EDUCATION SECTOR ANALYSIS
ZIMBABWE

Final Report

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Contents

List of Abbreviations

AAP	Accelerated Action Plan
ACER	Australian Council for Education Research
BEAM	Basic Education Assistance Module
BSPZ	Better Schools Programme Zimbabwe
CIET	The Presidential Commission of Inquiry into Education and Training
CPD	Continuous Professional Development
CPU	Civil Protection Unit
DEO	District Education Officer
DFID	Department For International Development
DHS	Demographic and Household Survey
EMIS	Education Management Information System
EDF	Education Development Fund
EMTP	Education Medium Term Plan
ERI	Early Reading Initiative
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
ETF	Education Transition Fund (now Education Development Fund)
GEC	Girls Education Challenge
GER	Gross Enrolment Rate
GoZ	Government of Zimbabwe
GPE	Global Partnership for Education
GPI	Gender Parity Index
HPI	Human Poverty Index
IMF	International Monetary Fund
IOM	International Organisation for Migration
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MIMS	Multiple Indicator Monitoring Survey
MoA	Ministry of Agriculture, Mechanisation and Irrigation
MoFED	Ministry of Finance and Economic Development
MoHCC	Ministry of Health and Child Care
MoPSE	Ministry of Primary and Secondary Education
MoPSLSW	Ministry of Public Service, Labour and Social Welfare
MoHTESTD	Ministry of Higher and Tertiary Education, Science and Technology Development
MPI	Multidimensional Poverty Index
MTP	Medium Term Plan
NAPH	National Association of Primary Heads
NASH	National Association of Secondary Heads
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
ODL	Open and Distance Learning
OSSG	Out-of-School Study Groups
OVC	Orphans and Vulnerable Children

PCR	Pupil to Classroom Ratio
PED	Provincial Education Director
PLAP	Performance Lag Address Programme
PTCE	Part-Time Continuing Education
PTR	Pupil to Teacher Ratio
SBA	School Based Assessment
SDA	School Development Association
SDC	School Development Committee
SIG	School Improvement Grant (programme)
SPS	School Psychological Services
STERP	Short Term Emergency Recovery Programme
TCD	Teacher Capacity Development Programme
TCPL	Total Consumption Poverty Line
TDIS	Teacher Development Information System
TPS	Teacher Professional Standards
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WHO	World Health Organisation
YFC	Young Farmer's Club
ZABEC	Zimbabwe Adult Basic Education Course
ZALP	Zimbabwe Accelerated Learning Programme
ZELA	Zimbabwe Early Learning Assessment
ZIM ASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZIMSEC	Zimbabwe Schools Examination Council
ZIMSTAT	Zimbabwe National Statistics Agency

EXECUTIVE SUMMARY

The sector plan (Education Medium Term Plan, 2011-2015) for the Ministry of Primary and Secondary Education (MoPSE) comes to an end at the end of December 2015 and the Operational Plan related to this sector plan comes to an end in December 2016. In response to this, MoPSE has started the process of developing a new Education Sector Strategic Plan (ESSP) for the period 2016-2020. This country sector analysis report is part of the process of the development of the next Education Sector Strategic Plan (2016-2020) and will provide information on which the ESSP can be based. This document presents the status and performance to date of Zimbabwe's primary and secondary school subsector, with a focus on its strengths and weaknesses in terms of enrolment and efficiency, education cost and financing, teachers, quality and learning outcomes, school and governance systems, the learning environment, equity in schooling, early childhood development, non-formal education and literacy, and technical and vocational education. The analysis, which focuses on the primary and secondary subsector, was guided by the following questions:

- What key policies, goals and sector priorities have guided the development of the education sector over the past five years?
- To what extent has each of the policy targets, goals, and priorities been achieved?
- What were the major successes registered by the sector with regard to the equitable delivery of quality education services to various stakeholders?
- What is the current status of the system's resources including physical, human and financial resources? How have these changed over the study period?
- What were the main challenges faced by the system and how have these affected the delivery of education services to the different players and social groups?
- What factors have facilitated the achievement of the policy goals and targets and what constraining factors, barriers or bottlenecks have hindered the system's ability to achieve the goals and targets?
- What are the key issues that MoPSE should focus on in order to positively shape the sector's development agenda? What is the set of key priorities MoPSE should pursue over the next five years?
- What resources and changes in capacities, processes and practices will be required in order to enhance the system's ability to deliver education services in an equitable, cost-efficient and sustainable manner?
- What partnerships exist for the delivery of education services and how well have they worked? How can these and other partnerships be strengthened to ensure enhanced sector performance, sustainability and resilience?

Methodology

The overall methodology employed in the education sector analysis followed five major steps:

- The identification of sector goals and objectives;
- The collection of relevant data and reports;
- Key informant interviews;
- The analysis and synthesis of the data and reports; and
- The identification of priority areas for improvement.

The analysis and synthesis of data and reports involved a series of activities which included the:

- Drawing up of graphs and tables, including tables which disaggregate by characteristics e.g. province, gender, grant type, location, responsible authority;
- Establishing time series;
- Aggregating or disaggregating data;
- Calculating relationships;
- Computing summary statistics and indicators; and
- Preparing graphs and maps.

The main data sources used in this report were the Education Management Information System (EMIS, source MoPSE), the Teacher Development Information System (TDIS, source MoPSE), and the Multiple Indicator Cluster Survey (2014). In addition, important reports included the Census (2012), the Demographic and Health Survey (2005-6, 2010-11), the Multiple Indicator Monitoring Survey (MIMS, 2009), and the Zimbabwe Early Learning Assessment (ZELA: 2012, 2013, 2014).

Key policies and sector priorities

The key sector policies which have guided development of the education sector over the past five years include policies which have been developed during this time period: ECD Policy (2004); Life Skills, Sexuality, HIV and AIDS Education Strategic Plan (2012-2015); the National Youth Policy (draft, 2011); the National Non-Formal Education Policy (2015); the Teacher Professional Standards (2015), the School Functionality Standards (2013) and the Zimbabwe School Health Policy (2014)

The key sector documents which have guided the development of the education sector over the past five years are the Presidential Inquiry into Education and Training (1999), the Short Term Emergency Recovery Programme (2009-2010), the Zimbabwe Medium Term Plan (2011-2015), the Education Medium Term Plan (EMTP, 2011-2015) and its operational plan, and ZIMASSET (2013-2018).

The *Short Term Emergency Recovery Programme* (STERP) prioritised the conditions of service of the teachers, the backlog of unmarked examinations and the shortage of teaching and learning materials in schools.

The priorities of the *Zimbabwe Medium Term Plan*(MTP) were based on the Millennium Development Goals: pupil to teacher ratio of 28 to 1, a pupil to textbook ratio of 1 to 1, 30% of the budget to be allocated to education, gender parity in secondary school, and an increased literacy rate from 88.4% to 98% by 2015.

The key sector priorities from the *Operational Plan of the Education Medium Term Plan* (2010-2015) included the restoration of the professional status of teachers, the revitalisation of learning quality and relevance, improvement in the learning and teaching conditions, quality assurance and staff development, reinvigoration of school and system governance, mgmt and financing, a focus of resources on those with greatest need and the revitalisation of sports, art and culture.

The sector priorities for education from the *ZIMASSET* (2013-2018) had some overlap with the other plans: improvement of education quality (overlap with EMTP), review of the curriculum (overlap with EMTP) and improved infrastructure (overlap with EMTP). Additional priorities of ZIMASSET included an increased access to education and improved standards through e-learning.

Achievements with respect to the sector plans

Two of the STERP priorities were met. The backlog of marking was cleared (funded by UNICEF), and the shortage of core textbooks was addressed under Education Transition Fund (ETF), which became the Education Development Fund (EDF), however other textbooks remained an issue. Professionalism of teachers hinges on salaries, which are much improved: in 2008 salaries were below the Total Consumption Poverty Line (TCPL). Salaries have been increased and are now currently hovering around the TCPL.

The key priorities of the *MTP reflected those of the MDGs*:

- The pupil to teacher ratio of 28 to 1. This was not met for Early Childhood Development (ECD) and primary levels, however it was met for secondary level:
    - There were 12,124 ECD teachers, 74,129 primary school teachers and 43,361 secondary teachers giving a total of 129,614 teachers in 2014.
    - The ECD level has the highest percentage of unqualified teachers (67.34%), followed by Secondary level (25.81%) and Primary level has the least (10.84%).
    - Pupil to Teacher Ratios (PTR) are 35 to 1 for ECD , 36 to 1 for primary and 23 to 1 for secondary levels for all teachers.
    - PTR for qualified teachers are 108 to 1 for ECD, 41 to 1 for primary and 31 to 1 for secondary levels.
- Pupil to textbook ratio of 1 to 1:
    - This was met through the textbook distribution of the Education Development Fund (EDF): 1 to 1.3 for primary school and 0.97 to 1 for secondary school.
- 30% of the budget to be allocated to education:
    - This was 29.31% in the last budget (2015).
- Gender parity in secondary school.
    - The GPI for lower secondary was 1.01 and for upper secondary was 0.98 for 2014.
- Increased literacy rate from 88.4% to 98% by 2015:
    - Census 2012 figures - 96%; MICS - 92% for women and 86.1% for men.

The EMTP results framework from the Operational Plan, which is the main document driving the activities in the education sector, presented four outcome indicators and seven intermediate indicators (or operational objectives). The *outcome indicators* were:

- An 8% point increase in the survival rate for primary education by 2015. The target of 71.6% for 2013 not met.
- Increase in Grade 7 and 'O' Level pass rates. The Grade 7 target was not met but the 'O' Level target was met for 2013.

- Percentage of students at or above grade level for Grade 3 improves. This was surpassed for 2013 for both English and Mathematics. The target was not met for English for 2014 but it was surpassed for mathematics (in fact the percentage of students at or above grade level for Grade 3 for English was reduced to below the 2013 level, however this was not significant).
- Transition rates from primary to secondary and from Form 4 to Lower 6 improve. These targets were not met for 2014.

The *operational objectives* were:

- Strengthen teacher development and management. The objectives for 2013 and 2014 were met in 2014 with the development of Teacher Professional Standards, development of Teacher Development Information System (TDIS) and a baseline carried out. The baseline is currently ongoing.
- Improve learning quality and relevance.This is being addressed through the curriculum review. The Curriculum Framework draft is currently awaiting cabinet approval. If this is to be kept on track, the syllabi need to be developed and tested by the end of 2015.
- Improve conditions in schools. This is being addressed through the School Improvement Grant. A revision of the use of the finding has meant that the types of schools to receive this grant has been reduced. However, these schools have all received their grants for 2015.
- Improve education service quality through improved supervision. The numbers of teachers being supervised (receiving inspection visits from heads and district officers) has been surpassed. However, there are issues with the lack of feedback to the teachers.
- Strengthen school and system governance and management. This is being addressed through several activities. The development of the TDIS and the continued update of the EMIS is done and these are now under continual evolution to meet the information needs of management. The establishment of these two systems at provincial level and district level has been done for the TDIS but the updating of information at Head Office remains an issue due to connectivity.Fifteen hubs have been established nationally for EMIS. The second activity is the development of School Development Plans (SDPs). The number of SDPs has surpassed the target for 2014.
- Strengthen support to those learners with greatest need. The lack of funding for BEAM has meant that none of the targets for this operational objective have been met and they are not likely to be met for 2015.
- Strengthen Sport, Arts and Culture. This has been done through the curriculum review. The curriculum framework is still to be passed by cabinet and thesyllabi are still to be developed and tested.

In summary, the targets for the outcome indicators are generally not being met, and there is mixed performance for the operational objectives. It is easier to meet the operational objectives as there are definite activities that need to be carried out to meet them.

ZIMASSET priorities(not covered in EMTP) include the increase in access to education and improvement of standards through e-learning. This is a new set of priorities and the time

frame is from October 2013 to December 2018. There is a need to develop an implementation plan and a monitoring and evaluation framework for these goals.

Major successes

The EMTP provided the overall vision and mission statement for the MoPSE, however due to the limited data it was not as holistic or strategic as that required from an education sector plan. Consequently the Operational Plan of the EMTP was developed to provide a series of key activities and interventions that could be acted upon. Using this framework, MoPSE, guided by the Education Coordination Group (ECG), has made considerable progress towards system recovery.

A series of policies were developed under the operational objectives of the EMTP. These included The National Non-Formal Education Policy for Zimbabwe, and the Teacher Professional Standards and related documents (a manual, handbook, and supervision instruments). In addition to these key documents, the School Functionality Standards were drawn up to guide schools on the standards required.

The budget allocation to the education sector reached 29.31% of the total budget in 2015. Teacher salaries have improved since 2009 and are approximately the same as the Total Consumption Poverty Line for a family of five.

The argument that a system's strength is built from the bottom remains unassailable. A robust early learning base provides children with better opportunities for learning at higher levels, hence the intensification of efforts to ensure that every child not only participates in early learning, but they also acquire the requisite knowledge, skills and competencies expected at that level. This reality prompted MoPSE to review, in September 2013, the 2011-2015 EMTP priorities and ensure that early learning is accorded high priority. As a result, the Infant School Module (constitution ECD A and ECD B as well as Grade 1 and Grade 2) was formally established as one of the critical components of the education structure from 2014 onwards. Considerable progress has been made on the inclusion of Early Childhood Development (ECD) into the school system. All of the primary schools, except 41 schools, have at least one ECD class and the Gross Enrolment Rates (GER) of ECD is up to 39.4%. The enrolment has gone from 302,965 in 2010, to 352,946 in 2012 to 374,125 in 2013 to 427,826 in 2014. There were 12,124 ECD teachers in 2014, up from 9,992 in 2013. Of the 12,124 ECD teachers, 2184 (18%) were unqualified, i.e. they were graduates without teaching qualifications or they had a non-teaching degree or other unqualified teachers. In 2014, 49% of ECD teachers are paraprofessionals and 33% have diplomas or certificates in education or they are graduates with a teaching qualification. The training of paraprofessionals has gone a long way to addressing the shortage of ECD teachers.

Enrolment and GERs in secondary schools continue to increase: enrolment in Lower secondary rose from 871,557 in 2012 to 911,314 in 2014 and in Upper secondary it went from 65,177 in 2012 to 68,330 in 2014. GERs rose in lower secondary from 57.7% in 2012 to 73.44% in 2014 and in upper secondary went from 7.4% in 2012 to 11.38% in 2014. However, the enrolment rates in primary school reduced in 2013 and 2014 from 2,666,451 in 2012 to 2,663,187 in 2013 and 2,658,690 in 2014.

The pupil to core textbookratio in primary school is 1.3 to 1 and in secondary schools the pupil to core textbook ratio is 0.97 to 1. This is due to the textbook distribution under the EDF. In addition, under the EDF were the distributions of science kits to secondary schools, distribution of stationary and stationary cupboards, and distribution of Early Childhood Development (ECD) kits to all primary schools.

The GPE Secretariat, on reviewing the EMTP, supported the development of an Operational Plan for the EMTP which was fully costed and realistic. Based on the Operational Plan of the EMTP, the Global Partnership for Education (GPE) awarded a grant of US$23.6 million over three years to support a subset of priorities of the EMTP. Through this fund, support is being given to the professional development for better teaching and learning, supervision and management of teacher performance and development, and strengthened strategic planning. Teacher professional development is being supported in the areas of early reading (ERI) and performance lag (PLAP), the development of the Teacher Development Information System and the development of the Teacher Professional Standards and related material. These programmes are working through the clusters (groupings of neighbour schools), which has entailed the reactivation of the clusters.

School and system governance has shown considerable improvement through the training in financial management for school heads, and the training in and development of School Development Plans for schools under the EDF.The data gap which existed at the time of the development of the EMTP has been closed with the development of the EMIS and TDIS which are now both producing up to date information which can be used timely in management decisions. These systems continue to undergo development as they are continually changed to meet the needs of MoPSE.

The modernisation and relevance of education in Zimbabwe has seen considerable progress with the recently carried out consultative curriculum review process. This process has resulted in a Curriculum Framework for Primary and Secondary Education. This is currently awaiting Cabinet approval.

The marking of examinations for Zimbabwe Schools Education Council (ZIMSEC), the national examinations school board, are currently up to date. From 2016 this parastatal will be completely self financing with the introduction of a small fee for Grade 7 examinations. ZIMSEC, in collaboration with MoPSE, Australian Council for Education Research (ACER) and UNICEF, have been carrying out Zimbabwe Early Learning Assessments (ZELA) of grade 3 students. Capacity within ZIMSEC has been built by ACER to carry out these early learning assessments.

Non-Formal Education (NFE) and out of school programmes have been carried out under the EDF. These included ZALP, Out of School Study Groups, Fit for Life and Young Farmers Clubs. In addition, the thirteen mainstream technical and vocational subjects at 'O' Level have shown a steady increase in the numbers of learners sitting 'O' Level in these subjects/

The Education Coordination Group (ECG) is an effective and transparent coordination mechanism for the primary and secondary education sector, the EDF and the GPE.

Major challenges

The fundingof the education sector continues to be a challenge. 99% of the funding from Government in 2014 was spent on salaries. BEAM funding is now negligible which will impact seriously on the vulnerable learners. The schools remit funds to BSPZ which are used by district, provincial, the National Association of Primary Heads (NAPH) and National Association of Secondary Heads (NASH), and the parents/guardians are providing 96% of the schools income.

Equity issues at the level of the district and school type (urban/rural, grant class, satellite/registered) have been highlighted which include issues of finance, outcomes, enrolment, gender, OVC status and disabilities. The MICS (2014) linked school attendance, the age of enrolment, primary completion rates and transition rates to secondary school to wealth quintiles and the level of the mother's education.

Poverty is a major factor in learners remaining in school, with lack of school fees being the main cause for dropouts or children being out of school.

The enrolment in primary schools has been reducing in the last few years. The reasons for this is not known, but this could be linked to poverty.

The staffing levels at Head Office, Provincial and District levels are impacting on the implementation of programmes.

MoPSE needs to bring the Education Act and policies into line with the new Constitution of Zimbabwe. Two areas of immediate concern are the issues of corporal punishment and early marriages.

Current status of education

General context

The Education Sector needs to expand to take into account the predicted increase in learners (669,495 children between 2012 and 2022), the numbers of out of school children (1,234,641 children in 2012), and the marginalised children (OVCs and disabled children). School attendance is often related to poverty which is related to the education level of the household, indicating a need for a strategic approach encompassing all levels of the socio-economic areas to get people educated and out of the poverty trap, this is despite the literacy levels in the country being high. Additional challenges that are also facing the Education Sector are the issues related to a new constitution, natural disasters (often ignored due to natural disasters in schools usually being slow onset) and the financing of the sector which has been increasingly reliant on external funds to carry out the successful programmes currently being implemented.

Financing

The education sector budget was over US$1 billion for the first time in 2012. Although funding to the Education Sector continued to increase from 2010 to 2014, and the Education Sector's share of the budget allocation almost reached 30%, the amount of funding available to programmes decreased as the salary share of the funding went from 79% in 2010 to 99%

in 2014. The second largest item was school operational costs (grants) in 2010 of $36.7 million, however this decreased in 2014 to less than ten percent of the 2010 values ($3 million). Ministry's expenditure is dependent on the availability of cash and subsequent release of cash, and this varies monthly due to erratic disbursement of funds from Government. The overall non-salary expenditure is considerably reduced from 2010 (US$20.6 million) to 2014 (US$5.5 million). The distribution of the expenditure for non-salary items varies greatly with year, although this picture is partially obscured by the removal of Sport, Arts and Culture from MoPSE. The money available to school grants varies considerably from year to year with the lowest being in 2012 (US$2.7million) and the next lowest being in 2014 (US$3 million). Only US$2.1 million was released and spent on capital expenditure in 2014. Capital expenditure has varied greatly between 2010 and 2014 and the relative funds assigned to each programme varies from year to year. No funds were spent in 2014 under the PSIP, and no building grants were given to non-government primary and secondary schools in 2013 and 2014. The projects that have been carried out, for example distribution of textbooks, teacher capacity building, TDIS) have been externally funded through the EDF and GPE.

Private funding sources accounted for 96% of the income in both primary and secondary schools (excluding teachers' salaries). The private funding amounted to US$779,188,743 in 2013 which is almost equivalent to the amount received by MoPSE in 2013 (US$837.1 million). Public funding sources were about 4% of the funding in schools and external aid was less than 1%. The low level of compliance with levies compromises a school's ability to provide basic services. High user fees are identified in the literature as one of the greatest barriers to education[1] and the greatest reason for dropouts was attributed to financial issues (see Chapter 3). Poor parents cannot afford to pay fees and levies which compromises the quality of the education in the schools. The BEAM funding, which is now considerably reduced, was responsible for keeping the more vulnerable children in school. The reduction of this funding in 2013 and the lack of this funding in 2014 (only school fees were made available under this fund) may be responsible for the reduction in the number of primary school children enrolled in 2013 and 2014. There is a need for this social net to be reinstated and increased.

There are big differences between the types of schools in income and expenditure in terms of grant type and between registered and satellite schools. These differences are greater when comparing non-government and government schools. The range of fees for schools varies from $0 to US$12,150 with a decrease in average fees from P1 to P2 to P3 (except for P3 boarding schools), and from S1 to S2 to S3.

External finding

Two sources of bilateral and multilateral funding are the Education Development Fund (EDF) and the Global Partnership in Education (GPE). The EDF is the successor of the Education Transition Fund (ETF). The total funding of the EDF is a pooled funding of around US$ 115 million to be spent over five years (2012 - 2015) in the support of the education sector of Zimbabwe. The EDF funding is to be used in the areas of early learning assessment, school grants, quality of teaching and learning, out-of-school young people, and curriculum review.

[1]CfBT (2012) Situational Analysis for the School Grants Programme.

The first phase of the EDF, the ETF Phase I (2009 - 2011), distributed core textbooks to all children in primary school (4 textbooks per child) and secondary school (6 textbooks per child in Forms 1 to 4), ECD kits to all primary schools, science kits to all secondary schools, financial management training of all school heads, training in school development plans for all schools, sector planning, early learning assessment, school monitoring and school mapping. Funding has been made available through DFID for the next phase of the EDF to start in 2015 for three years at a rate of GBP 8 million per year.

The GPE funding is US$23.6 million to be spent over three years (2014 - 2016). The funding for the GPE is to be used for professional teacher development, supervision and management of teacher performance and development and sector wide planning for the next five year strategic plan (2016 - 2020).

BEAM funding was provided by DFID to primary school children. Funding was provided in 2012 (GBP10,000,000), 2013 (GBP11,641,450) and 2014 (GBP6,000,000). This funding has now come to an end and will not be renewed.

The Girls Education Challenge (GEC) has allocated funding to two organisations, CAMFED (GBP15,560,622) and World Vision (GBP 11,940,235) from 2013 to 2017. The purpose of this funding is to help the world's poorest girls improve their lives through education.

Enrolment

The current statistics for the education sector (2014) are summarised in the following Education Pyramid.

Level	Age	GER		No. of learners
Upper Secondary	18	GER = 11.38%	76.46%	32,635
	17		18.18%	35,695
Lower Secondary	16	GER = 73.44%	84.93%	200,897
	15		99.25%	231,567
	14		94.75%	230,348
	13		76.98%	247,323
Primary	12	GER = 107.92%	91.52%	322,749
	11		97.43%	365,929
	10		96.04%	369,106
	9		93.62%	375,206
	8		94.72%	385,928
	7		89.98%	386,148
	6			423,379
ECD	5	GER = 39.40%		271,739
	4			156,087

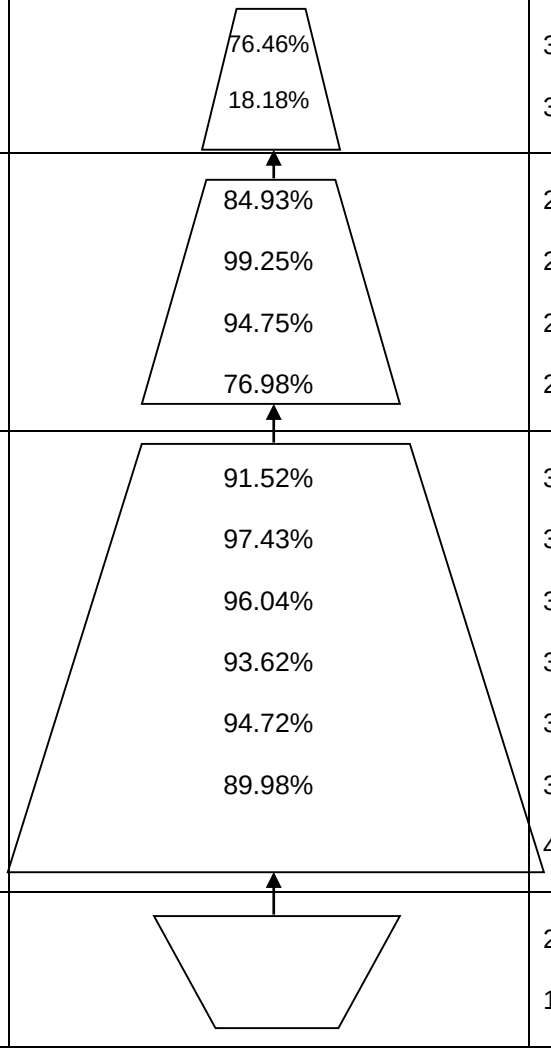


Figure 0.1 Education pyramid for Zimbabwe, 2014

The enrolment rates in primary schools went down in 2013 and 2014 even though the enrolment of ECDs is increasing. Only 41 schools do not have at least one ECD class and there is now a need to increase the number of ECD classes and classrooms so that more children can be enrolled into ECD (GER is currently 39.4%). Enrolments in secondary schools continue to increase. Despite this the out-of-school population continues to remain high (1,234,641 children) and 1% of children have never been to school (this 1% does not include children that are still to go to school). More than half the children in school are overage for their classes with children whose mother's level of education is low being the most likely to start school late and be overage. The Rural District Councils have the most schools and the most satellite schools and are in need of funding to develop their schools. Dropout rates and reasons are different for girls and boys, primary and secondary levels, and provinces.

Teachers

The analysis on teachers has shown that GERs are decreasing despite the fact the numbers of teachers are increasing. The calculation of PTRs therefore needs to be revisited, there are shortages of teachers at all levels and there are issues concerning job satisfaction of teachers. MoPSE is working to address the issues of job satisfaction through the development of the TPS, the revision of supervision tools, the PLAP and ERI initiatives, and the Teacher Capacity Development Programme. Salaries are still a major issue.

The highest percentage of unqualified teachers is at ECD level (67.34%) followed by secondary level (25.81%) and then primary level (10.34%). Matabeleland South had the highest percentage of unqualified teachers at ECD, Matabeleland North had the highest percentage of unqualified teachers at primary and Mashonaland Central had the highest percentage of unqualified teachers at secondary. The numbers of teachers, both qualified and unqualified teachers at primary and at secondary levels has been increasing since 1999.

The PTR are 35 to 1 for ECD, 36 to 1 for primary and 23 to 1 for secondary levels. Ratios vary widely between provinces. PTRs are very different to PCRs. Qualitative data indicate higher PTRs than those calculated.

ECD paraprofessionals make up the greatest percentage of the ECD teachers (49%). ECD paraprofessionals have provided a timely solution to the ECD teaching. Ten percent of primary school teachers and 26% of secondary school teachers have non-teaching degrees or they are unqualified. There is inequitable distribution of qualified teachers with 61% of primary and secondary teachers qualified in the poorest districts and 86% of the teachers qualified in the wealthiest districts. The districts with the lowest percentage of qualified teachers are in the northern districts along the borders. The PTRs for mathematics and sciences in secondary school are 272 and 294 respectively and for English and local languages they are 185 and 160 respectively.

There is a shortage of qualified teachers at all levels (this does not appear to be the case for primary level, however if the PTR calculations are revised this may be the case at primary level as well). Approximately 10% of teachers have less than a years teaching experience (11.38% in primary and 8.79% in secondary). There are 808 secondary school trained teachers teaching in primary school, 6 ECD trained teachers teaching in secondary school and 1,205 primary school trained teachers teaching in secondary school.

ECD and primary levels have more female teachers than males (GPI of 11.3 and 1.3 respectively for 2014), whilst secondary has more male teachers than female teachers (GPI 0.9). There are more male head teachers and deputy head teachers than female head teachers and deputy head teachers at both primary level, and the gender balance of heads and deputy heads at secondary level does not reflect the balance of male and female teachers.

More than a tenth of the teachers in primary school (11%) were in an acting capacity in 2014 (Figure 5.5) with the largest number of acting positions being the deputy head (53% of the deputy heads, 2,223 people), the head (42% of heads, 1,969) and the teacher-in-charge (46% of teachers-in-charge, 1,617 people).

The Teacher Professional Standards (TPS) have been developed. The teaching and supervision guides and tools needed in the implementation of the TPS have been developed and piloted. Training is now the next step. Teachers are generally well supervised (74% received visits from the district office/inspector and 93% received visits from their school heads), however feedback to the teachers is not at the same level.

Until recently most teachers, trained and untrained (except ECD paraprofessionals) had not had any opportunity for professional upgrading in the last ten years. The training of ECD paraprofessionals is now complete with a total of 9,954 teachers trained. The Teacher Capacity Development Programme (TCD) is in its first years with 1,971 teachers on the programme. Training has started on the Early Reading Initiative (3,771 school heads and 21,587 teachers from 3,739 schools) and Performance Lag Programme (3,798 school heads and 17,241 teachers from 4,038 schools).

Fifteen percent of teachers do not have syllabi for the course that they teach. The main reason is that the schools have to buy the syllabi.

Current salaries of teachers are at TCPL. However, this is a uniform salary for the whole country and does not take into account provincial differences in TCPL, rural placement or remoteness of the school. It has been suggested that rural allowances be reintroduced. Teachers are asking for non-monetary incentives e.g. housing stands and duty free import of cars. Teachers have not had a salary rise since January 2013.

Quality and learning outcomes

An extremely consultative curriculum review process took place in 2014 which resulted in the production of the curriculum framework in 2015. The framework wasapproved by Cabinet on 22 September 2015. The framework include *unhu/ubuntu*, emphasis on Science, Technology, Engineering, Arts and Mathematics and expanded technical and vocational education and training, mainstreaming of key issues and continuous assessment.

Zimbabwe Schools Examination Council (ZIMSEC) is the national examining body of Zimbabwe. All processing of examinations for which ZIMSEC is responsible are up to date. ZIMSEC charges for examinations to fund its activities; Grade 7 will cost $5 per subject in 2016, each 'O' Level subject will cost $15 and each 'A' Level subject will cost $26 in 2015. There are some concerns about the affordability of examinations. The low Grade 7 and 'O' Level pass rates are of concern (55.68%for Grade 7 and 23.14% for 'O' Level in 2013)[2], with issues of equity being reflected in the results (grant types, girls/boys, provinces, districts, urban/rural, registered/satellite and school ownership). Matabeleland North had the worst results. 'A' Level marks decreased in 2012 and 2013, Grade 7 marks decreased in 2013 and 'O' Level marks have been steadily increasing since 2011. Factors which have been linked to learning outcomes include nutrition, physical punishment, gender difficulties (teacher exploitation of girls and academic performance) and teacher motivation.

[2]The actual pass rates varies depending on the source. Each source uses a specific formula for determining the “pass” threshold. Generally, the method used by MoPSE – the source which is officially used at Grade 7 level –tends to produce pass rates that are higher. For ‘O’ and ‘A’ level, ZIMSEC figures are used.

Early learning outcomes have been monitored through Zimbabwe Early Learning Assessment (ZELA) to provide information on the outcomes of the EDF. ACER and ZIMSEC jointly conduct ZELA. Between 2012 and 2015, Grade 3 learners have not significantly changed in their performance in English but they have significantly improved in mathematics. The ZELA highlighted differences in learners' performance between urban/rural, registered/satellite, mother's education, school budget per learner (between $50 and $175) and socio-economic status. Matabeleland North reported the lowest levels of learner performance in mathematics and Matabeleland North and Mashonaland West reported the lowest levels of performance in English. The capacity of ZIMSEC to carry out these early learning assessments was developed during this process.

School and system governance issues

The large numbers of vacancies in MoPSE at Head Office (39% vacancy rate), Provincial Offices (31% vacancy rate) and District Offices (41% vacancy rate) has been having an effect on the implementation of programmes which is further complicated by the hierarchical reporting process for programmes which cross departments. The high vacancy rates in the Curriculum Development and Technical Services Department will impact seriously on the implementation of activities related to the new curriculum.

The exemption of MoPSE from a post freeze on teachers shows Government’s continued commitment to education. However, the high vacancy rates at Head Office, Provincial Offices and District Offices will compromise teaching quality.

MoPSE's capacity has shown marked improvement in areas related to system management, planning, administration and service delivery (SDPs, financial training, leadership, school management and supervision) however plans need to be made and actions carried out to maintain and improve on this.

The EMIS and TDIS have been developed and continue to be developed and are now being used to provide up to date information for management decisions.

Environment

Huge investments are needed in infrastructure and learning materials in the education sector. An additional 33,636 classrooms are needed in existing schools, 83,268 classrooms need minor repairs, 25,443 classrooms need major repair/replacement and 3,554 classrooms are derelict/dangerous, and 2,056 new schools are needed. To cope with the number of students, 41% of primary schools and 36% of secondary schools in urban areas are running double sessions. Due to the high cost of building to meet the School Functionality Standards, it is suggested alternative building materials and methods are investigated and the standards relaxed. Investments are also needed in water and sanitation, classroom furniture, and textbooks (outside the core textbooks, early readers and secondary school core textbooks), infrastructure for Science and Technical and Vocational teaching, special needs teaching and ICT. ICT resources are limited in schools: 55% of schools have electricity, 846 primary schools and 1,151 secondary schools have computers for the students, 618 primary schools and 528 secondary schools have internet, and 303

primary schools and 347 secondary schools have e-learning programmes. The ratio of pupils to computer teachers is 526:1 in primary schools and 404:1 in secondary schools.

Equity in schooling

Equity issues at the level of the district and school type (urban/rural, grant class, satellite/registered) have been highlighted which include issues of finance, outcomes, enrolment, gender, OVC status and disabilities. The MICS (2014) linked school attendance, the age of enrolment, primary completion rates and transition rates to secondary school to wealth quintiles and the level of the mother's education.

In 2014 there were 784,271 learners (25.41% of enrolled learners) in primary school and 314,189 learners (32.07% of enrolled learners) in secondary school that are OVCs (EMIS, 2014). There were 27,299 learners with disabilities in primary school and 4,955 learners with disabilities in secondary school in 2014. The estimated number of children with disabilities was 370,287 (based on the Disability Study) which means that approximately 90% of children with disabilities are not in school (this also takes into account those in special schools). There are 32 special schools with the 3,533 learners in 31 of these schools (SIG 2013). In the primary special schools the school heads indicated that 1,754 learners are OVC (62%). The secondary special schools have 480 learners (66% of learners) that were reported as OVC.

Early Childhood Development (ECD)

Key policies related to non-formal education (NFE), literacy and technical and vocational education training (TVET) are the National Youth Policy (revised 2011) and the NFE Policy (2015). The implementation of the National Youth Policy is under the Ministry of Youth, Development and Economic Empowerment. The NFE Policy proposed programmes are basic literacy, functional literacy, Zimbabwe Adult Basic Education Course (ZABEC), Part-Time Continuing Education (PTCE), and Open and Distance Learning (ODL). It is proposed in the NFE Policy that all schools will become NFE centres and, Provincial Education Directors (PEDs) and District Education Officers (DEOs) will be in overall responsibility for the programmes.

Zimbabwe Accelerated Learning Programme (ZALP) has enrolled 32,000 learners in 602 sites and 2,507 Out of School Study Groups (OSSGs). In 2014 and 2015, a total of 1,792 facilitators, 686 supervisors, 41 DEOs and 10 Education Officers were trained in ZALP and2,913 learners were reintegrated into mainstream education although some have since dropped out again as they struggled with the demands of formal education.

The number of learners sitting 'O' Levels in the thirteen TVET subjects has been steadily increasing, with 93,859 learners sitting TVET 'O' Level subjects in 2013 with an average pass rate of 48.9% (higher than the national pass rate for core 'O' Level subjects of 23.13%).There are 5 TVET subjects at 'A' Level with 1,131 sitting these 'A' Levels in 2012 with a pass rate of 88.6%.

The Fit for Life intervention has 23,632 children enrolled and the Young Farmers Clubs (YFCs) have 673 clubs and 183 demonstration sites.

General recommendations

The following are general recommendations and a suggested way forward for the next Education Sector Strategic Plan.

A mix of strategies is required to deal with the level of the *mother's education*. The level of the mother's education was found in the MICS (2014) to be related to school readiness, age of primary school entry, school attendance, and completion rates of primary school. This will help to ensure that children attend school and deal with issues of quality and equity.

The *scaling up of ECD* should be continued as this will help address issues of equity. There is also a need to *expand resources for special needs* at the school level and within MoPSE which should include more classes, inclusive education and capacity building of staff within School Psychological Services and Special Needs Education. A strategic and costed approach is needed.

There is a need to have a *comprehensive and integrated approach to health* which should include, basic health screening, deworming, HIV, ART, mother's nutrition education, growth monitoring (in ECD), and school feeding.

Programming should prioritise remote and disadvantaged schools to reduce the gap between the most and least disadvantaged children. Programmes need to be developed which can be adapted to the needs of each province and district. Matabeleland North appears repeatedly as the worst off province (e.g. highest percentage of learners without writing and seating places, lowest ZELA results in mathematics, special needs). Special attention needs to be paid to this province. However, it should be noted that sometimes the worst off province or district in terms of percentages does not necessarily have the most learners in that position.

It is recommended that the policy documents, syllabiand circulars be put on the MoPSE website so that learners, teachers, school heads, supervisors/inspectors and even parents can have easy access to them.

There is also a need *for increased staffing at all levels of MoPSE*, particularly in targeted areas, for successful implementation of programmes, as well as the reactivation of the clusters through which programmes can be implemented (e.g. Early Reading Initiative, Performance Lag Programme, curriculum, out of school programmes, continuous professional development of teachers).

Documentation of innovative practices of districts and teachers e.g. the development of tests for performance lag by districts and the development of early reading material by teachers where none were available.

Inter-sectoral linkages will strengthen the education system. The sectors should include gender, climate, ICT, technology and vocational education, MoHTESTD, MoHCC (growth monitoring, basic health screening, school nutrition, immunisation, HIV/AIDS, sexuality, diseases, worms), and sport, arts and culture

For the way forward**,** it is recommended that the framework set up in the EMTP and the Operational Plan of the EMTP should be used to form the framework for the nextfive year strategic plan which will include the existing objectives and activities, new needs and the reinforcement of gains (e.g. financial training on an on-going basis as refresher courses and for new staff). It will need to include:

- Teachers issues including supervision, continuous professional development and training, as well as the reduction in the numbers of acting staff (Objective 1: Strengthen teacher development and management, and Objective 4: Improve education service quality through improved supervision);
- The curriculum and syllabi development and implementation, a comprehensive and integrated health approach, and an alignment of MoPSE policies with the new Constitution, (Objective 2: Improve learning quality and relevance);
- Improved infrastructure in schools and an increase in the number and size of schools, as well as improving supply of teaching and learning resources (Objective 3: Improve conditions in schools);
- Strengthening of the clusters, continued updating of SDPs to schools changing needs, develop costed provincial and district plans in line with the strategic plan, and continued development of the EMIS and TDIS to meet the evolving needs of MoPSE (Objective 5: Strengthen school and system governance and management); and
- A programme to deal with mother's education, reactivation of BEAM, a strong ECD focus, and an expansion of special needs (Objective 6: Strengthen support to those most in need).

To support this next strategic plan, innovative funding mechanisms will be needed and further financial commitment from government. The development of and launch of policies such as the Curriculum Review Blueprint and the Non-Formal Education policy demonstrate a clear *commitment by Government to education*. However the gains that have been made in some areas (teaching and learning materials, second-chance education, curriculum review, ESSP development) have been made possible through the EDF and GPE and are not sustainable without increased financial input from Government.

Specific recommendations

This section gives the specific recommendations which relate to the different sections in the report.

Context: **demographic and social context overview**

Schools provide an opportunity to deal with the nutrition and health issues in the country. With sound, this opportunity can be used to address such issues as nutrition, maternal education, ART of children and nematode burden.

Between 2012 and 2022, the school-aged population isexpected to increase by 12.7%. There will be a need to increase the size of existing schools and build new schools.

The Total Consumption Poverty Line is related to the province indicating that salaries should be area dependent.

Issues concerning malaria, HIV/AIDS, malnutrition and worms indicate a need for the health teachers and health clubs at schools.

The incorporation of ECD A and ECD B classes into school provide an opportunity for growth monitoring of the 3-5 year olds and maternal nutrition education.

Efforts are needed to find out why disabled children are out of school and what can be done to get them into school. There is also a need to increase the size of and number of Resource Units and Authorised Special Classes in schools at primary and secondary levels.

The National Worm Survey (2010) indicated a need for mass drug administration for soil transmitted helminths and bilharzia. This has been done every year since 2013, and will be completed in 2015 when a survey will be conducted to plan the next activities needed.

The numbers of AIDS orphans is estimated at 889,339 children. Support programmes, e.g. BEAM, are needed to keep these children in school. The level of poverty is related to the level of education of the household head. There is also a relationship between school attendance and the level of education of the mothers. These households need to have their children in school to stop the cycle of poverty and lack of education.

For children on ART there is a need for schools to make it possible for these children to take their drugs.

There is a need to have one coordinator within MoPSE to manage emergencies in schools and coordinate the relevant departments within MoPSE in collaboration with the Civil Protection Unit (CPU). There is a need for a Disaster Risk Reduction strategy in MoPSE.

The immediate challenges for the education sector concerning the Constitution, existing acts and policies are to (i) identify if the current body of legislation is in agreement with the Constitution, (ii) adjust the legislation that does not conform and that is outdated, and (iii) transform the legal provision into actions for children. Two key issues recently discussed in the press which need to be addressed with some urgency are corporal punishment and child marriages.

Context: macroeconomic context and education funding

So far, no budget allocations were made to ECD in 2015. This needs to be addressed as early learning has been shown to yield more positive results on the development of a child than at later stages of life. Moreover, ECD A and B are now an integral part of the Infant School Module that also includes Grades 1 and 2.

The ECG is an effective and transparent coordination group for the primary and secondary education sector. However, there is also a need for effective coordination of all education stakeholders. Perhaps this could be done through the reactivation of the Education Working Group and the update of the Education Atlas.

Substantial funding from external sources has been made available to the education sector through the EDF, GPE, GEC and BEAM. BEAM remains one of the government

programmes designed to provide a safety net for children who need assistance, and is funded partly through Treasury funds and partly through funding partners. However, funding from DFID, who have funded part of BEAM in recent years, has now come to an end. These funding sources have provided the funding to carry out programmes within the education sector which would not have been possible as 98.1% of the funding from Government in 2015 was allocated to salaries.

Enrolment: Enrolment levels

There are currently only 41 primary schools which do not have at least one ECD class. However, GERs and NERs at this level remain low. There is a need to address the low access to ECD in the next five year strategic plan.

Gross Enrolment Rates and Net Enrolment Rates in primary school decreased slightly in 2013 and then again in 2014. This is a worrying trend that needs to be reversed and appears to be related to multiple factors including the level of education of the mother and poverty levels of the household.

Enrolments in secondary school rose between 2012 and 2014. However, the enrolments in the Resource Units of secondary schools was reduced in 2014. There needs to be research done to establish why this has happened and then reverse the trend.

The higher the level of the mother's education (none, primary, secondary and tertiary), the higher the proportion of learner's attending pre-school, school-readiness, primary school attendance and secondary school attendance and the lower the proportion of school dropouts. There is a need to address this in the next five-year plan.

The poorer the household the more likely the learner is to be out of school. Social safety nets in the form of programmes such as BEAM are needed to keep these learners in school.

The question as to whether multi-grade teaching is effective needs to be addressed in the next five year plan.

Dropout rates are higher in secondary schools than primary schools and higher for girls in secondary schools than boys. The main reason for dropouts is financial (school fees) followed by absconding. Dropouts due to marriage/pregnancy increase with grades for girls with about 30% of the girl dropouts being accounted for in Forms 3 and 4. The probability of dropping out is twice as high in P3 schools compared to P1 and P2 schools, and girls are twice as likely to dropout as boys in Form 3 and Lower 6. The reasons for dropping out varies between provinces and between ages and sexes of the learners indicating thatreducing dropouts for each province should be approached differently. A national tracking system for dropouts is needed to determine whether what their movements are - whether they have gone back into school or not.

Enrolment: out-of-school children and children that have never been to school

Manjengwa (2015) National Assessment on Out of School Children in Zimbabwe
Recommendations:

- "Make education affordable and accessible to all children: Remove the financial burden for ECD and primary education
- Enhance non-formal vocational and technical training by providing more opportunities for older children and youth.
- Policy development on the monitoring of out of school children, promoting catch-up education and reintegration into the formal school system
- Strengthen the implementation of education policies on the ground by availing the necessary resources to monitor and evaluate progress so that educational practices and achievements reflect the sound enabling policy environment.
- Provide resources and facilities to enable all ECD-age children to access quality education.
- Improve the quality and regularity of collecting statistical data on education and align household data on children's education status with administrative data from schools.
- The National Assessment on Out of School Children identified areas that need further attention and more research

Conclusion: For inclusive education for all in Zimbabwe, poverty must first be addressed."

There is a need for targeted interventions in the districts with the most out-of-school children and the most children that have never been to school. These interventions should target the children that should be in ECD (perhaps an education campaign on the benefits of ECD to child development through the clinics). It should be noted that even if a district has the highest percentage of out-of-school, it does not mean that it has the highest number of children out-of-school. The actual figures need to be considered when targeting the districts for interventions.

The ZIMVAC (2015)[3] recommended that there was a need to scale up BEAM, re-introduce child supplementary feeding programmes, and construct schools.

Enrolment: numbers of schools

The responsible authority for the majority of satellite schools is the Rural District Councils (88%). Rural District Councils need technical and financial assistance to improve the quality of learning and infrastructure in their schools.

[3]ZIMVAC (2015) Rural Livelihoods Assessment.

Teachers: recommendations from the GPE baseline

> "When head teachers were asked what could be done to improve teacher performance with regards to early reading, approximately 60% of the responses indicated that teachers need to attend refresher courses or staff development workshops and training. A greater proportion of P2 and P3 schools Compared toP1 schools indicated that the provision of reading materials is needed to improve teacher performance in teaching reading. This indicates that the P1 schools are currently better served with reading materials. More head teachers/TICs of P2 and P3 also stated that in-service training in reading was required. P3 head teachers/TICs also emphasised the need to improve and increase the number of classrooms, introduce e- learning to adapt to modern techniques, increase the variety of reading materials and increase classrooms, motivation of teachers, improve the quality of teachers, supervising and monitoring after training of teachers and teaching phonics at an earlier stage in ECDA&B classes."
>
> Source: Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

Teachers: numbers of teachers

There are issues with the equitable distribution of trained and experienced teachers at district level which might require a change in deployment policies and practices, and the redeployment of teachers.

Teachers: pupil to teacher ratios (PTR)

The PTRs are very different to PCRs. Qualitative data indicate higher PTRs than those calculated. It is recommended that data collection and analysis for these data needs to be redesigned. There is a need to revisit the way that PTRs are calculated for senior schools as the method used is different to that indicated in the Education Sector Analysis Methodological Guidelines[4].

Teachers: teacher qualifications

ECD paraprofessionals have provided a timely solution to the ECD teaching problems and further development of these personnel and further training of new ECD paraprofessionals should be considered. Programme and interventions should be specific to each district as analysis has shown that each district is different and has district-specific needs.

There is a shortage of qualified teachers at all levels (this does not appear to be the case for primary level, however if the PTR calculations are revised this may be the case at primary level as well). There is a need to assess the needs for qualified teachers at all levels and subjects, and devise a plan to train the teachers needed. It may be necessary to restart the

[4]UNESCO, Pole de Dakar, The World Bank, UNICEF, Global Partnership for Education (2014) Education Sector Analysis Methodological Guidelines Volume 2.

ZINTEC programme and develop it so that those being trained under this programme can undertake further studies.

There are 808 secondary school trained teachers teaching in primary school, 6 ECD trained teachers teaching in secondary school and 1,205 primary school trained teachers teaching in secondary school. These teachers should be redeployed.

Teachers: gender balance of teachers

ECD and primary levels have more female teachers than males (GPI of 11.3 and 1.3 respectively for 2014), whilst secondary has more male teachers than female teachers (GPI 0.9). There are more male head teachers and deputy head teachers than female head teachers and deputy head teachers at both primary level, and the gender balance of heads and deputy heads at secondary level does not reflect the balance of male and female teachers. This gender imbalance at primary and secondary levels needs to be addressed.

Teachers: professionalism and job satisfaction

It is recommended that further research be conducted in the core teacher policy areas to assess teacher job satisfaction. These core areas are requirements to enter and remain in teaching; initial teacher preparation recruitment and employment; teacher's workload and autonomy; professional development; compensation (salary and non-salary benefits); retirement rules and benefits; monitoring and evaluation of teacher quality; teacher representation and voice; andschool leadership.

More than a tenth of the teachers in primary school (11%) were in an acting capacity in 2014 (Figure 5.5) with the largest number of acting positions being the deputy head (53% of the deputy heads, 2,223 people), the head (42% of heads, 1,969) and the teacher-in-charge (46% of teachers-in-charge, 1,617 people). The issue of this large number of people in acting capacities must be dealt with as lengthy period in an acting capacity may demotivate some incumbents.

Teachers are generally well supervised (74% received visits from the district office/inspector and 93% received visits from their school heads). However, feedback to the teachers is not is not always consistent or comprehensive.

Until recently most teachers, trained and untrained (except ECD para professionals) had not had any opportunity for professional upgrading in the last ten years. The training of ECD para professionals is now complete with a total of 9,954 teachers trained. The TCD is in its first years with 1,971 teachers on the programme. Training has started on the ERI (3,771 school heads and 21,587 teachers from 3,739 schools) and PLAP (3,798 school heads and 17,241 teachers from 4,038 schools).

There is a need to document initiatives carried out by teachers and district offices to develop resources where none have been available in early reading and performance lag testing and teaching.

15% of teachers do not have syllabi for the course that they teach. The main reason is that the schools have to buy the syllabi. It is recommended that these are provided free to schools.

Current salaries of teachers are at TCPL. However, this is a uniform salary for the whole country and does not take into account Provincial differences in TCPL, rural placement or remoteness of the school. It has been suggested that rural allowances be reintroduced. Teachers are asking for non-monetary incentives e.g. housing stands and duty free import of cars. Teachers have not had a salary rise since January 2013.

Quality and learning outcomes: curriculum review

A draft Curriculum framework has been developed and approved by Cabinet after an extensive consultative process (760,682 people were consulted). A detailed implementation and costing plan needs to be developed for Phase 1 and Phase 2 of the process.

Quality and learning outcomes: Examinations

There are some fears that the examination costs will not be affordable by some parents and guardians, and this needs to be monitored carefully.

There is a need for ZIMSEC to strengthen its quality control, especially as the introduction of Continuous Assessment (CA) is to become a reality.

Disparities in marks at Grade 7, 'O' Level and 'A' Level are seen between girls and boys, school grant types, urban/rural, registered/satellite, province, district and responsible authority for Grade 7 and 'O' Level examinations. Research is needed to determine the reasons for the trends seen in girls and boys marks at the different levels (including Grade 3).

Factors affecting learning achievements include nutrition, physical punishment, age, gender, and motivation of teachers. Matabeleland South is the province in most need of nutritional support.

Quality and learning outcomes: Early Learning Assessments

Results of the ZELA were related to school registration status, education status of the mother school and socio-economic status. Budget per learner between US$50 and US$175 could be used to predict learner performance. The school being attended affects the learner's performance. These results highlight the issue of equity which needs to be addressed at the school level

Matabeleland North reported the lowest levels of learner performance in mathematics and Matabeleland North and Mashonaland West reported the lowest levels of performance in English for ZELA. Special attention needs to be paid to improving learner outcomes in Matabeleland North.

It is recommended that the ZELA continues under the auspices of MoPSE, with ZIMSEC providing technical support, so that is can be used to monitor the implementation of the new curricula and the Early Reading Initiative.

The EMIS and TDIS have been developed and continue to be developed and are now being used to provide up to date information for management decisions. This needs to be continued.

School and system governance: administrative structure

For programmes which cross departments the reporting lines are directly hierarchical so processes, decisions and implementation are generally slow, especially when they require collaboration among two or more departments.

The high vacancy rates at Head Office, Provincial and District level need to be addressed with particular attention paid to those posts which have impacts on programme implementation, especially in the areas of teaching quality (supervision) and curriculum.

MoPSE's capacity has shown marked improvement in areas related to system management, planning, administration and service delivery (SDPs, financial training, leadership, school management and supervision) however plans need to be made and actions carried out to maintain and improve on this.

The inclusion of higher and tertiary institutions, practising teachers and managers, teachers, students and civil society, and technical specialists from national and international CSOs and NGOs in the GPE implementation has resulted in high quality results and the nation wide acceptance of the GPE initiatives. This inclusion is to be commended and continued.

School and system governance: capacity and efficiency

Some 46% of head teachers indicated that they did not have a cluster coordinator and half of the heads indicated that they had not received visits from the cluster coordinator. Cluster capacity needs to be enhanced for programme implementation to be successful.

Circulars from Head Office are the method of communication down to school level and must be used more effectively and in a timely manner in programme implementation. There is a need for tracking, monitoring and evaluation of policies.

Key school personnel have received training in financial management, school development plans, and leadership, school management and supervision. This needs to be continued with refresher courses for those trained and courses for new appointments.

Parents need to be involved with programmes involving their children as this complements the efforts of the teachers in such initiatives as ERI and PLAP.

Most District Offices do not have costed district plans. There is a need for training in this area and the development of these plans.

School and system governance: information systems

The data collection and analysis done for the PTRs and special needs related issues needs to be reviewed. Systems to collect information on special needs and analyse these must be improved. It is necessary to know how many children with special needs are in mainstream school so that the school system can respond to the needs. The EMIS also needs to be extended and a system developed to track dropouts, collect ECD information with respect to ECD centres that are not based at schools, and to be able to distinguish these from learners who participate in out of school programmes.

Environment: infrastructure

Huge investments are needed in infrastructure and learning materials in the education sector. An additional 33,636 classrooms are needed in existing schools, 83,268 classrooms need minor repairs, 25,443 classrooms need major repair/replacement and 3,554 classrooms are derelict/dangerous, and 2,056 new schools are needed. Due to the large costs of building to meet the School Functionality Standards, it is suggested alternative building materials and methods are investigated and the standards relaxed.

Investments are needed in water and sanitation, classroom furniture, and textbooks, infrastructure for Science and Technical and Vocational teaching, special needs teaching and ICT

About 41% of primary schools and 36% of the secondary schools in urban areas had double sessions in 2014. Double sessions result in higher maintenance costs of schools. P2 and S2 have the highest percentage of double sessions amongst the grant types. These double sessions need to be discontinued but until further infrastructure is made available they will remain.

Access to toilets and water sources varies across provinces. Schools with high pupil to toilet ratios need to address this by building extra toilets. This could be examined as a possible use of SIG grants.

The National Worm Survey found that 43.6% and 40.5% of schools visited had inadequate water and 33.5% of the schools either had no water or used unsafe water. More than 60% of schools shared their water sources with the surrounding community. While this strengthens school-community relationships, care must be taken to ensure that schools are not disadvantaged. All in all, the provision of water in schools needs to be addressed.

On average two students share each seating and writing place, with the situations worse in Rural District Council and Farm schools. SIG funding is being used in some schools to address this situation. This funding needs to be continued.

Environment: learning resources

Teachers need training on the proper handling and storage of Braille books.

The majority of ECD A to Grade 2 teachers do not have early reading materials. Some teachers are being innovative and making use of local resources. These initiatives need to be documented.

There are 1.3 core textbooks per pupil in primary school and just under 1 core textbook per pupil in secondary school. There is a need for textbooks for early reading, secondary school core textbooks, and non-core textbooks at all levels.

Shortages of teachers in indigenous languages, especially Sesotho and Tonga, remains a challenge to the promotion of indigenous languages. Special effort to train teachers in these languages is needed.

Only 47% of school in Zimbabwe had electricity in 2013. The ratio of learners per functional computer is 1 to 169 nationally in primary schools and 1 to 47 in secondary schools. Only 10.51% of primary schools and 21.62% of secondary schools had internet. Only 303 primary schools and 347 secondary schools have e-learning programmes. The pupil to computer teacher ratio is 526:1 for primary schools and 404:1 for secondary schools with 3,036 and 3,939 computer teachers in primary and secondary schools respectively. To meet the ZIMASSET goal concerning ICT huge investments are needed in ICT infrastructure and the training of teachers in this area.

Equity in schooling: distribution of resources

There are equity issues concerning school financial resources, grant type, urban/rural, registered/satellite, province and district in that school resources are not distributed equitably and this largely accounts for inequities in learning outcomes. The most affected children in terms of learning outcomes are those in the remotest schools. Programmes should be targeted to the areas where households can least afford education. District Education Offices need to prioritise these schools, as they are currently giving them less support. Programmes should target areas where the most affected children are rather than the highest percentage of children. There is a need to strengthen the capacity of schools to identify learners that are at risk of dropping out and expanding their capacity to keep them in school.

The attitudes and education of the parents are key to keeping children in school. A programme is needed to address these issues, in particular the level of education of mothers needs to be addressed as shown by the results in the MICS (2014).

There are differences between districts in girls and boys enrolled and in their pass rates. Girls do worse than boys at 'O' Level, but better at Grade 7 and 'A' Level examinations. The gender patterns in pass rates at Grade 7, 'O' Level and 'A' Level examinations and school attendance require research followed by gender specific interventions.

Equity in schooling: special needs

With only an estimated 10% of children with disabilities in school, there is a need to address this area. The ideal situation in the future would be full inclusivity where the teachers of all classes are able to deal with special needs. "To convert every teacher to be a teacher for every learner."

There is a need to increase the numbers of and expand the existing Authorised Special Classes, especially in Mashonaland Central, Matabeleland North and Matabeleland South.

Within the special needs schools there is a need for further training, a formal curriculum and syllabi for special needs, assessment tools, and technical and vocational education and training.

Equity in schooling: Schools Psychological Services (SPS)

There is a need to aggressively capacity build the Schools Psychological Services and Special Needs Education through intensive on-the-job training, and to develop user manuals to bridge the experience gap. There is a need for advocacy, an education campaign concerning special needs, and early identification and intervention strategy for children with special needs. The learner profiling needs to be revamped so that it is more structured. There is also a need to provide affordable, and durable assistive devices.

ECD: recommendations from a situational analysis of the infrastructure and material needs of the public ECD[5]

In the situational analysis of the infrastructure and material needs of the public ECD the following observations were made about the infrastructure: most primary schools had no classrooms for ECD B children, ECD teacher's houses were generally not available, toilets were mainly not age-appropriate and inadequate, pupil to toilet ratios for learners with disabilities were higher than the recommended 1:12 for ECD, child sized furniture was usually not available (some children sat on the floor), and materials in the outdoor play centre were usually not proportional to the number of children using them. In the same situational analysis the following challenges were mentioned: lack of access to ECD National syllabus, lack of access to policy documents, failure to implement ECD policy framework, shortage of current teachers' guide, text, story and picture books, shortage of qualified teaching personnel, insufficient remuneration for paraprofessionals, inadequate stationery (crayons, paints, paper, lack of provisions for children with disabilities, lack of understanding of ECD programme needs by some heads, huge enrolments in ECD classes, non-exposure of ICTs for ECD B learners, limited hand washing facilities, lack of ECD fund raising projects, limited supervision by Education Officials due to lack of transport, and inadequate fire extinguishers and First Aid kits.

[5]Kuyayama, A. (2013) Situational Analysis of the infrastructural and material needs of the public Early Childhood Development Centres. A report produced for the Education Coalition of Zimbabwe.

ECD: institutional and financial arrangements

There is a need to revisit the funding of ECD infrastructure and learning resources, and the payment of paraprofessional salaries. A large investment is needed in ECD to provide enough resources for all the children that should be enrolled in ECD.

ECD: level of access to ECD services

There is a need to adjust the EMIS statistics form to ensure that it also collects information on ECD, as the current form does not distinguish between ECD centres based at the primary school or off the premises, and does not capture information on independent centres, especially in urban areas.

Only 64% of learners are the correct age for ECD A and 48% of learners are the correct age for ECD B. The highest attendance in ECD is in urban areas and the eastern part of the country. There is a need to establish community-based, ECD satellites to reduce walking distances for the very young learners. This may be why learners enrol at older ages in ECD.

The attendance at ECD was related to the level of the mother's education (MICS, 2014). There is a need to invest in a viable programme for mother's education.

ECD: quality of ECD services

National pupil to teacher ratios are 36:1 for ECD. The numbers of ECD teachers are increasing with a total of 12,124 teachers in 2014. 9,954 ECD paraprofessionals were trained under the EDF.The training of ECD paraprofessionals, who make up 49% of the ECD teachers, has gone a long way in addressing the need for ECD teachers. There is a need to relook at the paraprofessionals training programme and identify successful lessons that can be applied to the pre-service and in-service training of ECD teachers, particularly given that there is still a shortage of qualified and trained teachers at this level.

ECD: the learning environment of ECD

There is a need to develop ECD infrastructure including classrooms, teachers' houses, toilets and outside play areas. There is a need for learning resources for ECD.

It is recommended that the policy documents for ECD and the syllabus be put on the MoPSE website.

Non-formal education and literacy training

There is a need to improve staffing of District Education Offices to implement the new NFE Policy (there are 4 vacant District Literacy Coordinator positions at District level and no dedicated Education Officers in this area). A regular monitoring programme will need to be set up at provincial and district level, as well as the adjustment of the annual census forms to take into account NFE in the EMIS. MoPSE is responsible for developing the curriculum, developing models of teaching and regulating the materials to be used.

The finalisation of the ZALP resources has been challenged by the competing needs of the Curriculum Review. As indicated earlier on, there are capacity issues in Head Office in the Curriculum Development and Technical Services Department. These capacity issues need to be addressed for both the Curriculum Review and the NFE programme development.

Technical and vocational education and training

NFE and TVET programmes face the similar challenges to formal education with learners dropping out due to relocation, long walking distances, lack of food, learners participation in income generating activities, the learners feeling lonely in class due to their age and socio-economic status and early marriages. There is still a big gap in terms of the children enrolled in these second chance education opportunities and the number of children out of school. The inability of these children to pay their fees when they are integrated back into school continues to be a challenge and some of them have dropped out of school again. There is a need to address this.

1. Introduction

The sector plan (2011-2015) for the Ministry of Primary and Secondary Education (MoPSE) comes to an end at the end of December 2015 and the Operational Plan related to this sector plan comes to an end in December 2016. In response to this, MoPSE has started the process of developing a new Education Sector Strategic Plan (ESSP) for the period 2016-2020. To inform the ESSP there is a need to carry out a sector analysis for the education sector. This current document presents this Education Sector Analysis (ESA).

1.1 Background

The need for a new education sector plan for Zimbabwe comes at a time when the Millennium Development Goals (MDGs) and Education For All (EFA) goals, priorities and targets are being reviewed in order to provide input into the post-2015 education agenda that is built around the Sustainable Development Goals. In addition the Africa Union's plan for the Second Decade for Education for Africa is also coming to the end (2006-2015). In the past ten years the Zimbabwe education sector has shown considerable progress despite facing challenges due to the changes in the political, economic and socio-cultural context of the country. The education sector needs to re-align to these changes and build on the lessons learnt and successes of the last five years so that the sector can respond to local, national and international demands. There is a need to identify the successes, challenges and lessons learnt so that a way forward can be planned for the next operating cycle.

1.2 Purpose of the Education Sector Analysis Report

This country sector analysis report is part of the process of the development of the next Education Sector Strategic Plan (2016-2020). It is a detailed document that offers an evidence based identification of the issues surrounding education in Zimbabwe. It provides relevant analytical information for government planners and stakeholders. Although its main objective is to provide a comprehensive snapshot of the education system in 2014 (the last year for which education statistics are available) it also provides some analysis of the evolution of the system over time where relevant. The performance of the education system is analysed for strengths and weaknesses in terms of enrolment and efficiency, education cost and financing, teachers, quality and learning outcomes, school and governance systems, the learning environment, equity in schooling, early childhood development, non-formal education and literacy, and technical and vocational education.

This sector analysis was carried out between June 2015 and July 2015 by a single consultant working closely with the Ministry of Primary and Secondary Education, UNICEF and education partners. The analyses presented use data and information collected from multiple sources, including the Education Management Information System (EMIS) of the MoPSE, household surveys (DHS, MICS, TPS baseline, GPE baseline and HEAs), specific surveys on learning achievements (ZELA) and national examination data from ZIMSEC. Macroeconomic data were made available by the Ministry of Finance and Economic Development (MoFED) and education specific financial data including school level data were made available by the MoPSE.

1.3 Scope of the Education Sector Analysis Report

The main focus of the ESA is to establish the current status of the education sector. The following questions from the Terms of Reference (Annex A) areused to guide this analysis and are answered by the information collected:

- What key policies, goals and sector priorities have guided the development of the education sector over the past five years?
- To what extent has each of the policy targets, goals, and priorities been achieved?
- What were the major successes registered by the sector with regard to the equitable delivery of quality education services to various stakeholders?
- What is the current status of the system's resources including physical, human and financial resources? How have these changed over the study period?
- What were the main challenges faced by the system and how have these affected the delivery of education services to the different players and social groups?
- What factors have facilitated the achievement of the policy goals and targets and what constraining factors, barriers or bottlenecks have hindered the system's ability to achieve the goals and targets?
- What are the key issues that MoPSE should focus on in order to positively shape the sector's development agenda?
- What resources and changes in capacities, processes and practices will be required in order to enhance the system's ability to deliver education services in an equitable, cost-efficient and sustainable manner?
- What partnerships exist for the delivery of education services and how well have they worked? How can these and other partnerships be strengthened to ensure enhanced sector performance, sustainability and resilience?

It is not the purpose of this sector analysis to assess individual projects or carry out new research work. The emphasis is on the collection, analysis and synthesis of existing information from policies, reports and existing MoPSE databases (TDIS and EMIS).

Cross-cutting issues which were taken into account where relevant in the analyses include: disabilities, gender, HIV/AIDS and OVCs.

1.4 The Presidential Commission of Inquiry into Education and Training, 1999

In January 1998, His Excellency, President R.G. Mugabe, constituted a commissionof inquiry into education and training. The Commission was tasked with inquiring into the current status of education in Zimbabwe with particular reference to the relevance, quality and orientation of the education system. It was required that three areas be specifically addressed (provision of education and training, organisational capacity and management, and financing of the education system) and recommendations be made on these areas on issues which required reform and strategies were to be suggested to address the problems.

The commission recommended that there be a nine-year basic education cycle for all pupils, that there should be an outcomes-based curriculum which is broad-based in terms of offered subjects and which focuses on learning areas, employment related skills and other essential skills and, that there be four inter-linked programmes (general (academic), commercial/business, technical colleges and trade testing). The initial implementation of

these recommendations was slow and the recommendation of the independent permanent body of experts to monitor the implementation was not undertaken. All strategic plans which are currently in existence make reference to this commission and undertake to implement one or more of its recommendations.

1.5 Existing sector plans

A series of inter-related strategic plans are in existence within which the education sector is currently operating (Figure 1.1). The first of the inter-related plansto be developed in 2009 was the Short Term Emergency Recovery Programme (STERP). This was developed as a response by the new Inclusive Government to address the issues of hyper-inflation, negative Gross Domestic Product growth rates, devaluation of the currency, low productive capacities, loss of jobs, food shortages, poverty and massive de-industrialisation[6]. The main issues of the education sector identified in the STERP were the conditions of service of the teachers, the backlog of unmarked examinations due to inadequate resources at the Zimbabwe School Examination Board (ZIMSEC) and the shortage of teaching and learning materials in schools. Of these three issues the STERP gave priority to the improvement of the conditions of service for the teachers and to provide incentives to attract teachers back from the Diaspora.

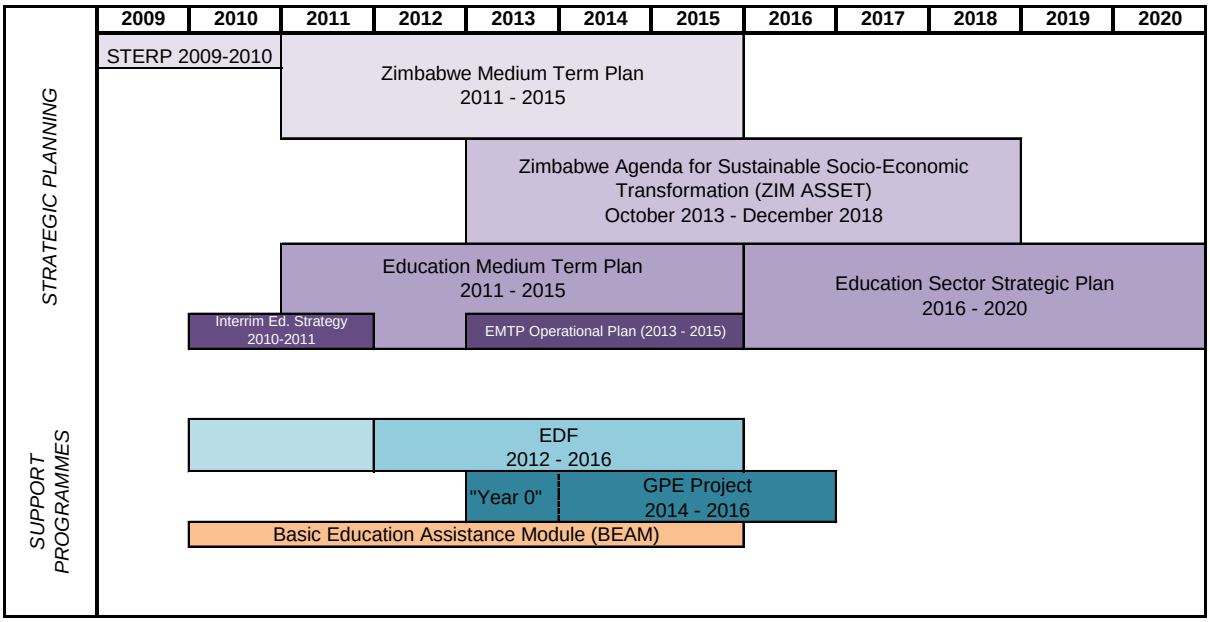


Figure 1.1 The strategic planning context of the education sector, Zimbabwe, 2009-2020[7]

In early 2011, the Government of Zimbabwe published its Medium Term Plan (MTP). The MTP outlined the national priorities (economic policies, projects and programmes) for the years 2011-2015[8]. The priorities set in the MTP for education were: a pupil to teacher ratio of 28 to 1, a pupil to textbook ratio of 1 to 1, 30% of the budget to be allocated to education,

[6]Government of Zimbabwe (2009) Short Term Emergency Recovery Programme (STERP)
[7]Adapted from MoPSE (2013) Annual Statistical Report
[8]Ministry of Economic Planning and Investment Promotion, Government of Zimbabwe (2011) Zimbabwe Medium Term Plan 2011-2015.

gender parity in secondary school and increased literacy rate from 88.4% to 98% by 2015. All of these priorities correspond to the education MDGs.

Before the end of the period of the MTP, a further plan was developed called the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET, 2013[9]). ZIM ASSET replaced the MTP and refocused Government activities using a results based agenda and four strategic clusters (food security and nutrition, social services and poverty eradication, infrastructure and utilities, and value addition and benefication). ZIM ASSET placed emphasis on the improvement in the quality of education, increasing access to education, improved standards of education through e-learning, the review of the curricula and the improvement of education infrastructure. See Annex D for a summary of the issues to be addressed by each strategic plan.

A series of education specific strategic plans were developed which took into account the national strategic plans. The process to develop the Education Medium Term Plan (EMTP) started with stakeholder consultations in 2010 which led to the Interim Education Strategy (2010-2011) which overlapped the STERP and the MTP. The Education Interim Strategic Investment Plan was developed as a supplement to the Interim Education Strategy. This investment plan provided an outline of the key investments necessary to implement the Interim Education Strategy. The focus areas were restoring the professional status of teachers, improving school and system infrastructure, improving the quality of teaching and learning, reinvigorating school and system governance, focusing resources on those with greatest need, and revitalisation of sports, art and culture[10].

The publication of the MTP provided an impetus for the preparation of a full Education Medium Term Plan (EMTP). The seven strategic priorities of the EMTP are to restore the professional status of teachers, the revitalisation of learning quality and relevance, to restore and improve conditions of learning and teaching, quality assurance and staff development, reinvigorate school and system governance, management and financing, to focus resources on those with greatest need, and to revitalise sport, arts and culture. To complement the EMTP, an Operational Plan for the EMTP was developed. The original EMTP was done post-crisis with limited data and was not coordinated across ministries, hence there was a need for a more comprehensive plan. In addition, there was a request for a more detailed plan by the Global Partnership in Education for Zimbabwe's application for membership. The resulting report was the Operational Plan of the EMTP[11].

The Accelerated Action Plan (AAP, 2012)[12] was developed to address MDG2 (achieve universal primary education) and was designed to complement the existing strategic plans in the education sector. It was realised that the Net Enrolment Rate (NER) in primary schools had dropped from 98.5% in 2002 to 91% in 2009 and Zimbabwe was in danger of not meeting MDG2. In addition there was a slightly higher dropout rate of boys than girls. To address this the AAP was developed which focused on four activities from the existing

[9]Government of Zimbabwe (2013) Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET)
[10]Ministry of Education, Sports, Art and Culture (2011) Education Interim Strategic Investment Plan 2011.
[11]Ministry of Education, Sports, Art and Culture (2013) Education Medium Term Plan. Operational Plan.
[12] Ministry of Education, Sports, Art and Culture and UNDP (2012) The Accelerated Action Plan for MDG2 for Zimbabwe.

strategic plans, identified the bottle necks and made recommendations on how to address these so that MDG2 could be met. The four activities that were identified were the Basic Education Assistance Module (BEAM), the School Feeding Programme, Second-Chance Education and School Improvement Grants (SIG).

A number of support plans were developed, in consultation with education partners, to support the strategic plans. These included the Basic Education Assistance Module (BEAM), the Education Transition Fund I (ETF I), the Education Transition Fund II (this was renamed to Education Development Fund or EDF), and the Global Partnership for Education (GPE). BEAM provided assistance for school fees, examination fees and school uniforms to indigent children.

The ETF I activities included the procurement and delivery of primary and secondary school textbooks, the procurement and delivery of ECD kits and science kits, the training of School Development Committees to produce School Development Plans, the training of schools heads on financial management, sector wide planning, early learning assessment, and school monitoring and mapping[13]. The EDF continues from these activities with three output areas. The overarching area is school and systems governance which is subdivided into school grants, quality of teaching and learning, and out-of-school young people.

The GPE Education Support has three components which address professional teacher development, supervision and management of teacher performance and development, and to strengthen education sector analysis and strategic planning for the next education strategic plan for 2016-2020[14].

1.6 Methodology used for this report

The overall methodology employed in the education sector analysis follows five major steps:

- The identification of sector goals and objectives (Chapter 1.5);
- The collection of relevant data and reports;
- Key informant interviews;
- The analysis and synthesis of the data and reports; and
- The identification of priority areas for improvement.

The analysis and synthesis of the data and reports involved a series of activities which included:

- Drawing up of tables, including tables which disaggregate by characteristics e.g. province, gender, grant type, location, responsible authority;
- Establishing time series;
- Aggregating or disaggregating data;
- Calculating relationships;
- Computing summary statistics and indicators; and
- Preparing graphs and maps.

[13]UNICEF (2012) End of ETF 1 Final Report.
[14] Ministry of Primary and Secondary Education (2014) Implementation GPE plan.

The main data sources used in this report were the Education Management Information System (EMIS, source MoPSE), the Teacher Development Information System (TDIS, source MoPSE), and the Multiple Indicator Cluster Survey (2014). In addition, important reports included the Census (2012), the Demographic and Health Survey (2005-6, 2010-11), the Multiple Indicator Monitoring Survey (MIMS, 2009), and the Zimbabwe Early Learning Assessment (ZELA: 2012, 2013, 2014).

2. The Context of the Education Sector

This chapter offers a discussion of the social, humanitarian, demographic, legal, macroeconomic and external funding contexts affecting the education sector in Zimbabwe. It is divided into five parts: (i) the social, humanitarian and demographic context (ii) the legal framework of the education sector, (iii) the macroeconomic context of the country, (iv)education funding, and (v) the partnerships and external funding of the education sector.

2.1 The social, humanitarian and demographic context

Zimbabwe is a landlocked country located in southern Africa, bounded in the south by South Africa, in the west by Botswana, in the north by Zambia and in the East by Mozambique. The total land area is 390,757 km^2 with a population of 13,061,239 in 2012[15]. Administratively Zimbabwe is divided into 10 provinces (Bulawayo, Harare, Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo, Matabeleland North, Matabeleland South and Midlands - see Figure 2.1). Each province is divided into approximately 8-10 districts each, except for Bulawayo (one district) and Harare (three districts: Chitungwiza, Epworth and Harare). Each district is divided into wards. There are 89 districts, 29 urban and 60 rural districts, and 1,958 wards, however the MoPSE uses 72 administrative districts. The country has two dominant ethnic groups, the Shona and the Ndebele, and 16 official languages (Chewa, Chibarwe, English, Kalanga, Koisan, Nambya, Ndau, Ndebele, Shangani, Shona, "Sign language", Sotho, Tonga, Tswana, Venda and Xhosa), with English, Ndebele and Shona being the most commonly spoken languages.

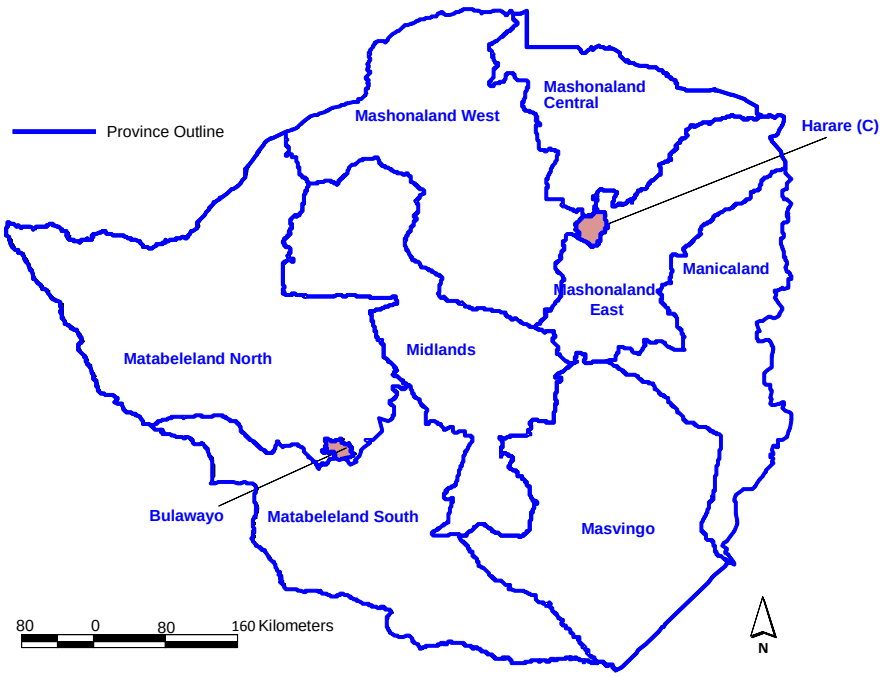


Figure 2.1 Map of Zimbabwe showing the ten provinces

[15]http://www.zimstat.co.zw/index.php?option=com_content&view=article&id=18:statistics-at-a-glance (2.47pm, 09/07/2015)

Zimbabwe's Human Development Index was 0.492 for 2013 which places it in the low human development group (156 out of 187 countries) and below average for countries in sub-Saharan Africa (Human Development Report, UNDP 2014). Zimbabwe has a Gender Inequality Index value of 0.516, which ranks it at 110 out of 149 countries in the 2013 index.

Population

Four censuses have been conducted in Zimbabwe in 1982, 1992, 2002 and 2012. The total population was estimated in 2012 at 13,061,239 people with an inter-census growth rate of 1.1%. In 1901 the population was 712,600 people; the population had doubled by 1931, and since then has almost doubled every 20 years[16] (Figure 2.2). The inter-census growth rate has been constant at 1.1% for the last twenty years (Table 2.1), considerably reduced from the 3.14% in the previous ten years, and birth and death rates are declining[17]. In 2012[18], there was a sex ratio of 93 males to 100 females, 33% of the population was urban and there was as an average life expectancy at birth of 58 years.

The economic crisis of 2008 resulted in thousands of Zimbabweans moving, with and without their children, to new areas within and without Zimbabwe. This migration also included teachers. The MICS (2014) showed that 10% of children have at least one parent living abroad, and the 2012 Census reported that a total of 629,953 persons have taken up residence out of their provinces of birth.

Table 2.1 Demographic trends in Zimbabwe (1982-2012)

	Census Years			
	1982*	1992	2002	2012
Population (millions)	7,608,432	10,412,548	11,631,657	13,061,239
Inter-census growth rate (%)	n.a.	3.14	1.1	1.1
Sex ratio (number of boys per 100 girls)	96	95	94	93
Life expectancy at birth (years)	57.4	61	45	58
Total fertility rate (number of births per woman)	5.6	5.91	3.6	3.8
Crude birth rate (per 1,000 individuals)	40	34.5	30	32
Crude death rate (per 1,000 individuals)	11	9.49	17	10.2
Infant mortality rate (per 1,000 live births)	83	66	67	64
Population under 15 years (% of total)	48%	45%	40.6%	41%
Urban population (% of total)	27%	31%	35%	33%
Population density (population per km^2)	19.5	27	29	33

**Source: Central Statistics Office (1988) ZDHS quoting Census 1982*

Harare is the most populace province with 16.3% of the population (Figure 2.2) and Bulawayo is the least populace province with 5.0% of the population (Census 2012). Both these provinces are largely urban with Harare being 94.8% urban and Bulawayo being 100% urban. The province with the highest population density is Harare with 1,363.96 persons/km^2 and Matabeleland North has the lowest population density with 9.98 persons/km^2.

[16]Central Statistics Office (1994) Census 1992.
[17]ZIMSTAT (2013) Census 2012.
[18]ZIMSTAT (2013) Census 2012.

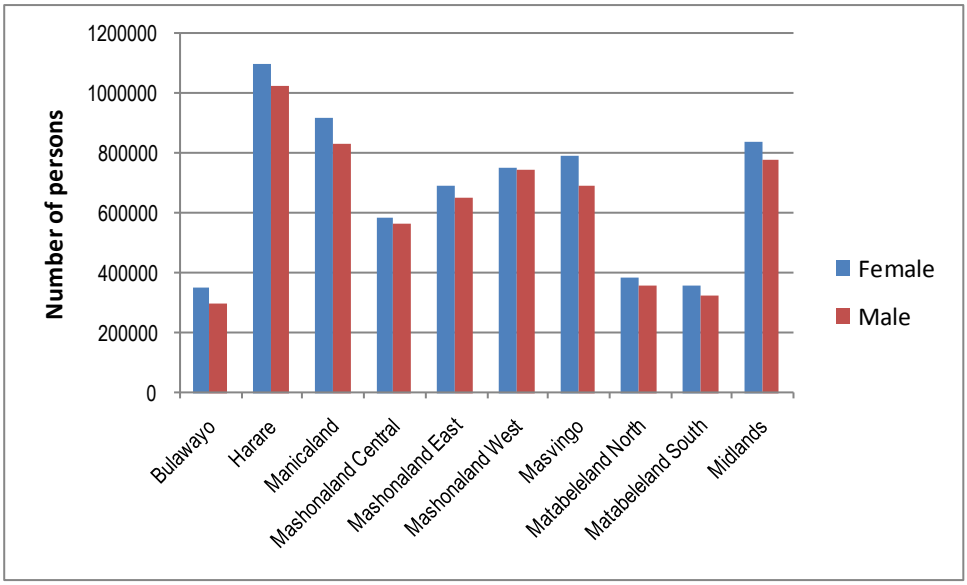


Figure 2.2 Population by province and sex (Census 2012)

School aged population

The school going aged population was 40.5% of the population in 2012. To assess the potential demand for education a projection of the numbers of school-aged children can be done. Table 2.2 presents the numbers of school going aged children in Zimbabwe as of 2012 and projections using the inter-census growth rate of 1.1 for the years 2017 and 2022. The age groupings used in this table correspond to the different levels at school (3 to 5 for ECD, 6 to 12 for primary, 13 to 16 for junior secondary and 17 to 18 for senior secondary). It should be noted that the numbers of children projected for 2022 show an additional 669,495 school going aged children compared to 2012.

Table 2.2 The total and school aged populations (2012) and projections (2017 to 2022)[19]

Age group	2012 Census			2017 projection*			2022 projection*		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
3-5	532,784	531,806	1,064,590	565,528	564,489	1,130,017	600,283	599,181	1,199,465
6-12	1,210,730	1,204,343	2,415,073	1,285,138	1,278,359	2,563,497	1,364,120	1,356,923	2,721,043
13-16	605,627	610,771	1,216,398	642,847	648,307	1,291,155	682,355	688,151	1,370,506
17-18	296,906	291,476	588,382	315,153	309,389	624,542	334,522	328,404	662,925
Total school population	2,646,047	2,638,396	5,284,443	2,646,047	2,808,666	5,953,938	2,981,279	2,972,659	5,953,938
*Total population	6,280,539	6,780,700	13,061,239	6,666,524	7,197,424	14,715,991	7,076,232	7,639,759	14,715,991
**Total population	6,280,539	6,780,700	13,061,239	7,121,891	7,680,048	14,801,939	7,905,800	8,532,269	16,438,070

*Projections are done using the Geometric Method.

** Projections done using the Cohort Component Method

The Demographic Dependency Ratio (DDR) is the number of children, youth and elderly as a percentage of the potentially active population. Using 15-64 as the active population, the DDR is 0.83 with 45% of the population being below 15 or above 64 years of age.

[19]Source: ZIMSTAT (2015)

Poverty

The PICES (2011) study showed that the level of poverty is related to the level of education of the household head (Table 2.3) and is more prevalent in rural households compared to urban households. Poverty remains an issue in Zimbabwe with increases in the number of people living below the Total Consumption Poverty Line (TCPL)[20] between 1995 and 2011. The TCPL is the amount required by an individual to purchase both food and non-food items. The number of people living below the TCPL was 55% of the population in 1995, 72% in 2003, and 72.3% in 2011.However, the Human Poverty Index (HPI) was 40.3% in 2005 and it dropped to 34% in 2009.The HPI is a composite index that reflects the aggregate deprivations in health, education and standard of living. The HPI has now been replaced by the Multidimensial Poverty Index (MPI) which reflects the prevalence of deprivations. The data available for 2010/11 for Zimbabwe indicated that 41.0% of the population are multidimensionally poor while 24.9% are near multidimensional poor.

Table 2.3 Household poverty by education of the household head for poor households (PICES 2011, pp 87-88)

Level of education	Poverty Prevalence (Rural)	Poverty Prevalence (Urban)	Poverty Prevalence (National)
No education	83.9	56.8	81.5
Primary education	80.6	47.9	74.5
Secondary education	73.5	42.9	59.6
Post-secondary education	23.0	15.7	17.5

The TCPL[21] for May 2015 for a households of 5 persons was US$494.16, the total per capita was US$157.37, and food per capita was US$31.47. The TCPL has been on a downward trend since June 2014 (Figure 2.3). The TCPL varies by province from US$451.12 in Manicaland to US$606.32 in Matabeleland North. This indicates a need for salaries to be dependent on the area in which a person works.

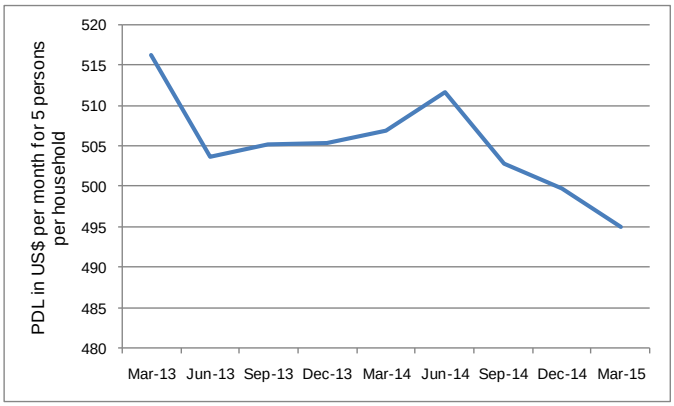


Figure 2.3Total consumption poverty lines for 5 persons per household per month[22]

[20] Government of Zimbabwe and United Nations Zimbabwe (2012) Zimbabwe 2012. Millennium Development Goals. Progress Report.
[21] http://www.zimstat.co.zw/index.php?option=com_content&view=article&id=18:statistics-at-a-glance (10:45pm, 12/07/2015)
[22]ZIMSTAT (2015) Quarterly Digest of Statistics. 1st Quarter 2015.

Urbanisation

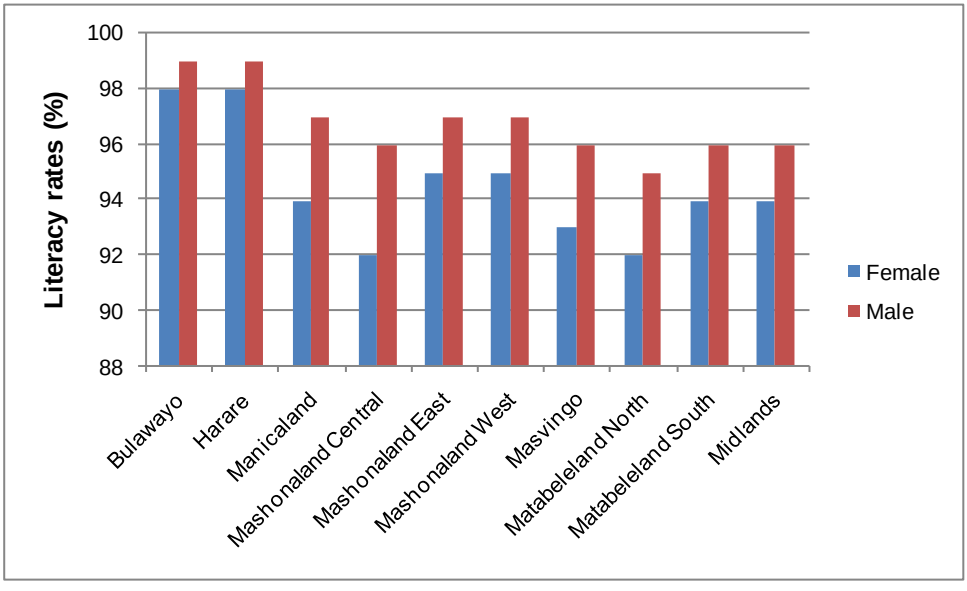
According to the Census (2012), approximately 29% of the persons who were resident in Harare and Bulawayo were inter-census in-migrants, i.e. they had moved into these two cities since the last census. The people moving into Harare tended to be from Mashonaland Central, East and West Provinces. The people moving into Bulawayo tended to be from Matabeleland North and Matabeleland South Provinces. In the other provinces the percentage of inter-census non-movers was above 74%.

Adult literacy

Table 2.3 Literacy rates for population aged 15 years and above by sex

Data source	Female	Male	Both sexes
	% rate	% rate	% rate
Total 2012 Census	95	97	96.0
Total 2011/12 PICES	88.7	94.4	91.3
Total 2002 Census	96.0	97.0	97.0
Total 1992 Census	75.1	86.1	80.4

MICS 2014 gave the literacy rates among young people (15-24 years) as 92% for women and 86.1% for men. The literacy rate for young women (15-24) in the MIMS (2009) was given as 91% with the highest literacy rates being in the urban areas (97%) compared to the rural areas (87%)[23]. The Census (2012) showed differences between literacy rates between provinces (Figure 2.4). The worst literacy rates are in Matabeleland North with a rate of 92% for females and 95% for males. The overall literacy rate for the country is 96% (Census, 2012[24]).



[23]Literacy for the MICS (2014) and MIMS (2009) surveys was determined as "the ability of the respondent to read in full a short simple statement for those with primary level of education or based on school attendance for those respondents who attended at least secondary school."
[24] The literacy rate in the Census (2012) is a proxy and was obtained by "assuming that any person that had completed at least level one at grade three was literate".

Figure 2.4 Literacy rates for the population aged 15+ by province and sex (Census, 2012)

Malnutrition

There has been a reduction in the stunting prevalence from a peak of 35% in 2005/6 to 27.6% in 2014 (MICS, 2014). Rural areas have a higher stunting rate (30%) when compared to urban areas (20%), and boys have a higher stunting rate (31.1%) when compared to girls (24.1%). There is a 10% stunting prevalence at birth indicating a need for maternal, pre-pregnancy and adolescent nutrition interventions. The underweight and wasting prevalence remained at 11% and 3% respectively.

The Zimbabwe National Micronutrient Survey (2012) showed that the percentage of children 6-23 months receiving a minimum dietary diversity was 42.1%, a minimum meal frequency was 46.2% and a minimum acceptable diet was 23.5%. Children 6-59 months in age with Vitamin A deficiency was 21.2%, with iron deficiencies was 72.2%, with anaemia was 31.5%, and with diarrhoea was 20.0%. Those receiving Vitamin A supplementation were 80.1% and those with diarrhoea receiving ORS or homemade Sugar Salt Solutions were 11.2%. This confirms the previous indications of a need for maternal nutrition education to improve child nutrition. Improved nutrition of children can lead to increased cognitive development, increased physical stature and strength which in turn leads to earlier school enrolment and more regular school attendance. This in turn leads to greater schooling and learning, and increased adult productivity (Alderman *et al.*, 2003)[25]

Infant and under-five mortality rates

The MICS (2014) reported an under-five mortality rate of 75 deaths per 1,000 live births for the five-year period preceding the survey and an infant mortality rate of 55 per 1000. The most common reasons for under 5 deaths are pneumonia (15%), preterm (14%), neonatal asphyxia (13%), HIV/AIDS (9%), diarrhoea (9%) and neonatal sepsis/tetanus/meningitis/encephalitis (8%)[26].

Prevalence of disabilities

The WHO International Classification of Functioning, Disability and Health (ICF) classifies a person with disabilities as being someone who has difficulty with seeing, hearing, walking, with memory, self care or language. The recent survey on persons with disabilities in Zimbabwe[27] assess the prevalence of people with disabilities as being 7%, which amounts to 914, 287 people. As 40.5% of the population is school going age, then the number of children with disabilities is 370,287 children.There are 32 special schools in Zimbabwe with 3,507 children (3,143 in primary level and 264 in secondary level) - EMIS, 2014. In mainstream schools there are 2,925 in Resource Units (2,703 in primary level and 222 in secondary level) and 28,499 in Authorised Special Classes (27,542 in primary level and 957

[25]Alderman, H., Behrman, J.R. and Hoddinott, J. (2003) Nutrition, Malnutrition and Economic Growth. In Health, Human Capital and Economic Growth. Pan American Health Organization. Regional Office of the World Health Organization. http://www.iadb.org/WMSFiles/products/research/files/pubS-867.pdf

[26] Data available at Countdown to 2015 website: http://www.countdown2015mnch.org/country-profiles/zimbabwe (12:42pm, 13/07/2015).

[27]Ministry of Health and Child Care (2013) Living Conditions Among Persons with Disability Survey. Key Findings Report.

in secondary level). This leaves a total of 335,356 children with disabilities which are out of school.

Health care access

The school statistics forms completed by every school annually in the mid-term collect information on certain aspects of nutrition and health which are whether there is a supplementary feeding programme at the school, whether there is a trained school health teacher, whether there are school health clubs and the distance by road or track to the nearest health care provider (Table 2.4).

Except for the satellite schools with Forms 1 to Form 6, the average distance for registered schools to their nearest health facility was less than that for the satellite schools (Table 2.4). There were supplementary feeding programmes in 627 schools, with most of these being in primary schools (526 schools). Less than half of the schools had trained health teachers (38%) and just over half of the schools had school health clubs (64%).

Table 2.4 Access to school health, 2014 (EMIS)

Number of schools	Total number of schools	Supplementary feeding programme	Trained school health teacher	School health clubs	Average distance to closest health facility (km)
ECD (A and B)	1	0	0	0	2
Registered	1	0	0	0	2
Satellite	0				
ECD & Primary	5822	523	2367	3816	9.3
Registered	4869	469	2077	3237	8.3
Satellite	953	54	290	579	14.6
Primary only	41	3	8	15	11.2
Registered	31	3	7	12	10.0
Satellite	10	0	1	3	15.0
Forms 1 -4	1620	73	450	960	8.1
Registered	883	51	272	534	6.1
Satellite	737	22	178	426	10.6
Forms 1-6	800	28	306	542	5.5
Registered	793	26	302	537	5.5
Satellite	7	2	4	5	2.8
TOTAL	8284	627	3131	5333	8.7

Note. There are 3 missing schools from this analysis due to missing information.

The primary health care facilities are urban clinics and rural health centres. The rural health centres are assisted by village health workers who mobilize communities for health interventions as well as providing preventive health and promotion, HIV and nutrition services. There is currently a shortfall of about 11,500 village health workers[28]. One of the functions of the primary health care facilities and village health workers is the growth monitoring of the under fives. The incorporation of ECD A and ECD B provides an opportunity for growth monitoring to be strengthened through the measurements of the children in these age groups at school. The children age groups of 3-5 are often not monitored as often as those under the age of three due to the distances required to travel to health facilities.

[28]Carvalho and Chatiza (2014) Update of the situation analysis of children and women in Zimbabwe. UNICEF.

Malaria

Between 2000 and 2010, reported malaria cases were reduced by more than 50% in 43 out of 99 countries. In 2010 an estimated 655,000 people died of malaria with 91% of them in Africa and 86% under the age of five (MDG Report, 2013). The Government of Zimbabwe signed the Abuja Declaration in 2000 agreeing to try to meet the target of reducing malaria cases by 50% by 2010 and 75% by 2015[29]. Forty-five out of 61 of Zimbabwe's districts support moderate to high transmissions of malaria (UNDP, 2013) with the peaks in malaria cases occurring between February and May. There has been a steady reduction in malaria cases per 1000 people in the population since 2004 (Figure 2.5).

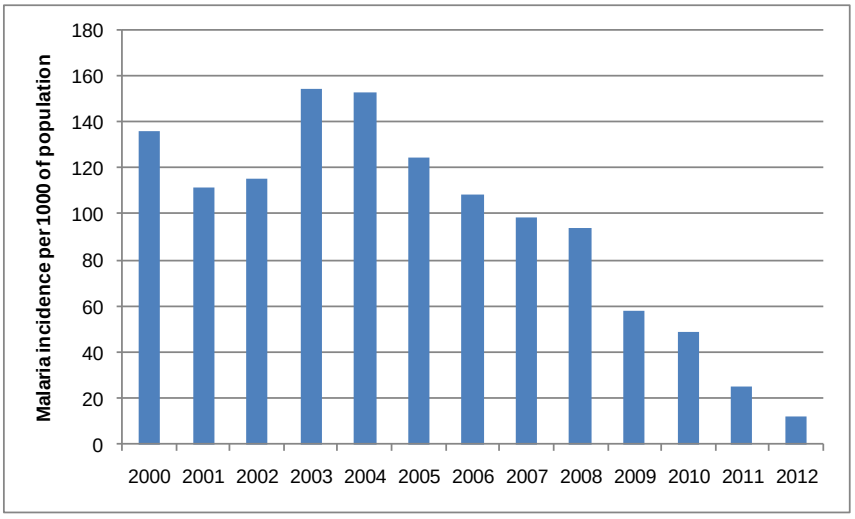


Figure 2.5 Malaria incidence per 1000 of population in Zimbabwe (MoHCW, 2012)

Worms and bilharzia

A National Prevalence Study of *Schistosomiasis* (bilharzia) and soil transmitted worms (helminths) was carried out in 2010 in a nationally represented sample of primary schools. Results of the National Prevalence Study (2010) showed that bilharzia occurred in 50 of the 55 rural based districts surveyed and in all urban districts with a prevalence of 22.7%. Soil transmitted worms occurred in 38 of 56 rural districts and in all urban districts although the prevalence was low in the urban districts. The overall prevalence of soil transmitted helminths was 5.6% although in some districts it was as high as 45%.

It has been found that the presence of a worm burden in children can have serious effects on their physical development (see box on next page), hence there was a need to develop a strategy to deal with the worm burdens of children.In early 2012 MoHCC and MoESAC teamed up to develop anational framework for addressing tropical diseases and developed a deworming programme for bilharzia and soil transmitted helminths.The Government, in partnership with the Health Transition Fund and the ETF, carried out the first mass drug administration for children in September 2012 with the administration of drugs to 2,077,523

[29] http://www.zw.undp.org/content/zimbabwe/en/home/mdgoverview/overview/mdg6/ (8:44pm, 20/7/2015)

children in all districts following WHO protocol. The mass drug administration was repeated in October 2013 with the administration of bilharzia treatment to 2,024,713 children aged 5 to 15 years and 2,302,022 children aged 1 to 15 years and it was again carried out in January 2015 in 57 out of 63 districts for bilharzia (2,053,068 children)[30] and 46 out of 63 districts for intestinal worms (2,388,959 children). The final mass drug administration is scheduled for

Why is deworming important?

- Worm-free children have better vitamin A status - important for immune system, vision and organ development;
- Deworming has positive effects on language and memory development;
- Deworming produces quick and highly visible effects (on child health);
- Pre-school children (1-5 years): Soil Transmitted Helminth (STH) infection has a negative effect on haemoglobin levels and the consequent suppression of the bone marrow.

School-age children (6-15 years) tend to have the heaviest worm burden and are the easiest group to reach in countries where school enrolment rates are good.

From UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.

September 2015 after which an assessment of the prevalence will take place and the MoHCC will decide where subsequent deworming will be required.

HIV prevalence

There were an estimated 1,390,211 people living with HIV/AIDS in Zimbabwe in 2013[31]. Prevalence rates declined from 25% in 2002 to around 15% in 2013. HIV rates in the different sections of the population are different. The provincial adult HIV prevalence ranged from 12.6% in Harare Province to 20.4% in Bulawayo Province, and the prevalence was 1.6 times higher in females than in males for the 15-24 age groups (Table 2.5). The DHS (2010/2011) showed slightly higher figures for urban areas (17%) when compared to rural areas (15%).

Table 2.5 Estimated HIV prevalence in adults and children 2011 – 2016[32]

Age group	2011	2012	2013	2014	2015	2016
15-49	15.67 (14.9-16.4)	15.35 (14.61-16.06)	14.99 (14.24-15.7)	14.8 (14.03-15.55)	14.74 (13.91-15.57)	14.57 (13.18-18.78)
15-24 Females	6.84 (6.19-8.2)	6.72 (6.06-8.06)	6.55 (5.88-7.86)	6.42 (5.74-7.7)	6.33 (5.65-7.55)	6.06 (-0.62-9.8)
15 - 24 Males	4.1 (2.96-5.74)	4.1 (3.02-5.7)	4.06 (3.05-5.57)	4.07 (3.09-5.48)	4.11 (3.16-5.44)	4.06 (-0.64-9.14)

[30]UNICEF (2013) UNICEF Zimbabwe support to the Education Transition Fund. Phase II. Third Progress Report.
[31]Ministry of Health and Child Care (2014) Zimbabwe National HIV and AIDS Estimates 2013.
[32]Ministry of Health and Child Care (2014) Zimbabwe National HIV and AIDS Estimates 2013

0 -14 Children	3.64 (3.28-4.01)	3.29 (2.95-3.64)	2.99 (2.99-3.34)	2.66 (2.36-2.97)	2.37 (2.09-2.65)	2.11 (1.86-2.38)

Situational Analysis. HIV and AIDS in Zimbabwe as of December 2014

•Estimated number of people living with HIV – 1,390,211
•Prevalence of HIV – 15%
•Estimated HIV incidence in 15 – 49 years – 0.98
•Estimated number of new infections – 69,105
•Estimated annual HIV deaths – 63,853
•Number of people in need of ART – 905,368
•Adults on ART: 618,980 (76.9%)
•Children on ART: 46,319 (40.5%)
•Estimated AIDS Orphans – 889,339

Source of Information
1.*Zimbabwe National HIV and AIDS Estimates Report 2013*
2 .Zimbabwe Demographic Health Survey Report 2010/11
3.MOHCW ART programme data
(http://www.nac.org.zw/about/hiv-aids-situation (10:48pm, 13/07/2015))

HIV/AIDS prevalence in the 0-14 age group is 2.37% (Table 2.5). This gives an estimated number of 126,297 children (using 40.8% of children are under the age of 15). The numbers of children on ART is 46,319 children which indicates that less than half of the infected children are on ART. The numbers of AIDS orphans is estimated at 889,339 children.

Major political landmarks

The harmonised elections of 2008 failed to produce a clear presidential winner leading to a run-off of the Presidential Elections three months later. After the Presidential Elections, the African Union negotiated a power sharing agreement with the three major parties (MDC-T (101 seats in Parliament), ZANU (PF) (99 seats in Parliament) and MDC-M (6 seats in Parliament)) resulting in the signing of the Global Political Agreement (GPA) which formed the basis for the Inclusive Government.

A new Constitution was developed by the GPA through a constitutional outreach programme. The new Constitution was approved through the Referendum of 16th March 2013.Parliament approved the new constitution on the 9th May 2013. The new Constitution has an expansive bill of rights, and provides for the rights of women and children. Existing policy, legislation, institutional arrangements and administrative practices have to be harmonised with the new constitution which will take time. One of the key issues which has recently been discussed in the press has been that of corporal punishment and child marriages.Harmonised elections in April 2013 resulted in a change of Government with a ZANU (PF) majority.

Natural disasters

Zimbabwe traditionally has slow-onset natural disasters triggered by weather-related issues such as droughts, floods, cyclones, and epidemics such as cholera, typhoid and malaria. The major natural disasters between 2000 and 2015 are summarised in Table 2.6.

Table 2.6 Summary of natural disasters in Zimbabwe, 2000 - 2015

Disaster type	Disaster subtype	Events count	Total deaths	Total affected
Drought	Drought	4	0	11967618
Epidemic	Bacterial disease	12	4568	104851
Epidemic	Viral disease	2	55	1338
Flood	Riverine flood	8	235	313020
Flood	--	3	84	40102
Flood	Flash flood	1	3	1002
Storm	Tropical cyclone	2	8	0
Storm	Convective storm	1	10	475

*Source: EM-DAT: The OFDA/CRED International Disaster Database (11:05pm, 20/7/2015).In order for a disaster to be entered into this database at least one of the following must be fulfilled: 10 or more people are reported killed or 100 people are reported affected, or there is a call for international assistance or there is a declaration of a state of emergency.

Between 2000 and 2015 a total of 4,963 deaths were recorded due to natural disasters (EM-DAT, 2015). The cholera outbreak of 2009 had 98,702 reported cases and 4,282 deaths. This highlighted the deterioration of the water and sanitation infrastructure. Drought is the natural disaster with the highest number of total affected people (11,967,618) between 2000 and 2015, with Zimbabwe being classified at being at 'Extreme Risk' due to drought (Maplecroft's Drought Risk Index). Floods are a fairly common occurrence with 12 floods occurring and 354,124 people being affected and 322 deaths. OCHA has mapped the flood prone areas of Zimbabwe for use in planning for flood risks (Figure 2.4).

In addition to those natural disasters listed on the EM-DAT database, Zimbabwe also experiences earthquakes. The epicentres are usually located near Chipinge in Mozambique and along the Zambezi Valley (http://earthquaketrack.com/p/zimbabwe/recent; 7:35, 21/07/2015). The most notable one in the last ten years which was felt in the capital city, Harare, was the earthquake on Thursday 22nd February 2006 which had a magnitude of 7.0 (HRV) at a depth of 11km with its epicentre east of Chipinge in Mozambique (http://earthquake.usgs.gov/earthquakes/eqarchives/poster/2006/20060222.php).

The temperatures in Zimbabwe have been increasing by around 0.1^0C per decade and it is predicted that temperatures may rise by about 2.5^0C by 2050 (UNICEF and IES, 2014). The timing and amount of rainfall is becoming increasingly uncertain with an overall decline in rainfall of nearly 5% since 1901 when records began. The frequency of dry spells during the rainy season has increased and the number of rainy days has decreased. The spatial and temporal distribution of rainfall is erratic across all provinces of Zimbabwe. These changes in climate will result in an increased risk of drought, flooding and unreliable rainfall patterns and with most livelihoods being dependent on agriculture there will be an increase in vulnerability of the population. Children's perceptions of climate change included a series of negative coping strategies (e.g. parents go away for work, early marriages, and children assisting with income generation), food shortages, impacts on education (school fees not paid or not paid

in full, and dropping out of school), water problems, flood effects (e.g. more diseases like malaria, unable to get to school, roads and bridges destroyed, toilets and water sources destroyed, buildings damaged or leaking (including schools), loss of livestock and reduction in crop yield or destruction of crops) and extreme weather events (e.g. very hot weather, high winds and whirlwinds, incessant rainfall, warm winters, very cold days and hail stones[33]).

Disaster management within MoPSE is managed by several departments (Planning, Primary, Secondary and CDU). The Department of Research and Planning is responsible for structures and safety, Primary and is responsible for moving into educate the children and CDU is responsible for providing and developing materials. There is a need to have one coordinator to manage emergencies and coordinate the relevant departments within MoPSE.

2.2 Legal framework of the education sector

A new constitution came into effect on the 9th May 2013. The Constitution of Zimbabwe has two Chapters relevant to children and education (Chapters 19 and 27 - see boxes). The new constitution does not guarantee every child's basic education as it indicates the "State must take all practical measures...". The Education Act[34] of 2004 still needs to be brought into line with the new constitution and needs to address areas where there are contradictions, e.g. the issue of corporal punishment. However, the constitution being the supreme law of the land, overrides any education act which should derive from the constitution and not vice versa.

19 Children

(1) The State must adopt policies and measures to ensure that in matters relating to children, the best interests of the children concerned are paramount.

(2) The State must adopt reasonable policies and measures, within the limits of the resources available to it, to ensure that children -

(a) enjoy family or parental are, or appropriate care when removed from the family environment;

(b) have shelter and basic nutrition, health care and social services;

(c) *are protected from maltreatment, neglect or any form of abuse*; and

(d) have access to appropriate education and training.

(3) The State must take appropriate legislative and other measures -

(a) to protect children from exploitive labour practices; and

(b) to ensure that children are not required or permitted to perform work or provide services that -

(i) are inappropriate for the children's age; or

(ii) place at risk the children's well-being, education, physical or mental health or spiritual, moral or social development.

Government of Zimbabwe (2013). Zimbabwe Act No. 1: Constitution of Zimbabwe Amendment (No 20). Harare, Government of Zimbabwe. p. 20.

[33]UNICEF and IES (2014) Children and Climate Change in Zimbabwe.
[34]Education Act [Chapter 25:04]

27 Education
(1) The State must take all practical measures to promote -
(a) free and compulsory basic education for children; and

Key international framework documents relating to children which Zimbabwe has ratified include UN Conventions on the Right of the Child (ratified November 1990), the 1990 African Charter on the Rights and Welfare of the Child (ratified January 1995), the 1973 ILO Convention 138 on the Minimum Age of Employment (ratified June 2000), ILO 182 0f 1999 on the Worst Forms of Child Labour (ratified December 2000), the 2003 Protocol to the African Charter on Human and People's Rights and on the Rights of Women in Africa (ratified April 2008), the 2006 Optional Protocol to the Convention of Persons with Disabilities (ratified September 2008) and the 2006 Convention on the Rights of People with Disabilities (ratified February 2010). The implementation of these documents has proceeded through constitutional provisions, national policies and laws.

National laws relevant to children's rights

Housing Standards Control Act (Ch. 29:08); Housing and Building Act (Ch. 22:07); Regional Town and Country Planning Act (Ch29:12); Urban Councils Act, 1996; Rural District Councils Act, 1996; Cooperative Societies Act (Ch. 22:05); Water Act, 1998; Zimbabwe National Water Authority (ZINWA) Act, 1998; Environmental Management Act (EMA), 2002; Mines and Minerals Act, 1996; Access to Information and Protection of Privacy Amendment Act, 2007; Broadcasting Services Amendment Act, 2007; Censorship and Entertainment Control Acts, 2004; Printed Publications Act (Ch. 25:14); Radio Communications Services Act (Ch. 12:04); Research Act; Food and Food Standards Act, 2001; Education Act(Chapter 25:04); Children's Act (Chapter 5:06), 2002; Medical, Dental and Allied Professionals Act (Chapter: 08), 1994; Maintenance Act, 2001; Termination of Pregnancy Act, 2001; and Disabled Persons Act, 2001; Labour Relations Act, (Ch. 28:01), including Statutory Instrument 202 of 1998-Labour Relations HIV and AIDS Regulations; Domestic Violence Act, 2008; Criminal Procedure and Evidence Act (CPE) and the Criminal Law (Codification and Reform) Act Ch. 9:23 –criminalizes deliberate transmission of HIV even in marriage; Legal Age of Majority Act (LAMA), 1982; Births and Deaths Registration Act, 2001; Guardianship of Minors Act, 2002; Maintenance Act, 2001; Citizenship of Zimbabwe Act, 2003; Termination of Pregnancy Act, 2001; Marriages Act, 2001; Labour Act, 2002; Child Abduction Act, 1995; Refugee Act, 2001; Disabled Persons Act, 2001; Social Welfare Assistance Act, 2001; Matrimonial Causes Act, 2000; Customary Deceased Estate Succession Act, 1997; Deceased Persons Family Maintenance Act, 2001; Wills Act, 2001; Domestic Violence Act, 2008; Censorship and Entertainments Control Acts, 2004;Disabled Persons Act, 1992; Public Health Act, 2010; Civil Protection Act, 1989; Older Persons Bill, 2012; Pensions and Provident Funds Act; various Acts on Public Service Pensions (Public Service Pension, Presidential Pensions, Pensions for the Judiciary); and the National Social Security Act; Insurance Act;

Source: Various - From UNICEF (2014) Update of the situation analysis of children and women in Zimbabwe.

A number of policies have been developed in the last ten years which are relevant to children. These include the ECD Policy (2004), National Youth Policy (draft, 2011), The National Non-formal Education Policy (2015), and the Zimbabwe School Health Policy (2014).

The immediate challenges for the education sector concerning the Constitution, existing acts and policies are to (i) identify if the current body of legislation is in agreement with the Constitution, (ii) adjust the legislation that does not conform and that is outdated, and (iii) transform the legal basis into actions for children.

2.3 The macro-economic context

Dollarisation

The Zimbabwean economy experienced severe challenges between 1998 and 2008 resulting in a crisis in 2007 and 2008 when official inflation peaked at 231 million percent in July 2008. Gross Domestic Product was estimated to have reduced cumulatively by 50%, poverty levels continued to rise, infrastructure had deteriorated, the economy was more informalised and severe shortages of basic utilities, food and foreign currency were experienced (MTP, 2010). In February 2009 there was an adoption of a multicurrency payment system. At the same time the STERP was implemented and there was a revised 2009 National Budget in US dollars. The economy responded positively with the GDP growing by 5.7% in 2009.

Economic growth and policy

Income per capita increased rapidly until 2013 when it reached a peak of US$953, however there was a drop in income per capita in 2014 (Table 2.7) to US$829. This is due to the inherent liquidity shortages in the economy, coupled with low domestic savings, investment inflows and power supply deficits[35]. In response to these issues the Government developed ZIM ASSET (2013 - 2018). ZIM ASSET targets growth rates of around 6%, however this will require significant investment, both foreign as well as domestic.

Table 2.7 GDP and GDP per capita trends, Zimbabwe 2000-2014

	2009	2010	2011	2012	2013	2014	Annual Average GDP Growth Rate
GDP (Millions of FCA)							
In current prices	8,157	9,457	10,956	12,472	13,490	12,103	8.2%
GDP Deflator	1	0.96	0.93	0.9	0.87	1	
In constant prices	8,157	9,085	10,167	11,241	11,745	12,151	8.3%
Real GDP growth rate	5.4	11.4	11.9	10.6	4.5	3.1	
Population (in millions)	12.89	13.08	13.36	13.72	14.15	14.6	
GDP per capita							
In current prices	633	723	820	909	953	829	5.5%
In constant prices	633	695	761	819	830	832	5.6%

2.4 Government finance

Government revenue and expenditure

Total Government Revenue significantly increased between 2009 and 2012 from US$897,490 to US$3,769,893, at which stage the rate of increase slowed down to a 7% increase in 2013 over 2012 and a 1% increase in 2014 over 2013 (Table 2.8). From 2011 onwards Government expenditure and net lending has been greater than its net revenue. Capital expenditure was 8% of the total Government net revenue in 2014.

Table 2.8 Total Government revenue, expenditure and deficit (in US$)

(Thousands of $)	2009	2010	2011	2012	2013	2014
Total Government Revenue (Net)	897,490	2,339,057	2,661,150	3,495,777	3,741,041	3,769,893
Government expenditure and net lending	850,279	2,106,949	2,894,999	3,607,667	3,987,399	3,911,555
Recurrent expenditure	803,977	1,603,299	2,499,902	3,217,162	3,519,694	3,564,862
Other recurrent (discretionary	784,185	1,572,528	2,466,269	3,195,356	3,496,562	3,521,366

[35]Ministry of Finance and Economic Development (2014) The 2015 National Budget Statement

expenditure)						
Interest on debt	19,792	30,771	33,633	21,806	23,132	43,496
External	16,427	30,771	33,633	20,524	16,897	17,039
Domestic	3,365	-	-	1,282	6,235	26,457
Capital (development) expenditure	45,204	415,270	353,247	301,660	396,056	310,260
Net lending	1,098	88,380	41,850	88,845	71,649	36,433
Deficit including grants	-42,473	-167,498	-	-111,890	-246,358	-141,662
Deficit excluding grants	-1,185	-167,498	-	-111,890	-224.334	-141,662

Recent trends in education expenditure

The MoPSE share of the total Government revenue has been increasing since 2010 (Table 2.9), however MoPSE recurrent expenditure (salaries) has also been increasing from 92.3% in 2010 to 99.0% in 2014 so that the funding available for non-salary expenses has been decreasing.

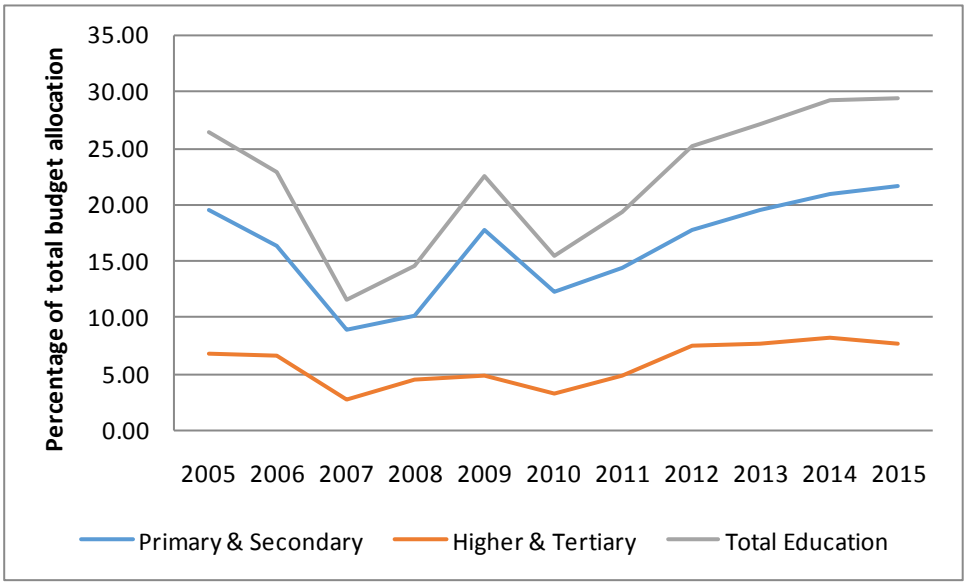


Figure 2.6 Education's percentage share of the Government Budget Allocations, 2005-2015[36]

Table 2.9 Actual MoPSE expenditures 2010-2014

	2010	2011	2012	2013	2014
GDP (Millions of $US)	9,457	10,956	12,472	13,490	12,103
Revenue and grants (Millions of US$)	2,339	2,661	3,496	3,741	3,770
Government recurrent expenditure	1,603	2,500	3,217	3,520	3,565
Government capital (development) expenditure (Millions US$)	415	353	302	396	310
MoPSE recurrent expenditure (Millions US$)	286.9	486.9	662.8	733.3	788.5
MoPSE development expenditure (Millions US$)	23.8	16.4	11.4	19	8
MoPSE total expenditure (Millions US$)	310.7	503.3	674.2	752.3	796.5
MoPSE recurrent expenditure (% of total)	92.3	96.7	98.3	97.5	99.0
MoPSE expenditure as % of total Government expenditure	13.3	18.9	19.3	20.1	21.1

[36]UNICEF (2015) National Budget Powerpoint Education Slides.

Since dollarisation in 2009, the share of the budget allocation for education (primary and secondary education, and higher and tertiary higher education) has been increasing, except for the dip in 2010 (15.42%) (Figure 2.6). The current allocation of the budget to education for 2015 is 29.31%.

The 2015 budget allocation to education was the highest of all the ministries, however 98.10% of this allocation will be used for employment costs (Table 2.10) with only 0.9% going to capital expenditures, 0.23% going to current transfers and 0.19% going to programmes.

Table 2.10 Primary and secondary education budget allocation, 2015[37]

	2015 Allocation	% of Sector Budget
Employment costs	873,210,000.00	98.10
Goods and services	4,606,000.00	0.52
Maintenance	546,000.00	0.06
Programmes	1,712,000.00	0.19
Current transfers	2,063,000.00	0.23
Capital expenditures	8,000,000.00	0.90

An analysis of the allocation within the MoPSE shows that there is no allocation made to ECD (Figure 2.7). Investing in ECD yields far more positive results on the development of a child than at later stages in life[38] however this is not being prioritised.

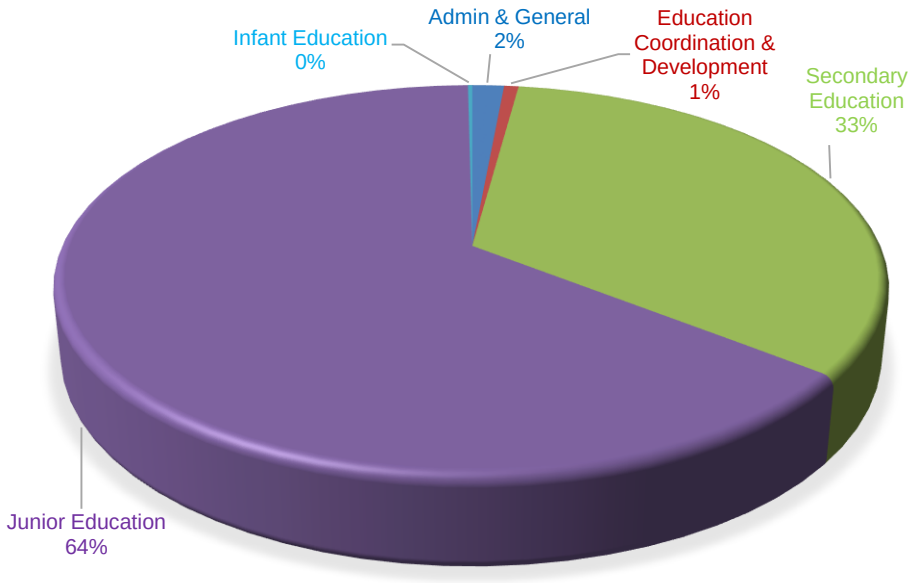


Figure 2.7 Allocation use of the budget allocation to MoPSE, 2015[39]

[37]UNICEF (2015) National Budget Powerpoint Education Slides.
[38]UNICEF (2015) The investment case for education.
[39]UNICEF (2015) National Budget Powerpoint Education Slides.

2.5 External funding and partnerships

Education coordination

The Education Coordination Group (ECG) provides the sector wide framework for donor support to MoPSE priorities. This group monitors all existing bilateral and multilateral education aid and its impact on progress towards the sectors goals (EFA and MDG). The ECG is chaired by the Minister of MoPSE. Members include the Permanent Secretaries of MoPSE and MoHTESTD, funding partners, and UNICEF and UNESCO. The Education Coalition of Zimbabwe (ECOZI) has recently been granted full membership on the ECG. Stakeholders that were consulted indicated that the ECG is an effective and transparent coordinating body for education in Zimbabwe.

ECOZI is an advocacy group which was formed in 2009 to co-ordinate civil society organisations working in the education sector. It is a member of the African Network for Campaign for Education For All (ANCEFA - which has 34 coalitions in 35 countries) and a member of the Global Campaign for Education (GCE). ECOZI was formed after the Dakar 2000 meeting which tasked civil society with monitoring government activities in the education sector. ECOZI's mandate is to carry out evidence based advocacy (including research and monitoring). ECOZI has 27 civil society members.

A now disbanded education sector coordinating body was the Education Cluster. The Education Cluster was chaired by MoPSE and functioned to coordinate the activities of Government and education stakeholders. The clusters were disbanded and working groups in each sector were constituted. The working group which replaced the cluster in the education sector is the Education Working Group. This group has only met once since the Education Cluster was disbanded in 2014.

The Education Atlases (2007-2008 and 2009-2010) mapped the activities of the education partners. Submissions for the 2009-2010 atlas were received from 73 organisations and covered activities involving the construction or rehabilitation of classrooms, school water points, staff houses and latrines, equipping classrooms with furniture, training in management practices, pre-service and in-service training of teachers, training of school children in HIV/AIDS and life skills, supporting schools with nutrition gardens and income generation, providing school and examination fees, textbooks, stationary, sanitary pads and uniforms to children, providing sports equipment, providing block grants to schools and school feeding. To determine the extent of help from these partners in the education sector there is a need to update the mapping of education partners' activities. This will then assist in the coordination of sector stakeholders, especially if a platform for coordination was to meet regularly.

External funding

Two sources of bilateral and multilateral fundingare the Education Development Fund (EDF) and the Global Partnership in Education (GPE). The EDF is the successor of the Education Transition Fund (ETF). The total funding of the EDF is a pooled funding of around US$ 115 million to be spent over five years (2012 - 2015) in the support of the education sector of

Zimbabwe. The EDF funding is to be used in the areas of early learning assessment, school grants, quality of teaching and learning, out-of-school young people, andcurriculum review. The first phase of the EDF, the ETF Phase I (2009 - 2011), distributed core textbooks to all children in primary school (4 textbooks per child) and secondary school (6 textbooks per child in Forms 1 to 4), ECD kits to all primary schools, science kits to all secondary schools, financial management training of all school heads, training in school development plans for all schools, sector planning, early learning assessment, school monitoring and school mapping. Funding has been made available through DFID for the next phase of the EDF to start in 2015 for three years at a rate of GBP 8 million per year.

The GPE funding is US$23.6 million to be spent over three years (2014 - 2016). The funding for the GPE is to be used for professional teacher development, supervision and management of teacher performance and development and sector wide planning for the next five year strategic plan (2016 - 2020).

BEAM funding was provided by DFID to primary school children. Funding was provided in 2012 (GBP10,000,000), 2013 (GBP11,641,450) and 2014 (GBP6,000,000). This funding has now come to an end and will not be renewed.

The Girls Education Challenge (GEC) has allocated funding to two organisations, CAMFED (GBP15,560,622) and World Vision (GBP 11,940,235) from 2013 to 2017. The purpose of this funding is to help the world's poorest girls improve their lives through education.

2.6 Key findings and recommendations around the country context

Overview

The analyses and information presented in this chapter show that the Education Sector needs to expand to take into account the predicted increase in learners, the numbers of out of school children, and the marginalised children (OVCs and disabled children). School attendance is often related to poverty which is related to the education level of the household, indicating a need for a strategic approach encompassing all levels of the socio-economic areas to get people educated and out of the poverty trap, this is despite the literacy levels in the country being around 96%. Schools provide an opportunity to deal with the nutrition and health issues in the country. Clever planning is needed to use this opportunity and should address such issues as nutrition, maternal education, ART of children and nematode burden. Additional challenges that are also facing the Education Sector are the issues related to a new constitution, natural disasters (often ignored due to natural disasters in schools usually being slow onset) and the financing of the sector which has been reliant on external funds to carry out the successful programmes currently being implemented.

The rest of this section picks up some of these points in more detail and some of the key points highlighted in Chapter 2 and the related recommendations.

Demographic and social context overview

Demographic pressure on the education system is set to increase. The number of school children is expected to increase in 2012 to 2022: (i) for ECD from 1,064,590 to 1,199,465; (ii) for Grade 1 to Grade 2 from 2,415,073 to 2,721,043; (iii) for Forms 1 to 4 from 1,216,398 to 1,370,506; and (iii) for Lower 6 and Upper 6 from 588,382 to 662,925. This is an increase in 12.7% of the school-aged population. There will be a need to increase the size of existing schools and build new schools.

The number of multidimensionally poor is 41.0% and near multidimensional poor is 24.9%. The level of poverty is related to the level of education of the household head. The Total Consumption Poverty Line is related to the province indicating that salaries should be area dependent.

A total of 629,953 persons are in residence outside of provinces of their birth. The inter-census in-migrants to urban areas was 29% of those resident in Harare and Bulawayo.

Literacy rates among young people remain high (92% for women and 86% for men - MICS 2014) and generally high for the population (96% - Census 2012).

There were supplementary feeding programmes in 627 schools, with most of these being in primary schools (526 schools). Less than half of the schools had trained health teachers (38%) and just over half of the schools had school health clubs (64%). Issues concerning malaria, HIV/AIDS, malnutrition and worms indicate a need for the health teachers and health clubs at schools.

The 10% stunting prevalence at birth and the diet diversity of young children indicate a need for maternal nutrition education. The incorporation of ECD A and ECD B classes into school provide an opportunity for growth monitoring of the 3-5 year olds.

There are an estimated 370,287 children living with disabilities. There are 32 special schools in Zimbabwe with 3,507 learners (3,143 in primary level and 264 in secondary level) - EMIS, 2014. In mainstream schools there are 2,925 learners in Resource Units (2,703 in primary level and 222 in secondary level) and 28,499 in Authorised Special Classes (27,542 in primary level and 957 in secondary level). This leaves a total of 335,356 children with disabilities which are out of school. Efforts are needed to find out why these children are out of school and what can be done to get them into school.

The National Worm Survey (2010) indicated a need for mass drug administration for soil transmitted helminths and bilharzia. This has been done and will be completed in 2015 when a survey will be conducted to plan the next activities needed.

HIV/AIDS prevalence in the 0-14 age group is 2.37% (Table 2.5). This gives an estimated number of 126,297 children (using 40.8% of children are under the age of 15). The numbers of children on ART is 46,319 children which indicates that less than half of the infected children are on ART. The numbers of AIDS orphans is estimated at 889,339 children. Support programmes, e.g. BEAM, are needed to keep these children in school. For children on ART there is a need for schools to make it possible for these children to take their drugs.

> "At my son's school one teacher slapped another teacher when they got into an argument. The teacher that was slapped pressed charges of assault, the teacher who slapped her pleaded guilty and paid a fine. She was dismissed as a result. A year later, at the same school, the deputy headmistress slapped a six year old girl hard around the face. When one of the parents complained, the deputy headmistress called the parent into her office and told her off for interfering. How come our children do not have the same rights as the adults? Why was it okay to strike a child but it was not okay to strike an adult?"
> Source: Parent from a primary school in Harare

Zimbabwe has slow-onset natural disasters triggered by weather-related issues. This generally allows for planning for natural disasters, except when natural disasters are related to cyclones and earthquakes. Zimbabwe is classified as being at 'Extreme Risk' due to drought (Maplecroft's Drought Risk Index). Climate change may impact on the education sector through a series of negative coping mechanisms by families, flood effects and water and sanitation issues. There is a need to have one coordinator within MoPSE to manage emergencies in schools and coordinate the relevant departments within MoPSE. There is a need for a Disaster Risk Reduction strategy in MoPSE.

The immediate challenges for the education sector concerning the Constitution, existing acts and policies are to (i) identify if the current body of legislation is in agreement with the Constitution, (ii) adjust the legislation that does not conform and that is outdated, and (iii) transform the legal basis into actions for children. Two key issues recently discussed in the press which need to be addressed with some urgency are corporal punishment and child marriages.

Macroeconomic context and education funding

Government revenue increases slowed down in 2013 and 2014, with a drop in GDP per capita in 2014.

The 2015 budget allocation to education was the highest of all the ministries (29.31%), however 98.87% of this allocation will be used for employment costs with only 0.9% going to capital expenditures. MoPSE recurrent expenditure increased from 92.3% of its revenue in 2010 to 99.0% of its revenue in 2014. The education sector (primary and secondary education, and higher and tertiary education) share of the Government's budget allocation from 2010 (15.42%) to 2015 (29.31%).

No budget allocations were made to ECD in 2015. This needs to be addressed as early learning has been shown to yield more positive results on the development of a child than at later stages of life.

The ECG is an effective and transparent coordination group for the primary and secondary education sector, however there is also a need for effective coordination of all education stakeholders. Perhaps this could be done through the reactivation of the Education Working Group and the update of the Education Atlas.

Large funding from external sources has been made available to the education sector through the EDF, GPE, GEC and BEAM. BEAM funding from DFID has now come to an end. These funding sources have provided the funding to carry out programmes within the education sector which would not have been possible as 98.1% of the funding from Government in 2015 was allocated to salaries.

3. Enrolment and internal efficiency

This chapter analyses the current structure of the Zimbabwean education system and student numbers in detail. A brief touch is made on the issue of equity (presence of disabled and OVC) in schools, however equity is dealt with later in more detail in Chapter 9. This chapter tries to identify the main issues to do with student access and progression through the education system for primary and secondary levels. The analyses rely on quantitative data supplied by the Education Management Information System of the MoPSE (National Statistical Reports for 2009, 2012, and 2013, and the Education Management Information System (EMIS), 2014).

3.1 The structure of the Zimbabwean education system

In the formal education sector of Zimbabwe, the provision of primary and secondary education is provided by government and nongovernmental providers and is under the control of the Ministry of Primary and Secondary Education. The formal education system comprises nine years of primary schooling (infant and junior education) and four years of secondary school before the learner can enter into tertiary education. The main structural features of the Zimbabwe education system are summarised as follows and in Figure 3.1:

- Infant education: this consists of two years Early Childhood Development (ECD A and ECD B for 4 to 5 year olds) and Grades 1 and 2 (for 6 to 7 year olds). ECD A is for children turning four in that year. In 2004 a policy on ECD was developed (Secretary's Circular Number 14 of 2004). From 2005 this circular came into effect with MoPSE adopting a policy to introduce an ECD class at every primary school.
- Junior education: this consists of Grades 3 to 7 officially for 8 to 12 year olds. The examinations called the Grade 7 examinations (mathematics, English, general paper and local language) are sat in Grade 7.
- Lower secondary: this consists of Forms 1 to 4, officially for 13 to 16 year olds, and is completed by the sitting of "O" Level examinations.
- Upper secondary: This consists of two years with the classes called Lower 6 and Upper 6 officially for 17 and 18 year olds. This is completed by the taking of "A" Level examinations.

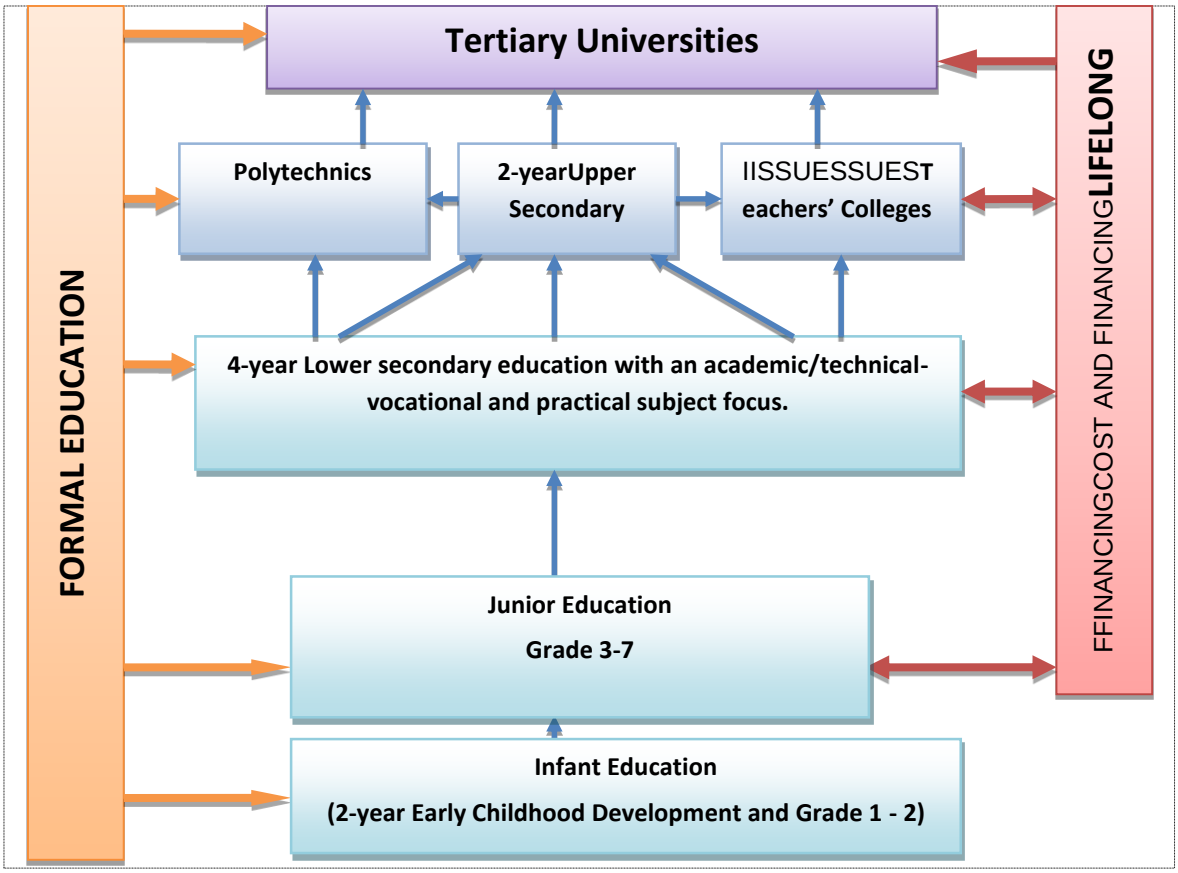


Figure 3.1 Structure of the Education System (from Education Statistics Preliminary Report, 2014)

3.2 Enrolment dynamics by education level

The Education Management Information System (EMIS) of MoPSEhas data for 2012 to 2014. Annual Statistical Reports are available for 2009, 2012, and 2013, and data are available for 2014. Some of the data presented here are still to be published in the Annual Statistical Report format for 2014 which is in draft form.

Enrolment trends

The enrolment trends in schools are presented in Table 3.1 and Figure 3.2. Data are not available for ECD and the Resource Units in schools for 2009. ECD enrolment has been increasing with an increase in enrolment of 21% between 2012 and 2014. Enrolment in Grades 1 to 7 has increased from 2009 but has decreased slightly between 2012 and 2014, and the enrolment in the Authorised Special Classes and Resource Units has increased significantly from 2009 but remained fairly constant between 2012 and 2014 in primary school. There was a total of 3,086,516 learners enrolled in primary school from ECD 1 to Grade 7 in 2014.

Table 3.1 Enrolment trends by education level (2006-2014)

Number of students	2009	2012	2013	2014
ECD (A and B)*	Not collected	352,946	374,125	427,826
ECD A		118,614	126,523	156,087
ECD B		234,332	247,602	271,739
Primary	2,478,990	2,636,385	2,633,385	2,628,445
Grade 1	465,543	441,491	419,532	423,379
Grade 2	373,996	409,505	400,606	386,148
Grade 3	361,986	396,212	395,169	385,928
Grade 4	338,133	377,210	379,124	375,206
Grade 5	326,076	348,699	369,310	369,106
Grade 6	322,707	349,816	349,078	365,929
Grade 7	290,549	313,452	320,566	322,749
Additional Units Primary	22,061	30,066	29,802	30,245
Authorised Special Classes	22,061	27,206	27,165	27,542
Resource Unit*		2,860	2,637	2,703
Forms 1 -4	730,766	867,957	889,260	910,135
Form 1	206,434	237,064	242,214	247,323
Form 2	196,627	218,664	223,602	230,348
Form 3	185,265	224,006	227,184	231,567
Form 4	142,440	188,223	196,260	200,897
Lower 6 and Upper 6	47,469	65,177	67,078	68,330
Lower 6	24,832	34,366	33,699	35,695
Upper 6	22,637	30,811	33,379	32,635
Additional Units Secondary	22,061	3,600	1,123	1,179
Authorised Special Classes	22,061	984	325	957
Resource Unit*		2,616	798	222
TOTAL	**3,301,347**	**3,956,131**	**3,994,773**	**4,066,160**

**Data not collected for 2009*

There have been slight increases of around 5% in the numbers of learners enrolled in Forms 1-4 and in Lower 6 and Upper 6 between 2012 and 2014. Of concern is the reduction in the numbers of learners in the Resource Units in secondary school, with the numbers in 2014 being less than 10% of the figures given in 2012.

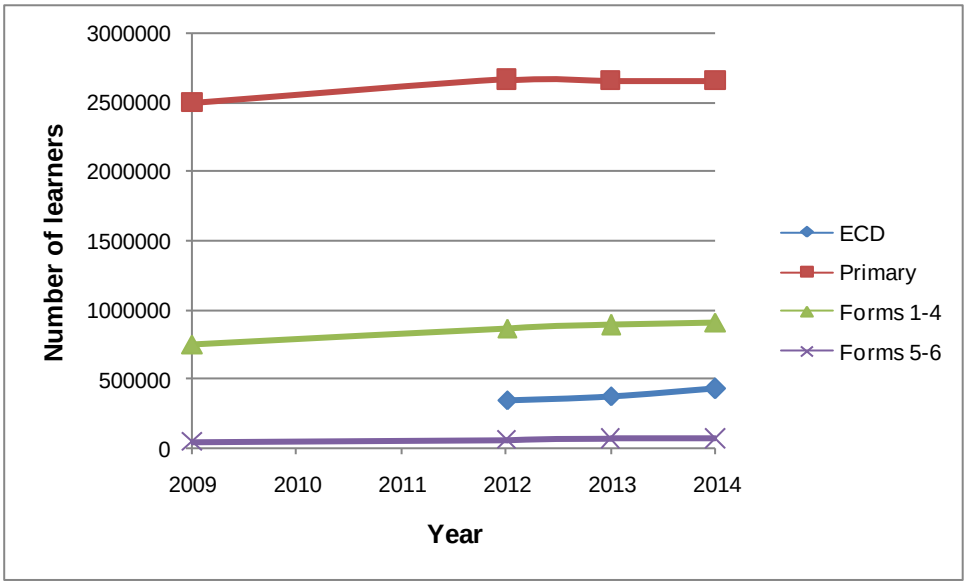


Figure 3.2 Graph of primary and secondary enrolment trends (Additional units are included in Primary and Forms 1-4 for the relevant school levels)

Enrolment by school registration status and school ownership

The Ministry of Education, Sport, Art and Culture (MoESAC) revised and amended the Education Act in 2006[40] to improve access to schools. This amendment of the Act provided for the establishment and construction of schools including the establishment of satellite schools in resettlement, farm and rural areas. This change was made in response to a recognised need to formalise satellite schools as they were already in existence. A satellite schoolis a school for which MoPSE (at that time known as MoESAC) has given permission to be established with a minimum of 20 children but they are not yet registered as they do not meet the criteria to be registered (School Functionality Standards). Each satellite school is overseen by a mother school (a registered school) and does not have a head teacher as the head teacher responsible for the satellite school is the head teacher from the mother school. From 2012 the satellite schools each completed their own census forms.

Due to the way that data were collected in the 2009 school census with some mother schools completing their census forms with information which included the satellite schools and some satellite schools completing their own forms, it was decided not to present the data for satellite schools for 2009.

Table 3.2 Enrolment by education level and registration status (2009-2014)

Number of students	2012	2013	2014
ECD (A and B)	352,946	373,925	427,826
Registered	318,066	334,560	379,135
Satellite	34,880	39,365	48,691
Primary	2,666,451	2,663,187	2,658,690
Registered	2,424,201	2,410,198	2,397,105
Satellite	242,250	252,989	261,585
Forms 1 -4	871,557	890,383	911,314
Registered	765,177	775,010	786,852
Satellite	106,380	115,373	124,462
Lower 6 and Upper 6	65,177	67,078	68,330
Registered	64,977	66,898	67,929
Satellite	200	180	401
TOTAL	**3,956,131**	**3,994,573**	**4,066,160**
Registered	**3,572,421**	**3,586,666**	**3,631,021**
Satellite	**383,710 (10%)**	**407,907 (11%)**	**435,139 (11%)**

More than a tenth of learners at school are learning in satellite schools (Table 3.2). There are 435,139 learners in satellite schools. There is an uneven distribution of learners in satellite schools across the education levels with satellite schools having 11.3% of the learners at ECD level, 9.8% at Primary level, 13.7% at secondary level and 0.6% at Form 6

[40] Address by the Secretary of Education, Sport, Arts and Culture, Mrs C. Chigwamba,at the symposium on the Presidential Commission of Inquiry into Education and Training Recommendations at the University of Zimbabwe, 2 July 2012.

level in 2014. The numbers of learners in satellite schools has been increasing steadily from 2012 until 2014 with the greatest percentage increase in the ECD A and ECD B.

Table 3.3 Enrolment by education level and type of school ownership, 2014

Responsible authority	ECD (A and B)	Primary	Spec class / Res Unit	Forms 1-4	Forms 5-6	Spec class / Res Unit	Total
Church/Mission	33,287	206,452	3,464	130,473	19,113	176	392,965
Registered	31,170	196,114	3,464	118,152	19,113	176	368,189
Satellite	2,117	10,338		12,321			24,776
City council	12,743	154,936	1,698	13,285	1,746	144	184,552
Registered	12,474	152,827	1,680	12,198	1,746	144	181,069
Satellite	269	2,109	18	1,087			3,483
Rural district council	329,280	1,804,560	19,370	517,952	17,208	211	2,688,581
Registered	285,864	1,571,584	19,056	413,634	17,154	209	2,307,501
Satellite	43,416	232,976	314	104,318	54	2	381,080
Farm	7,622	40,728	218	4,699	209	0	53,476
Registered	6,954	37,485	218	2,456	209		47,322
Satellite	668	3,243		2,243			6,154
Government	25,129	295,233	3,503	196,004	22,584	514	542,967
Registered	24,766	292,857	3,503	195,698	22,584	514	539,922
Satellite	363	2,376		306			3,045
Mine	4,318	24,462	366	3,441	124	0	32,711
Registered	4,265	24,209	366	3,441	124		32,405
Satellite	53	253					306
Other	5,623	42,844	1,014	20,035	3,158	67	72,741
Registered	5,095	38,007	1,014	18,125	3,060	67	65,368
Satellite	528	4,837		1,910	98		7,373
Private Company	6,894	36,442	433	11,362	2,909	32	58,072
Registered	6,629	34,841	433	10,253	2,660	32	54,848
Satellite	265	1,601		1,109	249		3,224
Town board	2,211	21,218	179	12,464	1,245	35	37,352
Registered	1,918	19,268	179	11,652	1,245	35	34,297
Satellite	293	1,950		812			3,055
Not specified	719	1,570	0	420	34	0	2,743
Registered				66	34		100
Satellite	719	1,570		354			2,643
TOTAL	**427,826**	**2,628,445**	**30,245**	**910,135**	**68,330**	**1,179**	**4,066,160**
Registered	**379,135**	**2,367,192**	**29,913**	**785,675**	**67,929**	**1,177**	**3,631,021**
Satellite	**48,691**	**261,253**	**332**	**124,460**	**401**	**2**	**435,139**

The Rural District Councils are the responsible authorities for the schools with the most learners (2,688,581 learners). The responsible authority with the next largest numbers of learners is the Government (542,967 learners) followed by the Churches/Missions (392,965 learners) and the city councils (184,552 learners). The Rural District Councils have the most learners in satellite schools (381,080 learners) followed by the Churches/Missions (24,776

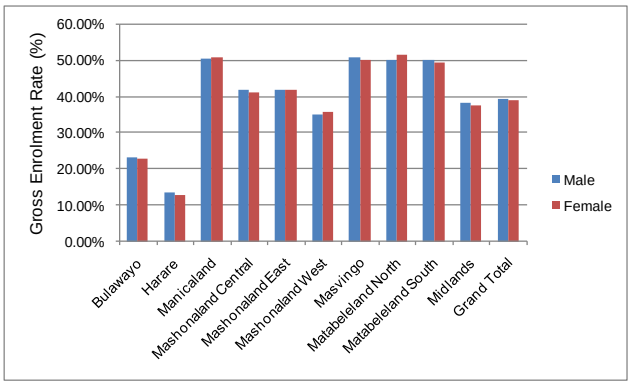
learners). The Rural District Council accounts for 77% of the learners in ECD, 69% of the learners in Primary, 57% of the learners in Forms 1 to 4 and 25% of the learners in Lower 6 and Upper 6, whilst Government accounts for 6% of the learners in ECD, 11% of the learners in Primary, 11% of the learners in Forms 1 to 4 and 22% of the learners in Lower 6 and Upper 6.

Gross Enrolment Rates (GER) and Net Enrolment Rates (NER)

Gross Enrolment Rate (GER) is the enrolment rate for a level at school regardless of age compared to the numbers of children in that age group in the population expressed as a percentage. A high GER indicates a high participation in education whether the pupils belong to the age group or not.A Net Enrolment Rate is the enrolment of the theoretical school age group for a given level compared to the numbers of children in that age group in the population expressed as a percentage.Analysing GER and NER allows an analysis of the demand for education that is being met.

Table 3.4 Gross Enrolment Rates (GER), Net Enrolment Rates (NER) and Gender Parity Index (GPI) by level, 2009 to 2014

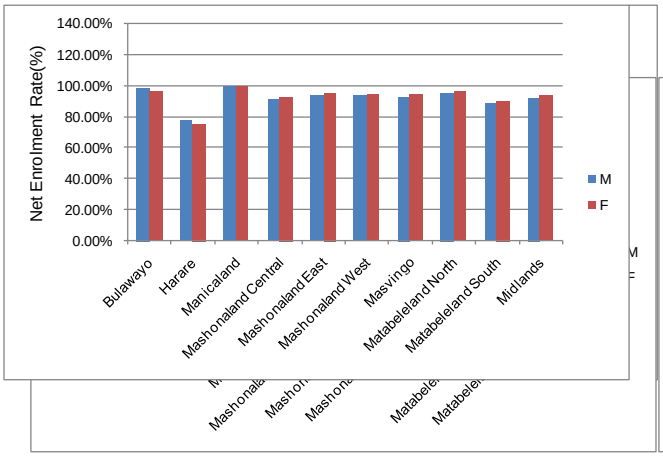
Gross Enrolment Rates (GER)	2009	2012	2013	2014
ECD (A and B)	-	-	34.76%	39.40%
Primary	110.9%	110.41%	109.10%	107.92%
Forms 1 - 4	57.7%	71.65%	71.80%	73.44%
Lower 6 and Upper 6	7.4%	11.08%	11.20%	11.38%
Gender Parity Index (GPI) - GER	**2009**	**2012**	**2013**	**2014**
ECD (A and B)	-	-	1.01	-
Primary	0.98	0.98	0.98	0.97
Forms 1 - 4	0.99	1.00	1.01	1.01
Lower 6 and Upper 6	0.69	0.78	0.78	0.77
Net Enrolment Rates (NER)	**2009**	**2012**	**2013**	**2014**
ECD (A and B)	-	-	23.40%	-
Primary	97.9%	95.61%	93.70%	92.20%
Forms 1 - 4	44.5%	52.15%	52.80%	53.73%
Lower 6 and Upper 6	4.80%	6.61%	6.90%	7.21%
Gender Parity Index (GPI) - NER	**2009**	**2012**	**2013**	**2014**
ECD (A and B)	-	-	1.04	-
Primary	1.00	1.01	1.01	1.01
Forms 1 - 4	0.99	1.11	1.12	1.12
Lower 6 and Upper 6	0.79	0.92	0.91	0.99

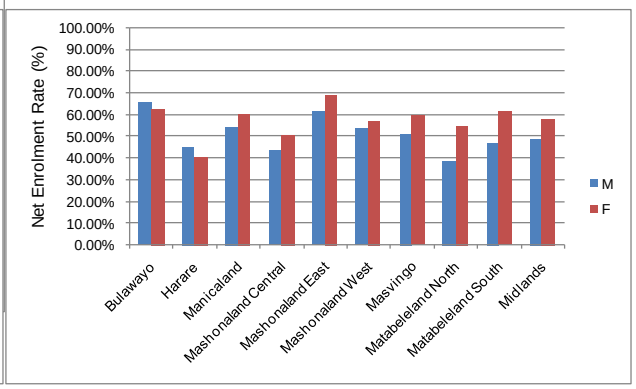


(a) GER for ECD Level, 2014

(b) GER for Primary Level, 2014

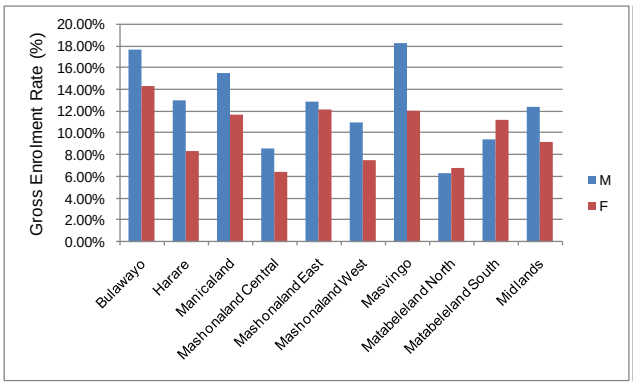
(c) NER for Primary Level, 2014

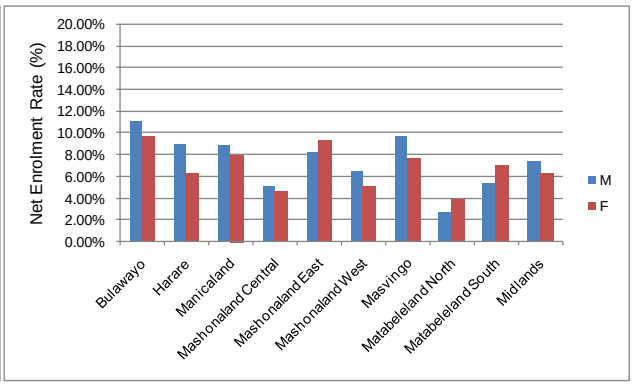




(d) GER for Form 1-4, 2014

(e) NER for Form 1-4, 2014





(f) GER for Lower and Upper 6, 2014

(g) NER for Lower and Upper 6, 2014

Figure 3.2 GER and NER for different levels by province in 2014 (EMIS, 2014)

Less than 40% of the children of ECD age are attending ECD although the percentage of children attending is increasing (Table 3.4). Primary GERs are high, over 100%, indicating a large number of children are age inappropriate for their classes. However the NER for primary is below 100% and has been decreasing since 2009. The GERs for lower secondary (Forms 1 to 4) are less than 75% but have been increasing. The NERs for lower secondary are increasing but are only just over 50%. The GPI for the NER for lower secondary indicates considerably more girls attending than boys. The GPI becomes almost 1 at Upper secondary but the NER is less than 10%.

Figure 3.2 shows the GERs and NERs by province for each school level for 2014. There are considerable differences between provinces. The numbers of children attending ECD is lower in urban areas than rural areas. This may be due to a large number of children attending nursery schools registered with councils which did not complete the ED46 forms. Harare does show lower GERs and NERs at all levels, except Lower 6 and Upper 6 and for NER for Forms 1 to 4.

The MICS (2014) indicated 86.1% of children attended preschool in the year prior to Grade 1. This varied by province with Bulawayo having 76.1% of children and Manicaland having the highest of 89.5%. The MICS reported no major differences between sex and urban/rural areas. The proportion of children attending preschool and with school readiness increased with the education status of the mother, rising from 80.6% of children with mothers of no education to 90.8% of children with mothers with higher education, so the education of mothers is critical.

For children of official school going age, 73.3% were in Grade 1 (MICS, 2014). Children in urban areas were more likely to enter school at the correct age (83.1%) compared to rural areas (70.6%). Variations were also noted by province with Mashonaland West having the lowest percentage (66.4%) and Bulawayo having the highest (88.5%). The percentage of children entering Grade 1 at the correct age was related to the education level of the mother with 54.4% entering for mothers with no education compared to 82.2% and 90.3% of children with mothers with secondary and tertiary education respectively.

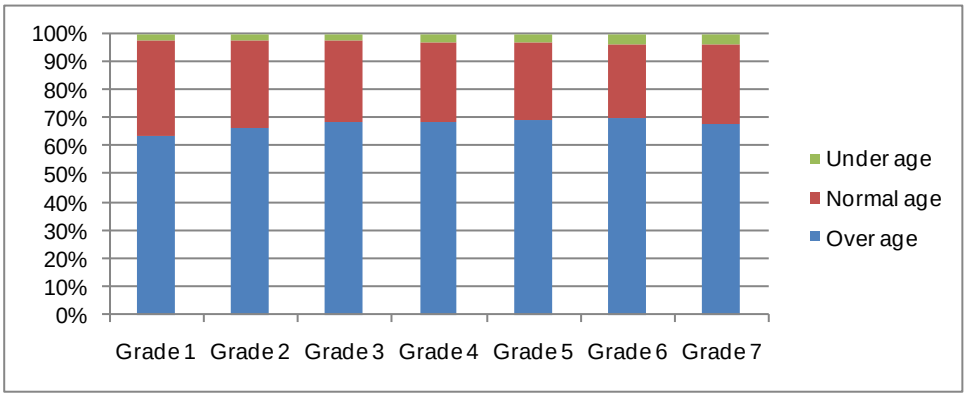


Figure 3.3 Distribution of enrolments by grade, EMIS 2014

Around 35% of ECD A learners and around 52% of ECD B learners are over age. Between 60% and 70% of primary school learners are over age for their grades (Figure 3.3), and between 40% and 70% are overage for their forms for Forms 1 to 4 (Figure 3.4). Between 2% and 4% of learners are under age for their grades and between 3% and 5% are under age in Forms 1 to 4. The number of over age learners are less for Lower 6 and Upper 6 (between 45% and 55%) and the number of underage learners is higher (6.55% for Lower 6 and 11.66% for Upper 6).

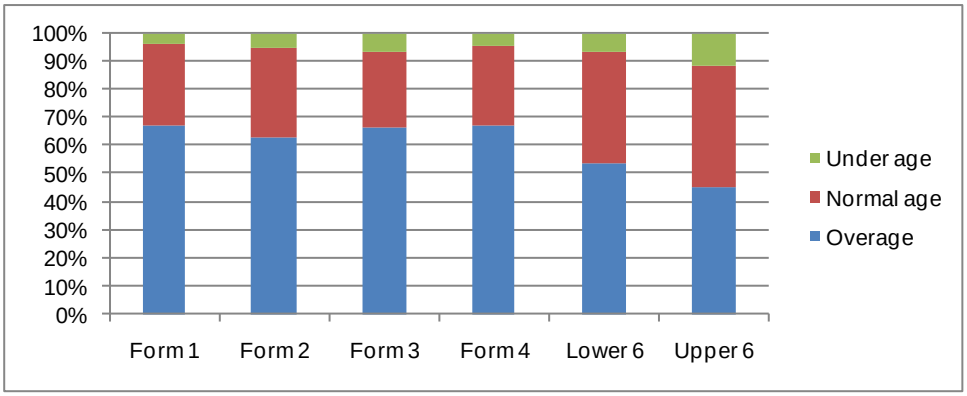


Figure 3.4 Distribution of enrolments by form, EMIS 2014

Attendance ratios were above 90% for both boys and girls of different backgrounds (MICS, 2014). Only 3.2% of children of primary school going age were out of school. Urban areas had a higher attendance rate (96.2%) than rural areas (92.6%). The proportion of children attending primary school increased with the education of the mother: 99.1% for uneducated mothers and 97.3% for children with mothers with higher education and with household wealth quintile.

Around 24.3% children of lower secondary school age were attending primary school (MICS, 2014). This has been reflected in the GERs of over 100% for primary school.Net attendance ratio of learners at secondary school is increased with the increase in the level of the mother's education. This needs to be addressed in the next Education Sector five-year plan.

Education Pyramid

Education pyramids provide a visual representation of student flows (Figure 3.6). The transition rates and GERs for each level are presented in this figure. It can be seen from Figures 3.5 and 3.6 that there is a low GER in ECD. This improves at Grade 1 and steadily reduces to Grade 7. The transition rate from Grade 7 to Form 1 is 76.98% which is the first big reduction in the numbers of students enrolled. The next big reduction in enrolled students is from Form 4 to Lower 6 (18.18%).

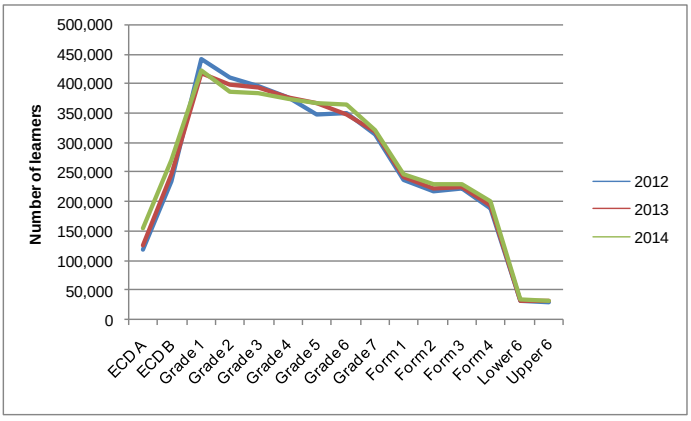


Figure 3.5 Cross sectional school profile for 2012 to 2014

Level	Age	GER	Transition Rates	No. of learners

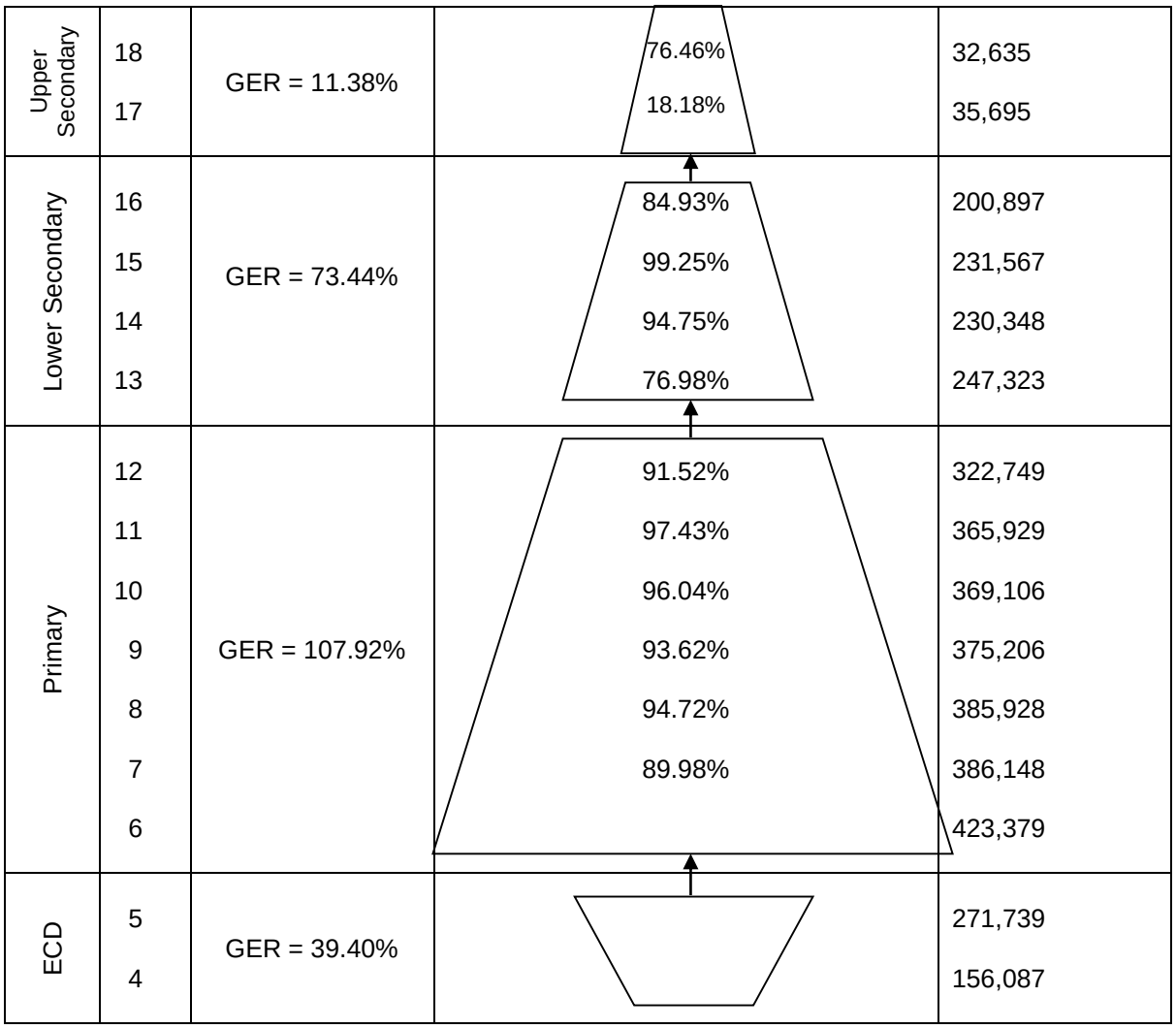


Figure 3.6 Education pyramid for Zimbabwe, 2014

Completion rates

Completion rates in primary and secondary schools are given in Table 3.5. Completion rates vary by province with the lowest completion rate in primary school and lower secondary in Harare (67.63% and 45.49% respectively). The lowest completion rate in higher secondary is in Matabeleland North (6.37%).

Table 3.5Completion rates in primary and secondary school, 2014

Province	Primary				Secondary to Form 4				Secondary to Upper 6			
	Female	Male	Total	GPI	Female	Male	Total	GPI	Female	Male	Total	GPI
Bulawayo	88.14%	87.68%	87.92%	1.01	64.26%	70.55%	67.04%	0.91	13.41%	16.68%	14.81%	0.80
Harare	66.27%	69.10%	67.63%	0.96	40.89%	51.42%	45.49%	0.80	7.85%	12.26%	9.68%	0.64
Manicaland	77.36%	78.58%	77.98%	0.98	69.68%	76.67%	73.29%	0.91	11.06%	15.67%	13.43%	0.71
Mashonaland Central	73.08%	71.89%	72.48%	1.02	56.86%	61.78%	59.44%	0.92	5.93%	8.39%	7.21%	0.71
Mashonaland East	83.85%	83.91%	83.88%	1.00	76.42%	76.20%	76.30%	1.00	12.01%	12.50%	12.27%	0.96
Mashonaland West	78.07%	78.89%	78.49%	0.99	57.73%	68.77%	63.34%	0.84	7.38%	10.96%	9.20%	0.67
Masvingo	76.18%	72.14%	74.13%	1.06	72.18%	76.51%	74.37%	0.94	11.91%	17.75%	14.80%	0.67
Matabeleland North	82.60%	75.96%	79.21%	1.09	60.67%	48.10%	54.08%	1.26	6.63%	6.14%	6.37%	1.08
Matabeleland South	84.79%	82.38%	83.55%	1.03	64.62%	49.12%	56.46%	1.32	10.87%	9.51%	10.15%	1.14

Province	Primary				Secondary to Form 4				Secondary to Upper 6			
	Female	Male	Total	GPI	Female	Male	Total	GPI	Female	Male	Total	GPI
Midlands	80.50%	76.17%	78.30%	1.06	68.52%	65.79%	67.12%	1.04	8.76%	12.38%	10.55%	0.71
Grand Total	77.78%	76.73%	77.25%	1.01	62.28%	66.08%	64.19%	0.94	9.44%	12.54%	10.96%	0.75

Completion rates for ECD were given in 2012 (Annual Statistics Report 2012) as 66.28% for girls and 66.03% for boys. Figures were not given for ECD in the Annual Statistics Report for 2013.

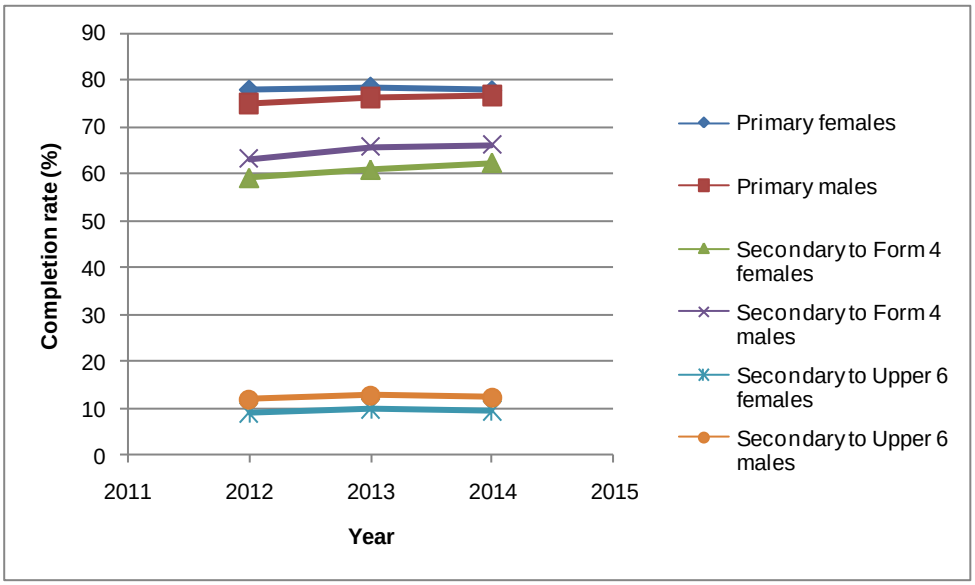


Figure 3.7 Completion rates for Primary and Secondary School, 2012-2014

Completion rates have been slowly increasing for all levels of schooling, except for females in primary school which reduced slightly from 78.58% to 77.78% (Figure 3.7).

Promotion, repetition and dropout rates

Promotion, dropout, repetition and transition rates reflect the internal efficiency of the school system. The data for the school system for 2014 are presented in Tables 3.6 and 3.7, and Figures 3.8 to 3.10.

Table 3.6 Promotion, Repetition and Dropout rates by school year and by gender (2014)

Level	Promotion 2013 to 2014			Repetition 2013			Dropout 2013		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
To Grade 2	90.32%	89.65%	89.98%	2.89%	3.52%	3.21%	6.79%	6.84%	6.81%
To Grade 3	95.39%	94.06%	94.72%	1.90%	2.42%	2.16%	2.71%	3.52%	3.12%
To Grade 4	94.11%	93.13%	93.62%	1.46%	1.82%	1.64%	4.43%	5.05%	4.74%
To Grade 5	96.53%	95.56%	96.04%	1.21%	1.57%	1.39%	2.27%	2.87%	2.57%
To Grade 6	97.35%	97.50%	97.43%	1.15%	1.55%	1.35%	1.49%	0.95%	1.22%
To Grade 7	92.32%	90.73%	91.52%	1.50%	2.00%	1.75%	6.18%	7.27%	6.73%
*To Form 1	78.00%	75.95%	76.98%	0.85%	1.20%	1.02%	21.16%	22.84%	22.00%
To Form 2	94.09%	95.43%	94.75%	0.21%	0.24%	0.23%	5.69%	4.32%	5.03%
To Form 3	97.33%	101.24%	99.25%	0.33%	0.44%	0.38%	2.34%	-1.68%	0.36%
To Form 4	82.73%	87.09%	84.93%	3.89%	4.58%	4.24%	13.38%	8.32%	10.83%
To Lower 6	16.69%	19.44%	18.12%	3.84%	4.26%	4.05%	79.47%	76.31%	77.82%

Level	Promotion 2013 to 2014			Repetition 2013			Dropout 2013		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
To Upper 6	96.30%	96.99%	76.46%	0.26%	0.46%	2.14%	3.45%	2.56%	21.40%

**This is the primary school to secondary school transition rate*

Table 3.7 Transition rates for 2013 to 2014 for Grade 7 and Form 4

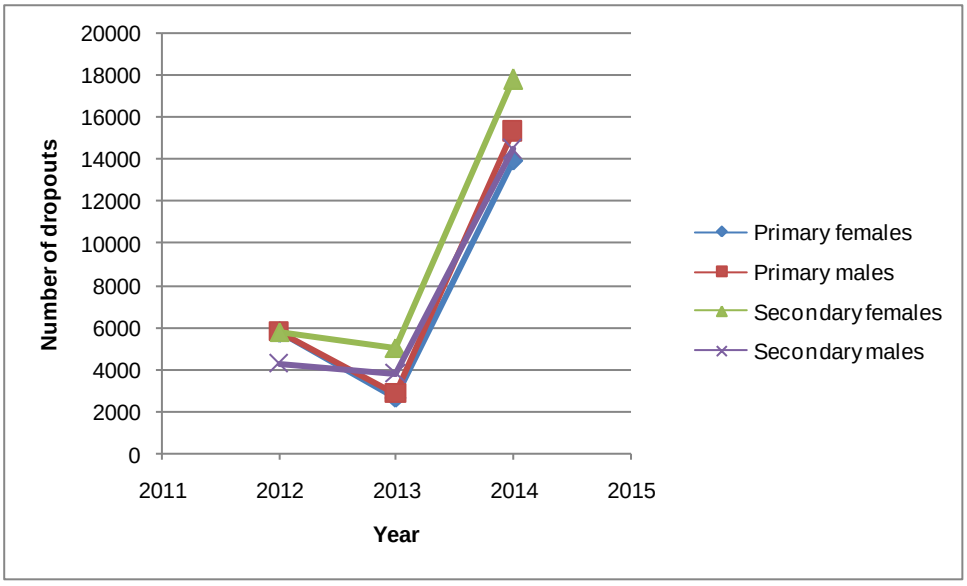
	Female	Male	Total	GPI
From Grade 7 to Form 1	78.00%	75.95%	76.98%	1.03
From Form 4 to Lower 6	16.69%	19.44%	18.12%	0.86

Table 3.8 Transition rates for 2012 to 2013 for Grade 7 and Form 4

	Female	Male	Total	GPI
From Grade 7 to Form 1	79.4%	76.8%	78.15%	1.03
From Form 4 to Lower 6	16.6%	19.4%	18.03%	0.85

Repetition rates are low: usually below 2% except for Grade 2, Grade 3, Form 4, Lower 6 and Upper 6 (Table 3.6). This is a reflection of MoPSE's policy of automatic promotion. Permission from Ministry is needed for a child to repeat. Repetition rate is higher in boys than girls. The high repetition rate in Grade 1 could reflect learner's difficulties in integrating into the school system. It has been shown that repetition is higher in satellite schools, P3/S3 schools and multi-grade teaching schools[41]. It was hypothesised that the learning environments in satellite schools, P3/S3 schools and multi-grade schools are not as good as registered, P1/P2/S2/S2 and single grade schools respectively hence the increased repetition rate.

The percentage of learners moving from Grade 7 to Form 1reduced slightly in 2014 (76.98%) when compared to 2013 (78.15%) - Tables 3.7 and 3.8. The percentage of learners moving from Form 4 to Lower 6 increased slightly in 2014 (18.12%) when compared to 2013 (18.03%) - see Tables 3.7 and 3.8. Dropout rates vary slightly by sex, however there are big differences between years with the biggest dropout rates in Grade 2, Grade 7, Form 1, Form 4 and Lower 6.



[41] MoPSE and UNICEF (2012) Dropout/repetition study. Unpublished report.

Figure 3.8 Dropouts by school year by gender

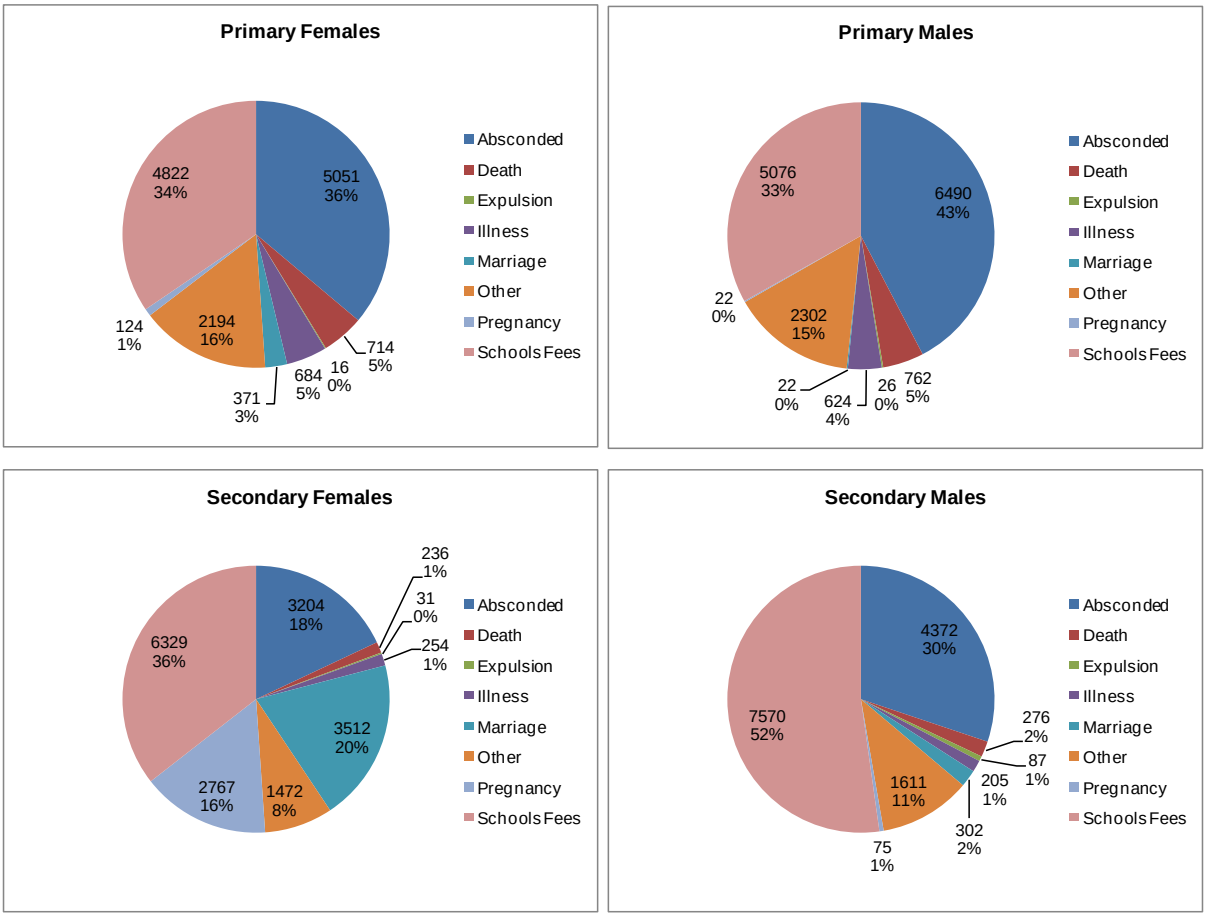


Figure 3.9 Dropouts by reason by level, 2014

Dropout rates vary by primary and secondary school and by sex. Dropout rates are higher in secondary schools than primary schools and the dropout rates of girls becomes higher than boys in secondary school (Table 3.8). There is a need for a tracking system to check that dropouts are actually dropouts and not transfers. The most prevalent reasons for dropouts are school fees and absconded (Figures 3.9 and 3.10) with both of the percentages for these reasons increasing from primary to secondary school. Absconded may be that the learner has moved and this needs to be distinguished in the data collection forms. The reasons for dropping out changes between provinces indicating a need to address dropouts for each province differently (Figure 3.10). Among girls the dropouts due to marriage and pregnancy increased with grade with about 30% of girls dropping out for these reasons in Form 3 and Form 4[42].

[42] MoPSE and UNICEF (2012) Dropout/repetition study. Unpublished report.

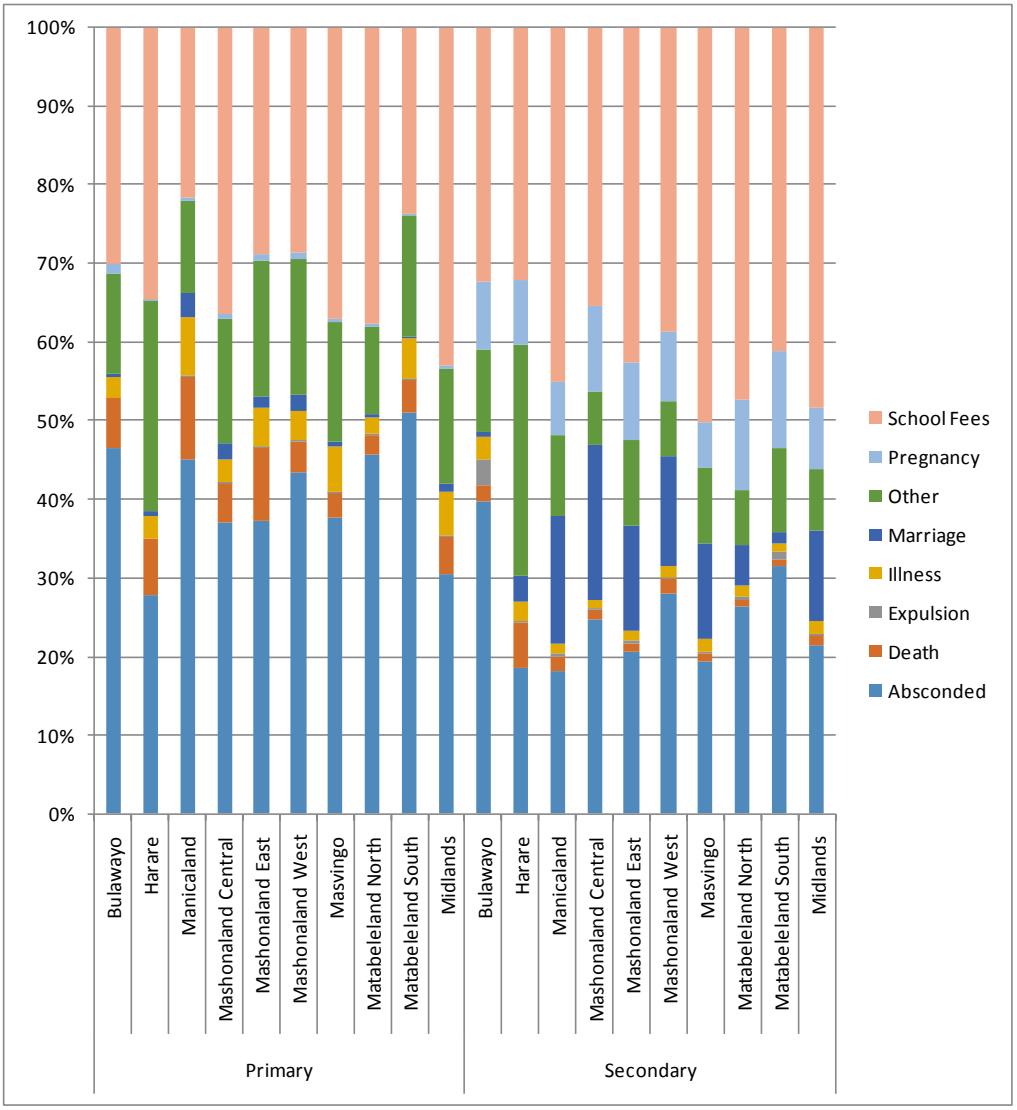


Figure 3.10 Dropouts by reason (percentages) by level and province, 2014

The probability of dropping out is twice as high in P3 schools than P1/P2 schools[43], with girls twice as likely to dropout as boys in Forms 3 and Lower 6. Dropouts are higher in satellite schools than registered schools and multi-grade than single grade schools[44].

3.3 Out-of-school children

A crude calculation of the numbers of out-of-school children based on the enrolment figures and the estimated school population of Zimbabwe for 2014 (from the draft EMIS report for 2014) for 3 to 18 year olds would indicate that there are approximately 1,324,500 children out-of-school in these age groups. The National Assessment of Out-of-School Children in Zimbabwe (2015)[45] gave a total of 1,234,641 children between the ages of 3 to 16 as being out of school in 2012 based on the Census (2012). The Child Equity Atlas gave a 7.6% of

[43] MoPSE and UNICEF (2012) Dropout/repetition study. Unpublished report.
[44] MoPSE and UNICEF (2012) Dropout/repetition study. Unpublished report.
[45]Manjengwa, J. (2015) National Assessment on Out of School Children in Zimbabwe.

the children in the 3 to 16 age group as being out of school and this is made up of 1%(162,453) that have never been to school, plus 1.8% (292,415) entering school at a stage later than expected (after 8 years old) and 4.8% drop outs (779,774 children)[46]. A further 858,733 children are at risk of dropping out of school as they are two years or older than their class mates.

Table 3.11 Incidence of Out-of-School Children (MICS 2014)

	Primary		Secondary	
	Not attending school or preschool	Out of school	Attending primary school	Out of school
Total	3.2	6.6	24.3	20.6
Area				
Urban	2.1	3.7	12.0	11.3
Rural	3.5	7.4	27.7	23.1
Mother's education				
None	7.2	11.9	37.5	26.0
Primary	4.5	8.6	36.0	20.3
Secondary	1.2	3.8	22.4	10.1
Higher	0.2	2.5	16.6	7.8
Wealth index quintile				
Poorest	5.1	9.6	33.8	30.7
Second	3.7	8.0	28.0	21.7
Middle	1.7	5.2	24.2	17.9
Fourth	4.0	6.2	21.1	20.9
Richest	0.7	2.4	9.7	8.7

The MICS (2014) found the total of out-of-school children nationally was 6.6% for primary school aged children and 20.6% for secondary school aged children (Table 3.1). The percentages of those children not attending is related to the mother's education with higher rates of nonattendance or out of school for those with mothers with no education. There is also a relationship between wealth quintile and school attendance, and wealth quintile and out of school. The poorer the household the more likely it is that the child will not be attending school or will be out of school for both primary and secondary level.

According to the National Assessment of Out-of-School Children in Zimbabwe (2015), out-of-school children tend to be from poor households, working for money to supplement household income, orphans and vulnerable children and from complex or composite households in which one or both of the parents have died or are separated[47]. The main barrier for children to attend school is financial; other barriers include food shortages, child labour, migration, lack of interest in school and inadequate school infrastructure. There are indirect costs which also impact for example the costs of uniforms, textbooks, civies days, computer servicing fees and foregone earnings. Children may not want to go to school as

[46]UNICEF Zimbabwe and Zimbabwe National Statistics Agency (2015) Descriptive Child and Youth Equity Atlas: Zimbabwe.
[47]Manjengwa, J. (2015) National Assessment on Out of School Children in Zimbabwe.

they find it humiliating if they don't have shoes and uniforms. Some children may not want to go to school if they are in a class with younger children and consequently leave school.

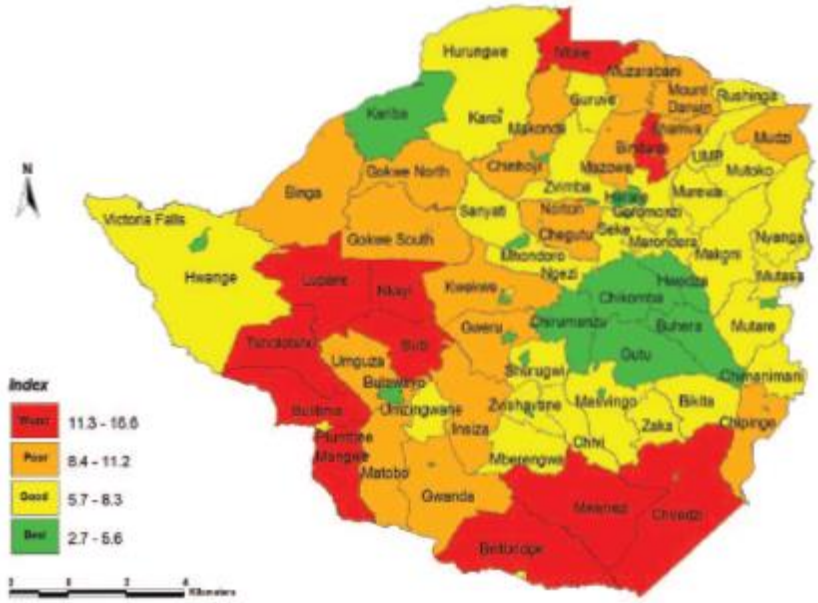


Figure 3.11Out of school children (6-16 years), Zimbabwe, 2012[48]

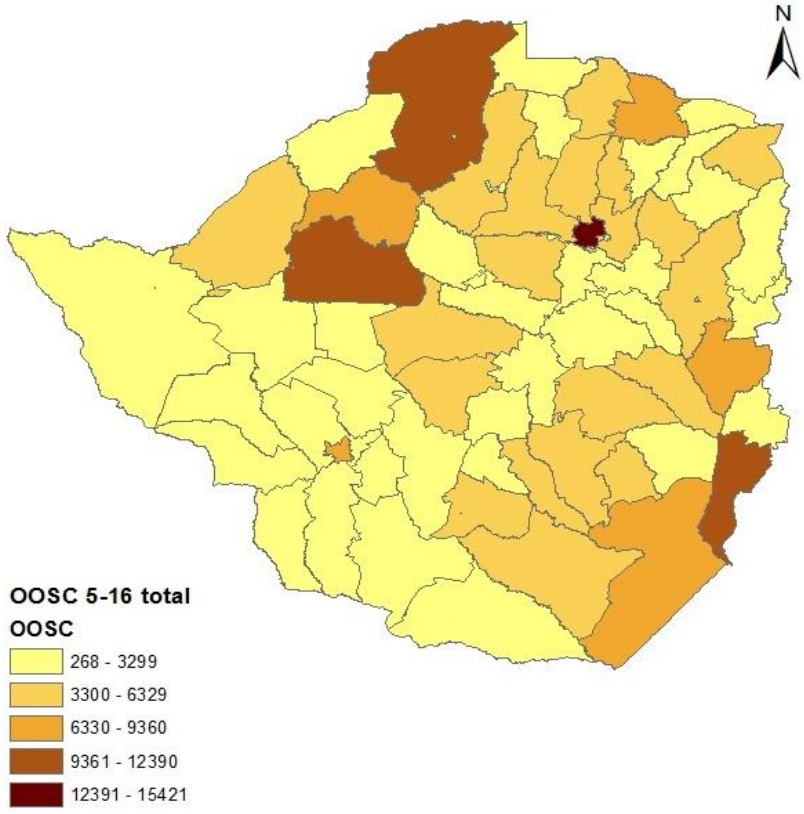


Figure 3.12 Numbers of out-of-school children by district[49]

[48]UNICEF Zimbabwe and Zimbabwe National Statistics Agency (2015) Descriptive Child and Youth Equity Atlas: Zimbabwe.
[49]Manjengwa, J. (2015) National Assessment on Out of School Children in Zimbabwe.

The national out-of-school average is 7.6% according to the Census 2012 (Figure 3.11) whilst the MICS indicated 7.2% with similar proportions of male and femalechildren. The worst affected districts (more than 11.3% of children out-of-school) are Beitbridge, Bindura, Bubi, Bulilima, Chiredzi, Lupane, Mangwe, Mbire, Mwenezi, Nkayi, and Tsholotsho. When the numbers of out-of-school children are examined (Figure 3.12) it can be seen that the districts with the largest number of children out-of-school (more than 12,390 children) are Harare, Gokwe South, Chipinge and Hurungwe Districts[50].

The proportion of children that have never been to school nationally is 2.8%, with males (3.1%) higher than females (2.6%), and rural (3.3%) higher than urban (1.6%)[51]. Figure 3.12 shows the distribution of children that have never been to school. The majority of children that have never been to school (see Figure 3.13) are in the group of the children that have not been to school yet. The resulting percentage of children that have never been to school is 1% once the children who have not been to school yet are removed (i.e. the younger children). The districts which have the highest out of school rates are Gokwe North and Gokwe South, Chinhoyi, Makonde, Mbire, Muzarabani, Mount Darwin, Bindura, Mwenezi, Chipinge and Chiredzi.

[50]Manjengwa, J. (2015) National Assessment on Out of School Children in Zimbabwe.
[51]UNICEF Zimbabwe and Zimbabwe National Statistics Agency (2015) Descriptive Child and Youth Equity Atlas: Zimbabwe.

Never been to school, Zimbabwe, 2012

Age (years)	Never been to school
6	13.8%
7	4.8%
8	2.5%
9	1.6%
10	1.2%
11	1%
12	1%
13	1.1%
14	1.3
15	1.4
16	1.8
6-16	2.8

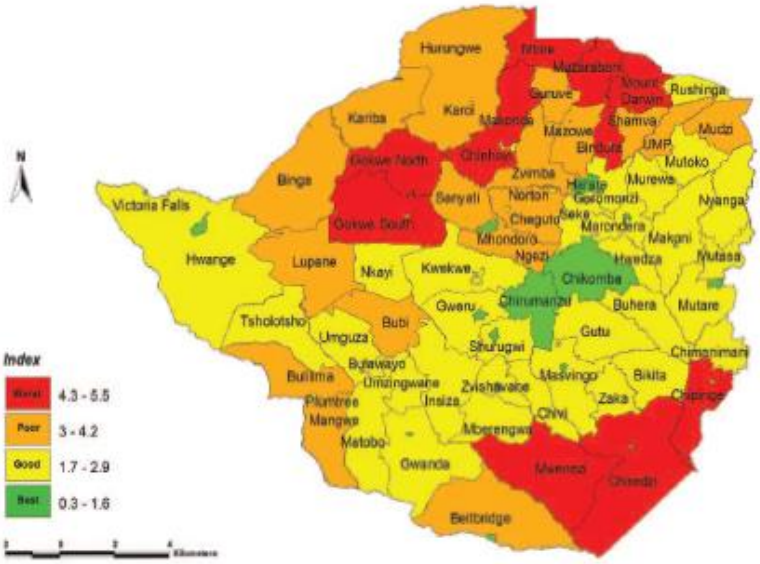


Figure 3.13 Children that have never been to school (6-16 years), Zimbabwe, 2012[52]

The Child Labour Survey (2014) gave reasons for why children had never been to school (Figure 3.14) which are similar to those given in the Out-of-School Study. The Child Labour Study gave the main reason as financial constraints (42.76%) followed by the child being too young (22.18%) and the school being too far away (20.62%).

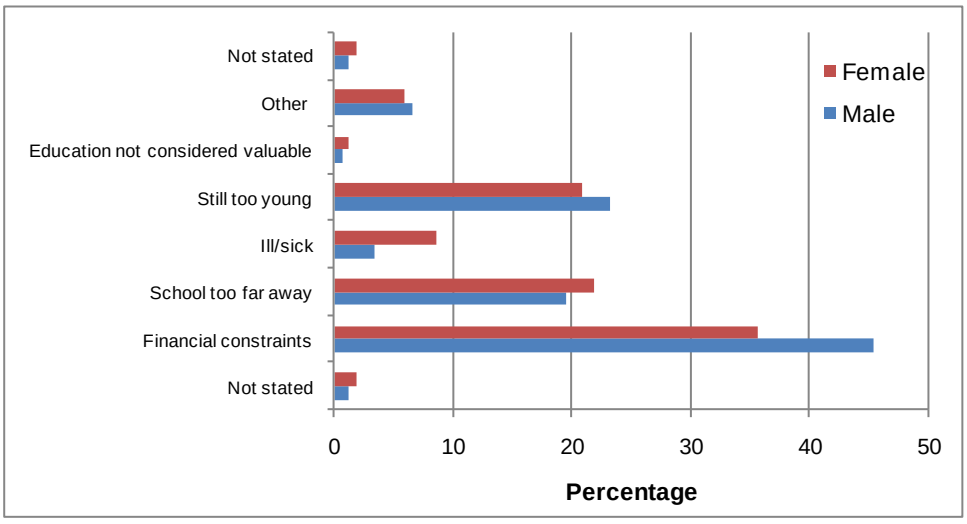


Figure 3.14 Reasons for never been to school, children aged 5-17 years old[53]

[52]UNICEF Zimbabwe and Zimbabwe National Statistics Agency (2015) Descriptive Child and Youth Equity Atlas: Zimbabwe.
[53]ZIMSTAT (2014) The Child Labour Survey.

The Child Labour Survey (2014) also gave reasons for why children have dropped out of school (Figure 3.15). The most common reason is financial (68%), followed by refusal (12%), failed exams (5%) and marriage/pregnancy related (4%). The reasons for refusal to go to school were also collected: lack of interest (57%), incompetence (24%), other (8%), harassment by teachers (4%), bullying (3%), corporal punishment (2%), and not stated (1%).

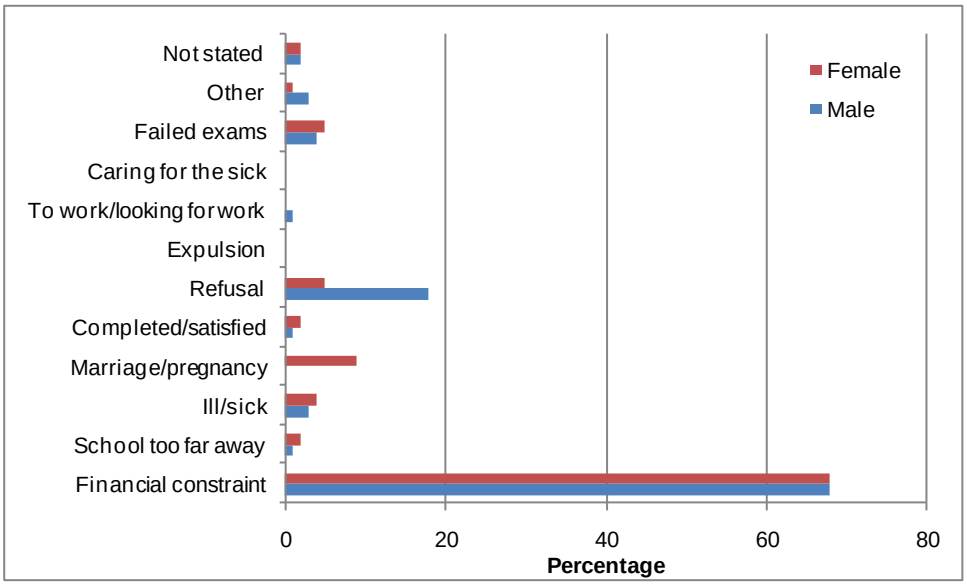


Figure 3.15 Reasons for leaving school, children aged 5-17 years old[54]

The recent ZIMVAC (2015)[55] indicated that of the households they surveyed, 24% were not in school. The main reasons given were financial (37%), child considered too young (25%), illness (12%), pregnancy/marriage (5%), distance to school too far (5%), not interested in school (5%), completed 'O'/'A' Level (3%) and work for money or food (2%). The report made recommendations that there was a need to scale up BEAM, re-introduction of child supplementary feeding programmes and the construction of schools.

3.4 School coverage

In 2014 there were 8,286 schools. Of the 5,862 primary schools there are only 41 primary schools which do not have at least one ECD class. There is one school, not included in the previous figures, which has ECD only. The number of schools has been steadily increasing from 4,834 primary schools and 1,621 secondary schools in 2006 to 5,863 primary schools and 2,424 secondary schools in 2014.

Table 3.12Numbers of schools by education level and registration status (2012-2014)

Number of schools	2012	2013	2014
ECD (A and B) only	1	1	1
Registered	1	1	1
Satellite	-	-	-

[54]ZIMSTAT (2014) The Child Labour Survey.
[55]ZIMVAC (2015)Rural Livelihoods Assessment.

Number of schools	2012	2013	2014
Primary only	126	135	41
Registered	80	80	31
Satellite	46	55	10
Primary and ECD	5,623	5,669	5,821
Registered	4,808	4,813	4,869
Satellite	815	856	952
Forms 1 - 4	1,557	1,610	1,623
Registered	909	908	883
Satellite	648	702	740
Forms 5 - 6	753	764	800
Registered	750	762	793
Satellite	3	2	7
TOTAL	**8,060**	**8,179**	**8,286**
Registered	6,548	6,564	6,577
Satellite	1,512 (19%)	1,615 (20%)	1,709 (21%)

Note: 2012 – There were five unclassified schools: one registered and four satellite schools.
2014 – There was one unclassified registered school.

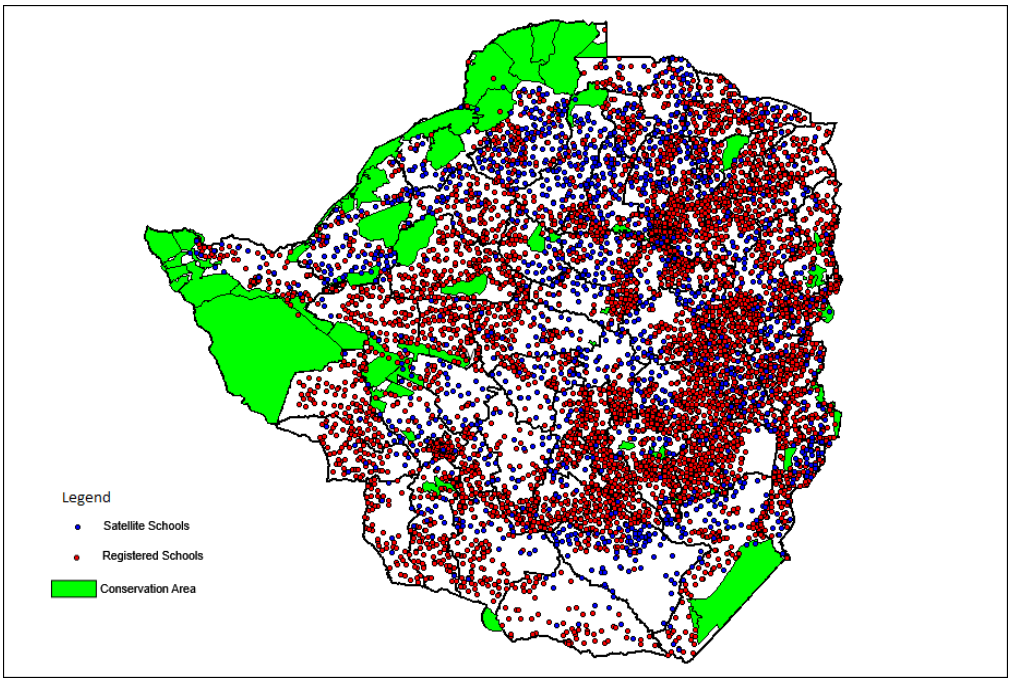


Figure 3.16 Distribution of satellite and registered schools, EMIS 2014

A fifth of the schools,20.6%, in the country are satellite schools (Figure 3.16), with the majority of the schools having the Rural District Councils as their responsible authority (88% of the satellite schools) - See Figure 3.17 and Table F.1 in Annex F.

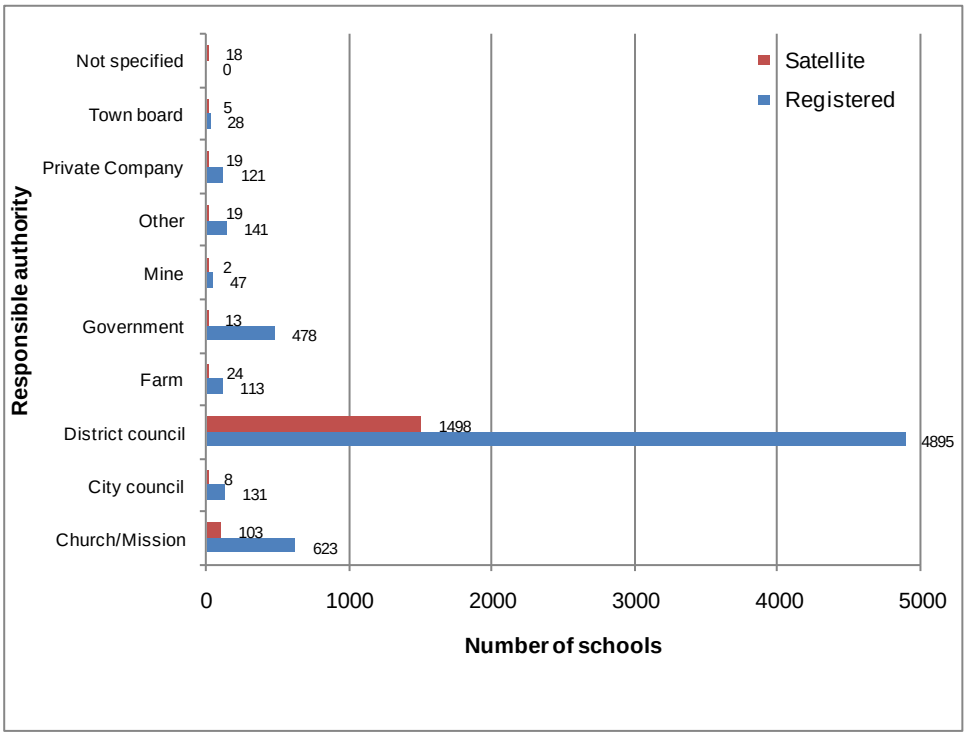


Figure 3.17 Numbers of schools by responsible authority and registration status, EMIS 2014

The special schools and their learners are discussed in Chapter 9.3.

Table 3.15 GER and the number of schools, 2009-2014

Year	2009	2012	2013	2014
Number of primary schools	4865	5753	5805	5863
Primary GER	110.9%	110.41%	109.10%	107.92%
Number of secondary schools and high schools	1644	2312	2374	2422
Forms 1 - 4 GER	57.7%	71.65%	71.80%	73.44%
Number of high schools	Not known	753	764	800
Forms 5 - 6 GER	7.4%	11.08%	11.20%	11.38%

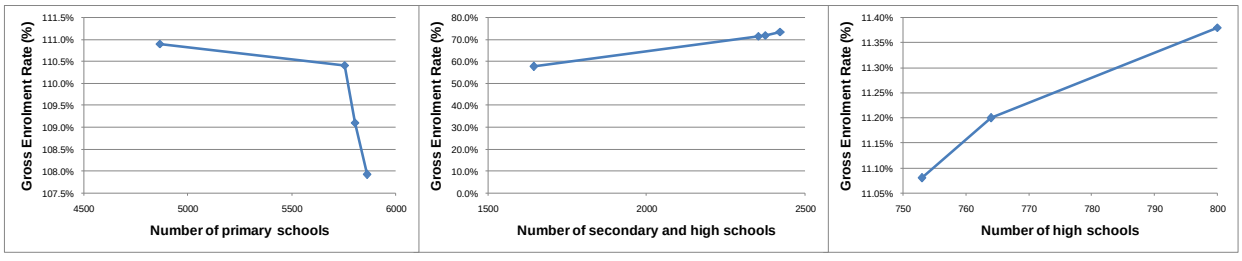


Figure 3.18 Relationship between GER and the number of schools, 2009-2014

The above figure (Figure 3.18) shows that GER is increasing as the number of schools increases for secondary and high schools, however the GER is decreasing for primary

school children despite the continual increases in number of primary schools as there was a reduction in learners in primary schools in 2013 and then decreased again in 2014.

3.5 Key findings and recommendations concerning enrolment

Overview

The analysis and information in this chapter shows that the enrolment rates in primary schools are going down even though the enrolment of ECDs is increasing. Only 41 schools do not have at least one ECD class and there is now a need to increase the number of ECD classes and classrooms so that more children can be enrolled into ECD (GER is currently 39.4%). There may be a need for 'satellite' ECDs so that children do not have to travel so far from home. Enrolments in secondary schools continue to increase. Despite this the out-of-school population continues to remain high (over 130,000 children) and 1% of children have never been to school (these figures do not include children that are still to go to school). More than half the children in school are overage for their classes with children whose mother's level of education being low being the most likely to start school late and be overage. The Rural District Councils have the most schools and the most satellite schools and are in need of technical expertise and funding to develop their schools. Dropout rates and reasons are different for girls and boys, primary and secondary levels, and provinces.

The rest of this section deals with these and other issues in more detail.

Enrolment levels

There are 4,066,160 learners (427,826 ECD, 2,658,690 primary and 979,644 secondary learners) enrolled in 8,286 schools (5,863 primary and 2,424 secondary) with an NER of 92.20% for primary, 53.73% for lower secondary and 7.21% for Lower 6 and Upper 6.

Data are now captured for ECD A and ECD B in the EMIS statistical forms (ED46). There has been a significant increase in ECD enrolment (21% increase between 2012 and 2014) however the NER for ECD is still only at 39.4%. There are currently only 41 primary schools which do not have at least one ECD class. There is a need to address the low GER in ECD in the next five year strategic plan.

Gross Enrolment Rates and Net Enrolment Rates in primary school decreased slightly in 2013 and then again in 2014. This is a worrying trend that needs to be reversed and appears to be related to multiple factors including the level of education of the mother and poverty levels of the household.

Enrolments in secondary school rose between 2012 and 2014, however the enrolments in the Resource Units of secondary schools was reduced in 2014. There needs to be research done to establish why this has happened and then reverse the trend.

Over age children made up around 60% of the primary school and Forms 1 to 4 enrolments, 53% Lower 6 enrolments and 47% of Upper 6 enrolments in 2013, with the boys tending to be older than the girls. The GERs were 39.40% for ECD, 107.92% for primary, 73.44% for

Lower secondary and 11.38% for Upper secondary. The NERs were 92.20% for primary, 53.73% for Lower secondary and 7.21% for Upper secondary.

The higher the level of the mother's education (none, primary, secondary and tertiary), the higher the proportion of learner's attending pre-school, school-readiness, primary school attendance and secondary school attendance and the lower the proportion of school dropouts. There is a need to address this in the next five-year plan.

The poorer the household the more likely the learner is to be out of school. The probability of dropping out is twice as high in P3 schools when compared to P1/P2 schools, with girls twice as likely to dropout as boys in Forms 3 and Lower 6. Dropouts are higher in satellite schools than registered schools and multi-grade than single grade schools. The question as to whether multi-grade teaching is effective needs to be addressed in the next five year plan. Transition rates from primary to secondary school have reduced slightly from 2013 to 2014 compared to 2012 to 2013. Transition rates for 2013 to 2014 were 76.98% and from Form 4 to Lower 6 were 18.12%. Completion rates have reduced slightly for all levels of schooling between 2013 and 2014. Repetition rates are low (below 2%) except for Grade 2 and 3, and Lower 6 and Upper 6. Repetition is higher in satellite schools than registered schools.

Dropout rates are higher in secondary schools than primary schools and higher for girls in secondary schools than boys. The main reason for dropouts is financial (school fees) followed by absconding. Dropouts due to marriage/pregnancy increase with grades for girls with about 30% of the girl dropouts being accounted for in Forms 3 and 4. The probability of dropping out is twice as high in P3 schools compared to P1 and P2 schools, and girls are twice as likely to dropout as boys in Form 3 and Lower 6.The reasons for dropping out changes between provinces indicating thatreducing dropouts for each province should be approached differently.

Out-of-school children and children that have never been to school

The numbers of out of school children was estimated by one report as 1,234,621 for 2012. The MICS (2014) found the number of out of school children was 6.6% for primary and 20.6% for secondary. There is a relationship between wealth quintile and the probability of being out of school. The national out of school average was calculated as 7.6% in the Census (2012) and 7.2% in the MICS (2014). The proportion of children that have never been to school was estimated at 2.8% with the majority of these likely to attend school as they are young, leaving 1% of children never having attended school which are not likely to go to school. There is a need for targeted interventions in the districts with the most out-of-school children and the most children that have never been to school. These interventions should target the children that should be in ECD (perhaps an education campaign on the benefits of ECD to child development through the clinics). It should be noted that even if a district has the highest percentage of out-of-school, it does not mean that it has the highest number of children out-of-school. The actual figures need to be considered when targeting the districts for interventions.

The Child Labour Survey (2014) gave the main reasons for never having attended school asfinancial (68%), refusal (12%), failed exams (5%) and marriage/pregnancy related (4%). The reasons for refusal to go to school were: lack of interest (57%), incompetence (24%),

other (8%), harassment by teachers (4%), bullying (3%), corporal punishment (2%), and not stated (1%). A national tracking system for dropouts is needed to determine whether what their movements are - whether they have gone back into school or not.

The ZIMVAC (2015)[56] recommended that there was a need to scale up BEAM, re-introduction of child supplementary feeding programmes and the construction of schools.

Numbers of schools

The number of schools rose between 2012 (7865) and 2014 (8286). Although 11% of learners are in satellite schools, satellite schools account for 20.6% of the schools. The responsible authority for the majority of satellite schools is the Rural District Councils (88%). The two main responsible authorities for schools and learners are the Rural District Councils and Government. The Rural District Councils account for 77% of the learners in ECD, 69% of the learners in Primary, 57% of the learners in Forms 1 to 4 and 25% of the learners in Lower 6 and Upper 6, whilst Government accounts for 6% of the learners in ECD, 11% of the learners in Primary, 11% of the learners in Forms 1 to 4 and 22% of the learners in Lower 6 and Upper 6. The Rural District Councils have 77% of the schools and Government has 6% of the schools. Rural District Councils need technical and financial assistance to improve the quality of learning and infrastructure in their schools.

[56]ZIMVAC (2015) Rural Livelihoods Assessment.

4. Education cost and financing

This chapter presents and analyses data made available by MoPSE from their Finance Section (Chapter 4.1) and from the EMIS for 2014 (Chapter 4.2 for school finance and Chapter 4.3 for household education spending).

4.1 Public education expenditure

Table 4.1 shows the public budget and expenditure in education by the main sub-sectors and by source of funds, both domestic and external. The three main sub-sectors are school education (primary and secondary), higher and tertiary education, and sport, arts and culture. Domestic funds include the budget from MoPSE (MoESC), MoHTESTD and BEAM. BEAM is funded by the Government under the Ministry of Labour and Social Services for secondary education up to 2012, and thereafter for primary and secondary education for 2013 and 2014. External funding includes three donor supported education projects: BEAM in primary education up to 2014, the Education Development Fund (previously the Education Transition Fund) and the Global Partnership in Education which started in 2014.

The table (Table 4.1) shows how education expenditure increased since2010 to reach its highest in 2014 at US$1,146 million. The revised budget was over a billion US$ for the first time in 2012. The sub-sector which has increased the most in absolute terms was the school education budget. The sub-sector with the greatest relative increase has been Sport, Arts and Culture with the formation of a new ministry in 2013 with its own budget.

In terms of the relative weight of each subsector, these have not changed significantly, except for sport, arts and culture. School education has represented between 70% and 76% of the budget, higher and tertiary education has represented between 24% and 30%, however sport, arts and culture has increased significantly from 0.5% in 2010 to 1.8% in 2014.

Table 4.1 Budget and expenditure by main sub-sector and source, 2010-2014

	2014			2013			2012			2011			2010		
	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp
Budget and expenditure by main subsector and source (in US$m)															
Total education sector	**1,337.5**	**1,303.4**	**1,146.0**	**1,147.3**	**1,108.6**	**1,089.3**	**1,102.0**	**1,052.5**	**963.7**	**678.1**	**786**	**749.8**	**400.6**	**532.6**	**513**
Domestic (GoZ)	1,284.3	1,250.2	1,092.7	1,100.5	1,061.8	1,042.4	1,051.5	1,002.0	936.6	639.4	745.8	720.1	362.2	492.7	474.6
External	53.2	53.2	53.2	46.8	46.8	46.8	50.5	50.5	27.1	38.7	40.2	29.7	38.4	39.9	38.5
School education	**991.8**	**944.8**	**856.7**	**855.8**	**816.9**	**814.2**	**797.4**	**776.7**	**716.3**	**515.9**	**572.1**	**543.8**	**328.8**	**373.9**	**359.6**
Domestic GoZ (MoPSE/MoESAC)	865.6	876.6	796.5	754.9	755.1	752.3	698.9	711.2	674.2	464	518.7	503.3	275.2	318.8	310.7
External (ETF, GPE (2014))	43.9	43.9	43.9	28.8	28.8	28.8	35	35	11.6	23.7	25.2	14.8	23.7	25.2	25.1
Domestic GoZ (BEAM) - MoPSLSW	73.0	15.0	7.0	54.0	15.0	15.0	48	15	15.0	13.3	13.3	10.8	15.2	15.2	10.5
External (BEAM)	9.3	9.3	9.3	18.0	18.0	18.0	15.5	15.5	15.5	15	15	14.9	14.7	14.7	13.4
Higher and tertiary education	**335.2**	**336.2**	**268.7**	**286.8**	**286.8**	**270.9**	**296.2**	**271.2**	**247.4**	**156.8**	**208.1**	**201.6**	**70.3**	**155.6**	**150.8**
Domestic GOZ (MoHTESTD)	335.2	336.2	268.7	286.8	286.8	270.9	296.2	271.2	247.4	156.8	208.1	201.6	70.3	155.6	150.8
Sport, Arts & Culture	**10.5**	**22.4**	**20.6**	**4.8**	**4.9**	**4.2**	**8.4**	**4.6**	**-**	**5.4**	**5.7**	**4.5**	**1.5**	**3.0**	**2.6**
Domestic GoZ (MoESAC)	10.5	22.4	20.6	4.8	4.9	4.2	8.4	4.6	-	5.4	5.7	4.5	1.5	3.0	2.6
Budget and expenditure by main subsector and source (%)															
Total education sector	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
School education	**74.2**	**72.5**	**74.8**	**74.6**	**73.7**	**74.7**	**72.4**	**73.8**	**74.3**	**76.1**	**72.8**	**72.5**	**82.1**	**70.2**	**70.1**
Domestic GoZ (MoPSE/MoESAC)	64.7	67.3	69.5	65.8	68.1	69.1	63.4	67.6	70	68.4	66	67.1	68.7	59.9	60.6
External (ETF)	3.3	3.4	3.8	2.5	2.6	2.6	3.2	3.3	1.2	3.5	3.2	2	5.9	4.7	4.9
Domestic GoZ (BEAM) - MoPSLSW	5.5	1.2	0.6	4.7	1.4	1.4	4.4	1.4	1.6	2	1.7	1.4	3.8	2.9	2
External (BEAM)	0.7	0.7	0.8	1.6	1.6	1.7	1.4	1.5	1.6	2.2	1.9	2	3.7	2.8	2.6
Higher and tertiary education	**25.1**	**25.8**	**23.4**	**25**	**25.9**	**24.9**	**26.9**	**25.8**	**25.7**	**23.1**	**26.5**	**26.9**	**17.5**	**29.2**	**29.4**
Domestic GOZ (MoHTESTD)	25.1	25.8	23.4	25	25.9	24.9	26.9	25.8	25.7	23.1	26.5	26.9	17.5	29.2	29.4
Sport, Arts & Culture	**0.8**	**1.7**	**1.8**	**0.4**	**0.4**	**0.4**	**0.8**	**0.4**	**0**	**0.8**	**0.7**	**0.6**	**0.4**	**0.6**	**0.5**
Domestic GoZ (MoESAC)	0.8	1.7	1.8	0.4	0.4	0.4	0.8	0.4	0	0.8	0.7	0.6	0.4	0.6	0.5

Note: 1. Science and Technology combined with MoHTESTD for part of 2013 and 2014

2. Sport, Arts and Culture became a separate ministry for part of 2013 and all of 2014.

3. BEAM funds from DFID were GBP£10,000,000, GBP£11,641,450 and GBP£6,000,000 for years 2012 to 2014. An exchange rate of £1 to US$1.55 was used (xe.com, accessed 3:59, 26/07/2015).

Table 4.2 Budget and expenditure by detailed sub-sectors and items, 2010-2014

	2014			2013			2012			2011			2010		
	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp
Budget and expenditure by detailed subsector (in US$m)															
Total education sector	**865.7**	**876.7**	**796.5**	**754.9**	**755.1**	**837.1**	**775.1**	**782.6**	**674.2**	**521.3**	**577.9**	**548.2**	**330.4**	**376.9**	**362.2**
Primary[2]	553.7	559.1	551.9	484.6	484.6	475.0	491.8	507.1	430.4	329.0	378.1	350.5	211.3	228.0	232.3
Secondary	285.1	295.1	273.5	247.2	247.2	256.4	262.0	260.8	226.0	175.9	184.2	183.8	111.9	132.7	119.3
Sports, Arts and Culture	-	-	-	4.8	4.9	4.2	8.4	4.6	0.3	5.4	5.7	4.5	1.5	3.0	2.6
Administration	26.9	22.4	11.0	23.1	23.3	105.7	12.9	10.1	17.4	11.0	9.9	9.4	5.7	13.2	8.0
Budget and expenditure by main subsector and source (%)															
Total education sector	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Primary	64.0	63.8	64.3	64.2	64.2	56.7	63.4	64.8	63.8	63.1	65.4	63.9	64.0	60.5	64.1
Secondary	32.9	33.7	34.3	32.7	32.7	30.6	33.8	33.3	33.5	33.7	31.9	33.5	33.9	35.2	32.9
Sports, Arts and Culture	-	-	-	0.6	0.6	0.5	1.1	0.6	-	1.0	1.0	0.8	0.5	0.8	0.7
Administration	3.1	2.6	1.4	3.1	3.1	12.6	1.7	1.3	2.6	2.1	1.7	1.7	1.7	3.5	2.2
Budget and expenditure by main subsector and source (in US$m)															
Total Education and SAC	**865.7**	**876.7**	**796.5**	**754.9**	**755.1**	**752.3**	**775.1**	**782.5**	674.20	**521.3**	**577.8**	**548.2**	**330.3**	**377**	**362.2**
School education															
Employment costs	828.3	838.3	788.5	710.1	710.1	733.3	627.8	685.0	662.80	409.4	494.4	486.9	240.2	275.9	286.9
Other current: o/w	20.5	20.5	6.0	32.8	32.9	14.5	106.9	86.9	12.50	84.0	74.0	53.9	78.1	87.4	67.0
School operational support (grants)	8.2	8.2	3.0	14.3	14.3	6.6	63.8	55.0	1.00	44.1	38.7	33.8	43.9	43.9	36.7
Education material and supplies	8.2	8.2	3.0	14.3	14.3	6.6	15.1	14.6	11.10	21.5	22.7	11.8	21.1	22.5	23.1
Assessment	-	-	-	-	-	-	2.3	1.0	0.40	1.8	0.5	0.5	5.3	5.6	1.9
Educational programmes	4.1	4.1	-	4.2	4.3	1.2	13.8	10.7	0.10	2.8	1.5	0.5	0.9	0.9	0.3
Other	-	-	-	-	-	-	12.0	5.7	-	13.8	10.7	7.3	6.9	14.5	5.0
Capital assets/transfers	7.7	7.7	0.1	18.0	18.0	7.0	31.9	6.0	2.50	22.6	3.7	3.0	10.5	10.6	5.7
Sport, Arts and Culture	**-**	**-**	**-**	**4.8**	**4.9**	**4.2**	**8.4**	**4.6**	0.20	**5.4**	**5.7**	**4.5**	**1.5**	**3.0**	**2.6**

Note: 1. The education material and supplies includes ETF expenditure of US$23.1 million, US$11.7 million and US$9.7 million respectively for 2010, 2011 and 2012 respectively.

2. Primary education included Infant Education for 2014.

Table 4.2 takes a look at the detailed sub-sectors and items for primary and secondary education. It can be seen that primary education accounted for around 60% of the total budget every year from 2010 to 2014, whilst secondary education ranged from 30% to 34%.

The second half of Table 4.2 takes a detailed look at the break down of school education costs. It can be seen how employment costs represent the majority of expenses and appear to have increased from 79% in 2010 to 99% in 2014. The second largest item was school operational costs (grants) in 2010 of $36.7 million, however this decreased in 2014 to less than ten percent of the 2010 values ($3 million). Another item that decreased significantly was education material and supplies which decreased from $23.1 million in 2010 to $3 million in 2014, however the amounts reflected for 2010, 2011 and 2012 were the amounts from the Education Transition Fund, US$23.1 million, US$11.7 million and US$9.7 million respectively, for the national distribution of textbooks, ECD kits, and science kits.

Table 4.3 and Table 4.4 present how MoPSE has managed its discretionary non-employment costs for 2010 to 2014. Ministry's expenditure is dependent on the availability of cash and subsequent release of cash. The overall non-salary expenditure is considerably reduced from 2010 (US$20.6 million) to 2014 (US$5.5 million). The distribution of the expenditure for non-salary items varies greatly with year, although this picture is partially obscured by the removal of Sport, Arts and Culture from MoPSE.

The breakdown of the item expenditure is shown in Table 4.3. The money available to school grants varies considerably from year to year with the lowest being in 2012 (US$2.7 million) and the next lowest being in 2014 (US$3 million). Education programmes and ZIMSEC received US$1 million for 2014. From 2015 onwards ZIMSEC will be self funding with the introduction of examination fees for Grade 7.

Table 4.4 presents the capital expenditure breakdown of MoPSE. Only US$2.1 million was released and spent in 2014. Capital expenditure has varied greatly between 2010 and 2014 and the relative funds assigned to each programme varies from year to year. No funds were spent in 2014 under the PSIP, and no building grants were given to non-government primary and secondary schools in 2013 and 2014.

Table 4.3 Non-salary current expenditure of MoESAC/MoPSE, 2010-2014

	2014			2013			2012			2011			2010		
	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp
Non-salary current budget and expenditure by programme (in US$m)															
Total current non-salary: o/w	**23.2**	**25.2**	**5.5**	**45.0**	**45.0**	**19.0**	**46.5**	**24.1**	**11.3**	**36.9**	**25.7**	**17.9**	**25.7**	**35**	**20.6**
I Administration and general	5.7	6.7	1.8	3.9	3.9	2.6	6.0	3.1	3.6	5.6	3.7	2.7	2.1	9.5	2.1
II Education coordination and development	1.8	2.8	1.1	8.0	8.0	7.7	4.4	1.6	2.5	4.6	2.4	0.9	5.9	6.2	2.2
III Secondary education	5.1	5.1	1.0	10.1	10.1	2.0	13.6	6.5	0.4	11.4	7.8	5.4	5.1	5.1	4.1
IV Primary education	10.6	10.6	1.6	18.2	18.2	2.8	15.1	9.0	0.3	10.4	6.7	4.4	11.4	11.4	9.7
V Sport, Arts and Culture	-	-	-	4.7	4.7	3.9	7.3	3.9	0.1	4.9	5.2	4.5	1.2	2.7	2.5
Non-salary current budget and expenditure by programme (%)															
Total current non-salary: o/w	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
I Administration and general	24.6	26.6	32.7	8.7	8.7	13.7	12.9	13.0	31.9	15.3	14.2	15.1	8.2	27.3	10.0
II Education coordination and development	7.8	11.1	20.0	17.8	17.8	40.5	9.5	6.6	22.1	12.5	9.3	5.1	23.0	17.8	10.5
III Secondary education	22.0	20.2	18.2	22.4	22.4	10.5	29.3	27.0	3.5	30.9	30.3	30.0	20.0	14.7	20.1
IV Primary education	45.7	42.1	29.1	40.4	40.4	14.7	32.5	37.2	2.7	28.2	25.9	24.9	44.3	32.6	47.2
V Sport, Arts and Culture				10.4	10.4	20.5	15.7	16.2	0.9	13.2	20.2	24.9	4.6	7.7	12.1
Non-salary current budget and expenditure by item (US$m)															
Total current non-salary: o/w	**20.5**	**20.5**	**6.0**	**33.4**	**33.5**	**15.0**	**46.5**	**24.1**	**5.8**	**36.9**	**25.7**	**17.9**	**25.7**	**35**	**20.6**
School grants (tuition/per capita)	8.2	8.2	3.0	14.3	14.3	6.6	20.9	13.1	2.7	15.9	10.4	8.1	14	14	12.8
Education materials and supplies (for schools)	8.2	8.2	3.0	14.3	14.3	6.6	1.2	0.7	2.7	0.4	0.2	0	0	0	0
Education programmes	4.1	4.1	-	4.2	4.3	1.2	4.5	1.4	-	2.8	1.5	0.5	0.9	0.9	0.3
Other programmes (admin/sports/arts/culture)	-	-	-	-	-	-	1.8	0.7	0	1	0.7	0.6	0.2	7.2	0.3
ZIMSEC	0	0	1.0	0.6	0.6	0.6	1.9	0.6	0.4	1.8	0.5	0.5	5.3	5.6	1.9
Other (admin & mgmt; sports, arts, culture)	-	-	-	0	0	0	16.2	7.6	0	15.1	12.4	8.2	5.3	7.3	5.3

Table 4.4 Capital expenditure of MoESAC/MoPSE, 2010-2014

	2014			2013			2012			2011			2010		
	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp	Budget	Revised budget	Exp
Capital expenditure and budget by programme (in US$m)															
Total capital: o/w	**13.4**	**13.4**	**2.1**	**17.9**	**17.9**	**7.0**	**32.4**	**6**	**0.1**	**22.6**	**3.7**	**3**	**10.5**	**10.6**	**5.7**
I Administration and general	1.0	1.0	0.1	0.9	0.9	0	1.2	1	-	1.2	0.2	0	1.6	1.7	2.5
II Education coordination and development	6.0	6.0	-	7.0	7.0	7.0	4.5	3.5	-	5.4	3	2.9	0.2	0.2	0
III Secondary education	3.2	3.2	0.8	4.0	4.0	0	10.5	1.5	0.02	5.3	0.2	0	4.3	4.3	1.7
IV Primary education	3.2	3.2	1.2	6.0	6.0	0	15.7	0	0.03	10.7	0.4	0	4.5	4.5	1.5
V Sport, Arts and Culture	-	-	-	-	-	-	0.5	0	-	0	0	0	0	0	0
Capital expenditure and budget by programme (%)															
Total capital: o/w	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
I Administration and general	7.5	7.5	4.8	5	5	0	3.7	16.7	0	5.1	5.2	1.3	15.4	16.2	43.8
II Education coordination and development	44.8	44.8	0	39.1	39.1	100	13.9	58.3	0	23.9	80.1	97.6	1.4	1.5	0.3
III Secondary education	23.9	23.9	38.1	22.3	22.3	0	32.5	25.0	39.1	23.5	4	0	40.4	40.0	29.6
IV Primary education	23.9	23.9	57.1	33.5	33.5	0	48.5	0	60.9	47.5	10.7	1.1	42.8	42.3	26.3
V Sport, Arts and Culture	0	0	0	0	0	0	1.4	0	0	0	0	0	0	0	0
Capital budget and expenditure by item (US$m)															
Total capital: o/w	**6.0**	**6.0**	**-**	**5.5**	**5.5**	**5.1**	**32.4**	**6.0**	**1.8**	**22.6**	**3.7**	**3.0**	**10.5**	**10.6**	**5.7**
Construction for government schools (PSIP)	6.0	6.0	0	5.5	5.5	5.1	3.0	3.0	1.8	4.0	3.0	2.9	0	0	0
Building grants for non-govt secondary schools	0	0	0	0	0	0	9.0	1.5	-	5.0	0	0	4.0	4.0	1.7
Building grants for non-govt primary schools	0	0	0	0	0	0	15.0	0	-	10.0	0	0	4.0	4.0	1.5
Other	0	0	0	0	0	0	5.4	1.5	-	3.6	0.7	0.1	2.5	2.6	2.5

Table 4.5 gives the estimated funding from recurrent grants for the years 2010 to 2014. No recurrent grants were given to P1, P2, S1 and S2 schools in 2012, 2013 and 2014.

Table 4.5 Estimated MoESAC/MoPSE funding from recurrent grants 2010-2014

Recurrent grant funding	2010	2011	2012	2013	2014
Primary P1	$458,443	$35,671	-	-	-
Primary P2	$1,723,743	$318,084	-	-	-
Primary P3	$5,673,806	$3,099,599	$5,628,826	$4,350,000	$6,100,000
Secondary S1	$224,837	$115,200	-	-	-
Secondary S2	$644,256	$547,174	-	-	-
Secondary S3	$1,742,917	$3,814,597	$4,486,242	$2,196,765	$2,100,000
TOTAL FUNDING	**$10,468,002**	**$7,930,146**	**$10,115,068**	**$6,546,765**	**$8,200,000**

Figure 4.1 shows the MoPSE operational expenditure month by month for 2012 to 2014. The wide fluctuations reveal how unpredictable monthly releases to the MoPSE are. This makes the planning and management of the limited resources for school education difficult. These amounts also include the salary items, this can be seen in December where the amount is almost double and is accounted for by bonuses.

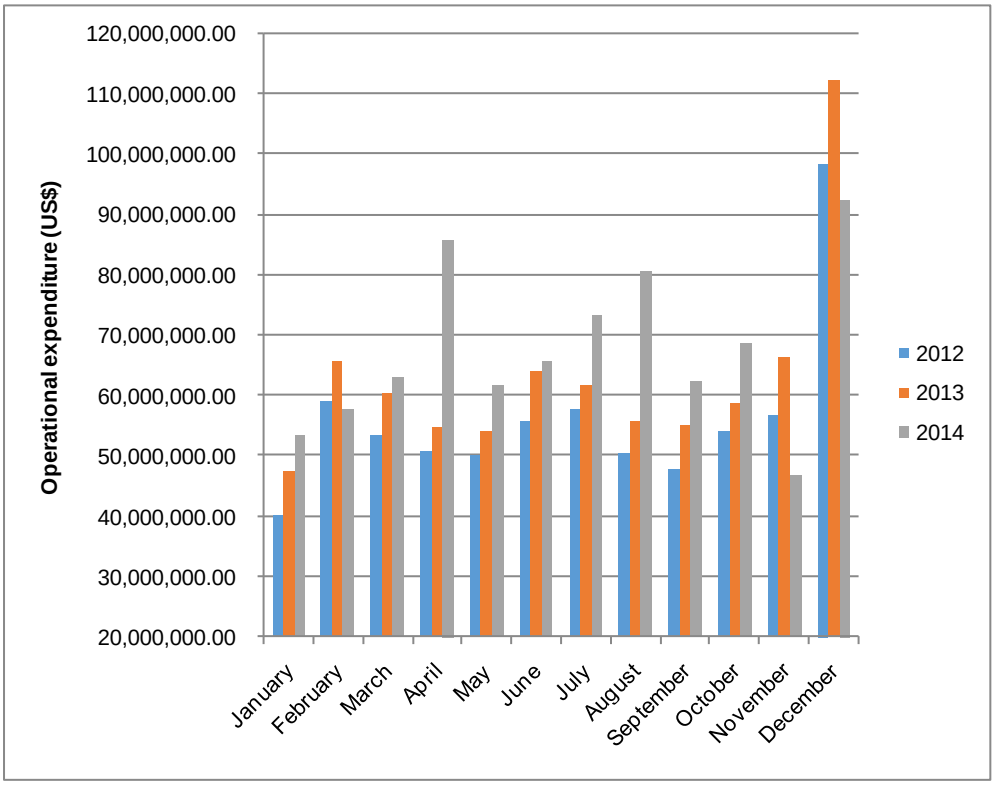


Figure 4.1 MoPSE monthly operational expenditure (2012-2014)

Better Schools Programme Zimbabwe (BSPZ)

The Better Schools Programme Zimbabwe (BSPZ) is a central strategy adopted in the 1990s for the improvement of the quality of education through improved teaching and learning. The specific objectivesof the BSPZ are as follows:

- To improve the capability of the teaching force through ongoing formal and non-formal in-service training.
- To update andupgrade the management, administrative and supervisory skills of head teachers.
- To update and upgrade the skills of education officers so that they can provide effective guidance and supervision of teachers and head teachers.
- To develop a cadre of trainers who are effective resource persons in in-service training for teachers, head teachers and education officers.
- To extend the role of staff development activities from that of just providers of physical infrastructure to full partners in the school system.
- To generate commitment and political will among all stakeholders for the success of the project including senior management, professional organizations for teachers, responsible authorities etc.
- To create a research base that will guide policy and educational practice.
- To create an organizational structure that will sustain in-service training on a continuous basis.

Key activities of the BSPZ include the development of teachers, head teachers and education officers through short structured courses and formal studies, the development of woman in all grades, the development of relevant organizational structures, theestablishment of resource centres, the strengthening of community participation in schools, the training of trainers, and research, monitoring and evaluation.

A funding agreement was signed with the Royal Netherlands Government in November 1996. This has since been completed and the programme has continued to function without external funding. The funding of the programme is now coming directly from the schools. Each school, regardless of responsible authority or level, pays a fee of US$1 per child per term. A rough calculation of the funds received would indicate that this fee collected approximatelyUS$12 million dollars in 2014. This is greater than the non-salary expenditure of the MoPSE in 2014, indicating a considerable bottom-up funding of MoPSE. This fee must be paid regardless of whether the child has paid their levy. This fee is distributed to three users as follows: 50c goes to the district office, 30c goes to the National Association of Primary Heads (NAPH) or National Association of Secondary Heads (NASH), and 20c goes to the provincial office. The district offices use the BSPZ funds for the welfare of the district. This is dependent on how the district decides to spend its funds, for example for infrastructure (e.g. district resource centres), meetings, workshops, computers, training, transport to schools, fuel for supervisors, science exhibitions, bereavements and retirements. NAPH and NASH use their funds for sports activities, musical competitions and cultural activities. The provincial offices use their funds for the annual merit awards for schools, students and teachers that have done well.

The management of the BSPZ is done through a series of committees:

- National (National Advisory Committee, PS, Heads of Departments, Director of Schools, National Management Committee, National Coordinator and staff),
- Regional (Regional Advisory Committee, Regional Director, Regional Management Committee and Regional Coordinator and staff),
- District (District Education Officer, District Management Committee and District Resource Centre),
- Cluster (cluster coordinator),
- School (school head and BSPZ management committee).

Basic Education Assistance Module (BEAM)

The Basic Education Assistance Module (BEAM) of the Enhanced Social Protection Programme was introduced in 2000 by the Government of Zimbabwe in conjunction with the World Bank, UNICEF and other development partners. It provides financial support to communities to assist them to keep their vulnerable children in school. The major objective of BEAM was to prevent households from resorting to negative coping mechanisms such as withdrawing children from school in response to worsening poverty. BEAM supports vulnerable children with the payment of a basic education package that includes levies, tuition, and examinations fees. Selection of beneficiaries is community based by a committee of parents which are selected by other parents. This committee is trained by MoPSE. A list of needy children is drawn up by the school and the committee of parents. As a social safety net, BEAM is managed by the Ministry of Labour and Social Welfare but implementation is done in collaboration the MoPSE.

In 2013 a total of 422,281 learners (344,554 in primary school and 77,727 in secondary school) were assisted by BEAM for a sum of US$9,417,734.29 for primary learners and US$8,359,906.47 for secondary learners in 2013 according to EMIS 2014 dataand a further 81,904 learners had a claim outstanding for BEAM (Figure 4.3). BEAM funding does not come through MoPSE; the funding came through the Ministry of Public Service, Labour and Social Welfare.

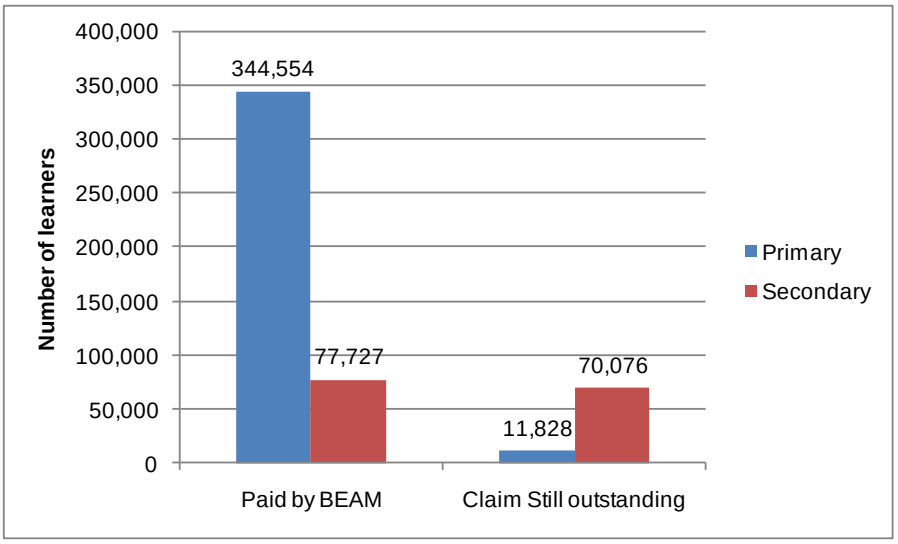


Figure 4.3 Learners assisted by BEAM in 2013 (EMIS, 2014)

4.2 Public recurrent spending per student

The data available in the EMIS (2014) were used in this analysis. It was not possible to select data for only those schools which provided data on income and expenditure, consequently some of the totals and averages may be low due to the missing schools.Some of this information may have been incorrectly entered into the EMIS statistics forms due to a lack of understanding of what should be entered. These figures are therefore only a guide and further data cleaning is needed to make the figures more reliable. The following box gives the classification of the sources of income as they are used in the analyses.

Financing sources classification

The following classification has been used to determine private, public and external funding sources

Primary Schools Income		
Private	**Public**	**External**
Boarding fees Boarding levy Building levy Centre/SDA levy General Purpose Fund Donations Others Rentals Tuition fees	Building grants Per Capita grants Salary grants	BEAM payments External Aid

Secondary Schools Income		
Private	**Public**	**External**
Boarding fees Boarding levy Building levy Centre/SDA levy General Purpose Fund Donations Others Rentals Tuition fees	BEAM payments Building grants Per Capita grants Salary grants	External Aid

School income and expenditure, 2013

Figures 4.2 to 4.6 and Tables 4.6 to 4.9 indicate the distribution of the main sources of funding for primary and secondary schools in turn. The data are from the EMIS 2014 for the financial year of 2013, and includes all the schools. Schools may have been included which had not submitted income and expense data which will result in an underreporting of the figures.

Building levies were the biggest source of income for the primary schools in 2013 accounting for 25%, followed by Centre/SDA levies accounting for 24% and tuition fees accounting for 23% (Table 4.6). Private funding sources accounted for 96% (US$389,273,458) of the total funding in 2013 (Figure 4.2).This has shifted significantly from 86% for private funding in 2011[57].

[57]CfBT (2012) Situational Analysis for the School Grants Programme.

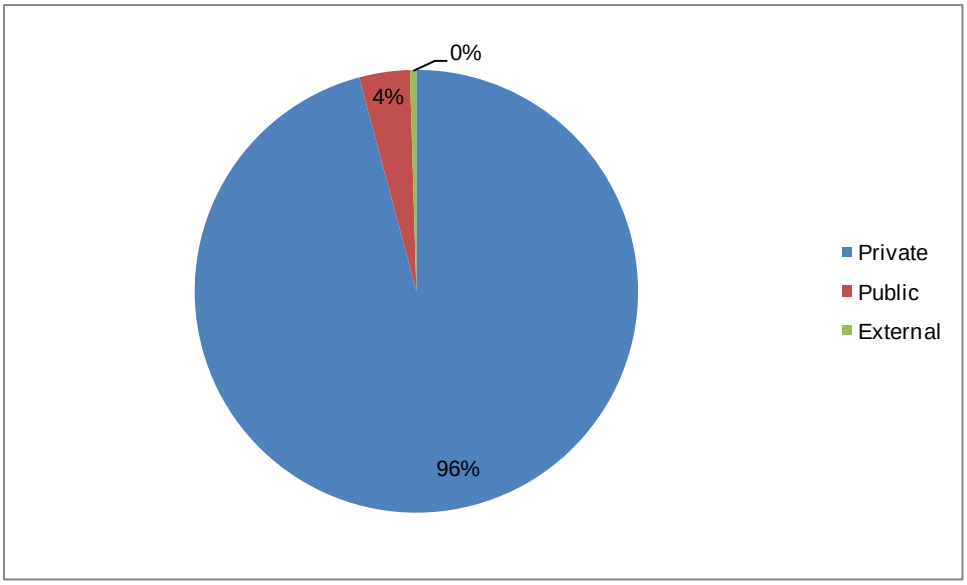


Figure 4.2 Distribution of sources of income for primary schools, 2013 (EMIS, 2014)

Table 4.6 Distribution of sources of income for primary schools 2013 (EMIS, 2014)

Per capita grant	P1	P2	P3	Total
Number of schools	215	470	5178	5863
Boarding Fees	4,006,599	859,197	3,190,562	8,056,358
Boarding Levy	2,524,145	256,076	1,890,235	4,670,456
Building Grants	192,034	124,018	1,869,842	2,185,894
Building Levy	4,349,895	56,832,633	39,968,468	101,150,995
Centre/SDA Levy	20,099,504	52,614,541	23,201,470	95,915,514
Exams	92,201	289,183	636,288	1,017,672
External Aid	272,517	237,573	1,402,974	1,913,064
General Purpose Fund	1,348,212	3,492,643	28,231,151	33,072,006
Others	5,184,979	8,488,264	11,846,980	25,520,223
Per Capita Grants	59,924	419,805	1,428,429	1,908,159
Rentals	326,627	598,072	519,325	1,444,024
Salary Grants	182,111	905,421	9,786,374	10,873,906
School activities including sports levy	807,455	1,592,202	18,419,844	20,819,501
School management	163,098	289,101	2,480,361	2,932,560
Transport	289,429	218,267	401,915	909,611
Tuition Fees	46,426,394	11,334,349	36,003,793	93,764,536
TOTAL	86,325,124	138,551,346	181,278,011	406,154,481
	= Public funding			
	= Private funding			
	= External funding			

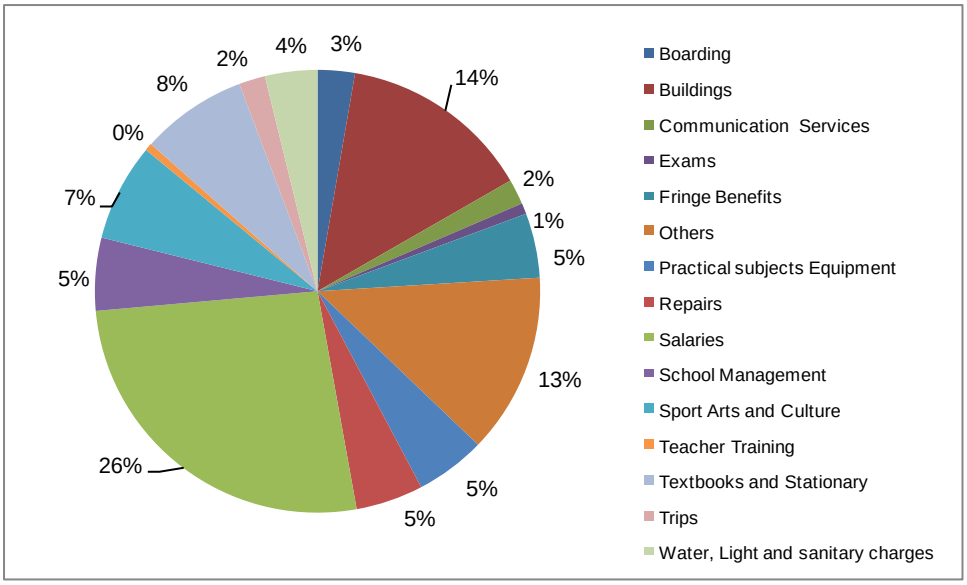


Figure 4.4 Distribution of items of expenditure for primary schools 2013 (EMIS, 2014)

Table 4.7 Distribution of items of expenditure for primary schools 2013 (EMIS 2014)

Per capita grant:	P1	P2	P3	Total
Number of schools	215	470	5178	5863
Boarding	3,342,312.09	780,088.00	3,241,976.49	7,364,376.58
Buildings	4,597,843.32	4,639,702.84	28,728,960.60	37,966,506.76
Communication Services	2,908,044.87	1,237,647.30	828,963.22	4,974,655.39
Exams	518,475.31	551,426.13	1,092,644.91	2,162,546.35
Fringe Benefits	5,524,658.67	4,415,287.77	2,797,111.69	12,737,058.13
Others	11,276,513.98	11,967,308.60	12,383,929.00	35,627,751.58
Practical subjects Equipment	556,779.02	12,779,595.45	516,419.45	13,852,793.92
Repairs	4,600,773.37	2,935,708.13	5,796,829.30	13,333,310.80
Salaries	38,939,435.36	15,087,561.84	17,669,769.78	71,696,766.98
School Management	3,495,577.76	3,071,313.47	7,805,412.61	14,372,303.84
Sport Arts and Culture	1,717,271.96	4,566,960.58	12,975,724.03	19,259,956.57
Teacher Training	443,474.05	379,034.50	662,655.90	1,485,164.45
Textbooks and Stationary	6,094,814.02	5,113,280.71	9,791,356.90	20,999,451.63
Trips	1,883,212.75	1,420,777.59	1,885,086.97	5,189,077.31
Water, Light and sanitary charges	3,463,629.07	5,178,854.49	1,728,468.61	10,370,952.17
Grand Total	**89,362,815.60**	**74,124,547.40**	**107,905,309.46**	**271,392,672.46**

The highest expenditure item in primary schools in 2013 was salaries (Table 4.7 and Figure 4.4) accounting for 26%, followed by buildings, accounting for 14%, and 'Others', accounting for 13%. Salaries cover support staff. MoPSE stopped incentives to teachers in the third term of 2013. It was common to find schools exceeding the 10% and 5% of levies that can be spent on teacher and other staff incentives and this would result in the schools putting this expenditure into 'Others'[58].

[58]CfBT (2012) Situational Analysis for the School Grants Programme.

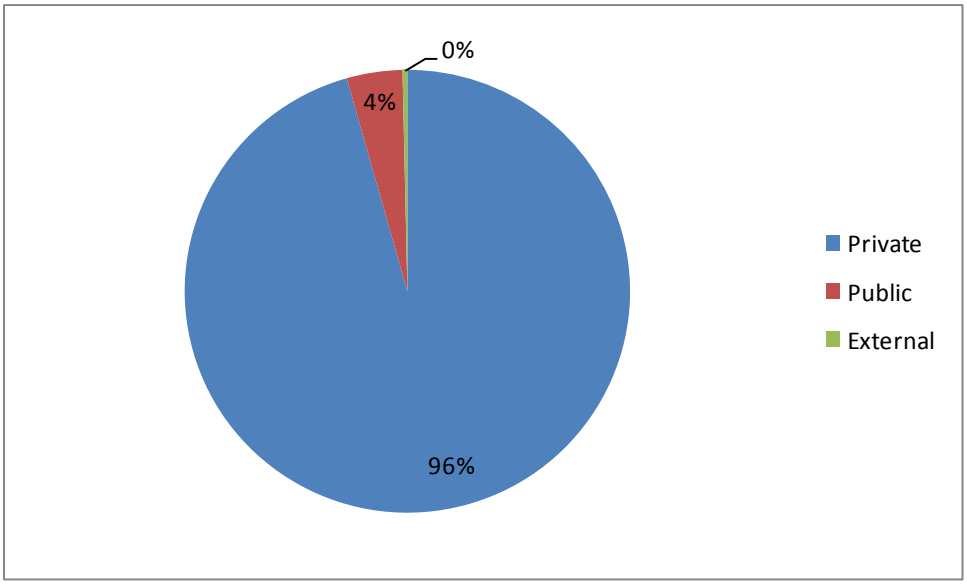


Figure 4.5 Distribution of sources of income for secondary schools, 2013 (EMIS, 2014)

Table 4.8 Distribution of sources of income for secondary schools 2013 (EMIS, 2014)

Per capita grant	S1	S2	S3	Total
Number of schools	142	234	2047	2423
Boarding Fees	34,769,978	15,495,168	24,856,562	75,121,708
Boarding Levy	6,179,323	5,090,025	5,449,242	16,718,589
Building Grants	594,999	185,119	10,681,839	11,461,958
Building Levy	4,007,602	4,479,823	10,785,971	19,273,395
Centre/SDA Levy	18,902,389	26,371,513	25,927,246	71,201,148
Exams	2,488,163	5,883,135	9,552,121	17,923,420
External Aid	403,554	243,674	787,922	1,435,150
General Purpose Fund	4,246,513	3,709,436	17,480,704	25,436,654
Others	8,852,208	8,460,361	13,215,068	30,527,637
Per Capita Grants	382,747	599,329	1,138,459	2,120,535
Rentals	724,216	640,453	309,343	1,674,012
Salary Grants	831,257	950,877	1,180,853	2,962,987
School activities including sports levy	1,395,393	2,927,486	9,131,816	13,454,695
School management	512,649	1,540,624	1,968,184	4,021,457
Transport	694,679	498,509	876,176	2,069,364
Tuition Fees	67,730,692	18,192,853	26,569,660	112,493,205
TOTAL	152,716,362	95,268,387	159,911,165	407,895,914
	= Public funding			
	= Private funding			
	= External funding			

In the case of secondary schools, private funding represented 96% of the funding (US$389,915,285), the same as the primary schools. This is more than that reported in the SIG Situational Analysis (2012) for 2011 of 93% for secondary schools. The main difference in the funding sources between primary and secondary schools were the tuition fees was the main source of funding at 28% (Figure 4.5 and Table 4.8) for secondary schools. Boarding fees accounted for 18% of the funding andthe Centre/SDA levy accounted for 17% of the funding. The situation analysis for the School Improvement Grant (2012) suggested that the 'Others' income was collected in the form of levies with part of the levy being devoted to teacher incentives and one-off projects like the purchase of vehicles. Per capita grants were slightly more in secondary schools (0.52%) than primary schools (0.47%), both reflecting the limited public funding for grants in 2013.

Similar to the primary schools, the expenditure on salaries took up a large portion of the expenditure (24%) - see Table 4.9 and Figure 4.6. Salaries includes those paid for the support staff, for example bursars, grounds staff and security staff. However for secondary schools the next greatest expenditures were on Sport, Arts and Culture (15%), 'Others' (14%) and boarding (12%).

Table 4.9 Distribution of items of expenditure for secondary schools 2013 (EMIS, 2014)

Per capita grant:	S1	S2	S3	Total
Number of schools	142	234	2047	2423
Boarding	22,868,163.23	11,737,935.98	16,103,795.16	50,709,894.37
Buildings	5,671,945.29	6,046,957.14	11,488,398.10	23,207,300.53
Communication Services	1,326,026.95	769,643.45	1,181,234.22	3,276,904.62
Exams	2,990,514.81	5,899,863.37	10,390,518.41	19,280,896.59
Fringe Benefits	2,078,914.82	4,596,982.15	3,487,876.33	10,163,773.30
Others	25,299,090.90	14,956,309.90	20,926,953.68	61,182,354.48
Practical subjects Equipment	3,018,744.24	3,244,335.92	3,709,894.20	9,972,974.36
Repairs	6,269,985.50	4,448,404.15	8,763,619.19	19,482,008.84
Salaries	57,276,938.92	23,951,647.60	21,649,382.69	102,877,969.21
School Management	5,123,826.03	4,067,866.86	6,318,221.83	15,509,914.72
Sport Arts and Culture	22,176,665.20	33,200,944.64	8,041,989.10	63,419,598.94
Teacher Training	1,568,866.45	1,576,708.25	1,643,150.24	4,788,724.94
Textbooks and Stationary	5,442,271.88	6,800,280.45	12,087,351.63	24,329,903.96
Trips	1,297,200.31	907,373.28	2,868,735.94	5,073,309.53
Water, Light and sanitary charges	6,366,293.23	3,236,293.68	4,111,665.04	13,714,251.95
Grand Total	**168,775,447.76**	**125,441,546.82**	**132,772,785.76**	426,989,780.34

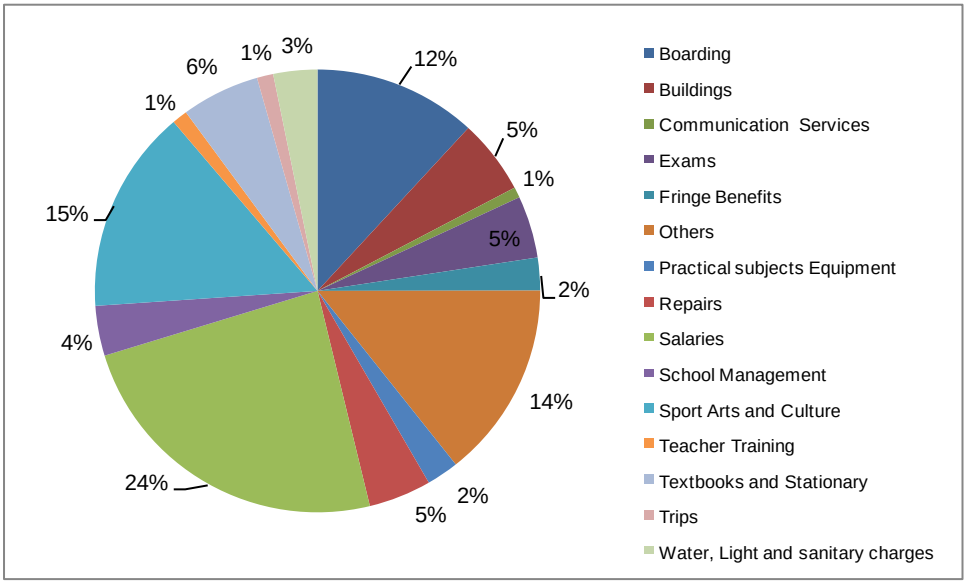


Figure 4.6 Distribution of items of expenditure for secondary schools 2013 (EMIS, 2014)

Per capita income and expenditure, 2013

Tables 4.10 to 4.13 and Figures 4.7 and 4.8 summarise the 2013 per capita income and expenditure for primary and secondary schools.

Table 4.10 shows the extreme income differences between different types of schools (P1-P3). The P3 satellite schools have an average income of US$9,316 compared to the P1 registered schools which have an average income of US$432,551. Total per capita income of P1 registered schools was US$618 which is 21 times greater than the US$29 in a P3 satellite school.

These inequalities were significantly greater in non-government schools compared to government schools, mainly due to the high income per school of P1 non-government registered schools (US$613,479) and a relatively high total per capita income of US$1,402.

External income per learner is non-existent in most schools, and public income per learner is less than $10 in all school types and registration types.

Table 4.10 Primary income per capita by type of schools 2013 (EMIS, 2014)

Category	Registration	Total income	Income per school	Public income per learner	Private income per learner	External income per learner
All primary schools						
P1	Registered	85,645,188	432,551	3	613	2
P1	Satellite	679,937	39,996	9	114	0
P2	Registered	137,582,041	309,869	3	271	0
P2	Satellite	969,305	37,281	1	70	1
P3	Registered	172,717,015	40,553	6	74	1
P3	Satellite	8,560,996	9,316	2	27	0
All primary schools		406,154,481	69,274	5	126	1
Govt primary schools						
P1	Registered	29,818,598	278,678	1	300	1
P1	Satellite	no schools				
P2	Registered	25,948,476	165,277	3	117	0
P2	Satellite	103,009	34,336	0	82	0
P3	Registered	1,306,011	108,834	2	126	0
P3	Satellite	26,235	4,373	0	7	0
All Govt primary schools		57,202,329	200,710	2	171	0
Non-Govt primary schools						
P1	Registered	55,826,589	613,479	6	1391	5
P1	Satellite	679,937	39,996	9	114	0
P2	Registered	111,633,565	388,967	3	387	1
P2	Satellite	866,296	37,665	1	69	1
P3	Registered	171,411,004	40,360	6	74	1
P3	Satellite	8,534,761	9,348	2	27	0
Non-Govt primary schools		348,952,152	62,559	5	121	1

Expenditure shows the same patterns as income with high inequalities between the different types of schools (Table 4.11). There are low and inadequate expenditures in P2 satellite, P3 registered and P3 satellite schools. Figure 4.7 compares the per capita income and expenditure by school type.

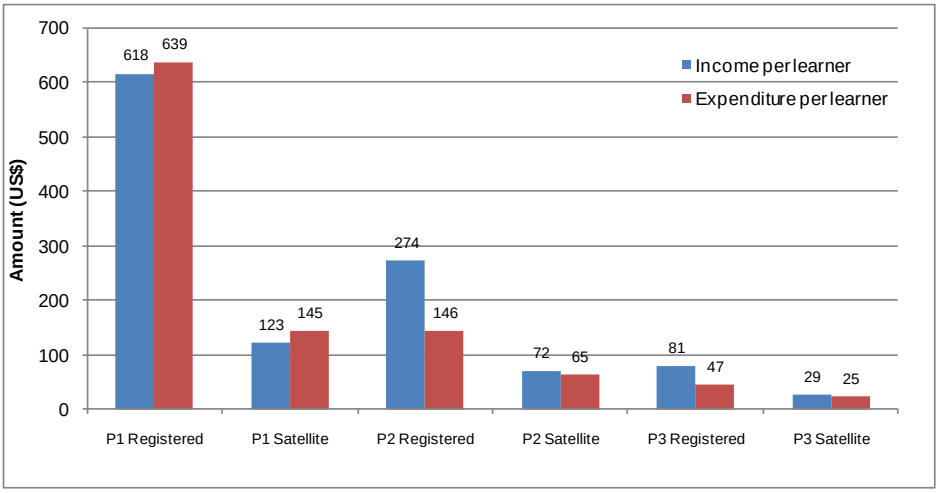


Figure 4.7 Primary per capita income and expenditure 2013 (EMIS, 2014)

Table 4.11 Primary expenditure per capita by type of schools 2013 (EMIS, 2014)

Category	Registration	Total expenditure	Expenditure per school	Expenditure per learner	Textbooks / stationary per learner
All primary schools					
P1	Registered	88,567,056	447,308	639	44
P1	Satellite	795,760	46,809	145	10
P2	Registered	73,248,593	164,974	146	10
P2	Satellite	875,954	33,691	65	5
P3	Registered	100,622,096	23,626	47	4
P3	Satellite	7,283,214	7,925	25	4
All primary schools		271,392,672	46,289	88	7
Govt primary schools					
P1	Registered	30,605,564	286,033	310	14
P1	Satellite	No schools			
P2	Registered	34,778,396	221,518	161	10
P2	Satellite	101,696	33,899	81	7
P3	Registered	962,744	80,229	94	8
P3	Satellite	23,088	3,848	7	2
All Govt primary schools		66,471,488	233,233	201	11
Non-Govt primary schools					
P1	Registered	57,961,492	636,939	1457	117
P1	Satellite	795,760	46,809	145	10
P2	Registered	38,470,197	134,042	135	10
P2	Satellite	774,258	33,663	63	5
P3	Registered	99,659,352	23,466	47	4
P3	Satellite	7,260,126	7,952	25	4
Non-Govt primary schools		204,921,184	36,737	74	6

Table 4.12 of the secondary income per capita by type of schools again shows the income differences between the different school types. S3 satellite schools had an average income of US$22,399 and an income per capita of US$135 compared to the average income of S1 registered schools of US$1,215,353 and an income per capita of US$1,560.

Again, these inequalities were significantly greater in non-government schools compared to government schools, mainly due to the high income per school of S1 non-government registered schools (US$1,531,772) and a relatively high total per capita income of US$2,469. The income per learner for all categories was higher than that of the equivalent primary school e.g. a registered P1 school has a per capita income of US$618 compared to a registered S1 school with a per capita income of US$1,560.

Public income per learner was US$25 or less for all secondary school types and the external income per learner was less than US$10 or less for all secondary school types.

Table 4.12 Secondary income per capita by type of schools 2013 (EMIS, 2014)

Category	Registration	Total income	Income per school	Public income per learner	Private income per learner	External income per learner
All secondary schools						
S1	Registered	151,919,124	1,215,353	18	1538	4
S1	Satellite	797,238	46,896	3	248	6
S2	Registered	94,879,240	433,239	8	427	1
S2	Satellite	389,147	25,943	1	131	1
S3	Registered	143,896,065	108,030	23	242	1
S3	Satellite	16,015,100	22,399	4	130	1
All secondary schools		407,895,914	168,343	17	398	1
Govt secondary schools						
S1	Registered	32,440,870	690,231	6	652	4
S1	Satellite	9,357	4,678	0	43	8
S2	Registered	36,790,935	360,695	2	269	1
S2	Satellite	No schools				
S3	Registered	11,594,452	207,044	2	304	1
S3	Satellite	34,734	4,962	5	41	0
All Govt secondary schools		80,870,346	372,674	3	358	2
Non-Govt primary schools						
S1	Registered	119,478,254	1,531,772	31	2435	3
S1	Satellite	787,881	52,525	3	261	6
S2	Registered	58,088,305	496,481	18	688	2
S2	Satellite	389,147	32,429	1	139	1
S3	Registered	132,301,614	103,685	25	237	1
S3	Satellite	15,980,366	22,571	4	130	1
Non-Govt secondary schools		327,025,567	148,244	21	410	1

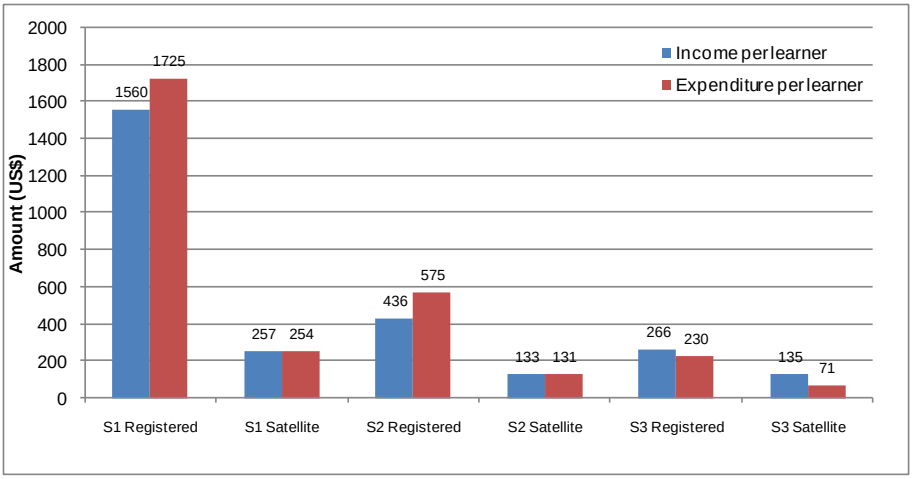


Figure 4.8 Secondary per capita income and expenditure 2013 (EMIS, 2014)

Expenditure shows the same patterns as income with high inequalities between the different types of secondary schools (Table 4.13). There are low and inadequate expenditures in S2 satellite, S3 registered and S3 satellite schools. Figure 4.8 compares the per capita income and expenditure by school type.

Table 4.13 Secondary expenditure per capita by type of schools 2013 (EMIS, 2014)

Category	Registration	Total expenditure	Expenditure per school	Expenditure per learner	Textbooks/ stationary per learner
All secondary schools					
S1	Registered	167,987,753	1,343,902	1725	55
S1	Satellite	787,695	46,335	254	17
S2	Registered	125,057,588	571,039	575	31
S2	Satellite	383,959	25,597	131	11
S3	Registered	124,347,249	93,354	230	20
S3	Satellite	8,425,537	11,784	71	11
All secondary schools		426,989,780	176,224	436	25
Govt secondary schools					
S1	Registered	29,147,580	620,161	595	31
S1	Satellite	No schools			
S2	Registered	30,339,830	297,449	224	15
S2	Satellite	0	0	0	0
S3	Registered	9,214,612	164,547	244	15
S3	Satellite	32,768	4,681	43	11
All Govt secondary schools		68,742,909	316,788	308	18
Non-Govt secondary schools					
S1	Registered	138,840,173	1,780,002	2870	80
S1	Satellite	779,576	51,972	267	18
S2	Registered	94,717,757	809,553	1154	58
S2	Satellite	383,959	31,997	139	11
S3	Registered	115,132,637	90,229	229	20
S3	Satellite	8,392,769	11,854	71	11
Non-Govt secondary schools		358,246,871	162,397	474	27

4.3 Household education spending

The data collected on the EMIS statistics forms (the ED46s) was not consistent between schools with some schools entering only one amount for both day and boarding and levies. For this reason the data were consolidated into one amount (fees + levies). The range of fees for schools varies from $0 toUS$12,150 with a decrease in average fees from P1to P2 to P3, except for P3 boarding schools, and from S1 to S2 to S3 (Tables 4.14 and 4.15). As can be seen from the above analyses in Chapter 4.2 the contributions per learner vary with grant type and hence location. Some P3 boarding schools can be unusual in terms of the quality and cost, with people in urban areas preferring to send their children to these schools.

Table 4.14 Range of fees (US$) per student in primary schools 2014 (EMIS, 2014)

Per capita grant	P1	P2	P3
Number of schools			
Fees and levies at day schools			
Minimum	0	0	0
Maximum	7,400.00	2,000.00	2550.00
Average	703.69	107.59	44.45
Fees and levies at day and boarding schools			
Minimum	40.00	0	15.00
Maximum	9,300.00	3,000.00	3,300.00
Average	1,738.76	955.20	833.23
Fees and levies at boarding schools			
Minimum	0	0	0
Maximum	12,150.00	1,000.00	5,440.00
Average	3,042.50	500.00	1,425.00

Note: Data were cleaned by removing all values over $10,000 for all schools, values over 3,000 for P3 day schools, and values over 7,000 for day and boarding for P3.

Table 4.14 Range of fees (US$) per studentin secondary schools 2014 (EMIS, 2014)

Per capita grant	S1	S2	S3
Number of schools			
Fees and levies at day schools			
Minimum	35.00	10.00	0
Maximum	8,850.00	1,635.00	50.00
Average	801.27	174.87	134.47
Fees and levies at day and boarding schools			
Minimum	80.00	200.00	30.00
Maximum	10,220.00	5,025.00	3,870.00
Average	1,680.99	1,299.36	965.41
Fees and levies at boarding schools			
Minimum	81.50	400.00	50.00
Maximum	12,070.00	6,506.00	2,575.00
Average	2,753.03	1,947.50	757.57

UNICEF's monitoring indicates that the lack of fee payment may compromise the quality of the school as fee payment rates range from 10 to 75% with small rural school having rates that are below 50% (UNICEF, 7th EDF Progress Report, 2015). Schools rely heavily on the fees and levies

provided by parents (96% of the income of schools) and the loss of this income will have an effect on the schools' ability to provide basic services.

4.4 Key findings and recommendations around financing of education

Government funding

The education sector budget was over US$1 billion for the first time in 2012.Although funding to the Education Sector continued to increase from 2010 to 2014, and the Education Sector's share of the budget allocation almost reached 30%, the amount of funding available to projects decreased as the salary share of the funding went from 79% in 2010 to 99% in 2014. The second largest item was school operational costs (grants) in 2010 of $36.7 million, however this decreased in 2014 to less than ten percent of the 2010 values ($3 million). Ministry's expenditure is dependent on the availability of cash and subsequent release of cash, and this varies monthly due to erratic disbursement of funds from Government. The overall non-salary expenditure is considerably reduced from 2010 (US$20.6 million) to 2014 (US$5.5 million). The distribution of the expenditure for non-salary items varies greatly with year, although this picture is partially obscured by the removal of Sport, Arts and Culture from MoPSE. The money available to school grants varies considerably from year to year with the lowest being in 2012 (US$2.7 million) and the next lowest being in 2014 (US$3 million). Only US$2.1 million was released and spent on capital expenditure in 2014. Capital expenditure has varied greatly between 2010 and 2014 and the relative funds assigned to each programme varies from year to year. No funds were spent in 2014 under the PSIP, and no building grants were given to non-government primary and secondary schools in 2013 and 2014. The projects that have been carried out, for example distribution of textbooks, teacher capacity building, TDIS) have been externally funded through the EDF and GPE.

BSPZ income from schools, funded from learner's fees, is approximated to have been around $12 million in 2014. This is about the same funding MoPSE has available from Government after paying salaries, indicating considerable bottom-up financing of MoPSE.

School income

Private funding sources accounted for 96% of the income in both primary and secondary schools (excluding teachers' salaries). The private funding amounted to US$779,188,743 in 2013 which is almost equivalent to the amount received by MoPSE in 2013 (US$837.1 million). Public funding sources were about 4% of the funding in schools and external aid was less than 1%. The low level of compliance with levies compromises a school's ability to provide basic services. High user fees are identified in the literature as one of the greatest barriers to education[59] and the greatest reason for dropouts was attributed to financial issues (see Chapter 3). Poor parents cannot afford to pay fees and levies which compromises the quality of the education in the schools. The BEAM funding, which is now considerably reduced, was responsible for keeping the more vulnerable children in school. The reduction of this funding in 2013 and the lack of this funding in 2014 (only school fees were made available under this fund) may be responsible for the reduction in the number of primary school children enrolled in 2013 and 2014. There is a need for this social net to be reinstated and increased.

[59]CfBT (2012) Situational Analysis for the School Grants Programme.

There are big differences between the types of schools in income and expenditure in terms of grant type and between registered and satellite schools. These differences are greater when comparing non-government and government schools. The range of fees for schools varies from $0 to US$12,150 with a decrease in average fees from P1 to P2 to P3 (except for P3 boarding schools), and from S1 to S2 to S3.

5. Teachers

Teachers are a key resource in any educational system. It is important to identify the makeup of the teaching force and the needs of the teaching force. A teacher's training is a key factor of their student's learning outcomes[60]. There is no teaching without teachers and teachers constitute the first budget line of any education system in terms of volume. The analysis of the teaching force is the subject of this chapter.

5.1 Current and past trends in numbers

There were 12,124 ECD teachers, 74,129 primary school teachers and 43,361 secondary teachers giving a total of 129,614 teachers in 2014. There were more than ten times the number of female teachers than male teachers at ECD, approximately 10,000 more female teachers than male teachers at primary level and approximately 3,000 more male teachers than female teachers at secondary level (Table 5.1).

Table 5.1 Number of teachers by level, sex and province in 2014 (EMIS, 2014)

Province	ECD			Primary			Secondary		
	F	M	Total	F	M	Total	F	M	Total
Bulawayo	39	25	464	2,709	461	3,170	1,557	918	2,475
Harare	705	72	777	5,228	1,337	6,565	2,708	1,530	4,238
Manicaland	1,909	146	2,055	6,071	5,770	11,841	3,090	3,995	7,085
Mashonaland Central	997	76	1,073	2,985	3,445	6,430	1,354	1,812	3,166
Mashonaland East	1,332	123	1,455	4,308	3,587	7,895	2,363	2,801	5,164
Mashonaland West	1,016	123	1,139	4,489	3,946	8,435	2,136	2,703	4,839
Masvingo	1,475	167	1,642	5,425	5,044	10,469	2,247	3,590	5,837
Matabeleland North	1,005	57	1,062	2,702	2,257	4,959	1,213	1,435	2,648
Matabeleland South	948	28	976	2,402	1,650	4,052	1,071	1,180	2,251
Midlands	1,312	169	1,481	5,749	4,564	10,313	2,484	3,174	5,658
Grand Total	**11,138**	**986**	**12,124**	**42,068**	**32,061**	**74,129**	**20,223**	**23,138**	**43,361**

[60] Darling-Hammond, L. (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Education Policy Analyses Archives* 8(1).

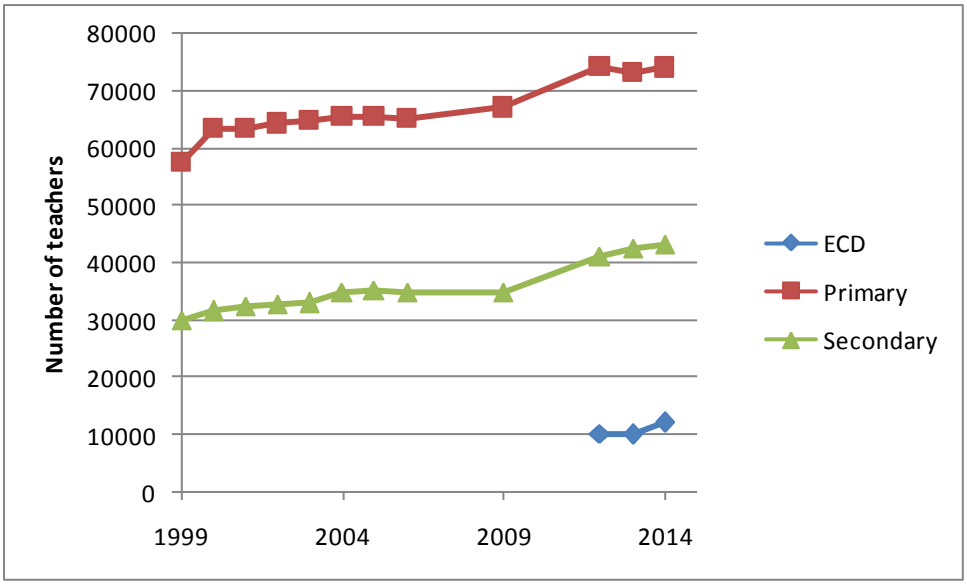


Figure 5.1 Total number of teachers by level, 1999-2014 (EMIS2013, EMIS 2014)

The numbers of teachers in primary and secondary schools rose between 1999 and 2014 (Figure 5.1) reaching its peak in 2014. The GER at primary level has not increased as expected with the increase in teachers at primary level. The GER has fluctuated between 107% and 115% (Figure 5.2), with its lowest at 107.92% in 2014.

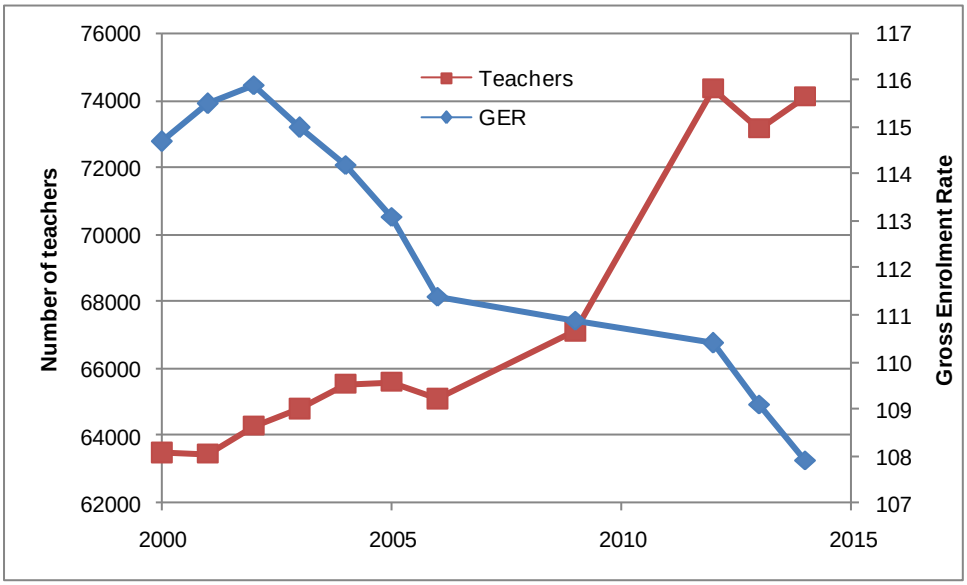


Figure 5.2 Number of teachers and GERin primary levelin 2014 (EMIS, 2014)

The number of teachers vary by province and level (Table 5.2). Manicaland had the highest number of teachers in 2014 (20,981), followed by Masvingo (17,948) and Midlands (17,452). The same pattern in terms of the numbers of teachers has been seen since 2012 except for Mashonaland East and Mashonaland West which show similar numbers of teachers. The GPI varies by level with a very high GPI for ECD (over 11), and a GPI consistently around 1.3 and 0.8 for primary and secondary level respectively.

Table 5.2 Number of teachers by level and province, 2012-2014 (EMIS, 2014)

Province	2012			2013			2014		
	ECD	Prim	Sec	ECD	Prim	Sec	ECD	Prim	Sec
Bulawayo	353	3,225	2,437	323	3,154	2,463	464	3,170	2,475
Harare	525	6,714	4,224	508	6,431	4,179	777	6,565	4,238
Manicaland	1,709	11,719	6,916	1,615	11,547	6,999	2,055	11,841	7,085
ashonaland Central	931	6,441	3,092	938	6,432	3,124	1,073	6,430	3,166
Mashonaland East	1,277	7,845	4,925	1,242	7,679	4,967	1,455	7,895	5,164
Mashonaland West	1,029	8,475	4,639	937	8,307	4,798	1,139	8,435	4,839
Masvingo	1,268	10,674	5,636	1,363	10,485	5,786	1,642	10,469	5,837
Matabeleland North	915	4,842	2,280	970	4,793	2,495	1,062	4,959	2,648
Matabeleland South	900	4,032	2,091	817	3,974	2,144	976	4,052	2,251
Midlands	1,266	10,388	5,519	1,279	10,346	5,630	1,481	10,313	5,658
Grand Total	10,173	74,355	41,759	9,992	73,148	42,585	12,124	74,129	43,361
GPI	14.0	1.3	0.8	12.4	1.3	0.8	11.3	1.3	0.9

5.2 Qualifications and competence

A summary of the qualifications of teachers by level in 2014 is given in Table 5.3. The majority of ECD teachers (49%) are paraprofessionals. These personnel fill a vital function in the ECD teaching as only 30% of the ECD teachers have diplomas or certificates in teaching.

The majority of primary school teachers have a diploma or certificate in education (77%), followed by those graduates with a teaching qualification (13%). 10% of the teachers are graduates without teaching qualifications, non-teaching degrees or other/unqualified.

Half of the secondary school teachers have a diploma or certificate in education (50%), and 24% are graduates with a teaching qualification (13%). 26% of the teachers are graduates without teaching qualifications, or they have other qualifications or they are unqualified.

Table 5.3 Qualifications of teachers by level in 2014 (EMIS, 2014)

Qualification	ECD			Primary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
ECD Paraprofessional	5,772	208	5,980	0	0	0	0	0	0
Diploma or certificate in education	3,066	552	3,618	33,185	23,630	56,815	10,906	10,695	21,601
Graduate with teaching qualification	270	72	342	4,744	4,533	9,277	4,455	6,115	10,570
Graduate without teaching qualification	92	42	134	1,127	1,188	2,315	3,957	5,137	9,094
Non-teaching degree	1,781	103	1,884	2,489	2,293	4,782	0	0	0
Other unqualified	157	9	166	523	417	940	905	1,191	2,096
Grand Total	11,138	986	12,124	42,068	32,061	74,129	20,223	23,138	43,361

Table 5.4 and Figure 5.3 showthe percentages of unqualified teachers by school level and province in 2014. The ECD level has the highest percentage of unqualified teachers (67.34%) and Primary level has the least (10.84%). Percentages of unqualified teachers at province level range from 21% in Harare to 90.6% at ECD level, 3.36% to 39% at Primary and 16.68% to 36.83% at secondary level.

Matabeleland South has the lowest numbers of qualified ECD teachers, Matabeleland North has the lowest number of qualified primary school teachers and Mashonaland Central has the lowest number of qualified secondary school teachers.

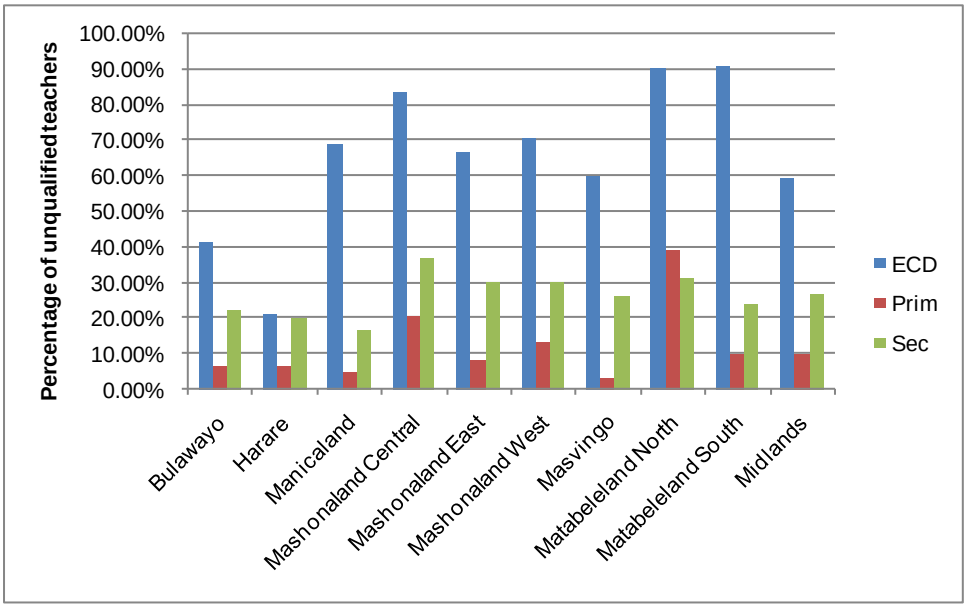


Figure 5.3 Percentage of unqualified teachers by province in 2014 (EMIS 2014)

Table 5.4 Percentage of unqualified teachers by level and province in 2014 (EMIS, 2014)

Province	ECD			Primary			Secondary		
	Qualified	Unqualified	% Unqualified	Qualified	Unqualified	% Unqualified	Qualified	Unqualified	% Unqualified
Bulawayo	271	193	41.59%	2,965	205	6.47%	1,927	548	22.14%
Harare	612	165	21.24%	6,133	432	6.58%	3,390	848	20.01%
Manicaland	633	1,422	69.20%	11,264	577	4.87%	5,903	1,182	16.68%
Mashonaland Central	174	899	83.78%	5,097	1,333	20.73%	2,000	1,166	36.83%
Mashonaland East	488	967	66.46%	7,245	650	8.23%	3,609	1,555	30.11%
Mashonaland West	334	805	70.68%	7,310	1,125	13.34%	3,370	1,469	30.36%
Masvingo	654	988	60.17%	10,117	352	3.36%	4,289	1,548	26.52%
Matabeleland North	104	958	90.21%	3,023	1,936	39.04%	1,815	833	31.46%
Matabeleland South	91	885	90.68%	3,651	401	9.90%	1,713	538	23.90%
Midlands	599	882	59.55%	9,287	1,026	9.95%	4,155	1,503	26.56%
Grand Total	**3,960**	**8,164**	**67.34%**	**66,092**	**8,037**	**10.84%**	**32,171**	**11,190**	**25.81%**

The percentage of qualified ECD teachers has fluctuated between 27% and 33% between 2012 and 2014, with its highest in 2014 (Table 5.5). There is a higher percentage of qualified ECD teachers in urban areas (68.34%) compared to rural areas (25.99%) (EMIS, 2014). If ECD paraprofessionals are considered to be qualified, the percentage of qualified teachers for 2014 for ECD was 82% (49% of ECD teachers are paraprofessionals and 33% have diplomas or certificates in education or they are graduates with a teaching qualification).

The percentage of qualifiedprimary teachers increased from 2013 to 2014, from 85.9% to 89.2% for primary teachers and increased for secondary school teachers from 2012 to 2014 from 71.1% to 73.0% to 74.2%. The percentage of qualified teachers varies across province (Table 5.5) with Harare consistently being the highest and Matabeleland South the lowest for ECD.

Table 5.5 Percentage of qualified teachers by level and province, 2012-2014 (EMIS, 2014)

Province	2012			2013			2014		
	ECD	Prim	Sec	ECD	Prim	Sec	ECD	Prim	Sec
Bulawayo	65.7%	94.7%	77.2%	49.9%	90.6%	75.7%	58.4%	93.5%	77.9%
Harare	70.1%	94.9%	87.4%	57.7%	93.4%	79.3%	78.8%	93.4%	80.0%
Manicaland	17.0%	96.1%	80.7%	28.6%	93.1%	82.0%	30.8%	95.1%	83.3%
Mashonaland Central	18.3%	73.3%	57.4%	14.8%	71.2%	62.7%	16.2%	79.3%	63.2%
Mashonaland East	19.8%	90.6%	65.2%	20.3%	87.2%	67.8%	33.5%	91.8%	69.9%
Mashonaland West	31.7%	78.2%	60.3%	30.3%	81.0%	70.1%	29.3%	86.7%	69.6%
Masvingo	45.3%	97.7%	75.8%	39.3%	95.3%	73.6%	39.8%	96.6%	73.5%
Matabeleland North	11.1%	65.9%	55.6%	9.0%	59.3%	63.8%	9.8%	61.0%	68.5%
Matabeleland South	9.1%	90.2%	68.5%	8.9%	85.5%	75.6%	9.3%	90.1%	76.1%
Midlands	38.2%	88.1%	68.4%	33.5%	86.7%	70.9%	40.5%	90.1%	73.4%
Grand Total	28.3%	88.2%	71.1%	27.2%	85.9%	73.0%	32.7%	89.2%	74.2%

Figures 5.4 and 5.5show the distribution of untrained teachers by district in primary and secondary schools respectively (EMIS, 2014). The figures show that there are issues with the equitable distribution of trained and experienced teachers which might require a change in deployment policies and practices, and the redeployment of teachers. Perhaps this can be addressed in the next sector plan. It was found that in 2013, 61% of the primary and secondary teachers in the poorest districts are qualified and that this number increased to 86% in the wealthiest district[61].

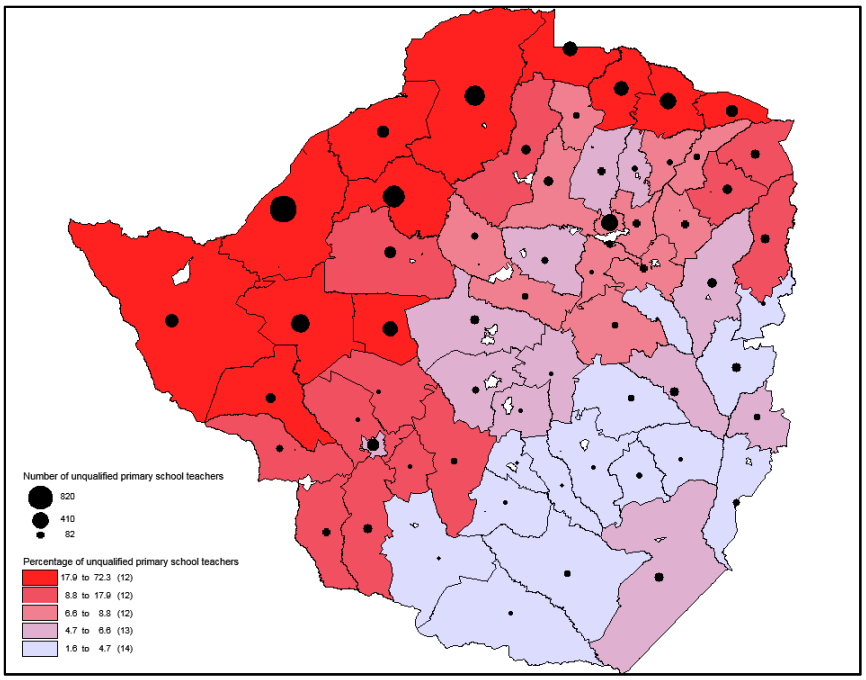


Figure 5.4 Percentage of unqualified primary teachers by district, EMIS 2014

[61]UNICEF (2015) Country Situation Analysis, Zimbabwe.

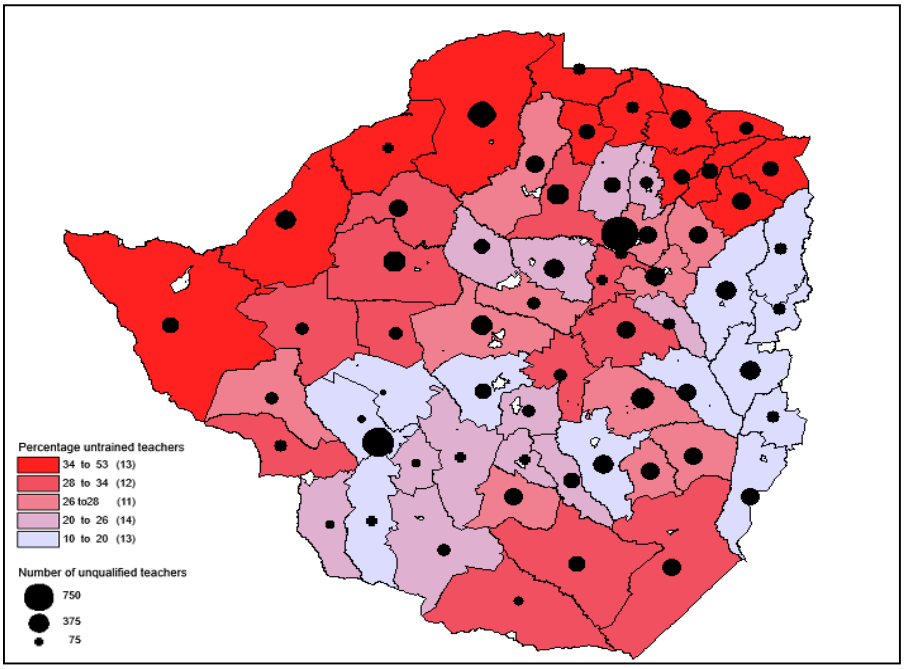


Figure 5.5 Percentage of unqualified teachers at secondary level in 2014 (EMIS, 2014)

Teacher's experience

More than half of the primary teachers (51.20%) have more than 10 years experience and 11.38% have less than a year's experience (EMIS, 2014). A similar status of experience is seen in secondary schools with 45% of teachers with more than 10 years experience and 8.79% have less than a year's experience.

Substantive and acting teachers

More than a tenth of the teachers in primary school (11%) were in an acting capacity in 2014 (Figure 5.5) with the largest number of acting positions being the deputy head (53% of the deputy heads, 2,223 people), the head (42% of heads, 1,969) and the teacher-in-charge (46% of teachers-in-charge, 1,617 people). Despite there being more female teachers, there were more male heads and deputy heads at primary level. This gender imbalance needs to be addressed.

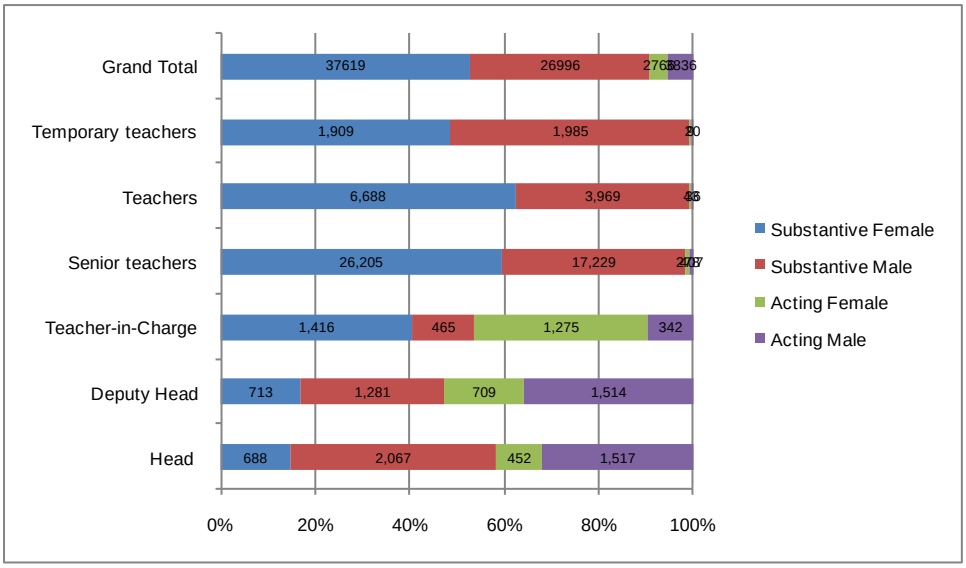


Figure 5.6 Status of teachers in primary schools in 2014 (EMIS, 2014)

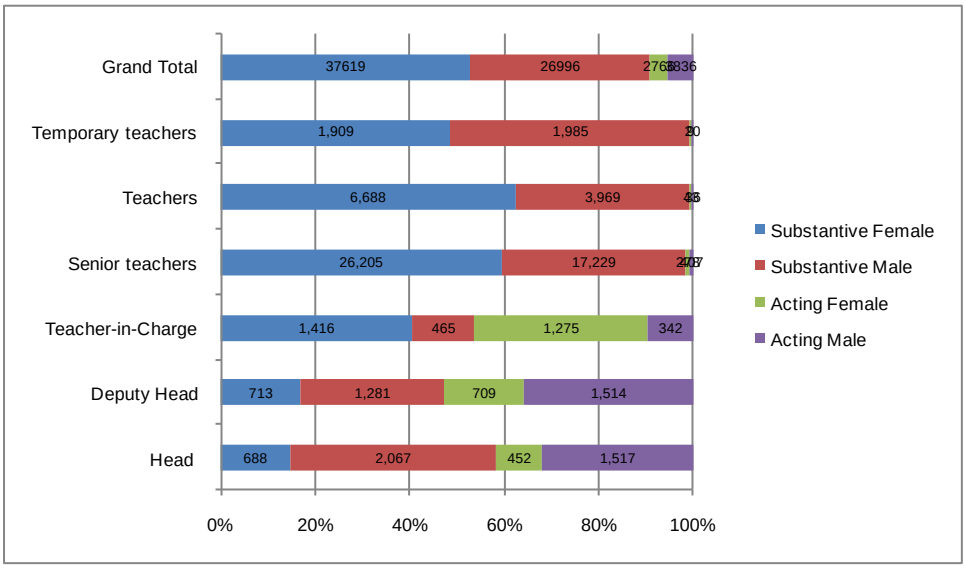


Figure 5.7 Status of teachers in secondary schools in 2014 (EMIS, 2014)

A similar pattern is seen in secondary schools to primary schools with 11% of the teachers in an acting capacity in 2014 (Figure 5.6) with the largest number of acting positions being the deputy head (58% of deputy heads, 942 people), and the head (46% of heads, 1,969), but this time it is the senior teachers (2% of senior teachers, 446 people) rather than the teacher-in-charge (38% of teachers-in-charge, 398 people). The percentage of male teachers is greater than female teachers, however there was a greater percentage of male heads and deputy heads to female heads and deputy heads when comparing male teachers to female teachers. This gender imbalance needs to be addressed.

5.3 Pupil to Teacher Ratios (PTR)

The average school sizes for primary and secondary schools were 453 and 404 students per school in 2014 (Table 5.6). The sizes ranged between 291 to 1138 for primary schools, and 309 to 1023 for secondary schools. On average there were 35 learners to a teacher at ECD level, 36 learners to a

teacher at Primary School level and 23 learners to a teacher at Secondary level. Classrooms for ECD are very few. On average there were 85 ECD children to an ECD classroom. Primary and secondary schools had an average of 45 and 44 learners per classroom respectively.

Table 5.6 shows that the average school sizes of the two metropolitan (urban) provinces (Bulawayo and Harare) far outstrip those of the predominantly rural provinces. Considering that the planned deployment policy (see box) is applied to determine teacher allocations, disparities in Pupil to Teacher ratios especially at ECD (between 23 and 42) and Primary school (from 33 to 39) are relatively wide. Pupil to Classroom ratios for ECD are very high (Average = 85). This is a reflection of shortage of infrastructure at this level. The ratios also vary widely from province to province (from 73 to 103) at ECD level.

Each school must have staff establishment as laid down by the Ministry regulations as follows:

ECD	1:20
Primary	1:40
Junior secondary	1:33
Ordinary Level	1:30
Advanced Level	1:20

In addition staff establishment will apply to special schools as follows:

Special class	1:19
Deaf and hearing impaired	1:7
Severely mentally Handicapped	1:7
Physically handicapped	1:10
Blind and visually handicapped	1:10

Source: MoPSE (2013) Minimum (Functionality) School Standards

Table 5.6 Average school size, Pupil to Teacher and Pupil to Classroom Ratios by school level and province in 2014 (EMIS, 2014)

Province	Average School Size		Pupil to Teacher Ratio			Pupil to Classroom ratio		
	Primary	Secondary	ECD	Primary	Secondary	ECD	Primary	Secondary
Bulawayo	810	1,004	23	33	21	85	46	54
Harare	1,138	1,023	25	39	23	97	56	52
Manicaland	481	391	39	35	22	103	42	40
Mashonaland Central	508	367	38	39	24	99	53	46
Mashonaland East	418	366	32	36	23	73	43	42
Mashonaland West	439	327	38	37	24	75	51	48
Masvingo	405	386	42	33	22	92	42	39
Matabeleland North	308	309	32	36	20	81	47	44
Matabeleland South	291	348	31	36	24	68	37	39
Midlands	444	388	35	34	23	80	45	43
Grand Total	**453**	**404**	**35**	**36**	**23**	**85**	**45**	**44**

A comparison of pupil to teacher ratio (PTR) with pupil to classroom ratio (PCR) raises a few questions. How can the PTRs be so different to the PCRs? If there are truly these PTRs then where is the teaching taking place as the PCRs are much higher? Could it be that the calculation of the PTRs takes into account non-teaching members of staff for example non-teaching heads, deputy heads and teachers-in-charge? If this is the case, then the PTRs are not showing the true picture. Additional staff, for example the ICT teacher, are also included in the calculation of the PTRs. This would result in reduced PTRs even though there may actually be more than 50 learners per class. Learners at the Education Sector Review in July 2015 were complaining of high PTRs and this could be accounted for by the analysis methodology used where all teachers are used in the calculation regardless of their teaching status and the subjects that they teach. The Mid Term Review of the GPE (2015)[62] also mentioned large class sizes of more than 50 pupils to a teacher. It is

[62]Chikutuma, T., Chaipa, I., and Jasi, P. (2015) Mid Term Review. Revised Report. Ministry of Primary and Secondary Education Global Partnership for Education.

recommended that the EMIS census forms (ED46s) need to be adjusted to take into account non-teaching staff and those staff performing functions like ICT or sports so that the calculations can be adjusted accordingly. There is a need to revisit the way that PTRs are calculated for senior schools as the method used is different to that indicated in theEducation Sector Analysis Methodological Guidelines[63].

Table 5.7 Pupil to Teacher Ratio (PTR) for 2012-2014 (EMIS, 2014)

Province	2012			2013			2014		
	ECD	Prim	Sec	ECD	Prim	Sec	ECD	Prim	Sec
Bulawayo	23	33	21	26	34	21	23	33	21
Harare	30	38	21	32	40	23	25	39	23
Manicaland	39	36	21	42	36	21	39	35	22
Mashonaland Central	37	39	23	40	39	24	38	39	24
Mashonaland East	31	37	23	33	38	24	32	36	23
Mashonaland West	33	37	23	40	38	23	38	37	24
Masvingo	42	33	23	44	33	22	42	33	22
Matabeleland North	32	37	21	32	37	20	32	36	20
Matabeleland South	30	37	25	35	37	25	31	36	24
Midlands	35	34	22	36	34	22	35	34	23
Grand Total	**35**	**36**	**22**	**37**	**36**	**23**	**35**	**36**	**23**

The PTRs have remained fairly static at national level between 2012 and 2014, although there is considerable variation between provinces within a year and between levels (Table 5.6).

Figure 5.8 shows district average primary pupil to teacher ratios. Most districts have average pupil teacher ratios less than the national benchmark of 40 pupils to a teacher. All of the 72 education districts had, on average less than 40 pupils to a teacher. However, when the numbers of qualified teachers only are considered (Figure 5.9) there are only 25 districts that have a ratio of 40 or lower.

The inequitable distribution of teachers at primary level is illustrated in terms of PTR in Figures 5.8 and 5.9 using data from the EMIS 2013. Figure 5.9 shows the PTR for all teachers and Figure 5.9 shows the PTRs for the qualified teachers only. The highest ratios are all on the Northern borders.

[63]UNESCO, Pole de Dakar, The World Bank, UNICEF, Global Partnership for Education (2014) Education Sector Analysis Methodological Guidelines Volume 2.

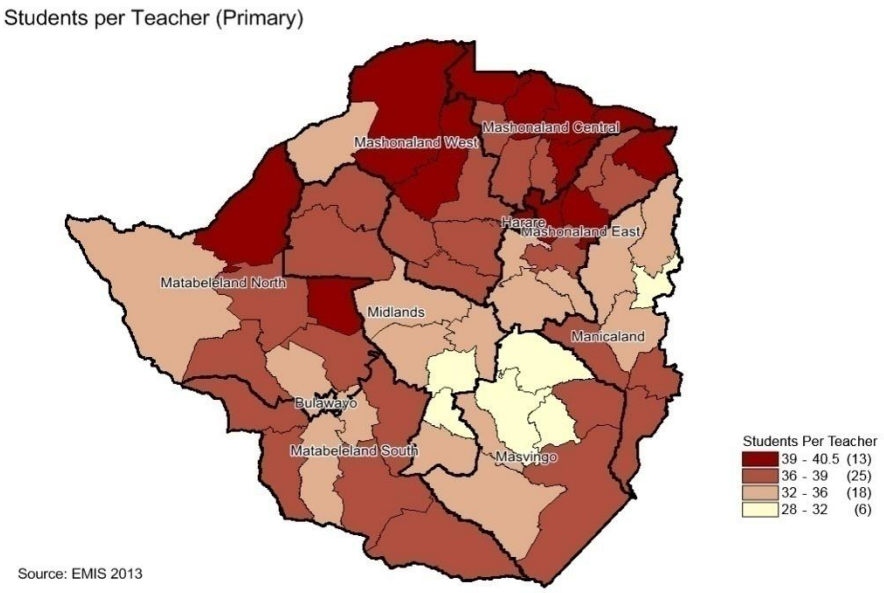


Figure 5.8 Number of pupils per teacher in primary schools (EMIS, 2013)

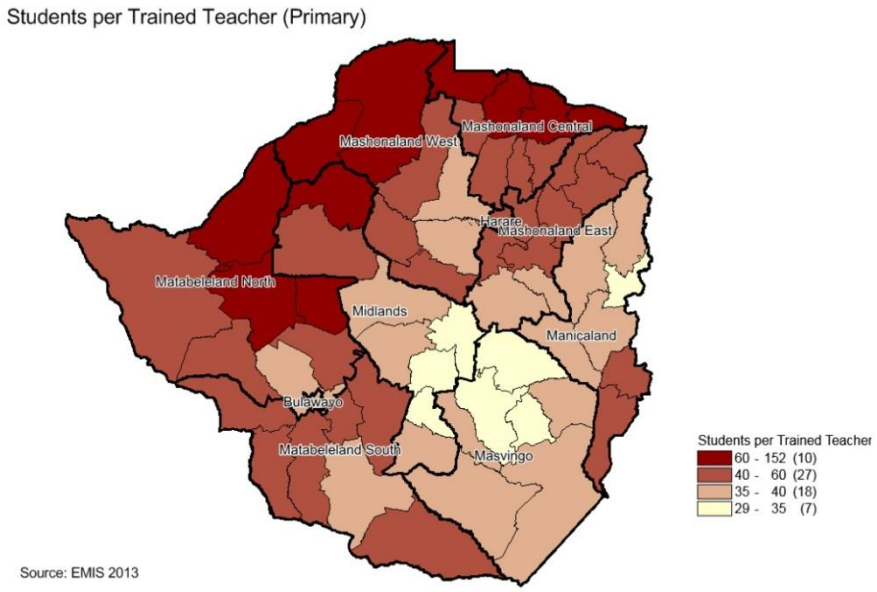


Figure 5.9 Number of pupils per qualified teacher in primary schools (EMIS, 2013)

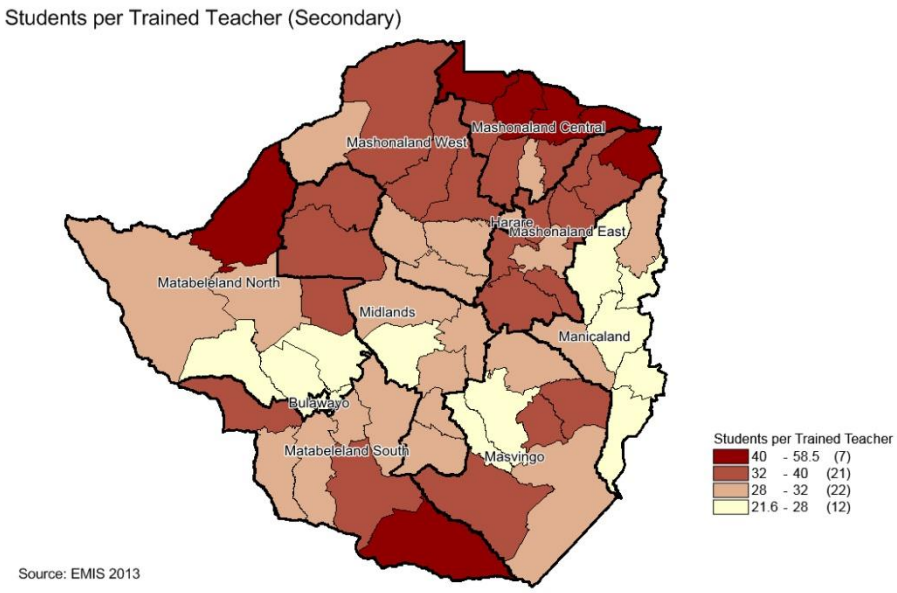


Figure 5.10 Number of pupils per qualified teacher in secondary schools (EMIS, 2013)

Figure 5.10, which shows the number of pupils per qualified teacher in secondary school, shows a similar pattern to the primary school maps with high PTRs in the northern part of the country, although there are several districts in the south of the country also showing high PTRs especially Beitbridge and its two surrounding districts, Gwanda and Mwenezi.

Table 5.8 Secondary school qualified teachers for maths, science and languages by province in 2013 (EMIS 2013)

Province	Maths		English		Science		Local Language	
	Teachers	PTR	Teachers	PTR	Teachers	PTR	Teachers	PTR
Bulawayo	208	250	423	123	176	295	438	119
Harare	392	245	618	155	396	242	538	178
Manicaland	696	215	884	169	648	230	1,044	143
Mashonaland Central	228	327	266	281	212	352	271	275
Mashonaland East	406	289	492	239	399	294	493	238
Mashonaland West	337	331	433	257	350	318	402	277
Masvingo	556	230	615	208	482	266	875	146
Matabeleland North	121	421	388	131	104	490	520	98
Matabeleland South	125	420	411	128	111	473	620	85
Midlands	451	277	639	196	379	330	780	160
Grand Total	3,520	272	5,169	185	3,257	294	5,981	160

Table 5.8 and Figure 5.11 show the PTR for qualified teachers by subject for secondary schools. There are differences in PTRs by subject and province. The national PTRs for mathematics and science are 272 and 294 respectively, considerably larger than the PTRs for English and Local Language.

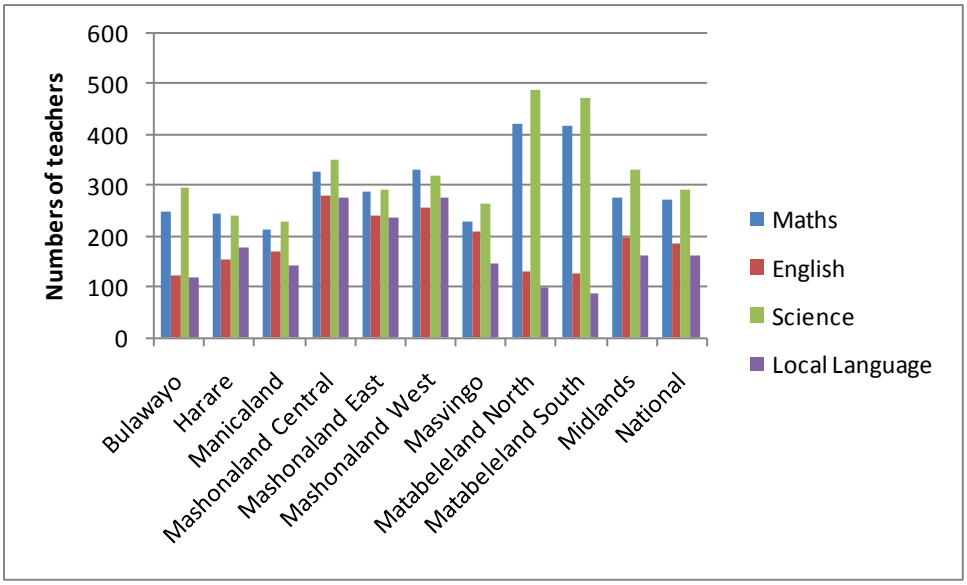


Figure 5.11 Pupil to teacher ratio in secondary school by subject (EMIS, 2013)

In 2011, MoPSE and the Emergency Education Response and Preparedness Network visited 2,298 schools to establish the extent of the damage caused by storms in November 2010 and February 2011[64]. The teams used a standardised data collection instrument to collect information about the teaching and learning conditions in the schools. There were 35 schools with ratios of more than one teacher to 50 students. The main reasons for the reduction in numbers of teachers at schools were insecurity, not being paid and displacement. Other reasons included accommodation, decrease in or low enrolment, distance, doctrine, manpower development, personal reasons, remoteness (no transport), study leave, teachers moving to annexes, transfer, financial constraints, 'greener pastures', illness, malaria, maternity leave, retirement, vacation, bad working conditions, lack of incentives, end of contract and the staff being only temporary and moving on. The personnel interviewed at the schools felt that the greatest need for teachers was the provision of didactic materials, followed by training and then psychological and social support. Other teachers' needs included accommodation (new and/or refurbished), incentives / remuneration, computers, capacity building (including sports clinics, computer courses, further staff development and education), sporting equipment, textbooks for teachers, water, toilets, syllabus, furniture, financial support, electricity and roads.

Approved establishment of teachers in schools

Table 5.9 presents the approved establishment of teachers in schools. There is a 17% vacancy rate as of May 2015. Currently the Government of Zimbabwe has a post freeze, however the post freeze does not apply to teaching staff.

[64]UNICEF (2012) Education Emergency Assessment National Report.

Table 5.9 Approved establishment of teaching staff of MoPSE, May 2015[65]

Post	Authorised establishment	In-post	Vacancies
Head primary	4,912	2,900	2,012
Head secondary	1,658	956	702
Deputy head primary	3,760	2,624	1,136
Deputy head secondary	1,226	757	469
Teacher primary	62,271	58,142	4,129
Teacher secondary	36,696	35,766	930
Teacher ECD	16,568	4,356	12,203
TOTAL	**127,091**	**105,501**	**21,581**

It is difficult to make estimates of potential future need as this will be related to the PTRs that the MoPSE adopts, the staff which are retiring and the numbers of qualified staff in post. Using the PTRs given in the School Functionality Standards, Table 5.10 gives the theoretical numbers of teachers needed. The figures indicate that there are too many teachers for primary and serious shortages for ECD and Secondary Level. However the figures for primary do not take into account non-teaching teachers and qualitative data indicates that some of the PTRs are very high for primary level. This could be due to the distribution of teachers amongst schools, the sizes of schools and their remoteness, the sizes of individual classes and the inclusion of non-teaching teachers in the calculations. Further information is needed for analysis to establish more accurate figures on current and future needs.

Table 5.10 Theoretical numbers of teachers needed by level

Level	PTR	Learners in age group		Teachers needed		Actual numbers of teachers		Nos of qualified teachers
		2012	2022	2012	2022	2012	2014	2014
ECD	20:1	1,064,590	1,199,465	53,230	59,973	10,173	12,124	3,960
Primary	40:1	2,415,073	2,721,043	60,377	68,026	74,355	74,129	66,092
Junior Secondary	33:1	1,216,398	1,370,506	38,616	43,508	41,759	43,361	32,171
Ordinary Level	30:1							
Advanced Level	20:1	588,382	662,925	29,419	33,146			
TOTAL		5,284,443	5,953,939	181,641	204,653	126,287	129,614	98,263

Note:
1. 2022 projections are based on the Geometric Method and provided by ZIMSTAT.
2. PTR used is from the School Functionality Standards.
3. Estimates of numbers of teachers for Junior Secondary and Ordinary Level were calculated using 31.5:1. Figures were not available for the levels which teachers are teaching so groups were combined.
4. Figures for teachers in post came from EMIS 2014.

Misplaced teachers

Analysis of the TDIS data has shown that there are a number of misplaced teachers (Table 5.11). There are 808 secondary school trained teachers teaching in primary school (560 females and 2478 males), 6 ECD trained teachers teaching in secondary school (2 females and 4 males) and 1,205 primary school teachers teaching in secondary school (450 females and 955 males).

[65] MoPSE (2015) Vacancy return May 2015: Ministry of Primary and Secondary Education.

Table 5.11 Misplaced teachers by misplacement type and province

Province	Secondary trained teachers teaching in primary schools	ECD teachers teaching in secondary school	Primary teachers in secondary schools
Bulawayo	27	2	69
Harare	65	1	69
Manicaland	379	2	67
Mashonaland Central	23		72
Mashonaland East	27	1	48
Mashonaland West	135		71
Masvingo	20		383
Matabeleland North	16		99
Matabeleland South	30		56
Midlands	86		271
TOTAL	**808**	**6**	**1,205**

5.4 Professional status of teachers

This section deals with issues relating to professional status. This was summed up succinctly in the EMTP (2011) - see box below.

> "Prior to independence and during the early eighties the teaching profession was highly regarded in society and by the public in general. A teacher was identified by being modestly dressed and displaying a high level of personal integrity. The remuneration for teachers was between a medium to higher level income such that teachers could afford to send their children to boarding schools and still afford the basic necessities which they can hardly do today. Teachers could make some savings during the year and on being awarded bonuses they could afford to buy a car or house, which is now a pipedream to the graduate from college. To attract teachers to remote and difficult schools the government of Zimbabwe introduced rural transport allowances over and above other allowances to cater for the hardships faced by rural teachers.
>
> At the turn of the millennium the country faced a number of challenges that resulted in a skills flight, in which many teachers moved abroad. Political disturbances in schools in 2008 coupled with economic meltdown saw the teachers' status declining very seriously. While the starting salary for qualified teachers had previously been the equivalent of US$500 per month, this was reduced by inflation to virtually nothing in late 2008. Respect for the teacher was undermined."
>
> Source: MoPSE (2011) Education Medium Term Plan. 2011-2015, pg 7-8.

Professional standards

The Teacher Professional Standards (TPS) have been developed, piloted and finalised in the last year. These standards cover academic professional knowledge and understanding, professional skills and abilities, and professional values and personal commitment. To complement the TPS, a manual and handbook have been developed, and at the time of writing this analysis they were in print. In addition, the various supervision instruments have been aligned with the TPS, piloted and revised. Supervisors are to be trained at national, provincial, district and school level on the use of

the instruments along with the new guidelines. The management of the TPS supervision will be done through the TDIS. The TPS provides a framework to help support them in their long term career development. It is hoped that the TPS will contribute to the improvement of teaching and the public standing of the teaching profession[66].

Continuous Professional Development

TDIS data have shown that most teachers, trained and untrained, have not had an opportunity for professional upgrading in the last ten years. This section discusses the current initiatives for this upgrading.

Two of the objectives of the GPE baseline survey on the learning environment[67]were to assess the ability of relevant personnel to determine the capacity of teachers to respond to their own needs with respect to the required minimum standards and competencies, and to assess the capacity of the teachers to self assess with respect to these standards and competencies. It was found that 39% of teachers had an approved Professional Development Plan which was time bound and costed. Only 40% of these plans were developed as a result of feedback received from supervision. The level of supervision that the teachers received from the district office/inspector was 74% of teachers and from their head teachers was 93% of teachers. However the level of feedback to teachers is not at the same level as the level of supervision received. This feedback is needed for teachers to be able to self evaluate and improve their performance.

The final batch 2,500 ECD paraprofessionals was trained under the EDF in May 2015 bringing the cumulative number that was trained to 9,954[68]. Lessons learnt from the training of the paraprofessionals included that there has been an increased quality in the teaching to ECD children by the paraprofessionals (noticed by a school head), there has been increased ability of the paraprofessionals to deal with children from diverse backgrounds (including those affected or infected by HIV/AIDS) and there has been benefit to an estimated 350,000 ECD learners due to the shortage of ECD teachers (only 10% of ECD teachers are qualified and the official teacher to pupil ratio for ECD should be 1:20).

The Teacher Capacity Development (TCD) programme is allowing teachers to pursue further qualifications, ranging from diplomas to doctorates, in eleven areas of specialisation at five universities in Zimbabwe (Table 5.12). The numbers of teachers that have taken up this programme is 1,971 teachers[69]. It was hoped that the first tranche would have 2,500 teachers. The fees for the teachers are totally covered and the Ministry of Public Services is allowing up to 4,000 teachers to follow further studies per year. The TCD programme is designed to address the areas of teaching where there is critical shortage (ECD, science, maths and technical and vocational)and to address the needs of the new curriculum and new Constitution (promotion of indigenous languages).

[66] MoPSE (2015) Handbook on Teacher Professional Standards.
[67]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.
[68] UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.
[69] UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.

Table 5.12 Institutions participating in the Teacher Capacity Development Programme, enrolment and participation[70]

Name of institution	Enrolment			Programme offered
	Females	Males	Total	
Bindura University of Science Education	121	303	424	BSc and MSc (Mathematics; Biology; Chemistry; Physics) PGDE
Great Zimbabwe University	112	88	200	BEd (Hons) (Kalanga; Nambya; Shangaan; Tonga; Venda; Sign Language; ECD)
Midlands State University	257	243	500	BEd (Computer Science)
University of Zimbabwe	22	53	75	Dip. Ed (Educational Planning; Infrastructural planning; Vocational Technical Education
Zimbabwe Open University	435	337	772	PGDE BEd (Science; Educational Management; ECD)
TOTAL	947	1,024	1,971	

Teacher professional development is being supported with the Early Reading Initiative (ERI) and the Performance Lag Programme (PLAP). Preliminary training and orientation on ERI has been given to 3,371 school heads and 21,587 teachers. These participants were from 3,739 schools. ERI is not viewed by teachers as a new requirement but as something to complement and enhance their current teaching skills[71].

In order to support Grade 3-7 teachers to address issues of performance lag among the learners, the MoPSE Performance Lag Programme was launched in 2012 and seeks to provide adequate teaching and learning materials, restore the quality of teaching, and improve internal and external supervision in schools. Training on the PLAP manual and resource materials was given to 3,798 school heads and 17,421 teachers from 4,038 schools in 2013 and 2014. It is intended that learners will be assessed using WRAT tests which are still to be obtained through the GPE. In the meantime some districts have developed their own curriculum based tests to allow them to roll out the PLAP. There is a need to document the development of these tests by districts. One attempt to produce a local equivalent of the WRAT by educational psychologists has been done by Zindi *et al.* (2014)[72] who developed a test using the ideas of the WRAT and placing it into a local context.

The baseline of learning environments[73] showed the greatest need for PLAP is in the remote registered and satellite P3 schools due to their lack of access to resources. The baseline found that schools currently have no clear and consistent methods for dealing with performance lag in their Grade 3 to 7 pupils (see Table 5.13). Most teachers do understand the need to differentiate student learning and the organisation of students into ability groups. 15% of teachers indicated that they do

[70]UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.
[71]Chikutuma, T., Chaipa, I., and Jasi, P. (2015) Mid Term Review. Revised Report. Ministry of Primary and Secondary Education Global Partnership for Education.
[72]Zindi, F., Chataika, T., and Gama, T. (2014) Psychometric Test Development: Zimbabwe Psychological Evaluation (ZIPE).
[73]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

not have syllabi for the classes they teach. MoPSE no longer supplies the syllabi to schools for free. Under the PLAP, when teachers were mentored in syllabus interpretation there was improved learning outcomes of their students due to their improved teaching[74].

Table 5.13 Ability groups and differentiation by teachers[75]

	% of teachers with a programme of study for learners falling behind in their studies	% of teachers who organise class into different ability groups for different subjects	% of teachers who organise class specifically to help learners falling behind
National	85.9%	75.2%	93.0%
Bulawayo	90%	73%	90%
Harare	84%	66%	93%
Manicaland	98%	84%	96%
Mashonaland Central	84%	69%	92%
Mashonaland East	93%	73%	94%
Mashonaland West	72%	64%	86%
Masvingo	77%	66%	91%
Matabeleland North	94%	81%	92%
Matabeleland South	87%	70%	89%
Midlands	82%	75%	85%

Job satisfaction

Job satisfaction for teachers is dependent on a variety of issues including motivation, teaching and learning conditions, relevance of the curriculum, challenges faced by examination and learning assessment, acting capacity, incentives and compensation. The World Bank, with its partners, developed a framework called SABER (Systems Approach for Better Education Results) which has 10 core teacher policy areas which impact on teacher's job satisfaction:

1. requirements to enter and remain in teaching;
2. initial teacher preparation;
3. recruitment and employment;
4. teacher's workload and autonomy;
5. professional development;
6. compensation (salary and non-salary benefits);
7. retirement rules and benefits;
8. monitoring and evaluation of teacher quality;
9. teacher representation and voice; and
10. school leadership.

The World Bank has not produced a SABER report on these core areas for Zimbabwe, however it is currently in the process of producing a document on engaging the private sector in education. It is recommended that further research is needed in the core teacher policy areas: this would constitute a human resources review.

[74]Chikutuma, T., Chaipa, I., and Jasi, P. (2015) Mid Term Review. Revised Report. Ministry of Primary and Secondary Education Global Partnership for Education.
[75]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

Points 1, 2, 3 and 7of the ten core teacher policy areas are covered in Statutory Instrument No. 1 of 2000 otherwise known as the Public Service Regulations, 2000. Point 4 concerns workload and autonomy. Teacher's workload with reference large class sizes can be a cause for demotivating a teacher. In addition the recent Public Service Audits which have resulted in teachers not being paid has been a major demotivating factor for teachers.

The issues of professional development, supervision and a professional development plan were discussed above (Point 5). It is important to note that the facilitators for further training for teachers are properly equipped and trained as poorly equipped and inadequately trained facilitators dampens the morale of the teachers and they are less likely to attend further training sessions in the future[76].

Point 6 concerns compensation. The First Report of the Thematic Committee on Millennium Development Goals On the Provision of Education in Resettled Areas (Parliament of Zimbabwe, March 2012) discussed how some of the satellite schools are remote and how the distance and lack of proper incentives was one of the causes of high teacher absenteeism. Hlupo and Tsikira (2012)[77] suggested that the rural allowance to teachers should be reintroduced. Remuneration is further discussed below.

Monitoring and evaluation of teacher quality (Point 8) is being addressed under the GPE with the development of the TPS, related tools and a training programme around these tools.

Teacher representation and teacher voice(Point 9) comes in the form of seven different teachers' unions. The three largest teachers' unions are ZIMTA (45,000 members), PTUZ (15,000 members) and TUZ (5,000 members). The other four teachers' unions have less than a 1,000 members each. In total, about 50% of the teachers in the country are members of a union.

School leadership has been briefly mentioned earlier (Point 10). However the issues to highlight is that there are a large number of heads, deputy heads, teachers-in-charge and senior teachers which are in an acting capacity and that there is a bias towards the appointment of men as heads and deputy heads.

Teacher remuneration

Teachers were not able to live on the salaries and conditions that they were receiving during the economic meltdown of 2008. Initially the teachers' unions organised strikes, however by the second term of 2008 teachers stopped going to work except in the private schools and colleges. At the same time there was a massive 'brain drain' with teachers leaving the country to go to places where they could earn a salary which was meaningful. When the Government 'dollarised' (adopted the US$) in February 2009 the teachers came back to work with the employer paying a flat US$100 per month for all grades. Schools also started to pay incentives to teachers from the fees and levies paid by parents and guardians. These incentives were stopped by Government in the third term of 2013.

[76]Chikutuma, T., Chaipa, I., and Jasi, P. (2015) Mid Term Review. Revised Report. Ministry of Primary and Secondary Education Global Partnership for Education.
[77]Hlupo, T. and Tsikira, J. (2012) A comparative Analysis of Performance of Satellite Primary Schools and their Mother Schools in Masvingo Province, Zimbabwe. *Journal of Emerging Trends in Educational Research and Policy Studies.* 3(5):604-610.

With the banning of these incentives, teachers view additional programmes such as the GPE as increasing their workload[78].

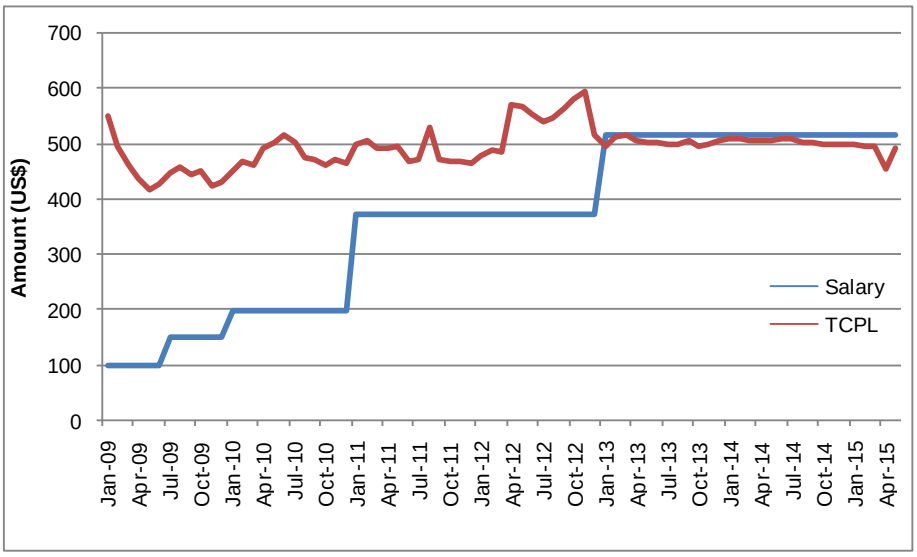


Figure 5.12 Teachers' salaries and the Total Consumption Poverty Line for a family of five[79]

Table 5.14 Teacher salaries (Grade D3)

Year	Month	Salary	Allowances
2009	January - June	US$100	
2009	July - December	US$150	
2010	January - December	US$200	
2011	January - December	US$250	Housing US$65, Transport US$60
2012	January - December	US$250	Housing US$65, Transport US$60
2013 to date	January - present	US$302	Housing US$116, Transport US$100

Teachers are put into 10 grades depending on their experience: C3 to C5 (C3 is straight from college), D1 to D5 (D3 is a senior teacher) and E1 and E2 (Teachers with degrees, deputy heads and heads are in grades E1 and E2). The differences in salary grades is insignificant as it varies by $1 to $5. As can be seen from Figure 5.13, teachers' salaries were below the Total Consumption Poverty Line (TCPL) for a family of five until January 2013 (see Table 5.14). The salaries are now at the TCPL however, the TCPL is variable by province with the Matabeleland North having the highest TCPL of US$591.61 in May 2015 and Midlands having the lowest TCPL of US$446.71. There have been no pay rises since January 2013. Although conditions are better than 2008, key informants spoken to feel that they are still the lowest in the region due to the high cost of living in Zimbabwe compared to the rest of the region. The one teachers' union spoken to indicated that they understood that the Government does not have the resources for higher salaries and are seeking non-monetary incentives such as housing stands and the importation of duty free vehicles.

[78]Chikutuma, T., Chaipa, I., and Jasi, P. (2015) Mid Term Review. Revised Report. Ministry of Primary and Secondary Education Global Partnership for Education.
[79]Teachers salaries are based on information provided by PTUZ for the D3 level. TCPL data comes from ZIMSTAT (2015) Poverty Datum Lines - May 2015.

5.5 Key findings and recommendations on teachers

Overview

This analysis on teachers has shown that GERs are decreasing despite the fact the numbers of teachers are increasing, the calculation of PTRs needs to be revisited, there are shortages of teachers at all levels and there are issues concerning job satisfaction of teachers. MoPSE is working to address the issues of job satisfaction through the development of the TPS, the revisions of the supervision tools, the PLAP and ERI initiatives, and the Teacher Capacity Development Programme. Salaries are still a major issue. ECD paraprofessionals have provided a timely solution to the ECD teaching problems and further development of these personnel and further training of new ECD paraprofessionals should be considered. Programme and interventions should be specific to each district as analysis has shown that each district is different and has different needs.

Numbers of teachers

The highest percentage of unqualified teachers is at ECD level (67.34%) followed by secondary level (25.81%) and then primary level (10.34%). Matabeleland South had the highest percentage of unqualified teachers at ECD, Matabeleland North had the highest percentage of unqualified teachers at primary and Mashonaland Central had the highest percentage of unqualified teachers at secondary. The numbers of teachers, both qualified and unqualified teachers, at primary and at secondary has been increasing since 1999. For primary level the GER has gone down at the number of teachers has gone up. The highest level of unqualified teachers is in the northern districts on the borders and the three most southern districts i.e. the most remote districts.This shows that there are issues with the equitable distribution of trained and experienced teachers at district level which might require a change in deployment policies and practices, and the redeployment of teachers. Perhaps this can be addressed in the next sector plan.

Pupil to teacher ratios (PTR)

The PTR are 35 to 1 for ECD, 36 to 1 for primary and 23 to 1 for secondary levels. Ratios vary widely between provinces. PTRs are very different to PCRs. Qualitative data indicate higher PTRs than those calculated. It is recommended that data collection and analysis for these data needs to be redesigned. There is a need to revisit the way that PTRs are calculated for senior schools as the method used is different to that indicated in the Education Sector Analysis Methodological Guidelines[80].

Teacher qualifications

ECD paraprofessionals make up the greatest percentage of the ECD teachers (49%). 10% of primary school teachers and 26% of secondary school teachers have non-teaching degrees or they are unqualified. There is inequitable distribution of qualified teachers with 61% of primary and secondary teachers qualified in the poorest districts and 86% of the teachers qualified in the wealthiest districts. The districts with the lowest percentage of qualified teachers are in the northern

[80]UNESCO, Pole de Dakar, The World Bank, UNICEF, Global Partnership for Education (2014) Education Sector Analysis Methodological Guidelines Volume 2.

districts along the borders. The PTRs for mathematics and sciences in secondary school are 272 and 294 respectively and for English and local languages they are 185 and 160 respectively.

There is a shortage of qualified teachers at all levels (this does not appear to be the case for primary level, however if the PTR calculations are revised this may be the case at primary level as well). There is a need to assess the needs for qualified teachers at all levels and subjects, and devise a plan to train the teachers needed. It may be necessary to restart the ZINTEC programme and develop it so that those being trained under this programme can undertake further studies.

Approximately 10% of teachers have less than a years teaching experience (11.38% in primary and 8.79% in secondary).

There are 808 secondary school trained teachers teaching in primary school, 6 ECD trained teachers teaching in secondary school and 1,205 primary school trained teachers teaching in secondary school.

Gender balance of teachers

ECD and primary levels have more female teachers than males (GPI of 11.3 and 1.3 respectively for 2014), whilst secondary has more male teachers than female teachers (GPI 0.9). There are more male head teachers and deputy head teachers than female head teachers and deputy head teachers at both primary level, and the gender balance of heads and deputy heads at secondary level does not reflect the balance of male and female teachers. This gender imbalance at primary and secondary levels needs to be addressed.

Professionalism and job satisfaction

It is recommended that further research is needed in the core teacher policy areas to assess teacher job satisfaction. These core areas are requirements to enter and remain in teaching; initial teacher preparation recruitment and employment; teacher's workload and autonomy; professional development; compensation (salary and non-salary benefits); retirement rules and benefits; monitoring and evaluation of teacher quality; teacher representation and voice; andschool leadership.

More than a tenth of the teachers in primary school (11%) were in an acting capacity in 2014 (Figure 5.5) with the largest number of acting positions being the deputy head (53% of the deputy heads, 2,223 people), the head (42% of heads, 1,969) and the teacher-in-charge (46% of teachers-in-charge, 1,617 people). The issue of this large number of people in acting capacities must be dealt with.

The TPS have been developed. The teaching and supervision resources needed in the implementation of the TPS have been developed and piloted. Training is now the next step. This initiative needs to be fully supported and completed. Teachers are generally well supervised (74% received visits from the district office/inspector and 93% received visits from their school heads), however feedback to the teachers is not at the same level.

Until recently most teachers, trained and untrained (except ECD paraprofessionals) had not had any opportunity for professional upgrading in the last ten years. The training of ECD paraprofessionals is

now complete with a total of 9,954 teachers trained. The TCD is in its first years with 1,971 teachers on the programme. Training has started on the ERI (3,771 school heads and 21,587 teachers from 3,739 schools) and PLAP (3,798 school heads and 17,241 teachers from 4,038 schools).

There is a need to document initiatives carried out by teachers and district offices to develop resources where none have been available in early reading and performance lag testing and teaching.

15% of teachers do not have syllabi for the course that they teach. The main reason is that the schools have to buy the syllabi. It is recommended that these are provided free to schools.

Current salaries of teachers are at TCPL however this is a uniform salary for the whole country and does not take into account Provincial differences in TCPL, rural placement or remoteness of the school. It has been suggested that rural allowances be reintroduced. Teachers are asking for non-monetary incentives e.g. housing stands and duty free import of cars. Teachers have not had a salary rise since January 2013.

6. Quality and learning outcomes

Education For All Goal 6 - "Improving all aspects of the quality of education"

6.1 Curriculum

History of curriculum development in Zimbabwe

Pre-Independence curriculum review processes took place on five separate occasions: The Frank Tate Commission (1922); The Fox Commission (1935); The Kerr Commission (1952); The Judges Commission (1963); and The Lewis-Taylor Committee (1974). In 1980 there was a massive expansion in the education sector with a huge expansion in the number of schools. The Presidential Commission of Inquiry into Education and Training (CIET) was launched in 1998, with the resulting report being released in 1999. The findings of the report were that the curriculum being used at that time lacked national values/philosophy to guide learners; did not extol the virtues of self-reliance and entrepreneurship; offered little to develop the learners' natural talents and aptitudes; did not aggressively promote the teaching of Science, Maths, Technology, Vocational and Technical subjects and local languages; and did not place adequate premium on Early Childhood Development education and non-formal education; and was examination oriented. The report recommended the establishment of an independent body outside the Ministry of Education to monitor and evaluate the implementation of the recommendations of the CIET and to advise Government of policy changes when necessary. This recommendation was not implemented and the recommendations from the Commission were "implemented piecemeal".

Status of the curriculum review

The curriculum review process was launched on the 14 October 2014 and on the 28 November 2014 consultations took place at all primary and secondary schools in the country. In addition, consultations were done at district, provincial and national level, there were business meetings, written and electronic submissions (a link was established on the MoPSE website), talk shows and consultations were undertaken with special interest groups (Uniformed Forces, Zimsec, Sport, Arts & Culture, Universities, Staff Associations, Industry and Commerce, VID and Traffic Safety Council of Zimbabwe).

Preparations prior to the consultations included the development of a handbook on curriculum review, the development of a training manual on curriculum review, the setting up of technical working groups, the recruitment of team leaders and the mobilisation of resources (Government and partners).

Issues from the national consultations for the curriculum review included:

- Promotion of enterprising development
- Promotion of local languages
- The need for an educational philosophy
- Promotion of the teaching of the Sciences, Maths, Technology, Technical/Vocational subjects and ICT
- Promotion of sports, arts and culture
- The role of the teacher and the learner to be revisited
- Need for a robust system of assessment to track learner progress
- Strengthening ECD
- Strengthening monitoring and evaluation
- Capacity development of teachers
- School infrastructure development
- Greater community involvement

The curriculum review process was very consultative with 760,692[81] people involved in the consultations, however the consultations were uneven in terms of distribution between the provinces with only 1.5% and 2.7% of people consulted in the urban areas, Harare and Bulawayo, compared to 11.1% and 9.1% consulted in Masvingo and Matabeleland North respectively (based on Census 2012). Although the consultations were extensive and this was applauded by key informants, there were some indications that key informants did not see the curriculum framework before it was submitted to cabinet. Feedback has indicated that there are still some areas of concern, such as a need for broader approaches to sexual and reproductive health[82], that the process was too hurried, and there may be quality issues (key informants).

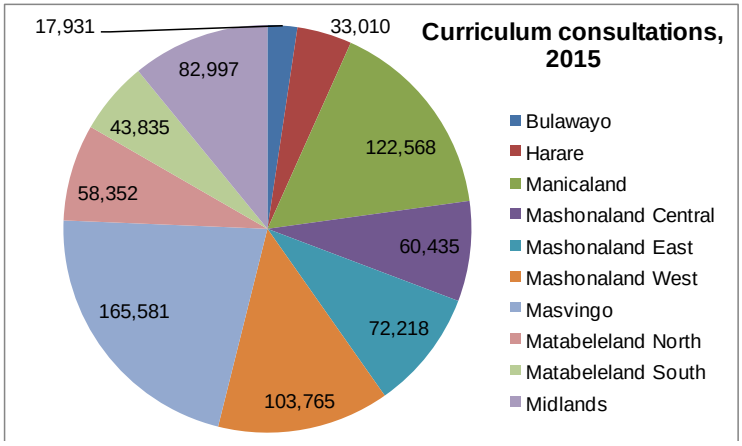


Figure 6.1 Curriculum consultations by Province, MoPSE (2015)

The issues emerging from the national consultations were used to compile the Narrative Report (see the box on the previous page). These issues reflect recommendations made in the CIET (1999) - See Annex I. The Narrative Report developed from the consultations formed the basis for the Zimbabwe Curriculum Framework. It was also recommended that the curriculum should be reviewed every seven years. The new curriculum framework was completed and Draft 0 has been submitted to Cabinet for approval.

The draft Curriculum framework includes the following:

- Adoption of *unhu/ubuntu* as a philosophical approach in the new curriculum.
- Emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM) and expanded provision of Technical and Vocational Education across all levels of the education system.
- Mainstreaming of key issues: HIV/AIDS, ICT, human rights, climate change and disaster risk reduction (DRR).
- Introduction of continuous assessment in the national assessment system.
- A 'Life Skills Orientation' after Form 4 to help learners develop life skills and transition from school to work.

There are three major phases in the new curriculum development process: inception phase (review of curriculum in 2015), Phase 1 and Phase 2. Phase 1 and 2 focus on the diffusion, dissemination and full implementation of the new curriculum. ***A detailed implementation plan and full costing of Phases 1 and 2 are still to be done.***

Relevant to the new Curriculum framework has been activities recently carried out by ZIMSEC. ZIMSEC, in partnership with other stakeholders, carried out an institutional assessment of School Based Assessment (SBA) in 2015 which is forming the basis for the rollout plans for SBA by ZIMSEC[83].

[81] MoPSE (2015) Narrative Report on Curriculum Review.
[82]UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.
[83]UNICEF (2015) 7th EDF Progress Report.

Establishing SBA within the new curriculum will require collaboration among key education stakeholders, notably ZIMSEC and MoPSE. In particular, ZIMSEC's role could support ongoing capacity building for in- and pre-service teacher training, trainingof trainers, piloting SBA in academic subjects and grade levels, and developing structures and processes for integration of SBA within the new curriculum. Key activities of the program include establishing design teams in English and Mathematics to develop a framework for SBA tasks in schools. The design teams will document and build awareness of SBA by collecting evidence and involving expert teachers and ZIMSEC staff to develop SBA tasks in Grade 5 and Form 2. ACER and ZIMSEC, with the support of UNICEF, will work in partnership to develop knowledge about SBA through the following activities:

- Document and build on good practice: Collect evidence of good practice and involve expert teachers, ZIMSEC staff and Curriculum Development Unit (CDU)[1] staff in design teams for subjects new to SBA;
- Propose a framework for SBA at key points in the education system: Design teams in English and Mathematics will develop frameworks for SBA tasks in Grade 5 and Form 2, and work with subject managers (including practical subjects) at ZIMSEC and CDU;
- Define and document SBA: Prepare descriptions for various stakeholders; and, build awareness of SBA and make links to existing assessment practices: Conduct workshops and prepare promotional materials.

Source: UNICEF (2015) 7th EDF Progress Report.

6.2 Learning outcomes

National examining body

ZIMSEC (Zimbabwe Schools Examination Council) is the national examining body for Zimbabwe. It is a parastatal and until recently was funded in part through examination fees and by the Government. It is run by a board of governors that are appointed by the Minister of MoPSE. ZIMSEC is headed by a Director, supported by a Deputy Director and five Assistant Directors (Finance, Test Development, Research and Evaluation, Human Resources, ICT and Examination Administration). There are 307 members of staff. There is a Head Office in Harare and it is decentralised with Regional Offices in each Province. MoPSE sets the curriculum, syllabi and the level of exam fees and ZIMSEC is responsible for examining the assigned subjects. Examinations set by ZIMSEC are carried out at official examination centres. All primary schools and Government secondary schools are automatically examination centres. Other secondary schools can become examination centres after being inspected by ZIMSEC.

The three main examinations set by ZIMSEC are the Grade 7, 'O' Level and 'A' Level examinations. The cost of sitting an 'O' Level examination per subject was $11 in 2011, $12 in 2012, and $13 in 2013 and there is a proposed increase to $15 in 2015. The fee was set at $13 in 2013, however the Government subsidised this by $1, so ZIMSEC collected $12 per subject. The increase in 2015 caused an outcry amongst parents and raises questions as to the affordability of the examinations

given the current economic climate[84]. The cost of sitting an 'A' Level examination was $22 in 2011, $24 in 2012, and $26 in 2015. Up until recently Grade 7 examinations were free, however from 2016 a fee has been introduced of $5. This will be collected at a rate of $1 per month from parents. With the introduction of the Grade 7 examination fee, ZIMSEC will become totally self funding. Fees are approved by Cabinet.

ZIMSEC offers 10 subjects with 20 subject components at Grade 7, 36 subjects with 95 subject components at 'O' Level and 23 subjects with 74 subject components at 'A' Level. It has approximately 4000 examiners for Grade 7, 7000 examiners for 'O' Level and 2000 examiners for 'A' Level. Marking of all examinations is up to date. Assistance was received from UNICEF in 2009 to do back marking of examinations from 2008.

There is a need for ZIMSEC to strengthen its quality control and enhance its image. Examination leakages and issues with examination administration have damaged its reputation in the past[85]

Learning achievements

The Grade 7 examinations are taken at the end of Grade 7. There are four subjects examined: English, Mathematics, General Paper and Local Language. A Grade 7 pass is defined as the percentage of candidates obtaining a total of 4 to 24 units from all subjects. The exam is given a mark from 9 to 1, where a 1 is the top mark, 9 is the bottom mark and a pass is 6 or less.

'O' Level examinations are taken at the end of Form 4 (Lower Secondary). A pass is considered to be 5 or more subjects with a C or better. 'A' Level examinations are taken at the end of Upper 6 (Upper Secondary) and a pass is considered to be two or more subjects with an E or better.

The following table (Table 6.1) gives the examination results for 2013 for Grade 7, 'O' Level and 'A' Level from the EMIS (2014). For the detail on the numbers of candidates who sat and passed please see Annex F, Tables F3 to F5. It should be noted that the data presented here are from the EMIS. These data differ from the results of the analyses of data from ZIMSEC.

[84]Tsodzo (2015) Youth Education and Skills Development. A draft Situational Analysis Report presented to Zimbabwe Youth Council.
[85]Tsodzo (2015) Youth Education and Skills Development. A draft Situational Analysis Report presented to Zimbabwe Youth Council.

Table 6.1Examination results by school type in 2013 (EMIS, 2014)

Results	Grade 7			'O' Level			'A' Level		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Province	34.46%	31.33%	32.91%	21.64%	24.56%	23.14%	85.68%	81.57%	83.39%
Bulawayo	68.92%	60.99%	65.09%	24.3%	26.07%	25.1%	83.73%	76.01%	80.18%
Harare	63.40%	59.53%	61.52%	26.82%	27.47%	27.14%	85.75%	76.55%	80.87%
Manicaland	32.51%	29.10%	30.78%	23.64%	24.66%	24.19%	88.26%	82.92%	85.09%
Mashonaland Central	23.06%	23.41%	23.24%	17.36%	20.82%	19.29%	90.00%	85.39%	87.22%
Mashonaland East	26.22%	23.79%	24.99%	21.99%	23.16%	22.61%	90.84%	86.24%	88.20%
Mashonaland West	25.17%	23.98%	24.57%	16.49%	20.46%	18.63%	82.98%	77.98%	79.90%
Masvingo	33.39%	32.72%	33.07%	22.98%	28.78%	25.99%	85.85%	86.98%	86.51%
Matabeleland North	20.79%	15.09%	18.09%	15.45%	19.1%	17.12%	75.77%	65.24%	70.45%
Matabeleland South	23.55%	16.32%	20.07%	21.47%	24.67%	22.9%	84.02%	80.99%	82.64%
Midlands	35.05%	32.27%	33.70%	21.27%	26.93%	24.15%	83.62%	82.39%	82.93%
Type	34.46%	31.33%	32.91%	21.64%	24.56%	23.14%	85.68%	81.57%	83.39%
P1/S1	78.27%	73.37%	75.91%	47.91%	47.76%	47.83%	87.96%	81.27%	84.56%
P2/S2	59.64%	55.62%	57.68%	26.54%	29.93%	28.18%	85.26%	80.71%	82.84%
P3/S3	24.10%	21.78%	22.95%	14.76%	19.13%	17.08%	84.43%	82.32%	83.14%
Location	34.46%	31.33%	32.91%	21.64%	24.56%	23.14%	85.68%	81.57%	83.39%
Urban	65.09%	60.49%	62.85%	25.53%	28.65%	27.05%	83.27%	77.96%	80.44%
Rural	23.92%	21.69%	22.81%	19.97%	23.05%	21.58%	87.55%	83.91%	85.45%
Registration status	34.46%	31.33%	32.91%	21.64%	24.56%	23.14%	85.68%	81.57%	83.39%
Registered	35.77%	32.55%	34.18%	22.96%	26.18%	24.6%	85.72%	81.62%	83.43%
Satellite	15.14%	14.40%	14.76%	6.94%	10.24%	8.81%	61.90%	63.27%	62.86%
Responsible authority	34.46%	31.33%	32.91%	21.64%	24.56%	23.14%	85.68%	81.57%	83.39%
Church/Mission	44.15%	41.29%	42.75%	48.8%	50.35%	49.54%	91.90%	88.47%	90.20%
City council	66.78%	61.14%	64.05%	20.05%	24.15%	22.19%	77.53%	80.78%	79.45%
District council	21.59%	19.39%	20.50%	10.56%	15.45%	13.19%	81.75%	80.63%	81.04%
Farm	30.27%	32.33%	31.31%	14.87%	33.03%	25.03%	86.21%	94.92%	92.05%
Government	66.90%	61.77%	64.41%	21.98%	26.2%	24.06%	83.45%	78.15%	80.50%
Mine	50.61%	48.86%	49.77%	11.27%	18.95%	15.66%	64.71%	67.65%	66.67%
Other	56.29%	53.94%	55.07%	40.29%	41.81%	41.04%	92.37%	84.71%	88.50%
Private company	64.49%	61.38%	62.91%	45.87%	50.35%	48.23%	85.00%	79.94%	82.11%
Town board	51.38%	46.70%	48.99%	18.7%	22.41%	20.52%	64.17%	64.80%	64.51%

Examination pass rates for 2013 nationally were 32.19% for Grade 7 examinations, 23.14% for 'O' Level and 83.99% for 'A' Level. The high 'A' Level passes are expected as children tend to drop out earlier if they are not academically bright, especially if they fail their 'O' Levels. The low Grade 7 and 'O' Level examination rates are of concern. The above detailed table (Table 6.1) highlights the issues of equity between girls and boys, provinces, urban/rural, registered/satellite and school ownership.

Girls do better than boys at Grade 7, boys do better than girls at 'O' Level and girls do better than boys at 'A' Level. There is a difference in the provincial results for all examination levels. The Grade 7 results show that the two urban provinces did better than the other provinces and the worst province was Matabeleland North (Figure 6.2). Matabeleland North has the worst results for all examination levels.

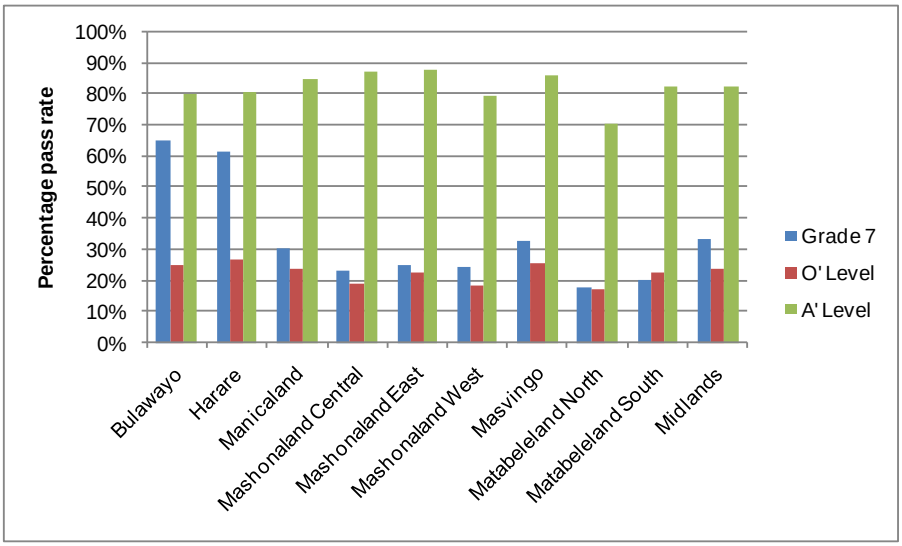


Figure 6.2 Examination pass rates by province in 2013 (EMIS 2014)

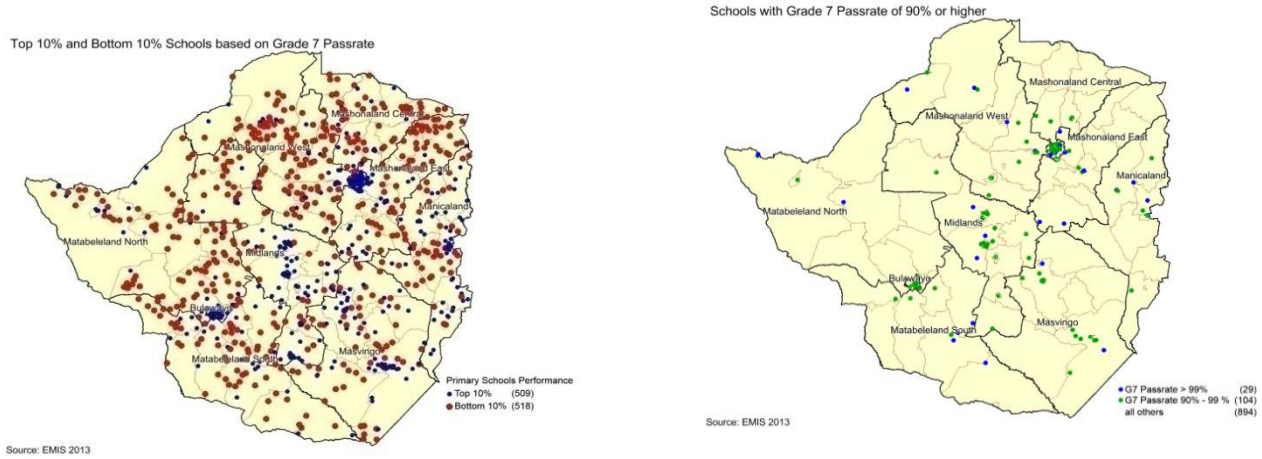


Figure 6.3 Top 10% and bottom 10% school Grade 7 results for 2012 (EMIS, 2013)

The differences in examination marks at Grade 7 are reflected in district differences (Figure 6.2). The schools with the top 10% of Grade 7 marks tend to be along the Highveld (centre of the country) and in the two urban provinces. The bottom 10% of schools are more remote, away from the Highveld areas. In 'O' Level the districts with the worst pass marks were Gokwe North and Mudzi, and the province with the worst marks was Matabeleland North[86].

[86]MoPSE (2014) Results analysis for Ordinary Level: 2013

There is a clear difference in exam results between the different grant type schools for Grade 7 (P1 to P3) and 'O' Level (S1 to S3), between urban and rural schools and between registered and satellite schools. This clear difference is not seen for 'A' Levels. There are big differences in marks obtained between schools with different responsible authorities, however the patterns are not clear, possibly due to the location and registration status not being taken into account.

'A' Level examination marks were steadily improving from their lowest point in 2008 (at the height of the economic crisis) until 2011, after that the pass rates have decreased. 'O' Level marks have steadily increased since 2007. Grade 7 marks only started increasing in 2010 and then dropped quite dramatically in 2013. See Figure 6.4 and Table 6.2.

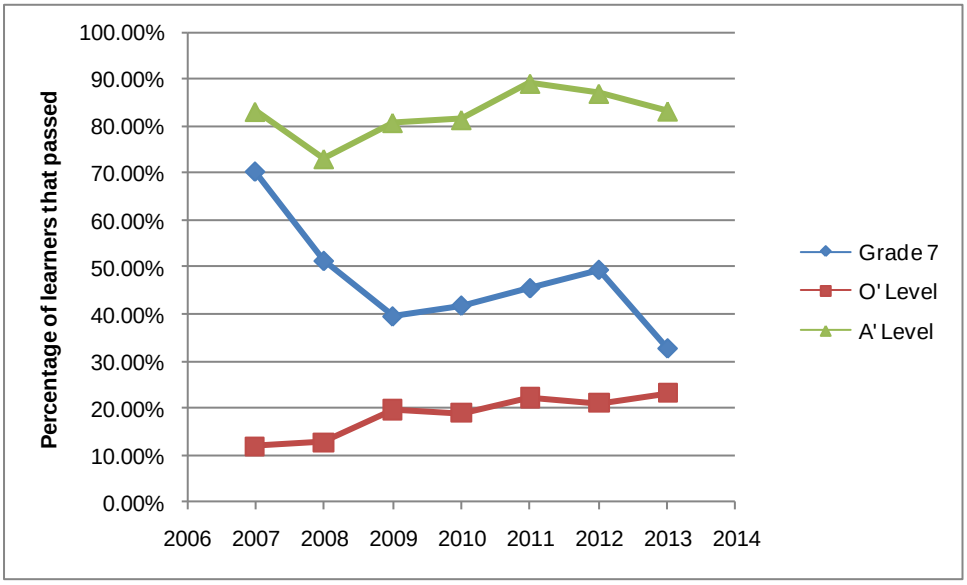


Figure 6.4 Examination pass rates 2007-2013 (EMIS)

Table 6.2 Examination results 2007-2013 (EMIS)

Year	Grade 7				'O' Level				'A' Level			
	Fem	Male	GPI	Total	Fem	Male	GPI	Total	Fem	Male	GPI	Total
2007				70.50%	19.60%	16.90%	1.16	11.90%	80.70%	83.20%	0.97	83.30%
2008				51.50%	1410%	11.00%	1.28	12.60%	74.60%	71.20%	1.03	73.10%
2009				39.70%	17.40%	21.90%	0.79	19.70%	83.50%	78.30%	1.07	80.90%
2010				42.00%	21.10%	16.70%	1.26	19.00%	83.83%	79.91%	1.05	81.53%
2011	49.20%	42.30%	1.16	45.70%	20.30%	23.90%	0.85	22.10%	90.28%	88.40%	1.02	89.37%
2012	56.40%	46.70%	1.21	49.60%	19.30%	22.70%	0.85	21.00%	88.33%	85.58%	1.03	87.20%
2013	34.46%	31.33%	1.10	32.91%	21.64%	24.56%	0.88	23.14%	85.68%	81.57%	1.05	83.39%

The GPI of pass marks fluctuates widely for 'O' Level between 1.26 and 0.85, it is fairly constant for 'A' Level between 0.97 and 1.07 and it is over 1 for Grade 7. Only three years of GPI were available for Grade 7 (Table 6.2).

Data were available for three years on the number of candidates sitting examinations (2011-2013) - see Figure 6.5. It can be seen that the number of candidates have been increased at all examination

levels since 2011. It should be noted that not all learners enrolled in school enter the relevant examinations; it has been hypothesised that this is due to financial constraints, unpreparedness for the examinations or the learners drop out of school[87].

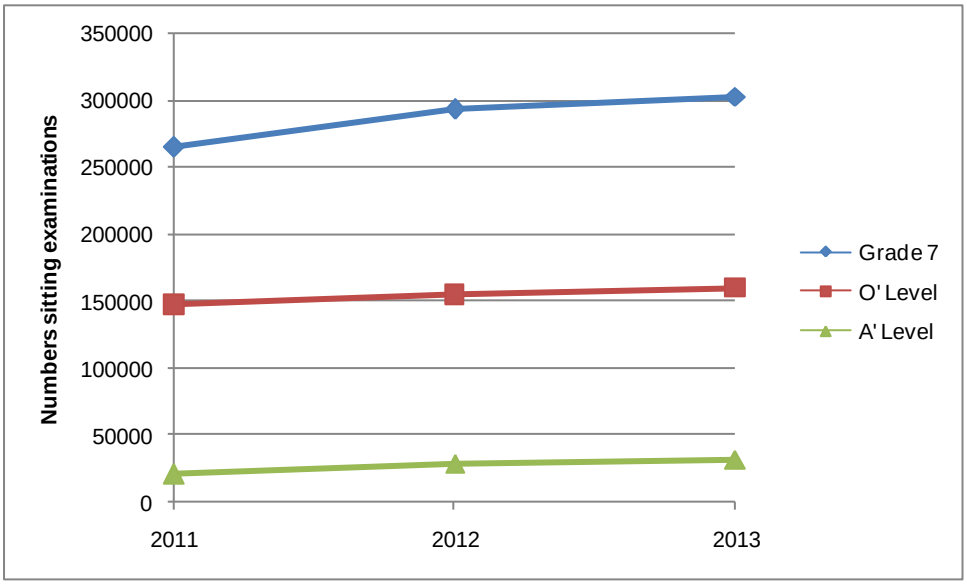


Figure 6.5 Number of candidates sitting for examinations

Factors affecting learning achievements

The factors affecting learning achievements examined are nutrition, physical punishment, gender difficulties (teacher exploitation of girls and academic performance) and teacher motivation.

The baseline on learning environments[88]discussed that there is research indicating a link between learning outcomes and nutrition. The baseline found that 10% of ECD and 20% of Grade 1 and 2 learners came to school without eating breakfast while the same number do not eat at school. The majority of these children come from high density urban and rural schools. The baseline found that the province with the schools in most need of nutrition support are in Matabeleland South Province.

More than half of the children sampled in the baseline on learning achievements reported being disciplined through physical punishment (54% of ECD and 64% of Grade 1 and 2 learners). There were no gender differences but the rural areas had the highest level of reported incidents of physical punishment.

In the baseline for the Girls Education Challenge Programme, a fifth of stakeholders interviewed said they knew a student who had had an affair with a teacher[89]. The beneficiaries of this programme are girls in secondary school.

The differences in academic performance between girls and boys at the different ages needs further research so that these issues can be addressed e.g. girls in Grades 1 and 2 prefer reading more

[87]MoPSE (2014) Results analysis for Ordinary Level: 2013
[88]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.
[89]CAMFED (2014) Step Change Window Zimbabwe and Tanzania. A Powerpoint presentation.

than boys, and girls do better at Grade 7 and 'A' Level but not at 'O' Level. The baseline survey on learning environments[90] found that there was little difference between female and male learner perspectives on reading in ECD A and ECD B. However there is a more marked difference in Grades 1 and 2 where the girls enjoy reading more than boys. There is a need to offer additional attention to the boys at this age and to do additional research into the reasons that this is happening.

Tsodzo[91] (2015) found that there are problems related to the demotivation of staff which affect teaching, school attendance by children and consequently pass rates. The issues causing demotivation of staff included poor remuneration, and lack of teaching aids.

6.3 Early learning outcomes

Learning assessments can be used to establish student's mastery of the curricula and thus provide information early so that adjustments can be made to correct any problems and provide information on the outcomes of new approaches or programmes or new curricula. These assessments can either be administered to a representative sample of students or to the whole population. Standardised tests are used without having to wait to the end of an exam cycle, e.g. Grade 7. As long as the tests do not change too much in terms of degrees of difficulty, consecutive years can be compared.

Under the EDF, national early learning assessments (ZELA - Zimbabwe Early Learning Assessment) have been conducted annually by Australian Council for Education Research (ACER) and ZIMSEC in a four-year programme with the aim of establishing the effects of EDF activities on learning outcomes. The baseline of ZELA was conducted in 2012, and annual assessments were carried out in 2013, 2014 and 2015. The report for 2015 (data collected in March 2015) is still to be produced.ZELA was administered to a nationally representative sample of Grade 3 learners. The results for the three years are given in Table 6.12. The percentage of learners performing at or above the grade-appropriate level in 2014 for English was not significantly different from the previous years, however there was a significant difference for mathematics in that there is an increase in performance.

In addition to working with ZIMSEC in the delivery of ZELA, ACER were also building the capacity of ZIMSEC to carry out these early learning assessments.

[90]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.
[91]Tsodzo (2015) Youth Education and Skills Development. A draft Situational Analysis Report presented to ZImbabwe Youth Council.

Table 6.12 The proportion of pupils below, at an above the grade level benchmark for English and Mathematics for ZELA[92]

Mark	Baseline 2012		2013		2014	
	English	Mathematics	English	Mathematics	English	Mathematics
Below grade level	50.8	54.2	46.4	37.1	49	33
At grade level	39.4	36.2	41.1	46.6	37	52
Above grade level	9.8	9.6	12.5	16.3	14	15

Additional findings of the ZELA included:

- 62.4%, 78.2%, and 69% of learners who completed Shona tests in 2012, 2013 and 2014 respectively were achieving at or above the grade appropriate level in Shona after completing Grade 2. The 2012-2014 Shona and Ndebele tests was not representative of the group as the learners were given the option to complete the tests.
- 59.8%, 78.5% and 78% of learners who completed Ndebele tests in 2012, 2013 and 2014 respectively were achieving at or above the grade appropriate level in Shona after completing Grade 2. The 2014 Ndebele test was not representative of the group.
- Girls slightly outperformed boys in English and Mathematics in 2012 although this difference was small and not significant.
- Urban learners performed better than rural learners in all four subjects in 2012.
- Learners from satellite schools performed worse than learners from non-satellite schools in all four subjects in 2012.
- There was little to no difference in learner performance by age group in all four subjects in 2012.
- Mother's education was found to be one of the strongest predictors of learner achievement levels. This confirms the results seen in the MICS (2014) where school attendance was higher for children with mothers with more education.
- Socio-economic status was found to be the strongest predictor of learner achievement in 2013. Books at home, meals per day, highest parental education, home possessions and home educational resources were all found to be positively related to performance in English and Mathematics in 2014. The MICS (2014) found that wealth quintile is related to learner's attendance.
- The predicted performance of learners rose steadily between the per learner budget ranges of US$50 and US$175 in 2013. Below and above these budget ranges the level of budget allocations are less likely to result in impacts on pupil performance.
- School level variance in performance was found to be relatively high with the school that a learner is attending having a large effect on their performance in 2013 and 2014.
- Mashonaland West and Matabeleland North recorded the lowest levels of pupil achievement in 2014 in English, and Matabeleland North recorded the lowest level of pupil achievement in 2014 in mathematics.

[92] 1. Australian Council for Educational Research and ZIMSEC (2013) Zimbabwe Early Learning Assessment (ETF Program) Base-line Study.
2. Australian Council for Educational Research and ZIMSEC (2013) Evaluation of the Education Transition Fund Program Zimbabwe Early Learning Assessment (ZELA) 2013 Monitoring Report.
3. Australian Council for Educational Research and ZIMSEC (2015) Zimbabwe Early Learning Assessment (ZELA) 2014 Monitoring Report.

It is recommended that ZIMSEC continue with the ZELA assessments every year using the same sampling methodology as a monitoring and evaluation tool of the implementation of the new curriculum.

6.4 Key findings and recommendations on quality and learning outcomes

Overview

An extremely consultative curriculum review process took place in 2014 which resulted in the production of the curriculum framework in 2015. The framework has been sent to Cabinet for approval. The framework includes unhu/ubuntu, emphasis on Science, Technology, Engineering, Arts and Mathematics and expanded technical and vocational, mainstreaming of key issues and continuous assessment.

ZIMSEC is the national examining body of Zimbabwe. All processing of examinations for which ZIMSEC is responsible are up to date. ZIMSEC charges for examinations to fund its activities; Grade 7 will cost $5 per subject in 2016, each 'O' Level subject will cost $15 and each 'A' Level subject will cost $26 in 2015. There are some concerns about the affordability of examinations. The low Grade 7 and 'O' Level pass rates are of concern (32.91% for Grade 7 and 23.14% for 'O' Level in 2013), with issues of equity being reflected in the results (grant types, girls/boys, provinces, districts, urban/rural, registered/satellite and school ownership). Matabeleland North had the worst results. 'A' Level marks decreased in 2012 and 2013, Grade 7 marks decreased in 2013 and 'O' Level marks have been steadily increasing since 2011. Factors which have been linked to learning outcomes include nutrition, physical punishment, gender difficulties (teacher exploitation of girls and academic performance) and teacher motivation.

Early learning outcomes have been monitored through ZELA to provide information on the outcomes of the EDF. Between 2012 and 2015, Grade 3 learners have not significantly changed in their performance in English but they have significantly improved in mathematics. The ZELA highlighted differences in learners' performance between urban/rural, registered/satellite, mother's education, school budget per learner (between $50 and $175) and socio-economic status. Matabeleland North reported the lowest levels of learner performance in mathematics and Matabeleland North and Mashonaland West reported the lowest levels of performance in English. ACER and ZIMSEC carried out ZELA. The capacity of ZIMSEC to carry out these early learning assessments was developed during this process.

Curriculum review

A draft Curriculum framework has been developed and submitted to Cabinet for approval after an extensive consultative process (760,682 people were consulted). A detailed implementation and costing plan needs to be developed for Phase 1 and Phase 2 of the process. There are still a few areas of concern with the Curriculum framework that need to be addressed.

Examinations

ZIMSEC, the national examination body, is fully self funding from 2015 through the collection of examination fees. There are some fears that the examination costs will not be affordable by parents and guardians. This needs to be monitored carefully. The recent SBA activities are in line with the

new Curriculum framework. There is a need for ZIMSEC to strengthen its quality control, especially as the introduction of SBA is to become a reality.

The National examination pass marks for 2013 from the EMIS (2014) for Grade 7 were 32.19%, for 'O' Level were 23.13% and for 'A' Level were 83.99%. The low pass marks for Grade 7 and 'O' Level are of concern. Disparities in marks are seen between girls and boys, school grant types, urban/rural, registered/satellite, province, district and responsible authority for Grade 7 and 'O' Level examinations. Research is needed to determine the reasons for the trends seen in girls and boys marks at the different levels (including Grade 3).

Until recently there were steady increases in pass marks at all levels, however Grade 7 and 'A' Level reduced in 2013. 'A' Level marks had also decreased in 2012. There has been a steady increase in the number of candidates sitting examinations at all levels between 2011 and 2013.

Factors affecting learning achievements include nutrition, physical punishment, age, gender, and motivation of teachers. Matabeleland South is the province in most need of nutritional support.

Early Learning Assessments

In the ZELA, the percentage of learners performing at or above the grade level in English was not significantly different from previous years however there was a significant increase for mathematics. Results were related to school registration status, education status of the mother and socio-economic status. Budget per learner between US$50 and US$175 could be used to predict learner performance. The school being attended affects the learner's performance.These results highlight the issues of equity.

Matabeleland North reported the lowest levels of learner performance in mathematics and Matabeleland North and Mashonaland West reported the lowest levels of performance in English. Special attention needs to be paid to improving learner outcomes in Matabeleland North.

It is recommended that the ZELA continues under the auspices of ZIMSEC so that is can be used to monitor the implementation of the new curricula and the Early Reading Initiative.

7. School and system governance issues

For a sector to function effectively there must be systems, policies and human resources in place to run the system as well as information systems, training and supervision. This chapter discusses the existing structures in the education sector.

7.1 The administrative structure of the Ministry of Primary and Secondary Education

The Head Office of the MoPSE has the administrative structure as given in Appendix G. The Minister's Department has 11 members of staff including the Deputy Minister and Permanent Secretary. The line of reporting goes from the Minister to the Permanent Secretary. Reporting to the Permanent Secretary are 6 Principal Directors (Human Resources and Discipline Services, Quality Assurance Junior Secondary Education, Quality Assurance Secondary and Non Formal Education, Quality Assurance Infant School Education, Curriculum Development and Technical Services). Each department has either one or two directors under them. In addition to the Principal Directors, the Permanent Secretary also has reporting to her the Director of ICT and E-Learning, Internal Audit, Legal Services, Library and Documentation Services, and ten Provincial Education Directors (PED). For projects which cross departments the reporting lines are directly hierarchical so processes, decisions and implementation are slow when projects cross departments.

Each Provincial Education Director has three Deputy PEDs (ECD, Primary, Secondary), four types of Education Officers (Infrastructure and Development, Planning, PE and Culture, and Guidance and Counselling), two types of Education Inspector (Language and Humanities, and Science, Maths and Tech Voc), Education Psychologist, Trainee Educational Psychologist, Speech Therapist, Remedial Tutors, various auditors, accountants, human resource and administrative personnel, Records and Information Supervisor, Assistant Records and Information Assistant, Senior Executive Assistants, Executive Assistants, Drivers and Office Orderlies. In addition, the District Education Officers (DEOs) report directly to the PED for their province.

SDCs/SDAs support their schools through:

- Generating local support for the school,
- Determining the type of support that the parent community can provide to the school,
- Representing the concerns and problems of the teachers and the school to the parent community,
- Reporting the concerns and problems of the teachers to the parent community,
- Planning and assisting the overall development of the school,
- Showing an interest in the performance of the school, its teachers and learners,
- Sharing in the life of the school and discovering how best they can assist the children's educational progress and supporting the school by personal involvement as professionals, library assistants or aids, as escorts, mothers or sport coaches.

Source: MoPSE (2013) Handbook on School Administration for Heads (Domboshava)

Each district office has education officers, district literacy coordinators, pre-school trainer, remedial tutor, executive assistant, records and information assistant, various accounts, human resources, administration personnel, office orderly, watchman and general hand.

Below the district level there are 1075 clusters. Each cluster is a grouping of schools in the same neighbourhood that are brought together for knowledge sharing, skill sharing and professional development (Giordano, 2008)[93]. The clusters are being used in the GPE for the training in PLAP and ERI. The baseline for the GPE found that many of the clusters were inactive. They are now being reactivated and equipment will be provided to them under Year 2 of the GPE.

Each school is autonomous and, depending on the school type, will have an elected body of stakeholders that take part in school planning and development. Government schools have a body called the School Development Association (SDA) and non-Government schools have School Development Committees (SDC). SDCs and SDAs replaced the Parent Teacher Associations and their functions are to support the school (see box on previous page). The SDC is in existence to budget and monitor expenditure from tuition and boarding fees so collected. The SDCs/SDAs have been involved with and received training in the development of the SDPs and determining how the SIG funds are being spent if their schools qualify for SIG. Parents should be engaged in programmes involving their children as this complements the efforts of the teachers in initiatives such as PLAP and ERI.

7.2 Capacity and efficiency

Table 7.1 Approved posts in Head Office of MoPSE, May 2015[94]

Department	No of positions	No in post	Comments*
Executive	11	11	
Human Resources and Discipline	63	61	Director is held against the Principal Director Post; One excess against HRO Ass/HRO/Snr/Princ.
Finance and administration	118	107	3 excess against Accountant/Accounting assistants; 1 excess against Administration Officer/Assistant; 2 excess against Office Orderly. Vacant posts: 10 Records and Information Assistant; 1 Addressograph Operator; 1 Legal Advisor; 1 Legal Officer.
Quality Assurance Secondary and Non-Formal Education	16	10	Vacant Posts:1 Deputy Director Secondary; 2 Education Officers Non-formal.
Quality Assurance and Infant School Education, Psychological and Special Needs	39	19	Vacant posts: 1 Deputy Director Infant Education; 1 Education Officer Infant Education; 1 Deputy Director Learner Welfare; 3 Education Officer Learner Welfare; 1 Director Psychological and Special Needs; 3 Education Officer Special Needs, 4 Braille typist.
Quality Assurance Junior Education	11	5	Vacant posts: 1 Principal Director; 1 Deputy Director Junior Education, and 3 Education Officer Junior Education.
Curriculum Development and Technical Services	179	70	Vacant Posts: 1 Principal Director Curriculum Development and Technical Services; 1 Deputy Director Policy, Planning Research and Statistics; 4 Education Officers Infrastructure and Development; 1 Deputy Director Materials Production Languages and Humanities;1 Education Officer Materials Production Languages and Humanities; 14 Materials Production Officer Languages and Humanities; 1 Deputy Director Material Production Science, Tech and Voc; 5 Education Officer Material Production Science, Tech and Voc; 13 Materials Production Officer Science, Tech and Voc; 1 Deputy Director Technical Services; 4 Education Officer Technical Services; 3 Script Writer; 2 Artist; 1 Piano Tuner; 1 Studio Controller; 1 Equipment Repairer; 2 Dispatch

[93]Giordano, E.A. (2008) School clusters and teacher resource centres. UNESCO.
[94]MoPSE (2015) Vacancy Return. May 2015.

Department	No of positions	No in post	Comments*
			Supervisor; 1 Assistant Audio Controller; 1 Library Assistant; 1 Teacher; 1 Director ICT E-Learning and Communication Strategies; 1 Deputy Director Systems Analyst; 3 Hardware Technician; 3 Software Technician; 1 Deputy Director Communication Strategies and Image Building; 2 Education Officer Communication; 1 Director National Library and Documentation Services; 1 Deputy Director Bulawayo Provincial Library; 8 Librarian/Snr/Principal; 1 Library Assistant; 1 Docu Resto Assistant.
TOTAL	437	283	Total vacancies at Head Office: 172 posts (calculated taking into account the excess against posts)

* Service personnel are not included in the comments e.g. executive assistants, accountants, administrators, office orderlies, drivers etc.

The number of posts and the numbers of filled posts in Head Office of MoPSE are given in Table 7.1. Table 7.2 gives the figures for the Provincial Offices and Table 7.3 summarises the figures for the District Offices. The figures for Head Office indicate that 39% of the posts are vacant. What is of significance is how many of the key line positions are vacant, particularly in the Curriculum Development and Technical Services Department. With the next stages of the Curriculum Review requiring the staff that are missing in this Department it will not be possible to develop the new Syllabi and learning materials needed. Other programmes that have been slow to be implemented due to staff shortages, staff changes and lack of capacity within MoPSE include the SIG and GPE. However, the inclusion of higher and tertiary institutions, practising teachers and managers, teacher, students and civil society, and technical specialists from national and international CSOs and NGOs in the GPE implementation has resulted in high quality results and the nation wide acceptance of the GPE initiatives. This inclusion is to be commended.

Table 7.2 Approved posts in Provincial Offices of MoPSE, May 2015[95]

Post	No of positions	No in post	Vacancies
Provincial Education Director	10	10	0
Deputy PED Primary	10	6	4
Deputy PED Secondary	10	6	4
Deputy PED ECD	10	0	10
Education Officer - Infrastructure & Development	10	5	5
Education Officer - Planning	10	6	4
Education Officer - PE and culture	10	6	4
Education Officer - Guidance and Counselling	10	4	6
Education Inspector - Sec: lang & humanities	50	28	22
Education inspector - Sciences, Maths & V/T	70	32	38
Education Psychologist	10	2	8
Trainee Education Psychologist	50	40	10
Speech Therapist/Snr/Princ	10	7	3
Remedial Tutor	10	8	2
Asst Aud/Auditor/Snr/Prin	90	62	28
Accountant Asst/Acc/Snr/Princ	80	69	11
HR Asst/HRO/Snr/Pri	150	132	18
Admin Asst/Admin Off/Snr/Princ	50	31	19

[95]MoPSE (2015) Vacancy Return. May 2015.

Post	No of positions	No in post	Vacancies
Records & Information Supervisor	10	5	5
Senior Executive Assistant	10	6	4
Records & Information Assistant	80	53	27
Executive Assistant	50	28	22
Driver	10	6	4
Senior Office Orderly	10	3	7
Office Orderly	50	43	7
Watchman	2	0	2
General Hand	1	0	1
Total	873	598	275
Total Education	280	160	120

Note: areas highlighted in purple are the education personnel.

The Provincial Offices show a 31% vacancy rate (Table 7.2). If technical education personnel only are considered, the Provincial Offices show a 43% vacancy rate. The number of posts for each Provincial Office does not take into account the number of districts, schools, teachers or learners in the Province.

Table 7.3 Approved posts in District Offices of MoPSE, May 2015[96]

Post	No of positions	No in post	Vacancies
District Education Officer	72	68	4
Education officer	190	166	24
Acc Ass/Acc/Snr/Prin	74	72	2
District literacy coordination	142	97	45
HR Ass/HRO/Snr/Prin	182	127	55
Admin Asst/Off/Snr/Prin	72	22	50
Pre-school trainer	72	60	12
Remedial tutor	72	58	14
Records and information Asst	149	8	141
Executive assistant	72	34	38
Office orderly	72	55	17
Watchman	95	5	90
General Hand	47	0	47
Total Personnel	1311	772	539
Total Education Personnel	548	449	99

Note: areas highlighted in purple are the education personnel.

The District Offices show a 41% vacancy rate (Table 7.3). If the technical education personnel only are considered, the District Offices show a 18% vacancy rate. For four districts there are no District Education Officers. Three districts do not have education officers, 11 districts do not have literacy coordinators, 12 districts do not have pre-school trainers, and 14 districts do not have remedial tutors. Districts are compromised in terms of support staff. Most districts (66) do not have records and information assistants. Each District Office now has a vehicle and a fuel allocation is supplied every month under the EDF so that school supervisory visits can be made. The 2014 GPE baseline

[96]MoPSE (2015) Vacancy Return. May 2015.

survey[97] indicated that 3% of district staff do not support schools to improve early reading, although the level of supervision that the teachers received from the district office/inspector was 74% and from their head teachers was 93%. The same survey found that most DEOs do not have a costed district plan even though they are aware of their roles and responsibilities.

Clusters have been set up which are groups of schools which come together for the purposes of training and capacity building. The GPE baseline survey[98] reported that 46% of the head teachers said that they do not have a cluster coordinator for their school. For those that do have a cluster coordinator, only half of them had received a visit from the cluster coordinator.

There is currently a post freeze on administration posts because of the economic climate, however there is not a post freeze on teaching posts showing Government's continued commitment to education.

The GPE Annual Progress Report (2015)[99] highlighted the issue that there is a need to establish regular communication channels. Circulars from MoPSE Head Office are the formal method of communication with the provinces, districts, clusters and schools. If the sub-national level does not receive these circulars and other information it is impossible for them to act even though they may be aware of what is needed.

Government in the last few years has produced a series of policy and planning documents including the Non-Formal Education Policy (2015), Life Skills, Sexuality, HIV and AIDS Education Strategic Plan (2012-2015), National Strategic Plan for the Education of Girls and other vulnerable Children (2006), ECD Policy (2004) National Gender Policy (2004), and the National Disability Act (1992). There is a need to have tracking, monitoring and evaluation systems for these policies so that implementation of these policies can be monitored[100].

Government capacity has shown marked improvement in areas related to system management, planning, administration and service delivery[101].

> "Anything for the child without the child is against the child"
>
> Source: adapted from UN General Assembly Resolution S-27/2 (2002) "A World Fit for Children"

Under the EDF various capacity building exercises have been undertaken at school level. These included the training of school personnel (including SDCs, and a girl and boy child) to produce School Development Plans (SDPs), financial training of head teachers and the training of education managers in leadership, school management and supervision.Manuals developed for the SIG trainings included Grants Management Team Operational Manual, School Development Plan Manual, School

[97]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.
[98]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.
[99]UNICEF (2015) 2nd Progress Report. April 2015. UNICEF Zimbabwe Global Partnership for Education.
[100]Nyanungo, K. (2015) Access and Participation: Status Patterns and Trends. Presentation to the Education Sector Review.
[101] UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.

Minimum (Funtionality) Standards, financial management manual and a training manual on financial management. SIG verification visits that have taken place have provided an on-the-job training opportunity at school level and the school monitoring visits undertaken by MoPSE and the Education Network partners provided school supervision visit opportunities.

7.3 Information systems

The Education Management Information System (EMIS) is a database which is developed, updated and managed by the MoPSE. It is updated annually through a process which involves the completion of the census forms, ED46 C (1) and the ED46 B (1), by the heads of primary and secondary schools respectively during the second school term every year. The data in the ED 46 forms covers school identification details, enrolments, teacher details, facilities, textbooks and curriculum, and education finance. The completed forms are verified at district, provincial and head offices. The data are then entered centrally and the analysis of the data done at MoPSE Head Office. A report, the Annual Statistical Report, is then produced for the most commonly requested and used analyses.

The EMIS reports for 2009, 2012 and 2013 were launched in March 2015, and the 2014 data have been collected, entered and are now available for use (and have been used in this report). It was noted that the enrolment data, learning outcomes and status of the Special Schools and the statistics on learners with disabilities and other special needs in mainstream school are not included in the EMIS reports. The 15 EMIS hubs have now been installed and EMIS software deployed on the local area networks.

Analysis of examination data is done based on returns from ZIMSEC by the relevant departments within MoPSE. Data are also collected on the annual statistical forms (ED46s) at school level and inputted into the EMIS database. The analysis which is used for management decisions is the information from the ZIMSEC analysis.

The Teacher Development Information System (TDIS) is now generating data on teachers, including qualifications, training needs and placements. The Teacher Development Information System (TDIS) was developed in 2013. Prior to this a manual system was used to collate human resource summaries on teachers. A system was needed to track the qualifications and training needs of teachers including in-service training and misplacement of teachers. In 2011 MoPSE asked UNICEF to assist. A consultant was engaged to provide technical input. The data collection instruments (a school cover sheet and a teacher training development form) for the system were developed in January 2013. The census using the data collection forms was undertaken in November 2013. The forms were collated and the data captured into the computer system which was developed using PHP and MySequel. Queries or modules were then developed to query the system. Hardware was sourced in November 2014 and every district (73 districts) and province (10 provinces) now have equipment specifically to support the capture and reporting of TDIS data. The database is customised for every district, province and head office. The data in the system are updated regularly using the two forms. The data are stored and managed using a database at Head Office but the update of information is done at district level. There are challenges with the updating of the information due to connectivity challenges at district and provincial levels. Updating is currently done using flash drives. The TDIS is to be linked to the EMIS using the school EMIS codes which will make it easier to run reports on the whole school, teaching and learning outcomes, teacher and

student data. Training has been done of all district and head office staff. There is still a need to train the Head Office staff.

Further upgrading of the TDIS is taking place through the development of additional modules for teacher management functions (appointment of teachers, managing disciplinary processes, monitoring teacher attrition, production of staff returns by term, attendance and leave management, teacher professional standards and supervision/mentoring data).

The TDIS data will enable the Government to make decisions about the professional development needs of teaching staff and investigate and correct the misplacement of teaching staff in the wrong type of schools (for example primary school teachers teaching in secondary schools or vice versa) or areas where there are too many of one subject teacher or not enough of one subject teachers.

7.4 Results Matrix of the EMTP

The updated Results Matrix from the EMTP is given in Annex H. The (operational) objectives of the EMTP are:

- Restore professional status of teachers;
- Revitalise leaning quality and relevance;
- Improve teaching and learning conditions;
- Quality assurance and staff development;
- Reinvigorate school and system governance, management and financing;
- Focus resources on those with greatest need; and
- Revitalise sports, art and culture.

Where information was available for 2013 and 2014 it has been used to update the Results Matrix. Information was not available for the following Outcome Indicators: Survival rate for primary education for 2014, Examination pass rates for 2014, and Average GPI for secondary enrolment in the 20 worst districts. The data that were available for the outcome indicators showed a mixed picture. The survival rate in primary school was slightly higher than the baseline but it was not as high as the target. Grade 7 pass rates in 2013 were lower than the baseline (2012), however the 'O' Level pass rates were higher. The ZELA report of 2013 showed that there was a 4.5% increase in the percentage of children at or above the grade level. This is higher than the targeted increase of 2%, however the target for 2014 was not met. The transition rates from Grade 7 to Form 1 and from Form 4 to Lower 6 were higher than the targeted rates in 2013, however the rates dropped in 2014 to below the 2013 rates and did not make the target.

Data were not available for the intermediate indicators of improved conditions of learning in school (Operational Objective 3), and Strengthening school and system governance and management (Operational Objective 5). There were good results for the intermediate objectives. For Operational Objective 1 (the strengthening of teacher development and management) the targets for 2013 and 2014 were met (development of the TPS and TDIS, and the TDIS is operational). The baseline of the TPS is currently underway and should be completed in the allocated time frame. Operational Objective 2 (Improve learning and quality relevance) was behind in 2013 but may have caught up with a very consultative curriculum review process and the development of a Curriculum Framework which has been submitted to cabinet. To reach the target the syllabi have to be developed and tested by the end of 2015. Operational Objective 3 (improve conditions in schools) has been met through the SIG with SDPs being developed in 5,057 schools and grants being paid to 5,107 schools in 2014.

The target was not reached for 2015 as the types of schools to which the grant was to be paid and the amounts to be paid were changed. There were results for the Operational Objective 4 (Improve education service quality through improved supervision) from the GPE baseline[102]. These results (93% of teachers received supervision visits from their head teachers and 74% received supervision visits from personnel from the district office) are far higher than the targets (30% receive supervision visits) and it may be that the targets were incorrectly set as no information has previously been available on this variable. It was expected that the data for this objective would be generated from the TDIS however the module which would produce this information is currently under development. Information for Objective 5 is available for the number of schools with valid SDPs. The target for 2015 was 3,470 schools and the actual number is 5,057. Further SDPs are still being evaluated. For Operational Objective 6 (strengthen support to learners with greatest need) data were available from the Second Chance Education programmes (ZALP and YFCs). These targets were not met. The final Operational Objective 7 concerned Sport, Arts and Culture. This has may have been met through the inclusion of this in the curriculum review and new curriculum framework, however the syllabi are still to be developed and tested by the end of 2015.

7.5 Key findings and recommendations on school and system governance

Overview

The large numbers of vacancies in MoPSE at Head Office (39% vacancy rate), Provincial Offices (31% vacancy rate) and District Offices (41% vacancy rate) has been having an effect on the implementation of programmes which is further complicated by the hierarchical reporting process for programmes which cross departments. The high vacancy rates in the Curriculum Development and Technical Services Department will impact seriously on the Curriculum Review process.

The lack of a post freeze on teachers shows Government continued commitment to education, however, the high vacancy rates at Head Office, Provincial Offices and District Offices will compromise teaching quality.

MoPSE's capacity has shown marked improvement in areas related to system management, planning, administration and service delivery (SDPs, financial training, leadership, school management and supervision) however plans need to be made and actions carried out to maintain and improve on this.

The EMIS and TDIS have been developed and continue to be developed and are now being used to provide up to date information for management decisions.

The Results Matrix of the EMTP has been updated in this document (see Annex H). There were two outcome indicators for which no data were available for 2014. For the other two outcome indicators the targets for 2014 were not reached although there was considerable improvement over the 2012 baseline. There are seven operational objectives (intermediate indicators) in the Results Matrix. Four operational objectives were met and surpassed (strengthen teacher development and management, improve conditions in schools (SIG), improved supervision, strengthening school and system

[102]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

governance and management (SDPs, training) and three operational objectives were not met (the curriculum development is behind, the target for the numbers of learners with the greatest need to be supported was not met, and strengthening sport, arts and culture (related to curriculum review)).

Administrative structure

For projects which cross departments the reporting lines are directly hierarchical so processes, decisions and implementation are slow when projects cross departments.

Vacancy rates

39% of positions at Head Office, MoPSE, are vacant. Key posts important to project implementation are not filled, e.g. in Curriculum Development and Technical Services, and Quality Assurance Secondary and Non-Formal Education. These need to be filled if the Curriculum Review process is to succeed.

The inclusion of higher and tertiary institutions, practising teachers and managers, teacher, students and civil society, and technical specialists from national and international CSOs and NGOs in the GPE implementation has resulted in high quality results and the nation wide acceptance of the GPE initiatives. This inclusion is to be commended.

Vacancy rates in Provincial Offices are 31% of all posts.

District Offices show a vacancy rate of 41%. Key personnel and support staff are missing. The missing key personnel are: three districts do not have education officers, 11 districts do not have literacy coordinators, 12 districts do not have pre-school trainers, and 14 districts do not have remedial tutors. Despite shortages at District level, 74% of teachers indicated that they had received supervision visits from the District Office or Inspectors.

Capacity and efficiency

46% of head teachers indicated that they did not have a cluster coordinator and half of the heads indicated that they had not received visits from the cluster coordinator.

Circulars from Head Office are the method of communication down to school level and must be used more effectively and in a timely manner in programme implementation. There is a need for tracking, monitoring and evaluation of policies.

Key school personnel have received training in financial management, school development plans, and leadership, school management and supervision. This needs to be continued with refresher courses for those trained and courses for new appointments.

Parents need to be involved with programmes involving their children as this complements the efforts of the teachers in such initiatives as ERI and PLAP.

Most District Offices do not have costed district plans. There is a need for training in this area and the development of these plans.

Information systems

EMIS reports have been launched for2009, 2012 and 2013, and the school census data are available for use for 2014. The census forms (ED46s) for the EMIS are revised every year. The data collection and analysis done for the PTRs and special needs related issues needs to be reviewed.

It was noted that the enrolment data, learning outcomes and status of the Special Schools and the statistics on learners with disabilities and other special needs in mainstream school are not included in the EMIS reports. Systems to collect information on special needs and analyse these must to be developed. It is necessary to know how many children with special needs are in mainstream school so that school health systems can respond to the needs.

The TDIS is operational. Further development of the TDIS and plans to make it 'realtime' and inclusive of teacher management areas are ongoing. The TDIS is a huge step forward in the management of teachers and provides an opportunity to make evidence based decisions.

EMTP Results Matrix

The updating of the Result Matrix for the EMTP showed mixed results for the Outcome Indicators but some exceptional results on the Intermediate Indicators with Operational Objectives as well as some poor results. Outcome indicators are often difficult to meet as they are often affected by the situation in the country as a whole and the current economic climate is not conducive to improvement of these indicators. The Intermediate Indicators are easier to meet as they are more under the control of the partners involved.

8. Environment

8.1 Infrastructure

P3 head teachers/TICs also emphasised the need to improve and increase the number of classrooms, introduce e- learning to adapt to modern techniques, increase the variety of reading materials and increase classrooms, motivation of teachers, improve the quality of teachers, supervising and monitoring after training of teachers and teaching phonics at an earlier stage in ECD A & B classes.
Source: Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

Classrooms

Table 8.1 Classrooms and classes, 2012-2014 (EMIS 2012, 2013, 2014)

Level	2012			2013			2014		
	Pupil to classroom ratio	Classrooms in use	No of classrooms required	Pupil to classroom ratio	Classrooms in use	No of classrooms required	Pupil to classroom ratio	Classrooms in use	No of classrooms required
ECD	75.6	4,581	13,066	38.4	9,684	9,021	73	5,884	15,507
Primary	42.8	56,552	10,109	42.6	62,469	4,111	45	58,556	7,911
Secondary	37.0	23,649	7,575	46.3	20,675	11,240	44	22,437	10,218
TOTAL		84,782	30,751		92,827	24,364		86,877	33,636

Table 8.1 gives the number of classrooms and pupil to classroom ratios. The number of classrooms for 2013 for ECD appears to be inflated as the number of classrooms in 2014 is considerably less than in 2013 but appears to be closer to the numbers in 2012. The EMIS (2013) indicated that the number of pupils per classroom (PCR) should be 20 in ECD, 40 in primary schools and 30 in secondary schools. The EMIS (2013) gave the numbers of classrooms required as 40,331 classrooms, however if the ratios given in the EMIS (2013) are used, it can be seen that the number of classrooms required was 24,364. The calculations for the enrolments for 2014 indicated that 33,636 classrooms are required.

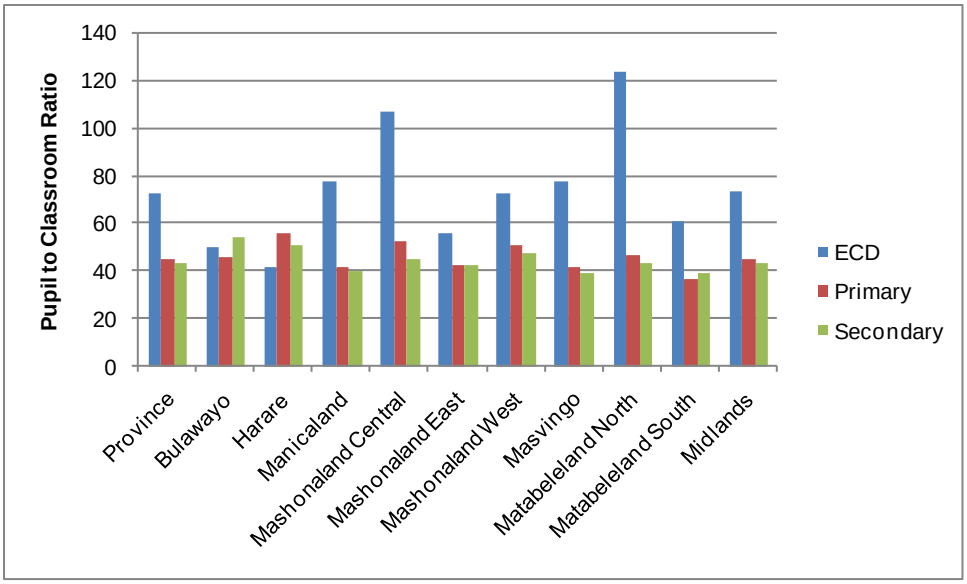


Figure 8.1 Pupil to classroom ratio by province in 2014 (EMIS, 2014)

Detailed tables are given for PCRs for ECD, Primary and Secondary in Annex F (F.6 to F.8). It can be seen from Figure 8.1 that PCRs vary by province across education levels. Matabeleland North has the highest PCRs at ECD level (124 to 1) followed by Mashonaland Central (107 to 1) - see Table 8.2. There are disparities across Grant Type (high PCR to lower PCRs for P3 to P1 and S3 to S1), urban and rural (rural is higher), and registered and satellite (satellite is higher).

Table 8.2 ECD pupil to classroom ratio (PCR) and classrooms per school in 2014(EMIS, 2014)

Province	Total number of schools	Total number of schools with ECD	Enrolment	Number of classrooms	PCR
Bulawayo	130	126	10483	209	50
Harare	225	213	19688	472	42
Manicaland	865	860	80003	1021	78
Mashonaland Central	488	488	41200	384	107
Mashonaland East	688	686	46727	831	56
Mashonaland West	719	712	43570	599	73
Masvingo	866	861	69510	891	78
Matabeleland North	580	579	33879	274	124
Matabeleland South	507	505	30679	500	61
Midlands	795	792	52087	703	74
TOTAL	5863	5822	427826	5884	73

- In urban areas hot-sitting became the norm at almost every school, as enrolments swelled but without matching expansion in classroom structures.
- The guiding philosophy was that no school was full until it was 100% hot-sitting.
- This gave rise to the phenomenon of MEGA schools like our Nemakonde Group of schools, although its only one school, whose enrolment rose to over 3000 children.
- Most of the newly set up satellite schools found themselves following the curriculum of their mother schools. There was little innovation nor attempts to introduce new subjects. The curriculum therefore become almost universally the same, basically academic with tech-voc subjects not being ventured into.
- Syllabuses were in short supply and innovative senior teachers relied on borrowing from other schools.
- The curriculum therefore became narrow and academic.
- There was generally an acute shortage of textbooks and other teaching and learning materials and sharing of textbooks with rations of one book to 10 pupils common place.
- In the worst of cases only the teacher had a textbook. It was not uncommon too to find many students with nowhere to write on as well.
- Where hot-sitting is practiced, the wear and tear on building, especially toilets, and furniture has landed schools with huge repair bills. Some less enterprising heads have whole classrooms stocked with broken furniture.

Source: Review of MTP: Voice from the Field. Presented by SB Mashayamombe, PED for Mashonaland West Province.

In urban areas the running of two sessions ("hot sitting" or "hot seating"[103]) is common in 41% of primary schools and 36% of secondary schools (see Annex F, Tables F.9 and F.10). The incidence of two sessions is higher in Harare and Bulawayo Provinces than the rural provinces (Figure 8.2). Mashonaland Central, Mashonaland East and Mashonaland West have high percentages of primary schools doing double sessions (more than 15%). Double sessions in primary schools are

[103]Hot seating or hot sitting or double sessions are where the school has two sessions a day, one in the morning and one in the afternoon, which use the same classrooms. In Zimbabwe there is usually a different teacher for each session (Kurebwa, M. and Lundi, A. (2015). Teachers Voices: Challenges of Double-Shift Sessioning in Gweru Urban Primary Schools. *International Journal of Innovative Research and Development,* 4(3): 38-41.)

concentrated in P2 rather than P1 and P3, urban rather than rural and registered rather than satellite schools, and schools where the responsible authorities are the city councils, Government, mines and town boards. Double sessions in secondary schools are concentrated in S2 rather than S1 and S3, urban rather than rural, and registered schools rather than satellite schools, and schools where the responsible authorities are city councils, Government and town boards. Running two sessions puts stress on the infrastructure of the schools (including the furniture and the learning resources), and it has been found that issues concerning the lack of ownership and management of the classroom arises, there is increased truancy in the afternoon session, the children are often tired and hot in the afternoon, curriculum was not adequately dealt with the teachers felt that there was an increase in failure rate[104].

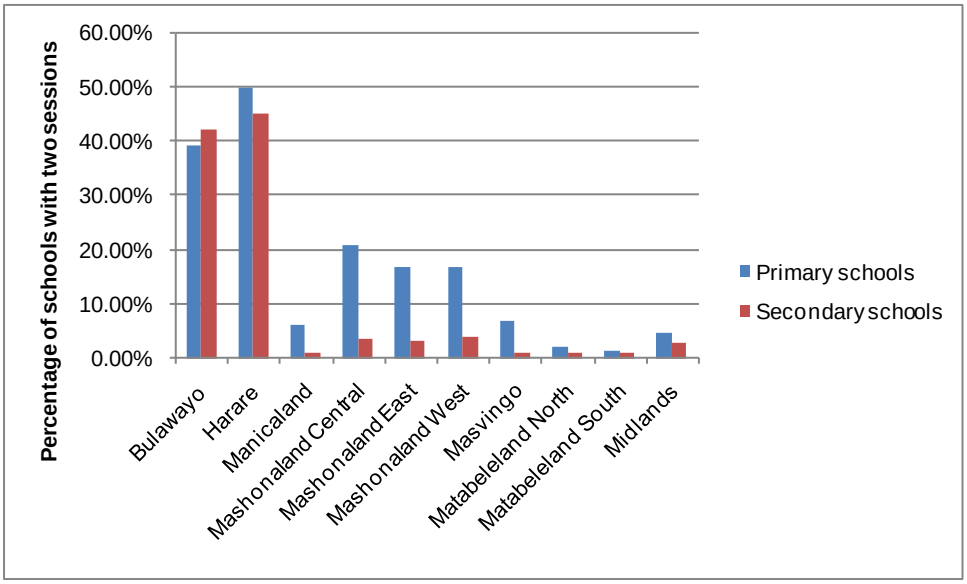


Figure 8.2 Percentage of primary and secondary schools with two sessions in 2014 (EMIS, 2014)

Nearly 40% of classrooms in primary and secondary schools were in need of minor repairs to walls, roofs and/or floors (Table 8.3) in 2013 (EMIS, 2013). In primary schools more than 10% of classrooms are in bad repair and around 2% are currently derelict or dangerous. In secondary schools the number of badly repaired classrooms or derelict classrooms is less than primary schools. Long term underfunding, particularly of rural schools, has resulted in school authorities being unable to repair and maintain classrooms[105]

[104]Kurebwa, M. and Lundi, A. (2015). Teachers Voices: Challenges of Double-Shift Sessioning in Gweru Urban Primary Schools. *International Journal of Innovative Research and Development,* 4(3): 38-41.
[105]Tsodzo (2015) Youth Education and Skills Development. A draft Situational Analysis Report presented to Zimbabwe Youth Council.

Table 8.3 Condition of classroom blocks (walls, roofs, and floor) for primary and secondary schools in 2013 (EMIS, 2013)

Part of block	Level of school	Status	Good (needs no repair)		In need of minor repairs		Bad, needs major repair/ replacement		Currently derelict/ dangerous	
			No.	%	No.	%	No.	%	No.	%
Wall	Primary	Registered	20,293	42.9%	19,763	41.8%	6,304	13.3%	952	2.0%
	Secondary	Registered	13,964	56.5%	9,414	38.1%	1,177	4.8%	143	0.6%
Roof	Primary	Registered	23,663	50.0%	16,529	34.9%	5,905	12.5%	1,215	2.6%
	Secondary	Registered	15,762	63.8%	7,709	31.2%	1,052	4.3%	175	0.7%
Floor	Primary	Registered	17,831	37.7%	20,384	43.1%	8,199	17.3%	898	1.9%
	Secondary	Registered	12,252	49.6%	9,469	38.3%	2,806	11.4%	171	0.7%

Schools

MoPSE completed a mapping exercise in 2015 to assess the number of new schools that are needed at this point in time (see Table 8.4). The total number of new schools that are needed is 2,056, which is made up of 1,425 satellite schools, 349 decongestion schools and 282 completely new schools. The province with the greatest number of new schools needed is Mashonaland West (21.16%), followed by Midlands (13.52%) and Mashonaland Central (13.38%).

Table 8.4 New schools to be constructed, MoPSE mapping exercise, 2015

Province	Satellite		Decongestion schools		New schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Schools	%
Bulawayo	3	6	17	14	20	9	**69**	**3.36**
Harare	5	5	73	54	32	19	**188**	**9.14**
Mashonaland Central	35	65	11	4	11	2	**128**	**6.23**
Mashonaland East	103	84	27	22	33	6	**275**	**13.38**
Mashonaland West	42	29	27	8	22	10	**138**	**6.71**
Masvingo	210	159	26	12	22	6	**435**	**21.16**
Matabeleland North	157	85	3	3	4	6	**258**	**12.55**
Matabeleland South	51	24	3	1	20	15	**114**	**5.54**
Midlands	116	44	2	2	5	4	**173**	**8.41**
Sub-Total	**116**	**86**	**30**	**10**	**26**	**10**	**278**	**13.52**
Total	**1,425**		**349**		**282**		**2056**	**100**

The cost of constructing a standard two classroom blocks using School Functionality Standards is between $50,000 and $65,000 depending on location and ground type. One quote done in 2013 indicated the building materials would be around $32,240, and labour depended on location (rural - $25,000, Urban firm ground - $30,000 and Urban clay/sand - $35,000). Another costing of a rural school two classroom block gave a quote for $55,416. An F14 house (teacher's house) was costed at $25,657.50. With the huge need for classrooms there is a need to look at alternative building materials that are cheaper but still of good standard, for example Natural Adobe and Straw Bricks, and Pisé de Terre (or rammed earth) which was used in Harare to build houses in the Eastlea Suburb in the 1940's. These houses are still standing and structurally sound today.

Pisé de Terre

Source: http://wholeearthbuildingfoundation.co.za/

In the cases of satellite schools it may be necessary to consider prefabricated houses to ensure the safety and conduciveness of the learning environment. A study needs to be undertaken to look at alternative building materials.

WASH facilities

The School Functionality Standards[106] for toilets is a ratio of 1:20 for girls and 1:25 for boys. Although the national ratios for toilets in primary schools for ECD and primary level learners are not far off the recommended standards, it can be seen that the ratios are very variable by province (Table 8.5). ECD learners need age appropriate toilets. The secondary schools had better pupil to toilet ratios than primary schools (Table 8.6), however this is again very variable by province. Harare and Bulawayo Provinces, had the highest pupil to toilet ratios. There is no information available on the status of toilets and, in the case of pit toilets, whether they are full or not. The National Worm Survey (2011) found that 43.6% and 40.5% of schools had inadequate toilet pits for males and females respectively.

Table 8.5ECD, primary pupil and teacher to toilet ratios, 2014

Province	ECD pupil to toilet ratio		Primary pupil to toilet ratio		Teacher to toilet ratio	
	Female	Male	Female	Male	Female	Male
Bulawayo	18	19	31	32	11	2
Harare	12	12	38	40	11	2
Manicaland	29	27	22	23	3	2
Mashonaland Central	32	33	27	28	3	2
Mashonaland East	22	21	22	23	2	2
Mashonaland West	23	22	28	29	4	3
Masvingo	26	28	23	24	3	2
Matabeleland North	33	33	23	24	3	3
Matabeleland South	25	26	19	20	3	2
Midlands	21	20	27	28	4	2
TOTAL	**24**	**24**	**25**	**26**	**3**	**2**

Table 8.6 Secondary pupil and teacher to toilet ratios, 2014

Secondary schools	Secondary pupil to toilet ratio		Teacher to toilet ratio	
	Female	Male	Female	Male
Bulawayo	32	33	10	5
Harare	31	35	8	4
Manicaland	16	16	2	3
Mashonaland Central	18	19	2	3
Mashonaland East	16	15	2	2
Mashonaland West	20	21	3	4
Masvingo	17	16	2	2
Matabeleland North	18	17	3	4
Matabeleland South	16	15	3	3
Midlands	18	18	2	3
TOTAL	18	18	3	3

[106]MoPSE (2013) Minimum (Functionality) School Standards.

The detail on the type of toilets is given in Annex F, Tables F.11a, F.11b and F.11c. Blair toilets form the majority of toilets in the rural provinces and water closets form the majority of toilets in the urban areas. The cost of a 4 squat hole (BVIP) is approximately $5,100 and for a 2 squat hole (BVIP) is $4,941 (source: costing of BVIPs at Mariga Primary School).

Water is available in most schools. However 1.6% of primary schools (68 schools) and 1.32% of secondary schools (32 schools) have no water (see Annex F, Tables F.12 and F.13). The School Functionality Standards require that there be access to clean, potable water within 500m of the school. More than a quarter of the schools (26.3%) have their water sources more than 500m from the school (1,542 primary schools and 638 secondary schools). 86.32% of primary schools (5,060 schools) and 89.36% of secondary schools (2,166 schools) have water that is safe to drink. 65.0% of primary schools have sufficient water (3,811 schools) and 64.4% have water that is available all year round (3,788 schools). 70.1% of primary schools (4,114 schools) have their water sources used by the community.64.1% of secondary schools (1,554 schools) have sufficient water and 63.9% have water that is available all year round (1,549 schools). 62.3% of secondary schools have their water sources used by the community (1,511 schools). Water availability is different for different provinces, urban/rural, registered/satellite and responsible authorities. Access to water is better in urban compared to rural and registered compared to satellite schools. The results were corroborated by the National Worm Survey (2011) which found that 33.5% of the schools visited either had no water source or they used unsafe water. This was slightly higher than that reported for schools if lack of water and no water within 500m is added up. To install a Bush Pump Type B with drilling and fitting costs about $10,000.

The School Functionality Standards state that every child should havetheir own seating and writing places (see Annex F, Tables F.14 and F.15). This target is not being accomplished. On average, two students share each seating place and each writing place with the situation worse in the primary schools than the secondary schools. The number of seating places and writing places needed in primary schools is 1,146,281 and 1,388,535 respectively. The number of seating places and writing places needed in secondary schools is 730,941 and 248,703 respectively. The percentage of learners without writing and seating places varies by level and province with Matabeleland North having the highest percentage of learners without places (Figure 8.3). The percentages of learners without writing and seating places increases from P1 to P3, S1 to S3, registered to satellite, and urban to rural. The responsible authorities with the highest percentages of learners without writing and seating places are the District Councils and Farms.

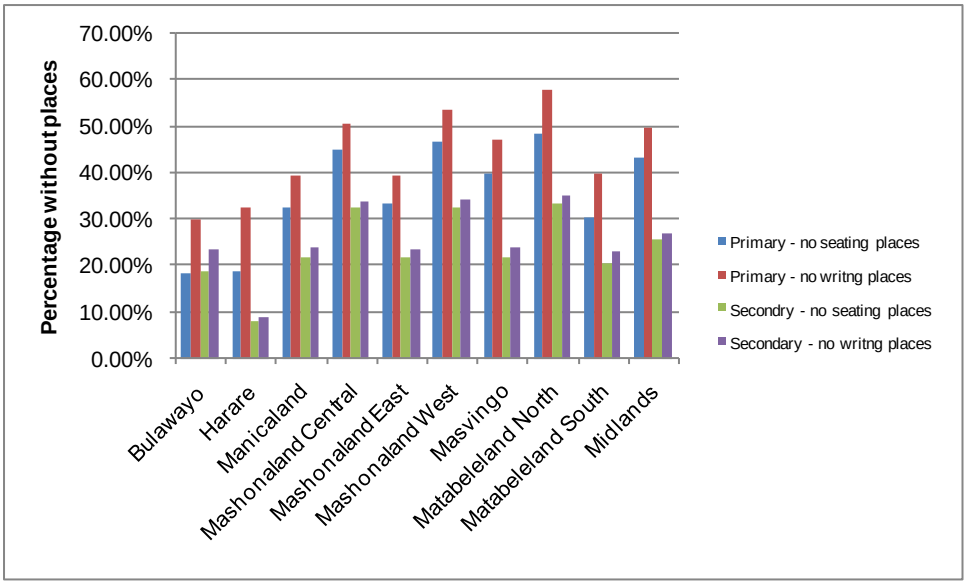


Figure 8.3 Percentage of learners without seating and writing places

The School Improvement Grant (SIG), which is part of the EDF, was rolled out in 2014 to 5,263 registered and satellite primary schools and 32 special schools. These schools enrol 2,447,000 children who are expected to benefit either directly or indirectly from the SIG. The SIG was used in 2014 for procurement of teaching and learning materials, purchase of classroom furniture, special needs provision, recurrent costs such as materials and school operating costs and small maintenance. Schools have used the SIG to address issues related to minor repairs and maintenance of building and lack of furniture.

8.2 Learning resources

Core textbooks were distributed under the EDF/ETF to primary schools in 2011/2012 (ratio 1 pupil to 4 core textbooks) and secondary schools in 2012/2013 (ratio of 1 pupil to 6 core textbooks for Forms 1 to 4), however monitoring visits have indicated that the ratios have dropped slightly for the secondary (1:0.95 for each core textbook). Indigenous textbooks have been distributed under the EDF (see box), secondary school Braille textbooks were under the ETF 1 and the printing of Braille books more recently under the EDF. A monitoring visit to one special school for the blind showed the Braille to pupil textbook ratio to be 1:1. There is a need for training of staff on proper handling and storage of these textbooks[107]. The Secondary School Textbook evaluation (2013) showed a result that was unexpected: parents said

Increased access to textbooks in minority indigenous languages

"To promote indigenous languages, MoPSE was provided with support in the printing of minority/indigenous language textbooks. A total of 31,666 textbooks for seventy nine (79) Schools with an enrolment of 27 874 learners will benefit from Sesotho text book distribution. The books will be distributed in Matabeleland South Province in three districts, namely Gwanda, Matobo and Beitbridge, where the language is largely spoken. Furthermore a total of 11,120 textbooks for Tonga Bwacha Lino and Lusumpuko Book series have been printed and distributed in 5 districts Binga, Hwange, Kariba, Gokwe North and Gokwe South for the Tonga speaking people. However shortage of Sesotho and Tonga teachers remain a challenge towards the promotion of local languages. Hence the need for teacher capacity development for the successful inclusion of indigenous knowledge to the curricular. These efforts complement previous EDF supported procurement of 95,160 Kalanga books."
Source: UNICEF, 2015

[107]UNICEF (2015) 7th EDF Progress Report.

that the distribution of textbooks and their children bringing them home had created a reading culture in their homes.

A selection of complementary early reading materials had been made by MoPSE but the printing has been halted so that consistency with the new curriculum could be checked, and the selection procedure has subsequently restarted.The GPE baseline survey[108] found that the majority of teachers do not have early reading materials for ECD A to Grade 2. However some teachers are being innovative and making and using local resources. These initiatives need to be documented.A common request is for textbooks outside of the core textbooks (Secondary School Textbook Survey, 2013).

Science kits were distributed to all secondary schools in 2014 under the EDF, however most of the schools monitored do not have a qualified teacher to teach science which is affecting performance in science. ECD kits were distributed under the EDF to every primary school.

The Tables F.16 and F.17 in Annex F give the data on the core textbooks. The set of core textbooks is four per student (English, Mathematics, Environmental Science, and either Shona or Ndebele) in primary school and six per student (English, Mathematics, Integrated Science, Geography, History and either Shona or Ndebele) in secondary school. The target that every child should have a complete set of textbooks has been met, however it can be seen that the numbers of textbooks are reducing. There are 1.3 sets of core textbooks for every pupil in primary schools and just under 1 set of core textbooks per pupil in secondary schools. A reduction of 325,270 core textbooks was seen for primary textbooks from 2012 to 2014 and a reduction of 47,797 core textbooks was seen for secondary textbooks.

It is interesting to note that for primary schools there are increases in textbooks from 2012 to 2014 for P1 schools (although the ratio of textbooks to pupils stayed the same) and for secondary schools there are increases in textbooks in Harare, Masvingo, Matabeleland North and Midlands Provinces, S1 and S2 schools, urban schools and satellite schools (probably due to the increase in the numbers of satellite schools).

The following recommendations were made in the two MoPSE reports on the analysis of Ordinary and Advanced Level examinations marks (2013):

- More resources need to be made available to improve infrastructure in schools offering 'O' Level studies particularly in Science, Mathematics and Technology based subjects;
- More diversified technology-based subjects such as Metal Technology, Wood Technology and Building Technology under ZIMSEC should be introduced at 'A' Level; Infrastructure needs to be availed for this;
- Refurbishment and provision of equipment for specialist rooms should be done;
- Conditions of service should continue to be improved to attract and retain qualified, experienced and dedicated staff in the system;
- Parent/guardians and key cooperating partners should keep on assisting the Ministry through the provision of resources;

[108]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

- Financial resources should be availed to hold in-service courses and staff development workshops periodically at national, provincial, district and school level to discuss new methods in the teaching/learning process;
- ICT programmes, especially e-learning, should be strengthened in schools to improve on the accessibility of teaching/learning materials; and
- Supervision should be scaled up for quality education delivery.

8.3 Computers and technology

Detailed tables on computers and computer related issues are given in Annex F. Table F.18 gives school access to electricity, Tables F.19 and F.20 give school access to computers, Tables F.21 and F.22 give school internet connectivity, and Tables F.23 and F.24 give the training of teachers in ICT.

"Resulting analysis confirmed the commonly occurring sub-Saharan African (SSA) technological digital divide between two heterogeneous income brackets. Surprisingly though, high-income female teachers *uncharacteristically* demonstrated higher ICT skills than their male colleagues, while low-income female teachers ranked the least skilled – appearing confined by cultural and financial constraints. Students unanimously expressed enthusiasm, eagerness and support for integration of computer technology in schools, realising the implications of entering higher education or the employment sector without suitable technological skills. However, many hurdles remain in addressing crucial technicalities such as strong financial input, reliable power and communications supplies. Equally critical to successful e-learning programmes in the formal education sector, is the need for educator training programmes, installed to equip them with the necessary tools and techniques for incorporating ICT in their classrooms."

Source: Williams, A.A. (2009) A feasibility study conducted to examine the potential for implementing e-learning into the formal education sector of Zimbabwe. MSc Dissertation, University of Liverpool.

To be able to use technology in teaching, a school must have access to electricity. Only 55% of schools in Zimbabwe have electricity (EMIS, 2014). Access can come in several forms. According to the EMIS (2013) the forms used were electricity from the main grid (88.9% of schools with electricity), generator (15.5% of schools with electricity) and solar power (5.6% of schools with electricity). A school's access to electricity varies by province with the two urban provinces having the highest access to electricity (Figure 8.4).

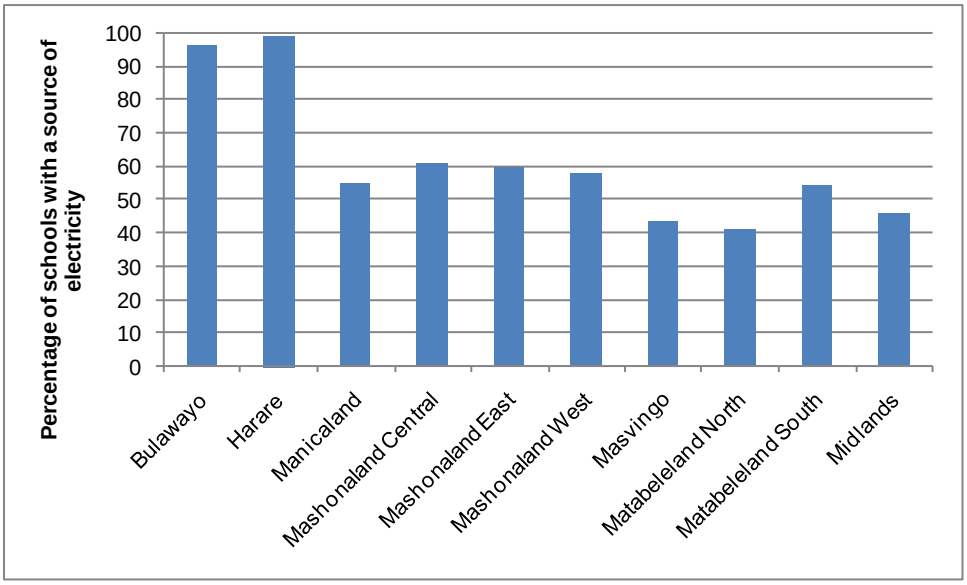


Figure 8.4 Schools having a source of electricity by province in 2014 (EMIS, 2014)

There were 2,230 primary schools (38%) and 1,684 secondary schools (70%) with computers. This leaves a total of 4,371 computers in Zimbabwe without computers (3,632 primary schools and 739 secondary schools). The ratio of learners per functional computer in schools with computers is 1 to 42 nationally in primary schools and 1 to 33 in secondary schools. The ratios vary by province and level (Figure 8.5), with Harare and Bulawayo having the lowest learner to computer ratios in primary schools. Masvingo and Matabeleland North have the highest ratios in primary schools.

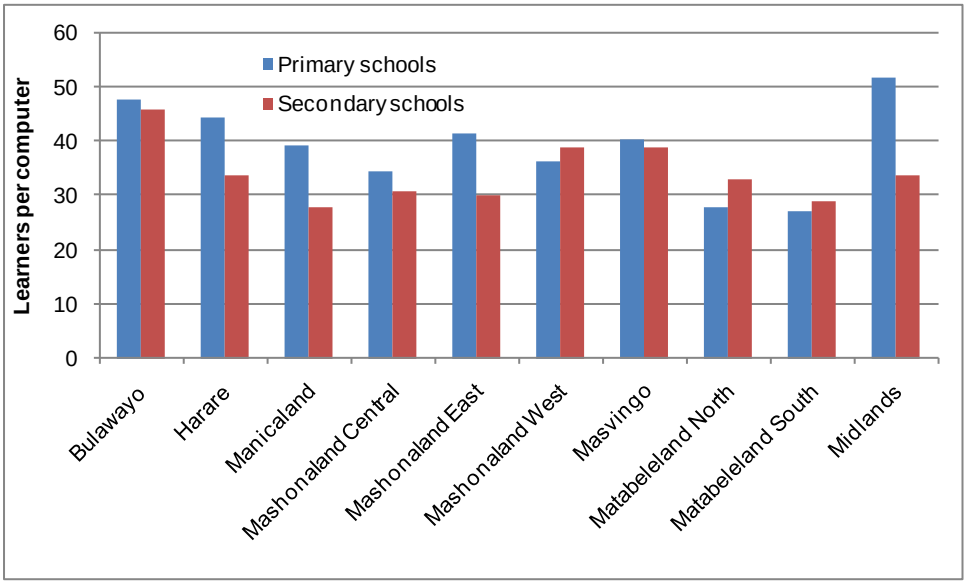


Figure 8.5 Students per computer in 2014 in schools with computers (EMIS, 2014)

Only 10.51% of primary schools and 21.62% of secondary schools had internet. Access varies widely by province, grant type, registered/satellite, urban/rural and responsible authority. Broadband is the most common type of internet connectivity. According to the EMIS (2014), 303 primary schools and 347 secondary schools have e-learning programmes (this was not adequately defined in the EMIS (2013) report and consequently the responses of head teachers to the question may be different for the same thing). The pupil to computer teacher ratio is 526:1 for primary schools and

404:1 for secondary schools with 3,036 and 3,939 computer teachers in primary and secondary schools respectively.

8.4 Key findingsand recommendations on environment

Overview

Huge investments are needed in infrastructure and learning materials in the education sector. An additional 33,636 classrooms are needed in existing schools, 83,268 classrooms need minor repairs, 25,443 classrooms need major repair/replacement and 3,554 classrooms are derelict/dangerous, and 2,056 new schools are needed. To cope with the number of students, 41% of primary schools and 36% of secondary schools are running double sessions. Due to the large costs of building to meet the School Functionality Standards, it is suggested alternative building materials and methods are investigated and the standards relaxed. Investments are also needed in water and sanitation, classroom furniture, and textbooks (outside the core textbooks, early readers and secondary school core textbooks), infrastructure for Science and Technical and Vocational teaching, special needs teaching and ICT. ICT resources are limited in schools: 55% of schools have electricity, 846 primary schools and 1,151 secondary schools have computers for the students, 618 primary schools and 528 secondary schools have internet, and 303 primary schools and 347 secondary schools have e-learning programmes. The ratio of pupils to computer teachers is 526:1 in primary schools and 404:1 in secondary schools.

Infrastructure

The infrastructure situation is better in urban areas than rural areas, registered than satellite, and P1/S1 than P2/S2 than P3/S3, probably due to the funding available through parents in these schools. Resources vary greatly by province and responsible authority. Matabeleland North tends to be the worst of the provinces.

It is estimated that 33,636 classrooms and 2,056 schools need to be built. Long term under-funding has resulted in the poor maintenance of classrooms. Funding needs to be made available for maintenance and repairs. SIG grants have been funding this and there is a need for these grants to continue. It is recommended that MoPSE evaluates alternative cheaper constructive methods and that prefabricated structures be used in satellite schools.

41% of primary schools and 36% of the secondary schools in urban areas had double sessions in 2014. Double sessions result in higher maintenance costs of schools. P2 and S2 have the highest percentage of double sessions amongst the grant types. These double sessions need to be stopped but until further infrastructure is made available they will remain.

Access to toilets and water sources are variable across provinces. Schools with high pupil to toilet ratios need to address this by building extra toilets. This could be examined as a possible use of SIG grants.

The National Worm Survey found that 43.6% and 40.5% of schools visited had inadequate water and 33.5% of the schools either had no water or used unsafe water. More than 60% of schools had their

water sources used by the surrounding community. This needs to be examined and stopped if possible due to child protection issues. The provision of water in schools needs to be addressed.

On average two students share each seating and writing place, with the situations worse in District Council and Farm schools. SIG funding is being used in some schools to address this situation.

Learning resources

An unexpected result of the Secondary School Textbook distribution under the EDF was that parents said that the distribution of textbooks and their children bringing them home had created a reading culture in their homes.

Teachers need training on the proper handling and storage of Braille books.

The majority of ECD A to Grade 2 teachers do not have early reading materials. Some teachers are being innovative and making use of local resources. These initiatives need to be documented.

There are 1.3 core textbooks per pupil in primary school and just under 1 core textbook per pupil in secondary school. There is a need for textbooks for early reading, secondary school core textbooks, and non-core textbooks at all levels.

Shortages of teachers in indigenous languages, especially Sesotho and Tonga, remains a challenge to the promotion of indigenous languages.

Only 47% of school in Zimbabwe had electricity in 2013. The ratio of learners per functional computer is 1 to 169 nationally in primary schools and 1 to 47 in secondary schools. Only 10.51% of primary schools and 21.62% of secondary schools had internet. Only 303 primary schools and 347 secondary schools have e-learning programmes. The pupil to computer teacher ratio is 526:1 for primary schools and 404:1 for secondary schools with 3,036 and 3,939 computer teachers in primary and secondary schools respectively.

9. Equity in schooling

9.1 Learner's rights

> "Inclusivity is not about disabilities, OVCs and out-of-school only.
> Its full definition means embracing the full learner diversity in all aspects, including giftedness, talent, creativity, learning styles, personal interests, additional/exceptional needs."
>
> Source: Nyanungo, K. (2015) Access and Participation: Status Patterns and Trends. Presentation to the Education Sector Review, July 2015.

According to the Constitution of Zimbabwe, every citizen and permanent resident has a right to education (Section 75, paragraphs (1) (a) and (b)), this is regardless of religion, ethnic origin, gender, socio-economic status or disability.

9.2 Equity in schooling patterns (location, socio-economic status, OVC, and gender)

Equity issues that have already been highlighted include issues concerning the financial resources of schools by type (P1-P3, S1-S3 and satellite/registered, urban/rural) as well as learning outcomes in these schools. The GPE baseline survey[109] found that the children in the remotest registered and satellite schools are falling behind with the attainment of age appropriate learning outcomes. This was also observed in the ZELA studies. The remote locations of some of these schools determines the level of support that the schools receive from the District Offices. As the burden of supporting a child's education is increasing on a household it is important that programmes be targeted towards these areas where the households are least able to bear the cost of education. In a study by Hlupo and Tsikira (2012) it was found that children from satellite schools performed worse than the children from the mother school. They found that there was a range of variables related to performance which included: teacher's morale, location of the satellite school (distance), lack of standardised infrastructure and the general attitude of the parents.

The MICS (2014) information highlighted the differences between urban and rural, and between the wealth quintiles and the mother's level of education. Urban children, the children from the wealthier quintiles and with mother's with a higher level of education have higher percentages of children entering Grade 1 at the correct age, primary school and secondary school attendance, and primary completion and transition to secondary school.

The percentage and numbers of out-of-school children are given in Figure 9.1. It can be seen that the urban areas have the higher attendance rates and the remote areas have the lowest attendance rates. In the southern part of the country and the northern border more than 20% of children are not attending school. However when the actual numbers of children not attending school are examined instead of the percentages, it can be seen that the most out of school children are found in the urban areas and Gokwe North. There is a need to strengthen the capacity of schools to identify learners that are at risk of dropping out and their ability to keep them in school.

[109]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

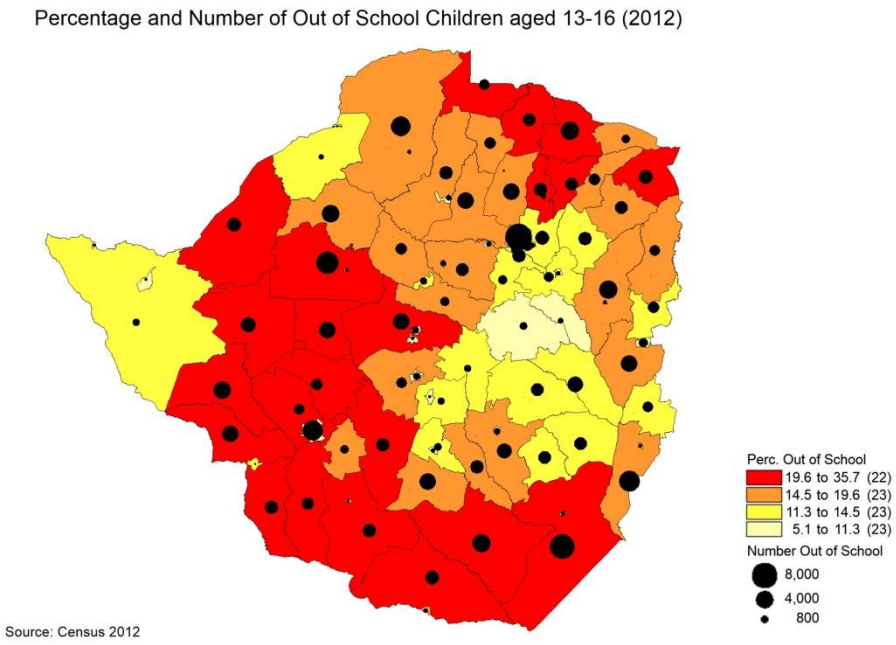


Figure 9.1 Percentage and number of Out of School Children aged 13-16 (Census, 2012)

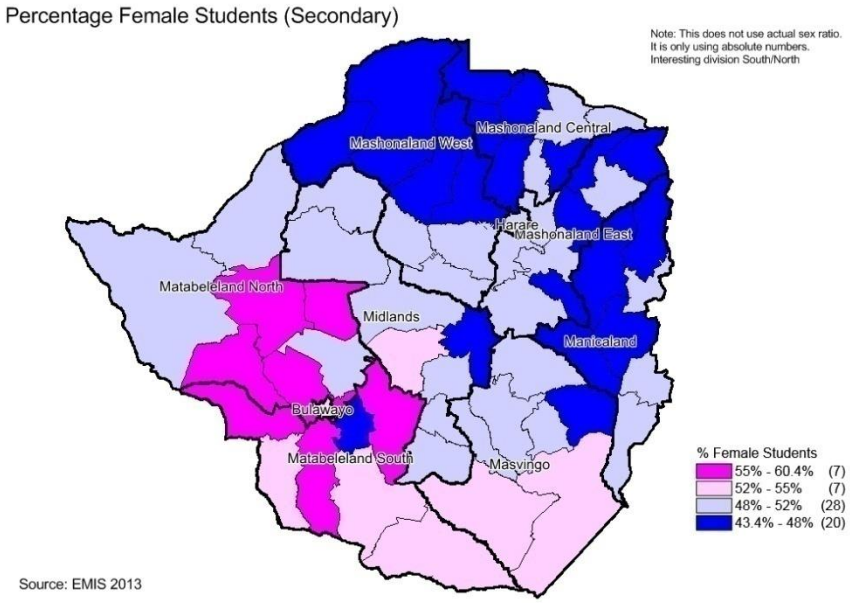


Figure 9.2 Percentage of students that are female at secondary school (EMIS, 2013)

Figure 9.2 shows the gender disparity in enrolments at secondary school. The districts in the south and south-west have higher percentages of females than males and the northern and western districts have much higher percentages of male students. It is hypothesised that in the southern districts, the male learners are leaving school to engage in income generating activities including moving across the border to work in South Africa and to engage in cattle herding.

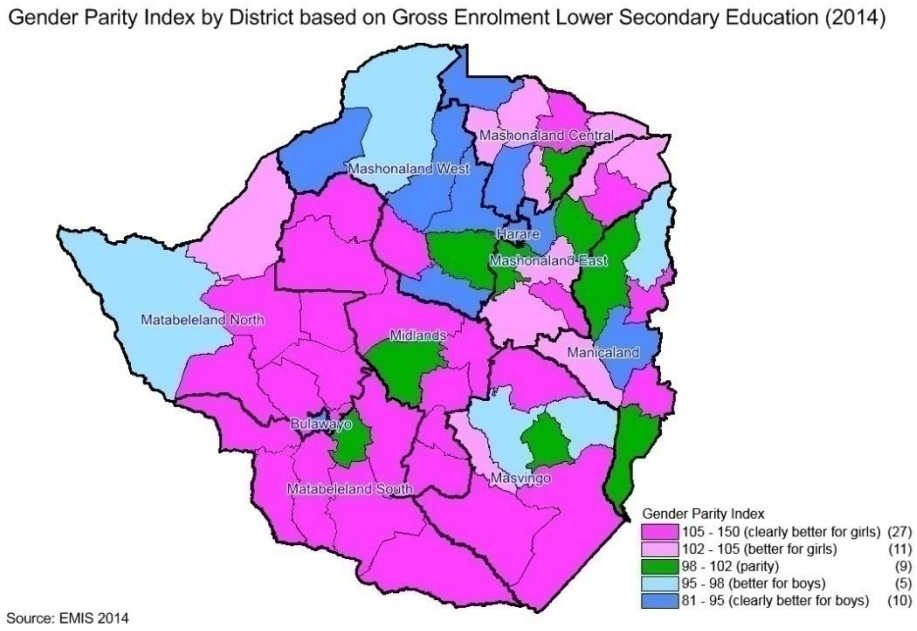


Figure 9.3 Gender Parity Index by district based on GER for lower secondary (EMIS, 2014)

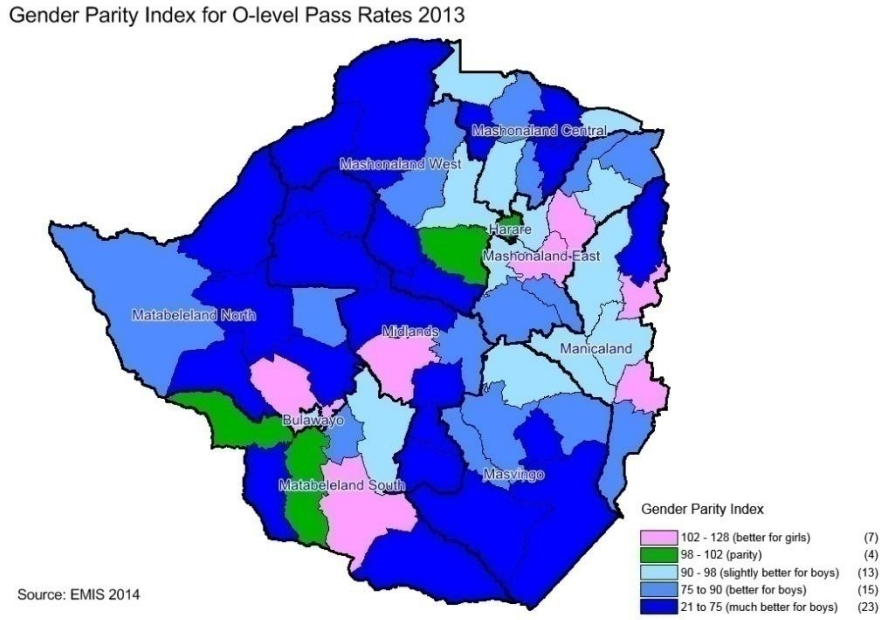


Figure 9.4 Gender Parity Index for 'O' Level pass rates in 2013 (EMIS 2014)

Figures 9.3 and 9.4 should be considered together. The districts with a high GPI in terms of GER do not have the same GPI for 'O' Level pass rate indicating that the girls are doing much worse than the boys in terms of pass rates. The gender patterns in pass rates at Grade 7, 'O' Level and 'A' Level examinations and school attendance require research followed by gender specific interventions.

The EMIS census forms (ED46s) collect information on OVC in schools. The detailed summaries of this information are given in Annex F (Tables F.25 and F.26). The data at district level are summarised in Figure 9.5. The detailed summaries of the data for school types are given in Annex F,

Tables F.25 and F.26. There are differences in the numbers of OVC s at district levels with concentrations off the highveld in the north of the country and the east and south east. The percentages of OVCs enrolled in schools is higher in P3 compared to P2 compared to P1, rural than urban, satellite than registered. The District Council run schools have the highest percentages of OVCs (Annex F). There are 784,271 learners (25.41% of enrolled learners) in primary school and 314,189 learners (32.07% of enrolled learners) in secondary school that are OVCs.

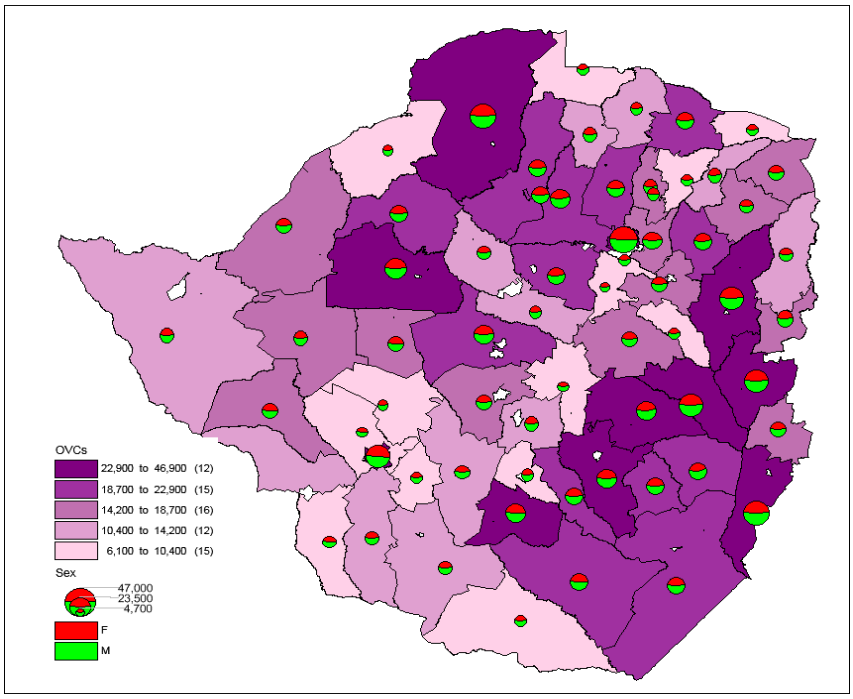


Figure 9.5 Distribution of OVCs by district (EMIS 2014)

9.3 Special needs

Learners with special needs in mainstream schools

The EMIS data collection forms (the ED46) were adjusted in 2014 to collect data which included information on special needs for physical disabilities (visual and blind, physical, speech and hearing, mental, physical, multiple and others). The result of this has been that it is possible to generate statistics for those learners with disabilities that are in mainstream school. The detailed summary of this information is given in Annex F, Tables F.27 and F.28. The distribution of learners with disabilities at district level in mainstream school is given in Figure 9.6.

Authorised Special Classes have been set up within mainstream schools. These work in primary schools but not in secondary schools where it is a tougher environment and the children cannot cope. There is a need to expand the numbers of existing Authorised Special Classes at primary and secondary level in all provinces, however the provinces with most need are Mashonaland Central, Matabeleland North and Matabeleland South (Ms. Nyanungo, pers. comm.).

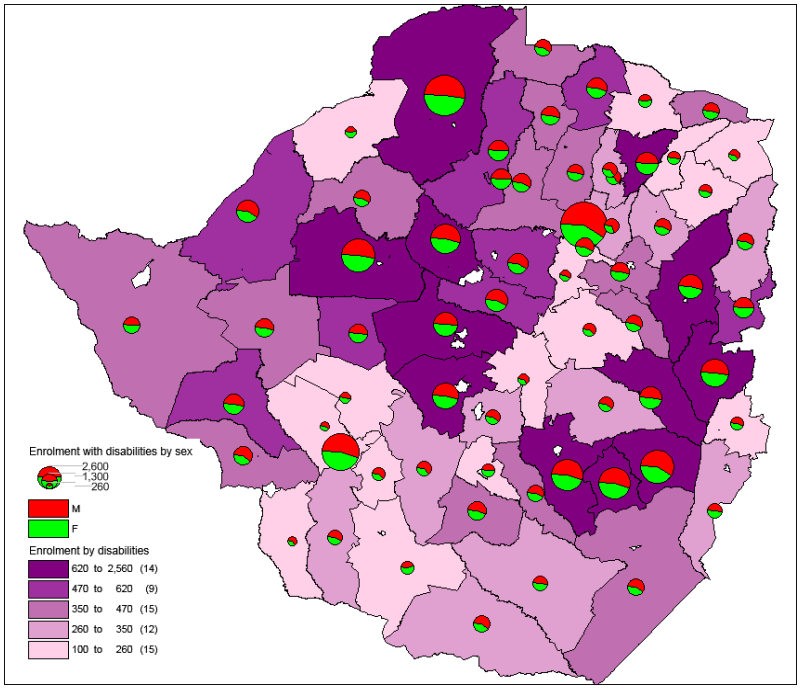


Figure 9.5 Distribution of enrolments with disabilities in 2014 (EMIS, 2014)

There are differences across districts in distributions of learners with disabilities in school (Figure 9.5), with the learners concentrated in the northern districts and 6 districts in the east of the country. There are 27,299 learners with disabilities in primary school and 4,955 learners with disabilities in secondary school in 2014. The estimated number of children with disabilities was 370,287 based on the Disability Study. This means that approximately 10% of children with disabilities are in school (this takes into account those that are in special schools). There are more learners with disabilities in P3 schools compared to P1 and P2, and there are more in rural than urban and more in registered than satellite. At secondary level there are more learners with disabilities in S3 than S2 and S1. There are more learners in registered than satellite, and more in urban than rural schools. The District Council run schools have the highest percentages of learners with disabilities (Annex F, Tables F.27 and F.28). Learners with disabilities are spread throughout the grades and forms, with 160 and 197 learners with disabilities in Lower 6 and Upper 6 respectively. The number of learners with disabilities reduces in number as you go up the forms (except in Form 1). A study by Deuca *et al.* (2014), quoted in Tsodzo (2015)[110], in four districts in Mashonaland West Province found that there was a lack of training in special needs, and a lack of adequate infrastructure (e.g. wheelchair ramps) and assistive devices in schools. Although perceptions and attitudes towards learners with disabilities were largely positive, there were issues with abuse, bullying and stigma. Parents reported that the costs of schooling, both direct and indirect, were too high. Learners with disabilities often had too far to travel to school.

[110]Tsodzo (2015) Youth Education and Skills Development. A draft Situational Analysis Report presented to Zimbabwe Youth Council.

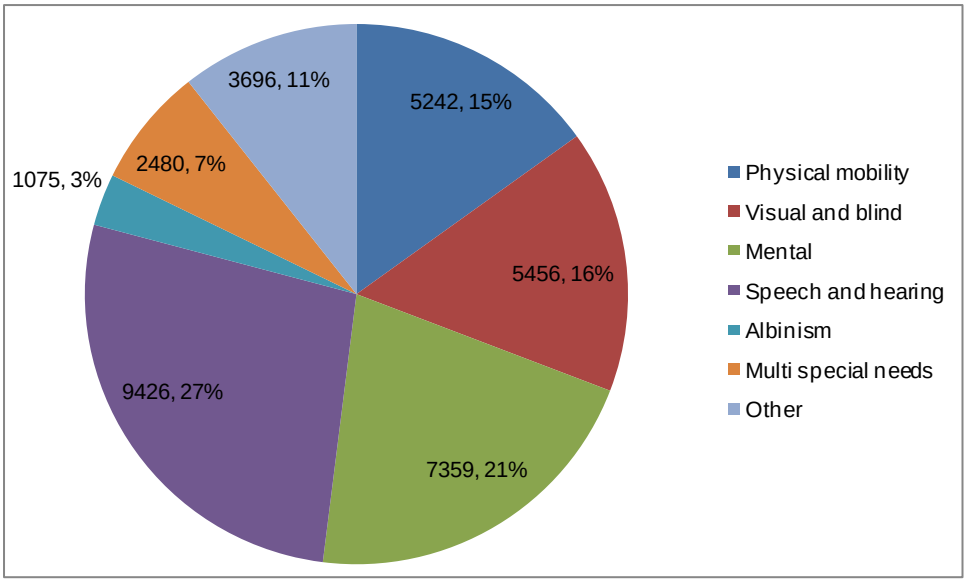


Figure 9.6 Types of disabilities of learners in school in 2014 (EMIS, 2014)

Figure 9.6 shows the types of disabilities. Speech and hearing are the most common followed by mental disability.

Staff establishment in Authorised Special Classes should have a pupil to teacher ratio of 10-19 learners to 1 teacher (Minimum (Functionality) School Standards). Resource Units are of several different types. Units with deaf and hearing impaired learners should have a ratio of 1 teacher to 7 learners. Their classrooms should be sound proofed, with a minimum of dust, with efforts to reduce visual distraction. Resource units for the visually impaired learners should have a ratio of 1 teacher to 10 learners. There should be specialised equipment for mobility training, Braille machines, tactile learning aids, large print books, tape recorders and computers. Resource units for learners with moderate to severe learning disabilities which can cope socially should have a ratio of 1 teacher to 7 learners. Resource units for learners with physical disabilities should have a ratio of 1 teacher to 10 learners. Where none of these are viable, a school can have a multi-purpose unit. The resource should not be full time. There should be a programme designed for each learner, and the unit should be there to give support to the learner. For the more severely disabled the unit may be full time. The ideal situation for the future would be full inclusivity where the teachers of all classes are able to deal with special needs. "To convert every teacher to be a teacher for every learner."

Special schools

Zimbabwe has 32 special needs schools each specialising in a different disability. A small sample of these schools was visited during the baseline survey on the learning environment[111]. Most of the teachers interviewed in these schools had received Special Education Needs training but there is a need to further train these teachers so that they can manage their diverse classes. They felt that there was a need for a formal curriculum and syllabi for special needs children, with accompanying assessment tools, and they need support for teaching vocational, life and self help skills, improving student's psychomotor skills, reading, writing and computer skills. Strategies are needed to cater for special education needs within areas of P3 schools.

In the pilot of the School Improvement Grant (SIG)[112], all 32 special schools were included, received a grant and were visited during the baseline of the pilot in 2013. Data were not available for enrolment of one of the schools, however there were 3,533 learners in 31 schools. In the special schools the number of repeaters in each grade was less than five except for Grade 1 where the number of repeaters was 28. The repeaterswereмainly due to one special school. This school has a large numbers of slow learners in Grade 1 and has an inclusive policy where slow learners are learning with the mainstream children. In Grade 1 there were approximately 170 children with nearly 50 children with special needs.The percentage of learners who dropped out in special schools was high (28% in special primary schools and 6% in special secondary schools). In the primary special schools the school heads indicated that 1,754 learners are OVC (62%). The secondary special schools have 480 learners (66% of learners) that were reported as OVC. For special schools fees or levies have been paid from the SIG for 1,876 learners (84% of the 2,234 OVC in special schools).Schools have provided hearing aids for 132 learners but a further 249 learners are in need of hearing aids. Two special schools used SIG funds to provide hearing aids for their learners. Schools have provided prescription glasses for 26 learners and a further 77 learners are in need of prescription glasses. The pass rate in the primary special schools for the previous year was 41.7% for the boys and 32.7% for the girls. This is reversed for ‘O’ Level where the girls do better than the boys. There were 511 teachers in the 32 special schools. There are more female teachers (1,434; 64.5%) than male teachers (790; 35.5%).

Equipment for special needs was distributed under the EDF[113]. This equipment is meant for all disabilities (hearing impairment, visual impairment, mentally challenged and physical disability) andincluded wheel chairs, walking frames, walking cane, stylus and slate, digital talking calculators, steel cabinets for storage of the equipment carpets, mirrors and mattresses among other equipment reported previously. Monitoring visits indicated that there is a need to include/strengthen the disability component of in-service and pre service training as some teachers need to be taught Braille.

[111]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.
[112] MoPSE (2013) A base-line survey of the schools in the pilot of the School Improvement Grant.
[113]UNICEF (2015) 7th EDF Progress Report.

Schools Psychological Services (SPS)

The Schools Psychological Services (SPS) within MoPSE lost its experienced staff during the mid-2000s. They were replaced with qualified people who did not have the same level of experience and did not have the benefit of mentoring from the more experienced staff. There is a need to aggressively capacity build this section which has potential. There is a need to rebuild capacity of the School Psychological Services with intensive on-the-job training, and to develop user manuals to bridge the experience gap. There is a need for advocacy, an education campaign concerning special needs, and early identification and intervention strategy for children with special needs. The learner profiling needs to be revamped so that it is more structured. There is also a need to provide affordable, and durable assistive devices.

9.4 Education supply and demand factors, equity in the distribution of public education resources

Public education resources are not distributed equally as can be seen in the differences in enrolment rates between districts and the differences in pass rates between districts.

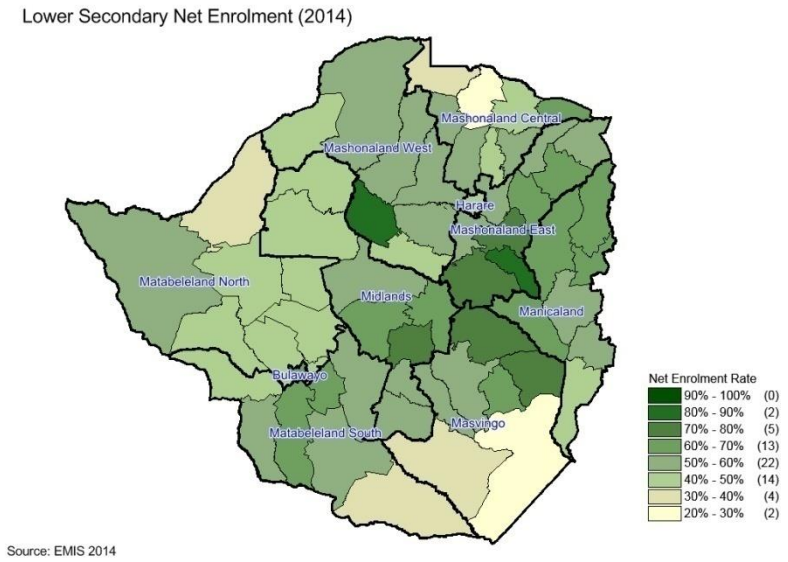


Figure 9.6 Lower Secondary Net Enrolment Rate in 2014 (EMIS, 2014)

The highest net enrolment rates in lower secondary levels are recorded in the centre of the country and the east (Figure 9.6), with enrolment rates reducing from the central plateau of the country to the south eastern border and north western border.

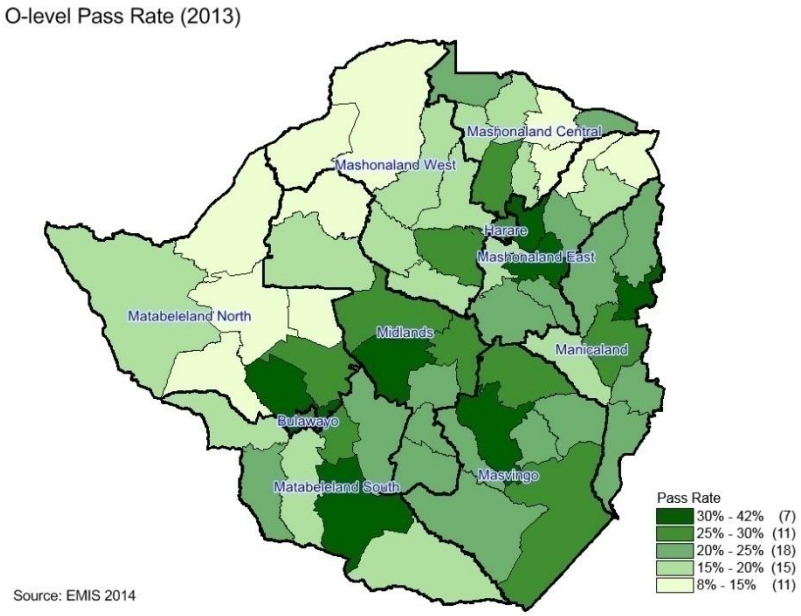


Figure 9.7 'O' Level pass rate in 2013 (EMIS, 2014)

'O' Level pass rates show a different pattern to the enrolment rates except along the north western borders where the population is sparsely distributed and remote. Figure 9.8 shows the comparison of the 'O' Level pass rates from 2013 with 2012. There were increases in pass rates in 19 districts and decreases in 7 districts. The districts with decreases were concentrated along the northern borders except for one in the south and one in the east.

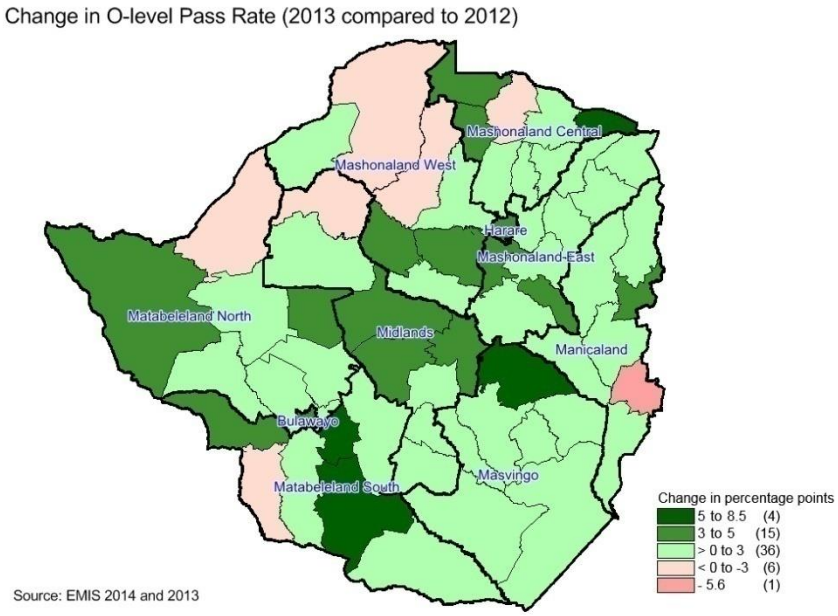


Figure 9.8 Comparison of 'O' Level pass rate between 2013 and 2012 (EMIS 2014)

9.5 Key findings and recommendations on equity in schooling

Overview

Equity issues at the level of the district and school type (urban/rural, grant class, satellite/registered) have been highlighted which include issues of finance, outcomes, enrolment, gender, OVC status and disabilities. The MICS (2014) linked school attendance, the age of enrolment, primary completion rates and transition rates to secondary school to wealth quintiles and the level of the mother's education.

There are 784,271 learners (25.41% of enrolled learners) in primary school and 314,189 learners (32.07% of enrolled learners) in secondary school that are OVCs (EMIS, 2014). There are 27,299 learners with disabilities in primary school and 4,955 learners with disabilities in secondary school in 2014. The estimated number of children with disabilities was 370,287 based on the Disability Study which means that approximately 90% of children with disabilities are not in school (this also takes into account those in special schools). There are 32 special schools with the 3,533 learners in 31 of these schools (SIG 2013). In the primary special schools the school heads indicated that 1,754 learners are OVC (62%). The secondary special schools have 480 learners (66% of learners) that were reported as OVC.

Distribution of resources

There are equity issues concerning school financial resources, grant type, urban/rural, registered/satellite, province and district in that school resources are not distributed equitably and learning outcomes are not equitably achieved. The most affected children in terms of learning outcomes are those in the remotest schools. Programmes should be targeted to the areas where households can least afford education. District Offices need to prioritise these schools, as they are currently give them less support. Programmes should target areas where the most affected children are rather than the highest percentage of children. There is a need to strengthen the capacity of schools to identify learners that are at risk of dropping out and their ability to keep them in school.

The attitudes and education of the parents are key to keeping children in school. A programme is needed to address these issues.

There are differences between districts in girls and boys enrolled and in their pass rates. Girls do worse than boys at 'O' Level, but better at Grade 7 and 'A' Level examinations. The gender patterns in pass rates at Grade 7, 'O' Level and 'A' Level examinations and school attendance require research followed by gender specific interventions.

Special needs

The enrolments of OVCs and learners with disabilities are greater in the schools with the least resources (P3, S3, and rural). Learners with disabilities tend to be in registered schools rather than satellite schools and OVCs tend to be in satellite schools. The number of learners with disabilities decreases as you progress up the forms, indicating that they are dropping out. At mainstream schools there is a lack of training in special needs, inadequate infrastructure and inadequate assistive devices as well as bullying, abuse and stigma. The cost of schooling for learners with

disabilities, both direct and indirect, is greater. Strategies are needed for special needs in P3 schools where most of these learners are enrolled. The ideal situation in the future would be full inclusivity where the teachers of all classes are able to deal with special needs. "To convert every teacher to be a teacher for every learner."

There is a need to increase the numbers of and expand the existing Authorised Special Classes, especially in Mashonaland Central, Matabeleland North and Matabeleland South.

There are 32 special schools with 3,533 learners in 31 of the schools (2013). 62% and 68% of learners enrolled in primary and secondary levels of the special schools respectively are OVCs. Within the special needs schools there is a need for further training, a formal curriculum and syllabi for special needs, assessment tools, and technical and vocational training.

Schools Psychological Services (SPS)

There is a need to aggressively capacity build the Schools Psychological Services which has potential. There is a need to rebuild with intensive on-the-job training, and to develop user manuals to bridge the experience gap. There is a need for advocacy, an education campaign concerning special needs, and early identification and intervention strategy for children with special needs. The learner profiling needs to be revamped so that it is more structured. There is also a need to provide affordable, and durable assistive devices.

10. Early childhood development (ECD)

The issue of ECD has arisen throughout this document. This chapter describes the development of ECD and summarises the information presented so far. Research shows that the benefits of early childhood development cover a variety of areas from improved growth and development to better schooling outcomes and more productive lives. (http://www.worldbank.org/en/topic/earlychildhooddevelopment, 10:35pm, 08/08/2015). It is believed that the gap between the socio-economic groups in terms of education can be reduced through children attending ECD.

10.1 Institutional and financial arrangements

The Early Childhood Development Policy (Secretary's Circular number 14 of 2004) directed that all primary schools from 2005 will attach at least one ECD class of 4 to 5 year olds. The circular directed that two ECD levels (ECD A and ECD B) would be "fully incorporated" into the formal Primary School System from 2006. The policy was based on the recommendations of CIET (1999). The purpose of the policy was to increase access and achieve equity. The evaluation of the ECD programme indicated that there was a risk that basing the ECD classes at the primary school would result in the education at ECD addressing the issue of school readiness only instead of a comprehensive child development programme[114].

Relevant Policies to ECD

- Secretary's Circular No. 14 of 2004 provided guidelines on the implementation of the recommendations of CIET (1999).
- Director's Circular No. 12 of 2005 provides guidelines on the attachment of ECD A and ECD B to the primary school system.
- Statutory Instrument 106 of 2006 specified the regulations for operations and registration of the ECD centres.
- Director's Circular No. 48 of 2007 caters for children below the age of 3.
- Director's Circular No. 3 of 2003 as amended in 2007 gives guidelines on the establishment of ECD classes with disabilities.
- Principal Director's Circular No. 49 of 2010 concerns the implementation of Phase 2, the establishment of the ECD A classes.
- Principal Director's Circular No. 20 of 2011 deals with the mushrooming of unregistered ECD Centres, which were being established to make money.

Secretary's Circular No. 14 of 2004 provided guidelines on the implementation of the recommendations of CIET (1999). Director's Circular No. 12 of 2005 provides guidelines on the attachment of ECD A and ECD B to the primary school system. This policy puts forward the two phases of implementation: Phase 1 (2005-2010) was the attachment of at least one ECD class of 4 to 5 year olds. Phase 2 (2011-2015) was the attachment of at least one ECD class of 3 to 4 year olds. ECD centres that are not at the primary school have to be under the supervision and management of the nearest primary school. The SDAs/SDCs are expected to play a key role in the construction and furnishing of the centres, and the setting of fees and levies that are to be paid at the centres. The method of teaching is through play and there is to be no formal teaching of the children. The ratio of teacher to pupil was set at 1:20, and teachers are to be appropriately qualified but until they are available, paraprofessionals could continue to teach, i.e. the services of the paraprofessionals was recognised.

[114]Dyanda *et al.* (2005) Evaluation of the National Early Childhood Development Programme.

ECD has now been grouped with Grades 1 and 2, and the grouping is called Infant Education. The remaining grades (Grade 3 to 7) are grouped as Junior Education.
A recent situation analysis (2013)[115] examined funding resources under three areas: government funding, fund raising projects and class sponsorship. It was found that the funding in all three areas was inadequate. One report indicated that there is no public funding for ECDs and that learners are not covered under BEAM for ECD[116]. No information was collected on fees and levies that parents may pay. The majority of ECD teachers are funded through the School Development Committees (SDC) with no support from Government (Country Situation Analysis, UNICEF 2015).

As an ECD centre is supposed to be attached to a primary school, information is collected on these centres and is available from the EMIS. However the EMIS census forms (ED46s) do not distinguish whether the ECD information is from a centre and not actually based at the school. Centres are attached to schools but may be at a different location so that little children do not have to go so far to school. There is a need to review the forms to take this into account and perhaps a separate form may be necessary to collect ECD information as it is different to the grades where formal education takes place and ECD centres are often separated from primary schools, especially the private ones.

10.2 Level of access to ECD services

ECD Schools

There are 5,822 primary schools which have ECD classes, 1 school which is ECD only and 41 primary schools which do not have ECD classes. The numbers of schools offering ECD has increased every year. There were 5114 schools in 2010, 5624 schools in 2012,5670 schools in 2013, and 5822 schools in 2014 with ECD classes.

ECD Attendance and Enrolment

Data on ECD A and ECD B enrolment is only available in the EMIS since 2012. Since 2012 there has been a steady increase in the number of learners (Table 3.1). The enrolment has gone from 302,965 in 2010, to 352,946 in 2012 to 374,125 in 2013 to 427,826 in 2014. The enrolment in satellite schools was 11.3% of the total learners in ECD A and ECD B. The GERs have been increasing from 34.76% in 2013 to 39.40% in 2014 (see Figure 3.2a).

ECD enrolment was variable by province (Figure 10.1) with the lowest enrolment in Bulawayo (10,483 learners), followed by Harare (19,688 learners) and Matabeleland South (30,679 learners).There is almost gender parity in enrolments. The provinces with the lowest percentage of enrolments with respect to the population for 3-5 year olds are Harare (13%), Bulawayo (23%) and Mashonaland West (36%). The GERs for the provinces are as follows: 13% for Bulawayo, 23% for Harare, 36% for Mashonaland West, 38% for Midlands, 42% for Mashonaland Central and Mashonaland East, 50% for Matabeleland South, and 51% for Manicaland, Masvingo and Matabeleland North.

[115]Kuyayama, A. (2013) Situational Analysis of the infrastructural and material needs of the public Early Childhood Development Centres. A report produced for the Education Coalition of Zimbabwe.
[116] ECD B Evaluation. Draft Report (2015).

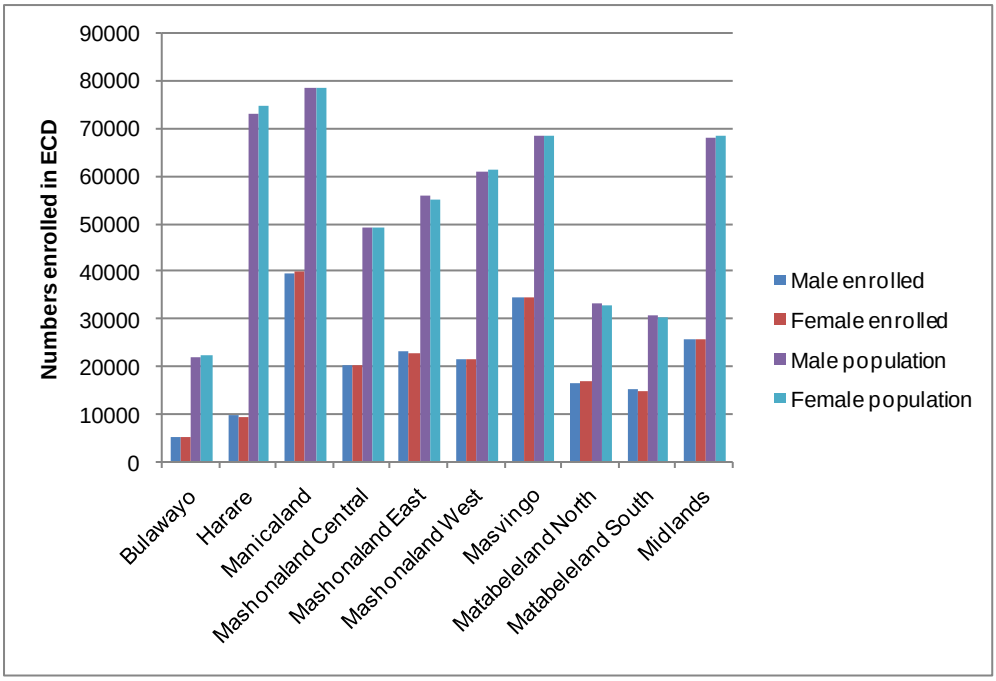


Figure 10.1 ECD enrolments by province in 2014 (EMIS, 2014)

Table 10.1 Enrolments by age in ECD classes (EMIS, 2014)

Ages	ECD A			ECD B			Grand Total
	M	F	Total	M	F	Total	
Below 3 years	1,141	1,296	2,437	90	106	196	2,633
3 years	13,226	14,004	27,230	353	363	716	27,946
4 years	35,803	36,674	72,477	5,902	6,057	11,959	84,436
5 years	20,817	20,654	41,471	58,115	59,281	117,396	158,867
6 years	5,466	5,041	10,507	59,542	57,874	117,416	127,923
7 years	830	755	1,585	10,609	9,432	20,041	21,626
8 years	132	119	251	1,658	1,382	3,040	3,291
9 years	36	41	77	368	301	669	746
10 years	20	11	31	135	91	226	257
11 years	3	0	3	24	24	48	51
12 years	1	1	2	13	5	18	20
Above 12	9	7	16	7	7	14	30
Grand Total	77,484	78,603	156,087	136,816	134,923	271,739	427,826

ECD A should be 3 to 4 year olds and ECD B should be 4 to 5 year olds. As can be seen from Table 10.1, there are a large number of learners that are not the correct ages for ECD A and ECD B. Only 64% of learners are the correct age for ECD A and 48% of learners are the correct age for ECD B.

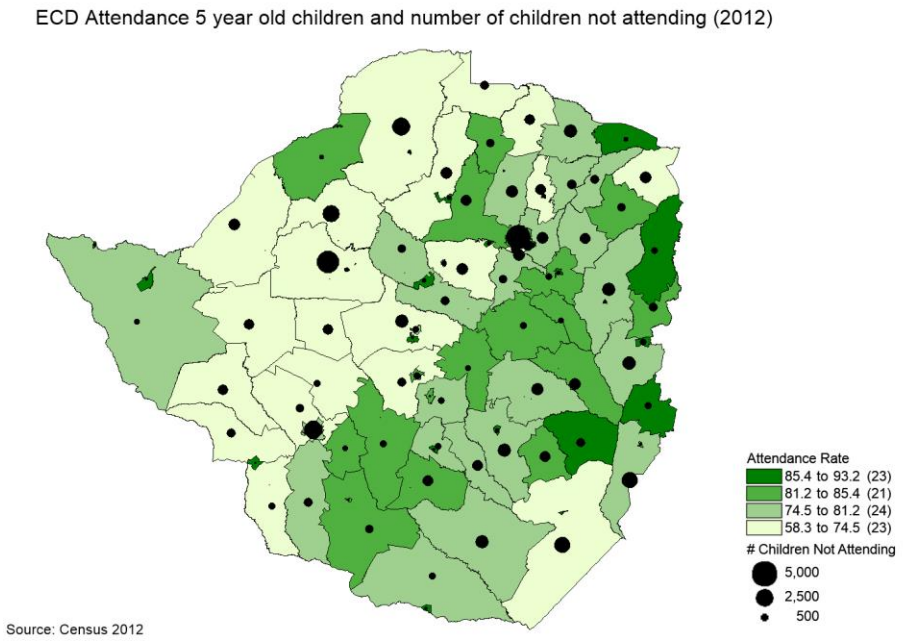


Figure 10.2 ECD attendance for 5 year old children by district (Census, 2012)

The distribution of ECD attendance as recorded in the Census (2012) is mapped in Figure 10.2. The highest attendance rates are in urban areas and the eastern part of the country part (Manicaland, Mashonaland East, and Matabeleland South). Only 24 districts had an attendance below 75%. The high attendance rates in urban areas which were not seen using the EMIS data indicate that there are a large number of private ECDs which are not covered in the EMIS.If the actual numbers of 5 year olds attending ECD are examined it can be seen that the highest numbers of children not attending are in the urban areas.

A strong ECD focus should continue as studies have shown that learners are still benefiting from this intervention 11 years later[117] and are less likely to drop out of school later. The need to establish ECD only satellites to reduce walking distance for children should be seriously considered. Rural primary schools are behind urban schools in terms of the implementation of early reading initiatives, infrastructure development and the availability of ECD teachers[118].

86.2% of children in Grade 1 had attended pre-school the year before (MICS, 2014). There were no major differences by sex and by urban/rural areas. The attendance of pre-school was related to mother's education: 80.6% of the children of mothers with no education attended and 90.8% of children with mothers with higher education.

[117]UNICEF (2015) 7th EDF Progress Report.
[118]Development Data (2014) Baseline survey to determine the current status of the learning environment and learner and teacher performance in primary education schools in Zimbabwe. Ministry of Primary and Secondary Education.

10.3 Quality of ECD services

The quality of the teachers in any education system determines the quality of the outcome. Figure 10.3 gives the number of ECD teachers between 2012 and 2014 by province. There has been a steady increase in the numbers of ECD teachers over the last three years.

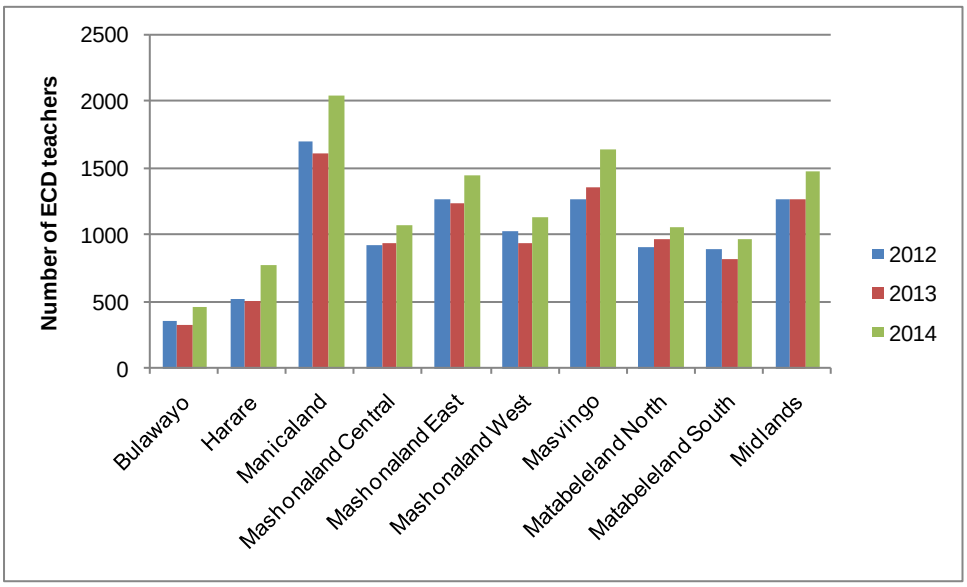


Figure 10.3 Numbers of ECD teachers by year and province (EMIS 2012-2014)

The ECD programme was implemented at a time when there were few teachers trained in the age groups of ECD, subsequently the majority of teachers employed in ECD classes were paraprofessionals, all of whom received in-service training through the EDF. The final batch of 2,500 ECD paraprofessionals was trained under the EDF in May 2015 bringing the cumulative number that was trained to 9,954[119].

There were 12,124 ECD teachers in 2014. Only 9% of ECD teachers are male. Of the 12,124 ECD teachers, 2184 (18%) were unqualified, i.e. they were graduates without teaching qualifications or they had a non-teaching degree or other unqualified teachers. In 2014, 49% of ECD teachers are paraprofessionals and 33% have diplomas or certificates in education or they are graduates with a teaching qualification (Figure 10.4).

[119] UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.

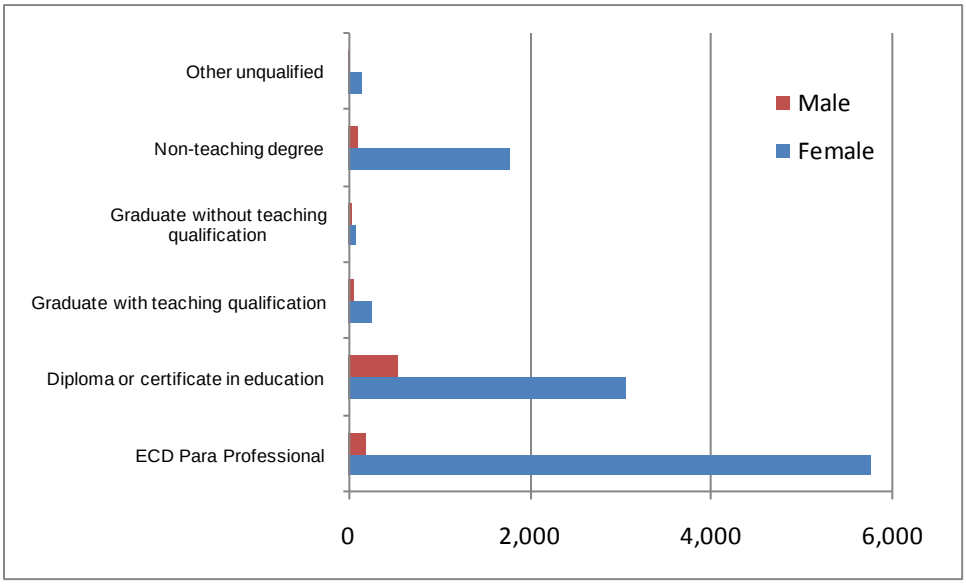


Figure 10.4 Qualifications of ECD teachers by sex (EMIS, 2014)

Figure 10.5 shows the distribution of trained ECD teachers by district in 2013. Only 13 districts have more than 40% of qualified ECD teachers. The distribution of trained teachers varies by district.

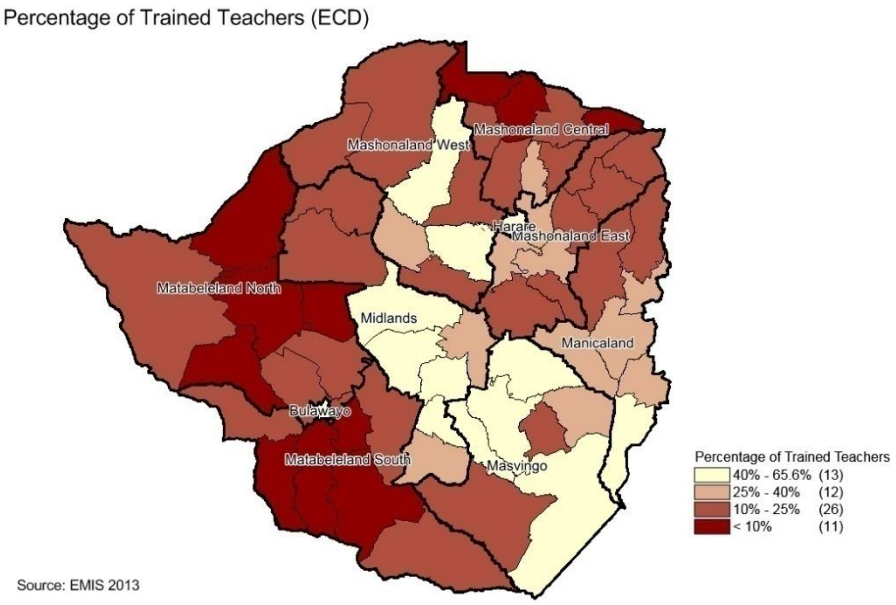


Figure 10.5 Percentage of trained ECD teachers by district (EMIS 2013)

Figure 10.6 shows the number of student per ECD teacher (qualified and unqualified). The distribution differs across the districts with the highest learner to teacher ratios being in the north and south of the country. No district has the recommended PTR of 20:1 and only 10 districts have a ratio of 23.5:1 to 30:1.

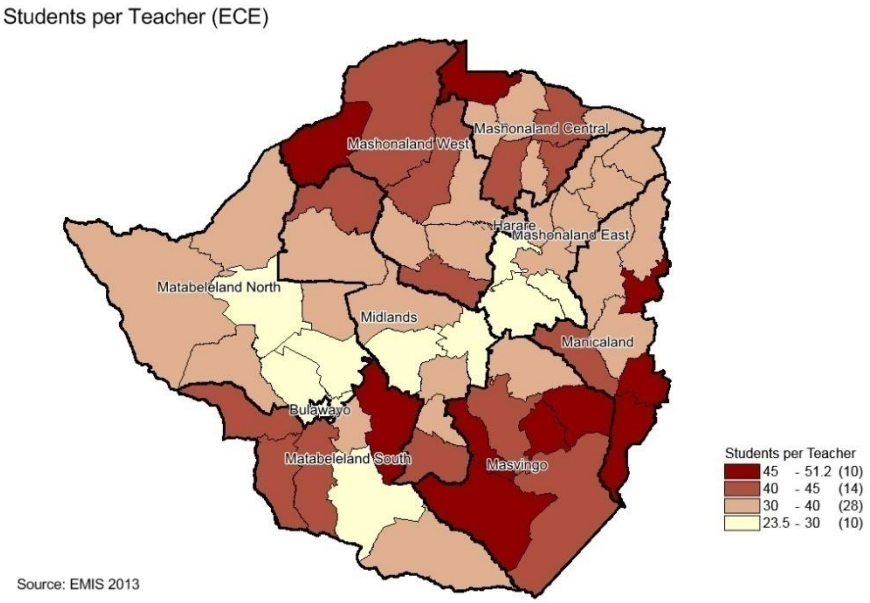


Figure 10.6 Students per teacher for ECD by district (EMIS, 2013)

Pupil to teacher ratios in ECD have a national average of 36 pupils to one teacher (Table 5.5). These ratios vary by province with Bulawayo with the lowest ratio (23:1) and Masvingo has the highest (42:1). The recommended standard is 20:1.

10.4 The learning environment in ECD

The pupil to classroom ratio for 2014 are high ranging from 103:1 (Manicaland) to 68:1 (Matabeleland North). The National average PCR is 73:1 (see Table 8.2 and Figure 10.5). This indicates that there is a lack of infrastructure for ECD.

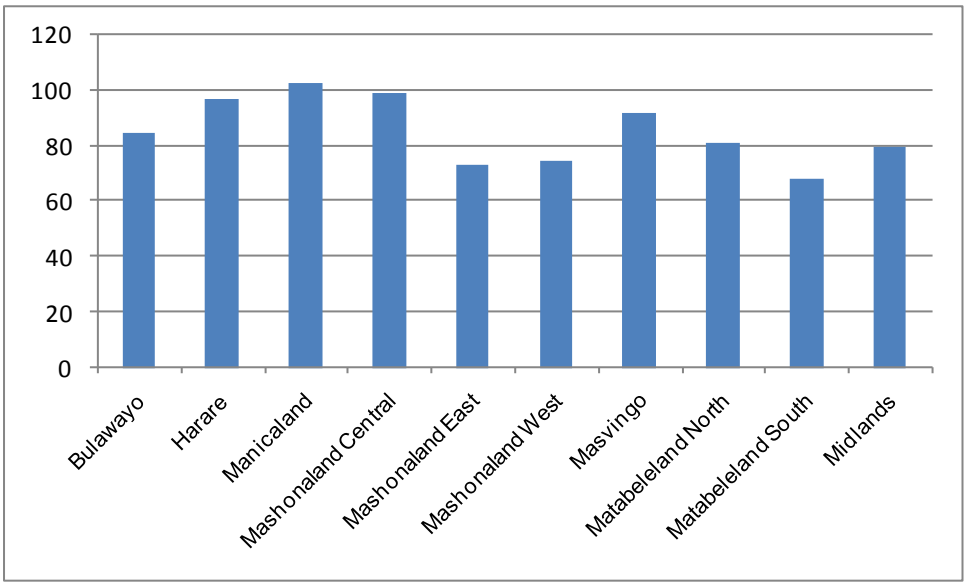


Table 10.5 Pupil to classroom ratios in 2014 (EMIS, 2014)

ECD learners require age appropriate toilets. The national average for ECD learners to age appropriate toilets is 24:1 for males and 24:1 for females.

Under the ETF, ECD kits were distributed to all schools in the country. In the situational analysis of the infrastructure and material needs of the public ECD[120] the following observations were made about the infrastructure:

- Most primary schools had no classrooms for ECD B children.
- ECD teacher's houses were generally not available.
- Toilets were mainly adult sized and inadequate. Pupil to toilet ratios for learners with disabilities were higher than the recommended 1:12 for ECD.
- Child sized furniture was usually not available. Some children sat on the floor.
- Materials in the outdoor play centre were usually not proportional to the number of children using them.

The challenges given inthe situational analysis[121]were as follows:

- Lack of access to ECD National syllabus;
- Lack of appropriate infrastructure e.g. classrooms and toilets;
- Lack of access to policy documents;
- Failure to implement ECD policy framework;
- Shortage of current teachers' guide, text, story and picture books;
- Shortage of qualified teaching personnel;
- Insufficient remuneration for paraprofessionals;
- Lack of appropriate furniture;
- Inadequate stationery (crayons, paints, paper);
- Lack of provisions for children with disabilities;
- Lack of understanding of ECD programme needs by some heads;
- Huge enrolments in ECD classes;
- Non-exposure of ICTs for ECD B learners;
- Limited hand washing facilities;
- Lack of ECD fund raising projects;
- Shortage of ECD teacher's houses;
- Limited supervision by Education Officials due to lack of transport; and
- Inadequate fire extinguishers and First Aid kits

10.5 Key findings and recommendations on ECD

Overview

A robust early learning base provides children with between opportunities for learning at higher levels. A series of circulars produced by MoPSE between 2004 and 2011 laid down the ECD policy and related guidelines to implement the policy. The purpose of the policy was to increase access and achieve equity through the provision of ECD.

[120]Kuyayama, A. (2013) Situational Analysis of the infrastructural and material needs of the public Early Childhood Development Centres. A report produced for the Education Coalition of Zimbabwe.
[121]Kuyayama, A. (2013) Situational Analysis of the infrastructural and material needs of the public Early Childhood Development Centres. A report produced for the Education Coalition of Zimbabwe.

The numbers of schools with ECD classes has been steadily increasing (5114 schools in 2010, 5624 schools in 2012, 5670 schools in 2013, and 5822 schools in 2014) with a corresponding increase in the numbers of learners (302,965 in 2010, 352,946 in 2012, 374,125 in 2013 and 427,826 in 2014) and increase in the numbers of teachers (10173 in 2012, 9992 in 2013 and 12242 in 2014).

The GER in 2014 for ECD was 39.4% and was variable by province (13% for Bulawayo, 23% for Harare, 36% for Mashonaland West, 38% for Midlands, 42% for Mashonaland Central and Mashonaland East, 50% for Matabeleland South, and 51% for Manicaland, Masvingo and Matabeleland North). The MICS (2014) showed that the attendance is related to the level of education of the mother. 64% of learners in ECD are over age.

The national PTRs for ECD are 36:1. There is considerable disparity in the PTRs by province and district. Bulawayo Province has the lowest ratios, 23:1, and Masvingo Province has the highest ratios, 42:1. Ten districts have ratios between23.5:1 and 30:1, and 10 districts have ratios between 45:1 and 51.2. The recommended ratio is 20:1.

PCRs are high and vary considerably between province, for example, 68:1 for Matabeleland North and 103:1 for Manicaland. The national average for ECD learners to age appropriate toilets is 24:1 for males and 24:1 for females.

In the situational analysis of the infrastructure and material needs of the public ECD[122] the following observations were made about the infrastructure: most primary schools had no classrooms for ECD B children, ECD teacher's houses were generally not available, toilets were mainly adult sized and inadequate, pupil to toilet ratios for learners with disabilities were higher than the recommended 1:12 for ECD, child sized furniture was usually not available (some children sat on the floor), and materials in the outdoor play centre were usually not proportional to the number of children using them. In the same situational analysis the following challenges were mentioned: lack of access to ECD National syllabus, lack of access to policy documents, failure to implement ECD policy framework, shortage of current teachers' guide, text, story and picture books, shortage of qualified teaching personnel, insufficient remuneration for paraprofessionals, inadequate stationery (crayons, paints, paper, lack of provisions for children with disabilities, lack of understanding of ECD programme needs by some heads, huge enrolments in ECD classes, non-exposure of ICTs for ECD B learners, limited hand washing facilities, lack of ECD fund raising projects, limited supervision by Education Officials due to lack of transport, and inadequate fire extinguishers and First Aid kits.

Institutional and financial arrangements

Phase 1 of the implementation of the Director's Circular No. 12 of 2005 was from 2005-2010 and involved the attachment of at least one class for 4 to 5 year olds to every primary school. Phase 2 (2011-2015) was the attachment of at least one class for 3 to 4 year olds at every primary school. It was expected that SDCs/SDAs would play a key role in the construction and furnishing of the centres, and the setting of fees and levies for the ECD centres. However, as most schools have struggled with the construction and furnishing of the Grade 1 to 7 classrooms, this has not happened. The funding of ECD has been through three areas (government funding, fund raising projects and

[122]Kuyayama, A. (2013) Situational Analysis of the infrastructural and material needs of the public Early Childhood Development Centres. A report produced for the Education Coalition of Zimbabwe.

class sponsorship). There is a need to revisit the funding of ECD infrastructure and learning resources, and the payment of paraprofessional salaries. A large investment is needed in ECD to provide enough resources for all the children that should be enrolled in ECD.

Level of access to ECD services

There is a need to adjust the EMIS statistics form or to have a separate form for collecting ECD information, as the current forms do not distinguish between ECD centres based at the primary school or off the premises, and do not capture information on independent centres, especially in urban areas.

Only 64% of learners are the correct age for ECD A and 48% of learners are the correct age for ECD B. The highest attendance in ECD is in urban areas and the eastern part of the country. There is a need to establish ECD satellites to reduce walking distances for learners. This may be why learners enrol at older ages in ECD.

The attendance at ECD was related to the level of the mother's education (MICS, 2014). There is a need to invest in a viable programme for mother's education.

Quality of ECD services

National pupil to teacher ratios are 36:1 for ECD. The numbers of ECD teachers are increasing with a total of 12,124 teachers in 2014. 9,954 ECD paraprofessionals were trained under the EDF.The training of ECD paraprofessionals, which make up 49% of the ECD teachers, has gone a long way to addressing the need for ECD teachers. There is a need to relook at the paraprofessionals training programme and perhaps extend it as ratios of pupils to teachers are too high and the GERs are low.

The learning environment of ECD

There is a need to develop ECD infrastructure including classrooms, teachers' houses, toilets and outside play areas. There is a need for learning resources for ECD.

It is recommended that the policy documents for ECD and the syllabus be put on the MoPSE website.

11. Non-formal, literacy, technical and vocational education

Formal education refers to the traditional education systems which are "the attendance of a classic, general and professional education system, spanning pre-primary to higher education with clearly defined service delivery modes (i.e. standardised curricula, qualifications and so on)[123]. Therefore non-formal education (NFE) is anything outside of these traditional education systems but it is still organised and structured. In Zimbabwe, NFE focuses on two population groups: out-of-school children of official school age and non-enrolled young people and adults of 15 years or older. The first group are targeted by second-chance education programmes that should enable them to reintegrate into school or enter into some kind of vocational programme or improve their employment status. The second group could be divided into two further groups: literacy and basic education equivalent programmes and ongoing training and lifelong learning programmes (improving or skills upgrading). The needs for literacy training and NFE were indicated in Chapter 2.1(literacy rate) and Chapter 3.3 (out-of-school children).

The purpose of technical and vocational training (TVET) is to equip the learner with a skill that is occupation specific or generic which meets the needs of the economy and can help the learner to find employment. TVET is defined as "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life".[124] TVET can be incorporated into formal education (technical and vocational education and formal apprenticeships) or non-formal education (skills development programmes) or informal TVET (traditional apprenticeships or informal learning) or a mixed system (firm-based training) depending on its delivery. The revised curriculum incorporates TVET into the formal education system and it is to be taught at all levels of the schooling system.

A guiding Government policy which affects the implementation of NFE and TVET is the National Youth Policy which was revised in 2011. This policy concerns issues to do with the youth (young people over the age of 15) and proposes a series of strategies in different areas. Of particular relevance are the strategies in the areas of education and skills development, youth empowerment and participation, sustainable livelihoods and youth employment, and health. The implementation of this policy falls under the Ministry responsible for youth development (Ministry of Youth, Development and Economic Empowerment). A youth situational analysis is currently underway which will cover these issues.

A recent national study on out of school children[125] made a series of recommendations (see box on next page), some of which are relevant to the following section on NFE and TVET which address issues related to children that are out of school that MoPSE is responsible for. The study estimated that there were 1,234,641 children between 3 to 16 years of age out of school. A further 858,733 children are at risk of dropping out of school as they are two years or older than their class mates.

[123]UNESCO, Pole de Dakar, The World Bank, UNICEF, Global Partnership for Education (2014) Education Sector Analysis Methodological Guidelines Volume 2.
[124]UNESCO (2001) Normative instrument concerning Technical and Vocational Education.
[125]Manjengwa, J. (2015) National Assessment on Out of School Children in Zimbabwe.

11.1 Non-Formal Education and literacy training

Manjengwa (2015) National Assessment on Out of School Children in Zimbabwe
Recommendations:

- "Make education affordable and accessible to all children: Remove the financial burden for ECD and primary education
- Enhance non-formal vocational and technical training by providing more opportunities for older children and youth.
- Policy development on the monitoring of out of school children, promoting catch-up education and reintegration into the formal school system
- Strengthen the implementation of education policies on the ground by availing the necessary resources to monitor and evaluate progress so that educational practices and achievements reflect the sound enabling policy environment.
- Provide resources and facilities to enable all ECD-age children to access quality education.
- Improve the quality and regularity of collecting statistical data on education and align household data on children's education status with administrative data from schools.
- The National Assessment on Out of School Children identified areas that need further attention and more research

Conclusion: For inclusive education for all in Zimbabwe, poverty must first be addressed."

Non-formal education (NFE) and adult literacy programmes are alternative ways for young people and adults, who have never attended school or who have dropped out of school, to gain access to education.

The Non-Formal Education Policy was launched in March 2015. This policy promotes alternative ways to increase the access to education and increase the quality of education in Zimbabwe. The NFE Policy provides guidelines, implementation methods and expected guidelines for NFE. Prior to the development of this policy, MoPSE offered mass literacy, functional literacy and Part Time and Continuing Education (PTCE) which would lead to learners taking Grade 7, 'O' Levels or 'A' Levels. The new policy formalises these into a revised structure. The NFE programmes that are proposed are: basic literacy, functional literacy, Zimbabwe Adult Basic Education Course (ZABEC), Part-Time Continuing Education (PTCE) and Open and Distance Learning (ODL). The launch of this NFE policy shows a strong commitment by Government to NFE, however there is a need to improve the staffing of MoPSE in the district offices (there are 47 vacant District Literacy Coordinator positions at District level and no-dedicated Education Officers to this area).

Table 11.1 ZALP enrolments by levels and sex

Level	Female	Male	Total
Level 1	5,715	7,811	13,526
Level 2	4,159	4,776	8,935
Level 3	3,277	4,056	7,333
Sub-total	13,151	16,643	29,794
OSSGs	1,062	1,445	2,507
Total	14,213	18,088	32,301

The NFE Policy is proposing that all schools are used as centres for the provision of NFE. The PEDs will be responsible for the planning, processing of registration, implementation, quality assurance, monitoring and evaluation of the NFE programmes. The DEOs will be responsible for the implementation of the NFE programmes, processing of applications, quality assurance, monitoring and evaluation. An ongoing monitoring programme will need to be set up at Provincial and District levels, and the regular annual data collection of the EMIS will need to build NFE into its census forms. MoPSE is responsible for developing the curriculum, developing models of teaching and regulating the materials to be used.

Two programmes under the EDF are the Zimbabwe Accelerated Learning Programme (ZALP) and the Out-of-School Study Groups (OOSGs). ZALP has enrolled over 32,000 learners[126] in 602 sites. This was the result of effective community sensitisation by the partners involved in the ZALP programme. In addition there were 2,507 learners in Out-of-School Study Groups (OSSGs). A total of 1,792 facilitators (997 female and 795 male) were trained to deliver ZALP. Supervisors (686) were trained to oversee ZALP and schools received teaching and learning materials for the learners and facilitators. At district level, 41 District Facilitators and 10 Education Officers were trained in the supervision of ZALP.

A number of learners (2,913) were reintegrated from the ZALP into mainstream classes. However, feedback meetings have indicated that one of the main reasons the learners dropped out of school was financial and they took advantage of the free tuition to come back into education. Their inability to pay fees may affect the reintegrated learners in terms of staying in mainstream education and their enrolment into secondary school. Some children that reintegrated into school have dropped out as they struggle with the demands of formal school and they feel themselves too old for school.

There are several challenges being faced by ZALP. The first is the ability of learners to pay fees when they are transitioned back into school. As the National Curriculum is currently being developed, this has resulted in a challenge in finalising the Compressed Primary School Syllabus for ZALP and the teaching handbooks due to the Curriculum Review demands on the same personnel. In addition, a strategy paper is being developed to transition the ZALP which outlines possibilities such as the SIG to provide additional support to schools for ZALP.

11.2 Technical and vocational education and training

Tsodzo (2015) reported that Zimbabwe has a large number of tertiary, technical vocational education and training facilities for young people. These include the following under the Ministry of Higher and Tertiary Education: 14 universities (9 public including an open university, and 5 private with 3 more public universities already approved), 11 teachers colleges (8 for primary school and 3 for secondary school teacher training), 9 polytechnics, and 4 industrial training centres. The Ministry of Agriculture, Mechanisation and Irrigation has 8 agricultural colleges/institutions; the Ministry of Youth, Indigenization and Economic Empowerment has 42 vocational training centres; the Ministry of Women Affairs, Gender and Community Development has 2 training centres; there are also training institutions which focus on specific skill development e.g. 30 nurse training institutions under the Ministry of Health and Child Care, and the Zimbabwe School of Mines under the Ministry of Mines and Mining Development. In the private sector there are a number of other training institutions. Within mainstream schools technical and vocational subjects are also formally taught at 'O' Level and 'A' Level with examinations managed by ZIMSEC. The subjects taught at 'O' Level[127] are: Agriculture, Art and Design, Metalwork, Woodwork, Fashion and Fabrics, Food and Nutrition, Home Management, Design and Technology, Building Studies, T/Graphics, Music, Horticulture and Physical Education. In 2013, a total of 93,859 (47,233 females and 46,626 males) sat 'O' Levels in these subjects. Numbers of students have been increasing in these subjects since 2010: 61,514 (2010), 76,586 (2011), 83,448 (2012), and 93,859 (2013). The average pass rate in the technical and vocational subjects increased from 2010 (43.6%) to 2011 (47.7%) to 2012 (53.3%), however it

[126] UNICEF (2015) The Education Development Fund. 7th Progress Report, May 2015.
[127] MoPSE (2014) Results Analysis for Ordinary Level: 2013.

dropped from 53.3% in 2012 to 48.9% in 2013. The highest marks were in Horticulture (100%) followed by Design and Technology (86%). The lowest pass mark was in Fashion and Fabrics (41%).

The technical and vocational subjects taught at 'A' Level are: Dress and Textiles, Geo/Mech Drawing, Food Science, Agriculture, and Art and Design[128]. The numbers of students sitting technical and vocational subjects has been fluctuating since 2010: 963 (2010), 698 (2011) and 1,131 (2012). There was an overall pass rate of 88.6% in 2012.

Out-of-School technical education has been provided for under the Fit for Life intervention, and the Young Farmers Clubs (YFCs) - see Table 11.2. The Fit for Life intervention for older children and youth now has over 23,632 learners enrolled and the YFCs have 673 clubs and 183 demonstration sites. The programme expanded using schools as sites: where schools did not have sufficient space, the programme used schools for the bridging programme and demonstration sites and the surrounding community fields for practicals for the learners. The programme takes children through a bridging course before they do the vocational training course. In some cases these have been run concurrently to minimize the number of children dropping out of school. Once the children have graduated from the programme they enrol in the YFCs where they continue to get support. This programme has been run with Agritex (the agricultural extension arm of the Government). The Farming As A Business (FAAB), a grant of £135,000 per year for two years received from Barclays Bank, is being used as start-up capital for young farmers to resource their farming businesses. This is disbursed in conjunction with financial literacy training.

Table 11.2 Distribution of Young Farmers Clubs[129]

Province	Implementing partner	# YFCs	Membership		
			Female	Male	Total
Mashonaland West / Midlands	Cotton Training Centre	384	2,108	2,654	4,762
Mashonaland East	Zimbabwe Farmers Union	132	944	1,024	1,968
Mashonaland Central	Zimbabwe Farmers Union	157	979	1,593	2,572
TOTAL		**673**	**4,031**	**5,271**	**9,302**

Both the ZALP programme and the Fit for life intervention face similar challenges concerning drop outs as the formal education system, with learners dropping out due to relocation, long walking distances, lack of food, and participation of the learners in income generating activities (farming activities and gold panning). In some cases learners drop out as the older learners feel uncomfortable with attending classes with younger learners. Keeping girls in the second chance education is a problem as they continue to face challenges such as early marriages. Once a girl is married it is difficult to keep them in school[130].

[128]MoPSE (2014) Results Analysis for Advanced Level: 2013.
[129]UNICEF (2015) 7th EDF Progress Report.
[130]UNICEF (2015) 7th EDF Progress Report.

11.3 Key findings and recommendations on non-formal, literacy, technical and vocational education

Overview

Key policies related to NFE, literacy and TVET are the National Youth Policy (revised 2011) and the NFE Policy (2015). The implementation of the National Youth Policy is under the Ministry of Youth, Development and Economic Empowerment. The NFE Policy proposed programmes are basic literacy, functional literacy, ZABEC, PTCE and ODL. It is proposed in the NFE Policy that all schools will become NFE centres and, PEDs and DEOs will be in overall responsibility for the programmes.

ZALP has enrolled 32,000 learners in 602 sites and 2,507 OSSGs. 1,792 facilitators, 686 supervisors, 41 DEOs and 10 Education Officers were trained in ZALP. 2,913 learners reintegrated into mainstream education although some have since dropped out again as they struggled with the demands of formal education.

The number of learners sitting 'O' Levels in the thirteen TVET subjects has been steadily increasing, with 93,859 learners sitting TVET 'O' Level subjects in 2013 with an average pass rate of 48.9% (higher than the national pass rate for core 'O' Level subjects of 23.13%).There are 5 TVET subjects at 'A' Level with 1,131 sitting these 'A' Levels in 2012 with a pass rate of 88.6%.

The Fit for Life intervention has 23,632 children enrolled and the YFCs have 673 clubs and 183 demonstration sites.

Non-formal education and literacy training

There is a need to improve staffing of District Offices to implement the new NFE Policy (there are 4 vacant District Literacy Coordinator positions at District level and no dedicated Education Officers in this area). A regular monitoring programme will need to be set up at provincial and district level, as well as the adjustment of the annual census forms to take into account NFE in the EMIS. MoPSE is responsible for developing the curriculum, developing models of teaching and regulating the materials to be used.

The finalisation of the ZALP resources has been challenged by the competing needs of the Curriculum Review. As indicated in an earlier chapter, there are capacity issues in Head Office in the Curriculum Development and Technical Services Department. These capacity issues need to be addressed for both the Curriculum Review and the NFE programme development.

Technical and vocational education and training

NFE and TVET programmes face the similar challenges to formal education with learners dropping out due to relocation, long walking distances, lack of food, learners' participation in income generating activities, the learners feeling lonely in class due to their age and socio-economic status and early marriages. There is still a big gap in terms of the children enrolled in these second chance education opportunities and the number of children out of school. The inability of these children to pay their fees when they are integrated back into school continues to be a challenge and some of them have dropped out of school again. There is a need to address this.

Annex A. Terms of Reference

TERMS OF REFERENCE

Subject: Conducting the Zimbabwe Education Sector Analysis

Type of contract: Individual

National / International: National

Proposed level: NO-D

Duration: 45 days

Supervisor: Saul Murimba

Funding Source: SC130323

1. Background

Zimbabwe's education sector has registered remarkable successes over the past ten years, but it has also faced several challenges. Learning the lessons from and building upon these successes while designing strategies to address the challenges faced can immensely contribute to enhanced sector performance in future. There have also been several changes in the political, economic and socio-cultural context within which the sector has been operating. If the sector is re-aligned to these changes, it can more adequately respond to global, national and local demands. Furthermore, the Millennium Development Goals (MDGs) and Education for All (EFA) goals, priorities and targets are currently being reviewed in order to inform discussions around the post-2015 education agenda that is built around Sustainable Development Goals (SDGs).

2. Introduction

Ministry of Primary and Secondary Education (MoPSE)'s Education Sector Plan for 2011-2015 comes to the end in December 2015, and its Operational Plan expires in December 2016. As a result, MoPSE has embarked on the process of developing a new Education Sector Strategic Plan (ESSP) for the period 2016-2020. This process will be underpinned by a comprehensive education sector analysis that will feed into the sector review to be conducted later in the year. The situation analysis will also complement information that will be generated from other activities such as the Education Conference planned for June 2015. These Terms of Reference (ToR) set out the framework for the consultant who will undertake the education sector analysis.

3. Objective (s)

MoPSE seeks the services of a qualified and experienced expert to undertake the education sector analysis that covers the five-year period spanning the life of the current EMTP (i.e. 2011 to 2015). This will involve the analysis of a broad range of available literature on the sector, the ultimate goal being to present an analytic document on the status of Zimbabwe's education sector. The analysis, which will focus on the primary and secondary subsector, will be guided by the following questions:

- What key policies, goals and sector priorities have guided the development of the education sector over the past five years?
- To what extent has each of the policy targets, goals, and priorities been achieved?
- What were the major successes registered by the sector with regard to the equitable delivery of quality education services to various stakeholders?
- What is the current status of the system's resources including physical, human and financial resources? How have these changed over the study period?
- What were the main challenges faced by the system and how have these affected the delivery of education services to the different players and social groups?
- What factors have facilitated the achievement of the policy goals and targets and what constraining factors, barriers or bottlenecks have hindered the system's ability to achieve the goals and targets?
- What are the key issues that MoPSE should focus on in order to positively shape the sector's development agenda? What is the set of key priorities MoPSE should pursue over the next five years?
- What resources and changes in capacities, processes and practices will be required in order to enhance the system's ability to deliver education services in an equitable, cost-efficient and sustainable manner?
- What partnerships exist for the delivery of education services and how well have they worked? How can these and other partnerships be strengthened to ensure enhanced sector performance, sustainability and resilience?

4. Methodology & Expected Output

The ESA will be comprehensive, covering the entire breadth of its structures (ECD, primary and secondary level, including non-formal education) and will focus on all operational levels (national, provincial, district, cluster and school). The analysis will address all key dimensions that constitute the main pillars of the system, among them the policies, structures, systems, resources, processes, outputs and outcomes. In order to ensure a balanced analysis, an examination will be made of the relevant elements of the broader context within which the education sector has functioned during the period in question.

The sector analysis will be conducted largely through a desk review and synthesis of information from relevant documents, mapping of stakeholders, and interaction or

consultations with key stakeholders. The consultant shall also develop a set of five analytic "issue papers" that focus on strategic components of the sector that require more focused attention. In these papers, the consultant is expected to provide an in-depth analysis of each of issues, explore the evolution of each issue, highlight its impact on the sector's overall performance, and how challenges linked to the issue can be resolved. The consultant should then generate and present options, where possible using projection or simulation models that are informed by data, for consideration by MoPSE and its partners. The consultant will also be required to present key findings of the ESA at fora created for this purpose, and at multi-stakeholder workshop for broader discussion.

5. Major Tasks, Deliverables & Timeframe

	Major Task	**Deliverable**	**Timeframe (man-days)**	**Comments**
1.	Develop methodology and prepare inception report	Inception report including methodology	5 days	Inception report to be presented to MoPSE & UNICEF
2.	Identify and analyse relevant documents and data sets on the education sector	Database of documents and datasets to inform the analysis	2 days	Collection of docu-ments and data to be used throughout the ESA exercise
3	Using data from documents, prepare the education sector analysis report covering the period 2011 -2015	A draft education sector analysis report covering the period 2011 -2015	20 days	The analysis will be based on a clear set of themes
4	Hold interviews with key informants and incorporate these into the draft report	Information gathered from stakeholders	4 days	The list will be agreed upon by the consultant and MoPSE & UNICEF
5.	Prepare analytic papers on the strategic aspects education sector's performance	Five issue papers on strategic components that are key to the sector's performance. Each issue paper will be a maximum of 6 pages.	12 days	Issues will be identified from the analysis and agreed upon by MoPSE and UNICEF.
6.	Present highlights of the draft report at a meeting with MoPSE and its partners, and to incorporate the feedback in the final report	Stakeholder feedback on draft report and issue papers	1 days	This will take the form of a short workshop
7.	Produce final ESA report that incorporates feedback from stakeholders	Final ESA report	1 day	Report to be delivered in soft copy and 10 hard copies

It is expected that activities will be undertaken in Harare, and no travel outside Harare is expected. However, should there be need, this will be considered separately outside this contract.

6. Timeframe

The consultancy will begin on 1 June 2015 and end on the 31 July 2015.

7. Consultancy Requirements

Education
At least an advanced degree in education or related field.

Work Experience

- At least 8 years of relevant experience in the field of education
- Experience in undertaking sector analyses or similar work, preferably in Zimbabwe and/or other developing countries
- Good communication skills, with fluency in written and spoken English. Knowledge of at least one local language is an asset
- Good analytic and report writing skills
- Experience working with government ministries, preferably the Ministry of Education.

8. Supervision

The consultant will work under the supervision of a technical team comprising officers identified by MoPSE and UNICEF. This team will, in turn, present reports on progress to the Education Coordination group (ECG).

9. Consultancy Classification

This is an NO-D level national consultancy. The competitive market rates should apply.

Is this consultancy on the Annual Office Consultant Plan?

Yes	✓
No	

Additional Comments

The expert will be required to work very closely with a team set up by Ministry of Primary and Secondary Education for this purpose (the Education Sector Analysis Subcommittee).

10. Other Consultancy Costs and Payment Modalities

DSA not applicable because all tasks will be undertaken in Harare.

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11. Funding Details – Please provide complete funding details (WBS Element), covering consultancy period

6260/A0/05/201/009/002 SC130323

Raised by Saul Murimba Date 21 April 2015
(Education Specialist, Quality)

Reviewed by: Date:…….
(title)

Classified by:…… Date:……..
(Human Resources Manager)

Approved by:…… Date:…….
(Deputy Representative)

Annex B. Key issue papers

The following five key issue papers have been developed and presented as separate documents:

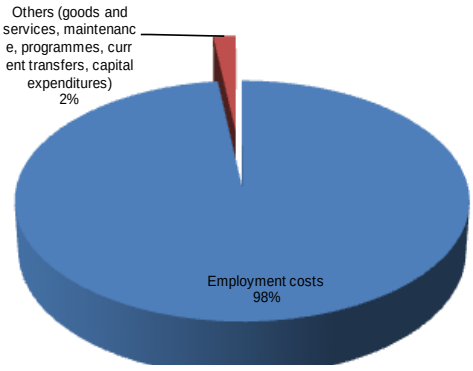
1. Cost and financing of education (including school fees and levies)
2. Teachers
3. Curriculum
4. Early learning
5. Children with special needs

Paper No.	Short Description of Education Issue
1.	**Cost and financing:** The education sector takes up by far the largest proportion of the national budget, and is one of the major expenditure items at household level. There are many other players who provide funding for education, among them local authorities, "responsible authorities", communities, development partners, NGOs, CSOs, the private sector and individuals. At present, the sector is generally starved of resources at all levels due to the country's poor economic performance as well as widespread poverty. Given the sector's shrinking resource base, the burden of funding education is increasingly falling on the shoulders of households. Consequently, issues relating to the funding of education cannot escape scrutiny, raising a variety of questions about funding priorities, bottom-up financing and the issue of equity, wage vs non-wage costs, alternative funding models, efficiency, sustainability, formulae for fund allocations, and others.
2.	**Teachers:** Teachers lie at the heart of the education system and the strength of the education system is largely reflected in the quality and capacity of its teaching force. The sector's human capital stock is largely responsible for the processes through which inputs are transformed into learning outcomes. Moreover, teachers are the main cost driver in the education system, with most of the staff costs, taking up nearly 99% of the entire national budget for education, accounted for by teacher salaries. Knowledge of the strength of teaching force (numbers), overall profile of teachers (age, experience, qualifications, competencies), patterns in the deployment of teachers to different geographical areas as well as their allocation across the different levels of the system and learning areas (subjects) can help us get a deeper understanding of, and how best address, issues of equity, efficiency, as well as overt and "hidden" shortages that affect overall system performance.
3.	**Curriculum:** The curriculum constitutes the core of the learning agenda, and is the essential ingredient that, to a great extent, determines the nature and quality of education outcomes. It is because of widely shared concerns over quality and relevance that the 1999 Presidential Commission of Inquiry into Education and Training (CIET) highlighted that a curriculum review was needed. This review is now complete, and Cabinet endorsement of the new curriculum has been secured on 22 September 2015.The implementation of the new curriculum will present new opportunities and challenges that are normally associated with any major reform process. Maximum benefits of this new curriculum can only be derived if the process is well managed, when the entire system - including learners, parents and communities - sufficiently understand and embrace it, and when the teachers, instructional leaders and supervisors are sufficiently capacitated for the implementation of the new curriculum.
4.	**Early learning:** The argument that a system's strength is built from the bottom remains unassailable. A robust early learning base provides children with better opportunities for learning at higher levels, hence the intensification of efforts to ensure that every child not only participates in early learning, but that they also acquire the requisite knowledge, skills and competencies expected at that level. This reality prompted MoPSE to review, in September 2013, the 2011-2015 EMTP priorities and ensure that early learning is accorded high priority. As a result, the Infant School Module (constituting ECD A and ECD B as well as Grade 1 and Grade 2) was formally established as one of the critical components of the education structure

Paper No.	Short Description of Education Issue
	from 2014 onwards. Yet it is at this level that the education system still faces many challenges, among them the shortage of trained and qualified ECD teachers, classrooms and other infrastructure (such as toilets, water and sanitation facilities, specialist rooms, etc) as well as lack of age-appropriate learning materials, furniture and equipment. It will be important to explore options and opportunities for strengthening this subsector in order to build a more robust, sustainable foundation for quality.
5.	**Children with special needs:** Global estimates by the World Health Organisation (WHO) show that, in any population, an estimated 10-15% of the population has one or more forms of disability of varying severity. Such disabilities (physical disabilities, hearing and visual impairment, albinism, autism, etc.) makes those affected particularly vulnerable because they have more restricted access to basic social and other services. A recent *Survey on Living Conditions Among Persons with Disability* confirmed that school attendance rate for children with disabilities are much lower than those without disabilities. For this reason, the 2011-2015 EMTP highlighted the need for "focusing resources on those with the greatest need", among them this group. Much has been done, but a lot more needs to be done, to meet the needs of this group. By addressing the needs of this category, we are also addressing issues of equity, inclusion and basic human rights.

Overview

The education sector takes up by far the largest proportion of the national budget, and is one of the major expenditure items at household level. There are many other players who provide funding for education, among them local authorities, responsible authorities, communities, development partners, NGOs, CSOs, the private sector and individuals. At present, the sector is severely starved of resources at all levels due to the country's poor economic performance as well as widespread poverty. Given the sector's shrinking resource base, the burden of funding education is increasingly falling on the shoulders of households. As such issues relating to the funding of education cannot escape scrutiny, raising a variety of questions about funding priorities, bottom-up financing and the issue of equity, wage vs non-wage costs, alternative funding models, efficiency, sustainability, formulae for fund allocations, and others.



2015 Budget Allocation to MoPSE

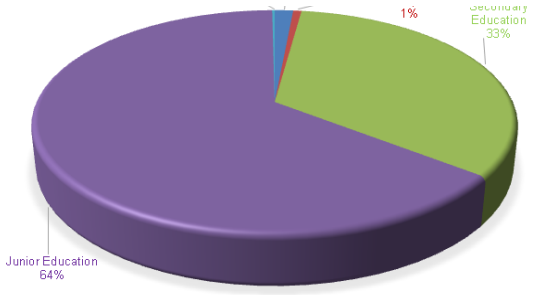
Government Revenue and MoPSE Expenditure (US$m)	2010	2011	2012	2013	2014
Total Government Revenue	**2,339**	**2,661**	**3,496**	**3,742**	**3,770**
MoPSE Expenditure (incl. SAC for 2010-2013)	310.7	503.3	674.2	752.3	796.5
MoPSE Expenditure as % of total Government expenditure	13.3%	18.9%	19.3%	20.1%	21.1%

Budget Allocation to MoPSE 2015

Since dollarisation in 2009, the share of the budget allocation for education (primary and secondary, and higher and tertiary education) has been increasing at the back of rising salary levels (except for a dip in 2010). The current allocation to education for 2015 is 29.31%. while the 2015 budget allocation to MoPSE was the highest of all the ministries, 98.7% of this allocation will be used to meet employment costs with only 0.9% going to capital expenditures.An analysis of the allocation within MoPSE shows that there is no allocation made to Early Childhood Development (ECD)

Public Education Expenditure

Primary education accounted for approximately 60% of the education budget between 2010 and 2014 whilst secondary education accounted for approximately 40%. Employment costs have increased from 79% in 2010 to almost 99% in 2014 of the total public expenditure of MoPSE. The second largest item was school operational costs in 2010 of US$36.7m. However, this decreased in 2014 to less than 10% of 2010 values. Expenditure on educational material and supplies decreased from US$23.1m in 2010 to US$3m in 2014, reflecting the amounts picked up by donor funds (Education Development Fund and Education Transition Fund). Other than staff costs that are funded from Treasury, programmes designed to meet the targets of the Education Medium Term Plan have largely been supported through household contributions and external funding, with very little from



Proposed use of the budget allocation in MoPSE, 2015

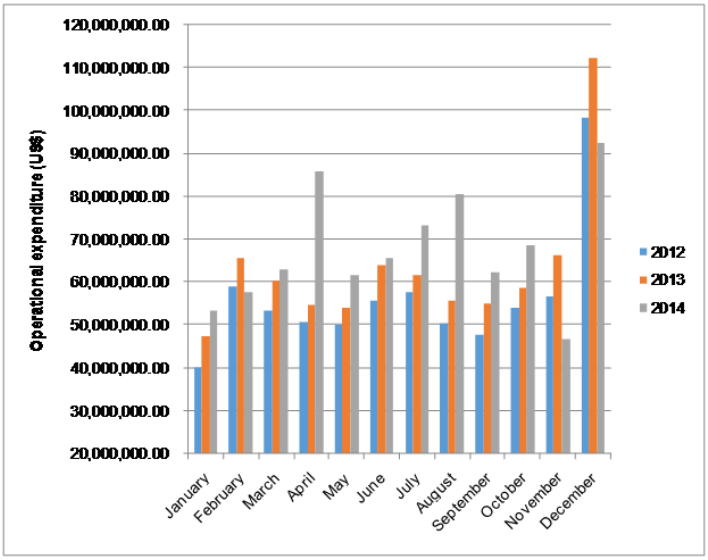
School Education Expenditure (US$m)	2010	2011	2012	2013	2014
Domestic GoZ	310.7	503.3	674.2	752.3	796.5
External (ETF & GPE)	25.1	14.8	11.6	28.8	43.9
Domestic (GoZ) BEAM	10.5	10.8	15.0	15.0	7.0
External BEAM	13.4	14.9	15.5	18.0	9.3

Government Education Expenditure by Detailed Sub-Sector (US$m)

MoPSE Expenditure	2010	2011	2012	2013	2014
Employment costs	**286.9**	**486.9**	**662.8**	**733.3**	**788.5**
Other current: of which	**67.0**	**53.9**	**12.6**	**14.4**	**6.0**
School operational support (grants)	36.7	33.8	1.0	6.6	3.0
Education material and supplies	23.1	11.8	11.1	6.6	3.0
Assessment	1.9	0.5	0.4	-	-
Educational programmes	0.3	0.5	0.1	1.2	-
Other	5.0	7.3	-	-	-
Capital assets/transfers	**5.7**	**3.0**	**2.5**	**7.0**	**0.1**

Funding from Recurrent Grants and Operational Expenditure

No recurrent grants were given to P1, P2, S1 and S2 schools in 2012, 2013, and 2014.The wide fluctuations in operational expenditure reveal how unpredictable monthly releases are to MoPSE. This makes the planning and management of the limited resources for school education difficult. The amounts reflected in the graph include salaries.



Better Schools Programme Zimbabwe (BSPZ)

The Better Schools Programme Zimbabwe is a central strategy adopted in the 1990s to improve the quality of education through improved teaching and learning. The BSPZ is now funded directly from the schools. Each school, regardless of responsible authority or level, pays a fee of US$1 per child per term. As there are approximately 4 million children in school, the estimated income from the schools was approximately US$12 million in 2015. This fee is distributed to three users: for each $1 paid, 50c goes to the district office, 20c goes to the provincial office, and 30c goes to the National Association of Primary Heads or the National Association of Secondary Heads.

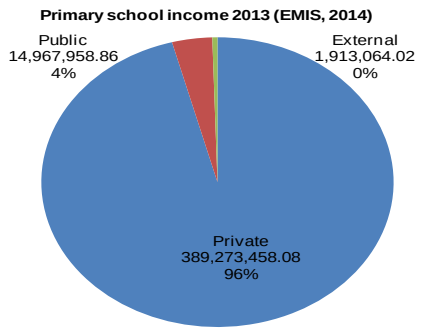
Recurrent grant funding	2010	2011	2012	2013	2014
Primary P1	$458,443	$35,671	-	-	-
Primary P2	$1,723,743	$318,084	-	-	-
Primary P3	$5,673,806	$3,099,599	$5,628,826	$4,350,000	$6,100,000
Secondary S1	$224,837	$115,200	-	-	-
Secondary S2	$644,256	$547,174	-	-	-
Secondary S3	$1,742,917	$3,814,597	$4,486,242	$2,196,765	$2,100,000
TOTAL FUNDING	**$10,468,002**	**$7,930,146**	**$10,115,068**	**$6,546,765**	**$8,200,000**

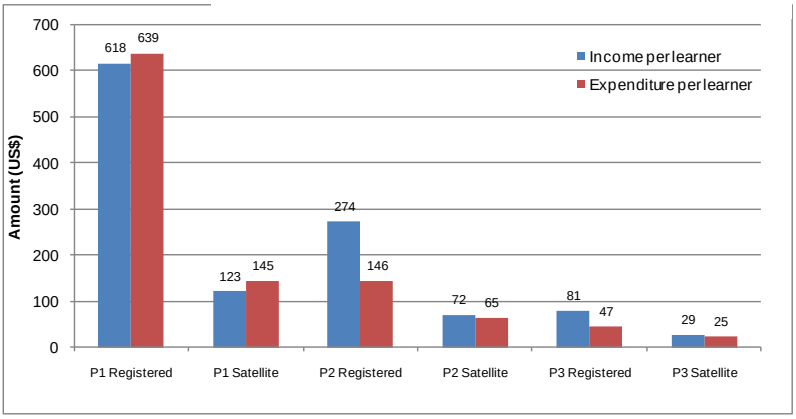
School level income

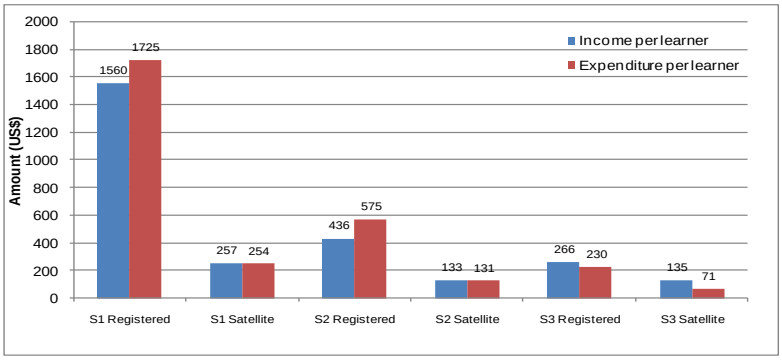
School level income for 2013 for primary schools was US$406,154 and for secondary schools it was US$407,896. In all, 96% of this income (for both primary and secondary level) was from private sources (parents) while 4% was from public sources (Government).

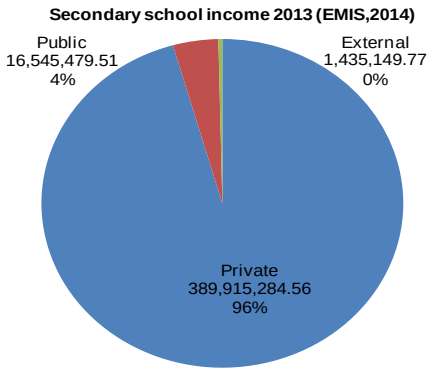
Basic Education Assistance Module (BEAM)

The Basic Education Assistance Module, as part of the Enhanced Social Protection Programme, was introduced in 2000. It provides financial assistance to vulnerable communities to keep their children in school. BEAM supports vulnerable children with the payment of a basic education package that includes levies, tuition, and examination fees. BEAM payments in 2015 were considerably reduced and the external payments from donors was phased out in 2014. Operational objective No. 6 of the EMTP was to strengthen support to those learners with the greatest need. This was to be done mainly through BEAM, but the target of over 1,000,000 children in 2015 was not met.







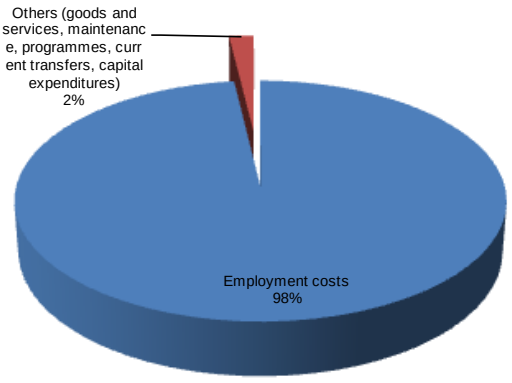


Options for addressing selected challenges on Cost and Financing of Education

Issue	Description& Analysis	Options to Consider	Comments
Increase resources for education	While the Government of Zimbabwe has consistently prioritised education (as reflected in the high proportion of the national budget earmarked for education), the country's economic performance has fallen and this has negatively impacted on the funding of education. This has led to households shouldering a bigger burden (bottom-up financing), many of whom are already poor and vulnerable.	• Advocate for a bigger budgetary allocation for education, and ensure that all budgeted amounts are actually released by Treasury. • Raise additional funds for education through the introduction of a special tax for education. • Request communities to contribute more towards the funding of education and so encourage further reliance on resources available at community level. • Mobilise more resources from funding partners • Establish partnerships (e.g. Joint Venture Partnerships, JPPs) to increase resources for education	• Already, the proportion set aside for education is very high, and there is little prospect that the % will be raised to a higher level. • Normally, all tax revenue goes to the Consolidated Revenue Fund for use to support any sector. This works if CRF agrees to ring fence the proceeds for education. • This increases burden on already struggling households, and exacerbates inequities. • This approach works if there is good targeting. If not, it may increase dependence and undermine sustainability. • A viable option, provided that this can also include partners beyond borders since Zimbabwe's private sector has shrunk.
Ensure efficiencies	Accepting that the funding situation remains constrained, one way to respond to this is to ensure value for money, i.e. getting the most out of every dollar.	• Increase PTRs and so effect savings against staff costs (and keeping the PTRs within acceptable ranges so that there is no adverse impact on quality). • Encourage proper prioritisation, focusing on a few key goals that will yield maximum results/impact. • Focusing resources on the most disadvantaged districts, communities or schools. • Make fuller use of existing infrastructure (including human resources), e.g. through hot seating or double sessions. • Effect internal re-allocation of resource centres. • Decentralise operations and resources and thus ensure lower operational costs or overheads or administrative costs, e.g. move school supervisors from province to district level	• There has to be assurance that the savings will be ploughed back into the education sector. This is reliant on the correct calculation of the PTRs (see paper on Teachers). • A potent option that may yield results if prioritisation is carefully managed. • This strategy may also reduce inequities if targeting is good. Requires good data to guide targeting. • This may reduce teaching and learning time, increase pressure on infrastructure leading to faster wear and tear. • Similar to prioritisation. This enhances balance across subsectors. To be managed carefully to avoid conflict. • Works in cases where there is capacity at these lower levels, with monitoring by provincial and national level staff. If staff are not deployed equitably, may create wider inequities.

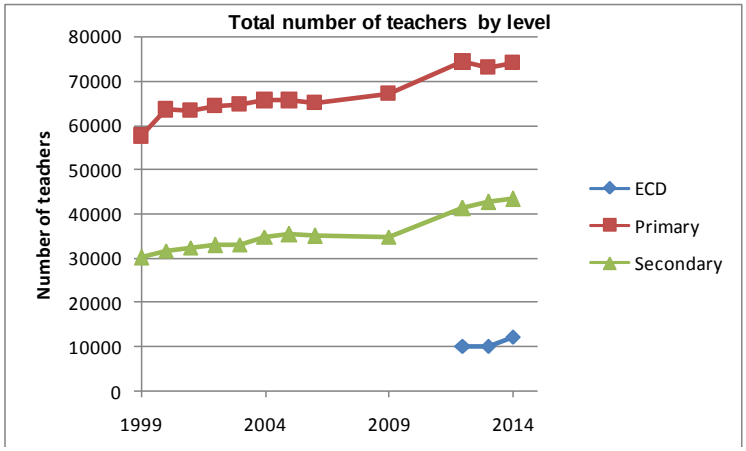
Overview

Teachers lie at the heart of the education system and the strength of the education system is largely reflected in the quality and capacity of its teaching force. The sector's human capital stock is largely responsible for the processes through which inputs are transformed into learning outcomes. Moreover, teachers are the main cost driver in the education system, with most of the staff costs, taking up nearly 99% of the entire national budget for education, accounted for by teacher salaries. Knowledge of the strength of the teaching force (numbers), overall profile of teachers (age, experience, qualifications, competencies), patterns of their deployment to different geographical areas and their allocation across the different levels of the system and learning areas (subjects) can help us to get an understanding of issues of equity, efficiency, as well as overt and "hidden" shortages that affect overall system performance and how best to address these issues.



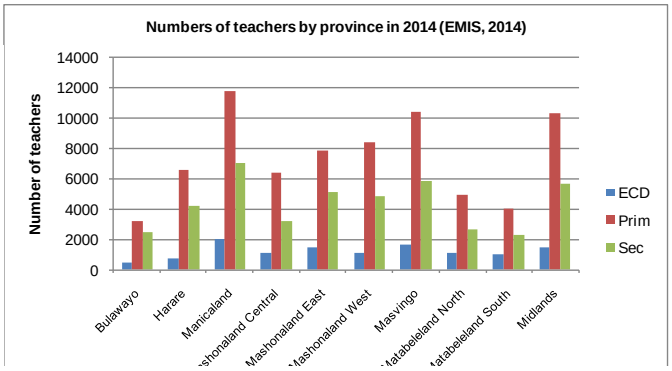
2015 Budget Allocation to MoPSE

Government Revenue and MoPSE Expenditure (US$m)	2010	2011	2012	2013	2014
MoPSE Expenditure (incl Sport, Arts and Culture for 2010-2013)	310.7	503.3	674.2	752.3	796.5
Employment costs	286.9	486.9	662.8	733.3	788.5
Employment costs as % of total expenditure	92.3%	96.7%	98.3%	97.4%	99.0%



Trend in teachers numbers

The numbers of teachers in primary and secondary schools rose steadily between 1999 and 2014. The total number of teachers in 2014 was 12,124 ECD teachers, 74,129 primary school teachers and 43,361 secondary school teachers. There were more than ten times the numbers of female teachers than male teachers at ECD level, approximately 10,000 more female teachers than male teachers at primary school level and approximately 3,000 more male teachers than female teachers at secondary level. The GPI for ECD teachers was 11.3, for primary level was 1.3 and secondary level was 0.9 for 2014.



Teacher qualifications

The percentage of qualified teachers has fluctuated between 2012 and 2014. If ECD paraprofessionals are not included among the qualified, the percentage of qualified teachers for ECD has fluctuated from 28.3% to 27.2% to 32.7% from 2012 to 2014. ECD paraprofessionals are not included among the qualified, even though most of them have received some on-the-job training. About 33% of ECD teachers have diplomas or certificates in education or they are graduates with a teaching qualification. The percentage of qualified primary school teachers fluctuated from 88.2%, to 85.9% to 89.2% from 2012 to 2014. The percentage of qualified secondary school teachers increased from 71.1%, in 2012 to 73.0% in 2013 and to 74.2% in 2014. The percentage of qualified teachers varies across provinces and districts, with the highest percentage of qualified teachers in Harare Province. The districts with the highest percentage of unqualified teachers are in the northern districts.

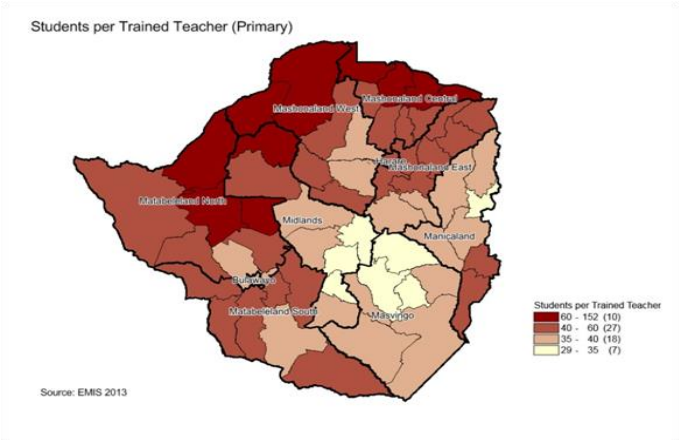
Level	PTR	Learners 2012	Teachers needed 2012	Teachers 2012	
				Actual	Qualified
ECD	20:1	1,064,590	53,230	10,173	2,880
Primary	40:1	2,415,073	60,377	74,355	65,547
Lower Secondary	33:1	1,216,398	38,616	41,759	29,687
Ordinary Level	30:1				
Advanced Level	20:1	588,382	29,419		
TOTAL		5,284,443	181,641	126,287	98,114

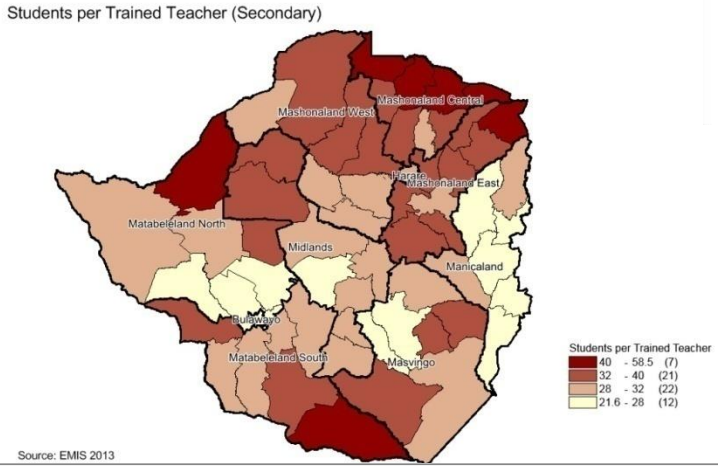
Qualifications of teachers by level 2014 (EMIS, 2014)

Qualifications	ECD			Primary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
ECD Paraprofessional	5,772	208	5,980	0	0	0	0	0	0
Diploma or certificate in education	3,066	552	3,618	33,185	23,630	56,815	10,906	10,695	21,601
Graduate with teaching qualification	270	72	342	4,744	4,533	9,277	4,455	6,115	10,570
Graduate without teaching qualification	92	42	134	1,127	1,188	2,315	3,957	5,137	9,094
Non-teaching degree	1,781	103	1,884	2,489	2,293	4,782	0	0	0
Other unqualified	157	9	166	523	417	940	905	1,191	2,096
Grand Total	**11,138**	**986**	**12,124**	**42,068**	**32,061**	**74,129**	**20,223**	**23,138**	**43,361**

Pupil to teacher ratios (PTRs)

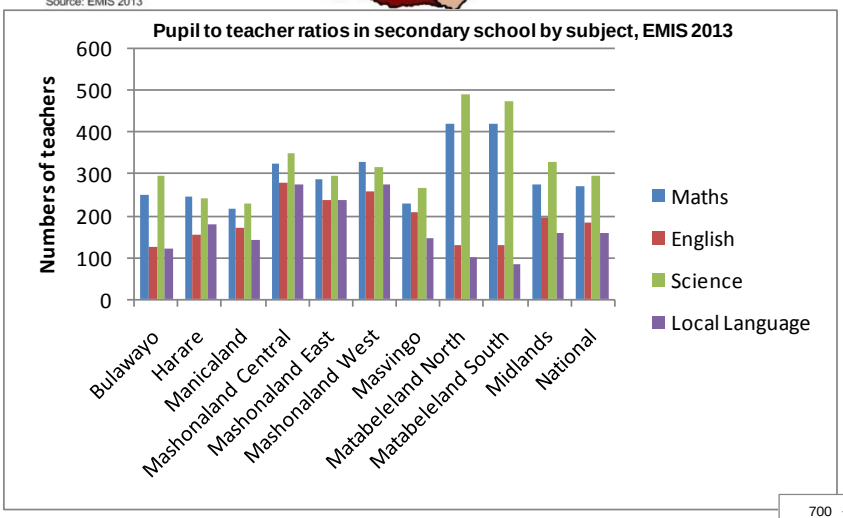
At national level, on average there are 35 learners to a teacher at ECD level, 36 learners to a teacher at primary level and 23 learners to a teacher at secondary level. There are some queries as to the reliability of the calculation of PTRs as these include the non-teaching teachers for example head teachers, deputy head teachers and teachers in charge. These figures also include the teachers recruited to teach additional subjects e.g. computers. PTRs vary considerably by province and district.





Each school must have staff establishment as laid down by the Ministry regulations as follows:

ECD	1:20
Primary	1:40
Junior secondary	1:33
Ordinary Level	1:30



The World Bank, with its partners, developed a framework called SABER (Systems Approach for Better Education Results) which has 10 core teacher policy areas which impact on teacher's job satisfaction:

1. requirements to enter and remain in teaching;
2. initial teacher preparation;
3. recruitment and employment;
4. teacher's workload and autonomy;
5. professional development;
6. compensation (salary and non-salary benefits);
7. retirement rules and benefits;
8. monitoring and evaluation of teacher quality;
9. teacher representation and voice; and
10. school leadership

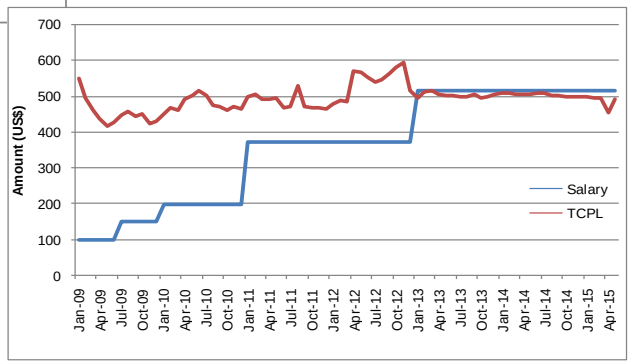
Other key issues

Teacher 's experience: more than half of the primary school teachers (51.20%) have more than ten years experience and 11.38% have less than a year's experience (EMIS,2014). At secondary level, 45% of the teachers have more than ten years experience and 8.79% have less than a year's experience.

Misplaced teachers: There are 808 secondary school trained teachers teaching in primary school, 6 ECD trained teachers teaching in secondary school and 1,205 primary school teachers teaching in secondary school.

Acting capacity (EMIS,2014): In primary schools, 53% of deputy heads, 42% of heads, and 46% of teachers-in-charge are in acting capacities. In secondary schools, 58% of deputy heads, and 46% of heads are acting.

Gender ratios of heads and deputy heads: In primary schools where there are more female teachers than male teachers, there are more male heads and deputy heads than females. In secondary schools the ratio of male:female teachers does not match the ratio of male to female heads and deputy heads, with a higher ratio of males to female heads than teachers.



Teacher Professional Standards were developed, tested and finalised in 2014. To complement these a manual and handbook have been developed. The supervision instruments related to these have been piloted and revised.

CPD has been taking place through the Teacher Capacity Development programme whose main aim is to further upgrade teacher's competency by upgrading their qualifications from certificate to diploma level, first degree level, and post-graduate diploma, higher degree, and doctoral degree levels. On-going training also covers skills in early reading and in addressing observed performance lag among primary school learners.

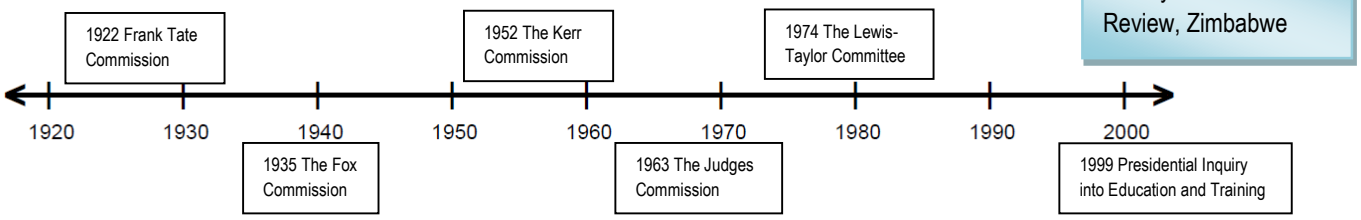
Options for addressing selected challenges involving teachers

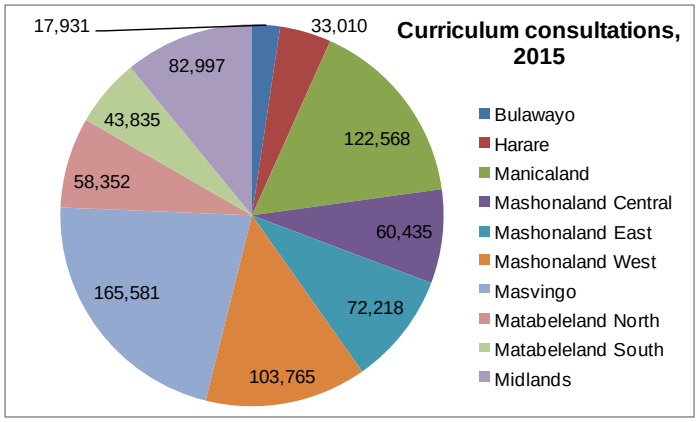
Issue	Description& Analysis	Options to Consider	Comments
Low levels of morale/motivation due to poor remuneration and general conditions of service especially in rural and resettlement areas.	Due to political disturbances in schools in 2008 and the economic meltdown in 2008, teachers' status in communities seriously declined. Starting salaries for teachers had previously been the equivalent of US$500 per month, but this was reduced to practically nothing in late 2008 due to inflation. The result was that the respect for teachers was undermined.	• A human resources survey using the SABER model to establish the current status of the teaching force. • Upscaling of the continuous professional development. • The creation of a Teaching Professional Council. • Ongoing training of teachers through the clusters. • Lobbying with Government to remove the tax on books. • The reintroduction of rural allowances and non-salary incentives (e.g. housing stands, duty free import of cars). • Reevaluate the way Pupil to Teacher Ratios (PTRs) are calculated and adjust the EMIS tool accordingly. • Reduce the number of head teachers, deputy head teachers and teachers-in-charge in acting capacities by making their appointments substantive.	• Research for the ESA indicated that there is little research on teachers' current motivation and status. • The GPE has been addressing issues of teacher professionalism through the development of Teacher Professional Standards and capacity building of teachers. • The current development of Teacher Professional Standards can form the basis for a Teaching Professional Council. • The new curriculum provides an opportunity for retraining and generating renewed interest in teaching however there is a danger that teachers will see the proposed continuous assessment as increasing their workload. • Lack of resources for use by teachers for use in delivering lessons is demotivating. • Inspection of the Total Consumption Poverty Line (TCPL) has shown that it varies by province (ZIMSEC). • Key informants have indicated the PTRs are higher than those shown in the EMIS reports. • Little or no cost is involved.
High percentage of untrained teachers	There is a high percentage of untrained teachers in primary and secondary schools with the most affected level being ECD (67.34% at ECD, 10.84% at primary and 25.81% at secondary). At secondary level there is a shortage of mathematics and science teachers.	• Revisit and restart the ZINTEC programme and develop it so that it is relevant and addresses the issues of unqualified teachers. • Provide opportunities for untrained ECD teachers, including paraprofe-ssionals, to upgrade their academic and professional qualifications.	• NFE centres can offer opportunities for academic studies. • Teachers' colleges could give ECD paraprofessional teachers preferential treatment for entry into pre-service teacher training.
Geographical disparities in the spatial distribution of qualified teachers	Mapping of teacher numbers and their qualifications at ECD, primary and secondary level at district level has highlighted geographical disparities in the distribution of qualified teachers at all levels.	• An assessment of the current teacher deployment patterns.	• Re-deployment of teachers may not be easy.
Incorrectly deployed teachers	Analysis of the information in the Teacher Development Information System has shown that some teachers are teaching at the wrong level.	• Redeployment of incorrectly placed teachers.	• Re-deployment of teachers may not be easy.

Overview

The curriculum constitutes the core of the learning agenda, and is the essential ingredient that, to a great extent, determines the nature and quality of education outcomes. It is because of widely shared concerns over quality and relevance that the 1999 Presidential Commission of Inquiry into Education and Training highlighted that a curriculum review was needed. This review is now complete, and Cabinet endorsement of the new curriculum has now been secured. Certainly, the implementation of the new curriculum will present new opportunities and challenges that are normally associated with any major reform process. Maximum benefits of this new curriculum can only be derived if the process is well managed, when the entire system - including learners, parents and communities - sufficiently embraces it, and when the teachers, instructional leaders and supervisors are adequately capacitated for the implementation phase.

History of Curriculum Review, Zimbabwe





Current Curriculum Review

Preparations prior to the launch of the curriculum review included the development of a handbook and a training manual on curriculum review, the setting up of technical working groups, the recruitment of team leaders and the mobilisation of resources (Government and partners).

The curriculum review process was launched on the 14 October 2014 and on the 28 November 2014 consultations took place at all primary and secondary schools in the country. In addition, consultations were done at district, provincial and national level; in addition there were business meetings, written and electronic submissions (a link was established on the MoPSE website), talk shows and consultations were undertaken with special interest groups.The curriculum review process was very consultative with 760,692 people involved in the consultations, however the consultations were uneven in terms of distribution between the provinces. Although the consultations were extensive and this was applauded by key informants, there were some indications that key informants did not see the curriculum framework before it was submitted to cabinet. Feedback has indicated that there are still some areas of concern, such as a need for broader approaches to sexual and reproductive health, that the process was too hurried, and there may be quality issues (key informants).

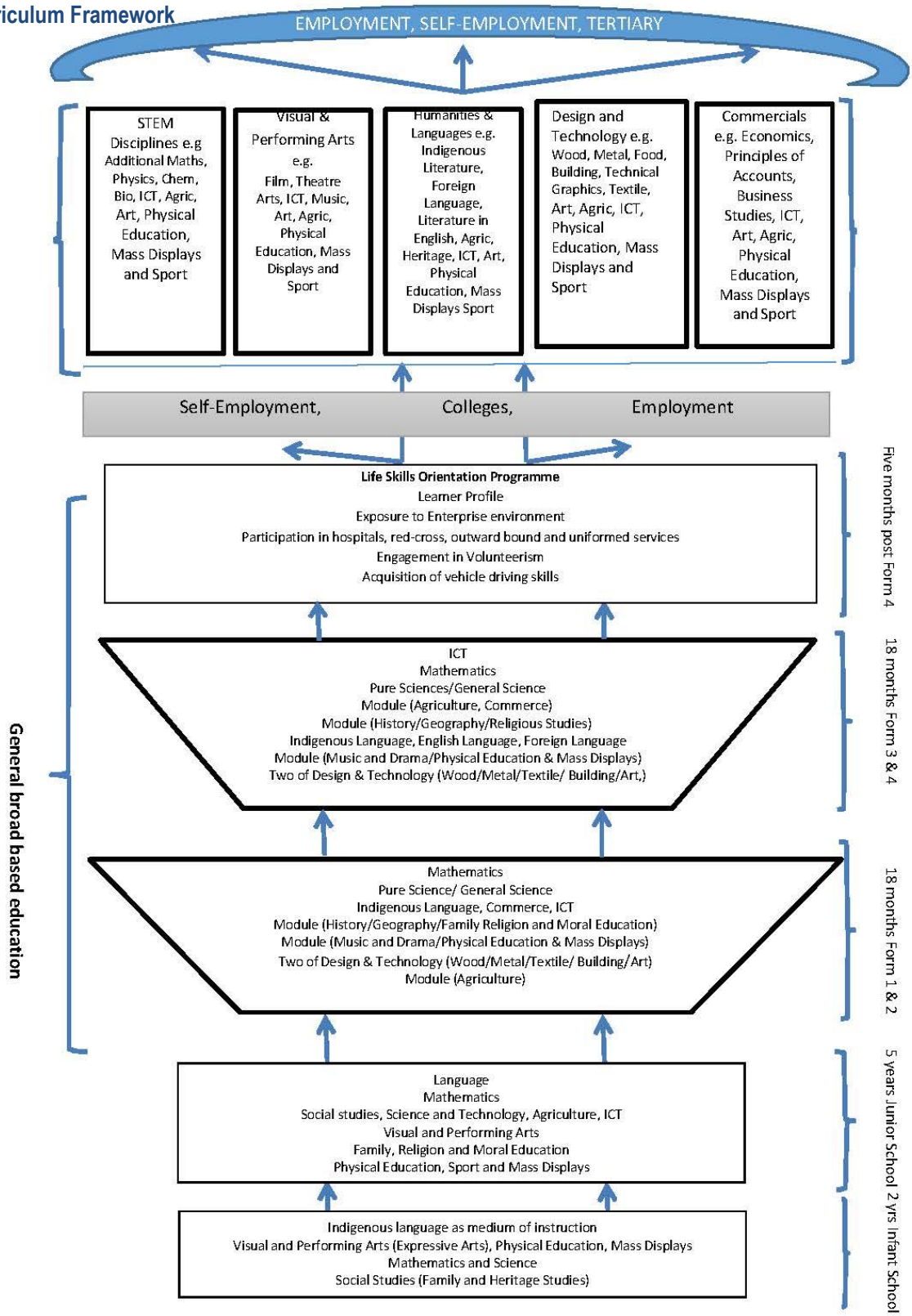
Issues from the national consultations for the curriculum review included:

- Promotion of enterprising development
- Promotion of local languages
- The need for an educational philosophy
- Promotion of the teaching of the Sciences, Maths, Technology, Technical/Vocational subjects and ICT
- Promotion of sports, arts and culture
- The role of the teacher and the learner to be revisited
- Need for a robust system of assessment to track learner progress
- Strengthening ECD
- Strengthening monitoring and evaluation
- Capacity development of teachers
- School infrastructure development
- Greater community involvement

The Draft Curriculum Framework Proposes:

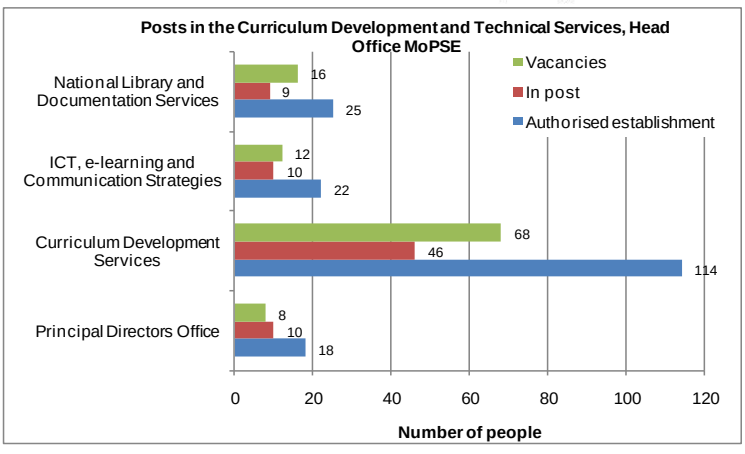
- Adoption of *unhu/ubuntu* as a philosophical approach in the new curriculum.
- Emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM) and expanded provision of Technical and Vocational Education across all levels of the education system.
- Mainstreaming of key issues: HIV/AIDS, ICT, human rights, climate change and disaster risk reduction (DRR).
- Introduction of continuous assessment in the national assessment system.
- A 'Life Skills Orientation' after Form 4 to help learners develop life skills and transition from school to work.

The Curriculum Framework



The Way Forward

There are three major phases in the new curriculum development process: inception phase (review of curriculum in 2015, that has been completed), Phase 1 and Phase 2. Phase 1 and 2 focus on the diffusion, dissemination and full implementation of the new curriculum. A detailed implementation plan and full costing of Phases 1 and 2 are still to be done. The Curriculum Framework was approved by Cabinet on 22 September 2015. MoPSE will now need to address staffing issues at Head Office to be able to implement Phase 1 and Phase 2 of the new curriculum.

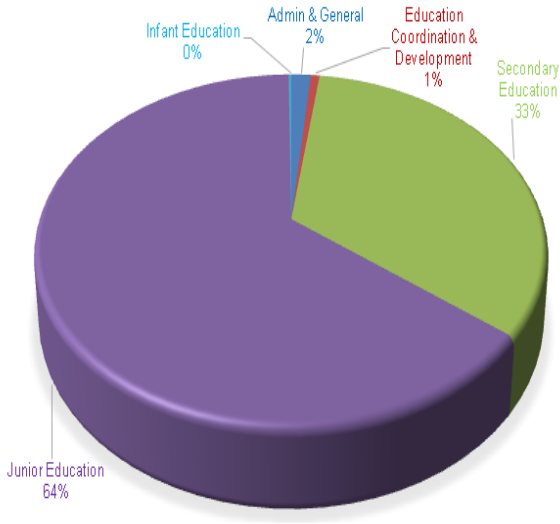


Options for addressing selected challenges in the new Curriculum

Issue	Description & Analysis	Options to Consider	Comments
The adoption by stakeholders of the new Curriculum	The process leading up to the drafting of the new Curriculum was highly consultative. The user-system is likely to embrace the new curriculum if proper diffusion and dissemination mechanisms are in place.	• The development of a communications strategy for the Curriculum implementation. • Use the MoPSE website to communicate information on the process, regular updates, policy documents, syllabi and circulars. • The development of a monitoring and evaluation framework for the development and implementation of the Curriculum.	• An effective communications strategy is key to the adoption of the Curriculum by the relevant stakeholders at all levels. The user system may not adopt the new Curriculum due to lack of adequate information regarding change in approach, especially continuous assessment. Parents and users may not adopt it. • Existing and future concerns of the new Curriculum need to be identified now and during the process so that adjustments to the process can be made to help with the adoption of the new Curriculum.
Financing of the new Curriculum	The development of a new curriculum and associated resources requires financial input. The purchase of the ETF textbooks which provided core textbooks to primary school and junior secondary cost US51m using already developed books. The new curriculum and associated systems and resources will need more funding than this.	• A detailed implementation plan and full costing of Phases 1 and 2 be developed. • Advocacy to Government to increase the budget allocation to education for use in the Curriculum development and implementation. • The existence of a supportive partnership with potential financial supporters provides potential for funding mechanisms for supporting implementation.	• There is no costed Curriculum implementation plan in place. • The new Curriculum requires resources - new syllabi, development and printing of new textbooks, in-service training of teachers, equipment and consumables for technical/vocational subjects, monitoring and supervision.
Retraining of existing staff and incorporation of the new Curriculum into all education structures (primary, secondary and tertiary)	A well trained teaching force is in existence. All they need is in-service training to empower them with skills relevant to the new curriculum. Tertiary institutions need to be involved as they should be involved with retraining and the incorporation of the new curriculum into their teaching degrees. For the products of the primary and secondary system which go on to training in tertiary institutions, there is a need to be sure that their qualifications are acceptable for the further training they wish to undertake in tertiary institutions.	• The reactivation (where inactive) and the use of existing clusters for the in-service training of teachers. • A human resources survey using the SABER model to establish the current status of the teaching force. • Revisit and restart the ZINTEC programme and develop it so that it is relevant and addresses the issues of retraining and unqualified teachers. • Involve the tertiary institutions at all levels of the Curriculum development including those training teachers, the technical/vocational institutions and the universities.	• Any new Curriculum proposal re-skills the teacher. The phenomenon of continuous assessment demands new skills of the teacher. This will also place an additional work load on a teacher who lacks motivation. • High level of unqualified teachers: 67.34% at ECD, 10.84% at primary and 25.81% at secondary. This had negative implications for the successful implementation of the new Curriculum, particularly the use of continuous assessment. • There is a danger that the new curriculum could produce learners who do not have the qualifications required for the courses they wish to take at tertiary level. Tertiary institutions must be involved at all levels of the Curriculum development to ensure that this does not happen and to ensure they can produce the 'new' teachers required for the new Curriculum.
The lack of staff in post in MoPSE	The lack of staff in post in the relevant departments of MoPSE at all levels will slow down development and implementation of the new Curriculum.	• Advocacy to extend the exemption on the post freeze on teaching posts to the rest of MoPSE. • Document and build on good practice: collect evidence of good practice and involve expert teachers.	• Understaffing in other projects has slowed down the initiation and implementation of these projects. • Existing good practices are undocumented and the lessons learned from these practices may reduce development time in some areas.

Overview

The argument that a system's strength is built from the bottom remains unassailable. A robust early learning base provides children with better opportunities for learning at higher levels, hence the intensification of efforts to ensure that every child not only participates in early learning, but they also acquire the requisite knowledge, skills and competencies expected at that level. This reality prompted MoPSE to review, in September 2013, the 2011-2015 EMTP priorities and ensure that early learning is accorded high priority. As a result, the Infant School Module (for ECD A and ECD B as well as Grade 1 and Grade 2) was formally established as one of the critical components of the education structure from 2014 onwards. Yet it is at this level that the education system still faces many challenges, among them the shortage of trained and qualified ECD teachers, infrastructure (such as classrooms, toilets, water and sanitation facilities and specialist rooms) as well as a lack of age-appropriate learning materials, furniture, equipment and play areas. It will be important to explore options and opportunities for strengthening this subsector in order to build a more robust, sustainable foundation for quality.



Proposed use of the budget allocation in MoPSE, 2015

	2012	2013	2014
Number of ECD learners	352,946	373,925	427,826
Number of ECD schools	5,624	5,670	5,822
Number of ECD teachers	10,173	9,992	12,124

Policy on ECD

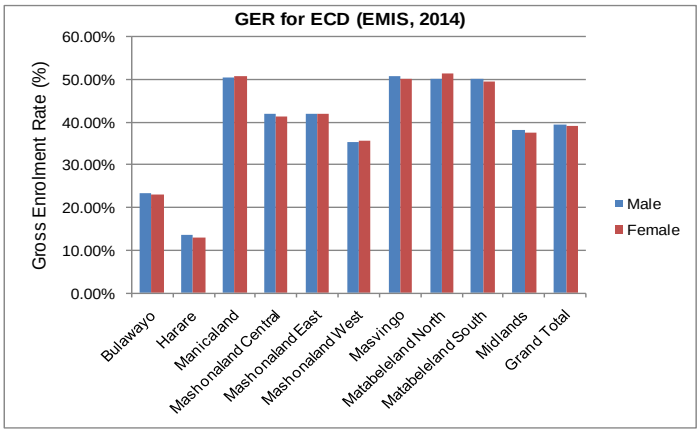
The Early Childhood Development Policy (Secretary's Circular number 14 of 2004) directed that that there will be at least one ECD class of 4 to 5 year olds attached to every primary school. The circular directed that two ECD levels (ECD A and ECD B) would be "fully incorporated" into the formal Primary School System from 2006. Director's Circular No. 12 of 2005 provides guidelines on the attachment of ECD A and ECD B to the primary school system. This policy puts forward the two phases of implementation: Phase 1 (2005-2010) was the attachment of at least one ECD class of 4 to 5 year olds. Phase 2 (2011-2015) was the attachment of at least one ECD class of 3 to 4 year olds.

Funding for ECD

Infant education, comprising Early Childhood Development (ECD A & ECD B) and Grades 1 and 2, was allocated less than 1% of the MoPSE budget in 2015. The School Development Associations/ Committees are expected to play a key role in the construction and furnishing of ECD centres, and setting of fees and levies to be paid to the centres.

Relevant Policies to ECD

- Secretary's Circular No. 14 of 2004 provided guidelines on the implementation of the recommendations of CIET (1999).
- Director's Circular No. 12 of 2005 provides guidelines on the attachment of ECD A and ECD B to the primary school system.
- Statutory Instrument 106 of 2006 specified the regulations for operations and registration of the ECD centres.
- Director's Circular No. 48 of 2007 caters for children below the age of 3.
- Director's Circular No. 3 of 2003 as amended in 2007 gives guidelines on the establishment of ECD classes with disabilities.
- Principal Director's Circular No. 49 of 2010 concerns the implementation of Phase 2, the establishment of the ECD A classes.
- Principal Director's Circular No. 20 of 2011 deals with the mushrooming of unregistered ECD Centres, which were being established to make money.



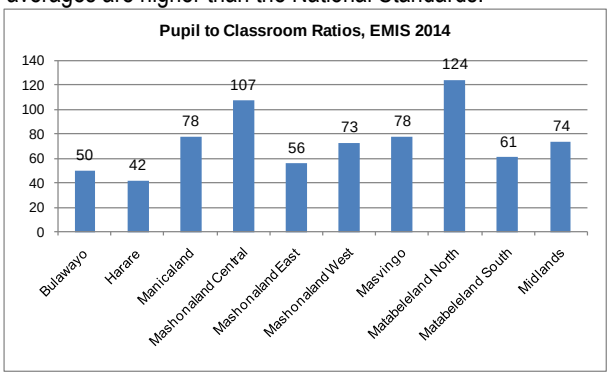
Level of Access of ECD

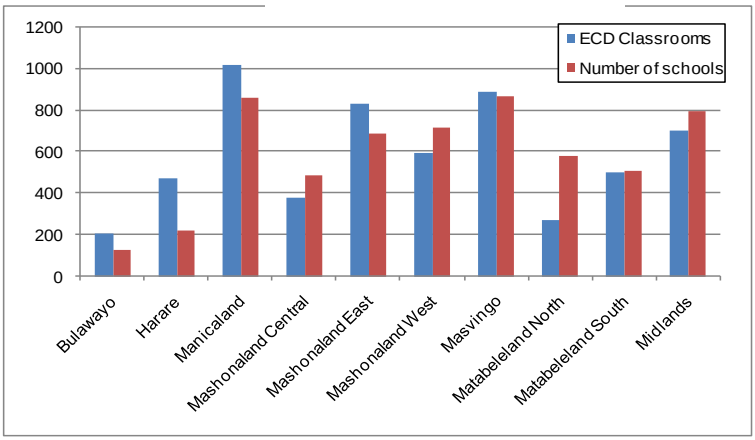
Data on ECD are available in the EMIS only since 2012. Since 2012 there has been a steady increase in the number of schools with attached ECD Centres, the number of learners and the number of teachers. ECD enrolment was up to a Gross Enrolment Rate (GER) of 39.4% in 2014. However, GERs varied by province. The low enrolment rates in the urban provinces could reflect the lack of information on private nursery schools as the MICS (2014) showed no major differences in ECD attendance between urban and rural areas. All but 41 schools out of 5,862 schools had at least one ECD class.

Research shows that the benefits of early childhood development cover a variety of areas from improved growth and development to better schooling outcomes and more productive lives(http://www.worldbank.org/en/topic/earlychildhooddevelopment).It is believed that the gap between the socio-economic groups in terms of education can be reduced through children attending ECD.

ECD Resources

The national average for the pupil to classroom ratio for ECD is 73:1. This varies by province, with Matabeleland North having the highest ratio (124:1), followed by Mashonaland Central (107:1). Few schools have more than one ECD classroom, with Harare having the most schools with more than one classroom. The national average of ECD pupils to toilets is 24:1 for females and 24:1 for males. All these averages are higher than the National Standards.





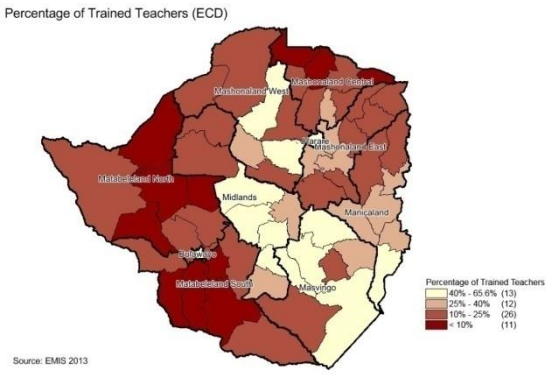
National Standards for ECD

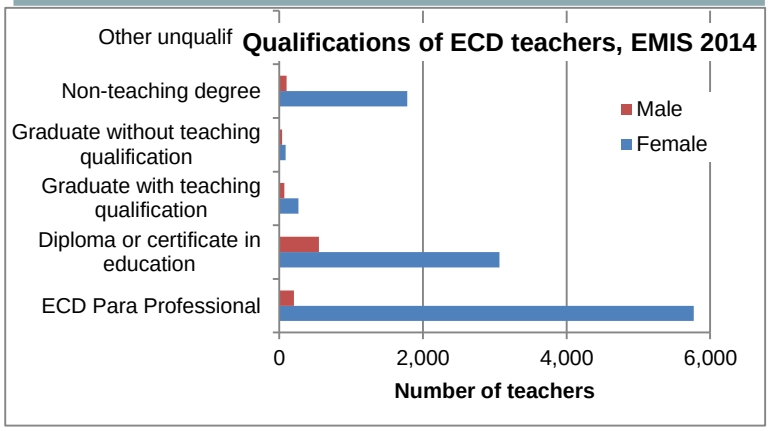
Each school must have staff establishment as laid down by the Ministry regulations as one teacher to 20 ECD pupils.

Toilets for ECD boys and girls (which should be age appropriate):

- 1 for every 25 boys
- 1 for every 20 girls

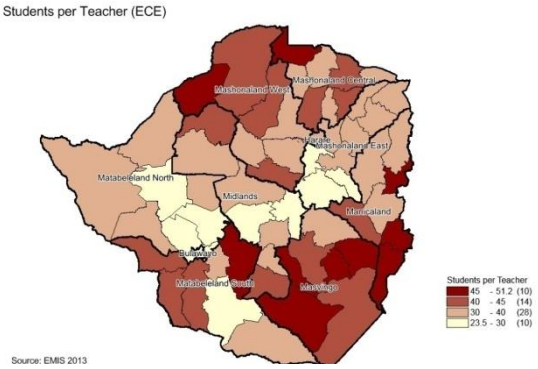
Source: MoPSE (2013) School Functionality Standards





ECD Teachers

There has been a steady increase in the number of ECD teachers in the last few years. There were 12,124 ECD teachers in 2014. Only 9% of ECD teachers were male. Of the 12,124 ECD teachers, 2184 (18%) were unqualified. In 2014, 49% of ECD teachers were paraprofessionals and 33% had diplomas or certificates in education or they were graduates with a teaching qualification. Pupil to teacher ratios in ECD stand at a national average of 36 pupils to one teacher (Table 5.5). These ratios varied by province, with Bulawayo having the lowest ratio (23:1) and Masvingo having the highest (42:1). The recommended standard is 20:1 (MoPSE (2013) School Functionality Standards).



ECD Interventions

ECD interventions under the Education Development Fund have included the distribution of ECD kits to all primary schools and the training of ECD paraprofessionals. The final batch of ECD paraprofessionals (2,500 teachers) were trained in May 2015 bringing the cumulative number that have been trained to 9,954. 49% of the ECD teachers were paraprofessionals.

Challenges in ECD as given in the Situational Analysis by Kuyayama *et al. (2013)*

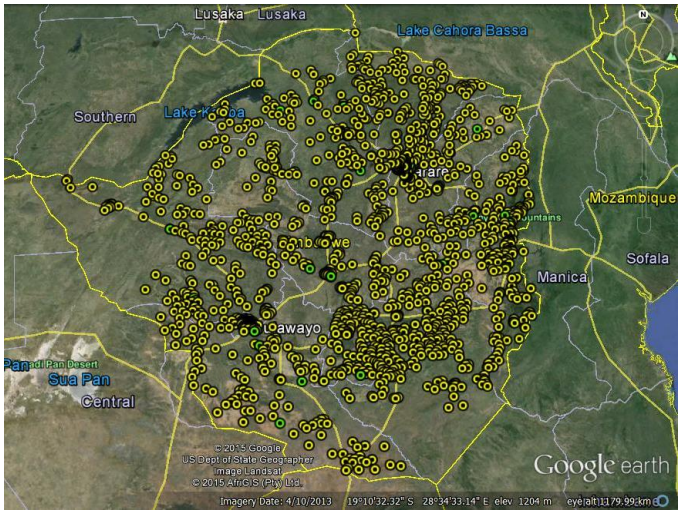
- Some children sat on the floor. Inadequate fire extinguishers and First Aid kits.
- Lack of access to ECD national syllabus and lack of access to policy documents;
- Lack of appropriate infrastructure e.g. classrooms (most primary schools had no classrooms for ECD A and B children), toilets and handwashing facilities; Child sized furniture was usually not available; Materials in the outdoor play centre were usually not proportional to the number of children using them; ECD teachers' houses were generally not available.
- Shortage of current teachers' guides, textbooks, story and picture books, and inadequate stationery (crayons, paints, paper); Non-exposure of ECD B learners to ICTs;
- Shortage of qualified teaching personnel and insufficient remuneration for paraprofessionals;
- Lack of provisions for children with disabilities;
- Lack of understanding of ECD programme needs by some school heads;
- Huge enrolments in ECD classes, leading to overcrowding;
- Lack of ECD fund raising projects; and
- Limited supervision by Education Officials due to lack of transport.

Options for addressing selected challenges in ECD

Issue	Description & Analysis	Options to Consider	Comments
Policy framework for ECD	While MoPSE has in place a policy on ECD, it is a little over ten years old. Meanwhile, the overall context has changed, and there have been new developments affecting ECD, among them the incorporation of ECD as a regular, integral part of the Infant School Module.	• Conduct a policy review to determine the adequacy of the policy framework to current context and needs. • Revise the ECD policy, ensuring that it adequately responds to current and future needs. • Enforce policy on attendance of ECD. • Strengthen monitoring of ECD policy implementation by provinces, districts and schools.	• An assessment of ECD B already conducted and results ready for use. Several other pieces of research in place. • Little or no cost involved. Demands of the new curriculum to be taken into account. • Works when adequate ECD facilities & services are available. • Such monitoring can be done without the need for additional resources.
Access to ECD	Access to ECD is low (GER=39.3%; NER=24.9%). In fact, the largest percentage of the "out-of-school population" is found at this level. Given that ECD is now an integral part of the Infant School Module, efforts should be made to ensure that every child is enrolled for ECD.	• Embark on a massive social mobilisation to promote participation of 3 to 5-year olds in ECD. • Establish community-based Infant Schools (linked to existing primary schools) to reduce walking distances. • Design and implement school feeding programmes for 3-5 age group to encourage enrolment and attendance. • Provide age-appropriate infrastructure, equipment, play and learning materials to ECD centres. • Encourage participation of private sector (e.g. establishment of private ECDs).	• An aggressive, national campaign would be required, with focus on the least served communities. • This requires resources. Arrangements have to be put in place to ensure that existing staff monitor these centres. • Resources are required. Sustainable school feeding models have to be explored designed and implemented. • Substantial resources required, and this has to be prioritised as and when resources become available. • MoPSE has to closely monitor and regulate the operation of these ECD centres to ensure adherence to standards set.
Funding of ECD	So far, ECD is largely supported through parental contributions, and receives very little support from Treasury (apart from wages for qualified ECD teachers). This has resulted in underfunding of ECD and, consequently, in inequities resulting from differences in communities' resource base.	• Lobby for Treasury providing funds to support ECD as it does for other subsectors, e.g. per capita and building grants. • Generate resources from other sources (see options under "Cost and Financing"). • Mobilise additional resources for ECD from communities. • Implement cross-sectoral initiatives (e.g. provision of nutrition, child protection, WASH services) to encourage more investment in ECD.	• Resources for education currently stretched. Availability will depend on growth of the economy and (by extension) availability of resources. • This requires resource mapping and design of a fund-raising strategy. • This option increases the financial burden on communities, especially those that are poor. • Collaboration among other sector ministries, development agencies, NGOs and CBOs necessary for convergence of services.
Availability of qualified ECD teachers	While at primary and secondary levels 89.2% and 74.2% of teachers are qualified and trained, the corresponding percentage for ECD stands at only 33.7%. Moreover, the allocation of these trained teachers reflects inequities across provinces and districts.	• Increase intake (number) of ECD teacher trainees. • Ensure that all teachers trained to teach at ECD level are actually deployed to teach at this level. Re-deploy where necessary. • Provide opportunities for untrained ECD teachers, including paraprofessionals, to upgrade their academic and professional qualifications. • Monitor allocation of trained teachers (e.g. comparing pupil to qualified teacher ratios across provinces and districts, and take corrective measures e.g. (re-deployment).	• This requires long term planning in collaboration with MoHTESTD. • This requires an assessment of the current teacher deployment patterns. Re-deployment of ECD teachers may not be easy. • NFE centres can offer opportunities for academic studies. Teachers' colleges could give such teachers preferential treatment for entry into pre-service teacher training. • Planned deployment model of teacher allocation is in place, and all that is required is to enforce, monitor and take appropriate action.

Overview

Global estimates by the World Health Organisation (WHO) show that, in any population, an estimated 10% of the population has one or more forms of disability of varying severity. Such disabilities (physical disabilities, hearing and visual impairment, albinism, autism, etc.) makes those affected particularly vulnerable because they have more restricted access to basic social and other services. A recent *Survey on Living Conditions Among Persons with Disability* confirmed that school attendance rate for children with disabilities is much lower than those without disabilities. For this reason, the 2011-2015 EMTP highlighted the need for "focusing resources on those with the greatest need", among them this group. Much has been done, but a lot more needs to be done, to meet the needs of this group. By addressing the needs of this category, we are also addressing issues of equity and basic human rights.



Schools with Authorised Special Classes or Resource Units
Yellow - Primary Schools; Green - Secondary Schools

Numbers of children	Class/Unit	2012	2013	2014	Number of units 2014
Primary School	**Resource Unit**	2,860	2,637	2,703	**364**
	Authorised Special Class	27,206	27,165	27,542	1515
Secondary School	Resource Unit	2,616	798	222	20
	Authorised Special Class	984	325	957	44

Special Schools

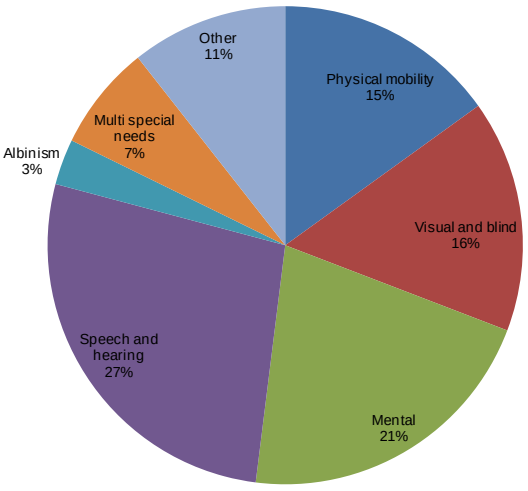
There are 32 special schools (26 primary and 6 secondary) in Zimbabwe, with 3,533 learners in 31 of these schools (SIG, 2013). 62% and 68% of the learners in the primary and secondary special schools respectively are OVC. Within the special needs schools there is a need for further training, a formal curriculum and syllabi for special needs, assessment tools, and technical and vocational training. Equipment for children with special needs was procured and distributed under the EDF.

Schools Psychological Services (SPS) & Special Needs Education (SNE)

There is a need to aggressively capacity build the Schools Psychological Services (SPS) and Special Needs Education (SNE) which currently has the potential to deliver quality services to children, but has limited capacity. Such capacity can be built through intensive on-the-job training and development of user manuals to bridge the experience gap. There is a need for advocacy, an education campaign concerning special needs, and early identification and intervention strategy for children with special needs. The learner profiling needs to be revamped so that it is more structured. There is also a need to provide affordable and durable assistive devices.

Learners with special needs in mainstream schools

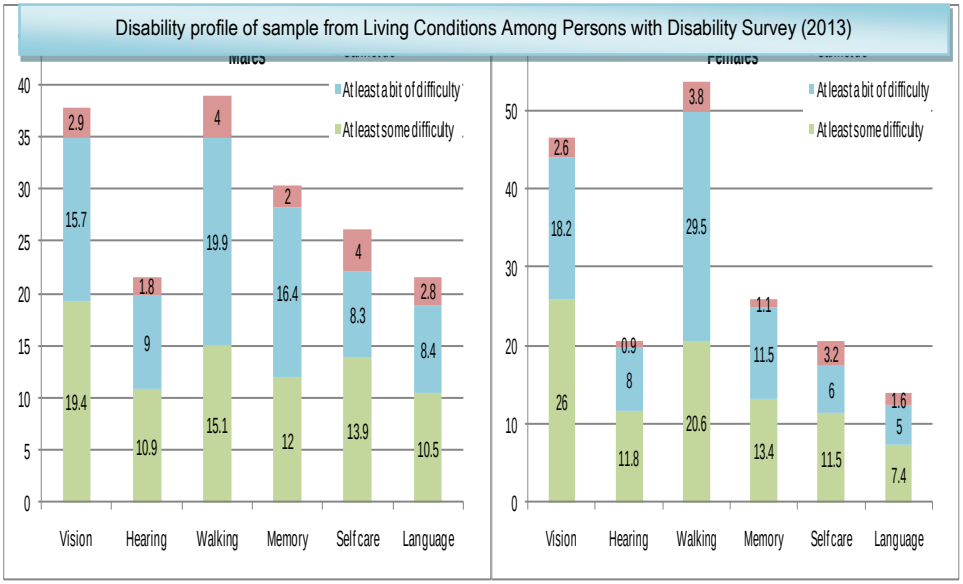
There were 27,299 learners with disabilities in primary school and 4,955 learners with disabilities in secondary school in 2014. There were differences across districts in distributions of learners with disabilities in school, with the learners concentrated in the northern districts and 6 districts in the east of the country. The estimated number of children with disabilities was 370,287 based on *Survey on Living Conditions Among Persons with Disability*. **Therefore approximately 10% of children with disabilities are in school** (this takes into account those that were in special schools). Most of the learners with disabilities are found in P3 schools compared to P1 and P2. At secondary level there are more learners with disabilities in S3 than S2 and S1 schools. There were more learners with disabilities in registered than satellite schools, and more in urban than rural schools. The number of learners with special needs decreases as you progress up the school system, indicating a high dropout of these learners. The ideal situation in the future would be full inclusivity where the teachers of all classes are able to deal with special needs. "To convert every teacher to be a teacher for every learner."



Types of disabilities of learners in school (EMIS 2014)

Key facts from "Living Conditions Among Persons with Disability Survey" (2013)

According to the National Survey on Disability and Health (2013), the prevalence of people living with disability in Zimbabwe is estimated to be 7%. Based on a population of 13,061,239 people (Census, 2012) this gives an estimated 914,287 persons living with disability. The census (2012) gave 40.5% of the population as being of school going age. Using this information, the number of school going aged children with disabilities is estimated to be 370,287 children. Sex differences in the disability profile are particularly pronounced with regards to seeing and walking. Prevalence of albinism was estimated to be 0.03%.



Disability Legislation

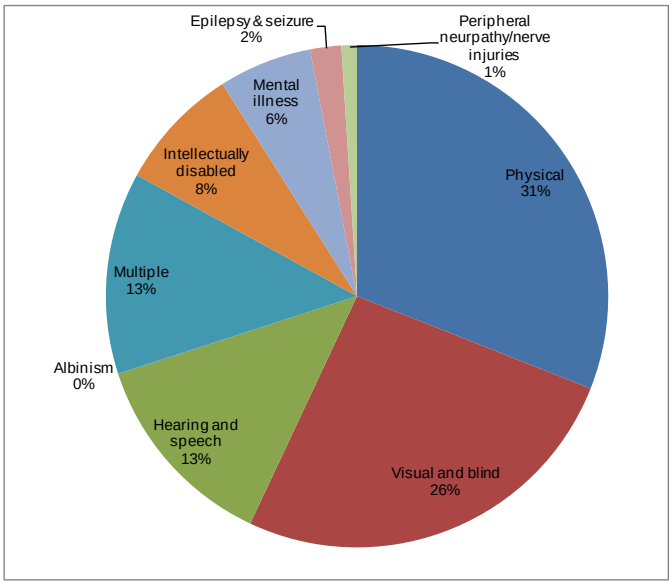
Article 13 of the African Charter on the Rights and Welfare of the Child (1990, entered into force in 1999) provides for special protection measures for children with disabilities.

Zimbabwe was the first country to come up with disability specific legislation with the Disabled Persons Act Chapter 17.01 of 1992.

Disability onset and cause (Living Conditions Among Persons with Disability Survey, 2013)

A large proportion of those with disabilities acquire them as children. With approximately 25% acquiring their disability at birth or before the age of 5 years, and approximately 45% acquiring their disability before 20 years of age.

The major causes were diseases, congenital/perinatal and accidents. The major accident causes were road traffic accidents, falls and burns.



School attendance survey results (Living Conditions Among Persons with Disability Survey, 2013)

There were fewer individuals with disabilities that have attended school at some time than those without disabilities. 84.2% of individuals with disability had attended school compared to 90.2% without disability. In urban areas, 92.5% of persons with disability and 93.9% of persons without disability have attended school at some time whilst in rural areas where 83.6% with disabilities and 90.0% without disabilities had attended school at some time. The average number of years of school attendance were 7.5 years and 7.9 years for those with and without disabilities respectively. 8.4% of urban and 16.0% of rural persons with disability gave their disability as the reason for not attending school.

Literacy of the disabled persons above the age of 15 was 76.9% compared to non-disabled persons of 92.9%. There was substantial difference in literacy rates of people with disabilities across provinces, with the highest literacy rates being in Harare and Bulawayo for both the disabled and non-disabled persons.

Staff establishment in Authorised Special Classes should have a pupil to teacher ratio of 10-19 learners to 1 teacher (School Functionality Standards). Resource Units are of several different types. Units with deaf and hearing impaired learners should have a ratio of 1 teacher to 7 learners. Their classrooms should be sound proofed, with a minimum of dust, with efforts to reduce visual distraction. Resource units for the visually impaired learners should have a ratio of 1 teacher to 10 learners. There should be specialised equipment for mobility training, Braille machines, tactile learning aids, large print books, tape recorders and computers. Resource units for learners with moderate to severe learning disabilities which can cope socially should have a ratio of 1 teacher to 7 learners. Resource units for learners with physical disabilities should have a ratio of 1 teacher to 10 learners. Where none of these are viable, a school can have a multi-purpose unit. The resource should not be full time. There should be a programme designed for each learner, and the unit should be there to give support to the learner. For the more severely disabled the unit may be full time. The ideal situation for the future would be full inclusivity where the teachers of all classes are able to deal with special needs. "To convert every teacher to be a teacher for every learner."

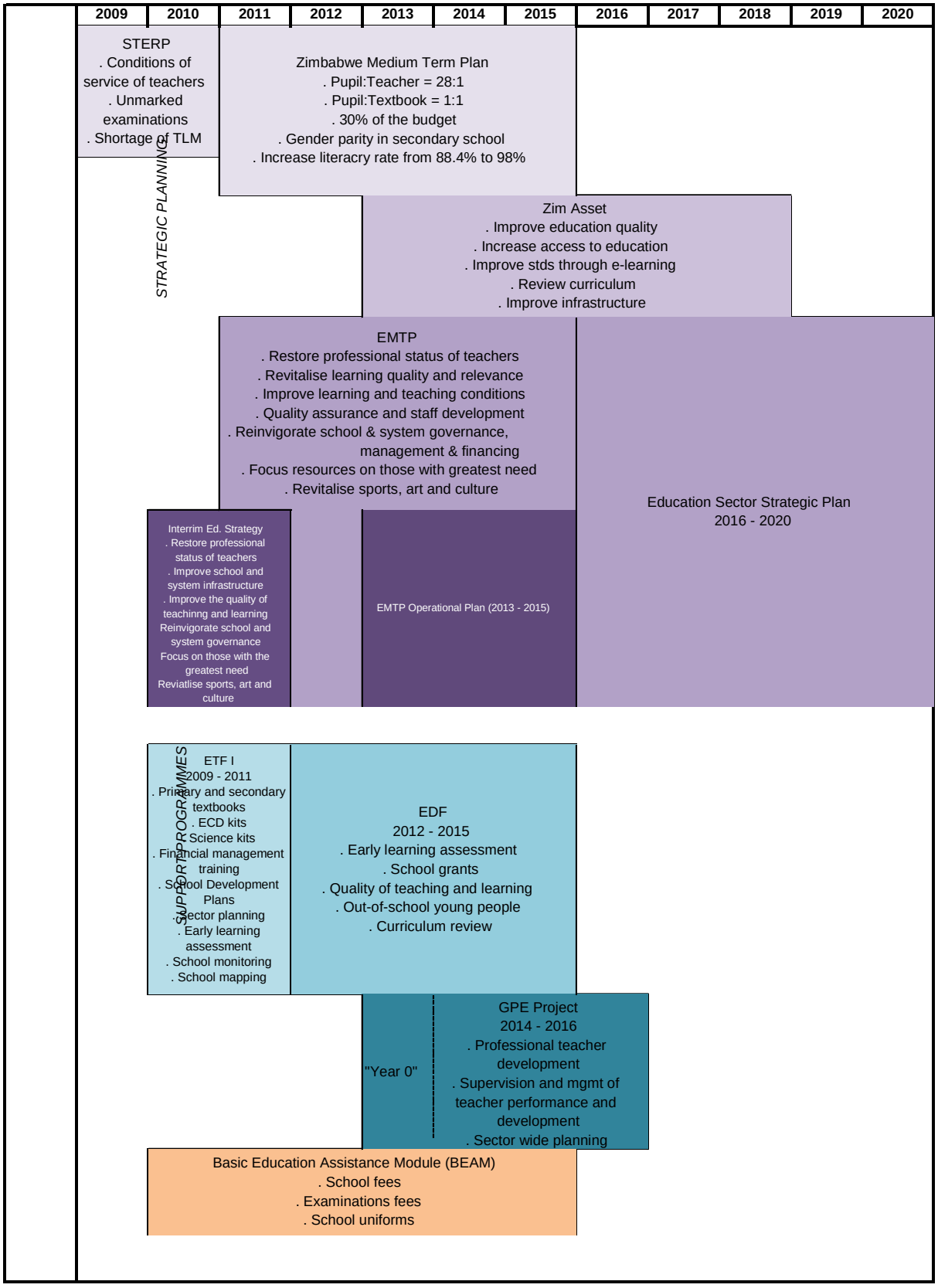
Options for addressing selected challenges in Special Needs

Issue	Description & Analysis	Options to Consider	Comments
Approximately 10% of children with special needs are enrolled in school	*The Living Conditions Among People With Disability Survey* estimated that 7% of the population of Zimbabwe are living with disabilities. Using Census (2012) information concerning the percentage of children in the population of school going age (40.5%) this gives 370,287 children with disabilities. EMIS data indicates that approximately 10% of these are in school.	• Increase the numbers of and expand the existing Authorised Special Classes, especially in Mashonaland Central, Matabeleland North and Matabeleland South. • Develop a full inclusivity policy for special needs. • Revamp learner profiling. • Develop and implement an education campaign for special needs. • Develop and provide locally made affordable and durable assistive devices.	• Learners with disabilities often have too far to travel to school. The current facilities are not adequate to cope with learners with special needs. • Parents reported that the costs of schooling, both direct and indirect, were too high. • There is a need to identify learners with special needs early so that they do not drop out of school when their needs are not met. • Although perceptions and attitudes towards learners with disabilities were largely positive, there were issues with abuse, bullying and stigma. • Parents reported that the costs of schooling, both direct and indirect, were too high.
Lack of experienced staff in MoPSE	Whilst staff are available with MoPSE, there was a serious loss of experienced staff in special needs.	• Develop a capacity building programme for Schools Psychological Services. • Develop user manuals to bridge the experience gap. • Advocacy to extend the exemption on the post freeze on teaching posts to the rest of MoPSE.	• Some of the experienced staff that left MoPSE are still within the country. There people could be approached to assist in the development of capacity and the writing of manuals. • There is a need to fill posts at all levels within MoPSE concerning special needs.
No formalised curriculum and syllabi for special needs schools	Zimbabwe has 32 special needs schools, each specialising in a different set of disabilities. Most teachers interviewed in these schools had received Special Education Needs training but expressed the need for (a) further training so that they can manage their diverse classes; (b) formal curriculum and syllabi for special needs children, with accompa-nying assessment tools; and (c) support for teaching vocational, life and self-help skills, improving student's psychomotor skills, reading, writing and computer skills.	• Review existing policies and legislation concerning special needs. • Development of a training programme for existing staff in special needs schools. • Develop a formal curriculum and syllabi for special needs, assessment tools, and technical and vocational training.	• The capacity gaps in terms of experience and staff will affect the implementation of these activities. • The development of a formal curriculum and syllabi for special needs should be done in conjunction with the development of the new Curriculum and should encompass special needs within mainstream schools.

Annex C. List of key informants/stakeholders consulted

Name	Organisation	Position
Hon. Dr. L.D.K Dokora	MoPSE	Minister of Primary and Secondary Education
Hon. Prof P.Mavhima	MoPSE	Deputy Minister of Primary and Secondary Education
Dr S.J. Utete-Masango	MoPSE	Permanent Secretary, Ministry of Primary and Secondary Education
Mr J. Gonese	MoPSE	Principal Director, Finance, Administration, Human Resources and Discipline Services
Ms K.R.L. Nyanungo	MoPSE	Principal Director, Quality Assurance and Infant School Education
Ms Musoko	MoPSE	Director, Infant School Education
Mr P. Muzawazi	MoPSE	Director of Policy, Research and Planning
Ms B. Wenjere	MoPSE	Director of Finance and Administration
Mrs Fundira	MoPSE	Department of Policy, Research and Planning
Ms E. Mahlauro and Mr L. Tambandini	MoPSE	Department of Policy, Research and Planning
Mr P. Mubau	MoPSE	Deputy Director, Human Resources
Mr Doba	MoPSE	Director, Secondary and Non-formal Education
Ms Machingaidze	ZIMSEC	Assistant Director Test Development, Research and Evaluation
Ms F. Nkala	Camfed	National Director
Dr S Harvey	DFID	Education Advisor
Mr M. Rafomoyo	ECOZI	National Coordinator
Mr C. Mubwandarikwa	PTUZ	Harare Provincial Chairman
Ms T. Muzhandu	World Education	National Education Coordinator
UNICEF staff	UNICEF	Various members of staff at UNICEF (including curriculum review, ECD, EDF, education data analyst, emergency specialist, EMIS, GPE, health, HIV, SIG, Section heads of BEGE and SPSS)

Annex D. Issues to be addressed by strategic planning and strategic programmes



Annex E. Zimbabwe Flood Prone Areas (OCHA, 2009)

Annex F. Detailed tables used in the Chapters

Table F.1 Numbers of schools by education level, registration status and school ownership type (2014)

Responsible authority	ECD only	Primary only	ECD and Primary	Forms 1-4	Forms 5-6	Total
Church/Mission	0	6	411	133	176	726
Registered		6	374	67	176	623
Satellite			37	66		103
City council	0	1	123	3	12	139
Registered			118	1	12	131
Satellite		1	5	2		8
District council	0	6	4634	1381	372	6393
Registered		1	3781	743	370	4895
Satellite		5	853	638	2	1498
Farm	0	0	120	15	2	137
Registered			106	5	2	113
Satellite			14	10		24
Government	1	6	278	45	161	491
Registered	1	6	270	40	161	478
Satellite			8	5		13
Mine	0	0	41	5	3	49
Registered			39	5	3	47
Satellite			2			2
Other	0	17	84	21	38	160
Registered		16	76	14	35	141
Satellite		1	8	7	3	19
Private Company	0	4	101	8	27	140
Registered		2	90	4	25	121
Satellite		2	11	4	2	19
Town board	0	0	18	6	9	33
Registered			15	4	9	28
Satellite			3	2		5
Not specified	0	1	12	5	0	18
Registered						0
Satellite		1	12	5		18
TOTAL	**1**	**41**	**5822**	**1622**	**800**	8286
Registered	**1**	**31**	**4869**	**883**	**793**	6577
Satellite	**0**	**10**	**953**	**739**	**7**	1709

Note: There was one school which did not have a specified level or a specified responsible authority.

Table F.2a Status of teachers in primary schools in 2014 (EMIS, 2014)

Qualification	Substantive			Acting		
	Female	Male	Total	Female	Male	Total
Head	688	2,067	2,755	452	1,517	1,969
Deputy Head	713	1,281	1,994	709	1,514	2,223
Teacher-in-Charge	1,416	465	1,881	1,275	342	1,617
Senior teachers	26,205	17,229	43,434	278	407	685
Teachers	6,688	3,969	10,657	43	36	79
Temporary teachers	1,909	1,985	3,894	9	20	29
Grand Total	37,619	26,996	64,415	2,766	3,836	6,602

Table F2.b Status of teachers in secondary schools in 2014(EMIS, 2014)

Qualification	Substantive			Acting		
	Female	Male	Total	Female	Male	Total
Head	165	892	1,057	162	736	898
Deputy Head	187	496	683	234	708	942
Teacher-in-Charge	283	364	647	167	231	398
Senior teachers	12,132	12,358	24,490	174	272	446
Teachers	6,671	6,424	13,095	25	36	61
Temporary teachers	443	700	1,143	0	3	3
Grand Total	19,881	21,234	41,115	762	1,986	23,982

Table F.3 Grade 7 examination results by school type for 2013 (EMIS, 2014)

Grade 7 results	Number who sat			Number who passed			Percentage who passed		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Province	153,340	149,870	303,210	52,842	46,957	99,799	34.46%	31.33%	32.91%
Bulawayo	7,230	6,750	13,980	4,983	4,117	9,100	68.92%	60.99%	65.09%
Harare	17,541	16,678	34,219	11,121	9,929	21,050	63.40%	59.53%	61.52%
Manicaland	22,018	22,665	44,683	7,159	6,596	13,755	32.51%	29.10%	30.78%
Mashonaland Central	12,738	13,167	25,905	2,937	3,083	6,020	23.06%	23.41%	23.24%
Mashonaland East	17,578	18,040	35,618	4,609	4,292	8,901	26.22%	23.79%	24.99%
Mashonaland West	17,849	18,001	35,850	4,492	4,316	8,808	25.17%	23.98%	24.57%
Masvingo	18,282	17,446	35,728	6,105	5,709	11,814	33.39%	32.72%	33.07%
Matabeleland North	10,430	9,375	19,805	2,168	1,415	3,583	20.79%	15.09%	18.09%
Matabeleland South	9,848	9,116	18,964	2,319	1,488	3,807	23.55%	16.32%	20.07%
Midlands	19,826	18,632	38,458	6,949	6,012	12,961	35.05%	32.27%	33.70%
Type	153,340	149,870	303,210	52,842	46,957	99,799	34.46%	31.33%	32.91%
P1	8,849	8,221	17,070	6,926	6,032	12,958	78.27%	73.37%	75.91%
P2	31,216	29,779	60,995	18,617	16,562	35,179	59.64%	55.62%	57.68%
P3	113,275	111,870	225,145	27,299	24,363	51,662	24.10%	21.78%	22.95%
Location	153,340	149,870	303,210	52,842	46,957	99,799	34.46%	31.33%	32.91%
Urban	39,246	37,255	76,501	25,546	22,536	48,082	65.09%	60.49%	62.85%
Rural	114,094	112,615	226,709	27,296	24,421	51,717	23.92%	21.69%	22.81%
Registration status	153,340	149,870	303,210	52,842	46,957	99,799	34.46%	31.33%	32.91%
Registered	143,578	139,846	283,424	51,364	45,514	96,878	35.77%	32.55%	34.18%
Satellite	9,762	10,024	19,786	1,478	1,443	2,921	15.14%	14.40%	14.76%
Responsible authority	153,340	149,870	303,210	52,842	46,957	99,799	34.46%	31.33%	32.91%
Church/Mission	12,757	12,256	25,013	5,632	5,060	10,692	44.15%	41.29%	42.75%
City council	10,623	9,935	20,558	7,094	6,074	13,168	66.78%	61.14%	64.05%
District council	100,092	98,766	198,858	21,608	19,149	40,757	21.59%	19.39%	20.50%
Farm	1,969	2,001	3,970	596	647	1,243	30.27%	32.33%	31.31%
Government	20,681	19,512	40,193	13,836	12,052	25,888	66.90%	61.77%	64.41%
Mine	1,480	1,365	2,845	749	667	1,416	50.61%	48.86%	49.77%
Other	2,528	2,727	5,255	1,423	1,471	2,894	56.29%	53.94%	55.07%
Private company	1,943	1,991	3,934	1,253	1,222	2,475	64.49%	61.38%	62.91%
Town board	1,267	1,317	2,584	651	615	1,266	51.38%	46.70%	48.99%
Unclassified	12	17	29	4	7	11	33.33%	41.18%	37.93%

Table F.4 'O' Level examination results by school type for 2013 (EMIS, 2014) - internal students only

'O' Level Results	Number who sat			Number who passed			Percentage who passed		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Province	77,645	82,296	159,941	16,803	20,215	37,018	21.64%	24.56%	23.14%
Bulawayo	5,075	4,231	9,306	1,233	1,103	2,336	24.3%	26.07%	25.1%
Harare	8,674	8,600	17,274	2,326	2,362	4,688	26.82%	27.47%	27.14%
Manicaland	11,628	13,383	25,011	2,749	3,300	6,049	23.64%	24.66%	24.19%
Mashonaland Central	5,483	6,891	12,374	952	1,435	2,387	17.36%	20.82%	19.29%
Mashonaland East	9,783	11,121	20,904	2,151	2,576	4,727	21.99%	23.16%	22.61%
Mashonaland West	8,624	10,074	18,698	1,422	2,061	3,483	16.49%	20.46%	18.63%
Masvingo	10,080	10,900	20,980	2,316	3,137	5,453	22.98%	28.78%	25.99%
Matabeleland North	4,246	3,576	7,822	656	683	1,339	15.45%	19.1%	17.12%
Matabeleland South	4,550	3,669	8,219	977	905	1,882	21.47%	24.67%	22.9%
Midlands	9,502	9,851	19,353	2,021	2,653	4,674	21.27%	26.93%	24.15%
Type	77,645	82,296	159,941	16,803	20,215	37,018	21.64%	24.56%	23.14%
S1	8,792	8,380	17,172	4,212	4,002	8,214	47.91%	47.76%	47.83%
S2	20,594	19,193	39,787	5,465	5,745	11,210	26.54%	29.93%	28.18%
S3	48,251	54,717	102,968	7,122	10,466	17,588	14.76%	19.13%	17.08%
Unclassified	6	8	2	4	14	6	50.00%	33.33%	42.86%
Location	77,645	82,296	159,941	16,803	20,215	37,018	21.64%	24.56%	23.14%
Urban	23,326	22,267	45,593	5,954	6,380	12,334	25.53%	28.65%	27.05%
Rural	54,311	60,023	114,334	10,845	13,833	24,678	19.97%	23.05%	21.58%
Unclassified	8	6	14	4	2	6	50.00%	33.33%	42.86%
Registration status	77,645	82,296	159,941	16,803	20,215	37,018	21.64%	24.56%	23.14%
Registered	71,272	73,967	145,239	16,361	19,362	35,723	22.96%	26.18%	24.6%
Satellite	6,373	8,329	14,702	442	853	1,295	6.94%	10.24%	8.81%
Responsible authority	77,645	82,296	159,941	16,803	20,215	37,018	21.64%	24.56%	23.14%
Church/Mission	13,237	11,832	25,069	6,460	5,958	12,418	48.8%	50.35%	49.54%
City council	1,302	1,433	2,735	261	346	607	20.05%	24.15%	22.19%
District council	38,272	44,428	82,700	4,042	6,863	10,905	10.56%	15.45%	13.19%
Farm	343	436	779	51	144	195	14.87%	33.03%	25.03%
Government	19,581	19,118	38,699	4,303	5,009	9,312	21.98%	26.2%	24.06%
Mine	284	380	664	32	72	104	11.27%	18.95%	15.66%
Other	2,194	2,155	4,349	884	901	1,785	40.29%	41.81%	41.04%
Private company	1,151	1,281	2,432	528	645	1,173	45.87%	50.35%	48.23%
Town board	1,273	1,227	2,500	238	275	513	18.7%	22.41%	20.52%
Unclassified	8	6	14	4	2	6	50.00%	33.33%	42.86%

Table F.5 'A' Levelexamination results by school type for 2013 (EMIS, 2014) - internal students only

'A' Level Results	Number who sat			Number who passed			Percentage who passed		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Province	14,262	18,032	32,294	12,220	14,709	26,929	85.68%	81.57%	83.39%
Bulawayo	1,395	1,188	2,583	1,168	903	2,071	83.73%	76.01%	80.18%
Harare	2,106	2,384	4,490	1,806	1,825	3,631	85.75%	76.55%	80.87%
Manicaland	2,070	3,021	5,091	1,827	2,505	4,332	88.26%	82.92%	85.09%
Mashonaland Central	720	1,095	1,815	648	935	1,583	90.00%	85.39%	87.22%
Mashonaland East	1,484	1,998	3,482	1,348	1,723	3,071	90.84%	86.24%	88.20%
Mashonaland West	1,163	1,857	3,020	965	1,448	2,413	82.98%	77.98%	79.90%
Masvingo	2,036	2,849	4,885	1,748	2,478	4,226	85.85%	86.98%	86.51%
Matabeleland North	549	561	1,110	416	366	782	75.77%	65.24%	70.45%
Matabeleland South	926	768	1,694	778	622	1,400	84.02%	80.99%	82.64%
Midlands	1,813	2,311	4,124	1,516	1,904	3,420	83.62%	82.39%	82.93%
Type	14,262	18,032	32,294	12,220	14,709	26,929	85.68%	81.57%	83.39%
S1	3,879	3,998	7,877	3,412	3,249	6,661	87.96%	81.27%	84.56%
S2	5,060	5,753	10,813	4,314	4,643	8,957	85.26%	80.71%	82.84%
S3	5,323	8,281	13,604	4,494	6,817	11,311	84.43%	82.32%	83.14%
Location	14,262	18,032	32,294	12,220	14,709	26,929	85.68%	81.57%	83.39%
Urban	6,215	7,078	13,293	5,175	5,518	10,693	83.27%	77.96%	80.44%
Rural	8,047	10,954	19,001	7,045	9,191	16,236	87.55%	83.91%	85.45%
Registration status	14,262	18,032	32,294	12,220	14,709	26,929	85.68%	81.57%	83.39%
Registered	14,241	17,983	32,224	12,207	14,678	26,885	85.72%	81.62%	83.43%
Satellite	21	49	70	13	31	44	61.90%	63.27%	62.86%
Responsible authority	14,262	18,032	32,294	12,220	14,709	26,929	85.68%	81.57%	83.39%
Church/Mission	4,568	4,467	9,035	4,198	3,952	8,150	91.90%	88.47%	90.20%
City council	356	510	866	276	412	688	77.53%	80.78%	79.45%
District council	2,965	5,184	8,149	2,424	4,180	6,604	81.75%	80.63%	81.04%
Farm	29	59	88	25	56	81	86.21%	94.92%	92.05%
Government	4,858	6,073	10,931	4,054	4,746	8,800	83.45%	78.15%	80.50%
Mine	17	34	51	11	23	34	64.71%	67.65%	66.67%
Other	642	654	1,296	593	554	1,147	92.37%	84.71%	88.50%
Private company	520	693	1,213	442	554	996	85.00%	79.94%	82.11%
Town board	307	358	665	197	232	429	64.17%	64.80%	64.51%

Table F.6 ECD pupil to classroom ratio (PCR) and classrooms per school in 2014 (EMIS, 2014)

Primary schools	Enrolment	Classrooms	PCR
Province	427,826	5,884	73
Bulawayo	10,483	209	50
Harare	19,688	472	42
Manicaland	80,003	1,021	78
Mashonaland Central	41,200	384	107
Mashonaland East	46,727	831	56
Mashonaland West	43,570	599	73
Masvingo	69,510	891	78
Matabeleland North	33,879	274	124
Matabeleland South	30,679	500	61
Midlands	52,087	703	74
Grant type	427,826	5,884	73
P1	13,360	358	37
P2	44,588	803	56
P3	369,878	4,723	78
Location	427,826	5,884	73
Urban	54,174	1,140	48
Rural	373,652	4,744	79
Registration status	427,826	5,884	73
Registered	379,135	5,461	69
Satellite	48,691	423	115
Responsible Authority	427,826	5,884	73
Church/Mission	33,287	568	59
City council	12,743	216	59
District council	329,280	4,023	82
Farm	7,622	110	69
Government	25,129	473	53
Mine	4,318	86	50
Other	5,623	172	33
Private company	6,894	183	38
Town board	2,211	42	53
Unclassified	719	11	65

Table F.7 Primary pupil to classroom ratio (PCR) and classrooms per school in 2014 (EMIS, 2014)

Primary schools	Enrolment	Classrooms	PCR
Province	2,658,690	58,556	45
Bulawayo	105,255	2,280	46
Harare	256,143	4,578	56
Manicaland	416,271	9,994	42
Mashonaland Central	247,872	4,696	53
Mashonaland East	287,880	6,714	43
Mashonaland West	315,547	6,158	51
Masvingo	350,424	8,365	42
Matabeleland North	178,898	3,827	47
Matabeleland South	147,666	4,043	37
Midlands	352,734	7,901	45
Grant type	2,658,690	58,556	45
P1	130,749	3,455	38
P2	471,056	8,201	57
P3	2,056,885	46,900	44
Location	2,659,869	58,556	45
Urban	588,461	11,293	52
Rural	2,071,408	47,263	44
Registration status	2,659,869	58,556	45
Registered	2,398,282	54,936	44
Satellite	261,587	3,620	72
Responsible Authority	2,659,869	58,556	45
Church/Mission	210,092	5,241	40
City council	156,778	2,441	64
District council	1,824,141	41,034	44
Farm	40,946	903	45
Government	299,250	5,394	55
Mine	24,828	585	42
Other	43,925	1,350	33
Private company	36,907	1,234	30
Town board	21,432	335	64
Unclassified	1,570	39	64

Table F.8 Secondary pupil to classroom ratio (PCR) and classrooms per school in 2014 (EMIS, 2014)

Secondary schools	Enrolment	Classrooms	PCR
Province	979,644	22,437	43.66
Bulawayo	52,226	961	54.35
Harare	96,165	1,867	51.51
Manicaland	152,696	3,806	40.12
Mashonaland Central	76,678	1,681	45.61
Mashonaland East	121,296	2,859	42.43
Mashonaland West	113,819	2,364	48.15
Masvingo	130,445	3,321	39.28
Matabeleland North	53,790	1,231	43.7
Matabeleland South	54,582	1,399	39.02
Midlands	127,947	2,948	43.4
Grant type	979,644	22,437	44
S1	100482	2789	36
S2	220291	3828	58
S3	658771	15812	42
Unclassified	100	8	13
Location	979,644	22,437	44
Urban	254436	4868	52
Rural	725108	17561	41
Unclassified	100	8	13
Registration status	979,644	22,437	44
Registered	854781	20243	42
Satellite	124863	2194	57
Responsible Authority	979,644	22,437	44
Church/Mission	149762	3883	39
City council	15175	282	54
District council	535371	12623	42
Farm	4908	103	48
Government	219102	3867	57
Mine	3565	89	40
Other	23260	806	29
Private company	14303	531	27
Town board	13744	243	57
Unclassified	454	10	45

Table F.9 Primary schools running two sessions in 2012-2014 (EMIS, 2014)

Primary school	2012		2013		2014	
	Total number of schools with two sessions	% of schools with two sessions	Total number of schools with two sessions	% of schools with two sessions	Total number of schools with two sessions	% of schools with two sessions
Province	624	10.85%	639	11.01%	677	11.55%
Bulawayo	49	38.28%	49	38.28%	51	39.23%
Harare	110	49.55%	112	50.22%	113	50.22%
Manicaland	54	6.30%	54	6.29%	55	6.36%
Mashonaland Central	92	19.05%	94	19.34%	102	20.90%
Mashonaland East	101	15.03%	104	15.38%	116	16.86%
Mashonaland West	112	15.93%	115	16.13%	121	16.83%
Masvingo	54	6.34%	56	6.55%	60	6.93%
Matabeleland North	13	2.34%	12	2.09%	12	2.07%
Matabeleland South	4	0.79%	6	1.19%	8	1.58%
Midlands	35	4.51%	37	4.70%	39	4.91%
Type	624	10.85%	639	11.01%	677	11.55%
P1	10	4.85%	10	4.74%	10	4.65%
P2	245	52.80%	249	54.13%	258	54.89%
P3	369	7.26%	380	7.40%	409	7.90%
Location	622	10.85%	639	11.01%	677	11.55%
Urban	253	41.54%	259	7.33%	263	41.81%
Rural	369	7.18%	380	41.64%	414	7.91%
Unclassified	2	25.00%				
Registration	624	10.85%	639	11.01%	677	11.55%
Registered	604	12.35%	616	12.59%	652	13.30%
Satellite	20	2.32%	23	2.52%	25	2.60%
Responsible authority	624	10.85%	639	11.01%	677	11.55%
Church/Mission	37	9.46%	37	9.23%	36	8.63%
City council	86	73.50%	88	73.95%	95	76.61%
District council	316	6.99%	332	7.18%	362	7.80%
Farm	15	12.71%	17	13.93%	17	14.17%
Government	120	43.48%	123	43.46%	124	44.29%
Mine	7	17.95%	7	17.95%	9	21.95%
Other	8	9.20%	12	12.37%	13	12.38%
Private company	11	11.70%	11	11.11%	9	8.57%
Town board	11	57.89%	12	63.16%	12	66.67%
Unclassified	13	13.83%				

Table F.10 Secondary schools running two sessions 2012-2014 (EMIS, 2014)

Secondary school	2012		2013		2014	
	Total number of schools with two sessions	% of schools with two sessions	Total number of schools with two sessions	% of schools with two sessions	Total number of schools with two sessions	% of schools with two sessions
Province	116	5.02%	115	4.84%	120	4.95%
Bulawayo	22	44.00%	22	42.31%	22	42.31%
Harare	38	42.70%	40	42.55%	42	45.16%
Manicaland	5	1.32%	5	1.30%	5	1.28%
Mashonaland Central	9	4.46%	9	4.33%	8	3.83%
Mashonaland East	8	2.56%	8	2.52%	11	3.32%
Mashonaland West	14	4.24%	14	4.11%	14	4.02%
Masvingo	6	1.82%	4	1.20%	4	1.18%
Matabeleland North	2	1.32%	2	1.23%	2	1.15%
Matabeleland South	2	1.34%	2	1.31%	2	1.27%
Midlands	10	3.14%	9	2.76%	10	3.03%
Type	116	5.02%	115	4.84%	120	4.95%
S1	5	3.79%	5	3.62%	6	4.23%
S2	85	37.78%	87	37.83%	90	38.63%
S3	26	1.33%	23	1.15%	24	1.17%
Location	116	5.02%	115	4.84%	120	4.95%
Urban	92	1.17%	94	36.02%	97	35.93%
Rural	24	36.95%	21	0.99%	23	1.07%
Registration	116	5.02%	115	4.84%	120	4.95%
Registered	111	6.69%	110	6.59%	113	6.74%
Satellite	5	0.77%	5	0.71%	7	0.94%
Responsible authority	116	5.02%	115	4.84%	120	4.95%
Church/Mission		0.00%		0.00%	1	0.32%
City council	4	28.57%	4	26.67%	4	26.67%
District council	23	1.38%	20	1.15%	20	1.14%
Farm		0.00%		0.00%	1	5.88%
Government	81	40.10%	82	40.20%	85	41.26%
Mine		0.00%		0.00%		0.00%
Other	2	4.44%	3	6.12%	3	5.17%
Private company		0.00%		0.00%		0.00%
Town board	6	42.86%	6	42.86%	6	40.00%

Table F.11a ECD toilets for learners by type of toilets, 2014

ECD	Blair toilets		Pit latrines		Urinals	Water closets		Grand Total
	Female	Male	Female	Male	Male	Female	Male	
Bulawayo	13	13	1	0	55	266	212	564
Harare	33	30	9	9	201	731	594	1619
Manicaland	1096	1082	41	34	145	261	227	2892
Mashonaland Central	579	528	17	15	32	45	44	1263
Mashonaland East	903	886	27	23	93	118	103	2156
Mashonaland West	685	699	62	51	69	212	177	1959
Masvingo	1147	1067	29	44	46	134	112	2584
Matabeleland North	435	424	7	8	16	71	63	1024
Matabeleland South	510	492	8	9	13	99	71	1202
Midlands	961	933	68	66	103	215	195	2550
Grand Total	**6362**	**6154**	**269**	**259**	**773**	**2152**	**1798**	**17813**

Table F.11b Primary schools, number of toilets for learners by type of toilets, 2014

Primary schools	Blair toilets		Pit latrines		Urinals	Water closets		Grand Total
	Female	Male	Female	Male	Male	Female	Male	
Bulawayo	39	43	5	6	265	1643	1303	3312
Harare	146	132	31	31	567	3182	2457	6559
Manicaland	7948	7688	310	307	510	1041	888	18699
Mashonaland Central	3902	3871	68	77	162	486	413	8979
Mashonaland East	5730	5515	97	91	364	545	504	12860
Mashonaland West	4297	4196	224	209	285	1005	815	11033
Masvingo	6742	6476	233	260	137	622	559	15030
Matabeleland North	3613	3513	29	30	45	246	200	7676
Matabeleland South	3570	3409	60	62	92	257	232	7682
Midlands	5329	5139	230	223	351	988	650	12916
Grand Total	41316	39982	1287	1296	2778	10015	8021	104746

Table F.11c Secondary schools, number of toilets for learners by type of toilets, 2014

Secondary schools	Blair toilets		Pit latrines		Urinals	Water closets		Grand Total
	Female	Male	Female	Male	Male	Female	Male	
Bulawayo	48	35	13	5	134	786	579	1603
Harare	57	48	6	6	310	1508	991	2926
Manicaland	3425	3524	193	171	317	1045	979	9654
Mashonaland Central	1509	1548	74	75	91	425	366	4088
Mashonaland East	2407	2450	166	167	338	1171	1090	7789
Mashonaland West	1735	1729	76	79	180	875	834	5508
Masvingo	2940	2945	81	80	182	747	805	7780
Matabeleland North	1104	1021	58	56	90	462	316	3107
Matabeleland South	1097	1004	75	78	158	654	497	3563
Midlands	2318	2218	140	126	241	1066	853	6962
Grand Total	16640	16522	882	843	2041	8739	7310	52980

Table F.12 Primary schools with and without access to water in 2014 (EMIS, 2014)

Primary school	No of schools	% schools with no water	% > 500m	% safe to drink	% suffic-ient	%consi stently availabl e	% water treated	% used by comm-unity
Province	5,863	1.16%	26.30%	86.32%	65.00%	64.61%	24.61%	70.17%
Bulawayo	130	0.00%	4.62%	98.46%	92.31%	77.69%	93.85%	20.00%
Harare	225	0.00%	13.78%	97.78%	84.89%	77.33%	88.89%	37.78%
Manicaland	865	0.81%	19.65%	90.06%	66.94%	71.45%	24.51%	75.26%
Mashonaland Central	488	1.43%	30.53%	87.70%	59.02%	62.91%	19.06%	78.69%
Mashonaland East	688	1.31%	27.18%	90.84%	66.42%	63.81%	21.95%	69.62%
Mashonaland West	719	1.67%	25.17%	84.28%	60.36%	61.75%	22.11%	74.13%
Masvingo	866	0.81%	31.18%	87.30%	63.63%	63.74%	22.40%	78.87%
Matabeleland North	580	1.38%	25.52%	81.03%	63.97%	61.03%	12.59%	67.59%
Matabeleland South	507	1.38%	30.18%	82.45%	65.68%	60.95%	13.41%	65.68%
Midlands	795	1.38%	31.07%	79.37%	61.26%	61.64%	21.51%	68.93%
Type	5,863	1.16%	26.30%	86.32%	65.00%	64.61%	24.61%	70.17%
P1	215	0.00%	12.09%	95.35%	88.37%	84.65%	82.79%	33.02%
P2	470	0.43%	11.70%	96.60%	80.43%	69.57%	81.49%	40.00%
P3	5,178	1.27%	28.22%	85.01%	62.63%	63.33%	17.03%	74.45%
Location	5,863	1.16%	26.30%	86.32%	65.00%	64.61%	24.61%	70.17%
Urban	629	0.32%	10.97%	98.57%	86.80%	77.11%	90.46%	74.63%
Rural	5,234	1.26%	28.14%	84.85%	62.38%	63.11%	16.70%	33.07%
Registration	5,863	1.16%	26.30%	86.32%	65.00%	64.61%	24.61%	70.17%
Registered	4,901	0.86%	23.95%	89.88%	66.68%	65.84%	26.63%	69.56%
Satellite	962	2.70%	38.25%	68.19%	56.44%	58.32%	14.35%	73.28%
Responsible authority	5,863	1.16%	26.30%	86.32%	65.00%	64.61%	24.61%	70.17%
Church/Mission	417	0.24%	18.94%	92.33%	71.22%	71.70%	39.57%	59.71%
City council	124	0.81%	13.71%	97.58%	85.48%	69.35%	94.35%	33.06%
District council	4,641	1.36%	29.22%	84.49%	61.26%	61.71%	13.92%	76.56%
Farm	120	0.83%	19.17%	78.33%	72.50%	80.83%	35.83%	56.67%
Government	280	0.00%	7.86%	97.14%	84.64%	76.43%	91.43%	33.57%
Mine	41	0.00%	14.63%	100.00%	85.37%	73.17%	90.24%	31.71%
Other	105	0.95%	14.29%	95.24%	83.81%	80.95%	76.19%	42.86%
Private company	105	0.00%	16.19%	95.24%	90.48%	86.67%	79.05%	33.33%
Town board	18	0.00%	16.67%	100.00%	88.89%	77.78%	61.11%	44.44%
Unclassified	12	8.33%	33.33%	75.00%	58.33%	66.67%	41.67%	66.67%

Table F.13 Secondary schools with and without access to water in 2014 (EMIS, 2014)

Secondary school	No of schools	% schools with no water	% > 500m	% safe to drink	% suffic-ient	%consi stently availabl e	% water treated	% used by comm-unity
Province	2,424	1.32%	26.32%	89.36%	64.11%	63.90%	28.75%	62.33%
Bulawayo	52	0.00%	9.62%	100.00%	92.31%	82.69%	88.46%	19.23%
Harare	94	0.00%	12.77%	98.94%	88.30%	78.72%	84.04%	34.04%
Manicaland	391	9.62%	20.97%	90.79%	63.94%	69.31%	26.09%	64.19%
Mashonaland Central	209	0.00%	27.75%	89.95%	54.07%	60.29%	23.92%	73.21%
Mashonaland East	331	4.26%	22.96%	93.35%	67.98%	62.84%	24.47%	63.14%
Mashonaland West	348	2.05%	32.47%	88.22%	60.92%	61.78%	25.00%	66.38%
Masvingo	338	2.39%	31.36%	90.24%	59.76%	57.40%	27.22%	68.64%
Matabeleland North	174	0.30%	20.69%	82.76%	66.67%	63.79%	21.84%	57.47%
Matabeleland South	157	0.57%	30.57%	88.54%	66.24%	61.78%	21.66%	59.87%
Midlands	330	2.07%	30.91%	83.03%	60.91%	63.64%	26.67%	60.30%
Type	2,424	1.32%	26.32%	89.36%	64.11%	63.90%	28.75%	62.33%
S1	142	1.41%	14.79%	97.18%	85.21%	82.39%	76.06%	31.69%
S2	234	0.43%	15.81%	97.86%	82.91%	74.79%	76.92%	37.61%
S3	2,047	1.42%	28.33%	87.84%	60.48%	61.36%	19.93%	67.27%
Unclassified	1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Location	2,424	1.32%	26.32%	89.36%	64.11%	63.90%	28.75%	62.33%
Urban	271	0.37%	10.33%	99.26%	90.04%	80.81%	88.19%	28.04%
Rural	2,152	1.44%	28.35%	88.10%	60.83%	61.76%	21.24%	66.64%
Unclassified	1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Registration	2,424	1.32%	26.32%	89.36%	64.11%	63.90%	28.75%	62.33%
Registered	1,677	0.95%	21.17%	94.45%	68.04%	66.91%	35.36%	58.91%
Satellite	747	2.14%	37.88%	77.91%	55.29%	57.16%	13.92%	70.01%
Responsible authority	2,424	1.32%	26.32%	89.36%	64.11%	63.90%	28.75%	62.33%
Church/Mission	309	0.32%	23.95%	93.20%	74.43%	70.55%	43.37%	55.99%
City council	15	0.00%	13.33%	93.33%	80.00%	73.33%	86.67%	46.67%
District council	1,754	1.54%	29.65%	86.94%	57.58%	59.46%	15.85%	70.13%
Farm	17	11.76%	17.65%	76.47%	64.71%	70.59%	23.53%	41.18%
Government	206	0.97%	9.22%	99.51%	86.41%	75.73%	83.01%	24.27%
Mine	8	0.00%	12.50%	87.50%	87.50%	100.00%	75.00%	50.00%
Other	59	0.00%	15.25%	100.00%	94.92%	88.14%	84.75%	30.51%
Private company	35	0.00%	20.00%	100.00%	100.00%	97.14%	77.14%	40.00%
Town board	15	0.00%	0.00%	100.00%	73.33%	73.33%	86.67%	13.33%
Unclassified	6	0.00%	50.00%	83.33%	66.67%	66.67%	16.67%	100.00%

Table F.14 Primary level seating and writing places in 2014 (EMIS, 2014)

Primary school	Seating places				Writing places			
	No. of seating places	Pupil to seating ratio	No Required	% of pupils without seating	No. of writing places	Pupil to writing ratio	No Required	% of pupils without writing
Province	1,940,235	1.59:1	1,146,281	37.14%	1,697,981	1.82:1	1,388,535	44.99%
Bulawayo	94,234	1.23:1	21,504	18.58%	81,174	1.43:1	34,564	29.86%
Harare	223,689	1.23:1	52,142	18.90%	185,541	1.49:1	90,290	32.73%
Manicaland	334,918	1.48:1	161,356	32.51%	299,485	1.66:1	196,789	39.65%
Mashonaland Central	158,512	1.82:1	130,560	45.17%	142,592	2.03:1	146,480	50.67%
Mashonaland East	222,351	1.50:1	112,256	33.55%	201,716	1.66:1	132,891	39.72%
Mashonaland West	191,534	1.87:1	167,583	46.67%	166,580	2.16:1	192,537	53.61%
Masvingo	252,038	1.67:1	167,896	39.98%	221,485	1.90:1	198,449	47.26%
Matabeleland North	109,122	1.95:1	103,655	48.72%	89,758	2.37:1	123,019	57.82%
Matabeleland South	124,216	1.44:1	54,129	30.35%	106,989	1.67:1	71,356	40.01%
Midlands	229,621	1.76:1	175,200	43.28%	202,661	2.00:1	202,160	49.94%
Type	1,940,235	1.59:1	1,146,281	37.14%	1,697,981	1.82:1	1,388,535	44.99%
P1	138,465	1.05:1	6,493	4.48%	119,501	1.21:1	25,457	17.56%
P2	378,729	1.37:1	138,380	26.76%	321,011	1.61:1	196,098	37.92%
P3	1,423,041	1.70:1	1,001,408	41.30%	1,257,469	1.93:1	1,166,980	48.13%
Location	1,940,235	1.59:1	1,146,281	37.14%	1,697,981	1.82:1	1,388,535	44.99%
Urban	513,035	1.25:1	128,771	20.06%	439,122	1.46:1	202,684	31.58%
Rural	1,427,200	1.71:1	1,017,510	41.62%	1,258,859	1.94:1	1,185,851	48.51%
Registration	1,940,235	1.59:1	1,146,281	37.14%	1,697,981	1.82:1	1,388,535	44.99%
Registered	1,851,277	1.50:1	1,017,510	41.62%	1,258,859	1.70:1	1,185,851	48.51%
Satellite	88,958	3.49:1	128,771	20.06%	439,122	4.70:1	202,684	31.58%
Responsible authority	1,940,235	1.59:1	1,146,281	37.14%	1,697,981	1.82:1	1,388,535	44.99%
Church/Mission	177,381	1.37:1	65,822	27.06%	160,357	1.52:1	82,846	34.06%
City council	122,300	1.38:1	47,077	27.79%	107,367	1.58:1	62,010	36.61%
District council	1,222,650	1.76:1	931,150	43.23%	1,074,184	2.01:1	1,079,616	50.13%
Farm	30,771	1.58:1	17,797	36.64%	26,459	1.84:1	22,109	45.52%
Government	267,115	1.21:1	55,398	17.18%	222,844	1.45:1	99,669	30.90%
Mine	23,723	1.23:1	5,423	18.61%	21,842	1.33:1	7,304	25.06%
Other	41,360	1.22:1	9,082	18.00%	36,131	1.40:1	14,311	28.37%
Private company	36,910	1.19:1	6,859	15.67%	31,846	1.37:1	11,923	27.24%
Town board	16,849	1.40:1	6,759	28.63%	15,848	1.49:1	7,760	32.87%
Unclassified	1,176	1.78:1	914	43.73%	1,103	1.89:1	987	47.22%

Table F.15 Secondary level seating and writing places in 2014 (EMIS, 2014)

Secondary school	Seating places				Writing places			
	No of seating places	Pupil to seating ratio	No Required	% of pupils without seating	No of writing places	Pupil to writing ratio	No Required	% of pupils without writing
Province	748,827	1.31:1	230,817	23.56%	730,941	1.34:1	248,703	25.39%
Bulawayo	42,423	1.23:1	9,803	18.77%	39,985	1.31:1	12,241	23.44%
Harare	88,142	1.09:1	8,023	8.34%	87,560	1.10:1	8,605	8.95%
Manicaland	119,053	1.28:1	33,643	22.03%	116,190	1.31:1	36,506	23.91%
Mashonaland Central	51,531	1.49:1	25,147	32.80%	50,717	1.51:1	25,961	33.86%
Mashonaland East	94,479	1.28:1	26,817	22.11%	92,695	1.31:1	28,601	23.58%
Mashonaland West	76,892	1.48:1	36,927	32.44%	74,565	1.53:1	39,254	34.49%
Masvingo	102,030	1.28:1	28,415	21.78%	98,935	1.32:1	31,510	24.16%
Matabeleland North	35,679	1.51:1	18,111	33.67%	34,914	1.54:1	18,876	35.09%
Matabeleland South	43,374	1.26:1	11,208	20.53%	41,924	1.30:1	12,658	23.19%
Midlands	95,224	1.34:1	32,723	25.58%	93,456	1.37:1	34,491	26.96%
Type	748,827	1.31:1	230,717	23.55%	730,941	1.34:1	248,603	25.38%
S1	95,090	1.06:1	5,392	5.37%	93,269	1.08:1	7,213	7.18%
S2	191,557	1.15:1	28,734	13.04%	189,537	1.16:1	30,754	13.96%
S3	462,180	1.43:1	196,591	29.84%	448,135	1.47:1	210,636	31.97%
Unclassified	0		100	100.00%	0		100	100.00%
Location	748,827	1.31:1	230,717	23.55%	730,941	1.34:1	248,603	25.38%
Urban	226,543	1.12:1	27,893	10.96%	223,029	1.14:1	31,407	12.34%
Rural	522,284	1.39:1	202,824	27.97%	507,912	1.43:1	217,196	29.95%
Unclassified	0		100	100.00%	0		100	100.00%
Registration	748,827	1.31:1	230,817	23.56%	730,941	1.34:1	248,703	25.39%
Registered	688,665	1.24:1	166,116	19.43%	678,014	1.26:1	176,767	20.68%
Satellite	60,162	2.08:1	64,701	51.82%	52,927	2.36:1	71,936	57.61%
Responsible authority	748,827	1.31:1	230,408	23.53%	730,941	1.34:1	248,259	25.35%
Church/Mission	130,232	1.15:1	19,530	13.04%	129,169	1.16:1	20,593	13.75%
City council	15,000	1.01:1	175	1.15%	14,740	1.03:1	435	2.87%
District council	358,980	1.49:1	176,391	32.95%	346,866	1.54:1	188,505	35.21%
Farm	2,695	1.82:1	2,213	45.09%	2,784	1.76:1	2,124	43.28%
Government	191,481	1.14:1	27,621	12.61%	187,471	1.17:1	31,631	14.44%
Mine	2,761	1.29:1	804	22.55%	3,054	1.17:1	511	14.33%
Other	20,796	1.12:1	2,464	10.59%	20,356	1.14:1	2,904	12.48%
Private company	13,719	1.04:1	584	4.08%	13,651	1.05:1	652	4.56%
Town board	13,118	1.05:1	626	4.55%	12,840	1.07:1	904	6.58%
Unclassified	45	10.09:1	409	90.09%	10	45.40:1	444	97.80%

Table F.16 Core textbooks per subject available per learner in primary school, 2012-2014 (EMIS, 2014)

Primary school	2012		2013		2014	
	Number of core textbooks	Sets of core textbooks to learner ratio	Number of core textbooks	Sets of core textbooks to learner ratio	Number of core textbooks	Sets of core textbooks to learner ratio
Province	13,820,954	1.3	13,647,906	1.3	13,322,636	1.3
Bulawayo	524,645	1.2	529,319	1.2	526,894	1.3
Harare	1,272,737	1.3	1,266,583	1.2	1,238,047	1.2
Manicaland	2,127,011	1.3	2,064,795	1.2	2,039,454	1.2
Mashonaland Central	1,278,722	1.3	1,257,726	1.3	1,213,894	1.2
Mashonaland East	1,486,829	1.3	1,472,568	1.3	1,466,931	1.3
Mashonaland West	1,658,322	1.3	1,629,543	1.3	1,607,766	1.3
Masvingo	1,857,046	1.3	1,840,457	1.3	1,781,210	1.3
Matabeleland North	953,411	1.3	965,426	1.4	899,875	1.3
Matabeleland South	834,456	1.4	841,365	1.4	808,729	1.4
Midlands	1,827,775	1.3	1,780,124	1.3	1,739,836	1.2
Type	13,820,954	1.3	13,647,906	1.3	13,322,636	1.3
P1	730,488	1.4	753,516	1.4	756,920	1.4
P2	2,158,869	1.2	2,089,112	1.1	2,076,842	1.1
P3	10,926,784	1.3	10,805,278	1.3	10,488,874	1.3
Unclassified	4,813	3.5				
Location	13,820,954	1.3	13,647,906	1.3	13,322,636	1.3
Urban	2,779,813	1.2	10,865,258	1.2	10,603,394	1.2
Rural	11,030,478	1.3	10,865,258	1.3	10,603,394	1.3
Unclassified	10,663	1.5				
Registration	13,820,954	1.3	13,647,906	1.3	13,322,636	1.3
Registered	12,529,360	1.3	12,367,563	1.3	12,067,313	1.3
Satellite	1,291,594	1.4	1,280,343	1.3	1,255,323	1.2
Responsible authority	13,820,954	1.3	13,647,906	1.3	13,322,636	1.3
Church/Mission	995,462	1.2	999,903	1.2	1,005,104	1.2
City council	655,740	1.1	658,479	1.1	652,155	1
District council	9,668,651	1.3	9,694,920	1.3	9,391,173	1.3
Farm	209,089	1.3	209,160	1.3	208,827	1.3
Government	1,474,400	1.3	1,472,219	1.2	1,452,751	1.2
Mine	109,868	1.2	110,625	1.2	122,346	1.2
Other	225,082	1.5	246,198	1.4	227,167	1.3
Private company	175,809	1.2	180,473	1.2	178,578	1.2
Town board	84,837	1	75,929	0.9	82,043	1
Unclassified	222,016	1.2			2,492	0.4

Note: To calculate the number of sets of core textbooks for primary school, the number of core textbooks is divided by the number of subjects (4 for primary school) and then divided by the number of students.

Table F.17 Core textbooks per subject available per learner in secondary school, 2012-2014 (EMIS, 2014)

Secondary school	2012		2013		2014	
	Number of core textbooks	Sets of core textbooks to learner ratio	Number of core textbooks	Sets of core textbooks to learner ratio	Number of core textbooks	Sets of core textbooks to learner ratio
Province	5,153,053	0.9	5,484,742	1	5,436,945	0.9
Bulawayo	285,153	0.9	289,148	0.9	266,602	0.9
Harare	517,052	1	520,132	0.9	536,561	0.9
Manicaland	852,666	1	926,155	1	863,656	0.9
Mashonaland Central	388,996	0.9	429,689	1	412,960	0.9
Mashonaland East	615,449	0.9	652,144	0.9	645,959	0.9
Mashonaland West	563,531	0.9	622,714	0.9	600,279	0.9
Masvingo	685,084	0.9	717,987	0.9	719,296	0.9
Matabeleland North	256,426	0.9	291,008	1	293,445	0.9
Matabeleland South	261,386	0.8	288,592	0.9	279,574	0.9
Midlands	727,310	1	747,173	1	818,613	1.1
Type	5,153,053	0.9	5,484,742	1	5,436,945	0.9
S1	466,039	0.8	498,206	0.8	503,306	0.8
S2	1,191,248	0.9	1,223,425	0.9	1,263,377	1
S3	3,495,011	0.9	3,763,111	1	3,670,178	0.9
Unclassified	755	0.6	84	0.1		
Location	5,153,053	0.9	5,484,742	1	5,436,945	0.9
Urban	1,341,809	0.9	1,383,513	0.9	1,450,145	0.9
Rural	3,809,423	0.9	4,101,229	1	3,986,716	0.9
Unclassified	1,821	0.7			84	0.1
Registration	5,153,053	0.9	5,484,742	1	5,436,945	0.9
Registered	4,557,775	0.9	4,772,043	0.9	4,722,323	0.9
Satellite	595,278	1	712,699	1.1	714,622	1
Responsible authority	5,153,053	0.9	5,484,742	1	5,436,945	0.9
Church/Mission	749,625	0.9	787,272	0.9	801,473	0.9
City council	67,570	0.8	76,625	0.9	67,054	0.7
District council	2,848,808	0.9	3,111,048	1	3,004,692	0.9
Farm	28,693	1	33,933	1.2	28,184	1
Government	1,179,436	0.9	1,202,881	0.9	1,251,155	1
Mine	18,721	0.9	21,550	1	21,251	1
Other	106,269	0.9	111,573	0.9	115,771	0.8
Private company	55,008	0.7	66,569	0.8	66,158	0.8
Town board	69,241	0.9	73,291	0.9	80,272	1
Unclassified	29,682	0.9			935	0.3

Note: To calculate the number of sets of core textbooks for secondary school, the number of core textbooks is divided by the number of subjects (6 for secondary school) and then divided by the number of students.

Table F.18 Schools with access to electricity in 2014 (EMIS, 2014)

Access to electricity	Primary schools			Secondary schools		
	Total no of schools	Schools without electricity	% without electricity	Total no of schools	Schools without electricity	% without electricity
Province	5,863	3054	52%	2,423	684	28%
Bulawayo	130	6	5%	52	1	2%
Harare	225	2	1%	93	0	0%
Manicaland	865	443	51%	391	121	31%
Mashonaland Central	488	211	43%	209	63	30%
Mashonaland East	688	331	48%	331	77	23%
Mashonaland West	719	328	46%	348	121	35%
Masvingo	866	568	66%	338	109	32%
Matabeleland North	580	391	67%	174	54	31%
Matabeleland South	507	269	53%	157	33	21%
Midlands	795	505	64%	330	105	32%
Type	5,863	3054	52%	2,422	684	28%
P1/S1	215	15	7%	142	9	6%
P2/S2	470	56	12%	233	8	3%
P3/S3	5,178	2983	58%	2,047	667	33%
Unclassified				1	0	0%
Location	5,863	3054	52%	2,423	684	28%
Urban	629	26	4%	270	9	3%
Rural	5,234	3028	58%	2,152	675	31%
Unclassified				1	0	0%
Registration	5,863	3054	52%	2,423	684	28%
Registered	4,901	2340	48%	1,676	214	13%
Satellite	962	714	74%	747	470	63%
Responsible Authority	5,863	3054	52%	2,423	684	28%
Church/Mission	417	130	31%	309	50	16%
City council	124	6	5%	15	1	7%
District council	4,641	2831	61%	1,754	613	35%
Farm	120	38	32%	17	4	24%
Government	280	10	4%	206	5	2%
Mine	41	3	7%	8	1	13%
Other	105	12	11%	58	4	7%
Private company	105	13	12%	35	1	3%
Town board	18	1	6%	15	0	0%
Unclassified	12	10	83%	6	5	83%

Table F.19 Primary schools with computers in 2014 (EMIS, 2014)

Primary schools	Total schools	Schools with computers	Schools with computers for students	Total functional computers	Computers for students	Students at schools with computers for students	% of schools with computers	% of schools with computers for students	Average functional computers per school (schools with computers only)	Students per computer (schools with computers only)
Province	5,862	2,230	846	20,470	15,726	653,954	38%	14%	9	5,862
Bulawayo	130	119	89	2,014	1,625	77,616	92%	68%	17	130
Harare	224	217	183	5,741	4,660	208,117	97%	82%	26	224
Manicaland	865	333	132	2,557	2,064	81,359	38%	15%	8	865
Mashonaland Central	488	166	44	1,291	973	33,770	34%	9%	8	488
Mashonaland East	688	310	100	2,066	1,479	61,585	45%	15%	7	688
Mashonaland West	719	226	67	1,715	1,244	45,492	31%	9%	8	719
Masvingo	866	302	53	1,295	808	32,652	35%	6%	4	866
Matabeleland North	580	89	32	714	543	15,220	15%	6%	8	580
Matabeleland South	507	163	56	1,133	921	25,152	32%	11%	7	507
Midlands	795	305	90	1,944	1,409	72,991	38%	11%	6	795
Type	5,862	2,230	846	20,470	15,726	653,954	38%	14%	9	5,862
P1	215	192	161	5,149	4,054	103,092	89%	75%	27	215
P2	469	395	280	6,684	5,546	323,869	84%	60%	17	469
P3	5,178	1,643	405	8,637	6,126	226,993	32%	8%	5	5,178
Location	5,862	2,230	846	20,470	15,726	653,954	38%	14%	9	5,862
Urban	628	576	439	11,612	9,418	435,027	92%	70%	20	628
Rural	5,234	1,654	407	8,858	6,308	218,927	32%	8%	5	5,234
Registration	5,862	2,230	846	20,470	15,726	653,954	38%	14%	9	5,862
Registered	4,900	2,126	821	20,020	15,418	647,844	43%	17%	9	4,900
Satellite	962	104	25	450	308	6,110	11%	3%	4	962
Responsible authority	5,862	2,230	846	20,470	15,726	653,954	38%	14%	9	5,862
Church/Mission	417	228	109	2,432	1,935	69,430	55%	26%	11	417
City council	124	115	84	2,333	2,003	115,322	93%	68%	20	124
District council	4,641	1,349	272	6,162	4,207	157,430	29%	6%	5	4,641
Farm	120	51	20	287	215	6,982	43%	17%	6	120
Government	279	267	205	5,652	4,660	229,468	96%	73%	21	279
Mine	41	34	21	373	318	14,741	83%	51%	11	41
Other	105	89	62	1,593	1,153	25,492	85%	59%	18	105
Private company	105	81	61	1,417	1,053	19,696	77%	58%	17	105
Town board	18	14	11	209	174	15,321	78%	61%	15	18
Unclassified	12	2	1	12	8	72	17%	8%	1	177

Table F.20 Secondary schools with computers in 2014 (EMIS, 2014)

Secondary schools	Total schools	Schools with computers	Schools with computers for students	Total functional computers	Computers for students	Students at schools with computers for students	% of schools with computers	% of schools with computers for students	Average functional computers per school (schools with computers only)	Students per computer (schools with computers only)
Province	2,423	1,684	1,151	26,798	20,650	686,617	70%	48%	16	33
Bulawayo	52	49	45	1,414	1,059	48,730	94%	87%	29	46
Harare	93	89	85	3,812	2,778	93,841	96%	91%	43	34
Manicaland	391	270	177	4,174	3,650	102,014	69%	45%	15	28
Mashonaland Central	209	134	87	1,900	1,518	47,090	64%	42%	14	31
Mashonaland East	331	251	163	3,722	2,744	83,438	76%	49%	15	30
Mashonaland West	348	172	111	2,283	1,680	65,197	49%	32%	13	39
Masvingo	338	241	144	2,834	2,133	82,298	71%	43%	12	39
Matabeleland North	174	105	85	1,413	1,121	36,770	60%	49%	13	33
Matabeleland South	157	122	106	2,050	1,566	44,938	78%	68%	17	29
Midlands	330	251	148	3,196	2,401	82,301	76%	45%	13	34
Type	2,423	1,684	1,151	26,798	20,650	686,617	70%	48%	16	33
S1	142	134	128	6,228	4,527	97,921	94%	90%	46	22
S2	233	222	209	6,025	4,575	211,886	95%	90%	27	46
S3	2,047	1,327	814	14,543	11,548	376,810	65%	40%	11	33
Unclassified	1	1	0	2	0	n/a	0%	0%	2	n/a
Location	2,423	1,684	1,151	26,798	20,650	686,617	70%	48%	16	33
Urban	1,676	1,500	1,113	26,102	20,247	572,767	89%	66%	17	28
Rural	747	184	38	696	403	113,950	25%	5%	4	283
Registration	2,423	1,684	1,151	26,798	20,650	686,617	70%	48%	16	33
Registered	1,676	1,500	1,113	26,102	20,247	677,971	89%	66%	17	33
Satellite	747	184	38	696	403	8,646	25%	5%	4	21
Responsible authority	2,423	1,684	1,151	26,798	20,650	686,617	70%	48%	16	33
Church/Mission	309	256	210	6,783	5,819	126,530	83%	68%	26	22
City council	15	14	13	462	294	14,246	93%	87%	33	48
District council	1,754	1,094	634	10,001	7,416	280,776	62%	36%	9	38
Farm	17	10	7	98	83	2,763	59%	41%	10	33
Government	206	202	195	5,664	4,421	213,921	98%	95%	28	48
Mine	8	7	5	50	42	2,535	88%	63%	7	60
Other	58	53	44	2,117	1,439	19,546	91%	76%	40	14
Private company	35	33	29	1,236	843	12,786	94%	83%	37	15
Town board	15	14	14	385	293	13,514	93%	93%	28	46
Unclassified	6	1	0	2	0	n/a	0%	0%	454	n/a

Table F.21 Primary schools with internet connections in 2014 (EMIS, 2014)

Primary schools	% schools with internet	Dial up		Radio link		Broadband	
		No.	%	No.	%	No.	%
Province	10.51%	83	1.41%	81	1.38%	454	7.74%
Bulawayo	62.12%	14	10.61%		0.00%	68	51.52%
Harare	61.67%	22	9.69%	2	0.88%	116	51.10%
Manicaland	6.00%	5	0.58%	12	1.39%	35	4.04%
Mashonaland Central	6.75%	1	0.20%	11	2.25%	21	4.29%
Mashonaland East	6.39%	2	0.29%	7	1.02%	35	5.08%
Mashonaland West	12.57%	17	2.35%	19	2.62%	55	7.60%
Masvingo	4.04%	5	0.58%	8	0.92%	22	2.54%
Matabeleland North	7.23%	5	0.86%	10	1.72%	27	4.65%
Matabeleland South	5.33%	2	0.39%	6	1.18%	19	3.75%
Midlands	9.03%	10	1.25%	6	0.75%	56	7.03%
Type	10.51%	83	1.41%	81	1.38%	454	7.72%
P1	68.04%	19	8.68%	7	3.20%	123	56.16%
P2	45.78%	40	8.44%	5	1.05%	172	36.29%
P3	4.86%	24	0.46%	69	1.33%	159	3.07%
Location	10.51%	83	1.41%	81	1.38%	454	7.72%
Urban	56.51%	61	9.58%	7	1.10%	292	45.84%
Rural	4.92%	22	0.42%	74	1.41%	162	3.09%
Registration	10.51%	83	1.41%	81	1.38%	454	7.72%
Registered	11.62%	75	1.53%	66	1.34%	430	8.75%
Satellite	4.87%	8	0.83%	15	1.55%	24	2.49%
Responsible authority	10.51%	83	1.41%	81	1.38%	454	7.72%
Church/Mission	13.16%	9	2.15%	5	1.20%	41	9.81%
City council	51.20%	10	8.00%	1	0.80%	53	42.40%
District council	4.02%	15	0.32%	64	1.38%	108	2.32%
Farm	10.74%	0	0.00%	3	2.48%	10	8.26%
Government	63.96%	30	10.60%	4	1.41%	147	51.94%
Mine	19.51%	3	7.32%	0	0.00%	5	12.20%
Other	51.40%	7	6.54%	1	0.93%	47	43.93%
Private company	42.06%	5	4.67%	3	2.80%	37	34.58%
Town board	50.00%	3	16.67%	0	0.00%	6	33.33%
Unclassified	8.33%	1	8.33%	0	0.00%	0	0.00%

Table F.22 Secondary schools with internet connections in 2014 (EMIS, 2014)

Secondary schools	% schools with internet	Dial up		Radio link		Broadband	
		No.	%	No.	%	No.	%
Province	21.62%	48	1.97%	42	1.72%	438	17.94%
Bulawayo	75.93%	7	12.96%	1	1.85%	33	61.11%
Harare	81.91%	7	7.45%	7	7.45%	63	67.02%
Manicaland	20.25%	6	1.52%	9	2.28%	65	16.46%
Mashonaland Central	15.79%	2	0.96%		0.00%	31	14.83%
Mashonaland East	19.82%	4	1.20%	5	1.50%	57	17.12%
Mashonaland West	13.92%	8	2.27%	4	1.14%	37	10.51%
Masvingo	18.53%	7	2.06%	4	1.18%	52	15.29%
Matabeleland North	18.29%	2	1.14%	5	2.86%	25	14.29%
Matabeleland South	19.11%	1	0.64%	2	1.27%	27	17.20%
Midlands	17.12%	4	1.20%	5	1.50%	48	14.41%
Type	21.59%	48	1.97%	42	1.72%	438	17.90%
S1	75.68%	9	6.08%	12	8.11%	91	61.49%
S2	69.62%	29	12.24%	11	4.64%	125	52.74%
S3	12.16%	10	0.49%	19	0.92%	221	10.75%
Unclassified	100.00%					1	100.00%
Location	21.59%	48	1.97%	42	1.72%	438	17.90%
Urban	74.37%	11	3.97%	35	12.64%	160	57.76%
Rural	14.83%	13	0.60%	31	1.43%	277	12.80%
Unclassified	100.00%					1	100.00%
Registration	21.62%	48	1.97%	42	1.72%	438	17.94%
Registered	28.72%	44	2.60%	37	2.19%	405	23.94%
Satellite	5.60%	4	0.53%	5	0.67%	33	4.40%
Responsible authority	21.63%	48	1.97%	42	1.72%	438	17.94%
Church/Mission	44.90%	6	1.91%	15	4.78%	120	38.22%
City council	73.33%	3	20.00%	0	0.00%	8	53.33%
District council	8.87%	9	0.51%	10	0.57%	137	7.79%
Farm	11.76%	0	0.00%	1	5.88%	1	5.88%
Government	69.05%	26	12.38%	9	4.29%	110	52.38%
Mine	12.50%	0	0.00%	0	0.00%	1	12.50%
Other	66.13%	1	1.61%	4	6.45%	36	58.06%
Private company	60.00%	2	5.71%	3	8.57%	16	45.71%
Town board	56.25%	1	6.25%	0	0.00%	8	50.00%
Unclassified	16.67%	-	-	-	-	1	16.67%

Table F.23 Primary school teachers and ICT training in 2014 (EMIS, 2014)

Primary schools	Schools with e-learning programme	Computer teachers	Teachers with diploma or certificate	Teachers with IT in-service training in previous 24 months	Total enrolment	Pupil/ teacher ratio
Province	303	3,036	1,315	4,893	3,086,516	526:1
Bulawayo	37	351	108	295	115,738	890:1
Harare	57	673	179	897	275,831	1226:1
Manicaland	41	501	212	1,013	496,274	574:1
Mashonaland Central	7	176	72	264	289,072	592:1
Mashonaland East	47	349	130	781	334,607	486:1
Mashonaland West	27	189	187	320	359,117	499:1
Masvingo	23	185	94	341	419,934	485:1
Matabeleland North	12	113	72	205	212,777	367:1
Matabeleland South	22	226	59	278	178,345	352:1
Midlands	30	273	202	499	404,821	509:1
Type	303	3,036	1,315	4,893	3,086,516	526:1
P1	72	1,010	177	958	144,109	670:1
P2	83	665	271	1,002	515,644	1097:1
P3	148	1,361	867	2,933	2,426,763	469:1
Location	303	3,036	1,315	4,893	3,086,516	526:1
Urban	148	1,636	433	1,957	641,806	1020:1
Rural	155	1,400	882	2,936	2,444,710	467:1
Registration	303	3,036	1,315	4,893	3,086,516	526:1
Registered	289	2,988	1,176	4,677	2,776,240	566:1
Satellite	14	48	139	216	310,276	323:1
Responsible authority	303	3,036	1,315	4,893	3,086,516	526:1
Church/Mission	31	522	142	567	243,203	583:1
City council	24	206	123	414	169,377	1366:1
District council	110	858	699	2,234	2,153,210	464:1
Farm	6	41	23	73	48,568	405:1
Government	65	613	155	662	323,865	1157:1
Mine	6	45	8	41	29,146	711:1
Other	31	384	68	395	49,481	471:1
Private company	26	314	92	452	43,769	417:1
Town board	3	52	5	55	23,608	1312:1
Unclassified	1	1	0	0	2,289	191:1

*Qualifications are a certificate/diploma/higher national diploma in Computer Studies

Table F.24 Secondary school teachers and ICT training in 2014 (EMIS, 2014)

Secondary schools	Schools with e-learning programme	Computer teachers	Teachers with diploma or certificate	Teachers with IT in-service training in previous 24 months	Total enrolment	Pupil/ teacher ratio
Province	347	3,939	1,747	4,697	979,644	404:1
Bulawayo	21	257	102	229	52,226	1004:1
Harare	44	632	249	1,046	96,165	1023:1
Manicaland	43	538	278	942	152,696	391:1
Mashonaland Central	23	189	115	312	76,678	367:1
Mashonaland East	67	620	222	492	121,296	366:1
Mashonaland West	25	257	213	305	113,819	327:1
Masvingo	29	418	187	403	130,445	386:1
Matabeleland North	28	155	96	133	53,790	309:1
Matabeleland South	22	351	74	256	54,582	348:1
Midlands	45	522	211	579	127,947	388:1
Type	347	3,939	1,747	4,697	979,644	404:1
S1	69	1,154	274	1,203	100,482	708:1
S2	87	749	473	1,292	220,291	941:1
S3	191	2,035	998	2,200	658,677	322:1
Unclassified		1	2	2	100	100:1
Location	347	3,939	1,747	4,697	979,644	404:1
Urban	106	1,335	564	1,935	254,436	939:1
Rural	241	2,603	1,181	2,760	725,108	337:1
Location		1	2	2	100	100:1
Registration	347	3,939	1,747	4,697	979,644	404:1
Registered	329	3,833	1,181	2,760	854,781	510:1
Satellite	18	106	564	1,935	124,863	167:1
Responsible authority	347	3,939	1,747	4,697	979,644	404:1
Church/Mission	81	754	341	1,210	149,762	485:1
City council	6	82	18	55	15,175	1012:1
District council	137	1,397	778	1,665	535,371	305:1
Farm	1	31	7	5	4,908	289:1
Government	84	821	426	1,096	219,102	1064:1
Mine	2	7	7	0	3,565	446:1
Other	22	535	95	385	23,260	394:1
Private company	11	284	49	188	14,303	409:1
Town board	3	27	22	89	13,744	916:1
Unclassified		1	4	4	454	76:1

*Qualifications are a certificate/diploma/higher national diploma in Computer Studies

Table F.25 Numbers of OVC learners in primary school in 2014 (EMIS, 2014)

Classification	Total number of children	Single orphans (maternal)	Single orphans (paternal)	Double orphans	Vulnerable but not orphans	Total	Percentage
Grade	3,086,516	168,307	227,787	131,752	256,425	784,271	25.41%
ECD A	156,087	8,245	8,010	5,444	15,836	37,535	24.05%
ECD B	271,739	11,444	12,054	7,637	23,909	55,044	20.26%
Grade 1	423,379	16,832	20,282	11,452	31,819	80,385	18.99%
Grade 2	386,148	17,835	23,144	12,877	30,885	84,741	21.95%
Grade 3	385,928	19,848	27,268	14,727	30,770	92,613	24.00%
Grade 4	375,206	21,191	30,139	16,555	31,479	99,364	26.48%
Grade 5	369,106	23,139	33,357	19,030	30,584	106,110	28.75%
Grade 6	365,929	23,933	36,292	20,982	30,069	111,276	30.41%
Grade 7	322,749	23,251	34,012	20,842	26,261	104,366	32.34%
Special Class	27,542	2,274	2,843	1,897	3,896	10,910	39.61%
Resource unit	2,703	315	386	309	917	1,927	71.29%
Province	3,086,516	168,307	227,787	131,752	256,425	784,271	25.41%
Bulawayo	115,738	4,430	6,497	2,815	6,218	19,960	17.25%
Harare	275,831	9,446	12,227	5,690	10,236	37,599	13.63%
Manicaland	496,274	28,206	39,999	22,642	45,356	136,203	27.45%
Mashonaland Central	289,072	15,509	22,175	13,415	23,121	74,220	25.68%
Mashonaland East	334,607	19,030	27,207	15,047	25,228	86,512	25.85%
Mashonaland West	359,117	20,537	27,551	17,446	30,407	95,941	26.72%
Masvingo	419,934	25,114	32,824	19,772	33,470	111,180	26.48%
Matabeleland North	212,777	12,183	17,108	8,829	27,571	65,691	30.87%
Matabeleland South	178,345	11,317	14,201	7,942	22,210	55,670	31.21%
Midlands	404,821	22,535	27,998	18,154	32,608	101,295	25.02%
Type	3,086,516	168,307	227,787	131,752	256,425	784,271	25.41%
P1	144,109	3,478	4,809	2,205	3,655	14,147	9.82%
P2	515,644	20,661	29,458	14,029	23,975	88,123	17.09%
P3	2,426,763	144,168	193,520	115,518	228,795	682,001	28.10%
Location	3,086,516	168,307	227,787	131,752	256,425	784,271	25.41%
Urban	641,806	23,004	32,637	15,127	26,092	96,860	15.09%
Rural	2,444,710	145,303	195,150	116,625	230,333	687,411	28.12%
Registration	3,086,516	168,307	227,787	131,752	256,425	784,271	25.41%
Registered	2,776,240	149,316	204,907	117,010	223,974	695,207	25.04%
Satellite	310,276	18,991	22,880	14,742	32,451	89,064	28.70%
Responsible authority	3,086,516	168,307	227,787	131,752	256,425	784,271	25.41%
Church/Mission	243,203	13,109	18,517	10,937	19,670	62,233	25.59%
City council	169,377	5,827	8,789	3,550	6,212	24,378	14.39%
District council	2,153,210	129,111	172,891	103,229	206,188	611,419	28.40%
Farm	48,568	2,677	3,538	2,162	3,938	12,315	25.36%
Government	323,865	12,028	16,468	7,664	12,646	48,806	15.07%
Mine	29,146	1,152	1,590	975	1,569	5,286	18.14%
Other	49,481	2,005	2,523	1,475	3,710	9,713	19.63%
Private company	43,769	1,351	2,033	918	1,685	5,987	13.68%
Town board	23,608	958	1,354	799	731	3,842	16.27%
Unclassified	2,289	89	84	43	76	292	12.76%

Table F.26 Numbers of OVC learners in secondary school in 2014 (EMIS, 2014)

Classification	Total number of children	Single orphans (maternal)	Single orphans (paternal)	Double orphans	Vulnerable but not orphans	Total	Percentage
Grade	979,644	77,259	96,856	70,542	69,532	314,189	32.07%
Form 1	247,323	21,144	24,899	17,827	19,223	83,093	33.60%
Form 2	230,348	18,475	23,721	18,132	17,793	78,121	33.91%
Form 3	231,567	17,677	22,795	16,711	16,224	73,407	31.70%
Form 4	200,897	15,466	19,669	14,281	13,349	62,765	31.24%
Lower 6	35,695	2,204	2,764	1,673	1,328	7,969	22.33%
Upper 6	32,635	1,976	2,482	1,671	1,355	7,484	22.93%
Special Class	957	46	73	35	53	207	21.63%
Resource unit	222*	271	453	212	207	1,143*	514.86%*
Province	979,644	77,259	96,856	70,542	69,532	314,189	32.07%
Bulawayo	52,226	3,253	4,548	2,659	2,559	13,019	24.93%
Harare	96,165	5,079	6,951	4,346	3,251	19,627	20.41%
Manicaland	152,696	12,512	15,586	11,224	11,391	50,713	33.21%
Mashonaland Central	76,678	6,352	7,776	5,928	6,632	26,688	34.81%
Mashonaland East	121,296	9,898	13,058	9,397	7,948	40,301	33.23%
Mashonaland West	113,819	9,364	11,309	8,444	8,828	37,945	33.34%
Masvingo	130,445	10,654	13,792	11,069	8,387	43,902	33.66%
Matabeleland North	53,790	4,477	6,366	3,997	5,776	20,616	38.33%
Matabeleland South	54,582	4,921	5,794	4,048	5,013	19,776	36.23%
Midlands	127,947	10,749	11,676	9,430	9,747	41,602	32.52%
Type	979,644	77,259	96,856	70,542	69,532	314,189	32.07%
S1	100,482	4,921	6,252	3,174	3,328	17,675	17.59%
S2	220,291	13,895	17,811	11,580	9,510	52,796	23.97%
S3	658,677	58,443	72,790	55,784	56,694	243,711	37.00%
Classified	100		3	4		7	7.00%
Location	979,644	77,259	96,856	70,542	69,532	314,189	32.07%
Urban	254,436	14,923	19,674	12,288	10,510	57,395	22.56%
Rural	725,108	62,336	77,179	58,250	59,022	256,787	35.41%
Classified	100		3	4		7	7.00%
Registration	979,644	77,259	96,856	70,542	69,532	314,189	32.07%
Registered	854,781	64,644	81,693	58,605	54,996	259,938	30.41%
Satellite	124,863	12,615	15,163	11,937	14,536	54,251	43.45%
Responsible Authority	979,644	77,259	96,856	70,542	69,532	314,189	32.07%
Church/Mission	149,762	10,233	11,779	7,398	7,933	37,343	24.93%
City council	15,175	1,035	1,091	816	571	3,513	23.15%
District council	535,371	49,007	61,102	48,005	49,281	207,395	38.74%
Farm	4,908	328	584	369	135	1,416	28.85%
Government	219,102	13,404	18,221	11,325	9,808	52,758	24.08%
Mine	3,565	323	416	314	125	1,178	33.04%
Other	23,260	1,043	1,225	901	660	3,829	16.46%
Private company	14,303	606	799	464	293	2,162	15.12%
Town board	13,744	1,259	1,587	916	681	4,443	32.33%
Unclassified	454	21	52	34	45	152	33.48%

Note: The text in red denotes data that are still in the need of cleaning*

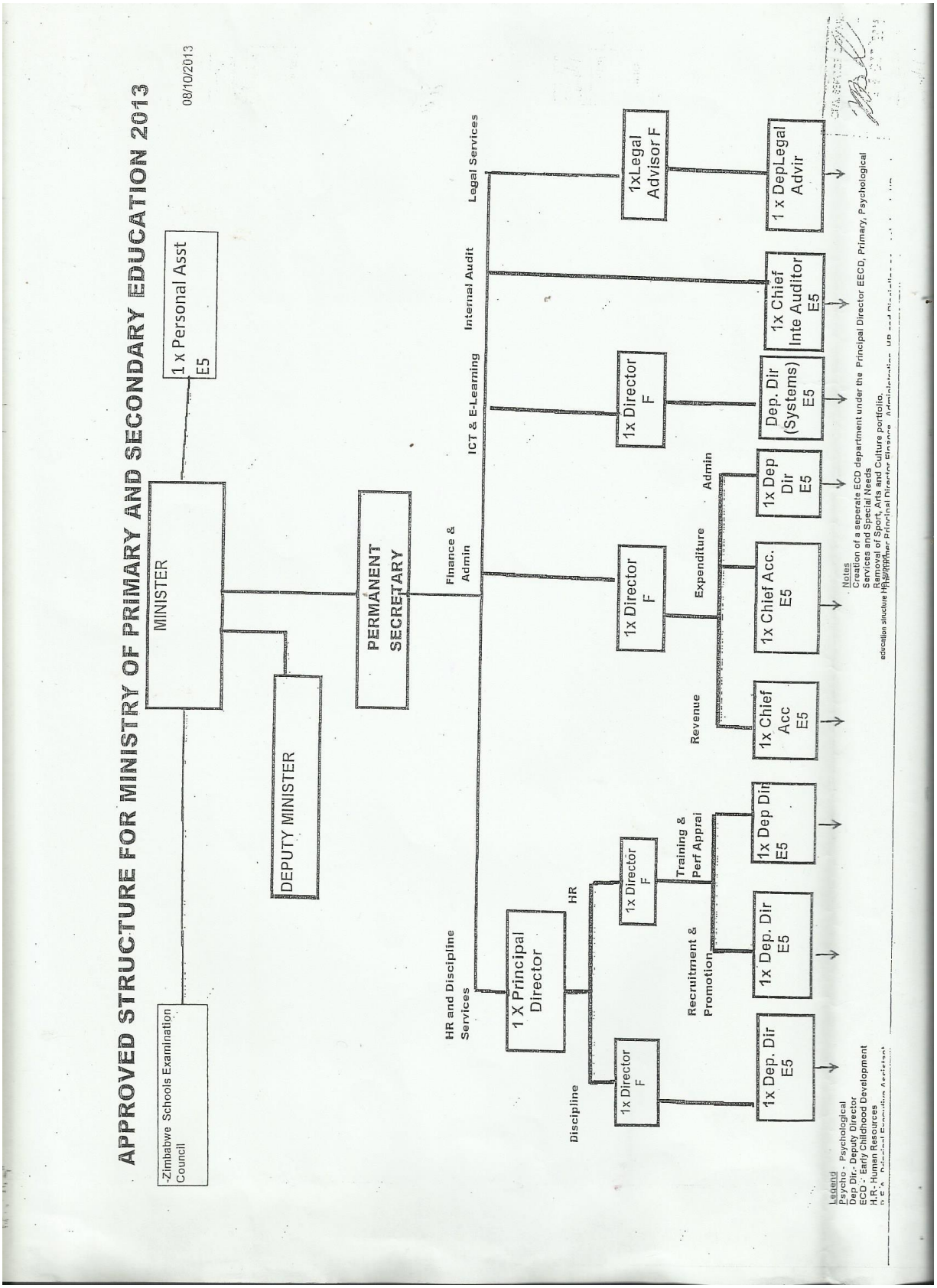
Table F.27 Numbers of special needs learners in primary school in 2014 (EMIS, 2014)

Special needs learners	Visual and blind	Physical mobility	Speech and hearing	Mental	Albinism	Other
Grade	4,380	3,552	8,395	7,077	820	3,075
ECD A	94	160	355	161	32	36
ECD B	228	292	702	394	52	98
Grade 1	504	499	1017	688	93	204
Grade 2	419	432	947	669	82	175
Grade 3	607	431	949	643	95	292
Grade 4	647	422	1,006	674	77	309
Grade 5	522	419	869	545	88	279
Grade 6	602	418	865	465	113	289
Grade 7	577	301	619	392	84	300
Special Class	112	87	303	1,640	32	1,018
Resource Unit	68	91	763	806	72	75
Province	4,380	3,552	8,395	7,077	820	3,075
Bulawayo	198	151	279	403	27	141
Harare	408	285	521	565	65	128
Manicaland	379	448	1058	924	155	121
Mashonaland Central	503	356	1250	530	55	243
Mashonaland East	250	291	576	636	63	233
Mashonaland West	622	517	1,117	779	68	470
Masvingo	992	521	1,332	1,424	162	323
Matabeleland North	346	308	761	519	60	314
Matabeleland South	199	192	442	428	38	233
Midlands	483	483	1,059	869	127	869
Type	4,380	3,552	8,395	7,077	820	3,075
P1	116	256	356	479	46	160
P2	690	469	947	1,101	158	369
P3	3,574	2,827	7,092	5,497	616	2,546
Location	4,380	3,552	8,395	7,077	820	3,075
Urban	921	697	1,585	1,670	189	499
Rural	3,459	2,855	6,810	5,407	631	2576
Registration	4,380	3,552	8,395	7,077	820	3,075
Registered	4,147	3,247	7,797	6,731	767	2,989
Satellite	233	305	598	346	53	86
Responsible authority	4,380	3,552	8,395	7,077	820	3,075
Church/Mission	4,147	3,247	7,797	6,731	767	2,989
City council	233	305	598	346	53	86
District council	4,380	3,552	8,395	7,077	820	3,075
Farm	4,147	3,247	7,797	6,731	767	2,989
Government	233	305	598	346	53	86
Mine	4,380	3,552	8,395	7,077	820	3,075
Other	4,147	3,247	7,797	6,731	767	2,989
Private company	233	305	598	346	53	86
Town board	4,380	3,552	8,395	7,077	820	3,075
Unclassified	3	2	0	1	0	0

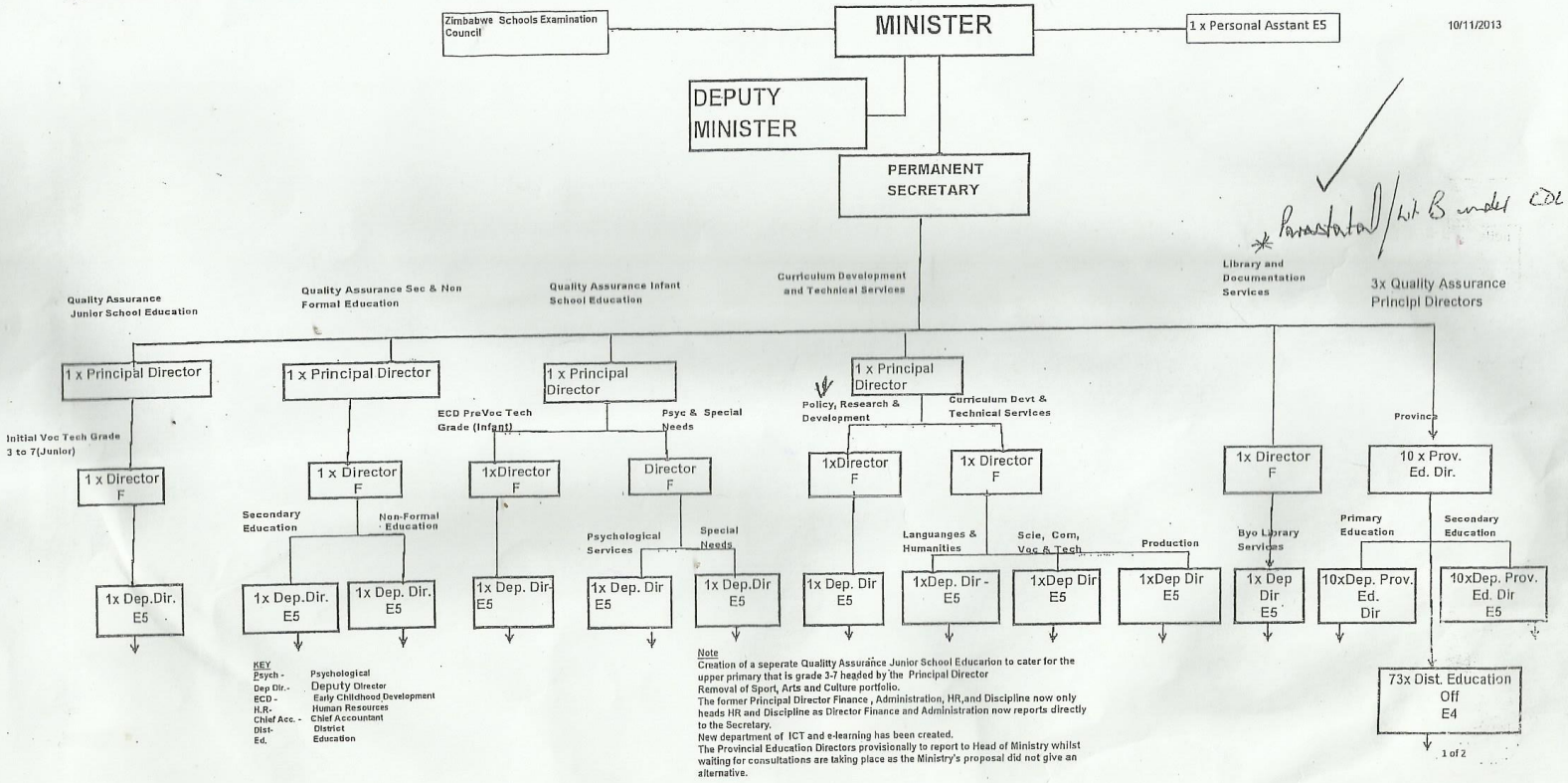
Table F.28 Numbers of special needs learners in secondary school in 2014 (EMIS, 2014)

Special needs learners	Visual and blind	Physical mobility	Speech and hearing	Mental	Albinism	Other
Grade	1076	1690	1031	282	255	621
Form 1	217	314	251	54	47	182
Form 2	207	379	246	49	45	125
Form 3	286	387	181	55	69	102
Form 4	213	395	179	34	52	90
Lower 6	54	78	6	1	11	10
Upper 6	47	117	7	3	12	11
Special Class	7	19	48	70	13	88
Resource unit	45	1	113	16	6	13
Province	1,076	1,690	1,031	282	255	621
Bulawayo	58	93	88	19	10	70
Harare	11	99	192	89	42	208
Manicaland	107	73	130	18	36	68
Mashonaland Central	75	60	48	16	12	24
Mashonaland East	130	61	78	21	22	13
Mashonaland West	202	1,036	106	44	22	94
Masvingo	207	86	48	34	54	25
Matabeleland North	119	53	96	13	14	8
Matabeleland South	73	42	108	10	12	7
Midlands	94	87	137	18	31	104
Type	1,076	1,690	1,031	282	255	621
S1	56	151	190	23	46	195
S2	275	1,079	219	106	48	208
S3	745	460	622	153	161	218
Location	1,076	1,690	1,031	282	255	621
Urban	189	1,198	271	126	70	376
Rural	887	492	760	156	185	245
Registration	1,076	1,690	1,031	282	255	621
Registered	968	1,583	907	236	238	574
Satellite	108	107	124	46	17	47
Responsible authority	1,076	1,690	1,031	282	255	621
Church/Mission	458	97	206	36	85	43
City council	2	12	8	0	2	1
District council	350	379	492	108	95	203
Farm	2	5	3	2	2	0
Government	173	1,105	265	105	62	304
Mine	1	3	0	0	2	2
Other	11	73	28	25	5	24
Private company	19	10	10	4	1	26
Town board	60	6	19	2	1	18

Annex G. Approved Structure for Ministry of Primary and Secondary Education 2013



APPROVED STRUCTURE FOR MINISTRY OF PRIMARY AND SECONDARY EDUCATION : 2013



Annex H. Updated Results framework for the EMTP(outcome and intermediate Indicators only)

Overall Objective: To revitalize the provision of relevant, quality, inclusive and holistic education, sport, arts and culture for all Zimbabwean children to foster Ubuntu, competitiveness, productivity and self-reliance
Outcome Indicators

Indicator	Baseline	December 2013 (end of year 1)	December 2014 (end of year 2)	December 2015 (end of year 3)	Data source, periodicity, & data collection agency	Indicator description/definition
8 percentage point increase in the survival rate for Primary education by 2015 by gender	**2012:** 69.6% (Male: 69.9% Female:69.2%)	**Target:** 71.6% **Actual:** 70% (May 2013)	**Target:** 74.6%	**Target:** 77.6%	MOESAC Planning Department MOESAC EMIS Annual	Percentage of a cohort of pupils enrolled in the first grade of primary education in a given school year who are expected to complete this level of education.
Examination pass rates at (i) Grade 7 and (ii) O Level by gender	(i) **2012** Grade 7 49.6% (Male 46.7%, Female 56.4%) ii) **2012 'O' Level** 22.1% (Male 23.9, Female 20.3)	**Target:** (i) 51.6% (ii) 23.1% **Actual:** **Grade 7** (i) 34.46% (Female) 31.33% (Male) **"O" Level** **(**ii) 21.64% (Female) 24.56% (Male)	**Target:** (i) 53.6% (ii) 24.1%	**Target:** (i) 56.6% (ii) 26.1%	MOESAC Primary and Secondary Departments Annual	Using the MOESAC calculation of pass rate 1) Grade 7 pass defined as % of candidates obtaining a total of 4 to 24 units from all subjects 2) O Level pass defined as % of candidates who passed 'O' Level by 5 or more subjects 3) A Level pass defined as % of candidates passing 2 or more subjects

Indicator	Baseline	December 2013 (end of year 1)	December 2014 (end of year 2)	December 2015 (end of year 3)	Data source, periodicity, & data collection agency	Indicator description/definition
The percentage of students achieving at or above the appropriate band for the age of a typical Grade 3 pupil in Zimbabwe	**2012:** Establishing baseline % of students achieving at or above the appropriate band **At or above Grade Level:** English: 49% Maths: 46%	**Target:** 2 % increase from baseline of students achieving at or above the appropriate band for the age of a typical Grade 3 pupil in Zimbabwe **Actual**: English: 54% Maths: 63%	**Target:** 5 % increase from baseline of students achieving at or above the appropriate band for the age of a typical Grade 3 pupil in Zimbabwe **Actual**: English: 51% Maths: 67%	**Target:** 15 % increase from baseline of students achieving at or above the appropriate band for the age of a typical Grade 3 pupil in Zimbabwe	ZELA Annually, collected in March. Data available by October each year.	The appropriate band will include a set of descriptions of what students located at various points along the literacy scale would typically be able to do. "Being at a level" means a student would be expected to get at least half of the items correct in a hypothetical test composed of questions spread uniformly across that level.
Transition rates 1) primary to secondary 2) Form 4 to 5	**2012:** 1) 76.9% (Female 78.4%, Male 75.4%), 2) 19.0% (Female 17.7%, Male 20.2%)	**Target:** 1) 78.6% 2) 20.0% **Actual:** 1) 76.8% Male 79.4% Female 2)18.4% Male 16.6% Female	**Target:** 1) 80.6% 2) 21.0% **Actual:** 1) 75.95% Male 78.00% Female 2)19.44% Male 16.69% Female	**Target:** 1) 83.6% 2) 23.0%	MOESAC Planning Department MOESAC EMIS Annual	The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year
Average GPI for secondary enrolment in the 20 worst districts[24]	**2012** 0.86	**Target:** 0.87	**Target:** 0.88	**Target:** 0.90	MOESAC Planning Department MOESAC EMIS Annual	Gender Parity Index (GPI) is calculated as the quotient of the number of females enrolled in secondary education by the number of males enrolled in secondary education.

[24] This indicator may be able to be replaced by GPI GER when district level population data by age and gender is available from the 2012 population census (ZimSTAT). Presently the GPI enrolment for the 20 worst districts are: Rushinga 0.90, Murehwa 0.90, Mutare 0.90, Buhera 0.89, Guruve 0.89, Muzarabani 0.89, Makonde 0.88, Bikita 0.88, Mudzi 0.88, Shamva 0.88, Mazowe 0.87, Makoni 0.85, UMP 0.84, Hurungwe 0.83, Kariba 0.82, North Central 0.79, Mbire 0.79, Nyanga 0.78, Zvimba 0.76, Umzingwane 0.76.

Intermediate Indicators

Operational Objective	Indicator	December 2012 (Baseline)	December 2013 (end of year 1)	December 2014 (end of year 2)	December 2015 (end of year 3)	Data source, periodicity, & data collection agency	Indicator description/definition
Operational Objective 1: Strengthen teacher development and management	% teachers having reached minimum standards	**Target:** Data not available Teacher minimum standards are being developed	**Target:** Systems established **Actual:** TPS developed	**Target:** Baseline established **Actual:** TDIS operational	**Target:** % increase over the baseline Note (% increase on previous year)	MOESAC HR Department TDIS Annual	The percentage of teachers having reached minimum standards as a proportion of the total number of teachers
Operational Objective 2: Improve learning quality and relevance	Curriculum fully developed and piloted to meet current and future learning needs by 2015	NA	**Target:** Curriculum reviewed	**Target:** Curriculum developed **Actual:** National consultations took place	**Target:** Syllabi developed and tested **Actual:** Curriculum framework in draft (June 2015)	MOESAC Planning Department MOESAC EMIS Textbook distribution ETF II	The curriculum must be fully developed, piloted, reviewed and approved
Operational Objective 3: Improve conditions of learning in schools	% schools meeting basic criteria for i) toilets, ii) water, iii) classrooms	**2012** i) ii) iii)	i) ii) iii)	i) ii) iii)	i) ii) iii)	MOESAC Planning Department MOESAC EMIS Annual	The percentage of schools meeting minimum standards for i) toilets ii) water and iii) Classrooms as a percentage of all schools[25].

[25] Minimum standards are i) Pupil to Toilet ratios are 1:20 for boys and 1:25 for girls ii) access to sufficient clean water less than 500 meters from the school. Access to rivers and streams is not considered clean water iii) pupil to classroom ratios are 1:30 for primary schools and 1:20 for secondary schools.

Operational Objective	Indicator	December 2012 (Baseline)	December 2013 (end of year 1)	December 2014 (end of year 2)	December 2015 (end of year 3)	Data source, periodicity, & data collection agency	Indicator description/definition
	Number of schools receiving school grant in accordance with their School Development Plans	0	**Target:** 132 **Actual:** 132	**Target:** 3470 **Actual:** 5107	**Target:** 6940 **Actual:** 5263	Ministry Financial Systems (enhanced under grants) continuous	The number of schools having received a school grant which reflects their school development plans in a given year.
Operational Objective 4: Improve Education Service Quality through improved supervision	% of teachers who have been supervised annually	**2012** 11.25%	**Target:** 15%	**Target:** 30% **Actual:** Supervision from (i) Head Teachers: 93% (ii) District: 74%	**Target:** 50%	MOESAC HR Department TDIS (active in 2014)	The percentage of teachers who have been supervised as evidenced by a supervision report as a proportion of the total number of teachers.
Operational Objective 5: Strengthen school and system governance and management	Number of provinces having operational plans linked to the EMTP and using EMIS and TDIS data	0 of 10	**Target:** TDIS, EMIS established at provincial level	**Target:** 3 of 10 provinces	**Target:** 10 of 10 provinces	Provincial DEO Provincial Planning Department MOESAC Planning Department Annual	The number of provinces generating an operational plan which links to the EMTP and uses empirical data derived from systems such as EMIS and TDIS to justify planning decisions, programmes and policies.

Operational Objective	Indicator	December 2012 (Baseline)	December 2013 (end of year 1)	December 2014 (end of year 2)	December 2015 (end of year 3)	Data source, periodicity, & data collection agency	Indicator description/definition
	Number of schools having a valid School Development Plan	0	**Target:** 132 **Actual:** 132	**Target:** 3470 **Actual:** 5057 finalised	**Target:** 6940	MOESAC Financial Department MOESAC Planning Department Provincial Financial Department Provincial Planning Department	The number of schools having a valid school development plan as assessed by the district and provincial planning departments as a percentage of the total number of schools in Zimbabwe
Operational Objective 6: Strengthen support to those learners with greatest need	Number of disadvantaged pupils supported with access to education (and gender parity)	BEAM and CAMFED 2011: Female: 410,434 Male: 383,112 GPI: 1.07	**Target:** Female 550,000 Male 530,000 GPI 1.03 **Actual:** Female 219,588 Male 216,354, GPI 1.01	**Target** Female 564,000 Male 540,000, GPI 1.04 **Actual:** Female 211,348 Male 210,933, GPI 1.00	**Target:** Female 580,000 Male 556,000, GPI 1.04	MOESAC School census MoLSS (BEAM) records CAMFED MOESAC Financial Department Annual	The number of disadvantaged pupils studying at any level of the education system given funds either directly or via the institution to assist with their study.

Operational Objective	Indicator	December 2012 (Baseline)	December 2013 (end of year 1)	December 2014 (end of year 2)	December 2015 (end of year 3)	Data source, periodicity, & data collection agency	Indicator description/definition
Operational Objective 7: Strengthen Sport, Arts and Culture	SAC integrated into revised curriculum by 2015	NA	**Target:** Curriculum reviewed	**Target:** Curriculum developed **Actual:** Consultations on curriculum tool place	**Target:** Syllabi developed and tested **Actual:** Curriculum framework in draft (June 2015)	MOESAC SAC Department MOESAC Planning Department MOESAC EMIS Textbook distribution ETF II	The revised curriculum be integrated with the needs of SAC and be fully developed, piloted, reviewed and approved