Ministry of Primary and Secondary Education, Zimbabwe

UNICEF ZIMBABWE

GLOBAL PARTNERSHIP FOR EDUCATION



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Cover Photo: *Mazowe District Education Office/2016/ Manager Mhangami.*

Caption: *Teacher Professional Standards Mazowe District workshop*

Summary of Contribution

Country Assisted	Zimbabwe
Program/ Project Name	Global Partnership for Education (GPE)
Donor	GPE
Grant agreement number	SC/13/0323
Total Approved Amount	US$25,252,000.00
Programmable Funds Received	US$23,600,138.60[1]
Total Programmable Expenditure	US$11,935,281.11[2]
Balance on Funds received	US$8,146,462.00[3]
Duration of Grant	3 years
Report Type	3rd Progress Report
Reporting Period	April 1st 2015 to March 31st 2016
Program Objective	To boost learning outcomes in basic education through continuous professional development of teachers, improved teacher supervision and management as well as strengthened evidence based policy and strategic planning.
Geographic Focus Area	National
Focus Population	Teachers and students in Basic Education in Zimbabwe.
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*Fund utilisation amounts in the report are only interim figures. The final Certified Financial Statement will be made available after closure of year-end accounts by the UNICEF Comptroller.	

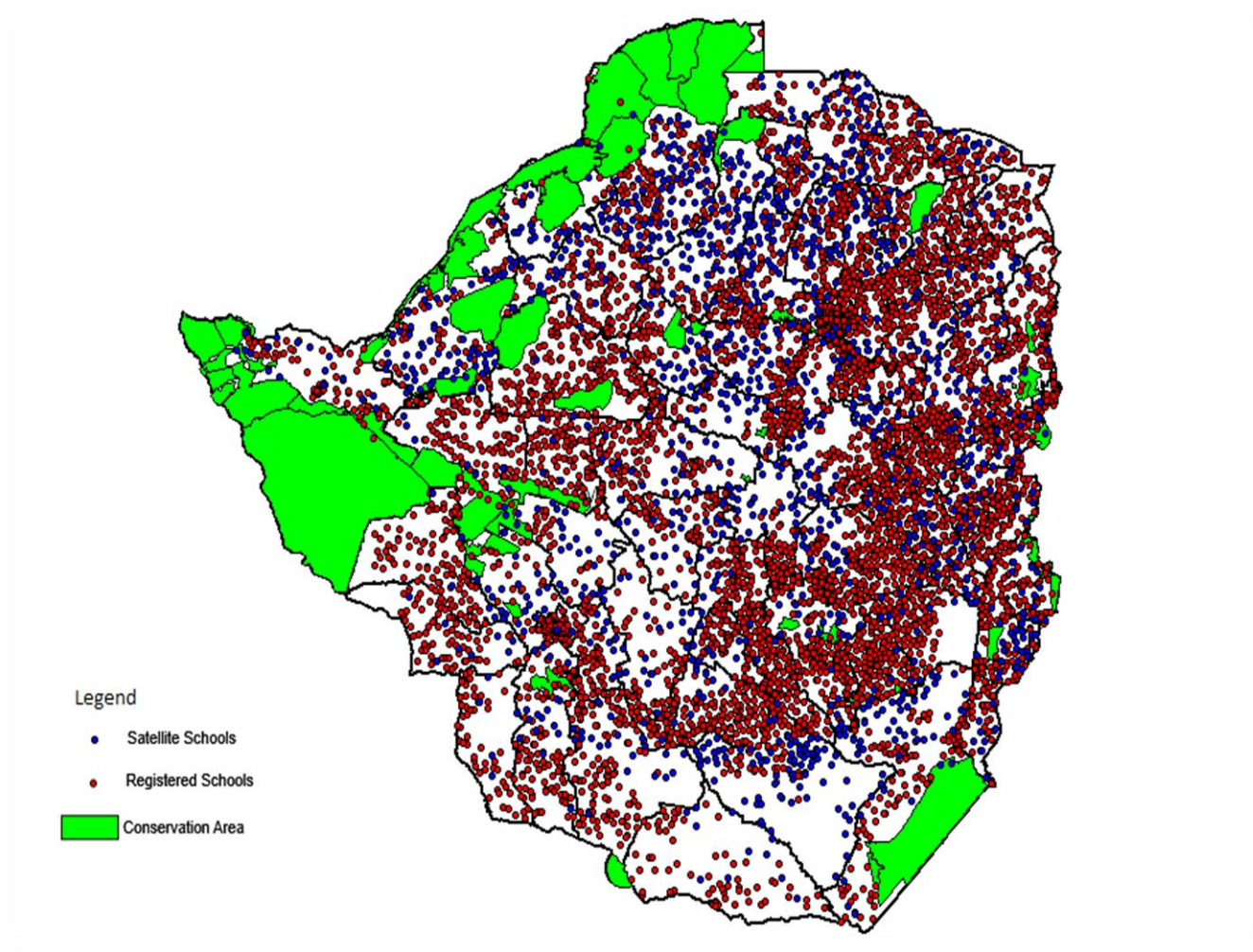
[1] The GPE released the final tranche of US$4,334,787.21 to UNICEF in April 2016. This update is still to reflect in the system. The attached Donor statement by activity was generated prior to system update.
[2] The total programmable expenditure is for actual payments. It excludes commitments. The total funds utilisation (actual payments plus commitments) amounts to US$ 12,345,595.48 as shown in the financial summary (p.40).
[3] The balance on funds received omits the final tranche received in April 2016 as the system is still to refresh

Maps of Zimbabwe

Figure 1: Map showing the districts of Zimbabwe



Figure 2: Map showing primary and secondary schools distribution in Zimbabwe



(EMIS 2015)

List of Acronyms

BSPZ	Better Schools Program of Zimbabwe
CDU	Curriculum Development Unit
CPD	Continuing Professional Development
CRT	Cluster Resource Teacher
CSO	Civil Society Organization
DEO	District Education Officer
ECD A & B	Early Childhood Development (1st and 2nd year)
ECG	Education Coordination Group
ECOZI	Education Coalition of Zimbabwe
EDF	Education Development Fund
EFA	Education For All
EMIS	Education Management Information System
EMTP	Education Medium Term Plan
EMTP- OP	Education Medium Term Plan- Operational Plan
ERI	Early Reading Initiative
ESSP	Education Sector Strategic Plan (2016-2020)
FACE	Funding Authorization and Certificate of Expenditures
GoZ	Government of Zimbabwe
GPE	Global Partnership for Education
HACT	Harmonised Approach to Cash Transfers
IST	Implementation Support Team
LAG	Learning Achievement Gap
LAT	Learner Achievement Tracking
LSP	Logistical Support Providers
M & E	Monitoring and Evaluation
MDG	Millennium Development Goal
MoFED	Ministry of Finance and Economic Development
MoHTESTD	Ministry of Higher and Tertiary Education, Science Technology Development
MoPSE	Ministry of Primary and Secondary Education
MTR	Mid-Term Review
NGO	Non-Government Organization
PED	Provincial Education Director
PLAP	Performance Lag Address Program
RWP	Rolling Work Plan
SDC	School Development Committee
SDG	Sustainable Development Goals
SMT	Senior Management Team
TDIS	Teacher Training and Development Information System
TPS	Teacher Professional Standards
WRAT	Wide-Range Achievement Test
ZIM ASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation

Executive Summary

The 3rd annual progress report for the Global Partnership for Education (GPE) in Zimbabwe provides the GPE Secretariat with information on the progress of the Program Implementation Grant from the Global Partnership for Education to the Government of Zimbabwe (2014-2016). The total programmable amount of US$ 23,600,138.60 has been received by UNICEF from the GPE. The report covers the 2nd year of programme implementation, 1st April 2015 to 31st March 2016.

Key Achievements

23,800 teachers trained in ERI
28,226 teachers trained in PLAP
All primary and secondary heads and deputy heads in 8651 schools, all TIC's in 5933 primary and two HOD's from 2718 secondary schools trained in use of TPS
TDIS functional in all districts
ESSP (2016-2020) drafted.

The 2nd year has witnessed the achievement of key results as specified in year 2 projected targets of the GPE Implementation Plan. This is attributable to the impetus of the districts, particularly the District Education Officers (DEOs), the Early Reading Initiative (ERI) programme and the Performance Lag Address Program (PLAP) resource tutors. They ensured the roll out of the programme at cluster level and followed up on training. Head teachers were very supportive of cluster team members, as they had to provide relief teachers in classrooms where teachers were out visiting their cluster trainees.

The GPE in Zimbabwe has focused almost entirely on support for capacitating the teachers of Zimbabwe in primary education interventions which are outlined in the Education Medium-Term Plan (EMTP) 2011-2015, as critical to improving and sustaining education performance in order to assist children achieve their learning outcomes. Teacher education has been supported in the three main component areas of:

1. Professional development for better teaching and learning
2. Supervision and management of teacher performance and development
3. Strengthened strategic planning leading to the Zimbabwe Education Sector Strategic Plan 2016-2020.

These three components are further divided into subcomponents[4] which address issues of early learning through a comprehensive well-resourced reading program (ERI), catch-up education for

[4] The three components and five subcomponents of activities supported through the GPE grant are:
1. Professional development for better teaching and learning
    a. Early reading initiative
    b. Performance lag addressing program
2. Supervision and management of teacher performance and development
    a. Teacher Professional Standards
    b. Teacher Development Information System (TDIS)
3. Strengthened strategic planning leading to MoPSE ESSP 2016-2020.

those children who continue to lag in age and grade appropriate performance (PLAP), the development and adoption of a Teacher Development Information System (TDIS), the approval and adoption of Teacher Professional Standards (TPS) and the completion of an Education Sector Plan (MoPSE ESSP) for 2016-2020. The main features of the design and activities which continue to be financed by the grant are contained in the approved GPE design paper, and aligned with the EMPT-OP, which was part of the application documentation submitted to the GPE.

As the key results table (p.22) shows, in the areas of early reading (ERI) and performance lag (PLAP), results achieved have far exceeded the targets. 3,798 school heads were capacity enhanced on the ERI and PLAP programs in year one to be able to support all primary teachers. By the end of the 2nd year, 23,800 teachers had been trained on the Early Reading Initiative (ERI) and 28,226 teachers had been trained in the use of the Performance Lag Address Program (PLAP) manual and accompanying materials. Teachers in all schools in the country, including P1, P2, P3 and satellite schools have been exposed to the GPE programs, with a majority of teachers now trained.

All finalised and printed manuals and modules for PLAP and documents for TPS are now available and have been distributed to all provinces, districts, clusters and schools. ERI modules are finally in print although softcopies continue to be used in the districts to produce hardcopies for training. The resources are now reaching schools through those who are being trained at cluster level. Enough printed materials have been made available to every teacher. Softcopies also rest with districts, so that additional copies maybe made, using either the riso machines in district offices or the newly distributed cluster printers which have been received by all 1218 clusters in the country. Syllabuses for classroom use, which are critical to ERI and PLAP are also being reproduced using these resources.

Teacher professional development is on track with most supervisors having been trained across the country by the 23rd of February, 2016. The thorough and constructive trainings on the TPS, the handbook and the training manuals were well delivered and highly participatory (see Annex 1). Monitoring visits showed the positive approach that supervisors were taking to the notion of mentoring and supporting teachers with their professional development plans. The relationship between TPS and TDIS will be further strengthened in the next quarter as teacher self-appraisal and needs analysis begins to be entered into the TDIS system at each district, in order for the Ministry to take a more responsive approach to teachers' needs. The TDIS machinery has been working well in most districts with some follow up required where HR officers are still uncertain on how to use the data to develop and print reports on teachers in the district. This will need to be done before additional teacher data, such as their performance planning and narrative reports on performance are entered into the system. While these reports will support Ministry in planning for in-service training, the dialogue between Higher and Tertiary Education Ministry (MoHTE) and Ministry of Primary and Secondary Education (MoPSE) will enable the integration of the ERI, PLAP and TPS training packages into preservice training delivery in teachers' colleges and universities which offer teacher education to primary teachers.

TDIS generated data on teachers, combined with EMIS data has strengthened Ministry capacity for responsive and data driven planning and research, particularly for the development of the next sector plan 2016-2020 which kicked off in October 2014 with the first education sector review, followed in August 2015 by a second one which was attended by Lucinda Ramos Alcantara, of the GPE Secretariat. The second sector review was preceded by an education sector analysis (ESA) which provided pertinent information backed by relevant data[5] on the performance of the education system in the last two years (see Annex 6).

GPE implementation teams in this second year continued to ensure provincial and district level understanding of the GPE interventions and the actions necessary for GPE activities to have an impact on children in schools. Six weekly implementation updates presented to the Education Co-ordination Group (ECG/LEG) as the 'endorsement' committee for the GPE, also serve as an information dissemination forum and from time to time as the decision making forum on the re-budgeting of funds. The ECG was required to approve the re-allocation of funds from the high maintenance, non-sustainable WRAT tests and funds, and the Logistical Support Providers (LSP's) provided for in the GPE Implementation Plan to strengthen the PLAP programme and have a bigger allocation of resources to clusters and schools. The Ministry has fulfilled the function for logistical provision of trainings and resources to districts; allowing the re-allocation of these funds to PLAP (which had lower unit costs for training than ERI in the GPE project document).

DFID as the coordinating agency has participated in the programme at various stages and Steve Harvey as DFID's Education Advisor and liaison person for the GPE Zimbabwe has made useful input and comments on the programme during and after monitoring visits and in response to the GPE quarterly updates. A visit to Zimbabwe by Lucinda Elena Ramos Alcantara of the GPE Secretariat during the education sector review in August 2015 was timely and useful as she gave valuable feedback not just on the presentations but also on the way forward for the development of the ESSP in Zimbabwe, on the new funding model for the GPE and on the strategic objectives that the GPE is working with alongside the post-2015 Sustainable Development Goals.

Improved and committed staffing in the GPE focal groups in the Early Reading Initiative (ERI), Performance Lag Address Program (PLAP), the Teacher Professional Standards, the Teacher Development Information System (TDIS), the ESSP subcomponents and in the finance section of MoPSE, means that the support needed from the Implementation Support Team (IST) could be relaxed. In early January 2016, a panel appointed by the Permanent Secretary, which included Ministry and UNICEF representation convened to evaluate the performance of the IST and the need for further engagement at the expiry of the first year contracts on the 31st December 2015. The panel recommended that the Ministry is now able to undertake a considerable amount of work that was being handled by the IST and that only two people (as against the four employed) were needed to take the GPE forward into its final year. The panel also recommended that the job descriptions of the positions be looked at and re-written, given current needs, especially with the new demands

[5] Data used was extracted from EMIS 2014, TDIS 2014, MICS 2014, DHS 2011, pertinent research studies and SITAN 2014

around financing the sector plans, drafting the ESSP operational plans and writing the new GPE application.

In the 2nd full year, the focal groups developed and used their own realistic, costed action plans to support districts and clusters with guidelines for activities which would see each sub-component meeting its target. The Technical Working Groups have more or less finished their work and discussion is under way as to how members may be included in the monitoring of the program to see how the published ERI, PLAP and TPS documents and resources are being put to use nationally. Much of the monitoring to date has been by MoPSE focal group members, the IST in 2015 and UNICEF. While funding was made available to ECOZI for small scale monitoring, the requirement for them to be always accompanied by UNICEF or MOPSE, meant that the number of visits they could make was restricted. DFID as CA also accompanied UNICEF and MoPSE on a few monitoring visits for GPE and the EDF, but again the number and scope of these visits are limited and based upon availability of both partners at mutual times, to take advantage of the requirement for MoPSE to be part of these monitoring visits. The second year has seen the nation-wide acceptance of GPE initiatives throughout the education sector in Zimbabwe.

Key people in provinces and districts are involved in the GPE and it can be reported with a degree of confidence that implementation is on track. This has been evidenced by the high rate of disbursements to districts and provinces in 2015 and the development, printing and distribution of manuals and modules and documents for ERI, PLAP and TPS. In addition 1, 218 cluster equipment (4 in one, printer/photocopier/fax/scanner) was procured and distributed from the savings from the WRAT tests in this current quarter. With the high level of district and provincial disbursements to be made in 2016, the GPE country team is confident that all funds will be expended and all targets achieved by the end date of the GPE programme, 31st December 2016.

We wish to thank the GPE for contributing to the achievements outlined in this report. We look forward to working together to sustain these achievements and attain greater results for children in the coming years in Zimbabwe.

1.0 Background Information

The Global Partnership for Education grant of US$25,252,000 was allocated to Zimbabwe in December 2013 for implementation from 2014 - 2016. The GPE grant is a 3 year grant. The grant supported the implementation of key identified activities in the Ministry of Primary and Secondary Education's, 'Education Medium Term - Operational Plan' (EMTP-OP 2013-2015). The current Education Sector Strategic Plan (2016-2020) will take forward the next steps from the activities covered under the last EMTP plan (2011-2015), consolidating progress by ensuring sustainability through school based staff development sessions supported by trained cluster resource tutors.

Through all programming decisions made in 2015 close attention was paid to issues of equity. The mid-term review found that the method of allocating and disbursing funds to districts was inequitable because all districts were being allocated a blanket amount regardless of the numbers of teachers

to be trained in each district. This led to the 2nd and subsequent disbursements being made based on the number of teachers in the district undertaking each training program (ERI, PLAP, and TPS) with teacher numbers per district taken from EMIS 2014 data. Hence, guidelines for the use of funds were drawn up to reflect the change with budgeting and expenditure taking a percentage of the total sum as guideline for each of the budget lines in the implementation plan. The new method of fund disbursements was appreciated by the districts and allowed all teachers to access training at the same unit cost of US$15 per head.

During much of 2014 and 2015, economic growth remained sluggish, with the country facing a serious liquidity crunch that continues to the present time. Although the education sector has not been totally spared of the pressures in the broader economy, it has exhibited remarkable resilience. Emphasis has been on generating sufficient evidence not only to guide planning and system management activities but also to inform policy dialogue and advocacy around critical issues affecting the sector. With 2015 EMIS and TDIS data now available, decisions around GPE intervention and implementation are being informed by up to date education data. Data generated through the strengthened EMIS, Teacher Development Information System (TDIS), 2014 MICS, GPE and TPS baseline surveys and the GPE mid-term review, contributed to the education sector performance review (ESPR) in late July 2015 and the Education Sector Analysis (ESA) in June 2015 which have fed into the longer and current process of developing the 2016-2020 education sector strategic plan (ESSP) and the accompanying operational plans.

A major bottleneck to sustaining the quality education measures undertaken by the GPE interventions, remains the serious underfunding of the education sector against the backdrop of a weakening economy and the prevalence of poverty. The percentage of the national budget allocated to primary and secondary education in 2015 remained high (25.1%), but nearly 99% of it supports employment costs, resulting in households bearing an increasingly heavier financial burden (about 96%) of non-salary costs. The 2016 budgetary allocation declined to 23.8%, with 98.4% supporting staff costs. Meanwhile, UNICEF has continued to advocate for more resources for the sector, both from government and other players, by supporting the development of the credible, more equity-focused 2016-2020 ESSP and by facilitating a deeper engagement with Ministry of Finance and Economic Development (MoFED) and other potential funding partners to ensure more sustainable, longer term commitments to fund the sector.

Figure 3 below, demonstrates the distribution of untrained teachers, expressed as a percentage of the teachers in each district as in the 2015 EMIS. On the whole, EMIS 2015 shows us that the majority of Zimbabwe's schools are staffed by trained teachers (78.9%). However, a deeper analysis reveals that there are wide inequities in the allocation of trained teachers across the different districts, especially at the ECD level. Furthermore, there exist large numbers of unregistered (satellite) schools that still lack basic facilities to qualify them for official registration. Schools that lack basic facilities and trained staff offer education of inferior quality. As a response, national GPE intervention has ensured adequate professional development and monitoring support to satellite schools. However, the allocation of trained teachers is an issue that requires long-term policy

interventions. A change in deployment and re-deployment policies and practices is being addressed in the next sector planning phase for the ESSP 2016-2020.

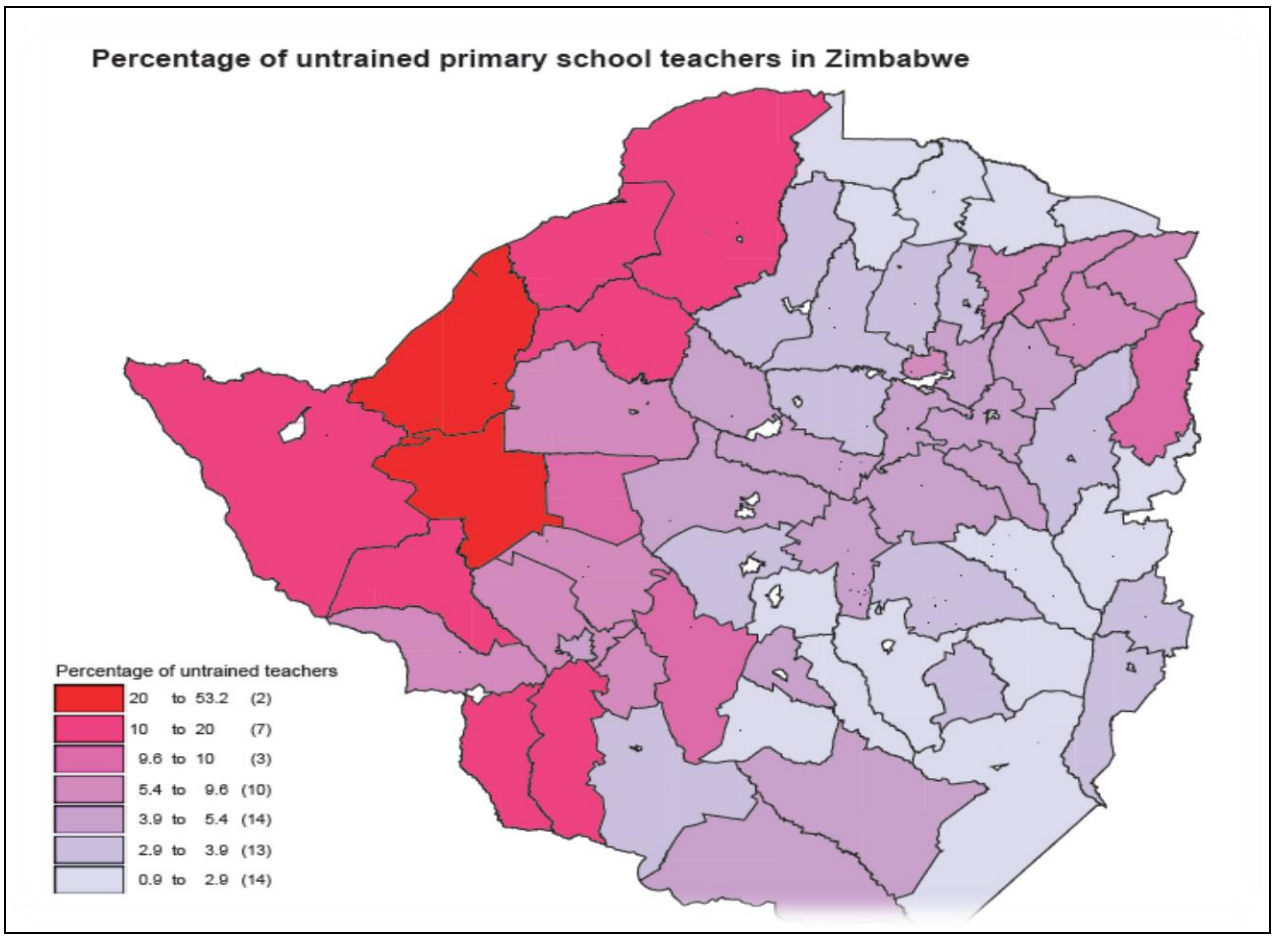


Figure 3: Percentages of untrained teachers by district (EMIS, 2015)

In November 2014, the GPE baseline highlighted the achievements and challenges in the education sector as directly relevant to the GPE program. This baseline identified areas of strength and challenges in GPE implementation and the areas in which additional and specific support is needed. All districts and provinces participated in the baseline with 420 schools and 4,200 teachers covered. In 2015, the TPS baseline provided valuable information on the status of professional development support for teachers. Programming decisions on the GPE have also been taken in response to the findings of these two research studies, to help address some of the specific issues which were found during the course of the two baselines. Findings from the baselines have also informed MoPSE's own response in drafting teacher professional standards guidelines, the supervision/mentoring instruments and in fostering the link within the GPE program between TPS and TDIS so that data on teacher professional development needs gathered from self-appraisals and mentoring reports is input into the district TDIS database and used by national office HQ to develop teacher professional development programs which are responsive to teacher needs and training gaps.

Despite the economic challenges and fragile nature of the country's political context, much progress has been made using donor funds. UNICEF has played a strong role as the fund manager of EDF and the Managing Entity for GPE, giving it a unique position that has enabled it to significantly influence Zimbabwe's national education agenda and achieve positive results for children. In executing this role, UNICEF has successfully advocated for the strengthening of MoPSE leadership in the design, management and monitoring of all interventions, a call MoPSE has positively responded to by increasingly taking on greater ownership and accountability for activities implemented through UNICEF's technical support. The Education Sector Strategic Plan (2016-2020) and accompanying operational plans (national, provincial and district) have further strengthened the sector to align with national development goals in education.

2.0 Objectives of the GPE and MoPSE Partnership in Zimbabwe

The overall objective of the GPE financed activities is to boost learning outcomes in basic education through continuous professional development of teachers, improved teacher supervision and management as well as strengthened evidence based policy and strategic planning.[6]

Sub-objectives

- To improve the quality of teaching reading and writing of all children from ECD A (Early Childhood Development Year 1) to grade 2.
- To reduce the learning achievement gaps of students in grades 3-7 by supporting implementation of Performance Lag Address Program (PLAP) activities at school and cluster level.
- To optimize teacher performance using Teacher Professional Standards (TPS).
- To improve teacher performance management by providing a database on teacher skills, qualifications and training needs that will permit more efficient and effective teacher recruitment, deployment, training and professional development (TDIS).
- To improve education strategic planning in Zimbabwe through support to the development of the next five year education sector strategic plan MoPSE ESSP (2016-2020).

3.0 Activities Planned and Undertaken for Year 2

Year 2 of the GPE Zimbabwe has seen tremendous progress made nation-wide with all the initiatives under the GPE. The GPE has become known and appreciated in every school in the country and by communities and parents who see a rise in the support being given to school level activities. For this reason, the GPE is very effective. It is reaching children through the district and cluster system and with cluster equipment now in place and a small first resource grant of US$179 per school made available, a lot has been achieved even with limited amounts (see Annex 3). The calibre of resources and materials using local ideas and inputs and the sheer determination of teachers to produce high

[6] Measured through Annual ZELA (Zimbabwe Early Learning Assessment) in grade 3 which is an outcome indicator. Grade 7 result is one of 2 overall result indicators. The other is on number of teachers achieving teacher professional standards.

quality usable and recyclable teaching and learning resources has meant a small but substantive improvement in what is available to teachers and learners.

Work on all the components and subcomponents of the program is well underway. While most of the activities centred around development of the modules in year 1, in year 2, focus was on developing capacity and in-service training of teachers involved in ERI and PLAP and familiarisation of supervisors and teachers with the Teacher Professional Standards document and the accompanying manual, handbook and mentoring/supervision instruments. The TDIS is in every district. The first ESSP draft has been done and shared with stakeholders, the ECG, provinces and districts.

The three ERI modules, one for ECDA and B and the other two for grades 1-2 were completed and thoroughly trialled during year 2. They were shared in soft copy with the districts, who used part of their ERI allocations to produce hard copies for clusters and schools for the first term 2015. MoPSE was pleased with its national trial and sensitisation approach with the modules so that teachers became familiar with the modules and materials before the final print run but were also able to provide quite a bit of feedback to the GPE focal through the district resource tutors before national printing. Under the Early Reading Initiative, district ECD trainers and trained cluster resource tutors began work with teachers in their clusters in earnest. The first of the monitoring visits by cluster resource tutors to school trainees, who had trained in the clusters, began in January 2016. District and cluster ECD trainers have led the implementation of all ERI activities in infant schools.

As acquittal reports show, teachers who remain to be trained in the clusters are now accessing the information gained by teachers already trained at cluster level through staff development sessions at school. Remaining teachers will receive cluster training in the next tranche. Meanwhile they have become familiar with the program through the staff development sessions led by already trained teachers. As much as possible it has been recommended that all teachers participate in staff development sessions for ERI and PLAP, as teachers can be placed at higher or lower levels in the schools and they need to be familiar with all primary level teacher training initiatives. Monitoring visits have showed the huge commitment of ERI teachers to improving the reading ability of their children, local materials, resources have been developed and shared, best practice initiatives have been shared around districts but also by UNICEF and MoPSE and baseline reading records of children are being kept from the time they enter the school system.

All 10 provinces, 72 districts and 1218 clusters in Zimbabwe have now had training in PLAP, ERI and Teacher Professional Standards. The next step of ensuring that quality training and support is reaching the schools is being monitored by the monitoring teams which have been established and are being funded at every level of the system: national, provincial, district and clusters. Since the GPE baseline showed that not all clusters were active due to resource and financial constraints in the last few years, the GPE initiative, through the district resource persons, has identified and responded to capacity and resource gaps at cluster level, to reactivate and resource clusters as needed. All clusters are now active and functioning well.



Grade 6 class at Kariyangwe Primary School, Binga District. The group in the foreground is operating at grade 2 level and is under PLAP

UNICEF/ 2015/ Manager Mhangami

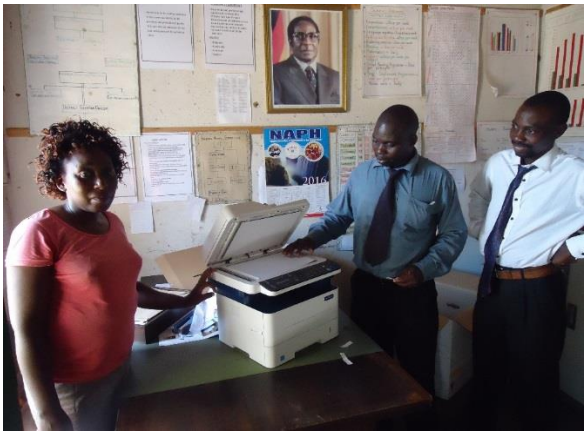
In year 2 the core team of PLAP resource persons in the Ministry developed guidelines for the provinces, districts and clusters to draw up their own costed action plans for PLAP. Strategically and wisely, the Ministry of Education made a decision to use sustainable curriculum based tests which can be put together by teachers to diagnose needed support for PLAP. It was decided that the WRAT test, which is a standardised internationally available benchmarking achievement test was far too expensive and non-sustainable in the Zimbabwe context. This decision was approved by the ECG and the amount saved has been re-directed to the much needed cluster equipment (see photographs below) and school level resources for ERI and PLAP; which were not budgeted for under the GPE project document. Other than this, the approach generally taken for training for PLAP has been similar to ERI, although at a lower unit cost because of the lower budget allocation for this activity in the Implementation Plan. Some savings from the WRAT test has also gone into increasing the unit cost for PLAP training, to match the unit cost of ERI trainings, so that the training which includes sessions on materials development and in year 3 an introductory session on the new curriculum, is given a similar length of time.



Peter de Vries, UNICEF, handing over cluster equipment to Peter Muzawazi, MoPSE.

UNICEF Zimbabwe/ 2016/ Noemi Robiati





District accountant at Binga trying out one of the recently received machines and teachers at Siyachilaba Cluster Binga try out their new copier/printer.

UNICEF/2016/Manager Mhangami

The Teacher Professional Standards, the accompanying handbook and training manual and the supervision instruments have been printed and nationally distributed. Training on the use of these resources for cluster resource persons at district level were completed at the end of February. Further training of supervisors at cluster level by these resource people have enabled the information to be carried to schools and dealt with collectively in staff development sessions. All primary school supervisors and strategic secondary school ones (includes head, deputy head and two HOD's) are being trained at cluster level, all teachers and remaining secondary school HOD's at school level. GPE funds are available for TPS training up to cluster level. Schools cover their own costs in their school staff development sessions. The TPS documents now form the basis of all supervision and mentoring of teachers.



Teacher Professional Standards Workshop, Mazowe District 2016.

UNICEF/2016/ Manager Mhangami

The development of the Teacher Development Information System (TDIS) was completed in 2014, however its use in monitoring teacher performance, providing informed guidance on teachers' training needs, and improving management of teacher professional development (TPD) activities has been slow in taking off. Spot checks have showed there is need for follow up training in some

districts where HR officers are able to input TDIS data and send to the Head Office but continue to struggle to use the data to generate their own district reports. TDIS data to date at national level, shows that most teachers, both trained and untrained, have not had the opportunity for professional upgrading for over ten years. In districts, a refresher training is to be held this year to ensure expertise in using TDIS data to generate reports and inform programming for teacher development in districts and provinces. With TPD needs which appear to be uniform, nationally, appropriate interventions can be planned in response. The relationship between TPS and TDIS has been discussed by the two teams and work to integrate the TPS data into the TDIS system will commence early in the next quarter. In this quarter, supervisors are using the new supervision instruments to mentor their staff. The self-appraisal document for teachers which is to be developed in the next quarter, will also enable a better, stronger relationship between professional development response of the Ministry and teacher needs.

The TDIS data currently at hand is expected to properly inform planning and response to teacher development needs. However, until all the training related to Teacher Professional Standards has been done and teachers are supported with their self-appraisals and the development of personal PD plans, the TDIS system, will not be responsive enough to be used for longer term planning for national professional development response. The development of the interface between TDIS and TPS is planned for year 3.

A core activity for the education sector in 2015 was the completion of the Education Sector Analysis (ESA) in July 2015 and the start of the development process of the 2016-2020 Education Sector Strategic Plan (ESSP). This involved conducting an Education Sector Performance Review (ESPR) from 29 to 30 July 2015 which was attended by Lucinda Ramos of the GPE secretariat, and this coincided with the presentation of the preliminary findings of the ESA. The ESPR brought together a broad range of players in the education sector under the leadership of MoPSE to review progress made between October 2014 and July 2015 in the achievement of the sector priorities set for the period 2011 to 2015.



Education Sector Performance Review, Management Training Bureau, July 2015

UNICEF/2015/Manager Mhangami

The ESPR was highly participatory, with representatives of children getting an opportunity to highlight issues that affected them. Some of the issues highlighted at the ESPR were: the need to ensure full implementation of policy provision e.g. on non-exclusion of learners on account of failure to pay school fees, provision of non-formal education services by all schools, provision of school infrastructure, under-provision of opportunities for children with special needs; and chronic underfunding of the sector. Controversial issues such as corporal punishment in schools also found a place in the discussions. Because the lead time for the preparation of inputs was limited, the review was not as thorough as it could have been. In response to this, MoPSE plans to set up a team who will work on the May 2016 ESPR way ahead of the event, with a report set to be prepared and tabled for discussion as part of the review.

The completion of the 2014-15 Education Sector Analysis which fed into the ESPR subsequently supported the production of the first draft of the ESSP (2016-2020) on December 31st 2015. National consultations on the sector priorities for 2016 to 2020 were conducted in all schools across the country on the 5th August 2015. Parents, communities and schools participated in the consultations, and the results were compiled for reference during the preparation of the ESSP itself. Initial results from the consultations show a general convergence over the following priorities: (a) improved quality of learning environments (infrastructure, equipment, competent and motivated teachers); (b) greater focus on children with special learning needs; and, (c) increased funding for the sector by government.

The drafting of the ESSP formally commenced on 5th October 2015 under the guidance of an international consultant and good progress has been made. The four pillars supporting the priorities that emerged in the draft ESSP are: (a) the expansion of access, especially for OVCs, the children from economically deprived backgrounds, children with disabilities, and children in geographically marginalized areas or those affected by disasters or emergencies; (b) improvement of quality, mainly through the full implementation of the new curriculum; (c) focus on learners through the development among teachers, of skills required to deliver the new curriculum; and (d) strong leadership, management and monitoring providing efficient and effective service delivery within an institution that has the right structural framework, including infrastructure (especially in the financially constrained satellite schools) and investment in and use of ICTs for promoting learning.

The development of the 2016-2020 ESSP provided an opportunity for the participation of a broad range of players in determining future priorities for the sector. Right from the outset, MoPSE demonstrated its desire to make the process inclusive by involving other sector ministries, quasi-government bodies, funding partners, development partners, civil society organisations (including teacher) organisations and learners themselves. The drafting process to date has included all MoPSE partners. On the 17th February 2016, a meeting was held to feedback developments and the submitted draft to stakeholders, including other sector Ministries, NGO's, ECOZI, UN Agencies, donors and World Bank. Following this process, a revised draft with a tentative costing was presented at the ECG meeting on the 25th February 2016. The draft has been further revised as a result of the comments in both these forums. An independent review has been commissioned on behalf of the LEG by DFID, the coordination agency (CA) in mid-March.

The monthly meetings held between MoPSE and UNICEF focal persons to review progress and plan next steps together have been successful in clearing areas of slow budget movement and bottlenecks as well as in identifying workable strategies to accomplish planned activities. After the utilization of the first tranche of US$1,200 operational grant per district in year 1, the second year saw a further three operational grants given to districts. The 4th grant is currently under acquittal. Each district has also received a fourth grant for implementation of district level PLAP and ERI work plans which were developed jointly at provincial workshops held with national focal points in December 2014 (for 2015) and in January 2016. In January 2016, disbursements were also made to provinces and districts to further training among primary and secondary school supervisors, on the teacher professional standards. Funds for training did not stretch to training all secondary school supervisors at cluster level – only two HOD's along with the head and deputy head could be trained. Remaining HOD's are being trained by their supervisors and those who attended cluster training, to work with the TPS documents and supervision instruments in staff development sessions at school.



Staff development session at Siyachilaba Primary School, Binga District, March 2016

UNICEF/2016/Manager Mhangami

During the year, several important GPE related travel was undertaken to support the implementation of the GPE and to bring greater knowledge and skills to the program. The MoPSE GPE Coordinator Mr Peter Muzawazi, attended a GPE regional workshop for government implementing partners in Dakar, Senegal and Kampala, Uganda, on the development of an education sector plan; and was invited to present on a Zimbabwe GPE innovation: consolidating the relationship between the TPS and the TDIS as a response mechanism for determining professional development needs of teachers, at a GPE sponsored workshop in Mexico (March, 2016). Saul Murimba (UNICEF), Nikhat Shameem (UNICEF), Peter Muzawazi (MoPSE), Shandirai Mugari (MoPSE), Steve Harvey (CA; DFID) and Maxwell Rafomoyo (ECOZI) attended an ESSP planning workshop in Nairobi, Kenya in October, 2015. Such meetings enable sharing of progress, experiences and challenges with other countries.

The visit to Zimbabwe by the GPE country lead, Lucinda Ramos during the third quarter 2015 was timely and addressed many questions and queries that the country had in relation to the new funding modality, the timeline for the development of the ESSP and the accompanying operational plans, as well as the application process for the next GPE funds. The visit was also very useful in providing

the much needed technical guidance and support to the country during our sector performance review process in August and response to the Education Sector Analysis. Ms Ramos also met with key stakeholders including Steve Harvey and Paul Turner of DFID, the Coordinating Agency, the Minister of Education and the Permanent Secretary. These meetings provided a renewed stimulus for action and served to obtain the commitment of senior government leadership to fulfilling the GPE implementation plan and for applying for the next much needed grant to supplement government budgets 2017-2019.

The table below lists the activities that were included in the action plans for each subcomponent and the status of each.

Year 2 Activities Planned	Year 2 Activities Undertaken
1.1 Early Reading Initiative (ERI)	
District and cluster in-service trainings for Infant teachers on ERI modules	Done. 23,800 teachers have been trained at cluster level. In addition 3,798 heads and deputy heads in each school had received sensitisation in year 1.
Finalise, design print, and distribute ERI modules	Partially done. The modules have been finalised and signed off. Currently in print.
Monitoring and reporting on ERI trainings and use of disbursed funds	Done. The Ministry team involved in joint and separate monitoring visits with UNICEF to provinces, districts, clusters and schools to monitor trainings and implementation of ERI
Equipment grant for clusters	Done. Procured and distributed equipment (4 in ones) to 1218 clusters.
Orientation workshop for provincial planning	Done. Meetings for ERI activity planning have been held at provincial level with all the districts to reflect on successes and challenges, share best practices and to plan the continuous implementation of the ERI program.
Develop monitoring tool	Done and in use.
Provide each district with essential equipment	4 PCs (ERI, PLAP, and 2xTDIS), one projector, one binding machine and one riso machine sent to each of 72 districts.
Provide each district with information on allocation grant and operating grant	Done, continuous.

Year 2 Activities Planned	Year 2 Activities Undertaken
Assess facilities at district and cluster level and develop action plans	Done. Supported districts and clusters to build capacity on how to compile action plans and budget for each tranche of money received. We are now at the 4th tranche.
Identify and train early reading resource tutor (CRT) in each cluster (1,218)	Done. All identified. All trained. They themselves are training teachers now.
Identify cluster lead in each cluster (1,218)	Done. Cluster leads are coordinating training and monitoring.
1.2 Catch Up Education - Performance Lag Address Program (PLAP)	
In-service trainings at district and cluster level in PLAP	Done. 28,226 teachers, heads and deputy heads trained at cluster level
Purchase and distribution of WRAT	Decision of Ministry (endorsed by ECG) to develop curriculum based assessments. This is good value for money and the saving has been put into cluster equipment, additional resources and materials for schools and teachers.
Communication with districts and clusters to develop plans for the implementation of the program	Done and continuous. All districts prepare plans every three months.
Finalise the PLAP manual and model lessons, print and distribute PLAP manual	Done. Manuals distributed to all junior teachers in districts. Teachers are now using published PLAP manuals.
Development of material for PLAP for special needs and training	Partially done. Material has been developed and trainings have occurred. The material needs now to be finalised and printed as an annex to the PLAP manual
2.1 Teacher Professional Standards (TPS)	
Finalise Teacher Professional Standards, print and distribute	Done. 150,000 copies of TPS document published and used in all TPS trainings. Copies currently under distribution to about 128,000 teachers.
Finalise TPS handbook, training manual and all teacher supervision instruments.	Done. 150,000 copies of TPS Handbook published and used in all TPS trainings. Copies currently under distribution to about 128,000 teachers.
Test supervision instruments in 3 districts	Done, this was successfully carried out, the 3 instruments finalised and now being used for all supervision in 2016.
Train supervisors and teachers on TPS	Partially done. All trainings were conducted for primary school supervisors and for key secondary school ones, head, deputy head, 2 HOD's. Trainings in schools for remaining supervisors and all teachers; almost complete.

Year 2 Activities Planned	Year 2 Activities Undertaken
Develop information material (brochures, etc.) as part of the communication strategy	Done. Brochures are in print (see Annex 1 and 4).
Hold discussions with MoHTESD on incorporating TPS into teacher education curriculum	Partially done. UNICEF and the Ministry of Education currently discussing ways to work with MoHTESD and teacher training institutions. Discussions are under way to engage MoHSTED to work out a broad-based strategy for inclusion of GPE initiatives into a teacher education curriculum that incorporates ERI and PLAP as well.
Use TPS in induction and probation assessment of new teachers in sampled districts	Not done. Postponed to next quarter when all supervisors and teachers have been trained in TPS documents and instrument use. A self-assessment tool is being developed to support development of professional development plans by probationers as part of induction.
Conduct TPS baseline	Done, and findings used for responsive TPS documents, guidelines (handbook and training manual) and constructive supervision/mentoring instruments.
2.2. Teacher Development Information Systems (TDIS)	
Complete collection and verification of data	Done. All data collected, verified, captured and cleaned. A clean TDIS database now in place and operational.
Training of decision makers at Head Office, provinces and districts	In 2014 two HO teams visited every district and provincial education office and (a) installed the TDIS data base, (b) customised the data base, and (c) trained users and administrators. Training of HO staff took place in the second quarter of 2015.
Creation of additional TDIS database modules and Administration Staff database	Because there are concerns regarding the responsiveness of the existing system to user needs in provincial and district offices, no additional modules were developed. Tools for the collection of data on administrative staff were developed, but data collection was suspended.
Procurement of additional TDIS hardware	Additional TDIS hardware was procured and distributed. This included 115 computers and 88 printers for HO, provincial and district offices.
Complete customisation of software and hardware	Done (See above).
Develop TDIS data capturing manual for use by operators	Done (See above).
Train TDIS data captors	Done (See above).

Year 2 Activities Planned	Year 2 Activities Undertaken
Capture TDIS data	Done. Districts are capturing new data on teachers on a continuous basis. Regular submission of the data is submitted to Head Office has not been done by some districts largely due to poor connectivity. Innovative ways of ensuring better connectivity have been proposed for 2016.
Train district resource persons for data analysis and report writing	Done, but visits show varying competencies in the use of TDIS by district office staff, reflecting uneven quality. Training to continue, targeting the districts that show skills gaps.
3. Education Sector Strategic Plan (MoPSE ESSP 2016-2020)	
Collection of documents and consultation with stakeholders (ZIMASSET, EMIS reports etc.)	Done
Design and conduct and education sector review	Done
Conduct an education sector analysis	Done. Endorsed by Ministry and used for ESSP processes
Carry out national consultations at district and school level	Done
Agree on overall approach and framework for MoPSE ESSP 2016-2020	Done
Produce the ESSP endorsed by Ministry through a consultative process	Partially done. The ESSP in draft form is ready and in finalisation phase. External appraisal undertaken by CA on behalf of LEG. Process was participatory in provinces and districts, among all departments at the Ministry, and many stakeholders. Country Readiness Matrix submitted to GPE, 15th March. Appraisal package submitted to GPE, 24th March.

4.0 Results Achieved

Component	GPE funded year two targets	Actual GPE funded results during year two	On track / off track for year one • Achieved • Partially achieved • Not achieved • Planned for year 3	*Comments*
1.1 Early Reading Initiative	18,813 teachers from ECDA-Grade 2 (50% of all teachers) trained in use of Early Reading materials	23,800 teachers received complete and thorough training on ERI modules, practical lessons and resource development	• Achieved	*20,365 female* *3435 male* *4065 rural schools represented and 625 urban schools* *Thanks to the cluster structure it has been possible to train more teachers than targeted, as the cost of training was cost effective. Training was consolidated after earlier sensitisation on ERI.*
	18,813 teachers visited at least 3 times by cluster co-ordinator	7373	• Partially achieved	*The visits of the cluster coordinators to the teachers started only toward the end of the last quarter. Through monitoring visits and continuous guidance and communication, districts were made aware of this important component to be communicated to the cluster resource persons. The visits that have started in the last quarter have now become an integral part of the program, well*

				understood at district and cluster level, and will continue throughout the year
1.2 Performance Lag Address program	357,000 students are assessed using curriculum based tests for PLAP support (revised intervention from purchase and use of WRAT test)	376,013 students assessed using teacher devised methods (to be standardised)	• Achieved	*As this is a curriculum based test it was easier and quicker for teachers to create it and assess the students. Also included as Chapter 4 in PLAP manual.*
	26, 344 teachers trained in use of PLAP materials	28,226 teachers trained in use of PLAP manual, practical lessons, responsive lesson planning, and scheming	• Achieved	*11,820 Female* *16,306 Male* *3965 rural schools represented and 626 urban schools* *10,448 teachers visited after the training*
2.1 Teacher Professional Standards	100% supervisors (from primary and secondary schools) trained on use of TPS –provincial, district, cluster and school.	100% at provincial district and cluster level. 100% primary school supervisors. 100% school principals and deputy principals and 2 HOD's per secondary school trained.	• Partially achieved	*District and cluster level training included all Heads, Deputy Heads, TIC's and 2 HODs per secondary school. Currently teachers and some remaining HODs are being trained in schools by those who attended cluster training. Despite a larger number of teachers to be trained for this subcomponent, (primary and secondary), unit costs were maintained at $15 per trainee at cluster level. School sessions are not funded.*
	50% of all teachers in primary and secondary school supervised		• Achieved	*All the supervisors who have trained this quarter are using the new tools.*
	PD needs of 50% of teachers identified.	TPS training for a majority of secondary school and all primary	• Not achieved	*TPS plans to match supervision data with TDIS data. As TPS trainings have just started in schools for all teachers,*

		school supervisors done. TDIS available. TPS self-appraisal tool for teachers not available.		*and self-appraisal tools are yet to be developed, in the next quarter they will be able to create their PD plans against the Teacher Professional Standards and using the self-appraisal tool.*
2.2 Teacher Development Information System	100% of teacher qualification data captured and held in electronic form (including on-going updates of recruitment and exit from district).	100% of data is being captured	• Achieved	*Nationally, provincially and at district level. Ongoing for updates*
	TDIS operational review shows increased use at provincial level and 5 districts in each province.	HR personnel in districts, provinces and HO using TDIS but capacity is uneven outside HO and senior management yet to be trained in interpreting and using data	• Partially achieved	*HR using it for planning and reporting. Increased use nationally but progress and accountability for data and reporting in provinces and districts is uneven.*
3. Education Sector Plan 2016-2020	Sector Analysis complete (ESA) approved by MoPSE and validated by an external review team.	Sector analysis done, and validated	• Achieved	*Education Sector Analysis done and approved and validated*
	MoPSE ESSP 2016-2020 complete and reviewed by external reviewer appointed by LEG.	Done	• Achieved	*Done. ESSP document complete and under review by external reviewer*

5.0 Assessment of Results against Outcomes

The outcome indicators for the GPE in Zimbabwe are: the grade 3 ZELA results, because of the ERI intervention at infant school and the grade 7 pass rates, because of the PLAP intervention in junior school (grade 3-7). As we are in the 3rd year of the GPE and did not really embark on district level training until the beginning of year 2, results cannot be attributed to GPE interventions alone. Many other interventions have supported the positive changes that the education sector has experienced in the last year. However, undoubtedly the quality of teaching and teacher expectations of student performance have had a positive effect on student motivation and interest and evidence of this is visible in our monitoring visits and the district reports received with GPE acquittal documents.

As reflected in Figure 4 below, results from the Zimbabwe Early Learning Assessment (ZELA) show that, between 2012 and 2015, there was a general increase both in mean scores and in the percentage of learners performing at or above the grade-appropriate level in English and Mathematics. Performance in 2015 more or less maintained 2014 levels. Improvement was particularly marked in Mathematics where the mean score rose by slightly over 12 points, and the percentage of those who reached or exceeded the age-appropriate level increased by 20 percentage points between 2012 and 2015. However, performance appears to have levelled off between 2014 and 2015, when the first effects of the ERI program may have only just begun to be felt. A good three years are needed for any impact of the Early Reading Initiative on ZELA language scores, to be felt.

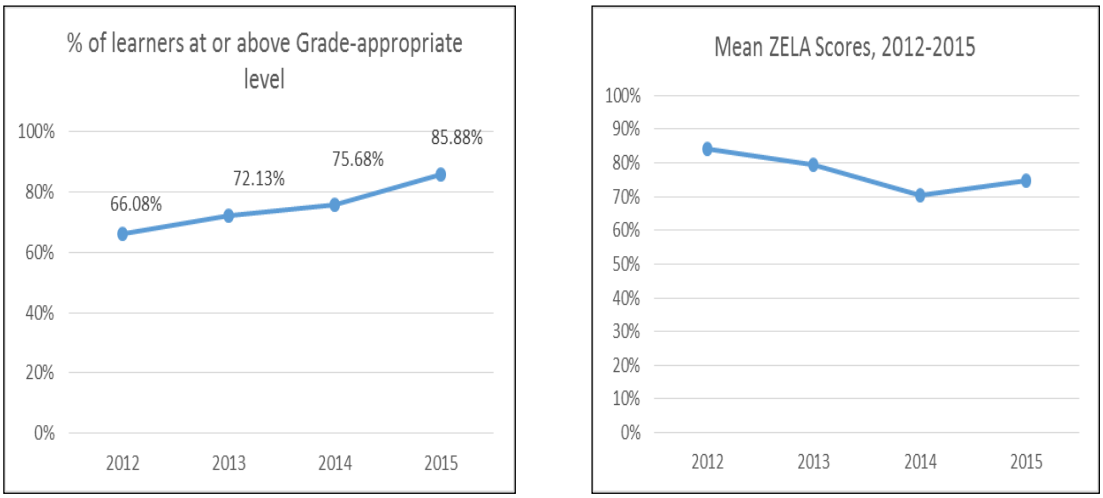


Figure 4 ZELA results 2012-2015: mean performance and % of learners performing at or above the grade-appropriate level in English and Mathematics at end of grade 2

As published by ZimSEC, the examinations authority in Zimbabwe, primary school grade 7 pass rates have steadily improved since 2009. In 2014 it stood at 38.13 per cent compared to 31.5 per cent in 2012, and 20.11 per cent in 2009, showing a steady improvement in results. While still low, the steady improvement shows an increase in education quality. This is illustrated in the table below.

	Grade 7 Pass Rates 2009-2015		
	M	F	Total
2009	18.88%	21.54%	20.11%
2010	22.59%	27.40%	25.00%
2011	26.90%	30.85%	28.89%
2012	29.70%	33.30%	31.50%
2013	30.72%	33.66%	32.20%
2014	35.67%	40.30%	38.13%
2015	39.4%	44.9%	41.83%

Figure 5: Trends in Examination pass rate for Grade 7, 2009 – 2015 (ZimSEC).

An analysis of pass rates by gender shows consistent patterns with global trends. Girls outperform boys at primary school level; boys outperform girls at lower secondary level; and there is little or no difference between boys' and girls' performance at upper secondary level.

Learner performance at all levels reflects serious inequities among schools and the children who attend these schools. Students attending the 10 per cent of schools with the best performance on grade 7 exams were forty (40) times more likely to pass the exam than students attending the 10 per cent of schools with the weakest performance. The major factor accounting for disparities in performance is differences in the wealth profiles of the different school communities. Schools located in or supported by wealthier communities generally have higher school income, and therefore have access to more resources which support better learning. Furthermore, they also tend to have lower default rates. Because better resourced schools tend to be found in urban areas, performance patterns also reflect the rural-urban divide in wealth distribution.

For instance, since 2012, the Zimbabwe Early Learning Assessment (ZELA) has consistently found correlations between wealth and the factors that contribute to improved academic performance such as having books at home, eating more than one meal per day and having access to things like water and electricity at home. ZELA results for 2015 show 53% and 66% of grade 2 children reached or exceeded the benchmark in English and Mathematics respectively, with girls outperforming boys. However, in English, the percentage for rural schools was 44% compared to urban schools at almost double this figure (82%). In Mathematics, the figure for rural schools was 61% compared to 84% for urban schools. This pattern has persisted in all the years (2012 – 2015). Figure 6 below illustrates the effect that the socioeconomic background appears to have on both English and Mathematics ZELA scores.

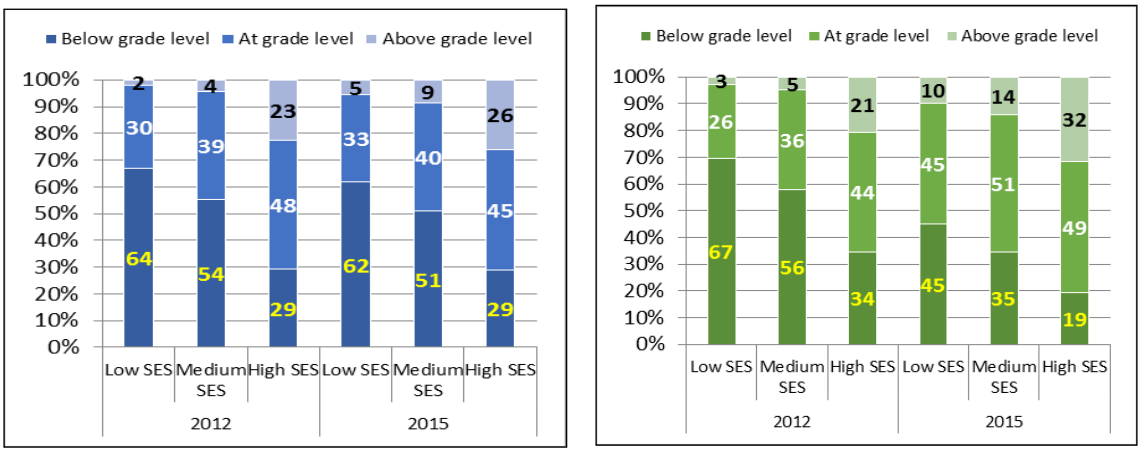


Figure 6 Percentage of pupils below, at and above grade level for English (left) and Mathematics (right) by SES group in 2012 and in 2015 (ZELA Report, 2015).

The proportion of children starting grade one who have an ECD background reflects the expansion of access to early learning opportunities. Largely as a result of Government policy that requires all primary schools establish early childhood development (ECD) classes for 4-5 year olds, access rates have particularly expanded at the pre-primary level. This, however, masks the challenge of low access that still affects the 3-5 years. GER for the 3-5 age group was only 29 per cent in 2015. However in 2015, primary GERs are very high (slightly over 106%) while NERs hover around 89 per cent, with gender parity.

While primary school completion rates for 2015 remained high (79.7%), those for lower secondary are much lower (65.7%), reflecting that a large proportion of learners drop out before they complete the basic education cycle.[7] The main reason for dropping out is lack of fees – especially at the secondary level where fees are higher and the opportunity costs of education are greater. This has resulted in a large number of out of school children (OOSC). There are no significant gender differences.

ZELA results also show that the highest performing primary schools tend not only to be better funded, but also had better teacher: pupil ratio, and were more likely to have trained teachers. In 2015 the number and percentage of qualified teachers increased. The qualified teacher-to-pupil ratio improved from 1:40 in 2014 to 1:38 in 2015 for primary and from 1:30 to 1:29 for secondary school. This is attributed to an increase in the supply of qualified teachers alongside the system's enhanced retention capacity. The training of 9,954 ECD paraprofessionals that was supported through EDF funding since 2012 was concluded in May 2015 with the graduation of the last batch of 2,500 trainees. Meanwhile GPE support for strengthening the pedagogical skills in early reading (ERI) and catch-up education (PLAP) of around 23,800 pre-primary and 28,226 primary school teachers' has also served to upskill teachers and strengthen capacity and confidence in these areas. All teachers will be trained in either of these programs by the end of next quarter. Some have been trained in both.

[7] In Zimbabwe, basic education spans 2 years of ECD, 7 years of primary school, and 4 years of lower secondary education (i.e. up to 'O' level).

6.0 Key Partnerships and Inter Agency Collaboration

Ultimately the aim for the Government of Zimbabwe is to ensure, regardless of the source of funds, high quality delivery of education provision in areas critical to achievement of learning outcomes, education for all and supply of quality education resources, human and physical. To this end, and because the salary bill in the education sector is still very high (98% of the education sector budget), donor funds play a critical role in both service delivery and strengthening systems. The GPE funds fund the critical area of teacher development and optimisation as prioritised by MoPSE in the EMTP-Operational Plan (2013-2015). The teacher development initiative includes the components which have been earmarked for support by the GPE funds.

Policy decisions on the activities supported by GPE and the financial resources necessary to support these are made by MoPSE in consultation with UNICEF and informed by discussions with the Education Coordination Group (ECG). ECG is chaired by the Minister of Primary and Secondary Education, Hon. Lazarus Dokora and brings together MoPSE senior management, UNICEF as the designated GPE Managing Entity (ME) and the secretariat, DFID as the GPE Coordinating Agency (CA), UNESCO, development partners, ECOZI and two representatives of the Civil Society Organisations (CSOs). By the end of year 2, ECOZI (Education Coalition of Zimbabwe), which includes the teachers' unions, student solidarity groups and several international and national NGO's and CSO's and is also separately funded by GPE's Civil Society Education Fund (CSEF) to support GPE in Zimbabwe, had become a fully participatory member of the ECG and is supporting the Ministry to facilitate workshops on the ESSP, the new curriculum framework and syllabus development and to join Ministry and partners in joint monitoring activities in the education sector. This has been a significant achievement in the GPE.

As the Managing Entity, UNICEF continues to value add to the GPE teams through the technical team (comprising its staff) that has worked with MoPSE focal points in supporting each of the five GPE-supported program subcomponents. The partnership has been pretty solid and of mutual benefit to both MoPSE and UNICEF as wider education sector activities are often interwoven with GPE initiatives. This ensures a sector wide benefit from the GPE funds, which allows for some leverage, for example, the ability of monitoring budgets to include Ministry visits to districts and clusters for all education initiatives. There has also been a greater effort in the Ministry to coordinate field and monitoring visits so that several programs can be observed and monitored on the same trip.

The UNICEF team supports the Ministry in accessing funds as needed, with all funds being managed through UNICEF financial processes. DFID as the Coordinating Agency for GPE, facilitates communication, interaction and engagement by all the parties (ECG members, MoPSE, the ME, UN representatives, ECOZI and CSO representatives) while maintaining contact with the GPE Secretariat. The Ministry coordinates meetings with other ministries and government parastatals as necessary.

7.0 Management, Monitoring and Evaluation

The structure for implementation is that each of the five subcomponent areas has a focal group headed by a Director or Deputy Director. The teams have been stable in the 2nd year and this has improved coordination, accountability and decision making on programs. The main five subcomponent areas are headed by the following focal points in the Ministry.

Component 1

1.1 ERI – Mrs. Musoko

1.2 PLAP – Mr. Makandigona

Component 2

2.1 TPS – Mr. Mutuwira

2.2 TDIS – Mr. Mubau

Component 3

3. ESSP – Mr. Peter Muzawazi

Overall management: Mr. Peter Muzawazi, Director Planning

Overall responsibility: Dr. Utete-Masango, Permanent Secretary

The overall responsibility rests with the Permanent Secretary, who is playing an active role in review of documents, monitoring progress and ensuring critical decisions are made in a timely way. This support was instrumental in increasing the expenditure rate and rate of progress. A pre-ECG meeting between the ME and the Permanent Secretary and her team decides on the issues to be taken to the ECG, so that when major decisions are being made (such as the use of WRAT funds to empower teachers to develop curriculum based tests or to purchase cluster equipment or to fund longer trainings for PLAP), the issue is presented by the MoPSE GPE coordinator with support from UNICEF and full knowledge of the PS.

Monitoring of the GPE financed activities has included spot monitoring of selected district offices which have now received three operational grants (US$1200 each) and district grants of varied amounts dependent on the number of teachers in the district (TDIS data). Monitoring visits have included joint monitoring visits with MoPSE, the ECG members, the Coordinating Agency, and the ME. Trip reports and workshop/training reports have been invaluable in deciding next steps.



Mr. J Sithole, MoPSE, Maxwell Rafomoyo, ECOZI Manager Mhangami, UNICEF going on joint monitoring.

UNICEF/ 2015/Noemi Robiati

The current concern which is coming from the monitoring visits is the issue of drought and hunger in schools. The National Emergency Coordination Committee has been activated to plan response to the disaster, particularly in the ten most affected districts. There is a fear at UNICEF and the Minsitry that the planned intervention in ten districts may leave out other needy school children in the country. But resources are limited. The concern of the GPE program team is first our inability to support the drought response for schools given the nature of our funding, but also that not all the desperately hungry children will be reached by the current scale of operations and available funds. It is predicted that the situation with food insecurity is likely to last well into the next year since the next rainy season does not start until year end 2016. Currently rainfall is unpredictable, sporadic, localised and totally insufficient to support the next harvest. The country has declared a national disaster. If the drought continues without school feeding support for children, much of the gains made through the GPE programs in ERI and PLAP, will be lost beause the overwhelming concern becomes not achieving learning outcomes, but alleviating hunger in schools. All monitoring visits have been followed up, issues have been analysed and appropriate response planned, to ensure that bottlenecks are addressed and cleared in the most appropriate way, as quickly as possible.



School feeding at Kariyangwe Primary School, Binga District/ March 2016

UNICEF/2016/Manager Mhangami

8.0 Risk Assessment and Risk Management

Risk category	Risk rating	Risk description	Proposed mitigation measures
Economic and financial risk	Medium	Possibility of misuse of funds by government (at national, provincial, district or cluster level) or other implementing partners, resulting in financial loss.	• Conduct micro-assessments on partners receiving funds above a given limit • Conduct spot checks • Provide training in HACT • Provide training in financial management • Conduct regular field monitoring visits

Risk category	Risk rating	Risk description	Proposed mitigation measures
			• Ensure transparent procurement procedures.
Capacity support	Medium	Ministry structure is not optimal for division and advancement of GPE activities. Inadequate staffing in MoPSE (vacant or acting capacity) of those expected to take leadership role in training, and monitoring.	• Include review/audit of partner structures as part of Verification • Review technical assistance requirements and recruit TAs for specific tasks and limited period of time • Advocate for re-distribution of tasks, e.g. to decentralised levels. • Support with UNICEF technical assistance.
Staff movement	Medium	Resource people at national and provincial and district levels are not up to speed with GPE IP therefore costed action plans for year 3 not done. Year 2 activities incomplete. Staffing unstable in MoPSE and in leadership positions at provincial level. New ministry structure in 2016 may affect service delivery as changes take effect.	• Staff at national, provincial, district, cluster and school levels generally up to speed with GPE in PLAP, ERI, TPS. Further work needs to be done with cluster level staff in disseminating the new ESSP and to the provinces and districts to develop their 2016-2020 action plans based on the costings done in the ESSP 2016-20120. • Until implementation of new structure, current principal directors (PED's) are responsible for GPE subcomponent areas. • Engagement at senior management level between UNICEF, MOPSE and ECG on new structure and delegation of responsibilities.

Risk category	Risk rating	Risk description	Proposed mitigation measures
Monitoring and management	Medium	Proposed monitoring and implementation procedures are not followed/ put in place	• Require regular submission of reports • Conduct verification visits based on monitoring and acquittal reports submitted • Conduct joint monitoring visits that include all partners • Clarify responsibilities of different players • Monitor GPE programs along with other education programs being monitored by MoPSE or UNICEF.
Political risks	Low	Political events and the current situation with hunger in Zimbabwe may affect the pace and effectiveness of trainings.	• ECG stable and membership has been reviewed to include ECOZI (Education Coalition of Zimbabwe). • The education sector is seeing strong positive movement in improving quality of education and ensuring delivery of services and improvement of education systems, nationwide. • The development and distribution of the Teacher Professional Standards allows better relations between government and teachers unions, as the standards were arrived at jointly and in a participatory fashion with all stakeholders. • Government has embarked on a national school feeding scheme to alleviate hunger in primary and secondary schools.
Overall risk	Medium	Due to many competing demands Government may not give adequate attention to some GPE subcomponents resulting in delayed implementation. Sustainability of GPE programs	• Government ownership of the GPE program and strong support from leadership (the Minister and PS) have considerably reduced risk of incomplete or shoddy program delivery. • Frequent and targeted monitoring visits also help to clear bottlenecks and to move GPE forward in a productive way. • Beyond 2015, pre-service training to include GPE interventions

9.0 Constraints, Challenges and Lessons Learned

Many of the challenges faced in the first year had been resolved by the start of the second year. The mid-term review in June 2015 was instrumental in identifying issues with the function and performance of the GPE and the recommendations which were made in the review, had been implemented by the end of the second year. The most significant of these were: the method of fund disbursement to districts was changed from equal district disbursements to disbursement according to the number of teachers in each district. For the GPE programs: ERI, PLAP and TPS this worked out at US$15 per teacher. The Provincial Education Directors have expressed their satisfaction with the new system of disbursement, as all funds are requested by the provincial office and paid directly into district accounts.

Secondly a conscious decision was made to involve parents and communities more in the GPE initiatives and this was found to be particularly useful in the development of locally produced learning materials, where parents were involved in locating local raw materials (cans, boxes, old fabrics, coloured pebbles etc.) to support teachers to develop play and reading resources for children at minimal cost. The GPE funds do not sufficiently cover resource production, hence this was a cost effective response to two salient challenges.

As in year 1, the biggest issue faced in year 2 was the difficult economic situation the country faced which affected a large proportion of the population. The poor economic performance continues to contribute to declining revenue for government, resulting in limited inflows of resources to the sector. As a result, and as in 2014, the sector's funding requirements, other than the non-salary component, have largely remained unmet. While the Ministry of Finance and Economic Development (MoFED) consistently prioritized education in the budget allocation (29.4 percent in 2014 and 27 percent in 2015), the major bottleneck that remains is that most of the expenditure for the sector (topping 98% in 2014 and 2015) was spent on staff salaries, leaving only 2 percent for non-salary expenditure. In 2015, UNICEF continued with efforts to support MoPSE's deeper engagement with the MOFED as part of a broader strategy to address sector financing concerns.

For a number of reasons, procurement of goods and services has continued to present challenges for MoPSE. Consistent with UNICEF's overall goal to strengthen MoPSE's structures and systems, efforts were made to ensure that, to the extent possible, government structures and systems are used to procurement goods and services. Frequently, however, serious delays have been experienced as processes are generally too slow to meet program targets and requirements in a timely manner. An example is the procurement of complementary early reading materials that has been on the cards for the past two years, but remains unaccomplished. At various points in 2015, several attempts were made at procuring the materials. However, each time the process was initiated, it was aborted. Initially the reason given was that there was need to ensure that the materials were aligned with the revised curriculum. It was eventually agreed that the reading materials, because of their intended purpose, did not need to be aligned in the same way required of textbooks. Two subsequent attempts were abandoned due to concerns about adherence to the MoPSE guidelines

for procurement of books. In some cases that warranted it, UNICEF undertook procurement on behalf of MoPSE, with MoPSE's concurrence. However, on at least two occasions in 2015, GPE equipment was not collected by MoPSE (as consignee) on time, resulting in the goods accruing substantial storage or demurrage charges. In one case, UNICEF had to move the procured IT equipment to its (UNICEF's) own warehouse as there were concerns over the safety and security provided at MoPSE's warehouse. In March, 2016 a consignment of 88 printers meant for provincial and district TDIS/TPS work had been cleared by ZIMRA at the airport but wasn't uplifted by the Ministry for at least a fortnight. UNICEF now acknowledges the need to look at procurement processes more holistically to include timely collection, storage and distribution. It is therefore working closely with MoPSE to ensure adherence to a clear set of established procurement procedures and to strengthen safety and security at government warehouses and storage depots.

Inequalities based on socio-economic status (SES) remain wide in Zimbabwe, and this inevitably translates into wide inequities in the provision of education services of good quality among different socio-economic groups. This is largely because the burden of supporting children's education is increasingly borne by households and communities that have widely differing economic capacities. Add to this the uncertainties and the economic hardship that families are now facing, especially in the rural areas, with the onset of a debilitating drought, and education becomes a casualty in the household. It will be important for MoPSE and the development partners not only to refine their targeting strategy for education interventions but, in some cases, to review the nature, scope and strategic focus of the programs which are being supported to achieve the objectives of the next sector plan while consolidating the gains made under the current one. Children who are the most marginalised and disadvantaged in the poorest and remotest parts of Zimbabwe, need support as a matter of priority.

It was widely acknowledged by the GPE focal groups that the support of the Implementation Support Team as identified in the GPE Implementation Plan was needed to move activities forward in a timely way and to monitor fund requests and acquittals in year 2. At the start of year 3, 2016, MoPSE carried out an evaluation of the functions and continued need for this team. The panel appointed for this purpose recommended that the work that the IST had been doing in 2015 could well be taken over the Ministry in 2016, with more strategic support necessary for the drafting and operationalisation of the new sector plan. This was a positive development and a new TOR (for one national consultant), which is responsive to current needs, is being drafted to achieve this end.

One of the major challenges that affected implementation of interventions is the limited and overstretched capacity of MoPSE staff. Some departments of the MoPSE remain severely understaffed. According to the Education Sector Analysis (2015), vacancy rates at the different levels are as follows: Head Office, 39 per cent; Provincial Offices, 31 per cent; and, District Offices, 41 per cent. Quite often, staff members are carrying the duties of multiple persons. This becomes a major bottleneck. This points to the need for any future programming to attend to assessment of the institutional capacity of the MoPSE and support for capacity development as a core strategy. It is intended that the ESSP (2016-2020) will take this human resource need into consideration in the current sector plan process.

The major lesson learnt from the GPE and the practice of fund disbursements directly to districts is that sub-national levels can actually do a lot more if they are capacitated with information and knowledge. District and cluster level staff showed a great deal of commitment and eagerness to achieve results for children in their respective districts and schools and with the program now in districts for its 2nd year, delivery of trainings and follow up was efficient and timely with very few acquittals going beyond 6 months. In addition, our current system of reporting from the districts, using a reporting schedule with a drop-down menu has seen the efficient collection of information and data from the districts and has reduced the time we spend in analysing each report and recording achievement data.

Beyond 2016, there is a risk that the GPE program will continue to work at district and school level and therefore new teachers in the system will be trained when they arrive in school. Discussions around incorporating ERI, PLAP, TPS, TDIS and the ESSP into pre-service training will ensure that new teachers are aware of new education interventions and ESSP priorities before they enter the teaching service. This will ensure sustainability of the GPE interventions.

UNICEF continues to engage closely with key players at central HO, and with provinces, districts and from this year, clusters, to share information, to monitor and to obtain commitment to successfully implement GPE interventions. Schools are also routinely visited to observe the roll out of the GPE program in the schools and to discuss progress, challenges and concerns with the teachers and the school leadership.

10.0 Future Work plan

Early Reading Initiative (ERI)

The ERI immediate actions are the distribution of the early reading modules for ECDA and ECDB, the final training of remaining teachers in clusters and the continued training of class teachers, school heads and teachers in charge (TIC's) in staff development sessions at school. Monitoring and support is being made available at all levels through this structure. Joint monitoring by MoPSE, ECG members, UNICEF, DFID and ECOZI has taken place in year 2 and will continue through year 3. Production and purchase of resource materials and locally produced resources are being prioritised in year 3 as all teacher trainings at cluster level are almost complete. A brochure in English on the ERI intervention is ready to be distributed nationally (see Annex 4). Translation of the brochure into the major languages to start with, is planned for the next quarter and will continue for the other official languages in the constitution of Zimbabwe, as funds permit. This is in line with the recommendation of the GPE Mid-Term Review, encouraging greater involvement of communities and parents in GPE initiatives, and particularly in early reading.

Performance Lag Address Program (PLAP)

PLAP next actions are the completion of trainings at cluster level for all junior school teachers and use of the remaining funds to further strengthen the materials and resource base in the schools. There has also been some interest in using residual cluster level funds to train infant teachers in

PLAP methodology – this has been left to the districts to decide together with cluster leads and depending on the needs of the clusters. Guidelines to the curriculum based tests (Chapter 6 in the PLAP Manual) and report development for learners to trace progress (Chapter 9 in PLAP Manual) are being developed by the Ministry for dissemination to all teachers so that the approach to diagnostic assessment for PLAP in schools is standardised.

Teacher Professional Standards (TPS**)**

Teacher Professional Standards work as specified in the GPE Implementation Plan is now complete. All trainings at cluster level have been done and what remains is school level trainings for teachers, which will be done by school heads, HOD's and TIC's. The next step to ensure sustainability of the standards is to ensure that the teacher self-appraisal document is completed and quickly shared with teachers so that they may develop their professional development plans and data on professional gaps are input into the TDIS system as planned for interpretation and response by the Ministry. Funds for this relationship to progress and to be actioned are held in the TDIS budget.

Teacher Training and Development Information System (TDIS)

All trainings are complete, although the next steps involve ensuring that district and provincial level data is being accurately and diligently captured and shared with head office. Also critical is the follow up of completed trainings to ensure that TDIS personnel are receiving all school and teacher data on time, are able to upload and update the TDIS system easily at district and provincial levels and are able to generate useful reports for use at all levels of the education system, including national, district and province. Also important is the development of links with the teacher appraisal system and the input of teacher professional development information and needs into the TDIS database, for responsive and targeted planning to in-service teacher development needs.

Education Sector Strategic Plan (ESSP 2016-2020)

A draft Education Sector Strategic Plan underwent an external appraisal commissioned by the CA, DFID on behalf of the LEG in Zimbabwe. It is expected that the commissioned assessment of the plan will be done by 20th March. On the 15th of March, the Draft Country Readiness Matrix was submitted to the GPE Secretariat for feedback. This is the precursor to the GPE application process and the purpose is for the country to show that all measures have been taken to action the next education sector plan. Once the external appraisal report is made available, the package including the draft ESSP 2016-2020 and the appraisal is to be forwarded to the GPE secretariat for the first Quality Assurance Process (QAR 1) by 24th March. Meanwhile, the Ministry will work with the feedback received to revise the plan as needed, and to support districts and provinces to write their own operational plans.

11.0 Financial Implementation[8]

Component	Total GPE budget	Total Funds received to date	Cumulative spending as of April 2016	Balance on funds received to date	% Expenditure on total budget
Component 1					
1.1 Early Reading Initiative	7,916,113.00	7,916,113.00	3,939,914.07	3,976,198.93	49.77%
1.2 Performance Lag Address program	8,455,744.00	8,455,744.00	3,731,942.65	4,723,801.35	44.14%
Component 2					
2.1 Teacher Professional Standards	1,346,125.00	1,346,125.00	1,020,809.58	325,315.42	75.83%
2.2 Teacher Development Information System	2,112,600.00	2,112,600.00	1,179,414.77	933,185.23	55.83%
Component 3					
3. Education Sector Plan 2016-2020	703,400.00	703,400.00	482,741.73	220,658.27	68.63%
Management and M & E costs	1,994,886.00	1,994,886.00	1,087,664.20	907,221.80	54.52%
Harare Overheads	1,071,270.00	1,071,270.00	903,108.48	168,161.52	84.30%
TOTAL	**23,600,138**	**23,600,138**	**12,345,595.48**	**11,254,543**	**52.31%**

[8] Funds utilization figures are provisional and include commitments. Official expenditure figures are provided by DFAM in Certified Financial Statements issued by the UNICEF Comptroller upon year end closure of accounts.

12.0 Value for Money

The GPE program in Zimbabwe recognises the need to put every dollar to best use and thus achieve results at the lowest possible cost, so that saved funds can be put to use in areas which the GPE Implementation Plan does not cover. Examples of how savings have been used include: the purchase and distribution of cluster equipment, provision of school level resources in ERI and PLAP, provision of funds to purchase raw materials to facilitate local production of ERI materials and linking the TPS with the TDIS system.

To save costs and allow investment of savings in other critical areas of need, there have been UNICEF-MoPSE wide efforts to reduce costs through the reduction in the use of hotels and other high-cost venues and the application of UN/GoZ harmonised rates for travel and allowances. Furthermore, UNICEF and MoPSE have secured negotiated rates with these low-cost venues, leading to even more savings. The adoption of this mix of strategies has significantly contributed to the reduction of the costs for implementation. To date, we have recorded marked success in the use of both strategies. The use of hotels for UNICEF-supported workshops, training activities and meetings has been done on an exceptional basis, with increased use of UNICEF or MoPSE premises and government training centres for such activities. This was possible following advocacy with senior MoPSE leadership that led to a more broadly shared commitment to institute cost-containment measures. It is expected that these efficiency and effectiveness measures will be institutionalised as part of MoPSE's regular practice in the management of all resources, including its own.

Supervision and monitoring of program activities often require extensive travel to districts, provinces, schools and other program sites, both by MoPSE and UNICEF staff. In year 2 we tried to include the CA and ECOZI in strategic monitoring visits. Both these partners require specific authorisation from the Permanent Secretary to visit districts and schools and this limited the number of joint monitoring visits which could be undertaken. Both UNICEF and MoPSE undertook monitoring visits in the last year, with UNICEF covering all 10 provinces and 72 districts and MoPSE covering seven provinces, with a sample of schools in each one. Joint visits for all GPE activities were undertaken by Ministry teams and a monitoring budget was made available to the Ministry and ECOZI for this purpose. Subsequent trip reports showed the value and cost effectiveness of this exercise, enabling teams to visit more districts than otherwise would have been possible.

In addition, the monitoring of all UNICEF programs, including the GPE are carried out by UNICEF staff routinely, whatever the main purpose of the field visit. This means that when a monitoring team sets out, they monitor all UNICEF supported education programs regardless of source of funding. Hence the budget for monitoring is shared out and used more effectively within UNICEF.

In 2015, the GPE team at UNICEF supported the development of a drop-down menu reporting method for all districts to use along with their acquittal documents. In the past these reports

tended to be narratives, often making it difficult to extract needed data on targets and outcomes from the districts. Additionally, the development of the UNICEF supported SMS-based system (Rapidpro) for the Ministry, for the rapid collection of real time data on specific, high frequency indicators related to the system's context and performance, means that MoPSE and UNICEF have the data to respond to real needs and bottlenecks – particularly useful at times like the current drought which is clearly affecting school attendance and children's safety and welfare. Rapidpro will also substantially cut down on the costs that would otherwise been incurred by physical field visits or surveys, which have been necessary in the GPE because of the nature of fund disbursement (provinces to districts and clusters). It is recognised that Rapidpro cannot totally substitute field visits. Field visits therefore continue to be carried out to gather additional information and get qualitative evidence of successful implementation that would otherwise not be gathered through Rapidpro. Such visits are targeted and purposeful and in response to clear needs and issues in the districts.

Resources placed in district offices and cluster schools (or nearby schools with power) are being used for all GPE activities, for the production of teaching and learning materials and to support material production and cluster level training resources for ERI and PLAP, and, in the current tranche, in the production of supervision instruments for the TPS. Districts are also using the equipment to produce much needed circulars, sample exam papers, best practice examples and planning and record keeping documents for teachers which have expanded the use of the equipment beyond use in GPE activities. Some districts are using the equipment to support schools in producing exam papers during the year. District operational grants continue to enable the maintenance of equipment and the purchase of toners and ink as needed.

In quarter 1 of 2015, the ECG endorsed the MoPSE and UNICEF request to re-channel the grant portion allocated for the hire of the Logistical Support Providers (LSPs) to training of teachers and support of cluster and school level GPE activities. The Ministry has been confident of doing the LSP work themselves through their own highly effective network system. This allowed the channelling of the year 1 and 2 allocation of US$840,000 which would have gone to the LSP, into programming to benefit teachers and children at school level. In year 3, ECG has again approved the re-channelling of this grant for use to support better quality connectivity and to support information dissemination on the new curriculum to districts.

The replacement of the WRAT tests with the Ministry initiated curriculum based test has represented a huge saving and value for money with savings being channelled into programming and equipment needs. Use of curriculum based tests, instructions for which are included in Chapter 6 of the PLAP Manual, (which has been distributed to each teacher in junior schools around the country), means that teachers can develop their own curriculum based test to determine the levels at which their learners are functioning. This has enabled the roll out of the PLAP program, local ownership and parental and learner understanding of the diagnostic assessment practice that teachers are using for PLAP.

UNICEF as Managing Entity has a parallel focal team to the focal team in the Ministry. While the Global Partnership Implementation Plan makes financial provision for three full time members of staff for the GPE: a manager, an education specialist and a program assistant, given the demands of the program and the issues with capacity and time among Ministry staff, our own parallel team from the education specialists at UNICEF continues to closely support the focal groups for each subcomponent. This team works outside the budgeted staffing allowance of the GPE, and are full time UNICEF staff. In addition in 2015 we had six months support from a volunteer, Noemi Robiati who covered the day to day follow up needed with provincial and district level disbursements and activities and supported the Implementation Support Team.

In order to expedite the delivery of its interventions, UNICEF has established strategic partnerships with different players, among them sector ministries, donors, national and international research and training institutions, non-governmental organisations (NGOs) and civil society organisations with the capacity and expertise required in the different areas of the GPE and especially with the development of the ESSP. These partnerships have been instrumental in moving the GPE program forward while ensuring wide participation.

13.0 Expression of Gratitude

The Ministry of Primary and Secondary Education (MoPSE) and UNICEF Zimbabwe would like to express their sincere appreciation to the GPE Secretariat for making funding available to support the Education sector in Zimbabwe. Special appreciation goes to the Education Coordination Group (ECG) for appropriate acknowledgement and support of GPE Implementation Plan and yearly activities.

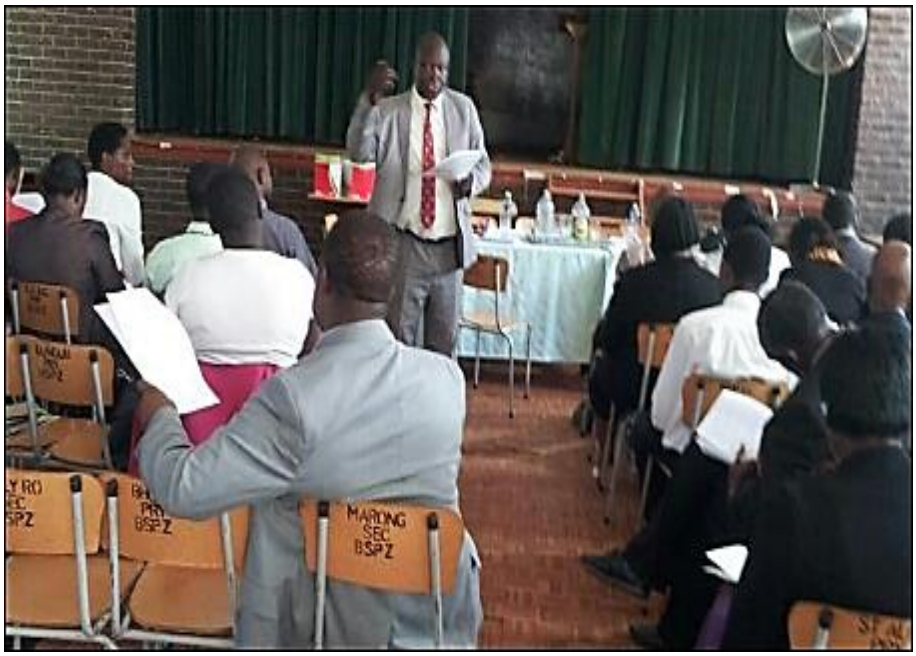
UNICEF Zimbabwe looks forward to this continued excellent collaboration in 2016 and beyond as we all contribute to achieve quality education for children in Zimbabwe.

Annex 1: Teacher Professional Standards



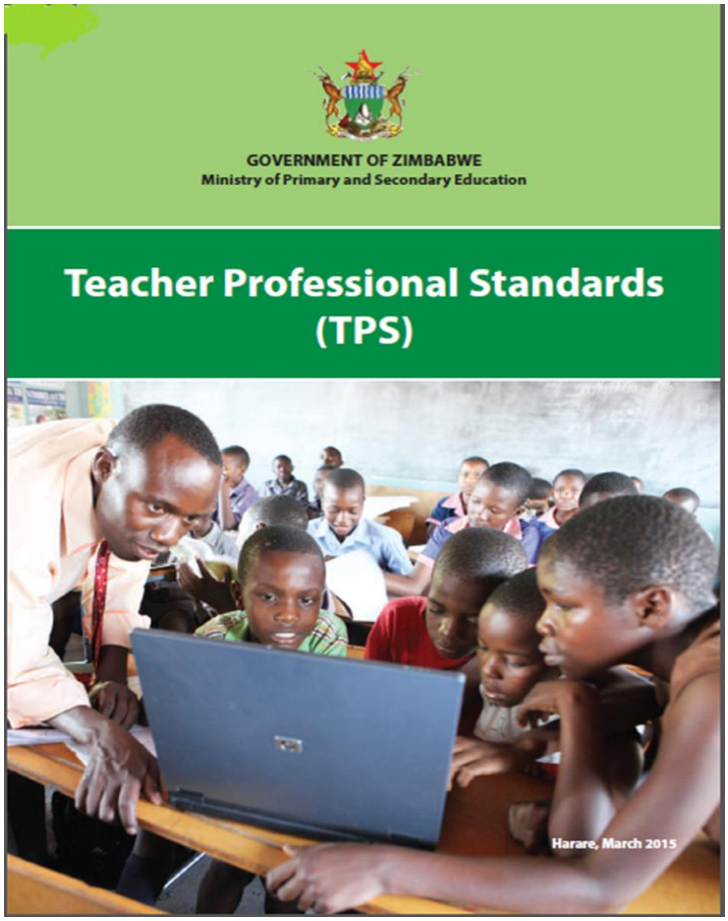
Teacher Professional Standards Workshop, UMP District, Mashonaland East

UNICEF/2016/Noemi Robiati

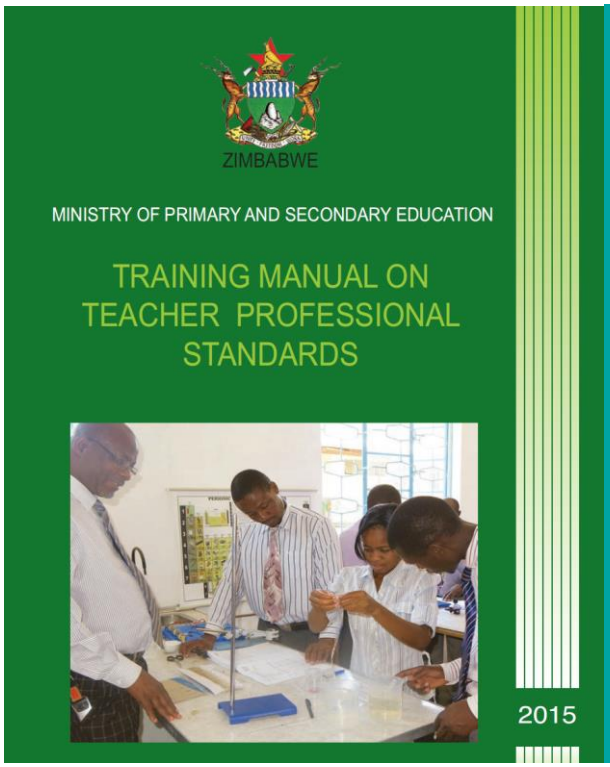


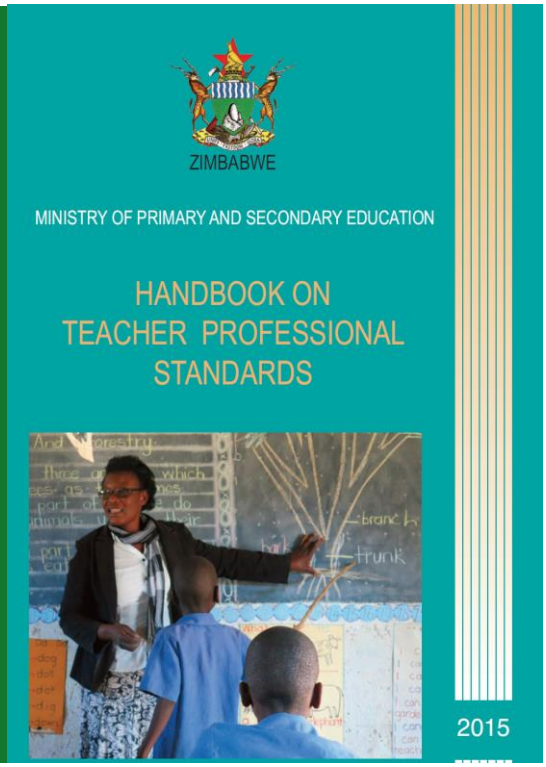
Teacher Professional Standards Workshop, Mazowe District, Mashonaland Central

UNICEF/2016/Noemi Robiati



Outlook of the Teacher Professional Standards documents/manuals





THE IMPACT OF TEACHER PROFESSIONAL STANDARDS (TPS) IN MHONDORO NGEZI DISTRICT

- *The workshops enhanced the Heads, Deputy Heads, Teachers in Charge and Heads of Departments skills and knowledge in supervision and report writing.*
- *Participants had hands-on experience on the use of the supervision instruments as they had a chance to use them in supervising local primary and secondary schools.*
- *Participants were made aware of competencies that they were expected to have at each teaching level in order to effectively and efficiently execute their duties during the teaching/learning process for achievement of quality education.*
- *The TPS workshops enabled participants to realize how TPS supports both teachers' short and long term career development needs.*
- *The training manuals were helpful and could be easily interpreted.*
- *The new supervision instruments streamline reporting procedures to ensure uniformity to standards of best practice.*
- *The District managed to meet its training targets at both district and cluster levels.*
- *The workshops intensified schools supervision in the district. At each level of training teachers were supervised.*
- *By the end of each training session, trainees had gathered confidence to train fellow teachers.*
- *The District team managed to attend all the 11 cluster training workshops and gave support and assistance where needed.*
- *Participants were given handouts to be used for further training and future reference.*



Grade 5 children at Fatima Primary School, Melissa West Cluster, Kwekwe District. The Teacher Professional Standards includes the highest standards for teachers to aspire to, including practising inclusiveness in the classroom.

UNICEF/2015/Noemi Robiati.

Annex 2: Reading in Schools Supported by GPE



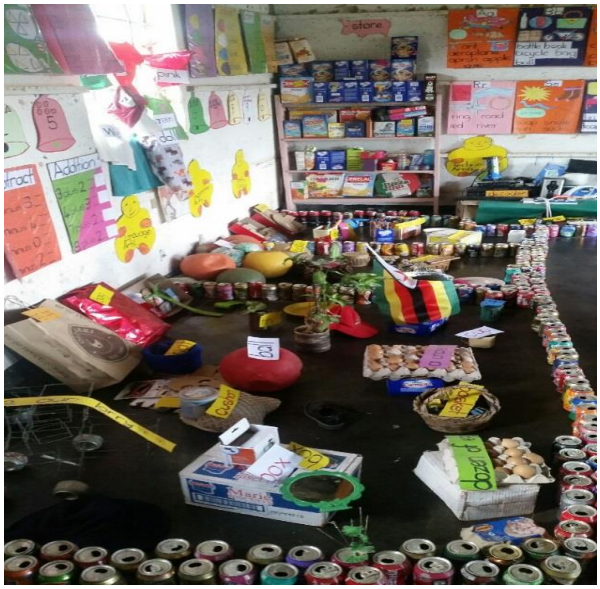
Come let's read corner, Murape District School

UNICEF/2015/Noemi Robiati.



Peer to peer reading session: Chipinge School

UNICEF/2016/Manager Mhangami



Community and parent supported class reading corner Seke Rural School and Murape District School

UNICEF/2015/Noemi Robiati.





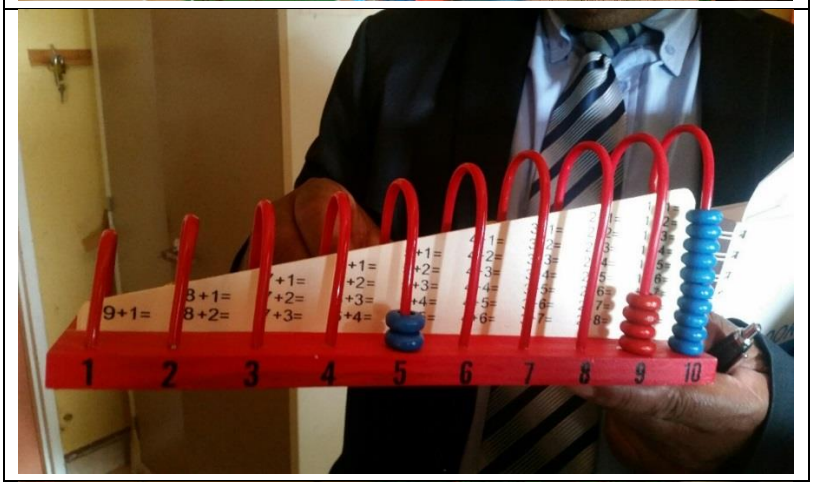


ERI teacher making resources

UNICEF/2015/Noemi Robiati.

Annex 3: Resources purchased through the GPE grant by schools







Early Reading Initiative (ERI) learning materials procured by Murape Primary School in Seke district.

UNICEF/2015/Noemi Robiati.

Annex 4: Communication materials

(For translation into local languages for community and parent engagement as funds permit)

Early Reading Initiative Brochure

What are some of the things children will learn to do in the early reading program?

- Listen to and tell stories
- Sing songs and say rhymes
- Write creatively and talk about things they see, think and feel
- Make books and read together
- Recognize letters
- Count by using everyday objects
- Sort and group objects by colour, size and shape
- Play number games.

What will teachers do?





How do children benefit?

- Expanded vocabulary and writing skills
- Healthy social and emotional development
- Longer attention spans, better retention of information in school
- Enhanced imaginative and critical thinking skills
- A sense of closeness and intimacy between parent and child
- Enhanced memory and higher levels of concentration.

More Details on ERI can be obtained from the coordinators:

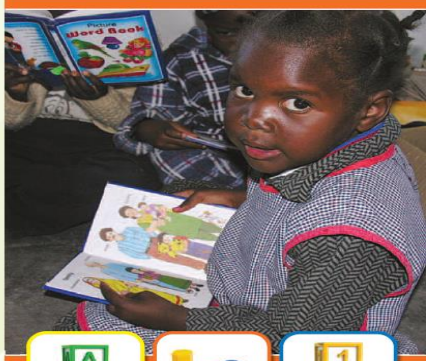
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quality education for all children

Ministry of Primary & Secondary Education

Early Reading Initiative (ERI) in Zimbabwe



unicef

What is ERI?

The Early Reading Initiative (ERI) in Zimbabwe:

a. strengthens the skills of infant class teachers and supervisors from Early Childhood Development Year 1 to Grade 2.

b. improves teaching, supervision and assessment of learners' reading and writing skills.

c. increases chances of all-round academic achievement of learners.

Objective

Quality teacher development to revitalize early reading ability for infants.

Why ERI?

Reading forms the basis of all areas of learning. It is an essential skill for success in school and in life and impacts learner performance in all subjects in the later years. It is therefore important that ECD teachers ensure that learners are engaged in early reading activities as early as possible. This can be done by developing their pre-reading skills which lays a strong reading foundation.

Beneficiaries

The beneficiaries of the initiative are infant teachers and children from ECD A to Grade 2.





Implementation of the Initiative

- Implemented in in all primary schools and ECD centres in Zimbabwe.
- Activities support infant teachers in the teaching of early reading.

Snapshot of some of the activities supported under ERI.

- Training teachers on new modules and accompanying materials for early reading.
- Developing and using media to facilitate reading at infant level.
- Supporting early reading classroom practice and mentoring of teachers in schools.

Performance Lag Address Program Brochure

What can teachers do?

a. Test their learners and identify those that need help to catch up
b. Assist the learners to close the identified gaps
c. Create and maintain records on the learners performance and levels
d. Re-test the learners to see if the gap has been closed
e. Keep assisting the learners to avoid another gap being created.

What can learners do?

a. Attend school regularly
b. Pay attention during lessons
c. Do all the work given by their teachers and submit it on time
d. Consult with the teachers on areas that are not clear
e. Reading, studying and revising regularly
f. Maintain interest in school work.

What can parents do?

a. Make sure that children attend school regularly
b. Assist the child with homework, on time
c. Consult with teachers on the progress regarding their children's learning
d. Making sure the child has the relevant school materials.

What can education officials do?

a. Support teachers in the application of assessment tests
b. Supervise the teaching and maintenance of appropriate records
c. Staff develop teachers for effective implementation of PLAP
d. Mobilize resources for any materials that are required for successful implementation of PLAP
e. Supervise, monitor and evaluate the implementation of PLAP.

What PLAP is not

a. Is not remedial teaching
b. Is not a new theory altogether but only a teaching strategy.
c. Is not an additional subject
d. Is not an extracurricular activity
e. Is not for children with disabilities only
f. Is not for revision only

What materials are available to support the PLAP implementation in schools?

a. PLAP manual
b. Syllabuses
c. Textbooks for various subjects by grade.



Contact Persons:

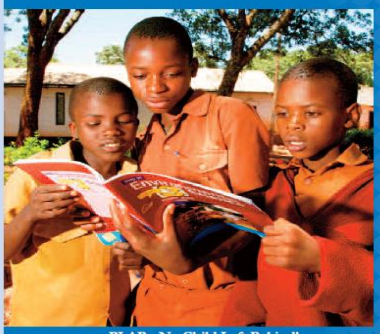
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Ministry of Primary & Secondary Education

Performance Lag Address Program (PLAP)



PLAP - No Child Left Behind!

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Introduction

The Ministry of Primary and Secondary Education (MoPSE) launched the Performance Lag Address Programme (PLAP) in 2012 after realizing there was a growing number of underachieving learners at both primary and secondary school.

What is PLAP?

a. PLAP is a catch-up learning strategy that strengthens educational skills for teachers to close the performance gap among affected learners.
b. The strategy requires that teachers establish the level of performance of each learner.
c. Teachers then proceed with the individualized teaching and learning strategy, going back to the last point of success of each child and systematically closing the achievement gap.
d. The approach is not an isolated intervention strategy but should be complimentary to any other techniques that are already in use.
e. The ultimate goal, however, is on improving the performance of the learner who is experiencing learning achievement gaps so that he/she catches up with others.
f. Emphasis is on yielding rapid results (Quick Wins) through teaching strategies and methodologies to improve and sustain the learner's ability to perform better.
g. The philosophy behind PLAP is that all learners have some knowledge of what happened in the previous level and hence can pick up from that last point of success and improve, with the assistance of the teacher. Learners are expected to make significant and notable progress within a short period of time.

Why PLAP?

a. Concern over the decline in pass rate at grade 7 level.
b. Realization that there is a growing number of underachieving learners at both primary and secondary school.
c. High number of schools recording zero percent pass rate.

Where is PLAP applicable?

a. In any school or educational setting; primary or secondary, rural or urban.



When is PLAP done

a. During the allocated school time, during lesson time as provided by the timetable.
b. No need to schedule it after hrs, after lessons, during weekend or during school holidays.
c. No need for a separate timetable for PLAP.

What special arrangements are required for a teacher to implement PLAP

a. None specific but as part of ongoing capacity development, primary teachers have been undergoing in-service training in PLAP at cluster level.

What does a school need to implement PLAP?

a. Dedicated teachers
b. Syllabuses for various subjects offered
c. Records of learners performance
d. Assessment tests
e. Planning and or scheming documents.

What can school heads do?

a. Make sure that the school has all the relevant syllabuses.
b. Make sure the school has the relevant assessment tests.
c. Make sure that the learners and teachers have the relevant textbooks.
d. Support every teacher to ensure that all the necessary records are in place.
e. Support the teachers in the application of assessment tests.
f. Support teachers in planning for and applying PLAP.
g. Supervise, monitor and evaluate the implementation of PLAP.

Annex 5: Best practice on GPE Program

Please find attached the IMBIZO District ERI magazine

Annex 6: The Zimbabwe Education Sector Analysis

Please find attached the Zimbabwe Education Sector Analysis

Annex 7: Human Interest Stories (HIS)

Please find attached the Human Interest Stories

Annex 8: Donor Statement by Activity (SC/2013/0323)

Please find attached the Donor Statement by Activity[9]

Annex 9: Donor Feedback Form

This report aims to transparently demonstrate how the funds from the GPE have been used to support the results provided in this report. In order to strengthen future implementation and reporting, your feedback and input towards improving our reporting is kindly requested through completion of the attached form

[9] At the time of generating the Donor statement by activity, the system was still to update and reflect funds just received in April 2016 from GPE in the Donor Statement by Activity. This last tranche brought the total amount received from GPE to US$25,252,000 of which the programmable amount is US$23,600,138.60