

MINISTRY OF PRIMARY AND SECONDARY EDUCATION-ZIMBABWE

Volume commitment						
Basis for commitment (%)						
Please select one of the boxes below (click on the box):						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education expenditure as a share of total budget (incl. debt servicing): 12.4%	Education expenditure as a share of total budget (excl. debt servicing)	Education expenditure as a share of GDP	Per capita education expenditure as a share of per capita GDP (by sub-sector)	Other % (please specify)		
Description of education budget perimeter						
<i>Please list all line ministries responsible for elements included in the calculation of education expenditures. Ideally this description should identify where in the national budget relevant elements are recorded.</i>						
<p>Ministry of Primary & Secondary Education (MOPSE) – All six programs of the MOPSE Budget are factored into the calculation of education expenditure</p> <p>Ministry of Public Service Labor & Social Welfare (MPSLSW) – Programme 3 of the MPSLSW budget has an allocation of the Basic Education Assistance Module (BEAM) under the Social Benefits line</p>						
Historical and projected expenditures (%)						
<i>Please include all available historical expenditures (executed budget), as well final projected value for the year in which your commitment ends. Inclusion of intermediate values are encouraged but not required. If your commitment ends before 2025 (the duration of GPE's new strategic plan) please provide a brief rationale below (e.g. alignment of commitment duration with country MTEF).</i>						
2019	2020	2021	2022	2023	2024	2025
14.92% Wage bill – 92.5% Non-wage Recurrent & non-recurrent – 4.15% Capex – 3.2	14.18% Wage bill – 43.64% Non-wage Recurrent & non-recurrent – 37% Capex – 20	13.56% Wage bill – 73% Non-wage Recurrent & non-recurrent – 17% Capex – 10	15% Wage Bill not to exceed 73%, and not to be below: <ul style="list-style-type: none"> • 5% Non-salary recurrent (non-development) • 12% for Non-salary Recurrent (Development) • 10% for CAPEX 	16.5% Wage Bill not to exceed 70%, and not to be below: <ul style="list-style-type: none"> • 5% for Non-salary recurrent (non-devpt) • 15% for Non-salary Recurrent (Devpt) • 10% for CAPEX 	18% Wage Bill not to exceed 68%, and not to be below: <ul style="list-style-type: none"> • 5% Non-salary recurrent (non-devpt) • 15% for Non-salary Recurrent (Devpt) • 12% for CAPEX 	20% - Wage Bill not to exceed 65%, and not to be below: <ul style="list-style-type: none"> • 5% Non-salary recurrent (non-devpt) • 15% for Non-salary Recurrent (Devpt) • 15% for CAPEX
Rationale (optional):		The GoZ further commits to 100% disbursement from Treasury to the allocated MOPSE budget, and for MOPSE to commit to 100% budget execution. ** NOTE ** The increase in wage bill for the MOPSE does not alter the commitment of GoZ to remain with an overall 50% wage bill cap for the entire civil service.				

Other indicative policy commitments

Please describe here any significant policy commitments on equity and efficiency on areas of priority for your country. These might include gender, equality, better management of the teacher workforce, improvements in timeliness and accessibility of data for mutual accountability, national recovery stimulus spending targeting education, as well cross sector imperatives, including restoring/expanding school health and nutrition programs to leave no one behind etc. We also encourage commitments to strengthen the working relationship between Ministries of Finance and Education.

As the Government of Zimbabwe we commit to the following equity and efficiency areas of policy priority. They are:

1. **Develop a national education financing framework that operationalises state funded education in Zimbabwe by mid-2022** - While the Constitution (section 27) and the Education Act (Amendment No. 15, 2019) guarantees the right to education including basic state funded education; there is no funding and fund management mechanism to ensure that the aforementioned is achieved, in particular basic state funded education. The Act does not provide for a funding mechanism and management framework; and while there is the School Financing Policy, it does not yet provide for a specific fund towards basic state funded education, which this financing framework will put in place. Efforts toward implementing the School Financing Policy will be promoted to enable schools functionality through creation of a sustainable Government led funding strategy such as an education levy to ensure state funded education can continue.

2. **Develop and implement the national catch-up strategy framework** by Dec 2021 to enable the new compressed syllabus and blended approach to learning to be successfully rolled out across Zimbabwe so that all children can catch up their lost learning. The following are the key activities;
 - a. deliver alternative learning platforms including development of Open and Distance Learning teaching and learning materials, including radio and television lessons.
 - b. Develop learning assessment schemes for all subjects and levels, including Technical and Vocational Education and Training subjects;
 - c. promote indigenous languages in schools, sign language and braille.
 - d. Mainstream gender, disability, orphanhood, vulnerability, psychosocial support and disaster risk reduction into school culture.

3. **Make measurable progress against the 6 actions set out in the Safe to Learn Campaign; ending violence in schools**, by 2025 through development, adoption, implementation, and review of relevant policies. The Safe to Learn Campaign was signed by the Honourable Minister of Primary and Secondary Education in May 2021. The six actions are:
 - a. Implement and enforce policies that will protect children from all forms of violence in and around schools; including online; including implementation of the national education inclusion strategy
 - b. Strengthen the prevention and responses at the school level through an increased focus on the implementation of our commitments set out in the Amended Education Act;
 - c. Review our multisectoral policies on child protection in schools, including referral mechanisms to support victims of violence in schools, and working with parents and communities, in order to eliminate child abuse, exploitation, and all forms of discrimination; and ensure those who perpetrate are removed as teachers or administrators;
 - d. Work with all stakeholders in our schools to promote positive discipline, social norms and gender response to education and planning gender equality, to ensure that schools are safe spaces for teaching and learning;
 - e. Invest our resources effectively to promote safer schools;
 - f. Improve our collection of disaggregated data and monitoring efforts to effectively address violence in schools for both national and global utilisation.

4. **Strengthening school systems and infrastructure**

- a. Prioritise WASH to enable all schools to be open and functional and ensure that no child is left behind. This will also include resiliency measures to adapt to climate change/weather events.
- b. prioritise construction of new schools, refurbishing and upgrading dilapidated infrastructure.
- c. enhance teachers' continuous professional development so that they are able to cope with the new demands of the profession caused by COVID 19, the disasters and the introduction of the Continuous Assessment for the competence-based curriculum.
- d. strengthen school systems from national to school level.

Other Ministries and LEG

Please indicate if this commitment was endorsed by other ministries as relevant, including the ministry of finance, and has been shared with the LEG:

“This commitment was endorsed by The President of the Republic of Zimbabwe, His Excellency Cde Emmerson Dambudzo Mnangagwa; the Honorable Minister of Primary and Secondary Education, Cain Mathema; and the Honorable Minister of Finance and Economic Development, Prof. Mthuli Ncube. It has also been shared and endorsed by the Education Coordination Group which is the LEG equivalent in Zimbabwe”.