

Zambia

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Republic of Zambia
Ministry of General Education
Directorate of Planning and Information



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It is important to note that the Ministry has been using population projections from Central Statistics Office (CSO) to calculate the indicators herein. The CSO projections are based on the 2010 census, and have not been adjusted to account for migration, lower birth rates, increased death rates, or other demographic trends. All the population based indicators have since been recalculated using the 2016 population projected figures. Please note that data designated as "unknown" in some of the tables was either reported as "unknown" or was not reported in the returned ASC questionnaires.

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ACRONYMS

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

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Chapter 1: EDUCATION in ZAMBIA

MOGE Mission

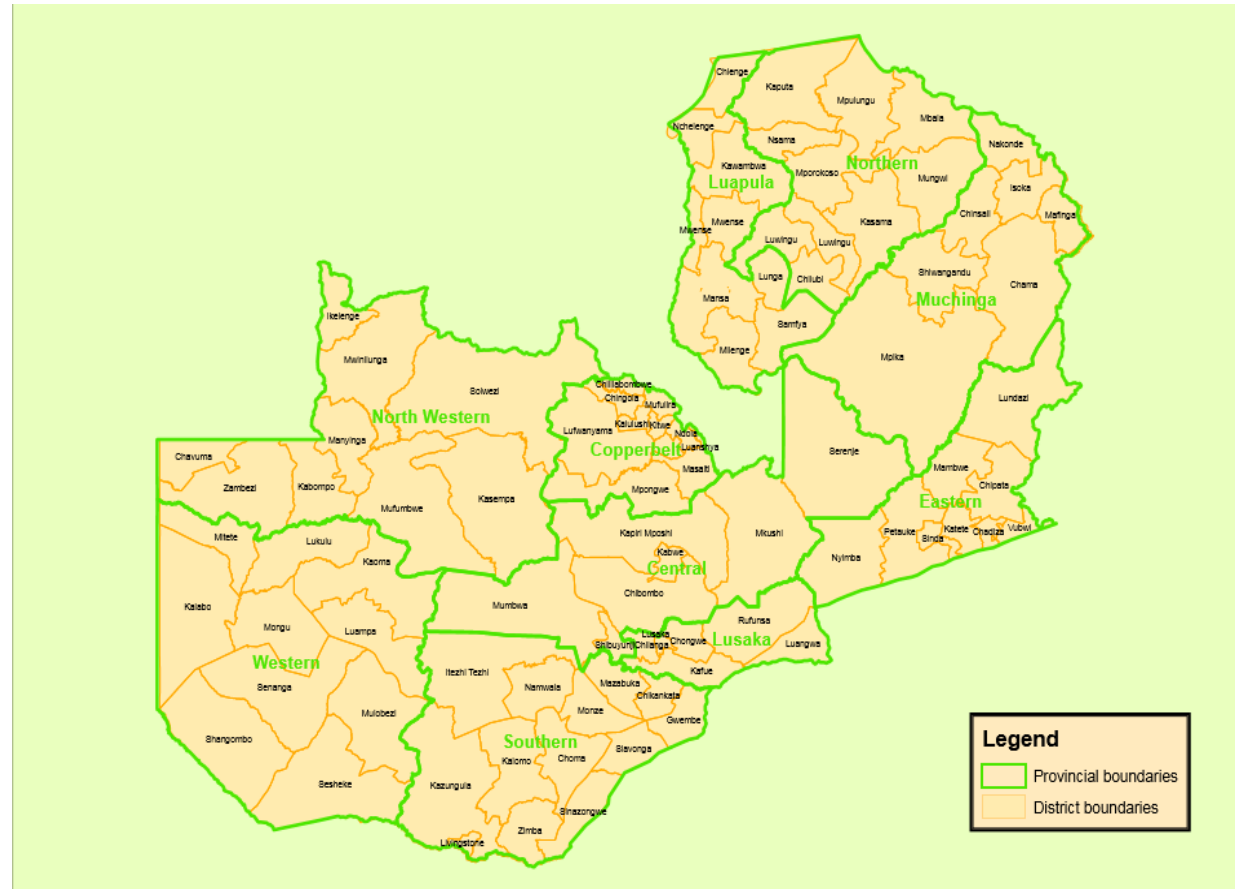
The mission of the Ministry of General Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal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

Geography

Zambia is a land-linked country covering an area of approximately **752,614 square kilometers** (CSO, 2010). Its eight neighbouring countries are: the Democratic Republic of Congo to the north, Tanzania to the north-east, Malawi to the east, Mozambique, Zimbabwe, Botswana and Namibia to the south, and Angola to the west. Zambia has a tropical climate, with three distinct seasons: the **rainy season** (November to mid-March), the **cool dry season** (mid-March to mid-July), and the **hot dry season** (mid-July to November).

Population

The last Census of Population and Housing in Zambia was carried out in 2010 by the Central Statistics Office (CSO). Zambia's 2016 population is projected at 15,933,883 million. Several of the educational indicators herein depend on accurate population data. However, there is growing consensus that currently available demographic data in Zambia underestimates the total number of school-aged children. The statistics presented in this Bulletin may therefore be inaccurate in certain instances and should be used with caution. Other reasons for inaccurate population and demographic data may include increased birth rates, lower death rates, inadequate national coverage of comprehensive registration of births and deaths, migration, etc.



Background

Zambia's Education System consists of early childhood education (ECE), primary, secondary and professional or tertiary levels. ECE (pre-school) provides education for children aged 3-6 years while primary level runs from grades 1 to 7 (7-13 year olds) and the secondary level runs from grades 8 to 12 (14-18 years olds). Tertiary education level includes universities and colleges.

In addition to the formal system, there is a non-formal education system that operates to serve, among others, displaced persons, school-aged children who have either dropped out of school or have never attended formal school, geographically isolated children, street and working children, as well as adults that want to be literate. The MoGE recognizes two alternative approaches to primary schooling, which are community schools and Interactive Radio Centres provided by the Education Broadcasting Services. The Ministry has equally recognised open and distance learning (including e-learning) as a mode of education provision.

The Sixth National Development Plan (SNDP) (2011 to 2015), which was later revised (R-SNDP) and extended to 2016 by the Government, places education at the centre of the development process and has a specific chapter on the Education Sector. The SNDP and rSNDP priorities were translated into sector plans and specific implementation frameworks were developed. For the education sector, the Ministry, in collaboration with its development cooperating partners (CPs), formulated the National Implementation Framework (NIF III, which was also extended to 2016) as a strategic document to guide and inform the annual work plans and annual budget formulation and execution. NIF III has become the main tool for operationalizing the SNDP and rSNDP at all the different levels of the education system, from the Ministry Headquarters right up to the schools level. NIF III also serves as an important instrument for monitoring implementation and performance and thus provides a platform to track the flow of resources and assess the impact and outcomes (results) of the various interventions and programmes. In this regard, NIF III also provided a platform for mobilising external support through, for example, the Global Partnerships for Education (GPE) and new bilateral country agreements. Since NIF was launched in 2007, it was no longer necessary for the Ministry of Education to have Strategic Plans as the NIF served that role. In that regards, the 2003-2007 Strategic Plan was the last that the Ministry implemented. In the same context, the NIF process made bilateral cooperation agreements between the Ministry of Education and its CPs (including those working within the context of the sector pool [JASZ]) unnecessary and these were also discontinued in 2007.

Following the Government's approval of the Decentralization Policy in 2014 (Cabinet Circular no. 14 of 2014), MoGE started preparations for the decentralization and devolution of ECE, primary and adult education to the local authorities. The Ministry has held a lot of planning and preparatory meetings with Cabinet Office, Ministry of Local Government and Housing and other stakeholders to outline the process of implementing the National Decentralisation Policy.

In 2015, the Ministry also started revising the Education Policy and the Education Act respectively and also started formulating the ECE policy. All these regulatory frameworks are expected to include issues of devolution, the operationalization of the Teaching Council, the Higher Education Authority and the National Qualifications Framework.

HIGHLIGHTS

Primary Schools: There was a decline in the permanent classroom spaces at primary level. The total number of permanent classroom spaces reduced from 40,471 in 2015 to **39 941** in 2016, a reduction of 530 permanent classrooms and this is attributed to the close Community schools. However, achievements were noted with respect to special education permanent classroom spaces: The number of permanent special education classrooms increased from 347 in 2015 to 396 in 2016. This is in line with the policy of educational inclusiveness being implemented by the government. While the total number of staff houses was reported to be 19,253 in 2015, this increased to 20 014 in 2016.

Secondary Schools: Infrastructure development has continued in order to increase the classroom spaces at all levels. In 2015, the total number of permanent classroom spaces reported for secondary schools was 9,115; this increased to 10,113 permanent classrooms in 2016. The number of secondary staff houses increased slightly from 7,104 in 2015 to 7 545 in . The increase in educational infrastructure is a result of ongoing Government infrastructure development. However, the degree of increase at secondary school level as compared to primary suggests that there is a concentration on building more schools at secondary to increase access at that level .

Teachers: Nationally there has been an aggregate reduction in the number of teachers from 98,035 in 2015 to 96 228 in 2016. The total number of school teachers decreased by 1,807. The number of primary teachers declined by 1,287 while for secondary teachers was 520. The pupil teacher ratio is now calculated based on the new streams of primary (1-7) and secondary school (8-12).

Enrolment: Nationally there has been an aggregate increase in enrolment by 7,316 from 2015 (4,018,064) to 4 025 380 in 2016.

Completion rates: Annual comparison shows that the completion rates have increased at Grade 7, 9 and 12 in 2016 from 2015, The completion rates also varied across provinces.

Contact Hours: The number of contact hours increased as pupils progressed to higher grades. Primary grades had fewer contact hours compared to secondary grades. Private schools had more contact hours followed by Grant Aided, Government and community schools had the fewest contact hours.

NATIONAL ASSESSMENTS OF LEARNING ACHIEVEMENT

Learning achievement is perceived by the Ministry to be a critical indicator in the assessment of the quality of education delivery. In many education systems, *learning achievement* completes the equation on the outcome side. The effectiveness of any education system is judged by the quality of the outcomes which are measured by learning achievement levels. Most of the measurements in the education system focus on inputs and processes and historically MoGE have focused on reporting on these. Efforts are currently underway to increase the scope of reporting on education outcomes in greater depth.

In the late 1990s, the Ministry of Education and its cooperating partners introduced a sample based survey on learning achievement to be undertaken every two years in order to measure learning achievement levels and changes over time. Learning achievement is defined as a demonstrable scholastic attainment on a prescribed number of sampled items in numeracy and reading.

Test blueprints or test specification tables were used to spread the test items across content domains and cognitive demands, initially in reading in English and numeracy. Although tests in Zambian Languages and life skills were introduced subsequently, for the purposes of this report, focus will be placed on reading in English and Numeracy assessments. The two subjects were chosen because of their high correlation with overall learning achievement or overall scores at Grade 7. The two therefore can be said to be good estimators of overall scholastic or learning achievement in a lateral manner.

The difference between National Assessment and examinations is fourfold:

- National Assessment is a sample based diagnostic tool that assesses the general “healthiness” of the education system. It broadly evaluates the national and provincial learning achievement levels and antecedent factors associated with its variation.
- National Assessment is broader in scope with over 400 primary and derived variables (fields) that provide explanations for learning variations.
- Not all subjects are assessed in national assessment but a selection of subjects with a stronger predictive validity to overall learning achievement.
- General reporting of performance is not norm-referenced as in the examinations but general performance is based on defined standards.

The Ministry also recognised the importance of measuring learning achievement trends over time. In order to do this, two options were considered:

- If change is to be measured over time, the same instrument should be used in successive periods without modification (i.e. you must not change the measure in order to measure change). Therefore the assessment tools, namely the tests, were maintained for the period.
- Use psychometric parameters to measure trends through the use of anchor test items calibrated on similarly difficult levels through the use of item response theory.

The technical team chose to use the latter for purposes of measuring learning achievement over time in a system that was perceived to be underperforming. Therefore, the National Assessment instruments are not publicly disclosed, and are a preserve of the Examinations Council of Zambia (ECZ). After the tests are administered, they are always collected back and retained or destroyed by ECZ. The tests items for all the assessment years have remained the same with the exception of 1999 when Reading in English and Mathematics had five items less. The five added new items in each case were developed by experts from ECZ and the Directorate of Standards and Curriculum. The five items were added at the beginning of the test papers as booster items to assess the performance of learners. However, subsequent psychometric analysis in years that followed indicated that the items were not as simple as initially thought.

CHAPTER 3: NATIONAL SUMMARY

Primary & High Schools			Equity Indicators			Quality Indicators		
# schools gr. 1-12	Total	9 674	Gender Parity Index	Primary	1.00	Completion Rate	To Grade 9	68.8%
	Primary	8 823		Sec	0.86		To Grade 12	52.7%
	Sec	851	Out-of-school children	Male	133 888	Survival to Grade 5	Primary	82.6%
			Age 7-13	Female	115 698	Exam Pass Rate	Primary	96.6%
			Orphans	Primary	426 289		Sec	61.9%
				Sec	162 677	Pupil Book Ratio	Primary	0.96
			CSEN	Primary	103 218		Sec	0.72
				Sec	20 092	Pupil Classroom Ratio	Primary	42.1
			Pregnancies	Primary	11 765		Sec	45.6
				Sec	3 457	Contact Hours	Primary	5.1
			Readmissions	Primary	5 423		Sec	6.5
				Sec	2 230			
						Infrastructure		
						# of classrooms	Total	59 352
							Primary	48 414
							Sec	10 938
						Classroom structure	Permanent	50 054
							Incomplete	4 482
							Temporary	4 816
						Tertiary		
						Enrollment	University	22753
							College	26029
						Staffing	University	373
							College	873

This national summary provides an overview of the structure of Zambia's general education system: out of 9,636 schools, 91% (8,804) are primary while 9% (832) are secondary schools. A total of 4,018,064 learners were enrolled in 2015, representing a gross enrollment rate of 120.8% at primary and 45.4% at secondary levels. The efficiency and equity indicators suggest the need for further strengthening of the general education system, especially the low quality indicators that show low completion rates, low pupil-book ratio and very low contact hours.

CHAPTER 2: PROVINCIAL SUMMARIES

CENTRAL PROVINCE		
Number of schools	Total	1 123
Type of school	Primary School	1 042
	Secondary School	81
Number of students	Total	504 735
School phase	Primary School	402 821
	Secondary School	101 914
Number of teachers	Total	12 209
School phase	Primary School	9 457
	Secondary School	2 752
Pupil Teacher Ratio	Primary School	42.6
	Secondary School	37.0
Number of classrooms	Total	7 076
Structure	Permanent	5 657
	Incomplete	659
	Temporary	760

COPPERBELT PROVINCE		
Number of schools	Total	1 220
Type of school	Primary School	1 083
	Secondary School	137
Number of students	Total	621 862
School phase	Primary School	434 361
	Secondary School	187 501
Number of teachers	Total	16 699
School phase	Primary School	12 746
	Secondary School	3 953
Pupil Teacher Ratio	Primary School	34.1
	Secondary School	47.4
Number of classrooms	Total	10 395
Structure	Permanent	9 462
	Incomplete	499
	Temporary	434

2015 Provincial Summaries

The provincial education summaries provide a concise summary of key education indicators across the GRZ's ten provinces. District and school level data is available in the 2015 ED*ASSIST.

EASTERN PROVINCE		
Number of schools	Total	1 083
Type of school	Primary School	1 010
	Secondary School	73
Number of students	Total	435 703
School phase	Primary School	362 514
	Secondary School	73 189
Number of teachers	Total	8 455

LUAPULA PROVINCE		
Number of schools	Total	696
Type of school	Primary School	631
	Secondary School	65
Number of students	Total	312 625
School phase	Primary School	258 198
	Secondary School	54 427
Number of teachers	Total	5 808

School phase	Primary School	6 488
	Secondary School	1 967
Pupil Teacher Ratio	Primary School	55.9
	Secondary School	37.2
Number of classrooms	Total	6 333
Structure	Permanent	5 157
	Incomplete	507
	Temporary	669

School phase	Primary School	4 613
	Secondary School	1 195
Pupil Teacher Ratio	Primary School	56.0
	Secondary School	45.5
Number of classrooms	Total	4 354
Structure	Permanent	3 768
	Incomplete	298
	Temporary	288

LUSAKA PROVINCE

Number of schools	Total	892
Type of school	Primary School	786
	Secondary School	106
Number of students	Total	490 017
School phase	Primary School	375 571
	Secondary School	114 446
Number of teachers	Total	14 205
School phase	Primary School	10 822
	Secondary School	3 383
Pupil Teacher Ratio	Primary School	34.7
	Secondary School	33.8
Number of classrooms	Total	7 628
Structure	Permanent	7 157
	Incomplete	188
	Temporary	283

MUCHINGA PROVINCE

Number of schools	Total	731
Type of school	Primary School	673
	Secondary School	58
Number of students	Total	245 032
School phase	Primary School	209 343
	Secondary School	35 689
Number of teachers	Total	5 564
School phase	Primary School	4 046
	Secondary School	1 518
Pupil Teacher Ratio	Primary School	51.7
	Secondary School	23.5
Number of classrooms	Total	4 351
Structure	Permanent	3 219
	Incomplete	540
	Temporary	592

NORTH WESTERN PROVINCE

Number of schools	Total	773
Type of school	Primary School	678
	Secondary School	95
Number of students	Total	285 796
School phase	Primary School	221 673
	Secondary School	64 123
Number of teachers	Total	6 509

NORTHERN PROVINCE

Number of schools	Total	965
Type of school	Primary School	872
	Secondary School	93
Number of students	Total	362 880
School phase	Primary School	298 757
	Secondary School	64 123
Number of teachers	Total	6 906

School phase	Primary School	4 521
	Secondary School	1 988
Pupil Teacher Ratio	Primary School	49.0
	Secondary School	32.3

Number of classrooms	Total	4 213
Structure	Permanent	3 451
	Incomplete	402
	Temporary	360

School phase	Primary School	5 252
	Secondary School	1 654
Pupil Teacher Ratio	Primary School	56.9
	Secondary School	29.0

Number of classrooms	Total	5 287
Structure	Permanent	3 973
	Incomplete	724
	Temporary	590

SOUTHERN PROVINCE

Number of schools	Total	1 246
Type of school	Primary School	1 140
	Secondary School	106

Number of students	Total	495 787
School phase	Primary School	399 904
	Secondary School	95 883

Number of teachers	Total	12 786
School phase	Primary School	9 951
	Secondary School	2 835
Pupil Teacher Ratio	Primary School	40.2
	Secondary School	33.8

Number of classrooms	Total	8 740
Structure	Permanent	7 444
	Incomplete	560
	Temporary	736

WESTERN PROVINCE

Number of schools	Total	945
Type of school	Primary School	908
	Secondary School	37

Number of students	Total	294 817
School phase	Primary School	240 078
	Secondary School	54 739

Number of teachers	Total	7 087
School phase	Primary School	6 053
	Secondary School	1 034
Pupil Teacher Ratio	Primary School	39.7
	Secondary School	52.9

Number of classrooms	Total	3 630
Structure	Permanent	3 039
	Incomplete	341
	Temporary	250

CHAPTER 4: PRIMARY & SECONDARY SCHOOLS

Table 1 Numbers of primary schools by agency from 2007 to 2016

	Year										Avg annual growth rate 2007 - 2016	Percentage change 2015-2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016		
Total	8013	8195	7639	8493	8362	8359	8801	8754	8804	8823	0.8%	0.2%
GRZ/GA	4918	4790	4709	4903	5016	5219	5420	5474	5669	5670	1.9%	0.0%
Priv/Church	387	411	354	739	709	498	485	616	699	673	5.6%	-3.7%
Community/Unknown	2708	2994	2576	2851	2637	2642	2896	2664	2406	2480	-2.1%	3.1%

Table 2 Numbers of secondary schools by agency from 2007 to 2016

	Year										Avg annual growth rate 2007 - 2016	Percentage change 2015 - 2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016		
Total	583	599	544	646	631	663	683	794	832	851	4.3%	2.3%
GRZ/GA	459	464	447	498	487	501	522	616	664	707	4.9%	6.5%
Priv/Church/Community	124	135	97	148	144	162	161	178	168	144	1.7%	-14.3%

Distribution of Schools

The following tables show the number of primary and secondary schools, disaggregated by year, running agency, location and type of school. It should be noted that the ESB traditionally reflects the schools that submitted the ASC questionnaires. There were 8,823 primary and 851 secondary schools in 2016 representing an increase of 0.2 percent in primary schools and 2.3 percent in secondary schools against the previous year. The increase in the number of secondary schools is attributed to the upgrading of some primary schools to secondary schools in all the provinces. Table 2 shows an aggregated reduction of Private/Church/Community schools at secondary level from 168 schools in 2015 to 144 in 2016. This decline can be attributed to closures or non-responses of some schools especially in private and community schools.

Figure 1. Number of primary schools by agency: 2007 - 2016

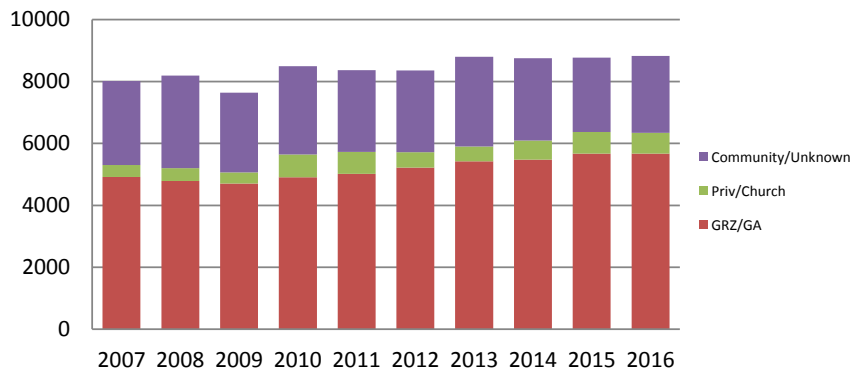


Figure 2. Numbers of secondary schools by agency: 2007 - 2016

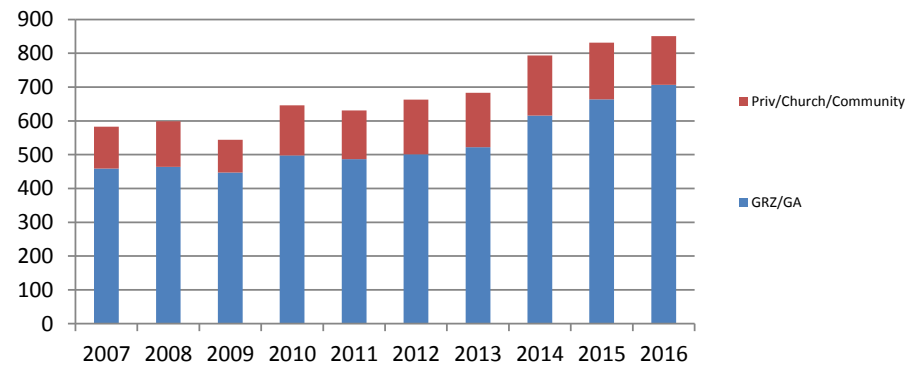


Table 3 Numbers of primary and secondary schools by agency from 2007 to 2016

	Year										Average annual growth rate 2016 - 2015	Percentage change 2015- 2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016		
Total	8 596	8 794	8 783	9 137	8 993	9 022	9 484	9 548	9 636	9 674	1.3%	0.4%
<i>Agencies</i>												
GRZ/GA	5 377	5 254	5 514	5 656	5 719	5 720	5 942	6 090	6 090	6 377	1.9%	4.7%
Priv/Church/Communit	3 219	3 540	3 269	3 481	3 274	3 302	3 542	3 458	3 273	3 297	0.3%	0.7%

Table 4 Numbers of primary and secondary schools by running agency and province

	Primary schools					Secondary schools					Total
	GRZ	Private	GA	Comm	Total	GRZ	Private	GA	Comm.	Total	
National	5 446	673	224	2 480	8 823	602	126	105	18	851	9 674
<i>Provinces</i>											
CENTRAL	624	58	21	339	1 042	56	12	10	3	81	1 123
COPPERBELT	499	268	21	295	1 083	89	37	10	1	137	1 220
EASTERN	668	24	37	281	1 010	45	7	18	3	73	1 083
LUAPULA	482	24	13	112	631	55	2	6	2	65	696
LUSAKA	268	156	29	333	786	57	40	8	1	106	892
MUCHINGA	472	18	11	172	673	54	0	2	2	58	731
NORTH WESTERN	497	13	9	159	678	83	7	3	2	95	773
NORTHERN	581	16	26	249	872	69	2	18	4	93	965
SOUTHERN	747	80	37	276	1 140	65	17	24	0	106	1 246
WESTERN	608	16	20	264	908	29	2	6	0	37	945

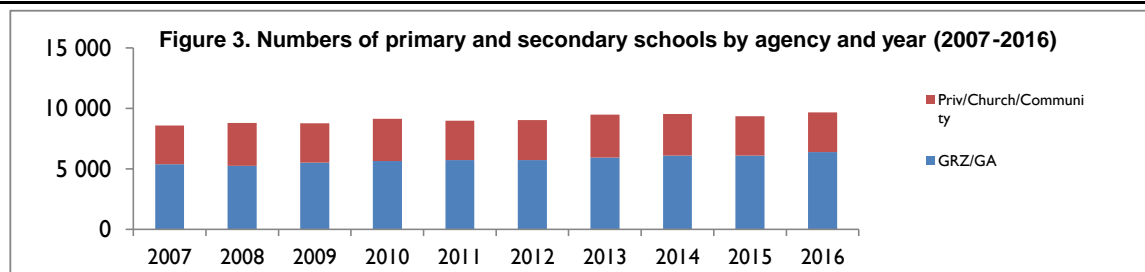


Table 5 Numbers of primary and secondary schools by location and province

	Primary Schools					Secondary Schools					Total Schools
	Urban	Rural	% Rural	Total	% of Total	Urban	Rural	% Rural	Total	% of Total	
National	1 646	7 177	81.3%	8 823	100%	333	518	60.9%	851	100%	9 674
<i>Provinces</i>											
CENTRAL	121	921	88.4%	1 042	11.8%	28	53	65.4%	81	9.5%	1 123
COPPERBELT	610	473	43.7%	1 083	12.3%	104	33	24.1%	137	16.1%	1 220
EASTERN	57	953	94.4%	1 010	11.4%	15	57	79.2%	72	8.5%	1 082
LUAPULA	39	592	93.8%	631	7.2%	10	53	84.1%	63	7.4%	694
LUSAKA	518	268	34.1%	786	8.9%	79	26	24.8%	105	12.3%	891
MUCHINGA	35	638	94.8%	673	7.6%	7	58	89.2%	65	7.6%	738
NORTH WESTERN	26	652	96.2%	678	7.7%	15	79	84.0%	94	11.0%	772
NORTHERN	52	820	94.0%	872	9.9%	27	64	70.3%	91	10.7%	963
SOUTHERN	143	997	87.5%	1 140	12.9%	37	69	65.1%	106	12.5%	1 246
WESTERN	45	863	95.0%	908	10.3%	11	26	70.3%	37	4.3%	945

Location of schools

Table 5 shows that the majority of schools in the country are located in rural areas (where 65% of the population lives), 81.3% of all primary and 60.9% of all secondary schools are located in rural areas. Southern Province has the highest number of primary schools (1,140) while Luapula Province has the least with 631 primary schools. Overall, table 5 shows the urban bias of secondary schools distribution: the four most urbanized provinces of Copperbelt, Central, Lusaka and Southern account for a third of all secondary schools in the country and three-quarters of all secondary schools located in an urban area .

Table 6 Number of schools by grades offered and province

	Grades 1-4	Grades 1-7	Grades 1-9	Grades 1-12	Grades 8-9	Grades 8-12	Grades 10-12	Others	Total
National	473	3 603	2 755	56	14	377	23	2 373	9 674
<i>Provinces</i>									
CENTRAL	56	403	361	11	0	38	2	252	1 123
COPPERBELT	60	367	322	19	2	76	3	371	1 220
EASTERN	41	432	278	4	1	46	1	279	1 082
LUAPULA	23	252	213	0	5	23	1	177	694
LUSAKA	24	296	248	16	2	46	3	256	891
MUCHINGA	47	346	146	1	0	23	0	175	738
NORTH WESTERN	28	332	176	1	1	40	0	194	772
NORTHERN	86	422	215	1	0	25	0	214	963
SOUTHERN	78	439	487	2	3	40	10	187	1 246
WESTERN	30	314	309	1	0	20	3	268	945

Figure 4. Percentage of schools by grades offered nationally

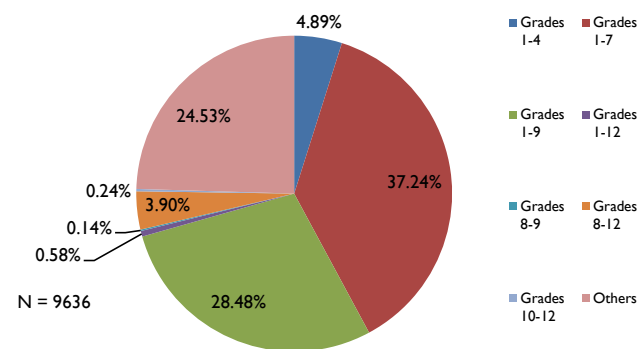


Table 7 Primary schools by grades offered and province

Province	Grades 1-4	Grades 1-7	Grades 1-9	Grades 8-9	Others	Total
National	473	3603	2755	14	1978	8823
<i>Provinces</i>						
CENTRAL	56	403	361	0	222	1042
COPPERBELT	60	367	322	2	332	1083
EASTERN	41	432	278	1	258	1010
LUAPULA	23	252	213	5	138	631
LUSAKA	24	296	248	2	216	786
MUCHINGA	47	346	146	0	134	673
NORTH WESTERN	28	332	176	1	141	678
NORTHERN	86	422	215	0	149	872
SOUTHERN	78	439	487	3	133	1140
WESTERN	30	314	309	0	255	908

Table 8 Secondary schools by grades offered and province

Province	Grades 8-12	Grades 1-12	Grades 10-12	Others	Total
National	377	56	23	395	851
<i>Provinces</i>					
CENTRAL	38	11	2	30	81
COPPERBELT	76	19	3	39	137
EASTERN	46	4	1	21	72
LUAPULA	23	0	1	39	63
LUSAKA	46	16	3	40	105
MUCHINGA	23	1	0	41	65
NORTH WESTERN	40	1	0	53	94
NORTHERN	25	1	0	65	91
SOUTHERN	40	2	10	54	106
WESTERN	20	1	3	13	37

Schools by grades offered

Tables 7 and 8 show schools by Province and grades offered. Schools are classified as Gr 1-4, Gr 1-7, Gr 1-9, Gr 8-9. Likewise, secondary schools are classified as Gr 8-12, Gr 1-12, Gr 10-12. Mostly private schools offer Gr 12 as opposed to Government and Grant Aided schools that are split between primary and secondary schools.

Figure 5. Number of primary schools by grades offered nationally

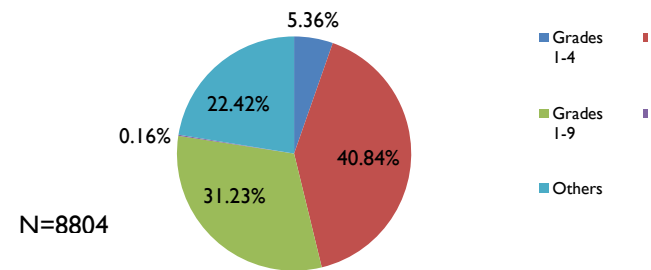
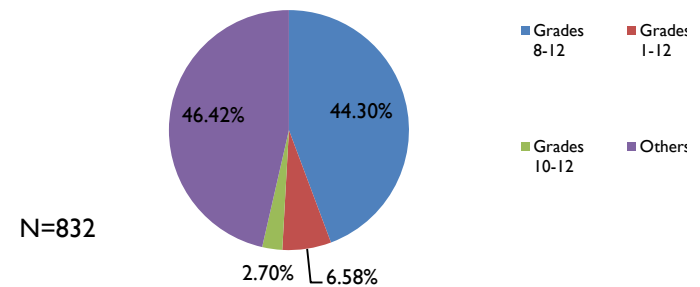


Figure 6. Number of secondary schools by grades offered nationally





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CHAPTER 5: ENROLMENT

Table 9 Enrolment by sex, year, grade and grade group 2011 to 2016

		Year					Average annual growth rate 2011 - 2016	Percentage change 2015 - 2016	
		2011	2012	2013	2014	2015			2016
National	Total	3 653 709	3 879 437	3 847 348	4 019 466	4 018 064	4 025 380	2.0%	0.2%
	Male	1 858 574	1 968 038	1 935 949	2 035 339	2 036 552	2 026 186	1.7%	-0.5%
	Female	1 795 135	1 911 399	1 911 399	1 984 127	1 981 512	1 999 194	2.2%	0.9%
Grade									
Grade 1	Total	522 706	544 817	531 792	544 949	537 990	544 321	0.8%	1.2%
	Male	258 852	269 157	262 720	269 750	266 173	268 365	0.7%	0.8%
	Female	263 854	275 660	269 072	275 199	271 817	275 956	0.9%	1.5%
Grade 2	Total	477 993	495 555	497 535	521 128	495 008	496 083	0.7%	0.2%
	Male	238 423	246 805	247 339	258 820	244 212	244 767	0.5%	0.2%
	Female	239 570	248 750	250 196	262 308	250 796	251 316	1.0%	0.2%
Grade 3	Total	461 486	473 936	472 134	503 759	514 364	478 846	0.7%	-6.9%
	Male	231 090	237 319	236 208	251 419	264 843	237 864	0.6%	-10.2%
	Female	230 396	236 617	235 926	252 340	249 521	240 982	0.9%	-3.4%
Grade 4	Total	448 511	459 633	448 805	477 517	482 451	483 631	1.5%	0.2%
	Male	225 089	229 556	224 565	238 318	238 792	239 179	1.2%	0.2%
	Female	223 422	230 077	224 240	239 199	243 659	244 452	1.8%	0.3%
Grade 5	Total	407 720	425 422	415 463	425 483	434 406	443 159	1.7%	2.0%
	Male	205 799	213 514	208 866	213 476	218 751	221 303	1.5%	1.2%
	Female	201 921	211 908	206 597	212 007	215 655	221 856	1.9%	2.9%
Grade 6	Total	372 358	383 211	375 795	393 630	397 960	404 413	1.7%	1.6%
	Male	188 744	194 011	190 410	199 968	199 250	203 302	1.5%	2.0%
	Female	183 614	189 200	185 385	193 662	198 710	201 111	1.8%	1.2%
Grade 7	Total	339 346	352 868	333 637	351 406	353 544	352 767	0.8%	-0.2%
	Male	177 999	178 204	170 673	181 997	182 247	181 024	0.3%	-0.7%
	Female	161 347	174 664	162 964	169 409	171 297	171 743	1.3%	0.3%

Enrolment

Table 9 shows that between 2011 and 2016, the total number of pupils in primary and secondary schools increased from 3,653,709 to 4,025,380 i.e. an annual average growth rate of 2.0% over the period. The increase can be attributed to the continued effects of the 2002 re-introduction of the Free Primary Education Policy and the growing number of community schools and upgrading of primary schools into secondary . Total male enrolment in 2016 (for grades 1-12) was 2,026,186 boys (51%) and girls 1,999,5,194 (49%).

Table 10 on the following page shows enrolment by grades and sex across the provinces. Enrolment in the two most urbanized provinces of Copperbelt followed by Lusaka are consistently (especially the Copperbelt) in favour of girls. Grades 1 and 2 across most provinces also is biased towards girls, reflecting the demographic composition of the population. For most other grades across most of the other 8 provinces, the number of boys enrolled tends to exceed that of girls, a fact that disadvantages women in economic and social affairs of the country due to lower human capital credentials.

Table 9 Enrolment by sex, year, grade and grade group 2010 to 2015 (Continued)

Grades		Year					Average annual growth rate 2010 - 2015	Percentage change 2010 - 2015	
		2011	2012	2013	2014	2015			
Grade 8	Total	191 992	222 959	222 086	230 855	235 631	238 744	3.7%	1.3%
	Male	100 889	114 982	114 260	117 902	120 535	121 715	3.2%	1.0%
	Female	91 103	107 977	107 826	112 953	115 096	117 029	4.3%	1.7%
Grade 9	Total	188 578	233 325	229 077	242 759	235 330	252 460	5.0%	7.3%
	Male	101 560	125 012	122 592	126 728	122 130	130 780	4.3%	7.1%
	Female	87 018	108 313	106 485	116 031	113 200	121 680	5.7%	7.5%
Grade 10	Total	74 501	102 793	98 367	113 194	111 802	104 750	5.8%	-6.3%
	Male	40 398	55 976	53 219	60 675	60 156	56 144	5.6%	-6.7%
	Female	34 103	46 817	45 148	52 519	51 646	48 606	6.1%	-5.9%
Grade 11	Total	87 307	96 365	102 996	109 677	114 483	118 463	5.2%	3.5%
	Male	44 409	54 376	55 603	59 179	61 828	63 466	6.1%	2.6%
	Female	42 898	41 989	47 393	50 498	52 655	54 997	4.2%	4.4%
Grade 12	Total	81 211	88 553	90 649	105 109	105 095	107 743	4.8%	2.5%
	Male	45 322	49 126	49 494	57 107	57 635	58 277	4.3%	1.1%
	Female	35 889	39 427	41 155	48 002	47 460	49 466	5.5%	4.2%
<i>Grade Group</i>									
Grades 1-7	Total	3 030 120	3 135 442	3 075 161	3 217 872	3 215 723	3 203 220	0.9%	-0.4%
	Male	1 525 996	1 568 566	1 540 781	1 613 748	1 614 268	1 595 804	0.7%	-1.1%
	Female	1 504 124	1 566 876	1 534 380	1 604 124	1 601 455	1 607 416	1.1%	0.4%
Grades 1-9	Total	3 410 690	3 591 726	3 526 324	3 691 486	3 686 684	3 694 424	1.3%	0.2%
	Male	1 728 445	1 808 560	1 777 633	1 858 378	1 856 933	1 848 299	1.1%	-0.5%
	Female	1 682 245	1 783 166	1 748 691	1 833 108	1 829 751	1 846 125	1.6%	0.9%
Grades 8-9	Total	380 570	456 284	451 163	473 614	470 961	491 204	4.3%	4.3%
	Male	202 449	239 994	236 852	244 630	242 665	252 495	3.8%	4.1%
	Female	178 121	216 290	214 311	228 984	228 296	238 709	5.0%	4.6%
Grades 10-12	Total	243 019	287 711	292 012	327 980	331 380	330 956	5.3%	-0.1%
	Male	130 129	159 478	158 316	176 961	179 619	177 887	5.3%	-1.0%
	Female	112 890	128 233	133 696	151 019	151 761	153 069	5.2%	0.9%

Table 10 Enrolment by sex and province for Grades 1 to 12

		CENTRAL	COPPERBELT	EASTERN	LUAPULA	LUSAKA	MUCHINGA	IORTH WESTERN	NORTHERN	SOUTHERN	WESTERN	ALL PROVINCES
All Grades	Total	504 735	621 862	435 703	312 625	490 017	245 032	285 796	339 006	495 787	294 817	4 025 380
	Male	254 204	305 078	216 198	160 774	241 306	127 224	145 881	176 734	250 103	148 684	2 026 186
	Female	250 531	316 784	219 505	151 851	248 711	117 808	139 915	162 272	245 684	146 133	1 999 194
<i>Grades</i>												
Grade 1	Total	66 884	64 469	66 174	45 594	52 658	37 733	43 223	56 314	64 108	47 164	544 321
	Male	32 850	31 824	31 668	22 604	25 828	18 974	21 221	28 147	31 919	23 330	268 365
	Female	34 034	32 645	34 506	22 990	26 830	18 759	22 002	28 167	32 189	23 834	275 956
Grade 2	Total	63 351	63 166	58 716	40 463	51 841	32 800	36 164	49 515	59 939	40 128	496 083
	Male	31 808	30 988	28 092	20 159	25 460	16 562	18 024	24 199	29 464	20 011	244 767
	Female	31 543	32 178	30 624	20 304	26 381	16 238	18 140	25 316	30 475	20 117	251 316
Grade 3	Total	60 911	63 576	55 488	38 198	54 036	31 414	32 544	47 196	57 915	37 568	478 846
	Male	30 491	31 528	26 489	19 027	26 207	16 126	16 220	24 278	28 670	18 828	237 864
	Female	30 420	32 048	28 999	19 171	27 829	15 288	16 324	22 918	29 245	18 740	240 982
Grade 4	Total	60 489	65 019	54 562	43 397	55 689	32 421	32 062	45 141	60 019	34 832	483 631
	Male	30 032	31 779	26 153	21 197	27 119	16 468	16 074	23 147	29 771	17 439	239 179
	Female	30 457	33 240	28 409	22 200	28 570	15 953	15 988	21 994	30 248	17 393	244 452
Grade 5	Total	56 839	62 486	48 757	35 106	56 112	28 705	28 896	38 609	56 698	30 951	443 159
	Male	27 514	30 466	23 865	18 228	27 272	14 814	14 556	20 391	28 630	15 567	221 303
	Female	29 325	32 020	24 892	16 878	28 840	13 891	14 340	18 218	28 068	15 384	221 856
Grade 6	Total	50 662	60 319	43 423	30 540	54 291	24 991	25 572	34 021	53 591	27 003	404 413
	Male	25 144	29 471	21 774	15 782	26 376	13 071	13 001	18 196	27 000	13 487	203 302
	Female	25 518	30 848	21 649	14 758	27 915	11 920	12 571	15 825	26 591	13 516	201 111
Grade 7	Total	43 685	55 326	35 394	24 900	50 944	21 279	23 212	27 961	47 634	22 432	352 767
	Male	22 266	27 039	18 650	13 445	25 124	11 534	11 971	15 370	24 199	11 426	181 024
	Female	21 419	28 287	16 744	11 455	25 820	9 745	11 241	12 591	23 435	11 006	171 743
Grade 8	Total	32 078	44 636	22 460	16 606	33 328	10 618	17 141	12 534	33 350	15 993	238 744
	Male	16 579	21 870	11 820	8 861	16 130	5 571	8 869	6 894	16 965	8 156	121 715
	Female	15 499	22 766	10 640	7 745	17 198	5 047	8 272	5 640	16 385	7 837	117 029
Grade 9	Total	32 419	52 966	22 597	17 269	35 651	9 875	20 069	11 844	32 161	17 609	252 460
	Male	17 392	25 274	11 860	9 600	17 897	5 295	10 795	6 673	16 732	9 262	130 780
	Female	15 027	27 692	10 737	7 669	17 754	4 580	9 274	5 171	15 429	8 347	121 680

Table 10 Enrolment by sex and province for Grades 1 to 12 (Continued)

		CENTRAL COPPERBELT	EASTERN	LUAPULA	LUSAKA	MUCHINGA	ORTH WESTERN	NORTHERN	SOUTHERN	WESTERN	ALL PROVINCES	
Grade 10	Total	11 923	24 790	9 639	6 785	14 590	5 130	7 934	6 419	10 257	7 283	104 750
	Male	6 413	12 385	5 306	3 922	7 613	2 843	4 457	3 666	5 584	3 955	56 144
	Female	5 510	12 405	4 333	2 863	6 977	2 287	3 477	2 753	4 673	3 328	48 606
Grade 11	Total	13 883	32 924	9 759	7 562	15 697	5 718	9 734	5 512	10 450	7 224	118 463
	Male	7 539	16 358	5 430	4 411	8 096	3 304	5 400	3 316	5 786	3 826	63 466
	Female	6 344	16 566	4 329	3 151	7 601	2 414	4 334	2 196	4 664	3 398	54 997
Grade 12	Total	11 611	32 185	8 734	6 205	15 180	4 348	9 245	3 940	9 665	6 630	107 743
	Male	6 176	16 096	5 091	3 538	8 184	2 662	5 293	2 457	5 383	3 397	58 277
	Female	5 435	16 089	3 643	2 667	6 996	1 686	3 952	1 483	4 282	3 233	49 466
<i>Grade groups</i>												
Grades 1-7	Total	402 821	434 361	362 514	258 198	375 571	209 343	221 673	298 757	399 904	240 078	3 203 220
	Male	200 105	213 095	176 691	130 442	183 386	107 549	111 067	153 728	199 653	120 088	1 595 804
	Female	202 716	221 266	185 823	127 756	192 185	101 794	110 606	145 029	200 251	119 990	1 607 416
Grades 1-9	Total	467 318	531 963	407 571	292 073	444 550	229 836	258 883	323 135	465 415	273 680	3 694 424
	Male	234 076	260 239	200 371	148 903	217 413	118 415	130 731	167 295	233 350	137 506	1 848 299
	Female	233 242	271 724	207 200	143 170	227 137	111 421	128 152	155 840	232 065	136 174	1 846 125
Grades 8-9	Total	64 497	97 602	45 057	33 875	68 979	20 493	37 210	24 378	65 511	33 602	491 204
	Male	33 971	47 144	23 680	18 461	34 027	10 866	19 664	13 567	33 697	17 418	252 495
	Female	30 526	50 458	21 377	15 414	34 952	9 627	17 546	10 811	31 814	16 184	238 709
Grades 8-12	Total	101 914	187 501	73 189	54 427	114 446	35 689	64 123	40 249	95 883	54 739	822 160
	Male	54 099	91 983	39 507	30 332	57 920	19 675	34 814	23 006	50 450	28 596	430 382
	Female	47 815	95 518	33 682	24 095	56 526	16 014	29 309	17 243	45 433	26 143	391 778

Table 11 Grade 1 entrants by age, sex and province (excluding repeaters)

	Under 7 yrs		7 yrs		Over 7 yrs		Total		% of 7 yrs	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
National	20 521	24 406	113 762	120 139	110 600	107 877	244 883	252 422	46.5%	47.6%
<i>Provinces</i>										
CENTRAL	3 278	3 848	14 370	15 144	12 866	12 809	30 514	31 801	47.1%	47.6%
COPPERBELT	3 712	4 263	15 349	15 676	9 049	8 950	28 110	28 889	54.6%	54.3%
EASTERN	1 324	1 715	10 813	12 454	17 562	18 253	29 699	32 422	36.4%	38.4%
LUAPULA	1 154	1 306	8 869	9 274	10 629	10 384	20 652	20 964	42.9%	44.2%
LUSAKA	2 887	3 228	10 195	10 909	11 564	11 440	24 646	25 577	41.4%	42.7%
MUCHINGA	1 139	1 553	8 870	8 742	7 186	6 711	17 195	17 006	51.6%	51.4%
NORTH WESTERN	1 664	2 087	8 819	9 515	8 250	7 872	18 733	19 474	47.1%	48.9%
NORTHERN	1 566	1 822	10 655	11 143	13 095	12 451	25 316	25 416	42.1%	43.8%
SOUTHERN	2 370	2 857	14 417	15 227	12 218	11 293	29 005	29 377	49.7%	51.8%
WESTERN	1 427	1 727	11 405	12 055	8 181	7 714	21 013	21 496	54.3%	56.1%

Grade 1 Entrants

Tables 11-12 and Figure 7 describe grade 1 entrants. The number of Grade 1 entrants aged 7 years in 2016 decreased to 46.5% male and 47.6% from 48.5% and 49% respectively from 2015. Nearly half the Grade 1 learners started school at the official school age of 7 years.

Table 11 further shows that at 54.6%, Copperbelt had the biggest share of grade 1 entrants starting age 7 while Eastern had the smallest at 36.4%.

Table 12 shows that the number of grade 1 entrants with pre-school experience increased to 29.8% in 2016 from 24.4% in 2015. This increment is as a result of introduction of ECE centres in some government primary schools across the country.

Figure 7 shows that 44% (split equally between boys and girls) of grade 1 entrants in 2016 were above the official school age of 7.

Table 12 Grade 1 entrants with pre-school experience by sex and province

	Male	Female	Total	% Female	% of Enrolment
National	87 539	60 662	148 201	40.9%	29.8%
<i>Provinces</i>					
CENTRAL	5 870	6 125	11 995	51.1%	19.2%
COPPERBELT	9 511	9 970	19 481	51.2%	34.2%
EASTERN	3 872	4 288	8 160	52.5%	13.1%
LUAPULA	3 747	4 020	7 767	51.8%	18.7%
LUSAKA	39 328	10 655	49 983	21.3%	99.5%
MUCHINGA	2 382	2 453	4 835	50.7%	14.1%
NORTH WESTERN	2 113	2 353	4 466	52.7%	11.7%
NORTHERN	3 433	3 213	6 646	48.3%	13.1%
SOUTHERN	14 657	14 707	29 364	50.1%	50.3%
WESTERN	2 626	2 878	5 504	52.3%	12.9%

Figure 7. Grade 1 entrants with pre-school experience by sex and province

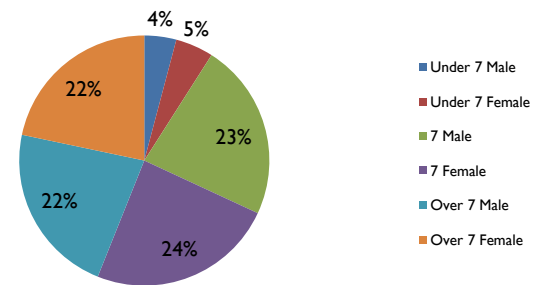


Table 13 Gross intake rates for Grade 1 by sex from 2009 to 2016

	Year							
	2009	2010	2011	2012	2013	2014	2015	2016
Male	118.7%	119.3%	116.4%	132.0%	121.1%	112.0%	114.0%	99.7%
Female	119.0%	121.3%	118.2%	138.0%	126.4%	116.2%	115.6%	103.5%
Total	120.1%	121.3%	118.5%	135.0%	123.3%	113.7%	114.8%	101.6%

Gross Intake Rate (GIR)

The national GIR for 2016 stood at 101.6% from 114.8% the previous year. The GIR is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age. The GIR is a rough measure of access to the first grade, and a national GIR of over 100% implies that both under- and over-aged learners enter grade 1 at the same time. The GIR for Males was reported at 99.7% while for females was 103.5%. GIR at the provincial level ranged from 64% in Lusaka to 127% in Western province.

Table 14 Gross intake rate for Grade 1 by sex and province

	Male	Female	Total	% Change	
				2015	from 2015
National	99.7%	103.5%	101.6%	114.8%	-13.0%
<i>Provinces</i>					
CENTRAL	122.8%	127.5%	125.2%	141.1%	-12.7%
COPPERBELT	81.4%	84.2%	82.8%	96.4%	-16.4%
EASTERN	103.1%	113.3%	108.2%	114.1%	-5.5%
LUAPULA	109.1%	109.4%	109.2%	119.0%	-8.9%
LUSAKA	63.3%	66.5%	64.9%	75.8%	-16.9%
MUCHINGA	123.1%	119.8%	121.4%	135.5%	-11.6%
NORTH WESTERN	124.5%	132.3%	128.4%	150.7%	-17.4%
NORTHERN	114.2%	115.5%	114.8%	132.4%	-15.3%
SOUTHERN	92.3%	95.3%	93.8%	109.0%	-16.2%
WESTERN	124.3%	129.8%	127.0%	141.8%	-11.6%

Figure 8. Gross intake rate for Grade 1 by sex and province

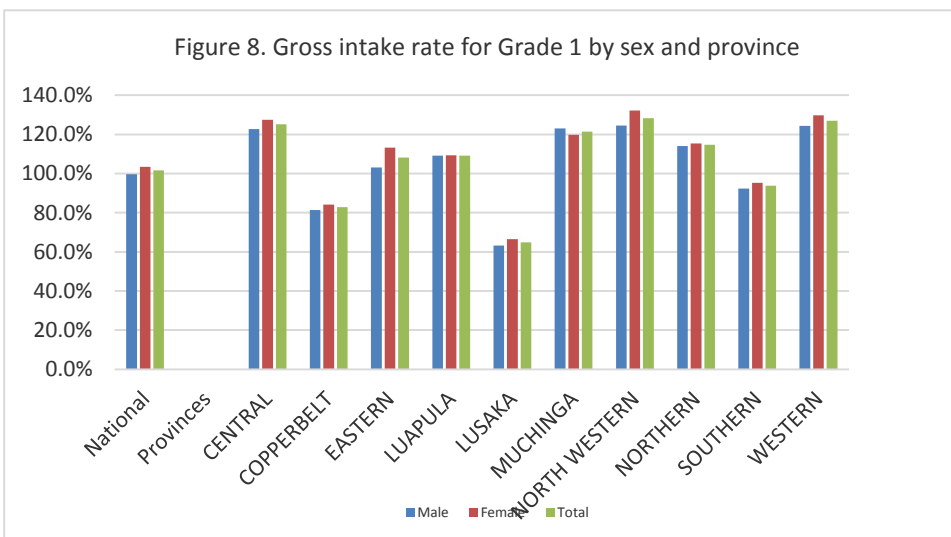


Table 15 Net intake rates for Grade 1 by sex from 2011 to 2016

	Year					
	2011	2012	2013	2014	2015	2016
Male	50.3%	56.8%	54.9%	52.2%	57.1%	46.3%
Female	53.9%	60.5%	59.1%	54.7%	60.1%	49.2%
Total	52.1%	58.7%	56.9%	53.4%	58.5%	47.7%

Net Intake Rate (NIR)

The NIR for Grade 1 is the percentage of seven-year-olds who enter school for the first time, expressed as a percentage of the total number of seven-year-olds in the population. A high NIR indicates a high degree of access to primary education for the official primary school entrance age children. NIR of 100% is a necessary condition for the policy goal of universal primary education.

In 2016 NIR was reported at 47.7% implying that about 48% of the learner in Grade one were of the official school entrance age of 7 years. Lusaka province recorded the lowest NIR of 27.3% and was followed by Eastern province with 40.5% while the highest NIR was recorded in Western province at 70.1% and was followed by Muchinga at 62.5%.

Table 16 Net intake rate for Grade 1 by sex and province

	Male	Female	Total	% Change	
				2015	2015
National	46.3%	49.2%	47.7%	58.5%	-22.7%
<i>Provinces</i>					
CENTRAL	57.8%	60.7%	59.3%	78.6%	-32.6%
COPPERBELT	44.4%	45.7%	45.1%	61.7%	-36.8%
EASTERN	37.5%	43.5%	40.5%	45.7%	-12.8%
LUAPULA	46.9%	48.4%	47.6%	61.0%	-28.1%
LUSAKA	26.2%	28.3%	27.3%	40.1%	-47.0%
MUCHINGA	63.5%	61.6%	62.5%	73.6%	-17.6%
NORTH WESTERN	58.6%	64.6%	61.6%	80.2%	-30.3%
NORTHERN	48.0%	50.6%	43.3%	67.4%	-55.7%
SOUTHERN	45.9%	49.4%	47.6%	59.9%	-25.7%
WESTERN	67.5%	72.8%	70.1%	83.0%	-18.4%

Figure 9. Net intake rate for Grade 1 by sex and province

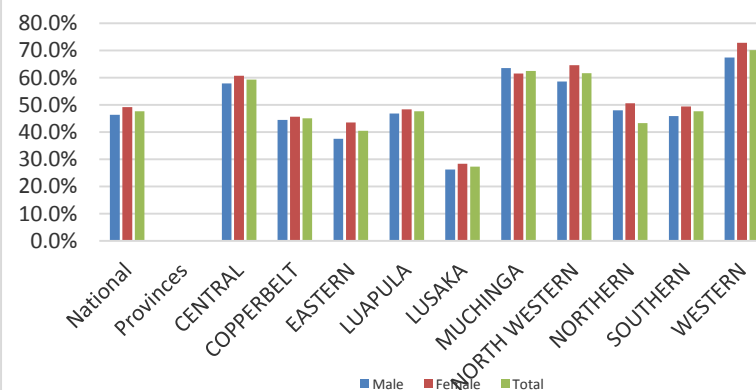


Table 17 Gross enrolment rate by sex from 2009 to 2016

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Grades 1-7	Male	NA	NA	NA	NA	126.8	113.40%	111.20%	104.7%
	Female	NA	NA	NA	NA	127.9	114.00%	111.20%	106.3%
	Total	NA	NA	NA	NA	127.3	113.70%	111.20%	105.5%
Grades 8-12	Male	33.5%	37.10%	31.80%	36.70%	35.50%	35.23%	48.10%	48.1%
	Female	27.0%	29.80%	25.80%	29.20%	29.70%	29.48%	42.70%	43.3%
	Total	30.2%	33.40%	28.80%	32.93%	32.60%	32.32%	45.40%	45.7%

Table 18 Gross enrolment rate by sex and province

	Grades 1-7			Grades 8-12		
	Male	Female	Total	Male	Female	Total
National	104.7%	106.3%	105.5%	48.1%	43.3%	45.7%
<i>Provinces</i>						
CENTRAL	132.5%	133.8%	133.2%	59.7%	52.7%	56.2%
COPPERBELT	91.5%	95.9%	93.7%	67.0%	66.6%	66.8%
EASTERN	100.6%	106.3%	103.5%	36.6%	32.4%	34.6%
LUAPULA	118.3%	113.7%	116.0%	47.0%	38.0%	42.6%
LUSAKA	74.2%	79.0%	76.6%	39.6%	35.2%	37.3%
MUCHINGA	123.9%	114.7%	119.3%	35.9%	29.2%	32.6%
NORTH WESTERN	125.7%	128.5%	127.1%	71.3%	61.6%	66.5%
NORTHERN	114.2%	108.2%	111.2%	29.7%	23.0%	26.4%
SOUTHERN	105.2%	107.7%	106.4%	46.5%	42.3%	44.4%
WESTERN	112.1%	113.9%	113.0%	48.3%	44.8%	46.6%

Gross Enrolment Rate (GER)

The GER indicates the total enrolment of learners in a specific level, regardless of age, in a given year, expressed as a percentage of the official school-age population for that level. GER is used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol learners of a particular age group.

The primary GER is the proportion (percentage) of primary-aged (age 7-13) learners who are enrolled in primary school (grades 1-7) as a ratio to the total population of the 7-13 in the total population.

The Primary GER in 2016 was 105.5% while the Secondary GER was 45.7%. The GER for primary school ranged from 76.6% in Lusaka province to 133.2% in Central province whereas Secondary GER ranged from 26.4% in Northern province to 66.8% in Copperbelt province and 66.5% in Western province respectively. Table 19 shows the GER by Grade and province.

GER)

Table 19 Gross enrolment rate by grade and province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	131.44%	123.95%	132.58%	155.03%	145.07%	129.86%	113.67%	74.28%	79.95%	34.05%	39.61%	37.18%
<i>Provinces</i>												
CENTRAL	144.10%	142.73%	152.29%	176.34%	168.92%	147.94%	128.08%	91.29%	94.03%	35.47%	42.43%	36.55%
COPPERBELT	109.62%	109.95%	124.83%	155.49%	149.84%	136.64%	122.45%	92.06%	109.26%	51.66%	69.71%	69.71%
EASTERN	121.80%	112.47%	118.84%	132.93%	120.64%	105.06%	85.90%	52.55%	53.97%	23.78%	24.98%	23.29%
LUAPULA	127.17%	117.94%	122.52%	166.57%	139.06%	121.17%	100.47%	65.81%	70.00%	28.43%	32.82%	27.99%
LUSAKA	102.58%	102.39%	120.21%	147.12%	150.21%	137.60%	126.73%	77.12%	83.24%	34.72%	38.34%	38.34%
MUCHINGA	160.33%	144.15%	148.71%	171.58%	156.94%	138.25%	120.55%	60.04%	57.41%	30.86%	35.59%	27.98%
NORTH WESTERN	160.33%	139.27%	135.58%	148.02%	139.29%	125.50%	117.07%	86.64%	104.65%	42.91%	54.69%	54.12%
NORTHERN	150.50%	137.50%	139.72%	156.35%	137.52%	123.16%	103.87%	46.96%	45.65%	25.61%	22.73%	16.77%
SOUTHERN	127.03%	123.58%	133.69%	153.60%	148.72%	137.94%	123.47%	83.54%	82.48%	27.08%	28.41%	27.04%
WESTERN	162.58%	143.25%	149.04%	155.56%	141.49%	122.15%	102.46%	70.99%	79.56%	33.72%	34.18%	31.99%

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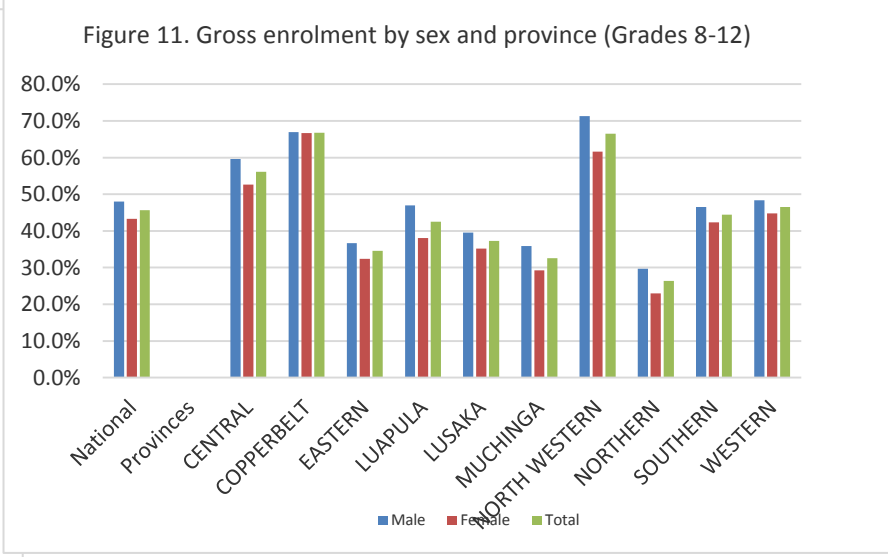
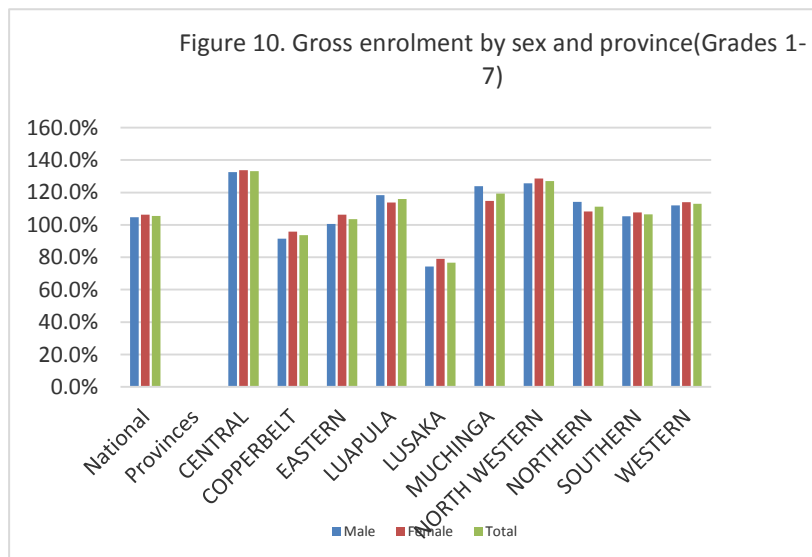




Table 20 Net enrolment rate by sex from 2009 to 2016

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Grades 1-7	Male	101.9	93.1	95	108.1	1.058	93.1%	89.6%	88.7%
	Female	102.3	93.9	97	111.7	1.082	95.4%	90.9%	92.0%
	Total	102.1	93.7	96	109.9	1.07	94.3%	89.0%	90.4%
Grades 8-12	Male	NA	NA	26.1	32.6	0.311	30.9%	30.5%	26.5%
	Female	NA	NA	19.9	24.9	0.25	25.0%	25.7%	24.3%
	Total	NA	NA	23	28.7	0.28	27.9%	28.1%	25.4%

Table 21 Net enrolment rate by sex and province

	Grades 1-7			Grades 8-12		
	Male	Female	Total	Male	Female	Total
National	88.7%	92.0%	90.4%	26.5%	24.3%	25.4%
<i>Provinces</i>						
CENTRAL	114.6%	116.8%	115.7%	32.8%	28.8%	30.8%
COPPERBELT	82.8%	87.7%	85.2%	36.5%	37.6%	37.1%
EASTERN	77.4%	86.4%	81.9%	22.0%	18.6%	20.3%
LUAPULA	98.0%	95.6%	96.8%	26.4%	20.5%	23.4%
LUSAKA	64.8%	69.6%	67.2%	21.0%	20.3%	20.7%
MUCHINGA	103.9%	98.7%	101.3%	21.9%	16.8%	19.3%
NORTH WESTERN	105.0%	110.0%	107.5%	38.0%	32.3%	35.2%
NORTHERN	93.9%	91.6%	92.8%	16.1%	12.0%	14.1%
SOUTHERN	88.3%	92.9%	90.6%	25.3%	25.8%	25.6%
WESTERN	98.2%	101.6%	99.9%	25.5%	23.5%	24.5%

Net Enrolment Rate (NER)

The primary NER is the proportion (in percentage) of primary-aged (ages 7-13) learners who are enrolled in primary school (grades 1-7) as a ratio to the total population of the 7-13 year olds in the total population. Table 20 shows primary NER of 90.4 % and 25.4% NER for Secondary respectively in 2016).

The secondary NER is the percentage of secondary-aged (ages 14-18) learners who are enrolled in secondary school (grades 8-12) as a proportion of the 14-18 year-olds in the population.

NER for primary education did not vary between provinces compared to the Secondary variations. Primary NER varied from 81.9% in Eastern to 115.7% in Central province while Secondary NER varied from 14.1% in Northern to 37.1 % in Copperbelt province.

NERs of over 100% for primary education in Central, North Western and Muchinga can be attributed to inward migration patterns, especially for North Western on account of the new mining industry in the region. Migratory assumptions used in the 2010 projections may have changed but the subsequent population projections might not have taken such changes into account. Table 22 illustrates NER by province and grade

Table 22 Net enrolment rate by grade and province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	58.82%	50.07%	47.08%	51.27%	45.36%	38.74%	32.53%	20.82%	23.08%	10.71%	13.51%	20.79%
<i>Provinces</i>												
CENTRAL	65.78%	59.17%	57.37%	62.82%	59.68%	48.64%	40.61%	26.96%	27.64%	11.12%	14.03%	17.82%
COPPERBELT	56.74%	51.63%	52.35%	62.83%	58.10%	52.59%	46.13%	30.60%	37.30%	17.59%	23.88%	32.58%
EASTERN	44.07%	35.91%	32.52%	32.78%	26.54%	21.79%	16.37%	10.75%	11.53%	6.14%	7.02%	15.03%
LUAPULA	52.42%	44.14%	41.67%	46.19%	37.51%	31.73%	25.15%	14.38%	17.71%	10.38%	13.26%	19.62%
LUSAKA	41.82%	38.85%	39.98%	46.06%	44.67%	37.47%	34.90%	21.57%	24.57%	10.55%	13.12%	22.45%
MUCHINGA	77.94%	62.18%	57.84%	62.74%	50.96%	41.21%	31.80%	16.31%	15.76%	10.29%	12.99%	17.29%
NORTH WESTERN	71.72%	54.78%	45.41%	46.37%	39.01%	33.71%	31.13%	22.61%	25.20%	13.13%	19.68%	35.71%
NORTHERN	60.58%	52.42%	41.98%	45.86%	36.39%	31.39%	24.04%	11.25%	11.85%	7.58%	7.51%	9.97%
SOUTHERN	60.97%	51.13%	48.40%	50.64%	45.32%	39.44%	31.72%	21.33%	21.40%	7.87%	8.71%	16.18%
WESTERN	83.95%	67.37%	63.52%	63.76%	57.06%	48.24%	40.01%	27.44%	29.70%	10.88%	12.99%	18.12%

Figure 12. Net enrolment By sex and province (Grades 1-7)

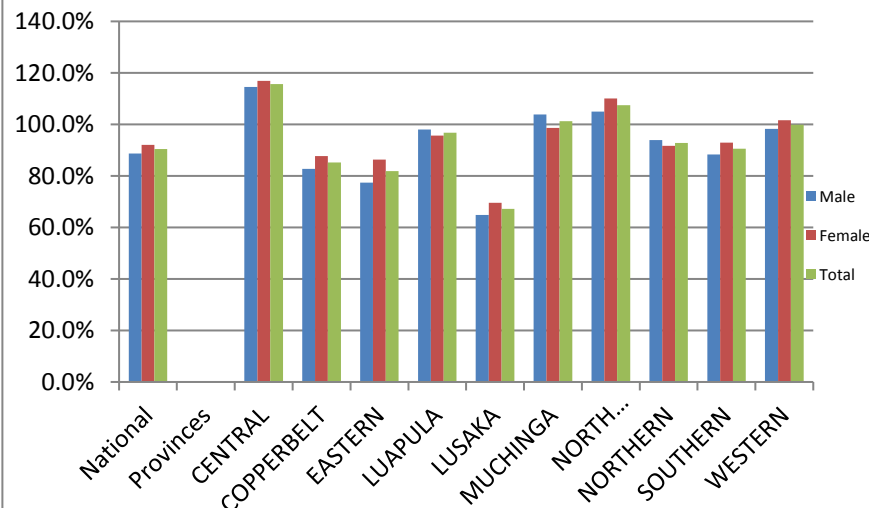
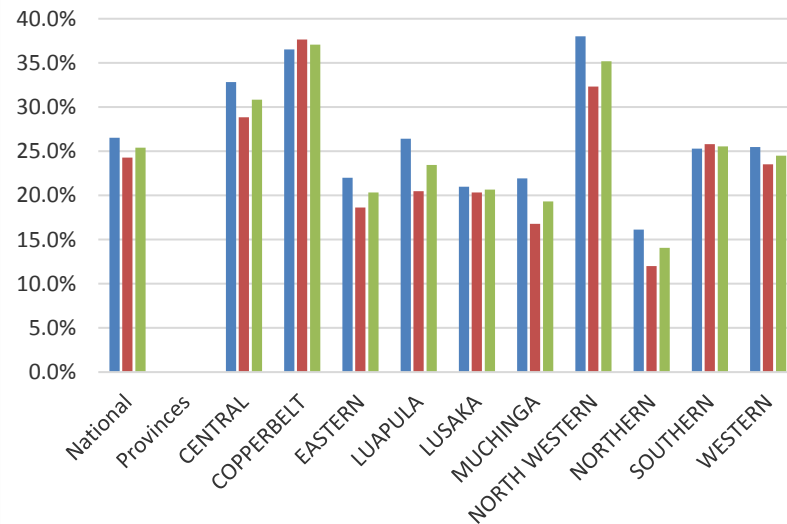


Figure 13. Net enrolment by sex and province (Grades 8-12)



CHAPTER 6: EFFICIENCY

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

Table 23 Transition, repetition and dropout rate by sex from 2009 to 2016

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Transition Rate									
Grades 7-8	Male	55.4%	62.1%	65.6%	63.1%	63.1%	59.1%	63.7%	65.3%
	Female	56.6%	53.9%	54.6%	65.5%	60.6%	59.4%	65.5%	67.1%
	Total	56.0%	57.9%	59.9%	64.2%	61.9%	59.3%	64.5%	66.2%
Grades 9-10	Male	41.4%	45.3%	46.0%	46.5%	43.6%	42.0%	47.4%	48.0%
	Female	40.7%	44.8%	44.8%	47.0%	42.7%	42.3%	44.8%	45.1%
	Total	41.0%	45.0%	45.5%	46.7%	43.2%	42.2%	46.2%	46.6%
Repetition Rate									
Grades 1-7	Male	6.6%	6.7%	6.3%	6.3%	6.4%	7.4%	6.6%	6.9%
	Female	6.1%	6.0%	5.8%	5.8%	6.0%	6.8%	6.2%	6.4%
	Total	6.4%	6.4%	6.1%	6.0%	6.2%	7.1%	6.4%	6.7%
Grades 8-12	Male	7.2%	1.3%	0.9%	0.9%	0.9%	1.5%	1.2%	1.5%
	Female	6.7%	1.3%	1.3%	0.9%	1.1%	1.5%	1.4%	1.6%
	Total	7.0%	1.3%	1.1%	0.9%	1.0%	1.5%	1.3%	1.6%
Dropout Rate									
Grades 1-7	Male	1.8%	1.9%	1.7%	1.6%	1.4%	1.5%	1.3%	1.3%
	Female	2.9%	2.7%	2.6%	2.3%	2.1%	2.1%	1.9%	1.8%
	Total	2.4%	2.3%	2.2%	1.9%	1.8%	1.8%	1.6%	1.5%
Grades 8-12	Male	0.6%	0.6%	0.9%	0.5%	0.7%	0.6%	0.5%	0.7%
	Female	1.8%	1.6%	2.2%	1.6%	1.7%	1.8%	1.9%	1.8%
	Total	1.1%	1.1%	1.4%	1.0%	1.2%	1.1%	1.1%	1.2%

Transition rate

The transition rate (also called promotion rate) represents the proportion of students who have successfully completed a grade and proceeded to the next grade the following year. Table 23 shows that the number of pupils who transitioned from grade 7 - 8. There was a small marginal increase of 1.7 percentage points for Grade 7-8 transition in 2016, up from 64.5% in 2015 to 66.2%, while the number who transitioned from grade 9 - 10 rose by a slight increase of about 0.4% from 46.2% to 46.6%.

This indicator demonstrates the degree of access or transition from a lower to a higher grade. The transition rate can help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements. High transition rates indicate a high level of access from lower to higher grades. The indicator reflects also the absorptive capacity of the next level of education. Inversely, low transition rates signal restrictions between two levels/grades of education on account of either high failure rates or inadequate absorptive capacity in the higher level of education or both. This indicator should be based on reliable data on new entrants (or on enrolment and repeaters) especially in the first grade of the higher level of education. It can be distorted by failure to distinguish between new entrants and repeaters, especially in the first grade of the higher level of education. Students who interrupted their studies for one or more years after having completed the lower level of education and migrant students also affect the quality of this indicator. Table 24 further illustrates gender and spatial transition rates: girls have higher rates at primary than boys at Grade 7 - 8. But this is reversed at grade 9 - 10; Northern, Eastern, Muchinga, Copperbelt, North-Western, Lusaka, Lusaka, Eastern, Southern, Muchinga and Northern Provinces have the highest grade 7 - 10 transition rates; at grade 9 -10, Northern, Muchinga, Copperbelt and Northern have the highest transition rates.

Table 24 Transition rate by sex and province

	Grades 7-8			Grades 9-10		
	Male	Female	Total	Male	Female	Total
National	65.3%	67.1%	66.2%	48.0%	45.1%	46.6%
<i>Provinces</i>						
CENTRAL	71.4%	68.9%	70.1%	41.8%	35.8%	40.4%
COPPERBELT	80.8%	81.6%	81.2%	51.1%	51.5%	50.4%
EASTERN	64.7%	64.9%	64.8%	57.4%	47.2%	55.9%
LUAPULA	65.1%	67.8%	66.3%	45.2%	32.9%	43.7%
LUSAKA	63.4%	67.5%	65.5%	45.4%	41.4%	43.6%
MUCHINGA	46.2%	51.9%	48.7%	56.2%	45.7%	55.0%
NORTH WESTERN	73.3%	75.8%	74.5%	47.1%	36.9%	46.0%
NORTHERN	40.2%	40.9%	40.5%	83.9%	62.5%	78.0%
SOUTHERN	64.0%	64.2%	64.1%	37.5%	31.8%	36.4%
WESTERN	68.9%	66.4%	67.6%	45.2%	38.1%	43.5%

Repetition rate

The repetition rate is the proportion of pupils from a cohort enrolled in a given grade in a given school year who remain in the same grade in the following school year. The repetition rate measures the number of pupils repeating a grade, and is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle. A high repetition rate reveals problems in the internal efficiency of the educational system, and increasing repetition rates may serve as an early warning that the system is experiencing capacity constraints either in terms of skilled human resource, teaching and learning aids, financial resources or infrastructure.

Table 23 shows a national average increase in repetition rates (2016) for both grade ranges 1-7 and 8-12 upward from 6.4% to 6.7% and 1.3% to 1.6% in 2016 representing 0.3 percentage points increments, on both Grades 1 - 7 and 8 - 12 .

Table 25 shows repetition and dropout by sex and province. Northern, North-western and Southern have the highest grade 1-7 repetition rates; while, the repetition rate for grades 8-12 remained much lower than the grades 1-7. North-Western Province still has the highest grade

Table 25 Repetition and dropout rate by sex and province

	Repetition Grades 1-7			Repetition Grades 8-12			Dropout Grades 1-7			Dropout Grades 8-12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	6.9%	6.4%	6.7%	1.5%	1.6%	1.6%	1.3%	1.8%	1.5%	0.7%	1.8%	1.2%
<i>Provinces</i>												
CENTRAL	6.2%	5.5%	5.8%	1.1%	1.4%	1.2%	1.1%	1.6%	1.4%	0.6%	1.7%	1.1%
COPPERBELT	4.7%	4.4%	4.5%	1.0%	0.9%	1.0%	0.9%	1.2%	1.0%	0.3%	0.9%	0.6%
EASTERN	5.4%	5.2%	5.3%	1.1%	1.1%	1.1%	1.4%	1.9%	1.7%	0.6%	1.9%	1.2%
LUAPULA	7.7%	7.9%	7.8%	2.8%	3.5%	3.1%	2.6%	3.2%	2.9%	1.1%	3.3%	2.1%
LUSAKA	3.8%	3.5%	3.7%	0.6%	0.8%	0.7%	0.7%	1.0%	0.9%	1.1%	1.0%	1.0%
MUCHINGA	7.8%	7.8%	7.8%	3.0%	3.9%	3.4%	1.3%	1.8%	1.5%	1.3%	4.0%	2.5%
NORTH WESTERN	8.8%	8.4%	8.6%	4.3%	4.6%	4.4%	1.6%	2.4%	2.0%	1.5%	3.2%	2.3%
NORTHERN	10.0%	9.8%	9.9%	1.9%	2.9%	2.3%	1.9%	2.5%	2.2%	0.6%	2.8%	1.5%
SOUTHERN	10.1%	8.7%	9.4%	1.4%	1.5%	1.5%	0.9%	1.4%	1.1%	0.6%	1.8%	1.1%
WESTERN	7.1%	6.3%	6.7%	0.7%	0.7%	0.7%	1.5%	2.1%	1.8%	0.4%	2.5%	1.4%

Table 26 Transition, repetition and dropout rates in Grades 1-11 from 2015 to 2016

Grade	Transition rates			Repetition rates			Dropout Rates		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Grade 1	92.9%	94.0%	93.4%	5.3%	4.2%	6.3%	0.9%	0.9%	0.9%
Grade 2	97.8%	96.8%	97.3%	5.4%	5.1%	5.3%	1.1%	1.0%	1.1%
Grade 3	89.8%	98.1%	93.8%	4.9%	5.7%	4.9%	1.1%	1.5%	1.1%
Grade 4	92.1%	90.8%	91.4%	6.0%	5.4%	5.7%	1.2%	1.2%	1.2%
Grade 5	90.8%	91.8%	91.3%	5.8%	5.4%	5.6%	1.4%	1.5%	1.4%
Grade 6	86.8%	83.4%	85.1%	6.9%	6.2%	6.5%	1.5%	2.1%	1.8%
Grade 7	65.3%	67.1%	66.2%	9.0%	9.1%	7.6%	1.6%	3.1%	2.4%
Grade 8	99.1%	96.9%	98.0%	5.5%	6.4%	5.5%	1.5%	3.3%	2.4%
Grade 9	48.0%	45.1%	46.6%	12.4%	12.6%	12.0%	1.9%	4.4%	3.1%
Grade 10	113.8%	112.4%	113.1%	1.5%	1.4%	1.5%	0.7%	1.6%	1.1%
Grade 11	101.8%	99.6%	100.7%	1.4%	1.8%	1.6%	0.8%	2.1%	1.4%

Dropout Rate

The dropout rate indicates the proportion of pupils who leave the system without completing a given grade in a given school year.

Table 23 shows a slight decline in the national average dropout rate to 1.5% (2016) for grades 1-7, down from 1.6% in 2015 and a slight rise was recorded at secondary level from 1.1% to 1.2 % in 2016.

The disaggregated dropout rate data in table 25 shows that female dropout rate in grades 1-7 at 1.9% was higher than that for boys at 1.3% . Similarly, in grades 8-12, female dropout rate was higher than for the boys, 1.8% girls and 0.7% for boys.

CHAPTER 7: EQUITY

Table 27 Gender parity index for Grades 1-7 and Grades 8-12 from 2009 to 2016

	Year							2016
	2009	2010	2011	2012	2013	2014	2015	
Grade 1-7	1.00	0.99	0.97	0.99	0.98	0.99	0.99	1.00
Grade 8-12	0.96	0.86	0.82	0.80	0.84	0.85	0.84	0.86

Table 28 Gender parity index in all schools by grade and province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	1.03	1.03	1.01	1.02	1.00	0.99	0.95	0.96	1.00	0.87	0.87	0.84
<i>Provinces</i>												
CENTRAL	1.04	0.99	1.00	1.01	1.07	1.01	0.96	0.93	0.86	0.86	0.84	0.88
COPPERBELT	1.03	1.04	1.02	1.05	1.05	1.05	1.05	1.04	1.10	1.00	1.01	1.00
EASTERN	1.09	1.09	1.09	1.09	1.04	0.99	0.90	0.90	0.91	0.82	0.80	0.72
LUAPULA	1.02	1.01	1.01	1.05	0.93	0.94	0.85	0.87	0.80	0.73	0.71	0.75
LUSAKA	1.04	1.04	1.06	1.05	1.06	1.06	1.03	1.07	0.99	0.92	0.94	0.85
MUCHINGA	0.99	0.98	0.95	0.97	0.94	0.91	0.84	0.91	0.86	0.80	0.73	0.63
NORTH WESTERN	1.04	1.01	1.01	0.99	0.99	0.97	0.94	0.93	0.86	0.78	0.80	0.75
NORTHERN	1.00	1.05	0.94	0.95	0.89	0.87	0.82	0.82	0.77	0.75	0.66	0.60
SOUTHERN	1.01	1.03	1.02	1.02	0.98	0.98	0.97	0.97	0.92	0.84	0.81	0.80
WESTERN	1.02	1.01	1.00	1.00	0.99	1.00	0.96	0.96	0.90	0.84	0.89	0.95

Table 29 Gender parity index in all schools by grade and agency

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Community/Unknown	1.06	1.03	0.99	1.00	1.06	0.97	0.90	0.91	0.93	0.80	0.95	0.93
Grant-aided	1.11	1.08	1.08	1.06	1.07	1.08	1.03	1.26	1.22	1.23	1.12	1.10
GRZ	1.02	1.02	1.02	1.02	0.99	0.99	0.95	0.94	0.91	0.83	0.83	0.82
Private	1.06	1.04	1.04	1.06	1.04	1.03	1.05	0.99	1.04	0.98	1.08	1.01

Table 30 Gender parity index in all schools by grade group and province

	Grades 1-4	Grades 5-7	Grades 1-7	Grades 1-9	Grades 8-9	Grades 8-12
National	1.02	0.98	1.01	1.00	0.95	0.85
<i>Provinces</i>						
CENTRAL	1.01	1.02	1.01	1.00	0.90	0.88
COPPERBELT	1.03	1.05	1.04	1.04	1.07	1.04
EASTERN	1.09	0.98	1.05	1.03	0.90	0.85
LUAPULA	1.02	0.91	0.98	0.96	0.83	0.79
LUSAKA	1.05	1.05	1.05	1.04	1.03	0.98
MUCHINGA	0.97	0.90	0.95	0.94	0.89	0.81
NORTH WESTERN	1.01	0.97	1.00	0.98	0.89	0.84
NORTHERN	0.99	0.86	0.94	0.93	0.80	0.75
SOUTHERN	1.02	0.98	1.00	0.99	0.94	0.90
WESTERN	1.01	0.99	1.00	0.99	0.93	0.91

Table 31 Gender parity index in all schools by grade group and agency

	Grades 1-4	Grades 5-7	Grades 1-7	Grades 1-9	Grades 8-9	Grades 8-12
Community	1.02	0.99	1.01	1.01	0.92	0.93
Grant-aided	1.08	1.06	1.07	1.11	1.24	0.96
GRZ	1.02	0.98	1.00	0.99	0.93	0.94
Private	1.05	1.04	1.05	1.04	1.02	0.93

Gender Parity Index (GPI)

Tables 27-31 present GPI, the ratio of female to male pupils. A GPI lower than one (1) means that there are more males than females attending school, while a GPI greater than one means there are more females than males. The ideal GPI is one signifying equal school attendance by both males and females but given Zambia's demographic profile of slightly higher number of females than males in the population, a GPI of slightly higher than 1 is desirable i.e. there are slightly more females than males attending school. The gender parity for grade 1-7 had increased from 0.99 in 2015 to 1 in 2016 implying that equal number of boys and girls were enrolled at grade 1-7 in 2016, but given the scenario in the first paragraph above, a GPI of slightly higher than 1 is desirable. For grades 8 - 12 the gender parity index increased from 0.84 in 2015 to 0.86 in 2016 implying that more boys than girls were enrolled at secondary level of education. By agency, tables 29 and 31 shows that grant-aided schools still have the most superior GPI, followed by private and community schools. Government owned schools still have the worst GPI. The provincial GPI numbers (table 28) show Copperbelt as still having the highest GPI at all levels, followed by Lusaka and Central Province. These numbers continue to reinforce the high attrition rates among girl learners and need for Government to continue with effective policy interventions to improve girls' education. The recently introduced keeping girls in school project is one such measures aimed at retaining girls in school.

Table 32 Number of out-of-school children aged 7-13 by sex and year from 2010 to 2016

	Year					
	2010	2011	2012	2014	2015	2016
Male	N/A	133 628	170,941	109 692	134 115	133888
Female	N/A	209 981	240,565	88 065	115 301	115698
Total	N/A	343 609	411 506	197 757	249 416	249586

Out-of-school children

The number of out-of-school children declined from 259,390 in 2010 to 121,265 in 2012 but again increased steeply to reach 249,416 in 2015. Interestingly, from 2012 onwards, the number of boys out of school exceed that of girls. In 2015, the out-of-school children were about 8% of the total primary school enrolment -- quite a large number that calls for further research into why so many children remain out of school.

Table 33 Out-of-school children by age, sex and province

		Age											
		7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years
NATIONAL	Male	90572	43724	11809	NA	NA	NA	NA	22887	34537	42301	62260	51474
	Female	79206	32157	2349	NA	NA	NA	NA	23238	38978	54028	80018	83163
	Total	169778	75881	14158	NA	NA	NA	NA	46125	73515	96329	142278	134637
Provinces													
CENTRAL	Male	7967	2118	NA	NA	NA	NA	NA	648	2267	4307	6199	5767
	Female	7107	1088	NA	NA	NA	NA	NA	295	2892	4948	8379	10061
	Total	15074	3206	NA	NA	NA	NA	NA	943	5159	9255	14578	15828
COPPERBELT	Male	8131	2394	NA	NA	NA	NA	NA	NA	310	2504	4940	4462
	Female	6825	648	NA	NA	NA	NA	NA	NA	NA	2027	6407	7679
	Total	14956	3042	NA	NA	NA	NA	NA	NA	310	4531	11347	12141
EASTERN	Male	16132	9084	4536	1050	1348	2310	3204	6010	6830	6003	8480	4350
	Female	13666	6569	2217	NA	NA	881	2274	6099	7089	7560	11002	10311
	Total	29798	15653	6753	1050	1348	3191	5478	12109	13919	13563	19482	14661
LUAPULA	Male	9132	4775	1546	NA	NA	NA	NA	1465	2627	2973	4321	3933
	Female	8291	4149	1413	NA	NA	NA	289	2284	3499	4066	5991	6484
	Total	17423	8924	2959	NA	NA	NA	289	3749	6126	7039	10312	10417
LUSAKA	Male	15684	11247	6121	750	NA	1428	1514	5900	7519	9311	11466	10693
	Female	14079	9398	4299	NA	NA	NA	166	4754	7701	10190	13135	13575
	Total	29763	20645	10420	750	NA	1428	1680	10654	15220	19501	24601	24268

Table 33 Out-of-school children by age, sex and province (Continued)

		Age											
		7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years
NORTH WESTERN	Male	5992	3513	2108	911	911	1038	1119	1943	2134	1898	2630	363
	Female	4858	2805	1476	412	797	570	882	2060	2656	2885	3739	3129
	Total	10850	6318	3584	1323	1708	1608	2001	4003	4790	4783	6369	3492
MUCHINGA	Male	3629	769	NA	NA	NA	NA	NA	1023	2053	1994	3555	3339
	Female	3470	1039	NA	NA	NA	NA	1103	2805	3908	4840	4971	4858
	Total	7099	1808	NA	NA	NA	NA	1103	3828	5961	6834	8526	8197
NORTHERN	Male	6669	638	NA	NA	NA	NA	NA	NA	1886	2409	5664	5895
	Female	5944	NA	NA	NA	NA	NA	NA	1844	3831	5044	7980	8131
	Total	12613	638	NA	NA	NA	NA	NA	1844	5717	7453	13644	14026
SOUTHERN	Male	10690	4756	1113	NA	NA	NA	NA	2075	3952	5080	8788	7176
	Female	9010	3413	NA	NA	NA	NA	NA	2117	4418	7095	11504	11706
	Total	19700	8169	1113	NA	NA	NA	NA	4192	8370	12175	20292	18882
WESTERN	Male	6546	4430	2735	1569	1800	2727	3401	4571	4959	5822	6217	5496
	Female	5956	4003	2304	1484	1512	2384	3393	4499	5226	6305	7041	7116
	Total	12502	8433	5039	3053	3312	5111	6794	9070	10185	12127	13258	12612

Table 34 Number of orphans in all schools by sex from 2009 to 2016

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Primary Schools	Male	330 520	326 320	304 327	311 427	289 082	225 627	208 671	223 069
	Female	323 033	320 078	297 728	310 231	286 088	225 143	209 818	203 220
	Total	653 553	649 398	602 055	621 658	575 170	450 770	418 489	426 289
Secondary Schools	Male	30 687	32 964	33 289	34 129	31 662	88 921	83 910	82 597
	Female	26 178	28 847	31 894	42 342	30 803	83 844	82 933	80 080
	Total	56 865	61 811	65 183	76 471	62 465	172 765	166 843	162 677
All Schools	Male	361 207	359 284	337 616	345 556	320 744	314 548	292 581	305 666
	Female	349 211	348 925	329 622	352 573	316 891	308 987	292 751	283 300
	Total	710 418	708 209	667 240	698 129	637 635	623 535	585 332	588 966

Note: Data from 2007 to 2013 was reported as Basic (Grade 1-9) and High School (Grade 10-12). In 2014 it was reported as Primary (Grade 1-7) and Secondary (Grade 8-12)

Orphans

Tables 34 - 37 present data on orphans attending school (including regular, APU, and open students). Table 34 shows that between 2009 and 2016 the number of orphans was high though progressively decreasing (with the exception of 2012, when it increased slightly). The relatively high number of orphaned children at primary school level might explain in part the large number of children out of school that is presented in tables 32 and 33 above. In fact, primary school children who are orphans is the major driver of the total population of children who are out of school.

In terms of school types attended by orphans, table 37 shows that government owned schools (as the educator of the last resort), followed by community schools, had the largest population of orphans on their respective rolls.

Table 35 Number of Orphans by Grade, Sex and Province

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
NATIONAL	Male	27 528	27 385	49 524	30 024	29 658	29 347	29 603	23 482	24 941	10 308	11 815	12 051
	Female	28 056	28 345	28 679	30 406	30 023	29 281	28 430	23 274	24 190	9 718	11 225	11 673
	Total	55 584	55 730	78 203	60 430	59 681	58 628	58 033	46 756	49 131	20 026	23 040	23 724
Provinces													
CENTRAL	Male	3 651	3 528	3 633	3 851	3 653	3 832	3 909	2 807	3 057	1 293	1 586	1 507
	Female	3 783	3 550	3 667	3 667	3 743	3 593	3 624	2 964	3 006	1 264	1 399	1 300
	Total	7 434	7 078	7 300	7 518	7 396	7 425	7 533	5 771	6 063	2 557	2 985	2 807
COPPERBELT	Male	3 671	3 863	4 126	4 371	4 340	4 241	4 457	3 724	4 465	1 798	2 314	2 511
	Female	3 767	3 993	4 277	4 577	4 503	4 514	4 599	4 133	4 642	1 880	2 346	2 610
	Total	7 438	7 856	8 403	8 948	8 843	8 755	9 056	7 857	9 107	3 678	4 660	5 121
EASTERN	Male	2 254	2 368	2 333	2 468	2 404	2 418	2 378	1 662	1 823	630	681	802
	Female	2 394	2 453	2 355	2 595	2 416	2 356	2 127	1 548	1 627	479	567	577
	Total	4 648	4 821	4 688	5 063	4 820	4 774	4 505	3 210	3 450	1 109	1 248	1 379

Table 35 Number of orphans by grade, sex and province (Continued)

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
LUAPULA	Male	3 083	3 214	3 015	3 191	3 069	2 946	2 730	2 084	2 178	645	830	663
	Female	2 946	3 122	2 988	3 176	2 928	2 727	2 563	1 913	1 960	550	752	734
	Total	6 029	6 336	6 003	6 367	5 997	5 673	5 293	3 997	4 138	1 195	1 582	1 397
LUSAKA	Male	3 376	3 451	3 867	3 936	4 117	4 192	4 245	3 359	3 780	1 584	1 795	2 146
	Female	3 717	3 834	3 902	4 138	4 489	4 668	4 596	3 757	3 947	1 621	2 119	2 553
	Total	7 093	7 285	7 769	8 074	8 606	8 860	8 841	7 116	7 727	3 205	3 914	4 699
MUCHINGA	Male	1 568	1 534	1 664	1 780	1 776	1 744	1 808	1 355	1 313	665	701	619
	Female	1 550	1 612	1 580	1 647	1 848	1 604	1 566	1 252	1 132	639	681	648
	Total	3 118	3 146	3 244	3 427	3 624	3 348	3 374	2 607	2 445	1 304	1 382	1 267
NORTH WESTERN	Male	1 864	1 751	1 814	1 904	1 918	1 724	1 801	1 840	2 015	1 116	1 195	1 111
	Female	1 826	1 865	1 825	1 902	1 822	1 746	1 660	1 736	1 806	997	976	940
	Total	3 690	3 616	3 639	3 806	3 740	3 470	3 461	3 576	3 821	2 113	2 171	2 051
NORTHERN	Male	2 723	2 370	23 632	2 614	2 405	2 197	2 264	1 565	1 444	724	754	671
	Female	2 618	2 482	2 396	2 710	2 217	2 029	1 865	1 455	1 472	557	604	496
	Total	5 341	4 852	26 028	5 324	4 622	4 226	4 129	3 020	2 916	1 281	1 358	1 167
SOUTHERN	Male	2 337	2 371	2 588	3 003	3 140	3 484	3 600	2 610	2 830	1 111	1 341	1 310
	Female	2 271	2 559	2 781	3 015	3 156	3 350	3 440	2 595	2 674	1 035	1 121	1 230
	Total	4 608	4 930	5 369	6 018	6 296	6 834	7 040	5 205	5 504	2 146	2 462	2 540
WESTERN	Male	3 001	2 935	2 852	2 906	2 836	2 569	2 411	2 476	2 036	742	618	711
	Female	3 184	2 875	2 908	2 979	2 901	2 694	2 390	1 921	1 924	696	660	585
	Total	6 185	5 810	5 760	5 885	5 737	5 263	4 801	4 397	3 960	1 438	1 278	1 296

Table 36 Percentage (%) of orphans in grade groups by sex and province

		Grades	Grades	Grades	Grades			Grades	Grades	Grades	Grades
		1-7	1-9	8-9	8-12			1-7	1-9	8-9	8-12
CENTRAL	Male	6.5%	6.8%	9.1%	4.3%	WESTERN	Male	8.1%	8.8%	13.4%	3.8%
	Female	6.4%	6.8%	9.3%	3.9%		Female	8.3%	8.7%	11.4%	3.5%
	Total	12.8%	13.6%	18.3%	8.2%		Total	16.4%	17.5%	24.9%	7.3%
COPPERBELT	Male	6.7%	7.0%	8.4%	3.5%						
	Female	7.0%	7.3%	9.0%	3.6%						
	Total	13.7%	14.3%	17.4%	7.2%						
EASTERN	Male	4.6%	4.9%	7.7%	2.9%						
	Female	4.6%	4.9%	7.0%	2.2%						
	Total	9.2%	9.8%	14.8%	5.1%						
LUAPULA	Male	8.2%	8.7%	12.6%	3.9%						
	Female	7.9%	8.3%	11.4%	3.7%						
	Total	16.1%	17.1%	24.0%	7.7%						
LUSAKA	Male	7.2%	7.7%	10.3%	4.8%						
	Female	7.8%	8.3%	11.2%	5.5%						
	Total	15.1%	16.1%	21.5%	10.3%						
MUCHINGA	Male	5.7%	6.3%	13.0%	5.6%						
	Female	5.4%	6.0%	11.6%	5.5%						
	Total	11.1%	12.3%	24.7%	11.1%						
NORTH WESTERN	Male	5.8%	6.4%	10.4%	5.3%						
	Female	5.7%	6.3%	9.5%	4.5%						
	Total	11.5%	12.7%	19.9%	9.9%						
NORTHERN	Male	12.8%	12.8%	12.3%	5.3%						
	Female	5.5%	6.0%	12.0%	4.1%						
	Total	18.2%	18.7%	24.3%	9.5%						
SOUTHERN	Male	5.1%	5.6%	8.3%	3.9%						
	Female	5.1%	5.6%	8.0%	3.5%						
	Total	10.3%	11.1%	16.3%	7.5%						

Table 37 Number of orphans in all schools by grade and agency

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
GRZ	Mal	18 420	19 492	41 783	22 546	23 403	23 610	24 532	21 167	22 649	9 048	10 623	10 903
	Female	18 747	19 947	20 884	23 029	23 493	23 275	23 356	20 678	21 644	8 275	9 892	10 381
	Total	37 167	39 439	62 667	45 575	46 896	46 885	47 888	41 845	44 293	17 323	20 515	21 284
Private	Male	454	459	523	509	563	539	585	398	473	247	261	235
	Female	457	585	569	491	525	576	654	395	458	258	280	245
	Total	911	1 044	1 092	1 000	1 088	1 115	1 239	793	931	505	541	480
Grant Aided	Male	661	677	716	867	798	812	844	1 071	1 012	820	766	833
	Female	710	787	853	922	910	966	941	1 372	1 299	1 007	918	970
	Total	1 371	1 464	1 569	1 789	1 708	1 778	1 785	2 443	2 311	1 827	1 684	1 803
Community/Unknown	Male	7 993	6 757	6 502	6 102	4 894	4 386	3 642	846	807	193	165	80
	Female	8 142	7 026	6 373	5 964	5 095	4 464	3 479	829	789	178	135	77
	Total	16 135	13 783	12 875	12 066	9 989	8 850	7 121	1 675	1 596	371	300	157

Table 38 Number of CSEN pupils in all schools by sex and year from 2009 to 2016

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Primary Schools	Male	110 273	102 071	90 494	55 004	55 528	46322	42 955	53,035
	Female	91 842	96 323	84 867	51 855	51 743	42818	46 691	50,183
	Total	202 115	198 394	175 361	106 859	107 271	89134	89 646	103,218
Secondary Schools	Male	1 826	1 880	2 351	146	396	3797	9 090	10,609
	Female	1 906	2 417	2 561	215	482	3674	8 278	9,483
	Total	3 732	4 297	4 912	361	878	7471	17 368	20,092
National Total		205 847	202 691	180 273	107 220	108 149	96 605	107 014	123,310

Children with Special Needs (CSEN)

Tables 38 - 40 presents CSEN by year, sex, province and grade. In 2016, there were 123,310 CSEN learners of which 103, 218 were at primary and 20, 092 at secondary levels respectively. Compared to 2015, the total number of CSEN increased by 15.23%

In terms of provincial distributions at primary level, North-Western had the highest number of CSEN learners followed by Western and Southern Province. Lusaka Province had the least number of CSEN learners.

Table 39. Number of CSEN learners at secondary level by grade, sex and province

	SECONDARY 8--12										TOTAL
	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		
	M	F	M	F	M	F	M	F	M	F	
CENTRAL	312	312	352	336	54	34	48	37	31	20	1536
COPPERBELT	529	549	471	511	125	148	149	183	202	165	3032
EASTERN	173	159	218	138	48	23	59	24	71	32	945
LUAPULA	422	416	493	401	73	62	82	74	59	43	2125
LUSAKA	192	205	219	188	69	47	47	69	48	58	1142
MUCHINGA	242	213	184	154	41	24	47	35	36	31	1007
NORTHWESTERN	672	712	693	639	212	155	246	209	186	150	3874
NORTHERN	243	193	238	152	48	34	51	43	63	46	1111
SOUTHERN	502	471	518	436	63	71	96	53	67	69	2346
WESTERN	527	510	702	582	122	102	136	84	128	81	2974
TOTAL	3814	3740	4088	3537	855	700	961	811	891	695	20092

Table 40 Number of CSEN learners at primary school level by sex, grade and province

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
CENTRAL	740	783	747	741	633	672	693	617	628	610	566	540	522	560	9052
COPPERBELT	989	969	893	843	911	852	892	766	782	773	778	692	830	698	11668
EASTERN	410	432	430	468	417	452	433	420	364	368	320	302	293	283	5392
LUAPULA	1291	1174	1069	1094	927	860	891	932	936	814	759	676	730	713	12866
LUSAKA	359	310	305	280	357	299	352	322	350	367	394	357	350	372	4774
MUCHINGA	794	727	621	572	609	497	588	521	525	498	504	427	457	432	7772
NORTHWESTERN	1272	1274	1093	1084	1141	1117	1067	1082	945	882	893	906	862	878	14496
NORTHERN	1152	1033	858	875	830	785	806	794	756	733	669	610	622	508	11031
SOUTHERN	928	822	956	808	943	875	1071	932	1034	948	970	934	887	808	12916
WESTERN	1156	1166	1061	960	984	931	1070	1015	966	853	842	796	762	689	13251
TOTAL	9091	8690	8033	7725	7752	7340	7863	7401	7286	6846	6695	6240	6315	5941	103218

Table 41 Number of pupils receiving bursaries by grade groups, sex and province

Provinces	Grades 1-7			Grades 8-12			Grades 8-9			Grades 1-12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
CENTRAL	2 842	2 780	5 622	1 690	1 502	3 192	853	799	1 652	4 532	4 282	8 814
COPPERBELT	2 236	2 491	4 727	4 387	4 207	8 594	1 408	1 553	2 961	6 623	6 698	13 321
EASTERN	817	799	1 616	2 666	2 489	5 155	534	433	967	3 483	3 288	6 771
LUAPULA	1 198	1 084	2 282	1 915	3 469	5 384	912	1 107	2 019	3 113	4 553	7 666
LUSAKA	2 772	2 464	5 236	3 585	3 694	7 279	1 011	1 082	2 093	6 357	6 158	12 515
MUCHINGA	431	473	904	663	1 362	2 025	279	536	815	1 094	1 835	2 929
NORTH WESTERN	2 101	2 079	4 180	2 214	2 154	4 368	617	605	1 222	4 315	4 233	8 548
NORTHERN	859	843	1 702	1 374	2 492	3 866	552	837	1 389	2 233	3 335	5 568
SOUTHERN	2 908	3 219	6 127	1 611	2 062	3 673	640	720	1 360	4 519	5 281	9 800
WESTERN	2 170	2 346	4 516	1 443	3 241	4 684	665	1 163	1 828	3 613	5 587	9 200
TOTAL	18 334	18 578	36 912	21 548	26 672	48 220	7 471	8 835	16 306	39 882	45 250	85 132

Table 42 Number of Pupils Receiving Bursaries in All Schools by Sex from 2008 to 2015

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Primary Schools	Male	47 741	42 818	38 417	41 304	30 624	24242	19922	18 334
	Female	53 365	45 113	42 862	45 530	35 083	25041	21250	18 578
	Total	101 106	87 931	81 175	86 834	65 707	49283	41172	36 912
Secondary Schools	Male	12 324	9 025	7 671	11 151	9 488	21548	20182	21 548
	Female	12 854	9 342	7 519	11 808	11 188	26672	25933	26 672
	Total	25 178	18 367	15 190	22 959	20 676	48220	48220	48 220
TOTAL (NATIONAL)		126 284	106 298	96 365	109 793	86 383	97 503	89 392	85 132

Bursaries

Tables 41 and 42 present the number of learners receiving bursaries. The MoGE's bursary scheme is intended to support orphans and vulnerable children (OVC), especially girls who cannot afford basic school requisites. Table 41 shows provincial and gender distribution of OVC receiving bursaries. For all grade groups, more girls than boys receive bursary support. This is meant to bridge the learners' gender gap arising from many social, biological and economic factors disadvantaging girl learners. Ironically, table 41 also shows that the two most prosperous and urbanized provinces of Copperbelt and Lusaka top the OVC bursary recipients.

In addition to the bursary support from the Ministry, other stakeholders also provide financial and material support to vulnerable children and OVC learners: Forum for African Women Educationalists (FAWEZA), the Campaign for Female Education (CAMFED) and other Faith and Community Based Organisations. A total of 89,392 learners received bursary support in 2015 compared to 85,132 in 2016.

Table 43 Number of pregnancies and re-admissions by grade group from 2009 to 2016

		Year								2016/15 % change	
		2009	2010	2011	2012	2013	2014	2015	2016		
Primary schools	Pregnancies	13 634	13 769	13 929	12 753	12 500	13 275	11 989	11 765	-1.9	
	Re-admissions	5 517	5 034	5 106	4 915	4 492	5 322	5 217	5 423	3.9	0
Secondary schools	Pregnancies	1 863	1 817	1 778	2 096	2 428	3 103	3 136	3 457	10.2	0
	Re-admissions	1 162	1 033	924	1 086	1 337	2 069	2 047	2 230	8.9	0

Table 44 Number of pregnancies and re-admissions by grade group and province

Provinces	Grades 1-7		Grades 8-12		Grades 1-12	
	Pregnancies	Re-Admits	Pregnancies	Re-Admits	Pregnancies	Re-Admits
CENTRAL	1 319	559	258	188	1 577	747
COPPERBELT	877	334	622	430	1 499	764
EASTERN	1 845	761	323	212	2 168	973
LUAPULA	1 012	524	343	190	1 355	714
LUSAKA	951	358	397	206	1 348	564
MUCHINGA	482	218	258	142	740	360
NORTH WESTERN	1 560	862	404	289	1 964	1 151
NORTHERN	736	428	125	121	861	549
SOUTHERN	1 767	699	359	269	2 126	968
WESTERN	1 216	680	368	183	1 584	863

Table 45 Number of pregnancies and re-admissions by grade groups, location and province

Provinces	Grades 1-7				Grades 8-12			
	Pregnancies		Re-Admits		Pregnancies		Re-Admits	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
CENTRAL	1 177	141	481	78	154	104	130	58
COPPERBELT	457	420	199	135	110	512	69	361
EASTERN	1 731	114	725	36	273	50	176	36
LUAPULA	924	83	455	61	267	68	152	33
LUSAKA	559	392	164	194	83	311	47	157
MUCHINGA	432	50	172	46	171	87	100	42
NORTH WESTERN	1 481	75	821	39	367	35	258	30
NORTHERN	676	70	345	75	80	58	79	42
SOUTHERN	1 615	152	609	90	217	142	188	81
WESTERN	1 088	128	641	57	243	125	135	56
Total	10 140	1 625	4 612	811	1 965	1 492	1 334	896

Pregnancies & Readmissions

Tables 43 - 45 presents girl learners' pregnancy and readmissions by year, province, grade group, and urban/rural areas. Dividing re-admissions by a lag (prior year's) of pregnancies (table 43) gives an average of 46% readmission at primary level an improvement from 38% in 2015 while at secondary level the readmission still remains at 65% -- implying that the readmission policy is much more effective at secondary than primary level and that girls who become pregnant at primary school level have a higher risk of dropping out of school forever.

In terms of provincial distributions, Eastern, Southern and North Western Provinces top in pregnancies at primary grades. For secondary grades pregnancies, Copperbelt is leading followed by North Western and Lusaka Provinces. In terms of readmissions after giving birth, Northern Province had the highest rate at 58% for primary followed by Western at 56% and Northwestern at 55%. At secondary level Southern had 75% readmission followed by Central at 73% and Copperbelt at 69%. In terms of rural-urban divide, rural schools have more pregnancies than urban both at primary and secondary level. Pregnancies still remain a challenge in the education system both at primary and secondary level and therefore there is need for effective remedial measures to enable girl learners complete their education.

CHAPTER 8: TEACHERS

Table 46 Teachers in all schools by sex from 2009 to 2016

		Year								Annual Percentage Changes			
		2009	2010	2011	2012	2013	2014	2015	2016	2012-11	2013-12	2014-13	2015-14
Primary schools	Male	30 088	30 901	30 364	34 474	35 146	36 105	34 267	33 764	1.9%	2.7%	-5.1%	-1.5%
	Female	30 822	32 151	31 822	38 493	38 403	42 290	40 969	40 185	-0.2%	10.1%	-3.1%	-1.9%
	Total	60 865	63 052	65 014	72 967	73 549	78 395	75 236	73 949	0.8%	6.6%	-4.0%	-1.7%
Secondary schools	Male	9 645	9 843	8 845	10 785	11 273	12 551	12 815	11 815	4.5%	11.3%	2.1%	-7.8%
	Female	6 852	6 979	6 078	7 854	8 342	9 867	9 984	10 464	6.2%	18.3%	1.2%	4.8%
	Total	16 497	16 822	12 947	18 639	19 615	22 418	22 799	22 279	5.2%	14.3%	1.7%	-2.3%
Total		77 362	79 874	77 961	91 606	93 164	100 813	98 035	96 228	1.7%	8.2%	-2.8%	-1.8%

Table 47 Teachers in all schools by sex and province

	Primary schools			Secondary schools		
	Male	Female	Total	Male	Female	Total
National	33 764	40 185	73 949	11 815	10 464	22 279
<i>Provinces</i>						
CENTRAL	4 593	4 864	9 457	1493	1259	2 752
COPPERBELT	3 688	9 058	12 746	1741	2212	3 953
EASTERN	3 604	2 884	6 488	1227	740	1 967
LUAPULA	2 620	1 993	4 613	358	837	1 195
LUSAKA	3 537	7 285	10 822	1636	1747	3 383
MUCHINGA	2 352	1 694	4 046	965	553	1 518
NORTH WESTERN	2 357	2 164	4 521	1213	775	1 988
NORTHERN	3 029	2 223	5 252	964	690	1 654
SOUTHERN	4 869	5 082	9 951	1555	1280	2 835
WESTERN	3 115	2 938	6 053	663	371	1 034

Total teachers

A total number of 96,228 teachers were reported in 2016 showing a decline of 1,812 from 98,035 in 2015. The number of primary school teachers was 73,949 and 22,279 secondary school teachers. Of the total 1,812 teachers decline from the 2015, 1,287 were primary school teachers while 520 were Secondary school teachers.

The reduction in the number of teachers in 2016 is on account of the high turnover among teachers. A total of number of 8,139 teachers left teaching in 2015 and 6,475 left in 2016, the number of teachers that leave the system falls below the numbers of teachers that are replaced annually which is usually about 5,000. The about 5,000 teachers recruited in 2016 was done late in the year and this number was not included in the 2016 teacher statistics. A reduction in the number of teachers when the pupil enrolment is increasing has adverse implications on education quality.

In terms of provincial distribution of teachers, table 47 shows that Copperbelt had the highest total number of teachers and was followed by Lusaka both at primary and secondary levels. Muchinga province reported the least number of primary teachers while Western province had the least number of secondary school teachers.

Table 48 Teachers in all schools by agency and province

	Primary schools				Secondary schools				Total			
	GRZ	Grant Aided	Community	Private	GRZ	Grant Aided	Community	Private	GRZ	Grant Aided	Community	Private
National	57 952	2 674	7 481	5 842	17 410	2 575	334	1 960	75 362	5 249	7 815	7 802
<i>Provinces</i>												
CENTRAL	7 429	277	1 148	607	2 258	294	24	176	9 687	571	1 172	783
COPPERBELT	9 091	131	1 066	2 473	3 028	205	20	604	12 119	336	1 086	3 077
EASTERN	5 096	516	782	134	1 401	373	155	68	6 497	889	937	202
LUAPULA	4 167	131	202	126	1 018	104	39	36	5 185	235	241	162
LUSAKA	7 141	542	1 657	1 188	2 496	202	12	676	9 637	744	1 669	1 864
MUCHINGA	3 471	38	398	153	1 460	62	6	0	4 931	100	404	153
NORTH WESTERN	3 935	96	376	141	1 769	63	46	136	5 704	159	422	277
NORTHERN	4 369	322	536	161	1 294	301	32	51	5 663	623	568	212
SOUTHERN	7 957	496	779	743	1 887	755	0	193	9 844	1 251	779	936
WESTERN	5 296	125	537	116	799	216	0	20	6 095	341	537	136

Table 49 Mentors in IRI Centres by sex and province

	Male	Female	Total
National	3 440	2 927	6 367
<i>Provinces</i>			
CENTRAL	764	736	1 500
COPPERBELT	375	472	847
EASTERN	187	115	302
LUAPULA	73	21	94
LUSAKA	750	821	1 571
MUCHINGA	443	213	656
NORTH WESTERN	171	100	271
NORTHERN	15	2	17
SOUTHERN	456	332	788
WESTERN	206	115	321

Teachers by agency, province and IRI Centres

Table 48 shows the distribution of teachers by school, agency and province. The majority of teachers as expected were Government, followed by Community, Private and the least was Grant Aided.

With regard to IRI services, table 49 shows a total of 6,367 IRI Centre mentors of which 3,440 are males and 2,927 females. Lusaka and Central had the highest number of mentors while Northern had the least. It can be deduced from the table that urban provinces tend to have more of IRI activities looking at the number of mentors compared to the less urban provinces. Radio reception in rural areas needs further investments.

Table 50 Teachers in all schools by academic qualifications and sex

	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Standard 6	7	3	10	1	0	1	8	3	11
First degree	303	216	519	1 120	756	1 876	1 423	972	2 395
Form 2 / Grade 9	614	438	1 052	18	14	32	632	452	1 084
Form 3 / Grade 10	359	234	593	5	11	16	364	245	609
Form 4	295	272	567	173	137	310	468	409	877
Form 5 / Grade 12	31 578	38 566	70 144	10 843	8 955	19 798	42 421	47 521	89 942
GCE "A" Level	124	145	269	27	21	48	151	166	317
Higher degree	30	14	44	57	43	100	87	57	144
Standard 6	94	54	148	6	10	16	100	64	164
Not stated	360	243	603	44	38	82	404	281	685
TOTAL	33 764	40 185	73 949	12 294	9 985	22 279	46 058	50 170	96 228

Table 51 Teachers in all schools by professional qualifications and sex

	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Advanced Diploma	163	114	277	149	48	197	312	162	474
Certificate In Special Education	171	155	326	21	33	54	192	188	380
Diploma (Basic or Sec. Teacher's)	11 329	13 595	24 924	6 987	5 350	12 337	18 316	18 945	37 261
ECE DIPLOMA	2 267	1 101	3 368	48	23	71	2 315	1 124	3 439
Education Bachelor's Degree	1697	1662	3 359	3674	2624	6 298	5 371	4 286	9 657
Master's Degree	77	64	141	137	83	220	214	147	361
Untrained	900	361	1 261	5	5	10	905	366	1 271
Other Bachelor's Degree	148	122	270	226	102	328	374	224	598
Pre-School Teacher's Certificate	664	2743	3 407	42	210	252	706	2 953	3 659
Primary Teacher's Certificate	14729	18882	33 611	743	1289	2 032	15 472	20 171	35 643
Special Education Degree	63	100	163	48	44	92	111	144	255
Special Education Diploma	428	530	958	106	96	202	534	626	1 160
NOT STATED	1128	756	1 884	108	78	186	1 236	834	2 070
TOTAL	33 764	40 185	73 949	12 294	9 985	22 279	46 058	50 170	96 228
Teacher Certificate	44%	47%	45%	6%	13%	9%	34%	40%	37%
Diploma (Basic or Sec. Teacher's)	34%	34%	34%	57%	54%	55%	40%	38%	39%
Total (Certificate + Diploma)	77%	81%	79%	63%	66%	64%	73%	78%	76%

Teacher qualifications

Tables 50 and 51 show teachers by academic and professional qualifications. With regard to academic qualification, the majority of teachers as expected have Form 5/Grade 12 as this is the minimum compulsory qualification for tertiary education. The lower educational qualifications are being phased out from the teaching profession.

In terms of tertiary teacher training professional qualifications, primary teachers' certificate and diploma in teaching (basic and secondary schools teachers) are the main qualifications for the majority of Zambian teachers.

The primary teacher certificate has been phased out hence an increase in diploma holders at primary level. Entry qualification to teach at primary level is now a diploma. All certificate holders are expected to upgrade their qualifications. For secondary schools, the minimum qualification required to teach most subjects is a bachelor's degree, implying that a lot of secondary school teachers will be required to upgrade their credentials although this might adversely affect the delivery of teaching services in the interim.

The Ministry has embarked on the Fast Track training program for teachers to upgrade their qualifications to enable them qualify to teach at secondary level especially in Science, Mathematics and Technology subjects.

Table 52 Teacher att

Primary school	Male
	Female
	Total
Secondary school	Male
	Female
	Total
Total	

Table 53 Teacher att

All Reasons	
Assigned to non-teaching duties	
Contract expired	
Death	
Dismissed	
Illness	
Others	
Resigned	
Retired	

Attrition by sex from 2009 to 2016

2009	2010	2011	Year				2016
			2012	2013	2014	2015	
5 426	5 543	4 772	528	4 290	4 600	3 731	2 791
4 287	4 192	4 114	251	3 453	3 751	3 105	2 550
9 713	9 735	8 886	779	7 743	8 351	6 836	5 341
1 103	921	833	3 252	729	851	751	626
633	549	543	2 419	421	484	552	508
1 736	1 470	1 376	5 671	1 150	1 335	1 303	1 134
11 449	11 205	10 262	6 450	8 893	9 686	8 139	6 475

Teacher attrition

Table 52 shows teacher turnover/attrition from 2009 to 2016. The trend over the years show that male teachers at both primary and secondary schools had higher turnover rates than female teachers.

Table 53 indicates teacher attrition for teachers at primary and secondary schools by reason. Among reasons for attrition 'other reasons' is the most cited however, there is need for additional investigation to unpack this category as all those that are not reported on any of the given reasons are lumped into the other category. Resignations is the second highest cited reason for teacher attrition.

Attrition in all schools by sex and reason

Primary schools			Secondary schools			All schools		
Male	Female	Total	Male	Female	Total	Male	Female	Total
2 791	2 550	5 341	626	508	1 134	3 417	3 058	6 475
58	47	105	14	10	24	72	57	129
204	197	401	50	20	70	254	217	471
201	255	456	39	37	76	240	292	532
120	93	213	23	9	32	143	102	245
77	58	135	5	3	8	82	61	143
1 559	1 492	3 051	389	367	756	1 948	1 859	3 807
494	366	860	82	59	141	576	425	1 001
78	42	120	24	3	27	102	45	147

Table 54 Teacher attrition in all schools by sex and province

	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	2 831	2 510	5 341	749	385	1 134	3 580	2 895	6 475
<i>Provinces</i>									
CENTRAL	417	334	751	96	78	174	513	412	925
COPPERBELT	282	512	794	91	85	176	373	597	970
EASTERN	178	157	335	43	25	68	221	182	403
LUAPULA	236	168	404	53	16	69	289	184	473
LUSAKA	374	483	857	104	43	147	478	526	1 004
MUCHINGA	241	123	364	35	18	53	276	141	417
NORTH WESTERN	205	136	341	65	38	103	270	174	444
NORTHERN	390	202	592	90	21	111	480	223	703
SOUTHERN	259	237	496	153	50	203	412	287	699
WESTERN	249	158	407	19	11	30	268	169	437

Teacher attrition by province

Teacher attrition by province, sex and level of education (table 54) shows Lusaka, followed by Copperbelt and Central reported the highest teacher turnover while the least reported was in Eastern and Western provinces.

The fact that the number of teachers who have been leaving since 2008 is much higher than the 5,000 annual teacher recruitment means the system will continue to have fewer teachers to service the ever increasing learner population and hence the teacher pupil ratios will continue to rise.

Table 55 Teacher deaths in all schools by sex and province

	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	201	255	456	39	37	76	240	292	532
<i>Provinces</i>									
CENTRAL	30	37	67	10	10	20	40	47	87
COPPERBELT	14	39	53	4	8	12	18	47	65
EASTERN	10	5	15	1	2	3	11	7	18
LUAPULA	18	97	115	3	1	4	21	98	119
LUSAKA	24	22	46	2	5	7	26	27	53
MUCHINGA	16	5	21	4	2	6	20	7	27
NORTH WESTERN	25	10	35	4	3	7	29	13	42
NORTHERN	21	12	33	4	0	4	25	12	37
SOUTHERN	16	12	28	7	5	12	23	17	40
WESTERN	27	16	43	0	1	1	27	17	44

Teacher deaths

Tables 55 and 56 present teacher deaths across provinces by sex and school levels. In 2016 a total of 532 teachers were reported to have died of which female teachers deaths were slightly higher than males. By province, Luapula followed by Central had the highest deaths at 119 and 87 respectively. Across school types, more primary school teachers died compared to secondary school teachers as there are more primary than secondary teachers.

Table 56 Teacher deaths by sex from 2009 to 2016

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Primary school	Male	296	308	257	296	616	247	199	201
	Female	214	382	237	214	471	169	169	255
	Total	510	690	494	510	1 087	416	368	456
Secondary school	Male	70	59	41	70	45	71	56	39
	Female	34	36	16	34	25	28	78	37
	Total	104	95	57	104	70	99	134	76
Total	Mal	366	367	298	366	661	318	255	240
	Female	248	418	253	248	496	197	247	292
	Total	614	785	551	614	1 157	515	502	532

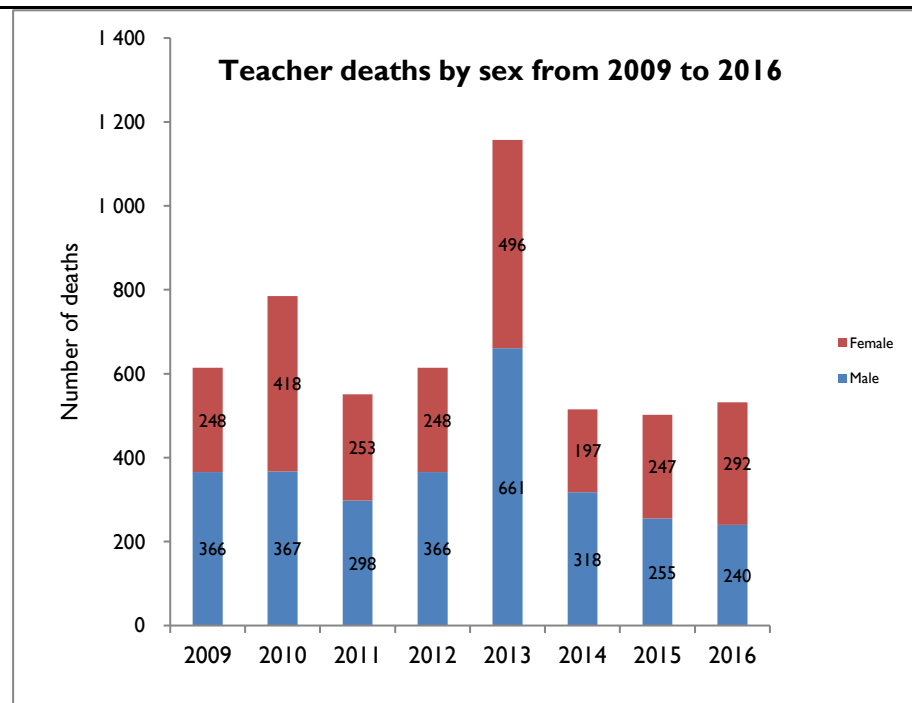
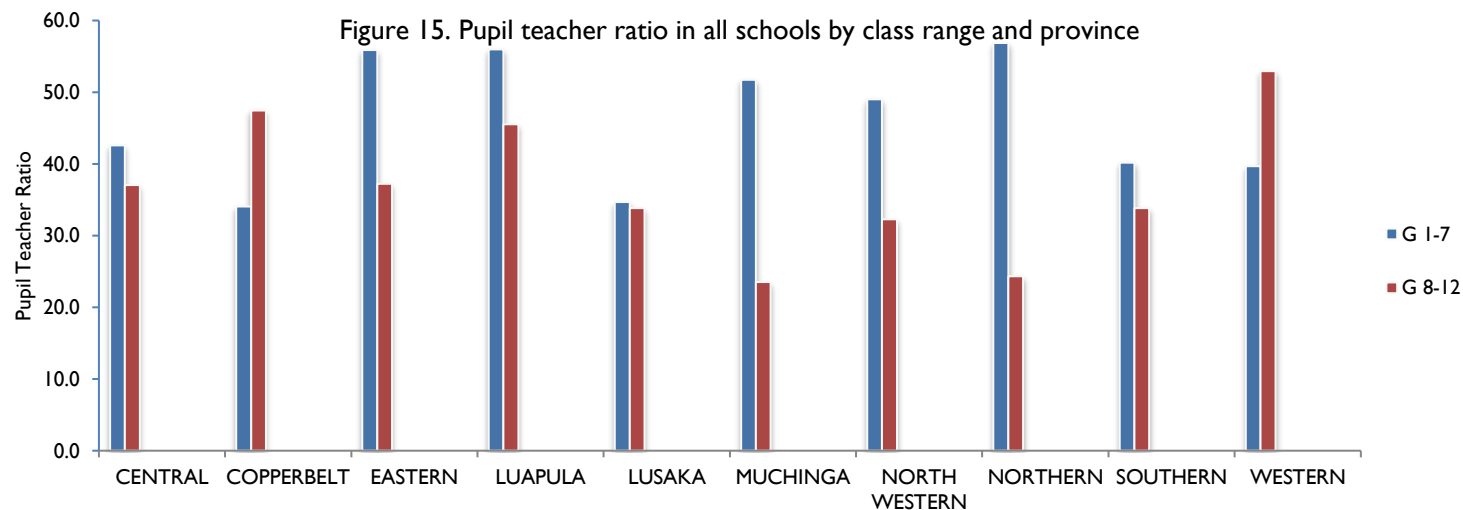


Table 57 Pupil-teacher ratio in all schools by class range and province

	Grades ranges		
	G 1-7	G 8-12	
National	43.3	36.9	<p>Pupil-teacher ratio (PTR)</p> <p>The PTRs for primary and secondary in 2016 was 43.3 and 36.9 respectively.</p> <p>In Zambia, there is often double-shifting (one teacher teaches two shifts), multi-grade classes (one teacher teaches pupils of different ages, grades, and abilities), part-time teachers, and other alternative models, and so the grade-level PTR may not be a very accurate measure of typical classroom circumstances.</p> <p>At primary level, Copperbelt and Lusaka have the lowest PTRs and Muchinga, Northern and Eastern Provinces had the highest PTRs. At secondary level Muchinga, Northern, Eastern and Lusaka Provinces had the lowest PTRs with Western having the highest at over 50 learners per teacher.</p>
<i>Provinces</i>			
CENTRAL	42.6	37.0	
COPPERBELT	34.1	47.4	
EASTERN	55.9	37.2	
LUAPULA	56.0	45.5	
LUSAKA	34.7	33.8	
MUCHINGA	51.7	23.5	
NORTH WESTERN	49.0	32.3	
NORTHERN	56.9	24.3	
SOUTHERN	40.2	33.8	
WESTERN	39.7	52.9	



CHAPTER 9: QUALITY

Table 58 Completion rate for Grades 7, 9 and 12 by sex from 2009 to 2016

		Year							
		2009	2010	2011	2012	2013	2014	2015	2016
Grade 7	Male	NA	NA	NA	NA	NA	88.90%	88.00%	91.3%
	Female	NA	NA	NA	NA	NA	83.60%	83.83%	93.4%
	All	NA	NA	NA	NA	NA	86.20%	85.81%	92.4%
Grade 9	Male	55.7%	56.9%	51.9%	67.8%	68.9%	60.5%	59.6%	69.4%
	Female	46.8%	48.4%	54.2%	55.9%	59.6%	55.4%	55.2%	68.3%
	All	51.2%	52.7%	53.2%	61.9%	64.2%	57.9%	57.3%	68.8%
Grades 12	Male	25.0%	22.3%	35.7%	30.4%	34.7%	34.8%	34.3%	64.2%
	Female	18.9%	17.4%	27.8%	23.3%	27.4%	28.6%	27.4%	41.4%
	All	22.0%	19.8%	31.7%	26.8%	31.1%	31.7%	30.8%	52.7%

Table 59 Completion rate for Grades 7, 9 and 12 by sex and province

	Grade 7			Grade 9			Grade 12		
	Male	Female	All	Male	Female	All	Male	Female	All
National	91.3%	93.4%	92.4%	69.4%	68.3%	68.8%	64.2%	41.4%	52.7%
<i>Provinces</i>									
CENTRAL	118.3%	122.4%	119.3%	85.0%	82.7%	83.9%	67.6%	39.3%	53.4%
COPPERBELT	86.1%	92.1%	89.1%	73.5%	77.6%	75.6%	75.0%	59.7%	67.0%
EASTERN	81.4%	90.0%	85.7%	68.5%	70.1%	69.3%	78.5%	45.9%	62.6%
LUAPULA	114.0%	96.8%	105.4%	75.7%	69.3%	72.3%	63.4%	41.3%	52.5%
LUSAKA	75.1%	81.0%	78.0%	57.3%	55.7%	56.5%	43.9%	27.6%	35.1%
MUCHINGA	94.6%	89.3%	91.9%	63.5%	55.6%	59.5%	49.6%	29.6%	39.6%
NORTH WESTERN	110.6%	115.9%	113.2%	80.9%	79.2%	80.0%	115.5%	74.0%	94.9%
NORTHERN	90.5%	82.6%	86.6%	62.6%	54.4%	58.6%	40.7%	27.3%	34.1%
SOUTHERN	88.0%	92.8%	90.4%	71.0%	73.3%	72.1%	61.7%	36.9%	49.3%
WESTERN	88.2%	91.2%	89.7%	63.9%	64.5%	64.2%	63.9%	43.3%	53.6%

Completion rate

The completion rate is the number of learners who have successfully completed a given grade (in a given year), expressed as a percentage of the total number of learners of official school age for that grade. In 2016 (table 58), 92.4%, 68.8% and 52.7% of learners completed grade 7, 9 and 12 respectively. Completion rates at grade 7, Grade 9 and Grade 12 improved between 2015 and 2016. Grade 12 completion rates are not only the lowest but are also the most unstable over the 2008 - 2015 period. though, in 2015 to 2016 grade 12 completion rate improved from 30.8% to 52.7%. Overall, the completion rate measures both an education system's coverage and learners' attainment, which makes it a more comprehensive indicator of school quality than gross or net enrolment rates or cohort survival rates. However, it requires reliable estimates of a particular age in a population to calculate and that is sometimes difficult to obtain. Grade 12 completion rates very lowest in Northern at 34.1% and 49% in Southern Provinces (see Table 59).

Table 60 Survival rate to Grade 5 by sex from 2009 to 2016

	Year							
	2009	2010	2011	2012	2013	2014	2015	2016
Male	85.0%	82.0%	85.0%	95.1%	81.9%	70.7%	83.0%	79.5%
Female	81.5%	79.0%	77.3%	96.1%	81.2%	71.1%	79.7%	86.1%
All	83.3%	81.0%	81.5%	95.4%	81.4%	70.7%	81.2%	82.6%

Table 61 Survival rate to Grades 5, 7 & 9 by sex and province

	From Grade 1 to 5			From Grade 1 to 7			From Grade 1 to 9		
	Male	Female	All	Male	Female	All	Male	Female	All
National	79.5%	86.1%	82.6%	62.0%	102.2%	62.7%	41.5%	44.6%	42.9%
<i>Provinces</i>									
CENTRAL	85.6%	88.0%	86.9%	64.3%	66.1%	65.2%	45.9%	40.1%	43.1%
COPPERBELT	95.8%	95.7%	95.8%	82.8%	79.1%	80.8%	72.9%	71.3%	72.0%
EASTERN	99.0%	83.8%	93.0%	99.1%	95.3%	50.9%	30.6%	42.3%	35.4%
LUAPULA	76.4%	77.4%	76.9%	51.7%	47.5%	49.7%	29.2%	25.6%	27.5%
LUSAKA	88.0%	96.0%	95.0%	91.0%	99.0%	97.0%	88.0%	96.0%	93.0%
MUCHINGA	91.8%	91.8%	91.8%	79.6%	71.8%	75.8%	28.2%	31.8%	29.8%
NORTH WESTERN	56.5%	54.6%	55.5%	46.7%	44.6%	45.6%	35.4%	33.6%	34.5%
NORTHERN	64.1%	50.5%	57.0%	41.4%	29.3%	35.0%	17.1%	10.8%	13.7%
SOUTHERN	60.8%	72.3%	66.3%	43.3%	53.4%	48.1%	24.4%	29.5%	26.8%
WESTERN	99.6%	80.2%	97.6%	99.9%	60.9%	99.7%	38.2%	36.7%	37.5%

Survival rate to Grade 5

Survival rate is an indicator of quality as it measures the percentage of pupils enrolled in Grade 1 during the current school year who are expected to reach the higher grade. It is estimated using data from a single year. A higher survival rate means more pupils are expected to reach the higher grade and that dropout rates are lower. Survival rates measure the extent to which the school system can retain pupils.

Survival rate to Grade 5 of primary school is commonly considered as a pre-requisite for sustainable literacy. In 2016, Grade 5 survival rates for girls were slightly higher than those for boys.

Provincial survival rates (table 61) show that North-western province had the lowest survival rate at Grade 5 while Copperbelt and Lusaka reported 95.8 and 95 percent respectively. .

Table 62 Examination pass rates in Grade 7 by sex and province in 2016

	Numbers Sat			Certificates					
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	178 782	173 849	352 631	173 327	167 464	340 791	96.95	96.33	96.64
Provinces									
Northern	14 123	10 833	24 956	11 620	10 833	22 453	82.28	100.00	89.97
Luapula	12 284	10 031	22 315	12 284	10 031	22 315	100.00	100.00	100.00
Southern	23 435	23 064	46 499	22 654	22 849	45 503	96.67	99.07	97.86
Eastern	18 165	16 611	34 776	18 000	16 611	34 611	99.09	100.00	99.53
Copperbelt	26 251	28 625	54 876	25 882	26 074	51 956	98.59	91.09	94.68
North Western	11 338	10 626	21 964	11 338	10 626	21 964	100.00	100.00	100.00
Central	20 238	19 867	40 105	20 238	19 867	40 105	100.00	100.00	100.00
Western	10 754	10 537	21 291	10 754	10 537	21 291	100.00	100.00	100.00
Lusaka	31 491	34 747	66 238	29 854	31 128	60 982	94.80	89.58	92.06
Muchinga	10703	8908	19611	10703	8908	19611	100.00	100.00	100.00

Table 63 Examination pass rates in Grade 9 by sex and province in 2016

	Numbers sat			Certificates					
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	160 946	157 026	317 972	82 454	73 573	156 027	51.23	46.85	49.07
Provinces									
MUCHINGA	7 663	5 984	13 647	4 218	2 952	7 170	55.04	49.33	52.54
NORTHERN	10 355	7 553	17 908	6 100	3 883	9 983	58.91	51.41	55.75
LUAPULA	10 146	8 033	18 179	5 567	3 880	9 447	54.87	48.30	51.97
SOUTHERN	18 695	17 957	36 652	8 848	8 087	16 935	47.33	45.04	46.20
EASTERN	13 954	11 909	25 863	7 948	5 586	13 534	56.96	46.91	52.33
COPPERBELT	28 311	32 390	60 701	15 676	16 507	32 183	55.37	50.96	53.02
N/ WESTERN	11 471	10 039	21 510	5 733	4 788	10 521	49.98	47.69	48.91
CENTRAL	18 852	18 250	37 102	8 327	7 585	15 912	44.17	41.56	42.89
WESTERN	9 770	8 657	18 427	4 748	4 621	9 369	48.60	53.38	50.84
LUSAKA	31729	36254	67983	15289	15684	30973	48.19	43.26	45.56

Examination pass rates

Government policy at grade 7 is automatic promotion to grade 8 where there are enough places. Grade 7 pass rate does not, therefore, measure learning achievement, rather it shows how adequate absorptive capacities are at grade 8 level in different provinces.

The examination pass rates should not be confused with the transition rate from grade 9 to 10 as the pass rates are not based on the available places at grade 10. Thus, in principle, the pass rates can be higher than the transition rates (i.e. the absorptive capacity of grade 10 to accommodate all those learners who pass their grade 9 examinations). The grade 9 national pass rate in 2016 remained almost static from 49% in 2015 to 49.1%.

At grade 12 level, the number of candidates who sat for exams declined from 128,527 in 2015 to 126,474 in 2016 and the number of candidates that got full certificates declined from 125,686 to 78,337

For grade 12 pass rates in 2015, Eastern Province had the highest rate at 71.01% to 70.54% in 2016, a reduction of 0.47% for the same Province. While Western had the lowest pass rate at 52.3%. Provincial comparisons (table 65) show that Muchinga, and Central's pass rate declined while that of Northern, Luapula, Southern, North-western and Lusaka slightly increased.

Overall, boys consistently outperformed girls at both grade 9 and 12 levels according to their respective pass rates.

Table 64

National
Provinces
Northern
Luapula
Southern
Eastern
Copperbelt
North Western
Central
Western
Lusaka
Muchinga

Table 65 Provinces

Muchinga
Northern
Luapula
Southern
Eastern
Copperbelt
Northwestern
Central
Western
Lusaka
National

Examination pass rates in Grade 12 by sex and province in 2016

Numbers sat			Certificates					
Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
68442	57992	#####	43793	34544	78 337	63.95	59.57	61.94
3499	2232	5 731	2419	1509	3 928	69.13	67.61	68.54
3900	2582	6 482	2518	1508	4 026	64.56	58.4	62.11
6916	5657	12 573	4925	3759	8 684	71.21	66.45	69.07
5589	4085	9 674	4055	2769	6 824	72.55	67.78	70.54
15111	15271	30 382	9003	8407	17 410	59.58	55.05	57.3
4943	3571	8 514	3021	2063	5 084	61.12	57.77	59.71
7015	5678	12 693	4258	3373	7 631	60.7	59.4	60.12
3580	3063	6 643	1917	1555	3 472	53.55	50.77	52.27
14830	13802	28 632	9503	8266	17 769	64.08	59.89	62.06
3099	2051	5 150	2174	1335	3 509	70.15	65.09	68.14

Proportion of candidates obtaining full School Certificates (2014 – 2016)

% School Certificate									3 Year Average
2 016			2 015			2 014			comment
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
70	65	68	65	62	64	65	61	64	65 Reduction
69	68	69	61	54	58	55	47	52	60 Increased
65	58	62	57	50	54	57	48	54	57 Increased
71	66	69	70	69	70	68	65	66	68 Increased
73	68	71	72	69	71	68	66	67	70 Increased
60	55	57	47	41	44	47	40	44	49 Reduction
61	58	60	54	50	52	56	52	55	56 same
61	59	60	63	60	61	61	57	59	60 Increased
54	51	52	53	52	53	53	49	51	52 Reduction
64	60	62	63	60	62	63	59	61	64 Increased
64	60	62	59	54	57	58	53	56	58 Increased

Table 66 Number of Books in All Schools by Province

	Primary Schools					Secondary Schools				
	English	Life Skills	Maths	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total
National	898 878	610 020	847 898	937 883	3 294 679	218 627	89 485	135 403	106 782	550 297
<i>Provinces</i>										
CENTRAL	81 200	91 500	71 568	81 131	325 399	16 524	17 585	5 544	6 776	46 429
COPPERBELT	191 200	30 254	197 690	176 231	595 375	15 958	1 110	79 405	15 481	111 954
EASTERN	59 542	33 521	60 541	92 820	246 424	63 588	5 085	1 065	10 804	80 542
LUAPULA	108 580	35 689	59 888	66 541	270 698	16 333	3 061	1 796	2 100	23 290
LUSAKA	54 118	91 025	57 844	125 414	328 401	45 621	7 779	12 007	44 950	110 357
MUCHINGA	61 024	83 198	125 502	58 645	328 369	8 496	13 395	11 680	7 855	41 426
NORTH WESTER	78 216	32 544	57 253	65 888	233 901	9 088	2 496	3 833	3 801	19 218
NORTHERN	78 211	81 472	75 002	66 353	301 038	8 565	13 703	3 248	2 057	27 573
SOUTHERN	105 222	39 005	95 052	115 203	354 482	25 612	1 171	10 400	4 848	42 031
WESTERN	81 565	91 812	47 558	89 657	310 592	8 842	24 100	6 425	8 110	47 477

Table 67 Book P

	English
National	1/4
<i>Provinces</i>	
CENTRAL	1/6
COPPERBELT	1/3
EASTERN	1/7
LUAPULA	3/8
LUSAKA	1/8
MUCHINGA	1/4
NORTH WESTEF	1/3
NORTHERN	1/4
SOUTHERN	2/9
WESTERN	1/6

Note: Zeros denotes the

Pupil-Book Ratio (PBR)

Table 66 shows the number of English, Life Skills, Maths and Zambian language books in primary and secondary schools across the provinces. Table 67, shows the average PBR i.e. the total number of regular students (APU students are not included) divided by the total number of books. At primary level the number of pupils per book for English, Life Skills, Maths and Zambian languages is 4, 6, 4 and 4 respectively, while at secondary it is 4, 0, 6 and 9. There is need for more books especially at secondary level, particularly for Life Skills. The shortage of books and other facilities continue to constrain the quality of education, thereby adversely affecting educational outcomes.

Pupil Ratio in All Schools by Province

Primary Schools				Secondary Schools				
Life Skills	Maths	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total
1/6	1/4	2/7	1	2/7	1/9	1/6	1/7	5/7
0.20	1/7	1/6	2/3	1/6	1/6	0	0	1/2
0	3/8	1/3	1 1/8	0	0	3/7	0	3/5
0	1/7	2/9	3/5	7/8	0	0	1/7	1 1/9
1/8	1/5	2/9	1	1/3	0	0	0	3/7
1/5	1/8	2/7	3/4	2/5	0	1/9	2/5	1
1/3	5/9	1/4	1 3/7	1/4	3/8	1/3	2/9	1 1/6
1/8	2/9	1/4	1	1/7	0	0	0	2/7
1/4	1/4	1/5	1	1/5	1/3	0	0	2/3
0	1/5	1/4	3/4	1/4	0	1/9	0	4/9
1/5	1/9	1/5	2/3	0	1/4	0	0	1/2

books are insufficient

Table 68 Number of classes in all schools by grade and province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	11 948	11 652	11 424	11 420	10 633	10 133	9 619	5 550	5 345	2 445	2 450	2 233
<i>Provinces</i>												
CENTRAL	1 623	1 598	1 590	1 638	1 475	1 410	1 358	1 003	1 015	518	576	539
COPPERBELT	1 493	1 426	1 398	1 375	1 279	1 262	1 226	731	711	299	296	259
EASTERN	1 224	1 231	1 238	1 242	1 219	1 182	1 166	777	736	354	349	326
LUAPULA	1 450	1 433	1 424	1 425	1 364	1 319	1 251	823	774	248	231	224
LUSAKA	976	923	878	927	819	756	686	422	399	163	161	141
MUCHINGA	1 115	1 055	1 023	1 010	908	833	779	245	223	161	135	104
NORTH WESTERN	1 250	1 220	1 185	1 163	1 090	1 035	960	534	510	230	225	204
NORTHERN	891	880	862	831	782	742	706	366	366	191	205	196
SOUTHERN	1 141	1 118	1 061	1 054	991	927	857	435	417	151	141	111
WESTERN	785	768	765	755	706	667	630	214	194	130	131	129

Table 69 Pupil:classroom ratio in all schools by grade group & province

	Grade ranges					
	G 1-4	G 5-7	G 1-7	G 8-9	G 1-9	G 8-12
National	43.1	39.5	41.7	45.1	42.1	45.6
<i>Provinces</i>						
CENTRAL	39.0	35.6	37.7	32.0	36.8	27.9
COPPERBELT	45.0	47.3	45.9	67.7	48.8	81.7
EASTERN	47.6	35.8	42.6	29.8	40.7	28.8
LUAPULA	29.2	23.0	26.7	21.2	25.9	23.7
LUSAKA	57.8	71.4	63.0	84.0	65.5	89.0
MUCHINGA	29.9	25.2	28.0	35.6	28.9	37.7
NORTHERN	57.2	45.1	52.5	33.3	50.3	30.4
SOUTHERN	55.3	56.9	55.9	76.9	58.2	76.4
WESTERN	78.7	78.8	78.8	160.6	84.9	120.2

Pupil-classroom ratio (PCR)

Table 68 shows the number of classes per grade level and province across the country while table 69 shows the pupil-classroom ratio. The number of classes gradually decreases as you move from Grade 1 to Grade 12 with the most significant decrease being at the transition levels of grade 7 and 9. The pupil-classroom ratio increased marginally at grade 1-7 from 41.6 in 2015 to 41.7% in 2016. The change arises from the continuous upgrading of some primary schools into secondary schools between 2014 to 2016.

Contact hours

Tables 70-72 present the average number of hours learners spend at school per day by grade, running agency and by class type. The contact hours stated are based on the official school calendar and does not include time lost due to closure, learner or teacher absenteeism, exam period closures or time dedicated to sporting activities. Table 70 indicates that on average learners in grades 1-4 spent 3.9 hours in the classroom in 2015, and 2016 contact hours spent in class room rose to 4.2 hours in 2016; grades 5-7 spent 5.3 to 5.6 hours; and grades 8-12 spent 6.2 to 6.4 hours. Learners in private schools had the highest contact hours followed by grant aided and Government schools. and community schools had the lowest contact hours.

Table 70 Average number of scheduled contact hours by grade and province

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	4.2	4.2	4.2	4.2	5.5	5.6	5.7	6.2	6.1	6.5	6.5	6.5
<i>Provinces</i>												
CENTRAL	4.1	4.1	4.1	4.2	5.9	6.0	6.1	6.9	6.0	6.2	6.2	6.3
COPPERBELT	4.7	4.7	4.7	4.7	5.5	5.5	5.6	6.7	6.6	7.4	7.0	6.9
EASTERN	4.2	4.1	4.1	4.1	5.6	5.7	5.7	6.1	6.1	6.5	6.5	6.5
LUAPULA	4.7	4.5	4.5	4.4	5.6	5.6	5.7	6.2	6.2	6.7	6.8	6.9
LUSAKA	5.0	5.0	5.0	5.1	6.1	6.2	6.3	5.8	5.9	6.1	6.1	6.1
MUCHINGA	3.5	3.5	3.5	3.5	5.0	5.1	5.2	5.8	5.9	7.3	7.4	7.5
NORTH WESTERN	4.1	4.1	4.0	3.9	5.4	5.4	5.5	6.1	6.1	6.5	6.6	6.6
NORTHERN	3.9	3.9	3.9	4.0	5.5	5.5	5.6	5.8	5.8	6.3	6.4	6.5
SOUTHERN	4.1	4.1	4.1	4.2	5.5	5.6	5.6	6.0	6.0	6.1	6.1	6.1
WESTERN	3.6	3.6	3.6	3.7	5.0	5.1	5.2	5.9	5.9	6.9	7.2	7.4

Table 71 Average number of scheduled contact hours by grade and running agency

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Community/Unknown	3.9	3.9	3.9	4.0	5.2	5.3	5.5	5.8	5.8	6.0	5.7	5.9
Grant-aided	4.2	4.2	4.2	4.3	5.6	5.6	5.7	6.9	6.9	7.0	7.1	7.1
GRZ	4.1	4.0	4.0	4.0	5.5	5.5	5.6	6.1	5.9	6.3	6.3	6.4
Private	6.1	6.1	6.1	6.2	6.5	6.5	6.6	7.1	7.4	7.8	7.3	7.2

Table 72 Average number of scheduled contact hours by grade and class type

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
IRI	3.1	3.5	3.6	3.8	4.7	4.8	4.3					
Open								5.3	5.4			
Literacy	1.4	1.4	1.5	1.5	3.3	3.1	3.1	2.2	2.3	2.5	2.3	2.3
Regular	4.2	4.2	4.2	4.2	5.6	5.6	5.7	6.3	6.2	6.8	6.8	6.8

CHAPTER 10: INFRASTRUCTURE

Table 75 Sta

PRIMARY SCHOOLS

Table 73 Classrooms, special education classrooms, laboratories and libraries in primary schools by type and province

	Classrooms			Special education classrooms			Laboratories			Libraries			National
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Provinces
National	39 941	4 251	4 222	396	15	6	473	33	76	743	75	27	CENTRAL
<i>Provinces</i>													COPPERBELT
CENTRAL	4 544	611	664	44	3	2	30	3	4	22	4	1	EASTERN
COPPERBELT	7 202	471	360	62	3	2	173	3	0	115	5	0	LUAPULA
EASTERN	4 363	494	633	21	0	0	9	1	0	42	31	4	LUSAKA
LUAPULA	3 191	279	254	22	0	0	24	4	5	44	3	2	MUCHINGA
LUSAKA	5 705	187	235	107	5	0	70	8	20	73	0	7	NORTH WESTERN
MUCHINGA	2 791	518	508	30	1	0	12	8	5	8	4	7	NORTHERN
NORTH WESTERN	2 661	370	296	24	0	0	32	2	14	195	1	0	SOUTHERN
NORTHERN	3 311	692	532	32	2	2	57	1	17	17	21	3	WESTERN
SOUTHERN	6 069	556	694	45	0	0	31	2	0	32	2	2	
WESTERN	104	73	46	9	1	0	35	1	11	195	4	1	

SECONDARY SCHOOLS

Table 74 Classrooms, special education classrooms, laboratories and libraries in secondary schools by type and province

Table 76 Dor

	Classrooms			Special education classrooms			Laboratories			Libraries			National
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Provinces
National	10 113	231	594	772	6	555	1 036	33	98	746	26	31	CENTRAL
<i>Provinces</i>													COPPERBELT
CENTRAL	1 113	48	96	11	1	0	105	6	14	107	6	14	EASTERN
COPPERBELT	2 260	28	74	43	0	0	198	6	10	60	2	3	LUAPULA
EASTERN	794	13	36	50	1	0	120	6	4	107	5	4	LUSAKA
LUAPULA	577	19	34	169	1	0	58	1	20	27	3	2	MUCHINGA
LUSAKA	1 452	1	48	36	3	2	173	1	16	73	5	0	NORTH WESTERN
MUCHINGA	428	22	84	6	0	550	51	4	7	96	1	0	NORTHERN
NORTH WESTERN	790	32	64	9	0	3	51	4	7	16	1	2	SOUTHERN
NORTHERN	662	32	58	58	0	0	17	3	2	127	3	3	WESTERN
SOUTHERN	1 375	4	42	195	0	0	198	1	17	58	0	0	
WESTERN	662	32	58	195	0	0	Page 53 65	1	1	75	0	3	

ff houses in all schools by type and province

Primary school staff houses			Secondary school staff houses		
Perm	Temp	Incomplete	Perm	Temp	Incomplete
20 014	5 379	2 544	7 545	301	264
2 308	731	406	911	50	21
1 164	196	60	722	42	26
3 013	460	423	917	10	12
1 502	293	134	516	34	30
1 626	89	111	822	48	11
1 857	766	263	331	48	18
1 861	776	120	799	17	29
1 821	1 105	294	575	17	29
3 661	674	567	1 153	35	44
1 201	289	166	799	0	44

School Infrastructure

Tables 73-76 provide a snapshot of school infrastructure in 2016. Between 2015 and 2016, primary school permanent classroom infrastructure reduced by 530 classroom spaces from 40,471 in 2015 to 39,941 in 2016. This could be attributed to the conversion of some primary classes to secondary. However, the number of spaces in primary special education increased from 347 classrooms in 2015 to 396 in 2016. For secondary school infrastructure, permanent classrooms increased from 9,115 in 2015 to 10,113 in 2016. Teacher accommodation remained the same at 20,014 housing units at primary level in both 2015 and 2016. The Government has made a lot of investment in school infrastructure at different levels of the education system in the recent past thereby improving access to quality educational services.

mitories in all schools by sex and province

Primary Schools Male			Primary Schools Female			Secondary Schools Male			Secondary Schools Female		
Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
275	75	24	286	80	24	1151	42	38	1052	61	34
32	19	2	44	14	3	125	14	5	135	12	0
38	2	0	54	3	0	61	5	0	128	10	0
42	31	4	52	27	2	107	5	4	125	4	4
38	0	0	36	0	0	67	4	7	74	9	5
34	2	2	34	2	2	134	1	1	180	2	0
16	8	1	11	8	1	54	4	0	35	15	2
6	0	0	9	1	0	54	1	15	60	6	10
30	7	3	19	7	2	94	3	5	62	2	9
26	2	7	17	4	5	294	4	0	195	1	1
13	4	5	10	14	9	161	1	1	58	0	3

CHAPTER 11: TERTIARY

Table 77 Colleges of Education student enrolment in 2016

College	Primary Education students			Secondary Education students			Teaching staff			All students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Charles Lwanga	168	155	323			0	168	155	323	336	310	646
Chipata	361	343	704			0	361	343	704	722	686	1 408
David Livingstone			0	474	427	901		31	31	474	458	932
Chalimbana University	84	494		224	827		28	20	48		1 341	
Kasama	499	501	1 000			0	28	6	34	527	507	1 034
Kitwe	386	563	949			0	34	23	57	420	586	1 006
Malcom Moffat *			0			0			0	0	0	0
Mansa	221	216	437			0	28	10	38	249	226	475
Mongu	322	304	626			0	24	0	24	346	304	650
Northern	220	127	347			0			0	220	127	347
Mufulira *			0			0			0	0	0	0
Solwezi	305	335	640			0	25	8	33	330	343	673
COSETCO *			0			0			0	0	0	0
Nkrumah			0			0			0	0	0	0
Nkana	16	127	143	9	26	35			0			0
ZAMISE *			0	34	49	83			0	34	49	83
chiuta Akuyanja			0	2	6	8			0		6	6
South West			0	39	85	124			0		85	85
NISTICOL *			0			0			0	0	0	0
Foundation for Cross-Cultural Education *			0			0			0	0	0	0
Jubeva	218	193	411			0		10	10	218	203	421
Lyambia	140	222	362			0	17	3	20	157	225	382
George Benson Christian			0	191	142	333	10		10	201	142	343
Mosi -o-atunya	20	40	60			0	9	3	12	29	43	72
The African Institute of Sathaya Sai Education *			0			0			0	0	0	0
Mars Hill Institute of business and education	61	35	96			0			0	61	35	96
Theological College of Central Africa *			0			0			0	0	0	0
Total	3 021	3 655	6 098	973	1 562	1 484	732	612	1 344	4 324	5 676	8 659

Note: Colleges marked with an asteric (*) did not submit data for 2016

Colleges of Education

Table 77 shows the Colleges of Education enrolment in 2016. Student total enrolment recorded for both primary and secondary levels was 26,029 of which 13,484 were females representing 52% and 12,545 were males representing 48%. As regards lecturers, there were more male lecturers recorded in 2016; 658 male lecturers accounting for 75% compared to 215 female lecturers representing 25% respectively. It is worth noting that colleges recorded more secondary students; 15,677 secondary students compared to 10,352 primary students in 2016. Interestingly, colleges recorded more female students than male students at primary level than those recorded at secondary level. For instance, out of 10,352 primary students recorded in 2016, 5,803 were females while 4,549 were male students. In contrast, out of 15,677 recorded at secondary level there more male students i.e. 7,996 males and 7,681 females.

Table 78 Public universities student enrolments in 2016 (Fulltime programmes only)

University	UNZA			CBU			Mulungushi			All students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School of Business			0	430	496	926	48	213	261	478	709	1 187
School of Built Environment			0	1273	1063	2336			0	1 273	1 063	2 336
School of Natural Resources	1000	610	1610	628	223	851			0	1 628	833	2 461
School of Technology			0			0	157	34	191	157	34	191
DDEOL			0	430	496	926			0	430	496	926
CLLE			0			0			0	0	0	0
Disaster Management						0	45	48	93	45	48	93
School of Maths & Natural Science			0	1173	554	1727			0	1 173	554	1 727
School of Agriculture	220	137	357			0	163	66	229	383	203	586
School of Education	2693	2883	5576			0			0	2 693	2 883	5 576
School of Engineering	388	27	415	923	124	1047			0	1 311	151	1 462
School of Humanities and Social Sciences	1440	1494	2934			0	233	304	537	1 673	1 798	3 471
School of Mines and Mineral Sciences				656	244	900				656	244	900
Graduate School				682	333	1015						
School of Law	129	128	257			0			0	129	128	257
School of Medicine	173	22	195	172	69	241			0	345	91	436
School of Vet. Medicine	90	39	129			0			0	90	39	129
Total	6 133	5 340	11 473	6 367	3 602	9 969	646	665	1 311	13 146	9 607	22 753

Note: CBU did not submit academic staff data

Table 79 Academic staff by sex

	UNZA			CBU			Mulungushi			All universities		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	228	87	315				51	7	58	279	94	373

Public universities

Table 78 shows the enrolment for the three publicly funded universities with total enrolment of 22,753 in 2016. About 50% of that enrolment was at UNZA, followed by 43% at CBU and 7% at Mulungushi University. The structure of university enrolment is not responsive to Zambia's development priorities and labour market realities; only about 35% of total enrolment is in sciences and engineering. Though the demand for skilled and professional labour in sciences, technology and engineering seems to be high, the public universities however, continue to produce more social sciences graduates .

CHAPTER 11: COMPUTERS IN SCHOOLS (ICTs)

Table 80 Number of computers by province 2014- 2016

PROVINCE	2014	2015	2016
CENTRAL	1281	1682	2255
COPPERBELT	4135	5203	6647
EASTERN	714	1221	2205
LUAPULA	541	934	1386
LUSAKA	3713	4786	5406
MUCHINGA	478	567	817
NORTH WESTERN	753	1132	1657
NORTHERN	508	746	1133
SOUTHERN	2537	2851	3942
WESTERN	830	904	1127
TOTAL COMPUTERS	15,490	20,026	26,575

TABLE 81 Number of schools with computers by running agency 2014-2016

RUNNING AGENCY	2014	2015	2016
GRZ	687	935	2565
GRANT AIDED	99	109	450
PRIVATE	405	650	701
COMMUNITY	71	75	91
TOTAL SCHOOLS	1,262	1,769	3,807

Table 82 Number of computers by running agency 2014-2016

Table 83 (a) Number of computers by education level 2013-2016

EDUCATION LEVEL	2013	2014	2015	2016
SECONDARY	6503	7961	9785	11985
PRIMARY	3342	7529	10241	14590
TOTAL	9,845	15,490	20,026	26,575

Table 83 (b) Number of computer laboratories in schools by Region-2016

PROVINCE	Temporary	Incomplete	Permanent	Total
CENTRAL	14	8	86	108
COPPERBELT	13	11	338	362
EASTERN	4	3	73	80
LUAPULA	5	2	49	56
LUSAKA	14	8	274	296
MUCHINGA	3	4	33	40
NORTH WESTERN	4	10	49	63
NORTHERN	8	6	39	53
SOUTHERN	9	16	142	167
WESTERN	3	1	39	43
Totals	77	69	1122	1268

Computers in schools (ICTs)

Tables 80-83. summarize the ICT/computer situation from 2014 to 2016. 2015 is the year when the first examinations in ICT based on the new curriculum were conducted in all secondary government

CHAPTER 12. NATIONAL ASSESSMENT

Trends in Performance Bench Mark threshold for National Assessment

Table 84: Pupils reaching Minimum Level of Performance (MLP) %

	Pupils reaching MLP (%)						
	1999	2001	2003	2006	2008	2012	2014
English	40	36	40	40	40	38	38
Mathematics	40	40	40	40	40	40	40
Life Skills					43	39	39
Silozi	45.7	47	47	47	40	40	40
Icibemba	46.7	47	47	47	40	40	40
Chitonga		47	47	47	40	40	47
Cinyanja		47	47	47	40	40	40
Kikaonde							37
Luvale							47

Table 85: Pupils reaching Desired Level of Performance - DLP (%)

	reaching						
	1999	2001	2003	2006	2008	2012	2014
English	73.3	71	71	70	70	72	72
Mathematics	62.5	60	60	62	60	60	60
Life Skills					71	67	67
Silozi	66.7	70	70	67	70	70	70
Icibemba	66.7	70	70	70	70	70	70
Chitonga		70	70	70	70	73	73
Cinyanja		70	70	70	70	73	73
Kikaonde							71
Lunda							71
Luvale							70

Trends in Performance Bench Mark threshold for National Assessment

Essentially, the National Assessment Survey benchmarks learner achievement against teacher expectations. The learning test items are grouped into domains and practicing teachers from across the country examine them by domain and indicate the proportion of items a learner should get correct in order to be deemed to have at least benefited from the learning experience. Practicing teachers are also requested to indicate the number of items a learner should get correct in order to be deemed to have benefited from the learning experience in a satisfactory manner and judged ready to move to the next higher level of academic competencies as defined at that level in line with curriculum expectations

Although different teachers are invited every year when the surveys are undertaken, the performance benchmark they set is strikingly close as seen in tables 84 and 85. Further, table 87 shows the proportion of learners meeting the defined performance benchmark. Data presented in the tables shows that universally there has been a marked decline in the proportion of learners reaching the defined performance thresholds between 2012 and 2014 in all assessed subjects except Chitonga. It is noteworthy that from the time National Assessment started in 1999, there has been a steady increase in the proportions of learners reaching the defined performance thresholds generally. The sharp decline therefore in 2014 deserves investigation.

Table 86 Trends in

Year
English
Mathematics
Life Skills
Zambian Languages

Table 87. Defined per

Minimum Level of Performance
Pupils r
English
Mathematics
Life Skills
Icibemba
Silozi
Chitonga
Cinyanja
Kikaondde
Lunda
Luvale

mean scores for National Assessment

Trends in mean scores for National Assessment						
Mean scores						
1999	2001	2003	2006	2008	2012	2014
33.2	33.4	33.9	34.5	35.3	34.1	32.1
34.3	35.7	38.5	38.5	39.3	38.3	35.5
				40.2	37.3	35.3
40.4	37.5	31.9	37.8	39.4	36.8	35.2

Trends in mean scores for National Assessment

Table 86 presents data on trends in mean scores for National Assessment. Between 1999 and 2008, there was gradual improvement in all subjects tested. However, in both 2012 and 2014, the scores were much lower than the 2008 scores. This reversal of the trend is of concern and it is imperative that the Ministry investigates why the scores deteriorated for the two years. This is especially of concern as it comes at a time when government spending on educational infrastructure has increased significantly.

Performance benchmarks

Performance (MLP) and Desired Level of Performance (DLP)													
Pupils reaching MLP (%)							Pupils reaching DLP (%)						
1999	2001	2003	2006	2008	2012	2014	1999	2001	2003	2006	2008	2012	2014
23.1	29.3	28.7	29.2	32.3	35.8	21.8	2.8	5.4	5.5	6.2	6.4	7.6	3.5
26.5	28.7	43.4	42.4	44.6	39.5	33	3.8	6.1	10.1	9.6	9.9	10	9.7
				61.9	38.5	27.8					11.8	11.4	10
31.3	28.4	36.2	46.2	57.2	25.3	34.3	9.5	8.4	10.6	9.7	17.3	8.8	7.3
36.5	31.1	51.2	50.8	54.6	46.7	34	13	7.8	20.5	12.2	16	14.7	5.4
	18.4	22.4	40.4	34.3	25.3	15		4.6	5.5	9.7	5.2	6.9	2
	18.2	27.5	31.4		31.1	24.5		4.3	5.8	3		3.5	1.4
						40.5							3.9
						27.1							5.4
						34.3							22.9

CHAPTER 13. HIV AND SEXUALITY EDUCATION

Table 88 Percentage of Teachers who received training in Life skills-based HIV and Sexuality Education 2014-

Province	Male	Female	Total	TOTAL TEACHERS	2016 (%)	2015 (%)
CENTRAL	1309	1107	2416	12209	19.8	20
COPPERBELT	1135	2225	3360	16699	20.1	17
EASTERN	1454	1180	2634	8455	31.2	31
LUAPULA	910	657	1567	5808	27.0	28
LUSAKA	1303	1907	3210	14205	22.6	29
MUCHINGA	1015	689	1704	5564	30.6	26
NORTH WESTERN	1014	750	1764	6509	27.1	31
NORTHERN	1097	765	1862	6906	27.0	25
SOUTHERN	2677	2192	4869	12786	38.1	31
WESTERN	1132	858	1990	7087	28.1	21
NATIONAL TOTAL	13046	12330	25376	96228	26	25

Table 89 Number of Primary School Teachers who received training in life skills-based HIV and Sexuality Educ

Province	Male	Female	Total	Total Primary Teachers	%
CENTRAL	1143	982	2125	9457	22.5
COPPERBELT	940	1912	2852	12746	22.4
EASTERN	1248	1033	2281	6488	35.2
LUAPULA	818	597	1415	4613	30.7
LUSAKA	1017	1573	2590	10822	23.9
MUCHINGA	918	621	1539	4046	38.0
NORTH WESTERN	750	565	1315	4521	29.1
NORTHERN	1024	690	1714	5252	32.6
SOUTHERN	2324	1975	4299	9951	43.2
WESTERN	1050	812	1862	6053	30.8
NATIONAL TOTAL	11232	10760	21992	73949	29.7

Table 90 Number of Secondary School Teachers who received training in life skills-based HIV and Sexuality Education

Province	Male	Female	Total	Total secondary Teacher	%
CENTRAL	166	125	291	2752	10.6
COPPERBELT	195	313	508	3953	12.9
EASTERN	206	147	353	1967	17.9
LUAPULA	92	60	152	1195	12.7
LUSAKA	286	334	620	3383	18.3
MUCHINGA	97	68	165	1518	10.9
NORTH WESTERN	263	183	446	1988	22.4
NORTHERN	73	75	148	1654	8.9
SOUTHERN	353	217	570	2835	20.1
WESTERN	82	49	131	1034	12.7
NATIONAL TOTAL	1813	1571	3384	22279	15.2

2016

2014 (%)	HIV AND AIDS AND SEXUALITY EDUCATION FOR TEACHERS AND LEARNERS
20	
27	
20	The numbers of teachers that were trained in HIV/AIDS and Life Skills and Sexuality Education remained low in 2015 although there was a slight increase in 2016 from 24,702 (25%) to 25,376 (26%).
23	
12	
21	
29	
20	Southern Province recorded the highest number of teachers that received training. Out of a total of 12,786 teachers, 4,869 (38.1%) teachers received training and or gave lessons while Central Province recorded the least number.
20	
28	
22	Out of a total of 12,209 teachers, 2,416 (19.8%) were trained.

ation

Out of the total enrolment of 4,018,064 for 2015 , 1,120,816 learners were provided with life skills based HIV and Sexuality education while in 2016 out of 4,025,380 of the total enrolment, 1,265,162 or 31.4 percent learners received life skills based HIV and Sexuality education. (Table 91)

At primary level, Southern Province had the highest percentage (63%) of learners provided with life skills based HIV and Sexuality education, while Lusaka province had the least at 28%. At Secondary level, Northern Western had the

TABLE 91 Number of Learners Provided With Life

Province	Male	Female
CENTRAL	86804	79629
COPPERBELT	74362	72485
EASTERN	74799	70782
LUAPULA	48319	39881
LUSAKA	65626	61835
MUCHINGA	44374	34649
NORTH WESTERN	51116	45503
NORTHERN	63912	53558
SOUTHERN	106006	101887
WESTERN	46485	43150
NATIONAL TOTAL	661803	603359

TABLE 92 Number of Primary School Learners Pro

Province	Male	Female
CENTRAL	77189	70620
COPPERBELT	61859	61859
EASTERN	67374	63965
LUAPULA	44336	36028
LUSAKA	54443	50537
MUCHINGA	39315	31600
NORTH WESTERN	38937	35398
NORTHERN	57839	48385
SOUTHERN	96549	91557
WESTERN	43722	40696
NATIONAL TOTAL	581563	530645

TABLE 93 Number of Secondary School Learners

Province	Male	Female
CENTRAL	9615	9009
COPPERBELT	12503	11255
EASTERN	7425	6817
LUAPULA	3983	3533
LUSAKA	11183	11298
MUCHINGA	5059	3049
NORTH WESTERN	12172	9803
NORTHERN	6073	5173
SOUTHERN	9457	10330
WESTERN	2763	2454
NATIONAL TOTAL	80233	72721

» Skill-Based HIV and Sexuality Education 2014-2016

Total	Total Enrolments	2016%	2015%	2014%
166433	504735	33.0	33	28
146847	621862	23.6	24	21
145581	435703	33.4	34	29
88200	312625	28.2	35	28
127461	490017	26.0	24	19
79023	245032	32.3	30	26
96619	285796	33.8	35	22
117470	339006	34.7	37	30
207893	495787	41.9	37	36
89635	294817	30.4	26	22
1265162	4025380	31.4	28	26

» Provided With Life Skill-Based HIV and Sexuality Education

Total	Total Enrol.primary	%
147809	402821	36.7
123718	434361	28.5
131339	362514	36.2
80364	258198	31.1
104980	375571	28.0
70915	209343	33.9
74335	221673	33.5
106224	298757	35.6
188106	298757	63.0
84418	240078	35.2
1112208	3203220	34.7

» Provided With Life Skill-Based HIV and Sexuality Education

Total	Total Enrol.Secondary	%
18624	101914	18.3
23758	187501	12.7
14242	73189	19.5
7516	54427	13.8
22481	114446	19.6
8108	35689	22.7
21975	64123	34.3
11246	40249	27.9
19787	95883	20.6
5217	54739	9.5
152954	822160	18.6

TABLE 93: Number of Schools that Provided Life Skills Based HIV and Sexuality Education

PROVINCE	Primary	Secondary	Total	Total Schools	2016 (%)	2015 (%)
CENTRAL	635	66	701	1123	62.4	71
COPPERBELT	459	58	517	1220	42.4	69
EASTERN	471	40	511	1082	47.2	74
LUAPULA	356	42	398	694	57.3	80
LUSAKA	393	55	448	891	50.3	69
MUCHINGA	420	40	460	738	62.3	73
NORTH WESTERN	385	65	450	772	58.3	66
NORTHERN	543	56	599	963	62.2	70
SOUTHERN	688	68	756	1246	60.7	68
WESTERN	487	25	512	945	54.2	67
NATIONAL TOTAL	4837	515	5352	9674	55.3	70

TABLE 94: Number of Schools That HAVE Implemented an HIV and AIDS Work Place Policy Programmes

PROVINCE	Primary	Secondary	Total	Total Schools	2016(%)	2015 (%)
CENTRAL	595	65	660	1123	58.8	51
COPPERBELT	456	73	529	1220	43.4	43
EASTERN	429	40	469	1082	43.3	59
LUAPULA	376	42	418	694	60.2	66
LUSAKA	368	50	418	891	46.9	49
MUCHINGA	351	42	393	738	53.3	58
NORTH WESTERN	305	61	367	772	47.5	48
NORTHERN	463	61	524	963	54.4	52
SOUTHERN	592	60	652	1246	52.3	48
WESTERN	416	30	445	945	47.1	51
NATIONAL TOTAL	4351	524	4875	9674	50.4	52

TABLE 95: Number of Schools that Adopted Rules and Guidelines for Staff and Learners Related to Discrimination

PRIVINCE	Primary	Secondary	Total	Total Schools	2016 (%)	2015 (%)
CENTRAL	819	71	890	1123	79.3	75
COPPERBELT	620	86	706	1220	57.9	72
EASTERN	535	46	581	1082	53.7	73
LUAPULA	486	49	535	694	77.1	83
LUSAKA	486	67	553	891	62.1	67
MUCHINGA	502	50	552	738	74.8	74
NORTH WESTERN	475	77	552	772	71.5	72
NORTHERN	659	78	737	963	76.5	74
SOUTHERN	831	80	911	1246	73.1	67
WESTERN	650	33	683	945	72.3	70
NATIONAL TOTAL	6063	637	6700	9674	69.3	72

TABLE 96: Number of Schools that Organised Orientation Sessions Regarding Life Skills

2014 (%)	PROVINCE	Primary	Secondary	Total	Total Schools
70	CENTRAL	555	52	607	1123
66	COPPERBELT	417	57	474	1220
69	EASTERN	420	37	457	1082
78	LUAPULA	381	34	415	694
66	LUSAKA	337	42	379	891
73	MUCHINGA	401	36	437	738
66	NORTH WESTERN	309	57	366	772
77	NORTHERN	455	55	510	963
73	SOUTHERN	600	52	652	1246
64	WESTERN	483	23	506	945
70	NATIONAL TOTAL	4358	445	4803	9674

HIV AND AIDS AND SEXUALITY EDUCATION IN SCHOOL

2014(%)
57
55
56
67
56
57
51
67
54
43
56

TABLE 93. Shows the number and percentage of schools with pupils that received based HIV and sexuality education. In 2016 55.3 percent of schools provided training in 2015. In 2016 Central province (62.4%) followed by Muchinga Province with the highest percentage of schools while the least was Copperbelt province at 42.4 percent. The distribution varied from 62.4% percent in Central province to 42.4 percent in Copperbelt province.

TABLE 94. shows the numbers and percentages of schools implementing HIV work programmes from 2014 to 2016. In 2016 4,875 or 50.4 percent of the schools implemented the HIV work programmes. Luapula province had the highest number of schools at 60.2 percent while the lowest at 43.3 percent in implementing the HIV Work Policy.

Tables 95. Shows the number of schools by province that adopted rules and Guidelines of the total number of schools, 69.3 percent of schools had adopted Rules and Guidelines in 2016. The province with the highest number of schools in 2016 that adopted the Guidelines was Central Province with 890 schools out of 1123 translating to 79.3 percent, while the lowest was Copperbelt province with 535 schools out of 694 (77%). In 2016, the percentage of schools that adopted the Guidelines decreased to 69.3 percent from 72 percent in 2015.

TABLE 96 shows the number of schools which organised orientation sessions on life skills education programmes for parents and guardians of learners in 2015 was at 65 percent in 2016. In 2015, the percentage of schools that organized orientation sessions varied from 76 percent in Luapula to 55 percent in Western Province. The scenario however at national level was 70 percent, with 38.9 percent of the schools in Copperbelt province and 59.8 percent in Northern Province.

2014 (%)
74
67
68
78
66
76
65
79
71
62
70

Skills Based HIV for Parents and or Guardians of Learners

2016(%)	2015 (%)	2014(%)
54.1	70	57
38.9	65	53
42.2	68	56
59.8	79	64
42.5	64	52
59.2	68	56
47.4	59	52
53.0	63	64
52.3	59	54
53.5	55	50
49.6	65	56

S

and comprehensive life skills training to pupils compared to 70 percent (62.3%) reported the highest. In 2016, the highest was in the Copperbelt province.

Work policy programmes for staff and pupils/AIDS work place policy was highest in the Copperbelt province while Eastern province had the lowest.

Guidelines for Staff and Pupils. Outcomes of the survey on the existence of rules and guidelines was that the majority of schools had at least one set of rules and guidelines. The highest was in Luapula province and the lowest was in the Copperbelt province.

Life skills based and sexuality education was highest in the Copperbelt province (62.3%) compared to 49.6 percent in the Copperbelt province. The highest was in the Copperbelt province (62.3%) compared to 49.6 percent in the Copperbelt province. The highest was in the Copperbelt province (62.3%) compared to 49.6 percent in the Copperbelt province.

CHAPTER 14.SANITATION AND HYGIENE

TABLE 97 NUMBER OF PIT LATRINES AND FLUSHING TOILETS BY SEX AND CONDITION.

PROVINCE	ToiletType	Temporary_pit	Permanent_pit_working	Permanent_pit_notworking
CENTRAL	Boys	859	1600	105
CENTRAL	Female Staff	248	450	22
CENTRAL	Girls	840	1789	120
CENTRAL	Male Staff	354	455	28
CENTRAL	Staff Houses	1747	1604	54
COPPERBELT	Boys	237	885	43
COPPERBELT	Female Staff	89	266	15
COPPERBELT	Girls	234	847	41
COPPERBELT	Male Staff	116	269	15
COPPERBELT	Staff Houses	346	417	42
EASTERN	Boys	434	1653	76
EASTERN	Female Staff	101	434	8
EASTERN	Girls	426	1891	67
EASTERN	Male Staff	152	472	10
EASTERN	Staff Houses	1032	1602	53
LUAPULA	Boys	663	1266	78
LUAPULA	Female Staff	139	346	15
LUAPULA	Girls	668	1336	87
LUAPULA	Male Staff	177	344	24
LUAPULA	Staff Houses	1220	627	50
LUSAKA	Boys	165	1072	88
LUSAKA	Female Staff	45	249	13
LUSAKA	Girls	165	1180	89
LUSAKA	Male Staff	56	299	13
LUSAKA	Staff Houses	256	808	26
MUCHINGA	Boys	743	1121	65
MUCHINGA	Female Staff	141	271	9
MUCHINGA	Girls	728	1171	62
MUCHINGA	Male Staff	266	311	16
MUCHINGA	Staff Houses	1559	611	83
NORTH WESTERN	Boys	727	798	102
NORTH WESTERN	Female Staff	189	211	19
NORTH WESTERN	Girls	762	869	89
NORTH WESTERN	Male Staff	327	231	21
NORTH WESTERN	Staff Houses	1664	685	62
NORTHERN	Boys	730	1772	120
NORTHERN	Female Staff	125	377	26
NORTHERN	Girls	722	1849	118
NORTHERN	Male Staff	250	468	27
NORTHERN	Staff Houses	1888	922	82
SOUTHERN	Boys	748	2732	158
SOUTHERN	Female Staff	169	624	34
SOUTHERN	Girls	781	3000	165
SOUTHERN	Male Staff	192	674	33
SOUTHERN	Staff Houses	1401	2603	84
WESTERN	Boys	2149	1047	84
WESTERN	Female Staff	467	278	16
WESTERN	Girls	2188	1131	88
WESTERN	Male Staff	650	283	17
WESTERN	Staff Houses	2853	935	178
TOTAL		33188	47135	2940



Permanent_flush Toilet_working	Permanent_flush Toilet_notworking
910	145
258	18
1148	96
232	20
837	45
2984	302
743	50
3260	308
661	39
789	56
376	25
79	8
521	25
95	6
504	30
101	38
50	12
234	38
49	11
181	127
2426	215
666	43
3026	239
641	34
1316	72
217	40
41	7
218	20
46	7
174	4
284	196
62	17
262	205
65	17
339	121
329	79
82	13
415	84
81	26
349	43
1421	185
335	16
1709	140
303	19
1133	22
309	136
51	13
322	116
61	12
265	63
30960	3603

SANITATION AND HYGIENE

Table 97 shows the type and number of facilities, by sex and condition, available in schools. The type of sanitary facilities in schools are pit latrines and flush toilets (FT). Pit latrine types; permanent, which is accepted as a latrine, meant to be used for a short time; and VIP latrines, meant to be used for a long time. Of 117,826 sanitary facilities (VIP and flush toilets) were counted of which 33,188 are temporary latrines representing 28.2%. The total number of permanent VIP latrines counted was 50,47,135, representing 94.1%, being functional (working) while a total of 2940, representing 5.9%, were not functional. Of the 34,563 FT, 30,963 were functional representing 89.6%, while 3,600 were not functional representing 10.4% of the toilets, were not functional. The proportion of functional sanitary facilities, both VIP and FT, is higher in Eastern Cape Province, that is, VIP latrines was at 96.6% and for flushing toilets was at 94.4%. This could be attributed to partner interventions which have been on construction of sanitary facilities. Funding for both VIP latrines and flushing toilets was low in North Western Province which was at 9.4% for VIP latrines while for flushing toilets it was at 10.4%. There is a need to undertake maintenance of facilities in schools as most of schools do not even have a functional ministry's pupil:latrine ratio. Functional sanitary facilities and does not indicate the adequacy of facilities which is determined by the pupil:latrine ratio for a particular school. For flushing toilets should be stocked in schools to ensure availability of facilities to keep them functional.



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TABLE 98: Number of Schools where Hygiene Education was Taught

PROVINCE	Primary	Secondary	Total	Total Schools	%
CENTRAL	990	77	1067	1123	95.0
COPPERBELT	746	94	840	1220	68.9
EASTERN	649	47	696	1082	64.3
LUAPULA	614	62	676	694	97.4
LUSAKA	625	83	708	891	79.5
MUCHINGA	624	57	681	738	92.3
NORTH WESTERN	582	84	666	772	86.3
NORTHERN	814	77	891	963	92.5
SOUTHERN	1026	98	1124	1246	90.2
WESTERN	825	32	857	945	90.7
NATIONAL TOTAL	6670	679	7349	9674	76.0

HYGIENE AND WAS

Tables 98. shows the schools in the respect where hygiene education was taught. Hygiene education ensures learners with basic hygiene to ensure they stay healthy. Northern Province had the highest proportion of schools where hygiene was taught followed by Northern and Muchinga. Eastern was the least proportion of schools below the national average. Copperbelt was also below national average with coverage being 68.9%. Copperbelt provinces had a proportion of 76%.

Table 99 shows proportion of schools practicing handwashing. The outcome of hygiene education for hygiene education is hand washing was high (which received significant support, in particular Sanitation meant to a Defecation Free status in recent years). Monitoring partner exit will establish practice will be sustained after partner exit. Lusaka, Eastern provinces were below national average of 77.8%. Eastern having the lowest practice of 61.8%.

Table 100 show the schools that provide handwashing. Again a higher proportion in the rest of the province the average was 67.8% with (61.5%), Copperbelt (58.2) and Eastern being 56.5%. Despite Eastern Province interventions earlier, that there is need for

TABLES 99: Number of Schools Which Practiced Hand Washing

PROVINCE	Primary	Secondary	Total	Total Schools	%
CENTRAL	886	74	960	1123	85.5
COPPERBELT	739	90	829	1220	68.0
EASTERN	623	46	669	1082	61.8
LUAPULA	585	57	642	694	92.5
LUSAKA	612	81	693	891	77.8
MUCHINGA	540	55	595	738	80.6
NORTH WESTERN	550	79	629	772	81.5
NORTHERN	770	75	845	963	87.7
SOUTHERN	997	94	1091	1246	87.6
WESTERN	732	33	765	945	81.0
NATIONAL TOTAL	7034	684	7718	9674	79.8

TABLES 100 NUMBER OF SCHOOLS WHICH PROVIDE SOAP OR ASH FOR HAND WASHING

PROVINCE	Primary	Secondary	Total	Total Schools	%
CENTRAL	731	63	794	1123	70.7
COPPERBELT	635	77	712	1220	58.4
EASTERN	568	43	611	1082	56.5
LUAPULA	548	51	599	694	86.3
LUSAKA	548	73	621	891	69.7
MUCHINGA	414	40	454	738	61.5
NORTH WESTERN	493	64	557	772	72.2
NORTHERN	645	62	707	963	73.4
SOUTHERN	877	73	950	1246	76.2
WESTERN	526	24	550	945	58.2
TOTAL	5985	570	6555	9674	67.8

TABLES 101: Number of Schools Which Provided Waste Disposal Facilities

PROVINCE	Primary	Secondary	Total	Total Schools	%
CENTRAL	717	70	787	1123	70.1
COPPERBELT	605	88	693	1220	56.8
EASTERN	543	43	586	1082	54.2
LUAPULA	498	53	551	694	79.4
LUSAKA	533	76	609	891	68.4
MUCHINGA	433	44	477	738	64.6
NORTH WESTERN	418	72	490	772	63.5
NORTHERN	608	64	672	963	69.8
SOUTHERN	878	92	970	1246	77.8
WESTERN	567	29	596	945	63.1
NATIONAL TOTAL	5800	631	6431	9674	66.5

TABLES 102: Number of Schools Which Offered Menstrual Hygiene Management Education

PROVINCE	Primary	Secondary	Total	Total Schools	%
CENTRAL	476	58	534	1123	47.6
COPPERBELT	359	74	433	1220	35.5
EASTERN	445	41	486	1082	44.9
LUAPULA	332	45	377	694	54.3
LUSAKA	394	68	462	891	51.9
MUCHINGA	256	42	298	738	40.4
NORTH WESTERN	271	59	330	772	42.7
NORTHERN	324	59	383	963	39.8
SOUTHERN	681	77	758	1246	60.8
WESTERN	339	28	367	945	38.8
NATIONAL TOTAL	3877	551	4428	9674	45.8

TABLES 103: Number of Schools which Provided Sanitary Towels to Girls

PROVINCE	Primary	Secondary	Total	Total Schools	%
CENTRAL	215	37	252	1123	22.4
COPPERBELT	182	43	225	1220	18.4
EASTERN	243	32	275	1082	25.4
LUAPULA	143	21	164	694	23.6
LUSAKA	223	46	269	891	30.2
MUCHINGA	96	16	112	738	15.2
NORTH WESTERN	181	43	224	772	29.0
NORTHERN	235	33	268	963	27.8
SOUTHERN	367	42	409	1246	32.8
WESTERN	134	17	151	945	16.0
TOTAL	2019	330	2349	9674	24.3

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MENSTRUAL HYGIENE MANAGEMENT EDUCATION

Table 101 shows proportion of schools providing waste disposal facilities, one of the requirements to providing a conducive learning environment. Luapula Province had the highest proportion of schools providing waste disposal facilities at 79%. The national average proportion for schools providing waste disposal facilities was 66.5%. Muchinga (64.6%), North Western (63.5%), Western (63.1%), Copperbelt (56.8%) and Eastern was the least with a proportion of 54.2%.

Table 102 shows the proportion of schools which offered Menstrual Hygiene Management Education meant to equip adolescent girls with knowledge about menstruation. Lack of this knowledge could lead to absenteeism and ultimately drop out from school. From the table it can be deduced that MHM Education is not delivered in a number of schools with only 45.8% of the schools offering MHM Education. More than 54% of the schools did not deliver MHM education. Southern Province had the highest proportion of 60.8% followed by Luapula (54.3%), Lusaka (51.9%) and Central (47.6) with the remaining six provinces being below the national average.

Table 103 shows the percentage of schools providing sanitary towels to girls in 'emergency' situations. From the table it can be seen that only 24% of schools provided emergency pads and so efforts are required to ensure schools provide sanitary towels to the menstruating girls for them to stay in school during menstruation.

TABLES 104. NUMBER OF SCHOOLS WHICH HAVE FACILITIES FOR DISPOSAL OF USED SANITARY TOWELS

PROVINCE	PRIMARY	SECONDARY	TOTAL	TOTAL SCHOOLS	%
CENTRAL	238	46	284	1123	25.3
COPPERBELT	177	42	219	1220	18.0
EASTERN	256	33	289	1082	26.7
LUAPULA	160	28	188	694	27.1
LUSAKA	221	50	271	891	30.4
MUCHINGA	121	18	139	738	18.8
NORTH WESTERN	174	35	209	772	27.1
NORTHERN	173	41	214	963	22.2
SOUTHERN	323	50	373	1246	29.9
WESTERN	155	17	172	945	18.2
NATIONAL TOTAL	1998	360	2358	9674	24.4

**FACILITIES
SANITARY**

TABLES percent facilities towels. like pro towels disposa There is MHM if school. **Table 1** schools commit from th have m nationa Except Southe Central are bel **Table 1** which f water a proport low wit 71.7%, at 70.8% remaini the nat mainte sanitary reduce

TABLES 105. NUMBER OF SCHOOLS WHICH HAVE FUNCTIONAL SCHOOL MAINTENANCE COMMITTEES

PROVINCE	PRIMARY	SECONDARY	TOTAL	TOTAL SCHOOLS	%
CENTRAL	673	68	741	1123	66.0
COPPERBELT	476	76	552	1220	45.2
EASTERN	548	42	590	1082	54.5
LUAPULA	475	50	525	694	75.6
LUSAKA	442	63	505	891	56.7
MUCHINGA	442	43	485	738	65.7
NORTH WESTERN	351	64	415	772	53.8
NORTHERN	629	67	696	963	72.3
SOUTHERN	821	89	910	1246	73.0
WESTERN	515	28	543	945	57.5
NATIONAL TOTAL	5372	590	5962	9674	61.6

**TIES FOR DISPOSAL OF USED
ARY TOWELS**

104. shows the number and
tage of schools which provide
s for disposal of used sanitary
 . It can be seen from the table that,
vision of emergency sanitary
 is a challenge, so is provision of
al facilities for used sanitary towels.
s need to improve in the area of
f adolescent girls are to stay in

05. shows the proportion of
; that have maintainance
ttees for WASH. It can be drawn
e table that most schools do not
aintenance committes. The
al averagge is at 61.6% which is low.
for Luapula, which is at 75.6%,
rn at 73%, Nothern at 72.3% and
l at 66% all the remaing provinces
ow the national average of 61%.

06. shows the number of schools
ave work plans for maintaining
and sanitation facilities. The
tion of schools with work plans is
h Luapula at 77.8%, Northern at
Muchinga at 71.1% and Southern
% and Central at 68.4%. The
ing five provinces were all below
ional average of 63.2%. With poor
nance, the life of water and
y facilities (flushing toilets) is
d. There is need for support to the

TABLES 106 NUMBER OF SCHOOLS WHICH HAVE WORK PLANS FOR MAINTAINING WA

PROVINCE	PRIMARY	SECONDARY	TOTAL	TOTAL SCHOOLS
CENTRAL	699	69	768	1123
COPPERBELT	501	79	580	1220
EASTERN	552	42	594	1082
LUAPULA	488	52	540	694
LUSAKA	460	65	525	891
MUCHINGA	477	48	525	738
NORTH WESTERN	370	64	434	772
NORTHERN	618	72	690	963
SOUTHERN	804	78	882	1246
WESTERN	549	28	577	945
NATIONAL TOTAL	5518	597	6115	9674

ATER AND SANITATION FACILITIES

%
68.4
47.5
54.9
77.8
58.9
71.1
56.2
71.7
70.8
61.1
63.2