Report on the Joint Education Sector Performance Review Workshop held at the Management Training Bureau 29 – 30 July 2015

(Prepared by Prof. O.E. Maravanyika - Workshop Facilitator)

INTRODUCTION AND BACKGROUND TO THE WORKSHOP

The Ministry of Primary and Secondary Education together with its co-operating partners in education held a joint Education Sector Performance Review Workshop from 29th to the 30th July 2015. The main purpose of the workshop was to review the performance of the primary and secondary education sub-sector in relation to the goals and targets that were set for the 2011-2015 Education Mid Term Plan (EMTP). The information gathered was intended to indicate successes, constraints, challenges, best practices and general lessons learnt against each of the agreed key strategic priorities for the plan period with a view to define future operations as part of the process to prepare the Ministry's strategic plan for the period 2016- 2020. The other processes that will identify key priorities for service delivery in preparation for the 2016-2020 strategic plan include an education sector analysis, the 7 – 9 October 2014 Education Sector Performance Review Workshop and the launching of a national debate using interviews, press releases and a variety of media and conference to stimulate discussion around key questions.

More specifically, the sector review workshop was intended to:

- examine the legal, budgeting and policy framework guiding the sector with a focus on the extent to which it has facilitated or hindered the achievement of the sector's goals;
- review the main programmes or interventions implemented during the period 2011 to date against targets set for this period and highlighting successes achieved and the bottlenecks or constraints encountered;
- highlight lessons learnt so far from implementation of various components of the 2011-2015 sector plan and how these can be applied to enhance the sector's future performance; and,
- provide concrete recommendations on the actions and strategies to be implemented in order to enhance the sectors performance in the next plan period 2016- 2020.

Thus this Education Sector Review Workshop Report is going to attempt to summarize and capture the main proceedings and deliberations of the workshop – the key discussion points, emerging issues and pointers towards a clear path leading to the development of the Education Sector Strategic Plan 2016- 2020. The focus on issues emerging from various presentations would be with regards to their contributions to successes, constraints, bottlenecks or challenges against the key strategic priorities in the Mid Term Plan 2011- 2015.

The report structure includes the introduction and background to the workshop above, workshop objectives and expected outputs, remarks, observations and expectations from the Minister, the Permanent Secretary and representatives of co-operating partners and other stakeholders who included civil society represented by

the Education Coalition of Zimbabwe, the Global Partnership for Education, DFID, UNESCO and UNICEF; key presentations, plenary sessions and group discussions along focused performance areas which included access and participation equity, quality education, the curriculum, school and system governance, teacher capacity development and school infrastructure. These were largely anchored to the strategic priorities and the position papers emphasized the status of the education aspect under discussion with the baseline of 2010 as per EMTP document identifying successes, challenges, constraints and implications for future planning.

WORKSHOP OBJECTIVES AND EXPECTED OUTCOMES (MR P. MUZAVAZI)

In his introductory remarks, Mr Muzavazi emphasized that the Education Sector Review Workshop was an inclusive activity starting from the Ministry itself where representation was from the Head Office, provinces, districts and even classrooms. Other participants came from Civil Society and most importantly from the Ministry's cooperating partners. The idea was to encourage transparency in interrogating seminal issues that affect education services delivery.

The objectives of the workshop were:

- to review the 2011-15 Education Sector priorities and demonstrate results on key performance indicators;
- analyse the current situation vis-à-vis the priorities;
- identify successes, strengths, challenges for mapping the way forward;
- plan for a holistic review of the Education Sector;
- strengthen partnerships in education.

Other objectives were more long term and included:

- building a stronger dialogue on education development;
- develop a culture of working for quality results.

The objectives and expected outcomes attempted to keep the deliberations more focused over the two day workshop period.

REMARKS BY THE PERMANENT SECRETARY

In her broad but succinct overview of the significance of the current education sector review, the Permanent Secretary indicated that the review marked a significant era in education in this country as the issues that were going to be discussed would play a pivotal role in determining the future of education in the country. The issues discussed would form part of the inputs for the Education Sector Strategic Plan 2016 -2020. She expressed her Ministry's commitment to the exercise and thanked co-operating partners, some of them represented in the workshop, for their assistance and co-operation in an effort to revive the fortunes of education in this country. She specifically mentioned the World Bank and UNDP for their technical support to the sub-sector and hoped that this team spirit would continue to the mutual benefit of all involved including the learners themselves with their varied needs.

THE MINISTER HON. DR. L.D.K. DOKORA'S KEY NOTE ADDRESS ON THE OCCASION OF THE JOINT EDUCATION SECTOR PERFORMANCE REVIEW WORKSHOP HELD AT THE MANAGEMENT TRAINING BUREAU 29 – 30 JULY 2015

In his key note address the Hon. Minister appreciated the overwhelming response by delegates from diverse backgrounds invited to attend the workshop as the Ministry would benefit from the invitees' combined inputs. He highlighted the importance of such partnerships for the sake of collective responsibility to Zimbabwean children. The Minister noted that the review was a revisit of 2011-15 sector plan where agreement was reached on what key stakeholders expressed as key priorities. In 2014 the Ministry had reviewed the 3rd quarter performance of the sector plan focussing on the main objectives of the sector review as stated in the current review documents. He noted that two days were not adequate to review the performance of the primary and secondary education subsector across all key dimensions spanning a period of five years but that the programme attempted to give the review a sharp focus. That in itself he continued, would make us cautious that we did not arrive at conclusions regarding the sector given the limited scope and narrow focus given to the review. He emphasized however that the workshop needed to identify the systems strengths as we sought to address the deficiencies and challenges observed with a view to yield benefits to every child in Zimbabwe regardless of sex, location, socio-economic status, ethnic or linguistic group and ability status. To facilitate this process, Ministry had been able to generate useful information of high quality to inform the review in addition to data from other sources such as Population Census, PICES and MICS. In addition the context of the review helpful to the process included the adoption of the new constitution in 2013 and new government ushered in following the 2013 harmonized elections whose several sector Ministries were reconfigured including his Ministry, and, development of Zim Asset and its adoption as the new national planning framework. The review needed to take all these events into account. The Minister reminded his audience that the review was part of the bigger process towards coming up with an Education Sector Strategic Plan for 2016-20 for the Ministry which encompassed other activities. The hope was that all concerned would join the debates around the priorities that the subsector should focus on in the subsequent 2016-2020 plan.

The Minister concluded his remarks by thanking partners who had made huge investments financial or otherwise in the subsector including the Education Development Fund partners and the Global Partnership for Education. He then wished all the invitees well and declared the workshop officially opened.

CIVIL SOCIETY: THE EDUCATION COALITION OF ZIMBABWE

Mr M. Rafomoyo represented the Education Coalition of Zimbabwe which is a network of civil society organizations which co-ordinate civil society to speak with one voice. The organization held the view that education should adopt a multi-sectoral approach in terms of its planning and development. Education should engage players at local, district and provincial levels and continue to engage with co-operating partners for the mutual benefit of all concerned. It should also leverage services and support from micro to macro levels. Such an inclusive approach would

promote accountability and transparency that stem from the involvement of civil society itself.

GLOBAL PARTNERSHIP FOR EDUCATION

Lucinda Elana Ramos Ms Alcontara commended the Ministry for its planning strategy of broad consultations and holding meetings and workshops. She advised that this approach to planning should be part of the Ministry's DNA. She also advised on the need for an equitable investment in resources across the education system from ECD upwards and noted that sector plans should assist in identifying areas of greatest need. She observed that the cornerstone of every education system was the one that looked at the success of its students citing South Korea which she said had benefited from the hard work of its students. She further advised that the sector plan should be evidence based where indications from statistical analysis may suggest what is feasible and achievable. The sector plan should be realistically coasted on the evidence of current practice. The country should count on the continuing support of the Global Partnership for Education.

DFID – (DR. STEVE HARVEY)

Dr. Steve Harvey announced that £24 million to be managed by UNICEF would be made available to Zimbabwe during the period 2015- 2018. This would be in addition to the DFID 2012-2015 commitment. He expressed DFID confidence in EDF and that as an organization they had noted progress in the implementation of GPE related programmes. He noted however that one of the challenges facing Zimbabwe was that some parents were unable to pay school fees. Upward of 830,000 children between the ages 3 – 17 were out of school. EDF could help some of these children back into school. He observed that the review would be of particular significance in highlighting and addressing some of these challenges. DFID looked forward to continuing its partnership with the Ministry and other co-operating partners in implementing education programmes in Zimbabwe for the benefit of the 4 million school going children.

UNICEF: DR. HOSANI

Dr. Hosani observed that the future belonged to children and hence the need for their voices in the planning process. Enrolment trends in Zimbabwe were among the highest in Africa with participation rates equally high in primary and other levels. The provision of text-books had improved to 1:1 in core text-books and there was a significant improvement in the provision of ECD classes across the country (see Table 1 below).

Table 1: Number of Schools by Level and Year

	ECD		Primary		Secondary	
	No. of Schools	% increase	No. of Schools	% increase	No. of Schools	% increase
2006	...		4834		1621	
2009	...	...	4865	0.64%	1641	1.23%
2010	5114	...	5646	16.05%	2237	36.32%
2012	5625	9.99%	5753	1.90%	2312	3.35%
2013	5669	0.78%	5805	0.90%	2374	2.68%

The Ministry had launched a curriculum review exercise that was going to cater for the learning needs of pupils with different aptitudes, talents and abilities. The needs of poor children and those with disabilities needed to be constantly monitored as their performance tended to fall behind that of the rest. Opportunities existed for education to be used to address and mitigate the negative impact of the myriad of challenges that the country was facing. The children present were advised not to think of themselves only but to consider the interests and welfare of other children as well.

FACILITATOR PROF. O.E. MARAVANYIKA

Introducing Workshop Sessions

In his introductory remarks, the workshop facilitator emphasized that overally the main goal of the workshop was to gather information on the performance of the 2011-2015 EMTP with a view to using the information in defining future education priorities in the 2016-2020 Education Sector Strategic Plan. The presentations in the workshop sessions were expected to demonstrate the results so far on key performance indicators with regards to successes, constraints, bottlenecks and lessons learnt against each of the seven strategic priority areas in the EMTP 2011-15. He reminded the participants that they should be mindful of the fact that these processes would lead to the bigger picture of developing and defining the brand-Education Zimbabwe – with a dual role of being custodian of our heritage and broader values as a nation on the one hand and also a transformative role thus balancing between tradition and modernity; defining our role at the interface with other cultures in a globalizing world on the one hand and also finding anchor and security in our values and traditions on the other. The content and values embedded in education should as a socializing process prepare the young not to make errors of judgment in the event that they are confronted with novel situations that the school might not have prepared them for. He emphasized that our education proposals should assist in training the young for a future they can do something about rather than speculate on.

Education Sector Review Context Mr P. Muzavazi

The presentation included an identification of key historical milestones in the development of education in Zimbabwe since independence in 1980 which included the internal and national planning context and targets, the planning framework recent developments, the legal and policy framework, economic and budgetary framework, infrastructure, and, a summary of achievements, challenges and lessons learnt. From each of the above the paper identified what were considered to be key developments or performance indicators and highlighted how they had contributed to successes, challenges, and constraints and how they could assist in mapping the way forward. This report is not going to review everything in the presentation. A few items only have been selected for their topicality. The whole presentation is attached as Appendix I as it forms the basis of analysis in subsequent sections of the report.

Historical Context

1980 – 1989

The attainment of independence in 1980 resulted in an increase in numbers of both schools and pupils in primary and secondary schools.

At primary level there was near achievement of UPE largely due to:

- rebuilding of schools destroyed during the liberation war;
- building new schools in new resettlement areas;
- introducing more streams in existing schools to cope with increasing numbers of pupils largely as a result of the removal of tuition fees;
- the mushrooming of new private schools largely by white parents removing their children from the deracialised state system;
- more extensive use of existing space especially in former Group A schools where there was underutilization of space due for example to white emigration during the liberation war;
- double sessioning or hot seating; and
- removing age restrictions on entry to primary schools largely to accommodate returning war refugees from neighbouring countries such as Zambia and Mozambique and those who had been internally displaced by the war such as those who had been kept in 'keeps' or 'protected villages'.

As a consequence of the above primary schools increased from 3161 in 1980 to 4501 in 1989. The number of pupils increased from 819586 in 1980 to 2274178 in 1989.

In secondary schools the expansion was even more phenomenal from 177 schools at independence to 1502 by 1989 an increase of 750%. Although education for Europeans, Asians and Coloureds was compulsory up to the ages of between 15 and 16 thus ensuring a 100% transition from primary to secondary schools, for Africans only 12.5% had access to academic secondary schools, 37.5% to F2 vocational secondary schools and the remaining 50% were not catered for in the formal system. In practice however only about 20% of primary school leavers found places in either the academic or the vocational and the majority were in academic secondary schools. Expansion in secondary schools took more or less the same strategies as in primary schools except that in secondary schools some primary schools were allowed to offer secondary schools subjects and were known as Upper Tops which in time became satellite schools of existing and established secondary schools. These measures resulted in a maximum primary/secondary transition rate of above 80% in the middle 1980s declining to about 70% towards the end of the decade. The number of pupils increased from 66215 in 1980 to 695612 by 1989. Tables 2 and 3 below indicate how the growth trajectory developed from 1980 to 2013. Subsequent analysis on access, participation, equity, efficiency and relevance can best be understood within the context of this growth pattern.

Table 2: Progressive Increase of Primary and Secondary Schools from 1980 - 2013

	1980	1989	2006	2010	2013
Primary	3161	4501	4834	5646	5805
Secondary	177	1502	1621	2237	2374

Table 3: Progressive Increase of Primary and Secondary Pupils Enrolments 1980 - 2013

	1980	1989	2006	2009	2013
Primary	819586	2274178	2445520	2478990	2663187
Secondary	66215	695612	831488	778235	957461

[Both Tables 2 and 3 adapted from MOE and Culture (see Reports 1979-89) and EMIS 2013].

Successes

These included expansion of secondary education from 177 schools in 1980 to over 2372 by the end of 2013. UPE was almost achieved and innovative ways of teacher education including the Zintecization of conventional teacher education were adopted.

Challenges

Removing of bottlenecks between primary and secondary education created challenges of inadequate schools, hence creation of Upper Tops; there were also challenges of poor schools infrastructure, shortage of staff accommodation in schools, employment of temporary teachers resulting in high staff turnover, shortage of qualified teachers in critical subjects such as maths, science and English and poor school administration due to employment of acting unqualified heads.

Lessons learnt and the way forward

Thirty-five years on, the above challenges and constraints have negatively impacted on the system as they have remained inadequately addressed due to financial constraints. ESAP, economic sanctions, droughts and the fall of the Zimbabwe dollar have resulted in low revenue collection by government which in turn resulted in limited funding of government activities including education. This is inspite of the fact that government spends over 28% of its budget on education compared to about 22% in the region.

1990 The Jomtien conference and EFA agenda.

Successes

Zimbabwe had already adopted a policy of UPE and unlimited access to secondary education by 1990. This was, in terms of access, more than what Jomtien offered i.e. nine years of basic education although this was adjusted in Dakar 2000.

Challenges

EFA has not lived up to its promise as the various local and global monitoring reports have indicated over the years. In Zimbabwe there are problems of access to quality education in new resettlement areas; in some cases children have to walk long distances up to 10 km one way to school, there may be no schools at all for some in the resettlement areas, some schools were hastily opened with pupils learning in pole and dagga structures or tobacco barns. In some cases these schools are manned by unqualified temporary teachers as qualified teachers tend to shun the schools due to unfavourable living and working conditions. This is inspite of the undertaking made in Dakar that adequate resources would be available to meet genuine EFA objectives.

Lessons Learnt and Way Forward

Bringing schools closer to pupils in resettlement areas may not be a viable option because the pupils might be too few to justify that option. Introducing subsidized boarding education for these areas might be a reasonable option bearing in mind that the parents themselves may not afford the real economic fees.

1990 – 2000 ESAP, cost sharing model

The adoption of the ESAP and general trade liberalization policies at the instigation of the Bretton Woods institutions saw a consequent decline in government expenditure in service sectors including education (Mavhunga et al) real government expenditure fell by 14% in the 1991-2 period. Cost recovery measures were introduced resulting in re-introduction of school fees in primary schools that had been scrapped at independence. This resulted in an increase in school dropouts as parents failed to pay. Some parents in urban areas transferred their children to rural areas where fees were lower, but putting pressure on historically underfunded and under resourced schools – a legacy of the colonial era. Subsequent economic underperformance due to such factors as drought, and economic sanctions reduced revenue to government and unemployment among the population disempowered households to send pupils to school thus entrenching the phenomenon of dropouts (see tables 4 and 5 below).

Table 4: Primary drop outs by reason

Reason	Males	Females	Total	% Female	% Total
Absconded	591	440	1031	42.68%	17.35%
Death	318	207	525	39.43%	8.84%
Expulsion	110	24	134	17.91%	2.26%
Illness	208	115	323	35.60%	5.44%
Marriage	126	110	236	46.61%	3.97%
Other	396	288	684	42.11%	11.51%
Pregnancy	154	71	225	31.56%	3.79%
School Fees	1646	1138	2784	40.88%	46.85%
Total	3549	2393	5942	40.27%	100.00%

The table above shows national dropouts by reason for primary education. About 40% of all dropouts are females. School fees, abscondment and other are the major reasons for dropout (extracted from MOPSE Annual Statistical Report 2013).

Table 5: Secondary Drop outs by reason

Reason	Males	Females	Total	% Female	% Total
Absconded	499	402	901	44.62%	15.16%
Death	268	224	492	45.53%	8.28%
Expulsion	178	126	304	41.45%	5.12%
Illness	253	208	461	45.12%	7.76%
Marriage	390	801	1191	67.25%	20.04%
Other	427	390	817	47.74%	13.75%
Pregnancy	293	563	856	65.77%	14.41%
School Fees	1226	1063	2289	46.44%	38.52%
Total	3534	3777	7311	51.66%	100.00%

The table above shows national secondary school dropouts by reason and sex. About 52% of secondary droputs are females. School fees, marriage, and abscondment are the major reasons for student dropout (extracted from MOPSE Annual Statistical Report 2013).

Successes

ESAP did not bring any tangible benefits to education in Zimbabwe.

Challenges

Decline in government expenditure in social services including education; per capita grant declined in real terms from Z$28.70 to Z$23.71; cost recovery measures saw reintroduction of school fees resulting in children from poor households dropping out of school. Over the years this trend of events has worsened as the country experienced an economic down turn due to persistent droughts, lack of credit lines and balance of payment support, debt overhang and decline in donor support and FDI. Those have resulted in the brain drain of teachers looking for greener pastures, unavailability of adequate resources in schools, etc. By 2009 the Ministry had lost over 20 000 teachers largely due to unfavourable conditions of service.

Lessons learnt and way forward

There is a need for government and the Bretton Woods institution to resolve their differences as a positive signal from the Bretton Woods institutions could trigger an interest in Zimbabwe that might open up frozen credit lines, rescheduling of the debt overhang, and a possibility to attract FDI. This might increase government revenue which could then be used to fund education resulting in an improvement in education service delivery.

Planning framework recent developments

2010 – 2011 Development of National MTP and 2011 – 2015 Education Sector Plan for Primary and Secondary

The development of EMTP (2011-2015) is no doubt one of the most significant recent planning frameworks in education. The EMTP (2011-2015) was a result of broad consultations throughout the country involving a variety of stakeholders such as local authorities, parent, communities, SDCs, school heads, teachers and learners with a view to guide processes that would lead to the provision of a quality all round education from ECD to A'level. The progress and massive gains in education provision at independence had been eroded largely by economic under performance resulting in ESAP characterized by trade liberalization and other cost recovery measures. The resultant economic instability and unpredictability in the level of revenue available to education (and other sectors as well) made planning and budgeting a challenging exercise largely due to underfunding. EMTP 2011-15 came up with a raft of intervention proposals emanating from wider consultations and from the Interim Education Strategy before it, intended to arrest and reverse this deterioration. The proposals were reduced to seven strategic priorities with various activities reduced to measurable performance indicators to facilitate the education renewal process and to facilitate monitoring evaluation and accountability. A review of the EMTP would contribute towards the development of the Education Sector Strategic Plan 2016-2020.

Successes

- introduced an inclusive education planning model based on broad consultations across key stakeholders and across different sectors of the economy using a variety of data collection and analysis strategies. The same approach was to be used during the curriculum review exercise;
- introduced and applied efficient data collection and analysis methods such as EMIS to allow the data to 'speak' for itself as it were on trends and patterns in the system that needed to be addressed e.g. issues of trends and patterns in access and participation; wastage e.g. dropouts, drop-ins, repetition, trends in exclusion patterns, etc;
- equity-identifying areas of greatest need where interventions might be most effective; justifying distribution of limited resources; quality assurance-patterns of performance through exam results across different types of schools, in different physical locations, by gender and by distribution of qualified or unqualified specialist teachers;
- provided an opportunity for serious reengagement with co-operating partners such as the World Bank, UNDP, DFID, GPE that resulted in the flow of resources to education in the form of technical advice and engaging experts on various projects such as education sector review, plans for education sector strategic plan, teacher in service training for special subjects areas, BEAM, strengthening education management, etc. (DFID announced a further injection of £24m for the 2016-2018 period).

Challenges

- the Ministry might need its own information dissemination systems both print and electronic. It's possible most of its sterling work goes unnoticed;
- it might also need training of personnel in technical specialist areas related to planning where it has largely depended on outsourcing but with limited ability to monitor the processes.

Lessons learnt and way forward

Strategies applied in EMTP 2011-2015 provide a dependable basis for future education sector strategic planning. Similar analysis could be carried out under internal and individual planning context and targets; legal and policy framework, economic and budgetary framework, and infrastructure but their influence would be brought to bear in the context of specific presentation such as improving the conditions of learning; school and systems government and structures and systems etc. In broad terms the presentation identified some achievements and challenges that cover the above topics.

Achievements

These include legal and policy framework that support Education for All; high level of political commitment to education, high systems resilience based on strong parental support base and strong partnerships, robust evidence based planning framework, Zimbabwe's high literacy rate, etc.

Challenges

These include budget constraints, school infrastructure deficits, aligning stakeholder efforts, competing priorities and wastage.

Way forward

There is a need to build on achievements and to address the challenges identified for a more efficient use of resources resulting in desired objectives.

IMPROVE CONDITIONS OF LEARNING IN SCHOOLS ACCESS AND PARTICIPATION: STATUS PATTERNS AND TRENDS - (Mr Muzavazi)

Key indicators of access and participation include net enrolment rate and gross enrolment rate. EMIS figures for (2013) indicate a net enrolment rate in primary school of 92% male and 93% female giving a total of 93.1%. It gives gross enrolment rate of 109.7 for males and 107 for female giving a total of 108.3%.

Net enrolment rate for ECD (3-5 year olds) was 30.1 for males and 31.3 for females making a total of 30.7%. The gross enrolment rate for males was 50.0% and 41.9% for females giving a total of 51.4%.

Completion rates for primary (EMIS 2013) 76.5% male and 78.6 female giving a total of 77.4%.

Net enrolment rate for lower secondary (EMIS 2013) 71.5% for males and 72.1% for females making a total of 71.8%. The net enrolment rate for upper secondary (EMIS 2013) was 7.3% for males and 6.6% for females making a total of 6.9%. The net enrolment rate total secondary was 52.1% male and 50.9% female making a total of 51.5%. The gender parity primary was 50-50, Form 1-4 50-50, and form 4-6 44% female, Form 1-6 49% female (see appendices 2 and 3).

Net enrolment rate at ECD level indicates that this particular group is underserved. There is need to increase classrooms in this sector. The difference between the net and gross enrolment rates may suggest that there are overage or even underage pupils in this sector. The same applies to primary and secondary levels. This suggests a need for more schools and the Ministry has admitted this deficit in the provision of schools. Non formal education accommodates about 123,461 pupils. A significant proportion of these could be of school going age.

The gross enrolment rate from ECD to upper 6th suggests wastage through repeaters, dropouts or drop-ins. There is need to further disaggregate data to find out the pattern of exclusion from school. Whereas there is gender parity from primary to lower secondary at 50-50 female pupils constitute 44% at Forms 5-6 and 49% from Form 1-6. That high exclusion of female students should be cause for worry. 84% of primary pupils complete the primary school cycle but the Grade 7 pass rate (2012) was only 49.6% causing a relatively low transition rate of 78% from Grade 7 to Form 1. Transition rate from Form 4 to lower 6th is extremely low at about 20%.

Further analysis could be made on access and equity in terms of for example access to resources. In the schools computerization programme there is a primary computer: ratio of 1:50-75 in Bulawayo and Harare and 1:292-778 in other provinces. Only 4% of primary schools are on e-learning and 11% in secondary schools. For purposes of micro planning the data needs to be further disaggregated along subject lines to find out the number of students by gender who take which subjects. This has a bearing on their post school careers.

Challenges

There is a serious challenge of wastage in terms of both the net and gross enrolment rates. The data available could be disaggregated further to find the nature of wastage. There are also inequities in terms of access to learning resources such as computers.

Another challenge has to do with inclusivity. Inclusivity refers not only to disabilities, OVC's and out-of-school children but embraces full learner diversity in all aspects such as giftedness, talent, creativity, learning styles, etc. The latter have not been catered for historically.

Way Forward

There is need to further disaggregate data from national to regional and district levels to find the extent of the phenomena in question.

EDUCATION QUALITY AND RELEVANCE – MR SISIMAYI

School and system governance are guided by policies. Policies demarcate boundaries for acceptable behaviour, provide guidelines for best practices, create uniformity and consistency in the system and determine courses of action.

Examples of policies that ensured that education remained accessible and affordable include:

- monitoring on fees and levies so that no child is excluded for non-payment of fees (the challenge is that it is difficult to monitor and some parents may take advantage of it);
- every school should have an ECD centre (quality of the centre may depend on local community's ability to raise resources required) 2000 ECD teachers being trained in local languages;
- second chance learning implemented and benefitted over 32,000 learners with 11,000 of them reintegrated into the formal system (impact on resources in schools);
- national assessment on out-of-school children survey completed. Over one million youths are out of school;
- curriculum reviewed in an effort to make it more responsive to the needs of learners with different aptitudes, talents and abilities and for the corporate world;
- Teacher Professional Standards (TPS) developed and new supervision instruments developed to make sure they speak to TPS.

Other aspects of quality education include:

- ensuring that learners are healthy and well nourished;
- curricula that equip learners with life skills;
- teaching and learning process that are child centred.

(See Appendix 4 on curriculum pathways and subject choices.)

In terms of learning outcomes as demonstrated by pass rates, in 2014, pass rates for O' and A; levels were 23.9% and 84.13% respectively.

Challenges

- some policies may be difficult to enforce e.g. those on fees and levies or that every school should have an ECD centre which may depend on the ability of local community and the school to raise resources. This may result in inequities in the provision of ECD across the country. Over 60% of ECD teachers are untrained;
- certain policies may take time to implement due to system inertia, bureaucracy, established mind sets, competing priorities, etc;
- issues of access remain a challenge with over one million potential learners out of school. The Second Chance initiative may create its own challenges for those reintegrated in terms of age, attitudes, impact on limited school resources and infrastructure. Mega schools with over 3000 pupils create challenges of resources and management;

- other challengers on infrastructure with a bearing on quality include shortage of labs and other specialist rooms, unsafe structures especially in resettlement areas, unsafe and unreliable water sources, pupils having to walk long distances, inadequate learning materials and shortage of trained teachers e.g. tech/voc, ICT, maths and science.

Way forward

Hard policy decisions have to be made to mitigate negative impact on access, equity, internal and external efficiency and relevance for purposes of planning.

STRUCTURES AND SYSTEMS: TEACHER DEVELOPMENT AND MANAGEMENT

The Ministry is divided into five departments. A number of teacher development programmes have been launched to address critical shortages in areas such as Maths, Science, ICT, voc/tech English and Shangani. Only 71 primary school teachers have diplomas in ICT and 372 in secondary schools. Altogether about 3337 teachers are qualified to teach Voc/tech against a background where the on-gong curriculum review will require almost every school to have a viable voc/tech department. 2793 teachers are struggling to pass Maths and 3000 English, 2000 teachers are being trained in Shangani. The demand is greatest at ECD level where children need to be taught in their own languages although the teaching of Shangani to university level has also created demand at various school levels. 500 teachers are on the capacity development programme in maths and science at Bindura University of Science Education. To date the Teacher Capacity Development Programme has rolled out about 2500 teachers in various subject areas.

Successes

- The Ministry has been able to identify areas of greatest skills shortages as a basis for relevant interventions;
- It has been able to work with co-operating partners such as GPE to mobilize resources for such programmes;
- It has also been able to work with universities such as Great Zimbabwe University in indigenous languages and Bindura University of Science Education in Maths and Science;
- It has an efficient data base to enable it to identify areas of greatest need for such teachers and therefore can timeously intervene.

Challenges

- The possibility that those teachers trained may take their skills (especially in Maths and Science) to neighbouring countries if the economic environment does not improve as conditions of service would remain unfavourable;
- Resources and general infrastructure need to improve in schools to enable the teachers so trained to teach with relevant and up to date equipment in laboratories and workshops;
- The proposal to reintroduce general science in place of integrated science calls for laboratories with power and running water which may not be available in all

rural schools. There is therefore need for collaboration with ZINWA and ZESA, the latter to target schools in its rural electrification programmes.

- The Ministry may need to find alternative ways of funding infrastructure in schools such as PPP where the immediate beneficiaries from the project i.e. the affected households might have to pay a levy towards repayments of the loans.

The way forward

Resolutions of the challenges identified above may form a basis for future planning.

REVITALIZING EDUCATION QUALITY: TRANSFORMING THE CURRICULUM

- Historical antecedents reviewed prior to the curriculum review itself such as various Commissions Reports remind reviewers of the daunting task of overcoming attitudes and prejudices against Africans and African education in the colonial dual society dispensation where European and African interests were separate and different including education and the curriculum serving different purposes for the two communities. Even subjects such a Voc/Tech and English taught in both systems were taught differently for different purposes;
- The curriculum review process was all inclusive covering a wide range of stakeholders;
- Among emerging issues are new proposals related to formulating an educational philosophy, a robust assessment system to track learner progress leading to continuous assessment and strengthening ECD;
- While acknowledging CIET the proposals aim at human capital, social, political, economic and technological transformation;
- Among the aims of the curriculum is motivating learners to cherish their Zimbabwe identity, value their heritage, history and cultural traditions. Mission education on the other hand aimed to destroying African culture referred to by one missionary as 'working so powerfully for evil' and had to be destroyed 'root and branch';
- There is a clear statement of expected exit skills such as critical thinking, problem solving, leadership, communication and team building;
- As a requirement Form 4 learners engage in a life skills programme.
- There is a broad selection of subject options across the curriculum. Heritage studies is not introduced until Form 1 however;
- The status of English is not clear as it is classified as neither a foreign language nor an indigenous language;
- The five pathway curriculum provides a wide range of options catering for different talents, abilities and aptitudes;
- There are five key pillars of reform including the Centre for Educational Research Innovation and Development (please refer to Appendix 4 for more details).

Successes

Most of the points and observations raised above are success stories in themselves. It will serve no useful purpose to repeat them.

Challenges

- As reviews of Ordinances and Commissions Reports will indicate, the dual systems of white and black education for different purposes left a mistrust for vocational technical education which might act as a barrier in implementing the five pathway curriculum biased towards the vocational, technical and commercial.
- Introduction of continuous assessment may call for resources human and material before it can be efficiently implemented largely towards staff in-service and preservice training. Besides there are pupils who register only for purposes of writing exams but are not full-time. There may be challenges in providing continuous assessment for them.
- To the extent that the proposals anticipates social, political, economic and technological transformation through curriculum change there may be in-built inertia in the long established system for transformation. The Zimfep experience comes to mind. Indeed school traditions, methods and practices including architecture may not be amenable to accommodating 'Zimbabwean identity' nor value Zimbabwean 'heritage' and 'cultural traditions'; The life skills programme for Form 4's is a good idea but catering for close to 280,000 pupils for this exercise may be a daunting task in a shrinking economy. Those in higher and tertiary education wanting to go on attachment as part of their hands-on experience are already having challenges in getting places for attachment. Besides similar programmes e.g. Botswana's Tirello Setshaba have tried similar programmes and it might be a good idea to learn from their experiences.

Way Forward

The observations made above are worth noting for strategic planning purposes.

EXPERIENCES FROM THE FIELD

Experiences from Mashonaland West Province and Gokwe District provide an insight into some of the challenges and possibilities for the present and future in the areas of access, the curriculum, school infrastructure staffing and supervision. The Mashonaland West presentation concentrated largely on challenges largely in resettlement areas whilst the Gokwe presentation pointed to possibilities for the future in the light of current positive developments.

Challenges

Access

- New schools sprang up in new resettlement areas and the understood policy appeared to be that schools first and infrastructure later.
- Hot sitting in urban areas resulted in some cases in the creation of mega schools in some cases up to 3000 pupils (e.g. Nemakonde Group of Schools!)

Curriculum

- Satellite schools following curricula of parent or host schools and therefore no innovation or catering for different attitudes and abilities of pupil.

- Syllabi were in short supply and teachers would borrow from each other in different schools and so were textbooks, in some cases up to ten pupils could share a book or in worst case scenarios only the teacher had a text book.

Infrastructure

- Where schools sprang up in an unplanned manner, tobacco barns, farm implements sheds and even big trees were turned into classrooms.
- In a number of cases there was no furniture and pupils sat on the ground, on logs, stones, etc.
- Labs and other specialist rooms were non existent resulting in curricular limited to arts and commercials without the sciences or voc/tech.
- Hot-sitting and the creation of mega schools had a high toll on the wear and tear of buildings especially toilets and furniture resulting in schools being landed with high repair bills and some classrooms being turned into store-rooms of broken furniture;
- In resettlement areas teachers accommodation was at a premium resulting in teachers building for themselves pole and dagga structures or repairing existing farm structures for their accommodation;
- Some pupils walking long distances to schools built illegal boardings close to their schools.

* The above challenges at district levels are also replicated at national level as the following tables show in Appendix 5 (a) (b) and (c).

Staffing

- As a result largely of the brain-drain many temporary teachers were employed including those without teaching degrees, however due to increased enrolments in teachers' colleges and universities for example by Zintecizing conventional colleges by 2015 some newly qualified teachers could not readily find jobs in primary schools. Appendix 6(a) shows secondary teachers qualified and unqualified while Appendix 6(b) shows primary teachers qualified and unqualified as well as province and sex.
- Critical shortage areas remained in ICT, science and maths partly due to the fact that new schools had concentrated on the arts and commercials and also that these are traditionally shortage areas.

Supervision

- Supervision 'almost died' a 'natural death' as vast numbers of senior teachers left or were asked to run the new satellite schools albeit with little or no experience at this level nor induction programmes.
- Those running parent schools were too busy with newly created mega schools created through hotsitting to attend to satellite schools.
- Within their own schools headmasters created non-teaching responsibility posts outside Ministry structures, for example, senior teachers and deputy heads, and passed on their pupils to other teachers much to the resentment of affected teachers resulting in little learning taking place in some cases.

- Provinces and districts offered little assistance as they were hamstrung by lack of transport or being understaffed (in some districts BSP(Z) vehicles came to the rescue of officers).
- The lack of supervision by district and provincial inspectors and education officers led to rampant absenteeism (unexpected visits by Ministry officials in 2015 resulted in the discovery that more than 3000 teachers were absent on a particular day).

Way forward

Programmes intended to mitigate the negative impact of the above challenges may form the basis for planning for the 2016-2020 strategic plan. Success recorded in the Gokwe district point to the way forward, for example, there is almost a full complement of trained staff; there is a steady increase in pass rates; the transition from primary to secondary schools has increased; 82% of secondary schools and 11% primary schools are offering computer studies with e-learning in only two schools; most secondary schools have received science kits and textbooks for core subjects. There is evidence of collaboration with co-operating partners e.g. World Vision has supplied textbooks, built classrooms and established an e-learning centre in one school, Camfed pays fees, textbooks and buys uniforms for OVC's while Africare concentrated on WASH resulting in some toilets being built in the district.

JOINT MONITORING VISITS

The joint monitoring concept is an innovative way of monitoring policy adherence and assessing the learning environment in schools between the Ministry and some co-operating partners. The focus is on the quality of instruction in schools and impact on learning of such interventions as school feeding programmes and recruitment of out-of-school children, etc with the assistance of some co-operating partners.

Generally there has been an improvement in pass rates as a result of such interventions. The programme works with school heads and avoids surprise visits in order to win the buy-in of school authorities. Heads are encouraged to share best practices in schools governance and work with the best practitioners for mutual benefit with a view to harmonizing governance in schools. The idea is to come up with an instrument on inspecting schools that is agreed upon by all the significant stakeholders such as teachers, deputy heads, heads and inspectors.

Way Forward

This concept should be further developed as a basis for monitoring progress or lack of it in schools. It has the potential to reduce mutual mistrust between teachers and heads on the one hand and the inspectorate on the other as the instrument of assessment would have been agreed between the parties and the inspectors announce their visits.

EVERY DAY SCHOOL EXPERIENCES: VIEWS FROM THE CLASSROOM

The workshop organizers invited primary and secondary school pupils to the workshop to come and express their views on a number of issues that affected them in schools and give their views on how they would want things done. The report will concentrate on what they saw as successes, challenges and the way forward.

Primary School

Successes

The following were identified as success by primary school children:

- Availability of computers donated by the president in some schools and donation of textbooks by UNICEF.
- Availability of clean water from boreholes in some schools.
- Improved pass rates at Grade 7 level.
- Introduction of agriculture in schools as it makes pupils self-reliant in food production.

Challenges

Challenges included the following:

- Hot sitting tends to reduce levels of concentration;
- There is high teacher student ratio in some cases of 1:60;
- Lack of special classes in most schools;
- Hot sitting increases the rate of wear and tear of infrastructure including shared textbooks;
- Corporal punishment should be enforced as a disciplinary measure as without it some pupils tend to misbehave deliberately.

Way Forward/(Solutions)

- Build more classroom blocks to rèduce hotsitting
- Build special rooms and workshops for relevant subjects
- 'personalize' text-books so that each pupil looks after his or her own and if they lose it they would replace.
- "We do not want to encourage corporal punishment but it reduces indiscipline among children."

Secondary Schools

Successes

These included:

- Gender parity achieved in taking science subjects in some schools;
- E-learning has been introduced in some schools;

- Pupils participating in a number of public fora e.g. as junior parliamentarians and even their invitation to the workshop;
- Several organizations directly assisting pupils with tuition fees for example Camfed and BEAM;
- Many schools have their own buses making it easy for pupils to travel to sports meetings and educational trips;
- There is increased security in some schools as they can employ guards;
- Some SDA/SDC can employ additional teachers in specialist subjects outside ministry structures.

Challenges

- Impact of peer pressure as pupils from different backgrounds may influence each other even on anti-social activities;
- Education authorities should enforce wearing of uniforms to reduce discrimination according to wealth among pupils;
- There is need for more guidance and counselling lessons to assist victims of anti-social behaviour due to peer pressure;
- Negative influences associated with cellphones should be addressed such as disturbances during lessons, social networks, clubbing, playing music in-between lessons;
- Teachers need to be more accessible as some pupils find them unapproachable and therefore fail to get assistance they may need from them;
- Increase choice of sporting disciplines in schools beyond the traditional football and netball to include hockey, tennis, swimming and basketball.

ESSP DEVELOPMENT PROCESS

The paper highlighted the importance of developing measurable quality education sector plan, a process seen as 'fully consultative and inputting'. It identified main elements in the process of ESSP plan preparation. These included having a clear vision to guide the process, collecting evidence based data from sector analysis, sector reviews, and stakeholders' priorities. The ESSP framework would include the rationale, essential features of the ESSP, education sector plan cycle, and, conclusion. Details of the framework are attached as Appendix 7.

SUMMARY OBSERVATIONS AND CONCLUSIONS

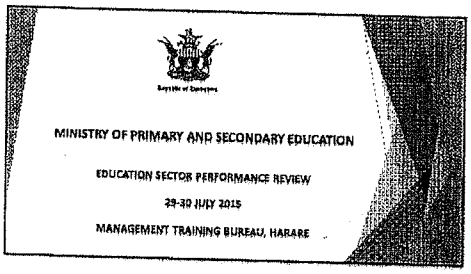
In his opening remarks, the Hon. Minister Dr. Dokora observed that a two-day workshop could not exhaust the work planned in the EMTP 2011-15 but that the workshop had to be more focussed on specific themes. As a result the themes generally reflected on three of the seven strategic objectives in the EMTP as captured by the rapporteurs. These were Quality Assurance and Staff Development; Revitalizing Learning Quality and Relevance and Restoring and Improving Conditions of Learning. (Please refer to Appendix 8 for the summary by the team of rapporteurs.) The themes however were more cross-cutting as the rest of the report demonstrates covering topics that would be regarded as belonging to other strategic objectives. These included:

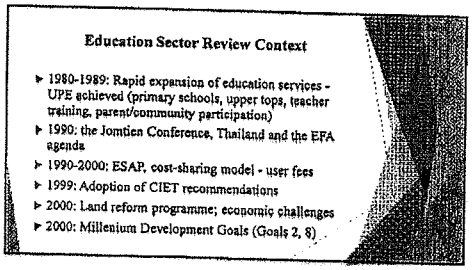
- access and participation indicating strategies applied to increase access in both primary and secondary schools and challenges confronted.
- sources and causes of wastage and exclusion in the form of dropouts and those who never attended school.
- issues of equity and focussing resources to areas of greatest need who were the underserved groups e.g. low income groups/poor, underclasses in urban areas, the girl child, orphans and vulnerable groups, etc.
- issues of both internal and external efficiency in the system of education - who are the pupils as indicated by gross and net enrolments by age groups or grades? flow and use of resources, buildings, furniture, books, etc;
- the curriculum and fit for purpose serving both utilitarian/vocational and existential needs; impact of historical antecedents e.g. voc/tech versus an academic curriculum and that history acting as a barrier to change;
- curriculum implementation challenges e.g. teacher in-service training, resources mobilization for new subject areas including government itself, local authorities, schools and their SDA's co-operating partners and individual households, 'Old Boys and Girls Associations', successful individuals, etc.
- systems governance, Ministry oversight, resources to facilitate teacher supervision, decentralization, etc.

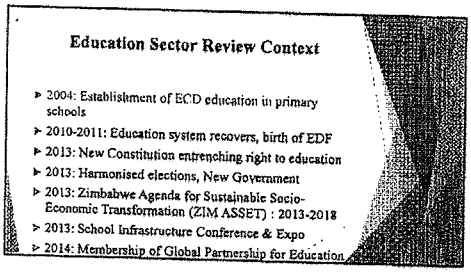
Issues were raised both during the 7-9 October 2014 and the 29-30 July 2015 workshop on the EMTP 2011-15 strategic priorities themselves. Some groups, during group discussions, felt that these should be reconceptualised to reflect more broadly the sterling work the Ministry has done so far and how this could be used as a basis for planning for the future. Some felt that objective 'Quality Assurance and Staff Development and objective 'Reinvigorate School and System Governance should be collapsed into one extended objective. Others felt that the area of 'advocacy' could be a possible strategic priority area on its own. How can the Ministry keep the momentum of informing the public including co-operating partners and other key stakeholders about itself and the work it is doing in the area of the curriculum review and innovation, resources mobilization for infrastructure development, etc with a view to get the public's buy-in and support? It has already started advocacy work through the curriculum review consultations and those intended for the ESSP but these should not be episodic but on-going through the print and electronic media e.g. establishing the Ministry's own website; radio and TV chats and debates on the on-going reforms; cluster, district and provincial workshops on specific topics; national conferences, international and local guest speakers on best practices, etc. In a sense some of these are already happening but the feeling was that they may need to be repackaged and get the publicity and public attention required to build the brand – Education Zimbabwe through the MOPSE.

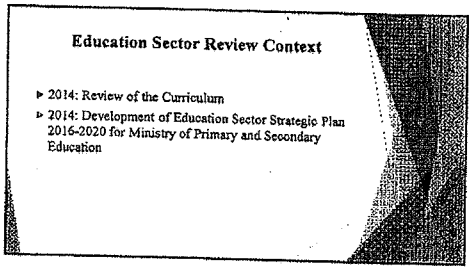
Unfortunately the workshop could not given the time available, come up with specific recommendations for ESSP for the next plan period. However discussions on achievements, challenges and way forward had self-evident implications for future planning.

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MINISTRY OF PRIMARY AND SECONDARY EDUCATION
EDUCATION SECTOR PERFORMANCE REVIEW
29-30 JULY 2015
MANAGEMENT TRAINING BUREAU, HARARE


Education Sector Review Context
1980-1989: Rapid expansion of education services - UPE achieved (primary schools, upper tops, teacher training, parent/community participation)
1990: the Jomtien Conference, Thailand and the EFA agenda
1990-2000: ESAP, cost-sharing model - user fees
1999: Adoption of CIET recommendations
2000: Land reform programme; economic challenges
2000: Millenium Development Goals (Goals 2, 8)


Education Sector Review Context
2004: Establishment of ECD education in primary schools
2010-2011: Education system recovers, birth of EDF
2013: New Constitution entrenching right to education
2013: Harmonised elections, New Government
2013: Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET) : 2013-2018
2013: School Infrastructure Conference & Expo
2014: Membership of Global Partnership for Education


Education Sector Review Context
2014: Review of the Curriculum
2014: Development of Education Sector Strategic Plan 2016-2020 for Ministry of Primary and Secondary Education

1

Planning Framework: Recent Developments

- 2010-2011: Development of national MTP and 2011-2015 Education Sector Plan for Primary and Secondary
- 2012-2013: Preparation of 2014-2016 Operational Plan for the Sector
- 2010-2014: Strengthening of information base e.g. EMIS, Census, TDIS, MICS
- 2013: ZIM ASSET-Adoption of new national planning framework; revision of priorities-Focus on quality outcomes, human resources and equity
- New Constitution of Zimbabwe-Equity
- CIET recommendations-new impetus

Recent Legal and Policy Reforms

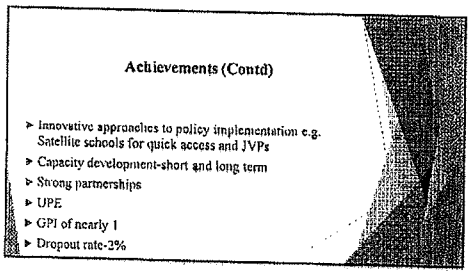
- 2013 National Constitution: Re-affirmation of education as basic right, but need to align laws and policies
- 2014 NFE policy
- Curriculum Review
- School infrastructure development through JVPs

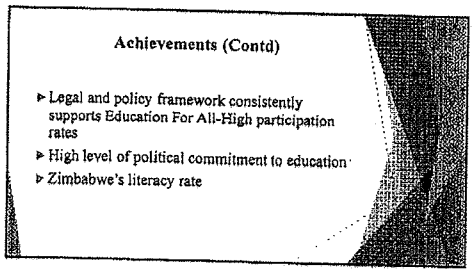
Economic and Budgetary Framework

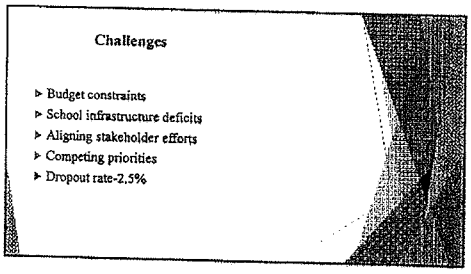
- Reduced pace of economic growth-economic challenges
- Consistently high allocation to education sector: 28% of national budget (SADC norm=22%)
- Over 90% budget supports staff salaries-constrained fiscal space for non-salary expenditure like development programmes, projects
- Budget disbursement needing improvement

Achievements

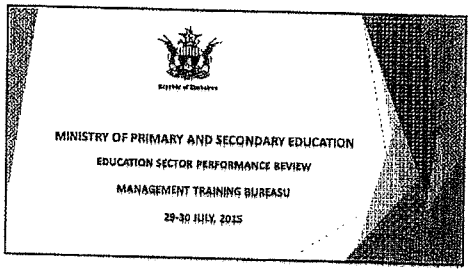
- Legal and policy framework consistently supports Education For All-High participation rates
- High level of political commitment to education
- High system resilience-strong parental support base; strong partnerships
- Robust evidence-based planning framework (sector plan, operational plan); good quality up-to-date data now available

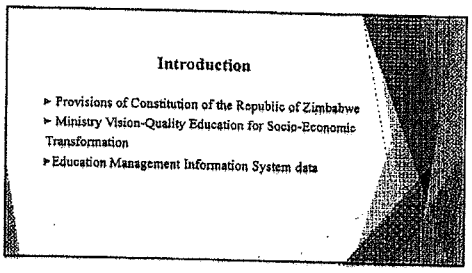

Achievements (Contd)
Innovative approaches to policy implementation e.g. Satellite schools for quick access and JVPs
Capacity development-short and long term
Strong partnerships
UPE
GPI of nearly 1
Dropout rate-2%

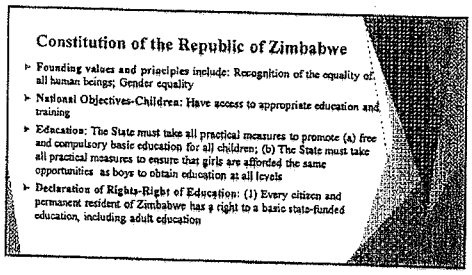

Achievements (Contd)
Legal and policy framework consistently supports Education For All-High participation rates
High level of political commitment to education
Zimbabwe's literacy rate

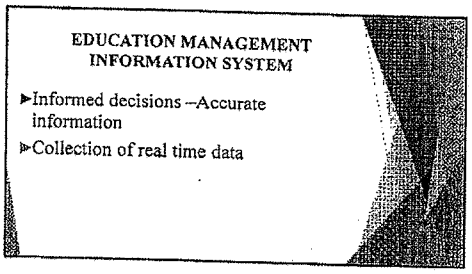

Challenges
Budget constraints
School infrastructure deficits
Aligning stakeholder efforts
Competing priorities
Dropout rate-2.5%

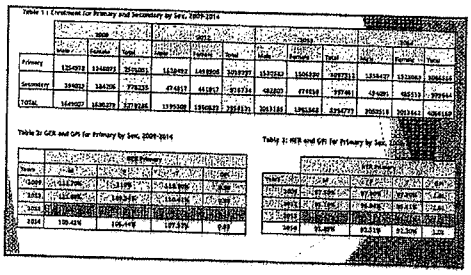

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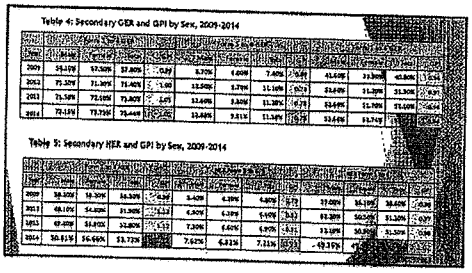

MINISTRY OF PRIMARY AND SECONDARY EDUCATION
EDUCATION SECTOR PERFORMANCE REVIEW
MANAGEMENT TRAINING BUREASU
29-30 JULY, 2015


Introduction
Provisions of Constitution of the Republic of Zimbabwe
Ministry Vision-Quality Education for Socio-Economic Transformation
Education Management Information System data


Constitution of the Republic of Zimbabwe
Founding values and principles include: Recognition of the equality of all human beings; Gender equality
National Objectives-Children: Have access to appropriate education and training
Education: The State must take all practical measures to promote (a) free and compulsory basic education for all children; (b) The State must take all practical measures to ensure that girls are afforded the same opportunities as boys to obtain education at all levels
Declaration of Rights-Right of Education: (1) Every citizen and permanent resident of Zimbabwe has a right to a basic state-funded education, including adult education


EDUCATION MANAGEMENT INFORMATION SYSTEM
Informed decisions –Accurate information
Collection of real time data





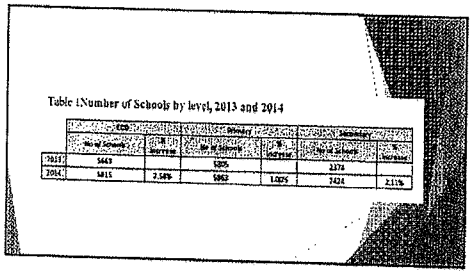


Table 1:Number of Schools by level, 2013 and 2014

	ECD			Primary			Secondary	
	No. of Schools	No. per 100,000	No. per 100 sq. km	No. of Schools	No. per 100,000	No. per 100 sq. km	No. of Schools	Secondary
2013	5649			5205			2378	
2014	5815	2.54%		5362	1.02%		2424	2.11%

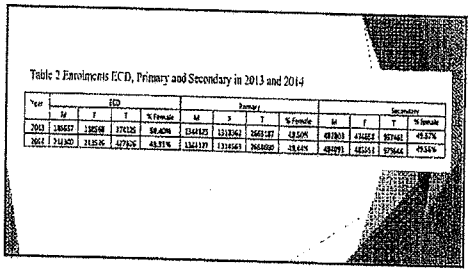


Table 2 Enrolments ECD, Primary and Secondary in 2013 and 2014

Year	ECD				Primary				Secondary			
	M	F	T	% Female	M	F	T	% Female	M	F	T	% female
2013	180457	190598	371055	50.40%	1344525	1313562	2658087	49.50%	481803	434658	916461	47.42%
2014	214307	215136	429436	49.91%	1361137	1316561	2677698	49.44%	484791	441053	925844	47.63%

Table 3 O'Level pass rates, 2013-2014

Pass Rates	M	F	T
2013	25.1	21.8	23.5
2014	25.54%	22.07%	23.80%

Table 1: School Infrastructure Requirements by Province

	Satellite		Decongestion Schools		New Schools		Total
	Pry	Sec	Pry	Sec	Pry	Sec	
Bulawayo	2	6	17	14	20	5	
Harare	5	7	73	58	32	19	
Manicaland	35	65	11	4	11	2	
Mashonaland Central	103	84	27	22	33	9	
Mashonaland East	42	29	27	8	27	10	
Mashonaland West	210	159	29	12	25	6	
Masvingo	157	85	3	3	4	6	
Matabeleland North	116	44	2	2	3	4	
Matabeleland South	51	24	3	1	10	13	
Midlands	116	86	30	10	26	10	
TOTAL	841	591	222	134	191	84	

Key Education Indicators

- Teacher-Pupil ratio: ECD/A Level: 1:20; Secondary: 1:30; Primary: 1:40
- Dropout rate: 2,5%
- Book-Pupil ratio: Primary 4 Core subjects: 1:1
- Gender Parity Index: 0,98

Conclusion

- Quality education accessible to all and improved learning outcomes

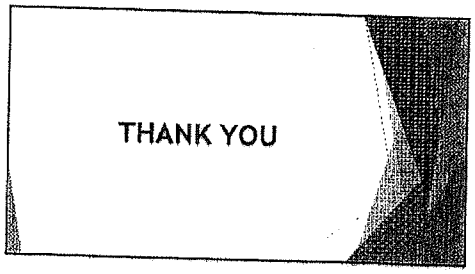

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Table 47: Primary Net Intake Rates by Province

Province	New Entrants Aged 6			Population Aged 6			Net Intake rates			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	3938	4118	8056	6538	7018	13556	60.23%	58.67%	59.43%	0.97
Harare	8967	9369	18336	21874	22648	44522	40.99%	41.37%	41.18%	1.01
Manicaland	9691	10248	19939	23856	24360	48216	40.62%	42.07%	41.35%	1.04
Mashonaland Central	6373	6551	12924	15495	15557	31052	41.13%	42.11%	41.62%	1.02
Mashonaland East	7807	7958	15765	17396	17544	34940	44.88%	45.36%	45.12%	1.01
Mashonaland West	7765	8126	15891	18600	18976	37577	41.75%	42.82%	42.29%	1.03
Masvingo	10396	10851	21247	20936	21508	42444	49.66%	50.45%	50.06%	1.02
Matabeleland North	5571	5803	11374	10469	10521	20990	53.21%	55.15%	54.18%	1.04
Matabeleland South	4220	4528	8748	9410	9295	18706	44.84%	48.71%	46.77%	1.09
Midlands	9711	10296	20007	21176	21597	42773	45.86%	47.67%	46.77%	1.04
Total	74439	77848	152287	165750	169026	334776	44.91%	46.06%	45.49%	1.03

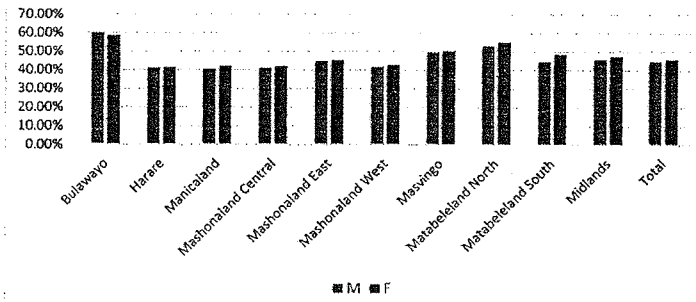


Figure 29: Primary School Net Intake Rates by Province

Table 47 and Figure 29 above show Primary Net Intake Rates by Province. Bulawayo, Matabeleland North and Masvingo are the only provinces that are recording a higher percentage on the proportion of girls entering Grade 1 at the right age than other provinces. The Net Intake Rates of most Provinces is at around 45%.

Table 50: Net Intake Rates for Secondary by Province and Sex

Province	New Entrants into Form 1 aged 13			Population Aged 13			Net Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	2373	2970	5343	6337	7122	13459	37.45%	41.70%	39.70%	1.11
Harare	4864	6158	11022	19056	21028	40084	25.52%	29.29%	27.50%	1.15
Manicaland	4609	6076	10685	23292	22985	46278	19.79%	26.43%	23.09%	1.34
Mashonaland Central	2349	3321	5670	14797	14381	29178	15.87%	23.09%	19.43%	1.45
Mashonaland East	4613	5784	10397	17603	16897	34499	26.21%	34.23%	30.14%	1.31
Mashonaland West	3590	4833	8423	18405	18344	36749	19.51%	26.35%	22.92%	1.35
Masvingo	3969	5501	9470	20171	19839	40010	19.68%	27.73%	23.67%	1.41
Matabeleland North	1532	2472	4004	10343	10186	20528	14.81%	24.27%	19.50%	1.64
Matabeleland South	1937	2738	4675	9621	9290	18911	20.13%	29.47%	24.72%	1.46
Midlands	4001	5560	9561	20612	21000	41613	19.41%	26.48%	22.98%	1.36
Total	[illegible]	[illegible]	79250	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	24.66%	1.41

Table above shows Net Intake Rates for secondary education by province and sex. In all provinces the proportion of girls entering Form 1 for the first time at the right age is higher than that of boys. Bulawayo recorded the highest proportions of learners of 39.70% while Matabeleland North and Mashonaland Central Provinces recorded 19.50% and 19.43%, respectively, of pupils who are entering form 1 at the right age.

Bulawayo also recorded the highest Apparent Intake Rate of 90.11% and Harare has the lowest of 55.95% as shown in table 51 below. This indicates that the participation of pupils as new entrants in form 1 regardless of age is very high in Bulawayo and low in Harare.

Table 51: Apparent Intake Rates for Secondary by Province

Province	New Entrants into Form 1			Population Aged 13			Apparent Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	5776	6352	12128	6337	7122	13459	91.15%	89.18%	90.11%	0.98
Harare	10864	11564	22428	19056	21028	40084	57.01%	54.99%	55.95%	0.96
Manicaland	18627	18387	37014	23292	22985	46278	79.97%	80.00%	79.98%	1.00
Mashonaland Central	9889	10030	19919	14797	14381	29178	66.83%	69.74%	68.27%	1.04
Mashonaland East	14527	14566	29093	17603	16897	34499	82.53%	86.21%	84.33%	1.04
Mashonaland West	14086	14354	28440	18405	18344	36749	76.53%	78.25%	77.39%	1.02
Masvingo	15032	16060	31092	20171	19839	40010	74.52%	80.95%	77.71%	1.09
Matabeleland North	6247	7691	13938	10343	10186	20528	60.40%	75.51%	67.90%	1.25
Matabeleland South	6476	7481	13957	9621	9290	18911	67.31%	80.53%	73.80%	1.20
Midlands	15226	16474	31700	20612	21000	41613	73.87%	78.45%	76.18%	1.06
Total	116750	122959	239709	160237	161073	321310	72.86%	76.34%	74.60%	1.05

Appendix 4



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

THE CURRICULUM REVIEW PROCESS

PRESENTED BY

DR. S. J. UTETE-MASANGO

Major Education reforms

1. Pre-Independence

a) The Frank Tate Commission (1922)

b) The Fox Commission (1935)

c) The Kerr Commission (1952)

d) The Judges Commission (1963)

e) The Lewis-Taylor Committee (1974)

2. Post-Independence

The Presidential Commission of Inquiry into Education and Training (CIET) 1998

- The CIET Report came out in 1999
- The findings of CIET were that the Curriculum:
  - Lacked national values/philosophy to guide learners
  - Did not extol the virtues of self-reliance and entrepreneurship
  - Offered little to develop the learners' natural talents and aptitudes
  - Did not aggressively promote the teaching of Science, Maths, Technology, Vocational and Technical subjects and local languages
  - Did not place adequate premium on Early Childhood Development education and non-formal education
  - Was examination oriented

Above all, the report recommended the establishment of a Teaching Professional Council to monitor professionalism

3. The Curriculum Review Process

With the passage of time it became increasingly self-evident that the curriculum required reviewing

3.1 Prior to the review, the Ministry:

- Prepared a Handbook on Curriculum Review
- Designed a questionnaire for data collection
- Developed a Training Manual
- Set up a Technical Working Group (Key Ministries)
- Recruited team leaders
- Mobilised resources (Government & Partners)

3.2 Nationwide Consultations

- School level
- District level
- Provincial level
- National level
- Breakfast meetings
- Written submissions
- Print / Electronic Media
- Mai Chisamba Show
- Special Interest Groups
  - ✓ Uniformed Forces
  - ✓ Zimsec
  - ✓ Sport, Arts & Culture
  - ✓ Universities
  - ✓ Staff Associations
  - ✓ Industry and Commerce
  - ✓ VID and
  - ✓ Traffic Safety Council of Zimbabwe

4. Emerging issues

- Promotion of enterprising development
- Promotion of local languages
- The need for an educational philosophy
- Promotion of the teaching of the Sciences, Maths, Technology, Technical/Vocational subjects and ICT
- Promotion of sports, arts and culture
- The role of the teacher and the learner to be revisited
- Need for a robust system of assessment to track learner progress
- Strengthening ECD
- Strengthening monitoring and evaluation
- Capacity development of teachers
- School infrastructure development
- Greater community involvement
- Data gathered from consultations was used to compile the Narrative report which formed the basis for the Zimbabwe Curriculum Blueprint



ZIMBABWE

Zimbabwe Education Blueprint 2015-2022

Education Framework

for

Primary and Secondary Education

1. Introduction

- The Ministry has developed a zero draft Curriculum Framework for Primary and Secondary Education to guide learning and teaching during the next seven years: 2015-2022.
- This Framework, while acknowledging the CIET recommendations, has taken aboard the human capital, social, political, economic and technological transformations.
- Further the impact of the land reform and the need to cultivate a patriotic citizenry enriched this framework
- The curriculum framework gives expression to the national efforts as reflected in ZIMASSET, the Zimbabwe's home grown Constitution and Regional and International Treaties to which the country is a signatory
- The expansion in the capabilities of information and communication technologies and the emergence of an information-driven economy underpin the need for the development of new skill sets that enable citizens to live and work competitively in the global village

2. Aims of the Curriculum

The Curriculum Framework is driven by the following aims:

- Motivating learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions
- Preparing learners for life and work in a globalised and competitive environment
- Ensuring learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- Preparing and orienting learners for participation in voluntary service and leadership
- Fostering lifelong learning in line with the emerging opportunities and challenges of the knowledge society

3. Principles of the Curriculum

The Curriculum Framework promotes the following principles:

- Inclusivity
- Accessibility
- Equity
- Relevance
- Continuity
- Respect (Unhu/Ubuntu)
- Gender sensitivity
- Diversity
- Transparency

4. Learner exit profiles

The Curriculum Framework prepares graduates of the education system to have the following exit profiles:

- Critical thinking
- Problem-solving
- Leadership
- Communication and team building
- Technological

- Has attained knowledge in the following areas:
  - Basic literacy and numeracy
  - Business and financial literacy
  - Mastery of specific subject content
- Appreciates and cherishes national identity and:
  - Manifests patriotism;
  - Recognizes and values national symbols
- Voluntarily engages in participatory citizenship
- Has the following values:
  - Discipline
  - Integrity
  - Honest
  - Unhu/Ubuntu
- Has the following attitudes and dispositions:
  - Self-initiative and enterprising
  - Self-managing
  - Ability to plan and organize

5. Organisation of the Curriculum

The Framework organizes the Curriculum into three learning levels including:

- **Infant School** - Early Childhood Development (ECD) to Grade 2 and emphasises the acquisition of the foundational skills.
- **Junior School** - Grades 3 to 7 which provides learners with life and work skills

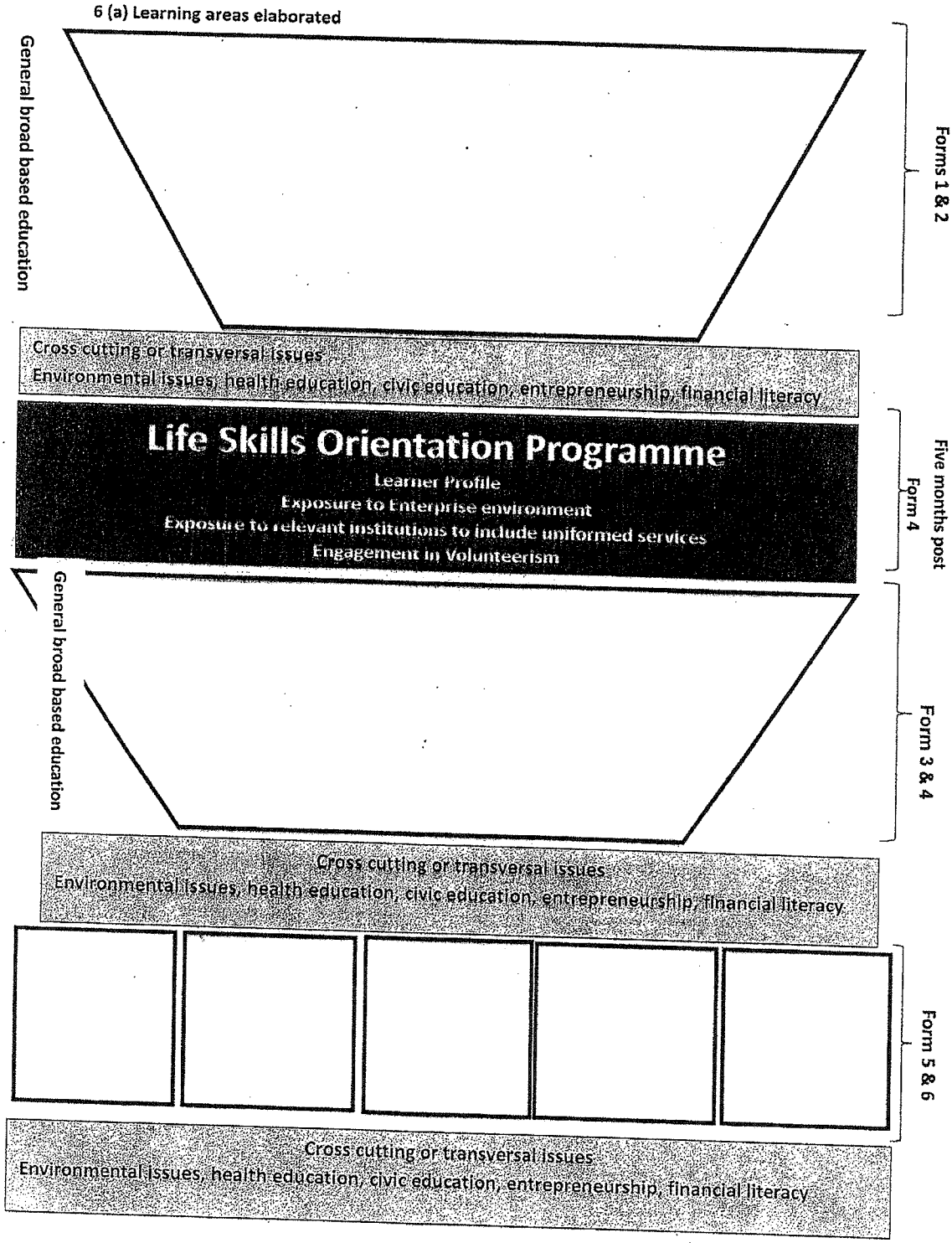
Secondary School - Forms 1 to 6. Prepares learners for various pathways including university education, technical and vocational training and various other professions

As a requirement for completing form four, learners engage in a Life Skills Orientation Programme that will encompass general and specific life skills training through placement in various work related programs in the private sector, the service sectors such as health and education and the uniformed forces for a period of five months.

6. Learning areas

The Framework outlines the following learning areas:

- **Infant School:**
  - Indigenous Language as medium of instruction
  - Visual and Performing Arts (Expressive Arts)
  - Physical Education
  - Mass Displays
  - Mathematics and Science
  - Social Studies (Family and Heritage Studies)
  - Information and Communication Technology
- **Junior School**
  - Language
  - Mathematics
  - Social Studies
  - Science and Technology
  - Agriculture
  - Information and Communication Technology
  - Visual and Performing Arts
  - Family, Religion and Moral Education
  - Physical Education, Sport and Mass Displays
- **Forms 1 to 4**
  - Heritage Studies (embracing Zimbabwean Constitution)
  - Mathematics
  - Sciences: Physics, Chemistry, Biology option Gen Science
  - Humanities including History, Geography, Religious Studies, Sociology, Economic History
  - Literature in Indigenous Languages and in English
  - Indigenous Languages and English Language
  - Foreign Languages: e.g. French, Swahili, Chinese, Portuguese
  - ICT: Programming Language and Packages
  - Agriculture: (Agriculture Engineering, Livestock, Cropping, Horticulture)
  - Commercials: Accounting, Commerce, Economics, Business and Enterprise Skills
  - Practical subjects: Wood, Metal, Textile Technologies
  - Physical Education, Sport and Mass Displays
  - Life Skills Orientation Programme


6 (a) Learning areas elaborated
General broad based education
Forms 1 & 2
Cross cutting or transversal issues
Environmental issues, health education, civic education, entrepreneurship, financial literacy
Life Skills Orientation Programme
Learner Profile
Exposure to Enterprise environment
Exposure to relevant institutions to include uniformed services
Engagement in Volunteerism
Five months post Form 4
General broad based education
Form 3 & 4
Cross cutting or transversal issues
Environmental issues, health education, civic education, entrepreneurship, financial literacy
Pathways
Form 5 & 6
Cross cutting or transversal issues
Environmental issues, health education, civic education, entrepreneurship, financial literacy

7. Assessment

The assessment will be both formative and summative. The Framework emphasis continuous assessment profiling by nurturing and recording the learners abilities and competences from infant to secondary levels. For example, at the Junior School Level 50% of a learner's grade will be determined by continuous assessment and the other 50% will be based on the national examination. At Form 4, the learners' grades will be based on 40% theoretical examination, 30% practical examinations and 30% continuous assessment.

8. Pillars of the Curriculum Framework

- The reform process rests on five key pillars namely:
  - ✓ The regulatory framework
  - ✓ Teacher capacity development
  - ✓ Education sector professional standards
  - ✓ Infrastructure development and
  - ✓ The centre for educational research, innovation and development (CERID)

9. The National Pledge

Infant School module

- Almighty God, in whose hands our future lies:
  - ✓ I salute the national Flag
  - ✓ I commit to honesty and the dignity of hard work

JUNIOR AND SECONDARY SCHOOL

- Almighty God, in whose hands our future lies:
- ✓ I salute the national Flag
- ✓ Respecting the brave fathers and mothers

  who lost lives in the Chimurenga/Umvukela
- ✓ We are proud inheritors of the richness of our natural resources
- ✓ We are proud creators and participants in our vibrant traditions and cultures
- ✓ So, I commit to honesty and the dignity of hard work

Conclusion

The curriculum framework seeks to produce a well-rounded learner capable of contributing **meaningfully to the development** of the country while **leading a fulfilling and happy life.**

9.2.2 Condition of Blocks

The condition of the walls, roofs and floors of school blocks in primary and secondary schools is shown in the tables and graphs below. Approximately half of all blocks are in good condition, and the remainder need repairs.

Table 120: Condition of blocks (walls, roofs and floor) for Primary and Secondary Schools

Part of Block	Level of School	Good (needs no repair)		In need of minor repairs		Bad, needs major renovations/ replacement		Currently derelict/ dangerous	
		No.	%	No.	%	No.	%	No.	%
Wall	Primary	20,293	42.9%	19,763	41.8%	6,304	13.3%	952	2.0%
	Secondary	13,964	56.5%	9,414	38.1%	1,177	4.8%	143	0.6%
Roof	Primary	23,663	50.0%	16,529	34.9%	5,905	12.5%	1,215	2.6%
	Secondary	15,762	63.8%	7,709	31.2%	1,052	4.3%	175	0.7%
Floor	Primary	17,831	37.7%	20,384	43.1%	8,199	17.3%	898	1.9%
	Secondary	12,252	49.6%	9,469	38.3%	2,806	11.4%	171	0.7%

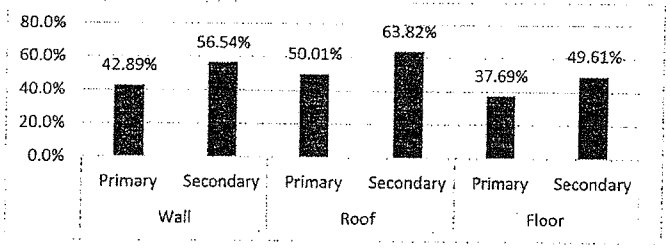


Figure 68: Blocks in good condition (wall, roof and floor) in Primary and Secondary Schools

9.3 Access to Electricity

The figures below show the percentage of schools having access to electricity broken down by source of electrical power. Almost half of schools have no access to electricity (48.44%).

Table 121: Primary and Secondary Schools main source of electricity

Main Source of Electricity	Primary schools		Secondary Schools		All Total
	No.	%	No.	%	
Gas Turbine	6	0.10%	12	0.51%	0.22%
Generator	137	2.36%	154	6.49%	3.56%
Grid	2160	37.21%	1205	50.76%	41.14%
Other	155	2.67%	132	5.56%	3.51%
Solar	85	1.46%	171	7.20%	3.13%
None	3262	56.19%	700	29.49%	48.44%

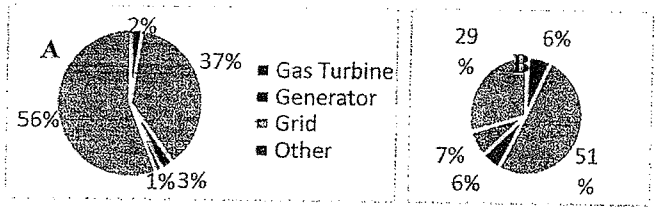
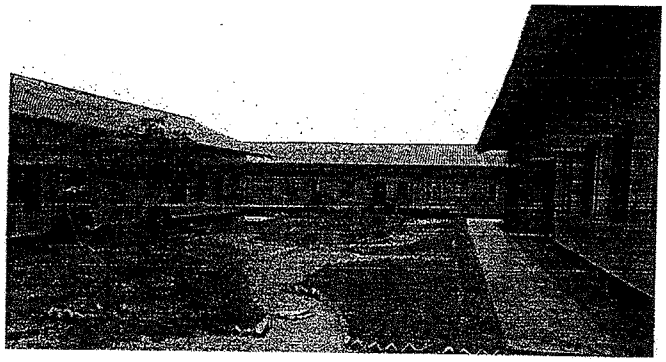


Figure 69: (A) Primary and (B) Secondary Schools source of electricity



9.2 Classrooms and Blocks

9.2.1 Pupil to Classroom Ratios

Table 116: Classrooms and Classes

Level	Pupil to Classroom Ratio	Number of Classrooms	
		Classrooms in use	No Classrooms Required
ECD	38.4	9,684	2,787
Primary	42.6	62,469	26,304
Secondary	46.3	20,675	11,240

The adjacent table shows the Pupil To Classroom Ratio (PCR), number of classrooms in use and required at each level of the education system. The ECD Primary Pupil to Classroom Ratios (PCR) is 38.4, primary schools is 42.6 while secondary schools have 46.3 students per classroom. These values are above the national targets of 20 pupils per classroom for ECD, 40 pupils per classroom for primary school and 30 students per classroom for secondary schools.

The number of ECD classrooms per school and pupil to ECD classroom ratio are shown in the tables and figures below. Mashonaland Central with an ECD PCR of 65 and Matabeleland North with a PCR of 60 are most in need of additional classrooms in order to reduce overcrowding.

Table 117: ECD Enrolments, Number of Classrooms and PCR

Province	Enrolment	No of Classrooms	PCR
Bulawayo	8361	324	26
Harare	16463	708	23
Manicaland	68010	1618	42
Mashonaland Central	37297	572	65
Mashonaland East	41053	1397	29
Mashonaland West	37298	1016	37
Masvingo	59224	1474	40
Matabeleland North	31087	520	60
Matabeleland South	28937	846	34
Midlands	46395	1209	38
Total	374125	9684	39

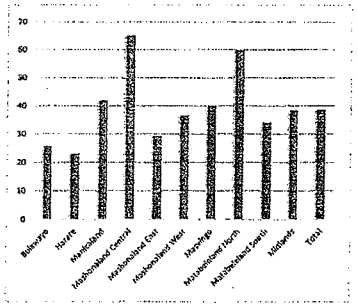


Figure 65: ECD Pupil Classroom Ratios

The table below shows the number of classrooms, pupils and pupil to classroom ratios for primary schools by province. Harare and Mashonaland Central with primary PCR of 52 and 51 respectively are most in need of additional classrooms.

Table 118: Primary Enrolment, Number of Classrooms and PCR

Province	No. of Classrooms	Enrolment	Capacity	PCR
Bulawayo	2452	106108	84557	43
Harare	4875	254635	186378	52
Manicaland	10731	415542	391708	39
Mashonaland Central	4901	282951	198115	51
Mashonaland East	7259	306584	279396	40
Mashonaland West	6480	266354	258686	49
Masvingo	8967	349766	337949	39
Matabeleland North	4012	178042	152888	44
Matabeleland South	4444	148098	168928	33
Midlands	8348	355107	303831	43
Total	67469	2663187	2362436	43

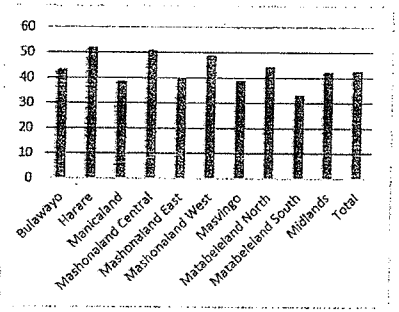


Figure 66: Primary School PCR

The number of classrooms per school and pupil to classroom ratio for secondary schools are shown in the tables and figures below. Harare and Bulawayo secondary PCR of 56 and 57 respectively are most in need of additional classrooms in order to reduce overcrowding.

Table 119: Secondary Enrolments, Number of Classrooms and PCR

Province	No. of Classrooms	Enrolment	Capacity	PCR
Bulawayo	907	51970	31850	57
Harare	1713	95991	54164	56
Manicaland	3592	149318	132271	42
Mashonaland Central	1523	74624	53615	49
Mashonaland East	2587	117469	91584	45
Mashonaland West	2133	111413	74725	52
Masvingo	3113	128141	111813	41
Matabeleland North	1124	50965	41407	45
Matabeleland South	1303	52485	45298	40
Midlands	2680	125085	100627	47
Total	20675	957461	737354	46

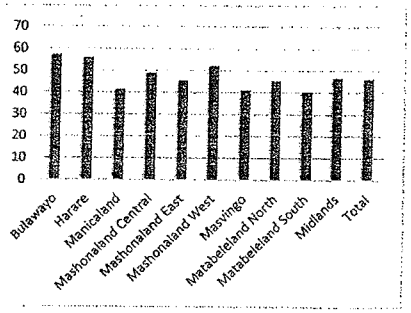


Figure 67: Secondary Schools PCR

Table 105: Secondary Teachers Qualified and Unqualified

Province	Qualified to teach	Unqualified to teach	Pupils	Pupil to Teacher Ratio (PTR)	Pupil to Qualified Teacher Ratio
Bulawayo	1865	598	51970	21	28
Harare	3314	865	95991	23	29
Manicaland	5739	1260	149318	21	26
Mashonaland Central	1960	1164	74624	24	38
Mashonaland East	3367	1600	117469	24	35
Mashonaland West	3363	1435	111413	23	33
Masvingo	4257	1529	128141	22	30
Matabeleland North	1591	904	50965	20	32
Matabeleland South	1620	524	52485	25	32
Midlands	3990	1640	125085	22	31
Total	31066	11519	957461	23	31

As indicated by the table and figures above, all provinces fall well within the acceptable range of 30 pupils per secondary teacher. However, only Masvingo, Harare, Bulawayo and Manicaland fall within the acceptable range of 30 pupils per qualified teacher. Mashonaland Central and Mashonaland East are in most need of suitably qualified secondary teachers. Consideration should be given to supporting secondary teachers to obtain suitable qualifications in these provinces.

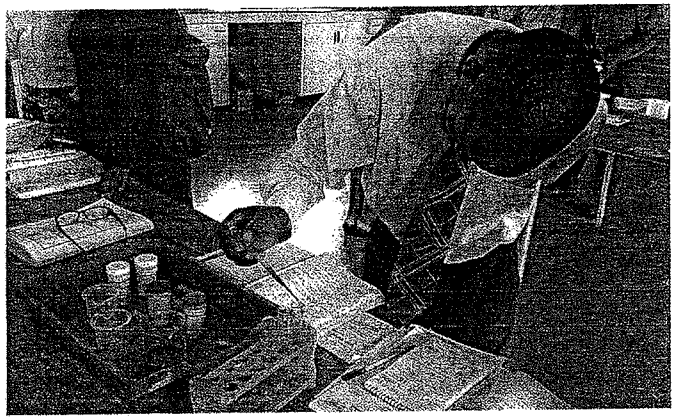


Table 106: Secondary School Pupils to Qualified Teacher Ratios by Subject and Province

Province	Pupils	Mathematics		English		Science		Local Language	
		Teachers	PTR	Teachers	PTR	Teachers	PTR	Teachers	PTR
Bulawayo	51970	208	250	423	123	176	295	438	119
Harare	95991	392	245	618	155	396	242	538	178
Manicaland	149318	696	215	884	169	648	230	1044	143
Mashonaland Central	74624	228	327	266	281	212	352	271	275
Mashonaland East	117469	406	289	492	239	399	294	493	238
Mashonaland West	111413	337	331	433	257	350	318	402	277
Masvingo	128141	556	230	615	208	482	266	875	146
Matabeleland North	50965	121	421	388	131	104	490	520	98
Matabeleland South	52485	125	420	411	128	111	473	620	85
Midlands	125085	451	277	639	196	379	330	780	160
Grand Total	957461	3520	272	5169	185	3257	294	5981	160

Max	421		281		490		277
Min	215		123		230		85
Range	206		158		260		192

The table above shows pupil to subject teacher ratios for Mathematics, English, Science and a local language. There is a significant variation of these ratios among provinces and subject area. Mathematics and Science have 272 and 294 students to a qualified teacher respectively.

Table 91: Number of Primary School Teachers by Province, Qualification Status and Sex

	Qualified to Teach			Unqualified to teach			Total Teachers			Percent Qualified			
Province	M	F	Total	M	F	Total	M	F	Total	M	F	Total	% Female
Bulawayo	381	2476	2857	101	196	297	482	2672		79.05%	92.66%	90.58%	84.72%
Harare	1161	4845	6006	163	262	425	1324	5107		87.69%	94.87%	93.59%	79.41%
Manicaland	5379	5370	10749	378	420	798	5757	5790		93.45%	92.75%	93.09%	50.14%
Mashonaland Central	2401	2178	4579	1178	675	853	3579	2853		67.09%	76.34%	71.19%	44.36%
Mashonaland East	3117	3576	6693	484	502	986	3601	4078		86.56%	87.69%	87.16%	53.11%
Mashonaland West	3124	3601	6725	884	698	1582	4008	4299		77.94%	83.76%	80.96%	51.75%
Masvingo	4840	5154	9994	245	246	491	5085	5400		95.18%	95.44%	95.32%	51.50%
Matabeleland North	1272	1568	2840	961	992	1953	2233	2560		56.96%	61.25%	59.25%	53.41%
Matabeleland South	1411	1986	3397	211	366	577	1622	2352		86.99%	84.44%	85.46%	59.18%
Midlands	4002	4965	8967	737	642	1379	4739	5607		84.45%	88.55%	86.67%	54.19%
Grand Total										83.93%	87.72%	85.86%	55.67%

Masvingo Province recorded the highest percentage of qualified teachers in Zimbabwe with 95.32% while Matabeleland North recorded the least with 59.25%. Bulawayo and Harare which are largely urban provinces have the highest percentages of female teachers 84.72% and 79.41% respectively. Mashonaland Central is the only province with more male than female teachers.

The age and gender demographic pyramids are shown below for primary level. Most teachers are aged between 30 and 50 and constitute 70.4% of all primary school teachers.

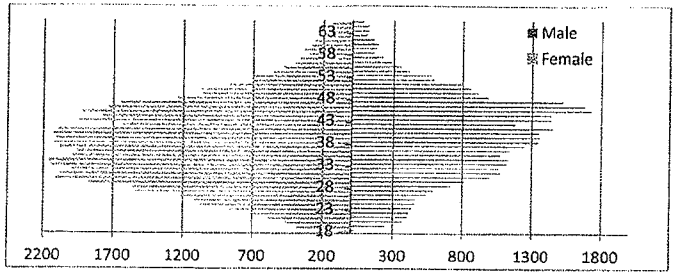
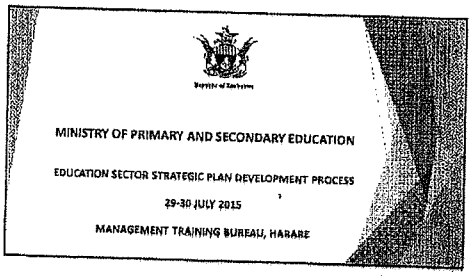
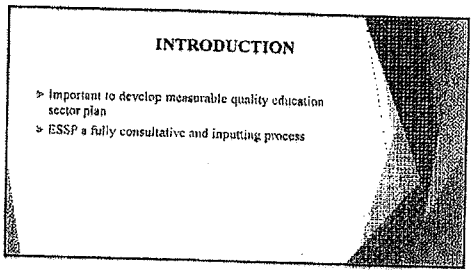
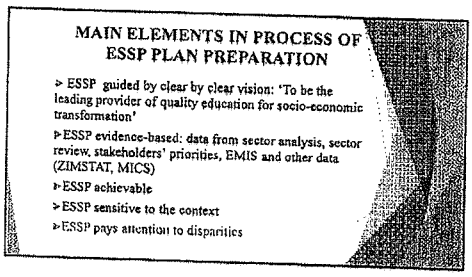


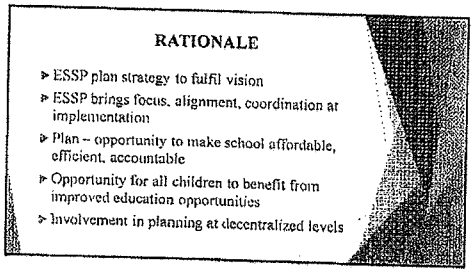
Figure 54: Demographic Age pyramid Primary Teachers

8/26/2015


MINISTRY OF PRIMARY AND SECONDARY EDUCATION
EDUCATION SECTOR STRATEGIC PLAN DEVELOPMENT PROCESS
29-30 JULY 2015
MANAGEMENT TRAINING BUREAU, HARARE


INTRODUCTION
Important to develop measurable quality education sector plan
ESSP a fully consultative and inputting process


MAIN ELEMENTS IN PROCESS OF ESSP PLAN PREPARATION
ESSP guided by clear by clear vision: 'To be the leading provider of quality education for socio-economic transformation'
ESSP evidence-based: data from sector analysis, sector review, stakeholders' priorities, EMIS and other data (ZIMSTAT, MICS)
ESSP achievable
ESSP sensitive to the context
ESSP pays attention to disparities


RATIONALE
ESSP plan strategy to fulfil vision
ESSP brings focus, alignment, coordination at implementation
Plan – opportunity to make school affordable, efficient, accountable
Opportunity for all children to benefit from improved education opportunities
Involvement in planning at decentralized levels

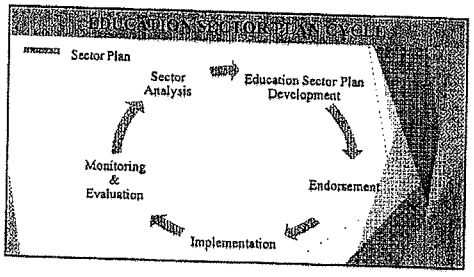
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RATIONALE (CONTD)

- Create space for stakeholder participation
- Build on an education system that has positioned Zimbabwe as an education leader on the African continent

ESSENTIAL FEATURES OF ESSP

- ESSP – national policy instrument provides long-term vision for education system of country
- Outlines coherent set of practicable strategies to reach objectives and overcome difficulties
- Based on sound analysis of current situation and causes of successes and difficulties encountered
- Includes implementation, monitoring and evaluation



EDUCATION PLAN CYCLE

- Setting up of Steering Committee
- Setting up of Technical Working Committee
- Gathering of data
- Sector analysis
- Sector review
- National consultations
- ESSP development
- Completion of ESSP
- ESSP endorsement

EDUCATION PLAN CYCLE

- Education Sector Plan endorsed
- Multi-year Implementation Plan
- Education Sector Plan Implementation Report
- Monitoring and Evaluation Framework

CONCLUSION

- Importance of planning for all children
- Planning for quality learning outcomes
- Importance of verifiable indicators
- Need for results with every action and 2020 Plan

THANK YOU



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

Summary of ESPR Workshop

Introduction

The purpose of the workshop was to bring together a broad range of partners and players for a joint assessment of the overall performance of the primary and secondary education subsector in relation to the goals and targets that were set for the 2011-2015 plan period. The results of this workshop will facilitate the identification of priorities and strategies for the 2016-2020 sector plan.

The background within which activities were undertaken was critical to appreciate the circumstances that inhibit the achievements. Mr Muzawazi highlighted that the past was only useful if it will inform the future.

Linking the workshop objectives to the priorities of the Education Medium Term Plan 2011-2015 there is need for identification of Strengths, Weaknesses, Opportunities and Threats then review way forward. Only 3 strategic priorities are captured in this Summary.

Priority Quality Assurance and Staff Development

Strengths

- Ministry through Joint Monitoring with partners visits schools to assess the teachers, learning environment, whether the school is adhering to the policies for the benefit of the learners, education system and the nation.
- Ministry has developed Teacher Capacity Development to upgrade the qualifications of teachers eg sending teachers
- 2000 ECD teachers are being trained in sign and local languages such as Shanghani.
- Teacher Professional Standards Handbook have been developed and currently it is being Printed.
-

Weaknesses

- One third of teachers are on teacher capacity development.
- Over 60% of ECD teachers are not trained.
- Areas with limited personnel are Mathematics, ICT and Tech/Voc .
- Ministry still has quite a number of teachers who don't have Mathematics and English.

Opportunities

- Teachers are aware that the government is in support of teacher capacity development hence every teacher has an equal opportunity to apply.
- Teachers on capacity development have higher chances of being correctly placed in their area of interest.

Threats

- After completion of studies, some of the teachers who have undergone capacity development may decide to go to other countries and teach.

Priority Revitalise learning quality and relevance

Strengths

Successful development of the curriculum that:

- is responsive to the needs of the learners
- will ensure that learners demonstrate desirable literacy and numeracy skills including practical competencies necessary for life
- will prepare learners for participation in voluntary service and leadership
- was a result of consultation of all stakeholders

Weaknesses

- There are few teachers for tech/voc, ICT, Mathematics and Sciences whilst the new curriculum is emphasising on these areas.

Opportunities

- Creation of role models on life skills in the communities to change the mindsets of parents.
- Expected low dropout rates since the new curriculum caters for those who are also not gifted academically.
- Improved learning outcomes

Threats

- Curriculum likely to face resistance from stakeholders eg parents and communities
- Lack of resources to fund for some of the learning material eg textbooks, specialist rooms etc

Priority Restore and Improve Conditions of Learning

Strengths

- Increased enrolment
- School infrastructural development through Joint Venture Partnerships (2056 schools).
- Strong parental support base (on infrastructural development).

Weaknesses

- School infrastructure deficits
- Unsafe structures in satellite schools
- Deficit in laboratories eg some schools cannot offer Sciences at O and A Level.
- Existence of Mega Schools with more than more than 3000 children

Opportunites

- Dropout rates lowered through the through the creation of a conducive learning environment.
- Involve children in their practical lessons to put up solid structures that they can use for learning eg building, woodwork.

Threats

- Inadequate financial resources
- Competing priorities

Way Forward

- Encourage stakeholder participation (eg, parents, community and partners)in the provision of infrastructure.
- Income generating projects such as gardening, poultry, piggery, apiculture.
- Organising workshops for the staff (teachers, heads) to share best practices.
- Need for setting up minimum requirement for children to learn.
- Establishment of a Centre for Research, Innovation and Development within Ministry
- Fostering on inclusivity in children with disabilities as well as children who are affected in other areas besides disability.
- Reduce number of bureaucratic layers within Ministry structure in some areas.
- Focus on teaching and learning process that is child centred.
- Availability of resources to suit the needs of the new curriculum