

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

DRAFT
EDUCATION SECTOR PERFORMANCE REPORT

2018

ZIMBABWE

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Table of Contents

List of Tables 4
List of Figures 5
List of Acronyms 6
EXECUTIVE SUMMARY 8
1. Update on the Country Context 12
1.1 Background 12
1.2 National Development Context 12
1.3 Demographic Context 13
1.5 Political Context 14
1.6 Economic Context 14
1.7 National Planning Framework 16
1.8 Technological Context 16
1.9 Structure of Zimbabwe Education System 17
2. Review of Performance by Sub-Sector 18
2.1 Administration of the Ministry of Primary and Secondary Education 18
2.1.1 Legal and Regulatory Frameworks 18
2.1.2 Policy 18
2.1.3 Sector Coordination 19
2.1.4 Ministry of Primary and Secondary Education Restructuring 20
2.1.5 Information and Communication Technologies 20
2.1.6 Education Financing 21
2.2 Education Research and Development 27
2.2.1 Capacity Development 27
2.2.2 Centre for Educational Research, Innovation and Development (CERID) 27
2.2.3 School Supervision 27
2.2.4 Zimbabwe Early Learning Assessment (ZELA) 28
2.2.5 The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) 28
2.2.6 Implementing the New Curriculum 29
2.2.7 Data Systems 31
2.2.8 Number of schools 31
2.3 Infant Learning 32
2.4 Junior Learning 35
2.5 Secondary Learning 39

2.5.1 Non-Formal Education (NFE) 45
2.6 Learner Support Services 49
References 53
Annex 1: Update on Performance Indicators 55
Annex 2: Assessment of Progress against Indicators 59

List of Tables

Table 1. Budget allocation to Ministry of Primary and Secondary Education for 2018 and 2019 15
Table 2. MoPSE Budget allocation 2015-2019 22
Table 3. Budget for MoPSE by sub-sector for 2018 and 2019 23
Table 4. Actual expenditure for 2017 and 2018 23
Table 5. Other sources of funding in 2018 23
Table 6. Per pupil average expenditure by Grant Class (Source: Draft School Finance Policy using EMIS data, 2017)** 25
Table 7. ZELA indicators 2016-2018 28
Table 8. Number of schools by level and year 31
Table 9. Net Enrolment Rate ECD A 32
Table 10. Net Enrolment Rate ECD B 33
Table 11. Learner to Teacher Ratios in ECD 34
Table 12. Number of ECD teachers by location, qualification and sex for 2018 34
Table 13. Junior Net Enrolment Rates 35
Table 14. Primary Completion Rate 36
Table 15. Grade 7 candidates 36
Table 16. Grade 7 pass rates overall 37
Table 17. Grade 7 pass rates from 2012-2017 37
Table 18. Lower Secondary Gross Enrolment Rates 39
Table 19. Number of districts (out of 63) with a lower secondary GER of at least 75% for 2015 to 2018 40
Table 20. Lower Secondary completion rate 40
Table 21. Ordinary Level Candidates 2015-2017 42
Table 22. Form 4 pass rates 42
Table 23. Secondary Gross Enrolment Rates Forms 1-6 43
Table 24. Upper Secondary Candidates 44
Table 25. Upper Secondary (Advanced Level) Pass Rates 44
Table 26. Students enrolled in NFE programmes by age group in 2018 (EMIS, 2018) 47
Table 27. Numbers of learners in Non-Formal Education programmes 48
Table 28. Number of children with disabilities enrolled in primary and secondary education (excluding special schools) 51

List of Figures

Figure 1. District map of Zimbabwe 13
Figure 2. Population of Zimbabwe by Province (ICDS, 2017) 14
Figure 3. Exert from the Transitional Stabilisation Programme (2018), pg 271 16
Figure 4. MoPSE budget trends 2010-2019 21
Figure 5. Total allocation and non-employment allocation for the top 10 ministries in 2018 22
Figure 6. Net Enrolment Rate ECD A 32
Figure 7. Net Enrolment Rate ECD B 33
Figure 8. Net enrolment rate Junior Education (G3-G7) 35
Figure 9. Primary Completion Rate 36
Figure 10. Grade 7 pass rates overall 37
Figure 11. Grade 7 pass rates from 2012 to 2018 38
Figure 12. Lower Secondary Gross Enrolment Rate 39
Figure 13. Number of districts (out of 63) with a lower secondary gross enrolment of at least 75% 40
Figure 14. Lower Secondary completion rate 41
Figure 15. Survival Rate Form 4 (for those entering Form 1) 42
Figure 16. Form 4 Pass Rates 2015-2017 43
Figure 17. Gross Enrolment Rate Secondary (Forms 1 - 6) 43
Figure 18. Upper Secondary Candidates 44
Figure 19. Upper Secondary (Advanced Level) Pass Rates 45
Figure 20. Percent population Age 3-18 who never attended school by sex in Zimbabwe (ICDS, 2017) 46
Figure 21. Number of children with disabilities enrolled in primary and secondary education (excluding special schools) 51

List of Acronyms

Afrexim	African Export-Import Bank
BSPZ	Better Schools Programme for Zimbabwe
CERID	Centre for Education Research, Innovation and Development
CDTS	Curriculum Development and Technical Services
CPD	Continuous Professional Development
CWD	Children with Disabilities
DOPs	District Operation Plans
DSI	District Schools Inspector
ECD A	Early Childhood Development A
ECD B	Early Childhood Development B
ECG	Education Coordinating Group
EMIS	Education Management Information System
EDF	Education Development Fund
EMTP	Education Medium Term Plan
ESA	Education Sector Analysis
ESRP	Education Sector Performance Report
ESSP	Education Sector Strategic Plan
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GNU	Government of National Unity
GPE	Global Partnership of Education
ICT	Information and Communication Technologies
JSR	Joint Sector Review
LWS	Learner Welfare Services
MIIEF	Model Inclusive Infant Education Facilities
MoHCC	Ministry of Health and Child Care
MoFED	Ministry of Finance and Economic Development
MoHTESTD	Ministry of Higher and Tertiary Education Science and Technology Development
MoPSE	Ministry of Primary and Secondary Education
MOU	Memorandum Of Understanding
NAPH	National Association of Primary Heads
NASH	National Association of Secondary Heads
NER	Net Enrolment Rate
NFE	Non Formal Education
NOP	National Operation Plans
OVC	Orphans and Vulnerable Children
PLAP	Performance Lag Address Programme
PRS	Planning, Research and Statistics
PSNE	Primary, Secondary and Non-formal Education
PTCE	Part Time and Continuing Education
QTPR	Qualified Teacher to Pupil Ratio
RTGS	Real-time Gross Settlement Systems
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SDA	School Development Association
SDC	School Development Committee
SI	Statutory Instrument
SIG	School Improvement Grant
STEM	Science, Technology, Engineering, and Mathematics

STEAM	Science, Technology, Engineering, Arts and Mathematics
TDIS	Teacher Development Information System
TIC	Teachers In Charge
TPS	Teacher Professional Standards
TSP	Transitional Stabilisation Programme
ZABEC	Zimbabwe Adult Basic Education Course
ZELA	Zimbabwe Early Learning Assessment
ZIMASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZimSEC	Zimbabwe School Examinations Council

EXECUTIVE SUMMARY

The Education Sector Strategic Plan (ESSP) of the Ministry of Primary and Secondary Education (MoPSE) covers the period 2016 to 2020. Since the ESSP came into operation, annual reviews of the ESSP have been carried out. This report is the third Education Sector Performance Report and covers 2018. It is a summary of the performance of the sector which follows the assessment framework in the ESSP and the 2017 Aide Memoire. The main sources of information have been the Education Management Information System (EMIS), key informant interviews and reports.

This report is structured around the six sub-sectors as given in the ESSP: Administration of MoPSE, Education Research and Development, Infant Learning, Junior Learning, Secondary Learning and Learner Support Services. Non-Formal Education has been reported under Education Research and Development as it is an area which is in need of development.

1. Administration of MOPSE

The following are the main policy and procedural achievements for 2018.
The Office of the Attorney General amended the Education Act based on the Memorandum of Principles. The Memorandum of Principles had previously been submitted to Cabinet and approved. The amended Education Act has passed through Cabinet. Other guidelines and Statutory Instruments (SIs) are awaiting the finalisation of the Education Act revision before any progress can be made on them.

There has been progress made on finalizing policies in the Education sector:
An options paper for ECD was developed and is currently under review. A draft School Feeding Policy was initiated with technical support from the Brazilian government and the World Food Programme. The School Financing Policy should be finalised by the end of December 2018. A draft ICT Policy has been circulated to stakeholders for comment. The School Health Policy was launched ahead of schedule on 11 June 2018. The draft Assessment Framework is under development.

The Education Coordination Group (ECG), chaired by the Minister, is responsible for the strategic direction of the sector. The ECG met ten times in 2018.

A Holistic Organisational Development review was carried out. Two audits were completed and the final report is under development. The Skills Audit and the Culture Audit found that short and medium term on-the-job interventions are required. A full scale skills audit was proposed, with some key recommendations such as: MoPSE to carry out a comprehensive review of remuneration and address the issues of the living conditions of teachers especially at satellite schools.

The draft Communication Strategy is under review and the MoPSE website is up and running. This is undergoing continual development.

Primary funding to MoPSE comes from the Government through a budget allocation. Although the budget allocation to MoPSE has increased since 2017, the proportion of the GDP that this budget constitutes has reduced. The proportion of the MoPSE budget allocated to non-salary recurrent and capital expenditure has been increasing since 2016. The budget allocation for 2018 for MoPSE was US$905.593 million and for 2019 is US$1.132 billion. The non-employment cost proportion of the 2018 budget was US$56.840 million (6.3%). It was estimated that US$827.2 m was contributed by parents in 2017 through fees and levies. This was more than the US$803.77 million allocated by Government in the 2017 budget. Part of this is sent back to government through statutory funds and other levies from schools. The Better Schools Programme Zimbabwe (BSPZ), National Association of Primary Heads (NAPH) and National Association of Secondary Heads (NASH) are funded through affiliation fees from student fees through their schools. There is a need to audit these funds.

2. Education Research and Development

Capacity Development carried out by MOPSE included a training needs analysis of leadership in schools, teachers studying at university for degrees, the training of school bursars from Government Schools and the training of teachers in indigenous languages. MoPSE was awarded a grant by the World Bank for a pilot to develop school leaders in effective leadership for improved ECD education.

The Centre of Educational Research, Innovation and Development (CERID) continued to support MoPSE with research. They produced four reports on research areas focused on policy and curriculum implementation. This included one on school financing.

The report for the Zimbabwe Early Learning Assessment (ZELA) for 2017 was released and the 2018 report is in draft form. The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) is currently being planned and will be carried out in 2019.

The implementation of the new Curriculum continues to be on course. In 2018, the Curriculum was implemented in ECD B, Grades 2 and 4, and Forms 2, 4 and 6. Teachers were trained in syllabus interpretation in Grade 5. Textbooks continue to be procured and distributed to schools for the phase being implemented. Private publishers are not keeping up with the demand for new books for the new Curriculum. A review was conducted on the 2017 curriculum implementation. This review found that significant benefits were occurring due to the new Curriculum, however there was a need to develop an effective communication strategy, all teachers need to be trained in specific learning areas, recruitment of teachers is needed to replace those on leave, the curriculum assessment process needs reviewing, existing policies need to be reviewed to align them with the new Curriculum, materials' evaluation needs improved quality control, the configuration of cross-cutting learning areas and electives needs reviewing and there is a need to engage with the Ministry Of Higher and Tertiary Education, Science and Technology Development on the alignment of teacher education with the new Curriculum.

The Education Management Information Systems data for 2018 was available for use in November 2018. The report for 2018 is planned to be finalized and shared by the 5 January 2019 on the MOPSE website and discussed as part of the Joint Sector Review.

3. Infant Learning

For Infant Education, the NER for ECD A was 15.2% and ECD B was 31.29%. These rates have been decreasing since 2016. There is a need to do further research to reverse this trend. The ZELA results showed that the percentage of pupils achieving at or above grade-appropriate level after completing Grade 2 has been fluctuating since 2015 for mathematics and English, with the highest results ever reported in 2018. In 2018, 26 districts had at least 50% trained ECD teachers which was higher than the 24 districts for 2017. The qualified teacher to pupil ratio is still high but improved slightly to 1:71. This is 1:43 in urban areas and 1:84 in rural areas.

4. Junior Learning

The Net Enrolment Rates for Junior Education (Grade 3 to 7) improved slightly between 2017 and 2018 to 79.21%. These rates are higher for girls than boys. The completion rates for Grade 7 have steadily been decreasing since 2015. There is a need to do further research to find out how to reverse this trend.

This is a retrospective report which looks at the results in 2018. Analysis of the trends in Grade 7 pass rates showed an increase in the overall pass rate since 2012. The results in 2012 were 31.5% pass overall, 29.7% pass for boys and 33.3% pass for girls. This increased in 2018 to 52.87% overall, 49.79% for boys and 55.78% for girls. In the previous Joint Sector Review it was suggested that research into why girls consistently outperform boys at this level should be done but has not yet been completed.

5. Secondary Learning

The Lower Secondary Gross Enrolment Rate has remained almost static since 2016 when there was a large increase to 76.67% from 75.2% in 2015. It increased further in 2017 to 76.86% and then decreased slightly in 2018 to 76.7%. This was also reflected in the number of districts with a lower GER of at least 75% decreasing in 2018. The Lower Secondary completion rate reduced between 2017 and 2018 with the completion rate for girls being 3% lower than that for boys. Approximately 20% of children entering Form 1 drop out by Form 4. Again the survival rate for girls (77.11%) was lower than that for boys (82.60%). There has been a steady decrease in overall survival rate to 79.83% in 2018 since 2015 when it was 84.0%. Boys did increase slightly in 2018 but overall there has been a decrease since 2015. There is a need to do further research to inform ways to reverse this trend.

"O" Level examination pass rates for 2018 increased to 32.8% from 28.71% 2017, although the number of candidates has decreased in the last two years from 160,610 in 2017 to 148,012 in 2018.

There was a decrease in the GER in 2018 in Secondary Gross Enrolment Rates (Form 1 to Form 6). The results showed that there had been an increase from 2016 to 2017.

"A" Level examination pass rates for 2018 increased to 84.1% from 82.48% in 2017, The number of candidates increased from 32,143 in 2016 to 46,749 in 2017 and then decreased to 39,811 in 2018.

Non-Formal Education (NFE) was offered in 2,910 primary schools (out of 6,288) and 1,531 secondary schools (out of 2,871) in 2018. Of the 108,875 students in NFE programmes in 2018, only 35,659 were 18 years old or younger.

6. Learner Support Services

In pursuit of the inclusive implementation of the competence-based Curriculum, an Inclusive Education Supplement to the Early Reading Initiative for Infant grades and the PLAP Manual for Junior Education grades was developed through participatory training workshops with special education teachers, Teachers in Charge (TIC), ECD Trainers and Remedial Teachers. After printing, the Supplement has since been used to train all primary school teachers on disability-inclusive pedagogical methods. The impact assessment of the cluster workshops has revealed the need for more standardized training as well as inclusive supervision and follow up at school level.

For the Model Inclusive Infant Education Facilities (MIIEF), 23 schools were systematically identified in all the 10 provinces and a list of their support needs compiled to help accelerate their full upgrading to the desired ideal. Such primary schools will serve as practical demonstration sites for other schools to learn the different dimensions of implementing inclusive education in real settings.

A Practical Inclusive Education Handbook for Primary and Secondary Schools was compiled with topics based on the most common issues and frequent queries that the Learner Welfare Psychological Service and Special Needs Education Department handles in schools. It is now at the final printing stage.

A battery of psycho-educational screening and assessment tools was pilot tested in all provinces in the third quarter of 2018 as part of the policy thrust towards early identification and intervention programming for inclusive quality learning outcomes for all.

The strategy of community outreach through combined service fairs by MOPSE departments, other Ministries and civil society organization recorded coverage of 31,000 clients by early January 2018.

Following a reinforced communication on the ZIMSEC provisions for public examination candidates with special needs, there was an increased uptake of such arrangements from 101 learners in 2017 to 868 in 2018.

It is estimated that the Children With Disabilities (CWD) of school going age (3 to 18) is 504,126 children. There were 61,946 CWD in primary and secondary school in 2018. This was a drop of 2,543 children since 2017. The apparent decrease may not be a true reflection of the actual trend but more related to the refinement of the ED46 census questionnaire after the 2017 exercise.

The School Feeding programme continued with the expanded provision of government funded grain to all primary schools. However , the cholera outbreak affected its continuity in some areas as provinces were advised to seek advice from the Ministry of Health and Child Care on whether they could continue feeding or not. The Ministry of Health and Child Care, other social sector ministries and partner organisations, especially the World Food Programme, are working closely with the education sector on modalities for the full implementation of the home-grown school feeding approach as well as nutritional guidelines and food safety standards for school meals.

The Zimbabwe School Health Policy was jointly launched by the Minister of Primary and Secondary Education and the Minister of Health and Child Care on 11 June 2018. All Provincial Education Directors and District Schools Inspectors were trained on the contents of the policy and the dissemination of the policy is currently underway with the target of reaching every head of school before it is rolled out to teachers. NGOs would benefit if they were trained on the School Health Policy. The two Ministries are now working towards developing a School Health Strategy and 5-year costed implementation plan.

Under the national disaster risk management programme against cholera, the education sector response by the MOPSE was to issue practical guidelines to all schools on prevention of cholera and typhoid while UNICEF and other partners mobilized hygiene kits and IEC materials that were sent to affected schools as part of preventative measures.

Guidance and counseling support at both Primary and Secondary levels was enhanced with the production of a Primary and Secondary Guidance and Counseling Syllabus and a cascade training approach through district clusters in which the Guidance and Counseling Manuals for Infant and Junior levels as well as the Secondary education level were utilised and distributed to schools. Unfortunately the training did not yield the intended results because heads of schools had not been sensitized and capacitated on the internal supervision of the programme. The vacant post of Education Inspector for Guidance and Counseling in the Harare, Matabeleland North, Manicaland, and Masvingo affected the performance in provinces.

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1. Update on the Country Context

1.1 Background

The Education Sector Strategic Plan (ESSP) of the Ministry of Primary and Secondary Education (MoPSE) covers the period 2016-2020. The ESSP provides MoPSE with a strategic framework with which to obtain a set of goals. These goals include phasing in of the new curriculum, continuing the professional upgrading of teachers, increasing access to learning, creating the right institutional architecture for effective resource utilisation and quality service delivery, improving the learning environment and improving equity.

This current report is the third Education Sector Performance Report (ESPR). Its purpose is to report on the performance of the sector in 2018 against the performance assessment framework presented in the ESSP. As this report comes in the third year of the ESSP, it constitutes a mid-term review and consequently examines the trends since the baseline of 2015 in the key goals, targets and a defined set of indicators which are specified in the ESSP document. In early 2018, an Aide Memoire which presents the recommendations and planned actions for 2018 was developed. This Aide Memoire was based on the ESPR and Joint Sector Review (JSR) for 2017 which occurred in February 2018. This current report also presents progress on the planned actions for 2018 in the Aide Memoire (Annex 1).

The data for this report were collected through a series of key informant interviews, the review of existing literature and the analysis of the 2018 Education Management Information System (EMIS) data. The report uses the indicators in the ESSP and uses these as the basis for reporting performance in the Education Sector of Zimbabwe. This first chapter presents the current country context. The second chapter presents the performance of the Sector according to the six Sub-Sectors specified in the ESSP:

- Administration of MoPSE
- Education Research and Development
- Infant Learning
- Junior Learning
- Secondary Learning
- Learner Support Services

1.2 National Development Context

Zimbabwe covers an area of 390,580 square kilometres and shares borders with Zambia in the north, Mozambique in the east, Botswana in the west and South Africa in the south. The country has a centralised government based in Harare, the capital city, and is divided into ten administrative provinces which are Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo, Matabeleland North, Matabeleland South and Midlands which are mainly rural while Bulawayo and Harare are metropolitan provinces. Each province is divided into districts and there are a total of 72education districts including those in Bulawayo and Harare, of which 63 are considered rural districts.[1]

For some of the indicators in the ESSP 63 districts are used. This is so that the indicator can make use of population data from the census. For other indicators in the ESSP, 72 districts are used as this is the number of education districts for administration purposes for MoPSE.

[1]It has to be noted, though, that while Harare and Bulawayo Metropolitan Provinces are divided into education districts, for other purposes (e.g. population census, political divisions) Harare and Bulawayo Provinces are not divided into districts, but are considered to be single districts.



Figure 1. District map of Zimbabwe

1.3 Demographic Context

For the census carried out in Zimbabwe in 2012, the official figure for Zimbabwe's population is 13.061 million. According to the Inter-Censal Demographic Survey (ICDS) (2017), the population in 2017 was 13.572 million with the proportion of males and females being 48% and 52% respectively. About 68% of the population live in rural areas with the majority being in communal and resettlement areas. The ICDS (2017) puts life expectancy at birth at 60 years, with that for females being higher (61 years) than that for males (58 years).The population is relatively young with 40% of the population below 15 years of age, and 51.5% below 20 years of age. The average rate of natural increase for Zimbabwe is 2%.

Zimbabwe has two large ethnic groups; the Shona are about 76% of the population, and the Ndebele are the second largest at about 18% of the population. The remaining 6% comprises other ethnic groups (Census, 2012). There are 16 languages recognised by the new Constitution of Zimbabwe.

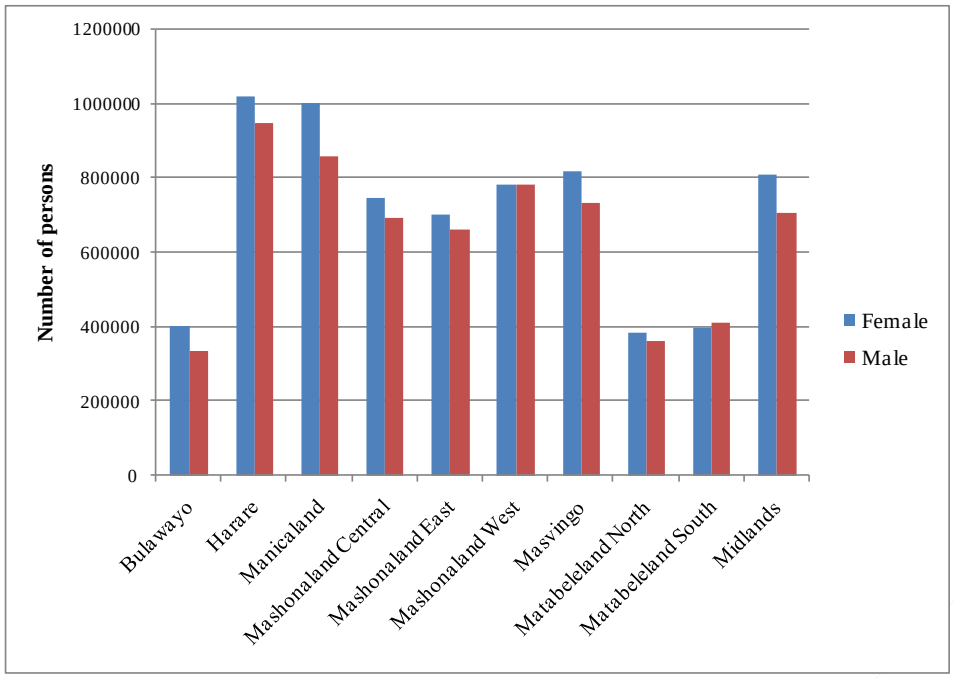


Figure 2. Population of Zimbabwe by Province (ICDS, 2017)

1.5 Political Context

On 15 November 2017, a military operation called "Operation Restore Order" was launched in which President Mugabe was placed under house arrest. This was followed by a demonstration in Harare and other towns against President Mugabe's rule on 18 November 2017. President Mugabe resigned on 21 November 2017 after impeachment procedures against him by Parliament were initiated. Emmerson Dambudzo Mnangagwa returned to Zimbabwe from South Africa where he had been in exile. He was sworn in as the President of the Republic of Zimbabwe on 24 November 2017. He then undertook a cabinet reshuffle in which Professor Paul Mavima was appointed Minister of Primary and Secondary Education. The Honourable Minister Mavima had been the deputy minister of this ministry in the previous government which allowed there to be continuity with the new minister having a sound knowledge and understanding of the Education Sector.

In July 2018, as per the constitution, harmonised elections were held and President Mnangagwa retained the presidency.[2]Professor Mavima remained as the Minister of MoPSE in the new cabinet, which has maintained the continuity needed in the Education Sector.

1.6 Economic Context

In 1980, at independence, Zimbabwe had solid mining and agriculture industries and a small but expanding manufacturing industry. The tourist industry grew after independence due to the removal of the United Nations sanctions which were imposed after the unilateral declaration of independence in 1965. However, a series of policies and activities carried out by the post-independence government resulted in the declining of the economy.

[2]The official inauguration for the 12 August 2018 was delayed due to a court challenge of the results. On 24 August, the Supreme Court officially declared President Mnangagwa the winner and he was inaugurated on the 26 August 2018.

The decline in the economy reached a peak in 2008. The year-on-year hyperinflation went over 231,000,000% which resulted in acute shortages, near collapse of social services, physical deterioration of physical infrastructure and a drastic reduction in real terms of salaries.

The Global Political Agreement (GPA) was signed in 2008 which resulted in the formation of the Government of National Unity in February 2009. Zimbabwe abandoned its own currency in favour of a multi-currency system and the Ministry of Finance implemented a cash budget system. This brought inflation down and a period of high economic growth occurred.

After elections in 2013, Zimbabwe's economic difficulties deepened. To alleviate the cash crisis (there was no change available), the Reserve Bank of Zimbabwe began to release Zimbabwe bond coins on the 18 December 2014. This was backed by a US$50 million facility from African Export-Import Bank (Afrexim). In 2015, the GDP growth slowed to 1.1%. A severe drought resulted in reduced agricultural output, disrupted electricity supplies and water shortages. The economy was severely constrained by tight liquidity resulting from limited external cash inflows (FDIs) and low commodity production and prices. From the second quarter of 2016, the economic challenges deepened as the country ran short of cash. The Government encouraged people to use debit cards and electronic money. In November 2016, to alleviate the cash crisis, the Reserve Bank began to release $2 bond notes which were backed by a US$200 million facility from Afrexim. Despite this, the cash shortages continued to get worse with virtually no cash in the banks and the black market exchange system resurfacing.

The Monetary Policy Statement of the Reserve Bank of 1 October 2018, required that banks separate foreign currency accounts into two categories, that is Nostro FCAs and RTGS FCAs. In the same month, the pre-budget strategy paper for 2019 indicated that, despite positive growth since 2016, the economy faces risks related to unsustainable high budget and current account deficits, foreign currency and cash shortages, emerging inflation pressures, low productivity and capacity ultilisation, infrastructure deficiencies and inadequate and low quality public service delivery. The month on month inflation figures for October 2018 went to 16.44% and the year on year inflation rate went to 20.85%[3]. This indicates that people's purchasing power and ability to pay school fees and levies had been considerably reduced as have the salaries of civil servants.

The table below shows the 2019 proposed budget allocation to education compared to 2018 allocation. While there has been an increase in the budget allocation, 92.6% of the budget is for the recurrent and wage costs leaving very little for the operational and key intervention areas.

Table 1. Budget allocation to Ministry of Primary and Secondary Education for 2018 and 2019

Year	Total Allocation	Non-wage allocation	Wage allocation
2018	$905.6m	$56.8m	$848.8m
2019	$1.132b	$83.9m	$1.048b

[3]ZIMSTAT 2018, http://www.zimstat.co.zw/prices-statistics-zimbabw, accessed 25 November 2018

1.7 National Planning Framework

Zimbabwe developed an economic blue print called the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) "*Towards an Empowered Society and a Growing Economy*" October 2013 – December 2018 to achieve sustainable development and social equity. The agenda is built around four strategic clusters:

- Food security and nutrition;
- Social services (including education);
- Infrastructure and utilities; and
- Value addition and beneficiation.

ZIMASSET provided MoPSE with its mandate to provide primary and secondary education which focuses on ICT and Sciences, Technology, Engineering, Arts and Mathematics (STEAM).

In October 2018, the Government developed and adopted the Transitional Stabilisation Programme (TSP) which is to run between October 2018 and December 2020. This programme draws its policy focus from Vision 2030 which emphasises access to education for all. The ESSP, which the MoPSE currently implements, is in line with Constitution and the Transitional Stabilisation Programme (Figure 3). Two changes indicated in the TSP which will affect the structure of MoPSE are the absorption of Library and Documentation, and the National Arts Council into MoPSE. Two activities which were specifically mentioned in the TSP which are currently underway are the construction of 17 primary and secondary schools using funds from OFID and feasibility studies for 100 schools with resources mobilised through joint ventures. After the TSP there will be two consecutive five year plans taking the country to 2030.

1598. In this regard, priorities in the Basic Education sub-sector over the Transitional Stabilisation Programme period will be on:

- Ensuring access for all, which will include providing adequate infrastructure as well as opportunities for Non-Formal Education; early identification of children at risk of not entering the education system, dropping out or falling behind and strategies to support those unable to meet fee and levy charges.
- Phasing the implementation of a competency-based curriculum, which emphasises on ICT, STEM, Education for Sustainable Development and provision of life skills.
- The improvement in learning outcomes to be achieved in part by building, developing, monitoring and upgrading the professional skills of teachers already in the service.

Figure 3. Exert from the Transitional Stabilisation Programme (2018), pg 271

1.8 Technological Context

The ESSP emphasises the use of technology in different areas of the education sector. These include within the administration of MoPSE, in the new curriculum, infrastructure (access to specialist rooms for Information Communication and Technology (ICT)), research and teaching and learning material. MoPSE

has the intention of using ICT in administration and communication at the same time as modern methods of teaching and learning making use of ICT.

The new curriculum emphasizes the use of emerging technologies to facilitate teaching, learning and education management, and ZIMASSET expects the education sector to provide a workforce with competency in ICT and STEAM.

1.9 Structure of Zimbabwe Education System

In Zimbabwe, the delivery of education is the responsibility of several ministries. The Ministry of Primary and Secondary Education (MoPSE) is responsible for primary and secondary education and the Ministry of Higher and Tertiary Education Science and Technology Development (MHTESTD) is responsible for post-secondary education. The Ministry of Health and Child Care and the Ministry of Lands, Agriculture and Rural Resettlement are also responsible for post secondary education through nursing programmes and agricultural institutions respectively. Together the ministries are mandated with providing the human capital requirements of Zimbabwe. This current report focuses on the MoPSE which provides infant, primary and secondary education.

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

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

The Zimbabwe School Examinations Council (ZIMSEC), a parastatal of the MoPSE, administers and manages all national examinations which include the Zimbabwe Early Learning Assessment (ZELA), Grade 7 examinations, "O" Level and "A" Level.

2. Review of Performance by Sub-Sector

2.1 Administration of the Ministry of Primary and Secondary Education

2.1.1 Legal and Regulatory Frameworks

Zimbabwe adopted a new national constitution (the Constitution of Zimbabwe Amendment (No 20.) Act, 2013) through a referendum in May 2013. The Education Act, policies and circulars are not in alignment with the new constitution. MoPSE therefore needs to review all these documents to bring them in line with the constitution. This section discusses the progress made on the Education Act and related policies. The Legal Services and Policy section has revised the necessary SIs and policy documents in anticipation of the finalisation of the amended Education Act. However, they can only be finalised when the Education Act is adopted.

The Education Act

The Legal Services and Policy Section has made significant progress in aligning the Education Act with the new constitution. In 2017, a discussion paper was developed in order to stimulate conversation on the Education Amendment Bill. Stakeholder Consultations were held in ten districts, (one district per each province) in order to solicit stakeholders' views on the Bill. From these consultations, a report on the findings from the stakeholder consultations was prepared. This report was shared with the MoPSE Principals. A Memorandum of Principles was prepared and submitted to Cabinet for consideration and approval and the memorandum was subsequently approved. As a result of this process, drafting instructions were prepared and sent to the Office of the Attorney General. In 2018, the Office of the Attorney General amended the Education Act and submitted the draft of the Education Act to Cabinet under the auspices of the Minister of Justice, Legal and Parliamentary Affairs. The amended Education Act is currently awaiting Cabinet approval.

Statutory Instrument 87 of 1992

Government and Non-Government schools have two different institutional structures - the School Development Committees for Non-Government schools and the School Development Association for Government Schools. In 2015, all schools were instructed to use School Development Committees. Statutory Instrument 87 of 1992 needs to be reviewed to combine, merge and govern the operation of the SDCs and SDAs in schools. This merger will establish a School Development Committee in every school irrespective of their classification. The draft Statutory Instrument is in place but will only be finalised once the Education Act is adopted.

2.1.2 Policy

Early Childhood Development (ECD) Policy

In 2017, stakeholder's consultations were carried out and a manual explaining and guiding the implementation of Early Children Development (ECD) Education was developed. This manual includes assessment guides for ECD. The Secretary's Circulars No. 14 of 2004 and No. 2 of 2014 made ECD A and ECD B compulsory for all children. This makes primary schooling a total of nine years. An options paper for the ECD policy was developed which consolidates all the ECD circulars produced between 2004 and 2014. This is now under discussion within the Senior Management of MOPSE.

School Feeding Policy

This policy will govern the implementation of the home-grown school feeding programme. Guidelines on the implementation of the programme were developed and shared in draft and still await the Permanent

Secretary's signature. A draft School Feeding Policy was initiated with technical support from the Brazilian government and the World Food Programme.

School Financing Policy

The School Financing Policy gives the Government's vision for school financing through MoPSE. It provides an overview of the policy aims and objectives, the key policy challenges that need to be addressed, the strategic framework in which to do this and an outline of the policy commitments that will be required to achieve the intended policy goals. It addresses issues of equitable distribution of the available resources and innovative ways of financing schools. This policy is currently in draft form and is under consideration by Senior Management.

Information Communication Technology (ICT) Policy

This policy will govern ICT in MoPSE. A draft ICT Policy was shared with stakeholders including the Minister, Permanent Secretary, Education Coordination Group (ECG), Principal Directors and Directors. Feedback was incorporated into the report and the final draft is under consideration by senior management.

School Health Policy

The School Health Policy was launched on 11 June 2018. All the District Schools Inspectors (DSIs) were trained on the content of the policy from 22-27 June 2018. Seventeen thousand copies of the policy are currently being distributed to schools through cascade workshops being run by the DSIs for the school heads.

Inclusive Education Policy

This policy will govern the implementation of inclusive education. The hiring of the consultant has been finalised and work should commence soon.

Teaching Professions Council

The Memorandum of Principles for the Bill is now in place and will be submitted to cabinet once the revised Education Act has been adopted.

Assessment Policy

The Assessment Framework is under development. An assessment strategy has been drafted and a road map to finalise and implement the Assessment Framework has been developed. This will be supported by Development partners in 2019.

School Functionality Standards

The School Functionality Standards were developed in 2013. Until the Education Act amendment is completed, these standards will remain as they are. The School Functionality Standards were used to develop the tools for the tablets which DSIs will be using for school inspections.

2.1.3 Sector Coordination

The Education Coordination Group (ECG) is the national forum for regular multi-stakeholder meetings to monitor the ESSP. The ECG consists of MoPSE senior management, other sector ministries, civil society organisations, the World Bank, and UN partners. The ECG, with UNICEF as the secretariat, meet once every six weeks to discuss sector developmental issues. The meeting is chaired by the Minister and provides broad guidance to sector development priorities. In addition to the ECG, there is the Steering Committee (SC), chaired by the Minister that meets once every quarter to make policy decisions on a variety of matters. The Implementation Committee, chaired by the Permanent Secretary, meets ahead of the ECG in order to monitor progress on the implementation of programmes as well as the decisions made by ECG and SC.

The ECG held ten meetings in 2018.

2.1.4 Ministry of Primary and Secondary Education Restructuring

In 2018, the MoPSE commissioned Ernst and Young to carry out the "Holistic Organisational Development Initiative on the Ministry of Primary and Secondary Education, Government of Zimbabwe". Two draft reports from this have been presented to MoPSE: the Skills Audit and the Culture Audit. For the Skills Audit, a random sample of 770 MoPSE employees from five types of randomly selected schools from four provinces and non-teaching staff in MoPSE Head Office and Provincial and District Offices in the four provinces was used. The skills audit recommended short term training interventions for self-organisation and personal effectiveness; commitment to customer service excellence; strategic perspective; business goal management; and change management skills. For technical competencies, the following require short to medium term on-the-job training interventions: finance and administration including basic financial competency to stop malfeasant financial administration particularly in schools; ICT, E-learning & Communication Strategies, which has led to a deficient start on the new Curriculum particularly at poor performing and satellite schools; guidance and counselling skills; and Physical Education. The Skills Audit Report recommends that MoPSE formally adopt and implement a competency based human resources management system. Once this has been done, a full scale skills audit will be needed to establish skill gaps of individuals, departments, provinces and districts.

For the Culture Audit, a random sample of 1,079 participants was drawn from Head Office, three Province Offices, thirteen District Offices, and 37 Schools. However it was only possible to interview 791 participants, a response rate of 75%. The Culture Audit questionnaires were administered manually as it was found that not all sites (from Head Office to school level) had Internet access. The results showed an average knowledge management culture. The Culture Audit commended MoPSE for achieving positive results in key areas. The report indicated other areas where MoPSE did not perform well, in particular in the area around "The Culture of Reward and Performance".

Restructuring proposals of MoPSE have been made previously, however this is still to be approved and should only be done after careful consideration of the Holistic Organisational Development review reports due to be completed in early 2019.

2.1.5 Information and Communication Technologies

A draft communication strategy was developed in 2017. It is being operationalised with support from Development partners. This includes assisting the Ministry's Communication Department, working on the development of a new MoPSE website and the review of the draft strategy.

MoPSE has identified three service providers and is currently working on an MOU for these providers. These providers will work on issues which include connectivity, power supplies for schools with no electricity, and internet issues.

Computer assisted learning activities have included the training of trainer teachers on software. A total of 2,500 teachers in ten provinces in primary and secondary schools have been trained. It was found that primary teachers needed more exposure to the basics than the secondary teachers. The remaining total of 1,500 teachers that should be trained in 2018 will be rolled over to 2019. Approximately 50 clusters (out of 1,300) were trained in 2018.

Computers have been funded through other means than Government. Some schools have purchased their own. A total of 45 computers were donated through the Secretary's Merit Award from a financial institution, FBC Bank.

It has been found that more assistance is needed in terms of IT equipment; especially laptops. If laptops are provided, they should be provided at the school level rather than individual teachers, as teachers will take their laptops with them if they are transferred.

The eMAP system was started in 2016 for the 2017 enrolment of Form 1s in boarding schools. Parents may log into the system remotely or use the MoPSE systems at the Better Schools Programme Zimbabwe (BSPZ) libraries based at districts.There have been reports of the eMap system having some challenges especially during the peak days soon after grade seven examination results are released. Issues of connectivity also hamper the smooth running of the eMap.

2.1.6 Education Financing

The funding for Zimbabwe's primary and secondary education sector is primarily from Government through a budget allocation. This funding is supplemented by parents and families through the payment of fees and levies, and other costs such as uniforms, transport, and teaching and learning materials. Donors, NGOs and other cooperating partners assist by funding specific areas and programmes.

Trends in the budget allocation

In 2018, the budget allocation for MoPSE was US$905.593 million which was about 12.9% of the US$7 billion government budget and 4.6% of Gross Domestic Product (GDP). The 2019 budget was higher at US$1,132 million (Table 1, and Figure 4), and is 11.0% of the US$10.3 billion government budget and 3.6% of GDP. The 2019 budget takes into account the priority areas of the TSP and the 2019 pre-Budget Strategy, i.e. teaching and learning materials, infrastructure, manpower development and learner welfare issues. Since 2010, the education budget has been decreasing as a proportion of the government expenditure and as a proportion of the vote appropriations (Table 2).

It can be seen that there was a drop in the MoPSE budget in 2016 and 2017, and an increase in the last two years (2018 and 2019). Of the US$905.593 million allocated to the MoPSE in 2018, US$848.753 million (93.7%) was for employment costs which is proportionally less than that in 2017 (98.2%). This leaves US$56.840 million for capital development and all other non-salary related recurrent expenditure in 2018. The non-salary component has further increased as a proportion of the budget for 2019. The proportion allocated to non-salary related costs has increased since 2016 (Figure 4).

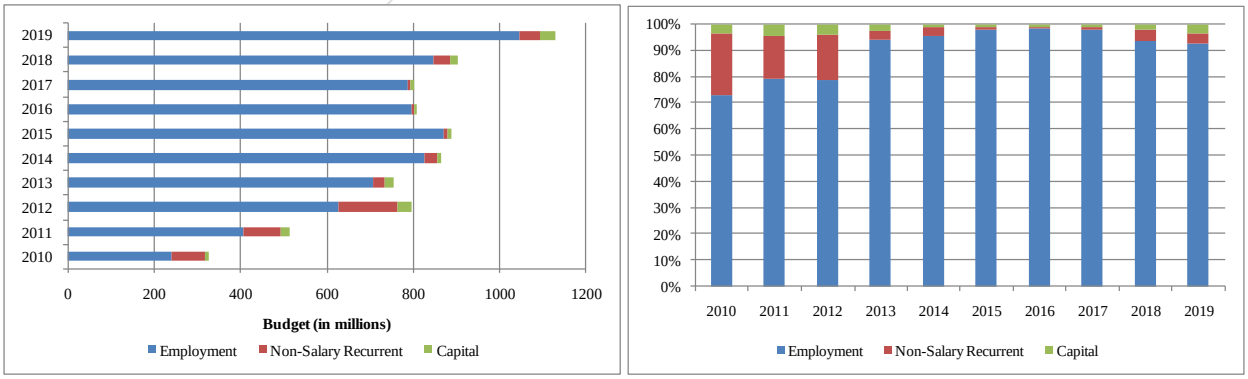


Figure 4. MoPSE budget trends 2010-2019

Table 2. MoPSE Budget allocation 2015-2019

MoPSE Budget Allocation	2015	2016	2017	2018	2019
Total available resources*	$890,137,000	$810,431,000	$803,771,000	$905,593,000	$1,132,322,000
Proportion of total government expenditure	19.4%	18.3%	16.1 %	12.9 %	11.0%
Proportion of total vote appropriations	25.1%	23.8%	23.5 %	19.7 %	17.4%
Proportion of GDP	6.4%	5.7%	4.4 %	4.6 %	3.6%
Employment costs	$873,210,000	$797,310,000	$788,969,000	$848,753,000	$1,048,402,000
Other current expenditure	$8,927,000	$7,241,000	$7,977,000	$40,000,000	$47,000,000
Capital expenditure	$8,000,000	$5,880,888	$6,825,000	$16,840,000	$36,920,000

*US$, excluding retention funds

Calculations using 'blue book' Budget Estimates.

Total Allocation and non-employment allocation for the top 10 ministries in 2018

The MoPSE budget for 2018 was US$905.593 million which is higher than last year's budget of US$803.77 million. The second highest budget allocation in 2018 was to the Ministry Lands Agriculture and Resettlement at US$497.381 million dollars. Figure 5, given below, compares the *Total Allocation and Non-Employment Allocation* for the top 10 ministries in 2018 in millions of US dollars. MoPSE has the highest budget allocation, but the lowest percentage for non-employment costs out of the top 10 ministry allocations. In 2018, MoPSE's allocation was 6.7% for non-employment cost which is higher than the 1.8% which was allocated in 2017. In 2018, MoPSE was allocated 1.98% for capital projects and 4.71% was for non-wage recurrent expenditure (Table 1).

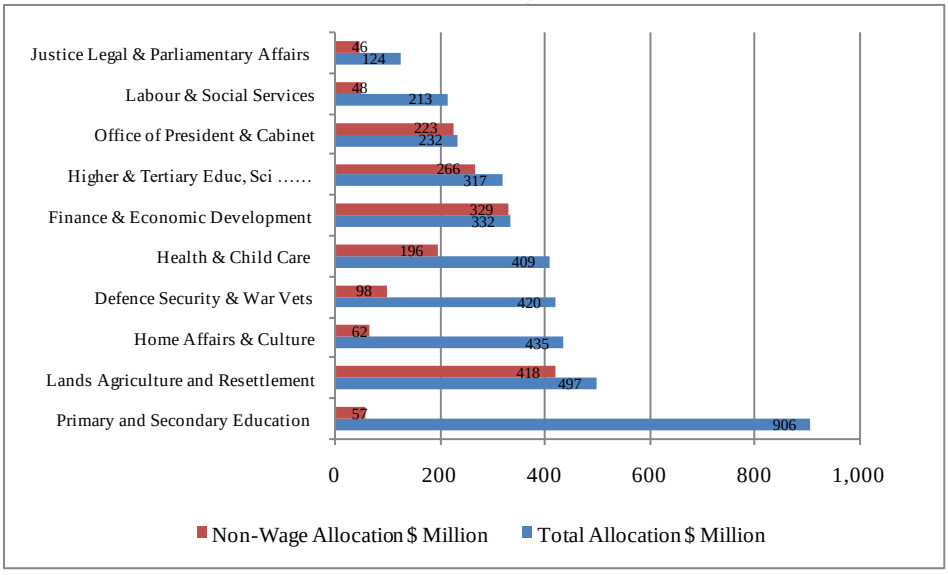


Figure 5. Total allocation and non-employment allocation for the top 10 ministries in 2018

Budget for MoPSE by sub-sector for 2018 and 2019

The table below (Table 3) shows the budget for MoPSE by sub-sector for 2018. Junior Education received the biggest share of the budget followed by Secondary Education and Infant Education.

Table 3. Budget for MoPSE by sub-sector for 2018 and 2019

Sub-Sector	Allocation 2019 (US$ million)	Allocation 2019 (US$ million)
Policy &Administration	$13,866,000	$23,155,000
Education Research, Innovation & Development	$2,836,000	$7,927,000
Infant Education	$242,570,000	$301,561,000
Junior Education	$333,873,000	$415,531,000
Secondary Education	$305,764,000	$377,869,000
Learner Support Services	$6,684,000	$6,279,000
TOTAL	**$905,593,000**	**$1,132,322,000**

Priorities for Non-Wage Allocations in 2018

The total allocation to non-wage items that are critical to the quality of education was only $56,840,000 in 2018.

Expenditure for 2018

The actual expenditure for 2018 is given in Table 4. The proportion of the expenditure on capital is higher for 2018 than for 2017. However, the proportion of the budget allocation that has been spent as of September 2018 is78.8%. A 17.5% increase in salaries was awarded in July 2018 to all government employees, which will result in a budget overshoot.

Table 4. Actual expenditure for 2017 and 2018

Item	December 2017	% expenditure	September 2018*	% expenditure
Employment	$835,073,181	99.02	$703,804,380	98.59
Non-Employment Recurrent Expenditure	$7,900,357	0.94	$6,639,227	0.93
Capital	$383,919	0.05	$3,390,670	0.47
Total	$843,357,457	100	$713,834,277	100

*As given in the Blue Book

Other Sources of Funding

The MoPSE has other sources of funding, among them are Development Partners, the Department for International Development (DFID), the German Development Bank (KfW) and the donors to the Global Partnership for Education (GPE). DFID and KfW fund the Education Development Fund (EDF) which is a pooled fund. The Global Partnership for Education (GPE) programme is implemented by UNICEF as the Grant Agent (GA) and DFID as the Coordinating Agent (CA) see Table 4. Despite recommendations from the 2017 JSR, the GPE and EDF are not reflected *separately* in the "Blue Book" for 2018 and 2019; they were mentioned in the 2018 Budget Statement but not in the 2019 Budget Statement. The table below shows some other funding sources; these funds do not go to the MoPSE through Ministry of Finance.

The Basic Education Assistance Module (BEAM), as part of the Enhanced Social Protection Programme, was introduced in 2000. It provides financial assistance to vulnerable communities to keep their children in school. BEAM supports vulnerable children with the payment of a basic education package that includes levies, tuition, and examination fees. According to the Ministry of Labour and Social Services there is an estimated 1,045,480 children in need of assistance. The budget for 2018 gave the BEAM budget from the Ministry of Labour and Social Services as US$20 million. It is not clear if this money has been disbursed as it appears that the 2014 money was released to schools in 2018. This mechanism is not currently fully functional.

Table 5. Other sources of funding in 2018

Source of Funding	Amount 2018
Basic Education Assistance Module (BEAM) - budget allocation for 2018	US$20,000,000
Education Materials Development Fund*	
Independent Colleges Development Fund*	
School Services Fund*	
Education Development Fund	US$26,840,635
GPE	US$14,000,000
World Bank (Technical Assistance; Trust fund support for ICT policy)*	
World Vision (iGATE, DFID funded)	GBP£3,224,937
World Vision (education not iGate)	US$3,226,140
CAMFED (DFID funded)	GBP£4,266,652
Plan International (SAGE) - yet to commence	
UNESCO*	
UNICEF (funds other than EDF and GPE)*	

* Figures were not available

School Fees, Levies and other Parental Inputs

Parents contribute to their children's education through payment of school fees, boarding fees and levies, SDA/SDC levies, general purpose fees, exam fees, school activities' levies, building levies and special projects levies. It was estimated that US$827.2 million was contributed by parents in 2017 in the forms of fees and levies. This was more than the US$803.77 million allocated to MoPSE in the Government budget. Part of the parents' contribution is sent to government through statutory funds and other levies from schools. The Better Schools Programme Zimbabwe (BSPZ), National Association of Primary Heads (NAPH) and National Association of Secondary Heads (NASH) are funded through affiliation fees from student fees to their schools. Parents and guardians still have to purchase school uniforms, stationery, some textbooks, provide transport to and from school and make certain the children have snacks for their mid-morning break and lunch. The total parent contribution to the education of children exceeds the government budget in any given year.

In some schools parents could not pay fees and levies by mobile money such as Ecocash as the facility did not exist. If the school bank account is linked to any mobile money facility, the parents can be provided with a merchant or biller code. The parents can pay using the merchant or biller code, this money is then transferred to the school bank account. Once the money is in the school bank account, the school can then receipt the money.

According to EMIS (2017) data, the average expenditure per child in primary schools is $671 in P1 schools, $266 in P2 schools and $56 in P3 schools (Table 6). In secondary schools, the average expenditure per child is $1 845 in S1 schools, $866 in S2 schools and $312 in S3 schools. This shows high inequalities between the different types of schools. EMIS data suggests that schools with higher incomes achieve better Grade 7 and "O" Level results (Draft School Finance Policy, 2018).

The Education Sector Analysis (ESA) (2015) indicated that each child pays, through the school, $3 per year (or $1 per school term) as affiliation fees to the Better Schools Programme Zimbabwe. The BSPZ is a central strategy adopted in the 1990s to improve the quality of education through improved teaching and learning. According to the ESA, this fee is distributed to three users: for each $1 paid, 50c goes to the district office, 20c goes to the provincial office, and 30c goes to the National Association of Primary Heads (NAPH) or the National Association of Secondary Heads (NASH). Each of these groups uses the money as they see fit. However, analysis of the EMIS data for 2017 indicates that the amount paid per child may be greater than $1 per term (Table 6). The Public Finance Management Act indicates that the Director of Finance of MoPSE is responsible for all finance affairs of MoPSE. However, the BSPZ is not accounted

for in this act and this fund goes unaudited. Parents have indicated concern about the BSPZ, NAPH and NASH payments and there is a need to audit these funds and make their use more transparent.

*Table 6. Per pupil average expenditure by Grant Class (Source: Draft School Finance Policy using EMIS data, 2017)***

	BSPZ payments	Buildings	Communication Services	Exams	Fringe Benefits	Others	Practical subjects Equipment	Sport Arts and Culture	Teacher Training	Textbooks and Stationary	Water, Light and sanitary charges	Trips	Repairs	Salaries	School Management	Total per pupil
P1	4	53	14	3	12	57	5	19	6	36	31	15	33	347	35	**671**
P2	4	18	2	2	2	144	2	10	2	17	7	4	9	37	12	**266**
P3	2	8	1	7	<1	5	<1	7	<1	8	1	1	3	8	5	**55**
*Primary average**	*2*	*12*	*2*	*6*	*1*	*31*	*1*	*8*	*1*	*9*	*4*	*2*	*5*	*30*	*8*	***122***
S1	9	92	27	49	19	182	44	55	29	72	87	33	74	967	105	**1845**
S2	6	39	8	43	8	71	15	23	4	44	26	7	28	102	46	**470**
S3	31	57	3	28	1	22	13	18	10	25	10	20	47	22	22	**312**
*Secondary average**	*23*	*56*	*6*	*34*	*5*	*50*	*16*	*23*	*11*	*30*	*21*	*28*	*154*	*36*	*36*	***504***

Weighted average, excluding expenditure on boarding

****It is important to note that EMIS data is based upon self-reported survey responses and is of limited reliability. In particular, there are concerns over missing and/or misreported data.***

Education Development Fund (EDF)

The Education Development Fund (EDF) is a multi-donor funded programme. The current phase of the programme is Phase II and runs from 2016-2020 with an agreed five year budget of $81,298,925. The budget for 2018 was $26,840,635.48. The total utilised and committed budget for 2018 is $25,262,639.29 which gives a utilisation rate of 94%. The EDF has six components:

a. School Improvement Grant (SIG)
b. Early Childhood Development
c. Out of school/Non-Formal Education
d. TVET/Skill
e. Learners with Disabilities
f. School Management/Governance/Leadership

School improvement Grant (SIG)

The School Improvement Grant (SIG) continues to be one of the major sources of funding at most of the disadvantaged schools. The SIG is part of the EDF. The programme aims at providing financially constrained schools with resources to address their most basic needs and meet a set of school functionality criteria with the aim of improving the quality of teaching and learning at the school level and reducing user fee costs for vulnerable students. The programme prioritizes funding to the schools serving the poorest communities and with the poorest levels of resource. A total of 4,003 schools were reached in 2018 comprising of 11 special schools, 2,611 Registered P3 schools, 820 satellite primary schools and 563 satellite secondary schools. In total US$11,883,000 was disbursed in 2018. A total of 1,431,384 learners were reached in these schools through SIG in 2018. Every year a verification process is undertaken for the use of the funds. In 2017 the verification was successfully completed with only three schools failing to account for part of their SIG funds. The verification for 2018 is currently underway.

Global Partnership for Education (GPE)

The Global Partnership for Education (GPE) programme had a total budget of US$20,584, 958.00 of which US$14,000,000 was earmarked for disbursement in 2018. The GPE supports five components;

- **a.** Policy and Legislative Reform;
- **b.** Implementation of the updated curriculum;
- **c.** Equity Issues and Access;
- **d.** Institutional Strengthening and;
- **e.** Monitoring.

At the end of 2017, the GPE Country Lead noted that $11million of GPE funds for 2017 were not utilized and were rolled over to 2018. As of the end of October 2018, US$12.67 million was committed and utilised for the planned activities out of the received amount of the US$14 million. This gives the utilisation rate of 91%. The US$20.58 million grant expires on 31st December 2020. This figure excludes the Multiplier Fund and the Variable Tranche.

2.2 Education Research and Development

2.2.1 Capacity Development

In 2018 a training needs analysis of leadership in schools was carried out in 882 schools. The data analysis for the report has been done and the report has been written. The results are to be presented at the Strategic Planning workshop in December 2018.

There were 2,479 teachers studying for Bachelor of Education degrees at universities in Zimbabwe on the Teacher Capacity Development Programme. A total of 1,354 teachers have completed degrees or graduate diplomas in 2018. In addition there are teachers still studying at Midlands State University (159), Great Zimbabwe University (340), Bindura University of Science and Technology (287) and Zimbabwe Open University (164). There was a total of 175 drop outs or deceased individuals on the programme.

In August 2018, a training of 594 school bursars from Government Schools was done in public fund management. This was an audit intervention on instructions from the Control Auditor General. In early December there was also a workshop on SIG funds management. There are plans to review the non-finance education manager's manual and to develop a school leadership manual.

There were 514 teachers trained on indigenous languages.

MOPSE's participated in the World Bank's Early Learning Conference in New Zealand in March 2018. As a result, MOPSE has been awarded a 1 year pilot grant (Trust Fund) aimed at strengthening early learning interventions in Zimbabwe. The intervention to be undertaken is the capacity development of school leaders in effective leadership for improved ECD education. The funding will serve as a pilot grant which, subject to its successful implementation, may lead to further ECD funding for Zimbabwe.

2.2.2 Centre for Educational Research, Innovation and Development (CERID)

The Centre of Educational Research, Innovation and Development (CERID) was established to provide technical support and capacity building in the areas of research and evaluation, policy development and educational planning. CERID is currently functioning as a unit under the Planning Research and Statistics Department (PRS). It has seven officials seconded to the unit which include a Deputy Director, a Research Officer, a Schools Inspector and four at teacher level grade. The MoPSE is still to come up with a position on how CERID will be structured. During 2018, CERID was involved in the following four main research areas related to policy and curriculum implementation:

1. Formative Evaluation of the Implementation of the Updated Curriculum;
2. Design of the Assessment Framework;
3. Consultative work on School Financing Policy;
4. Formative Evaluation of the Primary School Feeding Programme.

2.2.3 School Supervision

The Department of the Inspectorate at Head Office level inspected 350 schools across all provinces from January 2018 to November 2018. Districts and Provinces also conducted inspections with a total of 18,444 teachers being inspected and reports produced. This is higher than 2017 when 16,857 teacher inspections were carried out. The MoPSE at district level received support in the form of fuel from the Education Development Fund (EDF).

The main challenges that the Inspectorate faced include a shortage of vehicles for inspections, a shortage of ICT equipment, inadequate human resources especially at district level and the Inspectorate at Head

Office level does not have a separate budget, instead it gets it funding from Infant Education division, Junior Education division, and Secondary Education division.

To facilitate the work of inspectors, 172 tablets have been purchased for data collection and report writing. The questionnaire for the tablets has been developed and tested and the training is being delivered in December 2018.

Inspectors trained for primary are not happy about evaluating secondary and vice versa. In addition, inspectors at secondary level are unhappy if they have to inspect teachers that are not in their subject area. Capacity development may be necessary for the inspectors. As the Inspectorate is a managerial function, the inspectors should be equipped with skills to monitor, inspector and supervise regardless of whether they are trained in that area.

The Ministry held a forum on inspection in November 2018 and a planned reform of inspection is planned for 2019. Support is being provided by DFID on this reform.

2.2.4 Zimbabwe Early Learning Assessment (ZELA)

The Zimbabwe Early Learning Assessment (ZELA) continues to be run annually. This is a survey assessment that is administered to learners in the first term of Grade 3 on the Grade 2 syllabus from a sample of schools. ZELA is coordinated by MoPSE with technical assistance from ZIMSEC. The 2017 ZELA report is available and the 2018 report is currently in draft form. The figures in Table 7 are the summary of the indicators from ZELA. For Mathematics and English the results for the percentage of pupils achieving at or above appropriate level after completing Grade 2 have fluctuated up and down since 2015, with the 2018 results being the highest ever.

Table 7. ZELA indicators 2016-2018

Indicator	2015	2016	2017	2018*	2018 Target	2020 Target
Percentage of pupils achieving at or above grade-appropriate level after completing grade 2 - Maths (T)	66%	65.4%	55.5%	72.2%	70%	70%
Percentage of pupils achieving at or above grade-appropriate level after completing grade 2 - Maths (M)		63.1%	51.6%	69.4%		
Percentage of pupils achieving at or above grade-appropriate level after completing grade 2 - Maths (F)		67.6%	59.4%	74.4%		
Percentage of pupils achieving at or above grade-appropriate level after completing grade 2 - English (T)	53%	71.4%	68.4%	76.4%	56%	60%
Percentage of pupils achieving at or above grade-appropriate level after completing grade 2 - English (M)		68.3%	63.9%	73.9%		
Percentage of pupils achieving at or above grade-appropriate level after completing grade 2 - English (F)		74.6%	72.7%	78.4%		

*****These figures come from the draft ZELA (2018) report.

2.2.5 The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ)

The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) is a consortium of sixteen countries (Tanzania and Zanzibar carry this out separately) which carry out research in education using the same framework. It was originally started in Zimbabwe as a collaboration between Zimbabwe and the International Institute of Educational Planning the (IIEP) as a combined research and training which would (a) assess the quality of education provided by Zimbabwe's primary schools, (b) involve the staff of the Ministry's Planning Unit in integrated research and training activities, and (c) provide meaningful advice related to policy concerns expressed by senior Ministry decision-makers. The

report from this work was used as the theme for a series of IIEP training workshops for education researchers and planners from Zimbabwe and surrounding countries. During 1992 the educational researchers and planners that had participated in the training workshops started talking with their Ministries of Education and with IIEP staff on their training needs for assessing the quality of their education systems. This resulted in the preparation of a proposal to establish an association of Ministries of Education known as SACMEQ.

The SACMEQ mission statement is:
"To undertake integrated research and training activities that will expand opportunities for educational planners and researchers to: (a) receive training in the technical skills required to monitor, evaluate, and compare the general conditions of schooling and the quality of basic education, (b) generate information that can be used by decision-makers to plan the quality of education, and (c) to utilize innovative information dissemination approaches and a range of policy- dialogue activities in order to ensure that SEACMEQ research results are widely discussed, debated, and understood by all stakeholders and senior decision-makers and then used as the basis for policy and practice".

Round 5 of SACMEQ is due to be done in 2019 in Zimbabwe. Preparations are currently underway with the preparation of the instruments and questionnaires. The 2019 SACMEQ will consist of three components (numeracy, literacy, and health) to be administered to Grade 6's using the old curriculum as these students have not been taught using the new curriculum. SACMEQ 5 in Zimbabwe will be coordinated by MoPSE with technical assistance from ZIMSEC. The report for SACMEQ 4 is in the final stages of preparation.

2.2.6 Implementing the New Curriculum

The curriculum review process was launched on the 14 October 2014 and on the 28 November 2014 consultations took place at all primary and secondary schools in the country. The curriculum review process was very consultative with 760,692 people involved in the consultations. A curriculum framework was developed based on these consultations and approved by cabinet in 2015.

The MoPSE developed and successfully tested the new syllabi from ECD to Form 6 at 100 schools; 10 schools from each of the 10 provinces in 2016. Teachers' guides were developed, printed and distributed together with hard and soft syllabi to all schools, provincial and district offices before schools opened for 2017.

The new curriculum was implemented in 2017 in ECD A, Grades 1 and 3 and Forms 1, 3, and 5.In 2017, the Ministry trained teachers that were going to introduce the new curriculum to ECD B, Grades 2 and 4 in 2018. The training included interpreting the syllabi, planning, and implementing the new curriculum. This left teachers for Grades 5, 6 and 7 still to be trained. In 2018, the new curriculum was implemented in ECD B, Grades 2 and 4, and Forms 2, 4 and 6. In 2018, the Ministry trained teachers in Grade 5 to interpret the syllabi, plan and implement the new curriculum so that Grade 5 curriculum can be introduced in 2019.

The matrix below shows activities carried out to implement the new curriculum between 2016 and 2018.

Year	Phase	Activity	Achievements
2016	1: Preparation	• Develop and print syllabuses conforming to the phasing plan • Develop learning materials including textbooks, handbooks, manuals • Prepare teachers and supervisors in using the curriculum framework • Train supervisors and teachers for the following classes in syllabus interpretation: ECD 'A', Grade 1, Grade 3, Form 1, Form 3, Form 5	• Infant and Junior and Secondary school syllabi were printed, and hard and electronic copies were distributed. • All ECD A, Grade1, and 3, and all secondary school teachers were trained in syllabus interpretation • CDTS also pilot tested 49 new learning areas for two months at 100 schools in all the 10 provinces • All ECD 'A', Grade 1, Grade 3, Form 1, Form 3, Form 5 teachers were trained in syllabus interpretation.
2017	2: Preparation and phased implementation commences	• Implementation of new curriculum in the following classes: ECD 'A', Grade 1, Grade 3, Form 1, Form 3, Form 5 • Continuing training in syllabus interpretation for supervisors and teachers taking the following classes in 2018: ECD 'B', Grade 2, Grade 4, Form 2, Form 4, Form 6	• The new Curriculum was implemented at ECD A, Grades 1 and 3 and Forms 1, 3, and 5. • All ECD B, Grade 2, and 4, teachers were trained in syllabus interpretation.
2018	3: Preparation and phased implementation continues	• Implementation of new curriculum in the following classes: ECD 'B', Grade 2, Grade 4, Form 2, Form 4, Form 6 • Continue training in syllabus interpretation for supervisors and teachers	• The new Curriculum was implemented at ECD B, Grades 2 and 4 and Forms 2, 4, and 6. • All Grade 5 teachers were trained in syllabus interpretation.
2019	Preparation and phased implementation continues	• Grade 5 implementation • Continued review	

Procurement of textbooks for the new curriculum has also been done in phases. In Phase 1 of the procurement, books were procured and distributed to a total of 5,594 disadvantaged schools (4,383 Primary schools and 1,211 Secondary schools) for ECD A, Grade 1 and 3, and Forms 1 and 3. For Phase 2 of the procurement, books have been procured for 4,383 Primary schools and 1,211 Secondary Schools for ECD B, Grades 2 and 4, and Forms 2 and 4. It is planned that textbooks for Grade 5 will be procured and distributed in 2019. A total of 12,600 Standard Primary Science Kits are currently being procured for 4,377 Primary schools.

In 2018, syllabus interpretation training for 8,134 Grade 5 teachers as well as the "mop-up" training of 9,735 ECD A to Grade 4 Teachers is planned to be completed before the year end. Training of 6,130 Primary mathematics teachers and 270 Secondary Technical and Vocational teachers is planned to be completed before the end of 2018. Industrial training in Clothing and Textile Technology in the context of competency based curriculum was given to 40 secondary school teachers.

A review was conducted of the 2017 curriculum implementation. This review found that significant benefits were occurring due to the new Curriculum, however there was a need to develop an effective communication strategy, all teachers need to be trained in specific learning areas, recruitment of teachers is needed to replace those on leave, the curriculum assessment process needs reviewing, existing policies need to be reviewed to align them with the new Curriculum, materials evaluation needs improved quality

control, the configuration of cross-cutting learning areas and electives needs reviewing and there is a need to engage with the Ministry Of Higher and Tertiary Education, Science and Technology Development on the alignment of teacher education with the new Curriculum.

The Assessment Framework for the Curriculum is under development. A road map has been developed to finalise and implement the Assessment Framework and support is being provided by DFID on this.

Private publishers are not keeping up with the demand for new books for the new curriculum. After the draft of a textbook has been produced it still needs to be approved by the CDTS before it can be used in schools. CDTS does not have sufficient capacity to keep up with the review demand. UNICEF hopes to support the training of textbook evaluators in 2019. In addition, there is a need to strengthen the capacity of CDTS to develop their own materials especially in areas where there are no specialists e.g. Koi San textbooks.

ICT and Technical Vocation (TechVoc) present an area requiring a solution. For these areas of the Curriculum to be implemented there is a need for specialist equipment and specialist rooms which are expensive and have a limited life.

2.2.7 Data Systems

The main source of verifiable data in the MoPSE is the EMIS which is complemented by the Teacher Development Information (TDIS).The EMIS 2018 data were entered and cleaned before the end of November 2018. Every year, a series of EMIS trainings are carried out:

- The ED46 forms (statistics forms for schools) are revised.
- Staff, including district level staff (District School Inspectors (DSI) and data entry), are trained every year on the new form. The DSI are expected to help the school heads complete the forms and check data quality.

A consultant has been identified to compile the EMIS report once the tables have been generated. It is hoped that the EMIS 2018 report will be ready by 5 January 2019. A budget had been set aside by UNICEF for capacity building, however this was not taken up. It is hoped that the capacity building will be done in 2019. It is expected that personnel will enrol in university courses in subjects like database and network administration, software and statistics.

The TDIS was completed for use in March 2018. It has been merged with EMIS and it is now waiting for districts to update the data in the system. This is a Human Resources function.

2.2.8 Number of schools

There has been a steady increase in the number of schools in the last few years (Table 8). Almost every primary school now has an ECD class.

Table 8. Number of schools by level and year

Years	ECD		Primary		Secondary	
	ECD	% increase	Primary	% increase	Secondary	% increase
2012	5625	9.99%	5753	1.90%	2312	3.35%
2013	5669	0.78%	5805	0.90%	2374	2.68%
2014	5822	2.70%	5863	1.00%	2424	2.11%
2015	5889	1.15%	5933	1.19%	2718	12.13%
2016	5981	1.56%	6045	1.89%	2775	2.10%
2017	6071	1.50%	6123	1.29%	2830	1.98%
2018	6242	2.82%	6288	2.69%	2871	1.45%

2.3 Infant Learning

The Early Childhood Development Policy (Secretary's Circular number 14 of 2004) directed that all primary schools from 2005 will attach at least one Early Childhood Development (ECD) class of 4 to 5 year olds. The circular directed that two ECD levels (ECD A and ECD B) would be "fully incorporated" into the formal Primary School System from 2006. The policy was based on the recommendations of CIET (1999). ECD A and B are part of the formal education system and together with Grades 1 and 2 form the Infant Education module. A child enters ECD A in the year that they turn 4 years old. Nearly every primary school has an ECD class. The current policy is that instruction in the Infant Education module is offered in the local language which the children speak and understand.

Access

ECD A Net Enrolment Rate

ECD Net Enrolment Ratios (NER) show the extent of participation at ECD level of education by learners at the official school entrance age of 3 to 5 years. Although nearly all primary schools established ECD centres, enrolments remain generally low and even declined from the 2016 NER.

The table and graph below compare the ECD A Net Enrolment Rates (NER) for 2015 to 2018. The ECD A NER was 15.20% in 2018 which indicated that the level of participation of learners of the correct age in ECD was still very low and not much higher than the baseline of 2015. In fact, the ECD NERs for male and female students have been reducing since 2016. The female net enrolment rate was 0.25% higher than that of males showing that there were equal chances for both boys and girls enrolling in ECD A. The ESSP target for 2018 was not achieved. There is a need for research to establish why there are decreases and how to reverse these trends.

Table 9. Net Enrolment Rate ECD A

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
Net enrolment rate ECD A (T)	15.0	17.56	15.44	15.20	30	40
Net enrolment rate ECD A (M)	14.7	17.28	15.09	15.07	30	40
Net enrolment rate ECD A (F)	15.2	17.84	15.79	15.32	30	40

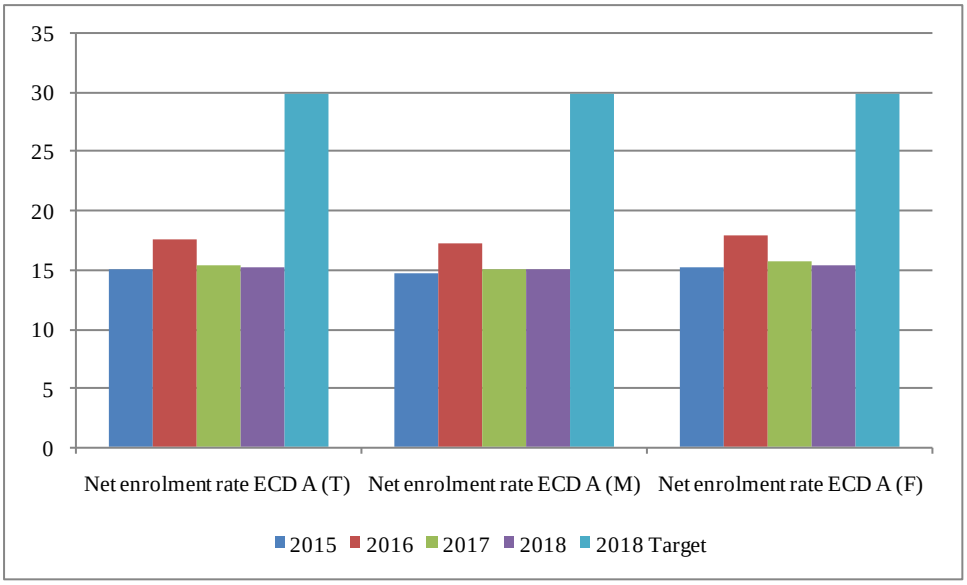


Figure 6. Net Enrolment Rate ECD A

Net Enrolment Rate ECD B

The table and graph below compare the ECD B NER for 2018 with that for previous years and the ESSP target for 2018. The 2018 ECD B net enrolment rates for both male and female students were lower than that of 2017, 2016 and the baseline of 2015. There is a need for research to establish why there are decreases and how to reverse these trends. The 2017 female net enrolment rate was 1% higher than that of males, which showed that both males and females had equal chances to access ECD B.

Table 10. Net Enrolment Rate ECD B

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
Net enrolment rate ECD B (T)	33.2	37.17	31.73	31.29	45	55
Net enrolment rate ECD B (M)	32.6	36.71	31.24	30.87	45	55
Net enrolment rate ECD B (F)	33.8	37.63	32.21	31.72	45	55

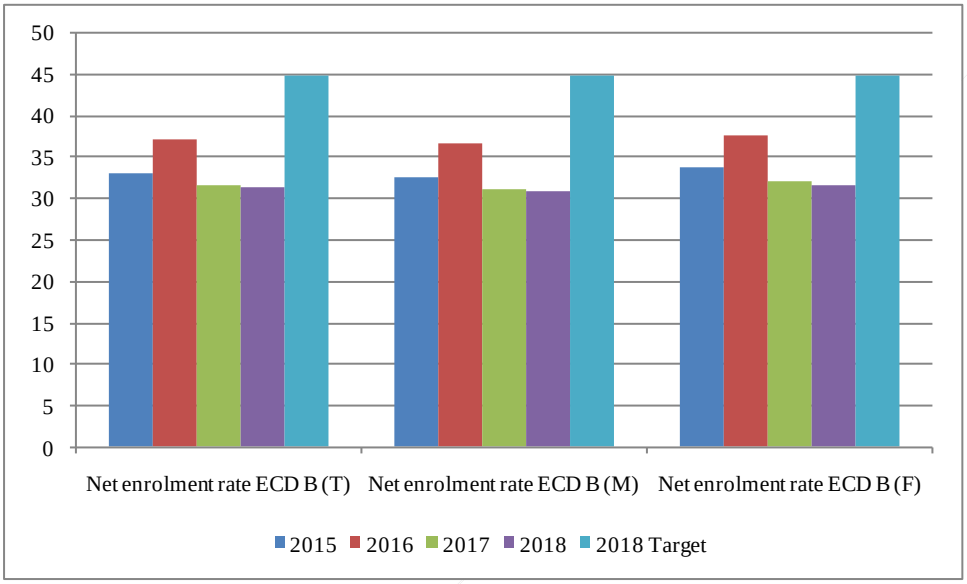


Figure 7. Net Enrolment Rate ECD B

Quality

The MoPSE has an ECD trainer in each district with some being substantive and others being temporary appointments. These trainers are tasked to provide guidance in ECD teaching and learning, and ensure the construction of ECD play centers and preparation of teaching and learning materials using locally available materials at every primary school. The most disadvantaged schools received support to set up ECD outdoor play centres. This started in 2017 and continued into 2018 with $250 worth of material being provided to outdoor ECD play centres in 4,610 schools (from UNICEF). In 2013 the MoPSE procured custom made ECD kits and distributed to all primary schools. These have been used for teaching and learning at the schools for five years and were worn out and broken thereby becoming of little use to the children. One hundred ECD kits were procured and were given equally to the ten provinces.

In 2017 there were 24 out of 72 districts with at least 50% trained ECD teachers, this increased to 26 districts in 2018. The ESSP target for 2018 was to reach 28 districts. The qualified teacher pupil ratio however remained high at 1:71 (improved from 1:78 in 2017) which was just a little above 1:70, the ESSP target for 2018 (Table 11). The 2018 EMIS data indicated that qualified ECD teachers in schools in 2018 increased to 58.45% (Table 12) from 52.09% in 2017. It is seen that the percentage of qualified teachers is higher in the urban areas (Table 11).

Table 11. Learner to Teacher Ratios in ECD

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	6053	11295	510091	45	84
Urban	2765	3791	118735	31	43
Total	**8818**	**15086**	**628826**	**42**	**71**

Table 12. Number of ECD teachers by location, qualification and sex for 2018

Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	1058	4995	6053	386	4856	5242	1444	9851	11295	73.27%	50.71%	53.59%
Urban	235	2530	2765	50	976	1026	285	3506	3791	82.46%	72.16%	72.94%
Total	**1293**	**7525**	**8818**	**436**	**5832**	**6268**	**1729**	**13357**	**15086**	**74.78%**	**56.34%**	**58.45%**

2.4 Junior Learning

Junior Education comprises Grades 3 to 7. All children at this level are taught in English. Student to teacher ratios which were exacerbated by the freeze on recruitment of new teachers were typically from 40 to 50 students per teacher, however this varied based on geographical location. There is an end of the primary education cycle public examination at Grade 7. In 2018 Grade 7 students sat a national examination in Mathematics, English, Shona or Ndebele and General Paper.

Junior Education Net Enrolment Rates

The Grade 3-7 Net Enrolment Ratios (NER) showed the extent of participation by learners between the ages of 8-12 years old. This is expressed as a percentage of the total number of children of this age in Zimbabwe. The figure and table below show that the 2018 NER for Junior Education was at 79.21% which is an increase of 1.69 percentage points on the 2017 rate. Female net enrolment rates were 3% higher than that of males while both male and female net enrolment rates for 2018 were 16 percentage points below the 2018 ESSP target.

Table 13. Junior Net Enrolment Rates

	2015	2016	2017	2018	2018 Target	2020 Target
Net enrolment rate Junior Education (G3 – 7) (T)	76.41	78.74	77.52	79.21	95	96
Net enrolment rate Junior Education (G3 – 7) (M)	74.56	77.65	76.03	77.74	94	96
Net enrolment rate Junior Education (G3 – 7) (F)	78.25	79.82	79.01	80.67	97	97

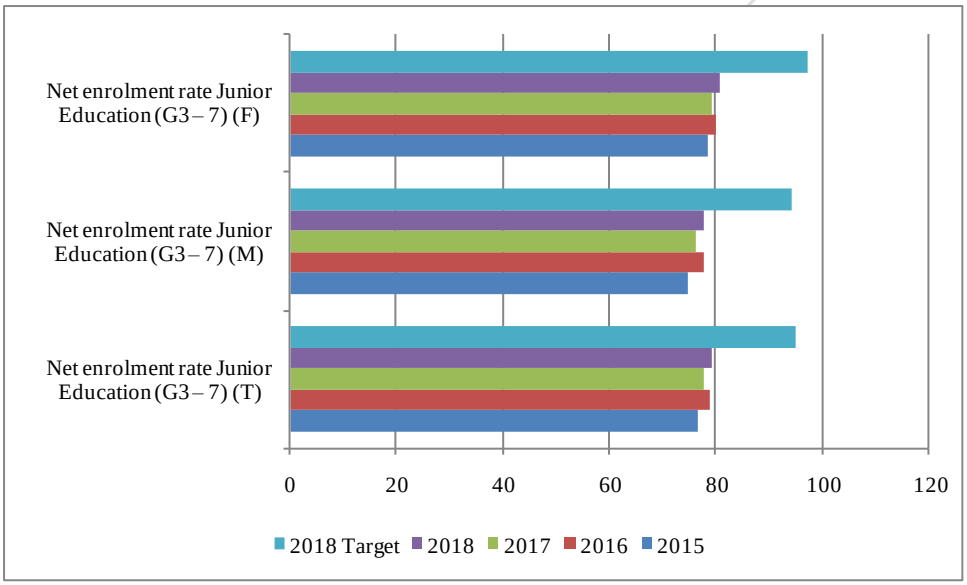


Figure 8. Net enrolment rate Junior Education (G3-G7)

Junior Education Completion Rates

The Grade 7 or primary completion rate compares the total number of students who successfully completed Grade 7 (in this case 2018) to the total number of 12-year-old children in Zimbabwe.

The table and diagram below show the completion rate of primary school pupils from 2015 to 2018. There was a decline in completion rate for both male and female pupils for two consecutive years. The information from the table and diagram below show that the 2018 female completion rate was 2% higher than that of males. For 2017 and 2018, the primary completion rates have been below the targets set in the ESSP. There is a need for research to establish why the rates are decreasing and how to reverse the trends.

Table 14. Primary Completion Rate

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
Primary completion rate (T)	79.7	79.37	78.78	77.57	82	84
Primary completion rate (M)	78.7	78.74	77.74	76.20	82	84
Primary completion rate (F)	80.8	80.02	79.83	78.96	82	84

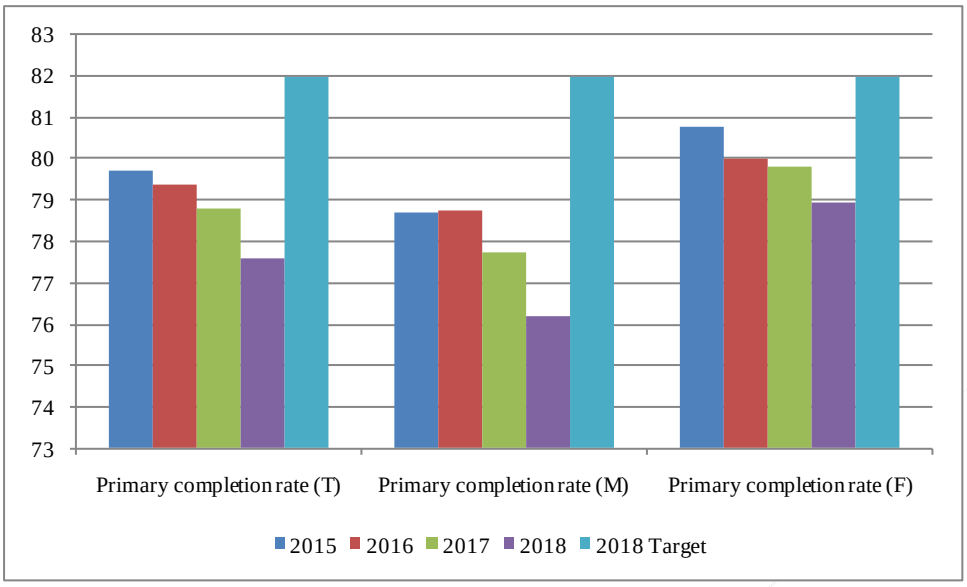


Figure 9. Primary Completion Rate

Grade 7 Candidates

The total number of candidates who registered for 2018 Grade 7 examinations was 319,395 compared to 326,109 in 2017 (see table below). There was a decrease of 7,154 students which translates to 2.19% decrease. Out of the 319,395 candidates 164,177 (51.40%) were females and 160,054 (48.60%) were males. These statistics show gender equity in the number of male and female candidates for 2018.

Table 15. Grade 7 candidates

Indicator	2016	2017	2018
Total	329,549	326,109	319,395
Males	167,333	160,054	155,210
Females	162,183	166,043	164,177

Grade 7 Pass Rate

The table on the next page shows that the Grade 7 pass rate in 2018 rose by 8.14% over 2017. Female candidates performed better than their male counterparts by 5.99 percentage points. The pass rate for female candidates was 55.78% compared to 49.79% for males. Both the male and female candidates pass rates were below the ESSP target set for 2018.

Table 16. Grade 7 pass rates overall

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
Grade 7 Pass Rate (T)	41.87	42.90	44.73	52.87	49	54
Grade 7 Pass Rate (M)	38.88	40.43	42.59	49.79	47	53
Grade 7 Pass Rate (F)	44.2%	45.29	46.78	55.78	51	55

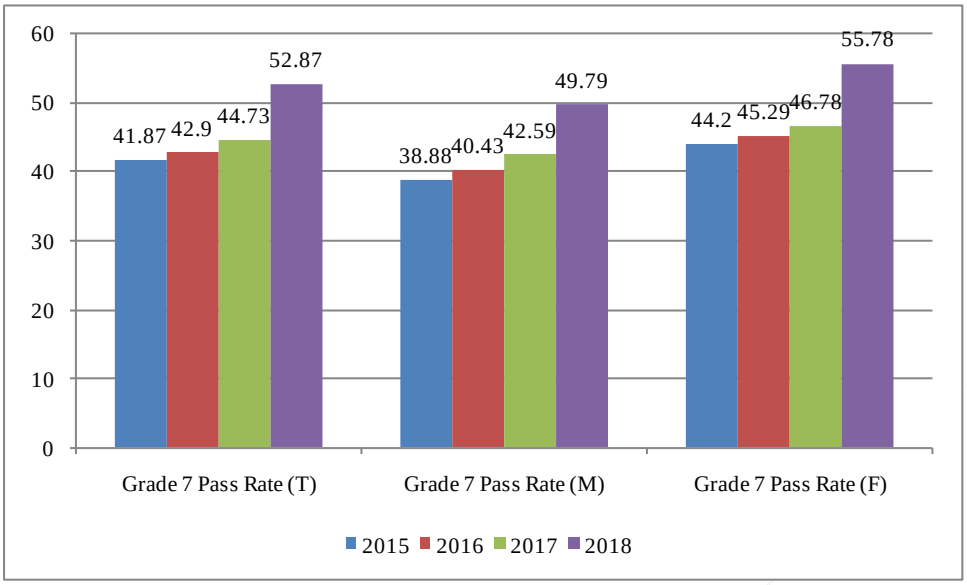


Figure 10. Grade 7 pass rates overall

Grade 7 Pass rates from 2012 to 2018

The Grade 7 pass rate is critical as it is an indicator of the quality of learning at primary level. The table and figure below showed that over the last six years there was steady and remarkable improvement in the pass rates for both male and female candidates, rising from 31.5% in 2012 to 52.87% in 2018, giving an increase of 21.37 percentage points over seven years. Perhaps the 1:1 pupil textbook ratio as a result of ETF textbook project is bearing fruit. The 2017 candidates were the first cohort to have had a 1:1 pupil textbook ratio from Grade1.

The data showed steady improvement in the pass rates for both male and female candidates (Table 17 and Figure 11). It also showed that female candidates consistently outperformed their male counterparts in the last seven years.

In the previous JSR it was suggested that research should be carried out to find out why girls consistently outperformed their male counterparts all round: completion rates, net enrolment rate, grade 7 candidature, overall pass rate, mathematics pass rate, General Paper pass rate etc. This research is yet to be carried out.

Table 17. Grade 7 pass rates from 2012-2017

Year	2012	2013	2014	2015	2016	2017	2018
Candidature	292,375	299,673	306,490	327,191	329,549	326,109	319,395
Pass Rate	31.50%	32.20%	38.13%	41.87%	42.90%	44.73%	52.87%
Male	29.70%	30.72%	35.67%	38.88%	40.43%	42.59%	49.79%
Female	33.30%	33.66%	40.30%	44.29%	45.29%	46.78%	55.78%

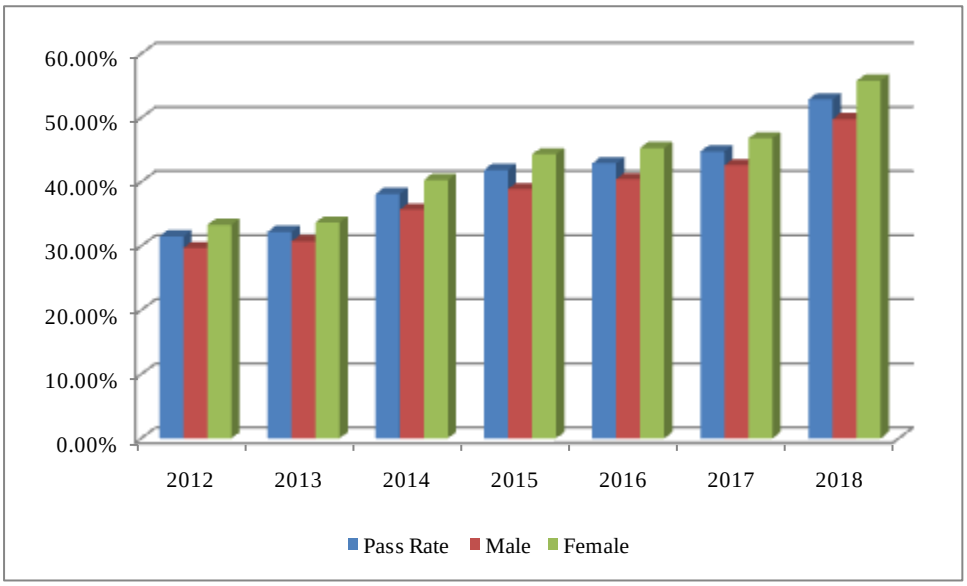


Figure 11. Grade 7 pass rates from 2012 to 2018

2.5 Secondary Learning

Basic education in Zimbabwe starts at ECD A, and ends at Form 4. It is for 13 years. Theoretically every child should be able to get to Form 4, although the Education Sector Analysis showed a transition rate of 76.98% from Grade 7 to Form 1 in 2014. Every child who has gone through Grade 7 and sat the examination can be admitted to secondary school provided they can afford the fees and levies. While the policy position is that children cannot be excluded from school because of non-payment of fees and levies, the reality on the ground is that in the end children whose parents are not able to pay fees and levies drop out after grade 7 or during secondary education. Secondary education is made up of two cycles, namely:

a) Lower secondary: this consists of Forms 1 to 4, officially for 13 to 16 year olds, and is completed by the sitting of "O" Level examinations, and

b) Upper secondary: This consists of two years with the classes called Lower 6 and Upper 6 officially for 17 and 18 year olds. This is completed by the taking of "A" Level examinations.

Lower Secondary

Lower Secondary Gross Enrolment Rates (GER)

The Gross Enrolment Rates (GER) for Lower Secondary compares the number children enrolled between Form 1 and 4 and the population of 13 to 16-year-old children in Zimbabwe. The table and graph below show Lower Secondary GER for the period 2015 to2018. The GER between 2016 and 2018 remained almost static after an initial increase from 2015 to 2016. The GER for 2018 was 76.70 and decreased by 0.19% over that of 2017. The gap to the 2018 ESSP targets for GER has widened slightly.

Table 18. Lower Secondary Gross Enrolment Rates

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
Lower Secondary gross enrolment (T)	75.2	76.67	76.86	76.70	78	80
Lower Secondary gross enrolment (M)	75.2	76.75	76.67	76.47	78	80
Lower Secondary gross enrolment (F)	75.3	76.50	77.06	76.93	78	80

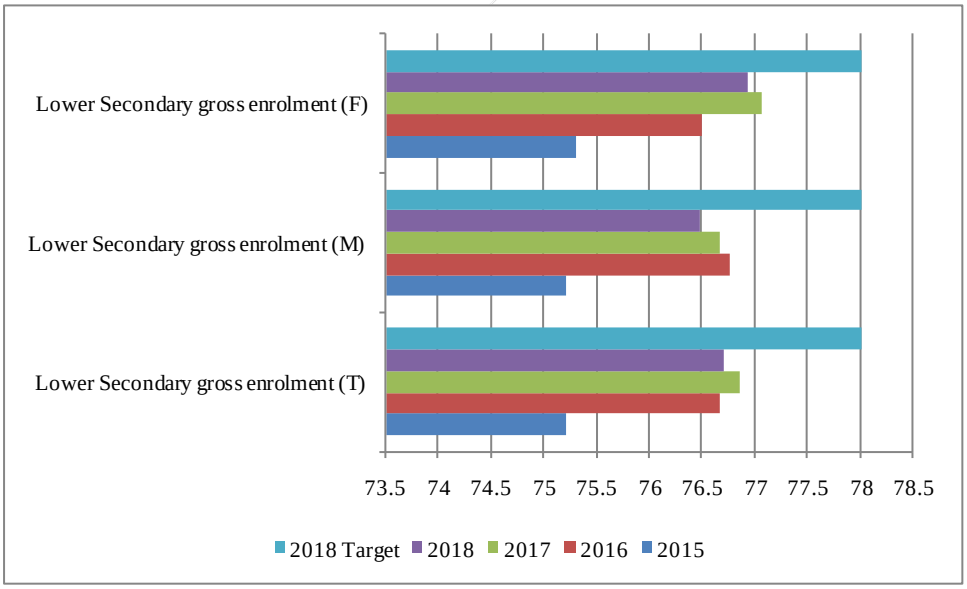


Figure 12. Lower Secondary Gross Enrolment Rate

Lower Secondary Gross Enrolment Rates (GER)

The table and graph below compare the number of districts outside Harare and Bulawayo (Harare and Bulawayo metropolitan provinces are considered as 2 districts) that had a Lower Secondary Gross Enrolment Rate of at least 75% in 2018 compared to the ESSP targets set for 2018. The table and graph showed that there were 35 districts with a Lower Secondary GER of 75% and above for both female and male pupils. This is a reduction on the previous year which had 39 districts. There were 36 districts compared to an ESSP target of 40 districts with a Lower Secondary GER of 75% and above for male pupils whilst there were 41 compared to an ESSP target of 42 districts with a Lower Secondary GER of 75% and above for female pupils. These numbers have all dropped from the previous year, where previously there had been a steady increase since 2015.This agrees with the pattern seen for the overall Lower Secondary GERs which dropped in 2018 (Table 19).

Table 19. Number of districts (out of 63) with a lower secondary GER of at least 75% for 2015 to 2018

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
No. of Districts (out of 63) with a lower secondary GER of at least 75% (T)	35	37	39	35	41	45
No. of Districts (out of 63) with a lower secondary GER of at least 75% (M)	34	36	39	36	40	44
No. of Districts (out of 63) with a lower secondary GER of at least 75% (F)	38	39	42	41	42	45

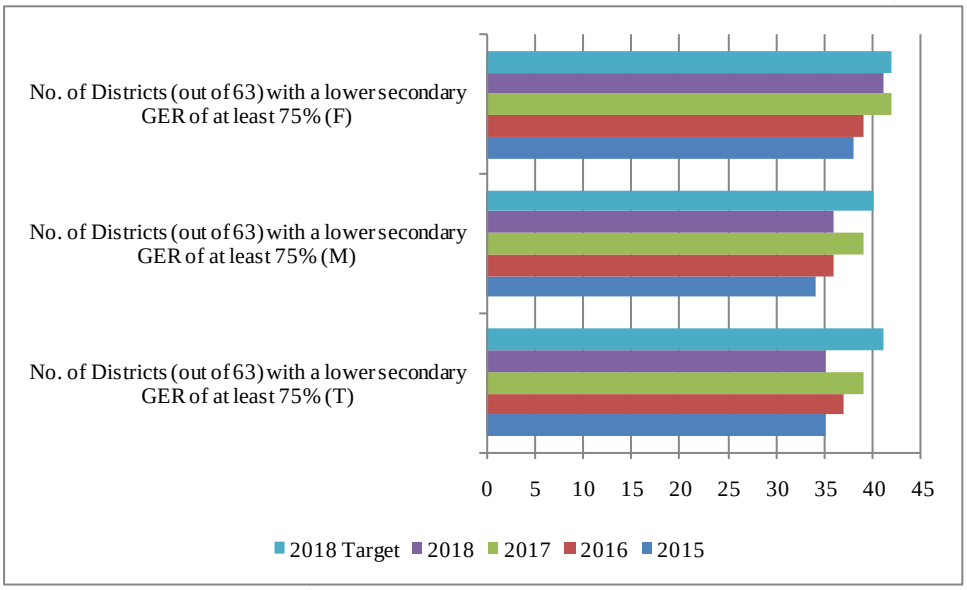


Figure 13. Number of districts (out of 63) with a lower secondary gross enrolment of at least 75%

Lower Secondary Completion Rate

The table and graph below show the Lower Secondary completion rate for 2015 to 2018.The table and graph showed that female completion rates were consistently lower than that of male pupils and this gap widened in 2018. This could be a reflection of two challenges: firstly parents were preferring males to complete secondary education when faced with the difficult choice of who should drop out of school and secondly that girls at this age might drop out of schools because of pregnancies or in order to get married. The lower secondary completion rates for both male and female pupils were above the ESSP targets for 2017, however they have dropped below the target for 2018 and below the completion rate for 2015 (the baseline).

Table 20. Lower Secondary completion rate

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
Lower Secondary completion rate (T)	65.7	65.5	67.35	63.12	67	68
Lower Secondary completion rate (M)	67.3	66.6	68.05	64.76	67	68
Lower Secondary completion rate (F)	64.1	64.4	66.64	61.47	66	68

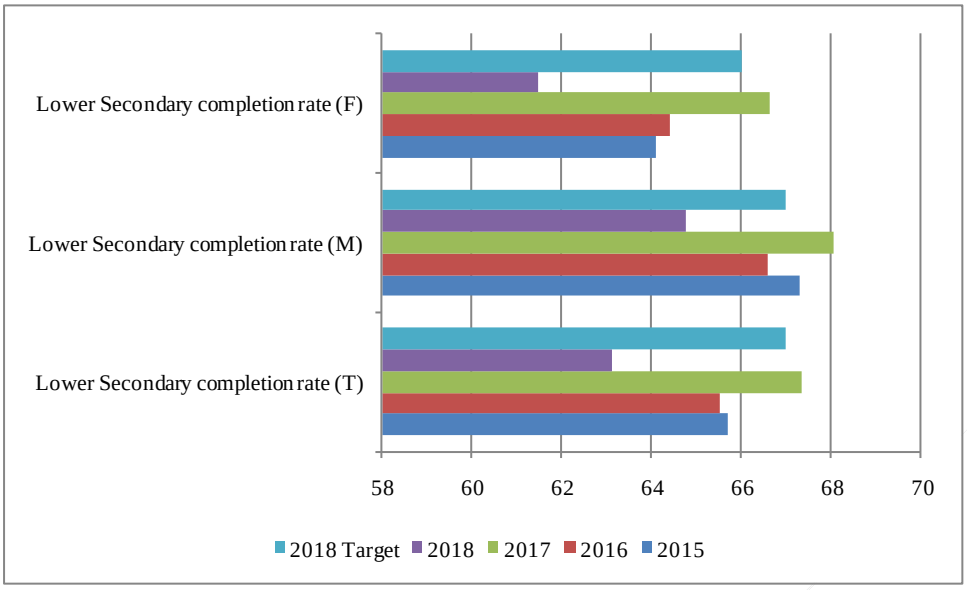


Figure 14. Lower Secondary completion rate

Survival Rate Form 4 (for those entering Form 1)

The table and graph below show the Form 4 survival rate (for those entering form 1) for 2015 to 2018. The data shows that approximately 20% of the children entering Form 1 drop out before they reach Form 4. This can be attributed to inability to pay fees and levies by parents, and for girls, getting pregnant or opting out to get married. The survival rate for both male and female pupils in 2018 was below the ESSP 2018 targets by 7 percentage points. The survival rate for Form 4 for 2018 for female pupils was 5 percentage points below that of male pupils. There was a steady decrease in the survival rates from 2015 to 2017. In 2018, there was a slight increase in the overall survival rates due to a big increase in the male survival rates, however the female survival rates still went down.

Table 23. Survival Rate Form 4 (for those entering Form 1)

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
Survival rate Form 4 (for those entering Form 1)(T)	84.0	83.0	79.12	79.83	87	89
Survival rate Form 4 (M)	79.3	78.8	77.38	82.60	90	87
Survival rate Form 4 (F)	88.8	86.3	80.88	77.11	84	91

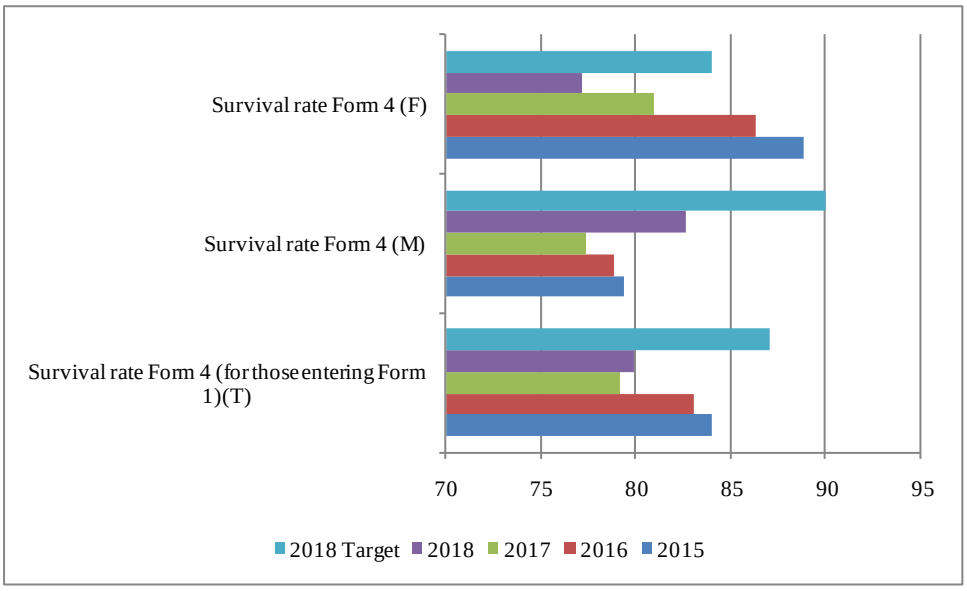


Figure 15. Survival Rate Form 4 (for those entering Form 1)

Ordinary Level Candidates

The number of candidates who sat for the 2017 Ordinary Level examination increased by 8,152 on the 2016 candidates, with the biggest increase being for girls. It is believed that this big increase was due to candidates wanting to write the syllabus for the old curriculum. In 2018, the total number of candidates dropped by 12,598. The data shows that 2,008 more girls than boys registered for the "O" Level examination. This shows that more girls are accessing secondary education. There was a drop in candidates from 2015 to 2016 and then an increase in 2017 for both males and females and a decrease in 2018.

Table 21. Ordinary Level Candidates 2015-2017

Indicator	2015	2016	2017	2018
Total	154,440	152,458	160,610	148,012
Males	76,669	74,848	78,451	73,012
Females	77,771	77,610	82,154	75,020

Ordinary Level Pass Rates

The table and graph below show Ordinary Level pass rates for 2015 to 2018.The data showed that the overall pass rate for 2018 was 32.80% which was higher by 4.09 percentage points than the 2017 pass rates. Both Male and Female pass rates were higher than the 2017 pass rate. This is the only public examination level where boys consistently perform better than girls.

The MoPSE introduced new syllabi for Forms 1, 3 and 5 in 2017 and there were many training workshops for all secondary teachers. It is possible that the demands of preparing for the implementation of the new curriculum and syllabi shifted the focus and concentration of some of the teachers from examination preparation of their classes.

Table 22. Form 4 pass rates

Indicator	2015	2016	2017	2018
Total	27.86	29.98	28.71	32.80
Males	30.48	32.22	30.66	33.79
Females	25.32	27.63	26.85	31.88

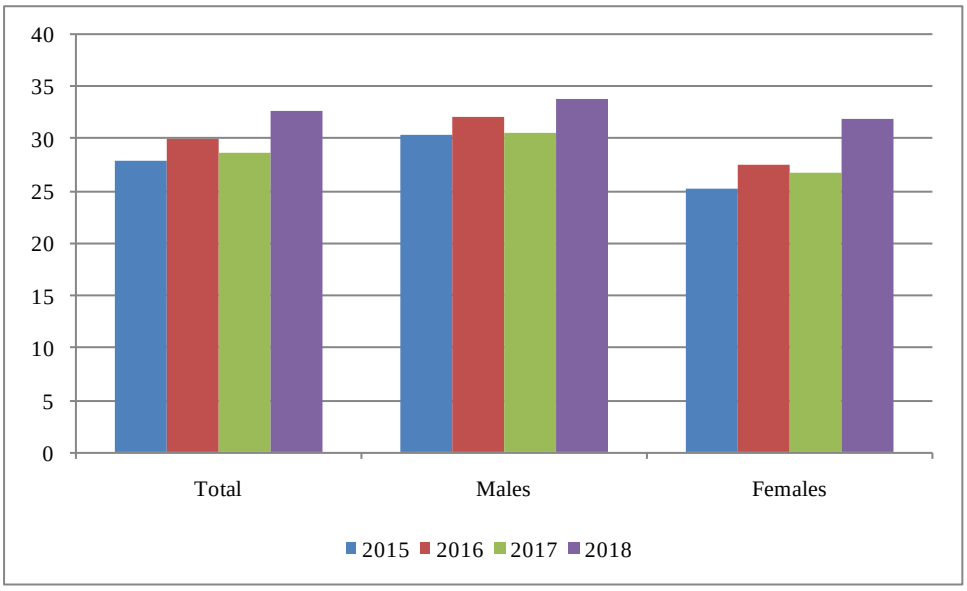


Figure 16. Form 4 Pass Rates 2015-2017

Upper Secondary

Secondary Gross Enrolment Rate (GER) Forms 1 – 6

The table and figure below show the Gross Enrolment Rates for Secondary enrolment between 2015 and 2018. The data showed that there were increases in the GER for 2016 and then 2017, however there was a decrease in 2018.

Table 23. Secondary Gross Enrolment Rates Forms 1-6

Indicator	2015	2017	2017	2018	2018 Target	2020 Target
Gross enrolment secondary (Forms 1 – 6) (T)	54.9	56.27	57.25	56.75	58	60
Gross enrolment secondary (Forms 1 – 6) (M)	55.5	57.01	57.78	57.09	58	60
Gross enrolment secondary (Forms 1 – 6) (F)	54.3	55.53	56.71	56.42	57	60

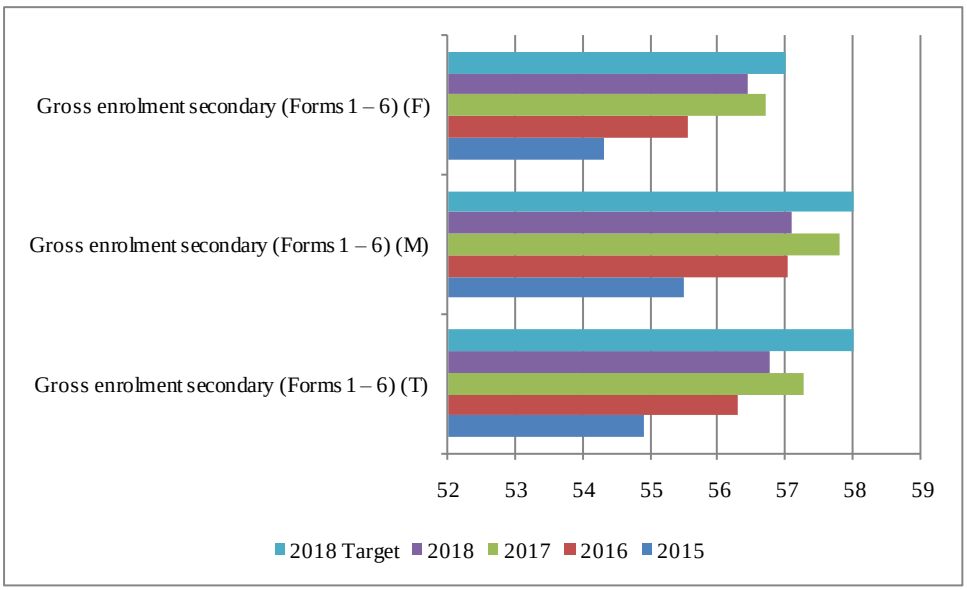


Figure 17. Gross Enrolment Rate Secondary (Forms 1 - 6)

Upper Secondary Candidates

The table and diagram below compare male and female candidates who registered for the examination in 2015 to 2018 and showed that there were increases in candidature between 2015 and 2017, but then the candidature dropped in 2018. In 2018 female candidates were 47% of the total candidates which was slightly higher than the 45% in 2017.

Table 24. Upper Secondary Candidates

Indicator	2015	2016	2017	2018
Total	31,946	32,143	46,749	39,811
Males	18,082	18,100	25,704	21,186
Females	13,864	14,043	21,043	18,624

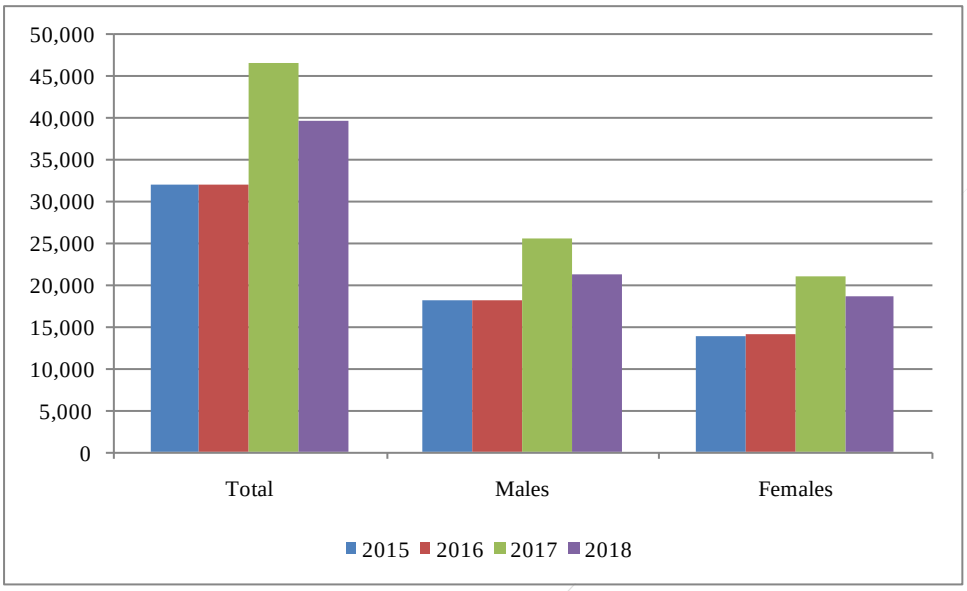


Figure 18. Upper Secondary Candidates

Upper secondary (Advanced Level) Pass Rates

The table and graph below compare 2015 to 2018 Advanced Level examination results. The data showed that the overall pass rates have been decreasing from 2015 to 2017 and then a slight increase in 2018. Female candidates pass rate was approximately 5 percentage points higher than that of males.

Table 25. Upper Secondary (Advanced Level) Pass Rates

Indicator	2015	2016	2017	2018
Total	87.59	84.56	82.48	84.7
Males	85.35	82.28	80.03	82.2
Females	90.53	87.49	85.48	87.4

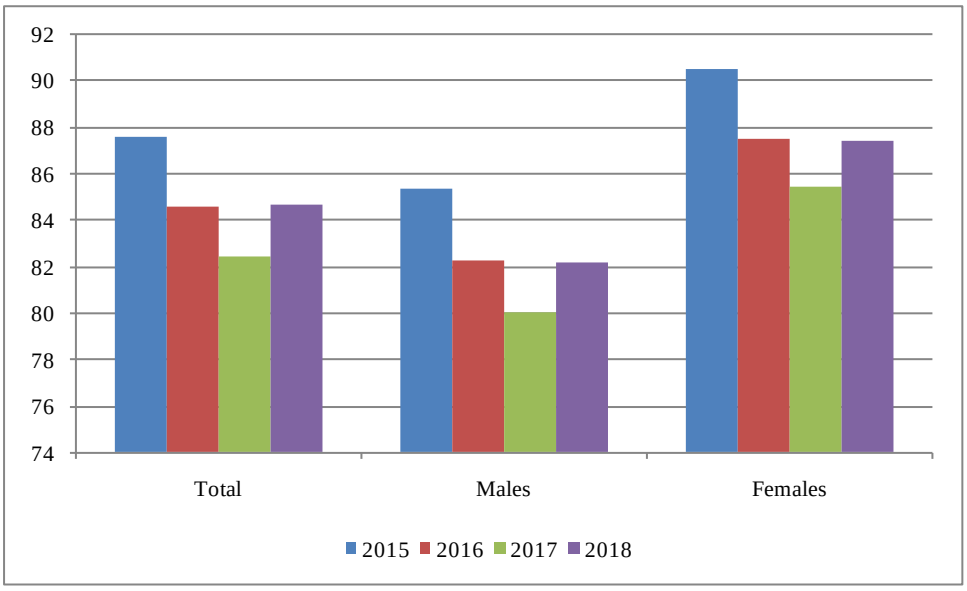


Figure 19. Upper Secondary (Advanced Level) Pass Rates

2.5.1 Non-Formal Education (NFE)

The Non-Formal Education (NFE) division falls under the Primary, Secondary and Non-formal Education Department. The NFE division does not have a separate budget so it relies on its funding from the Primary and Secondary Education budget lines.

The population between the ages of 3 and 24 years old which have never been to school is 12% of the population in this age group (ICDS, 2017). This ranges from 8% for those aged six years old to 94% for those aged 3 years old (Figure 20). There are 777,193 children between the ages of 3 and 18 that have never been to school. Of these, 717,004 are between 3 and 6 years old. This would indicate that 60,193 children have never been to school between the ages of 7 and 18 years old.

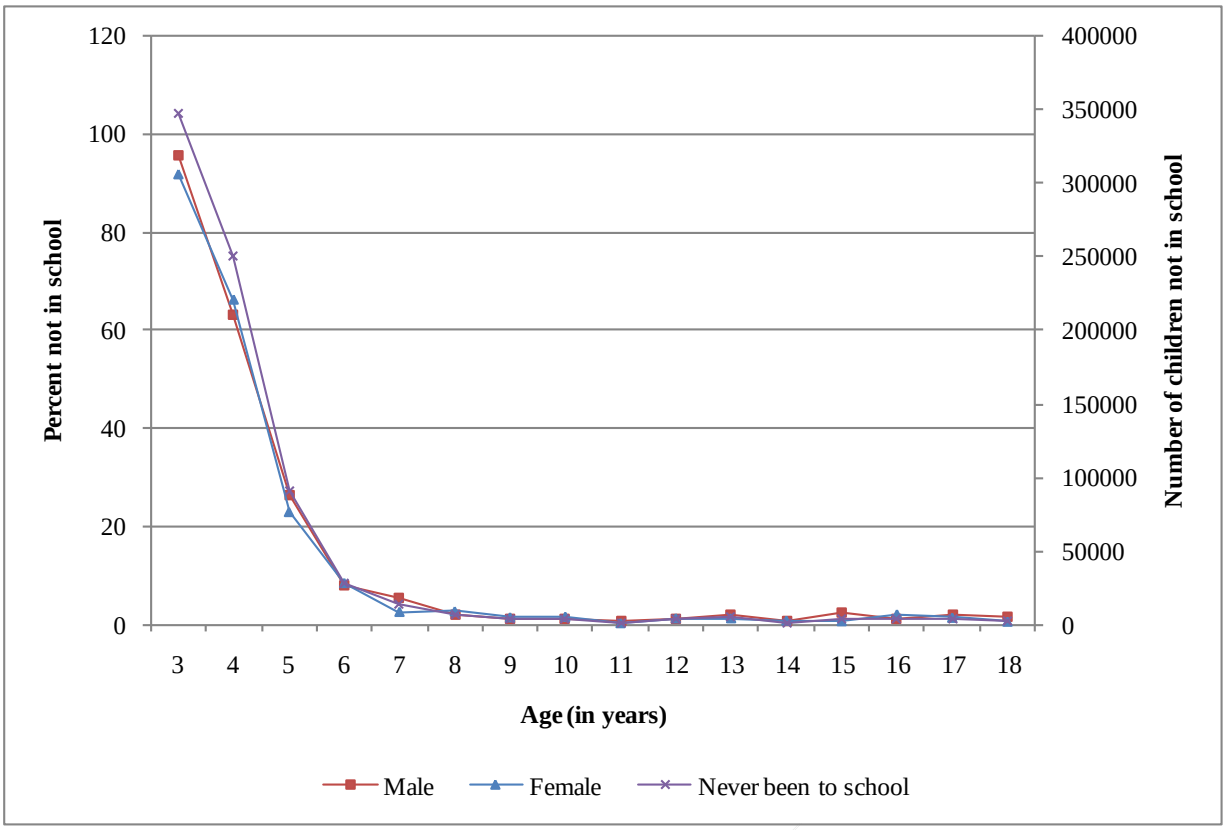


Figure 20. Percent population Age 3-18 who never attended school by sex in Zimbabwe (ICDS, 2017)

The NFE policy was released in 2015 and is supported by the Secretary's Circular No 13 of 2016. The NFE policy is a broad policy which tries to cover all aspects of NFE. Under this policy, all schools are required to have an NFE centre. Schools pick the NFE components that they can do. NFE includes adult programmes and it is here that NFE has been focused. For Zimbabweans, NFE has historically been synonymous with adult literacy. For the information collected in EMIS, the Zimbabwe Adult Basic Education (ZABEC) programme is adult focused, although children are registered for these programmes (Table 10).

The NFE is not funded by Government. Students on the NFE programmes have often dropped out of school due to the issue of fees. The NFE programmes have to be funded and this is done by charging the students a levy which is used to pay the teachers and for the use of the facilities. There are no standardised levies which are charged. The levy is usually agreed upon between the teacher and the students.

The numbers of learners in the NFE programmes are summarised in Tables 8 and 9. The following observations can be made on the above Table 8. Functional Literacy is highly subscribed at primary level with a total of 37,706 followed by ZABEC combined 1, 2 and 3 whose total is 15,011 and the basic literacy with 10,686. In the secondary sector, PTCEC is highly subscribed although it may have been understated with 22,811. Most of those on PTCEC are those supplementing their ordinary level and if all are taken on board as NFE students the figure can be slightly higher. Functional Literacy is also high with 8,301. Combined primary and secondary figure of Functional literacy is 46,007 students showing a 42.2% of the total NFE enrolment in 2018. This suggests an appetite for skills beyond the numeracy and literacy skills. Of the 108,875 students enrolled in the NFE programmes in 2018, only 35,659 were 18 years old or younger (Table 26 - over the page). In 2018, there were 2,910 primary schools (out of 6,288) and 1,531 secondary schools (out of 2,871) that are offering NFE programmes.

Table 26. Students enrolled in NFE programmes by age group in 2018 (EMIS, 2018)

School Level		Below 12			13-16			17-18			19-24			Above 24			Total
	NFE Level	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Primary	Basic Literacy	2094	1895	3989	638	637	1275	353	343	696	1469	2536	4005	260	461	721	10686
	Fit For Life	414	393	807	366	281	647	319	318	637	2620	2871	5491	763	911	1674	9256
	Functional Literacy	1165	1358	2523	902	894	1796	748	789	1537	9376	18521	27897	1284	2669	3953	37706
	ZABEC 1	1273	1077	2350	505	489	994	169	148	317	1296	1610	2906	241	406	647	7214
	ZABEC 2	582	529	1111	424	377	801	152	156	308	503	901	1404	122	273	395	4019
	ZABEC 3	228	258	486	408	346	754	232	200	432	555	1050	1605	133	368	501	3778
Primary Total		**5756**	**5510**	**11266**	**3243**	**3024**	**6267**	**1973**	**1954**	**3927**	**15819**	**27489**	**43308**	**2803**	**5088**	**7891**	**72659**
Secondary	Basic Literacy	0	0	0	15	15	30	5	5	10	0	0	0	0	0	0	40
	Fit For Life	155	200	355	1096	941	2037	494	544	1038	711	780	1491	27	116	143	5064
	Functional Literacy	575	320	895	968	749	1717	1037	770	1807	1403	2231	3634	83	165	248	8301
	PTCEC	178	244	422	580	818	1398	2043	2447	4490	6386	7824	14210	1044	1247	2291	22811
	ZABEC 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ZABEC 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ZABEC 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Total		**908**	**764**	**1672**	**2659**	**2523**	**5182**	**3579**	**3766**	**7345**	**8500**	**10835**	**19335**	**1154**	**1528**	**2682**	**36216**
Total		**6664**	**6274**	**12938**	**5902**	**5547**	**11449**	**5552**	**5720**	**11272**	**24319**	**38324**	**62643**	**3957**	**6616**	**10573**	**108875**

It can be seen that, except for the Functional Literacy courses, the numbers of students increased in each programme from 2016 to 2017 and then decreased in 2018 (Table 27). The Zimbabwe Accelerated Learning Programme (ZALP) was funded by UNICEF and implemented by WEI. This programme did not have any students in 2017 and 2018. The funding for this programme came to an end and there is now a need to find a system to support this programme.

Table 27. Numbers of learners in Non-Formal Education programmes

NFE Level	2016			2017			2018		
	M	F	Total	M	F	Total	M	F	Total
Basic Literacy	1706	2737	4443	5733	7986	13719	4834	5892	10726
Fit For Life	3259	3388	6647	7818	7659	15477	6965	7355	14320
Functional Literacy	4405	9785	14190	14308	25390	39698	17541	28466	46007
PTCEC*	9683	13257	22940	10911	15261	26172	10231	12580	22811
ZABEC 1**	1832	2407	4239	3547	4152	7699	3484	3730	7214
ZABEC 2	1151	1378	2529	1638	2062	3700	1783	2236	4019
ZABEC 3	1260	1696	2956	1800	2221	4021	1556	2222	3778
ZALP***	1939	1677	3616						
Total	**25235**	**36325**	**61560**	**45755**	**64731**	**110486**	**46394**	**62481**	**108875**

*PTCEC - Part Time and Continuing Education
**ZABEC - Zimbabwe Adult Based Education
***ZALP- Zimbabwe Accelerated Learning Programme

According to the ESSP, there is a need to develop materials for the NFE programmes. Compressed syllabi are needed. UNICEF is supporting the development of compressed syllabi for secondary schools. There is currently no teacher training material developed and NFE teaching and learning materials do not appear to be in the new curriculum materials being developed.

There are a number of NGOs working in the NFE sector, however they are not coordinated in their efforts. Their work in this sector is project based and once the funding comes to an end, the students usually do not remain in the programme as they cannot fund themselves. There is a need for a holistic approach to the implementation of NFE.

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2.6 Learner Support Services

The Psychological Services, Special Needs and Learner Welfare Department is responsible for "enabling all learners to access the educational facilities that are offered to all and to achieve their individual best through a range of support services falling within its mandate." The department's functions are organised under three pillars:

- Learner Welfare
- Psychological Services
- Special Needs Education

School Health

The School Health Policy was jointly launched by MoPSE and MoHCC on the 11th June 2018. All Provincial Education Directors and DSIs were trained on the content of the policy and 17,000 copies of the policy are being distributed to all schools though cascade workshops for all school heads run by the DSIs. The two ministries are now working towards a School Health Strategy and a five-year costed implementation plan. Non Governmental Organisations (NGOs) would benefit if they were trained on the School Health Policy.

Under the national disaster risk management programme against cholera, the education sector response by the MOPSE was to issue practical guidelines to all schools on prevention of cholera and typhoid while UNICEF and other partners mobilized hygiene kits and IEC materials that were sent to affected schools as part of preventative measures.

School Feeding

In response to the 2015-2016 El Nino induced drought the MoPSE implemented a government sponsored emergency school feeding programme which started in June 2016 and ended in April 2017. While initially targeting infant children in ECD A, ECD B, and Grades 1 and 2, it was expanded to all primary school children. A total of 30,671 tonnes of cereal was procured and delivered to schools. The MoPSE planned to feed over 3.2 million children. Children brought their own plates and paid a small fee for relish, vegetables and beans.

After the government sponsored emergency feeding programme was completed in April 2017, the MoPSE started implementing the Home Grown School Feeding Programme. Schools were at different stages of preparedness in terms of construction of kitchens, eating areas and hand washing infrastructure, procurement of potable water and kitchen utensils. Many parents were in arrears in the payment of levies for the Home Grown School Feeding Programme. As a result many schools were not able to procure the necessary food stuffs for a balanced diet as per MoPSE guidelines.

During the same year the MoPSE carried out a survey on the benefits of school feeding at 2,099 schools using real time data. A major finding of the survey showed that attendance in primary schools in all provinces remained high despite the severe drought. Attendance for both males and females was at 96.12% (males = 95.97% and females = 96.27%). Researches from other countries have shown that school feeding nurtures children, improves their health, and increases school enrolments, attendance and completion rates. Some argue that school feeding also increases learner's ability to concentrate.

School feeding is now done in all primary schools from ECD A to Grade 7. This is also partly as a response to recommendations made by the Zimbabwe Early Learning Assessment (ZELA). P2 and P3 schools feed using parent groups which cook one meal and feed it to the children. P1 schools feed using a different model depending on the school's facilities.

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However , the cholera outbreak affected the continuity of the School Feeding Programme in some areas as provinces were advised to seek advice from the Ministry of Health and Child Care on whether they could continue feeding or not. The Ministry of Health and Child Care, other social sector ministries and partner organisations, especially the World Food Programme, are working closely with the education sector on modalities for the full implementation of the home-grown school feeding approach as well as nutritional guidelines and food safety standards for school meals

Guidance and Counseling

Guidance and Counselling support at both Primary and Secondary education levels was enhanced. The Guidance and Counselling programme was strengthened through the Guidance and Counselling Manual based training. The Primary and Secondary Guidance and Counselling Syllabus was finalised with support from National AIDS Council, UNFPA, UNESCO, UNICEF and other partners. A cascade training approach through district clusters was undertaken in which the Guidance and Counseling Manuals for Infant and Junior levels as well as the Secondary education level were utilised and distributed to schools. Unfortunately the training did not yield the intended results because heads of schools had not been sensitized and capacitated on the internal supervision of the programme. In addition, the vacant post of Education Inspector for Guidance and Counseling in the Harare, Matabeleland North, Manicaland, and Masvingo Provinces affected the performance in these provinces.

Cluster Career Exhibitions covering Infant, Junior and Secondary levels were conducted. The National School Quiz was done differently with higher participation levels by learners with disabilities. Joint Monitoring visits with psycho-social support partners were conducted in all provinces.

Children with disability

Many children living with disability are out of school in Zimbabwe. Estimates put the number of school going age children with disabilities at about 375,000 in 2012. The ICDS (2017) gave the country's disability prevalence as 9%. As there are estimated to be 5,601,398 children between the ages of 3 and 18, this would give 504,126 children with disabilities in this age group. This means that there are just under 10% of these children in school as there were 46,585 children with disabilities enrolled in primary and secondary schools according to the 2018 EMIS data.

In the previous JSR it was recommended that low cost hostels were constructed for the benefit of learners with disabilities and those affected (particularly girls) by long walking distances to schools. This is work in progress.

Other work done for children with disability in 2018 included:

- Procurement and distribution of assistive devices
- Audiological assessments and hearing aid fittings
- Teachers platform on adaptive curriculum implementation for the benefit of learners with disabilities
- Inclusive supplement to the ERI/PLAP targeting 100% of primary school teachers
- Database of learners requiring special examination arrangements in the 2018 ZIMEC examinations
- Production of Braille copies of Phase 1 Curriculum implementation textbooks, plus enlarged print and audio version, work initiated
- Infrastructural adaptations were done in some schools for CWD.
- Advocacy and outreach was done for CWD

The table and graph on the next page compare the 2015-2018 enrolments of children with disability and showed that, the total number of students with disability who enrolled in primary and secondary schools (excluding those in special schools) increased in 2017 by over 14,797 over the 2016 enrolment but decreased by 2,543 in 2018. This reduction in the numbers of children with disabilities is worrying. The apparent decrease may not be a true reflection of the actual trend but more related to the refinement of the

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ED46 census questionnaire after the 2017 exercise. There were 3,800 more male children than female students with disability enrolled in schools in 2018. This showed that male children with disability had a better chance to access education than females.

Table 28. Number of children with disabilities enrolled in primary and secondary education (excluding special schools)

Indicator	2015	2016	2017	2018	2018 Target	2020 Target
No of children with disabilities enrolled in primary &secondary schools (T)	40,226	49,692	64,489	61,946	47,500	55,000
No of children with disabilities enrolled in primary& secondary schools (M)	22,836	27,626	36,416	34,749	25,650	28,600
No of children with disabilities enrolled in primary& secondary schools (F)	17,390	22,066	28,073	27,197	21,850	26,400

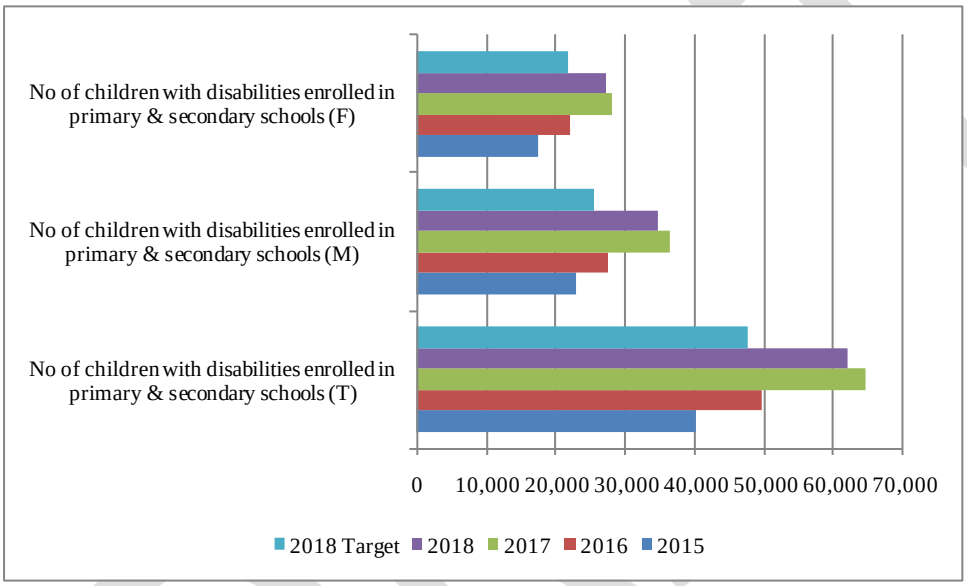


Figure 21. Number of children with disabilities enrolled in primary and secondary education (excluding special schools)

Inclusive education

An Inclusive Education Supplement to the Early Reading Initiative (ERI) for Infant grades and the Performance Lag Address Programme (PLAP) Manual for Junior Education grades was developed through participatory training workshops with special education teachers, Teachers in Charge (TIC), ECD Trainers and Remedial Teachers. After printing the Supplement, an impact assessment of this started and will be ongoing until the objective is met i.e. all Infant and Junior grade teachers are able to use the supplement. The impact assessment of the cluster workshops has revealed the need for more standardized training as well as inclusive supervision and follow up at school level.

Noting the gaps in learner support services at both primary and secondary school levels, a Practical Inclusive Education Handbook for Primary and Secondary Schools was compiled with topics based on the most common issues and frequent queries that the Learner Welfare Psychological Service and Special Needs Education Department handles in schools. It is now at the final printing stage.

Significant progress was made on the concept of Model Inclusive Infant Education Facilities (MIIEF) in which 23 such schools were systematically identified in all the 10 provinces and a list of their support needs compiled to help accelerate their full upgrading to the desired ideal. Such primary schools will serve as

practical demonstration sites for other schools to learn the different dimensions of implementing inclusive education in real settings.

A battery of psycho-educational screening and assessment tools was pilot tested in all provinces in the third quarter of 2018 as part of the policy thrust towards early identification and intervention programming for inclusive quality learning outcomes for all.

The strategy of community outreach through combined service fairs by MOPSE departments, other Ministries and civil society organization recorded coverage of 31,000 clients by early January 2018.

Following a reinforced communication on the ZIMSEC provisions for public examination candidates with special needs, there was an increased uptake of such arrangements from 101 learners in 2017 to 868 in 2018.

The EMIS data collection instrument was adapted for disaggregated performance data for easier tracking of internal efficiency indicators in terms of inclusivity dimensions.

The remedial programme at Junior Education level for improved Grade 7 results was intensified. A strategy for decentralising the operations of Remedial Tutors for closer proximity to schools was adopted. Resources are now being mobilised for full implementation after reskilling the remedial teachers. Screening and Assessment tools have been piloted, and will be finalised in 2019. Consultations are underway on Form 1 and above who obtained 35 to 45 points at Grade 7 level.

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Annex 1: Update on Performance Indicators

Key Performance Indicators

Key Indicators	Source	2015	2016	2017	2018	2018 Target	2020 Target
Districts (out of 63) with lower secondary GER of at least 75% (T)	EMIS	35	37	39	35	41	45
Survival Rate Form 4 (F)	EMIS	79.3	78.8	79.12	77.11	84	87
Grade 7 Pass Rate (T)	ZIMSEC	41.8	44	44.73	52.87	49	54
Districts out of 72 with G7 Pass Rate of 50% in Maths (T)	ZimSEC/ EMIS	33	35	43	54	39	45

Indicator	2018 Action	Comments
Sector Performance Reviews	To complete the EMIS report by end of October 2018 To hold Joint Sector Review in Dec 2018	It is anticipated that the EMIS report will be in draft form by the second week of December 2018. The JSR is to be held in early January 2019.
Number of Schools visited by District Education Officials	Produce Department of Inspectorate statistics of school inspections for 2017 and share in ECG by mid 2018	The statistics were produced.
Data analysis and research on key factors influencing performance and retention is made available and informs	CERID research conducted and report shared on key factors influencing performance and retention in ECD by mid 2018	No research was done.

Policy, legal and regulatory framework indicators

Indicator/Goal	2018 Action	Comments
Education Act amendment completed	Amend Education Act so that it is in sync with the new constitution by end Dec 2018	Education Act has been reviewed by the Attorney General's office and is currently with Cabinet for review; it is being sponsored by the Minister of Justice
Prepare and implement a School Financing Policy	Finalise **School** Financing Policy with Ministerial approval by end September 2018	The School Financing Policy is in draft form and is currently being circulated for comments. It is hoped that this policy will be finalised by the end of December 2018.
Develop a policy and/regulatory framework for Teacher Professional Standards;	TPS regulatory framework in place by mid 2018	This was not done
Review the 2013 guidelines on School Functionality Standards to allow for variations and flexibility for local solutions;	Review and revise the 2013 guidelines on School Functionality Standards by end June 2018	The School Functionality Standards will be reviewed once the Education Act has been amended.
Prepare and implement an ICT Policy for the education sector	Finalise ICT policy with Ministerial approval by end September 2018	A draft ICT Policy was shared with stakeholders. Feedback was incorporated into the report and the final draft was for further review.
Building on 2004 circular and later regulations, prepare and implement the Infant/ Early Childhood policy	Complete options paper for Infant/ Early Childhood policy by end September 2018	A draft of the options paper has been produced.
Finalize and implement the School Health Policy;	Finalised the school health policy by end September 2018	The School Health Policy was launched on 11 June 2018.

Indicator/Goal	2018 Action	Comments
Prepare and implement an Inclusive Education policy	Finalise inclusive education guidelines and handbook by end June 2018	The Inclusive supplement to the ERI/PLAP Manuals completed and is being distributed through district and cluster cascade training. An impact assessment is underway and will be ongoing till objective is met i.e. all Infant and Junior grade teachers able to use the supplement. The practical inclusivity handbook for optimal curriculum benefit for all is completed and is at printing stage
Prepare and implement the Assessment policy for the infant years	Finalise the plan for implementing Assessment for infant years by end June 2018	The manual produced on ECD education in Zimbabwe includes an assessment guide. The Assessment Framework is in draft form. This includes formative assessment for ECD and infant.

Process Indicators: Phasing in the New Curriculum

Indicator/Goal	Type of Indicator	2018Action	Comments
Continuous assessment in place	Process Output	Continuous assessment tools available	The Assessment Framework is under development. A road map was developed to finalise and implement the Assessment Framework.
Communication strategy	Process Output	Communication strategy rolled out	The Communication Strategy has been drafted and support is being provided to assist the Ministry's Communication Department and currently working on the MoPSE website and communications strategy review.

Process Indicators

Indicator/Goal	2018 Action	Comments
Number of local languages introduced in schools	Production of materials for final two outstanding languages completed by end April 2018	The syllabus for Koi San has been developed in English. Due to the shortage of Koi San speakers in Zimbabwe, the CDTS is collaborating with other countries and MoHTESTD to translate the syllabi into Koi San. The development of the syllabi in Sign Language has been delayed due to the lack of agreement on the sign to be used. The syllabi in Sign Language are being developed at a workshop in Mutare and should be ready by the end of November 2018.
Number of Schools visited by District Education Officials	Plan for inspectorate finalised and in place by end April 2018 with at least the same levels of visits and reports as the previous year	Higher levels of visits than 2017. Head office inspected 350 schools. Districts and provinces managed to inspect 18,444 teachers.
Options paper for Infant/ Early Childhood policy (IG4)	Finalise infant/ECD policy by end June 2018	A draft of the options paper for Infant/ECD has been produced
Sector Performance Reviews	EMIS data to be finalised by end October 2018 (for FY 2018)JSR held before end November 2018	The EMIS data was finalised by the end of November 2018. The JSR is to be held in mid-January 2019.
Operational Plans reviewed and adapted based on a rolling work plan approach	-Roll out of remaining NOP and DOPs activities by end April 2018	

Indicator/Goal	2018 Action	Comments
	-All NOPs and DOPs fully costed and finalised by end March 2018	
Comprehensive capacity development programme to strengthen governance with emphasis on individual as well as institutional strengthening. Initiate operationalization of the capacity development programme	HOD report finalised and approved by Senior management by end September 2018	Drafts of the two reports have been received by MoPSE from EY. These are the Holistic Operational Development Draft Skills Audit Report and the Holistic Operational Development Draft Culture Audit Report.
Strong Sector Coordination and Policy Dialogue	ECG regular meetings held with approved minutes (at minimum 6 per year)	ECG held 10 times in 2018, on Jan 19, Mar 22 & 29, Apr 4 & 9, May 24, Jun 28, Aug 16, Sep 28 and Nov 15. All meeting minutes and related documents available at the Secretariat.
ECD and Primary sector data (from the EMIS report) available for budgeting and planning purposes	EMIS data for each sub-sector is available at least 1 week before the JSR review and shared with all stakeholders	EMIS 2018 data were available in November 2018.
Review monitoring framework to include key indicators for active programmes that impact on MoPSE results	Include ESSP, EDF, and GPE key indicators in the monitoring frameworks for review during the JSR.	Done
Request from Civil society to provide data against key relevant indicators for the year under review in the JSR.	Share data on key relevant indicators that contribute to MOPSE results from Civil society at least annually (during the JSR) (or through the ECG)	It was assumed that the indicator to be examined was the Transition Rate in the 17 lowest districts and that verification would be done on the work carried out by MoPSE to find this information. This was not done by either MoPSE or Civil society..
Provide more disaggregated data (including maps) on key indicators for district planning and budget activities	Provide Maps of key indicators and data to districts for their annual DoP planning and budgeting processes by end April 2018	To be done. Data now available.
Share key documents in a timely manner with stakeholders	100 days quick wins document to be shared with members of the JSR and reported on progress in the quarterly ECG meeting	This was not done.
Timely sharing of data for annual review processes	-The final draft Performance report (including narrative details and data) to be made available 1 week before the JSR and be part of the final JSR performance report. -Final report to be shared within one month of the JSR.	- Draft report will be ready at least one week before the JSR.
Budget and financial data shared in the JSR to include allocation, releases and execution figures for discussion	-Budget execution data to be made available at the JSR as part of the financial presentation –and included in the final annual JSR performance report. -Donors to share funding breakdown figures at least 2 weeks before the JSR for inclusion in the presentation	On track and will be presented in the JSR
Using data better to improve public financial management in the education sector	Recommendations of the World Bank Public Expenditure Review in Education should be reviewed and determine which are appropriate to take forward in 2018, by end April 2018	The recommendations from the World Bank have been used in the formulation of the School Finance Policy

Indicator/Goal	2018 Action	Comments
Better utilisation of GPE funds	Progress on increased spend of GPE funds to be provided at each ECG meeting	As of end October 2018, a total amount of US$12.67M was committed and utilised for the planned activities, our of the received amount of US$14M - utilisation rate of 91%; total GPE approved amount was US$20.58M, the grant is expiring on 31st December 2020
Finalise the GPE VT and MF application	Finalise application in time for May 2018 deadline	GPE VT and MF application (US$18.82M) submitted in May and approved by the board in August 2018, together with additional fund amounting US$2.8M. First payout of the variable tranche should be in January 2019 on two indicators; the completion of the Education Act and the completion of the School financing policy.
Improving continuous assessment processes	Development of a CA guideline in place by end April 2018 (or add a different indicator here)	A consultant reviewed the Assessment Framework and produced a review report and a road map for the finalisation of the Assessment Framework.
Finalise procurement of textbooks	Textbook procurement to be finalised and books in schools by end April 2018	The procurement of textbooks is being done on a phased approach. Textbooks for 2018 were procured and distributed for ECD B, Grades 2 and 4, and Forms 2, 4 and 6. Textbooks for Grade 5 are to be procured and distributed in 2019.
Finalise school financing policy	Finalise school financing policy by end September 2018	- The School Financing Policy is in draft form and is currently being circulated for comments. It is hoped that this policy will be finalised by the end of December 2018.

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Annex 2: Assessment of Progress against Indicators

Key:

Well below target	Slightly below target	On or above target	Well above target	Targets don't look right

Key Indicators	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Key performance indicators							
Districts (out of 63) with lower secondary gross enrolment of at least 75% (T)	EMIS	35	37	39	35	41	45
Survival Rate Form 4 (F)	EMIS	79.3	78.8	79.12	77.11	84	87
Grade 7 Pass Rate (T)	ZIMSEC	41.82	43.25	44.73	52.87	49	54
Districts out of 72 with G7 Pass Rate of 50% in Maths	ZIMSEC /EMIS	33	35	43	54	39	45
Infant (ECD A – Grade 2)	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Net enrolment rate ECD A (T)	EMIS	15.0	17.56	15.44	15.20	30	40
Net enrolment rate ECD A (M)	EMIS	14.7	17.28	15.09	15.07	30	40
Net enrolment rate ECD A (F)	EMIS	15.2	17.84	15.79	15.32	30	40
Net enrolment rate ECD B (T)	EMIS	33.2	37.17	31.73	31.29	45	55
Net enrolment rate ECD B (M)	EMIS	32.6	36.17	31.24	30.87	45	55
Net enrolment rate ECD B (F)	EMIS	33.8	37.63	32.21	31.72	45	55
Percentage of children with disabilities enrolled in ECD A and B	EMIS	0.66	0.81	0.93	0.85	25	35
Percentage of qualified ECD teachers	EMIS	39.9	53.02	52.13	58.45	52	60
Number of districts with at least 50% qualified ECD teachers	EMIS	17	29	35	26	28	34
Qualified ECD teacher to pupil ratio	EMIS	1:85	1:85	1:78	1:71	1:70	1:60
Junior (Grade 3 – 7)	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
*Net enrolment rate Junior Education (G3 – 7) (T)	EMIS	76.41	78.74	77.52	79.21	95	96
*Net enrolment rate Junior Education (G3 – 7) (M)	EMIS	74.56	77.65	76.03	77.74	94	96
*Net enrolment rate Junior Education (G3 – 7) (F)	EMIS	78.25	79.82	79.01	80.67	97	97
Primary completion rate (T) - *ESSP and EDF indicator*	EMIS	79.7	79.37	78.78	77.57	82	84
Primary completion rate (M) - *ESSP and EDF indicator*	EMIS	78.7	78.74	77.74	76.20	82	84
Primary completion rate (F)- *ESSP and EDF indicator*	EMIS	80.8	80.02	79.83	78.96	82	84
Grade 7 Pass Rate (T) - *KPI ESSP, indicator EDF*	EMIS/ ZIMSEC	41.8g2 2	43.25	44.73	52.87	49	54
Grade 7 Pass Rate (M)- *Indicator ESSP, EDF*	EMIS/ ZIMSEC	39.40	40.81	42.56	49.79	47	53
Grade 7 Pass Rate (F) - *Indicator ESSP, EDF*	EMIS/ ZIMSEC	44.90	45.60	46.76	55.78	51	55
Grade 7 Pass Rate in Mathematics (T)	EMIS/ ZIMSEC	57.4	56.47	56.45	62.78	60	64
Grade 7 Pass Rate in Mathematics (M)	EMIS/ ZIMSEC	54.7	53.06	53.92	59.55	59	63
Grade 7 Pass Rate in Mathematics (F)	EMIS/ ZIMSEC	60.0	59.30	58.89	65.84	63	65
Grade 7 Pass Rate in General Paper (T)	EMIS/ ZIMSEC	50.0	47.96	58.02	59.72	56	60

Key Indicators	Source	2015	2016	2017	2018	Target 2018	Target 2020
Grade 7 Pass Rate in General Paper (M)	EMIS/ ZIMSEC	48.2	45.90	55.52	56.88	55	60
Grade 7 Pass Rate in General Paper (F)	EMIS/ ZIMSEC	51.7	49.90	60.43	62.41	57	60
Districts out of 72 with Gr 7 pass rate of 50% in maths (T) - KPI ESSP	EMIS/ ZIMSEC	33		43	54	39	45
Districts out of 72 with Gr 7 pass rate of 50% in maths (M)	EMIS/ ZIMSEC	28		37	50	35	40
Districts out of 72 with Gr 7 pass rate of 50% in maths (F)	EMIS/ ZIMSEC	39		50	59	43	46
Districts out of 72 with Gr 7 pass rate of 50% in General Paper (T)	EMIS/ ZIMSEC	17		47	47	23	27
Districts out of 72 with Gr 7 pass rate of 50% in General Paper (M)	EMIS/ ZIMSEC	16		39	43	22	26
Districts out of 72 with Gr 7 pass rate of 50% in General Paper (F)	EMIS/ ZIMSEC	22		52	50	25	29
Lower secondary (Forms 1 – 4)	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Form 4 Pass Rate (T) - *Indicator ESSP, EDF*	ZIMSEC	27.86	29.98	28.71	32.80	31	33
Form 4 Pass Rate (M) - *Indicator ESSP, EDF*	ZIMSEC	30.48	32.22	30.66	33.79	32	33
Form 4 Pass Rate (F)- *Indicator ESSP, EDF*	ZIMSEC	25.32	27.83	26.85	31.88	30	33
Lower Secondary gross enrolment (T)- *Indicator ESSP, EDF*	EMIS	75.2	76.67	76.86	76.70	78	80
Lower Secondary gross enrolment (M) - *Indicator ESSP, EDF*	EMIS	75.2	76.75	76.67	76.47	78	80
Lower Secondary gross enrolment (F) - *Indicator ESSP, EDF*	EMIS	75.3	76.50	77.06	76.93	78	80
Districts (out of 63) with a lower secondary gross enrolment of at least 75% (T) - KPI ESSP	EMIS	35	37	39	35	41	45
Districts (out of 63) with a lower secondary gross enrolment of at least 75% (M)	EMIS	34	38	39	36	40	44
Districts (out of 63) with a lower secondary gross enrolment of at least 75% (F)	EMIS	38	43	42	41	42	45
Survival rate Form 4 (for those entering Form 1) (T)	EMIS	84.0	83.0	79.12	79.83	87	89
Survival rate Form 4 (M)	EMIS	88.8	86.3	77.38	82.60	90	91
Survival rate Form 4 (F) - KPI ESSP, GPE	EMIS	79.3	78.8	80.88	77.11	84	87
Lower Secondary completion rate (T)	EMIS	65.7	65.52	67.35	63.12	67	68
Lower Secondary completion rate (M)	EMIS	67.3	66.63	68.05	64.76	67	68
Lower Secondary completion rate (F)	EMIS	64.1	64.41	66.64	61.47	66	68
Secondary A level (Forms 5 – 6)	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Gross enrolment secondary (Forms 1 – 6) (T)	EMIS	54.9	56.27	57.25	56.75	58	60
Gross enrolment secondary (Forms 1 – 6) (M)	EMIS	55.5	57.01	57.78	57.09	58	60
Gross enrolment secondary (Forms 1 – 6) (F)	EMIS	54.3	55.53	56.71	56.42	57	60
No of children with disabilities enrolled in secondary (Form 1 – 6)	EMIS	4,955	7,597	11,705	13,095	10,982	15,000
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (T)	EMIS	40,226	49,692	64,489	61,946	47,500	55,000

Key Indicators	Source	2015	2016	2017	2018	Target 2018	Target 2020
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (M)	EMIS	22,863		36,416	34,749	25,650	28,600
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (F)	EMIS	17,390		28,073	27,197	21,850	26,400
Non-Formal Education	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Number of adults enrolled in basic literacy programmes		5,261			10,686	5,500	5,700
Number of learners enrolled in PTCEs	ESPR	32,815	22,940	26,172	22,811	33,000	33,700
Number of learners enrolled in Functional Literacy	ESPR	28,631	14,190	39,698	46,007	28,781	28,881
No. of schools providing Basic Literacy Programmes	ESPR	341		905	743	431	491
No. of schools providing Functional Literacy Programmes	ESPR	1,543		1,900	2,222	1,693	1,793
No. of schools providing ZABEC	ESPR	790		950	1,378	940	1,040
No. of schools providing PTCEs	ESPR	1,053		1,507	1,298	1,203	1,303
No. of secondary schools offering Computer Assisted Learning	ESPR	347		1,187	3,332	1,606	2,450
Additional ESSP Indicators with MICS as source	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Percentage of Out of School Children of Primary School Age	MICS*	(2014) 20.6				(2018) 6.6	
Percentage of Out of School Children of Secondary School Age (13-18)	MICS*	(2014) 20.6				(2018) 18	
Attendance Rate Poorest Quintile in ECD A & B (T)	MICS*	TBC					
Attendance Rate Poorest Quintile in ECD A & B (M)	MICS*	TBC					
Attendance Rate Poorest Quintile in ECD A & B (F)	MICS*	TBC					
Attendance Rate Poorest Quintile in Primary (T)	MICS*	(2014) 90.4				94	
Attendance Rate Poorest Quintile in Primary (M)	MICS*	88.9				94	
Attendance Rate Poorest Quintile in Primary (F)	MICS*	91.9				94	
Attendance Rate Poorest Quintile in Form 1-4 (T)	MICS*					42	
Attendance Rate Poorest Quintile in Form 1-4 (M)	MICS*					42	
Attendance Rate Poorest Quintile in Form 1-4 (F)	MICS*					42	
Additional ESSP Indicators with ZELA as source	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Learning Performance Grade 2 - Numeracy (T)	ZELA	66	65.4	55.5	72.2	70	70
Learning Performance Grade 2 - Numeracy (M)	ZELA		63.1	51.6	69.4		
Learning Performance Grade 2 - Numeracy (F)	ZELA		67.6	59.4	74.4		
Learning Performance Grade 2 - English (T)	ZELA	53	71.4	68.4	76.4	56	60
Learning Performance Grade 2 - English (M)	ZELA		68.3	63.9	73.9		

Key Indicators	Source	2015	2016	2017	2018	Target 2018	Target 2020
Learning Performance Grade 2 - English (F)	ZELA		74.6	72.7	78.4		
Additional GPE Indicators	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Education Act revision including rejection of corporal punishment	MoPSE				Passed cabinet		
School Improvement Grant released in Quarter 1	MoPSE/ UNICEF				Yes		
School financing policy submitted to cabinet	MoPSE				Draft		
EMIS data available by Quarter 3	MoPSE				No		
ZELA findings and recommendations adopted and implemented	MoPSE				Yes		
Every school received CD package					Yes		
Grade 7 pass rate mathematics for rural P3 schools - *GPE indicator*	EMIS				35.23		
Transition rate Gr 7 to Form 1 for 17 lowest Districts - *Indicator GPE*	EMIS				66.49	67	
Additional EDF Indicators	**Source**	**2015**	**2016**	**2017**	**2018**	**Target 2018**	**Target 2020**
Gender parity index for Primary and Secondary (Form 1-4) gross enrolment	EMIS				1.01		
Per cent of children 13-16 years old who are out of school by sex	MICS*						

*The MICS is due to be carried out in 2019.
**Data not available in the ZELA reports in this format.

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