Republic of Zimbabwe

Ministry of Primary and Secondary Education

System Transformation Grant

Programme Document

Towards an Inclusive and Transformative Reform Agenda for Equitable Access to Quality Relevant Education in Zimbabwe

Harare, Original completed in June 2023
Approved by GPE board on 1 August 2023
Revised for Multiplier Fund in December 2023

Programme Summary

Country	Zimbabwe
Programme:	Education
Grant	System Transformation Grant (STG)
Donor	Global Partnership for Education (GPE)
Coordinating Agency	UK's Foreign Commonwealth & Development Office-FCDO
Grant Agent (GA)	UNICEF
Host Ministry	Ministry of Primary and Secondary Education
Implementing organisations	UNICEF, UNESCO, Save the Children, World Vision
Contribution to Sustainable Development Goals (SDGs)	SDG Goal 3: Ensure healthy lives and promote well-being for all ages SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SDG Goal 5: Achieve gender equality and empower
Goal	Transform education through improved equitable access to quality education and relevant learning for all boys and girls in Zimbabwe.
Objectives	All primary and secondary school boys and girls in targeted schools in Zimbabwe including marginalized and children with disabilities have equitable access to quality, safe, inclusive education with relevant learning opportunities by 2026.
Expected Results	Outcome 1: Improved functionality, protection, and safety of children in Schools Outcome 2: Enhanced foundational Literacy and Numeracy for all girls and boys Outcome 3: Enhanced Education Sector Equity-focused Leadership
Beneficiaries:	Direct beneficiaries: 1,503,852 girls and boys 4-16 years old in Zimbabwe, 29,085 teachers, 86,302and community members.
Geographic Coverage:	National
Requested Funding:	Fixed Part: USD $13,904,000 Variable Part: USD $5,960,00 Multiplier Fund: USD $8,660,000 **Total = $ 19, 864,000**
Planned duration of the Grant Implementation	3 years (40 months from 1 September 2023 to 31 December 2026)
Date of submission:	23rd June 2023 for STG ; January 2024 for Multiplier
Programme address and contact Persons	

ACRONYMS

AMCA	Additional Maximum Country Allocation (GPE)
ATL	Accelerated Teaching and Learning
BEAM	Basic Education Assistance Module
BSPZ	Better Schools Programme of Zimbabwe
CAMFED	Campaign for Female Education International
CBE	Community Based Education
CESA	Continental Education Strategy for Africa
CP	Child Protection
CWD	Children with Disabilities
CDTS	Curriculum Development and Training Services
CPD	Continuous Professional Development
CSOs	Civils Society Organisations
DDC	District Development Committee
DSI	District Schools Inspector
DREAMS	Determined, Resilient, Empowered, Aids-free, Mentored and Safe
DRMR	Disaster Risk Management Response (Plan)
DRR	Disaster Risk Response
DSS	Department of Social Services
DWSC	District Water and Sanitation Committee
ECD	Early Childhood Development
ECG	Education Coordination Group (Local Education Group equivalent – LEG)
ECOZI	Education Coalition of Zimbabwe
EDF	Education Development Fund
EDT	Education Development Trust
EdTech	Education Technology
EMIS	Education Management Information System
ESA	Education Sector Analysis

ESAP	Economic Structural Adjustment Programme
ESSP	Education Sector Strategy Plan
ESPIG	Education Sector Program Implementation Grant
ESPR	Education Sector Performance Review
ERI	Early Reading Initiative
EWS	Early Warning System
FAWEZI	Forum for African Women's Educationalists (Zimbabwe Chapter)
FBOs	Faith Based Organizations
FCDO	Foreign, Cooperation and Development Office
FGD	Focus Group Discussion
FLAN	Foundational Literacy and Numeracy
FP	Fixed Part (of disbursement0
G&C	Guidance and Counselling
GDP	Gross Domestic Product
GEA	Girls' Education Accelerator
GEC	Girls Education Challenge
GER	Gross Enrolment Ratio
GoZ	Government of Zimbabwe
GPE	Global Partnership for Education
HAR	Humanitarian Appeal Revision (2019-2020)
HGSFP	Home-Grown School Feeding Programme
HNO	Humanitarian Needs Overview
IGATE	Improving Girls' Access through Transforming Education
JSR	Joint Sector Review
LePS	Psychological Services, Special Needs and Learner Welfare
LWD	Learners with Disabilities
MHM	Menstrual Hygiene Management
MICS	Multiple Indicator Cluster Survey
MoHTEISTD	Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development

MoHCC	Ministry of Health and Child Care
MoFED	Ministry of Finance and Economic Development
MF	Multiplier Fund
MoPSE	Ministry of Primary and Secondary Education
MPSLSW	Ministry of Public Service Labour and Social Welfare
MTR	Mid-Term Review
NFE	Non-Formal Education
NER	Net Enrolment Ratio
NDS 1	National Development Strategy 1
OOSC	Out of School Children
PDC	Provincial Development Committees
PED	Provincial Education Director
PEP	Provincial Education Psychologist
PLAP	Performance Lag Addressing Programme
PLLC	Provincial Lifelong Coordinator
PTCEC	Part Time Continuing Education Course
PSNE	Primary, Secondary and Non-Formal Education
PSEA	Protection of Sexual Exploitation and Abuse
RBA	Rights Based Approach
RIDA	Rural Infrastructure Development Agency
SAGE	Support to Adolescent Girls' Education
SCG	System Capacity Grant
SDC	School Development Committee
SHP	School Health Policy
SIG	School Improvement Grant
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, Arts and Mathematics
STG	System Transformation Grant
SPPRS	Strategy, Policy Planning, Research and Statistics
SRHR	Sexual Reproductive Health and Rights

TaRL	Teaching at the Right Level
TEACH	Teacher Effectiveness and Equitable Access for Children in Zimbabwe
TOC	Theory of Change
TPD	Teacher Professional Development
TSP	Transitional Stabilisation Programme
THRASS	Teaching, Handwriting, Reading and Spelling Skills
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
UNCRC	United Nations Convention on the Rights of the Child
VfM	Value for Money
VP	Variable Part (of disbursement)
WB	World Bank
WoGA	The Whole of Government Approach
ZELA	Zimbabwe Early Learning Assessment
ZEPs	Zimbabwe Exemption Permits
ZGSE	Zimbabwe Girls Secondary Education Programme
ZIMASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZIMSEC	Zimbabwe Schools Examination Council
ZIMSTAT	Zimbabwe National Statistic Agency
ZimVAC	Zimbabwe Vulnerability Assessment Committee

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1.0 INTRODUCTION AND CONTEXT

The Government of Zimbabwe (Ministry of Primary and Secondary Education, Government of Zimbabwe) developed an Education Sector Strategic Plan (ESSP) 2021-2025 to guide provision of access to quality learning to all children. This builds on ESSP 2016-2020 and the Education Medium Term Plan (EMTP) 2011-2015. Through the plans and their implementation Zimbabwe has demonstrated its ability to respond to the education needs of her children (boys and girls including those living with disability). EMTP and the 2016-2020 ESSP received government financing and donor support through the Education Transition Fund[1] and Global Partnership for Education.

The current ESSP operationalizes education sector objectives of the National Development Strategy (NDS) 1 2021-2025 and is also informed by the Continental Education Strategy for Africa (CESA). NDS 1 is the Government of Zimbabwe's the first of its two fiver-year plans towards the 2030, SDG Agenda and the country's Vision 2030 of an upper middle-income economy.

This Programme Document (PD), developed by the Ministry of Primary and Secondary Educational and its partners, defines strategic Government of Zimbabwe actions to transform the education sector in response to ESSP-identified issues as synthesized in a 2022 Partnership Compact. The document seeks to unlock a USD24 million GPE System Transformation Grant. As of September 2023, it is updated to reflect an additional USD8.66 million available through GPE Multiplier Funding. At all times, its elaboration was facilitated within the framework of the Education Coordination Group by the Government of Zimbabwe under the sector leadership of the Ministry of Primary and Secondary Education.

1.1 Country Context

Zimbabwe is a land-locked Southern African country located at the centre of the South African Development Community (SADC) Region. The country is 390,580 square kilometres (150,804 square miles) in size and shares borders with South Africa, Botswana, Namibia, Zambia, and Mozambique. Government of Zimbabwe operations are decentralised into 10 administrative provinces[2], 60 rural district and 32 urban local authorities. While the main decentralisation model is one of de-concentration of national government Ministries, Departments and Agencies, the 92 local authorities substantially run devolved functions based on semi-autonomous decisions sponsored by elected representatives (Councillors) from the country's 1,958 wards. Government of Zimbabwe deconcentrated structures below the provincial level includes 72 education districts for its service delivery and administration purposes.

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[1] The Education Transition Fund (ETF) was launched in September 2009 by the Ministry of Education, Sport, Arts and Culture (MoESAC), and was aimed at improving the quality of education for children through the provision of essential teaching and learning materials for primary schools, and high-level technical assistance to MoESAC
[2] Bulawayo and Harare (Urban Metropolitan Provinces), Manicaland, Mashonaland Central, East, and West, Masvingo, the Midlands, Matabeleland North, and South,

Figure 1: Location of Zimbabwe in Southern Africa

The 2022 Census returned a national population of 15,178,879 (of, 2022), with 52% and 48% males in households averaging 4 in size, an average density is 39 persons per square km and distributed by province as shown in the figure below. The most populous province is Harare, followed by Manicaland and Mashonaland West. The intercensal population growth rate between 2012 and 2022 was 1.5%. and the population. Life expectancy at birth in Zimbabwe is 64.7 years (68.0 years for females and 61.2 years for males). In 2022, 61.4% of the population lived in rural areas down from 68% in 2012 (ZIMSTAT 2012). With 38.3% of the population below 15 years of age, and 58.5% below 24 years of age the country's population is relatively young. The country is culturally diverse with different ethnic, and religious groups co-existing peacefully. There are 16 official languages[3].

The Education Report (ZIMSTAT, 2022) showed that 9.6% of the children were out of school in 2022, 8.9% females and 10.3% males for primary school aged children and 16.6%, 16.1% female and 17.2% male for secondary school aged children. Literacy rates for those older than 15 years, were at 92.4% for females and 95.2% for males (ibid).

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[3] Constitution of Zimbabwe Amendment (No 20) Chewa, Chibarwe, English, Kalanga, Koisan, Nambiya, Ndau, Ndebele, Shangani, Shona, Sign Language, Sotho Tonga, Tswana, Venda, and Xhosa
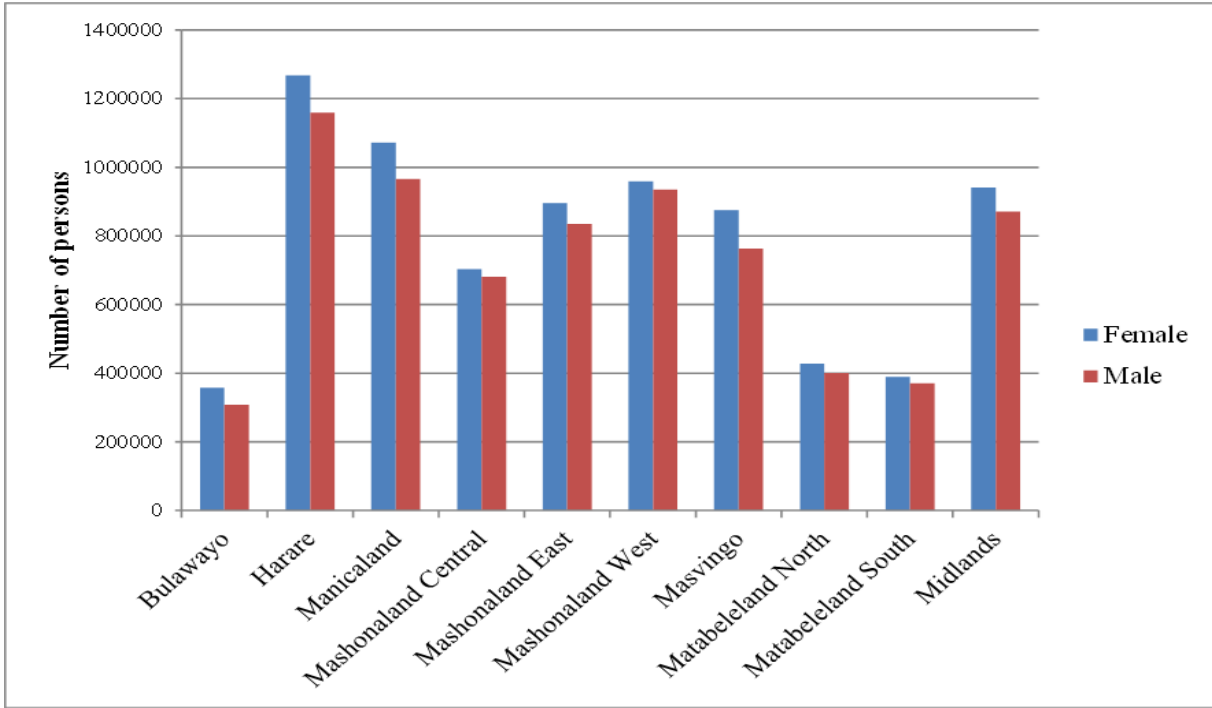
Figure 2. Population of Zimbabwe by Province in 2022 (ZIMSTAT - Census 2022)

1.2 Macro-economic Situation

Zimbabwe's economy endured major setbacks during the first decade of the 2000s culminating in hyperinflation. Inflation was only controlled when Government introduced a multi-currency framework dominated by the US Dollar early in 2009. Although this triggered a period of economic recovery the growth was from a low base following cumulative GDP regression.
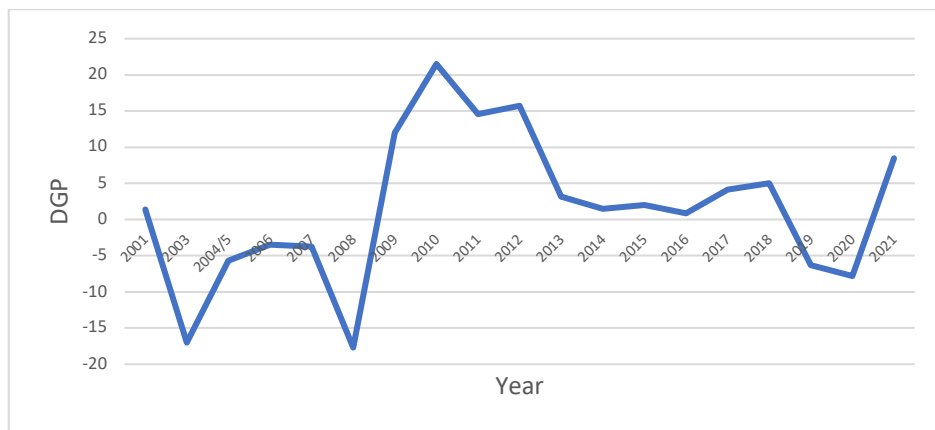
Figure 3: National GDP Growth, Zimbabwe 2001 to 2021
Source: World Bank (2023)[4]

[4] https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?locations=ZW (downloaded 20.06.2023)

From 2019 Zimbabwe's economy experienced severe exogenous shocks including Cyclone-Idai in March 2019, protracted drought, and COVID-19 from March 2020. The first case of COVID-19 in Zimbabwe was reported in March 2020 with a total of 264,848 cases and 5,682 deaths as of 22nd May 2023.The different shocks resulted in loss of livelihoods, destruction of infrastructure like schools, roads, and health care centres. The country still faces a difficult economic environment mainly on account of the ripple effects of COVID-19, disease outbreaks, climate change induced shocks especially for the agricultural and social sectors. Health, education, and social protection sectors are seriously strained. The economic recovery that resumed in 2021 is expected to continue, albeit at a slower pace. Projections are that the economy will grow at 4.6 per cent in 2022 key drivers being higher mining output, manufacturing, agriculture, construction, as well as the tourism sector. The main risks include climate change, softening of commodity prices, limited international financial support, market distortions and energy supply gaps.

The structural constraints faced by the economy drive rural and urban poverty. Estimates show that 3 million[5] people (2 million children) require food and nutrition assistance in 2023 because of drought, floods, and disease outbreaks. Government efforts working with different development partners seem to be addressing poverty and food insecurity. ZIMSTAT (2023[6]) noted a decline from 27% in July 2020 to 9% in December 2022/January 2023 in the severely food insecure proportion of the population. Extreme poverty fell slightly from 43% in 2021 to 42% in 2022 (ibid).

1.3 The Political Economy

The economy of Zimbabwe relies on the tertiary sector of the economy, also known as the service sector of the economy, which makes up to 60% of total GDP as of 2017.[7]https://en.wikipedia.org/wiki/Economy_of_Zimbabwe Zimbabwe has the second largest, by percentage, Informal economy in the world, with a score of 60.6%.[8] Agriculture and mining largely contribute to exports.

According to the World Bank (2023), the Zimbabwe's economy is projected to grow at a modest growth rate in 2023 against a weakening global economic growth outlook of around 3.6 percent in 2023, a slight increase from 3.4 percent recorded in 2022. This is anticipated to rub off from the growth in the sub-Saharan Africa region where the growth is more promising than the global outlook, as global growth is expected to decelerate to 1.7 percent this year, the weakest in three decades.

However, rising geopolitical tensions and trade fragmentation elsewhere as well as climate change shocks will result in a significant slowdown of growth, weakening economic activities in the global economy which will have spillover effects to emerging markets and developing countries, which includes Zimbabwe.[9]

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[5] https://www.unicef.org/media/131851/file/2023-HAC-Zimbabwe.pdf (accessed 20.06.2023)
[6] https://www.zimstat.co.zw/wp-content/uploads/2023/05/Final_Round_9_ReportRapidPICES.pdf (accessed 20.6.23)
[7] "Zimbabwe GDP – composition by sector". Archived *from the original on 2020-07-30*. Retrieved 2019-09-1
[8] https://en.wikipedia.org/wiki/Economy_of_Zimbabwe#cite_ref-CIA2010_18-0
[9] World Bank (February 2023): Economic and Business Outlook Symposium - Zimbabwe

While aggressive monetary policy tightening to contain high inflation, deteriorating financial conditions, and continued disruptions from the war in Ukraine are the drivers of this worsening economic performance on a global scale, the World Bank anticipates that growth in South Africa, the major trading partner of Zimbabwe, is expected to weaken further this year to 1.4 percent before reaching 1.8 percent in 2024.

The Ministry of Finance and Economic Development in the 2023 national budget projected the country's economy to grow by 3.8 percent in 2023 this year, driven by favourable international commodity prices, a good agricultural season, and tight monetary and fiscal policy, among other reasons.

The country has experienced power cuts nationwide occasioned by reduced electricity generation at its hydroelectric power plant, Kariba Power Station, owing to low dam water levels. As a result, industries and households have been bearing the brunt of rolling power outages that last for as much as 20 hours, on a daily basis. It is hoped refurbishment work at the Hwange Thermal Power Plant will add 300 megawatts to the national grid by the end of the end of the last quarter of 2023.

Regarding food security, the WFP has described Zimbabwe is a landlocked, low-income, food-deficit country where within the 2022/23 lean season, more than 3.8 million people in rural areas faced food insecurity at peak. Zimbabwe's predominantly semi-arid climate is extremely variable, with shifting rainfall patterns, droughts and floods exacerbated by substantial environmental challenges including land degradation, deforestation and inadequate water quantity and quality. The WFP also suggests urban poverty in Zimbabwean cities, characterized by high inflation, rising food prices and fluctuating exchange rates which have devalued asset bases, savings and micro-enterprise produce at household level. In urban areas, the WFP suggest that 1.5 million people (29 percent of the urban population) will be cereal-insecure in 2023.

On the political front, Zimbabwe has held elections every 5 years in accordance with the country's Constitutional provisions. The last elections were held in August in 2018 and the next election are due to take place in August 2023. Elections in the country have been a vital cog of citizens' participation in democratic processes which help strengthen the social contract between the governed and the governors, a factor important for ensuring peace and stability of individual and an essential ingredient for development. The two most biggest political outfits based on the number of previous election votes as well as the political parties allocation from the fiscus are the ruling party the Zimbabwe African National Union – Patriotic Front (ZANU PF) and the opposition Citizens Coalition for Change (CCC) a breakaway from the Movement for Democratic Change (MDC).

1.4 The Education Sector

Zimbabwe is a signatory to several international and regional education conventions. These include the Convention on the Rights of the Child, the African Charter on the Rights of the Welfare of the Child, among others. Efforts to domesticate these in local legislation have been quite positive with Section 75 of the Constitution of Zimbabwe providing for the right to basic state-

funded education for all, including those with disabilities. In conformity to the Constitution, the Education Act (Chapter 25:04) further explains the right, outlawing corporal punishment, and guaranteeing provision of sanitary ware for girls, and retention of pregnant girls.

The management of the Zimbabwe Education System comes under two main ministries: the Ministry of Primary and Secondary Education and the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development. The former is responsible for primary and secondary (formal and informal) education while the latter oversees tertiary education including teacher, technical and vocational education, and universities. The Ministry of Health and Child Care and the Ministry of Lands, Agriculture and Rural Resettlement are also responsible for post-secondary education through nursing programmes and agricultural institutions respectively.

Because of the economic challenges and structural reforms implemented like the 1990s when Economic Structural Adjustment Programme (ESAP), the education sector has been experiencing underfunding. Education services are now very dependent on parental and community support. National budget allocations to the sector have fallen below the expected threshold of 20% of total budget, and below 5.5% of GDP. Further, the combined impact of high inflation and local currency depreciation negatively impact education budgets eroding salaries and wages for teachers and undermining the sector's supply side performance. This has resulted in reduced teacher morale, which negatively impacts education service provision and thus learning outcomes. Poor and vulnerable households are the most affected. Some resort to adoption of negative risk coping like withdrawing girls from school increasing risks of child marriages.
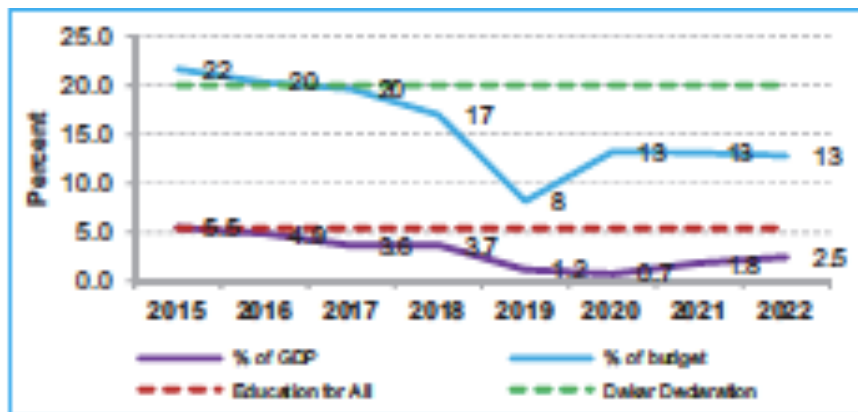
Figure 4: Education Funding in relation to Dakar Declaration and as proportion of GDP

Despite funding and other challenges, the education sector has shown some resilience. Development partners, parents/guardians, and communities have helped sustained the sector. As shown in the values of the indices below (1.3.4) it is critical to boost enrolment and transition through primary and junior secondary education and between the two levels.

1.4.1 Structure of the Education System

The current structure of education is nine years of primary education, four years of junior secondary education, two years of senior secondary education and four years in university

(9+4+2+4) see the figure below. At the end of lower secondary level, learners can enrol for upper secondary or be admitted at colleges (technical and vocational, Polytechnics, teacher training colleges and other higher and tertiary institutions). Non-formal education is available across all levels to cater for those that cannot enrol in the formal education system.
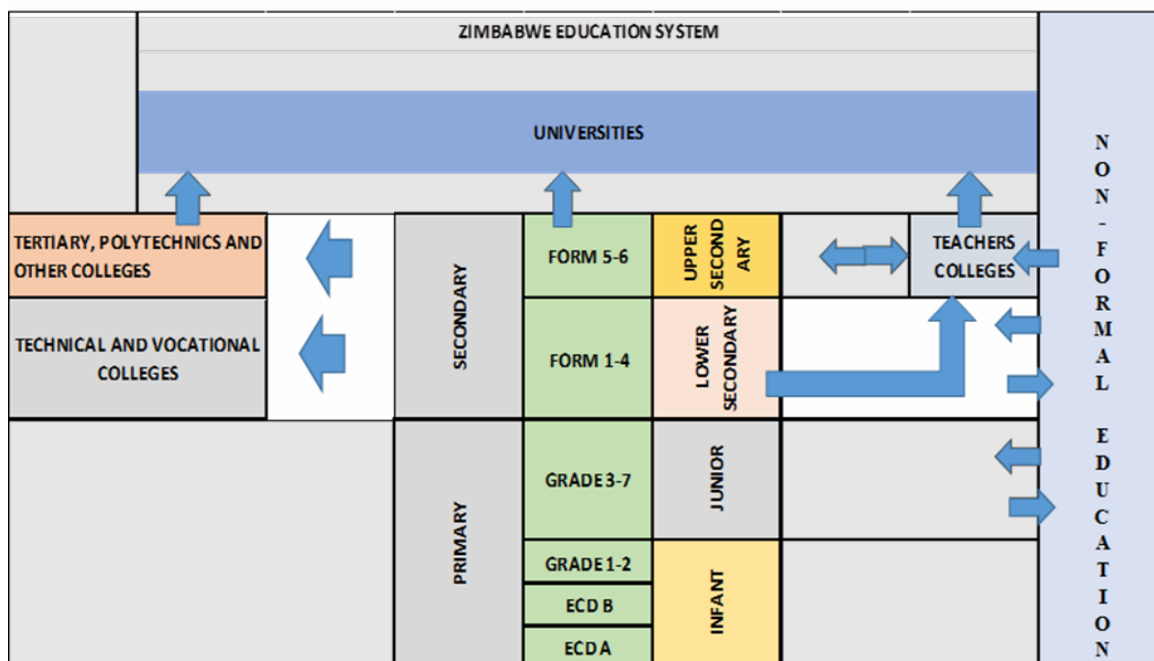
Figure 5. Structure of the Zimbabwean Education System

1.4.2 Policy and Regulatory Framework informing Programme Design

UNICEF and the Grant Parties appreciate that education is a complex system with many interconnected subsystems and stakeholders and that transformation takes place when any decision taken on one component at one level of education brings change to other components and subsystems. This interconnectedness is enabled by recognising key policy and regulatory frameworks that trigger transformation to take effect in the sector.

Similarly, the STG is guided by the Zimbabwe Vision 2030 which looks to "build a new Zimbabwe, a country with a thriving and open economy, capable of creating opportunities for investors and employment". Through the Transitional Stabilisation Programme (TSP), the Government aimed to ensure access to education for all, provide adequate infrastructure, as well as opportunities for non-formal education; ensure early identification of children at risk of not entering the education system, dropping out or falling behind; and develop strategies to support those unable to meet fee and levy charges. To fulfil this mandate, a number of policy and regulatory frameworks are key and the STG Programme Design is premised on these.

Among the key policy and regulatory frameworks that are instructive to this Programme Design are the:

- The Education Sector Strategic Plan (ESSP) 2021-2025
- Education Amendment Act, 2019 (Act 15 of 2019)
- The school Health Policy
- Disabled Persons Act Chapter 17.01
- The Child Protection Policy
- Children's Act Chapter 5.06
- The Domestic Violence Act (Chapter 5:16)
- Sexual Offences Act, 2001 (No. 8)
- National Adolescent Sexual and Reproductive Health Strategy 2010-2015
- The BEAM Policy
- The School Based Life Skills Empowerment and Support Program Strategic Plan
- The Teaching Professions Council Bill was handed over to the Cabinet Committee on Legislation in 2021.
- The Disaster Rick Management and Resilience Plan which was finalized and launched in 2023.
- The Early Learning Policy which was approved by Cabinet in 2023.
- The Information Communication Technology Policy which is still waiting Cabinet approval.
- Inclusive Education Policy which is waiting Cabinet approval.
- The Safe to Learn Campaign signed by the Honorable Minister in May 2021.
- The School Finance Policy which has been presented to Cabinet for approval.
- The School Functionality Standards, which are under review
- Food Safety Standards for the Home-Grown School Feeding Programme.
- The Zimbabwe School Health Policy.
- The National Disability Policy
- The report by the National Gender Commission
- The Zimbabwe National Model for Care and Support for Teaching and Learning.
- The School- based Life skills Empowerment Strategy (2020-2025).
- The ESA Commitment and Ministerial Commitments on SRHR

The PD also acknowledges the Whole of Government Approach and the Devolution processes as key enablers to the PD.

1.4.3 School Categories in Zimbabwe

Zimbabwe has three categories of schools determined by the per capita grant allocated to a school by government. The three are based on socio-economic statuses of most parents and caregivers of learners attending a school. They are i) Primary 1 (P1) and Secondary 1 (S1), ii) P2 and S2, and iii) P3 and S3. P1/S1 schools mainly in low density urban areas and cater for high income households and include some elite boarding schools regardless of location. These schools receive the lowest Government per capita learner grants. P2/S2 schools are in urban

high-density urban areas and include government, and church-based boarding schools located in the rural areas catering to the middle income. P3/S3 schools are mainly rural schools catering to the low-income. They are allocated the highest Government per capita learner grants with P3/S3 schools being over 50% of all schools in the country

1.4.4 The Curriculum

Government of Zimbabwe introduced phased implementation of a Competence-Based Curriculum. It is guided by the Curriculum Framework (2015-2022) and focuses on developing competences desired in life and work. The Competence-Based Curriculum is a key driver of the education system transformation as it places greater focus on the teaching and learning of science, technology, engineering/arts, and mathematics (STEM/STEAM). At the same time, Alternative Learning (including Catch Up Strategy) and Digital Learning introduced due to COVID19 school closures are part of the mainstream education provision. A review of the curriculum is underway after the first seven-year cycle ended in 2022.

1.4.5 Access to Education

Regarding access to education, the population census showed a significant improvement to 63% from 32% in 2019 in the enrolment of age appropriate ECD learners while Net Enrolment Rates for primary education remained at 90.3% with a gender parity index of 1.02. The country sustained a steady annual increase in primary learners during 2018-2022. It has 1,121,591 learners enrolled in secondary schools, with 1,045,896 enrolled in lower secondary (Form 1-4) and 75,695 learners enrolled for upper secondary (Form 5-6). Additionally, each year about 6,000 to 7,000 girls drop out of school because of pregnancy. A total of 9.6% of school going age children are out of primary school while 16.6% are out of lower secondary. By 2021, 11% of 15–17-year-olds had not completed primary school, and this percentage is increasing.
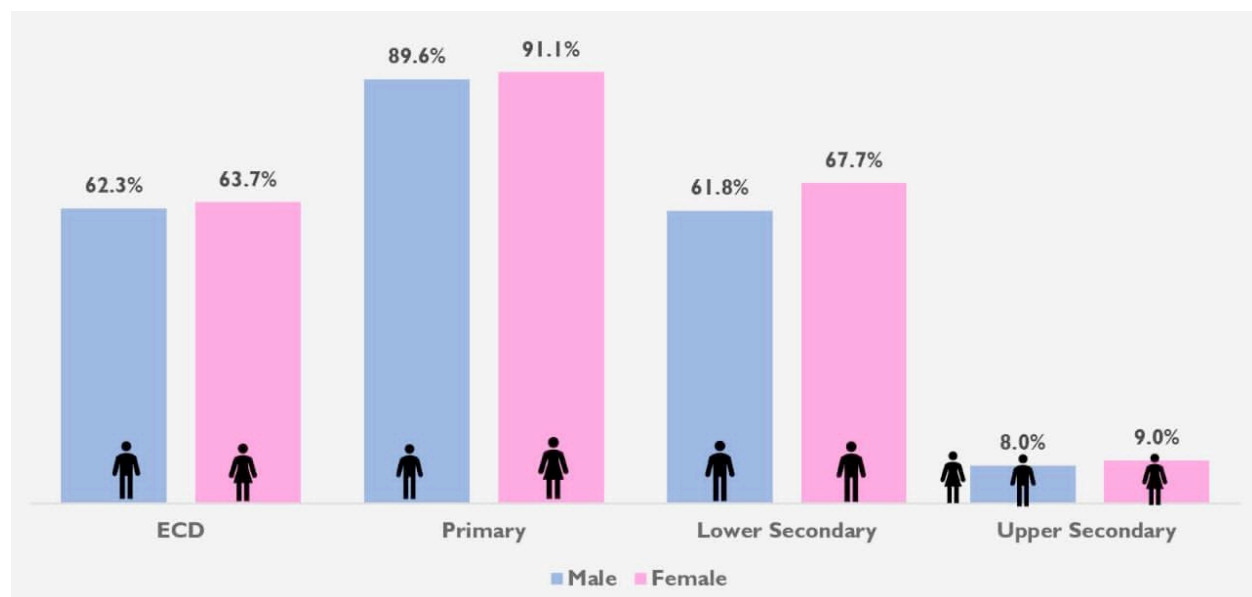

Figure 6 Net enrolment Rates (ZIMSTATS 2022)

COVID-19 cases being recorded in schools in 2022 have significantly tapered. However, learning disruptions and school closures experienced in the greater part of 2020 and 2021 disproportionately impacted children from poor backgrounds who lost considerable learning time compared to those from wealthy families who could afford alternative leaning solutions. The Net Enrolment Ratio (NER) for primary education dropped from 94% in 2019 to 84% in 2021[10]10. The NER for secondary education also declined from 58% in 2019 to 51% in 2021. Similarly, Early Childhood Development (ECD) Education NER dropped from 32% in 2019 to 25% in 2021. The transition rate from primary to secondary school marginally dropped to 81.5% during the 2020/2021 from 84.6% during the 2019/20202. This suggests that a substantial number of learners (18.5%) failed to proceed to secondary school. One of the major reasons for this situation is the households' failure to raise school fees for their children to proceed to secondary school. The State Funded (Free) Basic Education policy is already in place, and if fully implemented, will help to alleviate these challenges.

The primary education completion rate which had increased to 86.8% in 2020 declined to 84%. There is a huge deficit of ECD teachers, with the situation being worse for rural areas. The ECD Learner to Teacher Ratio (LTR) for 2021 stood at 37 compared to the recommended Government of Zimbabwe threshold 20 pupils per teacher. The gap is even larger when only considering trained ECD teachers - the ECD Learner to Trained Teacher Ratio stood at 50, which entails that majority of the high ratio has a direct impact on foundational learning outcomes for children, and therefore recruitment and investing in ECD teachers' training is critical. However, primary, and secondary LTR is within the recommended margins. At the national level, teacher establishment is 17,937 for ECD, 80,175 for primary schools and 48,740 for secondary school, of which the proportions of trained teachers are 73.6%, 97.6% and 89.7%, respectively.

1.4.6 Education Sector Financing

The Government of Zimbabwe remains committed to funding education through domestic resources. A commitment was made at the GPE Summit in July 2021 to increase primary and secondary education's share of national budget from 13.6% (2021) to 15% in 2022. The 2022 budget allocation, however, dropped to 12.4% reflecting underfunding of the sector.[11] The actual for 2023 at 14.9% falls below the GES domestic financing commitment of 16.5%. The limited overall allocation means that most of the funds are used to cover teachers' wages. Parents contribute up to 96% of the non-salary education costs at school level raising equity issues.[12] The 2020 Education Amendment Act introduced state-funded basic education (free education), which will be key in determining future levels of public investment into the education sector.

In terms of education sector budget execution expenditure side remains weak with salary overruns eating into the non-salary budget.[13] This makes efficient and effective use of any additional funding critical and underlines the need for an effective school level financing policy to manage the current environment while supporting system recovery. Through the 2020 and 2021

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[10] Source for all education statistics: Government of Zimbabwe, 2021 Primary and Secondary Education Statistics.
[11] Draft 13th EDF Progress Report 2022
[12] Holistic Think Tanks on Conditions for the education systems in Zimbabwe –April 15, 2022
[13] Holistic Think Tank on Education Conditions in Zimbabwe (April 15, 2022)

budgets, the government has initiated progressive ideation of free or state-funded basic education, targeting schools in communities with high poverty levels particularly in rural areas.

Government has widely used the Basic Assistance Education Module (BEAM) as a safety net to cushion payment of fees and other education costs for learners from poor and marginalized communities. However, BEAM institutional arrangements and operational models need strengthening to cut on delays and funding inadequacies given demand at schools enrolling BEAM beneficiaries. Government has also supported education financing through bilateral and multilateral funding baskets like the Education Development Fund (EDF), Teacher Effectiveness and Equitable Access for all Children (TEACH) programme and the Global Partnership for Education (GPE).

1.4.6.1 School Financing Policy

The School Financing Policy is meant to address the issues of underfunding and the inequitable distribution of resources in the education sector and the school system. The policy is also expected to give life to the basic state funded education by providing the optimal model of delivery. The President of Zimbabwe has announced free basic education in 2023 in phased approach. There is now an urgency to have the School Financing Policy approved by the cabinet and roll out a plan for its implementation. The school financing policy was sent back to MoPSE for revision in late 2022 by Cabinet and is currently being revised. Finalization of the of School Financing Policy and identification of financing mechanisms for supporting free basic education in Zimbabwe needs to be a high priority for the sector and the whole Government.

The SCG will support the implementation of the SFP. The STG on the other hand will, through the implementation of the SIG in it various forms, endeavor to strengthen the foothold of the school financing policy using the SIG as the preferred model to provide schools with direct support to financing. The SIG target schools will be the same first target for the School Financing Policy as it will target the P3, S3 and satellite schools. To access SIG, the schools have to come up with a school development plan which details the school priorities. The same approach will be used in the school financing policy as it is an approach that provides local solutions to local problems. The SIG implementation criteria will also be critical for consideration for the school financing policy in terms of eligibility of expenditure to be incurred. The SIG in essence will be the pith for the implementation of the school financing Policy.

The activities in the SCG on Capacity strengthening of MoPSE staff on financial planning, procurement, and budget utilization will be very critical at all levels of the MoPSE. This activity will strengthen the implementation of the STG for example the utilisation of the SIGs (Regular, Wash and Complementary).

2.0 PREVIOUS GPE PROGRAMMES

The government has received Global Partnership for Education (GPE) support since 2013. The first GPE-funded programme (GPE I, 2013-2015) had a budget of USD23.6 million, implemented the Education Sector Program Implementation Grant (ESPIG) focused on the priorities of Government of Zimbabwe Education Medium Term Plan (EMTP). GPE II, 2016-2022 had a budget of USD42.2m with USD20,584,958 being the Fixed Part and USD21,620,00 the Variable Part, Multiplier and Additional Maximum Country Allocation. GPE II supported the Education Sector Strategic Plan (ESSP) for 2016 to 2020. In response to the Cyclone Idai, GPE provided Accelerated Funding worth USD2,5m and USD7 million to support responses to COVID-19. Government and its partners uniquely addressed education holistically bringing in WASH (Water, Sanitation and Hygiene), social protection, health, and social and behavioral change responses. The second of the GPE's built on the successes of the first, contributing to the delivery of government priorities in the Education Sector Strategic Plan (ESSP I, 2016 to 2020) a key outcome of GPE I. UNICEF served as the Grant Agent to the ESPIG's and COVID 19 Accelerated Fund while Save the Children was Grant Agent for the Cyclone Idai Accelerated Fund.

2.1 GPE I ESPIG 2013-2015

In 2012, the Government of Zimbabwe applied for an indicative allocation of US$23.6 million to support implementation of the Education Medium Term Plan (EMTP) covering the period 2013 – 2015. The aim was to boost basic education learning outcomes through the continuous professional development of teachers, improved teacher supervision and management as well as strengthened evidence-based policy and strategic planning. GPE I together with the Education Transition Fund (ETF)[14] supported education sector following near collapse during the 2007-2009 hyper-inflation period

Improving the professional status of teachers was identified as a priority in the 2010Interim Strategy and the 2011EMTP. This was reflected in the need for improved pay and service conditions to build morale and motivation for strengthened competences and skills of newly recruited teachers while also upgrading all teachers' skills. Programme components included i) restoring the professional status of teachers, ii) improving school, and system infrastructure, iii) restoring the quality of teaching and learning, iv) reinvigorating education system governance, focus on disadvantaged leaners, and v) revitalizing sport, the arts and culture.

The program operated by strengthening and supplementing the existing Government institutional mechanisms for the continuous professional development of teachers through the Better Schools Programme of Zimbabwe (BSPZ). The programme also focused on Catch-up remedial education for grades 4-7. This was a response to evidence suggesting serious early learning achievement gaps as a major factor in consistent under-performance in Grade 7 examinations. Learning achievement gaps were up to five years in some cases, with indications from the LAT exercise that performance lags tended to increase the longer children were in school. Government had piloted and taken to scale a national program to address these learning gaps. The program,

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[14] Education Transition fund was a pooled fund which brought together donors to support the recovery of the education sector through the provision of essential teaching and learning materials for primary schools and high-level technical assistance

known as "Performance Lag Addressing Programme II" became a core Government project with a national roll-out plan to reach every school over three years under GPE I.

2.2 GPE II, ESPIG & MULTIPLIER 2016-2022

At the recommendation of the GPE Secretariat in the second quarter of 2017 the Government and its partners developed a decentralized program focusing on a few Districts to identify problems affecting access, learning outcomes and efficiency. Priority was given to areas where these were generic, and particular to a local area with districts and communities being supported to develop local solutions. Building on evidence these case districts a nationwide programme more efficient and sharply focused interventions was anticipated. The GPE Fixed Part was USD $20,580.000 while the Variable Part was $8,800,000 the Multiplier ESPIG had US$10,000,000 and $2,8m for the Maximum Country Allocation giving a total of US $ 42,280, 000 between 2016 and 2022

Significant progress was made through this funding in the following programmes

- Program 1 with flagship interventions of the complementary School Improvement Grant (SIG) that included the School Improvement Grant and the additional MCA (SIG) which parental awareness of early learning activities, procurement of teaching and learning materials, and infrastructure improvements grants.
- Programme 2, on Improved Learning Outcomes covered training of Mathematics teachers through cluster networks and procurement of Mathematics teaching and learning materials.
- Program 3 focused on efficiency and improved retention with activities such as guidance and counseling, child protection committees, SNE capacity building, and procurement of SNE teaching and learning materials.
- Program 4 was focused on institutional strengthening specifically targeting leadership development, planning, and monitoring and data systems.
- In addition, Programme 5 focused on Programme Management and Monitoring with the main activities including ESSP monitoring and evaluation, POP/DOP review, ESPR/JSR.

2.2.1 Variable Tranche and Multiplier Fund Achievements

2.2.1.1 Policy, legal & regulatory frameworks
The Early Learning Policy was approved by Cabinet and the School Financing policy has been endorsed by ECG and awaits cabinet approval. The Education Amendment Act was signed into law in March 2020 with provisions for free basic education, provision of sanitary wear to girls, retention of pregnant girls and outlawing corporal punishment.

2.2.1.2 Implementing the New curriculum
COVID happened during the rollout of the new curriculum. It necessitated the development of radio lessons, of which 1,022 lessons were broadcast (852 Primary and 170 Secondary) and 1,215 solar powered radios were procured. 4,711,680 textbooks in Phase 2 and 1,239,298 in Phase 5 were procured and distributed in schools. 154 Mathematics Learning Area Association members were trained through a training-of-the trainer to promote STEM, and 218,654 Form 4 Mathematics textbooks were procured. This was jointly supported by the EDF.

2.2.1.3 Equity and Improved access

Print-ready copies of Open Distance Learning (ODL) Modules in Combined Science, English, Geography, History, Mathematics, and Shona for 3 and 4 were developed. **25,000** copies (per learning area) for Mathematics, English and Combined Science (the most common subjects in high demand) were printed. 955 schools, (662 primary and 293 secondary) were supported to finish construction of science labs benefiting 9,570 learners.

2.2.1.4 Institutional Strengthening

Complementary funding mechanisms for school infrastructure were developed. 12,278 children (7547 girls) with disabilities were given assistive devices. Further, materials on Leadership, and School Management Training and SDC Handbooks were developed, 10,000 handbooks printed and soft copies uploaded on the Ministry website. 8,526 teachers were trained in syllabus interpretation, 11,792 Primary Teachers Trained on effective teaching of Mathematics and 204 secondary science teachers trained in conducting science practical lessons.

2.3 Cyclone Idai Accelerated funding.

The Cyclone Idai Accelerated Funding programme was aligned with the Zimbabwe Humanitarian Response Plan 2020 (HRP) which specifically targeted residual humanitarian assistance for people affected by the March 2019Cyclone Idai. The intervention was built on the Education Sector Strategic Plan (ESSP), 2016-2020, the Humanitarian Appeal Revision (HAR), 2019-2020, and the Humanitarian Needs Overview (HNO) and informed by the Education Cluster Post Cyclone Idai assessment. The programme targeted boys and girls with protection, feeding, and retention in school during the emergency. The target rural and urban districts were amongst those referenced in the HRP with a severity ranking based on multisectoral analyses of humanitarian needs. Save the Children was selected as the Grant Agent for the USD2,4 million grant.

The program worked with district school inspectors to identify the 20 schools in each district with the greatest needs. An analysis of EMIS data and the cluster severity ranking was used to inform the targeting process and ranking of the schools' needs. To scale up and ensure continuity of progress gained in Save the Children's ECW-funded Chimanimani and Chipinge Education Cyclone Idai Response in 20 schools across the two districts (10 in each), these schools will be considered as a priority for this program. All activities will be implemented in partnership with the national and district Government of Zimbabwe Education Offices and will be overseen and guided by the National Associations of Primary and Secondary Headteachers, through the cluster system.

Under the Cyclone Idai Accelerated Funding, 2400 study lights were distributed to vulnerable girls, and 3197 reward bundles distributed to 139 schools for catch-up education. Furthermore, 80 000 learners received learning materials from the school in a box and 1817 received teacher professional development training in delivering catch-up education. A total of 248 gender focal persons were trained, 2 per school, and 240 tons of mealie meal were distributed to help 97588 learners return and remain in school in the 20 districts. Infrastructure assessments were conducted in 139 schools and 139 schools were provided with teaching and learning materials. The project provided 48000 dignity kits to girls and rehabilitated 81 classrooms, 40 teachers' houses, and 18 toilets. It provided 4920 assistive devices to learners and trained 278 school feeding personnel and trained teachers on TPDS, child safeguarding, and DRR.

2.4 COVID-19 Accelerated Funding

On the 5th of June 2020, the GPE approved the COVID-19 Accelerated Funding request for Zimbabwe in the amount of USD 7,000,000 plus an additional USD 490,000 in agency fees to UNICEF as Grant Agent. The grant started on the 5th of June 2020, with an end date of November 30, 2021. It supported the development of COVID-19 Standard Operating Procedures (SOPs) and 946 schools (770 primary and 176 secondary schools) supported WASH SIG (cash transfer) to rehabilitate their water sources. Hygiene kits were sent to 3,733 schools with funds leveraged by EDF donors (2,543 GPE funded rest EDF). The program provided learning materials including PSS workbooks for self and home learning distributed to learners via schools, and teacher kits. It trained teachers in remote teaching and learning in partnership with UNESCO-11,000 teachers trained surpassing the target of 10,000.

2.5 Lessons Learnt

Several lessons were drawn from GPE's support. Factors underlining intervention performance include the following:

1. Importance of informing schools regarding the funding well in advance to help them better plan their expenditure. When schools know about their selection, and know the amounts they will receive, they initiate decision-making processes on identification of investment priorities, informing communities of their inputs, the sources of materials to be procured and processes to follow.
2. The allocation and disbursement of a lump sum allocated to each school allows for effective utilization within a stipulated time as the school has a clearer sense of what they could realistically accomplish using the allocated amounts.
3. In complex, and constantly shifting economic environments like Zimbabwe's, use of two currencies (the USD for disbursement and the ZWL for utilization) presents several practical challenges where each player seeks to protect value and maximise benefits while avoiding exchange losses. Schools grappled with transaction systems and processes that require complex decision-making at different stages particularly on procurement of construction materials.
4. Schools targeted by Complementary Funding are invariably the most disadvantaged and therefore financially constrained. They tend to have difficulty raising funds to meet expenses related to travel, where this may be required. Involvement of local leadership helps to persuade and convince parents to make different contributions in the implementation of activities.
5. Community support to the education sector through the work of a school, and in promoting learners' access to education needs to be accorded the prominence it deserves. The advent of COVID-19 reawakened the education system to community-based learning resources given that schools were closed for long periods. Communities, parents, and caregivers can play a bigger role in supporting children's learning while they are at home. Capacity development and provision of learning guides to caregivers can be in handy appropriately equipping parents with basic skills to support home-based learning.
6. Communities also help in the identification of children with disabilities who, for lengthy periods, may lie hidden within households. Through fairs, members of a community can identify these children, ensure that they are brought into the public sphere where simple screening and identification tools can be used to assess the nature and severity of their disabilities, and

information provided regarding where they can access referral services. As such, communities can, and have become, a major driver of the *Leave No-One Behind* agenda.

7. COVID-19 highlighted some existing issues within the education sector while also creating opportunities for innovation and creativity. The emergency exposed system vulnerabilities and showed deficits needing more focussed attention. It dramatically illustrated the dangers that learners face when they do not have access to potable water, which ceased to be a peripheral issue, but became central to school health and learner welfare. The same was true of overcrowding resulting from insufficient classrooms. COVID-19 thus amplified the importance of prioritising investment in specific forms of school infrastructure.

    a. Given availability of **WASH** being a pre-requisite to safely open schools, Government, in partnership with UNICEF creatively used the SIG modality to directly transfer cash to for the rehabilitation of school water sources.

    b. Alternative and blended learning approaches became widely applied after being found to be effective following application of GPE funds to radio, TV, other digital learning pathways and availing of home materials to take learning to the most disadvantaged children especially in remote areas. Development of the school leadership e-course helped minimize face-to-face training increasing access and reducing delivery costs.

    c. Importance of locally produced education materials (textbooks, learning modules, workbooks, study guides, reading materials, braille materials, etc.) and in various forms (printed, audio, visual, interactive, etc.) emerged as a sustainable response

8. Involving and supporting parents, caregivers, and communities in the learning equation – planning of programmes, trainings, development of communication materials, helps nurture their children's learning at home and remotely, as well as to engage in DRMR planning at home and during emergencies.

3.0 STG PROGRAMME DESIGN

3.1 System Transformation: Summary and Focus

System Transformation in the education sector is about providing a holistic package that encompasses essential elements to drive education including leadership efficiency, functional policy frameworks, professional development, information, and communication technology (ICT), sustainable resourcing, research and evaluation, and curriculum and assessment. The STG will leverage on the growing synergies in education and creativity to keep up with the changes in society as well as policies. The fundamental principle in system transformation is realizing that education has been transformed from a teacher-centered approach to a learner-centered one. Innovative applications in education such as digital learning (Education Technology) have gained importance to support learners and teachers towards this transformation and to develop 21st century skills of learners such as problem solving, collaboration, creativity, and critical thinking.

Essential services such as WASH facilities, and in-school infrastructure improve access to quality education. They also enable schools to achieve functionality standards. On the other hand, continuous professional development supports teachers. It strengthens education sector leadership and catalyzes delivery effectiveness for better learning outcomes. As such the STG will transform education in Zimbabwe, by supporting key ingredients that foster functionality and safety in schools. It will support provision of foundational literacy and numeracy and build an equity-focused education sector leadership that stimulates the required transformation. Consequently, it will contribute to the education effectively supporting the country's development priorities. The STG will help transform Zimbabwe's education sector through:

1. Disbursement of regular School Improvement Grants (SIGs) to 4445 disadvantaged schools;
2. Facilitating improved WASH facilities through WASH-focused SIGs to 120 P3 and S3 schools (90 for FP and 30 for VP)*;
3. Training of 27,833 teachers on foundational literacy and numeracy e.g., THRASS premised on the understanding that an effective education system is anchored around foundational learner competencies (literacy and numeracy);
4. The development of digital, TV, and radio content for foundational learning;
5. Supporting the curriculum and assessment review process;
6. Training teachers on digital skills to equip them with current skills for the delivery of learning;
7. Piloting Early Warning System for preventing school dropout.

3.1.1 Targeting
In terms of targeting the STG target population is the poorest rural schools known as the P3 and S3 both registered and Satellite in the 63 rural districts which is the considered as national coverage. A number of activities will benefit a sub-set of this population (of schools, teachers, students). However, while some of the activities are targeting national coverage like the SIGs, other activities will be specific to provinces/districts depending on the nature of investment and criteria of delivery.

In addition, where the resources are inadequate additional criteria is applied to target the neediest schools and learners. As mentioned in the PD that these are primary/secondary schools which are mainly rural schools catering to the low-income.

The following targeting will apply for some of the activities in the PD:

For the **SIG, selection criteria are developed and agreed upon by the LEG**. The selection criteria are guided by equity considerations, that is, the need to ensure that resources reach the most disadvantaged schools. Such schools include P3, S3, satellite and special schools. These schools face financial constraints hence they are poorly resourced and may face other vulnerabilities such as inadequate water and sanitation facilities and classroom infrastructure. The SIGs (Regular, WASH, and Complementary) principally target these schools, and Education Management Information System (EMIS) data is used to select the schools and the lists for each SIG. More specifically, the selection criteria under SIG *prior to the 2024 school year* are as follows:

- the schools had had construction projects stalled for a minimum of two years.
- they were in a very poor community.
- their funds were exhausted.
- parents were unable to pay levies for basic utilities, construction; and/or the infrastructure had been destroyed by natural disasters
- schools in communities that are perennially affected by natural disasters such as droughts

The criteria for each SIG being approved by the Zimbabwe LEG for *SIGs to be used in 2024 and beyond* are updated below.

SIG Regular school selection criteria:

- Income Threshold
  - P3 Primary schools with an average annual income (2020-2022) of $2,000 USD.
  - Satellite Secondary schools with an average annual income (2020-2022) of $1,000 USD.
  - Special Schools with an average annual income (2020-2022) of $30,000 USD.
- P3 registered and Satellite Primary Schools with Resource Units
- P3 registered and Satellite Primary schools and satellite secondary schools that are located more than 50 km from the district office

SIG WASH school selection criteria:

- Registered P3, Registered S3, Satellite Primary and Satellite Secondary schools with no access to water

SIG Complementary school selection criteria:

- Satellite schools established between 2000 and 2018 (These have a special waiver for registration)
- School with a complete classroom block (1x2)
- The 2nd Classroom block (1x2) should be between 85-90% completion stage
- WASH facilities- Toilets

- Adequate and decent accommodation for teaching staff
- Secure storage room for examinations papers, etc.
- Approved site with a site plan obtained from Local Government
- Authority to establish and construct the school granted by the Secretary for primary and Secondary Education
- Schools that have less than $5,000 required to complete all works

The targeting of activities such as STEAM/STEM, the training on foundation learning, sensitization of parents on foundational learning and the procurement will be informed a rapid mapping exercise of the population first as a small base line to identify the qualifications and gender of the teachers, the needs of the parents and the districts that have not received any material on foundational learning. From the baseline, the programme will proceed to select teachers who will participate in the training including the % of females/males. Training of trainers will be done at national level and cascaded to the provinces to enable effective implementation.

3.2 Gender Mainstreaming in Education

System transformation will also involve promotion of gender equality and supporting adoption of gender transformative approaches in education. Government, informed by the Constitution will strengthen frameworks for the protection and promotion of the rights of women and men, girls, and boys in the education sector as a critical enabler of gender sensitivity in wider society. The barriers that women and girls face when accessing social services and completing their education will be removed. Gendered dimensions of transition and school dropouts that reveal cultural, religious, economic, structural, and school level challenges will be tackled. Additionally, parental/guardian poverty making access to education services affordable given high financial requirements will be tackled to reduce school drop out for both boys and girls.

Child marriages and early pregnancies have consistently been key factors in school dropout and lower transition rates for girls in the country. On the other hand, power structures and socially-constructed norms that define different roles for boys/men and girls/women should including sexual division of labour in the household will be tackled. These result in situations where women/girls are assumed to bear responsibility for raising children, cooking, and cleaning, while boys/men are responsible for generating income and more 'masculine' household tasks, such as maintaining machinery or the means of production in each household including taking up options in STEM subjects in schools.

Boys also face unique challenges that force them to drop-out of school. For instance, in provinces with high incidences of gold panning, farming, fishing and in areas along international borders, boys are susceptible to dropping out as they are exposed to different trades which bring immediate rewards to those who are engaged in the various trades. The practice of gold panning in some provinces has a huge bearing on who is likely to drop out. Schools in these provinces identify male students as the most likely to drop out as compared to their female peers. The main reason behind this being the prevalence of alternative income sources that seem not to require an education or qualification. The communities perceive gold panning as more relevant to their immediate needs than school. Some of these areas also have high teenage pregnancy rates as girls get lured by the panners. This is one of the major reasons for girls dropping out of school and engaging in child marriages.

These 'gendered' roles affect the rights, responsibilities, opportunities and capabilities of males and females disproportionately, including their access to and treatment in school. In collaboration with the GEA, the STG will foster advocacy and engagement with communities on ending gender discriminative social norms so that a more balanced and equitable scenario that is of benefit to both genders are adopted.

Over half of the girls who drop out of primary school do so because of poor water and sanitation facilities (UNICEF 2022). Improved toilet facilities alongside adequate access to safe water can significantly improve attendance at schools, especially for girls. When schools have safe water, toilets and soap for handwashing, children have a healthy learning environment, and girls are more likely to attend when they are on their period. To address the challenges, the STG will support the provision of clean water and enhancement of WASH facilities in schools, through activities in Output 1.1.

The activities under the STG and complemented through the GEA will thus complement the work already underway which include supporting ongoing policy to reintegrate pregnant girls and young mothers, education financing policy implementation and ensuring that BEAM benefits are distributed equitably, having more male and female teachers accessing pre and in-service TPD CPD involving inclusive, gender-transformative & ICT-based pedagogies

Transformation also includes ensuring that all schools have relevant curricula, learning materials to support and represent all learners especially girls and children with disabilities, targeting more female teachers for training under STEM/STEAM to become roles models for the uptake of STEAM/STEAM subjects, supporting the provision of school WASH facilities and fostering gender responsive and girl friendly systems to prevent girls from dropping out from school.

With FCDO funding Government and UNICEF are supporting the 'Safe to Learn ; ending violence in schools Initiative' that was signed by Zimbabwe in July 2021 and is grounded in making each school environment safer for boys and girls. The work builds on the Government of Zimbabwe's commitment to implement the Safe Schools Concept. This initiative complements efforts at reducing violence especially towards girls in schools and raising awareness on the legislative provisions on retention and reintegration of pregnant girls into schools. Additionally, Government will extend development of an Early Warning System (EWS) for the prevention of dropping out of secondary schools in Zimbabwe, which will also be a critical to addressing gender disparities. The EWS will identify and support both boys and girls at risk of dropping out of school, especially girls and children with disabilities.

Overall, gender equality will be fully integrated into all areas of the STG to address identified challenges, promote gender equality, **mainstream** gender in programme sectors including Child Protection, Education, Health, HIV &AIDS, Social Policy and WASH through **targeted** programming on key priorities for the country offices including renewed focus on adolescent girls, ending child marriages, a coordinated multi-sectorial approach to Menstrual Health and Hygiene.

A gender analysis currently under for the education sector twill help deepen relevant sector reforms. Based on the assessment findings, a joint gender equality and social inclusion strategy for the sector will be developed. This will provide an understanding of the different levels of resources used to enable access to services for girls, boys, children with disabilities (girls and boys) and teachers (females and males).

Through the SCG and complementarity with GEA, EDF and TEACH, the STG will support gender responsive sector planning, school-based gender responsive disciplinary policies, and gender responsive pedagogy. This builds on Government's Learner Welfare Department's establishment of a Gender Desk to make Ministry proactive in addressing gender related issues.

3.3 Disability and Inclusion

Inclusion in education refers to all students being able to access and gain equal opportunities to education and learning. It arose in the context of special education with an individualized education program with the notion that it is more effective for students with special needs to have the said mixed experience for them to be more successful in social interactions leading to further success in life.

In the history of Zimbabwe, the provision of special education has been done by charitable organisations and churches who considered it a moral obligation for children to receive education. Children with special needs were institutionalized in rural boarding schools or institutions where they were taught practical skills such as cooking, needlework, and basketry. After independence, significant changes were noted in the system as the policy of universal primary education was adopted. Despite the enormity of the need for special education, the number of children receiving special education in Zimbabwe is very limited. According to EMIS 2020, there are 85,560 children with disabilities enrolled in schools, with 3525 of these in special schools.

Barriers for exclusion from education negatively impact children's optimal progress in learning and development. For children with disabilities, the barriers are numerous, and mitigation requires child -centred responsive methods. It is further observed that children with disabilities are ten times less likely to attend school than those without. Even if they attend school, they are more likely to drop out early while the level of schooling they receive is frequently below that of their peers. Being a girl and having a particular impairment, or condition or coming from an ultra-poor household are all additional risk factors for poor educational attainment.

Consequently, despite Zimbabwe's great progress in the last two decades, children with disabilities were until recently, excluded from policy and invisible in society. They still are often left out when programmes are created and lack solid comprehensive support within schools and communities. There is scarcity in detailed data when it comes to children with disabilities and services, though it is estimated that as many as 10% of all children in the world are born with, or acquire, a disability. The GOZ has approved the National Disability Policy, bringing the attention of the nation as a whole to the need for equity in provision of services and inclusion for people with disabilities. Strides have been made to develop the Inclusive Education Policy, which now awaits Cabinet approval.

The anticipation is that this will stimulate traction in meeting the needs of all learners and prepare learning institutions to adapt their environment, curriculum and teaching approaches to support learners with disabilities. These considerations are paramount in the STG programme design with School Improvement Grants looking to support disadvantaged schools, provide an environment for learners with disabilities to access optimal learning outcomes where there is clean water, handwashing facilities and adequate and safe latrine facilities which are conducive for all learners.

The development of foundational literacy for children with disabilities is also critical for education transformation and this will be enabled also through teacher training to equip them with skills for foundational literacies, screening and assessment for early identification and referral support.

3.4 Policy Priorities and Challenges

4Through the Education Act 2020, Government provides for state funded (free) basic education. This has been provided through the Grant in Aid of Tuition (GAT), payment of staff costs, the Basic Education Assistance Module (BEAM) and meeting of other capital costs. In the 18 pilot GAT rural districts areas, state support is not adequate leaving parents of beneficiaries to augment. Outside the pilot districts parents pay full levies. For the vulnerable children the government uses BEAM as a social safety net programme that pays Primary and Secondary education school fees for students who cannot afford it. However, BEAM has always experienced delays in disbursement and does not provide a complete package for learner requirements other than tuition and examination fees. Other school related requirements such as uniforms, books etc. are left to the learners' parents or guardians.

Consequently, a lot of learners drop out of school with girls, children with disabilities and marginalised children being the most affected. Underfunding of education has resulted in inadequate school infrastructure, teaching, and learning materials and poor conditions of service for teachers. Parents continue to bear the cost of education to ensure that schools continue to be functional and, in some cases, being responsible for providing incentives and salaries (Teachers employed by SDCs cover up for teacher shortages). The rural parents are disproportionately affected and have not been able to consistently afford to pay fees and levies let alone incentives.

The ESSP (2021 – 2025) is committed to a blended learning and the use of technology for improving education infrastructure and innovative technologies for alternative learning approaches. While digital learning is gaining some ground in Zimbabwe there are challenges that include inadequate access to qualified teachers and physical resources such as teaching and learning digital gadgets, access to ICT and erratic or no electricity to operate ICT appliances. Not all schools especially those in rural communities, have the financial capacity to invest in the implementation of digital learning. The government with the support of partners, has developed a school financing policy which will operationalize the state funded basic education and equalize opportunities for the marginalised children. The SFP will also ensure that the government allocates at least 20% of the national budget to education. However, it has taken long for the policy to get cabinet approval.

> **Box 1: STG Policy Priorities**
>
> The STG will contribute to creative policy responses to the foloowing:
>
> 1. Strengthening financing of free basic education
> 2. Building BEAM responsiveness and equity
> 3. Attending to school infrastructure, teaching-learning materials
> 4. Addressing teacher morale and teaching competences including use of digital learning tools

3.5 Safe to learn initiative and how STG and GEA will work together

In the context of Zimbabwe, the commitment to Safe to Learn initiative is aligned to Ministry's 6 actions to which both the STG and the GEA have embraced in the PDs, recognising that the initiative works to ensure all children - including the most vulnerable - have access to safe and inclusive learning environments and works alongside partners to ensure that schools become a platform for safer and inclusive societies at large.

The key activities planned in the STG and GEA PDs contribute to the 6 actions Zimbabwe has committed to under the Safe to Learn Initiative – illustrated as follows:

1. Implement and enforce policies that will protect children from all forms of violence in and around schools; including online; including implementation of the national education inclusion strategy – The STG and GEA will support implementation of the National case management training and implementation support; re-entry policy through support to out of school children, the early warning system for dropouts. The Joint Monitoring Visits which the STG and GEA will support through UNICEF and CAMFED's participation will continue and strengthen their role in monitoring and supporting policy implementation on aspects such as the outlawing of corporal punishment.

2. Strengthen the prevention and responses at the school level through an increased focus on the implementation of our commitments set out in the Amended Education Act;
Through both the STG and the STG, this will include the dissemination and implementation support of the Re-entry policy; strengthening of Child Protection Committees and Safeguarding in schools

3. Review multisectoral policies on child protection in schools, including referral mechanisms to support victims of violence in schools, and working with parents and communities, to eliminate child abuse, exploitation, and all forms of discrimination; and ensure those who perpetrate are removed as teachers or administrators; STG and GEA leverage the whole of government approach to implementation, through the CDCs and multisectoral stakeholders including social welfare, police friendly unit representatives; Child protection committees (teachers, learners and community members); community engagement components/outreach fairs

4. Work with all stakeholders in schools to promote positive discipline, social norms and gender response to education and planning gender equality, to ensure that schools are safe spaces for teaching and learning. The STG and GEA have specific responses to support the Child Protection, Guidance and counselling teachers, Teacher training, role of peer educators; My Better World (MBW) and the Life Skills curriculum

5. Invest resources effectively to promote safer schools;
The STG and GEA will support these through reinforcing the Infrastructure and functionality of schools – SIG, minimum standards including for affordable and sustainable boarding facilities

6. Improve collection of disaggregated data and monitoring efforts to effectively address violence in schools for both national and global utilization. Both STG and GEA will support routine monitoring; checking what is currently collected within the system (ED46 or other?)

Additionally, through the attached Alignment Document Annex 7: Zimbabwe STG-GEA Alignment Statement, three key activities stand out as cross-over activities in both the STG/GEA towards promoting Safe to Learn Initiative under the two Grants. These are:

Early Warning System (EWS) for mitigating school dropout:

Piloting of the EWS will take place under the STG in the first year of implementation. Following the pilot, scaling of the EWS into more districts and schools will then be supported under the GEA in years 2 and 3 putting into consideration results, learning, and recommendations from the pilot. CAMFED will work closely with UNICEF and MoPSE to implement the approved EWS model. To further complement this, peer educators will receive training under GEA to identify and support girls and boys who are at risk of dropping out of school and engage with relevant school and community authorities to support improved attendance and safeguarding. Most importantly both the STG and the GEA encompasses sub activities such as strengthening the functionality of Child Protection Committees as well Guidance and Counselling in schools which are fundamental strategies to deal with bullying, safeguarding and protection in schools.

Enhancing Schools' climate-resilience capacity

The GEA will help to build the resilience of students in understanding and responding to climate change and building climate-smart skills. This will be done through trained peer educators delivering life skills sessions using an adapted My Better World curriculum which will incorporate a climate education focus including understanding of climate change, information, and skills to support mitigation and personal and community resilience.

Review and development of minimum functionality standards

The STG will review the minimum functionality standards of infrastructure, to ensure that they are age, gender, and disability appropriate as part of Outcome 1: Improved functionality, protection, and safety of children in Schools. The GEA will focus on developing guidelines for the operationalization of sustainable and affordable boarding facilities, incorporating the work done under the STG on the minimum functionality standards. The activities under GEA which focus on capacity building for school stakeholders on child protection, safeguarding, case management, and guidance and counselling (learner welfare) will complement the work done under STG on the review of the minimum functionality standards; hence contributing to the Safe to Learn Initiative.

3.6 Evidence Informing Program Design

The evidence supporting the STG design comes from three studies. These are i) the longitudinal study into school dropout and survival[15], ii) EDF summative evaluation, and iii) Impact Study of the School Improvement Grant. Insights from these studies include the following for the first study:

- Boys have a slightly better chance of remaining in school than girls
- Rural pupils must overcome greater challenges to remain in school despite the positive legal framework
- Ability to pay school fees is the greatest enabler of survival in education. Purchase of required school materials is also important
- Commitment and encouragement of at least one adult in the family shapes pupils' attitude towards school, motivation, and survival.
- On gendered barriers leading to school early marriages, early pregnancies and social and family expectations of the roles played by girls and boys at household and society including

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[15] Longitudinal Study into Dropout and Survival in Zimbabwean Schools Final Report December 2020 (UNICEF, 2020)

ill-managed puberty (i.e., lack of preparation of the girl child for menstruation, teacher attitudes for and against boys and girls and lack of facilities for appropriate menstrual hygiene management at the school) are among the key factors leading to negative perceptions about education, contributing to decisions for dropping out and survival in schools.

The EDF and GPE study showed that:

- National programmes were influential in contributing to positive results like ensuring schools continued to function (especially those without substantial support from parents) through SIG.
- School Development Plans (SDPs) significantly improved school financial management.
- Support to teacher resource centres, equipping schools with ECD and science kits, and efficient school monitoring through the provision of fuel helped build education systems.
- Systemic capacity development in the sector is key to driving education transformation
- Developing a school financing policy and mechanisms targeting learners unable to afford school fees and levies helps the most vulnerable learners.
- Teachers need ICT training, skills in materials developing for the new curriculum and syllabus interpretation.

The SIG independent study found that:

- The most fragile schools were reached, and SIG support contributed to enhanced learning environments for pupils at those schools.
- Physical conditions at schools improved effectively helping ensure school functionality.
- Responsiveness and adaptability led to criteria that ensured SIG funded the right things.
- A developmental thrust ensured SIG benefits would endure

3.7 Summary of the Problem

The STG program will address the problem of marginalized boys and girls (including children with disability) not accessing safe, inclusive, and quality learning for achieving age-appropriate literacy, numeracy, and competence outcomes from Early Childhood Education (ECD) to secondary level which fails to enable them to be lifelong learners and eventually become productive members of society.

3.8 Overarching Goal and Theory of Change (TOC)
The overarching goal of the STG Programme is to improve equitable access to quality education and relevant learning to marginalized and vulnerable children in Zimbabwe.

To achieve the desired change (goal), there are three critical conditions as stated in the Theory of Change below, that would have to be achieved by the Government of Zimbabwe and, and its partners on the System Transformation Grant. The GPE compact included a theory of change, which has been nuanced to be a Theory of Change that encompasses the STG, SCG, the GEA, and the Multiplier Fund. The theory of change pre-supposes that:

IF schools' *Functionality and Safety is improved* for all school children and all children benefit from *enhanced Foundational Literacy and Numeracy* and *Education Sector Leadership is Equity-Focused*, **THEN**, marginalized boys and girls (including those with disability) will **become**

competent lifelong learners and productive members of society. The diagram below details the theory of change. (Insert updated diagram).
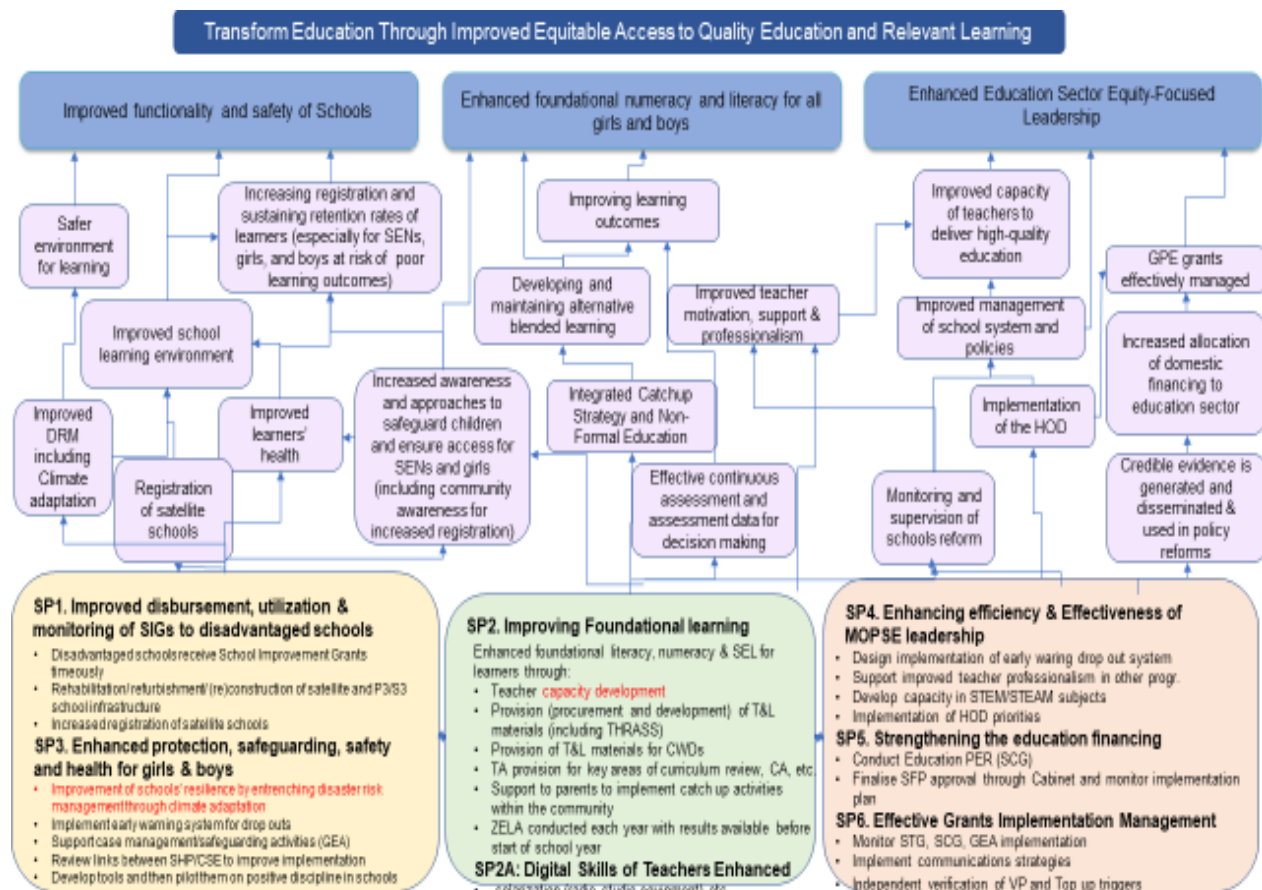
Figure 7: STG Theory of Change

To achieve each of these conditions, the following change paths are proposed:

IF

- Emplacing disability-inclusive & gender-transformative teaching and learning is in place.
- Supporting motivated and professionalized teachers and school leaders
- Promoting TPD that involves inclusive, gender-transformative & ICT-based pedagogies and practice in the system.
- Relevant curricula, learning materials are developed and supporting all learners & their families including for catch-up, such Teaching Handwriting Reading and Spelling Skills (THRASS), Early Reading Initiative (ERI) and Teaching at the Right Level (TaRL.)

- Equitable, inclusive and gender-transformative policy, legislative frameworks, and systems (national and sub-national) are adopted and enforced.
- Strengthened EMIS with effective data collection, usage and management system is in place.
- Teachers' capacitation on catch-up, the accelerated education programme and digital learning.
- Teachers, communities, and caregivers work together to promote access and create an enabling safe, inclusive environment for all children irrelevant of status, disability and/or gender.
- Effective use of EMIS data, improved education planning including for teacher

- Learners have access to safe, inclusive, and quality learning environments (formal & non-formal)
- Schools have disability-friendly and gender-sensitive school facilities
- Empowered children including those with disabilities and girls are participating in key decisions that affect their education.
- Resilient children, teachers and communities are prepared to respond to natural disasters
- Effective disability and protection mechanisms and actions are in place
- Gender-sensitive and inclusive classroom blocks, WASH facilities & low-cost boarding facilities are constructed and rehabilitated
- Effective partnerships between the home, school and community are created and supporting children to achieve their educational goals.
- professional development, school leadership and effective assessment processes that allow impact at scale.
- The School Financing Policy is implemented, and the BEAM (Basic Education Assistance Module) is distributed timely.
- Schools have relevant learning materials to support and represent all learners especially girls and children with disabilities, including catch-up, Alternative Education Pathways (AEP) and Non-Formal Education (NFE).
- School governance and leadership is reflected in the relevance of curricula, teaching practice, school planning & implementation and better oversight and accountability.
- Child friendly systems to prevent boys and girls from dropping out are implemented

THEN

Children in all their diversities, including the marginalized and the vulnerable enrol and stay in school, actively participate in class, acquiring/developing desired skills, competencies and achieving, at completion of relevant school cycles, learning outcomes that prepare them to contribute effectively to the country's sustainable development.

3.8.1 Enabling factors

The necessary enabling social, cultural, economic, legal and political factors necessary for STG roll-out include:

- Stable political and economic situation.
- Adequate public/state financing of education,
- Functional and effective partnerships at the sub-national and national level.
- Increased demand and involvement by communities Infor education for marginalized boys and girls including those with disabilities.
- Sector wide responses that support intersectoral approaches and address intersectoral barriers to education access by marginalized children, linguistic minorities with disabilities and living in extreme poverty.

3.8.2 Underlying Assumptions for the TOC
Assumptions are the necessary conditions for change or the underline conditions or resources that need to exist for planned change to occur.

- Government prioritizes state financing of education

- The sector Ministry (Government of Zimbabwe) is ready to adapt equity-focused policies as required and support increasing capacity at national, sub-national and school level.
- Sector prioritizing of foundational learning
- Schools, and communities willing to challenge existing social and cultural norms around education for all including girls and children with disabilities.
- Teachers willing to change existing ways of teaching to reflect more inclusive and gender transformative pedagogies i.e. embracing continuous teacher professional development and systems strengthening
- Learners feel confident to exercise their agency.
- Whole of school development approaches to improved learning environments.
- Timely completion of the curriculum review and adequate implementation of relevant recommendations

3.9 Strategic Objective and Programme Outcomes

All primary and secondary school boys and girls in Zimbabwe (including marginalized and children with disabilities) have equitable access to quality, safe, inclusive education with relevant learning opportunities by 2026. The achievement of this strategic objective will be measured against the following outcomes:

Outcome 1. Improved functionality, protection, and safety of children in Schools

Outcome 2. Enhanced foundational Literacy and Numeracy for All girls and boys
Outcome 3. Enhanced Education sector Equity-focused Leadership

3.10 Programme Outputs and Activities by Outcome

Table 3.1 Outcome 1 Outputs and Activities

Outcome Statement	Outputs	Activities	
Outcome 1: Improved functionality, protection, and safety of children in schools	Output 1.1. improved Availability of teaching and learning materials, WASH services and safe infrastructure in marginalized schools	Activity 1.1.1	Disburse Regular School Improvement Grants (SIG) to at least 4,445 marginalized schools
		Activity 1.1.2	Provide piped water in 60 P3 and S3 schools in drought areas (30 FP and 30VP)
		Activity 1.1.3	Facilitate improved WASH facilities through the disbursement of SIG WASH for water supply to 120 P3 and S3 schools (90 for FP and 30 for VP)
		Activity 1.1.4	Facilitate registration of schools through the disbursement of complementary SIG to 250 satellite primary and secondary schools
		Activity 1.1.5	Monitoring and verification quality assurance for WASH in school piped water schemes
		Activity 1.1.6	Conduct independent verification/quality assurance for SIGs
		Activity 1.1.7	Monitoring of SIG implementation
		Activity 1.1.8	Capacity building for SIG for education officials and teachers
	Output 1.2. Schools' climate-resilient capacity enhanced	Activity 1.2.1	Solarize 70 P3 and S3 schools
		Activity 1.2.2	Develop online learning content and training resources on DRMR and climate change
	Output 1.3 Improved quality and safe learning environment	Activity 1.3.1	Review Minimum functionality standards for better Age-gender-disability- appropriate and resilient school infrastructure and climate change

Table 3.2 Outcome 2 Outputs and Activities

Outcome Statement	Outputs	Activities	
Outcome 2: Enhanced foundational literacy and numeracy of all girls and boys	Output 2.1 Improved access to foundational learning	Activity 2.1.1	Train 27,833 infant teachers in Foundational Learning
		Activity 2.1.2	Sensitize 86,302 parents and caregivers on Foundational Learning
		Activity 2.1.3	Conduct the Zimbabwe Early Learning Assessment (ZELA)
		Activity 2.1.4	Procure and distribute 705,150 teaching and learning materials for foundational learning
		Activity 2.1.5	Provide assistive teaching and learning materials to 31,500 CWDs
		Activity 2.1.6	Provide Technical Support for the competence-based curriculum
		Activity 2.1.7	Training for ECD teachers on basic parenting skills
		Activity 2.1.8	Complete the Early Learning Development Standards
		Activity 2.1.9	Procure and distribute positive discipline materials
	Output 2.2 Digital skills of teachers enhanced	Activity 2.2.1	Solarize and improve equipment at Government of Zimbabwe Radio studio at Curriculum Development and Technical Services (CDTS)
		Activity 2.2.2	Train 400 teachers in Digital literacy skills
		Activity 2.2.3	Provide ICT devices at 127 P3 and S3 schools, and increase capacity at schools and communities for sustainability and ownership
		Activity 2.2.4	Development of digital, TV, and radio content for foundational learning

Table 3.3 Outcome 2 Outputs and Activities

Outcome Statement	Outputs	Activities	
Outcome 3: Enhanced education sector equity-focused leadership	Output 3.1 Enhanced efficiency and effectiveness of Government of Zimbabwe and school leadership	Activity 3.1.1	Pilot the implementation of the Early Warning System for mitigating school dropout and quality assurance review in 100 schools. (Scaling and implementation will be done under the GEA)
		Activity 3.1.2	Train 852 teachers on gender-based pedagogy on STEAM/STEM
		Activity 3.1.3	Strengthen advocacy, evidence sharing and partnership for increased investment in early learning
		Activity 3.1.4	Implement selected recommendations of 2021 Holistic Organization Development (HOD) review
		Activity 3.1.5	Strengthen process for internal controls in MOPSE
	Output 3.2 Effective Grants implementation management	Activity 3.2.1	Monitor STG and SCG implementation
		Activity 3.2.2	Produce/Disseminate communication and visibility products/materials
		Activity 3.2.3	Carryout Independent Verification for Variable Part
		Activity 3.2.4	Final evaluation of the STG, GEA and SCG implementation

The following are detailed activities demonstrating how the 3 outcomes will be achieved

Outcome 1: Improved functionality, protection, and safety of children in Schools (FP $5,988,492 VP $3,877,000, MF $3,827,650)
Both the Education Sector Analysis (2020) and the ESSP (2021-2025) showed a need for additional inclusive (age, gender, and disability appropriate) school infrastructure and safe school environments to increase access by pupils. This includes the appropriate standards for physical school infrastructure in terms of buildings, specialist rooms, WASH, and IT. The absence of adequate safe, secure, and inclusive learning environments creates bottlenecks for learners to access quality learning. The School Improvement Grant is an intervention that will demonstrate transformation through supporting mainly the P3 and S3 schools' non-personnel and non-capital resource demands as well as the need for water making schools functional and safe for children.

Output 1.1. Availability of teaching and learning materials, WASH services and safe infrastructure in disadvantaged schools (FP $5,600,000 VP 2,162,000, MF $3,677,650)

Most schools in Zimbabwe are poorly resourced financially, making most of them incapable of meeting their day-to-day functional requirements. With high inflation and depreciation of the Zimbabwean dollar against major currencies families are not able to meet their most basic needs including affording school fees for their children. Most disadvantaged schools charge their fees in local currency and by the time it is received by the school it would have been eroded by inflation. School development is largely funded by parents through levies paid by parent. However, due to high unemployment rates and the hyper-inflation parents are incapacitated to pay fees and levies thereby affecting the school income necessary for School development.

The SIG programme was launched in 2013 as part of the Education Transition Fund (ETF) II and is implemented by the Ministry of Primary and Secondary Education (MoPSE) in all the 72 districts. It aims to provide adequate funding to financially constrained schools and covers recipient schools' non-personnel and non-capital demands to help them meet their basic needs thus enabling them to meet a minimum set of school functionality criteria. The provision of SIG reduces and ultimately eliminates the costs of schooling, particularly user fee costs for vulnerable boys and girls especially those with disabilities. The grant has improved the quality of teaching and learning at school level. UNICEF is not only the fund manager but also provides technical support as well as overall oversight for the implementation of the SIG programme in collaboration with MoPSE. SIG provides a model whose elements the MoPSE is expected to adopt in the provision of state funded grants-in-aid of tuition to schools a key driver towards transforming education in Zimbabwe. The selection of the schools and utilisation criteria are determined by MoPSE and endorsed by the GPE-TEACH Steering Committee.

Activity 1.1.1 *Disburse* Regular School Improvement Grants (SIG) to at least 4,445 disadvantaged schools (FP 1,600, VP 700, MF 2,145 schools; FP $2,400,000, VP $1,050,000, MF $3,439,750)

The SIG regular is a modality to provide funding to financially constrained schools (including special schools) to help them meet their basic needs thus enabling them to meet a minimum set of school functionality criteria, with the ultimate goal of improving teaching and learning. The SIG

can be used to support schools in a number of ways. Selected schools may purchase teaching and learning materials (textbooks and stationery), School furniture, special needs provisions such as hearing aids, assistive devices, hygiene equipment including such as PPEs, purification tablets, and Special needs infrastructure (ramps, rails, and paths).

The SIG may also support schools to meet their monthly bills, do minor repairs to broken furniture and broken windows and transport. This is not a complete and static list. The utilization criteria are reviewed each year by MOPSE and the GPE-TEACH Steering Committee, and the choice of how these funds are used is made at school level based on schools' development plans. An audit is conducted each year to determine that funds are used for the appropriate purposes. This activity is implemented through UNICEF as both a funds manager and provider of technical assistance.

The Regular SIG is provided through the GPE STG, as well as the FCDO-funded TEACH programme. Through both programmes, SIG will reach a total of 2800 schools in 2024, and 2200 schools in each of the years 2025 and 2026. See table below for full details.

Funding source	2024	2025	2026
FCDO	1,025	891	839
STG	800	800	700
Multiplier	975	509	661
Total per year	2,800	2,200	2,200

Activity 1.1.2 Provide piped water in 60 P3 and S3 schools in drought areas (30 FP and 30 VP) (FP $750,000 VP $750,000)

Currently it is estimated that over 600 schools are without water because of broken water source or nonexistent infrastructure. Furthermore 938 schools do not have water sources of their own[16]. This has presented challenges to the functionality of schools regarding school health safety as well as teaching and learning.

This activity will focus on provision of piped water by **contractors** to schools either through drilling a borehole and piping it or connecting to existing water facility from other organisations, companies, farms, rural authorities, and individuals. The activity will be based on a wet hole policy where drilling of a borehole is required, the contractor will be paid upon getting the water. However, in cases where water cannot be found at the school, connection to an existing facility if available will be considered as will be provided in the eligibility criteria set by the GPE-TEACH Steering Committee and MoPSE. The contractor will work with the District Education Office, the DWSC and RIDA and ensure that the contractor delivers. This grant will provide support to the DSIs, DWSC and RIDA to do both monitoring and quality assurances. Schools that receive this support will also be able to embark on nutrition gardens and support the Home-grown School Feeding Programme. This activity will transform the education sector by providing sustainable clean water to support the Competence Based Curriculum thematic areas and School Hygiene for boys and girls and supporting responses that mitigate climate change challenges.

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[16] EMIS 2021

Activity 1.1.3 Facilitate improved WASH facilities through the disbursement of SIG WASH for water supply to 120 P3 and S3 schools (90 for FP and 30 for VP) (FP $450,000 VP $150,000)

SIG WASH is a modality to disburse funds directly to schools to enhance access to WASH services in schools which includes borehole drilling, water point rehabilitation, water storage and harvesting and sanitation facilities. The rationale for using SIG WASH is because the turnaround time is faster, more affordable.

With support of the District Education Offices in partnership with the District Water and Sanitation Committee (DWSC) and the Rural Infrastructure Development Agency (RIDA), the school sources the supplier. This allows the District Education Office, the DWSC and the RIDA to be able to monitor progress. A selection and eligibility criteria developed by MoPSE and endorsed by the GPE-TEACH Steering Committee is used to select the beneficiary schools from those identified by the ministry through EMIS WASH infrastructure surveys. This grant will support drilling, piping, and repairing water infrastructure in selected schools and will also support the DSIs, DWSC and RIDA to do both monitoring and quality assurances. This will transform schools by providing sustainable clean water which is an important resource in ensuring health safety in schools as well as facilitating the teaching and learning of Competence Based Curriculum thematic areas.

Activity 1.1.4 Facilitate registration of schools through the disbursement of complementary SIG to 250 satellite primary and secondary schools (FP $1,250,000 VP $0)

There are 1,747 satellite schools in Zimbabwe. By definition, satellite schools are authorized unregistered schools affiliated to a mother school that is registered for administrative purposes. These schools are not registered because of failure to meet the minimum standards for registration. Satellite schools are not entitled to a substantive school head, may not attract appropriately qualified teachers, and are not registered as examination centres for the summative public examinations, which are key elements necessary for learning achievement.

Against the above background STG will provide funding to 250 satellite schools that require minimum support to ensure their registration through Complementary Fund using the SIG modality.
Complementary SIG is a mechanism to disburse funds directly to schools for infrastructure improvement, with a particular attention to completion of classrooms, teachers houses, sanitation/Blair toilets, and science laboratories. The infrastructure will be disability and gender friendly through the provision of pathways, ramps, and rails and lockable doors and tall walls for privacy and menstrual hygiene management.
Targeted schools will be those that have achieved barest minimum requirements for registration and require complementary support for registration, according to criteria set by the ministry and approved by the GPE-TEACH Steering Committee. This activity plays a pivotal role in the Partnership Compact as it is one of the indicators to release the top up trigger funds.

Activity 1.1.5. Monitoring and verification quality assurance for WASH in school piped water schemes (FP$300,000, VP $80,000)

Ensuring monitoring of Wash in school facilities put in place is important particularly in terms of safety and quality assurance. Dedicating a budget to this activity is crucial.

Activity 1.1.6. Conduct independent verification/quality assurance for SIGs (FP $450,000, VP $132,000)

The purpose of this activity is to measure the efficacy of the three SIG mechanisms implemented in the STG. The verification will involve hire of an external consultant to do quality assurance with the hope of achieving the following objectives:
- Assess schools' internal management control and financial management systems and determine cases of misappropriation.
- Assess their adherence to procurement procedures in their expenditure activities.
- Establish the implementation status of SIG activities.
- Identify the main sources of funding and Identify implementation gaps and offer appropriate corrective recommendations.

A SIG verification report will be produced annually and disseminated to the ECG. MOPSE may choose to share at subnational level structure, the province, the district, and the schools.

Activity 1.1.7 Monitoring of SIG implementation (MF $103,500)

The monitoring of SIG implementation is moved to a separate activity with additional budget to distinguish between regular monitoring and Activity 1.1.6, the independent verification undertaken by external parties - with the creation of a new activity, there is sufficient budget in Activity 1.1.6 to cover the additional schools reached with SIG by Multiplier Funding. The monitoring will be led by MOPSE. The monitoring visits will enhance learning for continually increasing effectiveness of SIG, through reporting back on the successes and challenges when disbursing SIG and ensuring its use according to guidelines.

Activity 1.1.8 Capacity building for SIG for education officials and teachers (MF $134,400)

This activity will provide capacity building to MOPSE personnel for enhanced implementation of the SIG funds. It includes support to improve capacity at Head Office for data collection and analysis related to SIG disbursements and use, as well as induction trainings for local education officials, school heads, and teachers in locations where SIG is disbursed to improve their understanding of the criteria for each SIG and guidelines for how SIG funding can be used.

Output 1.2: Schools' climate-resilience capacity enhanced to SIG schools (FP$258,492 VP $1,715,000, MF $150,000)

Zimbabwe is ranked very high, in the top three in Southern Africa, in the 2021 Global Climate Risk Index, and the latest evidence indicates that the country will continue to warm through 2080. Natural disasters/hazards have presented a significant risk to education as they can cause a shortage of teachers, learners, materials, and damaged infrastructure and has resulted in loss of learning time. This was evident through the massive impact Cyclone Idai had on education in 2019 as well as the global Covid pandemic. The grant will seek to ensure that teachers are capacitated in DRMR and climate change through complementarities with other grant responses

such as SIG. The focus will be on the schools that will be covered under SIG. The activity will help to unlock additional funding within Climate Change and Education

Activity 1.2.1 Solarize 70 P3 and S3 schools (FP $0 VP$ 1,715,000, MF $150,000)

Most marginalized schools do not have access to electricity and while plans are there to connect them to the national grid there are limited resources from government to connect them to the national electricity grid. Some of the schools connected to the electricity grid hardly access electricity due to poor generation capacity and vandalism of the installed equipment. Without electricity these schools are not able to attract qualified teachers, offer competence based thematic learning areas that require the use of electricity and use education technology that uses electricity. UNICEF has piloted solarization of 154 marginalized schools. Evidence shows that qualified teachers are motivated to stay at these schools, they can offer blended learning thereby enhancing learning outcomes.

STG will upscale the provision of clean renewable energy to improve the teaching and learning environments for marginalized schools. With Multiplier funding, additional capacity will be recruited to provide dedicated technical expertise for solarization follow up, making the process more efficient and effective for schools.

Activity 1.2.2 Develop online learning content and training resources on DRMR and climate change (FP $258,492 VP $0)

In the past five years Zimbabwe has experienced several natural disasters and the narrative on disaster preparedness continues to gain currency and momentum. The need to capacity develops teachers on disaster preparedness is now an urgent priority. Due to the disparities in access to connectivity and accessibility we envisage an effective programme on disaster risk management to deliver training in multiple modalities that include face-to-face training, online training, and remote self-study kits. This activity seeks to develop an online self-paced learning platform and further development of face-to-face and remote self-study training toolkits. Training resources will be adapted for online self-paced learning platform.
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Provision of hard or soft copies and training will be conducted in 6 targeted districts. Training representatives who are District inspectors will be trained at national level and they will then cascade the training at cluster level. The roll-out of training will also be conducted through an online self-paced learning platform.

Output 1.3. Quality environment for learning (FP $ 130,000 VP $0)

The minimum functionality standards are designed to ensure that before schools are registered, they need to meet certain criteria. These include basic infrastructure, human resources, provision of water and conditions necessary for boys and girls including (those with disabilities) protection, safeguarding, safety and health of learners.

Activity 1.3.1 Review Minimum functionality standards. For better Age-gender-disability-appropriate and resilient school infrastructure and climate change (FP $130,000 VP $0)

The current standards do not sufficiently address issues at ECD and Menstrual Hygiene Management and learner safety. The STG will focus on reviewing the minimum standards of infrastructure, setting the tone for compliance processes towards ensuring that they are age, gender, and disability appropriate. This will be complemented by the GEA activities that will focus on capacity building on school stakeholders on child protection, safeguarding, case management and guidance and counselling (learner welfare).

Therefore, there is need to review to align with the current demands of the education policies. This process will involve two regional workshops (Northern/Southern) with select Provincial and Districts and the consolidation processes. Activities will also include validation workshops, printing, and distribution of the standards

Outcome 2: Enhanced foundational Literacy and Numeracy for All girls and boys (FP $4,094,505 VP $1,755,140, MF $3,428,824)

Investing in improving quality of education is key for access through attractivity (quality of education) and retention, particularly toward parents to send and keep their children to school (they need to see how this quality reflect on their children learning outcome particularly in provinces where alternative labor activity like mining might provide immediate fruits). In addition, Competence-Based Curriculum has been introduced years ago and curriculum review just started to support the CBC as a game changer approach to have more equitable access to inclusive and relevant education. The Multiplier Fund will add to the ongoing curriculum review, supporting MOPSE to add key elements to the review, and then to disseminate and increase understanding of the review at more local levels of the education system.

In 2020, the Ministry of Primary and Secondary Education introduced a Catch-up strategy for primary and secondary school pupils to support learners who were affected by prolonged non-academic activity because of the Covid-19 pandemic with learners in 2021 being taught 2020 material before proceeding to the year's classes. Under the Strategy pupils were to redo their preceding levels syllabi in the first term before proceeding to the next level. For example, those who were in Grade Two in 2020 had to first complete the Grade One material before resuming Grade Two Syllabi. The new learning model provided guidelines for the practical delivery of blended teaching and learning, catch-up activities to compensate for lost learning time, and a coordinated system for accelerated learning, all of which involve the use of alternative learning platforms for the benefit of pupils.

Being guided by the Ministry's strategic priorities, the STG recognises the many catch-up materials developed and a current reorder of the same with the expected distribution to schools under the TEACH Programme. This suggests a ready availability of the catch-up materials designed for schools. However, the Ministry has adopted the Learning Passport, a platform with three different delivery modes namely: online, mobile, and offline. The offline version, as the name suggests, works within the school environment that is not connected to the internet. Therefore, in order to make the blended learning model for foundational learning impactful, the STG will support other key blended learning and teaching activities that include, enhancing digital skills for teachers, provision of ICT devices for e-learning, solarizing the MoPSE radio studios to ensure

uninterrupted development of radio and TV lessons and digital content all of which are covered under the STG PD Output 2.2. below. The Multiplier Funds will also be used to complement these efforts, through development of digital, TV, and radio modules to advance foundational learning and additional support for ICT use in schools. If the STG enhances digital skills for teachers and provides ICT devices for disadvantaged schools, learners will have access to blended learning. The content in the digital learning platforms covers both mainstream education and Non-Formal Education as it allows learners access any way and any time at their convenience.

With regards the evidence underlying learning outcomes, the ZELA 2022 found that performance of learners at foundational level continues to increase since its inception in 2012. In English, the proportion of pupils performing at, or above grade level increased from 46.8% to 77.1% in 2022. Similarly in Mathematics the proportion of learners performing at, or above grade level also increased from 45.2% to 75.9% in 2022. This shows increases of 30.3% and 30.7% respectively over a period of 10 years. While this shows a remarkable improvement, the system still faces a challenge of 22.9% and 24.1% of learners who proceed to the next level without mastering the foundational learning competencies in English and Mathematics respectively. This evidence is strengthened with Grade 7 results of 2022 with a pass rate at 40.09 per cent, a slight decline from the previous year which was 41.13 percent demonstrate evidence of the decline in learning outcomes hence the justification for foundational teaching and learning activities outlined in Output 2.1 including the huge investment planned under the STG to improve learning outcomes

The reasons for the performance lag include inadequate infrastructure, long distances travelled to schools, inadequate of teaching and learning resources, and lack of skilled foundational level teachers among other reasons. The coming of Covid-19 in 2019 has enable introduction of alternative teaching and learning methods such as digital online learning, radio and tv lessons. To enhance effective delivery of the of the competence-based curriculum there is need to improve the pedagogical approaches including digital skills.

Output 2.1 Improved access to foundational learning (FP$3,411,505, VP$ 1,191,140, MF $1,783,514)

Between the ages of three and seven, the child attends school for the first five years, up to grade 2. This is an important stage during the child's growth where most brain development occurs, and language and mathematical cognition are created. School readiness starts at early childhood development (ECD) levels. Early literacy and numeracy skills are not only foundational for learning but are correlated with greater quality of life, personal well-being, national stability, prosperity and are critical for educational outcomes in later years. Statistics show that in low- and middle-income countries, seven out of 10 children are unable to read and understand a simple text by the age of ten (UNICEF).

The STG programme will complement the TEACH programme to leverage on the comparative advantages of the two programmes. For instance, while many teachers are ill-prepared and inadequately supported to teach the grades to which they are assigned, through the Teaching Handwriting, Reading and Spelling Skills initiative (THRASS) and the TEACH, the programme will ensure that enough teachers have the knowledge and skills to meet school needs and that there are the right teachers teaching at the right levels at ECD. Furthermore, areas of complementarity

between TEACH and STG are that the STG seeks to build on the progress made on the Teach programme. Teacher training on foundational learning in the Teach programme provides an introduction to phonics and other literacy courses whereas the STG provides an advanced or in-depth course in phonics through the THRASS phonics model. The STG will further seek to cover the 30 districts not covered by Teach. Teach is covering 42 districts out of the 72 districts. Another area of complementarity is that the STG will focus on training teachers on gender sensitive pedagogy while the Teach programme focuses on mainstreaming gender, inclusion and equity in all areas of the school. STG is thus specific on pedagogy and the Teach programme is general and includes generic inclusion issues including safeguarding.

THRASS is a phonics-based approach to teaching literacy skills. The approach was embraced by Ministry of Primary and Secondary Education (MoPSE) then Ministry of Education Arts and Culture (MoESAC) in 2013 through the Teacher Minimum Standards (TMS). Specifically, the TMS recognises that THRASS enabled the teacher to demonstrate proficiency in oral and written language, and in numeracy. Additionally, the teachers needed to demonstrate knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy development and achievement. The teacher understands the importance of the first language and has the skills to support learners in the development and use of their first language.

There is anecdotal evidence through terminal examinations held by the Ministry that THRASS enabled the teacher to demonstrate proficiency in oral and written language, and in numeracy. Additionally, the teachers needed to demonstrate knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy development and achievement. The teacher understands the importance of the first language and has the skills to support learners in the development and use of their first language. Further, research evidence from Australia and South Africa, where THRASS was introduced successfully show the efficacy of the THRASS program on various aspects of reading and spelling and improving reading competencies.[17] THRASS (Teaching Handwriting, Reading and Spelling Skills) is a phonics-based approach to teaching literacy skills. The approach was embraced by Ministry of Primary and Secondary Education (MoPSE) then Ministry of Education Arts and Culture (MoESAC) in 2013 through the Teacher Minimum Standards (TMS). Specifically, the TMS recognises that THRASS

The programme is recognised by MoPSE for its effectiveness in helping children learn to read and spell, particularly those who struggle with literacy skills. However, like any teaching approach, its effectiveness may vary depending on factors such as the age and ability level of the students, the teaching context, and the implementation of the program. The Ministry has expressed the need for foundational materials such as building blocks, in primary, colour, abacuses and other foundational learning tools (Story books English, Shona and Ndebele, THRASS resource kits, learning material (puzzles, jigsaws, interactive gadgets for children with hidden and learning disabilities).

With the addition of Multiplier Funding, additional activities will support improved outcomes in early learning. The Early Learning Development Standards will set benchmarks to be used during infant-level education, is a key part of the enactment of the Early Learning Policy. Additionally,

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[17] UNESCO: THRASS Studies and Summary Reports

complementing the activities in the Systems Capacity Grant, materials supporting positive discipline will be made available to all schools creating a more child-friendly learning environment.

Activity 2.1.1 Train 27,833 infant teachers on Foundational Learning (FP) (FP$695,825, VP$0)

The Ministry of Primary and Secondary Education has piloted several models such as the THRASS model, literacy and numeracy boost among others aimed at building a solid foundational understanding of literacy and numeracy. To consolidate and build on the above models, this activity will focus on training 27,833 infant teachers on up-to-date and latest methods in teaching phonics and numeracy. In their training, teachers will be provided with tools and equipped with the skills to sensitize the parents within their community and catchment. This will help transform teaching and learning from traditional approaches to the latest impactful approaches.

Activity 2.1.2 Sensitize 86,320 Parents on Foundational Learning (FP$669,680 VP $193,340)

Parents play a key role in the learning process. Research has proven that children who come from a rich home literacy environment tend to perform better at school. Parental involvement in the foundational learning of children is of utmost importance for readiness to learn and skills development and overall development. It provides children with the support, motivation, and guidance they need to thrive academically and personally. This activity will support community/parents' sensitization meetings, including outreach service fairs which are awareness raising platforms, screening and assessment, and provision of information on parental support. Sensitization under this activity will also be targeted to include learners with special needs. This will include profiling for early identification to establish special needs requirements for foundational learning. While teachers will be trained in THRASS, ERI and TaRL, parents and caregivers will be sensitized to participate in their children's foundational learning, through Literacy and numeracy Boost approaches. Literacy Boost equips parents, caregivers and communities to help their children to learn to read and write outside the school environment. This helps compliment the teachers training that will cover THRASS, ERI and TaRL. THRASS, done at school is a component of LB . Using Numeracy Boost approach, communities are mobilized and trained on the importance of maths in everyday life outside the school environment.

Activity 2.1.3. Conduct the Zimbabwe Early Learning Assessment (ZELA) (FP$ 426,000 VP$0, MF $190,000)

ZELA is an early grade assessment done at grade 2 focusing on Numeracy and literacy disaggregated by gender. Originally, ZIMSEC has been running ZELA until 2021 when MoPSE took over with support from the TEACH programme The timing of the ZELA assessment was adjusted in order for the findings to be relevant to the MOPSE and then able to be used to adjust plans before the start of the school year. he ZELA mechanism has now been developed and

capacity built in MoPSE to effectively manage and coordinate the assessments. The STG will continue to provide funds to conduct the ZELA on an annual basis in October with preliminary results each December, with the Multiplier Fund bolstering further to support funding gaps identified in STG, so that the all ZELA components will now be fully funded for all three years. MOPSE has identified this as a core activity to improve education quality and to determine where to target additional support to ensure equitable access for all children, with ZELA results disaggregated by gender. This is important in transforming education in Zimbabwe given that the results will help identify the magnitude of non-readers the causes and take corrective action. Based on the lessons learned from ZELA, the Multiplier will also fund meetings to engage on a discussion of national assessment strategy, to produce recommendations for any refinements to strategy, including assessments at other grade levels.

Activity 2.1.4 Procure and distribute 705,150 teaching and learning materials for foundational learning (FP 400,000 VP 300,000, MF 5,150) (FP$800,000, VP$600,000. MF $313,922)

This activity will enable MoPSE to develop and/or procure and distribute literacy and numeracy resources to selected schools. Provision of capacity development of MoPSE, CDTS department in developing literacy and numeracy will be enhanced through technical assistance. Literacy and numeracy resources will be availed in multiple modalities such as on-line and remote platforms/resources including modalities for learners with special needs. A direct procurement will be made, and a distribution list used to reach out to the infant schools and ECD Centre
The teaching and learning materials will in fixed and variable parts will include:
1. Story books English, Shona and Ndebele
2. THRASS resource kits
3. ERI Module for ECD A to Grade 2
4. Learning material (puzzles, jigsaws, interactive gadgets for children with hidden and learning disabilities)

The additional funding from the GPE Multiplier will be implemented by UNICEF to finance the provision of curricular materials for foundational learning, with an emphasis on textbooks for early years – with an estimated 5,150 children reached with full set of textbooks - to schools with insufficient resources. A number of schools not benefiting from other initiatives are unable to provide enough textbooks for their students. This activity will be targeted in the first year to ensure that these schools are identified and reached as soon as possible.

Activity 2.1.5 Provide assistive teaching and learning materials to at least 31,500 CWDs. (FP$400,000, VP$100,000, MF $484,375)

Learners with special needs require assistive/adapted teaching and learning materials whether they are in special needs schools or in all schools for inclusion. The STG grant, with additional resources from the Multiplier, will continue to support the provision of inclusive assistive adapted teaching and learning materials for special needs schools of units. However, there is an urgent need to transform education to address the needs of children with invisible impairments. This activity envisaged to support at least 31,500 learners with special needs in both type of schools (special needs and inclusive education schools). This will provide assistive/adapted resources such as braille materials, hearing aids, enlarged print textbooks, tablets, dyslexia, dyscalculia,

etc. tools among other resources to learners with learning disabilities including invisible impairments. Additional resources from the Multiplier will also increase the capacity of education officials, teachers, as relevant, to receive support (orientation, capacity building, etc.) to use the assistive devices effectively.

Activity 2.1.6 Provide Technical Support for the competence-based curriculum (FP$420,000 VP$ 297,800, MF $418,717)

The curriculum framework gives provision for periodic curriculum reviews and evaluations. Education is always in a state of change and there is a need for education systems including the curriculum to keep pace with international best practices, the latest pedagogical, curriculum and assessment approaches. This activity will focus on supporting the review of the curriculum with the intention of integrating any changes emanating from the reviews. This activity will enable Zimbabwe to conform with some global recommendations on curriculum including the recommendations made at the TES (Transforming Education Summit 2022).

The Multiplier Fund will provide additional resources to advancing curriculum and assessment in line with international best practices, with implementation occurring by UNICEF to support MOPSE. It will support printing of the curriculum review narrative report so that it can be shared with local-level officials for greater understanding and engagement, review of syllabi to align with the revised curriculum, as well as advocacy and awareness raising on the new syllabi to address knowledge gaps on the competence based curriculum..

Activity 2.1.7 Training for ECD teachers on basic parenting skills (MF $156,900)

UNICEF will work with MOPSE to carry out trainings for ECD teachers on basic parenting skills, which will enable teachers to interact with parents on how to constructively provide early care for their children which improves their school readiness and, ultimately, their early learning outcomes. After a training of trainers, the training on basic parenting skills will be cascaded to school cluster level to reach at least 3000 teachers-in-charge and ECD teachers.

Activity 2.1.8 Complete the Early Learning Development Standards under the Early Learning Policy (MF $65,000)

The National Early Learning Policy will ensure a coherent and quality infant school education that meets the demands of the Zimbabwe constitution, the National Development Strategy 1 (2021-2025) and the Education Sector Strategic Plan (2021-2025) to fulfill the country's socio-economic transformation aspirations.

In support of the Early Learning Policy, through the Multiplier Fund, MOPSE with UNICEF support will develop the Zimbabwe Early Learning Development Standards (ELDS). These Standards will define in operational terms the expectations for what children should know and do prior to entry to primary school. MOPSE is seeking to develop ELDS at least for the first two years of infant education (ECD A and ECD B).

Activity 2.1.9 Procure and distribute positive discipline materials (MF $154,600)

The first steps toward strengthening positive discipline in schools is taking place through the GPE Systems Capacity Grant, which will refine training materials on positive discipline for teachers, and carry out the trainings.

This additional activity funded by the Multiplier Fund will print and distribute the materials so they reach teachers at all schools in Zimbabwe.

Output 2.2 Digital literacy skills of teachers enhanced (FP$ 683,000, VP$564.000, MF $1,645,310)

Covid 19 pandemic exposed the gaps in the traditional teaching methods due to their limitations in times of emergencies. As a result, there has been an increase demand for teachers to upgrade their digital skills. On the other hand, digital online learning has gained prominence as an innovative mode of content delivery to learners. In spite of these innovations, most teachers lack these digital literacy skills which are critical for them to do online collaboration with other educators, prepare digital content and deliver it online using the various delivery channels.

Activity 2.2.1 Solarize and improve equipment at MoPSE Radio studio equipment at CDTS (FP$25,000 VP$0, MF$20,000)

The Global Partnership for Education (GPE) ESPIG supported the equipping of the MoPSE Production Studio for Radio and TV lessons. The studio presented a big opportunity for production and broadcasting of educational programs at an affordable cost and the reach will be wider. The use of public broadcaster (ZBC) studios for radio and TV lessons production has proved costly. However, two major challenges remain, the erratic electricity supply and the provision of internet connectivity. This activity will provide solar energy to ensure uninterrupted power supply. The MoPSE will also provide internet connectivity through support from government internet suppliers. The Multiplier will provide a small amount of additional funding to install air conditioning at the studio, which will create a temperature-controlled environment so that equipment can be better maintained without over-heating.

Activity 2.2.2 Training of 400 teachers on Digital skills (VP) (FP$0 VP$ 200,000)

The post Covid-19 era has accelerated the demand for ICT skills or digital skills among teachers due to the closure of schools during Covid-19. Teachers were forced to develop and deliver on-line lessons synchronously and asynchronously using low-tech and high-tech tools. The majority of teachers in Zimbabwe lack basic ICT skills to develop and deliver on-line lessons. MoPSE responded and developed an ICT policy complementing the government e-learning strategy and these are the enabling factors that give impetus and demand for ICT skills and training. This activity seeks to develop and promote ICT skills among teachers to improve their functionality. The selection of these teacher will be based on schools that are receiving devices.

The Learning Policy framework that underpins the digital literacies are:

- National ICT policies through the Ministry of ICT , Postal and Courier services
- MoPSE ICT policy (to be approved) to be provide the detail
- The ESSP 2021-2025
- The Competence Based Curriculum

The ICT Policy, while still awaiting Cabinet approval, supports the digital shifts in education and at its inception, will be on course to support the Reimagining Education agenda in Zimbabwe. Most importantly, the Education Sector Strategic Plan (ESSP) 2021-2025) speaks to two Strategic Priorities that supports digital learning namely **Strategic Priority 1.** Improved Schools' Infrastructure to contribute to improved access to quality, equitable and inclusive education and **Strategic Priority 4.** Enhanced Teachers' Capacity to Contribute to Improved Access to Quality, Equitable and Inclusive Education. Concurrently, Ministry's priority on a Blended Learning model for foundational learning is expected to support other key blended learning and teaching activities that include, enhancing digital skills for teachers, provision of ICT devices for e-learning, solarizing the MoPSE radio studios to ensure uninterrupted development of radio and TV lessons and digital content**. Page 36 of the PD highlights the limitations of the** traditional teaching methods in times of emergencies, resulting in an increase in demand for teachers to upgrade their digital skills. On the other hand, digital online learning has gained prominence as an innovative mode of content delivery to learners. In spite of these innovations, most teachers lack these digital literacy skills which are critical for them to do online collaboration with other educators, prepare digital content and deliver it online using the various delivery channels. The activity on training teachers on digital competencies in teaching is therefore premised on the above policy frameworks but also on the understanding that if STG enhance digital skills for teachers and provide ICT devices for disadvantaged schools, learners will have access to blended learning. The content in the digital learning platforms covers both mainstream education and Non-Formal Education as it allows learners anyway and anytime at their convenience.

Activity 2.2.3 Provide increased capacity for ICT in education through devices and capacity building at 127 P3 and S3 schools, (FP$658,000 VP$364,000, MF $1,169,310)

Transforming education delivery requires keeping abreast with digital technology. Reimagine education is pointing towards digital and online learning to expand access to education. Lessons from the Covid period indicate that learning can be continued during emergencies via alternative delivery systems like blended learning and online. Currently 29% of schools in Zimbabwe are connected to the internet and the majority of these are in urban areas. Most P3 and S3 schools, especially in marginalized districts, lack access to ICT devices thereby denying learners an opportunity to access digital learning resources.

Girls face unique barriers when schools are closed and education transitions to distance learning, as they face additional risks of child marriage, pregnancy, violence, and abuse. When at home, girls are often expected to take on childcare responsibilities and duties such as fetching water and cooking. Even when children can use technology to study, the number of devices or data are limited, and boys often get privileged access to these resources.

The STG will support 127 solarized schools (47 FP, 26 VP, 54 MF) by providing ICT devices (laptops, tablets, and other ICT equipment) to support digital teaching and learning. This complements activities under the TEACH programme which provided solarization and access to Learning Passport through offline servers. The combination of activities under GPE and TEACH will create model schools benefiting from the provision of energy through solarization, ICT devices, and teachers who are competent in blended learning including digital literacy and schools accessing digital learning.

The schools receiving ICT devices will also be supported for increased capacity to use them, through the Multiplier Funding. Teachers will be assisted through, first, development and distribution of a manual on ICT maintenance, resources, and pedagogy. Following soon after, a training of trainers will ensure each school has at least one resource person to advance the use of digital learning platforms for blended learning, as well as maintenance and use of the devices. These trainings will be coordinated with the digital skills training in Activity 2.2.2.

The communities where these schools are located will also be reached to build their engagement and ownership of the digital devices and solarization. This will include sensitization activities about digital learning and solarization, and activities to ensure the community can contribute to the maintenance, security, and good use of the devices and equipment provided.

Finally, as part of the blended learning approach promoted by the Government of Zimbabwe, the Multiplier will also support an assessment of the use of the digital devices and provision of renewable energy, especially in regards to the contribution of these activities to learning outcomes. The findings of the assessment will support refining strategies on the implementation of digital learning and provision of renewable energy.

Activity 2.2.4 Development of digital, TV, and radio content for foundational learning (MF $456,000)

The Ministry of Primary and Secondary Education advanced access to teaching and learning through various media, especially during the pandemic. The provision of teaching and learning resources through digitization and radio has proven effective in providing and enriching learning for children both in school and out of school. This activity under the Multiplier will support MOPSE to fill gaps in resources available for foundational learning, with emphasis on developing content to be used by early learners. The aim of this activity will be to develop 76 pieces of content (units, modules, courses, etc.) to be used on digital platforms such as Learning Passport, or on radio or TV.

Outcome 3: Enhanced Education sector Equity-focused Leadership (FP 1,102,875; VP 327,860; MF $394,267)

The general aim of the Ministry is to provide quality inclusive education. Strengthening the leadership of the Ministry at all levels enhances its efficiency and effectiveness in achieving its mandate. Key elements towards improving leadership efficiencies in the Ministry will focus on supporting the processes of designing the Early Warning Systems for mitigating school dropout, developing Teachers' capacity in promoting and uptake of STEM/STEAM subjects by girls and boys including pupils with disabilities. The Multiplier adds support for strengthening early learning, and enhancing MOPSE efforts for implementing recommendations issued in the Holistic Organizational Development (HOD) plan and strengthening internal controls. All initiatives involve enhancing capacity at decentralized levels in administration, management, and budgeting (to use funds timeously, efficiently, and effectively).

Output 3.1: Enhanced efficiency and effectiveness of MoPSE and school leadership (FP$ 111,390 VP $208,666, MF $220,090)

For the interventions addressing equitable access to be successful, there is a need to support capacity reinforcement in the Ministry and strengthening systems for programmatic support. around the enabling factors. The following activities are proposed to address the gaps in programmatic support and gaps in school leadership to ensure the access and retention of girls and boys: This includes additional activities under GPE Multiplier to contribute to increased investment in early learning, as well as strengthening system-level efficiency through implementing capacity development recommendations and strengthening MOPSE internal controls.

Activity 3.1.1. Piloting the implementation of the Early Warning System options and quality assurance review in 100 schools. (Scaling and implementation will be done under the GEA) (**FP 111,390 FP$0)**

Evidence suggests that there is an increase in dropout for both male and female pupils at all levels. However, there is a higher drop out at primary level for male pupils and a higher drop out for female pupils at secondary level. Both boys' and girls' dropout of school for a variety of reasons across all grades due to a variety of reasons which include economic, social, and school level barriers. Among the girls, barriers they face tend to take a gender perspective including, early marriages, teenage pregnancies, negative gender, and social norms including gender stereotypes in society and in schools, all factors that result in dropout. On the other hand, dropout levels for boys became more pronounced during and after the Covid-19 pandemic. The key drivers for boys' dropout include the socio-ecological factors such as artisanal mining, farming, cross border migration and substance and drug abuse. The Ministry has started the development of the early warning systems and the STG will support the consolidation, harmonization, strengthening and piloting in 100 S3 selected schools after which full scale implementation will be done under the GEA. The reason for piloting the EWS under the STG is that this is still an ongoing process of development of the system to enable quality assurance of the system. Schools will be selected from 5 districts with the highest dropout rate based on EMIS data. The full implementation and scaling up of the EWS will be conducted under the GEA.

Piloting of the EWS will take place under the STG in the first year of implementation involving 100 schools under SIG drawn from 5 Districts with the highest dropout rates which will also be drawn from the GEA Districts (which have been targeted based on the same criteria). Following the pilot, scaling of the EWS into more districts and schools will then be supported under the GEA in years 2 and 3 putting into consideration results, learning, and recommendations from the pilot. CAMFED will work closely with UNICEF and MoPSE to implement the approved EWS model. To further complement this, peer educators will receive training under GEA to identify and support girls and boys who are at risk of dropping out of school and engage with relevant school and community authorities to support improved attendance and safeguarding. Most importantly both the STG and the GEA encompasses sub activities such as strengthening the functionality of Child Protection Committees as well Guidance and Counselling in schools which are fundamental strategies to deal with bullying, safeguarding and protection in schools.

With regards to Steps during piloting, the following steps will be driven by MoPSE but with the support of UNICEF, CAMFED and ECOZI:

- Editing and Graphic designs of the pre-testing EWS materials for use during piloting
- National TOT with Participants from MoPSE EWS Task Team Members, Training Section (MoPSE, Deputy Directors (PSNE Secondary), PEP, PLLCs, DSIs, DRTs, SIs, selected CSOs i.e. CAMFED (will assign a focal person to be involved from National level) and ECOZI
- Dry run / Inception Workshop in selected Districts/Clusters: involving MoPSE EWS Task Team Members, Training Section (MoPSE, Deputy Directors (PSNE Secondary), PEP, PLLCs, DSIs, DRTs, SIs, selected CSOs (ECOZI, School Heads, Guidance and Counselling HODs, Traditional Leaders, Parents; as well as CAMFED District support for the GEA and focal person/s of Provincial Resources teams and CDCs, represented by DSIs and PEDs as aforementioned))
- Rolling out the pilot in 100 schools/communities (possibility of a cluster approach)
- Monitor Lessons Learnt in applying the EWS: identifying outcomes, success factors, areas for improvement and potential for scaling up. This would include as part of the GPE Implementation Committee in which a transition and scale up plan will be jointly developed as well as joint implementation monitoring
- Alignment meetings and consolidation for scaling under the GEA – final strategy/approach informed by results, learnings of the pilot
- Scale up transition to CAMFED – guided by final EWS strategy and scale-up plan
    - Transition and re-orientation workshops with 5 Pilot Districts
    - Scale up Districts – orientation and training of Provincial Resource Teams, CDCs and SDCs on EWS
    - Technical support for roll-out in targeted schools.

Activity 3.1.2. Train 852 teachers on gender-based pedagogy on STEAM/STEM. (FP$0 VP$208,666)

The uptake of STEM/STEAM subjects has generally been low and especially among girls. Part of the problem has been the teachers' inability to support the uptake of these subjects, including a negative attitude towards STEM subjects by the boys and girls. In this STG, selected teachers who teach STEM/STEAM at lower secondary will be trained on gender sensitive STEM/STEAM pedagogy. This will allow the teachers to have the skills attitudes and capacity to support the uptake of STEM/STEAM by the learners especially girls and the marginalized.

According to EMIS 2022 61% of all teachers in Zimbabwe are female, at secondary level 50% of teachers are female and therefore not a problem to design this element. Regarding the activity related to train 852 teachers on gender-based pedagogy on STEAM/STEM aims to target 60 percent females. The project will conduct a rapid mapping exercise of the population first as a small base line to identify the qualifications and gender of the teachers. From the baseline, the programme will proceed to select teachers who will participate in the training including the % of females/males per District or Province, whichever is preferred by the Ministry. Training of trainers will be done at national level and cascaded to the provinces to enable effective implementation. The toolkit will provide gender-based pedagogy on both Stem and Steam to all selected teachers.

Activity 3.1.3 Strengthen advocacy, evidence sharing and partnership for increased investment in early learning (MF $46,540)

To advance both financing and commitment to foundational learning as enabling factors, MOPSE will strengthen advocacy, evidence sharing and partnership for increased investment in early learning. This will be done through convening of bi-annual stakeholder review meetings for national level advocacy, piloted in Year 1 through the GPE Multiplier. This will also contribute to coherence and a coordinated approach in the implementation of the Early Learning Policy.

Activity 3.1.4 Implement selected recommendations of the 2021 Holistic Organisational Development (HOD) Review (MF $78,750)

This activity added through the Multiplier Fund will support MOPSE to progress further in its capacity development plan, part of Holistic Organisational Development (HOD). At least one workshop will be held, with the expected output of selecting and then progressing on three recommendations of the 2021 HOD.

Activity 3.1.5 Strengthen process for internal audit controls in MOPSE (MF $94,800)

This activity will provide technical assistance to MOPSE to further strengthen its internal control mechanisms. In particular, it will finance increased frequency of quality assurance visits to support audit and audit findings. The aim is to strengthen accountability in the management of donor funds and public funds, including at school level.

Output 3.2. Effective Grants implémentation management (FP$991,485 VP $119,194, MF $174,177)

The Ministry, being the key driver in the education sector, is responsible for various grants that support the sector. In this role, it plays a key function in ensuring accountability as well as being responsible for results. There is weak capacity in the ministry to manage grants due a number of reasons such as staff turnover and weak planning, The STG will support capacity development in MoPSE at all levels to ensure effective and efficient implementation of grant management, including through support for monitoring as well as communications and visibility. Both of these activities have additional resources through the GPE Multiplier related to the increased number of activities. Independent verification will ensure compliance with grants requirements, particularly for the variable part financing.

Activity 3.2.1. Monitor STG and SCG implementation (Quarterly)(FP$600,000 VP$69,194, MF $99,177)

The purpose of this activity will be to measure the efficacy of the GPE support to education system through the two grants. This Monitoring will include, quarterly Joint Monitoring done at the national level through the current institutionalized JMV mechanism, the annual ESPR report, and the Joint sector reviews. The GA will develop a monitoring matrix that will track the implementation of all activities. Further details are provided in the monitoring and evaluation section.

The Multiplier Fund provides additional resources to monitor implementation across the increased number of schools and activities.

Activity 3.2.2. Produce/Disseminate communication and visibility products/materials (FP$75,000 VP$50,000. MF $75,000)

In the undertaking of this grant, it will be important for the Ministry and its partners to ensure that implementation is accountable to the target audience as well as reaching the wider population. To do this, there will be need to develop communication and awareness material such as fliers, brochures, signage, the use of social media including social and public media platforms regularly produced. This will raise awareness of the work being done by the Ministry and unlock more support towards the education sector and will include supporting the MOPSE website to be regularly updated. With additional activities in the GPE Multiplier, there is also increased financing for their communication and visibility – especially key with activities such as the provision of ICT devices, creation of new learning and teaching resources, and other activities for which teachers, children, and communities will benefit from specific awareness raising.

Activity 3.2.3 Carryout Independent verification for the Variable Part (FP$140,000 VP$0)

To access the variable part of the STG, data on indicators needs to be independently verified to assess the attainment of results. The STG will go through independent verification to demonstrate that the grant has achieved its VP indicator targets

Activity 3.2.4: Final evaluation of the STG and SCG implementation (FP $176,485 VP$0)

To be able to see if the programme has achieved its objectives, the STG will carry out a final evaluation focusing on Theory of Change, impact achieved, targets, Value for money as well as sustainability. This will be carried out by External Consultants in consultation with the MoPSE.

3.10 Variable Financing

The Variable Part, which is a Results Based Financing Mechanism is to be used as the financial incentive (i.e., the grant) to influence progress toward results. Results-based financing stands in contrast to traditional grants, which normally finance implementation of a project or intervention. Zimbabwe has been one of the pioneer countries to use this model in the 2016 ESPIG grant. In the current model, the analysis of the enabling factor -the Volume, Equity and Efficiency of Domestic Public Expenditure on Education- was rated by the GPE Independent Technical Advisory panel-ITAP as HIGH priority. Due to the high priority rating, there will be a retention of 20% of the System Transformation Grant (STG). To trigger the release of these funds for programming at programme midterm, targets should have been met.

For the STG the 70%/30% model will be used for the Fixed and Variable Parts respectively. The theory of change for both parts are the same and will result in the same outcomes.

Table 3.4 Strategy 1. Reducing dropouts in lower secondary schools.

Strategy: Reducing dropouts in marginalised lower secondary schools.

> The strategy will involve piloting an Early Warning System to support schools and communities in identifying pupils that have dropped out as well as those at risk of dropping out and providing support to reintegrate them or to retain them in schools.
>
> Given some factors directly associated with school dropout are lack of safe learning, age- and gender appropriate infrastructures at school level, the strategy will also include Improving the learning environments through:
> - Provision of clean water to schools under STG
> - Construction and repair of school facilities SIG complementary under STG
> - Supporting referral mechanisms (Case management, PSS, and CP through linkages with the GEA)
> - Provision of SIG regular to support teaching and learning materials and ensuring school functionality by meeting operational costs
> - BEAM advocacy
> - School Financing policy implementation support under SCG

Result statement: *Completion of the EWS pilot in 100 schools in the fourth quarter of 2024*

Indicator 1: Timely implementation of the EWS

Background	Evidence suggests that there is an increase in dropout for both male and female pupils at all levels. However, there is a higher drop out at primary level for male pupils and a higher drop out for female pupils at secondary level. Both boys' and girls' dropout of school for a variety of reasons across all grades which include economic, social, and school level barriers. Among the girls, barriers they face tend to take a gender perspective including, early marriages, teenage pregnancies, negative gender, and social norms including gender stereotypes in society and in schools, all factors that result in dropout. On the other hand, dropout levels for boys became more pronounced during and after the Covid-19 pandemic. The key drivers for boys' dropout include the socio-ecological factors such as artisanal mining, farming, cross border migration and substance and drug abuse. The Ministry has started the development of the early warning systems and the STG will support the consolidation, harmonization, strengthening and piloting in 100 S3 selected schools Strategies
Description Indicator	Average gender disaggregated dropout rate for the 100 schools
Means Verification	- EWS pilot completion report and ECG minutes
Year of verification	2024 if not achieved in 2024 the indicator will be carried over to 2025
Projected allocation	$ 1,910334
Disbursement rule	If target of timely implementation of the EWS is achieved in 2024, disbursement will be done pro-rata. If target is not achieved fully (100%) the outstanding number of schools will be carried forward to 2025 and payment will be done on the numbers achieved

Activities to be supported after disbursement	• Activity 1.1.2 Provide piped water in 40 P3 and S3 schools in drought areas $750,000 • Activity 2.1.6 Provide technical support for the Competence-based-Curriculum $297,800 • Activity 3.2.1 Monitor STG and SCG Implementation $69,194 • Activity 2.1.2 Sensitize 86,302 Parents and caregivers on Foundational Learning $193,340 • Activity 2.1.4 Procure and distribute 300,000 teaching and learning materials for foundational Learning $600,000

Table 3.6 Strategy 2: Strengthening of MoPSE capacity in financial planning, procurement, and budget utilization in the disbursement of SIG

Strategy 3: Strengthening of MoPSE capacity in financial planning, procurement, and budget utilization in the disbursement of SIG The strategy will focus on Capacity strengthening of MoPSE in financial planning, procurement, and budget utilization, data collection, analysis and utilization to enhance system efficiencies including the timeliness of the disbursement of SIG in schools.	
Result Statement 3: 98% of targeted P3 and Satellite schools receive regular SIG by end of first term	
Indicator 3: % of targeted schools that receive regular SIG by end of first term	
Background	SIG regular supports procurement of teaching and learning materials and ensuring school functionality by meeting operational costs. The disbursement is done at the beginning of the year to allow procurement of materials. However, some schools receive the grant after end of the first school term, delaying procurement and negatively affecting school functionality. Delays in disbursement are associated with financial requests, accuracy of the data from schools and accuracy of school bank accounts.
Description of indicator	Number of schools that receive the grant at the end of the first term as a percentage of the total target
Means of Verification	ECG minutes End User Monitoring Surveys
Year of verification	2024 if not achieved in 2024 the indicator will be carried over to 2025
Projected Allocation	$2,637,666

Disbursement rule	If target of 98% of schools receive SIG in first term of 2024, then 100% of the funds will be released. If target % is between 90 and 97% then 50% of funds will be released and the outstanding target will be carried over to 2025. If target of 98% of schools receive SIG in 2025 the remaining 50% of funds will be paid
Activities to be supported after disbursement	• Activity 3.2.2 Produce/Disseminate communication and visibility products/materials $50,000 • Activity 2.2.3 Provide ICT devices for e-learning in 73 P3 and S3 schools (FP 47 and VP 26) $364,000 • Activity 2.2.2 Train 400 teachers on Digital literacy skills $200,000 • Activity 3.1.2 Train 852 teachers on gender-based pedagogy on STEAM/STEM $208,666 • Activity 2.1.5 Provide assistive teaching and learning materials to 20,000 CWDs $ 100,000 • Activity 1.2.1 Solarize 70 P3 and S3 schools (VP) $1,715,000

Table 3.7 Strategy 3: Strengthening the capacity of MoPSE in timely data generation and usage

Strategy 4: Strengthening the capacity of MoPSE in timely data generation and usage The strategy will focus on strengthening capacity of MoPSE to administer the Annual Education Census, capture and process data and use it for policy and decision making at national level	
Result statement: Timely availability of EMIS data	
Indicator 4: EMIS data available in the 4th quarter of each year	
Background	The MoPSE administers an annual education census in the 2nd Quarter of the year and the results are usually out in the 2nd Quarter of the following year. This data is very important for Ministry and education sector planning and should be availed on or before the beginning of the following year. However, the practice is that data comes out in the 2nd Term, affecting distribution of resources and decisions that have to be made before the beginning of the first term. This has also affected the development of the ESPR and the JSR as these depend on the data generated through the EMIS.
Description of Indicator	EMIS Report available in the last quarter of every year
Means of Verification	• ECG Reports • MoPSE website
Year of verification	2025
Projected allocation	*$1,412,000*
Disbursement rule	If the EMIS report is available in the fourth quarter of 2024, then 100% of funds will be released. If EMIS report is available in the first quarter 2025, then 50% of the funds will be released and target moved to 2025 and the remaining funds will be paid upon achieving the target of having the EMIS report available in fourth quarter of 2025
Activities to be supported after disbursement	• Activity 1.1.3. Facilitate improved WASH facilities through the disbursement of SIG WASH for water supply to 30 P3 and S3 schools $150,000

	• Activity 1.1.1 Disburse Regular School Improvement Grants (SIG) to 700 disadvantaged schools $1,050,000
	• Activity 1.1.5 Monitoring and verification quality assurance for Wash in school (borehole and SIG Wash) $80,000
	• Activity 1.1.6 Verification/quality assurance for SIG utilization $132,000

3.11 Grant Agent Parties:

UNICEF as the grant agent of System Transformation Grant (STG) is in partnership with UNESCO, Save the Children and World Vision for the activities within the STG, while activities added under the GPE Multiplier Funding will not be considered within the partnership. Previously UNICEF has been the grant agent and implementing all GPE ESPIGs in Zimbabwe. However, with the concurrence of the Ministry of Primary and Secondary Education, UNICEF is in partnership with these three organisations in the GA role for implementing activities included in the STG submitted in June 2023. It is envisaged that this arrangement will ensure utmost implementation of the grant due to the comparative advantages of each of the organisations.

UNICEF will be responsible for the overall management, coordination and all the activities implemented by itself, the partners or directly by the Ministry of Primary and Secondary Education. UNICEF will also be responsible for the development and implementation of an appropriate monitoring system, organizing regular motoring and review sessions, networking and submitting periodic and biannual reports.

Under the leadership of the Ministry of Primary and Secondary Education, UNICEF as the Grant Agent will closely work with the grant parties namely UNESCO, Save the Children and World Vision according to their added value, to, effectively and efficiently, implement the agreed interventions towards achieving the planned results.

In the framework of this programme, UNICEF and all its parties will continue to implement its assistance to the Ministry of Primary and Secondary education in Zimbabwe at national, provincial, district and school levels, leveraging on the strength that all the four parties bring into the programme. The following are the capacity statement of each grant part outlining areas of leverages:

UNESCO:

UNESCO brings decades of multi-sectoral expertise and technical experience across low and middle-income countries in education. UNESCO has been a global thought leader in education and programme implementation. As a UN agency that carries a mandate to cover all aspects of education, UNESCO has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4. As a result, UNESCO has provided global and regional leadership in education, strengthening education systems worldwide and responding to contemporary global challenges through education with gender equality as an underlying principle. UNESCO's work encompasses educational development from pre-school to higher education and beyond. In Zimbabwe, UNESCO's projects in education have improved the quality

of education through support provided in reviewing policies and frameworks and providing Ministry of primary and secondary education (MoPSE) with guidelines in achieving quality, inclusive and equitable education.

Globally, UNESCO has extensive experience in the implementation of projects and providing guidance on teacher policy development, continuous professional development, competency-based education, inclusive education, quality assurance and gender responsive pedagogy. UNESCO brings decades of technical quality assurance through a network of Institutes such as the UNESCO's International Institute for Educational Planning (IIEP), the International Institute for Capacity Building in Africa (IICBA) and the UNESCO Institute of Statistics (UIS). IIEP, IICBA and UIS provide technical quality assurance and support to UNESCO in programme implementation and support. In Zimbabwe, UNESCO has provided technical support in several projects such as the Competency-Based Curriculum, foundational and literacy teaching among others. UNESCO's support in foundational literacy and numeracy programmes especially the development of the skills-based languages curriculum strengthened the teaching and learning of literacy and numeracy at foundational level in Zimbabwe. UNESCO has successfully managed the previous GPE funded teacher professional development programme that reached more than 20000 teachers through digital approaches such as low-tech and high-tech approaches opening several pathways of learning and responding to the impact of COVID-19 global emergency in education. broadly education policy throughout the

World Vision:

With long-term operational experience in Zimbabwe context and partnership with the MoPSE and other education stakeholders in project implementation, World Vision is well-positioned to ensure all projected STG activities in which they will support particularly the WASH outputs as outlined within the programme design are based on several years of implementation in Zimbabwe and that the necessary outputs are of the appropriate quality and at the best price possible. In addition, WV will be able to draw on existing technical and management staff and logistical capacities to support the proposed activities, recruiting and surging to supplement where necessary.

Regarding efficiency utilisation, World Vision has an extensive network and footprint in the Education and WASH sectors allowing the organisation to operate efficiently across the country. The proposed interventions will thus build on those gains already made and deepen the impact on programme outcomes. By leveraging on existing infrastructure, partnerships, staff and resources, the initial costs required for programme start-up will be very low and all facilities can be completed and be ready for use within the planned work schedule at the lowest cost possible without sacrificing quality standards.

In addition, WV has a proven familiarity with the WHO Guidelines on WASH standards for schools in low-cost settings which were used to develop this STG proposal and will continue to be adhered to during implementation leveraging on the organisation's experienced WASH technical staff who will ensure quality of implementation and build on proven tools that work in the Zimbabwean context. Construction work will be procured by competitive bidding. The competitive bids will be based on comprehensive design and specification documentation, including standard bills of quantities (BOQs) already approved by MoPSE and a Gantt chart with milestones. Thus, the

project is designed in a way that will allow the work to be completed on time, budget and to specification. We will be able to build on existing relationships with the education stakeholders, District Water and Sanitation Sub-committees (DWSSCs), Water Point Committees and community leaders to commence activities quickly and efficiently.

With regards to effectiveness, WV has experience implementing the WASH program in communities and schools in compliance with existing Zimbabwean government policy and strategies that put emphasis on sustainability. Through sensitisation of Schools Development Committees and other local education stakeholders, and mobilising support from MoPSE, all aspects of project will serve to enhance the effectiveness of education delivery and accessibility through strengthened school management and monitoring mechanisms. The primary measure of effectiveness will be education data related to improved functionality, protection, and safety of children in Schools. The sensitisation of SDCs, and local education stakeholders, the empowering of communities to ensure that WASH facilities to be provided are maintained will be the hallmarks in providing water in schools at a sustained service level after the programme tenure.

Save the Children

To leverage its competitive advantage in the STG the programme design also draws from Save the Children several years' experience in supporting the education sector in Zimbabwe. Save the Children (SC) supports the Ministry of Primary and Secondary Education (MoPSE), local authorities and local NGOs in the provision of basic education with a focus on increasing access to basic education. The thrust of the organisation's education programme work is to contribute to improved learning outcomes in the primary school using strategies and evidence gathered in its work towards increasing ECD enrolment and participation of communities in the education of their children from early ages, improving Quality Learning Environment (QLE) focusing on learning environments that ensure children's emotional and psycho-social protection and improving Literacy and Numeracy through Literacy and Numeracy Boost by exploring the issues around the teaching and learning of numeracy, materials development, training and mentoring of teachers to be more effective in their teaching and facilitating of learning. Critical to this project is the gathering of evidence in order to trace the impact of the project.

3.11.1 GA parties' activity implementation

As noted above, the allocation of activities remain as per the original approved STG, while any additions under the GPE Multiplier will be implemented with the Ministry of Primary and Secondary Education, and in some limited instances through direct implementation by UNICEF as Grant Agent. Only in one instance may local NGOs may be contracted as implementing partners for community engagement under Activity 2.2.3, in complementarity with the TEACH programme.

Agency	Outcome	Activities
UNICEF	Outcome 1	Activity 1.1.1 Disburse Regular School Improvement Grants (SIG) to 4445 disadvantaged schools
		Activity 1.1.3 Facilitate improved WASH facilities through the disbursement of SIG WASH for water supply to 120 P3 and S3 schools (90 for FP and 30 for VP)
		Activity 1.1.4 Facilitate registration of schools through the disbursement of complementary SIG to 250 satellite primary and secondary schools
		Activity 1.1.5 Monitoring and verification/quality assurance for WASH in school piped water schemes
		Activity 1.1.6 Conduct independent verification/quality assurance for SIGs
		Activity 1.1.7 Monitoring of SIG implementation
		Activity 1.1.8 Capacity building for SIG for education officials and teachers
		Activity 1.2.1 Solarize 70 P3 and S3 schools
		Activity 1.2.2. Develop online learning content and training resources on DRMR and climate change
	Outcome 2	
		Activity 2.1.3 Conduct the Zimbabwe Early Learning Assessment (ZELA)
		Activity 2.1.4 Procure and distribute 705,150 teaching and learning materials for foundational learning (Save the Children to procure and distribute 700,000 materials; UNICEF to procure and distribute 5,150 materials)
		Activity 2.1.5 Provide assistive teaching and learning materials to 31,500 CWDs
		Activity 2.1.6 Provide Technical Support for the competence-based curriculum (supported by both UNESCO and UNICEF)
		Activity 2.1.7 Training for ECD teachers on basic parenting skills
		Activity 2.1.8 Complete the Early Learning Development Standards
		Activity 2.1.9 Procure and distribute positive discipline materials
		Activity 2.2.1 Solarize and improve equipment at Government of Zimbabwe Radio studio at Curriculum Development and Technical Services (CDTS)
		Activity 2.2.3 Provide ICT devices at 127 P3 and S3 schools, and increase capacity at schools and communities for sustainability and ownership
		Activity 2.2.4 Development of digital, TV, and radio content for foundational learning

	Outcome 3	Activity 3.1.1 Pilot the implementation of the Early Warning System for mitigating school dropout and quality assurance review in 100 schools. (Scaling and implementation will be done under the GEA)
		Activity 3.1.3 Strengthen advocacy, evidence sharing and partnership for increased investment in early learning
		Activity 3.1.4 Implement selected recommendations of 2021 Holistic Organization Development (HOD) review
		Activity 3.1.5 Strengthen process for internal controls in MOPSE
		Activity 3.2.1. Monitor STG, SCG (Quarterly)
		Activity 3.2.2 Produce/Disseminate communication and visibility products/materials
		Activity 3.2.3 Carryout Independent verification for Variable Part
		Activity 3.2.4 Conduct Final evaluation of the STG and SCG implementation
UNESCO	**Outcome 1**	Activity 1.3.1 Review Minimum functionality standards for better Age-gender-disability-appropriate and resilient school infrastructure and climate change
	Outcome 2	Activity 2.1.6 Provide Technical Support for the competence-based curriculum (supported by both UNESCO and UNICEF)
		Activity 2.2.2 Train 400 teachers on Digital literacy skills
		Activity 2.1.1 Train 27,833 infant teachers on Foundational Learning
	Outcome 3	Activity 3.1.2 Train 852 teachers on gender-based pedagogy on STEAM/STEM
Save the Children	**Outcome 2**	Activity 2.1.2 Sensitize 86320 Parents and caregivers on Foundational Learning
		Activity 2.1.4 Procure and distribute 705,150 teaching and learning materials for foundational learning (Save the Children to procure and distribute 700,000 materials; UNICEF to procure and distribute 5,150 materials)
World Vision	**Outcome 1**	Activity 1.1.2 Provide piped water in 60 P3 and S3 schools in drought areas (30 FP and 30 VP)

		Activity 1.1.5 Monitoring WASH facilities supported through SIG Wash provision of piped water

Table 1:Partner Allocation and Implementation Support Costs

	Programmable cost	Implementation support costs	Total cost	% Allocation	Implementation support costs/Total Cost
WV	US$1,880,000	US$323,457.56	US$2,203,458	8%	15%
Save the Children	US$2,363,080	US$406,572.39	US$2,769,652	10%	15%
UNESCO	US$1,952,291	US$335,894.96	US$2,288,186	8%	15%
UNICEF	US$ 18,701,310	US$ 2,561,394.00	US$ 21,262,704	74%	12%
Total	**US$ 24,896,681**	**US$ 3,627,318.91**	**US$28,524,000**	**100%**	**13%**

3.12 Implementation Readiness

To quick start the STG and the GEA both UNICEF and CAMFED has undertaken multiple actions as follows:

- UNICEF is finalizing discussion to sign agreements with the parties implementing STG and SCG. These agreements will be finalized before the disbursement date (UN to UN agreement with UNESCO and e-Programme Documents with Save the Children and World Vision that have already an umbrella Programme Cooperation Agreement on going with UNICEF) so that the programme can start implementing.
- In addition, it is planned to execute needs assessments particularly for school in needs of water in drought areas in July 2023, as planned in the PDG.
- Regarding procurement, some materials have been ordered in the past and specifications are already available like for instance foundational learning materials and part of the assistive device.
- The School Improvement Grant eligibility and utilization criteria for all SIGS have been presented during the June 2023 ECG (LEG) meeting and will be finalized and validated by the end of July 2023.
- Regarding the piloting of the Early Warning System in 100 schools, the EWS is already developed and ready to be use. It will be piloted in the 5 districts with higher rate of drop out and crossing it with schools receiving SIG in those districts.

- DRMR plan, manual and booklet are already developed and will serve as basis to develop distance learning content (radio) TV.
- Terms of reference to procure ICT devices are under development during July 2023 to be able to formal call for BID when funds will be available as per our procedures.
- Finalise targeting by end of July 2023

GEA: (from GEA Implementation Plan)

- Joint review and finalizing of Implementation Plan of the STG and GEA and approach with Coordinating Agent, MoPSE and Education Coordination Group (ECG)
  (Finalizing bursary/support package, monitoring framework) July – August 2023
- Presentation and sign-off of final STG and Girls Education Accelerator plan with ECG, Provinces and Districts
  (July – August 2023)
- Formal kick-off/launch of and STG and GEA in Zimbabwe as part of Partnership Compact
  (August – December: TBC)
- Establishment and orientation of Provincial Resource Teams and District CDCs (August – December) priorities the EWS 5 districts (including training, schools etc, client selection etc)
- From GEA PDG
  - System capacity assessment (national to district level)
  - Field needs assessment (school level)
  - Development of Programme Implementation Manual (including scoping and collating readily available learning/support materials or tools as part of the GEA toolkit/resource kits)

3.13 Value for Money Proposition

UNICEF and the Grant parties (UNESCO, Save the Children, and World Vision) commit to the Value for Money (VfM) principle, emphasizing maximization of the impact of all aid funds spent in this programme. The principle will entail rigorous and on-going assessment of the programmes, systems, processes, and approaches to ensure that they all deliver a maximum impact that can justify the funds to be spent.

The government and its partners, particularly UNICEF, have value for money frameworks in place to guide this programme. The key principles are economy (aiming for highest quality inputs at the best price), efficiency (focusing on inputs, processes and how well inputs are converted to outputs and transferred to the beneficiary), effectiveness (focusing on how outputs translate to beneficiary outcomes, and are sustained), equity (ensuring inputs, outputs, outcomes have been distributed equitably across beneficiaries) and overall cost effectiveness (how well the overall investment in the programme is achieving the desired long-term impact). UNICEF Zimbabwe has indicators of success across these areas, including drawing from UNICEF regional metrics ensuring value for money with regards to engagement with civil society (CSO) partners, which entails setting thresholds for the CSO's contribution to programme direct costs, UNICEF's contribution to Support Costs and overhead cost ratios. Save the Children has also a VfM framework along with a body of work on VfM in Girls Education.

Under the STG, VfM will be applied as a lens through which to analyze whether the programme demonstrates robust management processes to maximize likelihood of success and minimize risk of costs.

UNICEF has robust systems in place to support prudent and value for money programming despite the ever-changing operating environment. To ensure consistency in the approaches, the country office has put in place a value for money framework that collates best practices and lessons leant over the years working in the country, and how these are implemented to further strengthen systems applied in the deployment and management of resources at UNICEF and downstream partners. The framework has further enabled the office to optimize the use of resources to achieve the intended outcomes and do more with less.

Additionally, UNICEF applies the Value for Money framework as the lens through which to analyse programming effectiveness demonstrating robust management processes, maximizing the likelihood of success, minimizing risk, and does this at a cost that is appropriate. This continuous analysis is helpful in selecting programming strategies used across the office.

UNICEF also has in place sound internal controls, the Anti-fraud strategy, standard operating procedures, and tools used to prevent, detect, and respond to fraud and all forms of misconduct, to ensure all funds subject to fraud are recovered, and all cases of misconduct including sexual exploitation and Abuse (SEA) are followed up. All UNICEF staff, implementing partners and suppliers of goods and services are trained in how to identify red flags and reporting mechanisms in place including anonymous reporting. Posters of the UNICEF zero tolerance to fraud and misconduct are placed in strategic locations across the office and UNICEF project sites to enable the public report suspected cases of fraud or misconduct directly to the office of internal audit and investigation (OIAI), the UNICEF office at Headquarters responsible to investigate cases of fraud and misconduct.

Similarly, all the Grant parties committee to drawing on existing technical and management staff and logistical capacities to support the proposed activities, in keeping with the principle of VfM. This relates to recruiting, the selection of contractors best equipped to contribute value to a project will not be based on price alone, bidding process will evaluate how realistic and fair the quotation will be, benchmarking the price using previous experience and taking into account factors affecting fair pricing, cost and availability of materials and sufficient quality contractors.

As a GA, UNICEF will adopt its global, standard framework and procedures to determine the costs associated with its role as GA for the GPE grant. This framework and procedures are a product of many years of organizational experience in many different country contexts and reflect what has proved worked to the best interests of programmes across the world. The framework and procedures ensure the application of objective criteria in determining costs, thus are set at a level that ensures adequate levels of technical and administrative support to the programme. In undertaking the implementation of the programme, UNICEF and its parties will be guided by the following key questions towards ensuring VfM:

- Are there better ways of delivering this intervention in relation to the funds spent?
- Will this intervention achieve the expected results in relation to the funds spent?
- Do the benefits from the intervention justify the expected costs?

- VfM indicators are commonly unit costs defined as total cost divided by the variable concerned.

The measures above in addition to a professional staff will enable UNICEF to respond with the required agility to navigate the ever-changing operating context and delivery on the commitment to every child and the stake holders.

3.14 Programme Financial Overview

GPE will disburse funds to UNICEF and as the GA. Once the funds are received, they will be further disbursed to the GA's implementing partners and the government through different mechanisms. Disbursement arrangements (until such time that the systems are deemed robust to make the changes agreed by the finance committee)

Disbursement Government of Zimbabwe Ministries, Department or Agencies

The disbursement arrangements for the STG programme will build upon those used for the previous programs, using GoZ systems and procedures as IFMIS is extended effectively to the districts.
Disbursement through UNICEF is governed by the UN's Harmonized Approach to Cash Transfers (HACT). HACT recognizes four main types of payments:
1. Direct cash transfers to implementing partners, for obligations and expenditures to be made by them in support of activities agreed in annual work plans (AWPs);
2. Direct payments to vendors and other third parties, for obligations incurred by the Implementing Partner in support of activities agreed in AWPs;
3. Reimbursement to implementing partners for obligations made and expenditure incurred by them in support of activities agreed in AWPs; and,
When UNICEF does not implement the activity, there will be a micro assessment of the implementing partner. Some of the foreseen implementing partners have already been assessed as low risk under the EDF while others, including government bodies, have been assessed as high risk.
The disbursement of funds for the grants at the province, district and cluster level will also be conducted in line with HACT guidelines as follows.
I. Disbursement of the district and cluster grant allocations to each district and cluster through a dedicated bank account opened purely for the receipt and expenditure of the GPE programme funds. Operation, signatories and management of this dedicated bank account will be under MoPSE financial procedures, with at least one of the signatories being a parent.
II. The district office will be required to acknowledge receipt of funds by the clusters within the district. The district will be responsible for acknowledging receipt of funds on behalf of all its clusters.
III. Reporting of cluster grants disbursement and expenditure will use the Funding Authorization and Certificate of Expenditures (FACE) form, which reports on requested disbursements and actual expenditure against the programme Annual Work Plan (AWP). The FACE form provides for rolling financial management reporting which indicates planned disbursements for the next period while reporting on expenditure against these disbursements in the completed period under the AWP.
IV. The FACE format and disbursement and expenditure information will be progressively harmonised with GoZ PFM systems and IFMIS. As IFMIS systems and capacity are

developed in the districts the FACE form will be harmonised with IFMIS reporting, with the collection of disbursement and expenditure data from the FACE form into MoPSE systems being progressively decentralised to the district level as capacity is developed.

V. Reporting of district and cluster grants disbursement and expenditure will be through MoPSE structures and then to UNICEF in order to ensure that the MoPSE

Department of Finance has full information on expenditure of the STG programme funds in provinces, districts, clusters and schools. Districts will therefore report to provinces on disbursement and expenditure using the FACE form, with provinces then reporting to MoPSE Department of Finance. The Department of Finance will use the FACE form to maintain its own records of expenditure of The GPE VT and MF programme funds, and to audit the expenditure of these funds. The Department will then pass the FACE form to UNICEF with its approval that payment can be made.

• Authorization of full and complete expenditure of funds, or 'liquidation', is required from the district through the FACE form before the end of six months after the cluster grant has been disbursed.

• Where the reporting entity is the BSPZ District Committee, if full and complete liquidation is not reported for even one cluster in the district by the end of six months after funds disbursement, disbursement of cluster grant allocations could cease for all clusters in the district. It is therefore vital that clusters report rapidly and accurately to the district on their expenditure of funds and that the district closely monitors their clusters to ensure that all funds are spent within the six-month period. The cluster grant allocations will be distributed termly to match the school planning time frame. The cluster grant allocations need to be disbursed early enough in the term that funds can be used in that term and to ensure that financial reporting on disbursement of the grant and expenditure of funds can be given to the district in good time to meet UNICEF financial reporting timeframes under the FACE. Financial reporting will be provided using the UNICEF FACE format accurately and in good time to provide strong evidence of both authorization and full liquidation of funds and reduce the risk of cluster grant disbursement in the district being frozen due to failure to meet these requirements. Financial reporting will be progressively integrated with GoZ reporting formats as IFMIS is extended to the districts and district financial management capacity through MoPSE systems is developed and strengthened. The recommended FACE reporting timeframes and the responsibilities of the school and district within the school year coincide with the other major programme to support school education in Zimbabwe, i.e., the School Improvement Grants.

Disbursement to the Grant Agent Parties (Save the Children and World Vision) and other NGOs
The disbursement to other Implementing Partners will be based on an agreed Programme Cooperation Agreement upon signing of a Programme   Document. The GA Parties will have 9% allocation to the operational cost.

1. Direct agency implementation through which the UNICEF makes obligations and incurs expenditure in support of activities agreed in AWPs.

Disbursement to UNESCO
For disbursement to UNESCO a UN-to-UN agreement will be done for implementation of activities. Direct Payment can still be done if UNESCO contracts a service provider and request UNICEF to pay directly.

Disbursement to ECOZI (Independent Verification)

Accounting

For the Government Ministries and departments, the GPE funds will be disbursed through the head offices, provinces and districts will be into UNICEF operated accounts established and used under GPE 1 and 2. UNICEF will carry out regular spot checks in the districts and the clusters to monitor the financial management of the grants as per HACT guidelines. The GPE programme will maintain a computerized accounting system to record its transactions, prepare interim financial reports and annual financial statements in line with UNICEF procedures. The books of accounts for the project will be maintained on double-entry bookkeeping principles. These systems will be progressively integrated with GoZ PFM systems as IFMIS systems and capacity are developed, especially in the districts. Commitments will be monitored and tracked to ensure that a full picture for the programme is available. This will cover all sources of funding, all transactions and utilization of said funds. All supporting documents will be kept at the district and cluster level respectively for their funds. Direct disbursements made by UNICEF will be included in the project accounting system. Funds received from different sources would be identified separately and reflected in project accounts, interim financial reports, and annual financial statements.

Auditing

Programme-related transactions and activities will be distinguished at the data-capture stage. A Chart of Accounts for the programme will be developed which will conform to the classification of expenditures and sources of funds. The Chart of Accounts should allow data to be captured in a manner to facilitate financial reporting of programme expenditures by: (i)programs aligned to the MoPSE programme structure; (ii) programme components; (iii)subcomponents; and (iv) contracts. Clusters and districts will be required to produce annual audited accounts, either by being directly audited by the provincial internal audit office or by providing independently audited accounts to the same office in line with the HACT established thresholds. Internal auditing of disbursement and expenditure of the grant allocations to clusters will be required. The principles under which the auditing will operate are as follows: Provincial internal auditors will undertake checks in the form of an audit of financial records and a verification of proper use of funds. This will not be a full audit but will ensure that all financial procedures for disbursement and expenditure of funds are being followed, funds are only being spent on eligible expenditure, all financial monitoring and reporting requirements are being met accurately and in good time, and there is no evidence of the misuse or

misappropriation of funds. The prime purpose of the auditing is to ensure that clusters and districts realise that any departure from the financial management procedures and the misuse or misappropriation of funds is likely to be rapidly identified and corrective action taken, up to and including disciplinary or legal action. GPE will also finance a share of the external financial monitoring contract being put in place by UNICEF for the School Grants Programme. Provision has been made in the cost estimates for this external monitoring to serve as a back-up to the internal audits referred to above

4.   PROGRAMME, MONITORING AND EVALUATION

4.1 Introduction

Government of Zimbabwe will implement this component in close collaboration with UNICEF and other implementing partners. This will involve designing and implementing an approach in terms of quality assurance, accountability, monitoring and evaluation and management of knowledge, while ensuring the national and Global partnership for education priorities are considered. All aspects of this programme will be subjected to a regular follow up throughout the implementation period through (i) Government of Zimbabwe field visits, in close collaboration with UNICEF, Save the Children, World Vision and UNESCO staff, (ii) regular meetings of the GPE Steering Committee, the Education Cluster and Education Coordination Group. Implementing partners will come under permanent activities follow up disaggregated data (gender, age, grade, geographical area, disability) on the status of programme implementation will be shared with UNICEF and the Government within ECG (Education Coordinating Group) meetings to ensure appropriate progress reporting to the GPE. A rapid Gender Analysis will be conducted in the targeted areas at the project onset and at project end

4.1 Programme Performance Monitoring

UNICEF, Save the Children, World Vision, and UNESCO's office in Harare and for those concerned Field Offices will play a key role in ensuring the quality of the programme, with the support of their Monitoring & Evaluation sections. UNICEF will anchor development of a sound M&E plan integrated with appropriate Government of Zimbabwe frameworks. Field visits are critical to establishing a trust-based relationship with all stakeholders, identifying, and solving any issues raised during the implementation and ensuring progress towards planned results. These field trips will include Joint Monitoring Visits with Government of Zimbabwe and partners. The M&E system will prioritise quality assurance through regular checking of data and sources of data. After programme visit and quality assurance, partners and their staff will be informed of any corrective actions to be implemented. Where these are major the buy in of the GPE Steering Committee which will feed into the ECG will be sought. As appropriate, UNICEF and partners will include innovations in the follow-up of the programme to improve data utilization for decision making at appropriate forums. This entails use of Third-Party Monitoring and real time monitoring such as RapidPro to increase timely reporting and better accountability to affected population.

4.2 Joint Monitoring

The monitoring work will comprise field visits by Government of Zimbabwe officials and UNICEF staff alongside other partners as necessary and at appropriate levels to ensure sustainable impact of the support. Analytical accuracy of provided data by implementing partners including update of pre-defined indicators will be a key focus. Review of submitted monthly and quarterly reports will constitute one tool. By analyzing and double-checking partner activity reports, Government of Zimbabwe and UNICEF will be able to follow programme status, identify bottlenecks and institute timely remedial measures in collaboration with its partners. The GPE Steering Committee is the main coordination mechanism and it will involve the Government of Zimbabwe, UNICEF, Save the Children, World Vision, FCDO as the CA, CAMFED and UNESCO and any other partners

deemed necessary by the Government of Zimbabwe. As mentioned, the GPE Steering Committee will be a sub-group of the ECG.

4.3 End of Project Evaluation

As part of the MEAL framework, the project will have a final evaluation which will be done by an external consultant to assess whether the project successfully achieved its goal, and objectives and addressed the identified gaps needs in the education sector as per the targeted geographical areas. Key to measure will be on effectiveness, efficiency, sustainability, and relevance of the GPE programme in the most effective and efficient way. The final evaluation report will be annexed with the final narrative report and will be shared with all the stakeholders including the GPE and the donor group

4.4 Accountability to Affected Populations

The programme will ensure effective participation of children, communities and other stakeholders through consultation, provision of programme related information and establishment of community level feedback and complaints handling mechanisms. Consultations at different levels will ensure that children, school teaching staff and district Government of Zimbabwe stakeholder have opportunities to influence key decisions regarding programme implementation, monitoring activities and evaluations. Information relating to expected programme results will be provided through various platforms including community feedback sessions, pamphlets and other methods proposed by the communities at baseline stage. The programme will establish complaints and feedback mechanisms accessible to children, communities and other stakeholders involved. Proposed mechanisms will be screened for safety, confidentiality, accessibility, and timeliness of responses. While these will be revised upon consultation, the programme proposes the following feedback and complaints handling mechanisms:

i.   School level suggestion boxes
ii. Office walk in/help desks
iii. Digital complaints, suggestion, and feedback platforms
iv. Toll-free phone line

5.0 COMPLEMENTARITY WITH OTHER PROGRAMMES

The implementation of the STG will be supported by other existing interventions that are supporting the Government of Zimbabwe's Education Strategic Sector Plan-ESSP 2021-2025 priorities and the Partnership Compact over and above the support from the Government of Zimbabwe. These include the following:

5.1 The TEACH Programme

The Teacher Effectiveness and Equitable Access for All Children (TEACH) programme (2019-2025) is funded by the UK Government through the Foreign, Commonwealth and Development

office (FCDO). It focuses on improving equitable access through the provision of school improvement grants (SIGs), teaching, and learning materials, including on supporting catching up on lost learning time, pilots on ECD and solarization in schools. UNICEF is the implementing partner for those components through the Education Development Fund. The teacher professional development component (TPD) is focused on supporting improvement in teachers' capacity and development. This support also includes support on reforms related to the curriculum/assessment, inspections, supervision, and school leadership in schools and Education Development Trust (EDT) is the implementing partner. Building teacher capacity includes the areas of foundational literacy and numeracy and SEL.

There is strong coordination between the TEACH programme and the Education Development Fund-EDF II and III. Now that there is only one active bilateral donor in Zimbabwe funding the EDF, the decision was made to have the EDF become dormant until new partners come into the sector. To ensure coordination and complementarity and reduce Government transaction costs, as per the Paris Declaration and agreements, in the new governance structure the GPE and the TEACH steering committees will share the same meeting with MOPSE, as participants will be similar, but decision making will be slightly different. The GPE and TEACH SC meetings will be held quarterly and will be chaired by the Permanent Secretary of MoPSE. To leverage on impact, the STG will complement the TEACH in thematic areas related to Teacher Professional Development, teacher/leadership training, foundational learning and SIGs.

As indicated in this concept note, the STG will seek complementarity with all the government-led ongoing programmes, as well as the TEACH programme in delivering school leadership and management training. While UNICEF's focus will be on upscaling training in transformational leadership for school leaders, the British Council will focus on instructional leadership. EDT will reinforce the work that is being done by both BC and UNICEF by developing toolkits that will be used practically in schools. In EMIS, TEACH is supporting an EMIS survey administration and training of personnel at national and provincial levels and STG will extend their support to District, cluster, and school levels. With regards supporting inclusive education STG will provide assistive devices while TEACH will focus on TPD of special needs education teachers. There is an implementation committee meeting for both the GPE and the TEACH, where partners can ensure complementarity and review progress. It is planned for regular coordination discussions to ensure this continues throughout the GPE grants implementation.

5.2 ZGSE Programme

The Zimbabwe Girls Secondary Education (ZGSE) Programme, which is funded by the UK Government through the FCDO, is focusing on supporting girls to complete a full cycle of education through to the end of secondary education. It is implemented by CAMFED. Some of the materials piloted in the 29 districts where they work have been reviewed through the MoPSE curriculum development and teacher services department (CDTS) and institutionalized as national catchup materials. The ZGSE programme is ending 30 September 2023 as CAMFED will now be the GA for the GEA.

5.3 EDF Programme

The EDF III, a $100m facility, is a successor to the EDFII facility. It is meant to provide a platform for multi-donor pooled funding. This fund has become dormant as there is currently only one donor, FCDO in the EDF. Its predecessor, the EDF II programme, was complementary to the GPE funded activities, and combined annual reporting including both GPE and EDF funding were made to the ECG, although separate biannual reports were provided to each relevant donor. Of note has been the addition of separate streams of School Improvement Grants (SIGs) for WASH and infrastructure that were funded between these two programmes to address issues of inequity in schools and the COVID-19 pandemic. Activities for this programme, for any new donor who will come in will be guided by the ESSP 2021-2025 hence will complement the GPE interventions that are guided by the GPE Partnership compact.

5.4 Girls' Education Accelerator Program

The Girls Education Accelerator (GEA) runs concurrently with the STG and the two programmes will complement each other in areas that support girls' education. This is why a joint theory of change was developed and helps to clarify the activities that will help to aheive the overall compact goals through the STG, SCG and the GEA.

Like the STG, the goal of the GEA is to ttransform education through improved equitable access to quality education and relevant learning for all girls in Zimbabwe. The objective of the GEA is to support upper primary and lower secondary school girls (between the ages of 4-18 years) in Zimbabwe including those excluded or discriminated against, have equitable access to quality, safe, inclusive education services with relevant learning opportunities.

The GEA provides supplementary funding that is accessed in combination with the STG. tThe Girls' Education Accelerator-GEA Grant is premised on the understanding that girls face severe barriers to completing education as they progress in the education system in Zimbabwe. The gendered dimension of transition and school dropouts reveals that cultural, religious, economic, structural, and school level challenges persist despite government efforts to address these.

The STG complementarity with the GEA will ensure that girls, especially the most vulnerable and marginalized, achieve age-appropriate literacy and numeracy outcomes from Early Childhood Development (ECD A and B)[1] through lower secondary (O level) and have high transition rates from primary to secondary level which which will equip them with skills to be lifelong pupils and eventual productive members of society.

The alignment document attached to this programme document demonstrates collaborative linkages between the STG and the GEA which ordinarily could have been in the same programme document. The alignment statement is premised on the understanding that the GEA is a supplement to the STG.

5.5 NGO Support

Non-Governmental Organizations (NGOs) are active in Zimbabwe and although they do not have national coverage, they have been carrying out localized activities funded by various partners in the selected districts where they work. ECOZI is the umbrella organization for the education sector in Zimbabwe for education stakeholders, which includes NGOs, FBOs, CBOs, DPOs, and

teachers' unions. ECOZI will carry out the important role of verification of VP indicators, if appropriate as they have experience doing this as part of the ESPIG. There is a programme (START4Girls)funded by Canada and implemented by CARE in some districts. A more harmonized approach/ mapping through Education Coalition of Zimbabwe (ECOZI) will be important to establish the complementarity of the NGO work with the GPE grants.

5.6 Support from Foundations and for GPE

There are two active foundations working on the education sector in Zimbabwe. These include the higher life Foundation which provides bursaries in some districts, and digital platform support nationally. The Roger Federer Foundation has also supported ECD and school readiness in some districts. The European Union supports the education sector as a funder of the GPE globally and will participate in field visits and monitoring of activities over the course of the GPE programme.

5.7 STG and STG Complementarity

The System Capacity Grant is a grant that is meant to ensure the education system is reinforced in a way it provides an equity-focused leadership and creates conducive environment to facilitate the achievements of equitable access to relevant and competence driven primary, secondary, and non-formal quality learning opportunities. The objectives of the SCG are.

- To provide support capacity strengthening to MoPSE, especially regarding factors that enable system transformation.
- To enhance, as part of the GPE 2025 operating model, enabling factors for strong education systems: (1) volume, equity, and efficiency of domestic finance; (2) gender responsive sector planning, policy, and monitoring; (3) data and evidence; and (4) sector coordination.
- To provide support on activities that include the enabling factor of Volume, equity, and efficiency of domestic finance so that it moves from being high to medium as identified in the ITAP assessment.
- To provide support to make progress in these critical areas, according to their unique needs and context.

The SCG is focuses on upstream work in education sector, and not on service delivery as it could be under outcome 2 and 3 of Partnership Compact, to ensure the fundamental strategic work on data, planning, management monitoring and financing in education are covered in an inclusive and gender-responsive way for systemwide impact.

The three windows of the SCG will create a strong basis for the implementation of the STG. The three windows are:

- WINDOW 1: Strengthen gender-responsive planning and policy development for systemwide impact; Under this window, activities will ensure strong sector coordination and robust advocacy to ensure adequate education financing.

- WINDOW 2: Mobilize coordinated action and financing to enable transformative change. In this window, activities will focus on ensuring that the school financing policy is implemented and other concomitant support to its implementation such as the Public Expenditure Review (PER).

- WINDOW 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale. This window has activities that ensure that credible gender disaggregated data is available and utilized through robust data collection and data analysis.

5.7 Risk Analysis

In its implementation of the STG, with consultation with the Government of Zimbabwe and the ECG, UNICEF developed a comprehensive risk register which identified the risks and a mitigation strategy to minimize the negative effects posed by the identified risks. UNICEF will also ensure that PSEA is part of the implementation of the STG. Below is a quick analysis of the possible risks and mitigation strategies.

For detailed risk analysis, refer to risk register Annex 3

5.7.1 Prevention of Sexual Exploitation and Abuse (PSEA)

UNICEF as the GA to the STG commits to a zero tolerance to Sexual Exploitation and Abuse Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) and upholds the Protection of Sexual Exploitation and Abuse and this principle represent one of the key fundamental human rights and stands among UNICEF core values. The sexual exploitation and abuse of those who depend on UNICEF for assistance runs counter to all our personal and organisational values. UNICEF has a zero tolerance to Sexual Exploitation and Abuse. it takes guidance from the United Nations Protocol on Allegations of Sexual Exploitation And Abuse Involving Implementing Partners. The [UN Secretary-General Bulletin ("Special Measures for Protection from Sexual Exploitation and Abuse" (ST/SGB/2003/13)](#) introduced the following standard definition for sexual exploitation and abuse, which applies to any sector and context:

- **"Sexual exploitation"** is any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including, but not limited to profiting monetarily, socially or politically from the sexual exploitation of another.

- **"Sexual abuse"** is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Guiding Principles

- The UN does not partner with entities that fail to address sexual exploitation and abuse through appropriate preventive measures, investigation and corrective action.1 Such failures shall constitute grounds for the termination of any cooperative arrangement with the UN.2
- The UN shall place the human rights, interests and needs of all victims at the center of our efforts, and adhere to the principles of 'do no harm,' confidentiality, safety and non-discrimination when responding to allegations of sexual exploitation and abuse.
- A victim-centered approach guides UN SEA prevention and response whereby the victim is informed, participates in the decision-making process and provides consent on the possible use and disclosure of their information.
- In cases involving children, all decisions made regarding the prevention and response to SEA allegations involving implementing partners of the UN are guided by the best interests of the child and the right of the child to participate and to be heard.

Applicability / Scope

This protocol applies to all offices of the UN when working with implementing partners.

This protocol addresses matters relating to possible and actual sexual exploitation and abuse perpetrated by implementing partners of the UN.

Conduct that constitutes SEA includes but is not limited to the following:-

Rape, sexual assault, sex with a minor, sexual activity with minor, Transactional sex which is the exchange of money, employment, goods or services for sex, including sexual favours other forms of humiliating, degrading or exploitative behaviour. This includes any exchange of assistance that is due to beneficiaries of assistance.

Solicitation of transactional sex- Requesting transactional sex

Exploitative relationship- A relationship that constitutes sexual exploitation, i.e. any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Trafficking of persons for sexual exploitation-

NB An Implementing Partner (IP) is an entity to which a UN office or entity has entrusted the implementation of a programme and/or project specified in a signed document, along with the assumption of responsibility and accountability for the effective use of resources and the delivery of outputs. Implementing partners may include – but are not limited to - government institutions, inter-governmental organizations, and civil society organizations, including NGOs. Implementing partners' subcontractors are subsumed within this definition.

6.0 PROGRAMME GOVERNANCE

6.1 Introduction

The Local Education Group (LEG) in Zimbabwe is now the GPE-TEACH Steering Committee, a change effected before the approval of the STG programme document. While no longer the LEG, the Education Coordination Group still functions as a high-level coordination body with emphasis on policy and strategic dialogue. It provides guidance for decision making in the following areas:

- Prioritisation of resources for the achievement of free quality education, through the approval of GoZ developed costed implementation plans, policies, and budget.
- Policy reform and the ambition and overarching parameters for national Education Sector Strategic Plan (ESSP) including making recommendations for action in response to delivery, as measured by regular Joint Sector Reviews (JSRs).
- Progress measurement against programme/project milestones and agreed actions based on the annual Joint Sector Reviews, Aide Memoire and recommendations; and
- Final escalation of issues that risk impeding the achievement of Government of Zimbabwe policies and programmes, or those of its key education Development Partners (DPs).

6.2 Specific LEG Responsibilities for STG

Apart from the generic LEG responsibilities the following are those it will perform with regards to STG:

- Supporting, through improved coordination of technical and financial support STG alignment with national sector priorities of the Government of Zimbabwe as stated in national planning documents (ESSP, NDS1 and 2, etc.).
- Facilitating/providing inputs for the development and implementation of ESSP
- Sharing information on Government of Zimbabwe's strategic direction and position on relevant issues
- Monitoring government's financial commitments to education and domestic education spending effectiveness
- Providing advice and support on the implementation of EDF, GPE and other major donor supported projects and programmes, in line with the Government of Zimbabwe's Education Sector Strategic Plan (ESSP), including updating on procurement underway
- Providing feedback through written and verbal comments on key high-level evaluations, research and assessments that are relevant to the education sector
- Supporting identification of new sources to finance the plan from national budget, donors, CSOs, and private sector
- Discussing the scope of projects, approaches, harmonization of technical support, and fitting funding modalities to support country systems
- Monitoring high level progress on donor funded education programmes,
- Monitoring JSR Aide Memoire Recommendations
- Advancing strategic dialogue and exchange around bottlenecks of the sector to support steady implementation of the ESSP

- Supporting the Government of Zimbabwe to report and monitor progress on implementation of interventions to achieve the objectives of selected aspects of the ESSP including the KPIs and other international data requirements (UIS, SDG 4, SADC, etc.), the ESPR, as well as policies and reforms underway
- Promoting dialogue among Ministries involved in (or relevant to) the education sector and development partners including defining areas of synergy and overlap, and
- Supporting collaboration and joint implementation in areas, aspects, subjects etc. in which more than one development partner is active.

6.3 GPE/TEACH Steering Committee

The GPE/TEACH Steering Committee now functions as the LEG in Zimbabwe. In addition to its role as LEG, it is responsible for making key decisions for each program and providing technical advice regarding practical implementation. Membership of the Steering Committee includes the Government, Development Partners, Implementing Partners - including CAMFED as the Grant Agent for the GEA and UNICEF as grant agent for the STG, and Civil Society, represented by ECOZI.
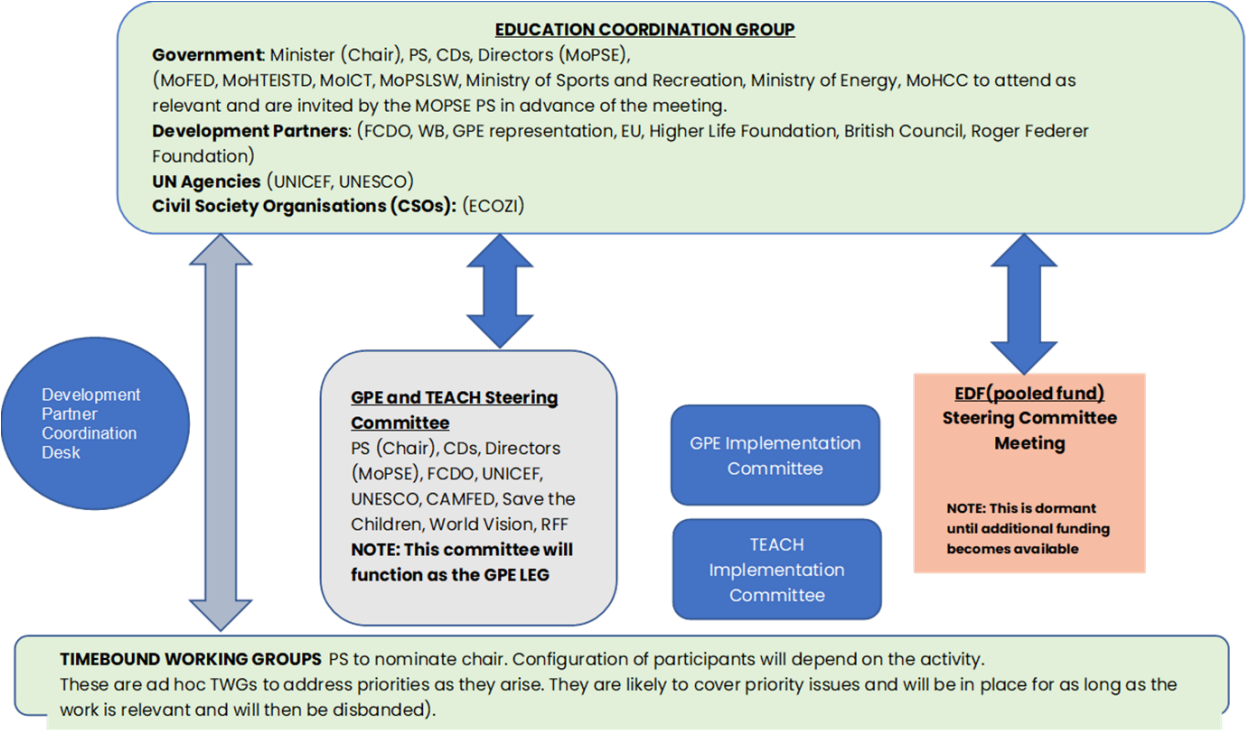
Figure 8: Governance structure1

The GPE/TEACH Steering Committee meeting will be responsible for.

- Reviewing and signing off performance targets and timelines for activities under GPE and TEACH programmes and escalating issues to ECG if needed – approving log frames, delivery plans, risk registers, workplans and annual budgets.

- Providing technical and strategic inputs for performance monitoring of the GPE and TEACH programmes.
- Assessing the programmes overall performance and implementation progress – contributing to FCDO's and GPE's Annual Reviews.
- Acting as a liaison between the GPE/TEACH IC and ECG on key programmatic challenges and risks that threaten the achievement of programme objectives.
- Providing technical input for consideration by the GPE/TEACH Steering Committee on all matters related to Government of Zimbabwe's policies as well as system improvement and reform.
- Providing recommendations for any review of the GPE/TEACH programmes Terms of Reference, guidelines and/or implementation modalities.
- Agreeing on the scope and timing of joint annual reviews of the education sector.
- Addressing other strategic issues involved in the implementation of the TEACH and GPE programme including (but not limited to) bottlenecks, resource management, capacity building plans, M&E and operational research.

Meetings of both the GPE/TEACH steering committee and the ECG will take place quarterly, with the outcomes of the GPE Steering Committee reported back to the ECG. A separate GPE and TEACH Implementation Committee will be responsible for deciding and advising on implementation mechanisms of the TEACH program in line with the recommendations and guidance of the GPE/TEACH Steering Committee. The Implementation Committee will meet monthly, drawing together UNICEF, EDT, World Vision, Save the Children and CAMFED.

With operational level focus, each Implementation Committee shall be the key programmatic bridge between the GPE/TEACH implementing organisations, the FCDO and the Government of Zimbabwe through:

- Promotion of effective implementation through better collaboration among implementing organisations and coordination of the TEACH and GPE programme components.
- Sharing of implementation experiences (challenges, bright spots, emerging risks etc.) for joint solution seeking, recommendations for improved delivery, and/or mitigatory actions, respectively – discussion on complementarity in these meetings.
- Ensuring the alignment and contribution of the TEACH and GPE programme components to Government of Zimbabwe's strategic priorities, and core programmes articulated in the ESSP.
- Reviewing risk registers, delivery plans, log frames and workplans.
- Providing regular updates to the GPE/TEACH Steering Committee, including at least quarterly updating of AR recommendations, Risk registers, and VfM indicators.

7.0 STG SUSTAINABILITY

Sustainability under the STG will entail a collage of facets including fostering lasting impact/ continuation of an impact, the gain and benefits from the programme that will continue to be accessible, interventions that may be maintained once the project ends and promising transformational changes to be maintained and owned by both community and govt stakeholders, impact that continues without external donor input and interventions that are embedded in good practice at national, district, community and school level. The STG is premised on the fundamental belief that most of its responses will drive the achievement of the ESSP 2021 – 2025 and accordingly maintaining a strategic fit as a relevant support service to the achievements of the education priorities of the Country.

7.1 Provision of WASH SIG's

For water supply to P3 and S3 schools which is based on a modality used for school support to drill boreholes or to repair existing water sources is a promising intervention already gaining traction within the District Development and Provincial Development Committees under the support of the District Education Offices in partnership with the District Water and Sanitation Committee (DWSC) and the Rural Infrastructure Development Agency (RIDA). The involvement of the DSIs, the local DWSC and the RIDA will enable continued monitoring and technical support after the end of the programme as these are already embedded in existing local, provincial, and national level structures The support through rehabilitation of school physical infrastructure in terms of buildings, specialist rooms, WASH, and IT is a transformation response that is impactful given the absence of adequate safe, secure, and inclusive learning environments that have created bottlenecks for learners to access quality learning. Support will be provided to Water point committees SDC, Local Authorities, Community including traditional leaders.

7.2 Continuous Professional Development.

The STG will support continuous professional development of teachers through training of teachers in digital skills and on foundational literacy which are key priorities in the ESSP (2021-2025). The STG will institutionalize CPD in Human Resource and Discipline department of Government of Zimbabwe as a component in the programme-based budgeting. The support to the establishment of a Teaching Professions Council recognizes government's ambition to professionalize the teaching fraternity, which is also a key priority in the ESSP (2021-2025). STG will support Teaching Handwriting Reading and Spelling Skills (THRASS), Early Reading Initiative (ERI) and Teaching at the Right Level (TaRL.) which are already being implemented by government but with limited resources.

Zimbabwe is going through a curriculum review after having review its curriculum in 2015 resulting in the Competency Based Curriculum. The current review process is being driven by the Ministry and the expectation is that once the review is done, appropriate support will be channeled to effective implementation of the recommendations. The review of the curriculum is a key Government of Zimbabwe priority in the education sector and that supporting the

recommendations will enable the Government of Zimbabwe to be able to fulfil its mandate as well as contribute to Vision 2030.

7.3 School Improvement Grants

Through the TEACH programme, UNICEF continue to provide regular School Improvement Grants (SIG) to selected financially constrained schools to meet their basic needs outside non-personnel costs. These funds are reducing over the next three years and there is a need for the GPE to fill that gap in the shorter term, through the funds set out in this programme. In addition, the SIGs mechanism, which is well established and being institutionalized within MOPSE, is an effective way to get funds to schools. It will be discussed to see how best MOPSE can use that mechanism

7.4 Schools Electrification Programme

With funding from FCDO, UNICEF is supporting solarization of 150 disadvantaged P3 schools in two provinces namely Manicaland and Matabeleland South. This directly benefits the beneficiary schools by improving their learning environments. It also promotes access for both boys and girls to information technology. The STG aims at scaling this up to more P3 schools as well as S3 schools. This model is embedded in all local, district, provincial and national level structures that include all the main stakeholders in the provision of energy. It is also one of the enablers of reimagine education with a potential for crowd funding/resourcing.

7.5 Disaster Risk Management and Resilience Plans

Zimbabwe is exposed to a range of hazards that impact the safety and protection of girls and boys in and around the school. The learners and the education personnel are vulnerable to these hazards and often in need of urgent humanitarian assistance and protection resulting in the effectiveness of the education system being undermined. This initiative links very well with the government led DRM response under the ministry of Local Government.

7.6 Early Warning System (EWS) for School Dropout

UNICEF has supported Government of Zimbabwe to develop an early warning system to help schools mitigate dropouts at secondary education level. The aim of the early warning system is to improve enrolment rates, increase participation, improve academic results through functional case management. This links with the three social safety nets in the education sector mainly BEAM, Child protection and Guidance and Counselling.

Under the STG, the GPE-supported program interventions are drawn from Government of Zimbabwe's ESSP, and therefore synchronized to Government priorities and in sync with the management and implementation processes of the Ministry across all levels to ensure coherence and complementarity across the different program activities. This concept will be adhered to in the design and implementation of the STG. While other activities are to be funded by STG, there is indication that the greater portions of the STG activities will be funded by the fiscus and with increased education financing, some components can be fully funded by the government.

8.0 ANNEXES

Annex 1 Logical Framework Table

Goal/Impact	Improved equitable access to quality education and relevant learning to marginalized and vulnerable children in Zimbabwe.			
Strategic Objective	All primary and secondary school boys and girls in Zimbabwe including marginalized and children with disabilities have equitable access to quality, safe, inclusive education with relevant learning opportunities by 2026.			
Intervention Logic	Result Area	Objectively verifiable indicators	Sources and means of verification	Assumptions
		Proportion of P3 and satellite SIG supported schools that have at least 75% retention rate up to grade 7	EMIS	Children will remain in school because its functional and the school does not send them away for not paying fees
Output 1.1	Improved availability of teaching and learning materials, WASH services and safe infrastructure in disadvantaged schools	% of targeted schools that receive regular SIG by end of first term	Rapidpro surveys	Schools know the requirements for SIG application and they provide accurate information including on current functional bank accounts. MoPSE produces an accurate paysheet timeously
		Number of satellite schools registered	School Assessment reports, EMIS	Selected Schools have almost reached registration and need complementary funds to complete the missing link
		Number of schools supported with school improvement grants (disaggregation by type of SIG, Secondary or Primary, Registration Status)	UNICEF records	Schools are in need of School improvement grants and the amount being disbursed is sufficient to keep the school functional or can improve WASH facilities or Complement school needs so that the schools can be registered
		Proportion of schools utilizing SIG according to set criteria	Schools finance records (audit), SIG verification reports	Schools know the utilisation criteria and can prioritise use of funds among the various items
		Number of schools reached with access to safe water through drilled and mechanised water sources.	Completion certificates, EMIS	Selected schools have underground water or have alternative sources close by

Activity 1.1.1	Disburse Regular School Improvement Grants (SIG) to 4445 disadvantaged schools			
Activity 1.1.2	Provide piped water in 60 P3 and S3 schools in drought areas (30 FP and 30 VP)			
Activity 1.1.3	Facilitate improved WASH facilities through the disbursement of SIG WASH for water supply to 120 P3 and S3 schools (90 for FP and 30 for VP)			
Activity 1.1.4	Facilitate registration of schools through the disbursement of complementary SIG to 250 satellite primary and secondary schools			
Activity 1.1.5	Monitoring and verification quality assurance for Wash in school and piped water schemes			
Activity 1.1.6	Conduct independent verification/ quality assurance for SIGs			
Activity 1.1.7	Monitoring of SIG implementation			
Activity 1.1.8	Capacity building for SIG for education officials and teachers			
Output 1.2	**Schools' climate-resilient capacity enhanced**	Number of schools with completed solar installations	Grant implementation reports and solarisation completion certificates	Schools in marginalised areas with no access to electricity will embrace installation of solar power

		Number of online Courses and Training resources for DRMR developed	Learning passport and MoPSE websites, Electronic copies of the developed resources	
Activity 1.2.1	Solarise 70 P3 and S3 schools (VP)			
Activity 1.2.2	Develop online learning content and training resources on DRMR and climate change			
Output 1.3	**Improved quality and safe learning environment**	Reviewed minimum functionality standards	Review report	There is a commitment by all stakeholders to update the current minimum functionality standards
Activity 1.3.1	Review Minimum functionality standards for better Age-gender-disability- appropriate and resilient school infrastructure and climate change			
Outcome 2	**Enhanced foundational literacy and numeracy of all girls and boys**	Learning Performance Grade 2 – Literacy (F, M, T)	ZELA report	Recommendations of the ZELA assessment are implemented to improve the performance of infant level learners
		Learning Performance Grade 2 – Numeracy (F, M, T)	ZELA report	
Output 2.1	**Improved access to foundational learning**	Number of teachers trained on foundational learning teaching methodologies.	Training reports	Infant teachers in Zimbabwe use traditional methods of teaching and require reskilling with modern pedagogies. All the identified teachers will attend the in-service trainings
		Number of foundational learning teaching and learning materials procured	EMIS and Distribution lists	Learners transition to next levels of schooling without the minimum foundational learning competencies because of shortage of teaching and learning materials. Provision of these materials will improve children's learning outcomes

		Number of frameworks revised for curriculum and assessment	MOPSE-approved frameworks	The curriculum review needs review and the review will improve the curriculum
		Number of parents sensitised on foundational learning	Activity report	Parents attending the sensitisation meetings will help their children when they are at home
		Number of children with disabilities reached with teaching and learning materials	Teaching and learning materials distribution list	Children With Disabilities if reached with assistive devices and teaching and learning materials, they will learn better and remain in school
		Number of teachers trained on basic parenting skills	Training reports	Teachers receiving training will interact with parents for transfer of knowledge and skills
		Finalisation of the Early Learning Development Standards	Approved ELDS	ELDS are used to improve school readiness
		Number of schools provided with positive discipline materials	Distribution lists	Materials are complemented with teacher trainings
Activity 2.1.1	Train 27,833 infant teachers on Foundational Learning			
Activity 2.1.2	Sensitise 86320 Parents and caregivers on Foundational Learning			
Activity 2.1.3	Conduct the Zimbabwe Early Learning Assessment (ZELA)			
Activity 2.1.4	Procure and distribute 705,150 teaching and learning materials for foundational Learning			
Activity 2.1.5	Provide assistive teaching and learning materials to 31,500 CWDs			
Activity 2.1.6	Provide Technical Support for the competence-based curriculum			
Activity 2.1.7	Training for ECD teachers on basic parenting skills			

Activity 2.1.8	Complete the Early Learning Development Standards			
Activity 2.1.9	Procure and distribute positive discipline materials			
Output 2.2	**Digital skills of teachers enhanced**	Number of teachers trained in the use of digital learning tools (disaggregated M, F, T)	Training reports	Techers are motivated to upgrade their digital skills and they will use them teaching and learning purposes thereby exposing their learners to the world of digital learning
		Number of schools provided with ICT devices	EMIS, Distribution Reports	Schools will effectively use the ICT devices for teaching and learning. These are expected to improve learners' digital literacy skills which are very important for their survival in this digital ear
		Installed solar power in studio	ECG Minutes, MoPSE reports	If the digital studio has power all the time teachers and material developers will have uninterrupted access to it. This will improve their content 81igitizing skills
Activity 2.2.1	Solarize and improve equipment at MoPSE Radio studio at Curriculum Development and Technical Services (CDTS)			
Activity 2.2.2	Train 400 teachers on Digital literacy skills			
Activity 2.2.3	Provide ICT devices for e-learning in 127 P3 and S3 schools			
Activity 2.2.4	Development of digital, TV, and radio content for foundational learning			
Outcome 3	**Enhanced education sector equity-focused leadership**	Drop-out rate at lower secondary level	EMIS data for the 100 piloted schools	Piloting of the early warning system for dropouts will increase the capacity of beneficiary schools to reduce school dropout

Output 3.1	**Enhanced efficiency and effectiveness of MoPSE and school leadership**	Number of teachers trained on STEM/STEAM (disaggregated M, F, T)	Training attendance registers	There are no barriers to female teachers training in STEM/STEAM and after training these teachers will take leadership in promoting the uptake of STEM subjects by all learners irrespective of gender
		Number of schools that piloted the early warning system for school dropout	EWS piloting report	Schools will be interested and will pilot the EWS
		Number of advocacy workshops held to increase investment in early learning	Workshop reports	Convening stakeholders will ead to increased investment
		Number of recommendations implemented from the 2021 Holistic Organization Development (HOD)	MOPSE records	The implemented recommendations will lead to greater efficiency in delivery of education services
		Number of quality assurance activities undertaken to support strengthened MOPSE internal controls	MOPSE trip reports	Quliaty assurance visits will lead to increased action on internal control findings
Activity 3.1.1	Pilot the implementation of the Early Warning System for mitigating school dropout and quality assurance review in 100 schools. (Scaling and implementation will be done under the GEA)			
Activity 3.1.2	Train 852 teachers on gender-based pedagogy on STEAM/STEM			
Activity 3.1.3	Strengthen advocacy, evidence sharing and partnership for increased investment in early learning			
Activity 3.1.4	Implement selected recommendations of 2021 Holistic Organization Development (HOD) review			
Activity 3.1.5	Strengthen process for internal controls in MOPSE			
Output 3.2	**Effective Grants implementation management**			
		Number of JMV conducted	JMV trip reports	JMV includes locations with GPE activities implemented

		Number of independent verifications of achievement of variable part indicators	Independent verification reports	GPE programmes achieve targets for variable part indicators
Activity 3.2.1	Monitor STG and SCG implementation			
Activity 3.2.2	Produce/Disseminate communication and visibility products/materials			
Activity 3.2.3	Carryout Independent verification for the Variable Part			
Activity 3.2.4	Final evaluation of the STG, GEA and SCG implementation			

Annex 2 Programme Results Framework

Please see separate file for programme results framework.

Annex 3 Programme Risk Register

Table 4.1 Risks to the Programme, their Likelihood, Impact and Mitigatory Actions

Risk Description	Likelihood	Impact	Gross Risk	Mitigation Strategy Action	Likelihood	Impact	Residual Risk
Government Commitments on Education financing falls below the agreed % e.g., the 2023 allocation is 14.9% against the target of 16.8%	Certain	Major	Severe	▪ Provide technical support to the phased implementation of the basic state-funded education ▪ Advocate together for the government to uphold the Kenyatta declaration (together with the Parliamentary Portfolio Committee on Primary and Secondary Education) ▪ Support the finalization, approval by cabinet and the implementation of the School Financing Policy ▪ The allocated national budget to education is progressively increased as planned	Likely	Medium	Medium+

Delayed release of allocated resources by the treasury and partners resulting in loss of value and failure to achieve timelines	Mostly likely	Major	High	• Advocate for timeous release of funds from the treasury and the partners • Lobbing and continuous engagement with the treasury and partners on timeous release of resources • Timely acquittal of resources by MoPSE	Likely	Moderate	Major

Policy reforms are proceeding slowly through the system and might be delayed due to 2023 election process	Likely	Medium	Moderate	• The Education Coordination Group makes follow-ups on the policies to be finalized and have as a standing item on the ECG agenda.	likely	Medium	Medium
Aid environment remains uncertain with only one bilateral donor Foreign Commonwealth Development Office (FCDO) supporting education sector	Likely	Major	Major	• MoPSE in collaboration with its development partners is actively seeking for additional • funds to support the Zimbabwe education sector • Increased partners'fundraising for education sector in Zimbabwe, including to activating the GPE Multiplier Grant • Target engagement withn foundations in key priority areas	Likely	Medium	medium

Implementation of the GPE programme might be delayed due to 2023 election process	Likely	Major	High	▪ MoPSE will be prepared with its implementing partners to kick start implementation of planned interventions, to ensure particularly implementation at the most local level assuming these local levels are less disturbed by political processes	Unlikely	Low	Low
Communities' reluctance to accept planned interventions	Unlikely	Low	Minor	▪ Continued support to community mobilization with teachers and school heads, SDC participation and further insist on education importance for children and communities. ▪ Create strong partnerships with local stakeholders	Unlikely	Low	Minor

Lack of wellbeing of children in affordable and sustainable boarding facilities resulting in Gender-based Violence	Likely	Medium	Moderate	- Provide Standard Operating Procedures (SOPs) for management of affordable and sustainable boarding facilities with minimum standards for child safeguarding - Training of staff in charge of affordable and sustainable boarding facilities on children safeguard principles and modalities. - Create awareness on child protection and health issues and where to access help - Extension of the school feeding program to affordable and sustainable boarding facilities - increased demand by communities for education for girls and boys including those excluded and discriminated against - The whole government approach with enhanced inter-ministerial work is applied to education sector to improve disadvantaged children support to access and stay in school, to ensure bluing, greening and digitalization of school	Likely	Low	Minor

All safety and child protection related risks during the implementation of programs	Most likely	High	High	▪ Training on safety and child protection risks ▪ Staff need to consent to upholding child protection, safeguarding and child abuse protocols and practices ▪ Staff and implementers should familiarize with National CASE management system through training ▪ Regular engagements with communities on safety and child protection issues	Likely	Moderate	Medium
Sustainability of interventions after the programme	Likely	High	High	▪ Community involvement and engagements at all the stages of implementation ▪ Advocate for more domestic funding allocated to education sector and with development partners for more long-term support to assist progressive ownership by the government ▪ Strengthen national, provincial and districts level authorities' engagement in terms of continued service provision ▪ Set up income generating activities at community level to facilitate some sustainability and autonomy	Likely	Medium	Medium

| Risks linked to cash transfer

(Transferring resources to implementing partners creates risks that programme activities will not take place as planned, resources will be misused, and results will not be achieved.)	Most likely	Severe	High	▪ UNICEF has adopted the United Nations HACT Framework to manage these risks. ▪ Assurance activities (Micro assessments, Programmatic visits, financial assurance activities -spot checks, scheduled and special audits) containing significant negative results and high-risk findings and observations are brought to the attention of the Head of Office. The Head of Office determines whether to further report issues to the Regional Director.	Likely	Moderate	Medium
Risks linked to procurement	Likely	Major	Moderate	▪ UNICEF's procurement principles are based on the procurement principles of the United Nations. All staff follow these basic rules and standards which guide how procurement is conducted to meet its objectives. These are: value for money; Accountability, integrity, and transparency; Fairness and Effective Competition; Best interest of the UN organizations concerned. The award of public contracts is made through open and competitive calls for Bid (Invitation to Bid (ITB) or Request for Proposals (RFP)), including for repetitive needs through LTA-Long Term Agreement. Regarding the award of public contracts, UNICEF has procurement policies and procedures which clarify the separated roles and responsibilities during this process ▪ UNICEF has zero tolerance for all forms of fraud and corruption. Details are laid out in the UNICEF Policy Prohibiting and Combatting Fraud and Corruption	Unlikely	minor	Low

				CF/EXD/2013-008) and the UNICEF Anti-Fraud Strategy. ▪ Segregation of the roles is the rule in terms of financial management at UNICEF Country Office (CO) between programme section and Operations. This financial management is made according to the Table of Authority and drafting, certifying, approving, receiving, and paying roles are separated			
Climate change, Natural hazards, and Disasters	Likely	High	Severe	▪ Adoption of current mitigation strategies on climate change ▪ Adoption of Disaster and Risk Management (DRM) protocols ▪ Monitor natural hazards and disaster alerts through media	Likely	Medium	Medium

Annex 4 Detailed Programme Implementation Plan

	Outcome / Output / activity	2023					2024												2025												2026						
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Mar	April	May	June	July	Au
1	**Outcome 1: Improved Functionality and safety of schools**																																				
1,1	**Output 1.1 Improved availability of teaching and learning materials, WASH services and safe infrastructure in disadvantaged schools**																																				
1.1.1	Disburse Regular School Improvement Grants (SIG) to 4445 disadvantaged schools				█	█											█	█											█	█							
1.1.2	Provide piped water in 60 P3 and S3 schools in drought areas (40 FP and 40 VP)	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█		
1.1.3	Facilitate improved WASH facilities through the disbursement of SIG WASH for water supply to 120 P3 and S3 schools (90 for FP and 30 for VP)						█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█					
1.1.4	Facilitate registration of schools through the disbursement of complementary SIG to 250 satellite primary and secondary schools	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█					
1.1.5	Monitoring and verification quality assurance for WASH in school piped water schemes				█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█													
1.1.6	Conduct independent verification/quality assurance of SIG utilization (SIG Regular, WASH and Complementary)																	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
1.1.7	Monitoring of SIG implementation				█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█					
1.1.8	Capacity building for SIG for education officials and teachers				█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█					

ID	Activity
1,2	**Output 1.2: Schools' climate-resilient capacity enhanced**
1.2.1	Solarise 70 P3 and S3 schools (VP)
1.2.2	**Develop online/distance (radio/TV) learning content and training resources on DRMR and climate change**
1,3	**Output 1.3: improved quality and safe learning environment**
1.3.1	Review Minimum functionality standards for better Age-gender-disability- appropriate and resilient school infrastructure and climate change
2	**Outcome 2: Enhanced foundational Literacy and Numeracy for All girls and boys**
2,1	**Output 2.1 Improved access to foundational learning**
2.1.1	Train 27,833 infant teachers on Foundational Learning
2.1.2	Sensitise 86,302 Parents and caregivers on Foundational Learning
2.1.3	Conduct the Zimbabwe Early Learning Assessment (ZELA)
2.1.4	Procure and distribute 705,150 teaching and learning materials for foundational Learning
2.1.5	Provide assistive teaching and learning materials to 31,500 CWDs
2.1.6	Provide Technical Support for the competence-based curriculum
2.1.7	Training for ECD teachers on basic parenting skills
2.1.8	Complete the Early Learning Development Standards

#	Activity
2.1.9	Procure and distribute positive discipline materials
2,2	**Output 2.2 Digital literacy skills of teachers enhanced**
2.2.1	Solarize MoPSE Radio studio equipment at Currriculum Development and Technical Services (CDTS)
2.2.2	Train 400 teachers on Digital literacy skills
2.2.3	Provide ICT devices for e-learning in 47 P3 and S3 schools (FP) complementary of EDF and in 26 P3 and S3 schools (VP)
2.2.4	Development of digital, TV, and radio content for foundational learning
3	**Outcome 3: Enhanced Education sector Equity-focused Leadership**
3,1	**Output 3.1 Enhanced efficiency and effectiveness of MoPSE and school leadership**
3.1.1	Pilot the implementation of the Early Warning System for mitigating school dropout and quality assurance review in 100 schools. (Scaling and implementation will be done under the GEA)
3.1.2	Train 852 teachers' on gender-based pedagogy on STEAM/STEM
3.1.3	Strengthen advocacy, evidence sharing and partnership for increased investment in early learning
3.1.4	Implement selected recommendations of 2021 Holistic Organization Development (HOD) review
3.1.5	Strengthen process for internal controls in MOPSE

ID	Activity
3.1.5	**Output 3.2 Effective Grants implementation management**
3,2	Monitor STG and SCG implementation
3.2.1	Produce/Disserminate communication and visibility products/materials
3.2.2	Carryout Independent verification for Variable Part
3.2.3	Conduct Final evaluation of the STG and SCG implementation

Annex 5 Responses to the QAR 1

GPE: STG QAR 1 - Secretariat Matrix indicating the feedback and the country's response to it/how it was or will be addressed

Recommendation by the GPE	Response on how this will be addressed (May)	Responses after PD Draft completed (June)
Overall comments		
1. The STG concept note does not address how the STG will support the first phase of the rollout of the equitable school financing policy and basic education state funded grant. This is a considerable weakness as these two aspects of the equitable access to education policy reform are at the core of the partnership compact and seen as key drivers of system transformation in Zimbabwe. 2. The program should link more closely to the transformation objective of the compact, particularly describing how the implementation of the SIG will help development of the Basic Education State-Funded Grant. 3. The program may consider capacity building actions to support the "development, and initial implementation of the school finance policy", as this is one of the key triggers contained in the compact for unlocking the top up funding.	The partners appreciate that reference to "the Basic Education State-Funded Grant" is in reference to the <u>Grant in Aid of Tuition</u> which was piloted in the 16 Districts. The GA and its partners also accept that Financing policy is rated highly on the basis that it will trigger the transformational changes expected in the education sector. To be able to do that, the program will support capacity building actions that includes: Dissemination of the School Financing	Overall, all GPE grants (STG, GEA, SCG) in Zimbabwe are managed in a complementary way to achieve transformation. There is now a common Theory of Change (TOC) for the STG, SCG and GEA combined, aligned and based on the GPE compact TOC. Regarding the school financing policy Both SCG and STG are allocated to the same Grant Agent (UNICEF) and again, complementarity is sought in the best interest of the country. Page 6 of SCG CN, there is a paragraph explaining how "This grant will be used to implement activities that will improve the financing to ensure adequate financing, including the implementation of the School Financing Policy and advocating for increased domestic financing of education." In addition, Page 8 of the SCG CN, the window 2 describe how to Mobilize coordinated action and financing to enable transformative change : 2.1 Support the implementation of the School Financing Policy and budget processes of MoPSE and MoFED identifying opportunities to improve the equity and efficiency of education expenditure. 2.2 Support Public Expenditure Review (PER) of the sector to help assess bottlenecks around budgeting processes including assessment of timeliness of release of funds and utilization by MoPSE

	policy to sub national levels Capacity building on SIG modalities and school financing models. Lobbying with the Parliamentary Portfolio Committee on the approval and implementation of the free basic state funded education financing policy Supporting expenditure reviews with a view to stimulate increase in the fiscus space Supporting actions towards creating the conducive environment for education financing	2.3 Capacity strengthening of MoPSE staff on financial planning, procurement, and budget utilization (link to sanitary ware procurement in GEA) In addition, and in response to the comments: 1. STG now lists the activities that support the finalisation of the SFP in Cabinet as that is the priority. Any first phase roll out activities can only start after the policy is finalised and will be funded through VP and/or multiplier funds. 2. SIG has been explained on page 28 of the STG PD. It is an embedded and institutionalized mechanism that MOPSE is proposing when allocating funding to schools. This proven mechanism can be envisaged to transfer other kind of state-funded grants to be sent at school level as school financing policy will be promoting 3. Capacity building related to the development and initial implementation of the SFP comes from the SCG as stated above. Specifically, the key activities are: • . dissemination of the SFP widely to all education stakeholders • support development, finalisation and dissemination of the education Public Expenditure Review • support training on financing management, planning, procurement processes and effective budget utilisation by MOPSE
4. Clearly identify the different challenges facing girls and boys and	The issues have been identified in the compact document	4a. Challenges facing girls and boys were identified in the enabling factors analysis of the compact and have been

how the program will respond to them.	and these speak to the different challenges facing girls and boys. These include: Economic factors, household level factors, school level factors and cultural factors. Other challenges are: Lack of ICT skills, lack of life coaching, limited career guidance and program solutions to promote use of ICT in schools. Broadly when the PD is being developed, these will be clearly elaborated. Other emerging issues such as drug and subsistence abuse, pregnancies access to schools, STEM WASH ins schools, Teaching and Learning materials, Teaching quality SRHR etc. The drug issues, SRHR, The programme will therefore streamline the multiple	added on page 17-18 of the STG PD, in the section on gender equity and inclusion in education sector. 4b. A Gender analysis of the education sector is underway the study on and the analysis made for the early warning system for girls drop out was used to feed the programme identification and the response 4c. The activities that specifically address gender issues related to girls have been set out in the STG PD with relevant activities (3.1.1 and 3.1.2). There are cross over of gender issues that are set out in the STG PD as well, which include activities related to early warning systems design and implementation safeguarding gender hardwiring within policy teacher training On gender-based pedagogy The specific linkages are set out in the STG and GEA alignment document annex 7" that accompanies the two PDs. All specific activities that respond to the challenges facing girls and boys in the STG and GEA are aligned to the PD's TOC.

	constraints to education and look at the differences in which the girls and boys are affected differently.	
5. Explain how learning outcomes approach / interventions fit into the broader vision of the ESSP and respond to vision of the partnership compact, including to consider equity.	Maxwell to seek clarity on the learning outcome approach but the programme will put emphasis on access, efficiency and unpack which levels of the learning outcomes this will be measured against (ZELA) Consideration will be made on the pass rates, literacy rates. The team will also check the ESSP and the curriculum framework and identify the alignment between them with the expectations on achieving learning outcomes.	5. the chapter on background provides details on how the compact is a subset of the ESSP and how the STG PD is a subset of the compact on page 16 as well as under sustainability page 63 of the PD. The chapter on programme design has included specific details on how the STG PD activities/interventions achieve this alignment. Equity is infused throughout the STG PD as it is key to achieving the transformative change of equitable access. Specifically it is mentioned under gender mainstreaming in education page 16 and Disability and inclusion page 18, under children with disabilities support, under the focus on disadvantaged P3 and S3 schools, particularly for SIGs or for wash support, the foscus on remote rural schools for solarization.
6. It would be valuable to discuss post-program continuation with senior MoPSE and Finance staff and gain their understanding and ideally their support to sustain key activities.	To be done during the PD process and especially detailed in the section on sustainability and how the issues will be	6. As part of the consultation in the STG PD development, discussions were held with Senior leadership in MOPSE, donor, and other development partners and they were part of the endorsement process in the ECG on 22nd June 2023.

	absorbed or merged in ongoing activities for continuation by Ministry.	UNICEF had a session with Chief Economist in the Ministry of Finance and Economic Development (MoFED) on 19/06/2023 shared their views on the document. The chapter on sustainability sets out how activities will be sustained after the programme finishes, for example on utilising the SIG mechanism for funds to schools which is proposed on page 63
7. It will be important to revisit the TOC linking interventions to results and provide evidence where available for intervention choices. Consider helping development of the TOC and the operationalization of the program by describing each activity under the following headings: problem, activity addressing the problem, evidence that this will work, agency responsible for the activity, annual activity budget, annual target and program target. Include in this, the activities to be undertaken by UNESCO, Save the Children and World Vision and show clearly which agency will be responsible for which activity.	The TOC speaks to the Compact Document, but this will be outlined in the PD describing each activity under the following headings: problem, activity addressing the problem, evidence that this will work, agency responsible for the activity, annual activity budget, annual target and program target. This will also outline the activities to be undertaken by partners i.e. UNESCO, Save the Children and World Vision and show clearly which agency will be	7. TOC was developed with all stakeholders participating (civil society, donors, MOPSE) and is on page 23 of the PD. The problem/activity/evidence/agency responsible/ annual budget/annual target and programme target are all located in the following chapters: • Activities and partner allocation and implementation support costs are summarized on page 47 and 48 of the PD • Annual targets and programme targets are in the Results Framework (Annex 2) Parties main areas of expertise have been included in the PD page 43

	responsible for which activity. The link between the problems, the responses and evidence that it will work will be strengthened in the Logframe as part of the PD. Need to consider having a **Result Framework** (refer to Max's proposed table) and the Logframe. For a start, there is evidence about the Literacy Boost, TPD approaches, Foundational Literacy and Numeracy models that can be benchmarked against	
8. The Secretariat encourages UNICEF to work closely with CAMFED to define actions by each agency related to joint activities, notably the early warning system and data dissemination. The STG program application should also define or better describe the correspondence between the competency-based curriculum proposed with the GEA	Noted. Meetings with CAMFED are already ongoing and will be scaled up during the PD development. CAMFED has indicated they are developing their own PD and that the cross-cutting	8. Alignment has been reviewed and a separate annex 7 has been included in the PD to show the clear linkage across the two grants The TOC is a joint STG, SCG, GEA theory of change and shows the alignment across all three grants. The GEA has described the link between the life skills activities to the competency-based curriculum on page xx of the GEA PD.

application's implementation of the life skills curriculum. The STG's 'Safe to Learn' initiative is not referenced in the GEA Concept Note. Finally, both partners should better demonstrate how they will work together on the community engagement components that are the cornerstone of the GEA application and a key element of the STG application.	activity would be the M&E Framework. There will also be a STG/GEA Alignment Document to link all the cross cutting issues The fundamental understanding is that the GEA is a booster to the STG and therefore a need for close linkages.	The GEA now includes details on how the safe to learn initiative; ending violence in schools is being support. The community engagement activities in the STG on pages 34 activity 2.1.2
9. Remove activities supporting 'A' level.	Noted and was removed	9. Done. All reference to activities post O level have been removed from both the STG and GEA PDs.
Variable Part		
1. Revise variable part proposal to respond to GPE system transformation grant guidelines	Noted. Will look into the guidelines and align accordingly **Discussions with Ciara:** Clarity on the VP activities in STG and the activities under SCG: Is there a possibility of bringing this discussion into the SCG as the key actions in the SCG are the ones designed to	The VP has been revised and activities related to VP have been clearly identified. The set of indicators have been included that respond to the TOC. The include details on the: a. background b. target description c. means of verification d. year of implementation e. payout amount f. disbursement rule

	creating the conducive environment for education financing). Request for the GPE to consider the possibility that the key outcome in the SCG becomes the VP in the STG with a limited output. This is because the aspects funded by SCG on education financing would make the STG VP a repetition	
2. Proceed with elaboration of indicators, targets, disbursement rules, and approach to independent verification	ECOZI will come to support independent verification. At Cabinet level there will be notices of cabinet.	2. done on page 39-43 in Chapter 3 on programme design in the STG PD.
3. Be mindful of disbursement risk, and whether delay in target attainment could negatively impact implementation of key activities.	The partnership will have indicators that are based on the inputs and through puts.	3. The risk of delayed target attainment has been described in annex 3 of the STG PD
Budget:		
1. The secretariat encourages revisiting the budget to reassess value for money by examining all unit costs, including for ZELA, and provide	Noted	1. The budget now includes unit costs by year.

expenditure by year. It is important to justify the overhead and staff costs associated with the four agencies involved in implementation.		The ZELA has been moved from the VP to the FP and has sufficient budget to be implemented three times over the programme period. The overhead costs for GA and partners have been revised and reflect the level of support provided within the programme so that value for money is achieved. This is set out on pages 46 and 47 of the PD.
2. It will be necessary to link M&E arrangements to the Compact M&E results framework (Table 2), the annual education Sector Reviews and the Results Framework of the ESSP.	Noted	2. The M&E framework sets out the M&E arrangements to the compact M&E results framework on page 54

REPORTS FROM CONSULTATION
Bulawayo Rainbow Hotel
02 June 2023
Southern Region Consultation (Bulawayo, Matabeleland North and South Provinces.)

Respondents

1. Provincial Education Directors- 4
2. District Schools Inspectors- 10
3. School Heads-16
4. Teachers-10
5. Learners-10

REPORT FROM SCHOOL TEACHERS

1OPENING QUESTION

.a) Current situation in Zimbabwe regarding quality, inclusive and equitable education

-Coming up with compressed timetable to cater for both mainstream learners and learners with learning challenges is a difficult task

-Teacher not fully trained for inclusive teaching

-Materials for inclusive learning not available in schools

-General shortage of resources and even unequitable availability a threat to quality and equitable education

-There is a high disparity distribution and availability of infrastructures

-Poverty impact heavily on learners with disability

1.b) Provision of education to the marginalized /disadvantaged learners

-No adequate assistance given to OVC

- BEAM not enough

2 Introductory questions

 a) Major causes of rising numbers of non-readers

-High teacher pupil ratio

-Resource shortages

-Low teacher motivation

-Learning disabilities

-Lack of individualized teaching

3 **Transitional questions**

.a) Current problems, difficulties or barriers to quality, inclusive and equitable education

-Poverty

-Resource unavailability

-Disparities in infrastructure

-Prevalence of drug and substance abuse

-Automatic promotion not working

b) Is gathering information on non-readers feasible

-That is highly a challenge

4.**Key questions**

a) Determinants that affect quality education

-Resource availability

-Curriculum review to meet the needs of the learners

-Teacher –pupil ratio very high

-Skills competence gape

-Internet connectivity and gadgets

-Rigid leadership

b) Effective methods of addressing the changes affecting learners

-psycho-socio support

-All schools to have special classes

c)Ways of improving current teaching methods

-Use of interactive teaching methods

-Individualized teaching

-Teaching through research

- Teachers autonomy is required

-Teacher retraining to meet current global teaching methods

 5. Ending question

Major priorities to improve education in Zimbabwe

-teacher motivation

-Reduction of teacher pupil ratio

-CALA reduction

-Infrastructure improvement

-More training required on positive discipline

-Use of artificial Intelligence in teaching and learning

Heads

Topic: Equitable access to quality education and relevant learning

Purpose: To reaffirm that the outcomes and activities that are being proposed in the STG program document are the priority areas in the education system

Theme outcome areas areas

Outcome 1: Functionality and safety of schools: are our schools safe for learners

Outcomes: Enhanced foundational numeracy and literacy

Outcome 3: Education sector equity-focused leadership.

Focus Group Questions

Opening Questions

What is the current situation in Zimbabwe regarding access to quality, inclusive and equitable education?

- Quality is affected by a lack of resources.

- The new curriculum is exposing learners to so much learning areas and content

- Quality is not guarantee

- Human resources are inadequate for teachers to deliver meaningful teaching.

- Poverty among learners. Pupils attend lessons on an empty stomach

- Partners are concerned about rural schools at the expense of urban schools which are also severely affected by poverty.

- Teachers are not well remunerated to do their best.

- Parents not paying fees for their children and heads are not allowed to send learners back home to collect fees

- Teachers are not supported in terms of teaching and learning resources and parental support in homework. Teachers are not getting support from home.

- Disciplinary problems as pupils do what they want

What is the extent of the provision of education to marginalized or disadvantaged learners?

- To a large extent, BEAM does not cater to other needs such as uniforms and other needs

- Marginally, 99% from special schools need assistance. A lot is expected especially in transportation. A physically challenged child needs someone to accompany her/him to and from school. There will be chaos during feeding time.

- Teaching of ICT is not supported in areas which do have gadgets since no teaching will be taking place.

- CAMFED is lifting the girl child only while boys feel unfairly treated creating more mistakes in trying to correct the mistake of the past and hence indulge in drugs.

Introductory questions

Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?

- Teachers are demotivated

- Teachers can not go the extra mile.

- For a child to read there is a lot of effort from the teacher.

- Inadequate human and material resources

- Composite classes

- Automatic promotion into the next grade leads to having forms 3s who cannot read

- Colleges need to sharpen their effectiveness in teaching reading skills.

- Re-engage all teachers to do staff development in reading.

- No enthausism in learners

- Learners see no purpose in learners

- Lack of support from home as most parents are preoccupied with trying to put food on the table and other things.

- F1 and F2 school systems as good

- Concentrate on maths, English, and Indigenous language

- Reduce loading of learning areas.

- There is not enough reading time because of the expected task to be completed

- Learners are always confined to the classrooms

- Capacitate infant teachers on teaching-reading

- Too large classes at infant make teaching reading difficult

Transitional Questions

What are the current problems, difficulties, or barriers to quality, inclusive and equitable education?

- Is gathering information on non-readers feasible?

- Number of the non-readers is given per period.

- At grade 1, end of June, and at the end of the year

Key Questions

What are the determinants that affect quality education?

- Teacher motivation

- Resources – human, material, and financial

- Relevance of the curriculum

- Takers in different Geographical areas, ICT questions to learners who have never seen computers

- A lot of resources are required to address learning, assistance in writing, notes, dress

What is the most effective method for addressing challenges affecting learners with difficulties in learning?

- Financial resources

- The tone of the school

- Clear policies

- Individualized learning

- Engagement of psychologists

- Progress classes

- Special classes

- Teaching using phonic methods and the involvement of parents

- Appreciation of effort

- RED-STAR method

- Improving current teaching-learning methods.

- Resourcing schools

- Teaching to be in line with technology

- Staff development

- Group teachers according to their area of specialization

- Give food incentives to the teacher

- Giving responsibility

How mighty current methods of teaching and learning be improved?

What are your key priority areas in your school improvement plan?

- Infrastructure

- Textbooks

- School feeding

- Quality Education

- Supervision

- Inclusivity

Ending question

What do you think could be the major priorities of improving education in Zimbabwe?

- Improve teachers' welfare

- Staffing

- Relevance of the education aligning it to what is happening in the area

Adequate staffing and promote

FOCUS GROUP DISCUSSION WITH THE DSIs

1. OPENING QUESTIONS

What is the current situation in Zimbabwe regarding access to quality, inclusive and equitable education?

QUALITY

- Shortage of qualified teachers.

- Failure to take teachers, e.g not taking new teachers after other teachers have gone for different leaves.
- Deployment of centralized teachers.
- They don't have adequate resources e.g. shortage of resources for ICT learning
- We need digital content when learners are learning ICT.
- Shortage of specialized teachers.
- Lack of vehicles that's affecting supervision in schools.
- None and and late payment of fees.
- Migration of teachers from rural schools to urban school.
- Teacher pupil ratio.1:8
- Lack of motivation of teachers e.g. lack of incentives.
- High staff turnover.
- Shortage of adequate infrastructure e.g. classrooms for both teachers and learners.
- Poor road network leading to best teachers refusing to go to those schools.
- Lack of connection / network
- Mental illness of teachers.
- Stressed teachers.

INCLUSIVE EDUCATION
- Lack of infrastructure/proper infrastructure.
- Lack of special needs.
- Lack of specialized teachers
- Neglation of teachers with disorders
- Disabled teachers who lack resources in order to be able to deliver knowledge.

ii) What is the extent of provision of education to marginalized or disadvantaged learners?
- Lack of resources
- Even though beam is provided they need food, shoes, stationery so giving or offering them money is not adequate.

Delay in payment of beam / funds into schools.

2) INTRODUCTORY QUESTION

Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?

- Rising number of non-readers
- High teacher ratio
- Inadequate reading materials
- Going for teaching colleges just for employment not for passion.
- Higher and Tertiary Education is producing unqualified teachers.

- Teaching attachment is not full load and there is lack of supervisor from the college and also a long wait period before deployment.

3) TRANSITIONAL QUESTION

Is gathering information on non –readers feasible?

- Information is not accurate.
- It is feasible with enough time.
- Training of teachers on how to collect data.

4) KEY QUESTIONS
i) What are the determinants that affect quality education?
- Inadequate resources (teaching and learning)
- Poor infrastructure
- Demotivated teachers.
- Negative attitude by parents
- Currency volatility.
- Dropping out of learners.
- Lack of supervision e.g. vehicles

ii) What is the most effective method for addressing challenges affecting learners with difficulties in learning?

- Staff developing teachers and catch up strategies(ERI)
- Workable teacher pupil ratio.
- Adherence to policy teacher pupil ratio
- Provision of adequate resources.

iii) How might current methods of teaching and learning be improved?

- Use of ICT gadget
- Staff development on the use of ICT and other methods and also provision of the ICT gadget.
- Refresher courses
- Provision of training resources down the grass root.

5) ENDING QUESTION

What do you think could be the major priorities of improving education in Zimbabwe?

- Improvement of working conditions
- Provision of teaching and learning resources
- Provision of vehicles in districts for supervision.
- Infrastructure improvement.
- Revisiting the teacher training curriculum.(teaching practice)
- Reduce waiting period for deployment.
- Deployment of teachers to their district of choice.

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1)How do we strengthen the links between schools,homes,districts and provinces in order to increase visibility of girls at risk of dropping out and supporting feedback loops to prevent drop out?

- Decentralization to districts
- Outreach programmes/awareness campaigns that are also funded.
- Establishment of viable G and C programmes in schools
- Establishment of girl guides(GEM) Girl Empowerment Movement

2) What is the gap between policy and implementation of re-entry support and catch up strategy?

- provision of education to cater for the incoming learners last point of success.
- Provision of non-formal education and use of compressed syllabus.
- Need for funding of non-formal.

3)What is needed to successfully support effective implementation of re-entry and catch up strategy.

- Equipping teachers with necessary knowledge in order for the learner to catch up
- Learning how to use compressed syllabus
- Close monitoring and evaluation of attendance of the teachers

4) How can the recommended approaches be made sustainable?

- Funding
- Training of personnel
- Continuous monitoring and evaluation

- Development of income generating programmes to enable sustainability

5) How do you think a strengthened life skills programme can improve girl's education outcomes?

- Improve life skills in order to reduce drop outs e.g. misbehaving like early pregnancy
- Survival skills

6) What should be prioritised forb a life skills programme?

- Funding of the programme
- Teacher motivation
- Learner's choice e.g. what the learner wants or programme of interest
- Monitoring and evaluation vehicles into schools.

Learners Southern Region

Learner focus group discussion

Item	Boys	Girls	Total
Total Learner Participants	6	4	10

Age range: 11yrs   -   19yrs

Primary	Secondary
1	9

New ways of assessing learners

From the focus group interview conducted, all learners agreed that there is need to improve continuous assessment by including the following learning areas and concepts:

Mechanics	Story Writing	Proverbs	Verbs
Complex numbers	Adverbs	Spellings	Preposition
Induction	Article writing	Letter writing	Similes Cv Designing.

Teaching of English in schools: What can be done to improve performance?

- Promote a reading culture in schools
- More dramatization activities in English
- Making English a compulsory medium of instruction for all teaching and learning activities
- Encourage students to participate in public speaking activities and making presentations on using different platforms as a way of boosting their confidence

Challenges in learning Mathematics

- Poor time management
- Poor delivery of concepts by teachers which makes it difficult for learners to understand
- Inadequate learning resource materials such as textbooks with ZIMSEC content
- Content overload (Too many CALAS per learning area)
- Poor teaching methodologies
- Lack of inclusivity (lack of supporting resources for learners with special needs)

Challenges in learning English

- Lack of confidence by learners
- Poor foundation background for learners to master skills to learn English at an early age
- Emotional and physical challenges (dyslexia)
- Most learners are used to their mother tongue
- Lack of skills and poor teaching methodologies by teachers
- Lack of teacher motivation
- Teacher absenteeism
- Influence of local customs, norms and values from the local communities

- Negative attitude portrayed by teachers towards learners
- Teachers are becoming more exam oriented
- Too much workload on CALAS

Important things learners would change to make learning enjoyable

- Need to foster a safe learning environment
- Need for more revision exercises
- Teachers should exercise positive criticism to students
- Reduce number of CALAS per each learning area
- Teachers should treat fairly all learners regardless of background
- Teachers and learners need constant motivation
- Teachers should improve their teaching methodologies and also make use of more practical examples within their local environs during lessons
- Techers should stop favoritism and negative comments

Satisfaction about the way teachers are delivering their lessons

Most of the students somewhat agree that teachers are delivering lessons satisfactory although improvements can be done on teaching and learning methodologies.

Learning online

The majority of learners agree that learning online has a number of benefits such as:

- Flexibility: Online learning allows you to learn at your own pace and on your own schedule. You can access course materials and complete assignments whenever and wherever it's convenient for you.
- Convenience: Online courses eliminate the need to commute to a physical classroom, saving you time and money on transportation and parking.
- Access to a wider range of courses: With online learning, you have access to courses and programs offered by institutions all over the world, which can help you to find the best fit for your needs and interests.
- Cost-effective: Online courses are often less expensive than traditional on-campus courses, which can make education more accessible and affordable for many learners.
- Interactive and engaging: Online courses often use a variety of multimedia tools and interactive activities to engage learners and enhance the learning experience.
- Personalized learning: With online learning, you can often customize your learning experience, choosing the pace, format, and content that works best for you.

However, the learners raised a number of issues that needed to be considered for this to be effective:

- Need for provision of more resources especially to the disadvantaged learners in rural areas
- Reduce distractors during learning
- Provide internet connectivity

- The girl child has many responsibilities at home which makes it difficult to balance with online lessons.

Do you think learning and teaching resources are adequate? Most students responded No

What form of support is needed to improve their performance at school?

- Provision of food during lunch
- Encouragement/ Motivation
- More tools for researching
- More textbooks
- Need to balance the workload
- Improved infrastructure
- Availability of adequate furniture
- Learners need for hearing aid/ gadgets

Do you feel safe at your school?

- The majority of learners felt safe at their schools within the school yard

Is there any form of bullying at your school?

- From the responses obtained from students, an element of bullying do exist at their schools especially at lower levels

Is there any form of drug or substance abuse at your school?

- The majority of learners expressed that there are less incidents of drug or substance abuse within the school environment but they did mention that some students do indulge in drug and substance abuse away from the school environment
- Gangsterism is also happening at schools.

Conclusion and recommendations?

- CALAS are time consuming and should be reduced per every learning area
- Provision for more resources should be channeled towards teaching and learning activities
- The percentage contributed by CALAS on the overall exam pass mark needs to be revised upwards considering the fact that CALAS are time consuming and require more resources (Value for time)

Comments on the whole exercise

- Some students were concerned that their views will not be considered
- Some students appreciated the opportunity and platform they were given to freely express themselves and represent other learners across the nation
- There is high hope for government and its partners to provide solutions towards the concerns raised

REPORTS FROM CONSULTATION
Mazowe Hotel
12 June 2023
Northern Region Consultation (Harare, Manicaland, Mashonaland Central, East and West Provinces.)

<u>**Respondent**</u>s

1. Provincial Education Directors- 4
2. District Schools Inspectors- 10
3. School Heads-16
4. Teachers-10
5. Learners-10

Learners Northern Region

PRIMARY AND SECONDAFRY SCHOOL LEARNERS QUESTIONS

Date: 12 June 2023

Attendance: 4 females and 6 Males

Age range: 11-18

<u>How do you think teaching you in English would improve your performance at school?</u>

- Being taught in English benefits in writing of exams because they are written in English
- Let teaching of English start at infant level
- Teachers are explaining in Shona which becomes difficult for learners to express themselves in English during exams
- Lack of explanation on particular topics especially summary writing
- Learners cannot speak in English
- Limited ways of communication with others
- Selective teaching
- Non- readers

<u>A new way of assessing learners known as continuous assessment was introduced. In your opinion hat areas do you think should be improved.</u>

- CALAs should be done practical subjects

- Should be structured in a way that resources can be available easily
- They aren't helping because there is repetition every year the same CALA
- CALAs to be taken away because they are causing stress towards students
- To many CALAs bring workload
- Funds or money demanded in CALAs for late submission
- CALAS should suit the environment in which learners get materials locally
- It is hard to look for resources so they must be an improvision of resources
- A subject and a CALA should not be given to kids at the same period they cannot exert the energy for all and costs at the same time
- The resources are not available so the kids are now buying resources and parents do not understand
- The costs involved the pupils cannot travel to Harare to buy materials

Challenges you have from learning in learning Mathematics

- The questions are written in English and learners fail to interpret
- Teachers are teaching in complex way and can not explain in a way learners can understand
- Limitation of methods of tackling a particular problem
- Teachers have a lot of students and it makes it difficult for the teacher to focus on one individual

How do you think are the best methods of helping learners improve their discipline and conduct?

- Teachers should understand situations and ban beating kids to solve problems
- They should try suppress the center of influence
- Teachers should communicate with parents to bring one solving skill to a child
- Schools should make awareness campaigns advocating for intensive guidance and counselling

Name the challenges in your school?

- Inadequate teachers
- Short of learning materials like textbooks
- Teachers use phones for teaching and students do not have the gadgets or are prohibited
- Teachers are rushing they are not going with the same pace
- Teachers are limited to their teaching skills

What are the three most important things that you want improved or done to make your learning enjoyable

- Hold educational trips
- Reduction of CALA components
- Turning of single sex schools to core educational schools
- Access to computer labs, science labs and WIFI

Are you satisfied with the way teachers are delivering their lessons

- selective teaching
- self-research teachers are not fully teaching and are not giving adequate information
- revision is only be done with those paying for extra lessons

- the way teachers are delivering lessons isn't satisfying

do you think learning online would help strengthen and improve your learning

- learning online only benefits those who have access to gudets and those without are greatly disadvantaged its beneficial because you get more tutoring

do you think your learning and teaching resources are adequate

- we do not have teachers
- no textbooks
- lack of parental support
- lack computer labs and science labs
- teachers are not replaced when they go on sick leave

do you feel safe at your school?

- No
- Long distances which are exposing children to abuse like rape
- Schools do not have physical barriers like walls and fences
- Emotional abuse by teachers
- Some structures are very old almost collapsing scary to learn in

Heads Northern Region

HEADS' QUESTIONS

Introductory questions

Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?

- Some school have access but others do not have
- There are no facilities in schools especially on special learners and teacher shortages
- No teachers trained to handle resource unit
- Low moral also affect the quality, teachers are demoralised because they are receiving low incomes.
- Gaadgets such as computers and network including wifi and gadgets and high teacher pupil ratio.
- Teachers were trained to teach old curriculum.
- There is no close link with higher education because teachers are not trained in the new demands of the Competence Based Curriculum.
- The infrastructure development is poor.
- There is positive descrimination within the education sector.

Facilities are very poor in schools. The MoPSE

- Teachers teachers teach subjects that they were not trained for
- Beam does not pay on time and when they pay the funds will be eroded
- Schools in rural areas are not getting qualified teachers. Teachers run away back into urban even if the Mini allocates
- Learners are tested on exam but have no facilities such as computers to use.
- Hot seating is affecting access

2What is the extent of the provision of education to marginalized or disadvantaged learners

- Establishment of new schools has increased access to education.
- The government still have a lot to do as learners are travelling long distances to schools due to lack of schools within the community .
- The government must improve payment of Beam on time.
- The child age and placement must be matched well. Due to limited number of schools in some areas.
- Poverty is upsetting the provision of the education. Hence addressing the poverty and food will improve accesss.
- Parents needs civic education. There Beam is not enough and is not addresiing all the challenges affecting the learners.
- The special learners are not benefiting because parents believe that there is no need for them to go to school

3 Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?

- Lack of reading materials
- Starting base
- No libraries
- Teachers are not motivated enough
- The curriculum is too overloaded and hence teachers have no time due to the overloaded sylabu
- Teachers have negative attitude due to other time challenges
- Some learners do not have interest in learning.
- Some innovations are not implemented
- Education has lost its test and hence learners are not seeing any models
- Covid-19 affected

4 What are the current problems, difficulties, or barriers to quality, inclusive and equitable education?

- Drug abuse
- The misuse of technology
- Cute shortages of learning materials
- Hanicaped can not travell long distance
- Shortages of teachers and subject mismatch
- Teachers are not allowed to go on leave including sick leav, maternity and hence are full of demotivation.
- Exams comes too early and the purpose of doing that is not necessary.

5 How might current methods of teaching and learning be improved?

- Disabled – government to provide special resources and teachers be trined to use the resources
- The teachers who are able to teach special learners are not motivated to teach due to demands.
- Learners must not be tested at the same level. They must be given their own assessment.
- The cala is burdening the teachers and hence have no time to assist the learners.
- The child must repeat to accquire skills
- Empower teachers to teachers
- Government to revive non-formal education to cater the marginalised learners and the government to pay non-formal learners

7 What are your key priority areas in your school improvement plan?

- ICT gadgets
- Movable boards
- Projectors to improve teaching methods
- Playgrounds
- Special rooms
- Special human resources, no ICT teachers, VPA teachers.
- Special classes and accommodation
- Income generating projects so that we revamp classes and incentives for the teachers

8 What do you think could be the major priorities of improving education in Zimbabwe?

- The most important thing is to renemearte teachers so that they are motivated
- Provision of adequate resources
- Provide per capita grant in schools
- Better schools must provide resources to the schools than viceversa
- The government to sponser schools on sport activities.
- There are so many subjects at the Primary level
- Innovations must be backed up with resources
- More researches must be conducted to ensure new curriculum to pay dividends
- Heads were not given time to Evaluate the new curriculum.
- The government to consider its commitment on Beam and computers.
- Schools do not participate in workshops
- Timeliness
- Need for the professionalism in the Ministry.
- Most non readers are not interested in learning Cala.
- There is need to reduce the number of subjects in Primary School.

- skills development

PEDs Northern Region

QSN 1 (i) WHAT IS THE CURRENT SITUATION IN ZIMBABWE REGARDING ACCESS TO QUALITY, INCLUSIVE AND EQUITABLE EDUCATION?

-we are not there yet though we have covered a reasonable gap in terms of quality, inclusive and equitable education

QSN (ii) WHAT IS THE EXTENT OF PROVISION OF EDUCATION TO MARGINALIZED OR DISADVANTAGED LEARNERS.

-it is fair because the marginalized schools still lack learning materials

-no teacher accommodation

-no adequate classrooms eg in Kariba

-students travel long distance to schools

-Government (BEAM) and Social Services are trying to fund but not all the needs are met

-very poor schools but there are devolution funds

-pupils are limited on learning areas in marginalized areas

-BEAM funds do not come in time

-on the issue of girls sanitary wear is not meeting the need

-the marginalized girl pass rate is low

QSN 2 WITHIN THE ZIMBABWEAN EDUCATION SYSTEM, WHAT DO YOU THINK IS THE MAJOR CAUSE OF RISING NUMBER OF NON-READERS.

- high teacher-pupil ratio

-high stuff turnover

-teachers misplaced

- language barrier in-respect of teachers

-shortage of teaching learning materials- poor infrastructure

-no capacity developments

-low teacher motivation

QS 3 (i)WHAT ARE THE CURRENT PROBLEMS, DIFFICULTIES OR BARRIERS TO QUALITY, INCLUSIVE AND EQUITABLE EDUCATION?

- ON QUALITY EDUCATION Shortage of learning materials especially textbooks, ICT gadgets.
- Poor and inadequate Infrastructure
- Quality can only be enhanced when we have good teachers (no good motivated teachers)
- Distance traveled by learners to school
- Teachers are not yet capacitated to teach some areas like CALA, TECHVOC and Mass displays
- Teachers are inadequate in remote areas
- Some teachers have no pedagogy so they can not teach effectively
- Teachers who go on leave are not replaced this is a serious issue
- We must have floating teaches who are ready for that

    INCLUSIVE
    - the equipment is expensive
    -Resource units are being established but not used well
    -There are no teachers
    -there is no support, need for funding
    -negative attitude by teachers towards INCLUSIVE education

EQUITABLE

-high level of school dropouts among the pupils especially in rural areas

QS (ii) IS GATHERING INFORMATION ON NON-READERS FEASIBLE?

-it is possible

-reading tests

-there is ZELA and school based reading programs, ERI (early reading initiative)

QS 4(i)WHAT ARE THE DETERMINANTS THAT AFFECT QUALITY EDUCATION?

-Availability of qualified teachers and motivated

-sound school governance

-adequate infrastructure

-support from parents

-availablity and inflow of funding

(ii)WHAT IS THE MOST EFFECTIVE METHOD FOR ADDRESSING CHALLENGES AFFECTING LEARNERS WITH DIFFICULTIES IN LEARNING?

- provision of qualified teachers

-parental involvement

-adequate learning materials

-provision of assistive learning devices

-disability friendly infrastructure and furniture specific to their disabilities

-financial support

(iii)HOW MIGHT CURRENT METHODS OF TEACHING AND LEARNING BE IMPROVED?

- funding

- capacitating the teachers

-provision of adequate teaching and learning materials

-parental involvement

(iv)WHAT ARE YOUR KEY PRIORITY AREAS IN YOUR SCHOOL IMPROVEMENT PLAN?

-infrastructure development

-sound financial management

-sound governance

5.WHAT DO YOU THINK COULD BE THE MAJOR PRIORITIES OF IMPROVING EDUCATION IN ZIMBABWE?

-building of more schools

-Teacher motivation

-Improve the existing infrastructure

-discipline of pupils

-school feeding

-there are no teachers for STEM

-no recruitment of teachers to teach special areas like ICT, TECHVOC, ECD

Annex 7 Zimbabwe STG-GEA Alignment Statement

The Global Partnership for Education has offered four different grants to support the education sector in Zimbabwe. These are the System Capacity Grant (SCG), System Transformation Grant (STG), Girls Education Accelerator (GEA) and the Multiplier Fund. The application for the Multiplier Fund will be done once donors are identified who are able to put additional resources into the education sector. The System Transformation Grant (STG) is a facility meant to support country partners to transform education systems by making focused, evidence- based investments that unblock system bottlenecks. The System Capacity Grant (SCG) supports the delivery of the GPE grants and system strengthening. The GEA provides supplementary funding for system transformation; it is anchored on the understanding that girls face severe barriers to completing education as they progress in the education system in Zimbabwe.

The purpose of this alignment statement is to demonstrate collaborative linkages between the STG, SCG and the GEA. This annex has been included because of the understanding that the GEA is a supplement to the STG but there will be two separate Programme Documents; one for each grant and it is important to highlight the synergies within the programmes and where there is common reporting, monitoring and complementarity.

BACKGROUND OF THIS ALIGNMENT DOCUMENT BETWEEN STG AND GEA

After a competitive and transparent process of GA bidding, two different Agents were selected for the STG and the GEA. UNICEF is the GA fo the STG and CAMFED is the GA for the GEA. However, the STG and GEA are closely aligned and together they contribute towards ambitions of Zimbabwe's Partnership Compact (Pursuing an Inclusive and Transformative Reform Agenda for Equitable Access to Quality Relevant Education in Zimbabwe). They will also contribute towards the delivery of Zimbabwe's Education Strategic Sector Plan-ESSP2021-2025. UNICEF is also the Grant Agent for the System Capacity Grant which is meant to ensure system strengthening to the education sector, laying a foundation for implementation of both STG and GEA.

As part of the Education Coordination Group governance structure, the GPE grants implementation and monitoring will fall under the Steering Committee which in turn will report to the ECG. Previous GPE grants used the ECG as the local education group in Zimbabwe. However, in early 2023, the Permanent Secretary, MOPSE requested a review of the governance structure to reduce transaction costs by reducing the number of meetings. As a result, the governance structure was reviewed and a new structure has been proposed, which was approved at the ECG. This means that the ECG will no longer function as the local education group (LEG) in Zimbabwe. The GPE/TEACH steering committee will function as the LEG.

UNICEF and CAMFED worked jointly to ensure appropriate linkages between the STG, SCG and the GEA and these are reflected in the key areas of crossover and alignment which are:

1. Infrastructure and wash facilities improvement
2. Early Warning System for dropouts

3. School climate resilience capacity
4. school minimum functionality standards
5. Children with Disabilities (CwDs)
6. Foundational Literacy and Numeracy for All girls and boys,
7. Life skill
8. safeguarding
9. community engagement
10. monitoring and evaluation
11. Theory of change, Risk Matrix, and Governance Structure

KEY AREAS OF CROSS OVER AND ALIGNMENT BETWEEN STG AND GEA

To support gender equality during the transformation of education sector, the key areas of cross over and alignment between GEA and STG are detailed below:

1. Infrastructure and wash facilities improvement

Improving infrastructure and particularly the Wash in school facilities in STG contribute to facilitate conditions of learning for girls and it is speaking to all efforts made in terms of safeguarding and well being at school developed in the GEA.

2. Early Warning System (EWS) for school drop out

In response to high school dropout rates, MoPSE through support from UNICEF developed an EWS for mitigating school dropout. Piloting of the EWS will take place under the STG in the first year of implementation. Following the pilot, scaling of the EWS into more districts and schools will then be supported under the GEA in years 2 and 3 putting into consideration results, learning, and recommendations from the pilot. CAMFED will work closely with UNICEF, MoPSE and other partners to implement the approved EWS model. To further complement this, peer educators will receive training under GEA to identify and support girls and boys who are at risk of dropping out of school and engage with relevant school and community authorities to support improved attendance, safeguarding, psychosocial support, guidance and counselling and appropriate case management. The activities under GEA will also enhance capacity for school stakeholders on child protection.

3. Enhancing Schools' climate-resilience capacity

With EDF KFW funding, DRMR plan, manual and booklet have already been produced. Currently the e-learning course on DRMR is to be finalized for a roll out at school level. Building on existing Disaster Risk Management and Resilience plan and manual, but also on the MoPSE staff already trained (districts inspectors, Provincial directors and head of office key staff, the STG will capacitate teachers in DRMR and climate change. The STG will capacitate teachers with additional teaching and learning materials on DRMR and climate change. The GEA will complement this by helping to build the resilience of students in understanding and responding to climate change and building climate-smart skills. This will be done through trained peer educators delivering life skills sessions using an adapted My Better World Curriculum which will incorporate a climate education focus including understanding of climate change, information, and skills to support mitigation and personal and community resilience.

4. Review and development of school minimum functionality standards

The STG will review the minimum functionality standards of infrastructure, to ensure that they are age, gender, and disability appropriate as part of Outcome 1: Improved functionality, protection, and safety of children in Schools. STG will also support 250 satellite schools to complete some of their facilities to enable them to be formally registered. incorporating the work done under the STG on the minimum functionality standards. The activities under GEA which focus on capacity building for school stakeholders on child protection, safeguarding, case management, and guidance and counselling (learner welfare) will complement the work done under STG on the review of the minimum functionality standards; hence contributing to the Safe to Learn Initiative. The GEA will focus on developing guidelines for the sustainable and affordable boarding facilities, as part of the minimum functionality standards.

5. Support to Children with Disabilities-CwDs
The STG will provide assistive/adapted teaching and learning materials to children with disabilities, particularly for inclusive education purpose through support to learners with invisible impairments. The GEA, School Psychological Services will provide financial, material and disability-specific support.

6. Enhancing Foundational Literacy and Numeracy for All girls and boys
Through the STG, teaching learning materials will be developed and/or procured and distributed to select schools to enhance foundational learning targeting the infant module (ECD A to Grade 2). Both the STG and GEA, led through LEPS in MOPSE, will undertake parent and community sensitization meetings with the STG focusing on foundational learning and GEA focusing on the re-entry policy and advocating against early marriages and pregnancies.

7. Curriculum, Life skills and safe to learn initiative
Curriculum under STG and life skills under GEA

The STG will support the review of the competence-based curriculum The GEA will support the alignment of a national life skills and wellbeing curriculum, as well, the STG will support the capacity of teachers to enhance the uptake of STEM/STEAM at the secondary school level.

8. Monitoring and evaluation

CAMFED and UNICEF will participate in the joint monitoring visits done at the national level with the MoPSE and will also participate in internal GA joint monitoring of the two projects. There will be joint review of the EWS between the STG and GEA allow the scaling up of the EWS by the GEA.

9. Safeguarding

Both the STG and the GEA have embraced the Safe to Learn Initiatives in the PDs recognising that the initiative works to ensure all children - including the most vulnerable - have access to safe and inclusive learning environments and works alongside partners to ensure that schools become a platform for safer and inclusive societies at large.

Through the attached Alignment Document Annex 7: Zimbabwe STG-GEA Alignment Statement, three key activities stand out as cross-over activities in both the STG/GEA towards promoting Safe to Learn Initiative under the two Grants. These are: Early Warning System, School minimum founctionality standard mentioned above

10. Community engagement

Community engagement is key to ensuring responding to their needs and the role of the School Development Committee will be crucial in many areas like choosing the utilization for the SIG in STG or case referral and management under GEA. Community involvement is also crucial to develop ownership and build sustainability of each interventions.

11. Theory of change, Risk Matrix, and Governance Structure

The MoPSE together with UNICEF and CAMFED developed the STG, SCG, GEA Theory of Change (TOC), which is based on the GPE compact theory of change. Under this alignment document, the two programmes will share similar risk matrix and the same governance structure. theory of change, risk matrix, and governance structure which will be used under both projects.