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 cooperating 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.
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 cooperating 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 casted 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 cooperating 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

<table>
<thead>
<tr>
<th></th>
<th>ECD</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>% increase</td>
<td>No. of Schools</td>
<td>% increase</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td>4834</td>
<td>1621</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>4865</td>
<td>0.64%</td>
</tr>
<tr>
<td>2010</td>
<td>5114</td>
<td>5646</td>
<td>16.05%</td>
</tr>
<tr>
<td>2012</td>
<td>5625</td>
<td>5753</td>
<td>1.90%</td>
</tr>
<tr>
<td>2013</td>
<td>5669</td>
<td>5805</td>
<td>0.90%</td>
</tr>
</tbody>
</table>
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 overall 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,
infratstructure, 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3161</td>
<td>4501</td>
<td>4834</td>
<td>5646</td>
<td>5805</td>
</tr>
<tr>
<td>Secondary</td>
<td>177</td>
<td>1502</td>
<td>1621</td>
<td>2237</td>
<td>2374</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>819586</td>
<td>2274178</td>
<td>2445520</td>
<td>2478990</td>
<td>2663187</td>
</tr>
<tr>
<td>Secondary</td>
<td>66215</td>
<td>695612</td>
<td>831488</td>
<td>778235</td>
<td>957461</td>
</tr>
</tbody>
</table>

[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 despite 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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
<th>% Female</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absconded</td>
<td>591</td>
<td>440</td>
<td>1031</td>
<td>42.68%</td>
<td>17.35%</td>
</tr>
<tr>
<td>Death</td>
<td>318</td>
<td>207</td>
<td>525</td>
<td>39.43%</td>
<td>8.84%</td>
</tr>
<tr>
<td>Expulsion</td>
<td>110</td>
<td>24</td>
<td>134</td>
<td>17.91%</td>
<td>2.26%</td>
</tr>
<tr>
<td>Illness</td>
<td>208</td>
<td>115</td>
<td>323</td>
<td>35.60%</td>
<td>5.44%</td>
</tr>
<tr>
<td>Marriage</td>
<td>126</td>
<td>110</td>
<td>236</td>
<td>46.61%</td>
<td>3.97%</td>
</tr>
<tr>
<td>Other</td>
<td>396</td>
<td>288</td>
<td>684</td>
<td>42.11%</td>
<td>11.51%</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>154</td>
<td>71</td>
<td>225</td>
<td>31.56%</td>
<td>3.79%</td>
</tr>
<tr>
<td>School Fees</td>
<td>1646</td>
<td>1138</td>
<td>2784</td>
<td>40.88%</td>
<td>46.85%</td>
</tr>
<tr>
<td>Total</td>
<td>3549</td>
<td>2393</td>
<td>5942</td>
<td>40.27%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
The table above shows national dropouts by reason for primary education. About 40% of all dropouts are females. School fees, absconndment and other are the major reasons for dropout (extracted from MOPSE Annual Statistical Report 2013).

**Table 5: Secondary Drop outs by reason**

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

The table above shows national secondary school dropouts by reason and sex. About 52% of secondary dropouts are females. School fees, marriage, and absconndment 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


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 ongoing 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 Tirelo 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 textbook.

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 hot-sitting 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, Cafamfed 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 reduce hot sitting
- 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 re-packaged 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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Appendix 1(a)

Education Sector Review Context

- 1963-1983: Rapid expansion of education services - UPE achieved (primary schools, upper basic, teacher training, paraprofessionals participation)
- 1983: The Jordanian Conference, Tehran and the EFA agenda
- 1992-2000: Harris, non-formal education, education for all
- 1999: Adoption of CISE recommendation
- 2000: Land reform program; economic challenges
- 2000: Millennium Development Goals (Crude Literacy Rate)

Education Sector Review Context

- 2004: Establishment of ECD education in primary schools
- 2009-2011: Education system review, birth of EED
- 2013: New Constitution recognizing right to education
- 2013: Decentralization, New Government
- 2013: Growth Agenda for Sustainable Socio-Economic Transformation (JESSEET) 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 2014-2020 for Ministry of Primary and Secondary Education
Planning Framework: Recent Developments

- 2010-2011: Preparation of 2014-2016 Operational Plan for the Sector
- 2011-2015: Preparing of Intervention List e.g. ENSF, Peace
- 2012-2016: Adoption of national planning framework
- High level of positive focus on quality education, human resource capacity
- No significant change in equity
- Increasing of enrollment equity
- EBF recommendation: evidence-based guidance

Recent Legal and Policy Reforms

- 2003 National Constitution: Reaffirmation of education as basic right, but need to align laws and policies
- 2014 NWP policy
- Curriculum Review
- School infrastructure development through PPs

Economic and Budgetary Framework

- Reduced pace of economic growth-economic challenges
- Continuously high allocation to education sector: 34% of national budget (EADC 2013/14)
- Over 90% budget supports staff salaries-excluding fiscal space for non-salary expenses like development programme, project
- Budget determination: costing improvements

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
- Evidence-based planning framework (sector plan, operational plan); good quality open-data now available
Achievements (Contd)

- Innovative approaches to policy implementation e.g.
  - Satellite schools for quick access to JVPs
- Capacity development - short and long term
- Strong numeracy
- UPE
- GFP of over 1
- Dropout rate 2.6%

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 2.1%

THANK YOU
Appendix 1(b)

8/26/2015

Introduction

- Provision 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

- Promoting values and principles include: Recognition of the equality of all human beings; Gender equality
- National Objectives and Policies: There must be appropriate education and training
- Education: The State must take all practical measures to ensure: (a) the 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 Right of Own Education: Every child and permanent resident of Zimbabwe has a right to basic education, including adult education

EDUCATION MANAGEMENT INFORMATION SYSTEM

- Informed decisions — Accurate information
- Collection of real-time data
Key Education Indicators

- Teacher-Pupil ratio: (ECTDA Level) 1:20; Secondary: 1:10; Primary: 1:30
- Dropout rate: 2.5%
- Female-Pupil ratio: Primary & Core subjects: 1:1
- Gender Parity Index: 0.95

Conclusion

- Quality education accessible to all and improved learning outcomes
THANK YOU
Table 47: Primary Net Intake Rates by Province

<table>
<thead>
<tr>
<th>Province</th>
<th>New-Start Male</th>
<th>New-Start Female</th>
<th>Provision Male</th>
<th>Provision Female</th>
<th>Net Intake Male</th>
<th>Net Intake Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulawayo</td>
<td>3958</td>
<td>4118</td>
<td>6538</td>
<td>7018</td>
<td>60.23%</td>
<td>58.67%</td>
</tr>
<tr>
<td>Harare</td>
<td>8667</td>
<td>5967</td>
<td>21674</td>
<td>22648</td>
<td>40.99%</td>
<td>41.37%</td>
</tr>
<tr>
<td>Matabeleland</td>
<td>7961</td>
<td>10248</td>
<td>23856</td>
<td>24363</td>
<td>40.62%</td>
<td>42.07%</td>
</tr>
<tr>
<td>Masvingo</td>
<td>5373</td>
<td>6501</td>
<td>15495</td>
<td>15557</td>
<td>41.13%</td>
<td>42.11%</td>
</tr>
<tr>
<td>Midlands</td>
<td>7807</td>
<td>7958</td>
<td>17396</td>
<td>17544</td>
<td>44.88%</td>
<td>45.38%</td>
</tr>
<tr>
<td>Manicaland</td>
<td>3785</td>
<td>5126</td>
<td>18500</td>
<td>18976</td>
<td>41.75%</td>
<td>42.82%</td>
</tr>
<tr>
<td>Matabeloland</td>
<td>10396</td>
<td>10851</td>
<td>20636</td>
<td>21508</td>
<td>49.66%</td>
<td>50.42%</td>
</tr>
<tr>
<td>Matabele South</td>
<td>5271</td>
<td>5803</td>
<td>10469</td>
<td>10521</td>
<td>51.21%</td>
<td>55.15%</td>
</tr>
<tr>
<td>Mashonaland</td>
<td>4229</td>
<td>4518</td>
<td>9410</td>
<td>9295</td>
<td>44.84%</td>
<td>48.71%</td>
</tr>
<tr>
<td>Manicaland</td>
<td>9311</td>
<td>10296</td>
<td>21176</td>
<td>21507</td>
<td>45.86%</td>
<td>47.67%</td>
</tr>
</tbody>
</table>

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%.

Figure 29: Primary School Net Intake Rates by Province
<table>
<thead>
<tr>
<th>Year</th>
<th>% of Male</th>
<th>% of Female</th>
<th>% of Other</th>
<th>% of Other Sex</th>
<th>Male Total</th>
<th>Female Total</th>
<th>Total Emigrants</th>
<th>Total Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>50.1%</td>
<td>49.9%</td>
<td></td>
<td></td>
<td>1,901,324</td>
<td>1,899,543</td>
<td>4,200,867</td>
<td>4,000,000</td>
</tr>
<tr>
<td>2002</td>
<td>50.2%</td>
<td>49.8%</td>
<td></td>
<td></td>
<td>1,912,622</td>
<td>1,908,398</td>
<td>4,321,020</td>
<td>4,020,000</td>
</tr>
<tr>
<td>2003</td>
<td>50.3%</td>
<td>49.7%</td>
<td></td>
<td></td>
<td>1,924,920</td>
<td>1,920,764</td>
<td>4,395,684</td>
<td>4,041,000</td>
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<tr>
<td>2004</td>
<td>50.4%</td>
<td>49.6%</td>
<td></td>
<td></td>
<td>1,937,219</td>
<td>1,933,006</td>
<td>4,470,225</td>
<td>4,062,000</td>
</tr>
</tbody>
</table>

Table 3: Participation Rates by Gender and Year

Note: Participation rates are calculated based on the number of individuals aged 15 and older who are economically active. The data is compiled from the national labor force surveys conducted annually. The participation rate for each year is shown in the table above. The rates are calculated as the percentage of the working-age population in the labor force.
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
  - VIT 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 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
Life Skills Orientation Programme

Learner Profile

- Exposure to an enterprise environment
- Exposure to relevant institutions to include uniformed services
- Engagement in Volunteerism

Cross-cutting or transversal issues:
- Environmental issues
- Health education
- Civic education
- Entrepreneurship
- Financial literacy

General broad-based education

Forms 1 & 2

Five months post

Form 3 & 4

Forms 5 & 6

6(a) Learning areas elaborated
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 floors) for Primary and Secondary Schools

<table>
<thead>
<tr>
<th>Block Type</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wall</td>
<td>20,293</td>
<td>19,753</td>
</tr>
<tr>
<td>Roof</td>
<td>23,683</td>
<td>17,031</td>
</tr>
<tr>
<td>Floor</td>
<td>17,831</td>
<td>12,522</td>
</tr>
</tbody>
</table>

Table 121: Primary and Secondary Schools main source of electricity

<table>
<thead>
<tr>
<th>Source</th>
<th>Primary school</th>
<th>Secondary school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas Turbine</td>
<td>37%</td>
<td>31%</td>
</tr>
<tr>
<td>Generator</td>
<td>29%</td>
<td>23%</td>
</tr>
<tr>
<td>Grid</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
<td>11%</td>
</tr>
</tbody>
</table>

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 (48.4%).

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

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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Pupil to Classroom Ratios</th>
<th>Number of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECD</td>
<td>38.4</td>
<td>5,884</td>
</tr>
<tr>
<td>Primary</td>
<td>42.6</td>
<td>62,801</td>
</tr>
<tr>
<td>Secondary</td>
<td>46.3</td>
<td>10,587</td>
</tr>
</tbody>
</table>

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 Ratio (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. Moshomolane 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

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolments</th>
<th>Available Classrooms</th>
<th>PCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulawayo</td>
<td>8301</td>
<td>224</td>
<td>37</td>
</tr>
<tr>
<td>Vhembe</td>
<td>14462</td>
<td>278</td>
<td>21</td>
</tr>
<tr>
<td>Mankone</td>
<td>68419</td>
<td>1018</td>
<td>42</td>
</tr>
<tr>
<td>Mafungane South</td>
<td>37297</td>
<td>572</td>
<td>65</td>
</tr>
<tr>
<td>Mafungane East</td>
<td>41013</td>
<td>1,197</td>
<td>34</td>
</tr>
<tr>
<td>Mafungane West</td>
<td>37298</td>
<td>1,016</td>
<td>37</td>
</tr>
<tr>
<td>Mafungane North</td>
<td>58224</td>
<td>1,474</td>
<td>40</td>
</tr>
<tr>
<td>Mafungane South</td>
<td>31087</td>
<td>520</td>
<td>60</td>
</tr>
<tr>
<td>Mafungane South</td>
<td>28977</td>
<td>916</td>
<td>34</td>
</tr>
<tr>
<td>Nkolosha</td>
<td>40355</td>
<td>1299</td>
<td>38</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Province</th>
<th>Total Classrooms</th>
<th>Pupils</th>
<th>Pupil to Classroom Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harare</td>
<td>2452</td>
<td>102908</td>
<td>41</td>
</tr>
<tr>
<td>Mazowe</td>
<td>4875</td>
<td>154653</td>
<td>32</td>
</tr>
<tr>
<td>Chiredzi</td>
<td>10731</td>
<td>415062</td>
<td>39</td>
</tr>
<tr>
<td>Masvingo</td>
<td>4021</td>
<td>155295</td>
<td>39</td>
</tr>
<tr>
<td>Mutare</td>
<td>7259</td>
<td>206364</td>
<td>29</td>
</tr>
<tr>
<td>Masvingo West</td>
<td>6495</td>
<td>250256</td>
<td>40</td>
</tr>
<tr>
<td>Chiredzi North</td>
<td>8612</td>
<td>130847</td>
<td>33</td>
</tr>
<tr>
<td>Masvingo South</td>
<td>6664</td>
<td>149298</td>
<td>33</td>
</tr>
<tr>
<td>Mutare South</td>
<td>8186</td>
<td>255167</td>
<td>36</td>
</tr>
</tbody>
</table>

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 Enrolment, Number of Classrooms and PCR

<table>
<thead>
<tr>
<th>Province</th>
<th>Total Classrooms</th>
<th>Pupils</th>
<th>Pupil to Classroom Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulawayo</td>
<td>507</td>
<td>31978</td>
<td>37</td>
</tr>
<tr>
<td>Harare</td>
<td>1713</td>
<td>95596</td>
<td>56</td>
</tr>
<tr>
<td>Masvingo</td>
<td>3592</td>
<td>140318</td>
<td>39</td>
</tr>
<tr>
<td>Chiredzi</td>
<td>1523</td>
<td>74058</td>
<td>49</td>
</tr>
<tr>
<td>Masvingo West</td>
<td>2587</td>
<td>117489</td>
<td>45</td>
</tr>
<tr>
<td>Masvingo North</td>
<td>2133</td>
<td>111413</td>
<td>52</td>
</tr>
<tr>
<td>Masvingo South</td>
<td>3113</td>
<td>128141</td>
<td>41</td>
</tr>
<tr>
<td>Chiredzi South</td>
<td>1124</td>
<td>59953</td>
<td>45</td>
</tr>
<tr>
<td>Mutare South</td>
<td>4932</td>
<td>24258</td>
<td>49</td>
</tr>
<tr>
<td>Mutare</td>
<td>2000</td>
<td>120900</td>
<td>60</td>
</tr>
</tbody>
</table>

Figure 67: Secondary Schools PCR
### Table 105: Secondary Teachers Qualified and Unqualified

<table>
<thead>
<tr>
<th>Province</th>
<th>Qualified</th>
<th>Unqualified</th>
<th>Total (Qualified + Unqualified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matabeleland East</td>
<td>1320</td>
<td>324</td>
<td>1644</td>
</tr>
<tr>
<td>Matabeleland South</td>
<td>1896</td>
<td>450</td>
<td>2346</td>
</tr>
<tr>
<td>Manicaland</td>
<td>936</td>
<td>288</td>
<td>1224</td>
</tr>
<tr>
<td>Masvingo</td>
<td>1256</td>
<td>356</td>
<td>1612</td>
</tr>
<tr>
<td>Mashonaland Central</td>
<td>735</td>
<td>236</td>
<td>971</td>
</tr>
<tr>
<td>Mashonaland East</td>
<td>1502</td>
<td>450</td>
<td>1952</td>
</tr>
<tr>
<td>Masvingo West</td>
<td>1492</td>
<td>450</td>
<td>1942</td>
</tr>
<tr>
<td>Masvingo North</td>
<td>1096</td>
<td>356</td>
<td>1452</td>
</tr>
<tr>
<td>Newlands</td>
<td>842</td>
<td>246</td>
<td>1088</td>
</tr>
<tr>
<td>Woodlands</td>
<td>1194</td>
<td>356</td>
<td>1550</td>
</tr>
<tr>
<td>Total</td>
<td>6264</td>
<td>1772</td>
<td>7936</td>
</tr>
</tbody>
</table>

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, Manicaland and Manicaland West fall within the acceptable range of 30 pupils per qualified teacher. Mashonaland Central and Mashonaland East are in 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

<table>
<thead>
<tr>
<th>Province</th>
<th>Mathematics</th>
<th>Science</th>
<th>English</th>
<th>Science and English</th>
<th>Science and English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masvingo</td>
<td>1056</td>
<td>1256</td>
<td>1492</td>
<td>2752</td>
<td>2143</td>
</tr>
<tr>
<td>Manicaland</td>
<td>306</td>
<td>306</td>
<td>306</td>
<td>612</td>
<td>612</td>
</tr>
<tr>
<td>Mashonaland Central</td>
<td>220</td>
<td>220</td>
<td>220</td>
<td>440</td>
<td>440</td>
</tr>
<tr>
<td>Total</td>
<td>1656</td>
<td>1656</td>
<td>1656</td>
<td>3312</td>
<td>3312</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Province</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Male Qualified</th>
<th>Female Qualified</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Male Failing</th>
<th>Female Failing</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matabeleland N.</td>
<td>1161</td>
<td>4845</td>
<td>163</td>
<td>267</td>
<td>1324</td>
<td>5107</td>
<td>25</td>
<td>46</td>
<td>2672</td>
<td>101</td>
<td>196</td>
<td>462</td>
<td>2672</td>
</tr>
<tr>
<td>Mashonaland E.</td>
<td>5379</td>
<td>2370</td>
<td>378</td>
<td>630</td>
<td>5779</td>
<td>2902</td>
<td>25</td>
<td>54</td>
<td>2833</td>
<td>173</td>
<td>302</td>
<td>3579</td>
<td>2832</td>
</tr>
<tr>
<td>Mashonaland W.</td>
<td>3717</td>
<td>1353</td>
<td>494</td>
<td>562</td>
<td>3811</td>
<td>1915</td>
<td>25</td>
<td>74</td>
<td>4016</td>
<td>312</td>
<td>368</td>
<td>3717</td>
<td>1915</td>
</tr>
<tr>
<td>Midlands</td>
<td>3124</td>
<td>3601</td>
<td>884</td>
<td>496</td>
<td>3210</td>
<td>4097</td>
<td>25</td>
<td>54</td>
<td>4297</td>
<td>480</td>
<td>554</td>
<td>3210</td>
<td>4097</td>
</tr>
<tr>
<td>Matabeleland S.</td>
<td>1990</td>
<td>5154</td>
<td>245</td>
<td>246</td>
<td>2085</td>
<td>5400</td>
<td>25</td>
<td>54</td>
<td>5400</td>
<td>10</td>
<td>10</td>
<td>2085</td>
<td>5400</td>
</tr>
<tr>
<td>Matabeleland N.</td>
<td>1272</td>
<td>1568</td>
<td>961</td>
<td>932</td>
<td>2233</td>
<td>2560</td>
<td>25</td>
<td>54</td>
<td>2560</td>
<td>127</td>
<td>156</td>
<td>1272</td>
<td>2560</td>
</tr>
<tr>
<td>Midlands S.</td>
<td>1411</td>
<td>1586</td>
<td>211</td>
<td>306</td>
<td>1622</td>
<td>2352</td>
<td>25</td>
<td>54</td>
<td>2352</td>
<td>141</td>
<td>158</td>
<td>1411</td>
<td>2352</td>
</tr>
<tr>
<td>Mid. N.</td>
<td>4002</td>
<td>4956</td>
<td>727</td>
<td>642</td>
<td>4739</td>
<td>5607</td>
<td>25</td>
<td>54</td>
<td>5607</td>
<td>400</td>
<td>495</td>
<td>4002</td>
<td>5607</td>
</tr>
</tbody>
</table>

Mashonaland West 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 S4: Demographic Age pyramid Primary Teachers
INTRODUCTION

- Importance of having measurable quality education sector plan
- ESSF is a fully consultative and participatory process

MAIN ELEMENTS IN PROCESS OF ESSF PLAN PREPARATION

- ESSF guided by clear vision: "To be the leading provider of quality education for socio-economic transformation"
- ESSF evidence-based: data from sector analysis, sector reviews, stakeholders' priorities, ENDS and other data (ENRAS, MEW)
- ESSF scalable
- ESSF sensitive to the country
- ESSF open to the citizens

RATIONALE

- ESSF plan strategy to fulfill vision
- ESSF brings focus, alignment, coordination & 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
RATIONALE (CONT'D)

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

ESSENTIAL FEATURES OF ESSP

- EESP - national policy instrument provides long-term vision for education systems of country
- Outlines a coherent set of practicable strategies to reach objectives and overcome difficulties
- Based on sound analysis of current situation and causes of constraints and difficulties encountered
- Includes implementation, evaluation and evaluation

EDUCATION PLAN CYCLE

- Setting up of Steering Committee
- Setting up of Technical Working Committee
- Outlining of idea
- Sector analysis
- Sector review
- National consultations
- EESP development
- Completion of EESP
- EESP endorsement
EDUCATION PLAN CYCLE
- Education Sector Plan endorsed
- Mid-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 service and 2020 Plan

THANK YOU
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 Shanghali.
- 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

Opportunities

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