

The Government of the Republic of Zambia



Ministry of Education



EDUCATION STATISTICS BULLETIN 2022



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EDUCATION STATISTICS BULLETIN 2022

DIRECTORATE OF DATA MANAGEMENT AND INFORMATION

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Foreword



The Government of the Republic of Zambia recognizes the role of Statistics in the Education Sector and its importance in National Development as stipulated in the Eighth National Development Plan (8NDP). The Ministry of Education (MoE) through the department of Planning and Information in particular the Statistics Unit has been conducting the annual school census since early 2000. The annual school census has been the largest means of collecting huge education data in the Ministry with the aim of providing education statistics. The education statistics provide guidance and support to policy formulation, planning and priority setting. The statistics also provide sound data and evidence for informed decision making.

These censuses have been conducted through the deployment and administration of a Harmonized Data Collection Tool (HDCT) currently used in the collection of data and as a means to migrate from the paper based to digital methods. The tool is also used as a data collection instrument designed to collect education data on numerous education indicators from all schools across the country. These schools include public (GRZ), grant aided, private and community. All schools ranging from early childhood education, primary education, secondary education including colleges of education and Universities are targeted and are required to enter and submit data to the respective District Education offices. At district level, the school data is consolidated and sent to the Provincial Education Office. The PEO consolidates all information obtained by their respective districts.

The data collected from all provinces is then consolidated at the Ministry Headquarters cleaned for completeness and correctness, validated, verified and analysed. The data is then used to produce tables. The tables are then provided with narrations from which Education Reports are finally produced.

The Education Statistics Bulletin Report - 2022 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, District and school levels. The data is also analysed per 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
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Acknowledgement



This 2022 Education Statistics Bulletin (ESB) report was produced by a dedicated team of Statisticians, ICT Officers and Planners from the Ministry of Education and Zambia Statistics Agency (ZAMSTATS).

The Ministry through its relevant directorates, collected, analysed and compiled this report with resources and support from the Ministry of Education and the United Nations Education Scientific Cultural Organisation (UNESCO).

We express our sincere gratitude to the management teams of both the Ministry of Education and ZAMSTATS for their invaluable guidance and steadfast support in providing the necessary resources to bring the 2022 Education Statistics Bulletin to fruition.

A Special acknowledgement goes to the Provincial Education Offices, District Education Offices and Schools for their significant contributions during data collection, verification and data entry, which were crucial to the success of this report.

The Ministry extends its deep appreciation to UNESCO for its financial support and to ZAMSTATS for its technical assistance. Without their contributions, this milestone would not have been easy to accomplish.

A handwritten signature in black ink, appearing to be 'Moses Phiri', with a stylized flourish extending to the right.

Moses Phiri (Mr.)
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Contents

Foreword	i
Acknowledgement	ii
Acronyms/Abbreviations	viii
Concepts and Definitions	ix
Methodology	xii
EMIS Objective	xii
Method of Data Collection and Stages	xii
Stages	xiii
Limitations	xiii
Education in Zambia	xiv
Introduction	xv
National Summary	xvi
CHAPTER 1: Distribution of Schools	1
CHAPTER 2: Access and Participation	3
Grade 1 Entrants	6
Gross Intake Rate	6
CHAPTER 3: Efficiency	11
CHAPTER 4: Equity	13
Gender Parity Index	14
Out-of-School Children	15
Orphans	16
Children with Special Education Needs (CSEN)	19
CHAPTER 5: Quality Teachers	21
Teacher Attrition	23
CHAPTER 6: Quality Learning - Achievements Related	25
Examination Pass Rates and Certification	27
Primary (G-7) Pass Rates	28
CHAPTER 7: Infrastructure	35
CHAPTER 8: ICT in Education	37
CHAPTER 9: School Related Gender Based Violence	39
CHAPTER 10: Source of Power	41
CHAPTER 11: Sources of Water	43
CHAPTER 12: Hygiene and Wash	45
CHAPTER 13: Early Childhood Education	47



List of Tables

Summary of Critical Education Indicators, 2021

xvi

Table 1.1: Number of Primary Schools by Agency, 2018 - 2022	1
Table 1.2: Number of Secondary Schools by Agency, 2018 - 2022	1
Table 1.3: Number of Primary and Secondary Schools by Agency, 2018 - 2022	2
Table 1.4: Distribution of Primary and Secondary Schools by Rural/Urban and Province, 2022	2
Table 2.1: Enrolment by Grade Group and Sex, 2018 - 2022	3
Table 2.2: Enrolment of Grades from ECE to Grade 12 by Sex and Province, 2022	5
Table 2.3: Grade 1 Entrants by Age, Sex (Excluding Repeaters) and Province, 2022	6
Table 2.4: Grade 1 Entrants with Pre-School Experience Sex and Province, 2022	6
Table 2.5: Gross Intake Rate (%) by Sex, 2018 - 2022	6
Table 2.6: Gross Intake Rate (%) for Grade 1 by Sex and Province, 2022	6
Table 2.7: Net Enrolment Rate (%) by Sex, 2018 - 2022	7
Table 2.8: Net Intake Rate (%) for Grade 1 by Sex and Province, 2022	7
Table 2.9: Gross Enrolment Rate (%) by Sex, 2018 - 2022	9
Table 2.10: Gross Enrolment Rate (%) by Grade and Province, 2022	9
Table 2.11: Net Enrolment Rate (NER) (%) by Grade, Sex and Province, 2018 - 2022	10
Table 2.12: Net Enrolment Rate (%) by Grade Group, Sex and Province, 2022	10
Table 2.13: Net Enrolment Rate (%) by Grade and Province, 2022	10
Table 3.1: Transition Rate (%) by Grade Group and Sex, 2018 - 2022	11
Table 3.2: Repetition Rate (%) Grade Group and Sex, 2018 - 2022	11
Table 3.3: Dropout Rate (%) by Grade Group and Sex, 2018 - 2022	12
Table 3.4: Transition Rate (%) by Grade Group, Sex and Province, 2022	12
Table 3.5: Repetition Rates by Grade Group, Sex and Province, 2022	12
Table 3.6: Dropout Rates (%) by Grade Group, Sex and Province, 2022	12
Table 4.1: Number of Pregnancies and Re-admissions by Grade Group and Province, 2022	13
Table 4.2: Number of Pregnancies and Re-Admissions by Grade Group, Rural/Urban and Province, 2022	13
Table 4.3: Gender Parity Index for Grades 1-7 and Grades 8-12, 2018 - 2022	13
Table 4.4: Gender Parity Index in all Schools by Grade and Province, 2022	14
Table 4.5: Gender Parity Index in all Schools by Grade and Agency, 2022	14
Table 4.6: Gender Parity Index in all Schools by Grade Group and Province, 2022	14
Table 4.7: Gender Parity Index in all Schools by Grade Group and Agency, 2022	15
Table 4.8: Number of Out-of-School Children Aged 7-13 by Sex, 2018 - 2022	15
Table 4.9: Out-of-School Children by Age, Sex and Province, 2022	15
Table 4.10: Number of Orphans in all Schools by Education Level and Sex, 2018 - 2022	17
Table 4.11: Number Of Orphans by Grade, Sex and Province, 2022	17
Table 4.12: Percentage (%) of Orphans in Grade Groups by Sex and Province, 2022	18
Table 4.13: Number of Orphans in all Schools by Grade and Agency, 2022	19
Table 4.14: Number of Children with Special Education Needs by Education Level and Sex, 2018 - 2022	19



Table 4.15: Number of CSEN Learners at Secondary Level by Grade, Sex and Province, 2022	20
Table 4.16: Number of CSEN Learners at Primary School Level by Grade, Sex and Province, 2022	20
Table 5.1: Teachers in all Schools by Sex, 2018 - 2022	21
Table 5.2: Teachers in all Schools by Education Level and Sex, 2018 - 2022	21
Table 5.3: Teachers in all Schools by Education Level, Sex and Province, 2022	22
Table 5.4: Teachers in all Schools by Agency and Province, 2022	22
Table 5.5: Pupil Teacher Ratio by Education Level and Province, 2022	22
Table 5.6: Mentors in IRI Centres by Sex and Province, 2022	23
Table 5.7: Teacher Attrition by Education Level and Sex, 2018 - 2022	24
Table 5.8: Teacher Attrition in all Schools by Reason, Education Level, Sex and Reason, 2022	24
Table 5.9: Teacher Deaths by Education Level and Sex, 2018 - 2021	24
Table 6.1: Completion Rate (%) for Grades 7, 9 and 12 by Sex, 2018 - 2022	26
Table 6.2: Completion Rate (%) for Grades 7, 9 and 12 by Sex and Province, 2022	26
Table 6.3: Survival Rate (%) to Grade 5 by Sex, 2018 - 2022	26
Table 6.4: Survival Rate (%) to Grade 5 by Province, 2018 - 2022	27
Table 6.5: Examination Pass Rates at Grade 7 by Sex and Province, 2022	28
Table 6.6: Grade 9 Exams Pass Rates by Sex and Province, 2022	29
Table 6.7: Grade 12 Exam Pass Rates by Sex and Province, 2022, 2021	30
Table 6.8: Number of Books in All Schools by Province, 2022	31
Table 6.9: Pupil-Book Ratio in all Schools by Province, 2022	32
Table 6.10: Average Number of Scheduled Contact Hours by Running Agency and Grade, 2022	33
Table 6.11: Average Number of Scheduled Contact Hours by Class Type and Grade, 2022	33
Table 6.12: Number of Existing Classrooms by Education Level and Province, 2022	33
Table 6.13: Pupil- Classroom Ratio in all Schools by Education Level and Province, 2022	33
Table 6.14: Average Contact Hours by Grade and Province, 2022	34
Table 7.1: Staff Houses in all Schools by Type and Province, 2022	35
Table 7.2: Distribution of Classrooms, Special Education Classrooms, Laboratories and Libraries in Primary Schools by Type and Province, 2022	36
Table 7.3: Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary Schools by Type and Province, 2022	36
Table 8.1: Computer Laboratories in Primary Schools by Type and Province, 2022	37
Table 8.2: Number of Schools with Internet Facilities by Education Level and Province, 2022	37
Table 8.3: Number of Computers by Education Level and Province, 2022	38
Table 9.1: Teachers who reported experiencing School Related Gender Based Violence by Sex and Province, 2022	39
Table 9.2: Learners who reported experiencing School Related Gender Based Violence by Sex and Province, 2022	40
Table 10.1: Distribution of all Schools by Power Source and Province, 2022	41
Table 10.2: Distribution of Primary Schools by Power Source and Province, 2022	41
Table 10.3: Distribution of Secondary Schools by Power Source and Province, 2022	42
Table 10.4: Distribution of Schools by Power Source and Running Agency (All Schools), 2022	42



Table 11.1: Distribution of Schools by Water Source and Province (All Schools), 2022	43
Table 11.2: Distribution of Primary Schools by Water Source and Province, 2022	43
Table 11.3: Distribution of Secondary Schools by Water Source and Province, 2022	44
Table 12.1 Number of Schools that taught Hygiene Lessons by Education Level and Province, 2024	45
Table 12.2: Distribution of Schools with Waste Disposal Facilities by Education Level and Province, 2022	45
Table 12.3: Distribution of Schools which practiced Hand Washing by Education Level and Province, 2022	46
Table 13.1: ECE Enrolments by Sex and Province, 2022	47
Table 13.2: ECE Enrolments by Province, 2017 - 2022	47
Table 13.3: Summary of Total ECE Enrolments by Running Agency, 2022	48



Acronyms/Abbreviations

ASC	Annual School Census
APU	Academic Production Unit
CBO	Community Based Organizations
CP	Cooperating Partner
CS	Community School
CSEN	Children with Special Education Needs
ECCDE	Early Childhood Care, Development and Education
ECZ	Examinations Council of Zambia
EoF	Educating Our Future
ESB	Educational Statistical Bulletin
EMIS	Education Management Information System
GA	Grant Aided School
GER	Gross Enrolment 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 Enrolment Rate
NIR	Net Intake Rate
NISTCOL	National In-Service Training College
OVC	Orphans and Vulnerable Children
P&S	Primary and Secondary
SRGBV	School Related Gender Based Violence
ZamStats	Zambia Statistics Agency



Concepts and Definitions

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,
Primary School	A primary school is a school for children from approximately six to eleven years old, in which they receive primary education. It typically comes after ECE or pre-school and before secondary school. It runs from grade 1 to 7 in the Zambian education system.
Secondary School	A secondary school is an educational institution where the third 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.
Running Agency	Running Agency refers to type of administration that is responsible for running of a school. There are four types of running agencies under the Ministry of Education. These are: Public Schools (GRZ), Community, Private and Grant Aided.
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 100percent 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 NER (primary) 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 known as 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 percentage, who were successful in a particular test or examination. 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).
Pupil-Book Ratio (PBR)	PBR is the total number of regular students in a grade 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.
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 deceased or either father or mother is deceased.
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 to academic qualifications, 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. 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.

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.

School Related Gender Based Violence (SRGBV)

SRGBV can be defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.



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 are responsive to delivery of the education outcomes by different players in the sector. The data collection is currently done through a Harmonized Data Collection Tool at school level, consolidated at the District, Provincial and National levels.

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. However, in an effort to migrate from paper-based data collection to digital, the Ministry developed a Harmonized Data Collection Tool (HDCT) and the process involves the following:

- **Data Collection and Entry** - usually preceded by the data collection instrument (HDCT) review takes place prior to deployment and administration of the tool at school level. The school completes the entry of data into the HDCT through a teacher nominated by the head teacher.
- **Data Verification** - the process of checking for completeness of and missing data as well as outliers etc.
- **Data Validation** - the process of checking whether the collected data is of a certain type in a certain format.
- **Data Processing** - involves creation of data tables, queries 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

- **Review of the Tool** - process of revision of the data collection instrument to include or exclude any indicators deemed necessary or not.
- **Distribution** - involves deployment of the HDC to schools through Provinces and Districts. All schools, irrespective of whether public, private or community receives the HDCT electronically to their electronic gadget be it a desk computer, tablet or phone. The school completes filling in the HDCT by entering all the data that pertains to school indicators in the tool and transmits to the district. Some schools without any electronic gadgets print out the tool, fill in the data and submit hard copies to the Assistant Statistical Officer at the district who then does the data entry and further transmits it to the province. At Provincial Level, the data for all the districts is consolidated and finally sent to the National Office where cleaning and validation takes place.
- **Reporting/Dissemination** - involves reporting and disseminating education statistics through hard copy reports and MoE website.
- **Response Rate** - involves calculation/computation of the number of schools, which successfully complete the questionnaire and submit to the 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 characterized by a number of challenges ranging from logistical to technical capabilities. The foremost challenges include but not restricted to the following:

- Inadequate and/or delayed funding;
- Lack of electronic equipment such as computers at all levels especially at data sources (schools);
- Lack of transport to timely undertake EMIS related activities at all level;
- Inadequate technical competencies particularly in relation to the creation of the database management systems and data manipulation; and
- 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 ZamStats population projections from the 2010 census of the population and housing which may be affected 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 not operational the following year thus affecting the response rate. There is also a 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 Centers provided by the Education Broadcasting Services. The Ministry has equally recognized open and distance learning (including e-learning) as a mode of education provision.



Introduction

The successful production of this 2022 Education Statistics Bulletin has been made possible with the efforts of head teachers, teachers and other staff of the Ministry of Education in the provision of the education data used in the production of this report.

Further, Standards Officers, Statisticians, ICT Officers, Planners and other staff in district and provincial offices assisted in collecting and verifying the ASC information. I would like to acknowledge, with gratitude, the efforts and contributions of various stakeholders without which this Bulletin would not have materialized.

Specifically, the Ministry would like to thank the following:

Provincial/district education staff and school managers for facilitating the ASC exercise.

Directorate of Planning and Information staff, especially Mr. Moses Phiri - Director ICT, Mr. Edward Mushota, Assistant Director - ICT, Mr. George Mutale, Assistant Director - ICT, Mr. Lisulo Liholosi - M & E Specialist, Ms. Gwendoline Mulaisho - Senior Statistician, Mr. Gift Chafwa - Senior System Analyst, Mr. Kennedy Siputuma - Senior Statistical Officer, Mr. Tresphor Chanda - Statistical Officer, Mr. Trevious Simwanza - Statistical Officer and Mr. Evans Mutalala - ICT Officer.

The Zambia Statistics Agency (ZamStats) team ESB review team and other officers who engaged in the data verification and cleaning process.

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National Summary

This national summary provides an overview of the structure of Zambia's education system: Out of the total number of 12,554 schools, 10,981 were Primary and 1,573 were secondary schools.

There were 5,538,681 learners at ECE, Primary and Secondary levels of education in the country. There were 149,804 teachers in all the schools in 2022.

Gender parity index was achieved at both Primary and secondary levels by 1.03 and 1.07. This shows that almost equal number learners at all levels were enrolled.

Summary of Critical Education Indicators, 2022		
Primary & Secondary Schools		
Number of Schools (Grade 1-12)	Total	12,554
	Primary	10,681
	Secondary	1,873
Enrolment Indicators		
Number of Students	Total	5,538,681
	ECE	379,738
	Primary	3,901,230
	Secondary	1,257,713
Gross Intake Rate (Grade 1 Entrants) (%)	Primary	108.2
Net Intake Rate (%)	Primary	54.4
Gross Enrolment Rate (%)	Primary	106.7
	Secondary	59.2
Net Enrolment Rate (%)	Primary	84.8
	Secondary	46.8
Efficiency Indicators		
Transition Rate (%)	Primary	80.20
	Secondary	50.00
Repetition Rate (%)	Primary	4.10
	Secondary	4.64
Dropout Rate (%)	Primary	1.68
	Secondary	2.34
Equity Indicators		
Gender Parity Index	Primary	1.03
	Secondary	1.07
Out-of-School Children Age	Male	168,550
	Female	112,335
	Total	280,885
Orphans	Primary	221,007
	Secondary	234,011
	Total	455,018



Summary of Critical Education Indicators, 2022			
Children with Special Educational Needs	Primary	106,972	
	Secondary	31,236	
	Total	138,208	
Pregnancies	Primary	6,997	
	Secondary	13,616	
	Total	20,613	
Readmissions	Primary	5,063	
	Secondary	9,416	
	Total	14,479	
Teachers			
Number of Teachers	Total	149,804	
	Primary	110,532	
	Sec	39,272	
Qualification	Degree	-	
	Diploma	-	
Pupil Teacher Ratio	Primary	35	
	Sec	32	
Quality Indicators			
Completion Rate (%)	At Grade 7	82.45	
	At Grade 9	93.99	
	At Grade 12	39.00	
Survival to Grade 5 (%)	Primary	88.17	
Exam Pass Rate (%)	Primary – Grade 7	100	
	Secondary	Grade 9	54
		Grade 12	67.15
Pupil Book Ratio	Primary	1.02	
	Secondary	0.14	
Pupil Classroom Ratio	Primary	58	
	Secondary	33	
Contact Hours	Primary	4.9	
	Secondary	6.5	
Infrastructure			
Classrooms - Primary	Total	90,679	
	Permanent	66,704	
	Incomplete	14,660	
	Temporary	9,315	
Classrooms - Secondary	Total	46,268	
	Permanent	38,189	
	Incomplete	4,145	
	Temporary	3,934	



CHAPTER 1: Distribution of Schools

Zambia follows a 7-5 and 3-4 education system, comprising seven (7) years of primary education, followed by five (5) years of secondary education, and finally, three to four years of tertiary education. Education is compulsory and free for grades from Early Childhood Education (ECE) to Grade 12.

Type of Schools

Government Schools: These are funded and managed by the Government and serve majority of students in Zambia.

Private Schools: These are privately owned and managed institutions. They often offer higher-quality education but may come with higher fees.

Faith-Based/Grant Aided Schools: These are run by religious organizations such as churches or mosques. These schools often blend secular education with religious teachings.

Community Schools: These are managed by local communities, especially in rural areas where government provision is limited. They often face resource challenges but play a vital role in extending education to remote regions.

Tables 1.1 and 1.2 show the distribution of Primary and Secondary schools by running agency for the period 2018 to 2022. The results show that the total number of primary schools increased from 9,050 in 2018 to 10,681 in 2022, reflecting an average annual growth rate of 4.3 percent. Similarly, the total number of secondary schools increased from 1,117 in 2018 to 1,573 in 2022, with an average annual growth rate of 14.5 percent. The percentage change between 2021 and 2022 for both primary and secondary schools was 4.1 percent and 8.3 percent respectively.

Table 1.1: Number of Primary Schools by Agency, 2018 - 2022

Agency	Year					Average Annual Growth (%)	Percentage Change 2021 - 2022
	2018	2019	2020	2021	2022		
GRZ/GA	5,983	6,193	6,346	6,979	7,043	4.2	0.9
Private/Church	696	745	740	987	1,007	10.4	2.0
Community	2,371	2,344	2,355	2,580	2,631	2.7	2.0
National	9,050	9,282	9,441	10,546	10,681	4.3	1.3

Table 1.2: Number of Secondary Schools by Agency, 2018 - 2022

Agency	Year					Average Annual Growth (%)	Percentage Change 2021 - 2022
	2018	2019	2020	2021	2022		
GRZ/GA	996	1,144	1,149	1,237	1,601	13.2	5.4
Private/Church/Community	121	144	141	156	272	23.8	29.5
National	1,117	1,288	1,290	1,393	1,573	14.5	8.3

Table 1.3 shows the distribution of schools (primary and secondary) by agency from 2018 to 2022. The data highlights consistent growth, with the Private/Church/Community schools having a higher average annual growth rate.

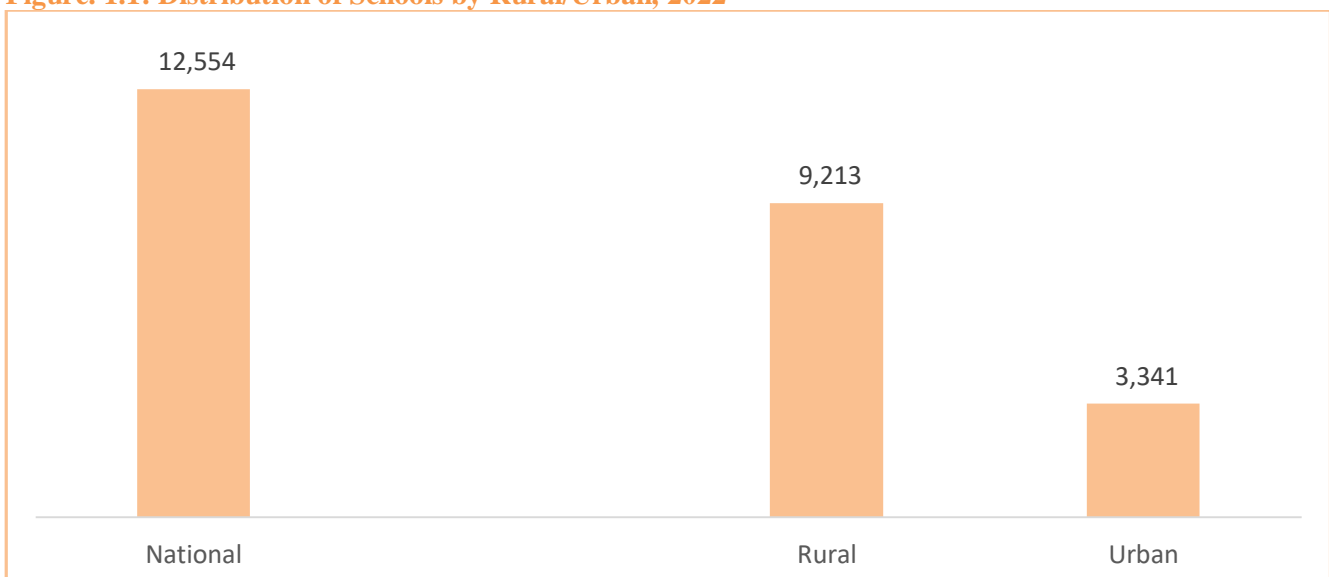
**Table 1.3: Number of Schools (primary and secondary) by Agency, 2018 - 2022**

Agency	Year					Average Annual Growth (%)	Percentage change 2021 - 2022
	2018	2019	2020	2021	2022		
GRZ/GA	6,979	7,337	7,495	8,498	8,644	5.6	1.7
Private/Church/Community	3,188	3,233	3,236	3,777	3,910	5.4	3.5
National	10,167	10,570	10,731	12,275	12,554	5.5	2.3

Table 1.4 shows the number of schools by rural/urban and province. Most of the provinces had a higher number of schools in rural areas, with an exception of Lusaka and Central provinces which are predominantly urban.

Table 1.4: Number of Schools by Rural/Urban and Province, 2022

Province	Location		
	Rural	Urban	National
Central	1058	552	1610
Copperbelt	611	778	1389
Eastern	1432	170	1602
Luapula	707	86	793
Lusaka	399	511	910
Muchinga	670	123	793
North-Western	961	205	1166
Northern	1010	172	1182
Southern	1287	407	1694
Western	1078	337	1415
National	9213	3341	12554

Figure 1.1: Distribution of Schools by Rural/Urban, 2022



CHAPTER 2: Access and Participation

In line with the Ministry of Education's policy to provide quality education to all, this chapter on Access and Participation refers to the ability and capacity of the system to provide opportunities for the learners to access education. This policy on Education is to provide free quality education that is equitable and accessible to all. This means providing every Zambian child regardless of status with an opportunity to enter and complete school so as to fulfil this noble mandate of providing spaces to adequately accommodate all learners.

Table 2.1 shows enrolment by grade and sex from 2018 to 2022. The total national enrolment increased from 4,200,597 in 2018 to 5,538,681 in 2022, with an average annual growth rate of 7.4 percent over the five-year period. The percentage change from 2021 to 2022 was at 10.2 percent, indicating a significant increase in learner numbers within a single year. The table further shows enrolments disaggregated by individual grades, grade groups and by province.

Table 2.1: Enrolment by Grade Group and Sex, 2018 - 2022

Grade Group	Sex	Year					AVG Annual Growth Rate 2018-2022 (%)	Percent Change 2021-2022
		2018	2019	2020	2021	2022		
All Grades	Male	2,098,571	2,133,087	2,130,643	2,451,612	2,705,036	6.7	10.3
	Female	2,102,026	2,167,912	2,174,583	2,574,002	2,833,645	8.0	10.1
	National	4,200,597	4,300,999	4,305,226	5,025,614	5,538,681	7.4	10.2
ECE	Male	106,109	120,701	123,689	159,739	180,819	14.6	13.2
	Female	115,956	133,307	134,927	176,695	198,919	14.9	12.6
	Total	222,065	254,008	258,616	336,434	379,738	14.8	12.9
Grade 1	Male	275,897	269,336	265,064	292,805	316,445	3.6	8.1
	Female	280,559	281,824	278,611	304,224	328,024	4.1	7.8
	Total	556,456	551,160	543,675	597,029	644,469	3.9	8.0
Grade 2	Male	258,174	254,834	256,632	275,080	297,869	3.7	8.3
	Female	264,632	263,827	267,108	286,544	310,464	4.1	8.4
	Total	522,806	518,661	523,740	561,624	608,333	3.9	8.3
Grade 3	Male	249,435	252,800	253,211	258,668	283,672	3.3	9.7
	Female	266,106	258,960	258,604	272,294	296,916	2.9	9.0
	Total	515,541	511,760	511,815	530,962	580,588	3.1	9.4
Grade 4	Male	238,828	248,231	249,137	256,924	281,809	4.3	9.7
	Female	245,821	252,106	255,080	264,086	293,489	4.6	11.1
	Total	484,649	500,337	504,217	521,010	575,298	4.4	10.4
Grade 5	Male	223,085	228,634	232,173	236,971	265,065	4.5	11.9
	Female	228,696	236,638	239,928	246,013	268,945	4.2	9.3
	Total	451,781	465,272	472,101	482,984	534,010	4.3	10.6
Grade 6	Male	213,777	216,229	214,518	225,442	251,958	4.3	11.8
	Female	216,334	223,538	221,006	235,137	257,806	4.6	9.6
	Total	430,111	439,767	435,524	460,579	509,764	4.4	10.7
Grade 7	Male	190,292	196,473	212,233	201,434	220,821	4.0	9.6
	Female	187,609	198,657	212,465	208,363	227,947	5.1	9.4
	Total	377,901	395,130	424,698	409,797	448,768	4.5	9.5



Table 2.1: Enrolment by Grade Group and Sex, 2018 - 2022 (Continued)

Grade Group	Sex	Year					AVG Annual Growth Rate 2018-2022 (%)	Percent Change 2021-2022
		2018	2019	2020	2021	2022		
Grade 8	Male	125,854	134,013	127,583	162,410	183,897	10.6	13.2
	Female	123,696	138,115	132,645	178,520	200,203	13.6	12.2
	Total	249,550	272,128	260,228	340,930	384,100	12.1	12.7
Grade 9	Male	123,122	135,414	125,717	140,605	153,796	6.0	9.4
	Female	118,885	131,235	128,624	151,230	166,636	9.0	10.2
	Total	242,007	266,649	254,341	291,835	320,432	7.5	9.8
Grade 10	Male	67,528	63,057	62,750	89,217	100,285	11.9	12.4
	Female	61,988	60,093	61,300	93,845	106,173	16.3	13.1
	Total	129,516	123,150	124,050	183,062	206,458	14.0	12.8
Grade 11	Male	63,414	69,606	62,231	82,983	92,325	10.9	11.3
	Female	59,201	63,380	60,479	86,436	97,612	14.6	12.9
	Total	122,615	132,986	122,710	169,419	189,937	12.7	12.1
Grade 12	Male	69,165	64,460	69,394	69,334	76,275	2.7	10.0
	Female	48,499	59,539	58,733	70,615	80,511	13.9	14.0
	Total	117,664	123,999	128,127	139,949	156,786	7.5	12.0
ECE	Male	106,109	120,701	123,689	159,739	180,819	14.6	13.2
	Female	115,956	133,307	134,927	176,695	198,919	14.9	12.6
	Total	222,065	254,008	258,616	336,434	379,738	14.8	12.9
Grade 1-7	Male	1,649,488	1,666,537	1,682,968	1,747,324	1,917,639	3.9	9.8
	Female	1,689,757	1,715,550	1,732,802	1,816,661	1,983,591	4.1	9.2
	Total	3,339,245	3,382,087	3,415,770	3,563,985	3,901,230	4.0	9.5
Grade 8-9	Male	248,976	269,427	253,300	303,015	337,693	8.3	11.4
	Female	242,581	269,350	261,269	329,750	366,839	11.4	11.3
	Total	491,557	538,777	514,569	632,765	704,532	9.9	11.3
Grade 10-12	Male	200,107	197,123	194,375	241,534	268,885	8.2	11.3
	Female	169,688	183,012	180,512	250,896	284,296	14.7	13.3
	Total	369,795	380,135	374,887	492,430	553,181	11.3	12.3



Table 2.2 shows enrolment by grade and province for the year 2022. The results show that Copperbelt Province had the highest enrolment at 824,038 learners while Muchinga Province had the lowest enrolment at 275,190.

Table 2.2: Enrolment of ECE to Grade 12 by Grade, Sex and Province, 2022

Grade Group	Sex	Province										National
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western	
All Grades	Male	345,508	397,100	289,453	216,877	238,246	136,957	298,007	231,550	328,717	222,621	2,705,036
	Female	365,145	426,938	315,687	217,046	262,693	138,233	304,599	227,554	341,062	234,688	2,833,645
	Total	710,653	824,038	605,140	433,923	500,939	275,190	602,606	459,104	669,779	457,309	5,538,681
ECE	Male	23,081	24,170	26,124	15,097	8,144	10,681	14,653	11,091	29,048	18,730	180,819
	Female	25,254	26,002	30,398	17,204	8,421	11,237	16,620	12,087	31,068	20,628	198,919
	Total	48,335	50,172	56,522	32,301	16,565	21,918	31,273	23,178	60,116	39,358	379,738
Grade 1	Male	40,718	35,954	40,739	29,401	18,089	16,718	36,556	32,474	36,297	29,499	316,445
	Female	42,959	38,166	44,569	30,065	18,746	16,859	35,408	33,394	37,771	30,087	328,024
	Total	83,677	74,120	85,308	59,466	36,835	33,577	71,964	65,868	74,068	59,586	644,469
Grade 2	Male	39,287	37,053	36,352	27,595	18,162	16,136	32,580	28,679	36,055	25,970	297,869
	Female	41,133	38,476	39,939	28,125	19,570	15,966	34,279	28,946	36,859	27,171	310,464
	Total	80,420	75,529	76,291	55,720	37,732	32,102	66,859	57,625	72,914	53,141	608,333
Grade 3	Male	37,442	37,300	33,393	25,163	18,836	14,643	30,350	26,703	35,236	24,606	283,672
	Female	39,099	39,388	37,093	25,392	20,057	14,970	32,299	26,801	36,569	25,248	296,916
	Total	76,541	76,688	70,486	50,555	38,893	29,613	62,649	53,504	71,805	49,854	580,588
Grade 4	Male	36,949	37,071	31,857	22,907	20,021	15,414	33,644	25,920	34,645	23,381	281,809
	Female	38,730	39,282	35,466	23,308	20,937	15,412	35,234	25,739	35,129	24,252	293,489
	Total	75,679	76,353	67,323	46,215	40,958	30,826	68,878	51,659	69,774	47,633	575,298
Grade 5	Male	34,885	36,155	27,746	21,119	20,863	13,423	32,414	23,656	33,214	21,590	265,065
	Female	35,576	38,427	30,282	21,048	22,598	13,870	27,831	23,169	34,003	22,141	268,945
	Total	70,461	74,582	58,028	42,167	43,461	27,293	60,245	46,825	67,217	43,731	534,010
Grade 6	Male	32,435	39,246	25,351	19,197	21,853	13,233	26,578	21,547	32,993	19,525	251,958
	Female	33,488	38,417	27,939	18,771	23,825	13,196	28,167	20,313	33,487	20,203	257,806
	Total	65,923	77,663	53,290	37,968	45,678	26,429	54,745	41,860	66,480	39,728	509,764
Grade 7	Male	26,929	31,922	21,911	16,040	21,938	10,010	27,342	17,789	29,857	17,083	220,821
	Female	28,649	34,816	23,648	15,159	24,566	9,570	25,324	16,906	30,840	18,469	227,947
	Total	55,578	66,738	45,559	31,199	46,504	19,580	52,666	34,695	60,697	35,552	448,768
Grade 8	Male	23,827	33,580	15,324	12,816	25,086	8,469	17,954	14,234	19,479	13,128	183,897
	Female	26,242	37,630	16,639	12,839	28,541	8,955	19,522	13,426	21,589	14,820	200,203
	Total	50,069	71,210	31,963	25,655	53,627	17,424	37,476	27,660	41,068	27,948	384,100
Grade 9	Male	19,472	28,160	11,992	10,561	21,939	6,038	15,744	10,937	17,681	11,272	153,796
	Female	21,450	32,281	12,433	10,510	26,132	6,165	16,378	10,160	18,590	12,537	166,636
	Total	40,922	60,441	24,425	21,071	48,071	12,203	32,122	21,097	36,271	23,809	320,432
Grade 10	Male	12,095	22,002	7,185	6,154	15,956	4,680	9,465	7,363	8,864	6,521	100,285
	Female	12,880	24,712	6,751	4,06	17,925	4,723	9,674	7,043	9,703	7,356	106,173
	Total	24,975	46,714	13,936	11,560	33,881	9,403	19,139	14,406	18,567	13,877	206,458
Grade 11	Male	10,305	18,533	6,121	6,077	14,675	4,305	11,272	6,493	8,198	6,346	92,325
	Female	11,170	20,957	5,519	5,284	17,215	4,229	12,179	5,729	8,320	7,010	97,612
	Total	21,475	39,490	11,640	11,361	31,890	8,534	23,451	12,222	16,518	13,356	189,937
	Male	8,083	15,954	5,358	4,750	12,684	3,207	9,455	4,664	7,150	4,970	76,275

**Table 2.2: Enrolment of ECE to Grade 12 by Grade, Sex and Province, 2022**

Grade Group	Sex	Province										National
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western	
Grade 12	Female	8,515	18,384	5,011	3,935	14,160	3,081	11,684	3,841	7,134	4,766	80,511
	Total	16,598	34,338	10,369	8,685	26,844	6,288	21,139	8,505	14,284	9,736	156,786
Grade 1-7	Male	248,645	254,701	217,349	161,422	139,762	99,577	219,464	176,768	238,297	161,654	1,917,639
	Female	259,634	266,972	238,936	161,868	150,299	99,843	218,542	175,268	244,658	167,571	1,983,591
	Total	508,279	521,673	456,285	323,290	290,061	199,420	438,006	352,036	482,955	329,225	3,901,230
Grade 1-9	Male	291,944	316,441	244,665	184,799	186,787	114,084	253,162	201,939	275,457	186,054	2,255,332
	Female	307,326	336,883	268,008	185,217	204,972	114,963	254,442	198,854	284,837	194,928	2,350,430
	Total	599,270	653,324	512,673	370,016	391,759	229,047	507,604	400,793	560,294	380,982	4,605,762
Grade 8-9	Male	43,299	61,740	27,316	23,377	47,025	14,507	33,698	25,171	37,160	24,400	337,693
	Female	47,692	69,911	29,072	23,349	54,673	15,120	35,900	23,586	40,179	27,357	366,839
	Total	90,991	131,651	56,388	46,726	101,698	29,627	69,598	48,757	77,339	51,757	704,532
Grade 8-12	Male	75,934	138,300	45,257	46,787	117,801	28,843	61,107	47,629	73,291	42,826	677,775
	Female	83,379	155,316	46,475	44,151	125,912	29,308	67,493	47,429	78,933	48,184	726,580
	Total	159,313	293,616	91,732	90,938	243,713	58,151	128,600	95,058	152,224	91,010	1,404,355

Grade 1 Entrants

Table 2.3 shows Grade 1 entrants by age, sex and province. Grade 1 entrants with official entry age of 7 years was higher for girls than boys at national level. The table further shows that by province, Central province had the highest number of learners entering grade 1 with the official entry age of 7 while Lusaka had the lowest.

Table 2.3: Grade 1 Entrants by Age, Sex (Excluding Repeaters) and Province, 2022

Age/Sex	Under 7 Years		7 Years		Over 7 Years		Total		% of 7 Years
	Female	Male	Female	Male	Female	Male	Female	Male	
Central	5,613	4,952	22,001	20,687	13,986	14,017	41,600	39,656	52.5
Copperbelt	5,111	4,610	21,726	20,514	10,319	10,344	37,156	35,468	58.2
Eastern	4,719	4,447	19,391	16,908	15,810	14,419	39,920	35,774	48.0
Luapula	3,329	2,796	14,691	14,079	14,781	14,769	32,801	31,644	44.6
Lusaka	1,772	1,473	8,856	8,108	6,686	6,628	17,314	16,209	50.6
Muchinga	1,490	1,428	9,786	9,579	5,921	6,104	17,197	17,111	56.4
North-Western	5,016	4,670	11,145	10,571	6,742	7,330	22,903	22,571	47.8
Northern	2,703	2,509	16,965	16,369	12,314	12,443	31,982	31,321	52.7
Southern	12,274	11,069	17,890	17,331	14,379	15,126	44,543	43,526	40.0
Western	2,364	2,110	17,448	16,889	10,371	10,586	30,183	29,585	57.5
National	44,391	40,064	159,899	151,035	111,309	111,766	315,599	302,865	50.3

Gross Intake Rate (GIR)

Gross Intake Rate (GIR) measures the number of all learners being enrolled in school whether they are of official entry age or not.

Table 2.4 shows the distribution of grade 1 entrants with Pre-school experience by sex and province. A total of 248,029 entrants had pre-school experience, of which 51.92 percent were female. Southern Province had the highest number of entrants (52,874) and the highest percentage of pre-school experience enrolment at 72.6 percent, while Lusaka Province had the lowest share of pre-school enrolment at 16.2 percent, with 12,446 entrants.

**Table 2.4: Grade 1 Entrants with Pre-School Experience by Sex and Province, 2022**

Province	Female	Male	Total	% Female	% of Enrolment
Central	16,293	15,196	31,489	51.7	46.8
Copperbelt	15,029	13,962	28,991	51.8	40.1
Eastern	24,315	21,737	46,052	52.8	62.4
Luapula	9,785	9,273	19,058	51.3	40.4
Lusaka	6,452	5,994	12,446	51.8	16.2
Muchinga	6,653	6,370	13,023	51.1	46.2
North-Western	5,808	4,771	10,579	54.9	26.4
Northern	8,305	7,836	16,141	51.5	32.0
Southern	27,070	25,804	52,874	51.2	72.6
Western	9,061	8,315	17,376	52.2	40.4
National	128,771	119,258	248,029	51.9	43.4

Table 2.5 shows GIR by sex from 2018 to 2022. Over the years the GIR has been reducing (below 100 percent). The national GIR decreased consistently from 107.4 percent in 2018 to 58.4 percent in 2021. There was a sharp increase of 108.9 percent in 2022.

Table 2.5: Gross Intake Rate (%) by Sex, 2018 - 2022

Sex	Year				
	2018	2019	2020	2021	2022
Male	107.2	100.9	94.3	103.1	110.2
Female	109.0	107.1	99.9	108.7	110.6
National	107.4	104.0	97.1	105.9	108.2

Table 2.6 shows the GIR for Grade 1 by sex and province for the year 2022. The results show that all the provinces had GIRs above 100 percent, indicating a significant number of over-aged or under-aged learners entering Grade 1. Most provinces had slightly higher rates for males than females, with Southern Province showing the highest GIR.

Table 2.6: Gross Intake Rate (%) for Grade 1 by Sex and Province, 2022

Province	Female	Male	Total
Central	124.1	117.5	120.8
Copperbelt	102.7	98.4	100.6
Eastern	108.9	96.1	102.5
Luapula	140.1	133.0	136.5
Lusaka	45.1	42.3	43.7
Muchinga	123.1	120.5	121.8
North-Western	112.5	114.7	113.6
Northern	127.0	124.2	125.6
Southern	122.8	119.0	120.9
Western	140.2	137.5	138.8
National	110.6	105.8	108.2



Table 2.7 shows the Net Enrolment Rate by sex for the years 2018 to 2022. The data shows a positive trend in school enrolment, females had better enrolment rates than males over the five-year period.

Table 2.7: Net Enrolment Rate (%) by Sex, 2018 - 2022

Sex	Year				
	2018	2019	2020	2021	2022
Male	46.2	47.3	44.2	50.9	53.4
Female	48.8	50.9	47.4	54.9	57.0
National	47.5	49.1	45.9	52.9	55.2

Table 2.8 shows Net Intake Rate (NIR) by sex and province for the year 2022. At national level NIR was 54.4 percent. Western Province had the highest NIR at 79.8 percent, while Lusaka Province had the lowest NIR at 22.1 percent.

Table 2.8: Net Intake Rate (%) for Grade 1 by Sex and Province, 2022

Province	Female	Male	Total
Central	65.6	61.3	63.5
Copperbelt	60.1	56.9	58.5
Eastern	52.9	45.4	49.2
Luapula	62.7	59.2	61.0
Lusaka	23.1	21.2	22.1
Muchinga	70.0	67.5	68.7
North-Western	54.7	53.7	54.2
Northern	67.4	64.9	66.1
Southern	49.3	47.4	48.3
Western	81.1	78.5	79.8
National	56.0	52.8	54.4

Table 2.9 shows Gross Enrolment Rate (GER) by grade group and sex for the years 2018 to 2022. GER is consistently higher for Grades 1–7 than for Grades 8–12, indicating a drop-in enrolment as students transition to higher grades.

Table 2.9: Gross Enrolment Rate (%) by Sex, 2018 - 2022

Grade Group/Sex	2018	2019	2020	2021	2022
Grades 1-7					
Male	100.8	100.2	94.7	97.7	108.9
Female	104.1	104.4	98.6	102.3	104.5
National	102.4	102.3	96.6	99.9	106.7
Grades 8-12					
Male	47.6	45.3	45.0	53.1	61.5
Female	44.1	44.5	44.2	56.9	57.0
National	45.8	44.9	44.6	55.0	59.2

Table 2.10 shows GER by grade and province for the year 2022. GER decreases as grade levels progress, from 114.5 percent in Grade 1 to 40.2 percent in Grade 12.

**Table 2.10: Gross Enrolment Rate (%) by Grade and Province, 2022**

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 12
Central	147.8	145.0	141.1	142.7	135.9	130.3	113.9	107.6	92.9	61.5	43.9
Copperbelt	94.9	99.0	103.1	105.2	105.1	111.8	97.7	105.7	90.5	75.2	53.1
Eastern	130.4	119.6	113.2	110.8	97.9	93.0	83.0	61.1	49.3	51.4	24.4
Luapula	139.4	133.1	123.0	114.8	107.1	99.5	86.5	75.9	67.1	74.9	34.0
Lusaka	38.0	40.5	43.6	47.7	52.6	56.7	58.4	69.0	63.5	55.9	38.1
Muchinga	96.9	95.4	90.5	96.4	86.8	90.5	68.4	62.6	45.4	36.6	25.9
North-Western	217.3	205.0	195.3	219.2	196.4	183.6	185.3	140.5	129.6	71.1	105.8
Northern	131.1	117.5	111.6	110.2	102.2	93.9	80.8	67.5	54.3	53.8	25.7
Southern	105.1	105.5	106.2	105.7	104.5	106.2	100.4	71.4	66.7	72.6	30.9
Western	170.8	153.2	144.6	139.4	129.6	120.3	111.4	91.1	80.7	78.3	37.6
National	114.5	110.7	108.3	110.0	104.7	102.9	93.5	83.3	72.5	52.1	40.2

Table 2.11 Net Enrolment Rate (NER) (%) by Grade, Sex and Province, 2018 - 2022

Grade Group/Sex	Year				
	2018	2019	2020	2021	2022
Grade 1-7					
Male	81.4	83.9	79.9	82.5	82.6
Female	85.8	88.4	83.8	87.0	87.0
National	83.6	86.1	81.8	84.7	84.8
Grade 8 - 12					
Male	21.4	37.6	37.5	44.9	45.1
Female	19.0	37.5	37.5	48.4	48.6
National	20.2	37.6	37.6	46.6	46.8

Table 2.12: Net Enrolment Rate (%) by Grade Group, Sex and Province, 2022

Province	Grade 1-7			Grade 8-12		
	Male	Female	Total	Male	Female	Total
Central	99.9	105.1	102.5	49.5	54.5	52.0
Copperbelt	82.8	88.0	85.2	58.0	64.9	61.5
Eastern	79.2	91.6	85.0	32.0	33.7	32.9
Luapula	95.7	95.4	95.7	47.4	43.9	45.6
Lusaka	40.2	43.6	41.7	40.9	45.1	43.1
Muchinga	78.3	79.3	78.8	35.2	35.5	35.5
North-Western	119.8	121.6	120.6	68.5	77.7	72.9
Northern	87.3	87.2	86.9	37.2	34.3	35.7
Southern	86.1	91.9	88.8	42.4	47.1	44.5
Western	112.0	118.2	115.2	44.5	48.9	46.6
National	82.6	87.0	84.8	45.1	48.6	46.8

**Table 2.13: Net Enrolment Rate (%) by Grade and Province, 2022**

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 12
Central	66.7	57.2	51.0	47.9	42.0	39.2	35.0	29.5	26.5	58.6	13.7
Copperbelt	48.0	45.6	44.5	44.2	41.8	41.9	37.4	39.8	34.2	71.6	23.5
Eastern	58.1	46.0	40.1	37.1	29.1	25.8	22.1	17.1	16.4	48.9	8.7
Luapula	65.5	55.0	45.5	39.5	34.4	29.7	27.8	20.1	21.8	71.3	15.4
Lusaka	19.4	18.4	19.0	20.9	20.7	21.1	24.0	23.8	25.8	53.3	14.5
Muchinga	60.0	51.3	44.9	43.8	41.4	37.9	26.0	23.4	20.8	34.9	12.6
North-Western	71.7	64.2	55.5	54.0	43.9	39.5	42.5	33.0	35.8	67.7	21.8
Northern	63.3	52.9	44.7	38.8	35.5	33.0	26.5	19.6	21.0	51.2	9.7
Southern	53.0	46.0	39.6	39.0	37.4	35.2	33.6	24.6	23.3	69.1	14.6
Western	89.2	75.0	68.3	61.8	55.3	52.8	45.9	31.1	30.7	74.5	13.4
National	55.3	46.8	41.5	39.2	37.2	34.2	31.9	26.3	26.9	49.6	14.2



CHAPTER 3: Efficiency in Education

Efficiency in education is a multifaceted concept that encompasses various strategies, approaches, and technologies aimed at optimizing the learning process to achieve maximum outcomes with minimum resources. In today's rapidly evolving world, where knowledge is abundant and the demands on educational systems are ever-increasing, the importance of efficiency in education cannot be overstated.

This chapter measure equity in education with respect to three indicators, namely: Transition rates; Repetition rates and Dropout Rates. Efficiency in Education is a key aspect with regard to the following:

- **Resource Allocation:** Education institutions can optimize their capacity to deliver quality education to pupils with efficient allocation of resources by strategically allocating resources based on identified needs and priorities, allocation of resources, including funding, personnel, time, and infrastructure by strategically allocating resources based on identified needs and priorities,.
- **Technology Integration:** Leveraging technology in education is essential for enhancing efficiency. Digital tools and platforms can streamline administrative tasks, facilitate communication between stakeholders, personalise learning experiences, and provide access to a vast array of educational resources. From learning management systems to online assessment tools, technology has the potential to revolutionize the educational landscape and make learning more efficient and accessible.
- **Personalized Learning:** Recognizing that each student has unique learning needs and preferences, personalized learning approaches aim to tailor instruction to individual pupils. By utilising data analytics, adaptive learning algorithms, and differentiated instruction techniques, educators can cater to diverse learning styles and abilities, thereby maximising learning outcomes and minimising wasted time and effort.

Table 3.1 shows the Transition, Repetition and Dropout Rates.

Table 3.1: Transition, Repetition and Dropout Rates by Grade Group and Sex, 2018 - 2022

Transition Rate						
Grade Group	Sex	Year				
		2018	2019	2020	2021	2022
Grades 7-8	Male	68.2	72.3	62.5	72.5	79.2
	Female	70.0	75.7	63.0	76.7	81.1
	National	69.1	74.0	63.0	74.6	80.2
Grade 9-10	Male	50.7	53.3	46.8	53.2	49.6
	Female	49.2	52.8	47.2	56.0	50.3
	National	50.0	53.0	46.8	54.6	50.0

Repetition Rate						
Grade Group	Sex	Year				
		2018	2019	2020	2021	2022
Grade 1-7	Male	5.7	5.3	4.9	4.1	4.1
	Female	5.2	4.9	4.5	4.0	4.1
	National	5.4	5.1	4.8	4.1	4.1
Grade 8-12	Male	1.1	1.0	0.9	4.0	4.8
	Female	1.3	1.1	1.0	4.0	4.5
	National	1.2	1.1	1.0	4.0	4.6



Dropout Rate						
Grade Group	Sex	Year				
		2018	2019	2020	2021	2022
Grade 1-7	Male	1.4	1.6	1.6	1.6	1.6
	Female	1.9	1.9	2.0	1.7	1.7
	National	1.7	1.7	1.8	1.6	1.7
Grade 8-12	Male	0.7	0.7	0.7	1.8	2.1
	Female	1.7	1.8	1.8	2.4	2.6
	National	1.2	1.2	1.2	2.1	2.3

Table 3.2 shows Transition rate of Grade groups by Sex and Province. Results show that Lusaka Province recorded the highest transition rates for both Grade 7 to 8 (99.4) and Grade 9 to 10 (58.2) levels. The lowest transition rate for Grade 7 to 8 was recorded in Luapula Province (51.5 percent) while Western Province (20.0 percent) recorded the lowest transition from Grade 9 to 10.

Table 3.2: Transition Rate (%) by Grade Group, Sex and Province, 2022											
Grade	Sex	Province									
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North-Western	Northern	Southern	Western
Grade 7-8	Male	66.3	81.0	51.9	52.5	96.6	52.6	51.4	63.0	55.2	53.3
	Female	68.1	84.5	48.7	50.6	102.1	51.0	60.8	58.2	57.7	57.2
	Total	67.2	82.8	50.2	51.5	99.4	51.8	55.9	60.6	56.5	55.3
Grade 9-10	Male	26.0	49.7	27.1	24.6	54.9	21.8	29.5	25.5	36.7	18.8
	Female	29.1	55.2	20.9	21.5	61.1	22.3	26.7	21.4	45.8	21.2
	Total	27.6	52.6	23.9	23.1	58.2	22.0	28.1	23.5	41.1	20.0

Table 3.3 shows repetition and dropout rate by age group, sex and province. At primary level, Luapula Province had the highest repetition rate at 6.8 percent while at Secondary level, Eastern had the highest at 7.84 percent.

Primary level dropouts' rates range from 0.7 percent in Lusaka Province to 2.5 percent in Northern Province. For secondary level, the dropout rates range from 0.8 percent in Lusaka Province to 3.3 percent in North Western.

Table 3.3: Repetition and Dropout Rates by Grade Group, Sex and Province, 2022											
Repetition Rates											
Grade	Sex	Province									
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North-Western	Northern	Southern	Western
Grade 1-7	Male	4.3	3.2	4.2	5.6	2.0	6.7	3.5	4.4	4.9	3.2
	Female	4.0	3.1	4.8	6.1	1.8	6.9	3.6	4.5	4.2	2.9
	Total	4.1	3.1	4.6	5.8	1.9	6.8	3.6	4.5	4.6	3.0
Grade 8-12	Male	3.5	2.6	10.5	4.5	1.3	6.1	5.0	4.8	4.1	3.1
	Female	3.4	2.3	5.2	5.3	1.2	6.7	4.7	5.7	2.8	3.2
	Total	3.4	2.5	7.8	4.8	1.3	6.4	4.8	5.3	3.5	3.2



Dropout Rates											
Grade	Sex	Province									
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North-Western	Northern	Southern	Western
Grade 1-7	Male	1.6	0.8	2.4	2.5	0.7	2.0	2.2	2.4	1.1	1.2
	Female	1.7	0.8	2.2	3.3	0.8	2.2	2.5	2.6	1.1	1.0
	Total	1.7	0.8	2.3	2.9	0.7	2.1	2.3	2.5	1.1	1.1
Grade 8-12	Male	2.2	0.8	2.4	2.0	0.7	2.1	3.3	2.6	1.6	1.5
	Female	2.5	1.0	2.8	2.8	0.9	2.7	3.2	3.5	2.3	1.5
	Total	2.4	0.9	2.6	2.4	0.8	2.4	3.3	3.0	2.0	1.5



CHAPTER 4: Equity

In Education, equity is a measure of achievement, fairness and opportunity in delivering and accessing education services. This chapter provides indicators on pregnancies and re-admissions, Gender Parity Index, out-of-school children and orphans. Orphans, girls and learners with special education needs have been identified as the disadvantaged categories of children who should be targeted in the development of interventions to facilitate their full participation in the education system. The promotion of equity programmes and interventions are meant to drive the nation towards achieving the education for all policy.

Table 4.1 shows the number of pregnancies and re-admissions by province and grade groups. There were more pregnancies and re-admissions for grades 8 to 9 than grades 1 to 7 and grade 10 to 12. Southern Province had the most pregnancies for the grade 8 and 9s. Re-admissions were highest in North Western Province for grades 8 to 9.

Table 4.1: Number of Pregnancies and Re-admissions by Grade Group and Province, 2022

Province	Grade 1-7		Grade 8-9		Grade 10-12	
	Pregnancies	Re-admits	Pregnancies	Re-admits	Pregnancies	Re-admits
Central	856	638	1,077	587	597	471
Copperbelt	379	321	776	492	913	489
Eastern	1,161	828	888	499	354	336
Luapula	704	685	745	540	378	252
Lusaka	370	263	616	411	594	455
Muchinga	293	161	211	127	208	133
North-Western	781	405	1,058	895	850	729
Northern	694	421	632	469	471	322
Southern	1,064	739	1,423	736	629	573
Western	695	602	786	558	410	342
National	6,997	5,063	8,212	5,314	5,404	4,102

Gender Parity Index

Gender Parity Index (GPI) in education serves as a valuable tool for identifying and addressing gender disparities in access to and participation in education. By monitoring progress over time and informing policy and programmatic interventions, the GPI contributes to the advancement of gender equality and the fulfilment of every individual's right to education, regardless of sex.

Table 4.2 shows the Gender Parity Index for primary and secondary school grades. The GPI for grades 1 to 7 in 2022 was 1.0, signifying equal primary school attendance by both males and females. For grade 8 to 12, the GPI was 1.1, implying more females than males attending secondary school.

Table 4.2: Gender Parity Index for Grades 1-7 and Grades 8-12, 2018 - 2022

Grade	Year				
	2018	2019	2020	2021	2022
Grade 1-7	1.0	1.0	1.0	1.0	1.0
Grade 8-12	0.9	0.9	0.9	1.1	1.1

Copperbelt, Eastern and Lusaka provinces had more females than males attending primary school while the remaining provinces had equal attendance by sex. For secondary schools, Luapula and Northern provinces had



more males than females attending school while the rest of the province either had equal attendance or more females than males (Table 4.3).

Table 4.3: Gender Parity Index in all Schools by Grade Group and Province, 2022

Province	Grade 1-7	Grade 8-12
Central	1.0	1.1
Copperbelt	1.1	1.1
Eastern	1.1	1.0
Luapula	1.0	0.9
Lusaka	1.1	1.2
Muchinga	1.0	1.0
North Western	1.0	1.1
Northern	1.0	0.9
Southern	1.0	1.1
Western	1.0	1.1
National	1.0	1.1

Out-of-School Children

Tables 4.4 shows the number of out of school children age 7 to 18 years by sex and year. The number of out of school children declined from 402,864 in 2021 to 280,885.

Table 4.4: Number of Out-of-School Children Aged 7-18 by Sex, 2018 - 2022

Sex	Year				
	2018	2019	2020	2021	2022
Male	119,029	120,953	121,953	248,764	168,550
Female	103,407	106,407	105,007	154,100	112,335
National	222,436	227,360	226,960	402,864	280,885

Table 4.5 shows the distribution of the out of school children by province and sex for 2022. Copperbelt Province had the largest number of out-of-school children age 7 to 18 years of 45,342, followed by Southern Province at 35,957.

Table 4.5: Out-of-School Children by Province and Sex, 2022

	Male	Female	Total
Central	19,617	13,143	32,763
Copperbelt	26,613	18,727	45,342
Eastern	17,901	12,425	30,327
Luapula	13,881	8,659	22,541
Lusaka	17,601	12,558	30,161
Muchinga	8,861	5,626	14,488
Northern	14,612	8,817	23,429
North Western	14,179	9,283	23,463
Southern	21,754	14,201	35,957
Western	13,524	8,890	22,417



Orphans

Educating orphans is a critical component of ensuring their well-being, empowerment, and future prospects. Orphans, who have lost one or both parents, face numerous challenges that can impede their access to and success in education. These challenges can include economic hardship, lack of family support, social stigma, psychological trauma, and displacement.

Despite these obstacles, education plays a vital role in breaking the cycle of poverty and vulnerability for orphaned children. By providing access to quality education, society can offer orphans the opportunity to develop essential skills, knowledge, and resilience needed to overcome adversity and thrive.

Despite these challenges, numerous initiatives and organizations work to support orphans in accessing education and overcoming barriers to learning. These efforts include scholarship programs, school fee waivers, provision of educational materials and uniforms, psychosocial support services, and community-based interventions.

Furthermore, schools and educators can play a crucial role in creating inclusive and supportive environments for orphaned children. By fostering a culture of empathy, understanding, and acceptance, schools can help reduce stigma and discrimination and provide orphaned children with the sense of belonging and safety they need to thrive.

Additionally, integrating life skills training, counselling, and mentorship programs into the curriculum can help orphaned children develop the resilience, coping strategies, and social skills needed to navigate challenges and build successful futures.

Education is a fundamental right for all children, including orphans, and plays a crucial role in their holistic development and well-being. By addressing the unique challenges faced by orphaned children and providing them with the necessary support and opportunities, society can empower them to break the cycle of poverty and build brighter futures for themselves and their communities.

Table 4.6 shows the distribution of orphans in all schools from 2018 to 2022. There has been an increase in the number of orphans in schools from 552, 681 in 2021 to 633,147 in 2022.

Table 4.6: Number of Orphans in all Schools by Education Level and Sex, 2018 - 2022

Education Level	Sex	Year				
		2018	2019	2020	2021	2022
Primary School	Male	192,147	187,970	173,739	191,394	221,007
	Female	197,028	191,641	192,328	202,595	234,011
	Total	389,175	379,611	366,067	393,989	455,018
Secondary School	Male	76,857	76,256	68,420	74,064	84,313
	Female	75,524	79,464	51,151	84,628	93,816
	Total	152,381	155,720	119,571	158,692	178,129
All Schools	Male	269,004	264,226	242,159	265,458	305,320
	Female	272,552	271,105	243,479	287,223	327,827
	Total	541,556	535,331	485,638	552,681	633,147

Table 4.7 shows the distribution of orphans by province and sex in 2022. Copperbelt Province had the largest number of orphans in school at 106, 990, followed by North Western Province at 91, 083. Muchinga Province (34, 710) had the smallest number of orphans in schools.

**Table 4.7: Number of Orphans by Province and Sex, 2022**

	Male	Female	Total
Central	28,240	29,635	57,875
Copperbelt	51,828	55,162	106,990
Eastern	26,836	28,696	55,532
Luapula	30,040	30,329	60,369
Lusaka	24,985	29,517	54,502
Muchinga	16,225	18,485	34,710
Northern	25,312	26,917	52,229
North Western	43,595	47,488	91,083
Southern	27,345	27,643	54,988
Western	30,914	33,955	64,869
National	305,320	327,827	633,147

Children with Special Education Needs (CSEN)

Children with special education needs (CSEN) require tailored support and accommodations to access quality education and achieve their full potential. CSEN encompass a wide range of conditions, including physical, cognitive, sensory, emotional, and behavioural limitations, as well as learning difficulties and developmental disorders such as autism spectrum disorder (ASD) and attention-deficit/hyperactivity disorder (ADHD).

Inclusive education for children with special education needs is a fundamental human right and a cornerstone of equitable and quality education systems. By embracing diversity, fostering inclusion, and providing tailored support and accommodations, society can empower children with special education needs to thrive academically, socially, and emotionally and contribute meaningfully to their communities and societies.

Table 4.8 shows a trend analysis of children with special education needs by education level and sex. Higher numbers are recorded in primary schools than secondary schools.

Table 4.8: Number of Children with Special Education Needs by Education Level and Sex, 2018 - 2022

Education Level	Sex	2018	2019	2020	2021	2022
Primary School	Male	58,614	54,600	49,109	54,930	53,905
	Female	55,084	51,464	47,006	53,780	53,067
	Total	113,698	106,064	96,115	108,710	106,972
Secondary School	Male	12,034	11,017	8,985	13,468	15,694
	Female	11,770	10,868	8,613	13,347	15,542
	Total	23,804	21,885	17,598	26,815	31,236
National		137,502	127,949	113,713	135,525	138,208

Table 4.9 shows the distribution of children with special education needs by level and province. Copperbelt Province had the largest number of CSEN for both primary and secondary schools, followed by Western Province.

**Table 4.9: Number of CSEN Learners at Primary and Secondary School Level by Province, 2022**

	Primary	Secondary	Total
Central	14,392	3,047	17,439
Copperbelt	18,290	8,213	26,503
Eastern	5,894	969	6,863
Luapula	10,909	3,421	14,330
Lusaka	7,225	2,934	10,159
Muchinga	4,677	1,299	5,976
North Western	6,915	2,906	9,821
Northern	8,730	1,410	10,140
Southern	12,132	2,464	14,596
Western	17,808	4,573	22,381
National	106,972	31,236	138,208

Additional Tables

For more information on equity, see the tables that follow:

Table 4.10: Number of Pregnancies and Re-Admissions by Grade Group, Rural/Urban and Province, 2022

Province/Grade	Pregnant Grade 1-7		Re-admitted Grade 1-7		Pregnant Grade 8-9		Re-admitted Grade 8-9		Pregnant Grade 10-12		Re-admitted Pregnant 10-12	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Central	795	61	596	42	945	132	523	64	433	164	345	126
Copperbelt	162	217	158	163	236	540	148	344	183	730	101	388
Eastern	1,063	98	770	58	740	148	420	79	245	109	238	98
Luapula	683	65	620	21	631	126	414	126	315	63	214	38
Lusaka	219	151	115	148	283	333	201	210	208	386	194	261
Muchinga	290	8	153	3	190	21	117	10	187	21	121	12
North Western	617	164	367	38	846	212	749	146	643	207	561	168
Northern	636	70	351	58	510	122	354	115	322	149	236	86
Southern	981	83	673	66	1,241	182	641	95	464	165	425	148
Western	621	53	549	41	667	119	473	85	319	91	268	74
National	6,067	970	4,352	632	6,289	1,935	4,040	1,274	3,319	2,085	2,703	1,399

**Table 4.11: Gender Parity Index in all Schools by Grade and Province, 2022**

Province	ECE	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Central	1.1	1.1	1.1	1.0	1.1	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.1
Copperbelt	1.1	1.1	1.0	1.1	1.1	1.1	1.0	1.1	1.1	1.2	1.1	1.1	1.2
Eastern	1.2	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.0	0.9	0.9	0.9
Luapula	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	0.8
Lusaka	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.1	1.2	1.1
Muchinga	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
North-Western	1.1	1.0	1.1	1.1	1.1	0.9	1.1	0.9	1.1	1.0	1.0	1.1	1.2
Northern	1.1	1.0	1.0	1.0	1.0	1.0	0.9	1.0	0.9	0.9	1.0	0.9	0.8
Southern	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.1	1.1	1.0	1.0
Western	1.1	1.0	1.1	1.0	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.0
National	1.1	1.0	1.0	1.1	1.0	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.1

Table 4.12: Number of Orphans in all Schools by Grade and Agency, 2022

Agency	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
GRZ	Male	28,289	28,071	26,972	26,455	25,956	25,638	25,096	22,143	19,359	12,478	11,741	10,112
	Female	28,997	29,484	28,106	28,174	28,177	27,224	26,320	25,078	21,523	13,611	13,564	9,070
	Total	57,286	57,555	55,078	54,629	54,133	52,862	51,416	47,221	40,882	26,089	25,305	19,182
Private	Male	1,386	1,454	1,568	1,516	1,615	1,593	1,512	894	833	428	445	392
	Female	1,475	1,716	1,526	1,619	1,770	1,591	1,660	975	899	560	509	130
	Total	2,861	3,170	3,094	3,135	3,385	3,184	3,172	1,869	1,732	988	954	522
Grant Aided	Male	658	598	620	565	683	647	674	765	673	615	568	454
	Female	1,082	723	678	641	703	716	596	1,374	1,208	1,176	901	777
	Total	1,740	1,321	1,298	1,206	1,386	1,363	1,270	2,139	1,881	1,791	1,469	1,231
Community	Male	3,237	3,189	3,017	3,054	2,586	2,237	2,121	586	590	427	424	386
	Female	3,528	3,674	3,196	3,124	2,646	2,456	2,409	704	735	547	423	52
	Total	6,765	6,863	6,213	6,178	5,232	4,693	4,530	1,290	1,325	974	847	438

Table 4.13: Gender Parity Index in all Schools by Grade and Agency, 2022

Province	ECE	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Community	1.1	1.1	1.1	1.1	1.0	1.1	1.1	1.0	1.2	1.2	1.1	1.3	1.8
Grant Aided	1.1	1.1	1.2	1.1	1.2	1.1	1.2	1.2	1.4	1.4	1.4	1.4	1.4
GRZ	1.2	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.0	1.0
Private	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.0	1.2	1.0

Table 4.14: Gender Parity Index in all Schools by Grade Group and Agency, 2022

Province	Grade 1-7	Grade 8-12
Community	1.0	1.1
Grant Aided	1.1	1.2
GRZ	1.0	1.0
Private	1.0	1.0

**Table 4.15: Out-of-School Children by Age, Sex and Province, 2022**

Grade	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
Central	Male	1,419	1,652	1,737	1,730	1,698	1,647	1,561	2,522	2,106	1,613	1,160	772
	Female	900	1,033	1,085	1,055	1,042	1,027	1,017	1,863	1,586	1,192	828	515
	Total	2,320	2,685	2,823	2,785	2,740	2,674	2,578	4,385	3,693	2,805	1,988	1,287
Copperbelt	Male	1,397	1,777	1,970	2,056	2,047	2,154	2,231	3,731	3,144	2,702	2,057	1,347
	Female	886	1,092	1,206	1,253	1,280	1,404	1,447	2,923	2,490	2,070	1,602	1,074
	Total	2,283	2,869	3,177	3,310	3,326	3,558	3,678	6,654	5,634	4,773	3,659	2,421
Eastern	Male	1,178	1,516	1,607	1,584	1,477	1,406	1,369	2,194	1,967	1,592	1,172	839
	Female	776	994	1,118	1,063	985	956	957	1,802	1,470	1,083	745	476
	Total	1,954	2,510	2,725	2,647	2,462	2,362	2,327	3,996	3,436	2,676	1,917	1,315
Luapula	Male	1,030	1,269	1,306	1,221	1,174	1,112	1,097	1,404	1,427	1,114	975	752
	Female	642	778	759	727	703	654	651	977	992	775	585	416
	Total	1,672	2,047	2,066	1,948	1,878	1,766	1,748	2,381	2,418	1,889	1,560	1,168
Lusaka	Male	643	864	986	1,122	1,197	1,352	1,492	2,665	2,496	2,134	1,637	1,013
	Female	399	541	627	708	761	874	1,011	2,147	1,902	1,652	1,226	710
	Total	1,042	1,405	1,614	1,830	1,958	2,226	2,504	4,812	4,398	3,786	2,863	1,723
Muchinga	Male	713	790	784	786	793	743	669	1,069	870	704	581	359
	Female	423	467	468	482	467	434	412	781	614	477	367	234
	Total	1,137	1,257	1,252	1,269	1,260	1,177	1,081	1,850	1,484	1,180	948	593
North-Western	Male	1,107	1,310	1,309	1,184	1,113	1,074	1,127	1,644	1,568	1,176	973	594
	Female	629	730	779	757	661	626	695	1,243	1,169	899	681	414
	Total	1,736	2,040	2,088	1,941	1,774	1,701	1,822	2,887	2,737	2,075	1,654	1,008
Northern	Male	1,115	1,333	1,340	1,298	1,297	1,231	1,163	1,733	1,484	1,174	848	596
	Female	671	802	773	761	732	716	673	1,149	985	726	499	330
	Total	1,786	2,135	2,113	2,059	2,029	1,947	1,837	2,881	2,468	1,900	1,348	926
Southern	Male	1,531	1,772	1,809	1,858	1,884	1,875	1,807	2,677	2,367	1,811	1,390	973
	Female	943	1,082	1,114	1,128	1,128	1,144	1,127	1,981	1,747	1,287	927	593
	Total	2,474	2,854	2,923	2,985	3,012	3,019	2,935	4,659	4,115	3,098	2,317	1,566
Western	Male	1,077	1,322	1,319	1,233	1,186	1,155	1,113	1,619	1,394	890	653	563
	Female	669	792	810	746	731	712	694	1,205	1,072	643	463	353
	Total	1,747	2,114	2,129	1,979	1,918	1,867	1,807	2,824	2,466	1,533	1,116	917
National	Male	11,211	13,605	14,168	14,074	13,866	13,750	13,629	21,259	18,823	14,911	11,446	7,808
	Female	6,939	8,312	8,741	8,680	8,491	8,548	8,686	16,070	14,027	10,804	7,922	5,115
	Total	18,150	21,917	22,909	22,753	22,357	22,298	22,315	37,329	32,850	25,715	19,369	12,923

**Table 4.16: Number of Orphans by Grade, Sex and Province, 2022**

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
Central	Male	3,330	3,051	2,939	2,967	2,668	2,649	2,637	2,464	1,943	1,459	1,201	932
	Female	3,509	3,161	2,976	3,023	2,869	2,821	2,718	2,570	2,157	1,478	1,354	999
	Total	6,839	6,212	5,915	5,990	5,537	5,470	5,355	5,034	4,100	2,937	2,555	1,931
Copperbelt	Male	4,946	5,420	5,350	5,467	5,602	5,554	5,549	3,734	3,469	2,368	2,208	2,161
	Female	5,568	6,173	5,419	5,634	6,147	5,964	5,942	4,385	4,253	2,915	2,762	
	Total	10,514	11,593	10,769	11,101	11,749	11,518	11,491	8,119	7,722	5,283	4,970	2,161
Eastern	Male	3,347	2,968	3,047	3,109	2,958	2,657	2,571	1,891	1,529	1,028	895	836
	Female	3,508	3,397	3,293	3,508	3,121	2,939	2,640	2,041	1,573	1,049	887	740
	Total	6,855	6,365	6,340	6,617	6,079	5,596	5,211	3,932	3,102	2,077	1,782	1,576
Luapula	Male	3,778	3,527	3,440	3,229	2,930	2,945	2,633	2,351	2,122	1,132	1,069	884
	Female	3,736	3,686	3,367	3,282	3,092	2,798	2,644	2,484	2,196	1,065	1,144	835
	Total	7,514	7,213	6,807	6,511	6,022	5,743	5,277	4,835	4,318	2,197	2,213	1,719
Lusaka	Male	1,834	1,953	2,021	2,035	2,108	2,175	2,236	2,608	2,608	1,878	1,778	1,751
	Female	2,294	2,037	2,214	2,369	2,555	2,534	2,775	3,215	2,954	2,161	2,399	2,010
	Total	4,128	3,990	4,235	4,404	4,663	4,709	5,011	5,823	5,562	4,039	4,177	3,761
Muchinga	Male	1,831	2,197	1,872	1,682	1,608	1,620	1,504	1,230	861	700	696	424
	Female	1,937	2,286	1,909	1,811	1,820	1,757	1,629	1,653	1,100	1,006	884	693
	Total	3,768	4,483	3,781	3,493	3,428	3,377	3,133	2,883	1,961	1,706	1,580	1,117
Northern	Male	3,044	2,865	2,666	2,679	2,645	2,503	2,273	1,998	1,696	1,123	1,031	789
	Female	3,077	3,070	2,943	2,836	2,695	2,440	2,390	2,263	1,998	1,207	1,087	911
	Total	6,121	5,935	5,609	5,515	5,340	4,943	4,663	4,261	3,694	2,330	2,118	1,700
North-Western	Male	5,092	5,318	4,813	4,504	4,413	4,182	4,334	3,319	2,666	1,738	1,767	1,449
	Female	5,276	5,464	5,066	4,860	4,867	4,606	4,425	3,896	3,095	2,185	2,057	1,691
	Total	1,0368	10,782	9,879	9,364	9,280	8,788	8,759	7,215	5,761	3,923	3,824	3,140
Southern	Male	2,705	2,622	2,569	2,733	2,765	2,986	2,854	2,452	2,340	1,186	1,094	1,039
	Female	2,561	2,657	2,706	2,830	2,850	2,944	2,928	2,628	2,277	1,184	1,132	946
	Total	5,266	5,279	5,275	5,563	5,615	5,930	5,782	5,080	4,617	2,370	2,226	1,985
Western	Male	3,663	3,391	3,460	3,185	3,143	2,844	2,812	2,341	2,221	1,336	1,439	1,079
	Female	3,616	3,666	3,613	3,405	3,280	3,184	2,894	2,996	2,762	1,644	1,691	1,204
	Total	7,279	7,057	7,073	6,590	6,423	6,028	5,706	5,337	4,983	2,980	3,130	2,283
National	Male	33,570	33,312	32,177	31,590	30,840	30,115	29,403	24,388	21,455	13,948	13,178	11,344
	Female	35,082	35,597	33,506	33,558	33,296	31,987	30,985	28,131	24,365	15,894	15,397	10,029
	Total	68,652	68,909	65,683	65,148	64,136	62,102	60,388	52,519	45,820	29,842	28,575	21,373


Table 4.17: Percentage (%) of Orphans in Grade Groups by Sex and Province, 2022

Province	Sex	Grade 1 to 7	Grade 1 to 9	Grade 8 to 9	Grade 8 to 12
Central	Male	8.1	8.4	10.2	10.8
	Female	8.1	8.4	9.9	10.7
	Total	8.1	8.4	10.0	10.8
Copperbelt	Male	14.9	14.3	11.7	11.8
	Female	15.3	14.7	12.4	10.7
	Total	15.1	14.5	12.0	11.2
Eastern	Male	9.5	9.8	12.5	13.4
	Female	9.4	9.7	12.4	13.6
	Total	9.4	9.8	12.5	13.5
Luapula	Male	13.9	14.6	19.1	18.7
	Female	14.0	14.7	20.0	20.3
	Total	14.0	14.7	19.6	19.5
Lusaka	Male	10.3	10.5	11.1	11.8
	Female	11.2	11.2	11.3	12.3
	Total	10.7	10.9	11.2	12.0
Muchinga	Male	12.4	12.6	14.4	14.7
	Female	13.2	13.8	18.2	19.7
	Total	12.8	13.2	16.4	17.2
Northern	Male	10.6	11.1	14.7	15.2
	Female	11.1	11.9	18.1	18.6
	Total	10.8	11.5	16.3	16.8
North-Western	Male	14.9	15.3	17.8	17.1
	Female	15.8	16.3	19.5	18.6
	Total	15.4	15.8	18.6	17.9
Southern	Male	8.1	8.7	12.9	13.2
	Female	8.0	8.6	12.2	12.5
	Total	8.0	8.6	12.5	12.9
Western	Male	13.9	14.5	18.7	19.9
	Female	14.1	15.1	21.1	22.2
	Total	14.0	14.8	19.9	21.1

**Table 4.18: Number of CSEN Learners at Secondary Level by Grade, Sex and Province, 2022**

Province	Secondary (Grade 8-12)										Total all Grades	
	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Male	Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Central	193	171	155	148	119	111	546	607	488	509	1,501	1,546
Copperbelt	1,175	545	661	550	634	358	1,210	1,026	1,095	959	4,775	3,438
Eastern	54	95	52	72	47	26	175	215	134	99	462	507
Luapula	169	326	195	319	164	314	398	586	380	570	1,306	2,115
Lusaka	216	240	204	262	173		564	423	406	446	1,563	1,371
Muchinga	97	86	97	93	72	72	254	265	132	131	652	647
North-Western	201	216	192	290	151	206	412	464	341	433	1,297	1,609
Northern	78	75	82	106	82	87	232	251	204	213	678	732
Southern	131	120	149	131	107	104	484	490	391	357	1,262	1,202
Western	332	370	297	314	175	251	757	763	637	677	2,198	2,375
National	2,646	2,244	2,084	2,285	1,724	1,529	5,032	5,090	4,208	4,394	15,694	15,542

Table 4.19: Number of CSEN Learners at Primary School Level by Grade, Sex and Province, 2022

Province	Primary (Grade 1-7)														Total
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Central	1,267	1,300	1,166	1,182	1,143	1,096	1,082	1,079	913	934	838	882	764	746	14,392
Copperbelt	1,197	1,500	1,316	1,490	1,275	1,426	1,369	1,243	1,317	1,231	1,333	1,247	1,200	1,146	18,290
Eastern	572	548	457	462	491	452	440	401	376	355	377	358	313	292	5,894
Luapula	1,022	953	948	848	827	769	833	782	701	708	720	713	551	534	10,909
Lusaka	506	498	462	473	486	476	498	601	565	571	517	565	444	563	7,225
Muchinga	416	425	356	339	315	342	366	338	352	285	340	295	276	232	4,677
North-Western	616	667	559	452	482	563	492	519	481	357	458	352	482	435	6,915
Northern	824	859	685	638	727	686	614	592	571	652	516	463	480	423	8,730
Southern	1,007	889	968	885	856	867	871	814	840	846	916	879	774	720	12,132
Western	1,636	1,546	1,479	1,558	1,404	1,416	1,299	1,205	1,195	1,142	994	1,018	972	944	17,808
National	9,063	9,185	8,396	8,327	8,006	8,093	7,864	7,574	7,311	7,081	7,009	6,772	6,256	6,035	106,972



CHAPTER 5: Quality Teachers

Teachers make an integral part of the workforce. Teaching is one of the backbones of Educational Development in an economy. From a teacher, children carry what they are taught at a young age throughout the rest of their lives. They will use what they have learned to influence society. Everyone knows that today's youth will become tomorrow's leaders, and teachers have access to educate the youth in their most impressionable years, whether that is in teaching preschool, teaching extracurricular, sports or traditional classes.

Teachers have the ability to shape leaders of the future in the best way for society to build positive and inspired future generations and therefore design society, both on a local and global scale. In reality, teachers have the most important job in the world. Those who have an impact on the children of society have the power to change lives. Not just for those children themselves, but for the lives of all.

This chapter looks at the number of Teachers distributed by various variables.

Table 5.1: Teachers in all Schools by Sex, 2018 - 2022

Sex	Year				
	2018	2019	2020	2021	2022
Male	50,910	53,031	55,060	55,528	67,837
Female	56,580	61,770	63,491	64,059	81,967
National	107,490	114,801	118,551	119,587	149,804

Table 5.2: Teachers in all Schools by Education Level and Sex, 2018 - 2022

Education Level	Sex	Year					Percentage (%) Change 2021-2022
		2018	2019	2020	2021	2022	
Primary School	Male	35,337	35,274	36,442	36,642	47,455	29.51
	Female	43,517	45,645	46,718	47,038	63,077	34.1
	Total	78,854	80,919	83,160	83,680	110,532	32.09
Secondary School	Male	15,573	17,757	18,618	18,886	20,382	7.92
	Female	13,063	16,125	167,73	17,021	18,890	10.98
	Total	28,636	33,882	35,391	35,907	39,272	9.37
National		107,490	114,801	118,551	119,587	149,804	25.27

**Table 5.3: Teachers in all Schools by Education Level, Sex and Province, 2022**

Province	Primary School			Secondary School		
	Male	Female	Total	Male	Female	Total
Central	6,077	7,884	13,961	2,723	2,601	5,324
Copperbelt	4,797	13,845	18,642	2,836	4,304	7,140
Eastern	5,446	5,369	10,815	2,281	1,600	3,881
Luapula	4,163	3,938	8,101	1,689	1,169	2,858
Lusaka	3,551	7,632	11,183	2,158	2,324	4,482
Muchinga	3,100	2,982	6,082	1,634	1,098	2,732
North-Western	3,657	4,447	8,104	1,831	1,532	3,363
Northern	4,382	3,809	8,191	1,894	1,419	3,313
Southern	7,359	7,909	15,268	1,977	1,691	3,668
Western	4,923	5,262	10,185	1,359	1,152	2,511
National	47,455	63,077	110,532	20,382	18,890	39,272

Table 5.4: Teachers in all Schools by Agency and Province, 2022

Province	Total				
	GRZ	Grant Aided	Community	Private	Total
Central	16,018	1,035	1,014	1,218	19,285
Copperbelt	19,637	961	1,478	3,706	25,782
Eastern	12,168	1,472	780	276	14,696
Luapula	9,640	570	347	402	10,959
Lusaka	10,365	663	2,172	2,465	15,665
Muchinga	7,714	321	445	334	8,814
North-western	9,999	559	414	495	11,467
Northern	9,652	1,043	456	353	11,504
Southern	14,305	1,821	1,409	1,401	18,936
Western	10,765	771	834	326	12,696
National	120,263	9,216	9,349	10,976	149,804

Table 5.5: Pupil Teacher Ratio by Education Level and Province, 2022

Province	Primary	Secondary
Central	36	29
Copperbelt	28	35
Eastern	42	24
Luapula	40	27
Lusaka	26	43
Muchinga	33	20
North-Western	54	40
Northern	43	25
Southern	32	35
Western	32	35
National	35	32

**Table 5.6: Mentors in IRI Centres by Sex and Province, 2022**

Province	Male	Female	Total
Central	4,074	3,491	7,565
Copperbelt	4,809	7,121	11,930
Eastern	2,590	1,760	4,350
Luapula	2,143	1,802	3,945
Lusaka	2,355	2,577	4,932
Muchinga	1,863	1,430	3,293
North-Western	2,398	1,725	4,123
Northern	1,844	1,438	3,282
Southern	2,583	2,143	4,726
Western	1,610	1,719	3,329
National	26,269	25,206	51,475

Teacher Attrition

Teacher attrition, the departure of teachers from the education profession, poses a significant challenge to Zambia's education system. The issue affects the quality of education, student outcomes, and the overall stability of schools. In this write-up, we delve into the factors contributing to teacher attrition in Zambia and explore potential solutions to address this pressing issue.

- **Decreased Quality of Education:** High teacher turnover disrupts the continuity of learning and undermines the quality of education provided to students. Constantly changing teachers can lead to gaps in curriculum delivery and hinder academic progress.
- **Negative Student Outcomes:** Teacher attrition negatively affects student outcomes, including academic achievement and socioemotional development. Students may struggle to form meaningful relationships with transient teachers, impacting their overall learning experience and well-being.
- **Institutional Instability:** Teacher attrition contributes to institutional instability, with schools facing challenges in maintaining a consistent teaching staff. This instability can disrupt school culture, community relationships, and long-term planning efforts.

Teacher attrition in Zambia's education system is a multifaceted issue that requires holistic interventions at the policy, institutional, and societal levels. By addressing the root causes of attrition and implementing proactive strategies to support teachers, Zambia can strengthen its education system, improve student outcomes, and foster sustainable development.

The table below shows trend statistics on teacher attrition by level of education and year. The statistics from the table shows that teacher attrition has been increasing from 2018 up to 2022 at National Level.

**Table 5.7: Teacher Attrition by Education Level and Sex, 2018 - 2022**

Education Level/Sex		Year				
		2018	2019	2020	2021	2022
Primary School	Male	2,724	3,603	3,319	4,367	4,369
	Female	2,861	3,305	3,118	3,621	4,378
	Total	5,585	6,908	6,437	7,988	8,747
Secondary School	Male	766	971	849	1,002	1,900
	Female	672	784	629	590	1,448
	Total	1,438	1,755	1,478	1,592	3,348
National		7,023	8,663	7,915	9,580	12,095

Table 5.8: Teacher Attrition in all Schools by Reason, Education Level, Sex and Reason, 2022

Reason	Primary School			Secondary School			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
All Reasons	4,393	4,345	8,738	1,877	1,480	3,357	6,270	5,825	12,095
Assigned to non-teaching duties	2,377	2,262	4,639	1,341	1,014	2,355	3,718	3,276	6,994
Contract expired	433	816	1,249	49	22	71	482	838	1,320
Death	425	268	693	84	57	141	509	325	834
Dismissed	202	39	241	11	16	27	213	55	268
Illness	201	226	427	75	74	149	276	300	576
Others	256	250	506	115	108	223	371	358	729
Resigned	138	163	301	73	53	126	211	216	427
Retired	361	321	682	129	136	265	490	457	947

Table 5.9: Teacher Deaths by Education Level and Sex, 2018 - 2022

Education Level	Sex	Year				
		2018	2019	2020	2021	2022
Primary school	Male	208	171	208	155	425
	Female	159	138	161	138	268
	Total	367	309	369	293	693
Secondary school	Male	76	50	64	53	84
	Female	49	35	45	36	57
	Total	125	85	109	89	141
National	Male	284	221	272	208	509
	Female	208	173	206	174	325
	Total	492	394	478	382	834



CHAPTER 6: Quality Learning - Achievements Related

Quality learning achievements encompass a spectrum of accomplishments that go beyond mere academic success. They reflect a deep understanding, critical thinking skills, and the ability to apply knowledge in real-world contexts. The following are some of the aspects of quality learning achievements:

Comprehensive Understanding: Quality learning achievements demonstrate a thorough understanding of the subject matter. Learners grasp not only the facts and concepts but also the underlying principles and their interconnections. This understanding extends beyond rote memorization to include the ability to explain concepts in one's own words and apply them creatively.

Critical Thinking Skills: Achievements in quality learning involve the development of critical thinking skills. Learners can analyze information, evaluate arguments, and make reasoned judgments. They are adept at identifying biases, logical fallacies, and alternative perspectives, which enables them to approach problems with a discerning eye.

Problem-Solving Proficiency: Quality learning achievements are often evidenced by the ability to solve complex problems effectively. Learners can break down intricate problems into manageable components, devise strategies for solving them, and adapt their approaches as needed. They demonstrate resilience in the face of challenges and are resourceful in seeking solutions.

Application in Real-World Contexts: Truly meaningful learning achievements extend beyond the classroom and find application in real-world situations. Learners can transfer their knowledge and skills to novel scenarios, demonstrating their relevance and practical utility. This application may involve addressing societal challenges, innovating in professional settings, or contributing to community development.

Effective Communication: Quality learning achievements are often accompanied by strong communication skills. Learners can articulate their ideas clearly and persuasively, whether through writing, speaking, or other forms of expression. They can tailor their communication to different audiences and contexts, fostering understanding and collaboration.

In essence, quality learning achievements go beyond the acquisition of knowledge and grades; they encompass a holistic development of skills, attitudes, and values that empower individuals to thrive personally, professionally, and as active contributors to society.

This chapter looks at some critical indicators used which measure quality learning achievements such as Completion, Survival and Examination pass rates.

Table 6.1 shows completion rates at grades 7, 9 and 12. The completion rates at grade 7 for all the years were competitive and ranging above 80 percent over the years as can be seen in the trend analysis below. At grade 9, the completion rates were average and were ranging between 61 percent and 95 percent. At grade 12, the rates were significantly lower than 45 percent.

**Table 6.1: Completion Rate (%) for Grades 7, 9 and 12 by Sex, 2018 - 2022**

Grade	Sex	Year				
		2018	2019	2020	2021	2022
Grade 7	Male	94.8	96.9	93.9	82.7	82.3
	Female	99.8	99.5	93.3	86.0	82.6
	Total	97.3	97.0	86.4	84.3	82.4
Grade 9	Male	76.6	67.9	61.3	64.3	94.7
	Female	77.3	66.7	62.9	69.7	93.3
	Total	77.0	67.3	61.9	67.0	94.0
Grades 12	Male	40.4	35.3	36.4	35.2	41.4
	Female	31.6	32.8	31.4	35.7	37.6
	Total	36.0	34.1	32.0	35.4	39.0

Table 6.2: Completion Rate (%) for Grades 7, 9 and 12 by Sex and Province, 2022

Province	Grade & Sex								
	Grade 7			Grade 9			Grade 12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Central	90.6	94.8	92.7	110.4	110.6	110.5	39.3	36.8	90.6
Copperbelt	83.5	88.5	86.1	111.4	116.8	114.3	55.7	53.8	83.5
Eastern	69.3	75.5	72.4	67.0	65.7	66.3	27.5	24.0	69.3
Luapula	80.7	75.2	77.9	103.1	87.2	94.8	41.6	35.2	80.7
Lusaka	52.5	57.1	54.8	84.1	87.7	86.0	39.0	36.1	52.5
Muchinga	63.9	60.4	62.1	63.5	59.7	61.5	31.1	27.1	63.9
North-Western	121.5	112.3	116.9	135.1	139.1	137.1	72.7	71.8	121.5
Northern	74.3	67.3	70.8	77.2	65.8	71.3	31.8	25.8	74.3
Southern	93.0	96.2	94.6	95.8	95.3	95.5	35.1	32.2	93.0
Western	93.4	98.8	96.1	99.3	105.5	102.5	40.1	33.2	93.4
National	82.3	82.6	82.4	94.7	93.3	94.0	41.4	37.6	82.3

Table 6.3: Survival Rate (%) to Grade 5 by Sex, 2018 - 2022

Sex	Year				
	2018	2019	2020	2021	2022
Male	88.9	100.9	90.9	86.8	88.2
Female	97.5	100.1	96.9	87.5	94.8
National	92.9	100.2	93.0	87.1	96.0

**Table 6.4: Survival Rate (%) to Grade 5 by Province, 2018 - 2022**

Province	2018	2019	2020	2021	2022	Survival Rate (%)
	Grade 1 Entrants	Grade 2	Grade 3	Grade 4	Grade 5	
Central	62,159	62,326	61,186	59,489	70,461	89.18
Copperbelt	73,988	72,047	71,983	70,295	74,582	93.82
Eastern	62,636	61,182	59,026	54,871	58,028	82.56
Luapula	40,585	38,311	36,471	38,280	42,167	85.93
Lusaka	51,683	51,576	53,013	43,738	43,461	81.36
Muchinga	33,730	32,249	31,326	26,410	27,293	72.14
North-Western	37,103	34,994	33,929	39,376	60,245	96.28
Northern	49,071	45,973	42,710	42,379	46,825	78.04
Southern	69,636	72,047	74,502	67,043	67,217	94.90
Western	42,217	41,055	40,071	41,103	43,731	90.33
National	522,808	511,760	504,217	482,984	534,010	95.97

Examination Pass Rates and Certification

Exams in Zambia, like in many other countries, play a crucial role in evaluating students' understanding in various academic subjects. The Zambian education system encompasses a diverse range of examinations, from primary to tertiary levels, administered by various educational bodies.

In Zambia, primary education typically spans seven years, from Grade 1 to Grade 7. The primary school curriculum covers subjects like Mathematics, English, Social Studies, Integrated Science and local languages. The primary level is capped by the Grade 7 Examination, which is crucial for students as it determines their eligibility for progression to secondary education.

The Grade 7 Examination, commonly known as the Primary School Leaving Examination (PSLE), is conducted by the Examination Council of Zambia (ECZ). It assesses students' comprehension and application of knowledge acquired throughout their primary education. Performance in this exam significantly influences students' placement in secondary schools.



Primary (G-7) Pass Rates

Table 6.5: Examination Pass Rates at Grade 7 by Sex and Province, 2022

Province	Entered			Sat															Absenteeism			
				Boys					Girls					Combined Total								
	Certificate Classification			Certificate Classification			Certificate Classification			Certificate Classification			Certificate Classification			Boys	Girls	Total	2022			
																				Div. 1	Div. 2	Div. 3
Boys	Girls	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Boys	Girls	Total	2022	
Northern	17598	16495	34093	1619	4600	4005	5806	16030	1351	4126	3691	5939	15107	2970	8726	7696	11745	31137	1568	1388	2956	
Percent	51.6	48.4		10.1	28.7	25.0	36.2		8.9	27.3	24.4	39.3		9.5	28.0	24.7	37.7		8.9	8.4	8.7	8.7
Luapula	15587	14689	30276	1253	3927	3572	5387	14139	1022	3299	3323	5731	13375	2275	7226	6895	11118	27514	1448	1314	2762	
Percent	51.5	48.5		8.9	27.8	25.3	38.1		7.6	24.7	24.8	42.8		8.3	26.3	25.1	40.4		9.3	8.9	9.1	9.1
Southern	30073	32274	62347	3407	5845	5433	13401	28086	4223	7177	6278	12661	30339	7630	13022	11711	26062	58425	1987	1935	3922	
Percent	48.2	51.8		12.1	20.8	19.3	47.7		13.9	23.7	20.7	41.7		13.1	22.3	20.0	44.6		6.6	6.0	6.3	6.3
Eastern	21589	24046	45635	2122	5354	4672	7418	19566	1898	5386	5404	8951	21639	4020	10740	10076	16369	41205	2023	2407	4430	
Percent	47.3	52.7		10.8	27.4	23.9	37.9		8.8	24.9	25.0	41.4		9.8	26.1	24.5	39.7		9.4	10.0	9.7	9.7
Copperbelt	33080	37512	70592	6474	9093	6167	9007	30741	7465	11276	7040	9044	34825	13939	20369	13207	18051	65566	2339	2687	5026	
Percent	46.9	53.1		21.1	29.6	20.1	29.3		21.4	32.4	20.2	26.0		21.3	31.1	20.1	27.5		7.1	7.2	7.1	7.1
North-Western	18821	19874	38695	1521	4941	3950	5848	16260	1539	5311	4109	6207	17166	3060	10252	8059	12055	33426	2561	2708	5269	
Percent	48.6	51.4		9.4	30.4	24.3	36.0		9.0	30.9	23.9	36.2		9.2	30.7	24.1	36.1		13.6	13.6	13.6	13.6
Central	29725	31715	61440	2414	5473	5129	13150	26166	2831	6294	5776	13332	28233	5245	11767	10905	26482	54399	3559	3482	7041	
Percent	48.4	51.6		9.2	20.9	19.6	50.3		10.0	22.3	20.5	47.2		9.6	21.6	20.0	48.7		12.0	11.0	11.5	11.5
Western	17647	19383	37030	1136	4151	3572	6596	15455	1356	5028	4008	6885	17277	2492	9179	7580	13481	32732	2192	2106	4298	
Percent	47.7	52.3		7.4	26.9	23.1	42.7		7.8	29.1	23.2	39.9		7.6	28.0	23.2	41.2		12.4	10.9	11.6	11.6
Lusaka	40809	47401	88210	8806	10654	6882	11632	37974	9974	13074	8473	12402	43923	18780	23728	15355	24034	81897	2835	3478	6313	
Percent	46.3	53.7		23.2	28.1	18.1	30.6		22.7	29.8	19.3	28.2		22.9	29.0	18.7	29.3		6.9	7.3	7.2	7.2
Muchinga	13026	12274	25300	1718	3392	2569	4103	11782	1672	3059	2278	4135	11144	3390	6451	4847	8238	22926	1244	1130	2374	
Percent	51.5	48.5		14.6	28.8	21.8	34.8		15.0	27.4	20.4	37.1		14.8	28.1	21.1	35.9		9.6	9.2	9.4	9.4
Zambia	237955	255663	493618	30470	57430	45951	82348	216199	33331	64030	50380	85287	233028	63801	121460	96331	167635	449227	21756	22635	44391	
Percent	48.2	51.8		14.1	26.6	21.3	38.1		14.3	27.5	21.6	36.6		14.2	27.0	21.4	37.3		9.1	8.9	9.0	9.0
National	238051	255772	493823	30563	57431	45951	82349	216294	33437	64032	50380	85287	233136	64000	121463	96331	167636	449430	21757	22636	44393	
Percent	48.2	51.8		14.1	26.6	21.2	38.1		14.3	27.5	21.6	36.6		14.2	27.0	21.4	37.3		9.1	8.9	9.0	9.0


Table 6.6: Grade 9 Exams Pass Rates by Sex and Province, 2022

Region	Number Entered			Number Sat			Certificate			Statement			Fail			Absenteeism		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Northern	2818	2222	5040	2748	2163	4911	1807	1448	3255	832	632	1464	109	83	192	70	59	129
Percent	4.4	3.5	4.0	97.5	97.3	97.4	65.8	66.9	66.3	30.3	29.2	29.8	4.0	3.8	3.9	2.5	2.7	2.6
Luapula	4472	3261	7733	4366	3187	7553	2805	1995	4800	1427	1095	2522	134	97	231	106	74	180
Percent	6.9	5.2	6.1	97.6	97.7	97.7	64.2	62.6	63.6	32.7	34.4	33.4	3.1	3.0	3.1	2.4	2.3	2.3
Southern	3671	2684	6355	3595	2646	6241	2397	1657	4054	1106	916	2022	92	73	165	76	38	114
Percent	5.7	4.3	5.0	97.9	98.6	98.2	66.7	62.6	65.0	30.8	34.6	32.4	2.6	2.8	2.6	2.1	1.4	1.8
Eastern	7154	7205	14359	7081	7120	14201	5374	5323	10697	1633	1735	3368	74	62	136	73	85	158
Percent	11.1	11.5	11.3	99.0	98.8	98.9	75.9	74.8	75.3	23.1	24.4	23.7	1.0	0.9	1.0	1.0	1.2	1.1
Copperbelt	5409	4207	9616	5313	4149	9462	4162	3281	7443	1116	840	1956	35	28	63	96	58	154
Percent	8.4	6.7	7.6	98.2	98.6	98.4	78.3	79.1	78.7	21.0	20.2	20.7	0.7	0.7	0.7	1.8	1.4	1.6
North-Western	11788	13091	24879	11611	12906	24517	8713	9952	18665	2718	2797	5515	180	157	337	177	185	362
Percent	18.3	20.8	19.5	98.5	98.6	98.5	75.0	77.1	76.1	23.4	21.7	22.5	1.6	1.2	1.4	1.5	1.4	1.5
Central	5179	4995	10174	5087	4906	9993	2305	2220	4525	2478	2359	4837	304	327	631	92	89	181
Percent	8.0	7.9	8.0	98.2	98.2	98.2	45.3	45.3	45.3	48.7	48.1	48.4	6.0	6.7	6.3	1.8	1.8	1.8
Western	6661	6622	13283	6530	6470	13000	4736	4703	9439	1645	1644	3289	149	123	272	131	152	283
Percent	10.3	10.5	10.4	98.0	97.7	97.9	72.5	72.7	72.6	25.2	25.4	25.3	2.3	1.9	2.1	2.0	2.3	2.1
Lusaka	3459	3824	7283	3398	3744	7142	1728	1689	3417	1425	1799	3224	245	256	501	61	80	141
Percent	5.37	6.1	5.7	98.2	97.9	98.1	50.9	45.1	47.8	41.9	48.1	45.1	7.2	6.8	7.0	1.8	2.1	1.9
Muchinga	13751	14746	28497	13522	14533	28055	9812	10555	20367	3526	3831	7357	184	147	331	229	213	442
Percent	21.4	23.4	22.4	98.3	98.6	98.4	72.6	72.6	72.6	26.1	26.4	26.2	1.4	1.0	1.2	1.7	1.4	1.6
National	64362	62857	127219	63251	61824	125075	43839	42823	86662	17906	17648	35554	1506	1353	2859	1111	1033	2144
Percent	100.0	99.9	99.9	98.3	98.4	98.3	69.3	69.3	69.3	28.3	28.5	28.4	2.4	2.2	2.3	1.7	1.6	1.7
National	64394	62895	127289	63283	61862	125145	43871	42861	86732	17906	17648	35554	1506	1353	2859	1111	1033	2144
Percent	100.0	100.0	100.0	98.3	98.4	98.3	69.3	69.3	69.3	28.3	28.5	28.4	2.4	2.2	2.3	1.7	1.6	1.7



Table 6.7: Grade 12 Exam Pass Rates by Sex and Province, 2022

Province	Entered			Sat			School Certificate			Statement			Fail			Absent			Trend in SC (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2022	2021	2020
Muchinga	2818	2222	5040	2748	2163	4911	1807	1448	3255	832	632	1464	109	83	192	70	59	129			
Percent	4.4	3.5	4.0	97.5	97.3	97.4	65.8	66.9	66.3	30.3	29.2	29.8	4.0	3.8	3.9	2.5	2.7	2.6	66.3	62.2	54.5
Northern	4472	3261	7733	4366	3187	7553	2805	1995	4800	1427	1095	2522	134	97	231	106	74	180			
Percent	6.9	5.2	6.1	97.6	97.7	97.7	64.2	62.6	63.6	32.7	34.4	33.4	3.1	3.0	3.1	2.4	2.3	2.3	63.6	62.7	59.7
Luapula	3671	2684	6355	3595	2646	6241	2397	1657	4054	1106	916	2022	92	73	165	76	38	114			
Percent	5.7	4.3	5.0	97.9	98.6	98.2	66.7	62.6	65.0	30.8	34.6	32.4	2.6	2.8	2.6	2.1	1.4	1.8	65.0	63.3	58.8
Southern	7154	7205	14359	7081	7120	14201	5374	5323	10697	1633	1735	3368	74	62	136	73	85	158			
Percent	11.1	11.5	11.3	99.0	98.8	98.9	75.9	74.8	75.3	23.1	24.4	23.7	1.0	0.9	1.0	1.0	1.2	1.1	75.3	70.4	70.6
Eastern	5409	4207	9616	5313	4149	9462	4162	3281	7443	1116	840	1956	35	28	63	96	58	154			
Percent	8.4	6.7	7.6	98.2	98.6	98.4	78.3	79.1	78.7	21.0	20.2	20.7	0.7	0.7	0.7	1.8	1.4	1.6	78.7	69.3	67.2
Copperbelt	11788	13091	24879	11611	12906	24517	8713	9952	18665	2718	2797	5515	180	157	337	177	185	362			
Percent	18.3	20.8	19.5	98.5	98.6	98.5	75.0	77.1	76.1	23.4	21.7	22.5	1.6	1.2	1.4	1.5	1.4	1.5	76.1	67.9	64.5
North-Western	5179	4995	10174	5087	4906	9993	2305	2220	4525	2478	2359	4837	304	327	631	92	89	181			
Percent	8.0	7.9	8.0	98.2	98.2	98.2	45.3	45.3	45.3	48.7	48.1	48.4	6.0	6.7	6.3	1.8	1.8	1.8	45.3	67.8	59.5
Central	6661	6622	13283	6530	6470	13000	4736	4703	9439	1645	1644	3289	149	123	272	131	152	283			
Percent	10.3	10.5	10.4	98.0	97.7	97.9	72.5	72.7	72.6	25.2	25.4	25.3	2.3	1.9	2.1	2.0	2.3	2.1	72.6	70.1	66.5
Western	3459	3824	7283	3398	3744	7142	1728	1689	3417	1425	1799	3224	245	256	501	61	80	141			
Percent	5.37	6.1	5.7	98.2	97.9	98.1	50.9	45.1	47.8	41.9	48.1	45.1	7.2	6.8	7.0	1.8	2.1	1.9	47.8	73.7	69.0
Lusaka	13751	14746	28497	13522	14533	28055	9812	10555	20367	3526	3831	7357	184	147	331	229	213	442			
Percent	21.4	23.4	22.4	98.3	98.6	98.4	72.6	72.6	72.6	26.1	26.4	26.2	1.4	1.0	1.2	1.7	1.4	1.6	72.6	64.1	62.8
National	64362	62857	127219	63251	61824	125075	43839	42823	86662	17906	17648	35554	1506	1353	2859	1111	1033	2144			
Percent	100.0	99.9	99.9	98.3	98.4	98.3	69.3	69.3	69.3	28.3	28.5	28.4	2.4	2.2	2.3	1.7	1.6	1.7	69.3	67.2	63.9
National	64394	62895	127289	63283	61862	125145	43871	42861	86732	17906	17648	35554	1506	1353	2859	1111	1033	2144			
Percent	100.0	100.0	100.0	98.3	98.4	98.3	69.3	69.3	69.3	28.3	28.5	28.4	2.4	2.2	2.3	1.7	1.6	1.7	69.3	67.2	63.9


Table 6.8: Number of Books in All Schools by Province, 2022

Province	Primary Schools					Secondary Schools				
	English	Integrated Science	Maths	Zambian Languages	Total	English	Integrated Science	Maths	Zambian Languages	Total
Central	81,875	68,994	71,493	105,420	327,782	30,423	14,592	23,315	12,053	80,383
Copperbelt	126,358	106,821	116,549	134,811	484,539	100,609	48,827	65,666	40,154	255,256
Eastern	83,779	286,019	209,323	70,600	649,721	7,428	9,311	20,484	8,756	45,979
Luapula	81,723	61,267	66,474	118,737	328,201	15,305	9,036	11,526	10,440	46,307
Lusaka	71,185	54,606	61,787	95,590	283,168	27,338	13,647	10,190	30,864	82,039
Muchinga	55,600	45,788	48,469	94,874	244,731	7,436	4,033	7,753	4,711	23,933
North-Western	95,656	71,157	60,866	131,850	359,529	17,257	3,037	4,708	18,215	43,217
Northern	79,947	67,105	76,620	108,412	332,084	15,015	6,461	10,344	11,719	43,539
Southern	123,980	94,649	101,772	189,949	510,350	40,997	17,752	22,418	25,965	107,132
Western	103,607	89,292	101,138	160,505	454,542	20,721	4,456	7,660	9,598	42,435
National	903,710	945,698	914,491	1,210,748	3,974,647	282,529	131,152	184,064	172,475	770,220


Table 6.9: Pupil-Book Ratio in all Schools by Province, 2022

Province	Primary Schools					Secondary Schools			
	English	Integrated Science	Maths	Zambian Languages	Total	English	Science	Zambian Languages	Total
Central	0.2	0.2	0.2	0.3	1.0	0.2	0.1	0.1	0.1
Copperbelt									
Eastern	0.2	0.1	0.1	0.2	0.6	0.2	0.1	0.2	0.1
Luapula	0.2	0.2	0.2	0.3	0.9	0.4	0.2	0.3	0.2
Lusaka	0.2	0.6	0.5	0.2	1.4	0.1	0.1	0.2	0.1
Muchinga	0.3	0.2	0.2	0.4	1.0	0.2	0.1	0.1	0.1
North-Western	0.2	0.2	0.2	0.3	1.0	0.1	0.1	0.1	0.2
Northern	0.3	0.2	0.2	0.5	1.2	0.1	0.1	0.1	0.1
Southern	0.2	0.2	0.1	0.3	0.8	0.1	0.0	0.0	0.1
Western	0.2	0.2	0.2	0.3	0.9	0.2	0.1	0.1	0.1
National	0.3	0.2	0.2	0.4	1.1	0.3	0.1	0.2	0.2

**Table 6.10: Average Number of Scheduled Contact Hours by Running Agency and Grade, 2022**

Running Agency Type	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 9	Grade 10	Grade 11	Grade 12
Community/ Unknown	3.5	3.5	3.5	3.6	4.5	4.6	4.7	5.5	5.6	5.3	5.4
Grant-aided	4	3.8	3.9	3.9	5.4	5.3	5.4	6.5	6.6	6.7	6.8
GRZ	4	4.3	4.3	4.4	5	5	5.1	5.8	6.5	6.6	6.2
Private	5	5.5	5.5	5.5	5.9	5.8	6	6.6	6.9	6.8	6.9

Table 6.11: Average Number of Scheduled Contact Hours by Class Type and Grade, 2022

Class Type	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 9	Grade 10	Grade 11	Grade 12
Literacy	1.7	1.7	1.6	1.6	2.1	2.4	2.5	2.3	2	2	2.4
Regular	4.2	4.2	4.2	4.3	5	5.1	5.1	6	6.6	6.7	6.4
IRI	2.6	2.7	2.6	2.7	3.5	3.4	3.5				
Open								5.2			

Table 6.12: Number of Existing Classrooms by Education Level and Province, 2022

Province	Primary	Secondary
Central	3,362	2,275
Copperbelt	6,051	5,546
Eastern	6,388	2,390
Luapula	5,440	3,096
Lusaka	8,103	6,159
Muchinga	2,882	1,520
North-Western	10,676	5,448
Northern	5,138	2,648
Southern	9,556	5,282
Western	9,108	3,825
National	66,704	38,189

Table 6.13: Pupil- Classroom Ratio in all Schools by Education Level and Province, 2022

Province	Primary	Secondary
Central	151	68
Copperbelt	86	45
Eastern	71	39
Luapula	59	25
Lusaka	36	32
Muchinga	69	35
North-Western	41	24
Northern	69	32
Southern	51	24
Western	36	23
National	58	33



Table 6.14 presents the average number of hours' learners spend at school per day by grade. The contact hours is in relation to the standard average contact time. The minimum learner contact time at lower grades specially 1-4 was 4 hours. At upper primary grades 5-7, the minimum learner contact time was 5 hours. Further, the minimum learner contact time at lower secondary (i.e. grades 8-9) was 5 hours while that of upper secondary was 6 hours.

Table 6.14: Average Contact Hours by Grade and Province, 2022

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 9	Grade 10	Grade 11	Grade 12
Central	7.5	7.6	7.6	7.7	4.9	5	5	5.7	6.2	6.2	6.6
Copperbelt	3.9	3.9	3.9	4	4.7	4.8	4.9	6	6.2	6.1	6.2
Eastern	3.8	3.8	3.8	3.8	5.3	5.3	5.4	7.6	11.3	11.6	7.4
Luapula	4	4	4	4	4.9	5	5.1	5.8	6.3	6.5	6.6
Lusaka	4	3.9	3.9	4	4.7	4.7	4.8	5.4	5.5	5.5	5.6
Muchinga	3.5	3.5	3.5	3.5	5	5	5	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	6	6	5.9
Northern	3.5	3.5	3.5	3.6	5	5.1	5.2	5.7	6.1	6.5	6.2
Southern	4	3.9	3.9	4.1	5.4	5.4	5.5	5.9	6.3	6.4	6.4
Western	3.4	3.4	3.5	3.5	4.8	5	4.9	5.6	5.6	5.6	5.7
National	4.2	4.2	4.2	4.3	5	5	5.1	5.9	6.5	6.6	6.3



CHAPTER 7: Infrastructure

Having good infrastructure in schools offers numerous benefits that directly contribute to the overall quality of education and student well-being. Here are some of the key advantages:

- **Enhanced Learning Environment:** Well-designed and well-equipped classrooms provide a conducive environment for learning. Adequate lighting, ventilation, and comfortable seating arrangements can improve students' focus and concentration, leading to better academic performance.
- **Improved Safety and Security:** Good infrastructure includes facilities that prioritize safety and security, such as sturdy buildings, fire safety measures, and secure fencing. A safe learning environment reduces the risk of accidents and incidents, promoting students' physical and emotional well-being.
- **Access to Technology and Resources:** Modern infrastructure often includes access to technology such as computers, internet connectivity, and multimedia resources. These tools enhance teaching and learning by providing students with access to a wealth of information and interactive educational materials.
- **Better Health and Hygiene:** Schools with good infrastructure typically have adequate sanitation facilities, clean drinking water, and proper waste management systems. This promotes better health and hygiene practices among students and staff, reducing the risk of illness and absenteeism.
- **Support for Special Needs:** Well-designed infrastructure caters to the needs of students with disabilities and special needs. This may include ramps, elevators, accessible restrooms, and sensory-friendly classrooms, ensuring that all students have equal access to education.
- **Community Engagement:** Schools with good infrastructure often serve as community hubs, providing spaces for extracurricular activities, community events, and adult education programs. This fosters community engagement and strengthens relationships between schools and the broader community.
- **Teacher Morale and Retention:** Quality infrastructure, including well-maintained classrooms and staff facilities, contributes to teacher satisfaction and morale. Teachers are more likely to feel valued and motivated in an environment that supports their professional needs, leading to higher retention rates and better teaching outcomes.

Table 7.1: Staff Houses in all Schools by Type and Province, 2022

Province	Primary schools staff houses			Secondary schools staff houses		
	Permanent	Incomplete	Temporary	Permanent	Incomplete	Temporary
Central	145	782	1,301	1,189	193	260
Copperbelt	66	85	207	935	63	103
Eastern	436	1,456	2,076	1,744	284	578
Luapula	68	274	1,076	1,550	208	192
Lusaka	201	258	447	3,018	198	129
Muchinga	132	478	1,668	456	212	174
Northern	1,632	2,580	5,516	2,928	324	620
North-Western	404	268	2,044	786	164	278
Southern	1,886	2,914	2,344	3,166	420	484
Western	2,064	6,078	10,605	2,064	168	1,404
National	7,034	15,173	27,284	17,836	2,234	4,222



Table 7.2: Distribution of Classrooms, Special Education Classrooms, Laboratories and Libraries in Primary Schools by Type and Province, 2022

Province	Classrooms			Special-Education Classrooms			Libraries			Computer Laboratories		
	Perma-nent	Tempo-rary	Incom-plete	Perman-ent	Tempo-rary	Incom-plete	Perma-nent	Tempo-rary	Incom-plete	Perma-nent Comp-uter Labora-tories	Tempo-rary Comp-uter Labora-tories	Incom-plete Comp-uter Labora-tories
Central	3,362	599	669	30	63	29	43	49	20	51	37	52
Copperbelt	6,051	445	380	173	13	3	44	47	10	138	57	7
Eastern	6,388	2,366	1,084	336	40	108	184	150	130	62	98	72
Luapula	5,440	652	400	58	46	2	26	68	6	68	68	58
Lusaka	8,103	225	324	162	18	15	270	138	18	303	138	108
Muchinga	2,882	744	684	26	26	2	14	28	10	32	18	8
Northern	10,676	2,248	1,880	196	388	368	272	344	132	48	76	44
North-Western	5,138	564	468	1,070	24	4	1,060	22	38	78	42	16
Southern	9,556	2,170	2,226	1,362	386	72	400	300	66	1,028	146	192
Western	9,108	4,647	1,200	234	603	645	285	186	63	1,008	282	189
National	66,704	14,660	9,315	3,647	1,607	1,248	2,598	1,332	493	2,816	962	746

Table 7.3: Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary Schools by Type and Province, 2022

Province	Classrooms			Classroom Special Education			Libraries			Laboratories		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	2,275	260	319	21	11	4	166	31	21	149	30	59
Copperbelt	5,546	201	247	107	11	7	148	36	17	331	36	84
Eastern	2,390	930	274	130	10	14	130	110	76	200	164	38
Luapula	3,096	236	238	38	6	10	100	36	18	222	74	96
Lusaka	6,159	273	372	69	9	30	357	54	252	633	90	141
Muchinga	1,520	302	314	14	2	10	18	12	10	74	38	54
Northern	5,448	588	796	52	12	16	284	64	164	408	64	88
North-Western	2,648	258	318	8	10	32	56	48	46	108	48	102
Southern	5,282	512	780	512	90	2	272	114	62	368	96	202
Western	3,825	585	276	30	6	3	162	30	33	237	54	51
National	38189	4145	3934	981	167	128	1693	535	699	2730	694	915



CHAPTER 8: ICT in Education

Table 8.1 shows the number of computer Laboratory in Primary schools by province and type. There were 1,659 permanent computer laboratories in all primary schools in 2022 and 741 Temporary computer laboratories and 521 incomplete laboratories. In terms of provincial comparison, Southern province had the highest number of Laboratory all categories followed by Western and the least being Muchinga. It must be noted that some schools had a significant number of temporary and incomplete computer laboratories.

Table 8.1: Computer Laboratories in Primary Schools by Type and Province, 2022

Province	Permanent Computer Laboratories-Primary Classrooms	Temporary Computer Laboratories-Primary Classrooms	Incomplete Computer Laboratories-Primary Classrooms	Total
Central	90	37	52	179
Copperbelt	138	57	7	202
Eastern	62	98	72	232
Luapula	68	68	58	194
Lusaka	303	138	23	464
Muchinga	32	18	8	58
North-Western	48	76	44	168
Northern	78	42	16	136
Southern	520	146	192	858
Western	320	61	49	430
National	1,659	741	521	2,921

Table 8.2 shows the number of schools with Internet facilities by province and Education Level. There were a total of 6,458 primary and secondary schools with Internet facilities in 2021 broken down as follows: - 5,160 in primary and 1,298 in Secondary. In terms of provincial comparison, Eastern province had the highest number of primary schools with internet facilities while Luapula province had the least number of primary schools with Internet facilities. At secondary level, Lusaka had the highest number of schools with internet facilities, followed by North-western and the least being Luapula province.

Table 8.2: Number of Schools with Internet Facilities by Education Level and Province, 2022

Province	Primary	Secondary	Non	Total Schools
Central	480	90	664	1,234
Copperbelt	267	187	812	1,266
Eastern	1,011	155	357	1,523
Luapula	18	17	859	894
Lusaka	831	246	230	1,307
Muchinga	154	62	490	706
North-Western	600	108	374	1,082
Northern	811	150	211	1,172
Southern	508	195	1,283	1,986
Western	480	88	816	1,384
National	5,160	1,298	6,096	12,554



Table 8.3 shows the number of computers in Primary and Secondary Schools by province. There were 27,881 computers in all primary schools and 32,312 computers in secondary schools in 2022, making a total of 60,193 computers in all schools in 2022. Out of the total, North Western province had the highest number of computers followed by Southern and the least being Muchinga.

Table 8.3: Number of Computers by Education Level and Province, 2022

Province	Number of Primary Computers	Number of Secondary Computers	Total
Central	1,900	2,991	4,891
Copperbelt	2,589	5,131	7,720
Eastern	1,730	1,347	3,077
Luapula	1,900	1,917	3,817
Lusaka	1,542	2,850	4,392
Muchinga	945	938	1,883
North-Western	8,264	8,264	16,528
Northern	3,570	2,366	5,936
Southern	2,851	5,073	7,924
Western	2,590	1,435	4,025
National	27,881	32,312	60,193



CHAPTER 9: School Related Gender Based Violence

School-related gender-based violence (SRGBV) refers to any form of physical, sexual, or psychological violence that takes place in schools, targeting individuals based on their sex. It includes behaviours such as bullying, harassment, sexual assault, and discrimination within the school setting. . SRGBV is a pervasive issue globally, affecting millions of students, particularly girls, and gender non-conforming individuals. This write-up aims to explore the dynamics of SRGBV, its impact on students, and strategies for prevention and response.

SRGBV seriously endangers students' right to education, safety, and well-being. Addressing this complex issue requires coordinated efforts at the policy, institutional, and community levels. By challenging gender stereotypes, fostering respect, and supporting survivors, will help build safer, more inclusive learning environments where all students can thrive.

Table 9.1 shows the number of teachers that experienced SRGBV in 2022 by Province and sex. The table clearly shows that Copperbelt reported the highest cases of SRGBV in the year 2022.

Table 9.1: Teachers who reported experiencing School Related Gender Based Violence by Sex and Province, 2022

Province	Female	Male	Totals
Central	46	29	75
Copperbelt	62	54	116
Eastern	230	110	340
Luapula	10	5	15
Lusaka	12	8	20
Muchinga	7	3	10
North-Western	76	70	146
Northern	8	7	15
Southern	29	31	60
Western	20	17	37
National	500	334	834

SRGBV profoundly impacts students' physical and mental health, academic performance and overall school experience. Victims often experience anxiety, depression, and post-traumatic stress disorder, which can result in absenteeism, disengagement, and dropout rates. Additionally, SRGBV creates a culture of fear and silence, limiting students' ability to fully participate in educational activities and reach their potential.



Table 9.2 shows the number of learners that experienced SRGBV by province and sex.

Table 9.2: Learners who reported experiencing School Related Gender Based Violence by Sex and Province, 2022

Province	Male	Female	Totals
Central	63	178	241
Copperbelt	56	54	110
Eastern	15	17	32
Luapula	2	3	5
Lusaka	4	3	7
Muchinga	1	2	3
North-Western	76	89	165
Northern	3	11	14
Southern	56	12	68
Western	20	27	47
National	296	396	692



CHAPTER 10: Source of Power

This chapter examines the different power sources used in schools. Power sources is essential to support the wide array of activities and technologies utilized in modern education. The main primary power sources commonly used in schools include the main power grid, solar energy and generators.

Table 10.1: Distribution of all Schools by Power Source and Province, 2022

Province	Generator	Main Power Grid	No Power	Solar	Stand-Alone Hydropower
Central	51	650	670	109	0
Copperbelt	45	909	391	104	0
Eastern	49	383	592	200	0
Luapula	26	338	396	95	0
Lusaka	41	1,008	190	129	2
Muchinga	29	179	552	85	0
North-Western	33	437	595	88	8
Northern	23	240	718	129	0
Southern	28	542	734	229	0
Western	24	244	891	168	0
National	349	4,930	5,729	1,336	10

Table 10.2: Distribution of Primary Schools by Power Source and Province, 2022

Province	Generator	Main Power Grid	No Power	Solar	Stand-Alone Hydropower
Central	10	532	642	76	0
Copperbelt	7	802	388	81	0
Eastern	10	295	757	165	0
Luapula	5	275	384	69	0
Lusaka	10	892	184	105	0
Muchinga	8	140	511	64	0
North-Western	7	366	554	69	6
Northern	10	189	686	102	0
Southern	9	443	722	206	0
Western	7	173	878	142	0
National	83	4,107	5,706	1,079	6

**Table 10.3: Distribution of Secondary Schools by Power Source and Province, 2022**

Province	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Central	41	118	28	33	0
Copperbelt	38	107	3	23	0
Eastern	39	88	35	35	0
Luapula	21	63	12	26	0
Lusaka	31	116	6	24	2
Muchinga	21	39	41	21	0
North-Western	26	71	40	19	2
Northern	13	51	35	27	0
Southern	19	99	12	23	0
Western	17	71	13	26	0
National	266	823	225	257	4

Table 10.4: Distribution of Schools by Power Source and Running Agency (All Schools), 2022

Running Agency	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Community	183	543	1,983	167	37
Grant-aided (from GRZ)	265	456	97	135	29
GRZ	467	2498	3498	695	57
Private	278	897	122	124	23
National	1,193	4,394	5,700	1,121	146



CHAPTER 11: Sources of Water

When schools have safe water, toilets and soap for handwashing, children have a healthy learning environment. Children who learn about safe water, sanitation and hygiene habits at school can adapt and promote positive life-long behaviours in their homes and their communities. Therefore, sources of water is another indicator which the Ministry reports on annually.

Table 11.1: Distribution of Schools by Water Source and Province (All Schools), 2022

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	228	770	32	198	135	98
Copperbelt	315	352	18	958	138	102
Eastern	166	826	43	97	78	95
Luapula	50	405	47	89	120	151
Lusaka	479	231	5	785	66	22
Muchinga	63	355	61	60	81	140
North-Western	131	464	44	109	69	114
Northern	94	390	58	65	107	205
Southern	249	880	35	236	127	61
Western	88	729	30	119	88	203
National	1,863	5,402	373	2,716	1,009	1,191

Table 11.2: Distribution of Primary Schools by Water Source and Province, 2022

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	137	705	31	151	125	93
Copperbelt	217	322	18	902	135	102
Eastern	111	782	41	60	69	95
Luapula	35	341	47	66	70	150
Lusaka	418	204	5	756	58	20
Muchinga	46	311	58	48	71	135
North-Western	80	408	39	65	64	107
Northern	47	330	51	55	99	201
Southern	182	810	33	160	123	59
Western	65	669	20	92	85	202
National	1,338	4,882	343	2,355	899	1,164


Table 11.3: Distribution of Secondary Schools by Water Source and Province, 2022

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	91	65	1	47	10	5
Copperbelt	98	30	0	56	3	0
Eastern	55	44	2	37	9	0
Luapula	15	64	0	23	50	1
Lusaka	61	27	0	29	8	2
Muchinga	17	44	3	12	10	5
North-Western	51	56	5	44	5	7
Northern	47	60	7	10	8	4
Southern	67	70	2	76	4	2
Western	23	60	0	27	3	1
National	525	520	20	361	110	27



CHAPTER 12: Hygiene and Wash

Hygiene plays a vital role in maintaining the health and well-being of individuals, particularly in communal settings like schools. Implementing effective hygiene practices not only reduces the risk of infectious diseases but also fosters a conducive learning environment.

Hygiene in schools is not merely a matter of cleanliness; it is a fundamental aspect of promoting health, well-being, and academic success among students. By prioritizing hygiene education, providing adequate facilities, and fostering a culture of cleanliness, schools can create safer and healthier environments conducive to learning and growth. Investing in hygiene promotion is an investment in the future of our children and society as a whole.

Table 12.1: shows the distribution of schools by education level and province where Hygiene Education was taught. A total of 10,907 schools taught hygiene lessons in 2022, of which 9,860 were primary schools and 1,047 were secondary schools

Province	Primary	Secondary	Total
Central	1,092	105	1,197
Copperbelt	962	141	1,103
Eastern	1,120	188	1,308
Luapula	1,498	86	1,584
Lusaka	347	93	440
Muchinga	500	83	583
North-Western	993	22	1,015
Northern	972	134	1,106
Southern	1,273	89	1,362
Western	1,103	106	1,209
National	9,860	1,047	10,907

Handwashing is one of the most effective and simplest ways to prevent the spread of infectious diseases, especially in communal settings like schools. By instilling proper hand hygiene practices among students, schools can significantly reduce the risk of illness and create a healthier learning environment.

Table 12.2 shows the distribution of schools with waste disposal facilities by education level and province. Luapula Province had the highest number of primary schools that had waste disposal facilities while Eastern Province had the highest number of secondary schools that had waste disposal facilities.

Province	Primary	Secondary	Total
Central	986	111	1,097
Copperbelt	889	114	1,003
Eastern	1,011	197	1,208
Luapula	1,350	134	1,484
Lusaka	323	117	440
Muchinga	474	60	534
North-Western	848	107	955
Northern	888	118	1,006
Southern	1,193	169	1,362
Western	1,020	98	1,118
National	8,982	1,225	10,207



Table 12.3 shows the distribution of schools that practiced hand washing by education level and province. Luapula Province had the highest number of primary schools that practised hand washing while Copperbelt Province had the highest number of secondary schools that practised hand washing.

Table 12.3: Number of Schools which practised Hand Washing by Education Level and Province, 2022

Province	Primary	Secondary	Total
Central	1,080	117	1,197
Copperbelt	961	142	1,103
Eastern	1,126	108	1,234
Luapula	1,494	90	1,584
Lusaka	334	106	440
Muchinga	499	84	583
North-Western	915	31	1,015
Northern	1,262	191	1,106
Southern	1,087	100	1,362
Total	1,103	122	1,209
National	9,742	1,091	10,833



CHAPTER 13: Early Childhood Education

Early Childhood Education is of great importance to the Ministry of education as it encompasses a holistic approach to child development, including health, nutrition and hygiene, as well as cognitive, social, emotional and physical development of a child. In recent years there has been a shift in the perception of ECE from being viewed as only accessible by the affluent to that of Education for all.

Since 2004, the Ministry of Education has endeavored to promote equity, access, efficiency and effectiveness in the administration of Early Childhood Education. These efforts have resulted in positive gains such as increase in pupil enrollments and increase on the proportion of children entering Grade one with ECE experience. In this regard Statistics is an important aspect in planning for such ventures.

Tables 13.1 to 13.3 shows the enrolment of ECE learners by sex and Province.

From table 13.1, it is clear that the number of female learners enrolled in ECE were more than male learners.

Table 13.1: ECE Enrolments by Sex and Province, 2022

Province	Male	Female	Total
Central	23,081	25,254	48,335
Copperbelt	24,170	26,002	50,172
Eastern	26,124	30,398	56,522
Luapula	15,097	17,204	32,301
Lusaka	8,144	8,421	16,565
Muchinga	10,681	11,237	21,918
North-Western	14,653	16,620	31,273
Northern	11,091	12,087	23,178
Southern	29,048	31,068	60,116
Western	18,730	20,628	39,358
National	180,819	198,919	379,738

Table 13.2 shows the trend statistics of ECE enrolments across all the provinces. There has been a consistent increase in enrolments from 2017 to 2022.

Table 13.2: ECE Enrolments by Province, 2017 - 2022

Province	2017	2018	2019	2020	2021	2022
Central	18,424	23,224	25,271	28,445	38,686	48,335
Copperbelt	31,991	34,437	37,187	34,420	47,623	50,172
Eastern	18,597	30,841	39,521	41,086	53,232	56,522
Luapula	13,458	16,969	18,554	17,400	27,092	32,301
Lusaka	26,876	28,923	28,457	24,655	15,023	16,565
Muchinga	10,319	11,685	12,602	12,691	18,013	21,918
North-Western	6,958	9,493	11,707	12,425	26,127	31,273
Northern	10,684	12,669	12,872	14,476	16,840	23,178
Southern	35,652	40,040	44,857	46,727	60,116	60,116
Western	11,439	13,784	22,980	26,291	33,682	39,358
National	184,398	222,065	254,008	258,616	336,434	379,738



The table below shows the number of enrolments in ECE by running agency. GRZ schools has the highest number of enrolments with Grant aided having the least.

Running Agency	Enrolment
GRZ	290,455
Grant-Aided	23,190
Community	33,446
Private	32,647
National	379,738