Zambia 2008 District Profile for Chinsali

At a glance

Grades

	1-9	10-12
Female Pupils	16,567	777
Male Pupils	21,369	283
Teachers	771	83
Schools	160	4
Classrooms	632	53
Textbooks	64,056	764
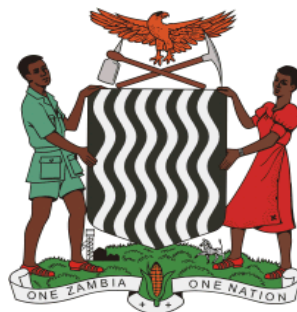
Basic School

	Goal	Actual Value
NIR		48%
NER		98%
Survival to G9		14%
Pupil-Teacher Ratio		51
Teacher Attrition Rate		28%
% Teachers Qualified		90%
Pupil-Book Ratio		2.6

ANALYSIS

Indic. 1

Are children entering basic school on time?

Net Intake Rate

100%
75%
50%
25%
0%

55% 52% 59% 48%

2005 2006 2007 2008

District

48% 54% 54%

2008 2008 2008

Dist. Prov. Natl.
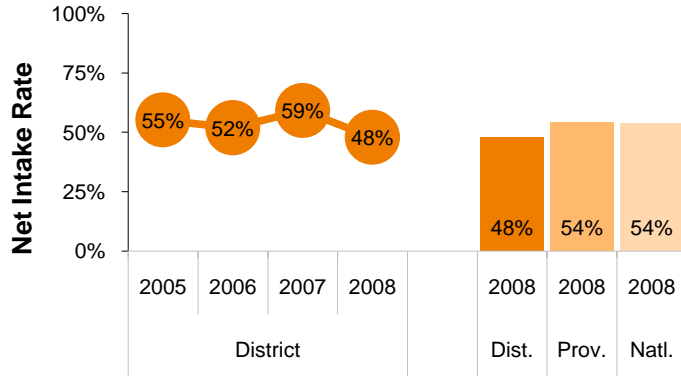
The **Net Intake Rate** is the percentage of seven-year olds who enter school for the first time. It gives us an idea of how many 7-year olds are entering school and how many are not. A higher **NIR** means more seven year olds are entering school on time.

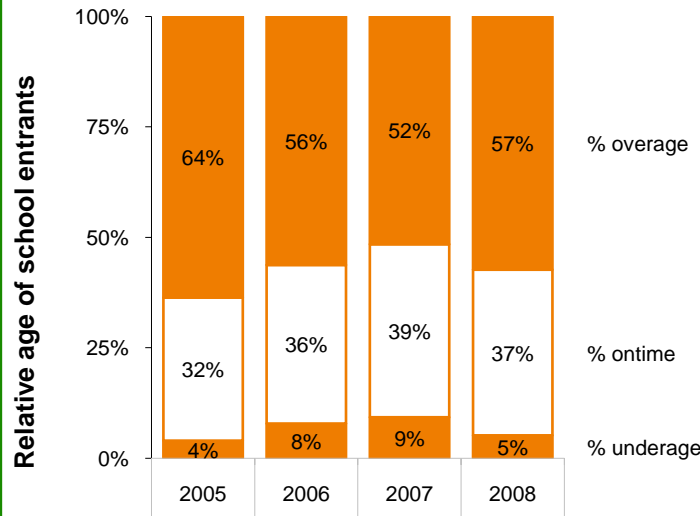### The Net Intake Rate in Chinsali:

Has remained constant since 2005.
Is similar to the national value.
Is 32 percentage points below the goal of 80%.

What is observed and why is it happening?

What action is required?

Indic. 2

Of all the children who enter school for the first time, how many are the correct age?

Relative age of school entrants

100%
75%
50%
25%
0%

64% 56% 52% 57%   % overage

32% 36% 39% 37%   % ontime

4%   8%   9%   5%   % underage

2005 2006 2007 2008

Since 2005 in Chinsali:

Overage entrants have decreased by 6 percentage points.
Properly aged entrants have increased by 5 percentage points.
Underage entrants have increased by 1 percentage points.

What is observed and why is it happening?

What action is required?

This graph shows the **percentage of new school entrants who are on-time** (age 7), **overage** (older than 7) **and underage** (younger than 7). A high percentage of overage entrants means a lower NIR, but is acceptable because it means that older children are receiving an education. Once all the older children have been cycled through school, the percentage of overage entrants should decrease and the percentage of on time entrants should increase. If underage pupils are entering in large percentages, they are taking spaces from older pupils.
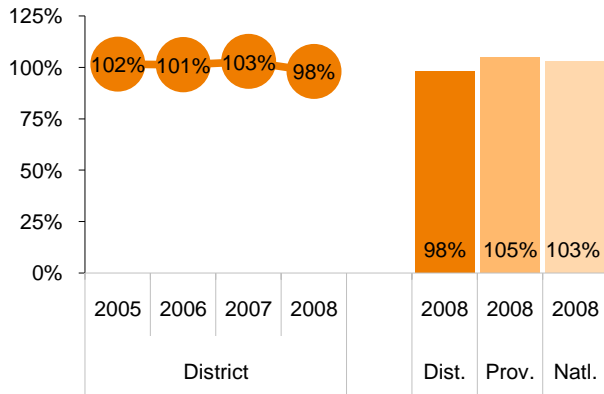
Are all basic school age children enrolled in basic school?

Basic NER

The **Basic Net Enrollment Rate** is the percentage of basic-aged (ages 7-15) children who are enrolled in basic school (grades 1-9). A higher **Basic NER** means more children are attending school at the correct age.

The Net Enrollment Rate in Chinsali:

Has decreased by 4 percentage points since 2005.
Is 5 percentage points below the national average.
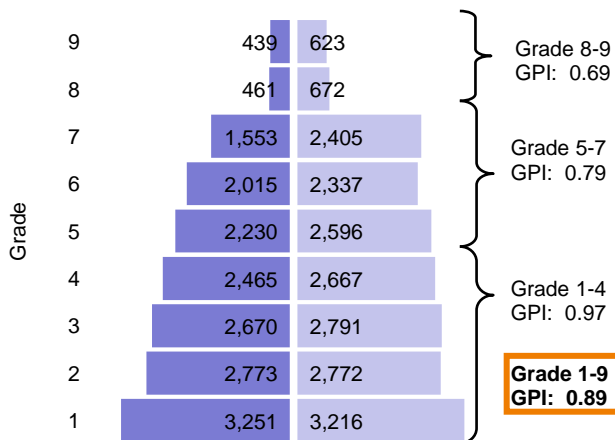Is 18 percentage points above the goal of 80%.

What is observed and why is it happening?

What action is required?

125%							
100%	102%	101%	103%	98%			
75%							
50%							
25%					98%	105%	103%
0%							
	2005	2006	2007	2008	2008	2008	2008
			District		Dist.	Prov.	Natl.

Are girls and boys enrolled in equal numbers?

Gender Parity Index

The **Gender Parity Index** is the ratio of female to male pupils. A **GPI** larger than one mean there are more females than males in school. A **GPI** smaller than one means there are less females per male in school. A **GPI** of 1 is desirable because it means there is an equal number of males and females in school.

The Gender Parity Index in Chinsali:

Is within 0.11 of the national goal of 1 for grades 1-9.
Is highest in grades 1-4, with 0.97 girls per boy.
Is lowest in grades 8-9, with 0.69 girls per boy.

| Grade	Girls	Boys	
9	439	623	Grade 8-9 GPI: 0.69
8	461	672	
7	1,553	2,405	Grade 5-7 GPI: 0.79
6	2,015	2,337	
5	2,230	2,596	
4	2,465	2,667	Grade 1-4 GPI: 0.97
3	2,670	2,791	
2	2,773	2,772	**Grade 1-9 GPI: 0.89**
1	3,251	3,216	

What is observed and why is it happening?

What action is required?

Indic. 5

How many first-grade pupils will reach grade 9?

Grade 1-9 Multi Grade Survival Rate

Year	Value
2005	11%
2006	11%
2007	12%
2008	14%
2008	14%
2008	26%
2008	34%
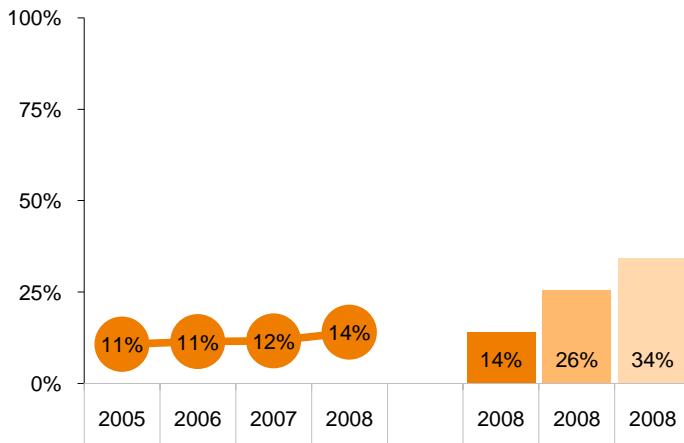
The **Grade 1-9 Multi Grade Survival Rate** is the percentage of pupils enrolled in grade 1 during the current school year who are expected to reach grade 9, no matter how many years It is estimated using data from a single year. A higher survival rate means more pupils are expected to reach grade 9 and less drop out.

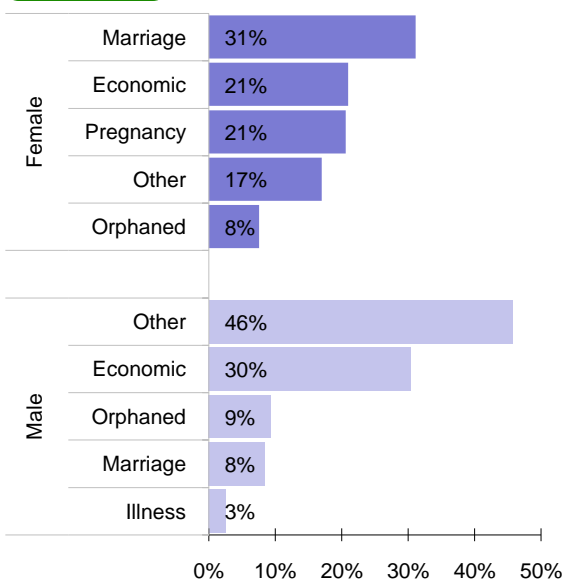**The Grade 1-9 Multi Grade Survival Rate in Chinsali:**

   Has increased by 3 percentage points since 2005
   Is 20 percentage points below the national average.
   Is 66 percentage points below the goal of 80%.

What is observed and why is it happening?

What action is required?

Indic. 6

Why do children in grades 5-9 drop out before completing basic school?

What is observed and why is it happening?

Female

Reason	Value
Marriage	31%
Economic	21%
Pregnancy	21%
Other	17%
Orphaned	8%

Male

Reason	Value
Other	46%
Economic	30%
Orphaned	9%
Marriage	8%
Illness	3%

What action is required?

The top reasons that students in grades 5-9 left school as reported by school head-masters. Headmasters may not always know the exact reason.

Are some Grade 1 students less likely than others to reach higher grades of Basic School?
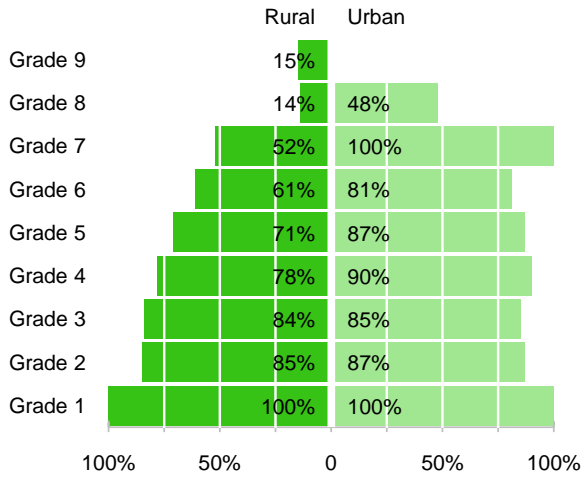
Indic. 7

These pyramids compare the multi-grade survival rates for a grade 1 pupil from different education situations. When one group has a lower survival rate to a particular grade, pupils from that group are less likely to reach that grade.

In Chinsali, students are less likely to stay in school through grade 9 if they are female or if they attend a urban or community school.
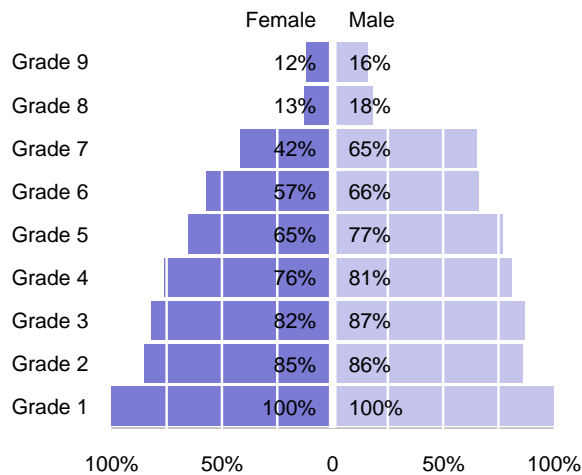
15% of rural school entrants will reach grade 9 as compared with 0% of urban entrants.

12% of female school entrants will reach grade 9 as compared with 16% of male entrants.
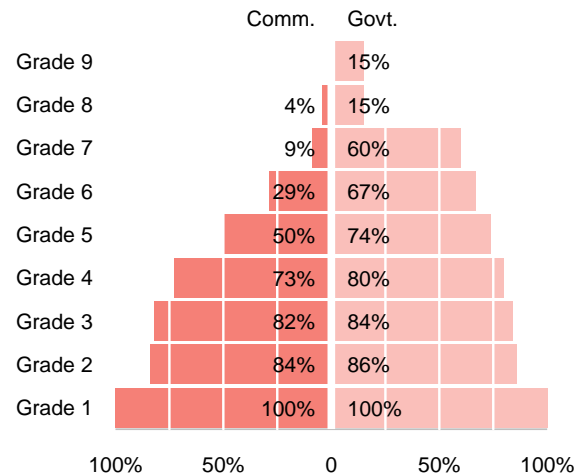
0% of community school entrants will reach grade 9 as compared with 15% of government school entrants.

Rural / Urban

Grade	Rural	Urban
Grade 9	15%	
Grade 8	14%	48%
Grade 7	52%	100%
Grade 6	61%	81%
Grade 5	71%	87%
Grade 4	78%	90%
Grade 3	84%	85%
Grade 2	85%	87%
Grade 1	100%	100%

100% 50% 0 50% 100%

What is observed and why is it happening?

Female / Male

Grade	Female	Male
Grade 9	12%	16%
Grade 8	13%	18%
Grade 7	42%	65%
Grade 6	57%	66%
Grade 5	65%	77%
Grade 4	76%	81%
Grade 3	82%	87%
Grade 2	85%	86%
Grade 1	100%	100%

100% 50% 0 50% 100%

What action is required?

Comm. / Govt.

Grade	Comm.	Govt.
Grade 9		15%
Grade 8	4%	15%
Grade 7	9%	60%
Grade 6	29%	67%
Grade 5	50%	74%
Grade 4	73%	80%
Grade 3	82%	84%
Grade 2	84%	86%
Grade 1	100%	100%

100% 50% 0 50% 100%

Indic. 8

How do children perform on the Grade 7 exam?

Average G7 Exam Score

590	583	589		590	593			590
2008	2008	2008		Rural	Urban		Comm.	Govt.
Dist.	Prov.	Natl.		District, 2008			District, 2008	
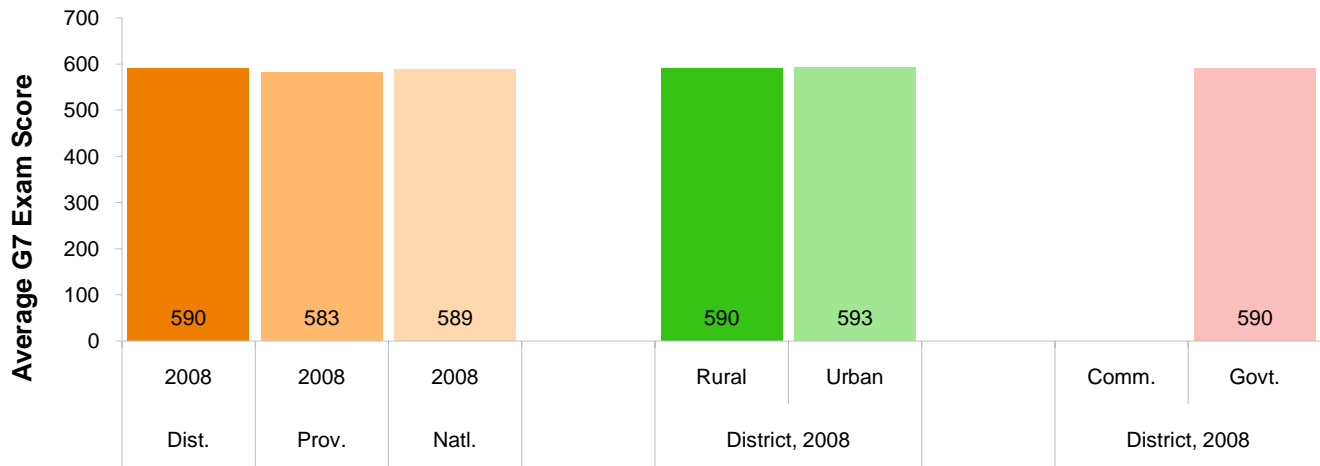
The **Grade 7 Exam** is designed to measure individual students' learning levels at the end of grade 7. Exams are a common measure of learning, though critics argue that students with a high knowledge level could perform poorly if they are not good at taking tests.

Exam scores are tabulated according to wher the test is taken rather than where a pupil attends school. For example, if a community school pupil travels to a government school to take the exam, then their score is recorded as a government school score. Because of this, the Urb./Rur and Comm./Govt. scores i n the graph may not reflect learning levels properly.

Not all grade 7 pupils sit for the exam, which means that exam scores may not be representative of the learning level of all grade 7 pupils. If high achieving pupils take the exam and low achieving pupils avoid it, then the average scores represent the learning level of high achievers more than that of low achievers.

The average Grade 7 exam score in Chinsali :

Is 2 points higher than the national average.

Is 3 points lower in rural schools than in urban schools.

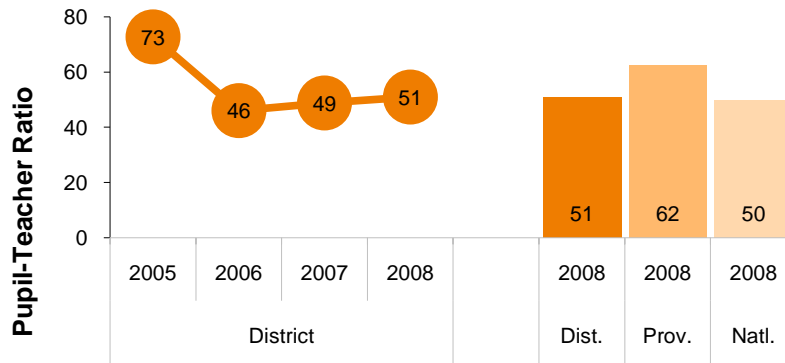Is 590 points shorter in community schools than in government schools.

What is observed and why is it happening?

What action is required?

Indic. 9

Are there enough basic school teachers for all pupils?

The **Basic Pupil-Teacher Ratio** is the average number of basic pupils to each basic teacher. A higher **PTR** means that each teacher is responsible for more pupils.

The Pupil-Teacher Ratio in Chinsali:

Has decreased by 22 pupils since 2005.
Is 1 pupils higher than the national average.
Is 31 pupils higher than the national goal

What is observed and why is it happening?
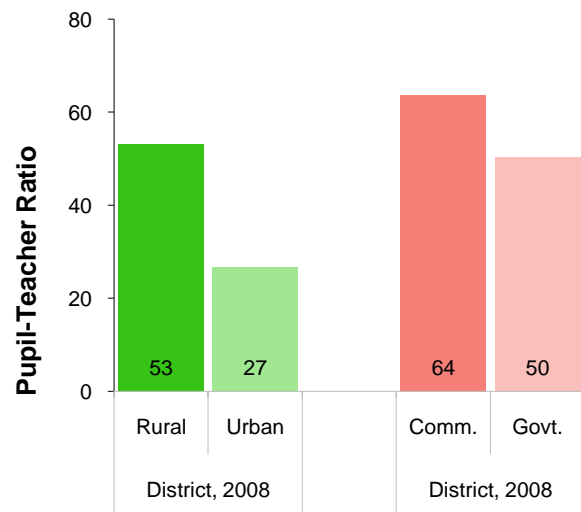
What action is required?

Indic. 10

How are basic school teachers distributed by school type?

What is observed and why is it happening?

What action is required?

Basic Pupil-Teacher Ratio by School Type:

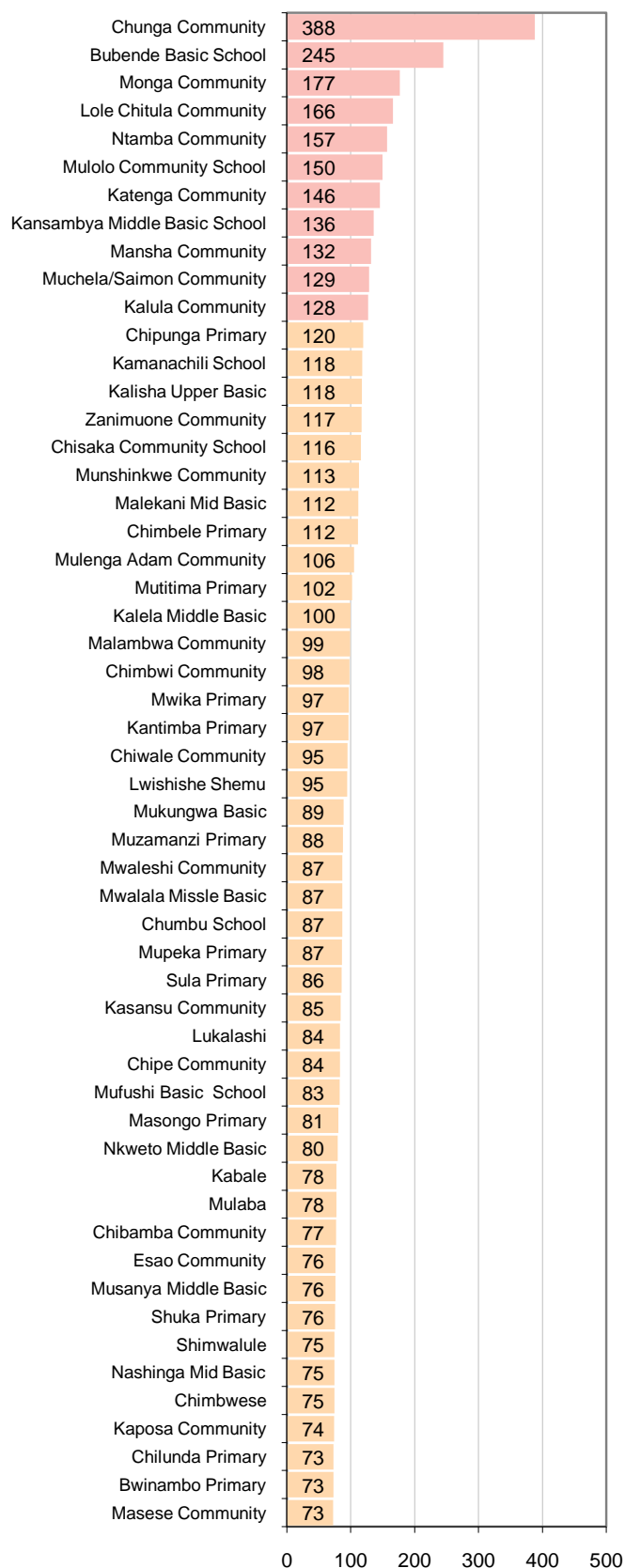PTR in rural schools is 26 pupils higher than PTR in urban schools.

PTR in community schools is 13 pupils higher than PTR in government schools.

In which basic schools are pupil-teacher ratios the largest?

This page lists the 50 basic schools with the highest G1-G9 **pupil-teacher ratios**. The schools with the highest ratios are listed first and have the greatest need for assistance. In a school with a PTR of 60 or less, learning is possible. In a school with a PTR of more than 60, learning is difficult. In a school with a PTR of 120 or more, learning is nearly impossible. Schools with high PTR's may be in need of additional classrooms and other resources as well as teachers.

Schools with the highest Grade 1-9 PTR's

PTR	<= 39	40-59	60-119	>= 120	Total
# Schools	34	60	56	11	162

What is observed and why is it happening?

What action is required?

School	PTR
Chunga Community	388
Bubende Basic School	245
Monga Community	177
Lole Chitula Community	166
Ntamba Community	157
Mulolo Community School	150
Katenga Community	146
Kansambya Middle Basic School	136
Mansha Community	132
Muchela/Saimon Community	129
Kalula Community	128
Chipunga Primary	120
Kamanachili School	118
Kalisha Upper Basic	118
Zanimuone Community	117
Chisaka Community School	116
Munshinkwe Community	113
Malekani Mid Basic	112
Chimbele Primary	112
Mulenga Adam Community	106
Mutitima Primary	102
Kalela Middle Basic	100
Malambwa Community	99
Chimbwi Community	98
Mwika Primary	97
Kantimba Primary	97
Chiwale Community	95
Lwishishe Shemu	95
Mukungwa Basic	89
Muzamanzi Primary	88
Mwaleshi Community	87
Mwalala Missle Basic	87
Chumbu School	87
Mupeka Primary	87
Sula Primary	86
Kasansu Community	85
Lukalashi	84
Chipe Community	84
Mufushi Basic School	83
Masongo Primary	81
Nkweto Middle Basic	80
Kabale	78
Mulaba	78
Chibamba Community	77
Esao Community	76
Musanya Middle Basic	76
Shuka Primary	76
Shimwalule	75
Nashinga Mid Basic	75
Chimbwese	75
Kaposa Community	74
Chilunda Primary	73
Bwinambo Primary	73
Masese Community	73

0   100   200   300   400   500

How many basic school teachers leave their posts every year?

Teacher Attrition Rate

15%	11%	12%	28%	28%	17%	14%	
2005	2006	2007	2008	2008	2008	2008	
	District			Dist.	Prov.	Natl.	

23%	21%	36%	22%	37%	15%
Rural	Urban	Comm.	Govt.	Female	Male
District, 2008		District, 2008		District, 2008	
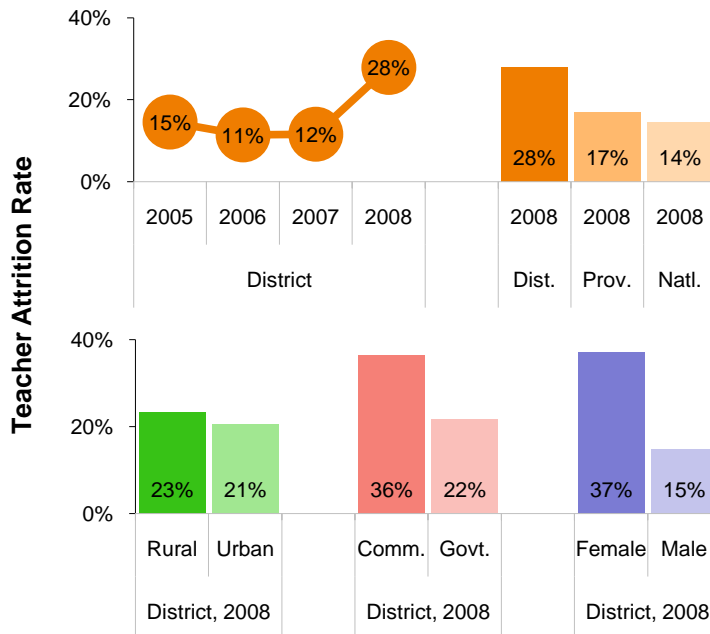
The Teacher Attrition Rate in Chinsali:

Has increased by 13 percentage points since 2005.
Is 13 percentage points above the national average.
Is 23 percentage points above the goal of 5%.

Is similar for urban and for rural teachers.
Is 15 percentage points higher for community school teachers.
Is 22 percentage points higher for female teachers.

The **Teacher Attrition Rate** is the percentage of teachers reported to have left their position in the past year. Teachers may have left for another teaching post, or left teaching altogether.

A lower **Teacher Attrition Rate** means that less teachers have left their positions each year.

What is observed and why is it happening?

What action is required?

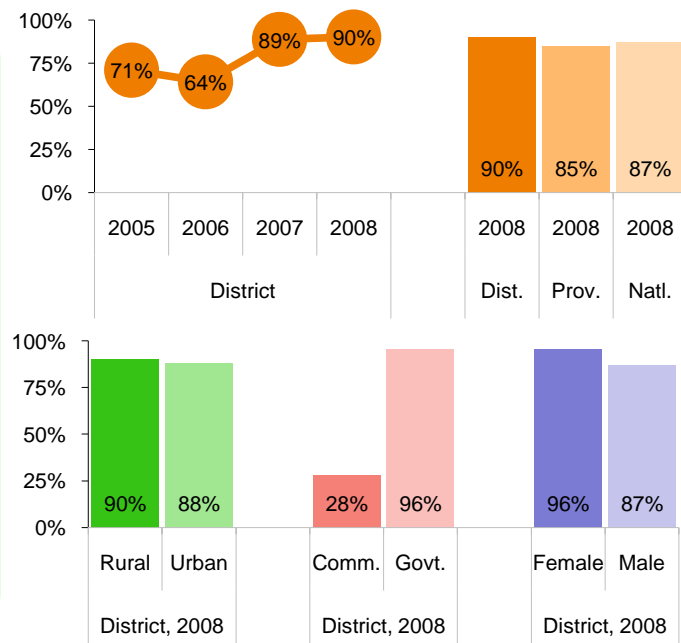## Are basic school teachers qualified to teach?

The **Teacher Qualification Rate** is the percentage of teachers who are known to have a teaching degree, diploma, or certificate. If a teacher's qualification is unknown, they are counted as unqua-lified.

A higher **Teacher Qualification Rate** means more teachers are qualified to teach.

The Teacher Qualification Rate in Chinsali:

Has increased by 19 percentage points since 2005.
Is similar to the national average.
Is 10 percentage points avove the goal of 80%.

Is similar for urban and for rural teachers.
Is 67 percentage points lower for community school teachers.
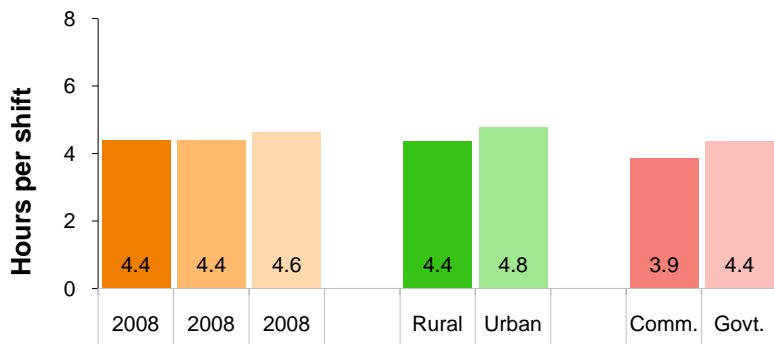Is 9 percentage points higher female teachers.

71%	64%	89%	90%	90%	85%	87%	
2005	2006	2007	2008	2008	2008	2008	
	District			Dist.	Prov.	Natl.	

90%	88%	28%	96%	96%	87%
Rural	Urban	Comm.	Govt.	Female	Male
District, 2008		District, 2008		District, 2008	

What is observed and why is it happening?

What action is required?

Are basic school pupils' shifts long enough?

Indic. 14

Hours per shift

2008	2008	2008		Rural	Urban		Comm.	Govt.
4.4	4.4	4.6		4.4	4.8		3.9	4.4

The average shift duration in Chinsali:

Is 0.24 hours shorter than the national average.

Is 0.38 hours longer than the goal of 4 hours.

Is 0.44 hours shorter in rural schools than in urban schools.

Is 0.48 hours shorter in community schools than in government schools.

Is 0.73 hours shorter than the goal of 4 hours in grades 1-4.

Shift duration is the average number of hours out of a school day that a pupil attends school. Higher values mean pupils spend more time learning. 4-6 hours per day is recommended by the Ministry of Education. Shift duration is lower when schools use multiple shifting.
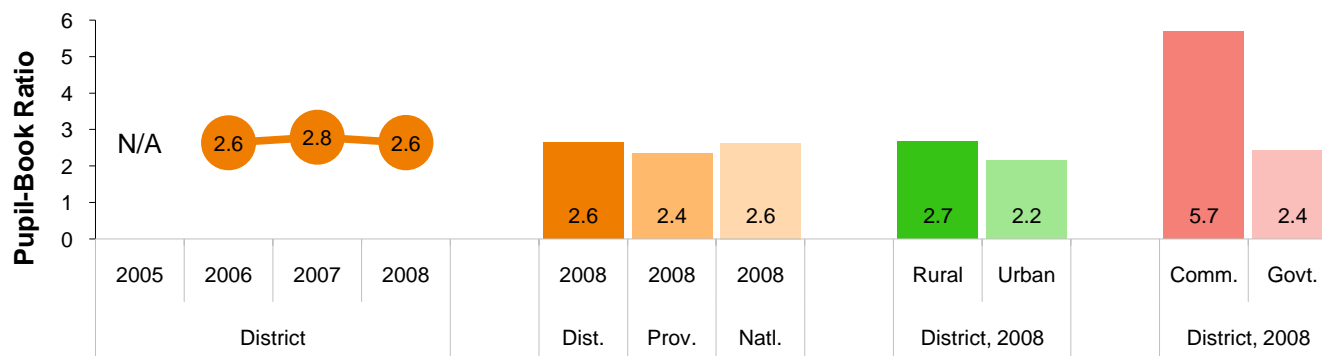
Hours per shift

Gr. 1-4	Gr. 5-7	Gr. 8-9	Gr. 10-12
3.3	5.2	5.4	6.6
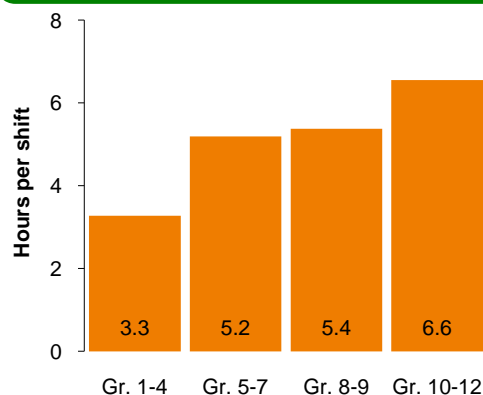
What is observed and why is it happening?

What action is required?

Indic. 15

Are there enough math books for basic school pupils?

Pupil-Book Ratio

2005	2006	2007	2008		2008	2008	2008		Rural	Urban		Comm.	Govt.
N/A	2.6	2.8	2.6		2.6	2.4	2.6		2.7	2.2		5.7	2.4
		District			Dist.	Prov.	Natl.		District, 2008			District, 2008	

The **Basic Pupil-Book Ratio** is the number of primary pupils for each book. A higher **Basic PBR** means more pupils share each book. This graph uses the PBR for Math books as an indication of the PBR across all subjects. Other subjects are equally important and BPR's for these subjects are available in Ed*Assist.

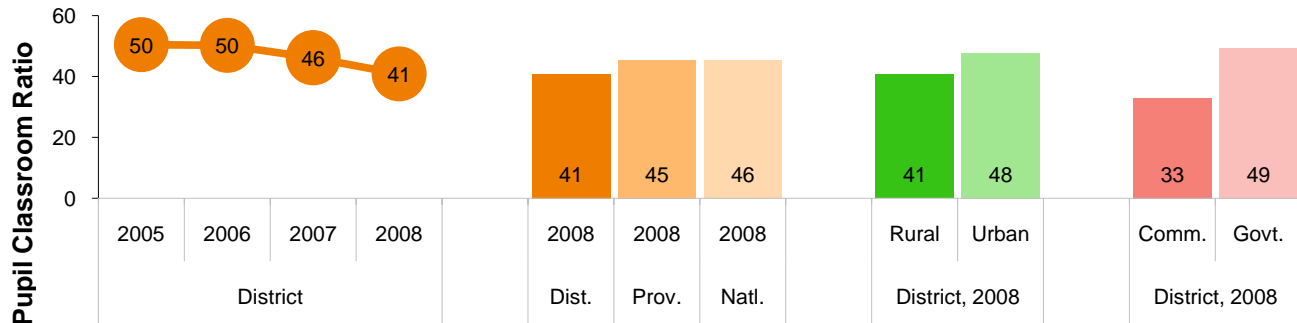**What is observed and why is it happening?**

What action is required?

The pupil book ratio in Chinsali:

Is similar to the national average.
Is 1.6 pupils higher than the goal of 1.
Is 0.5 pupils higher in rural schools.
is 3 pupils higher in community schools.

Indic. 16

Are there enough classrooms for basic school pupils?

Pupil Classroom Ratio

District: 2005: 50, 2006: 50, 2007: 46, 2008: 41

Dist. 41, Prov. 45, Natl. 46

District, 2008: Rural 41, Urban 48

District, 2008: Comm. 33, Govt. 49

What is observed and why is it happening?

The **Basic Pupil Classroom Ratio** is the average number of basic pupils for each classroom. A higher **Pupil Classroom Ratio** means a larger number of pupils in each classroom. In schools that practice multiple shifting, the pupil-classroom ratio is not the same as the pupil class ratio.
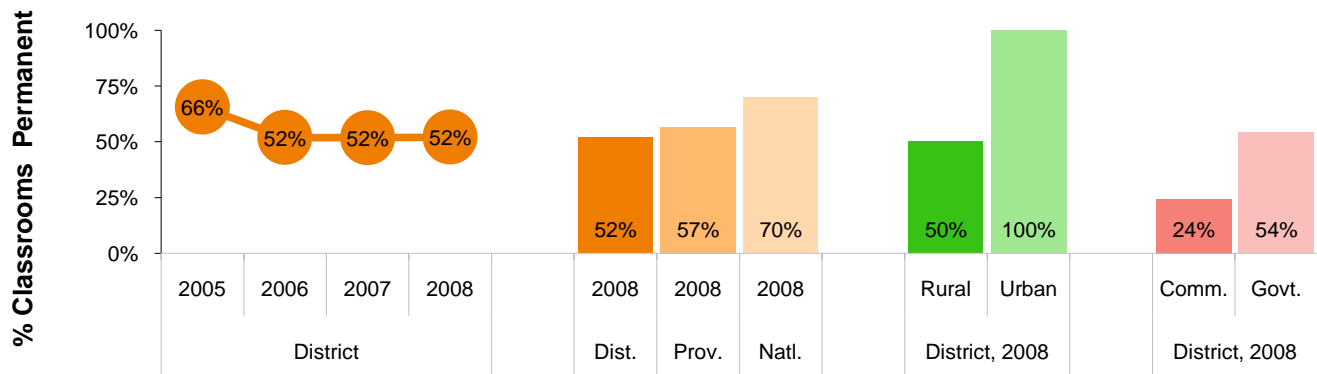
What action is required?

The number of pupils sharing each classroom in Chinsali:

- Is 5 pupils below the national average.
- Is 21 pupils above the goal of 20.
- 7 pupils better in rural schools than in urban schools.
- 17 pupils better in community schools than in government schools.

Indic. 17

Are basic school classrooms in permanent condition?

% Classrooms Permanent

District: 2005: 66%, 2006: 52%, 2007: 52%, 2008: 52%

Dist. 52%, Prov. 57%, Natl. 70%

District, 2008: Rural 50%, Urban 100%

District, 2008: Comm. 24%, Govt. 54%

What is observed and why is it happening?

The **Percentage of Classrooms in Permanent Condition** is the percentage of classrooms that are reported to be permanent rather than temporary or incomplete.
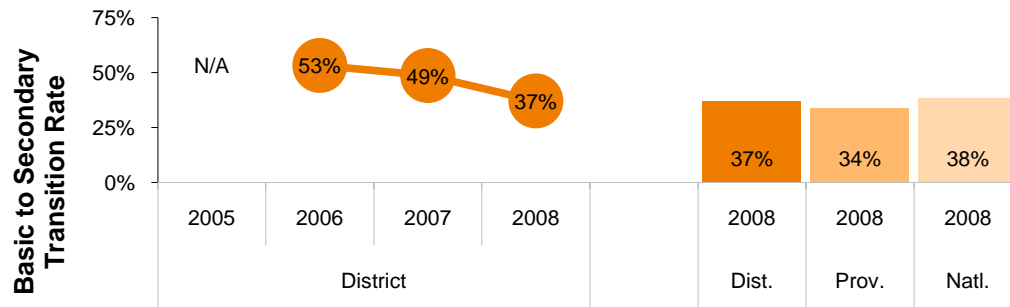
What action is required?

The Percentage of classrooms in permanent condition in Chinsali:

- Is 18 percentage points below the national average
- Is 48 percentage points below the goal of 100%
- 50 percenage points lower for rural schools.
- 30 percentage points lower for community

Indic. 18

Are students reaching secondary school?

Basic to Secondary Transition Rate

N/A — 2005
53% — 2006
49% — 2007
37% — 2008

District

37% — 2008 Dist.
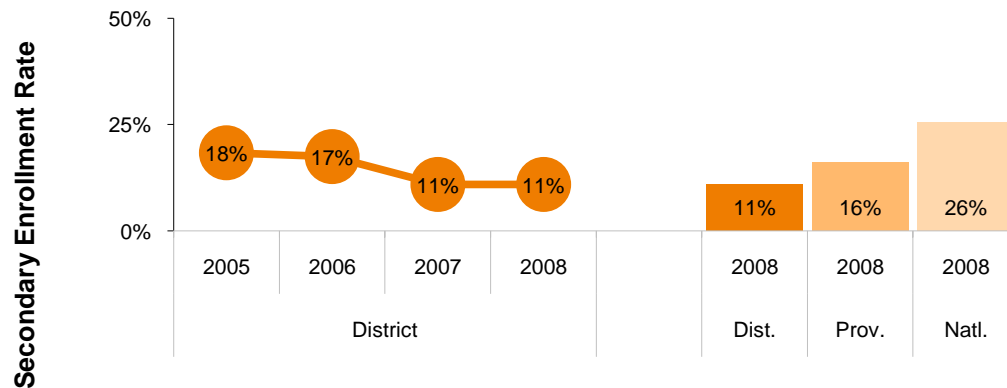34% — 2008 Prov.
38% — 2008 Natl.

The **Basic to Secondary Transition Rate** is the percentage of students in the last grade of basic school (grade 9) who reach the first grade of secondary (grade 10). A higher rate means more pupils are being promoted to secondary.

What is observed and why is it happening?

What action is required?

Indic. 19

Are all secondary aged children enrolled in secondary school?

Secondary Enrollment Rate

18% — 2005
17% — 2006
11% — 2007
11% — 2008

District
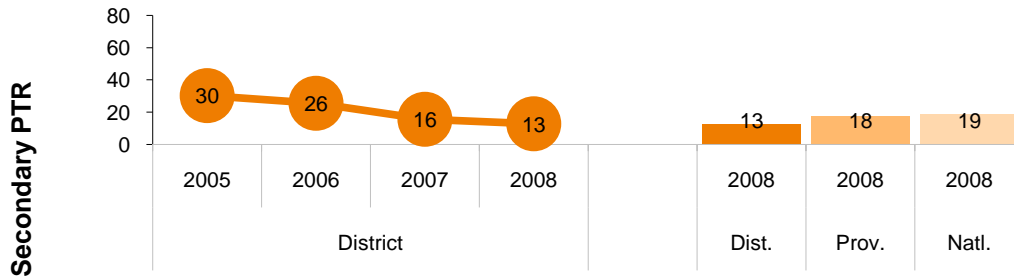
11% — 2008 Dist.
16% — 2008 Prov.
26% — 2008 Natl.

The **Secondary Net Enrollment Rate** is the percentage of secondary-aged children who are enrolled in secondary school. A higher **Secondary NER** means more children are attending school at the correct age.

What is observed and why is it happening?

What action is required?

Are there enough secondary school teachers?

Secondary PTR

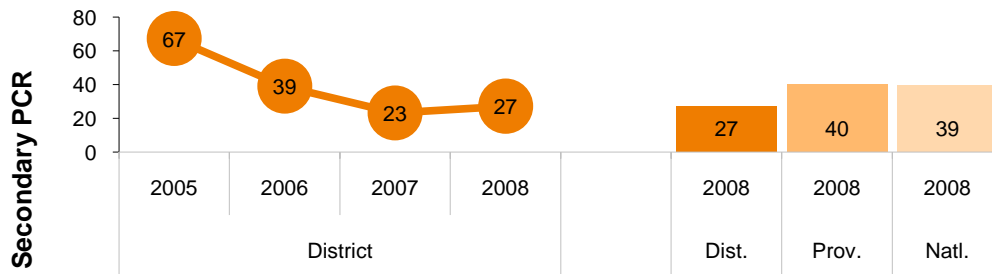|	2005	2006	2007	2008		2008	2008	2008
	30	26	16	13		13	18	19
		District				Dist.	Prov.	Natl.

The **Secondary Pupil Teacher Ratio** is the average number of secondary pupils for each secondary teacher. A higher **Secondary PTR** means that each teacher is responsible for more pupils.

What is observed and why is it happening?

What action is required?

Are there enough secondary school classrooms?

Secondary PCR

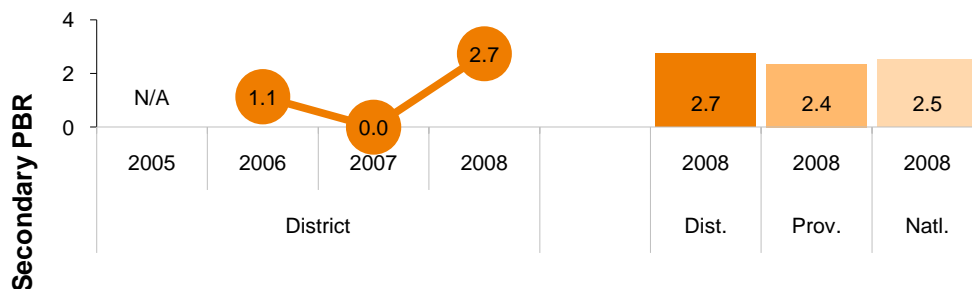|	2005	2006	2007	2008		2008	2008	2008
	67	39	23	27		27	40	39
		District				Dist.	Prov.	Natl.

The **Secondary Pupil Classroom Ratio** is the average number of secondary pupils for each classroom. A higher **Pupil Classroom Ratio** means a larger number of pupils in each classroom.

What is observed and why is it happening?

What action is required?

Are there enough secondary school math books?

Secondary PBR

	2005	2006	2007	2008		2008	2008	2008
	N/A	1.1	0.0	2.7		2.7	2.4	2.5
		District				Dist.	Prov.	Natl.

The **Secondary Pupil-Book Ratio** is the number of primary pupils for each book. A higher **Secondary BPR** means more pupils share each book. This graph gives the BPR for Math books, but ratios for the other subjects are equally important.

What is observed and why is it happening?

What action is required?