UNICEF ZIMBABWE

Ministry of Primary and Secondary Education, Zimbabwe

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Prepared for:	Secretariat, Global Partnership for Education
UNICEF Grant Reference:	SC/2016/0641
Period Covered:	9th December 2016 - 31st December 2017
Report Type:	Annual Report
Date Submitted:	March 2018

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Cover Photo: *UNICEF Zimbabwe/2014/Nikhat Shameem*
Caption: *PLAP Group in action at Kambarami Primary School, Mashonaland East, Zimbabwe.*

Summary of Contribution

Country Assisted	Zimbabwe
Programme/ Project Name	The Global Partnership for Education (GPE)
Donor	GPE
UNICEF Reference	SC/2016/0641
Total Approved amount	USD 22,226,400.00
Programmable Amount	USD 20,580,000.00
Funds received to date	USD 8,640,000.00
Programmable Expenditure	USD 2,797,203.59
Balance *	USD 5,619,020.12[1]
Duration of Grant	3 years
Report Type	1st Progress Report
Reporting Period	9th December 2016 to 31st December 2017
Programme Objective	Within a strong policy framework provide efficiently delivered inclusive, quality and relevant learning opportunities for all children.
Geographic Focus Area	National
Focus Population	Teachers and students in Basic Education in Zimbabwe.
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*Fund utilisation amounts in the report are only interim figures. The final Certified Financial Statement will be made available after closure of year-end accounts by the UNICEF Comptroller.	

[1] This is the total unspent balance and includes the 8% HQ cost recovery.

List of Acronyms

BEAM	Basic Education Assistance Module
BSPZ	Better Schools Program of Zimbabwe
CBT	Curriculum Based Test
CDU	Curriculum Development Unit
CDTS	Curriculum Development Technical Services
CERID	Centre for Educational Research Innovation and Development
CPD	Continuing Professional Development
CRT	Cluster Resource Teacher
DSI	District- Sub Inspectors
ECD A & B	Early Childhood Development (1st and 2nd year)
ECG	Education Coordination Group
ECOZI	Education Coalition of Zimbabwe
EFA	Education for All
EMTP	Education Medium Term Plan
EMTP- OP	Education Medium Term Plan- Operational Plan
ERI	Early Reading Initiative
ERWG	Early Reading Working Group
ESPR	Education Sector Program Review
FACE	Funding Authorization and Certificate of Expenditures
HOD	Holistic Organizational Development
HRD	Human Resource Development
IST	Implementation Support Team
LAG	Learning Achievement Gap
LAT	Learner Achievement Tracking
LSP	Logistical Support Providers
MoFED	Ministry of Finance and Economic Development
MoHTESTD	Ministry of Higher and Tertiary Education, Science Technology Development
MoHCC	Ministry of Health and Child Care
MoPSE	Ministry of Primary and Secondary Education
MoPSE	ESSP Ministry of Primary and Secondary Education Sector Strategic Plan
MPO	Material Production Officer
ODL	Open and Distance Learning
PED	Provincial Education Director
PSNE	Primary Secondary and Non-Formal Education
SDC	School Development Committee
SIG	School Improvement Grant
SMT	Senior Management Team
SNE	Special Needs Education
TSWG	Teacher Standards Technical Working Group
TDIS	Teacher Training and Development Information System
TPS	Teacher Professional Standards
WRAT	Wide-Range Achievement Test
ZIM ASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation

Executive Summary

This is the 1st annual report of the GPE II Program in Zimbabwe. It provides information on how the funds allocated to the Government of Zimbabwe (GoZ) were utilized for Program implementation. This report summarises the achievements, lessons learnt and challenges in the GPE implementation for the period 9th December 2016 to 31st December 2017.

The five components of the GPE II Program are embedded within the Education Sector Strategic Plan (ESSP) 2016 -2020. They build on the gains made in the previous GPE I Program and have strategic focus in the following areas:

- **Equity:** strategic goals of access for all /reaching every child, particularly the most vulnerable
- **Efficiency:** building for the future and teacher effectiveness
- **Learning outcomes**: quality and relevant learning for all

KEY RESULTS

- *A set of Memorandum of Principles (MoPs) for the Education Amendment Bill was approved by Cabinet.*
- *Around 30,000 teachers trained in syllabus interpretation of the updated curriculum, for the grades phasing in 2018.*
- *Early Childhood Development outdoor play areas in 4221 most disadvantaged schools in 10 provinces, set up with community engagement.*
- *Early Reading Initiative/Performance Lag Address Program annex for special needs education complete.*
- *Holistic Organizational Development Review of Ministry of Primary and Secondary Education set underway.*
- *Education Sector Performance Review of 2017 conducted successfully with broad participation of all stakeholders and line Ministries.*
- *EMIS merged with TDIS for integrated data collection.*

The GPE II recognizes that central to the delivery of an efficient and effective education service is a strong legal and policy framework. As part of the policy formulation process, a thematic working group (TWG) on policies and legislation drafted costed action plans on the Education Amendment Bill, School Financing and Inclusive Education Policies. All statutory instruments and circulars on Early Childhood Development (ECD) were harmonized to develop a draft policy framework. Extensive review of the Education Act and national consultations on the draft Education Amendment Bill helped the establishment of a set of Memorandum of Principles (MoP) which was approved by Cabinet. A consultant was recruited to develop the School Financing Policy and a technical working group was formed to promote work on the Inclusive Education Policy.

To initiate the first phase-in of the updated curriculum in 2017, the Ministry of Primary and Secondary Education (MoPSE) organized two syllabus interpretation workshops for the infant and junior level teachers who would implement them in their classrooms in 2018. Translation of 72 syllabi from English into 13 indigenous languages were completed by the Curriculum Development and Technical Services (CDTS) unit. Around the last quarter of 2017, companies were hired to deliver 12 learner text books and 12 corresponding teacher guides by March 2018. High level discussions between MoPSE and UNICEF were held to determine and finalize the selection criteria for identifying the most disadvantaged schools to benefit from the textbook procurement process.

To boost teacher capacity as well as to ensure coherence of the Early Reading Initiative (ERI) and Performance Lag Address Program (PLAP) with the updated curriculum, a concept note was approved by the Permanent Secretary of MoPSE to integrate the two approaches into the pre-service teacher education curriculum.

A supplement comprising a special needs education addendum for both ERI and PLAP were finalized for printing. This will support the teachers who work with children with a range of learning difficulties, hence broadening the sphere of response to children's needs. The Inclusive Education Handbook is in the last leg of finalization. A database of screening tools and support aids for children with disabilities (CWD) is underway and a standard diagnostic test developed based on existing psychometric tools awaits piloting. A national curriculum-based test guideline developed by the Department of Primary Secondary and Non-Formal education (PSNE) was presented to the senior management for their approval.

To train teachers with strategies and solutions for teaching non-formal learners, a concept note was developed to embed adult teaching methodologies in the Non-Formal Education (NFE) teacher training framework. Development of additional materials as well as Open and Distance learning (ODL) methodologies for all the out-of-school learners were guided by inputs from the syllabi compression workshop conducted in August.

Ideas are being explored to provide up to date learning facilities in the satellite schools in the most disadvantaged districts. A concept note on complementary funding for infrastructure development was prepared by the Planning and Research section of MoPSE together with a draft on the modality and delivery mechanism for complementary funding.

Ernst and Young, Zimbabwe has been contracted to undertake a Holistic Organizational Development (HOD) review of MoPSE and come up with a capacity development strategy. The implementation of the capacity development programs and research activities are an integral part of the institutional strengthening in MoPSE. A concept note was adopted on the establishment of the Centre for Educational Research, Innovation and Development (CERID). Two Cuban experts were invited to Zimbabwe for a scoping study on CERID. Based on their report MoPSE developed an action plan on setting up the CERID office.

All activities implemented in the GPE II Program with technical support from the Grant Agent were monitored in 2017. Regular end user monitoring and several field visits were made to prepare districts and provinces for the implementation of GPE II activities.

1.0 Introduction

Scope of Program

Component 1: Providing a strong policy, legal and regulatory framework

Sub-component 1.1: *Constitutional, legal and policy complementarity:* This sub-component includes the review of the Education Act and incorporating the changes needed in the Education Act and Statutory Instruments, to align them with the Constitution

Subcomponent 1.2 Preparation and implementation of the School Financing Policy and the Inclusive Education Policy: Development of the School Financing Policy to address the issue of equity and the allocation of government resources prioritizing disadvantaged schools is the focus of this sub-

component. The Program also supports development and implementation of the Inclusive Education Policy through which there will be information sharing and capacity development at subnational levels.

Component 2: Implementing the new curriculum

Subcomponent 2.1 Implementation of the new curriculum: The comprehensive review of the school curriculum from Infant (including ECD), junior to secondary school was followed by the development of a new curriculum framework focusing on quality and learning outcomes. This Program supports the roll out of the new curriculum in its different facets from 2017 until 2022.

Subcomponent 2.2: Purchase of textbooks and learning materials: Review of learning materials, teacher manuals, identifying opportunities of adaptation between old texts and new texts, requirements for new textbooks, and developing additional learning materials (like reference texts, e-learning) and approval of textbooks to be used for teaching. It also includes procurement of materials and distribution to the most disadvantaged schools.

Subcomponent 2.3 Consolidating the Early Reading Initiative (ERI): To effect this subcomponent, MoPSE needs cooperation from the Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD) on embedding pedagogical skills in the pre-service teacher education curriculum that it can train teachers to improve early reading.

Component 3: Equity and Access to learning

Subcomponent 3.1 School Psychological Services, Special Needs Education: To improve equitable access for all children in education, MoPSE aims to establish an early screening and problem identification modality (within the community and the school) to identify children who have or may develop learning problems, to provide appropriate infrastructure and equipment, to upgrade teaching and learning materials and upskill teachers to address specific needs of children in the classroom.

Subcomponent 3.2 Non-Formal education: For all the out of school children in Zimbabwe between the ages of 3 to 16, GPE II focuses on implementation of the NFE policy in all schools, develop relevant materials in line with the new curriculum and strengthen the professional skills of teachers in adult and non-formal education teaching techniques.

Subcomponent 3.3 Integrate PLAP into curriculum: In the last three years PLAP has been implemented nationally in all schools. The success of PLAP emphasizes to teachers to adjust curriculum and materials so that each student has access to high quality teaching and achieve their relevant learning outcomes. MoPSE now recognizes the need to streamline PLAP into mainstream schooling and this will be done with the assistance of research on how to embed PLAP into the pre-service teacher training curriculum.

Subcomponent 3.4 Provide learning facilities for the most disadvantaged districts: The new curriculum demands equipped laboratories and classrooms to ensure equity and access to quality learning. GPE II supports the Ministry by providing complementary funding for constructing and renovating classrooms especially in satellite and most disadvantaged schools.

Component 4: Institutional strengthening

Subcomponent 4.1 Leadership, management and capacity development: For the changes envisaged in the education sector, MoPSE is to review its institutional management arrangements and the gaps in capacities of its staff. This will be done in five steps: organizational review and adjustment, developing a comprehensive capacity development and policy strategy, establishment of a capacity development fund, identification and development of capacity development trainings and lastly, monitoring and evaluation.

Subcomponent 4.2 Establish CERID and undertake research on education needs and response: MoPSE and ESSP require that a Centre for Educational Research Innovation and Development (CERID) be established which will provide on a sustainable basis, technical support as well as capacity building in the areas of research and evaluation, policy development and educational planning.

Component 5: Program management and monitoring

Subcomponent 5.1 Grant Agent technical support to operational activities: As in the GPE I Program, UNICEF supports MoPSE by providing capacity building support, technical assistance and monitoring of activities. UNICEF Zimbabwe Education Section in liaison with the Ministry provides oversight for fund management, procurement processes and follows the Harmonized Approach to Cash Transfers (HACT) procedures and regulations.

Subcomponent 5.2 Annual ESSP review Program for the districts, provinces and national levels: This component supports the preparation of reviews in the districts, provinces and at the national level. There are regular ECG meetings with consensus among the ECG membership to move these meetings away from having a focus on Program implementation to being a forum, which is aligned to the ESSP, for sector policy dialogue, evaluation of progress and support.

Subcomponent 5.3 ESSP monitoring and evaluation: Ongoing monitoring and evaluation of the implementation of ESSP is undertaken by MoPSE head office, provinces and districts. The M&E reports follow a bottom up approach, feeding upwards from districts to head office.

2.0 Program implementation progress

Program implementation overview

Overall Program objective(s): Within a strong policy framework provide efficiently delivered inclusive, quality and relevant learning opportunities for all children

Progress toward achievement of overall objective(s)	
Rating from Previous Reporting Period	**Rating for Current Reporting Period**
□ ●**Highly Satisfactory (HS)** □ Satisfactory (S) □ Moderately Satisfactory (MS) □ Moderately Unsatisfactory (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)	□ Highly Satisfactory (HS) □ Satisfactory (S) □● **Moderately Satisfactory (MS)** □ Moderately Unsatisfactory □ (MU) □ Unsatisfactory (U) □ Highly Unsatisfactory (HU)

3.0 Background and context

In December 2016, the Global Partnership for Education (GPE) Board endorsed Zimbabwe's application for a fixed Program Implementation Grant of US$20.58 million over three years from 2017-2019. 2017 as the first year of implementation of activities as specified in year 1 projected targets of the GPE II was rather eventful. It marked the end of an era as the country's key political leaders left the stage. In November 2017, independent Zimbabwe's first and the most long-standing President resigned. He was replaced by President E.D. Mnangagwa. To hit the ground running and to underline a new ethos in administering and delivering public services and goods towards quantifiable targets, the President was measured on his first 100 days in his office. His office from day one emphasized reaching the following milestones of:

- Turning around the economy in the country
- Extending an olive branch to the west
- Suspending application of indigenization laws
- Eliminating corruption

However, investors await the 2018 election to be conducted in a free and fair election environment, leading to credible results before committing funds to the country. With the new President's first 100 - day period and scorecard on delivery and productivity ticking, the Ministry of Primary and Secondary Education (MoPSE) has also aligned its priorities to improve the delivery and provision of an effective and efficient education service in Zimbabwe. While MoPSE priority action plans are in sync with the new cabinet agenda, they are underpinned by the realistic and evidence-based planning of the Education Sector Strategic Plan (ESSP) 2016-2020.

4.0 GPE II overall Program progress update

Cumulative progress towards overall objective(s) –
The GPEII Program activities are embedded within the MoPSE ESSP (2016-2020) and so contribute to ESSP outcomes. They focus specifically on five priority areas which have an impact on equity, efficiency and improved learning outcomes in Zimbabwe. Progress has been made since the first tranche of the GPE II grant was received in January 2017.

Component 1: Providing a strong policy, legal and regulatory framework

To meet the core GPE goals of equity, efficiency and learning outcomes through a strong policy and legal framework, a discussion paper was developed to stimulate consultation on the Education Amendment Bill. Stakeholder conversations were held in one district of every Province to solicit stakeholder inputs on the Bill. A report on the findings of stakeholder consultations was prepared and submitted to Cabinet. For the school financing policy, a related Terms of Reference (ToR) was developed and endorsed, and a consultant was appointed to take the policy work further in February 2018. A technical working group is now in place to work on the Inclusive Education Policy.

Component 2: Implementing the new curriculum

The updated curriculum came into effect from January 2017. It enforces major changes in the education system and aims to prepare learners with 21st century problem-solving, critical thinking, technological and communication skills. The year witnessed its first phase of implementation in the school system. To continue with the preparatory process, 2 syllabus interpretation workshops were conducted for the infant and junior level teachers who would phase in the updated curriculum in 2018. Material Production Officers (MPOs) in the Curriculum Development Technical Service (CDTS) unit translated 72 syllabi from English into 13 indigenous languages and these are awaiting printing. Private publishers were advised by the Ministry to develop content in initially approved books by the Ministry, in conjunction with the updated curriculum. A series of high level discussions were held with MoPSE, to select criteria for identifying the most marginalized and disadvantaged schools to benefit from textbooks and learning materials. The criteria were: school's annual income, pupil's income, exam pass rate and number of trained teachers.

Component 3: Equity and access to learning

To harmonize the Early Reading Initiative (ERI) and Performance Lag Address Program (PLAP) with the updated curriculum, it is critical to infuse them in the pre-service teacher education. This will also equip teachers with the pre-requisite skills and attitudes from the very start of their vocation. A concept note

on this was approved by the Permanent Secretary (PS) of MoPSE, creating avenues for collaboration with the Ministry of Higher and Tertiary Education Science and Technology Development (MoHTESTD) to ensure quality education through training quality teachers.

The ESSP highlights the need for prioritizing those children unable to access school due to physical or learning challenges. An early screening and problem identification modality for children with specific needs are in the final stages of MoPSE approval process. A database on screening of children with disabilities (CWD) and modality for provision of specific aids is in the process of being established. The review of existing psychometric tools gave way to the development of a standardized diagnostic test that awaits piloting. The ERI and PLAP supplements for special needs education teachers were finalized for printing. An Inclusive Education Handbook was designed to give practical guidelines on its implementation in classrooms. The draft copy of the handbook is being appraised by a team for finalization and districts are preparing for cascading training at the cluster level on inclusive teaching methodologies.

As a follow-up to the decision taken during GPE 1 to use curriculum-based tests to determine PLAP needs, a national curriculum-based test guideline was developed by the Department Primary Secondary Non-Formal Education (PSNE). It awaits approval of the senior management for dissemination and training at cluster and school levels. Compressed syllabi for non-formal learners are now available and preparation of additional materials for Non-Formal Education (NFE) and Open and Distance Learning (ODL) methodologies are underway. A concept note was developed to embed adult teaching methodologies in the pre-service teacher training framework. Ideas are being explored on updating learning facilities in satellite schools in the most disadvantaged districts. A concept note on complementary funding for infrastructure development was prepared by MoPSE. A final draft of selection criteria for beneficiaries was agreed and the draft on modality for complementary funding prepared by MoPSE to be shared with the District Sub-Inspectors (DSI).

Component 4: Institutional Strengthening

The goal of component 4 is to ensure MoPSE has efficient and effective administrative structures managed by staff with appropriate administrative and leadership skills. In the light of the changes envisaged after MoPSE's review of institutional arrangements in the first quarter of 2017, a concept note was endorsed for a Holistic Organizational Development (HOD) review. This was followed by endorsement of a ToR for an institutional contract to conduct a capacity review of the Ministry at all levels, followed by a capacity development Program. Ernst and Young Zimbabwe has been hired to support the organizational development exercise of MoPSE.

To ensure that policy and management decisions at MoPSE can be taken based on empirical evidence, GPE II Program supports the establishment for Centre for Educational Research Innovation and Development (CERID). In 2017, a team from Cuba was invited to do a preliminary scoping study on CERID. Based on the report an action plan was developed by the Ministry on the set up and staffing of the unit at MoPSE Mt Pleasant office site.

Component 5: Program management and monitoring

All activities implemented in the GPE II Program with technical support from the Grant Agent were monitored. In all the four quarters of 2017, several end user monitoring was conducted by the GPE team, apart from the three joint monitoring visits with MoPSE to the districts and Provinces to kick-start the implementation of activities.

5.0 Detailed implementation by components

5.1 Component 1: Providing a strong policy, legal and regulatory framework

Objective(s) of the component: Complement other policy Program activities to establish and implement a comprehensive, robust and dynamic (that is regularly reviewed, updated and adjusted) policy framework in the education sector: school level financing policy and inclusive education policy

Progress made during the reporting period vis-à-vis planned results for the component:

Subcomponent 1.1: Policies and legislative reforms

Activity: Form thematic working group on policies and legislation: The Thematic Working Group (TWG) on Policies and Legislation operating within a framework provided by ECG drafted a costed action plan with timeframes on: The Education Amendment Bill and the Education Act, School Financing, and Inclusive Education Policies. Work was also undertaken to harmonize all statutory instruments and circulars on ECD and develop a draft policy framework. Review of the Education Act was completed. Proposals in the draft Education Amendment Bill were subjected to an extensive national consultation process and inputs from those consultations were compiled in a report. A set of Memorandum of Principles (MOPs) submitted to Cabinet was approved. Drafting of the new Education Bill is now being undertaken.

Subcomponent 1.2: Develop School Financing Policy

Activity: Prepare ToR for consultant and hire consultant to support development of school financial policy: A concept note for the development of the School Financing Policy and a ToR to hire a consultant for the policy development was endorsed by the Permanent Secretary. A consultant was hired in the last quarter of 2017. A broad range of partners has expressed interest in participating in the process of developing this policy, and among these are the World Bank, CAMFED, UNESCO and DFID.

Subcomponent 1.3 Implement Inclusive Education Policy

Activity: Workshop for drafting Inclusive Education Policy: Discussions on inclusivity involving MoPSE and key stakeholders were undertaken. Key areas of interventions were identified such as early identification of Children with Disabilities (CWD), community outreach activities and capacity development of relevant stakeholders. Implementation strategies on inclusive education including institutionalization of those interventions are to be further discussed and documented as a part of a Practical Inclusive Education Implementation Framework. Meanwhile, efforts were made to support community initiatives for a greater awareness of CWDs and their right to education as well as their learning needs. A TWG for learner welfare services which involves Ministry of Health and Child Care (MoHCC) and Civil Society Organizations (CSO) is in place to strategize, coordinate and provide technical support on the issues of inclusive education.

Mitigation measures implemented for challenges and issues

The work on policy development faced challenges due to economic and political constraints looming in the country. However, MoPSE completed the preliminary work by developing concept notes for the School Financing Policy and Inclusive Education Policy and both were approved by the Permanent Secretary. A consultant is on board and working on an inception report for the development of the School Financing Policy. Currently a draft ToR is in process to contract a consultant for conducting a gap analysis of inclusive education in Zimbabwe.

5.2 Component 2: Implementing the updated curriculum

Objective(s) of the component: Implement the updated curriculum fully and effectively, including syllabuses, learning materials, ensuring teacher capacity and opportunities for professional development and access to facilities (laboratories, libraries etc.)

Progress made during the reporting period vis-à-vis planned results for the component:

Subcomponent 2.1: Updated Curriculum Implementation

Activity: Syllabus interpretation trainings for Junior school teachers: The teachers who phase in the updated curriculum in 2018 were trained in the third quarter of 2017, at the district and cluster levels. The training followed the ToT cascading methodology and covered around 30,000 teachers.

Subcomponent 2.2 Purchase textbooks and learning materials

Activity: Procure textbooks and other materials for most disadvantaged secondary schools: Response to the invitation for tender was closed in December 2017. Five companies have been contracted to supply 12 learner books and 12 corresponding teachers' guides to assist the latter with critical inputs that are easily understood and at an appropriate level. Currently the text books are under printing and expected to be delivered by 15 March 2018. 3000 most disadvantaged schools have been identified (using a set of four criteria) and will be the beneficiaries of the procured textbooks.

Activity: Printing of primary and secondary indigenous languages syllabi: The 72 primary and secondary indigenous languages syllabi were developed and sent for designing. MoPSE has requested financial support for the printing of 144,000 copies of infant, junior and lower secondary level syllabi.

Activity: Development of teaching and learning materials for new learning areas: Based on the tenets of the new curriculum, teacher guides developed by CDTS were printed and distributed to schools in the fourth quarter of 2017. 13 new modules for learners that were developed are now being designed.

Activity: Translation of indigenous language syllabus from English: The 13 indigenous languages in which syllabi were translated are: Sotho, Barwe, Ndau, Ndebele, Venda, Xishangani, Shona, SeTswana, Nambya, Tonga, Xhosa, Kalanga and Chewa. Khoisan is yet to be translated because of lack of experts in the language to do the translation. There was delay in translation to sign language due to the lack of standardization of sign language. The issue was discussed and resolved, and translation is now well in progress. CDTS recruited braille specialist Material Production Officers (MPO) in the last quarter of 2017.

Subcomponent 2.3: Consolidate the early reading initiative

Activity: Establish working protocols with MOHTESTD: A concept note was developed for the inclusion of ERI in the teacher education curriculum. This was to sustain the gains made by ERI during GPE 1 through a consolidated Program for new teacher trainees. This new teaching and learning area in Zimbabwe will be the responsibility of MoHTESTD. A committee working on the implementation plan is expected to finalize it by February 2018. The allocated budget of US $50,000 will be used to support various components of the implementation plan.



Activity: Purchase of early reading materials: 4221 most disadvantaged schools in 10 provinces were supported to set up ECD outdoor play areas *(an example is shown in the adjacent photo: ECD play area monitoring in Mutasa district/UNICEF Zimbabwe/November 2017)* for enhancement of early learning skills. Although many districts faced challenges with the delays in the Government procurement processes, communities were very supportive in the whole exercise. A sudden hike in prices of materials forced some service providers to back track from their initial submission of costs and that delayed the construction of outdoor play equipment in some districts.

Issues in implementation

While the curriculum roll – out was on track and targeted training for the 2017 cohort was successfully completed, procurement proved to be slow and laborious. This was particularly due to the economic climate in the country and the difficulties associated with the off-shore procurement of raw materials, unavailability of trading partners and problems with ability to transfer funds. Ministry delayed submitting their requests including specifications for textbooks to be procured. Some approved books did not pass the technical evaluation and so were not procured in 2017. They are to be considered for procurement in 2018, once the technical specifications have been rectified. On Early Reading Materials, high prices and complicated procurement processes delayed the construction process in many districts. Some schools continue to face challenges with unsafe poles exposed to termite attacks. Cement provided by communities does not seem to hold the termites at bay.

Mitigation measures implemented

Publishers were given feedback by the Ministry to rectify the technical specifications for textbooks selected for the updated curriculum.

5.3 Component 3: Equity and access in education

Objective(s) of the component: Include all children in learning through support to those with specific learning needs. Provide for remedial, catch up and second chance non-formal learning opportunities.

Progress made during the reporting period vis-à-vis planned results for the component

Subcomponent 3.1 Special needs education, school psychological services (SNESPS)

Activity: Create a discussion platform for teacher professional learning communities on special needs at cluster level (target mainstream resource units, special schools): A request for a Special Needs Education (SNE) qualified teachers' discussion platform was submitted by MoPSE and funds were disbursed for this. Currently MoPSE is working on a schedule and identifying resource persons for conducting the discussion platform.

Activity: Finalize ERI and PLAP supplement for special needs education: The printed copies of the final ERI/ PLAP supplement are expected to arrive by March 2018. A teacher training Program on this is to follow at the subnational levels. In 2017 a national level training of remedial tutors on ERI/PLAP supplement was conducted. These trained remedial tutors will cascade their learnings at district, cluster

and school level. A request for district and cluster level training was submitted by MoPSE in January 2018.

Activity: Finalize Teachers Inclusive Education Handbook: The draft of teachers' inclusive education handbook was completed and piloted in 2017 during the ERI PLAP training workshop. A team has been assigned for incorporating the comments that derived from piloting.

Activity: Conduct training of SNE qualified trainers on inclusive teaching methodologies to capacitate mainstream teachers on managing learner diversity in the classroom (TOT): As planned, a training was conducted to empower SNE qualified teachers with skills, knowledge and attitudes to increase their capacity to address learners' diversity.

Activity: Conducting psychometric test development workshop for Educational Psychologist: Existing psychometric tools from Provinces were reviewed. There is now an agreement on standardizing some of the tests and on the development of a behaviour observation checklist for teachers.

Activity: Develop data base (data base specification): On-going discussions were held with Learner Welfare Services Department (LePS) to conceptualize the database. There were knowledge sharing sessions from the Child Protection Section in UNICEF on methodologies for development of an e-case management data system for vulnerable children. A prototype would be developed after pilot testing the screening and assessment tools.

Subcomponent 3.2: Non-formal education (NFE)

Activity: Non-formal education material developed: For the reporting period, UNICEF supported MoPSE to compress the secondary school syllabi in 11 learning areas, which were prioritized based on their relevance for the sub-sector. The compression represents the first step in the materials development process. It is informed by the Accelerated Learning methodology, which is designed to remove repetitions in the materials contained in the syllabi and therefore increase learning effectiveness and enhance the learning process. As part of this methodology, MoPSE compressed the six-year secondary school cycle into three levels, namely Level 1 (Forms 1 and 2), Level 2 (Forms 3 and 4), and Level 3 (Forms 5 and 6). While the development of NFE materials is yet to be finalized, the compressed syllabi are expected to be sent to schools for piloting in the first quarter of 2018.

Activity: Develop a Teacher Training Framework: Meetings were held amongst UNICEF, the Departments of NFE, Human Resources and other relevant departments of MoPSE and MoHTESTD to discuss the modalities for the integration of a teacher training framework into the pre-service curriculum of teachers. These meetings have culminated in the formation of a national working group under the auspices of the University of Zimbabwe's (UZ) Department of Teacher Education, to harmonize the training of teachers to align with the updated curriculum and other Programs such as ERI, PLAP and Teacher Performance Standards (TPS). In the initiative, UNICEF is part of the committee responsible for coordination.

Activity: develop Open and Distant Learning materials for levels 1, 2, and 3: The department of NFE resolved to use material developers to help develop Open and Distance Learning (ODL) materials for the sub-sector. The development of materials for NFE is also predicated on the finalization of the compressed secondary school syllabi.

Sub component 3.3: Integrate PLAP into curriculum

Activity: Establish working protocols with MoHTESTD: Following the wake of the updated curriculum in Zimbabwe, emphasis is on bringing a paradigm shift in theory and practice of teacher education. Several

meetings between the MoHTESTD and the MoPSE as well as with the Department of Education, University of Zimbabwe, have resulted in an agreement on integration of PLAP into pre-service teacher education, a decision that will help prospective teachers to meet the challenges and expectations towards improving learning outcomes. Different implementation committees are now working in tandem with UZ and MoPSE, to infuse the knowledge and content of this distinct methodology into the teacher education curriculum, nationally.

Activity: Develop guidelines for curriculum-based test and printing and distribution of curriculum-based tests to district offices: In the 2nd quarter of 2017, the curriculum-based tests in English and Mathematics comprising simple, yet powerful assessment indices were presented to the senior management of MoPSE. Comments on classroom observation, portfolios and student projects from the presentation were assimilated for finalization of the test and its guideline. After approval by the Permanent Secretary, teachers are to be trained on the administering procedure to measure educational progress of learners in classrooms.

Activity: Integrate PLAP into Remedial Program: The PLAP component was included in the Inclusive Education Handbook for teachers. MoPSE assigned personnel in the provinces as well as districts to gather additional information on certain chapters of the handbook.

Sub-component 3.4: Provision of learning facilities for the most disadvantaged districts

Activity: Draft and agree on modality for complementary funding: MoPSE discussed with Provincial Education Officers and other government partners directly or peripherally responsible for infrastructure development on the modality and delivery mechanism for complementary funding. The discussions included the various issues related to infrastructure development, and use of past experiences, the School Improvement Grant funding model and School Minimum Standards. A draft modality and delivery mechanism for complementary funding was developed as a result of these discussions. The modality, which is awaiting approval by MoPSE principals, will be used for the allocation of funds to the poorest schools based on selection criteria developed as part of the modalities. The guidelines focus on the most disadvantaged schools, school income, and enrolment, among other criteria. Funds will be allocated to schools in which specific buildings like classrooms, toilets or laboratories have reached certain milestones, such as being 75% complete, to ensure that the disbursed funds are utilized for completion of projects started by communities. Ministry will also use EMIS data to verify whether the schools identified are in the low-income bracket to address equity issues.

Activity: Complementary funds disbursed: The complementary funding for schools is expected to be disbursed following the approval and finalization of the modality and delivery mechanism for complementary funding by MoPSE principals. While the draft is awaiting approval, the disbursement of funds is expected to be in the second quarter of 2018.

Issues in implementation

Overall work under component 3 required a lot of system strengthening. This meant that all four quarters of 2017 were devoted to establishing systems and processes for addressing issues with mainstreaming special needs education by developing a sound referral system, a screening tool for early identification and printing of various necessary documents. The compression of syllabi for NFE experienced some delays. For this reason, the completion of key deliverables is behind schedule. This was partly because MoPSE was reliant on the technical expertise of the same staff members who are responsible for rolling out the national curriculum. This created competing demands for their time, especially because the formal curriculum implementation is regarded as the country's highest priority. The development of materials will require co-operation of external expert writers to address the human capital gap.

A mop up training in PLAP was held for teachers who missed the opportunity in 2016. Partly funded by the Ministry, the mop up training required minimal funds as peer support mechanisms at cluster levels were used. Though PLAP is being implemented in schools, it requires close monitoring by the District Remedial Tutor.

5.4 Component 4: Institutional strengthening

Objective(s) of the component: Strengthen the leadership and management of the sector and provide good quality evidence-based data and research for decision making

Progress made during the reporting period vis-à-vis planned results for the component:
Sub-component 4.1: Demand led response to national and subnational leadership, management and capacity development
Activity: Engage consultant to undertake review, update the TDIS and develop capacity development strategy: After the ToR for an institution to support the HOD process was endorsed in 2017 by MoPSE, UNICEF signed a contract with Ernst and Young, Zimbabwe, to undertake a review and develop a strategy for leadership training. The team held an inception meeting with MoPSE early in January. HOD requires the analysis of information on current capacities within the Ministry. An updated Teacher Development Information System (TDIS) is critical for skills mapping of MoPSE staff at all levels. In 2017 TDIS was merged with EMIS and that helped in having a consolidated data base for the whole system.

Activity: Establishment of Centre for Educational Research, Innovation and Development (CERID): A concept note for CERID was adopted. This was followed by the development of a framework to establish its theoretical and practical bases by two international Cuban educationists in May 2017. Meanwhile, an existing structure and basic components like computer, printers etc. were sourced to support the unit. Curriculum evaluation will be conducted as the first research project in 2018 under the auspices of CERID.

Issues in implementation
The establishment of CERID was delayed because MoPSE was working on ambitious operational plans and different propositions for CERID and its scope and implementation meant a lot of internal discussions and decisions. An attempt to update TDIS records was initiated although putting the records online was delayed because of issues with communication, connectivity and breakdown of equipment. HR Officers in districts continue to ask for support to generate analytical reports themselves.

Mitigation measures
The head office is now ensuring compliance with district offices to input TDIS data into the new TDIS system which is now online. HR officers and DSIs have been requested to update all records.

5.5 Component 5: Program management and monitoring

Progress made during the reporting period vis-à-vis planned results for the component
Subcomponent 5.1. Monitor and evaluate Program
Activity: Monitoring and evaluation: Regular end user monitoring visits have been undertaken by MoPSE and UNICEF. Most of it was related to the preparation of districts and provinces for the implementation of activities under the new GPE II Program. Much of the year was devoted to planning and preparatory activities, and several verification visits were made based on acquittal reports submitted.

Activity: GPE Evaluation: An evaluation of GPE I was conducted by a team of international consultants between July and December 2017, to assess the effect of GPE interventions on the revitalization of the education sector and the extent to which they have contributed to the system "achieving universal and equitable access to quality education services for all Zimbabwean children". A report has been submitted in January 2018, and has been circulated to donors, MoPSE, and other key stakeholders for their comments and inputs.

Activity: Education Sector Performance Review: The 2017 Education Sector Performance Review (ESPR) was the second review on the 2016-2020 ESSP. It focused on the performance of the sector against a performance assessment framework comprising key performance and process indicators, with emphasis on three areas critical to education in Zimbabwe: Access with a special focus on issues of Equity, Quality and Efficiency of the system.

6.0 Programme Results

Please see attached Annex A

7.0 Outcome indicators in the GPE Program Results Framework

Please see attached Annex B

8.0 Program Expenditure[2]

Component	Total GPE budget	Total funding for 2017	Funds received to date	Cumulative spending to date[3]	Balance on funds received to date	% exp. on funds received to date
Component 1: Providing a strong policy, legal and regulatory framework	1,250,000.00	675,000.00	337,500.00	279,672.89	57,827.11	83%
Component 2: Implementing the updated curriculum	9,169,958.00	5,587,092.00	5,118,585.00	1,522,039.07	3,596,545.93	30%
Component 3: Equity and access in education: inclusive education, non-formal education, accelerated learning	4,110,000.00	1,205,000.00	616,666.00	167,514.68	449,151.32	27%

[2] The fuds reported under this section are programmable funds only (i.e. after deduction of 8% HQ cost recovery)
[3] Funds utilization amounts in the report are only interim figures. The final Certified Financial Statement will be made available after closure of year-end accounts by the UNICEF Comptroller

Component 4: Institutional strengthening	4,050,000.00	1,800,000.00	502,684.00	117,089.03	385,594.97	23%
Component 5: Program support, management and monitoring	2,005,000.00	785,000.00	1,424,565.00	710,887.92	713,677.08	50%
TOTAL	**20,584,958.00**	**10,052,092.00**	**8,000,000.00**	**2,797,203.59**	**5,202,796.41**	**35%**

Technical, policy, or knowledge products financed by GPE II

- ERI - PLAP supplement which focuses on children with special needs
- Guidance and Counselling Teachers Manual for strengthening life skills, sexuality, HIV and AIDS education

9.0 Key Partnerships and Interagency Collaboration

Effective partnerships between government and development partners have assisted MoPSE in its endeavour for high quality delivery of education provision in areas critical to the achievement of learning outcomes, education for all and supply of quality education resources. This partnership has largely been within the framework of the Education Coordination Group (ECG). The GPE Program is instrumental in strengthening and operationalizing this partnership. The Government currently has an unmanageable wage bill which consumes 98% of the education sector budget, leaving very little for interventions to enhance the quality of education. Moreover, economic challenges continue to persist along with acute cash shortages. Donors and partners however, play a critical role in both service delivery and strengthening systems.

The Grant Agent UNICEF has maintained good coordination and collaboration with the Ministry for the achievement of the GPE Program goals in line with ESSP. UNICEF's close engagement with MoPSE in all aspects of the GPE Program includes the provision of technical support to each component and subcomponent, as well as monitoring and quality assurance of provincial, district and cluster level planning and implementation of activities. Technical guidelines are regularly sent to the provinces and districts on budget lines, and proportion of expenditure for various aspects of the activities were monitored. The focal teams for the GPE in UNICEF, and MoPSE were able to support the roll out of the new Program.

The ECG chaired by the Minister of Primary and Secondary Education meets every six weeks at the Ministry's office. Membership includes UNICEF (Grant Agent), DFID (Coordinating Agency), MoPSE's Senior Management, MoHTESTD, Ministry of Finance and Economic Development (MoFED), UNESCO, ECOZI, two representatives of CSO, CAMFED and the World Bank. The Education Coalition of Zimbabwe (ECOZI) as the umbrella organization for several CSO's and NGO's engaged in the education sector, includes the teachers' unions and student associations. DFID as the Coordinating Agency (CA) for GPE II in Zimbabwe and ECOZI are included in planning and monitoring activities of GPE and the wider education sector. The ECG is a strong participant in the education sector in Zimbabwe and decisions made here are significant and thoroughly discussed.

DFID continues to effectively play its role in facilitating communication, interaction and engagement by all the parties (ECG members, MoPSE, UN agencies and CSO representatives) while maintaining active contact with the GPE Secretariat in Washington. ECOZI has formed a good partnership with MoPSE,

UNICEF, and DFID and is regularly contributing to events and activities of mutual interest in the Zimbabwe education sector.

10.0 Value for Money

The principle of value for money guided all Program considerations from the national to cluster and school levels. Efforts were directed at putting every dollar to best use, thus stretching to achieve results at the lowest possible cost. Examples of how savings were made include:

- Adopting the cascading training model and selecting public service centres for group trainings.
- The application of Government of Zimbabwe harmonized rates for travel and allowances ensured best use of the resources available. Furthermore, UNICEF and MoPSE negotiated workshop rates with low-cost venues, leading to even more savings. Adoption of this mix of strategies significantly contributed to the reduction of costs for implementation.
- The discussions started on integration of ERI and PLAP into the pre-service teacher education curriculum will lead to more saving opportunities in the future, as the new teachers who join the workforce will already be trained in those methodologies.
- Support of the communities in procuring materials for constructing ECD outdoor play areas helped in saving school level resources and contributed to cost reduction.
- Joint monitoring visits for all GPE II activities were undertaken by the Ministry teams and a monitoring budget was made available to the Ministry and ECOZI for this purpose. Subsequent trip reports showed the value and cost effectiveness of this exercise, enabling teams to visit more districts than otherwise would have been possible.
- In addition, the monitoring of all UNICEF programs, including the GPE are carried out by UNICEF staff routinely, whatever be the main purpose of the field visit. This means that when a monitoring team sets out, they monitor all UNICEF supported education programs regardless of source of funding. Hence the budget for monitoring is shared out and used more effectively within UNICEF.

11.0 Lessons learned

The following key lessons have been learnt so far in the implementation of the Zimbabwe GPE Program and were formulated by the focal groups:

1. Stakeholder consultation and a broader buy-in is very important for the Government to pursue in their need and justification for specific policies to ensure timely policy formulation, adoption and implementation.

2. Implementation of program activities can be accelerated if the coordination within Ministry and with partners and multiple stakeholders outside the Ministry is strengthened.

3. The summative evaluation report made it clear that GPE Program and UNICEF had to make compromises from time to time, especially when looking at the curriculum training processes or policy drafting. It is true that some of the components could have been implemented differently, and the program is by no means perfect, but lessons being learnt in the process are being incorporated into strategies and future plans.

4. For textbook procurement MoPSE should keep stamped samples of approved text books at the technical evaluation stage to avoid delay and confusion.

5. For syllabus interpretation, it is advisable to incorporate the feedback from syllabus interpretation trainings of the previous year to ensure a strong and effective current training workshop in the future. Trainings can also be held at the cluster level to close the gap between facilitators and teachers. There is a need for continuous follow up of training in curriculum in new learning areas.

6. Regarding translation of syllabi from English into indigenous languages, identification of the right applied linguist to translate and interpret for teaching and learning, followed by selecting the right people to conduct quality assurance work is critical.

7. The statistics available through the EMIS ED46 form used by the Ministry needs to be consistently reliable to avoid having to triangulate and collate information from the Head Office as well as Provincial or District office which can be very time consuming. The learning from the low uptake of TDIS in the districts is that closer links and clearer communication is needed between the national and subnational offices of the Ministry.

8. For communities to be fully engaged they need to be sensitized well on their duties and responsibilities and be given clear guidelines on processes and results expected.

9. MoPSE must move beyond working in silos at times and broaden their technical support base. For example, a wider collaboration with partners and stakeholders encourages more transparent consultations and outcomes.

10. Regarding complementary funding, development of identified criteria and discussion with partners, stakeholders and communities to focus on the most disadvantaged schools will further help in addressing the issue of access and equity. The availability and use of EMIS data and the involvement of Provincial planners was critical.

11. Planning of activities should be done as early as possible at the beginning of the year to meet the output indicators.

12.0 GPE Corporate Results Framework

Textbooks purchased and distributed

In preparation for procurement of text books, the major thrust of GPE II in 2017 has been on:

- Selection of disadvantaged schools in the country to be supported with procurement and distribution of text books.
- identifying publishers who would be able to supply the books needed for implementing the updated curriculum
- building inter-departmental cooperation and strengthening the system within Government for such a large and complicated procurement process,
- evaluation of text books and their contents to be approved by MoPSE
- Extensive planning for a phased implementation approach.

Number of teachers trained (as a result of the Program) (disaggregate by sex)[1]

Subsector	Source					Current reporting period January 2017-January 2018			
		Data				Data			
		Target	Actual	% (actual/target)	Month/Year for actual data	Target	Actual	% (actual/target)	Month/Year for actual data
ECD (ISCED 0)	District Reports					6,062 for ECD B teachers	Around 30,000 teachers trained		
Primary (ISCED1)	District Reports					17,369			
Lower Secondary (ISCED 2)	N/A					N/A	Lower secondary teachers were trained in continuous assessments supported by EDF. Training on syllabus interpretation for lower secondary teachers happened in 2016		

Narrative and description

The most important person in the curriculum interpretation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum implementation effort. Better teacher support provides better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the updated curriculum in the classroom.

- *In the context of the Program*
  - The updated syllabus from 2016-2022 imposes new demands on teachers regarding content, methodologies and assessment
  - There always exists a gap between planned curriculum and the implemented curriculum
  - Syllabus interpretation training for teachers helps to narrow that gap
  - In the process of demystifying the curriculum considering local schemes of work as per the local environment, puts the teachers on the same level as the community and enables sharing of different ways of communicating the new information

- *Achievements:* Monitoring of the first year of implementation indicated that the teachers appreciate the updated curriculum and acknowledge the importance of its focus on the national philosophy. In all workshops of syllabus interpretation, the importance of curriculum and syllabus content in relation to assessment was discussed. The two-way system of assessment viz formative and summative, as part of the updated curriculum was an area that teachers appreciated having clarification on. About 8500 junior teachers (Grade 4) and 50,378 infant teachers have been trained using the cascade and cluster model in 2017.
- *The anticipated transformative effect of this investment:* Investing in teacher training can transform education and will be crucial for effective phased-delivery of the updated curriculum. Support to the curriculum implementation including teacher sensitization has helped GPE II Program to meet its core goals on equity, efficiency and learning outcomes. The trained teachers can now identify learning needs, address equity considerations and adopt various appropriate teaching strategies to implement the curriculum. Continuous teacher professional development at school level is supporting the teachers to work collaboratively with teaching issues being experienced at school and classroom levels.

Number of classrooms built or rehabilitated (as a result of the Program)

Note: If the Program does not include this indicator, insert "not applicable."

Subsector	Source	July 2014-June 2015[4]				Current reporting period January 2017- January 2018			
		Data				Data			
		Target	Actual	% (actual/ target)	Month/Year for actual data[5]	Target	Actual	% (actual/target)	Month/Year for actual data
ECD (ISCED 0)			GPE I did not finance construction of classrooms				Work in progress		
Primary (ISCED1)			N/A						
Lower Secondary (ISCED 2)			N/A						

Narrative and description

Construction of classrooms come under component 3, sub component of school infrastructure. Ministry of Primary and Secondary Education has been working on the:

[1] The acquittal reports for syllabus interpretation training are yet to come and only then the number of teachers trained disaggregated by sex can be determined

[4] Data for the July 2014 - June 2015 reporting period is needed to establish this indicator's baseline for purposes of the GPE results framework 2016-2020, which was adopted by GPE Board in December 2015. The template will be updated for the next reporting period.

- Criteria for selecting the most disadvantaged schools by triangulating and analyzing information assimilated from a survey from the Provinces and districts and the data obtained from EMIS
- The design of the classroom construction that should meet the national minimum standards
- Approval of plans by the Principal Directors of MoPSE.

ESPIG support to the development or improvement of an Education Management Information System (EMIS) (N/A for 2017)

Baseline (2016)	Current reporting period	Next reporting period
a. Did the ESPIG plan to support the development or improvement of an EMIS during the reporting period? □ Yes *□ No b. Did the ESPIG support the development or improvement of an EMIS during the reporting period? □ Yes □ ECD □Primary □ Lower Secondary *(check all that apply)* *□ No	a. Did the ESPIG plan to support the development or improvement of an EMIS during the reporting period? □ Yes * □ No b. Did the ESPIG support the development or improvement of an EMIS during the reporting period? □ Yes □ ECD □Primary □ Lower Secondary *(check all that apply)* *□ No	Does the ESPIG plan to support the development or improvement of an EMIS during the next reporting period? *□ Yes *□ ECD □*Primary *□ Lower Secondary *(mark all that apply)* □ No

GPE Corporate Results Framework – ESPIG Variable Part Indicators

Zimbabwe is still in the process of applying for Variable tranche and Multiplier fund for 2019-2020 and will submit the final application on 1st May 2018.

13.0 2018 Work Plan

The following priority actions are planned for 2018 to overcome constraints, build on achievements and partnership and use the lessons learnt during the next reporting period

1. **Policies and legislation**
   - Update Education Act and other legal frameworks to be consistent with the Constitution
   - Functional and Institutional review linked to implementing the School Financing Policy
   - Establish a modality and the operating procedures for the School Financing Policy
   - Finalize the Inclusive Education Policy Framework
   - Finalize ECD policy
2. **New curriculum Implementation**
   - Develop new syllabi (indigenous languages): design and printing
   - Develop learning materials and teacher manuals and training in new learning areas: Guidance and Counselling
   - Provide in-service training for those starting new curriculum classes
   - Purchase textbooks and learning materials for the most disadvantaged schools- primary, secondary
   - Purchase textbooks, learning materials and equipment for technical and vocational education
   - Design ERI Program within the new curriculum
3. **Special Needs Education**

- Improve referral system for special needs learners
- Provide empowerment grants to school clusters to develop and distribute special needs aids
- Strengthen the School Psychological Services
- Establish a data base of support needs for special needs aids and establish a modality for provision

4. **Non -Formal Education**
   - Develop all additional materials needed for the NFE under the new curriculum
   - Develop an NFE teacher training framework to be integrated into the new curriculum
   - Develop, pilot and roll out the NFE distance learning Program
5. **Reintegration of PLAP**
   - Reintegrate PLAP into the remedial education system through pre-service and curriculum alignment
6. **School Infrastructure**
   - Develop modality and delivery mechanism for complementary funding
   - Complementary funding for construction of classrooms
   - Construct and equip laboratories
7. **Institutional Strengthening**
   - Teacher capacity development linked to Teacher Standards and TDIS
   - Leadership, management and curriculum implementation training for national, provincial and district officers, school heads, administrators and TICs
8. **CERID**
   - Develop a concrete research agenda for CERID
   - Undertake educational research on national, provincial, school and cluster needs for ESSP targets and establish modalities and support system requirements for this.
   -

14.0 Risks, Assumptions and Mitigations

Risk Category	Risk Rating	Risk Description	Mitigation measures taken
Economic and Financial Risk	High	• Cash crises and uncertainty of currency • High inflation of commodities • Investors are waiting for free and fair election in 2018	• Engage with the government to make cash available • Advocacy for use of plastic money • Make allowances for high bank charges • Materials procured and distributed was selected prudently
Capacity support	Medium	• MoPSE GPE focal points are overstretched in organizing GPE activities as they also have a full portfolio of broader education sector activities in their area of governance.	• Include review/audit of partner structures as part of verification • Review technical assistance requirements and recruit Technical Assistants (TA) for specific tasks and for limited time. • HOD to motivate MoPSE personnel • Support with UNICEF technical assistance
Staff movement in new political scenario	Medium	• New Government structure in December 2017 is trying to cope with the 100 days action	• Staff at national, provincial and district, cluster and school levels generally up to speed with GPE II implementation plans in all the 5 components.

		plan and match service delivery as mandated	• Current Principal Directors (PDs) are responsible for GPE II subcomponents. • Engagement at senior management level between UNICEF, MoPSE and Education Coordination Group (ECG) on structure and delegation of responsibilities
Monitoring and Management	Medium	• Proposed monitoring and implementation procedures are not followed • Fleet of vehicles bought by the Ministry in 2010 to monitor Child Friendly schools are now beyond servicing	• Require regular submission of reports • Verification visits based on monitoring and acquittal reports submitted • Joint monitoring visits that include all implementing partners • Monitor GPE II Program along with other education programs • GPE team has established close and personal contact with district focal points
Overall risks	Medium	• Due to many competing demands and heavy financial commitment to teacher salaries, Government was not able to give adequate attention to some GPE subcomponents resulting in delayed implementation • Sustainability of GPE Program beyond grant expiry	• Decentralization of most of the GPE trainings to clusters and schools is mitigating the overall risk to the program. School level implementation and monitoring will continue to mitigate overall risks. • Government ownership of the GPE Program and a strong support from leadership (the Minister and PS) have considerably reduced the risk of incomplete or shoddy Program delivery • Frequent and targeted monitoring visits also help to clear bottlenecks and to move GPE forward in a productive way. • Beyond 2015, pre-service training for GPE I intervention areas of PLAP, ERI and TPS to be included in teacher training programs nationally

15.0 Expression of Gratitude

The Ministry of Primary and Secondary Education (MoPSE) and UNICEF Zimbabwe wish to express their sincere appreciation to the GPE Secretariat for making funding available to support the education sector in Zimbabwe. Special appreciation goes to the Education Coordination Group (ECG) for appropriate acknowledgement and support of the GPEII Implementation Plan and to Lucinda Ramos, Country Lead responsible for GPE Zimbabwe for her support and encouragement during the implementation of the first grant and during the preparations of the application for the second grant. We look forward to a continued fruitful and collaborative partnership in implementing the GPE II grant in 2018 towards improving the quality of education for children in Zimbabwe.

Annex A: Programme Results

Please find attached

Annex B: Outcome indicators in the GPE Program Results Framework

Please find attached.

Annex C: Human Interest Story and Photos

Please find attached

Annex D: The Donor Statement by Activity (Uncertified)

Please find attached.

Annex E: The Donor Feedback Form

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