Ministry of Primary and Secondary Education
Zimbabwe

GLOBAL PARTNERSHIP FOR EDUCATION

11th Quarterly Report



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Cover photo: courtesy of Chiredzi District Office

Caption: Participants at a Teacher Professional Standards training session in Chiredzi.

Summary of Contribution

Country Supported	Zimbabwe
Programme/Project Name	Global Partnership for Education (GPE)
Donor	GPE
Grant Agreement Number	SC130323
Total contribution amount	$ 23,600 000
Programmable amount (Years1,2 and 3)	$23,600,138
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Programme 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 utilization 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.	

Map of Zimbabwe



Abbreviations and Acronyms

CA	Coordinating Agency (DfID)
CDTS	Curriculum Development and Technical Services Unit
CRT	Cluster Resource Teacher
CSO	Civil Society Organization
DEO	District Education Officer
DOP	District Operational Plan
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
FACE	Funding Authorization and Certificate of Expenditures
GoZ	Government of Zimbabwe
GPE	Global Partnership for Education
HACT	Harmonised Approach to Cash Transfers
IS	Implementation Support (GPE)
LAG	Learning Achievement Gap
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
MoPSE ESSP	Ministry of Primary and Secondary Education Sector Strategic Plan
NGO	Non-Government Organization
NOP	National Operational Plan
PED	Provincial Education Director
PLAP	Performance Lag Address Programme
POP	Provincial Operational Plan
SDG	Sustainable Development Goals
SMT	Senior Management Team
SNE	Special Needs Education
TDIS	Teacher Training and Development Information System
TPDP	Teacher Professional Development Plan
TPS	Teacher Professional Standards
WRAT	Wide-Range Achievement Test
ZELA	Zimbabwe Early Learning Assessment
ZimSEC	Zimbabwe Schools Examination Council
ZIM ASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZUNDAF	Zimbabwe United Nations Development Assistance Framework

Executive Summary

This is the second to last quarterly progress report for the Global Partnership for Education (GPE) programme implementation grant in Zimbabwe and covers the quarter 1 May – 31 August, 2016. It follows the 3rd annual progress report which covered the period from 1 April 2015 to 31 March 2016. This report updates the GPE Secretariat with information on how the programme implementation grant from the Global Partnership for Education to the Government of Zimbabwe has been used in quarter 11, year 3, which is the concluding year of GPE implementation.

To date $23,600,138 million has been made available as programmable grant for GPE activities in Zimbabwe. By the end of the eleventh quarter of year 3, a total of $19,692,194 had been spent, representing 83.44% of the received funds.

This quarter has seen continued successful implementation of district and cluster level activities. Funds were disbursed in the fifth tranche to the districts according to the number of teachers in each district, therefore making it more equitable. All 72 districts received these funds and procured supplementary reading and teaching and learning materials to support ERI and PLAP at school level. For equity purposes districts were asked to assess which schools needed most support with materials, therefore targeting the rural schools and satellite schools which have been struggling to purchase resources. This procurement and distribution were successfully undertaken, although a number of districts had to restrict the quantities per school due to the limited funds. Training workshops for the remaining teachers were completed in those districts which had higher numbers of teachers or a high staff turnover. Mbare District needed clearance from the Director Finance before further disbursements in the last quarter, hence training for them has only just been undertaken. As in the previous tranches, districts received an operational grant of $1,200 each. The 5th tranche funds complemented activities completed with the 4th tranche funds where a good part of the disbursement was spent in cluster workshops with teachers trained in ERI and PLAP. These cluster training workshops helped teachers to consolidate their learning and gave them an opportunity to feel the value of training with peers, by peers. For the first time a ‘cluster grant’ was given out as part of the disbursement package to clusters. This was a successful innovation for capacity building as it showed that clusters can manage trainings and other types of meetings and that decentralisation of decision making can have an empowering effect in education.

Provincial offices also received funds for monitoring districts to ensure quality control and adherence to set standards. All acquittals for the 5th tranche of funds were received by the middle of August enabling preparations to send the next tranche by end of August 2016.

The new education sector plan (ESSP 2016-2020) has been finalised by the Ministry, with the support of an external, experienced consultant. The National Operational Plan (NOP) which accompanies the ESSP has also been finalised. The 72 districts have subsequently developed their operational plans which are currently under review. A good amount of time in this quarter was dedicated to the new GPE application together with attendant processes like the completion of the ESSP and the development of operational plans. The Ministry of Primary and Secondary Education (MoPSE) and partners prepared and submitted an application to the GPE for a next

Education Sector Programme Implementation Grant of US$20.5 million. The ESSP was central in deciding and setting the priorities for the next GPE programme. The country received support from the GPE Secretariat throughout the development of the programme document and the application matrix. Following the external appraisal of the ESSP and the NOP by external appraisers appointed by DFID on behalf of the Education Coordination Group (ECG) the Quality Assurance 1 GPE team visited Zimbabwe. All feedback received was very useful and provided good guidance in the finalization of the programme document and the first draft GPE application was submitted to the GPE Secretariat on 15th June 2016. QAR2 feedback was received on the 18th July, with valuable indications on areas that needed to be strengthened. The Ministry with support from UNICEF and other partners worked on the areas identified and a more solid, comprehensive application package has been submitted at the end of August for consideration by the GPE Board. As the country winds up implementation of the current grant, the systems in the Ministry are geared up to start planning for the implementation of the next grant if approved.

The Teacher Professional Standards (TPS), its handbook and training manuals were distributed to the districts and are now in use in all infant, junior and secondary schools. The TPS handbook is a significant document that unpacks the TPS and provides a clear explanation of the origins, purpose and nature of TPS. It also underpins the revision, refinement and development of the TPS Supervision Instruments 2016, which are now in use at the various levels of the Ministry's school system. These instruments include those that are used with teachers by Heads of Departments (including Teachers in Charge), the School Heads, Education Inspectors, District Education Officers, as well as those used with Heads of Departments and School Heads by their supervisors. Under the TPS work, the Teacher Self-Assessment and Professional Development Planning tool were finalised. Trainings at the provincial level are complete and cascading to districts and clusters begin in the last quarter.

Integration of The Teacher Development Information System (TDIS) with EMIS is almost complete. The target is to run the EMIS for the annual education census in August 2016. Work is on-going with development of different strategies to integrate Teacher Personal Development Plans into TDIS.

Though the current cash crisis in the country held up the printing of ERI modules, the programme still managed to print all 44,000 ERI modules for ECD A and B teachers and 50,000 ERI modules each for grade 1 and grade 2 teachers. Distribution of these modules is underway.

The GPE Implementation Support Finance Specialist, Bongani Ncube, based in MoPSE, together with technical consultants has been playing a key role in the coordination, support of on-going activities and monitoring and administration of the GPE supported work. The follow up of financial requests and acquittals from districts and provinces and the recording of the results have been handled by him, guided by the GPE focal teams in Ministry and in UNICEF. His work has concentrated on promoting the sustainability and continuity of GPE education interventions through greater use of Government structures, systems and personnel in delivering and monitoring the different components of the programme.

All targets for the GPE programme were met by mid 2016, leaving a surplus of around $2million. Since under the ESSP and for the Ministry currently, the implementation of the new curriculum is of the greatest priority and linked to many other subsequent interventions in the ESSP, the GPE team at MoPSE and in UNICEF submitted a request to the ECG to use the surplus for curriculum implementation start-up. The team was confident that through the use of the GPE funding modality for cluster and district trainings, the first round of trainings for the curriculum could be achieved this year before staggered implementation as per curriculum plans begin in January 2017. This reprogramming of funds was approved by the ECG at its last meeting of the 19th of August 2016 as reflected in the minutes.

In July, the 3rd annual progress report for GPE was resubmitted as per the new standardised template circulated by the GPE Secretariat. This captured the key achievements, lessons, challenges encountered as well as financial implementation progress for the 12 months running from April 2015 to March 2016.

1.0 Background Information

Zimbabwe's GPE grant of US$23.6million over 3 years is supporting the implementation of the following 3 clusters of activities:

1. Professional development for better teaching and learning
2. Supervision and management of teacher performance and development
3. Strengthening strategic planning leading to MoPSE EESP 2016-2020

Each of these cluster of activities is divided into the following subset of priorities as per the Ministry of Primary and Secondary Education's Education Medium Term Plan Operational Plan (EMTP-OP) 2013-2015:

1. Professional Development of better teaching and learning:
   a) Early Reading Initiative (ERI)
   b) Performance Lag Address Programme (PLAP)
2. Supervision and management of teacher performance and development:
   a). Teacher Professional Standards (TPS)
   b) Teacher Development Information System (TDIS)

3. Strengthening strategic planning leading to MoPSE EESP 2016-2020.

2.0 Objectives

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.

The achievement of the objective is to be measured through annual ZELA (Zimbabwe Early Learning Assessment) conducted in grade 3 which is an outcome indicator. The national ZELA is being implemented by MoPSE and ZimSEC in 2016. Grade 7 results are one of the

two overall indicators. The other is the number of teachers achieving teacher professional standards.

3.0 Activities Planned and Undertaken for Quarter 3, Year 3

Implementation of planned activities continued with vigor as the programme entered the final six months of the grant. In-service training of teachers continued at cluster and school level for ERI and PLAP to mop up those teachers who joined service after the initial trainings had been concluded. 71[1] of the 72 districts received an amount of money under the 5th tranche to procure complementary age appropriate reading and teaching and learning materials for schools. These materials were distributed first to the P3 and satellite schools (poorest and most remote) who were given priority, and later to the remaining schools. Feedback from this procurement showed us that when districts are empowered and provided with resources they can get the most appropriate materials needed by schools with efficiency and within a short space of time. While procurement through Head Office of the Ministry ordinarily takes around six months, the same exercise at district level took between six and ten weeks. In addition, procurement at district level ensures that schools have a direct input into what complementary resources they prefer to have which responds to the needs of teachers and learners. The HO focal groups continued to work with improved co-ordination to achieve the desired results and monitor the activities implemented at the lower levels.

This quarter saw the finalisation of the new Education Sector Strategic Plan ESSP (2016-2020). This new plan was costed and finalised in June 2016. This is a major milestone in the education sector in the country considering that until now the Ministry's education interventions were being guided by the Education Medium Term Plan (2012-2015). The development of the ESSP brought together several stakeholders and ensured the pooling of ideas and strengthening of partnerships within and outside the Education Coordination Group (ECG). The ESSP has been approved and one of its immediate uses has been in the new GPE application for the next grant. A significant amount of effort and time in this quarter was spent on putting together the application for the next GPE grant. This was done through a consultative and inclusive process where Ministry, UNICEF, UNESCO, donors and civil society representatives participated. Throughout the process of developing the new ESSP as well as the new GPE application process the country valued support and guidance from the GPE Secretariat. The GPE Quality Assurance 1 (QAR1) team visited Zimbabwe in April 2016 following an appraisal of the ESSP package by an external appraiser commissioned by DFID (CA) on behalf of the ECG. GPE team members were Lucinda Alcantara (country lead) and Ed Lamot (economist). Both processes provided useful guidance in the completion of the GPE programme document and the application which was submitted to the GPE Secretariat as first draft in June 2016. QAR2 feedback was received on July 18th from the Secretariat, with indications on areas that needed to be strengthened before submission of final application package. The Ministry with support from UNICEF and other partners worked on the areas identified and a more solid, comprehensive application package has been submitted. Important lessons were learnt from

[1] The exception being Mbare District awaiting financial clearance from Director Finance.

this exercise, one of which is that when the sectors' priorities are well laid out in a clear ESSP, it is easier for any other subsector plans to be drafted not just for GPE purposes but for any other funds available to the Ministry.

Further to the development of the ESSP, a national operational plan (NOP) was developed, followed by district operational plans (DOP) which are currently under review. This process allows districts to determine their priorities according to their context and peculiarities. The positive participation of the various departments in MoPSE to draft the plans was exemplary and yielded some valuable discussions and decisions. Moreover, these departments which have not usually worked as one team, thanks to the OP processes, met and discussed common goals and strategies. This was a good exercise for capacity building of its officers.

Provinces have overall responsibility for monitoring the implementation of the costed plans. The next steps are that provinces will consolidate their district operational plans (DOP's) and then develop their own (POP). The development of provincial and district operational plans are a significant achievement in Zimbabwe as it has allowed national and subnational personnel to understand and interpret data on their districts and provinces, and to use this data and the ESSP, to prioritise their own needs. It has also given them capacity in gathering further data, doing some analysis, working in teams, looking at national indicators and adapting these, costing their plans, and so on.

Ministry Head Office (HO), the GPE Implementation Support Finance Specialist, as well as UNICEF programme officers continued to give provinces and districts the needed technical guidance on their operational action plans (POPs and DOPs) and on how best to use resources that are allocated to them. Intensive joint field monitoring by the Ministry HO, IS Finance Specialist and UNICEF as well as financial spot checks continued at provinces, districts, clusters and schools. In the last four months, a sample of clusters and schools in seven provinces were visited. These visits are critical due to the Direct Cash Transfer (DCT) payment modality used by UNICEF to disburse funds to districts and given that the districts in turn fund clusters with a greater part of the funds they receive. The visits revealed that the needs of schools and teachers are being met. However the constant movement of teachers through transfers to other stations, removal of untrained teachers and paraprofessionals and their replacement by teachers who have not been exposed to PLAP or ERI means that targeted trainings will have to continue. For the first time each one of the 1,218 clusters throughout the country received an operational grant to fulfil their administrative and operational needs. This fund allowed them to procure basic stationery and toners for the recently distributed printers. District offices also received their usual operational grant of $1,200 each to facilitate office operations and monitoring of clusters and schools. Uses of that money included buying fuel for supervision, stationary for districts and clusters, maintenance of office equipment and purchase of computer consumables. The fuel bought was used to monitor GPE activities in the districts which included monitoring reflection meetings run by the clusters and collection and distribution of materials.

Cluster resource teachers (CRTs) continued to receive support in the form of allowances to visit teachers within their clusters for professional support. Reports from such visits indicate that teachers greatly value this support from their peers. The acquittal reports of the fifth tranche showed that monitoring by cluster resource tutors ensured infant and junior teachers were

implementing the ERI and PLAP programmes as trained. Reports stressed that teachers gained skills in handling the non-readers and children who continue to lag behind in reading and English and mathematics. The monitoring teams also looked at how innovative the teachers were in preparing the classroom for reading and exposing children to reading materials at their earliest stage of learning. The cluster resource teachers had the mandate to see if reading and accompanying supplementary materials were being utilised effectively to help children to read and learn. They also assisted in the distribution of the teaching and learning materials procured by the fifth tranche of funds.



Participants at an ERI workshop in Shurugwi District, Midlands Province.
UNICEF Zimbabwe/April 2016

An annex comprising of a special needs education addendum for both ERI and PLAP was developed in this quarter and will be finalised, approved and printed in the next quarter in preparation for distribution to all the districts. This will support the teachers who work with children with a range of learning difficulties and not just the more visible disabilities, hence broadening the sphere of response to children's needs. Workshops to develop the ERI module annex and an accompanying guide for teachers who teach learners with special education needs, were held in Harare and in Kwekwe in August 2016. The first 4-day workshop in Harare was attended by sixty participants, mostly specialist teachers at special schools. Based on the presentations and materials produced in the first workshop, another 3-day workshop for writing the module annex was conducted with fourteen participants in Kwekwe. Various tailor-made activities for learners with each type of special education needs to develop specific skills such as auditory/ visual/ verbal/non-verbal skills were crafted and were written down in a user-friendly language so that non-specialist teachers can also easily use the annex.

A similar annex to that of the ERI is being produced for PLAP. Workshops to produce the initial draft were held in 2015 with the participation of specialist and remedial teachers from all the ten provinces. The materials produced there were then refined by a smaller team comprising of ten special needs experts from the Ministry of Education's Special Needs Education (SNE) department. The final product will be incorporated into the same booklet with the ERI annex and distributed to all schools.

This quarter also saw provincial officers assigned to ERI and PLAP continuing to give the much needed technical guidance on these programmes. Each of the ten provinces received a flat amount of $1500 for purposes of supervision and monitoring. Districts are appreciative of the support provided through such monitoring and supervision as it helps them to benefit from best practices seen in other districts within the same province.



Participants at an ERI Special Needs Annex workshop/Harare
UNICEF Zimbabwe/April 2016

Printed early reading modules were delivered to the Ministry of Primary and Secondary Education for onward distribution to districts through the Ministry's channels. The modules comprise one for ECD A and B which had 44,000 copies printed; one for Grade 1 and another for Grade 2, each of which had 50,000 printed. These modules will complete the full set of teacher support documents made available under this programme. All documents developed and distributed with use of GPE funds will make classroom learning and on-going professional development for teachers, efficient and effective.

Scheduled monthly meetings between MoPSE, GPE IS Finance Specialist and UNICEF continue to contribute to efficient coordination and planning of all GPE activities. The sharing of progress and challenges at this monthly forum has enabled responsive monitoring and specific, targeted support for those districts and clusters which have needed this.



Part of the consignment of ERI modules delivered to the Ministry's warehouse
UNICEF Zimbabwe/ July 2016

All provinces and districts have utilised and acquitted the fifth tranche payments which covered ERI, PLAP and TPS activities and materials for quarter 3, year 3. The fifth tranche varied from one district to another - according to the number of primary teachers and schools in each district. Examples of how the new allocation modality varied include Mutare district which has a total of 163 primary schools and received $159,663.66, Hurungwe with 171 schools got $161,915.36, Gokwe South (139 schools) $135,728.29 and Makoni which has 182 primary schools received $175,605.93. Some districts, particularly urban ones received less than $30,000 as they have fewer teachers and schools. Examples of these districts include Bulawayo Central which received $21,384.12 and Imbizo $24,213.09 with 20 and 23 schools respectively. PEDs and DEOs have commented positively on the equitable distribution of resources compared to the one size fit for all approach that was used for disbursements until the 3rd quarter of 2015.



PLAP materials in use at Zvamaunje Primary School, Shurugwi District, Midlands Province
UNICEF Zimbabwe/ July 2016

With the money allocated for ERI and PLAP the districts were also able to conduct supervision and monitoring as well as provide support and training at cluster levels and support purchase or development of complementary in-service teaching materials.

A review of PLAP lesson plans showed that syllabuses were being consulted in the planning process. As per the GPE Implementation Plan, $1 million was allocated for ERI and PLAP complementary reading materials to be procured from a central point by MoPSE HO for distribution to all the districts. This procurement process is currently underway - books and titles have been selected, publishing houses identified and a request received by UNICEF for half this consignment. This is expected to be concluded in the final quarter of the year.

This quarter saw the mop up distribution of printed TPS documents: the TPS document, Handbook and Manual to teachers, schools, districts and provinces, resource centres, academic institutions and teachers' colleges. Guidelines accompanying teacher supervision instruments were sent out to provinces and districts for piloting. Three successful provincial level workshops were conducted in August on the drafting of the Teachers Self-Assessment tool, the Teachers Professional Development Plan format and on the curriculum sensitization processes and methodology. These workshops were attended by Provincial Education Directors, District Education Officers, district inspectors, headteachers and other supervisors.

A team of experts is now in place to work on the refinement of the curriculum based tests which were proposed as an alternative to the expensive WRAT tests by MoPSE. The PLAP manual includes comprehensive instructions on how teachers can devise their own syllabus related tests to determine the point of last success of their learners. The guidelines for the curriculum based tests have been drafted and will be finalised and distributed in the last quarter. These will complement the current Chapter 4 in the PLAP manual on assessment for PLAP programming.

The integration of TDIS and EMIS is underway. There are plans to use the integrated EMIS for the annual education census in August 2016. The integration will help in decentralization and empowerment of the districts education offices to conduct, upload and process teacher data capturing.

4.0 Activities Planned Quarter 3, Year 3 2016 and Activities Undertaken

Activities Planned Quarter 3, Year 3 2016	Activities Undertaken
1.1 Early Reading Initiative (ERI)	
Printing and distribution of Early Reading Initiative modules for ECD A & B, and Grade 1 and 2	Though delayed due to the prevailing cash crisis in the country, these ERI modules have been printed and distributed as per the distribution plan
Distribution of brochures in English on the ERI intervention. Translation of the brochure into major languages and other official languages	The brochures were designed, printed and distributed to all districts. The brochure contains snapshot information on the ERI programme for those who would want to get a quick understanding of what the programme is about.

	Translation plans will be integrated into a wider approach to early reading as under the ESSP.
Organization of collaborative meetings with stakeholders with a view to include ERI in pre-service training	A representative of the Ministry of Higher Education (MoHTESTD) which is responsible for teacher training will work with ECG subcommittee to enhance already existing coordination. This representative is the focal person for discussions around infusion of ERI into pre-service delivery.
Final training of remaining teachers in clusters and continued training of class teachers, school heads and teachers in charge. Provincial, district and cluster workshops on the use of ERI modules	The 4th and 5th tranche covered the remaining trainings as well as resource needs. Training on the use of the modules at cluster and school level continued with teacher representatives from all primary schools now covered by the cluster trainings. Participants were also trained on production of teaching and learning materials using local resources
Training of trainers (In-service training of Special Needs Education teachers on ERI) X3 national workshops	ERI special needs education annex has been prepared. Training of key teachers for special needs is being organised. The annex will be printed jointly with that of PLAP and distributed to schools.
Support for trained teachers by Cluster Resource Tutors	The visits by cluster resource teachers continued throughout the quarter to the teachers who were trained to support them in the implementation of the programme and gather best practices and learning. Some reflection meetings at cluster level have also been held where interventions and strategies were discussed to enrich the programme further.
Procurement of complementary early reading books	All the 72 districts were allocated funds to procure contextualised and useful materials and resources for their schools. These materials will be complemented by those procured from Head Office
Monitoring and evaluation	A sample of districts in all provinces were monitored by UNICEF, MoPSE and the IS Finance Specialist. Provinces and districts carried out monitoring visits to support the implementation of the programs, to attend the trainings and to monitor the delivery of the procured material to schools
1.2 Catch Up Education (PLAP)	
Completion of trainings at cluster level for all junior school teachers. Train remaining infant teachers in PLAP methodology using remaining cluster level funds	The 4th and 5th tranche of funds covered the remaining trainings as well as teaching and learning materials. Cluster workshops for teachers who had not been trained in the last allocation of funds were completed. The materials procured comprised of a variety of teaching aids, reading materials and play materials for both the infant and junior classes.

	Demonstration/practical lessons for PLAP were included during the trainings. District and cluster resource tutors and District Inspectors consistently commented on the excellent quality of trainings at cluster level.
Strengthen the materials and resource base in schools with remaining funds	Material was procured and distributed prioritising the neediest schools, particularly P3 and satellite schools. Districts decided on equity basis for the selection of the materials as well as the quantities
Workshop for PLAP for Special Needs Education (SNE)	The special needs annex was developed at this workshop. The same workshop also served to develop the curriculum based test guidelines, which are a replacement of the WRAT tests.
Provincial planning and coordination workshops	One day provincial reflection workshops were held for the 10 provinces to share experiences and reflect on challenges that were faced across districts, lessons learnt and to harmonize their approach on future trainings. Participants were the PEDs, Deputy Directors, DEOs, Inspectors responsible for ERI and PLAP, Remedial Tutors, ECD Trainers and Accountants
Curriculum based tests and development of report format for teachers to trace learners progress	Curriculum based tests guidelines developed. Training and distribution of guidelines and reporting format is being planned.
Pilot testing of curriculum based tests	This is planned for the last quarter of the year, once the guidelines developed have been approved by MoPSE senior management
Purchase of supplementary materials for PLAP in English , Mathematics , Indigenous languages and Sign Language Dictionaries, Vol 1 and 2	These materials have been procured and distributed. The PLAP brochure was also developed, printed and distributed to all districts.
Monitoring PLAP programmes in 72 districts by provincial offices	Provincial and district teams paid monitoring visits to districts as did the IS Finance Specialist, Ministry focal persons and UNICEF. A sample of districts in all 10 provinces were monitored.
2.1 Teacher Professional Standards (TPS)	
Teacher self-appraisal document to be completed and shared with teachers	The self-assessment tool was developed. The ToT was done. A total of 308 personnel were trained in working with teachers to develop their Professional Development Plans (PDPs). Cascading training to all clusters is underway.
Integrating TPS and TDIS	This process is currently underway at both the system and process levels

Training of supervisors and teachers at cluster and school level on TPS	Supervisors and teachers were trained in the use of the instruments. TPS based teacher supervision instruments are now being used.
Develop brochures and information leaflets.	The TPS brochure was developed, designed, printed and distributed to all districts. The brochure contains snapshot information on the TPS for those who would want to get a quick understanding of what the standards are about and what responsibilities and accountabilities are expected of teachers.
Develop and implement a communication strategy	Communication to all districts and provinces has been continuous and TPS is now being used by district and school officers to guide use of supervision instruments. The new position is that the Ministry will develop a Ministry wide communication strategy for all programs.
Hold discussions with Ministry of Higher and Tertiary Education (MoHTESTD) on incorporating TPS into teacher education curriculum	This has been incorporated as a plan and strategy in the ESSP to start in 2016 and to be continued in 2017. Sensitization meetings have been conducted with the Principal Education Directors at MoPSE, links are being made between MoPSE and MOHTESTD with ECG endorsement and a workshop is planned with the colleges delivering teacher education.
Support teachers to develop professional development plans (PDP)	The tool for capturing these have been developed (PDPs) and training and support is being planned at cluster and school level. The ToT has been done at provincial and district levels for cluster and school support.
Induct all teachers including probationers on TPS, Professional Development Plans (PDP) and new curriculum	The induction is being planned at cluster and school level. The ToT has been conducted for provincial and district trainers.
Monitor TPS trainings and programs in schools	This is being done on a continuous basis by joint teams comprising MoPSE and UNICEF at both Head Office and provincial levels. Feedback from such monitoring helps to improve the programme and clarify grey areas.
2.2. Teacher Development Information Systems (TDIS)	
Creation of additional TDIS database modules and Administration Staff database	This database has been created and incorporated into the main system
Training of decision makers at National, Provincial and District Offices	Training of all relevant officers have been done. However MoPSE has lost 58 of TDIS trained personnel to the Public Service Commission, hence the urgent need for new capacity building in this area. Request for training received from MoPSE. There is also need for training in basic maintenance of the PCs.
Follow up TDIS Training of all database operators (Head Office, Provincial Office and District Office)	This has been partially achieved. Gaps were noted during the TDIS monitoring visits done by Ministry H/O and

	Provinces. These are being addressed through a final mop up training.
Staff development of TDIS core team members	This has been partially done. Training of core team members will be an in-house activity to be completed in the last quarter of the year
Merging of TDIS and EMIS	They are successfully being merged at both process and system level. For TDIS this means updating the records. However integration of systems with other stakeholders e.g. Public Service Commission is still to be done.
3. Education Sector Strategic Plan (MoPSE ESSP 2016-2020)	
Develop the ESSP Operational Plan including costing	This has been successfully done with the costed ESSP approved and now in use
Prepare ESSP OP guidelines for provinces and districts	The provinces and districts have been trained by a consultant on how to prepare their operational plan. They are currently developing these and the finalized ones should be available before the middle of the last quarter
Train core team of planners to support preparation of OPs at provincial and district levels	This has been successfully done. Provincial officers participated in a 2 day training and at each district operational planning workshop, provincial reps were there to support the process. District planning was also undertaken with provincial assistance and province and district OP plans are being submitted to provinces and HO for review and approval.
Workshops/ meetings to draft and then submit district OPs. Review and finalize provincial and district OPs	These workshops have been successfully conducted. What remains is the finalization and review of the plans by the relevant offices
Draft review and finalize national ESSP Operation plan	Completed
Engagement with in-country mission GPE to prepare package of documentation for the 2017-2020 GPE Grant application	The GPE QAR 1 in country mission undertaken and report and feedback received. Consultations with UNICEF and MoPSE were undertaken, and way forward for the submission of the application agreed with GPE team in Harare.
Appraisal of finalized ESSP and Operational Plan	Appraisals for the ESSP and the NOP were received from external appraisers and modifications and adjustments made accordingly to respond to this before submission of first draft to GPE.
Respond to the first and second Quality Assurance Review (QAR1 and 2)	This review provided important guidelines on how to improve the GPE application package and suggestions taken on board. GPE Application submitted August 31st.
ToR for the Education Sector Review 2016 to be finalized	The draft Terms of Reference now in place, awaiting finalization and approval by the relevant office in Ministry.

5.0 Results Achieved

Component	GPE Funded Year Three targets (cumulative)	Achieved by Quarter 3 Year 3	On track / off track for this quarter • Achieved • Partially achieved • Not achieved • Planned for next quarter 2016	*Comments*
1.1. Early Reading Initiative	31,354 (100% of all teachers, from ECDA-grade 2 trained in use of early reading materials)	31,024 teachers trained	• Achieved	Total number of teachers who have gone through intensive trainings were up to the 4th tranche. This number also includes the heads, deputy heads, TIC's and primary teachers, not included in original proposal. The 5th tranche payments to districts and clusters were mainly for materials. Mop up trainings will continue till year end for any new teachers or any that may have missed out. Mbare District trainings for 330 infant teachers being undertaken this quarter.

Component	GPE Funded Year Three targets (cumulative)	Achieved by Quarter 3 Year 3	On track / off track for this quarter • **Achieved** • **Partially achieved** • **Not achieved** • **Planned for next quarter 2016**	***Comments***
	31,354 teachers visited by cluster resource tutors nationally every term	20,902 teachers visited	• Partially achieved	Figures not fully available from districts. School visit (by CRT's) system expected to be fully operational by quarter 4.
	Printing and distribution of Early Reading Initiative modules for ECD A & B, grade 1 and grade 2.	50,000 ECD A and B modules and 44,000 each grade 1 and 2 modules have been printed and distributed	• Achieved	These numbers will ensure that each teacher at infant level receives a copy of the modules. Printed in high quality, glossy paper, the modules are expected to have a long shelf life and be used confidently by teachers.
	Development of standardized monitoring instruments for each level	Monitoring tool has been finalised	• Achieved	The tool is in use during end user monitoring trips
	Procurement of complementary early reading books	5th tranche money disbursed to districts for procurement of cluster and school resources. All the districts have procured	• Partially Achieved	However, there is another lot to be procured from HO, selection of books have been finalised and procurement is under way.

Component	GPE Funded Year Three targets (cumulative)	Achieved by Quarter 3 Year 3	On track / off track for this quarter • Achieved • Partially achieved • Not achieved • Planned for next quarter 2016	*Comments*
	Monitoring ERI implementation in programs in districts, clusters and schools.	7 provinces visited by MoPSE and partners	• Achieved	The visits reached district offices, clusters and schools. Some of the visits were conducted jointly with UNICEF
1.2 PLAP	567,700 students complete LAT tests	The WRAT test was dropped and teachers have been using school based tests to assess learners	• Achieved	MoPSE decided to replace the WRAT test with local curriculum based test. Since PLAP is now nationwide, Chapter 4 has provided good guidance, now being further refined by specific guidelines and report format.
	41,855 teachers trained in use of PLAP materials	41,295 teachers trained	• Achieved	Total number of teachers who have gone through intensive trainings were up to the 4th tranche. The 5th tranche payments to districts and clusters were mainly for materials. Mop up trainings will continue till year end for any new teachers. NB Unit cost per teacher lower than for ERI, although approach to training is similar (2-3 days training at cluster level) and PLAP target is higher. Mbare District trainings for 560

Component	GPE Funded Year Three targets (cumulative)	Achieved by Quarter 3 Year 3	On track / off track for this quarter • Achieved • Partially achieved • Not achieved • Planned for next quarter 2016	*Comments*
				junior teachers being undertaken this quarter.
	Workshops for provinces and district trainer of trainers (ToTs)	These were held up to 4th tranche of funds	• Achieved	Quality of district workshops has improved.
	Cluster workshops for teachers	These were held up to 4th tranche of funds	• Achieved	Functional clusters operating in all districts
	Distribution of complementary books	All the materials procured by districts have been distributed	• Achieved	Procurement for books made by districts and clusters with the money allocated for PLAP in the 5th tranche.
	Monitoring and evaluation	7 provinces visited by MoPSE and partners	• Achieved	Monitoring by MoPSE, UNICEF, IS Finance Specialist, ECOZI, DfID
	41,855 teachers visited by cluster resource tutors nationally every term	27,903 teachers visited	• Partially achieved	On-going to end of year
2.1 Teacher Professional Standards	Training of Trainers to cascade TPS to provinces and districts.		• Achieved	This was achieved in the first and second quarter of the year, with only the mop up done in this quarter.

Component	GPE Funded Year Three targets (cumulative)	Achieved by Quarter 3 Year 3	On track / off track for this quarter • Achieved • Partially achieved • Not achieved • Planned for next quarter 2016	*Comments*
	Training of supervisors at cluster and school level.	Supervisors and teachers were trained	• Achieved	This was achieved in the first and second quarter of the year, with only the mop up done in this quarter
	Develop posters, brochures and information leaflets.	These materials were developed, designed, printed and distributed	• Achieved	Development of posters, brochures and information leaflets completed and distributed for all GPE components.
	Develop and implement a communication strategy	Ministry is developing a comprehensive communication strategy for all its activities	• Partially achieved	Strategy needs consolidation for all GPE and EDF activities.
	Hold discussions with MoHTESTD on incorporating TPS into teacher education curriculum	Discussion has been initiated. ECG Subcommittee on joint planning and programming initiated.	• Partially achieved	Discussion will continue in the last quarter of the year. This is also one of the strategies included in the ESSP by MoPSE to continue strengthening the collaboration.
2.2 Teacher Development Information System	Create additional TDIS database modules and administrative staff database	Those modules that were proposed for this quarter have been done	• Achieved	Modules now in place

Component	GPE Funded Year Three targets (cumulative)	Achieved by Quarter 3 Year 3	On track / off track for this quarter • Achieved • Partially achieved • Not achieved • Planned for next quarter 2016	*Comments*
	Training of decision makers at Head Office, Provincial and District Offices	All officers responsible for data collection at the Head Office, Provinces and Districts have been trained	• Achieved	Decision makers are now able to make reference and use of the system to make informed decisions
	Follow up TDIS training of all database operators (Head Office, Provincial Office and District Office)	Internal public service appointments have affected this	• Partially achieved	Activity affected by transfer of large number of TDIS trained personnel. Another training needed.
	Staff development of TDIS core team members		• Achieved	
3. Education Sector Plan 2016-2020	Develop the ESSP Operational Plan including costing	This has been successfully completed	• Achieved	Operational Plan including costing has been prepared and finalised by MoPSE
	Prepare ESSP OP guidelines for provinces and districts	These have been done and are in use as provinces and districts develop their operational plans	• Achieved	This is a part of the process of development of the ESSP provincial and district operational plans. Provinces and districts were trained to

Component	GPE Funded Year Three targets (cumulative)	Achieved by Quarter 3 Year 3	On track / off track for this quarter • Achieved • Partially achieved • Not achieved • Planned for next quarter 2016	*Comments*
				develop, review, finalize and submit their plans
	Draft, review and finalize National ESSP Operational Plan	Successfully done	• Achieved	
	Draft review and finalize provincial and district ESSP Operational Plan	Completed districts.	• Partially achieved	District Operational Plans are now being reviewed before approval. Provinces underway.
	Engagement with in-country mission GPE, appraisals and QAR 1 and 2 to prepare package of documentation for the 2017-2020 GPE Grant application	Completed	• Achieved	GPE application submitted 31st August.

6.0 Key partnership and collaboration

Effective partnerships between government and development partners have assisted the Government of Zimbabwe in its endeavour for high quality delivery of education provision in areas critical to achievement of learning outcomes, education for all and supply of quality education resources. This partnership has largely been within the framework of the Education Coordination Group. The GPE programme has been instrumental in strengthening and operationalising this partnership. Government currently has a huge and unmanageable wage bill at 98% of the education sector budget, leaving very little for interventions that enhance the quality of education. Challenges continue to persist coupled with the acute cash crisis that started at the beginning of the quarter. Donors and partners however, play a critical role in both service delivery and strengthening systems.

UNICEF continues to enjoy goodwill and a cordial relationship with the Government of Zimbabwe. To that end UNICEF has maintained good coordination and collaboration with the Ministry of Education for the achievement of the GPE programme goals. UNICEF's close engagement with MoPSE in all aspects of the GPE programme includes the monitoring and quality assurance of provincial, district and cluster level planning and implementation of activities. Guidelines were sent to the provinces and districts on budget lines, and proportion of expenditure for various aspects of the activities were generally followed. The focal teams for the GPE in UNICEF, MoPSE and the IS Finance Specialist were able to support the roll out of district and cluster activities and advice on management of school level staff development sessions.

The Education Coordination Group is chaired by the Minister of Primary and Secondary Education, Hon. Dr. Lazarus D. K. Dokora and meets every six weeks at the Ministry of Education. Membership includes UNICEF (Grant Agent), DFID (Coordinating Agency) MoPSE Senior Management, Ministry of Higher and Tertiary Education (MoHTESTD), Ministry of Finance and Economic Development (MoFED), UNESCO, ECOZI, two representatives of Civil Society Organisation (CSO); CAMFED and other donor agencies. ECOZI as the umbrella organisation for a number of CSO's and NGO's engaged in the education sector, includes the teachers unions and student associations. DFID as the coordinating agency for the GPE in Zimbabwe and ECOZI are included in planning and monitoring activities of the GPE and the wider education sector. The ECG is a strong participant in the education sector in Zimbabwe and decisions made here are significant and thoroughly discussed.

DFID as the CA for the GPE continues to effectively play its role in facilitating communication, interaction and engagement by all the parties (ECG members, MoPSE, the ME/GA, UN representatives and CSO representatives) while maintaining contact with the GPE Secretariat. The Education Coalition Organisation of Zimbabwe (ECOZI) has formed a good partnership with MoPSE, UNICEF, and DFID and is regularly contributing to events and activities of mutual interest in the Zimbabwe education sector.

7.0 Management, Monitoring and Evaluation

Each of the five sub components of the GPE has a focal group, headed by a Director or a Deputy Director in the Ministry of Primary and Secondary Education. As in the previous two years the team is well coordinated in year 3 in terms of accountability and decision making on programs. The leads of the subcomponents are:

Component 1

ERI- Mrs Musoko
PLAP – Mr Makandigona

Component 2

TPS- Mr Mutuwira
TDIS- Mr Mubau

Component 3

ESSP- Mr Chinyowa (Acting Director Planning)

Overall Management- Mr Muzawazi, Acting Principal Director of Primary and Secondary Education

Overall Responsibility- Dr Utete-Masango, Permanent Secretary

UNICEF has been working very closely with MoPSE in financial management, monitoring and evaluation. Having a parallel technical team at UNICEF in all five GPE supported programme subcomponents and using UNICEF's procurement processes have helped significantly in the implementation and monitoring of all GPE activities. In addition the recruitment of consultants for the ESSP and the Operational Plans (for national, provincial and district levels), for the drafting and finalizing of the GPE application documents, and for the GPE evaluation have been undertaken through UNICEF recruitment processes, with concurrence of the Ministry. The overall responsibility of the GPE programme in Zimbabwe rests with the Permanent Secretary, who plays an active role in review of all documents, monitors processes and ensures critical decisions are made on time. This support has been instrumental in increasing the rate of progress in year 3. Meetings between UNICEF and the Permanent Secretary and her team set the agendas of the ECG meetings, so that when major decisions are taken like using surplus funds for curriculum sensitization workshops, integrating Teachers Personal and Professional Development plans with TDIS and EMIS, budget rationalization to accommodate transition to ESSP (2016-2020), or budget reallocations for materials purchase, the issues are presented by the MoPSE GPE coordinator with support from UNICEF and full knowledge of the Permanent Secretary.

A final evaluation of the GPE has been commissioned in this quarter. The evaluation is being undertaken in conjunction with that of the Education Development Fund (EDF). A consultancy firm which comprises both local and international team members was awarded the contract to conduct the evaluation. Preliminary results should be available in October 2016. Monitoring of the GPE financed activities includes end user monitoring and financial spot checks of selected districts which have received the operation grants of $1200 and district grants of varied amounts depending on the number of teachers in the district (as per TDIS data). A monitoring matrix is being used to get impressions of the implementation at district, cluster and school levels, and their improvement or otherwise on different performance indicators as well as challenges, gaps and lessons learned.

End user monitoring in this quarter has reported the issue of drought and hunger in schools as well as the effects of the cash crisis on school operations. Mitigating interventions are being implemented in the ten most affected districts as per the ZUNDAF emergency response plan. The Ministry and UNICEF are apprehensive that the planned interventions in the ten identified districts may leave out other needy children in the country. With limited resources and a mounting cash crises, the GPE team is concerned with our inability to support the drought response for schools given the nature of our funding and that all desperately hungry children cannot be covered by the current scale of operations and available funds. The country has declared a national disaster/emergency over the food situation. It is feared that the El Nino weather pattern which caused drought in the 2015-16 cropping season will soon degenerate into its opposite phenomenon, the La Nina, thereby creating a possibility of heavy rainfall and flooding during the next season. Therefore while the school feeding support for children has just started for ECD and grades 1 and 2, much of the gains made through GPE programs in ERI and PLAP may be lost because the overwhelming concern becomes not achieving learning outcomes but alleviating hunger in schools and possibly averting a humanitarian crises. Monitoring visit reports are being reviewed and discussed, issues are being analysed for appropriate measures, thus ensuring that bottlenecks are addressed in the most effective manner. At this stage of the government's school feeding programme, it is difficult to ascertain that the programme is reaching a sufficient number of children. The programme has started with the Infant school feeding programme (ECDA-grade 2).

8.0 Risk Assessment and Risk Management

Below is the risk matrix updated in each quarter to keep pace as per the changing context. It allows us to implement measures that help to reduce the vulnerability and risks from natural, social, economic and other hazards.

Risk Category	Risk Rating	Risk Description	Proposed mitigation measures
Economic and financial risk	High	• Possibility of misuse of funds at national, provincial and district or cluster levels by implementing	• Conduct spot checks • Provide training in Face Form • Provide training in financial management.

		partners resulting in losses • Cash crises and uncertainty of currency	• Conduct regular field monitoring visits • Ensure transparent procurement procedures • End user monitoring • Engage with the government to make cash available • Advocacy for use of plastic money
Capacity support	Medium	Ministry GPE focal points are overstretched in organizing GPE activities as they have a full portfolio of broader education sector duties (Junior, Infant, NFE etc.) in their area of governance. Many HQ new appointments in acting capacity as posts have been frozen by Public Service Commission, leading to fragmented leadership and accountabilites with GPE	• UNICEF supports Ministry GPE focal points • With the support of the IS Financial Specialist, the GPE Focals at the MoPSE who were overstretched now have support for financial management and organization of GPE activities and have an interface between the Ministry and the provinces and districts for the GPE. • Efforts to streamline workflows and accountabilities have also helped. • Cluster tutors trained in ERI and PLAP, now give additional support to cluster schools and teachers through school visits.
Staff movement	High	Focal teams at national level are not up to speed with GPE IP for year 3 and requirements for grant expiration, hence movement is slow. With recent change in Ministry structure, leadership and team composition of GPE teams may become fragmented. Staff being transferred to other areas (58 TDIS staff moved to PSC)	• Focals remain in 4 out of 5 areas in the GPE. • Focals have action plans to support ERI and PLAP resource tutors at provincial and district levels which provides continuity despite staff change. • District resource persons support clusters and schools with costed action planning and resources and materials for training ERI and PLAP cluster resource teachers
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 • Agree on benchmarks and core set of indicators to be monitored

			• Clarify responsibilities of different players • Monitor GPE programs along with other education programs being monitored by MoPSE or UNICEF.
Political risks	Low	Due to other competing demands, the political situation in the country, the current drought and hunger, education may not be prioritized.	• Alongside ZimASSET the ESSP 2016-20 is expected to lead a strong positive movement in improving quality and access. • This is expected to become stronger with the national, provincial and district Operational Plans linked to it. • CSO's also on board through participation in TWG's, sector analysis and review, curriculum review, ESSP drafting and application for new GPE, review of teacher mentoring and supervision provision with TPS.
Overall risk	Medium	Due to many competing demands and heavy financial commitment to teacher salaries, Government may not give adequate attention to some GPE subcomponents resulting in not meeting deadline and grant expiry date of 31st December.	• Regular programme review (JAR and sector reviews) and planning meetings keep the programme in check reassigning responsibilities where there is slow movement of funds or where activities are incomplete. • Targets have been achieved, mop up training is being conducted and value for money achieved for curriculum training.

9.0 Constraints, Challenges and Lessons Learned

1. The cash crisis which is affecting the economy is also causing disruptions to supply of materials for the GPE programme in Zimbabwe, for example, printing of the ERI modules was delayed. Districts are struggling to get cash from banks for implementing programs as there is a limit to cash withdrawals at all banks in Zimbabwe. Transaction fees are high as fund withdrawals have to be made on a daily basis.
2. If subnational districts and clusters are empowered and given financial resources they can procure educational materials in less time than centrally done procurement. The districts procured teaching and learning materials with the money they received in the fifth tranche and were generally able to disburse within four months of receiving funds. They were guided on how to procure, how to tender and to adjudicate and this built

capacity in the district offices. However, the complexity of the procurement process and the low staffing levels in the administrative sections of Ministry at district level presented challenges in procurement especially in their following Ministry procurement rules as they were directed to do by the Director Finance, MoPSE, in a circular.

3. Three district disbursements were blocked because UNICEF spot checks and the reports of acquitted funds showed inconsistencies. By the end of the 3rd quarter all districts have been cleared by Director Finance, although one of the districts has only just received their 3rd and 4th tranches to complete ERI and PLAP trainings. This has been a constraint on our implementation but was a necessary step to take, to make all districts aware that non-transparent expenditure can have serious repercussions in district plan implementation.
4. Cluster resource tutors have played a big role in the identification and distribution of educational materials at local level. ERI reading materials and other consumables were equitably distributed, according to shared decision making at cluster and district levels. The cluster resource tutors with guidance from cluster leads, compiled a distribution plan and gave preference to satellite schools and poor, most remote P3 schools. Materials were procured by districts on behalf of the clusters.
5. The ESSP Operation Plan development in provinces and districts is helping in the capacity development of all district staff because they are being trained on how to draft an operation plan that is synchronized with a National Operational Plan and an accompanying monitoring matrix which they haven't done previously. The workshops have involved PEDs, DEOs, CRTs, teachers, ECOZI and CSO members and joint planning and programming, with HO support has produced practicable plans with space for on-going changes and development.
6. District and Provincial Operational Plans will give a framework and guidance to all district and provincial education personnel on the scope of their work, thus helping them with their own action plans.

10.0 Future Work Plan

See Annex 1 for budget for remaining activities as at 18th August

ERI

The Infant and the Junior departments in MoPSE are now collaborating with the Special Needs department of the Ministry of Social Welfare on developing a special needs annex for ERI and PLAP. The last quarter will see the approval and printing as well as distribution of the special needs ERI annex. This will be done in conjunction with the PLAP annex. Efforts will also be stepped up in the engagement of the teacher training institutions to infuse ERI in pre-service training for sustainability. Each district will receive an amount of funds which will be part of the sixth and last tranche to procure materials for special needs education covered by the ERI half of the Special Needs Annex. Cluster resource teachers will continue to be supported to visit teachers and provide support. Districts will receive one more operational grant to cater

for their office operational expenses. The procurement of complementary readers by Head Office will be finalised and these should be distributed in the last quarter of 2016.

PLAP

The PLAP half of the Special Needs Annex will also be finalised, printed and distributed to all schools**.** This will be done in conjunction with the ERI half of the annex. Efforts will also be stepped up in the engagement of the teacher training institutions to infuse PLAP into pre-service training for sustainability. Each district will receive an amount of funds which will be part of the seventh and last tranche to procure materials for special needs education covered by the PLAP half of the Special Needs Annex. The curriculum based test guidelines – to complement Chapter 4 in the PLAP Manual on assessment will also be finalised and distributed to all schools. Cluster resource teachers will continue to be supported to visit teachers and provide support.

TPS

The self-assessment tool will be cascaded to all clusters and schools. Teachers will continue to be mentored in the development of professional development planning. The integration of TPS and TDIS will continue with the aim of uploading all teacher professional development plans into the system. Mop up training for new teachers and those who were left out of the initial TPS training in the current quarter will be done.

TDIS

Refresher training will be provided to district human resources officers who are responsible for data capture and analysis and TDIS training will also be needed for the replacement of the 58 HR officers in the districts who have left. The process of integration with TPS will continue and professional development plans for teachers which are placed in the TDIS system will be used for responsive national level in-service planning at HO.

Equipment maintenance and system upgrading will be done on an as-needs basis.

ESSP

Two thousand copies of the ESSP will be printed and distributed to all provinces, districts and stakeholders for their use and reference. The Annual Education Sector Review which will involve district, province and national participation and input as part of the ESSP monitoring system will be held in November.

Curriculum

The plans for the first phase of training teachers in the new syllabi as per the curriculum implementation plan included in the ESSP, is attached in Annex 2. This additional item was able to be included in the current GPE budget from savings achieved during the current GPE through some of the measures discussed in the Value for Money section of this report. ECG approved this use of funds on the 19th August upon presentation of the attached Annex 1 and

2. Annex 1 includes the expenditure remaining on the current GPE, including the amount approved for curriculum implementation in 2016.

Monitoring and evaluation

The items in this part of the budget remain the same (see Annex 1). The critical areas remain: the payment of services for the ESSP and the GPE Application documents preparation and the payment for the national consultant working with districts on their DOP's. Another large component is the planned monitoring to the end of the year, both for the Ministry HO and the CRT's who will receive one last monitoring grant in the sixth tranche. ECOZI is planning a workshop on violence in schools. The GPE final evaluation is being carried out this quarter and next.

11.0 Financial Implementation

GPE Year 2014-2016

Component	Total GPE budget	Total Funds received to date	Cumulative spending to 30th August	Balance on funds received to date	% Expenditure on total budget
Component 1					
1.1 Early Reading Initiative	7,958,581.00	7,916,113.00	6,767,266.15	1,191,314.85	85.03%
1.2 Performance Lag Address program	8,455,744.00	8,455,744.00	7,195,531.70	1,260,212.30	85.10%
Component 2					
2.1 Teacher Professional Standards	1,346,125.00	1,346,125.00	1,346,125.00	-	100.00%
2.2 Teacher Development Information System	2,112,600.00	2,112,600.00	1,444,174.95	668,425.05	68.36%
Component 3					
3. Education Sector Plan 2016-2020	703,400.00	703,400.00	626,276.94	77,123.06	89.04%
Management and M & E costs	1,994,866.00	1,863,704.90	1,289,366.82	705,499.18	64.63%
Harare Overheads	1,028,822.00	1,205,451.10	1,023,452.01	5,369.99	99.48%
TOTAL	**23,600,138.00**	**23,603,138.00**	**19,692,193.57**	**3,907,944.43**	**83.44%**

12.0 Value for Money

As decided at the beginning of the year, UNICEF and MoPSE are making concerted efforts to reduce costs through the deliberate choice in the use of cheaper venues like local training centres for workshops rather than hotels and have applied the UN/GoZ harmonized rates for travel and allowances. The choice of the training centres for these workshops has contributed to significant savings which can be utilized in some other areas which are either not covered in the GPE Implementation plan or in dire need of funds. In cases where hotels cannot be avoided these hotels have been engaged to offer a very reasonable rate, leading to more savings. The adoption of these approaches have largely contributed in the reduction of cost of implementation of programme activities, considerable savings, and the ECG's decision to use the savings in the critical area of curriculum training for teachers as the country readies itself for the implementation of the new curriculum..

Another area for value for money has been demonstrated in joint monitoring of the GPE programme. End user monitoring of all UNICEF programs is carried out by UNICEF staff routinely. This indicates that whenever a monitoring team sets out, they monitor all UNICEF supported education programs, irrespective of the source of funding. Hence the money allocated for monitoring is shared and used more effectively.

The fact that operational grants of $ 400 were disbursed to each of 1218 clusters has allowed many activities to be decentralised. With clusters having received IT equipment and buying stationery with the operational grant, it provides huge support for material production and cluster level training resources for ERI and PLAP, and in the fifth tranche, the production of supervision instruments of the TPS. Clusters are now using their printers to produce low level administrative documents to facilitate cluster business and in-service training as well as to produce teaching and learning material. This saves travel allowances as participants do not need to travel to district headquarters for these services.

13.0 Expression of Gratitude

The Ministry of Primary and Secondary Education, and UNICEF Zimbabwe wish 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 the GPE Implementation Plan and year 1, 2 and 3 activities, and to Lucinda Elena Ramos Alcantara, GPE Senior Operations Officer responsible for GPE Zimbabwe for her support and encouragement. Particular appreciation and gratitude goes to the GPE Secretariat and Board for the guidance and support in the development and refinement of Zimbabwe's new GPE application (2017-2019).

14.0 Annex 1 GPE Proposed Financial Implementation Plan for Final Quarter

Total Contribution: $23,600,138

ERI	**Remaining**	**TDIS**	**Remaining**
Complementary readers	500,000.00	Update of TDIS system	152,000.00
Special Needs Annex	50,000.00	EMIS Data Capturing	98,000.00
Special Needs Learning materials	450,000.00		
Operational grant	86,400.00		
Total	**1,086,400.00**	**Total**	**250,000.00**
PLAP	**Remaining**	**ESSP**	**Remaining**
Complementary readers	500,000.00	Printing	85,000.00
Special Needs Annex	50,000.00	Sector plan consultants	30,000.00
Special Needs Learning materials	450,000.00		
Curriculum based tests	10,000.00		
Total	**1,010,000.00**	**Total**	**115,000.00**
TPS	**Remaining**	**M&E**	**Remaining**
		Finance policy	80,000.00
District & Cluster trainings	460,000.00	GPE Consultant	25,000.00
Total	**460,000.00**	Provincial & national DOP trainings	15,000.00
		DOP Consultant	36,500.00
Curriculum trainings		IST finance specialist	17,000.00
Districts	486,000.00	GPE evaluation	115,000.00
Clusters	1,434,020.00	UNICEF & MOPSE monitoring	30,000.00
National and province trainers	80,000	ECOZI	5,000.00
Total	**2,000,020.00**	**Total**	**323,500.00**

Funds Utilized 18/08/16	**18,733,290.56**	79.30%
Balance remaining 18/08/16	**4,866,848.04**	
Planned expenditure	**4,784,920.00**	
	81,928.04	

15.0 Annex 2 Summary for Syllabus Trainings New Curriculum

Training of Teachers and Supervisors on the Interpretation of New Curriculum Syllabuses

The Ministry of Primary and Secondary Education has just completed developing new syllabuses in line with the new curriculum framework. The syllabuses will be implemented in phases commencing in January 2017. In order to prepare for effective implementation, teachers and supervisors will be trained on the interpretation of the new syllabuses, starting with teachers that will implement the first phase in 2017, namely ECD A, Grades 1 and 3, Forms 1, 3 and 5.

The trainings will build on the TOT that was done at national level in May 2016 which shall be followed up with another TOT at District level for those who will train all participating teachers at Cluster level. A summary of structure and budgets for the District and Cluster level trainings is given below.

Grades phasing in, in 2017, which need training, as per the CDTS/ESSP plan:

ECD A, Grade 1, Grade 3, Form 1, Form 3, Form 5

District Level TOT:

- Primary: 194,400 $ - training 4 teachers and Cluster Head or alternate from each cluster who will then train the rest at the cluster level (ECD A- Grade 1 – Grade 3).
- Secondary: 291,600 $ - training 6 teachers and Cluster Head or alternate from each cluster who will then train the rest at the cluster level (from 6 subject clusters/learning area)

Total: 486,000 $

Sources of Funding

Cluster Level Training:

- Primary: 503,780 $ - training 25,189 teachers (ECD A, Gr1, Gr 3)
- Secondary: 930,240$ - training ALL 46,512 secondary school teachers (from Form 1 to 6)

Total budget: 1,434,020 $

National and Provincial Trainers: $80,000

GPE : $ 2,000,020 for curriculum training

Justification and Argument for Utilising GPE Funds for Training in Syllabus Interpretation:

- Teacher Professional Standards require that the teachers have a good grasp of specified three domains, namely academic professional knowledge and understanding, professional skills and abilities, professional values and personal commitment. Training in syllabus interpretation and sensitisation on the new curriculum are key to achieving these standards, and given the urgency of phasing in of the new curriculum in 2017, trainings need to start in the next quarter of 2016.
- All teachers who will implement the new syllabuses in 2017 need to be trained in how to interpret the syllabuses for effective implementation and this requires substantive resources.
- Trainings will be done at District and Cluster levels to minimise costs (Value for Money methodology with proven quality results for teacher training).
- Unit cost for 2 days training at District level will be $20 per day and at Cluster level is 10$ per day inclusive of training, transport, meals and training materials. For District trainings this would include accommodation (Value for Money and effectively used for ERI and PLAP). All training will be held at cluster schools and District BSPZ Centres, thus minimising costs.
- Training for secondary school teachers will cover all teachers since each subject teacher teaches more than one class and sometimes more than one subject. So this training is setting a strong foundation for the subsequent phases of implementation.
- The activity provides ground work for GPE 2 which focuses on Curriculum implementation.
- Funds saved from prudent utilisation in ERI and PLAP under the current GPE is being put into strengthening those same teachers in preparation for the implementation of the new curriculum, which is the main focus of the new ESSP and GPE 2 of which ERI and PLAP are parts. This will ensure further sustainability and strengthening of these programs in schools. (The new Curriculum is one of the key pillars of the new ESSP).