Zambia 2008 District Profile for Kapiri Mposhi

### At a glance

<table>
<thead>
<tr>
<th>Grades</th>
<th>1-9</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Pupils</td>
<td>28,652</td>
<td>382</td>
</tr>
<tr>
<td>Male Pupils</td>
<td>33,702</td>
<td>484</td>
</tr>
<tr>
<td>Teachers</td>
<td>973</td>
<td>55</td>
</tr>
<tr>
<td>Schools</td>
<td>181</td>
<td>12</td>
</tr>
<tr>
<td>Classrooms</td>
<td>695</td>
<td>139</td>
</tr>
<tr>
<td>Textbooks</td>
<td>93,382</td>
<td>707</td>
</tr>
</tbody>
</table>

### Basic School

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actual Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIR</td>
<td>63%</td>
</tr>
<tr>
<td>NER</td>
<td>122%</td>
</tr>
<tr>
<td>Survival to G9</td>
<td>21%</td>
</tr>
<tr>
<td>Pupil-Teacher Ratio</td>
<td>68</td>
</tr>
<tr>
<td>Teacher Attrition Rate</td>
<td>22%</td>
</tr>
<tr>
<td>% Teachers Qualified</td>
<td>83%</td>
</tr>
<tr>
<td>Pupil-Book Ratio</td>
<td>3.2</td>
</tr>
</tbody>
</table>

### ANALYSIS
Issue #1: Progress in primary school enrolment in Kapiri Mposhi

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 Kapiri Mposhi:
- Has increased by 11 percentage points since 2005
- Is similar to the national value.
- Is 17 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?

Since 2005 in Kapiri Mposhi:
- Overage entrants have decreased by 11 percentage points.
- Properly aged entrants have increased by 8 percentage points.
- Underage entrants have increased by 3 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.
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 Kapiri Mposhi:

Has increased by 22 percentage points since 2005
Is 19 percentage points above the national average.
Is 42 percentage points above the goal of 80%.

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What is observed and why is it happening?

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What action is required?

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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 Kapiri Mposhi:

Is within 0.14 of the national goal of 1 for grades 1-9.
Is highest in grades 1-4, with 0.87 girls per boy.
Is lowest in grades 8-9, with 0.79 girls per boy.
ISSUE #2: Efficiency in Kapiri Mposhi

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 Kapiri Mposhi:
- Has increased by 3 percentage points since 2005
- Is 13 percentage points below the national average.
- Is 59 percentage points below the goal of 80%.

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 headmasters. Headmasters may not always know the exact reason.

What is observed and why is it happening?

What action is required?
Are some Grade 1 students less likely than others to reach higher grades of Basic School?

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

15% of rural school entrants will reach grade 9 as compared with 66% of urban entrants.

18% of female school entrants will reach grade 9 as compared with 24% of male entrants.

0% of community school entrants will reach grade 9 as compared with 27% of government school entrants.

What is observed and why is it happening?

What action is required?
ISSUE #3: Are children learning?

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.

What is observed and why is it happening?

What action is required?
Issue #4: How are school resources distributed in Kapiri Mposhi?

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 Kapiri Mposhi:
- Has increased by 3 pupils since 2005.
- Is 18 pupils higher than the national average.
- Is 48 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 4 pupils higher than PTR in urban schools.
- PTR in community schools is 5 pupils lower than PTR in government schools.
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 PTRs may be in need of additional classrooms and other resources as well as teachers.

### Schools with the highest Grade 1-9 PTR's

<table>
<thead>
<tr>
<th>PTR</th>
<th>&lt; 39</th>
<th>40-59</th>
<th>60-119</th>
<th>&gt;= 120</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># Schools</td>
<td>34</td>
<td>49</td>
<td>85</td>
<td>23</td>
<td>192</td>
</tr>
</tbody>
</table>

- Chamakamba 400
- Kateneka Community 294
- Domingo 292
- Kanendele 242
- Kabaka Community 236
- Chilwa Island Basic 200
- Lusumpuko Community 184
- Chimanimari Community 174
- Munyense Basic School 169
- Lwamala 166
- Mulungushi Community 164
- Ngabwe 148
- Chimbo 146
- Chimwala Middle Basic 141
- Mumbachala 137
- Daniel Kaleduka 137
- Kabanga 135
- Kamwanya Community 133
- Mukubwe 130
- Mutenda 129
- Mubolwe 126
- Itemu Community 121
- Kantupu Mid Basic 121
- Manyinya Primary 120
- Luanchele M B 119
- Mobe P School 119
- Hill Top Basic 118
- Kelinga Community 118
- Muchinga West 116
- Kachirika Community 115
- Shabuka Community 114
- Kanyemu Middle Basic 114
- Mwala 114
- Yongwe 113
- Kalundu Upper Basic 112
- Kamisenga Community 111
- Kapandwe School 110
- Kato Basic School 108
- Chola 108
- Mupatapabo 107
- Kebamba Community 106
- Kalenda 105
- Renato 105
- Lukanda 'B' 105
- Chishimu Community 104
- Valley Community 102
- Ilungu Mid Basic 100
- Katelemuna 100
- Mulenge Basic School 98
- Lutenge Iri 98
- Liibwe Community 98
- Chishirka 96
- St Joseph Mid Basic 96
- Luchu 95

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

Schools with high PTRs may be in need of additional classrooms and other resources as well as teachers.
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.

What is observed and why is it happening?

What action is required?

The Teacher Qualification Rate in Kapiri Mposhi:

Has decreased by 2 percentage points since 2005. Is similar to the national average. Is 3 percentage points above the goal of 80%.

Is 9 percentage points lower for rural teachers.

Is 82 percentage points lower for community school teachers.

Is 9 percentage points higher for 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 Kapiri Mposhi:

Is 0.6 pupils higher than the national average.
Is 2.2 pupils higher than the goal of 1.
Is 6.1 pupils lower in rural schools.
Is 4 pupils higher in community schools.

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?

**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 Kapiri Mposhi:

- Is 0 pupils above the national average.
- Is 26 pupils above the goal of 20.
- 29 pupils better in rural schools than in urban schools.
- 36 pupils better in community schools than in government schools.

Are basic school classrooms in permanent condition?

**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 Kapiri Mposhi:

- Is 19 percentage points below the national average
- Is 49 percentage points below the goal of 100%
- 22 percentage points lower for rural schools
- 56 percentage points lower for community
### Indic. 18

**Are students reaching secondary school?**

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>Dist.</th>
<th>Prov.</th>
<th>Natl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>N/A</td>
<td>21%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>2006</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>19%</td>
<td>34%</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>Dist.</th>
<th>Prov.</th>
<th>Natl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>11%</td>
<td>25%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

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?**

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### Indic. 19

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

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>Dist.</th>
<th>Prov.</th>
<th>Natl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>11%</td>
<td>25%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>Dist.</th>
<th>Prov.</th>
<th>Natl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>11%</td>
<td>25%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

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?**
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?

What action is required?

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?

What action is required?

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?

What action is required?