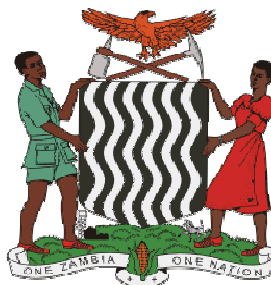


Zambia 2008 District Profile for Chilubi

At a glance

	Grades	
	1-9	10-12
Female Pupils	5,960	76
Male Pupils	9,534	239
Teachers	199	11
Schools	59	2
Classrooms	272	14
Textbooks	36,280	540



Basic School

	Goal	Actual Value
NIR	80%	36%
NER	110%	81%
Survival to G9	50%	18%

Pupil-Teacher Ratio	60	81
Teacher Attrition Rate	5%	43%
% Teachers Qualified	50%	85%
Pupil-Book Ratio	1	2.3

ANALYSIS

OVERVIEW

Chilubi is situated in Northern Province of Zambia. It is about 400 km away from Kasama via Luwingu to the District Education Board Secretary's Office. It was the District status in 1978.

The District is 5,038 square kilometers and the dominant tribe is Bisa. According to the Central Statistical report of 2000 census, the district has a population of 78,065.

The district has 1 private pre-school, 6 IRI centres, 18 community school, 30 middle basic schools, 3 Upper basic schools, 11 open learning centres and 1 high school (opened in 1999). Some schools are on the mainland and others on the Island which includes the high school in operation. In addition other schools are on swampy areas.

The enrolment stood at 19,421: 10,926 boys and 8,495 girls in 2008. There were 197 male teachers and 49 female teachers in the District.

The District had no adequate infrastructure to accommodate all pupils that were supposed to be in school particularly at the high school level. This was due to the abolishment of the cut off point at grade 9.

There was high drop out among female pupils because some were married at early age and others got pregnant whilst at school. Long distances between middle and upper basic schools forced male and female pupils to drop out. Besides, lack of boarding facilities at these basic schools and the high school forced a good number of both male and female pupils to find their own accommodation in near by villages thus most females pupils ended up been abused. In such a case parents preferred sending boys to school.

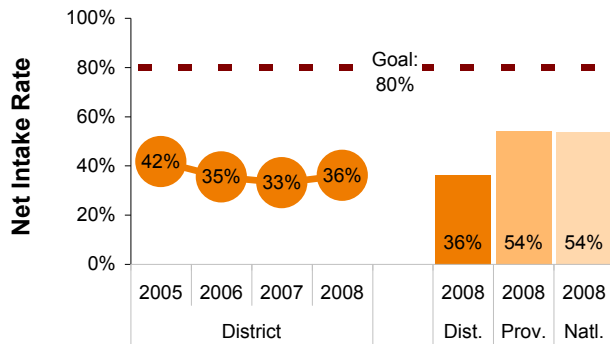
On the other hand teacher attrition was high particularly for the females due to the Geographical position of the District where the major hindrance is lake Bangweulu. Lack of social amenities such as banks, hospital and inadequate teachers' accommodation made teachers to fight for transfers out of the District. This contributed the high pupil teacher ratio as well as drop outs. In addition baking facilities are found in Samfya, Mansa, Luwingu and Kasama meaning that teachers have to draw their salaries from these Districts. As such many learning hours were lost when teachers went for their salaries thus compromising the quality of Education being provided to children in schools.

The main economic activities included the trading in fish. The main land had an added activity of subsistence agriculture as opposed to the island whose soils are so poor that maize and other cash crop production was impossible.

The major challenge to any meaningful development in the district was the poor road network considering the fact that the mainland has not been connected by road to the island.

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 Chilubi:

- Has remained constant since 2005.
- Is 17.5435774693055 percentage points below the national value.
- Is 44 percentage points below the goal of 80%.

WHAT IS OBSERVED?

Net intake rate reduced from 2005 to 2008
The district failed to reach the target of 80% for this year.

WHY IS IT HAPPENING?

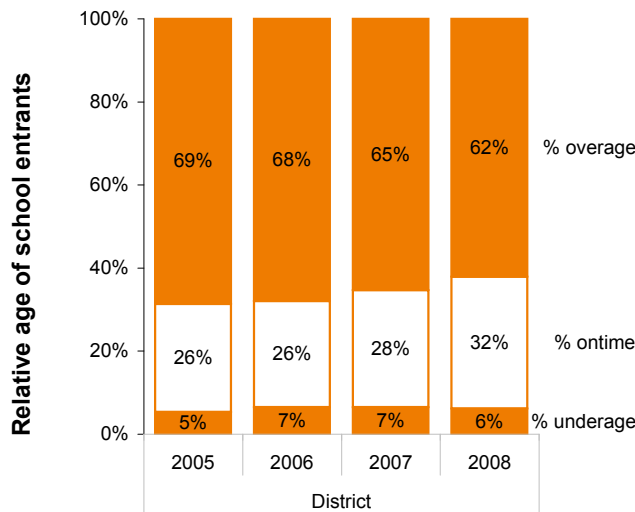
- More over aged children were enrolled in schools
- There were more underage children in schools
- Adequate sensitisation was not done due to lack of resources
- Most of the seven year old children could not walk long distances to schools.

WHAT ACTION IS REQUIRED?

- Regular community sensitisation on taking children to school at a right age with the help of traditional leaders, churches and Ministry of Community Development in the District.
- Priority to be given to 7 year old children to be enrolled in school.
- Lobby Govt. and CDF Committee help create school places in between distant schools to capture all 7 year old children

Indic. 2

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



Since 2005 in Chilubi:

- Overage entrants have decreased by 7 percentage points.
- Properly aged entrants have increased by 6 percentage points.
- Underage entrants have remained unchanged.

WHAT IS OBSERVED?

More over aged children in school than those of correct age (7 years) from 2005 to 2008. On time entrants was static in 2005 to 2006 but decreased in 2008. Under age entrants was static from 2006 to 2007.

WHY IS IT HAPPENING?

Distance between Govt and community schools. Very few on time entrants but many more of underage and overage children. More children of correct school age were taken into fishing camps.

WHAT ACTION IS REQUIRED?

- Create more school places through construction of classrooms to reduce distances between schools to capture more children.
- Regular sensitisation on the importance of Education with the help of influential parents and traditional leaders

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.

Indic. 3

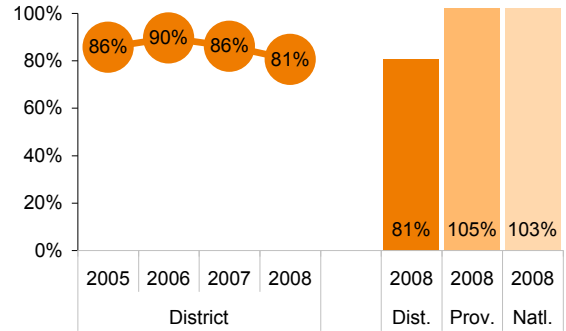
Are all basic school age children enrolled in basic school?

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 Chilubi:

- Has decreased by 5 percentage points since 2005.
- Is 22 percentage points below the national average.
- Is 29 percentage points below the goal of 110%.



WHAT IS OBSERVED?

Enrolment of children reduced from 2005 to 2008.
 District failed to meet the National NER target of 110%.
 Under aged and over age children were enrolled in schools.

WHY IS IT HAPPENING?

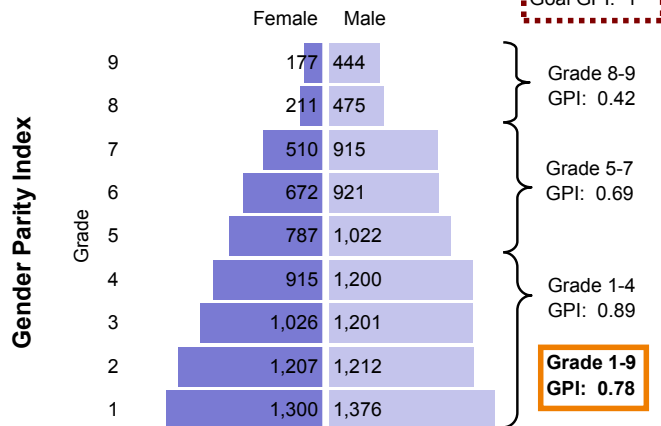
On time entrants were taken into fishing camps by their parents.
 Between 2005 and 2008 more of the under age and over age children were enrolled in schools.

WHAT ACTION IS OBSERVED?

Encourage parents and head teachers to enrol their children at right age (7 years old)
 Lobby Government to deploy more qualified teachers to the district.
 Encourage local grade 12 graduates to go for teacher training so that they come and serve the local community.

Indic. 4

Are girls and boys enrolled in equal numbers?



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 Chilubi:

- Is within 0.22 of the national goal of 1 for grades 1-9.
- Is highest in grades 1-4, with 0.89 girls per boy.
- Is lowest in grades 8-9, with 0.42 girls per boy.

WHAT IS OBSERVED?

More boys were enrolled in grade 1 than Girls. More Girls dropped out of school than boys as they proceeded to upper grades. The GPI at grade 1 - 4 is 0.89 while at grades 5 - 7 and 8 - 9 were very low.

WHY IS IT HAPPENING?

More female pupils dropped out of schools due to early marriages, economic problems(poverty), traditional initiation ceremonies when a girl becomes of age. Fewer places at Upper Basic School level. Lack of more role models to encourage girls to go to school.

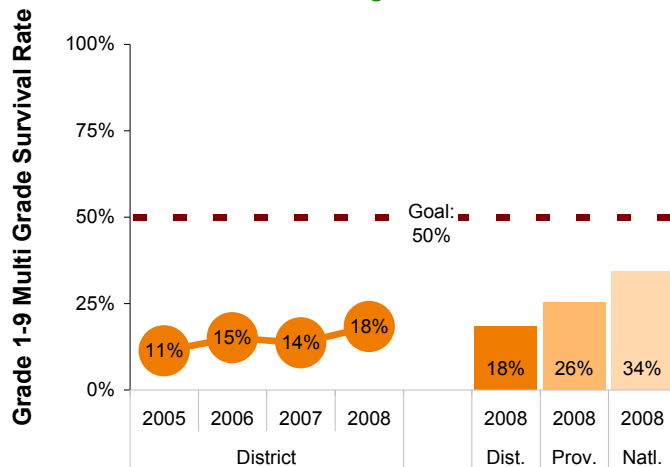
WHAT ACTION IS REQUIRED?

Sensitise parents on bad traditional practices by incorporating traditional leaders such as chiefs and headmen. Regular advocacy on re-entry, bursary and Girl child education policies with the help of traditional leaders and Ministry of Community Development.

ISSUE #2: Efficiency in Chilubi

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 Chilubi:

- Has increased by 7 percentage points since 2005
- Is 16 percentage points below the national average.
- Is 32 percentage points below the goal of 50%.

WHAT IS OBSERVED?

District failed to meet the National goal of 50%

Between 2005 and 2008 there was an increase of 7% grade 1 to 9 multi grade survival.

WHY IS IT HAPPENING?

There was campaign against early marriages of girls between 2005 and 2008

Sensitization by traditional leaders and teachers regarding the re-entry policy on girl child education contributed to the increase.

Increase in classroom accommodation between 2006 and 2008 through construction.

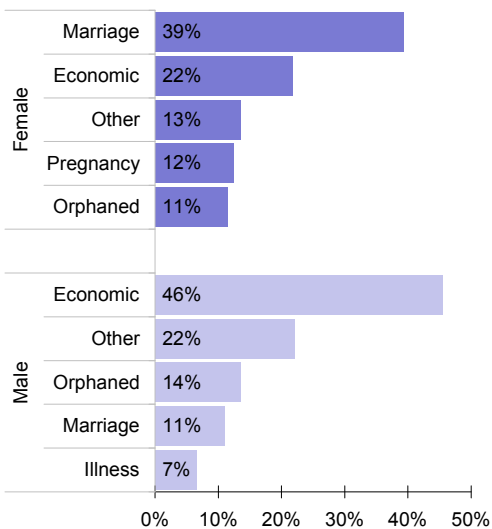
WHAT IS ACTION IS REQUIRED?

Regular advocacy on re-entry and girl child education policies through traditional leaders.

Lobby for more financial resources for bursaries from Govt, NGOs, Church organisations Community Developments and social welfare.

Indic. 6

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



WHAT IS OBSERVED?

Many girls were married off while few boys married.

Many boys dropped out due to economic reasons (they go into fishing camps).

There were more male orphans than females.

WHY IS IT HAPPENING?

Regular sensitisation through traditional leaders and churches on girl child education.

Negative attitude by parent towards education.

Many males help parents to reduced poverty levels at home by going in fishing camps.

WHAT ACTION IS REQUIRED?

Introduce economic activities such as carpentry, baking, fish farming and other life skills through NGOs, Govt, churches ,business community, ministry of agriculture and community development.

Revamp Production Units in schools in order to raise money to pay for less privileged and orphaned children in upper basic schools.

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

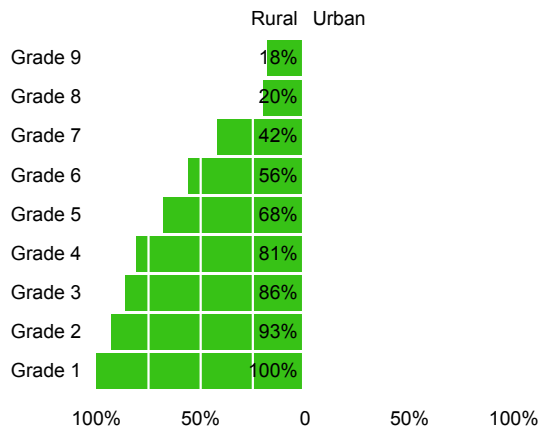
These pyramids compare the multi-grade survival rates for a grade 1 pupil from different education situations. When one group has a lower survival rate to a particular grade, pupils from that group are less likely to reach that grade.

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

- 18% of rural school entrants will reach grade 9 as compared with 0% of urban entrants.

- 11% of female school entrants will reach grade 9 as compared with 26% of male entrants.

- 0% of community school entrants will reach grade 9 as compared with 23% of government school entrants.



WHAT IS OBSERVED?

82% were unable to reach grade 9.

Females who reached grade 9 were less than males by 15%

89% of pupils enrolled in community schools did not reach grade 7

50% of pupils in Government schools did not reach grade 7.

WHY IS IT HAPPENING?

Early marriages, economic hardship on the part of girls.

Females fear to walk long distances to go to school

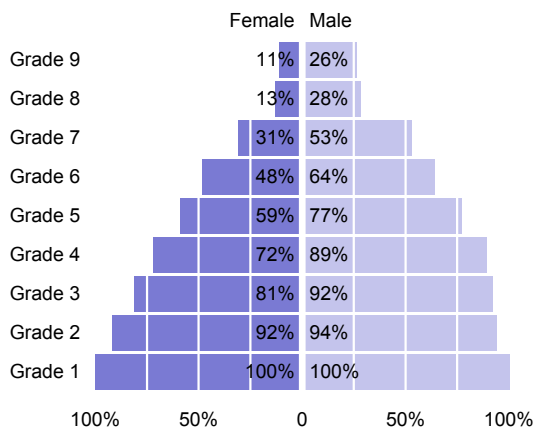
Parents believe that a girl child is a source of wealth than a male child.

Inadequate learning materials in community schools.

Unqualified teachers in most community schools

Very high pupil teacher ratio in both Govt and community schools.

Very few desks in both Govt and Community schools which hinder female pupils to attend school



WHAT ACTION IS REQUIRED?

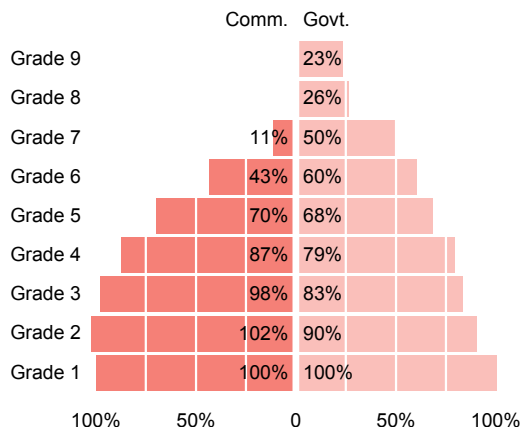
Report parents who marry off girls early to Traditional leaders and Victim Support Unit.

Engage Chiefs, headmen, Councilors, Police, PTAs, Fisheries Department to sensitise parents not to take children into fishing camps.

Extend purchase of learning and Teaching materials to community schools.

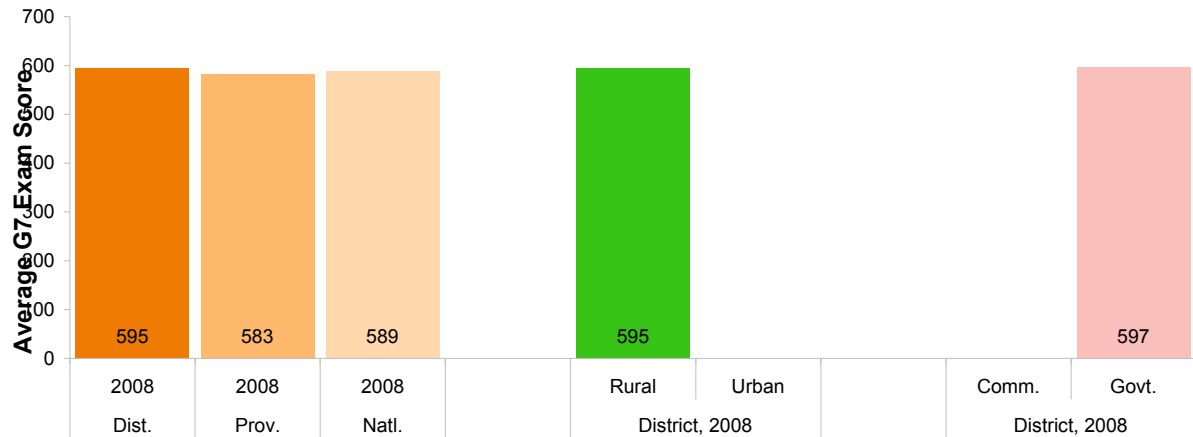
Lobby Govt to deploy qualified teachers to Community schools. Lobby CDF Committee to construct permanent structures in community schools.

Lobby Government to upgrade middle basic schools to upper basic status to capture more girls.



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 Chilubi :

- Is 7 points higher than the national average.
- Is 595 points higher in rural schools than in urban schools.
- Is 597 points shorter in community schools than in government schools.

WHAT IS OBSERVED?

Grade 7 pupils who sat the Examination did well in the District. There was good performance at Provincial and National level.

WHY IS IT HAPPENING?

Higher achievers sat for the Examinations
Low achievers did not sit for the Examinations

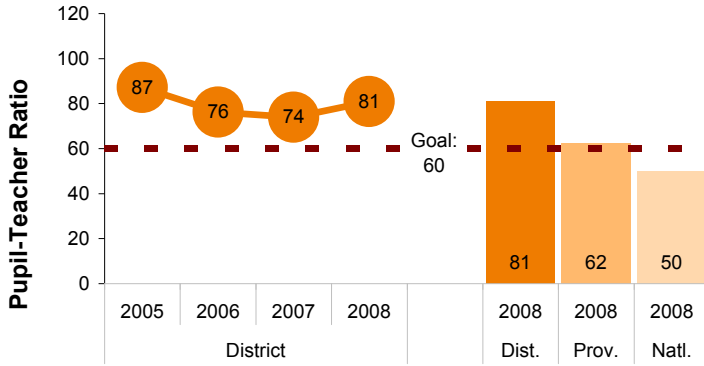
WHAT ACTION IS REQUIRED?

Enhance counseling to grades 5,6 and 7 pupils in various subjects and aspect of life study skills and abscondment. Encourage Teachers to give home work and extra lessons to pupils.

Issue #4: How are school resources distributed in Chilubi ?

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 Chilubi:

- Has decreased by 6 pupils since 2005.
- Is 31 pupils higher than the national average.
- Is 21 pupils higher than the national goal of 60

WHAT IS OBSERVED?

The District failed to meet the National target of 60 to 1 pupil teacher ratio. There was low number of teachers in the District

WHY IS IT HAPPENING?

Many regional Transfers of Teachers from the District to other places
 Low motivation on the part of teachers such as no incentives for working in rural places.
 Inadequate social facilities such as banks and hospitals

WHAT ACTION IS REQUIRED?

Lobby the Govt to pay teachers their rural/ remote allowances to retain them in the district.
 Lobby NGOs, Govt ,Church organization and business community to put up social amenities such banks and a hospital. Lobby the Govt to provide soft loans to teachers to either buy house holds or build houses to retain teachers. Lobby the Government to deploy more qualified teachers to the District.

Indic. 10

How are basic school teachers distributed by school type?

WHAT IS OBSERVED?

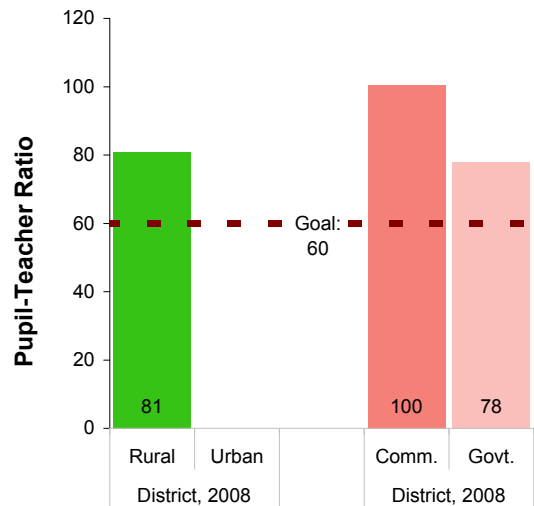
Pupil teacher ratio is high in community schools 100:1
 Government schools pupil teacher ratio is 78:1 failing to meet the National target of 60 : 1

WHY IS IT HAPPENING?

Few qualified teachers in schools
 Teachers fear to come to the district because of poor infrastructure such as housing and the lake as the main obstacle.

WHAT ACTION IS REQUIRED?

Lobby the Government to create establishments for community schools.
 Encourage communities to give incentives to community school teachers.
 Lobby the Government, bussiness community and parents to sustain the community school teachers.



Basic Pupil-Teacher Ratio by School Type:

- PTR in rural schools is 81 pupils higher than PTR in urban schools.
- PTR in community schools is 22 pupils higher than PTR in government schools.

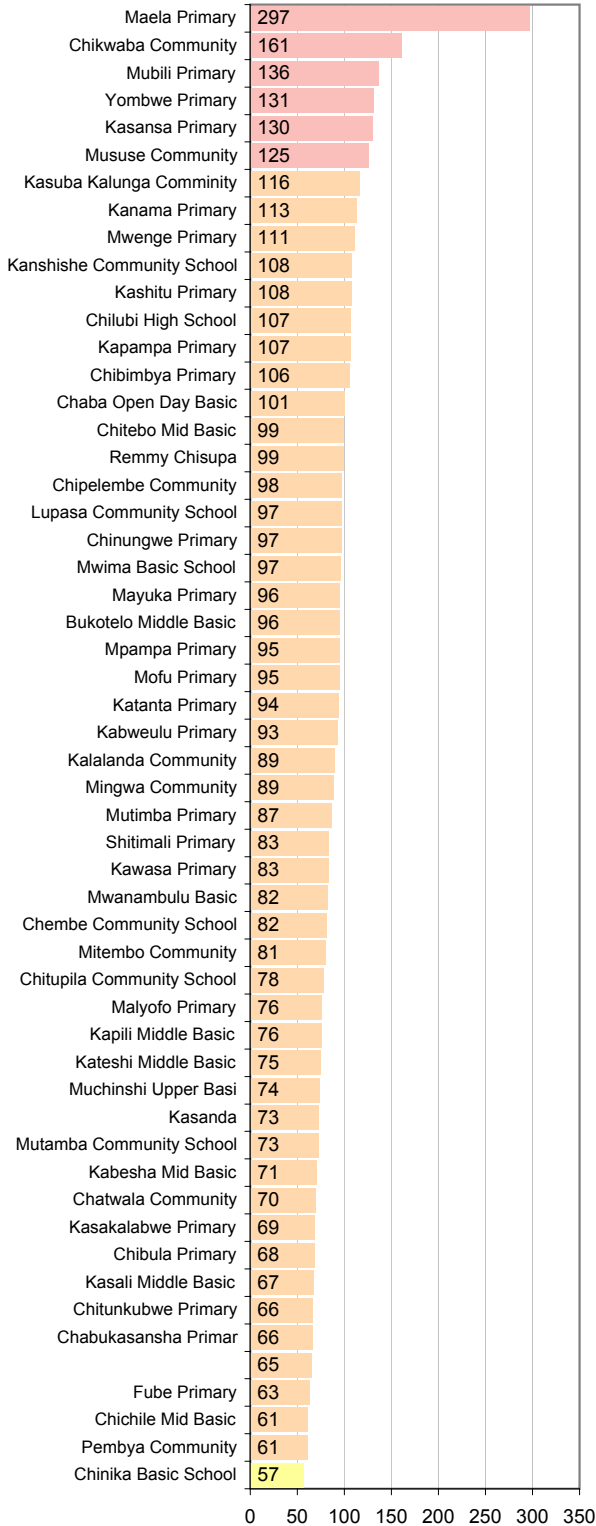
Indic. 11

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	1	6	47	6	60



WHAT IS OBSERVED?

47 schools had pupil-teacher ratio in the range of 60 - 119 :1
 6 schools had a pupil-teacher ratio in the range of 40-59 :1.
 6 schools had a pupil -teacher ratio in the range of 120:1
 Only 1 school had pupil - teacher ratio of less than 40 : 1
 Only chinika mpundu basic school had 57: 1 pupil teacher ratio.

WHY IS IT HAPPENING?

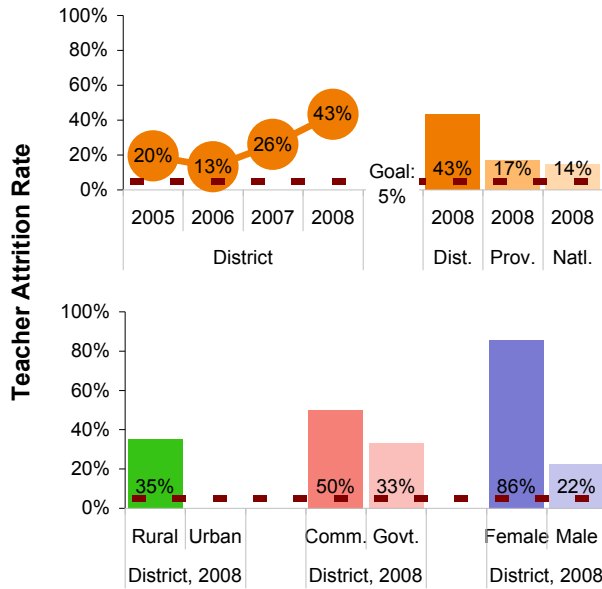
Low number of teachers in the District due to retirement, Death, regional transfers out of the District.
 Very few teachers are deployed to the district every year.

WHAT ACTION IS REQUIRED?

Lobby Government to deploy more trained teachers in Government and Community schools to the district.
 Lobby the Government to remunerate teachers handsomely in allowances like rural/remote allowances in order to retain them.
 Lobby the Government, Bussiness community, NGOs and church organisations to put up social amenities which should attract teachers from other Districts.

Indic. 12

How many basic school teachers leave their posts every year?



The Teacher Attrition Rate in Chilubi:

- Has increased by 24 percentage points since 2005.
- Is 29 percentage points above the national average.
- Is 38 percentage points above the goal of 5%.
- Is 17 percentage points higher for community school teachers.
- Is 63 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? 2006 - 2008 there was an increase in teacher attrition rate. 2005 - 2006 there was reduction in the teacher attrition rate. Female teacher attrition rate was very high.

WHY IS IT of social amenities and the lake made female teachers run away from the District.

WHAT ACTION IS REQUIRED? Lobby Government to improve conditions of service for teachers in the district. Lobby the Government, NGOs, church organisation and business community to build social amenities like banks and Hospitals. Lobby the Government to deploy more qualified local teachers to district

Indic. 13

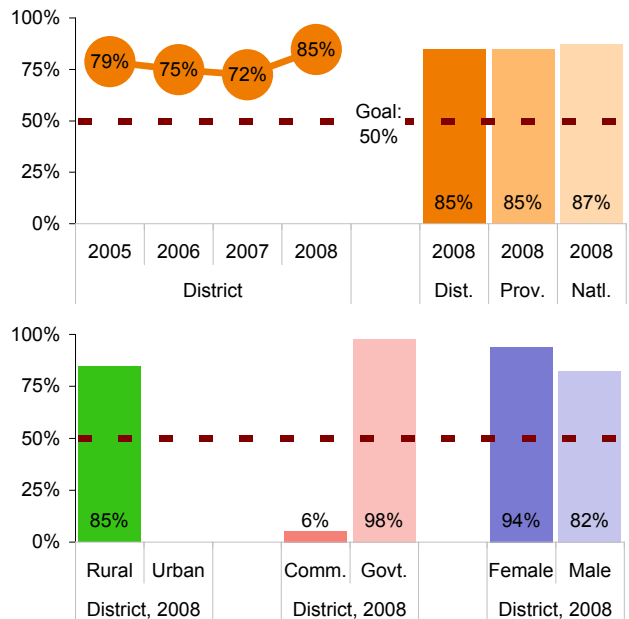
Are basic school teachers qualified to teach?

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 Chilubi:

- Has increased by 6 percentage points since 2005.
- Is similar to the national average.
- Is 35 percentage points above the goal of 50%.
- Is 92 percentage points lower for community school teachers.
- Is 12 percentage points higher female teachers.



WHAT IS OBSERVED?

The District Managed to beat the National Target from 2006 - 2008

WHY IS IT HAPPENING?

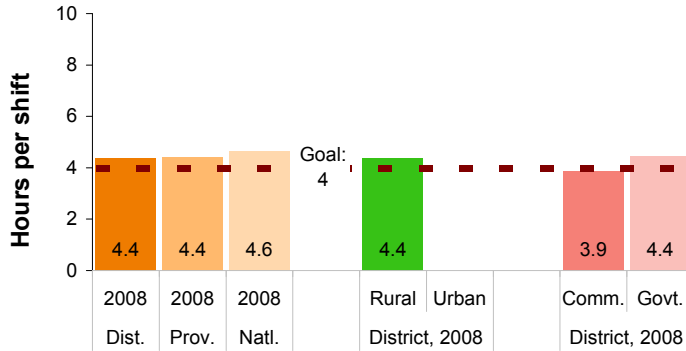
More qualified teachers were deployed to to the District.

WHAT ACTION IS REQUIRED?

Lobby Government to continue deploying qualified teachers to community and Government schools.

Indic. 14

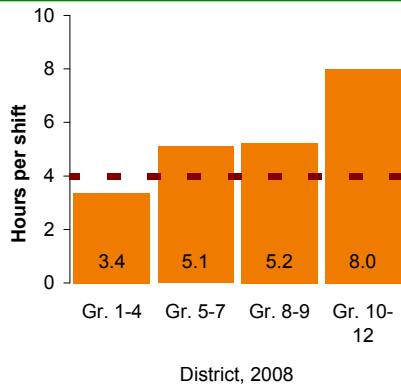
Are basic school pupils' shifts long enough?



The average shift duration in Chilubi:

- Is 0.27 hours shorter than the national average.
- Is 0.36 hours longer than the goal of 4 hours.
- Is 0.58 hours shorter in community schools than in government schools.
- Is 0.64 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?

Grade 1 - 4 Teachers teach less number of hours as per Government requirement. The district managed to beat the National target by 0.4 in Govt schools and 0.1 less in community schools.

WHY IS IT HAPPENING?

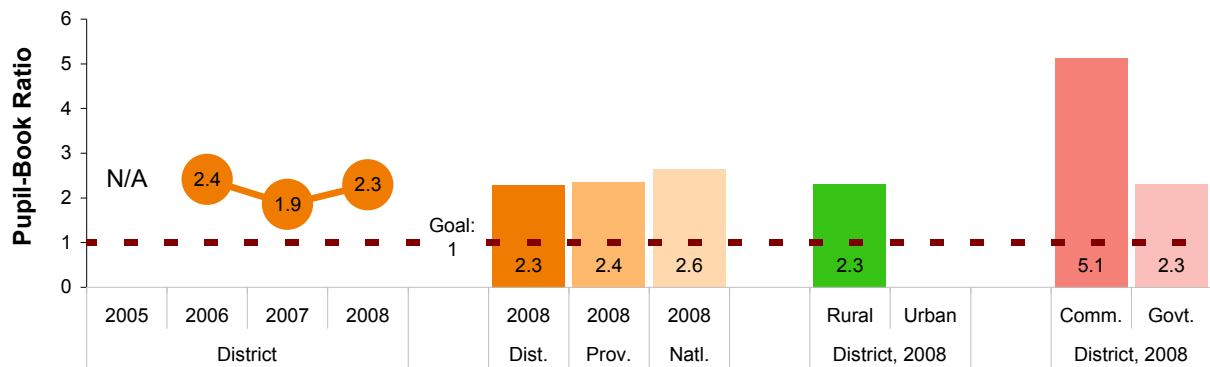
Continuous monitoring by the Standard Officers. Lack of classroom space in community schools.

WHAT ACTION IS REQUIRED?

Standard Officers to continue regular teacher inspections in both Government and Community schools. Lobby Government to build more schools to increase the number of classrooms

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

WHAT IS OBSERVED?

There was a reduction from 2006 to 2008 by 0.1% More pupils share 1 book in community schools as compared to Government schools.

WHY IS IT HAPPENING?

Both Government and Community schools do not have sufficient books for pupils to use.

The pupil book ratio in Chilubi:

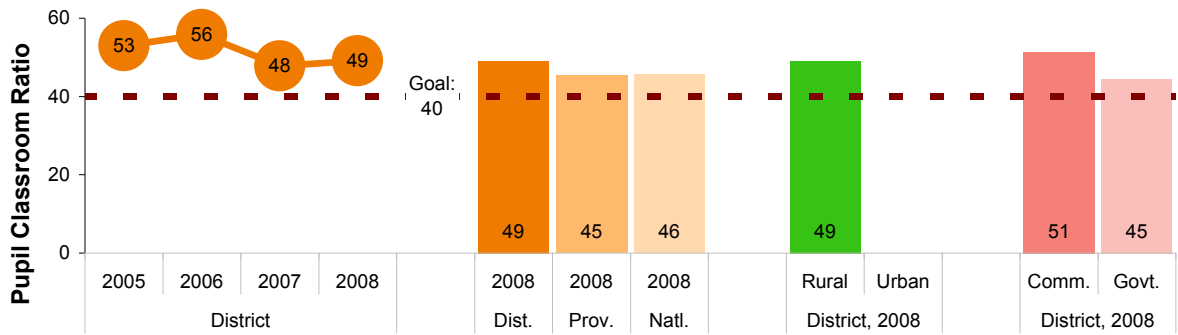
- Is 0.3 pupils lower than the national average.
- Is 1.3 pupils higher than the goal of 1.
- Is 2.3 pupils higher in rural schools.
- is 3 pupils higher in community schools.

WHAT ACTION IS REQUIRED?

Lobby Government, NGOs, Church Organisations to purchase books for pupils to use in both Government and Community schools.

Indic. 16

Are there enough classrooms for basic school pupils?



WHAT IS OBSERVED?

Decrease by 4% from 2005 to 2008
High number of pupils in community schools.

WHY IS IT HAPPENING?

Low community participation in community schools
Inadequate classroom space in schools.

WHAT ACTION IS REQUIRED?

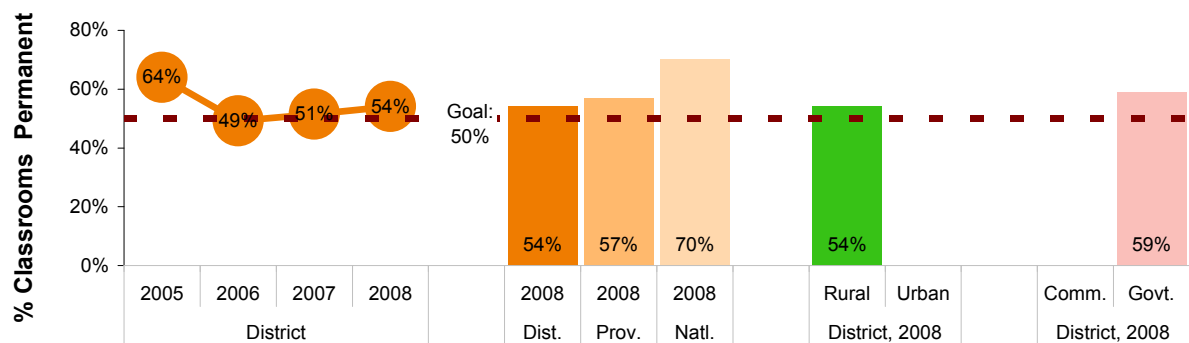
Lobby Govt, Church organisations and CDF committee to construct more classrooms in Government and community schools.

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.

- The number of pupils sharing each classroom in Chilubi:**
- Is 4 pupils above the national average.
 - Is 9 pupils above the goal of 40.
 - 49 pupils worse in rural schools than in urban schools.
 - 7 pupils worse in community schools.

Indic. 17

Are basic school classrooms in permanent condition?



WHAT IS OBSERVED?

Rate reduced by 10% from 2005 to 2008
70% permanent structures at National level as compared to 54% and 57% at District and Province respectively.

WHY IS IT HAPPENING?

No construction was done between 2005 and 2006.
Most of the classrooms were temporal structures.
Permanent structures constructed between 2007 and 2008.

WHAT ACTION IS REQUIRED?

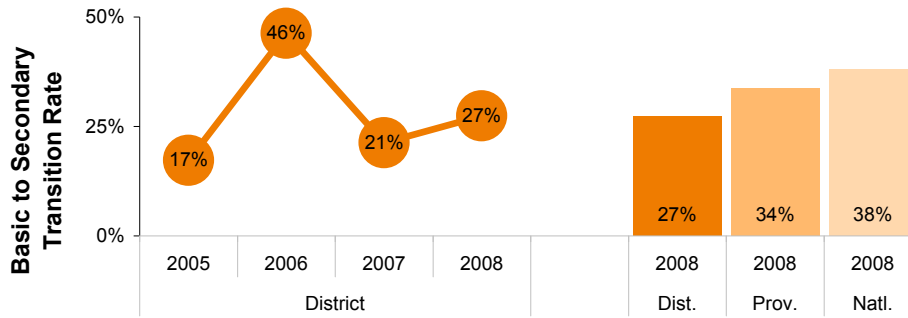
Lobby Government, churches and CDF committee to continue construction of permanent classrooms.

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

- The Percentage of classrooms in permanent condition in Chilubi:**
- Is 16 percentage points below the national average
 - Is 4 percentage points above the goal of 50%
 - 54 percentage points higher for rural schools.
 - 59 percentage points lower for community

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?

Increased from 2005 to 2006 by 19%
 Increased from 2005 to 2008 by 10%
 Reduced by 25% from 2006 to 2007
 7 % lower to that of province and 11 % lower to that of National.

WHY IS IT HAPPENING?

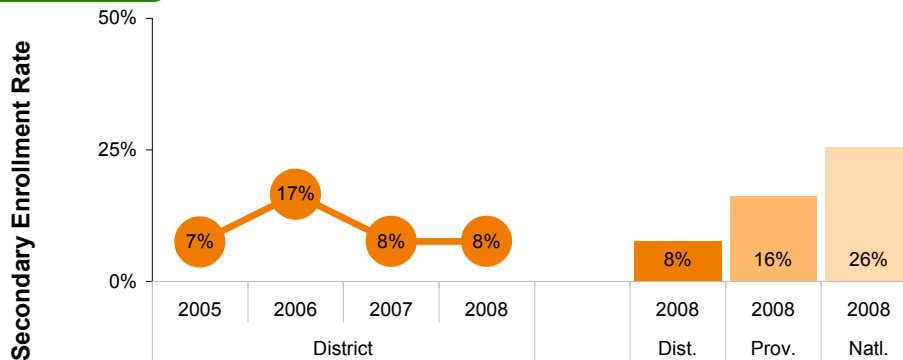
Few places and higher cut off points in both basic and high schools
 Poor learning achievement in the District.
 Inadequate qualified teachers to teach in basic and high schools.
 Early marriages and fishing.

WHAT IS REQUIRED?

Continuous monitoring of Teachers in schools
 Lobby the Govt to construct more classrooms to accommodate more pupils at secondary school level.
 Encourage traditional leaders and NGOs to sensitise parents to take their children to school.

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?

An increase from 2005 to 2008 by 1%. Overaged pupils were enrolled in secondary school.
 District failed to meet the National target of 50%.

WHY IS IT HAPPENING?

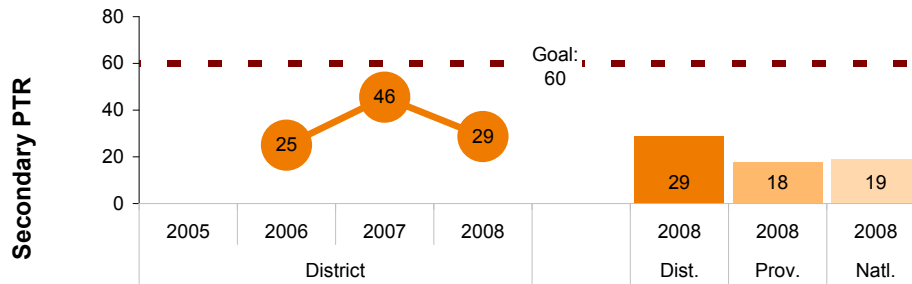
Few places in the secondary school
 More basic schools against only one secondary school
 Parents fail to send their children to school due to Economic hardships, e.g. no money to pay for high school fees.

WHAT ACTION IS REQUIRED?

Lobby Government and Church organisations to help construct one more secondary school.
 Encourage parents to send their children to school at a right time.
 Lobby Government, Church organisations, Social welfare, Community Development to sponsor more vulnerable children in schools.

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.

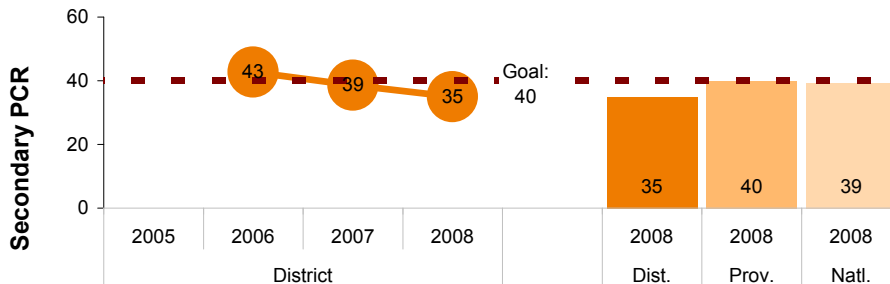
WHAT IS OBSERVED? Decrease in the pupil - teacher ratio from 2006 to 2008 by 4%. Province and National had lower pupil - teacher ratio than the District.

WHY IS IT HAPPENING? Teachers were deployed to a high school between 2006 to 2008. Attrition of teachers at high school between 2006 and 2008 was low.

WHAT ACTION IS REQUIRED? Lobby Government to recruit more qualified teachers to the high school. Lobby Govt, church organisations and business community to provide good social amenities in the District to attract more 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? Decreased by 8% from 2006 to 2008. Pupil- classroom ratio was good in 2008.

WHY IS IT HAPPENING?

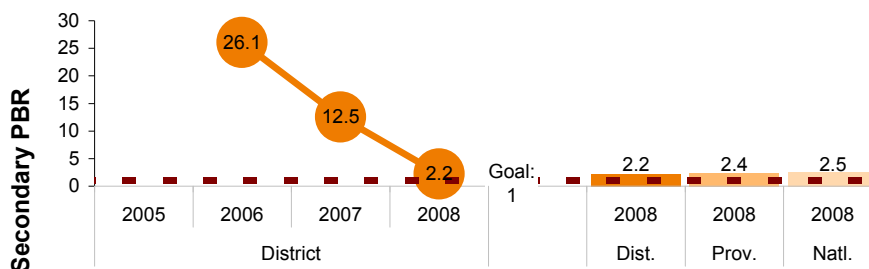
Few pupils proceeded to the high school. More pupils fail to go to high school due to a high dropout rate which created a normal pupil-classroom ratio at a high school.

WHAT ACTION IS REQUIRED

Lobby Govt and CDF committee to construct additional classrooms to reduce further pupil - classroom ratio.

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?: Reduced from 26.1 to 2.2 from 2006 to 2008

WHY IS IT HAPPENING?

More books were purchased at the high school

A school instituted proper book keeping.

Books were donated to the school by the British high commission.

WHAT ACTION IS REQUIRED?

Lobby the Government to purchase more text books to the high school to reduce further the ratio to 1:1