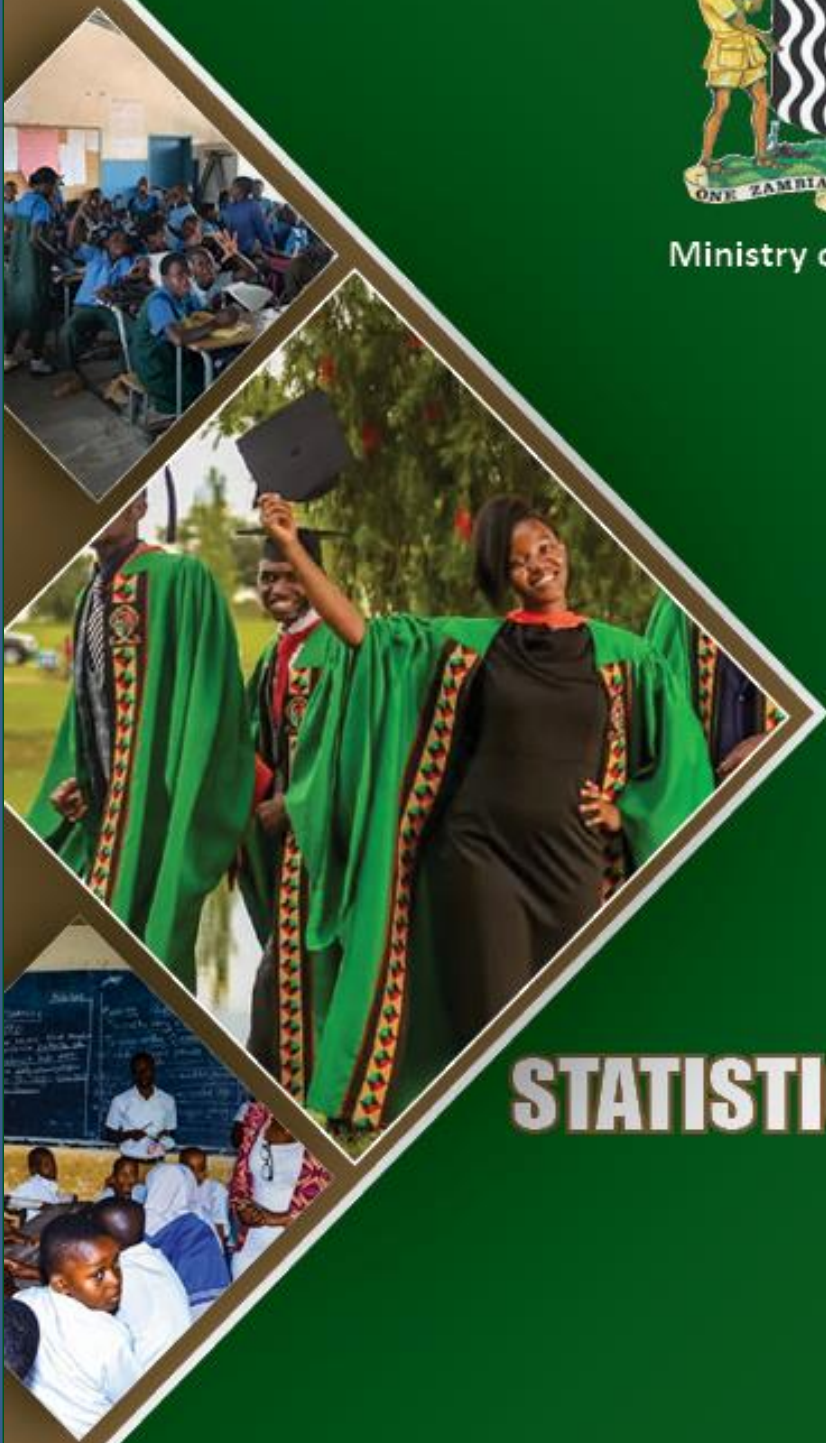


The Government of the Republic of Zambia



Ministry of Education



# EDUCATION STATISTICS BULLETIN 2021



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Information items designated as “unknown” in some of the tables in the bulletin represents the “Not Stated” category in the ASC Harmonized Data Collection Tool.

For questions, comments, or additional information, contact the undersigned:

The Director - Planning and Information  
Ministry of Education  
89 Mogadishu Road  
P.O Box 50093  
**LUSAKA**

Email: [Edu.information@edu.gov.zm](mailto:Edu.information@edu.gov.zm)  
Website: [www.edu.gov.zm](http://www.edu.gov.zm)  
Telephone: 251507

E-mail: [Edu.information@edu.gov.zm](mailto:Edu.information@edu.gov.zm)  
Website: [www.edu.gov.zm](http://www.edu.gov.zm)  
Telephone: +260 211 251507



**MINISTRY OF EDUCATION**

# **EDUCATION STATISTICS BULLETIN 2021**

DIRECTORATE OF DATA MANAGEMENT AND INFORMATION

**September 2024**

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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 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, 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 - 2021 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 analysis not included in this report can be provided to users on request. Also, obtainable on demand are ESB data sets for those who wish to do any research for detailed analysis.

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

Noriana Muneku (Ms.)  
PERMANENT SECRETARY – ADMINISTRATION  
MINISTRY OF EDUCATION



## Acknowledgement



The production of this 2021 Education Statistics Bulletin was made possible with the dedication of individuals representing the Ministry of Education (MoE), Zambia Statistics Agency (ZamStats), the United Nations, Education, Scientific and Cultural Commission Organization (UNESCO) and other Cooperating partners.

Ministry of Education specifically officials of Directorate of Data Management and Information Staff, Mr. Moses Phiri - Director ICT, Mr. George Mutale - Assistant Director - ICT, Mr. Edward Mushota - Assistant Director ICT, Mr. Lisulo Liholosi - M & E, Ms. Gwendoline Mulaisho - Senior Statistician, Mr. Gift Chafwa - Senior ICT Officer, Mr. Kennedy Siputuma - Senior Statistical Officer, Mr. Chanda Tresphor - Assistant Statistical Officer, Mr. Trecious Simwanza - Statistical Officer, and all other officers who engaged in data analysis and report production of the 2021 Education Statistics Bulletin.

Gratitude goes to the Management of the Ministry of Education for their invaluable guidance and committed support in ensuring that resources were provided to make the Education Statistics Bulletin for 2021 become a reality.

Special tribute goes to all the Provincial and District Education Offices, Schools and Statutory bodies, who contributed greatly towards the production of this important document during data collection and verification despite challenges experienced during post-covid era.

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

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

Moses Phiri (Mr.)  
Director – Data Management and Information  
**MINISTRY OF EDUCATION**



# Contents

<b>Foreword</b>	i
<b>Acknowledgement</b>	ii
<b>Acronyms/Abbreviations</b>	ix
<b>Concepts and Definitions</b>	x
<b>Methodology</b>	xiii
EMIS Objective	xiii
Method of Data Collection and Stages	xiii
Stages	xiii
Limitations	xiv
<b>Education in Zambia</b>	xiv
<b>Executive Summary</b>	xv
MOE Mission	xv
Geography	xv
Population	xvi
<b>National Summary</b>	xvi
<b>Chapter 1: Distribution of Schools by Agency and Year</b>	1
<b>Chapter 2: Access and Participation</b>	3
Enrolment	3
Grade 1 Entrants	6
Gross Intake Rate (GIR)	7
Net Intake Rate (NIR)	8
Gross Enrolment Rate (GER)	9
<b>Chapter 3: Efficiency</b>	11
<b>Chapter 4: Equity</b>	13
Gender Parity Index (GPI)	13
Out-of-School Children	14
Orphans	15
Children with Special Education Needs (CSEN)	18
Bursaries	19
Pregnancies and Re-admissions	20
<b>Chapter 5: Teachers</b>	21
Teacher Attrition	23
<b>Chapter 6: Quality Learning Achievements Related</b>	25
Contact Hours	32
<b>Chapter 7: Infrastructure</b>	34
<b>Chapter 8: Tertiary (Colleges of Education and Universities)</b>	36
<b>Chapter 9: ICT in Education</b>	40
<b>Chapter 10: School Related Gender Based Violence</b>	42
<b>Chapter 11: Sources of Power (Electricity)</b>	44
<b>Chapter 12: Sources of Water</b>	47
<b>Chapter 13: Hygiene and Wash</b>	50
<b>Chapter 14: Early Childhood Education</b>	55



# List of Tables

Summary of Critical Education Indicators, 2021	xvi
<b>Table 1.1:</b> Number of Primary Schools by Agency, 2017 - 2021	1
<b>Table 1.2:</b> Number of Secondary Schools by Agency, 2017 - 2021	1
<b>Table 1.3:</b> Number of Primary and Secondary Schools by Agency, 2017 - 2021	1
<b>Table 1.4:</b> Distribution of Schools (Primary and Secondary) by Province and Location, 2021	2
<b>Table 2.1:</b> Enrolment by Grade, Sex, Year and Grade Group, 2016 - 2021	3
<b>Table 2.2:</b> Enrolment by Grade, Sex and Province for Grades 1 to 12, 2021	4
<b>Table 2.3:</b> Grade 1 Entrants by Province, Age and Sex (Excluding Repeaters), 2021	6
<b>Table 2.4:</b> Grade 1 Entrants with Pre-School Experience, Province and Sex, 2021	7
<b>Table 2.5:</b> Gross Intake Rate, 2021	7
<b>Table 2.6:</b> Gross Intake Rate for Grade 1 by Sex and Province, 2021	7
<b>Table 2.7:</b> Net Enrolment, 2016 - 2021	8
<b>Table 2.8:</b> Net Intake Rate for Grade 1 by Sex and Province, 2021	8
<b>Table 2.9:</b> Gross Enrolment Rate by Sex, 2016 - 2021	9
<b>Table 2.10:</b> Gross Enrolment Rate by Grade and Province, 2021	9
<b>Table 2.11:</b> Net Enrolment Rate (NER) by Grade, Sex and Province, 2021	10
<b>Table 2.12:</b> Net Enrolment Rate by Sex and Province, 2021	10
<b>Table 2.13:</b> Net Enrolment Rate by Grade and Province, 2021	10
<b>Table 3.1:</b> Transition Rate, 2017 - 2021	11
<b>Table 3.2:</b> Transition Rates by Sex and Province, 2021	12
<b>Table 3.3:</b> Repetition Rates by Sex and Province, 2021	12
<b>Table 3.4:</b> Dropout Rates by Sex and Province, 2021	12
<b>Table 4.1:</b> Gender Parity Index for Grades 1-7 and Grades 8-12, 2017 - 2021	13
<b>Table 4.2:</b> Gender Parity Index in all Schools by Grade and Province, 2021	13
<b>Table 4.3:</b> Gender Parity Index in all Schools by Grade and Agency, 2021	14
<b>Table 4.4:</b> Gender Parity Index in all Schools by Grade Group and Province, 2021	14
<b>Table 4.5:</b> Gender Parity Index in all Schools by Grade Group and Agency, 2021	14
<b>Table 4.6:</b> Number of Out-of-School Children aged 7-13 by Sex and Year, 2017 - 2021	14



<b>Table 4.7:</b> Out-of-School Children by Age, Sex and Province, 2021	15
<b>Table 4.8:</b> Number of Orphans in all Schools by School Level, 2016 - 2021	16
<b>Table 4.9:</b> Number of Orphans by Grade, Sex and Province, 2021	16
<b>Table 4.10:</b> Percentage of Orphans in Grade Groups by Sex and Province, 2021	17
<b>Table 4.11:</b> Number of Orphans in all Schools by Grade and Agency, 2021	17
<b>Table 4.12:</b> Number of CSEN Pupils an all Schools by Sex and Year, 2016 - 2021	18
<b>Table 4.13:</b> Number of CSEN Learners at Secondary Level by Grade, Sex and Province, 2021	18
<b>Table 4.14:</b> Number of CSEN Learners at Primary School Level by Sex, Grade and Province, 2021	18
<b>Table 4.15:</b> Distribution of Pupils receiving Bursaries by Grade Groups, Sex and Province, 2021	19
<b>Table 4.16:</b> Number of Pupils receiving Bursaries in all Schools by Sex, 2017 - 2021	20
<b>Table 4.17:</b> Number of Pregnancies and Re-Admissions by Grade Group, 2016 - 2021	20
<b>Table 4.18:</b> Number of Pregnancies and Re-Admissions by Grade Group and Province, 2021	20
<b>Table 4.19:</b> Number of Pregnancies and Re-Admissions by Grade Groups, Location and Province, 2021	21
<b>Table 5.1:</b> Teachers in all Schools by Sex, 2016 - 2021	22
<b>Table 5.2:</b> Teachers in all Schools by Sex and Education Level, 2016 - 2021	22
<b>Table 5.3:</b> Teachers in all Schools by Sex and Province, 2021	22
<b>Table 5.4:</b> Teachers in all Schools by Agency and Province, 2021	23
<b>Table 5.5:</b> Mentors in IRI Centers by Sex and Province, 2021	23
<b>Table 5.6:</b> Teacher Attrition by Sex, 2017 - 2021	23
<b>Table 5.7:</b> Teacher Attrition in all Schools by Sex and Reason, 2021	24
<b>Table 5.8:</b> Teacher Deaths by Sex, 2017 - 2021	24
<b>Table 6.1:</b> Completion Rate for Grades 7, 9 and 12 by Sex, 2017 - 2021	25
<b>Table 6.2:</b> Completion Rate for Grades 7, 9 and 12 by Sex and Province, 2021	25
<b>Table 6.3:</b> Survival Rate to Grade 5 by Sex, 2016 - 2021	25
<b>Table 6.4:</b> Survival Rate to Grade 5 by Province, 2017 - 2021	26
<b>Table 6.5:</b> Examination Pass Rates in Grade 7 by Sex and Province, 2021	27
<b>Table 6.6:</b> Examination Pass Rates in Grade 9 by Sex and Province, 2021	28
<b>Table 6.7:</b> Examination Pass Rates in Grade 12 by Sex and Province, 2021	29
<b>Table 6.8:</b> Proportion of Candidates obtaining Full School Certificates, 2017 - 2021	30





<b>Table 6.9:</b> Number of Books in all Schools by Province, 2021	31
<b>Table 6.10:</b> Pupil-Book Ratio in all Schools by Province, 2021	31
<b>Table 6.11:</b> Number of Existing Classrooms by Province and Grade Groups, 2021	32
<b>Table 6.12:</b> Pupil - Classroom Ratio in all Schools by Province and Grade Group, 2021	32
<b>Table 6.13:</b> Average Contact Hours by Grade and Province, 2021	33
<b>Table 6.14:</b> Average Number of Scheduled Contact Hours by Grade and Running Agency, 2021	33
<b>Table 6.15:</b> Average Number of Scheduled Contact Hours by Grade and Class Type, 2021	33
<b>Table 7.1:</b> Staff Houses in All Schools by Type and Province, 2021	34
<b>Table 7.2:</b> Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary Schools by Type and Province, 2021	35
<b>Table 7.3:</b> Distribution of Classrooms, Special Education Classrooms, Laboratories and Libraries in Primary Schools by Type and Province, 2021	35
<b>Table 8.1:</b> Academic Staff by Academic Field and Academic Rank in Public and Private Universities, 2021	36
<b>Table 8.2:</b> Academic Staff by Academic Field and Academic Rank in Private Universities, 2021	36
<b>Table 8.3:</b> Academic Staff by Academic Field and Academic Rank in Public Universities, 2021	37
<b>Table 8.4:</b> Distribution of Staff by Type of Employment, 2021	37
<b>Table 8.5:</b> Distribution of Staff by University Type and Sex, 2021	37
<b>Table 8.6:</b> Distribution of Staff by Level of Qualification and Sex, 2021	37
<b>Table 8.7:</b> Distribution of Students in Public and Private Universities in Academic Schools by Level, 2021	38
<b>Table 8.8:</b> Distribution of Students in Private Universities by Level, 2021	38
<b>Table 8.9:</b> Distribution of Students in Public Universities by Level, 2021	39
<b>Table 9.1:</b> Computer Laboratories in Primary Schools by Province and Type, 2021	40
<b>Table 9.2:</b> Number of Schools with Internet Facilities by Education Level, 2021	41
<b>Table 9.3:</b> Number of Computers by Province and Education Level, 2021	41
<b>Table 10.1:</b> Teachers who reported experiencing School Related Gender Based Violence (SRGBV) at school level in the previous Year by Sex and Province, 2021	42
<b>Table 10.2:</b> Learners who reported experiencing School Related Gender Based Violence (SRGBV) at school level in the previous Year by Province and Sex, 2021	43
<b>Table 11.1:</b> Distribution of all Schools by Power Source and Province, 2021	44
<b>Table 11.2:</b> Distribution of Primary Schools by Power Source and Province, 2021	44
<b>Table 11.3:</b> Distribution of Secondary Schools by Power Source and Province, 2021	45



<b>Table 11.4:</b> Distribution of Schools by Power Source and Running Agency in all Schools, 2021	45
<b>Table 11.5:</b> Distribution of Primary Schools by Power Source and Running Agency, 2021	45
<b>Table 11.6:</b> Distribution of Secondary Schools by Power Source and Running Agency, 2021	46
<b>Table 12.1:</b> Distribution of Schools by Water Source and Province in all Schools, 2021	47
<b>Table 12.2:</b> Distribution of Primary Schools by Water Source and Province, 2021	47
<b>Table 12.3:</b> Distribution of Secondary Schools by Water Source and Province, 2021	48
<b>Table 12.4:</b> Distribution of all Schools by Water Source and Running Agency, 2021	48
<b>Table 12.5:</b> Distribution of Water Source by Running Agency in Primary Schools, 2021	48
<b>Table 12.6:</b> Distribution of Water Source by Running Agency in Secondary Schools, 2021	49
<b>Table 13.1:</b> Distribution of Schools by Education Level, Year and Province where Hygiene Education was taught, 2021	50
<b>Table 13.2:</b> Distribution of Schools by Education Level, Year and Province which practiced Hand Washing, 2021	50
<b>Table 13.3:</b> Distribution of Schools which provided Soap for Hand Washing by Level, Year and Province, 2021	51
<b>Table 13.4:</b> Distribution of Schools which provided Waste Disposal Facilities by School Level, Year and Province, 2021	51
<b>Table 13.5:</b> Distribution of Schools by School Level, Year and Province which offered Menstrual Hygiene Management (MHM) Education, 2021	52
<b>Table 13.6:</b> Distribution of Schools by School Level, Year and Province which provided Sanitary Towels for Adolescent Girl Learners, 2021	52
<b>Table 13.7:</b> Distribution of Schools by School Level, Year and Province with presence of Facilities for Disposal of Used Sanitary Towels, 2021	53
<b>Table 13.8:</b> Distribution of Schools by School Level, Year and Province with Functional School Maintenance/Wash Committees, 2021	53
<b>Table 13.9:</b> Distribution of Schools by School Level, Year and Province with Work Plans for maintaining Water, Sanitation and Hygiene (WASH) Facilities, 2021	54
<b>Table 14.1:</b> ECE Enrolments by Sex and Province, 2021	55
<b>Table 14.2:</b> ECE Enrolments by Province, 2017 - 2021	55
<b>Table 14.3:</b> Summary of Total ECE Enrolments by Years and Running Agency, 2017 - 2021	56



# List of Figures

<b>Figure 1.1:</b> Distribution of Schools by Rural/Urban, 2021	2
<b>Figure 2.1:</b> Grade 1 Entrants by Sex, 2021	6
<b>Figure 2.2:</b> GIR by Sex and Province, 2021	8
<b>Figure 2.3:</b> NIR by Sex and Province, 2021	9



## 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

<b>Early Childhood Education</b>	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,
<b>Primary School</b>	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.
<b>Secondary School</b>	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.
<b>Running Agency</b>	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.
<b>Net Intake Rate (NIR)</b>	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.
<b>Gross Enrolment Rate (GER)</b>	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.
<b>Net Enrolment Rate (NER)</b>	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.
<b>Transition Rate</b>	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.
<b>Dropout Rate</b>	The dropout rate indicates the proportion of pupils who leave the system without completing a given grade in a given school year.
<b>Gender Parity Index</b>	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.

<b>Out-Of-School Children</b>	These are children who are of school going age but are not engaged in learning whether in formal or informal school systems.
<b>The Completion Rate</b>	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.
<b>Examination Pass Rates</b>	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).
<b>Pupil-Book Ratio (PBR)</b>	PBR is the total number of regular students in a grade divided by the total number of books.
<b>Pupil-Classroom Ratio (PCR)</b>	This is the number of classes per grade level and province across the country.
<b>Contact Hours</b>	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.
<b>Colleges Of Education</b>	These are institutions under the Ministry of Education that provide teacher training.
<b>Public Universities</b>	A public university is a university primarily funded by the government. Public universities generally are larger than private schools and have larger class sizes.
<b>Orphans</b>	An orphan is a child whose parents are deceased or either father or mother is deceased.
<b>Children With Special Educational Needs (CSEN)</b>	These are learners who are differently abled.
<b>Teacher Qualifications</b>	<p>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.</p> <p>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.</p>



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. Some of the challenges include 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.



## Executive Summary

According to the Annual School Census for the year 2021, Zambia recorded the following:

**Primary Schools;** there was an increase in the number of primary schools from 9,441 in 2020 to 10,546 in 2021.

**Secondary Schools;** there was an increase in the number of secondary schools from 1,290 in 2020 to 1,729. The increase is attributed to the upgrade of some primary schools to secondary schools. Teachers: Nationally there was a slight aggregate increase in the number of teachers at both primary and secondary level from 118,551 in 2020 to 119,587 in 2021 representing a percentage change of 0.87 percent.

**Enrolment:** Nationally there was a significant increase in enrolment at ECE, Primary and Secondary levels from 4,305,226 (2020) to 5,025,614 (2021).

**Gender Parity Index:** The gender parity index for primary was at 1.01 while that for secondary was at 1.07 in 2021 implying equality in the number of enrolments.

**Out of School Children:** There were 248,764 males and 154,100 female learners aged 7-13 years out of school in 2021.

**Orphans:** There were 393,989 orphans attending primary education and 119,571 and 158,692 orphans attending secondary education in 2021.

**Children with Special Educational Needs (CSEN):** There were 108,710 learners with CSEN attending primary schools and 26,815 attending secondary schools in 2021.

**Pregnancies and Readmissions:** There were 6,230 pregnancies with 5,274 re-admissions at primary level and 12,359 pregnancies and 8,091 readmissions secondary level in 2021.

**Contact Hours:** The number of contact hours increased as pupils progressed to higher grades to an average of 6 to 7 hours daily compared to lower grades particularly at Primary lower level with an average of 3 to 4 hours. Private schools had more contact hours followed by government and grant aided schools, and community schools had the fewest contact hours. IRI had more contact hours followed by open classes and then regular classes in that order. Literacy classes had the least contact hours.



## MoE Mission

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

## Geography

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

## Population

The last Census of Population and Housing in Zambia was carried out in 2010 by the Central Statistics Office (CSO) now called ZamStats. Zambia's 2021 population was projected at 18,400,556 (18.4 million). Several of the educational indicators herein depend on accurate population data.



## National Summary

This national summary provides an overview of the structure of Zambia's education system structure: Out of the total number of 11,873 schools, 10,480 (88.3 percent) consisted of primary schools while 1,393 (11.7 percent) were secondary schools. A total of 5,025,614 learners were enrolled in 2021, representing a gross Enrolment rate of 97.7 percent at primary and 55.0 percent at secondary level.

<b>Summary of Critical Education Indicators, 2021</b>		
<b>Primary &amp; Secondary Schools</b>		
Number of Schools Grade 1-12	<b>Total</b>	<b>11,873</b>
	Primary	10,480
	Secondary	1,393
<b>Enrolment Indicators</b>		
Number of Students	<b>Total</b>	<b>5,025,614</b>
	Early Childhood Education	336,434
	Primary	3,563,985
	Secondary	1,125,195
Gross Intake Rate (percent) (Grade 1 entrants)	Primary	58.4
Net Intake Rate (percent)	Primary	52.9
Gross Enrolment Rate (percent)	Primary	97.7
	Secondary	55.0
Net Enrolment Rate (percent)	Primary	82.5
	Secondary	46.6
<b>Efficiency Indicators</b>		
Transition Rate (percent)	Primary	74.6
	Secondary	54.6
Repetition Rate (percent)	Primary	4.1
	Secondary	4.0
Dropout Rate (percent)	Primary	1.6
	Secondary	2.1



Equity Indicators		
Gender Parity Index	Primary	1.01
	Secondary	1.07
Out-of-School Children Age	<b>Total</b>	<b>402,864</b>
	Male	248,764
	Female	154,100
Orphans	Primary	393,989
	Secondary	158,692
CSEN	Primary	108,710
	Secondary	26,815
Pregnancies	Primary	6,770
	Secondary	12,359
Readmissions	Primary	4,738
	Secondary	8,091
Teachers		
Number of Teachers	<b>Total</b>	<b>119,587</b>
	Primary	83,680
	Secondary	35,907
Pupil-Teacher Ratio	Primary	43
	Secondary	31
Teacher Attrition	Total	9,806
	Primary	7,975
	Secondary	1,831
Quality Indicators		
Completion Rate (percent)	At Grade 7	84.30
	At Grade 9	66.99
	At Grade 12	35.45
Survival to Grade 5 (percent)	Primary	87.12
Examinations Pass Rate	At Grade 7	100
	At Grade	54.49
	At Grade 12	67.15
Pupil Book Ratio	Primary	0.96
	Secondary	0.53
Pupil Classroom Ratio	Primary	48
	Secondary	43
Contact Hours	Primary	4.9
	Secondary	6.5
Infrastructure		
Number of Classrooms	<b>Total</b>	<b>74,555</b>
	Primary	60,683
	Secondary	13,872
Classroom Structure	Permanent	63,091
	Incomplete	6,563
	Temporary	6,781



## Chapter 1: Distribution of Schools by Agency and Year

This chapter shows the distribution of schools in the country disaggregated by various types and levels.

Table 1.1 shows the distribution of primary schools by running agencies and year from the year 2017 to 2021. The results show an average annual growth rate of 4.4 percent, while the percentage change between 2020 and 2021 was 11.0 percent. Average annual growth shows the change in an indicator over a period of years (i.e. trend data).

**Table 1.1: Number of Primary Schools by Agency, 2017 - 2021**

Agency	Year					Average Annual Growth	Percentage Change 2020 - 2021
	2017	2018	2019	2020	2021		
GRZ/GA	5,859	5,983	6,193	6,346	6,979	4.5	10.0
Private/Church	659	696	745	740	987	11.3	33.4
Community	2,325	2,371	2,344	2,355	2,514	2.7	6.8
<b>National</b>	<b>8,843</b>	<b>9,050</b>	<b>9,282</b>	<b>9,441</b>	<b>10,480</b>	<b>4.4</b>	<b>11.0</b>

Table 1.2 shows the distribution of secondary schools by running agency from 2017 to 2021. Results show that there was an increase in the number of Secondary schools between 2020 and 2021 (8.0 percent). The increase may be attributed to the upgrading of some primary schools to secondary schools. There are more schools run by the government (GRZ/GA) compared to private and community schools for both primary and secondary.

**Table 1.2: Number of Secondary Schools by Agency, 2017 - 2021**

Agency	Year					Average Annual Growth	Percentage Change 2020 - 2021
	2017	2018	2019	2020	2021		
GRZ/GA	908	996	1,144	1,149	1,237	8.2	7.7
Private/Church/Community	101	121	144	141	156	11.8	10.6
<b>National</b>	<b>1,009</b>	<b>1,117</b>	<b>1,288</b>	<b>1,290</b>	<b>1,393</b>	<b>8.5</b>	<b>8.0</b>

Table 1.3 shows an aggregated distribution of primary and secondary schools by agency over a five-year trend. Results show that the number of primary and secondary schools has been increasing as indicated by a positive average annual growth of 4.8 percent. The percentage change between 2020 and 2021 was 10.6 percent. The high increase may be attributed to the completion of schools which were under construction the previous year.

**Table 1.3: Number of Primary and Secondary Schools by Agency, 2017 - 2021**

Agency	Year					Average Annual Growth	Percentage Change 2020 - 2021
	2017	2018	2019	2020	2021		
GRZ/GA	6,767	6,979	7,337	7,495	8,216	5.0	9.6
Private/Church/Community	3,085	3,188	3,233	3,236	3,657	4.5	13.0
<b>National</b>	<b>9,852</b>	<b>10,167</b>	<b>10,570</b>	<b>10,731</b>	<b>11,873</b>	<b>4.8</b>	<b>10.6</b>

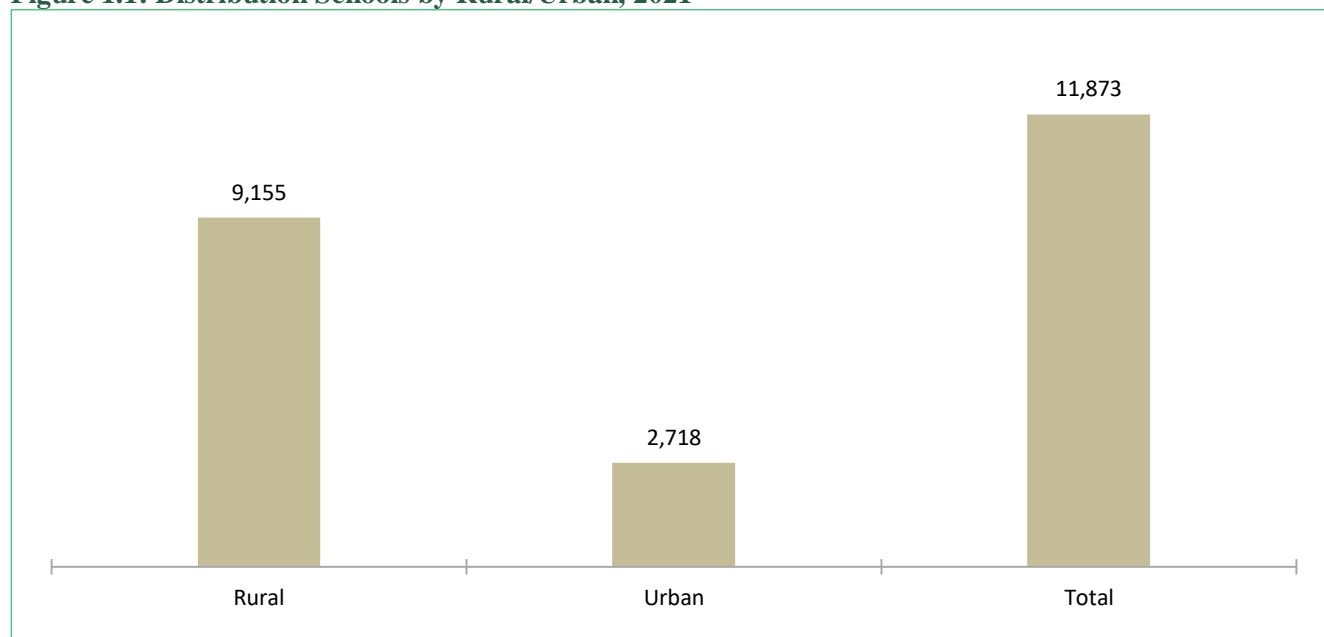


Table 1.4 shows the number of primary and secondary schools by province and location (i.e. Rural/ Urban). There are more primary and secondary schools located in rural areas of the provinces than in urban areas except in Copperbelt and Lusaka provinces, which are predominantly urban.

**Table 1.4: Distribution of Schools (Primary and Secondary) by Province and Location, 2021**

Province	Location		
	Rural	Urban	Total
Central	958	174	1,132
Copperbelt	598	757	1,355
Eastern	1,427	176	1,603
Luapula	711	82	793
Lusaka	305	449	754
Muchinga	656	46	702
North-Western	1,027	162	1,189
Northern	1,012	166	1,178
Southern	1,283	503	1,786
Western	1,178	203	1,381
<b>National</b>	<b>9,155</b>	<b>2,718</b>	<b>11,873</b>

**Figure 1.1: Distribution Schools by Rural/Urban, 2021**





## Chapter 2: Access and Participation

Access and Participation refers to the ability and capacity of the education system to provide opportunities for the learners to access education. The policy of the Ministry of 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. In order to fulfil this noble mandate, the MoE has the duty to provide infrastructure to adequately accommodate the learners and these should be within the reach of learners.

### Enrolment

Table 2.1 shows Enrolment by sex, grade and grade-groups. National Enrolment recorded a consistent increase from 2016 to 2021. Between 2020 and 2021, the total number of learners at national level increased by 16.7 percent. The Enrolment for female learners increased consistently over the years unlike that of males. The consistent increase for female learners is a good indication for a balanced Gender Parity Index (GPI). Gender Parity Index shows the difference in the number of enrolments for boys and girls. A GPI less than 1 indicates that more boys are enrolled than girls and vice versa.

**Table 2.1: Enrolment by Grade, Sex, Year and Grade Group, 2016 - 2021**

Grade	Sex	Year						AVG Annual Growth Rate 2016-2021	Percent Change 2020-2021
		2016	2017	2018	2019	2020	2021		
All Grades	Male	2,026,186	2,074,567	2,098,571	2,133,087	2,130,643	2,451,612	4.0	15.1
	Female	1,999,194	2,064,823	2,102,026	2,167,912	2,174,583	2,574,002	5.4	18.4
	<b>Total</b>	<b>4,025,380</b>	<b>4,139,390</b>	<b>4,200,597</b>	<b>4,300,999</b>	<b>4,305,226</b>	<b>5,025,614</b>	<b>4.7</b>	<b>16.7</b>
ECE	Male	77,935	88,609	106,109	120,701	123,689	159,739	15.8	29.2
	Female	82,360	95,789	115,956	133,307	134,927	176,695	16.9	31.0
	<b>Total</b>	<b>160,295</b>	<b>184,398</b>	<b>222,065</b>	<b>254,008</b>	<b>258,616</b>	<b>336,434</b>	<b>16.4</b>	<b>30.1</b>
Grade 1	Male	268,365	273,125	275,897	269,336	265,064	292,805	1.9	10.5
	Female	275,956	281,235	280,559	281,824	278,611	304,224	2.0	9.2
	<b>Total</b>	<b>544,321</b>	<b>554,360</b>	<b>556,456</b>	<b>551,160</b>	<b>543,675</b>	<b>597,029</b>	<b>2.0</b>	<b>9.8</b>
Grade 2	Male	244,767	256,571	258,174	254,834	256,632	275,080	2.4	7.2
	Female	251,316	260,081	264,632	263,827	267,108	286,544	2.7	7.3
	<b>Total</b>	<b>496,083</b>	<b>516,652</b>	<b>522,806</b>	<b>518,661</b>	<b>523,740</b>	<b>561,624</b>	<b>2.6</b>	<b>7.2</b>
Grade 3	Male	237,864	244,683	249,435	252,800	253,211	258,668	1.7	2.2
	Female	240,982	250,603	266,106	258,960	258,604	272,294	2.5	5.3
	<b>Total</b>	<b>478,846</b>	<b>495,286</b>	<b>515,541</b>	<b>511,760</b>	<b>511,815</b>	<b>530,962</b>	<b>2.1</b>	<b>3.7</b>
Grade 4	Male	239,179	236,893	238,828	248,231	249,137	256,924	1.5	3.1
	Female	244,452	242,872	245,821	252,106	255,080	264,086	1.6	3.5
	<b>Total</b>	<b>483,631</b>	<b>479,765</b>	<b>484,649</b>	<b>500,337</b>	<b>504,217</b>	<b>521,010</b>	<b>1.5</b>	<b>3.3</b>
Grade 5	Male	221,303	225,550	223,085	228,634	232,173	236,971	1.4	2.1
	Female	221,856	227,030	228,696	236,638	239,928	246,013	2.1	2.5
	<b>Total</b>	<b>443,159</b>	<b>452,580</b>	<b>451,781</b>	<b>465,272</b>	<b>472,101</b>	<b>482,984</b>	<b>1.7</b>	<b>2.3</b>
Grade 6	Male	203,302	212,809	213,777	216,229	214,518	225,442	2.1	5.1
	Female	201,111	211,300	216,334	223,538	221,006	235,137	3.2	6.4
	<b>Total</b>	<b>404,413</b>	<b>424,109</b>	<b>430,111</b>	<b>439,767</b>	<b>435,524</b>	<b>460,579</b>	<b>2.7</b>	<b>5.8</b>
Grade 7	Male	181,024	186,117	190,292	196,473	212,233	201,434	2.3	-5.1
	Female	171,743	179,038	187,609	198,657	212,465	208,363	4.0	-1.9
	<b>Total</b>	<b>352,767</b>	<b>365,155</b>	<b>377,901</b>	<b>395,130</b>	<b>424,698</b>	<b>409,797</b>	<b>3.1</b>	<b>-3.5</b>
Grade 8	Male	121,715	122,511	125,854	134,013	127,583	162,410	6.5	27.3
	Female	117,029	120,871	123,696	138,115	132,645	178,520	9.6	34.6
	<b>Total</b>	<b>238,744</b>	<b>243,382</b>	<b>249,550</b>	<b>272,128</b>	<b>260,228</b>	<b>340,930</b>	<b>8.0</b>	<b>31.0</b>
Grade 9	Male	130,780	137,781	123,122	135,414	125,717	140,605	1.88	11.84



**Table 2.1: Enrolment by Grade, Sex, Year and Grade Group, 2016 - 2021**

Grade	Sex	Year						AVG Annual Growth Rate 2016-2021	Percent Change 2020-2021
		2016	2017	2018	2019	2020	2021		
	Female	121,680	130,619	118,885	131,235	128,624	151,230	4.9	17.6
	<b>Total</b>	<b>252,460</b>	<b>268,400</b>	<b>242,007</b>	<b>266,649</b>	<b>254,341</b>	<b>291,835</b>	<b>3.4</b>	<b>14.7</b>
Grade 10	Male	56,144	60,811	67,528	63,057	62,750	89,217	10.9	42.2
	Female	48,606	55,107	61,988	60,093	61,300	93,845	15.6	53.1
	<b>Total</b>	<b>104,750</b>	<b>115,918</b>	<b>129,516</b>	<b>123,150</b>	<b>124,050</b>	<b>183,062</b>	<b>13.2</b>	<b>47.6</b>
Grade 11	Male	63,466	58,351	63,414	69,606	62,231	82,983	6.6	33.4
	Female	54,997	53,491	59,201	63,380	60,479	86,436	10.7	42.9
	<b>Total</b>	<b>118,463</b>	<b>111,842</b>	<b>122,615</b>	<b>132,986</b>	<b>122,710</b>	<b>169,419</b>	<b>8.6</b>	<b>38.1</b>
Grade 12	Male	58,277	59,365	69,165	64,460	69,394	69,334	3.8	-0.1
	Female	49,466	52,576	48,499	59,539	58,733	70,615	8.0	20.2
	<b>Total</b>	<b>107,743</b>	<b>111,941</b>	<b>117,664</b>	<b>123,999</b>	<b>128,127</b>	<b>139,949</b>	<b>5.4</b>	<b>9.2</b>
<b>Grade Groups</b>									
ECE	Male	77,935	88,609	106,109	120,701	123,689	159,739	15.8	29.2
	Female	82,360	95,789	115,956	133,307	134,927	176,695	16.9	31.0
	<b>Total</b>	<b>160,295</b>	<b>184,398</b>	<b>222,065</b>	<b>254,008</b>	<b>258,616</b>	<b>336,434</b>	<b>16.4</b>	<b>30.1</b>
Grade 1-7	Male	1,595,804	1,635,748	1,649,488	1,666,537	1,682,968	1,747,324	1.8	3.8
	Female	1,607,416	1,652,159	1,689,757	1,715,550	1,732,802	1,816,661	2.5	4.8
	<b>Total</b>	<b>3,203,220</b>	<b>3,287,907</b>	<b>3,339,245</b>	<b>3,382,087</b>	<b>3,415,770</b>	<b>3,563,985</b>	<b>2.2</b>	<b>4.3</b>
Grade 8-9	Male	252,495	260,292	248,976	269,427	253,300	303,015	4.1	19.6
	Female	238,709	251,490	242,581	269,350	261,269	329,750	7.2	26.2
	<b>Total</b>	<b>491,204</b>	<b>511,782</b>	<b>491,557</b>	<b>538,777</b>	<b>514,569</b>	<b>632,765</b>	<b>5.7</b>	<b>23.0</b>
Grade 10-12	Male	177,887	178,527	200,107	197,123	194,375	241,534	6.8	24.3
	Female	153,069	161,174	169,688	183,012	180,512	250,896	11.2	39.0
	<b>Total</b>	<b>330,956</b>	<b>339,701</b>	<b>369,795</b>	<b>380,135</b>	<b>374,887</b>	<b>492,430</b>	<b>8.9</b>	<b>31.4</b>

**Table 2.2: Enrolment by Grade, Sex and Province for Grades 1 - 12, 2021**

Grade	Sex	Province										
		Central	Copper-belt	Eastern	Luapula	Lusaka	Muchinga	Northern Western	Northern	Southern	Western	National
All Grades	Male	287,654	373,299	272,504	203,846	230,203	130,905	213,345	209,994	325,194	204,670	2,451,612
	Female	306,072	404,364	301,900	203,421	252,051	131,911	218,791	203,949	336,986	214,555	2,574,002
	<b>Total</b>	<b>593,726</b>	<b>777,663</b>	<b>574,404</b>	<b>407,267</b>	<b>482,254</b>	<b>262,816</b>	<b>432,136</b>	<b>413,943</b>	<b>662,180</b>	<b>419,225</b>	<b>5,025,614</b>
ECE	Male	18,399	22,917	24,356	12,676	7,362	8,830	12,008	8,083	29,048	16,060	159,739
	Female	20,287	24,706	28,876	14,416	7,661	9,183	14,119	8,757	31,068	17,622	176,695
	<b>Total</b>	<b>38,686</b>	<b>47,623</b>	<b>53,232</b>	<b>27,092</b>	<b>15,023</b>	<b>18,013</b>	<b>26,127</b>	<b>16,840</b>	<b>60,116</b>	<b>33,682</b>	<b>336,434</b>
Grade 1	Male	34,151	33,635	39,403	29,497	17,662	16,608	29,109	29,613	36,297	26,830	292,805
	Female	36,244	35,477	44,100	30,248	18,175	16,849	27,884	29,764	37,771	27,712	304,224
	<b>Total</b>	<b>70,395</b>	<b>69,112</b>	<b>83,503</b>	<b>59,745</b>	<b>35,837</b>	<b>33,457</b>	<b>56,993</b>	<b>59,377</b>	<b>74,068</b>	<b>54,542</b>	<b>597,029</b>
Grade 2	Male	9,263	20,811	6,984	5,914	14,755	4,598	6,656	6,179	36,055	5,204	89,217
	Female	9,964	23,264	6,531	5,097	16,237	4,568	6,848	5,816	36,859	5,838	93,845
	<b>Total</b>	<b>19,227</b>	<b>44,075</b>	<b>13,515</b>	<b>11,011</b>	<b>30,992</b>	<b>9,166</b>	<b>13,504</b>	<b>11,995</b>	<b>72,914</b>	<b>11,042</b>	<b>183,062</b>
Grade 3	Male	7,907	17,858	5,911	5,953	13,751	4,016	8,253	5,598	33,659	5,558	82,983
	Female	8,760	20,099	5,192	5,046	15,253	3,852	9,130	4,710	34,859	6,118	86,436
	<b>Total</b>	<b>16,667</b>	<b>37,957</b>	<b>11,103</b>	<b>10,999</b>	<b>29,004</b>	<b>7,868</b>	<b>17,383</b>	<b>10,308</b>	<b>68,518</b>	<b>11,676</b>	<b>169,419</b>
Grade 4	Male	6,452	15,617	5,170	4,564	11,693	3,257	6,368	4,578	33,187	4,524	69,334
	Female	6,874	17,848	4,653	3,999	12,666	3,055	7,253	3,539	33,440	3,675	70,615
	<b>Total</b>	<b>13,326</b>	<b>33,465</b>	<b>9,823</b>	<b>8,563</b>	<b>24,359</b>	<b>6,312</b>	<b>13,621</b>	<b>8,117</b>	<b>66,627</b>	<b>8,199</b>	<b>139,949</b>
Grade 5	Male	33,511	35,746	34,072	26,395	17,835	15,803	24,291	26,492	33,145	24,880	275,080

**Table 2.2: Enrolment by Grade, Sex and Province for Grades 1 - 12, 2021**

Grade	Sex	Province										
		Central	Copper-belt	Eastern	Luapula	Lusaka	Muchinga	Northern Western	Northern	Southern	Western	National
	Female	35,470	36,965	38,171	26,547	19,141	15,748	25,468	26,517	33,898	25,658	286,544
	<b>Total</b>	<b>68,981</b>	<b>72,711</b>	<b>72,243</b>	<b>52,942</b>	<b>36,976</b>	<b>31,551</b>	<b>49,759</b>	<b>53,009</b>	<b>67,043</b>	<b>50,538</b>	<b>561,624</b>
Grade 6	Male	32,136	35,464	31,131	23,300	18,995	14,134	21,663	24,954	32,877	23,230	258,668
	Female	34,005	37,385	35,598	23,715	19,933	14,551	23,534	25,009	33,362	23,705	272,294
	<b>Total</b>	<b>66,141</b>	<b>72,849</b>	<b>66,729</b>	<b>47,015</b>	<b>38,928</b>	<b>28,685</b>	<b>45,197</b>	<b>49,963</b>	<b>66,239</b>	<b>46,935</b>	<b>530,962</b>
Grade 7	Male	31,520	35,190	30,002	21,331	20,210	14,334	25,050	23,933	29,765	22,164	256,924
	Female	32,820	37,338	33,786	21,305	21,704	14,535	22,609	23,766	30,711	22,783	264,086
	<b>Total</b>	<b>64,340</b>	<b>72,528</b>	<b>63,788</b>	<b>42,636</b>	<b>41,914</b>	<b>28,869</b>	<b>47,659</b>	<b>47,699</b>	<b>60,476</b>	<b>44,947</b>	<b>521,010</b>
Grade 8	Male	29,193	33,974	26,045	18,938	20,931	13,150	19,928	21,434	21,487	20,233	236,971
	Female	30,296	36,321	28,826	19,342	22,807	13,260	19,448	20,945	19,349	20,870	246,013
	<b>Total</b>	<b>59,489</b>	<b>70,295</b>	<b>54,871</b>	<b>38,280</b>	<b>43,738</b>	<b>26,410</b>	<b>39,376</b>	<b>42,379</b>	<b>40,836</b>	<b>41,103</b>	<b>482,984</b>
Grade 9	Male	27,304	34,048	23,528	17,927	21,289	12,826	17,616	19,776	18,520	18,251	225,442
	Female	27,995	36,384	26,366	17,752	23,383	12,575	19,256	18,861	17,635	19,201	235,137
	<b>Total</b>	<b>55,299</b>	<b>70,432</b>	<b>49,894</b>	<b>35,679</b>	<b>44,672</b>	<b>25,401</b>	<b>36,872</b>	<b>38,637</b>	<b>36,155</b>	<b>37,452</b>	<b>460,579</b>
Grade 10	Male	23,095	30,688	20,168	15,029	21,986	9,610	18,184	16,879	8,853	16,002	201,434
	Female	24,756	33,396	22,071	14,416	24,668	9,347	16,682	15,357	9,682	16,959	208,363
	<b>Total</b>	<b>47,851</b>	<b>64,084</b>	<b>42,239</b>	<b>29,445</b>	<b>46,654</b>	<b>18,957</b>	<b>34,866</b>	<b>32,236</b>	<b>18,535</b>	<b>32,961</b>	<b>409,797</b>
Grade 11	Male	18,443	31,345	14,443	11,679	22,250	8,002	12,974	12,319	8,178	11,606	162,410
	Female	20,847	35,444	15,907	11,627	25,769	8,451	14,429	11,645	8,276	12,914	178,520
	<b>Total</b>	<b>39,290</b>	<b>66,789</b>	<b>30,350</b>	<b>23,306</b>	<b>48,019</b>	<b>16,453</b>	<b>27,403</b>	<b>23,964</b>	<b>16,454</b>	<b>24,520</b>	<b>340,930</b>
Grade 12	Male	16,280	26,006	11,291	10,643	21,484	5,737	11,245	10,156	7,111	10,128	140,605
	Female	17,754	29,737	11,823	9,911	24,654	5,937	12,131	9,263	7,053	11,500	151,230
	<b>Total</b>	<b>34,034</b>	<b>55,743</b>	<b>23,114</b>	<b>20,554</b>	<b>46,138</b>	<b>11,674</b>	<b>23,376</b>	<b>19,419</b>	<b>14,164</b>	<b>21,628</b>	<b>291,835</b>
<b>Grade Groups</b>												
Grade 1-7	Male	210,910	238,745	204,349	152,417	138,908	96,465	155,841	163,081	235,018	151,590	1,747,324
	Female	221,586	253,266	228,918	153,325	149,811	96,865	154,881	160,219	240,902	156,888	1,816,661
	<b>Total</b>	<b>432,496</b>	<b>492,011</b>	<b>433,267</b>	<b>305,742</b>	<b>288,719</b>	<b>193,330</b>	<b>310,722</b>	<b>323,300</b>	<b>475,920</b>	<b>308,478</b>	<b>3,563,985</b>
Grade 1-9	Male	245,633	296,096	230,083	174,739	182,642	110,204	180,060	185,556	272,002	173,324	2,050,339
	Female	260,187	318,447	256,648	174,863	200,234	111,253	181,441	181,127	280,909	181,302	2,146,411
	<b>Total</b>	<b>505,820</b>	<b>614,543</b>	<b>486,731</b>	<b>349,602</b>	<b>382,876</b>	<b>221,457</b>	<b>361,501</b>	<b>366,683</b>	<b>552,911</b>	<b>354,626</b>	<b>4,196,750</b>
Grade 8-9	Male	34,723	57,351	25,734	22,322	43,734	13,739	24,219	22,475	36,984	21,734	303,015
	Female	38,601	65,181	27,730	21,538	50,423	14,388	26,560	20,908	40,007	24,414	329,750
	<b>Total</b>	<b>73,324</b>	<b>122,532</b>	<b>53,464</b>	<b>43,860</b>	<b>94,157</b>	<b>28,127</b>	<b>50,779</b>	<b>43,383</b>	<b>76,991</b>	<b>46,148</b>	<b>632,765</b>
Grade 8-12	Male	58,345	111,637	43,799	38,753	83,933	25,610	45,496	38,830	61,126	37,020	544,549
	Female	64,199	126,392	44,106	35,680	94,579	25,863	49,791	34,973	65,018	40,045	580,646
	<b>Total</b>	<b>122,544</b>	<b>238,029</b>	<b>87,905</b>	<b>74,433</b>	<b>178,512</b>	<b>51,473</b>	<b>95,287</b>	<b>73,803</b>	<b>126,144</b>	<b>77,065</b>	<b>1,125,195</b>



## Grade 1 Entrants

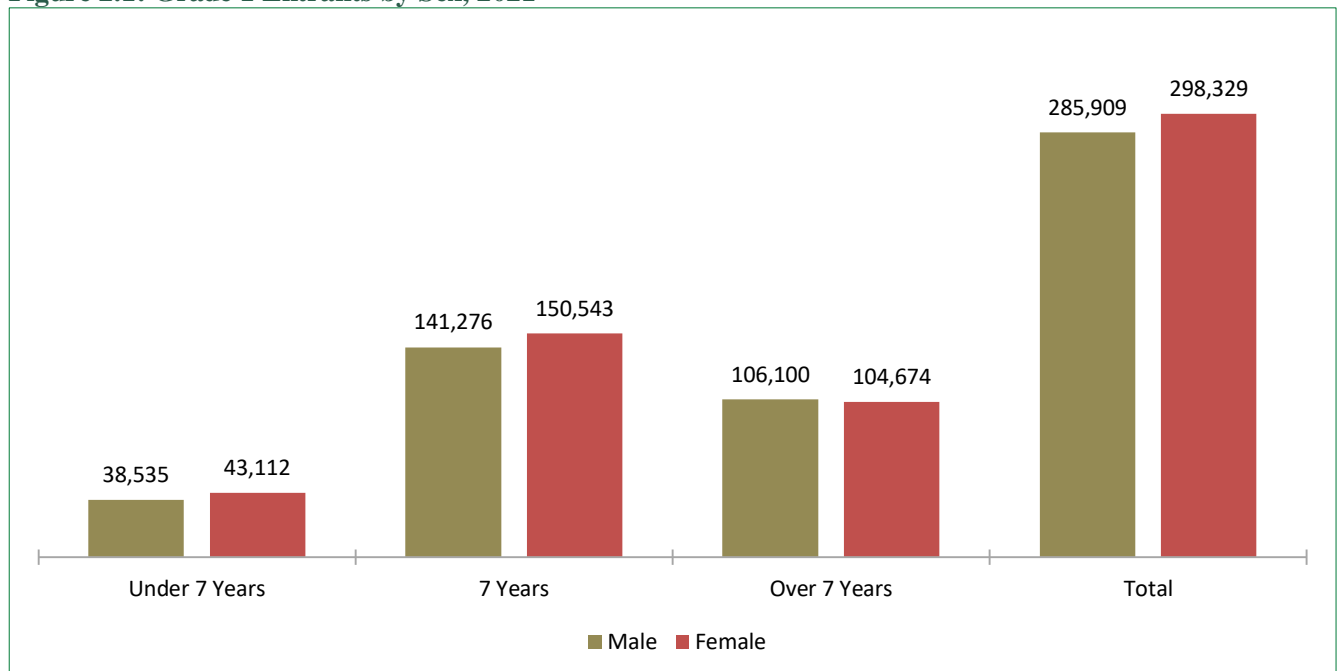
Tables 2.3, 2.4 and Figure 2.1 collectively show grade 1 entrants by province, age and sex.

Table 2.3 shows that Grade 1 entrants with official entry age (7 years) was higher for girls than boys in 2021. By province, Eastern recorded the highest number of learners entering grade 1 with the official entry age of 7 years while Lusaka had the lowest. The higher enrolment for girls implies a lower Gender Parity Index.

**Table 2.3: Grade 1 Entrants by Province, Age and Sex (Excluding Repeaters), 2021**

Age/Sex	Under 7 Years		7 Years		Over 7 Years		Total		Percent of 7 Year olds (Female and Male)
	Female	Male	Female	Male	Female	Male	Female	Male	
Central	5,377	4,623	21,049	19,801	13,820	13,821	40,246	38,245	52.3
Copperbelt	4,803	4,308	20,359	18,909	9,873	9,930	35,035	33,147	58.1
Eastern	5,049	4,679	19,658	16,766	15,256	14,324	39,963	35,769	49.2
Luapula	3,186	2,653	13,184	12,770	12,765	12,904	29,135	28,327	45.3
Lusaka	1,789	1,593	9,687	8,924	8,803	8,498	20,279	19,015	47.8
Muchinga	1,535	1,442	10,456	10,093	5,301	5,415	17,292	16,950	60.5
North-Western	5,052	4,673	11,677	11,248	6,228	6,887	22,957	22,808	50.9
Northern	2,069	1,696	15,171	14,945	11,870	12,363	29,110	29,004	52.1
Southern	11,359	10,227	16,453	15,872	13,426	14,048	41,238	40,147	39.9
Western	2,893	2,641	12,849	11,946	7,332	7,910	23,074	22,497	55.7
<b>National</b>	<b>43,112</b>	<b>38,535</b>	<b>150,543</b>	<b>141,274</b>	<b>104,674</b>	<b>106,100</b>	<b>298,329</b>	<b>285,909</b>	<b>50.5</b>

**Figure 2.1: Grade 1 Entrants by Sex, 2021**



**Table 2.4: Grade 1 Entrants with Pre-School Experience by Province and Sex, 2021**

Province	Sex			Percent of G.1 entrants (Female and Males)	Percent of Enrolment
	Female	Male	Total		
Central	14,972	14,017	28,989	51.65	42.52
Copperbelt	13,884	12,982	26,866	51.68	35.48
Eastern	24,367	21,417	45,784	53.22	79.68
Luapula	7,734	7,342	15,076	51.30	38.37
Lusaka	6,773	6,190	12,963	52.25	37.86
Muchinga	6,361	6,111	12,472	51.00	27.25
North-Western	6,144	5,626	11,770	52.20	20.25
Northern	6,630	6,585	13,215	50.17	16.24
Southern	24,074	23,127	47,201	51.00	103.58
Western	10,860	9,992	20,852	52.08	45.80
<b>National</b>	<b>121,799</b>	<b>113,389</b>	<b>235,188</b>	<b>51.79</b>	<b>40.30</b>

## Gross Intake Rate

Tables 2.5 and 2.6 shows the trends for Gross Intake Rates from 2016 to 2021. Over the years the GIR has been reducing (below 100 percent). The reduction in the GIR implies that there is a decrease in the number of learners who are outside the official entry age into grade 1.

**Table 2.5: Gross Intake Rate, 2016 - 2021**

Sex	Year					
	2016	2017	2018	2019	2020	2021
Male	99.7	108.1	107.2	100.9	94.3	57.2
Female	103.5	111.9	109	107.1	99.9	59.7
<b>National</b>	<b>101.6</b>	<b>110</b>	<b>107.4</b>	<b>104</b>	<b>97.1</b>	<b>58.4</b>

**Table 2.6: Gross Intake Rate for Grade 1 by Sex and Province, 2021**

Province	Female	Male	Total
Central	80.5	76.5	78.5
Copperbelt	70.1	66.3	68.2
Eastern	79.9	71.5	75.7
Luapula	58.3	56.7	57.5
Lusaka	40.6	38	39.3
Muchinga	34.6	33.9	34.2
North-Western	45.9	45.6	45.8
Northern	58.2	58	58.1
Southern	82.5	80.3	81.4
Western	46.1	45	45.6
<b>National</b>	<b>59.7</b>	<b>57.2</b>	<b>58.4</b>



Figure 2.2: Gross Intake Rate by Sex and Province, 2021

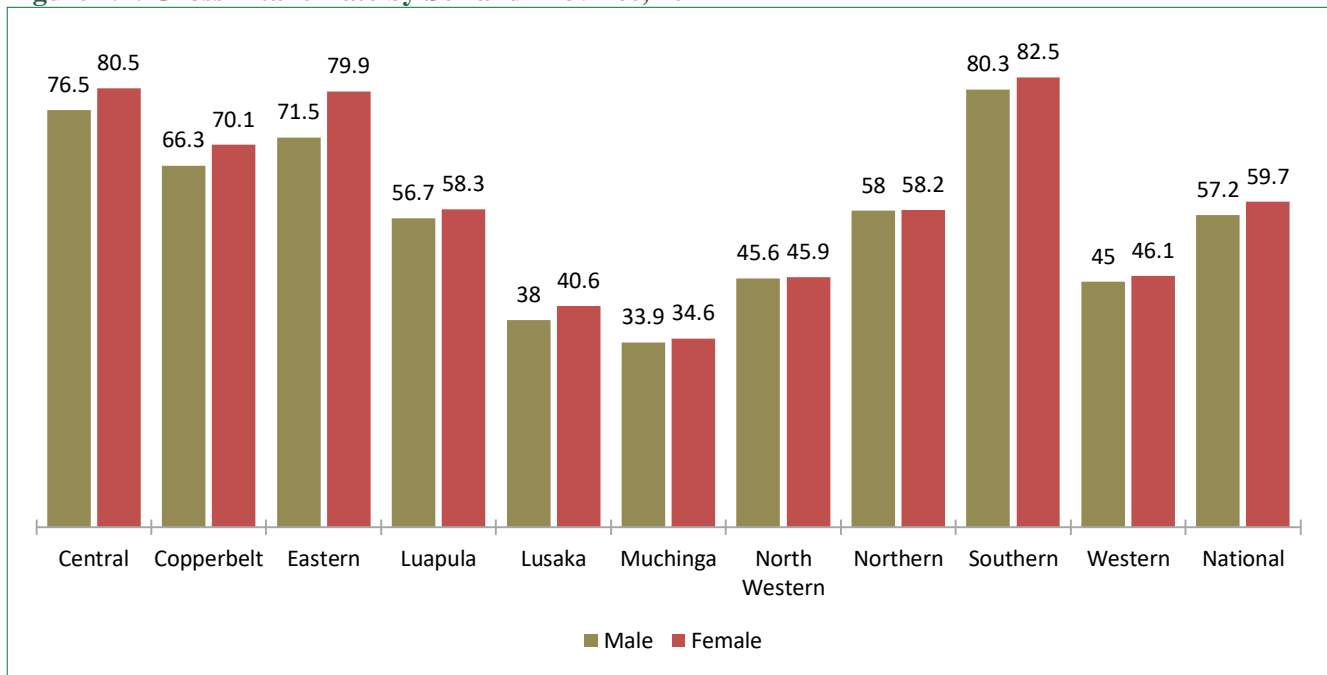


Table 2.7: Net Enrolment, 2016 - 2021

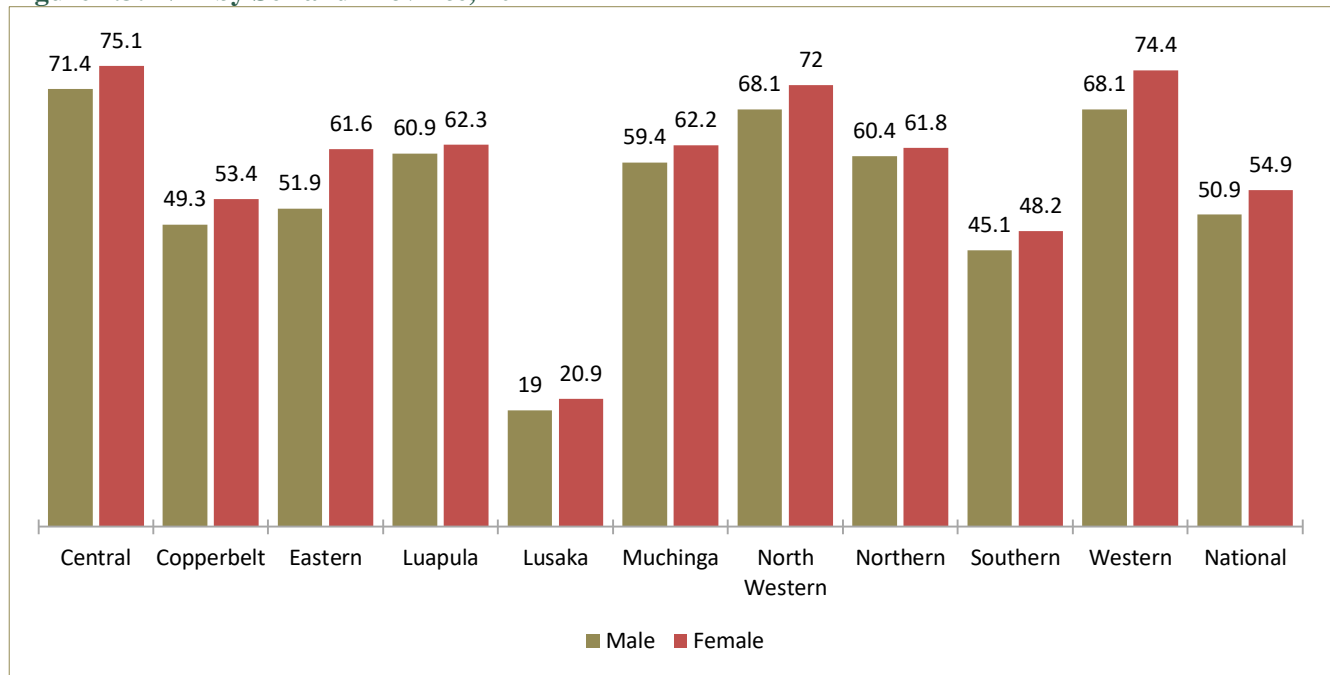
Sex	Year					
	2016	2017	2018	2019	2020	2021
Male	46.3	49.1	46.2	47.3	44.2	54.9
Female	49.2	51.9	48.8	50.9	47.4	50.9
<b>National</b>	<b>47.7</b>	<b>50.5</b>	<b>47.5</b>	<b>49.1</b>	<b>45.9</b>	<b>52.9</b>

### Net Intake Rate

Table 2.8 shows the Net Intake Rate (NIR) for Grade 1 by sex and province from 2016 to 2021. A high NIR indicates a high access rate to primary entry age 1, specifically Grade 1 at an official entry age. The NIR has been above 50 percent with that of girls being higher than boys.

Table 2.8: Net Intake Rate for Grade 1 by Sex and Province, 2021

Province	Female	Male	Total
Central	75.4	71.4	73.4
Copperbelt	53.4	49.3	51.3
Eastern	61.6	51.9	56.7
Luapula	62.3	60.9	61.6
Lusaka	20.9	19	19.9
Muchinga	62.2	59.4	60.8
North-Western	72	68.1	70.1
Northern	61.8	60.4	61.1
Southern	48.2	45.1	46.6
Western	74.4	68.1	71.2
<b>National</b>	<b>54.9</b>	<b>50.9</b>	<b>52.9</b>


**Figure 2.3: NIR by Sex and Province, 2021**


## Gross Enrolment Rate

**Table 2.9: Gross Enrolment Rate by Sex, 2016 - 2021**

Grade/Sex	2016	2017	2018	2019	2020	2021
<b>Grades 1-7</b>						
Male	104.7	103.6	100.8	100.2	94.7	97.7
Female	106.3	105.0	104.1	104.4	98.6	102.3
<b>National</b>	<b>105.5</b>	<b>104.3</b>	<b>102.4</b>	<b>102.3</b>	<b>96.6</b>	<b>99.9</b>
<b>Grades 8-12</b>						
Male	48.1	48.0	47.6	45.3	45.0	53.1
Female	43.3	44.9	44.1	44.5	44.2	56.9
<b>National</b>	<b>45.7</b>	<b>46.4</b>	<b>45.8</b>	<b>44.9</b>	<b>44.6</b>	<b>55.0</b>

**Table 2.10: Gross Enrolment Rate by Grade and Province, 2021**

Province/Grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Central	126.5	126.8	124.3	123.7	117.2	113.0	102.5	88.7	81.1	58.6	43.8	36.3
Copperbelt	90.4	97.5	100.2	102.3	101.2	103.1	95.2	99.9	83.9	71.6	58.7	53.0
Eastern	130.0	115.3	109.1	106.9	95.0	90.2	80.1	60.7	48.7	48.9	25.8	23.7
Luapula	141.9	128.1	115.9	107.2	99.3	97.8	86.1	73.4	69.6	71.3	42.5	34.7
Lusaka	38.4	41.3	45.5	51.2	54.8	56.7	60.6	64.1	63.1	53.3	41.6	35.6
Muchinga	98.9	96.0	89.8	92.5	91.1	89.4	68.7	61.6	45.2	34.9	32.5	26.7
North Western	174.2	154.6	142.9	153.8	130.7	128.3	129.3	109.3	100.6	67.7	85.9	70.8
Northern	120.5	110.1	106.1	103.6	94.6	89.5	78.3	61.3	52.3	51.2	30.9	25.4
Southern	106.8	107.5	103.3	103.0	106.5	108.9	104.6	74.7	70.1	69.1	35.4	31.7
Western	156.6	146.0	136.4	131.8	123.2	116.1	106.3	82.1	75.2	74.5	44.4	32.7
<b>National</b>	<b>108.2</b>	<b>104.4</b>	<b>101.2</b>	<b>101.9</b>	<b>97.3</b>	<b>95.7</b>	<b>88.6</b>	<b>76.9</b>	<b>68.7</b>	<b>49.6</b>	<b>43.2</b>	<b>36.9</b>

**Table 2.11 Net Enrolment Rate (NER) by Grade, Sex and Province, 2021**

Grade/Sex	Year					
	2016	2017	2018	2019	2020	2021
<b>Grade 1-7</b>						
Male	88.7	86.5	81.4	83.9	79.9	82.5
Female	92	89.2	85.8	88.4	83.8	87.0
<b>National</b>	<b>90.4</b>	<b>87.9</b>	<b>83.6</b>	<b>86.1</b>	<b>81.8</b>	<b>84.7</b>
<b>Grade 8 - 12</b>						
Male	26.5	44.7	21.4	37.6	37.5	44.9
Female	24.3	41.1	19	37.5	37.5	48.4
<b>National</b>	<b>25.4</b>	<b>42.9</b>	<b>20.2</b>	<b>37.6</b>	<b>37.6</b>	<b>46.6</b>

**Table 2.12: Net Enrolment Rate by Sex and Province, 2021**

Province/Sex	Grade 1-7			Grade 8-12		
	Male	Female	Total	Male	Female	Total
Central	99.6	104.7	102.2	49.3	54.1	51.7
Copperbelt	82.6	87.6	85.1	57.6	64.9	61.2
Eastern	78.8	91.2	85.0	31.6	33.7	32.6
Luapula	95.6	95.3	95.5	47.3	43.6	45.4
Lusaka	39.7	43.4	41.5	40.7	45.0	42.9
Muchinga	78.2	79.1	78.7	35.1	35.4	35.2
North-Western	119.5	121.2	120.4	68.1	77.4	72.7
Northern	86.9	86.8	86.9	37.0	34.1	35.6
Southern	86.0	91.5	88.7	42.2	46.7	44.4
Western	111.8	118.1	114.9	44.2	48.7	46.4
<b>National</b>	<b>82.5</b>	<b>87.0</b>	<b>84.7</b>	<b>44.9</b>	<b>48.4</b>	<b>46.6</b>

**Table 2.13: Net Enrolment Rate by Grade and Province, 2021**

Province/Grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Central	63.0	54.8	50.1	46.8	40.0	37.5	33.8	27.4	24.8	21.5	13.7	12.1
Copperbelt	46.2	44.3	43.3	42.3	40.8	40.5	35.6	39.1	32.5	29.5	23.7	22.7
Eastern	57.5	44.7	38.8	34.8	27.7	23.9	20.3	16.4	13.8	17.3	6.4	7.7
Luapula	64.7	54.0	43.9	38.4	33.0	29.2	26.2	18.6	20.6	31.9	12.9	13.0
Lusaka	18.0	17.8	17.8	19.3	19.6	20.5	22.1	22.3	21.5	33.6	14.3	12.4
Muchinga	59.3	49.8	43.3	42.0	40.8	36.3	23.9	22.5	18.1	27.9	13.5	11.2
North Western	67.5	62.2	55.1	53.6	41.8	38.4	41.5	31.2	33.9	31.1	26.0	20.6
Northern	62.1	51.8	43.2	38.1	33.1	31.9	25.5	18.7	16.0	28.6	9.2	8.7
Southern	51.5	44.1	37.6	37.7	35.8	33.4	31.3	22.3	22.0	20.2	12.5	12.7
Western	85.2	73.6	66.8	60.2	54.3	51.1	45.6	29.5	28.9	27.9	13.2	12.9
<b>National</b>	<b>52.5</b>	<b>45.7</b>	<b>40.9</b>	<b>38.8</b>	<b>34.8</b>	<b>32.8</b>	<b>29.6</b>	<b>25.1</b>	<b>23.2</b>	<b>22.8</b>	<b>14.7</b>	<b>13.7</b>



## Chapter 3: Efficiency

This chapter provides a snapshot of the internal efficiency in the education sector, as measured by cohort flows: repetition, transition, and dropout rates. In Zambia, automatic promotion exists, hence repetition rates may drop to zero (and perhaps drop-out rates rise at the same time).

**Note:** Flow rate calculations usually assume that negligible numbers of learners enter or leave the system from outside the borders of a given territory/region.

Table 3.1 shows a trend of Transition, Repetition and Dropout Rates by sex and grouped grades. The transition rate (also called promotion rate) shows an increasing trend from 2016 to 2021, for both Grades 7-8 and 9-10.

Repetition Rates were generally reducing at Primary from 2017 up to 2021. However, at Secondary and unlike for the years 2016-2020, the repetition rate increased by 3.0 percent for both boys and girls. Dropout rate reduced in the 2017 and maintained consistency from 2018 to 2020. However, a slight increase was recorded in 2021 at 0.87 percent.

**Table 3.1 Transition Rate, 2017 - 2021**

Transition Rate						
Grade	Sex	Year				
		2017	2018	2019	2020	2021
Grades 7-8	Male	66.1	68.2	72.3	62.5	72.5
	Female	69.0	70.0	75.7	63.0	76.7
	<b>Total</b>	<b>67.5</b>	<b>69.1</b>	<b>74.0</b>	<b>63.0</b>	<b>74.6</b>
Grade 9-10	Male	48.3	50.7	53.3	46.8	53.2
	Female	47.7	49.2	52.8	47.2	56.0
	<b>Total</b>	<b>48.0</b>	<b>50.0</b>	<b>53.0</b>	<b>46.8</b>	<b>54.6</b>
Repetition Rate						
Grade 1-7	Male	6.8	5.7	5.3	4.9	4.1
	Female	6.2	5.2	4.9	4.5	4.0
	<b>Total</b>	<b>6.5</b>	<b>5.4</b>	<b>5.1</b>	<b>4.8</b>	<b>4.1</b>
Grade 8-12	Male	1.7	1.1	1.0	0.9	4.0
	Female	1.6	1.3	1.1	1.0	4.0
	<b>Total</b>	<b>1.7</b>	<b>1.2</b>	<b>1.1</b>	<b>1.0</b>	<b>4.0</b>
Dropout Rate						
Grade 1-7	Male	1.3	1.4	1.6	1.6	1.6
	Female	1.7	1.9	1.9	2.0	1.7
	<b>Total</b>	<b>1.5</b>	<b>1.7</b>	<b>1.7</b>	<b>1.8</b>	<b>1.6</b>
Grade 8-12	Male	0.6	0.7	0.7	0.7	1.8
	Female	1.5	1.7	1.8	1.8	2.4
	<b>Total</b>	<b>1.0</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>2.1</b>

Table 3.2 shows Transition rate of Grade groups by Sex and Province. Lusaka Province recorded the highest transition rates for both Grade groups of 7-8 and 9-10 while Southern Province recorded the least transition of learners from Grade 9 to grade 10 in the year 2021.



**Table 3.2: Transition Rates by Sex and Province, 2021**

Transition Rates Grade	Sex	Province									
		Central	Copper-belt	Eastern	Luapula	Lusaka	Muchinga	North - Western	Northern	Southern	Western
Grade 7-8	Male	60.9	81.6	50.7	51.5	103.1	53.8	41.1	60.8	41.1	57.0
	Female	63.2	85.4	47.5	48.9	109.3	51.9	47.9	54.5	44.4	61.0
	<b>Total</b>	<b>62.0</b>	<b>83.5</b>	<b>49.0</b>	<b>50.2</b>	<b>106.3</b>	<b>52.8</b>	<b>44.3</b>	<b>57.7</b>	<b>42.8</b>	<b>59.0</b>
Grade 9-10	Male	24.5	49.5	25.6	24.0	56.7	21.6	19.4	26.2	17.2	21.7
	Female	27.2	54.5	19.4	19.1	59.6	22.0	18.9	21.2	21.0	24.5
	<b>Total</b>	<b>25.8</b>	<b>52.1</b>	<b>22.3</b>	<b>21.5</b>	<b>58.2</b>	<b>21.8</b>	<b>19.2</b>	<b>23.8</b>	<b>19.1</b>	<b>23.1</b>

Table 3.3 shows the repetition rates by sex and province. At Primary level, Muchinga Province had the highest repetition rate at 6.7 percent while Lusaka Province had the lowest at 2.0 percent. At Secondary level, Northern Province recorded the highest rate of repetitions at 5.0 percent while Lusaka Province had the lowest at 1.1 percent.

**Table 3.3: Repetition Rates by Sex and Province, 2021**

Repetition Rate Grade	Sex	Province									
		Central	Copper-belt	Eastern	Luapula	Lusaka	Muchinga	North - Western	Northern	Southern	Western
Grade 1-7	Male	4.0	3.1	4.3	5.6	2.0	6.6	2.0	4.7	4.3	4.2
	Female	3.8	3.0	4.1	5.7	2.0	6.8	2.1	4.7	3.7	3.9
	<b>Total</b>	<b>3.9</b>	<b>3.1</b>	<b>4.2</b>	<b>5.6</b>	<b>2.0</b>	<b>6.7</b>	<b>2.1</b>	<b>4.7</b>	<b>4.0</b>	<b>4.1</b>
Grade 8-12	Male	3.3	2.5	4.9	4.3	1.1	6.0	2.6	4.6	3.7	4.0
	Female	3.2	2.3	4.6	4.9	1.1	6.7	2.5	5.5	2.4	4.0
	<b>Total</b>	<b>3.2</b>	<b>2.4</b>	<b>4.7</b>	<b>4.6</b>	<b>1.1</b>	<b>6.3</b>	<b>2.5</b>	<b>5.0</b>	<b>3.1</b>	<b>4.0</b>

Table 3.4 shows dropout rate by province. Luapula Province had the highest dropout rate at Primary level at 2.9 percent, followed by Northern Province at 2.4 percent.

The dropout rate for the Secondary level was highest in Northern Province at 3.1 percent followed by Eastern Province at 2.7 percent.

**Table 3.4: Dropout Rates by Sex and Province, 2021**

Repetition Rate Grade	Sex	Province									
		Central	Copper-belt	Eastern	Luapula	Lusaka	Muchinga	North - Western	Northern	Southern	Western
Grade 1-7	Male	1.6	0.8	2.2	2.5	0.8	2.0	0.9	2.3	1.0	1.4
	Female	1.7	0.8	2.2	3.2	0.8	2.2	1.1	2.5	1.0	1.3
	<b>Total</b>	<b>1.7</b>	<b>0.8</b>	<b>2.2</b>	<b>2.9</b>	<b>0.8</b>	<b>2.1</b>	<b>1.0</b>	<b>2.4</b>	<b>1.0</b>	<b>1.3</b>
Grade 8-12	Male	2.1	0.8	2.3	1.8	0.8	2.1	1.0	2.8	1.4	1.6
	Female	2.4	1.0	3.1	2.7	0.9	2.7	1.2	3.5	2.1	1.5
	<b>Total</b>	<b>2.3</b>	<b>0.9</b>	<b>2.7</b>	<b>2.2</b>	<b>0.8</b>	<b>2.4</b>	<b>1.1</b>	<b>3.1</b>	<b>1.7</b>	<b>1.6</b>



## Chapter 4: Equity

Equity is a measure of achievement, fairness and opportunity in Education. This chapter provides indicators on Gender parity index in schools by grade and province, grade group and province as well as by grade group and agency in the education sector, 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. It is also important to note the promotion of equity programs and interventions are meant to drive the nation towards achieving the Education for all policy.

### Gender Parity Index

Table 4.1 shows Gender Parity Index. Gender parity index shows the ration of female to male learners attending school. The GPI at Primary level from 2017 to 2020 has been 1, implying an equal number of female and male learners attending school while at Secondary, the GPI has been below 1 an indication that less females were attending school compared to males.

However, in 2021, the GPI for both Primary and Secondary schools were equal to 1 implying an equal number of male and female learners attending school.

**Table 4.1: Gender Parity Index for Grade 1-7 and Grade 8-12, 2017 - 2021**

Grade	Year				
	2017	2018	2019	2020	2021
Grade 1-7	1.0	1.0	1.0	1.0	1.0
Grade 8-12	0.9	0.9	0.9	0.9	1.1

**Table 4.2: Gender Parity Index in All Schools by Grade and Province, 2021**

Province/ Grade	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	1.1	1.1	1.1	1.1	1.0	1.0	1.0	1.1	1.1	1.1
Copperbelt	1.1	1.1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Eastern	1.2	1.1	0.9	0.9	0.9	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Luapula	1.1	1.0	0.9	0.9	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9
Lusaka	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.2
Muchinga	1.0	1.0	1.0	1.0	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.0
North Western	1.2	1.0	1.0	1.1	1.1	1.1	1.1	0.9	1.0	1.1	0.9	1.1	1.1
Northern	1.1	1.0	0.9	0.8	0.8	1.0	1.0	1.0	1.0	1.0	0.9	1.0	0.9
Southern	1.1	1.0	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.1
Western	1.1	1.0	1.1	1.1	0.8	1.0	1.0	1.0	1.0	1.1	1.1	1.1	1.1
<b>National</b>	<b>1.1</b>	<b>1.0</b>	<b>1.1</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.1</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.1</b>	<b>1.1</b>

**Table 4.3: Gender Parity Index in All Schools by Grade and Agency, 2021**

Agency/ Grade	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	1.0	1.1	1.0	1.0	1.0	1.0	1.0	1.1	1.2	1.1	1.2	1.8
Grant Aided	1.1	1.0	1.1	1.1	1.1	1.1	1.2	1.2	1.4	1.4	1.4	1.4	1.3
GRZ	1.1	1.0	1.0	1.1	1.0	1.0	1.0	1.0	1.1	1.1	1.0	1.0	1.0
Private	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.0	1.1	1.0

**Table 4.4: Gender Parity Index in All Schools by Grade Group and Province, 2021**

Province/Grade	Grade 1-7	Grade 8-12
Central	1.1	1.1
Copperbelt	1.1	1.1
Eastern	1.1	1.0
Luapula	1.0	0.9
Lusaka	1.1	1.1
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	<b>1.0</b>	<b>1.1</b>

**Table 4.5: Gender Parity Index in All Schools by Grade Group and Agency, 2021**

Agency/Grade	Grade 1-7	Grade 8-12
Community	1.0	1.2
Grant Aided	1.1	1.4
GRZ	1.0	1.1
Private	1.1	1.1

## Out-of-School Children

Tables 4.6 and 4.7 shows the number of out of school children by sex and year. The number of out of school children keeps on increasing over the years. The highest increase was recorded between 2020 and 2021.

**Table 4.6: Number of Out-Of-School Children Aged 7-13 by Sex and Year, 2017 - 2021**

Sex	Year				
	2017	2018	2019	2020	2021
Male	129,029	119,029	120,953	121,953	248,764
Female	104,407	103,407	106,407	105,007	154,100
<b>National</b>	<b>233,436</b>	<b>222,436</b>	<b>227,360</b>	<b>226,960</b>	<b>402,864</b>

**Table 4.7: Out-Of-School Children by Age, Sex and Province, 2021**

Province/ 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	3,746	4,350	4,585	4,573	4,474	4,329	4,122	6,635	5,549	4,256	3,068	2,030
	Female	2,377	2,724	2,855	2,781	2,753	2,716	2,690	4,921	4,190	3,142	2,185	1,357
	<b>Total</b>	<b>6,123</b>	<b>7,074</b>	<b>7,440</b>	<b>7,354</b>	<b>7,227</b>	<b>7,045</b>	<b>6,812</b>	<b>11,556</b>	<b>9,739</b>	<b>7,398</b>	<b>5,253</b>	<b>3,387</b>
Copperbelt	Male	3,678	4,671	5,180	5,428	5,402	5,685	5,889	9,866	8,311	7,133	5,427	3,563
	Female	2,336	2,887	3,188	3,299	3,383	3,703	3,804	7,719	6,562	5,445	4,227	2,830
	<b>Total</b>	<b>6,014</b>	<b>7,558</b>	<b>8,368</b>	<b>8,727</b>	<b>8,785</b>	<b>9,388</b>	<b>9,693</b>	<b>17,585</b>	<b>14,873</b>	<b>12,578</b>	<b>9,654</b>	<b>6,393</b>
Eastern	Male	3,098	4,003	4,246	4,175	3,906	3,715	3,613	5,802	5,206	4,190	3,090	2,208
	Female	2,049	2,629	2,940	2,800	2,600	2,523	2,532	4,739	3,879	2,863	1,966	1,258
	<b>Total</b>	<b>5,147</b>	<b>6,632</b>	<b>7,186</b>	<b>6,975</b>	<b>6,506</b>	<b>6,238</b>	<b>6,145</b>	<b>10,541</b>	<b>9,085</b>	<b>7,053</b>	<b>5,056</b>	<b>3,466</b>
Luapula	Male	2,716	3,351	3,452	3,228	3,103	2,941	2,895	3,696	3,762	2,944	2,571	1,986
	Female	1,689	2,045	1,999	1,918	1,855	1,727	1,718	2,580	2,623	2,039	1,547	1,097
	<b>Total</b>	<b>4,405</b>	<b>5,396</b>	<b>5,451</b>	<b>5,146</b>	<b>4,958</b>	<b>4,668</b>	<b>4,613</b>	<b>6,276</b>	<b>6,385</b>	<b>4,983</b>	<b>4,118</b>	<b>3,083</b>
Lusaka	Male	1,702	2,274	2,592	2,961	3,161	3,557	3,935	7,041	6,566	5,634	4,327	2,668
	Female	1,050	1,428	1,656	1,871	2,008	2,314	2,672	5,650	5,035	4,351	3,234	1,869
	<b>Total</b>	<b>2,752</b>	<b>3,702</b>	<b>4,248</b>	<b>4,832</b>	<b>5,169</b>	<b>5,871</b>	<b>6,607</b>	<b>12,691</b>	<b>11,601</b>	<b>9,985</b>	<b>7,561</b>	<b>4,537</b>
Muchinga	Male	1,888	2,078	2,069	2,079	2,084	1,955	1,765	2,825	2,302	1,852	1,532	947
	Female	1,118	1,235	1,238	1,273	1,236	1,149	1,089	2,062	1,615	1,258	964	615
	<b>Total</b>	<b>3,006</b>	<b>3,313</b>	<b>3,307</b>	<b>3,352</b>	<b>3,320</b>	<b>3,104</b>	<b>2,854</b>	<b>4,887</b>	<b>3,917</b>	<b>3,110</b>	<b>2,496</b>	<b>1,562</b>
North Western	Male	2,924	3,448	3,457	3,127	2,930	2,838	2,982	4,327	4,143	3,112	2,569	1,560
	Female	1,663	1,923	2,048	1,993	1,741	1,652	1,837	3,282	3,086	2,371	1,802	1,091
	<b>Total</b>	<b>4,587</b>	<b>5,371</b>	<b>5,505</b>	<b>5,120</b>	<b>4,671</b>	<b>4,490</b>	<b>4,819</b>	<b>7,609</b>	<b>7,229</b>	<b>5,483</b>	<b>4,371</b>	<b>2,651</b>
Northern	Male	2,948	3,509	3,544	3,432	3,409	3,258	3,069	4,584	3,904	3,097	2,243	1,574
	Female	1,766	2,121	2,033	2,014	1,937	1,892	1,779	3,028	2,593	1,922	1,318	869
	<b>Total</b>	<b>4,714</b>	<b>5,630</b>	<b>5,577</b>	<b>5,446</b>	<b>5,346</b>	<b>5,150</b>	<b>4,848</b>	<b>7,612</b>	<b>6,497</b>	<b>5,019</b>	<b>3,561</b>	<b>2,443</b>
Southern	Male	4,032	4,689	4,780	4,910	4,952	4,946	4,759	7,052	6,238	4,768	3,665	2,574
	Female	2,496	2,845	2,941	2,981	2,977	3,021	2,982	5,232	4,605	3,402	2,451	1,562
	<b>Total</b>	<b>6,528</b>	<b>7,534</b>	<b>7,721</b>	<b>7,891</b>	<b>7,929</b>	<b>7,967</b>	<b>7,741</b>	<b>12,284</b>	<b>10,843</b>	<b>8,170</b>	<b>6,116</b>	<b>4,136</b>
Western	Male	2,844	3,483	3,476	3,251	3,132	3,048	2,926	4,271	3,670	2,346	1,728	1,483
	Female	1,762	2,094	2,129	1,968	1,929	1,882	1,837	3,184	2,837	1,692	1,223	931
	<b>Total</b>	<b>4,606</b>	<b>5,577</b>	<b>5,605</b>	<b>5,219</b>	<b>5,061</b>	<b>4,930</b>	<b>4,763</b>	<b>7,455</b>	<b>6,507</b>	<b>4,038</b>	<b>2,951</b>	<b>2,414</b>
National	Male	29,576	35,857	37,381	37,165	36,555	36,274	35,957	56,101	49,650	39,332	30,219	20,593
	Female	18,306	21,931	23,026	22,898	22,419	22,580	22,940	42,396	37,025	28,485	20,918	13,480
	<b>Total</b>	<b>47,882</b>	<b>57,788</b>	<b>60,407</b>	<b>60,063</b>	<b>58,974</b>	<b>58,854</b>	<b>58,897</b>	<b>98,497</b>	<b>86,675</b>	<b>67,817</b>	<b>51,137</b>	<b>34,073</b>

## Orphans

Table 4.8 represents trend statistics on the number of orphans attending school from 2017 to 2021.

At national level, the trends in the table show that the number of orphans from 2017 to 2020 has been reducing and only increased in 2021. The increase may be attributed to Covid-19 deaths which affected older ages (parents/guardians) leaving more learners orphaned.

**Table 4.8: Number of Orphans in All Schools by School Level, 2016 – 2021**

School Level	Sex	Year				
		2017	2018	2019	2020	2021
Primary Schools	Male	207,949	192,147	187,970	173,739	191,394
	Female	207,283	197,028	191,641	192,328	202,595
	<b>Total</b>	<b>415,232</b>	<b>389,175</b>	<b>379,611</b>	<b>366,067</b>	<b>393,989</b>
Secondary Schools	Male	77,775	76,857	76,256	68,420	74,064
	Female	53,074	75,524	79,464	51,151	84,628
	<b>Total</b>	<b>130,849</b>	<b>152,381</b>	<b>155,720</b>	<b>119,571</b>	<b>158,692</b>
All Schools	Male	285,724	269,004	264,226	242,159	265,458
	Female	260,357	272,552	271,105	243,479	287,223
	<b>Total</b>	<b>546,081</b>	<b>541,556</b>	<b>535,331</b>	<b>485,638</b>	<b>552,681</b>

**Table 4.9: Number of Orphans by Grade, Sex and Province, 2021**

Province	Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
National	Male	28,322	28,816	27,893	27,417	26,923	26,366	25,657	21,212	19,046	12,222	11,457	10,127
	Female	30,072	30,694	29,026	29,086	28,536	27,845	27,336	24,517	21,829	13,879	13,337	11,066
	<b>Total</b>	<b>58,394</b>	<b>59,510</b>	<b>56,919</b>	<b>56,503</b>	<b>55,459</b>	<b>54,211</b>	<b>52,993</b>	<b>45,729</b>	<b>40,875</b>	<b>26,101</b>	<b>24,794</b>	<b>21,193</b>
Central	Male	3,163	2,966	2,759	2,758	2,503	2,410	2,389	2,122	1,738	1,254	1,006	810
	Female	3,371	3,017	2,811	2,833	2,665	2,639	2,465	2,295	1,901	1,229	1,126	899
	<b>Total</b>	<b>6,534</b>	<b>5,983</b>	<b>5,570</b>	<b>5,591</b>	<b>5,168</b>	<b>5,049</b>	<b>4,854</b>	<b>4,417</b>	<b>3,639</b>	<b>2,483</b>	<b>2,132</b>	<b>1,709</b>
Copperbelt	Male	4,811	5,425	5,310	5,374	5,554	5,485	5,475	3,698	3,493	2,303	2,252	2,248
	Female	5,489	6,034	5,377	5,620	6,093	5,882	5,954	4,386	4,298	2,774	2,790	2,587
	<b>Total</b>	<b>10,300</b>	<b>11,459</b>	<b>10,687</b>	<b>10,994</b>	<b>11,647</b>	<b>11,367</b>	<b>11,429</b>	<b>8,084</b>	<b>7,791</b>	<b>5,077</b>	<b>5,042</b>	<b>4,835</b>
Eastern	Male	3,051	2,824	2,885	2,838	2,811	2,584	2,420	1,797	1,477	1,041	937	841
	Female	3,335	3,104	3,129	3,228	2,953	2,806	2,593	1,949	1,494	1,047	903	758
	<b>Total</b>	<b>6,386</b>	<b>5,928</b>	<b>6,014</b>	<b>6,066</b>	<b>5,764</b>	<b>5,390</b>	<b>5,013</b>	<b>3,746</b>	<b>2,971</b>	<b>2,088</b>	<b>1,840</b>	<b>1,599</b>
Luapula	Male	3,175	3,102	3,058	2,798	2,614	2,620	2,364	2,118	1,908	1,070	989	826
	Female	3,085	3,172	2,973	2,779	2,693	2,542	2,368	2,216	1,974	1,011	1,084	779
	<b>Total</b>	<b>6,260</b>	<b>6,274</b>	<b>6,031</b>	<b>5,577</b>	<b>5,307</b>	<b>5,162</b>	<b>4,732</b>	<b>4,334</b>	<b>3,882</b>	<b>2,081</b>	<b>2,073</b>	<b>1,605</b>
Lusaka	Male	1,797	2,113	2,128	2,209	2,227	2,330	2,480	2,630	2,567	2,018	1,756	1,724
	Female	2,138	2,287	2,389	2,443	2,443	2,720	2,893	3,109	3,075	2,256	2,143	1,914
	<b>Total</b>	<b>3,935</b>	<b>4,400</b>	<b>4,517</b>	<b>4,652</b>	<b>4,670</b>	<b>5,050</b>	<b>5,373</b>	<b>5,739</b>	<b>5,642</b>	<b>4,274</b>	<b>3,899</b>	<b>3,638</b>
Muchinga	Male	1,939	2,237	1,923	1,736	1,762	1,716	1,594	1,209	860	702	694	424
	Female	2,057	2,383	2,032	1,893	1,886	1,910	1,716	1,569	1,047	931	847	637
	<b>Total</b>	<b>3,996</b>	<b>4,620</b>	<b>3,955</b>	<b>3,629</b>	<b>3,648</b>	<b>3,626</b>	<b>3,310</b>	<b>2,778</b>	<b>1,907</b>	<b>1,633</b>	<b>1,541</b>	<b>1,061</b>
Northern	Male	2,696	2,732	2,512	2,489	2,217	2,177	2,004	1,803	1,541	944	923	748
	Female	2,792	2,877	2,537	2,549	2,258	2,059	2,052	2,115	1,791	1,187	1,099	890
	<b>Total</b>	<b>5,488</b>	<b>5,609</b>	<b>5,049</b>	<b>5,038</b>	<b>4,475</b>	<b>4,236</b>	<b>4,056</b>	<b>3,918</b>	<b>3,332</b>	<b>2,131</b>	<b>2,022</b>	<b>1,638</b>
North Western	Male	1,725	1,549	1,465	1,434	1,405	1,330	1,410	1,301	1,109	726	731	701
	Female	1,755	1,630	1,603	1,569	1,607	1,421	1,528	1,575	1,371	895	825	670
	<b>Total</b>	<b>3,480</b>	<b>3,179</b>	<b>3,068</b>	<b>3,003</b>	<b>3,012</b>	<b>2,751</b>	<b>2,938</b>	<b>2,876</b>	<b>2,480</b>	<b>1,621</b>	<b>1,556</b>	<b>1,371</b>
Southern	Male	2,323	2,385	2,457	2,584	2,734	2,807	2,694	2,211	2,146	842	784	794
	Female	2,385	2,551	2,593	2,710	2,693	2,723	2,884	2,425	2,193	942	921	853
	<b>Total</b>	<b>4,708</b>	<b>4,936</b>	<b>5,050</b>	<b>5,294</b>	<b>5,427</b>	<b>5,530</b>	<b>5,578</b>	<b>4,636</b>	<b>4,339</b>	<b>1,784</b>	<b>1,705</b>	<b>1,647</b>
Western	Male	3,642	3,483	3,396	3,197	3,096	2,907	2,827	2,323	2,207	1,322	1,385	1,011
	Female	3,665	3,639	3,582	3,462	3,245	3,143	2,883	2,878	2,685	1,607	1,599	1,079
	<b>Total</b>	<b>7,307</b>	<b>7,122</b>	<b>6,978</b>	<b>6,659</b>	<b>6,341</b>	<b>6,050</b>	<b>5,710</b>	<b>5,201</b>	<b>4,892</b>	<b>2,929</b>	<b>2,984</b>	<b>2,090</b>

**Table 4.10: Percentage Distribution of Orphans in Grade Groups by Sex and Province, 2021**

Province/Sex/ Grade	Sex	Grades			
		1 to 7	1 to 9	8 to 9	8 to 12
Central	Male	9.0	9.3	11.1	5.3
	Female	8.9	9.2	10.9	5.1
	<b>Total</b>	<b>9.0</b>	<b>9.3</b>	<b>11.0</b>	<b>5.2</b>
Copperbelt	Male	15.7	15.1	12.5	6.1
	Female	16.0	15.4	13.3	6.5
	<b>Total</b>	<b>15.8</b>	<b>15.3</b>	<b>13.0</b>	<b>6.3</b>
Eastern	Male	9.5	9.9	12.7	6.4
	Female	9.2	9.6	12.4	6.1
	<b>Total</b>	<b>9.4</b>	<b>9.7</b>	<b>12.6</b>	<b>6.3</b>
Luapula	Male	13.0	13.6	18.0	7.4
	Female	12.8	13.6	19.5	8.1
	<b>Total</b>	<b>12.9</b>	<b>13.6</b>	<b>18.7</b>	<b>7.7</b>
Lusaka	Male	11.0	11.2	11.9	6.6
	Female	11.6	11.7	12.3	6.7
	<b>Total</b>	<b>11.3</b>	<b>11.5</b>	<b>12.1</b>	<b>6.6</b>
Muchinga	Male	13.4	13.6	15.1	7.1
	Female	14.3	14.8	18.2	9.3
	<b>Total</b>	<b>13.9</b>	<b>14.2</b>	<b>16.7</b>	<b>8.2</b>
Northern	Male	10.8	11.2	13.8	5.8
	Female	11.1	11.6	14.7	6.4
	<b>Total</b>	<b>10.9</b>	<b>11.4</b>	<b>14.3</b>	<b>6.1</b>
North-Western	Male	6.3	6.9	10.7	5.6
	Female	6.9	7.8	14.1	6.8
	<b>Total</b>	<b>6.6</b>	<b>7.3</b>	<b>12.4</b>	<b>6.2</b>
Southern	Male	7.7	8.2	11.8	4.0
	Female	7.7	8.2	11.5	4.2
	<b>Total</b>	<b>7.7</b>	<b>8.2</b>	<b>11.7</b>	<b>4.1</b>
Western	Male	14.9	15.6	20.8	10.0
	Female	15.1	16.1	22.8	10.7
	<b>Total</b>	<b>15.0</b>	<b>15.9</b>	<b>21.9</b>	<b>10.4</b>

**Table 4.11: Number of Orphans in All Schools by Grade and Agency, 2021**

Agency/Sex/Grade		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
GRZ	Male	23,289	23,745	22,819	22,587	22,250	21,942	21,417	18,884	16,931	10,697	9,976	8,810
	Female	24,523	24,974	23,847	24,057	23,586	23,279	22,738	21,472	18,908	11,581	11,348	9,233
	<b>Total</b>	<b>47,812</b>	<b>48,719</b>	<b>46,666</b>	<b>46,644</b>	<b>45,836</b>	<b>45,221</b>	<b>44,155</b>	<b>40,356</b>	<b>35,839</b>	<b>22,278</b>	<b>21,324</b>	<b>18,043</b>
Private	Male	1,375	1,450	1,547	1,502	1,636	1,621	1,521	900	823	436	388	374
	Female	1,509	1,701	1,505	1,566	1,733	1,596	1,651	1,039	986	627	578	499
	<b>Total</b>	<b>2,884</b>	<b>3,151</b>	<b>3,052</b>	<b>3,068</b>	<b>3,369</b>	<b>3,217</b>	<b>3,172</b>	<b>1,939</b>	<b>1,809</b>	<b>1,063</b>	<b>966</b>	<b>873</b>
Grant Aided	Male	670	569	592	574	624	664	689	791	741	708	683	574
	Female	762	684	620	633	707	700	665	1,306	1,211	1,177	1,025	894
	<b>Total</b>	<b>1,432</b>	<b>1,253</b>	<b>1,212</b>	<b>1,207</b>	<b>1,331</b>	<b>1,364</b>	<b>1,354</b>	<b>2,097</b>	<b>1,952</b>	<b>1,885</b>	<b>1,708</b>	<b>1,468</b>
Community	Male	2,988	3,052	2,935	2,754	2,413	2,139	2,030	637	551	381	410	369
	Female	3,278	3,335	3,054	2,830	2,510	2,270	2,282	700	724	494	386	440
	<b>Total</b>	<b>6,266</b>	<b>6,387</b>	<b>5,989</b>	<b>5,584</b>	<b>4,923</b>	<b>4,409</b>	<b>4,312</b>	<b>1,337</b>	<b>1,275</b>	<b>875</b>	<b>796</b>	<b>809</b>



## Children with Special Education Needs (CSEN)

Tables 4.12 to 4.14 present trends of CSEN by year, sex, province and grade respectively. At National level, there was an increase in the number of CSEN from 2017 to 2018, and then recorded a drop in 2019, 2020. However, there was an increase again in 2021.

**Table 4.12: Number of CSEN Pupils in All Schools by Sex and Year, 2016 - 2021**

School Level/ Year	Sex	2017	2018	2019	2020	2021
Primary Schools	Male	56,907	58,614	54,600	49,109	54,930
	Female	53,413	55,084	51,464	47,006	53,780
	<b>Total</b>	<b>110,320</b>	<b>113,698</b>	<b>106,064</b>	<b>96,115</b>	<b>108,710</b>
Secondary Schools	Male	10,330	12,034	11,017	8,985	13,468
	Female	9,742	11,770	10,868	8,613	13,347
	<b>Total</b>	<b>20,072</b>	<b>23,804</b>	<b>21,885</b>	<b>17,598</b>	<b>26,815</b>
<b>National</b>		<b>130,392</b>	<b>137,502</b>	<b>127,949</b>	<b>113,713</b>	<b>135,525</b>

**Table 4.13: Number of CSEN Learners at Secondary Level by Grade, Sex and Province, 2021**

Province/ Grade/ Sex	Secondary (Grade 8-12)										Total
	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		
Province	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Central	384	373	306	376	157	185	132	151	120	123	2,307
Copperbelt	761	683	700	589	675	299	341	293	401	258	5,000
Eastern	147	188	113	107	46	88	40	60	526	397	1,712
Luapula	712	656	630	580	220	214	222	190	160	138	3,722
Lusaka	543	648	451	618	191	211	208	262	178	168	3,478
Muchinga	254	265	132	131	97	86	97	93	72	72	1,299
North-Western	165	201	190	199	91	95	75	112	78	92	1,298
Northern	283	343	177	240	144	97	100	95	103	85	1,667
Southern	463	470	331	322	111	102	141	115	103	105	2,263
Western	685	720	525	575	243	327	286	306	158	244	4,069
<b>National</b>	<b>4,397</b>	<b>4,547</b>	<b>3,555</b>	<b>3,737</b>	<b>1,975</b>	<b>1,704</b>	<b>1,642</b>	<b>1,677</b>	<b>1,899</b>	<b>1,682</b>	<b>26,815</b>

**Table 4.14: Number of CSEN Learners at Primary School Level by Sex, Grade and Province, 2021**

Province/ Grade/ Sex	Primary (Grade 1-7)														Total
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		
Province	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Central	752	741	786	773	770	706	669	676	598	609	541	579	489	474	9,163
Copperbelt	1,459	1,668	1,647	1,636	1,583	1,824	1,651	1,256	1,285	1,123	1,122	1,080	1,110	984	19,428
Eastern	570	540	462	444	449	406	412	373	424	329	332	357	289	292	5,679
Luapula	2,024	1,982	1,910	1,754	1,642	1,566	1,596	1,526	1,452	1,408	1,410	1,422	1,134	1,064	21,890
Lusaka	489	500	554	529	488	450	463	544	583	575	526	561	420	463	7,145
Muchinga	395	423	409	365	331	326	366	335	314	286	340	295	276	232	4,693
North-Western	264	270	230	219	221	239	201	205	194	171	174	175	198	194	2,955
Northern	985	928	803	699	708	738	734	706	603	648	638	550	462	467	9,669
Southern	874	824	771	810	753	768	745	729	821	822	793	779	704	705	10,898
Western	1,519	1,725	1,411	1,505	1,348	1,329	1,281	1,129	1,092	1,126	1,034	979	847	865	17,190
<b>National</b>	<b>9,331</b>	<b>9,601</b>	<b>8,983</b>	<b>8,734</b>	<b>8,293</b>	<b>8,352</b>	<b>8,118</b>	<b>7,479</b>	<b>7,366</b>	<b>7,097</b>	<b>6,910</b>	<b>6,777</b>	<b>5,929</b>	<b>5,740</b>	<b>108,710</b>



## Bursaries

Tables 4.15 and 4.16 show the number of learners receiving educational support in form of bursaries. Across all the provinces, females received more bursary support compared to males. This may be attributed to the various interventions into ensuring that there is an equal number of female learners as that of male learners in school. These interventions were brought about as a result of a GPI less than 1 in the past years.

**Table 4.15: Distribution of Pupils receiving Bursaries by Grade Groups, Sex and Province, 2021**

Province	Grade Group (1-7)	Grade Group (8-9)	Grade Group (10-12)
<b>Central</b>	<b>4,382</b>	<b>2,441</b>	<b>2,488</b>
Female	2,356	1,832	1,806
Male	2,026	609	682
<b>Copperbelt</b>	<b>9,392</b>	<b>8,358</b>	<b>9,383</b>
Female	5,129	5,131	5,274
Male	4,263	3,227	4,109
<b>Eastern</b>	<b>2,805</b>	<b>3,660</b>	<b>4,180</b>
Female	1,546	2,481	2,529
Male	1,259	1,179	1,651
<b>Luapula</b>	<b>2,208</b>	<b>4,614</b>	<b>3,947</b>
Female	1,199	3,797	2,826
Male	1,009	817	1,121
<b>Lusaka</b>	<b>6,181</b>	<b>3,043</b>	<b>4,626</b>
Female	3,150	1,779	2,035
Male	3,031	1,264	2,591
<b>Muchinga</b>	<b>1,479</b>	<b>5,248</b>	<b>5,180</b>
Female	758	4,642	4,335
Male	721	606	845
<b>North-Western</b>	<b>2,993</b>	<b>3,101</b>	<b>3,212</b>
Female	1,646	2,315	2,056
Male	1,347	786	1,156
<b>Northern</b>	<b>2,609</b>	<b>5,186</b>	<b>4,275</b>
Female	1,292	4,394	3,438
Male	1,317	792	837
<b>Southern</b>	<b>14,735</b>	<b>3,984</b>	<b>4,795</b>
Female	7,375	2,952	2,971
Male	7,360	1,032	1,824
<b>Western</b>	<b>1,631</b>	<b>6,757</b>	<b>6,846</b>
Female	904	5,860	4,864
Male	727	897	1,982
<b>National</b>	<b>48,415</b>	<b>46,392</b>	<b>48,932</b>



**Table 4.16: Number of Pupils receiving Bursaries in All Schools by Sex, 2017 - 2021**

School/Sex	Sex	2,017	2,018	2,019	2,020	2,021
Primary Schools	Male	16,827	16,029	15,651	13 420	23,060
	Female	17,611	16,729	17,044	19 412	25,355
	<b>Total</b>	<b>34,438</b>	<b>32,758</b>	<b>32,695</b>	<b>32 832</b>	<b>48,415</b>
Secondary Schools	Male	28,185	14,881	19,047	17 672	28,007
	Female	38,925	33,205	42,172	37 918	63,317
	<b>Total</b>	<b>67,110</b>	<b>48,086</b>	<b>61,219</b>	<b>55 590</b>	<b>95,324</b>
<b>National</b>		<b>101 548</b>	<b>80 844</b>	<b>93,914</b>	<b>88 422</b>	<b>143,739</b>

## Pregnancies and Re-admissions

Tables 4.17, 4.18 and 4.19 shows the distribution of learners who fell pregnant and those who were re-admitted. The numbers have been increasing over the years from 2017 to 2020. In 2021, the numbers reduced drastically. On one hand, the reduction may be linked to more awareness programs in schools that help learners abstain from illicit sex or protect themselves from unintended pregnancies. On the other hand, it could be due to the high non response rates from schools in providing data about all the indicators.

The number of learners being readmitted across all grades was lower than the number of those dropping out due to pregnancies. This indicates that not all affected students are being re-admitted.

**Table 4.17: Number of Pregnancies and Re-Admissions by Grade Group, 2016 - 2021**

School Level	Status	Year				
		2017	2018	2019	2020	2021
Primary	Pregnancies	10,684	11,453	11,502	12,330	6,770
	Re-admissions	5,527	4,917	5,669	5,078	4,738
Secondary	Pregnancies	2,956	3,576	4,222	4,089	12,359
	Re-admissions	2,052	2,488	3,158	2,876	8,091

**Table 4.18: Number of Pregnancies and Re-Admissions by Grade Group and Province, 2021**

Province/ Grade	Grade 1-7		Grade 8-9		Grade 10-12	
	Pregnancies	Re-admits	Pregnancies	Re-admits	Pregnancies	Re-admits
Central	713	374	883	448	523	394
Copperbelt	384	337	786	508	870	466
Eastern	1,356	899	987	513	427	352
Luapula	646	632	754	484	370	256
Lusaka	348	185	574	411	572	453
Muchinga	310	181	223	159	197	128
North-Western	726	643	685	450	457	357
Northern	637	340	557	395	438	270
Southern	961	572	1,276	694	583	518
Western	689	575	781	546	416	289
<b>National</b>	<b>6,770</b>	<b>4,738</b>	<b>7,506</b>	<b>4,608</b>	<b>4,853</b>	<b>3,483</b>

**Table 4.19: Number of Pregnancies and Re-Admissions by Grade Groups, Location and Province, 2021**

Province/ Grade	Grade 1-7				Grade 8-9				Grade 10-12			
	Pregnancy		Readmitted		Pregnancy		Readmitted		Pregnancy		Readmitted	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Central	656	57	341	33	761	122	384	64	356	167	269	125
Copperbelt	184	217	167	153	242	544	162	346	126	744	75	391
Eastern	1226	130	825	74	810	177	417	96	279	148	214	138
Luapula	619	47	599	13	661	93	438	46	293	77	205	51
Lusaka	211	137	120	61	270	304	207	204	192	380	186	267
Muchinga	307	7	174	3	201	22	149	10	174	23	116	12
North-Western	657	142	501	69	536	149	379	71	342	115	273	84
Northern	592	60	280	45	466	91	336	59	294	144	188	82
Southern	882	79	525	47	1109	167	607	87	458	125	412	106
Western	649	43	532	40	658	123	470	76	360	56	264	25
<b>National</b>	<b>5,983</b>	<b>919</b>	<b>4,064</b>	<b>538</b>	<b>5,714</b>	<b>1,792</b>	<b>3,549</b>	<b>1,059</b>	<b>2,874</b>	<b>1,979</b>	<b>2,202</b>	<b>1,281</b>



## Chapter 5: Teachers

Tables 5.1 to 5.5 show the distribution of Teachers by different indicators. In 2021, the total number of Teachers country wide was 119,587, representing a percentage increase of less than 1 percent from 2020 (Table 5.2).

**Table 5.1: Teachers in All Schools by Sex, 2016 - 2021**

Sex	Year					
	2016	2017	2018	2019	2020	2021
Male	45,579	50,103	50,910	53,031	55,060	55,528
Female	50,649	56,167	56,580	61,770	63,491	64,059
<b>National</b>	<b>96,228</b>	<b>106,270</b>	<b>107,490</b>	<b>114,801</b>	<b>118,551</b>	<b>119,587</b>

**Table 5.2: Teachers in All Schools by Sex and Education Level, 2016 - 2021**

School Level	Sex	Year						Parentage Change 2020-2021
		2016	2017	2018	2019	2020	2021	
Primary Schools	Male	33,764	35,141	35,337	35,274	36,442	36,642	0.6
	Female	40,185	42,958	43,517	45,645	46,718	47,038	0.67
	<b>Total</b>	<b>73,949</b>	<b>78,099</b>	<b>78,854</b>	<b>80,919</b>	<b>83,160</b>	<b>83,680</b>	<b>0.6</b>
Secondary Schools	Male	11,815	14,962	15,573	17,757	18,618	18,886	1.4
	Female	10,464	13,209	13,063	16,125	16,773	17,021	1.5
	<b>Total</b>	<b>22,279</b>	<b>28,171</b>	<b>28,636</b>	<b>33,882</b>	<b>35,391</b>	<b>35,907</b>	<b>1.5</b>
<b>National</b>		<b>96,228</b>	<b>106,270</b>	<b>107,490</b>	<b>114,801</b>	<b>118,551</b>	<b>119,587</b>	<b>0.9</b>

**Table 5.3: Teachers in All Schools by Sex and Province, 2021**

Province/School Level/Sex	Primary Schools			Secondary Schools		
	Male	Female	Total	Male	Female	Total
Central	4,675	5,486	10,161	2,579	2,393	4,972
Copperbelt	4,228	11,742	15,970	2,708	3,965	6,673
Eastern	3,852	3,408	7,260	2,189	1,494	3,683
Luapula	3,364	2,954	6,318	1,570	1,062	2,632
Lusaka	3,293	7,175	10,468	2,040	2,176	4,216
Muchinga	2,323	1,848	4,171	1,545	978	2,523
North-Western	2,384	2,525	4,909	1,690	1,342	3,032
Northern	2,942	2,252	5,194	1,562	1,114	2,676
Southern	5,954	6,131	12,085	1,865	1,563	3,428
Western	3,627	3,517	7,144	1,138	934	2,072
<b>National</b>	<b>36,642</b>	<b>47,038</b>	<b>83,680</b>	<b>18,886</b>	<b>17,021</b>	<b>35,907</b>

**Table 5.4: Teachers in All Schools by Agency and Province, 2021**

Province/Agency	Total				
	GRZ	Grant Aided	Community	Private	Total
Central	12,337	707	935	1,164	15,143
Copperbelt	16,971	718	1,427	3,558	22,674
Eastern	8,855	1,180	709	265	11,009
Luapula	7,854	410	308	384	8,956
Lusaka	9,438	582	2,143	2,338	14,501
Muchinga	5,833	152	405	319	6,709
North-Western	6,847	278	344	472	7,941
Northern	6,409	755	384	337	7,885
Southern	11,279	1,554	1,346	1,340	15,519
Western	7,675	496	767	312	9,250
<b>National</b>	<b>93,498</b>	<b>6,832</b>	<b>8,768</b>	<b>10,489</b>	<b>119,587</b>

**Table 5.5: Mentors in IRI Centers by Sex and Province, 2021**

Province/ Sex	Male	Female	Total
Central	3,110	2,815	5,925
Copperbelt	3,589	5,697	9,286
Eastern	2,252	1,419	3,671
Luapula	1,880	1,397	3,277
Lusaka	2,030	1,982	4,012
Muchinga	1,579	1,083	2,662
North-Western	1,803	1,369	3,172
Northern	1,661	1,106	2,767
Southern	2,066	1,701	3,767
Western	1,450	1,312	2,762
<b>National</b>	<b>21,420</b>	<b>19,881</b>	<b>41,301</b>

## Teacher Attrition

Table 5.6 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 2017 up to 2021 at national level.

**Table 5.6: Teacher Attrition by Sex, 2017 - 2021**

Education Level/Sex		Year				
		2017	2018	2019	2020	2021
Primary School	Male	3,098	2,724	3,603	3,319	4,367
	Female	2,152	2,861	3,305	3,118	3,621
	<b>Total</b>	<b>5,250</b>	<b>5,85</b>	<b>6,908</b>	<b>6,437</b>	<b>7,988</b>
Secondary School	Male	629	766	971	849	1,002
	Female	699	672	784	629	590
	<b>Total</b>	<b>1,328</b>	<b>1,438</b>	<b>1,755</b>	<b>1,478</b>	<b>1,592</b>
<b>National</b>		<b>6,578</b>	<b>7,023</b>	<b>8,663</b>	<b>7,915</b>	<b>9,580</b>

**Table 5.7: Teacher Attrition in All Schools by Sex and Reason, 2021**

Reason/Education Level/ Sex	Primary			Secondary			All Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Assigned to non-teaching duties	2,148	2,559	4,658	1,045	303	1,397	3,193	2,862	6,055
Contract expired	287	203	493	78	36	111	365	239	604
Death	274	196	472	95	47	140	369	243	612
Dismissed	105	49	154	21	9	30	126	58	184
Illness	205	275	476	44	20	68	249	295	544
Others	241	269	510	67	63	130	308	332	640
Resigned	164	161	325	20	19	39	184	180	364
Retired	312	334	645	98	59	158	410	393	803
<b>All Reasons</b>	<b>4,144</b>	<b>3,829</b>	<b>7,975</b>	<b>1,060</b>	<b>773</b>	<b>1,831</b>	<b>5,204</b>	<b>4,602</b>	<b>9,806</b>

**Table 5.8: Number of Teacher Deaths by Sex, 2017 - 2021**

School Level/Sex/Year		Year				
		2017	2018	2019	2020	2021
Primary School	Male	208	171	208	155	274
	Female	159	138	161	138	196
	<b>Total</b>	<b>367</b>	<b>309</b>	<b>369</b>	<b>293</b>	<b>472</b>
Secondary School	Male	76	50	64	53	95
	Female	49	35	45	36	47
	<b>Total</b>	<b>125</b>	<b>85</b>	<b>109</b>	<b>89</b>	<b>140</b>
National	Male	284	221	272	208	369
	Female	208	173	206	174	243
	<b>Total</b>	<b>492</b>	<b>394</b>	<b>478</b>	<b>382</b>	<b>612</b>



## Chapter 6: Quality Learning Achievements Related

Quality is addressed mainly through improved learner performance, curriculum reforms and supply of teaching and learning materials to schools. This chapter presents trends in the Completion, Survival and Examination Pass rates.

Table 6.1 shows completion rates at grades 7, 9 and 12 for the period 2017 to 2021. The completion rates at grade 7 has declined from 86.4 percent in 2020 to 84.3 percent in 2021. At grade 9, the completion rate increased from 61.9 percent in 2020 to 67.0 percent in 2021. At grade 12, similar to grade 9, the completion rate increased from 32.0 percent in 2020 to 35.5 in 2021.

**Table 6.1: Completion Rate (percent) for Grades 7, 9 and 12 by Sex, 2017 - 2021**

Grade Level/ Sex/Year	Sex	Year				
		2017	2018	2019	2020	2021
Grade 7	Male	93.0	94.8	96.9	93.9	82.7
	Female	90.0	99.8	99.5	93.3	86.0
	<b>Total</b>	<b>92.0</b>	<b>97.3</b>	<b>97.0</b>	<b>86.4</b>	<b>84.3</b>
Grade 9	Male	73.6	76.6	67.9	61.3	64.3
	Female	69.7	77.3	66.7	62.9	69.7
	<b>Total</b>	<b>71.7</b>	<b>77.0</b>	<b>67.3</b>	<b>61.9</b>	<b>67.0</b>
Grades 12	Male	34.2	40.4	35.3	36.4	35.2
	Female	29.8	31.6	32.8	31.4	35.7
	<b>Total</b>	<b>31.8</b>	<b>36.0</b>	<b>34.1</b>	<b>32.0</b>	<b>35.5</b>

**Table 6.2: Completion Rate (percent) for Grades 7, 9 and 12 by Sex and Province, 2021**

Province/ Grade/Sex	Grade and Sex								
	Grade 7			Grade 9			Grade 12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Central	94.3	100.8	97.5	75.7	82.6	79.1	33.8	35.9	34.8
Copperbelt	87.0	94.1	90.6	76.4	87.3	81.8	47.8	53.9	50.9
Eastern	72.1	80.3	76.2	46.0	49.1	47.5	23.6	21.9	22.7
Luapula	84.0	79.9	82.0	70.7	65.1	67.9	35.8	30.9	33.3
Lusaka	54.7	60.7	57.7	57.7	65.5	61.6	33.5	34.8	34.1
Muchinga	66.5	64.2	65.4	43.5	44.6	44.1	26.7	24.6	25.7
North-Western	126.5	119.4	123.0	92.6	103.9	98.2	62.4	73.7	68.0
Northern	77.4	71.6	74.5	53.0	49.2	51.1	27.4	21.4	24.4
Southern	96.8	102.3	99.5	65.7	71.1	68.4	30.1	30.8	30.5
Western	97.2	105.1	101.1	68.1	78.8	73.4	34.5	28.3	31.4
<b>National</b>	<b>82.7</b>	<b>86.0</b>	<b>84.3</b>	<b>64.3</b>	<b>69.7</b>	<b>67.0</b>	<b>35.2</b>	<b>35.7</b>	<b>35.5</b>

**Table 6.3: Survival Rate (percent) to Grade 5 by Sex, 2016 - 2021**

Sex	Year				
	2017	2018	2019	2020	2021
Male	93.2	88.9	100.9	90.9	86.8
Female	94.3	97.5	100.1	96.9	87.5
<b>National</b>	<b>93.5</b>	<b>92.9</b>	<b>100.2</b>	<b>93</b>	<b>87.1</b>

**Table 6.4: Survival Rate to Grade 5 by Province, 2017 - 2021**

Province	2017	2018	2019	2020	2021	Survival Rate (percent)
	Grade 1 Entrants	Grade 2	Grade 3	Grade 4	Grade 5	
Central	66,703	62,159	62,326	61,186	59,489	89.2
Copperbelt	74,929	73,988	72,047	71,983	70,295	93.8
Eastern	66,463	62,636	61,182	59,026	54,871	82.6
Luapula	44,546	40,585	38,311	36,471	38,280	85.9
Lusaka	53,759	51,683	51,576	53,013	43,738	81.4
Muchinga	36,609	33,730	32,249	31,326	26,410	72.1
North-Western	40,897	37,103	34,994	33,929	39,376	96.3
Northern	54,304	49,071	45,973	42,710	42,379	78.0
Southern	70,647	69,636	72,047	74,502	67,043	94.9
Western	45,502	42,217	41,055	40,071	41,103	90.3
<b>National</b>	<b>554,360</b>	<b>522,806</b>	<b>511,760</b>	<b>504,217</b>	<b>482,984</b>	<b>87.1</b>



**Table 6.5: Examination Pass rates in grade 7 by Sex and Province, 2021**

Province	Entered			Sat														Absenteeism		
				Boys				Girls				Total								
	Certificate Classification			Certificate Classification						Certificate Classification										
	Boys	Girls	Total	Div. 1	Div. 2	Div. 3	Div. 4	Div. 1	Div. 2	Div. 3	Div. 4	Total	Div. 1	Div. 2	Div. 3	Div. 4	Total	Boys	Girls	Total
Northern	16,448	15,030	31,478	2,454	4,302	2,864	5,031	2,115	3,596	2,671	5,054	13,436	4,569	7,898	5,535	10,085	28,087	1,797	1,594	3,391
Percentage	52	48	100	17	29	20	34	15	27	20	38	100	16	28	20	36	100	11	11	11
Luapula	14,459	13,787	28,246	1,866	3,507	2,535	4,843	1,668	3,116	2,328	5,145	12,257	3,534	6,623	4,863	9,988	25,008	1,708	1,530	3,238
Percentage	51	49	100	15	28	20	38	14	25	19	42	100	14	26	19	40	100	12	11	11
Southern	27,838	29,753	57,591	3,426	5,446	4,597	12,033	4,240	6,661	5,222	11,333	27,456	7,666	12,107	9,819	23,366	52,958	2,336	2,297	4,633
Percentage	48	52	100	13	21	18	47	15	24	19	41	100	14	23	19	44	100	8	8	8
Eastern	21,064	23,116	44,180	1,992	4,319	3,889	8,132	1,993	4,285	4,189	9,413	19,880	3,985	8,604	8,078	17,545	38,212	2,732	3,236	5,968
Percentage	48	52	100	11	24	21	44	10	22	21	47	100	10	23	21	46	100	13	14	14
Copperbelt	31,396	37,059	68,455	6,117	7,376	4,882	10,130	7,704	9,350	5,882	10,868	33,804	13,821	16,726	10,764	20,998	62,309	2,891	3,255	6,146
Percentage	46	54	100	21	26	17	36	23	28	17	32	100	22	27	17	34	100	9	9	9
North-Western	16,457	17,296	33,753	2,813	4,934	2,737	3,479	3,138	5,212	2,810	3,710	14,870	5,951	10,146	5,547	7,189	28,833	2,494	2,426	4,920
Percentage	49	51	100	20	35	20	25	21	35	19	25	100	21	35	19	25	100	15	14	15
Central	27,638	29,764	57,402	2,956	5,391	4,269	11,276	3,484	6,270	4,740	11,532	26,026	6,440	11,661	9,009	22,808	49,918	3,746	3,738	7,484
Percentage	48	52	100	12	23	18	47	13	24	18	44	100	13	23	18	46	100	14	13	13
Western	14,581	15,929	30,510	3,195	4,637	2,100	2,708	3,859	5,142	2,250	2,778	14,029	7,054	9,779	4,350	5,486	26,669	1,941	1,900	3,841
Percentage	48	52	100	25	37	17	21	28	37	16	20	100	26	37	16	21	100	13	12	13
Lusaka	37,967	44,624	82,591	8,320	7,951	5,289	13,521	9,766	9,934	6,493	15,216	41,409	18,086	17,885	11,782	28,737	76,490	2,886	3,215	6,101
Percentage	46	54	100	24	23	15	39	24	24	16	37	100	24	23	15	38	100	8	7	7
Muchinga	12,194	11,339	23,533	1,873	3,003	2,013	3,847	1,700	2,718	1,744	3,856	10,018	3,573	5,721	3,757	7,703	20,754	1,458	1,321	2,779
Percentage	52	48	100	17	28	19	36	17	27	17	38	100	17	28	18	37	100	12	12	12
<b>National</b>	<b>220,042</b>	<b>237,697</b>	<b>457,739</b>	<b>35,012</b>	<b>50,866</b>	<b>35,175</b>	<b>75,000</b>	<b>39,667</b>	<b>56,284</b>	<b>38,329</b>	<b>78,905</b>	<b>213,185</b>	<b>74,679</b>	<b>107,150</b>	<b>73,504</b>	<b>153,905</b>	<b>409,238</b>	<b>23,989</b>	<b>24,512</b>	<b>48,501</b>
<b>Percentage</b>	<b>48</b>	<b>52</b>	<b>100</b>	<b>18</b>	<b>26</b>	<b>18</b>	<b>38</b>	<b>19</b>	<b>26</b>	<b>18</b>	<b>37</b>	<b>100</b>	<b>18</b>	<b>26</b>	<b>18</b>	<b>38</b>	<b>100</b>	<b>11</b>	<b>10</b>	<b>11</b>





**Table 6.6: Examination Pass Rates in Grade 9 by Sex and Province, 2021**

Province	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
Muchinga	7,244	6,923	14,167	6,406	6,268	12,674	3,378	2,972	6,350	2,572	2,716	5,288	456	580	1,036	838	655	1,493
Percent	5	5	5	88	91	89	53	47	50	40	43	42	7	9	8	12	9	11
Northern	10,441	8,774	19,215	9,335	7,884	17,219	5,565	4,123	9,688	3,303	3,264	6,567	467	497	964	1,106	890	1,996
Percent	8	6	7	89	90	90	60	52	56	35	41	38	5	6	6	11	10	10
Luapula	9,333	8,117	17,450	8,470	7,422	15,892	4,528	3,531	8,059	3,353	3,375	6,728	589	516	1,105	863	695	1,558
Percent	7	6	6	91	91	91	53	48	51	40	45	42	7	7	7	9	9	9
Southern	14,641	16,080	30,721	13,676	14,984	28,660	6,635	7,279	13,914	5,614	6,523	12,137	1,427	1,182	2,609	965	1,096	2,061
Percent	11	11	11	93	93	93	49	49	49	41	44	42	10	8	9	7	7	7
Eastern	11,666	11,296	22,962	10,275	9,836	20,111	5,327	4,364	9,691	4,312	4,874	9,186	636	598	1,234	1,391	1,460	2,851
Percent	9	8	8	88	87	88	52	44	48	42	50	46	6	6	6	12	13	12
Copperbelt	22,839	26,545	49,384	21,514	25,152	46,666	12,027	14,565	26,592	7,858	9,231	17,089	1,629	1,356	2,985	1,325	1,393	2,718
Percent	17	18	18	94	95	95	56	58	57	37	37	37	8	5	6	6	5	6
North-Western	10,542	10,420	20,962	9,673	9,658	19,331	6,009	6,023	12,032	3,082	3,109	6,191	582	526	1,108	869	762	1,631
Percent	8	7	7	92	93	92	62	62	62	32	32	32	6	5	6	8	7	8
Central	14,652	16,095	30,747	12,856	14,199	27,055	6,748	7,479	14,227	4,851	5,571	10,422	1,257	1,149	2,406	1,796	1,896	3,692
Percent	11	11	11	88	88	88	52	53	53	38	39	39	10	8	9	12	12	12
Western	8,286	8,907	17,193	7,550	8,198	15,748	5,245	5,915	11,160	2,095	2,146	4,241	210	137	347	736	709	1,445
Percent	6	6	6	91	92	92	69	72	71	28	26	27	3	2	2	9	8	8
Lusaka	26,246	30,825	57,071	24,901	29,294	54,195	13,041	15,438	28,479	9,603	11,801	21,404	2,257	2,055	4,312	1,345	1,531	2,876
Percent	19	21	20	95	95	95	52	53	53	39	40	39	9	7	8	5	5	5
<b>National</b>	<b>135,890</b>	<b>143,982</b>	<b>279,872</b>	<b>124,656</b>	<b>132,895</b>	<b>257,551</b>	<b>68,503</b>	<b>71,689</b>	<b>140,192</b>	<b>46,643</b>	<b>52,610</b>	<b>99,253</b>	<b>9,510</b>	<b>8,596</b>	<b>18,106</b>	<b>11,234</b>	<b>11,087</b>	<b>22,321</b>
<b>Percent</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>55</b>	<b>54</b>	<b>54</b>	<b>37</b>	<b>40</b>	<b>39</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>8</b>



**Table 6.7: Examination Pass Rates in Grade 12 by Sex and Province, 2021**

Province	Entered			Sat			School Certificate		Statement			Fail			Absent		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Muchinga	3,144	2,462	5,606	3,062	2,403	5,465	1,901	3,399	1,049	831	1,880	112	74	186	82	59	141
Percent	5	4	5	97	98	97	62	62	34	35	34	4	3	3	3	2	3
Northern	4,346	3,155	7,501	4,258	3,097	7,355	2,720	4,611	1,441	1,142	2,583	97	64	161	88	58	146
Percent	7	5	6	98	98	98	64	63	34	37	35	2	2	2	2	2	2
Luapula	3,709	2,827	6,536	3,620	2,778	6,398	2,358	4,051	1,158	1,001	2,159	104	84	188	89	49	138
Percent	6	5	5	98	98	98	65	63	32	36	34	3	3	3	2	2	2
Southern	6,397	6,598	12,995	6,321	6,509	12,830	4,537	9,037	1,717	1,946	3,663	67	63	130	76	89	165
Percent	10	11	10	99	99	99	72	70	27	30	29	1	1	1	1	1	1
Eastern	5,316	4,313	9,629	5,215	4,252	9,467	3,637	6,563	1,515	1,296	2,811	63	30	93	101	61	162
Percent	8	7	8	98	99	98	70	69	29	30	30	1	1	1	2	1	2
Copperbelt	12,007	13,548	25,555	11,798	13,342	25,140	7,959	17,079	3,577	4,043	7,620	262	179	441	209	206	415
Percent	19	22	21	98	98	98	67	68	30	30	30	2	1	2	2	2	2
North-Western	4,412	4,232	8,644	4,326	4,169	8,495	2,903	5,760	1,322	1,220	2,542	101	92	193	86	63	149
Percent	7	7	7	98	99	98	67	68	31	29	30	2	2	2	2	1	2
Central	6,376	6,217	12,593	6,210	6,079	12,289	4,391	8,616	1,699	1,756	3,455	120	98	218	166	138	304
Percent	10	10	10	97	98	98	71	70	27	29	28	2	2	2	3	2	2
Western	3,318	3,578	6,896	3,254	3,515	6,769	2,421	4,991	782	907	1,689	51	38	89	64	63	127
Percent	5	6	6	98	98	98	74	74	24	26	25	2	1	1	2	2	2
Lusaka	13,568	14,508	28,076	13,321	14,342	27,663	8,632	17,731	4,462	5,045	9,507	227	198	425	247	166	413
Percent	22	24	23	98	99	99	65	64	34	35	34	2	1	2	2	1	1
<b>National</b>	<b>62,593</b>	<b>61,438</b>	<b>124,031</b>	<b>61,385</b>	<b>60,486</b>	<b>121,871</b>	<b>41,459</b>	<b>81,838</b>	<b>18,722</b>	<b>19,187</b>	<b>37,909</b>	<b>1,204</b>	<b>920</b>	<b>2,124</b>	<b>1,208</b>	<b>952</b>	<b>2,160</b>
<b>Percent</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>98</b>	<b>98</b>	<b>98</b>	<b>68</b>	<b>67</b>	<b>31</b>	<b>32</b>	<b>31</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>



**Table 6.8: Proportion of Candidates obtaining Full School Certificates, 2019 - 2021**

Province	Percent School Certificate									3 Year Average	Comment 2020 and 2021 (Totals)
	2021			2020			2019				
	Boys	Girls	Total	Boys	Girls	Total	Girls	Boys	Total		
Muchinga	62.1	62.3	58.9	62.6	60.0	61.5	69.7	73.3	68.1	67.6	Reduced
Northern	63.9	61.1	63.3	68.1	60.6	65.1	74.3	75.5	68.5	69.7	Reduced
Luapula	65.1	60.9	57.6	65.1	57.2	61.8	60.9	64.9	62.1	62.9	Reduced
Southern	71.8	69.1	70.7	68.4	65.1	67.8	67.2	70.1	69.1	68.7	Increased
Eastern	69.7	68.8	66.5	68.8	65.3	67.8	67.6	68.5	70.5	68.9	Reduced
Copperbelt	67.5	68.4	66.1	63.8	61.9	62.8	58.8	60.4	57.3	60.2	Increased
North-Western	67.1	68.5	63.3	57.1	53.8	55.6	55.5	58.4	59.7	57.9	Increased
Central	70.7	69.5	67.2	69.7	67.5	68.7	67.5	67.6	60.1	65.5	Reduced
Western	74.4	73.1	56.3	50.5	46.4	48.5	56.0	57.6	52.3	52.8	Increased
Lusaka	64.8	63.4	67.4	67.5	63.2	65.4	61.8	63.8	62.1	63.8	Increased
<b>National</b>	<b>67.5</b>	<b>66.8</b>	<b>65.3</b>	<b>67.5</b>	<b>63.2</b>	<b>63.4</b>	<b>62.7</b>	<b>64.8</b>	<b>61.9</b>	<b>63.9</b>	<b>Increased</b>



Table 6.9 shows the number of English, Integrated Science, Mathematics and Zambian language books in primary and secondary schools across the provinces. The table shows that at primary schools, Southern had the highest number of books at 503, 240 while Lusaka had the lowest at 207,753.

**Table 6.9: Number of Books in All Schools by Province, 2021**

Province	Primary Schools					Secondary Schools			
	English	Integrated Science	Mathematics	Zambian Languages	Total	English	Integrated Science	Zambian Languages	Total
Central	80,644	68,350	71,399	105,104	325,497	29,381	17,144	11,840	58,365
Copperbelt	97,945	81,516	88,282	103,721	371,464	112,327	43,738	49,167	205,232
Eastern	76,453	71,458	78,093	154,023	380,027	19,999	7,685	13,167	40,851
Luapula	81,400	58,920	66,088	119,780	326,188	15,155	9,116	9,877	34,148
Lusaka	28,141	65,611	53,589	60,412	207,753	22,038	42,955	6,207	71,200
Muchinga	58,344	47,642	49,955	97,744	253,685	7,932	4,148	5,091	17,171
North-Western	74,882	54,061	60,794	132,152	321,889	13,165	6,220	7,858	27,243
Northern	75,745	67,371	76,800	109,306	329,222	14,001	6,009	11,811	31,821
Southern	111,551	94,949	105,824	190,916	503,240	43,870	18,886	24,699	87,455
Western	92,277	77,879	90,913	140,148	401,217	14,231	2,010	6,685	22,926
<b>National</b>	<b>777,382</b>	<b>687,757</b>	<b>741,737</b>	<b>1,213,306</b>	<b>3,420,182</b>	<b>292,099</b>	<b>157,911</b>	<b>146,402</b>	<b>596,412</b>

Table 6.10 shows the Book-Pupil ratio across all the 10 provinces. A Book-Pupil ratio of 0.2 implies that there are 20 books per 100 learners.

**Table 6.10: Pupil-Book Ratio in All Schools by Province, 2021**

Province	Primary School					Secondary School			
	English	Integrated Science	Mathematics	Zambian Languages	Total	English	Science	Zambian Languages	Total
Central	0.2	0.2	0.2	0.2	0.8	0.2	0.1	0.1	0.5
Copperbelt	0.2	0.2	0.2	0.2	0.8	0.5	0.2	0.2	0.9
Eastern	0.2	0.2	0.2	0.4	0.9	0.2	0.1	0.2	0.5
Luapula	0.3	0.2	0.2	0.4	1.1	0.2	0.1	0.1	0.5
Lusaka	0.1	0.2	0.2	0.2	0.7	0.1	0.2	0.0	0.4
Muchinga	0.3	0.3	0.3	0.5	1.3	0.2	0.1	0.1	0.3
North-Western	0.2	0.2	0.2	0.4	1.0	0.1	0.1	0.1	0.3
Northern	0.2	0.2	0.2	0.3	1.0	0.2	0.1	0.2	0.4
Southern	0.2	0.2	0.2	0.4	1.1	0.4	0.2	0.2	0.7
Western	0.3	0.3	0.3	0.5	1.3	0.2	0.0	0.1	0.3
<b>National</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>1.0</b>	<b>0.3</b>	<b>0.1</b>	<b>0.1</b>	<b>0.5</b>



Table 6.11 shows the number of classrooms in all the provinces by grade groups.

Province	Grades 1-4	Grades 5-7	Grades 1-7	Grades 8-9	Grade 1-9	Grades 8-12
Central	2,671	2,546	5,217	1,347	6,564	2,449
Copperbelt	4,088	3,634	7,722	2,788	10,510	5,408
Eastern	3,358	1,024	4,382	691	5,073	985
Luapula	2,382	2,245	4,627	1,567	6,194	2,833
Lusaka	1,769	1,501	3,270	1,314	4,584	2,343
Muchinga	1,309	1,637	2,946	635	3,581	1,195
North-Western	2,008	1,720	3,728	939	4,667	2,285
Northern	2,365	2,308	4,673	896	5,569	1,633
Southern	4,605	9,545	14,150	3,810	17,960	5,163
Western	2,524	2,560	5,084	1,082	6,166	1,657
<b>National</b>	<b>27,079</b>	<b>28,720</b>	<b>55,799</b>	<b>15,069</b>	<b>70,868</b>	<b>25,951</b>

Table 6.12 shows the average Pupil-classroom ratios by province and grade groups. The Pupil classroom ratio at primary was recorded at 48 learners per classroom while at secondary it was at 43 learners per classroom.

Province	Grade Groups					
	G 1-4	G 5-7	G 1-7	G 8-9	G1-9	G8-12
Central	45	78	61	54	77	50
Copperbelt	45	60	52	44	58	44
Eastern	35	198	73	77	96	89
Luapula	38	64	50	28	56	26
Lusaka	68	78	73	72	84	76
North-Western	43	54	50	44	62	43
Northern	51	83	65	54	77	42
Southern	38	65	51	48	66	45
Western	61	20	34	20	31	24
Muchinga	34	56	45	43	58	47
<b>National</b>	<b>40</b>	<b>56</b>	<b>48</b>	<b>42</b>	<b>59</b>	<b>43</b>

## Contact Hour

Tables 6.13 presents the average number of hours learners spend at school per day by grade. The contact hours are in relation to the standard average contact time. The minimum learner contact time at lower grades especially 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 (Grades 8-9) was 5 hours while that of upper secondary was 6 hours.

**Table 6.13: Average Contact Hours by Grade and Province, 2021**

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	5.0	5.0	5.7	6.2	6.2	6.6
Copperbelt	3.9	3.9	3.9	4.0	4.7	4.8	4.9	6.0	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	4.0	4.0	4.0	4.0	4.9	5.0	5.1	5.8	6.3	6.5	6.6
Lusaka	4.0	3.9	3.9	4.0	4.7	4.7	4.8	5.4	5.5	5.5	5.6
Muchinga	3.5	3.5	3.5	3.5	5.0	5.0	5.0	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	6.0	6.0	5.9
Northern	3.5	3.5	3.5	3.6	5.0	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	5.0	4.9	5.6	5.6	5.6	5.7
<b>National</b>	<b>4.2</b>	<b>4.2</b>	<b>4.2</b>	<b>4.3</b>	<b>5.0</b>	<b>5.0</b>	<b>5.1</b>	<b>5.9</b>	<b>6.5</b>	<b>6.6</b>	<b>6.3</b>

**Table 6.14: Average Number of Scheduled Contact Hours by Grade and Running Agency, 2021**

Running Agency	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	4.0	3.8	3.9	3.9	5.4	5.3	5.4	6.5	6.6	6.7	6.8
GRZ	4.0	4.3	4.3	4.4	5.0	5.0	5.1	5.8	6.5	6.6	6.2
Private	5.0	5.5	5.5	5.5	5.9	5.8	6.0	6.6	6.9	6.8	6.9

**Table 6.15: Average Number of Scheduled Contact Hours by Grade and Class Type, 2021**

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	2.0	2.0	2.4
Regular	4.2	4.2	4.2	4.3	5.0	5.1	5.1	6.0	6.6	6.7	6.4
IRI	2.6	2.7	2.6	2.7	3.5	3.4	3.5				
Open								5.2			



## Chapter 7: Infrastructure

Infrastructure in education refers to the physical facilities and resources that support teaching and learning, including buildings, classrooms, libraries, laboratories, and other essential equipment. Creating a positive learning environment is crucial for improving student outcomes. Various factors influence the quality and adequacy of education infrastructure, such as size, density, design, technology, and equity. This chapter provides an overview of the existing infrastructure in relation to schools and teachers.

Table 7.1 refers to the distribution of houses for teachers by type and province in 2021. There was a total of 32,109 permanent houses for teachers out of which 23,354 houses were for primary school teachers and 8,755 were for secondary school teachers, respectively. Further, a total of 4,639 temporal and 2,606 incomplete houses were recorded for primary school teachers while 306 temporal and 583 incomplete houses were recorded at secondary school level. Southern Province recorded the highest number of permanent houses for teachers at both levels (4,491 and 1,386), while Copperbelt and Muchinga recorded the lowest at 1,161 (primary) and 412 (secondary), respectively.

**Table 7.1: Staff Houses in All Schools by Type and Province, 2021**

Province	Primary School Staff Houses			Secondary School Staff Houses		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete
Central	3,098	676	461	1,089	51	102
Copperbelt	1,161	203	73	809	31	28
Eastern	3,389	340	471	1,211	42	37
Luapula	1,189	286	101	697	29	102
Lusaka	1,401	52	89	1,008	63	46
Muchinga	1,905	587	273	412	12	63
North-Western	2,851	791	143	682	14	5
Northern	2,301	897	281	589	29	29
Southern	4,491	462	568	1,386	8	82
Western	1,568	345	146	872	27	89
<b>National</b>	<b>23,354</b>	<b>4,639</b>	<b>2 606</b>	<b>8 755</b>	<b>306</b>	<b>583</b>

Table 7.2 refers to the distribution of permanent classrooms and Special Education classrooms as well as laboratories at secondary school level by type and province. Nationally, a total of 12,881 permanent classrooms were recorded of which the Copperbelt had the highest number at 2,268 and Muchinga recorded the least with 632 permanent classrooms. A total of 1,340 permanent Special Education classrooms were recorded nationally of which Southern had the highest number at 765 while Muchinga, North-Western and Northern recorded paltry 5, 9 and 16 permanent Special Education classrooms each. As for permanent laboratories, there was a total of 1,496 recorded nationally and Copperbelt had 272 while Muchinga recorded 69.



**Table 7.2: Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary Schools by Type and Province, 2021**

Province	Classrooms			Special Education Classrooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
Central	1,502	98	143	19	4	4	186	6	26	62	6	6
Copperbelt	2,668	102	72	36	3	12	272	17	31	88	12	8
Eastern	1,135	84	103	305	2	2	154	12	22	57	6	4
Luapula	703	33	86	18	5	3	81	7	24	21	4	5
Lusaka	1,710	189	93	62	4	4	221	17	15	78	6	3
Muchinga	632	71	149	5	5	15	69	11	33	14	5	7
North-Western	1,112	132	142	9	3	0	118	19	34	26	6	6
Northern	1,115	55	121	16	2	6	109	11	20	31	5	2
Southern	1,568	61	78	765	4	3	187	7	6	59	8	6
Western	736	58	61	105	68	41	99	4	4	28	3	3
<b>National</b>	<b>12 881</b>	<b>883</b>	<b>1,048</b>	<b>1,340</b>	<b>100</b>	<b>90</b>	<b>1,496</b>	<b>111</b>	<b>230</b>	<b>464</b>	<b>61</b>	<b>50</b>

Table 7.3 refers to the distribution of permanent classrooms, Special Education classrooms and laboratories at primary school level by type and province. A total of 50,210 permanent classrooms, 434 Special Education classrooms, 422 laboratories and 1,530 libraries were recorded nationally in 2021. Southern and Copperbelt provinces recorded the highest number of permanent classrooms at 7,279 and 7,211, respectively. Muchinga recorded the least number of permanent classrooms at 3,087. There were 434 permanent Special Education classrooms, 422 laboratories and 1,530 libraries recorded nationally. Copperbelt recorded highest in permanent Special Education classrooms, laboratories and libraries; 110, 113 and 682 while North-Western, Muchinga and Western Provinces recorded lowest number in Special Education classrooms, laboratories and libraries as follows: 7, 8 and 26 respectively.

**Table 7.3: Distribution of Classrooms, Special Education Classrooms, Laboratories and Libraries in Primary Schools by Type and Province, 2021**

Province	Classrooms			Special Education Class Rooms			Laboratories			Libraries		
	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete	Perm	Temp	Incomplete
Central	5,761	609	672	44	7	2	46	9	5	115	24	9
Copperbelt	7,211	429	434	110	3	1	113	8	22	682	26	12
Eastern	5,109	492	745	21	2	2	26	2	5	164	42	14
Luapula	4,320	253	301	25	4	3	31	6	15	48	9	2
Lusaka	6,341	198	266	81	6	10	82	7	8	179	25	7
Muchinga	3,087	415	612	26	34	6	8	1	1	52	43	9
North-Western	3,310	353	295	7	1	2	10	2	1	36	7	10
Northern	3,812	541	588	46	4	6	13	2	2	27	9	8
Southern	7,279	509	731	62	1	13	78	3	52	201	20	31
Western	3,980	1,629	401	12	3	2	15	2	14	26	9	8
<b>National</b>	<b>50,210</b>	<b>5,428</b>	<b>5,045</b>	<b>434</b>	<b>65</b>	<b>47</b>	<b>422</b>	<b>42</b>	<b>125</b>	<b>1,530</b>	<b>214</b>	<b>110</b>





## Chapter 8: Tertiary (Colleges of Education and Universities)

Table 8.1 shows the distribution of academic fields by profession ranks and sex in both public and private universities.

From the table, it is evident that the number of staff in academic field and rank is predominantly male. In order to balance the distribution for staff by sex, there is need to encourage females to take up some roles in all the faculties so that there is a gender balance.

**Table 8.1: Academic Staff by Academic Field and Academic Rank in Public and Private Universities-2021**

Faculty	Professor		Assistant Professor		Senior Lecturer		Lecturer		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	
School of Agriculture	13	0	15	1	48	7	170	58	246	66	312
School of Humanities	38	7	28	4	112	36	311	110	489	157	646
Business Administration	63	17	32	4	137	34	451	183	683	238	921
Education	29	8	45	6	152	58	557	230	783	302	1,085
Engineering & Construction	8	0	16	1	23	4	240	42	287	47	334
ICT	7	1	4	0	13	2	106	22	130	25	155
Natural Sciences, Mathematics & Statistics	14	1	14	0	45	14	181	61	254	76	330
Social Sciences	12	4	3	0	65	13	153	63	233	80	313
Other	1	2	1	0	0	5	17	1	19	8	27
<b>National</b>	<b>185</b>	<b>40</b>	<b>158</b>	<b>16</b>	<b>595</b>	<b>173</b>	<b>2,186</b>	<b>770</b>	<b>3,124</b>	<b>999</b>	<b>4,123</b>

Table 8.2 shows the distribution of staff by academic rank in Private Universities as of the year, 2021. Like the previous table, there are more males in almost all the faculties than females.

**Table 8.2: Academic Staff by Academic Field and Academic Rank in Private Universities - 2021**

Faculty	Professor		Assistant Professor		Senior Lecturer		Lecturer		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	
School of Agriculture	8	0	11	1	31	4	130	53	180	58	238
School of Humanities	5	0	10	2	36	15	190	68	241	85	326
Business Administration	1	2	5	0	9	2	89	41	104	45	149
Education	3	0	6	3	20	16	256	93	285	112	397
Engineering & Construction	4	0	12	0	19	4	200	37	235	41	276
ICT	0	0	1	0	2	1	9	3	12	4	16
Natural Sciences, Mathematics & Statistics	9	0	8	0	30	4	130	38	177	42	219
Social Sciences	0	0	0	0	14	2	22	9	36	11	47
Other	0	0	0	0	1	5	6	1	7	6	13
<b>National</b>	<b>30</b>	<b>2</b>	<b>53</b>	<b>6</b>	<b>162</b>	<b>53</b>	<b>1,032</b>	<b>343</b>	<b>1,277</b>	<b>404</b>	<b>1,681</b>



Table 8.3 highlights the distribution of Academic Staff by Academic field and rank in Public Universities in the year 2021. From the table, there is a higher concentration of men in all the academic ranks compared to that of women. This indicates that less women are taking up roles in academic fields in public universities as compared to men.

**Table 8.3: Academic Staff by Academic Field and Academic Rank in Public Universities - 2021**

Faculty	Professor		Assistant Professor		Senior Lecturer		Lecturer		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	
School of Agriculture	5	0	4	0	18	3	40	5	67	8	75
School of Humanities	33	7	18	2	78	21	122	42	251	72	323
Business Administration	62	15	27	4	121	29	364	146	574	194	768
Education	26	8	39	3	119	45	298	133	482	189	671
Engineering & Construction	4	0	4	1	7	0	40	5	55	6	61
ICT	7	1	3	0	14	1	97	19	121	21	142
Natural Sciences, Mathematics & Statistics	5	1	6	0	19	10	51	23	81	34	115
Social Sciences	12	4	3	0	54	11	131	54	200	69	269
Other	1	2	1	0	0	0	11	0	13	2	15
<b>National</b>	<b>155</b>	<b>38</b>	<b>105</b>	<b>10</b>	<b>430</b>	<b>120</b>	<b>1,154</b>	<b>427</b>	<b>1,844</b>	<b>595</b>	<b>2,439</b>

**Table 8.4: Distribution of Staff by type of Employment - 2021**

Type of University	Full-time		Part-time		Total	
	Male	Female	Male	Female	Male	Female
Public	1,344	519	255	79	1,599	598
Private	1,040	438	1,207	374	2,247	812
<b>National</b>	<b>2,384</b>	<b>957</b>	<b>1,462</b>	<b>453</b>	<b>3,846</b>	<b>1,410</b>

**Table 8.5: Distribution of Staff by University Type and Sex - 2021**

Type of University	Male	Female	Total
Public	27,380	23,354	50,734
Private	31,362	32,053	63,415
<b>National</b>	<b>58,742</b>	<b>55,407</b>	<b>114,149</b>

**Table 8.6: Distribution of Staff by level of Qualification and Sex - 2021**

University	Level of Qualification	Male	Female	Total
Public	Diploma	1,728	1,864	3,592
	Bachelors	23,579	19,779	43,358
	PG-Diploma	100	43	143
	Master's	1,837	1,473	3,310
	Doctoral	136	95	231
	<b>Total</b>	<b>27,380</b>	<b>23,254</b>	<b>50,634</b>
Private	Diploma	4,890	7,192	12,082
	Bachelors	19,684	20,163	39,847
	PG-Diploma	177	108	285
	Master's	6,085	4,360	10,445
	Doctoral	526	230	756
	<b>Total</b>	<b>31,362</b>	<b>32,053</b>	<b>63,415</b>
<b>National</b>	<b>58,742</b>	<b>55,307</b>	<b>114,049</b>	

**Table 8.7: Distribution of students in Public and Private Universities in academic schools by level**

Academic Field	Diploma		Bachelor's		PG-Diploma		Master's		Doctoral		Sub-total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
School of Agriculture	1	1	1,549	721	1	-	168	125	33	25	1,752	872	2,624
School of Humanities	310	66	5,785	6,040	93	33	749	845	39	14	6,976	6,998	13,974
Business Administration	241	207	9,497	8,708	25	10	4,576	2,799	230	74	14,569	11,798	26,367
Education	1,234	1,688	8,196	9,152	105	73	815	770	122	102	10,472	11,785	22,257
Engineering & Construction	104	40	5,164	1,981	-	-	144	40	17	3	5,429	2,064	7,493
ICT	86	15	1,465	428	-	-	209	47	1	-	1,761	490	2,251
Natural Sciences, Mathematics & Statistics	249	766	3,977	3,405	-	3	63	69	2	3	4,291	4,246	8,537
Social Sciences	82	74	1,594	1,349	53	27	174	167	201	83	2,104	1,700	3,804
Other	15	2	240	76	-	-	18	11	-	-	273	89	362
<b>National</b>	<b>2,322</b>	<b>2,859</b>	<b>37,467</b>	<b>31,860</b>	<b>277</b>	<b>146</b>	<b>6,916</b>	<b>4,873</b>	<b>645</b>	<b>304</b>	<b>47,627</b>	<b>40,042</b>	<b>87,669</b>

**Table 8.8: Distribution of students in Private Universities by level**

Academic Field	Diploma		Bachelors		PG-Diploma		Master's		Doctoral		Sub-total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
School of Agriculture	-	1	987	561	-	-	135	94	32	25	1,154	681	1,835
School of Humanities	35	23	3,854	4,217	85	33	453	446	22	7	4,449	4,726	9,175
Business Administration	-	-	2,805	2,415	-	-	574	355	3	1	3,382	2,771	6,153
Education	290	276	6,093	6,664	15	10	250	210	49	39	6,697	7,199	13,896
Engineering & Construction	71	11	4,987	1,901	-	-	134	35	17	3	5,209	1,950	7,159
ICT	-	-	-	-	-	-	-	-	-	-	-	-	-
Natural Sciences, Mathematics & Statistics	-	-	1,814	891	-	-	36	50	2	3	1,852	944	2,796
Social Sciences	-	-	529	617	-	-	32	34	-	-	561	651	1,212
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>National</b>	<b>396</b>	<b>311</b>	<b>21,069</b>	<b>17,266</b>	<b>100</b>	<b>43</b>	<b>1,614</b>	<b>1,224</b>	<b>125</b>	<b>78</b>	<b>23,304</b>	<b>18,922</b>	<b>42,226</b>


**Table 8.9: Distribution of Students in Public Universities by level**

Academic Field	Diploma		Bachelors		PG-Diploma		Master's		Doctoral		Sub-total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
School of Agriculture.	1	-	562	160	1	-	33	31	1	-	598	191	789
School of Humanities	275	43	1,931	1,823	8	-	296	399	17	7	2,527	2,272	4,799
Business Administration	241	207	6,692	6,293	25	10	4,002	2,444	227	73	11,187	9,027	20,214
Education	887	1,412	2,103	2,488	90	63	565	560	73	63	3,718	4,586	8,304
Engineering & Construction	33	29	177	80	-	-	10	5	-	-	220	114	334
ICT	86	15	1,465	428	-	-	209	47	1	-	1,761	490	2,251
Natural Sciences, Mathematics & Statistics	249	766	2,163	2,514	-	3	27	19	-	-	2,439	3,302	5,741
Social Sciences	82	74	1,065	732	53	27	142	133	201	83	1,543	1,049	2,592
Other	15	2	240	76	-	-	18	11	-	-	273	89	362
<b>National</b>	<b>1,869</b>	<b>2,548</b>	<b>16,398</b>	<b>14,594</b>	<b>177</b>	<b>103</b>	<b>5,302</b>	<b>3,649</b>	<b>520</b>	<b>226</b>	<b>24,266</b>	<b>21,120</b>	<b>45,386</b>



## Chapter 9: ICT in Education

In today's rapidly evolving digital age, Information and Communication Technology (ICT) plays an indispensable role in transforming the landscape of education in Zambia. ICT refers to the integration of technology into various aspects of teaching, learning, and educational administration to enhance efficiency, accessibility, and effectiveness.

The integration of ICT in education brings forth a multitude of benefits. Firstly, it facilitates access to a wealth of information and resources beyond traditional textbooks, enabling students and educators to explore diverse perspectives and stay updated with the latest developments in their fields. This access not only enriches learning experiences but also fosters a culture of lifelong learning.

Additionally, ICT empowers educators by providing tools for efficient lesson planning, assessment, and administrative tasks. Digital platforms streamline communication between teachers, students, and parents, promoting transparency and active participation in the educational process.

ICT in education is not merely about incorporating technology into classrooms, it is about leveraging technology to innovate teaching and learning practices, empower educators and learners, and build a more inclusive and equitable educational ecosystem. Embracing ICT in education paves the way for a future where knowledge knows no bounds and learning opportunities are limitless.

Table 9.1 shows the number of computer Laboratory in primary schools by province and type. There were 1,282 permanent computer laboratories in all primary schools in 2021; 454 temporary computer laboratories and 282 incomplete computer laboratories in 2021. In terms of provincial comparison, Southern Province had the highest number of Computer laboratories by 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 9.1: Computer Laboratories in Primary Schools by Province and Type, 2021**

Province	Permanent Computer Laboratories-Primary Classrooms	Temporary Computer Laboratories-Primary Classrooms	Incomplete Computer Laboratories-Primary Classrooms	Total
Central	85	30	15	130
Copperbelt	133	86	6	225
Eastern	31	49	36	116
Luapula	32	33	28	93
Lusaka	107	49	6	162
Muchinga	18	9	4	31
North-Western	39	21	8	68
Northern	10	19	10	39
Southern	511	99	116	726
Western	316	59	53	428
<b>National</b>	<b>1,282</b>	<b>454</b>	<b>282</b>	<b>2,018</b>

Table 9.2 shows the number of schools with Internet facilities by province and Education Level. There was a total of 6,997 primary and secondary schools out of the total 11,873 (primary and secondary) with Internet facilities in 2021 broken down as follows (5,764) in primary and 1,233 in Secondary. In terms of provincial comparison, Eastern province had the highest number of primary schools with internet facilities (1,272) followed by Lusaka (1,051) and North-Western (924). Luapula province had the lowest



number of primary schools (16) with Internet facilities. At secondary level, Lusaka had the highest number of schools (474) with internet facilities, followed by North-Western (466) and the lowest being Luapula Province (29) schools. From the table, it is clear that the distribution of computers in schools is not even or equal to the number of schools in that some provinces there are very few computer facilities as compared to the number of schools in particular provinces. (Kindly refer to tables 1.1 and 1.2 in chapter 1 for the distribution of schools in all the provinces).

**Table 9.2: Number of Schools with Internet Facilities by Education Level, 2021**

Province	Primary	Secondary	Total
Central	276	83	359
Copperbelt	756	106	862
Eastern	1,142	130	1,272
Luapula	16	13	29
Lusaka	947	104	1,051
Muchinga	154	57	211
North-Western	798	126	924
Northern	801	47	848
Southern	401	94	495
Western	473	83	556
<b>National</b>	<b>5,764</b>	<b>1,233</b>	<b>6,997</b>

Table 9.3 shows the number of computers in Primary and Secondary Schools by province. There were 35,403 computers in all primary schools and 45,646 computers in secondary schools in 2021, making a total of 81,049 computers in all schools in 2021. Lusaka province had the highest number of computers (25,445) followed by North-Western (17,350) and the lowest being Western (1,642).

**Table 9.3: Number of Computers by Province and Education Level 2021**

Province	Number of Primary Computers	Number of Secondary Computers	Total
Central	1,778	2,873	4,651
Copperbelt	3,022	4,546	7,568
Eastern	3,329	1,951	5,280
Luapula	1,905	1,777	3,682
Lusaka	15,865	9,580	25,445
Muchinga	945	968	1,913
North-Western	1,372	15,978	17,350
Northern	3,573	2,444	6,017
Southern	2,808	4,693	7,501
Western	806	836	1,642
<b>National</b>	<b>35,403</b>	<b>45,646</b>	<b>81,049</b>



## Chapter 10: School Related Gender Based Violence

This chapter gives a synopsis of Gender Based Violence in schools.

School-Related Gender-based violence (SRGBV) is a phenomenon that affects millions of children, families and communities. It occurs in all countries in the world and cuts across cultural, geographic and economic differences in societies. 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. In our context, the Ministry collects information on teachers who experienced SRGBV in the previous year and at school level.

Table 10.1 shows the number of teachers who reported experiencing School Related Gender Based Violence (SRGBV) by Province and sex. The total number of teachers who experienced SRGBV in 2021 was 863 with male teachers experiencing more SRGBV at 490 compared to female teachers at 373. Eastern Province experienced more male SRGBV (307) than female SRGBV (214) followed by Copperbelt (50 males) and (52 females.) Overall, more male teachers (490) experienced (SRGBV) compared to females (373). Eastern Province experienced most SRGBV (521) and Muchinga experienced the least number of SRGBV cases (2) only.

**Table 10.1: Teachers who reported experiencing School Related Gender Based Violence (SRGBV) at school level in the previous Year by Sex and Province**

Province	Male	Female	Total
Central	55	42	97
Copperbelt	50	52	102
Eastern	307	214	521
Luapula	5	2	7
Lusaka	8	7	15
Muchinga	1	1	2
North-Western	28	18	46
Northern	16	17	33
Western	20	20	40
<b>National</b>	<b>490</b>	<b>373</b>	<b>863</b>

Table 10.2 shows the number of learners who reported experiencing School Related Gender Based Violence (SRGBV) by Province and Sex. The total number of learners who experienced SRGBV in 2021 was 1192 with female learners experiencing more SRGBV at 683 compared to males at 509. Central province experienced more female SRGBV (405) than males SRGBV (273) followed by Eastern (99 males) and (126 females.). Overall, more learners (683) experienced (SRGBV) compared to males (509). Learners in Central Province experienced most SRGBV (678) while Muchinga Province learners experienced the least number of SRGBV cases (1) only.



**Table 10.2: Learners who reported experiencing School Related Gender Based Violence (SRGBV) at school level in the previous Year by Province and Sex**

Province	Male	Female	Total
Central	273	405	678
Copperbelt	54	43	97
Eastern	99	126	225
Luapula	2	3	5
Lusaka	8	9	17
Muchinga	0	1	1
North-Western	26	37	63
Northern	25	27	52
Western	22	32	54
<b>National</b>	<b>509</b>	<b>683</b>	<b>1,192</b>





## Chapter 11: Sources of Power (Electricity)

Table 11.1 shows distribution of all schools by power source and province. Despite some efforts being made towards connecting schools to various power sources, out of the total (10,965) half (54percent) of the schools that responded remained unconnected to any form of power source at 5,917. Schools connected to main power grid accounted for 30.3 Percent (3,325) followed by those connected to solar accounting at 10 percent (1,085).

**Table 11.1: Distribution of All Schools by Power Source and Province, 2021**

Province	Generator	Main Power Grid	Stand-Alone Hydropower	Solar	No Power
Central	71	354	668	82	3
Copperbelt	92	684	393	63	9
Eastern	65	258	778	185	8
Luapula	29	257	399	84	9
Lusaka	95	548	192	68	15
Muchinga	33	147	546	72	10
North-Western	41	224	588	61	15
Northern	33	225	720	113	8
Southern	62	417	735	212	12
Western	22	211	898	145	6
<b>National</b>	<b>543</b>	<b>3,325</b>	<b>5,917</b>	<b>1,085</b>	<b>95</b>

Table 11.2 shows the distribution of primary schools by power source and province. Only 40 percent or 2,588 of primary schools were connected to any form of power source. In 2021, only 40 percent (2,588) of the 9,599 primary schools were connected to the any form of power. The majority, 5,726 schools, remained without a power source. Of the schools with power, 27 percent (2,588) were connected to the National Power Grid. The Copperbelt province had the highest number of schools connected to the grid, with 568 schools, while Muchinga had the lowest, with only 111 schools connected.

**Table 11.2: Distribution of Primary Schools by Power Source and Province, 2021**

Province	Generator	Main Power Grid	Stand-Alone Hydropower	Solar	No Power
Central	32	269	645	66	1
Copperbelt	58	568	391	48	8
Eastern	24	205	761	163	6
Luapula	12	203	388	67	7
Lusaka	56	446	187	56	13
Muchinga	12	111	509	61	7
North-Western	15	162	551	51	11
Northern	17	154	689	92	7
Southern	38	316	724	201	9
Western	9	154	881	133	5
<b>National</b>	<b>273</b>	<b>2,588</b>	<b>5,726</b>	<b>938</b>	<b>74</b>



Table 11.3 shows the distribution of secondary schools by power source and province. In contrast to primary schools, only 1.5 percent (26 out of 1,366) of secondary schools reported being without any power source in 2021. Of the total, 53 percent (737 schools) were connected to the National Power Grid. The Copperbelt province had the highest number of secondary schools connected to the grid, with 116 schools, while Muchinga had the lowest, with just 36 schools.

**Table 11.3: Distribution of Secondary Schools by Power Source and Province, 2021**

Province	Generator	Main Power Grid	Standalone Hydropower	Solar	No Power
Central	39	85	23	16	2
Copperbelt	34	116	2	15	1
Eastern	41	53	17	22	2
Luapula	17	54	11	17	2
Lusaka	39	102	5	12	2
Muchinga	21	36	37	11	3
North-Western	26	62	37	10	4
Northern	16	71	31	21	1
Southern	24	101	11	11	3
Western	13	57	17	12	1
<b>National</b>	<b>270</b>	<b>737</b>	<b>191</b>	<b>147</b>	<b>21</b>

Table 11.4 shows the distribution of all schools by power source and running agency. GRZ schools were more connected to all forms of power sources as compared to any other running agency. Similarly, GRZ schools also accounted for the highest proportion of schools not connected to any form of power source at 4,001 representing 67 percent of unconnected schools in 2021.

**Table 11.4: Distribution of Schools by Power Source and Running Agency in All Schools, 2021**

Running Agency	Generator	Main Power Grid	Standalone Hydropower	Solar	No Power
Community	31	339	1,788	49	2
Grant-aided (from GRZ)	87	289	80	76	16
GRZ	297	1,899	4,001	874	29
Private	128	798	48	86	48
<b>National</b>	<b>543</b>	<b>3,325</b>	<b>5,917</b>	<b>1,085</b>	<b>95</b>

Table 11.5 shows the distribution of primary schools by power source and running agency. Primary GRZ schools connected to any form of power source except for generator accounted for the highest proportion across all the sources. Similarly, GRZ schools also accounted the highest number of schools not connected to any form of power source at 3,733, representing 65 percent of unconnected schools. Most of these affected (unconnected) schools could be said to be located in rural areas of the country.

**Table 11.5: Distribution of Primary Schools by Power Source and Running Agency, 2021**

Running Agency	Generator	Main Power Grid	Stand Alone Hydropower	Solar	No Power
Community	26	326	1,761	39	1
Grant-aided (from GRZ)	29	151	68	35	12
GRZ	104	1468	3,733	739	29
Private	114	643	56	54	16
<b>National</b>	<b>273</b>	<b>2,588</b>	<b>5,726</b>	<b>938</b>	<b>74</b>



Table 11.6 shows the distribution of secondary schools by power source and running agency. GRZ secondary schools recorded the highest proportion of schools without any form of power source at 32.

Running Agency	Generator	Main Power Grid	Stand-Alone Hydropower	Solar	No Power
Community	5	13	27	10	1
Grant-aided (from GRZ)	58	138	12	41	4
GRZ	193	431	268	135	32
Private	14	155	8	32	2
<b>National</b>	<b>270</b>	<b>737</b>	<b>191</b>	<b>147</b>	<b>21</b>



## Chapter 12: Sources of Water

Table 12.1 shows the distribution of all schools by water source and province. Schools with borehole-pumps accounted for largest proportion at 48.1 percent (5,283 out of 10,971 schools) that had responded. 3.5 percent (387 schools) recorded having no form of water source. Eastern and Southern provinces recorded the highest number of schools with borehole-pumps at 867 and 847 respectively, while Lusaka recorded the least of schools with borehole-pumps at 2 percent (227)

**Table 12.1: Distribution of Schools by Water Source and Province, 2021**

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	188	727	39	142	126	83
Copperbelt	296	349	24	477	120	65
Eastern	153	847	52	63	69	74
Luapula	53	390	46	72	69	124
Lusaka	384	227	7	343	56	17
Muchinga	67	338	46	50	70	129
North-Western	123	464	59	99	71	138
Northern	84	374	57	82	92	249
Southern	249	867	35	188	84	79
Western	87	700	22	107	81	198
<b>National</b>	<b>1,684</b>	<b>5,283</b>	<b>387</b>	<b>1,623</b>	<b>838</b>	<b>1,156</b>

Table 12.2 shows the distribution of schools by water source and province. Like that of all schools, primary schools with borehole-pumps accounted for the highest number at 4,785 or 50 percent of all (9,599) primary schools while primary schools without any form of water source were only 371 or 4 percent, most of which could be community schools. Similarly, Southern and Eastern recorded the highest number of schools with borehole-pumps at 802 and 788, while Lusaka recorded the least at 182.

**Table 12.2: Distribution of Primary Schools by Water Source and Province, 2021**

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well- Unprotected
Central	132	661	37	99	118	81
Copperbelt	215	310	24	406	115	65
Eastern	109	788	49	54	62	73
Luapula	34	339	46	64	63	123
Lusaka	309	182	7	310	51	17
Muchinga	46	309	43	38	63	126
North-Western	61	403	56	62	64	136
Northern	48	328	53	58	87	246
Southern	176	802	34	153	81	78
Western	59	663	22	84	79	198
<b>National</b>	<b>1,189</b>	<b>4,785</b>	<b>371</b>	<b>1,328</b>	<b>783</b>	<b>1,143</b>



Table 12.3 refers to the distribution of secondary schools by water source and province. Similar to the trend observed in primary schools, most of the secondary schools also had borehole-pumps as a major source of water. Schools with borehole-pumps accounted for 36.3 percent or 498 of all (1,372) secondary schools that responded while only 1 percent or 16 of the secondary schools reported having no form of water source. This situation could also be attributed to some community and/or private schools that are running secondary level of education.

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well- Unprotected
Central	56	66	2	43	8	2
Copperbelt	81	39	0	71	5	0
Eastern	44	59	3	9	7	1
Luapula	19	51	0	8	6	1
Lusaka	75	45	0	33	5	0
Muchinga	21	29	3	12	7	3
North-Western	62	61	3	37	7	2
Northern	36	46	4	24	5	3
Southern	73	65	1	35	3	1
Western	28	37	0	23	2	0
<b>National</b>	<b>495</b>	<b>498</b>	<b>16</b>	<b>295</b>	<b>55</b>	<b>13</b>

Table 12.4 refers to the distribution of all schools by water source and agency. GRZ schools with borehole-pumps accounted for the highest proportion at 5,283 or 49 percent of all schools that responded while private run schools with borehole-pumps were the least at 118, representing 1 percent.

Running Agency	Borehole Piped	Borehole Pump	None	Piped Water	Well-Protected	Well- Unprotected
Community	125	457	154	402	264	361
Grant-aided (from GRZ)	158	213	6	109	29	40
GRZ	853	4495	224	584	466	741
Private	109	118	3	528	79	14
<b>National</b>	<b>1,245</b>	<b>5,283</b>	<b>387</b>	<b>1,623</b>	<b>838</b>	<b>1,156</b>

Table 12.5 shows distribution of water source by running agency in primary schools. Schools with borehole pumps accounted for the largest proportion at 50 percent and schools with no form of water source recorded the least at 371, representing 4 percent.

Running Agency	Borehole Piped	Borehole Pump	None	Piped Water	Well-Protected	Well- Unprotected
Community	133	646	187	396	262	384
Grant-Aided (from GRZ)	75	137	3	73	25	19
GRZ	688	3,905	179	398	389	722
Private	293	97	2	461	107	18
<b>National</b>	<b>1,189</b>	<b>4,785</b>	<b>371</b>	<b>1,328</b>	<b>783</b>	<b>1,143</b>



Table 12.6 shows the distribution of water source by running agency in secondary schools. Similar to the trend observed in primary schools, secondary schools with borehole-pumps accounted for the largest proportion at 531 or 40 percent while secondary schools with no any form of water source recorded the least at 29 or 2 percent.

Running Agency	Borehole Piped	Borehole Pump	None	Piped Water	Well-Protected	Well-Unprotected
Community	7	5	0	1	2	0
Grant-Aided (from GRZ)	91	67	2	26	5	4
GRZ	282	447	27	207	37	29
Private	56	12	0	61	14	2
<b>National</b>	<b>436</b>	<b>531</b>	<b>29</b>	<b>295</b>	<b>58</b>	<b>35</b>



## Chapter 13: Hygiene and Wash

Hygiene education in schools has been an integrated programme of School and Health Nutrition (SHN) rolled out across the schools in the country. The programme is a prerequisite for creating an enabling learning and teaching environment for all learners and teachers by preventing diseases thereby enhancing the education outcomes. 2021 recorded a reduction in the number of schools implementing hygiene education by 11.4 percentage point compared to 2020. Eastern province followed by Western recorded the highest number of schools where hygiene education was taught at 1,185 and 1,164, respectively, while Lusaka and Muchinga recorded the least 670 and 610, respectively. Otherwise, schools implementing hygiene education have been fluctuating since 2016.

**Note:** Total number refers to the schools that submitted data for Hygiene Education.

**Table 13.1: Distribution of Schools by Education Level, Year and Province where Hygiene Education was taught, 2021**

Province	Primary	Secondary	Total	Total No. of existing Schools	2021	2020	2019	2018	2017	2016
Central	843	160	1,003	1,132	88.6	98.3	98.7	84.7	87.7	95.0
Copperbelt	1,009	190	1,199	1,355	88.5	97.3	96.8	79.8	76.7	68.9
Eastern	1,185	157	1,342	1,603	83.7	97.3	99.0	87.9	61.6	64.3
Luapula	677	86	763	793	96.2	90.1	98.0	89.2	96.4	97.4
Lusaka	565	105	670	754	88.9	97.3	96.3	75.2	81.5	79.5
Muchinga	543	67	610	702	86.9	98.5	98.5	76.3	94.1	92.3
North-Western	754	107	861	1,189	72.4	97.2	97.9	87.8	82.3	86.3
Northern	1,015	127	1,142	1,178	96.9	97.3	98.2	75.7	88.4	92.5
Southern	1,152	126	1,278	1,786	71.6	98.4	98.5	82.5	89.5	90.2
Western	1,164	128	1,292	1,381	93.6	96.3	95.9	92.8	82.1	90.7
<b>National</b>	<b>9,643</b>	<b>1,298</b>	<b>10,160</b>	<b>11,873</b>	<b>85.6</b>	<b>97.0</b>	<b>97.8</b>	<b>74.2</b>	<b>74.6</b>	<b>76.0</b>

Hand washing is part of hygiene education being taught in schools aimed at enhancing personal hygiene by both learners and teachers. In 2021, 82.4 percent of schools were implementing hand washing compared to 97.20 percent, translating into a -1.9 percent reduction. Except for 2017 and 2021, there has been some positive consistence in the number of schools implementing hygiene education. Southern and Eastern provinces recorded the highest number of schools implementing hygiene education in 2021, at 1,428 and 1,264, respectively while Luapula and Lusaka recorded the lowest number of schools at 656 and 578 respectively.

**Tables 13.2: Distribution of Schools by Education Level, Year and Province which practiced Hand Washing, 2021**

Province	Primary	Secondary	Total	Total No. Schools	2021	2020	2019	2018	2017	2016
Central	800	115	915	1,132	80.8	97.6	96.9	84.6	88.7	85.5
Copperbelt	910	106	1,016	1,355	75.0	97.9	96.5	94.6	96.0	68.0
Eastern	1,138	126	1,264	1,603	78.9	97.4	98.1	86.0	83.7	61.8
Luapula	572	84	656	793	82.7	91.1	97.0	87.1	94.2	92.5
Lusaka	474	104	578	754	76.7	97.9	95.8	75.1	92.1	77.8
Muchinga	538	62	600	702	85.5	98.3	95.3	73.9	88.8	80.6
North-Western	751	102	853	1,189	71.7	97.5	97.6	86.1	85.3	81.5
Northern	1,009	122	1,131	1,178	96.0	97.6	96.5	72.9	84.9	87.7
Southern	1,107	121	1,228	1,786	80.0	98.8	98.4	82.5	94.9	87.6
Western	1,230	109	1,339	1,381	97.0	95.9	92.6	86.6	84.4	81.0
<b>National</b>	<b>8,729</b>	<b>1,051</b>	<b>9,780</b>	<b>11,873</b>	<b>82.4</b>	<b>97.2</b>	<b>96.5</b>	<b>83.3</b>	<b>89.3</b>	<b>79.8</b>



Table 13.3 shows the distribution of schools which provided soap for handwashing by level, year and province in 2021. As part of the hygiene education programme being implemented in schools to prevent diseases, 85.4 percent of schools provided soap for hand washing in 2021 compared to 93.70 percent in 2020 recording a reduction. At primary level, Southern Province had the highest number of schools (1,307) which provided soap for hand washing followed by Western (1,230) while Lusaka and Luapula provinces recorded the lowest number of schools at 474 and 572, respectively. As for secondary level, North-Western province recorded the highest number of schools which provided soap for hand washing (168) and Luapula recorded the lowest number of secondary schools (87), which provided soap. There were also noticeable fluctuations in the percentage of schools providing soap for hand washing since 2016.

**Table 13.3: Distribution of Schools which provided Soap for Hand Washing by Level, Year and Province, 2021**

Province	Primary	Secondary	Total	Total No. schools	2021	2020	2019	2018	2017	2016
Central	801	106	907	1,132	80.1	94.7	90.6	78.2	72.7	70.7
Copperbelt	912	165	1,077	1,355	79.5	96.2	91.4	83.4	82.7	58.4
Eastern	1,138	149	1,287	1,603	80.3	94.6	93.0	73.8	69.7	56.5
Luapula	572	87	659	793	83.1	89.5	94.6	80.5	86.6	86.3
Lusaka	474	124	598	754	79.3	96.9	92.9	69.8	80.3	69.7
Muchinga	538	105	643	702	91.6	94.9	87.3	64.5	66.9	61.5
North-Western	751	168	919	1,189	77.3	93.7	94.4	76.8	73.9	72.2
Northern	1,009	161	1,170	1,178	99.3	94.4	90.9	74.0	73.9	73.4
Southern	1,307	148	1,455	1,786	81.5	96.0	94.7	79.1	87.8	76.2
Western	1,230	103	1,333	1,381	96.5	86.5	80.1	68.8	63.0	58.2
<b>National</b>	<b>8,730</b>	<b>1,406</b>	<b>10,136</b>	<b>11,873</b>	<b>85.4</b>	<b>93.7</b>	<b>90.9</b>	<b>75.3</b>	<b>75.8</b>	<b>67.8</b>

Table 13.4 shows the distribution of primary and secondary schools which provided waste disposal facilities by province in 2021. As part of the integrated hygiene education programme in schools, 81.5 percent of schools provided waste disposal facilities in 2021 compared to 86.3 percent of schools in 2020. Conversely, there was an observed positive consistency (upward trends) in the schools which provided waste disposal facilities since 2016. At primary level, Southern recorded the highest number of schools (1,264) which provided waste disposal facilities followed by Western (1,145), while Lusaka had the lowest number of schools providing waste disposal facilities. This low number in Lusaka is due to the non-submission of data by some schools. At secondary school level, Lusaka province recorded the highest number at 135 while Luapula and Muchinga tallied at 92. This table also shows an upward trend since 2016.

**Tables 13.4: Distribution of Schools which provided Waste Disposal Facilities by School Level, Year and Province, 2021**

Province	Primary	Secondary	Total	Total No. of Schools	2021	2020	2019	2018	2017	2016
Central	943	110	1,053	1,132	93.0	88.1	84.3	76.8	76.3	70.1
Copperbelt	912	148	1,060	1,355	78.2	89.5	87.4	81.1	80.7	56.8
Eastern	1,110	92	1,202	1,603	75.0	88.3	88.8	74.8	72	54.2
Luapula	589	102	691	793	87.1	81.6	84.9	76.1	80.3	79.4
Lusaka	402	135	537	754	71.2	92.2	94.7	69	79.1	68.4
Muchinga	489	92	581	702	82.8	84.1	84.2	65.2	73.2	64.6
North-Western	745	106	851	1,189	71.6	82.8	80.8	71.6	68.7	63.5
Northern	955	101	1,056	1,178	89.6	87.6	80.7	62.4	72.5	69.8
Southern	1,264	132	1,396	1,786	78.2	90	91.4	74.7	87.2	77.8
Western	1,145	105	1,250	1,381	90.5	77.3	72.6	71	67.4	63.1
<b>National</b>	<b>8,554</b>	<b>1,123</b>	<b>9,677</b>	<b>11,873</b>	<b>81.5</b>	<b>86.3</b>	<b>84.9</b>	<b>72.7</b>	<b>76</b>	<b>66.5</b>

Table 13.5 shows the distribution of schools which offer Menstrual Hygiene Management (MHM)





Education by school level, year and province. MHM is relatively a new component of an integrated School Health and Nutrition (SHN) programming as part of the WASH programme. MHM education is aimed at ensuring the dignity of the adolescent girl learners is maintained while attending school. It also places an emphasis on the stakeholders in appreciating the natural processes moment of reproductive health go through and the support they need, particularly for adolescent girl learners. Despite being relatively a new intervention in schools, there has been an observed upward trend in schools implementing MHM education from 45.80 percent in 2016 to 78.3 percent of schools implementing MHM education in 2021. Southern recorded the highest (1,115) at primary level with Luapula and Muchinga at 586 and 592 having the least, respectively.

**Table 13.5: Distribution of Schools by School Level, Year and Province which Offered Menstrual Hygiene Management (MHM) Education, 2021**

Province	Primary	Secondary	Total	Total Schools	2021	2020	2019	2018	2017	2016
Central	950	101	1,051	1,132	92.8	70.0	64.1	51.6	53.7	47.6
Copperbelt	815	109	924	1,355	68.2	69.0	64.7	52.1	51.4	35.5
Eastern	1,108	107	1,215	1,603	75.8	77.7	74.7	59.7	57.9	44.9
Luapula	501	85	586	793	73.9	59.5	62.0	51.0	53.1	54.3
Lusaka	467	125	592	754	78.5	79.0	79.9	54.7	63.2	51.9
Muchinga	504	97	601	702	85.6	60.9	59.8	48.8	38.7	40.4
North-Western	681	171	852	1,189	71.7	63.5	60.6	50.2	47.7	42.7
Northern	679	154	833	1,178	70.7	55.6	53.1	34.5	41.5	39.8
Southern	1,115	168	1,283	1,786	71.8	78.0	75.8	61.6	70.5	60.8
Western	905	96	1,001	1,381	72.5	61.9	54.5	47.2	44.8	38.8
<b>National</b>	<b>7,916</b>	<b>1,383</b>	<b>9,299</b>	<b>11,873</b>	<b>78.3</b>	<b>68.1</b>	<b>65.1</b>	<b>51.5</b>	<b>53.1</b>	<b>45.8</b>

Table 13.6 shows the distribution of schools by school level, year and province. Sanitary towels are part of the integrated of the MHM package for an MHM service delivery. This package partly contains pads and other MHM requisites to assist the girls use particularly in time of emergency. The trends from 2016 to 2021 show positive consistence in percentage of schools which provided sanitary towels ranging between 24.3 percent in 2016 to 40.1 percent in 2021. At primary school level, Southern and Central provinces recorded the highest number of schools which provided sanitary towels in 2021, at 672 and 512, respectively, while Muchinga and Luapula recorded the least (204 and 235), respectively. Copperbelt and North-Western tallied as the highest at 116 while Luapula recorded the lowest number of schools (56) at secondary level.

**Tables 13.6: Distribution of Schools by School Level, Year and Province which Provided Sanitary Towels for Adolescent Girl Learners, 2021**

Province	Primary	Secondary	Total	Total No. Schools	2021	2020	2019	2018	2017	2016
Central	512	101	613	1,132	54.2	36.2	30.7	23.7	23.5	22.4
Copperbelt	413	116	529	1,355	39.0	36.4	35.0	31.5	26.9	18.4
Eastern	475	110	585	1,603	36.5	38.2	38.0	31.3	30.3	25.4
Luapula	235	56	291	793	36.7	30.7	23.7	18.1	18.8	23.6
Lusaka	398	112	510	754	67.6	55.5	56.4	39.9	36.9	30.2
Muchinga	204	73	277	702	39.5	31.2	30.9	20.7	18.9	15.2
North-Western	315	116	431	1,189	36.2	40.8	37.2	31.2	33.4	29.0
Northern	257	78	335	1,178	28.4	24.2	20.2	12.4	16.9	27.8
Southern	672	91	763	1,786	42.7	38.1	35.9	38.7	36.9	32.8
Western	356	66	422	1,381	30.6	25.6	21.1	15.9	15.5	16.0
<b>National</b>	<b>3,837</b>	<b>919</b>	<b>4,756</b>	<b>11,873</b>	<b>40.1</b>	<b>35.4</b>	<b>32.5</b>	<b>26.8</b>	<b>26.2</b>	<b>24.3</b>



Table 13.7 shows the distribution of schools by school level, year and province. There has been an observed positive upward trend of schools with the presence of facilities for disposal of used sanitary towels from 24.4 percent (2016) to 39.1 percent (2021), except in 2018 when it declined from 27.8 percent (2017) to 26.9 percent (2018). At primary level, Eastern (514) recorded the highest number of schools that had facilities for disposal of used sanitary towels while Luapula recorded the least at 248. As for the secondary school level, Central followed by Copperbelt recorded the highest number of schools with disposal of used sanitary towels facilities (128 and 123), respectively. Luapula recorded the least at 64 as in number of schools.

**Tables 13.7: Distribution of Schools by School Level, Year and Province with Presence of Facilities for Disposal of Used Sanitary Towels, 2021**

Province	Primary	Secondary	Total	Total No. Schools	2021	2020	2019	2018	2017	2016
Central	438	128	566	1,132	50.0	37.8	32.3	25.7	27.4	25.3
Copperbelt	425	123	548	1,355	40.4	38.2	35.1	25.1	25.8	18.0
Eastern	514	117	631	1,603	39.4	43.8	39.1	31.8	32.2	26.7
Luapula	248	64	312	793	39.3	31.4	25.4	25.3	26.1	27.1
Lusaka	386	94	480	754	63.7	50.2	52.0	36.6	38.3	30.4
Muchinga	268	91	359	702	51.1	34.6	33.3	21.2	22.8	18.8
North-Western	271	101	372	1,189	31.3	34.5	34.5	26.4	28.8	27.1
Northern	287	96	383	1,178	32.5	30.1	27.5	19.7	20.0	22.2
Southern	463	89	552	1,786	30.9	35.5	35.8	34.4	34.1	29.9
Western	354	82	436	1,381	31.6	28.5	26.5	20.2	20.1	18.2
<b>National</b>	<b>3,654</b>	<b>985</b>	<b>4,639</b>	<b>11,873</b>	<b>39.1</b>	<b>36.4</b>	<b>34.0</b>	<b>26.9</b>	<b>27.8</b>	<b>24.4</b>

Table 13.8 shows the distribution of schools by school level, year and province with functional School Maintenance/WASH Committees. There has been a consistent upward trend of schools with functional School Maintenance/WASH Committees since 2016 except in 2018, when it dropped from 70.8 percent (2017) to 68.6 percent (2018). In 2021, Eastern and Southern recorded the highest number of primary schools with School Maintenance/WASH Committees (1,124 and 1,154), respectively while Luapula, North-Western, Lusaka and Muchinga (542, 579, 587 and 588 in that order) recorded the lowest at primary school level. Central province recorded the highest number of schools with School Maintenance/WASH Committees and Luapula had the least number of schools at secondary school level.

**Tables 13.8: Distribution of Schools by School Level, Year and Province with Functional School Maintenance/Wash Committees, 2021**

Province	Primary	Secondary	Total	Total No. Schools	2021	2020	2019	2018	2017	2016
Central	902	115	1,017	1,132	89.8	77.4	74.9	68.0	72.4	66.0
Copperbelt	989	166	1,155	1,355	85.2	76.1	74.2	61.0	62.7	45.2
Eastern	1,124	117	1,241	1,603	77.4	85.9	85.8	72.1	73.1	54.5
Luapula	542	87	629	793	79.3	70.1	74.2	74.4	76.7	75.6
Lusaka	587	145	732	754	97.1	75.8	76.5	61.1	64.0	56.7
Muchinga	588	103	691	702	98.4	76.8	79.0	71.2	76.5	65.7
North-Western	579	162	741	1,189	62.3	69.6	66.8	54.4	59.5	53.8
Northern	862	108	970	1,178	82.3	80.6	77.5	70.8	71.8	72.3
Southern	1,354	126	1,480	1,786	71.7	85.4	84.3	83.5	82.7	73.0
Western	1,021	110	1,131	1,381	81.9	73.7	72.3	66.0	65.7	57.5
<b>National</b>	<b>8,548</b>	<b>1,239</b>	<b>9,787</b>	<b>11,873</b>	<b>83.3</b>	<b>77.8</b>	<b>76.9</b>	<b>68.6</b>	<b>70.8</b>	<b>61.6</b>



Table 13.9 shows the distribution of schools by school level, year and province with work plans for maintaining WASH facilities. There has been an observed positive pattern of upward trends of schools with work plans for maintaining WASH facilities since 2016, except in 2018 when it dropped by a 2.2 percentage point from 72.9 percent in 2017 down to 70.76 percent in 2018. Nationally, there were more schools that had work plans for maintaining WASH facilities in 2021 (81.1 percent) compared to 80.7 percent in 2020. Primary school level recorded the highest number of schools with work plans in Southern (1,134), Eastern (1,087) while the lowest number was recorded in North-Western (579), Luapula (582) and Muchinga (597). At secondary school level, Copperbelt province recorded the highest (136) and Luapula with the lowest number of schools with work plans.

**Tables 13.9: Distribution of Schools by School Level, Year and Province with Work Plans for Maintaining Water, Sanitation and Hygiene (Wash) Facilities, 2021**

Province	Primary	Secondary	Total	Total No. Schools	2021	2020	2019	2018	2017	2016
Central	903	102	1,005	1,132	88.8	82.2	78.6	76.1	75.5	68.4
Copperbelt	1,022	136	1,158	1,355	85.5	80.2	79.2	70.7	69.4	47.5
Eastern	1,087	127	1,214	1,603	75.7	87.8	88.8	76.2	75.0	54.9
Luapula	582	94	676	793	85.2	70.1	75.5	65.6	76.2	77.8
Lusaka	581	105	686	754	91.0	83.0	86.5	71.5	72.5	58.9
Muchinga	597	102	699	702	99.6	78.4	82.3	63.5	78.5	71.1
North-Western	579	108	687	1,189	57.8	72.1	69.4	62.6	61.2	56.2
Northern	962	102	1,124	1,178	95.4	82.7	77.3	66.1	72.2	71.7
Southern	1,134	119	1,253	1,786	70.2	86.3	85.5	78.0	79.7	70.8
Western	1,031	98	1,129	1,381	81.8	77.9	75.2	69.0	67.4	61.1
<b>National</b>	<b>8,478</b>	<b>1,153</b>	<b>9,631</b>	<b>11,873</b>	<b>81.1</b>	<b>80.7</b>	<b>80.1</b>	<b>70.7</b>	<b>72.9</b>	<b>63.2</b>



## Chapter 14: Early Childhood Education

Tables 14.1 to 14.4 show the enrolment of Early Childhood Education (ECE) learners by sex and Province. The tables further illustrate the distribution of ECE enrolments by agency and province while tables 15.3 and 15.4 show trends by year and province and a summary of trends by year and agency, respectively.

At provincial level, Southern Province recorded the highest number of ECE enrolments at 60,116 learners out of the total 336,434 representing a share of 18 percent. Further, Lusaka Province recorded the least enrolments at 15,023 learners out of the total. (See table 14.1).

**Table 14.1: ECE Enrolments by Sex and Province, 2021**

Province	Male	Female	Total
Central	18,399	20,287	38,686
Copperbelt	22,917	24,706	47,623
Eastern	24,356	28,876	53,232
Luapula	12,676	14,416	27,092
Lusaka	7,362	7,661	15,023
Muchinga	8,830	9,183	18,013
North-Western	12,008	14,119	26,127
Northern	8,083	8,757	16,840
Southern	29,048	31,068	60,116
Western	16,060	17,622	33,682
<b>National</b>	<b>159,739</b>	<b>176,695</b>	<b>336,434</b>

**Table 14.2: ECE Enrolments by Province, 2017 - 2021**

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


**Table 14.3: Summary of Total ECE Enrolments by Years and Running Agency, 2017 - 2020**

Year	GRZ	Grant-Aided (From GRZ)	Community	Private	Total
2020	160,863	7,944	51,370	38,439	258,616
2019	154,668	7,288	50,283	41,769	254,008
2018	134,533	6,742	39,663	41,127	222,065
2017	105,045	6,180	37,328	35,845	184,398

Prepared by:

Ministry of Education  
Data Management and Information  
89 Mogadishu Road  
P. O. Box 50093  
LUSAKA

e-mail: [mogeginform@moge.gov.zm](mailto:mogeginform@moge.gov.zm)

Web: [www.moge.gov.zm](http://www.moge.gov.zm) or web: [grz.gov.zm/moge/](http://grz.gov.zm/moge/)

Telephone: +260 977 250760