### Zambia 2008 District Profile for Kalulushi

#### At a glance

<table>
<thead>
<tr>
<th>Grades</th>
<th>Goal</th>
<th>Actual Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Pupils</td>
<td>12,373</td>
<td>1,186</td>
</tr>
<tr>
<td>Male Pupils</td>
<td>12,330</td>
<td>1,273</td>
</tr>
<tr>
<td>Teachers</td>
<td>681</td>
<td>114</td>
</tr>
<tr>
<td>Schools</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>Classrooms</td>
<td>453</td>
<td>87</td>
</tr>
<tr>
<td>Textbooks</td>
<td>36,884</td>
<td>465</td>
</tr>
</tbody>
</table>

#### Basic School

<table>
<thead>
<tr>
<th>Goal</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIR</td>
<td>78%</td>
</tr>
<tr>
<td>NER</td>
<td>132%</td>
</tr>
<tr>
<td>Survival to G9</td>
<td>70%</td>
</tr>
<tr>
<td>Pupil-Teacher Ratio</td>
<td>35</td>
</tr>
<tr>
<td>Teacher Attrition Rate</td>
<td>15%</td>
</tr>
<tr>
<td>% Teachers Qualified</td>
<td>95%</td>
</tr>
<tr>
<td>Pupil-Book Ratio</td>
<td>3.0</td>
</tr>
</tbody>
</table>

#### ANALYSIS
**Issue #1: Progress in primary school enrolment in Kalulushi**

**Since 2005 in Kalulushi:**

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 Kalulushi:

- Has decreased by 13 percentage points since 2005.
- Is 24 percentage points above the national value.
- Is 2 percentage points below the goal of 80%.

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

- Overage entrants have decreased by 7 percentage points.
- Properly aged entrants have increased by 10 percentage points.
- Underage entrants have decreased by 2 percentage points.

**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.
Indic. 3

Are all basic school age children enrolled in basic school?

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 Kalulushi:

Has decreased by 5 percentage points since 2005. Is 29 percentage points above the national average. Is 52 percentage points above the goal of 80%.

What is observed and why is it happening?

What action is required?

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 means 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 Kalulushi:

Is within 0.03 of the national goal of 1 for grades 1-9.

Is highest in grades 1-4, with 1.05 girls per boy.

Is lowest in grades 8-9, with 0.96 girls per boy.

What is observed and why is it happening?

What action is required?
ISSUE #2: Efficiency in Kalulushi

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.

Grade 1-9 Multi Grade Survival Rate in Kalulushi:
- Has increased by 25 percentage points since 2005
- Is 36 percentage points above the national average.
- Is 10 percentage points below the goal of 80%.

What is observed and why is it happening?

What action is required?

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

What is observed and why is it happening?

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

- 50% of rural school entrants will reach grade 9 as compared with 100% of urban entrants.
- 70% of female school entrants will reach grade 9 as compared with 71% of male entrants.
- 0% of community school entrants will reach grade 9 as compared with 91% of government school entrants.

What is observed and why is it happening?

What action is required?
**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 Kalulushi:

- Is 40 points lower than the national average.
- Is 40 points lower in rural schools than in urban schools.
- Is 137 points longer in community schools than in government schools.

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

**What action is required?**
Issue #4: How are school resources distributed in Kalulushi?

Are there enough basic school teachers for all pupils?

What is observed and why is it happening?

What action is required?

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 Kalulushi:

Has decreased by 5 pupils since 2005. Is 15 pupils lower than the national average. Is 15 pupils higher than the national goal.

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 17 pupils higher than PTR in urban schools.

PTR in community schools is 6 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.

<table>
<thead>
<tr>
<th>Schools with the highest Grade 1-9 PTR's</th>
<th>What is observed and why is it happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTR &lt;= 39</td>
<td>What action is required?</td>
</tr>
<tr>
<td># Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td></td>
</tr>
</tbody>
</table>

Kalisha 113  
Chishilano 102  
Chipuya Middle Basic 96  
Ndokoni 82  
Fitanda Community School 80  
St-Nicholas 79  
Chiwembashi 77  
Katuta 77  
Kapulula 74  
Chisangwa 68  
Luunga 66  
Misenga M. Basic 63  
Denovah M. Basic 61  
Chiwempala 59  
Tata Waluse School 54  
Mungala Community 54  
Kamuku 53  
Tiwonge 50  
Kafubu Depot Basic 49  
Twaiteka M. Basic 47  
Debora Community (Ovc) School 47  
Chibole B. 47  
Chibuluma Basic 46  
Twikatane 43  
Luela 43  
Sitwe 41  
Chembe Basic School 40  
Mukulumpe 40  
Lukoshi 40  
Luongo 39  
Chambishi Basic 39  
Ichimpe Mid Basic 38  
Kameme Basic 37  
Lunshilima 37  
Anbery Chibuluma Community 37  
Kalulushi Basic 35  
Twayuka M. Basic 35  
Kankonshi Basic 35  
Twalubuka Basic 35  
Mitobo Basic 34  
Michinka Lower Basic 34  
Mpandala 33  
Bwafwalo Community 33  
Fibale 32  
Shekinah Christian 32  
Kawama 29  
Masamba Basic 29  
Lubulo Basic 29  
Musakashi M. Basic 29  
Chabala Mid Basic 28  
St Marcellins Secondary 26  
Namboard Community School 26  
Chilupa 26  
Chavuma 24
Teacher Attrition Rate

How many basic school teachers leave their posts every year?

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.

Indic. 12

The Teacher Attrition Rate in Kalulushi:

Has increased by 6 percentage points since 2005. Is similar to the national average. Is 10 percentage points above the goal of 5%.

Is similar for urban and for rural teachers. Is 17 percentage points higher for community school teachers. Is 9 percentage points lower for female teachers.

What is observed and why is it happening?

What action is required?

Teacher Qualification Rate

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.

Indic. 13

The Teacher Qualification Rate in Kalulushi:

Has increased by 7 percentage points since 2005. Is similar to the national average. Is 15 percentage points above the goal of 80%.

Is 4 percentage points lower for rural teachers. Is 34 percentage points lower for community school teachers. Is similar for male and female teachers.

What is observed and why is it happening?

What action is required?
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 and why is it happening?

What action is required?

The pupil book ratio in Kalulushi:

Is 0.3 pupils higher than the national average.
Is 2 pupils higher than the goal of 1.
Is similar in urban and in rural schools.
is 0 pupils lower in community schools.

The average shift duration in Kalulushi:

Is similar to the national average.
Is 0.61 hours longer than the goal of 4 hours.
Is 0.44 hours shorter in rural schools than in urban schools.
Is 0.04 hours longer in community schools than in government schools.

Is 0.32 hours shorter than the goal of 4 hours in grades 1-4.

Are basic school pupils’ shifts long enough?

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?

What action is required?
Are there enough classrooms for basic school pupils?

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 is observed and why is it happening?

What action is required?

The number of pupils sharing each classroom in Kalulushi:
- Is 5 pupils below the national average.
- Is 20 pupils above the goal of 20.
- 6 pupils worse in rural schools than in urban schools.
- 12 pupils better in community schools than in government schools.

Are basic school classrooms in permanent condition?

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

What is observed and why is it happening?

What action is required?

The Percentage of classrooms in permanent condition in Kalulushi:
- Is similar to the national average
- Is 25 percentage points below the goal of 100%
- 14 percentage points lower for rural schools.
- 56 percentage points lower for community schools.
**Issue #5: Overview of secondary schools in Kalulushi**

### Are students reaching secondary school?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**What action is required?**

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**What action is required?**
### Indic. 20: Are there enough secondary school teachers?

**Secondary PTR**

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>15</td>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>

**Indic. 21: Are there enough secondary school classrooms?**

**Secondary PCR**

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>41</td>
<td>41</td>
<td>42</td>
<td>51</td>
</tr>
</tbody>
</table>

**Indic. 22: Are there enough secondary school math books?**

**Secondary PBR**

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>2.0</td>
<td>2.4</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

**What action is required?**