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MINISTRY OF EDUCATION

EDUCATION STATISTICS BULLETIN 2019

Directorate of Planning and Information



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EDUCATION STATISTICS BULLETIN 2019



Directorate of Planning and Information

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FOREWORD



The Ministry of Education (MoE) has been conducting annual school census since early 2000. The annual school census has been the largest means of collecting huge education data in the Ministry of Education with the aim of providing education statistics that ought to guide and support policy formulation, planning and priority setting.

These censuses have been conducted through the administration of the questionnaire; a data collection instrument designed to collect education data on numerous education indicators from all schools across the country, irrespective of whether the school is public, private or community. All schools ranging from early childhood education, primary education or secondary education including colleges of education are targeted and are required to fill and submit data to the respective District Education offices.

The Ministry Headquarters then prepares Data Entry software for capturing data from the questionnaire into the database called “Education Automated Statistical Information System Toolkit (Ed-ASSIST)”. The database becomes a depository for all education indicators/data part of which are analyzed and reported in the Education Statistics Bulletin (ESB) reports for a particular reference period.

The Education Statistics Bulletin Report - 2019 highlights some key education indicators for the education sector. Therefore, the results presented in the report are by no means exhaustive on any topic covered but only attempt to highlight salient aspects of the education indicators at National, Provincial level and location. Additional tabulations and analyses not included in this report can be provided to users on request. Also, obtainable on demand are ESB data sets for those who wish to do any research for detailed analysis.

I wish to encourage staff in the Ministry of Education, all our stakeholders and collaborating partners to make the best use of this publication.

Noriana Muneku (Ms.)

**PERMANENT SECRETARY – ADMINISTRATION MINISTRY
OF EDUCATION**



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Gratitude goes to the Management of the Ministry of Education for their invaluable guidance and committed support in ensuring that resources were provided to make the Education Statistics Bulletin for 2019 become a reality.

Special tribute goes to all Provincial Education Offices, District Education Offices and schools, who contributed immensely towards the production of this important and useful document during data collection and verification as well as data entry.

The Ministry is greatly indebted to UNESCO and ZAMSTATS for their financial support and technical assistance respectively, without which this milestone would not have been easy to accomplish.

William Nyundu (Mr.)
**Acting Director – Planning and Information MINISTRY OF
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ACRONOMYS

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
ECCDE	Early Childhood Care, Development and Education
ECZ	Examinations Council of Zambia
EoF	Educating Our Future
ESB	Education Statistics 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
MoE	Ministry of Education
MoESP	Ministry of Education Strategic Plan
SDGs	Sustainable Development Goals
NER	Net Enrollment Rate
NIR	Net Intake Rate
CHAU	Chalimbana University
OVC	Orphans and Vulnerable Children
P&S	Primary and Secondary
ZamStats	Zambia Statistics Agency



CONCEPTS AND DEFINITIONS

Primary school

A primary school is a school for children from about 6 to 13 years old, in which they receive primary education. It typically comes after preschool and before secondary school. It runs from grade 1 to 7 in the Zambian education system.

Secondary school

Secondary school is an educational level where the second stage of the five schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows primary education, and is sometimes followed by university education. Secondary schools in Zambia offer education from grade 8 to 12.

Early Childhood Education

Early childhood education (ECE), also known as nursery education, is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Traditionally, this is up to the equivalent of third grade. ECE is described as an important period in child development. In Zambia ECE runs from 3 to 5 years.

Net Intake Rate (NIR)

The NIR for Grade 1 is the percentage of seven-year-olds who enter school for the first time, expressed as a percentage of the total number of seven-year-olds in the population. 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

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 widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enroll learners of a particular age group.

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 in the total population

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.

Dropout rate

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



Gender Parity Index

GPI is 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.

Out-of-school children

These are children who are of school going age but are not engaged in learning whether in formal or informal school systems.

The 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.

Examination pass rates

This is the number of people, shown as a percent, who were successful in a particular test or examination.

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).

Transition Rate

Percentage of students/pupils advancing from one level of schooling to the next level.

Pupil-Book Ratio (PBR)

PBR is the total number of regular students in a grade (APU students are not included) divided by the total number of books.

Pupil-classroom ratio (PCR)

This is 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.

Contact hours

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.

Colleges of Education



These are institutions under the Ministry of Education that provide teacher training.

Public universities

A public university is a university primarily funded by the government. Public universities generally are larger than private schools and have larger class sizes.

Orphans

An orphan is a child whose parents are dead or either father or mother is dead.

Children with Special Educational Needs (CSEN)

These are learners who are differently abled

Teacher qualifications

These are the teacher's academic and professional qualifications. With regards academic qualification, the majority of the teachers 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 school 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

Hygiene and wash

These are statistics relating to the proportion of schools in the respective provinces where hygiene education is taught. Hygiene education empowers learners with basic hygiene skills to ensure they stay healthy.

Facilities for disposal of used sanitary towels

These are statistics relating to the number and percentage of schools which provide facilities for disposal of used sanitary towels.



METHODOLOGY

Introduction

The Ministry of Education (MoE) manages an Integrated Education Management Information System (EMIS) that supports programmes and projects in the education sector. The EMIS provides indicators used to monitor and evaluate programmes and projects in the Ministry. The data collection is done through the Annual School Census.

EMIS objective

The primary objective of the EMIS is to produce education statistics, which inform policy formulation, planning and operations as well as priority setting including evidence based decision making.

Method of data collection and stages

Over the years, the Ministry has been implementing a paper-based technique of data collection. The EMIS process involves the following:

- Data collection-usually preceded by the data collection instrument (questionnaire) review that takes place prior to the printing, distribution and administration of the questionnaire at school level. The school completes the questionnaire through a teacher nominated by head teacher and the Head is required to certify the accuracy of the data.
- Data entry-an exercise of capturing or transcribing data electronically, from the hard copy questionnaire, into the Education Automated Statistical Information System Toolkit (Ed-Assist).
- Data verification- the process of checking for completeness and accuracy of data.
- Data processing- involves creation of data tables and derived variables.
- Data analysis- encompasses scrutiny of and close look at the data, dissecting it in various forms in order to extract and package information useful for planning and decision making, ascertain trends, compare provinces, districts, urban and rural schools, boys and girls etc.
- Reporting/dissemination- involves production of EMIS reports in different formats and sharing it with the wider education partner/stakeholder audiences who have the interest in education
- Publication- is a means of documentation of the education data/information, mainly conveyed through different means or media platforms; e.g. ministry website, radio, tv, reports, fact sheets, etc.
- Feedback- a mechanism to allow stakeholders, education consumers and the general members of the public to express their views regarding the quality of our education statistics as a product. This process also offers an opportunity for submission of certain education indicator(s) our stakeholders may feel necessary for possible inclusion in the data collection instrument (questionnaire) for the subsequent EMIS cycle.

Stages;

- **Questionnaire review**- process of revision of the data collection instrument to include or exclude any indicators deemed necessary or not
- Printing of data collection instruments following the revisions



- **Distribution-** involves allocation and delivering of data collection instruments to schools through Provinces and Districts. All schools, irrespective of whether public, private or community receive a set of four (4) copies. After the school completes filling the questionnaires on a prescribed date, it retains a copy and sends three (3) copies to the district. The district also retains a copy and sends two (2) copies to the Province, which equally retains one (1) copy and submits the remaining copy to the Ministry Headquarters. Data entry exercise takes place in the respective districts, following an orientation of the district staff by the national level team in collaboration with Provincial Education Offices (PEOs).
- **Reporting/dissemination-** involves reporting and disseminating education statistics through hard copy reports and MoE website.
- **Response Rate-** involves calculation/computation of the number of schools, which successfully complete the questionnaire and submit to Headquarters through the districts/provinces out of the total number of registered schools considered operational. Non-response schools are then targeted for follow-up particularly during the verification exercise in order to improve the response rate to 100% if possible which is the desirable state of the school census data collection by the Ministry.



EDUCATION IN ZAMBIA

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 old). Tertiary education level includes colleges and universities.

In addition to the formal system, there is a non-formal education system that operates to serve, among others, displaced persons, school-age 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 MoE 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 Seventh National Development Plan (SNDP) (2017 to 2021), 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 had become the main tool for operationalizing the SNDP and rSNDP at all the different levels of the education system; from Headquarters right down to the school level. NIF III also served as an important instrument for monitoring implementation and performance and thus provided 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 regard, 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.

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 had held a lot of planning and preparatory meetings with Cabinet Office, Ministry of Local Government and Housing and several 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 including commencement of ECE policy formulation. All these regulatory frameworks were expected to include issues of devolution, the operationalization of the Teaching Council, the Higher Education Authority and the National Qualifications Framework.

Limitations

Generally, the production of education statistics in the last few years has become increasingly huge and costly as new schools keep on being established while the method of data collection remains paper-based and



heavily dependent on the school teachers, apparently with other enormous responsibilities to fill the forms questionnaires). As a result, not all the schools fill and submit questionnaires back to the Ministry Headquarters through the respective districts/provinces. Other schools particularly community and private schools, may close during the data collection period, but no information reaches the district as such, in order to update the district school database, resulting into having more schools on the database than what is prevailing on the ground. Some other schools may not just adequately fill the questionnaires due to inadequacies in terms of capacity to comprehend the questionnaire structure and questions, resulting into compromising data quality. This is further compounded by lack of technical support by the district officers due to inadequate/ lack of transport to visit schools.

Some of the major highlights of the 2019 data results

Primary Schools: There was an increase in permanent classroom spaces at primary level. The total number of permanent classroom spaces increased from 56501 in 2018 to 59,056 in 2019.

Secondary Schools: Infrastructure development has continued in order to increase the classroom spaces at all levels. In 2018, the total number of permanent classroom spaces reported for secondary schools was 11,768 and this increased to 13,560 in 2019.

Teachers: Nationally there has been an aggregate increase in the number of teachers from 107,854 in 2018 to 114,801 in 2019, an increase of 6,947.

Enrolment: Nationally there was an increase in enrolment by 100,402-from 2018 (4,200,597) to 4,300,999 in 2019.

Contact Hours: Generally, the number of contact hours increases as pupils progress from lower grade level to higher grades at all levels (1-4, 5-7 and 8-10). Primary grades had fewer contact hours compared to secondary grades. Private schools had more contact hours followed by government and grant aided schools, and community schools had the fewest contact hours. IRI had more contact hours followed by open classes and then regular classes. Literacy classes had the least contact hours.

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 (ZamStats, 2010). It's 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 2019 population was projected at 17,381,168. Several of the educational indicators herein depend on accurate population data. However, there is growing consensus that currently available demographic data in Zambia under estimates 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.



NATIONAL SUMMARY

The national summary provides an overview of the structure of Zambia's general education system: out of 10,570 schools, 88% (9,282) were primary while 12% (1,288) are secondary schools. A total of 4,300,999 learners were enrolled in 2019, representing a gross enrollment rate of 102.3% at primary and 44.9% 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.

Primary & Secondary Schools		
Number of Schools - Grade 1-12	Total	10 570
	Primary	9 282
	Secondary	1 288
Enrolment Indicators		
Number of students	Total	4 300 999
	Primary	3 382 087
	Secondary	918 912
Gross Intake Rate	Primary	104.0%
Net Intake Rate	Primary	49.1%
Gross Enrollment		
Rate	Primary	102.3%
	Secondary	44.9%
Net Enrollment Rate	Primary	86.1%
	Secondary	37.6%
Efficiency Indicators		
Transition Rate	Primary	74.0%
	Secondary	53.0%
Repetition Rate	Primary	5.1%
	Secondary	1.1%
Dropout Rate	Primary	1.7%
	Secondary	1.2%
Equity Indicators		
Gender Parity Index	Primary	1.03
	Secondary	0.93
Out-of-school children	Male	120 953
Age 7-13	Female	106 407
Orphans	Primary	379 611
	Secondary	155 720
CSEN	Primary	10 664
	Secondary	21 885
Pregnancies	Primary	11 502
	Secondary	4 222
Readmissions	Primary	5 669
	Secondary	3 158
Teachers		



Number of teachers	Total	114 801
	Primary	80 919
	Secondary	33 882
Qualification	Degree	24 007
	Diploma	56 900
	Certificate	29 751
	Untrained/Unknown	4 143
Teacher Attrition	Primary	6 905
	Secondary	1 758
Pupil Teacher	Primary	59.4
Ratio	Secondary	29.7
Quality Indicators		
Completion Rate	To Grade 9	67.3%
	To Grade 12	34.1%
Survival to Grade 5	Primary	Grade 3
Exam Pass Rate	Primary	100.0%
	Secondary	63.4%
Pupil Book	Primary	1.07
Ratio	Secondary	0.85
Pupil Classroom	Primary	41.9
Ratio	Secondary	42.9
Contact Hours	Primary	5.0
	Secondary	6.6
Infrastructure		
Number of classrooms	Total	72 616
	Primary	59 056
	Secondary	13 560
Classroom structure	Permanent	61 090
	Incomplete	5 951
	Temporary	5 575
Tertiary		
Enrollment	University	22753
	College	26029
Staffing	University	373
	College	873

PROVINCIAL SUMMARIES - 2019

The provincial education summaries provide a summary of key education indicators across the ten provinces. District and school level data is available in the 2019 ED*ASSIST data base.

CENTRAL PROVINCE

Number of schools	Total	1 245
Type of school	Primary School	1 080
	Secondary School	165
Number of students	Total	518 905
School phase	Primary School	414 477
	Secondary School	104 428
Number of teachers	Total	13 385



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School phase	Primary School	9 079
	Secondary School	4 306
Pupil Teacher Ratio	Primary School	45.7
	Secondary School	24.3
Number of classrooms	Total	9 072
Structure	Permanent	7 637
	Incomplete	691
	Temporary	744

COPPERBELT PROVINCE

Number of schools	Total	1 181
Type of school	Primary School	1 040
	Secondary School	141
Number of students	Total	626 061
School phase	Primary School	436 761
	Secondary School	189 300
Number of teachers	Total	21 592
School phase	Primary School	15 334
	Secondary School	6 258
Pupil Teacher Ratio	Primary School	28.5
	Secondary School	30.2
Number of classrooms	Total	10 598
Structure	Permanent	9 750
	Incomplete	384
	Temporary	464

EASTERN PROVINCE

Number of schools	Total	1 291
Type of school	Primary School	1 123
	Secondary School	168
Number of students	Total	478 549
School phase	Primary School	395 591
	Secondary School	82 958
Number of teachers	Total	10 484
School phase	Primary School	6 842
	Secondary School	3 642
Pupil Teacher Ratio	Primary School	57.8
	Secondary School	22.8
Number of classrooms	Total	8 001
Structure	Permanent	6 505
	Incomplete	616
	Temporary	880

LUAPULA PROVINCE

Number of schools	Total	760
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Type of school	Primary School	670
	Secondary School	90
Number of students	Total	341 577
School phase	Primary School	282 618
	Secondary School	58 959
Number of teachers	Total	8 243
School phase	Primary School	6 029
	Secondary School	2 214
Pupil Teacher Ratio	Primary School	46.9
	Secondary School	26.6
Number of classrooms	Total	4 879
Structure	Permanent	4 270
	Incomplete	287
	Temporary	322

LUSAKA PROVINCE

Number of schools	Total	860
Type of school	Primary School	731
	Secondary School	129
Number of students	Total	523 763
School phase	Primary School	373 962
	Secondary School	149 801
Number of teachers	Total	15 733
School phase	Primary School	11 240
	Secondary School	4 493
Pupil Teacher Ratio	Primary School	33.3
	Secondary School	33.3
Number of classrooms	Total	8 179
Structure	Permanent	7 627
	Incomplete	309
	Temporary	243

MUCHINGA PROVINCE

Number of schools	Total	789
Type of school	Primary School	685
	Secondary School	104
Number of students	Total	266 990
School phase	Primary School	220 987
	Secondary School	46 003
Number of teachers	Total	6 416
School phase	Primary School	4 139
	Secondary School	2 277
Pupil Teacher Ratio	Primary School	53.4
	Secondary School	20.2



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Number of classrooms	Total	4 689
Structure	Permanent	3 567
	Incomplete	444
	Temporary	678

NORTH WESTERN PROVINCE

Number of schools	Total	900
Type of school	Primary School	749
	Secondary School	151
Number of students	Total	311 259
School phase	Primary School	243 890
	Secondary School	67 369
Number of teachers	Total	7 674
School phase	Primary School	4 783
	Secondary School	2 891
Pupil Teacher Ratio	Primary School	51.0
	Secondary School	23.3
Number of classrooms	Total	4 882
Structure	Permanent	4 007
	Incomplete	417
	Temporary	458

NORTHERN PROVINCE

Number of schools	Total	1 010
Type of school	Primary School	871
	Secondary School	139
Number of students	Total	364 081
School phase	Primary School	309 549
	Secondary School	54 532
Number of teachers	Total	7 505
School phase	Primary School	5 002
	Secondary School	2 503
Pupil Teacher Ratio	Primary School	61.9
	Secondary School	29.0
Number of classrooms	Total	5 558
Structure	Permanent	4 426
	Incomplete	573
	Temporary	559

SOUTHERN PROVINCE

Number of schools	Total	1 366
Type of school	Primary School	1 241
	Secondary School	125
Number of students	Total	528 787
School phase	Primary School	422 433



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	Secondary School	106 354
Number of teachers	Total	15 017
School phase	Primary School	11 579
	Secondary School	3 438
Pupil Teacher Ratio	Primary School	36.5
	Secondary School	30.9
Number of classrooms	Total	10 058
Structure	Permanent	8 655
	Incomplete	594
	Temporary	809

WESTERN PROVINCE

Number of schools	Total	1 168
Type of school	Primary School	1 092
	Secondary School	76
Number of students	Total	341 027
School phase	Primary School	281 819
	Secondary School	59 208
Number of teachers	Total	8 752
School phase	Primary School	6 892
	Secondary School	1 860
Pupil Teacher Ratio	Primary School	40.9
	Secondary School	31.8
Number of classrooms	Total	3 630
Structure	Permanent	3 039
	Incomplete	341
	Temporary	250



CHAPTER 1 DISTRIBUTION OF SCHOOLS BY AGENCY AND YEAR

Tables 1.1 and 1.2 show the number of primary and secondary schools, disaggregated by year, agency, location and type of school. There were 9,282 primary and 1,288 secondary schools in 2019 representing an increase of 2.6 percent in primary schools and 15.3 percent in secondary schools. The increase in the number of secondary schools is attributed to the upgrading of some primary schools to secondary schools in all the provinces by Government and other cooperating partners.

During the period of 2018-2019 there, was a marginal decrease in the number of community schools. This could be attributed to the upgrading of some community schools and the closure of some community schools.

Table 1.1: Numbers of Primary Schools by Agency from 2010 to 2019

Agency	Year										Avg annual growth rate 2014 - 2019	Percentage change 2018-2019
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		
Total	8493	8362	8359	8801	8754	8804	8823	8843	9050	9282	1.0%	2.6%
GRZ/GA	4903	5016	5219	5420	5474	5669	5670	5859	5983	6193	2.6%	3.5%
Priv/Church	739	709	498	485	616	699	673	659	696	745	0.1%	7.0%
Community/Unknown	2851	2637	2642	2896	2664	2406	2480	2325	2371	2344	-2.2%	-1.1%

Table 1.2: Numbers of Secondary Schools by Agency from 2010 to 2019

Agency	Year										Avg annual growth rate 2014 - 2019	Percentage change 2018-2019
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		
Total	646	631	663	683	794	832	851	1009	1117	1288	8.0%	15.3%
GRZ/GA	498	487	501	522	616	664	707	908	996	1144	9.7%	14.9%
Priv/Church/Community	148	144	162	161	178	168	144	101	121	144	-0.3%	19.0%

Figure 1.1: Number of Primary Schools by Agency: 2010 - 2019

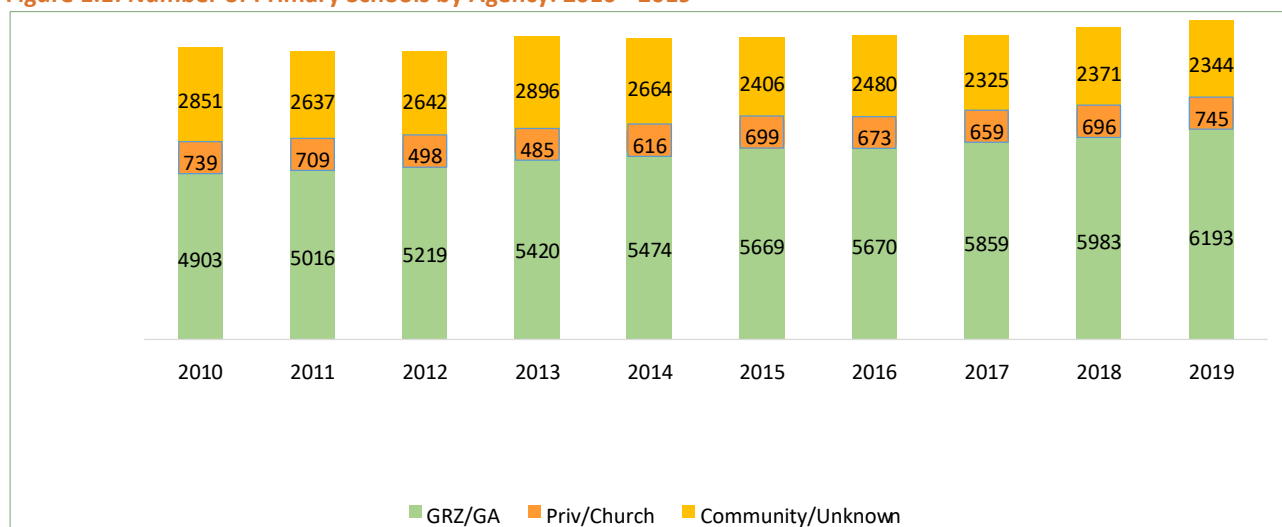


Figure 1.2: Numbers of Secondary Schools by Agency: 2010 - 2019

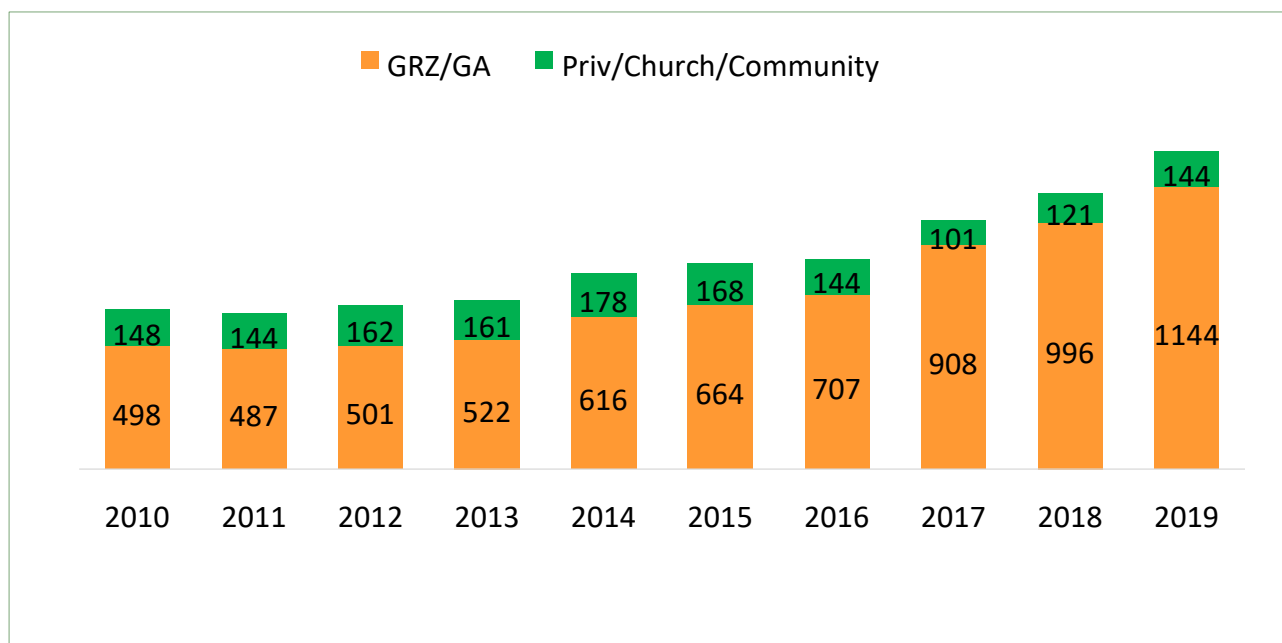


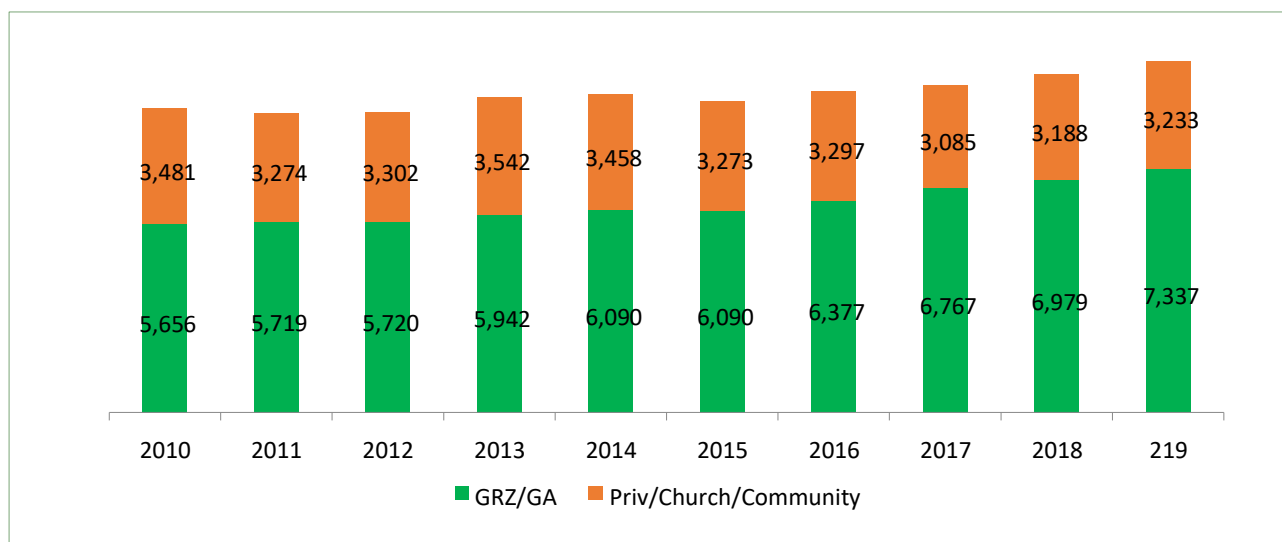
Table 1.3: Figure 1.2 Numbers of Secondary Schools by Agency: 2010 - 2019

Agency	Year										Average annual growth rate 2014 - 2019	Percentage change 2018-2019
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		
Total	9,137	8,993	9,022	9,484	9,548	9,636	9,674	9,852	10,167	10,570	1.6%	4.0%
GRZ/GA	5,656	5,719	5,720	5,942	6,090	6,090	6,377	6,767	6,979	7,337	2.9%	5.1%
Priv/Church/Community	3,481	3,274	3,302	3,542	3,458	3,273	3,297	3,085	3,188	3,233	-0.8%	1.4%

Table 1.4: Numbers of Primary and Secondary Schools by Running Agency and Province - 2019

Province	Primary schools					Secondary schools					Total
	GRZ	Private	GA	Comm	Total	GRZ	Private	GA	Comm.	Total	
National	5,959	745	234	2,344	9,282	1,012	130	132	14	1,288	10,570
Central	717	86	20	257	1,080	138	16	11	0	165	1,245
Copperbelt	497	241	14	288	1,040	107	21	13	0	141	1,181
Eastern	781	36	46	260	1,123	132	7	27	2	168	1,291
Luapula	513	35	16	106	670	79	5	6	0	90	760
Lusaka	246	131	26	328	731	77	39	10	3	129	860
Muchinga	488	29	7	161	685	97	2	3	2	104	789
North Western	591	33	20	105	749	136	8	5	2	151	900
Northern	665	22	25	159	871	109	4	25	1	139	1,010
Southern	738	102	46	355	1,241	75	26	24	0	125	1,366
Western	723	30	14	325	1,092	62	2	8	4	76	1,168

Figure 1.3: Numbers of Primary and Secondary Schools by Agency and Year (2014-2020)



Distribution of schools by Rural/Urban

Location of schools

Table 1.5 shows that the majority of schools in the country are located in rural areas. 81.0% of all primary and 69.1% of all secondary schools are located in rural areas. Southern Province had the highest number of primary schools (1,241) while Luapula Province recorded the least with 670 primary schools.

Overall, Lusaka and Copperbelt provinces are more urbanized than other provinces (68.0% and 62.2% urban primary and secondary schools combined).

Table 1.5: Numbers of Primary and Secondary Schools by Location and Province-2019

Province	Primary Schools					Secondary Schools					Total Schools
	Urban	Rural	% Rural	Total	% of Total	Urban	Rural	% Rural	Total	% of Total	
National	1,767	7,515	81.0	9,282	100%	398	890	69.1%	1,288	100%	10,570
Central	131	949	87.9	1,080	11.6%	40	125	75.8%	165	12.8%	1,245
Copperbelt	584	456	43.8	1,040	11.2%	96	45	31.9%	141	10.9%	1,181
Eastern	75	1,048	93.3	1,123	12.1%	30	138	82.1%	168	13.0%	1,291
Luapula	66	604	90.1	670	7.2%	17	73	81.1%	90	7.0%	760
Lusaka	512	219	30.0	731	7.9%	85	44	34.1%	129	10.0%	860
Muchinga	42	643	93.9	685	7.4%	13	91	87.5%	104	8.1%	789
North Western	55	694	92.7	749	8.1%	27	124	82.1%	151	11.7%	900
Northern	68	803	92.2	871	9.4%	26	113	81.3%	139	10.8%	1,010
Southern	168	1,073	86.5	1,241	13.4%	44	81	64.8%	125	9.7%	1,366
Western	66	1,026	94.0	1,092	11.8%	20	56	73.7%	76	5.9%	1,168

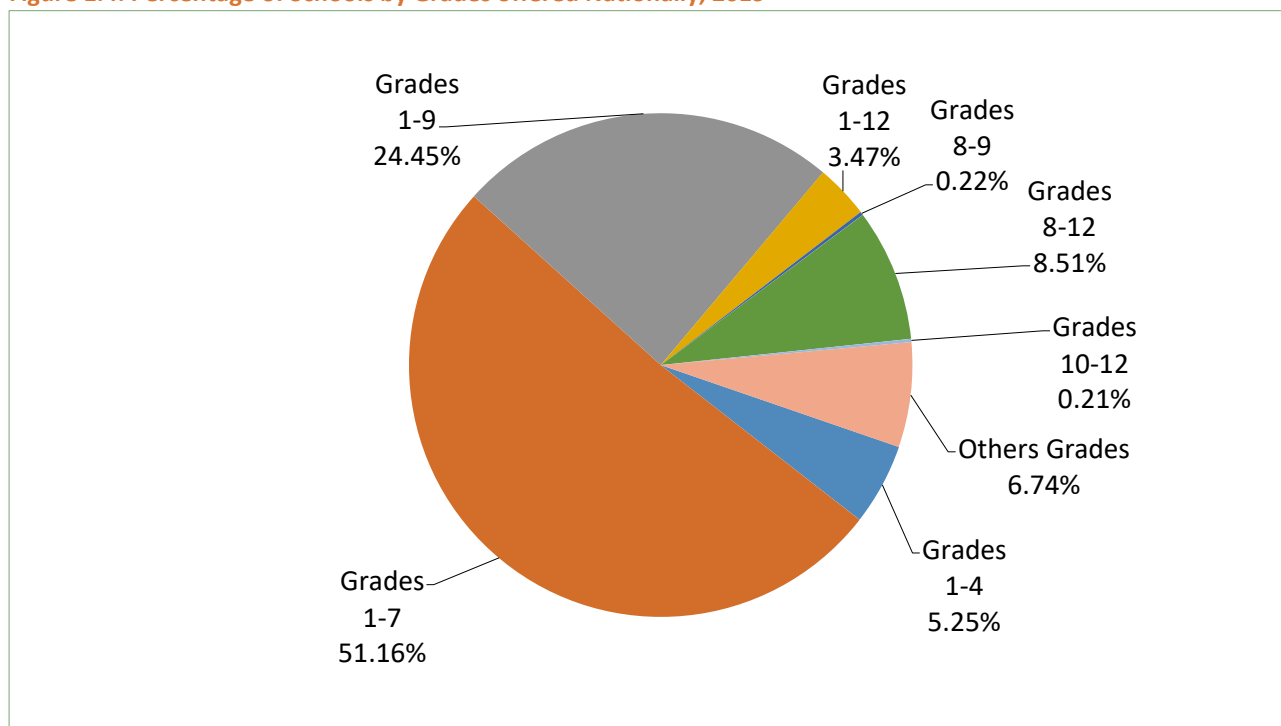
Table 1.6: Number of Schools by Grades Offered and Province 2019

Provinces	Grades	Grades	Grades	Grades	Grades	Grades	Grades		Total
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	1-4	1-7	1-9	1-12	8-9	8-12	10-12	Others Grades	
National	555	5,408	2,584	367	23	899	22	712	10,570
Central	79	546	372	54	0	93	1	100	1,245
Copperbelt	62	517	324	49	2	112	1	114	1,181
Eastern	56	733	297	44	1	99	1	60	1,291
Luapula	30	373	238	34	4	50	1	30	760
Lusaka	18	350	237	36	1	115	4	99	860
Muchinga	30	493	116	11	1	61	0	77	789
North Western	33	520	173	12	8	96	0	58	900
Northern	67	689	89	16	2	107	0	40	1,010
Southern	82	595	431	82	3	117	11	45	1,366
Western	98	592	307	29	1	49	3	89	1,168

Figure 1.4: Percentage of Schools by Grades offered Nationally, 2019



Schools by Grade range offered

Tables 1.7 and 1.8 show schools' distribution by Province and grade range offered. According to Government policy, schools are supposed to offer either Gr 1-7 or Gr 8-12. However, we still have schools offering Gr 1-4, Gr 1-9, Gr 8-9 and Gr 1-12.

Table 1.7: Primary Schools by Grade Range offered and Province - 2019

Province	Grades	Grades	Grades	Grades	Unknown	Total
	1-4	1-7	1-9	8-9		
National	555	5,408	2,584	23	712	9,282



Province	Grades 1-7	Grades 1-9	Grades 1-4	Grades 8-9	Others	Total
Central	79	546	372	0	83	1,080
Copperbelt	62	517	324	2	135	1,040
Eastern	56	733	297	1	36	1,123
Luapula	30	373	238	4	25	670
Lusaka	18	350	237	1	125	731
Muchinga	30	493	116	1	45	685
North Western	33	520	173	8	15	749
Northern	67	689	89	2	24	871
Southern	82	595	431	3	130	1,241
Western	98	592	307	1	94	1,092

Figure 5: Number of Primary Schools by Grades offered Nationally

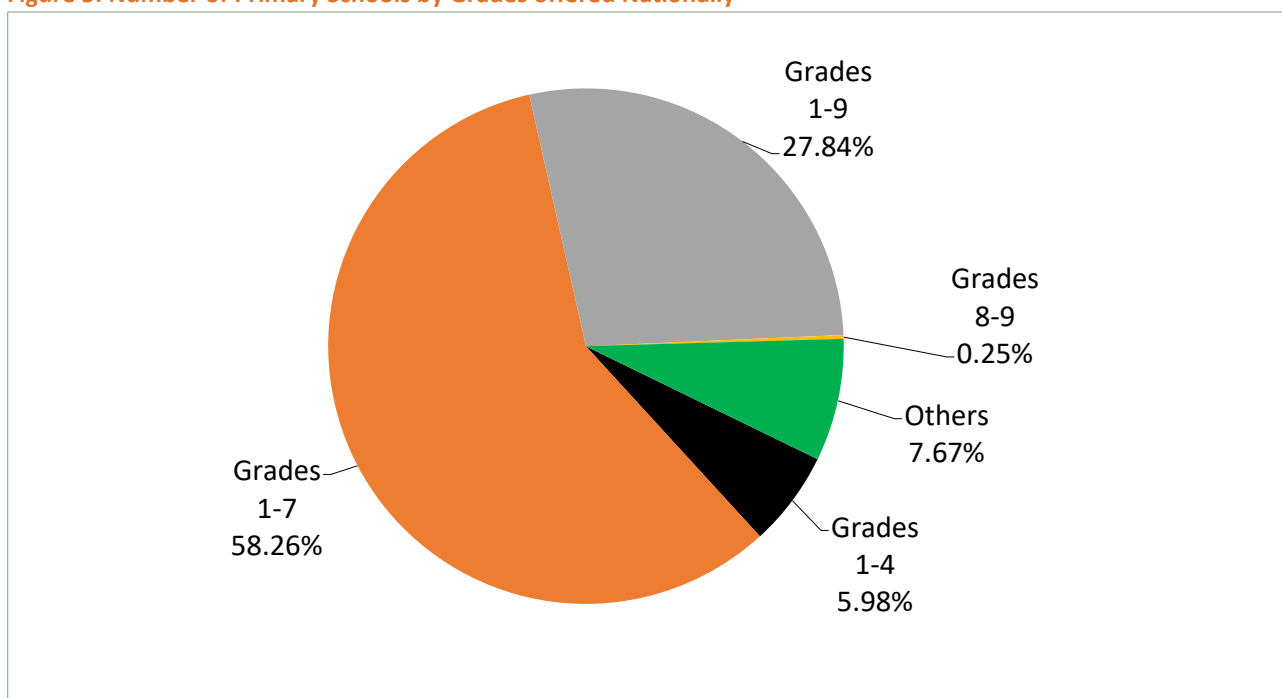


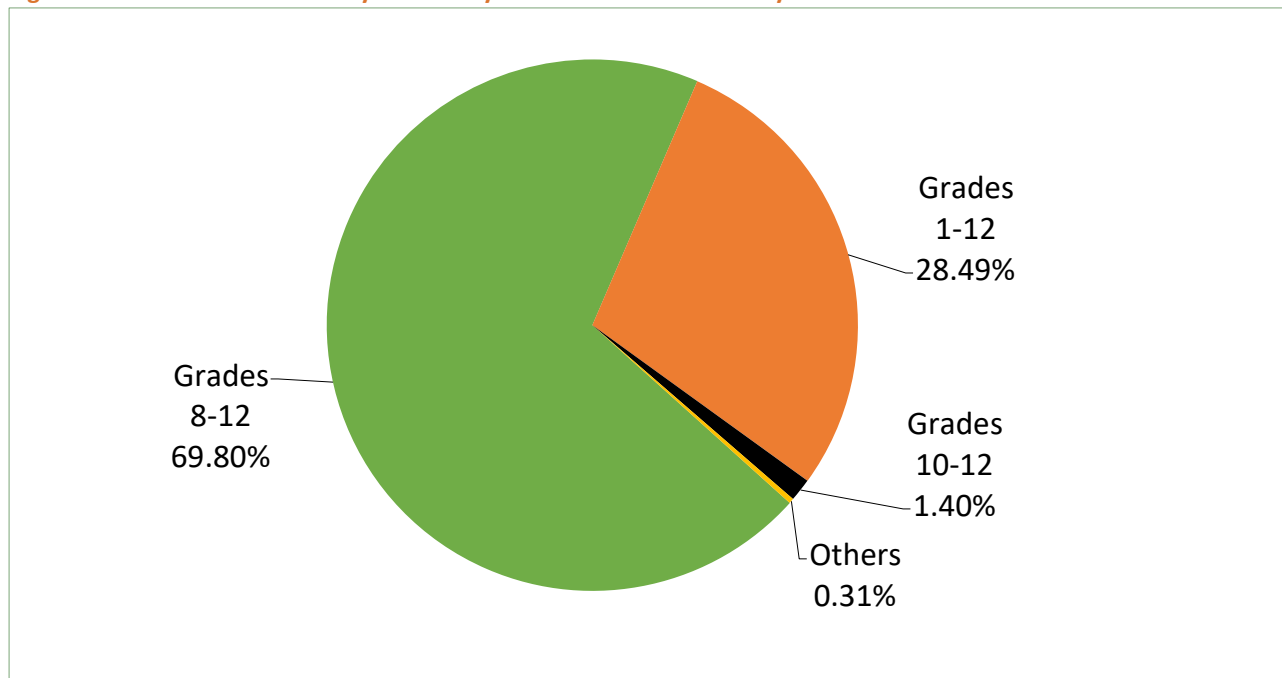
Table 1.8: Secondary Schools by Province and Grade Range Offered - 2020

Province	Grades 8-12	Grades 1-12	Grades 10-12	Other	Total
National	899	367	18	4	1288
Central	79	44	1	0	124
Copperbelt	112	41	1	0	154
Eastern	116	44	1	0	161
Luapula	50	34	1	2	87
Lusaka	90	95	0	2	187
Muchinga	60	11	0	0	71
North Western	96	12	0	0	108
Northern	130	16	0	0	146



Southern	117	49	11	0	177
Western	49	21	3	0	73

Figure 1.5: Number of Secondary Schools by Grades offered Nationally



CHAPTER 2: ACCESS AND PARTICIPATION

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

Enrolment

Table 2.1 shows enrolment trends from 2014-2019. Enrolment remained consistently increasing from 2015 to 2019.

Between 2018 and 2019, the total number of pupils in primary and secondary schools increased by 100402 (2.4%) from 4,200,597 (2018) to 4,300,999 (2019).

From 2014 to 2017, the number of boys in schools was higher than that of girls. Nonetheless, from 2018 to 2019, the number of girls surpassed the number of boys. Of the 4,300,999 total enrolment in 2019, the boys were recorded at 2,133,087(49.6%) while the girls were 2,167,912 (50.4%).

Table 2.1: Enrolment by Sex, Year, Grade and Grade Range 2014 to 2019

Grade/Sex	Year						AVG Annual growth rate 2014-2019	Percent Change 2018-2019
	2014	2015	2016	2017	2018	2019		
National Total	4,019,466	4,018,064	4,025,380	4,139,390	4,200,597	4,300,999	1.4%	2.4%
Male	2,035,339	2,036,552	2,026,186	2,074,567	2,098,571	2,133,087	0.9%	1.6%



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Female	1,984,127	1,981,512	1,999,194	2,064,823	2,102,026	2,167,912	1.8%	3.1%
Grade								
Grade 1 Total	544,949	537,990	544,321	554,360	556,456	551,160	0.2%	1.0%
Male	269,750	266,173	268,365	273,125	275,897	269,336	0.0%	2.4%
Female	275,199	271,817	275,956	281,235	280,559	281,824	0.5%	0.5%
Grade 2 Total	521,128	495,008	496,083	516,652	522,806	518,661	-0.1%	0.8%
Male	258,820	244,212	244,767	256,571	258,174	254,834	-0.3%	1.3%
Female	262,308	250,796	251,316	260,081	264,632	263,827	0.1%	0.3%
Grade 3 Total	503,759	514,364	478,846	495,286	515,541	511,760	0.3%	0.7%
Male	251,419	264,843	237,864	244,683	249,435	252,800	0.1%	1.3%
Female	252,340	249,521	240,982	250,603	266,106	258,960	0.5%	2.7%
Grade 4 Total	477,517	482,451	483,631	479,765	484,649	500,337	0.9%	3.2%
Male	238,318	238,792	239,179	236,893	238,828	248,231	0.8%	3.9%
Female	239,199	243,659	244,452	242,872	245,821	252,106	1.1%	2.6%
Grade 5 Total	425,483	434,406	443,159	452,580	451,781	465,272	1.8%	3.0%
Male	213,476	218,751	221,303	225,550	223,085	228,634	1.4%	2.5%
Female	212,007	215,655	221,856	227,030	228,696	236,638	2.2%	3.5%
Grade 6 Total	393,630	397,960	404,413	424,109	430,111	439,767	2.2%	2.2%
Male	199,968	199,250	203,302	212,809	213,777	216,229	1.6%	1.1%
Female	193,662	198,710	201,111	211,300	216,334	223,538	2.9%	3.3%
Grade/Sex	Year						AVG Annual growth rate 2014-2019	Percent Change 2018-2019
	2014	2015	2016	2017	2018	2019		
Grade 7 Total	351,406	353,544	352,767	365,155	377,901	395,130	2.4%	4.6%
Male	181,997	182,247	181,024	186,117	190,292	196,473	1.5%	3.2%
Female	169,409	171,297	171,743	179,038	187,609	198,657	3.2%	5.9%
Grade 8 Total	230,855	235,631	238,744	243,382	249,550	272,128	2.8%	9.0%
Male	117,902	120,535	121,715	122,511	125,854	134,013	2.2%	6.5%
Female	112,953	115,096	117,029	120,871	123,696	138,115	3.4%	11.7%
Grade 9 Total	242,759	235,330	252,460	268,400	242,007	266,649	1.6%	10.2%
Male	126,728	122,130	130,780	137,781	123,122	135,414	1.1%	10.0%
Female	116,031	113,200	121,680	130,619	118,885	131,235	2.1%	10.4%
Grade 10 Total	113,194	111,802	104,750	115,918	129,516	123,150	1.4%	4.9%
Male	60,675	60,156	56,144	60,811	67,528	63,057	0.6%	6.6%
Female	52,519	51,646	48,606	55,107	61,988	60,093	2.3%	3.1%
Grade 11 Total	109,677	114,483	118,463	111,842	122,615	132,986	3.3%	8.5%
Male	59,179	61,828	63,466	58,351	63,414	69,606	2.7%	9.8%
Female	50,498	52,655	54,997	53,491	59,201	63,380	3.9%	7.1%
Grade 12 Total	105,109	105,095	107,743	111,941	117,664	123,999	2.8%	5.4%
Male	57,107	57,635	58,277	59,365	69,165	64,460	2.0%	6.8%
Female	48,002	47,460	49,466	52,576	48,499	59,539	3.7%	22.8%
Grade range								
Grades 1-7 Total	3,217,872	3,215,723	3,203,220	3,287,907	3,339,245	3,382,087	0.8%	1.3%
Male	1,613,748	1,614,268	1,595,804	1,635,748	1,649,488	1,666,537	0.5%	1.0%
Female	1,604,124	1,601,455	1,607,416	1,652,159	1,689,757	1,715,550	1.1%	1.5%
Grades 1-9 Total	3,691,486	3,686,684	3,694,424	3,799,689	3,830,802	3,920,864	1.0%	2.4%
Male	1,858,378	1,856,933	1,848,299	1,896,040	1,898,464	1,935,964	0.7%	2.0%



Female	1,833,108	1,829,751	1,846,125	1,903,649	1,932,338	1,984,900	1.3%	2.7%
Grades 8-9 Total	473,614	470,961	491,204	511,782	491,557	538,777	2.2%	9.6%
Male	244,630	242,665	252,495	260,292	248,976	269,427	1.6%	8.2%
Female	228,984	228,296	238,709	251,490	242,581	269,350	2.7%	11.0%
Grades 10-12 Total	327,980	331,380	330,956	339,701	369,795	380,135	2.5%	2.8%
Male	176,961	179,619	177,887	178,527	200,107	197,123	1.8%	1.5%
Female	151,019	151,761	153,069	161,174	169,688	183,012	3.3%	7.9%

Table 2.2 shows enrolment by grade and sex across provinces. Enrolment in the two most urbanized provinces of Copperbelt and Lusaka were consistently in favor of girls. Grades 1 and 2 across most provinces also were recorded to be 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 tended to exceed that of girls. The tables show that Copperbelt had the highest enrolment with 626,061 while Muchinga Province has the lowest enrolment at 266,990. In all the Provinces other than Luapula, Muchinga and Northern, the number of girls was higher than boys.

Table 2.3 shows enrolment by Province and running agency. It further shows that most learners are in Government run schools (81.2%). Community schools still contributed to education provision at 10.7% of total enrolment.

Table 2.2: Enrolment by Sex and Province for Grade 1 to 12 -2019

	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western	All Provinces
All Grades Total	518,905	626,061	478,549	341,577	523,763	266,990	311,259	364,081	528,787	341,027	4,300,999
Male	256,302	307,095	232,433	173,457	255,949	135,594	155,083	187,353	261,227	168,594	2,133,087
Female	262,603	318,966	246,116	168,120	267,814	131,396	156,176	176,728	267,560	172,433	2,167,912
Grades											
Grade 1 Total	64,663	61,715	70,540	53,199	49,725	37,065	43,824	57,028	62,978	50,423	551,160
Male	31,669	30,513	33,123	26,008	23,793	18,350	21,664	28,127	31,026	25,063	269,336
Female	32,994	31,202	37,417	27,191	25,932	18,715	22,160	28,901	31,952	25,360	281,824
Grade 2 Total	62,760	61,743	63,444	47,345	50,588	34,269	38,198	50,756	62,858	46,700	518,661
Male	30,960	30,418	30,112	23,540	24,208	17,259	18,823	25,438	31,159	22,917	254,834
Female	31,800	31,325	33,332	23,805	26,380	17,010	19,375	25,318	31,699	23,783	263,827
Grade 3 Total	62,731	64,070	61,182	43,911	52,009	34,635	36,646	48,777	63,813	43,986	511,760
Male	30,661	31,586	29,352	22,289	25,205	17,572	18,140	24,538	31,874	21,583	252,800
Female	32,070	32,484	31,830	21,622	26,804	17,063	18,506	24,239	31,939	22,403	258,960
Grade 4 Total	61,874	64,421	57,078	41,292	57,865	32,529	35,102	45,932	62,706	41,538	500,337
Male	30,373	31,232	27,123	20,854	29,900	16,352	17,271	23,466	30,809	20,851	248,231
Female	31,501	33,189	29,955	20,438	27,965	16,177	17,831	22,466	31,897	20,687	252,106
Grade 5 Total	59,370	63,418	52,119	36,117	55,699	29,380	32,002	40,626	59,038	37,503	465,272
Male	29,089	30,702	24,723	18,172	26,687	14,950	15,787	20,796	29,031	18,697	228,634
Female	30,281	32,716	27,396	17,945	29,012	14,430	16,215	19,830	30,007	18,806	236,638
Grade 6 Total	55,088	62,585	48,962	32,229	55,064	28,162	30,092	36,396	58,194	32,995	439,767
Male	27,300	30,088	23,594	16,441	26,322	14,050	14,805	18,794	28,619	16,216	216,229
Female	27,788	32,497	25,368	15,788	28,742	14,112	15,287	17,602	29,575	16,779	223,538
Grade 7 Total	47,991	58,809	42,266	28,525	53,012	24,947	28,026	30,034	52,846	28,674	395,130
Male	23,807	28,330	20,904	14,829	25,272	13,104	13,944	15,975	25,933	14,375	196,473
Female	24,184	30,479	21,362	13,696	27,740	11,843	14,082	14,059	26,913	14,299	198,657
Grade 8 Total	32,469	48,961	27,238	18,501	44,243	14,450	18,285	16,301	33,631	18,049	272,128
Male	15,931	23,181	13,669	9,722	21,361	6,933	9,204	8,666	16,436	8,910	134,013
Female	16,538	25,780	13,569	8,779	22,882	7,517	9,081	7,635	17,195	9,139	138,115



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Grade 9 Total	30,998	52,932	23,885	18,143	44,655	12,974	18,793	15,000	31,705	17,564	266,649
Male	15,513	27,855	12,436	9,525	21,772	6,801	9,561	8,093	15,408	8,450	135,414
Female	15,485	25,077	11,449	8,618	22,883	6,173	9,232	6,907	16,297	9,114	131,235
Grade 10 Total	13,467	27,028	10,220	6,897	20,327	5,829	9,813	7,486	14,239	7,844	123,150
Male	6,827	12,993	5,494	3,703	10,798	3,188	4,873	4,163	7,184	3,834	63,057
Female	6,640	14,035	4,726	3,194	9,529	2,641	4,940	3,323	7,055	4,010	60,093
Grade 11 Total	13,891	32,102	10,620	7,673	21,492	6,587	10,418	8,132	13,726	8,345	132,986
Male	7,032	16,485	5,794	4,193	11,029	3,595	5,628	4,772	6,946	4,132	69,606
Female	6,859	15,617	4,826	3,480	10,463	2,992	4,790	3,360	6,780	4,213	63,380
Grade 12 Total	13,603	28,277	10,995	7,745	19,084	6,163	10,060	7,613	13,053	7,406	123,999
Male	7,140	13,712	6,109	4,181	9,602	3,440	5,383	4,525	6,802	3,566	64,460
Female	6,463	14,565	4,886	3,564	9,482	2,723	4,677	3,088	6,251	3,840	59,539
Grade Groups											
Grades 1-7 Total	414,477	436,761	395,591	282,618	373,962	220,987	243,890	309,549	422,433	281,819	3,382,087
Male	203,859	212,869	188,931	142,133	181,387	111,637	120,434	157,134	208,451	139,702	1,666,537
Female	210,618	223,892	206,660	140,485	192,575	109,350	123,456	152,415	213,982	142,117	1,715,550
Grades 1-9 Total	477,944	538,654	446,714	319,262	462,860	248,411	280,968	340,850	487,769	317,432	3,920,864
Male	235,303	263,905	215,036	161,380	224,520	125,371	139,199	173,893	240,295	157,062	1,935,964
Female	242,641	274,749	231,678	157,882	238,340	123,040	141,769	166,957	247,474	160,370	1,984,900
Grades 8-9 Total	63,467	101,893	51,123	36,644	88,898	27,424	37,078	31,301	65,336	35,613	538,777
Male	31,444	51,036	26,105	19,247	43,133	13,734	18,765	16,759	31,844	17,360	269,427
Female	32,023	50,857	25,018	17,397	45,765	13,690	18,313	14,542	33,492	18,253	269,350
Grades 8-12 Total	104,428	189,300	82,958	58,959	149,801	46,003	67,369	54,532	106,354	59,208	918,912
Male	52,443	94,226	43,502	31,324	74,562	23,957	34,649	30,219	52,776	28,892	466,550
Female	51,985	95,074	39,456	27,635	75,239	22,046	32,720	24,313	53,578	30,316	452,362

Table 2.3: Number of Enrolments by Running Agency -2019

Province	Community	Grant-aided (from GRZ)	GRZ	Private	Total
Central	52,849	16,739	432,076	17,241	518,905
Copperbelt	64,744	11,653	492,417	57,247	626,061
Eastern	47,133	32,261	392,720	6,435	478,549
Luapula	22,971	9,594	302,162	6,850	341,577
Lusaka	89,952	18,385	368,175	47,251	523,763
Muchinga	25,753	3,417	232,879	4,941	266,990
North Western	18,142	7,031	278,527	7,559	311,259
Northern	31,088	22,999	305,422	4,572	364,081
Southern	63,911	37,377	404,795	22,704	528,787
Western	42,918	9,704	283,371	5,034	341,027
Total	459,461	169,160	3,492,544	179,834	4,300,999

Grade 1 Entrants

Tables 2.5-2.6 and Figure 8 collectively show grade 1 entrants by age, sex and province. The number of Grade 1 entrants with official entry age (7 years) was 49% for boys while that of girls was 49.5% in 2019. This implied that more than half of grade one entrants were either under age (9.5%) or over age (41.3%).

Table 2.5: Grade 1 Entrants by Age, Sex and Province (Excluding Repeaters) – 2019

Province	Under 7 yrs		7 yrs		Over 7 yrs		Total		% of 7 yrs	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female



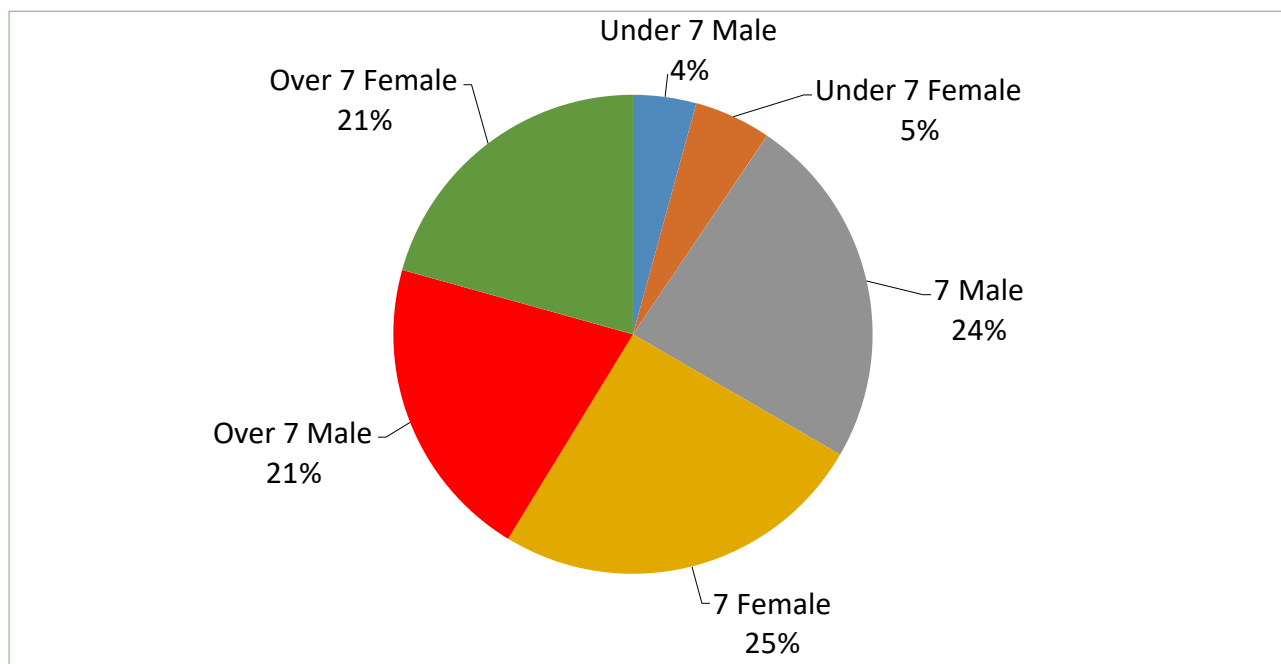
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National	21,823	26,535	122,202	129,534	105,323	105,581	249,348	261,650	49.0%	49.5%
Provinces										
Central	2,976	3,663	14,564	15,260	11,898	11,826	29,438	30,749	49.5%	49.6%
Copperbelt	3,789	4,291	15,094	15,704	9,600	9,114	28,483	29,109	53.0%	53.9%
Eastern	1,512	2,228	12,553	14,382	16,710	18,293	30,775	34,903	40.8%	41.2%
Luapula	1,519	1,650	11,015	11,302	11,462	12,167	23,996	25,119	45.9%	45.0%
Lusaka	2,757	3,505	10,419	11,511	9,688	9,893	22,864	24,909	45.6%	46.2%
Muchinga	1,207	1,395	8,760	9,237	6,927	6,671	16,894	17,303	51.9%	53.4%
North Western	2,045	2,625	9,727	10,005	8,012	7,566	19,784	20,196	49.2%	49.5%
Northern	1,409	1,604	12,434	12,943	11,634	11,744	25,477	26,291	48.8%	49.2%
Southern	2,587	3,145	14,788	15,828	11,653	11,061	29,028	30,034	50.9%	52.7%
Western	2,022	2,429	12,848	13,362	7,739	7,246	22,609	23,037	56.8%	58.0%

Table 2.6: Grade 1 Entrants with Pre-School Experience by Sex and Province - 2019

Province	Male	Female	Total	% Female	% of Enrolment
National	88,614	91,278	179,892	50.7%	35.2%
Provinces					
Central	8,839	9,400	18,239	51.5%	30.3%
Copperbelt	11,525	12,118	23,643	51.3%	41.1%
Eastern	12,430	13,560	25,990	52.2%	39.6%
Luapula	6,647	6,868	13,515	50.8%	27.5%
Lusaka	9,482	10,294	19,776	52.1%	41.4%
Muchinga	4,077	4,265	8,342	51.1%	24.4%
North Western	4,197	4,481	8,678	51.6%	21.7%
Northern	4,712	5,055	9,767	51.8%	18.9%
Southern	17,794	18,227	36,021	50.6%	61.0%
Western	8,911	7,010	15,921	44.0%	34.9%

Figure 2.1: Grade 1 Entrants with Pre-School Xperience by Sex and Province



Net Intake Rate (NIR)

Table 2.7 shows the NIR for Grade 1. The NIR had been fluctuating from 2014 to 2019 with the highest being 2015 (58.5%) and the lowest in 2018 (47.5%).

The NIR for females had been consistently higher for girls than that of the boys. NIR of 100% is a necessary condition for the policy goal of universal primary education.

In 2019 an NIR national average was reported at 49.1% implying that 49.1% of the learners in Grade 1 were of the official school entry age of 7 years. Table 2.8 shows the NIR by sex and Province.

Lusaka province recorded the lowest NIR of 25.7% while Western province recorded the highest at 79.3%. The table also shows that there were more girls entering grade 1 at the right age (50.9%) than boys (47.3%).

Table 2.7: Net intake Rates for Grade 1 by Sex from 2014 to 2019

Year/Sex	Year					
	2014	2015	2016	2017	2018	2019
Male	52.2%	57.1%	46.3%	49.1%	46.2%	47.3%
Female	54.7%	60.1%	49.2%	51.9%	48.8%	50.9%
Total	53.4%	58.5%	47.7%	50.5%	47.5%	49.1%

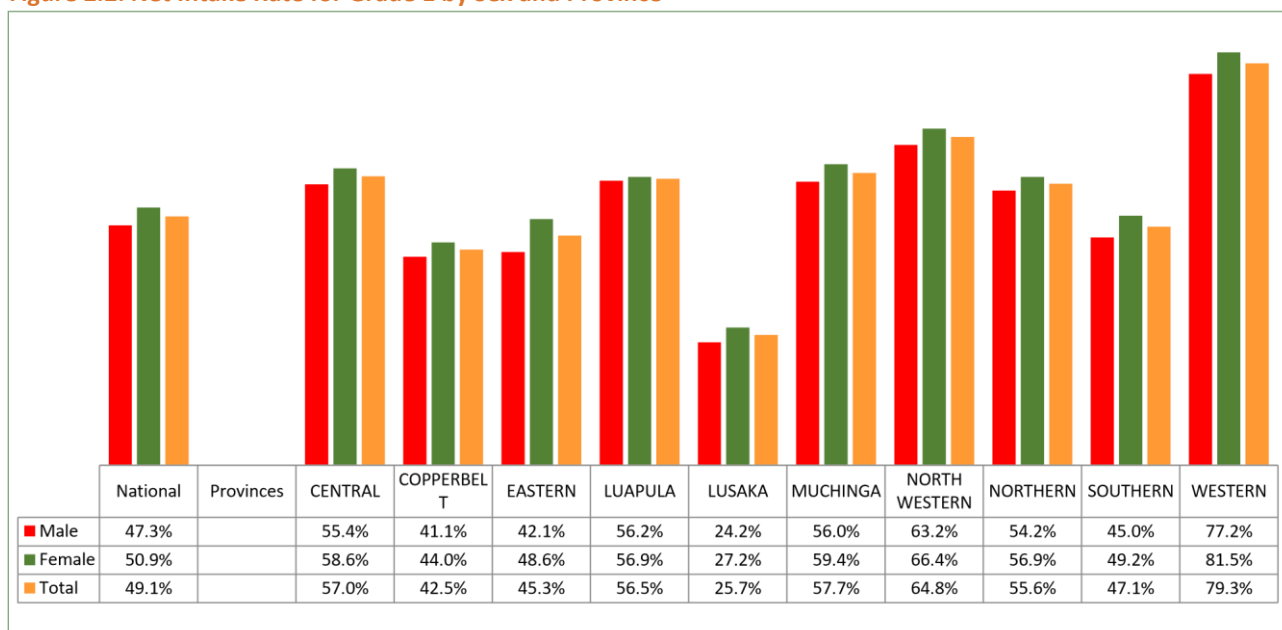
Table 2.8: Net Intake Rate for Grade 1 by Sex and Province - 2019

Province/Sex	Male	Female	Total	2019	% Change from 2019
National	47.3%	50.9%	49.1%	47.5%	3.3%
Provinces					
Central	55.4%	58.6%	57.0%	60.5%	-6.1%
Copperbelt	41.1%	44.0%	42.5%	39.9%	6.2%
Eastern	42.1%	48.6%	45.3%	39.2%	13.5%
Luapula	56.2%	56.9%	56.5%	53.6%	5.2%



Lusaka	24.2%	27.2%	25.7%	26.6%	-3.4%
Muchinga	56.0%	59.4%	57.7%	57.5%	0.2%
North Western	63.2%	66.4%	64.8%	60.5%	6.6%
Northern	54.2%	56.9%	55.6%	54.8%	1.3%
Southern	45.0%	49.2%	47.1%	45.1%	4.2%
Western	77.2%	81.5%	79.3%	73.9%	6.8%

Figure 2.2: Net Intake Rate for Grade 1 by Sex and Province



Gross Enrolment Rate (GER)

Table 2.9 shows the GER from 2014 to 2019. Generally, there had been a declining trend for GER at Primary level from 114% to 102% (2014-2019). The GER for girls had been consistently higher than boys. The GER for the secondary level had been marginally fluctuating between 45.4% to 46.4) from 2015 to 2019. However, the GER for boys was consistently higher than girls at secondary level.

Table 2.10 shows GER by Sex, Grade range and Province. The GER for Primary was 102.3% while at Secondary level was 44.9%.

The highest GER at primary level was recorded in Western Province (123.7%) and the lowest in Lusaka Province (68.7%) while at Secondary level, North Western recorded highest at 59.4% with Northern recording the lowest at 33.3%. Table 2.11 shows GER by Grade and Province.

Table 2.9: Gross Enrolment Rate by Sex from 2014 to 2019

Grade/Sex	Year					
	2014	2015	2016	2017	2018	2019
Grades 1-7 Male	134%	111%	104.75%	103.60%	100.8%	100.2%
Female	114%	111%	106.25%	105.00%	104.1%	104.4%
Total	114%	111%	105.50%	104.30%	102.4%	102.3%



Grades 8-12 Male	35.23%	48.10%	48.05%	48.00%	47.6%	45.3%
Female	29.48%	42.70%	43.28%	44.90%	44.1%	44.5%
Total	32.32%	45.40%	45.66%	46.40%	45.8%	44.9%

Table 2.10: Gross Enrolment Rate by Sex and Province - 2019

Province	Grades 1-7			Grades 8-12		
	Male	Female	Total	Male	Female	Total
National	100.2%	104.4%	102.3%	45.3%	44.5%	44.9%
Provinces						
Central	116.4%	123.5%	119.9%	54.2%	55.3%	54.7%
Copperbelt	86.6%	93.0%	89.8%	38.4%	39.5%	38.9%
Eastern	96.4%	106.4%	101.4%	40.0%	37.3%	38.6%
Luapula	112.0%	109.0%	110.5%	48.6%	42.7%	45.6%
Lusaka	66.4%	71.1%	68.7%	45.1%	44.2%	44.7%
Muchinga	112.8%	109.3%	111.1%	40.9%	37.4%	39.2%
North Western	119.0%	124.7%	121.8%	67.8%	66.6%	67.2%
Northern	103.9%	101.5%	102.7%	36.5%	30.0%	33.3%
Southern	115.7%	121.4%	118.5%	58.1%	60.8%	59.4%
Western	121.7%	125.8%	123.7%	44.3%	47.3%	45.8%



Table 2.11: Gross enrolment rate by grade and province - 2019

Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade10	Grade11	Grade12
129.59	141.69	160.38	152.31	141.22	127.32	84.66	84.44	40.03	44.47	42.79
Provinces										
141.40	156.84	180.37	176.44	160.87	140.71	92.40	89.90	40.06	42.46	42.82
107.47	125.80	154.06	152.07	141.77	130.15	100.98	109.19	56.32	67.97	61.24
121.52	131.03	139.06	128.96	118.46	102.58	63.73	57.04	25.22	27.18	29.32
138.00	140.84	158.49	143.06	127.87	115.10	73.32	73.55	28.90	33.31	34.93
99.91	115.70	152.86	149.11	139.56	131.88	102.38	104.26	48.38	52.49	48.20
150.61	163.96	172.15	160.63	155.79	141.33	81.70	75.42	35.07	40.99	39.66
147.11	152.67	162.06	154.26	147.68	141.35	92.42	98.00	53.07	58.53	58.90
140.95	144.40	159.09	144.70	131.75	111.57	61.07	57.81	29.86	33.53	32.40
129.60	147.31	160.47	154.85	149.79	136.98	84.24	81.31	37.60	37.32	36.53
166.71	174.50	185.50	171.44	149.26	130.97	80.11	79.35	36.31	39.49	35.73



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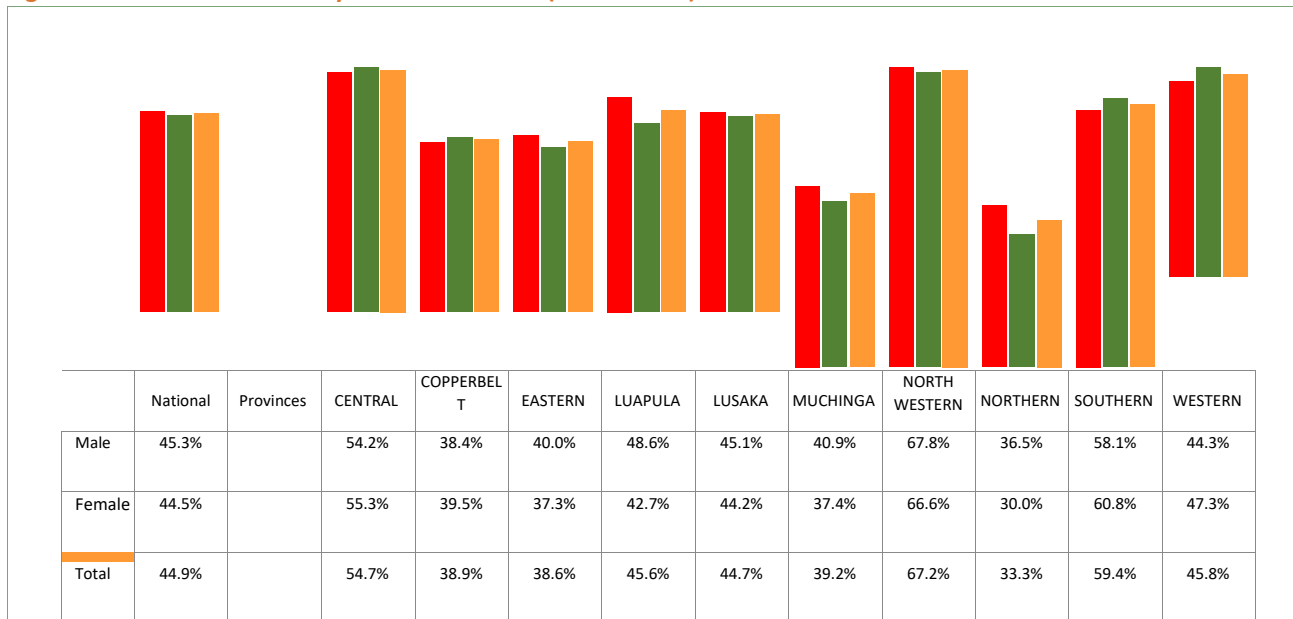
	Grade1
National	133.09
Central	139.32
Copperbelt	104.93
Eastern	129.84
Luapula	148.38
Lusaka	96.87
Muchinga	157.49
NorthWestern	162.56
Northern	152.41
Southern	124.79
Western	173.82



Figure 2.3: Gross Enrolment by Sex and Province (Grades 1-7)



Figure 2.4: Gross Enrolment by Sex and Province (Grades 8-12)



Net Enrolment Rate (NER)

Table 2.12 shows the NER by grade range and sex. At primary level, the NER somewhat fluctuated between 2014 and 2019 with 2014 registering 94.3 % and 2019 registering a drop to 86.1%). The NER had been consistently higher for girls than boys at primary while at secondary the NER for boys had been higher than that of girls.

Table 2.12: Net Enrolment Rate by Sex from 2014 to 2019

Grade/Sex	Year					
	2014	2015	2016	2017	2018	2019
Grades 1-7 Male	93.1	89.6%	88.7%	86.5%	81.4%	83.9%



Female	95.4	90.9%	92.0%	89.2%	85.8%	88.4%
Total	94.3	89.0%	90.4%	87.9%	83.6%	86.1%
Grades 8-12 Male	30.9	30.5%	26.5%	44.7%	21.4%	37.6%
Female	25.6	25.7%	24.3%	41.1%	19.0%	37.5%
Total	27.9	28.1%	25.4%	42.9%	20.2%	37.6%

Table 2.13 shows NER by sex, grade group and Province. At Primary, Western province recorded the highest NER (109%) while Lusaka recorded the lowest (58.2%).

At Secondary, Northwestern Province recorded the highest NER (56.6%) while Northern recorded the lowest (27.3%).

Table 2.13: Net enrolment rate by sex and province - 2019

Province/Sex	Grades 1-7			Grades 8-12		
	Male	Female	Total	Male	Female	Total
National	83.9%	88.4%	86.1%	37.6%	37.5%	37.6%
Province						
Central	98.0%	105.1%	101.5%	44.4%	45.9%	45.1%
Copperbelt	75.2%	80.7%	77.9%	32.8%	33.3%	33.0%
Eastern	75.4%	85.6%	80.5%	31.4%	31.5%	31.4%
Luapula	92.7%	91.4%	92.1%	40.8%	36.5%	38.6%
Lusaka	56.3%	60.1%	58.2%	37.2%	36.3%	36.8%
Muchinga	94.8%	93.6%	94.2%	33.7%	32.2%	32.9%
North Western	98.3%	104.2%	101.2%	56.7%	56.5%	56.6%
Northern	86.6%	86.0%	86.3%	29.4%	25.2%	27.3%
Southern	96.1%	102.5%	99.3%	48.9%	52.2%	50.5%
Western	107.0%	111.0%	109.0%	37.6%	41.0%	39.3%

Table 2.14 shows NER by Grade and Province.

Table 2.14: Net Enrolment Rate by Grade and Province - 2020

Province/Grade	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	62.83%	54.12%	54.78%	60.70%	52.85%	46.57%	39.27%	26.26%	26.28%	12.85%	14.68%	14.93%
Province												
Central	66.41%	60.74%	61.48%	68.06%	60.62%	49.95%	43.24%	25.66%	24.68%	11.18%	11.39%	13.88%
Copperbelt	53.50%	50.22%	55.53%	66.30%	62.85%	56.40%	49.52%	36.40%	37.87%	20.80%	27.18%	23.49%
Eastern	51.68%	41.57%	38.58%	38.81%	33.74%	28.31%	21.91%	13.62%	12.38%	5.86%	7.20%	9.39%
Luapula	64.78%	50.79%	47.68%	49.52%	40.63%	37.15%	31.42%	20.69%	21.67%	9.76%	11.50%	13.84%
Lusaka	43.03%	38.58%	43.69%	63.16%	51.98%	46.16%	41.41%	31.71%	31.82%	14.03%	13.90%	13.85%
Muchinga	78.98%	67.55%	67.01%	69.50%	58.93%	56.67%	43.68%	30.68%	26.30%	12.91%	16.32%	16.75%
North Western	76.50%	61.18%	57.88%	59.52%	49.73%	44.14%	37.04%	26.31%	30.23%	18.39%	20.50%	21.04%
Northern	70.54%	58.24%	55.98%	56.99%	45.66%	38.79%	29.73%	15.78%	15.72%	9.18%	9.34%	9.35%
Southern	62.27%	54.45%	56.74%	60.08%	54.45%	49.25%	42.33%	26.44%	26.29%	11.56%	12.02%	12.53%
Western	94.83%	83.88%	82.95%	87.50%	77.05%	66.28%	54.41%	33.68%	32.97%	13.75%	15.22%	14.83%

Figure 2.5: Net Enrolments by Provinces

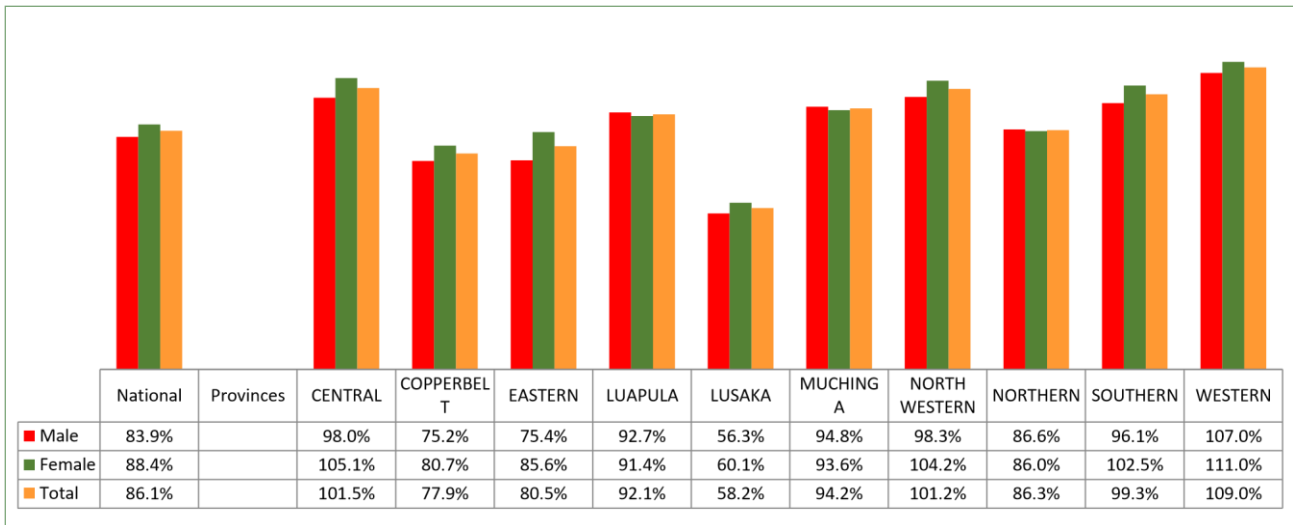
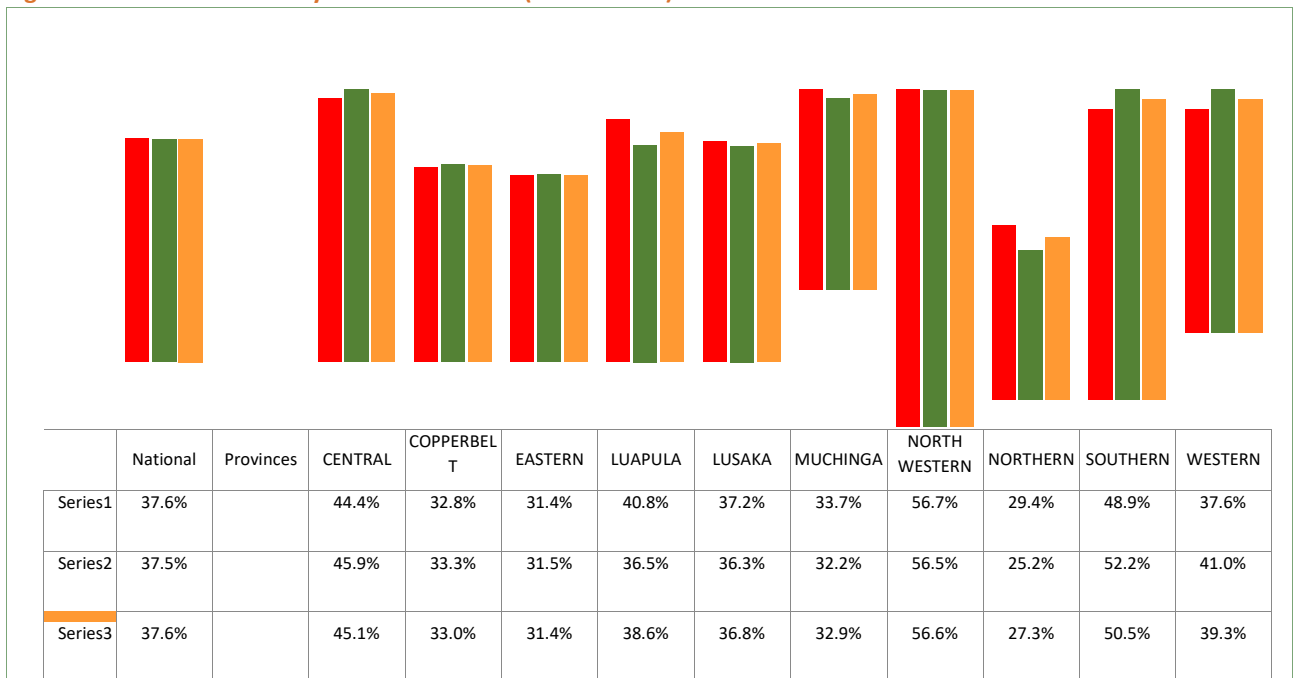


Figure 2.6: Net Enrolment by Sex and Province (Grades 8-12)



CHAPTER 3: EFFICIENCY

This section provides a snapshot of the internal efficiency of the education sector, as measured by cohort flows: repetition, transition, and dropout rates. In Zambia, automatic promotion exists, hence 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.



Transition, Repetition and Dropout Rates

Table 3.1 shows trends of the transition, repetition and dropout rates by grade range. The transition rate (also called promotion rate) shows an increasing trend from 2014 to 2019 at 59.3% (2014) to 74.0% (2019) at primary level of education and 42.2% (2014) to 53.0% (2019) at secondary level of education, respectively.

Table 3.1: Transition, Repetition and Dropout Rate by Sex from 2014 to 2019

Grade/Sex	Year					
	2014	2015	2016	2017	2018	2019
Transition Rate						
Grades 7-8						
Male	59.1%	63.7%	65.3%	66.1%	68.2%	72.3%
Female	59.4%	65.5%	67.1%	69.0%	70.0%	75.7%
Total	59.3%	64.5%	66.2%	67.5%	69.1%	74.0%
Grades 9-10						
Male	42.0%	47.4%	48.0%	48.3%	50.7%	53.3%
Female	42.3%	44.8%	45.1%	47.7%	49.2%	52.8%
Total	42.2%	46.2%	46.6%	48.0%	50.0%	53.0%
Repetition Rate						
Grades 1-7						
Male	7.4%	6.6%	6.9%	6.8%	5.7%	5.3%
Female	6.8%	6.2%	6.4%	6.2%	5.2%	4.9%
Total	7.1%	6.4%	6.7%	6.5%	5.4%	5.1%
Grades 8-12						
Male	1.5%	1.2%	1.5%	1.7%	1.1%	1.0%
Female	1.5%	1.4%	1.6%	1.6%	1.3%	1.1%
Total	1.5%	1.3%	1.6%	1.7%	1.2%	1.1%
Dropout Rate						
Grades 1-7						
Male	1.5%	1.3%	1.3%	1.3%	1.4%	1.6%
Female	2.1%	1.9%	1.8%	1.7%	1.9%	1.9%
Total	1.8%	1.6%	1.5%	1.5%	1.7%	1.7%
Grades 8-12						
Male	0.6%	0.5%	0.7%	0.6%	0.7%	0.7%
Female	1.8%	1.9%	1.8%	1.5%	1.7%	1.8%
Total	1.1%	1.1%	1.2%	1.0%	1.2%	1.2%

Table 3.2 shows the transition rates by sex and province. Lusaka recorded the highest transition rates (93.8%) while the lowest was Northern Province 55.9% at grades 7-8. At grades 9-10, Copperbelt had the highest transition rates (60.2%) while the lowest was Luapula Province 40.3%. **Table 3.2: Transition Rate by Sex and Province -2019**

Province	Grades 7-8	Grades 9-10



	Male	Female	Total	Male	Female	Total
National	72.3%	75.7%	74.0%	53.3%	52.8%	53.0%
Central	68.7%	71.9%	70.3%	47.0%	45.7%	46.9%
Copperbelt	87.2%	92.1%	89.7%	59.6%	64.5%	60.2%
Eastern	71.2%	69.2%	70.2%	51.6%	44.3%	50.8%
Luapula	66.1%	67.2%	66.6%	40.2%	34.6%	40.3%
Lusaka	94.2%	93.4%	93.8%	62.0%	54.7%	57.4%
Muchinga	54.8%	69.4%	61.5%	59.7%	49.3%	57.4%
North Western	70.4%	71.7%	71.1%	53.3%	54.2%	56.4%
Northern	54.8%	57.3%	55.9%	56.7%	45.2%	56.4%
Southern	66.3%	69.9%	68.1%	49.1%	48.3%	49.9%
Western	68.6%	70.4%	69.5%	46.3%	48.3%	47.4%

Repetition rate

Table 3.3 shows repetition and dropout rates by sex and province. Generally, repetition rates had declined from 7.1% in 2014 to 5.1% in 2019, at primary level. Northern Province recorded the highest at (8.0%) while the lowest was recorded in Lusaka Province (2.3%). At Secondary level, the highest repetition rate was recorded in Northwestern Province (2%) while the lowest was recorded in Southern Province (0.7%). As regards, dropouts, Lusaka and Northern Provinces recorded the lowest and highest dropout rates at 0.7% and 3.0% at Primary level, respectively. At Secondary level, the dropout rate was stable at an average of 1.2%. At Provincial level, the lowest dropout rate was 0.5% for Copperbelt and Lusaka Province while the highest was 2.4% in Northern Province. Generally, the dropout rate was higher for females than males for both primary and secondary levels.

Table 3.3: Repetition and Dropout Rates by Sex and Province - 2019

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	5.3%	4.9%	5.1%	1.0%	1.1%	1.1%	1.6%	1.9%	1.7%	0.7%	1.8%	1.2%
Central	5.2%	4.7%	5.0%	1.0%	1.0%	1.0%	1.3%	1.6%	1.4%	1.1%	2.8%	1.9%
Copperbelt	3.7%	3.5%	3.6%	0.9%	0.7%	0.8%	0.6%	0.9%	0.8%	0.3%	0.8%	0.5%
Eastern	6.1%	5.4%	5.7%	0.8%	0.9%	0.8%	1.8%	2.3%	2.1%	0.8%	1.9%	1.3%
Luapula	6.3%	6.3%	6.3%	1.7%	1.9%	1.8%	2.6%	3.2%	2.9%	1.0%	2.7%	1.8%
Lusaka	2.4%	2.3%	2.3%	0.6%	1.0%	0.8%	0.6%	0.8%	0.7%	0.3%	0.7%	0.5%
Muchinga	5.9%	5.7%	5.8%	1.2%	1.8%	1.5%	1.7%	2.1%	1.9%	1.1%	2.7%	1.8%
North Western	5.6%	5.4%	5.5%	1.9%	2.1%	2.0%	2.0%	2.7%	2.4%	1.1%	3.2%	2.1%
Northern	8.1%	7.9%	8.0%	1.7%	1.7%	1.7%	2.8%	3.3%	3.0%	1.2%	4.0%	2.4%
Southern	5.8%	5.0%	5.4%	0.7%	0.7%	0.7%	1.3%	1.5%	1.4%	0.7%	1.7%	1.2%
Western	5.2%	4.8%	5.0%	1.0%	1.1%	1.1%	2.0%	2.3%	2.1%	0.9%	1.9%	1.4%

Table 3.4 shows dropout, transition and repetition rates by specific grades from 1 to 11.

Table 3.4: Transition, Repetition and Dropout Rates in Grades 1-11 for 2019

Grade	Transition rates			Repetition rates			Dropout Rates		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Grade 1	95.0%	97.1%	96.1%	6.1%	5.7%	5.9%	1.2%	1.1%	1.2%
Grade 2	100.4%	100.9%	100.7%	5.0%	4.7%	4.9%	1.3%	1.2%	1.3%



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Grade 3	101.5%	96.6%	99.0%	4.7%	4.9%	4.5%	1.4%	1.8%	1.3%
Grade 4	97.1%	98.2%	97.6%	5.1%	4.7%	4.9%	1.6%	1.6%	1.6%
Grade 5	97.0%	98.3%	97.6%	5.3%	4.7%	5.0%	1.6%	1.8%	1.7%
Grade 6	91.4%	92.2%	91.8%	6.1%	5.5%	5.8%	1.8%	2.2%	2.0%
Grade 7	72.3%	75.7%	74.0%	6.1%	5.2%	5.6%	1.8%	3.1%	2.5%
Grade 8	106.4%	104.9%	105.6%	2.7%	2.4%	2.5%	1.7%	2.9%	2.3%
Grade 9	53.3%	52.8%	53.0%	6.0%	6.3%	6.1%	2.0%	3.8%	2.9%
Grade 10	109.5%	108.7%	109.1%	1.0%	1.0%	1.0%	0.6%	1.4%	1.0%
Grade 11	107.8%	106.1%	107.0%	1.2%	1.2%	1.2%	0.8%	2.3%	1.5%



CHAPTER 4: EQUITY

Equity is a measure of achievement, fairness and opportunity in Education. This chapter provides indicators on Gender Parity Index (GPI) in schools by grade and province, grade range and province as well as by grade range and agency.

Gender Parity Index (GPI)

Tables 4.1-4.5 present GPI, the ratio of female to male pupils from 2014 to 2019. Since 2016 the GPI for primary level has been greater than 1. GPI less than one (1) means that there are more males than females attending school, while a GPI greater than one means there are more females.

For grades 8 - 12 the gender parity index ranged between 0.84 in 2015 to 0.93 in 2019 implying that more boys than girls were enrolled at secondary level of education. Generally, as you move higher in the education system, the GPI reduces.

Table 4.1: Gender Parity Index for Grades 1-7 and Grades 8-12 from 2014 to 2019

Grade	Year					
	2014	2015	2016	2017	2018	2019
Grade 1-7	0.99	0.99	1.00	1.00	1.02	1.03
Grade 8-12	0.85	0.84	0.86	0.90	0.85	0.93

Table 4.2: Gender Parity Index in all Schools by Grade and Province - 2019

Province/ Grade	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	1.05	1.04	1.02	1.02	1.04	1.03	1.01	1.03	0.98	0.95	0.90	0.91
Province												
Central	1.04	1.03	1.05	1.04	1.04	1.02	1.02	1.04	1.00	0.97	0.98	0.91
Copperbelt	1.02	1.03	1.03	1.06	1.07	1.08	1.08	1.11	0.90	1.08	0.95	1.06
Eastern	1.13	1.11	1.08	1.10	1.11	1.08	1.02	0.99	0.92	0.86	0.83	0.80
Luapula	1.05	1.01	0.97	0.98	0.99	0.96	0.92	0.90	0.90	0.86	0.83	0.85
Lusaka	1.09	1.09	1.06	0.94	1.09	1.09	1.10	1.07	1.05	0.88	0.95	0.99
Muchinga	1.02	0.99	0.97	0.99	0.97	1.00	0.90	1.08	0.91	0.83	0.83	0.79
North Western	1.02	1.03	1.02	1.03	1.03	1.03	1.01	0.99	0.97	1.01	0.85	0.87
Northern	1.03	1.00	0.99	0.96	0.95	0.94	0.88	0.88	0.85	0.80	0.70	0.68
Southern	1.03	1.02	1.00	1.04	1.03	1.03	1.04	1.05	1.06	0.98	0.98	0.92
Western	1.01	1.04	1.04	0.99	1.01	1.03	0.99	1.03	1.08	1.05	1.02	1.08

Table 4.3: Gender Parity Index in all Schools by Grade and Agency - 2019

Grade/ 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	1.05	1.03	1.04	1.05	1.00	0.99	1.00	0.93	0.83	0.83	0.73
Grant-aided	1.09	1.06	1.15	1.13	1.18	1.15	1.13	1.41	1.34	1.26	1.26	1.30
GRZ	1.04	1.03	1.02	1.01	1.03	1.03	1.01	1.01	0.95	0.92	0.88	0.89
Private	1.07	1.04	1.03	1.03	1.07	1.05	1.07	0.99	1.03	0.99	1.03	0.99

Table 4.4: Gender Parity Index in all Schools by Grade Range and Province - 2019

Province/Grade	Grades	Grades	Grades	Grades	Grades	Grades
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	1-4	5-7	1-7	1-9	8-9	8-12
National	1.03	1.03	1.03	1.03	1.00	0.93
Province						
Central	1.04	1.03	1.03	1.03	1.02	0.99
Copperbelt	1.04	1.07	1.05	1.04	1.00	1.01
Eastern	1.11	1.07	1.09	1.08	0.96	0.91
Luapula	1.00	0.96	0.99	0.98	0.90	0.88
Lusaka	1.04	1.09	1.06	1.06	1.06	1.01
Muchinga	0.99	0.96	0.98	0.98	1.00	0.92
North Western	1.03	1.02	1.03	1.02	0.98	0.94
Northern	0.99	0.93	0.97	0.96	0.87	0.80
Southern	1.02	1.03	1.03	1.03	1.05	1.02
Western	1.02	1.01	1.02	1.02	1.05	1.05

Table 4.5: Gender Parity Index in all Schools by Grade Range and Agency, 2019

Agency/Grade Group	Grades	Grades	Grades	Grades	Grades	Grades
	1-4	5-7	1-7	1-9	8-9	8-12
Community	1.05	1.02	1.04	1.03	0.96	0.93
Grant-aided	1.11	1.15	1.13	1.18	1.38	1.37
GRZ	1.02	1.02	1.02	1.02	0.98	0.90
Private	1.04	1.06	1.05	1.05	1.01	1.03

Out-of-school children

The number of out-of-school children aged 7-13 recorded in 2015, was 249,416. Comparing 2015 and 2016 figures, there was a slight increase by 170 (0.07%) of out of school children. However, the numbers kept reducing between 2016 and 2018 from 249,586 to 227,360. Table 4.6, 2018 recorded the lowest number of out-of-school children at 222,436 across all the years but slightly went up in 2019 from 222,436 (2018) to 227,360 (2019).

Table 4.6: Number of Out-of-School Children Aged 7-13 by Sex and Year from 2014 to 2019

Sex	Year				
	2015	2016	2017	2018	2019
Male	134 115	133,888	129,029	119,029	120,953
Female	115 301	115,698	104,407	103,407	106,407
Total	249 416	249,586	233,436	222,436	227,360

Table 4.7: Out-of-School Children by Age, Sex and Province - 2019

Province/Sex		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	94,323	52,436	17,138	NA	NA	NA	NA	16,348	35,089	57,257	72,317	91,907
	Female	82,319	43,129	6,136	NA	NA	NA	NA	13,939	32,573	60,142	81,510	101,013
	Total	176,642	95,565	23,274	NA	NA	NA	NA	30,287	67,662	117,399	153,827	192,920



Provinces													
Central	Male	8,445	3,096	NA	NA	NA	NA	NA	264	2,820	5,826	8,437	10,303
	Female	7,109	2,145	NA	NA	NA	NA	NA	118	2,300	6,263	9,246	11,287
	Total	15,554	5,241	NA	NA	NA	NA	NA	382	5,120	12,089	17,683	21,590
Copperbelt	Male	9,826	3,430	NA	NA	NA	NA	NA	NA	50	4,549	6,135	11,586
	Female	8,327	2,479	NA	NA	NA	NA	NA	NA	NA	3,698	7,727	12,717
	Total	18,153	5,909	NA	NA	NA	NA	NA	NA	50	8,247	13,862	24,303
Eastern	Male	19,264	15,154	11,048	6,503	6,513	7,917	7,969	9,961	10,362	11,376	11,794	13,050
	Female	17,403	12,748	8,238	5,069	4,974	5,706	6,022	8,547	9,731	11,334	12,766	14,050
	Total	36,667	27,902	19,286	11,572	11,487	13,623	13,991	18,508	20,093	22,710	24,560	27,100
Luapula	Male	8,017	4,276	1,472	NA	NA	NA	NA	1,274	2,633	4,431	5,875	7,201
	Female	7,424	4,008	805	NA	NA	NA	NA	1,520	3,051	5,011	6,756	7,755
	Total	15,441	8,284	2,277	NA	NA	NA	NA	2,794	5,684	9,442	12,631	14,956
Lusaka	Male	15,582	11,288	5,600	NA	NA	NA	NA	2,043	3,804	7,053	9,955	13,102
	Female	13,527	9,550	3,832	NA	NA	NA	NA	130	3,082	7,726	10,571	14,218
	Total	29,109	20,838	9,432	NA	NA	NA	NA	2,173	6,886	14,779	20,526	27,320
North Western	Male	5,211	3,079	1,552	NA	166	214	495	1,124	1,868	2,978	3,469	4,533
	Female	4,205	2,203	786	NA	NA	NA	NA	987	1,900	3,121	4,176	5,244
	Total	9,416	5,282	2,338	NA	166	214	495	2,111	3,768	6,099	7,645	9,777
Muchinga	Male	4,535	1,410	NA	NA	NA	NA	286	1,533	2,484	3,518	4,173	4,820
	Female	4,194	1,472	NA	NA	NA	NA	1,596	2,799	3,881	4,853	5,548	4,205
	Total	8,729	2,882	NA	NA	NA	NA	1,882	4,332	6,365	8,371	9,721	9,025
Northern	Male	7,942	3,342	184	NA	NA	NA	198	2,404	3,739	5,013	6,152	7,757
	Female	7,314	3,010	131	NA	NA	NA	598	3,019	4,854	6,263	7,735	9,022
	Total	15,256	6,352	315	NA	NA	NA	796	5,423	8,593	11,276	13,887	16,779
Southern	Male	10,191	4,484	NA	NA	NA	NA	NA	585	2,701	6,450	9,174	11,669
	Female	8,186	2,975	NA	NA	NA	NA	NA	NA	2,212	6,665	10,612	13,192
	Total	18,377	7,459	NA	NA	NA	NA	NA	585	4,913	13,115	19,786	24,861
Western	Male	5,310	2,877	1,142	NA	69	665	1,811	4,260	4,628	6,063	7,153	7,886
	Female	4,630	2,539	616	NA	NA	177	1,788	3,285	4,520	6,180	7,068	7,980
	Total	9,940	5,416	1,758	NA	69	842	3,599	7,545	9,148	12,243	14,221	15,866

Orphans

Tables 4.8 – 4.11 present data on orphans attending school (including regular, APU, and open students). At National level, the number of orphans both at primary and secondary levels, respectively was generally on the decline since 2014 despite some fluctuations recorded in 2016 and 2029.

At primary level, Table 4.8 shows that between 2014 and 2020 the number of orphans had been fluctuating.

Similarly, at Secondary level, the number of orphans had been fluctuating.

Table 4.8: Number of Orphans in all Schools by Sex from 2014 to 2019



School level/Sex		Year					
		2014	2015	2016	2017	2018	2019
Primary Schools	Male	225,627	208,671	223,069	207,949	192,147	187,970
	Female	225,143	209,818	203,220	207,283	197,028	191,641
	Total	450,770	418,489	426,289	415,232	389,175	379,611
Secondary Schools	Male	88,921	83,910	82,597	77,775	76,857	76,256
	Female	83,844	82,933	80,080	53,074	75,524	79,464
	Total	172,765	166,843	162,677	130,849	152,381	155,720
All Schools	Male	314,548	292,581	305,666	285,724	269,004	264,226
	Female	308,987	292,751	283,300	260,357	272,552	271,105
	Total	623,535	585,332	588,966	546,081	541,556	535,331

Table 4.9: Number of Orphans by Grade, Sex and Province - 2019

Province/Sex		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	26,331	25,567	26,955	27,490	27,328	26,989	27,310	21,566	21,407	10,878	11,419	10,986
	Female	26,471	26,401	27,143	27,851	28,253	27,744	27,778	22,758	22,313	11,323	11,673	11,397
	Total	52,802	51,968	54,098	55,341	55,581	54,733	55,088	44,324	43,720	22,201	23,092	22,383
Provinces													
Central	Male	3,169	3,030	3,122	3,125	3,342	3,095	3,213	2,379	2,292	1,293	1,413	1,302
	Female	3,058	3,163	3,236	3,382	3,396	3,282	3,180	2,642	2,361	1,300	1,284	1,193
	Total	6,227	6,193	6,358	6,507	6,738	6,377	6,393	5,021	4,653	2,593	2,697	2,495
Copperbelt	Male	3,143	3,164	3,570	3,817	3,733	3,997	3,912	3,233	3,459	1,855	1,924	1,760
	Female	3,170	3,331	3,672	3,806	4,112	4,040	4,120	3,612	3,637	2,152	2,211	2,050
	Total	6,313	6,495	7,242	7,623	7,845	8,037	8,032	6,845	7,096	4,007	4,135	3,810
Eastern	Male	2,244	2,295	2,508	2,607	2,442	2,542	2,445	1,939	1,805	828	952	962
	Female	2,375	2,497	2,645	2,776	2,760	2,607	2,423	1,812	1,716	792	880	844
	Total	4,619	4,792	5,153	5,383	5,202	5,149	4,868	3,751	3,521	1,620	1,832	1,806
Luapula	Male	3,379	3,283	3,266	3,129	3,031	3,011	2,948	2,306	2,215	880	1,006	975
	Female	3,348	3,216	3,227	2,980	3,087	2,963	2,938	2,250	2,162	828	846	843
	Total	6,727	6,499	6,493	6,109	6,118	5,974	5,886	4,556	4,377	1,708	1,852	1,818
Lusaka	Male	2,674	2,705	2,981	3,093	3,213	3,272	3,506	3,140	3,071	1,595	1,560	1,403
	Female	2,918	2,791	2,917	3,057	3,442	3,699	3,894	3,358	3,424	1,842	1,948	1,920
	Total	5,592	5,496	5,898	6,150	6,655	6,971	7,400	6,498	6,495	3,437	3,508	3,323
Muchinga	Male	1,819	1,760	1,792	1,847	1,756	1,678	1,608	1,246	1,237	633	769	713
	Female	1,710	1,752	1,751	1,774	1,726	1,713	1,680	1,425	1,355	652	720	711
	Total	3,529	3,512	3,543	3,621	3,482	3,391	3,288	2,671	2,592	1,285	1,489	1,424
North Western	Male	1,860	1,699	1,747	1,692	1,801	1,631	1,815	1,509	1,558	952	897	1,036
	Female	1,954	1,762	1,785	1,700	1,668	1,657	1,764	1,566	1,576	994	922	977
	Total	3,814	3,461	3,532	3,392	3,469	3,288	3,579	3,075	3,134	1,946	1,819	2,013
Northern	Male	2,743	2,440	2,546	2,651	2,506	2,336	2,264	1,853	1,860	1,027	977	957
	Female	2,746	2,632	2,487	2,514	2,409	2,246	2,093	1,804	1,854	863	847	842
	Total	5,489	5,072	5,033	5,165	4,915	4,582	4,357	3,657	3,714	1,890	1,824	1,799
Southern	Male	1,959	2,072	2,327	2,493	2,595	2,680	2,952	2,122	2,112	970	994	1,046
	Female	1,925	2,120	2,222	2,619	2,646	2,771	2,963	2,239	2,239	976	1,052	1,060



	Total	3,884	4,192	4,549	5,112	5,241	5,451	5,915	4,361	4,351	1,946	2,046	2,106
Western	Male	3,341	3,119	3,096	3,036	2,909	2,747	2,647	1,839	1,798	845	927	832
	Female	3,267	3,137	3,201	3,243	3,007	2,766	2,723	2,050	1,989	924	963	957
	Total	6,608	6,256	6,297	6,279	5,916	5,513	5,370	3,889	3,787	1,769	1,890	1,789

Table 4.10: Percentage (%) of Orphans in Grade Ranges by Sex and Province - 2019

Province/Sex/Grade		Grades	Grades	Grades	Grades
		1-7	1-9	8-9	8-12
Central	Male	5.3%	5.6%	7.4%	3.8%
	Female	5.5%	5.8%	7.9%	3.6%
	Total	10.8%	11.4%	15.2%	7.5%
Copperbelt	Male	5.8%	5.9%	6.6%	2.9%
	Female	6.0%	6.2%	7.1%	3.4%
	Total	11.8%	12.2%	13.7%	6.3%
Eastern	Male	4.3%	4.7%	7.3%	3.3%
	Female	4.6%	4.8%	6.9%	3.0%
	Total	8.9%	9.5%	14.2%	6.3%
Luapula	Male	7.8%	8.3%	12.3%	4.9%
	Female	7.7%	8.2%	12.0%	4.3%
	Total	15.5%	16.5%	24.4%	9.1%
Lusaka	Male	5.7%	6.0%	7.0%	3.0%
	Female	6.1%	6.4%	7.6%	3.8%
	Total	11.8%	12.3%	14.6%	6.9%
Muchinga	Male	5.5%	5.9%	9.1%	4.6%
	Female	5.5%	6.0%	10.1%	4.5%
	Total	11.0%	11.9%	19.2%	9.1%
North Western	Male	5.0%	5.4%	8.3%	4.3%
	Female	5.0%	5.5%	8.5%	4.3%
	Total	10.1%	10.9%	16.7%	8.6%
Northern	Male	5.6%	6.2%	11.9%	5.4%
	Female	5.5%	6.1%	11.7%	4.7%
	Total	11.2%	12.3%	23.5%	10.1%
Southern	Male	4.0%	4.4%	6.5%	2.8%
	Female	4.1%	4.5%	6.9%	2.9%
	Total	8.1%	8.8%	13.3%	5.7%
Western	Male	7.4%	7.7%	10.2%	4.4%
	Female	7.6%	8.0%	11.3%	4.8%
	Total	15.0%	15.7%	21.6%	9.2%

Table 4.11: Number of Orphans in all Schools by Grade and Agency - 2019

Agency/Sex/ Grade		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
GRZ Male	Male	18,847	18,848	20,530	21,026	21,843	21,819	22,584	19,313	19,016	9,638	10,092	9,766
	Female	18,889	19,583	20,405	21,362	22,330	22,352	22,945	20,240	19,690	9,889	10,169	9,899
	Total	37,736	38,431	40,935	42,388	44,173	44,171	45,529	39,553	38,706	19,527	20,261	19,665
Private	Male	511	497	548	657	607	602	757	585	629	382	383	366
	Female	543	507	575	612	658	634	729	548	641	379	332	347
	Total	1,054	1,004	1,123	1,269	1,265	1,236	1,486	1,133	1,270	761	715	713
Grant Aided	Male	794	813	820	862	824	934	969	1,029	1,120	730	838	757
	Female	862	889	812	923	1,015	997	961	1,346	1,392	935	1,064	1,045



	Total	1,656	1,702	1,632	1,785	1,839	1,931	1,930	2,375	2,512	1,665	1,902	1,802
Community/Unknown	Male	6,179	5,409	5,057	4,945	4,054	3,634	3,000	639	642	128	106	97
	Female	6,177	5,422	5,351	4,954	4,250	3,761	3,143	624	590	120	108	106
	Total	12,356	10,831	10,408	9,899	8,304	7,395	6,143	1,263	1,232	248	214	203

Children with Special Needs (CSEN)

Tables 4.12 – 4.14 present CSEN by year, sex, province and grade. Table 4.12 particularly indicates distribution of CSEN by sex and year. CSEN national total, combining both primary and secondary levels recorded a consistent increase in the number of CSEN from 2014 to 2018, but a drop was recorded in 2019.

Table 4.12: Number of CSEN Pupils in all Schools by Sex and Year from 2014 to 2019

School level/Year		2014	2015	2016	2017	2018	2019
Primary Schools	Male	46,322	42,955	53,035	56,907	58,614	54,600
	Female	42,818	46,691	50,183	53,413	55,084	51,464
	Total	89,134	89,646	103,218	110,320	113,698	106,064
Secondary Schools	Male	3,797	9,090	10,609	10,330	12,034	11,017
	Female	3,674	8,278	9,483	9,742	11,770	10,868
	Total	7,471	17,368	20,092	20,072	23,804	21,885
National Total		96,605	107,014	123,310	130,392	137,502	127,949

Table 4.13: Number of CSEN Learners at Secondary Level by Grade, Sex and Province 2019

Province/ Grade/Sex	SECONDARY 8--12										TOTAL	
	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12			
	M	F	M	F	M	F	M	F	M	F		
Province												
Central	329	352	371	389	112	153	131	137	142	148	2,264	
Copperbelt	534	534	492	484	136	131	131	153	114	109	2,818	
Eastern	233	246	251	234	50	41	47	67	69	91	1,329	
Luapula	462	467	516	481	113	103	104	98	122	102	2,568	
Lusaka	225	280	251	228	85	102	59	62	56	56	1,404	
Muchinga	235	221	240	237	57	36	57	59	59	44	1,245	
North Western	493	521	522	530	179	200	204	203	212	237	3,301	
Northern	396	333	364	288	110	99	126	96	94	75	1,981	
Southern	379	365	424	380	76	90	133	155	112	103	2,217	
Western	523	525	542	476	115	108	137	115	93	124	2,758	
Total	3,809	3,844	3,973	3,727	1,033	1,063	1,129	1,145	1,073	1,089	21,885	

Table 4.14: Number of CSEN Learners at Primary School Level by Sex, Grade and Province 2019

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	818	820	795	711	737	664	690	693	646	586	635	572	562	520	9,449
Copperbelt	846	781	745	725	746	721	864	764	914	805	721	695	730	677	10,734
Eastern	782	747	744	742	704	643	795	673	671	649	643	643	562	541	9,539
Luapula	1,237	1,266	1,083	1,038	983	940	910	885	858	794	814	792	755	724	13,079
Lusaka	272	211	292	286	361	300	342	368	362	364	403	347	347	294	4,549
Muchinga	700	706	698	651	612	575	577	609	515	478	490	459	464	423	7,957



North Western	1,197	1,201	1,104	1,070	1,027	1,039	1,020	1,011	1,016	987	880	767	897	861	14,077
Northern	1,090	1,038	984	943	787	817	852	808	775	723	644	615	593	575	11,244
Southern	793	711	800	700	781	704	841	707	865	795	890	770	749	691	10,797
Western	1,347	1,185	1,225	1,209	1,183	1,100	1,038	956	1,010	925	917	873	870	801	14,639
Total	9,082	8,666	8,470	8,075	7,921	7,503	7,929	7,474	7,632	7,106	7,037	6,533	6,529	6,107	106,064

Bursaries

Tables 4.15 and 4.16 present the number of learners receiving bursary support in 2019. Table 4.15 shows provincial distribution of OVCs by sex who had received bursary support. For all grade ranges, more girls than boys received bursary support. The rationale of this deliberate policy is meant to bridge the learners' gender gap arising from a number of social, biological and economic factors which tend to disadvantage girl learners. In addition to the bursary support from the Ministry, other stakeholders also provided financial and material support to OVC learners in the reference period.

Table 4.15: Number of Pupils receiving Bursaries by Grade Ranges, Sex and Province 2019

Province	Grades 1-7			Grades 10-12			Grades 8-9			Grades 1-9		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Central	2,420	2,586	5,006	731	1,416	2,147	792	1,478	2,270	3,151	4,002	7,153
Copperbelt	1,574	1,866	3,440	2,546	3,445	5,991	1,989	3,413	5,402	4,120	5,311	9,431
Eastern	1,077	1,189	2,266	750	1,605	2,355	392	1,034	1,426	1,827	2,794	4,621
Luapula	1,840	1,810	3,650	855	1,759	2,614	791	1,597	2,388	2,695	3,569	6,264
Lusaka	1,830	1,938	3,768	1,670	1,781	3,451	2,246	3,517	5,763	3,500	3,719	7,219
Muchinga	886	865	1,751	578	2,447	3,025	345	3,302	3,647	1,464	3,312	4,776
North Western	1,846	1,924	3,770	657	1,453	2,110	537	1,049	1,586	2,503	3,377	5,880
Northern	274	329	603	750	2,048	2,798	443	1,879	2,322	1,024	2,377	3,401
Southern	2,192	2,532	4,724	1,038	2,187	3,225	595	1,799	2,394	3,230	4,719	7,949
Western	1,712	2,005	3,717	739	3,243	3,982	603	1,720	2,323	2,451	5,248	7,699
Total	15,651	17,044	32,695	10,314	21,384	31,698	8,733	20,788	29,521	25,965	38,428	64,393

Table 4.16: Number of Learners who received Bursary Support in all Schools by Sex from 2014 - 2019

School/Sex	2014	2015	2016	2017	2018	2019
Primary Schools	Male	24,242	19,922	18,334	16,827	15,651
	Female	25,041	21,250	18,578	17,611	17,044
	Total	49,283	41,172	36,912	34,438	32,695
Secondary Schools	Male	21,548	31,910	29,019	28,185	19,047
	Female	26,672	41,397	34,143	38,925	42,172
	Total	48,220	73,307	63,162	67,110	61,219
Total	97,503	114,479	100,074	101,548	80,844	93,914

Pregnancies & Readmissions

Tables 4.17 – 4.19: At National level, the number of pregnancies had consistently remained high since 2014 (above 10,000) at primary level as the secondary level maintained the range above 3000 during the same period. Similarly, the re-admissions remained consistently below 50% both at primary and secondary levels except for the year 2017 (52%) at primary level and 2015 (52.2% and 2016 (55.0%) at secondary level, respectively. Pregnancies consistently increased from 2014 to 2019 with the exception of 2017 at both levels, primary and secondary.

At primary level, the highest readmission rate was recorded in western province at 62% while the least was in eastern province at 37%. There were more pregnancies in the rural areas (86%) than urban.



The highest readmission rate at secondary level was Muchinga Province at 92% while the lowest was Central at 66%. There were more pregnancies in the rural areas (62%) than urban.

Pregnancies still remained a challenge in the education system both at primary and secondary levels and therefore the need for effective remedial measures to enable girl learners complete their education was as critical as ever.

Table 4.17: Number of Pregnancies and Re-admissions by Grade Group from 2014 to 2019

School level/Status		Year						2019/18 % change
		2014	2015	2016	2017	2018	2019	
Primary schools	Pregnancies	13,275	11,989	11,765	10,684	11,453	11,502	0.4
	Re-admissions	5,322	5,217	5,423	5,527	4,917	5,669	15
Secondary schools	Pregnancies	3,103	3,136	3,457	2,956	3,576	4,222	18
	Re-admissions	2,069	2,047	2,230	2,052	2,488	3,158	27

Table 4.18: Number of Pregnancies and Re-admissions by Grade Range and Province - 2019

Provinces/ Grade Group	Grades 1-7		Grades 8-12		Grades 1-12		% re-admit-(1-7)	% re-admit-(8-12)
	Pregnancies	Re-Admits	Pregnancies	Re-Admits	Pregnancies	Re-Admits		
Central	1,207	471	465	309	1,672	780	39%	66%
Copperbelt	738	408	495	362	1,233	770	55%	73%
Eastern	2,185	809	406	270	2,591	1,079	37%	67%
Luapula	1,181	503	365	244	1,546	747	43%	67%
Lusaka	818	398	445	319	1,263	717	49%	72%
Muchinga	546	297	327	300	873	597	54%	92%
North Western	1,240	723	472	415	1,712	1,138	58%	88%
Northern	943	536	387	320	1,330	856	57%	83%
Southern	1,588	869	487	363	2,075	1,232	55%	75%
Western	1,056	655	373	256	1,429	911	62%	69%
Total	11,502	5,669	4,222	3,158	15,724	8,827	49%	75%

Table 4.19 shows the number of pregnancies and re-admissions by province at grade 1-7 and grade 8-12 combined. Eastern province recorded the highest number of pregnancies at 2,591 while Muchinga recorded the least at 873. As regards re-admissions, Southern still accounted for the highest number of re-admissions at 1,356 and the least was Muchinga at 624.

Table 4.19: Number of Pregnancies and Re-admissions by Grade Range, Rural/Urban and Province - 2019

Provinces	Grades 1-7				Grades 8-12			
	Pregnancies		Re-Admits		Pregnancies		Re-Admits	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Central	1,099	108	411	60	300	165	217	92
Copperbelt	391	347	200	208	144	351	119	243
Eastern	2,008	177	727	82	281	125	207	63
Luapula	1,037	144	441	62	277	88	169	75
Lusaka	402	416	184	214	133	312	122	197
Muchinga	496	50	272	25	226	101	207	93
North Western	1,154	86	681	42	384	88	348	67
Northern	853	90	476	60	291	96	249	71



Southern	1,470	118	810	59	312	175	257	106
Western	985	71	589	66	275	98	183	73
Total	9,895	1,607	4,791	878	2,623	1,599	2,078	1,080

CHAPTER 5:

DISTRIBUTION OF TEACHERS

The tables 5.1 to 5.6 highlight the distribution of teachers by sex, province, qualification and running agency. A total number of 114,801 teachers were reported in 2019 showing an increase of 7,311 (6.8%) from 2018. Generally, there was a general increase in the number of teachers from 2014 to 2019. However, the number of teachers dropped at primary level by 3159 (4.0%) between 2014 and 2015 from 78,395 down to 75,236 as well as between 2015 and 2016 from 75,236 down to 73,945 representing a 1.7%, respectively. At secondary level, reduction in the number of teachers was only recorded between 2015 and 2016, by 520 (2.3%). Distribution of teachers by education level recorded 80,919 primary school teachers and 33,882 secondary school teachers, respectively.

Note: That in highlighting the distribution by running agency by province, the number of teachers at primary school level reduced by 32 while that of secondary increased by the same margin. Nonetheless, the distortion does not affect the total number of teachers.

Table 5.1: Teachers in all Schools by Sex from 2014 to 2019

School Level/Sex		Year						
		2014	2015	2016	2017	2018	2019	2018-19 % change
Primary schools	Male	36,105	34,267	33,764	35,141	35,337	35,274	-0.2
	Female	42,290	40,969	40,185	42,958	43,517	45,645	4.9
	Total	78,395	75,236	73,949	78,099	78,854	80,919	2.6
Secondary schools	Male	12,551	12,815	11,815	14,962	15,573	17,757	14.0
	Female	9,867	9,984	10,464	13,209	13,063	16,125	23.4
	Total	22,418	22,799	22,279	28,171	28,636	33,882	18.3
Total		100,813	98,035	96,228	106,270	107,490	114,801	6.8

Table 5.3: Teachers in all Schools by Sex and Province - 2019

Province/School level/Sex	Primary schools			Secondary schools		
	Male	Female	Total	Male	Female	Total
National	35,274	45,645	80,919	17,757	16,125	33,882
Province						
Central	4,188	4,891	9,079	2,275	2,031	4,306
Copperbelt	4,182	11,152	15,334	2,654	3,604	6,258
Eastern	3,644	3,198	6,842	2,125	1,517	3,642
Luapula	3,206	2,823	6,029	1,362	852	2,214
Lusaka	3,438	7,802	11,240	2,005	2,488	4,493
Muchinga	2,369	1,770	4,139	1,414	863	2,277
North Western	2,363	2,420	4,783	1,683	1,208	2,891
Northern	2,763	2,239	5,002	1,423	1,080	2,503
Southern	5,696	5,883	11,579	1,813	1,625	3,438
Western	3,425	3,467	6,892	1,003	857	1,860



Teachers by agency, province and IRI Centers

Table 5.3 shows the distribution of teachers by education level, agency and province. The majority of teachers as expected were Government, followed by Private, Community, and the least was Grant Aided.

With regard to IRI services, table 5.4 shows a total number of 35,703 IRI mentors who were available, of which 18,988 were males and 16,715 females. Copperbelt 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 urbanized provinces. Radio reception appeared to be good along the line of rail, therefore the need for more investments in rural areas to improve radio reception remains paramount.

Table 5.3: Teachers in all Schools by Agency and Province - 2019

Province/ Agency	Total											
	Primary schools				Secondary schools				Total			
	GRZ	Grant Aided	Com-mu-nity	Pri-vate	GRZ	Grant Aided	Com-mu-nity	Pri-vate	GRZ	Grant Aided	Com-mu-nity	Pri-vate
National	61,566	3,046	8,278	7,997	27,991	3,592	150	2,181	89,557	6,638	8,428	10,178
Province												
Central	7,020	346	792	814	3,784	325	0	195	10,804	671	792	1,009
Copperbelt	10,972	172	1,476	2,718	5,280	413	0	553	16,252	585	1,476	3,271
Eastern	5,540	482	620	226	2,906	655	40	78	8,446	1,137	660	304
Luapula	5,231	183	305	319	1,967	213	0	54	7,198	396	305	373
Lusaka	6,709	517	2,166	1,862	3,352	273	34	836	10,061	790	2,200	2,698
Muchinga	3,421	39	414	245	2,171	81	13	15	5,592	120	427	260
North Western	4,052	146	259	343	2,696	103	17	83	6,748	249	276	426
Northern	4,199	285	337	213	1,872	464	7	82	6,071	749	344	295
Southern	8,584	714	1,269	974	2,442	783	0	272	11,026	1,497	1,269	1,246
Western	5,838	162	640	283	1,521	282	39	13	7,359	444	679	296

Table 5.4: Mentors in IRI Centers by Sex and Province - 2019

Province/Sex	Male	Female	Total
National	18,988	16,715	35,703
Province			
Central	2,772	2,404	5,176
Copperbelt	3,280	4,686	7,966
Eastern	1,908	1,254	3,162
Luapula	1,522	854	2,376
Lusaka	1,800	1,911	3,711
Muchinga	1,462	794	2,256
North Western	1,603	1,082	2,685
Northern	1,355	877	2,232



Southern	1,993	1,735	3,728
Western	1,293	1,118	2,411

Table 5.5: Teachers in all Schools by Academic Qualifications and Sex - 2019

Grade	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Standard 6	6	1	7	1,744	1,427	3,171	1,750	1,428	3,178
First degree	344	376	720	11	12	23	355	388	743
Form 2 / Grade 9	429	386	815	7	8	15	436	394	830
Form 3 / Grade 10	249	163	412	232	239	471	481	402	883
Form 4	355	400	755	15,571	14,218	29,789	15,926	14,618	30,544
Form 5 / Grade 12	33,136	43,775	76,911	35	32	67	33,171	43,807	76,978
GCE "A" Level	163	236	399	109	56	165	272	292	564
Higher degree	40	19	59	3	7	10	43	26	69
Standard 6	69	57	126	101	70	171	170	127	297
Not stated	440	275	715	0	0	0	440	275	715
TOTAL	35,231	45,688	80,919	17,813	16,069	33,882	53,044	61,757	114,801

Table 5.6: Teachers in all Schools by Professional Qualifications and Sex - 2019

Qualifications	Primary Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Advanced Diploma	194	159	353	162	76	238	356	235	591
Certificate In Special Education	139	153	292	26	42	68	165	195	360
Diploma (Basic or Sec. Teacher's)	15,036	21,122	36,158	8,218	7,845	16,063	23,254	28,967	52,221
ECE DIPLOMA	1,592	956	2,548	22	13	35	1,614	969	2,583
Education Bachelor's Degree	3,336	4,396	7,732	7,586	6,267	13,853	10,922	10,663	21,585
Master's Degree	239	199	438	495	278	773	734	477	1,211
Untrained	859	425	1,284	4	4	8	863	429	1,292
Other Bachelor's Degree	217	190	407	258	136	394	475	326	801
Pre-School Teacher's Certificate	760	2,677	3,437	32	144	176	792	2,821	3,613
Primary Teacher's Certificate	10,752	13,557	24,309	577	892	1,469	11,329	14,449	25,778
Special Education Degree	94	172	266	75	69	144	169	241	410
Special Education Diploma	484	723	1,207	153	145	298	637	868	1,505
NOT STATED	1,529	959	2,488	205	158	363	1,734	1,117	2,851
TOTAL	35,231	45,688	80,919	17,813	16,069	33,882	53,044	61,757	114,801
Teacher Certificate	31%	30%	30%	3%	6%	4%	21%	23%	22%
Diploma (Basic or Sec. Teacher's)	43%	46%	45%	46%	49%	47%	44%	47%	45%
Total (Certificate + Diploma)	73%	76%	75%	49%	54%	52%	65%	70%	68%

Teacher attrition

Tables 5.7-5.11 highlight teachers' attrition by sex, province and reason in 2019. The trend over the years tends to show that male teachers at both primary and secondary schools has higher turnover rates than female teachers. The other accounted for 14% while resignations accounted for 61%.



Table 5.7: Teacher Attrition by Sex from 2014 to 2019

Education Level/Sex		Year					
		2014	2015	2016	2017	2018	2019
Primary school	Male	4,600	3,731	2,791	3,098	2,724	3,600
	Female	3,751	3,105	2,550	2,152	2,861	3,305
	Total	8,351	6,836	5,341	5,250	5,585	6,905
Secondary school	Male	851	751	626	629	766	974
	Female	484	552	508	699	672	784
	Total	1,335	1,303	1,134	1,328	1,438	1,758
Total		9,686	8,139	6,475	6,578	7,023	8,663

Table 5.8: Teacher Attrition in all Schools by Sex and Reason - 2019

Reason/Education Level/Sex	Primary Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
All Reasons	3,600	3,305	6,905	974	784	1,758	4,574	4,089	8,663
Assigned to non-teaching duties	85	72	157	34	21	55	119	93	212
Contract expired	254	260	514	61	37	98	315	297	612
Death	205	164	369	65	44	109	270	208	478
Dismissed	167	131	298	35	20	55	202	151	353
Illness	59	82	141	12	12	24	71	94	165
Others	2,083	2,015	4,098	636	578	1,214	2,719	2,593	5,312
Resigned	627	469	1,096	100	52	152	727	521	1,248
Retired	120	112	232	31	20	51	151	132	283

Table 5.9: Teacher Attrition in all Schools by Sex and Province - 2019

Province/Education level/Sex	Primary Schools			Secondary Schools			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	3,601	3,306	6,907	971	785	1,756	4,572	4,091	8,663
Province									
Central	440	391	831	123	83	206	563	474	1,037
Copperbelt	432	708	1,140	138	148	286	570	856	1,426
Eastern	474	304	778	110	93	203	584	397	981
Luapula	330	248	578	87	61	148	417	309	726
Lusaka	315	433	748	141	104	245	456	537	993
Muchinga	246	175	421	63	53	116	309	228	537
North Western	235	182	417	108	75	183	343	257	600
Northern	355	227	582	74	62	136	429	289	718
Southern	461	374	835	81	62	143	542	436	978
Western	313	264	577	46	44	90	359	308	667

Table 5.10: Teacher Deaths in all Schools by Sex and Province - 2019

Province/ Education Level	Secondary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total

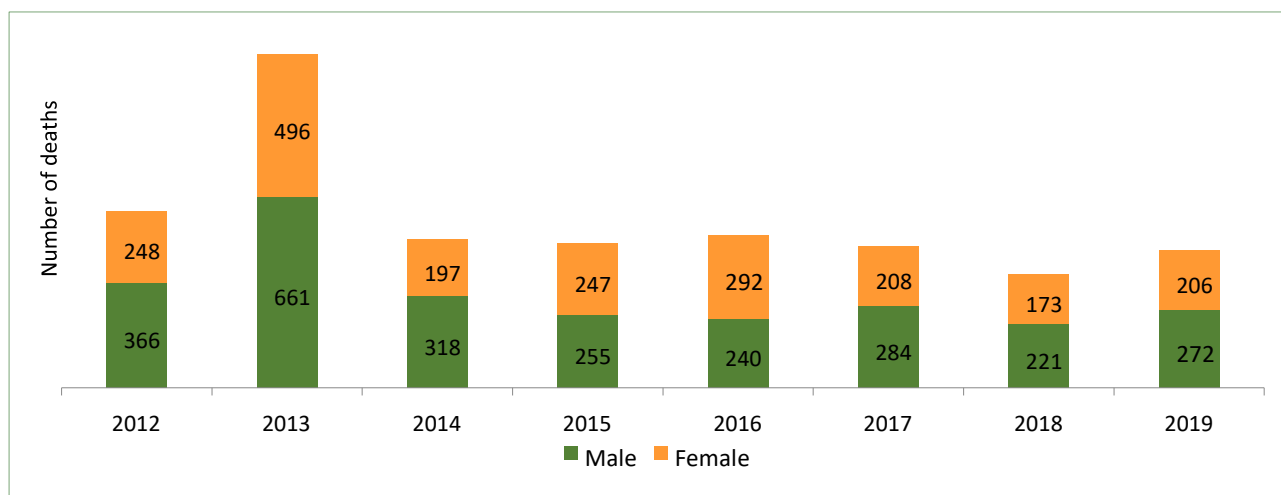


National	208	161	369	64	45	109	272	206	478
Province									
Central	24	20	44	11	3	14	35	23	58
Copperbelt	25	45	70	8	9	17	33	54	87
Eastern	28	19	47	4	4	8	32	23	55
Luapula	22	4	26	9	6	15	31	10	41
Lusaka	21	27	48	8	8	16	29	35	64
Muchinga	10	7	17	2	1	3	12	8	20
North Western	15	6	21	9	4	13	24	10	34
Northern	15	5	20	4	4	8	19	9	28
Southern	22	13	35	6	2	8	28	15	43
Western	26	15	41	3	4	7	29	19	48

Table 5.11: Teachers Deaths by Sex-2014-2019

Education levelSex	Year					
	2014	2015	2016	2017	2018	2019
Primary school						
Male	247	199	201	208	171	208
Female	169	169	255	159	138	161
Total	416	368	456	367	309	369
Secondary school						
Male	71	56	39	76	50	64
Female	28	78	37	49	35	45
Total	99	134	76	125	85	109
Total						
Male	318	255	240	284	221	272
Female	197	247	292	208	173	206
Total	515	502	532	492	394	478

Figure 5.1: Teacher Deaths by Sex from 2014 to 2019



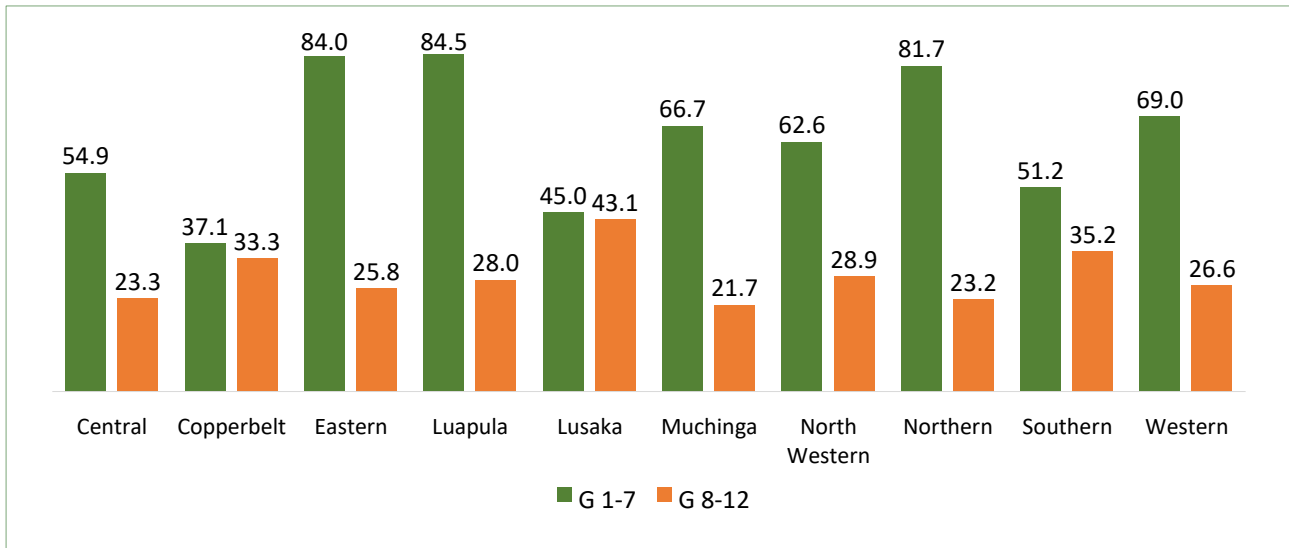
Pupil-Teacher Ratio (PTR)

In Zambia’s education system, there is often double/multiple-shifting (streams of the same grade come for lessons at different times, mainly due to limited classroom space), multi-grade classes (one teacher teaches pupils of different ages, grades, and abilities in the same classroom at the same time), and so the grade-level PTR may not be a very accurate measure of typical classroom circumstances. At primary level, Copperbelt and Lusaka recorded the lowest PTRs at 37.1 and 45.0 while the rest of the provinces recorded above 50.0 of the PTR (table 5.12), with Luapula, Eastern and northern recording the highest at over 80 learners per teacher. As for secondary level, the national average PTR recorded was 29.7, with recording the highest at 43.1 and the rest of the provinces recording below 36.

Table 5.12: Pupil-Teacher Ratio in all Schools by Class Range and Province - 2019

Provinces	Grades ranges	
	G 1-7	G 8-12
National	59.4	29.7
Central	54.9	23.3
Copperbelt	37.1	33.3
Eastern	84.0	25.8
Luapula	84.5	28.0
Lusaka	45.0	43.1
Muchinga	66.7	21.7
North Western	62.6	28.9
Northern	81.7	23.2
Southern	51.2	35.2
Western	69.0	26.6

Figure 5.2. Pupil Teacher Ratio in all Schools by Class Range and Province



CHAPTER 6: QUALITY-LEARNING ACHIEVEMENTS RELATED

Completion Rate (CR)

Table 6.1 illustrates the completion rates for Grades 7, 9 and 12 by sex from 2014 - 2019. 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. Generally, there was an increase in completion rate at Grade 7 from 2014 - 2019. The highest province was Northwestern at 130.7% and the lowest was Lusaka at 75.7% for Grade 7.

Similarly, the completion rate for grade 9 increased for the period 2014 - 2018 with a drop in 2019. The completion rate for grade 12 was fluctuating over the years from 30.8% - 52.7%. Table 59 illustrates the completion rate for Grades 7, 9 and 12 by sex and province from 2014 - 2019. The completion rate at Grade 7 in 2019 was at 97% with a higher completion rate for females. At grade 9, the completion rate was 67.3% with more males completing. The highest was Northwestern at 90.5% and the lowest Northern at 44.2% respectively. At Grade 12, the completion rate was 34.1% and was higher for boys. The highest was 54.1% for Northwestern and the lowest was 25.1% in Northern Province.

Table 6.1: Completion Rate for Grades 7, 9 and 14 by Sex from 2014 to 2019

Grade Level/Sex/Year		Year					
		2014	2015	2016	2017	2018	2019
Grade 7	Male	88.9%	88.0%	91.3%	93.45%	94.82%	96.9%
	Female	83.6%	83.8%	93.4%	90.30%	99.82%	99.5%
	Total	86.2%	85.8%	92.4%	91.82%	97.34%	97.0%
Grade 9	Male	60.5%	59.6%	69.4%	73.6%	76.6%	67.9%
	Female	55.4%	55.2%	68.3%	69.7%	77.3%	66.7%
	Total	57.9%	57.3%	68.8%	71.7%	77.0%	67.3%
Grades 12	Male	34.8%	34.3%	64.2%	34.2%	40.4%	35.3%
	Female	28.6%	27.4%	41.4%	29.8%	31.6%	32.8%
	Total	31.7%	30.8%	52.7%	31.8%	36.0%	34.1%

Table 6.2: Completion Rates for Grades 7, 9 and 12 by Sex and Province - 2019



Province	Grade/Sex								
	Grade 7			Grade 9			Grade 12		
	Male	Female	All	Male	Female	All	Male	Female	All
National	96.9%	99.5%	97.0%	67.9%	66.7%	67.3%	35.3%	32.8%	34.1%
Province									
Central	115.2%	116.5%	113.5%	77.4%	80.4%	78.9%	39.5%	36.2%	37.8%
Copperbelt	85.1%	91.8%	88.5%	84.6%	77.4%	81.0%	45.2%	48.9%	47.0%
Eastern	93.0%	95.8%	94.4%	56.1%	5257.6%	54.3%	29.2%	24.5%	26.9%
Luapula	98.8%	89.7%	94.2%	72.1%	64.4%	68.3%	34.2%	29.5%	31.9%
Lusaka	72.3%	79.7%	75.7%	64.2%	67.0%	65.6%	30.7%	28.0%	29.3%
Muchinga	107.9%	97.8%	102.8%	57.2%	51.2%	54.2%	30.3%	24.2%	27.3%
North Western	134.2%	144.5%	130.7%	90.3%	90.8%	90.5%	56.9%	51.3%	54.1%
Northern	103.8%	96.2%	100.0%	47.3%	41.0%	44.2%	29.3%	20.7%	25.1%
Southern	100.7%	109.4%	101.1%	64.5%	70.4%	67.4%	31.3%	29.6%	30.4%
Western	106.6%	108.8%	107.7%	61.7%	67.7%	64.7%	30.3%	33.2%	31.8%

Survival Rate to Grade 5

Table 6.3 and 6.4 shows the survival rate to Grade 5 by sex from 2014 - 2019. Table 6.4 shows that the annual average rate for grade 1 cohort of 2015 by 2019 was 73%. Lusaka province recorded the highest survival rates of 82% while Northern recorded the least at 65%.

Table 6.3: Survival Rate to Grade 5 by Sex from 2014 to 2019

Sex/Year	Year					
	2014	2015	2016	2017	2018	2019
Male	70.7%	83.0%	79.5%	93.2%	88.9%	100.9%
Female	71.1%	79.7%	86.1%	94.3%	97.5%	100.1%
All	70.7%	81.2%	82.6%	93.5%	92.9%	100.2%

Table 6.4: Survival Rate to Grade 5 by Province - 2015 to 2019

Province	2016	2017	2018	2019	2020	Survival Rate
	Grade 1 Entrants	Grade 2	Grade 3	Grade 4	Grade 5	
Central	62,927	58,900	54,659	50,942	47,733	76%
Copperbelt	60,612	56,733	53,613	50,235	47,924	79%
Eastern	59,813	55,985	52,234	48,421	44,547	74%
Luapula	39,289	36,775	32,840	29,654	26,926	69%
Lusaka	53,909	50,459	48,138	45,731	43,947	82%
Muchinga	32,455	30,378	27,553	25,073	23,193	71%
North Western	38,116	30,531	27,295	27,294	25,165	66%
Northern	47,555	44,559	39,167	34,937	30,954	65%
Southern	60,144	54,069	48,392	43,698	40,071	67%
Western	41,475	37,867	34,686	32,015	29,870	72%
Total	496,295	456,256	418,577	388,000	360,330	73%



Examination Pass Rates

Table 6.5 shows the Examination pass rates for grade 7 by sex and province in 2019. Generally, there was 100% pass rate in all the provinces.

Table 6.5: Examination Pass Rates in Grade 7 by Sex and Province in 2019

Province/Candidates/Sex	Entered			Numbers Sat			Progression Rate		
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	196,099	202,753	398,852	196,099	202,753	398,852	100.00	100.00	100.00
Province									
Northern	15,715	13,424	29,139	15,715	13,424	29,139	100.00	100.00	100.00
Luapula	13,381	11,831	25,212	13,381	11,831	25,212	100.00	100.00	100.00
Southern	14,561	25,723	40,284	14,561	25,723	40,284	100.00	100.00	100.00
Eastern	19,451	19,895	39,346	19,451	19,895	39,346	100.00	100.00	100.00
Copperbelt	28,081	32,026	60,107	28,081	32,026	60,107	100.00	100.00	100.00
North Western	13,694	13,322	27,016	13,694	13,322	27,016	100.00	100.00	100.00
Central	23,145	24,157	47,302	23,145	24,157	47,302	100.00	100.00	100.00
Western	12,506	13,052	25,558	12,506	13,052	25,558	100.00	100.00	100.00
Lusaka	33,245	38,393	71,638	33,245	38,393	71,638	100.00	100.00	100.00
Muchinga	12,320	10,930	23,250	12,320	10,930	23,250	100.00	100.00	100.00

Table 6.6 shows the Examination pass rates for grade 9 by sex and province in 2019. The average total of 46.14% was the pass rate at Grade 9 of which 46.94 were males and 45.33 were females. The highest was copper belt at 51.45% and the least was Muchinga at 37.66%

Table 6.6: Examination Pass Rates in Grade 9 by Sex and Province in 2019

Province/Candidates/Sex	Numbers Entered			Numbers sat			Certificates		
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	123,797	124,249	248,046	58,112	56,328	114,440	46.94	45.33	46.14
Province									
Muchinga	6,704	6,141	12,845	2,698	2,140	4,838	40.24	34.85	37.66
Northern	9,236	7,642	16,878	4,099	2,902	7,001	44.38	37.97	41.48
Luapula	8,068	6,585	14,653	3,358	2,286	5,644	41.62	34.72	38.52
Southern	13,492	14,190	27,682	6,209	6,527	12,736	46.02	46.00	46.01
Eastern	11,405	10,154	21,559	4,768	3,630	8,398	41.81	35.75	38.95
Copperbelt	21,204	23,517	44,721	10,916	12,094	23,010	51.48	51.43	51.45
North Western	8,665	8,186	16,851	4,336	4,061	8,397	50.04	49.61	49.83
Central	13,534	13,575	27,109	5,915	5,741	11,656	43.70	42.29	43.00
Western	6,938	7,119	14,057	3,174	3,518	6,692	45.75	49.42	47.61
Lusaka	24,551	27,140	51,691	12,639	13,429	26,068	51.48	49.48	50.43

Table 6.7 shows the Examination Pass Rate for Grade 12 by sex and province in 2019. The pass rate at Grade 12 was 65.32% of which the percentage points recorded for both males and females were the same. The highest province was southern with 70.73% and the least was western with 56.3%. Table 6.8 shows the proportion of candidates obtaining full certificates for the period 2017 - 2019.



Table 6.7: Examination Pass Rates in Grade 12 by Sex and Province in 2019

Province/ Candidates/ Sex	Numbers sat			Certificates					
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	71,290	63,533	134,823	46,569	41,496	88,065	65.32	65.31	65.32
Province									
Northern	5,260	3,479	8,739	3,352	2,180	5,532	63.73	62.66	63.3
Luapula	4,505	3,264	7,769	2,750	1,722	4,472	61.04	52.76	57.56
Southern	7,506	6,838	14,344	5,311	4,834	10,145	70.76	70.69	70.73
Eastern	6,912	4,945	11,857	4,578	3,306	7,884	66.23	66.86	66.49
Copperbelt	13,209	13,823	27,032	8,700	9,169	17,869	65.86	66.33	66.1
North Western	4,922	4,177	9,099	3,084	2,676	5,760	62.66	64.07	63.3
Central	7,180	6,399	13,579	4,795	4,327	9,122	66.78	67.62	67.18
Western	3,637	3,391	7,028	2,080	1,877	3,957	57.19	55.35	56.3
Lusaka	14,573	14,728	29,301	9,817	9,930	19,747	67.36	67.42	67.39
Muchinga	3,586	2,489	6,075	2,102	1,475	3,577	58.62	59.26	58.88

Table 6.8: Proportion of Candidates obtaining Full School Certificates (2017 – 2019)

Province	% School Certificate									3 Year Average
	2019			2018			2017			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Muchinga	58.62	59.26	58.88	62.58	60.03	61.49	75.67	69.73	73.29	67.63
Northern	63.73	62.66	63.3	68.11	60.59	65.07	76.29	74.25	75.51	69.69
Luapula	61.04	52.76	57.56	65.13	57.17	61.77	67.59	60.86	64.93	62.93
Southern	70.76	70.69	70.73	68.36	65.05	67.75	72.32	67.21	70.06	68.66
Eastern	66.23	66.86	66.49	68.82	65.25	67.75	69.09	67.63	68.51	68.92
Copperbelt	65.86	66.33	66.1	63.78	61.85	62.8	61.94	58.82	60.38	60.16
Northwestern	62.66	64.07	63.3	57.08	53.8	55.6	60.63	55.47	58.35	57.88
Central	66.78	67.62	67.18	69.73	67.5	68.7	67.64	67.47	67.56	65.45
Western	57.19	55.35	56.3	50.53	46.41	48.5	59.07	55.98	57.64	52.81
Lusaka	67.36	67.42	67.39	67.5	63.24	65.37	65.75	61.78	63.82	63.76
National	65.32	65.31	65.32	67.5	63.24	63.37	66.65	62.69	64.84	63.86

Pupil-Book Ratio (PBR)

Table 6.9 shows the distribution of English, Life Skills, Maths and Zambian language books in primary and secondary schools across the provinces. Copperbelt Province recorded the highest number of all books combined at 168,001 while the Luapula Province recorded the lowest books at 25,995.

Table 6.9: Number of Books in All Schools by Province - 2019

Province	Primary Schools					Secondary Schools				
	English	Life Skills	Maths	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total



National	1 037 908	813 512	971 954	1 026 570	3 849 944	250 521	137 790	168 835	176 739	733 885
Province										
Central	81 200	126 395	71 568	108 316	387 479	16 524	25 350	2 353	9 854	54 081
Copperbelt	191 200	30 254	222 235	176 231	619 920	36 504	933	97 479	33 085	168 001
Eastern	59 542	33 521	60 541	138 836	292 440	63 588	7 933	809	26 526	98 856
Luapula	192 846	35 689	59 888	66 541	354 964	16 333	3 425	2 950	3 287	25 995
Lusaka	80 512	174 048	57 844	140 900	453 304	45 621	17 048	15 321	54 883	132 873
Muchinga	61 024	105 010	159 364	58 645	384 043	13 264	15 292	15 011	7 855	51 422
North Western	106 586	32 544	91 012	65 888	296 030	15 668	4 227	6 138	7 798	33 831
Northern	78 211	109 721	75 002	66 353	329 287	8 565	26 155	8 034	5 175	47 929
Southern	105 222	33 772	122 414	115 203	376 611	25 612	1 924	12 350	12 012	51 898
Western	81 565	132 558	52 086	89 657	355 866	8 842	35 503	8 390	16 264	68 999

Table 6.10, shows the Book Pupil Ratio in all schools in provinces. A book pupil ratio of 0.29 implies that there are 29 books against 100 learners.

Table 6.10: Book Pupil Ratio in All Schools by Province - 2019

Province	Primary Schools					Secondary Schools				
	English	Life Skills	Math	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total
National	17/59	7/31	24/89	2/7	1 5/73	7/24	4/25	11/56	15/73	35/41
Province										
Central	0.17	0.26	0.15	0.23	0.81	0.16	0.24	0.02	0.09	0.52
Copperbelt	0.35	0.06	0.41	0.33	1.15	0.19	0.00	0.51	0.17	0.89
Eastern	0.13	0.08	0.14	0.31	0.65	0.77	0.10	0.01	0.32	1.19
Luapula	0.60	0.11	0.19	0.21	1.11	0.28	0.06	0.05	0.06	0.44
Lusaka	0.17	0.38	0.12	0.30	0.98	0.30	0.11	0.10	0.37	0.89
Muchinga	0.25	0.42	0.64	0.24	1.55	0.29	0.33	0.33	0.17	1.12
North Western	0.38	0.12	0.32	0.23	1.05	0.23	0.06	0.09	0.12	0.50
Northern	0.23	0.32	0.22	0.19	0.97	0.16	0.48	0.15	0.09	0.88
Southern	0.22	0.07	0.25	0.24	0.77	0.24	0.02	0.12	0.11	0.49
Western	0.17	0.27	0.11	0.18	0.73	0.08	0.33	0.08	0.15	0.65

Pupil-Classroom Ratio (PCR)

Table 6.11 shows the distribution of classroom by grade and province across the country.

Table 6.11: Number of Classrooms in all Schools by Grade and Province - 2019

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	12,403	12,165	12,152	12,003	11,230	10,927	10,232	6,354	6,126	3,057	2,988	2,875
Province												
Central	1,655	1,595	1,675	1,647	1,553	1,491	1,428	1,115	1,055	585	589	532
Copperbelt	1,491	1,453	1,450	1,428	1,381	1,328	1,280	770	747	345	334	328
Eastern	1,156	1,130	1,163	1,150	1,157	1,265	1,135	868	862	425	402	396



Luapula	1,544	1,524	1,542	1,545	1,441	1,400	1,352	912	877	389	355	337
Lusaka	1,029	990	944	922	823	777	737	495	473	197	203	205
Muchinga	1,145	1,133	1,109	1,089	940	899	839	339	320	215	224	228
North Western	1,400	1,387	1,354	1,316	1,224	1,174	1,068	587	570	284	280	275
Northern	954	944	921	905	861	832	763	438	442	259	248	243
Southern	1,238	1,224	1,215	1,222	1,083	1,030	939	534	511	193	182	169
Western	791	785	779	779	767	731	691	296	269	165	171	162

Table 6.12 shows the pupil-classroom ratio in all schools by Grade range and province. It is evident from table 6.12 that at national level, the pupil-classroom ratio was above the standard of 40 and 35 at primary at secondary, respectively implying that there was need for more classrooms.

Table 6.12: Pupil-Classroom Ratio in all Schools by Grade Group & Province - 2019

Province/Grade Range	Grade ranges					
	G 1-4	G 5-7	G 1-7	G 8-9	G 1-9	G 8-12
National	42.7	40.1	41.7	43.2	41.9	42.9
Province						
Central	38.3	36.3	37.5	29.2	36.2	26.9
Copperbelt	43.3	46.3	44.5	67.2	47.6	75.0
Eastern	54.8	40.3	48.5	29.6	45.2	28.1
Luapula	30.2	23.1	27.3	20.5	26.3	20.5
Lusaka	54.1	70.1	60.1	91.8	64.4	95.2
Northwestern	28.2	26.0	27.3	32.0	27.9	33.8
Northern	54.4	43.6	50.1	35.6	48.3	33.5
Southern	51.5	55.7	53.1	62.5	54.2	66.9
Western	80.5	77.7	79.4	115.6	82.8	100.1
Muchinga	30.9	30.8	30.9	41.6	31.8	34.7

Contact hours

Tables 6.13 – 6.15 present the average number of hours learners spent at school per day by grade, running agency and by class type. The contact hour is in relation to the standard average contact time. The minimum learner contact time at lower grades 1-4 is 4 hours. The minimum learner contact time at upper primary grades 5-7 is 40 minutes. The minimum learner contact time at lower grades 8-9 is 32 hours 40 minutes. At senior secondary, the minimum learner contact time is 33 hours 2 minutes.

Table 6.13: Average Number of Scheduled Contact Hours by Grade and Province - 2019

Province/Grade	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	4.1	4.2	4.2	4.3	5.4	5.5	5.5	6.1	6.1	6.5	6.6	6.6
Province												
Central	3.8	3.8	3.9	4.4	5.5	5.5	5.6	6.1	6.0	6.5	6.4	6.5
Copperbelt	4.6	4.7	4.7	4.7	5.4	5.4	5.5	6.6	6.6	7.0	7.1	7.1
Eastern	3.9	4.0	4.0	4.0	5.6	5.6	5.7	6.2	6.2	6.8	6.9	7.0
Luapula	4.5	4.5	4.5	4.5	5.6	5.6	5.6	6.2	6.3	6.9	7.0	7.1



Lusaka	4.7	4.8	4.8	4.9	5.5	5.5	5.6	6.1	6.3	6.4	6.4	6.5
Muchinga	3.7	3.7	3.7	3.7	5.1	5.1	5.1	5.9	6.0	6.6	6.7	6.8
North Western	4.1	4.1	4.1	4.2	5.3	5.3	5.3	6.1	6.1	6.4	6.4	6.4
Northern	4.2	4.3	4.3	4.3	5.4	5.4	5.5	6.0	6.0	6.3	6.4	6.4
Southern	4.2	4.2	4.2	4.3	5.7	5.8	5.8	6.2	6.1	6.3	6.4	6.4
Western	3.7	3.7	3.7	3.8	5.1	5.3	5.3	5.7	5.7	6.1	6.1	6.2

Table 6.14: Average Number of Scheduled Contact Hours by Grade and Running Agency - 2019

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	4.0	4.1	5.1	5.3	5.4	5.8	5.8	6.2	6.2	6.6
Grant-aided	4.2	4.3	4.2	4.4	5.6	5.7	5.8	6.7	6.7	6.9	6.9	6.9
GRZ	4.0	4.0	4.0	4.1	5.4	5.4	5.4	6.0	6.0	6.4	6.4	6.5
Private	6.1	6.2	6.2	6.3	6.5	6.7	6.7	7.4	7.2	7.3	7.3	7.3

Table 6.15: Average Number of Scheduled Contact Hours by Grade and Class Type - 2019

	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	3.0	3.3	3.1	3.9	3.7	4.2					
Open								5.4	5.5			
Literacy	2.0	2.1	2.2	2.0	3.0	3.0	2.8	2.8	3.1	4.3	4.7	4.8
Regular	4.2	4.2	4.2	4.3	5.5	5.5	5.6	6.2	6.2	6.6	6.7	6.7



CHAPTER 7: INFRASTRUCTURE

School Infrastructure

Tables 7.1 - 7.5 illustrates a snapshot of school general infrastructure distribution in 2019. Table 7.1 and 7.2 highlight the distribution of classrooms and specialized rooms by province and state/ condition in which they were at a time. At primary school level, 4,714 classrooms (8%) were incomplete and 9% were temporal structures. For secondary, 6.3% were incomplete and 0.39% were temporal structures.

Table 7.1: Classrooms, Special Education Classrooms, Laboratories and Libraries in Primary Schools by Type and Province - 2019

Primary Schools												
Province	Classrooms			Special education classrooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	48,921	5,421	4,714	437	14	16	394	42	102	991	209	76
Province												
Central	6,186	605	656	88	5	2	48	8	3	72	25	8
Copperbelt	7,180	377	430	99	1	0	91	9	15	126	10	7
Eastern	5,264	543	733	23	0	1	17	1	3	174	49	12
Luapula	3,448	273	266	20	0	2	30	5	14	40	6	5
Lusaka	5,952	189	182	82	4	1	87	6	10	205	15	6
Muchinga	2,946	423	533	15	2	3	7	2	0	29	15	5
North Western	3,133	346	316	7	0	0	7	2	0	46	11	6
Northern	3,537	497	454	24	1	0	13	3	3	48	14	7
Southern	7,185	563	751	70	0	6	81	6	48	213	39	20
Western	4,090	1,605	393	9	1	1	13	0	6	38	25	0

Table 7.2: Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary Schools by Type and Province - 2019

Secondary Schools												
	Classrooms			Special education classrooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	12,169	530	861	269	26	56	1,360	81	203	406	49	33
Provinces												
Central	1,451	86	88	25	-	2	160	3	28	45	3	1
Copperbelt	2,570	7	34	54	2	8	222	8	17	68	4	5
Eastern	1,241	73	147	1	-	-	164	16	29	46	10	1
Luapula	822	14	56	12	1	-	90	7	30	21	4	5
Lusaka	1,675	120	61	54	2	-	197	15	20	72	3	4
Muchinga	621	21	145	1	-	12	64	9	19	17	8	5
North Western	874	71	142	12	-	-	101	11	28	27	3	7
Northern	889	76	105	6	-	-	85	6	18	19	5	2
Southern	1,470	31	58	17	-	-	185	5	13	66	8	3
Western	556	31	25	87	21	34	92	1	1	25	1	-



Table 7.3 shows the staff houses in all schools by type and province. There were 23,173 houses for primary school teachers and 8,415 houses for secondary school teachers. This implied that at every primary and secondary school on average, two (2) and seven (7) houses were available for teachers, respectively.

Table 7.3: Staff Houses in all Schools by Type and Province - 2019

Province	Primary school staff houses			Secondary school staff houses		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	23,173	4,568	2,440	8,415	309	352
Province						
Central	3,079	604	413	1,089	52	50
Copperbelt	1,056	166	64	716	26	21
Eastern	3,356	351	492	1,175	64	43
Luapula	1,518	326	103	747	31	48
Lusaka	1,393	41	83	747	67	32
Muchinga	1,888	569	276	408	20	48
North Western	2,182	793	132	640	12	7
Northern	2,012	914	230	553	23	30
Southern	4,291	502	516	1,444	-	17
Western	2,398	302	131	896	14	56

Table 7.5 shows dormitories in all schools by sex and province. There were 85 and 118 incomplete dormitories for male and female learners both, at primary and secondary school levels.

Table 7.4: Dormitories in all Schools by Sex and Province - 2020

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
National	224	66	30	260	51	35	1,143	227	55	1,100	131	83
Province												
Central	30	12	0	38	9	0	110	183	4	171	55	7
Copperbelt	28	1	0	27	1	0	82	2	2	148	12	1
Eastern	44	20	13	53	18	15	118	9	5	148	30	22
Luapula	20	3	0	32	3	0	81	1	10	77	2	11
Lusaka	28	2	0	22	1	0	115	4	2	73	4	3
Muchinga	4	4	0	8	4	1	28	1	9	61	6	12
North Western	6	2	1	10	1	1	50	9	9	72	11	19
Northern	13	4	1	10	5	0	87	13	1	79	8	1
Southern	43	3	15	51	2	11	284	1	8	212	3	5
Western	8	15	0	9	7	7	188	4	5	59	0	2

CHAPTER 8:

TERTIARY (COLLEGES OF EDUCATION AND UNIVERSITIES)

Table 8.1 shows data for some Colleges of Education (Regular Students Enrolment and Lectures in 2019).



Table 8.1: Colleges of Education Regular Students Enrolment and Lectures in 2019

College	ECE Education students			Primary Education students (regular)			Secondary Education students (regular)			Lectures (Fulltime)			All students (Regular)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Charles Lwanga			0	154	207	361			0	19	55	74	154	207	361
Chipata	47	91	138	653	595	1,248	100	58	158	44	16	60	800	744	1,544
David Livingstone	10	24	34	0	0	0	440	417	857	39	18	57	450	441	891
Musi - 0 - Tunya	0	9	9	28	46	74			0	9	11	20	28	55	83
Kasama	30	83	113	548	559	1,107	315	174	489	51	16	67	893	816	1,709
Kitwe			0	386	563	949			0	34	23	57	386	563	949
Malcom Moffat	37	90	127	444	650	1,094	362	513	875	67	22	89	843	1,253	2,096
Mansa	14	36	50	251	187	438			0	36	21	57	265	223	488
Jabemiz - Mansa			0	32	37	69			0	12	7	19	32	37	69
Mongu	20	77	97	362	364	726			0	24	0	24	382	441	823
Northern			0	210	121	331			0	13	3	16	210	121	331
Mufulira *			0			0			0			0	0	0	0
Solwwezi			0	305	335	640			0	25	8	33	305	335	640
Monze	36	57	93	172	235	407	74	66	140	40	9	49	282	358	640
Mansa	14	36	50	247	243	490			0	33	18	51	261	279	540
Nkana			0	16	127	143	9	26	35			0	25	153	178
ZAMISE			0			0	34	49	83			0	34	49	83
St Mary's (Mbala)			0			0	201	137	338	36	12	48	201	137	338
chiuta Akuyanja			0			0	2	6	8			0	2	6	8
Sambizga College	8	16	24	51	79	130	55	64	119	14	3	17	114	159	273
South West			0			0	39	85	124			0	39	85	124
Keys Royal College			0	25	13	38			0	15	23	38	25	13	38
Jubeva			0	234	158	392			0		10	10	234	158	392
Lyambia	36	66	102	89	307	396			0	21	5	26	125	373	498
George Benson Christian			0			0	199	130	329	7	12	19	199	130	329



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Total	252	585	837	4,207	4,826	9,033	1,830	1,725	3,555	539	292	831	6,289	7,136	13,425
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Note: Colleges marked with an asteric (*) did not submit data for 2020

Public Universities

Table 8.2 shows the public universities enrolment for the 2019. Table 8.3 shows the totals for the Academic Staff by for the public universities.

Table 8.2: Public Universities Student Enrolments in 2019 (Fulltime Programmes Only)

Type of School	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	1,273	1,063	2,336			0	1,273	1,063	2,336
School of Natural Resources	1,000	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 Math & Natural Science			0	1,173	554	1,727			0	1,173	554	1,727
School of Agriculture	220	137	357			0	163	66	229	383	203	586
School of Education	2,693	2,883	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	1,440	1,494	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

Table 8.3 shows the totals for the Academic Staff for the Public Universities.

Table 8.3: Academic Staff by Sex in the Three Public Universities - 2019



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

Note: CBU did not submit academic staff data

CHAPTER 9: ICT IN EDUCATION

Computers in schools (ICTs)

Tables 9.1 – 9.6 shows the number of computers by province, running agency, education level and location. The number of computers had increased by 27,109 (175%) between 2014 (15,490) and 2019 (42,599).

Table 9.1: Number of Computers by Province 2014-2019

Province	2014	2015	2016	2017	2018	2019
Central	1,281	1,682	2,255	2,851	3,833	4,419
Copperbelt	4,135	5,203	6,647	7,738	7,925	7,924
Eastern	714	1,221	2,205	3,248	3,109	3,936
Luapula	541	934	1,386	2,103	2,164	2,370
Lusaka	3,713	4,786	5,406	6,209	6,958	8,139
Muchinga	478	567	817	1,457	1,984	1,759
North Western	753	1,132	1,657	2,113	2,451	2,666
Northern	508	746	1,133	1,529	2,086	2,135
Southern	2,537	2,851	3,942	5,932	6,119	7,015
Western	830	904	1,127	1,692	1,789	2,236
Total	15,490	20,026	26,575	34,872	38,418	42,599

Table 9.2: Number of Computers by Running Agency 2014-2019

Running Agency	2014	2015	2016	2017	2018	2019
GRZ	8,419	10,515	16,472	23,742	25,516	28,816
Grant Aided	1,936	2,429	2,866	3,803	4,157	4,181
Private	4,681	6,280	6,473	6,358	7,415	8,242
Community	454	802	764	969	1,330	1,360
Total	15,490	20,026	26,575	34,872	38,418	42,599

Table 9.3: NUMBER OF COMPUTERS IN PRIMARY SCHOOLS BY RUNNING AGENCY - 2019

Region_nam	Community	Grant-aided (from GRZ)	GRZ	Private	Total
Central	1,631	77	495	70	2,273
Copperbelt	2,523	58	1,742	317	4,640
Eastern	1,823	241	147	37	2,248
Luapula	1,297	87	122	4	1,510
Lusaka	2,825	289	1,605	679	5,398
Muchinga	859	10	150	5	1,024
North Western	933	26	297	30	1,286
Northern	612	134	175	8	929



Southern	3,356	461	851	139	4,807
Western	1,199	39	88	1	1,327
Total	17,058	1,422	5,672	1,290	25,442

Figure 9.1: Number of Computers in Schools from 2014 to 2019

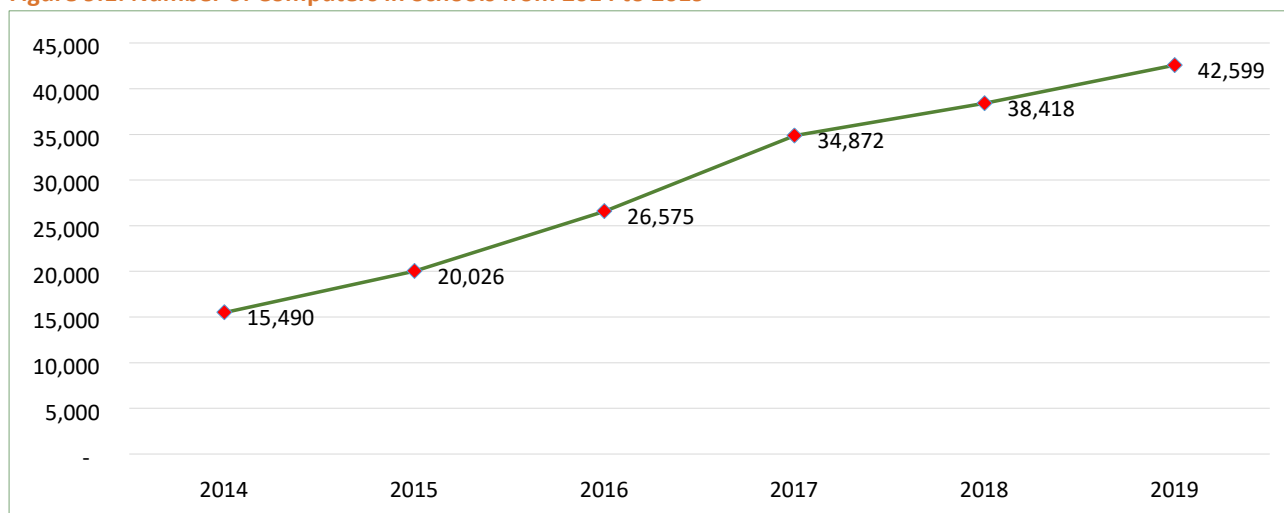


Table 9.4: Number of Computers in Secondary Schools by Running Agency - 2019

Province	Community	Grant-aided (from GRZ)	GRZ	Private	Total
Central	1,540	268	338		2,146
Copperbelt	2,113	448	723		3,284
Eastern	1,267	306	93	22	1,688
Luapula	632	196	32		860
Lusaka	1,573	252	896	20	2,741
Muchinga	682	46	-	7	735
North Western	1,216	68	83	13	1,380
Northern	857	317	32		1,206
Southern	1,134	711	363		2,208
Western	744	147	10	8	909
Total	11,758	2,759	2,570	70	17,157

Table 9.5: Number of Schools with Computers by Running Agency 2014-2019

Running Agency	2014	2015	2016	2017	2018	2019
GRZ	687	935	2,304	2,840	2,916	2,978
Grant Aided	99	109	167	201	223	226
Private	405	650	516	514	577	664
Community	71	75	140	167	204	211
Total Schools	1,262	1,769	3,127	3,722	3,920	4,079

Table 9.6: Number of Computers by Education Level 2014-2019

Education Level	2014	2015	2016	2017	2018	2019



Secondary	7,961	9,785	11,985	14,121	15,082	17,157
Primary	7,529	10,241	14,590	20,751	23,336	25,442
Total	15,490	20,026	26,575	34,872	38,418	42,599

Figure 9.2: Number of Computers in Primary School by Running Agency 2019

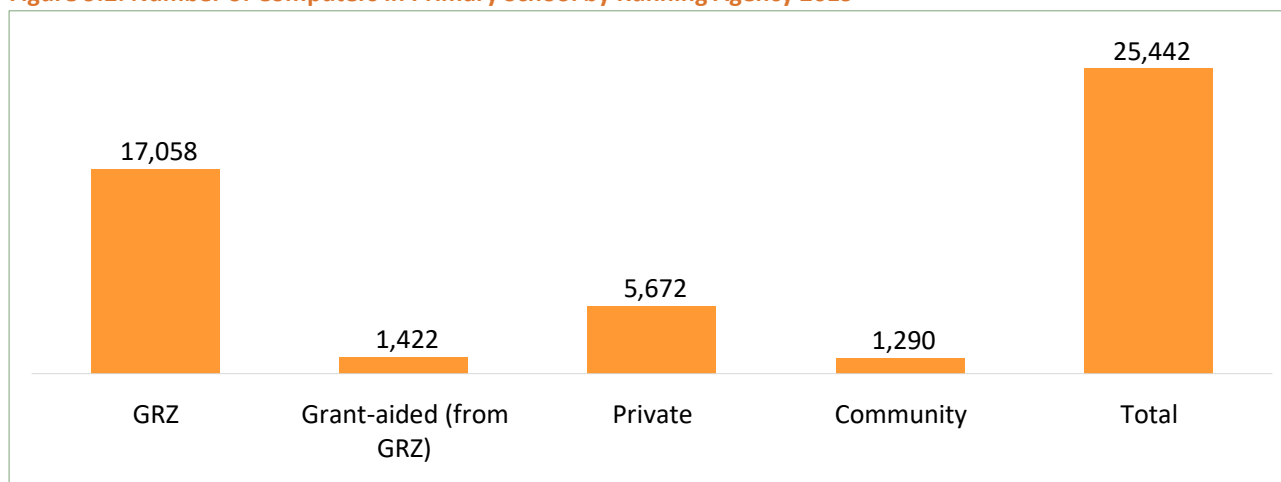


Figure 9.3 Number of Computer in Secondary Schools by Running Agency 2019

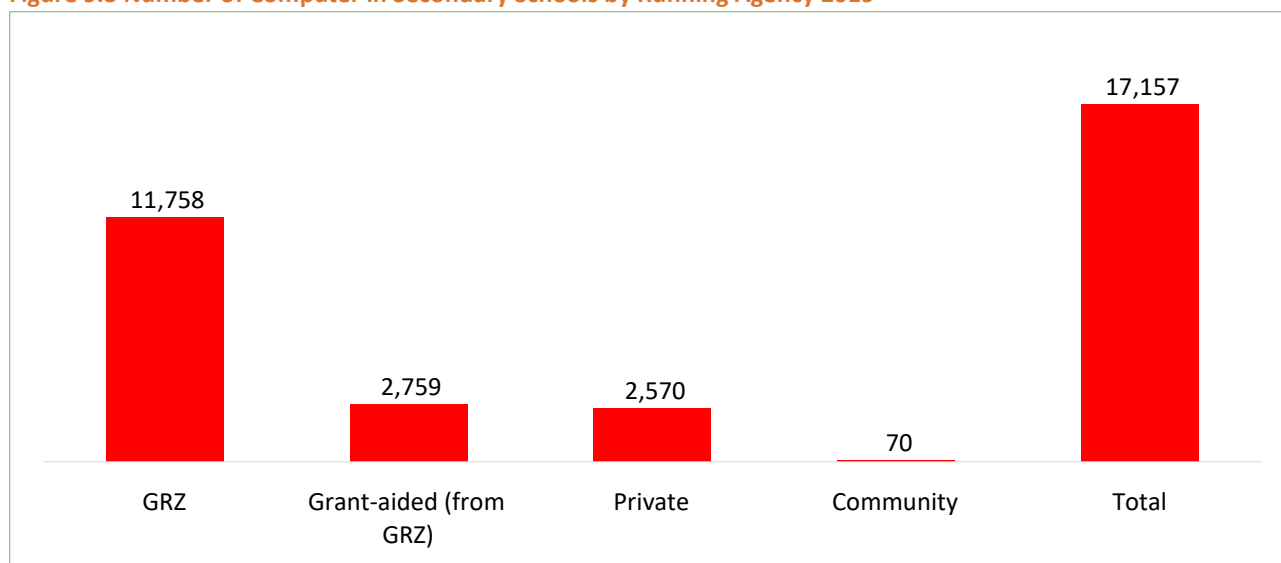


Table 9.7: Distribution of Computers in all Schools by Province and Rural/Urban- 2019

Province	Rural Area	Urban Area	Total
Central	2,900	1,519	4,419
Copperbelt	1,521	6,403	7,924
Eastern	2,894	1,042	3,936
Luapula	1,706	664	2,370
Lusaka	1,740	6,399	8,139
Muchinga	1,360	399	1,759
North Western	1,948	718	2,666
Northern	1,371	764	2,135
Southern	4,217	2,798	7,015



Western	1,426	810	2,236
Total	21,083	21,516	42,599

Table 9.8: Distribution of Computers in all Secondary Schools by Province and Rural/Urban-2019

Province	Rural Area	Urban Area	Total
Central	1,437	709	2,146
Copperbelt	736	2,548	3,284
Eastern	1,081	607	1,688
Luapula	523	337	860
Lusaka	557	2,184	2,741
Muchinga	642	93	735
North Western	947	433	1,380
Northern	829	377	1,206
Southern	1,295	913	2,208
Western	501	408	909
Total	8,548	8,609	17,157

Table 9.9: Distribution of Computers in Primary Schools by Province and Rural/Urban-2019

Province	Rural Area	Urban Area	Total
Central	1,463	810	2,273
Copperbelt	785	3,855	4,640
Eastern	1,813	435	2,248
Luapula	1,183	327	1,510
Lusaka	1,183	4,215	5,398
Muchinga	718	306	1,024
North Western	1,001	285	1,286
Northern	542	387	929
Southern	2,922	1,885	4,807
Western	925	402	1,327
Total	12,535	12,907	25,442

CHAPTER 10:

COMPUTER LABORATORIES AND INTERNET FACILITIES

Tables 10.1 - 10.4 show the distribution of computer laboratories in all schools by province in 2019.

Table 10.1: Number of Computer Laboratories in All Schools by Region-2019

Province	Temporary	Incomplete	Permanent	(2019) Total	2018
Central	143	15	191	349	190
Copperbelt	12	14	378	404	388
Eastern	16	14	127	157	152
Luapula	9	23	95	127	74
Lusaka	66	10	331	407	344
Muchinga	9	15	64	88	73
North Western	6	7	90	103	74



Northern	13	2	75	90	79
Southern	18	25	264	307	299
Western	11	6	87	104	90
Total	303	131	1,702	2,136	1,763

Table 10.2: Distribution of Computer Laboratories in Primary Schools by Province - 2019

Province	Temporary	Incomplete	Permanent	2019	2018
Central	11	7	111	129	102
Copperbelt	9	11	227	247	254
Eastern	5	8	54	67	54
Luapula	4	9	56	69	44
Lusaka	53	5	223	281	247
Muchinga	4	6	34	44	41
North Western	0	3	41	44	33
Northern	4	1	31	36	33
Southern	14	19	170	203	201
Western	9	4	50	63	44
Total	113	73	997	1,183	1,053

Table 10.3: Distribution of Computer Laboratories in Secondary Schools by Province - 2019

Province	Temporary	Incomplete	Permanent	(2019) Total	2018
Central	132	8	80	220	88
Copperbelt	3	3	151	157	134
Eastern	11	6	73	90	98
Luapula	5	14	39	58	30
Lusaka	13	5	108	126	97
Muchinga	5	9	30	44	32
North Western	6	4	49	59	41
Northern	9	1	44	54	46
Southern	4	6	94	104	98
Western	2	2	37	41	46
Total	190	58	705	953	710

Table 10.4: Number of Permanent Computer Laboratories by Running Agency in all Schools - 2019

Province	Community	Grant-aided	GRZ	Private	(2019) Total
Central	4	16	125	46	191
Copperbelt	19	17	227	115	378
Eastern	3	25	80	19	127
Luapula	0	14	69	12	95
Lusaka	30	22	151	128	331
Muchinga	1	4	43	16	64
North Western	1	3	69	17	90
Northern	1	13	51	10	75
Southern	3	48	149	64	264
Western	1	7	71	8	87



Total	63	169	1,035	435	1,702
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Tables 10.5 – 10.7 show the number of schools with internet facilities by education level, running agency for the year.

Table 10.5: Number of Schools with Internet Facilities by Education Level - 2019

Province	Primary	Secondary	(2019) Total	2018
Central	213	62	275	132
Copperbelt	220	78	298	175
Eastern	191	48	239	58
Luapula	140	32	172	60
Lusaka	174	68	242	162
Muchinga	148	40	188	40
North Western	157	66	223	113
Northern	107	49	156	130
Southern	214	51	265	152
Western	204	28	232	82
Total	1,768	522	2,290	1,104

Table 10.6; Number of Primary Schools with Internet Facilities by running Agency - 2019

Province	Community	Grant-aided (from GRZ)	GRZ	Private	(2019) TOTAL	2018
Central	24	10	149	30	213	98
Copperbelt	30	3	92	95	220	112
Eastern	27	12	136	16	191	43
Luapula	8	4	117	11	140	40
Lusaka	40	7	55	72	174	113
Muchinga	19	1	114	14	148	28
North Western	9	1	137	10	157	75
Northern	5	8	87	7	107	100
Southern	30	13	135	36	214	105
Western	31	4	160	9	204	64
Total	223	63	1,182	300	1,768	778

Table 10.7: Number of Secondary Schools with Internet Facilities by running Agency - 2019

Province	Community	Grant-aided (from GRZ)	GRZ	Private	(2019) TOTAL	2018
Central	0	8	46	8	62	34
Copperbelt	0	10	55	13	78	63
Eastern	0	12	33	3	48	15
Luapula	0	3	26	3	32	20
Lusaka	0	4	39	25	68	49
Muchinga	1	2	35	2	40	12
North Western	2	3	55	6	66	38
Northern	0	8	38	3	49	30
Southern		16	27	8	51	47



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Western	2	4	22	0	28	18
Total	5	70	376	71	522	326



CHAPTER 11

HIV AND SEXUALITY EDUCATION HIV AND AIDS AND SEXUALITY EDUCATION FOR TEACHERS AND LEARNERS

HIV and AIDS and Sexuality Education for Teachers and Learners

Tables: 11.1-11.5 show distribution of schools that implemented rules and guidelines related to physical safety, stigma, discrimination, sexual harassment and abuse.

The rules and guidelines for HIV and AIDS including sexuality education for teachers, learners and other stakeholders were being implemented in over 76% of the schools in 2019.

Table 11.1: Number of Schools that Implemented Rules and Guidelines related to Physical Safety - 2019

Province	Primary	Secondary	Total Schools	Total Schools 2019	%Schools
Central	977	158	1,135	1,245	91.2
Copperbelt	896	133	1,029	1,181	87.1
Eastern	1,035	158	1,193	1,291	92.4
Luapula	615	85	700	760	92.1
Lusaka	618	111	729	860	84.8
Muchinga	601	100	701	789	88.8
North Western	678	141	819	900	91.0
Northern	815	135	950	1,010	94.1
Southern	1,106	114	1,220	1,366	89.3
Western	953	70	1,023	1,168	87.6
Total	8,294	1,205	9,499	10,570	89.9

Table 11.2: Number of Schools that Implemented Rules and Guidelines related to Stigma and Discrimination towards Staff and Students Living or Affected with HIV - 2019

Province	Primary	Secondary	Total Schools	Total School 2019	%Schools
Central	873	149	1,022	1,245	82.1
Copperbelt	791	124	915	1,181	77.5
Eastern	933	145	1,078	1,291	83.5
Luapula	547	83	630	760	82.9
Lusaka	546	102	648	860	75.3
Muchinga	514	96	610	789	77.3
North Western	574	128	702	900	78.0
Northern	693	125	818	1,010	81.0
Southern	999	102	1,101	1,366	80.6
Western	817	69	886	1,168	75.9
Total	7,287	1,123	8,410	10,570	79.6

Table 11.3: Number of Schools that Implemented Rules and Guidelines related to Stigma and Discrimination towards Staff Members based on Sex, Race or Ethnicity, Religion or any Other - 2019

Province	Primary	Secondary	Total Schools	Total Schools 2019	%Schools
Central	840	145	985	1,245	79.1



Copperbelt	754	123	877	1,181	74.3
Eastern	920	139	1,059	1,291	82.0
Luapula	547	82	629	760	82.8
Lusaka	528	100	628	860	73.0
Muchinga	523	94	617	789	78.2
North Western	538	126	664	900	73.8
Northern	672	120	792	1,010	78.4
Southern	982	102	1,084	1,366	79.4
Western	775	68	843	1,168	72.2
Total	7,079	1,099	8,178	10,570	77.4

Table 10.4: Number of Schools that Implemented Rules and Guidelines related to Stigma and Discrimination towards Students based on Sex, Race or Ethnicity, Religion or any Other - 2020

Province	Primary	Secondary	Total Schools	Total Schools 2019	% Schools
Central	833	150	983	1,245	79.0
Copperbelt	751	123	874	1,181	74.0
Eastern	914	140	1,054	1,291	81.6
Luapula	534	82	616	760	81.1
Lusaka	525	99	624	860	72.6
Muchinga	519	93	612	789	77.6
North Western	540	122	662	900	73.6
Northern	682	123	805	1,010	79.7
Southern	961	102	1,063	1,366	77.8
Western	769	66	835	1,168	71.5
Total	7,028	1,100	8,128	10,570	76.9

Table 11.5: Number of Schools that Implemented Rules and Guidelines related to Sexual Harassment and Abuse - 2019

Province	Primary	Secondary	Total Schools	Total Schools 2019	%Schools
Central	841	150	991	1,245	79.6
Copperbelt	775	122	897	1,181	76.0
Eastern	944	141	1,085	1,291	84.0
Luapula	556	84	640	760	84.2
Lusaka	541	100	641	860	74.5
Muchinga	541	95	636	789	80.6
North Western	565	128	693	900	77.0
Northern	700	130	830	1,010	82.2
Southern	991	104	1,095	1,366	80.2
Western	805	66	871	1,168	74.6
Total	7,259	1,120	8,379	10,570	79.3

Table 11.6: Number of Schools that Implemented Rules and Guidelines related to Grievance and or Disciplinary Procedure in Case of Breach of Regulation described in the Rules Guidelines -2019

Province	Primary	Secondary	Total Schools	Total Schools 2019	%Schools
Central	832	152	984	1,245	79.0
Copperbelt	776	122	898	1,181	76.0



Eastern	951	155	1,106	1,291	85.7
Luapula	556	79	635	760	83.6
Lusaka	550	102	652	860	75.8
Muchinga	556	96	652	789	82.6
North Western	553	128	681	900	75.7
Northern	731	127	858	1,010	85.0
Southern	981	97	1,078	1,366	78.9
Western	787	62	849	1,168	72.7
Total	7,273	1,120	8,393	10,570	79.4

Table 11.7: Number of Schools that had Communicated the Rules and Guidelines to all Stakeholders - 2019

Province	Primary	Secondary	Total Schools	Total Schools 2019	%Schools
Central	842	154	996	1,245	80.0
Copperbelt	789	130	919	1,181	77.8
Eastern	976	156	1,132	1,291	87.7
Luapula	556	78	634	760	83.4
Lusaka	570	100	670	860	77.9
Muchinga	556	98	654	789	82.9
North Western	584	133	717	900	79.7
Northern	739	129	868	1,010	85.9
Southern	1,004	99	1,103	1,366	80.7
Western	815	65	880	1,168	75.3
Total	7,431	1,142	8,573	10,570	81.1

Table 11.8: Number of Schools that received Comprehensive HIV and Sexuality Education in the National Curricular in Generic Life Skills - 2019

Province	Primary	Secondary	Total Schools	Total Schools 2019	%Schools
Central	785	143	928	1,245	74.5
Copperbelt	730	125	855	1,181	72.4
Eastern	934	154	1,088	1,291	84.3
Luapula	529	81	610	760	80.3
Lusaka	529	92	621	860	72.2
Muchinga	530	92	622	789	78.8
North Western	535	121	656	900	72.9
Northern	694	125	819	1,010	81.1
Southern	953	91	1,044	1,366	76.4
Western	725	60	785	1,168	67.2
Total	6,944	1,084	8,028	10,570	76.0

Table 11.9: Number of Schools that received Comprehensive HIV and Sexuality Education in the National Curricular in Sexual Reproductive Health/Sexuality Education - 2019

Province	Primary	Secondary	Total Schools	Total Schools 2019	%Schools
Central	852	143	995	1,245	79.9
Copperbelt	801	134	935	1,181	79.2
Eastern	966	150	1,116	1,291	86.4
Luapula	545	76	621	760	81.7



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Lusaka	539	98	637	860	74.1
Muchinga	550	92	642	789	81.4
North Western	564	130	694	900	77.1
Northern	739	131	870	1,010	86.1
Southern	985	100	1,085	1,366	79.4
Western	809	63	872	1,168	74.7
Total	7,350	1,117	8,467	10,570	80.1



CHAPTER 12: SANITATION AND HYGIENE

Table 12.1a: Distribution of Pit Latrines and Flushing Toilets for Teachers by Sex and Condition - 2019.

Province	Toilet Type	Temporary Pit	Permanent Pit Working	Permanent Flush Working	Permanent Flush Not Working	Permanent Pit Not Working
Central	Boys	734	2,055	1,370	143	78
	Girls	745	2,339	1,575	134	94
Copperbelt	Boys	322	971	4,242	447	84
	Girls	313	1,046	4,954	297	79
Eastern	Boys	757	2,754	604	94	128
	Girls	786	3,065	644	70	120
Luapula	Boys	574	1,701	334	99	96
	Girls	514	1,818	326	47	106
Lusaka	Boys	137	1,120	4,221	218	100
	Girls	146	1,192	3,547	226	113
Muchinga	Boys	629	1,222	277	89	63
	Girls	607	1,343	305	59	63
North Western	Boys	921	1,013	345	93	109
	Girls	916	1,101	418	136	98
Northern	Boys	875	1,919	427	52	113
	Girls	787	1,996	518	44	103
Southern	Boys	449	3,490	1,872	95	130
	Girls	490	3,846	2,197	100	119
Western	Boys	2,494	1,206	464	151	135
	Girls	2,666	1,342	481	170	146
Total		15,862	36,539	29,121	2,764	2,077

Table 12.1a: Distribution of Pit Latrines and Flushing Toilets for Learners by Sex and Condition - 2019.

Province	Toilet Type	Temporary Pit	Permanent Pit Working	Permanent Flush Working	Permanent Flush Not Working	Permanent Pit Not Working
Central	Male Staff	262	590	342	34	25
	Female Staff	201	576	368	31	23
Copperbelt	Male Staff	134	342	949	57	23
	Female Staff	98	344	1,093	53	22
Eastern	Male Staff	275	794	144	16	25
	Female Staff	205	774	138	17	21
Luapula	Male Staff	160	459	85	13	17
	Female Staff	110	426	78	21	23
Lusaka	Male Staff	46	299	774	32	23
	Female Staff	42	301	867	44	19
Muchinga	Male Staff	201	399	70	9	14
	Female Staff	149	347	66	10	12
North Western	Male Staff	394	420	120	11	24
	Female Staff	235	280	122	19	21
Northern	Male Staff	232	524	116	11	25
	Female Staff	142	512	112	10	23
Southern	Male Staff	192	798	373	16	24
	Female Staff	158	759	402	14	21
Western	Male Staff	765	312	100	6	23
	Female Staff	595	300	104	7	17



Total	4,596	9,556	6,423	431	425
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Sanitation and Hygiene

Table 12.1C shows the type and number of sanitary facilities, by sex and condition, available in schools-2019.

Table 12.1c: Distribution of Pit Latrines and Flushing Toilets for Staff Houses by Condition - 2019

Province	Toilet Type	Temporary Pit	Permanent Pit Working	Permanent Flush Working	Permanent Flush Not Working	Permanent Pit Not Working
Central	Staff Houses	1,573	1,890	902	55	71
Copperbelt	Staff Houses	352	443	1,011	56	38
Eastern	Staff Houses	1,581	2,508	698	57	130
Luapula	Staff Houses	1,098	799	268	233	99
Lusaka	Staff Houses	133	732	1,348	120	49
Muchinga	Staff Houses	1,528	705	299	16	34
North Western	Staff Houses	1,725	946	387	111	109
Northern	Staff Houses	1,871	820	347	28	45
Southern	Staff Houses	1,371	3,040	1,247	18	107
Western	Staff Houses	3,629	800	285	135	162
Total		14,861	12,683	6,792	829	844

Table 12.1d: Permanent Flushing Toilets Working-All Schools - 2019

Province	Boys	Girls	Female Staff	Male Staff	Staff Houses	Total
Central	1,370	1,575	368	342	902	4,557
Copperbelt	4,242	4,954	1,093	949	1,011	12,249
Eastern	604	644	138	144	698	2,228
Luapula	334	326	78	85	268	1,091
Lusaka	4,221	3,547	867	774	1,348	10,757
Muchinga	277	305	66	70	299	1,017
North Western	345	418	122	120	387	1,392
Northern	427	518	112	116	347	1,520
Southern	1,872	2,197	402	373	1,247	6,091
Western	464	481	104	100	285	1,434
Total	14,156	14,965	3,350	3,073	6,792	42,336

Table 12.2: Permanent Pit Latrines Working - 2019

Province	Boys	Girls	Female Staff	Male Staff	Staff Houses	Total
Central	2,055	2,339	576	590	1,890	7,450
Copperbelt	971	1,046	344	342	443	3,146
Eastern	2,754	3,065	774	794	2,508	9,895
Luapula	1,701	1,818	426	459	799	5,203
Lusaka	1,120	1,192	301	299	732	3,644
Muchinga	1,222	1,343	347	399	705	4,016
North Western	1,013	1,101	280	420	946	3,760
Northern	1,919	1,996	512	524	820	5,771
Southern	3,490	3,846	759	798	3,040	11,933
Western	1,206	1,342	300	312	800	3,960
Total	17,451	19,088	4,619	4,937	12,683	58,778



Table 12.3: Temporary Pit Latrines - 2019

Province	Boys	Girls	Female Staff	Male Staff	Staff Houses	Total
Central	734	745	201	262	1,573	3,515
Copperbelt	322	313	98	134	352	1,219
Eastern	757	786	205	275	1,581	3,604
Luapula	574	514	110	160	1,098	2,456
Lusaka	137	146	42	46	133	504
Muchinga	629	607	149	201	1,528	3,114
North Western	921	916	235	394	1,725	4,191
Northern	875	787	142	232	1,871	3,907
Southern	449	490	158	192	1,371	2,660
Western	2,494	2,666	595	765	3,629	10,149
Total	7,892	7,970	1,935	2,661	14,861	35,319

Table 12.4: Permanent Flush Toilets not Working - 2019

Province	Boys	Girls	Female Staff	Male Staff	Staff Houses	Total
Central	143	134	31	34	55	397
Copperbelt	447	297	53	57	56	910
Eastern	94	70	17	16	57	254
Luapula	99	47	21	13	233	413
Lusaka	218	226	44	32	120	640
Muchinga	89	59	10	9	16	183
North Western	93	136	19	11	111	370
Northern	52	44	10	11	28	145
Southern	95	100	14	16	18	243
Western	151	170	7	6	135	469
Total	1,481	1,283	226	205	829	4,024

Table 12.5: Permanent Pit Latrines not Working - 2019

Province	Boys	Girls	Female Staff	Male Staff	Staff Houses	Total
Central	78	94	23	25	71	291
Copperbelt	84	79	22	23	38	246
Eastern	128	120	21	25	130	424
Luapula	96	106	23	17	99	341
Lusaka	100	113	19	23	49	304
Muchinga	63	63	12	14	34	186
North Western	109	98	21	24	109	361
Northern	113	103	23	25	45	309
Southern	130	119	21	24	107	401
Western	135	146	17	23	162	483
Total	1,036	1,041	202	223	844	3,346

Table 12.6: Permanent Flushing Toilets Working for Secondary Schools - 2019

Province	Boys	Girls	Female Staff	Male Staff	Staff Houses	Total
Central	747	148	910	156	696	2,657



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Copperbelt	1,391	325	1,692	291	596	4,295
Eastern	436	69	446	82	594	1,627
Luapula	212	43	200	50	236	741
Lusaka	1,024	258	1,199	242	779	3,502
Muchinga	156	27	180	34	254	651
North Western	150	63	227	66	264	770
Northern	254	56	338	52	297	997
Southern	963	133	1,196	148	1,044	3,484
Western	345	65	357	64	265	1,096
Total	5,678	1,187	6,745	1,185	5,025	19,820



CHAPTER 13: WATER SANITATION AND HYGIENE (WASH)

Table 13.1 shows the proportion of schools in the respective provinces where hygiene education was taught. Compared to 2018, all provinces had had shown improvements in 2019, where hygiene education was taught in schools. All provinces recorded some improvements.

Table 13.1: Distribution of Schools where Hygiene Education was Taught- 2019

Province	Primary	Secondary	Total	Total Schools	2016(%)	2017(%)	2018 (%)	2019 (%)
Central	1,066	163	1,229	1,245	95.0	87.7	84.7	98.71
Copperbelt	1,004	139	1,143	1,181	68.9	76.7	79.8	96.78
Eastern	1,116	162	1,278	1,291	64.3	61.6	87.9	98.99
Luapula	657	88	745	760	97.4	96.4	89.2	98.03
Lusaka	701	127	828	860	79.5	81.5	75.2	96.28
Muchinga	673	104	777	789	92.3	94.1	76.3	98.48
North Western	730	151	881	900	86.3	82.3	87.8	97.89
Northern	856	136	992	1,010	92.5	88.4	75.7	98.22
Southern	1,222	123	1,345	1,366	90.2	89.5	82.5	98.46
Western	1,047	73	1,120	1,168	90.7	82.1	92.8	95.89
Total	9,072	1,266	10,338	10,570	76.0	74.6	74.2	97.81

Table 13.2 shows proportion of schools providing waste disposal facilities, one of the requirements to providing a conducive school learning environment.

Table 13.2: Number of Schools which provided Waste Disposal Facilities - 2019

Province	Primary	Secondary	Total	Total Schools	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	940	149	1,089	1,245	87.5	76.8	76.3	70.1
Copperbelt	892	130	1,022	1,181	86.5	81.1	80.7	56.8
Eastern	991	152	1,143	1,291	88.5	74.8	72.0	54.2
Luapula	569	83	652	760	85.8	76.1	80.3	79.4
Lusaka	649	113	762	860	88.6	69.0	79.1	68.4
Muchinga	563	99	662	789	83.9	65.2	73.2	64.6
North Western	614	139	753	900	83.7	71.6	68.7	63.5
Northern	754	126	880	1,010	87.1	62.4	72.5	69.8
Southern	1,126	118	1,244	1,366	91.1	74.7	87.2	77.8
Western	832	68	900	1,168	77.1	71.0	67.4	63.1
Total	7,930	1,177	9,107	10,570	86.2	72.7	76.0	66.5

Table 13.3 shows proportion of schools practicing handwashing which is an outcome of hygiene education

Tables 13.3: Number of Schools which Practised Hand Washing - 2019

Province	Primary	Secondary	Total	Total Schools	2016(%)	2017(%)	2018 (%)	2019 (%)
Central	1,043	163	1,206	1,245	85.5	88.7	84.6	96.9
Copperbelt	1,002	138	1,140	1,181	68.0	96.0	94.6	96.5



Eastern	1,105	162	1,267	1,291	61.8	83.7	86.0	98.1
Luapula	648	89	737	760	92.5	94.2	87.1	97.0
Lusaka	699	125	824	860	77.8	92.1	75.1	95.8
Muchinga	650	102	752	789	80.6	88.8	73.9	95.3
North Western	727	151	878	900	81.5	85.3	86.1	97.6
Northern	839	136	975	1,010	87.7	84.9	72.9	96.5
Southern	1,221	123	1,344	1,366	87.6	94.9	82.5	98.4
Western	1,007	74	1,081	1,168	81.0	84.4	86.6	92.6
Total	8,941	1,263	10,204	10,570	79.8	89.3	83.3	96.5

Table 13.5 shows the proportion of schools that provide soap for handwashing.

Tables 13.5: Number of Schools which Provided Soap for Hands Washing - 2019

Province	Primary	Secondary	Total	Total Schools	2016(%)	2017(%)	2018 (%)	2019 (%)
Central	973	155	1,128	1,245	70.7	72.7	78.2	90.6
Copperbelt	950	130	1,080	1,181	58.4	82.7	83.4	91.4
Eastern	1,042	158	1,200	1,291	56.5	69.7	73.8	93.0
Luapula	631	88	719	760	86.3	86.6	80.5	94.6
Lusaka	682	117	799	860	69.7	80.3	69.8	92.9
Muchinga	591	98	689	789	61.5	66.9	64.5	87.3
North Western	702	148	850	900	72.2	73.9	76.8	94.4
Northern	788	130	918	1,010	73.4	73.9	74.0	90.9
Southern	1,177	117	1,294	1,366	76.2	87.8	79.1	94.7
Western	865	71	936	1,168	58.2	63.0	68.8	80.1
Total	8,401	1,212	9,613	10,570	67.8	75.8	75.3	90.9

Table 13.6 shows the proportion of schools which offered Menstrual Hygiene Management Education meant to equip adolescent girl learners with knowledge about management of their menses. Lack of this knowledge could lead to absenteeism and ultimately drop out from school.

Tables 13.6: Distribution of Schools which Offered Menstrual Hygiene Management Education - 2019

Province	Primary	Secondary	Total	Total Schools	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	698	130	828	1,245	66.5	51.6	53.7	47.6
Copperbelt	638	118	756	1,181	64.0	52.1	51.4	35.5
Eastern	816	146	962	1,291	74.5	59.7	57.9	44.9
Luapula	402	74	476	760	62.6	51.0	53.1	54.3
Lusaka	536	107	643	860	74.8	54.7	63.2	51.9
Muchinga	386	84	470	789	59.6	48.8	38.7	40.4
North Western	431	134	565	900	62.8	50.2	47.7	42.7
Northern	474	105	579	1,010	57.3	34.5	41.5	39.8
Southern	931	101	1,032	1,366	75.5	61.6	70.5	60.8
Western	612	64	676	1,168	57.9	47.2	44.8	38.8
Total	5,924	1,063	6,987	10,570	66.1	51.5	53.1	45.8

Table 13.7 shows the percentage of schools providing sanitary towels for girls in 'emergency' situations - 2019.

Tables 13.7: Distribution of Schools Which Provided Sanitary Towels for Girls - 2019



Province	Primary	Secondary	Total	Total Schools	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	332	65	397	1,245	31.9	23.7	23.5	22.4
Copperbelt	326	83	409	1,181	34.6	31.5	26.9	18.4
Eastern	390	99	489	1,291	37.9	31.3	30.3	25.4
Luapula	141	41	182	760	23.9	18.1	18.8	23.6
Lusaka	365	89	454	860	52.8	39.9	36.9	30.2
Muchinga	184	59	243	789	30.8	20.7	18.9	15.2
North Western	259	88	347	900	38.6	31.2	33.4	29.0
Northern	168	52	220	1,010	21.8	12.4	16.9	27.8
Southern	427	61	488	1,366	35.7	38.7	36.9	32.8
Western	222	40	262	1,168	22.4	15.9	15.5	16.0
Total	2,814	677	3,491	10,570	33.0	26.8	26.2	24.3

Schools with Facilities for Disposal of used Sanitary Towels

Table 13.8 shows the number and percentage of schools which provided facilities for disposal of used sanitary towels

Tables 13.8: Number of Schools which had Facilities for Disposal of used Sanitary Towels - 2019

Province	Primary	Secondary	Total	Total Schools	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	339	78	417	1,245	33.5	25.7	27.4	25.3
Copperbelt	327	83	410	1,181	34.7	25.1	25.8	18.0
Eastern	412	91	503	1,291	39.0	31.8	32.2	26.7
Luapula	144	51	195	760	25.7	25.3	26.1	27.1
Lusaka	328	91	419	860	48.7	36.6	38.3	30.4
Muchinga	205	57	262	789	33.2	21.2	22.8	18.8
North Western	232	90	322	900	35.8	26.4	28.8	27.1
Northern	234	66	300	1,010	29.7	19.7	20.0	22.2
Southern	419	68	487	1,366	35.7	34.4	34.1	29.9
Western	292	37	329	1,168	28.2	20.2	20.1	18.2
Total	2,932	712	3,644	10,570	34.5	26.9	27.8	24.4

Table 13.9 shows the proportion of schools that had maintenance committees for WASH.

Tables 13.9: Number of Schools which had Functional School Maintenance Committees for Wash - 2019

Province	Primary	Secondary	Total	Total Schools	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	814	154	968	1,245	77.8	68.0	72.4	66.0
Copperbelt	745	122	867	1,181	73.4	61.0	62.7	45.2
Eastern	952	152	1,104	1,291	85.5	72.1	73.1	54.5
Luapula	498	72	570	760	75.0	74.4	76.7	75.6
Lusaka	500	116	616	860	71.6	61.1	64.0	56.7
Muchinga	528	93	621	789	78.7	71.2	76.5	65.7
North Western	509	114	623	900	69.2	54.4	59.5	53.8
Northern	719	126	845	1,010	83.7	70.8	71.8	72.3
Southern	1,032	115	1,147	1,366	84.0	83.5	82.7	73.0
Western	829	67	896	1,168	76.7	66.0	65.7	57.5
Total	7,126	1,131	8,257	10,570	78.1	68.6	70.8	61.6

Table 13.10 shows the number of schools which had work plans for maintaining WASH facilities.

Tables 13.10: Number of Schools which had Work Plans for Maintaining Wash Facilities - 2019

Province	Primary	Secondary	Total	Total Schools	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	868	147	1,015	1,245	81.5	76.1	75.5	68.4



Copperbelt	799	127	926	1,181	78.4	70.7	69.4	47.5
Eastern	991	152	1,143	1,291	88.5	76.2	75.0	54.9
Luapula	506	74	580	760	76.3	65.6	76.2	77.8
Lusaka	583	113	696	860	80.9	71.5	72.5	58.9
Muchinga	554	93	647	789	82.0	63.5	78.5	71.1
North Western	536	111	647	900	71.9	62.6	61.2	56.2
Northern	720	123	843	1,010	83.5	66.1	72.2	71.7
Southern	1,049	115	1,164	1,366	85.2	78.0	79.7	70.8
Western	868	64	932	1,168	79.8	69.0	67.4	61.1
Total	7,474	1,119	8,593	10,570	81.3	70.7	72.9	63.2

Figure 13.1: Number and Percent of Schools which had Work Plans for Maintaining Water and Sanitation



CHAPTER 14: SOURCES OF POWER (ELECTRICITY)

Tables 14.1, 14.2 and 14.3 show distribution of schools by power sources. The number of schools without power was higher than all schools with various power sources combined. Of the 5,950 schools without any form of power source, 5,652 were primary schools while 298 were Secondary schools.

Table 14.1: Numbers of Schools by Power Source - 2019

Province	Generator	Main Power Grid	No Power	Solar	Stand Alone Hydropower
Central	45	364	779	71	3
Copperbelt	48	716	388	59	5
Eastern	38	277	784	108	3
Luapula	28	268	397	99	3
Lusaka	45	610	198	62	2
Muchinga	26	134	541	79	6
North Western	14	221	596	68	14
Northern	15	208	704	92	3
Southern	35	408	753	103	7
Western	18	206	810	105	4
Total	312	3,412	5,950	846	50

Table 14.2: Numbers of Primary Schools by Power Source - 2019

Province	Generator	Main Power Grid	No Power	Solar	Stand Alone Hydropower
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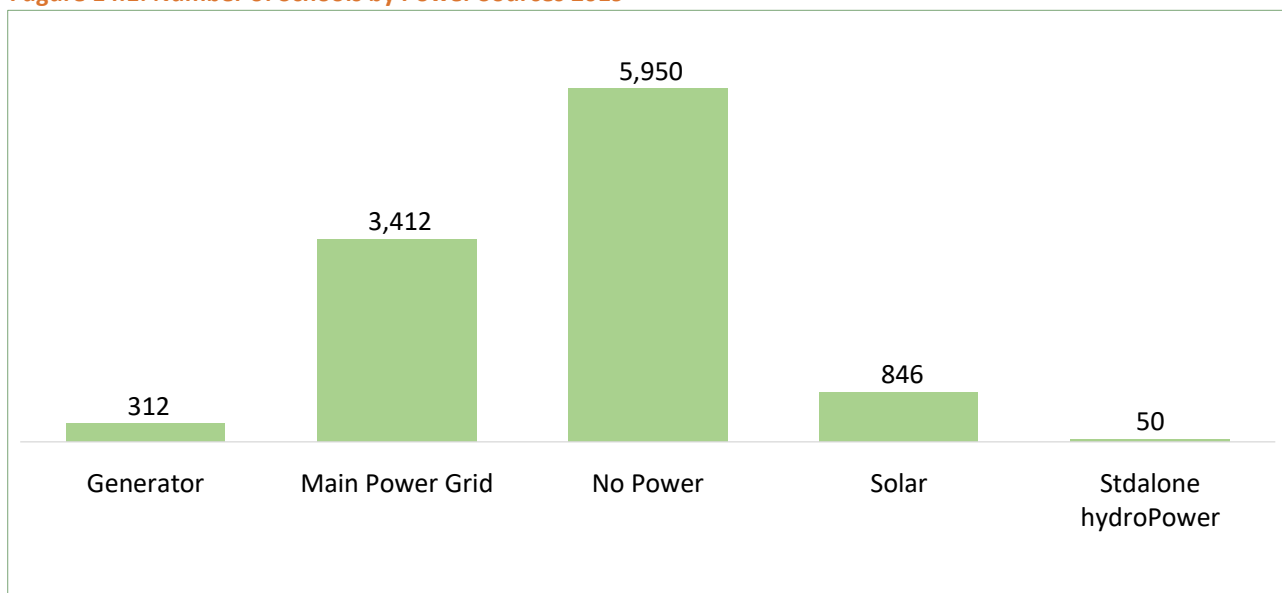


Central	25	265	734	76	2
Copperbelt	27	581	383	49	5
Eastern	20	190	745	127	2
Luapula	12	210	377	84	3
Lusaka	35	502	190	45	2
Muchinga	13	93	500	71	5
North Western	6	144	534	59	11
Northern	4	133	663	72	1
Southern	29	311	733	104	6
Western	7	155	796	137	4
Total	178	2,584	5,655	824	41

Table 14.3: Numbers of Secondary Schools by Power Source - 2019

Province	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Central	9	99	46	7	1
Copperbelt	8	135	5	8	0
Eastern	6	88	41	9	1
Luapula	7	58	20	9	0
Lusaka	4	108	8	8	0
Muchinga	8	41	41	8	1
North Western	8	77	62	10	3
Northern	5	75	41	6	2
Southern	6	97	20	8	1
Western	9	51	14	9	0
Total	70	829	298	82	9

Figure 14.1: Number of Schools by Power Sources 2019



Tables 14.5, 14.5 and 14.6, show the power sources of all schools by running agency in both primary and secondary schools.

Table 14.4: Power Sources by Running Agency in all Schools - 2019

Running Agency	Generator	Main Power Grid	No Power	Solar	Stalone Hydropower
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Community	20	379	1,818	71	10
Grant-aided (from GRZ)	48	237	84	51	0
GRZ	215	2,005	3,887	690	32
Private	130	763	59	63	8
Total	413	3,384	5,848	875	50

Table 14.5: Power Sources by Running Agency in Primary Schools - 2019

Running Agency	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Community	19	372	1,813	70	10
Grant-aided (from GRZ)	11	127	78	23	0
GRZ	90	1,412	3,613	787	24
Private	82	648	53	43	7
Total	202	2,559	5,557	923	41

Table 14.6: Power Sources by Running Agency in Secondary Schools - 2019

Running Agency	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Community	1	7	5	1	0
Grant-aided (from GRZ)	11	110	6	18	0
GRZ	45	593	274	54	8
Private	18	115	6	15	1
Total	75	825	291	88	9

Figure 14.2: Total Power Sources by Running Agency 2019

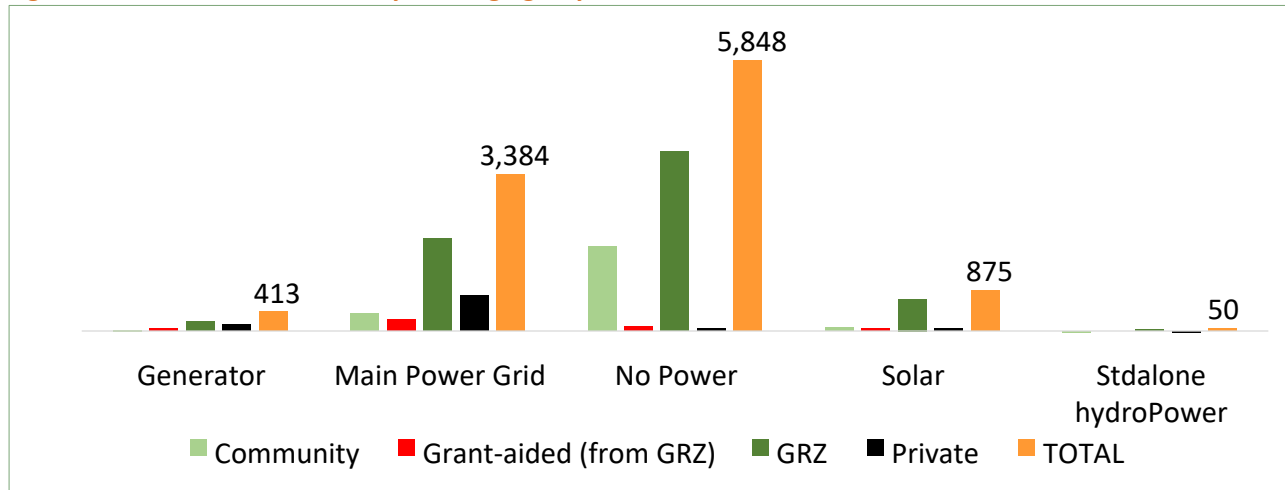


Table 14.7: Number of all Schools by Power Source by Rural and Urban - 2019

Power Source	Rural Area	Urban Area	Total
Generator	177	135	312
Main Power Grid	1,610	1,802	3,412
No Power	5,650	300	5,950
Solar	773	75	848
Stand-alone hydropower	32	16	48
Total	8,242	2,328	10,570

Table 14.8: Number of Secondary Schools by Power Source by Rural and Urban - 2019



Power Source	Rural Area	Urban Area	Total
Generator	50	20	70
Main Power Grid	446	383	829
No Power	285	13	298
Solar	70	12	82
Stand-alone hydropower	7	2	9
Total	858	430	1,288

CHAPTER 15: SOURCES OF WATER

Table 15.1, shows distribution of all schools by water sources. Tables 15.2 and 15.3 show the number of schools by water sources and education level. From the tables schools with borehole-pumps were the highest source of water in ALL schools at 4,985. At Primary level, the number of schools with boreholes was 4604 while at secondary level, schools were 424 with boreholes.

A higher number of schools still used well-unprotected water source in 2019 which should be a source of worry to the Education authorities especially with the issue of water borne disease such as cholera, typhoid and Covid 19.

The number of schools with piped water was low at 1581 schools of which 1282 were primary and 299 secondary schools.

Table 15.6 shows the number of all schools by water sources by running agency. Tables 15.7 and 15.8 show the water sources by running agency by education i.e primary and secondary levels. Some of the schools had more than one water sources such as borehole-piped and borehole-pump.

Table 15.1: Sources of Water in all Schools by Province - 2019

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	205	655	44	127	132	92
Copperbelt	312	236	28	471	128	72
Eastern	166	894	54	68	67	60
Luapula	48	394	51	68	69	148
Lusaka	309	111	7	349	55	8
Muchinga	63	351	61	42	83	144
North Western	80	478	80	89	72	133
Northern	69	397	61	76	99	273
Southern	139	767	41	199	78	67
Western	86	702	24	92	87	209
Total	1,477	4,985	451	1,581	870	1,206

Table 15.2: Sources of Water in Primary Schools by Province - 2019

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	135	607	43	93	118	87
Copperbelt	225	303	27	404	124	69
Eastern	102	785	48	49	57	58
Luapula	27	336	50	59	57	137



Lusaka	215	177	7	306	45	7
Muchinga	41	302	52	33	73	136
North Western	54	403	63	55	63	120
Northern	36	328	58	50	84	258
Southern	171	705	40	156	74	64
Western	56	658	23	77	85	207
Total	1,062	4,604	411	1,282	780	1,143

Table 15.3: Sources of Water in Secondary Schools by Province - 2019

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	35	45	1	34	14	5
Copperbelt	87	33	1	67	4	3
Eastern	41	50	6	19	10	2
Luapula	21	45	1	9	12	11
Lusaka	52	34	0	43	10	1
Muchinga	22	49	9	9	10	8
North Western	21	48	17	34	9	13
Northern	33	35	3	26	15	15
Southern	40	50	1	43	4	3
Western	20	35	1	15	2	2
Total	372	424	40	299	90	63

Table 15.4: Number of all Schools by Water Source and Location – 2019

Water Source	Rural Area	Urban Area	Total
Borehole-piped	700	777	1,477
Borehole-pump	4,611	374	4,985
None	419	32	451
Piped Water	393	1,188	1,581
well-protected	628	242	870
well-unprotected	1,148	58	1,206
Total	7,899	2,671	10,570

Table 15.5: Number of Secondary Schools by Water Source and Location - 2019

Water Source	Rural Area	Urban Area	Total
Borehole-piped	223	149	372
Borehole-pump	342	82	424
None	37	3	40
Piped Water	101	198	299
well-protected	55	35	90
well-unprotected	55	8	63
Total	813	475	1,288

Table 15.6: Water Sources by Running Agency in all Schools - 2019

Water Sources	Community	Grant-Aided (From Grz)	Grz	Private
Borehole-piped	190	160	957	370
Borehole-pump	313	171	4,306	95
None	235	11	204	1



Piped Water	326	80	617	558
well-protected	277	22	432	139
well-unprotected	273	16	803	14
Total	1,614	460	7,319	1,177

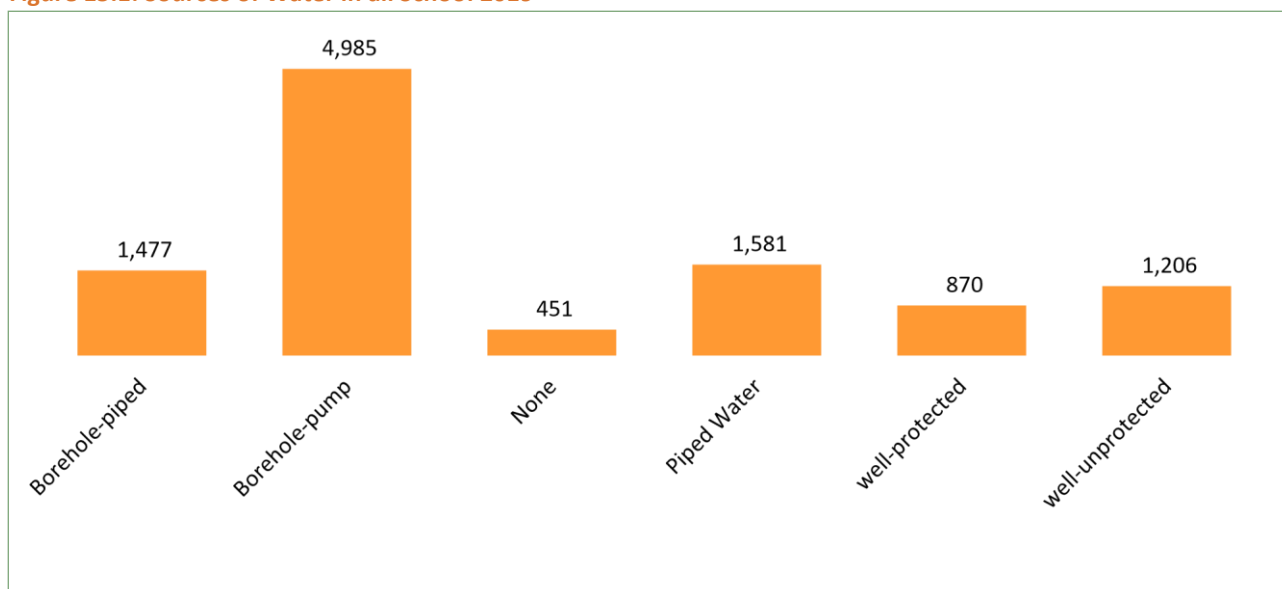
Table 15.7: Water sources by Running Agency in Primary Schools - 2019

Water Sources	Community	Grant-Aided (From GRZ)	Grz	Private
Borehole-piped	188	69	614	291
Borehole-pump	750	113	3,775	68
None	232	8	168	1
Piped Water	322	49	407	503
well-protected	220	13	360	131
well-unprotected	230	13	746	11
Total	1,942	265	6,070	1,005

Table 15.8: Water Sources by Running Agency in Secondary Schools - 2019

Water Sources	Community	Grant-Aided (From GRZ)	Grz	Private
Borehole-piped	2	91	185	40
Borehole-pump	8	58	407	15
None	1	3	36	0
Piped Water	3	31	210	45
well-protected	1	9	72	8
well-unprotected	0	3	57	3
Total	15	195	967	111

Figure 15.1: Sources of Water in all School 2019



CHAPTER 16:

EARLY CHILDHOOD EDUCATION (ECE)

Tables 16.1 shows the ECE Enrolment by sex and province and Table 16.2 illustrates enrolment by running agency and province in 2019. Community schools recorded more learners than private and granted aided institutions. Tables 16.3 illustrates enrolment trends by year and province.



Table 16.1: ECE Enrolment by Gender - 2019

Province	Male	Female	Total
Central	11,969	13,302	25,271
Copperbelt	17,877	19,310	37,187
Eastern	18,050	21,471	39,521
Luapula	8,763	9,791	18,554
Lusaka	13,479	14,978	28,457
Muchinga	6,034	6,568	12,602
N/ Western	5,724	5,983	11,707
Northern	6,130	6,742	12,872
Southern	21,601	23,256	44,857
Western	11,074	11,906	22,980
Total	120,701	133,307	254,008

Table 16.2: ECE Enrolment by Running Agency - 2019

Province	GRZ	Grant-Aided (From GRZ)	Community	Private	Total
Central	16,227	665	4,207	4,172	25,271
Copperbelt	12,900	535	8,672	15,080	37,187
Eastern	29,093	1,937	6,969	1,522	39,521
Luapula	15,566	208	1,078	1,702	18,554
Lusaka	6,101	606	13,219	8,531	28,457
Muchinga	9,271	139	1,860	1,332	12,602
North Western	8,795	250	417	2,245	11,707
Northern	9,707	930	1,198	1,037	12,872
Southern	29,560	1,573	8,924	4,800	44,857
Western	17,448	445	3,739	1,348	22,980
Total	154,668	7,288	50,283	41,769	254,008

TABLE 16.3 ECE Enrolment From 2014 - 2019

Province	2014	2015	2016	2017	2018	2019
Central	10,079	12,646	15,713	18,424	23,224	25,271
Copperbelt	24,240	23,244	29,394	31,991	34,437	37,187
Eastern	11,436	12,755	13,180	18,597	30,841	39,521
Luapula	9,107	9,927	11,908	13,458	16,969	18,554
Lusaka	21,885	23,830	25,222	26,876	28,923	28,457
Muchinga	5,735	6,535	7,578	10,319	11,685	12,602
N/ Western	4,523	5,313	5,599	6,958	9,493	11,707
Northern	6,782	7,465	7,590	10,684	12,669	12,872
Southern	30,770	33,416	34,529	35,652	40,040	44,857
Western	6,837	7,742	9,582	11,439	13,784	22,980
Total	131,394	142,873	160,295	184,398	222,065	254,008

Figure 16.1: ECE Enrolment from 2011 to 2019

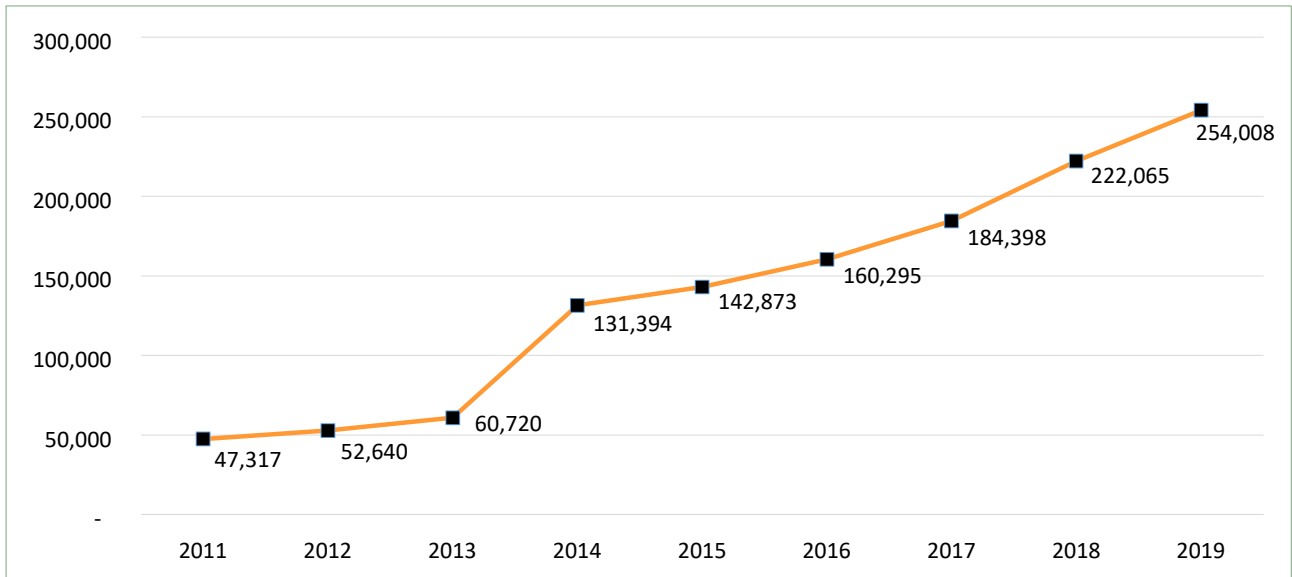


Table 16.4: Summary of Total ECE Enrolments by Years and running Agency 2017 - 2019

Year	GRZ	Grant-Aided (From GRZ)	Community	Private	Total
2019	154,668	7,288	50,283	41,769	254,008
2018	134,533	6,742	39,663	41,127	222,065
2017	105,045	6,180	37,328	35,845	184,398

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