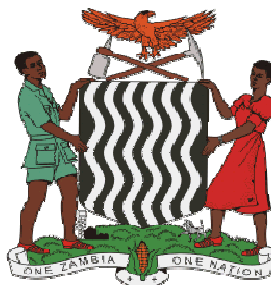


## Zambia 2008 District Profile for Chavuma

### At a glance

	Grades	
	1-9	10-12
Female Pupils	4,823	255
Male Pupils	5,747	415
Teachers	286.727	31.2727
Schools	49	2
Classrooms	189	13
Textbooks	47,616	630



### Basic School

	Goal	Actual Value
NIR	80%	76%
NER	110%	106%
Survival to G9	50%	25%
Pupil-Teacher Ratio	60	38
Teacher Attrition Rate	5%	8%
% Teachers Qualified	50%	92%
Pupil-Book Ratio	1	1.7

## ANALYSIS

Chavuma district lies 607 Kilometres away from the Provincial capital Solwezi and 83 km West of Zambezi district.

The district has an area of 7,347 square kilometres.

The population is more than 37,772 people.

The district is divided into two distinctive areas, east and west banks of the Zambezi river.

The school population stands at 5,747 boys and 5,197 girls at Basic school level, 428 boys and 228 girls at high school level, 451 boys and 480 girls at Community school level and 113 boys and 148 girls at IRI Centre level giving a total of 6,708 boys and 6,053 girls with a grand total of 12,671.

Staffing in the district stands at 236 male and 97 female giving a total of 333 teachers.

The Net Enrolment Ratio stands at 112.14% compared to the National target of 96.03% for G1- 7, 106.37% compared to 94.8% for the National target at G1-9 Level and 101.73% against 27.5% for G1-12.

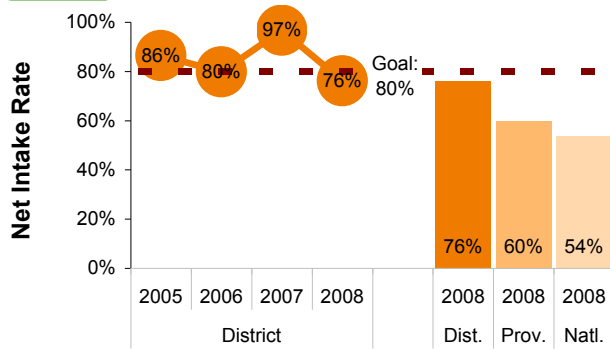
The Completion Rate at G7 stands at 81.35% against the National target of 86.6%, and at G9, the CR stands at 44.74 % against 55.1% and at Grade 12, the Rate stands at 29.34% against the National target of 24.0%.

The Pupil Teacher Ratio is 38 against the National target of 50.

The Gender Parity Index at G1-7 stands at 0.990 compared to 0.97 and 0.961 at G1-9 against the National target of 0.96.

**Indic. 1**

**Are children entering basic school on time?**



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 Chavuma:**

- Has decreased by 10 percentage points since 2005.
- Is 22 percentage points above the national value.
- Is 4 percentage points below the goal of 80%.

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

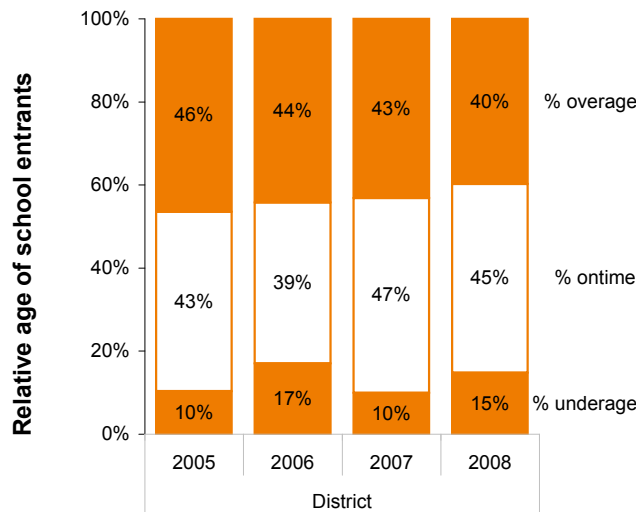
Drop in NIR between 2005 and 2006. An increase of 17% between 2006 and 2007. drop in NIR 21% between 2007 and 2008. In 2005, enrolment of grade 1 was not done due to floods on west bank, long distances to schools hindered children to enrol in 2006, provision of food supplement increased NIR.

**What action is required?**

- Creation of more new schools to shorten distances
- Re-introduction of Production Units in schools to sustain feeding programme
- continued support of food supplement to schools
- Massive sensitisation to communities

**Indic. 2**

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



**Since 2005 in Chavuma:**

- Overage entrants have decreased by 7 percentage points.
- Properly aged entrants have increased by 2 percentage points.
- Underage entrants have increased by 5 percentage points.

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

Over aged pupils have decreased since 2005  
 Variations on ontime pupils  
 Number of schools opened are accommodating the correct age  
 lack of ECCDE facilities in the district

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.

**What action is required?**

- Need to enrol on time entrants
- Introduction of pre-schools
- community sensitisation

**Indic. 3**

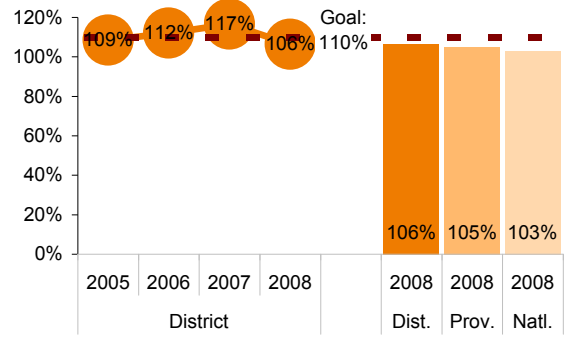
**Are all basic school age children enrolled in basic school?**

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 Chavuma:**

- Has decreased by 2 percentage points since 2005.
- Is 4 percentage points below the national average.
- Is 4 percentage points below the goal of 110%.



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

- Steady increase in NER from 2005 to 2007
- Drop in NER between 2007 and 2008
- District NER better than province and nation
- 2005-2007 pupils aged 7-15 were rightly enrolled into school
- Introduction of re-entry policy

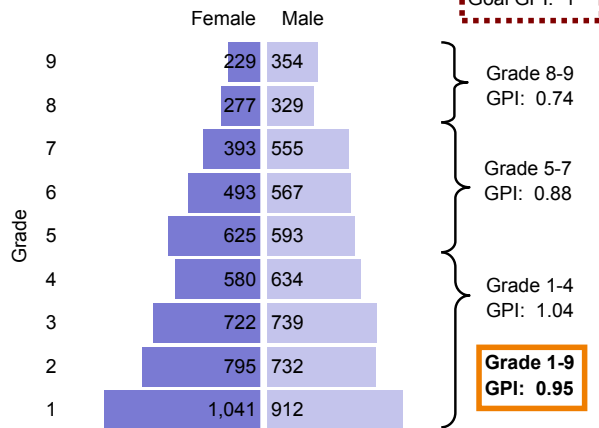
**What action is required?**

- Continued sensitisation of communities

**Indic. 4**

**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 Chavuma:**

- Is within 0.05 of the national goal of 1 for grades 1-9.
- Is highest in grades 1-4, with 1.04 girls per boy.
- Is lowest in grades 8-9, with 0.74 girls per boy.

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

- .Steady increase in NER from 2005 to 2007.
- .Drop in NER between 2007 and 2008.
- .District NER was better than province and nation.
- .2005-2007 pupils aged 7-15 were rightly enrolled into school.
- .Introduction of re-entry policy.

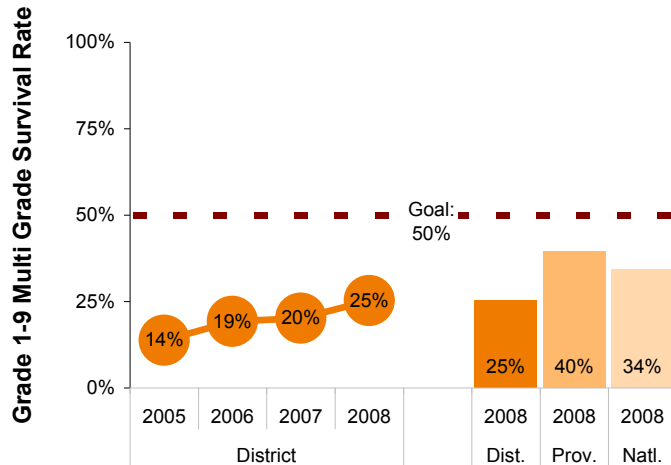
**What action is required?**

- .Continued sensitisation of communities.

## ISSUE #2: Efficiency in Chavuma

Indic. 5

How many first-grade pupils will reach grade 9?



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 Chavuma:**

- Has increased by 11 percentage points since 2005
- Is 9 percentage points below the national average.
- Is 25 percentage points below the goal of 50%.

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

Steady increase from 2005 to 2008

Steady growth towards achieving the goal of 50%

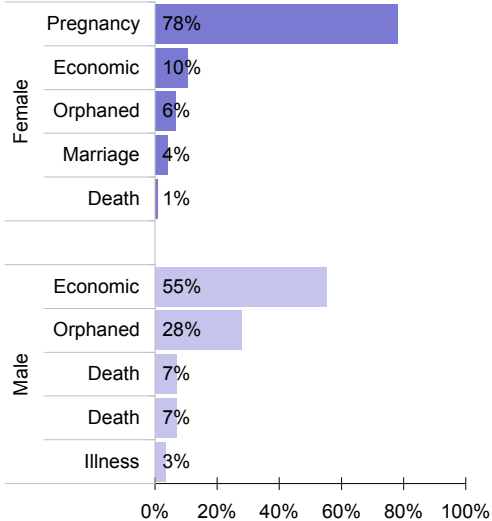
Policy on enrolling pupils into Grade one has contributed greatly

**What action is required?**

Continue advocating for children to be enrolled in school and expected to reach grade 9 have less drop out.

Indic. 6

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



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

High percentage of pregnancies in the district

The high level of pregnancies in the district is due to:

Lack of Boarding facilities

Long distances between Upper basic schools and Secondary schools

Peer pressure

Traditional and cultural practices

Lack of support

**What action is required?**

**Establishment of Boarding schools**

Bursary awards to OVCs

Sensitisation of communities on value of education

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

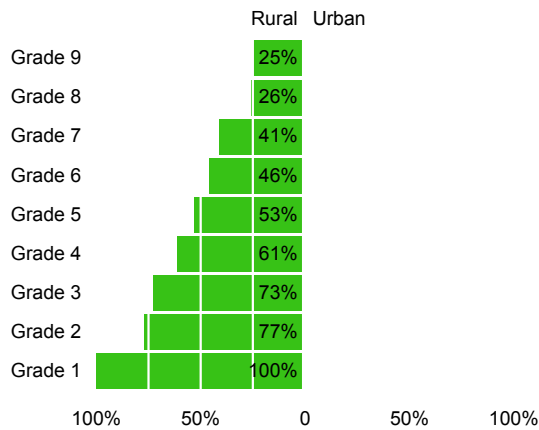
These pyramids compare the multi-grade survival rates for a grade 1 pupil from different education situations. When one group has a lower survival rate to a particular grade, pupils from that group are less likely to reach that grade.

**In Chavuma, students are less likely to stay in school through grade 9 if they are female or if they attend a urban or community school.**

- 25% of rural school entrants will reach grade 9 as compared with 0% of urban entrants.

- 19% of female school entrants will reach grade 9 as compared with 32% of male entrants.

- 0% of community school entrants will reach grade 9 as compared with 30% of government school entrants.



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

In rural schools, the survival rates of entrants reduces from 100% ( in Grade 1) to 25% ( in Grade 9)

On average , 19% of female and 32% of male entrants reach Grade 9.

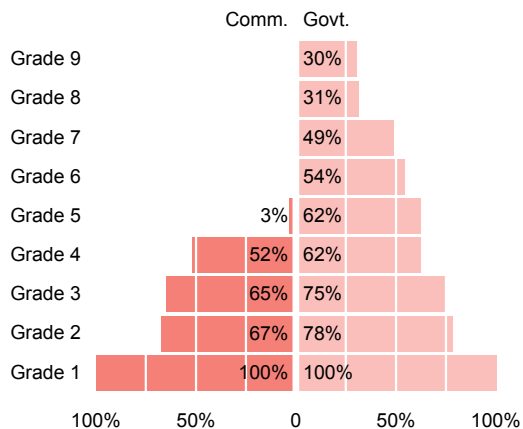
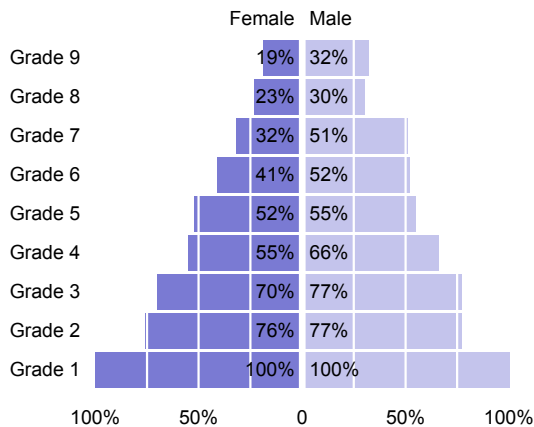
Most community school entrants do not reach Grade 9. Why?

Most girls drop out due to peer pressure , pregnancies, failure to walk long distances.

House hold chores: girls tend to be assigned to take care of family chores

Early marriages

High poverty levels



### What action is required?

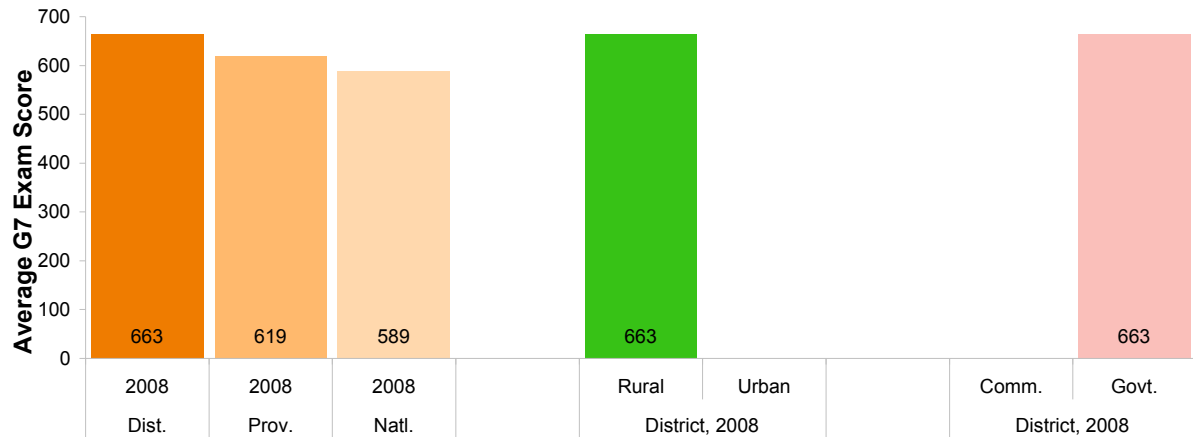
Provision of bursaries to girls

upgrading of community schools to conventional schools  
sensitisation of communities on importance of girl child education

Construction of new schools

### ISSUE #3: Are children learning?

#### Indic. 8 How do children perform on the Grade 7 exam?



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 where 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 in 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 Chavuma :

- Is 75 points higher than the national average.
- Is 663 points higher in rural schools than in urban schools.
- Is 663 points shorter in community schools than in government schools.

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

The score is 75 points above the National average  
From the graphs, Chavuma district exam schools are rural  
From the scores, no community school with Grade 7 exam centre  
Lack of qualified teachers in Community schools

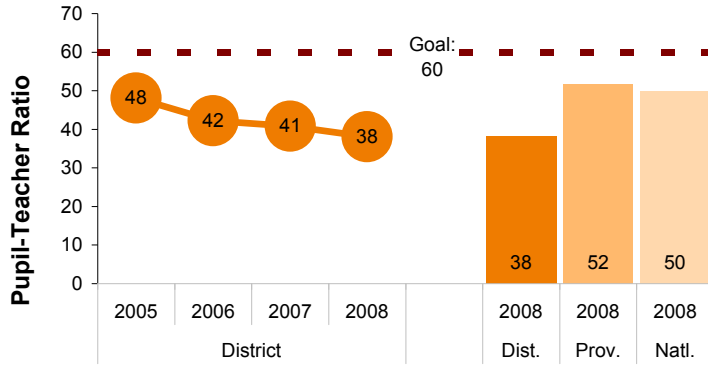
#### What action is required?

Deploy qualified teachers in Community schools

**Issue #4: How are school resources distributed in Chavuma ?**

**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 Chavuma:**

- Has decreased by 10 pupils since 2005.
- Is 12 pupils lower than the national average.
- Is 22 pupils lower than the national goal of 60

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

From 2005 to 2008, PTR has been below the set goal of 60

PTR has reduced by 10 pupils since 2005

PTR low due to low enrolment in most rural schools more especially in the West Bank

**What action is required?**

Involvement of Local leadership / influential members of communities

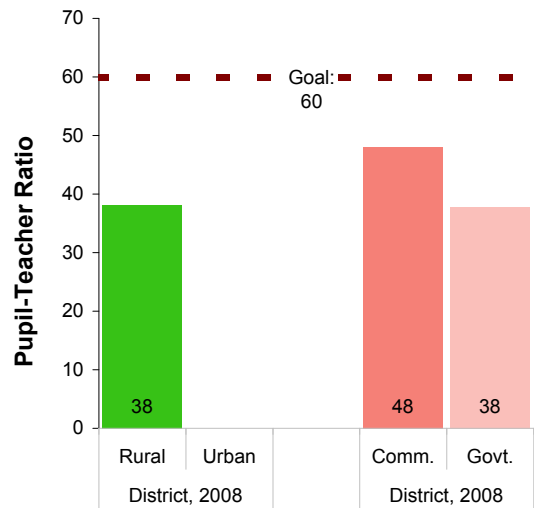
Sensitisation to increase the enrolment in rural schools

**Indic. 10**

**How are basic school teachers distributed by school type?**

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

There are fewer teachers in Community schools than in GRZ schools



**Basic Pupil-Teacher Ratio by School Type:**

- PTR in rural schools is 38 pupils higher than PTR in urban schools.
- PTR in community schools is 10 pupils higher than PTR in government schools.

**What action is required?**

Deploy teachers in community schools

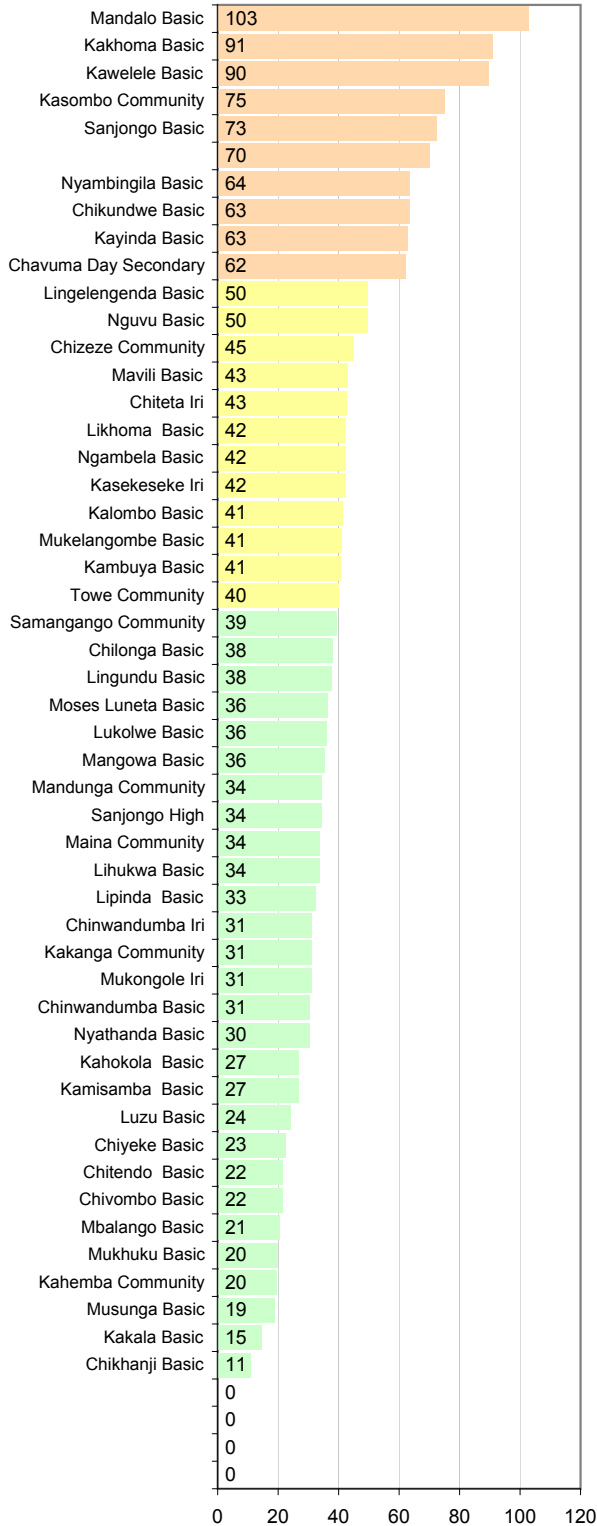
**Indic. 11**

**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	< 40	40-59	60-119	>= 120	Total
# Schools	28	12	10	0	50



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

Nine schools out of the fifty schools recorded have the largest PTRs. This is due to lower staff levels.

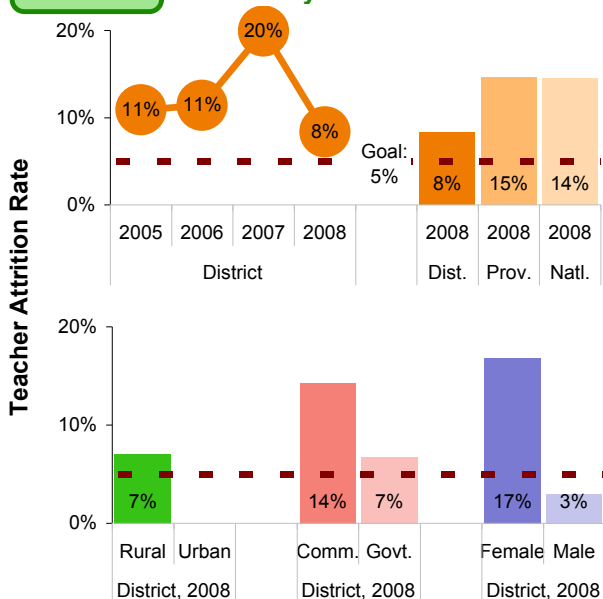
**What action is required?**

Deploy teachers to schools where there is low staffing levels  
Transfer teachers from overstuffed schools to lower staffed schools



**Indic. 12**

**How many basic school teachers leave their posts every year?**



**The Teacher Attrition Rate in Chavuma:**

- Has decreased by 3 percentage points since 2005.
- Is similar to the national average.
- Is 3 percentage points above the goal of 5%.
- Is 8 percentage points higher for community school teachers.
- Is 14 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?**

- Attrition Rate above the National target
- More female teachers left the district
- More community school teachers left the district
- This is due to non availability of social amenities to attract female teachers

**What action is required?**

- Involve DDCC/ MPs to lobby for facilities and other social amenities
- Need for sponsorship

**Indic. 13**

**Are basic school teachers qualified to teach?**

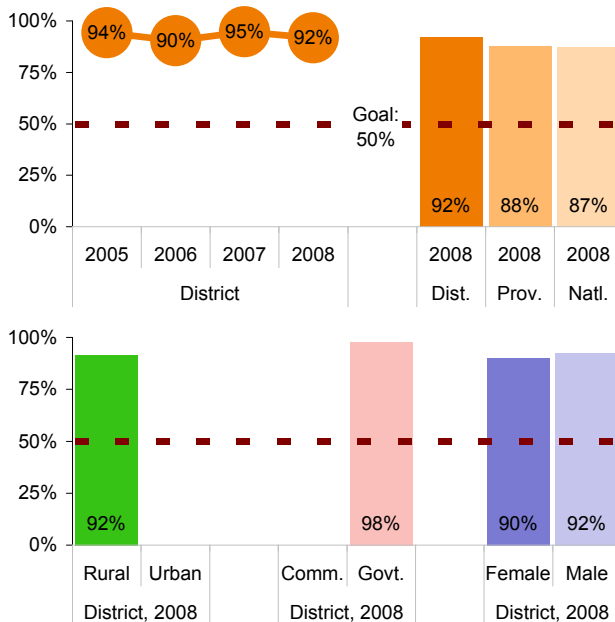
The **Teacher Qualification Rate** is the percentage of teachers who are known to have a teaching degree, diploma, or certificate. If a teacher's qualification is unknown, they are counted as unqualified.

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

**The Teacher Qualification Rate in Chavuma:**

- Has decreased by 2 percentage points since 2005.
- Is similar to the national average.
- Is 42 percentage points above the goal of 50%.

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

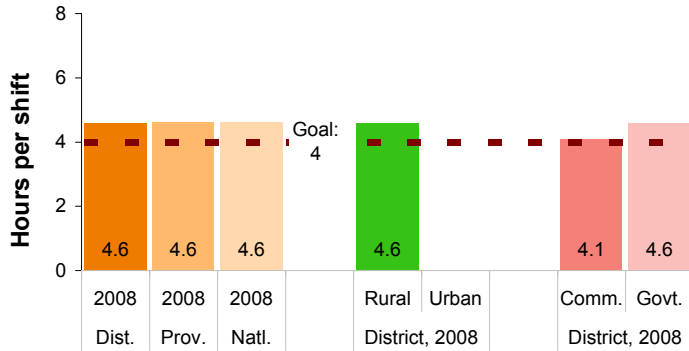
- Teacher qualification from 2005 to 2008 is at the set goal of 50%
- Qualification of female / male teachers are almost similar
- Most of the teachers in the district are qualified to handle basic school

**What action is required?**

- Continue deploying qualified teachers
- Enhance in service training
- Enhance retention to uplift standards of living for teachers

**Indic. 14**

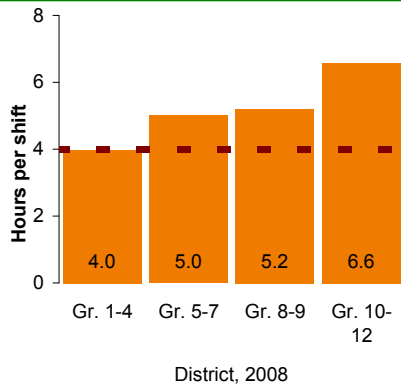
**Are basic school pupils' shifts long enough?**



**The average shift duration in Chavuma:**

- Is similar to the national average.
- Is 0.59 hours longer than the goal of 4 hours.
- Is 0.5 hours shorter in community schools than in government schools.
- Is 0.01 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.



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

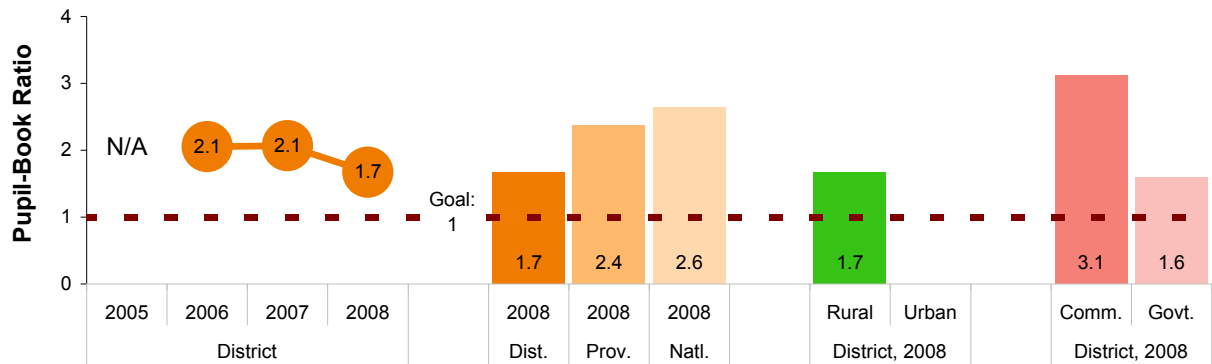
Community schools have lower shift duration because of fewer streams hence fewer shifts

**What action is required?**

Sustain the programme

**Indic. 15**

**Are there enough math books for basic school pupils?**



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 PBR's for these subjects are available in Ed\*Assist.

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

There was a constant between 2006 and 2007  
The district target is lower than the Province and the National target

**The pupil book ratio in Chavuma:**

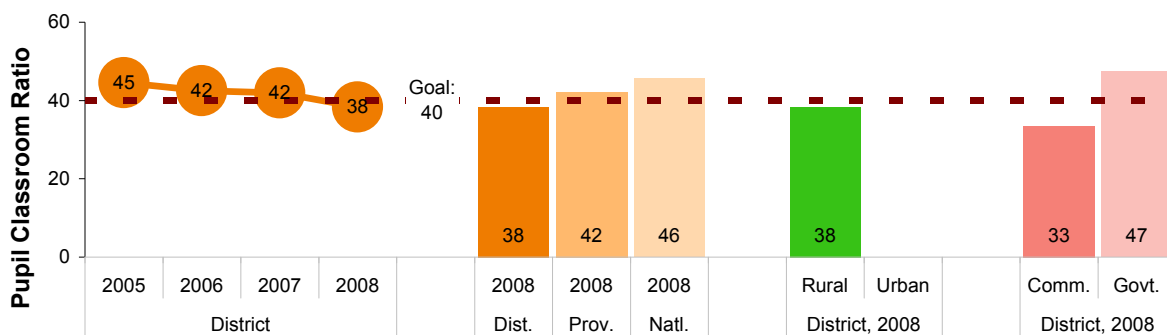
- Is 1 pupils lower than the national average.
- Is 0.7 pupils higher than the goal of 1.
- Is 1.7 pupils higher in rural schools.
- is 2 pupils higher in community schools.

**What action is required?**

Continue procuring books in order to meet the goal  
Need to prioritise the purchase of books in community schools

**Indic. 16**

**Are there enough classrooms for basic school pupils?**



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

There has been a steady decrease in the pupil classroom ratio  
 District target lower than Province and Nation  
 The decrease is due to upgrading of community schools

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?**

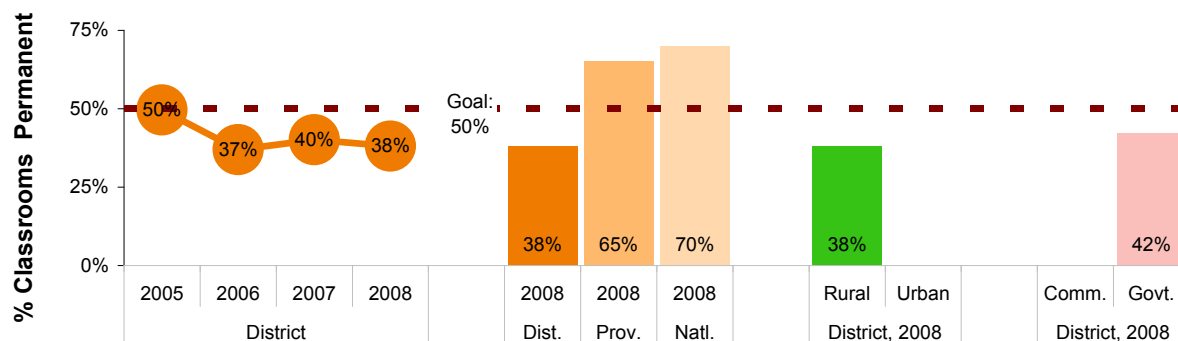
Continued provision of classroom accommodation  
 Continued enrolment of pupils to fill the classes

**The number of pupils sharing each classroom in Chavuma:**

- Is 7 pupils below the national average.
- Is 2 pupils below the goal of 40.
- 38 pupils worse in rural schools than in urban schools.
- 14 pupils better in community schools than in government schools.

**Indic. 17**

**Are basic school classrooms in permanent condition?**



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

Classroom in permanent condition are very few  
 Drop in 2007 and 2008 and 12 % between 2005 and 2008.  
 Some schools could have captured schools in temporal condition as Permanent.

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?**

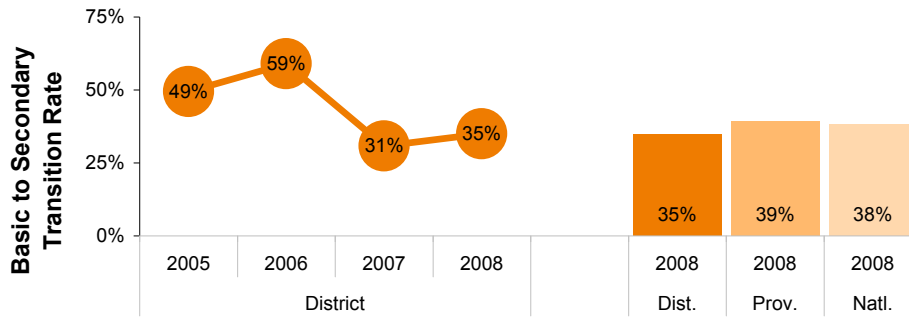
Need to construct more classrooms in permanent condition  
 Continued sensitisation of communities on infrastructure development

**The Percentage of classrooms in permanent condition in Chavuma:**

- Is 32 percentage points below the national average
- Is 12 percentage points below the goal of 50%
- 38 percentage points higher for rural schools.

**Indic. 18**

**Are students reaching secondary school?**



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?**

Transition Rate for the district is below the Province by 4% and 3% on the Nation centres

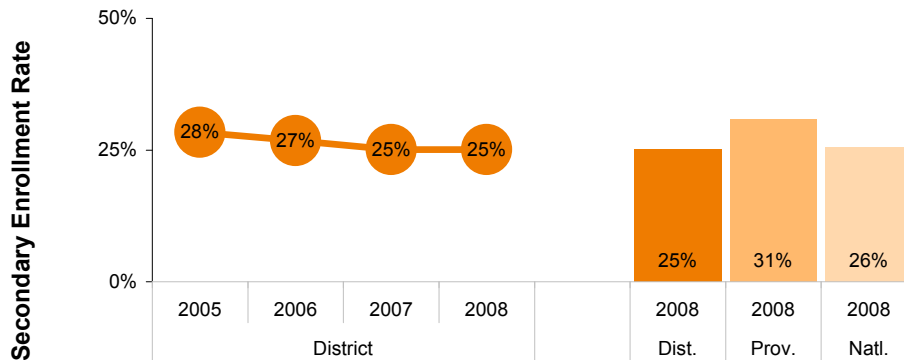
There was a decrease of 14 % between 2005 and 2008 due to the number of Examination

**What action is required?**

- Upgrading of Examination centres
- Need to strengthen district and provincial mock exams
- Need for Continuous assessment
- Strengthening of Homework policy
- Need for laboratories

**Indic. 19**

**Are all secondary aged children enrolled in secondary school?**



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?**

The percentage of pupils entering Secondary Education at correct age is reducing due to the age entry at Grade 1

District target is 1% below the National target

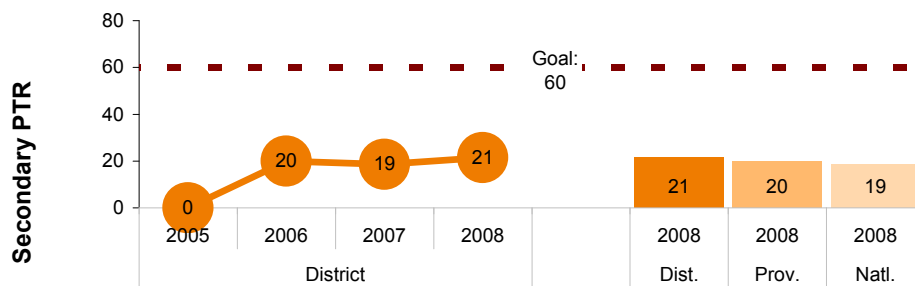
This also could be as a result of some pupils repeating at some levels

**What action is required?**

- Enrol pupils at correct age in Grade 1
- Intensive sensitisation to retain pupils

**Indic. 20**

**Are there enough secondary school teachers?**



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?**

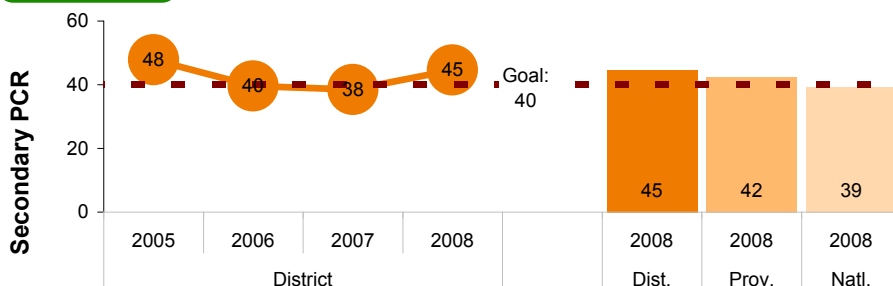
Steady increase in the number of secondary school teachers  
Target is more than Province and the Nation

**What action is required?**

Continuous deployment of teachers to address pupil teacher ratio  
Sponsorship of teachers

**Indic. 21**

**Are there enough secondary school classrooms?**



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?**

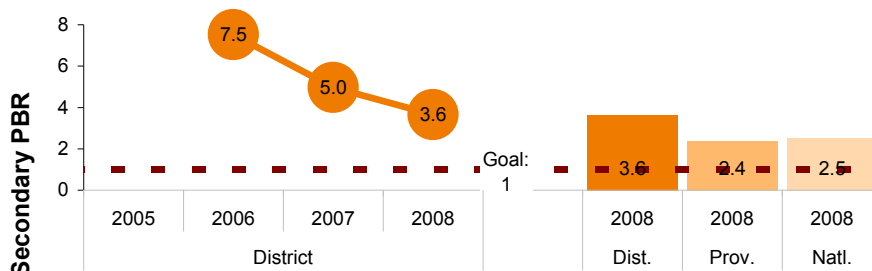
District target higher than National target and provincial target  
Reduced by 3 between 2005 and 2008  
Less classroom space

**What action is required?**

Need for more classroom space. Community sensitisation for Infrastructure development

**Indic. 22**

**Are there enough secondary school math books?**



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?**

Steady decrease towards the goal  
Target above Province and National target  
Inadequate books

**What action is required?**

Need for procurement of enough books to cater for the high number of pupils