**At a glance**

<table>
<thead>
<tr>
<th>Grades</th>
<th>1-9</th>
<th>10-12</th>
</tr>
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<tbody>
<tr>
<td>Female Pupils</td>
<td>16,023</td>
<td>669</td>
</tr>
<tr>
<td>Male Pupils</td>
<td>17,873</td>
<td>1,097</td>
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<td>Teachers</td>
<td>738</td>
<td>115</td>
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<td>Schools</td>
<td>147</td>
<td>10</td>
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<tr>
<td>Classrooms</td>
<td>559</td>
<td>114</td>
</tr>
<tr>
<td>Textbooks</td>
<td>49,256</td>
<td>416</td>
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</table>

**Basic School**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actual Value</th>
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</thead>
<tbody>
<tr>
<td>NIR</td>
<td>63%</td>
</tr>
<tr>
<td>NER</td>
<td>110%</td>
</tr>
<tr>
<td>Survival to G9</td>
<td>24%</td>
</tr>
<tr>
<td>Pupil-Teacher Ratio</td>
<td>48</td>
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<tr>
<td>Teacher Attrition Rate</td>
<td>26%</td>
</tr>
<tr>
<td>% Teachers Qualified</td>
<td>81%</td>
</tr>
<tr>
<td>Pupil-Book Ratio</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

**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 Mkushi:
- 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?**

- Overage entrants have decreased by 17 percentage points.
- Properly aged entrants have increased by 11 percentage points.
- Underage entrants have increased by 6 percentage points.

**What action is required?**

- Ensure that all children have access to education.
- Implement strategies to improve enrolment rates.
- Address barriers to enrolment.

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 is observed and why is it happening?

Basic Net Enrollment Rate

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 Mkushi:

Has increased by 8 percentage points since 2005
Is 7 percentage points below the national average.
Is 30 percentage points above the goal of 80%.

What action is required?

Indic. 3

Are all basic school age children enrolled in basic school?

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 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 Mkushi:

Is within 0.03 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 0.8 girls per boy.

What action is required?
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 Mkushi:

- Has remained constant since 2005.
- Is 10 percentage points below the national average.
- Is 56 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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Reason</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Economic</td>
<td>55%</td>
</tr>
<tr>
<td>Male</td>
<td>Other</td>
<td>29%</td>
</tr>
<tr>
<td>Male</td>
<td>Marriage</td>
<td>6%</td>
</tr>
<tr>
<td>Male</td>
<td>Orphaned</td>
<td>6%</td>
</tr>
<tr>
<td>Male</td>
<td>Illness</td>
<td>3%</td>
</tr>
<tr>
<td>Female</td>
<td>Pregnancy</td>
<td>31%</td>
</tr>
<tr>
<td>Female</td>
<td>Economic</td>
<td>28%</td>
</tr>
<tr>
<td>Female</td>
<td>Marriage</td>
<td>22%</td>
</tr>
<tr>
<td>Female</td>
<td>Other</td>
<td>14%</td>
</tr>
<tr>
<td>Female</td>
<td>Orphaned</td>
<td>3%</td>
</tr>
</tbody>
</table>
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 Mkushi, students are less likely to stay in school through grade 9 if they are female or if they attend a rural or community school.

- 21% of rural school entrants will reach grade 9 as compared with 72% of urban entrants.
- 20% of female school entrants will reach grade 9 as compared with 27% of male entrants.
- 0% of community school entrants will reach grade 9 as compared with 36% 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?

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<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>596</td>
<td>594</td>
<td>596</td>
<td>589</td>
<td>596</td>
<td>594</td>
<td>596</td>
</tr>
</tbody>
</table>

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.

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 Mkushi:

- Is 7 points higher than the national average.
- Is 2 points higher in rural schools than in urban schools.
- Is 596 points shorter 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 Mkushi?

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 Mkushi:
- Has decreased by 7 pupils since 2005.
- Is 2 pupils lower than the national average.
- Is 28 pupils higher than the national goal

What is observed and why is it happening?

What action is required?

Basic Pupil-Teacher Ratio by School Type:
- PTR in rural schools is 15 pupils higher than PTR in urban schools.
- PTR in community schools is 6 pupils higher than PTR in government schools.
In which basic schools are pupil-teacher ratios the largest?

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

<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>School Name</td>
<td>PTR</td>
</tr>
<tr>
<td>Kapelembi Iri</td>
<td>181</td>
</tr>
<tr>
<td>Tuterwane Ovc</td>
<td>148</td>
</tr>
<tr>
<td>Mubo Community</td>
<td>138</td>
</tr>
<tr>
<td>Chimika</td>
<td>135</td>
</tr>
<tr>
<td>Kanyenshya Basic</td>
<td>133</td>
</tr>
<tr>
<td>Mulenge Community</td>
<td>130</td>
</tr>
<tr>
<td>Twatasha Community</td>
<td>111</td>
</tr>
<tr>
<td>Nicholas Michalakis Community</td>
<td>110</td>
</tr>
<tr>
<td>Minsundu Community</td>
<td>109</td>
</tr>
<tr>
<td>Makolongo Basic</td>
<td>109</td>
</tr>
<tr>
<td>Kambushi Community</td>
<td>105</td>
</tr>
<tr>
<td>Buyantanshi Community School</td>
<td>101</td>
</tr>
<tr>
<td>Twikatane</td>
<td>95</td>
</tr>
<tr>
<td>Chikanda</td>
<td>93</td>
</tr>
<tr>
<td>Katukutu Community</td>
<td>92</td>
</tr>
<tr>
<td>Mwishala</td>
<td>91</td>
</tr>
<tr>
<td>Lone Gum Farm</td>
<td>90</td>
</tr>
<tr>
<td>Likuma</td>
<td>90</td>
</tr>
<tr>
<td>Ndubaluba Community School</td>
<td>88</td>
</tr>
<tr>
<td>Brimagoba Community</td>
<td>83</td>
</tr>
<tr>
<td>Munda</td>
<td>78</td>
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<tr>
<td>Katula</td>
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<tr>
<td>Mark Steel Community</td>
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<tr>
<td>Mulembo Basic</td>
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<td>Ngambwa Community</td>
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<td>Chikoka Community</td>
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<td>Mpale Basic</td>
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<td>Kakushi</td>
<td>71</td>
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<tr>
<td>Liteta Basic</td>
<td>71</td>
</tr>
<tr>
<td>Agape</td>
<td>71</td>
</tr>
<tr>
<td>Chinonya Community School</td>
<td>70</td>
</tr>
<tr>
<td>Chibwe Mukunga Community</td>
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<tr>
<td>Mtwwe Community</td>
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<tr>
<td>Miloso Basic</td>
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<tr>
<td>Chandemena Community</td>
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<tr>
<td>Mboobili Community</td>
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</tr>
<tr>
<td>Matuku Basic</td>
<td>66</td>
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<tr>
<td>Mankanda Basic</td>
<td>65</td>
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<tr>
<td>Lumba Basic</td>
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<td>Chimbowe Community</td>
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<td>Kalubula Basic</td>
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<td>Chingombe Basic</td>
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<tr>
<td>Welkom Community</td>
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<tr>
<td>Upper Musofu Basic</td>
<td>61</td>
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<tr>
<td>Kalombe Basic</td>
<td>61</td>
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<tr>
<td>Kasansama Community</td>
<td>60</td>
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<tr>
<td>Munda Mult Purpose</td>
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<td>Kasomfi Basic</td>
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<td>Kangalati Basic</td>
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<td>Kangulwe Community</td>
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<td>Nyeri</td>
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<tr>
<td>Nshinso Basic</td>
<td>57</td>
</tr>
<tr>
<td>Mapapa Basic</td>
<td>57</td>
</tr>
<tr>
<td>Andrew Peiles Basic</td>
<td>57</td>
</tr>
</tbody>
</table>
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 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.

What is observed and why is it happening?

What action is required?
Are basic school pupils’ shifts long enough?

The average shift duration in Mkushi:

- Is 0.26 hours shorter than the national average.
- Is 0.36 hours longer than the goal of 4 hours.
- Is 0.09 hours shorter in rural schools than in urban schools.
- Is 0.33 hours shorter in community schools than in government schools.
- Is 0.7 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?

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.

The pupil book ratio in Mkushi:

- Is 0.4 pupils higher than the national average.
- Is 2 pupils higher than the goal of 1.
- Is 2.8 pupils lower in rural schools.
- Is 4 pupils higher in community schools.

What is observed and why is it happening?

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

**Pupil Classroom Ratio**

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?**

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

**Percentage of 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?**

---

**Indic. 16**

<table>
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<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2005</td>
<td>49</td>
<td></td>
<td></td>
<td>29</td>
<td>43</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>2006</td>
<td>43</td>
<td></td>
<td></td>
<td>43</td>
<td>29</td>
<td>29</td>
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</tr>
<tr>
<td>2007</td>
<td>43</td>
<td></td>
<td></td>
<td>29</td>
<td>43</td>
<td>43</td>
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<td>2008</td>
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<td>43</td>
<td>46</td>
<td>29</td>
<td>20</td>
<td>13</td>
<td>39</td>
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</table>

**Indic. 17**

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</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>75%</td>
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<td>62%</td>
<td>64%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>2006</td>
<td>65%</td>
<td></td>
<td></td>
<td>64%</td>
<td>70%</td>
<td>63%</td>
<td>49%</td>
</tr>
<tr>
<td>2007</td>
<td>64%</td>
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<td>70%</td>
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<td>35%</td>
<td>70%</td>
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<td>2008</td>
<td>62%</td>
<td>64%</td>
<td>70%</td>
<td>63%</td>
<td>49%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Indic. 18** Are students reaching secondary school?

![Graph showing Basic to Secondary Transition Rate.](image)

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

**What action is required?**

---

**Indic. 19** Are all secondary aged children enrolled in secondary school?

![Graph showing Secondary Enrollment Rate.](image)

**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?