



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION



EDUCATION STATISTICS BULLETIN 2020

Directorate of Planning and Information



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Information items designated as “unknown” in some of the tables in the bulletin represents the “Not Stated” category in the ASC questionnaires.

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EDUCATION STATISTICS BULLETIN 2020

Directorate of Planning and Information

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FOREWORD



The Ministry of Education (MEdu) 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 - 2020 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**

ACKNOWLEDGEMENT



The successful production of this Education Statistics Bulletin report for 2020 would not have been possible without the dedicated commitment of the individuals representing the Ministry of Education (MEdu), Zambia Statistics Agency (ZamStats) and the United Nations, Education, Scientific and Cultural Commission Organization (UNESCO).

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 2020 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.

A handwritten signature in black ink, appearing to read 'William Nyundu', with a stylized flourish at the end.

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



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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
CSO	Central Statistical Office
ECCDE	Early Childhood Care, Development and Education
ECZ	Examinations Council of Zambia
EoF	Educating Our Future
ESB	Educational Statistical Bulletin
EMIS	Education Management Information System
GA	Grant Aided School
GER	Gross Enrollment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
GRZ	Government of the Republic of Zambia
HIV	Human Immunodeficiency Virus
IRI	Interactive Radio Instruction
MoE	Ministry of Education
MoESP	Ministry of Education Strategic Plan
MDG	Millennium Development Goals
NER	Net Enrollment Rate
NIR	Net Intake Rate
NISTCOL	National In-Service Training College
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 six to eleven 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 institution where the second stage of the three 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

The Ministry of Education (MoE) manages an Integrated Education Management Information System (EMIS) that supports programmes and projects in the education sector. The EMIS facilitates implementation of the Monitoring and Evaluation (M&E) programmes and projects that is responsive to delivery of the education outcomes by different players in the sector. The data collection is done through the Annual School Census Questionnaires (ASCQ).

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.

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 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.
- **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 of and missing data as well as well as outliers etc.
- **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 partners/stakeholders/audiences who have 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 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**- production 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 receives a set of four (4) copies. After the school completes filling in the questionnaires, 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 respective districts, following an orientation of the district staff by the national level team in collaboration with Provincial Education Offices (PEOs).
- **Reporting/dissemination** - involve 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.

Limitations

Production of education statistics in the last few years has been characterised by a number of challenges ranging from logistical to technical capabilities. Chief among the challenges include but not restricted to the following:

- Inadequate and/or delayed funding
- Lack of equipment such as computers at all levels
- Lack of transport to timely undertake EMIS related activities at all levels
- Inadequate technical competencies particularly in relation to the creation of the database management systems and data manipulation.
- Lack of training of relevant staff in their respective fields

Another interesting issue to take note is that the school age population data used as a denominator in computing the indicators contained in this report is derived from the ZAMSTAT population projections from the 2010 census of population and housing which may be effected by population dynamics such emigration and migration factors especially when computing indicators at subnational levels such as district, constituency and zonal level. Not all schools consistently report data on a yearly basis thus trends data from one year to another may not be accurately comparable since the response rate may vary from year to year. Some schools like community schools may be operational one year and no operational the following year thus affecting the response rate. There is lack of trained teachers in some of the community schools who may have challenges in reporting data accurately thus affecting the quality of data reported.

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 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), placed education at the centre of the development process and had 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 developmental 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 it also served as an important instrument for monitoring implementation and performance, thereby providing 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 provided a critical platform for mobilising external support through, for example, the Global Partnerships for Education (GPE) among other agreements. Since NIF was launched in 2007, it was no longer necessary for the Ministry of Education to stick to “Strategic Plans” as the NIF served that role. In this regard, the 2003-2007 Strategic Plan was the last that the Ministry implemented as it was later succeeded by the decentralization policy of 2014 (Cabinet Circular no. 14 of 2014). It was about then that Ministry of Education started preparations for the decentralization and devolution of ECE, primary and adult education to the local authorities. The Ministry held several planning and preparatory meetings with Cabinet Office, Ministry of Local Government and Housing and other stakeholders to outline the process of implementing the National Decentralisation Policy.

EXECUTIVE SUMMARY

According to the Annual School Census for the year 2020, Zambia recorded the following; Primary Schools; there was an increase in the number of primary schools from 9,282 in 2019 to 9,441 in 2020. There was also a recorded an increase in permanent classroom spaces which had increased from 59,056 in 2019 to 59,419 in 2020.

Secondary Schools; there was an increase in the number of secondary schools from 1,288 in 2019 to 1,290 in 2020. Infrastructure development had continued in order to increase the classroom spaces at secondary education subsector level. In 2019, the total number of permanent classroom spaces reported for secondary education was 13,560 which increased to 13,763 in 2020.

Teachers: Nationally there was an aggregate increase in the number of teachers at both primary and secondary level from 114,801 in 2019 to 118,551 in 2020, an increase of 3750 translating into 2.27 percentage points.

Enrolment: Nationally there was a slight increase in enrolment at both primary and secondary levels by 4,227 (0.1%) from 4,300,999 (2019) to 4,305,226 (2020).



Gender parity index: The gender parity index for primary was at 1.03 while that for secondary was at 0.94 in 2020

Out of school children: there were 121,953 boys and 105,700 girls aged 7-13 years out of school in 2020

Orphans: there were 355,067 orphans attending primary education and 119,571 orphans attending secondary education in 2020

Children with special educational needs (CSEN): there were 113,698 learners with CSEN attending primary schools and 23,804 attending secondary schools in 2020

Pregnancies and readmissions: there were 12,330 pregnancies with 5,078 re-admissions at primary level and 4,089 pregnancies and 2,876 readmissions secondary level in 2020.

Contact Hours: The number of contact hours increased as pupils progressed to higher grades to an average of 6 to 7 hours daily compared to lower grades particularly at Primary lower level with an average of 3 to 4 hours. 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 in that order. Literacy classes had the least contact hours.

MOE MISSION

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

Geography

Zambia is a land-linked country covering an area of approximately 752,614 square kilometers (ZamStats, 2010). It is surrounded by eight neighbouring countries as follows: 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) now called ZamStats. Zambia's 2020 population was projected at 17,885,422 million. Several of the educational indicators herein depend on accurate population data.

NATIONAL SUMMARY

This national summary provides an overview of the structure of Zambia's education system: Out of the total number of 10,731 schools, 9,441 (88%) consisted of primary schools while 1,290 (12%) were secondary schools. A total of 4,305,226 learners were enrolled in 2020, representing a gross enrollment rate of 96.6% at primary and 44.6% at secondary levels. The efficiency and equity indicators suggest the need for further strengthening of the education system, especially the low quality indicators that show low completion rates, low pupil-book ratio and very low contact hours.

Summary of Critical Education Indicators -2020

Primary & Secondary Schools		
Number of schools Grade 1-12	Total	10,731
	Primary	9,441
	Secondary	1,290
Enrolment Indicators		
Number of students	Total	4,305,226
	Primary	3,415,770
	Secondary	889,456
Gross Intake Rate	Primary	97.1% (79.3%) Sec..(20.6%)
Net Intake Rate	Primary	45.90%
Gross Enrollment Rate	Primary	96.60%
	Secondary	44.60%
Net Enrollment Rate	Primary	81.80%
	Secondary	37.60%
Efficiency Indicators		
Transition Rate	Primary	63.00%
	Secondary	46.80%
Repetition Rate	Primary	4.80%
	Secondary	1.00%
Dropout Rate	Primary	1.80%
	Secondary	1.20%
Equity Indicators		
Gender Parity Index	Primary	1.03
	Secondary	0.94
Out-of-school children Age 7-13	Male	121,953
	Female	105,007
Orphans	Primary	366,067
	Secondary	119,571
CSEN	Primary	113,698
	Secondary	23,804
Pregnancies	Primary	12,330
	Secondary	4,089
Readmissions	Primary	5 078



	Secondary	2,876
Teachers		
Number of teachers	Total	118,551
	Primary	83,160
	Sec	35,391
Qualification	Degree	-
	Diploma	-

Certificate-		
Untrained/Unknown		
Teacher Attrition	Primary	6,437
	Sec	1,478
Pupil Teacher	Primary	56.5
Ratio	Sec	26.1
Quality Indicators		
Completion Rate	To Grade 9	61.90%
	To Grade 12	32.00%
Survival to Grade 5	Primary	Grade 3
Exam Pass Rate	Primary	100.00%
	Sec	63.40%
Pupil Book	Primary	1.07
Ratio	Sec	0.92
Pupil Classroom	Primary	41.5
Ratio	Sec	41
Contact Hours	Primary	4.9
	Sec	6.5
Infrastructure		
Number of classrooms	Total	73,182
	Primary	59,419
	Sec	13,763
Classroom structure	Permanent	61,306
	Incomplete	5,973
	Temporary	5,903
Tertiary		
Enrollment	University	22,753
	College	26,029
Staffing	University	373
	College	873

PROVINCIAL SUMMARIES - 2020

The following tables show provincial summaries of key education indicators across the ten provinces. District and school level data is available in the 2020 ED*ASSIST.

CENTRAL PROVINCE

Number of schools	Total	1,292
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Type of school	Primary School	1,114
	Secondary School	178
Number of students	Total	536,860
School phase	Primary School	433,841
	Secondary School	103,019
Number of teachers	Total	15,024
School phase	Primary School	10,114
	Secondary School	4,910
Pupil Teacher Ratio	Primary School	42.9
	Secondary School	21.0
Number of classrooms	Total	8,513
Structure	Permanent	7,041
	Incomplete	671
	Temporary	801

COPPERBELT PROVINCE

Number of schools	Total	1,169
Type of school	Primary School	1,017
	Secondary School	152
Number of students	Total	609,931
School phase	Primary School	427,387
	Secondary School	182,544
Number of teachers	Total	22,544
School phase	Primary School	15,919
	Secondary School	6,625
Pupil Teacher Ratio	Primary School	26.8
	Secondary School	27.6
Number of classrooms	Total	10,650
Structure	Permanent	9,690
	Incomplete	481
	Temporary	479

EASTERN PROVINCE

Number of schools	Total	1,287
Type of school	Primary School	1,144
	Secondary School	143
Number of students	Total	484,356
School phase	Primary School	403,853
	Secondary School	80,503
Number of teachers	Total	10,830
School phase	Primary School	7,192
	Secondary School	3,638
Pupil Teacher Ratio	Primary School	56.2
	Secondary School	22.1



Number of classrooms	Total	7,481
Structure	Permanent	6,102
	Incomplete	539
	Temporary	840

LUAPULA PROVINCE

Number of schools	Total	768
Type of school	Primary School	679
	Secondary School	89
Number of students	Total	349,687
School phase	Primary School	289,435
	Secondary School	60,252
Number of teachers	Total	8,838
School phase	Primary School	6,265
	Secondary School	2,573
Pupil Teacher Ratio	Primary School	46.2
	Secondary School	23.4
Number of classrooms	Total	5,386
Structure	Permanent	4,748
	Incomplete	264
	Temporary	374

LUSAKA PROVINCE

Number of schools	Total	805
Type of school	Primary School	684
	Secondary School	121
Number of students	Total	494,052
School phase	Primary School	359,428
	Secondary School	134,624
Number of teachers	Total	14,617
School phase	Primary School	10,436
	Secondary School	4,181
Pupil Teacher Ratio	Primary School	34.4
	Secondary School	32.2
Number of classrooms	Total	8,629
Structure	Permanent	7,989
	Incomplete	299
	Temporary	341

MUCHINGA PROVINCE

Number of schools	Total	786
Type of school	Primary School	684
	Secondary School	102
Number of students	Total	259,002
School phase	Primary School	218,292

	Secondary School	40,710
Number of teachers	Total	6,582
School phase	Primary School	4,113
	Secondary School	2,469
Pupil Teacher Ratio	Primary School	53.1
	Secondary School	16.5
Number of classrooms	Total	4,815
Structure	Permanent	3, 599
	Incomplete	466
	Temporary	750

NORTH WESTERN PROVINCE

Number of schools	Total	932
Type of school	Primary School	775
	Secondary School	157
Number of students	Total	319,725
School phase	Primary School	253,158
	Secondary School	66,567
Number of teachers	Total	7,831
School phase	Primary School	4,852
	Secondary School	2,979
Pupil Teacher Ratio	Primary School	52.2
	Secondary School	22.3
Number of classrooms	Total	5,025
Structure	Permanent	4,134
	Incomplete	474
	Temporary	417

NORTHERN PROVINCE

Number of schools	Total	1,091
Type of school	Primary School	941
	Secondary School	150
Number of students	Total	382,414
School phase	Primary School	324,614
	Secondary School	57,800
Number of teachers	Total	7,762
School phase	Primary School	5,140
	Secondary School	2,622
Pupil Teacher Ratio	Primary School	63.2
	Secondary School	29.0
Number of classrooms	Total	6,043
Structure	Permanent	4,754
	Incomplete	589
	Temporary	700



SOUTHERN PROVINCE

Number of schools	Total	1,361
Type of school	Primary School	1,242
	Secondary School	119
Number of students	Total	520,125
School phase	Primary School	415,764
	Secondary School	104,361
Number of teachers	Total	15,410
School phase	Primary School	12,037
	Secondary School	3,373
Pupil Teacher Ratio	Primary School	34.5
	Secondary School	30.9
Number of classrooms	Total	10,015
Structure	Permanent	8,687
	Incomplete	542
	Temporary	786

WESTERN PROVINCE

Number of schools	Total	1,240
Type of school	Primary School	1,161
	Secondary School	79
Number of students	Total	349,074
School phase	Primary School	289,998
	Secondary School	59,076
Number of teachers	Total	9,113
School phase	Primary School	7,092
	Secondary School	2,021
Pupil Teacher Ratio	Primary School	40.9
	Secondary School	29.2
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 trends of primary and secondary schools, by year, agency and type of school. There were 9,441 primary and 1,290 secondary schools in 2020 representing an increase of 1.7 percent in primary schools and 0.2 percent in secondary schools for the period 2019 - 2020.

During the period 2019-2020 there was a marginal increase in the number of community schools by 0.5% at primary education level while a decrease was recorded by 2.1% at secondary education level.

Table 1.1: Numbers of Primary Schools by Agency from 2014 to 2020

Agency	Year							Avg annual growth rate 2014 - 2020	Percentage change 2020- 2019
	2014	2015	2016	2017	2018	2019	2020		
Total	8754	8804	8823	8843	9050	9282	9441	1.10%	1.70%
GRZ/GA	5474	5669	5670	5859	5983	6193	6346	2.10%	2.50%
Priv/Church	616	699	673	659	696	745	740	2.70%	0.70%
Community	2664	2406	2480	2325	2371	2344	2355	1.70%	0.50%
Unknown									

Table 1.2: Numbers of Secondary Schools by Agency from 2014 to 2020

Agency	Year							Average Annual growth rate 2014 - 2020	Percentage change 2019 - 2020
	2014	2015	2016	2017	2018	2019	2020		
Total	794	832	851	1009	1117	1288	1290	7.20%	0.20%
GRZ/GA	616	664	707	908	996	1144	1149	9.30%	0.40%
Priv/Church/Community	178	168	144	101	121	144	141	3.30%	2.10%

Figure 1.1: Number of Primary Schools by Agency, 2014 - 2020

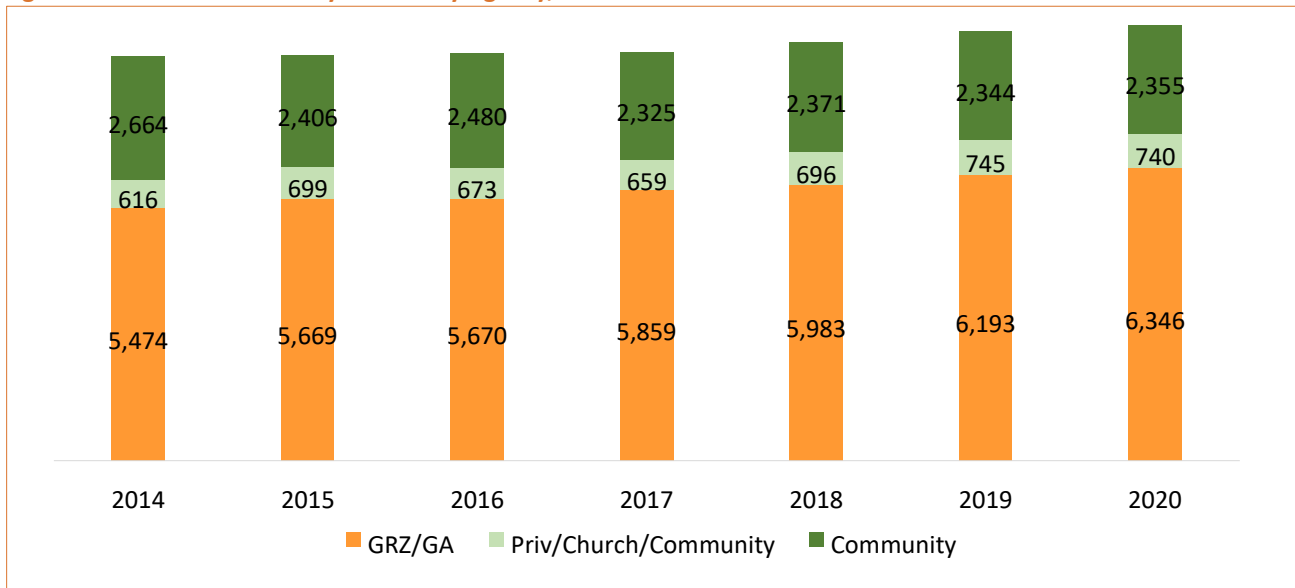




Figure 1.2: Numbers of Secondary Schools by Agency: 2014 - 2020

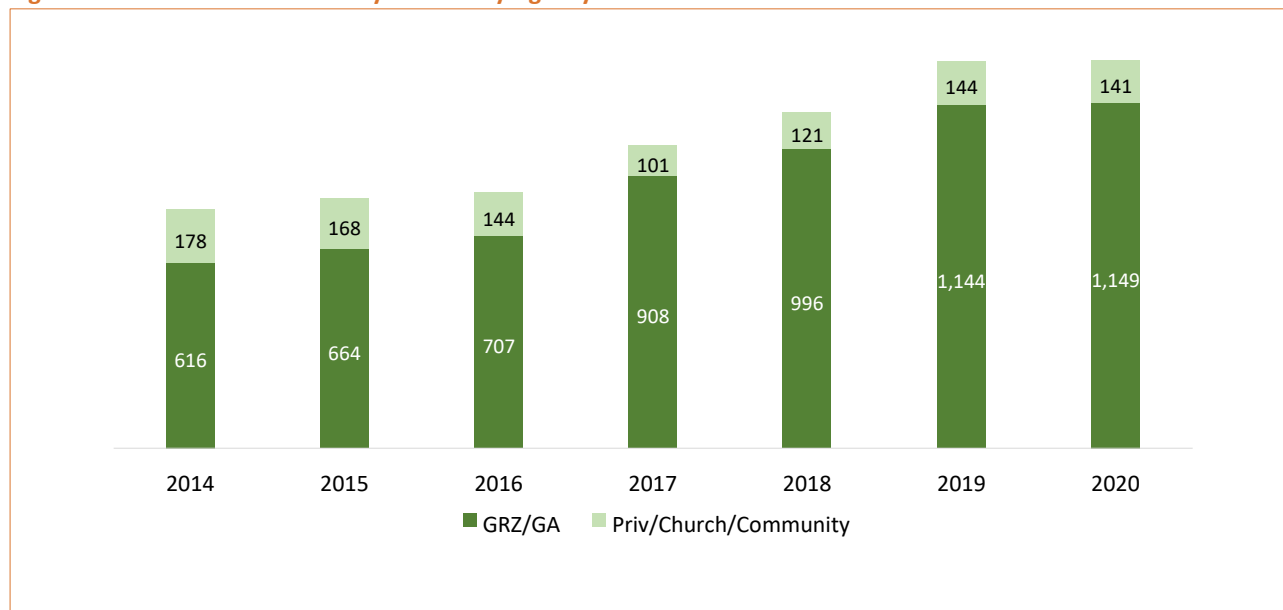
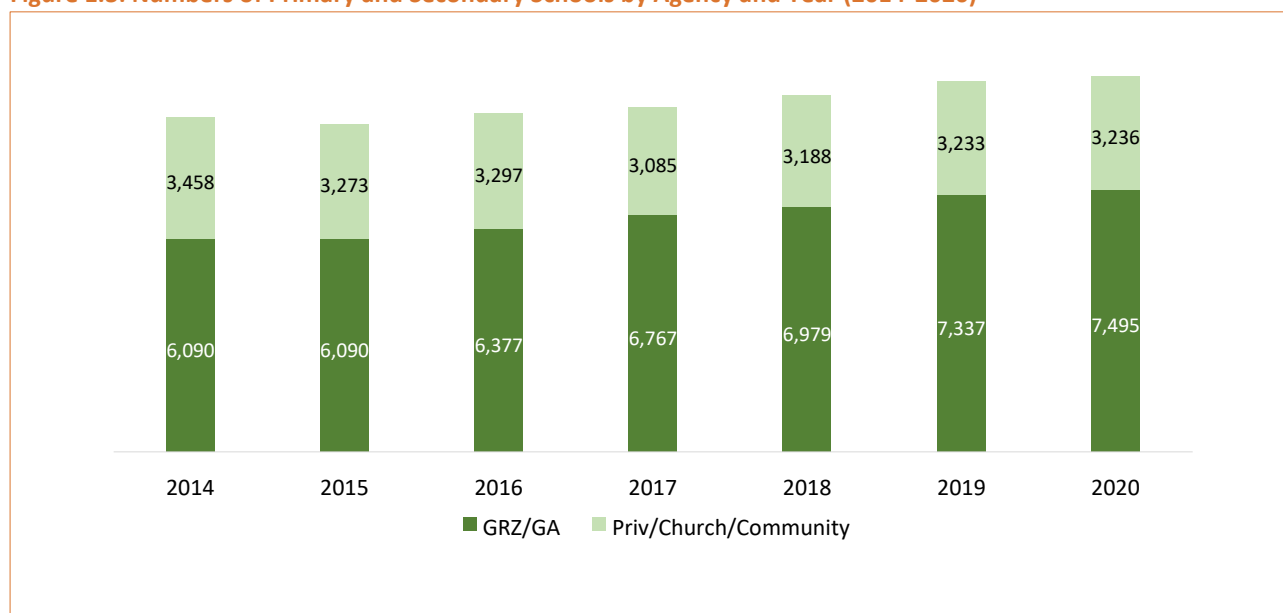


Table 1.3: Number of primary and secondary schools by agency from 2014 to 2020

Agency	Year							Average annual growth rate 2014 - 2020	Percentage change 2019- 2020
	2014	2015	2016	2017	2018	2019	2020		
Total	9 548	9 636	9 674	9 852	10 167	10 570	10 731	1.70%	1.50%
GRZ/GA	6 090	6 090	6 377	6 767	6 979	7 337	7 495	3.00%	2.20%
Priv/Church/Community	3 458	3 273	3 297	3 085	3 188	3 233	3 236	0.90%	0.10%

Table 1.4 - 2020

Primary schools					Secondary schools					Total
GRZ	Private	GA	Comm	Total	GRZ	Private	GA	Comm.	Total	
6 084	740	262	2 355	9 441	1 013	130	136	11	1 290	10 731
739	98	20	257	1 114	149	16	13	0	178	1,292
498	235	16	268	1 017	112	26	14	0	152	1,169
799	27	55	263	1 144	112	4	26	1	143	1,287
525	35	15	104	679	78	4	7	0	89	768
256	117	17	294	684	78	31	9	3	121	805
485	32	10	157	684	94	3	3	2	102	786
595	34	22	124	775	136	11	7	3	157	932
701	25	32	183	941	120	5	24	1	150	1,091
739	101	51	351	1 242	69	26	24	0	119	1,361
747	36	24	354	1 161	65	4	9	1	79	1,240

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

Distribution of schools by Rural/Urban

Table 1.5 shows the distribution of schools by rural/urban as highlighted. The majority of schools in the country are located in rural areas at 7760 (82.2%) and 880 (68.2%) of all primary and secondary schools, respectively.

Comparisons among provinces, Muchinga recorded the highest number of schools located in rural areas (94% and 83.3%), respectively at both primary and secondary levels, while Lusaka and Copperbelt recorded most of the schools being predominantly urban.

Table 1.5: Number of Primary and Secondary Schools by Location and Province - 2020

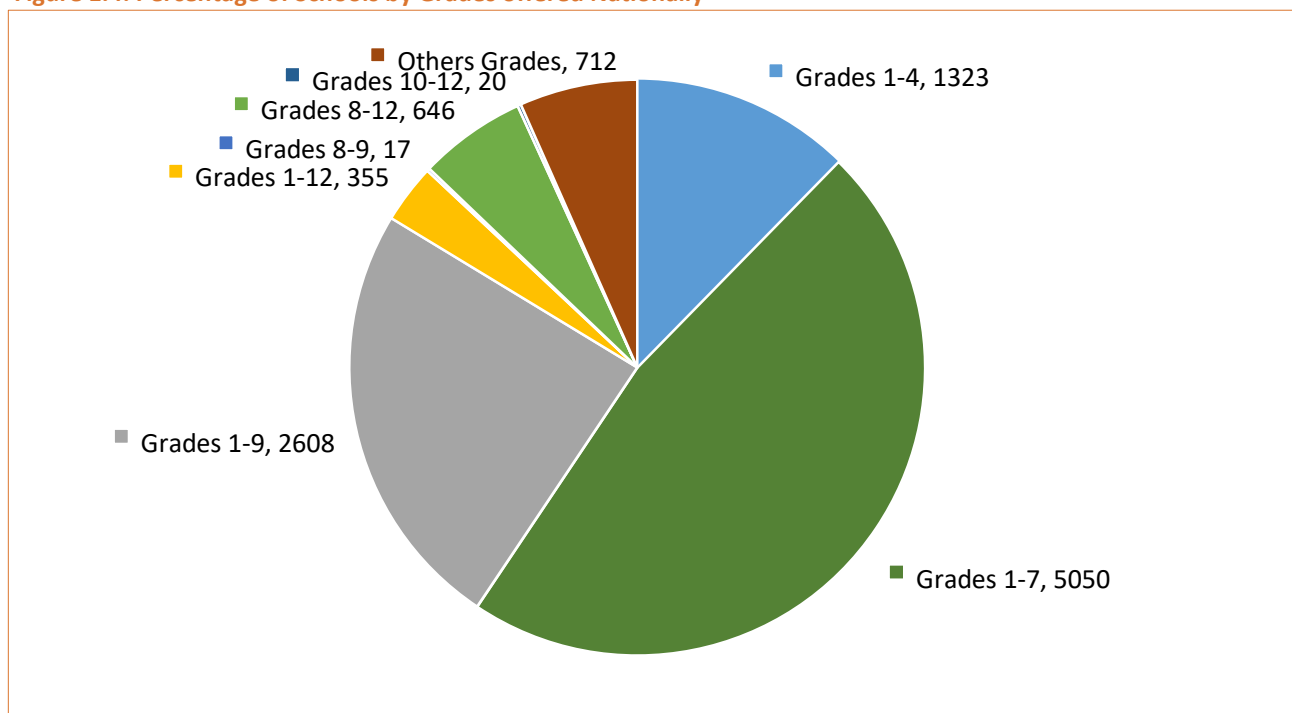
Province	Primary Schools					Secondary Schools					Total Schools
	Urban	Rural	% Rural	Total	% of Total	Urban	Rural	% Rural	Total	% of Total	
National	1 681	7 760	82.20%	9 441	100%	410	880	68.20%	1 290	100%	10,731
Central	140	974	87.40%	1 114	11.80%	49	129	72.50%	178	13.80%	1,292
Copperbelt	558	459	45.10%	1 017	10.80%	106	46	30.30%	152	11.80%	1,169
Eastern	71	1 073	93.80%	1 144	12.10%	23	120	83.90%	143	11.10%	1,287
Luapula	71	608	89.50%	679	7.20%	17	72	80.90%	89	6.90%	768
Lusaka	424	260	38.00%	684	7.20%	75	46	38.00%	121	9.40%	805
Muchinga	41	643	94.00%	684	7.20%	16	86	84.30%	102	7.90%	786
North Western	56	719	92.80%	775	8.20%	33	124	79.00%	157	12.20%	932
Northern	74	867	92.10%	941	10.00%	28	122	81.30%	150	11.60%	1,091
Southern	170	1 072	86.30%	1 242	13.20%	42	77	64.70%	119	9.20%	1,361
Western	76	1 085	93.50%	1 161	12.30%	21	58	73.40%	79	6.10%	1,240



Table 1.6: Number of schools by grades offered and province - 2020

Provinces	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Others Grades	Total
	1-4	1-7	1-9	1-12	8-9	8-12	10-12		
National	1 323	5 050	2 608	355	17	646	20	712	10,731
Central	155	565	373	54	0	70	1	100	1,318
Copperbelt	161	508	315	46	3	97	1	114	1,245
Eastern	162	721	296	46	1	56	0	60	1,342
Luapula	86	322	240	32	5	35	1	30	751
Lusaka	96	339	213	35	1	62	4	99	849
Muchinga	77	451	112	11	1	48	0	77	777
North Western	91	472	172	12	0	87	0	58	892
Northern	123	672	90	8	3	107	0	40	1,043
Southern	158	501	485	82	2	47	10	45	1,330
Western	214	499	312	29	1	37	3	89	1,184

Figure 1.4: Percentage of Schools by Grades offered Nationally



Distribution of schools by province and grade range offered

Tables 1.7 and 1.8 show distribution of schools 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 Province and Grade Range Offered - 2020

Province	Grades	Grades	Grades	Grades	Unknown	Total
	1-4	1-7	1-9	8-9		
National	1323	5050	2608	17	443	9,441

Central	155	565	373	0	21	1,114
Copperbelt	161	508	315	3	30	1,017
Eastern	162	721	296	1	-36	1,144
Luapula	86	322	240	5	26	679
Lusaka	96	339	213	1	35	684
Muchinga	77	451	112	1	43	684
North Western	91	472	172	0	40	775
Northern	123	672	90	3	53	941
Southern	158	501	485	2	96	1242
Western	214	499	312	1	135	1161

Figure 5: Number of Primary Schools by Grades offered Nationally

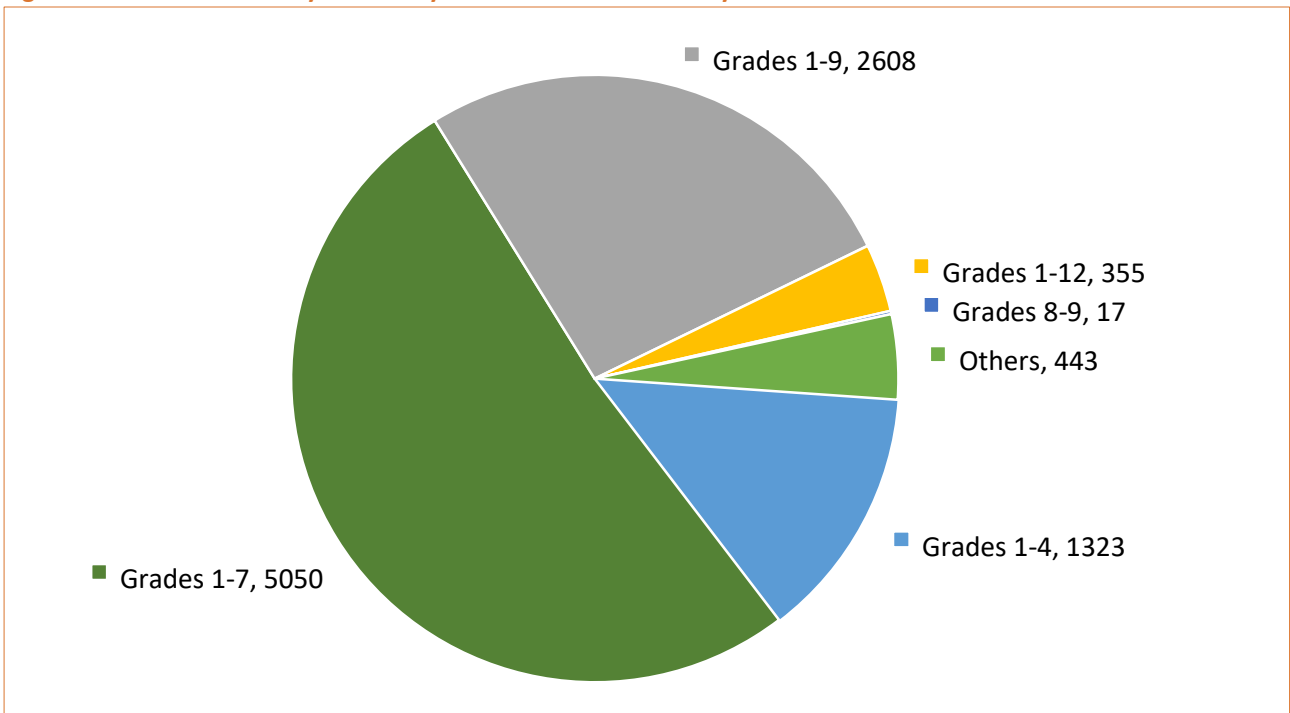


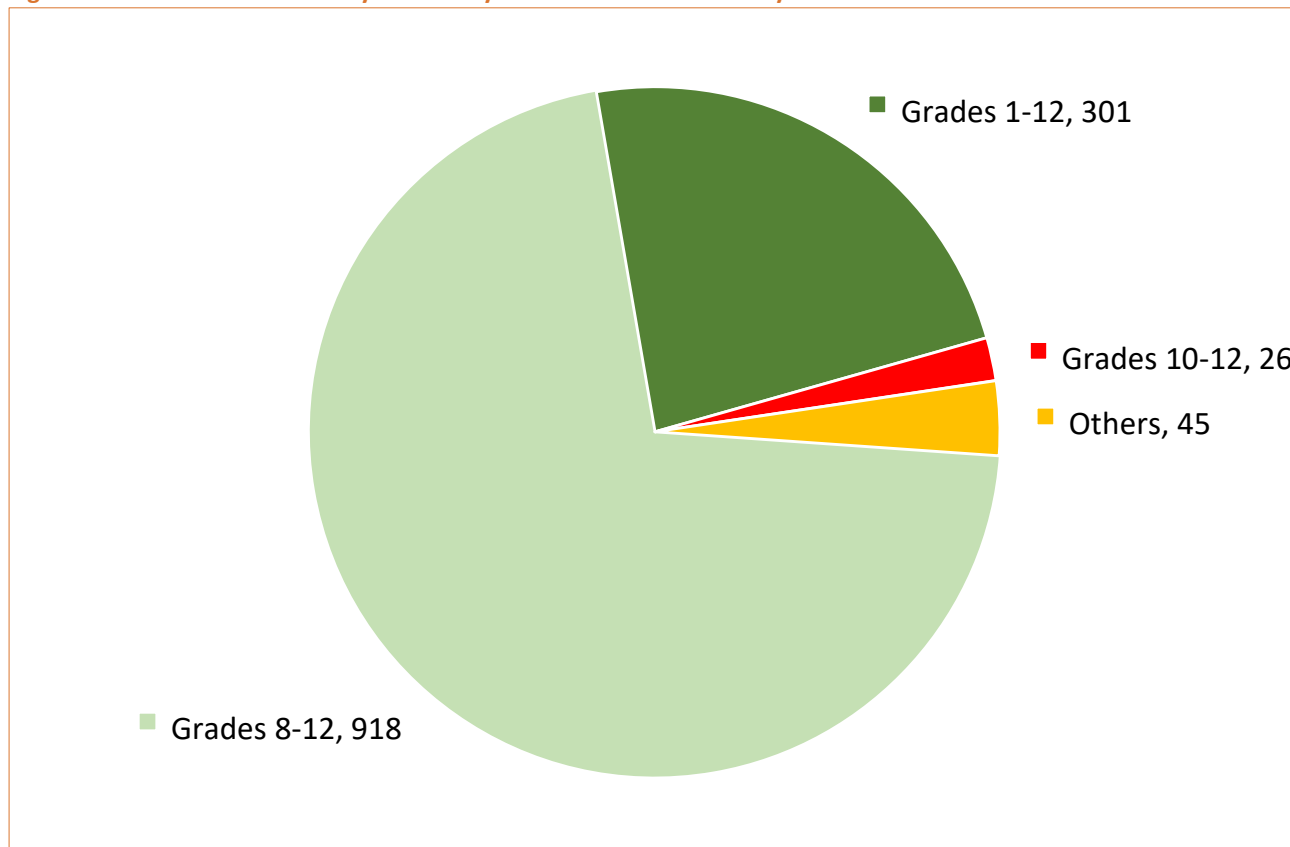
Table 1.8: Secondary schools by province and grade range offered - 2020

Province	Grades	Grades	Grades	Unknown	Total
	8-12	1-12	10-12		
National	918	301	26	45	1290
Central	132	45	1	0	178
Copperbelt	116	35	1	0	152
Eastern	116	27	0	0	143
Luapula	54	32	1	2	89
Lusaka	90	29	0	2	121
Muchinga	60	11	0	31	102
North Western	105	32	10	10	157



Northern	130	20	0	0	150
Southern	60	49	10	0	119
Western	55	21	3	0	79

Figure 1.5: Number of Secondary Schools by Grades offered Nationally



CHAPTER 2: ACCESS AND PARTICIPATION

Enrolment

Table 2.1 shows enrolment by sex, grade and grade group. The enrolment trends recorded a consistent increase from 2015 to 2020.

Between 2019 and 2020, the total number of pupils in primary and secondary schools increased from 4,300,999 to 4 305 226, a percentage change of 0.10%

Table 2.1: Enrolment by Sex, Year, Grade and Grade Group 2015 to 2020

Grade/Sex	Year						AVG Annual growth rate 2015-2020	Percent Change 2019-2020
	2015	2016	2017	2018	2019	2020		
National Total	4 018 064	4 025 380	4 139 390	4 200 597	4 300 999	4 305 226	1.15%	0.10%
Male	2 036 552	2 026 186	2 074 567	2 098 571	2 133 087	2 130 643	0.77%	-0.11%
Female	1 981 512	1 999 194	2 064 823	2 102 026	2 167 912	2 174 583	1.54%	0.31%
Grade								
Grade 1 Total	537 990	544 321	554 360	556 456	551 160	543 675	-0.04%	-1.36%
Male	266 173	268 365	273 125	275 897	269 336	265 064	-0.29%	-1.59%

Female	271 817	275 956	281 235	280 559	281 824	278 611	0.21%	-1.14%
Grade 2 Total	495 008	496 083	516 652	522 806	518 661	523 740	0.08%	0.98%
Male	244 212	244 767	256 571	258 174	254 834	256 632	-0.14%	0.71%
Female	250 796	251 316	260 081	264 632	263 827	267 108	0.30%	1.24%
Grade 3 Total	514 364	478 846	495 286	515 541	511 760	511 815	0.26%	0.01%
Male	264 843	237 864	244 683	249 435	252 800	253 211	0.12%	0.16%
Female	249 521	240 982	250 603	266 106	258 960	258 604	0.41%	-0.14%
Grade 4 Total	482 451	483 631	479 765	484 649	500 337	504 217	0.91%	0.78%
Male	238 792	239 179	236 893	238 828	248 231	249 137	0.74%	0.36%
Female	243 659	244 452	242 872	245 821	252 106	255 080	1.08%	1.18%
Grade 5 Total	434 406	443 159	452 580	451 781	465 272	472 101	1.75%	1.47%
Male	218 751	221 303	225 550	223 085	228 634	232 173	1.41%	1.55%
Female	215 655	221 856	227 030	228 696	236 638	239 928	2.08%	1.39%
Grade 6 Total	397 960	404 413	424 109	430 111	439 767	435 524	1.70%	-0.96%
Male	199 250	203 302	212 809	213 777	216 229	214 518	1.18%	-0.79%
Female	198 710	201 111	211 300	216 334	223 538	221 006	2.23%	-1.13%
Grade 7 Total	353 544	352 767	365 155	377 901	395 130	424 698	3.21%	7.48%
Male	182 247	181 024	186 117	190 292	196 473	212 233	2.59%	8.02%
Female	171 297	171 743	179 038	187 609	198 657	212 465	3.85%	6.95%
Grade 8 Total	235 631	238 744	243 382	249 550	272 128	260 228	2.00%	-4.40%
Male	120 535	121 715	122 511	125 854	134 013	127 583	1.30%	-4.80%
Female	115 096	117 029	120 871	123 696	138 115	132 645	2.70%	-4.00%
Grade 9 Total	235 330	252 460	268 400	242 007	266 649	254 341	0.80%	-4.60%
Male	122 130	130 780	137 781	123 122	135 414	125 717	-0.10%	-7.20%
Female	113 200	121 680	130 619	118 885	131 235	128 624	1.70%	-2.00%
Grade/Sex	Year						AVG Annual growth rate 2015-2020	Percent Change 2019-2020
	2015	2016	2017	2018	2019	2020		
Grade 10 Total	111 802	104 750	115 918	129 516	123 150	124 050	1.50%	0.70%
Male	60 156	56 144	60 811	67 528	63 057	62 750	0.60%	-0.50%
Female	51 646	48 606	55 107	61 988	60 093	61 300	2.60%	2.00%
Grade 11 Total	114 483	118 463	111 842	122 615	132 986	122 710	1.90%	-7.70%
Male	61 828	63 466	58 351	63 414	69 606	62 231	0.80%	-10.60%
Female	52 655	54 997	53 491	59 201	63 380	60 479	3.10%	-4.60%
Grade 12 Total	105 095	107 743	111 941	117 664	123 999	128 127	3.40%	3.30%
Male	57 635	58 277	59 365	69 165	64 460	69 394	3.30%	7.70%
Female	47 460	49 466	52 576	48 499	59 539	58 733	3.40%	-1.40%
Grade Groups								
Grades 1-7 Total	3 215 723	3 203 220	3 287 907	3 339 245	3 382 087	3 415 770	1.00%	1.00%
Male	1 614 268	1 595 804	1 635 748	1 649 488	1 666 537	1 682 968	0.70%	1.00%
Female	1 601 455	1 607 416	1 652 159	1 689 757	1 715 550	1 732 802	1.30%	1.00%
Grades 1-9 Total	3 686 684	3 694 424	3 799 689	3 830 802	3 920 864	3 930 339	1.10%	0.20%



Male	1 856 933	1 848 299	1 896 040	1 898 464	1 935 964	1 936 268	0.70%	0.00%
Female	1 829 751	1 846 125	1 903 649	1 932 338	1 984 900	1 994 071	1.40%	0.50%
Grades 8-9 Total	470 961	491 204	511 782	491 557	538 777	514 569	1.40%	-4.50%
Male	242 665	252 495	260 292	248 976	269 427	253 300	0.60%	-6.00%
Female	228 296	238 709	251 490	242 581	269 350	261 269	2.20%	-3.00%
Grades 10-12 Total	331 380	330 956	339 701	369 795	380 135	374 887	2.30%	-1.40%
Male	179 619	177 887	178 527	200 107	197 123	194 375	1.60%	-1.40%
Female	151 761	153 069	161 174	169 688	183 012	180 512	3.00%	-1.40%

Table 2.2 shows enrolment by grade and sex across provinces. Enrolment figures in Copperbelt and Lusaka were in favor of girls.

Grades 1 and 2 across most provinces also was biased towards girls, reflecting the demographic composition of the population.

Table 2.2: Enrolment by sex and province for Grades 1 to 12 - 2020

	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western	All Provinces
All Grades Total	536 860	609 931	484 356	349 687	494 052	259 002	319 725	382 414	520 125	349 074	4 305 226
Male	265 238	295 910	233 216	176 893	248 299	130 838	157 486	195 659	255 111	171 993	2 130 643
Female	271 622	314 021	251 140	172 794	245 753	128 164	162 239	186 755	265 014	177 081	2 174 583
Grades											
Grade 1 Total	63 900	57 289	70 944	54 381	48 675	35 713	43 949	56 041	61 894	50 889	543 675
Male	31 254	27 974	33 276	26 866	23 462	17 634	21 464	27 484	30 419	25 231	265 064
Female	32 646	29 315	37 668	27 515	25 213	18 079	22 485	28 557	31 475	25 658	278 611
Grade 2 Total	65 160	58 880	62 839	46 753	51 193	35 232	39 898	54 717	60 808	48 260	523 740
Male	32 017	28 576	29 763	23 106	24 328	17 523	19 700	27 786	30 015	23 818	256 632
Female	33 143	30 304	33 076	23 647	26 865	17 709	20 198	26 931	30 793	24 442	267 108
Grade 3 Total	65 547	61 767	60 217	44 128	51 555	33 284	37 561	51 332	61 556	44 868	511 815
Male	32 094	30 551	29 159	22 767	25 223	16 815	18 533	25 606	30 421	22 042	253 211
Female	33 453	31 216	31 058	21 361	26 332	16 469	19 028	25 726	31 135	22 826	258 604
Grade 4 Total	64 994	62 079	55 158	41 045	57 461	32 936	36 180	48 249	63 392	42 723	504 217
Male	31 784	30 353	26 154	20 864	29 803	16 633	17 828	24 168	30 550	21 000	249 137
Female	33 210	31 726	29 004	20 181	27 658	16 303	18 352	24 081	32 842	21 723	255 080
Grade 5 Total	61 727	61 649	53 886	36 521	52 174	30 124	35 769	42 157	59 193	38 901	472 101
Male	30 592	29 959	24 567	18 397	26 847	15 136	16 438	21 998	29 114	19 125	232 173
Female	31 135	31 690	29 319	18 124	25 327	14 988	19 331	20 159	30 079	19 776	239 928
Grade 6 Total	58 441	60 624	47 076	32 123	50 038	27 335	30 913	37 159	57 167	34 648	435 524
Male	28 856	29 547	21 424	16 153	25 600	13 911	15 232	18 979	27 887	16 929	214 518
Female	29 585	31 077	25 652	15 970	24 438	13 424	15 681	18 180	29 280	17 719	221 006
Grade 7 Total	54 072	65 099	53 733	34 484	48 332	23 668	28 888	34 959	51 754	29 709	424 698
Male	27 300	31 295	26 142	17 897	24 375	12 283	14 487	18 449	25 165	14 840	212 233

Female	26 772	33 804	27 591	16 587	23 957	11 385	14 401	16 510	26 589	14 869	212 465
Grade 8 Total	32 123	47 376	26 696	18 602	36 650	12 215	19 213	16 993	32 238	18 122	260 228
Male	15 748	22 454	13 384	8 608	17 977	6 048	9 692	9 140	15 732	8 800	127 583
Female	16 375	24 922	13 312	9 994	18 673	6 167	9 521	7 853	16 506	9 322	132 645
Grade 9 Total	30 688	48 559	23 429	16 961	39 488	11 701	18 201	16 218	31 219	17 877	254 341
Male	15 200	22 798	12 023	9 016	19 590	5 785	8 904	8 519	15 302	8 580	125 717
Female	15 488	25 761	11 406	7 945	19 898	5 916	9 297	7 699	15 917	9 297	128 624
Grade 10 Total	14 254	26 883	8 791	7 684	19 668	5 529	9 912	8 533	14 608	8 188	124 050
Male	7 143	12 657	4 672	4 078	10 393	2 898	5 129	4 540	7 201	4 039	62 750
Female	7 111	14 226	4 119	3 606	9 275	2 631	4 783	3 993	7 407	4 149	61 300
Grade 11 Total	13 440	27 130	9 713	6 871	20 447	5 654	9 684	8 268	13 674	7 829	122 710
Male	6 630	12 712	5 695	3 678	10 662	2 912	4 964	4 518	6 707	3 753	62 231
Female	6 810	14 418	4 018	3 193	9 785	2 742	4 720	3 750	6 967	4 076	60 479
Grade 12 Total	12 514	32 596	11 874	10 134	18 371	5 611	9 557	7 788	12 622	7 060	128 127
Male	6 620	17 034	6 957	5 463	10 039	3 260	5 115	4 472	6 598	3 836	69 394
Female	5 894	15 562	4 917	4 671	8 332	2 351	4 442	3 316	6 024	3 224	58 733
Grade Groups											
Grades 1-7 Total	433 841	427 387	403 853	289 435	359 428	218 292	253 158	324 614	415 764	289 998	3 415 770
Male	213 897	208 255	190 485	146 050	179 638	109 935	123 682	164 470	203 571	142 985	1 682 968
Female	219 944	219 132	213 368	143 385	179 790	108 357	129 476	160 144	212 193	147 013	1 732 802
Grades 1-9 Total	496 652	523 322	453 978	324 998	435 566	242 208	290 572	357 825	479 221	325 997	3 930 339
Male	244 845	253 507	215 892	163 674	217 205	121 768	142 278	182 129	234 605	160 365	1 936 268
Female	251 807	269 815	238 086	161 324	218 361	120 440	148 294	175 696	244 616	165 632	1 994 071
Grades 8-9 Total	62 811	95 935	50 125	35 563	76 138	23 916	37 414	33 211	63 457	35 999	514 569
Male	30 948	45 252	25 407	17 624	37 567	11 833	18 596	17 659	31 034	17 380	253 300
Female	31 863	50 683	24 718	17 939	38 571	12 083	18 818	15 552	32 423	18 619	261 269
Grades 8-12 Total	103 019	182 544	80 503	60 252	134 624	40 710	66 567	57 800	104 361	59 076	889 456
Male	51 341	87 655	42 731	30 843	68 661	20 903	33 804	31 189	51 540	29 008	447 675
Female	51 678	94 889	37 772	29 409	65 963	19 807	32 763	26 611	52 821	30 068	441 781

Grade 1 Entrants

Tables 2.3-2.4 and Figure 2.1 collectively show grade 1 entrants by age, sex and province. The number of Grade 1 entrants with official entry age (7 years) was 48.9% for boys while that of girls was 49.5% in 2020.

Table 2.3 further shows that 56.30% for Western recorded the biggest share of grade 1 entrants starting at the right age (7) while Eastern Province had the smallest at 42.8%.

In Table 2.4 the proportion of grade 1 entrants (excluding repeaters) with pre-school experience was 37.1%.

Table 2.3: Grade 1 Entrants by Age, Sex and Province (Excluding Repeaters) - 2020

Province/Age/ Sex	Under 7 yrs.		7 yrs.		Over 7 yrs.		Total		% of 7 yrs	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
National	23 199	27 029	115 600	123 017	97 781	98 695	236 580	248 741	48.90%	49.50%

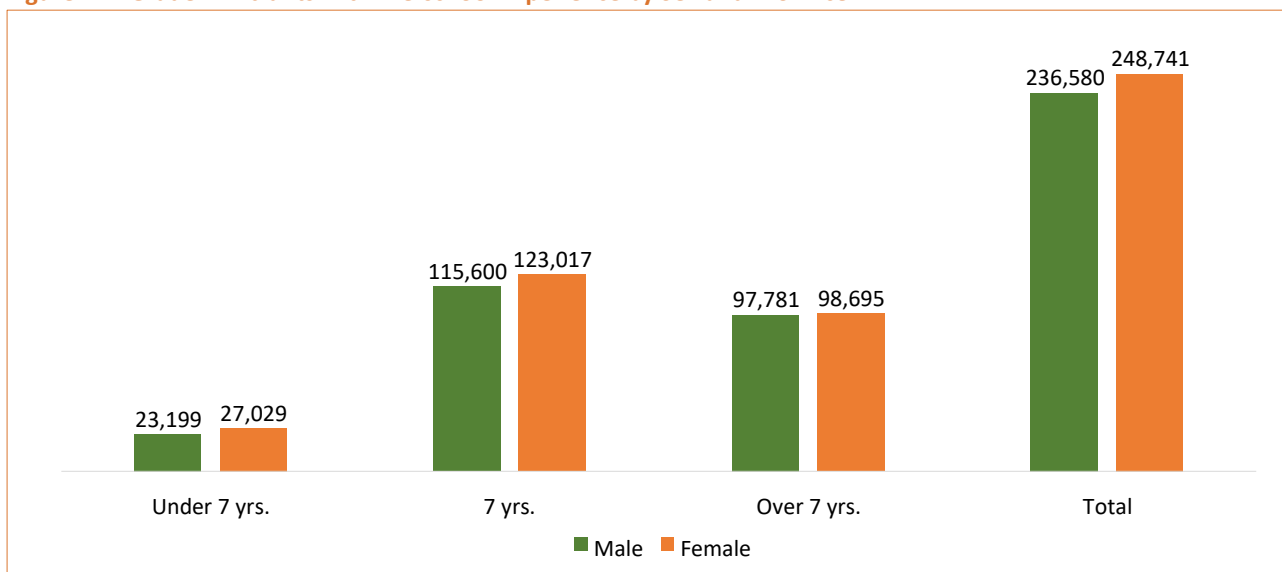


Provinces										
Central	3 397	4 044	14 601	15 408	11 183	11 073	29 181	30 525	50.00%	50.50%
Copperbelt	3 979	4 242	13 095	14 018	9 073	9 137	26 147	27 397	50.10%	51.20%
Eastern	1 984	2 293	11 692	13 710	14 352	15 309	28 028	31 312	41.70%	43.80%
Luapula	1 740	1 996	10 047	10 146	9 857	10 141	21 644	22 283	46.40%	45.50%
Lusaka	2 462	2 899	8 769	9 495	8 268	8 775	19 499	21 169	45.00%	44.90%
Muchinga	1 346	1 688	8 399	8 723	6 469	6 137	16 214	16 548	51.80%	52.70%
North Western	2 249	2 656	9 731	10 224	7 470	7 486	19 450	20 366	50.00%	50.20%
Northern	1 564	1 808	11 664	12 434	11 687	11 704	24 915	25 946	46.80%	47.90%
Southern	2 426	3 072	14 716	15 517	11 335	11 074	28 477	29 663	51.70%	52.30%
Western	2 052	2 331	12 886	13 342	8 087	7 859	23 025	23 532	56.00%	56.70%

Table 2.4: Grade 1 Entrants with Pre-School Experience by Sex And Province - 2020

Province/Sex	Male	Female	Total	% Female	% of Enrolment
National	88 323	91 712	180 035	50.90%	37.10%
Provinces					
Central	9 215	9 809	19 024	51.60%	31.90%
Copperbelt	11 437	12 163	23 600	51.50%	44.10%
Eastern	13 982	13 914	27 896	49.90%	47.00%
Luapula	5 732	6 106	11 838	51.60%	26.90%
Lusaka	8 584	9 551	18 135	52.70%	44.60%
Muchinga	4 709	4 002	8 711	45.90%	26.60%
North Western	3 564	3 854	7 418	52.00%	18.60%
Northern	5 662	5 921	11 583	51.10%	22.80%
Southern	17 693	18 338	36 031	50.90%	62.00%
Western	7 745	8 054	15 799	51.00%	33.90%

Figure 2.1: Grade 1 Entrants with Pre-school Experience by Sex and Province



Gross Intake Rate (GIR)

Tables 2.5 and 2.6 show the trends of the Gross Intake Rates from 2015 to 2020. The GIR generally had been above 100%, implying that consistently over and under age learners were being enrolled at grade one, except for the year 2020.

The national GIR for 2020 was 97.10% from 104.0 % the previous year, a reduction of 6.9 percentage point.

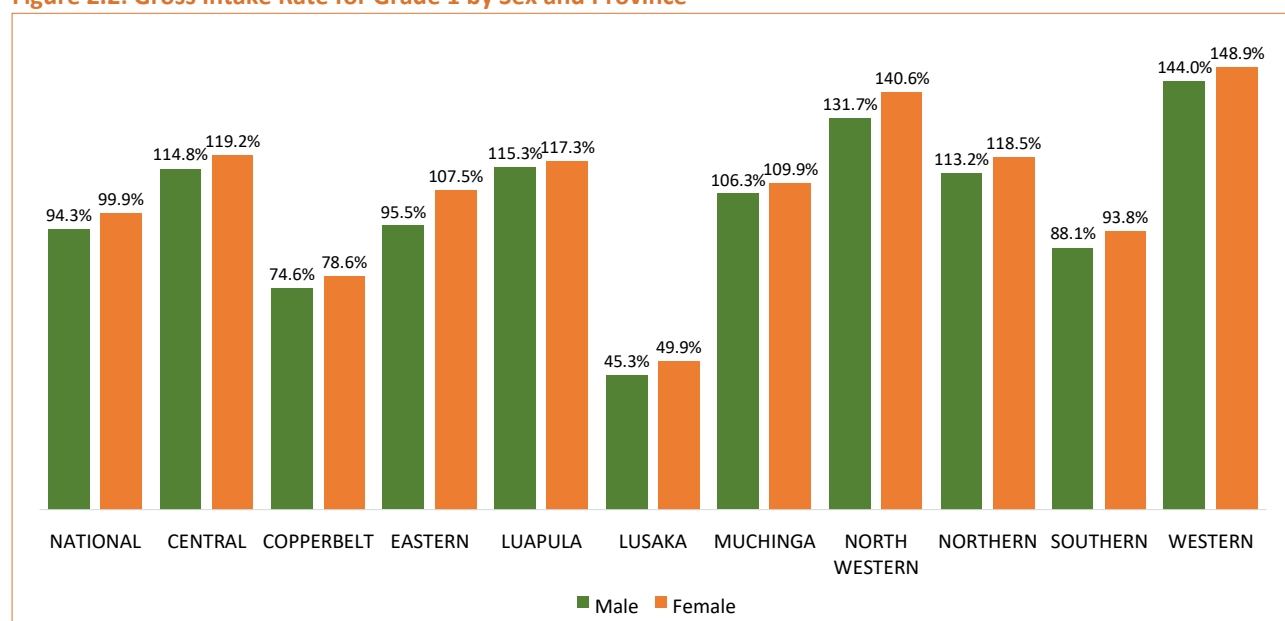
Table 2.5: Gross intake Rate by Sex and year 2015 - 2020

Year/Sex	Year					
	2015	2016	2017	2018	2019	2020
Male	114.0%	99.7%	108.1%	107.2%	100.9%	94.3%
Female	115.6%	103.5%	111.9%	109.0%	107.1%	99.9%
Total	114.8%	101.6%	110.0%	107.4%	104.0%	97.1%

Table 2.6: Gross Intake Rate for Grade 1 by Sex and Province - 2020

Province/Sex	Male	Female	Total	2019	% Change from 2019
National	94.3%	99.9%	97.1%	104.0%	-6.6%
Provinces					
Central	114.8%	119.2%	117.0%	119.6%	-2.2%
Copperbelt	74.6%	78.6%	76.6%	83.5%	-8.2%
Eastern	95.5%	107.5%	101.4%	113.8%	-10.9%
Luapula	115.3%	117.3%	116.1%	129.5%	-10.3%
Lusaka	45.3%	49.9%	47.6%	57.9%	-17.7%
Muchinga	106.3%	109.9%	108.1%	115.0%	-6.0%
North Western	131.7%	140.6%	136.1%	137.7%	-1.1%
Northern	113.2%	118.5%	115.8%	120.0%	-3.5%
Southern	88.1%	93.8%	90.9%	94.3%	-3.6%
Western	144.0%	148.9%	146.5%	145.4%	0.8%

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





Net Intake Rate (NIR)

Table 2.7 shows the NIR for grade 1 by sex from 2015 to 2020. A high NIR indicates a high degree of access to primary education for the official primary entry age. The NIR had been in the range of 47.5% to 58.5%. The NIR for girls was consistently higher than that of the boys.

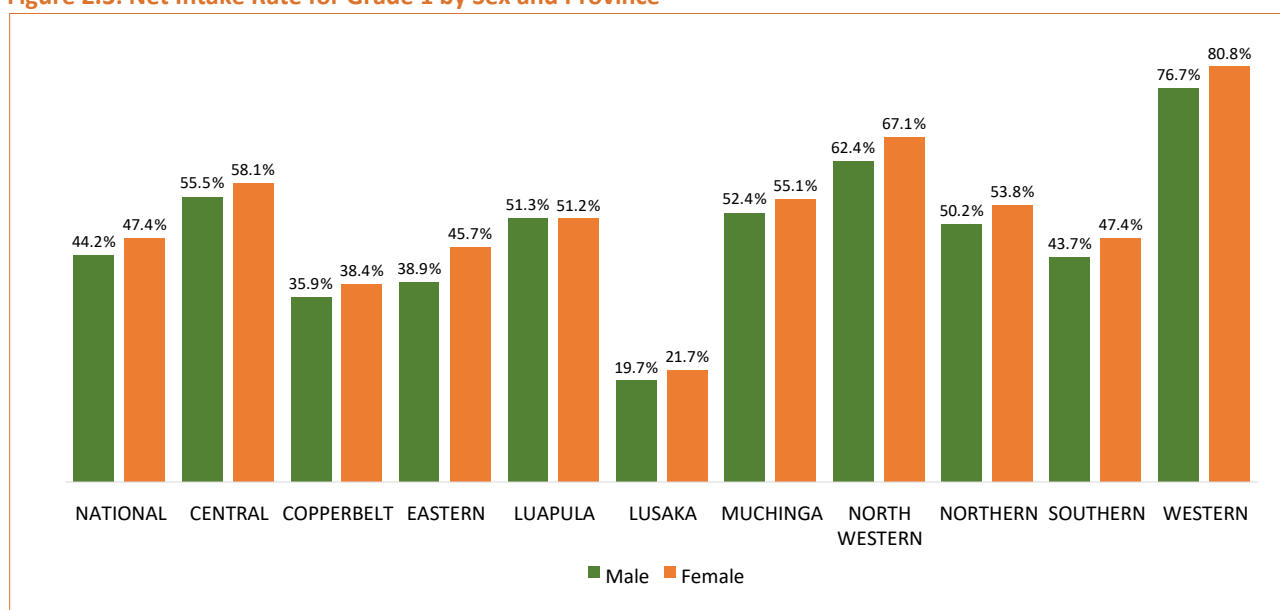
Table 2.7: Net intake rates for Grade 1 by sex from 2014 to 2020

Year/Sex	2015	2016	2017	2018	2019	2020
Male	57.1%	46.3%	49.1%	46.2%	47.3%	44.2%
Female	60.1%	49.2%	51.9%	48.8%	50.9%	47.4%
Total	58.5%	47.7%	50.5%	47.5%	49.1%	45.9%

Table 2.8: Net intake rate for Grade 1 by sex and province - 2020

Province/Sex	Male	Female	Total	2020	% Change 2019
National	44.20%	47.40%	45.90%	49.10%	7.04%
Provinces					
Central	55.50%	58.10%	56.80%	57.00%	0.30%
Copperbelt	35.90%	38.40%	37.20%	42.50%	14.40%
Eastern	38.90%	45.70%	42.30%	45.30%	7.10%
Luapula	51.30%	51.20%	51.00%	56.50%	10.80%
Lusaka	19.70%	21.70%	20.70%	25.70%	23.90%
Muchinga	52.40%	55.10%	53.80%	57.70%	7.10%
North Western	62.40%	67.10%	64.70%	64.80%	0.20%
Northern	50.20%	53.80%	52.00%	55.60%	6.80%
Southern	43.70%	47.40%	45.60%	47.10%	3.30%
Western	76.70%	80.80%	78.70%	79.30%	0.80%

Figure 2.3: Net Intake Rate for Grade 1 by Sex and Province



Gross Enrolment Rate (GER)

Table 2.9 shows the GER from 2015 to 2020. Generally, there has been a declining trend for GER at Primary level from 111.2% to 94.7 % in 2015 and 2020 respectively.

The GER for girls at primary level has been consistently higher than that of boys from 2015 to 2020. The GER for the secondary is in the range of 44.6% to 46.4%) from 2015 to 2020 respectively.

The GER for Boys has been consistently higher at Secondary Level.

Table 2.9: Gross enrolment rate by sex from 2015 to 2020

Grade/Sex	Year					
	2015	2016	2017	2018	2019	2020
Grades 1-7						
Male	111.2%	104.7%	103.60%	100.80%	100.2%	94.7%
Female	111.2%	106.3%	105.00%	104.10%	104.4%	98.6%
Total	111.2%	105.5%	104.30%	102.42%	102.3%	96.6%
Grades 8-12						
Male	48.10%	48.05%	48.00%	47.58%	45.3%	45.0%
Female	42.70%	43.28%	44.90%	44.05%	44.5%	44.2%
Total	45.40%	45.66%	46.40%	45.83%	44.9%	44.6%

Table 2.10 shows GER by Sex, Grade Group and Province.

Table 2.10: Gross Enrolment Rate by Sex and Province - 2020

Province	Grades 1-7			Grades 8-12		
	Male	Female	Total	Male	Female	Total
National	94.7%	98.6%	96.6%	45.0%	44.2%	44.6%
Provinces						
Central	122.1%	124.8%	123.5%	53.1%	53.4%	53.2%
Copperbelt	84.8%	89.5%	87.1%	54.7%	58.9%	56.3%
Eastern	91.2%	102.4%	96.9%	33.1%	31.1%	32.1%
Luapula	107.9%	105.2%	106.6%	46.5%	40.9%	43.7%
Lusaka	54.2%	58.6%	56.4%	40.1%	37.7%	38.9%
Muchinga	106.5%	104.4%	105.4%	34.7%	32.6%	33.6%
North Western	118.1%	126.6%	122.3%	63.6%	64.2%	63.9%
Northern	105.4%	103.4%	104.4%	41.8%	31.6%	36.4%
Southern	92.0%	98.3%	95.1%	42.9%	45.4%	44.2%
Western	122.6%	124.1%	123.1%	43.1%	45.4%	44.2%

Table 2.11: Gross 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
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**MINISTRY OF EDUCATION Republic
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National	126.56%	128.49%	138.64%	158.07%	152.22%	138.35%	125.19%	78.85%	79.64%	40.09%	40.47%	40.81%
Provinces												
CENTRAL	136.67%	145.89%	161.53%	186.61%	180.54%	168.89%	152.33%	89.98%	87.49%	41.42%	39.97%	38.88%
COPPERBELT	97.41%	102.49%	121.27%	148.46%	147.83%	137.33%	127.17%	97.25%	99.69%	55.35%	56.95%	64.20%
EASTERN	117.70%	116.53%	122.54%	134.38%	130.85%	111.48%	103.11%	53.11%	51.18%	21.69%	22.30%	23.67%
LUAPULA	134.69%	135.96%	137.91%	157.13%	144.23%	127.14%	112.34%	65.53%	68.31%	31.92%	29.40%	28.84%
LUSAKA	83.14%	87.28%	101.34%	125.38%	126.29%	119.22%	110.28%	84.81%	92.19%	46.81%	49.94%	46.40%
MUCHINGA	151.74%	154.84%	157.56%	174.30%	164.69%	151.21%	134.08%	69.07%	68.02%	33.27%	35.19%	36.11%
NORTH WESTERN	163.03%	153.65%	156.48%	167.04%	172.42%	151.71%	145.69%	97.11%	94.91%	53.60%	54.40%	55.95%
NORTHERN	149.77%	151.95%	151.97%	167.11%	150.15%	134.52%	113.01%	63.66%	62.50%	34.04%	34.09%	33.14%
SOUTHERN	122.64%	125.37%	142.10%	162.23%	155.26%	147.14%	134.15%	80.75%	80.06%	38.57%	37.17%	35.32%
WESTERN	175.42%	172.31%	178.00%	190.80%	177.83%	156.74%	135.70%	80.43%	80.77%	37.91%	37.05%	34.06%

Figure 2.4: Gross Enrolment by Sex and Province (Grades 1-7)

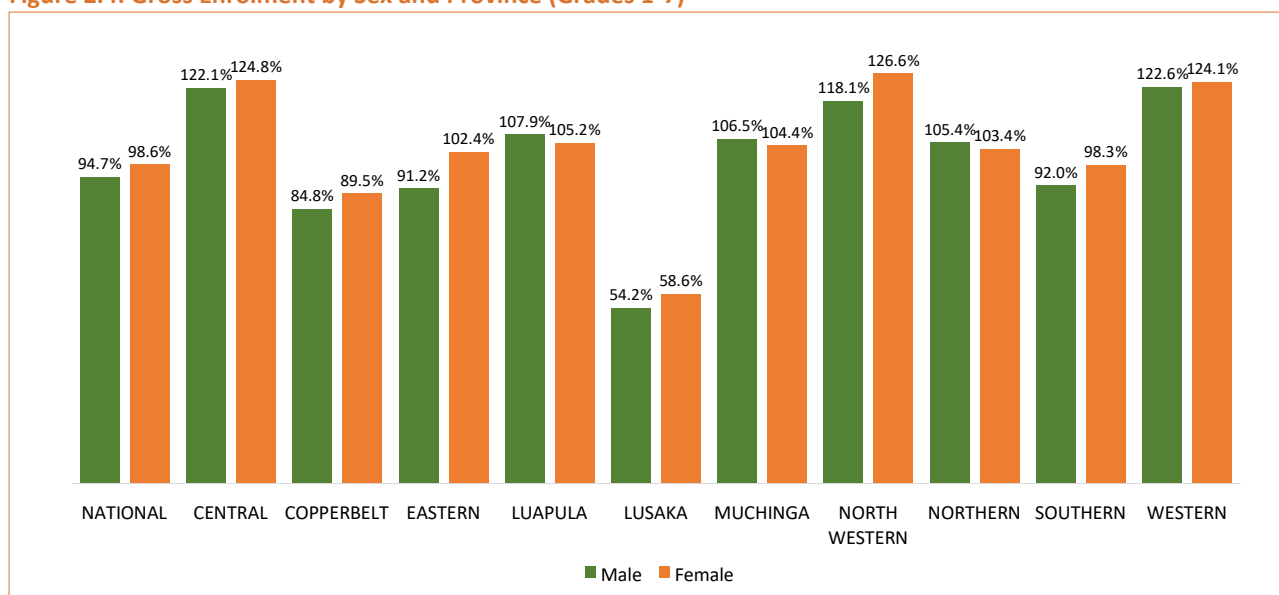
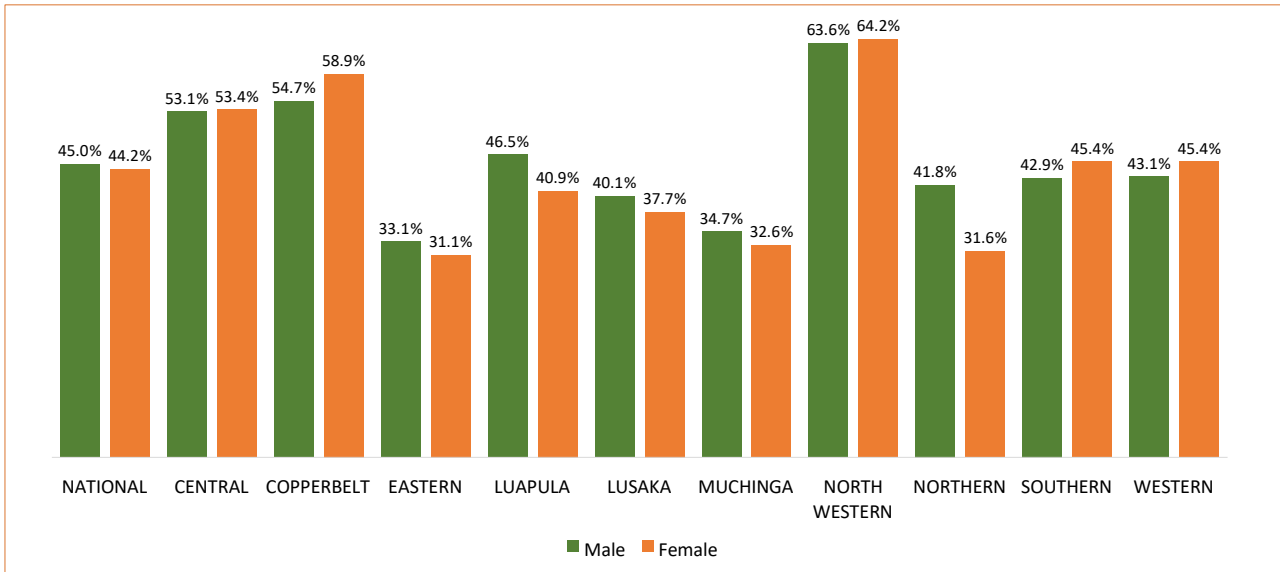


Figure 2.5: Gross Enrolment by Sex and Province (Grades 8-12)



Net Enrolment Rate (NER)

Table 2.12 shows the trends of NER by grade group, sex and year. At primary level, the NER ranged between 81.8% to 90.4% from 2015 to 2020. The NER had remained consistently higher for girls than boys at primary while at secondary the NER for boys was higher than girls.

Table 2.12: Net enrolment rate by sex from 2014 to 2020

Grade/Sex	Year						
	2015	2016	2017	2018	2019	2020	
Grades 1-7							
Male	89.6%	88.7%	86.5%	81.4%	83.9%	79.9%	
Female	90.9%	92.0%	89.2%	85.8%	88.4%	83.8%	
Total	89.0%	90.4%	87.9%	83.6%	86.1%	81.8%	
Grades 8-12							
Male	30.5%	26.5%	44.7%	21.4%	37.6%	37.5%	
Female	25.0%	25.7%	41.1%	19.0%	37.5%	37.5%	
Total	27.9%	28.1%	42.9%	20.2%	37.6%	37.6%	

Table 2.13 shows NER by sex, grade group and Province. At Primary, Western province recorded the highest NER (108.2%) while Lusaka recorded the lowest (47.5) for both boys and girls.

At Secondary, Northwestern Province recorded the highest NER (54.3%) while Northern recorded the lowest (30.4%).



Table 2.13: Net Enrolment Rate by Sex and Province - 2020

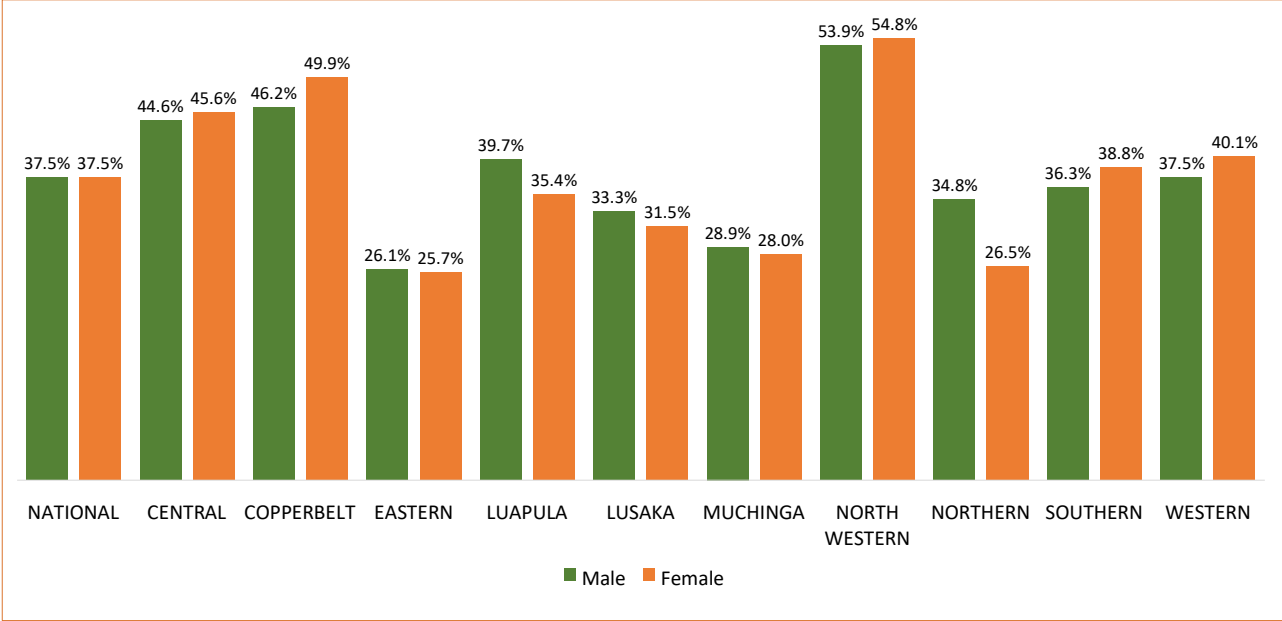
Province/Sex	Grades 1-7			Grades 8-12		
	Male	Female	Total	Male	Female	Total
National	79.9%	83.8%	81.8%	37.5%	37.5%	37.6%
Provinces						
Central	101.7%	105.2%	103.4%	44.6%	45.6%	45.1%
Copperbelt	74.1%	78.1%	76.1%	46.2%	49.9%	48.1%
Eastern	73.3%	84.9%	79.0%	26.1%	25.7%	25.9%
Luapula	89.9%	88.4%	89.2%	39.7%	35.4%	37.5%
Lusaka	45.7%	49.3%	47.5%	33.3%	31.5%	32.4%
Muchinga	90.8%	89.6%	90.2%	28.9%	28.0%	28.4%
North Western	99.6%	105.4%	102.4%	53.9%	54.8%	54.3%
Northern	89.0%	88.2%	88.6%	34.8%	26.5%	30.4%
Southern	77.4%	83.7%	80.5%	36.3%	38.8%	37.5%
Western	107.2%	109.1%	108.2%	37.5%	40.1%	38.8%

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	59.64%	53.09%	51.83%	55.43%	50.64%	44.71%	39.50%	23.52%	24.67%	12.29%	13.22%	14.12%
Provinces												
Central	66.24%	62.89%	60.67%	67.34%	62.66%	55.55%	50.20%	26.28%	24.76%	10.99%	11.55%	12.12%
Copperbelt	47.23%	45.46%	52.18%	58.49%	56.08%	52.34%	45.30%	34.35%	33.55%	20.40%	20.23%	26.22%
Eastern	48.97%	41.00%	37.09%	37.48%	33.57%	27.85%	30.75%	11.32%	12.12%	5.87%	6.41%	7.96%
Luapula	59.13%	48.87%	44.92%	45.80%	41.00%	36.02%	32.52%	18.06%	19.25%	10.05%	10.18%	10.79%
Lusaka	36.11%	32.63%	33.29%	39.79%	38.16%	34.83%	32.44%	23.31%	30.45%	12.40%	16.44%	11.69%
Muchinga	75.49%	67.29%	58.96%	64.72%	57.98%	51.03%	39.89%	20.14%	17.70%	9.90%	12.07%	13.52%
North Western	77.53%	64.97%	60.19%	62.06%	53.51%	49.10%	43.55%	28.95%	29.42%	16.65%	18.45%	19.58%
Northern	67.18%	60.39%	55.14%	56.03%	48.89%	38.96%	30.00%	16.63%	17.37%	10.20%	10.80%	11.90%
Southern	61.33%	54.24%	55.24%	57.60%	53.43%	48.40%	40.97%	22.78%	25.87%	11.42%	11.52%	10.93%
Western	94.38%	83.92%	81.70%	83.19%	74.29%	63.29%	53.35%	33.00%	31.43%	12.70%	12.00%	13.54%

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

Table 3.1 shows transition, repetition and dropout rates by grade group.

The transition rate (also called promotion rate) is showing an increasing trend from 2014 (59.3% to 63.0% in 2020) at primary level. However, comparing 2019 and 2020 transition rates, there was a decline of -11.0 percentage point.

In Grades 9-10, the trends of the transition rate have increased from 2015 (46.2%) to 2020 (46.8%). However, comparing 2019 and 2020 transition rates, there was a decline by -6.2 percentage point in 2020.

Table 3.1: Transition, repetition and dropout rate by sex from 2015 to 2020

Grade/Sex	Year					
	2015	2016	2017	2018	2019	2020
Transition Rate						
Grades 7-8						
Male	63.7%	65.3%	66.1%	68.2%	72.3%	62.5%
Female	65.5%	67.1%	69.0%	70.0%	75.7%	63.0%
Total	64.5%	66.2%	67.5%	69.1%	74.0%	63.0%
Grades 9-10						
Male	47.4%	48.0%	48.3%	50.7%	53.3%	46.8%
Female	44.8%	45.1%	47.7%	49.2%	52.8%	47.2%
Total	46.2%	46.6%	48.0%	50.0%	53.0%	46.8%
Repetition Rate						
Grades 1-7						
Male	6.6%	6.9%	6.8%	5.7%	5.3%	4.9%
Female	6.2%	6.4%	6.2%	5.2%	4.9%	4.5%
Total	6.4%	6.7%	6.5%	5.4%	5.1%	4.8%
Grades 8-12						
Male	1.2%	1.5%	1.7%	1.1%	1.0%	0.9%
Female	1.4%	1.6%	1.6%	1.3%	1.1%	1.0%
Total	1.3%	1.6%	1.7%	1.2%	1.1%	1.0%
Dropout Rate						

Grades 1-7						
Male	1.3%	1.3%	1.3%	1.4%	1.6%	1.6%
Female	1.9%	1.8%	1.7%	1.9%	1.9%	2.0%
Total	1.6%	1.5%	1.5%	1.7%	1.7%	1.8%
Grades 8-12						
Male	0.5%	0.7%	0.6%	0.7%	0.7%	0.7%
Female	1.9%	1.8%	1.5%	1.7%	1.8%	1.8%
Total	1.1%	1.2%	1.0%	1.2%	1.2%	1.2%

Table 3.2 shows the transition rates by sex and province. Lusaka had the highest transition rates (84.4%) while the lowest was Northern Province with 43.2% at grades 7-8.

At grades 9-10, North Western had the highest transition rates (54.1%) while the lowest is Eastern Province at 34.6%.

Table 3.2: Transition Rates by Sex and Province

Province	Grades 7-8			Grades 9-10		
	Male	Female	Total	Male	Female	Total
National		63.0%	63.0%	46.8%	47.2%	46.8%
Central		68.4%	68.2%	47.1%	46.9%	46.0%
Copperbelt		84.7%	83.4%	46.4%	52.4%	51.5%
Eastern		48.5%	49.1%	35.5%	31.2%	34.6%
Luapula		57.7%	57.2%	37.9%	33.7%	36.8%
Lusaka		81.7%	84.4%	55.4%	49.5%	51.4%
Muchinga		50.0%	47.5%	41.4%	37.5%	41.4%
North Western		61.5%	62.6%	55.1%	51.3%	54.1%
Northern		41.4%	43.2%	50.4%	44.5%	50.7%
Southern		57.5%	59.8%	46.8%	47.8%	46.0%
Western		58.8%	57.2%	48.9%	50.3%	47.6%

Table 3.2 shows transition rates by sex, grade group and province at primary level. Lusaka recorded the highest at 84.4% while Northern recorded the least at 43.2%. At secondary level, North Western recorded the highest at 54.1% while Eastern province recorded the lowest at 34.6%.

Table 3.3 shows repetition rate by sex and province. At primary level, Northern recorded the highest at 7.2% while Lusaka had the least repetition rate at 2.5%. At secondary, North Western recorded the highest at 1.4% and Lusaka was the least at 0.5%.



Table 3.3 continues to show the dropout rates with Luapula recording the highest at 3.0% while Copperbelt and Lusaka and Copperbelt recording the least at 0.8% at primary level. At secondary level, Northern Province recorded the highest at 2.2% while Copperbelt and Lusaka recorded the lowest rates at 0.6%.

Table 3.3 Repetition Rate by Sex and Province - 2020

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		4.5%	4.8%	0.9%	1.0%	1.0%	1.6%	2.0%	1.8%	0.7%	1.8%	1.2%
Central		4.3%	4.5%	1.0%	1.0%	1.0%	1.3%	1.7%	1.5%	0.8%	2.2%	1.5%
Copperbelt		3.3%	3.5%	0.8%	0.5%	0.7%	0.7%	0.9%	0.8%	0.3%	0.8%	0.6%
Eastern		4.7%	5.1%	1.0%	1.2%	1.1%	2.2%	2.8%	2.6%	0.8%	2.2%	1.4%
Luapula		5.7%	5.9%	1.0%	1.2%	1.3%	2.7%	3.2%	3.0%	1.0%	2.5%	2.0%
Lusaka		2.3%	2.5%	0.6%	0.5%	0.5%	0.7%	1.0%	0.8%	0.3%	0.9%	0.6%
Muchinga		5.4%	5.5%	1.1%	1.4%	1.2%	1.8%	2.2%	2.0%	1.4%	2.7%	2.0%
North Western		4.6%	4.7%	1.3%	1.5%	1.4%	1.8%	2.4%	2.1%	0.8%	2.5%	1.6%
Northern		7.1%	7.2%	1.0%	1.3%	1.2%	2.2%	2.8%	2.6%	1.2%	3.4%	2.2%
Southern		4.8%	5.1%	1.1%	1.5%	1.3%	1.1%	1.6%	1.3%	0.7%	2.0%	1.4%
Western		4.2%	4.5%	1.3%	1.2%	1.2%	1.8%	2.2%	2.0%	0.7%	2.1%	1.4%

Table 3.4 shows the transition, repetition and dropout rates by specific grades from Grades 1 to 11 for 2020.

Tables 3.4: Transition, Repetition and Dropout Rates - 2020

Grade	Transition rates			Repetition rates			Dropout Rates		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Grade 1	95.5%	95.3%	95.3%	6.1%	5.7%	5.9%	1.1%	1.0%	1.1%
Grade 2	99.0%	98.8%	98.7%	4.7%	4.3%	4.5%	1.2%	1.2%	1.2%
Grade 3	97.1%	99.2%	98.0%	4.4%	4.7%	4.3%	1.3%	1.7%	1.3%
Grade 4	92.6%	96.5%	94.4%	4.9%	4.4%	4.7%	1.5%	1.4%	1.5%
Grade 5	93.0%	93.4%	93.1%	4.7%	4.3%	4.5%	1.6%	1.8%	1.7%
Grade 6	97.5%	96.2%	88.9%	5.8%	5.1%	5.4%	1.7%	2.4%	2.0%
Grade 7	62.5%	63.0%	63.0%	5.0%	4.2%	5.0%	2.3%	3.5%	3.1%
Grade 8	94.6%	94.3%	94.1%	2.5%	2.5%	2.5%	1.4%	2.7%	2.1%
Grade 9	46.8%	47.2%	46.8%	5.2%	5.1%	5.1%	2.4%	4.4%	3.4%
Grade 10	103.1%	107.6%	104.7%	1.0%	0.9%	0.9%	0.5%	1.3%	0.9%
Grade 11	102.5%	97.1%	94.4%	1.1%	1.1%	1.1%	0.7%	1.9%	1.3%

CHAPTER 4: EQUITY

Equity is a measure of achievement, fairness and opportunity in Education. This chapter provides indicators on Gender parity index in schools by grade and province, grade group and province as well as by grade group and agency

Gender Parity Index (GPI)

Tables 4.1- 4.5 present GPI, the ratio of female to male pupils from 2014 to 2020. 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 0.93 in 2019 to 0.94 in 2020 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 in favor of boys. (Refer to Table 4.3).

Table 4.1: Gender parity index for Grades 1-7 and Grades 8-12 from 2014 to 2020

Grade	Year					
	2015	2016	2017	2018	2019	2020
Grade 1-7	0.99	1.00	1.00	1.02	1.03	1.03
Grade 8-12	0.84	0.86	0.90	0.85	0.93	0.94

Table 4.2: Gender Parity Index In All Schools 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	1.05	1.04	1.02	1.02	1.03	1.03	1.00	1.04	1.00	0.97	0.96	0.85
Provinces												
Central	1.04	1.04	1.04	1.04	1.02	1.03	0.98	1.04	1.02	1.00	1.03	0.89
Copperbelt	1.05	1.06	1.02	1.05	1.06	1.05	1.08	1.11	1.13	1.12	1.13	0.91
Eastern	1.13	1.11	1.07	1.11	1.19	1.20	1.06	0.99	0.95	0.88	0.71	0.71
Luapula	1.02	1.02	0.94	0.97	0.99	0.99	0.93	1.16	0.88	0.88	0.87	0.86
Lusaka	1.07	1.10	1.04	0.93	0.94	0.95	0.98	1.04	1.02	0.89	0.92	0.83
Muchinga	1.03	1.01	0.98	0.98	0.99	0.96	0.93	1.02	1.02	0.91	0.94	0.72
North Western	1.05	1.03	1.03	1.03	1.18	1.03	0.99	0.98	1.04	0.93	0.95	0.87
Northern	1.04	0.97	1.00	1.00	0.92	0.96	0.89	0.86	0.90	0.88	0.83	0.74
Southern	1.03	1.03	1.02	1.08	1.03	1.05	1.06	1.05	1.04	1.03	1.04	0.91
Western	1.02	1.03	1.04	1.03	1.03	1.05	1.00	1.06	1.08	1.03	1.09	0.84

Table 4.3: Gender parity index in all schools by grade and agency - 2020

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	1.08	1.05	1.03	1.04	1.12	1.04	0.99	0.96	0.97	1.03	0.85	0.96
Grant-aided	1.09	1.10	1.08	1.08	1.10	1.12	1.09	1.28	1.32	1.25	1.32	1.20
GRZ	1.04	1.03	1.03	1.04	1.04	1.02	1.01	1.01	1.01	0.95	0.96	0.83



Private	1.05	1.07	1.05	1.05	1.04	1.05	1.05	0.99	1.02	0.96	0.95	0.91
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Table 4.4: Gender Parity Index in all Schools by Grade Group and Province - 2020

Province/Grade	Grades	Grades	Grades	Grades	Grades	Grades
	1-4	5-7	1-7	1-9	8-9	8-12
National	1.04	1.02	1.03	1.03	1.03	0.85
Provinces						
Central	1.04	1.01	1.03	1.03	1.03	1.01
Copperbelt	1.04	1.06	1.05	1.06	1.12	1.08
Eastern	1.11	1.14	1.12	1.1	0.97	0.88
Luapula	0.99	0.97	0.98	0.99	1.02	0.95
Lusaka	1.03	0.96	1	1.01	1.03	0.96
Muchinga	1	0.96	0.99	0.99	1.02	0.95
North Western	1.03	1.07	1.05	1.04	1.01	0.97
Northern	1	0.92	0.97	0.96	0.88	0.85
Southern	1.04	1.05	1.04	1.04	1.04	1.02
Western	1.03	1.03	1.03	1.03	1.07	1.04

Table 4.5: Gender parity index in all schools by grade group and agency - 2020

Agency/Grade Group	Grades	Grades	Grades	Grades	Grades	Grades
	1-4	5-7	1-7	1-9	8-9	8-12
Community	1.05	1.06	1.05	1.05	0.96	0.93
Grant-aided	1.09	1.1	1.09	1.14	1.3	1.26
GRZ	1.03	1.02	1.03	1.03	1.01	1.03
Private	1.05	1.05	1.05	1.05	1	0.99

Out-of-school children

Table 4.6 shows the trends of out of school children aged 7-13 by sex and year from 2016 to 2020 whereas Table 4.7 shows the number of out-of-school children by age, sex and province.

Table 4.6: Number of out-of-school children aged 7-13 by sex and year from 2016 to 2020

Sex	Year					
	2015	2016	2017	2018	2019	2020
Male	134,115	133,888	129,029	119,029	120,953	121,953
Female	115,301	115,698	104,407	103,407	106,407	105,007
Total	249,416	249,586	233,436	222,436	227,360	226,960

Table 4.7: Out-of-School Children By Age, Sex and Province – 2020

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	97,756	55,702	22,120	NA	NA	NA	NA	25,184	41,352	61,239	76,347	89,558
	Female	86,880	45,457	11,541	NA	NA	NA	NA	18,290	38,121	62,940	83,340	101,271
	Total	184,636	101,159	33,661	NA	NA	NA	NA	43,474	79,473	124,179	159,687	190,829

Provinces													
Central	Male	8,488	2,496	NA	NA	NA	NA	NA	NA	3,185	5,982	8,608	11,242
	Female	7,281	1,536	NA	NA	NA	NA	NA	NA	2,960	6,065	9,118	11,914
	Total	15,769	4,032	NA	NA	NA	NA	NA	NA	NA	6,145	12,047	17,726
Copperbelt	Male	11,196	4,747	NA	NA	NA	NA	NA	NA	1,234	4,655	7,750	8,068
	Female	9,378	3,344	NA	NA	NA	NA	NA	NA	NA	3,618	7,788	12,484
	Total	20,574	8,091	NA	NA	NA	NA	NA	NA	1,234	8,273	15,538	20,552
Eastern	Male	19,976	15,645	11,960	8,589	7,703	8,599	NA	11,083	12,476	12,679	13,706	13,997
	Female	17,935	13,502	6,574	6,486	5,512	6,485	NA	10,386	11,816	12,674	14,086	15,192
	Total	37,911	29,147	18,534	15,075	13,215	15,084	NA	21,469	24,292	25,353	27,792	29,189
Luapula	Male	8,109	4,824	1,949	NA	NA	NA	NA	1,517	3,264	5,214	6,250	5,858
	Female	7,743	4,328	1,340	NA	NA	NA	NA	1,925	3,459	5,865	7,180	6,291
	Total	15,852	9,152	3,289	NA	NA	NA	NA	3,442	6,723	11,079	13,430	12,149
Lusaka	Male	17,603	14,055	9,003	3,617	2,329	2,338	1,929	5,109	4,858	8,528	9,194	14,361
	Female	15,922	12,204	7,619	2,840	1,204	915	333	3,705	4,583	8,781	11,367	15,481
	Total	33,525	26,259	16,622	6,457	3,533	3,253	2,262	8,814	9,441	17,309	20,561	29,842
North Western	Male	4,915	2,353	391	NA	NA	NA	NA	860	1,839	2,570	3,716	5,091
	Female	3,660	1,420	NA	NA	NA	NA	NA	510	1,790	3,160	3,793	5,261
	Total	8,575	3,773	391	NA	NA	NA	NA	1,370	3,629	5,730	7,509	10,352
Muchinga	Male	4,494	1,088	227	NA	NA	NA	264	1,720	3,248	3,924	4,610	4,487
	Female	4,019	1,199	491	NA	NA	NA	NA	3,152	3,721	5,100	5,318	3,660
	Total	8,513	2,287	718	NA	NA	NA	264	4,872	6,969	9,024	9,928	8,147
Northern	Male	7,368	2,806	167	NA	NA	NA	NA	1,522	3,384	4,922	6,276	7,699
	Female	7,599	2,149	461	NA	NA	NA	NA	2,374	4,473	6,072	7,426	8,735
	Total	14,967	4,955	628	NA	NA	NA	NA	3,896	7,857	10,994	13,702	16,434
Southern	Male	10,319	4,988	198	NA	NA	NA	NA	1,119	3,264	6,463	9,276	11,305
	Female	8,580	3,229	NA	NA	NA	NA	NA	333	2,308	6,813	10,442	12,649
	Total	18,899	8,217	198	NA	NA	NA	NA	1,452	5,572	13,276	19,718	23,954
Western	Male	5,288	2,700	1,061	NA	NA	165	366	3,697	4,600	6,302	6,961	7,450
	Female	4,763	2,546	574	NA	NA	NA	25	3,364	4,309	6,171	7,040	7,946
	Total	10,051	5,246	1,635	NA	NA	165	391	7,061	8,909	12,473	14,001	15,396

Orphans

Tables 4.8 – 4.11 present trends data on orphans attending school (including regular, APU, and open students).

At National level, the number of orphans had been on the decline with marginal fluctuation of downward trend between 2015 and 2016.

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 2020

School level/Sex		Year						
		2014	2015	2016	2017	2018	2019	2020
Primary Schools	Male	225 627	208 671	223 069	207 949	192 147	187 970	173 739
	Female	225 143	209 818	203 220	207 283	197 028	191 641	192 328
	Total	450 770	418 489	426 289	415 232	389 175	379 611	366 067
Secondary Schools	Male	88 921	83 910	82 597	77 775	76 857	76 256	68 420
	Female	83 844	82 933	80 080	53 074	75 524	79 464	51 151
	Total	172 765	166 843	162 677	130 849	152 381	155 720	119 571
All Schools	Male	314 548	292 581	305 666	285 724	269 004	264 226	242 159
	Female	308 987	292 751	283 300	260 357	272 552	271 105	243 479
	Total	623 535	585 332	588 966	546 081	541 556	535 331	485 638

Table 4.9: Number Of Orphans by Grade, Sex and Province - 2020

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	22 965	28 216	24 482	24 615	24 646	24 298	24 517	17 849	19 631	9 496	10 695	10 749
	Female	23 222	24 598	25 102	25 396	25 480	25 441	24 889	18 200	20 462	9 687	10 355	10 647
	Total	46 187	52 814	49 584	50 011	50 126	49 739	49 406	36 049	40 093	19 183	21 050	21 396
Provinces													
Central	Male	2 993	3 094	3 215	3 082	3 081	3 330	3 202	2 098	2 246	1 227	1 147	1 225
	Female	2 997	3 169	3 212	3 217	3 321	3 295	3 149	2 304	2 418	1 292	1 236	1 227
	Total	5 990	6 263	6 427	6 299	6 402	6 625	6 351	4 402	4 664	2 519	2 383	2 452
Copperbelt	Male	2 692	7 219	3 124	3 230	3 515	3 338	3 628	3 078	3 343	1 709	1 951	2 157
	Female	2 820	3 192	3 316	3 357	3 559	3 748	3 738	3 162	3 536	1 719	1 951	2 146
	Total	5 512	10 411	6 440	6 587	7 074	7 086	7 366	6 240	6 879	3 428	3 902	4 303
Eastern	Male	1 776	2 047	2 116	2 153	2 088	2 094	2 098	1 125	1 372	568	698	922
	Female	1 969	2 015	2 324	2 260	2 252	2 227	2 016	1 019	1 349	510	623	893
	Total	3 745	4 062	4 440	4 413	4 340	4 321	4 114	2 144	2 721	1 078	1 321	1 815
Luapula	Male	2 683	2 975	2 793	2 785	2 667	2 529	2 416	1 789	1 918	721	872	904
	Female	2 725	2 864	2 733	2 800	2 636	2 494	2 275	1 546	1 720	610	788	735
	Total	5 408	5 839	5 526	5 585	5 303	5 023	4 691	3 335	3 638	1 331	1 660	1 639
Lusaka	Male	2 406	2 379	2 505	2 585	2 734	2 829	2 865	2 471	2 602	1 267	1 771	1 075
	Female	2 444	2 496	2 629	2 723	3 038	2 980	3 220	2 569	3 036	1 264	1 429	1 362
	Total	4 850	4 875	5 134	5 308	5 772	5 809	6 085	5 040	5 638	2 531	3 200	2 437
Muchinga	Male	1 577	1 564	1 560	1 545	1 525	1 557	1 546	969	1 077	535	607	645
	Female	1 479	1 541	1 557	1 527	1 491	1 557	1 438	1 080	1 119	591	554	571
	Total	3 056	3 105	3 117	3 072	3 016	3 114	2 984	2 049	2 196	1 126	1 161	1 216
North Western	Male	1 681	1 756	1 773	1 638	1 622	1 442	1 597	1 292	1 341	802	851	859
	Female	1 641	1 799	1 772	1 642	1 631	1 530	1 647	1 315	1 396	866	911	817
	Total	3 322	3 555	3 545	3 280	3 253	2 972	3 244	2 607	2 737	1 668	1 762	1 676
Northern	Male	2 533	2 455	2 556	2 490	2 407	2 196	2 153	1 540	1 652	888	980	1 063
	Female	2 493	2 583	2 412	2 478	2 342	2 238	2 121	1 547	1 670	953	915	920
	Total	5 026	5 038	4 968	4 968	4 749	4 434	4 274	3 087	3 322	1 841	1 895	1 983
Southern	Male	1 748	1 885	2 091	2 301	2 278	2 414	2 557	1 898	2 101	1 002	924	1 066
	Female	1 661	1 935	2 124	2 352	2 421	2 587	2 669	1 981	2 157	991	973	1 037
	Total	3 409	3 820	4 215	4 653	4 699	5 001	5 226	3 879	4 258	1 993	1 897	2 103
Western	Male	2 876	2 842	2 749	2 806	2 729	2 569	2 455	1 589	1 979	777	894	833
	Female	2 993	3 004	3 023	3 040	2 789	2 785	2 616	1 677	2 061	891	975	939
	Total	5 869	5 846	5 772	5 846	5 518	5 354	5 071	3 266	4 040	1 668	1 869	1 772

Table 4.10: Percentage (%) of orphans in grade groups by sex and province - 2020

Province/Sex/Grade	Grades	Grades	Grades	Grades
	1-7	1-9	8-9	8-12

CENTRAL	Male	5.1%	5.3%	6.9%	3.5%
	Female	5.2%	5.5%	7.5%	3.6%
	Total	10.2%	10.8%	14.4%	7.1%
COPPERBELT	Male	6.3%	6.3%	6.7%	3.2%
	Female	5.6%	5.8%	7.0%	3.2%
	Total	11.8%	12.2%	13.7%	6.4%
EASTERN	Male	3.6%	3.7%	5.0%	2.7%
	Female	3.7%	3.8%	4.7%	2.5%
	Total	7.3%	7.6%	9.7%	5.2%
LUAPULA	Male	6.5%	6.9%	10.4%	4.1%
	Female	6.4%	6.7%	9.2%	3.5%
	Total	12.9%	13.6%	19.6%	7.7%
LUSAKA	Male	5.1%	5.4%	6.7%	3.1%
	Female	5.4%	5.8%	7.4%	3.0%
	Total	10.5%	11.1%	14.0%	6.1%
MUCHINGA	Male	5.0%	5.3%	8.6%	4.4%
	Female	4.9%	5.3%	9.2%	4.2%
	Total	9.8%	10.6%	17.7%	8.6%
NORTH WESTERN	Male	4.5%	4.9%	7.0%	3.8%
	Female	4.6%	4.9%	7.2%	3.9%
	Total	9.2%	9.8%	14.3%	7.7%
NORTHERN	Male	5.2%	5.6%	9.6%	5.1%
	Female	5.1%	5.6%	9.7%	4.8%
	Total	10.3%	11.1%	19.3%	9.9%
SOUTHERN	Male	3.7%	4.0%	6.3%	2.9%
	Female	3.8%	4.1%	6.5%	2.9%
	Total	7.5%	8.2%	12.8%	5.7%
WESTERN	Male	6.6%	6.9%	9.9%	4.2%
	Female	7.0%	7.4%	10.4%	4.7%
	Total	13.5%	14.3%	20.3%	9.0%

Table 4.11: Number of orphans in all schools by grade and agency - 2020

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	16 132	21 927	18 303	18 863	19 614	19 776	20 439	16 082	17 714	8 451	9 591	9 597
	Female	16 248	17 983	18 777	19 455	20 291	20 704	20 662	16 205	18 178	8 356	9 031	9 204
	Total	32 380	39 910	37 080	38 318	39 905	40 480	41 101	32 287	35 892	16 807	18 622	18 801
Private	Male	409	435	453	429	467	484	484	345	392	275	267	243
	Female	413	438	491	483	531	533	537	353	443	235	224	205
	Total	822	873	944	912	998	1 017	1 021	698	835	510	491	448
Grant Aided	Male	603	605	696	776	769	783	811	892	1 005	615	729	818
	Female	696	738	772	814	879	873	959	1 156	1 352	987	1 006	1 154
	Total	1 299	1 343	1 468	1 590	1 648	1 656	1 770	2 048	2 357	1 602	1 735	1 972
Community/Unknown	Male	5 821	5 249	5 030	4 547	3 796	3 255	2 783	530	520	155	108	91
	Female	5 865	5 439	5 062	4 644	3 779	3 331	2 731	486	489	109	94	84
	Total	11 686	10 688	10 092	9 191	7 575	6 586	5 514	1 016	1 009	264	202	175



Children with Special Educational Needs (CSEN)

Tables 4.12 – 4.14 present trends of CSEN by year, sex, province and grade. At National level, there was a consistent increase in the number of CSEN from 2014 to 2018, and then a recorded a drop in 2019 and 2020.

Table 4.12: Number of CSEN Pupils in all Schools by Sex and Year from 2014 to 2020

School level/Year		2014	2015	2016	2017	2018	2019	2020
Primary Schools	Male	46 322	42 955	53 035	56907	58 614	54600	49109
	Female	42 818	46 691	50 183	53413	55 084	51464	47006
	Total	89 134	89 646	103 218	110320	113 698	106064	96115
Secondary Schools	Male	3 797	9 090	10 609	10330	12 034	11017	8985
	Female	3 674	8 278	9 483	9742	11 770	10868	8613
	Total	7 471	17 368	20 092	20072	23 804	21885	17598
National Total		96 605	107 014	123 310	130 392	137 502	127949	113713

Table 4.13: Number of CSEN Learners at Secondary Level by Grade, Sex and Province - 2020

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	M	F	M	F	M	F	M	F	M	F	
Central	240	216	276	272	88	92	76	93	81	81	1515
Copperbelt	401	366	475	414	106	117	145	143	114	123	2404
Eastern	179	148	197	236	47	21	59	51	49	58	1045
Luapula	326	275	399	384	107	72	91	90	54	42	1840
Lusaka	227	150	289	253	43	33	62	64	43	47	1211
Muchinga	225	203	206	191	67	36	73	57	74	52	1184
North Western	458	460	431	441	146	144	149	141	153	143	2666
Northern	209	216	301	262	61	50	99	77	103	77	1455
Southern	323	324	374	337	53	73	112	127	116	111	1950
Western	381	434	454	451	67	97	92	148	84	120	2328
Total	2969	2792	3402	3241	785	735	958	991	871	854	17598

Table 4.14: Number of CSEN learners at primary school level by sex, grade and province 2020

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	626	633	724	706	737	675	776	728	643	654	640	617	584	580	9323
COPPERBELT	580	540	702	660	653	615	667	641	763	686	732	677	575	594	9085
EASTERN	525	484	612	497	539	491	559	557	522	529	455	486	479	439	7174
LUAPULA	945	990	1057	1062	914	878	878	871	761	760	747	775	669	612	11919
LUSAKA	274	203	257	207	288	264	315	289	282	306	291	301	290	288	3855
MUCHINGA	626	578	613	586	555	573	602	576	520	481	503	479	469	413	7574
NORTH WESTERN	967	989	1032	1051	988	953	962	1000	1000	992	858	901	852	807	13352
NORTHERN	990	844	852	757	840	832	836	778	750	749	681	603	537	494	10543
SOUTHERN	657	652	695	695	715	671	712	688	821	696	784	743	706	662	9897
WESTERN	1149	1022	1155	1076	1047	998	1056	936	911	902	822	791	785	743	13393
TOTAL	7339	6935	7699	7297	7276	6950	7363	7064	6973	6755	6513	6373	5946	5632	96115

Bursaries

Tables 4.15 and 4.16 present the numbers of learners receiving bursary support.

Table 4.15 shows provincial and gender distribution of OVC receiving bursaries. For all grade groups, more girls than boys received bursary support. This is meant to bridge the learners' gender gap arising from many social, biological and economic factors disadvantaging girl learners. In addition to the bursary support from the Ministry, other stakeholders also provide financial and material support to categories of vulnerable learners.

Table 4.15 shows distribution of pupils receiving bursaries by grade groups, sex and province in 2020.

Table 4.15: Distribution of pupils receiving bursaries by grade groups, sex and province 2020

Provinces	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	1 887	2 317	4 204	890	2 335	3 225	636	1 543	2 179	2 777	4 652	7 429
COPPERBELT	1 538	2 086	3 624	2 213	3 374	5 587	1 481	2 813	4 294	3 751	5 460	9 211
EASTERN	562	624	1 186	880	1 282	2 162	468	785	1 253	1 442	1 906	3 348
LUAPULA	1 324	1 454	2 778	841	1 440	2 281	410	845	1 255	2 165	2 894	5 059
LUSAKA	1 989	2 076	4 065	1 577	1 715	3 292	1 304	1 847	3 151	3 566	3 791	7 357
MUCHINGA	870	865	1 735	627	2 227	2 854	285	2 567	2 852	1 497	3 092	4 589
NORTH WESTERN	1 037	5 276	6 313	479	1 166	1 645	357	846	1 203	1 516	6 442	7 958
NORTHERN	1 109	1 114	2 223	830	2 423	3 253	483	1 687	2 170	1 939	3 537	5 476
SOUTHERN	1 794	2 143	3 937	1 346	2 303	3 649	667	1 684	2 351	3 140	4 446	7 586
WESTERN	1 310	1 457	2 767	1 177	3 358	4 535	721	1 678	2 399	2 487	4 815	7 302
TOTAL	13 420	19 412	32 832	10 860	21 623	32 483	6 812	16 295	23 107	24 280	41 035	65 315

Table 4.16: Number of Pupils Receiving Bursaries in All Schools by Sex from 2014 to 2020

School/Sex		2014	2015	2016	2017	2018	2019	2020
Primary Schools	Male	24 242	19 922	18 334	16 827	16 029	15 651	13 420
	Female	25 041	21 250	18 578	17 611	16 729	17 044	19 412
	Total	49 283	41 172	36 912	34 438	32 758	32 695	32 832
Secondary Schools	Male	21 548	31 910	29 019	28 185	14 881	19 047	17 672
	Female	26 672	41 397	34 143	38 925	33 205	42 172	37 918
	Total	48 220	73 307	63 162	67 110	48 086	61 219	55 590
TOTAL (NATIONAL)		97 503	114 479	100 074	101 548	80 844	93 914	88 422

Pregnancies & Readmissions

At National level, the number of pregnancies had consistently remained high since 2014 (above 11,000) while the re-admissions have remained consistently below 50% except for year 2017 (10,684) at primary level. Pregnancies consistently increased from 2014 to 2020 with the exception of 2017 at secondary level (Tables 4.17 – 4.19).

Table 4.17: Number of pregnancies and re-admissions by grade group from 2014 to 2020

School level/Status	Year
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		2014	2015	2016	2017	2018	2019	2020
Primary schools	Pregnancies	13 275	11 989	11 765	10 684	11 453	11502	12 330
	Re-admissions	5 322	5 217	5 423	5 527	4 917	5669	5 078
Secondary schools	Pregnancies	3 103	3 136	3 457	2 956	3 576	4222	4 089
	Re-admissions	2 069	2 047	2 230	2 052	2 488	3158	2 876

Table 4.18: Number of pregnancies and re-admissions by grade group and province - 2020

Provinces/Grade Group	Grades 1-7		Grades 8-12		Grades 1-12	
	Pregnancies	Re-Admits	Pregnancies	Re-Admits	Pregnancies	Re-Admits
Central	1 356	478	433	289	1 789	767
Copperbelt	1 035	360	598	413	1 633	773
Eastern	2 422	625	378	260	2 800	885
Luapula	1 073	472	271	238	1 344	710
Lusaka	986	365	382	244	1 368	609
Muchinga	455	336	214	173	669	509
North Western	1 242	628	498	378	1 740	1 006
Northern	899	426	374	295	1 273	721
Southern	1 906	792	573	321	2 479	1 113
Western	956	596	368	265	1 324	861
Total	12 330	5 078	4 089	2 876	16 419	7 954

Table 4.19 shows the number of pregnancies and readmissions by province at grade 1-7 and grade 8-12 combined. Southern province recorded the highest number of pregnancies at 2479 while Muchinga recorded the least at 669. As regards re-admissions, Southern still accounted for the highest number of re-admissions at 1113 and the least was Muchinga at 509.

Table 4.19: Number of pregnancies and re-admissions by grade groups, location and province - 2020

Provinces	Grades 1-7				Grades 8-12			
	Pregnancies		Re-Admits		Pregnancies		Re-Admits	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Central	1 225	131	434	44	268	165	211	78
Copperbelt	592	443	178	182	180	418	118	295
Eastern	2 265	157	569	56	287	91	228	32
Luapula	938	135	412	60	210	61	186	52
Lusaka	537	449	163	202	134	248	101	143
Muchinga	441	14	325	11	185	29	149	24
North Western	1 131	111	571	57	412	86	319	59
Northern	796	103	386	40	270	104	217	78
Southern	1 722	184	728	64	350	223	229	92
Western	858	98	551	45	291	77	233	32
Total	10 505	1 825	4 317	761	2 587	1 502	1 991	885

CHAPTER 5:

QUALITY -TEACHERS

Total teachers

Tables 5.1 to 5.3 highlight the distribution of teachers by sex, province, qualification and running agency. There has been a general increase in the number of teachers from 2014 to 2020 with the exception of 2015 and 2016 (Table 5.1).

A total number of 118,551 teachers were reported in 2020 showing an increase of 3750 from 2019. The number of primary school teachers was 83,160 and 35,391 at secondary school representing 2.8 and 4.5 percentage points, respectively.

Table 5.1: Teachers in all Schools by Sex from 2014 to 2020

School Level/Sex		Year							
		2014	2015	2016	2017	2018	2019	2020	2020-19
Primary schools	Male	36 105	34 267	33 764	35 141	35 337	35 274	36 442	3.3
	Female	42 290	40 969	40 185	42 958	43 517	45 645	46 718	2.4
	Total	78 395	75 236	73 949	78 099	78 854	80 919	83 160	2.8
Secondary schools	Male	12 551	12 815	11 815	14 962	15 573	17 757	18 618	4.8
	Female	9 867	9 984	10 464	13 209	13 063	16 125	16 773	4.0
	Total	22 418	22 799	22 279	28 171	28 636	33 882	35 391	4.5
Total		100 813	98 035	96 228	106 270	107 490	114 801	118 551	3.3

Table 5.2: Teachers in all Schools by Sex and Education Level from 2014 to 2020

		Year								Percentage Changes 2019-2020
		2014	2015	2016	2017	2018	2019	2020	2020-19	
Primary schools	Male	36 105	34 267	33 764	35 141	35 337	35 274	36 442	3.3	
	Female	42 290	40 969	40 185	42 958	43 517	45 645	46 718	2.4	
	Total	78 395	75 236	73 949	78 099	78 854	80 919	83 160	2.8	
Secondary schools	Male	12 551	12 815	11 815	14 962	15 573	17 757	18 618	4.8	
	Female	9 867	9 984	10 464	13 209	13 063	16 125	16 773	4.0	
	Total	22 418	22 799	22 279	28 171	28 636	33 882	35 391	4.5	
Total		100 813	98 035	96 228	106 270	107 490	114 801	118 551	3.3	

Table 5.3: Teachers in all Schools by Sex and Province - 2020

Province/School level/Sex	Primary schools			Secondary schools		
	Male	Female	Total	Male	Female	Total
National	36 442	46 718	83 160	18 618	16 773	35 391
Provinces						
Central	4 657	5 457	10 114	2545	2365	4 910
Copperbelt	4 220	11 699	15 919	2691	3934	6 625
Eastern	3 819	3 373	7 192	2168	1470	3 638
Luapula	3 343	2 922	6 265	1541	1032	2 573
Lusaka	3 287	7 149	10 436	2020	2161	4 181
Muchinga	2 301	1 812	4 113	1510	959	2 469
North Western	2 360	2 492	4 852	1669	1310	2 979
Northern	2 916	2 224	5 140	1532	1090	2 622



Southern	5 936	6 101	12 037	1832	1541	3 373
Western	3 603	3 489	7 092	1110	911	2 021

Teachers by agency, province and IRI Centers

Table 5.4 shows the distribution of teachers by agency and province. The majority of teachers were Government, followed by Private, Community, and the least was Grant Aided.

With regard to IRI services, Table 5.5 shows a total of 38,653 in IRI Centre mentors of which 20,305 were males and 18,348 females. Copperbelt province recorded the highest number of mentors followed by Central while Muchinga was the least of all.

Table 5.4: Teachers in all Schools by Agency and Province - 2020

Province/Agency	Total				
	GRZ	Grant Aided	Community	Private	Total
National	92,462	6,832	8,768	10,489	118 551
Provinces					
Central	12 228	707	935	1 164	15 034
Copperbelt	16 872	718	1 427	3 558	22 575
Eastern	8 742	1 180	709	265	10 896
Luapula	7 742	410	308	384	8 844
Lusaka	9 371	582	2 143	2 338	14 434
Muchinga	5 721	152	405	319	6 597
North Western	6 737	278	344	472	7 831
Northern	6 301	755	384	337	7 777
Southern	11 176	1 554	1 346	1 340	15 416
Western	7 572	496	767	312	9 147

Table 5.5: Mentors in IRI Centers by sex and province - 2020

Province/Sex	Male	Female	Total
National	20 305	18 348	38 653
Provinces			
Central	3 043	2 627	5 670
Copperbelt	3 453	5 532	8 985
Eastern	2 148	1 362	3 510
Luapula	1 747	1 219	2 966
Lusaka	1 900	1 898	3 798
Muchinga	1 503	903	2 406
North Western	1 620	1 200	2 820
Northern	1 525	965	2 490
Southern	1 993	1 511	3 504
Western	1 373	1 131	2 504

Teacher attrition

Tables 5.6 to 5.7 highlight teachers' attrition by sex, province and reason.

The trend over the years shows that male teachers at both primary and secondary schools had higher turnover rates than female teachers.

Table 5.6: Teacher Attrition by Sex from 2014 to 2020

Education Level/Sex		Year						
		2014	2015	2016	2017	2018	2019	2020
Primary school	Male	4 600	3 731	2 791	3 098	2 724	3 603	3 319
	Female	3 751	3 105	2 550	2 152	2 861	3 305	3 118
	Total	8 351	6 836	5 341	5 250	5 585	6 908	6 437
Secondary school	Male	851	751	626	629	766	971	849
	Female	484	552	508	699	672	784	629
	Total	1 335	1 303	1 134	1 328	1 438	1 755	1 478
Total		9 686	8 139	6 475	6 578	7 023	8 663	7 915

Table 5.7: Teacher Attrition in all Schools by Sex and Reason - 2020

Reason/Education Level/Sex	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
All Reasons	3 319	3 118	6 437	849	629	1 478	4 168	3 747	7 915
Assigned to non-teaching duties	74	76	150	36	9	45	110	85	195
Contract expired	215	204	419	58	36	94	273	240	513
Death	148	133	281	51	32	83	199	165	364
Dismissed	149	99	248	30	18	48	179	117	296
Illness	65	68	133	14	5	19	79	73	152
Others	1 838	1 865	3 703	510	434	944	2 348	2 299	4 647
Resigned	565	413	978	67	49	116	632	462	1 094
Retired	265	260	525	83	46	129	348	306	654

Table 5.8: Teacher Attrition in all Schools by Sex and Province - 2020

Province/Education level/Sex	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	3 310	3 106	6 416	849	629	1 478	4 159	3 735	7 894
Provinces									
Central	391	406	797	103	69	172	494	475	969
Copperbelt	398	670	1 068	146	107	253	544	777	1 321
Eastern	317	236	553	95	71	166	412	307	719
Luapula	373	268	641	82	55	137	455	323	778
Lusaka	363	416	779	86	89	175	449	505	954
Muchinga	208	117	325	62	33	95	270	150	420
North Western	213	191	404	82	68	150	295	259	554



Northern	363	240	603	105	57	162	468	297	765
Southern	355	287	642	63	42	105	418	329	747
Western	329	275	604	25	38	63	354	313	667

Table 5.9: Teacher Deaths in all Schools by Sex and Province - 2020

Province/ Education Level	Secondary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	155	138	293	53	36	89	208	174	382
Province									
Central	14	19	33	9	6	15	23	25	48
Copperbelt	15	40	55	10	9	19	25	49	74
Eastern	24	6	30	7	4	11	31	10	41
Luapula	19	5	24	10	1	11	29	6	35
Lusaka	19	16	35	1	3	4	20	19	39
Muchinga	4	7	11	1	1	2	5	8	13
North Western	14	7	21	5	4	9	19	11	30
Northern	16	9	25	4	2	6	20	11	31
Southern	16	15	31	6	3	9	22	18	40
Western	14	14	28	0	3	3	14	17	31

Teacher attrition by province

Table 5.9 shows teacher attrition by province, sex and level of education. Copperbelt, followed by Lusaka and Northwestern reported the highest teacher turnover while the least reported was in Central and Muchinga provinces.

Teacher deaths

Tables 5.9 and 5.10 show teacher deaths across provinces by sex and school levels.

In 2020, at national level, a total of 382 teachers were reported to have died of which Male teachers deaths were higher than Females.

At Provincial level, Copperbelt recorded the highest number of deaths at 74 and the least was recorded in Muchinga at 13, primary and secondary schools combined.

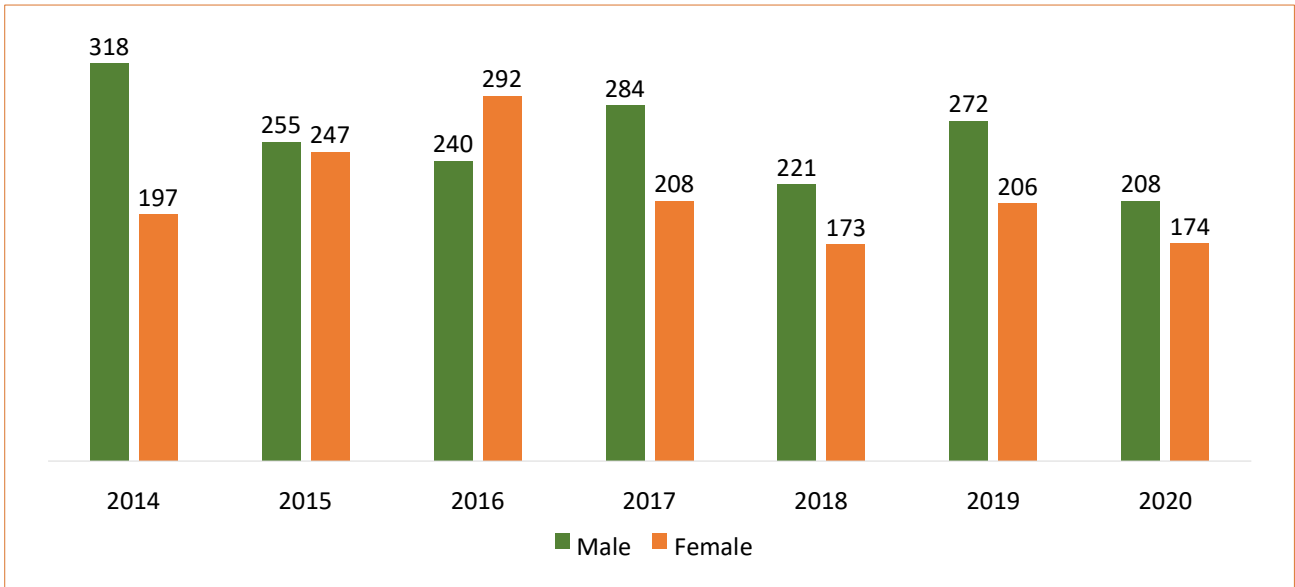
Across school types, primary school teachers who died accounted for 0.35% compared to secondary school teachers who recorded 0.21%. Looking at the trends of teachers' deaths from 2014 to 2020, more male teachers died except in 2016

Table 5.10: Teacher Deaths by Sex from 2014 to 2020

School Level/Sex/Year		Year						
		2014	2015	2016	2017	2018	2019	2020
Primary school	Male	247	199	201	208	171	208	155
	Female	169	169	255	159	138	161	138
	Total	416	368	456	367	309	369	293
Secondary	Male	71	56	39	76	50	64	53

school	Female	28	78	37	49	35	45	36
	Total	99	134	76	125	85	109	89
Total	Male	318	255	240	284	221	272	208
	Female	197	247	292	208	173	206	174
	Total	515	502	532	492	394	478	382

Figure 5.1: Teacher Deaths by Sex from 2014 to 2020





CHAPTER 6: QUALITY-LEARNING ACHIEVEMENTS RELATED

Table 6.1: Completion rate for Grades 7, 9 and 12 by sex from 2014 to 2020

Grade Level/Sex/Year		Year						
		2014	2015	2016	2017	2018	2019	2020
Grade 7	Male	89%	88%	91%	93%	94.82%	96.90%	93.9%
	Female	84%	84%	93%	90%	99.82%	99.54%	93.3%
	Total	86%	86%	92%	92%	97.34%	97.00%	86.4%
Grade 9	Male	60.5%	59.6%	69.4%	73.6%	76.6%	67.9%	61.3%
	Female	55.4%	55.2%	68.3%	69.7%	77.3%	66.7%	62.9%
	Total	57.9%	57.3%	68.8%	71.7%	77.0%	67.3%	61.9%
Grades 12	Male	34.8%	34.3%	64.2%	34.2%	40.4%	35.3%	36.4%
	Female	28.6%	27.4%	41.4%	29.8%	31.6%	32.8%	31.4%
	Total	31.7%	30.8%	52.7%	31.8%	36.0%	34.1%	32.0%

Table 6.2: Completion rate for Grades 7, 9 and 12 by sex and province – 2020

Province	Grade/Sex								
	Grade 7			Grade 9			Grade 12		
	Male	Female	All	Male	Female	All	Male	Female	All
National	93.9%	93.3%	86.4%	61.3%	62.9%	61.9%	36.4%	31.4%	32.0%
Provinces									
Central	123.2%	97.7%	104.9%	75.9%	77.3%	75.3%	36.6%	32.7%	38.4%
Copperbelt	93.8%	101.1%	86.0%	69.3%	78.2%	73.4%	56.2%	50.5%	64.0%
Eastern	103.1%	110.9%	84.2%	48.0%	46.1%	47.0%	23.7%	19.5%	23.5%
Luapula	112.1%	102.5%	86.7%	65.1%	56.5%	60.4%	44.9%	38.5%	28.5%
Lusaka	57.8%	61.7%	59.8%	55.8%	56.3%	56.0%	30.9%	24.4%	46.2%
Muchinga	93.4%	85.4%	89.4%	51.9%	51.3%	51.4%	28.4%	20.4%	35.6%
North Western	112.3%	115.2%	113.9%	85.1%	86.8%	85.9%	53.4%	48.3%	55.2%
Northern	93.3%	84.6%	77.4%	47.7%	43.8%	45.8%	28.5%	21.7%	32.8%
Southern	90.4%	97.8%	94.1%	61.4%	65.8%	63.5%	29.8%	28.1%	34.9%
Western	97.4%	99.3%	98.3%	60.8%	67.0%	63.9%	31.4%	26.9%	33.7%

Table 6.3 illustrates the trends of completion rates for Grades 7, 9 and 12 by sex from 2014 - 2020. At all levels, there was a reduction in completion rates in 2020. However, there was a more significant reduction at grade 7 by -10.6 percentage point. Table 6.2 illustrates completion rates by grade, sex and province at all levels (grade 7, 9 and 12). The highest province was North Western at 113.9% and the lowest was Lusaka at 59.8% for Grade 7.

Similarly, the completion rate for grade 9 increased for the period 2014 - 2020 with a drop in 2019 and 2020. The completion rate for grade 12 was fluctuating over the years from 34.3% - 64.2%.

Table 6.3 illustrates the completion rate for Grades 7, 9 and 12 by sex and province from 2014 - 2020.

Table 6.3: Survival rate to Grade 5 by sex from 2014 to 2020

Sex/Year	Year
----------	------

	2014	2015	2016	2017	2018	2019	2020
Male	70.7%	83.0%	79.5%	93.2%	88.9%	100.9%	90.9%
Female	71.1%	79.7%	86.1%	94.3%	97.5%	100.1%	96.9%
All	70.7%	81.2%	82.6%	93.5%	92.9%	100.2%	93.0%

Survival rate to Grade 5

Table 6.4 shows the survival rate to Grade 5 by sex from 2016- 2020. Lusaka recorded the highest survival rate at 85% and Northern Province accounted for the lowest at 63%.

Table 6.4: Survival rate to Grade 5 by province - 2020

Province	2016	2017	2018	2019	2020	Survival Rate
	Grade 1 Entrants	Grade 2	Grade 3	Grade 4	Grade 5	
Central	62,315	57,828	54,532	51,097	47,826	77%
Copperbelt	56,999	53,864	50,471	48,149	46,030	81%
Eastern	62,091	57,745	53,529	49,247	45,553	73%
Luapula	41,616	37,163	33,558	30,471	29,496	71%
Lusaka	50,223	47,511	45,135	44,188	42,862	85%
Muchinga	34,201	31,020	28,228	26,111	24,101	70%
North Western	38,207	34,157	30,673	28,281	26,046	68%
Northern	50,732	45,101	40,230	35,644	31,723	63%
Southern	58,382	52,252	47,183	43,267	40,455	69%
Western	42,509	38,896	35,901	33,495	31,117	73%
TOTAL	497,275	455,537	419,441	389,949	365,210	73%

Examination pass rates

Table 6.5 shows the Examination pass rates for grade 7 by sex and province in 2020. Generally, there was 100% pass rate in all the provinces.

Table 6.5: Examination pass rates in Grade 7 by sex and province in 2020

Province/Candidates/Sex	Entered			Numbers Sat			Progression Rate		
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	228 228	239 414	467 642	195 408	207 855	403 263	100.00	100.00	100.00
Provinces									
Northern	17 510	15 331	32 841	15 011	13 343	28 354	100.00	100.00	100.00
Luapula	15 745	13 993	29 738	13 425	12 068	25 493	100.00	100.00	100.00
Southern	28 009	29 551	57 560	24 570	26 580	51 150	100.00	100.00	100.00
Eastern	22 850	24 385	47 235	19 122	20 161	39 283	100.00	100.00	100.00
Copperbelt	32 097	37 409	69 506	28 485	33 254	61 739	100.00	100.00	100.00
North Western	16 675	17 070	33 745	13 450	13 858	27 308	100.00	100.00	100.00
Central	28 458	29 441	57 899	23 072	24 640	47 712	100.00	100.00	100.00
Western	14 987	15 392	30 379	12 252	13 063	25 315	100.00	100.00	100.00
Lusaka	38 042	44 127	82 169	34 562	40 177	74 739	100.00	100.00	100.00
Muchinga	13 855	12 715	26 570	11 459	10 711	22 170	100.00	100.00	100.00

Table 6.6 shows the Examination pass rates for grade 9 by sex and province in 2020.



The highest examination pass rate in grade 9 was Western Province at 65.77% and the least was Eastern at 48.60%

Table 6.6: Examination pass rates in Grade 9 by sex and province - 2020

Province/ Candidates/ Sex	Numbers Entered			Numbers sat			Certificates		
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	139 729	144 923	284 652	124 375	130 376	254 751	53.60	52.57	53.07
Provinces									
Muchinga	7 433	6 720	14 153	6 257	5 880	12 137	51.75	46.51	49.21
Northern	10 624	8 898	19 522	9 160	7 836	16 996	54.37	49.74	52.24
Luapula	10 039	8 481	18 520	8 826	7 483	16 309	52.03	44.53	48.59
Southern	15 009	16 657	31 666	13 495	14 909	28 404	51.31	50.67	50.98
Eastern	12 458	12 071	24 529	10 635	10 145	20 780	51.41	45.66	48.60
Copperbelt	23 730	26 316	50 046	21 890	24 676	46 566	54.56	56.67	55.68
North Western	10 296	10 113	20 409	8 982	8 984	17 966	55.40	54.61	55.00
Central	15 593	16 643	32 236	13 270	14 385	27 655	48.48	49.06	48.78
Western	7 932	8 654	16 586	6 885	7 539	14 424	64.72	66.72	65.77
Lusaka	26615	30370	56985	24975	28539	53514	54.68	53.98	54.31

Table 6.7 shows the Examination Pass Rate for Grade 12 by sex and province in 2020. The pass rate at Grade 12 recorded an average of 63.93% at national level.

The highest province was southern with 70.55% and the least was Muchinga with 54.51%.

Table 6.7: Examination pass rates in Grade 12 by sex and province - 2020

	Numbers sat			Certificates					
	Male	Females	Total	Male	Female	Total	% Male	% Female	% Total
National	76,324	70,731	147,055	48,846	45,164	94,010	64.00	63.85	63.93
Provinces									
Northern	5607	4024	9631	3350	2368	5718	59.75	59.59	59.68
Luapula	4782	3594	8376	2981	1943	4924	62.34	54.06	58.79
Southern	7867	7077	14944	5586	4957	10543	71.01	70.04	70.55
Eastern	6133	4597	10730	4140	3073	7213	67.5	66.85	67.22
Copperbelt	14223	15468	29691	9082	10056	19138	63.85	65.01	64.46
North Western	5898	5177	11075	3504	3089	6593	59.41	59.67	59.53
Central	8221	7554	15775	5473	5020	10493	66.57	66.45	66.52
Western	4244	4022	8266	2923	2777	5700	68.87	69.05	68.96
Lusaka	15511	16399	31910	9741	10288	20029	62.8	62.74	62.77
Muchinga	3838	2819	6657	2066	1563	3629	53.83	55.45	54.51

Table 6.8 shows the proportion of candidates obtaining full certificates for the period 2020 down to 2016

Table 6.8: Proportion of candidates obtaining full School Certificates (2016 – 2020)

Provinces	% School Certificate											3 Year Average	Comment 2020 and 2019
	2020	2019	2018			2017			2016				
	Total	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
Muchinga	54.51	58.88	62.58	60.03	61.49	75.67	69.73	73.29	70.2	65.09	68.1	67.63	reduced
Northern	59.68	63.3	68.11	60.59	65.07	76.29	74.25	75.51	69.1	67.61	68.5	69.69	reduced
Luapula	58.79	57.56	65.13	57.17	61.77	67.59	60.86	64.93	64.6	58.4	62.1	62.93	increased
Southern	70.55	70.73	68.36	65.05	67.75	72.32	67.21	70.06	71.2	66.45	69.1	68.66	reduced
Eastern	67.22	66.49	68.82	65.25	67.75	69.09	67.63	68.51	72.6	67.78	70.5	68.92	increased
Copperbelt	64.46	66.1	63.78	61.85	62.8	61.94	58.82	60.38	59.6	55.05	57.3	60.16	reduced
Northwestern	59.53	63.3	57.08	53.8	55.6	60.63	55.47	58.35	61.1	57.77	59.7	57.88	reduced
Central	66.52	67.18	69.73	67.5	68.7	67.64	67.47	67.56	60.7	59.4	60.1	65.45	reduced
Western	68.96	56.3	50.53	46.41	48.5	59.07	55.98	57.64	53.6	50.77	52.3	52.81	increased
Lusaka	62.77	67.39	67.5	63.24	65.37	65.75	61.78	63.82	64.1	59.89	62.1	63.76	reduced
National	63.93	65.32	67.5	63.24	63.37	66.65	62.69	64.84	64	59.57	61.9	63.86	reduced

Pupil-Book Ratio (PBR)

Table 6.9 shows the number of English, Life Skills, Math and Zambian language books in primary and secondary schools across the provinces. The province with the highest number of books is Copperbelt with 622,123 books while the lowest is North Western with 277,701 books at primary level.

Table 6.9: Number of Books in All Schools by Province - 2020

Province	Primary Schools					Secondary Schools				
	English	Life Skills	Maths	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total
National	1 053 293	820 317	967 313	1 025 770	3 866 693	249 502	162 305	174 577	173 834	760 218
Provinces										
Central	81 200	138 150	71 568	113 658	404 576	16 524	29 744	3 226	11 058	60 552
Copperbelt	191 200	30 254	224 438	176 231	622 123	35 299	2 656	106 955	31 284	176 194
Eastern	59 542	33 521	60 541	140 835	294 439	63 588	7 805	336	24 617	96 346
Luapula	226 388	35 689	59 888	66 541	388 506	16 333	2 992	2 497	2 856	24 678
Lusaka	72 802	176 037	57 844	132 759	439 442	45 621	12 853	18 852	57 239	134 565
Muchinga	61 024	87 770	162 373	58 645	369 812	15 599	37 807	8 311	7 855	69 572
North Western	96 139	32 544	83 130	65 888	277 701	13 519	4 304	4 738	7 477	30 038
Northern	78 211	109 391	75 002	66 353	328 957	8 565	26 402	7 412	5 728	48 107
Southern	105 222	34 115	119 298	115 203	373 838	25 612	1 755	14 218	12 093	53 678
Western	81 565	142 846	53 231	89 657	367 299	8 842	35 987	8 032	13 627	66 488

Table 6.10 shows the Book Pupil Ratio in all schools in all 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 - 2020

Province	Primary Schools					Secondary Schools				
	English	Life Skills	Math	Zambian Languages	Total	English	Life Skills	Maths	Zambian Languages	Total
National	0.29	0.23	0.27	0.28	1.07	0.3	0.2	0.21	0.21	0.92
Provinces										
Central	0.16	0.28	0.14	0.23	0.81	0.16	0.29	0.03	0.11	0.59
Copperbelt	0.37	0.06	0.43	0.34	1.19	0.19	0.01	0.59	0.17	0.97
Eastern	0.13	0.07	0.13	0.31	0.65	0.79	0.1	0	0.31	1.2
Luapula	0.7	0.11	0.18	0.2	1.2	0.27	0.05	0.04	0.05	0.41
Lusaka	0.17	0.4	0.13	0.3	1.01	0.34	0.1	0.14	0.43	1
Muchinga	0.25	0.36	0.67	0.24	1.53	0.38	0.93	0.2	0.19	1.71
North Western	0.33	0.11	0.29	0.23	0.96	0.2	0.06	0.07	0.11	0.45
Northern	0.22	0.31	0.21	0.19	0.92	0.15	0.46	0.13	0.1	0.83
Southern	0.22	0.07	0.25	0.24	0.78	0.25	0.02	0.14	0.12	0.51
Western	0.17	0.3	0.11	0.19	0.77	0.08	0.34	0.08	0.13	0.64

Pupil-classroom ratio (PCR)

Table 6.11 shows the number of classes per grade and province across the country. Table 6.12 shows the pupil-classroom ratio in all schools by Grade group and province. It is evident that at national level, the pupil-classroom ratio is above the standard of 40 at primary and 35 at secondary implying that we still need more classrooms.

Table 6.11: Number of Classes in all Schools by Grade and Province - 2020

Provinces	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	12 530	12 369	12 282	12 150	11 372	10 989	10 389	6 358	6 263	3 086	3 036	2 937
Provinces												
Central	1 556	1 576	1 581	1 585	1 536	1 496	1 417	1 093	1 080	621	597	599
Copperbelt	1 509	1 474	1 513	1 501	1 396	1 366	1 301	823	799	361	335	354
Eastern	1 129	1 084	1 122	1 122	1 107	1 086	1 058	790	795	406	387	374
Luapula	1 552	1 547	1 521	1 522	1 449	1 424	1 378	906	885	389	364	337
Lusaka	1 011	964	927	892	802	767	710	464	458	191	180	165
Muchinga	1 192	1 164	1 150	1 145	1 000	953	883	366	373	229	234	233
North Western	1 370	1 381	1 331	1 325	1 229	1 177	1 114	612	578	259	259	260
Northern	985	1 000	979	931	891	858	803	466	457	266	265	251
Southern	1 329	1 321	1 298	1 281	1 158	1 117	1 026	549	528	203	201	197
Western	897	858	860	846	804	745	699	289	310	161	214	167

Table 6.12: Pupil- Classroom Ratio in all Schools by Grade Group & Province - 2020

	Grade ranges					
	G 1-4	G 5-7	G 1-7	G 8-9	G 1-9	G 8-12
National	42.2	40.7	41.6	40.8	41.5	41.0

Provinces						
CENTRAL	41.2	39.2	40.4	28.9	38.4	25.8
COPPERBELT	40.0	46.1	42.5	59.1	44.8	68.3
EASTERN	55.9	47.6	52.4	31.6	48.9	29.3
LUAPULA	30.3	24.3	27.8	19.9	26.7	20.9
LUSAKA	55.1	66.1	59.2	82.6	62.3	92.3
Northwestern	29.1	27.2	28.4	31.4	28.7	33.8
NORTHERN	54.0	44.8	50.4	36.0	48.6	33.9
SOUTHERN	47.4	50.9	48.7	58.9	49.9	62.2
WESTERN	71.6	74.8	72.8	105.9	76.0	91.5
Muchinga	29.5	28.6	29.2	32.4	29.4	28.4

Contact hours

Tables 6.13 presents the average number of hours learners spend at school per day by grade. The contact hours 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 5 hours. The minimum learner contact time at lower secondary (i.e. grades 8-9 and is 5 hours while that of upper secondary is 6 hours.

Table 6.13: Average Number of Scheduled Contact Hours by Grade and Province - 2020

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	4.2	4.2	4.2	4.3	5.0	5.0	5.1	5.9	5.9	6.5	6.6	6.3
Provinces												
CENTRAL	7.5	7.6	7.6	7.7	4.9	5.0	5.0	5.7	5.7	6.2	6.2	6.6
COPPERBELT	3.9	3.9	3.9	4.0	4.7	4.8	4.9	5.8	6.0	6.2	6.1	6.2
EASTERN	3.8	3.8	3.8	3.8	5.3	5.3	5.4	7.7	7.6	11.3	11.6	7.4
LUAPULA	4.0	4.0	4.0	4.0	4.9	5.0	5.1	5.7	5.8	6.3	6.5	6.6
LUSAKA	4.0	3.9	3.9	4.0	4.7	4.7	4.8	5.5	5.4	5.5	5.5	5.6
MUCHINGA	3.5	3.5	3.5	3.5	5.0	5.0	5.0	5.6	5.7	6.2	6.4	6.4
NORTH WESTERN	3.7	3.7	3.7	3.8	4.8	4.9	4.9	5.7	5.7	6.0	6.0	5.9
NORTHERN	3.5	3.5	3.5	3.6	5.0	5.1	5.2	5.7	5.7	6.1	6.5	6.2
SOUTHERN	4.0	3.9	3.9	4.1	5.4	5.4	5.5	5.9	5.9	6.3	6.4	6.4
WESTERN	3.4	3.4	3.5	3.5	4.8	5.0	4.9	5.4	5.6	5.6	5.6	5.7

Table 6.14: Average Number of Scheduled Contact Hours by Grade and Running Agency in 2020

	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	3.5	3.5	3.5	3.6	4.5	4.6	4.7	5.3	5.5	5.6	5.3	5.4
Grant-aided	3.8	3.8	3.9	3.9	5.4	5.3	5.4	6.5	6.5	6.6	6.7	6.8
GRZ	4.3	4.3	4.3	4.4	5.0	5.0	5.1	5.8	5.8	6.5	6.6	6.2
Private	5.4	5.5	5.5	5.5	5.9	5.8	6.0	6.9	6.6	6.9	6.8	6.9

Table 6.15: Average Number of Scheduled Contact Hours by Grade and Class Type - 2020

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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MINISTRY OF EDUCATION Republic
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IRI	2.6	2.7	2.6	2.7	3.5	3.4	3.5					
Open								5.2	5.2			
Literacy	1.7	1.7	1.6	1.6	2.1	2.4	2.5	3.0	2.3	2.0	2.0	2.4
Regular	4.2	4.2	4.2	4.3	5.0	5.1	5.1	6.0	6.0	6.6	6.7	6.4

CHAPTER 7: INFRASTRUCTURE

School Infrastructure

Tables 7.1-7.4 provide a snapshot of school infrastructure in 2020. Tables 7.1 and 7.2 highlight the distribution of classrooms and specialized rooms by province and state of condition. At primary school level, 4,995 classrooms were incomplete. 5,326 were temporal structures. For secondary, 908 were incomplete and 647 were temporal structures.

Table 7.1: Classrooms, Special Education Classrooms, Laboratories and Libraries in Primary Schools by Type and Province - 2020

Primary Schools												
	Classrooms			Special education classrooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	49 098	5 326	4 995	404	47	31	380	35	107	1 468	186	86
Provinces												
Central	5 559	592	670	42	5	0	43	9	3	95	21	8
Copperbelt	7 040	411	431	104	1	0	102	7	19	679	20	10
Eastern	5 002	486	743	18	0	1	21	2	3	155	40	12
Luapula	4 118	241	295	23	1	1	24	4	13	44	7	1
Lusaka	6 299	184	263	78	4	7	79	7	6	174	23	6
Muchinga	3 011	409	609	24	33	5	6	1	1	48	39	7
North Western	3 220	348	283	7	0	0	7	1	0	34	7	7
Northern	3 760	536	584	40	2	5	11	1	2	24	7	4
Southern	7 226	503	727	59	0	11	74	3	49	191	15	26
Western	3 863	1 616	390	9	1	1	13	0	11	24	7	5

Table 7.2: Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary Schools by Type and Province - 2020

Secondary Schools												
	Classrooms			Special education classrooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	12 208	647	908	1 199	54	66	1 359	77	195	396	48	26
Provinces												
Central	1 482	79	131	11	2	2	175	4	22	52	4	2
Copperbelt	2 650	70	48	22	1	8	254	13	27	77	9	5
Eastern	1 100	53	97	297	0	0	143	8	17	41	2	2
Luapula	630	23	79	14	1	0	67	3	18	18	4	4
Lusaka	1 690	115	78	53	0	1	200	12	11	72	6	1
Muchinga	588	57	141	1	3	12	53	7	28	11	3	4
North Western	914	126	134	2	0	0	103	15	31	21	6	5
Northern	994	53	116	5	0	6	96	9	16	23	5	0
Southern	1 461	39	59	712	1	0	176	5	24	56	8	3
Western	699	32	25	82	46	37	92	1	1	25	1	0



Table 7.3 shows the distribution of staff houses in all schools by type and province. There were 22, 193 permanent houses, 4,425 temporal and 2,472 incomplete houses at primary level. Teacher houses at secondary level were 532 incomplete, 245 temporal and 8,425 permanent.

Table 7.3: Staff Houses in all Schools by Type and Province - 2020

	Primary school staff houses			Secondary school staff houses		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete
National	22 193	4 425	2 472	8 425	245	532
Provinces						
Central	3 045	646	448	1 067	42	96
Copperbelt	1 080	188	65	799	24	24
Eastern	3 359	329	460	1 190	36	31
Luapula	1 147	254	93	629	27	96
Lusaka	1 394	47	64	907	51	43
Muchinga	1 889	566	260	395	9	55
North Western	2 139	774	130	641	9	3
Northern	2 240	868	266	585	23	27
Southern	4 402	431	555	1 357	1	78
Western	1 498	322	131	855	23	79

Table 7.4 shows distribution of dormitories in all schools by province. There were 177 incomplete dormitories for both males and females at primary and secondary levels.

Table 7.4: Dormitories In All Schools By Sex And Province - 2020

	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	255	43	36	269	44	28	1173	59	52	1066	85	61
Provinces												
Central	27	8	0	26	4	0	102	10	3	97	11	9
Copperbelt	45	0	15	31	0	0	92	0	7	137	15	1
Eastern	48	14	12	52	15	12	106	3	1	144	8	7
Luapula	23	2	1	36	2	1	69	0	8	75	2	10
Lusaka	40	1	0	31	2	0	123	4	4	130	12	3
Muchinga	4	2	0	10	4	2	67	3	9	62	10	12
North Western	3	0	0	6	0	0	47	22	5	62	12	4
Northern	11	5	0	12	6	0	105	15	3	113	14	1
Southern	47	7	8	58	6	13	274	2	10	185	1	12
Western	7	4	0	7	5	0	188	0	2	61	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 2020.

Table 8.1: Colleges of Education Regular Students Enrolment and Lectures in 2020

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
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

Note: Colleges marked with an asteric (*) did not submit data for 2020

Public universities

Table 8.2 shows the public universities enrolment for the year 2020.



Table 8.2: Public Universities Student Enrolments in 2020 (Fulltime Programmes only)

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

Table 8.3 shows the totals for the Academic Staff for the public universities.

Table 8.3: Academic Staff by Sex - 2020

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 9.1-9.6b. Shows the number of computers by province, running agency, education level and location. The number of computers has been increasing from the year 2014 (15,490) and 2020 (42,800) respectively.

Table 9.1: Number of Computers by Province 2014- 2020

PROVINCE	2014	2015	2016	2017	2018	2019	2020
CENTRAL	1,281	1,682	2,255	2,851	3,833	4,419	4,513
COPPERBELT	4,135	5,203	6,647	7,738	7,925	7,924	8,602
EASTERN	714	1,221	2,205	3,248	3,109	3,936	4,055
LUAPULA	541	934	1,386	2,103	2,164	2,370	2,549
LUSAKA	3,713	4,786	5,406	6,209	6,958	8,139	7,501
MUCHINGA	478	567	817	1,457	1,984	1,759	1,691
NORTH WESTERN	753	1,132	1,657	2,113	2,451	2,666	2,525
NORTHERN	508	746	1,133	1,529	2,086	2,135	2,233
SOUTHERN	2,537	2,851	3,942	5,932	6,119	7,015	6,826
WESTERN	830	904	1,127	1,692	1,789	2,236	2,305
Total	15,490	20,026	26,575	34,872	38,418	42,599	42,800

Table 9.2: Number of Computers by running Agency 2014-2020

RUNNING AGENCY	2014	2015	2016	2017	2018	2019	2020
GRZ	8,419	10,515	16,472	23,742	25,516	28,816	28,683
GRANT AIDED	1,936	2,429	2,866	3,803	4,157	4,181	4,277
PRIVATE	4,681	6,280	6,473	6,358	7,415	8,242	8,453
COMMUNITY	454	802	764	969	1,330	1,360	1,387
TOTAL	15,490	20,026	26,575	34,872	38,418	42,599	42,800

Table 9.3. Number of Computers In Primary Schools By running Agency - 2020

Region_nam	Community	Grant-aided (from GRZ)	GRZ	Private	Total
CENTRAL	86	79	1,481	496	2,142
COPPERBELT	423	110	2,679	1,834	5,046
EASTERN	23	257	1,794	108	2,182
LUAPULA	-	88	1,326	136	1,550
LUSAKA	621	182	2,408	1,239	4,450
MUCHINGA	5	10	845	122	982
NORTH WESTERN	26	35	890	259	1,210
NORTHERN	16	137	820	149	1,122
SOUTHERN	120	438	3,171	830	4,559
WESTERN	1	14	1,188	122	1,325
TOTAL	1,321	1,350	16,602	5,295	24,568



Figure 9.1: Number of Computers in Schools from 2014 to 2020

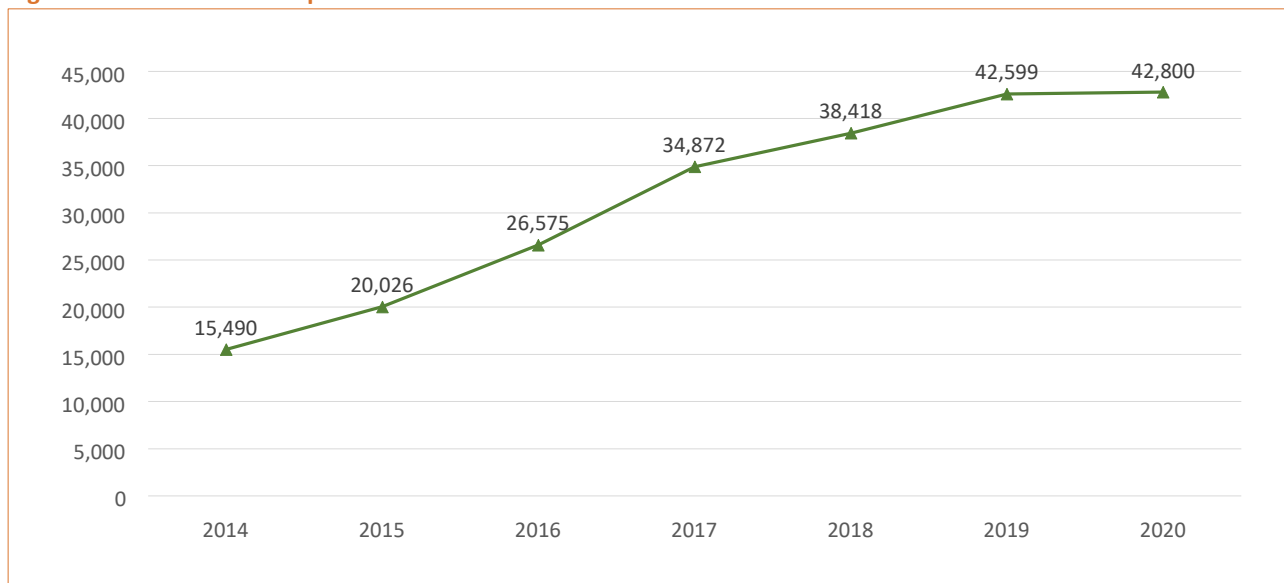


Table 9.4: Number of Computers in schools by Location - 2020

Region_Name	Rural Area	Urban Area	Total
Central	2,964	1,549	4,513
Copperbelt	1,595	7,007	8,602
Eastern	3,109	946	4,055
Luapula	1,878	671	2,549
Lusaka	1,891	5,610	7,501
Muchinga	1,328	363	1,691
North Western	1,854	671	2,525
Northern	1,438	795	2,233
Southern	4,037	2,789	6,826
Western	1,370	935	2,305
Total	21,464	21,336	42,800

Table 9.5: Number of Computers in Secondary Schools by running Agency - 2020

Region_Name	Community	Grant-aided (from GRZ)	GRZ	Private	Total
CENTRAL	0	298	1,755	318	2,371
COPPERBELT	0	373	2,370	813	3,556
EASTERN	13	401	1,388	71	1,873
LUAPULA	0	159	787	53	999
LUSAKA	42	212	1,477	1,320	3,051
MUCHINGA	8	55	644	2	709
NORTH WESTERN	3	112	1,116	84	1,315
NORTHERN	0	277	774	60	1,111
SOUTHERN	0	780	1,062	425	2,267
WESTERN	0	260	708	12	980
TOTAL	66	2,927	12,081	3,158	18,232

Table 9.6: Number of Schools with Computers by running Agency 2014-2020

Running Agency	2014	2015	2016	2017	2018	2019	2020
GRZ	687	935	2,304	2,840	2,916	2,978	2,872
Grant Aided	99	109	167	201	223	226	240
Private	405	650	516	514	577	664	652
Community	71	75	140	167	204	211	192
Total Schools	1,262	1,769	3,127	3,722	3,920	4,079	3,956

Table 9.7: Number Of Computers By Education Level 2014-2020

Education Level	2014	2015	2016	2017	2018	2019	2020
Secondary	7,961	9,785	11,985	14,121	15,082	17,157	18,232
Primary	7,529	10,241	14,590	20,751	23,336	25,442	24,568
Total	15,490	20,026	26,575	34,872	38,418	42,599	42,800

Figure 9.2: Number of Computers by Education Level 2014-2020

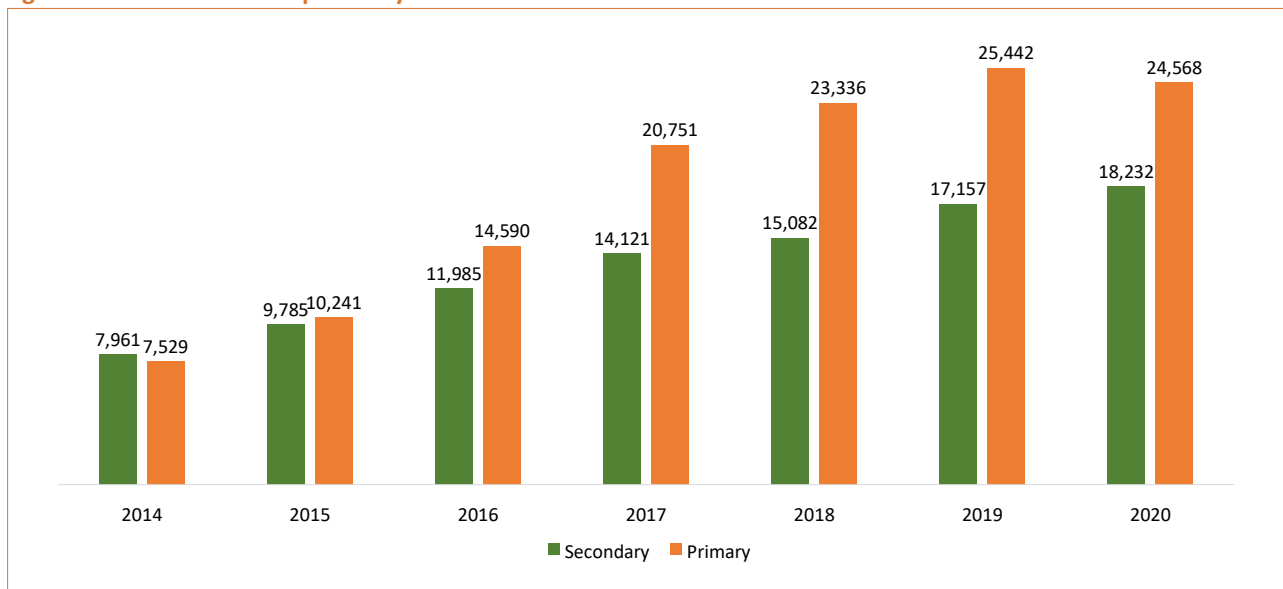


Figure 9.3: Number of Computers in Primary School by running Agency 2020

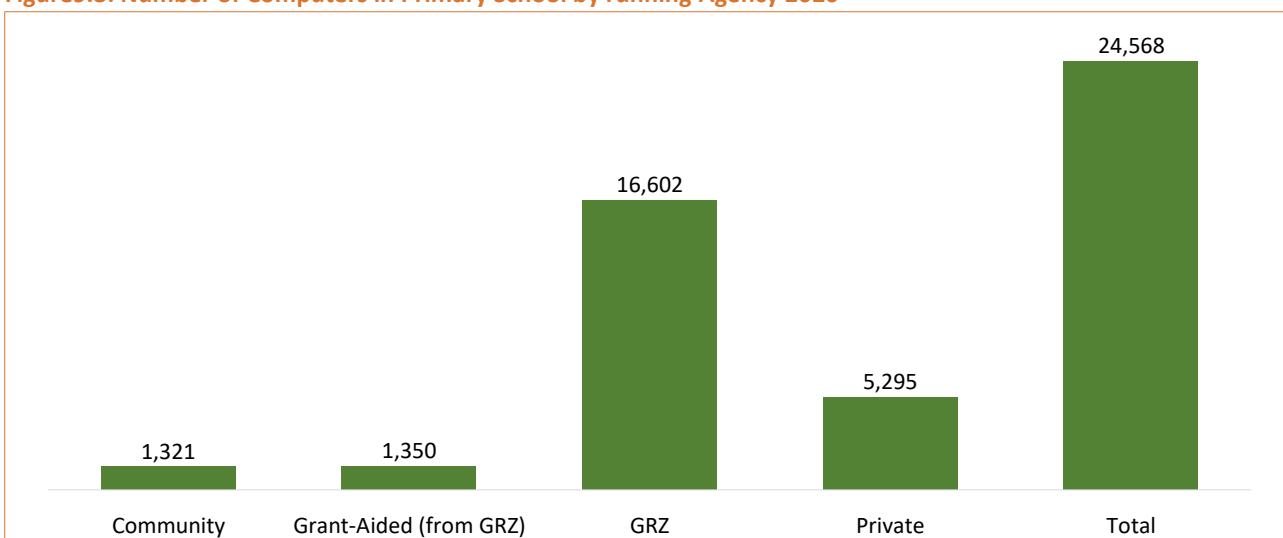




Figure 9.4: Number of Computer in Secondary Schools by running Agency 2020

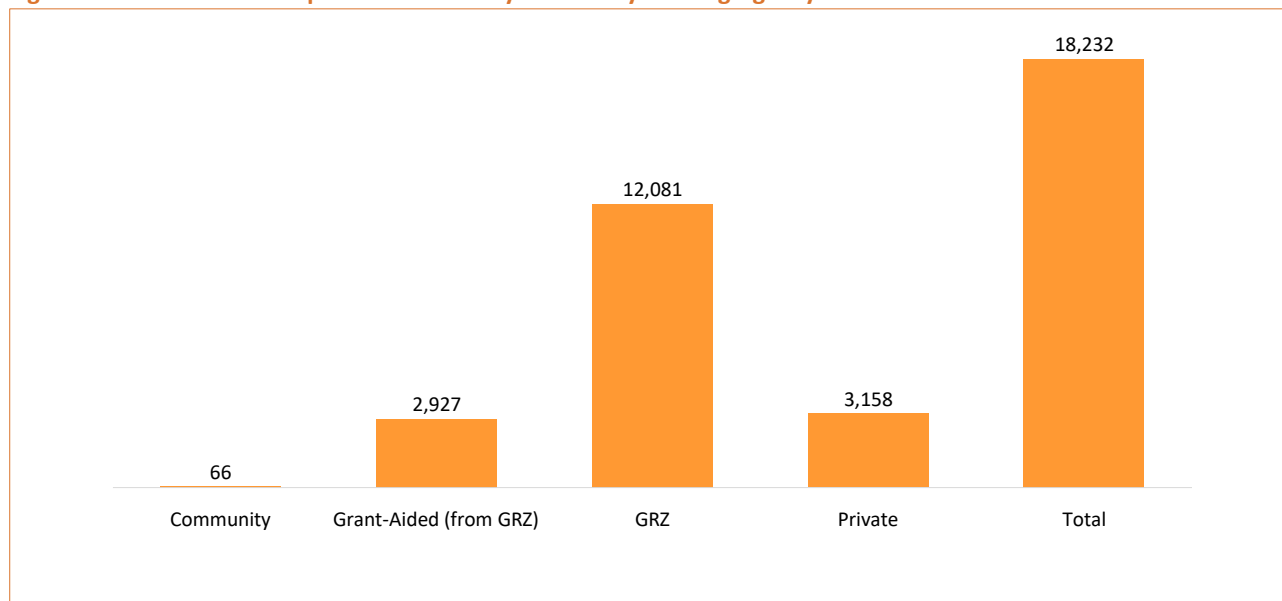


Table 9.8: Number of Computers in Schools which need Repairs in 2020 by Province

Region_nam	Need Repair				
	Community	Grant-Aided (from GRZ)	GRZ	Private	Total
Central	21	39	630	115	805
Copperbelt	70	90	1,104	188	1,452
Eastern	3	114	658	7	782
Luapula	0	25	432	21	478
Lusaka	168	32	454	150	804
Muchinga	0	19	291	6	316
North Western	6	53	352	67	478
Northern	3	130	345	12	490
Southern	14	170	984	113	1,281
Western	1	19	291	25	336
Total	286	691	5,541	704	7,222

CHAPTER 10:

HIV AND SEXUALITY EDUCATION

HIV and AIDS and Sexuality Education for Teachers and Learners

Table 10 shows the number of schools that implemented rules and guidelines related to physical safety. Northern province (90.3%) had the highest number of schools implanting rules and guidelines related to physical safety and the least being Luapula at 83.7 %.

All schools in all provinces recorded above 70.0% in the implementation of the rules and guideline related to all aspects of HIV related interventions as shown in Tables 10.1 to 89.

Table 10.1: Number of Schools that Implemented Rules and Guidelines Related to Physical Safety - 2020

Region_nam	Primary	Secondary	Total Schools	Total Schools 2020	%Schools
Central	996	166	1162	1292	89.9
Copperbelt	873	140	1013	1169	86.7
Eastern	1023	137	1160	1287	90.1
Luapula	573	70	643	768	83.7
Lusaka	588	95	683	805	84.8
Muchinga	610	97	707	786	89.9
North Western	692	147	839	932	90.0
Northern	850	135	985	1091	90.3
Southern	1091	104	1195	1361	87.8
Western	985	75	1060	1240	85.5
Totals	8281	1166	9447	10731	88.0

Table 10.2: Number of Schools that Implemented Rules and Guidelines Related to Stigma and Discrimination towards Staff and Students Living or Affected with HIV - 2020

Region_nam	Primary	Secondary	Total Schools	Total Schools 2020	%Schools
Central	913	159	1072	1292	83.0
Copperbelt	798	132	930	1169	79.6
Eastern	959	131	1090	1287	84.7
Luapula	526	68	594	768	77.3
Lusaka	523	90	613	805	76.1
Muchinga	558	94	652	786	83.0
North Western	591	139	730	932	78.3
Northern	749	132	881	1091	80.8
Southern	990	99	1089	1361	80.0
Western	889	70	959	1240	77.3
Total	7496	1114	8610	10731	80.2

Table 10.3: 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- 2020

Region_nam	PRIMARY	SECONDARY	TOTAL SCHOOLS	Total Schools 2020	%Schools
Central	886	153	1039	1292	80.4
Copperbelt	767	128	895	1169	76.6
Eastern	932	130	1062	1287	82.5
Luapula	505	66	571	768	74.3
Lusaka	511	88	599	805	74.4
Muchinga	542	94	636	786	80.9
North Western	567	133	700	932	75.1
Northern	726	133	859	1091	78.7
Southern	961	96	1057	1361	77.7
Western	845	70	915	1240	73.8



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

Region_nam	Primary	Secondary	Total Schools	Total Schools 2020	%Schools
Central	877	157	1,034	1,292	80.0
Copperbelt	766	129	895	1,169	76.6
Eastern	929	127	1,056	1,287	82.1
Luapula	507	65	572	768	74.5
Lusaka	498	87	585	805	72.7
Muchinga	536	92	628	786	79.9
North Western	562	132	694	932	74.5
Northern	721	134	855	1,091	78.4
Southern	967	97	1,064	1,361	78.2
Western	828	72	900	1,240	72.6
Totals	7,191	1,092	8,283	10,731	77.2

Table 10.5: Number of Schools that Implemented Rules and Guidelines related to Sexual Harassment and Abuse - 2020

Region_nam	Primary	Secondary	Total Schools	Total Schools 2020	%Schools
Central	880	155	1,035	1,292	80.1
Copperbelt	770	128	898	1,169	76.8
Eastern	948	128	1,076	1,287	83.6
Luapula	523	65	588	768	76.6
Lusaka	507	84	591	805	73.4
Muchinga	552	93	645	786	82.1
North Western	591	132	723	932	77.6
Northern	747	132	879	1,091	80.6
Southern	1,004	96	1,100	1,361	80.8
Western	857	71	928	1,240	74.8
Totals	7,379	1,084	8,463	10,731	78.9

Table 10.6: 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 - 2020

Region_nam	Primary	Secondary	Total Schools	Total Schools 2020	%Schools
Central	876	158	1,034	1,292	80.0
Copperbelt	803	132	935	1,169	80.0
Eastern	957	132	1,089	1,287	84.6
Luapula	525	65	590	768	76.8
Lusaka	527	90	617	805	76.6
Muchinga	556	94	650	786	82.7
North Western	572	132	704	932	75.5
Northern	770	134	904	1,091	82.9
Southern	1,002	98	1,100	1,361	80.8
Western	828	70	898	1,240	72.4
Totals	7,416	1,105	8,521	10,731	79.4

Chapter 11: COMPUTER LABORATORIES AND INTERNET FACILITIES

Tables 11.1 – 11.2 show the number of computer laboratories in all schools by province for the year 2020.

Table 11.1: Table Number of Computer Laboratories in all Schools by Region - 2020

Province	Temporary	Incomplete	Permanent	Total(2020)	2019
Central	22	12	189	223	349
Copperbelt	35	28	445	508	404
Eastern	21	15	143	179	157
Luapula	9	12	111	132	127
Lusaka	27	15	290	332	407
Muchinga	5	10	54	69	88
North Western	16	6	89	111	103
Northern	14	5	83	102	90
Southern	16	28	253	297	307
Western	4	9	95	108	104
Total	169	140	1,752	2,061	2,136

Table 11.2: Number of Computer Laboratories in Primary Schools by Region - 2020

Province	Temporary	Incomplete	Permanent	2020	2019
Central	14	3	104	121	129
Copperbelt	26	23	281	330	247
Eastern	9	7	61	77	67
Luapula	5	8	45	58	69
Lusaka	14	8	172	194	281
Muchinga	2	4	30	36	44
North Western	2	3	37	42	44
Northern	7	3	33	43	36
Southern	14	21	158	193	203
Western	2	7	42	51	63
Total	95	87	963	1,145	1,183

Tables 11.3 to 11.4 show the number of schools with internet facilities by education level, running agency for the year 2020.

Table 11.3: Number of Schools with Internet Facilities by Education Level - 2020

Province	Primary	Secondary	(2020) Total	2019
Central	278	87	365	275
Copperbelt	239	85	324	298
Eastern	246	51	297	239
Luapula	83	24	107	172
Lusaka	165	65	230	242
Muchinga	192	50	242	188
North Western	173	60	233	223
Northern	177	50	227	156
Southern	236	58	294	265
Western	232	36	268	232
Total	2,021	566	2,587	2,290



Table 11.4: Number of Primary Schools with Internet Facilities by Running Agency - 2020

Province	Community	Grant-Aided (From Grz)	Grz	Private	(2020) Total	2019
Central	41	3	185	49	278	213
Copperbelt	31	6	106	96	239	220
Eastern	36	16	187	7	246	191
Luapula	4	2	70	7	83	140
Lusaka	50	4	50	61	165	174
Muchinga	19	1	150	22	192	148
Northwestern	15	3	142	13	173	157
Northern	18	7	141	11	177	107
Southern	33	15	156	32	236	214
Western	18	9	193	12	232	204
Total	265	66	1,380	310	2,021	1,768

CHAPTER 12:

SOURCES OF POWER (ELECTRICITY)

Tables 12.1 to 12.6 show the number of schools by power sources. The number of schools without power was still very high at 6064 of which 5782 were primary schools and 282 were Secondary.

Table 12.1: Numbers of Schools by Power Source - 2020

Province	Generator	Main Power Grid	No Power	Solar	Stand-Alone Hydropower
Central	53	368	683	88	1
Copperbelt	87	708	399	55	6
Eastern	46	271	804	191	3
Luapula	20	243	408	79	4
Lusaka	84	544	197	66	10
Muchinga	18	149	560	63	6
North Western	18	236	618	56	13
Northern	21	235	743	106	4
Southern	52	405	745	215	6
Western	15	198	907	140	2
Total	414	3357	6064	1059	55

Table 12.2: Numbers of Primary Schools by Power Source 2020

Province	Generator	Main Power Grid	No Power	Solar	Stand-Alone Hydropower
Central	28	261	648	64	0
Copperbelt	52	564	396	45	6
Eastern	19	192	765	160	2
Luapula	8	191	391	64	4
Lusaka	49	441	191	50	9
Muchinga	8	108	515	52	4
North Western	7	158	558	46	9
Northern	10	150	701	85	4
Southern	33	311	729	197	5
Western	6	149	888	128	2
Total	220	2,525	,5782	891	45

Table 12.3: Numbers of Secondary Schools by Power Source - 2020

Province	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Central	25	107	35	24	1
Copperbelt	35	144	3	10	0
Eastern	27	79	39	31	1
Luapula	12	52	17	15	0
Lusaka	35	103	6	16	1
Muchinga	10	41	45	11	2
North Western	11	78	60	10	4
Northern	11	85	42	21	0
Southern	19	94	16	18	1
Western	9	49	19	12	0



Total	194	832	282	168	10
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Table 12.4: Power Sources by Running Agency in all Schools - 2020

Running Agency	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Community	20	321	1,864	93	12
Grant-aided (from GRZ)	60	235	110	59	1
GRZ	188	2,053	4,023	844	29
Private	146	748	67	63	13
TOTAL	414	3,357	6,064	1,059	55

Table 12.5: Power Sources by Running Agency in Primary Schools - 2020

Running Agency	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Community	19	317	1859	92	12
Grant-aided (from GRZ)	17	122	104	27	1
GRZ	85	1452	3758	730	21
Private	99	634	61	42	11
TOTAL	220	2525	5782	891	45

Table 12.6: Power Sources by Running Agency in Secondary Schools - 2020

Running Agency	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Community	1	4	5	1	0
Grant-aided (from GRZ)	43	113	6	32	0
GRZ	103	601	265	114	8
Private	47	114	6	21	2
TOTAL	194	832	282	168	10

Figures 12.1 and 12.2 show numbers of schools by power source and running agency in 2020.

Figure 12.1: Number of Schools by Power Sources 2020

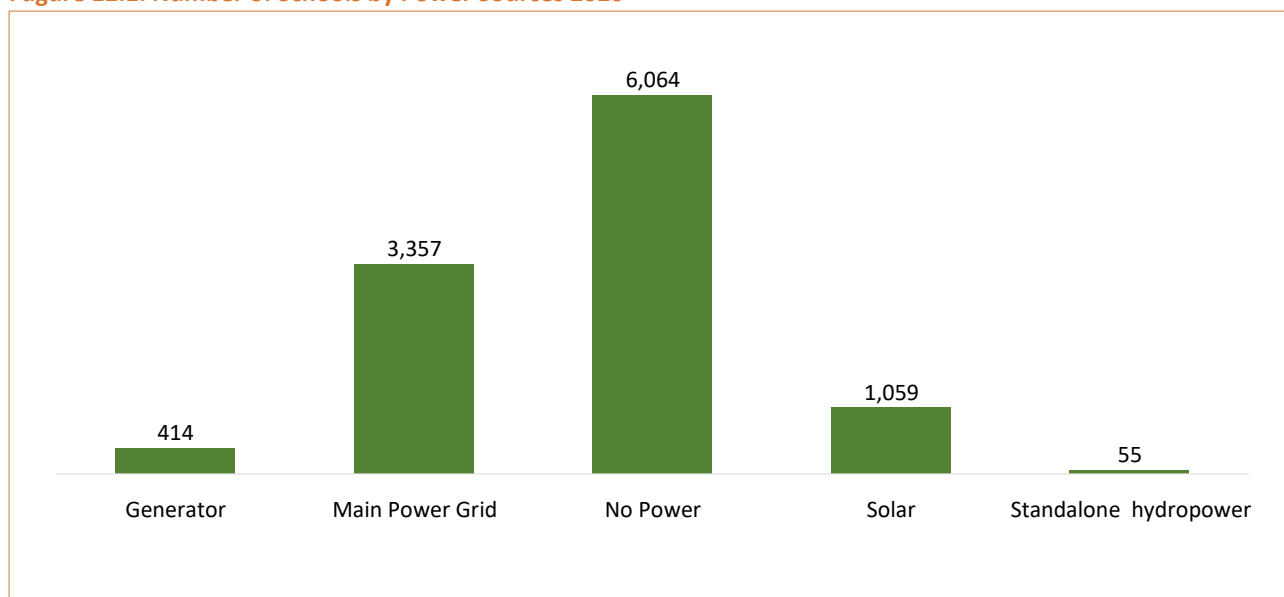
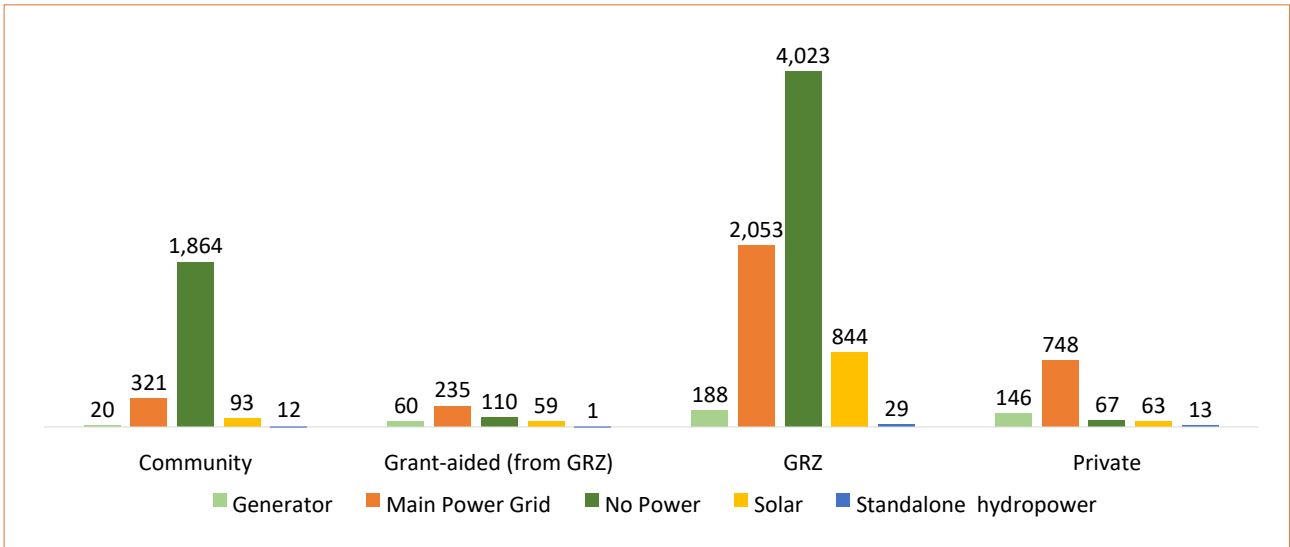


Figure 12.2: Total Power Sources by running Agency 2020





CHAPTER 13: SOURCES OF WATER

Table 13.1 shows the number of all schools by water sources. Borehole-pump was the highest source of water at 5398 in all schools.

Table 13.1: Sources of Water in all Schools by Province - 2020

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	212	764	46	128	133	92
Copperbelt	323	339	28	473	131	73
Eastern	158	881	55	58	66	61
Luapula	47	384	52	67	69	144
Lusaka	405	220	7	339	53	7
Muchinga	60	356	59	45	82	146
North Western	87	477	85	92	79	132
Northern	81	407	64	74	97	274
Southern	239	865	41	191	78	65
Western	85	705	24	97	89	208
Total	1,697	5,398	461	1,564	877	1,202

Tables 13.2 and 13.2 show the number of schools by water sources and education level. At Primary, the borehole pump was the highest source at 4758 while at secondary level; the bore-hole was the highest at 640 in all schools.

A good number of schools still used well-unprotected water source at 780.

Table 13.2: Sources of Water in Primary Schools by Province - 2020

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	135	661	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	315	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	805	40	156	74	64
Western	56	658	23	77	85	207
Total	1,162	4,758	411	1,282	780	1,143

Table 13.3: Sources of Water in Secondary Schools by Province - 2020

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	77	103	3	35	15	5
Copperbelt	98	36	1	69	7	4

Eastern	56	96	7	9	9	3
Luapula	20	48	2	8	12	7
Lusaka	90	43	0	33	8	0
Muchinga	19	54	7	12	9	10
North Western	33	74	22	37	16	12
Northern	45	79	6	24	13	16
Southern	68	60	1	35	4	1
Western	29	47	1	20	4	1
Total	535	640	50	282	97	59

Figure 13.1 Sources of Water in all Schools 2020

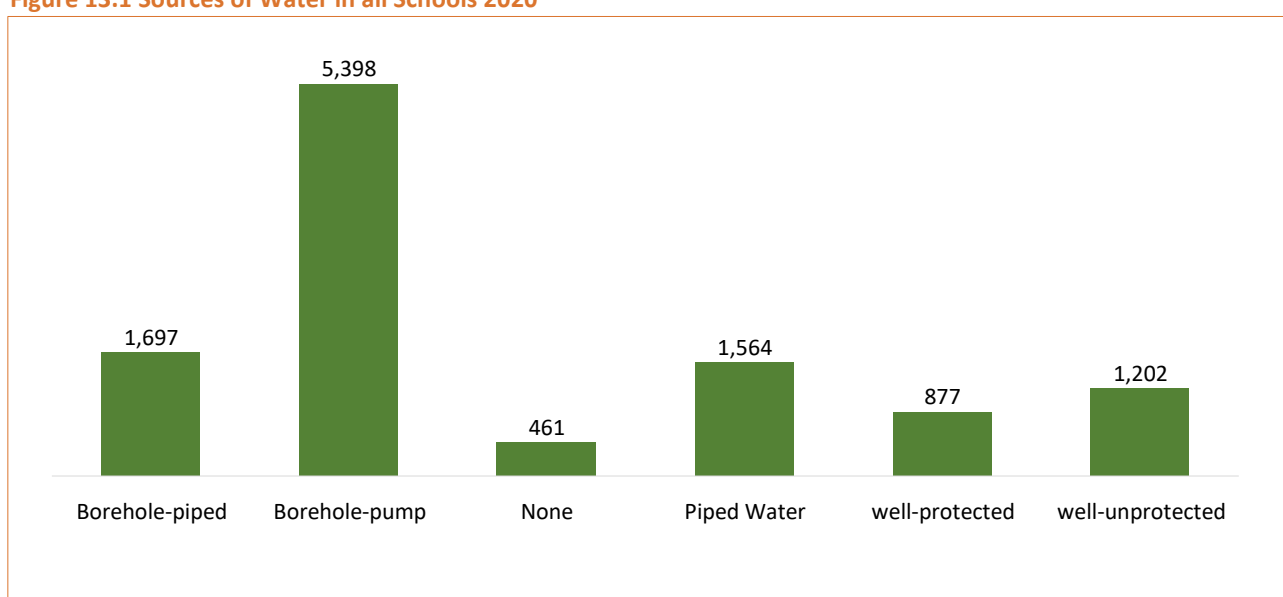


Table 13.4 shows the number of all schools by water sources by running agency. Boreholes-pump (5393) constitutes the highest number of water source in schools followed by followed by piped boreholes (1697).

Table.13.4: Water Sources By running Agency In All Schools – 2020

Running Agency	BoreholePiped	BoreholePump	None	Piped Water	Well-Protected	Well-Unprotected
Community	129	647	193	394	264	384
Grant-aided (from GRZ)	164	206	7	72	29	24
GRZ	1,043	4,436	257	581	463	774
Private	361	109	4	517	121	20
Total	1,697	5,398	461	1,564	877	1,202

Table 13.5 shows the water source by running agency in primary schools. Government schools primary schools have the highest number of boreholes (3900) compared to schools run by other agencies (134) combined.

Table 13.5: Water Sources by running Agency in Primary Schools - 2020

Running Agency	BoreholePiped	BoreholePump	None	Piped Water	Well-Protected	Well-Unprotected
Community	125	643	193	393	262	384



Grant-Aided (from GRZ)	70	134	5	48	22	19
GRZ	682	3,900	209	383	389	722
Private	285	81	4	458	107	18
Total	1,162	4,758	411	1,282	780	1,143

Table 13.6 show the water sources by running agency in secondary schools with most schools having Borehole-pump and piped bore holes with GRZ schools having the highest number of water facilities.

Table 13.6: Water Sources by running Agency in Secondary Schools - 2020

Running Agency	BoreholePiped	BoreholePump	None	Piped Water	Well-Protected	Well-Unprotected
Community	4	4	0	1	2	0
Grant-Aided (from GRZ)	94	72	2	24	7	5
GRZ	361	536	48	198	74	52
Private	76	28	0	59	14	2
Total	535	640	50	282	97	59

Table 13.7 shows sources of water in all schools segregated by rural and urban. The majority of schools have Bore pumps followed by Piped Boreholes.

Table 13.7: Sources of Water in all Schools by Location - 2020

Location	Borehole-piped	Borehole-pump	None	Piped Water	well-protected	well-unprotected
Rural Area	820	4,973	437	488	675	1,145
Urban Area	877	425	24	1,076	202	57
Total	1,697	5,398	461	1,564	877	1,202
Sources of water in Primary schools by location						
Location	Borehole-piped	Borehole-pump	None	Piped Water	well-protected	well-unprotected
Rural Area	536	4,447	390	390	610	1,090
Urban Area	626	311	21	892	170	53
Total	1,162	4,758	411	1,282	780	1,143
Sources of water in Secondary schools by location						
Location	Borehole-piped	Borehole-pump	None	Piped Water	well-protected	well-unprotected
Rural Area	284	526	47	98	65	55
Urban Area	251	114	3	184	32	4
Total	535	640	50	282	97	59

CHAPTER 14:

HYGIENE AND WASH

Tables 14.1 shows the proportion of schools in the respective provinces where hygiene education was taught. Hygiene education empowers learners with basic hygiene skills to ensure they stay healthy. Southern Province had the highest proportion of schools (98.4%) where hygiene education was taught with Luapula recording the least (90.1%)

Table 14.1: Number of Schools where Hygiene Education is Taught - 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	1,094	176	1,270	1,292	98.3	98.7	84.7	87.7	95.0
Copperbelt	994	144	1,138	1,169	97.3	96.8	79.8	76.7	68.9
Eastern	1,114	138	1,252	1,287	97.3	99.0	87.9	61.6	64.3
Luapula	618	74	692	768	90.1	98.0	89.2	96.4	97.4
Lusaka	665	118	783	805	97.3	96.3	75.2	81.5	79.5
Muchinga	673	101	774	786	98.5	98.5	76.3	94.1	92.3
North Western	751	155	906	932	97.2	97.9	87.8	82.3	86.3
Northern	916	146	1,062	1,091	97.3	98.2	75.7	88.4	92.5
Southern	1,223	116	1,339	1,361	98.4	98.5	82.5	89.5	90.2
Western	1,116	78	1,194	1,240	96.3	95.9	92.8	82.1	90.7
National Total	9,164	1,246	10,410	10,731	97.0	97.8	74.2	74.6	76.0

Table 14.2 shows proportion of schools practicing handwashing which is an outcome of hygiene education. Like for hygiene education, the practice of hand washing was higher in southern (98.8%) followed by Muchinga (98.3%). Luapula had the least number of schools (91.1%) practicing hand washing.

Table 14.2: Number of Schools which Practice Hand Washing -2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	1,085	176	1,261	1292	97.6	96.9	84.6	88.7	85.5
Copperbelt	998	146	1,144	1169	97.9	96.5	94.6	96.0	68.0
Eastern	1,115	139	1,254	1287	97.4	98.1	86.0	83.7	61.8
Luapula	625	75	700	768	91.1	97.0	87.1	94.2	92.5
Lusaka	669	119	788	805	97.9	95.8	75.1	92.1	77.8
Muchinga	672	101	773	786	98.3	95.3	73.9	88.8	80.6
North Western	752	157	909	932	97.5	97.6	86.1	85.3	81.5
Northern	917	148	1,065	1091	97.6	96.5	72.9	84.9	87.7
Southern	1,226	118	1,344	1361	98.8	98.4	82.5	94.9	87.6
Western	1,110	79	1,189	1240	95.9	92.6	86.6	84.4	81.0
National Total	9,169	1,258	10,427	10731	97.2	96.5	83.3	89.3	79.8

Table 14.3 shows the proportion of schools that provided soap for handwashing. Lusaka Province recorded a higher proportion of schools (96.9%) in comparison to the rest of the provinces with Western being the least (86.5%).

Table 14.3: Number of Schools which Provided Soap for Hands Washing - 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	1,048	176	1,224	1,292	94.7	90.6	78.2	72.7	70.7
Copperbelt	978	147	1,125	1,169	96.2	91.4	83.4	82.7	58.4
Eastern	1,078	139	1,217	1,287	94.6	93.0	73.8	69.7	56.5
Luapula	612	75	687	768	89.5	94.6	80.5	86.6	86.3
Lusaka	662	118	780	805	96.9	92.9	69.8	80.3	69.7



Muchinga	645	101	746	786	94.9	87.3	64.5	66.9	61.5
North Western	717	156	873	932	93.7	94.4	76.8	73.9	72.2
Northern	883	147	1,030	1,091	94.4	90.9	74.0	73.9	73.4
Southern	1,189	117	1,306	1,361	96.0	94.7	79.1	87.8	76.2
Western	996	76	1,072	1,240	86.5	80.1	68.8	63.0	58.2
Total	8,808	1,252	10,060	10,731	93.7	90.9	75.3	75.8	67.8

Menstrual Hygiene Management Education

Table 14.4 shows proportion of schools providing waste disposal facilities, one of the requirements to providing a conducive learning environment. Southern Province had the highest proportion of schools providing waste disposal facilities being at 90 with the least being Western at 73%.

Tables 14.4: Number of Schools Which Provide Waste Disposal Facilities - 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	968	170	1,138	1,292	88.1	84.3	76.8	76.3	70.1
Copperbelt	907	139	1,046	1,169	89.5	87.4	81.1	80.7	56.8
Eastern	1,003	134	1,137	1,287	88.3	88.8	74.8	72.0	54.2
Luapula	557	70	627	768	81.6	84.9	76.1	80.3	79.4
Lusaka	629	113	742	805	92.2	94.7	69.0	79.1	68.4
Muchinga	565	96	661	786	84.1	84.2	65.2	73.2	64.6
North Western	627	145	772	932	82.8	80.8	71.6	68.7	63.5
Northern	822	134	956	1,091	87.6	80.7	62.4	72.5	69.8
Southern	1,112	113	1,225	1,361	90.0	91.4	74.7	87.2	77.8
Western	891	68	959	1,240	77.3	72.6	71.0	67.4	63.1
National Total	8,081	1,182	9,263	10,731	86.3	84.9	72.7	76.0	66.5

Table 14.5 shows the proportion of schools which offer Menstrual Hygiene Management Education meant to equip adolescent girls with knowledge about menstruation. Lack of this knowledge could lead to absenteeism and ultimately drop out from school. From the table it can be deduced that MHM Education is not delivered in a number of schools with only 68.1% of the schools offering MHM Education.

More than 33.9% of the schools do not deliver MHM education. Lusaka Province again had the highest proportion of 79.0% followed by southern (78.0 and the least being Northern at 55.6%.

Tables 14.5: Number of Schools which offer Menstrual Hygiene Management Education - 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	755	149	904	1,292	70.0	64.1	51.6	53.7	47.6
Copperbelt	688	119	807	1,169	69.0	64.7	52.1	51.4	35.5
Eastern	872	128	1,000	1,287	77.7	74.7	59.7	57.9	44.9
Luapula	397	60	457	768	59.5	62.0	51.0	53.1	54.3
Lusaka	532	104	636	805	79.0	79.9	54.7	63.2	51.9
Muchinga	391	88	479	786	60.9	59.8	48.8	38.7	40.4
North Western	457	135	592	932	63.5	60.6	50.2	47.7	42.7

Northern	490	117	607	1,091	55.6	53.1	34.5	41.5	39.8
Southern	959	102	1,061	1,361	78.0	75.8	61.6	70.5	60.8
Western	700	67	767	1,240	61.9	54.5	47.2	44.8	38.8
National Total	6,241	1,069	7,310	10,731	68.1	65.1	51.5	53.1	45.8

Table 14.6 shows the percentage of schools providing sanitary towels for girls in 'emergency' situations. From the table it can be seen that only 35.4% of schools provide emergency pads and so efforts are required to ensure schools provide sanitary towels to the menstruating girls for them to stay in school during menstruation. Though there was a slight improvement from 2019 at 32.5% to 35.4% in 2020.

Tables 14.6 Number of Schools which provide Sanitary Towels for Girls - 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	387	81	468	1,292	36.2	30.7	23.7	23.5	22.4
Copperbelt	337	89	426	1,169	36.4	35.0	31.5	26.9	18.4
Eastern	401	90	491	1,287	38.2	38.0	31.3	30.3	25.4
Luapula	197	39	236	768	30.7	23.7	18.1	18.8	23.6
Lusaka	356	91	447	805	55.5	56.4	39.9	36.9	30.2
Muchinga	183	62	245	786	31.2	30.9	20.7	18.9	15.2
North Western	277	103	380	932	40.8	37.2	31.2	33.4	29.0
Northern	200	64	264	1,091	24.2	20.2	12.4	16.9	27.8
Southern	459	60	519	1,361	38.1	35.9	38.7	36.9	32.8
Western	278	40	318	1,240	25.6	21.1	15.9	15.5	16.0
Total	3,075	719	3,794	10,731	35.4	32.5	26.8	26.2	24.3

Facilities for Disposal of Used Sanitary Towels

Table 14.7 shows the number and percentage of schools which provided facilities for disposal of used sanitary towels. It can be seen from the table that, like provision of emergency sanitary towels was a challenge, so was provision of disposal facilities for used sanitary towels at only 36.4% national average, recording a slight improvement in 2020 from 34.0% in 2019. There is need to improve in the area of MHM if adolescent girls are to stay in school.

Tables 14.7: Number of Schools with presence of Facilities for Disposal of used Sanitary Towels – 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	394	95	489	1,292	37.8	32.3	25.7	27.4	25.3
Copperbelt	361	85	446	1,169	38.2	35.1	25.1	25.8	18.0
Eastern	473	91	564	1,287	43.8	39.1	31.8	32.2	26.7
Luapula	201	40	241	768	31.4	25.4	25.3	26.1	27.1
Lusaka	328	76	404	805	50.2	52.0	36.6	38.3	30.4
Muchinga	211	61	272	786	34.6	33.3	21.2	22.8	18.8
North Western	236	86	322	932	34.5	34.5	26.4	28.8	27.1
Northern	256	72	328	1,091	30.1	27.5	19.7	20.0	22.2
Southern	412	71	483	1,361	35.5	35.8	34.4	34.1	29.9
Western	308	45	353	1,240	28.5	26.5	20.2	20.1	18.2



National Total	3,180	722	3,902	10,731	36.4	34.0	26.9	27.8	24.4
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Table 14.8 shows the proportion of schools that had maintenance committees for WASH. It can be drawn from the table that most schools did not have maintenance committee. The national average was at 77.8% which recorded a slight improvement from 2019 which was at 76.9%. Eastern province had the highest number of functional committee at 85.9%.

Tables 14.8: Number of Schools with Functional School Maintenance Committees or Wash – 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	839	161	1,000	1,292	77.4	74.9	68.0	72.4	66.0
Copperbelt	764	126	890	1,169	76.1	74.2	61.0	62.7	45.2
Eastern	980	126	1,106	1,287	85.9	85.8	72.1	73.1	54.5
Luapula	472	66	538	768	70.1	74.2	74.4	76.7	75.6
Lusaka	500	110	610	805	75.8	76.5	61.1	64.0	56.7
Muchinga	517	87	604	786	76.8	79.0	71.2	76.5	65.7
North Western	518	131	649	932	69.6	66.8	54.4	59.5	53.8
Northern	741	138	879	1,091	80.6	77.5	70.8	71.8	72.3
Southern	1,052	110	1,162	1,361	85.4	84.3	83.5	82.7	73.0
Western	840	74	914	1,240	73.7	72.3	66.0	65.7	57.5
National Total	7,223	1,129	8,352	10,731	77.8	76.9	68.6	70.8	61.6

Table 14.9 shows the number of schools which had developed work plans for maintaining water and sanitation facilities. The proportion of schools with work plans was lowest in Luapula 70.1%, with Eastern recording the highest at 87.8%.

Tables 14.9 Number of Schools with Workplans for Maintaining Water and Sanitation Facilities – 2020

Province	Primary	Secondary	Total	Total Schools	2020 (%)	2019 (%)	2018 (%)	2017(%)	2016(%)
Central	900	162	1,062	1,292	82.2	78.6	76.1	75.5	68.4
Copperbelt	805	132	937	1,169	80.2	79.2	70.7	69.4	47.5
Eastern	1,003	127	1,130	1,287	87.8	88.8	76.2	75.0	54.9
Luapula	475	63	538	768	70.1	75.5	65.6	76.2	77.8
Lusaka	561	107	668	805	83.0	86.5	71.5	72.5	58.9
Muchinga	529	87	616	786	78.4	82.3	63.5	78.5	71.1
North Western	552	120	672	932	72.1	69.4	62.6	61.2	56.2
Northern	773	129	902	1,091	82.7	77.3	66.1	72.2	71.7
Southern	1,064	110	1,174	1,361	86.3	85.5	78.0	79.7	70.8
Western	900	66	966	1,240	77.9	75.2	69.0	67.4	61.1
National Total	7,562	1,103	8,665	10,731	80.7	80.1	70.7	72.9	63.2

CHAPTER 15: EARLY CHILDHOOD EDUCATION (ECE)

Tables 15.1 to 15.4 show the enrolment of ECE learners by gender and Province. The tables further illustrate the distribution of ECE enrolments by agency and province while tables 15.3 and 15.4 show trends by year and province and summary of trends by year and agency, respectively.

Table 15.1: ECE Enrolments by Province and Gender-2020

Province	Male	Female	Total
Central	13,563	14,882	28,445
Copperbelt	16,471	17,949	34,420
Eastern	19,087	21,999	41,086
Luapula	8,344	9,056	17,400
Lusaka	11,938	12,717	24,655
Muchinga	6,180	6,511	12,691
N/ Western	5,874	6,551	12,425
Northern	7,064	7,412	14,476
Southern	22,543	24,184	46,727
Western	12,625	13,666	26,291
Total	123,689	134,927	258,616

Table 15.2: ECE Enrolment by Province and Running Agency - 2020

Province	Grz	Grant-Aided (From Grz)	Community	Private	Total
Central	18,592	1,165	3,832	4,856	28,445
Copperbelt	13,037	431	7,304	13,648	34,420
Eastern	29,312	1,951	8,896	927	41,086
Luapula	14,730	409	835	1,426	17,400
Lusaka	6,536	375	11,362	6,382	24,655
Muchinga	9,559	240	1,252	1,640	12,691
North Western	9,710	244	316	2,155	12,425
Northern	10,779	825	1,794	1,078	14,476
Southern	29,637	1,767	10,490	4,833	46,727
Western	18,971	537	5,289	1,494	26,291
Total	160,863	7,944	51,370	38,439	258,616



Figure 15.1: ECE Enrolment for 2020 by Sex

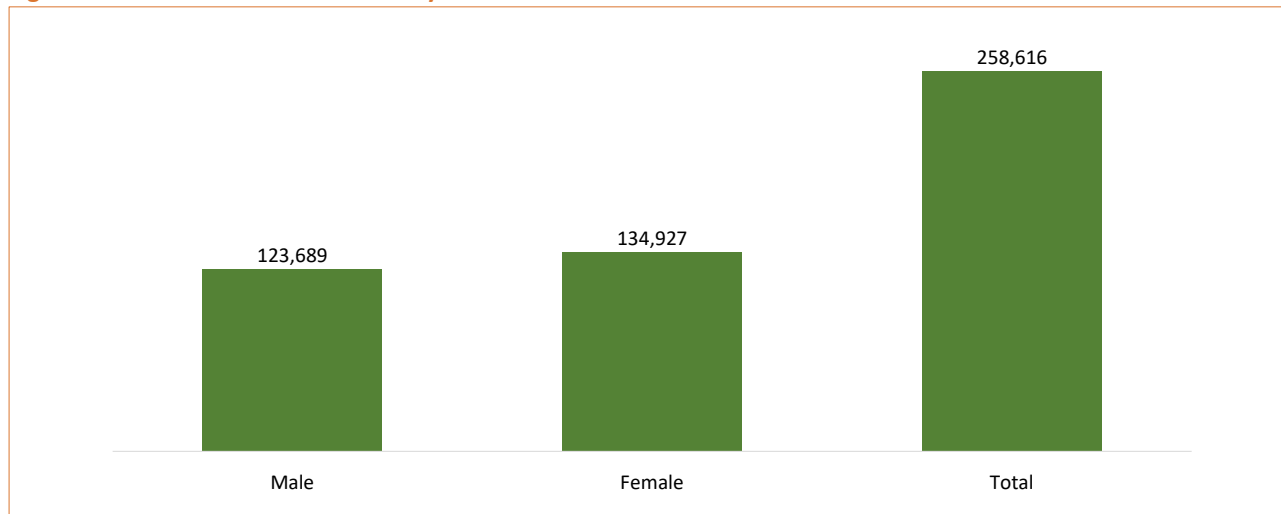


Table 15.3: ECE Enrolments by Province from 2014 to 2020

Province	2014	2015	2016	2017	2018	2019	2020
Central	10,079	12,646	15,713	18,424	23,224	25,271	28,445
Copperbelt	24,240	23,244	29,394	31,991	34,437	37,187	34,420
Eastern	11,436	12,755	13,180	18,597	30,841	39,521	41,086
Luapula	9,107	9,927	11,908	13,458	16,969	18,554	17,400
Lusaka	21,885	23,830	25,222	26,876	28,923	28,457	24,655
Muchinga	5,735	6,535	7,578	10,319	11,685	12,602	12,691
N/ Western	4,523	5,313	5,599	6,958	9,493	11,707	12,425
Northern	6,782	7,465	7,590	10,684	12,669	12,872	14,476
Southern	30,770	33,416	34,529	35,652	40,040	44,857	46,727
Western	6,837	7,742	9,582	11,439	13,784	22,980	26,291
Total	131,394	142,873	160,295	184,398	222,065	254,008	258,616

Figure 15.2: ECE Enrolments from 2011 to 2020

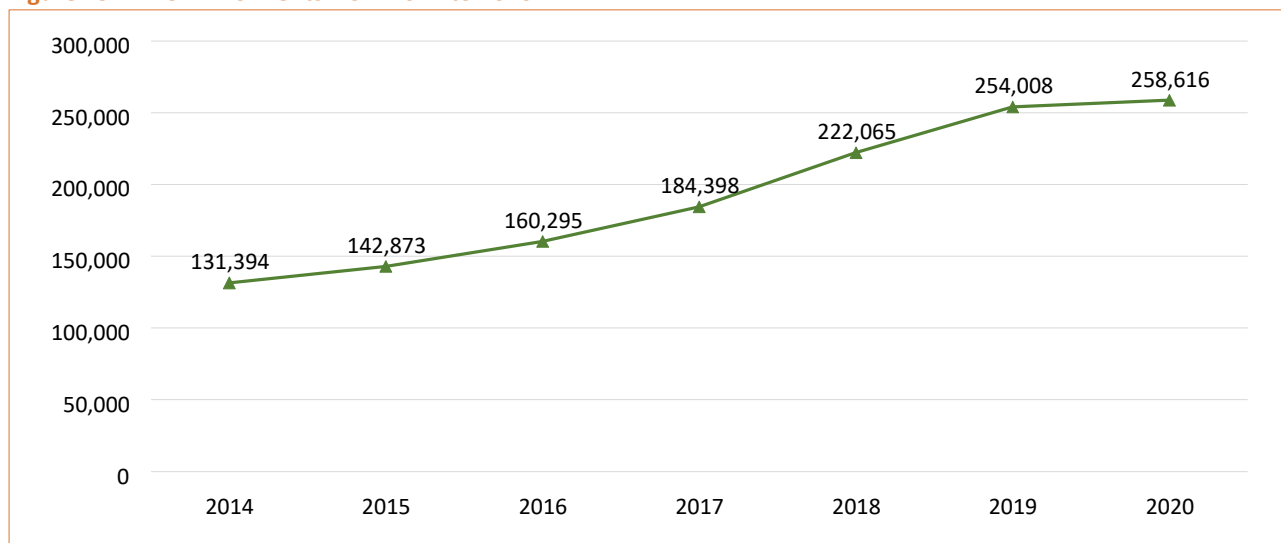


Figure 15.3: ECE Enrolment by running Agency

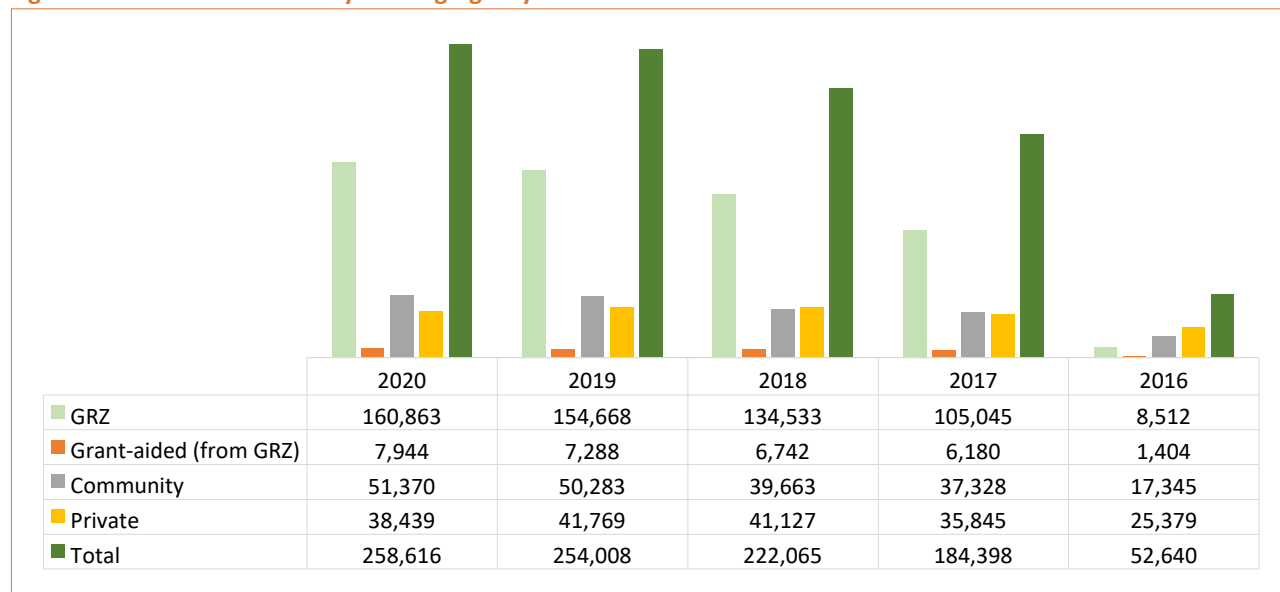


Table 15.4: Summary of Total ECE Enrolments by Years and running Agency, 2016 – 2020

Year	GRZ	Grant-Aided (From Grz)	Community	Private	Total
2020	160,863	7,944	51,370	38,439	258,616
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
2016	8,512	1,404	17,345	25,379	52,640

CHAPTER 16:

COVID-19 IN SCHOOLS

A table 16.1 illustrates the number of school learners who suffered from Covid-19 at both primary and secondary schools across all provinces. Lusaka recorded the highest cases at 42 while Western and Central provinces recorded the least cases at 1.

Table 16.1: Number of all School Learners who Suffered from COVID 19 in 2020 by Province and Sex - 2020

Province	Male	Female	Total
Central	1	0	1
Copperbelt	3	2	5
Eastern	2	1	3
Luapula	0	0	0
Lusaka	21	21	42
Muchinga	2	6	8
North Western	18	5	23
Northern	5	2	7
Southern	2	0	2
Western	1	0	1
Total	55	37	92



Table 16.2: Number of Primary School Learners who suffered from COVID 19 in 2020 by Province and Sex - 2020

Province	Male	Female	Total
Central	1	0	1
Copperbelt	0	0	0
Eastern	1	0	1
Luapula	0	0	0
Lusaka	3	4	7
Muchinga	0	0	0
North Western	0	0	0
Northern	0	0	0
Southern	2	0	2
Western	0	0	0
Total	7	4	11

Table 16.3: Number of Secondary School Learners who suffered from covid 19 in 2020 by Province and Sex - 2020

Province	Male	Female	Total
Central	0	0	0
Copperbelt	3	2	5
Eastern	1	1	2
Luapula	0	0	0
Lusaka	18	17	35
Muchinga	2	6	8
North Western	18	5	23
Northern	5	2	7
Southern	0	0	0
Western	1	0	1
Total	48	33	81

Table 16.4: Number of all School Learners who suffered from COVID-19 in all Schools by Rural/Urban and running Agency - 2020

Location	Community	Grant-aided	GRZ	Private	TOTAL
Rural Area	0	2	55	0	57
Urban Area	1	1	14	19	35
Total	1	3	69	19	92

Table 16.5: Number of Primary School Learners who suffered from COVID-19 in Schools by Rural/Urban and running Agency - 2020

Location	Community	Grant-aided	GRZ	Private	TOTAL
Rural Area	0	0	3	0	3
Urban Area	1	0	5	2	8
Total	1	0	8	2	11

Table 16.6 illustrates the number of school learners who died of Covid-19 at both primary and secondary schools across all provinces. Copperbelt recorded the highest cases at 25 while Lusaka and Northern provinces recorded the least cases at 1 each.

Tables 16.6: All Learners who Died from COVID 19 by Province and Sex (Primary and Secondary) - 2020

Region_nam	Covid-19	Male	Female	Total
Central	Died from Covid-19	8	2	10

Copperbelt	Died from Covid-19	13	12	25
Eastern	Died from Covid-19	3	6	9
Luapula	Died from Covid-19	13	6	19
Lusaka	Died from Covid-19	1	0	1
Muchinga	Died from Covid-19	0	0	0
North Western	Died from Covid-19	0	2	2
Northern	Died from Covid-19	1	0	1
Southern	Died from Covid-19	2	0	2
Western	Died from Covid-19	7	1	8
Total		48	29	77

Tables 16.7: Primary school Learners who Died from COVID 19 by Province and Sex - 2020

Region_nam	Covid-19	Male	Female	Total
Central	Died from Covid-19	2	0	2
Copperbelt	Died from Covid-19	1	3	4
Eastern	Died from Covid-19	0	0	0
Luapula	Died from Covid-19	5	2	7
Lusaka	Died from Covid-19	0	0	0
Muchinga	Died from Covid-19	0	0	0
North Western	Died from Covid-19	0	0	0
Northern	Died from Covid-19	0	0	0
Southern	Died from Covid-19	0	0	0
Western	Died from Covid-19	0	0	0
Total		8	5	13

Tables 16.8: Secondary school Learners who Died from COVID 19 by Province and Sex - 2020

Region_nam	Covid-19	Male	Female	Total
Central	Died from Covid-19	6	2	8
Copperbelt	Died from Covid-19	12	9	21
Eastern	Died from Covid-19	3	6	9
Luapula	Died from Covid-19	8	4	12
Lusaka	Died from Covid-19	1	0	1
Muchinga	Died from Covid-19	0	0	0
North Western	Died from Covid-19	0	2	2
Northern	Died from Covid-19	1	0	1
Southern	Died from Covid-19	2	0	2
Western	Died from Covid-19	7	1	8
Total		40	24	64

Tables 16.9: Number of Learners who dead of COVID-19 by Location - 2020

Location	Covid-19	Community	Grant-aided (from GRZ)	GRZ	Private	TOTAL
Rural Area	Died from Covid-19	0	3	44	0	47
Urban Area	Died from Covid-19	0	1	28	1	30
TOTAL		0	4	72	1	77



Tables 16.10: Number of Primary Learners who Died of COVID-19 by Running Agency and Rural/Urban - 2020

Location	Covid-19	Community	Grant-aided (from GRZ)	GRZ	Private	TOTAL
Rural Area	Died from Covid-19	0	0	10	0	10
Urban Area	Died from Covid-19	0	0	3	0	3
TOTAL		0	0	13	0	13

Table 16.11: Number of Teachers whose Death was COVID -19 related by Province and Sex- 2020

Province	Male	Female	Total
Central	0	2	2
Copperbelt	1	3	4
Eastern	2	1	3
Luapula	1	0	1
Lusaka	2	0	2
Muchinga	0	0	0
North Western	3	0	3
Northern	1	0	1
Southern	1	2	3
Western	0	0	0
Total	11	8	19

Tables 16.12: Number of Teachers whose Death was COVID -19 related by Running Agency and Sex - 2020

Running Agency	Male	Female	Total
Community	1	0	1
Grant-aided	0	0	0
GRZ	9	7	16
Private	1	1	2
Total	11	8	19

Table 16.13: Number of Teachers whose Death was COVID -19 related by Sex and Rural/Urban - 2020

Location	Male	Female	Total
Rural Area	10	3	13
Urban Area	1	5	6
Total	11	8	19



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