schools by Running Agency

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

**Table 1: Total Number of Schools by Running Agency**

	<b>GRZ</b>	<b>Grant Aid.</b>	<b>Private</b>	<b>Community.</b>	<b>Total</b>
<b>Central</b>	590	22	60	420	1,092
<b>Copperbelt</b>	518	32	214	253	1,017
<b>Eastern</b>	784	52	33	305	1,174
<b>Luapula</b>	456	17	25	148	646
<b>Lusaka</b>	242	9	144	361	756
<b>N. Western</b>	493	28	17	216	754
<b>Northern</b>	980	43	22	426	1,471
<b>Southern</b>	754	72	89	333	1,248
<b>Western</b>	614	13	26	182	835
<b>National</b>	<b>5,431</b>	<b>288</b>	<b>630</b>	<b>2,644</b>	<b>8,993</b>

## Schools by Education Level

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

Table 2. Schools by Education Level and Province

	<b>Classified as Basic Schools</b>	<b>Classified as Secondary Schools</b>	<b>Total</b>
<b>Central</b>	1,020	72	1,092
<b>Copperbelt</b>	896	121	1,017
<b>Eastern</b>	1,111	63	1,174
<b>Luapula</b>	606	40	646
<b>Lusaka</b>	667	89	756
<b>N. Western</b>	689	65	754
<b>Northern</b>	1,421	50	1,471
<b>Southern</b>	1,155	93	1,248
<b>Western</b>	797	38	835
<b>National</b>	<b>8,362</b>	<b>631</b>	<b>8,993</b>





### Basic Schools by Running Agency

Figure 3. Schools Offering Basic Education by Running Agency

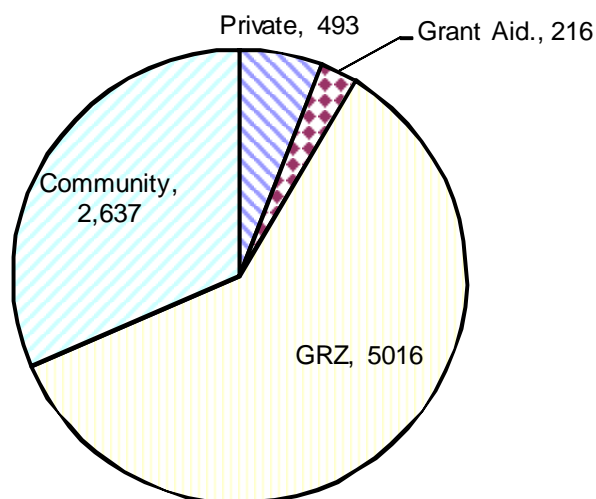


Table 3. Schools Classified as Basic by Running Agency and Province (Includes Basic, IRI, Community)

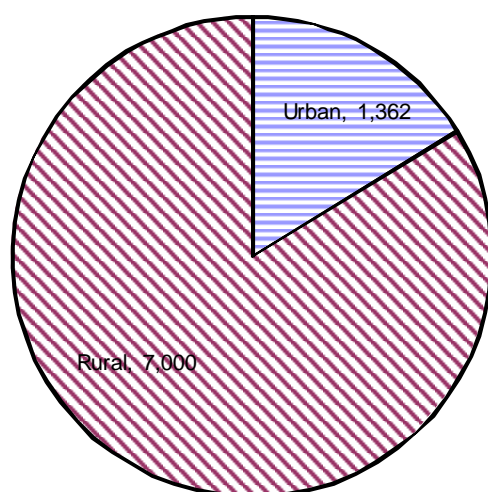
	Private	Grant Aid.	GRZ	Community	Total
Central	47	10	544	419	1,020
Copperbelt	175	25	444	252	896
Eastern	24	40	742	305	1,111
Luapula	23	13	422	148	606
Lusaka	99	4	207	357	667
N. Western	12	27	434	216	689
Northern	18	34	943	426	1,421
Southern	70	56	697	332	1,155
Western	25	7	583	182	797
<b>National</b>	<b>493</b>	<b>216</b>	<b>5016</b>	<b>2,637</b>	<b>8,362</b>

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

	GRZ	Grant Aid.	Private	Community	Total
Central	46	12	13	1	72
Copperbelt	74	7	39	1	121
Eastern	42	12	9	0	63
Luapula	34	4	2	0	40
Lusaka	35	5	45	4	89
N. Western	59	1	5	0	65
Northern	37	9	4	0	50
Southern	57	16	19	1	93
Western	31	6	1	0	38
<b>National</b>	<b>415</b>	<b>72</b>	<b>137</b>	<b>7</b>	<b>631</b>

**Schools by Location (Rural/Urban)**

**Figure 4. Schools Classified as Basic by Urban / Rural**

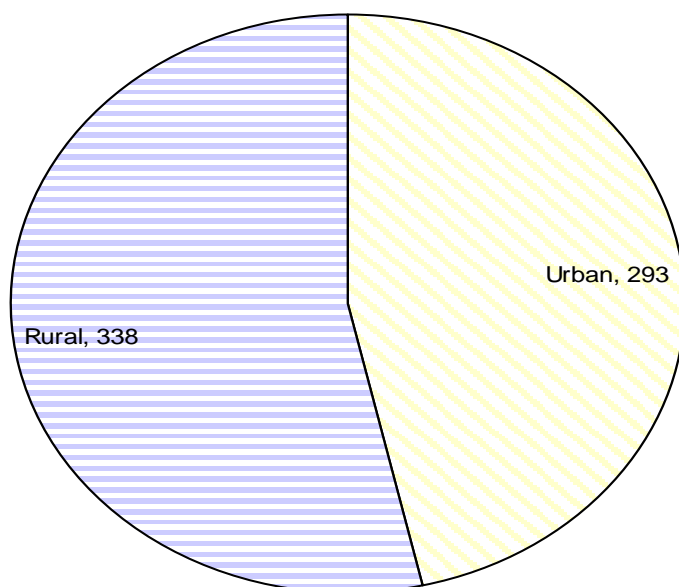




**Table 5. Schools Classified as Basic by Urban / Rural and Province**

	Urban	Rural	% (Rur)	Total	% of Tot.
<b>Central</b>	112	908	89.0%	1,020	12.2%
<b>Copperbelt</b>	448	448	50.0%	896	10.7%
<b>Eastern</b>	44	1067	96.0%	1,111	13.3%
<b>Luapula</b>	43	563	92.9%	606	7.2%
<b>Lusaka</b>	454	213	31.9%	667	8.0%
<b>N. Western</b>	22	667	96.8%	689	8.2%
<b>Northern</b>	84	1337	94.1%	1,421	17.0%
<b>Southern</b>	122	1033	89.4%	1,155	13.8%
<b>Western</b>	33	764	95.9%	797	9.5%
<b>National</b>	<b>1,362</b>	<b>7,000</b>	<b>83.7%</b>	<b>8,362</b>	<b>100.0%</b>

**Figure 5. Schools Classified as Secondary by Urban / Rural**

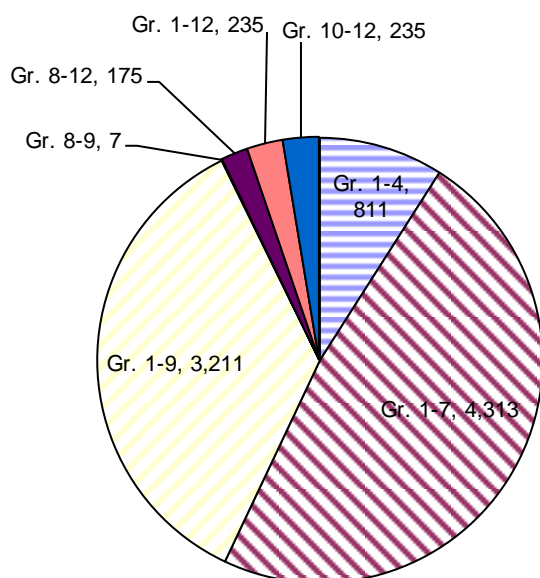


**Table 6. Schools Classified as Secondary by Urban/Rural and Province**

	Urban	Rural	% (Rur)	Total	% of Tot.
<b>Central</b>	25	47	65.3%	72	0.9%
<b>Copperbelt</b>	93	28	23.1%	121	1.4%
<b>Eastern</b>	13	50	79.4%	63	0.8%
<b>Luapula</b>	8	32	80.0%	40	0.5%
<b>Lusaka</b>	76	13	14.6%	89	1.1%
<b>N. Western</b>	9	56	86.2%	65	0.8%
<b>Northern</b>	20	30	60.0%	50	0.6%
<b>Southern</b>	40	53	57.0%	93	1.1%
<b>Western</b>	9	29	76.3%	38	0.5%
<b>National</b>	<b>293</b>	<b>338</b>	<b>53.6%</b>	<b>631</b>	<b>7.5%</b>

### Schools by Grades Offered

Figure 6. Schools by Grade Grouping



**Table 7. Schools by Grade Grouping by Province**

	Classified as Basic				Classified as Secondary			Total
	Gr. 1-4	Gr. 1-7	Gr. 1-9	Gr. 8-9	Gr. 8-12	Gr. 1-12	Gr. 10-12	
Central	107	519	385	0	14	31	32	1,088
Copperbelt	83	458	349	3	28	45	51	1,017
Eastern	119	615	375	0	35	16	14	1,174
Luapula	38	252	310	0	5	20	20	645
Lusaka	51	332	281	2	23	43	24	756
N. Western	90	337	268	0	19	16	24	754
Northern	134	854	427	1	19	16	19	1,470
Southern	114	546	487	1	27	41	32	1,248
Western	75	400	329	0	5	7	19	835
<b>National</b>	<b>811</b>	<b>4,313</b>	<b>3,211</b>	<b>7</b>	<b>175</b>	<b>235</b>	<b>235</b>	<b>8,987</b>
		<b>8,342</b>			<b>645</b>			<b>8,987</b>

## Access and Participation

### Introduction

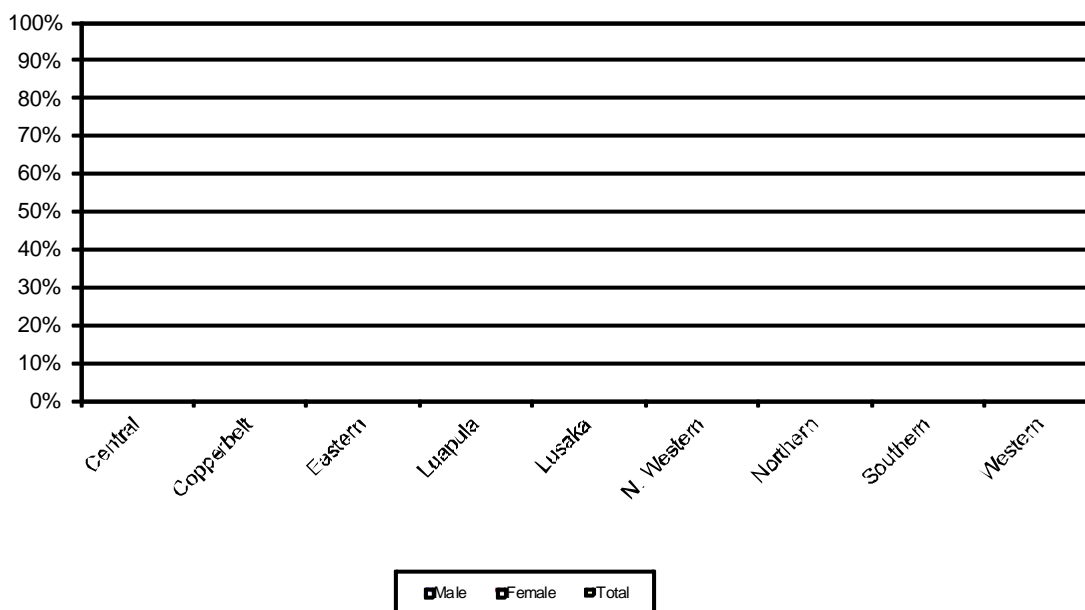
This chapter highlights issues to do with pupils' access and participation in the education system in the country. Indicators of access and participation have been presented at the national and provincial level and disaggregated by sex and grade in certain cases. Indicators of access and participation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

### Gross Intake Rate

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

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

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



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

	Male	Female	Total	% Ch.
<b>Central</b>	M1_7	F1_7	T1_7	#VALUE!
<b>Copperbelt</b>	0.0%	0.0%	0.0%	-106.1%
<b>Eastern</b>	#REF!	#REF!	#REF!	#REF!
<b>Luapula</b>	#REF!	#REF!	#REF!	#REF!
<b>Lusaka</b>	#REF!	#REF!	#REF!	#REF!
<b>N. Western</b>	#REF!	#REF!	#REF!	#REF!
<b>Northern</b>	#REF!	#REF!	#REF!	#REF!
<b>Southern</b>	#REF!	#REF!	#REF!	#REF!
<b>Western</b>	#REF!	#REF!	#REF!	#REF!
<b>National</b>	<b>101.2%</b>	<b>105.5%</b>	<b>103.3%</b>	<b>-16.8%</b>

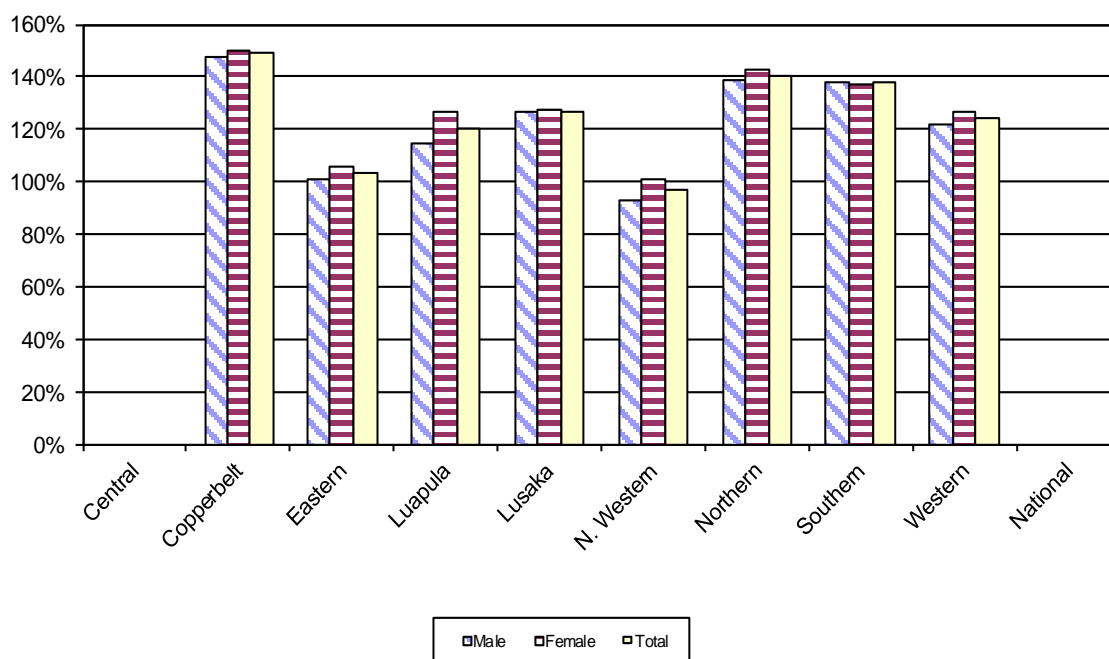
### Net Intake Rate

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

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

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

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



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

	Male	Female	Total	% Ch.
<b>Central</b>	Male Gross Ir	Female Gross	Total Gross Intak	#VALUE!
<b>Copperbelt</b>	147.6%	150.1%	148.8%	106.9%
<b>Eastern</b>	101.2%	105.5%	103.3%	170.5%
<b>Luapula</b>	114.9%	126.4%	120.6%	157.6%
<b>Lusaka</b>	126.3%	127.3%	126.8%	98.0%
<b>N. Western</b>	92.5%	101.2%	96.8%	51.2%
<b>Northern</b>	138.4%	142.9%	140.6%	157.9%
<b>Southern</b>	138.0%	137.1%	137.6%	140.1%
<b>Western</b>	121.9%	126.4%	124.1%	74.2%
<b>National</b>	region_nam	Male Net Inta	Female Net Inta	#VALUE!

**Gross Enrolment Ration (GER)**

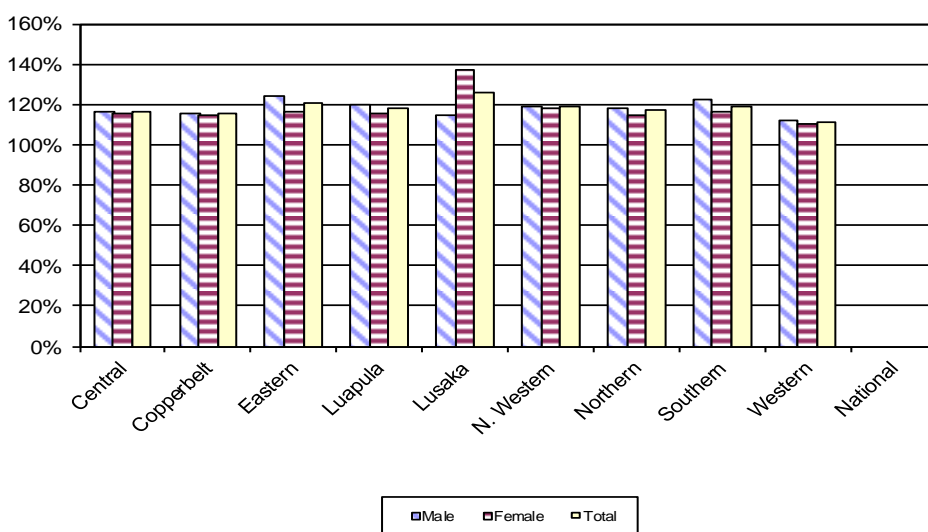
GER is defined as the “Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year. The GER is widely used to show the general level of participation in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

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

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

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

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



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

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

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

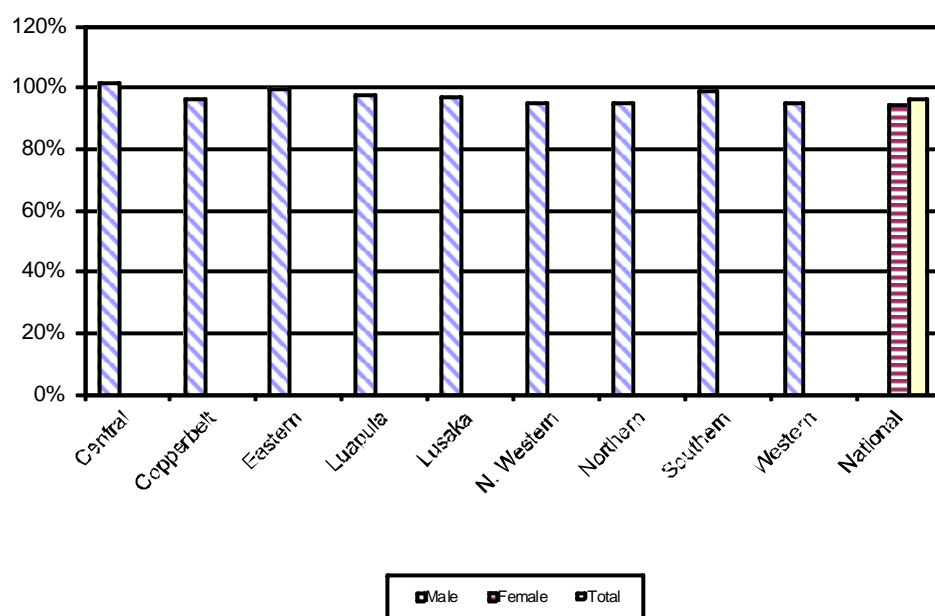
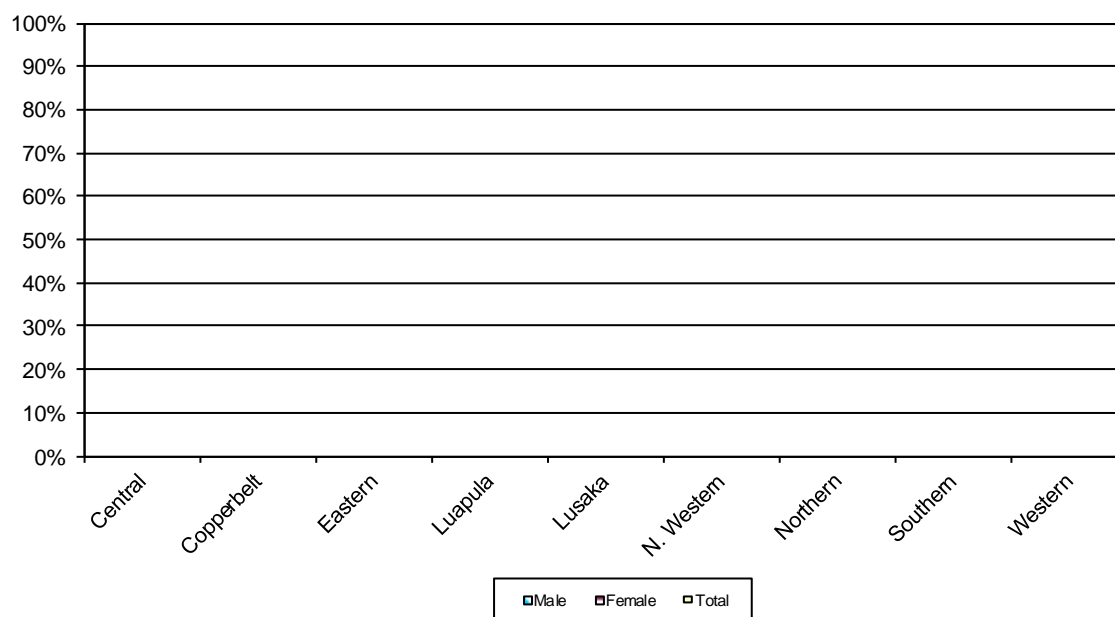


Table 11. Gross Enrolment Ratio in Grades 1-9 by Gender and Province

	Male	Female	Total	% Ch.
Central	101.9%	0.0%	0.0%	-100.0%
Copperbelt	96.8%	#REF!	#REF!	#REF!
Eastern	99.5%	#REF!	#REF!	#REF!
Luapula	97.2%	#REF!	#REF!	#REF!
Lusaka	96.6%	#REF!	#REF!	#REF!
N. Western	95.1%	#REF!	#REF!	#REF!
Northern	95.0%	#REF!	#REF!	#REF!
Southern	98.5%	#REF!	#REF!	#REF!
Western	94.6%	0.0%	0.0%	-100.0%
<b>National</b>	<b>#REF!</b>	<b>94.3%</b>	<b>96.0%</b>	<b>-17.1%</b>

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



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

	Male	Female	Total	% Ch.
<b>Central</b>	0.0%	0.0%	0.0%	-30.6%
<b>Copperbelt</b>	#REF!	#REF!	#REF!	#REF!
<b>Eastern</b>	#REF!	#REF!	#REF!	#REF!
<b>Luapula</b>	#REF!	#REF!	#REF!	#REF!
<b>Lusaka</b>	#REF!	#REF!	#REF!	#REF!
<b>N. Western</b>	#REF!	#REF!	#REF!	#REF!
<b>Northern</b>	#REF!	#REF!	#REF!	#REF!
<b>Southern</b>	#REF!	#REF!	#REF!	#REF!
<b>Western</b>	0.0%	0.0%	0.0%	-22.8%
<b>National</b>	<b>37.1%</b>	<b>29.8%</b>	<b>33.4%</b>	<b>3.2%</b>

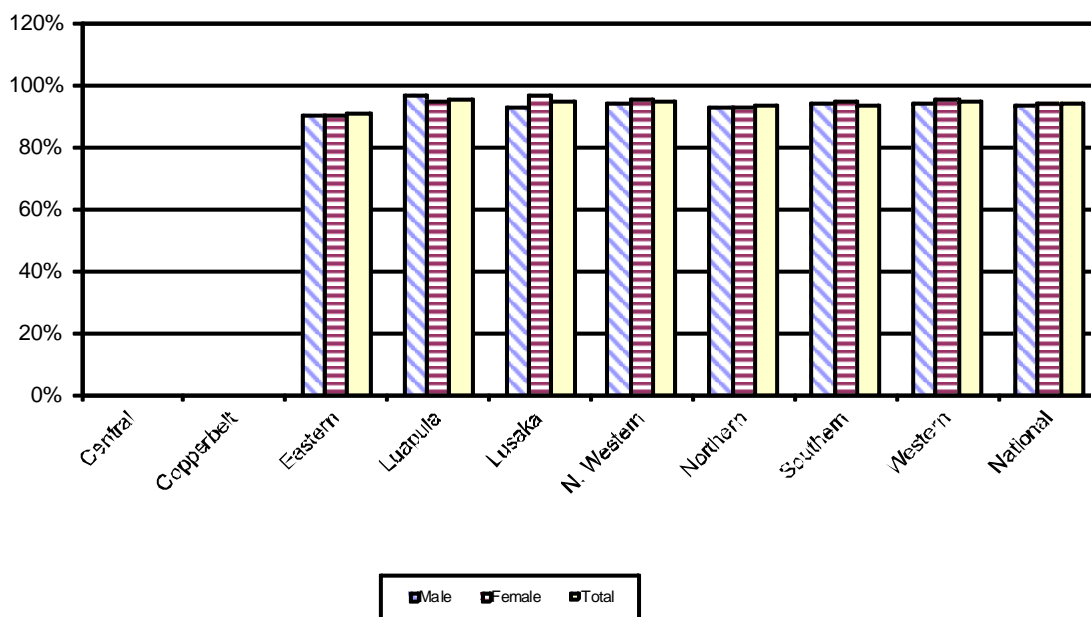


### Net Enrolment Ratio (NER)

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

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

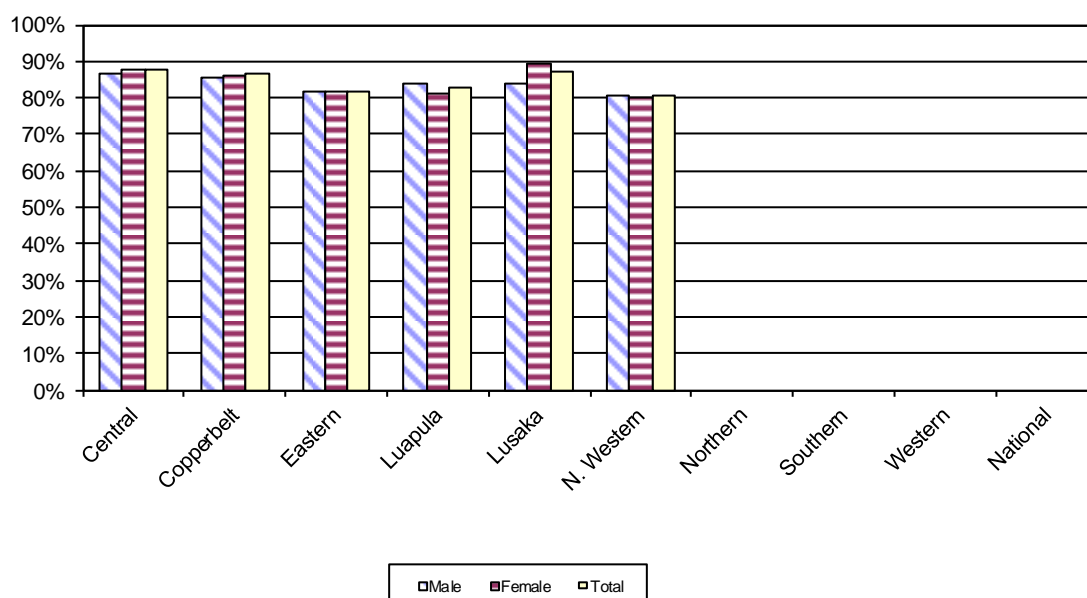
**Figure 12. Net Enrolment Ratios in Grades 1-7 by Gender and Province**



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

	Male	Female	Total	% Ch.
<b>Central</b>	#REF!	#REF!	#REF!	#REF!
<b>Copperbelt</b>	0.0%	0.0%	0.0%	-117.40%
<b>Eastern</b>	90.3%	90.0%	90.5%	7.35%
<b>Luapula</b>	96.2%	94.4%	95.5%	-7.01%
<b>Lusaka</b>	92.8%	96.4%	94.6%	1.35%
<b>N. Western</b>	93.7%	95.4%	94.6%	-11.20%
<b>Northern</b>	92.5%	92.6%	93.2%	-12.80%
<b>Southern</b>	93.6%	94.2%	93.5%	-11.89%
<b>Western</b>	94.0%	95.4%	94.8%	-13.15%
<b>National</b>	<b>93.1%</b>	<b>93.9%</b>	<b>93.7%</b>	<b>-9.91%</b>

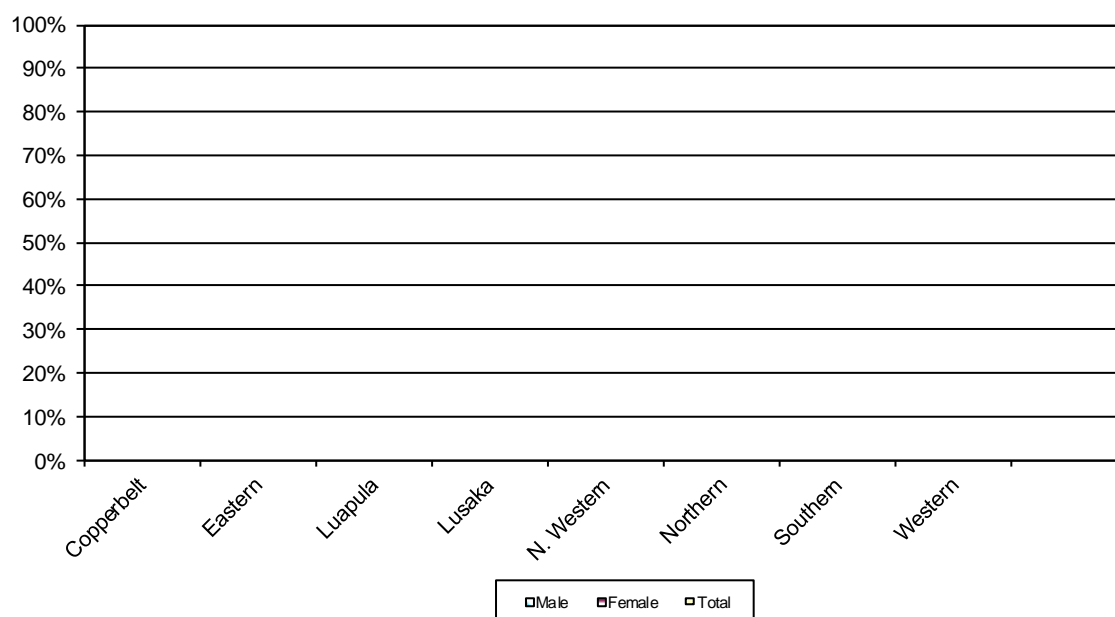
**Figure 13. Net Enrolment Ratios in Grades 1-9 by Gender and Province**



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

	Male	Female	Total	% Ch.
<b>Central</b>	86.9%	87.9%	87.4%	-26.9%
<b>Copperbelt</b>	85.7%	86.3%	86.4%	-30.7%
<b>Eastern</b>	81.5%	81.8%	81.9%	0.2%
<b>Luapula</b>	83.8%	81.1%	82.6%	-17.6%
<b>Lusaka</b>	84.1%	89.6%	87.0%	-6.8%
<b>N. Western</b>	80.4%	80.3%	80.7%	-23.2%
<b>Northern</b>	M10_12	F10_12	T10_12	#VALUE!
<b>Southern</b>	0.0%	0.0%	0.0%	-104.8%
<b>Western</b>	#REF!	#REF!	#REF!	#REF!
<b>National</b>	#REF!	#REF!	#REF!	#REF!

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



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

	Male	Female	Total	% Ch.
<b>Central</b>	0.0%	0.0%	0.0%	-28.4%
<b>Copperbelt</b>	0.0%	0.0%	0.0%	-39.8%
<b>Eastern</b>	0.0%	0.0%	0.0%	-16.3%
<b>Luapula</b>	0.0%	0.0%	0.0%	-24.0%
<b>Lusaka</b>	0.0%	0.0%	0.0%	-32.4%
<b>N. Western</b>	0.0%	0.0%	0.0%	-30.4%
<b>Northern</b>	0.0%	0.0%	0.0%	-19.0%
<b>Southern</b>	0.0%	0.0%	0.0%	-26.8%
<b>Western</b>	0.0%	0.0%	0.0%	-21.1%
<b>National</b>	<b>33.5%</b>	<b>25.6%</b>	<b>29.5%</b>	<b>2.5%</b>

### Transition rate

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

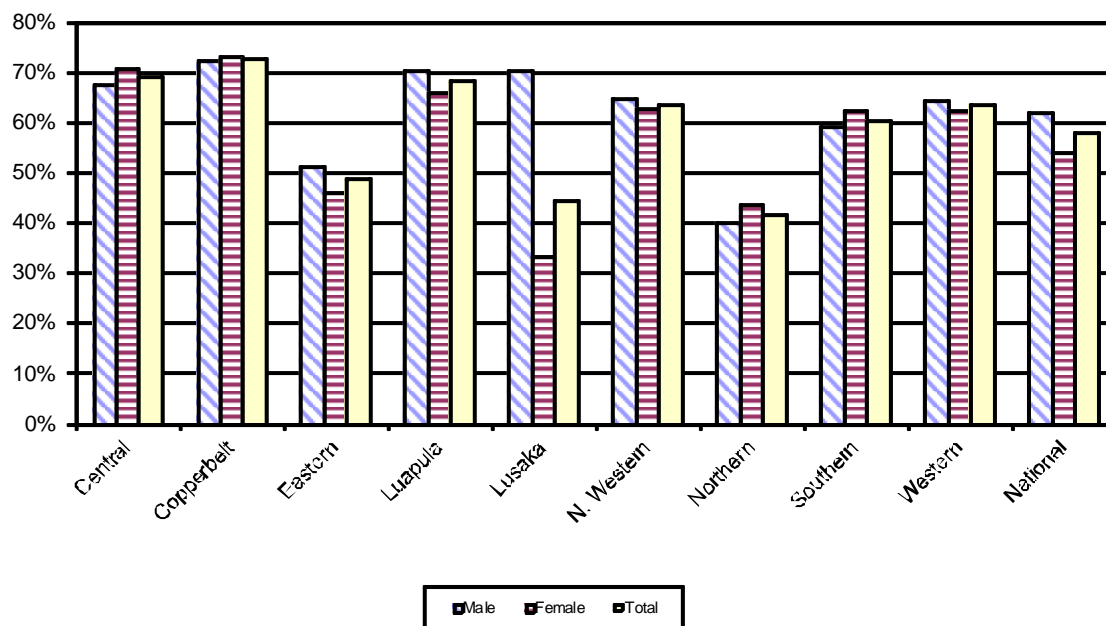
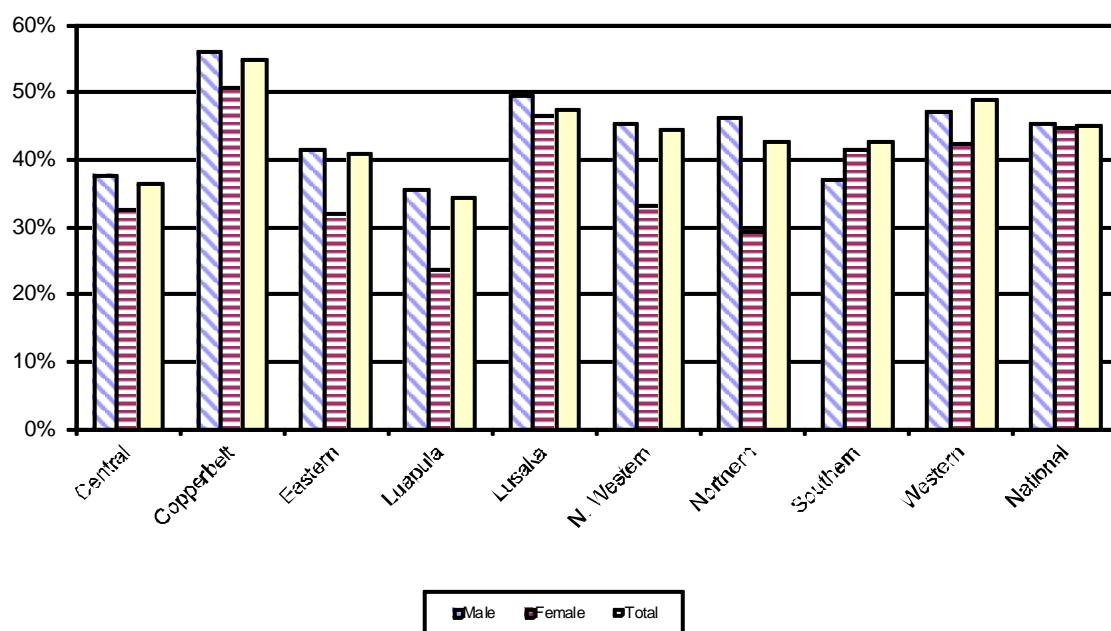


Table 16. Transition Rate for Grade 7-8 by Gender and Province

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

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



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

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

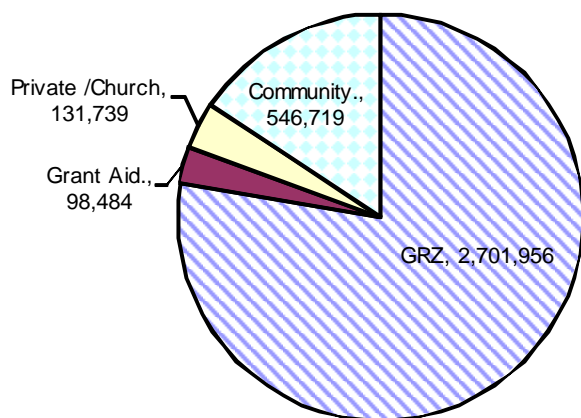
### Participation and Enrolment

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

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

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

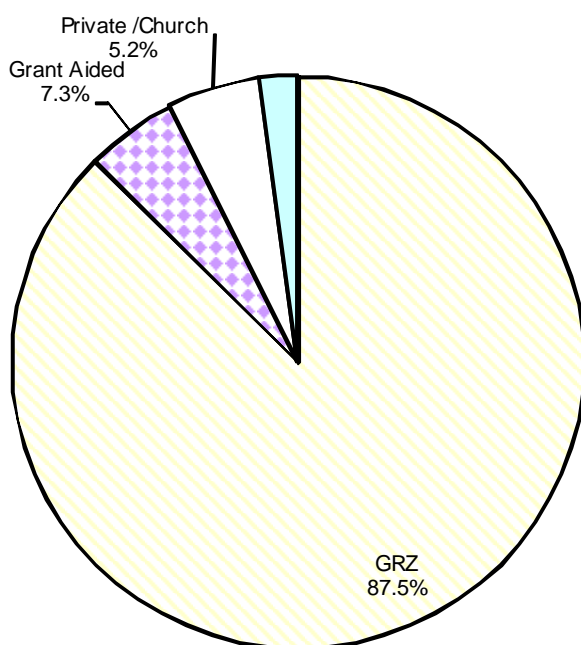
**Figure 16. Enrolment in Grades 1 - 9 by Agency/Type and Province**



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

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

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



**Table 18. Enrolment in All Schools Grades 1 -12**

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	238,519	229,386	49.0%	467,905	12.5%	10.5%
Copperbelt	294,411	290,525	49.7%	584,936	15.7%	-3.6%
Eastern	226,320	217,193	49.0%	443,513	11.9%	7.3%
Luapula	155,643	143,100	47.9%	298,743	8.0%	2.5%
Lusaka	217,132	227,308	51.1%	444,440	11.9%	3.4%
N. Western	128,512	120,218	48.3%	248,730	6.7%	2.7%
Northern	260,695	232,132	47.1%	492,827	13.2%	2.0%
Southern	251,423	238,159	48.6%	489,582	13.1%	1.7%
Western	132,783	127,071	48.9%	259,854	7.0%	5.7%
<b>National</b>	<b>1,905,438</b>	<b>1,825,092</b>	<b>48.9%</b>	<b>3,730,530</b>	<b>100.0%</b>	<b>3.1%</b>

**Note: All enrolment table includes OPEN and Regular students**

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

	<b>Private</b>				
	<b>/Church</b>	<b>Grant Aid.</b>	<b>Community.</b>	<b>GRZ</b>	<b>Total</b>
<b>Central</b>	9,608	4,423	79,825	286,640	380,496
<b>Copperbelt</b>	35,418	7,918	61,606	308,694	413,636
<b>Eastern</b>	5,719	15,594	51,469	304,276	377,058
<b>Luapula</b>	3,610	4,172	35,010	208,273	251,065
<b>Lusaka</b>	25,019	1,418	106,533	220,999	353,969
<b>N. Western</b>	2,610	6,778	34,210	160,138	203,736
<b>Northern</b>	3,218	14,214	74,591	342,904	434,927
<b>Southern</b>	14,803	19,463	66,043	301,970	402,279
<b>Western</b>	8,585	1,529	27,797	179,352	217,263
<b>National</b>	<b>108,590</b>	<b>75,509</b>	<b>537,084</b>	<b>2,313,246</b>	<b>3,034,429</b>

**Figure 18. Enrolment in Grades 1-9 by Agency**

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

			<b>Private</b>			
	<b>GRZ</b>	<b>Grant Aid.</b>	<b>/Church</b>	<b>Community.</b>	<b>Total</b>	<b>% Ch.</b>
<b>Central</b>	339,439	6,765	11,548	82,010	439,762	11.1%
<b>Copperbelt</b>	397,550	8,739	42,262	63,085	511,636	-5.7%
<b>Eastern</b>	341,013	20,396	6,990	51,830	420,229	7.3%
<b>Luapula</b>	239,053	5,666	4,179	35,229	284,127	3.8%
<b>Lusaka</b>	265,064	2,837	31,937	110,981	410,819	6.7%
<b>N. Western</b>	187,067	7,163	3,090	34,333	231,653	3.4%
<b>Northern</b>	374,537	17,836	3,968	74,624	470,965	2.4%
<b>Southern</b>	353,962	26,293	17,945	66,762	464,962	3.7%
<b>Western</b>	204,271	2,789	9,820	27,865	244,745	5.8%
<b>National</b>	<b>2,701,956</b>	<b>98,484</b>	<b>131,739</b>	<b>546,719</b>	<b>3,478,898</b>	<b>3.8%</b>



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

	GRZ	Grant Aid.	Private		Total	% Ch.
			/Church	Community.		
Central	23,961	2,963	1,190	29	28,143	1.7%
Copperbelt	64,122	2,673	5,902	603	73,300	14.1%
Eastern	18,652	3,614	1,018	0	23,284	7.6%
Luapula	12,811	1,474	331	0	14,616	-17.0%
Lusaka	27,636	1,416	4,429	140	33,621	-24.7%
N. Western	16,162	399	516	0	17,077	-6.0%
Northern	19,902	1,671	289	0	21,862	-6.7%
Southern	14,778	7,144	2,664	34	24,620	-25.3%
Western	12,821	2,037	251	0	15,109	4.7%
<b>National</b>	<b>210,845</b>	<b>23,391</b>	<b>16,590</b>	<b>806</b>	<b>251,632</b>	<b>-5.0%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	191,945	188,551	49.6%	380,496	12.5%	9.1%
Copperbelt	204,571	209,065	50.5%	413,636	13.6%	-8.2%
Eastern	188,762	188,296	49.9%	377,058	12.4%	5.7%
Luapula	128,245	122,820	48.9%	251,065	8.3%	3.9%
Lusaka	171,749	182,220	51.5%	353,969	11.7%	7.3%
N. Western	103,027	100,709	49.4%	203,736	6.7%	3.3%
Northern	225,989	208,938	48.0%	434,927	14.3%	3.3%
Southern	204,239	198,040	49.2%	402,279	13.3%	2.6%
Western	109,622	107,641	49.5%	217,263	7.2%	5.6%
<b>National</b>	<b>1,528,149</b>	<b>1,506,280</b>	<b>49.6%</b>	<b>3,034,429</b>	<b>100.0%</b>	<b>3.1%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	223,170	216,592	49.3%	439,762	12.6%	11.1%
Copperbelt	256,770	254,866	49.8%	511,636	14.7%	-5.7%
Eastern	212,526	207,703	49.4%	420,229	12.1%	7.3%
Luapula	146,899	137,228	48.3%	284,127	8.2%	3.8%
Lusaka	200,035	210,784	51.3%	410,819	11.8%	6.7%
N. Western	118,527	113,126	48.8%	231,653	6.7%	3.4%
Northern	246,759	224,206	47.6%	470,965	13.5%	2.4%
Southern	238,002	226,960	48.8%	464,962	13.4%	3.7%
Western	124,567	120,178	49.1%	244,745	7.0%	5.8%
<b>National</b>	<b>1,767,255</b>	<b>1,711,643</b>	<b>49.2%</b>	<b>3,478,898</b>	<b>100.0%</b>	<b>3.8%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	15,349	12,794	45.5%	28,143	11.2%	1.7%
Copperbelt	37,641	35,659	48.6%	73,300	29.1%	14.1%
Eastern	13,794	9,490	40.8%	23,284	9.3%	7.6%
Luapula	8,744	5,872	40.2%	14,616	5.8%	-17.0%
Lusaka	17,097	16,524	49.1%	33,621	13.4%	-24.7%
N. Western	9,985	7,092	41.5%	17,077	6.8%	-6.0%
Northern	13,936	7,926	36.3%	21,862	8.7%	-6.7%
Southern	13,421	11,199	45.5%	24,620	9.8%	-25.3%
Western	8,216	6,893	45.6%	15,109	6.0%	4.7%
<b>National</b>	<b>138,183</b>	<b>113,449</b>	<b>45.1%</b>	<b>251,632</b>	<b>100%</b>	<b>-5.0%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	146,672	144,391	49.6%	291,063	12.2%	11.8%
Copperbelt	156,988	159,624	50.4%	316,612	13.3%	-3.6%
Eastern	160,002	159,868	50.0%	319,870	13.4%	-8.5%
Luapula	108,543	103,902	48.9%	212,445	8.9%	9.6%
Lusaka	108,820	113,597	51.1%	222,417	9.3%	1.4%
N. Western	84,635	82,281	49.3%	166,916	7.0%	-5.8%
Northern	186,081	171,037	47.9%	357,118	14.9%	6.0%
Southern	163,156	158,277	49.2%	321,433	13.5%	1.8%
Western	90,945	89,936	49.7%	180,881	7.6%	1.0%
<b>National</b>	<b>1,205,842</b>	<b>1,182,913</b>	<b>49.5%</b>	<b>2,388,755</b>	<b>100.0%</b>	<b>3.6%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	175,645	170,559	49.3%	346,204	12.4%	14.0%
Copperbelt	205,147	201,142	49.5%	406,289	14.5%	-1.7%
Eastern	183,029	178,380	49.4%	361,409	12.9%	9.8%
Luapula	126,773	117,946	48.2%	244,719	8.7%	8.5%
Lusaka	131,347	136,554	51.0%	267,901	9.6%	1.1%
N. Western	99,950	94,280	48.5%	194,230	6.9%	-4.8%
Northern	206,437	185,936	47.4%	392,373	14.0%	4.7%
Southern	195,119	185,136	48.7%	380,255	13.6%	2.8%
Western	105,168	101,892	49.2%	207,060	7.4%	1.2%
<b>National</b>	<b>1,428,615</b>	<b>1,371,825</b>	<b>49.0%</b>	<b>2,800,440</b>	<b>100.0%</b>	<b>4.1%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	14,725	12,199	45.3%	26,924	11.5%	4.9%
Copperbelt	34,521	32,274	48.3%	66,795	28.5%	12.7%
Eastern	13,389	8,877	39.9%	22,266	9.5%	9.9%
Luapula	8,488	5,797	40.6%	14,285	6.1%	-12.6%
Lusaka	14,632	14,420	49.6%	29,052	12.4%	-26.0%
N. Western	9,951	6,610	39.9%	16,561	7.1%	-3.0%
Northern	13,792	7,781	36.1%	21,573	9.2%	0.7%
Southern	12,239	9,683	44.2%	21,922	9.4%	-28.3%
Western	8,064	6,794	45.7%	14,858	6.3%	7.2%
<b>National</b>	<b>129,801</b>	<b>104,435</b>	<b>44.6%</b>	<b>234,236</b>	<b>100.0%</b>	<b>-3.9%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	4,973	4,635	48.2%	9,608	8.8%	4.6%
Copperbelt	17,232	18,186	51.3%	35,418	32.6%	-2.6%
Eastern	2,904	2,815	49.2%	5,719	5.3%	120.8%
Luapula	1,836	1,774	49.1%	3,610	3.3%	27.2%
Lusaka	12,227	12,792	51.1%	25,019	23.0%	8.4%
N. Western	1,225	1,385	53.1%	2,610	2.4%	252.2%
Northern	1,492	1,726	53.6%	3,218	3.0%	-13.4%
Southern	7,264	7,539	50.9%	14,803	13.6%	52.5%
Western	4,332	4,253	49.5%	8,585	7.9%	583.0%
<b>National</b>	<b>53,485</b>	<b>55,105</b>	<b>50.7%</b>	<b>108,590</b>	<b>100.0%</b>	<b>21.4%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	6,004	5,544	48.0%	11,548	8.8%	0.2%
Copperbelt	20,462	21,800	51.6%	42,262	32.1%	-0.4%
Eastern	3,416	3,574	51.1%	6,990	5.3%	128.1%
Luapula	2,133	2,046	49.0%	4,179	3.2%	36.7%
Lusaka	15,830	16,107	50.4%	31,937	24.2%	7.7%
N. Western	1,333	1,757	56.9%	3,090	2.3%	292.1%
Northern	1,875	2,093	52.7%	3,968	3.0%	-11.3%
Southern	8,653	9,292	51.8%	17,945	13.6%	63.1%
Western	5,015	4,805	48.9%	9,820	7.5%	663.6%
<b>National</b>	<b>64,721</b>	<b>67,018</b>	<b>50.9%</b>	<b>131,739</b>	<b>100.0%</b>	<b>22.8%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	595	595	50.0%	1,190	7.2%	-19.3%
Copperbelt	2,793	3,109	52.7%	5,902	35.6%	49.6%
Eastern	405	613	60.2%	1,018	6.1%	236.0%
Luapula	256	75	22.7%	331	2.0%	329.9%
Lusaka	2,384	2,045	46.2%	4,429	26.7%	-10.7%
N. Western	34	482	93.4%	516	3.1%	1021.7%
Northern	144	145	50.2%	289	1.7%	-34.5%
Southern	1,148	1,516	56.9%	2,664	16.1%	83.3%
Western	152	99	39.4%	251	1.5%	34.2%
<b>National</b>	<b>7,911</b>	<b>8,679</b>	<b>52.3%</b>	<b>16,590</b>	<b>100.0%</b>	<b>28.8%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	40,300	39,525	49.5%	79,825	14.9%	0.9%
Copperbelt	30,351	31,255	50.7%	61,606	11.5%	-28.2%
Eastern	25,856	25,613	49.8%	51,469	9.6%	-13.4%
Luapula	17,866	17,144	49.0%	35,010	6.5%	-22.1%
Lusaka	50,702	55,831	52.4%	106,533	19.8%	21.9%
N. Western	17,167	17,043	49.8%	34,210	6.4%	78.2%
Northern	38,416	36,175	48.5%	74,591	13.9%	-7.4%
Southern	33,819	32,224	48.8%	66,043	12.3%	-1.3%
Western	14,345	13,452	48.4%	27,797	5.2%	9.2%
<b>National</b>	<b>268,822</b>	<b>268,262</b>	<b>49.9%</b>	<b>537,084</b>	<b>100.0%</b>	<b>-2.1%</b>

*Note: Includes only those Community Schools that submitted the ASC*

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	41,521	40,489	49.4%	82,010	15.0%	1.9%
Copperbelt	31,161	31,924	50.6%	63,085	11.5%	-27.4%
Eastern	26,081	25,749	49.7%	51,830	9.5%	-12.9%
Luapula	17,993	17,236	48.9%	35,229	6.4%	-22.1%
Lusaka	52,858	58,123	52.4%	110,981	20.3%	22.7%
N. Western	17,244	17,089	49.8%	34,333	6.3%	78.8%
Northern	38,447	36,177	48.5%	74,624	13.6%	-7.5%
Southern	34,230	32,532	48.7%	66,762	12.2%	-1.1%
Western	14,384	13,481	48.4%	27,865	5.1%	9.2%
<b>National</b>	<b>273,919</b>	<b>272,800</b>	<b>49.9%</b>	<b>546,719</b>	<b>100.0%</b>	<b>-1.6%</b>

*Note: Includes only those schools that submitted the ASC*

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

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Tot.</b>
<b>Central</b>	29	0	0.0%	29	3.6%
<b>Copperbelt</b>	327	276	45.8%	603	74.8%
<b>Eastern</b>	0	0	0.0%	0	0.0%
<b>Luapula</b>	0	0	0.0%	0	0.0%
<b>Lusaka</b>	81	59	42.1%	140	17.4%
<b>N. Western</b>	0	0	0.0%	0	0.0%
<b>Northern</b>	0	0	0.0%	0	0.0%
<b>Southern</b>	34	0	0.0%	34	4.2%
<b>Western</b>	0	0	0.0%	0	0.0%
<b>National</b>	<b>471</b>	<b>335</b>	<b>41.6%</b>	<b>806</b>	<b>100.0%</b>

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

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Tot.</b>
<b>Central</b>	4,250	4,242	50.0%	8,492	11.5%
<b>Copperbelt</b>	3,918	3,889	49.8%	7,807	10.6%
<b>Eastern</b>	7,986	7,495	48.4%	15,481	20.9%
<b>Luapula</b>	3,452	3,343	49.2%	6,795	9.2%
<b>Lusaka</b>	2,190	2,250	50.7%	4,440	6.0%
<b>N. Western</b>	4,169	4,044	49.2%	8,213	11.1%
<b>Northern</b>	5,701	5,182	47.6%	10,883	14.7%
<b>Southern</b>	4,106	3,848	48.4%	7,954	10.8%
<b>Western</b>	1,969	1,865	48.6%	3,834	5.2%
<b>National</b>	<b>37,741</b>	<b>36,158</b>	<b>48.9%</b>	<b>73,899</b>	<b>100.0%</b>

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

## New Entrants

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

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

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

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	30,814	31,066	50.2%	61,880	12.7%	18.0%
Copperbelt	29,043	29,549	50.4%	58,592	12.0%	-13.3%
Eastern	31,732	34,068	51.8%	65,800	13.5%	9.1%
Luapula	21,572	21,274	49.7%	42,846	8.8%	13.2%
Lusaka	23,142	24,583	51.5%	47,725	9.8%	-8.3%
N. Western	17,914	17,891	50.0%	35,805	7.4%	7.6%
Northern	37,443	36,942	49.7%	74,385	15.3%	12.1%
Southern	30,634	30,793	50.1%	61,427	12.6%	13.0%
Western	18,986	19,315	50.4%	38,301	7.9%	11.8%
<b>National</b>	<b>241,280</b>	<b>245,481</b>	<b>50.4%</b>	<b>486,761</b>	<b>100.0%</b>	<b>6.2%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% of Enr.
Central	5,725	5,958	51.0%	11,683	15.9%	18.9%
Copperbelt	8,074	8,311	50.7%	16,385	22.3%	28.0%
Eastern	1,963	2,044	51.0%	4,007	5.5%	6.1%
Luapula	1,250	1,308	51.1%	2,558	3.5%	6.0%
Lusaka	9,632	10,423	52.0%	20,055	27.3%	42.0%
N. Western	1,051	1,175	52.8%	2,226	3.0%	6.2%
Northern	1,538	1,750	53.2%	3,288	4.5%	4.4%
Southern	5,692	5,913	51.0%	11,605	15.8%	18.9%
Western	748	816	52.2%	1,564	2.1%	4.1%
<b>Total</b>	<b>35,673</b>	<b>37,698</b>	<b>51.4%</b>	<b>73,371</b>	<b>100.0%</b>	<b>15.1%</b>

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

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

## Efficiency

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

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

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

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

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

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

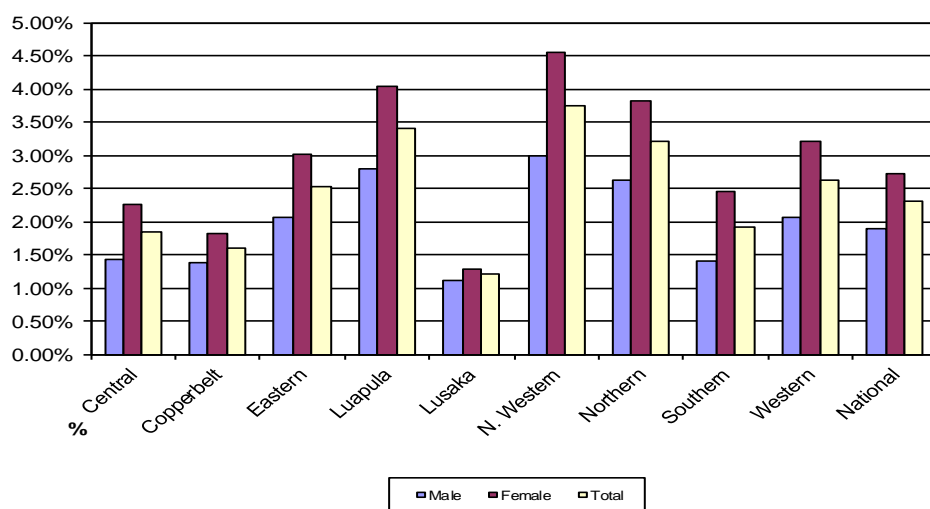
Though the dropout rates vary from region to region, in all cases the dropout rate for girls is higher than boys. Like in case of completion rates, reasons for dropping out range from social-economic to environmental. Refer to tables below for regional

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

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



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



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

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

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

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

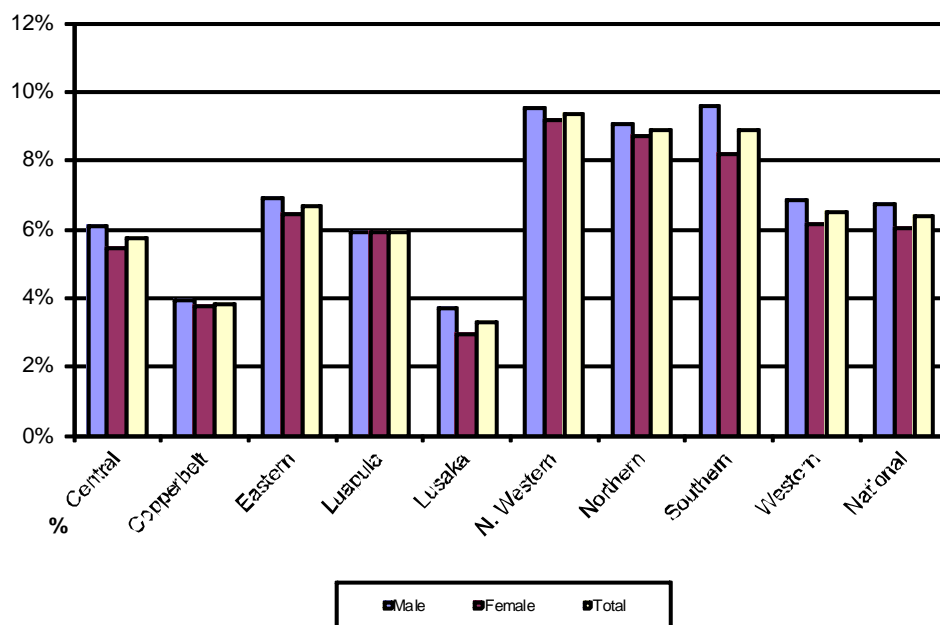
### Repetition Rate

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

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

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

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



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

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

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

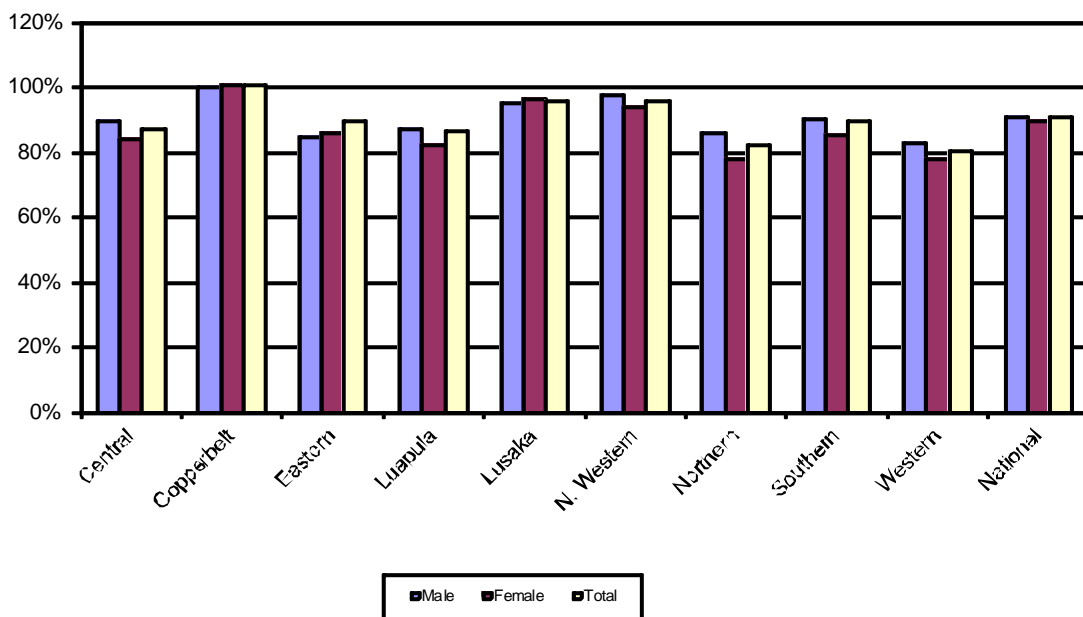
	Male	Female	Total	% Ch.
<b>Central</b>	0.65%	0.74%	0.69%	-0.79%
<b>Copperbelt</b>	0.65%	0.73%	0.68%	0.29%
<b>Eastern</b>	1.19%	1.48%	1.31%	-1.61%
<b>Luapula</b>	1.18%	1.95%	1.49%	-0.59%
<b>Lusaka</b>	0.87%	0.59%	0.73%	-0.63%
<b>N. Western</b>	5.38%	5.28%	5.34%	-0.40%
<b>Northern</b>	1.65%	2.54%	2.01%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

### Completion Rate

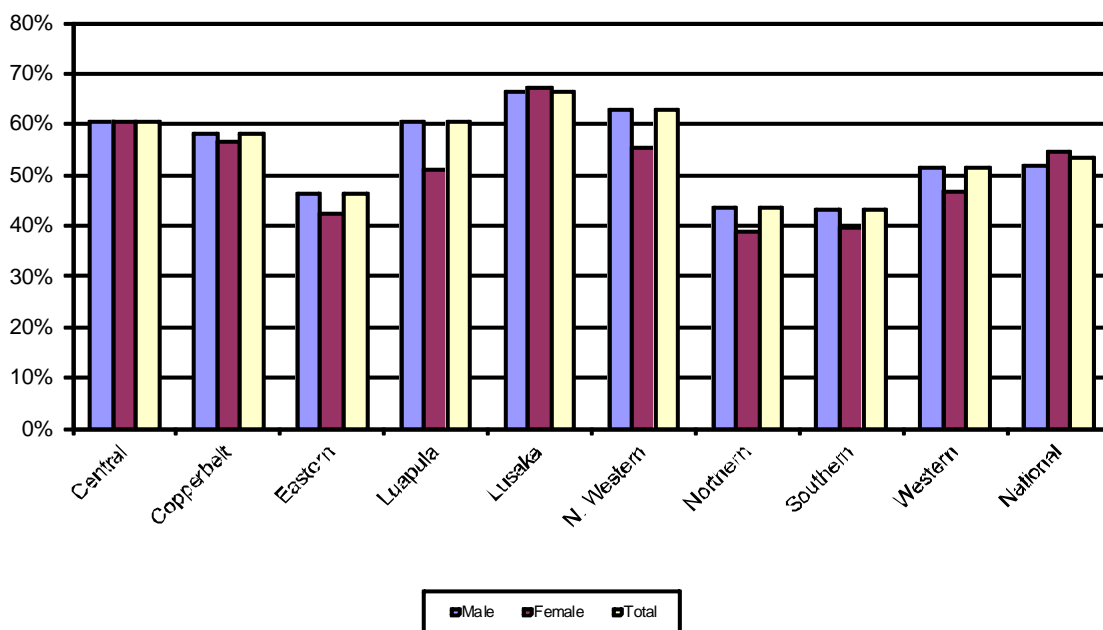
This rate is now being calculated as an indicator that gives a clearer picture of pupils who actually complete the education cycle. The disparities in the completion rates between boys and girls have continued over the years at all levels. The completion rates for boys have continued to be higher than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

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

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



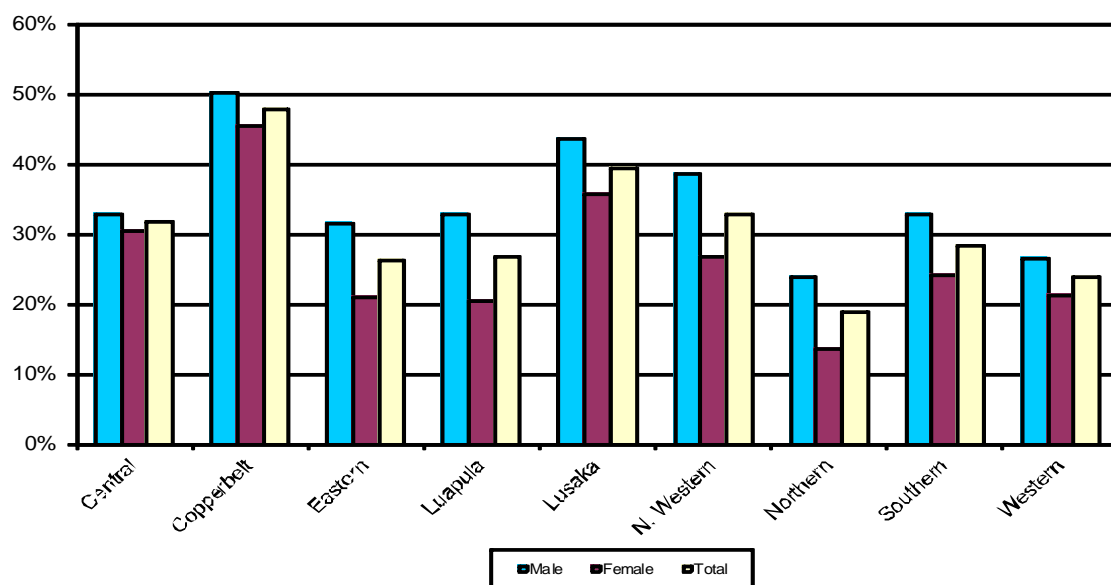
**Figure 22. Completion Rate for Grades 9 by Gender and Province**



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

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

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



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

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

## Quality

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

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

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

### Learning Achievement levels and Changes over time

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

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

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

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

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

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

### **Learning Achievement levels and Changes over time**

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

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

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

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

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



## Availability of Teachers

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
<b>Central</b>	5,137	5,653	52.4%	10,790	14.0%	21.6%
<b>Copperbelt</b>	10,597	5,975	36.1%	16,572	21.5%	3.2%
<b>Eastern</b>	3,051	4,359	58.8%	7,410	9.6%	-4.9%
<b>Luapula</b>	1,887	2,960	61.1%	4,847	6.3%	8.4%
<b>Lusaka</b>	4,085	2,687	39.7%	6,772	8.8%	-36.2%
<b>N. Western</b>	2,138	3,301	60.7%	5,439	7.0%	8.7%
<b>Northern</b>	3,797	5,950	61.0%	9,747	12.6%	12.3%
<b>Southern</b>	5,253	6,131	53.9%	11,384	14.8%	6.4%
<b>Western</b>	1,973	2,232	53.1%	4,205	5.4%	-18.7%
<b>Total</b>	<b>37,918</b>	<b>39,248</b>	<b>50.9%</b>	<b>77,166</b>	<b>100.0%</b>	<b>-0.3%</b>

**Table 47. Number of Teachers by Agency and Province**

	Private	Community.	Grant Aid.	GRZ	Total
<b>Central</b>	1,376	0	402	8,380	10,158
<b>Copperbelt</b>	1,064	0	358	12,401	13,823
<b>Eastern</b>	617	0	574	5,941	7,132
<b>Luapula</b>	372	0	237	4,027	4,636
<b>Lusaka</b>	1,519	0	51	4,028	5,598
<b>N. Western</b>	485	0	148	4,657	5,290
<b>Northern</b>	959	0	556	7,991	9,506
<b>Southern</b>	1,129	0	1,022	8,460	10,611
<b>Western</b>	191	0	158	3,699	4,048
<b>Total</b>	<b>7,712</b>	<b>0</b>	<b>3,506</b>	<b>59,584</b>	<b>70,802</b>

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

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

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

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

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

**Figure 24. Teachers in Basic Schools by Running Agency**

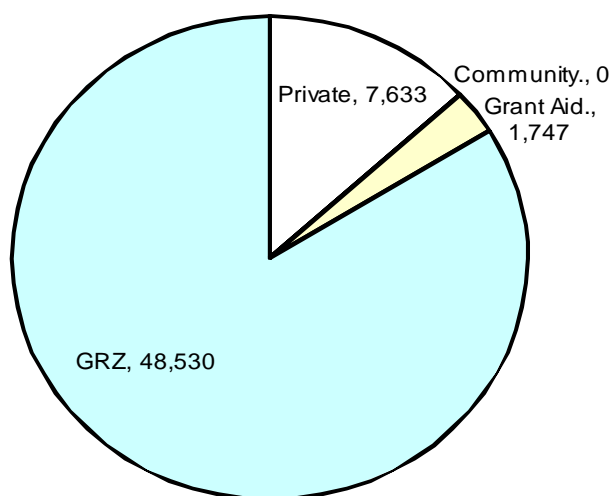


Table 48. Teachers in Basic Schools by Agency and Province

	Private	Community.	Grant Aid.	GRZ	Total
Central	1,370	0	90	6,871	8,331
Copperbelt	1,039	0	129	9,251	10,419
Eastern	617	0	363	5,090	6,070
Luapula	372	0	109	3,337	3,818
Lusaka	1,482	0	31	3,202	4,715
N. Western	485	0	130	3,585	4,200
Northern	959	0	352	6,964	8,275
Southern	1,118	0	535	7,045	8,698
Western	191	0	8	3,185	3,384
<b>Total</b>	<b>7,633</b>	<b>0</b>	<b>1,747</b>	<b>48,530</b>	<b>57,910</b>

Table 49. Teachers in Secondary Schools by Agency and Province

	GRZ	Private	Grant Aid.	Community.	Total
Central	1,509	6	312	0	1,827
Copperbelt	3,150	25	229	0	3,404
Eastern	851	0	211	0	1,062
Luapula	690	0	128	0	818
Lusaka	826	37	20	0	883
N. Western	1,072	0	18	0	1,090
Northern	1,027	0	204	0	1,231
Southern	1,415	11	487	0	1,913
Western	514	0	150	0	664
<b>Total</b>	<b>11,054</b>	<b>79</b>	<b>1,759</b>	<b>0</b>	<b>12,892</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	3,531	3,414	49.2%	6,945	13.8%	23.1%
Copperbelt	6,707	2,654	28.4%	9,361	18.7%	7.9%
Eastern	2,450	2,993	55.0%	5,443	10.8%	-3.0%
Luapula	1,453	1,985	57.7%	3,438	6.8%	13.7%
Lusaka	2,236	995	30.8%	3,231	6.4%	-42.9%
N. Western	1,618	2,087	56.3%	3,705	7.4%	-1.0%
Northern	3,121	4,190	57.3%	7,311	14.6%	17.9%
Southern	3,699	3,880	51.2%	7,579	15.1%	19.8%
Western	1,578	1,599	50.3%	3,177	6.3%	-21.7%
<b>National</b>	<b>26,393</b>	<b>23,797</b>	<b>47.4%</b>	<b>50,190</b>	<b>100.0%</b>	<b>2.5%</b>

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

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Tot.</b>	<b>% Ch.</b>
<b>Central</b>	774	1,043	57.4%	1,817	14.2%	22.9%
<b>Copperbelt</b>	1,685	1,689	50.1%	3,374	26.4%	0.0%
<b>Eastern</b>	340	721	68.0%	1,061	8.3%	-8.9%
<b>Luapula</b>	258	560	68.5%	818	6.4%	-2.6%
<b>Lusaka</b>	425	420	49.7%	845	6.6%	-47.6%
<b>N. Western</b>	335	742	68.9%	1,077	8.4%	7.4%
<b>Northern</b>	410	819	66.6%	1,229	9.6%	6.8%
<b>Southern</b>	808	1,093	57.5%	1,901	14.9%	-26.5%
<b>Western</b>	242	420	63.4%	662	5.2%	-6.4%
<b>National</b>	<b>5,277</b>	<b>7,507</b>	<b>58.7%</b>	<b>12,784</b>	<b>100.0%</b>	<b>-8.1%</b>

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

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

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Tot.</b>	<b>% Ch.</b>
<b>Central</b>	285	186	39.5%	471	10.6%	81.2%
<b>Copperbelt</b>	1,278	629	33.0%	1,907	42.8%	3.5%
<b>Eastern</b>	66	98	59.8%	164	3.7%	164.5%
<b>Luapula</b>	92	103	52.8%	195	4.4%	58.5%
<b>Lusaka</b>	479	339	41.4%	818	18.3%	0.0%
<b>N. Western</b>	55	31	36.0%	86	1.9%	83.0%
<b>Northern</b>	75	80	51.6%	155	3.5%	37.2%
<b>Southern</b>	266	232	46.6%	498	11.2%	12.7%
<b>Western</b>	97	68	41.2%	165	3.7%	184.5%
<b>National</b>	<b>2,693</b>	<b>1,766</b>	<b>39.6%</b>	<b>4,459</b>	<b>100.0%</b>	<b>18.4%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	57	135	70.3%	192	9.2%	-11.1%
Copperbelt	382	494	56.4%	876	42.2%	0.2%
Eastern	38	95	71.4%	133	6.4%	189.1%
Luapula	0	26	100.0%	26	1.3%	160.0%
Lusaka	131	233	64.0%	364	17.5%	-64.5%
N. Western	39	55	58.5%	94	4.5%	1466.7%
Northern	31	68	68.7%	99	4.8%	-22.0%
Southern	97	183	65.4%	280	13.5%	109.0%
Western	2	10	83.3%	12	0.6%	-57.1%
<b>National</b>	<b>777</b>	<b>1,299</b>	<b>62.6%</b>	<b>2,076</b>	<b>100.0%</b>	<b>-15.8%</b>

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

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	492	875	64.0%	1,367	17.4%	11.0%
Copperbelt	566	538	48.7%	1,104	14.1%	-12.0%
Eastern	158	454	74.2%	612	7.8%	-32.3%
Luapula	84	286	77.3%	370	4.7%	-20.3%
Lusaka	881	721	45.0%	1,602	20.4%	7.2%
N. Western	92	387	80.8%	479	6.1%	137.1%
Northern	160	793	83.2%	953	12.2%	-12.5%
Southern	384	777	66.9%	1,161	14.8%	-2.8%
Western	54	135	71.4%	189	2.4%	-40.9%
<b>National</b>	<b>2,871</b>	<b>4,966</b>	<b>63.4%</b>	<b>7,837</b>	<b>100.0%</b>	<b>-3.9%</b>

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

	Male	Female	% (F)	Total	% of Tot.
Central	3	3	50.0%	6	#REF!
Copperbelt	8	17	68.0%	25	#REF!
Eastern	20	17	0.0%	37	#REF!
Luapula	#REF!	#REF!	0.0%	#REF!	#REF!
Lusaka	#REF!	#REF!	#REF!	#REF!	#REF!
N. Western	#REF!	#REF!	0.0%	#REF!	#REF!
Northern	#REF!	#REF!	0.0%	#REF!	#REF!
Southern	#REF!	#REF!	0.0%	#REF!	#REF!
Western	2	9	0.0%	11	#REF!
<b>National</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>

**Table 56. Mentors in IRI Centres by Gender and Province**

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

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

### Teacher Qualifications and Certification

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

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

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

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

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

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

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

**Table 59. Teachers in Basic Schools by Certification and Gender**

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	134	44	24.7%	178	0.3%
Certificate In Special Education	170	158	48.2%	328	0.6%
Diploma (Basic or Sec. Teacher's	6,810	6,462	48.7%	13,272	22.9%
Education Bachelor's Degree	268	195	42.1%	463	0.8%
Master's Degree	15	14	48.3%	29	0.1%
none	3,438	1,495	30.3%	4,933	8.5%
Other Bachelor's Degree	35	31	47.0%	66	0.1%
Pre-School Teacher's Certificate	273	1,279	82.4%	1,552	2.7%
Primary Teacher's Certificate	19,401	22,045	53.2%	41,446	71.6%
Special Education Degree	17	26	60.5%	43	0.1%
Special Education Diploma	340	402	54.2%	742	1.3%
<b>National</b>	<b>30,901</b>	<b>32,151</b>	<b>51.0%</b>	<b>63,052</b>	<b>108.9%</b>

**Table 60. Teachers in Secondary Schools by Certification and Gender**

	Male	Female	% (F)	Total	% of Tot.
Advanced Diploma	268	73	21.4%	341	2.6%
Certificate In Special Education	29	16	35.6%	45	0.3%
Diploma (Basic or Sec. Teacher's	6406	4039	38.7%	10,445	81.0%
Education Bachelor's Degree	1406	706	33.4%	2,112	16.4%
Master's Degree	73	44	37.6%	117	0.9%
none	54	28	34.1%	82	0.6%
Other Bachelor's Degree	125	41	24.7%	166	1.3%
Pre-School Teacher's Certificate	26	152	85.4%	178	1.4%
Primary Teacher's Certificate	1220	1723	58.5%	2,943	22.8%
Special Education Degree	19	17	47.2%	36	0.3%
Special Education Diploma	120	97	44.7%	217	1.7%
<b>National</b>	<b>9,746</b>	<b>6,936</b>	<b>41.6%</b>	<b>16,682</b>	<b>129.4%</b>

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

### Teacher Attrition

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



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

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

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

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

**Teacher Attrition in the Previous year in Schools Classified as Basic by Reason and Gender**

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

**Teacher Attrition in the Previous year in Schools Classified as Basic by Reason and Ger**

**Table 62. Teacher Attrition in Basic Schools in the Previous Year by Reason and Gender**

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

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

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

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

	Male	Female	% (F)	Total	% of Tot.
Central	607	444	42.2%	1,051	10.8%
Copperbelt	691	776	52.9%	1,467	15.1%
Eastern	863	545	38.7%	1,408	14.5%
Luapula	485	263	35.2%	748	7.7%
Lusaka	498	564	53.1%	1,062	10.9%
N. Western	513	262	33.8%	775	8.0%
Northern	804	409	33.7%	1,213	12.5%
Southern	706	689	49.4%	1,395	14.3%
Western	376	240	39.0%	616	6.3%
<b>National</b>	<b>5,543</b>	<b>4,192</b>	<b>43.1%</b>	<b>9,735</b>	<b>100.0%</b>

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

	Male	Female	% (F)	Total	% of Tot.
Central	80	52	39.4%	132	9.0%
Copperbelt	169	125	42.5%	294	20.0%
Eastern	127	69	35.2%	196	13.3%
Luapula	63	20	24.1%	83	5.6%
Lusaka	206	131	38.9%	337	22.9%
N. Western	77	32	29.4%	109	7.4%
Northern	49	26	34.7%	75	5.1%
Southern	116	79	40.5%	195	13.3%
Western	34	15	30.6%	49	3.3%
<b>National</b>	<b>921</b>	<b>549</b>	<b>37.3%</b>	<b>1,470</b>	<b>100.0%</b>

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

<b>Central</b>	35	22	38.6%	57
<b>Copperbelt</b>	31	40	56.3%	71
<b>Eastern</b>	35	15	30.0%	50
<b>Luapula</b>	24	14	36.8%	38
<b>Lusaka</b>	26	33	55.9%	59
<b>N. Western</b>	25	10	28.6%	35
<b>Northern</b>	78	26	25.0%	104
<b>Southern</b>	24	207	89.6%	231
<b>Western</b>	30	15	33.3%	45
<b>National</b>	<b>308</b>	<b>382</b>	<b>55.4%</b>	<b>690</b>

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

<b>Central</b>	8	2	20.0%	10
<b>Copperbelt</b>	11	18	62.1%	29
<b>Eastern</b>	8	2	20.0%	10
<b>Luapula</b>	2	1	33.3%	3
<b>Lusaka</b>	12	3	20.0%	15
<b>N. Western</b>	2	1	33.3%	3
<b>Northern</b>	5	4	44.4%	9
<b>Southern</b>	8	5	38.5%	13
<b>Western</b>	3	0	0.0%	3
<b>National</b>	<b>59</b>	<b>36</b>	<b>37.9%</b>	<b>95</b>

## Ratios

Ratios are used to make comparisons between two or more things. Although the pupil/teacher ratio may be considered under the categories of internal efficiency indicators, in this bulletin it is regarded more appropriately as an indicator of quality. Generally MOE still experiences a shortage of teachers especially in the rural parts of the country as most teachers tend to shun these areas due to poor or inadequate social amenities such as lack of proper accommodation and poor incentives to teachers serving in such areas among many other reasons. This is besides the fact that the MoE has targeted the rural areas regarding teacher deployment.

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

**Table 68. Pupil/Teacher Ratio by Grade Group and Province**

Central	62.2	36.8	49.2	47.2	0.0	0.0
Copperbelt	54.9	37.3	45.5	44.1	0.0	0.0
Eastern	79.8	41.0	60.3	57.4	0.0	0.0
Luapula	78.4	41.1	60.1	57.2	0.0	0.0
Lusaka	51.0	39.0	44.5	43.1	0.0	0.0
N. Western	66.5	35.6	51.1	48.4	0.0	0.0
Northern	73.8	36.7	55.0	53.1	0.0	0.0
Southern	55.7	33.6	44.2	42.3	0.0	0.0
Western	63.5	31.5	47.2	44.8	0.0	0.0
<b>National</b>	<b>63.5</b>	<b>36.9</b>	<b>0.0</b>	<b>0.0</b>	<b>47.6</b>	<b>21.7</b>

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

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

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

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

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

Note: Does not include OPEN Students

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

Central	1.6
Copperbelt	1.9
Eastern	2.3
Luapula	1.1
Lusaka	2.3
N. Western	1.4
Northern	2.0
Southern	2.4
Western	2.2
<b>National</b>	<b>2.1</b>

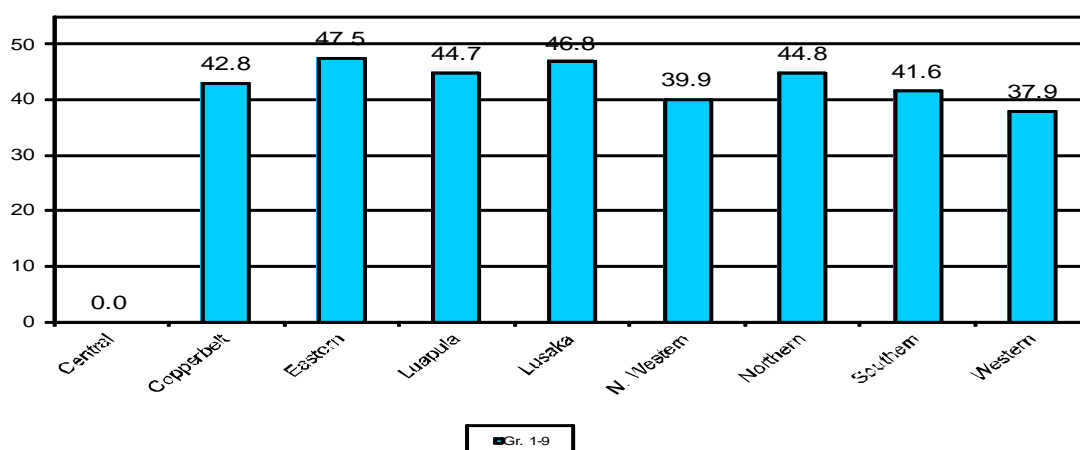
*Note: Does not include OPEN Students*

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

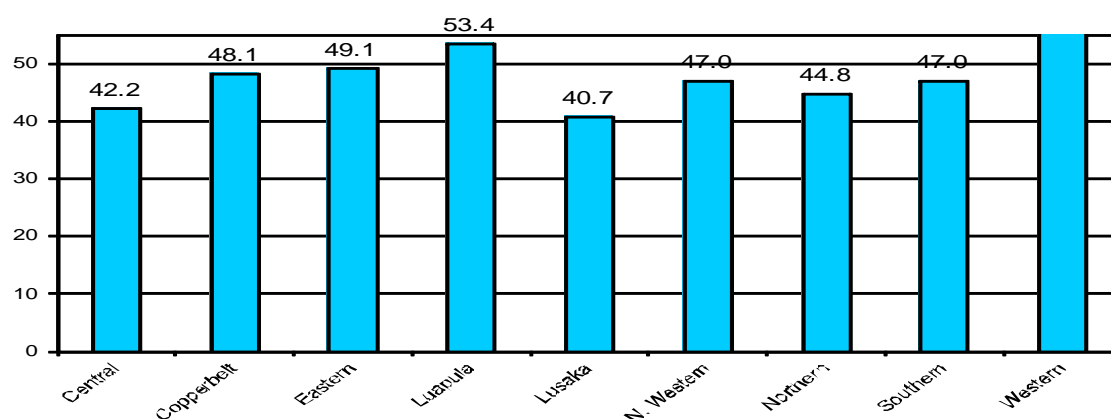
From tables 69 and 70, the BPR for both basic and secondary schools is roughly 2, implying each pupil has 2 books to him/herself. Thus, it is very evident that there are very few books in schools and this may explain the lack of reading culture in the country as books have to be shared among the pupils.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

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

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



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



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

	Gr. 1-4	Gr. 5-7	Gr. 1-7	Gr. 8-9	Gr. 1-9	Gr. 10-12
Central	#REF!	#REF!	50.6	50.6	0.0	42.2
Copperbelt	#REF!	#REF!	51.7	51.7	42.8	48.1
Eastern	#REF!	#REF!	48.4	48.4	47.5	49.1
Luapula	#REF!	#REF!	42.9	42.9	44.7	53.4
Lusaka	0.0	0.0	55.1	55.1	46.8	40.7
N. Western	39.8	34.3	43.8	43.8	39.9	47.0
Northern	35.6	37.0	47.3	47.3	44.8	44.8
Southern	34.5	29.1	41.8	41.8	41.6	47.0
Western	34.6	28.7	38.6	38.6	37.9	57.2
<b>National</b>	<b>37.6</b>	<b>38.2</b>	<b>37.8</b>	<b>47.6</b>	<b>43.5</b>	<b>46.7</b>

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

The desired government goal is to have a PCR of 40 at grades 8-9. In 2010, the national average was 38. 2,with Luapula and Central provinces having the highest number of pupils in a class. There are more pupils in grades 10-12 (standing at 46.7) despite the government’s goal of having 35 in each class. This may be due to the fact that government had for the last 10 years concentrated on improving access at basic school level. Large classes reduce the teacher’s attention on the individual pupils. The government has put in efforts to redress this situation as evidenced by the planned construction of 100 high schools by 2013. There is need to increase the number of classes especially in Luapula and Western provinces at grades 10-12 level.

## Examination Pass Rate

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

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

## Examination Pass Rate

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

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

\* Examination Pass Rates relate to the number of certificates issued

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

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

\* Examination Pass Rates relate to the number of certificates issued



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

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

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

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

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

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

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

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

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

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

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

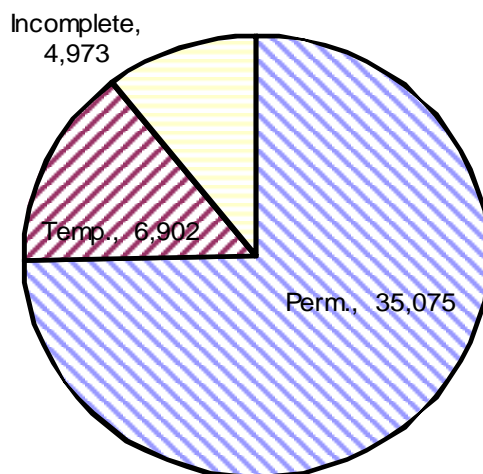
### School Infrastructure

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

### Classrooms

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

**Figure 27. Classrooms in Basic Schools by Type**



**Table 75. Classrooms in Basic Schools by Status and Province**

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch.
Central	3,772	820	17.9%	4,592	10.9%	814 27.5%
Copperbelt	5,910	428	6.8%	6,338	15.1%	362 12.8%
Eastern	4,091	859	17.4%	4,950	11.8%	732 22.6%
Luapula	2,507	351	12.3%	2,858	6.8%	360 12.8%
Lusaka	4,940	203	3.9%	5,143	12.3%	207 27.2%
N. Western	1,999	613	23.5%	2,612	6.2%	412 25.6%
Northern	4,233	1,494	26.1%	5,727	13.6%	912 25.9%
Southern	5,331	809	13.2%	6,140	14.6%	718 19.3%
Western	2,292	1,325	36.6%	3,617	8.6%	456 17.8%
<b>National</b>	<b>35,075</b>	<b>6,902</b>	<b>16.4%</b>	<b>41,977</b>	<b>100.0%</b>	<b>4,973 21.0%</b>

**Table 76. Classrooms in Secondary Schools by Status and Province**

	Perm.	Temp.	% (Temp)	Total	% of Tot. Incomplete	% Ch.
Central	871	24	2.7%	895	11.4%	70 31.4%
Copperbelt	1,851	22	1.2%	1,873	23.9%	37 4.1%
Eastern	614	13	2.1%	627	8.0%	24 3.0%
Luapula	437	29	6.2%	466	5.9%	18 -20.7%
Lusaka	1,403	12	0.8%	1,415	18.1%	37 -15.1%
N. Western	479	11	2.2%	490	6.3%	56 22.5%
Northern	621	15	2.4%	636	8.1%	37 30.3%
Southern	1,051	18	1.7%	1,069	13.6%	73 10.8%
Western	350	16	4.4%	366	4.7%	15 27.1%
<b>National</b>	<b>7,677</b>	<b>160</b>	<b>2.0%</b>	<b>7,837</b>	<b>100.0%</b>	<b>367 4.7%</b>

**Staff Housing****Figure 28. Staff Houses in Basic Schools by Type**

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

Central	1,788	0	0.0%	1,788	11.9%	0 -30.5%
Copperbelt	1,221	0	0.0%	1,221	8.1%	0 -21.1%
Eastern	2,400	0	0.0%	2,400	16.0%	0 -28.0%
Luapula	1,118	0	0.0%	1,118	7.4%	0 -26.5%
Lusaka	1,204	0	0.0%	1,204	8.0%	0 -3.6%
N. Western	1,226	0	0.0%	1,226	8.2%	0 -46.2%
Northern	1,961	0	0.0%	1,961	13.0%	0 -48.8%
Southern	2,789	0	0.0%	2,789	18.6%	0 -14.4%
Western	1,328	0	0.0%	1,328	8.8%	0 -60.0%
<b>National</b>	<b>15,035</b>	<b>0</b>	<b>0.0%</b>	<b>15,035</b>	<b>100.0%</b>	<b>0 -34.4%</b>

**Figure 29. Staff Houses in Secondary Schools by Type**

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

**Staff Houses in Schools Classified as Secondary School by Type and Province**

	<b>Perm.</b>	<b>Temp.</b>	<b>% (Temp)</b>	<b>Total</b>	<b>% of Tot. Incomplete</b>	<b>% Ch.</b>
<b>Central</b>	Staff Houses	1,263	100.0%	1,263	10.5%	0 60.9%
<b>Copperbelt</b>	Staff Houses	1,235	100.0%	1,235	10.3%	0 126.6%
<b>Eastern</b>	Staff Houses	2,219	100.0%	2,219	18.5%	0 183.0%

**Laboratories and Libraries****Table 79. Laboratories in Basic Schools by Type and Province**

<b>Southern</b>	1,045	35	3.2%	1,080	9.0%	0	-9.8%
<b>Western</b>	487	12	2.4%	499	4.2%	0	3.5%
<b>National</b>	<b>2,828</b>	<b>9,182</b>	<b>76.5%</b>	<b>12,010</b>	<b>100.0%</b>	<b>0</b>	<b>92.4%</b>

**Laboratories in Schools Classified as Basic School by Type and Province**

	<b>Perm.</b>	<b>Temp.</b>	<b>% (Temp)</b>	<b>Total</b>	<b>% of Tot. Incomplete</b>	<b>% Ch.</b>
<b>Central</b>	614	1	0.2%	615	17.5%	0 5490.9%
<b>Copperbelt</b>	503	43	7.9%	546	15.5%	0 1061.7%
<b>Eastern</b>	701	11	1.5%	712	20.2%	0 4350.0%

**Table 80. Laboratories in Secondary Schools by Type and Province**

<b>Northern</b>	9	4	30.8%	13	0.4%	0	8.3%
<b>Southern</b>	66	1	1.5%	67	1.9%	0	509.1%
<b>Western</b>	2	1	33.3%	3	0.1%	0	0.0%
<b>National</b>	<b>3,405</b>	<b>117</b>	<b>3.3%</b>	<b>3,522</b>	<b>100.0%</b>	<b>0</b>	<b>3995.3%</b>

**Laboratories in Schools Classified as Secondary School by Type and Province**

	<b>Perm.</b>	<b>Temp.</b>	<b>% (Temp)</b>	<b>Total</b>	<b>% of Tot. Incomplete</b>	<b>% Ch.</b>
<b>Central</b>	3	2	40.0%	5	1.0%	0 -93.2%
<b>Copperbelt</b>	32	15	31.9%	47	9.1%	0 -72.5%
<b>Eastern</b>	15	2	11.8%	17	3.3%	0 -80.2%

**Table 81. Libraries in Basic Schools by Type and Province**

<b>Southern</b>	123	4	3.1%	127	24.5%	0	12.4%
<b>Western</b>	43	0	0.0%	43	8.3%	0	-12.2%
<b>National</b>	<b>476</b>	<b>43</b>	<b>8.3%</b>	<b>519</b>	<b>100.0%</b>	<b>0</b>	<b>-33.0%</b>

**Libraries in Schools Classified as Basic School by Type and Province**

	<b>Perm.</b>	<b>Temp.</b>	<b>% (Temp)</b>	<b>Total</b>	<b>% of Tot. Incomplete</b>	<b>% Ch.</b>
<b>Central</b>	29	12	29.3%	41	9.2%	17 2.5%
<b>Copperbelt</b>	88	3	3.3%	91	20.5%	5 -20.9%
<b>Eastern</b>	30	5	14.3%	35	7.9%	4 20.7%

**Table 82. Libraries in Secondary Schools by Type and Province**

<b>Southern</b>	47	0	0.0%	47	10.6%	8	-37.3%
<b>Western</b>	18	10	35.7%	28	6.3%	7	3.7%
<b>National</b>	<b>398</b>	<b>46</b>	<b>10.4%</b>	<b>444</b>	<b>100.0%</b>	<b>67</b>	<b>-10.8%</b>

**Libraries in Schools Classified as Secondary School by Type and Province**

	<b>Perm.</b>	<b>Temp.</b>	<b>% (Temp)</b>	<b>Total</b>	<b>% of Tot. Incomplete</b>	<b>% Ch.</b>
<b>Central</b>	27	8	22.9%	35	10.3%	20.7%
<b>Copperbelt</b>	60	9	13.0%	69	20.3%	15.0%
<b>Eastern</b>	24	5	17.2%	29	8.5%	38.1%

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

	<b>Perm.</b>	<b>Temp.</b>	<b>% (Temp)</b>	<b>Total</b>	<b>% of Tot. Incomplete</b>
<b>Central</b>	27	27	50.0%	54	13.8%
<b>Copperbelt</b>	71	3	4.1%	74	18.9%
<b>Eastern</b>	10	21	67.7%	31	7.9%

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

<b>Southern</b>	21	2	8.7%	23	5.9%	0
<b>Western</b>	16	5	23.8%	21	5.4%	0
<b>National</b>	<b>321</b>	<b>71</b>	<b>18.1%</b>	<b>392</b>	<b>100.0%</b>	<b>12</b>

**Classrooms in Special Education Schools Classified as Secondary School by Type and Province**

	<b>Perm.</b>	<b>Temp.</b>	<b>% (Temp)</b>	<b>Total</b>	<b>% of Tot. Incomplete</b>
<b>Central</b>	5	2	28.6%	7	2.6%
<b>Copperbelt</b>	59	2	3.3%	61	22.6%
<b>Eastern</b>	63	0	0.0%	63	23.3%

## Dormitories

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

<b>Southern</b>	70	5	6.7%	75	27.8%	0
<b>Western</b>	8	0	0.0%	8	3.0%	0
<b>National</b>	<b>260</b>	<b>10</b>	<b>3.7%</b>	<b>270</b>	<b>100.0%</b>	<b>7</b>

### Dormitories in Basic Schools by Gender, Status and Province

	Male			Female			% (Temp)	Total	% of Tot.
	Perm.	Temp.	Incomplete	Perm.	Temp.	Incomplete			
<b>Central</b>	23	29	3	22	32	3	57.5%	106	27.0%
<b>Copperbelt</b>	44	3	0	39	4	3	7.8%	90	23.0%
<b>Eastern</b>	10	52	9	8	44	3	84.2%	114	29.1%

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

<b>Southern</b>	21	12	3	19	10	1	35.5%	62	15.8%
<b>Western</b>	4	15	0	4	11	0	76.5%	34	8.7%
<b>National</b>	<b>193</b>	<b>177</b>	<b>22</b>	<b>187</b>	<b>162</b>	<b>15</b>	<b>24.6%</b>	<b>719</b>	<b>100.0%</b>

### Dormitories in Secondary Schools by Gender, Status and Province

	Male			Female			% (Temp)	Total	% of Tot.
	Perm.	Temp.	Incomplete	Perm.	Temp.	Incomplete			
<b>Central</b>	62	16	8	86	9	6	14.5%	173	9.9%
<b>Copperbelt</b>	84	3	1	84	5	0	4.5%	176	10.1%
<b>Eastern</b>	106	14	6	99	21	6	14.6%	240	13.8%



## Equity

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

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

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

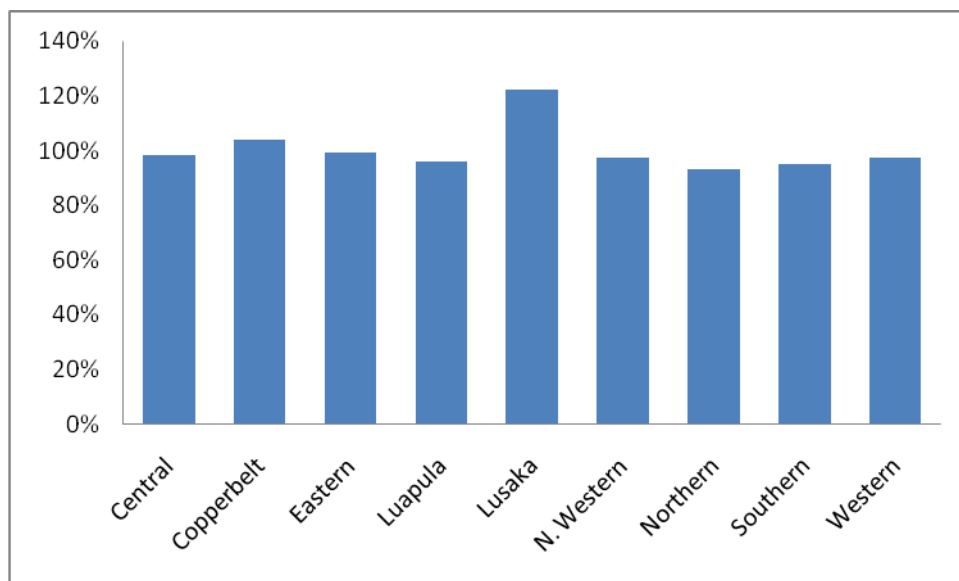
### **GENDER PARITY INDEX (GPI)**

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

### **Gender Parity Index at Grades 1-7**

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

**Figure 29. Gender Parity Rate for Grades 1-7**



**Gender Parity**

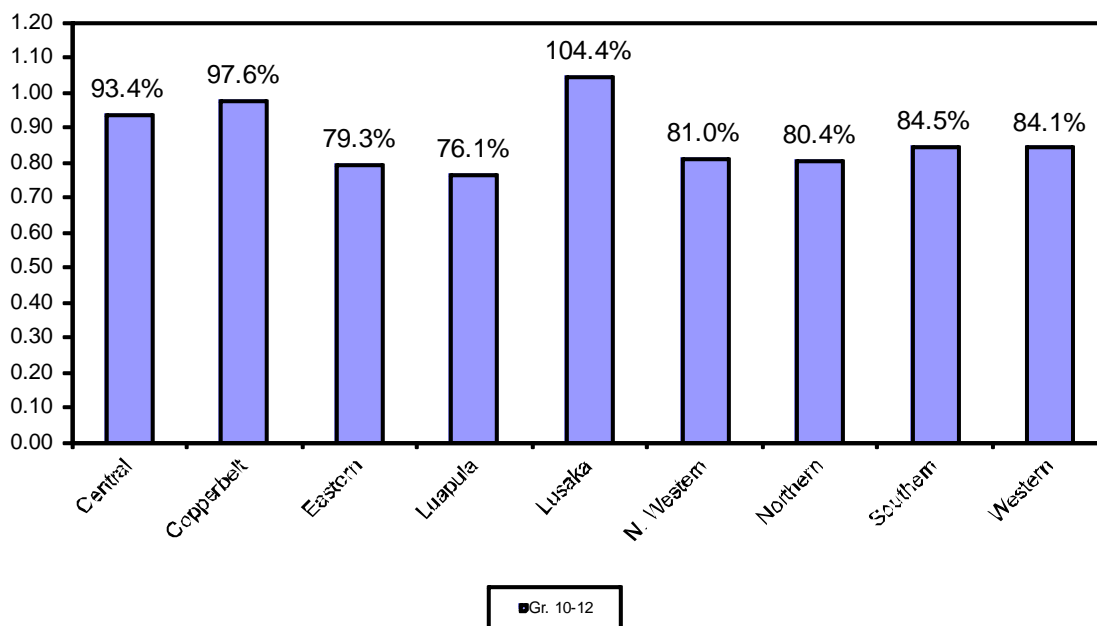
**Figure 30. Gender Parity Index for Grades 1-9**

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**Gender Parity Index Grades 1-9**

The national Gender Parity Index at Grades 1-9 was 99 percent in 2010 compared to 97 percent in 2009 with Lusaka province achieving the highest GPI of 131.8 percent. It must be noted that only Lusaka (131.8%) and Copperbelt (99 %) reached the desired gender parity level while the rest were below the desired 97 and above percent point. Northern Province recorded the lowest GPI (85 %) at this level and it was also the lowest at the grade 1-7 level. From the data it can be deduced that the three provinces (Northern, Luapula and Eastern) have continued performing below acceptable level for the two consecutive years. This calls for more efforts in the implementation of programmes and interventions promoting the participation of the girl child. Surprisingly, though Luapula and Eastern provinces have benefitted from the programme of *‘sensitisation of traditional leaders and communities on the importance of girls education’*, there has not been corresponding results in the participation of girls in the two provinces.

**Figure 31. Gender Parity Index for Grades 10-12**



### Gender Parity Index at Grades 10-12

At national level, the GPI was 86.4 percent in 2010 compared to 87 percent in 2009 while at provincial level, Lusaka recorded the highest GPI (104 %) followed by Copperbelt with 99 percent and Central with 93 percent. The performance of the rest of the provinces ranged from 76 percent in Luapula to 84.5 percent in Southern Province. The low Gender Parity Index recorded in the seven provinces is an indication that the participation of girls at high school level is very low. Generally, the low performing provinces were predominantly rural with rooted traditional and cultural beliefs working against girls. The issue of cost of education at this level could also be a factor for some groups of learners failing to access education. There have also been reports of girls especially those who cannot afford boarding fees resorting to renting quarters in the surrounding compounds thereby making them vulnerable to all sorts of vices and abuse. The construction of more high schools in the country should, however, serve to improve opportunities for girls to access high education. The table below gives information on the gender parity index at grades 10-12 level.

**Table 87. Gender Parity Index by Grade Grouping and Province**

<b>National</b>	<b>291</b>	<b>49</b>	<b>14.4%</b>	<b>340</b>	<b>100%</b>	<b>36</b>
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## EDUCATION EQUITY

### Gender Parity Rate by Grade Groups and Province

	<b>Gr. 1-4</b>	<b>Gr. 5-7</b>	<b>Gr. 1-7</b>	<b>Gr. 1-9</b>	<b>Gr. 8-9</b>	<b>Gr. 10-12</b>
<b>Central</b>	100.6%	94.3%	98.1%	94.0%	97.4%	93.4%
<b>Copperbelt</b>	107.0%	100.5%	104.1%	99.5%	102.8%	97.6%
<b>Eastern</b>	102.3%	93.5%	99.2%	89.9%	97.1%	79.3%

**Table 88. Gender Parity Index by Grade Groups and Agency**

<b>Southern</b>	98.4%	90.3%	95.1%	88.6%	93.6%	84.5%
<b>Western</b>	99.7%	92.6%	97.2%	90.1%	95.6%	84.1%
<b>National</b>	<b>101.0%</b>	<b>99.4%</b>	<b>100.4%</b>	<b>98.9%</b>	<b>89.5%</b>	<b>86.4%</b>

### Gender Parity Index by Grade Groups and Agency

## ORPHANS IN SCHOOL

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

### Orphans at Grades 1-7

The 2010 period recorded a total of 541,986 orphans accessing education at the basic school level representing 18 percent of the school population and 49.5 percent female learners. At the provincial level, Copperbelt and Lusaka provinces recorded the highest with 87,067 and 85,042 learners respectively while Northwestern recorded the lowest number of orphans in school with 29,284 learners. There was also an increase of 26 percent in the number of orphans with Central and Eastern provinces recording the lowest reduction. The high number of orphans in Lusaka and Copperbelt provinces could be attributed to high population densities as well as higher enrolments while the low number of orphans in Northwestern could be due to the low HIV/AIDS prevalence in the province.

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

17	5,059	3.9%	95,975	35.5%	101,034	34.7%
18	Male OOS	%M OOS	70,665	27.0%	70,665	25.0%
<b>Total</b>	<b>15,900</b>	<b>0.8%</b>	<b>280,421</b>	<b>14.6%</b>	<b>296,321</b>	<b>7.7%</b>

**Orphans in Grades 1 - 7 by Gender and Province**

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	0	0	#DIV/0!	0	0.0%	-100.0%
Copperbelt	42,657	44,410	51.0%	87,067	21.0%	23.2%
Eastern	28,053	26,637	48.7%	54,690	14.5%	-8.3%

**Orphans at Grades 1-9**

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

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

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

Western	22,213	20,992	48.6%	43,205	19.9%	-3.0%
<b>Total</b>	<b>241,161</b>	<b>237,212</b>	<b>49.6%</b>	<b>478,373</b>	<b>15.8%</b>	<b>11.3%</b>

**Orphans in Grades 1 - 9 by Gender and Province**

	Male	Female	% (F)	Total	% of Enr.	% Ch.
Central	38,688	37,426	49.2%	76,114	17.3%	-6.7%
Copperbelt	51,785	53,539	50.8%	105,324	20.6%	-1.2%
Eastern	33,707	31,359	48.2%	65,066	15.5%	-5.8%

**Orphans at Grades 10-12**

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

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

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

<b>Southern</b>	40,091	37,506	48.3%	77,597	16.7%
<b>Western</b>	26,736	24,890	48.2%	51,626	21.1%
<b>Total</b>	<b>329,320</b>	<b>320,078</b>	<b>49.3%</b>	<b>649,398</b>	<b>18.7%</b>

**Orphans in Grades 10 - 12 by Gender and Province**

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Enr.</b>
<b>Central</b>	2,569	2,314	47.4%	4,883	17.4%
<b>Copperbelt</b>	6,447	6,232	49.2%	12,679	17.3%
<b>Eastern</b>	3,218	2,738	46.0%	5,956	25.6%

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

<b>Northern</b>	3,341	2,792	45.5%
<b>Southern</b>	4,257	3,554	45.5%
<b>Western</b>	2,532	2,298	47.6%
<b>Total</b>	<b>32,964</b>	<b>28,847</b>	<b>46.7%</b>

**Percentage of Orphans in Grades 1 - 7 by Gender and Provin**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Central</b>	661400.0%	689800.0%	18.1%
<b>Copperbelt</b>	300300.0%	218900.0%	19.0%
<b>Eastern</b>	209600.0%	188400.0%	15.2%

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

<b>Western</b>	21.1%	20.5%	20.8%
<b>National</b>	<b>18.0%</b>	<b>17.6%</b>	<b>17.8%</b>

#### Percentage of Orphans in Grades 1 - 9 by Gender and Provin

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Central</b>	18.6%	18.6%	18.6%
<b>Copperbelt</b>	18.8%	18.8%	18.8%
<b>Eastern</b>	16.3%	16.0%	16.3%

#### Conclusion:

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

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

<b>Northern</b>	16.2%	16.1%	16.2%
<b>Southern</b>	16.8%	16.8%	16.8%
<b>Western</b>	22.0%	21.7%	22.0%
<b>National</b>	<b>18.7%</b>	<b>18.3%</b>	<b>18.5%</b>

#### Percentage of Orphans in Grades 10 - 12 by Gender and Provi

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Central</b>	16.6%	17.7%	17.1%
<b>Copperbelt</b>	17.3%	18.5%	17.8%
<b>Eastern</b>	22.6%	28.2%	24.9%

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

<b>Southern</b>	23.0%	22.1%	22.6%
<b>Western</b>	27.5%	29.0%	28.2%
<b>National</b>	<b>21.1%</b>	<b>22.6%</b>	<b>21.8%</b>

#### Enrolment of Orphans in Grades 1 - 9 by Agency

#### CSEN at Grades 10-12

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

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

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

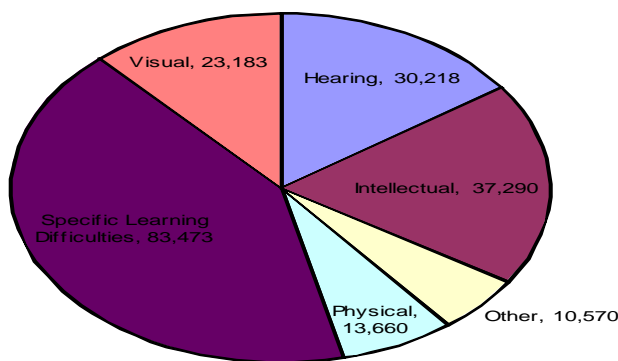
<b>Community</b>	546,719	128,220	23.5
<b>Total</b>	<b>3,478,898</b>	<b>629,059</b>	<b>18.1</b>

*Note: GRZ includes OPEN pupils and IRI Centres*

**Enrolment of Orphans in Grades 10 - 12 by Agency**

**Children with Special Educational Needs (CSEN)**

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



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



<b>Northern</b>	0.91%	1.19%	1.02%
<b>Southern</b>	1.17%	4.09%	2.53%
<b>Western</b>	1.30%	1.46%	1.38%
<b>Total</b>	<b>1.20%</b>	<b>1.90%</b>	<b>1.51%</b>

**CSEN Pupils in Grades 1 - 9 by Impairment and Gender**

	Male	Female	% (F)	Total	% of Tot.	% Ch.
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**Table 98. CSEN Pupils in Grades 10-12 by Impairment and Gender**

<b>Specific Learning</b>	41,762	41,711	50.0%	83,473	42.1%	7.3%
<b>Visual</b>	12,236	10,947	47.2%	23,183	11.7%	9.1%
<b>Total</b>	<b>102,071</b>	<b>96,323</b>	<b>48.6%</b>	<b>198,394</b>	<b>100.0%</b>	<b>-1.9%</b>

**CSEN Pupils in Grades 10 - 12 by Impairment and Gender**

	Male	Female	% (F)	Total	% of Tot.	% Ch.
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**Table 99. CSEN Pupils in Grades 1-9 Schools by Gender and Province**

<b>Private/Church</b>	16,590	3,569	21.5%
<b>Total</b>	<b>251,632</b>	<b>65,183</b>	<b>25.9%</b>

*Note: GRZ includes OPEN pupils and IRI Centres*

**CSEN in Grades 1-9 by Gender and Province**

	Male	Female	% (F)	Total	% of Enr.	% Ch.
<b>Central</b>	8,070	7,649	48.7%	15,719	3.6%	2.8%
<b>Copperbelt</b>	12,501	12,123	49.2%	24,624	4.8%	9.9%
<b>Eastern</b>	9,804	9,186	48.4%	18,990	4.5%	-41.7%

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

<b>Southern</b>	14,584	13,722	48.5%	28,306	6.1%	19.5%
<b>Western</b>	10,853	9,789	47.4%	20,642	8.4%	1.6%
<b>Total</b>	<b>102,071</b>	<b>96,323</b>	<b>48.6%</b>	<b>198,394</b>	<b>5.7%</b>	<b>-1.8%</b>

**CSEN in Grades 10-12 by Gender and Province**

	Male	Female	% (F)	Total	% of Enr.	% Ch.
<b>Central</b>	104	109	51.2%	213	0.76%	33.1%
<b>Copperbelt</b>	303	499	62.2%	802	1.09%	21.7%
<b>Eastern</b>	158	118	42.8%	276	1.19%	-30.3%

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

<b>Southern</b>	216	659	75.3%
<b>Western</b>	120	116	49.2%
<b>Total</b>	<b>1,880</b>	<b>2,417</b>	<b>56.2%</b>

**Percentage CSEN in Grades 1 - 9 by Gender and Province**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Central</b>	3.90%	3.79%	3.85%
<b>Copperbelt</b>	4.52%	4.26%	4.39%
<b>Eastern</b>	4.84%	4.68%	4.76%

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

<b>Southern</b>	6.13%	6.16%	6.14%
<b>Western</b>	9.04%	8.53%	8.79%
<b>Total</b>	<b>5.78%</b>	<b>5.52%</b>	<b>5.65%</b>

**Percentage CSEN in Grades 10 - 12 by Gender and Province**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Central</b>	0.67%	0.83%	0.75%
<b>Copperbelt</b>	0.81%	1.48%	1.13%
<b>Eastern</b>	1.11%	1.22%	1.15%

## Bursaries

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

<b>Physical</b>	202	217	51.8%	419	9.8%
<b>Specific Learning</b>	383	329	46.2%	712	16.6%
<b>Visual</b>	647	1,107	63.1%	1,754	40.8%
<b>Total</b>	<b>1,880</b>	<b>2,417</b>	<b>56.2%</b>	<b>4,297</b>	<b>100.0%</b>

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

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Enr.</b>
<b>Central</b>	1,477	1,551	51.2%	3,028	0.8%
<b>Copperbelt</b>	4,039	4,259	51.3%	8,298	2.0%
<b>Eastern</b>	1,784	1,766	49.7%	3,550	0.9%

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

<b>Southern</b>	3,136	3,198	50.5%	6,334	1.6%
<b>Western</b>	3,201	3,405	51.5%	6,606	3.0%
<b>Total</b>	<b>24,927</b>	<b>25,977</b>	<b>51.0%</b>	<b>50,904</b>	<b>1.7%</b>

**Number of Pupils Receiving Bursaries in Grades 1 - 9 by Gender and Province**

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Enr.</b>
<b>Central</b>	2,776	2,880	50.9%	5,656	1.3%
<b>Copperbelt</b>	7,214	7,431	50.7%	14,645	2.9%
<b>Eastern</b>	3,019	2,771	47.9%	5,790	1.4%

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

<b>Western</b>	4,930	5,598	53.2%	10,528	4.3%
<b>Total</b>	<b>42,818</b>	<b>45,113</b>	<b>51.3%</b>	<b>87,931</b>	<b>2.5%</b>

**Number of Pupils Receiving Bursaries in Grades 10 - 12 by Gender and Province**

	<b>Male</b>	<b>Female</b>	<b>% (F)</b>	<b>Total</b>	<b>% of Enr.</b>	<b>% Ch.</b>
<b>Central</b>	508	845	62.5%	1,353	4.8%	-35.9%
<b>Copperbelt</b>	2,141	2,104	49.6%	4,245	5.8%	-16.4%
<b>Eastern</b>	823	630	43.4%	1,453	6.2%	-37.0%

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

<b>Southern</b>	1,030	1,037	50.2%
<b>Western</b>	576	879	60.4%

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

	<b>Male</b>	<b>Female</b>	<b>Average</b>
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## Pregnancies and Re-admissions

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

	<b>Male</b>	<b>Female</b>	<b>Average</b>
<b>National</b>	<b>5.77%</b>	<b>7.33%</b>	<b>6.55%</b>

#### Pregnancies (prev. year) and re-admission in Grades 1-9 by Province

	<b>Preg.</b>	<b>% Enr.</b>	<b>Readm.</b>	<b>% Readm</b>	<b>% Ch. Pr.</b>	<b>% Ch. Re</b>
<b>Central</b>	1,459	0.7%	400	27.4%	-2.6%	23.8%
<b>Copperbelt</b>	1,073	0.4%	403	37.6%	-0.4%	24.0%
<b>Eastern</b>	1,744	0.9%	599	34.3%	-1.1%	58.9%

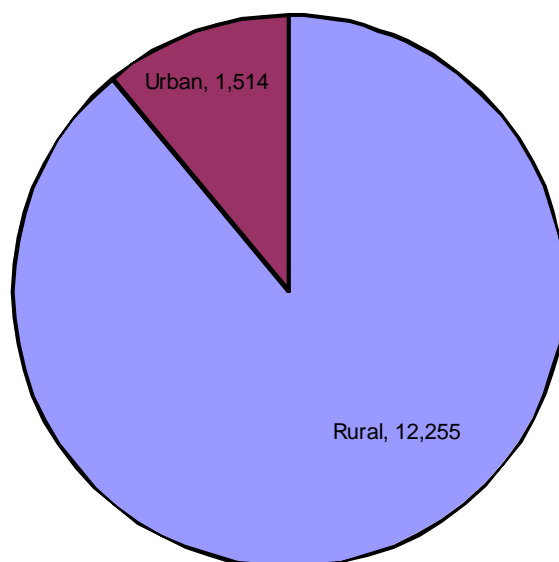
#### Table 109. Pregnancies (prev. year) and Readmissions in Grades 10-12 by Province

<b>Southern</b>	2,401	1.1%	752	31.3%	5.3%	34.5%
<b>Western</b>	1,504	1.3%	634	42.2%	-11.5%	28.6%
<b>National</b>	<b>13,769</b>	<b>0.9%</b>	<b>5,034</b>	<b>36.6%</b>	<b>1.0%</b>	<b>30.1%</b>

#### Pregnancies (prev. year) and re-admission in Grades 10-12 by Province

	<b>Preg.</b>	<b>% Enr.</b>	<b>Readm.</b>	<b>% Readm</b>	<b>% Ch. Pr.</b>	<b>% Ch. Re</b>
<b>Central</b>	175	1.3%	60	34.3%	-4.4%	-25.9%
<b>Copperbelt</b>	208	0.6%	176	84.6%	-0.5%	3.5%
<b>Eastern</b>	178	1.8%	84	47.2%	-1.1%	-23.6%

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



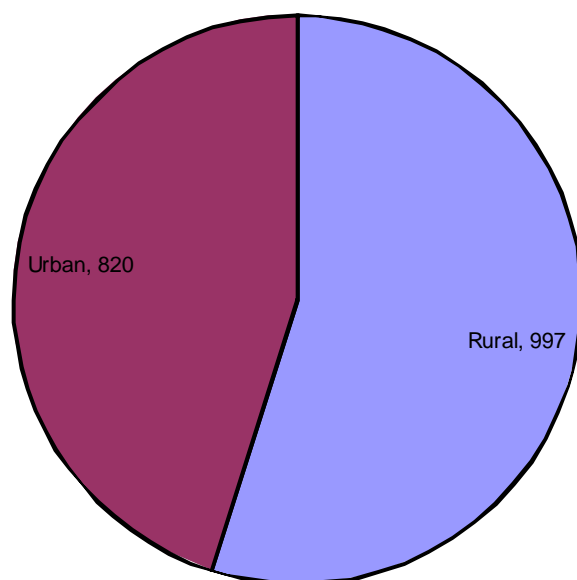
**Table 110. Pregnancies (prev. year) and Readmissions in Grades 1-9 by Urban/Rural and Province**

<b>Southern</b>	315	2.0%	132	41.9%	-14.2%	51.7%
<b>Western</b>	222	2.8%	130	58.6%	-9.8%	11.1%
<b>National</b>	<b>1,817</b>	<b>1.9%</b>	<b>1,033</b>	<b>56.9%</b>	<b>-2.5%</b>	<b>-4.5%</b>

**Pregnancies (prev. year) and re-admission in Grades 1 - 9 by Urban/Rural and Province**

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
<b>Central</b>	1,290	169	344	56	26.7%	33.1%
<b>Copperbelt</b>	611	462	239	164	39.1%	35.5%
<b>Eastern</b>	1,671	73	548	51	32.8%	69.9%

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



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

<b>Northern</b>	1,472	127	469	57	31.9%	44.9%
<b>Southern</b>	2,244	157	669	83	29.8%	52.9%
<b>Western</b>	1,444	60	590	44	40.9%	73.3%
<b>National</b>	<b>12,255</b>	<b>1,514</b>	<b>4,348</b>	<b>686</b>	<b>35.5%</b>	<b>45.3%</b>

**Pregnancies (prev. year) and re-admission in Grades 10 - 12 by Urban/Rural and Province**

	Preg.		Readm.		% Readm	
	Rural	Urban	Rural	Urban	Rural	Urban
<b>Central</b>	65	110	26	34	40.0%	30.9%
<b>Copperbelt</b>	37	171	39	137	105.4%	80.1%
<b>Eastern</b>	118	60	59	25	50.0%	41.7%

### Statistical Trends

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

### Access and Participation

Figure 35. Basic Schools by Agency and Year

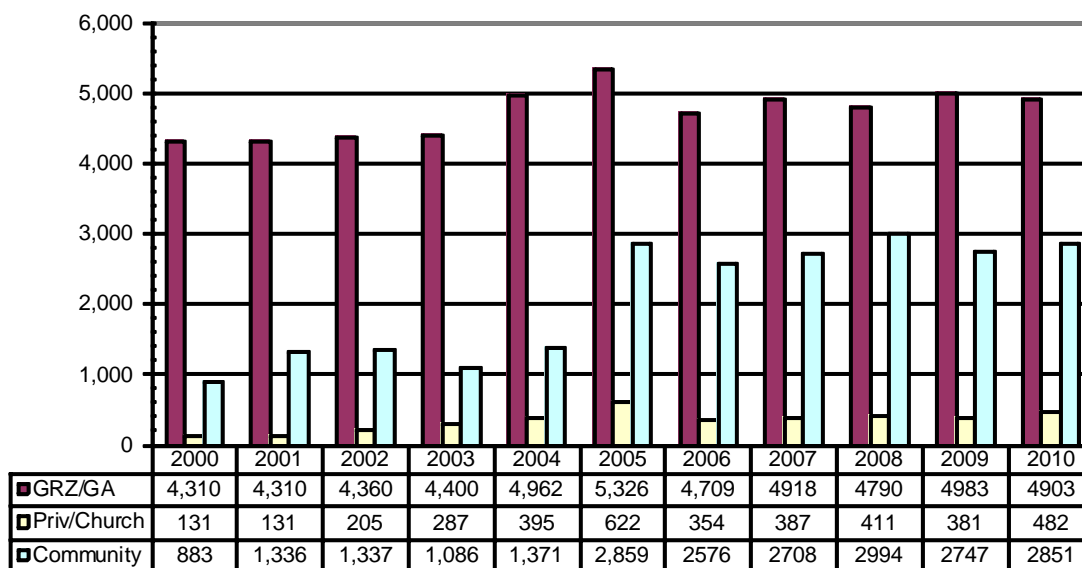
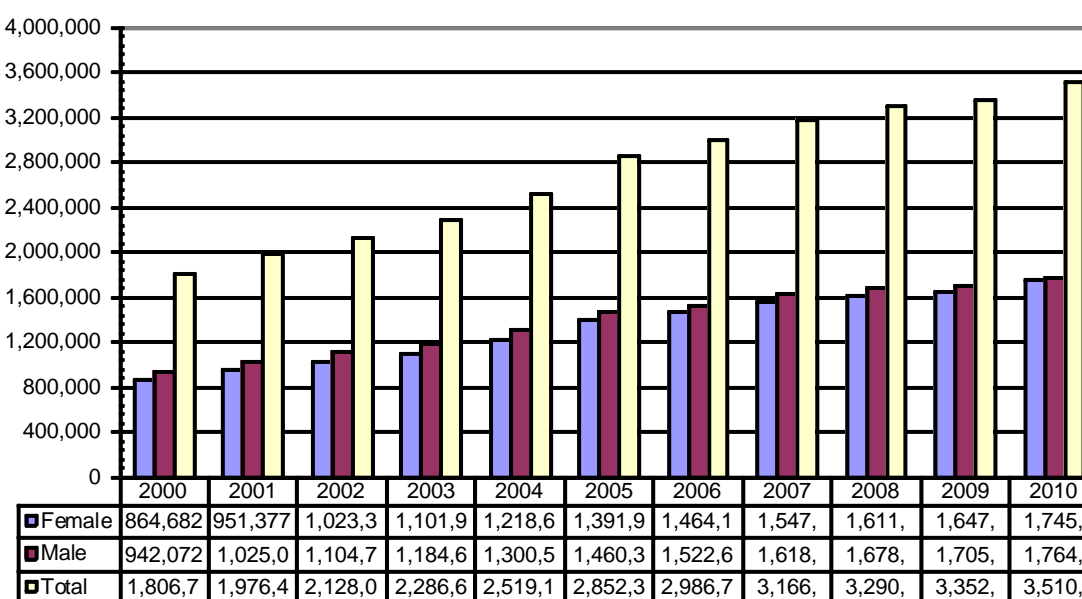
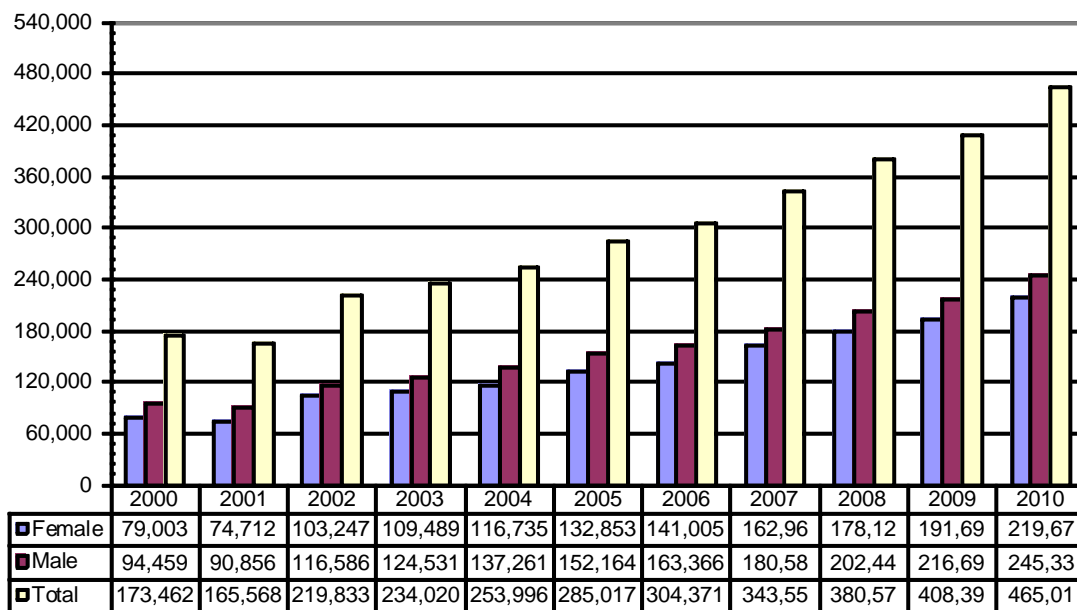


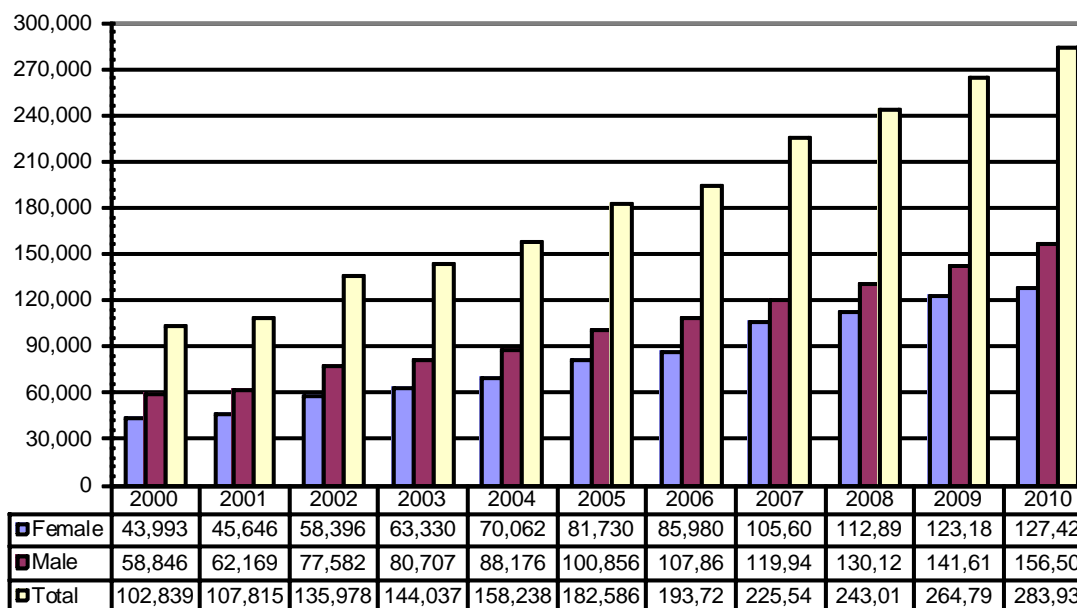
Figure 36. Enrolment in Basic Schools by Gender and Year



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

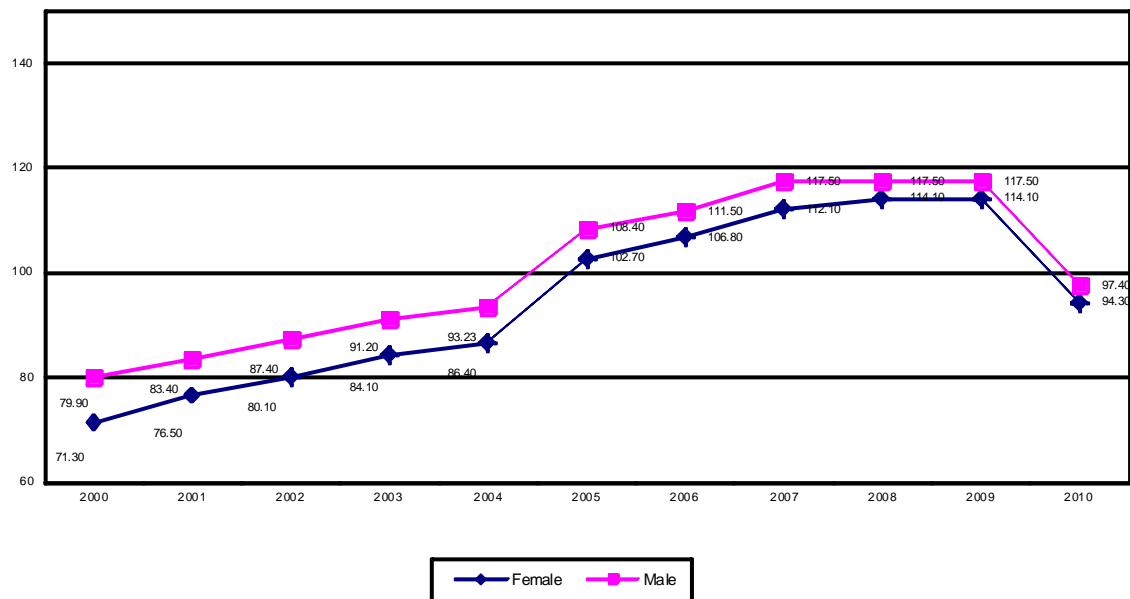


**Figure 38. Enrolment in Grades 10-12 by Gender and Year**

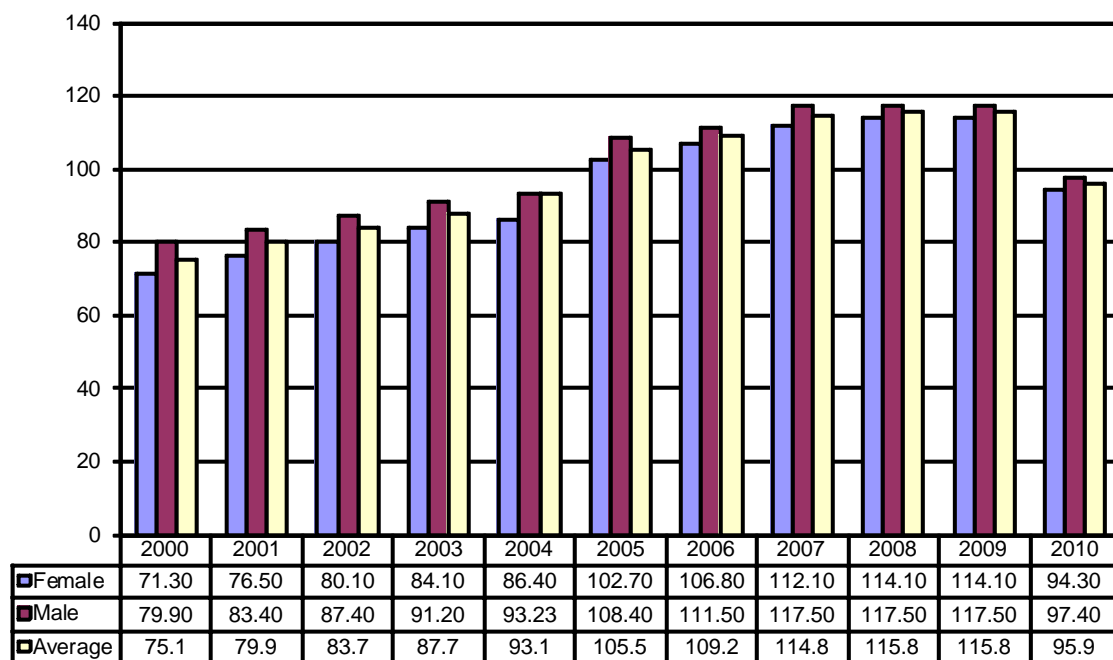




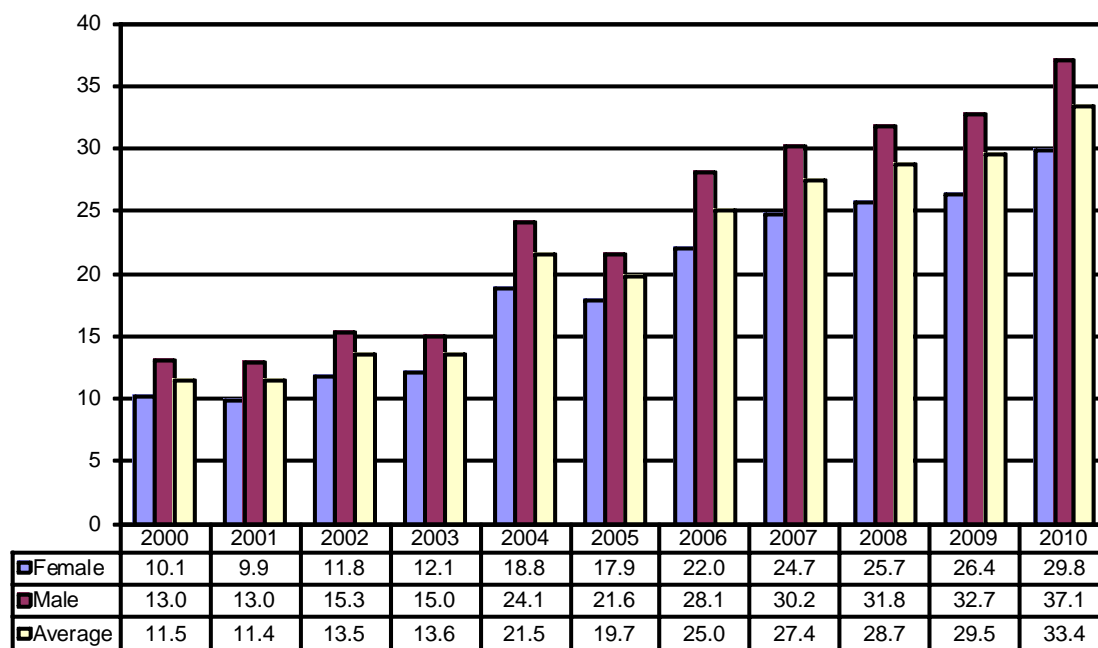
**Figure 39. Gross and Net Enrolment Ratios in Grades 1-9 by Year**



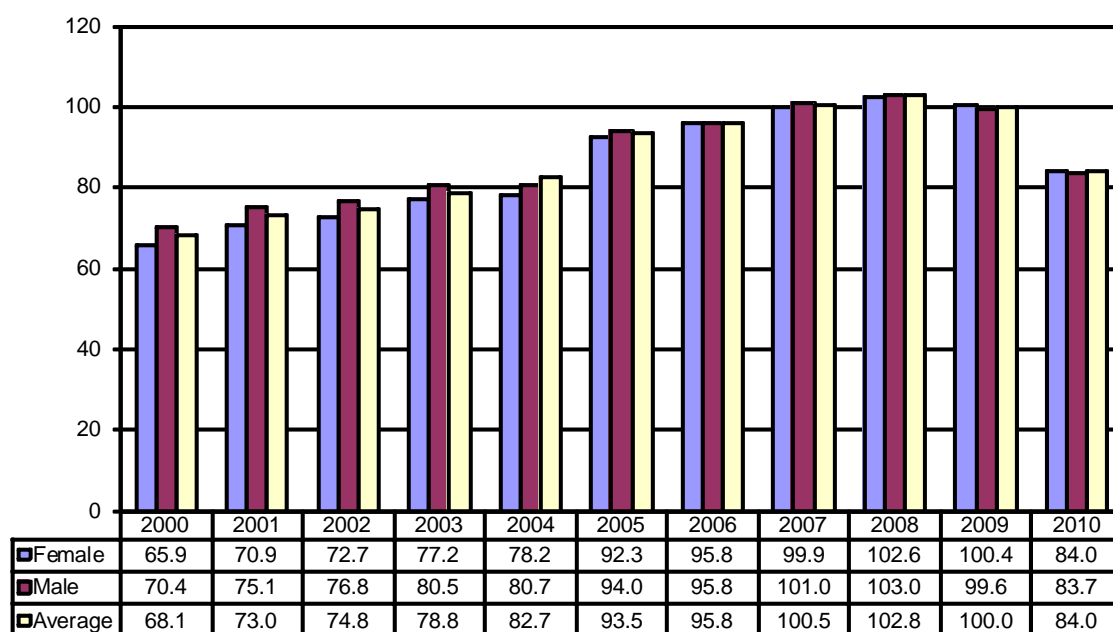
**Figure 40. Gross Enrolment Ratio in Basic Schools by Gender and Year**



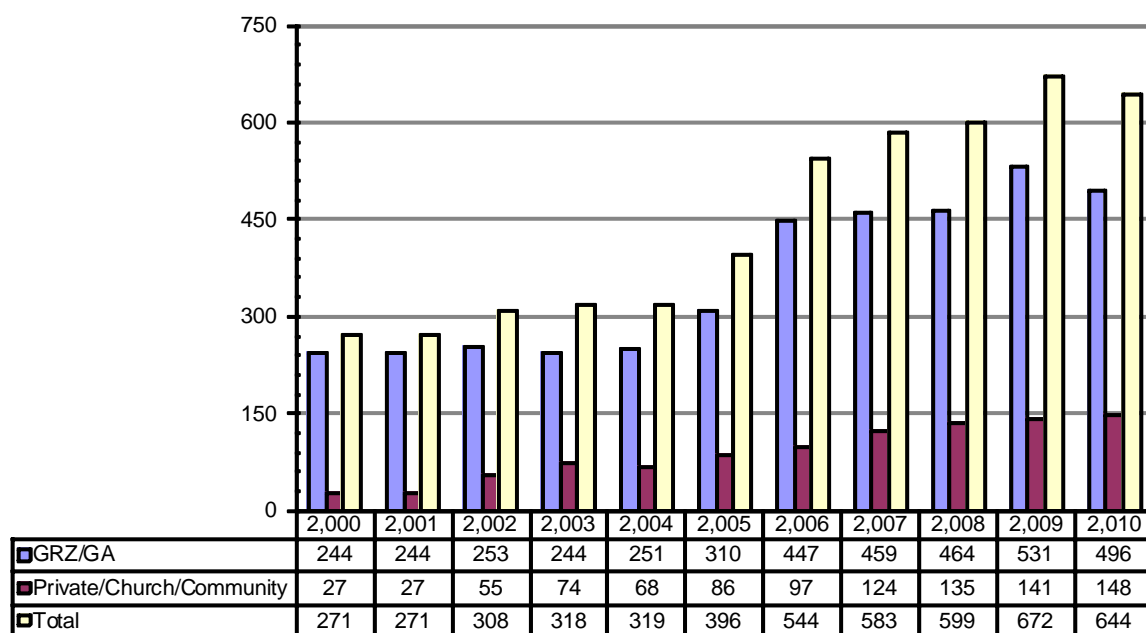
**Figure 41. Gross Enrolment Ratio in Grades 10-12 Schools by Gender by Year**



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

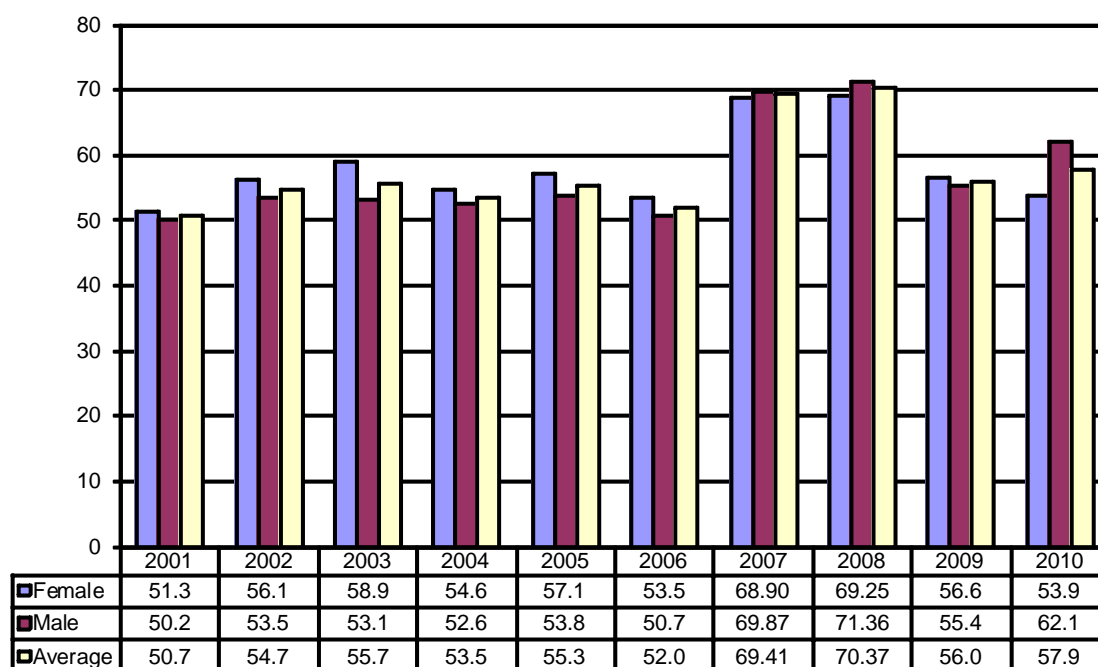


**Figure 43. Secondary Schools by Agency and Year**

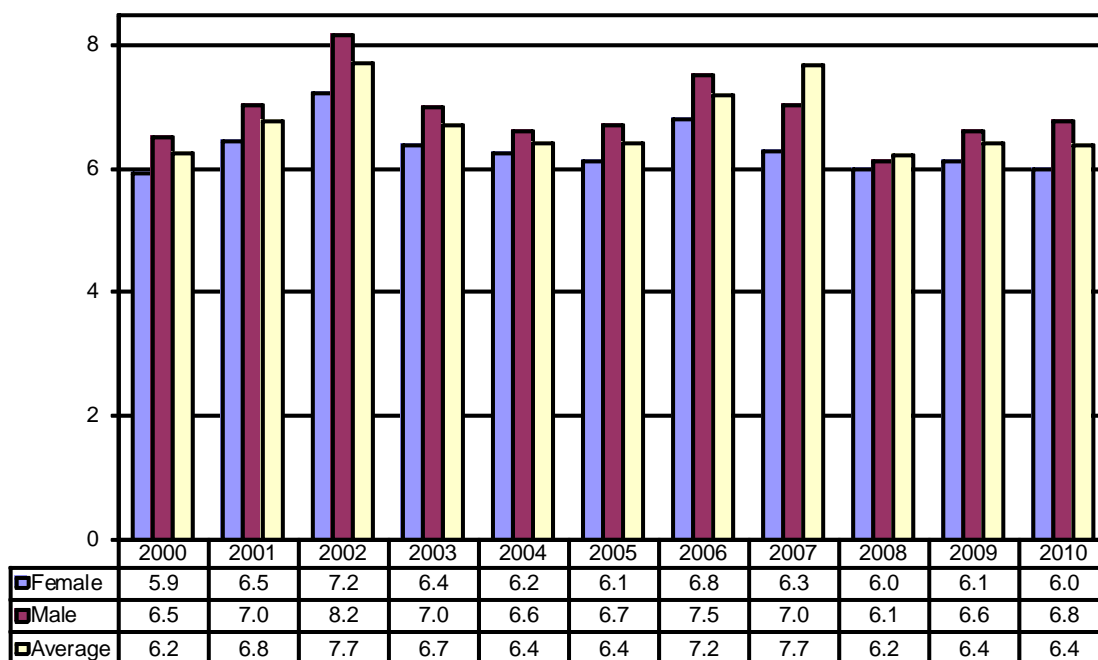


## Efficiency

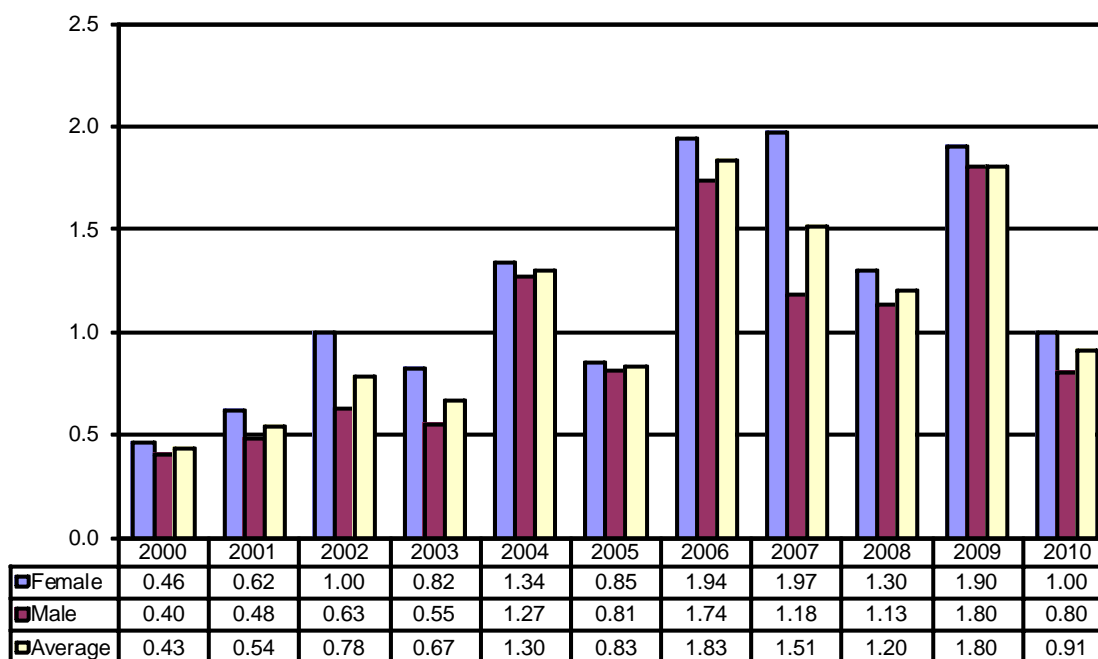
**Figure 44. Transition Rate for Grade 7-8 by Gender and Year**



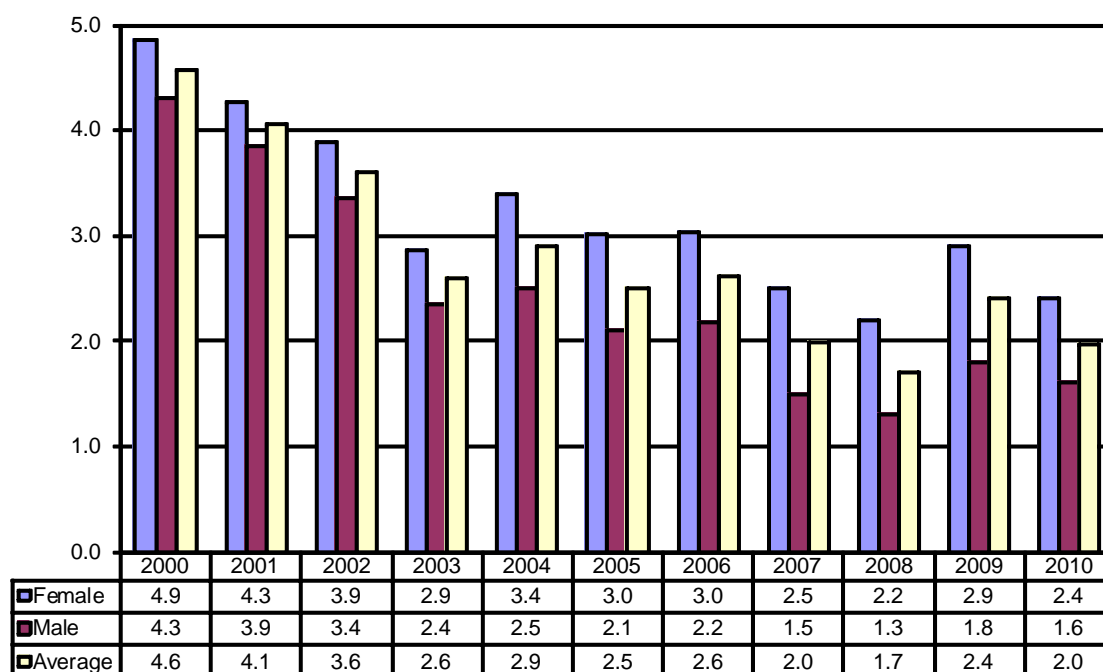
**Figure 45. Repetition Rate in Grades 1-9 by Gender and Year**



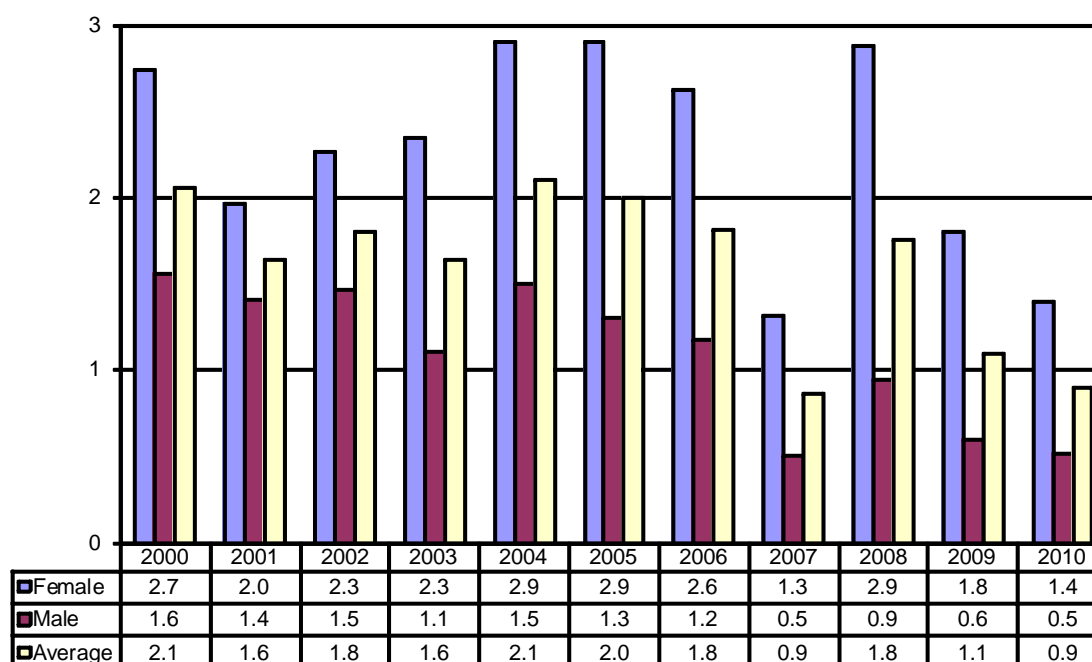
**Figure 46. Repetition Rate in Grades 10-12 by Gender and Year**



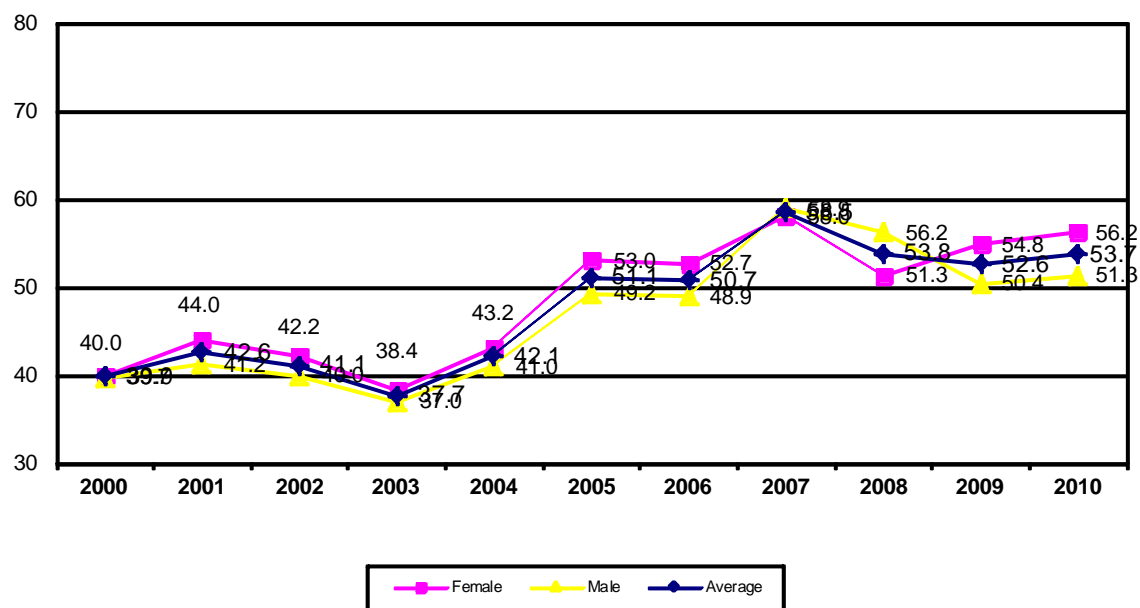
**Figure 47. Dropout Rate in Basic Schools by Gender and Year**



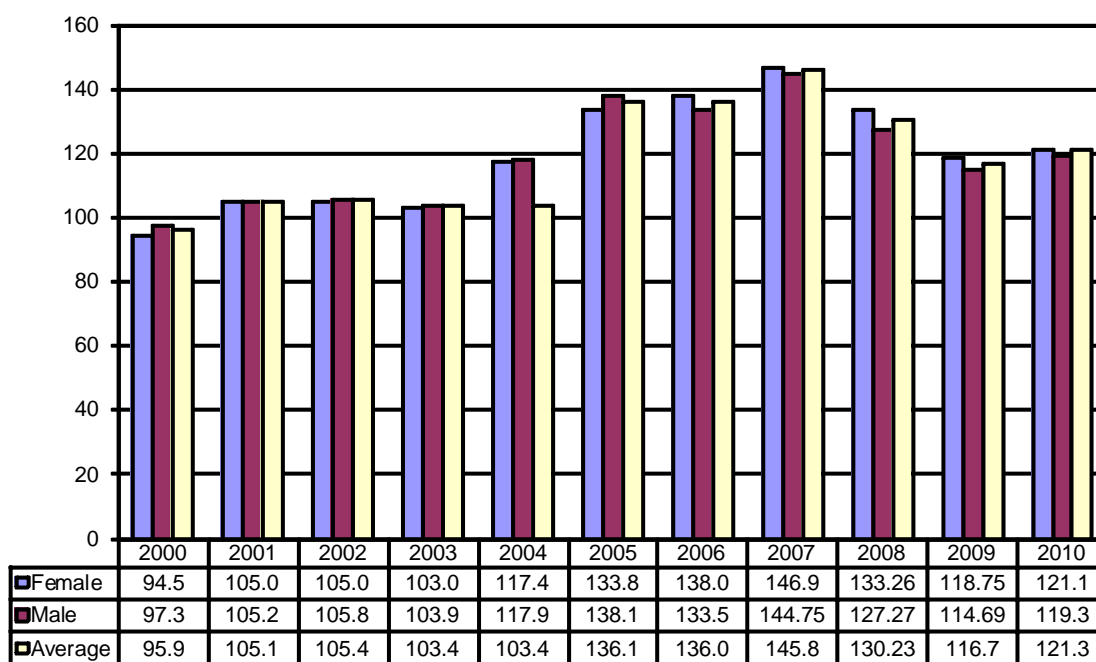
**Figure 48. Dropout Rate in Grades 10-12 by Gender and Year**



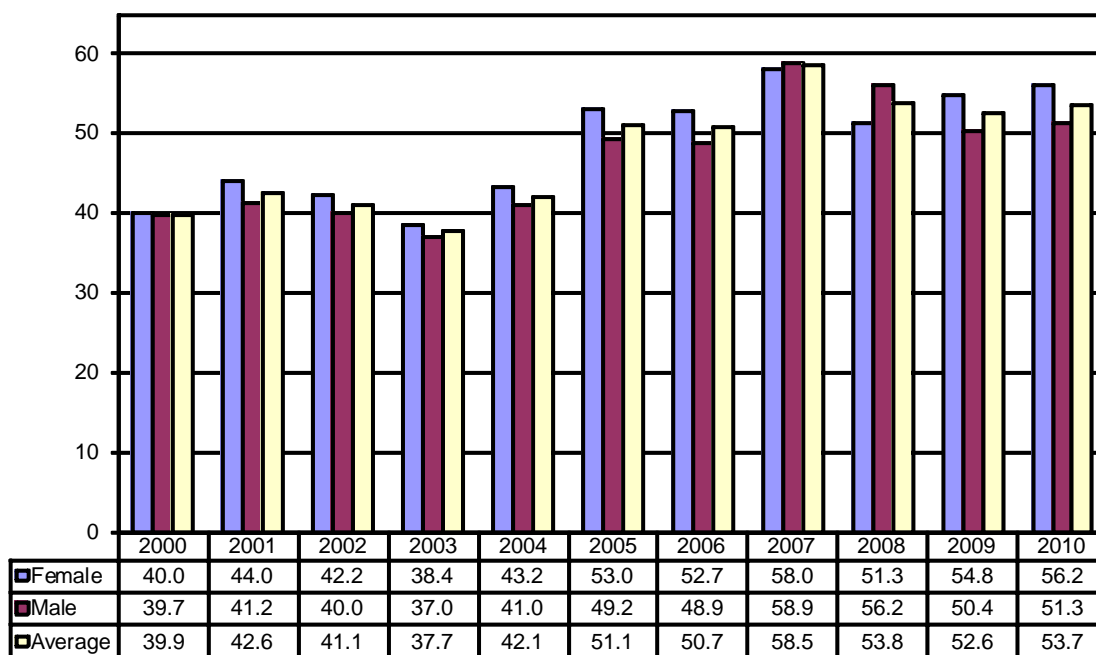
**Figure 49. Gross and Net Intake Rates in Basic Schools by Year**



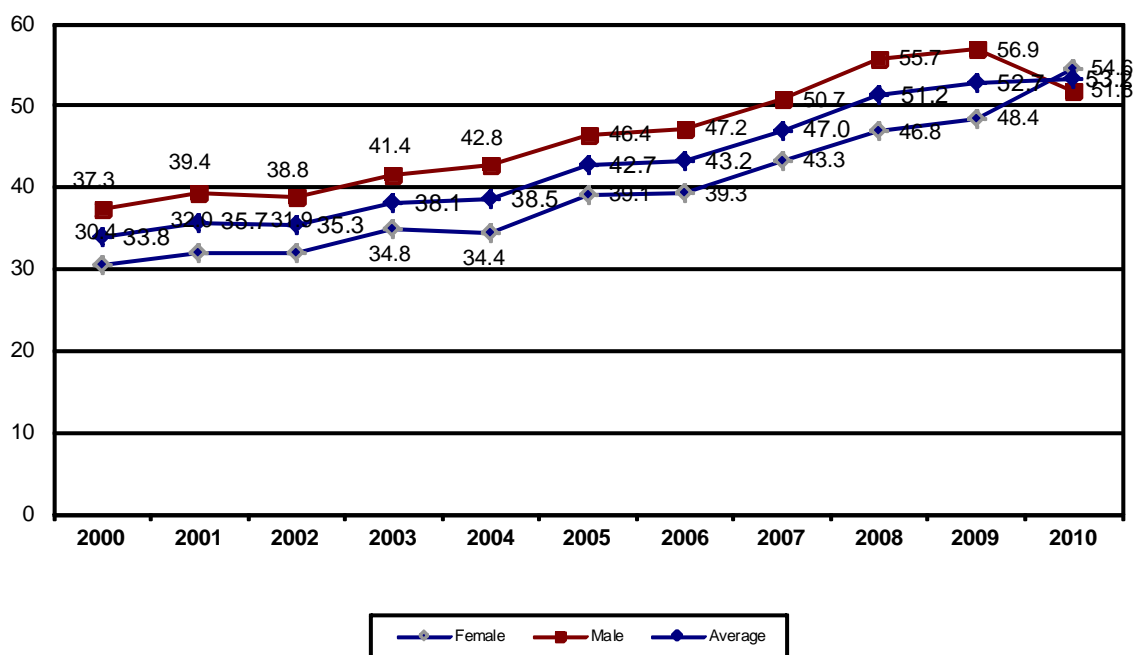
**Figure 50. Gross Intake Rate in Basic Schools by Gender and Year**



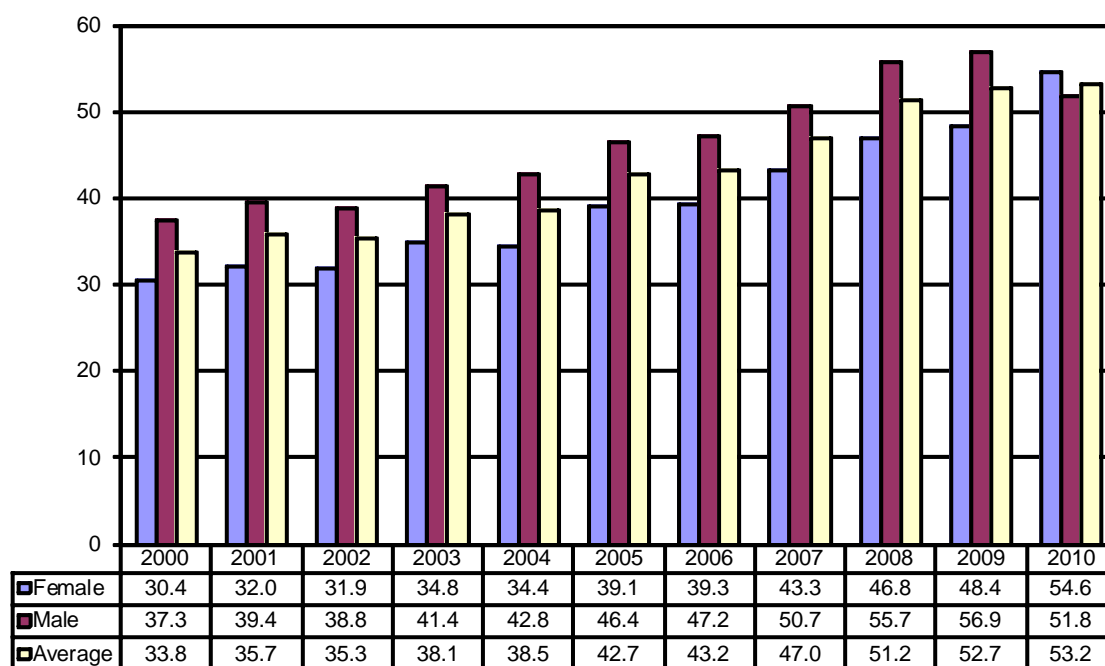
**Figure 51. Net Intake Rate in Basic Schools by Gender and Year**



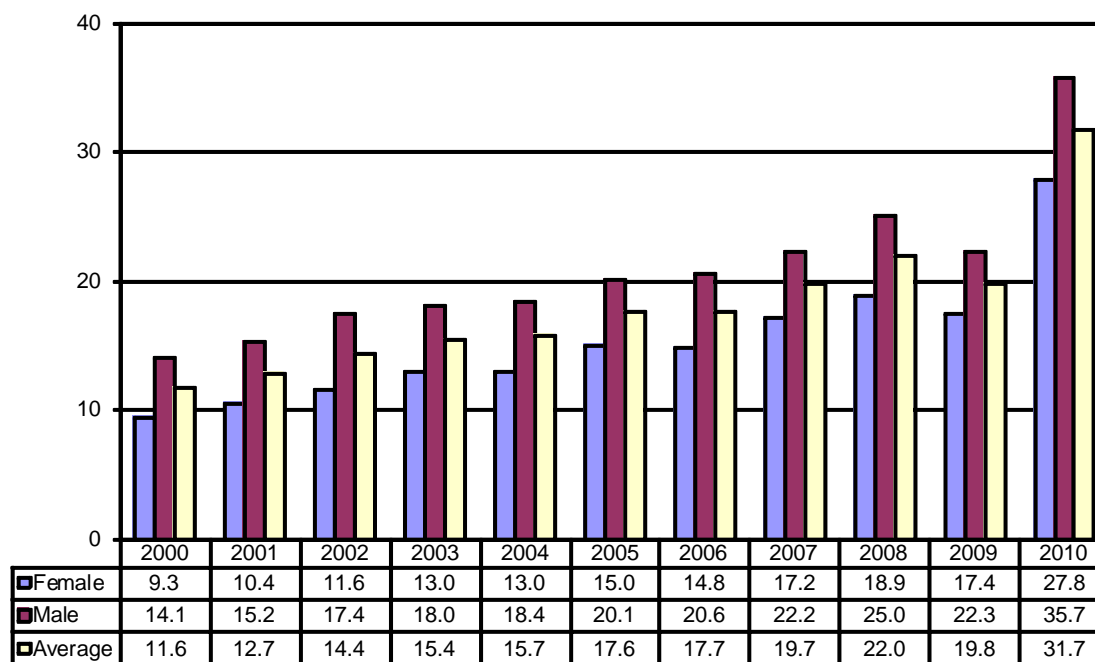
**Figure 52. Completion Rate in Grades 1-7 and 1-9 by Year**



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

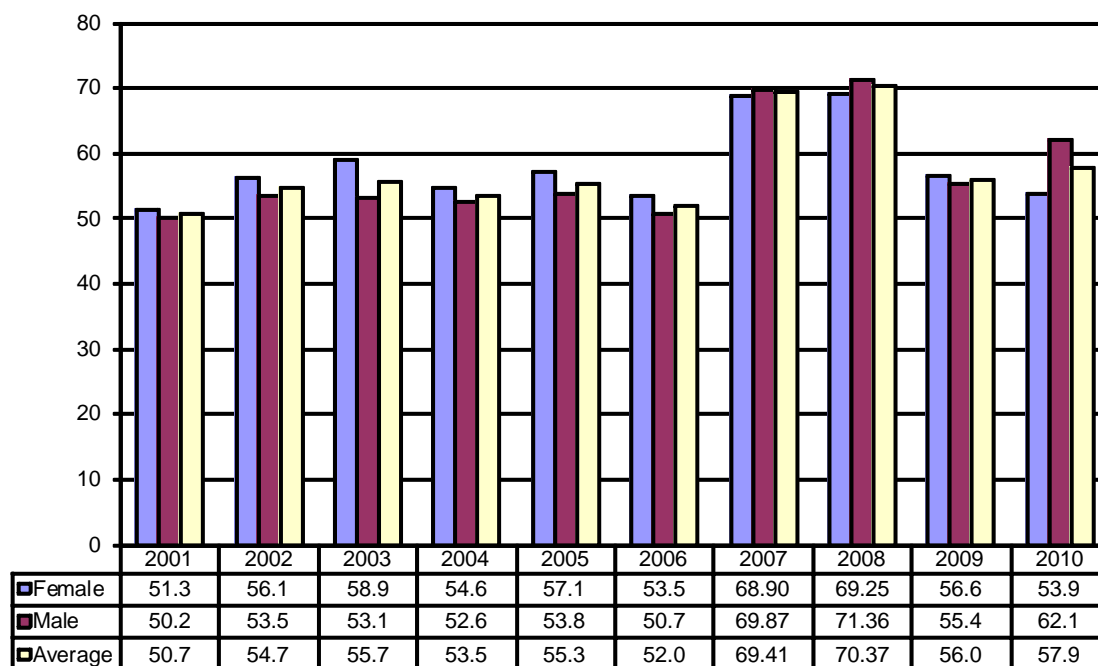


**Figure 54. Completion Rate in Grade 1-12 by Gender and Year**

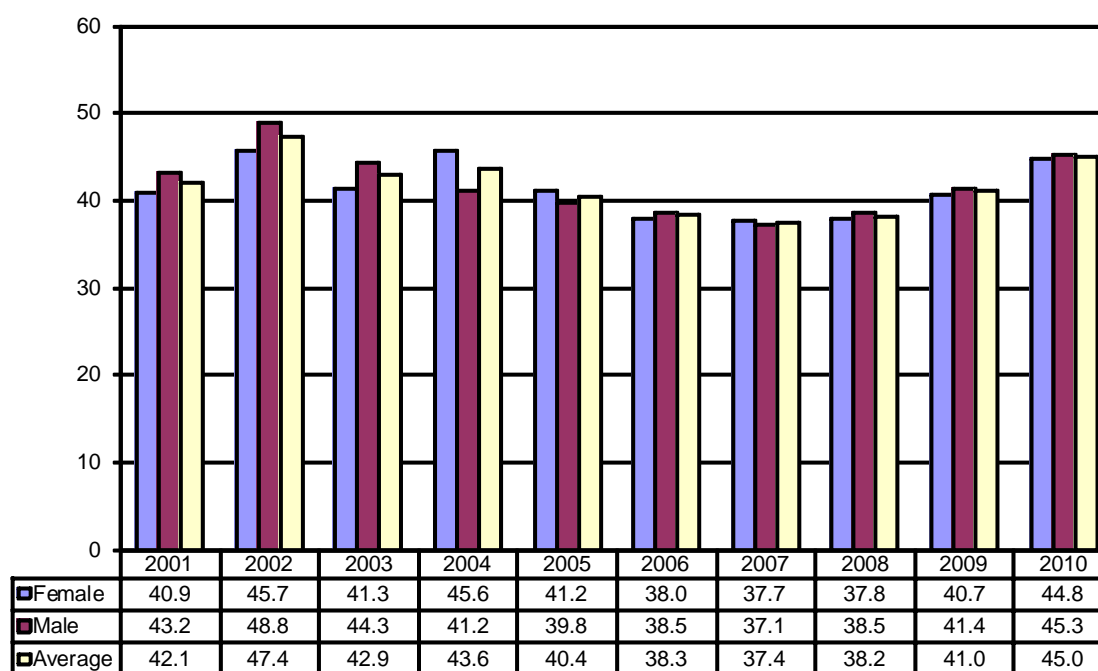




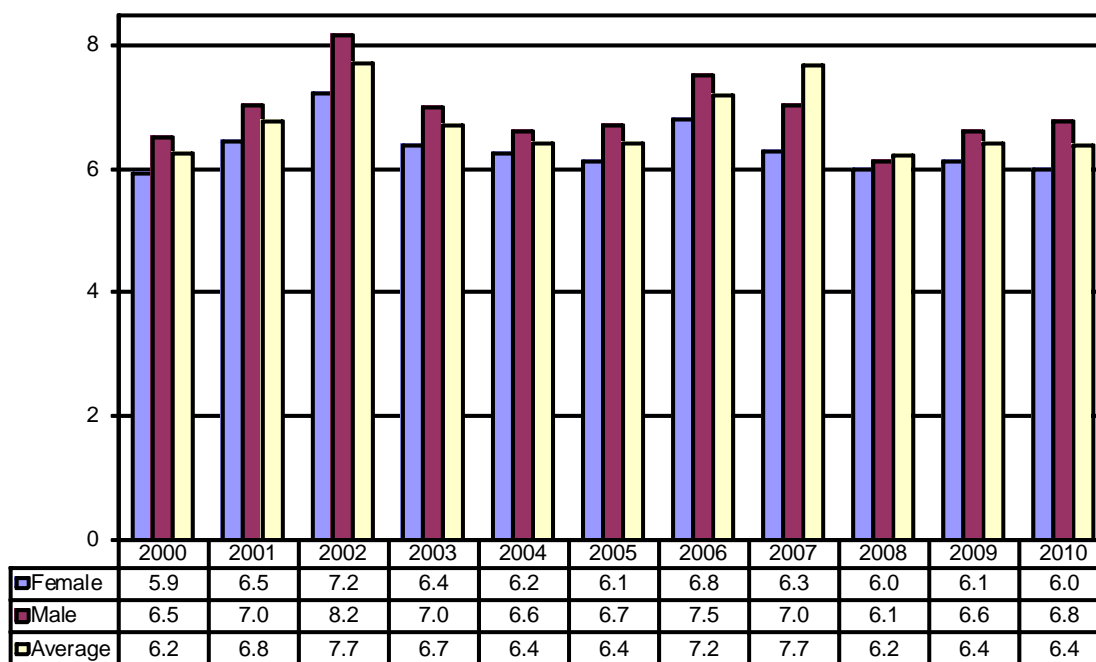
**Figure 55. Transition Rate for Grades 7-8 by Gender Year**



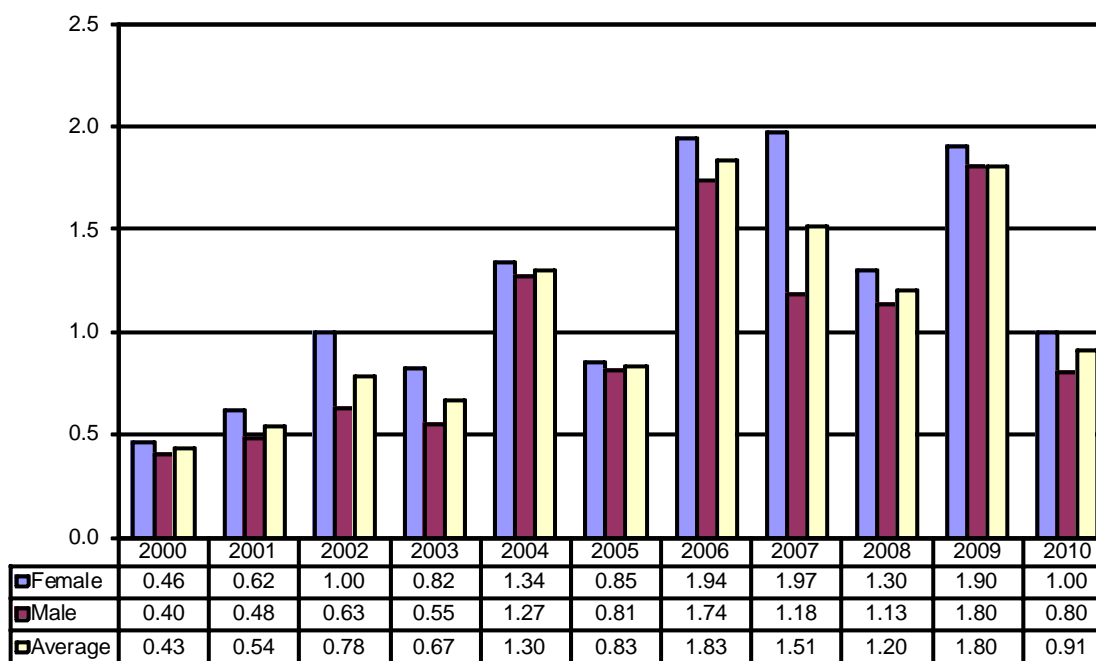
**Figure 56. Transition Rate for Grades 9-10 by Gender and Year**



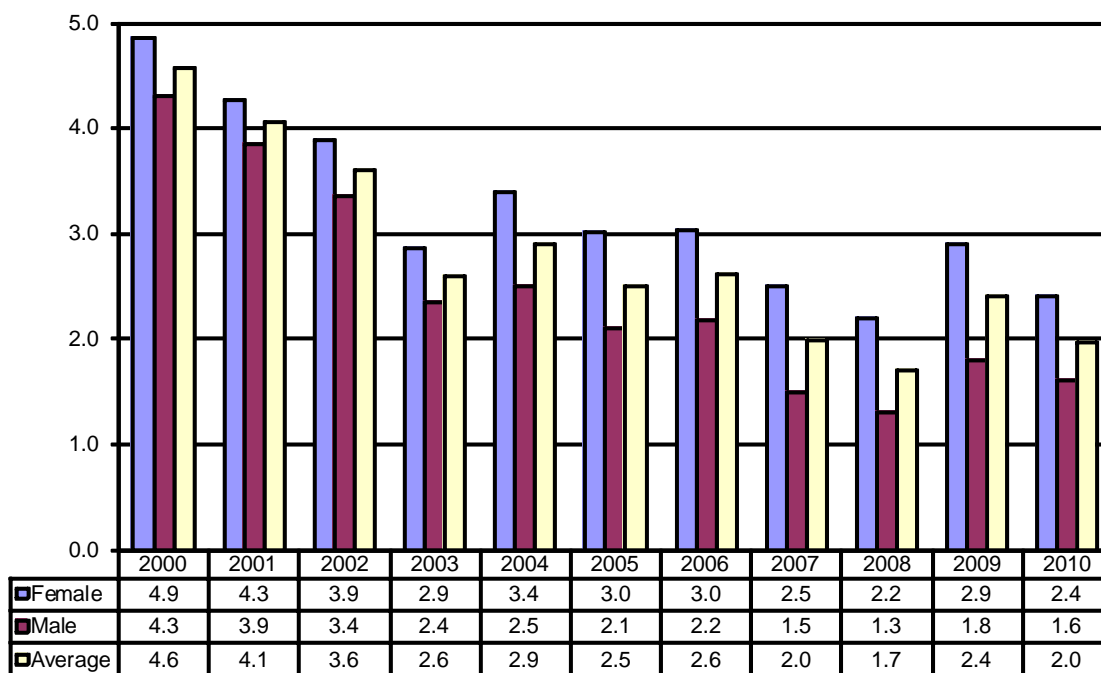
**Figure 57. Repetition Rate in Basic Schools by Gender and Year**



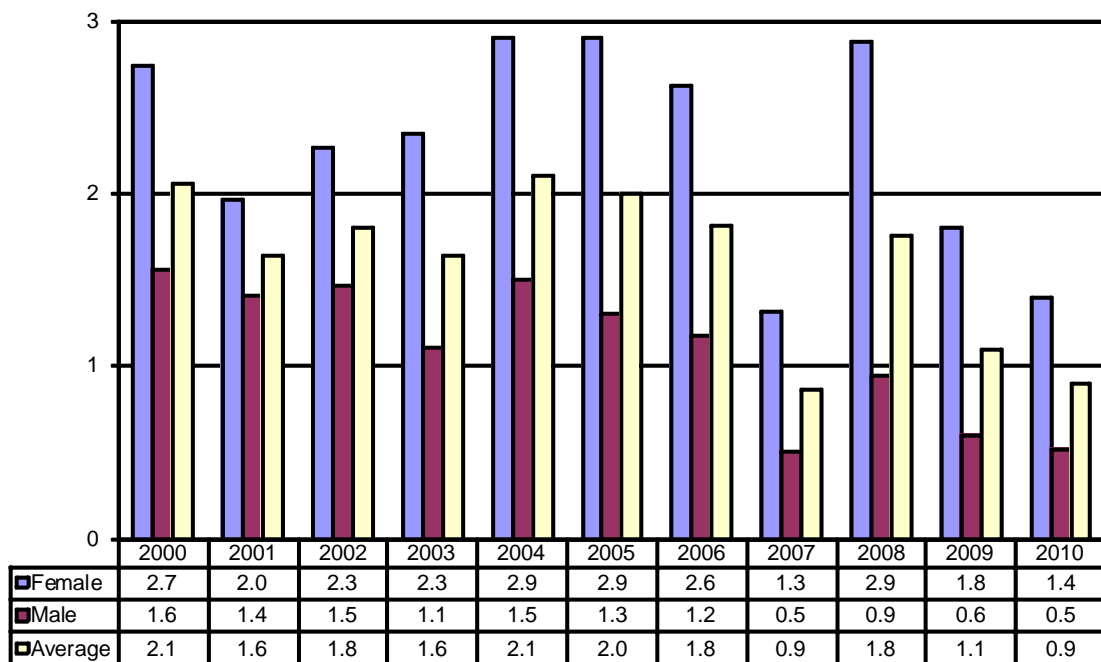
**Figure 58. Repetition Rate in Grades 10-12 by Gender and Year**



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

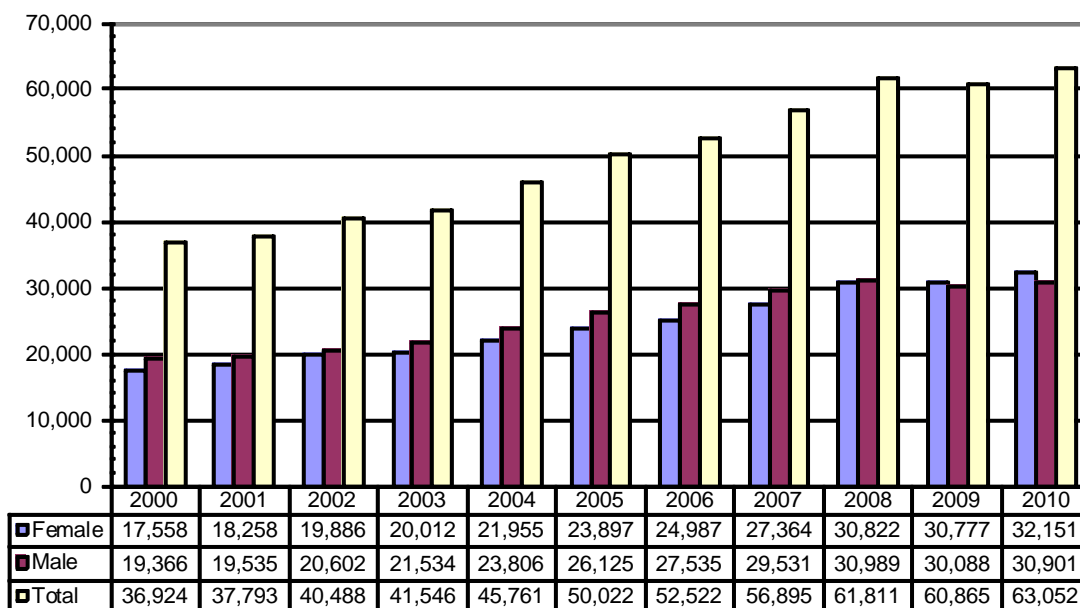


**Figure 60. Drop Out Rate in Grades 10-12 by Gender and Year**

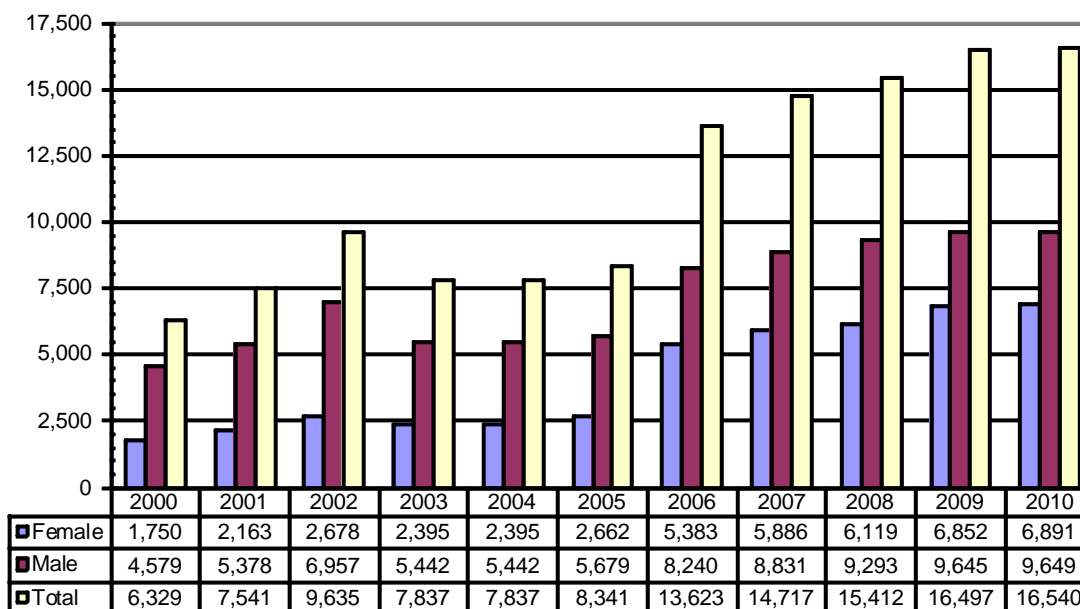


## Quality

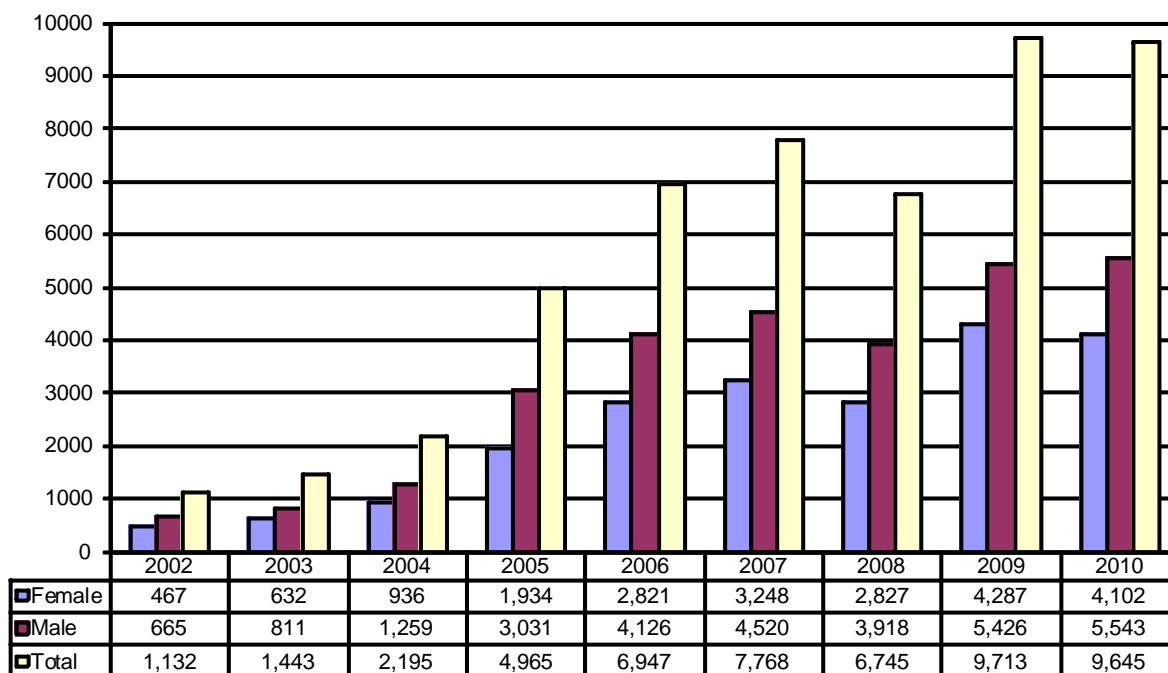
**Figure 61. Teachers in Basic Schools by Gender and Year**



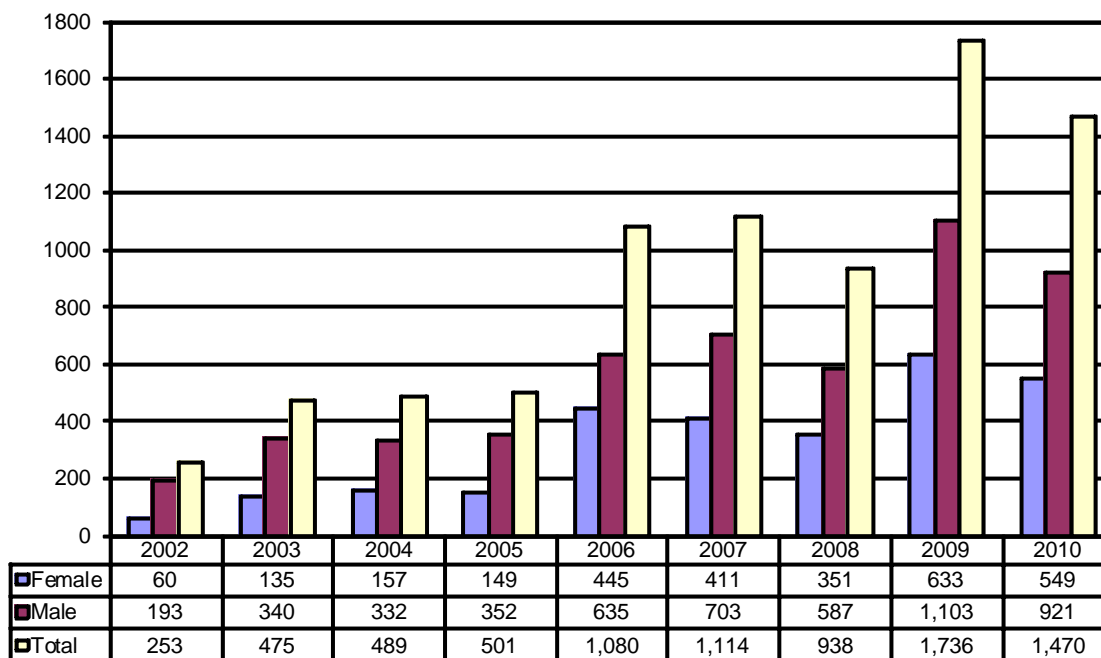
**Figure 62. Teachers in Secondary Schools by Gender and Year**



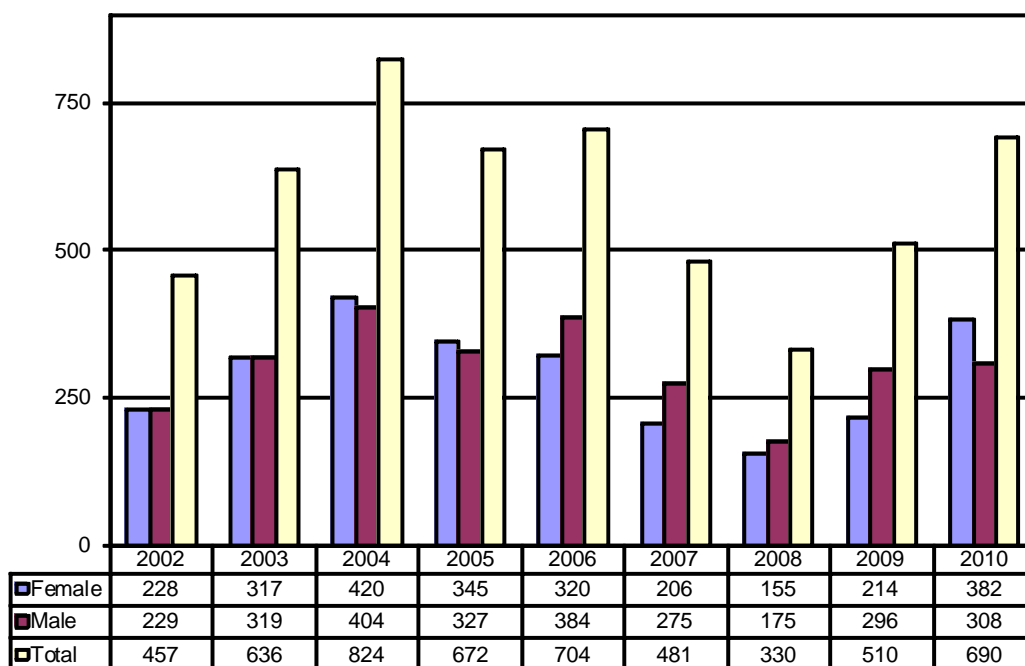
**Figure 63. Teacher Attrition in Basic Schools by Gender and Year (excl. Com. Schools)**



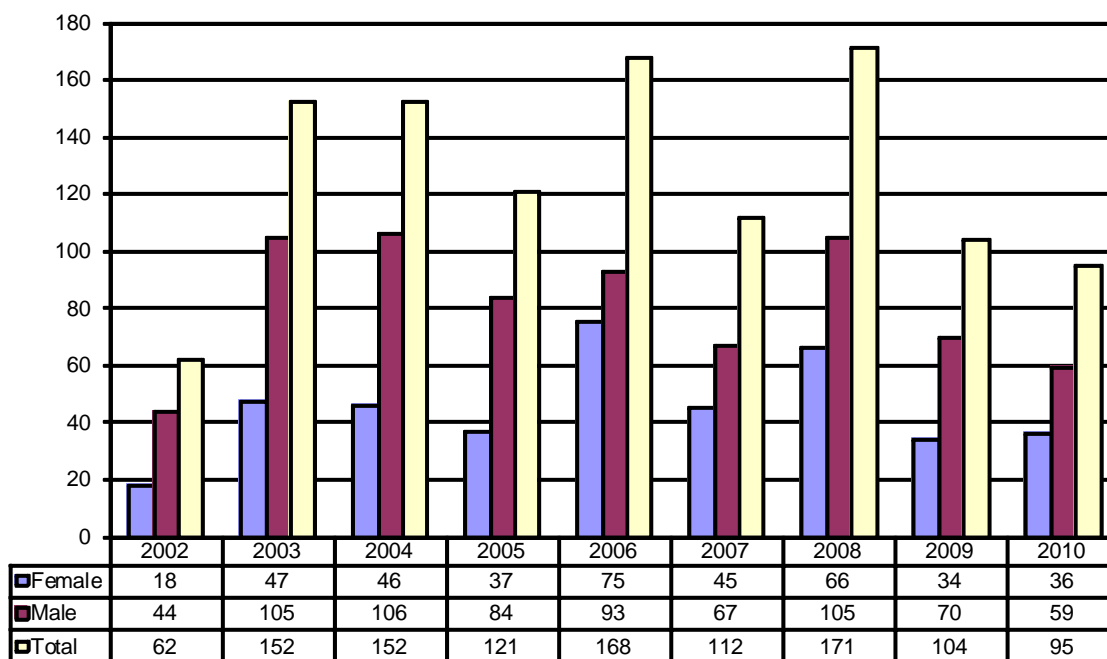
**Figure 64. Teacher Attrition in Secondary Schools by Gender and Year (excl. Com. Schools)**



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



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



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

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

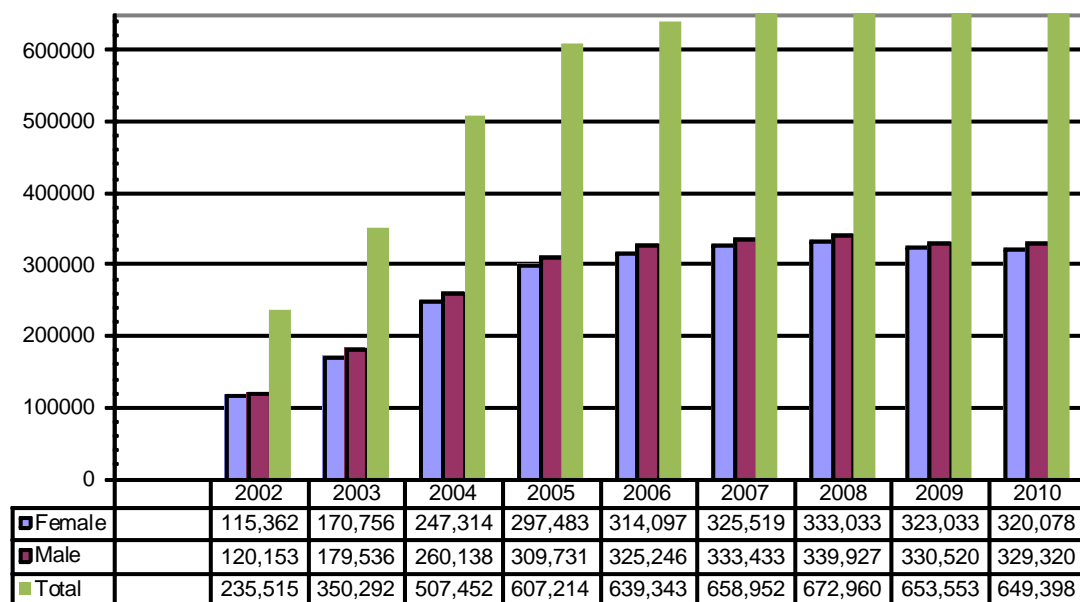
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## Equity

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

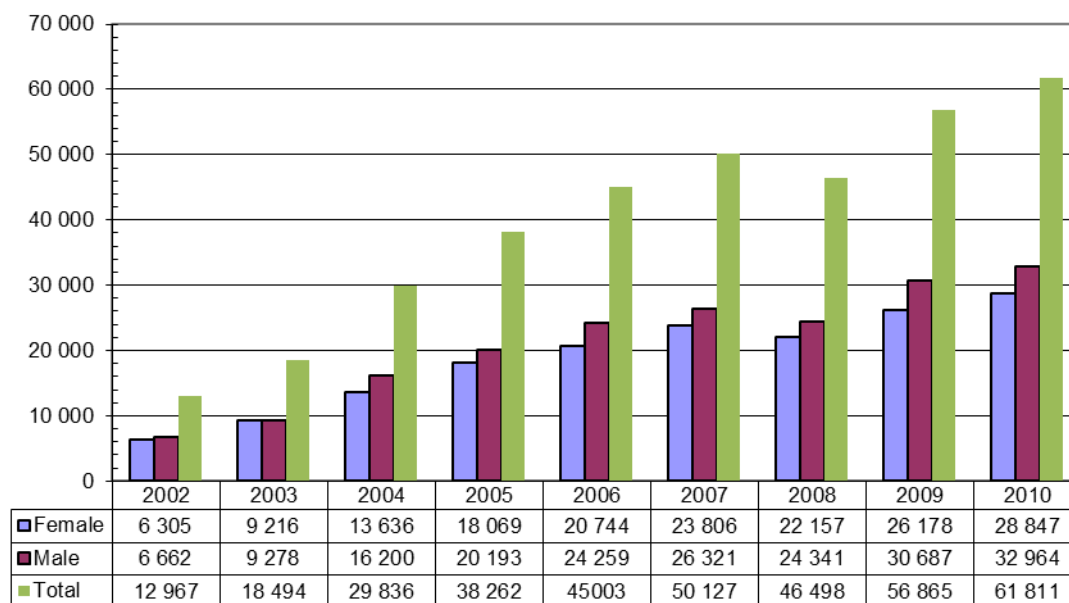
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**Figure 72. Orphans in Basic Schools by Gender and Year**

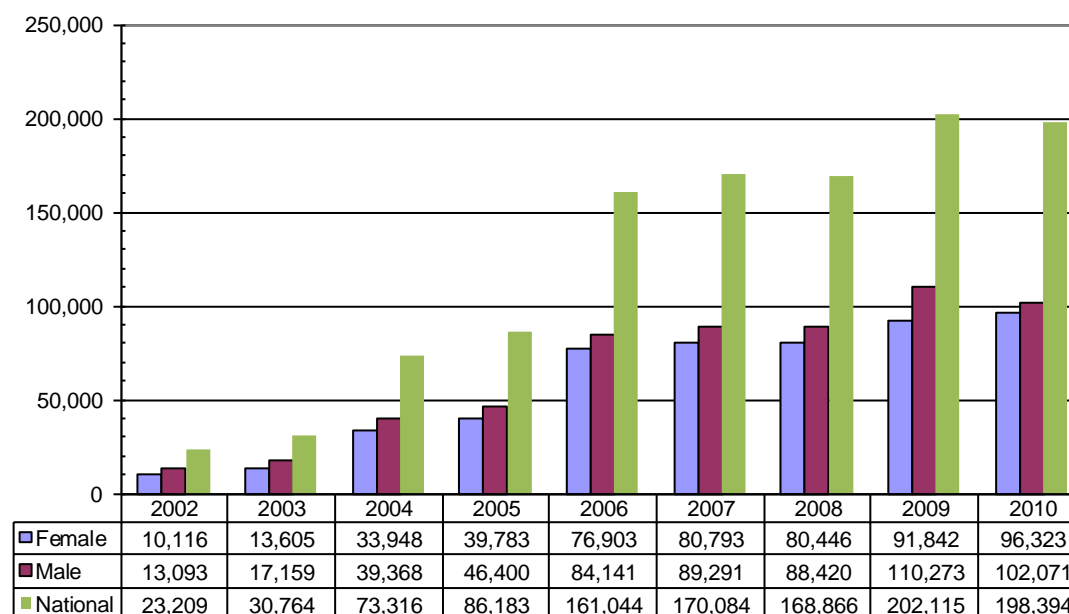




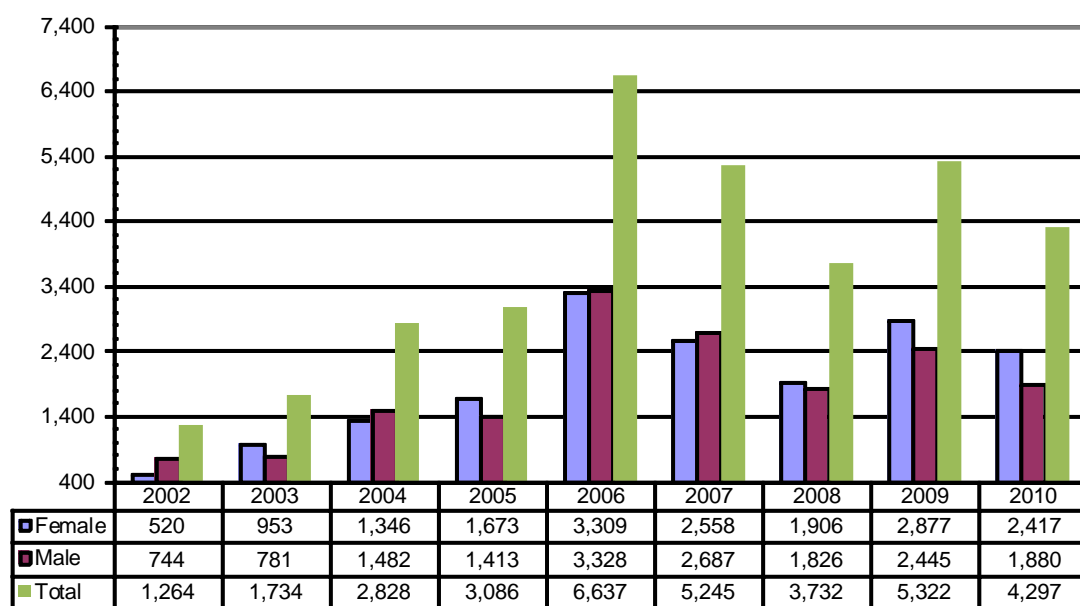
**Figure 70. Orphans in Grades 10-12 Schools by Gender and Year**



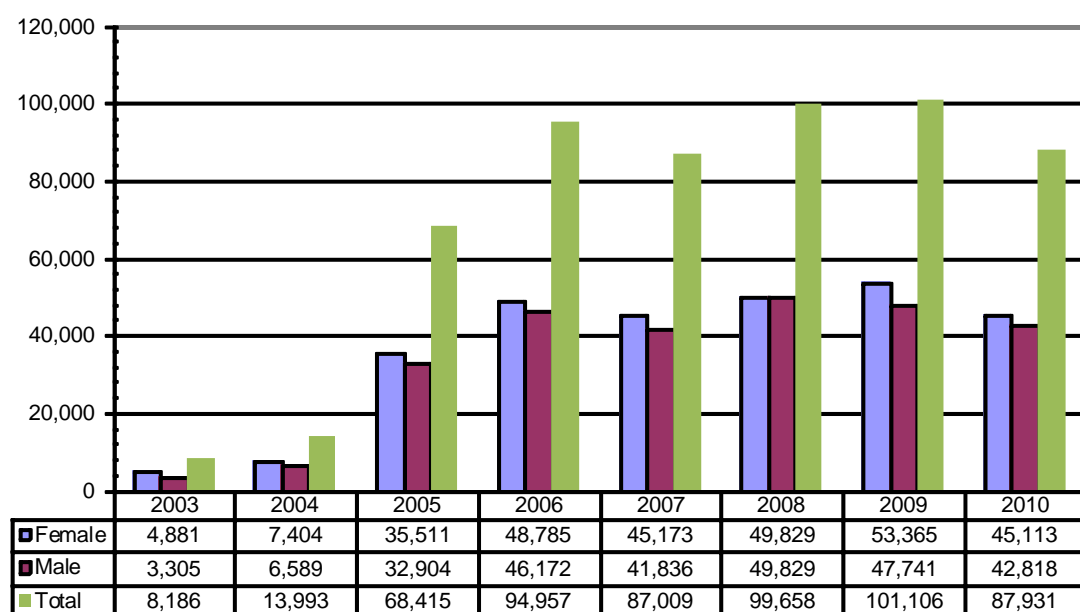
**Figure 71. CSEN in Basic Schools by Gender and Year**



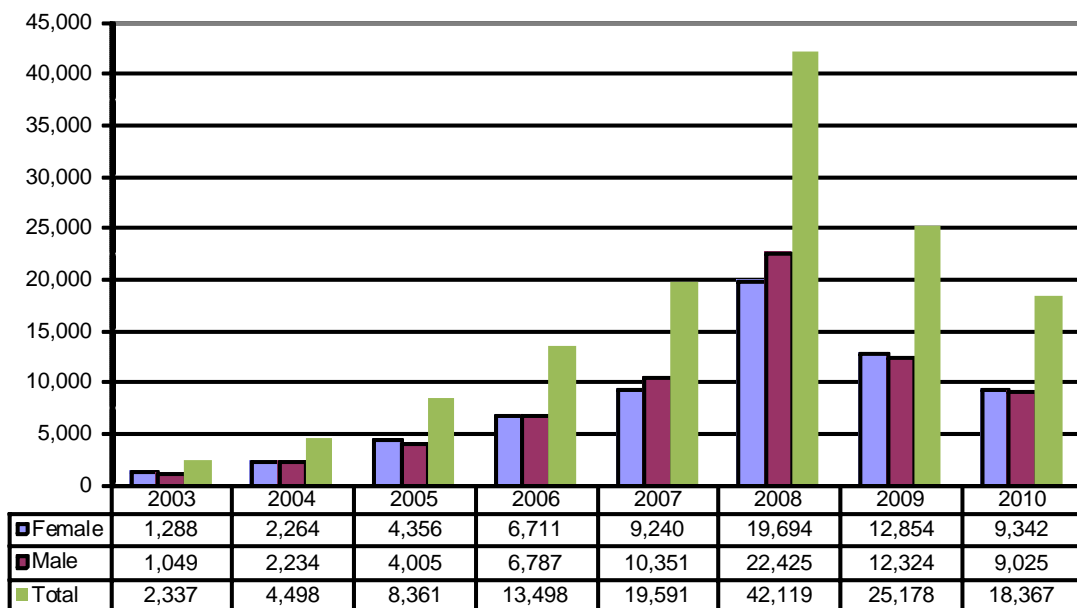
**Figure 72. CSEN in Grades 10-12 Schools by Gender and Year**



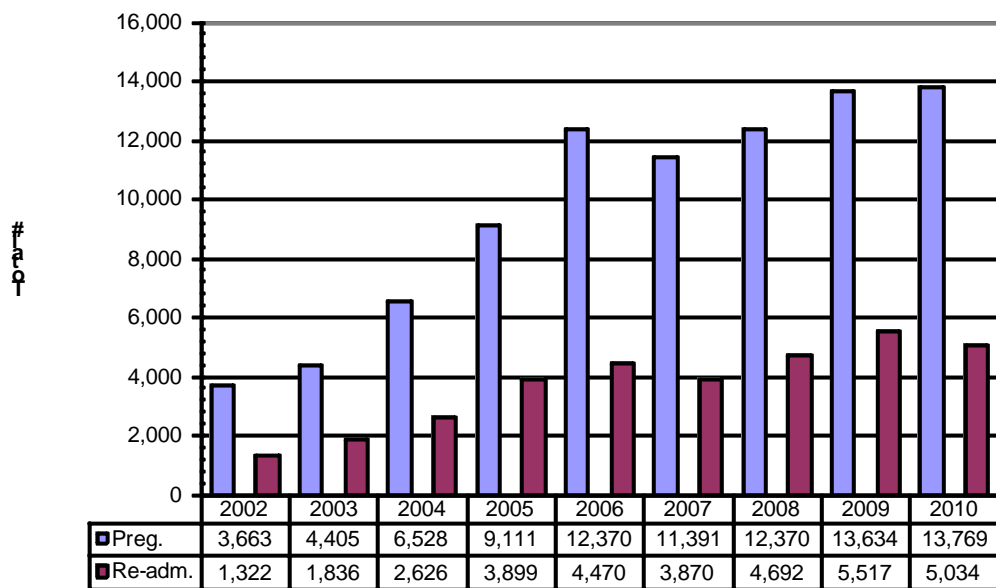
**Figure 73. Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year**



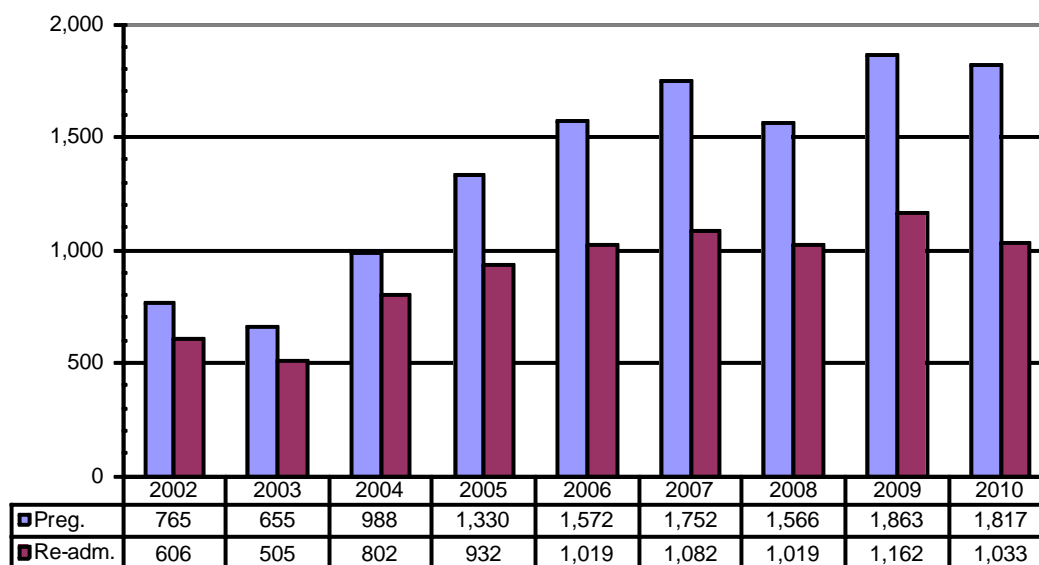
**Figure 74. Number of Pupils Receiving Bursaries in Grades 10-12 by Gender and Year**



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

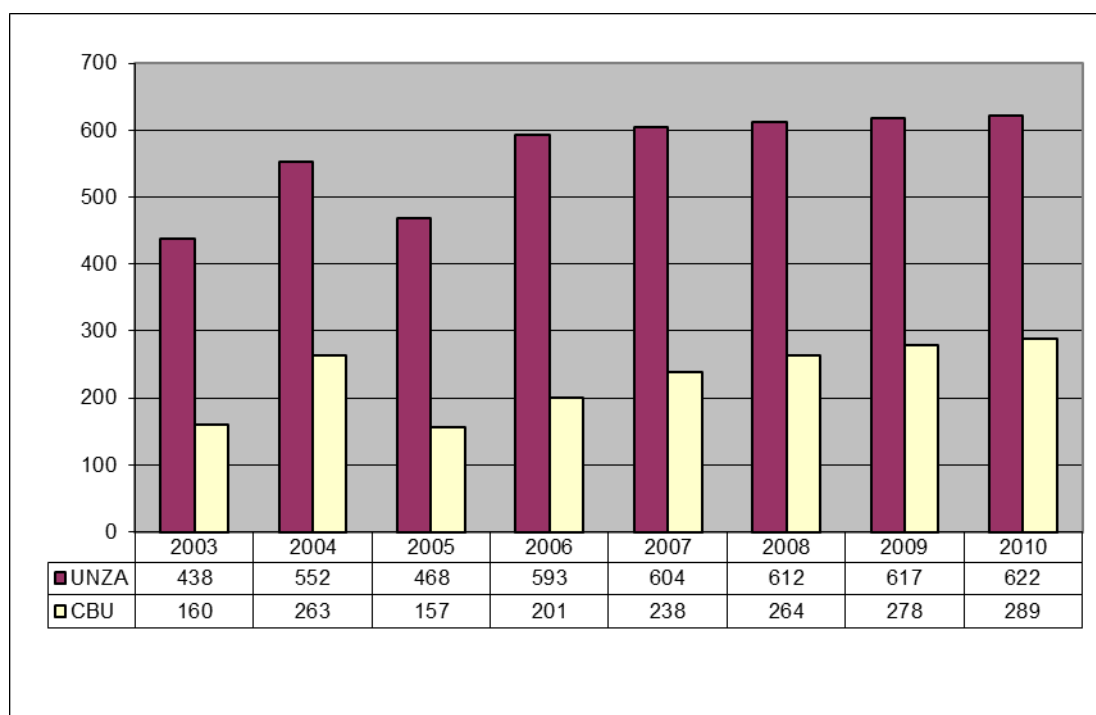


**Figure 76. Pregnancies and Re-admissions in Grades 10-12 Schools by Year**

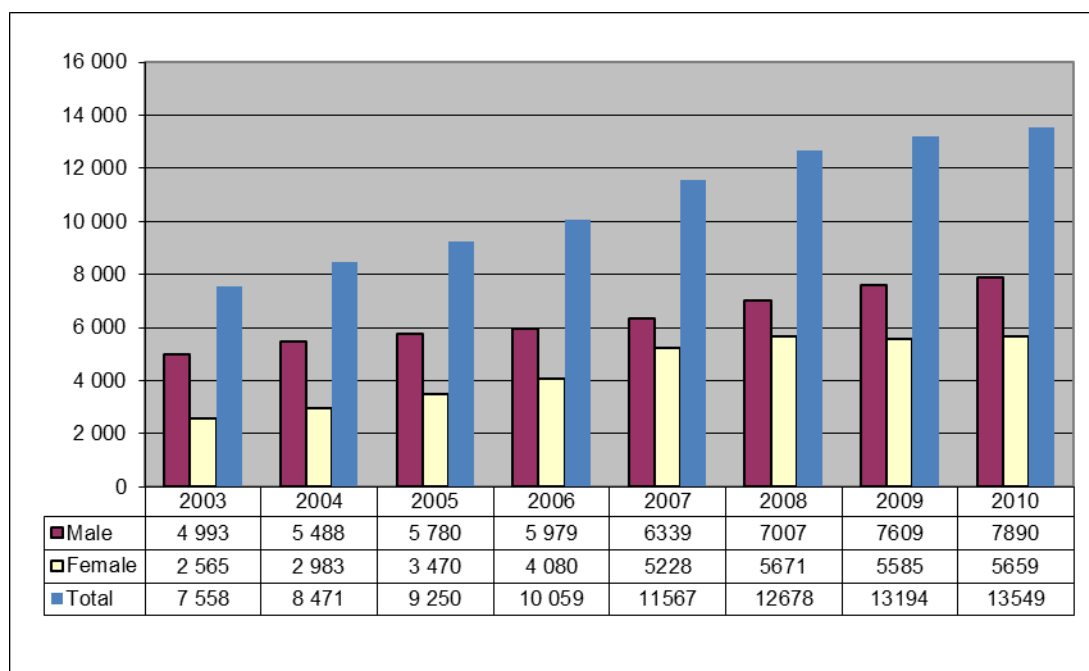


## Tertiary

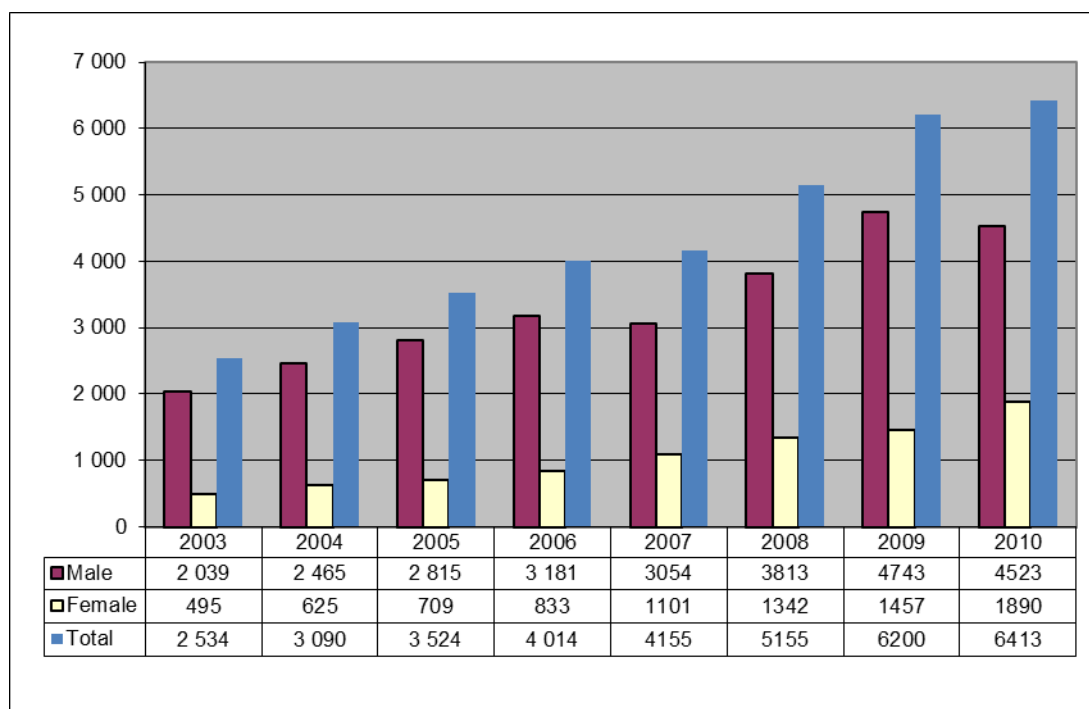
**Figure 77. Academic Staff at UNZA and CBU**



**Figure 78. Student Enrolment at UNZA by Gender and Year**



**Figure 79. Student Enrolment at CBU by Gender and Year**



## Tertiary Education

### Tertiary Education

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

### Colleges of Education Enrolments

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

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

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

### Access and Participation

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

- a) Increasing admission for privately sponsored students;

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

**Table 112. College Student Enrolment - 2010**

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

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



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

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

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

## Universities

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

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

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

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

**Table 123. University Student Enrolment - 2006**

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

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

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

### Universities Staffing Levels

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

**Table 124: Universities Staffing Level by Gender in 2010**

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

Note: UNZA = University of Zambia, CBU= Coperbelt University,

MU= Mulungushi University, ZAU=Zambia Adventist University.

Data Source: Ministry of Education 2010 Statistical Bulletin

## Annex

### Formulas and Definitions

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

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

## Acronyms

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

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as a percentage.

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

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