



MINISTRY OF PRIMARY AND SECONDARY EDUCATION

EDUCATION SECTOR PERFORMANCE REVIEW DRAFT REPORT

2016

ZIMBABWE

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Table of Contents

List of Acronyms.....	3
List of Tables	4
List of Figures	5
EXECUTIVE SUMMARY	6
1. The Country Context.....	9
1.1 Background.....	9
1.2 National Development Context:	9
1.3 Demographic Context	10
1.4 Economic Context	11
1.5 National Planning Framework.....	12
1.6 Technological Context.....	12
1.7 Structure of Zimbabwe Education System.....	12
2. Review of Progress by Programme Area	14
2.1 Programme 1: Policy, Legal and Regulatory Frameworks	14
2.2 Programme 2: Education, Research and Development.....	15
2.3 Programme 3: Infant Education	17
2.4 Programme 4: Junior Education.....	20
2.5 Secondary Education.....	22
2.6 Programme 6: Capacity Development	26
3. Education Financing.....	29
4. Recommendations, Lessons learnt and way forward	30
4.1 Lessons Learnt.....	30
4.2 Main Recommendations	30
4.3 Way Forward	30
References	31
Annex 1: An Update of Performance Indicators.....	32
Annex 2: Assessment of Progress Against Indicators	37

List of Acronyms

BSPZ	Better Schools Programme for Zimbabwe
CERID	Centre for Education Research, Innovation and Development
CDTS	Curriculum Development and Technical Services
CWD	Children with Disabilities
DSI	District Schools Inspector
ECD A	Early Childhood Development A
ECG	Education Coordinating Group
EMIS	Education Management Information System
EDF	Education Development Fund
EMTP	Education Medium Term Plan
ESSP	Education Sector Strategic Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GNU	Government of National Unity
LWS	Learner Welfare Services
MoFED	Ministry of Finance and Economic Development
MoHTESTD	Ministry of Higher and Tertiary Education Science and Technology Development
MoPSE	Ministry of Primary and Secondary Education
NER	Net Enrolment Rate
NFE	Non Formal Education
OVC	Orphans and Vulnerable Children
PLAP	Performance Lag Address Programme
PRS	Planning, Research and Statistics
QTPR	Qualified Teacher to Pupil Ratio
SDA	School Development Association
SDC	School Development Committee
SI	Statutory Instrument
SIG	School Improvement Grant
STEAM	Science, Technology, Engineering, Arts and Mathematics
STERP	Short Term Economic Recovery Programme
TPS	Teacher Professional Standards
ZELA	Zimbabwe Early Learning Assessment
ZimAsset	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZimSEC	Zimbabwe School Examinations Council

List of Tables

1. ECD A net Enrolment Rates	15
2. ECD B Net Enrolment Rates	16
3. Children with Disability Enrolled in Schools	17
4. Junior Net Enrolment Rates	18
5. Junior Completion Rates	19
6. Lower Secondary Enrolment Rates	20
7. Districts out of 63 with Lower Secondary GER of at least 75%	21
8. Lower secondary Completion Rates	22
9. Survival Rate Form 4	23
10. Gross Enrolment Rates Form 4	23
11. MoPSE 2016 Expenditure by Item	26

List of Figures

1. District Map of Zimbabwe	9
2. Population of Zimbabwe by Province	10
3. ECD A net Enrolment Rates	16
4. ECD B Net Enrolment Rates	16
5. Junior Net Enrolment Rates	19
6. Junior Completion Rates	19
7. Lower Secondary Enrolment Rates	21
8. Districts out of 63 with Lower Secondary GER of at least 75%	21
9. Lower secondary Completion Rates	22
10. Survival Rate Form 4	23
11. Gross Enrolment Rates Forms 1-6	23

EXECUTIVE SUMMARY

Ministry of Primary and Secondary Education (MoPSE)'s latest Education Sector Strategic Plan (ESSP) covers the period 2016 to 2020. The 2016 Education Sector Review is the first review of the 2016-2010 ESSP. The report is a summary of the performance of the sector against a performance assessment framework which comprises key performance and process indicators. While the main source of information was the Education Management Information System (EMIS), information was also obtained through interviews with MoPSE staff, UNICEF, MoPSE partners, progress reports on programmes, research studies and joint field monitoring reports, Multiple Cluster Indicator Survey (MICS) of 2014, finance data released by Ministry of Finance and Economic Development (MoFED), minutes of the Education Coordinating Group (ECG), mid-year review reports, and reports from district education offices. While at the time of drafting this report the 2016 EMIS report was not published, MoPSE already had in its possession 2016 EMIS data and as therefore able to provide updates on key indicators which were used to report on progress made in the implementation of the ESSP. These data require further analyses which will be factored into the final report. The main aim of this draft is to provide a basis for discussions at the workshop.

Grade 7 examination results are usually published during mid-December of each year, and as a result this draft report does not have an analysis of these pupils' performance data. The analysis will be included in the final report. On the other hand Ordinary Level (Form 4) public examination results are traditionally published in February of the following year, and the analysis **will not** be in both this draft report and the final report.

The ESSP was completed and adopted by Zimbabwe in March 2016 and was operationalised through the National Operational Plan (NOP) and District Operational Plans (DOPs) and School Development Plans (SDPs). The NOP was drafted and completed by the end of July 2016 while DOPs were ready in September 2016.

This report focuses on the following areas: Policy, Legal and Regulatory Framework; Curriculum Implementation; Education Research and Development; Primary and Secondary schools (Infant, Junior and Secondary sub sectors) and Capacity Development. There are two overarching areas of Learner Welfare Services (LWS), Special Needs Education (SNE) and Non Formal Education (NFE) which support Primary and Secondary Schools. The Planning, Research and Statistics (PRS) division is responsible for providing and ratifying data as well as planning, implementing and reporting on the ESSP and all partners' assistance to the ministry. This report will emphasise three areas critical to education in Zimbabwe; Access, Quality and Teachers, with special focus on issues of equity and efficiency.

The Legal Services and Policy division made significant progress in aligning the Education Act with the new national Constitution as a draft Education Amendment Bill is now in place. The alignment of the Education Act with the Constitution will pave the way for the revision of all education statutes and policies that should, in turn, be aligned with the Education Act. Meanwhile, Statutory Instrument (SI) 87 of 1992 was revised to include School Development Associations (SDAs) and School Development Committees (SDCs) into one entity. Stakeholder consultations across the country on the Education Amendment bill are planned for the first half of December 2016, following which the Act will be finalised through the incorporation of stakeholder feedback. All new policies and SIs will only be finalised after the Education Act is in place.

The Legal Services and Policy division also drafted the following policy papers which will be finalised after Education Act is in place:

- ICT Policy for the MoPSE;
- School Health Policy; and
- Infants Assessment Policy

A Technical Working Group (TWG) was set to develop the regulatory framework for Teacher Professional Standards and are working towards producing an options paper. The indicators for most policies in 2016 were the setting up of thematic working groups (TWGs) and development of options papers, and these have been achieved except for:

- Inclusive Education Policy,
- School Financing Policy, and
- Reviewing the Guidelines for the School Functionality Standards.

Zimbabwe has a new primary and secondary education curriculum which was developed after extensive consultations across the country and was adopted by cabinet for implementation. Preparations for implementing the new curriculum were at an advanced stage, with 104 syllabuses comprising 8 infant, 11 Junior, 41 Lower secondary and 44 “A” Level syllabi developed, pilot tested, and now at the printing stage. Teachers’ guides for all levels were being developed. All the 46,512 secondary school teachers in Zimbabwe and 25,189 primary school teachers who will teach the classes that will be introduced to the first phase of the new curriculum in 2017 were trained in syllabus interpretation, scheming and lesson planning and new teaching methodologies. This first phase of the new curriculum will cover ECD A, Grades 1 and 3 and Forms 1, 3, and 5 in 2017.

In 2016 the MoPSE developed draft terms of reference for the establishment of CERID and produced a concept paper for the operationalisation of the centre. The MoPSE also advertised for the post of Deputy Director who will be responsible the operation of the centre and conducted interviews for the post.

The MoPSE carried an out of school assessment for primary and secondary school going age children. The assessment found out that there were 4,696,061, children of school going age between 3 and 16 years in Zimbabwe in 2012 and out of these, 1,234,641 or 26.3 per cent, of children between 3 to 16 years were classified as being out of school. The out of school total was made up of 50.8% boys and 49.2 per cent girls.

The Zimbabwe Early Learning Assessment (ZELA) is an assessment carried out by the Zimbabwe Schools Examination Council (ZIMSEC) on Grade 3 pupils at the beginning of the year to test whether they had acquired the expected Grade 2 concepts and skills in Mathematics, English and a local language (Shona or Ndebele) at the end of Grade 2. The results show that, for numeracy, the percentage of children performing at or above the grade-appropriate level decreased from 68 percent in 2015 to 66 percent in 2016. As a result the target of 68 percent for Numeracy in 2015 was not realized. The results for English show an increase from 51 percent in 2014 to 53percent in 2016. This result surpasses the 52 percent set target for 2016. In both subjects, girls’ mean scores were higher than boys’. The scores for both Shona and Ndebele were not available in 2016.

During the period under review, the Infant Net Enrolment Rate for ECD A remained low but showed a 2 percentage point increase over that of 2015 and increased from 15 percent to 17.56 percent. While it showed some increase in pupils of the appropriate age enrolling in schools it fell short of the ESSP target of 20 percent in 2016. ECD B performed better and surpassed both the 2015 NER and the ESSP target of 35 percent. There were more girls of the appropriate age in ECD B than boys.

The number of qualified ECD teachers also increased from about 40 percent in 2015 to 53 percent in 2016. The target for 2016 was 44 percent. The number of districts with at least 50 percent ECD qualified teachers rose from 19 in 2015 to 29 in 2016. Notwithstanding the above, the qualified ECD qualified teacher to pupil ratio was 1:84 in 2016. The ESSP target for 2016, which stood at 1:80, was not met.

The number of students with disability from ECD A to Form 6 who were enrolled in schools (excluding those in special schools) increased from 40,226 in 2015 to 49,692 in 2016. This showed an

increase of 9,466 students or 24.53 percent increase in one year. Girls constituted 44.41 percent of these, showing that there was a preference to sending boys with disability to school than girls.

The lower secondary Gross Enrolment Rate increased from 75.2 percent in 2015 to 76.67 percent in 2016 showing an increase of 0.67 percent (or 1.47 percentage points). The 2016 GER also just surpassed the 2016 target of 76 percent. There was no significant difference between males' and females' GERs. The number of districts with a GER of at least 75 percent also rose from 34 to 38 in the same period against a target of 36. The Form 4 survival rate of the students who entered Form 1, decreased from 84 percent in 2015 to 83 percent in 2016; a decrease by 1 percentage point. The ESSP target for the survival rate was 85 percent. The cohort boys' survival rate increased from 79.3 percent in 2015 to 86.3 percent in 2016 while girls' survival rate dropped from 88.8 percent in 2015 to 78.8 percent, a drop of 10.2 percent in one year.

Upper secondary education is elective, and only those who pass Ordinary level with at least 5 passes and can afford the fees will enrol for upper secondary. The Gross Enrolment Rate at upper secondary level (Form 5-6) increased from 54.9 percent in 2015 to 56.27 percent, showing an increase in the number of students enrolled. Both males and females' GERs increased over that of 2015 and also surpassed the targets set for 2016.

The implementation of the new curriculum made demands for new areas of specialisation and for teachers in the field to acquire new teaching methodologies such as computer assisted teaching and learning and introduction of new technologies. In 2016 there were 2,709 teachers enrolled under the Teacher Capacity Development Programme (TCDP), and these were pursuing undergraduate and post-graduate degree and diploma programmes in specified areas that were considered to be of priority in order to meet the demands of the new curriculum. Of these 2,400 teachers were on degree programmes in areas such as technical and vocational subjects, sciences, mathematics, indigenous languages, and heritage studies. The remaining 309 teachers were studying for the Post Graduate Diploma in Education which is a teaching qualification. Other areas of teacher capacity building, which covered training courses of shorter duration, included:

- All teachers who were going to teach the new curriculum subject in 2017;
- 38,000 teachers trained in Early Reading Initiative; and
- Trained 32,000 teachers in the use of PLAP manuals.

In conclusion, good progress was registered against most of the indicators, with targets set for 2016 largely met. However, there was stagnation or even a decline in a few areas.

1. The Country Context

1.1 Background

In the second quarter of 2015, the Ministry of Primary and Secondary Education (MoPSE) embarked on the development of an Education Sector Strategic Plan (ESSP) for the period 2016-2020 with full participation of all stakeholders. The extensive consultations undertaken included school-based consultations that gave a chance to all communities in the country to make their contributions. The ESSP provides mapping of the goals that MoPSE aims to achieve in the next five years, the strategies that will be used, the activities to be undertaken, and an indication of the required budget. This process was completed in July and the ESSP document that was adopted by MoPSE's senior management and endorsed by ECG on 1 July 2016 is now available.

The National ESSP was operationalised through the development of three sets of documents, namely, the National Operational Plan (NOP) which guides the ESSP implementation at Head Office, the 72 District Operational Plans (DOPs) that directs implementation at district level, and School Development Plans (SDPs) at the school level. The Operational plans (OPs) provide the linkages between the schools (who already prepared their annual school development plans), the districts, the provincial and the national goals. The district operational plans mirror and support the national goals while taking into account the specific local context that seeks to provide local solutions to specific local challenges in the education system. It must be pointed out that, while MoPSE's intention was to ensure the development of provincial education plans, the tight timeframes did not allow for this in 2016, and this process was deferred to 2017.

The ESSP requires the MoPSE to review the education sector's annual performance against the key goals, targets and a defined set of indicators. The indicators are specified in the ESSP document. This draft report outlines the main achievements in the implementation of the ESSP in 2016 through the NOPs and DOPs. During the Education Sector Plan Review (ESPR) to be held on 16-17 November 2016 MoPSE and the sector partners will review the implementation of the ESSP, engage in discussions and agree on the way forward. Thereafter, recommendations and other observations made during the ESPR will be incorporated into the final ESPR report.

This draft report largely draws its quantitative data from EMIS Reports. While the EMIS Report for 2016 was not available at the time this draft report was produced, MoPSE already had the full set of 2016 EMIS data and was able to generate information against which an assessment of progress could be made using the key indicators. It is anticipated that the complete EMIS draft report will be available by the end the year, and as much of the available data as possible will be used in the final report.

Grade 7 Examination results are usually published during mid-December. The final report will include analysis of these results. Form 4 or Ordinary Level examination results are published in February the following year. These data cannot be used in the report and as a result the 2016 report will not include 'O' Level examinations data but will, instead, use the 2015 data.

The ESPR might want to consider changing the reporting time to when the EMIS Report, Grade 7 Examination results and Ordinary Level examination results have been published and are available for analysis. This way the sector can get a full picture of progress made in the year. Should this option be considered, the first quarter of the year would be ideal.

1.2 National Development Context:

Zimbabwe covers an area 390,580 square kilometres and shares borders with Zambia in the north, Mozambique in the east, Botswana in the west and South Africa in the south. The country has a centralised government based in Harare the capital city and is divided into ten administrative provinces

which are Manicaland, Mashonaland East, Mashonaland Central, Mashonaland West, Midlands, Masvingo, Matabeleland North and Matabeleland South which are mainly rural and Bulawayo and Harare which are metropolitan provinces. Each province is divided into districts and there are a total of 72 districts including those in Bulawayo and Harare.¹



Figure 1: District Map of Zimbabwe

1.3 Demographic Context

Official figures put Zimbabwe's population at 13.061 million. About 52 percent of the population are females. About 67 percent of the population lives in rural areas and the remaining 30 percent in urban and peri urban areas. The 2012 census puts life expectancy at 58 years. The same census records that 69 percent of Zimbabweans are below the age of 30 years, 47.8 percent under 18 years of age and 51.4 percent of the population is of school going age. The annual growth rate is at 2.21 percent per annum.

¹ It has to be noted, though, that while Harare and Bulawayo Metropolitan provinces are divided into education districts, for other purposes (e.g. population census, political divisions) Harare and Bulawayo provinces are not divided into districts, but are considered to be single districts. As a result, where reports are based on census data, for instance, reference is made to 63 (not 72) districts.

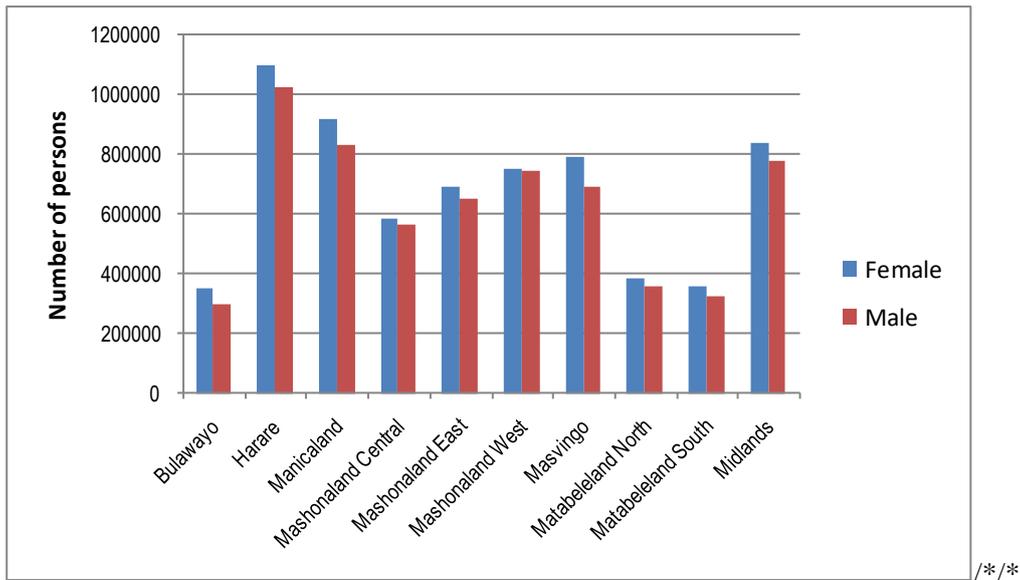


Figure 2: Population of Zimbabwe by province (adopted from the Zimbabwe GPE application document)

Zimbabwe has two large ethnic groups; the Shona who are about 76 percent of the population, the Ndebele are the second largest at about 18 percent of the population while the remaining 6 percent comprises other ethnic groups, each constituting between one and two percent of the population. There are 16 official local languages.

1.4 Economic Context

Most of Zimbabwe's foreign exchange used to be earned through agriculture, mining and tourism sectors which also employed the majority of the population. During the 1990's decade through to the mid-2000's Zimbabwe experienced a decline in production levels of platinum, gold, cotton and tobacco as well as a reduction of tourist visits. The result was a decline of the economy which culminated in a hyperinflationary environment that reached a peak in 2008, resulting in a near meltdown of the economy. This brought about acute shortages of basic needs, drugs, electricity, food and fuel and a near collapse in delivery of social services; health and education included.

At its peak, the hyperinflation registered over 230 percent million year-on-year and budgets and salaries were drastically reduced in real terms, resulting in the deterioration of schools' physical infrastructure, shortage of teaching and learning materials, textbooks, and declining standards of performance in schools.

In 2008 the Global Political Agreement (GPA) was signed paving the way to the formation of the Inclusive Government of Zimbabwe in February 2009. This became the turning point leading to improved economic stability and development. At about the same time Zimbabwe adopted the multi-currency system and began implementing cash budget system and as a result inflation was controlled thereby triggering a period of high economic growth until 2012. From 2013 to date economic difficulties have deepened. GDP growth slowed significantly to only 1.1 percent in 2015. Drought as a result of erratic rains attributed to El Niño and the effects of global warming have reduced agricultural output and disrupted electricity production and water supplies. Economic activity is severely constrained by tight liquidity environment resulting from limited external cash inflows (FDIs) and low commodity prices.

Since 2009 Zimbabwe has used a multi-currency regime which includes the Botswana Pula, the South African Rand, the Euro, the British Pound and the US Dollar among others. The US Dollar became the major currency. Over the past 12 months, the country began to witness economic stagnation in some sectors and an overall decline in economic performance, and growth projections were revised

downwards. From the second quarter of 2016, the economic challenges deepened as the country ran short of cash and clients were encouraged to use debit cards and electronic transfers. The cash shortage continued to deepen such that, by November 2016, most banks dispensed no more than US\$100 per day per client when and where it was available. This adversely affected parents' overall capacity to support school development by paying fees and levies, with their attention more and more focused on meeting more basic, survival needs such as food. As a result, capital development at schools such construction of classrooms and WASH facilities and the procurement of teaching and learning materials has been severely curtailed.

To alleviate the cash crisis, the government planned to introduce Zimbabwe Bond Notes with the aim of limiting externalisation of funds and providing cash for use in paying for local services. However Bond Notes bring ugly memories of hyperinflation, and loss in savings people experienced in 2006 to 2008, and there was resistance to their (Bond Notes) introduction. At the time of writing this report the introduction of Bond Notes had been postponed from end October to end of November 2016.

1.5 National Planning Framework

The Medium-Term Plan for 2011-2015 was followed by the adoption of an economic blue print called the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) "*Towards an Empowered Society and a Growing Economy*" October 2013 – December 2018 as a vehicle for social and economic development and transformation. The framework has the following strategic clusters:

- Food security and nutrition;
- Social services (including education);
- Infrastructure and utilities; and
- Value addition and beneficiation.

The MoPSE derives its mandate to provide primary and secondary education which focuses on ICT and Sciences, Technology, Engineering, Arts and Mathematics (STEAM) from ZimAsset.

1.6 Technological Context

One of the areas that has experienced the fastest expansion, regardless of the economic constraints, is the field of technology. This is seen in the rapid expansion in the penetration and coverage by mobile telecommunication services and therefore in connectivity, and in the use of electronic social media. This has presented a lot of opportunities for the sector in terms of the possibility of harnessing these technologies to facilitate the sharing of data and information, for the execution of management functions within the sector, for the enhancement of learning (e.g. e-learning) and for many other applications. It is for this reason that the new curriculum, for instance, emphasizes the use of emerging technologies to facilitate teaching, learning and education management.

1.7 Structure of Zimbabwe Education System

In Zimbabwe, the delivery of education is the responsibility of two separate ministries. The Ministry of primary and Secondary Education (MoPSE) is mandated to provide primary and secondary education. The Ministry of Higher and Tertiary Education Science and Technology Development (MHTESTD)'s mandated is to provide post-secondary education, including skills training in teachers colleges and agricultural colleges as well as diploma, degree and non-degree programmes in various disciplines offered through polytechnics and universities. Together the two ministries are mandated with providing the human capital requirements of Zimbabwe. This report will focus on the MoPSE which provides ECD, primary and secondary education.

In Zimbabwe the education system provides for 4 years of infant education comprising ECD A, ECD B, Grade 1 and Grade 2. This is followed by 5 years of junior education covering Grade 3 to 7, after which all students sit for the national Grade 7 public examinations.

After completing the primary education cycle students are offered 4 years of lower secondary which culminates in the Ordinary Level public examinations. Some students access tertiary education institutions like polytechnics, teachers' colleges, nurse training institutions while others join the police and army or enter into the general labour to market.

A further two years leading to Advanced level public examination are offered to children who will have passed the ordinary level examination. Advanced level graduates enter university and other tertiary institutions or, just like their Ordinary level counterparts, enter the general labour market.

The Zimbabwe School Examinations Council (ZIMSEC), a parastatal of the MoPSE administers and manages all national examinations and certificates the graduates.

2. Review of Progress by Programme Area

2.1 Programme 1: Policy, Legal and Regulatory Frameworks

Zimbabwe adopted a new national constitution through a referendum in May 2013. The result was that most acts of parliament, including the Education Act, SIs and policy papers fell out of sync with the new constitution. MoPSE therefore needed to review these documents to bring them in line with the constitution.

The Legal Services and Policy Division has made significant progress in aligning the Education Act with the new constitution. A draft amendment of the Education Act was now in place and public consultations were scheduled to be held before the end of 2016. A discussion paper was drafted and the Memorandum of Principles was under discussion. The alignment of the Education Act with the constitution will pave the way for all education statutes and policies which now have to be revised and aligned with the amended Education Act.

All statutes and policy documents can only be finalised when the Education Act is in place. Legal Services and Policy division have, however, began revising the necessary SIs and policy documents in anticipation of the finalisation of amended Education Act.

The other achievement were realised in 2016 in this area is the merging of the Statutory instruments governing the School Development Committees (SDCs) and School Development Associations (SDAs). Development at school level is managed by SDCs at non-government schools such as Rural District Councils, Trust, Church/Mission and private schools while government schools have SDAs. The review of Statutory Instrument 87 of 1992, which aims at regularising SDCs and SDAs into a single entity, was under way. A draft Statutory Instrument was in place and country-wide stakeholder consultations were planned for the end of 2016 or early 2017.

The Legal Services and Policy division has prepared draft policies for the following which will be finalised after Education Act is in place:

- ICT Policy for the MoPSE;
- School Health Policy; and
- Infants Assessment Policy.

The Thematic Working Groups (TWGs) for The School Financing Policy and the Regulatory Framework for Teacher Professional Standards were established and the TWGs were working towards producing options papers.

The target for most policies in 2016 was to ensure that TWGs for the relevant policies were set up and that options papers were developed. All in all, only modest progress was registered in 2016, with the following policies targeted for 2016 lagging far behind:

- Development of the Inclusive Education Policy;
- Reviewing the Guidelines for the School Functionality Standards; and
- Development of the Early Childhood Development (ECD) policy.

2.2 Programme 2: Education, Research and Development

Preparations for Introduction of New Curriculum. Following a country wide consultative curriculum review process that took place in 2014, curriculum framework was developed and approved by Cabinet in 2015. The national curriculum review process was launched by the Minister of Primary and Secondary Education in October 2014 with the objective of developing a curriculum which met the needs and interests of learners, parents, sector and the entire nation. The curriculum is now in place and ready for implementation. In 2016 the MoPSE prepared for the implementation of the new curriculum starting in January 2017. The Curriculum Development and Technical Services' (CDTS) main achievements towards this end were:

- A total of 104 syllabi comprising 8 infant, 11 Junior, 41 Lower secondary and 44 Upper secondary were developed by selected MoPSE Head Office (CDTS), Provincial, District personnel and teachers together with specialists from universities, polytechnics, teacher training colleges and other experts;
- All Infant and Junior School syllabi were at print ready stage by mid-October 2016, and 13,000 copies of each syllabi have been ordered;
- The 41 lower secondary syllabi were also at print ready stage and 4,000 copies are being printed;
- 44 upper secondary syllabi are at the type setting stage. The latter will be printed using GoZ funding;
- CDTS also pilot tested 49 new learning areas for two months at 100 schools in all the 10 provinces. Each province selected 10 schools as follows: 3 infant schools, 2 junior schools, 3 lower secondary schools and 2 upper secondary level schools for the pilot test. Feedback from the pilot testing was incorporated into the final documents;
- Train the trainer workshops on syllabus interpretation were held at Head Office, Provincial Office, District Office and school cluster level and 60 personnel participated. Clusters then went on to train school teachers. Quality control checks were made by three teams from CDTS together with the 60 from Head Office, Provincial and District Office;
- The MoPSE set out to train all 46,512 secondary school teachers. While the initial plan was to train only those who were going to teach Forms 1, 3 and 5 it was found that secondary school teachers were not confined to one form. As a result it was decided to train all in in syllabus interpretation and new teaching methodologies which among other topics concentrated on drafting school syllabuses, school schemes of work, teaching methodologies and lesson plans
- At the time 25,189 ECD A, Grades 1 and 3 teachers were also trained in syllabus interpretation and new teaching methodologies. Training was concluded during the first week of October 2016, and actual numbers of teachers that were trained for both primary and secondary will be calculated from attendance registers.
- CDTS has met with all Zimbabwe based textbook publishers and discussed changes and additions required to make the textbooks in use by schools compliant with the requirements of the new syllabi and
- CDTS is also developing support materials such as teachers' guides and teaching and learning materials for use with the new syllabuses.

Data Systems. The system that generates most of the data for MoPSE EMIS. However, such data has been complemented by data generated through the Teacher Development Information Systems (TDIS). The two systems were developed separately and at different times, with the latter only becoming operational 2014. In reality, TDIS is a subset of EMIS, and so the two are on the same platform and now linked.

MoPSE'S EMIS has registered significant development in 2016. For the first time, Ministry of Primary and Secondary Education (MoPSE) adopted and implemented the web-based capture

and cleaning of 2016 EMIS data, and these activities were decentralised to each of the 72 districts. The decentralised, web-based data capture and cleaning was made possible following the implementation of a coordinated set of activities that included (a) development and installation of the data entry and cleaning software; (b) enhancing connectivity (district, province and national levels); (c) training of district level staff; (d) close monitoring and on-site-support by provincial and national EMIS staff. These processes accelerated data capture and cleaning and not only enabled MoPSE to make 2016 EMIS data available early, but also ensured that the districts could access and use their own data for the development and review of District Operational Plans. UNICEF provided technical support for the development of the software and data analysis, and teamed up with MoPSE in monitoring and quality assurance. UNICEF also provided funding for data capture and field monitoring. EMIS data was available for use at the 2016 Education Sector Performance Review (ESPR).

MoPSE's EMIS was also further strengthened through the merging of the traditional EMIS with the Teacher Development Information System (TDIS), a module that provides detailed management information for each individual teacher. To complement regular EMIS data, UNICEF has supported MoPSE in the collection of near-real time monitoring data (e.g. to monitor attendance, impact of drought, implementation of school feeding, etc) through an sms-based system (hence the name "SLIMEMIS"). During field monitoring, it was observed that some districts did not update their TDIS records on a regular basis, and this requires attention. The TDIS will also require additional modules so as to enable its use for day-to-day teacher management functions.

MoPSE's target is to have "EMIS data for the year available in the same year" was achieved, While some technical assistance for the more complex EMIS-related tasks as well as funding for most of the activities came from external sources, MoPSE has built a very strong human resource base for the execution of most EMIS-related tasks. As internal MoPSE capacity grows it (MoPSE) should be able to undertake the execution of all the EMIS tasks and thus ensure sustainability. Future efforts should also be on enhancing MoPSE's capacity for use of the data for a variety of activities such as national planning and system-wide performance monitoring.

Zimbabwe Early Learning Assessment (ZELA). ZELA was initially established by MoPSE to monitor and evaluate the effects of resources procured through the ETF on Grade 2 students. Technically led by the Zimbabwe School Examinations Council (ZIMSEC) with support from the Australian Council of Educational Research (ACER), ZELA originally established a baseline in order to determine the change in pupil performance from 2012-2015. The study explored how Zimbabwe pupils performed in assessments of language and Mathematics over time. ZIMSEC administers Numeracy, English and Shona or Ndebele tests to Grade 3 children at the beginning each year with the aim of testing whether the pupils acquired the expected Grade 2 concepts and skills in the four subject areas.

The results for 2015 showed that the overall mean English performance increased by 2 percentage points to 53 percent. This score is above both the 2015 score and the ESSP target score for 2016. The 2016 Mathematics mean score was 66 percent, and this score is 1 percentage point lower than the 2015 score and is 2 percentage points lower than the ESSP target score for 2016.

ZELA noted that girls consistently outperformed boys in both English and Mathematics, but the difference was small and that pupils in urban areas performed better in both subjects than their peers in rural areas. ZELA also found out that pupils in schools that have large budgets performed better than those with medium to small budgets. Not surprisingly, children from wealthier backgrounds also outperformed those from poorer contexts. Clearly, there gender and rural-urban and wealth-based differences are an equity issue that deserves some attention.

ZELA did not give results for Shona and Ndebele for 2015.

Research Studies: The MoPSE was working towards establishing the Centre for Educational Research, Innovation, and Development (CERID) that will provide technical support and capacity building in the areas of research and evaluation, policy development and educational planning. CERID will become the hub for all monitoring, research and innovation in the ministry and will primarily guide sector analysis through collecting data, analysing and generating reports and information that will inform policy decision making.

In 2016 the MoPSE established a TWG which developed draft terms of reference for CERID and produced a concept note for the operationalisation of the centre. The MoPSE also advertised the post of Deputy Director who will be responsible for the establishment and running of the centre and conducted interviews for the post. Confirmation of the new deputy director for CERID was expected in the near future.

Out of School Assessment. The National Assessment on Out-of-School Children was commissioned by the Ministry of MoPSE and was carried out from February to April 2015. The main objectives among others were to find out who the out-of-school children were, where they were and why they were out of school and recommend how these children could be brought back to school. While the assessment's major findings were shared widely, the challenge for the MoPSE is to find and implement innovative and replicable ways of re-enrolling these children and retaining them in school up to the end of the basic education cycle.

2.3 Programme 3: Infant Education

Through the Secretary's Policy Number 14, of 2004 schools were directed to establish ECD B and afterwards (ECD A). Zimbabwe prioritized and expanded Early Childhood Development so that nearly all primary schools were offering early childhood education at primary schools by 2015. ECD is part of the formal education system. Nearly every primary school has at least an ECD B class. ECD A and B and Grades 1 and 2 make up the Infant Education level in Zimbabwe. Instruction in the Infant Education module is offered in any of the local languages.

Access. Although nearly all of primary schools established ECD centres, ECD enrolments remain low. The table and graph below compares 2016 ECD A NERs with those of 2015 and a target set for 2016. While the table and graph show an increase of at least 2 percentage points over the 2015 NER, it also shows that the NER failed to reach the 2016 target of 20 percent by 2.5 percentage points.

Table 1 ECD A Net Enrolment Rate

Indicator	Source	2015 Baseline	2016 Target	2016 Actual
Enrolment ECD A (T)	EMIS	15	20	17.56
Enrolment ECD A (M)	EMIS	14.7	20	17.28
Enrolment ECD A (F)	EMIS	15.2	20	17.84

Figure 3: ECD A Net Enrolment Rates

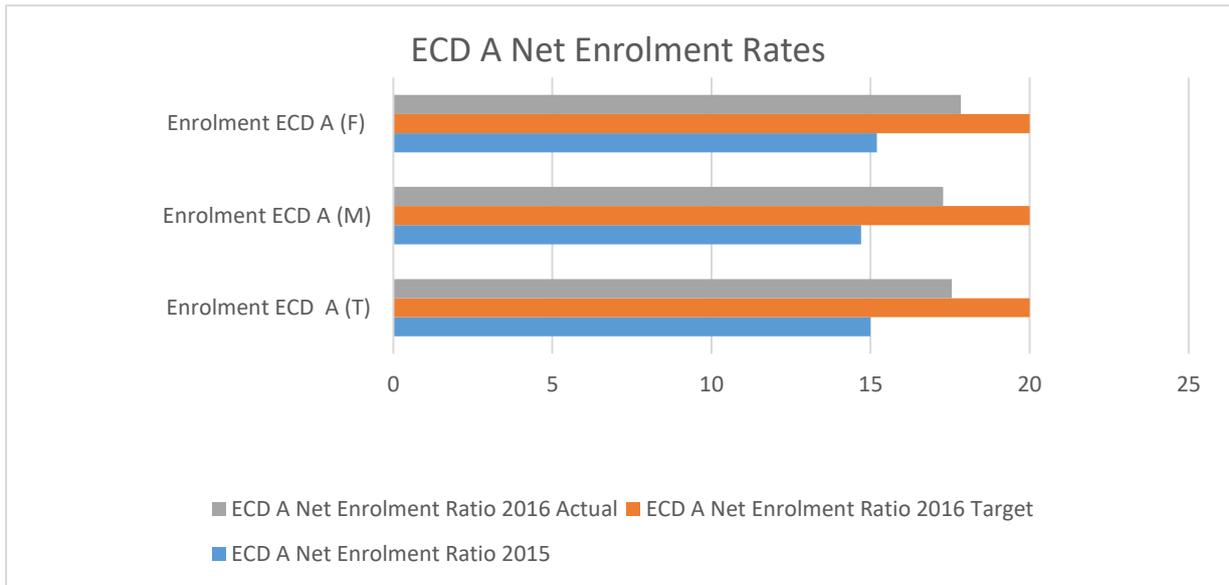


Figure 3: ECD: B Net Enrolment Rates:

The table and graph below compares the ECD B NER for 2016 with that for 2015 and the target for 2016. The NER for 2016 exceeded both the 2015 NER and the 2016 target by both males and females. The table also shows that there females slightly outnumber males by nearly 1percentage point.

ECD B Net Enrolment Rate

Indicator	Source	2015 Baseline	2016 Target	2016 Actual
Enrolment ECD B (T)	EMIS	33.2	35	37.17
Enrolment ECD B (M)	EMIS	32.6	35	36.71
Enrolment ECD B (F)	EMIS	33.8	35	37.63

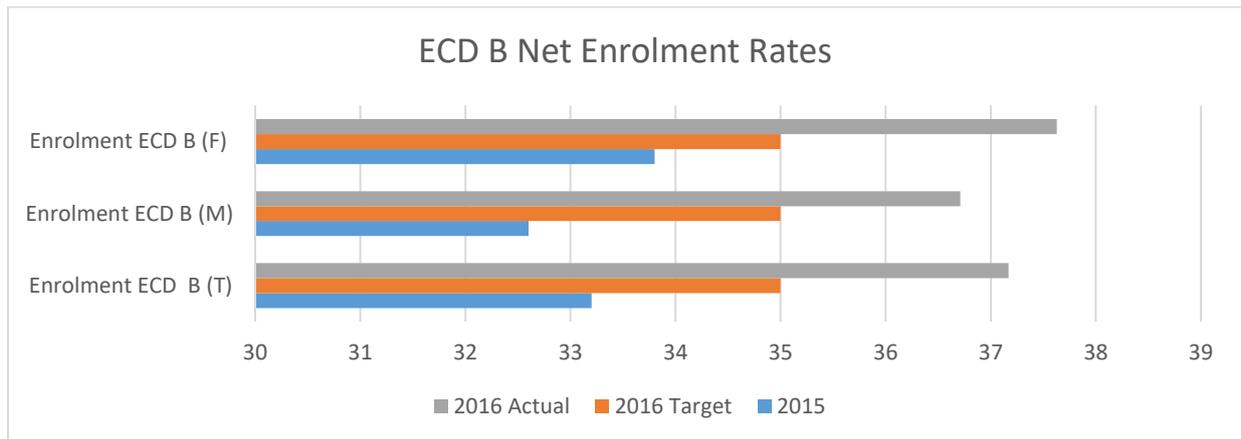


Figure 4: ECD B Net Enrolment Rates

Children with disability. According to the MoHC 2013 Survey; *Living Conditions Among Persons Living with Disability Survey* there were 370,287 children living with disability in Zimbabwe. There were 49,692 children living with disability enrolled in ECD A to Form 6 and 7,597 enrolled in special schools in 2016. This means 84.5% of children living with disability are out of school.

The table below shows that the number of pupils with disability from ECD A to Form 6 who were enrolled in schools (excluding those in special schools) increased from 40,226 in 2015 to 49,692 in 2016. This showed an increase of 9,466 students or 23.53 percent increase in one year. Girls constituted 44.41 percent showing a gender bias of preferring sending males with disability to school than females.

Table 3: Children with disability enrolled in schools (excluding special schools)

Key Indicators	Source	2015	Target for 2016	Achieved in 2016
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (T)	EMIS	40226	42,000	49,692
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (M)	EMIS	22836	23,520	27,626
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (F)	EMIS	17390	18,480	22,066

School Feeding. ZimVAC predicted that there were going to be about 4.1 million food insecure people in Zimbabwe in 2016 as result of the El Nino drought that affected the sub region. These people were not going to have enough food until harvesting time in 2017. The government approved \$200 million for the National School Feeding Scheme for all infant children in the country and aimed to deliver over 40,000 tonnes of grain to schools for the scheme. The Government sponsored school feeding started in May 2016 and was expected to end in March 2017. MoPSE estimated that over 3,2 million children were going to benefit from the scheme.

Children brought own plates and paid a small fee for relish; vegetables and beans. Some schools established gardens that produced enough vegetables for their pupils.

In October UNICEF, using the SLIMEMIS carried out a survey on school feeding where schools were asked questions on school feeding and were expected to reply using smart phones to a central server. Analysis of the data showed that 2,099 primary and 836 secondary schools responded to the questionnaire. The major finding of the survey showed that attendance in primary schools in all provinces remained high despite the drought: attendance for both males and females were at 96.12 percent (males = 95.97% and females = 96.27%).

Meanwhile, MoPSE is working on a home-grown school feeding scheme that will make school feeding a permanent feature of the Zimbabwe primary and secondary education system. At present, the programme covers only Infant School learners, but the long-term goal is to feed all children at all levels.

Local Languages. ECD children are best taught in the local language which they all speak and understand. In Zimbabwean schools ECD children are taught in the local language though schools in some areas struggle to get ECD teachers who speak the local language. ECD children should be taught in the language they understand. *UNESCO'S 2016 Policy Paper Number 24 titled 'If you don't understand, how can you learn?'* argues that using the local language as a medium of instruction has positive impact on learning. The Policy paper argues that children taught in their local languages speak with more confidence to their teachers and among themselves, generally have a smooth transition between home and school and do not despise their languages later in life. There is a total of 8 local languages that were introduced into schools.

Classroom infrastructure. In 2014 Zimbabwe schools had a deficit of 33,636 classrooms and most of those that were available were in need of repair. Most ECD classes are at best housed in Junior Education type classrooms or in makeshift classrooms and at worst under trees. ECD children require age appropriate classrooms with lower windows, door handles, cabinets, light switches and lower hand basins which the pupils can reach and use.

Quality. During a discussion on what constitutes quality in ECD, Harare Province the DSIs wanted to see some of the following at ECD centres:

- ECD age appropriate classrooms and furniture which makes the children feel safe and comfortable,
- An abundance of challenging play materials and kits
- Safe outdoor play centres,
- Talking space (wall, floors, hanging illustrations)
- Teachers who understand and enjoy teaching ECD learners,
- Use local language that all the children understand.

The MoPSE has ECD trainers in each district. These ensured the construction of ECD play centres at every school. Meanwhile, the MoPSE procured custom made ECD kits and distributed to all schools. These have been at the schools since 2013.

In response to making ECD a part of formal education the MHTESTD instructed all teachers' training colleges to train ECD teachers. These qualified teachers replace unqualified and paraprofessional teachers in the schools. However availability of all the facilities as articulated by the Harare DSIs and the engagement of trained ECD teachers are issues that MoPSE is yet to fully address, and involve processes that will take time.

MoPSE's target was to have 44 percent of all teachers trained by the end of 2016. EMIS reports that qualified ECD teachers in schools in 2016 reached 53.2 percent. This is a 9.2 percentage point increase in one year and is commendable.

The qualified teacher to pupil target ratio for 2016 was set at 1:80. However, EMIS records that the actual ratio in 2016 was 1:84. The failure to reach the target, considering that there was a huge increase in the percentage of qualified teachers joining the service, could be attributed to the increase of ECD enrolments and establishment of new ECD centres in the same period.

The number of districts with at least 50 percent qualified ECD teachers rose from 17 in 2015 to 29 in 2016. This surpasses the planned target of 19 districts for 2016. Though this is a commendable achievement in one year, there are 43 districts that have less than 50% qualified ECD teachers.

2.4 Programme 4: Junior Education

After completing Infant Education pupils enter the Junior Education which comprises Grades 3 to 7. All children at this level are expected to be taught in English. Student to teacher ratios are typically from 30 to 50 students per teacher; but this varies based on location. Up to the end of 2016 the curriculum in primary schools encompasses Languages, General Paper and Mathematics. According to the Education Secretary's Policy Circular No. 12 in 1987, "the minimum expected educational outcome for all students is functional literacy and numeracy by the end of primary school". Grade 7 students take a national examination in Mathematics, English, Shona or Ndebele and the General Paper.

Table 4: Junior Net Enrolment Rates²

Key Indicators	Source	2015 Baseline	2016 Target	2016 Actual
*Net enrolment rate Junior Education (G3 – 7) (T)	EMIS	94.6	95	78.74

² These figures have to be verified.

*Net enrolment rate Junior Education (G3 – 7) (M)	EMIS	92.2	93	77.65
*Net enrolment rate Junior Education (G3 – 7) (F)	EMIS	97.1	97	79.82

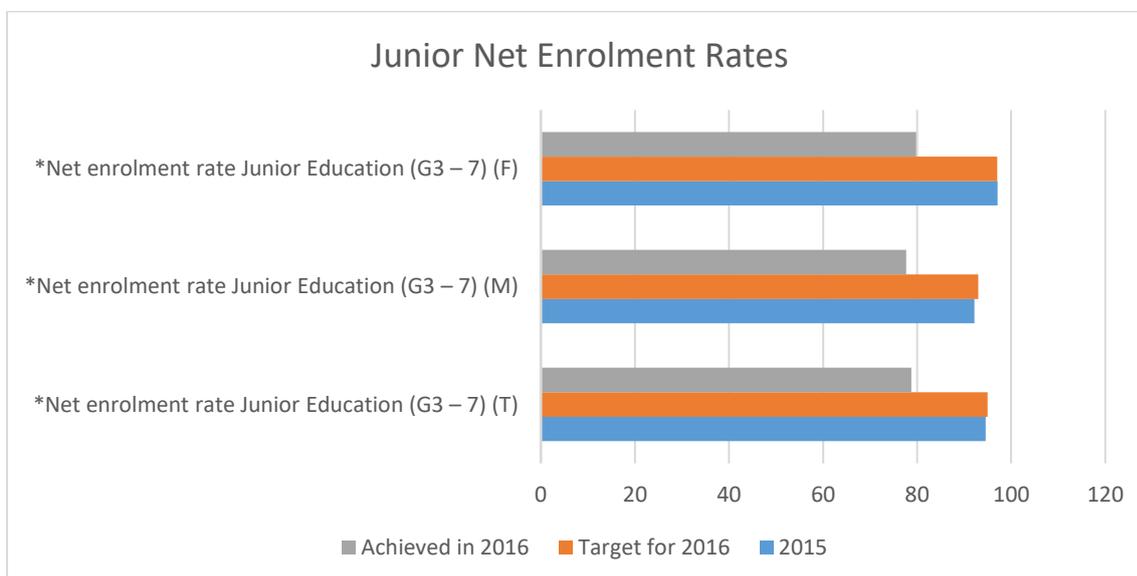


Figure 5: NERs for Junior Education

The figure above shows that NER for Junior Education fell significantly between 2015 and 2016, and the reasons for this are unclear.

Junior School Completion Rates. The table below shows the completion rate of primary school pupils in 2016. The completion rate is the ratio of the total number of students successfully completing grade 7 in 2016 to the total number of children of official graduation age in the population. The table and graph show a small decrease in the number of graduates compared to 2015. Males' completion rate is 1.16 percentage points below the 2015 rate. The same also show that the completion rate for both males and females did not reach the expected target of 80 percent in 2016.

Table 5: Junior completion rates

Key Indicators	Source	2015 Baseline	2016 Target	2016 Actual
Primary completion rate (T)	EMIS	79.7	80	79.37
Primary completion rate (M)	EMIS	78.7	80	78.74
Primary completion rate (F)	EMIS	80.8	81	80.02

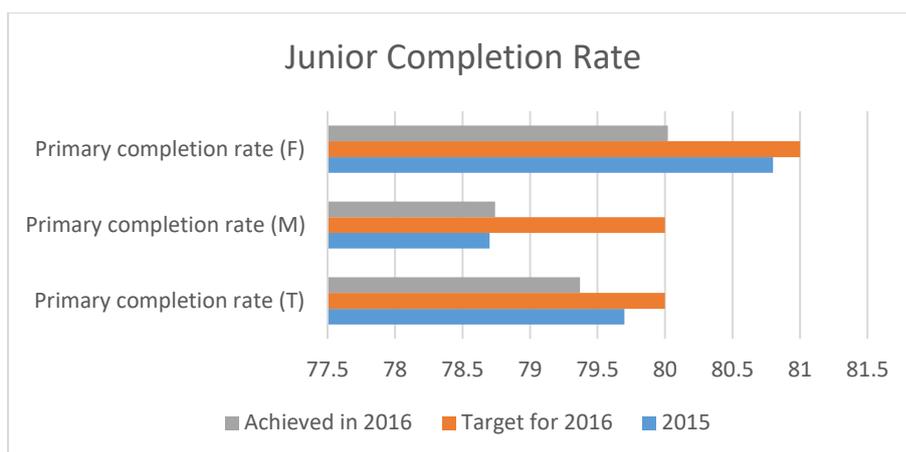


Figure 6: Junior Completion Rate

2.5 Secondary Education

In accordance with the policy of automatic promotion that MoPSE implements, every child who has gone through Grade 7 and sat the examination can be admitted to secondary school. Secondary Education charges tuition fees and levy (development fees). While the policy position is that children cannot be excluded from school because of nonpayment of fees and levies, the reality is that in the end children whose parents are not able to pay fees and levies are excluded from school.

Secondary education is made up of two cycles, namely:

- Lower Secondary Education which runs for four years leading to the Ordinary Level public examination, and
- Upper Secondary Education or Advanced Level, which runs for two years.

Typically, lower secondary students take the following subjects: Mathematics, English, Science, Shona or Ndebele, Geography, and History (core subjects) and elect other subjects offered at the school from many other subjects on the curriculum. The Ordinary Level Certificate Examination is taken after four years in Grade Form 4. The MoPSE expects students to pass a minimum of five subjects including Science, English, Mathematics, History and a practical subject such as woodwork, metalwork, food and nutrition, fashion and fabrics, and agriculture. The examination scores are graded and determine whether the student is admitted to Advanced Level schools, tertiary education, teaching colleges, nurse training or other apprenticeships.

Lower Secondary Gross Enrolment Rates. The table and graph below shows 2016 Lower Secondary Gross Enrolment Rates for 2015 and 2016. The table and graph show that the GERs for males and exceeds that for females by 0.16. The GERs are above both the 2015 and 2016 target.

Table 6: Lower Secondary Gross Enrolment Ratios

Indicator	Source	2015 Baseline	2016 Target	2016 Actual
Lower Secondary Gross Enrolment (T)	EMIS	75.2	76	76.67
Lower Secondary Gross Enrolment (M)	EMIS	75.2	76	76.75
Lower Secondary Gross Enrolment (F)	EMIS	75.3	76	76.59

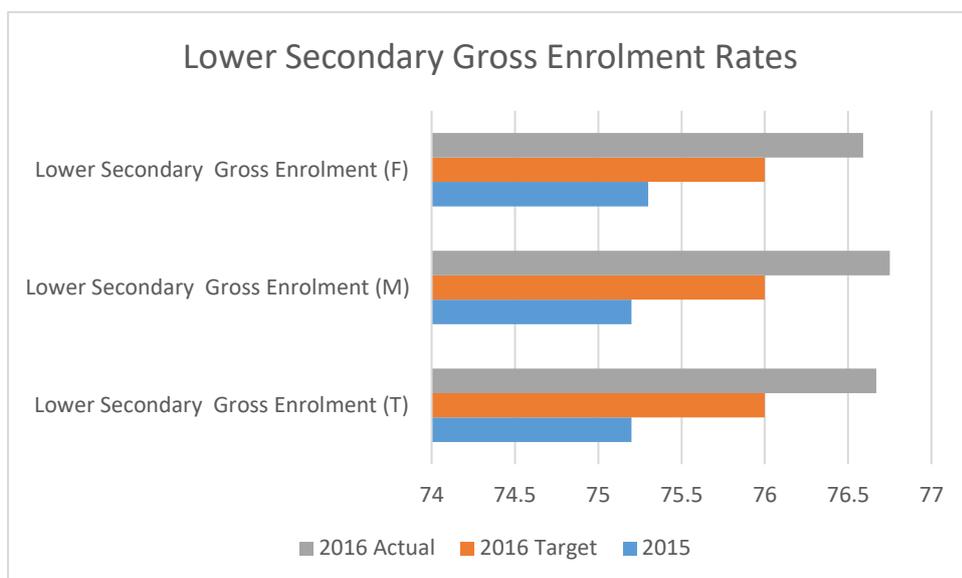


Figure 7: Lower Secondary GERs

The table below and graph compares the number of districts outside Harare and Bulawayo that had a lower secondary Gross Enrolment Rate of at least 75 percent in 2016 compared to the same in 2015 and the target for 2016. The table and graph showed the following:

- The 2016 GER exceeded both the 2015 GER and the 2016 target GER;
- There were 37 districts in which both male and female pupils GER was at least 75 percent;
- There were 38 districts in which males GER was at least 75 percent; and
- There were 43 districts in which the GER for females was at least 75 percent.

TABLE 7:# Districts OUT OF 63 with Lower Secondary Gross Enrolment of at least 75%

Indicator	Source	2015 Baseline	2016 Target	2016 Actual
# Districts out of 63 with Lower Secondary Gross Enrolment of at least 75% (T)	EMIS	35	37	37
# Districts OUT OF 63 with Lower Secondary Gross Enrolment of at least 75% (M)	EMIS	34	36	38
# Districts out of with Lower Secondary Gross Enrolment of at least 75% (F)	EMIS	38	39	43

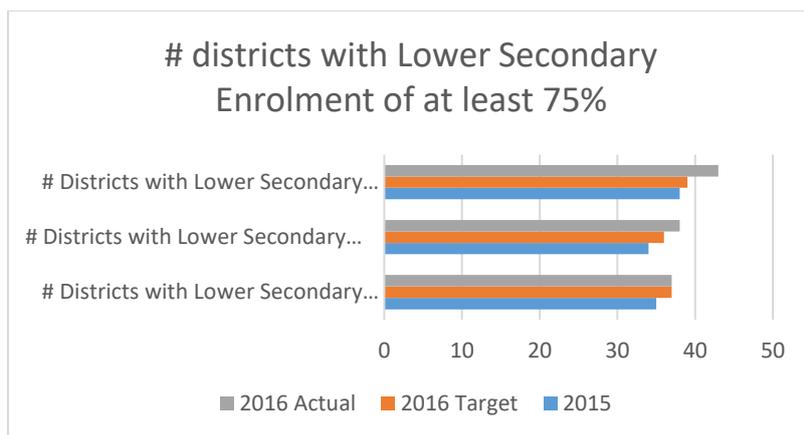


Figure 8: Number of Districts with Lower Secondary GER of at least 75%

Lower Secondary Completion Rate. The table and graph below shows the completion rate in 2016, compared to that of 2015 and the target. The data shows that:

- The actual 2016 completion rate was lower than both the 2015 and the set target of 66 percent for 2016.
- The completion rate for males slightly exceeds the target for 2016 but is below the completion rate for 2015 by 0.67 percentage points; and
- The completion rate for females is lower than the expected rate for 2016 and slightly higher than that of 2015.

Table 8: Lower Secondary Completion Rate

Indicator	Source	2015 Baseline	2016 Target	2016 Actual
Lower Secondary Completion Rate (T)	EMIS	65.7	66.0	65.5
Lower Secondary Completion Rate (M)	EMIS	67.3	66.5	66.6
Lower Secondary Completion Rate (F)	EMIS	64.1	65.0	64.4

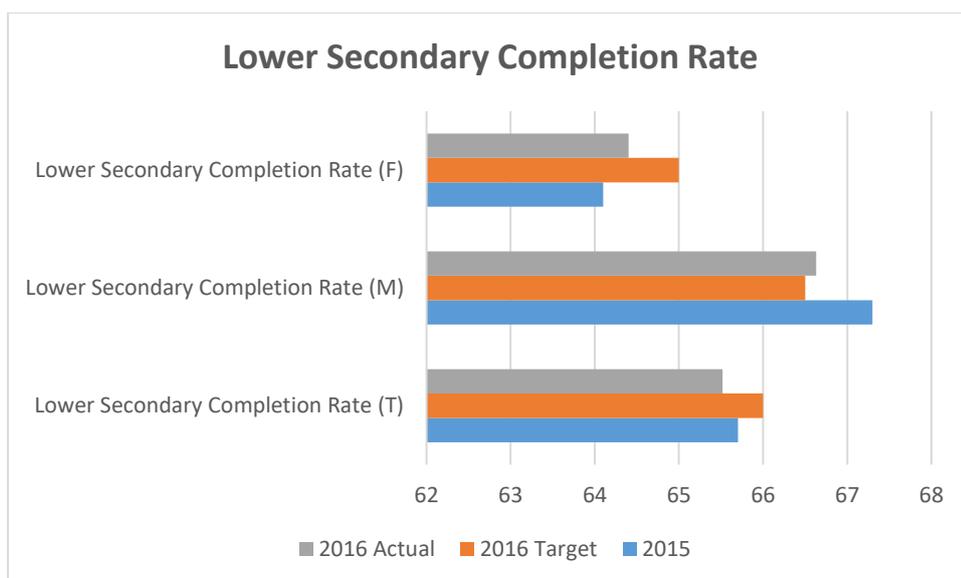


Figure 9: Lower Secondary Completion Rate

Survival Rate to Form 4. The table and graph below showed that the 2016 survival rates for lower secondary fell below both the 2015 survival rate and the targets set for 2016. The table and graph also show that female survival rates are consistently lower than that of males. This could be a reflection of two challenges: that of parents preferring males to complete secondary education when faced with the difficult choice of who should drop out of school and secondly that girls at this age might drop out of schools to get married.

Table 9: Survival Rate Form 4 (for those entering Form 1)

Indicator	Source	2015 Baseline	2016 Target	2016 Actual
Survival rate Form 4 (T)	EMIS	84	85	83
Survival rate Form 4 (F)	EMIS	79.3	81	78.8
Survival rate Form 4 (M)	EMIS	88.8	89	86.3

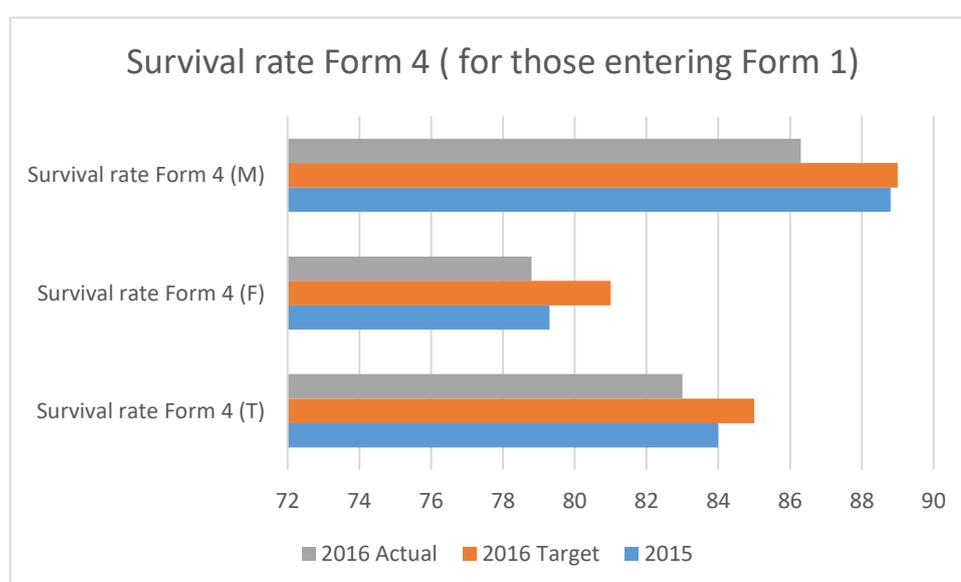


Figure 10: Survival Rate Form 4

The table shows that just over half (56%) of the pupils who should be attending Form 1 to 6 were in school in 2016. The percentages for both male and female exceeded both the 2015 GER and the target for 2016. Females were 1.48 percentage points below the GER for males.

When compared to lower secondary GER above, it seems there are far fewer males and females accessing upper secondary education. This is not surprising given that, for the majority, Form 4 represents the terminal stage of their school career.

Table 10: Gross Enrolment Rates (Forms 1-6)

Indicator	Source	2015 Baseline	2016 Target	2016 Actual
Gross Enrolment rates (Form 1-6) (T)	EMIS	54.9	56	56.27
Gross Enrolment rates (Form 1-6) (M)	EMIS	55.5	56	57.01
Gross Enrolment rates (Form 1-6) (F)	EMIS	54.3	55	55.53

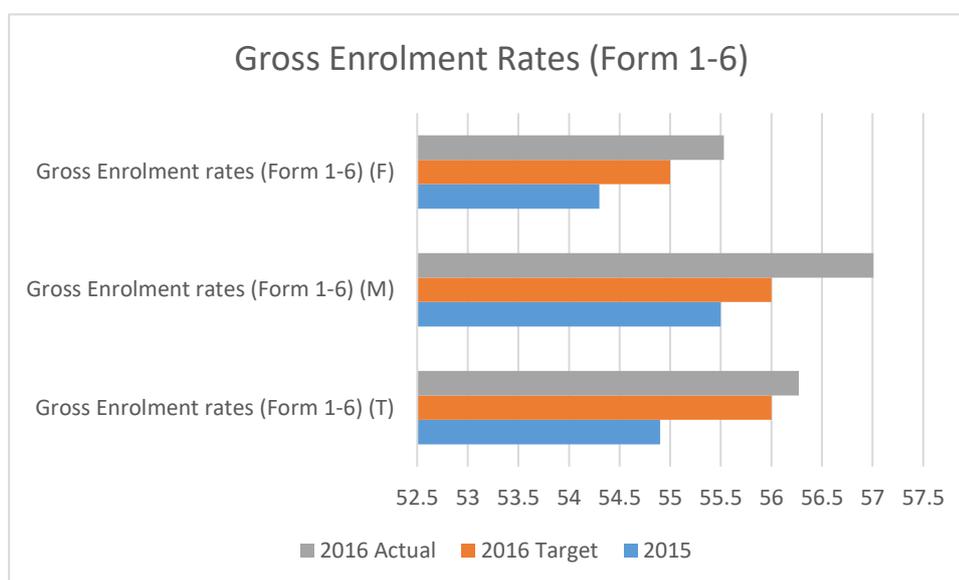


Figure 11: Gross Enrolment Rates: Forms 1-6

All in all, measures of participation in secondary education paints a mixed picture. GERs are generally high, with gender parity, but survival rates fell below the target.

2.6 Programme 6: Capacity Development

The MoPSE is continuously developing the capacity of its personnel, from Head Office, Provincial and District Offices as well as teaching and support staff. In 2016 capacity development was carried using the following methods:

- Hands on capacity development;
- Induction courses;
- Part Time and Continuing Education;
- Study tours; and
- Full time study.

The operationalisation of the ESSP saw personnel from Head and District offices participating in the development of documents critical to the success of the ESSP. Head office personnel from different

departments worked together with a consultant to develop the education sector strategic plan. This process started in 2015 and was complete mid-2016. To ensure full operationalisation of the ESSP, Head Office personnel were also involved in the drafting of the National Operational Plan.

At district level the ESSP was operationalised through the development of the District Operational Plans (DOPs). Four personnel from each district and four from each provincial office participated in the drafting of DOPs. Provincial Office staff not only provided backing stopping assistance to the process but assessed and authorised the DOPs for implementation. All these had hands on experience in developing DOPs.

The MoPSE advertised, interviewed, and deployed 72 DSIs in 2016. A week's induction course was held for these officers before they were deployed to their new stations.

As reported elsewhere in this report, a total of 71,701 teachers made up of 46,512 secondary and 25,189 primary school teachers were trained in syllabus interpretation which included scheming, lesson planning and new teaching methodologies.

There were 2,709 teachers on the Teacher Capacity Development Programme (TCDP), pursuing undergraduate and post-graduate diploma and degree programmes in specific areas of need required to meet the demands of the new curriculum. Of these 2,400 teachers were on degree programmes in areas such as technical and vocational subjects, sciences, mathematics, indigenous languages, and heritage studies. The remaining 309 teachers were studying for the Post Graduate Diploma in Education which is a teaching qualification

Teacher Professional Standards (TPS) are an agreed set of teacher performing standards that guide and support all teachers. TPS empowers teachers to plan for their careers and to support learners to achieve their goals. TPS is also designed to strengthen MoPSE's capacity to deliver the reformed curriculum. In 2016 over 122,000 teachers were trained in Teacher Professional Standards (TPS) and the same teachers produced personal development plans for self-assessment for teachers.

The MoPSE implements the policy of automatic promotion. This means that all children in a grade are at the end of the year promoted to the next grade notwithstanding their performance level. To address those promoted to the next class while they had learning gaps from the previous grade, MoPSE implemented the PLAP programme to ensure that these pupils whose knowledge and skills fell below expectations of the curriculum caught up with their counterparts. PLAP produced and distributed 50,000 copies of PLAP manuals to assist teachers to address learner performance gaps and trained 32,000 teachers in the use of PLAP manuals.

Learning in schools entails being able to read and understand in the first instance. The ability to read is key to learning. The Early Reading Initiative (ERI) in Zimbabwe strengthens teaching skills of infant class teachers and supervisors in early reading. In 2016 over 38,000 Infant Grades teachers were trained in the teaching of early reading.

School supervision. MoPSE also received UNICEF support for the enhancement of its (MoPSE's) capacity to monitor schools. Through such support, every district, province and Head Office received fuel to facilitate school visits. As a result of such support, between January and September 2016 the MoPSE spent \$101,076.92 on this facility, conducted inspections at 5,743 schools and generated 17,998 school inspection reports.

Sector coordination. The Education Coordination Group (ECG) comprising MoPSE senior management, other sector ministries (such as MoFED) donors, representatives of civil society organisations, the World Bank, UN partners stakeholders once every six weeks (or when required) to discuss sector developmental issues. The meeting is chaired by the Minister, and at this meeting ECG

provides broad guidance to sector development priorities. In addition to the ECG, there is the Steering Committee (SC), chaired by the Minister, that meets once every quarter to make policy decisions on a variety of matters. The Implementation Committee, chaired by the Permanent Secretary, meets ahead of the ECG in order to monitor progress with the implementation of programmes as well as the decisions made by ECG and SC.

In 2016, MoPSE made a huge investment in the training of staff in order to promote better teaching. However, MoPSE may also want to consider investments in other critical areas that contribute to the development of the national education system such as planning, management, curriculum and others. Furthermore, there may be need to ensure that institutional strengthening encompasses other areas such as organisational redesign and communication. These are already provided for in the ESSP.

3. Education Financing

Zimbabwe’s primary and secondary education is primarily funded by government through a budget allocation. The MoPSE budget is supplemented by parents and families who bear an increasing burden of financing education through payment of fees and levies, and other school related costs such as uniforms, transport, teaching and learning materials and in some cases their labour. Donors, NGOs and other partners assist the MoPSE by funding specific areas.

The 2016 budget for the MoPSE is US\$810.43 million which represents 20.3 percent of the national budget but is 9.5 percent lower than the 2015 budget. At first glance the MoPSE has a big budget which is higher than the sub-Saharan average of 16.5 percent of the national budget. Closer analysis shows that 98.4 percent of the MoPSE budget supports salaries and salary related costs. While the MoPSE received the biggest share of the budget in government, it remained severely under-resourced as virtually all the budget was spent on employment costs, leaving very little for non-employment recurrent and capital expenditure.

The table below shows MoPSE actual expenditure up to end of October 2016 which showed that a mere 0.06 percent was expended on capital developments.

More funding should be availed for capital expenditure to construct more schools, to cater for a population increase, to repair existing infrastructure, and to assist parents in newly established resettlement areas with building grants.

Table 11: MoPSE 2016 expenditure by item.

Item	Up to October (US\$)	% expenditure
Employment	638,768,102	99.46
Non Employment Recurrent Expenditure	3,080,094	0.48
Capital	383,919	0.06
Total	642,232,115	100.00

Parents and guardians have increasingly come under pressure to fund the education of their children through SDA/SDC levies, building levies, general purpose fund, school activity levies, and building levies and are bearing a disproportionate share of the financial burden. The Education Sector Strategic Plan 2016-2020 put parent contribution in 2015 at US\$389 million for primary schools and US\$390 million for secondary schools, giving a total of US\$779 million dollars. Over and above these contributions parents are still required to buy school uniforms, stationery and non-core textbooks, provide transport and snacks and in the case of rural schools are called to supply labour as contribution to school projects.

Each school child pays \$3 a year affiliation fees to the district education office as contribution to teachers’ resource centres, teachers’ capacity development and facilitate schools inspection.

MoPSE implemented the School Improvement Grant (SIG) which provided financially constrained schools with enough resources to address their most basic needs and to meet a minimum set of school functionality criteria with the aim of improving the quality of teaching and learning at the school level. All schools in Zimbabwe have each a school development plan (SDP). The SIG supplements parents’ contributions to implement the SDP. Most schools construct or repair classrooms, procure teaching and learning materials among other activities. In 2016 SIG disbursed \$ 9,329,000 to 3,313 schools comprising 1,583 primary schools, 1,503 primary and secondary satellite schools and 35 special needs schools. In 2016 the criteria used to select SIG beneficiary schools shifted from school category (P3, S3 and Satellite) to a threshold of annual school income. This way, the equity focus was further sharpened, with only the most needy schools benefitting from SIG.

4. Recommendations, Lessons learnt and way forward

[To be filled from the ESPR]

4.1 Lessons Learnt

- Importance of strong partnerships
- Stakeholder consultations and securing broader buy-in
- Cost containment measures, efficiencies and value for money
- Building on the gains made and ensuring sustainability
- Need to continue building capacity at all levels

4.2 Main Recommendations

- Funding of the sector: expanding the scope of domestic resources and expanding the non-salary component
- Ensuring full implementation and monitoring the impact of policies
-

4.3 Way Forward

(To be generated at the ESPR Workshop)

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Annex 1: An Update of Performance Indicators

Key Performance Indicators

Indicators	Source of Data	2015 Baseline	2016 Target	2016 Actual
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75% (T)	EMIS	35	37	37
Survival Rate Form 4 (F)	EMIS	79.3	81	78.8
Grade 7 Pass Rate (T)	ZIMSEC	41.8	44	-
# Districts (out of 72) with a G7 Pass Rate of 50 % in Mathematics (T)	ZIMSEC	33	35	-

Indicator/Goal	Baseline /2016	2016 Achievement
Sector Performance Reviews	2015 National Sector Performance Review held with participation of civil society. 2016 National Sector Performance Review with participation of civil society to be held using an agreed monitoring framework and an analytical sector performance review report prepared in advance.	ESSP developed and finalised in March NOP developed and finalised in July 2016 DOPs developed and finalised in August 2016 SDP developed and authorised in April.
New curriculum implementation as per the outputs in the operational plan	Curriculum Framework and Implementation Plan in place Syllabus, materials, teachers training completed for 2017	See Phasing in New curriculum below: Curriculum Framework and Implementation Plan in place Syllabi being printed & teachers training on syllabus interpretation completed for 2017
Number of Schools visited by District Education Officials	TBD	Inspections were carried at 5,743 schools and 17,998 teachers were inspected between January and September 2016.
Data analysis and research on key factors influencing performance and retention is made available and informs	Terms of Reference for CERID developed and concept for operationalization of its research and analysis function produced	Draft concept paper for CERID in place. Post for CERID Deputy Director advertised and interviews were carried out.

Policy, Legal and Regulatory Frameworks

Indicator/Goal	Type of Indicator	2016 target	2016 Achievement
Prepare and implement a School financing policy	Process Output	TWG Options paper	Not started
Develop a policy and/regulatory framework for Teacher Professional Standards;	Process Output	TWG Options paper	TWG in place and working towards producing and options paper.
Review the 2013 guidelines on School functionality standards to allow for variations and flexibility for local solutions;	Process Output	Options paper	Not started.
Review statutory Instrument 87 of 1992 in order to rationalize School Development Council and School Development Associations into a single entity;	Process Output	Options paper	A draft Statutory Instrument was completed and stakeholder consultations in all the provinces were planned for. This policy can only be finalised after the Education Act is in place
Prepare and implement an ICT Policy for the education sector	Process Output	TWG Options paper	TWG and options paper in place, Draft policy presented to Ministry for their input.
Building on 2004 circular and later regulations, prepare and implement the Infant/ Early Childhood policy	Process Output	TWG Options paper	Not started.
Finalize and implement the School Health Policy;	Process Output	Policy implemented	Final draft is with MoPSE and under consideration
Prepare and implement a School Feeding Policy	Process Output	TWG Options paper	Rapid Pro responses by 2,834 indicated that 93% of the 2834 schools that responded were using the school feeding policy. School feeding is under
Prepare and implement an Inclusive Education policy	Process Output	TWG Options paper	Still under consideration; more discussions on implication to be carried out.
Prepare and implement the Assessment policy for the infant years	Process Output	Policy prepared	Preparation of assessment policy started but not completed.

Phasing in the new curriculum

Indicator/Goal	Type of Indicator	2016 target	2016 Achievement
Learning materials prepared	Process Output	ECDA, Gr 3, Form 1 form 5	A total of 104 syllabuses comprising 8 infant, 11 Junior, 41 Lower secondary and 44 "A" Level were developed
Teacher professional development on NC	Process Output	ECDA, Gr 3, Form 1 form 5	The MoPSE set out to train 46,512 secondary school teachers and 25,189 ECD A, Grades 1 and 3 teachers were trained in syllabus interpretation and new teaching methodologies
Management and supervision CD	Process Output	National, Province and District	60 Train the trainer workshops on syllabus interpretation were held at 60 Head Office, Provincial Office, District Office and school cluster level trained in syllabus interpretation monitored training of teachers. 3 teams from CDTs participated.
Continuous assessment in place	Process Output	Formats, processes etc. prepared	Continuous Assessment tools prepared. Draft on implementation process to be finalised
Communication strategy	Process Output	Rolled out	Strategy not rolled out: Consultant identified to work on the strategy and brochures identified.
Leadership, management, institutional operation	Process, output, outcome	Concept note	Concept note prepared, presented to ECG and adopted by ECG

Process Indicators

Indicator/Goal	Baseline /2016	2016 Achievement
New curriculum implementation as per the outputs in the operational plan	Curriculum Framework and Implementation Plan in place Syllabus, materials, teachers training completed for 2017	Curriculum Framework and Implementation Plan in place Syllabuses sent to the printers; training of teachers completed for 2017
Increased Age appropriate infrastructure (also for children with disabilities): classrooms, washing and toilet facilities, outdoor areas, furniture.	Draft Infrastructure Standards to be developed	The MoPSE in collaboration with Ministry of Public Works developed new design plans for primary and secondary schools with plans, and detailed guidance on the construction of schools. The plans were approved by the two ministries and conform to building bylaws for both urban and rural construction
Number of local languages introduced in schools	3	8 local languages have so far been introduced in schools Only 1 language was introduced in 2016.
Number of Schools visited by District Education Officials	TBD	5,000 + see narrative report
ECD policy and ECD standards and guidelines (IG4)	Review existing ECD standards and legal and regulatory framework. Agree on implementation plan.	Not done
Teacher Professional Standards	TPS framework and standards in place TPS monitoring tools being developed for use by districts and schools	TPS framework and standards in place TPS monitoring tools being developed for use by districts and schools
Sector Performance Reviews	2015 National Sector Performance Review held with participation of civil society. 2016 National Sector Performance Review with participation of civil society to be held using an agreed monitoring framework and an analytical sector performance review report prepared in advance.	Review to be held on 16-17 November 2016
Operational Plans reviewed and adapted based on a rolling work plan approach	First Operational Plans developed at national and sub-national levels. Sector Performance Reviews inform the operational plans for 2017-2019.	National operational Plans, District Operational Plans and School Development Plans for 2016-2018 in place.
Governance systems	Inventory and Capacity Assessment of main governance systems, including regulatory frameworks, audit and PFM (public financial management) at all levels. Reflect main findings and capacity needs in an initial concept note on a capacity development framework	Not done
Comprehensive capacity development programme to strengthen governance with	Implementation of capacity development programme for governance strengthening,	Not done

emphasis on individual as well as institutional strengthening. Initiate operationalization of the capacity development programme	informing rolling operational work plans.	
Strong Sector Coordination and Policy Dialogue	Education Coordination Group meets according to agreed meeting schedule. Revision of TORs, membership and priorities for strategic dialogue.	Education Coordinating Groups met regularly twice in February, April, May, July, August and October.

Annex 2: Assessment of Progress Against Indicators

Key:

Well below target		Slightly below target		On or above target		Well above target	
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Key Indicators	Source	2015	Target for 2016	Achieved in 2016	Progress Assessment
Key performance indicators					
Districts (out of 63) with lower secondary gross enrolment of at least 75% (T)	EMIS	35	37	37	
Survival Rate Form 4 (F)	EMIS	79.3	81	78.8	
Infant (ECD A – Grade 2)					
Net enrolment rate ECD A (T)	EMIS	15	20	17.56	
Net enrolment rate ECD A (M)	EMIS	14.7	20	17.28	
Net enrolment rate ECD A (F)	EMIS	15.2	20	17.84	
Net enrolment rate ECD B (T)	EMIS	33.2	35	37.17	
Net enrolment rate ECD B (M)	EMIS	32.6	35	36.71	
Net enrolment rate ECD B (F)	EMIS	33.8	35	37.63	
Percentage of children with disabilities enrolled in ECD A and B	EMIS	10	15	0.81	
Percentage of qualified ECD teachers	EMIS	39.9	44	53.02	
Number of districts with at least 50% qualified ECD teachers	EMIS	17	19	29	
Qualified ECD teacher to pupil ratio	EMIS	1:85	1:80	1:85	
Junior (Grade 3 – 7)					
*Net enrolment rate Junior Education (G3 – 7) (T)	EMIS	94.6	95	78.74	
*Net enrolment rate Junior Education (G3 – 7) (M)	EMIS	92.2	93	77.65	
*Net enrolment rate Junior Education (G3 – 7) (F)	EMIS	97.1	97	79.82	
Primary completion rate (T)	EMIS	79.7	80	79.37	
Primary completion rate (M)	EMIS	78.7	80	78.74	
Primary completion rate (F)	EMIS	80.8	81	80.02	
Lower secondary (Forms 1 – 4)					
Lower Secondary gross enrolment (T)	EMIS	75.2	76	76.67	
Lower Secondary gross enrolment (M)	EMIS	75.2	76	76.75	

Lower Secondary gross enrolment (F)	EMIS	75.3	76	76.5	
Districts (out of 63) with a lower secondary gross enrolment of at least 75% (T)	EMIS	35	37	37	
Districts (out of 63) with a lower secondary gross enrolment of at least 75% (M)	EMIS	34	36	38	
Districts (out of 63) with a lower secondary gross enrolment of at least 75% (F)	EMIS	38	39	43	
Survival rate Form 4 (T) (for those entering Form 1)	EMIS	84	85	83	
Survival rate Form 4 (M)	EMIS	79.3	81	86.3	
Survival rate Form 4 (F)	EMIS	88.8	89	78.8	
Lower Secondary completion rate (T)	EMIS	65.7	66	65.52	
Lower Secondary completion rate (M)	EMIS	67.3	66.5	66.63	
Lower Secondary completion rate (F)	EMIS	64.1	65	64.41	
	Secondary A level (Forms 5 – 6)				
Gross enrolment secondary (Forms 1 – 6) (T)	EMIS	54.9	56	56.27	
Gross enrolment secondary (Forms 1 – 6) (M)	EMIS	55.5	56	57.01	
Gross enrolment secondary (Forms 1 – 6) (F)	EMIS	54.3	55	55.53	
No of children with disabilities enrolled in secondary (Form 1 – 6)	EMIS	4955	6964	7597	
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (T)	EMIS	40226	42,000	49,692	
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (M)	EMIS	22836	23,520	27,626	
No of children with disabilities enrolled in primary and secondary education (excl. special schools) (F)	EMIS	17390	18,480	22,066	

