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MINISTRY OF EDUCATION



EDUCATION STATISTICS BULLETIN

2024

DIRECTORATE OF PLANNING AND INFORMATION



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

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EDUCATION STATISTICS BULLETIN 2024

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Foreword



The Ministry of Education (MEdu) 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 education data in the Ministry of Education.

The 2024 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 2024 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.

A handwritten signature in blue ink, consisting of stylized initials and a surname.

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

Acknowledgement



The successful production of the 2024 Education Statistics Bulletin report would not have been possible without the dedicated commitment of the individuals representing the Ministry of Education (MEdu) 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 2024 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 go 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.

A handwritten signature in black ink, appearing to be 'LS' or similar initials, written in a cursive style.

Linda Siwale (Mrs.)

**Director – Planning and Information
MINISTRY OF EDUCATION**

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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 Statistics Bulletin
EMIS	Education Management Information System
GA	Grant Aided School
GER	Gross Enrollment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
GRZ	Government of the Republic of Zambia
HIV	Human Immunodeficiency Virus
IRI	Interactive Radio Instruction
MEdu	Ministry of Education
MoESP	Ministry of Education Strategic Plan
MDG	Millennium Development Goals
NER	Net Enrollment Rate
NIR	Net Intake Rate
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 grade 3. 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 about 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.

Net Intake Rate (NIR)

The NIR for Grade 1 is the percentage of seven-year-olds who enter school for the first time, expressed as a percentage of the total number of seven-year-olds in the population. A high NIR indicates a high degree of access to primary education for the official primary school entrance age children. NIR of 100% is a necessary condition for the policy goal of universal primary education.

Gross Enrolment Rate (GER)

The GER indicates the total enrolment of learners in a specific level, regardless of age in a given year, expressed as a percentage of the official school-age population for that level. GER is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to 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 called promotion rate) represents the proportion of students who have successfully completed a grade and proceeded to the next grade the following year.

Dropout rate

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

Gender Parity Index

GPI is the ratio of female to male pupils. A GPI lower than one (1) means that there are more males than females attending school, while a GPI greater than one means there are more females than males. The ideal GPI is one signifying equal school attendance by both males and females but given Zambia's demographic profile of slightly higher number of females than males in the population, a GPI of slightly higher than 1 is desirable i.e. there are slightly more females than males attending school.

Out-of-school children

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

The completion rate

The completion rate is the number of learners who have successfully completed a given grade (in a given year), expressed as a percentage of the total number of learners of official school age for that grade.

Examination pass rates

This is the number of people, shown as a percentage, who were successful in a particular test or examination. The examination pass rate should not be confused with the transition rate from grade 9 to 10 as the pass rates are not based on the available places at grade 10. Thus, in principle, the pass rates can be higher than the transition rates (i.e. the absorptive capacity of grade 10 to accommodate all those learners who pass their grade 9 examinations).

Transition Rate

This is the percentage of students/pupils advancing from one level of schooling to the next level.

Pupil-Book Ratio (PBR)

PBR is the total number of regular students in a grade 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 dead or either father or mother is dead.

Children with Special Educational Needs (CSEN)

These are learners who are differently abled.

Teacher qualifications

These are the teacher's academic and professional qualifications. With regarding academic qualification, the majority of the teachers have Form 5/Grade 12 as this is the minimum compulsory qualification for tertiary education. The lower educational qualifications are being phased out from the teaching profession.

In terms of tertiary teacher training professional qualifications, primary teachers' certificate and diploma in teaching (basic and secondary school teachers) are the main qualifications for the majority of Zambian teachers. The primary teacher certificate has been phased out hence an increase in diploma holders at primary level. Entry qualification to teach at primary level is now a diploma. 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 (MEdu) manages an Integrated Education Management Information System (EMIS) that supports programs and projects in the education sector. The EMIS facilitates implementation of the Monitoring and Evaluation (M&E) programs 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 in collaboration with the Zambia Statistics Agency, developed an automated tool on which the indicators were uploaded (CS Pro. 7.7) and the process involved the following:

- **Data collection and Entry** - usually preceded by the data collection instrument (CS Pro.7.7) review takes place prior to deployment and administration of the tool at school level. The school completes the entry of data onto the CS Pro. 7.7 through a teacher nominated by the head teacher.
- **Data verification** - the process of checking for completeness of and missing data as well as outliers etc.
- **Data validation** - the process of checking whether the collected data is of a certain type in a certain format.
- **Data processing** - involves creation of data tables, queries and derived variables.
- **Data analysis** - encompasses the scrutiny of the data, dissecting it in various forms in order to extract and package information useful for planning and 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 the 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 selected data capturing tool to schools through Provinces and Districts. All schools, irrespective of whether public, private or community receives the tool electronically to their electronic gadget be it a desk computer, tablet or phone. The school completes filling in the tool by entering all the data that pertains to school indicators in the tool. The schools consolidate and finally send to the National Office where cleaning and validation takes place.
- **Reporting/dissemination** - involves reporting and disseminating education statistics through hard copy reports and MEdu 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.

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 (SHN), 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 2024 Annual School Census, the Ministry of Education recorded the following primary indicators:

- There was an increase in the number of schools from 12,997 in 2023 to 13,487 in 2024. Additionally, there was a recorded increase in permanent classroom spaces from 104,893 to 110,083 at both primary and secondary schools.
- At the national level, the total number of teachers increased from 154,304 in 2023 to 158,504 in 2024, indicating a percentage change of 2.72%.
- The total number of learners increased from 5,936,505 in 2023 to 6,528,980 in 2024, reflecting a percentage change of 9.98%.
- Gross Intake Rate was 129.0% in Grade 1, while the Net Intake Rate for primary schools was 57.1% in 2024.
- The Gender Parity Index stood at 1.05 for primary schools and 1.09 for secondary schools, indicating that the number of male and female learners enrolled was fairly balanced.
- Gross Enrollment Rate was 117.0% for primary schools and 60.3% for secondary schools.
- Examination Pass Rates were 71.19% for primary schools and 55.99% for junior secondary schools.
- The Net Enrollment Rate was 97.2% for primary schools and 49.9% for secondary schools.
- The Pupil-Book Ratio stood at 31 learners per book for primary schools and 86 learners per book for secondary schools.
- On infrastructure, primary schools had 48,461 permanent, 6,941 incomplete, and 5,229 temporary classrooms, while secondary schools had 26,605 permanent, 2,489 incomplete, and 2,914 temporary classrooms.

National Summaries

The national summary provides an overview of the structure of Zambia's education system. Out of the total number of 13,487 schools in 2024, 11,464 were primary schools while 2,023 were secondary schools. A total of 6,528,980 learners were enrolled in 2024, representing a gross enrollment rate of 117.0% at the primary level and 60.3% at the secondary level.

National Summary of Key Education Indicators

Primary & Secondary Schools		
Number of schools	Total	13,487
	Primary	11,464
	Secondary	2,023
Enrolment Indicators		
Number of students	Total	6,527,980
	ECE	651,791
	Primary	4,489,003
	Secondary	1,387,186
Gross Intake Rate (Grade 1 entrants)	(Grade 1 entrants)	129.0
Net Intake Rate (%)	Primary	57.1
Gross Enrolment Rate (%)	Primary	117.0
	Secondary	60.3
Net Enrolment Rate (%)	Primary	97.2
	Secondary	49.9
Efficiency Indicators		
Transition Rate (%)	Primary	84.0
	Secondary	68.6
Repetition Rate (%)	Primary	11.8
	Secondary	3.0
Dropout Rate (%)	Primary	1.7
	Secondary	1.0
Equity Indicators		
Gender Parity Index	Primary	1.05
	Secondary	1.09
Out-of-school children	Male	325,691
	Female	142,458
	Total	468,149
Orphans	Primary	382,267
	Secondary	199,321
	Total	581,588
CSEN	ECE	11,615
	Primary	100,196
	Secondary	10,969
	Total	122,780
Pregnancies	Primary	7,107
	Secondary	5,692
	Total	12,799
Readmissions	Primary	6,454
	Secondary	10,885
	Total	17,339
Teachers		
Number of teachers	Total	159,444
	Primary	116,859
	Secondary	42,585
Teacher Attrition	Primary	9,733

	Secondary	4,444
Pupil Teacher Ratio	Primary	44
	Secondary	33
Quality Indicators		
Completion Rate (%)	At Grade 7	94.9
	At Grade 9	70.7
	At Grade 12	40.9
Survival to Grade 5 (%)	National	98.65
Exam Pass Rate (%)	Primary	71.19
	Junior Secondary	55.99
Pupil Book Ratio	Primary	5.1
	Secondary	1.9
Pupil Classroom Ratio	Primary	65
	Secondary	55
Contact Hours	Primary	4.6
	Secondary	6.2
Infrastructure		
Classrooms – Primary	Total	82,192
	Permanent	70,865
	Incomplete	5,204
	Temporary	6,123
Classrooms – Secondary	Total	24,126
	Permanent	19,894
	Incomplete	2,218
	Temporary	2,014

CHAPTER 1: Distribution of Schools

The Zambian Education System comprises Early Childhood Education (ECE) which runs for three (3) years, Primary Education, seven (7) years, Secondary Education five (5) years and three (3) to four (4) years of tertiary Education. Education is compulsory and free from ECE to grade 12.

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

1.1 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.

Grant Aided School/Faith-Based Schools: They are run by faith-based organizations such as Christians or Muslims.

Community Schools: 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.

Table 1.1 shows the number of primary schools by running agency from the year 2020 to 2024. From the year 2020 up to 2023, there was a steady increase in the number of Public (GRZ) and Grant aided schools. However, a reduction of 4 percent was recorded between 2023 and 2024. This reduction in the number of public and grant aided primary schools may be attributed to the upgrade of some primary schools to secondary schools. The change is shown by the significant increase of secondary schools from 1,543 to 1,735 from 2023 to 2024 showing a percentage change of 11.

The number of schools run by Private and Faith-based organizations have steadily been increasing from 2020 to 2023 and sharply between 2023 and 2024 due to an increase in the organizations' response rate in this year's Annual School Census as shown in Table 1.1.

Table 1.1 Number of Primary Schools by Agency from 2020 to 2024

Agency	Year					Average Annual Growth	Percentage Change
	2020	2021	2022	2023	2024		2023 - 2024 (%)
GRZ/GA	6,346	6,979	7,143	7,429	7119	3.0	(4)
Private/Faith-Based	740	987	1,007	1,089	1316	16.1	17
Community	2,355	2,580	2,631	2,712	3029	6.6	10
National	9,441	10,546	10,781	11,230	11,464	5.0	2

Table 1.2 shows the number of secondary schools from 2020 to 2024 by running agency. From the table, there was a significant increase of secondary schools by 12.7 at national level.

Table 1.2: Number of Secondary Schools by Agency from 2020 to 2024

Agency	Year					Average Annual Growth	Percentage Change
	2020	2021	2022	2023	2024		2023 - 2024 (%)
GRZ/GA	1,149	1,237	1,301	1,543	1735	11.0	11.1
Private/Church/Com	141	156	197	224	288	19.8	22.2
National	1,290	1,393	1,498	1,767	2,023	12.0	12.7

Table 1.3 shows the distribution of schools (primary and secondary schools) by running agency from 2020 to 2024. The overall data highlights consistent growth, with the Private/Faith-Based/Community schools having a higher average annual growth rate at 9.5 percent as compared to GRZ/GA which recorded growth rate of 4.3 percent. However, the reduction of 1.3 percent in the number of GRZ/grant-aided schools was due to the misclassification of grant supported community schools as grant-aided schools in 2023 led to an increase in the number of GRZ/grant-aided schools. A rectification of this in 2024 led to a reduction in the number of GRZ/grant-aided schools.

Table 1.3: Aggregated number of Primary and Secondary Schools by agency from 2020 to 2024

Agency	Year					Average Annual Growth (%)	Percentage Change 2023 - 2024 (%)
	2020	2021	2022	2023	2024		
GRZ/GA	7,495	8,216	8,444	8,972	8,854	4.3	(1.3)
Private/Faith-Based/Community	3,236	3,723	3,835	4,025	4,633	9.5	13.1
National	10,731	11,939	12,554	12,997	13,487	5.9	3.6

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 (i.e. Primary and Secondary).

Table 1.4: Number of Schools by education level, agency and Province – 2024

Province	Level	GRZ	Grant Aided	Community	Private	Total
Central	Primary	871	23	248	136	1,278
	Secondary	181	15	-	34	230
Copperbelt	Primary	516	5	394	325	1,240
	Secondary	248	16	3	37	304
Eastern	Primary	994	41	352	72	1,459
	Secondary	147	29	-	13	189
Lusaka	Primary	264	13	492	254	1,023
	Secondary	130	20	-	117	267
Muchinga	Primary	466	4	194	53	717
	Secondary	95	2	-	8	105
Luapula	Primary	598	7	41	98	744
	Secondary	150	10	9	5	174
North-western	Primary	751	4	151	54	960
	Secondary	155	2	1	17	175
Western	Primary	823	7	440	57	1,327
	Secondary	142	9	-	7	158
Southern	Primary	973	32	423	222	1,650
	Secondary	184	35	-	29	248
Northern	Primary	701	26	294	45	1,066
	Secondary	141	24	-	8	173
National		8,530	324	3,042	1,591	13,487

Table 1.5 shows the distribution of schools by rural/urban and by province. Eastern Province had the highest number of schools at 1,473 followed by Southern Province which recorded a total of 1,456 rural schools while Luapula had the lowest number of rural schools at 101. Furthermore, it was also noted that Luapula Province had the highest number of urban schools at 817 followed by Copperbelt Province which recorded a total of 778 urban schools. while Muchinga Province had the lowest number of urban schools at 102.

Table 1.5: Number of Schools by Rural/Urban and Province, 2024

Province	Location		
	Rural	Urban	National
Central	993	515	1,508
Copperbelt	766	778	1,544
Eastern	1,473	175	1,648
Luapula	101	817	918
Lusaka	1,066	224	1,290
Muchinga	756	102	822
Northern	1,022	217	1,239
North Western	820	315	1,135
Southern	1,456	442	1,898
Western	1,278	207	1,485
National	9,731	3,791	13,487

CHAPTER 2: Access and Participation

Zambia has made significant strides in improving access to education over the past few years. The Education-For-All (EFA) Policy, launched in 2018 and expanded in 2021 through to 2024, provides free schooling for children across the country. Ever since the EFA was launched, there has been a significant increase in the number of learners (enrolments).

This chapter analyses learners' data with regard to 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 trend statistics of enrolments in all grades disaggregated by sex from 2020 to 2024. In 2024, an overall increase in enrolments was recorded from 5,936,505 in 2023 to 6,527,980. The increase may largely be attributed to the introduction of Education for all in all public schools which account for a larger number of learners.

Nevertheless, there were some noticeable reduction in some grades between 2023 and 2024, particularly in grade 8 where a reduction of 7.66 percent was recorded for both male and female learners. Further, there was also a reduction in enrolment at secondary (8-12) from 1,404, 355 learners in 2023 to 1,387,186 learners in 2024 due the abolishment of the automatic progression to grade 8.

Table 2.1: Enrolment by Grade, Sex, Year and Grade Group - 2020 to 2024

Grade	Sex	2020	2021	2022	2023	2024	AVG Annual	Percent
All Grades	Male	2,130,643	2,451,612	2,705,036	2,900,203	3,161,778	9.68	9.02
	Female	2,174,583	2574002	2833645	3036302	3,366,202	10.96	10.87
	Total	4,305,226	5,025,614	5,538,681	5,936,505	6,527,980	10.33	9.96
ECE	Male	123,689	159,739	180,819	212,395	309,378	30.03	45.66
	Female	134,927	176,695	198,919	233,534	342,413	30.76	46.62
	Total	258,616	336,434	379,738	445,929	651,791	30.41	46.16
Grade 1	Male	265,064	292,805	316,445	343,078	370,149	7.93	7.89
	Female	278,611	304,224	328,024	352,107	390,902	8.06	11.02
	Total	543,675	597,029	644,469	695,185	761,051	8.00	9.47
Grade 2	Male	256,632	275,080	297,869	314,971	353,160	7.52	12.12
	Female	267,108	286,544	310,464	325,785	370,066	7.71	13.59
	Total	523,740	561,624	608,333	640,756	723,226	7.62	12.87
Grade 3	Male	253,211	258,668	283,672	293,791	339,215	6.79	15.46
	Female	258,604	272,294	296,916	306,043	353,060	7.31	15.36
	Total	511,815	530,962	580,588	599,834	692,275	7.05	15.41
Grade 4	Male	249,137	256,924	281,809	292,805	314,002	5.21	7.24
	Female	255,080	264,086	293,489	302,894	334,187	6.20	10.33
	Total	504,217	521,010	575,298	595,699	648,189	5.71	8.81
Grade 5	Male	232,173	236,971	265,065	272,139	290,154	4.99	6.62
	Female	239,928	246,013	268,945	280,849	305,552	5.47	8.80
	Total	472,101	482,984	534,010	552,988	595,706	5.24	7.72
Grade 6	Male	214,518	225,442	251,958	262,525	277,003	5.83	5.51
	Female	221,006	235,137	257,806	2699,37	289,028	6.16	7.07
	Total	435,524	460,579	509,764	532,462	566,031	5.99	6.30
Grade 7	Male	212,233	201,434	220,821	230,724	245,409	3.13	6.36
	Female	212,465	208,363	227,947	238,573	257,116	4.20	7.77
	Total	424,698	409,797	448,768	469,297	502,525	3.67	7.08
Grade 8	Male	127,583	162,410	183,897	204,286	188,212	9.50	(7.87)
	Female	132,645	178,520	200,203	222,417	205,807	11.03	(7.47)
	Total	260,228	340,930	384,100	426,703	394,019	10.28	(7.66)

Grade	Sex	2020	2021	2022	2023	2024	AVG Annual	Percent
Grade 9	Male	125,717	140,605	153,796	164,512	168,824	6.86	2.62
	Female	128,624	151,230	166,636	178,480	185,222	8.80	3.78
	Total	254,341	291,835	320,432	342,992	354,046	7.84	3.22
Grade 10	Male	62,750	89,217	100,285	114,014	112,463	15.84	(1.36)
	Female	61,300	93,845	10,6173	120,118	122,810	20.07	2.24
	Total	124,050	183,062	206,458	234,132	235,273	17.93	0.49
Grade 11	Male	62,231	82,983	92,325	106,017	109,134	15.07	2.94
	Female	60,479	86,436	97,612	111,263	120,123	19.72	7.96
	Total	122,710	169,419	189,937	217,280	229,257	17.37	5.51
Grade 12	Male	69,394	69,334	76,275	88,946	84,675	4.40	(4.80)
	Female	58,733	70,615	80,511	94,302	89,916	10.62	(4.65)
	Total	128,127	139,949	156,786	183,248	174,591	7.25	(4.72)

Grade	Sex	2020	2021	2022	2023	2024	AVG Annual Growth Rate	Percent Change 2023-2024
ECE	Male	123,689	159,739	180,819	212,395	309,378	30.03	45.66
	Female	134,927	176,695	198,919	233,534	342,413	30.76	46.62
	Total	258,616	336,434	379,738	445,929	651,791	30.41	46.16
Grade 1-7	Male	168,2968	174,7324	191,7639	2,0100,33	2,189,092	6.01	8.91
	Female	1,732,802	1,816,661	1,983,591	2,076,188	2,299,911	6.55	10.78
	Total	3,415,770	3,563,985	3,901,230	4,086,221	4,489,003	6.28	9.86
Grade 8-9	Male	253,300	303,015	337,693	368,798	357,036	8.19	(3.19)
	Female	261,269	329,750	366,839	400,897	391,029	9.93	(2.46)
	Total	514,569	6327,65	704,532	769,695	748,065	9.08	(2.81)
Grade 10-12	Male	194,375	241,534	268,885	308,977	306,272	11.51	(0.88)
	Female	180,512	250,896	284,296	325,683	332,849	16.88	2.20
	Total	374,887	492,430	553,181	634,660	639,121	14.10	0.70

The following table shows enrolments by grade, sex and province for the year 2024. From the analysis in Table 2.2, out of the total enrolments (6,527,980), Copperbelt recorded the highest share enrolments with 957,565 (14.7% of total enrolments) learners while Muchinga recorded the lowest number of enrolments with only 164,738 (2.5% of total enrolments).

Table 2.2: Enrolment of ECE to Grade 12 by Grade, Sex and Province, 2024

Grade Group	Sex	Province										National
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	Northern	Northern	Southern	Western	
All Grades	Male	383,267	454,274	375,789	247,389	357,989	162,563	240,613	272,415	421,568	245,911	3,161,778
	Female	408,417	503,291	410,288	249,807	395,501	164,738	254,293	278,776	441,469	259,622	3,366,202
	Total	791,684	957,565	786,077	497,196	753,490	327,301	494,906	551,191	863,037	505,533	6,527,980
ECE	Male	38,117	38,326	52,081	21,224	32,109	15,482	17,809	17,807	52,725	23,698	309,378
	Female	42,329	43,418	60,702	23,855	34,373	16,764	19,412	19,804	55,762	25,994	342,413
	Total	80,446	81,744	112,783	45,079	66,482	32,246	37,221	37,611	108,487	49,692	651,791
Grade 1	Male	44,779	41,995	51,931	33,715	30,899	21,292	29,058	37,923	47,452	31,105	370,149
	Female	47,810	45,104	57,208	34,295	31,863	22,081	30,182	40,531	48,984	32,844	390,902
	Total	92,589	87,099	109,139	68,010	62,762	43,373	59,240	78,454	96,436	63,949	761,051
Grade 2	Male	44,383	44,062	45,039	32,363	30,274	19,899	27,459	35,102	45,622	28,957	353,160
	Female	46,294	46,496	50,813	32,303	32,344	19,744	28,615	36,256	47,502	29,699	370,066
	Total	90,677	90,558	95,852	64,666	62,618	39,643	56,074	71,358	93,124	58,656	723,226
Grade 3	Male	43,206	42,918	41,749	29,270	30,782	19,301	26,031	32,367	46,268	27,323	339,215
	Female	46,343	46,312	45,710	28,920	32,768	18,665	26,807	33,250	46,070	28,215	353,060
	Total	89,549	89,230	87,459	58,190	63,550	37,966	52,838	65,617	92,338	55,538	692,275
Grade 4	Male	40,837	42,051	37,628	25,001	31,844	16,951	24,180	29,316	40,998	25,196	314,002
	Female	43,214	45,967	41,817	26,332	34,933	17,443	25,363	29,988	42,732	26,398	334,187
	Total	84,051	88,018	79,445	51,333	66,777	34,394	49,543	59,304	83,730	51,594	648,189
Grade 5	Male	37,791	40,067	32,878	22,827	31,324	15,476	21,915	26,088	38,573	23,215	290,154
	Female	38,403	43,564	36,380	22,977	34,389	15,860	22,590	26,559	40,902	23,928	305,552
	Total	76,194	83,631	69,258	45,804	65,713	31,336	44,505	52,647	79,475	47,143	595,706
Grade 6	Male	34,481	39,572	31,020	20,755	30,651	15,017	20,393	24,173	38,953	21,988	277,003
	Female	36,846	43,625	33,590	20,469	33,536	14,837	21,178	23,531	39,607	21,809	289,028

Grade Group	Sex	Province										National
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	Northern	Northern	Southern	Western	
	Total	71,327	83,197	64,610	41,224	64,187	29,854	41,571	47,704	78,560	43,797	566,031
Grade 7	Male	29,032	36,350	25,545	17,611	29,574	11,342	20,929	19,367	36,531	19,128	245,409
	Female	30,473	39,274	27,915	16,779	32,757	11,240	22,023	18,619	37,417	20,619	257,116
	Total	59,505	75,624	53,460	34,390	62,331	22,582	42,952	37,986	73,948	39,747	502,525
Grade 8	Male	21,121	35,558	18,586	13,157	27,005	8,955	14,066	15,603	21,308	12,853	188,212
	Female	22,669	41,486	18,992	13,056	31,808	9,239	15,408	15,566	23,305	14,278	205,807
	Total	43,790	77,044	37,578	26,213	58,813	18,194	29,474	31,169	44,613	27,131	394,019
Grade 9	Male	18,647	31,539	13,113	11,219	27,407	6,346	14,620	12,109	20,622	13,202	168,824
	Female	19,924	35,982	13,311	11,232	31,983	6,611	15,927	12,954	23,255	14,043	185,222
	Total	38,571	67,521	26,424	22,451	59,390	12,957	30,547	25,063	43,877	27,245	354,046
Grade 10	Male	11,893	23,643	9,855	7,298	20,713	4,723	7,843	8,096	11,793	6,606	112,463
	Female	13,111	27,604	9,202	7,185	22,854	4,788	8,913	8,459	13,243	7,451	122,810
	Total	25,004	51,247	19,057	14,483	43,567	9,511	16,756	16,555	25,036	14,057	235,273
Grade 11	Male	10,997	21,999	9,617	7,161	20,028	4,793	8,569	7,992	11,707	6,271	109,134
	Female	12,338	25,566	8,915	7,129	23,684	4,686	9,627	7,746	13,150	7,282	120,123
	Total	23,335	47,565	18,532	14,290	43,712	9,479	18,196	15,738	24,857	13,553	229,257
Grade 12	Male	7,983	16,194	6,747	5,788	15,379	2,986	7,741	6,472	9,016	6,369	84,675
	Female	8,663	18,893	5,733	5,275	18,209	2,780	8,248	5,513	9,540	7,062	89,916
	Total	16,646	35,087	12,480	11,063	33,588	5,766	15,989	11,985	18,556	13,431	174,591
Grade 1-7	Male	274,509	287,015	265,790	181,542	215,348	119,278	169,965	204,336	294,397	176,912	2,189,092
	Female	289,383	310,342	293,433	182,075	232,590	119,870	176,758	208,734	303,214	183,512	2,299,911
	Total	563,892	597,357	559,223	363,617	447,938	239,148	346,723	413,070	597,611	360,424	4,489,003
Grade 1-9	Male	314,277	354,112	297,489	205,918	269,760	134,579	198,651	232,048	336,327	202,967	2,546,128
	Female	331,976	387,810	325,736	206,363	296,381	135,720	208,093	237,254	349,774	211,833	2,690,940
	Total	646,253	741,922	623,225	412,281	566,141	270,299	406,744	469,302	686,101	414,800	5,237,068
Grade 8-9	Male	39,768	67,097	31,699	24,376	54,412	15,301	28,686	27,712	41,930	26,055	357,036
	Female	42,593	77,468	32,303	24,288	63,791	15,850	31,335	28,520	46,560	28,321	391,029
	Total	82,361	144,565	64,002	48,664	118,203	31,151	60,021	56,232	88,490	54,376	748,065
Grade 8-12	Male	70,641	128,933	57,918	44,623	110,532	27,803	52,839	50,272	74,446	45,301	663,308
	Female	76,705	149,531	56,153	43,877	128,538	28,104	58,123	50,238	82,493	50,116	723,878
	Total	147,346	278,464	114,071	88,500	239,070	55,907	110,962	100,510	156,939	95,417	1,387,186

Grade One (1) Entrants

In the Zambian Education System, the official entry age into grade 1 is seven (7) years. Nevertheless, plans to revise the entry age from seven (7) years to six (6) years are underway alongside the change in the national Curriculum.

Table 2.3 shows the number of grade one (1) entrants in 2024 without repeaters. A comparison of grade one entrants across the provinces shows that Eastern province recorded the highest learners entering grade one without repeaters while Muchinga recorded the lowest for both male and female.

Table 2.3: Number of Grade 1 Entrants by Province and Age (Excluding Repeaters)

Province/ Age/Sex	Under 7 Years			7 Years			7 Years and Older			Total		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Both	Male	Female
Central	9,594	4,416	5,178	40,968	19,509	21,459	42,027	20,854	21,173	92,589	44,779	47,810
Copperbelt	9,026	4,141	4,885	38,540	18,296	20,244	39,533	19,558	19,975	87,099	41,995	45,104
Eastern	11,317	5,121	6,196	48,302	22,625	25,677	49,520	24,185	25,335	109,139	51,931	57,208
Luapula	7,039	3,325	3,714	30,081	14,688	15,393	30,890	15,702	15,188	68,010	33,715	34,295
Lusaka	6,498	3,047	3,451	27,762	13,461	14,301	28,502	14,391	14,111	62,762	30,899	31,863
Muchinga	4,491	2,100	2,391	19,187	9,276	9,911	19,695	9,916	9,779	43,373	21,292	22,081
North -Western	6,135	2,866	3,269	26,207	12,660	13,547	26,898	13,532	13,366	59,240	29,058	30,182
Northern	8,130	3,740	4,390	34,714	16,522	18,192	35,610	17,661	17,949	78,454	37,923	40,531
Southern	9,984	4,679	5,305	42,659	20,673	21,986	43,793	22,100	21,693	96,436	47,452	48,984
Western	6,624	3,067	3,557	28,293	13,551	14,742	29,032	14,487	14,545	63,949	31,105	32,844
National	78,838	36,502	42,336	336,713	161,261	175,452	345,500	172,386	173,114	761,051	370,149	390,902

Table 2.4 indicates the number of Grade 1 entrants with pre-school experience. From the analysis and a comparison across the provinces, Southern province had the largest share of Grade 1 entrants with ECE experience while North Western had the lowest.

Table 2.4: Grade 1 Entrants with Pre-School Experience by Sex and Province, 2024

Province/Sex	Female	Male	Total	% Female	% of Enrolment
Central	25,525	27,272	52,797	51.7	57.0
Copperbelt	21,981	23,236	45,217	51.4	51.9
Eastern	27,617	30,708	58,325	52.6	53.4
Luapula	12,878	13,341	26,219	50.9	38.6
Lusaka	17,709	18,642	36,351	51.3	57.9
Muchinga	9,610	10,006	19,616	51.0	45.2
North-Western	8,743	9,724	18,467	52.7	31.2
Northern	13,831	13,139	26,970	48.7	34.4
Southern	33,320	34,454	67,774	50.8	70.3
Western	15,835	16,703	32,538	51.3	50.9
National	187,049	197,225	384,274	51.3	50.5

Tables 2.5 to 2.13 show Gross and Net Intake Rates, Gross and Net Enrolment.

Table 2.5: Gross Intake Rate (%) by Sex, 2020 - 2024

Sex	Year				
	2020	2021	2022	2023	2024
Male	94.30	103.1	107.02	110.2	125.2
Female	99.90	108.7	112.70	115.5	132.8
National	97.10	105.9	109.85	112.8	129.0

Table 2.6: Gross Intake Rate (%) for Grade 1 by Sex and Province, 2024

Province	Female	Male	Total
Central	109.7	117.6	113.7
Copperbelt	143.2	152.7	147.9
Eastern	151.5	168.7	160.0
Luapula	154.2	155.3	154.7
Lusaka	59.2	61.9	60.5
Muchinga	113.8	114.9	114.4
North Western	168.9	176.1	172.5
Northern	143.6	151.2	147.4
Southern	128.1	136.3	132.2
Western	174.9	187.6	181.2
National	125.2	132.8	129.0

Table 2.7: Net Enrolment (%) by Sex, 2020 – 2024

Sex	Year				
	2020	2021	2022	2023	2024
Male	44.2	50.9	52.8	57.0	54.6
Female	47.4	54.9	56.0	53.4	59.6
National	45.9	52.9	55.2	55.2	57.1

Table 2.8: Net Intake Rate (%) for Grade 1 by Sex and Province, 2024

Province	Male	Female	Total
Central	47.8	52.8	50.3
Copperbelt	62.4	68.5	65.5
Eastern	66.0	75.7	70.8
Luapula	67.2	69.7	68.4
Lusaka	25.8	27.8	26.8
Muchinga	49.6	51.6	50.6
North Western	73.6	79.0	76.3
Northern	62.6	67.9	65.2
Southern	55.8	61.2	58.5
Western	76.2	84.2	80.2
National	54.6	59.6	57.1

Table 2.9: Gross Enrolment Rate (%) by Grade Group and Sex, 2020 – 2024

Grade/Sex	2020	2021	2022	2023	2024
Grades 1-7					
Male	94.7	97.7	108.9	105.0	113.9
Female	98.6	102.3	104.5	111.4	120.1
Total	96.6	100.0	106.7	109.2	117.0
Grades 8-12					
Male	45.0	53.1	61.49	61.3	57.9
Female	44.2	56.9	56.98	66.0	62.8
Total	44.6	55.0	59.23	63.7	60.3

Table 2.10: Gross Enrolment Rate (%) by Grade and Province, 2024

Province/	Grade	Grade	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade	Grade	Grade
Central	113.7	114.0	115.3	110.7	102.6	98.3	83.9	63.0	56.4	37.1	35.0	25.1
Copperbelt	147.9	157.5	158.6	159.7	155.2	157.9	146.7	153.2	139.5	111.3	109.2	85.2
Eastern	160.0	144.5	135.3	126.1	112.8	107.9	91.6	66.6	48.9	37.1	38.2	27.1
Luapula	154.7	150.4	138.0	124.3	113.5	104.5	89.2	70.2	63.6	43.8	46.6	38.9
Lusaka	60.5	62.6	65.9	71.7	72.8	73.6	74.1	71.7	73.2	54.9	56.5	44.4
Muchinga	114.4	109.1	108.7	101.3	93.9	91.0	70.0	59.2	43.9	33.2	34.2	21.6
North Western	172.5	166.3	159.4	152.4	140.0	133.9	141.8	99.9	107.7	62.5	72.7	68.9
Northern	147.4	137.9	130.2	120.7	109.7	101.7	82.9	69.8	57.9	40.1	40.2	32.3
Southern	132.2	130.3	131.9	122.1	118.6	120.2	116.2	72.1	73.4	44.0	46.2	36.6
Western	181.2	168.0	160.4	150.3	139.0	130.8	120.1	83.8	87.3	47.1	47.3	48.9
National	129.0	125.9	123.6	118.5	111.5	108.5	98.8	79.6	73.9	51.1	52.0	41.3

Table 2.11: Net Enrolment Rate (NER) by Grade Group and Sex, 2020 – 2024

Grade/Sex	Year				
	2020	2021	2022	2023	2024
Grade 1-7					
Male	79.9	82.5	82.6	89.6	94.0
Female	83.8	87.0	87.0	94.1	100.3
Total	81.8	84.7	84.8	91.8	97.2
Grade 8 - 12					
Male	37.5	44.9	45.1	46.2	47.3
Female	37.5	48.4	48.6	51.2	52.5
Total	37.6	46.6	46.8	48.7	49.9

Table 2.12: Net Enrolment Rate (%) by Grade Group, Sex and Province, 2024

Province/Sex	Grade 1-7			Grade 8-12		
	Male	Female	Total	Male	Female	Total
Central	85.4	91.2	88.3	34.4	37.7	36.1
Copperbelt	121.5	131.8	126.7	92.2	108.9	100.6
Eastern	100.1	113.3	106.6	36.4	36.9	36.7
Luapula	106.0	106.6	106.3	44.4	44.3	44.4
Lusaka	52.7	57.9	55.3	46.4	53.8	50.1
Muchinga	83.3	83.0	83.1	32.6	31.9	32.2
North-Western	122.9	129.8	126.3	65.4	72.5	69.0
Northern	99.7	102.3	101.0	40.3	40.4	40.4
Southern	98.9	106.4	102.6	42.5	49.6	46.0
Western	121.4	129.1	125.2	49.1	56.4	52.7
National	94.0	100.3	97.2	47.3	52.5	49.9

Table 2.13: Net Enrolment Rate by Grade and Province, 2024

Province/	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 12
Central	50.3	42.4	39.0	35.7	30.5	28.8	23.2	18.1	16.8	11.8	11.5
Copperbelt	65.5	58.6	53.7	51.5	46.1	46.3	40.6	44.1	41.4	35.3	35.9
Eastern	70.8	53.8	45.8	40.6	33.5	31.7	25.3	19.1	14.5	11.8	12.5
Luapula	68.4	55.9	46.7	40.0	33.7	30.6	24.6	20.2	18.9	13.9	15.3
Lusaka	26.8	23.3	22.3	23.1	21.6	21.6	20.5	20.6	21.8	17.4	18.6
Muchinga	50.6	40.6	36.8	32.6	27.9	26.7	19.3	17.0	13.0	10.5	11.2
North Western	76.3	61.9	54.0	49.1	41.6	39.3	39.2	28.7	32.0	19.8	23.9
Northern	65.2	51.3	44.1	38.9	32.6	29.8	22.9	20.0	17.2	12.7	13.2
Southern	58.5	48.5	44.6	39.3	35.3	35.3	32.1	20.7	21.8	13.9	15.2
Western	80.2	62.5	54.3	48.4	41.3	38.3	33.2	24.1	25.9	14.9	15.6
National	57.1	46.8	41.8	38.2	33.1	31.8	27.3	22.9	21.9	16.2	17.1

CHAPTER 3: Efficiency

Efficiency in education is a crucial indicator that involves diverse strategies, approaches, and technologies aimed at improving the learning process to achieve maximum outcomes with minimal resources. In today's rapidly evolving world, where knowledge is abundant and the demands on educational systems are continually increasing, the importance of efficiency in education cannot be overstated.

This chapter evaluates efficiency in education using three key indicators: **Transition Rates**, **Repetition Rates**, and **Dropout Rates**. Efficiency in education is critical in addressing the following areas:

1. Resource Allocation

Efficient education begins with the effective allocation of resources, including funding, personnel, time, and infrastructure. By strategically distributing resources based on identified needs and priorities, educational institutions can optimize their capacity to deliver quality education. Thoughtful resource allocation ensures that every learner benefits from equitable access to educational opportunities, fostering a more productive learning environment.

2. Technology Integration

The integration of **Artificial Intelligence (AI)** and other advanced technologies into education has become key for enhancing efficiency. Digital tools and platforms can:

- Streamline administrative tasks,
- Facilitate communication among stakeholders,
- Personalize learning experiences, and
- Provide access to a wealth of educational resources.

From learning management systems to online assessment tools, technology is revolutionizing the educational landscape, making learning more efficient, accessible, and engaging.

3. Personalized Learning

Recognizing that each learner has unique needs and preferences, **personalized learning approaches** aim to tailor instruction to individual students. By leveraging data analytics, adaptive learning algorithms, and differentiated instruction techniques, educators can:

- Address diverse learning styles and abilities,
- Maximize learning outcomes, and
- Minimize wasted time and effort.

This approach ensures that each pupil progresses at their own pace while achieving core learning objectives, fostering a more inclusive and effective educational environment.

Therefore, Efficiency in education is pivotal to meeting the growing demands of modern educational systems. By focusing on strategic resource allocation, harnessing the potential of technology, and adopting personalized learning methods, institutions can create a framework that not only meets the needs of today's learners but also prepares them for the challenges of tomorrow.

The statistics in Table 3.1 reveals notable trends in transition rates by grade groups and sex from 2020 to 2024.

Table 3.1: Transition Rate by Grade Group and Sex, 2020 – 2024

Grade Group	Sex	Year				
		2020	2021	2022	2023	2024
Grades 7-8	Male	62.5	72.5	79.2	75.0	81.6
	Female	63.0	76.7	81.1	76.4	86.3
	Total	63.0	74.6	80.2	75.7	84.0
Grade 9-10	Male	46.8	53.2	49.6	45.7	68.4
	Female	47.2	56.0	50.3	45.5	68.8
	Total	46.8	54.6	50.0	45.6	68.6

In table 3.2, Lusaka Province recorded the highest transition rates for grades 7-8 (119.2 percent) while North western Province had the lowest (56.4 percent). The transition rates from grade 9 to 10 ranged from a low of **52.9** percent in North Western Province to a high of 85.4 percent in Eastern Province (**Table 3.2**).

Table 3.2: Transition Rate by Grade Group and Sex, 2024

Grade	Sex	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North Western	Northern	Southern	Western
Grade 7-8	Male	78.2	99.9	86.8	78.7	117.2	80.8	51.5	84.0	65.8	73.1
	Female	79.4	106.6	80.9	80.2	121.0	85.5	61.7	92.3	70.0	74.9
	Total	78.8	103.4	83.7	79.4	119.2	83.1	56.4	87.9	67.9	74.0
Grade 9-10	Male	61.4	71.4	91.5	60.5	84.7	72.6	50.9	69.1	59.1	59.2
	Female	60.5	74.3	79.7	61.0	82.3	73.1	54.8	73.0	62.1	58.2
	Total	60.9	72.9	85.4	60.7	83.4	72.9	52.9	71.1	60.6	58.6

In **Table 3.3** shows Repetition rates for both Primary (1-7) and Secondary levels (8-12). At primary there was an increase in the repetition rate from 3.9% in 2023 to 11.8% in 2024. This change may be attributed to the abolishment of automatic progression. At secondary level, a slight improvement, declining from **3.2% in 2023** to **3.0% in 2024**, indicating gradual progress in retaining learners and enhancing their progression through secondary grades. Efforts to reduce repetition rates, especially in primary grades, remain critical for optimizing resource utilization and achieving better educational outcomes. Targeted strategies should focus on sustaining and expanding current interventions to address the underlying causes of grade repetition.

Table 3.3: Repetition Rate by Grade Group and Sex, 2020 - 2024

Grade Group	Sex	Year				
		2020	2021	2022	2023	2024
Grade 1-7	Male	4.9	4.1	4.1	4.0	12.6
	Female	4.5	4.0	4.1	3.8	11.1
	Total	4.8	4.1	4.1	3.9	11.8
Grade 8-12	Male	0.9	4.0	4.8	3.2	3.2
	Female	1.0	4.0	4.5	3.1	2.8
	Total	1.0	4.0	4.6	3.2	3.0

By province, the repetition rates for primary grades ranged from a low of **5.1** percent in Lusaka to a high of **16.2** percent in Muchinga. For secondary grades, the repetition rates ranged from a low of **1.3** percent in Lusaka to **5.2** percent in Eastern (**Table 3.4**).

Table 3.4 Repetition Rates (%) by Grade Group, Sex and Province, 2024

Grade	Sex	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North	Northern	Southern	Western
Grade 1-7	Male	11.0	8.1	16.0	13.2	5.9	16.4	12.0	14.8	15.5	15.1
	Female	9.2	6.5	14.5	12.5	4.4	16.0	11.0	14.3	12.9	13.1
	Total	10.1	7.3	15.2	12.8	5.1	16.2	11.5	14.5	14.2	14.1
Grade 8-12	Male	3.3	2.5	5.2	4.0	1.4	3.6	2.1	4.1	4.1	4.8
	Female	2.4	2.3	5.2	3.9	1.2	4.7	1.7	3.9	3.4	3.3
	Total	2.8	2.4	5.2	3.9	1.3	4.2	1.9	4.0	3.7	4.0

Dropout rates represent the proportion of learners who leave the education system for any reason and are a critical indicator of progress toward achieving Universal Access to Education. **Table 3.5** presents dropout rates by grade group and sex for the period 2020 to 2024.

Grades 1 to 7:

- The dropout rates remained consistently low, below **2%** throughout the period.
- **Male learners:** Rates were stable at **1.6%** from 2020 to 2023, slightly increasing to **1.7%** in 2024.
- **Female learners:** Rates decreased from **2.0% in 2020** to **1.7% in 2021**, remaining steady until a slight rise to **1.8%** in 2024.
- **Overall:** The total dropout rate stayed at **1.7%** from 2021 to 2024, indicating strong retention in primary grades.

Grade 8 to 12

- Dropout rates were higher compared to primary grades but showed a significant improvement over time.
- **Male learners:** Rates peaked at **2.1% in 2022** before dropping to **0.7% in 2024**.
- **Female learners:** Rates followed a similar trend, peaking at **2.6% in 2022** and declining to **1.3% in 2024**.
- **Overall:** The total dropout rate dropped from **2.3% in 2022** to **1.0% in 2024**, reflecting better retention in recent years.

The steady improvement in dropout rates, particularly in Grades 8 to 12, underscores efforts to enhance learner retention across the education system. However, maintaining these gains and addressing gender disparities in specific years will be essential for achieving universal access to education.

Table 3.5: Dropout Rate by Grade Group and Sex, 2020 - 2024

Grade Group	Sex	Year				
		2020	2021	2022	2023	2024
Grade 1-7	Male	1.6	1.6	1.6	1.6	1.7
	Female	2.0	1.7	1.7	1.7	1.8
	Total	1.8	1.6	1.7	1.7	1.7
Grade 8-12	Male	0.7	1.8	2.1	1.6	0.7
	Female	1.8	2.3	2.6	1.8	1.3
	Total	1.2	2.1	2.3	1.7	1.0

By province, the dropout rates for primary grades ranged from a low of 0.9 percent in Copperbelt to a high of 3.0 percent in Northern. For secondary grades, the dropout rates ranged from a low of 0.7 percent in Copperbelt to 1.5 percent in Northern (**Table 3.6**).

Table 3.6 Dropout Rates (%) by Grade Group, Sex and Province, 2024

Grade	Sex	Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	North	Northern	Southern	Western
Grade 1-7	Male	1.5	0.9	2.2	2.7	1.0	2.3	1.6	3.0	1.1	1.6
	Female	1.6	0.9	2.3	2.9	1.1	2.4	1.9	3.1	1.2	1.6
	Total	1.6	0.9	2.3	2.8	1.0	2.3	1.7	3.0	1.1	1.6
Grade 8-12	Male	0.8	0.5	0.9	1.1	0.4	1.0	0.6	1.1	1.0	0.8
	Female	1.3	0.8	1.8	1.6	1.3	1.5	0.9	1.8	1.5	1.0
	Total	1.0	0.7	1.4	1.3	0.9	1.3	0.8	1.5	1.3	0.9

CHAPTER 4: Equity

In Education, Equity measures achievement, fairness and opportunity to access learning and teaching. Therefore, this chapter focusses on indicators such as Gender Parity Index in schools by grade and province, grade group and province as well as by grade group and agency. In the education sector, orphans, girls and learners with special education needs have been identified as the disadvantaged categories of children who should be targeted in the development of interventions to facilitate their full participation in the education system. It is also important to note the promotion of equity programmes and interventions are meant to drive the nation towards achieving the Education for All policy.

The high numbers in pregnancy cases may be attributed to the early marriages, peer pressure and lack of exposure to comprehensive sexuality education mostly in rural areas.

However, these high records of pregnancies may be mitigated through the following:

- **Educating the adolescents about sexuality** because most teenagers may lack sexual health education and be unaware of preventing unwanted and sexually transmitted diseases (STDs).
- **Increased use of contraceptives** which provides access to contraceptives to prevent unplanned pregnancies.
- **Reduce forced sex** which will eventually address sexual violence and ensure consent.
- **Prevent early marriage** through educating the teenagers about the risks of early marriage.
- **Monitor the influence of media** by promoting media literacy and critical thinking.
- **Counsel male adolescents** through addressing the role of boys in preventing teen pregnancy.
- **Provide career counselling** by improving access to education and employment opportunities.
- **Abstinence education.** Teenagers need to be taught the benefits of respecting the choice of abstinence.

NOTE: The number of Pregnancies is recorded from a particular year under consideration while Re-admissions include data from previous years. In other terms, learners who are re-admitted in a particular year may have come back to school after more than one year adding to those from the previous year. For this reason, in some provinces, there may be higher numbers of re-admissions than that of pregnancies.

Table 4.1 shows the number of pregnancies and re-admissions by province and grade groups. An analysis Eastern province recorded the highest number of pregnancies and re-admissions at grade 1-7 while Muchinga province at recorded the lowest. At junior secondary level, Southern province recorded the highest number of pregnancies and Muchinga the least. At senior secondary level, Copperbelt recorded the highest number of pregnancies compared to lowest figures in Muchinga.

Table 4.1: Number of Pregnancies and Re-Admissions by Grade Group and Province, 2024

Province/	Grade 1-7		Grade 8-9		Grade 10-12	
	Pregnancies	Re-admits	Pregnancies	Re-admits	Pregnancies	Re-admits
Central	750	667	489	527	37	572
Copperbelt	419	439	469	497	278	646
Eastern	1589	1027	546	732	54	515
Luapula	747	594	487	415	33	366
Lusaka	355	350	477	495	111	598
Muchinga	178	255	98	159	22	198
North Western	707	766	342	669	36	668
Northern	566	337	379	411	125	408
Southern	1,180	886	1085	1,020	227	979
Western	616	728	339	504	58	506
National	7,107	6,049	4,711	5,429	981	5,456

Table 4.2: Number of Pregnancies and Re-Admissions by Grade Group, Rural/Urban and Province, 2024

Province/ Grade Group	Pregnant Grade 1-7		Re-admitted Grade 1-7		Pregnant Grade 8-9		Re-admitted Grade 8-9		Pregnant Grade 10-12		Re-admitted Grade 10-12	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Central	1014	34	604	102	596	144	406	123	121	44	487	123
Copperbelt	215	134	302	97	155	108	254	202	29	43	231	388
Eastern	1928	114	969	93	565	163	604	96	60	24	413	104
Luapula	369	13	533	68	285	24	355	50	44	10	281	80
Lusaka	168	134	213	182	256	201	144	353	35	56	144	493
Muchinga	81	7	205	18	174	34	130	21	50	6	159	34
North-Western	282	34	332	33	283	128	342	52	58	26	292	118
Northern	867	289	651	90	495	126	611	87	82	16	564	84
Southern	611	74	772	131	486	51	898	153	129	32	660	304
Western	618	121	606	48	300	137	473	75	66	50	335	162
National	6153	954	5187	862	3595	1116	4217	1212	674	307	3566	1890

Gender Parity Index

Gender Parity Index 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. 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.

Tables 4.3 – 4.7 show Gender Parity Index by single Grades, groups and provinces.

From table 4.3, the Gender Parity Index (GPI) was consistently above one (1) from the year 2020 to 2024. This consistence in GPI implies that the number of male learners attending school to that of female learners was equal (aggregated). However, the story at secondary level was a bit different. In 2020 and 2024 GPI was below one (1) implying that there were more male learners attending school than female learners. Nevertheless, a balance was attained and maintained from 2021 throughout to 2024.

Table 4.3: Gender parity index for Grades 1-7 and Grades 8-12 from 2020 to 2024

Grade	Year				
	2020	2021	2022	2023	2024
Grade 1-7	1.03	1.01	1.03	1.03	1.05
Grade 8-12	0.94	1.07	1.07	1.07	1.09

Fig. 4.3: Gender parity index for Grades 1-7 and 8-12 from 2020 to 2024



Table 4.4 show GPIs across provinces. The table clearly shows that a GPI greater than 1 was attained in all the provinces for almost all the grades except for a few grades such as 2 to 3 and 6 to 12 in Muchinga province. A similar pattern is seen in Luapula province specifically for grades 3, 6, 7, 8, 10 grade 12.

Table 4.4: Gender parity index in all schools by grade and agency – 2024

Province/Grade	ECE	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Community	1.06	1.01	0.95	1.03	1.01	1.01	1.05	1.01	1.03	1.23	1.3	1.3	1.42
Grant Aided	1.04	1.44	1.03	1.09	1.08	1.18	1.23	1.23	1.39	1.45	1.39	1.36	1.34
GRZ	1.01	1.02	1.02	1.03	1.04	1.03	1.02	1.03	1.08	1.06	1.03	1.02	1.09
Private	1.01	1.06	1.01	1.04	1.05	1.07	1.08	1.06	1.04	1.1	1.1	1.13	1.07

Table 4.5: Gender Parity Index by Province

Province	Grade 1-7	Grade 8-12
Central	1.05	1.09
Copperbelt	1.08	1.16
Eastern	1.10	0.97
Luapula	1.00	0.98
Lusaka	1.08	1.16
Muchinga	1.04	1.01
North Western	1.04	1.10
Northern	1.02	1.00
Southern	1.03	1.11
Western	1.04	1.11
National	1.05	1.09

Table 4.6: Gender parity index in all schools by grade group and agency – 2024

Province/Grade	Grade 1-7	Grade 8-12
Community	1.11	0.92
Grant Aided	1.01	1.04
GRZ	1.10	1.02
Private	1.00	0.93

Table 4.7: Gender Parity Index in All Schools by Grade and Province – 2024

Province/Grade	ECE	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Central	1.11	1.07	1.04	1.07	1.06	1.02	1.07	1.05	1.07	1.07	1.10	1.12	1.09
Copperbelt	1.13	1.07	1.06	1.08	1.09	1.09	1.10	1.08	1.17	1.14	1.17	1.16	1.17
Eastern	1.17	1.10	1.13	1.10	1.11	1.11	1.08	1.09	1.02	1.02	0.93	0.93	0.85
Luapula	1.12	1.02	1.00	0.99	1.05	1.01	0.99	0.95	0.99	1.00	0.99	1.00	0.91
Lusaka	1.07	1.03	1.07	1.07	1.10	1.10	1.09	1.11	1.18	1.17	1.10	1.18	1.18
Muchinga	1.08	1.04	0.99	0.97	1.03	1.03	0.99	0.99	1.03	1.04	1.01	0.98	0.93
North Western	1.09	1.04	1.04	1.03	1.05	1.03	1.04	1.05	1.10	1.09	1.14	1.12	1.07
Northern	1.11	1.07	1.03	1.03	1.02	1.02	0.97	0.96	1.00	1.07	1.05	0.97	0.85
Southern	1.06	1.03	1.04	1.00	1.04	1.06	1.02	1.02	1.09	1.13	1.12	1.12	1.06
Western	1.10	1.06	1.03	1.03	1.05	1.03	0.99	1.08	1.11	1.06	1.13	1.16	1.11
National	1.11	1.06	1.05	1.04	1.06	1.05	1.04	1.05	1.09	1.10	1.09	1.10	1.06

Out of School Children

Tables 4.8 and 4.9 show the distribution of the out of school children aged 7 to 18 years by province for the year 2024. In some ages of most provinces such as 8 to 15 years the numbers of children in schools were more than those in the projected national population.

Table 4.8: Out-of-School Children by Age, Sex and Province, 2024

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	2,997	(5,401)	(9,794)	(11,327)	(10,666)	(11,514)	(9,290)	(8,161)	(4,617)	9,340	13,845	18,188
	Female	1,161	(7,272)	(11,689)	(13,599)	(12,796)	(13,677)	(12,464)	(10,471)	(6,579)	8,595	13,663	18,758
	Total	4,158	-12,673	(21,483)	(24,926)	(23,462)	(25,191)	(21,754)	(18,632)	(11,196)	17,935	27,508	36,946
Copperbelt	Male	14,808	5,629	446	(2,178)	(3,017)	(5,550)	(5,250)	(6,517)	(4,207)	7,993	13,704	20,766
	Female	12,600	3,275	(1,949)	(5,338)	(6,641)	(9,393)	(11,088)	(12,298)	(10,208)	3,568	10,598	19,807
	Total	27,408	8,904	(1,503)	(7,516)	(9,658)	(14,943)	(16,338)	(18,815)	(14,415)	11,561	24,302	40,573
Eastern	Male	4,143	(3,130)	(5,984)	(6,101)	(4,588)	(5,098)	(2,801)	(1,470)	2,075	17,621	20,982	24,276
	Female	148	(7,770)	(10,247)	(10,734)	(8,939)	(9,177)	(7,258)	(4,293)	440	17,715	21,746	25,324
	Total	4,291	-10,900	(16,231)	(16,835)	(13,527)	(14,275)	(10,059)	(5,763)	2,515	35,336	42,728	49,600
Luapula	Male	2,301	(3,395)	(5,479)	(5,213)	(4,101)	(4,560)	(3,395)	(3,098)	(1,320)	9,520	12,009	14,542
	Female	1,889	(3,516)	(5,277)	(5,600)	(4,486)	(4,715)	(3,940)	(3,036)	(1,049)	10,242	12,917	15,683
	Total	4,190	(6,911)	(10,756)	(10,813)	(8,587)	(9,275)	(7,335)	(6,134)	(2,369)	19,762	24,926	30,225
Lusaka	Male	29,953	22,879	17,950	14,277	12,289	9,692	8,817	6,618	6,732	24,406	27,557	32,325
	Female	28,506	21,239	16,405	12,166	9,826	7,285	4,738	2,497	2,354	19,942	24,020	30,739
	Total	58,459	44,118	34,355	26,443	22,115	16,977	13,555	9,115	9,086	44,348	51,577	63,064
Muchinga	Male	5,386	1,851	168	(29)	(429)	(578)	639	1,294	2,985	10,780	12,013	13,382
	Female	5,051	1,854	553	-3	430	(326)	590	1,642	3,488	11,460	12,908	14,292
	Total	10,437	3,705	721	-32	1	(904)	1,229	2,936	6,473	22,240	24,921	27,674
North-Western	Male	599	-4,283	-6,544	(7,105)	(6,567)	(7,540)	(7,238)	(7,319)	(5,8260)	3,028	5,768	8,771
	Female	(427)	(5,344)	(7,403)	(8,316)	(7,838)	(8,548)	(9,004)	(8,639)	(7,150)	1,982	5,170	8,855
	Total	172	(9,627)	(13,947)	(15,421)	(14,405)	(16,088)	(16,242)	(15,958)	(12,976)	5,010	10,938	17,626
Northern	Male	4,041	(2,011)	(4,465)	(4,698)	(3,580)	(3,869)	(2,213)	(1,581)	828	12,546	15,182	17,837
	Female	2,607	(3,201)	(5,195)	(5,586)	(4,227)	(3,878)	(2,590)	(1,347)	1,109	13,271	16,329	19,298
	Total	6,648	(5,212)	(9,660)	-10,284	(7,807)	(7,747)	(4,803)	(2,928)	1,937	25,817	31,511	37,135
Southern	Male	9,106	367	(4,601)	-6,070	(5,851)	(8,046)	(6,837)	(5,662)	(1,838)	15,326	20,247	24,898
	Female	6,580	(2,099)	(6,330)	(8,4120)	(8,636)	(10,662)	(10,847)	(9,025)	(5,150)	13,011	18,602	24,111
	Total	15,686	(1,732)	(10,931)	(14,482)	(14,487)	(18,708)	(17,684)	(14,687)	(6,988)	28,337	38,849	49,009
Western	Male	532	(4,331)	(6,426)	(6,764)	(6,117)	(6,754)	(5,444)	(4,642)	(2,292)	5,169	8,136	10,904
	Female	(920)	(5,567)	(7,419)	(8,077)	(7,429)	(7,957)	(7,600)	(6,353)	(3,830)	4,145	7,409	10,699
	Total	(388)	(9,898)	(13,845)	(14,841)	(13,546)	(14,711)	(13,044)	(10,995)	(6,122)	9,314	15,545	21,603
National	Male	73,866	8,175	(24,729)	(35,208)	(32,627)	(43,817)	(33,012)	(30,538)	(7,480)	115,729	149,443	185,889
	Female	57,195	(8,401)	(38,551)	-53,499	-50,736	-61,048	-59,463	-51,323	-26,575	103,931	143,362	187,566
	Total	131,061	-226	-63,280	-88,707	-83,363	-104,865	-92,475	-81,861	-34,055	219,660	292,805	373,455

Table 4.9: Out-of-School Children by Province and Sex, 2024

	Male	Female	Total
Central	(26,400)	(46,370)	(72,770)
Copperbelt	36,627	(7,067)	29,560
Eastern	39,925	6,955	46,880
Luapula	7,811	9,112	16,923
Lusaka	213,495	179,717	393,212
Muchinga	47,462	51,939	99,401
Northern	28,017	26,590	54,607
North Western	(34,256)	(46,662)	(80,918)
Southern	31,039	1,143	32,182
Western	(18,029)	(32,899)	(50,928)
NATIONAL	325,691	142,458	468,149

Orphans

Table 4.14 shows the distribution of orphans in both Primary and Secondary schools.

Orphans face unique challenges when it comes to accessing education, but schools and communities can play a crucial role in supporting these vulnerable children. Challenges Faced by Orphans in Schools include but not limited to the following:

- **Financial Barriers:** Orphans often lack the financial resources needed for school requisites.
- **Lack of Support Systems:** Without parental guidance, orphans may struggle to navigate the education system.
- **Discrimination and Stigma:** Some Orphans can face social stigma and discrimination, which can affect their school experience.
- **Emotional and Psychological Issues:** The trauma of losing parents can impact an orphan's ability to focus and perform well in school.

Despite some of the challenges faced by orphans in schools, there are efforts to support them in Education which includes the following:

- **Scholarships and Financial Aid:** Providing scholarships and financial aid can help cover the costs of education for orphans. Despite the Government of the Republic of Zambia introducing **Education for All (Free Education)**, some learners are unable to access this free education due to their homes being located in far flung places. These long distances force them to access private education which comes at a cost.
- **Mentorship Programs:** Mentorship programs can offer guidance and support, helping orphans to stay on track academically.
- **Community Support:** Community initiatives, such as fundraising events and partnerships with orphanages, can provide additional resources and support.
- **Inclusive Policies:** Schools can adopt inclusive policies to ensure that orphans are treated with respect and given equal opportunities.

Impact of Education on Orphans: Putting the above efforts into consideration, Education can have a transformative impact on the lives of orphans. It provides them with the skills and knowledge needed to build a better future, increases their chances of employment, and helps them to become self-sufficient adults. Moreover, education can offer a sense of normalcy and stability, which is crucial for their emotional and psychological well-being.

Table 4.14 show trend statistics on the number of orphaned children from 2020 to 2024. From the table, the numbers have not been consistent.

Table 4.10: Number of orphans in all schools by school level from 2020 to 2024

School Level	Sex	Year				
		2020	2021	2022	2023	2024
ECE	Male	-	-	-	-	12,491
	Female	-	-	-	-	12,741
	Total	-	-	-	-	25,232
Primary schools	Male	173 739	191 394	221,007	210,263	187,670
	Female	192 328	202 595	234,011	222,387	194,597
	Total	366 067	393 989	455,018	432,650	382,267
Secondary schools	Male	68 420	74 064	84,313	87,493	97,003
	Female	51 151	84 628	93,816	97,299	102,318
	Total	119 571	158 692	178,129	184,792	199,321
All Schools	Male	242 159	265 458	305,320	297,756	297,164
	Female	243 479	287 223	327,827	319,686	309,656
	Total	485 638	552 681	633,147	617,442	606,820

Table 4.11: Percentage of Orphans in Grade Groups by Province and Sex

		Province									
		Central	Copperbelt	Eastern	Luapula	Lusaka	Muchinga	Northern	North Western	Southern	Western
ECE	Male	4.0	3.9	3.1	6.1	3.0	5.5	6.4	3.7	2.5	7.1
	Female	3.6	3.6	2.7	5.3	2.7	5.1	6.0	3.6	2.4	6.8
	Total	3.8	3.7	2.9	5.7	2.8	5.3	6.2	3.7	2.4	7.0
Grade 1	Male	6.6	7.4	4.9	9.7	7.3	8.3	10.7	5.1	4.2	10.4
	Female	6.2	7.3	4.6	9.7	7.5	8.2	10.2	4.8	4.2	10.0
	Total	6.4	7.3	4.7	9.7	7.4	8.3	10.4	5.0	4.2	10.2
Grade 2	Male	6.4	7.4	5.8	10.2	7.4	8.1	10.6		5.0	10.8
	Female	6.4	7.8	5.4	9.9	7.2	8.6	10.7	5.4	4.6	10.5
	Total	6.4	7.6	5.6	10.1	7.3	8.3	10.7	5.3	4.8	10.6
Grade 3	Male	6.6	8.5	6.7	10.9	8.0	8.9	10.9	5.8	5.5	12.3
	Female	6.3	7.9	6.4	11.3	7.8	9.2	10.8	5.2	5.5	12.0
	Total	6.4	8.2	6.6	11.1	7.9	9.1	10.9	5.5	5.5	12.1
Grade 4	Male	7.2	8.8	7.1	12.4	8.4	9.5	12.0	6.2	6.7	12.6
	Female	6.8	8.9	6.9	11.8	8.2	9.6	11.4	6.6	6.5	12.4
	Total	7.0	8.8	7.0	12.1	8.3	9.6	11.7	6.4	6.6	12.5
Grade 5	Male	7.6	9.4	8.1	12.7	8.6	10.6	12.5	7.2	7.2	13.8
	Female	7.5	9.8	8.3	13.1	8.7	10.9	12.4	7.2	7.2	14.4
	Total	7.6	9.6	8.2	12.9	8.6	10.8	12.4	7.2	7.2	14.1
Grade 6	Male	8.8	9.4	8.9	13.2	9.4	11.2	12.8	8.0	7.7	13.8
	Female	8.0	9.4	8.7	14.2	9.6	11.9	12.5	8.3	7.8	14.9
	Total	8.4	9.4	8.8	13.7	9.5	11.6	12.6	8.2	7.7	14.3
Grade 7	Male	9.0	10.3	9.5	14.3	10.8	14.5	11.1	10.0	8.1	15.7
	Female	8.5	10.3	8.9	15.1	9.8	14.3	10.2	11.2	8.3	15.3
	Total	8.8	10.3	9.2	14.7	10.3	14.4	10.7	10.6	8.2	15.5

Grade 8	Male	11.8	11.7	12.0	20.0	10.3	15.3	18.2	12.8	12.4	20.9
	Female	11.9	11.7	12.0	19.9	10.8	17.3	17.5	13.0	12.2	22.3
	Total	11.9	11.7	12.0	20.0	10.6	16.3	17.8	12.9	12.3	21.7
Grade 9	Male	12.1	12.5	13.8	17.6	11.7	15.3	15.0	16.8	12.4	21.6
	Female	11.6	12.0	13.4	17.0	10.8	16.5	13.9	15.6	11.8	22.8
	Total	11.9	12.2	13.6	17.3	11.2	15.9	14.4	16.2	12.1	22.2
Grade 10	Male	12.6	11.8	14.9	19.9	9.5	17.0	21.9	16.0	14.0	30.2
	Female	12.1	11.1	13.9	17.4	10.2	16.6	17.7	16.9	14.2	26.1
	Total	13.0	11.5	13.9	18.5	10.1	16.3	20.2	15.7	13.8	28.8
Grade 11	Male	15.6	11.7	13.2	19.4	9.7	15.8	19.9	16.7	15.2	28.9
	Female	12.8	11.9	14.4	17.6	9.8	17.0	16.4	18.5	14.3	26.7
	Total	14.1	11.8	13.8	18.5	9.7	16.4	18.0	17.6	14.7	27.7
Grade 12	Male	17.8	14.5	16.4	20.0	11.1	19.5	20.8	19.8	19.0	28.2
	Female	15.6	13.6	19.7	20.0	11.1	20.0	16.3	23.7	17.5	25.6
	Total	16.6	14.0	17.9	20.0	11.1	19.7	18.5	21.6	18.3	26.9

Bursary

Table 4.11 show the distribution of learners receiving bursary support by sex and province 2024. There were 342,430, pupils in grades 1 to 7 and 274,488 in grades 8 to 12 receiving bursary support. Copperbelt Province (161,446) had the largest number of pupils receiving bursary support while Lusaka Province had smallest number of pupils (29,431).

Table 4.12: Distribution of Pupils receiving Bursaries by Grade Groups, Sex and Province – 2024

	Province	Grades (1-7)	Grades (8-12)	Grand Total
Central	Total	49,989	23,470	73,459
	Male	24,491	10,416	34,907
	Female	25,498	13,054	38,552
Copperbelt	Total	95,187	66,259	161,446
	Male	46,575	32,323	78,898
	Female	48,612	33,936	82,548
Eastern	Total	12,293	24,438	36,731
	Male	5,853	10,890	16,743
	Female	6,440	13,548	19,988
Luapula	Total	37,355	28,977	66,332
	Male	18,338	12,353	30,691
	Female	19,017	16,624	35,641
Lusaka	Total	15,222	14,209	29,431
	Male	7,456	7,171	14,627
	Female	7,766	7,038	14,804
Muchinga	Total	13,974	19,901	33,875
	Male	7,045	8,133	15,178
	Female	6,929	11,768	18,697
North Western	Total	19,240	18,148	37,388
	Male	9,528	7,520	17,048
	Female	9,712	10,628	20,340
Northern	Total	15,241	27,111	42,352
	Male	7,522	9,759	17,281
	Female	7,719	17,352	25,071
Southern	Total	42,583	26,932	69,515
	Male	21,614	11,365	32,979
	Female	20,969	15,567	36,536
Western	Total	41,346	25,043	66,389
	Male	20,197	9,178	29,375
	Female	21,149	15,865	37,014
National		342,430	274,488	616,918

Children with Special Education Needs (CSEN)

Table 4.13 below 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. The total number of Children with special education needs was 122,780 in 2024.

Table 4.13 Number of CSEN Pupils in All Schools by Education Level and Sex

Education Level	Sex	2020	2021	2022	2023	2024
ECE	Male	-	-	-	-	5,866
	Female	-	-	-	-	5,749
	Total	-	-	-	-	11,615
Primary School	Male	49,109	54,930	53,905	54,527	51,417
	Female	47,006	53,780	53,067	52,714	48,779
	Total	96,115	108,710	106,972	107,241	100,196
Secondary School	Male	8,985	13,468	15,694	14,853	5,508
	Female	8,613	13,347	15,542	16,670	5,461
	Total	17,598	26,815	31,236	31,523	10,969
National		113,713	135,525	138,208	138,764	122,780

Education Level	Sex	2020	2021	2022	2023	2024
Primary School	Male	49,109	54,930	53,905	54,527	70,857
	Female	47,006	53,780	53,067	52,714	50,000
	Total	96,115	108,710	106,972	107,241	120,857
Secondary School	Male	8,985	13,468	15,694	14,853	5,436
	Female	8,613	13,347	15,542	16,670	5,444
	Total	17,598	26,815	31,236	31,523	10,880
National		113,713	135,525	138,208	138,764	131,737

Table 4.14: Number of CSEN learners at ECE and Primary school level by sex, grade and province 2024

Province/Sex/Grade /Group	ECE			Primary							Total
	Baby0-2	Nursery 3-4	Reception	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	
Central	85	228	473	1,171	1,000	1,044	997	1,002	957	694	7,651
Male	51	67	236	609	506	510	514	531	508	329	3,861
Female	34	161	237	562	494	534	483	471	449	365	3,790
Copperbelt	160	338	615	1,495	1,408	1,349	1,214	1,214	1,336	914	10,043
Male	99	177	326	767	735	679	621	643	700	483	5,230
Female	61	161	289	728	673	670	593	571	636	431	4,813
Eastern	132	328	1,610	2,325	1,989	1,917	1,814	1,854	1,717	974	14,660
Male	70	165	821	1,182	969	960	891	950	824	515	7,347
Female	62	163	789	1,143	1,020	957	923	904	893	459	7,313
Luapula	65	194	919	2,036	1,751	1,738	1,567	1,499	1,288	1,049	12,106
Male	32	98	476	1,027	944	931	823	765	663	549	6,308
Female	33	96	443	1,009	807	807	744	734	625	500	5,798
Lusaka	73	150	375	759	686	751	597	616	546	496	5,049
Male	40	71	213	397	345	390	303	322	303	256	2,640
Female	33	79	162	362	341	361	294	294	243	240	2,409
Muchinga	75	126	611	1,269	995	912	866	797	881	586	7,118
Male	36	53	303	648	499	484	450	419	454	311	3,657
Female	39	73	308	621	496	428	416	378	427	275	3,461
North Western	47	335	783	2,342	2,026	2,123	1,930	1,951	1,805	1,347	14,689
Male	25	166	369	1,148	1,040	1,063	971	991	884	674	7,331
Female	22	169	414	1,194	986	1,060	959	960	921	673	7,358
Northern	50	82	554	2,081	1,729	1,461	1,458	1,272	1,254	805	10,746
Male	15	46	277	1,089	891	721	765	619	648	434	5,505
Female	35	36	277	992	838	740	693	653	606	371	5,241
Southern	123	294	1,103	1,872	1,793	1,824	1,711	1,806	1,733	1,276	13,535
Male	67	134	572	1,020	921	933	902	922	848	700	7,019
Female	56	160	531	852	872	891	809	884	885	576	6,516
Western	125	301	1,261	2,401	2,243	2,178	2,128	1,985	1,976	1,616	16,214
Male	54	143	664	1,242	1,182	1,152	1,106	1,022	1,005	815	8,385
Female	71	158	597	1,159	1,061	1,026	1,022	963	971	801	7,829
National	935	2,376	8,304	17,751	15,620	15,297	14,282	13,996	13,493	9,757	111,811

Table 4.15 shows the number of Learners with special education needs at secondary schools.

Table 4.15: Number of CSEN Learners at Secondary Level by Grade, Sex and Province, 2024

Province/Sex/ Grade Group	Secondary					
	Grade8	Grade9	Grade10	Grade11	Grade12	Total
Central	322	303	10	19	11	665
Male	154	138	6	6	2	306
Female	168	165	4	13	9	359
Copperbelt	844	800	247	286	214	2,391
Male	411	355	116	131	107	1,120
Female	433	445	131	155	107	1,271
Eastern	461	339	60	37	49	946
Male	229	186	36	27	37	515
Female	232	153	24	10	12	431
Luapula	611	510	31	18	5	1,175
Male	257	327	21	9	3	617
Female	354	183	10	9	2	558
Lusaka	327	168	58	30	16	599
Male	165	88	33	17	12	315
Female	162	80	25	13	4	284
Muchinga	163	180	26	24	13	406
Male	73	83	15	13	3	187
Female	90	97	11	11	10	219
North Western	510	525	21	24	24	1,104
Male	269	260	13	18	16	576
Female	241	265	8	6	8	528
Northern	474	325	21	31	43	894
Male	222	152	13	14	22	423
Female	252	173	8	17	21	471
Southern	567	685	88	65	62	1,467
Male	269	376	56	31	29	761
Female	298	309	32	34	33	706
Western	620	661	16	7	18	1,322
Male	341	326	15	0	6	688
Female	279	335	1	7	12	634
National	4,899	4,496	578	541	455	10,969

Table 4.16: Number of CSEN Learners at ECE, Primary and Secondary School Level by Province, 2024

Province/Sex/ Grade Group	ECE LEVEL	PRIMARY LEVEL	SECONDARY LEVEL	TOTAL
Central	786	6,865	665	7,843
Copperbelt	1,113	8,930	2,391	11,819
Eastern	2,070	12,590	946	13,996
Luapula	1,178	10,928	1,175	12,362
Lusaka	598	4,451	599	5,273
Muchinga	812	6,306	406	5,832
North Western	1,165	13,524	1,104	11,296
Northern	686	10,060	894	14,800
Southern	1,520	12,015	1,467	13,899
Western	1,687	14,527	1,322	16,275
NATIONAL	11,615	100,196	10,969	113,395

CHAPTER 5: Teachers

Teachers are the backbone of education, shaping the minds and futures of countless learners. They 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 2020 to 2024

Table 5.1: Teachers in all Schools by Sex, 2020 to 2024

Sex	Year				
	2020	2021	2022	2023	2024
Male	55,060	55,528	67,837	69,724	69,146
Female	63,491	64,059	81,967	84,580	90,298
Total	118,551	119,587	149,804	154,304	159,444

Table 5.2: Number of Teachers in All Schools by Education Level and Sex, 2020 - 2024

Education Level	Sex	Year					Percentage Changes 2023-2024
		2020	2021	2022	2023	2024	
Primary School	Male	36,442	36,642	47,455	48,135	47,736	(1)
	Female	46,718	47,038	63,077	64,746	69,123	7
	Total	83,160	83,680	110,532	112,881	116,859	4
Secondary School	Male	18,618	18,886	20,382	21,589	21,410	(1)
	Female	16,773	17,021	18,890	19,834	21,175	7
	Total	35,391	35,907	39,272	41,423	42,585	3
National		118,551	119,587	149,804	154,304	159,444	3

Table 5.3: Number of Teachers in All Schools by Education Level, Sex and Province, 2024

Province/Education Level/Sex	Primary School			Secondary School		
	Male	Female	Total	Male	Female	Total
Central	6,067	8,599	14,666	2,822	2,868	5,690
Copperbelt	4,798	14,936	19,734	2,906	4,700	7,605
Eastern	5,502	5,920	11,422	2,419	1,842	4,260
Luapula	4,203	4,395	8,598	1,794	1,329	3,123
Lusaka	3,548	8,248	11,797	2,253	2,605	4,858
Muchinga	3,114	3,305	6,419	1,700	1,234	2,934
North Western	3,695	4,915	8,610	1,921	1,724	3,645
Northern	4,433	4,261	8,694	1,969	1,602	3,571
Southern	7,380	8,629	16,010	2,144	1,941	4,085
Western	4,995	5,915	10,910	1,483	1,330	2,813
National	47,736	69,123	116,859	21,410	21,175	42,585

Table 5.4: Number of Teachers in All Schools by Agency and Province, 2024

Province	Running Agency				
	GRZ	Grant Aided	Community	Private	Total
Central	15,288	963	1,044	1,255	18,550
Copperbelt	20,509	985	1,522	3,817	26,834
Eastern	14,789	1,016	803	284	16,893
Luapula	10,263	580	357	414	11,614
Lusaka	11,225	694	2,237	2,539	16,695
Muchinga	7,668	191	458	344	8,661
North Western	10,915	586	426	510	12,437
Northern	10,845	1,121	470	364	12,799
Southern	16,720	1,698	1,451	1,443	21,312
Western	11,663	790	859	336	13,648
National	129,887	8,622	9,629	11,305	159,444

Table 5.5: Pupil Teacher Ratio, 2024

Province	Primary	Secondary
NATIONAL	44	33
Central	44	26
Copperbelt	34	37
Eastern	59	27
Luapula	48	28
Lusaka	44	49
Muchinga	42	19
North Western	45	30
Northern	52	28
Southern	44	38
Western	38	34

Teacher Attrition

Teacher attrition, the rate at which teachers leave the profession, is a significant challenge in Zambia's education system. This issue affects the quality of education and the overall functioning of schools, particularly in rural and remote areas.

Causes of Teacher Attrition:

- Low Remuneration:** Teachers often cite low salaries as a primary reason for leaving the profession. The financial strain makes it difficult for them to sustain their livelihoods.
- Working Conditions:** Poor working conditions, including inadequate facilities and lack of teaching materials, contribute to teacher dissatisfaction.
- Professional Development:** Limited opportunities for career advancement and professional growth can lead to a lack of motivation and engagement.
- Personal Reasons:** Family commitments, health issues, and the desire for better opportunities elsewhere also play a role in teacher attrition.

Tables 5.5 and 5.6 show the number of teachers who left the teaching fraternity. It is important to note the number for teacher attrition is accumulative as shown by the increase from the year 2020 to 2024. Further note that not all reasons for attrition are recorded in the Education Statistics Bulletin are available in the Education Management System database (EMIS).

Table 5.6: Teacher Attrition by Sex, 2020 to 2024

Education Level	Sex	Year				
		2020	2021	2022	2023	2024
Primary school	Male	3,319	4,367	4,369	5,533	4,884
	Female	3,118	3,621	4,378	4,198	4,849
	Total	6,437	7,988	8,747	9,731	9,733
Secondary school	Male	849	1,002	1,900	2,015	2,354
	Female	629	590	1,448	1,572	2,090
	Total	1,478	1,592	3,348	3,587	4,444
National		7,915	9,580	12,095	13,318	14,177

Table 5.7: Teacher Attrition in all schools by Reason, Education Level and Sex – 2024

Reason/Education-level/Sex	ECE		PRIMARY		SECONDARY		All Schools Totals	
	Male	Female	Male	Female	Male	Female	Male	Female
Assigned to non-teaching duties	22	6	408	467	278	210	708	683
Contract expiring	5	8	643	511	294	242	942	761
Death	8	13	603	521	314	256	925	790
Dismissal	2	6	311	258	109	82	422	346
Illness/Medical Ground	13	9	244	272	118	146	375	427
Others (Specify)	12	12	913	1,001	369	367	1,294	1,380
Resignation	19	14	1,099	1,265	481	443	1,599	1,722
Retirement	9	4	663	554	391	344	1,063	902
National	90	72	4,884	4,849	2,354	2,090	7,328	7,011

CHAPTER 6: Quality Learning

Quality education remains a cornerstone of national development, aiming to empower learners with the skills and knowledge necessary to thrive in an ever-changing world. This chapter examines metrics such as completion rates, survival rates, examination pass rates, pupil-teacher ratios, pupil-classroom ratios, pupil-book ratios, and contact hours. By addressing these aspects, this section seeks to provide a comprehensive overview of the strides made and challenges faced in achieving quality learning in Zambia.

Completion Rates

Education systems must deliver a solid foundation in core subjects such as mathematics, science, and language. Completion rates, as outlined in Tables 6.1 and 6.2, reveal trends in learners successfully completing primary, junior secondary, and senior secondary levels. These metrics highlight the importance of addressing gaps in foundational knowledge for sustained academic progress.

Table 6.1: Completion Rate (%) for Grades 7, 9 and 12 by Sex, 2020 – 2024

Grade Level	Sex	2020	2021	2022	2023	2024
Grade 7	Male	93.9	82.7	82.3	84.5	93.1
	Female	93.3	86.0	82.6	84.8	96.7
	Total	86.4	84.3	82.4	84.7	94.9
Grade 9	Male	61.3	64.3	94.7	89.5	67.8
	Female	62.9	69.7	93.3	89.1	73.5
	Total	61.9	67.0	94.0	89.3	70.7
Grades 12	Male	36.4	35.2	41.4	43.7	40.0
	Female	31.4	35.7	37.6	40.4	41.8
	Total	32.0	35.4	39.0	41.9	40.1

Table 6.2: Completion Rate (%) for Grades 7, 9 and 12 by Sex, 2024

Province	Grade and Sex								
	Grade 7			Grade 9			Grade 12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Central	75.5	84.7	80.1	35.1	38.2	36.6	41.5	47.9	41.0
Copperbelt	128.7	145.8	137.3	43.6	51.6	47.6	58.8	50.6	60.0
Eastern	76.7	88.1	82.4	28.0	25.2	26.6	29.0	28.4	26.7
Luapula	77.3	77.0	77.2	29.8	23.9	26.8	43.9	37.7	39.2
Lusaka	92.7	108.3	100.5	41.3	47.8	44.6	41.2	38.0	40.2
Muchinga	63.2	64.1	63.6	21.7	19.8	20.7	32.8	25.8	30.2
North Western	122.9	136.0	129.4	42.2	43.8	43.0	76.8	60.2	80.0
Northern	73.1	70.2	71.6	26.6	23.1	24.8	33.6	28.5	28.8
Southern	107.6	118.6	113.0	30.7	36.1	33.4	37.1	41.2	35.9
Western	106.7	118.1	112.3	29.2	36.5	32.8	42.3	45.7	37.0
National	91.9	101.4	96.6	34.0	36.7	35.4	43.7	40.4	41.9

Survival Rates

The **survival rate at Grade 5** measures the percentage of a cohort of students who enter the first grade of primary school and reach Grade 5, regardless of repetition. This metric indicates the internal efficiency of the education system in retaining students.

Table 6.3: Survival Rate (%) to Grade 5 by Sex, 2020 – 2024

Sex	2020	2021	2022	2023	2024
Male	90.9	86.8	88.2	92.1	93.4
Female	96.9	87.5	94.8	97.6	96.1
National	93.0	87.1	92.0	94.9	95.3

Table 6.4: Survival Rate (%) to Grade 5 by Province, 2020-2024

Province	2020	2021	2022	2023	2024	Survival Rate
	Grade 1 Entrants	Grade 2	Grade 3	Grade 4	Grade 5	
Central	63,000	70,395	76,541	76,031	76,194	92.16
Copperbelt	57,287	69,112	76,688	85,830	83,631	97.08
Eastern	70,944	83,503	70,486	65,716	69,258	98.62
Luapula	54,381	59,745	50,555	50,404	45,804	93.65
Lusaka	48,675	35,837	38,893	41,441	65,713	96.59
Muchinga	35,713	33,457	29,613	32,634	31,336	97.04
North Western	43,949	56,993	62,649	66,002	44,505	96.73
Northern	56,041	59,377	53,504	53,151	52,647	91.32
Southern	61,894	74,068	71,805	75,343	79,475	96.71
Western	50,889	54,542	49,854	49,147	47,143	92.1
National	542,773	597,029	580,588	595,699	595,706	95.3

Effective Teaching Methods and Rigorous Curriculum

Quality teaching is integral to fostering critical thinking and problem-solving skills. The pupil-teacher ratio, detailed in subsequent sections, underscores the necessity of adequate teacher allocation to maintain effective teaching practices. A rigorous curriculum, aligned with learners' needs, prepares students for future academic and professional pursuits.

Examination Pass Rates

Tables 6.5 and 6.6 present examination pass rates for Grades 7 and 9, showcasing regional performance disparities. These statistics emphasize the need for targeted interventions to bridge performance gaps and ensure equitable learning outcomes across all provinces. While improvements are noted in some regions, ongoing efforts are required to maintain and surpass these gains.

Table 6.5: Examination Pass Rates at Grade Seven (7), 2024

REGION	NUMBER ENTERED			NUMBER SAT			NUMBER ABSENT			ABSENTEEISM			2024
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
MUCHINGA	11,034	11,267	22,301	10,120	10,405	20,525	914	862	1,776	8.28%	7.65%	7.96%	7.96%
NORTHERN	18,755	17,891	36,646	16,708	16,133	32,841	2,047	1,758	3,805	10.91%	9.83%	10.38%	10.38%
LUAPULA	16,381	16,459	32,840	14,853	14,908	29,761	1,528	1,551	3,079	9.33%	9.42%	9.38%	9.38%
SOUTHERN	37,700	39,956	77,656	34,708	37,184	71,892	2,992	2,772	5,764	7.94%	6.94%	7.42%	7.42%
EASTERN	24,627	28,175	52,802	22,587	25,506	48,093	2,040	2,669	4,709	8.28%	9.47%	8.92%	8.92%
COPPERBELT	36,060	41,053	77,113	33,056	37,688	70,744	3,004	3,365	6,369	8.33%	8.20%	8.26%	8.26%
NORTH WESTERN	22,208	24,244	46,452	18,691	20,502	39,193	3,517	3,742	7,259	15.84%	15.43%	15.63%	15.63%
CENTRAL	29,979	33,574	63,553	26,696	30,142	56,838	3,283	3,432	6,715	10.95%	10.22%	10.57%	10.57%
WESTERN	20,459	22,029	42,488	17,772	19,389	37,161	2,687	2,640	5,327	13.13%	11.98%	12.54%	12.54%
LUSAKA	41,785	49,277	91,062	38,828	45,753	84,581	2,957	3,524	6,481	7.08%	7.15%	7.12%	7.12%
NATIONAL	258,988	283,925	542,913	234,019	257,610	491,629	24,969	26,315	51,284	9.64%	9.27%	9.45%	9.45%

Source: Examination Council of Zambia, 2024

Table 6.6: Examination Pass Rates at Grade 9, 2024

REGION	NUMBER SAT			NUMBER SELECTED			SELECTED IN (%)			
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	2024
SEX										
MUCHINGA	5,124	5,339	10,463	3145	2961	6,106	61.38	55.46	58.36	58.36
NORTHERN	9,194	9,018	18,212	5,703	5,035	10,738	62.03	55.83	58.96	58.96
LUAPULA	9,346	8,966	18,312	5,238	4,224	9,462	56.05	47.11	51.67	51.67
SOUTHERN	18,179	20,775	38,954	9,326	10,641	19,967	51.3	51.22	51.26	51.26
EASTERN	11,452	11,290	22,742	7,652	6,716	14,368	66.82	59.49	63.18	63.18
COPPERBELT	24,859	29,043	53,902	14,778	17,760	32,538	59.45	61.15	60.37	60.37
N/ WESTERN	11,569	12,694	24,263	5,961	6,239	12,200	51.53	49.15	50.28	50.28
CENTRAL	15,026	16,908	31,934	8,475	9,262	17,737	56.4	54.78	55.54	55.54
WESTERN	9,688	11,654	21,342	4,600	5,637	10,237	47.48	48.37	47.97	47.97
LUSAKA	28,537	34,078	62,615	16,521	19,644	36,165	57.89	57.64	57.76	57.76
NATIONAL	142,974	150,756	302,739	81,399	88,119	169,518	56.93	55.16	55.99	55.99

Source: Examination Council of Zambia, 2024

Books

Developing a lifelong learning mindset among students is a critical objective of quality education. Table 6.7 and Table 6.8 highlight the availability of books across primary and secondary schools, emphasizing the role of adequate learning resources in fostering continuous engagement with knowledge. Efforts to align resource distribution with curriculum demands are underway.

Table 6.7: Number of Books in Primary Schools by Subject and Province, 2024

Province	Social Studies	CTS	English	Maths	Zambian languages	Science	Integrated
Central	62,976	45,533	64,503	77,438	68,393	19,243	78,834
Copperbelt	104,334	67,632	137,396	154,506	213,770	52,298	130,717
Eastern	87,789	62,796	96,864	107,734	642,398	28,558	97,151
Luapula	57,171	43,731	68,852	142,064	182,464	20,709	62,678
Lusaka	94,399	81,299	117,235	10,147,237	82,848	41,734	116,004
Muchinga	48,184	41,139	59,588	63,064	55,828	16,191	52,372
Northern	69,431	55,207	73,994	86,501	67,760	21,576	75,243
North Western	57,982	48,437	82,522	80,335	80,973	19,006	64,300
Southern	103,781	68,825	120,947	154,957	152,009	42,522	118,515
Western	63,268	41,163	96,544	98,944	271,149	38,680	87,125
National	749,315	555,762	918,445	11,112,780	1,817,592	300,517	882,939

Table 6.8: Number of Books in Secondary Schools by Subject and Province, 2024

Province	Physical Education	English	Maths	Science	Biology	Chemistry	Physics
Central	3,456	19,751	18,487	16,023	6,525	4,566	3,666
Copperbelt	5,702	46,775	88,967	79,826	19,860	18,418	12,335
Eastern	1,605	6,970	6,947	5,460	1,123	1,099	1,692
Luapula	514	4,004	2,899	3,189	261	179	1,345
Lusaka	3,845	32,539	27,048	21,205	11,309	8,071	5,991
Muchinga	365	2,172	2,168	1,774	338	373	171
Northern	397	4,112	3,307	2,792	759	405	2,127
North Western	487	6,268	6,569	4,879	2,015	1,573	4,158
Southern	1,966	34,550	81,013	20,934	7,620	6,307	4,982
Western	961	11,785	9,015	7,038	1,471	1,109	1,424
National	19,298	168,926	246,420	163,120	51,281	42,100	37,891

Table 6.9 shows the Pupil– Book Ratio in all schools by education level, subject and province.

Table 6.9: Pupil – Book Ratio in All Schools by Education Level, Subject and Province, 2024

	PRIMARY						SECONDARY						
	Social	CTS	English	Maths	Zambian	Integrate	Physic	Englis	Maths	Scienc	Biolog	Chemi	Physic
Central	10	14	10	8	9	8	43	7	8	9	23	32	40
Copperbelt	7	10	5	4	3	5	49	6	3	3	14	15	23
Eastern	8	11	7	6	1	7	71	16	16	21	102	104	67
Luapula	7	9	6	3	2	7	172	22	31	28	339	494	66
Lusaka	5	6	4	0	6	4	62	7	9	11	21	30	40
Muchinga	6	7	5	4	5	5	153	26	26	32	165	150	327
N.Western	6	7	5	4	6	5	280	27	34	40	146	274	52
Northern	8	9	5	6	6	7	206	16	15	21	50	64	24
Southern	7	10	6	5	5	6	80	5	2	7	21	25	32
Western	6	10	4	4	2	5	99	8	11	14	65	86	67
National	7	9	6	0	3	6	72	8	6	9	27	33	37

Classrooms

Healthy, safe, and resource-rich environments remain pivotal for learner success. Tables 6.10 and 6.11 presents the number of existing classrooms in primary and secondary schools by province, respectively.

Table 6.10: Number of Existing Classrooms in Primary Schools by Province, 2024

Province	Classrooms			Special Education Classrooms		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	6,101	599	752	91	65	30
Copperbelt	9,310	661	297	38	12	7
Eastern	9,361	697	835	43	99	72
Luapula	6,746	324	276	16	38	5
Lusaka	10,186	73	118	97	48	9
Muchinga	3,898	430	375	8	15	8
Northern	7,288	293	242	550	11	20
Northern Western	2,973	486	545	70	64	11
Southern	10,009	936	1,360	194	175	42
Western	4,993	1,626	404	10	63	11
National	70,865	6,123	5,204	1,117	591	216

Table 6.11: Number of Existing Classrooms in Secondary Schools by Province, 2024

Province	Classrooms			Special Education Classrooms			Total
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	
Central	2,735	291	370	44	8	5	3,453
Copperbelt	3,814	168	167	67	8	6	4,230
Eastern	1,811	446	314	152	45	3	2,771
Luapula	1,531	143	128	22	3	5	1,832
Lusaka	2,268	103	135	34	3	7	2,550
Muchinga	853	157	173	7	3	5	1,198
North Western	1,377	134	165	4	5	17	1,702
Northern	1,443	193	254	13	5	3	1,911
Southern	2,862	274	424	239	40	5	3,844
Western	1,200	106	86	8	1	0	1,401
National	19,894	2,014	2,218	590	122	57	24,895

Table 6.12 illustrates pupil-classroom ratios across education levels and provinces, with ongoing construction projects aimed at alleviating overcrowding. Modernizing facilities and ensuring equitable distribution of infrastructure are priorities for achieving a conducive learning environment.

Table 6.12 Pupil - Classroom Ratio in All Schools by Education Level and Province, 2024

PROVINCE	PRIMARY	SECONDARY
Central	94	42
Copperbelt	68	65
Eastern	65	42
Luapula	57	46
Lusaka	49	87
Muchinga	62	46
N.Western	47	63
Northern	125	51
Southern	62	41
Western	61	65
National	65	55

Contact Hours

Regular assessment mechanisms allow for timely feedback to learners, enabling them to identify and address weaknesses. Table 6.13 provides insights into average scheduled contact hours, which are integral to maintaining consistent learner engagement and achieving desired educational outcomes.

Table 6.13: Average Number of Scheduled Contact Hours by Grade and Running Agency, 2024

Running Agency 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
Community	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 6.14 shows the average number of scheduled contact hours by grade and class type.

Table 6.14: Average Number of Scheduled Contact Hours by Grade and Class Type, 2024

Grades	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				

Community and Parental Involvement

Engaging communities and parents in the educational process enhances the learning experience. This report underscores the importance of collaborative efforts in improving metrics such as completion and survival rates. Continued outreach programs aim to strengthen these partnerships.

CHAPTER 7: Infrastructure

In the context of education, infrastructure refers to the physical resources and structures that support the teaching and learning process. These include classrooms, libraries, staff houses, and other essential facilities. A well-developed infrastructure is crucial for creating a conducive learning environment, which is directly linked to improved student outcomes.

The quality and adequacy of educational infrastructure are influenced by several factors, including the size and design of facilities, access to technology, and equity in distribution. When schools are equipped with sufficient and well-maintained infrastructure, they can better support both students and teachers, enhancing overall educational performance.

This chapter provides an overview of the current state of school infrastructure, focusing on key facilities in both primary and secondary schools. It highlights the availability and distribution of classrooms, staff housing, libraries, and special education classrooms in 2024, offering a snapshot of how these facilities are distributed across schools in provinces.

Tables 7.1 to 7.3 presents detailed data on the availability of key infrastructure components across schools, specifically focusing on the distribution of classrooms, special education classrooms, and libraries for ECE, primary and secondary level. These tables provide insights into the current state of educational facilities and the extent to which schools are equipped to meet the needs of both students and teachers.

Table 7.1: Distribution of Classrooms, Special Education Classrooms and Libraries in ECE Schools by Type and Province, 2024

Province	Classrooms			Libraries			Special Education Classrooms		
	Permanent	Temporar	Incomplet	Permanen	Temporar	Incomplet	Permanen	Temporar	Incomplet
Central	39	10	5	2	1	0	1	0	0
Copperbelt	55	12	1	0	0	0	0	0	0
Eastern	85	34	19	1	1	0	0	0	0
Luapula	53	13	6	0	0	0	0	0	0
Lusaka	193	41	14	6	0	0	0	0	0
Muchinga	31	3	2	0	0	0	0	0	0
Northern	34	15	20	0	0	0	0	0	0
Northern Western	107	11	15	0	0	0	0	0	0
Southern	248	32	31	2	0	0	0	0	0
Western	149	62	15	3	1	0	1	0	0
National	994	233	128	14	3	0	2	0	0

Table 7.2 Indicates Lusaka and Southern provinces have the highest numbers of permanent structured classrooms, with Lusaka having the most total classrooms 10,377 while provinces like Luapula, Muchinga and North Western have reduced classrooms in total at primary level.

Table 7.2: Distribution of Classrooms, Special Education Classrooms and Libraries in Primary Schools by Type and Province, 2024

Province	Classrooms			Libraries			Special Education Classrooms		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	6101	599	752	53	28	13	91	65	30
Copperbelt	9310	661	297	70	9	1	38	12	7
Eastern	9361	697	835	606	60	16	43	99	72
Luapula	6746	324	276	40	15	1	16	38	5
Lusaka	10186	73	118	75	9	5	97	48	9
Muchinga	3898	430	375	13	27	2	8	15	8
Northern	7288	293	242	555	12	2	550	11	20
Northern	2973	486	545	52	66	23	70	64	11
Southern	10009	936	1360	649	366	58	194	175	42
Western	4993	1626	404	79	175	195	10	63	11
National	70865	6123	5204	2192	769	316	1117	591	216

Table 7.3 Indicates Lusaka and Copperbelt provinces have the highest numbers of permanent structured classrooms, with Copperbelt having the most total classrooms 4,149 while provinces like Luapula, Muchinga, North Western and Western have reduced Infrastructure in total at primary level.

Table 7.3: Classrooms, Special Education Classrooms, Laboratories and Libraries in Secondary

Province	Classrooms			Special Education Classrooms			Libraries		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	2735	291	370	44	8	5	87	29	33
Copperbelt	3814	168	167	67	8	6	100	24	15
Eastern	1811	446	314	152	45	3	23	64	44
Luapula	1531	143	128	22	3	5	79	18	13
Lusaka	2268	103	135	34	3	7	194	19	18
Muchinga	853	157	173	7	3	5	10	6	5
North	1377	134	165	4	5	17	29	25	24
Northern	1443	193	254	13	5	3	48	10	10
Southern	2862	274	424	239	40	5	129	72	26
Western	1200	106	86	8	1	0	53	10	7
National	19,894	2,014	2,218	590	122	57	751	277	195

Table 7.4 presents detailed data that indicates the distribution of Staff housing for all provinces in the country. The table Indicates the number of staff houses across provinces, Primary education has a greater number of staff houses with Southern province having the highest at 5,581 and Copperbelt province the least number of staff houses.

Table 7.4 Staff Houses in all Schools by Type and Province – 2024

Province	ECE			Primary			Secondary		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	26	0	0	3923	728	1007	1206	185	143
Copperbelt	0	5	0	1420	333	77	610	49	43
Eastern	18	6	10	4037	385	699	1810	87	72
Luapula	21	5	1	1338	316	140	750	75	108
Lusaka	1	0	0	1856	106	90	1339	62	30
Muchinga	12	0	1	2172	682	257	291	99	120
Northern	9	4	4	2999	924	139	408	136	85
Northern Western	27	13	1	2675	1017	369	692	79	70
Southern	64	10	11	5581	815	809	1628	109	232
Western	31	69	6	1871	416	267	665	49	59
National	209	112	34	27871	5722	3855	9398	929	962

CHAPTER 8: Information and Communications Technology (ICT) in Education

Information and Communications Technology (ICT) plays a crucial role in enhancing education by positively influencing student learning, particularly when teachers are digitally literate and adept at integrating ICT tools into the curriculum. Schools can leverage a wide range of ICT tools to communicate, create, disseminate, store, and manage information effectively. ICT opens up opportunities for learners to access a vast array of online educational resources, such as digital textbooks, e-books, and specialized educational software, which can be accessed at any time and from any location. Unlike traditional teaching methods that may limit the pace of learning, ICT integration allows students to learn at their own pace and on their own schedule, thus offering them the flexibility to balance their studies with other activities or work commitments. This chapter focuses on the distribution of key indicators related to ICT in education, with a particular emphasis on the availability of computers across schools.

Table 8.1 provides data on the number of computers in schools by province and year. From 2020 to 2024, there was a steady increase in the number of computers in schools, reflecting efforts to expand ICT infrastructure in education. In 2022 a decrease in the number computers was attributed to wear and tear, and losses due to theft. Despite this reduction, the following year, 2023, saw a rebound, with an increase in the number of computers, indicating continued efforts to improve ICT availability in schools. In 2024, there was a noticeable increase in the total number of computers, which could be attributed to several factors, such as the Ministry of Education having a deliberate plan to purchase and distribute computers to various schools, collaborations from various stakeholders that donate computers to various schools in the country.

Table 8.1: Number of Computers by Province and Year, 2020 - 2024

PROVINCE	2020	2021	2022	2023	2024
CENTRAL	4,513	4,651	4,891	5,386	6,778
COPPERBELT	8,602	7,568	7,720	5,577	12,303
EASTERN	4,055	5,280	3,077	4,426	7,893
LUAPULA	2,549	3,682	3,817	3,922	5,695
LUSAKA	7,501	25,445	4,392	4,582	13,356
MUCHINGA	1,691	1,913	1,883	2,110	3,145
NORTH WESTERN	2,525	17,350	16,528	17,014	5,887
NORTHERN	2,233	6,017	5,936	8,286	6,390
SOUTHERN	6,826	7,501	7,924	7,210	13,211
WESTERN	2,305	1,642	4,025	5,007	6,192
TOTAL	42,800	81,049	60,193	63,520	80,850

Table 8.2 shows the number of computers by level of education, i.e. Primary and Secondary. For primary schools, 35,591 computers have been recorded, while secondary has a higher number of computers at 45,259. The total number of computers in all 10 provinces stands at 80,850.

Table 8.2: Distribution of Computers by Education Level and Province, 2024

Province	Primary	Secondary	Total
Central	2,762	4,016	6,778
Copperbelt	5,290	7,013	12,303
Eastern	4,526	3,367	7,893
Luapula	2,863	2,832	5,695
Lusaka	4,777	8,579	13,356
Muchinga	1,556	1,589	3,145
North Western	3,002	2,885	5,887
Northern	3,048	3,342	6,390
Southern	4,486	8,725	13,211
Western	3,280	2,912	6,192
National	35,591	45,259	80,850

Table 8.3 indicates the availability of computer laboratories in schools across the country. From the statistics, it can be seen that there was a total of 1,508 Permanent computer laboratories, 1,042 temporal and 827 incompletes at Primary level. At Secondary level, a total number of 721 permanents, 539 temporal and 227 incomplete computer laboratories at secondary level.

Table 8.3: Distribution of Computer Laboratories in Primary Schools by Education Level and Province, 2024

Province	Primary			Secondary		
	Computer Laboratories			Computer Laboratories		
	Permanent	Temporary	Incomplete	Permanent	Temporary	Incomplete
Central	57	40	70	107	34	15
Copperbelt	150	64	10	138	40	10
Eastern	67	106	79	35	69	42
Luapula	73	74	64	51	81	89
Lusaka	324	149	117	126	98	8
Muchinga	36	21	11	23	41	7
North Western	53	83	49	29	20	6
Northern	85	47	20	33	40	4
Southern	329	157	206	129	57	22
Western	334	301	203	50	58	22
National	1,508	1,042	827	721	539	227

Table 8.4 shows the number of schools with internet facilities. Out of a total of 13,487 schools, 83 ECE, 3,591 primary schools, 1,277 secondary schools had internet facilities spread across all the ten (10) provinces while 8,536 do not have internet facilities in schools.

Table 8.4: Distribution of Schools with Internet Facilities by Education Level and Province, 2024

Province	ECE	Primary	Secondary	Non	Total
Central	5	334	149	1020	1,508
Copperbelt	7	335	166	1036	1,544
Eastern	13	615	116	904	1,648
Luapula	3	246	65	423	918
Lusaka	8	305	182	976	1,290
Muchinga	2	223	61	536	822
North Western	2	283	99	751	1,135
Northern	6	282	118	833	1,239
Southern	22	602	222	1052	1,898
Western	15	366	99	1005	1,485
National	83	3,591	1,277	8536	13,487

CHAPTER 9: HIV/AIDS

Number of Learners Living with HIV/AIDS by Sex and Province, 2024

Table 9.1 highlights the distribution of learners living with HIV/AIDS across provinces in 2024, categorized by sex. National overview is that the total number of learners living with HIV/AIDS in 2024 was 32,194, comprising 20,841 males (approximately 65%) and 11,353 females (approximately 35%). At Provincial level, the breakdown shows that Central Province recorded the highest number at 5,795, followed by Eastern Province with 4,452, and Lusaka Province with 4,384 while Luapula Province had the lowest number at 1,636, followed by Northern Province with 1,995 and North Western Province with 2,041.

Sex Disparities

Male learners accounted for a larger share across all provinces, with Central Province recording the highest number of males at 3,569, followed by Muchinga Province at 2,788 while Females were fewer than males in all provinces. Central Province had the highest number of female learners at 2,226, while Muchinga Province reported the lowest at 257.

The significant difference between male and female learners living with HIV/AIDS may indicate variations in prevalence, diagnosis rates, or reporting. Provinces such as Muchinga and Central demonstrate notably high numbers of male learners, demanding further investigation into regional health and social factors contributing to these patterns. Targeted interventions are crucial in provinces with higher totals, especially Central, Eastern, and Lusaka, to address the specific needs of learners living with HIV/AIDS.

This data underscores the importance of continued support and tailored interventions for learners living with HIV/AIDS. Enhanced access to healthcare, education, and social services will be critical to ensure their well-being and educational success.

Table 9.1: Number of Learners Living with HIV/AIDS by Sex and Province, 2024

Province	Male	Female	Totals
Central	3,569	2,226	5,795
Copperbelt	1,220	1,046	2,266
Eastern	2,803	1,649	4,452
Luapula	943	693	1,636
Lusaka	3,087	1,297	4,384
Muchinga	2,788	257	3,045
North Western	1,293	748	2,041
Northern	1,337	658	1,995
Southern	2,492	1,833	4,325
Western	1,309	946	2,255
National	20,841	11,353	32,194

Number of Teachers Living with HIV/AIDS by Sex and Province, 2024

Table 9.2 provides the distribution of teachers living with HIV/AIDS across provinces in 2024, categorized by sex.

1. National Overview: A total of 6,001 teachers were reported to be living with HIV/AIDS in 2024, distributed as: 2,854 males (approximately 47.6%) and 3,147 females (approximately 52.4%)

2. Provincial Breakdown: Southern Province recorded the highest number of teachers living with HIV/AIDS at 3,197, with nearly equal representation of males (1,614) and females (1,583). Northern Province had the lowest total at 134, with 59 males and 75 females, followed closely by Muchinga Province with 148.

3. Sex Disparities: Male Teachers: The highest number of male teachers living with HIV/AIDS was in Southern Province (1,614), while Muchinga Province recorded the lowest (53). **Female Teachers:** The highest number of female teachers was also in Southern Province (1,583), with Luapula Province reporting the lowest (67).

Insights: Regional Variation: Southern Province's significantly higher numbers warrant further investigation into the factors contributing to this prevalence. Conversely, provinces like Northern and Muchinga have substantially lower totals, which may reflect differences in reporting, healthcare access, or demographic trends.

Gender Dynamics: Unlike learners (Table 9.1), female teachers living with HIV/AIDS slightly outnumber males, indicating a different gender-related trend within this population.

Support Needs: Tailored health interventions, psychosocial support, and workplace wellness programs are crucial, especially in provinces with higher numbers like Southern, Central, and Eastern. The data emphasizes the need for targeted provincial strategies to support teachers living with HIV/AIDS. Addressing their health and well-being is critical for maintaining a resilient and effective education workforce.

Table 9.2: Number of Teachers Living with HIV/AIDS by Sex and Province, 2024

Province	Male	Female	Totals
Central	306	386	692
Copperbelt	130	253	383
Eastern	159	240	399
Luapula	86	67	153
Lusaka	98	191	289
Muchinga	53	95	148
North Western	253	75	328
Northern	59	75	134
Southern	1,614	1,583	3,197
Western	96	182	278
National	2,854	3,147	6,001

CHAPTER 10: Sources of Power

Reliable power sources are essential for the effective functioning of schools, supporting both administrative operations and modern educational technologies. This chapter explores the various power sources utilized across schools, providing an overview of their distribution and highlighting disparities in access.

Overview of Power Sources

Schools in Zambia rely on diverse power sources, including the main power grid, solar energy, generators, thermal energy, and gas. However, many schools remain without any power supply, posing significant challenges to delivering quality education. As illustrated in Table 10.1, a total of 5,533 schools are without power in 2024, emphasizing the urgent need for targeted interventions to expand power access.

Distribution Across Provinces

Table 10.1 provides a breakdown of all schools by power source and province. The distribution of power sources varies significantly by province. Copperbelt Province leads in the number of schools connected to the main power grid (994), while Western Province has the highest number of schools without power (835). Solar power has seen increased adoption, with Eastern Province leading at 435 schools utilizing this renewable source.

The data underscores the need for a strategic approach to addressing the disparities in power access and fostering equitable resource distribution across regions.

10.1 Distribution of All schools by Power Source and Province, 2024

Province	Main Power Grid	Generator	Solar	Thermal	Gas	No power
Central	598	123	231	9	3	544
Copperbelt	994	109	90	0	4	348
Eastern	368	123	435	8	1	713
Luapula	453	70	135	0	1	260
Lusaka	466	117	103	7	15	583
Muchinga	223	80	128	3	0	388
North Western	432	74	209	3	1	416
Northern	310	70	174	20	2	663
Southern	713	78	322	0	1	784
Western	339	61	246	3	1	835
National	4896	903	2073	53	29	5533

Power Source by Running Agency

Table 10.2 examines power sources based on the running agency of schools. Government-run (GRZ) schools dominate in terms of main grid connections, with 2,845 schools accessing this source. Private schools show significant adoption of alternative power sources, such as thermal and gas energy, though a small number remain without power. Community schools continue to face significant challenges, with 832 schools lacking any power source.

The table highlights the variations in power source utilization by different school management types. It underscores the pressing need for tailored interventions to ensure that community and grant-aided schools are adequately equipped with power sources.

10.2 Distribution of Schools By Power Source and Running Agency in all schools, 2024

Running Agency	MainPowerGrid	Generator	Solar	Thermal	Gas	Nopower
Community	400	60	131	9	7	832
Grant-aided (From GRZ)	334	78	119	5	2	173
GRZ	2,845	430	1,562	20	10	4,420
Private	1,317	335	261	19	39	79
National	4,896	903	2,073	53	58	5,504

Trends and Implications

The adoption of solar power has been a positive development, providing an alternative for off-grid schools. However, the high number of schools without power underscores the need for continued investment in energy infrastructure. Expanding access to reliable power sources is critical for ensuring equitable educational opportunities across provinces. This chapter highlights the disparities in power access across Zambia's schools and underscores the importance of addressing these gaps. Reliable power is a prerequisite for leveraging technology in education, enhancing administrative efficiency, and creating an environment conducive to learning. Continued efforts to diversify and expand power sources are essential for supporting Zambia's educational goals.

CHAPTER 11: Sources of Water

Water plays a vital role in creating a healthy and conducive learning environment within schools. Its importance goes beyond hydration, supporting sanitation, hygiene, and various school operations that contribute to the well-being and academic performance of pupils.

Therefore, this chapter provides a comprehensive analysis of the various water sources available in schools across all provinces in 2024. These sources include borehole-piped, borehole-handpump, piped water, well-protected, well-unprotected. This broader approach offers a more inclusive view of water accessibility and its impact on education at every level.

Note that in all the tables narrated in this chapter the last "None" column represents the total number of instances where schools in a given province do not have access to any of the five listed water sources (borehole-piped, borehole-pump, piped water, well-protected, or well-unprotected). The numbers on column none reflect the cumulative count of schools lacking these water sources in across the country and not the total number of schools or a direct one-to-one mapping.

Table 11.1 below shows the distribution of water sources by Province and school level in all schools in the year 2024. From the table, it is clear that borehole-handpump water was the most common water source, with the highest count at 6,374, followed by borehole piped water with 4,157 available sources and piped water with 1,976 available sources. Well-unprotected water sources had the lowest count, at 1,256, reflecting ongoing efforts to phase out less reliable and unsafe water sources in all Zambian schools.

Table 11.1: Distribution of Water Source in all Schools by Province, 2024

Province	Borehole-Piped	Borehole-Pump	Piped Water	Well-Protected	Well-Unprotected	None
Central	262	807	262	213	121	1003
Copperbelt	345	412	345	189	91	966
Eastern	174	1155	174	188	139	1296
Luapula	98	528	98	118	133	660
Lusaka	343	200	343	122	19	961
Muchinga	61	329	61	105	128	600
North Western	120	488	120	159	239	825
Northern	100	608	100	148	107	942
Southern	314	1014	314	127	93	133
Western	159	833	159	165	186	1062
National	4,157	6,374	1,976	1,243	1,256	9,647

Table 11.2 shows the number of primary schools distributed by water sources in 2024. From the table, it is clear that borehole-handpump water was the most common water source, with the highest count at 102, followed by borehole piped water with 79 available sources and piped water with 55 available sources. Well-unprotected water sources had the lowest count, at 13.

Table 11.2: Distribution of Water Source in ECE centres by Province, 2024

Province	Borehole-Piped	Borehole-hand pump	Piped Water	Well-Protected	Well-Unprotected	None
Central	5	5	2	3	1	7
Copperbelt	6	2	7	5	1	13
Eastern	11	21	11	6	5	34
Luapula	3	7	2	2	0	10
Lusaka	26	6	8	4	1	29
Muchinga	2	1	1	2	1	4
North Western	3	6	2	2	2	10
Northern	6	12	7	3	0	13
Southern	9	23	11	3	0	40
Western	8	19	4	6	2	29
National	79	102	55	36	13	189

Table 11.3 shows the number of primary schools distributed by water sources in 2024. From the table, it is clear that borehole-handpump water was the most common water source in Primary Schools, with the highest count at 4,985, followed by borehole piped water with 2,627 available sources. Piped water was available at the count of 1,232 and well-unprotected water sources had the lowest count, at 1,041, reflecting ongoing efforts to phase out less reliable and potentially unsafe water sources in schools.

Table 11.3: Distribution of Water Source in Primary Schools by Province, 2024

Province	Borehole-Piped	Borehole-hand pump	Piped Water	Well-Protected	Well-Unprotected	None
Central	275	577	162	142	98	755
Copperbelt	335	317	206	148	69	698
Eastern	315	957	104	137	114	1084
Luapula	138	418	61	97	110	519
Lusaka	541	136	239	92	15	686
Muchinga	87	262	37	89	108	489
North Western	169	365	68	123	195	726
Northern	150	481	59	119	101	631
Southern	388	792	192	93	72	1028
Western	229	680	104	127	159	867
National	2,627	4,985	1,232	1,167	1,041	7,480

Table 11.4 shows the number of Secondary schools distributed by sources of water by Province in the year 2024. From the table, it is clear that borehole-piped water was the most common water source in Secondary Schools, with the highest count at 1,287, followed by borehole-hand pumped water with 1,287 available sources. Piped water 689 available sources, and well-unprotected water sources had the lowest count, at 202, reflecting ongoing efforts to phase out less reliable and potentially unsafe water sources in Zambian secondary schools.

Table 11.4: Distribution of Water Source in Secondary Schools by Province, 2024

Province	Borehole-Piped	Borehole-hand pump	Piped Water	Well-Protected	Well- Unprotected	None
Central	185	225	98	68	22	241
Copperbelt	228	93	132	36	21	255
Eastern	133	177	59	45	20	179
Luapula	67	103	35	19	23	131
Lusaka	255	58	96	26	3	247
Muchinga	61	66	23	14	19	106
Northern	121	117	50	34	42	207
North Western	87	115	34	26	6	182
Southern	224	199	111	31	21	265
Western	90	134	51	32	25	166
National	1,451	1,287	689	331	202	1,978

Water plays a vital role in creating a healthy and conducive learning environment within schools. Its importance goes beyond hydration, supporting sanitation, hygiene, and various school operations that contribute to the well-being and academic performance of pupils.

Therefore, this chapter provides a comprehensive analysis of the various water sources available in schools across all provinces in 2024. These sources include borehole-piped, borehole-handpump, piped water, well-protected, well-unprotected. This broader approach offers a more inclusive view of water accessibility and its impact on education at every level.

CHAPTER 12: Hygiene and Wash

Water, Sanitation and Hygiene (WASH) are crucial components in schools for several reasons such as:

- 1. Health and Well-being:** Proper hygiene practices and access to clean water and sanitation facilities prevent the spread of diseases such as diarrhoea, cholera, and respiratory infections. Healthy children are more likely to attend school regularly and perform better academically.
- 2. Improved Attendance:** When schools have adequate WASH facilities, students, especially girls, are more likely to attend school consistently. Girls often miss school during menstruation if there are no proper sanitation facilities, impacting their education.
- 3. Enhanced Learning Environment:** Clean and well-maintained WASH facilities create a conducive learning environment. Students can focus better when they are not worried about the availability of clean water or the state of the toilets.
- 4. Promotion of Good Hygiene Practices:** Schools are an ideal place to teach children about proper hygiene practices, such as handwashing with soap, which they can carry into adulthood. This knowledge helps prevent the spread of diseases within communities.
- 5. Dignity and Comfort:** Access to clean and private sanitation facilities is a matter of dignity. Children feel more comfortable and secure in schools with proper WASH facilities, which positively affects their overall school experience.
- 6. Long-term Benefits:** Investing in WASH in schools has long-term benefits for society. Educated children with good hygiene habits are more likely to grow into healthy adults who contribute positively to their communities.
- 7. Gender Equality:** WASH facilities in schools help promote gender equality by ensuring that girls have the necessary resources to manage their menstrual hygiene with dignity and privacy, reducing gender disparities in education.

Examples of WASH Programs in Schools: Many organizations, including UNICEF, are actively involved in promoting WASH in schools. These programs often include the construction of toilets, provision of clean water, and hygiene education initiatives.

The table (12.1) below shows the distribution of toilets for staff houses in schools by type across all provinces. From the table, Eastern Province has the highest number of toilets at 5,095 while Lusaka Province has the least number of toilets at 1,137. There are more Temporary Pit latrine than Permanent Pit latrines and more Permanent Pit latrines than Permanent Flush toilets national wide.

TOILETS

Table 12.1 shows the number of toilets for staff houses in all the provinces.

Table 12.1: Number of Toilets for Staff Houses by Toilet Type and Province 2024

Province	Pitlatrine Temp	Pitlatrine Permanent	Pitlatrine Permanent Not	Flush toilets permanent	Flush toilets permanent Not
Central	1,500	1,671	181	115	98
Copperbelt	356	657	43	162	138
Eastern	1,643	2,573	295	413	171
Luapula	845	827	116	160	251
Lusaka	126	458	56	257	240
Muchinga	1,058	555	84	39	89
Northern	1,647	1,129	123	80	168
North Western	1,458	799	130	153	215
Southern	1,267	3,551	381	324	257
Western	3,584	937	187	129	250
National	13,484	13,157	1,596	1,832	1,877

Table 12.2 shows the number and type of toilets for learners in schools by province from the schools.

Table 12.2: Number of Toilets for Learners by Type and Province, 2024

Provinces	Pitlatrine	pitlatrine	pitlatrine	flush	flush	pitlatrine	pitlatrine	pitlatrine	flush	flush
Central	1,091	2,158	327	1,429	234	1,006	2,086	212	1,525	164
Copperbelt	377	1,106	95	4,900	381	393	1,030	90	4,960	323
Eastern	1,316	3,361	334	1,186	305	1,116	3,371	243	1,117	207
Luapula	616	1,702	267	491	121	603	1,668	130	423	72
Lusaka	178	918	51	5,045	374	290	1,014	89	5,012	303
Muchinga	784	975	130	362	115	683	921	70	285	113
Northern	1,108	2,154	205	764	124	957	2,073	127	790	73
North	1,197	1,265	208	593	174	1,140	1,133	145	539	159
Southern	833	3,951	344	2,502	311	792	4,087	281	2,349	252
Western	2,478	1,696	223	582	244	2,298	1,596	198	646	191
National	9,978	19,286	2,184	17,854	2,383	9,278	18,979	1,585	17,646	1,857

Table 12.3: Number of Toilets for Teachers by Type of Toilet, Sex and Province, 2024

Province	pitlatrin	pitlatrine	pitlatrine	flush	flush	pitlatrin	pitlatrine	pitlatrine	flush	flush
Central	489	698	98	443	51	214	656	78	448	41
Copperbe	169	382	31	1,133	87	119	451	72	1,312	87
Eastern	444	1,000	144	321	52	191	1,003	170	312	34
Luapula	230	527	49	238	26	234	515	76	139	17
Lusaka	84	327	42	1,407	119	61	329	57	1,540	101
Muchinga	257	316	37	100	25	140	344	55	90	23
Northern	371	605	73	220	51	232	566	114	277	37
North	445	394	81	178	39	239	422	92	173	47
Southern	315	1,065	98	483	56	160	990	122	551	38
Western	858	525	96	185	26	455	619	91	191	65
Total	3,662	5,839	749	4,708	532	2,045	5,895	927	5,033	490

Tables 12.4: Number of Schools with functional School Maintenance/WASH Committees by Education Level and Province, 2020 - 2024

Province	Primary	Secondary	Totals	Total No. of	2024 (%)	2023 (%)	2022 (%)	2021 (%)	2020 (%)
Central	740	319	1059	1,508	65.9	81.87	82.23	90.72	94.7
Copperbelt	665	305	970	1,544	63.2	91.03	67.37	90.81	96.2
Eastern	1,256	239	1495	1,648	91.2	76.61	87.31	95.36	94.6
Luapula	576	156	732	918	57.1	98.49	80.03	96.41	89.5
Lusaka	687	306	993	1,290	121.6	59.02	86.42	85.61	96.9
Muchinga	514	132	646	822	70.9	81.03	77.13	95.38	94.9
North Western	631	205	836	1,239	74.2	96.83	93.68	92.95	93.7
Northern	771	275	1046	1,135	70.9	85.79	70.12	92.59	94.4
Southern	1187	373	1560	1,898	82.8	97.56	89.19	92.72	96
Western	897	213	1110	1,485	90.0	93.68	65.14	79.39	86.5
National	7,924	2523	10,447	13,487	77.3	86.99	79.76	90.64	93.7

Tables 12.5: Distribution of Schools with Work plans for maintaining Water, Sanitation and Hygiene (WASH) Facilities by Education Level, and Province, 2020 - 2024

Province	Primary	Secondary	Totals	Total No. of	2024 (%)	2023 (%)	2022 (%)	2021 (%)	2020 (%)
Central	820	325	1145	1,508	71.3	63.5	88.7	90.7	94.7
Copperbelt	665	327	992	1,544	64.6	67.9	76.41	90.8	96.2
Eastern	1294	240	1534	1,648	93.6	65.1	89.1	95.4	94.6
Luapula	285	157	442	918	34.5	105.9	73.2	96.4	89.5
Lusaka	764	305	1069	1,290	130.9	45.8	81.5	85.6	96.9
Muchinga	510	124	634	822	69.5	58.3	86.12	95.4	94.9
North	656	205	861	1,239	76.4	75.1	75.31	92.9	93.7
Northern	770	254	1024	1,135	69.4	85.1	75	92.6	94.4
Southern	1184	366	1550	1,898	82.2	79	84.3	92.7	96
Western	937	210	1147	1,485	93.0	67.2	84.7	79.4	86.5
National	7885	2513	10398	13,487	77.0	70.9	81.4	90.6	93.7

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 endeavoured 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 enrolments 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 show the enrolment of ECE learners by gender and Province. Table 13.1 shows an increase in the enrolment of ECE learners for 2024 with Eastern and Southern being the highest and Muchinga province with the lowest.

Table 13.1: ECE Enrolment by Sex and Province, 2024

Province	Male	Female	Total
Central	38,117	42,329	80,446
Copperbelt	38,326	43,418	81,744
Eastern	52,081	60,702	112,783
Luapula	21,224	23,855	45,079
Lusaka	32,109	34,373	66,482
Muchinga	15,482	16,764	32,246
North Western	17,809	19,412	37,221
Northern	17,807	19,804	37,611
Southern	52,725	55,762	108,487
Western	23,698	25,994	49,692
National	309,378	342,413	651,791

Table 13.2: ECE Enrolment by Province, 2020 – 2024

Province	2020	2021	2022	2023	2024
Central	28,445	38,686	48,335	58,656	80,446
Copperbelt	34,420	47,623	50,172	54,639	81,744
Eastern	41,086	53,232	56,522	62,967	112,783
Luapula	17,400	27,092	32,301	39,681	45,079
Lusaka	24,655	15,023	16,565	17,540	66,482
Muchinga	12,691	18,013	21,918	24,601	32,246
North/Western	12,425	26,127	31,273	34,916	37,221
Northern	14,476	16,840	23,178	27,218	37,611
Southern	46,727	60,116	60,116	84,186	108,487
Western	26,291	33,682	39,358	41,525	49,692
National	258,616	336,434	379,738	445,929	651,791