

Welcome to the District Profile Manual!



The purpose of this manual is to support the use and understanding of education statistics for evidence-based decision making.

This manual is intended to accompany the **District Profiles**, which show basic and secondary education trends in Zambia's 73 districts. The district profiles include data from the past four years.

On the following pages, we look more closely at why it is important to understand and utilize data for policy-making.

What is evidence-based decision making?



This manual is intended to support you in using information about education in your district to make decisions about how much money is needed and where it should be spent.

To do this, we have collected data on teachers, student enrollment, population growth, and school efficiency. The **District Profiles** provide a snapshot of this data.

This manual makes it easier to understand what all this information means. The next step is for you to create a district plan. The district plan will help you to determine how much money is needed for education in your District.

How does this relate to the District Profile?



District Profile: A snapshot of the district

Population Growth

Teachers

Efficiency

Student Enrollment

Profile Manual: What does this all mean?

Actions: District Plan

Futures Planning

Policy Options

Operating Budget

Money

Capital Funds

Where does the data in the *District Profile* come from?



School Surveys & Other

The Zambia Ed*Assist and District Profile data comes from the Annual Education Census which schools complete yearly, and other sources such as examinations and the Ministry of Finance.

Zambia Ed*Assist

Since 2001, Zambia has tracked school level information through an extensive Education Management Information System (EMIS). This information is compiled in the Zambia Ed*Assist.

District Profile

The District Profile draws data from Ed*Assist to create a graphical, historical, and easy to read summary for every District.

Population Growth

Efficiency

Student Enrollment

Teachers

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What kinds of graphs are in the District Profile?

There are many types of graphs. In the district profile, including:

- Bar graphs
- Line Graphs
- Population Pyramids

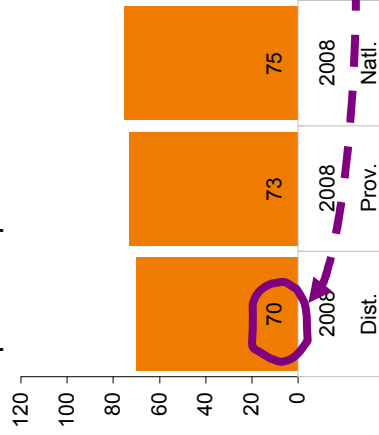
This is another type of bar graph.
Most of the bar graphs in the *district profile* are vertical, but some read horizontally like this one.

On this graph the scale is along the x-axis.

Bar Graph

Bar graphs are the most common type of graph used in the District Profile.

Graph of Pupil-Teacher Ratio

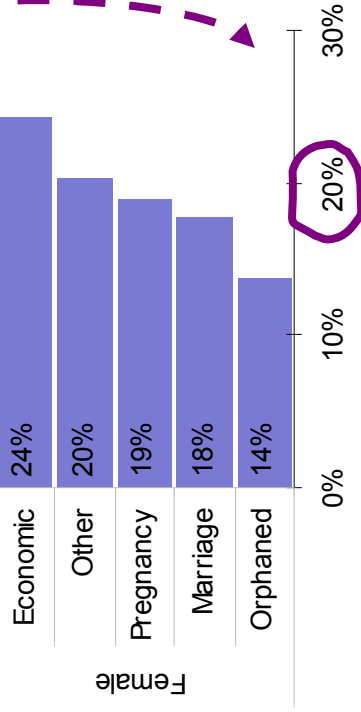


Reading this graph:

- on the x-axis are 2008 values for the district, province, and nation
- on the y-axis is the Pupil-Teacher Ratio
- the scale is 20
- the numbers inside the orange boxes represent the PTR

What was the PTR for the district in 2008?

Graph of Reasons Females Leave School



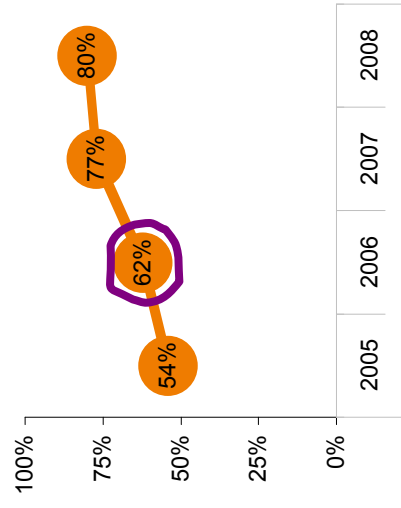
There are a few more types of graphs in the District Profile!



Here are a few more graphs you'll see in the District Profile.

Line graphs
A line graph shows points plotted on a graph. The points are connected to form a line.

Graph of Net Enrollment Rate



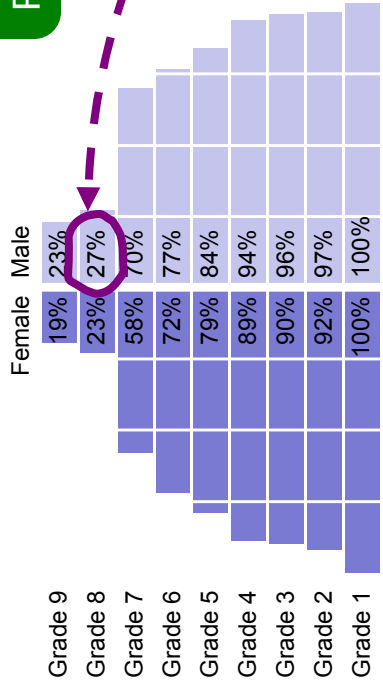
Reading this graph:

- on the x-axis are the years
- on the y-axis is % enrollment
- the scale is 25%
- each orange dot represents the NER in the district for that year

What was the NER in the district in 2006?

Population Pyramids
A population pyramid is a type of bar graph that shows population changes over time.

Graph of Grade 1-9 Survival Rate



Population pyramids are useful for showing:

- survival rate
- population growth
- education access

This population pyramid shows the survival rate of male and female students. In this type of graph, you can easily see the loss of students in the higher grades.

What was the Grade 8 Survival Rate for male students?

READING GRAPHS

District Profile Overview



Let's take a look at your entire District.

This section is designed to look at an overview of your district.

	National Goal	District Goal	Actual
NIR	80%		
NER	110%		
Survival to G7	110%		
Pupil-Teacher Ratio	70		
Teacher Attrition Rate	5%		
% Teachers Qualified	80%		
Pupil-Book Ratio	3		

District Overview



Issue 1: Progress in Basic School Enrollment

This section is designed to look at progress in primary school enrollment in your district. To do this, we will look at **access indicators**.

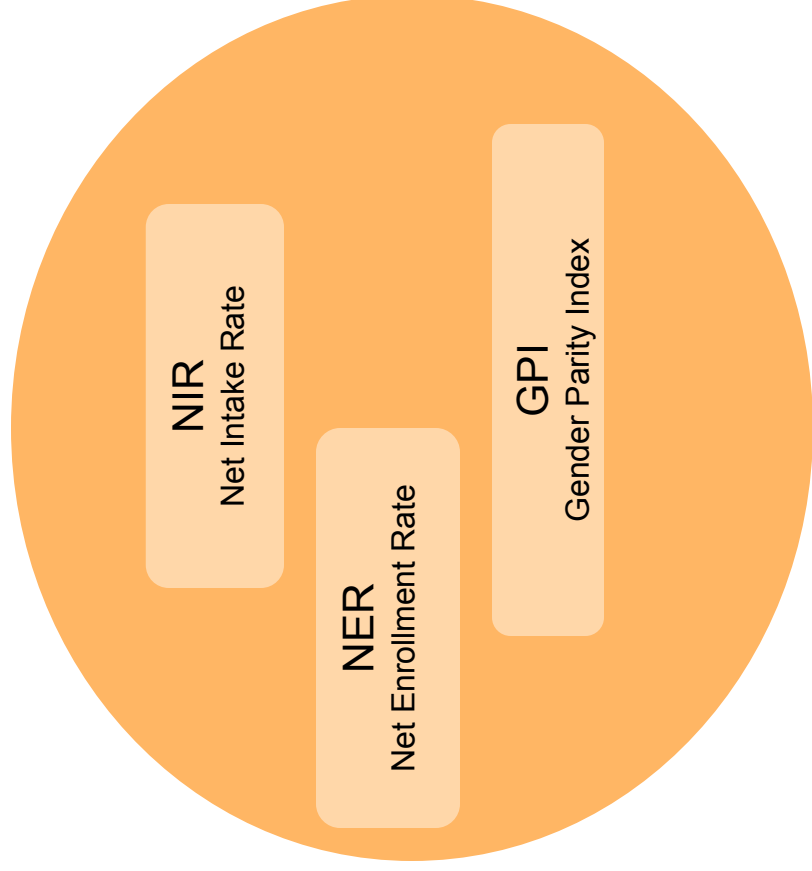
There are several types of **access indicators**, including: Gross Enrollment Rate, Net Enrollment Rate, Gross Intake Rate, Net Intake Rate, Completion Rate, Transition Rate, and many more.

In this section, we will look more closely at:

- **Net Intake Rate (NIR)**
- **Net Enrollment Rate (NER)**
- **Gender Parity Index (GPI)**

You can find additional information about access in your district in Ed*Assist.

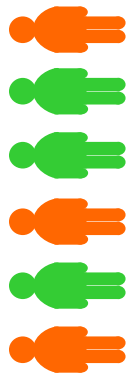
Access Indicators



Are children entering basic school on time?

Net Intake Rate (NIR)

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.

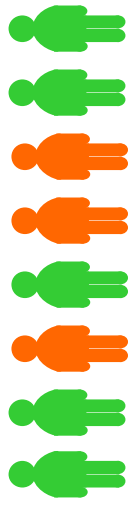


YEAR: 2008

(6,000 children, age 7 enroll in 1st grade in district)



NIR
(6,000/8,000 = 75%)



YEAR: 2008

(district population has 8,000 children, age 7)



= 1,000 children

= 1,000 children

Box 1

Graph of Net Intake Rate



Things to think about...

- Are the number of children age 7 in your district correct?
- Do the school surveys accurately reflect the number of children in first grade age 7?
- Do school surveys include number of students repeating first grade?
- Is there under or over-age enrollment in Grade 1 in your district?

LOOK in Ed*Assist:

In Ed*Assist look at report **S110: Net Intake Rate by Gender** (under Strategy Indicators, Access). This report has the data used to calculate NIR in your district.

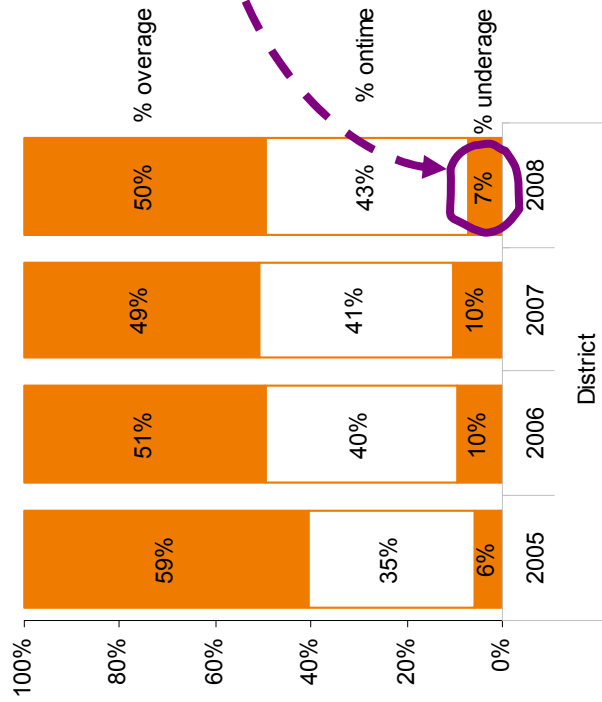
Of all the children who enter school for the first time, how many are the correct age?

Relative Age of School Entrants

This graph shows the percentage of new school entrants who are on-time (age 7), **average** (older than 7) and **underage** (younger than 7). A high percentage of average 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 average entrants should decrease and the percentage of on time entrants should increase. If underage pupils are entering in large percentages, they are taking spaces needed for older pupils.

Box 2

Graph of Relative Age of School Entrants



Things to think about...

- Why is it important to look at the age of new school entrants?
- How does the number of ontime students affect the Net Intake Rate.
- In this graph, 7% of new school entrants in 2008 were under age 7. Why are they entering early, and are there early childhood care and education programs that they could participate in instead?

LOOK in Ed*Assist:

In Ed*Assist look at report **M178: Grade 1 Entrants by Age & Gender** (under Management Indicators, Students). This report has the data used to calculate relative age of school entrants.

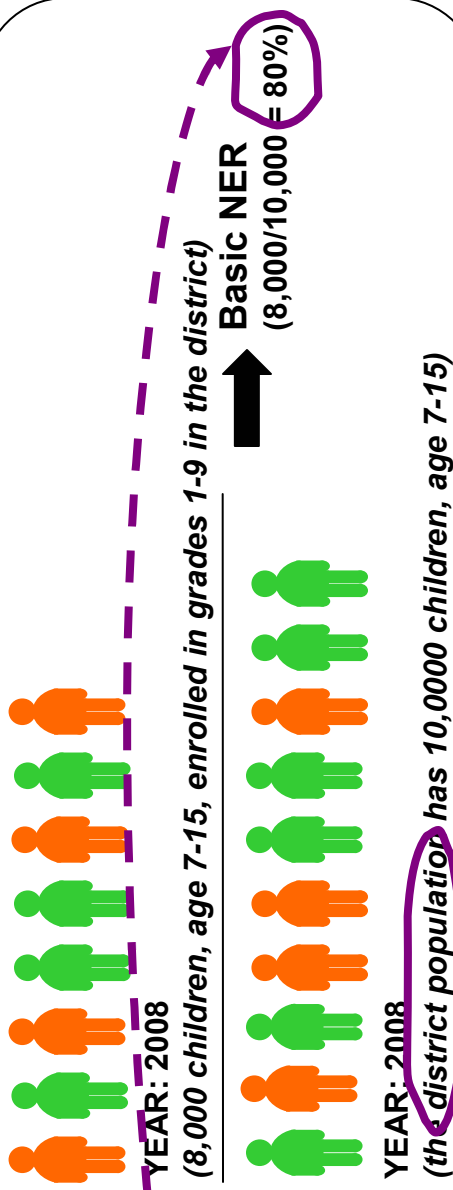
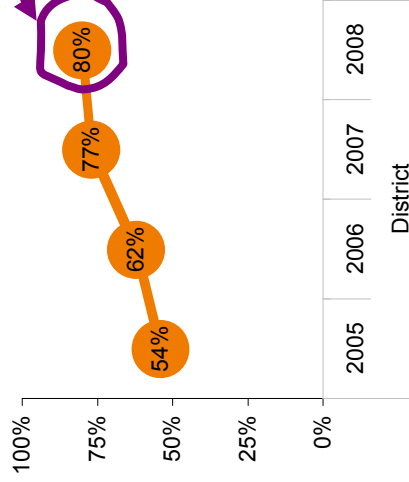
Are all school-age children enrolled in grades 1-9?

Basic Net Enrollment Rate (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.

Box 3

Graph of Net Enrollment Rate



What does an NER over 100% mean?

- A NER above 100% means that the data is flawed.
- There are many reasons why the data can be flawed, including under and overestimates on the census, increased birth rates, lower death rates, migration, etc.
- To make a reliable estimate of NER, we need accurate estimates of enrollment by age. In Zambia, currently available demographic data underestimates the number of school-age children in each district.
- The last census was in 2000, and there has been increased migration from rural areas to towns. Even if the data is flawed, NER can be useful to help us see trends in enrollment.

LOOK in Ed*Assist:

In Ed*Assist look at report **S102: Net Enrollment Rate by Gender** (under Strategy Indicators, Access). This report has the data used to calculate NER in your district.

ACCESS - Basic NER

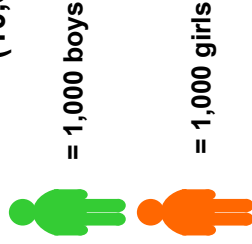
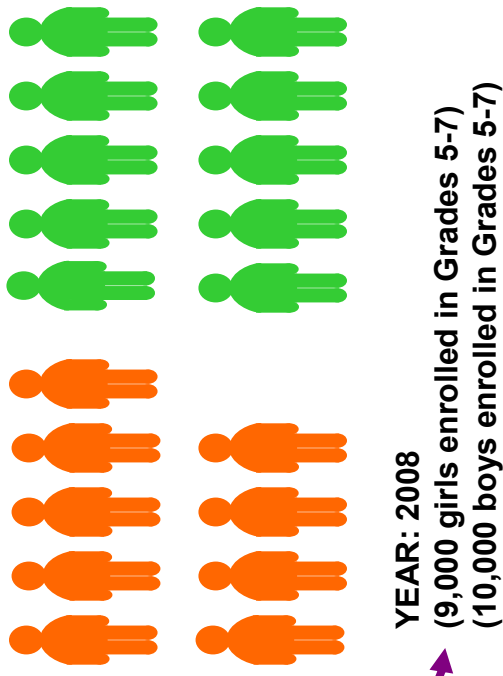
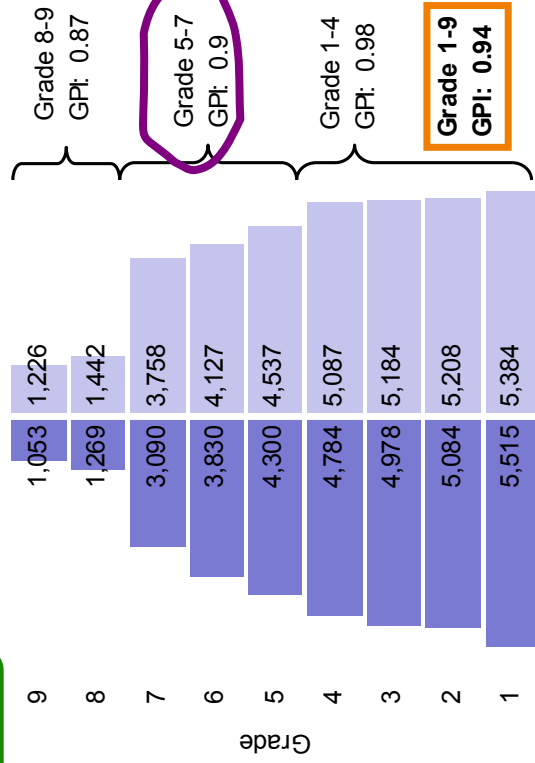
Are girls and boys enrolled in equal numbers?

Gender Parity Index (GPI)

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.

Box 4

Graph of Gender Parity Index



LOOK in Ed*Assist:

In *Ed*Assist* look at report **S401: Gender Parity Index** (under Strategy Indicators, Equity). This report has the data used to calculate GIR in your district.

Things to think about...

- What does the GPI tell you about gender equity in your district?
- Is GPI in the earlier grades closer to 1 than in lower secondary school? What does this mean?



Issue 2: Efficiency in Basic School Enrollment

This section is designed to look at how efficiently students progress through the system. To do this, we will look at **efficiency indicators**.

There are several types of **efficiency indicators**, including: Repetition Rate by Gender and Grade, Single and Multi-Grade Survival Rate (also called Retention Rate), Transition Rate by Grade and Gender, and more.

In this section, we will look more closely at:

- **Survival Rate by Location**
- **Survival Rate by Gender**
- **Survival Rate by School Type**

You can find additional information about efficiency in your district in Ed*Assist.

Efficiency Indicators



Survival Rate by Location

Survival Rate by Gender

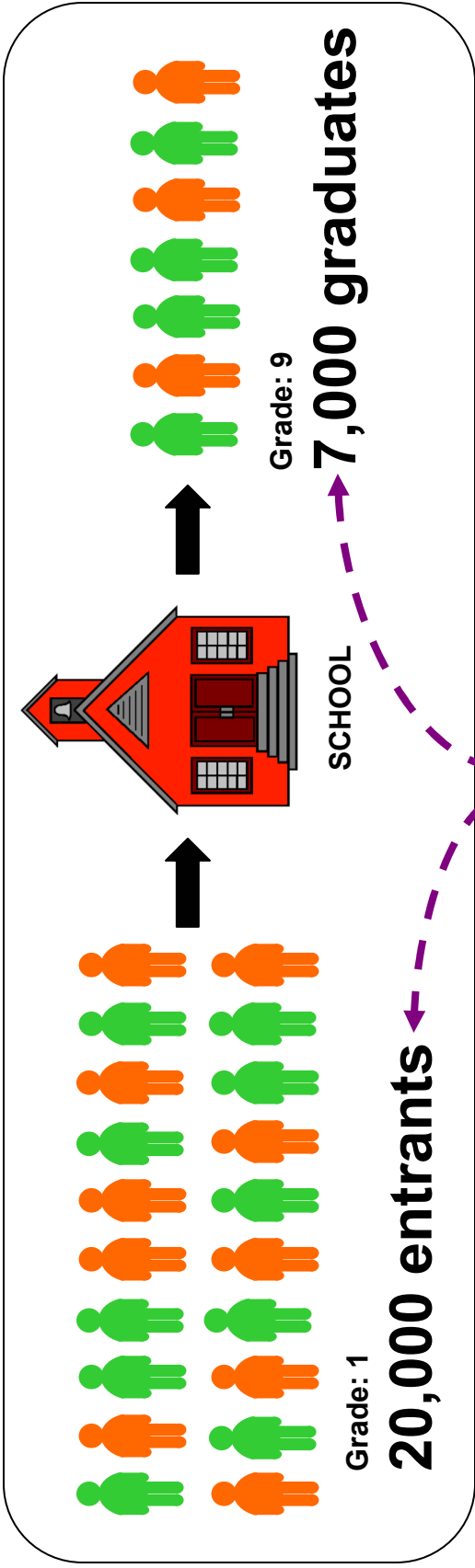
Survival Rate by School Type

EFFICIENCY

If a child enters grade 1, will they reach grade 9?

Grade 1-9 Multi-Grade Survival Rate

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 takes them to get there. It is estimated using data from a single year. A higher survival rate means more pupils are expected to reach grade 9 and that dropout rates are lower.



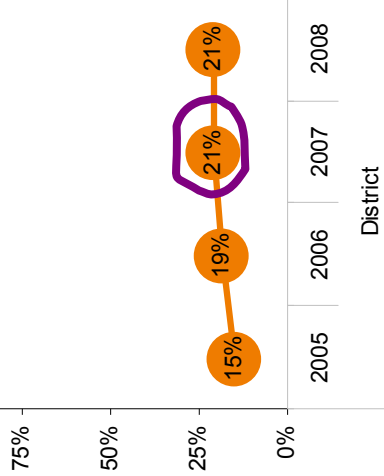
Box 5

Graph of Grade 1-9 Multi-grade Survival Rate

Survival Rate is calculated by creating a hypothetical model. This model uses the number of students who repeat a grade or dropout of school to calculate how many students will complete grades 1-9.

LOOK in Ed*Assist:

In Ed*Assist look at report **S208: Multi-Grade Retention (Survival) Rate by Gender and Grade** (under Strategy Indicators, Efficiency). This report has the data used to calculate Grade 1-9 Survival Rate in your district.



EFFICIENCY - Survival Rate

Why do children leave before completing basic school?

Reasons for Leaving

Reasons for leaving school:

- relocation
- financial reasons
- expelled
- suspension
- desertion
- orphaned
- caring for the sick
- pregnancy
- causing pregnancy
- offered employment
- death
- illness
- other

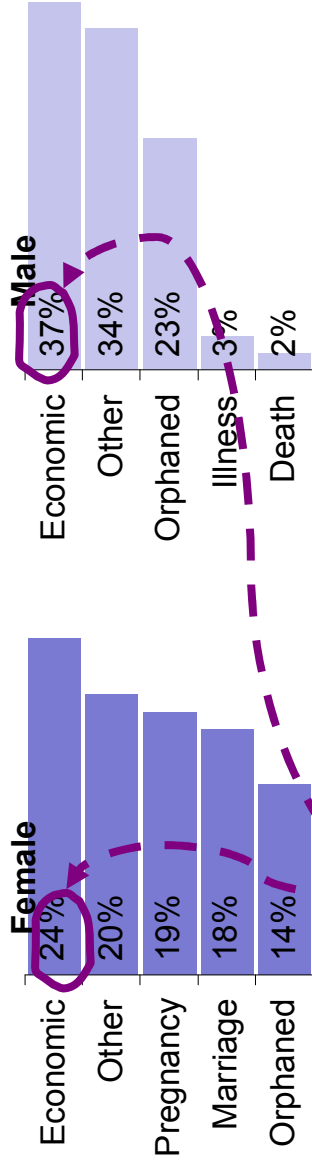
What are some of the “other” reasons for students leaving school in your district?

Do you think that headmasters always know the reasons that kids leave school?

We are focusing on dropout rates in Grades 5-9 because the survival pyramids show the greatest loss of students between these grades.

Box 6

Graphs of Reasons for Leaving School



What are the top reasons cited for leaving school in your district?

- Economic reasons are cited as the number one reason that both males and females leave school in grades 5-9.
- Do you know the top reasons that students below grade 5 leave school?

LOOK in Ed*Assist:

In Ed*Assist look at report **M173: Dropout Reason by Gender and Grade** (under Management Indicators, Students). This report has the data used to calculate reasons for leaving school in your district.

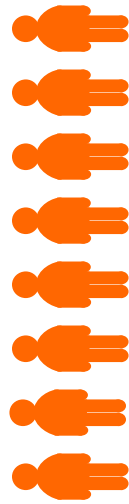
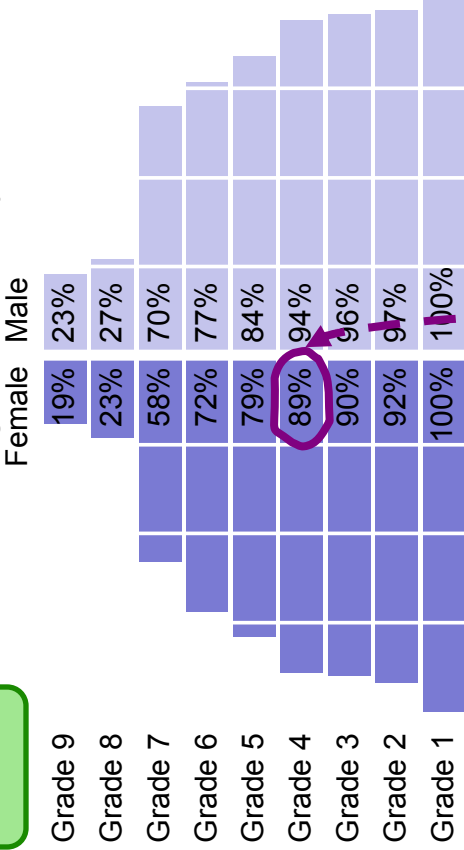
Are some Grade 1 students less likely to reach higher grades in Basic School?

Grade 1-9 Survival Rate

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.

Box 7

Grade 1-9 Multi-grade Survival Pyramid



YEAR: 2008

(8,000 girls enroll in 4th grade, urban)



YEAR: 2005

(9,000 girls enroll in 1st grade, urban)



Grade 4 Urban Survival Rate
(8,000/9,000 = 89%)



= 1,000 girls

LOOK in

Ed*Assist:

In Ed*Assist look at report S208: Single-Grade Retention (Survival) Rate by Gender and Grade (under Strategy Indicators, Efficiency). This report has the data used to calculate Grade 1-9 Survival Rate in your district.

EFFICIENCY - Survival Rate



Issue 3: Are Children Learning?

This section is designed to look at whether children are learning in the District. To do this, we will look ***achievement indicators***.

There are several types of ***achievement indicators***, including:

In this section, we will look more closely at:

- **Grade 7 Exam Scores**

You can find additional information about achievement in your district in Ed*Assist.

Achievement Indicators



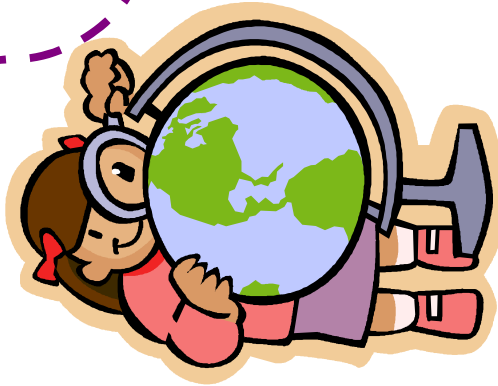
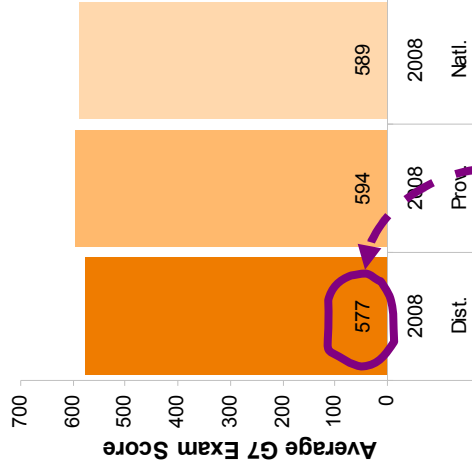
Grade 7 Exam Scores

ACHIEVEMENT

How do children perform on the Grade 7 exam?

Achievement

Box 8 Graph of Grade 7 Exam Scores



In this District, the students scored an average of 577, slightly lower than both the provincial and national average.

Things to think about...

- How does your District's average exam scores compare to the average scores in the province or nation?
- What does the G7 Exam cover?

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 the others.

LOOK in Ed*Assist:

In Ed*Assist look at report **M704: G7 Exam Results – Weighted Mean Per School** (under Management Indicators, Assessment). This report has the data used to calculate G7 exam scores in your district.



Issue 4: Are School Resources Distributed Fairly?

This section is designed to look at how school resources are distributed within the District. To do this, we will look at **resource indicators**.

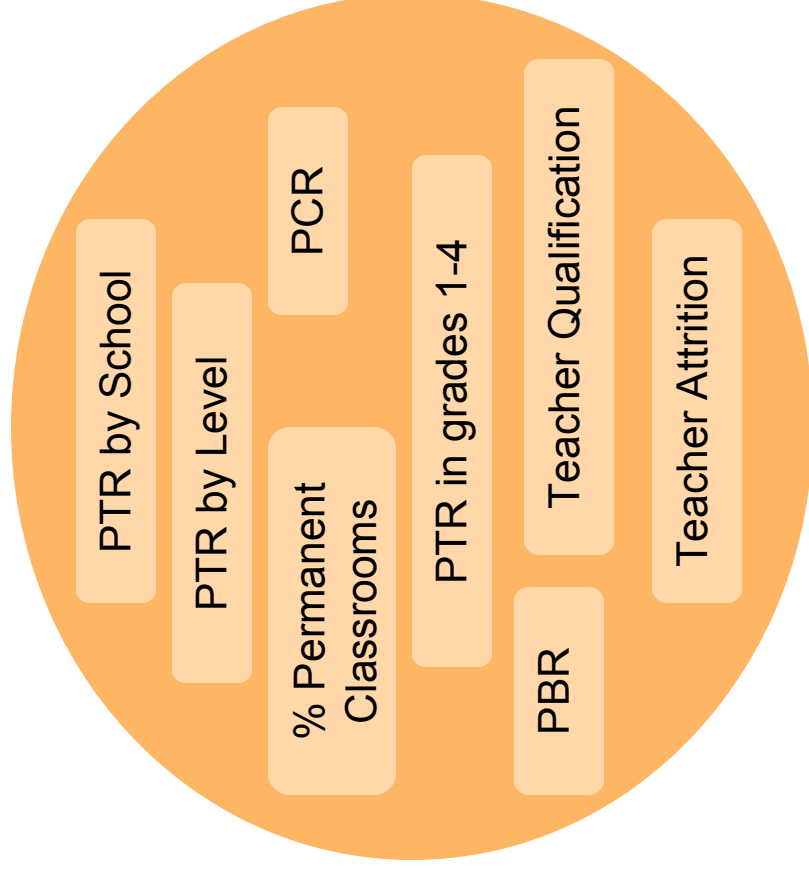
There are several types of **resource indicators**, including:

In this section, we will look more closely at:

- PTR by school
- PTR by level
- PTR in grades 1-4
- Teacher Attrition
- Teacher Qualification
- Pupil-Book Ratio
- Pupil-Classroom Ratio
- % Permanent Classrooms

You can find additional information about resources in your district in Ed*Assist.

Resource Indicators



How do you calculate Pupil-Teacher Ratio?

Pupil-Teacher Ratio (PTR)

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.



How accurate is the PTR?

- The PTR for grades 1-9 is a more accurate measure than PTR for grades 1-9. See box 11, to understand why PTR by grade cluster is more accurate than by grade level.
- The PTR is based on a strict definition of a “teacher.” The PTR does not take into account alternative teaching models, such as: double-shifting (1 teacher teaches 2 shifts), multi-grade classes (1 teacher teaches pupils of different ages, grades, and abilities), part-time teachers, school shifts, or other classroom practices. If there are a lot of teachers double-shifting or working on alternative models in your district, then the PTR may not be an accurate measure.

Are there enough teachers?

Pupil-Teacher Ratio

Research* on PTR shows that:

- In grades 1-9, **20 students per teacher** is optimal for learning
- When the PTR **exceeds 60 students per teacher**, very little learning occurs

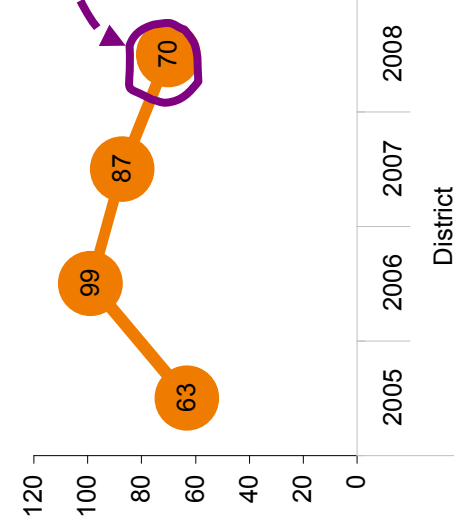
*Research on PTR is highly debated.

Things to think about...

- It is often assumed that a low PTR is better (because with a smaller number of students in the class, the students will have greater access to the teacher and thus perform better).
- Why did the PTR increase in 2006? Did the number of students go up at the same time?
- PTR does not take into account differences in teachers' qualifications, training, experience, or other factors that could affect the quality of teaching/learning.
- What can you do to improve PTR in your district?

Box 9

Graphs of PTR



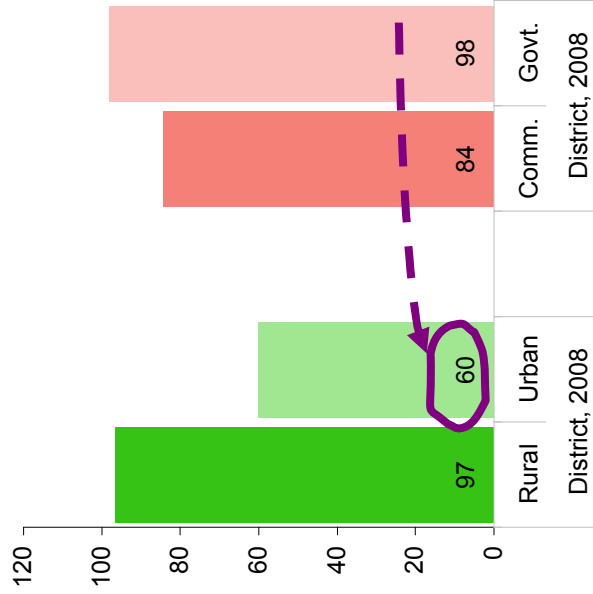
LOOK in Ed*Assist:
In *Ed*Assist* look at report **S201: Pupil-Teacher Ratio** (under Strategy Indicators, Quality). This report has the data used to calculate PTR in your district.

How are teachers distributed by school?

Pupil-Teacher Ratio (by school type)

Box 10

Graphs of PTR by school type



Looking at PTR by type of school helps us understand what the distribution of teachers looks like in:

- rural schools
- urban schools
- community schools
- government schools

How do you decide what schools need more teachers?

Do some schools need teachers more than others?

What is the PTR in urban schools?

In urban schools in this district there are only 60 students per teacher.

In comparison, in rural schools there are 97 students per teacher.

LOOK in Ed*Assist:

In **Ed*Assist** look at report **S201: Pupil-Teacher Ratio** (under Strategy Indicators, Quality). Be sure to look at (urban/rural) and (type). This report has the data used to calculate PTR by school type in your district.

In which schools are pupil-teacher ratios the largest?

Pupil-Teacher Ratio (in grades 1-9)

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.

(# children in School ABC, enrolled in grade 1-9 in 2008)



Grade 1-9 PTR

(# teachers in School ABC, teaching grades 1-9 in 2008)

Things to think about...

- This graph shows the schools with the highest PTR in the district
- All of the schools on this graph have a PTR higher than 61

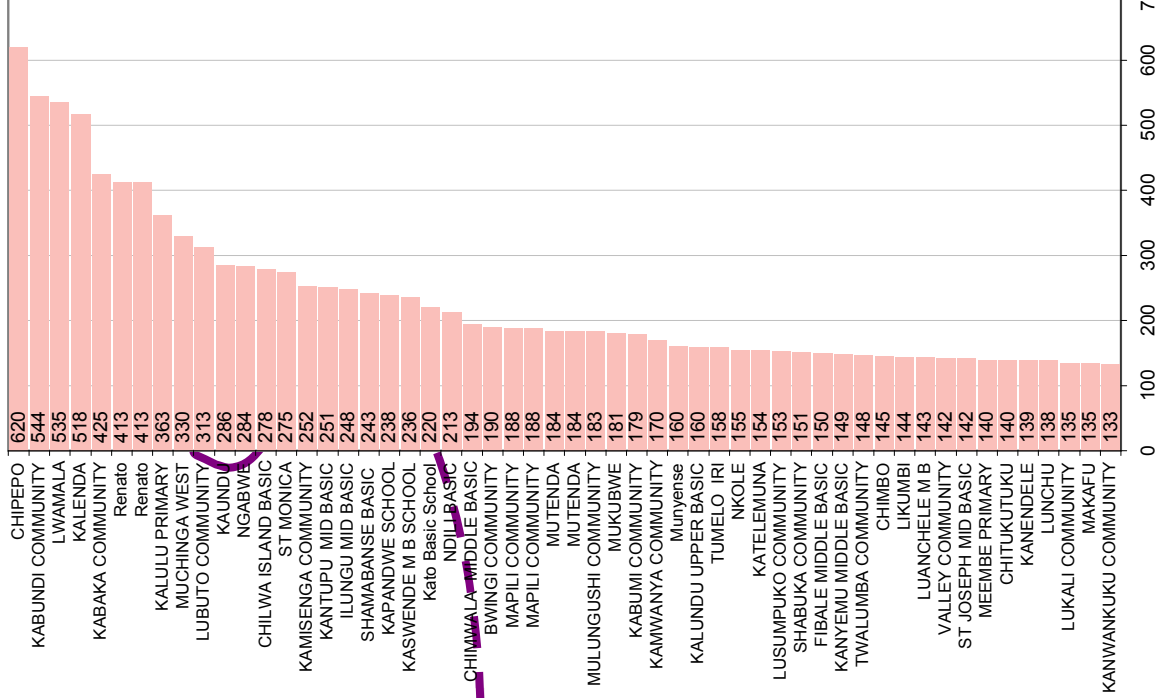
LOOK in Ed*Assist:

In **Ed*Assist** look at report **S201: Pupil-Teacher Ratio** (under Strategy Indicators, Quality). This report has the data used to calculate PTR by grade level in your district.

Box 11

Schools with Highest Grade 1-9 PTR's

PTR	< 40	40-59	60-119	>= 120	Total
# Schools	16	23	80	61	180



How many teachers leave their post each year?

Teacher Attrition

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.

Why do teachers leave?

Some of the reasons on the Annual School Census, include:

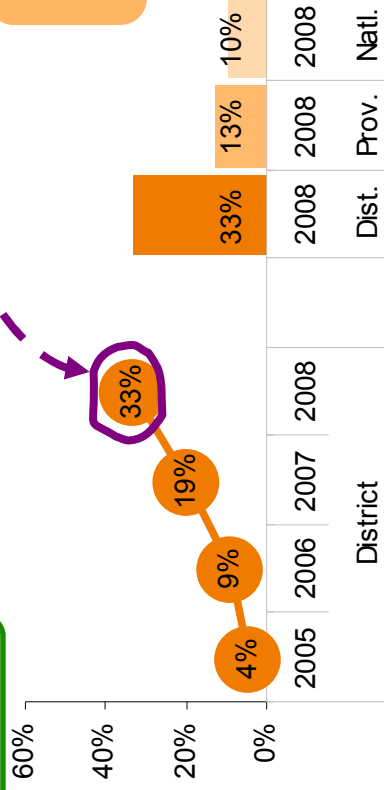
- death
- assigned to non-teaching duties
- contract expired
- resigned
- dismissed
- retired
- illness
- transferred
- other

LOOK in Ed*Assist:

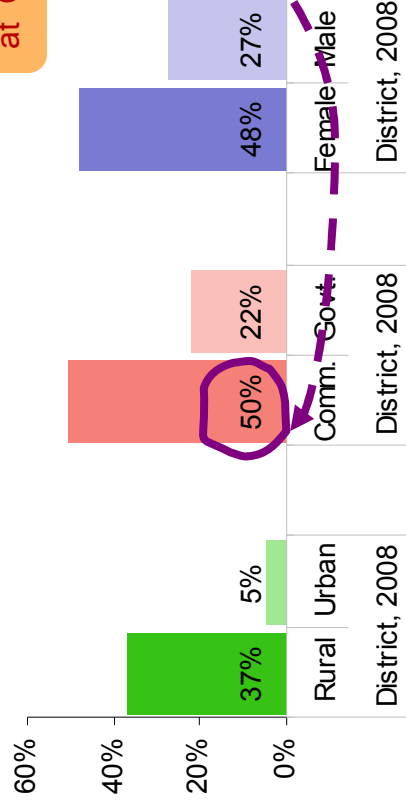
In Ed*Assist look at report **M210: Teacher Attrition (Reason for Departure)** (under Management Indicators, Teachers). This report has the data used to calculate teacher attrition in your district.

Box 12

Teacher Attrition Rate



Why is teacher attrition high at Community Schools?



RESOURCES - Teacher Attrition

Are teachers qualified to teach?

Teacher Qualification Rate

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.

Some teacher training includes:

- Pre-school Teacher's certificate
- Primary Teacher's Certificate
- Certificate in Special Education
- Teacher's Diploma (Basic or Secondary)
- Special Education Diploma
- Advanced Diploma
- Education Bachelor's Degree
- Other Bachelor's Degree
- Master's Degree
- Special Education Degree

Things to think about...

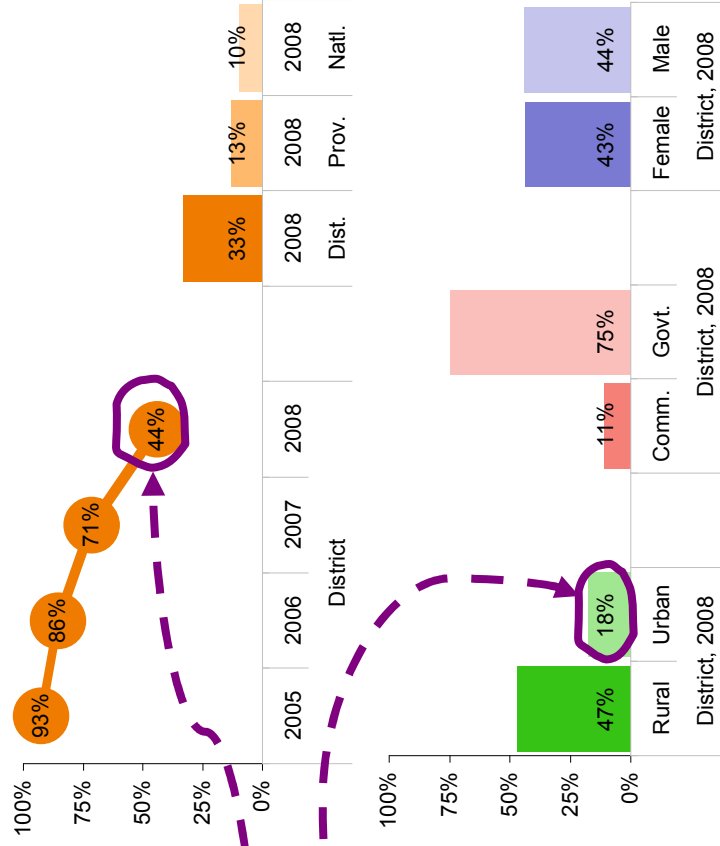
- Teachers with "unknown qualifications" are also included in the "not qualified" data.
- Would this increase if headmasters asked teachers with "unknown" qualifications to report their training?

LOOK in Ed*Assist:

In Ed*Assist look at report **M219: Teachers by Qualification and Gender** (under Management Indicators, Teachers). This report has the data used to calculate teacher qualifications in your district.

Box 13

Graphs of Teacher Qualification Rate for Grades 1-9



Why are so few teachers in urban and community schools qualified?

RESOURCES - Teacher Qualification

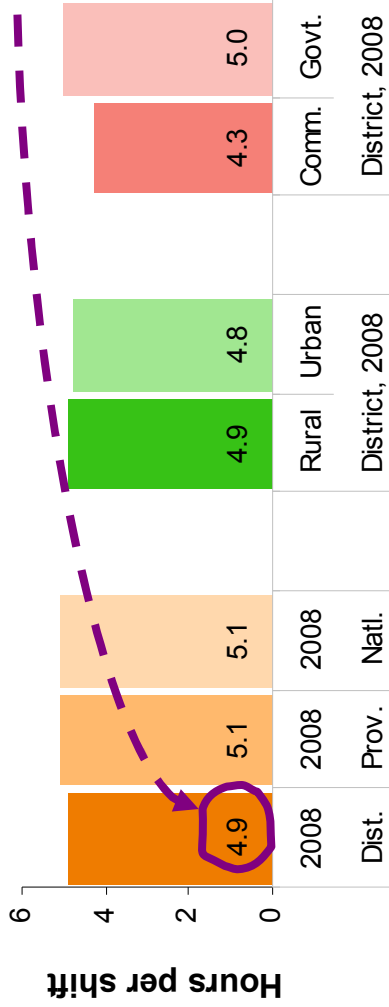
Do pupils get enough class time?

Shift Duration

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.

Box 14

Graph of Shift Duration



Research on shift duration* and multiple-shifting* shows that:

- Multiple shift schooling may help with fluctuations in population and may lower costs by utilizing the same classrooms, books, and teachers
- Multiple-shifting requires a reduction in the number of teaching hours per day, and some say it overburdens teachers.

**Research on shift duration* and multiple-shifting* is highly debated*

Things to think about...

- Are there schools that utilize multiple shifts in your District?
- In addition to thinking about how many hours a child spends at school each day, you might also consider thinking more broadly about learning time (how many days per school year, the length of the school day, absenteeism, and number of hours spent on learning).

LOOK in Ed*Assist:

In Ed*Assist look at report **S303: Contact Hours** (under Strategy Indicators, Quality). This report has the data used to calculate shift duration in your district.

RESOURCES - Shift Duration

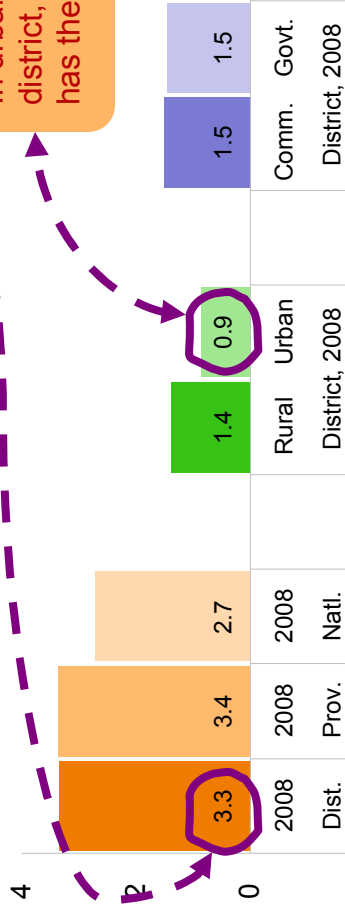
Are there enough math books?

Basic Pupil-Book Ratio (PBR)

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.

Box 15

Graphs of PBR for Math Books



Notice that the average PBR in the district is 3.3 students per book.

In urban areas in this district, each student has their own book!

- Notice that the average PBR in the district is 3.3 students per math book.

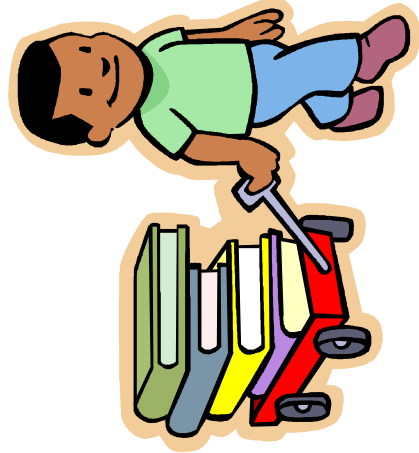
- Remember, we can also look at PBR by grade. Can you find out the PBR for Grade 1?

- We're using math books as an example. Do you know the PBR for Language Arts books or other?

Research* on PBR shows that:

- When there are **more than 2 students sharing a book**, learning falls rapidly
- Some say, that when there are **more than 3 students sharing a book**, learning drops by more than 30%

*Research on PBR is highly debated



LOOK in Ed*Assist:

In Ed*Assist look at report **S213: Textbook-Pupil Ratio** (under Strategy Indicators, Quality). This report has the data used to calculate PBR in your district.

RESOURCES - PBR

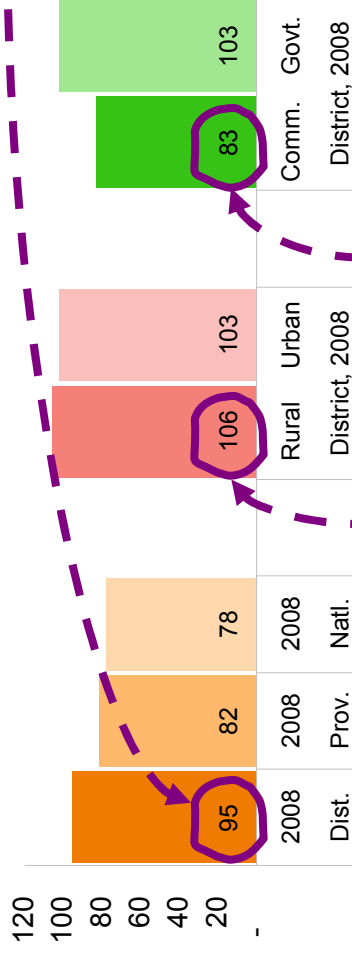
Are there enough classrooms?

Basic Pupil-Classroom Ratio (PCR)

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.

Box 16

Graphs of PCR



On average, there are 95 students per classroom in this district.

How does this compare to the PTR in the district?

Let's look more closely at the data...

- There are 83 students per classroom in community schools, and 106 students per classroom in rural school.
- What do you think the data would show if we looked at PCR by grade level? Are there some grades that are overcrowded in your district?

LOOK in Ed*Assist:

In Ed*Assist look at report **S202:**

Pupil-Class Ratio (under Strategy Indicators, Quality). This report has the data used to calculate PCR in your district.

The PCR is based on a strict definition of "classrooms." Therefore, the accuracy of this data depends on school shifts, multi-grade classes, and other classroom practices.

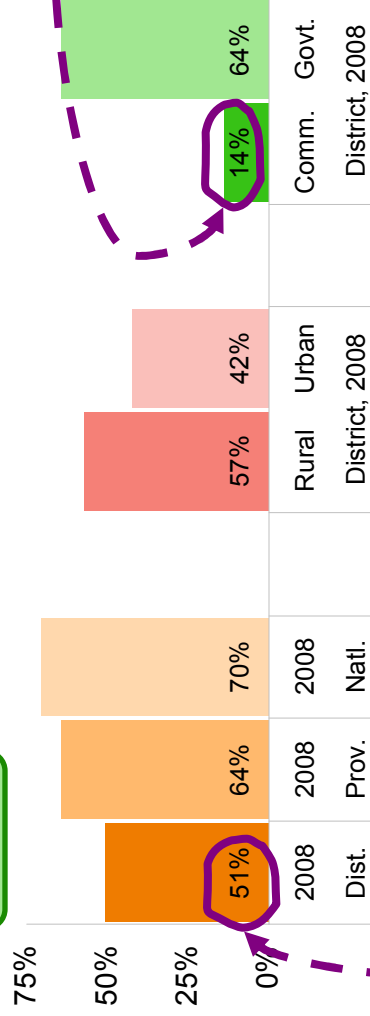
Are classrooms in permanent condition?

% 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.

Box 17

Graphs of 'Permanent' Classrooms



Things to think about...

- Why is a 'permanent' classroom important to student learning? What resources would be required to build more 'permanent' classrooms in community schools?

According to the Ministry of Education's Annual School Census, a **'permanent classroom'** is made of concrete block or bricks and cement. The roof must be either asbestos cement roofing sheets, tiles, or corrugated iron sheets.

A **temporary structure** is one that is made of materials that have a short life span.

LOOK in Ed*Assist:

In *Ed*Assist* look at report **M501: Infrastructure-Counts** (under Management Indicators, Infrastructure). This report has the data used to estimate classroom conditions in your district.

RESOURCES - % Classrooms Permanent



Issue 5: Overview of Secondary Schools

This section is designed to provide an overview of secondary schools in your district. To do this, we will look at a combination of **access, efficiency, and resource indicators**.

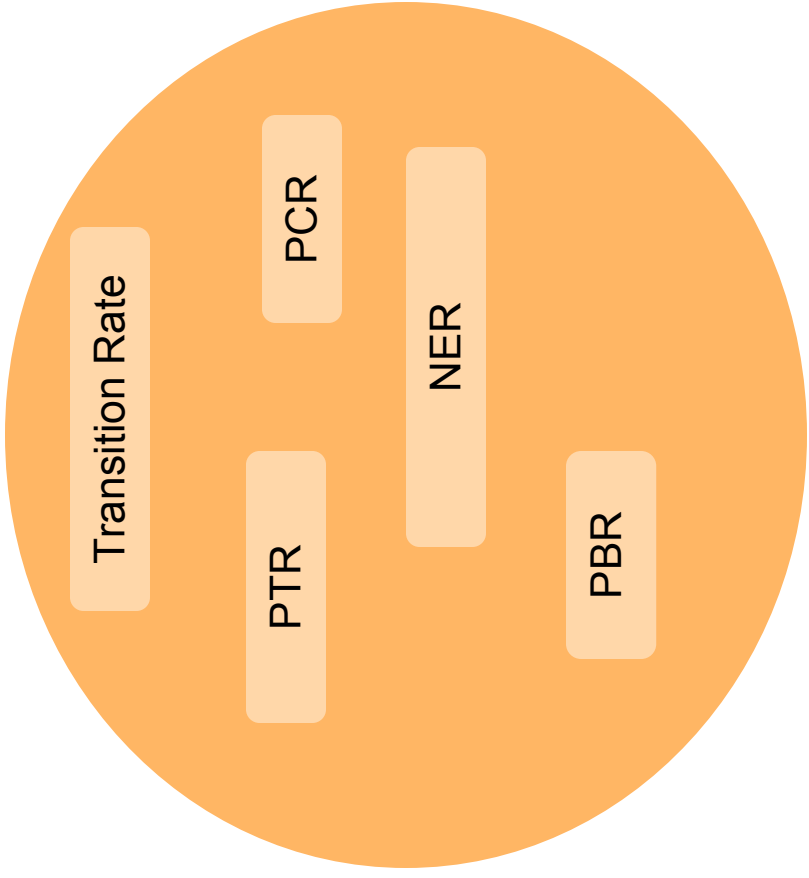
There are several types of **secondary school indicators**, including:

In this section, we will look more closely at:

- **Secondary Transition Rate**
- **Secondary NER**
- **Secondary PTR**
- **Secondary PCR**
- **Secondary PBR**

You can find additional information about secondary schools in your district in Ed*Assist.

Secondary School Indicators

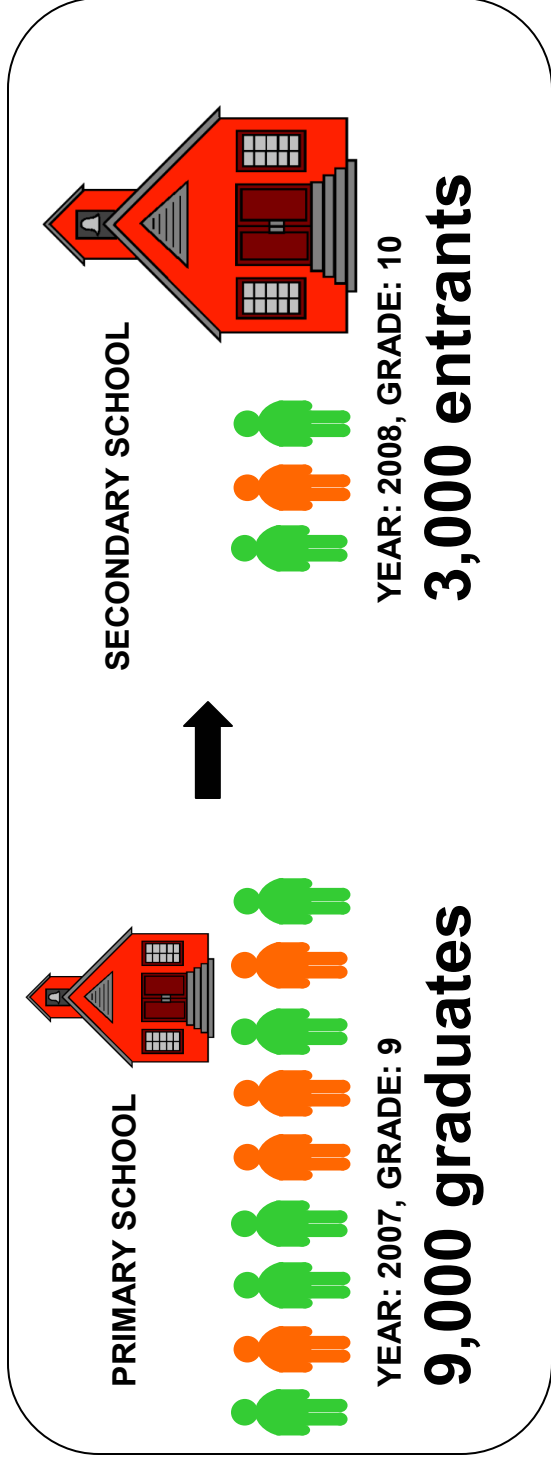


SECONDARY

Overview of Secondary Schools

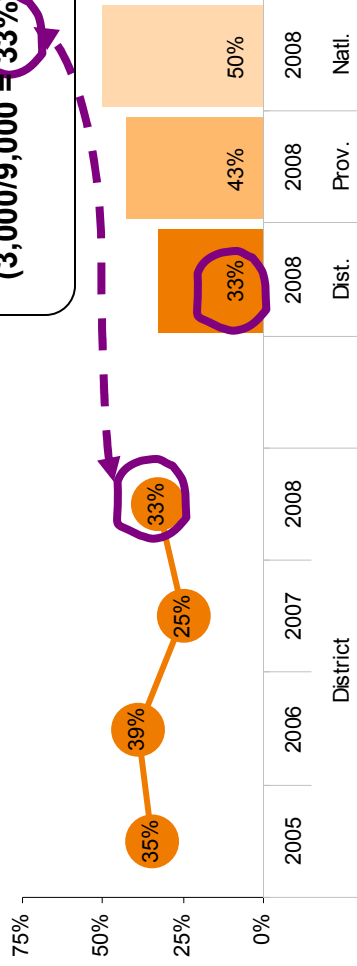
Secondary Transition Rate

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 school.



Box 18

Graphs of Secondary Transition Rate



LOOK in Ed*Assist:

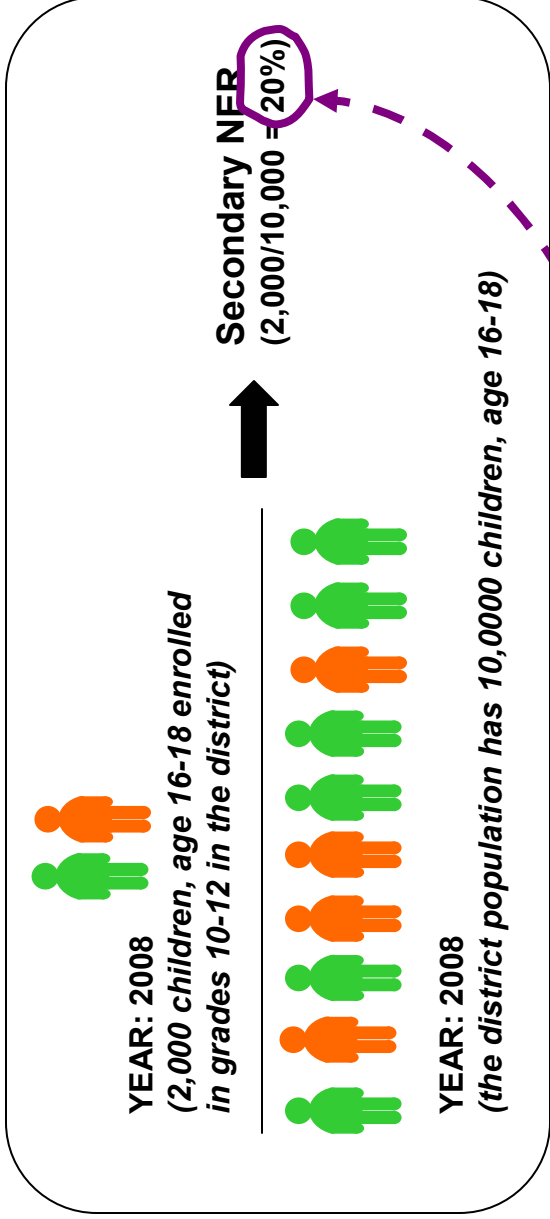
In Ed*Assist look at report S207: **Transition (Promotion) Rate by Gender (under Strategy Indicators, Efficiency)**. Be sure to look at secondary schools (under EdLevel.) This report has the data used to calculate transition rate your district.

SECONDARY - Transition Rate

Overview of Secondary Schools

Secondary Net Enrollment Rate (NER)

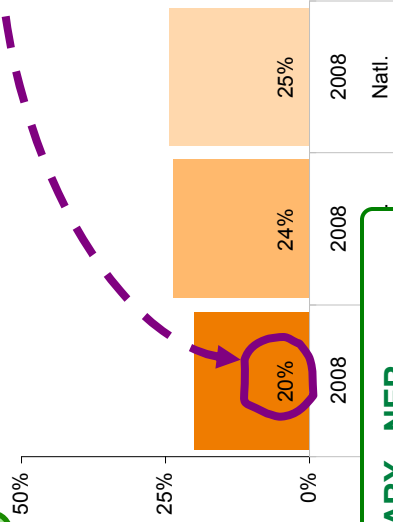
The **Secondary Net Enrollment Rate** is the percentage of secondary-aged children who are enrolled in secondary school. A higher **Secondary NER** means more children are attending school at the correct age.



- **Be sure to review Box 2, Basic NER (on page 5)**
- Remember that for this figure to be correct, we need to have accurate estimates of enrollment levels by age.

Box 19

Graphs of Secondary Net Enrollment Rate



- How does the district's Secondary NER compare to Secondary NER in the province or nation?
- NER can also be used to calculate the # of children of the official school age who are out-of-school.

LOOK in Ed*Assist:
 In Ed*Assist look at report **S102: Net Enrollment Rate by Gender** (under Strategy Indicators, Access). Be sure to look at secondary schools (under EdLevel.) This report has the data used to calculate Secondary NER in your district.

SECONDARY - NER



Thank you for your attention!

This manual and the **District Profiles** it accompanies are designed to enable District officials to better understand the dynamic nature of Zambian education. Please remember that there is data on additional education indicators accessible through the Zambia Ed*Assist.

