System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Zimbabwe	GPE0000927	SCG	06/22/2023

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
2,955,955 (USD)	From Date	To Date	09/28/2026
	10/08/2025	09/08/2026	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- System diagnostics, compact development and education sector analyses
- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership
- Strengthening budget processes and ministry of finance engagement; identifying opportunities to improve the equity and efficiency of education expenditure, including processes toward gender equality

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	Satisfactory (S)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

The grant continued to strengthen the Ministry's planning, coordination, and data capacity during the reporting period, sustaining the trajectory of the previous cycle. Progress concentrated in three mutually reinforcing areas: advancing the evidence base for the next sector plan (the Education Sector Analysis and the emerging Education Sector Strategic Plan ESSP 2026 to 2030) maintaining a functioning, two-tier sector architecture and deepening national monitoring and data systems, including the digitization of the national early-learning assessment. Delays persisted in securing Cabinet-level approval of several policies, in the predictability of domestic financing, and the sector is managing the transition arising from the phase-out of the FCDO-funded TEACH programme at the end of 2026.

(i) Major Accomplishments

Development and validation of the Education Sector Analysis (ESA). The successful completion and validation of Zimbabwe's Education Sector Analysis (ESA), providing the Ministry of Primary and Secondary Education with the first comprehensive, system-wide diagnosis of the education sector in a single evidence base. ESA brought together extensive field research, stakeholder consultations, and sector wide analysis to identify the key constraints affecting access, equity, inclusion, financing, governance, retention and learning outcomes. The analysis revealed that while Zimbabwe maintains strong institutional foundations and high public commitment to education, progress is increasingly constrained by weak implementation capacity, limited operational financing, significant geographic and socio-economic disparities, and declining learner retention at critical transition points.
Importantly, the ESA shifted the sector dialogue beyond access to focus on progression, retention and completion, highlighting persistent dropout driven by poverty, child marriage, pregnancy, labour demands, disability-related barriers and inequitable school conditions.

The ESA established seven strategic priorities for the next Education Sector Strategic Plan (ESSP), including improving equity and inclusion, sustainable financing, system reliability, quality teaching and learning, data-driven decision-making, and sector resilience. By providing a nationally validated evidence base and clear reform priorities, the ESA has positioned the Ministry to develop a more targeted, equitable implementation-focused Education Sector Strategic Plan (ESSP) while strengthening its ability to mobilize and effectively utilize future domestic and external financing.

The Improved Module on Foundational Learning has been introduced as part of the Multiple Indicator Cluster Survey (MICS) to generate deeper insights into children's literacy and numeracy competencies, over and above the standard education indicators routinely collected through MICS, such as school attendance, participation, completion, and educational attainment. This will complement Zimbabwe Early Learning assessments and EMIS administrative data. Data validation for the whole MICS is in progress, and preliminary results are expected soon.

Strengthened Sector Accountability and Evidence-Based Planning through the 2025 Education Sector Performance Report (ESPR)
The preparation of the 2025 Education Sector Performance Report (ESPR) marked a major milestone in strengthening evidence-based planning, accountability, and sector performance monitoring in Zimbabwe's education sector. As the final performance assessment of the Education Sector Strategic Plan (ESSP) 2021 to 2025, the report consolidated evidence from national education statistics, sector monitoring systems, programme implementation reports, and partner contributions to assess progress against strategic objectives, identify implementation bottlenecks, and inform future policy and investment decisions.

The ESPR documented tangible sector achievements realized during the implementation of the ESSP, including the construction of 95 new schools, expansion of digital learning infrastructure and connectivity to underserved schools, strengthening of school inspection and quality assurance systems, scaling up of school feeding programmes reaching 1.8 million learners, of whom 49% (882,000) were female and 51% (918,000) male, expansion of inclusive education services, and large-scale teacher professional development to improve teaching quality and learning outcomes. The report also tracked progress against key sector indicators, providing a comprehensive assessment of trends in access, equity, retention, transition, learning outcomes, and education financing, while highlighting priority areas requiring accelerated action. The 3-4 main findings are: (1) near-universal primary access (GER 99.9%) but heavy over-age entry (NIR ~28%); (2) sharp transition losses (Grade 7 to Form 1 down to 75.9%); (3) a high-wage share (~72-82%) crowding out non-wage inputs; (4) persistent equity gaps for rural, satellite and disabled learners.

The ESPR served as the principal evidence base for the 2025 Joint Sector Review (JSR) and directly informs the development of the Education Sector Strategic Plan (ESSP) 2026 to 2030. By generating robust evidence on sector performance and lessons from the implementation of the ESSP 2021 to 2025, the report strengthened the Ministry of Primary and Secondary Education's capacity for data-driven decision-making, strategic planning, and results-based management, e.g. the risk-targeted Term 2 JMV that directed monitoring to zero-pass-rate schools, It also enhanced alignment between government priorities and development partner investments, ensuring that the next phase of education sector reforms is informed by credible evidence and focused on improving learning outcomes and equity for all learners.

EMIS 2025 report finalized and published, and an EMIS 2026 roadmap commenced.
One of the major accomplishments during the reporting period was the successful coordination, analysis, drafting, and dissemination of the 2025 Primary and Secondary Education Statistics Report (EMIS

Report). The report provided the Ministry of Primary and Secondary Education (MoPSE) and its partners with a comprehensive and reliable evidence base for education sector planning, monitoring, policy formulation, and decision-making. Drawing on data collected through the 2025 Annual School Census, the report presented nationally validated statistics on enrolment, access, participation, infrastructure, teacher deployment, inclusion, learning environments, and overall education system performance across all provinces.

Progress in the policy pipeline.
Significant progress was made in advancing key policies and regulatory instruments through development, validation, approval, and submission processes. Through collaborative stakeholder engagement, these initiatives were aligned with strategic priorities and achieved important milestones, further strengthening the legal and regulatory architecture underpinning the Compact triggers. Several policies and regulatory instruments advanced during the reporting period, as outlined below:

The Non-Formal Education (NFE) Policy was initially submitted to the Cabinet Secretariat in 2025, alongside the NFE Strategy (2026-2030). Following review, the Cabinet Secretariat provided comments and recommendations aimed at strengthening the policy, particularly its five key pillars: Access; Equity and Inclusion; Skills for Employability and Entrepreneurship; Open and Distance Learning; and Community and Leadership-Based Learning. These comments were fully addressed, and the policy was revised accordingly to enhance its clarity, relevance, and responsiveness to the needs of NFE learners. The revised NFE Policy was subsequently resubmitted and approved by Cabinet on 5 August 2026. The policy is now awaiting the President's assent before it can be formally launched and operationalized.

The final edit of the Inclusive Education Policy was submitted in February 2026 to the Office of the President and Cabinet pending submission of responses from MOPSE to OPC feedback.

The Teaching Profession Council bill has been submitted to the cabinet committee on legislation in July 2026 after which additional recommendations were made. A final peer review is scheduled for 7 to 11 September 2026, following which the revised Bill will be resubmitted to the Cabinet Committee on Legislation for consideration before proceeding to the next stage of the legislative process. Each addresses a population or risk that the evidence base identifies as poorly served: non-formal provision is the second chance pathway for out of school children and adolescents, at a time when the ESA records non-formal enrolment falling from 69,672 to 54,263 and dropouts still numbering 39,736, of whom 54 percent are female; inclusive education governs whether learners with disabilities receive support rather than mere admission, which monitoring shows remains the binding constraint; and climate smart guidance responds to the storm damage and disruption that repeatedly interrupt schooling. Taken together, these instruments extend the legal and policy architecture that determines who the system is obliged to serve and how, which is also the architecture assessed under the Compact triggers. The principal qualification is that these gains remain provisional until Cabinet approval is secured, which is why the delay in approvals is treated as a priority risk in this report.

Implementation Challenges and delays
• Continued delays in Cabinet approval of key policies. The School Financing Policy and the Inclusive Education Policy all completed their technical development during the period but remained pending executive approval. The delay has compounding effects. Technically, each policy is complete: consultations reached 1,415 stakeholders on school financing alone, and the instruments have been drafted, costed and validated. What is missing is the legal authority that converts them into entitlements. Until the School Financing Policy is approved it cannot be incorporated into the budget cycle, which means another year in which school financing continues to operate through the fragmented and inequitable arrangements the policy was designed to correct, and in which schools serving the poorest communities remain dependent on parental contributions they cannot raise. For learners with disabilities, the delay in the Inclusive Education Policy leaves inclusion as good practice rather than obligation, at a time when monitoring shows that fewer than half of schools have accessible sanitation and specialist staffing is largely absent. Systemically, the delays also slowed the achievement of Compact triggers and the unlocking of additional GPE financing because the School Financing Policy was not approved, the country did not meet the SFP-linked Top-Up trigger of USD 2.49 million and forfeited the associated Top-Up amount. The delay also holds back other Compact triggers, creating a circular constraint in which the resources needed to implement reform depend on approving the reform. Mitigation measures to address delays in Cabinet and OPC approval have focused on strengthening coordination and securing high-level stakeholder buy-in by setting up of a Steering Committee [the SFP Steering Committee comprises MoPSE (CD FAD/Finance and SPME), MoFEDIP and the Public Service Commission]; MoFEDIP engagement and validation processes.

• Delays in Approval of International Consultancy Missions. The implementation of key sector processes, including the Education Sector Performance Review (ESPR), Education Sector Analysis (ESA), and

Public Expenditure Review (PER), was affected by delays in obtaining authorization for international consultants to undertake in-country missions. These assignments were designed to be implemented through a combination of national and international expertise to ensure adherence to global standards while incorporating local context. In line with Government procedures, international consultants require clearance from the Ministry of Foreign Affairs and International Trade, with applications submitted by the beneficiary ministry and subject to stipulated processing timelines. Due to delays in securing the required approvals, MoPSE was unable to obtain clearance for several international consultants involved in the ESPR, ESA, and PER processes. Consequently, field consultations and stakeholder engagements were largely conducted by national consultants, while international experts provided remote technical support and participated virtually where feasible. Although the reviews were completed, the delays constrained opportunities for in-person technical collaboration and may have affected the efficiency of some activities.

• Inter-Ministerial Coordination Challenges. The implementation of the Public Expenditure Review (PER) also experienced delays arising from coordination challenges between the Ministry of Primary and Secondary Education (MoPSE) and the Ministry of Finance, Economic Development and Investment Promotion (MoFEDIP). The PER requires close collaboration between the two ministries, including the designation of focal persons, joint planning, data sharing, and validation of outputs. Progress was slowed by delays in the nomination of the lead focal person by MoFEDIP, which limited the ability of MoPSE and supporting partners to advance key stages of the review process. As several activities depended on input and clearance from the Ministry of Finance, implementation timelines were affected, resulting in delays moving forward the consultancy support from the inception stage. Strengthening coordination mechanisms and establishing clear timelines for inter-ministerial engagement would help improve implementation efficiency for future joint exercises.

• Transition risk from the phase-out of the FCDO-funded TEACH programme. TEACH concludes at the end of 2026, removing a major source of financing for teacher development and school-level support. The immediate risk is discontinuity in activities that partner funding has sustained. The more consequential risk is institutional: capacities developed with donor support can dissipate when the funding that carried them ends, particularly where they depended on partner financed operations rather than government systems. This makes the sustainability test central to how the grant's own results should be judged. The mitigation has included a TEACH Impact Event held in March 2026 to consolidate and document effective practices for sector-wide adoption, and a deliberate reorientation of programming towards systems strengthening and domestic financing, reflected in the recommendation that Zimbabwe shift focus to local funding under the revised GPE architecture. The Education Development Trust (EDT) received funding for TEACH sustainability, focused on system-strengthening, to help institutionalize gains as the programme

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	Satisfactory (S)

Detailed Description:

Window 1 focused on strengthening the governance, planning, financing and accountability foundations of Zimbabwe’s education sector and generating the evidence required for development of the Education Sector Strategic Plan (ESSP) 2026-2030. Key investments supported completion of the Education Sector Analysis (ESA), Joint Sector Review (JSR), Education Sector Performance Report (ESPR), ESSP Mid-Term Review (MTR), the Gender, Equality, Disability and Social Inclusion (GEDSI) Audit, parliamentary engagement on education financing, development of Positive Discipline Guidelines, advancement of the Teaching Professions Council (TPC) Bill, and reform of Inclusive Education and Non-Formal Education policies. Overall progress was satisfactory, with substantial achievements in evidence generation, policy reform, sector dialogue and strategic planning.

Parliamentary Engagement and Education Financing

UNICEF and the Education Coalition of Zimbabwe (ECOZI) strengthened advocacy for increased domestic financing of education by facilitating civil society participation in the 2026 National Budget process

and developing a consolidated position paper prioritizing investments in Early Childhood Education, teacher welfare, inclusive education, school infrastructure, learner welfare programmes and teaching and learning materials. ECOZI also produced a Policy Brief on Education Financing and a Comprehensive Analysis of the 2026 National Budget to support parliamentary oversight and evidence-based decision-making.

A major milestone was MoPSE's presentation of its 2026 budget proposal and review of 2025 budget implementation before the Parliamentary Portfolio Committee. Discussions highlighted persistent challenges, including classroom shortages, inadequate teacher accommodation, insufficient WASH facilities, delayed Treasury disbursements, and funding arrears affecting ZIMSEC examinations, BEAM, teacher professional development and sanitary wear procurement. The Committee committed to advocating for increased sector allocations and improved budget execution.

Post-budget analysis showed that education received ZiG47.4 billion (approximately US$1.8 billion), representing 16.3 percent of total government expenditure and 2.8 percent of GDP, below internationally recommended benchmarks. Employee compensation consumed approximately 72 percent of the MoPSE budget, leaving limited resources for infrastructure, learning materials, special needs education and learner support services. Memoranda of Understanding signed between Parliament, UNICEF and ECOZI institutionalised policy dialogue and strengthened accountability, sustainability and ownership of education financing discussions.

Gender, Equality, Disability and Social Inclusion (GEDSI) Audit

ECOZI, working with MoPSE and sector stakeholders, completed Zimbabwe's first comprehensive GEDSI Audit. The exercise reviewed 19 policy, legislative and regulatory instruments and engaged 327 stakeholders across all ten provinces, including teachers, school heads, parents, civil society organisations, development partners and gender focal persons.

The audit found that Zimbabwe possesses a strong constitutional, legislative and policy framework supporting inclusive and equitable education. Important reforms, including the Education Amendment Act (2020) and Statutory Instrument 13 of 2025, were recognised for strengthening protections for girls, learners with disabilities and other vulnerable groups. However, implementation gaps remain significant. Key challenges include inadequate financing, weak enforcement mechanisms, limited monitoring systems and insufficient institutional capacity.

Using the African Gender Development Index methodology, the sector achieved an overall GEDSI responsiveness score of 3 out of 5, categorised as "Moderately Responsive". Financing for gender and inclusion interventions was identified as the weakest dimension. The audit recommended increased investment in inclusive education, stronger gender-responsive budgeting, improved accessibility, enhanced teacher training, stronger accountability systems and establishment of a dedicated GEDSI monitoring framework.

The audit also demonstrated strong complementarity between the System Capacity Grant (SCG) and the System Transformation Grant (STG). While the SCG focused on strengthening policy, planning and accountability systems, the STG supported practical implementation through Gender-Sensitive STEM Pedagogy training, linking policy commitments to classroom practice.

Joint Sector Review (JSR) and Education Sector Performance Report (ESPR)

The 2025 Joint Sector Review was conducted successfully in November 2025 and brought together 105 participants, including government officials, provincial education leaders, development partners, civil society organisations, teachers, learners and GPE representatives. All ten provinces presented achievements, challenges and lessons learned, while the sector Aide Memoire was updated through a participatory process.

The Education Sector Performance Report, completed in April 2026, provided comprehensive province-disaggregated data on learner outcomes, teacher deployment, learner-teacher ratios and education financing trends between 2020 and 2026. Together, the JSR and ESPR strengthened sector accountability, monitoring and evidence-based decision-making.

Major achievements highlighted through the review included:

Training of more than 112 MoPSE officials in programme-based budgeting and public financial management.
Expansion of the Early Warning System from 103 schools in five districts to 648 schools across 35 districts.
Continued provision of sanitary wear support.
School feeding reaching 1.8 million learners in 3,887 schools.
Registration of more than 450 schools.
Continued expansion of inclusive education, digital learning and foundational learning programmes.

The resulting 2026 Aide Memoire identified five strategic priorities and 32 agreed actions focusing on education financing, inclusive education, infrastructure development, curriculum implementation, digital transformation, monitoring and evaluation, policy reform and systems strengthening.

Mid-Term Review of the ESSP and GPE Partnership Compact

The Mid-Term Review of the ESSP 2021-2025 and the GPE Partnership Compact was completed and disseminated nationally in November 2025. Findings revealed mixed performance across the sector. By the end of 2023, only 27 percent of outcome indicators had met or exceeded targets, while 68 percent remained below target. Although the Partnership Compact generally performed better than the broader ESSP, challenges relating to institutional ownership and integration within MoPSE were identified.

The review generated ten strategic recommendations, including revision of indicators and targets to reflect post-COVID realities, accelerated infrastructure development, stronger implementation of the Heritage-Based Curriculum, improved inclusive education services, expanded teacher professional development, strengthened leadership and planning systems, improved financial management, more inclusive stakeholder engagement and enhanced integration of digital technologies.

The findings now serve as key inputs into development of the ESSP 2026-2030 and provide a roadmap for addressing implementation bottlenecks.

Education Sector Analysis (ESA)

UNICEF commissioned the University of Wolverhampton Centre for International Development and Training (CIDT) to undertake the Education Sector Analysis, which was completed in May 2026. The ESA assessed sector performance across five Global Partnership for Education enabling factors: data and evidence, inclusive sector dialogue, coordinated financing, gender-responsive and inclusive planning, and system capacity.

The analysis confirmed near-universal access at primary level, with a Gross Enrolment Rate of 99.9 percent. However, a Net Intake Rate of only 28 percent indicated significant over-age entry into school. Transition from Grade 7 to Form 1 declined from 81.9 percent in 2023 to 75.9 percent in 2025, while upper secondary participation remained extremely low, with Forms 5-6 Gross Enrolment and completion rates of only 11.9 percent and 11 percent respectively.

Total enrolment reached 4.67 million learners, of whom 50.2 percent were female. Although dropout rates declined by 29 percent since 2020, approximately 39,736 children remained out of school and girls accounted for 54 percent of this population. Non-Formal Education enrolment declined from 69,672 to 54,263 learners.

The financing review revealed that personnel costs absorbed 82 percent of the ministry budget in 2025, although this was projected to fall to 72 percent in 2026. Budget execution stood at only 68 percent,

constraining investment in infrastructure and non-salary expenditures. The ESA also identified major policy gaps, including pending approval of the School Financing Policy, Inclusive Education Policy, Non-Formal Education Policy, the Teaching Professions Council Bill and outdated statutory regulations.

These findings were reinforced by Joint Monitoring Visit evidence highlighting literacy challenges, shortages of textbooks, teacher deployment issues, subject mismatches and persistent disadvantages affecting rural and satellite schools.

Development of the ESSP 2026-2030

Development of the ESSP 2026-2030 commenced using evidence generated through the ESA, MICS7, ESPR, ESSP Mid-Term Review, Partnership Compact Review, Gender Audit and other sector studies. An institutional framework was established to support simultaneous preparation of the new ESSP and revision of the GPE Partnership Compact.

In June 2026, the Permanent Secretary established a 13-member ESSP Technical Committee chaired by the Chief Director responsible for Primary, Secondary and Learner Welfare Services. The committee was mandated to align the ESSP with ESA findings, prepare a costed implementation framework, develop the monitoring and evaluation matrix and support preparation of the GPE Programme and Funding Proposal.

By the end of the reporting period, a robust evidence base had been assembled for strategic planning. Although the Public Expenditure Review remained at inception stage, completed studies provided a strong foundation for a credible, evidence-based and results-focused ESSP aligned with national priorities and international commitments.

Teaching Professions Council Bill

Progress continued on the Teaching Professions Council Bill despite delays associated with government legislative processes. Extensive consultations engaged teacher unions, MoPSE, the Attorney General’s Office, school heads’ associations and other key stakeholders.

Key achievements included successful legal review by the Attorney General’s Office and submission to the Cabinet Committee on Legislation. A final peer review was scheduled before resubmission. While enactment remains subject to government approval processes, all project-supported drafting, consultation and validation activities were completed.

Once enacted, the Bill is expected to strengthen teacher professional standards, governance, accountability mechanisms and continuing professional development systems.

Positive Discipline Guidelines and Teacher Training

UNICEF, MoPSE and Save the Children successfully developed and validated the Guidelines on Positive Discipline and accompanying Teacher Training Manual in February 2026. The resources provide a rights-based disciplinary framework grounded in the Constitution of Zimbabwe, the Education Amendment Act, Circular P.35 of 2023, Statutory Instrument 13 of 2025 and the principles of Unhu/Ubuntu.

The guidelines prohibit corporal punishment and promote child-centred, non-violent approaches to behaviour management. A twelve-session training programme equipped teachers with practical skills in classroom management, behaviour modification, reflective dialogue, conflict resolution and inclusive support for vulnerable learners and learners with disabilities. A total of 4,015 teachers were trained, including 2,012 men and 2,003 women.

Early results demonstrated increased adoption of positive discipline practices, greater use of counselling and restorative approaches, and stronger commitment to child protection standards. Following

validation, MoPSE approved the materials for large-scale printing and distribution through the System Transformation Grant.

Inclusive Education and Non-Formal Education Policy Reform

Significant progress was recorded in broader policy reform. The Inclusive Education Policy completed final editing and was submitted to the Office of the President and Cabinet, while the revised Non-Formal Education Policy was approved following submission to the Cabinet Secretariat. A Non-Formal Education Strategy for 2026 was also developed.

These reforms address critical challenges identified through sector analysis. The Non-Formal Education Policy strengthens second-chance learning opportunities for out-of-school children and adolescents, while the Inclusive Education Policy seeks to improve meaningful participation and support for learners with disabilities through more accessible and responsive education systems.

Follow-up to the Gender Audit and Gender-Responsive Education

The Gender Audit findings informed both the ESA legal and policy gap analysis and development of the ESSP 2026-2030. Additional measures introduced to strengthen monitoring and accountability included risk-based Joint Monitoring Visit sampling, learner focus group discussions and sex-disaggregated reporting.

To complement policy reforms, UNESCO and MoPSE implemented nationwide training on Gender-Sensitive STEM Pedagogies under the System Transformation Grant. Between June and July 2026, 918 participants, including teachers, school leaders, inspectors and curriculum specialists, were trained across all ten provinces. Of these, 573 were women and 345 were men.

The training strengthened educators' capacity to identify and address gender bias in STEM education and provided practical approaches for implementing gender-responsive policies in classrooms. Together, the Gender Audit and STEM training created a continuum from policy reform to implementation, supporting gender equality in both education governance and day-to-day teaching and learning.

Overall Assessment

Window 1 achieved substantial progress in strengthening the governance, financing, planning and accountability architecture of Zimbabwe's education sector. It generated the analytical evidence required for development of the ESSP 2026-2030, strengthened parliamentary engagement on education financing, completed the sector's first comprehensive GEDSI Audit, advanced critical policy and legislative reforms, improved monitoring through the JSR and ESPR processes, and expanded efforts to promote inclusion, gender responsiveness and positive discipline. While challenges remain regard

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	Satisfactory (S)

Detailed Description:

i. School Financing Policy

Progress was made in advancing the School Financing Policy and its associated costing and financing simulations through a series of nationwide consultations and technical reviews. The proposed policy seeks to establish a transparent, equity-based financing framework that uses data on school needs, poverty levels, remoteness, and infrastructure gaps to guide resource allocation. Key provisions include a formula-based school funding model, establishment of a National Education Fund to support underserved schools, targeted equalization grants for critical infrastructure needs such as WASH and digital access, and exploration of sustainable domestic financing mechanisms. Once adopted, the policy is expected to strengthen equitable and efficient allocation of education resources, reduce disparities across schools, and improve access to quality education for vulnerable and disadvantaged learners.

Provincial consultations, conducted through focus group discussions, engaged a total of 1,415 stakeholders across all provinces, with participation ranging from 78 stakeholders in Matabeleland South to 232 in Midlands Province. The policy finalization brought together the drafting team, the Ministry of Finance, Economic Development and Investment Promotion (MoFEDIP), and the Public Service Commission, engaging 33 participants.

The consultations strengthened stakeholder ownership of the proposed policy and generated valuable evidence and perspectives to inform the policy design, costing assumptions, and financing scenarios. The draft policy and simulation model were subsequently presented to the Ministry of Finance, Economic Development and Investment Promotion for review. Discussions focused on the rationale for the proposed reforms, alignment with the National Development Strategy 1 (NDS1) and National Development Strategy 2 (NDS2), and the assumptions underpinning population growth projections and fiscal sustainability within the financing model.

Following the writing workshop, the draft School Financing Policy was formally submitted to Treasury for detailed review and input. Treasury acknowledged the policy's objectives but raised concerns regarding affordability and feasibility within the current fiscal environment. Treasury further noted the Government's existing investments in education through teacher remuneration, school feeding programmes, sanitary wear provision, tuition grants-in-aid, school infrastructure development, and textbook distribution.

In response, a multi-stakeholder technical committee was established to address the issues raised and strengthen the policy's evidence base. The committee is undertaking additional analyses, including a comprehensive cost-benefit assessment and alignment of the policy justification with national evidence sources such as the Zimbabwe Learning Assessment (ZIMLAC) and the Zimbabwe National Statistics Agency (ZIMSTAT). These efforts are expected to enhance the policy's fiscal credibility, strengthen its alignment with national priorities, and support informed decision-making for sustainable education financing.

While the policy was not submitted to Cabinet during the reporting period and therefore could not be considered within the 2026 budget cycle, the consultative and technical review processes have strengthened stakeholder consensus and laid an important foundation for the eventual adoption of a more equitable, transparent, and sustainable school financing framework. In the longer term, the policy is expected to contribute to improved resource allocation, reduce financing disparities across schools, and increased access to quality education for vulnerable learners.

The implementation of the Public Expenditure Review (PER)

Under the System Capacity Grant, UNICEF supported MoFEDIP and MoPSE to initiate an Education Public Expenditure Review (PER) covering 2017 to 2023. The inception phase was completed in November 2025, establishing the methodology, stakeholder engagement framework and implementation roadmap for the review. PER is a key system-strengthening initiative that will enhance government capacity for evidence-based planning, budgeting and resource allocation. Through a collaborative process involving government, development partners and civil society, the review will analyze the adequacy, efficiency, effectiveness and equity of education financing and generate recommendations to improve resource allocation, budget execution, accountability and education financing outcomes. The review will also produce a Zimbabwe Education PER Scorecard and dashboard, providing government with practical tools to strengthen expenditure monitoring and support data-driven decision-making beyond the life of the grant.

Implementation has, however, encountered coordination challenges between MoFEDIP and MoPSE, particularly regarding ownership of the process, clarification of the terms of reference, and identification of the lead department and focal points responsible for coordinating inputs across institutions. Given that education financing and public expenditure reviews have significant policy and budgetary implications, discussions have required careful navigation and consensus-building among key stakeholders. UNICEF is facilitating ongoing dialogue to clarify roles, strengthen coordination arrangements and ensure shared ownership of the review process. While these discussions have affected the pace of implementation, they are also helping to establish stronger institutional collaboration and accountability mechanisms that will be critical for the successful completion and uptake of the PER findings. MoPSE and MoFEDIP are to nominate focal persons and designate the lead institution.

Financing environment

As part of strengthening the school governance and financing framework, nationwide consultations on the draft SDC Regulations were held across all ten provinces from 16 to 28 March 2026 two teams, each of seven members, were deployed to cover all ten provinces technical teams engaging SDC members, school heads, education officials, parents and community leaders. A first write shop in Murehwa, Mashonaland East (12 to 18 April 2026) consolidated provincial submissions into an updated draft Statutory Instrument and a consolidated consultation report. Validation of the Draft SDC regulations by MOPSE principals and partners is scheduled for September 2026.

To advance domestic financing, a policy brief on domestic education financing was shared with the Parliamentary Portfolio Committee on Primary Education and the Budget Committee to inform parliamentary

debate, reinforcing the sector's budget monitoring mechanism. A 2026 Basic Education Budget Brief prepared to support this engagement records a MoPSE allocation of ZiG 47.4 billion (approximately US$1.55 billion), equivalent to 16.3% of the national budget (down from 16.9% in 2025) and 2.8% of GDP, with employment costs at 72.1% of the budget, capital expenditure at only 2.7%, and overall execution of about 68% (January to September). Coordination business tracked the distribution of this allocation across MoPSE programmes, persistent SIG bank rejection issues affecting disbursement, and the need to sustain momentum on the School Financing Policy trigger. The Public Expenditure Review and the Budget Brief support the budget-process and Ministry of Finance engagement dimension of this window.

Capacity strengthening of MOPSE staff on financial planning, procurement and budget utilization.
A total of 112 Ministry of Primary and Secondary Education (MoPSE) officials comprising 82 males and 30 females were successfully capacitated in key public financial management and planning areas, including Programme Based Budgeting (PBB), procedures for requesting goods and services, preparation and submission of Annual Procurement Plans (APPs) and Individual Procurement Plans (IPPs), Integrated Results Based Management (IRBM) and its linkage to budgeting processes, as well as the alignment between Annual Work Plans (AWPs) and procurement planning. Through the training, participants gained a clearer understanding of how strategic objectives, planned activities, budgets, and procurement requirements are integrated to support effective service delivery and accountability within the Ministry.

The capacity-building initiative is expected to have a significant impact on systems development within MoPSE. By strengthening staff competencies in planning, budgeting, procurement, and results-based management, the Ministry is better positioned to improve compliance with public finance and procurement regulations, enhance resource utilization, and ensure timely acquisition of goods and services. The training also promotes stronger alignment between policy priorities, annual work plans, budgets, and procurement activities, thereby improving coordination, transparency, efficiency, and achievement of educational sector results. Ultimately, the enhanced capacity of the 112 officers contributes to a more responsive, accountable, and performance-oriented management system within MoPSE.

UNICEF plans to support MoPSE in strengthening warehouse management systems through capacity building of designated warehouse staff, development of inventory management and stock control procedures, and provision of essential warehouse equipment where resources permit. Technical assistance will also be provided to improve storage, tracking, packaging, and distribution processes to enhance accountability, optimize warehouse space, and ensure the timely delivery of teaching and learning materials to schools nationwide.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Satisfactory (S)	Satisfactory (S)

Detailed Description:
Window 3 delivered substantial progress in strengthening MoPSE's capacity to generate, manage and use data for planning, monitoring and decision-making while enhancing sector coordination, accountability and institutional performance. Investments in EMIS, learning assessment systems, sector coordination mechanisms and organizational accountability strengthened the Ministry's stewardship role and improved the evidence base underpinning implementation of the ESSP 2026-2030.
Strengthened Education Data Systems for Evidence-Based Planning

MoPSE successfully finalized and published the 2025 Primary and Secondary Education Statistics Report, providing the official statistical foundation for sector planning, the Education Sector Analysis (ESA), ESSP development and national, regional and international reporting. The report documented 11,793 schools (8,308 primary and 3,485 secondary) serving 4.67 million learners, including 691,068 learners supported through BEAM, and confirmed continued progress towards universal access at primary level, with a Gross Enrolment Ratio of 99.9 percent. Teacher professionalization remained strong, with 97.8 percent of primary and 91.4 percent of secondary teachers professionally trained.

Beyond reporting sector achievements, the EMIS strengthened the Ministry's capacity to identify and respond to emerging challenges. The data highlighted persistent over-age enrolment, affecting approximately 70 percent of learners in Grades 1-4 and 64.9 percent of Grade 7 learners, as well as significant infrastructure and digital connectivity gaps, with internet access available in only 39 percent of

primary schools and 56 percent of secondary schools. These findings directly informed ESSP development, policy dialogue and prioritization of sector investments.

As a result, the EMIS continued to serve as the backbone of evidence-based planning, resource allocation, performance monitoring and accountability across the education sector.

Advanced Digital Transformation of EMIS

Significant progress was made towards implementation of the 2026 EMIS Roadmap, strengthening the transition to a more integrated and digitized education management information system. The Ministry reviewed and piloted the ED46 data collection instrument, enhanced online and offline EMIS platforms, strengthened quality assurance and validation processes, and initiated preparations for data dashboards and centralized data management systems.

Recognizing connectivity limitations in many schools, MoPSE continued to deploy an enhanced offline electronic data collection tool incorporating automated validation controls that improve data accuracy at the point of entry. Combined with strengthened quality assurance processes and centralized data cleaning, these improvements increased the reliability, timeliness and consistency of education data and strengthened the Ministry's ability to generate actionable evidence for policy and management decisions.

Expanded Measurement of Learning Outcomes

To strengthen evidence on learning achievement, an enhanced Foundational Learning Module was integrated into the Multiple Indicator Cluster Survey (MICS). Unlike traditional education indicators that measure participation and attainment, the module directly assesses children's literacy and numeracy competencies.

The assessment instruments were successfully contextualized, translated into local languages, piloted and implemented nationwide. Completion of data collection represents an important milestone in strengthening Zimbabwe's learning assessment architecture and will provide valuable evidence to inform foundational learning programmes, curriculum reforms and future investments aimed at improving literacy and numeracy outcomes.

Strengthened Capacity for Data Collection, Analysis and Use

UNICEF support strengthened institutional capacity across national, provincial, district and school levels. A total of 82 MoPSE personnel (40 male and 42 female) were trained in electronic data collection, quality assurance, validation procedures, troubleshooting and utilization of enhanced EMIS tools.

Participants were further trained in data analysis techniques, including the use of Excel PivotTables to generate, interpret and use key education indicators for planning and management. The trained officers subsequently cascaded these skills to school heads, strengthening data quality and reporting throughout the education system.

As a result, the Ministry strengthened the end-to-end education data chain from schools to national level, increased the use of evidence in decision-making, and enhanced institutional capacity to transform data into actionable information. Development of executive dashboards is underway and is expected to further strengthen strategic oversight and performance management.

Strengthened Government Leadership and Sector Coordination

MoPSE maintained a fully functional sector coordination architecture through the Education Partnership Steering Committee (EPSC) and the Education Coordination Group (ECG). All six planned coordination meetings were convened on schedule, supported by formal agendas, documented proceedings and action-tracking mechanisms that strengthened accountability and follow-up.

The coordination platforms brought together 185 stakeholders, including government, development partners and civil society organizations, with women accounting for 53 percent of total participation. This ensured broad stakeholder engagement and strengthened inclusive sector dialogue.

A major achievement during the reporting period was the progressive transfer of coordination functions from externally supported structures to MoPSE. Through mentoring, coaching and participation in coordination processes, Ministry structures increasingly assumed responsibility for leading sector dialogue, coordinating partners, convening stakeholders and managing evidence-based planning processes.

This transition represents a significant step towards sustainable government ownership of sector coordination and aligns with the objectives of the GPE System Capacity Grant.

The Ministry further strengthened institutional arrangements through restructuring of its planning and research functions, creating dedicated Strategic Planning, Monitoring and Evaluation and Research and Statistics departments. These reforms strengthened institutional mandates for planning, monitoring, research and evidence generation.

Improved Coordination of GPE Processes and Education Financing

The ECG continued to provide an effective platform for strategic engagement with the Global Partnership for Education (GPE). Coordination mechanisms supported implementation of recommendations arising from the 2025 GPE mission, preparation for future financing opportunities and planning for the revised Partnership Compact and ESSP 2026-2030.

A significant financing result was achieved through endorsement of the registration of 247 satellite schools, enabling Zimbabwe to successfully meet a GPE Top-Up trigger. Approval in July 2026 and subsequent disbursement of funds in August 2026 demonstrated the effectiveness of the coordination architecture in translating policy and monitoring processes into tangible financing outcomes.

The coordination mechanisms also strengthened engagement with Parliament and the Ministry of Finance through the School Financing Policy process, Public Expenditure Review and education budget dialogue, contributing to stronger alignment between sector priorities and financing decisions.

Strengthened Capacity Across the GPE Enabling Factors

Results achieved under Window 3 contributed directly to strengthening all five GPE enabling factors:

Data and Evidence: MoPSE institutionalized a timely annual EMIS cycle, strengthened the Zimbabwe Early Learning Assessment through digitization and Optical Mark Recognition technology, reduced assessment validation time to five days, and improved data triangulation through Joint Monitoring Visits and the ESA.

Inclusive Sector Dialogue: The EPSC-ECG coordination architecture remained fully operational and inclusive, consistently convening stakeholders and strengthening civil society participation through the active engagement of ECOZI.

Coordinated Financing: Sector coordination mechanisms contributed to successful achievement of a GPE Top-Up trigger, improved transparency through regular budget reporting, strengthened donor alignment with ESSP priorities and enhanced engagement with financing stakeholders.

Gender-Responsive and Inclusive Planning: The GEDSI Audit, Inclusive Education Policy processes, risk-based Joint Monitoring Visits, learner focus group discussions and sex-disaggregated reporting strengthened the Ministry's ability to identify and respond to inequalities.

System Capacity: Planning processes became increasingly evidence-driven, with ESA findings, JMV evidence and other analytical work directly informing ESSP development, programme targeting and resource allocation decisions.

Strengthened Institutional Accountability and Organizational Performance

To strengthen accountability and evidence-based management, MoPSE conducted its first nationwide Employee Satisfaction Survey alongside a Client Satisfaction Survey covering multiple education stakeholder groups.

The Employee Satisfaction Survey established a baseline Employee Satisfaction Index of 59.54 percent, providing the Ministry with its first comprehensive assessment of workforce perceptions and institutional performance. The survey identified important strengths, including communication, teamwork and staff commitment to the Ministry's mandate, while highlighting areas requiring improvement in career

progression, leadership support, staff motivation and workplace conditions.
Communication emerged as the strongest-performing dimension, scoring 70.61 percent, while promotional opportunities scored lowest at 49.98 percent, reflecting concerns regarding career advancement and promotion transparency. Satisfaction with supervision and leadership support stood at 57.76 percent, and the Nature of Tasks Satisfaction Index scored 56.14 percent, indicating opportunities to strengthen employee engagement, workplace support and organizational effectiveness.
The findings have informed a targeted institutional improvement agenda focused on leadership development, transparent promotion pathways, succession planning, staff motivation, improved communication systems and enhanced workplace conditions. Equally important, the survey established an institutional accountability mechanism that will enable annual tracking of organizational performance and workforce satisfaction.

MoPSE plans to institutionalize annual satisfaction surveys and develop a structured Employee Satisfaction Improvement Plan to ensure continuous learning and organizational strengthening. These actions are expected to contribute to improved staff retention, stronger institutional performance and more effective education service delivery.

Window 3 made a significant contribution to strengthening the systems and institutional capacities required for effective sector governance. Investments in data systems, learning measurement, coordination mechanisms, accountability processes and organizational performance strengthened MoPSE's ability to generate and use evidence, coordinate stakeholders, mobilize financing and lead sector reforms.

The publication of the EMIS report, implementation of the 2026 EMIS Roadmap, strengthened learning assessment systems, successful coordination of GPE financing processes, enhanced government leadership of sector dialogue and establishment of the Ministry's first employee satisfaction baseline collectively strengthened the foundations for implementation of the ESSP 2026-2030. While sustainability challenges remain, particularly in relation to policy approvals, financing constraints and transition from externally funded support, Window 3 has delivered measurable improvements in institutional capacity, system resilience and accountability across the education sector.

Lessons, innovative/promising practices

The following are some of the emerging successful practices and innovative interventions during the report period for this grant:

Innovative Interventions:
• Risk-targeted monitoring. The Term 2 Joint Monitoring Visit moved from representative to risk-targeted sampling, deliberately selecting schools with zero per cent pass rates, high numbers of non-readers and hard-to-reach locations. The change is methodologically significant. Representative sampling produces a reliable national picture but averages away the schools where failure is concentrated, and a national average conceals the schools at which no learner passed. Targeting inverts the logic: it accepts a loss of national representativeness in exchange for detailed evidence about the schools where intervention is most urgent. The practical result is that the Ministry can now identify its weakest schools by name and direct supervision, materials and remediation accordingly, rather than distributing support evenly across a system with very unequal need. The lesson is that the two approaches (representative sampling and risk-targeted sampling) are complementary and should alternate by term, with representative rounds establishing trends and targeted rounds diagnosing failure. Sustaining this requires that the risk criteria (the risk criteria are schools with 0% pass rates, high numbers of non-readers, and hard-to-reach status, drawn from EMIS and ZELA data) be updated annually from EMIS and ZELA data so that targeting follows current evidence.
• Learner voice in monitoring. The Term 1 Joint Monitoring Visit introduced pupil focus group discussions for the first time, capturing learner perspectives on governance, discipline and child protection. This addressed a structural blind spot: monitoring had previously relied on school heads and officials reporting on conditions they are themselves responsible for. Learners reported matters that adults do not, including whether suggestion boxes are trusted or feared, whether child protection committees are visible to those they protect, and whether disciplinary practice has genuinely moved away from corporal punishment. Several findings diverged from official accounts, which is precisely the value of the method. For safeguarding, learner testimony is not a supplementary perspective but the primary evidence of whether protective structure’s function. The lesson is that learner consultation should become a standing component of monitoring rather than a one-off innovation, with attention to confidentiality and to ensuring that girls, learners with disabilities and out-of-school-risk learners are included and that what learners report is acted upon.
• Local technical innovation. During the ZELA 2025 cycle, a custom software solution developed in-house resolved a data validation bottleneck caused by the availability of only one validation machine, reducing

final validation to five days. The immediate result was that assessment results reached decisionmakers materially sooner, which determines whether findings arrive in time to shape teaching. The wider significance concerns capacity: the constraint was resolved by a teacher within the system rather than by external technical assistance or additional procurement, at negligible cost. This is evidence of genuine technical capability within the Ministry, of exactly the kind that sustains systems after donor programmes end. The lesson is that such capability should be identified and supported deliberately, through a mechanism to document and reuse internally developed solutions, so that local innovation is retained and scaled rather than remaining dependent on individuals.

Successful Practices

• Evidence triangulation. The Education Sector Analysis, the three Joint Monitoring Visits, EMIS and coordination records independently corroborate the same systemic issues, including the literacy and non-reader crisis, satellite-school disadvantage, financing and BEAM gaps, teacher deployment and subject mismatch, and water and sanitation shortfalls. Convergence from independent sources using different methods, national statistics, school-level observation, learner testimony and sector-wide analysis, gives findings a robustness that no single source could provide, and makes them considerably harder to dispute in planning and budget negotiations. It also indicates a maturing evidence function: the Ministry is no longer producing isolated reports but an interlocking body of evidence in which sources can be checked against one another. The lesson is that this convergence should be made explicit in planning documents and used deliberately, since triangulated findings are the strongest available basis for prioritizing expenditure.

Impact stories

Education Management Information System Human interest story is attached as a document

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	2025 Annual Statistical Report.pdf	Knowledge Product	
2	UNICEF ESSP MTR Final Report.pdf	Evaluation Report	Formative evaluation of the ESSP 2021-2025
2	2025 Educatio Sesctor Perfomance Report 2026.pdf	Knowledge Product	Education Sector Performance report
2	Education Sector Analysis Report 2026.pdf	Knowledge Product	
2	JMV_REPORT_TERM_1_2026.pdf	Knowledge Product	
2	Final JMV Report_Term 2_2026.pdf	Knowledge Product	
2	EMIS Human Interest Story.docx	Knowledge Product	Human Interest Story

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
2,955,955	2,145,995.31	72.6	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

The underspending is as a result of delayed activities especially the Education Public Expenditure Review and the Development of the Education Sector Strategic Plan. Although these activities are delayed the ESSP 2026-2030 has firm commitments that will soon be converted to actuals.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

1,654,367

Total Expenditure for the Current Reporting Period

1,439,842.22

Explanation for underspending or overspending in excess of 10%

The underspending is as a result of delayed activities especially the Education Public Expenditure Review and the Development of the Education Sector Strategic Plan. Although these activities are delayed the ESSP 2026-2030 has firm commitments that will soon be converted to actuals.

Management Performance

Level of management performance

Satisfactory (S)

Detailed Description

UNICEF has played a central role in ensuring compliance among stakeholders and partners by leveraging robust internal processes across planning, implementation, fund utilization, and expenditure tracking, enabling effective and impactful programme delivery.

Disbursed funds are managed through the Harmonized Approach to Cash Transfers (HACT), which includes programme monitoring visits, financial spot checks, and quarterly programme reviews. This framework ensures that activities are implemented as planned and that expenditure is closely monitored. Compliance and risk management are further strengthened through a dynamic monitoring system that is regularly updated to identify and address emerging issues.

Procurement processes are guided by UNICEF's stringent internal control mechanisms, with the Human Resources and Supply Sections providing end-to-end technical support. This includes the recruitment of consultants as well as the procurement of venues for meetings and workshops. These oversight processes help mitigate risks related to partner capacity, quality, timeliness, and safety, while safeguarding the reputations of both UNICEF and its donors.

UNICEF works closely with the Ministry of Primary and Secondary Education (MoPSE), the Education Partners Steering Committee (chaired by the Permanent Secretary), and other stakeholders through quarterly decision-making meetings and bi-quarterly implementation review committees. These engagements promote alignment, responsiveness, and adaptive programme management.

In addition, monthly bilateral meetings are held between the Chief of Education, the Permanent Secretary, Chief Directors, and technical teams across education sub-sectors to review progress and address

implementation challenges. While delays in convening high-level coordination forums such as the Education Coordination Group (ECG) have previously affected timely strategic decision-making and problem-solving, the establishment of the ECG Secretariat under the Sector Coordination Group (SCG) has significantly strengthened sector coordination. This has improved the organization, regularity, and effectiveness of these critical engagement platforms.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?

Highly Likely

Detailed Description

The request for an extension will primarily be driven by external factors outside the direct control of the Grant Agent that have affected the implementation timeline of key activities. These include delays associated with procurement (delays in getting specifications from MOPSE), extended stakeholder review and approval requirements, evolving schedules and availability of key partners, and operational challenges encountered in coordinating national-level government engagements. In addition, broader economic and administrative constraints have impacted on the pace of implementation. Some savings have been also made which given the funding landscape reduction and the constraints on fiscus space must be utilized for the best benefit of the education sector. As a result, additional time is required to ensure the completion of planned activities, maintain the quality of outputs, and achieve the intended project outcomes.

The activities may include the following.

? Continuing with the Engagement the Parliamentarian Portfolio Committee PPC on education to advocate for increased domestic financing of education to meet the Dakar threshold and the Kenyatta Declaration

? Finalize the Public Expenditures Review

? Readjust the costing of the draft School financing policy for resubmission to cabinet and undertake consultations on the new costed version.

? Continuing capacity strengthening of MOPSE personnel.

? Finalize the e-EMIS.

? Continue the support to MOPSE coordination.

Annexes

Annex 1: List of Acronyms

Acronym	Description
DSI	District School Inspector
ECG	Education Coordination Group
EMIS	Education Management Information System
ECOZI	Education Coalition of Zimbabwe

ESA	Education Sector Analysis
ESPR	Education Sector Performance Report
ESSP	Education Sector Strategic Plan
FCDO	Foreign Commonwealth and Development Office
JSR	Joint Sector Review
GPE	Global Partnership for Education
ICT	Information Communication Technology
JMV	Joint Monitoring Visit
LEG	Local Education Group
MoFEDDIP	Ministry of Finance, Economic Development and Investment Promotion
MoHTEISTD	Ministry of Higher and Tertiary Education, Innovation, Science and Technology
MoHCC	Ministry of Health and Child Care
MoPSE	Ministry of Primary and Secondary Education
NER	Net Enrolment Rate
PBB	Programme Based Budget
PPC	Parliamentary Portfolio Committee
SCG	System Capacity Grant
SPPRS	Strategic Policy, Planning, Research and Statistics
TPC	Teaching Professions Council
ToR	Terms of Reference
UNESCO	United Nations Education and Scientific and Cultural Organisation
UNICEF	United Nations Children’s Fund
USD	United States Dollar
ZIMSEC	Zimbabwe School Examinations Council
SFP	School Financing Policy

OPC	Office of the President and Cabinet
TEACH	Teacher Effectiveness and Equitable Access for All Children
ZIMSTAT	Zimbabwe National Statistical Agency
PER	Public Expenditure Review
ECD	Early Childhood Development
HRD	Human Resources and Discipline
LePS	Learner Welfare and Psychological Services
FAD	Finance and Administration
RFP	Request for Proposal
LTA	Long Term Agreement
HACT	Harmonized Approach to Cash Transfers
BEAM	Basic Education Assistance Module
CTDS	Curriculum Development and Technical Services
CwDs	Children with Disabilities
CDP	Continuous Professional Development

[1] Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[2] Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[3] tooltip