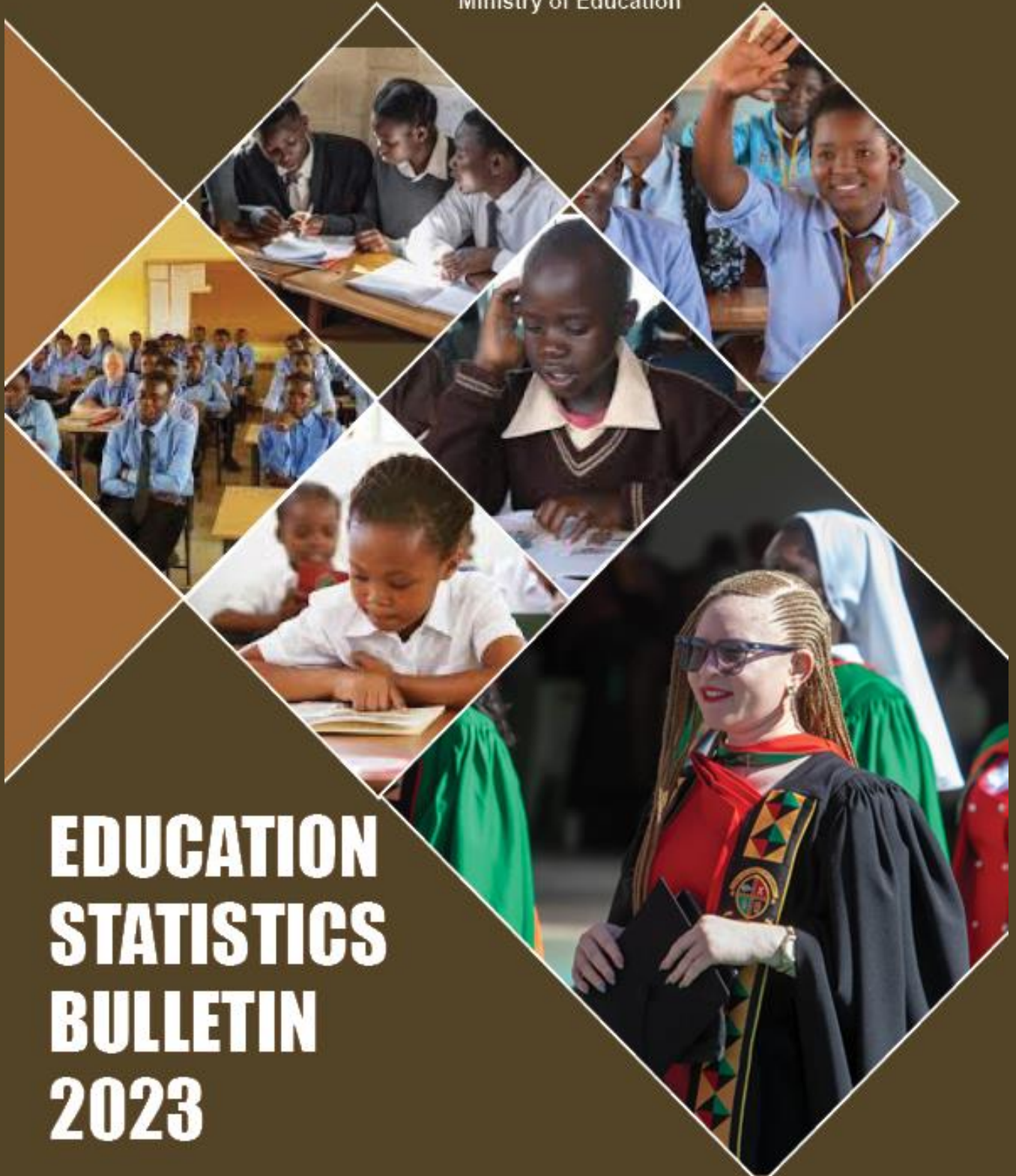


The Government of the Republic of Zambia



Ministry of Education



EDUCATION STATISTICS BULLETIN 2023



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EDUCATION STATISTICS

BULLETIN 2023

DIRECTORATE OF PLANNING AND INFORMATION

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Foreword



The Ministry of Education (MoE) conducts annual school census every year with the aim of providing education statistics that guide and support policy formulation, planning, evidence based decision making and priority setting. The data collected is on School or Center Information, Learners Information, School Infrastructure, Teaching and Learning materials, Care and Support for teaching and learning, HIV/AIDS and Sexuality Education. The annual school census is the main source of collecting education data in the Ministry of Education.

The 2023 census was conducted through the administration of a questionnaire; a data collection tool that was designed and used to collect education data on numerous education indicators from all Government, Private and Community Schools across the country. The targeted schools filled in a soft copy of the questionnaire and submitted data to the Ministry of Education Headquarters through their respective District and Provincial Education Offices.

The 2023 Education Statistics Bulletin Report highlights some key indicators for the education sector. The results presented in this report are by no means exhaustive on any topic covered but only attempt to highlight salient aspects of the education indicators at National and Provincial level. Additional tabulations and analyses not included in this report can be provided to users on request. Also, obtainable on demand are ESB data sets for those who wish to do any research for detailed analysis.

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

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



Acknowledgement



The successful production of the 2023 Education Statistics Bulletin report would not have been possible without the dedicated commitment of the individuals representing the Ministry of Education (MoE) and the Zambia Statistics Agency (ZamStats).

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 2023 Education Statistics Bulletin become a reality.

I would like to thank all Provincial and District Education Offices and schools, who contributed immensely towards the production of this important and useful document during data collection, data entry and data verification.

Special thanks goes to the Director - ICT and his staff for the technical support rendered during data collection, analysis and final production of this bulletin.

The Ministry is also greatly indebted to ZAMSTATS for its technical assistance, without which this milestone would not have been achieved.

Linda Siwale (Mrs.)
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Acronyms/Abbreviations

ASC	Annual School Census
APU	Academic Production Unit
CBO	Community Based Organizations
CP	Cooperating Partner
CS	Community School
CSEN	Children with Special Education Needs
ECCDE	Early Childhood Care, Development and Education
ECZ	Examinations Council of Zambia
EoF	Educating Our Future
ESB	Educational Statistical Bulletin
EMIS	Education Management Information System
GA	Grant Aided School
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
GRZ	Government of the Republic of Zambia
HIV	Human Immunodeficiency
Virus IRI	Interactive Radio Instruction
MoE	Ministry of Education
MoESP	Ministry of Education Strategic Plan
MDG	Millennium Development Goals
NER	Net Enrolment Rate
NIR	Net Intake Rate
NISTCOL	National In-Service Training College
OVC	Orphans and Vulnerable Children
P&S	Primary and Secondary
SRGBV	School Related Gender Based Violence
ZamStats	Zambia Statistics Agency



Concepts and Definitions

Early Childhood Education	Early Childhood Education (ECE), also known as nursery education, is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Traditionally, this is up to the equivalent of third grade. ECE is described as an important period in child development. In Zambia, ECE runs from 3 to 5 years,
Primary School	A primary school is a school for children from approximately six to eleven years old, in which they receive primary education. It typically comes after ECE or pre-school and before secondary school. It runs from grade 1 to 7 in the Zambian education system.
Secondary School	A secondary school is an educational institution where the third stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows primary education, and is sometimes followed by university education. Secondary schools in Zambia offer education from grade 8 to 12.
Running Agency	Running Agency refers to type of administration that is responsible for running of a school. There are four types of running agencies under the Ministry of Education. These are: Public Schools (GRZ), Community, Private and Grant Aided.
Net Intake Rate (NIR)	The NIR for Grade 1 is the percentage of seven-year-olds who enter school for the first time, expressed as a percentage of the total number of seven-year-olds in the population. A high NIR indicates a high degree of access to primary education for the official primary school entrance age children. NIR of 100percent is a necessary condition for the policy goal of universal primary education.
Gross Enrolment Rate (GER)	The GER indicates the total Enrolment of learners in a specific level, regardless of age, in a given year, expressed as a percentage of the official school-age population for that level. GER is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol learners of a particular age group.
Net Enrolment Rate (NER)	The NER (primary) is the proportion (in percentage) of primary-aged (ages 7-13) learners who are enrolled in primary school (grades 1-7) as a ratio to the total population of the 7-13 in the total population.
Transition Rate	The transition rate (also known as PROMOTION RATE) represents the proportion of students who have successfully completed a grade and proceeded to the next grade the following year.
Dropout Rate	The dropout rate indicates the proportion of pupils who leave the system without completing a given grade in a given school year.



Gender Parity Index	GPI is the ratio of female to male pupils. A GPI lower than one (1) means that there are more males than females attending school, while a GPI greater than one means there are more females than males. The ideal GPI is one signifying equal school attendance by both males and females but given Zambia's demographic profile of slightly higher number of females than males in the population, a GPI of slightly higher than 1 is desirable i.e. there are slightly more females than males attending school.
Out-Of-School Children	These are children who are of school going age but are not engaged in learning whether in formal or informal school systems.
The Completion Rate	The completion rate is the number of learners who have successfully completed a given grade (in a given year), expressed as a percentage of the total number of learners of official school age for that grade.
Examination Pass Rates	This is the number of people, shown as a percentage, who were successful in a particular test or examination. The examination pass rates should not be confused with the transition rate from grade 9 to 10 as the pass rates are not based on the available places at grade 10. Thus, in principle, the pass rates can be higher than the transition rates (i.e. the absorptive capacity of grade 10 to accommodate all those learners who pass their grade 9 examinations).
Pupil-Book Ratio (PBR)	PBR is the total number of regular students in a grade divided by the total number of books.
Pupil-Classroom Ratio (PCR)	This is the number of classes per grade level and province across the country.
Contact Hours	The average number of hours' learners spend at school per day by grade, running agency and by class type. The contact hours stated are based on the official school calendar and does not include time lost due to closure, learner or teacher absenteeism, exam period closures or time dedicated to sporting activities.
Colleges Of Education	These are institutions under the Ministry of Education that provide teacher training.
Public Universities	A public university is a university primarily funded by the government. Public universities generally are larger than private schools and have larger class sizes.
Orphans	An orphan is a child whose parents are deceased or either father or mother is deceased.
Children With Special Educational Needs (CSEN)	These are learners who are differently abled.
Teacher Qualifications	These are the teacher's academic and professional qualifications. With regards to academic qualifications, the majority of the teachers have Form 5/Grade 12 as this is the minimum compulsory qualification for tertiary education. The lower educational qualifications are being phased out from the teaching profession.



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

The primary teacher certificate has been phased out hence an increase in diploma holders at primary level. Entry qualification to teach at primary level is now a diploma. For secondary schools, the minimum qualification required to teach most subjects is a bachelor's degree, implying that a lot of secondary school teachers will be required to upgrade their credentials.

Hygiene and Wash

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

Facilities for Disposal of Used Sanitary Towels

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

School Related Gender Based Violence (SRGBV)

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



Methodology

The Ministry of Education (MoE) manages an Integrated Education Management Information System (EMIS) that supports programmes and projects in the education sector. The EMIS facilitates implementation of the Monitoring and Evaluation (M&E) programmes and projects that are responsive to delivery of the education outcomes by different players in the sector. The data collection is currently done through a Harmonized Data Collection Tool at school level, consolidated at 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 an 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 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 where 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 HDCT 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, fills 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 - involve reporting and disseminating education statistics through hard copy reports and MOE website.
- Response Rate - involves calculation/computation of the number of schools, which successfully complete the questionnaire and submit to Headquarters through the districts/provinces out of the total number of registered schools considered operational.

Limitations

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

- Inadequate and/or delayed funding;
- Lack of electronics equipment such as computers at all levels especially at data sources (schools);
- Lack of transport to timely undertake EMIS related activities at all levels;
- Inadequate technical competencies particularly in relation to the creation of the database management systems and data manipulation; 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 population and housing which may be effected by population dynamics such emigration and migration factors especially when computing indicators at subnational levels such as district, constituency and zonal level. Not all schools consistently report data on a yearly basis thus trends data from one year to another may not be accurately comparable since the response rate may vary from year to year. Some schools like community schools may be operational one year and not operational the following year thus affecting the response rate. There is lack of trained teachers in some of the community schools who may have challenges in reporting data accurately thus affecting the quality of data reported.



Education in Zambia

Education is a fundamental pillar for national development and personal empowerment. The Zambian education system, with its rich history and evolving policies, plays a critical role in shaping the future of its citizens.

Zambia's education system has undergone significant transformations since the country gained independence from British colonial rule in 1964. Initially, education was predominantly accessible to a small elite. Post-independence, the Zambian government prioritized expanding educational access, resulting in the establishment of numerous primary and secondary schools nationwide. The University of Zambia, established in 1965, marked a significant milestone in higher education.

The Zambian education system is structured into several levels:

1. **Early Childhood Education (ECE):** ECE is gaining recognition for its importance in cognitive and social development. However, access remains limited, particularly in rural areas.
2. **Primary Education:** Lasting seven years, primary education is compulsory and free in public schools. This level focuses on foundational skills in literacy, numeracy, and basic sciences.
3. **Secondary Education:** Divided into junior (grades 8-9) and senior (grades 10-12) levels, secondary education prepares students for tertiary education or vocational training.
4. **Tertiary Education:** Higher education institutions include universities, technical colleges, and teacher training colleges. The University of Zambia and Copperbelt University are the prominent institutions.

Despite considerable progress, the Zambian education system faces several challenges:

Quality of Education

The quality of education, particularly in public schools, remains a significant concern. Factors such as inadequate teacher training, overcrowded classrooms, and insufficient teaching materials impede effective learning. Many schools lack basic infrastructure, including proper sanitation facilities and libraries.

Access and Equity

While primary education is free, hidden costs (uniforms, books, etc.) and long distances to schools can be prohibitive, particularly for children in rural areas. Gender disparities also persist, with girls facing higher dropout rates due to early marriages, pregnancy, and cultural norms.

Teacher Shortages

The country faces a shortage of qualified teachers, especially in rural and remote areas. With the introduction of the free education policy, there has been an increase in enrolments.

Curriculum Relevance

The current curriculum is often criticized for being outdated and not aligned with the needs of the job market. There is a growing demand for a curriculum that includes more practical skills, entrepreneurship, and Information and Communication Technology (ICT) competencies.

Funding Constraints

Education funding in Zambia is insufficient to meet the growing demands of the sector. Limited budget allocations result in poor infrastructure, inadequate learning materials, and insufficient support services for learners and teachers.



Reforms and Prospects

To address these challenges, several reforms and initiatives have been proposed and implemented:

Curriculum Development

Efforts are underway to revise the curriculum to make it more relevant to the modern economy. Emphasis is being placed on science, technology, engineering, and mathematics (STEM) subjects, as well as vocational training to equip learners with practical skills.

Teacher Training and Support

Improving teacher training programmes and providing ongoing professional development are critical. Incentives for teachers working in remote areas, along with better pay and working conditions, are essential to retain qualified educators.

Infrastructural Improvements

The education sector has received a lot of support from the World Bank through the Zambia Education Enhancement Project (ZEEP) which is building Secondary Schools in rural areas and there is the Zambia Enhancing Early Learning Project (ZEEL) that is building Early Childhood Education is crucial. Building more schools, ensuring access to clean water and sanitation can significantly enhance the learning environment.

Increasing Access and Equity

To improve access, particularly for marginalized groups, policies such as the School Feeding Programs (SHIN), Keeping Girls in School (KGS) is supporting girls who are under the social cash transfer households by providing bursaries for girls, Community involvement and awareness campaigns are vital in changing cultural attitudes towards education, especially for girls.

Enhanced Funding

The Ministry of Education has received support from various international partners who have committed themselves to support the Government's efforts to address the financial constraints. Public-private partnerships can also play a significant role in resource mobilization.

Conclusion

The Zambian education system has made notable strides since independence, but it continues to face significant challenges that hinder its ability to provide quality education for all. Addressing issues such as Teacher shortages, Curriculum relevance, and Infrastructural shortages requires comprehensive and sustained efforts from the government, communities, and international partners. With strategic reforms and investments, the Zambian education system can transform into a robust foundation for national development and personal empowerment.



Executive Summary

The executive summary highlights some critical indicators from the national summary table.

According to the 2023 Annual School Census, the Ministry of Education recorded the following primary indicators:

- There was an increase in the number of schools from 12,554 in 2022 to 12,997 in 2023. There was also a recorded increase in permanent classroom spaces from 104,893 to 110, 083 in 2022 and 2023 respectively at both Primary and Secondary Schools.
- At national level, an increase in the number of teachers was recorded from 149,804 in 2022 to 154,304 in 2023 indicating percentage change of 3.
- The total number of learners increased from 5,538,681 in 2022 to 5,936,505 in 2023 reflecting a percentage change of 7.18.
- Gross Intake Rate was at 112.8 percent while the Net Intake Rate was at 55.2 percent in the year 2023.
- Gender Parity Index was at 1 for both Primary and Secondary Schools indicating that the number of enrolments for male and female learners was almost the same at national level.
- Gross Enrolment Rate was at 109.2 percent for Primary schools and 63.7percent for Secondary schools.
- Examination Pass Rates were at 69.72 percent and 68.03 percent for Primary and Secondary Schools Respectively.
- The Net Enrolment Rate at Primary was at 91.8 percent and 48.7 percent at Secondary.
- The Pupil-Book Ratio was at 7 learners per book at Primary and 13 learners per book at Secondary.
- On Infrastructure, there were 70,402 permanents, 5,320 incompletes and 6,206 temporal classrooms at Primary level.



National Summary

The national summary provides an overview of the structure of Zambia's education system. Out of the total number of 12,997 schools, 11,230 consisted of primary schools while 1,767 were secondary. A total of 5,936,505 learners were enrolled in 2023, representing a gross enrollment rate of 109.18 percent at primary and 63.65 percent at secondary level.

Summary of Critical Education Indicators, 2023		
Primary & Secondary Schools		
Number of schools	Total	12,997
	Primary	11,230
	Secondary	1,767
Enrolment Indicators		
Number of students	Total	5,936,505
	ECE	445,929
	Primary	4,086,221
	Secondary	1,404,355
Gross Intake Rate (Grade 1 entrants (%))	Primary	112.8
Net Intake Rate (%)	Primary	55.2
Gross Enrolment Rate (%)	Primary	109.2
	Secondary	63.7
Net Enrolment Rate (%)	Primary	91.8
	Secondary	48.7
Efficiency Indicators		
Transition Rate (%)	Primary	75.7
	Secondary	45.6
Repetition Rate (%)	Primary	3.9
	Secondary	3.2
Dropout Rate (%)	Primary	1.7
	Secondary	1.7
Equity Indicators		
Gender Parity Index	Primary	1.03
	Secondary	1.07
Out-of-school children	Male	76,358
	Female	73,752
	Total	150,110
Orphans	Primary	432,650
	Secondary	184,792
	Total	617,442
CSEN	Primary	119,653
	Secondary	31,523
	Total	151,176
Pregnancies	Primary	6,514
	Secondary	5,687



Summary of Critical Education Indicators, 2023		
Readmissions	Primary	6,157
	Secondary	14,252
Teachers		
Number of teachers	Total	154,304
	Primary	112,881
	Sec	41,423
Qualification	Degree	-
	Diploma	-
	Certificate	-
	Untrained/Unknown	-
Teacher Attrition	Primary	9,731
	Secondary	3,587
Pupil Teacher Ratio	Primary	38
	Secondary	34
Quality Indicators		
Completion Rate (%)	At Grade 7	84.66
	At Grade 9	89.30
	At Grade 12	41.90
Survival to Grade 5 (%)	Primary	94.85
Exam Pass Rate (%)	Primary	69.72
	Secondary	68.03
Pupil Book Ratio	Primary	7
	Secondary	13
Pupil Classroom Ratio	Primary	50
	Secondary	59
Contact Hours	Primary	4.6
	Sec	6.2
Infrastructure		
Classrooms - Primary	Total	81,928
	Permanent	70,402
	Incomplete	5,320
	Temporary	6,206
Classrooms - Secondary	Total	53,932
	Permanent	39,681
	Incomplete	12,192
	Temporary	2,059



Chapter 1: Distribution of Schools

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

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

Type of Schools

Government (GRZ) Schools: These are funded and managed by the government. They cater for the majority of students in Zambia.

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

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

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

Tables 1.1 and 1.2 show the distribution of Primary and Secondary schools by running agency for the period 2019 to 2023. The results show an increase in the number of Primary schools from 10,981 in 2022 to 11,230 in 2023 indicating a 2.3 percentage change. At secondary level, there was a 12.3 percentage increase in the number of schools between 2022 and 2023.

Table 1.1: Number of Primary Schools by Agency, 2019 – 2023

Agency	Year					Average Annual Growth	Percentage Change 2022 - 2023 (%)
	2019	2020	2021	2022	2023		
GRZ/GA	6,193	6,346	6,979	7,143	7,429	4.7	4.0
Private/Church	745	740	987	1,007	1,089	10.7	8.1
Community	2,344	2,355	2,580	2,631	2,712	3.8	3.1
National	9,282	9,441	10,546	10,981	11,230	5.0	2.3

Table 1.2: Number of Secondary Schools by Agency, 2019 – 2023

Agency	Year					Average Annual Growth	Percentage Change 2022 – 2023 (%)
	2019	2020	2021	2022	2023		
GRZ/GA	1,144	1,149	1,237	1,301	1,543	8.0	18.6
Private/Church/ Community	144	141	156	197	224	12.1	13.7
National	1,288	1,290	1,393	1,573	1,767	8.3	12.3



Table 1.3 shows the distribution of schools (primary and secondary schools) by running agency from 2019 to 2023. The data highlights consistent growth, with the Private/Church/Community schools having a higher average annual growth rate.

Table 1.3: Aggregated Number of Primary and Secondary Schools by Agency, 2019 - 2023

Agency	Year					Average Annual Growth (%)	Percentage Change 2022 - 2023 (%)
	2019	2020	2021	2022	2023		
GRZ/GA	7,337	7,495	8,216	8,444	8,972	5.2	6.3
Private/Church/Community	3,233	3,236	3,723	3,835	4,025	5.8	5.0
National	10,570	10,731	11,939	12,554	12,997	5.4	3.5

Table 1.4 shows the distribution of schools by running agency. The results show that there were more primary schools in all the provinces than secondary schools and most of the schools are run by GRZ at both levels.

Table 1.4: Number of Schools by Education Level, Agency and Province, 2023

Province	Level	GRZ	Grant Aided	Community	Private	Total
Central	Primary	871	23	348	136	1,378
	Secondary	190	15	0	44	249
Copperbelt	Primary	652	6	394	326	1,378
	Secondary	105	16	3	36	160
Eastern	Primary	950	40	382	53	1,425
	Secondary	147	28	0	3	178
Lusaka	Primary	123	12	372	217	724
	Secondary	113	15	0	63	191
Muchinga	Primary	465	2	180	43	690
	Secondary	93	5	0	8	106
Luapula	Primary	480	7	135	39	661
	Secondary	115	8	0	9	132
North-western	Primary	712	4	202	84	1,002
	Secondary	169	0	1	17	187
Western	Primary	770	7	457	56	1,290
	Secondary	136	9	0	5	150
Southern	Primary	839	34	497	206	1,576
	Secondary	164	33	0	28	225
Northern	Primary	726	26	325	29	1,106
	Secondary	158	24	0	7	189
National		7,978	314	3,296	1,409	12,997

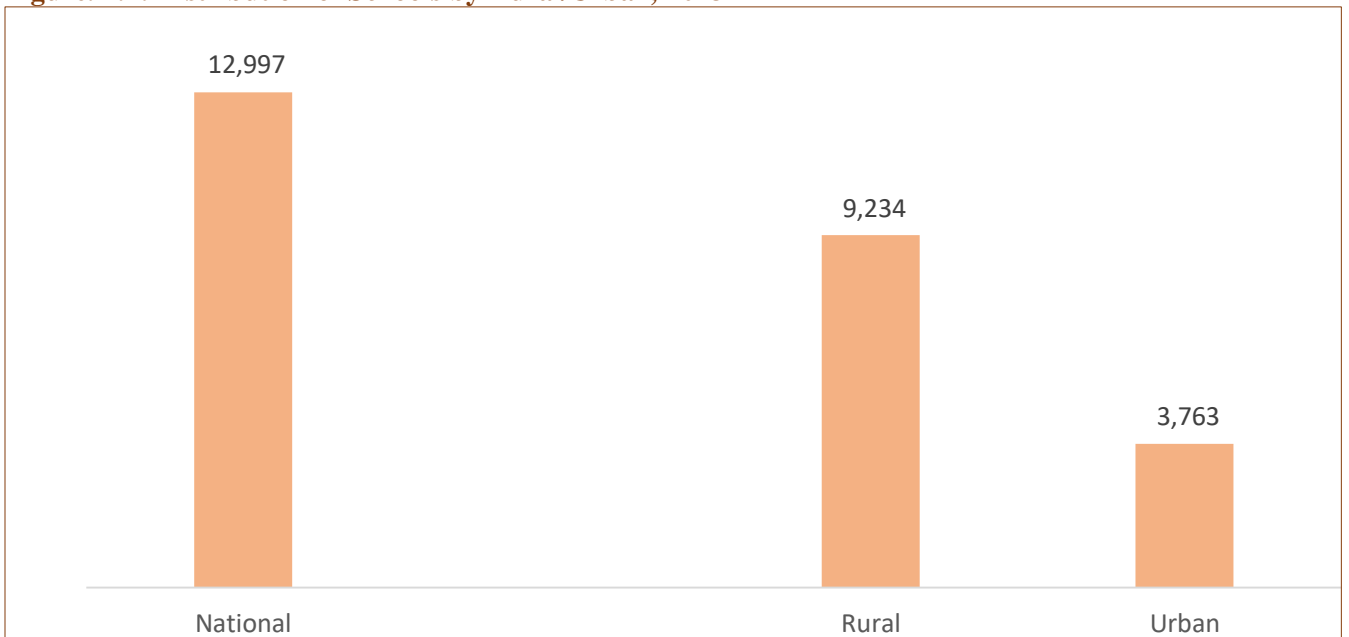
Table 1.5 shows the distribution of schools by rural/urban and province. Southern Province had the highest number of schools at 1,801 followed by Central Province at 1,627 while Muchinga Province had the lowest number of schools at 793.



Table 1.5: Number of Schools by Rural/Urban and Province, 2023

Province	Location		
	Rural	Urban	National
Central	1071	556	1627
Copperbelt	768	781	1549
Eastern	1433	170	1603
Luapula	101	814	915
Lusaka	658	138	796
Muchinga	695	98	793
North-Western	981	208	1189
Northern	1040	400	1440
Southern	1382	419	1801
Western	1105	179	1284
National	9234	3763	12997

Figure. 1.1: Distribution of Schools by Rural/Urban, 2023





Chapter 2: Access and Participation

Access and Participation refers to the ability and capacity of the system to provide opportunities for the learners to access education. The policy of the 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.

Table 2.1 shows enrolment by grade and sex for the years 2019 to 2023. The results show that enrolment across all the grades has been increasing over the years.

Grade	Sex	2019	2020	2021	2022	2023	AVG Annual Growth Rate 2019-2023 (%)	Percent Change 2022-2023 (%)
All Grades	Male	2,133,087	2,130,643	2,451,612	2,705,036	2,900,203	8.1	7.2
	Female	2,167,912	2,174,583	2,574,002	2,833,645	3,036,302	9.0	7.2
	Total	4,300,999	4,305,226	5,025,614	5,538,681	5,936,505	8.6	7.2
ECE	Male	120,701	123,689	159,739	180,819	212,395	15.6	17.5
	Female	133,307	134,927	176,695	198,919	233,534	15.5	17.4
	Total	254,008	258,616	336,434	379,738	445,929	15.6	17.4
Grade 1	Male	269,336	265,064	292,805	316,445	343,078	6.3	8.4
	Female	281,824	278,611	304,224	328,024	352,107	5.8	7.3
	Total	551,160	543,675	597,029	644,469	695,185	6.1	7.9
Grade 2	Male	254,834	256,632	275,080	297,869	314,971	5.5	5.7
	Female	263,827	267,108	286,544	310,464	325,785	5.5	4.9
	Total	518,661	523,740	561,624	608,333	640,756	5.5	5.3
Grade 3	Male	252,800	253,211	258,668	283,672	293,791	3.9	3.6
	Female	258,960	258,604	272,294	296,916	306,043	4.3	3.1
	Total	511,760	511,815	530,962	580,588	599,834	4.1	3.3
Grade 4	Male	248,231	249,137	256,924	281,809	292,805	4.3	3.9
	Female	252,106	255,080	264,086	293,489	302,894	4.8	3.2
	Total	500,337	504,217	521,010	575,298	595,699	4.5	3.6
Grade 5	Male	228,634	232,173	236,971	265,065	272,139	4.5	2.7
	Female	236,638	239,928	246,013	268,945	280,849	4.4	4.4
	Total	465,272	472,101	482,984	534,010	552,988	4.5	3.6
Grade 6	Male	216,229	214,518	225,442	251,958	262,525	5.1	4.2
	Female	223,538	221,006	235,137	257,806	269,937	4.9	4.7
	Total	439,767	435,524	460,579	509,764	532,462	5.0	4.5
Grade 7	Male	196,473	212,233	201,434	220,821	230,724	4.3	4.5
	Female	198,657	212,465	208,363	227,947	238,573	4.8	4.7
	Total	395,130	424,698	409,797	448,768	469,297	4.5	4.6
Grade 8	Male	134,013	127,583	162,410	183,897	204,286	11.7	11.1
	Female	138,115	132,645	178,520	200,203	222,417	13.5	11.1
	Total	272,128	260,228	340,930	384,100	426,703	12.6	11.1
Grade 9	Male	135,414	125,717	140,605	153,796	164,512	5.3	7.0
	Female	131,235	128,624	151,230	166,636	178,480	8.2	7.1
	Total	266,649	254,341	291,835	320,432	342,992	6.7	7.0

**Table 2.1: Enrolment by Grade and Sex, 2019 - 2023**

Grade	Sex	2019	2020	2021	2022	2023	AVG Annual Growth Rate 2019-2023 (%)	Percent Change 2022-2023 (%)
Grade 10	Male	63,057	62,750	89,217	100,285	114,014	17.0	13.7
	Female	60,093	61,300	93,845	10,6173	120,118	20.3	13.1
	Total	123,150	124,050	183,062	206,458	234,132	18.6	13.4
Grade 11	Male	69,606	62,231	82,983	92,325	106,017	12.2	14.8
	Female	63,380	60,479	86,436	97,612	111,263	16.3	14.0
	Total	132,986	122,710	169,419	189,937	217,280	14.2	14.4
Grade 12	Male	64,460	69,394	69,334	76,275	88,946	8.6	16.6
	Female	59,539	58,733	70,615	80,511	94,302	12.5	17.1
	Total	123,999	128,127	139,949	156,786	183,248	10.4	16.9
ECE	Male	120,701	123,689	159,739	180,819	212,395	15.6	17.5
	Female	133,307	134,927	176,695	198,919	233,534	15.5	17.4
	Total	254,008	258,616	336,434	379,738	445,929	15.6	17.4
Grade 1-7	Male	166,6537	168,2968	174,7324	191,7639	2,0100,33	4.8	4.8
	Female	1,715,550	1,732,802	1,816,661	1,983,591	2,076,188	4.9	4.7
	Total	3,382,087	3,415,770	3,563,985	3,901,230	4,086,221	4.9	4.7
Grade 8-9	Male	269,427	253,300	303,015	337,693	368,798	8.6	9.2
	Female	269,350	261,269	329,750	366,839	400,897	10.9	9.3
	Total	538,777	514,569	6327,65	704,532	769,695	9.8	9.3
Grade 10-12	Male	197,123	194,375	241,534	268,885	308,977	12.3	14.9
	Female	183,012	180,512	250,896	284,296	325,683	16.4	14.6
	Total	380,135	374,887	492,430	553,181	634,660	14.3	14.7

Table 2.2 shows enrolment by grade, sex and province for the year 2023. Copperbelt Province had the highest number of enrolments at 936,822 learners followed by Southern Province (769,764) while Muchinga Province had the lowest enrolment at 304,824 learners.

Table 2.2: Enrolment of ECE to Grade 12 by Grade, Sex and Province, 2023

Grade Group	Sex	Province										National
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	Northern Western	Northern	Southern	Western	
All Grades	Male	357,553	452,047	287,085	241,893	257,632	151,863	297,440	244,918	378,281	231,491	2,900,203
	Female	378,911	484,775	319,306	242,169	274,443	152,961	305,432	243,205	391,483	243,617	3,036,302
	Total	736,464	936,822	606,391	484,062	532,075	304,824	602,872	488,123	769,764	475,108	5,936,505
ECE	Male	28,140	25,926	29,000	18,736	8,560	12,029	16,214	13,017	41,004	19,769	212,395
	Female	30,516	28,713	33,967	20,945	8,980	12,572	18,702	14,201	43,182	21,756	233,534
	Total	58,656	54,639	62,967	39,681	17,540	24,601	34,916	27,218	84,186	41,525	445,929
Grade 1	Male	42,280	41,969	41,166	35,695	12,720	19,688	39,112	35,506	44,278	30,664	34,3078
	Female	44,129	44,562	45,390	36,006	12,752	19,873	37,865	35,638	44,691	31,201	352,107
	Total	86,409	86,531	86,556	71,701	25,472	39,561	76,977	71,144	88,969	61,865	695,185
Grade 2	Male	41,086	42,025	35,391	30,766	14,200	18,166	33,292	30,280	41,173	28,592	314,971
	Female	42,963	43,407	39,576	30,814	14,972	17,837	35,102	30,402	41,716	28,996	325,785
	Total	84,049	85,432	74,967	61,580	29,172	36,003	68,394	60,682	82,889	57,588	640,756
Grade 3	Male	37,990	41,954	32,123	26,237	16,786	16,288	30,886	27,591	38,207	25,729	293,791
	Female	39,886	44,717	36,782	26,620	15,634	16,545	32,994	27,774	38,898	26,193	306,043
	Total	77,876	86,671	68,905	52,857	32,420	32,833	63,880	55,365	77,105	51,922	599,834

**Table 2.2: Enrolment of ECE to Grade 12 by Grade, Sex and Province, 2023**

Grade Group	Sex	Province										National
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	Northern Western	Northern	Southern	Western	
Grade 4	Male	37,179	41,469	30,692	24,956	20,070	16,229	34,163	26,702	37,142	24,203	292,805
	Female	38,852	44,361	35,024	25,448	21,371	16,405	31,839	26,449	38,201	24,944	302,894
	Total	76,031	85,830	65,716	50,404	41,441	32,634	66,002	53,151	75,343	49,147	595,699
Grade 5	Male	35,196	40,618	26,939	21,842	22,025	14,798	28,684	23,892	35,854	22,291	272,139
	Female	36,097	42,618	30,159	22,050	24,042	14,916	28,088	23,116	37,042	22,721	280,849
	Total	71,293	83,236	57,098	43,892	46,067	29,714	56,772	47,008	72,896	45,012	552,988
Grade 6	Male	32,727	44,208	25,095	20,153	22,428	14,740	26,694	21,729	34,925	19,826	262,525
	Female	34,535	42,163	28,450	19,852	24,500	14,699	28,357	21,323	35,507	20,551	269,937
	Total	67,262	86,371	53,545	40,005	46,928	29,439	55,051	43,052	70,432	40,377	532,462
Grade 7	Male	27,021	35,578	21,422	16,721	23,042	11,082	27,288	18,572	32,407	17,591	230,724
	Female	28,554	38,918	23,483	16,283	26,280	10,806	24,992	16,873	33,313	19,071	238,573
	Total	55,575	74,496	44,905	33,004	49,322	21,888	52,280	35,445	65,720	36,662	469,297
Grade 8	Male	24,027	39,134	15,838	14,965	30,574	9,277	17,572	15,689	23,127	14,083	204,286
	Female	26,654	44,021	17,380	15,049	32,617	9,941	19,236	16,123	25,766	15,630	222,417
	Total	50,681	83,155	33,218	30,014	63,191	19,218	36,808	31,812	48,893	29,713	426,703
Grade 9	Male	19,362	33,128	10,776	12,070	24,453	6,505	15,394	11,716	19,940	11,168	164,512
	Female	21,686	37,145	11,548	11,786	27,782	6,548	16,251	11,583	21,342	12,809	178,480
	Total	41,048	70,273	22,324	23,856	52,235	13,053	31,645	23,299	41,282	23,977	342,992
Grade 10	Male	12,836	24,578	7,187	7,139	23,403	5,183	8,990	7,397	11,432	5,869	114,014
	Female	13,935	27,698	6,954	6,581	23,756	5,173	9,430	7,360	12,352	6,879	120,118
	Total	26,771	52,276	14,141	13,720	47,159	10,356	18,420	14,757	23,784	12,748	234,132
Grade 11	Male	10,808	22,391	6,044	6,921	20,555	4,359	10,758	7,333	9,994	6,854	10,6017
	Female	12,011	25,244	5,695	6,023	21,088	4,297	11,701	7,171	10,480	7,553	11,1263
	Total	22,819	47,635	11,739	12,944	41,643	8,656	22,459	14,504	20,474	14,407	217,280
Grade 12	Male	8,901	19,069	5,412	5,692	18,816	3,519	8,393	5,494	8,798	4,852	88,946
	Female	9,093	21,208	4,898	4,712	20,669	3,349	10,875	5,192	8,993	5,313	94,302
	Total	17,994	40,277	10,310	10,404	39,485	6,868	19,268	10,686	17,791	10,165	183,248
Grade 1-7	Male	253,479	287,821	212,828	176,370	131,271	110,991	220,119	184,272	263,986	168,896	2,010,033
	Female	265,016	300,746	238,864	177,073	139,551	111,081	219,237	181,575	269,368	173,677	2,076,188
	Total	518,495	588,567	451,692	353,443	270,822	222,072	439,356	365,847	533,354	342,573	4,086,221
Grade 1-9	Male	296,868	360,083	239,442	203,405	186,298	126,773	253,085	211,677	307,053	194,147	2,378,831
	Female	313,356	381,912	267,792	203,908	199,950	127,570	254,724	209,281	316,476	202,116	2,477,085
	Total	610,224	741,995	507,234	407,313	386,248	254,343	507,809	420,958	623,529	396,263	4,855,916
Grade 8-9	Male	43,389	72,262	26,614	27,035	55,027	15,782	32,966	27,405	43,067	25,251	368,798
	Female	48,340	81,166	28,928	26,835	60,399	16,489	35,487	27,706	47,108	28,439	400,897
	Total	91,729	153,428	55,542	53,870	115,426	32,271	68,453	55,111	90,175	53,690	769,695
Grade 8-12	Male	75,934	138,300	45,257	46,787	117,801	28,843	61,107	47,629	73,291	42,826	677,775
	Female	83,379	155,316	46,475	44,151	125,912	29,308	67,493	47,429	78,933	48,184	726,580
	Total	159,313	293,616	91,732	90,938	243,713	58,151	128,600	95,058	152,224	91,010	1,404,355

Grade Entrants

Table 2.3 shows Grade 1 entrants by age, sex and province. At national level, 48.9 percent of the entrants were of the official entry age (7 years). Southern Province had the highest number of grade 1 entrants with 96,912 entrants followed by Central Province with 84,006 entrants. Lusaka Province had the lowest number of entrants at 32,539 entrants.

**Table 2.3: Grade 1 Entrants by Age, Sex (Excluding Repeaters) and Province, 2023**

Province/ Age/Sex	Under 7 Years		7 Years		Over 7 Years		Total		% of 7 Years
	Female	Male	Female	Male	Female	Male	Female	Male	
Central	5,881	4,824	22,369	21,379	14,731	14,822	42,981	41,025	52.1
Copperbelt	4,475	4,037	17,825	16,830	7,964	7,994	30,264	28,861	58.6
Eastern	4,865	4,579	20,794	18,273	16,264	15,186	41,923	38,038	48.9
Luapula	3,256	2,825	14,746	14,051	15,067	15,244	33,069	32,120	44.2
Lusaka	1,724	1,561	7,810	7,477	7,033	6,934	16,567	15,972	47.0
Muchinga	1,847	1,572	10,157	9,888	6,243	6,441	18,247	17,901	55.5
North -Western	8,800	8,080	17,283	16,522	11,329	11,983	37,412	36,585	45.7
Northern	2,559	2,192	17,639	17,115	14,410	14,740	34,608	34,047	50.6
Southern	13,740	12,734	19,815	19,168	15,217	16,238	48,772	48,140	40.2
Western	3,658	3,297	14,692	13,536	8,240	8,878	26,590	25,711	54.0
National	50,805	45,701	163,130	154,239	116,498	118,460	330,433	318,400	48.9

Table 2.4 shows grade 1 entrants with pre-school experience by sex and province. A total of 273,795 entrants had pre-school experience, of which 51.9 percent were female. Southern Province had the highest number of entrants (52,874) and the highest percentage of pre-school experience enrolment at 72.6 percent, while Lusaka Province had the lowest share of pre-school enrolment at 16.2 percent, with 12,446 entrants.

Table 2.4: Grade 1 Entrants with Pre-School Experience by Sex and Province, 2023

Province/Sex	Female	Male	Total	% Female	% of Enrolment
Central	19,151	18,019	37,170	51.5	64.4
Copperbelt	11,370	10,357	21,727	52.3	27.2
Eastern	26,173	23,504	49,677	52.7	74.4
Luapula	10,452	9,814	20,266	51.6	46.9
Lusaka	5,653	5,148	10,801	52.3	10.8
Muchinga	7,125	6,780	13,905	51.2	38.9
North-Western	9,152	8,049	17,201	53.2	51.3
Northern	9,280	8,577	17,857	52.0	34.8
Southern	30,341	28,763	59,104	51.3	82.5
Western	13,620	12,467	26,087	52.2	74.4
National	142,317	131,478	273,795	52.0	47.6

Table 2.5: Gross Intake Rate (%) by Sex, 2019 - 2023

Sex	Year				
	2019	2020	2021	2022	2023
Male	100.90	94.30	103.1	107.02	110.2
Female	107.10	99.90	108.7	112.70	115.5
Total	104.00	97.10	105.9	109.85	112.8

**Table 2.6: Gross Intake Rate (%) for Grade 1 by Sex and Province, 2023**

Province	Female	Male	Total
Central	152.4	147.1	145.6
Copperbelt	112.0	105.0	74.1
Eastern	136.8	122.7	119.8
Luapula	165.7	165.8	150.7
Lusaka	25.6	25.2	32.4
Muchinga	111.7	109.4	101.0
North Western	227.8	230.9	220.5
Northern	139.4	137.7	133.7
Southern	126.7	121.7	135.2
Western	179.5	173.7	149.3
National	123.1	118.7	112.8

Table 2.7: Net Enrolment (%) by Sex, 2019 - 2023

Sex	Year				2023
	2019	2020	2021	2022	
Male	47.3	44.2	50.9	52.8	57.0
Female	50.9	47.4	54.9	56.0	53.4
National	49.1	45.9	52.9	55.2	55.2

Table 2.8: Net Intake Rate (%) for Grade 1 by Sex and Province, 2023

Province	Female	Male	Total
Central	77.3	74.4	75.8
Copperbelt	44.8	42.1	43.5
Eastern	62.7	54.5	58.5
Luapula	67.9	65.3	66.6
Lusaka	15.7	14.8	15.2
Muchinga	57.1	55.0	56.0
North Western	104.0	97.5	100.7
Northern	69.0	66.4	67.7
Southern	56.2	52.7	54.4
Western	84.5	76.7	80.6
National	57.0	53.4	55.2

Gross Enrolment Rate

Table 2.9: Gross Enrolment Rate (%) by Grade Group and Sex, 2019 - 2023

Grade/Sex	2019	2020	2021	2022	2023
Grades 1-7					
Male	100.2	94.7	97.7	108.9	105.0
Female	104.4	98.6	102.3	104.5	111.4
Total	102.3	96.6	100.0	106.7	109.2
Grades 8-12					
Male	45.3	45.0	53.1	61.49	61.3
Female	44.5	44.2	56.9	56.98	66.0
Total	44.9	44.6	55.0	59.23	63.7


Table 2.10: Gross Enrolment Rate (%) by Grade and Province, 2023

Province/ Grade Group	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	108.4	107.9	102.4	102.4	98.2	94.8	80.0	74.2	61.0	40.1	34.4	27.4
Copperbelt	150.0	151.4	156.8	158.8	157.5	167.1	147.7	171.0	151.7	119.3	115.0	102.5
Eastern	129.7	115.3	108.6	106.2	94.7	91.1	78.9	61.0	43.1	28.8	25.3	23.4
Luapula	165.8	145.3	127.0	123.7	110.2	102.7	87.4	84.1	71.4	44.2	44.9	38.8
Lusaka	25.4	30.2	34.9	46.3	53.2	56.3	60.6	78.7	66.5	61.6	55.7	54.1
Muchinga	110.6	104.4	98.0	99.6	92.3	93.0	74.4	66.5	46.6	38.3	33.2	27.2
North Western	229.4	207.1	196.5	207.0	182.5	181.3	177.1	130.9	120.0	75.2	98.9	91.4
Northern	138.5	121.3	113.4	111.3	100.7	94.4	79.8	74.4	57.2	38.3	39.7	30.9
Southern	124.1	118.0	111.9	111.9	111.0	110.1	105.6	81.3	72.2	44.0	40.1	36.9
Western	176.6	165.7	150.3	143.5	133.1	120.8	112.1	94.1	79.1	43.9	51.7	38.1
National	120.9	114.2	109.5	111.5	106.0	104.6	95.0	89.1	74.6	53.2	51.5	45.3

Table 2.11: Net Enrolment Rate (NER) by Grade Group and Sex, 2019 - 2023

Grade/Sex	Year				
	2019	2020	2021	2022	2023
Grade 1-7					
Male	83.9	79.9	82.5	82.6	89.6
Female	88.4	83.8	87.0	87.0	94.1
Total	86.1	81.8	84.7	84.8	91.8
Grade 8 - 12					
Male	37.6	37.5	44.9	45.1	46.2
Female	37.5	37.5	48.4	48.6	51.2
Total	37.6	37.6	46.6	46.8	48.7

Table 2.12: Net Enrolment Rate (%) by Grade Group, Sex and Province, 2023

Province/Sex	Grade 1-7			Grade 8-12		
	Male	Female	Total	Male	Female	Total
Central	80.4	84.9	82.6	32.7	36.3	34.5
Copperbelt	134.4	140.8	137.6	107.9	122.0	114.9
Eastern	77.8	90.5	84.1	24.5	27.8	26.1
Luapula	100.8	101.2	101.0	39.3	38.5	38.9
Lusaka	33.6	36.2	34.9	43.4	47.8	45.7
Muchinga	82.3	83.8	83.1	30.5	29.8	30.2
North-Western	157.9	160.5	159.2	81.5	93.1	87.2
Northern	93.1	93.6	93.3	35.6	37.1	36.4
Western	119.5	124.6	122.0	46.1	53.9	49.9
National	89.6	94.1	91.8	46.2	51.2	48.7

**Table 2.13: Net Enrolment Rate by Grade and Province, 2023**

Province/ Grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 12
Central	55.5	47.8	42.2	39.7	35.6	31.9	25.0	23.9	19.5	13.3	12.0
Copperbelt	90.0	84.7	85.3	82.9	80.7	80.1	73.1	83.6	78.0	58.1	55.0
Eastern	59.5	44.1	38.2	34.7	27.2	24.0	19.4	16.1	12.6	7.4	6.6
Luapula	69.5	51.2	39.4	37.3	29.1	24.4	19.4	20.2	18.5	12.1	13.7
Lusaka	12.3	10.8	8.3	18.4	19.3	20.2	21.8	24.3	21.5	18.0	18.5
Muchinga	63.4	52.0	46.0	43.4	38.5	36.0	23.5	22.5	16.8	14.5	13.8
North Western	82.2	77.2	69.3	67.1	54.2	48.7	50.9	35.2	37.4	19.3	29.4
Northern	68.9	51.6	43.1	37.7	33.7	29.2	22.9	20.5	17.5	11.5	12.2
Southern	66.0	55.9	49.1	45.5	42.7	40.4	36.6	26.9	25.2	14.9	13.5
Western	94.2	78.9	68.7	62.0	54.4	48.4	42.9	30.6	27.4	12.3	14.8
National	59.8	50.2	44.6	43.6	39.2	36.6	32.2	29.9	26.8	18.2	18.3



Chapter 3: Efficiency

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

This chapter measures efficiency in education with three indicators, namely Transition, Repetition and Dropout Rates. Efficiency in Education is a key aspect with regard to the following:

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

Table 3.1 shows Transition Rates trends for grade groups and sex for the period 2019 to 2023. For the last five years, the Transition Rates at Grades 7 to 8 have been fluctuating, with the peak being recorded in 2022 at 80.2 percent and minimum being recorded in 2020 at 63.0 percent. This implies that more than a fifth (20 percent) of the learners at Grade 7 fail to transition to Grade 8 and are pushed out of the Education System. In spite of this, the Government Policy has been that all learners are supposed to progress automatically from Grade 7 to 8. Generally, about half of the learners in Grade 9 do not progress to Grade 10. In 2023, 45.6 percent of the grade 9s transitioned to grade 10.

Table 3.1: Transition Rate by Grade Group and Sex, 2019 - 2023

Grade Group	Sex	Year				
		2019	2020	2021	2022	2023
Grades 7-8	Male	72.3	62.5	72.5	79.2	75.0
	Female	75.7	63.0	76.7	81.1	76.4
	Total	74.0	63.0	74.6	80.2	75.7
Grade 9-10	Male	53.3	46.8	53.2	49.6	45.7
	Female	52.8	47.2	56.0	50.3	45.5
	Total	53.0	46.8	54.6	50.0	45.6

In 2023, Lusaka Province recorded the highest transition rates for grades 7-8 (92.5 percent) while Southern Province had the lowest (57.0 percent). The transition rates from grade 9 to 10 ranged from a low of 36.4 percent in Western Province to a high of 56.8 percent in Southern Province (**Table 3.2**).

**Table 3.2: Transition Rates by Grade Group, Sex and Province, 2023**

Grade Group	Sex	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western
Grade 7-8	Male	82.8	66.2	79.5	77.5	91.4	79.4	61.4	87.0	56.3	89.5
	Female	83.2	66.7	77.2	76.8	93.5	81.5	69.4	83.5	57.8	91.7
	Total	83.0	66.4	78.3	77.1	92.5	80.5	65.2	85.3	57.0	90.7
Grade 9-10	Male	39.5	38.2	54.5	40.3	55.1	48.1	46.3	45.9	55.0	35.6
	Female	39.7	39.8	46.7	37.0	57.3	49.4	45.1	37.7	58.4	37.1
	Total	39.6	39.0	50.6	38.6	56.3	48.7	45.7	41.9	56.8	36.4

Table 3.3 shows repetition rates by grade group and sex. Repetition Rates for Grades 1-7 declined from 5.1 in 2019 to 3.5 in 2023. This achievement may partly be attributed to the many interventions being implemented such as the Catch-Up, the Literacy and Numeracy Programmes-Lets Read, Transforming Teacher Education, as well as the National Competence Assessments, the Early Grade Reading/Numeracy Assessments (formative assessments) that help the teaching and learning. It should be noted that repeaters take space that should have been occupied by other learners, hence the need to strive to reduce repetition rates as much as possible. At grades 8 to 12, the repetition rate declined from 4.6 percent in 2022 to 3.2 percent in 2023.

Table 3.3: Repetition Rate by Grade Group and Sex, 2019 - 2023

Grade Group	Sex	Year				
		2019	2020	2021	2022	2023
Grade 1-7	Male	5.3	4.9	4.1	4.1	4.0
	Female	4.9	4.5	4.0	4.1	3.8
	Total	5.1	4.8	4.1	4.1	3.9
Grade 8-12	Male	1.0	0.9	4.0	4.8	3.2
	Female	1.1	1.0	4.0	4.5	3.1
	Total	1.1	1.0	4.0	4.6	3.2

By province, the repetition rates for primary grades ranged from a low of 1.9 percent in Copperbelt to a high of 6.1 percent in Muchinga. For secondary grades, the repetition rates ranged from a low of 0.7 percent in Lusaka to 5.8 percent in Muchinga (Table 3.4).

Table 3.4: Repetition Rates (%) by Grade Group, Sex and Province, 2023

Grade Group	Sex	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western
Grade 1-7	Male	4.0	2.0	5.2	4.9	2.2	6.0	4.0	4.1	4.3	4.6
	Female	3.8	1.9	4.7	5.1	2.0	6.2	4.0	4.2	3.7	4.3
	Total	3.9	1.9	4.9	5.0	2.1	6.1	4.0	4.2	4.0	4.4
Grade 8-12	Male	2.9	1.6	5.6	3.7	0.7	5.5	5.5	4.4	4.4	5.4
	Female	2.7	1.5	5.4	4.0	0.7	6.1	5.5	4.6	3.3	4.6
	Total	2.8	1.6	5.5	3.9	0.7	5.8	5.5	4.5	3.8	5.0

Dropout rates highlight the proportion of learners that withdraw from the education system for any reason. Dropout Rates affect achievement of Universal Access to education. Table 3.5 shows Dropout Rates by grade group and sex for the period 2019 to 2023. Results show that the Dropout rates for Grades 1 to 7 have been below two percent for the period 2019 to 2023. The dropout rate for grade 8 to 12 declined from 2.3 percent in 2022 to 1.7 percent in 2023.

**Table 3.5: Dropout Rate by Grade Group and Sex, 2019 - 2023**

Grade Group	Sex	Year				
		2019	2020	2021	2022	2023
Grade 1-7	Male	1.6	1.6	1.6	1.6	1.6
	Female	1.9	2.0	1.7	1.7	1.7
	Total	1.7	1.8	1.6	1.7	1.7
Grade 8-12	Male	0.7	0.7	1.8	2.1	1.6
	Female	1.8	1.8	2.3	2.6	1.8
	Total	1.2	1.2	2.1	2.3	1.7

By province, the dropout rates for primary grades ranged from a low of 0.6 percent in Copperbelt to a high of 2.9 percent in North Western. For secondary grades, the dropout rates ranged from a low of 0.6 percent in Lusaka to 4.5 percent in North Western (**Table 3.6**).

Table 3.6: Dropout Rates (%) by Grade Group, Sex and Province, 2023

Grade Group	Sex	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western
Grade 1-7	Male	1.4	0.6	2.5	2.5	0.8	1.7	2.8	2.1	1.2	1.2
	Female	1.5	0.6	2.3	3.1	0.8	1.9	3.0	2.2	1.1	1.1
	Total	1.5	0.6	2.4	2.8	0.8	1.8	2.9	2.2	1.1	1.1
Grade 8-12	Male	1.8	0.6	2.3	1.8	0.5	2.0	4.6	2.1	1.5	1.3
	Female	2.2	0.7	3.0	2.4	0.7	2.4	4.4	2.4	1.9	1.4
	Total	2.0	0.7	2.7	2.1	0.6	2.2	4.5	2.2	1.7	1.4



Chapter 4: Equity

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

Table 4.1 shows the number of pregnancies and re-admissions by province and grade groups. Eastern Province recorded the highest number of pregnancies in 2023 while Muchinga recorded the least at primary level. At the same level, Eastern province recorded the highest number of re-admissions at 893 while Muchinga the lowest at 124.

At grades 8-9, North Western recorded the highest number of pregnancies with Muchinga being the least at 233. At the same grade level (8-9), North Western recorded the highest number of re-admissions while Muchinga was the lowest at 138. At grades 10-12, North Western recorded the highest number of pregnancies at 1,055 and Muchinga being the least at 205. Further, North Western recoded the highest number of re-admissions at grades 10-12 with Muchinga being the least at 132.

Table 4.1: Number of Pregnancies and Re-Admissions by Grade Group and Province, 2023

Province/ Grade Group	Grade 1-7		Grade 8-9		Grade 10-12	
	Pregnancies	Re-admits	Pregnancies	Re-admits	Pregnancies	Re-admits
Central	867	652	1,071	504	648	465
Copperbelt	314	314	591	360	656	329
Eastern	1,285	893	940	511	372	325
Luapula	932	643	826	559	478	309
Lusaka	300	189	575	333	565	363
Muchinga	230	124	233	138	205	132
North Western	1,183	751	1,453	1,206	1,055	923
Northern	704	396	631	381	458	323
Southern	1,103	640	1,439	742	759	673
Western	823	681	806	515	491	391
National	7,338	5,425	8,565	5,249	5,687	4,233

Gender Parity Index

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

Table 4.2 shows the Gender Parity Index for primary and secondary school grades from 2019 to 2023. The GPI for grades 1 to 7 is 1.0 for each year in the period, signifying equal primary school attendance by both males and females. For grade 8 to 12, the GPI has been 1.1 since 2021, implying more females than males attending secondary school.

Table 4.2: Gender Parity Index by Grade Group, 2019 - 2023

Grade Group	Year				
	2019	2020	2021	2022	2023
Grade 1 - 7	1.0	1.0	1.0	1.0	1.0
Grade 8 - 12	0.9	0.9	1.1	1.1	1.1



Central, Eastern and Lusaka provinces had more females than males attending primary school while the remaining provinces had equal attendance by sex. For secondary schools, Luapula Province had more males than females attending school while the rest of the province either had equal attendance or more females than males (Table 4.3).

**Table 4.3: Gender Parity Index by Grade Group and Province, 2023**

Province/Grade Group	Grade 1-7	Grade 8-12
Central	1.1	1.1
Copperbelt	1.0	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	1.0
Southern	1.0	1.1
Western	1.0	1.1
National	1.0	1.1

Out of School Children

Out-of-school children are those who do not attend formal schooling due to various reasons. The consequences of children being out of school are profound, impacting not only the individual but also the community and society at large.

Table 4.4 shows the distribution of the out of school children age 7 to 18 years by province for the year 2023. Lusaka Province had the largest number of out-of-school children of 43,376 while Luapula Province had the smallest number of 5, 015.

Table 4.4: Out-of-School Children by Province and Sex, 2023

	Male	Female	Total
Central	9,488	7,989	17,477
Copperbelt	9,495	11,433	20,928
Eastern	8,076	5,166	13,242
Luapula	2,446	2,569	5,015
Lusaka	22,387	20,989	43,376
Muchinga	4,011	3,950	7,961
Northern	7,653	8,438	16,091
North Western	3,609	3,518	7,127
Southern	5,224	5,199	10,423
Western	3,969	4,501	8,470
NATIONAL	76,358	73,752	150,110

Orphans

Educating orphans is a critical component of ensuring their well-being, empowerment, and future prospects. Orphans may face numerous challenges that can impede their access to and success in education. Education is a fundamental right for all children, including orphans, and plays a crucial role in their holistic development and well-being. By addressing the unique challenges faced by orphaned children and providing them with the necessary support and opportunities, society can empower them to break the cycle of poverty and build brighter futures for themselves and their communities.

Table 4.5 shows the distribution of orphans in all schools from 2018 to 2023. There has been a decrease in the number of orphans in all schools from 633,147 in 2022 to 617, 442 in 2023. However, the number of orphans in secondary schools increased between 2022 and 2023.



Education Level	Sex	Year				
		2019	2020	2021	2022	2023
Primary School	Male	187 970	173 739	191 394	221,007	210,263
	Female	191 641	192 328	202 595	234,011	222,387
	Total	379 611	366 067	393 989	455,018	432,650
Secondary School	Male	76 256	68 420	74 064	84,313	87,493
	Female	79 464	51 151	84 628	93,816	97,299
	Total	155 720	119 571	158 692	178,129	184,792
All Schools	Male	264 226	242 159	265 458	305,320	297,756
	Female	271 105	243 479	287 223	327,827	319,686
	Total	535 331	485 638	552 681	633,147	617,442

Children with Special Education Needs (CSEN)

Table 4.6 shows a trend analysis of children with special education needs by education level and sex. Higher numbers of CSEN are recorded in primary schools than secondary schools.

Education Level	Sex	2019	2020	2021	2022	2023
Primary School	Male	54 600	49 109	54 930	53,905	54,527
	Female	51 464	47 006	53 780	53,067	52,714
	Total	106 064	96 115	108 710	106,972	107,241
Secondary School	Male	11 017	8 985	13 468	15,694	14,853
	Female	10 868	8 613	13 347	15,542	16,670
	Total	21 885	17 598	26 815	31,236	31,523
National		127 949	113 713	135 525	138,208	138,764

Table 4.7 shows the distribution of children with special education needs by level and province. Copperbelt Province had the largest number of CSEN for both primary and secondary schools, followed by Western Province.

	Primary	Secondary	Total
Central	12,343	1,887	14,230
Copperbelt	21,828	9,570	31,398
Eastern	10,768	1,958	12,726
Luapula	13,649	2,546	16,195
Lusaka	7,915	3,347	11,262
Muchinga	4,607	1,199	5,806
North Western	7,743	2,925	10,668
Northern	10,619	1,938	12,557
Southern	12,146	2,070	14,216
Western	18,035	4,083	22,118
National	119,653	31,523	151,176



Table 4.8 shows the distribution of learners receiving bursary support by sex and province. There were 110, 837 pupils in grades 8 to 12 and 58, 515 in grades 1 to 7 receiving bursary support. Southern Province (15, 206) had the largest number of pupils receiving bursary support while Central Province had smallest number of pupils (8, 244).

Province	Sex	Grades (1-7)	Grade (8-12)
Central	Total	7,058	8,244
	Female	3,700	5,557
	Male	3,358	2,687
Copperbelt	Total	5,295	10,798
	Female	2,893	6,672
	Male	2,402	4,126
Eastern	Total	4,048	8,381
	Female	2,095	3,119
	Male	1,953	5,262
Luapula	Total	7,464	13,524
	Female	3,786	10,186
	Male	3,678	3,338
Lusaka	Total	7,195	8,024
	Female	3,686	4,516
	Male	3,509	3,508
Muchinga	Total	1,113	10,451
	Female	581	8,968
	Male	532	1,483
North Western	Total	2,993	9,164
	Female	1,646	6,362
	Male	1,347	2,802
Northern	Total	2,609	13,442
	Female	1,292	11,274
	Male	1,317	2,168
Southern	Total	19,109	15,206
	Female	9,586	9,996
	Male	9,523	5,210
Western	Total	1,631	13,603
	Female	904	10,726
	Male	727	2,882
National		58,515	110,837



Additional Tables

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

Table 4.9: Number of Pregnancies and Re-Admissions by Grade Group, Rural/Urban and Province, 2023

Province/ Grade Group	Pregnant Grade 1-7		Re-admitted Grade 1-7		Pregnant Grade 8-9		Re-admitted Grade 8-9		Pregnant 10-12		Re-admitted Pregnant 10-12	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Central	801	66	600	52	945	126	440	64	476	172	328	137
Copperbelt	174	171	143	140	245	346	160	200	175	481	106	223
Eastern	1217	68	861	32	866	74	473	38	288	84	245	80
Luapula	601	42	891	41	732	94	491	68	393	85	258	51
Lusaka	188	112	143	46	260	306	161	172	132	433	107	256
Muchinga	226	7	167	4	211	22	128	10	182	23	120	12
North-Western	975	204	683	68	1175	278	1010	196	800	255	711	212
Northern	674	30	372	24	562	69	339	42	341	117	237	86
Southern	1002	101	591	49	1207	232	625	117	506	253	468	205
Western	785	83	598	38	677	129	444	71	388	103	331	60
National	6,643	884	5,049	494	6,880	1,676	4,271	978	3,681	2,006	2,911	1,322

Table 4.10: Gender Parity Index in All Schools by Grade and Province, 2023

Province/ Grade Group	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	1.08	1.04	1.05	1.05	1.04	1.03	1.06	1.06	1.11	1.12	1.09	1.11	1.02
Copperbelt	1.11	1.06	1.03	1.07	1.07	1.05	0.95	1.09	1.12	1.12	1.13	1.13	1.11
Eastern	1.17	1.10	1.12	1.15	1.14	1.12	1.13	1.10	1.10	1.07	0.97	0.94	0.91
Luapula	1.12	1.01	1.00	1.01	1.02	1.01	0.99	0.97	1.01	0.98	0.92	0.87	0.83
Lusaka	1.05	1.00	1.05	0.93	1.06	1.09	1.09	1.14	1.07	1.14	1.02	1.03	1.10
Muchinga	1.05	1.01	0.98	1.02	1.01	1.01	1.00	0.98	1.07	1.01	1.00	0.99	0.95
North Western	1.15	0.97	1.05	1.07	0.93	0.98	1.06	0.92	1.09	1.06	1.05	1.09	1.30
Northern	1.09	1.00	1.00	1.01	0.99	0.97	0.98	0.91	1.03	0.99	0.99	0.98	0.95
Southern	1.05	1.01	1.01	1.02	1.03	1.03	1.02	1.03	1.11	1.07	1.08	1.05	1.02
Western	1.10	1.02	1.01	1.02	1.03	1.02	1.04	1.08	1.11	1.15	1.17	1.10	1.10
National	1.10	1.03	1.03	1.04	1.03	1.03	1.03	1.03	1.09	1.08	1.05	1.05	1.06

Table 4.11: Gender Parity Index in All Schools by Grade and Agency, 2023

Province/Grade Group	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	1.11	1.03	1.05	1.05	1.06	1.02	1.04	1.01	1.09	1.23	1.20	1.23	1.31
Grant Aided	1.02	1.07	1.05	1.09	1.09	1.18	1.23	1.28	1.39	1.46	1.39	1.36	1.44
GRZ	1.11	1.02	1.03	1.04	1.03	1.03	1.02	1.03	1.08	1.06	1.03	1.02	1.04
Private	1.06	1.06	1.03	1.07	1.07	1.07	1.08	1.06	1.04	1.10	1.10	1.13	1.00

Table 4.12: Gender Parity Index in All Schools by Grade Group and Agency, 2023

Province/Grade Group	Grade 1-7	Grade 8-12
Community	1.04	1.18
Grant Aided	1.14	1.05
GRZ	1.03	1.05
Private	1.06	1.07


Table 4.13: Out-of-School Children by Age, Sex and Province, 2023

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	983	541	423	309	285	325	366	442	704	1,097	1,408	2,605
	Female	809	387	297	164	144	205	123	297	519	1,044	1,390	2,610
	Total	1,792	928	720	473	429	530	489	739	1,223	2,141	2798	5,215
Copperbelt	Male	163	668	895	988	1,065	1,185	1,193	1,058	1,340	511	158	271
	Female	380	717	1,024	1,143	1,230	1,389	1,456	1,506	1,294	813	387	94
	Total	543	1,385	1,919	2,131	2,295	2,574	2,649	2,564	2,634	1,324	545	365
Eastern	Male	1,019	567	420	347	419	463	398	456	527	736	947	1,777
	Female	806	292	7	8	103	126	8	101	320	701	971	1,723
	Total	1,825	859	427	355	522	589	406	557	847	1,437	1,918	3,500
Luapula	Male	196	175	237	207	76	31	27	21	23	137	259	1,057
	Female	118	217	199	161	112	44	17	19	24	199	386	1,073
	Total	314	392	436	368	188	75	44	40	47	336	645	2,130
Lusaka	Male	3,373	3,131	2,955	2,029	1,813	1,433	898	818	835	977	1,262	2,863
	Female	3,295	3,051	2,945	1,877	1,666	1,202	724	565	641	846	1,248	2,929
	Total	6,668	6,182	5,900	3,906	3,479	2,635	1,622	1,383	1,476	1,823	2,510	5,792
Muchinga	Male	322	207	161	151	154	177	212	250	383	463	537	994
	Female	296	177	149	112	114	139	183	240	392	517	622	1,009
	Total	618	384	310	263	268	316	395	490	775	980	1,159	2,003
North-Western	Male	506	925	1,006	884	803	773	886	652	602	294	136	186
	Female	472	847	1,041	1,083	868	784	997	805	749	462	204	126
	Total	978	1,772	2,047	1,967	1,671	1,557	1,883	1,457	1,351	756	340	312
Northern	Male	331	134	5	15	10	30	140	185	270	470	636	1,383
	Female	310	90	6	24	12	71	81	192	211	465	695	1,361
	Total	641	224	11	39	22	101	221	377	481	935	1,331	2,744
Southern	Male	570	89	71	110	151	154	23	189	340	648	926	1,953
	Female	354	36	261	248	297	288	222	50	138	550	878	1,877
	Total	924	125	332	358	448	442	245	239	478	1,198	1,804	3,830
Western	Male	150	475	498	381	266	309	258	58	56	432	552	534
	Female	278	531	500	418	361	371	375	208	112	339	501	507
	Total	428	1,006	998	799	627	680	633	266	168	771	1,053	1,041
National	Male	7,613	6,912	6,671	5,421	5,042	4,880	4,401	4,129	5,080	5,765	6,821	13,623
	Female	7,118	6,345	6,429	5,238	4,907	4,619	4,186	3,983	4,400	5,936	7,282	13,309
	Total	14,731	13,257	13,100	10,659	9,949	9,499	8,587	8,112	9,480	11,701	14,103	26,932

**Table 4.14: Percentage (%) of Orphans in Grade Group by Sex and Province, 2023**

Province/ Grade Group	Sex	Grade 1 - 7	Grade 1 - 9	Grade 8 - 9	Grade 8 - 12
Central	Male	9.2	9.6	11.8	12.0
	Female	9.5	10.0	12.7	13.2
	Total	9.3	9.8	12.3	12.6
Copperbelt	Male	7.2	7.5	8.4	8.6
	Female	7.4	7.7	8.9	9.1
	Total	7.3	7.6	8.6	8.8
Eastern	Male	9.6	10.0	13.6	14.8
	Female	9.4	9.8	13.1	14.4
	Total	9.5	9.9	13.3	14.6
Luapula	Male	14.0	14.5	17.7	17.5
	Female	14.0	14.6	18.4	18.9
	Total	14.0	14.6	18.1	18.2
Lusaka	Male	12.0	11.5	10.1	10.4
	Female	13.5	13.0	11.9	12.0
	Total	12.8	12.3	11.1	11.2
Muchinga	Male	11.6	11.9	13.9	14.1
	Female	12.5	13.1	17.5	19.0
	Total	12.1	12.5	15.8	16.6
Northern	Male	8.7	9.3	13.5	13.5
	Female	9.1	9.7	13.5	12.9
	Total	8.9	9.5	13.5	13.2
North Western	Male	13.9	14.3	17.2	17.6
	Female	14.7	15.2	18.2	18.8
	Total	14.	14.7	17.7	18.2
Southern	Male	8.0	8.7	13.0	13.2
	Female	7.8	7.9	8.5	10.0
	Total	7.9	8.3	10.6	11.5
Western	Male	15.6	16.2	20.1	21.1
	Female	15.7	16.6	22.1	22.7
	Total	15.7	16.4	21.1	22.0

Table 4.15: Number of Orphans in All Schools by Grade and Agency, 2023

Agency/Sex/ Grade Group	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	28672	28301	26848	26684	26386	25941	25445	23579	20279	13321	12846	11058
	Female	30047	29630	28328	28461	28106	27956	26168	26253	21767	14378	14110	12011
	Total	58719	57931	55176	55145	54492	53897	51613	49832	42046	27699	26956	23069
Private	Male	740	733	719	690	752	719	733	466	418	162	173	174
	Female	772	805	787	778	840	734	752	507	340	222	221	166
	Total	1512	1538	1506	1468	1592	1453	1485	973	758	384	394	340
Grant Aided	Male	667	633	627	655	698	716	716	944	801	794	737	543
	Female	723	779	728	732	753	780	796	1441	1227	1278	1165	879
	Total	1390	1412	1355	1387	1451	1496	1512	2385	2028	2072	1902	1422
Community	Male	2381	2156	2024	1788	1527	1235	1077	364	317	199	174	144
	Female	2524	2273	2190	1935	1599	1245	1166	372	370	249	187	156
	Total	4905	4429	4214	3723	3126	2480	2243	736	687	448	361	300

**Table 4.16: Number of CSEN Learners at Primary School Level by Grade, Sex and Province, 2023**

Province/Sex/ Grade Group	ECE	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Central	1,659	1,863	1,841	1,786	1,518	1,436	1,229	1,011	12,343
Female	769	914	902	855	757	718	606	497	6,018
Male	890	949	939	931	761	718	623	514	6,325
Copperbelt	2,794	3,396	2,934	3,084	2,583	2,456	2,397	2,184	21,828
Female	1,414	1,709	1,421	1,451	1,294	1,241	1,160	1,133	10,823
Male	1,380	1,687	1,513	1,633	1,289	1,215	1,237	1,051	11,005
Eastern	1,238	1,829	1,458	1,525	1,297	1,217	1,211	993	10,768
Female	596	888	758	728	646	609	654	490	5,369
Male	642	941	700	797	651	608	557	503	5,399
Luapula	1,348	2,302	2,149	1,893	1,773	1,640	1,375	1,169	13,649
Female	667	1,106	1,034	927	882	812	678	576	6,682
Male	681	1,196	1,115	966	891	828	697	593	6,967
Lusaka	641	933	1,045	956	981	1,133	1,157	1,069	7,915
Female	297	474	513	491	496	554	601	603	4,029
Male	344	459	532	465	485	579	556	466	3,886
Muchinga	479	767	684	622	585	526	533	411	4,607
Female	232	385	335	318	279	241	263	194	2,247
Male	247	382	349	304	306	285	270	217	2,360
North Western	628	1,313	1,030	1,048	1,075	855	860	934	7,743
Female	267	671	460	564	535	365	396	438	3,696
Male	361	642	570	484	540	490	464	496	4,047
Northern	729	2,129	1,498	1,348	1,481	1,245	1,191	998	10,619
Female	348	1,013	704	643	757	590	569	469	5,093
Male	381	1,116	794	705	724	655	622	529	5,526
Southern	1,279	1,724	1,717	1,612	1,466	1,488	1,513	1,347	12,146
Female	617	799	822	789	702	727	744	644	5,844
Male	662	925	895	823	764	761	769	703	6,302
Western	1,617	2,988	2,671	2,519	2,398	2,190	1,929	1,723	18,035
Female	792	1,610	1,290	1,269	1,083	1,079	958	831	8,912
Male	825	1,378	1,381	1,250	1,315	1,111	971	892	9,123
National	12,412	19,244	17,027	16,393	15,157	14,186	13,395	11,839	119,653

**Table 4.17: Number of CSEN Learners at Secondary Level by Grade, Sex and Province, 2023**

Province/Sex/ Grade Group	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	National
Central	774	589	204	158	162	1,887
Female	391	304	110	83	82	970
Male	383	285	94	75	80	917
Copperbelt	2,627	2,275	1,800	1,544	1,324	9,570
Female	1,355	1,250	1,002	831	724	5,162
Male	1,272	1,025	798	713	600	4,408
Eastern	746	434	315	175	288	1,958
Female	461	255	129	83	209	1,137
Male	285	179	186	92	79	821
Luapula	1,054	760	275	242	215	2,546
Female	480	371	138	128	104	1,221
Male	574	389	137	114	111	1,325
Lusaka	1,153	974	404	452	364	3,347
Female	592	524	228	263	205	1,812
Male	561	450	176	189	159	1,535
Muchinga	515	242	162	163	117	1,199
Female	265	117	79	83	58	602
Male	250	125	83	80	59	597
North Western	882	780	420	484	359	2,925
Female	469	436	218	292	208	1,623
Male	413	344	202	192	151	1,302
Northern	623	451	337	287	240	1,938
Female	326	238	173	162	131	1,030
Male	297	213	164	125	109	908
Southern	878	656	173	200	163	2,070
Female	448	323	83	87	89	1,030
Male	430	333	90	113	74	1,040
Western	1,449	1,125	506	581	422	4,083
Female	709	584	252	308	230	2,083
Male	740	541	254	273	192	2,000
National	10,701	8,286	4,596	4,286	3,654	31,523


Table 4.18: Number of CSEN Learners at Secondary Level by Grade, Sex and Province, 2023

Province/ Grade/Sex	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Central	383	391	285	304	94	110	75	83	80	82	1,887
Copperbelt	1,272	1,355	1,025	1,250	798	1,002	713	831	600	724	9,570
Eastern	285	461	179	255	186	129	92	83	79	209	1,958
Luapula	574	480	389	371	137	138	114	128	111	104	2,546
Lusaka	561	592	450	524	176	228	189	263	159	205	3,347
Muchinga	250	265	125	117	83	79	80	83	59	58	1,199
North Western	413	469	344	436	202	218	192	292	151	208	2,925
Northern	297	326	213	238	164	173	125	162	109	131	1,938
Southern	430	448	333	323	90	83	113	87	74	89	2,070
Western	740	709	541	584	254	252	273	308	192	230	4,083
National	5,205	5,496	3,884	4,402	2,184	2,412	1,966	2,320	1,614	2,040	31,523

Table 4.19: Number of CSEN Learners at Primary School Level by Grade, Sex and Province 2023

Province/ Grade Group/ Sex	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Central	949	914	939	902	931	855	761	757	718	718	623	606	514	497	10684
Copperbelt	1,687	1,709	1,513	1,421	1,633	1,451	1,289	1,294	1,215	1,241	1,237	1,160	1,051	1,133	19034
Eastern	941	888	700	758	797	728	651	646	608	609	557	654	503	490	9530
Luapula	1,196	1,106	1,115	1,034	966	927	891	882	828	812	697	678	593	576	12301
Lusaka	459	474	532	513	465	491	485	496	579	554	556	601	466	603	7274
Muchinga	382	385	349	335	304	318	306	279	285	241	270	263	217	194	4128
North Western	642	671	570	460	484	564	540	535	490	365	464	396	496	438	7115
Northern	1,116	1,013	794	704	705	643	724	757	655	590	622	569	529	469	9890
Southern	925	799	895	822	823	789	764	702	761	727	769	744	703	644	10867
Western	1,378	1,610	1,381	1,290	1,250	1,269	1,315	1,083	1,111	1,079	971	958	892	831	16418
National	9675	9569	8788	8239	8358	8035	7726	7431	7250	6936	6766	6629	5964	5875	107241



Chapter 5: Quality Teachers

Teachers are the backbone of education, shaping the minds and futures of countless learners. Quality teachers are essential catalysts for educational excellence, societal progress, and individual empowerment. Their dedication, expertise, and passion shape the future generation and contribute to a brighter tomorrow. In this regard, this chapter shows the distribution of Teachers by various categories across the nation.

The table below shows trend statistics on the distribution of teachers in all schools by sex from 2019 to 2023.

Table 5.1: Number of Teachers in All Schools by Sex, 2019 - 2023

Sex	Year				
	2019	2020	2021	2022	2023
Male	53,031	55,060	55,528	67,837	69,724
Female	61,770	63,491	64,059	81,967	84,580
National	114,801	118,551	119,587	149,804	154,304

Table 5.2: Number of Teachers in All Schools by Education Level and Sex, 2019 - 2023

Education Level	Sex	Year					Percentage Changes 2022-2023
		2019	2020	2021	2022	2023	
Primary School	Male	35,274	36,442	36,642	47,455	48,135	1.0
	Female	45,645	46,718	47,038	63,077	64,746	3.0
	Total	80,919	83,160	83,680	110,532	112,881	2.0
Secondary School	Male	17,757	18,618	18,886	20,382	21,589	6.0
	Female	16,125	16,773	17,021	18,890	19,834	5.0
	Total	33,882	35,391	35,907	39,272	41,423	5.0
National		114,801	118,551	119,587	149,804	154,304	3.0

Table 5.3: Number of Teachers in All Schools by Education Level, Sex and Province, 2023

Province/Education Level/Sex	Primary School			Secondary School		
	Male	Female	Total	Male	Female	Total
Central	6118	8054	14,172	2846	2686	5,532
Copperbelt	4838	13990	18,828	2930	4402	7,332
Eastern	5548	5545	11,093	2439	1725	12,864
Luapula	4238	4117	8,355	1809	1245	3,054
Lusaka	3578	7726	11,304	2272	2440	4,712
Muchinga	3140	3096	6,236	1714	1156	7,766
North Western	3726	4604	8,330	1937	1615	3,552
Northern	4470	3991	8,461	1985	1501	3,486
Southern	7442	8083	15,525	2162	1818	7,038
Western	5037	5540	10,577	1495	1246	2,741
National	48,135	64,746	112,881	21,589	19,834	41,423

**Table 5.4: Number of Teachers in All Schools by Agency and Province, 2023**

Province	Running Agency				
	GRZ	Grant Aided	Community	Private	Total
Central	16,437	1035	1014	1218	19,704
Copperbelt	20,015	961	1478	3706	26,160
Eastern	21,429	1472	780	276	23,957
Luapula	10,090	570	347	402	11,409
Lusaka	10,716	663	2172	2465	16,016
Muchinga	12,902	321	445	334	14,002
North Western	10,414	559	414	495	11,882
Northern	10,095	1043	456	353	11,947
Southern	17,932	1821	1409	1401	22,563
Western	11,387	771	834	326	13,318
National	124,763	9,216	9,349	10,976	154,304

Table 5.5: Pupil Teacher Ratio by Education Level and Province, 2023

Province	Primary	Secondary
Central	38	29
Copperbelt	33	40
Eastern	42	7
Luapula	44	30
Lusaka	27	52
Muchinga	37	7
North Western	55	36
Northern	45	27
Southern	36	22
Western	33	33
National	38	34

Teacher Attrition

Teacher attrition in Zambia is a significant issue that impacts the education system. Attrition refers to the rate at which teachers leave the profession before retirement, and it can be influenced by various factors such as:

- **Poor Working Conditions:** Many teachers in Zambia face challenging working conditions, including inadequate facilities and lack of teaching materials. These conditions can lead to job dissatisfaction and burnout.
- **Health Issues:** Health problems, including those related to HIV/AIDS, have been a significant factor in teacher attrition. The impact of health issues not only affects the teachers directly but also contributes to absenteeism and reduced productivity.
- **Brain Drain:** Many qualified teachers leave Zambia for better opportunities abroad. This brain drain is driven by the search for better salaries and working conditions.



Impact on Education

Teacher attrition has several negative effects on the education system in Zambia:

- **Staffing Shortages:** High attrition rates lead to staffing shortages, particularly in rural and remote areas. This results in high pupil-teacher ratios, which can negatively impact the quality of education.
- **Student Achievement:** There is a positive correlation between teacher attrition and poor student achievement. Schools with high attrition rates often struggle to maintain consistent teaching standards.

Despite the above challenges, there are some strategies to address Teacher Attrition

- **Improving Working Conditions:** Investing in school infrastructure and providing adequate teaching materials can help improve job satisfaction among teachers.
- **Health Support:** Providing health support and resources for teachers, particularly those affected by HIV/AIDS, can help reduce absenteeism and improve overall well-being.
- **Professional Development:** Offering continuous professional development opportunities can help teachers feel valued and supported in their careers.

Addressing teacher attrition is crucial for improving the quality of education in Zambia. By understanding the factors contributing to attrition and implementing effective strategies, the education system can work towards retaining skilled and motivated teachers.

Table 5.6 shows the distribution of teachers who left the system through various means (attrition). The numbers have been increasing from 2018 to 2019, reduced in the year 2020 and kept on increasing from 2021 throughout to 2023.

Education Level/Sex		Year					
		2018	2019	2020	2021	2022	2023
Primary School	Male	2,724	3,603	3,319	4,367	4,369	5,533
	Female	2,861	3,305	3,118	3,621	4,378	4,198
	Total	5,585	6,908	6,437	7,988	8,747	9,731
Secondary School	Male	766	971	849	1,002	1,900	2,015
	Female	672	784	629	590	1,448	1,572
	Total	1,438	1,755	1,478	1,592	3,348	3,587
National		7,023	8,663	7,915	9,580	12,095	13,318

Reason/Education Level/Sex	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Assigned to non-teaching duties	3,970	2,010	5,980	2,252	986	3,238	6,222	2,996	9,218
contract expired	137	217	354	78	106	184	215	323	538
Death	157	254	411	89	124	213	246	378	624
Dismissed	43	80	123	25	40	65	68	120	188
Illness	207	200	407	117	98	215	324	298	622
Others	221	254	475	125	125	250	346	379	725
Resigned	137	154	291	77	76	153	214	230	444
Retired	258	372	630	146	183	329	404	555	959

**Table 5.8: Teacher Deaths by Education Level and Sex, 2019 - 2023**

Education Level	Sex	2019	2020	2021	2022	2023
Primary school	Male	171	208	155	425	137
	Female	138	161	138	268	217
	Total	309	369	293	693	354
Secondary school	Male	50	64	53	84	78
	Female	35	45	36	57	106
	Total	85	109	89	141	184
National	Male	221	272	208	509	215
	Female	173	206	174	325	323
	Total	394	478	382	834	538



Chapter 6: Quality Learning

Quality is addressed mainly through improved learner performance, curriculum reforms and supply of teaching and learning materials to schools. It is essential for developing well-rounded individuals who can thrive in an ever-changing world as it contributes to the following:

- **Strong Foundational Knowledge:** Quality learning provides a solid base in core subjects like mathematics, science, and language. This foundational knowledge is crucial for students to build upon as they progress through their education.
- **Critical Thinking and Problem-Solving:** Empowering students to analyse information, question assumptions, and develop creative solutions is a hallmark of quality learning. These skills are vital for adapting to new challenges and opportunities.
- **Inclusive and Positive School Culture:** A positive and inclusive school culture fosters a welcoming environment where all students feel valued and supported. This includes promoting tolerance, understanding, and social cohesion.
- **Effective Teaching Methods:** Quality learning is facilitated by trained teachers who use child-centered teaching approaches. These methods are designed to engage students actively and cater to their individual learning needs.
- **Relevant and Rigorous Curriculum:** A high-quality curriculum is aligned with rigorous standards and is academically challenging. It includes content that is relevant to students' lives and future careers, ensuring they acquire essential skills and knowledge.
- **Supportive Learning Environment:** Healthy, safe, and resource-rich environments are crucial for quality learning. This includes adequate facilities, learning materials, and a supportive community that encourages students to participate and excel.
- **Continuous Assessment and Feedback:** Regular assessment and constructive feedback help students understand their progress and areas for improvement. This ongoing evaluation is key to ensuring that learning objectives are being met.
- **Lifelong Learning Mind-Set:** Quality education instils a love for learning that extends beyond the classroom. It encourages students to continuously seek knowledge and adapt to new situations throughout their lives.
- **Community and Parental Involvement:** Engaging families and communities in the educational process enhances the learning experience. Support from parents and the community can significantly impact students' motivation and success.

By focusing on these aspects, schools can create an environment that promotes quality learning and prepares students for a successful future.

Quality learning in this chapter is measured through completion rates, survival rates, examination pass rates, pupil-teacher ratio, pupil classroom ratio, pupil book ratio and contact hours.



Tables 6.1 to 6.4 shows completion rates and survival rates.

Grade Level	Sex	2019	2020	2021	2022	2023
Grade 7	Male	96.9	93.9	82.7	82.3	84.5
	Female	99.5	93.3	86.0	82.6	84.8
	Total	97.0	86.4	84.3	82.4	84.7
Grade 9	Male	67.9	61.3	64.3	94.7	89.5
	Female	66.7	62.9	69.7	93.3	89.1
	Total	67.3	61.9	67.0	94.0	89.3
Grades 12	Male	35.3	36.4	35.2	41.4	43.7
	Female	32.8	31.4	35.7	37.6	40.4
	Total	34.1	32.0	35.4	39.0	41.9

Province	Grade and Sex								
	Grade 7			Grade 9			Grade 12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Central	93.0	97.3	95.2	104.3	105.6	105.0	41.5	47.9	41.0
Copperbelt	85.7	90.9	88.4	105.2	111.6	108.6	58.8	50.6	60.0
Eastern	71.2	77.5	74.3	63.3	62.8	63.0	29.0	28.4	26.7
Luapula	82.9	77.2	80.0	97.4	83.3	90.1	43.9	37.7	39.2
Lusaka	53.9	58.6	56.3	79.5	83.8	81.7	41.2	38.0	40.2
Muchinga	65.6	62.0	63.8	60.0	57.0	58.4	32.8	25.8	30.2
North Western	124.8	115.3	120.0	127.6	132.9	130.3	76.8	60.2	80.0
Northern	76.3	69.1	72.7	72.9	62.8	67.7	33.6	28.5	28.8
Southern	95.5	98.8	97.1	90.5	91.0	90.7	37.1	41.2	35.9
Western	95.9	101.5	98.7	93.8	100.8	97.4	42.3	45.7	37.0
National	84.5	84.8	84.7	89.5	89.1	89.3	43.7	40.4	41.9

Sex	2019	2020	2021	2022	2023
Male	100.9	90.9	86.8	88.2	92.1
Female	100.1	96.9	87.5	94.8	97.6
National	100.2	93.0	87.1	92.0	94.9

Province	2019	2020	2021	2022	2023	Survival Rate
	Grade 1 Entrants	Grade 2	Grade 3	Grade 4	Grade 5	
Central	65,530	64,940	64,096	63,006	61,683	94.13
Copperbelt	78,000	77,610	77,378	75,675	75,448	96.73
Eastern	66,033	65,901	65,756	65,598	65,427	99.08
Luapula	42,786	42,315	42,188	41,640	40,641	94.99
Lusaka	54,486	54,050	53,942	53,834	53,726	98.61
Muchinga	35,559	35,200	35,154	35,144	34,364	96.64
North Western	39,115	38,763	37,833	37,379	37,229	95.18
Northern	51,732	51,318	48,958	48,713	48,328	93.42
Southern	73,412	71,937	71,858	71,642	71,499	97.39
Western	44,506	44,195	44,107	43,136	40,764	91.59
National	551,159	546,229	541,270	535,767	529,109	96.00



Examination Pass Rates

Table 6.5: Examination Pass Rates at Grade 7, 2023

Province	Entered			Sat			Eligible for Selection			Not Eligible for Selection			Divisions															Absenteeism		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys					Girls					Total					Boys	Girls	Total
													Div1	Div2	Div3	Div4	Total	Div1	Div2	Div3	Div4	Total	Div1	Div2	Div3	Div4	Total			
Muchinga	10,910	10,518	21,428	9,884	9,548	19,432	7,196	6,679	13,875	2,688	2,869	5,557	1,072	2,884	3,240	2,688	9,884	980	2,796	2,903	2,869	9,548	2,052	5,680	6,143	5,557	19,432	1,026	970	1,996
Percent	104	100		91	91	91	73	70	71	27	30	29	40	107	121	100		34	97	101	100		37	102	111	100		9	9	9
Northern	18,240	16,725	34,965	16,209	15,007	31,216	11,766	10,090	21,856	4,443	4,917	9,360	1,775	5,295	4,696	4,443	16,209	1,380	4,376	4,334	4,917	15,007	3,155	9,671	9,030	9,360	31,216	2,031	1,718	3,749
Percent	109	100		89	90	89	73	67	70	27	33	30	40	119	106	100		28	89	88	100		34	103	96	100		11	10	11
Luapula	15,659	15,392	31,051	14,189	13,938	28,127	10,328	9,198	19,526	3,861	4,740	8,601	1,530	4,465	4,333	3,861	14,189	1,159	3,836	4,203	4,740	13,938	2,689	8,301	8,536	8,601	28,127	1,470	1,454	2,924
Percent	102	100		91	91	91	73	66	69	27	34	31	40	116	112	100		24	81	89	100		31	97	99	100		9	9	9
Southern	35,013	36,220	71,233	32,330	33,626	65,956	18,650	21,154	39,804	13,680	12,472	26,152	3,765	7,062	7,823	13,680	32,330	4,306	8,533	8,315	12,472	33,626	8,071	15,595	16,138	26,152	65,956	2,683	2,594	5,277
Percent	97	100		92	93	93	58	63	60	42	37	40	28	52	57	100		35	68	67	100		31	60	62	100		8	7	7
Eastern	24,181	26,635	50,816	21,894	23,702	45,596	15,474	15,916	31,390	6,420	7,786	14,206	2,758	6,618	6,098	6,420	21,894	2,349	6,757	6,810	7,786	23,702	5,107	13,375	12,908	14,206	45,596	2,287	2,933	5,220
Percent	91	100		91	89	90	71	67	69	29	33	31	43	103	95	100		30	87	87	100		36	94	91	100		9	11	10
Copperbelt	33,276	37,888	71,164	30,839	35,067	65,906	24,325	28,409	52,734	6,514	6,658	13,172	6,655	9,865	7,805	6,514	30,839	8,033	11,615	8,761	6,658	35,067	14,688	21,480	16,566	13,172	65,906	2,437	2,821	5,258
Percent	88	100		93	93	93	79	81	80	21	19	20	102	151	120	100		121	174	132	100		112	163	126	100		7	7	7
N/ Western	18,874	20,539	39,413	16,125	17,583	33,708	10,821	11,837	22,658	5,304	5,746	11,050	1,551	4,888	4,382	5,304	16,125	1,639	5,445	4,753	5,746	17,583	3,190	10,333	9,135	11,050	33,708	2,749	2,956	5,705
Percent	92	100		85	86	86	67	67	67	33	33	33	29	92	83	100		29	95	83	100		29	94	83	100		15	14	14
Central	28,361	30,668	59,029	24,875	27,034	51,909	14,665	16,298	30,963	10,210	10,736	20,946	2,539	5,740	6,386	10,210	24,875	2,609	6,386	7,303	10,736	27,034	5,148	12,126	13,689	20,946	51,909	3,486	3,634	7,120
Percent	92	100		88	88	88	59	60	60	41	40	40	25	56	63	100		24	59	68	100		25	58	65	100		12	12	12
Western	17,815	19,593	37,408	15,384	17,128	32,512	9,799	11,544	21,343	5,585	5,584	11,169	1,112	4,196	4,491	5,585	15,384	1,378	5,013	5,153	5,584	17,128	2,490	9,209	9,644	11,169	32,512	2,431	2,465	4,896
Percent	91	100		86	87	87	64	67	66	36	33	34	20	75	80	100		25	90	92	100		22	82	86	100		14	13	13
Lusaka	39,715	46,262	85,977	36,958	42,893	79,851	27,753	33,255	61,008	9,205	9,638	18,843	8,003	11,080	8,670	9,205	36,958	9,203	13,622	10,430	9,638	42,893	17,206	24,702	19,100	18,843	79,851	2,757	3,369	6,126
Percent	86	100		93	93	93	75	78	76	25	22	24	87	120	94	100		95	141	108	100		91	131	101	100		7	7	7



Table 6.6: Examination Pass Rates at Grade 9, 2023

Province	Number Entered			Number Sat			Certificate			Statement			Fail			Absenteeism			Absenteeism in %			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2,023	2,022	2,021	2,020
Muchinga	5,474	5,558	11,032	5,062	5,183	10,245	2,938	2,733	5,671	1,855	2,128	3,983	269	322	591	412	375	787				
Percent	4	3	4	92	93	93	58	53	55	37	41	39	5	6	6	8	7	7	7	17	11	14
Northern	10,607	9,719	20,326	9,398	8,615	18,013	5,291	4,325	9,616	3,669	3,698	7,367	438	592	1,030	1,209	1,104	2,313				
Percent	7	6	6	89	89	89	56	50	53	39	43	41	5	7	6	11	11	11	11	7	10	13
Luapula	9,966	9,698	19,664	9,157	8,951	18,108	4,720	3,810	8,530	3,804	4,324	8,128	633	817	1,450	809	747	1,556				
Percent	7	6	6	92	92	92	52	43	47	42	48	45	7	9	8	8	8	8	8	6	9	12
Southern	18,659	21,036	39,695	17,564	19,702	37,266	8,580	9,737	18,317	7,151	8,345	15,496	1,833	1,620	3,453	1,095	1,334	2,429				
Percent	13	13	13	94	94	94	49	49	49	41	42	42	10	8	9	6	6	6	6	5	7	10
Eastern	11,838	12,404	24,242	10,959	11,282	22,241	6,811	6,223	13,034	3,560	4,407	7,967	588	652	1,240	879	1,122	2,001				
Percent	8	7	8	93	91	92	62	55	59	32	39	36	5	6	6	7	9	8	8	13	12	15
Copperbelt	24,567	29,569	54,136	23,329	28,299	51,628	14,272	17,932	32,204	7,402	8,921	16,323	1,655	1,446	3,101	1,238	1,270	2,508				
Percent	17	18	17	95	96	95	61	63	62	32	32	32	7	5	6	5	4	5	5	5	6	7
Northwestern	12,203	13,069	25,272	11,112	12,122	23,234	4,795	5,126	9,921	4,803	5,370	10,173	1,514	1,626	3,140	1,091	947	2,038				
Percent	8	8	8	91	93	92	43	42	43	43	44	44	14	13	14	9	7	8	8	7	8	12
Central	16,502	18,692	35,194	14,895	16,903	31,798	7,495	8,416	15,911	5,280	6,480	11,760	2,120	2,007	4,127	1,607	1,789	3,396				
Percent	11	11	11	90	90	90	50	50	50	35	38	37	14	12	13	10	10	10	10	10	12	14
Western	10,557	12,088	22,645	9,529	11,139	20,668	3,699	4,466	8,165	4,371	5,245	9,616	1,459	1,428	2,887	1,028	949	1,977				
Percent	7	7	7	90	92	91	39	40	40	46	47	47	15	13	14	10	8	9	9	7	8	13
Lusaka	27,592	33,847	61,439	26,325	32,229	58,554	15,774	19,033	34,807	8,119	10,871	18,990	2,432	2,325	4,757	1,267	1,618	2,885				
Percent	19	20	20	95	95	95	60	59	59	31	34	32	9	7	8	5	5	5	5	6	5	6
National	147,965	165,680	313,645	137,330	154,425	291,755	74,375	81,801	156,176	50,014	59,789	109,803	12,941	12,835	25,776	10,635	11,255	21,890				
Percent	100	100	100	93	93	93	54	53	54	36	39	38	9	8	9	7	7	7	7	7	8	11
Percent	0	0	0	94	97	95	100	100	100	-	-	-	-	-	-	6	3	5	5	5	20	2
Overall	148,042	165,749	313,791	137,402	154,492	291,894	74,447	81,868	156,315	50,014	59,789	109,803	12,941	12,835	25,776	10,640	11,257	21,897				
Percent	100	100	100	93	93	93	54	53	54	36	39	38	9	8	9	7	7	7	7	7	8	11


Table 6.7: Number of Books in Primary Schools by Subject and Province, 2023

Province	English	Home Economics	Science	Maths	Zambia Languages	Social Studies	CTS
Central	84,434	32,300	72,675	79,439	112,688	59,100	58,549
Copperbelt	98,773	30,857	82,552	89,863	108,403	62,161	44,478
Eastern	106,835	34,569	94,014	100,790	233,424	80,241	84,066
Luapula	77,557	20,796	52,679	59,680	112,563	44,050	44,067
Lusaka	9,818	2,350	5,670	5,376	15,802	4,449	3,461
Muchinga	60,542	26,011	46,129	48,806	104,115	39,784	37,892
North Western	21,036	1,745	16,291	4,695	31,485	14,058	13,374
Northern	79,194	34,332	68,089	77,772	107,372	61,630	58,222
Southern	102,021	39,913	88,968	97,227	198,538	74,142	64,608
Western	91,662	28,520	79,197	88,877	178,559	60,591	42,384
National	731,872	251,393	606,264	652,525	1,202,949	500,206	451,101



Table 6.8: Examination Pass Rates at Grade 12, 2023

Province	Entered			Sat			School Certificate			Statement			Fail			Absent			Trend in SC (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2,023	2,022	2,021
Muchinga	3,177	2,951	6,128	3,125	2,894	6,019	1,980	1,851	3,831	1,051	982	2,033	94	61	155	52	57	109			
Percent	4	4	4	98	98	98	63	64	64	34	34	34	3	2	3	2	2	2	64	65	62
Northern	5,743	4,562	10,305	5,623	4,458	10,081	3,801	3,037	6,838	1,674	1,328	3,002	148	93	241	120	104	224			
Percent	7	5	6	98	98	98	68	68	68	30	30	30	3	2	2	2	2	2	68	63	63
Luapula	5,351	4,086	9,437	5,257	4,025	9,282	3,169	2,237	5,406	1,927	1,648	3,575	161	140	301	94	61	155			
Percent	7	5	6	98	99	98	60	56	58	37	41	39	3	3	3	2	1	2	58	64	63
Southern	9,286	9,553	18,839	9,177	9,404	18,581	6,793	6,994	13,787	2,300	2,363	4,663	84	47	131	109	149	258			
Percent	11	11	11	99	98	99	74	74	74	25	25	25	1	0	1	1	2	1	74	75	70
Eastern	7,033	6,084	13,117	6,925	5,987	12,912	5,460	4,770	10,230	1,422	1,199	2,621	43	18	61	108	97	205			
Percent	9	7	8	98	98	98	79	80	79	21	20	20	1	0	0	2	2	2	79	78	69
Copperbelt	15,244	17,482	32,726	14,962	17,194	32,156	10,976	12,951	23,927	3,766	4,083	7,849	220	160	380	282	288	570			
Percent	19	21	20	98	98	98	73	75	74	25	24	24	1	1	1	2	2	2	74	76	68
Northwestern	6,501	6,537	13,038	6,341	6,386	12,727	2,990	2,996	5,986	3,028	3,019	6,047	323	371	694	160	151	311			
Percent	8	8	8	98	98	98	47	47	47	48	47	48	5	6	5	2	2	2	47	45	68
Central	8,332	8,529	16,861	8,157	8,336	16,493	5,776	5,963	11,739	2,216	2,237	4,453	165	136	301	175	193	368			
Percent	10	10	10	98	98	98	71	72	71	27	27	27	2	2	2	2	2	2	71	72	70
Western	5,393	5,779	11,172	5,246	5,662	10,908	2,410	2,573	4,983	2,436	2,743	5,179	400	346	746	147	117	264			
Percent	7	7	7	97	98	98	46	45	46	46	48	47	8	6	7	3	2	2	46	47	74
Lusaka	16,244	18,634	34,878	15,916	18,333	34,249	11,339	13,095	24,434	4,386	5,085	9,471	191	153	344	328	301	629			
Percent	20	22	21	98	98	98	71	71	71	28	28	28	1	1	1	2	2	2	71	72	64
National	82,304	84,197	166,501	80,729	82,679	163,408	54,694	56,467	111,161	24,206	24,687	48,893	1,829	1,525	3,354	1,575	1,518	3,093			
Percent	100	100	100	98	98	98	68	68	68	30	30	30	2	2	2	2	2	2	68	69	67


Table 6.9: Number of Books in Secondary Schools by Subject and Province, 2023

Province	Physical Education	English	Maths	Integrated Science	Biology	Physics	Chemistry
Central	2,120	32,233	7,196	14,819	8,985	8,180	7,366
Copperbelt	3,277	46,049	23,006	28,729	21,537	18,908	15,820
Eastern	2,547	25,647	7,793	10,025	9,567	8,516	8,582
Luapula	926	13,743	2,028	7,679	3,270	2,824	2,416
Lusaka	2,801	1,155	3,056	7,902	4,950	2,409	2,890
Muchinga	639	8,626	1,018	4,254	2,757	2,445	2,196
North Western	563	2,029	679	1,290	1,029	1,111	905
Northern	1,635	16,038	2,665	6,902	4,068	3,208	2,931
Southern	2,579	40,605	11,072	18,447	13,297	7,274	7,422
Western	1,068	24,517	6,568	7,073	6,083	5,146	4,955
National	15,382	210,642	62,692	99,986	71,002	57,852	52,877

Table 6.10: Pupil-Book Ratio in All Schools by Education Level, Subject and Province, 2023

Subject	Primary Schools							Secondary Schools						
	English	Home Economics	Science	Maths	Zambian Languages	Social Studies	CTS	Physical Education	English	Maths	Integrated Science	Biology	Physics	Chemistry
National	6	16	7	6	3	8	9	71	13	31	22	21	20	31
Central	6	16	7	7	5	9	9	75	5	22	11	18	19	22
Copperbelt	6	19	7	7	5	9	13	90	6	13	10	14	16	19
Eastern	4	13	5	4	2	6	5	36	4	12	9	10	11	11
Luapula	5	17	7	6	3	8	8	98	7	45	12	28	32	38
Lusaka	28	15	48	50	17	61	78	87	21	80	31	49	10	84
Muchinga	4	9	5	5	2	6	6	91	7	57	14	21	24	26
North Western	21	25	27	94	14	31	33	28	63	18	100	24	15	42
Northern	5	11	5	5	3	6	6	58	6	36	14	23	30	32
Southern	5	13	6	5	3	7	8	59	4	14	8	11	21	21
Western	4	12	4	4	2	6	8	85	4	14	13	15	18	18

**Table 6.11: Number of Existing Classrooms in Primary Schools, 2023**

Province	Classrooms			Special Education Classrooms			Total
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	
Central	5,879	577	725	51	27	13	7,272
Copperbelt	8,972	637	286	67	9	1	9,972
Eastern	9,021	672	805	584	58	15	11,155
Luapula	6,501	312	266	39	14	1	7,133
Lusaka	9,816	70	114	72	9	5	10,086
Muchinga	3,756	414	361	13	26	2	4,572
North Western	7,023	282	233	535	12	2	8,087
Northern	2,865	468	525	50	64	22	3,994
Southern	9,645	902	1,311	625	353	56	12,892
Western	4,812	1,567	389	76	169	188	7,201
National	68,290	5,901	5,015	2,112	741	305	82,364

Table 6.12: Number of Existing Classrooms in Secondary Schools by Province, 2023

Province	Classrooms			Special Education Classrooms			Total
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	
Central	4,636	280	357	42	8	5	3,328
Copperbelt	5,675	162	161	65	8	6	4,077
Eastern	4,745	430	303	146	43	3	2,670
Luapula	3,475	138	123	21	3	5	1,765
Lusaka	6,496	99	130	33	3	7	2,458
Muchinga	1,022	151	167	7	3	5	1,155
North Western	3,327	129	159	4	5	16	1,640
Northern	2,391	186	245	13	5	3	1,843
Southern	5,758	264	409	230	39	5	3,705
Western	2,156	102	83	8	1	0	1,350
National	39,681	1,941	2,137	569	118	55	23,991

Table 6.13: Pupil - Classroom Ratio in All Schools by Education Level and Province, 2023

Province	Primary	Secondary
Central	71	48
Copperbelt	59	72
Eastern	40	34
Luapula	50	52
Lusaka	27	99
Muchinga	49	50
North Western	54	78
Northern	92	52
Southern	41	41
Western	48	67
National	50	59

**Table 6.14: Average Number of Scheduled Contact Hours by Grade and Running Agency, 2023**

Running Agency	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Community/ Unknown	3.5	3.5	3.5	3.6	4.5	4.6	4.7	5.5	5.6	5.3	5.4	5.5
Grant-aided	4	3.8	3.9	3.9	5.4	5.3	5.4	6.5	6.6	6.7	6.8	6.8
GRZ	4	4.3	4.3	4.4	5	5	5.1	5.8	6.5	6.6	6.2	6.5
Private	5	5.5	5.5	5.5	5.9	5.8	6	6.6	6.9	6.8	6.9	6.8

Table 6.15: Average Number of Scheduled Contact Hours by Grade and Class Type, 2023

Class Type	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Literacy	1.7	1.7	1.6	1.6	2.1	2.4	2.5	2.3	2	2	2.4	2.6
Regular	4.2	4.2	4.2	4.3	5	5.1	5.1	6	6.6	6.7	6.4	6.6
IRI	2.6	2.7	2.6	2.7	3.5	3.4	3.5					
Open								5.2				



Chapter 7: School Infrastructure

Infrastructure in education refers to the physical structures such as buildings and other resources that support teaching and learning. These buildings in schools are mainly classrooms, libraries, laboratories and other equipment. It is important to create a positive learning environment in order to improve student outcomes. There are many factors that affect the quality and adequacy of education infrastructure, such as size, density, design, technology, and equity. This chapter gives a synopsis of the available infrastructure with regard to schools and teachers.

This chapter shows the distributions of Staff houses, classrooms, libraries and computer laboratories in both Primary and Secondary schools.

Tables 7.1 - 7.4 provides a snapshot of school infrastructure in 2023 and highlights the availability of classrooms and libraries.

Table 7.1: Distribution of Classrooms, Special Education Classrooms, Laboratories and Libraries in Primary Schools by Province and Type, 2023

Province	Classrooms			Special Education Classrooms			Libraries		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	5,879	577	725	51	27	13	88	63	29
Copperbelt	8,972	637	286	67	9	1	37	12	7
Eastern	9,021	672	805	584	58	15	41	95	69
Luapula	6,501	312	266	39	14	1	15	37	5
Lusaka	9,816	70	114	72	9	5	93	46	9
Muchinga	3,756	414	361	13	26	2	8	14	8
North Western	7,023	282	233	535	12	2	530	11	19
Northern	2,865	468	525	50	64	22	67	62	11
Southern	9,645	902	1,311	625	353	56	187	169	40
Western	4,812	1,567	389	76	169	188	10	61	11
National	68,290	5,901	5,015	2,112	741	305	1,076	570	208

Table 7.2: Distribution of Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary Schools by Province and Type, 2023

Province	Classrooms			Special Education Classrooms			Libraries		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	2,636	280	357	42	8	5	84	28	32
Copperbelt	3,675	162	161	65	8	6	96	23	14
Eastern	1,745	430	303	146	43	3	22	62	42
Luapula	1,475	138	123	21	3	5	76	17	13
Lusaka	2,186	99	130	33	3	7	187	18	17
Muchinga	822	151	167	7	3	5	10	6	5
North Western	1,327	129	159	4	5	16	28	24	23
Northern	1,391	186	245	13	5	3	46	10	10
Southern	2,758	264	409	230	39	5	124	69	25
Western	1,156	102	83	8	1	0	51	10	7
National	19,171	1,941	2,137	569	118	55	724	267	188

**Table 7.3: Distribution of Staff Houses in All Schools by Type and Province, 2023**

Province	Primary Schools Staff Houses			Secondary-Schools Staff Houses		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	3,780	702	970	1,162	178	138
Copperbelt	1,368	321	74	588	47	41
Eastern	3,890	371	674	1,744	84	69
Luapula	1,289	305	135	723	72	104
Lusaka	1,789	102	87	1,290	60	29
Muchinga	2,093	657	248	280	95	116
North Western	2,890	890	134	393	131	82
Northern	2,578	980	356	667	76	67
Southern	5,378	785	780	1,569	105	224
Western	1,803	401	257	641	47	57
National	26,858	5,514	3,715	9,057	895	927



Chapter 8: ICT in Education

Information and Communications Technology (ICT) is an important component in education because of its impact on student learning especially when teachers are digitally literate and understand how to integrate it into the curriculum. Schools can use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. ICT enables the learners to access a wide range of online educational services. It enables them access resources such as online textbooks, e-books and educational software that can be accessed from anywhere and at any time. Traditional methods of learning and teaching may not allow students to learn at their own pace but ICT integrated into the curriculum, learners can study at their own pace and their own time allowing them to balance their learning with other activities or work.

In this regard, this chapter looks at the distribution of various analysed indicators of ICT in education.

Table 8.1 shows the number of computers in all the schools by province and year.

From 2019 to 2021 there was a recorded increase in the number of computers. However, in 2022 there was a reduction in the total number which may be due to some of the following reasons: obsolete, tear and ware as well as loss due to theft. Despite the reduction, an increase was noticed from the year 2022 to 2023.

Province	2019	2020	2021	2022	2023
Central	4,419	4,513	4,651	4,891	5,386
Copperbelt	7,924	8,602	7,568	7,720	5,577
Eastern	3,936	4,055	5,280	3,077	4,426
Luapula	2,370	2,549	3,682	3,817	3,922
Lusaka	8,139	7,501	25,445	4,392	4,582
Muchinga	1,759	1,691	1,913	1,883	2,110
North Western	2,666	2,525	17,350	16,528	17,014
Northern	2,135	2,233	6,017	5,936	8,286
Southern	7,015	6,826	7,501	7,924	7,210
Western	2,236	2,305	1,642	4,025	5,007
National	42,599	42,800	81,049	60,193	63,520

The table 8.2 shows the number of computers by level of education, i.e. Primary and Secondary.

Province	Primary	Secondary	Total
Central	2,195	3,191	5,386
Copperbelt	2,398	3,179	5,577
Eastern	2,538	1,888	4,426
Luapula	1,972	1,950	3,922
Lusaka	1,639	2,943	4,582
Muchinga	1,044	1,066	2,110
North Western	8,677	8,337	17,014
Northern	3,952	4,334	8,286
Southern	2,448	4,762	7,210
Western	2,652	2,355	5,007
National	29,515	34,005	63,520



The table below shows the availability of computer laboratories in schools across the country. From the statistics, it can be seen that there was a total of 1,421 Permanent computer laboratories, 982 temporal and 779 incomplete at primary level. At secondary, there were 680 permanent computer laboratories, 508 temporal and 214 incomplete.

Table 8.3: Distribution of Computer Laboratories in Primary Schools by Education Level and Province, 2023

Province	Primary			Secondary		
	Computer Laboratories			Computer Laboratories		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	54	38	66	101	32	14
Copperbelt	141	60	9	130	38	9
Eastern	63	100	74	33	65	40
Luapula	69	70	60	48	76	84
Lusaka	305	140	110	119	92	8
Muchinga	34	20	10	22	39	7
North Western	50	78	46	27	19	6
Northern	80	44	19	31	38	4
Southern	310	148	194	122	54	21
Western	315	284	191	47	55	21
National	1,421	982	779	680	508	214

Table 8.4 shows the number of schools with internet facilities. Of the total 12,997 schools, 4,978 primary schools had internet facilities spread across all the ten (10) provinces. For secondary schools, there were 1,515 schools with internet facilities.

Table 8.4: Distribution of Schools with Internet Facilities by Education Level and Province, 2023

Province	Primary	Secondary	Non	Total
Central	778	135	714	1,627
Copperbelt	644	154	740	1,538
Eastern	1,201	260	142	1,603
Luapula	67	61	665	793
Lusaka	379	189	347	915
Muchinga	215	70	511	796
North Western	368	138	789	1,295
Northern	150	170	869	1,189
Southern	657	227	917	1,801
Western	519	111	810	1,440
National	4,978	1,515	6,504	12,997



Chapter 9: School Related Gender Based Violence

School-related Gender-Based Violence (SRGBV) refers to physical, sexual, or psychological violence takes place in schools, targeting individuals based on their sex. As SRGBV cases continue to rise in many schools, interventions are urgently needed.

This chapter presents an analysis of SRGBV in school learning environments categorized by province and sex for both learners and teachers.

Table 9.1 shows the number of Learners who reported experiencing School Related Gender Based Violence (SRGBV) by Province and sex 2023.

The total number of learners who reported experiencing SRGBV in 2023 was 810 with more female learners reported at 490 (60.49 percent) compared to males at 320 (39.51 percent).

Central Province had the most learners that reported experiencing SRGBV at 257. Of those reported, 184 were female and 73 were male representing 71.60 percent and 28.40 percent respectively.

Muchinga Province had the least learners reporting having experienced SRGBV at 8. The 8 reported were equally distributed by sex representing 50 percent each.

Table 9.1: Number of Learners who reported experiencing School Related Gender Based Violence (SRGBV) by Sex and Province, 2023

Province	Male	Female	Totals
Central	73	184	257
Copperbelt	18	21	39
Eastern	36	66	102
Luapula	10	12	22
Lusaka	7	6	13
Muchinga	4	4	8
North Western	114	125	239
Northern	13	20	33
Southern	25	25	50
Western	20	27	47
National	320	490	810

Table 9.2 shows the number of teachers who reported to have experienced School Related Gender Based Violence (SRGBV) by province and sex in 2023.

The total number was at 1054 with more male teachers who reported experiencing SRGBV at 619 (58.72 percent) compared to males at 435 (41.27 percent).

Eastern Province had the highest number of teachers who reported to have experienced SRGBV at 577 which was 54.74 percent of the total reported and Lusaka reporting the lowest at 8, a proportion of 0.76 percent of the total reported cases.

Of the 577 reported by Eastern Province, 366 (63.43 percent) were female and 211 (36.57 percent) were male. Lusaka reported an equal number of teachers who experienced SRGBV at 4 females and 4 males representing 50 percent of each gender reported.



Table 9.2: Number of Teachers who reported experiencing School Related Gender Based Violence (SRGBV) by Sex and Province, 2023

Province	Male	Female	Total
Central	31	48	79
Copperbelt	17	20	37
Eastern	211	366	577
Luapula	16	19	35
Lusaka	4	4	8
Muchinga	2	1	3
North Western	85	95	180
Northern	12	13	25
Southern	38	34	72
Western	19	19	38
National	435	619	1,054

Table 9.3 shows the number of learners who reported SRGBV disaggregated by sex for 2021, to 2023.

In 2021, 1192 learners reported to have experienced SRGBV of which, 683(57.30 percent) were female and 509(42.70 percent) were male. In 2022, the number of learners who reported experiencing SRGBV reduced by 500 from 1,192 to 692 representing a drop of 42.70 percent. Of the 692 learners, 396 were female, representing 57.22 percent and 296 were male, representing 42.75 percent of the total reported.

In 2023, the number increased by 118 from 692 in 2022 to 810, a hike of about 17.05 percent. Of the 810, 490 were female and 320 were male representing 60.49 percent and 39.51 percent, respectively.

Table 9.3: Number of Learners who reported experiencing School Related Gender Based Violence (SRGBV) by Sex, 2021 - 2023

Sex/Year	2021	2022	2023
Male	509	296	320
Female	683	396	490
National	1192	692	810

Table 9.4 shows the number of teachers who reported SRGBV disaggregated by sex for 2021, to 2023.

In 2021, 863 teachers reported to have experienced SRGBV of which, 373(43.22 percent) were female and 490(56.78 percent) were male.

In 2022, the number of teachers who reported experiencing SRGBV reduced by 500 from 1192 to 692 representing a drop of 42.70 percent. Of the 692 teachers; 396 were female, representing 57.22 percent and 296 were male, representing 42.75 percent.

From 2022 to 2023, an increase of 220 was reported in the number of teachers who reported experiencing SRGBV, this represents a change of 26.38 percent. Of the 1054 teachers reported in 2023; 619 were female and 435 were male representing 58.73 percent and 41.27 percent, respectively.

Table 9.4: Number of Teachers who reported experiencing School Related Gender Based Violence (SRGBV) by Sex, 2021 - 2023

Sex/Year	2021	2022	2023
Male	490	500	435
Female	373	334	619
National	863	834	1,054



Chapter 10: Sources of Power

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

The table below shows the number of schools by power source in each Province. Out of the 12,997 7,082 schools are completely without power. 4,216 schools are connected to the main power grid, 441 use generators, 1,248 rely on solar power, and 10 are connected to Standalone hydropower.

Lusaka Province has the most number of school connected to the main power grid and Western province has the most number of schools without power.

Eastern province has the highest number of schools with solar power with a total of 262 and Luapula has the lowest 62 schools.

Table 10.1: Distribution of All Schools by Power Source and Province, 2023

Province	Generator	Main Power Grid	No Power	Solar	Stand-Alone Hydropower
Central	60	515	888	139	0
Copperbelt	53	856	410	54	0
Eastern	60	317	1033	262	0
Luapula	34	390	448	81	0
Lusaka	57	401	158	62	2
Muchinga	39	192	524	77	0
North Western	36	372	682	126	8
Northern	34	267	890	105	0
Southern	38	614	975	194	0
Western	30	292	1074	148	0
National	441	4,216	7,082	1,248	10

The table 10.2 shows the number of Primary Schools source of power by province. out of the 11,230 primary schools,98 have generators, 3,338 schools are connected to the main power grid, 967 are using solar, 6 are on Standalone hydropower and 6,926 have no power source.

Table 10.2: Distribution of Primary Schools by Power Source and Province, 2023

Province	Generator	Main Power Grid	No Power	Solar	Stand Alone Hydropower
Central	13	392	856	105	0
Copperbelt	9	741	505	26	0
Eastern	11	220	998	216	0
Luapula	6	323	432	54	0
Lusaka	11	293	149	38	0
Muchinga	10	144	482	55	0
North Western	8	295	628	105	6
Northern	8	208	851	78	0
Southern	13	509	968	171	0
Western	9	213	1,057	119	0
National	98	3,338	6,926	967	6



The number of secondary school's source of power by province is displayed in the table. From the 1,767 secondary schools, 343 have generators, 878 schools are wired into the main power grid, 261 schools use solar power, 4 are standalone hydropower and 261 schools don't have any power at all.

Table 10.3: Distribution of Secondary Schools by Power Source and Province, 2023

Province	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower
Central	47	123	32	34	0
Copperbelt	44	115	5	28	0
Eastern	49	97	35	46	0
Luapula	28	67	16	27	0
Lusaka	46	108	9	24	2
Muchinga	29	48	42	22	0
North Western	28	77	54	21	2
Northern	26	59	39	27	0
Southern	25	105	12	23	0
Western	21	79	17	29	0
National	343	878	261	281	4

The table shows the number of school's source of power by running agency. Out of 12,997 a total of 3,018 are Community schools. 206 have generators, 618 are connected to the main grid, 179 use solar power and 2,015 have no power.. 289 Grant aided schools have generators, 507 are connected to the main grid, 139 rely on solar power, 2 on Standalone hydropower and 125 do not have any power. 498 Government schools have generators, 2,661 are connected to the main power grid, 703 use solar power, 8 on Standalone hydropower and 3,553 are without power supply. Private schools include 136 using solar power, 285 have generators, 937 are connected to the main grid, and 136 are without power.

Table 10.4: Distribution of Schools by Power Source and Running Agency in All Schools, 2023

Running Agency	Generator	Main Power Grid	No Power	Solar	Standalone Hydropower	Total Schools
Community	206	618	2,015	179	0	3,018
Grant-aided (from GRZ)	289	507	125	139	2	1,062
GRZ	498	2,661	3,553	703	8	7,423
Private	285	937	136	136	0	1,494
National	1,278	4,723	5,829	1,157	10	12,997



Chapter 11: Sources of Water

Water plays a vital role in maintaining a healthy and conducive learning environment within schools. Its importance extends beyond mere hydration to encompass various aspects of students' well-being, academic performance, and overall school operations.

Therefore, this chapter is an analysis of various water sources in schools. These sources include borehole-piped, borehole-pump, piped water, well protected, well unprotected and none.

Table 11.1 below shows the distribution of water sources by Province in all schools in the year 2023. From the table, it is clear that borehole pump water was common in schools with the highest numbers at 4,890 followed by piped water at 2,771 with well unprotected having the lowest schools.

Table 11.1: Distribution of Water Source in All Schools by Province, 2023

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	256	846	28	257	142	98
Copperbelt	310	220	48	673	244	43
Eastern	273	770	40	352	104	64
Luapula	113	251	44	109	253	145
Lusaka	355	137	15	196	73	20
Muchinga	87	363	32	81	105	125
North Western	308	471	38	128	80	164
Northern	146	502	43	360	210	179
Southern	284	791	39	471	140	76
Western	240	539	58	144	102	212
National	2,372	4,890	385	2,771	1,453	1,126

Table 11.2 shows the number of primary schools distributed by water sources in 2023. Out of 11,230 primary schools, 39 percent accounted for those with borehole-pump, followed by 21 percent accounting for Piped water and lastly that had no source of water was at 3 percent.

Table 11.2: Distribution of Water Source in Primary Schools by Province, 2023

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	153	769	27	208	132	89
Copperbelt	258	186	47	608	239	40
Eastern	216	725	36	304	87	57
Luapula	92	187	39	77	201	128
Lusaka	326	110	11	162	64	17
Muchinga	54	319	26	67	79	116
North Western	267	415	29	72	74	145
Northern	106	439	40	347	199	159
Southern	232	735	36	366	136	71
Western	172	476	47	112	98	201
National	1,876	4,361	338	2,323	1,309	1,023



Table 11.3 shows the number of Secondary schools distributed by sources of water.

Province	Borehole-Piped	Borehole-Pump	None	Piped Water	Well-Protected	Well-Unprotected
Central	103	77	1	49	10	9
Copperbelt	52	34	1	65	5	3
Eastern	57	45	4	48	17	7
Luapula	21	64	5	32	52	17
Lusaka	29	27	4	34	9	3
Muchinga	33	44	6	14	26	9
North Western	41	56	9	56	6	19
Northern	40	63	3	13	11	20
Southern	52	56	3	105	4	5
Western	68	63	11	32	4	11
National	496	529	47	448	144	103



Chapter 12: Hygiene and Wash

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

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

Toilets

Table 12.1 shows the distribution of toilets for staff houses by type of toilet and province. The results show that Southern Province had the highest number of toilets for staff houses at 1,644 while Lusaka Province has the lowest number of toilets for staff houses at 451.

Province	Temporary Pit Latrine		Permanent Pit Latrine - Working		Permanent Pit Latrine - Not Working		Permanent Flush Toilet - Working		Permanent Flush Toilet - Not Working		Total Schools
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	
Central	823	537	930	689	128	82	616	378	95	76	1,348
Copperbelt	172	136	228	178	41	34	424	325	32	34	1,266
Eastern	825	477	1,618	1,275	200	130	521	243	65	41	1,438
Luapula	555	382	410	335	96	77	248	146	119	69	799
Lusaka	74	65	272	203	59	47	1,105	566	82	44	461
Muchinga	539	352	333	224	58	55	95	79	74	39	645
North Western	930	722	776	609	154	129	361	349	45	51	1,015
Northern	986	573	577	439	70	98	482	215	37	51	1,124
Southern	634	422	1,893	1,223	315	209	330	195	39	59	1,644
Western	1,860	1,457	364	190	133	100	181	111	80	157	1,378
National	7,398	5,123	7,401	5,365	1,254	961	4,363	2,607	668	621	11,118

Table 12.2 shows the number of toilets for learners by type of toilet and province. Southern Province had the highest number of toilets for learners at 1,644 while Lusaka Province had the lowest number of toilets for learners at 461.

**Table 12.2: Number of Toilets for Learners by Type and Province, 2023**

Province	Temporary Pit Latrine		Permanent Pit Latrine - Working		Permanent Pit Latrine - Not Working		Permanent Flush Toilet - Working		Permanent Flush Toilet - Not Working		Total Schools
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Central	728	728	2,002	2,215	242	271	1,300	1,564	222	251	1,348
Copperbelt	382	401	1,044	1,014	94	161	2,829	3,109	378	370	1,266
Eastern	688	716	2,934	3,245	272	297	788	973	197	190	1,438
Luapula	611	612	1,740	1,889	254	261	360	502	141	163	799
Lusaka	75	45	797	845	105	98	1,957	2,552	394	426	461
Muchinga	529	575	899	951	110	119	264	233	118	183	645
North Western	923	1,066	1,297	1,395	126	164	315	463	108	100	1,015
Northern	947	969	2,022	2,407	315	374	733	837	170	182	1,124
Southern	666	663	3,175	3,553	505	541	1,162	1,198	289	498	1,644
Western	2,123	2,245	1,614	1,722	145	150	350	396	75	90	1,378
National	7,672	8,020	17,524	19,236	2,168	2,436	10,058	11,827	2,092	2,453	11,118

Table 12.3 shows the distribution toilets for teachers by type of toilet, sex and province. Southern Province had the highest number of toilets for teachers at 1,644 while Lusaka Province had the lowest at 461 toilets. Permanent pit latrines were the most common type of toilet provided for teachers across all provinces.

Table 12.3: Number of Toilets for Teachers by Type of Toilet, Sex and Province, 2023

Province	Temporary Pit Latrine		Permanent Pit Latrine - Working		Permanent Pit Latrine - Not Working		Permanent Flush Toilet - Working		Permanent Flush Toilet - Not Working		Total Schools
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Central	262	263	574	547	97	90	393	446	72	73	1,348
Copperbelt	129	117	406	422	161	30	717	811	63	62	1,266
Eastern	269	234	969	960	87	121	197	226	27	45	1,438
Luapula	189	161	522	484	53	54	85	82	24	22	799
Lusaka	22	20	168	178	29	30	591	700	85	88	461
Muchinga	201	176	299	339	33	41	76	77	18	22	645
North Western	543	445	390	400	151	80	444	439	26	33	1,015
Northern	290	258	552	511	121	70	148	163	48	45	1,124
Southern	395	231	869	837	139	141	360	356	65	84	1,644
Western	748	621	492	472	31	32	69	72	20	21	1,378
National	3,048	2,526	5,241	5,150	902	689	3,080	3,372	448	495	11,118

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

Table 12.4 shows the distribution with functional School Maintenance/WASH Committees by Education Level and province. Southern and Eastern provinces show higher numbers of schools that practised hand washing in primary schools.



Table 12.4: Number of Schools with functional School Maintenance/WASH Committees by Education Level and Province, 2019 - 2023

Province	Primary	Secondary	Totals	Total No. of Schools	2023 (%)	2022 (%)	2021 (%)	2020 (%)	2019 (%)
Central	1,114	218	1,332	1,627	81.87	82.23	90.72	94.70	90.60
Copperbelt	1,185	215	1,400	1,538	91.03	67.37	90.81	96.20	91.40
Eastern	1,100	128	1,228	1,603	76.61	87.31	95.36	94.60	93.00
Luapula	551	230	781	793	98.49	80.03	96.41	89.50	94.60
Lusaka	432	108	540	915	59.02	86.42	85.61	96.90	92.90
Muchinga	541	104	645	796	81.03	77.13	95.38	94.90	87.30
North Western	1,053	201	1,254	1,295	96.83	93.68	92.95	93.70	94.40
Northern	837	183	1,020	1,189	85.79	70.12	92.59	94.40	90.90
Southern	1,482	275	1,757	1,801	97.56	89.19	92.72	96.00	94.70
Western	1,270	79	1,349	1,440	93.68	65.14	79.39	86.50	80.10
National	9,565	1,741	11,306	12,997	86.99	79.76	90.64	93.70	90.90

Table 12.5: Distribution of Schools with Work plans for maintaining Water, Sanitation and Hygiene (WASH) Facilities by Education Level, and Province, 2019 - 2023

Province	Primary	Secondary	Totals	Total No. of Schools	2023 (%)	2022 (%)	2021 (%)	2020 (%)	2019 (%)
Central	825	208	1033	1,627	63.5	88.7	90.7	94.7	90.6
Copperbelt	832	213	1045	1,538	67.9	76.41	90.8	96.2	91.4
Eastern	936	108	1044	1,603	65.1	89.1	95.4	94.6	93
Luapula	610	230	840	793	105.9	73.2	96.4	89.5	94.6
Lusaka	311	108	419	915	45.8	81.5	85.6	96.9	92.9
Muchinga	360	104	464	796	58.3	86.12	95.4	94.9	87.3
North Western	772	201	973	1,295	75.1	75.31	92.9	93.7	94.4
Northern	829	183	1012	1,189	85.1	75	92.6	94.4	90.9
Southern	1148	275	1423	1,801	79.0	84.3	92.7	96	94.7
Western	888	79	967	1,440	67.2	84.7	79.4	86.5	80.1
National	7,516	1,709	9,220	12,997	70.9	81.4	90.6	93.7	90.9



Chapter 13: Early Childhood Education

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

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

Tables 13.1 and 13.2 shows the enrolment of ECE learners by sex and province.

Table 13.1: ECE Enrolments by Sex and Province, 2023

Province	Male	Female	Total
Central	28,140	30,516	58,656
Copperbelt	25,926	28,713	54,639
Eastern	29,000	33,967	62,967
Luapula	18,736	20,945	39,681
Lusaka	8,560	8,980	17,540
Muchinga	12,029	12,572	24,601
North Western	16,214	18,702	34,916
Northern	13,017	14,201	27,218
Southern	41,004	43,182	84,186
Western	19,769	21,756	41,525
National	212,395	233,534	445,929

Table 13.2: ECE Enrolments by Province, 2019 - 2023

Province	2019	2020	2021	2022	2023
Central	25,271	28,445	38,686	48,335	58,656
Copperbelt	37,187	34,420	47,623	50,172	54,639
Eastern	39,521	41,086	53,232	56,522	62,967
Luapula	18,554	17,400	27,092	32,301	39,681
Lusaka	28,457	24,655	15,023	16,565	17,540
Muchinga	12,602	12,691	18,013	21,918	24,601
North/Western	11,707	12,425	26,127	31,273	34,916
Northern	12,872	14,476	16,840	23,178	27,218
Southern	44,857	46,727	60,116	60,116	84,186
Western	22,980	26,291	33,682	39,358	41,525
National	254,008	258,616	336,434	379,738	445,929