# Table of Contents

List of Acronyms .............................................................................................................. 5  

**EXECUTIVE SUMMARY** .................................................................................................. 7  

1. Introduction .................................................................................................................. 11  
   1.1 Background ........................................................................................................... 11  
   1.2 The Joint Sector Review process ......................................................................... 11  
   1.3 The structure of this report .................................................................................. 11  

2. Workshop introduction .................................................................................................. 13  
   2.1 Keynote Address: Deputy Minister of MoPSE (Honorable Mr Edgar Moyo) ........ 13  
   2.2 Presentation of the review of 2018 Education Sector Performance Report (Permanent Secretary Mrs Thabela) ................................................................. 13  

3. Presentations by Principal Directors ............................................................................ 16  
   3.1 Primary, Secondary and Non-Formal Education (Principal Director Mr Muzawazi) ... 16  
   3.2 Curriculum Development and Technical Services (Principal Director Mr Dewah) ..... 17  
   3.3 Finance, Administration and Human Resources Department (Principal Director Mr Gonese) - Human Resources focus ................................................................. 17  
   3.4 Learner Welfare, Psychological Services and Special needs Education Department (Principal Director Ms Nyanungo) ................................................................. 18  
   3.5 Questions ............................................................................................................. 18  

4. Education Sector Budget and Expenditure .................................................................. 22  
   4.1 Education Sector Budget and Expenditure (Director of Finance Ms Wenjere) ........ 22  
   4.2 School Finance Policy (Consultant Ms Agg) ....................................................... 23  
   4.3 Questions ............................................................................................................. 23  

5. Holistic Organisational Development Findings (Principal Director Mr Gonese, and Ernst and Young) ......................................................................................... 25  
   5.1 Presentation ......................................................................................................... 25  
   5.2 Questions ............................................................................................................. 25  

6. Planning, Research, and Monitoring and Evaluation ...................................................... 26  
   6.1 Centre for Educational Research, Innovation and Development (Deputy Director Mr Mugari) ................................................................................................. 26  
   6.2 Joint Monitoring Visits (Acting Deputy Director Mr Mkwala) ............................... 26  
   6.3 Summary by the Permanent Secretary .................................................................. 26  

7. Day 1 Recap .................................................................................................................. 27  
   7.1 Presentation ......................................................................................................... 27  

8. Highlights of Selected Provincial Reports ..................................................................... 28  
   8.1 Manicaland Province (Principal Education Director Mr Shumba) ......................... 28  
   8.2 Matabeleland South Province (Principal Education Director Mr Masukume) ....... 28
8.3 Questions .............................................................................................................. 28
9. Highlights of Selected District Reports .................................................................. 30
  9.1 Binga District (District School Inspector Mr Masungo) ......................................... 30
  9.2 Shamva District (District School Inspector Mrs Mudiwa) ..................................... 30
  9.3 Kwekwe District (District School Inspector Mr Mazambani) ............................... 30
  9.4 Reigate District (District School Inspector Mrs Ndlovu) ....................................... 30
  9.5 Questions ............................................................................................................. 30
  9.6 Summary by the Permanent Secretary .................................................................. 31
10. Education Development Fund (EDF) and Global Partnership in Education (GPE) Results in 2018 (Director Mr Chinyowa) ................................................................. 32
  10.1 Questions .......................................................................................................... 32
11. Civil Service Organisations’ Support to the ESSP (Mr Mattice, Education Coalition of Zimbabwe) .................................................................................................................. 33
  11.1 Questions .......................................................................................................... 33
  11.2 Summary by the Permanent Secretary .................................................................. 33
12. Learning Assessment 2018 and Beyond ................................................................ 34
  12.1 Zimbabwe Schools Examination Council (Mr Kariyo) ......................................... 34
  12.2 Zimbabwe Early Learning Assessment (Mr Kupfumira) ....................................... 34
  12.3 Questions .......................................................................................................... 34
13. Role of Education in achieving the vision of higher middle-income society in Zimbabwe (World Bank - Mr Jongwe, Education Specialist) .................................................... 36
  13.1 Questions .......................................................................................................... 36
  13.2 Summary by the Permanent Secretary .................................................................. 36
14. Strengthening in-service and pre-service teacher capacity development (Chair - Mr Mavhunga) .................................................................................................................... 37
  14.1 Questions .......................................................................................................... 38
  14.2 Summary by the Permanent Secretary .................................................................. 38
15. Equitable access - what is being done to increase access especially for the poor, girls, disabled and the marginalised and vulnerable learners? (Chair - Mr Makanani) .................. 40
  15.1 Questions .......................................................................................................... 42
  15.2 Summary by the Permanent Secretary .................................................................. 42
16. Day 2 Recap .......................................................................................................... 43
17. Alignment of ESSP with Transitional Stabilisation Programme (MoPSE - Deputy Director Mr Mugari) ............................................................................................................. 44
18. Group work 2019 Aide Memoire Recommendations ........................................... 45
  18.1 Group work ....................................................................................................... 45
  18.2 Group feedback ................................................................................................. 46
  18.2.1 Group 1 ........................................................................................................ 46
List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot; Level</td>
<td>Advanced Level</td>
</tr>
<tr>
<td>BEAM</td>
<td>Basic Assistance Education Model</td>
</tr>
<tr>
<td>BSPZ</td>
<td>Better Schools Programme for Zimbabwe</td>
</tr>
<tr>
<td>CapEx</td>
<td>Capital expenditure</td>
</tr>
<tr>
<td>CERID</td>
<td>Centre for Education Research, Innovation and Development</td>
</tr>
<tr>
<td>CDTTS</td>
<td>Curriculum Development and Technical Services</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Service Organisation</td>
</tr>
<tr>
<td>CSTL</td>
<td>Care and Support for Teaching and Learning</td>
</tr>
<tr>
<td>CWD</td>
<td>Children with Disabilities</td>
</tr>
<tr>
<td>DOPs</td>
<td>District Operation Plans</td>
</tr>
<tr>
<td>DSI</td>
<td>District Schools Inspector</td>
</tr>
<tr>
<td>ECD A</td>
<td>Early Childhood Development A</td>
</tr>
<tr>
<td>ECD B</td>
<td>Early Childhood Development B</td>
</tr>
<tr>
<td>ECG</td>
<td>Education Coordinating Group</td>
</tr>
<tr>
<td>ECOZI</td>
<td>Education Coalition of Zimbabwe</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>EDF</td>
<td>Education Development Fund</td>
</tr>
<tr>
<td>ESRP</td>
<td>Education Sector Performance Report</td>
</tr>
<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
</tr>
<tr>
<td>GNI</td>
<td>Gross National Income</td>
</tr>
<tr>
<td>GPE</td>
<td>Global Partnership of Education</td>
</tr>
<tr>
<td>JMVs</td>
<td>Joint Monitoring Visits</td>
</tr>
<tr>
<td>JSR</td>
<td>Joint Sector Review</td>
</tr>
<tr>
<td>LEPS</td>
<td>Learner welfare, Psychological Services and Special Needs Education</td>
</tr>
<tr>
<td>MIIEF</td>
<td>Model Inclusive Infant Education Facilities</td>
</tr>
<tr>
<td>MoHCC</td>
<td>Ministry of Health and Child Care</td>
</tr>
<tr>
<td>MoFED</td>
<td>Ministry of Finance and Economic Development</td>
</tr>
<tr>
<td>MoHTEDTD</td>
<td>Ministry of Higher and Tertiary Education Science and Technology Development</td>
</tr>
<tr>
<td>MoPSE</td>
<td>Ministry of Primary and Secondary Education</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum Of Understanding</td>
</tr>
<tr>
<td>NAPH</td>
<td>National Association of Primary Heads</td>
</tr>
<tr>
<td>NASH</td>
<td>National Association of Secondary Heads</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
</tr>
<tr>
<td>NFE</td>
<td>Non Formal Education</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organisation</td>
</tr>
<tr>
<td>NOPs</td>
<td>National Operation Plans</td>
</tr>
<tr>
<td>&quot;O&quot; Level</td>
<td>Ordinary Level</td>
</tr>
<tr>
<td>OOS</td>
<td>Out Of School</td>
</tr>
<tr>
<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
</tr>
<tr>
<td>PDP</td>
<td>Personal Development Plans</td>
</tr>
<tr>
<td>PED</td>
<td>Provincial Education Director</td>
</tr>
<tr>
<td>PLAP</td>
<td>Performance Lag Address Programme</td>
</tr>
<tr>
<td>PRAZ</td>
<td>Procurement Regulatory Authority of Zimbabwe</td>
</tr>
<tr>
<td>PRS</td>
<td>Planning, Research and Statistics</td>
</tr>
<tr>
<td>PS</td>
<td>Permanent Secretary</td>
</tr>
<tr>
<td>PSIP</td>
<td>Public Sector Investment Programme</td>
</tr>
</tbody>
</table>
PSNE Primary, Secondary and Non-formal Education
PTCE Part Time and Continuing Education
PTUZ Progressive Teachers Union Zimbabwe
QTPR Qualified Teacher to Pupil Ratio
RTGS Real-time Gross Settlement Systems
SACMEQ Southern and Eastern Africa Consortium for Monitoring Education Quality
SADC Southern African Development Community
SDA School Development Association
SDC School Development Committee
SI Statutory Instrument
SIG School Improvement Grant
STEM Science, Technology, Engineering, and Mathematics
STEAM Science, Technology, Engineering, Arts and Mathematics
TDIS Teacher Development Information System
THRASS Teaching Handwriting Reading and Spelling Skills
TIC Teachers In Charge
TOT Training Of Trainers
TPC Teacher Professional Council
TPS Zimbabwe Adult Basic Education Course
UZ University of Zimbabwe
ZELA Zimbabwe Early Learning Assessment
ZIMASSET Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZIMSEC Zimbabwe School Examinations Council
ZOU Zimbabwe Open University
EXECUTIVE SUMMARY

The Education Sector Strategic Plan (ESSP) of the Ministry of Primary and Secondary Education (MoPSE) covers the period 2016 to 2020. Since the ESSP came into operation, annual reviews of the ESSP have been carried out. This current report is the meeting report of the third Joint Sector Review of the current ESSP which covers 2018. It is a summary of the performance of the sector in 2018 which follows the assessment framework in the ESSP and the 2017 Aide Memoire.

This report is structured around the presentations and discussion that were given at the Joint Sector Review (JSR) workshop from 18 February 2019 to 20 February 2019. This JSR and its report have followed the Global Partnership in Education (GPE) guidelines.

Review of the 2018 Education Sector Performance Report

The Permanent Secretary presented the 2018 Education Sector Performance Report. A number of the targets for indicators in the Education Sector Strategic Plan were not met. The issue of whether these targets were too ambitious was highlighted and the need to review these indicators, including those where the target was greatly surpassed, to make them realistic was stated. Other points that came out of this review included: the issue of "A" Level results going down and "O" Level not significantly improving; the survival rate for secondary school especially of girls; the use of the Mother tongue should be given priority in infant education; low enrolment rate in ECD; why are there only 36,000 children below 18 in NFE, decrease in indicators in secondary schools but higher in primary school when compared to the ESSP targets; the assessment regime that doesn't match the curriculum framework; the timely release of ZELA and EMIS; the positioning of infant schools vis a vis the main schools and the distances to school; the shortage of Grade 5 text books; if there is a suspension of school feeding programme can the sector be innovative e.g. eating at home; decrease in disability enrolment; decrease in public expenditure as a percentage of Government budget; questions as to whether the sector looking at the needs of the disabled e.g. audio books and Braille books; the finalisation of the School financing policy; and the alignment to the Transitional Stabilisation Programme (TSP).

Presentations were given on progress in 2018 and plans for 2019 by the Principal Directors of: Primary, Secondary and Non-Formal Education (PSNE); Curriculum Development and Technical Services (CDTS); Finance, Administration and Human Resources; and Learner Welfare, Psychological Services and Special Needs Education (LEPS).

Highlights of the PSNE presentation included the importance of ECD for a successful education and how the ECD enrolment needs to be addressed, the hidden story of mathematics, the need to train teachers in the new curriculum and the need to address the issues of 0% pass rates in some schools. The presentation by CDTS indicated that some learners have been getting their new curriculum textbooks late for the start of the new syllabus but it is hoped this will be addressed for this year. Finance, Administration and Human Resources presented on the teacher capacity development programme, the proposed Teaching Professions Council, introduced the Holistic Organisation Review, the Teacher Development Information System and other Continuous Professional Development initiatives. MoPSE is continuing to engage teachers and is currently in the process of engaging 3000 teachers, 1000 of which will be for ECD. LEPS showed that the
targets for the number of disabled children are being met, however there has been a decrease in the number of disabled children in schools.

The Education Sector Budget and Expenditure presentation gave details on expenditure in 2018 and the proposed budget for 2019. In 2018, MoPSE appropriated $905,593,000 for recurrent and Capital Expenditure (CapEx). The expenditure for 2018 was $1,018,160,000. This was above the allocation budget. Salaries alone were $995,150,427 which was above the 100% originally allocated in the budget for 2018. This was due to the payment of bonuses (two), salary increases and cash in lieu of leave. For 2019 the budget allocation was $1,132,322,000. Although there was an increase in the budget from 2018 to 2019, this was a decrease in the proportion of Government expenditure from 12.9% to 11.0%. Concerns were raised over the accountability of the funds of the Better Schools Programme of Zimbabwe (BSPZ), the National Association of Primary Heads and the National Association of Secondary Heads. It was suggested that a policy be put into place which allows the Permanent Secretary and the Director of Finance to have oversight of these funds. Participants indicated that these programmes should continue with their current mandate and functions.

The School Finance Policy was presented. A consultation process took place during the development of this policy. Respondents of the consultation process felt that the state should meet 75% of the costs of education; and parents are willing to meet costs such as uniforms, learning materials, and transport.

In 2018 a Holistic Organisational Development Study was carried out of MoPSE by Ernst and Young. A costed capacity development plan is still to be developed as part of this work.

The current progress of the Centre for Educational Research, Innovation and Development was presented. There is still a need to train more staff as the current staff are all secondary trained.

Joint Monitoring Visits were carried out in 2018. There are usually seven teams headed by the principals. The teams have a member from the head office and partners. It was felt that the feedback from these visits should be shared with the schools that were visited.

On Day 2, selected provincial and district reports were presented at the workshop. A summary of the progress of the Educational Development Fund and Global Partnership in Education was given. Civil Service Organisations' support to the Education Sector Strategic Plan was presented. These partners work in equitable access, quality learning, inclusion, and policy advocacy. Approximate contributions by ECOZI members in 2018 were $15,754,548 and it is anticipated in 2019 to be $14,622,605.

Zimbabwe Schools Examination Council (ZIMSEC) presented the results of Grade 7, Ordinary Level and Advanced Level examinations as well as the results of the Zimbabwe Early Learning Assessment (ZELA). The assessment being used is still summative in nature. The practical competencies and soft skills of the new curriculum are not being assessed in most Learning Areas. To come up with a robust assessment model there is a need to work together as ZIMSEC, ministries, teachers and learners. The question of who should be in charge of this process (MoPSE or ZIMSEC) was posed. Continuous assessment is an expensive process. The
continuation of the ZELA project was suggested as a National assessment to be used to measure the performance of the new curriculum.

The World Bank presented on the role of education in achieving the vision of higher middle-income society in Zimbabwe. The presentation explained how countries are rated and presented on how Zimbabwe can move up the income categories.

Two panel discussions took place on: Strengthening in-service and pre-service teacher capacity development; and Equitable access - what is being done to increase access especially for the poor, girls, disabled and the marginalised and vulnerable learners. Highlights of the first panel discussion included the need for Continuous Professional Development, the issue of a teacher education policy; the need for parallel progression promotion of teachers; and there is need for contact engagement between those that train teachers and those that employ teachers.

Highlights of the second panel discussion were: there were over 1.2 million children out of school from aged 3 years to 16 years; not all schools are offering NFE; for deaf learners there is no language in schools so effective learning is not happening for them; only 40% of the children needing the Basic Education Assistance Model (BEAM) got it; and BEAM owed schools $112,455,920.02.

A presentation on the Transitional Stabilisation Programme explained the programme and how education sector fits in to the programme. The TSP runs until 2020, and is about meeting Vision 2030. The document has seven parts. Education is reflected in the sixth part (Human Development). Both the TSP and ESSP talk about access, skilled manpower, and quality learning. The ESSP is a means to achieve the TSP. The TSP is anchored on quick wins.

Group work took place to develop the 2019 Aide Memoire. There were four groups, each was given a series of questions to address. These questions were issues that had been highlighted during the workshop. The work continued with a smaller group once the workshop ended. This group came up with the main recommendations from the workshop. These recommendations make up the 2019 Aide Memoire.

The Aide Memoire presents the top five key recommended activities to be carried out in 2019 (see Annex 1). The resulting Aide Memoire still needs to be endorsed by the Education Coordination Group ECG, which may make changes to this draft Aide Memoire. The top five recommended and feasible points of the Aide Memoire are:

1. Monitoring Education Sector financing for improved efficiency and effectiveness.
   a. The School Financing Policy to be costed, finalised, and approved by cabinet.
   b. The School Financing Policy to explore the legal framework of the BSPZ, NAPH and NASH.
   c. Current financial crisis and its impact on school financing status to be continuously monitored and assessed.
   d. MoPSE to advocate for non-wage allocation.
   e. All schools to open Nostro accounts.
   f. Safe, modest model for school construction developed.
2. Review all ESSP targets and indicators to ensure they are realistic and achievable by end 2020.
3. Continuous assessment developed and rolled out (piloted).
   a. Continuous assessment to be aligned with the competency based curriculum.
b. Finalisation of the Assessment Framework and road map.

c. Roll out of the continuous assessment.

4. Sector Performance Review to be held in the first quarter of the next year.
   a. EMIS data to be collected from both registered and unregistered ECD centres.
   b. Finalisation and validation of the EMIS report by the end of the year.
   c. JSR to be held in the first quarter of the following year after the Grade 7, Ordinary and Advanced Level Results are published.

5. Improve collaboration and interaction to improve teacher recruitment, deployment, and development in Zimbabwe.
   a. A liaison committee to be set up between MoPSE and MoHTTESTD, teachers' colleges and universities which will communicate needs of MoPSE to the relevant stakeholders so that teachers being produced have the requisite skills needed for the new curriculum.
   b. Recruit teachers using E-Registration platform for unemployed trained teachers.
   c. In-service training of newly recruited teachers funded by MoPSE and cooperating partners.
1. Introduction

1.1 Background

The Education Sector Strategic Plan (ESSP) of the Ministry of Primary and Secondary Education (MoPSE) covers the period 2016-2010. The ESSP provides MoPSE with a strategic framework with which to obtain a set of goals. These goals include phasing in of the new curriculum, continuing the professional upgrading of teachers, increasing access to learning, creating the right institutional architecture for effective resource utilisation and quality service delivery, improving the learning environment and improving equity.

In early 2018, an Aide Memoire which presents the recommendations and planned actions for 2018 was developed. The Aide Memoire was based on the Education Sector Performance Report (ESPR) and Joint Sector Review (JSR) for 2017 which occurred in February 2018.

This current report is the report of the third Joint Sector Review (JSR). The purpose of the third JSR workshop was to report on the performance of the sector in 2018 against the performance assessment framework presented in the ESSP and the Aide Memoire for 2017, and to plan for 2019. As this workshop comes in the third year of the ESSP, it constitutes a mid-term. This JSR and its report have followed the Global Partnership in Education (GPE) guidelines.

1.2 The Joint Sector Review process (Methodology)

The Joint Sector Review process is part of the annual planning and monitoring cycle. The JSR process starts with the development of the annual implementation report. This report is called the Education Sector Performance Report (ESPR). For 2018 this report was developed in November 2018 and a draft produced in December 2018. It was shared in December 2018 with key stakeholders who provided feedback on the report. The ESPR provides the basis on which the JSR workshop is carried out. A small working group comprising the MoPSE and other stakeholders, met to decide on the JSR agenda and activities. The main output from a JSR workshop is the Aide Memoire. The Aide Memoire is integrated into the operational plans of the education ministry(s) and other stakeholders of the education sector. The Aide Memoire focuses the deliverables of the education sector for that year. JSRs are formative in nature, conducted jointly with education sector stakeholders and attempt to strike a balance between ongoing monitoring, accountability, and ensuring systematic follow up that allows for adjustments to be made on activities to be carried out during the course of an education sector strategic plan.

1.3 The structure of this report

The JSR workshop for 2018, which was held between 18 February 2019 and 20 February 2019, was opened by the Deputy Minister of Primary and Secondary Education. The first presentation was given by the Permanent Secretary (PS) of the Ministry of Primary and Secondary Education (MoPSE) on the ESPR for 2018. This was followed by detailed presentations on sector progress from the Principal Directors of MoPSE. Relevant presentations from stakeholders within and external to MoPSE then followed. The last day of the JSR workshop was spent developing the Aide Memoire for 2019.
This current report presents the activities of the JSR workshop for 2018 in the order that they were presented at the workshop. The last part of the report presents Annexes which provide relevant information to the JSR. Annex 1 presents the Aide Memoire which resulted from the Workshop activities. Annexes 2 and 3 present the indicators from the ESPR. Annexes 4 and 5 give the questions from the Principal Directors' presentation sessions and the group work on the Aide Memoire on Day 3 of the workshop respectively. The list of participants at the workshop is given in Annex 6. The power point presentations of the JSR workshop are given in Annex 7, and Annex 8 presents the additional information provided to participants. Annex 7 and 8 are in separate files to this report.
2. Workshop introduction

The meeting was opened with the National Anthem and a prayer. Introductions were then made. The convenor (Director Mr Chinyowa) welcomed everyone to the 2018 JSR.

The objectives of the Joint Sector Review (JSR) (led by Mr Chinyowa) are as follows:

- Assess the progress in 2018 and the performance in the implementation of the ESSP including monitoring of the expenditure and the progress against the 2017 Aide Memoire.
- Identify the key milestones for 2019.
- Develop the Aide Memoire for 2019 which will guide the priorities and targets for 2019.
- Review the ESSP current strategies, and purposes, and make adjustments needed to improve the performance in the Education Sector.
- Explore the innovative ways to further strengthen the education sector considering the current economic situation and aligning with the Transitional Stabilisation Plan (TSP).

2.1 Keynote Address: Deputy Minister of MoPSE (Honorable Mr Edgar Moyo)

The Deputy Minister's opening remarks for the workshop indicated how important it is to take stock of what was done and what can be done. He indicated that it is the job of the MoPSE to facilitate easy access to education for all those that require it (forced or not), to knock down the barriers to education, and reduce attrition and drop-out rates by using the partners of the Education Sector. All partners and colleagues should do their best to work together. He stated that there are issues of human rights that need to be addressed with regard to corporal punishment (re Education Act just gazetted). There is a need to stop the degrading of children's dignity. Instead of the old saying "Spare the rod and spoil the child", it is important to look at alternative ways of disciplining children. The way people are treated when they are young is how they behave when they are old.

The Honourable Deputy Minister welcomed everyone to workshop and hoped that they will come up with ways of "being better".

2.2 Presentation of the review of 2018 Education Sector Performance Report (Permanent Secretary Mrs Thabela)

The Permanent Secretary (PS) presented on "the progress or lack of it in 2018". The PS raised the following questions during her presentation:

- What are the reasons for failing the first two indicators (Districts (out of 63) with lower secondary gross enrolment of at least 75%, and Survival rate form 4 (girls))? Are the indicators over ambitious or did the system just fail to perform? There are huge differences in percentages between the 2018 values and the 2018 targets. The sector performance has failed the girl child.
- Good performance in Grade 7 pass rate - what was done right? Why did Beitbridge improve? The use of the mother tongue instruction has made school more palatable for the children. This could be the wrong reason or an opportunity for research.
- The numbers of districts with 50% in mathematics surpassed the target. Was this a realistic target? What has been done right in the field of numeracy? The challenge will be to maintain this.
• Break down of other indicators:
  o What are the reasons for failing the indicators?
  o Why were some of the indicators in the Aide Memoire not aligned to the ESSP?
  o Why did the sector carry out activities not planned for? e.g. Leadership indicator.
  o For the quantitative indicators, 45 out of 98 were below target (enrolment and results indicators).
  o The one indicator in the ESSP that was not clear (Percentage of children with disabilities enrolled in ECD A and ECD B) needs to be clarified and measured.
  o Why were some indicators not reported?
• The MoPSE Budget has been increasing but decreasing as a proportion of Government expenditure. Employment costs continue to be the biggest proportion of the budget although it has reduced as a total percentage giving slightly more to spend on non-employment costs. $36,920 million for Capital Expenditure (CapEx) is too low as there is a need to build 1,800 schools.
• Can training be more aligned to the needs? For example, the need for qualified ECD teachers. There is a need to continue to focus on ECD as "the child continues to be the father to the man".
• The Zimbabwe Early Learning Assessment (ZELA) and Education Management Information System (EMIS) should be available the year before i.e. the 2018 ZELA and EMIS should be ready for use in planning for the following year. ZELA should guide on which children are ready to go on e.g. to use reading for learning. There is a need to be confident that the children are numerate and literate. This is more important for mother tongue education if children are to switch over in Grade 3 to using English for education. It is critical for District School Inspectors (DSIs) to realise that there is a need to get children ready for Grade 3 and ZELA is a useful tool to assess this.
• There is a need to identify methods that can be adopted to get more textbooks written. The teachers are the ones being used to write the books. Is it possible to sponsor these teachers to produce material quickly? Let the teachers become businesses themselves and enable them to do this.
• What are the causes for reductions in Early Childhood Development (ECD) enrolment e.g. distances to school (fatigue and safety)?
• EMIS may not be collecting the information on private ECDs.
• Why is numeracy a challenge (ZELA mathematics results went down)?
• Babysitting rather than teaching in ECDs (see qualified professional rates).
• What is causing the drop outs in Junior learning?
• Why do girls do better than boys at primary school and the story changes in secondary school? This needs to be investigated.
• Why is the survival rate in secondary school reducing?
• There is a need to check why there is a reduction in "A" Level examination passes.
• MoPSE is still doing badly in Non-Formal Education (NFE) as this should be an education for all activity. There is a need to strengthen the provision of NFE. What can be done to improve this? What functional literacy products can be offered to attract people? The difference in under 18s versus over 18s should help MoPSE in coming up with appropriate products for NFE.
• Special needs area people are complaining that there are not resources for them.
• Children with disabilities in school has reduced, why is this?
- School feeding has been agreed on at African Union and Southern African Development Community (SADC) level that children have at least one meal a day at school. This could be a strategy to improve learner outcomes.
- The biggest challenge is in the Assessment Framework which is falling behind. There is a need for a framework which assesses all skills that the child develops.
- **Conclusion:** How does the sector avoid the red indicators given in the ESPR (Annex 3)? There is a need to seriously review indicators to see if they are realistic and how to achieve the targets set. Is the Education Sector fulfilling the mandate that it has?

The master of ceremonies asked the floor: "What are the take home messages"? These were given as:
- The issue of "A" Level results going down and "O" Level not significantly improving. This needs to be investigated.
- The survival rate for secondary school especially of girls.
- The use of the Mother tongue should be given priority.
- Low enrolment rate in ECD.
- NFE - why is there only 36,000 below 18?
- Decrease in indicators in secondary schools but higher in primary school.
- The assessment regime that doesn't match the curriculum framework.
- Investigation as to why the targets are not met? Should the indicators come down? Why?
- Timely release of ZELA and unpacking and understanding of ZELA.
- The positioning of infant schools vis a vis the main schools and the distances to school.
- Shortage of Grade 5 text books. The textbooks need to be written for the MoPSE.
- Maths results in ZELA going down\(^1\).
- Suspension of school feeding programme - can the sector be innovative e.g. eating at home.
- Decrease in disability enrolment.
- Decrease in public expenditure as a percentage of Government budget.
- Audio books and Braille books - is the sector looking at the needs of the disabled?
- School financing policy.
- Positive in the training of teachers and the need to align teaching to the system e.g. Mother tongues.
- There is a need to flag alignment to the Transitional Stabilisation Programme (TSP).
- EMIS and ZELA should be released in time to inform this planning process.

---

\(^1\) The results which the ESPR had were based on the draft ZELA report, however the ZELA presentation gave other results. The reasons for this were established and the actual results clarified. This was incorporated into the ESPR.
3. Presentations by Principal Directors

Presentations were given and the collection of questions done at the end of each presentation for a single question time. These questions are presented in Annex 3, with the discussion of the questions given here.

3.1 Primary, Secondary and Non-Formal Education (Principal Director Mr Muzawazi)

Mr Muzawazi presented on the progress in 2018 of the Primary Secondary and Non-formal Education (PSNE) Department (see Annex 7). His opening remarks indicated that: the MoPSE needs to have activities which respond to the outcomes that it wants; the resilience to stay at school is built at ECD level and PSNE is responsible for curriculum implementation, however all MoPSE departments need to be partners in the implementation process of the curriculum.

Highlights of the presentation included:
- Schools with 0% for Grade 7 pass rate was 101 in 2017, and 70 in 2018. This may be hiding other issues e.g. mathematics results. Some districts may have more schools with 0% than others. These schools with 0% need to be targeted (equity focus).
- Schools with 0% for "O" Level pass rate was 201 in 2017, and 153 in 2018 (excluding some not yet reported).
- After the first year of Curriculum implementation, a formative evaluation took place. The teachers did not feel that they were competent in the new approaches. The teachers are still in the centre of the teaching i.e. teaching is not learner centered. Some syllabuses need to be revisited (CTDS is already looking at some), and PSNE will be doing some. There is a resource challenge.
- An assessment framework is needed that is responsive to the goals of the curriculum.
- The human resources situation for the curriculum has big challenges.
- There is a need to strengthen structures at school level to respond to the new syllabuses.

Critical questions that Mr Muzawazi posed were to do with:
- ECD is the basis for successful education and the ECD enrolment rate needs to be addressed.
- Pass rates: what is the hidden story of mathematics?
- There is a need to train the teachers in the correct methods (for the new curriculum).
- The 0% pass rates are a worry, what can be done about this?

TEA BREAK

The chair was handed to Mr G Kajawu after the tea break. Mr Kajawu started the next session with a few comments: the work to be done in this workshop is based on the ESSP. At the end of the ESSP document is Annex 1 and Annex 2 which have to be followed. Participants were asked to check the information in the ESPR (Annex 1 and 2 were distributed to participants). When this current workshop develops the Aide Memoire there is a need to look at the ESPR and what is discussed in this meeting. This will be done on Day 3. Any additions need to be discussed so that they appear in the JSR meeting report.
3.2 Curriculum Development and Technical Services (Principal Director Mr Dewah)

The Curriculum Development and Technical Services (CDTS) mission is "to design and develop a competence-driven curriculum with a broad, balanced base of skills, attitudes and knowledge through research and evaluation that leads to the development of syllabuses, support materials and methodologies that improve the quality of teaching and learning at Infant, Junior and Secondary education in formal and no formal systems." The presentation for CDTS presented the key results areas (Access to Education and Quality Education Service Delivery) for 2018 and the planned activities and targets for 2019 (see Annex 7). Points made included that the budget in the PS's presentation was the budget received from fiscus and does not include that from partners. Major issues were with the funding/payment of activities. Learners were getting their textbooks late but CDTS hope to address this for this year. One of the setbacks has been unqualified authors writing the textbooks. CDTS wants to look at Grade 6 now so there are no setbacks for next year.

3.3 Finance, Administration and Human Resources Department (Principal Director Mr Gonese) - Human Resources focus

Human Resources (HR) is the most important as it deals with the human resources. Mr Gonese presented on the Teacher capacity development programme, the proposed Teaching Professions Council (TPC), introduced the Holistic Organisational Review (a more detailed presentation of this was done later), the Teacher Development Information System (TDIS) and other critical Continuous Professional Development (CPD) initiatives (see Annex 7). MoPSE is taking steps to engage teachers. Efforts are being made to ensure that all posts are filled. 130,000 teachers is the establishment however more are needed. The average number of learners per class is 37. In some cases it is less than 20 and in other cases it is over 60.

Key highlights of the presentation included:

- Partners generously assisted in 2015. MoPSE engaged 2,479 teachers on the programme. Over 17,000 teachers applied in the initial stage. Most of these teachers registered have completed the programme. Government is giving the graduates teachers' increments. Requirements of the curriculum were addressed including maths, science, technology and indigenous languages. Most of the graduands are back at work.
- The area of HR that needs more attention for CPD is the support services.
- Teaching Professions Council - proposed. This has reached the bill making stage, consultations are to start at the end of February till May.
- Holistic Organisational Review was worth the money spent.
- Teacher Development Information System (TDIS) is now linked to the Education Management Information System (EMIS). The TDIS continues to register new teachers but needs training of staff to manage it.
- Other CPD initiatives which include the development of heads in supervision and financial management are needed. There is a need to go back to the one month class for aspiring heads with an examination before being interviewed.
- There is a need for research to understand the issues of inappropriate behavior and financial mismanagement.
Mr Gonese appealed for more assistance to capacity build teachers in indigenous languages to address the plight of the ECD learners.

3.4 Learner Welfare, Psychological Services and Special needs Education Department (Principal Director Ms Nyanungo)

The presenter highlighted that the indicators for the number of children with disabilities in school were in green (page 61 and 62 of Annex 2 of the ESPR), i.e. the numbers are above the targets. On the ground, officers struggle with access to computers and the Internet. None of the MIIEP schools have 100% of what is needed; they have been identifying the gaps themselves. The TOTs cascading model needs to be strengthened. (The last slide of the presentation (see Annex 7) presents the activities which are needed for 2019 that are not in the ESSP).

3.5 Questions

Mr Muzawazi
- Why is the provision of qualified teachers for ECD restricted?
- There is a need to revisit the provision of Teachers In Charge (TIC), as they are now being asked to teach.
- The majority of the resources allocated to ECD go to employment; there was $14,389 million for operational for 2019.
- There is a team working on the supervision of heads.
- Learning level platforms - at school level, subjects come together to address this.
- There is a mismatch between teacher qualifications and the areas taught by a teacher. To address this, the Head now has to declare a vacancy according to the needs of the situation.

Mr Dewah
- Question: what is being done to ensure there are enough radios in schools and facilitate reception in Binga and Hwange. The relevant minister has been tasked to do look into reception issues. Schools need to address their own radio needs.
- CDTS was asked to send enough syllabuses to schools as one syllabus to each school is not enough. DSIs were asked to please submit their needs.
- Macro and micro economic fundamentals are a risk - how is this to be addressed? The assumption is that treasury will release more funds. MoPSE might or might not get the increase released.
- Presumably CTDS should take responsibility should provide equipment for practicals for exams? For the science practicals, these are resources found locally, e.g. NaCl was being bought from expensive suppliers when it could be bought from local stores. It was later added that shop bought salt has added iodine and this could affect the practical results.
- A team is working on the syllabus for textiles and the equipment that is needed.
- How were the Trainers Of Trainers (TOTs) selected and what were they supposed to do? Letters were written to Principal Education Directors (PEDs) to select the teachers who would be trained and then would train others. The letter indicated that those selected for syllabus development would be used. Others asked if other teachers could be selected so that they could too could get extra income.
• Why did syllabus interpretation skip district and provincial levels? Syllabus interpretation is done at cluster level and it is up to the district to include personnel. CDTS does not do the selection, they just assist in the training.

• Why is the indigenous language syllabus in English? A template that was generic was developed. Speakers of various indigenous languages were then invited to translate the syllabus. About 11 syllabuses have been translated. There were challenges in two languages. These will be left out and the other syllabuses will be printed. The Koi San was a challenge as there are only 11 Koi San speakers.

• How does skills flight pose a risk for implementation? Material production officers were recruited from amongst teachers. Only two have left. There are vacant posts where those that are there can "baby sit" the other areas.

• A catalogue for agricultural kits has been developed and the science kits are under procurement. A workshop is to be done on mass display kits. On performing arts there was no material for some grades. These are now done and will be procured for Grade 5. The kits will be worked on.

• What is the strategy that the MoPSE taking to review problematic syllabus (formative evaluation report)? There were no specifics given in the report. Two comments (1) a lot of information (2) the syllabus is too high level, will be addressed.

Mr Gonese

• How have the requests from teachers unions in the last few weeks been addressed? There is progress in the pipeline.

• Were any lessons learnt from the strikes to ensure that targets should be met? Teachers should not go on strike and should be met with instead.

• There is a need to conduct a consultancy into the financial mismanagement.

• How and when is the next group of teachers to be recruited? This will be soon. There is continuous recruitment for retiring teachers and natural attrition (400+ per term).

• What is being done about teacher motivation? It is the role of all managers to motivate staff. Including Head Office, Heads, and the unions. The employer must try to cover their side with addressing conditions of service.

• Supervisor development has worked well in the past and MoPSE hope to go back to this.

• There seems to be a lack of CPD. UNICEF was thanked for support to attend a workshop in Maputo recently. BSPZ centers were set up to develop the teaching profession. Other support is welcome. 4,000 teachers are allowed to develop their skills every year.

• There should be statutory Pupil to Teacher Ratio (PTR). Due to challenges of finance this has not been possible. There are sympathizers in Cabinet and MPs. There is talk of taking money from other budgets to increase the numbers of teachers.

• Why are Metropolitan Provinces not allowed to recruit from teachers colleges? The policy is that Harare and Bulawayo recruit from rural provinces.

• Our learners should be treated as young people and should be left to develop and blossom. All of us should respect the learners.

• All teachers that acquire skills should be paid for their efforts, as long as their qualifications are relevant this can be addressed.

• BSPZ was recognized for their contributions and the opportunities they provide. Thanks were given to those who developed these centers.
• Why are graduates not being employed? Between 3,000 and 4,000 graduates from colleges are being taken. It is hoped to remove unqualified teachers and replace them with qualified in the system.

• What are the plans to capacitate ECD teachers? The giving of special allowances is being considered. MoPSE has about 10,000 vacant posts. They continue to recruit. In some cases ECD teachers are being capacity built.

• There is only a 6% vacancy rate. MoPSE is not comfortable with Inspector, DSI, Deputy Director level vacancies. A series of steps are being taken. Process 1 - Deputy Directors (interviews done). Process 2 - Directors (shortlisting done). DSIs are not yet ready to process.

• What is the main problem and how is commitment being dealt with? Monitoring presence at work and supervision is being increased and should help with commitment.

Ms Nyanungo

• How can we know and appreciate the number of children with disabilities out of school and how can we work with them? This is what community outreach is about.

• Is it possible to recruit more teachers for hearing and visual impaired students? The merging of EMIS and TDIS allows MoPSE to assess the needs. All PEDS have been asked to submit their needs so that a comprehensive request can be done at National level.

• There is a need to revise the curriculum for teacher learning and focus on practical aspects of disabilities.

• Home grown alternatives to discipline - one should only entertain the ideas when you have explored your own. Is it true that all teachers use the stick? MoPSE first needs to look internally.

• Inclusive education and school health policy is for 2019.

• 2015 BEAM has just reached the schools.

• Manuals and handbooks are being developed for CPD and on-line platforms are being explored.

• The department is focusing on making all teachers able to work with children with disabilities.

Ms Wenjere (questions which were relevant to Mrs Wenjere were also asked of the HR presenter)

• Can the Nostro accounts be used to ensure the value of funds being used by the district? Yes, it is expected that quotations will be obtained in RTGS/Bond note and in US$.

• How many districts do not have accounts and how will this affect the timing of implementation of the programme (SIG)? The head of MoPSE wrote two months ago to districts and those schools who are beneficiaries of SIG were instructed to open Nostro accounts. This has been done.

• Are accounts opened at school or district levels? The province and district offices are expected to open Nostro accounts as they receive funds from donors. Schools that are beneficiaries of donor funds are also to open Nostro accounts.

PS Comments

• From the 3,000 teacher posts given, 1,000 posts were given to ECD.
• Strategies to improve pass rates include:
  o Learner area platforms e.g. on-line platforms of sharing best practice.
  o Talk to schools doing well so that they can share with those who are struggling. Be careful that sharing is done with schools of the same category/similar school.
  o Holiday camps held for rural learners where there are areas with no teachers.
  o Continuing with common examinations/tests. Some districts and clusters are doing this.
• Syllabi copies: schools can use on-line platforms and down load the softcopies.
• Always look for other options if you have a block (macro-economic problems).
• MoPSE should not keep on using the same people, there is a need to expand the people who can train others. MoPSE should continually introduce new trainers onto the database.
• In the development of the syllabus for Barwe language, another language was trying to come in. MoPSE needs to get these people to come in and there is a need to agree on this one.
• BSPZ resource centers - these are the research centers. They were originally envisioned to be centers of CPD for teachers and they need to be used for this.
• Metropolitan provinces recruitment from rural areas - there are exceptions and these can be considered.
• Domboshava programme - why go back? There are always education sector specific training needs.
• MoPSE will absorb only those teachers which are qualified. Training needs to address MoPSE needs.
• MoPSE needs to adopt a situation where it adopts the cascade model (including resources).
4. Education Sector Budget and Expenditure

4.1 Education Sector Budget and Expenditure (Director of Finance Ms Wenjere)

In 2018, MoPSE appropriated $905,593,000 for recurrent and Capital Expenditure (CapEx). The expenditure for 2018 was $1,018,160,000. This was above the allocation budget. Salaries alone were $995,150,427 which was above the 100% originally allocated in the budget for 2018. This was due to the payment of bonuses (two), salary increases and cash in lieu of leave. See Annex 7 for the presentation.

Policy and Administration
Budget expenditure included:
- Purchase of office equipment
- Rehab of teachers hostels at CDTS.
- rentals for provincial and district offices

Education Research, Innovation and Development
There was under-utilisation of the allocation in 2018. Programmes being run by this sub-sector were mainly for the donors with the government funds not being spent. Library programmes and policy research are included in this category.

Infant Education
Salaries were under 100%. The major driver was the payments of long outstanding bills on teacher capacity development. Current transfers are the payment of Teacher and Learning Material (TLM) of non-government schools.

Junior Education
This is where the majority of the teachers are found. Goods and services comprised teacher capacity development. Current transfers were for TLM but this was not used and it was reversed.

Secondary Education
Goods and services paid the teacher capacity development to state universities. Vendor numbers are needed at district and province level for inspection of schools.

Learner Welfare Services
The salaries bill was low due to the number of vacancies. Goods and Services included African Day for School Feeding and travelling allowances. The tender for assistive devices had no takers as foreign currency was needed.

Budget for 2019
For 2019 the budget allocation was $1,132,322,000. Capital transfers are for rehabilitation for non-Government schools. Acquisition of fixed capital assets is the Public Sector Investment Programme (PSIP) (Government schools). Current transfers are for TLM for non-government schools. Maintenance is fuel and maintenance of vehicles. Where there is a foreign currency component there are challenges e.g. purchase of assistive devices and vehicles. For the 2019 budget, 93% of the budget is going to employment costs.
4.2 School Finance Policy (Consultant Ms Agg)

The draft School Finance Policy was presented. The major points of the presentation included:

- Respondents (of the consultation process) felt that the state should meet 75% of the costs of education.
- Parents are willing to meet costs such as uniforms, learning materials, and transport.
- GPE recommendations are that countries spend between 4% and 6% of GDP.

4.3 Questions

- Are the BSPZ, NAPH and NASH funds being audited? How does MoPSE give accountability of these funds? Internal audit carried out national audits included the audit of BSPZ but not of NAPH and NASH. When BSPZ was established there was no policy or legal framework for this fund developed. These three funds are not compelled to produce financial statements. As the Director of Finance is responsible for all money within the MoPSE, there is a need to address this.
- How can MoPSE monitor purchasing power of districts and schools with Nostro accounts? How can fraud and risk be minimised? Every school and district is supposed to have a finance committee. This committee determines what is to be bought. This then goes to the procurement committee which then flights a tender. If these structures are not in place, they need to be put into place. DSIs and district accountants need to make sure that these structures are in place. Quotations can be called for in USD and RTGS/bond. This allows for an assessment of the quotes, so this can identify those eyeing the Nostro accounts. Regular inspections of the Nostro bank accounts needs to be done.
- When will 2018 PSIP projects be paid for? MoPSE has been released about 12 million. First, stakeholders (provinces) need to write to MoPSE to indicate that their payments were reversed.
- Why are there delays in payments of PSIP which lead to contractors' payment variation? The accountant at Province needs to send a schedule of payment to the Directors office. A payment run is then done and the Ministry of Finance (MoF) is then asked to fund this payment run. Sometimes money is not transferred as it is not available.
- Why is the Finance department taking ages to pay workshop allowances? There are two types of workshops - ones funded by the fiscus and those funded by the donor. UNICEF specifically said not to go ahead with a workshop when there is not a release letter from UNICEF. Adequate time was not being given for processing workshop funds. MoPSE would pre-fund a workshop and problems would be encountered to get the payment. On the fiscus side, a payment run would need to be done and the funds released for payment.
- When is the MoPSE going to draft a policy on BSPZ funds? Why was there a widespread reporting of under-utilisation? When there is an international bidder the tender for 21 days is changed to 40 days. There were more than ten bidders for the textbooks. The adjudication report was sent to Procurement Regulatory Authority of Zimbabwe (PRAZ) as it was a high value tender. The decision of the award was done on 31 December 2018.
This meant that funds from 2018 could not be awarded. There is a need to start early for the tender processes so that they do not get caught in the time issue.

- School Finance Policy question: Fully state funded schools for the poorest by 2020.
5. Holistic Organisational Development Findings (Principal Director Mr Gonese, and Ernst and Young)

5.1 Presentation

The Holistic Organisational Development study was delayed a bit due to the Elections. The study looks at MoPSE in terms of peoples, processes and technology. The methodology involved carrying out samples of Head Office, selected provinces, districts and schools. Stakeholders were also interviewed. A costed capacity development plan is still to be developed as part of the work (see Annex 7).

Policies which need to be drafted by MoPSE include: Assessment Policy, BSPZ, and Teaching Profession Management and Quality Assurance Policy.

The staff audit component was done based on existing information. The skills audit addressed the question of whether the MoPSE has the capacity to carry out the ESSP. The MoPSE is going to a competency based model of management. The skill gap of teaching staff capacity is 27%, with 50% of CPD offered to staff. The skill gap of Head Office/non-teaching staff was 40% and a CPD of 39% offered to staff. If education through the new curriculum is to be competency based, the teachers delivering the new curriculum also need to develop their competencies. There is a need to formalise the continuous professional development strategy.

5.2 Questions

The questions and answers from the workshop participants were as follows:

- The ICT corner for six form schools is indicated but what is needed is to indicate a computer laboratory. What is the difference in ICT between rural and urban schools and can it be subdivided within a province?
- CPD should be incentivised - is it the competency or the CPD you want to incentivise? There was a difference in teachers which take up their own studies - when someone has successfully gone through a qualification, MoPSE doesn't recognise it. People with PhDs are still headmasters of primary schools. This means that this teacher has had no upward movement worth acquiring this qualification.
- Did you have an opportunity to look at the configuration between MoPSE and MoHTESTD? How is MoHTESTD complementing the MoPSE needs? MoHTESTD was one of the stakeholders, and we need to check the integration of the two ministries.
- What are the next stages? The EDF needs to take forward some of the recommendations from this report. Can you give us a sense of these recommendations? There are 8 thematic areas that were covered. Recommendations have been made in each of the specific areas. Each of these interventions will be looked at for costing. For example, for the 11 departments/divisions/units, specific recommendations have been made for each department to enhance service. For the skills audit only a sample of number of teachers. The recommendation is to carry out a fully fledges skills audit of all staff. The capacity development of head office staff could be developed to do this. ICT training is a big issue, this needs to be addressed.
6. Planning, Research, and Monitoring and Evaluation

6.1 Centre for Educational Research, Innovation and Development (Deputy Director Mr Mugari)

Until internet connectivity is provided in the new offices and furniture, the Centre for Educational Research, Innovation and Development (CERID) will not be able to move to the Mount Pleasant offices that have been identified. There is a need to recruit more staff with training in appropriate areas. The staff of CERID is secondary trained. There is a need for training of the officers (see Annex 7).

6.2 Joint Monitoring Visits (Acting Deputy Director Mr Mkwala)

Joint Monitoring Visits (JMV) are conducted regularly (every quarter) to assess progress on the programmes (see Annex 7). There are usually seven teams headed by the principals. The teams have a member from the head office and partners. These visits were launched by the Education Coordination Group (ECG) for greater representation and collaboration, and the overall assessment of the operational capacity of schools and other structures. The results are shared with ECG and for discussions.

6.3 Summary by the Permanent Secretary

The content presented today is critical for when workshop participants sit down tomorrow. The presentations were challenging. The access - what is making it difficult for people who want to access education? The school financing policy is critical for access as the cost factor is a big question. For rural communities (80% of the population), what are the cost drivers and how are they reduced? Where the state is being called upon to offer a state funded education this funding is important. How to help the next child access education? This can only be achieved if people work in an integrated fashion. MoPSE is extremely important as it offers an education service. If one appears on the ministry structure they are important. There is a need to work in an integrated fashion and then the likelihood of moving in the direction the state wants is improved. Starting with Head Office - there is a need to look at MoPSE as a partnership with a lot of support to help meet the mandate. Learner welfare is being looked to, to help meet MoPSE's mandate. MoPSE needs to work as an integrated unit with an integrated package that meets the needs of every child. There is no room for silorisation in any way. What are the tangible outputs? Because MoPSE and partners are moving as a team the final presentation on the JMV becomes critical. There is a need to move on together. Joint monitoring is a ground truthing tool.

There is a need to improve feedback. Participants shouldn't wait until the JMV to provide this. There is a need to feedback to schools.

"We are in this together. We are a TEAM. Together Each Achieves More not Together each Annoys More."

END OF DAY 1
7. Day 1 Recap

7.1 Presentation

On Day 1, Mr Chinyowa informed the room of the reasons for the workshop. The Deputy Minister welcomed everyone to the meeting. The Permanent Secretary presented a summary of the implementation of the 2018 ESSP. The Principal Directors then added detail to the Permanent Secretaries presentation. The questions from participants added depth to the presentations by asking about what is on the ground. Ernst and Young presented the Holistic Organisational Development finding. Presentations were made on CERID and JMVs.

Observations:

- There is an issue of the ESSP targets not being met. It may be that there is a need for a review of strategies, and activities.
- A strategy of focusing on ECD will impact positively on children with disabilities attending school, survival rate and completion rate. Pass rates speak a lot to survival rates.
- The longitudinal study following specific children will provide information on the factors influencing children at school.
- Learner safety and safe discipline issues are critical. Some programmes already have good work in progress in this area. There is a need for an approach which minimises controversy.
- Umzingwane used to be number 1 in the Grade 7 exam, however Beitbridge reverted to Chivenda for teaching and has come from number 7 to number 1. There are English only pre-schools in Harare. The use of the mother tongue needs to be flagged. In the urban space there is a problem of multi-lingual cultures and parents who make their children speak in English. For quite a number of urbanites, English may be the first language.
8. Highlights of Selected Provincial Reports

8.1 Manicaland Province (Principal Education Director Mr Shumba)

Highlights of 2018 were given, the lessons learnt and plans for 2019 for Manicaland Province (Annex 7). Issues include lack of funding and resistance from schools for Non Formal Education (NFE). To have all the planning for new schools done by September would be ideal and speed up the process of establishing new schools. Comprehensive insurance of vehicles is being done having lost a vehicle that was not insured. BSPZ funds are being used at Provincial level to purchase a vehicle and for a proposed BSPZ provincial office.

8.2 Matabeleland South Province (Principal Education Director Mr Masukume)

Highlights of 2018 were given, the lessons learnt and plans for 2019. The teaching of local languages has engendered a positive attitude from the traditional leaders.

8.3 Questions

Mr Shumba

- Please share with us why your province is excelling in pass rates. The first is the dangling a carrot and not a stick. The second is that when the pass rates are out, the schools which are ailing are visited.
- Insurance of Government vehicles is an interesting stance... Province response: It is in the best interest of the province to be able to replace a vehicle that is damaged. MoPSE response: Ordinarily government vehicles are not insured. When there is an accident and the Government driver is at fault, it becomes a state liability which is applied for from Treasury. General Ledger Account Maintenance Vehicles is used to repair vehicles. This means that Government is its own insurer therefore the Province should not renew the insurance of the vehicles.
- What is the difference between quantitative and qualitative results at Grade 7? Anyone that scores 30 and below is passed quantitatively and anyone that gets a 6 or better is considered to have passed qualitatively.
- Some schools are resisting the establishment of NFE. MoPSE is visiting each school to get NFE started.
- Why is the 2019 target set at 2000 (lower than 2018)? Schools were really struggling to meet the targets. This is a more realistic target.

Mr Masukume

- NUST provides lecturers for the holiday camps.
- The teacher from Matobo which exhibited in Senegal came fourth out of 53 exhibitors. The innovation was on low cost innovations.
- How is NFE implemented without incentives? Schools are running a programme where the practical subjects being done at the school level are extended to the NFE learners.
The small fees that the learners are paying is given to improvement to the schools and a little amount to the teachers. An NGO is to be funding NFE.

- Matobo, Umzingwane and Beitbridge have CAMFED providing fees and uniforms to keep girls in schools.
- Teaching Handwriting Reading and Spelling Skills (THRASS) is a teaching methodology (handwriting, reading and spelling) which helps readers approach any word and read it.
9. Highlights of Selected District Reports

9.1 Binga District (District School Inspector Mr Masungo)

The District Operational Plan was presented and is given in full in Annex 7. Additional comments made on the presentation included the following. Before 2015, overage was a problem in schools. This has stabilised. The secondary school enrolment is being affected by dropouts caused by hardships in Binga. There are 66 non registered primary schools and 32 non registered secondary schools in Binga. This creates a problem with the seating for examinations. There is a need to register schools for Binga. Language is a problem in the schools as non-local language speakers were teaching in the schools. This situation has changed and picked up a bit.

9.2 Shamva District (District School Inspector Mrs Mudiwa)

The presentation included pictures of current activities and 2018 planned activities and targets (Annex 7). In Shamva, the district office is being housed in council offices being rented by the Ministry. Phase I of the BSPZ centre is under construction. This centre will be a learning hub. Due to the non-payment of fees, progress is slow. There were issues regarding construction due to the need to have US$ for the purchase of construction materials.

9.3 Kwekwe District (District School Inspector Mr Mazambani)

18 secondary and 16 primary schools are satellite schools out of a 192 schools in the district. "O" Level pass rates improved from 31% to 36%, and "A" Level improved from 87% to 83%. There are 9 schools in total with 0% at Grade 7, two of which are satellite schools. All schools with 0% were targeted in previous years. In most of the satellite schools there is a problem with staffing. ZIMSEC requires that every school registers their students for examinations on-line. Every school now has a computer and 60 schools are connected to the Internet. Schools were encouraged to have income generating projects. For 2019, activities are carried over if they were not completed.

9.4 Reigate District (District School Inspector Mrs Ndlovu)

The presenter presented on the construction in schools and the home grown school feeding programme. Points made included: Kariba, Binga and Chiredzi do not have learning rooms and other facilities. Is it not time to have a cheaper building e.g. at Mbuya Nehanda and Ngezi Platinum? Alternatively schools that need assistance could be targeted.

9.5 Questions

Binga
- In Binga, traditionally it is the mother that takes care of the family and the men assist.
- The over-age students have now proceeded to secondary school.
- Mostly financial challenges cause students to drop out after "O" Level. The high achievers are sponsored to "A" Level and the others do training.
- Community leaders and partners have been engaged to assist with the dropouts.
The distance to schools has been reduced by starting satellite schools.
How do we enhance child protection issues during exam periods? Some parents come and camp and cook for the children who are writing the examinations with the assistance of the senior male and female members of staff.
A drilling rig failed to get to a school to drill a borehole as the school was in the mountains.

General
The JMV s could be a little more targeted i.e. in terms of selection of schools so that the situation on the ground is covered properly.
Management at the micro level is often compromised as there is no interaction or participation on the side of the staff members. A lot of teachers in a school often don't know what is going on in the school.

Kwekwe
What is your assessment in terms of the competence based curriculum? Is there still summative assessment? All schools in Kwekwe have adopted the competence based curriculum and have embraced the teaching of skills e.g. music bands, and uniform making.
Are there any schools offering Animal Science at "A" Level?
What is the uptake of Geography compared to other sciences?

9.6 Summary by the Permanent Secretary
The Permanent Secretary made the following points in her summary of the session:
District offices are nearest to the classrooms which provide education, so it is critical to see what is happening at the district level. Perhaps in future, the schools could present to the JSR on their experience.
MoPSE might need to think again about the impact on communities of the School Improvement Grant (SIG).
Vehicle insurance of MoPSE vehicles should be done by Government.
Issues like THRASS need to be investigated as to their impact and scale up. The BSPZ needs to have a framework and a legal tool.
Questions are often asked as to why non-locals (teachers) are coming into schools. This needs to be considered.
She posed the question of how the NASH and NAPH activities are to be aligned to systems?
There are issues to do with teachers being deployed with the wrong qualifications.
Targeted interventions into schools with low pass rates needs to be investigated.
What strategies can be adopted to address the non-payment of fees?
Is a silo for grain storage at school level possible?
The Apostolics showed a good practice in building upwards.
Targeted JMV s need to be considered. The communities with the greatest need should be targeted.
10. Education Development Fund (EDF) and Global Partnership in Education (GPE) Results in 2018 (Director Mr Chinyowa)

Mr Chinyowa presented the components of the Education Development Fund (EDF) and the Global Partnership in Education (GPE) and the progress to date. The three output areas in the Education Development Fund (EDF) are equitable access, quality learning and systems strengthening. The Global Partnership in Education (GPE) fixed part is 70% of the funds (five components), and the variable tranche (4 programmes) of 30% is dependent on performance on ESSP targets. The Multiplier Fund is fixed and funds a top-up to SIG and consultancies (ESA and ESSP). As the EDF and GPE activities are complementary, they were presented together.

10.1 Questions

- There is a need to put emphasis onto the competencies within the New Curriculum.
- DFID is the coordinating agency for GPE. UNICEF is the fund manager.
- Guidelines for the low cost boarding were shared in 2018. The concept note is in draft form. Once it is approved there will be more dissemination of the guidelines.
- DFID is the main supporter of EDF.
- For the SIG, there are two cases of fraud for 2015 outstanding, 2 cases for 2016 and 3 cases for 2017.
- The disbursement of the 2019 SIG is being prepared and it is hoped that by end of March most of the schools will have been paid. This needs to be done as the grant expires at the end of March 2019. All schools which have received SIG before have opened Nostro accounts. The criteria for paying SIG to a school was approved by ECG. A letter is to be drafted to the PEDs requesting the districts to submit their lists of schools.
- EduNews was supposed to be sold at a nominal price of 50c. No effort was made to recover the costs of the first edition. Mechanisms will be put into place to recover costs from the schools for the next edition, this is so that ultimately EduNews will be self funding.
- Do we now have funding to pay allowances for NFE teachers so that dropouts are catered for? There are currently no funds available. The policy remains the same. Circular No 13 of 2016 indicates that each school will apply for remuneration for the teachers and administration purposes. The schools are to apply to the DSIs. However this is still to be reviewed by the principals. MoPSE stopped paying allowances a few years back and expects the schools to recover the costs from the Learners. For those learners that drop out due to poverty this is not possible.
- Under the Competence Based Curriculum, textbooks are becoming too expensive. What can be done to reduce the price? The price of books is determined by private players. Gratitude was expressed to partners who helped procure the bulk of the distributed books.
- When are the DSIs going to collect the ECD kits available at Head Office? Distribution kits were sent to Administration. Administration is to organise the distribution of the kits.
- Can children with disabilities be invited to take part in the JSR next year?
- Is there any information/focus on the transition of the disabled into secondary schools? This is a major focus as every child should have the full education cycle without discrimination. Disability is not an homogenous group. There are schools with specific facilities which deal with this but they may not be within reachable distances of children.
11. Civil Service Organisations' Support to the ESSP (Mr Matsive, Education Coalition of Zimbabwe)

Education Coalition of Zimbabwe (ECOZI) is a coalition of 49 diverse members which work closely with Government and development partners (Annex 7). ECOZI partners work in equitable access, quality learning, inclusion, and policy advocacy. Approximate contributions by ECOZI members in 2018 was $15,754,548 and it is anticipated in 2019 to be $14,622,605.

11.1 Questions

- Is there going to be an organised programme that is done through community based educators? What time will they meet with the learners? Venues? The community based educators are volunteers. They have financial, numeracy, literacy lessons.
- What support are schools getting to address low-cost boarding facilities in non-ECOZI supported schools? The ECOZI group was a small group that worked with girls at high risk due to distances to school. Some of the lessons emerging can be done at no or low cost.
- What is the experience of ECOZI partners in supporting young mothers? FAWEZI is working with a small group of girls which dropped out of school when pregnant. Issues include social stigma and feeling older than the children. Support goes further than providing school fees and school uniforms. It also includes helping them to fit into school. There is a need for targeted interventions as there are challenges at home when they return to school.
- ECOZI is supporting Mashonaland West Province initiatives to support SDCs with manuals.
- Provincial Operational Plans and District Operational Plans were developed a few years ago - how are they being adapted to deal with the reduction in resources? What will they do as a result? Every year there is a review in September for Districts and a review in October for Provinces to take into account new opportunities and changes in the operating environment.
- Progressive Teachers Union Zimbabwe (PTUZ) has produced results in terms of access. They have targeted the mind set of parents in some districts to say pupils belong to schools. They have targeted "child labour free zones" in Chipinge.

11.2 Summary by the Permanent Secretary

The impact from CSOs with their budgets should be appreciated for the amount done. What are the impact/output/results that Government has made with the money they have outside their employment budget? Is MoPSE using that money optimally? Government colleagues were challenged to target and focus the money received to achieve optimal results.
12. Learning Assessment 2018 and Beyond

12.1 Zimbabwe Schools Examination Council (Mr Kariyo)

The presentation on the Zimbabwe Schools Examination Council (ZIMSEC) compared old and new curricula, national pass rates, practical tests, current assessment model's shortcoming and discussed the Zimbabwe Early Learning Assessment (ZELA) project (Annex 7).

Grade 7 is not yet being examined under the new curriculum. The number of learning areas has increased (almost doubled) for Ordinary and Advanced Levels. The number of components being examined has gone from 119 to 291 for Grade 7, Ordinary Level and Advanced Level. Pass rates for both Ordinary and Advanced Levels have increased from 2017 to 2018. In 2018 the alternative to practical was phased out and replaced with a practical (Paper III). The pass rates improved in 2018. The assessment being used is still summative in nature. The practical competencies and soft skills of the new curriculum are not being assessed in most Learning Areas. To come up with a robust assessment model there is a need to work together as ZIMSEC, ministries, teachers and learners. The question of who should be in charge of this process (MoPSE or ZIMSEC) was posed. There should also be programmes of teacher capacity building, issues of funding, monitoring and evaluation, CA weighting, etc. Continuous assessment is an expensive process.

12.2 Zimbabwe Early Learning Assessment (Mr Kupfumira)

ZIMSEC is also working with MoPSE on the Zimbabwe Early Learning Assessment (ZELA) with funding from UNICEF. This was initially a four year programme with funding with UNICEF. It was initially established as a baseline for determining if the Education Development Fund (EDF) had the desired effects on children, their care-givers, schools and the education sector in general. Seven learning areas are assessed using a sample of children who have completed Grade 2 and are currently in Grade 3.

12.3 Questions

- In the new curriculum, learners are now learning science not the history of science. The schools should prepare continuously so that there are not challenges when the examinations occur.
- "A" Level has been split into statistics, pure and mechanics. Comments have been made that the students will not be suitable for certain subjects. The core subject is pure mathematics, and an elective can be selected from either statistics or mechanics.
- It is possible for ZIMSEC to release requirements for practical examinations to exam centers to give them adequate time to prepare. Apologies were made about the lack of time in the last examinations.
- What part can report cards play in competency based curriculum? Information on report cards is not used by ZIMSEC. A way of using these report cards should be developed to use these cards. They could be used to look at the correlation between examination marks and performance in class.
- Daily collection of question papers and scripts during public examinations is becoming expensive and needs to be addressed for the next examinations by evaluating last years' methods and revising them.
• Why is there a difference between the Annex in the ESPR and the presentation scores for mathematics for ZELA in the presentation?

• When will the 2018 ZELA report be shared, is it not a part of the assessment process? Ideally this report should come out in the year that it is administered. The draft was available in December 2018, however feedback is being awaited on the draft.

• How is ZIMSEC currently assessing performance for learners with disabilities? Language modified papers are being set for learners at Grade 7. Braille examinations are up to "A" Level. The centers need to apply for any modified papers for special needs.

• Why is ZELA continuing to be a project? It was originally a four year project. After this it needs to be commissioned as a National assessment to be used to measure the performance of the new curriculum.

• Geography recorded the lowest pass rate at 2018 "A" Level. What is your take on this? This is a national issue and needs to be examined.
13. Role of Education in achieving the vision of higher middle-income society in Zimbabwe (World Bank - Mr Jongwe, Education Specialist)

The Government's vision is to make Zimbabwe a higher middle-income country. The criteria for this is the Gross National Income (GNI) per Capita using the US$ as the base. There are four categories. Zimbabwe is currently in the low-middle income category. Zimbabwe saw a constant decline in the GNI per capita from the high of $1,100 in 1981 to a low of $500 in 2008. It has then increased. There are five areas that you can focus on to improve education: align institutions to ensure that basic conditions for learning are in place in schools, concentrate effective equity-minded public spending on basic education, select and support teachers throughout their careers to allow them to focus on the classroom, ensure children are ready to learn in school, and assess students to inform instruction (not vice versa). If the President's vision is to be fulfilled there is a need to look at resource allocation.

13.1 Questions

- When calculations are done for the GNI, the figures are standardised to remove the bias of population sizes.
- Is it not optimistic to get the higher middle-income status in the next eleven years? It is possible. Korea accomplished this in 30 years. Zimbabwe is already performing better in some areas. The background is there, however it depends on the Government to make it. It should be possible in 15 years.

13.2 Summary by the Permanent Secretary

The presentation explained how countries are rated and presented on how Zimbabwe can move up the income categories. An investment in education is not a mistake as it has a lot of externalities in terms of benification. How does the country change and function in a way to make the trajectory that is wanted? How does the country jump start itself? The question of resourcing is great and there has to be optimal utilisation from the resources. There is a need to be trained to think differently as this is now a different economic period. Education is a major tool to help the socio-economic situation.
14. Strengthening in-service and pre-service teacher capacity development (Chair - Mr Mavhunga)

Participants:
- Mr Ndhlovu (Zimbabwe Teachers Association)
- Mr Muyengwa (ZOU, Faculty of Education)
- Mr Madondo (UZ, Faculty of Education)
- Mrs Maramba (MoPSE, HR)
- Dr Ngandini (MoPSE, PSNE)
- Mr Halimana (UNESCO)
- Mr Magunda (MoHTESTD)

Annex 7 gives the introduction points. The discussion points were as follows:

- What is the MoPSE doing to rescue the teachers on the competency based curriculum? MoPSE is carrying out in-service training of teachers. Ten secondary schools and ten primary schools have been identifies where teachers are being equipped to become effective researchers and teachers. Teachers are being given workshops on the curriculum e.g. how to teach indigenous languages (a new subject). In addition, teachers are being encouraged to use of learning area platforms to help them sharpen their skills through these platforms learning new methodologies.

- Universities and pre-service programmes - how are you making sure that your teacher education curricula speak to the new curriculum? The University of Zimbabwe (UZ) trains teachers that come for BEd and postgrad diploma and post "A" level teachers. The universities are a service industry, so the programmes have been developed and the syllabuses reviewed to take into account the new curriculum. Exit profiles of learner should also be possessed by the teachers. Transversal issues e.g. financial literacy, have been brought in. Zimbabwe Open University (ZOU) trains teachers and were fortunate to be involved in the review of the curriculum from the planning stage. ZOU also sends its students on teacher practice in schools under mentors (teachers in the field). ZOU has reviewed its programmes and has tried to borrow aspects of continuous assessment from the new curriculum on its programmes.

- What is MoPSE doing to address the issues of needed ECD teachers especially those proficient in indigenous languages, and maths and sciences at secondary level? MoPSE is working closely with MoHTESTD to look at supply and demand. For maths and science, a number of universities are offering programmes (degrees and diplomas) in maths and science. MoPSE is currently engaging the qualified junior teachers that are unemployed, and there is the possibility of conversion for these teachers to ECD by taking short courses.

- The professional status of teachers has eroded over the years. The Teacher Professional Council (TPC) is a quality assurance organ that is seeking to develop the teacher in the interests of the public. The welfare of the teachers is guarded by the unions. The duty of the state is to regulate the profession and it is delegating this duty to the TPC. The organ becomes a legislative and judicial organ. The TPC will be revaluing the teacher and rebasing the teacher which should lift the teacher in the public opinion.

- Teacher training methodology needs to be a transformed pedagogy. We need to move to creative thinking, so that the teacher can adapt.
• To what extent does the producer meet with the consumer? Sometimes. There is a need for a committee that meets often to improve communication.
• The TPS was operationalised in 2016 with self assessment tools. These tools are a chance to introspect and a way of motivating the teachers. This is being done. Are teachers developing Personal Development Plans (PDPs)? If they have the assessment tool they will be assessing themselves. There is a need to come up with a database for these skill gaps.
• A standard for teachers is on the agenda for the SADC region. Teachers need to have CPD to change with the changing world. Within the region in South Africa and Malawi there is a continuous professional development policy framework. The TPS document needs to be examined in terms of how many times the teachers are encouraged to do the work in the TPS and to align with this framework.

14.1 Questions
• To what extent has the universities taken their lecturers through the things they have to pass onto their students? Lecturers are expected to staff develop themselves. There has been a review of their programmes and there was a conference on the new curriculum. There has not been a framework for lecturers to upgrade their skills. At ZOU, staff from the Curriculum Development Unit (CDU) are asked to share experiences on the new curriculum with the provincial coordinators hoping that they will share these with their tutors in their regions.
• The teaching profession tends to be the last port of call on the part of a school graduate. The quality of the students meets the basic entry requirements. How motivated are students? This may not have been their first port of call. They may have tried for, but not gained entry to, other programmes.
• MoPSE works closely with the Public Services Commission. A teacher with additional qualification is recognised. The idea of CPD is fairly new. It is seen as critical to developing skills. CPD should be budgeted for by institutions. It is the business of all managers and all organisations and ministries. It should be incentivized. MoPSE has signed Memorandums of Understanding with six universities. The TPC is going to be a central body to ensure professionalism amongst our teachers. One of the key things to inform CPD should be client satisfaction. Parallel progression was previously considered as a way of incentivizing teachers. Perhaps it needs to be revisited.
• As a sector there is a need to come up with a teacher professions policy that affirms the teacher profession as a cornerstone of national development. How do we improve the quality of the teacher profession?

Highlights
• The need for CPD.
• The issue of a teacher education policy.
• The need for parallel progression.
• There is need for constant engagement between those that train teachers and those that need teachers.

14.2 Summary by the Permanent Secretary
• There is a need to base training on researched training needs.
• Residential training is an optimum of three days. There is a need to find other ways to do the training as gathering together is expensive.
• Higher and tertiary education needs to continuously research training needs and ongoing changes in the market. MoPSE giving their needs is a start to this process. There is a need for structured and regular dialogue.
• Parallel progression needs to be seriously thought about.
15. Equitable access - what is being done to increase access especially for the poor, girls, disabled and the marginalised and vulnerable learners? (Chair - Mr Makanani)

Participants:
- Ms Nkala (CAMFED)
- Lydia Madyirapanze (FAWEZI/GRESP)
- Sister Nyadombo (Zimbabwe Catholic Bishop Conference)
- Ms Magorokosho (MoPSE)
- Ms Mupoperer (DEFT)
- Ms Zwier-Marongedzi (World Vision)
- Ms Nyanungo (MoPSE)

Annex 7 give the introduction points. The discussion points were as follows:

- Do we have confidence that we are reaching out to the children with challenges and have we understood the challenges?
  - In the assessment of Out Of School (OOS) children (2015) it revealed that there were over 1.2 million children out of school from aged 3 years to 16 years. Therefore there is no confidence that all the OOS are reached. Not all schools are offering NFE due to the challenges that they have.
  - Efforts are being done. Gender responsive education planning should be used in planning. Gender analysis is important to guide planning. How is the JMV information being used? Is it getting back to the schools?
  - There is a need to further unpack the EMIS to understand the various differences (including geographical).
  - The data also needs to be triangulated with other data sources e.g. the latest ZIMVAC; for example, in 9.7% of the households, children were sent away for non-payment of fees.

- Why is it difficult for children to access education?
  - Reasons include: motivation of parents who are unemployed and have to pay school fees, relationship between the learner and the facilitator, there is a barrier in communication caused by languages, the majority of the rural population depend on BEAM but it was not functioning properly making it difficult for schools and learners to participate, the use of punishments and disciplining, and distances to school.
  - For deaf learners there is no language in schools so effective learning is not happening for them.
  - There is significant financial constraints, as well as marriage, and pregnancy. Children are sometimes punished for arriving late at school after having travelled long distances.

- What are the tangible results we are seeing for our efforts and what should we work on in order for more children to access education?
  - The removal of the teachers' allowances for NFE needs to be addressed (and reinstated). Before 2015 there were a number of OOS benefiting from NFE as the teachers were doing lessons in the afternoon.
There are supply and demand barriers to education, and the disadvantaged will have more problems.

CAMFED had 24 girls who attained 15 points and above for A Level. Tailor made initiatives are important to address these opportunities. There should be equitable support to every child however targeted interventions do work.

Community based education programmes have mobilised more than 600 volunteers. These community level volunteers have come forward to work with out of school youth a few hours twice a week. These committed individuals just need the support of school heads and some guidance in terms of materials and they are prepared to help these learners.

The fact that disabled people are getting degrees and teaching means that something must have been happening which was working.

The Catholic Church has asked their schools to set aside funds for disadvantaged children. Special classes have been organised for OOS children and when they improve they are then allocated to appropriate classes in mainstream schooling. Creating life skills in the classrooms means that teachers are improving the learning of children in their respective capacities.

The issue of an enabling environment (laws, policies, institutions etc) is important.

Coordination between education partners is needed to address some of the challenges of access.

How can NFE be made to work?

The new Act talks about free education for all. If the user fees are removed students will come however the teachers can be motivated in some way to teach for free.

In some communities parents do not send their children to school as the parents do not value school. Education has to play its role in order to achieve the President's vision (Zimbabwe to become a higher middle-income country).

Some officers within MoPSE have a negative attitude to NFE. There is a need to work to change their attitudes.

There is a need for capacity building on NFE at district and school levels.

There is a for need sustainable measures for programmes to work after the partner has left.

Parting shots of the participants.

How well we are doing in a sector is how well we support the most marginalised.

Gender analysis of the education sector is critical to address this.

To change the pedagogies so that new ideas and a change of mindset can be embraced.

Supervision, and monitoring and evaluation is critical at every level for ministry officials to make sure OOS have benefited.

Zimbabwe is signatory to a lot of protocols. The challenge is to start operationalising these protocols and conventions.

Resources and efforts need to be put in from the ground up to support the efforts on the ground.

Only 40% of the children needing BEAM received it. By 2018 all the BEAM arrears for 2014 had been cleared, and some of the 2015 arrears had been paid. The amount of BEAM outstanding is $112,455,920.02.
15.1 Questions

- Most of the reasons for learners not being in school are financial. Sending non-paying students away from school is self-inflicting misery. The community loses confidence in schools which send students away from school.
- Will free education for all wipe out the OOS learners? Not now, but this may be done in stages.
- Engagement with communities changes parents' attitudes and support to the schools. This improved the payment rates. An SDC manual was developed and the flier was distributed to the districts in Mashonaland West.
- What about the forgotten child? The child in the urban street? There is a need to engage the children and the parents in the street to see how to take them back to school.
- If the census data was mapped and the EMIS data was mapped, this would give a measure of the OOS gap.
- How best can the guidance and counseling and action research be leverages to make sure that the best care is given to learners in school? There is a lot to be done. The relationship between the learner and the facilitator when the facilitator in not motivated is questionable. There is a need to create a safe environment for the students.

It is agreed that there is a challenge and that there are traces of activities some of which are giving fruitful results. However not enough is being done.

15.2 Summary by the Permanent Secretary

How do we not feminise poverty and the teaching profession? The question is not of just wearing gender lenses but wearing lenses of vulnerability. How do we wear a lens to say this child is vulnerable? What deliberate effort can we make to pick out these children? We need to laugh at our blind spot and see beyond what looks normal. We can't change who we are, we can laugh about it and see what we can do about it. The problem is not disability but it is us that put blockages in the way of the vulnerable and the disabled.

END OF DAY
16. Day 2 Recap

After a prayer, Mr Kajawu gave a recap of Day 2. Action points that were raised on the previous day were highlighted:

- The BSPZ needs to have a framework and a legal tool.
- How are the NAPH and NASH activities to be aligned to systems?
- The assessment used for students is still summative.
- Who should be in charge of the continuous assessment process?
- Why is ZELA continuing to be a project? It was originally a four year project. MoPSE was urged to commission the practice into a home grown assessment model.

- Highlights of the first panel discussion:
  - The need for CPD.
  - The issue of a teacher education policy.
  - The need for parallel progression promotion of teachers.
  - There is need for contact engagement between those that train teachers and those that employ teachers.

- Highlights of the second panel discussion
  - There were over 1.2 million children out of school from aged 3 years to 16 years.
  - Not all schools are offering NFE.
  - For deaf learners there is no language in schools so effective learning is not happening for them.
  - Only 40% of the children needing BEAM got it.
  - BEAM owed schools $112,455,920.02.

Action points

- Sue Kageler to follow up on the statistics for ZELA; the maths pass marks reported in the ZELA presentation did not agree with those in the Annex.
17. Alignment of ESSP with Transitional Stabilisation Programme (MoPSE - Deputy Director Mr Mugari)

This presentation was pre-empted by Mr Jongwe who reviewed the Transitional Stabilisation Programme (TSP). This current presentation is a synopsis. The TSP runs until 2020, and is about meeting Vision 2030. The document has seven parts. Education is reflected in the sixth part (Human Development). Both the TSP and ESSP talk about access, skilled manpower, and quality learning. The ESSP is a means to achieve the TSP. The TSP is anchored on quick wins.
18. Group work 2019 Aide Memoire Recommendations

18.1 Group work

The Aide Memoire work has three parts:
- Has the sector accomplished what is said it would?
- For those activities that should have been implemented in 2018 - are they correctly presented in Annex 1 and 2? Participants should highlight any incorrect information and have them amended here at the JSR.
- The work for today is to discuss the Aide Memoire for 2019.

Four groups were given a series of tasks which were to be reported back using a power point presentation. These tasks and the recommended participants of each group are as follows:

Group 1: PRS, Finance
1. The indicators need to be revisited to make sure that targets can be met. Were we over ambitious in the ESSP?
2. The BSPZ is a quasi-government fund. The Permanent Secretary does not have the power to monitor these funds. How can the funds BSPZ, NAPH and NASH be regularised?

Group 2: Learner Welfare, Finance
3. Only $56 million is given to MoPSE for recurrent expenditure. What can be done to increase capital expenditure funding?
4. Purchase of items using RTGS, Bond and US$ needs to be reviewed.

Group 3: CDTS, PRS, ZIMSEC
5. Examine continuous assessment.
6. When should the JSR be held?
7. Free education in Zimbabwe - examine this idea.

Group 4: HRD, PRS
8. A strategy is needed for training teachers and employing them. What are the future plans?
9. What can the JSR recommend for the development of the poorly resourced schools?

For the 2017 Aide Memoire, there were too many recommendations. For this year there is a need to focus the 2019 Aide Memoire to four or five recommendations. The PS suggested a Group 5 which particularly looks at Annex 1 and 2. It was then suggested that that the groups look at the nine points for the group work and then narrow this down to five points for the 2019 Aide Memoire. There is a need to focus on what is achievable and practical in the next year. One or two recommendations per point were asked for from the Group work.

The Groups were instructed to work till 10.30 and then break for tea. Groups were then to report back at 11.00. Each group is to have five minutes to report back. Donors and UNICEF to join with the groups.
18.2 Group feedback

18.2.1 Group 1

Question 1. Indicators
- EMIS data should be collected from both registered and unregistered ECD centers. This means that the ECD centers need to be mapped to facilitate this.
- Strengthen supervision of ECD centers is needed by the parent school heads.
- Community education on the right age for enrolment using existing community structure is needed.
- Survival rates. There is guidance and counseling in schools. This needs to be used to educate learners on school importance. There is also a need to track learners to stop them dropping out. Strengthening the NFE from primary level is needed.

Discussion of Question 1
- There are two more years to implement ESSP and the sector is failing to meet the targets. Was the ESSP overambitious? There is a need for a small team to examine the targets of the ESSP and amend them.

Question 2. BSPZ, NAPH and NASH
- First there was a need to have clear knowledge and understanding of the original establishment of BSPZ. The SDCs came up with a structure of a management committee that took the BSPZ forward to fund it. The levies were made on the schools to fund BSPZ. This means that funds go upwards to fund MoPSE activities.
- The BSPZ is meant to be resident in the district. It should be left to the districts. The management committee drawn from the SDCs should be left as it is.
- There is a need to regulate the functions of BSPZ but it should be left with its current mandate. There needs to be clear regulations to empower the PS to have oversight of the funds.
- The NASH and NAPH mandate is to organise sports and cultural occasions. There should be strong regulations on how the money is collected (to protect the vulnerable learners). These institutions should still function as it is, however the PS should have oversight of the funds.

Discussion of Question 2
- There is no legal instrument that compels the Director of Finance and the Accounting Officer to account for this money (BSPZ). There is a need to draft a policy document that instructs the district to submit returns to the accounting officer who will scrutinise these funds and instruct an audit if it is necessary. There is a need for a policy (legal) document to give oversight.
18.2.2 Group 2

**Question 3. Capital Expenditure**
- The school finance policy needs to be finalised in the first quarter. This document is key to the activities related to finance.
- There is a need to look at the best way to use the existing funds:
  - Complete existing structures.
  - Equitable capital development, e.g. build two satellite schools per district.
- There is a need for stronger coordination of CSOs in the distribution of their resources. MoPSE is to lead in the coordination using a structured framework.
- Harnessing old students and diasporans can be done.
- A need for continued engagement with parents to assist their schools.
- MoPSE to lead a structured corporate social responsibility programme (corporate social responsibility to be done through the ministry).
- There is a need for MoPSE to come up with a cheaper model for capital development projects (be modest in capital development projects) e.g. building state of the art schools when there are poor schools is inappropriate.

**Question 4. Three tier pricing system**
- Schools should be assisted to open Nostro accounts. Training of administrators on the administration of this is needed.
- Monitoring capacity of purchasing power is needed.
- MoPSE needs to develop a circular to give guidance on the efficient use of Nostro funds. The circular should include a list of reputable companies to deal with.
- Use of local resources should be encouraged.
- Collaboration with other ministries and partners is needed, e.g. collaboration with ZINWA when drilling boreholes.

18.2.3 Group 3

**Question 5. Continuous assessment**
- The primary responsibility should rest with MoPSE to carry out continuous assessment in schools. MoPSE has developed the assessment framework. ZIMSEC's mandate is assessment.

**Question 6. JSR timing**
- The group recommended that the JSR be held in the first quarter of the next year instead of at the end of the year of the Aide Memoire.

**Question 7. Free education**
- It is recommended that the Government should take staged approach to implementing free education e.g. starting with lower level and by category of school e.g. P3 infant.
- The understanding of "free" needs to be clearly defined.
18.2.4 Group 4

**Question 8a. Teacher recruitment of graduates**
- Develop an e-registration platform for recruitment of teachers according to their years of completion, areas of specialisation, language spoken etc.
- MoHTESTD has a database on teachers which should be shared with MoPSE.
- A communication strategy is needed for the recruitment process.
- A consideration should be made for Teachers Unions to be part of the teacher recruitment.

**Question 8b. Teachers Colleges**
- MoPSE and MoHTESTD should dialogue on the requirements.
- A liaison committee between stakeholders is needed.
- A strategy to train STEM should be put in place.

**Question 8c. Training of newly recruited and trained teachers**
- SDC should be supported.
- CPD framework should be put in place.
- Funds available from development partners can be used for CPD.

**Question 9. Not covered due to time.**

18.3 Questions and discussion

- Female survival rates factors could be improved using the following:
  - Holiday camps;
  - Gender responsive pedagogy;
  - Low cost construction of boarding schools.
- There is a need to review whether the best new types of construction and green construction are being used.
- Can the $36 million for construction be focused:
  - If a fewer number of satellite schools are completed so that they can become registered this fulfils the TSP requirement.
- It was suggested that the language used should not narrow the training to STEM teachers but the language should be changed to "critical skills and competencies".
- What is the recommendation on possible tracking of FC/Nostro accounts?
- How does Government know the unregistered schools and ensure compliance?
- How can the management skills of parents in funds be strengthened?
- Note that fees paid to NASH and NAPH is based on enrolment.
- Can the poorer schools be exempted from BSPZ, NASZ and NAPH?
- Training programmes for teachers are being conducted, what is the experience on better teaching?
- There is a need to continue to assist parents to support construction in schools.
Further group work to produce the Aide Memoire was suggested. This group is to work on the recommendations given by the Groups and reduce them to five for the Aide Memoire. Mr Kajawu and Dr Kageler are to work with them.

Representatives of the groups are as follows:

- Mr Chigodora
- Mr Chishumba
- Ms Fundira
- Mr Gundane
- Mr Mugari
- Ms Nkala
- Sr Nyadombo
- Mr Sibanda
- Mr Zunde

Note. This group met after the workshop closed and further refinement of the Aide Memoire recommendations was carried out. These recommendations are presented in Annex 1.
19. Closing Remarks

Mr Kajawu, the facilitator thanked everyone for their active participation with special thanks to the PS for being with the workshop for the entire three days.

The PS appreciated everyone present who represented their organisations and departments. The PS reminded participants that the Head of State has agreed with other Heads of State that as the sector moves forward, it needs to benchmark its performance at regional and international level. The Southern African Development Community (SADC) Care and Support for Teaching and Learning (CSTL) Policy Framework highlights that children across SADC face similar problems of exclusion and vulnerability (http://www.cstlsadc.com/wp-content/uploads/2016/10/SADC-CSTL-Policy-Framework_English.pdf). These were given and the package of essential care and support was presented. The participants were challenged to address the challenges. The PS thanked everyone for coming.
20. Conclusion

The Aide Memoire presents the top five key recommended activities to be carried out in 2019 (see Annex 1). The resulting Aide Memoire is still to be endorsed by the Education Coordination Group (ECG) which may make changes to this draft Aide Memoire. The top five recommended (and feasible) points of the Aide Memoire are:

1. Monitoring Education Sector financing for improved efficiency and effectiveness.
   a. The School Financing Policy to be costed, finalised, and approved by cabinet.
   b. The School Financing Policy to explore the legal framework of the BSPZ, NAPH and NASH.
   c. Current financial crisis and its impact on school financing status to be continuously monitored and assessed.
   d. MoPSE to advocate for non-wage allocation.
   e. All schools to open Nostro accounts.
   f. Safe, modest model for school construction developed.

2. Review all ESSP targets and indicators to ensure they are realistic and achievable by end 2020.

3. Continuous assessment developed and rolled out (piloted).
   a. Continuous assessment to be aligned with the competency based curriculum.
   b. Finalisation of the Assessment Framework and road map.
   c. Roll out of the continuous assessment.

4. Sector Performance Review to be held in the first quarter of the next year.
   a. EMIS data to be collected from both registered and unregistered ECD centres.
   b. Finalisation and validation of the EMIS report by the end of the year.
   c. JSR to be held in the first quarter of the following year after the Grade 7, Ordinary and Advanced Level Results are published.

5. Improve collaboration and interaction to improve teacher recruitment, deployment, and development in Zimbabwe.
   a. A liaison committee to be set up between MoPSE and MoHTESTD, teachers’ colleges and universities which will communicate needs of MoPSE to the relevant stakeholders so that teachers being produced have the requisite skills needed for the new curriculum.
   b. Recruit teachers using E-Registration platform for unemployed trained teachers.
   c. In-service training of newly recruited teachers funded by MoPSE and cooperating partners.
### Annex 1: Proposed Aide Memoire 2019

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>2019 Action</th>
<th>Time frame</th>
<th>Responsible person(s)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1. Monitoring Education Sector financing for improved efficiency and effectiveness. | a. The School Financing Policy to be costed, finalised, and approved by cabinet. | a. End of 2019           | Director of Finance, Legal MoPSE | a. This activity needs to be done before the next few activities.  
  b. Consensus building with NAP/NASH national leadership and BSPZ district leadership to ensure the process is in good faith.  
  c. Advocacy to be based on evidence and the school finance policy  
  d. Circular to give guidance on opening and administration of Nostro accounts. Training of administrators on the use of Nostro accounts. There is need to ensure that the principle of value for money is inculcated into schools |
<p>|                                                                                | b. The School Financing Policy to explore the legal framework of the BSPZ, NAPH and NASH. | b. End of 2019           |                               |                                                                                                                                            |
|                                                                                | c. Current financial crisis and its impact on school financing status to be continuously monitored and assessed. | c. Continuous            |                               |                                                                                                                                            |
|                                                                                | d. MoPSE to advocate for non-wage allocation. | d. Continuous advocacy   |                               |                                                                                                                                            |
|                                                                                | e. All schools to open Nostro accounts. | e. End of first quarter  |                               |                                                                                                                                            |
|                                                                                | f. Safe, modest model for school construction developed. | f. End of second quarter |                               |                                                                                                                                            |
| 2. Review all ESSP targets and indicators to ensure they are realistic and achievable by end 2020. | ECG to appoint a committee to review the targets and indicators that have not been met or are stagnant and suggest revision. | Second quarter of 2019    | PRS MoPSE                     | The targets in the ESSP should be adjusted to take into account such things as the impact of the economic climate and the geographical variation. This then needs to be approved by ECG.                                                                 |
| 3. Continuous assessment developed and rolled out (piloted). | a. Continuous assessment to be aligned with the competency based curriculum. | End of second quarter    | PSNE MoPSE and ZIMSEC         | The work is to be built on that accomplished to date. Continuous assessment to be implemented in a phased approach                                                                                   |</p>
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>2019 Action</th>
<th>Time frame</th>
<th>Responsible person(s)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 4. Sector Performance Review to be held in the first quarter of the next year. | a. EMIS data to be collected from both registered and unregistered ECD centres.  
   b. Finalisation and validation of the EMIS report by the end of the year.  
   c. JSR to be held in the first quarter of the following year after the Grade 7, Ordinary and Advanced Level Results are published. | a. First quarter of 2019 the methodology needs to be addressed.  
   b. Data collection done by the third quarter of 2019.  
   c. JSR to be held by end of first quarter of 2020 | PRS, MoPSE | PRS to come up with a clear time frame for EMIS development for 2019 |
| 5. Improve collaboration and interaction to improve teacher recruitment, deployment, and development in Zimbabwe. | a. A liaison committee to be set up between MoPSE and MoHTESTD, teachers’ colleges and universities which will communicate needs of MoPSE to the relevant stakeholders so that teachers being produced have the requisite skills needed for the new curriculum.  
   b. Recruit teachers using E-Registration platform for unemployed trained teachers.  
   c. In-service training of newly recruited teachers funded by MoPSE and cooperating partners. | a. End of second quarter.  
   b. End of second quarter  
   c. End of year | a. PS, MoPSE  
   b. HR, MoPSE  
   c. MoPSE, GPE, EDF | a. To ensure that all teacher education institutions are familiar with and implementing the competency based curriculum. Department for Teacher Education (UZ) should be part of this committee.  
   b. Should be linked to the MoPSE website |
Annex 2: Update on Performance Indicators (Annex 1 from ESPR 2018)

**Key Performance Indicators**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018 Target</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts (out of 63) with lower secondary GER of at least 75% (T)</td>
<td>EMIS</td>
<td>35</td>
<td>37</td>
<td>39</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>Survival Rate Form 4 (F)</td>
<td>EMIS</td>
<td>79.3</td>
<td>78.8</td>
<td>79.12</td>
<td>77.11</td>
<td>84</td>
</tr>
<tr>
<td>Grade 7 Pass Rate (T)</td>
<td>ZIMSEC</td>
<td>41.8</td>
<td>44</td>
<td>44.73</td>
<td>52.87</td>
<td>49</td>
</tr>
<tr>
<td>Districts out of 72 with G7 Pass Rate of 50% in Maths (T)</td>
<td>ZimSEC/ EMIS</td>
<td>33</td>
<td>35</td>
<td>43</td>
<td>54</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2018 Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector Performance Reviews</td>
<td>To complete the EMIS report by end of October 2018</td>
<td>It is anticipated that the EMIS report will be in draft form by the second week of December 2018. The JSR is to be held in early January 2019.</td>
</tr>
<tr>
<td>Number of Schools visited by District Education Officials</td>
<td>Produce Department of Inspectorate statistics of school inspections for 2017 and share in ECG by mid 2018</td>
<td>The statistics were produced.</td>
</tr>
<tr>
<td>Data analysis and research on key factors influencing performance and retention is made available and informs</td>
<td>CERID research conducted and report shared on key factors influencing performance and retention in ECD by mid 2018</td>
<td>No research was done.</td>
</tr>
</tbody>
</table>

**Policy, legal and regulatory framework indicators**

<table>
<thead>
<tr>
<th>Indicator/Goal</th>
<th>2018 Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Act amendment completed</td>
<td>Amend Education Act so that it is in sync with the new constitution by end Dec 2018</td>
<td>Education Act has been reviewed by the Attorney General’s office and is currently with Cabinet for review; it is being sponsored by the Minister of Justice</td>
</tr>
<tr>
<td>Prepare and implement a School Financing Policy</td>
<td>Finalise School Financing Policy with Ministerial approval by end September 2018</td>
<td>The School Financing Policy is in draft form and is currently being circulated for comments. It is hoped that this policy will be finalised by the end of December 2018.</td>
</tr>
<tr>
<td>Develop a policy and regulatory framework for Teacher Professional Standards;</td>
<td>Finalise School Financing Policy with Ministerial approval by end September 2018</td>
<td>This was not done</td>
</tr>
<tr>
<td>Review the 2013 guidelines on School Functionality Standards to allow for variations and flexibility for local solutions;</td>
<td>Review and revise the 2013 guidelines on School Functionality Standards by end June 2018</td>
<td>The School Functionality Standards will be reviewed once the Education Act has been amended.</td>
</tr>
<tr>
<td>Prepare and implement an ICT Policy for the education sector</td>
<td>Finalise ICT policy with Ministerial approval by end September 2018</td>
<td>A draft ICT Policy was shared with stakeholders. Feedback was incorporated into the report and the final draft was for further review.</td>
</tr>
<tr>
<td>Building on 2004 circular and later regulations, prepare and implement the Infant/ Early Childhood policy</td>
<td>Complete options paper for Infant/ Early Childhood policy by end September 2018</td>
<td>A draft of the options paper has been produced.</td>
</tr>
<tr>
<td>Finalize and implement the School Health Policy;</td>
<td>Finalised the school health policy by end September 2018</td>
<td>The School Health Policy was launched on 11 June 2018.</td>
</tr>
<tr>
<td>Indicator/Goal</td>
<td>2018 Action</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Prepare and implement an Inclusive Education policy</td>
<td>Finalise inclusive education guidelines and handbook by end June 2018</td>
<td>The Inclusive supplement to the ERI/PLAP Manuals completed and is being distributed through district and cluster cascade training. An impact assessment is underway and will be ongoing till objective is met i.e. all Infant and Junior grade teachers able to use the supplement. The practical inclusivity handbook for optimal curriculum benefit for all is completed and is at printing stage</td>
</tr>
<tr>
<td>Prepare and implement the Assessment policy for the infant years</td>
<td>Finalise the plan for implementing Assessment for infant years by end June 2018</td>
<td>The manual produced on ECD education in Zimbabwe includes an assessment guide. The Assessment Framework is in draft form. This includes formative assessment for ECD and infant.</td>
</tr>
</tbody>
</table>

**Process Indicators: Phasing in the New Curriculum**

<table>
<thead>
<tr>
<th>Indicator/Goal</th>
<th>Type of Indicator</th>
<th>2018 Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment in place</td>
<td>Process Output</td>
<td>Continuous assessment tools available</td>
<td>The Assessment Framework is under development. A road map was developed to finalise and implement the Assessment Framework.</td>
</tr>
<tr>
<td>Communication strategy</td>
<td>Process Output</td>
<td>Communication strategy rolled out</td>
<td>The Communication Strategy has been drafted and support is being provided to assist the Ministry's Communication Department and currently working on the MoPSE website and communications strategy review.</td>
</tr>
</tbody>
</table>

**Process Indicators**

<table>
<thead>
<tr>
<th>Indicator/Goal</th>
<th>2018 Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of local languages introduced in schools</td>
<td>Production of materials for final two outstanding languages completed by end April 2018</td>
<td>The syllabus for Koi San has been developed in English. Due to the shortage of Koi San speakers in Zimbabwe, the CDTS is collaborating with other countries and MoHTESTD to translate the syllabi into Koi San. The development of the syllabi in Sign Language has been delayed due to the lack of agreement on the sign to be used. The syllabi in Sign Language are being developed at a workshop in Mutare and should be ready by the end of November 2018.</td>
</tr>
<tr>
<td>Number of Schools visited by District Education Officials</td>
<td>Plan for inspectorate finalised and in place by end April 2018 with at least the same levels of visits and reports as the previous year</td>
<td>Higher levels of visits than 2017. Head office inspected 350 schools. Districts and provinces managed to inspect 18,444 teachers.</td>
</tr>
<tr>
<td>Options paper for Infant/Early Childhood policy (IG4)</td>
<td>Finalise infant/ECD policy by end June 2018</td>
<td>A draft of the options paper for Infant/ECD has been produced</td>
</tr>
<tr>
<td>Sector Performance Reviews</td>
<td>EMIS data to be finalised by end October 2018 (for FY 2018)JSR held before end November 2018</td>
<td>The EMIS data was finalised by the end of November 2018. The JSR is to be held in mid-January 2019.</td>
</tr>
<tr>
<td>Operational Plans reviewed and adapted based on a rolling work plan approach</td>
<td>-Roll out of remaining NOP and DOPs activities by end April 2018 -All NOPs and DOPs fully costed</td>
<td></td>
</tr>
<tr>
<td>Indicator/Goal</td>
<td>2018 Action</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comprehensive capacity development programme to strengthen governance with emphasis on individual as well as institutional strengthening. Initiate operationalization of the capacity development programme</td>
<td>HOD report finalised and approved by Senior management by end September 2018. Drafts of the two reports have been received by MoPSE from EY. These are the Holistic Operational Development Draft Skills Audit Report and the Holistic Operational Development Draft Culture Audit Report.</td>
<td></td>
</tr>
<tr>
<td>Strong Sector Coordination and Policy Dialogue</td>
<td>ECG regular meetings held with approved minutes (at minimum 6 per year)</td>
<td>ECG held 10 times in 2018, on Jan 19, Mar 22 &amp; 29, Apr 4 &amp; 9, May 24, Jun 28, Aug 16, Sep 28 and Nov 15. All meeting minutes and related documents available at the Secretariat.</td>
</tr>
<tr>
<td>ECD and Primary sector data (from the EMIS report) available for budgeting and planning purposes</td>
<td>EMIS data for each sub-sector is available at least 1 week before the JSR review and shared with all stakeholders.</td>
<td>EMIS 2018 data were available in November 2018.</td>
</tr>
<tr>
<td>Review monitoring framework to include key indicators for active programmes that impact on MoPSE results</td>
<td>Include ESSP, EDF, and GPE key indicators in the monitoring frameworks for review during the JSR.</td>
<td>Done</td>
</tr>
<tr>
<td>Request from Civil society to provide data against key relevant indicators for the year under review in the JSR.</td>
<td>Share data on key relevant indicators that contribute to MoPSE results from Civil society at least annually (during the JSR) (or through the ECG)</td>
<td>It was assumed that the indicator to be examined was the Transition Rate in the 17 lowest districts and that verification would be done on the work carried out by MoPSE to find this information. This was not done by either MoPSE or Civil society.</td>
</tr>
<tr>
<td>Provide more disaggregated data (including maps) on key indicators for district planning and budget activities</td>
<td>Provide Maps of key indicators and data to districts for their annual DoP planning and budgeting processes by end April 2018.</td>
<td>To be done. Data now available.</td>
</tr>
<tr>
<td>Share key documents in a timely manner with stakeholders</td>
<td>100 days quick wins document to be shared with members of the JSR and reported on progress in the quarterly ECG meeting</td>
<td>This was not done.</td>
</tr>
</tbody>
</table>
| Timely sharing of data for annual review processes | -The final draft Performance report (including narrative details and data) to be made available 1 week before the JSR and be part of the final JSR performance report.  
- Final report to be shared within one month of the JSR. | - Draft report will be ready at least one week before the JSR.                                                                                                                                               |
| Budget and financial data shared in the JSR to include allocation, releases and execution figures for discussion | -Budget execution data to be made available at the JSR as part of the financial presentation –and included in the final annual JSR performance report.  
-Donors to share funding breakdown figures at least 2 weeks before the JSR for inclusion in the presentation | On track and will be presented in the JSR.                                                                                                                                                               |
<p>| Using data better to improve public financial management in the education sector | Recommendations of the World Bank Public Expenditure Review in Education should be reviewed and determine which are appropriate to take forward in 2018, by end April 2018. | The recommendations from the World Bank have been used in the formulation of the School Finance Policy                                              |</p>
<table>
<thead>
<tr>
<th>Indicator/Goal</th>
<th>2018 Action</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better utilisation of GPE funds</td>
<td>Progress on increased spend of GPE funds to be provided at each ECG meeting</td>
<td>As of end October 2018, a total amount of US$12.67M was committed and utilised for the planned activities, our of the received amount of US$14M - utilisation rate of 91%; total GPE approved amount was US$20.58M, the grant is expiring on 31st December 2020</td>
</tr>
<tr>
<td>Finalise the GPE VT and MF application</td>
<td>Finalise application in time for May 2018 deadline</td>
<td>GPE VT and MF application (US$18.82M) submitted in May and approved by the board in August 2018, together with additional fund amounting US$2.8M. First payout of the variable tranche should be in January 2019 on two indicators; the completion of the Education Act and the completion of the School financing policy.</td>
</tr>
<tr>
<td>Improving continuous assessment processes</td>
<td>Development of a CA guideline in place by end April 2018 (or add a different indicator here)</td>
<td>A consultant reviewed the Assessment Framework and produced a review report and a road map for the finalisation of the Assessment Framework.</td>
</tr>
<tr>
<td>Finalise procurement of textbooks</td>
<td>Textbook procurement to be finalised and books in schools by end April 2018</td>
<td>The procurement of textbooks is being done on a phased approach. Textbooks for 2018 were procured and distributed for ECD B, Grades 2 and 4, and Forms 2, 4 and 6. Textbooks for Grade 5 are to be procured and distributed in 2019.</td>
</tr>
<tr>
<td>Finalise school financing policy</td>
<td>Finalise school financing policy by end September 2018</td>
<td>- The School Financing Policy is in draft form and is currently being circulated for comments. It is hoped that this policy will be finalised by the end of December 2018.</td>
</tr>
</tbody>
</table>
**Annex 3: Assessment of Progress against Indicators (Annex 2 from ESPR 2018)**

**Key:****
- **Well below target**
- **Slightly below target**
- **On or above target**
- **Well above target**
- **Targets don’t look right**

### Key Indicators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Districts (out of 63) with lower secondary gross enrolment of at least 75% (T)</strong></td>
<td>EMIS</td>
<td>35</td>
<td>37</td>
<td>39</td>
<td>35</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td><strong>Survival Rate Form 4 (F)</strong></td>
<td>EMIS</td>
<td>79.3</td>
<td>78.8</td>
<td>79.12</td>
<td>77.11</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td><strong>Grade 7 Pass Rate (T)</strong></td>
<td>ZIMSEC</td>
<td>41.82</td>
<td>43.25</td>
<td>44.73</td>
<td>52.87</td>
<td>49</td>
<td>54</td>
</tr>
<tr>
<td><strong>Districts out of 72 with G7 Pass Rate of 50% in Maths</strong></td>
<td>ZIMSEC/EMIS</td>
<td>33</td>
<td>35</td>
<td>43</td>
<td>54</td>
<td>39</td>
<td>45</td>
</tr>
</tbody>
</table>

**Infant (ECD A – Grade 2)**

<table>
<thead>
<tr>
<th>Key</th>
<th>Source</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Target 2018</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net enrolment rate ECD A (T)</td>
<td>EMIS</td>
<td>15.0</td>
<td>17.56</td>
<td>15.44</td>
<td>15.20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Net enrolment rate ECD A (M)</td>
<td>EMIS</td>
<td>14.7</td>
<td>17.28</td>
<td>15.09</td>
<td>15.07</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Net enrolment rate ECD A (F)</td>
<td>EMIS</td>
<td>15.2</td>
<td>17.84</td>
<td>15.79</td>
<td>15.32</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Net enrolment rate ECD B (T)</td>
<td>EMIS</td>
<td>33.2</td>
<td>37.17</td>
<td>31.73</td>
<td>31.29</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Net enrolment rate ECD B (M)</td>
<td>EMIS</td>
<td>32.6</td>
<td>36.17</td>
<td>31.24</td>
<td>30.87</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Net enrolment rate ECD B (F)</td>
<td>EMIS</td>
<td>33.8</td>
<td>37.63</td>
<td>32.21</td>
<td>31.72</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Percentage of children with disabilities enrolled in ECD A and B</td>
<td>EMIS</td>
<td>0.66</td>
<td>0.81</td>
<td>0.93</td>
<td>0.85</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Percentage of qualified ECD teachers</td>
<td>EMIS</td>
<td>39.9</td>
<td>53.02</td>
<td>52.13</td>
<td>58.45</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>Number of districts with at least 50% qualified ECD teachers</td>
<td>EMIS</td>
<td>17</td>
<td>29</td>
<td>35</td>
<td>26</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>Qualified ECD teacher to pupil ratio</td>
<td>EMIS</td>
<td>1:85</td>
<td>1:85</td>
<td>1:78</td>
<td>1:71</td>
<td>1:70</td>
<td>1:60</td>
</tr>
</tbody>
</table>

**Junior (Grade 3 – 7)**

<table>
<thead>
<tr>
<th>Key</th>
<th>Source</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Target 2018</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Net enrolment rate Junior Education (G3 – 7) (T)</em></td>
<td>EMIS</td>
<td>76.41</td>
<td>78.74</td>
<td>77.52</td>
<td>79.21</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td><em>Net enrolment rate Junior Education (G3 – 7) (M)</em></td>
<td>EMIS</td>
<td>74.56</td>
<td>77.65</td>
<td>76.03</td>
<td>77.74</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td><em>Net enrolment rate Junior Education (G3 – 7) (F)</em></td>
<td>EMIS</td>
<td>78.25</td>
<td>79.82</td>
<td>79.01</td>
<td>80.67</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>Primary completion rate (T) - ESSP and EDF indicator</td>
<td>EMIS</td>
<td>79.7</td>
<td>79.37</td>
<td>78.78</td>
<td>77.57</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>Primary completion rate (M) - ESSP and EDF indicator</td>
<td>EMIS</td>
<td>78.7</td>
<td>78.74</td>
<td>77.74</td>
<td>76.20</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>Primary completion rate (F) - ESSP and EDF indicator</td>
<td>EMIS</td>
<td>80.8</td>
<td>80.02</td>
<td>79.83</td>
<td>78.96</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>Grade 7 Pass Rate (T) - KPI ESSP, indicator EDF</td>
<td>EMIS/ZIMSEC</td>
<td>41.8g2</td>
<td>43.25</td>
<td>44.73</td>
<td>52.87</td>
<td>49</td>
<td>54</td>
</tr>
<tr>
<td>Grade 7 Pass Rate (M) - Indicator ESSP, EDF</td>
<td>EMIS/ZIMSEC</td>
<td>39.40</td>
<td>40.81</td>
<td>42.56</td>
<td>49.79</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>Grade 7 Pass Rate (F) - Indicator ESSP, EDF</td>
<td>EMIS/ZIMSEC</td>
<td>44.90</td>
<td>45.60</td>
<td>46.76</td>
<td>55.78</td>
<td>51</td>
<td>55</td>
</tr>
<tr>
<td>Grade 7 Pass Rate in Mathematics (T)</td>
<td>EMIS/ZIMSEC</td>
<td>57.4</td>
<td>56.47</td>
<td>56.45</td>
<td>62.78</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>Grade 7 Pass Rate in Mathematics (M)</td>
<td>EMIS/ZIMSEC</td>
<td>54.7</td>
<td>53.06</td>
<td>53.92</td>
<td>59.55</td>
<td>59</td>
<td>63</td>
</tr>
<tr>
<td>Grade 7 Pass Rate in Mathematics (F)</td>
<td>EMIS/ZIMSEC</td>
<td>60.0</td>
<td>59.30</td>
<td>58.89</td>
<td>65.84</td>
<td>63</td>
<td>65</td>
</tr>
<tr>
<td>Grade 7 Pass Rate in General Paper (T)</td>
<td>EMIS</td>
<td>50.0</td>
<td>47.96</td>
<td>58.02</td>
<td>59.72</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>Key Indicators</td>
<td>Source</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>Target 2018</td>
<td>Target 2020</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Grade 7 Pass Rate in General Paper (M)</td>
<td>EMIS/ZIMSEC</td>
<td>48.2</td>
<td>45.90</td>
<td>55.52</td>
<td>56.88</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>Grade 7 Pass Rate in General Paper (F)</td>
<td>EMIS/ZIMSEC</td>
<td>51.7</td>
<td>49.90</td>
<td>60.43</td>
<td>62.41</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td><strong>Districts out of 72 with Gr 7 pass rate of 50% in maths (T) - KPI ESSP</strong></td>
<td>EMIS/ZIMSEC</td>
<td>33</td>
<td>43</td>
<td>54</td>
<td>39</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td><strong>Districts out of 72 with Gr 7 pass rate of 50% in maths (M)</strong></td>
<td>EMIS/ZIMSEC</td>
<td>28</td>
<td>37</td>
<td>50</td>
<td>35</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>Districts out of 72 with Gr 7 pass rate of 50% in maths (F)</strong></td>
<td>EMIS/ZIMSEC</td>
<td>39</td>
<td>50</td>
<td>59</td>
<td>43</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td><strong>Districts out of 72 with Gr 7 pass rate of 50% in General Paper (T)</strong></td>
<td>EMIS/ZIMSEC</td>
<td>17</td>
<td>47</td>
<td>47</td>
<td>23</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td><strong>Districts out of 72 with Gr 7 pass rate of 50% in General Paper (M)</strong></td>
<td>EMIS/ZIMSEC</td>
<td>16</td>
<td>39</td>
<td>43</td>
<td>22</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td><strong>Districts out of 72 with Gr 7 pass rate of 50% in General Paper (F)</strong></td>
<td>EMIS/ZIMSEC</td>
<td>22</td>
<td>52</td>
<td>50</td>
<td>25</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td><strong>Lower secondary (Forms 1 – 4)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4 Pass Rate (T) - <em>Indicator ESSP, EDF</em></td>
<td>ZIMSEC</td>
<td>27.86</td>
<td>29.98</td>
<td>28.71</td>
<td>32.80</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Form 4 Pass Rate (M) - <em>Indicator ESSP, EDF</em></td>
<td>ZIMSEC</td>
<td>30.48</td>
<td>32.22</td>
<td>30.66</td>
<td>33.79</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Form 4 Pass Rate (F)- <em>Indicator ESSP, EDF</em></td>
<td>ZIMSEC</td>
<td>25.32</td>
<td>27.83</td>
<td>26.85</td>
<td>31.88</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Lower Secondary gross enrolment (T)- <em>Indicator ESSP, EDF</em></td>
<td>EMIS</td>
<td>75.2</td>
<td>76.67</td>
<td>76.86</td>
<td>76.70</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>Lower Secondary gross enrolment (M) - <em>Indicator ESSP, EDF</em></td>
<td>EMIS</td>
<td>75.2</td>
<td>76.75</td>
<td>76.67</td>
<td>76.47</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>Lower Secondary gross enrolment (F) - <em>Indicator ESSP, EDF</em></td>
<td>EMIS</td>
<td>75.3</td>
<td>76.50</td>
<td>77.06</td>
<td>76.93</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td><strong>Districts (out of 63) with a lower secondary gross enrolment of at least 75% (T) - KPI ESSP</strong></td>
<td>EMIS</td>
<td>35</td>
<td>37</td>
<td>39</td>
<td>35</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td><strong>Districts (out of 63) with a lower secondary gross enrolment of at least 75% (M)</strong></td>
<td>EMIS</td>
<td>34</td>
<td>38</td>
<td>39</td>
<td>36</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td><strong>Districts (out of 63) with a lower secondary gross enrolment of at least 75% (F)</strong></td>
<td>EMIS</td>
<td>38</td>
<td>43</td>
<td>42</td>
<td>41</td>
<td>42</td>
<td>45</td>
</tr>
<tr>
<td>Survival rate Form 4 (for those entering Form 1) (T)</td>
<td>EMIS</td>
<td>84.0</td>
<td>83.0</td>
<td>79.12</td>
<td>79.83</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>Survival rate Form 4 (M)</td>
<td>EMIS</td>
<td>88.8</td>
<td>86.3</td>
<td>77.38</td>
<td>82.60</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td><strong>Survival rate Form 4 (F) - KPI ESSP, GPE</strong></td>
<td>EMIS</td>
<td>79.3</td>
<td>78.8</td>
<td>80.88</td>
<td>77.11</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>Lower Secondary completion rate (T)</td>
<td>EMIS</td>
<td>65.7</td>
<td>65.52</td>
<td>67.35</td>
<td>63.12</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Lower Secondary completion rate (M)</td>
<td>EMIS</td>
<td>67.3</td>
<td>66.63</td>
<td>68.05</td>
<td>64.76</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Lower Secondary completion rate (F)</td>
<td>EMIS</td>
<td>64.1</td>
<td>64.41</td>
<td>66.64</td>
<td>61.47</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td><strong>Secondary A level (Forms 5 – 6)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross enrolment secondary (Forms 1 – 6) (T)</td>
<td>EMIS</td>
<td>54.9</td>
<td>56.27</td>
<td>57.25</td>
<td>56.75</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>Gross enrolment secondary (Forms 1 – 6) (M)</td>
<td>EMIS</td>
<td>55.5</td>
<td>57.01</td>
<td>57.78</td>
<td>57.09</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>Gross enrolment secondary (Forms 1 – 6) (F)</td>
<td>EMIS</td>
<td>54.3</td>
<td>55.53</td>
<td>56.71</td>
<td>56.42</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>No of children with disabilities enrolled in secondary (Form 1 – 6)</td>
<td>EMIS</td>
<td>4,955</td>
<td>7,597</td>
<td>11,705</td>
<td>13,095</td>
<td>10,982</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Key Indicators</strong></td>
<td><strong>Source</strong></td>
<td><strong>2015</strong></td>
<td><strong>2016</strong></td>
<td><strong>2017</strong></td>
<td><strong>2018</strong></td>
<td><strong>Target 2018</strong></td>
<td><strong>Target 2020</strong></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>No of children with disabilities enrolled in primary and secondary education (excl. special schools) (T)</td>
<td>EMIS</td>
<td>40,226</td>
<td>49,692</td>
<td>64,489</td>
<td>61,946</td>
<td>47,500</td>
<td>55,000</td>
</tr>
<tr>
<td>No of children with disabilities enrolled in primary and secondary education (excl. special schools) (M)</td>
<td>EMIS</td>
<td>22,863</td>
<td>36,416</td>
<td>34,749</td>
<td>25,650</td>
<td>28,600</td>
<td></td>
</tr>
<tr>
<td>No of children with disabilities enrolled in primary and secondary education (excl. special schools) (F)</td>
<td>EMIS</td>
<td>17,390</td>
<td>28,073</td>
<td>27,197</td>
<td>21,850</td>
<td>26,400</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Formal Education</strong></td>
<td><strong>Source</strong></td>
<td><strong>2015</strong></td>
<td><strong>2016</strong></td>
<td><strong>2017</strong></td>
<td><strong>2018</strong></td>
<td><strong>2018</strong></td>
<td><strong>Target 2020</strong></td>
</tr>
<tr>
<td>Number of adults enrolled in basic literacy programmes</td>
<td></td>
<td>5,261</td>
<td></td>
<td>10,686</td>
<td></td>
<td>5,500</td>
<td>5,700</td>
</tr>
<tr>
<td>Number of learners enrolled in PTCEs</td>
<td>ESPR</td>
<td>32,815</td>
<td>22,940</td>
<td>26,172</td>
<td>22,811</td>
<td>33,000</td>
<td>33,700</td>
</tr>
<tr>
<td>Number of learners enrolled in Functional Literacy</td>
<td>ESPR</td>
<td>28,631</td>
<td>14,190</td>
<td>39,698</td>
<td>46,007</td>
<td>28,781</td>
<td>28,881</td>
</tr>
<tr>
<td>No. of schools providing Basic Literacy Programmes</td>
<td>ESPR</td>
<td>341</td>
<td>905</td>
<td>743</td>
<td>431</td>
<td>491</td>
<td></td>
</tr>
<tr>
<td>No. of schools providing Functional Literacy Programmes</td>
<td>ESPR</td>
<td>1,543</td>
<td>1,900</td>
<td>2,222</td>
<td>1,693</td>
<td>1,793</td>
<td></td>
</tr>
<tr>
<td>No. of schools providing ZABEC</td>
<td>ESPR</td>
<td>790</td>
<td>950</td>
<td>1,378</td>
<td>940</td>
<td>1,040</td>
<td></td>
</tr>
<tr>
<td>No. of schools providing PTCEs</td>
<td>ESPR</td>
<td>1,053</td>
<td>1,507</td>
<td>1,298</td>
<td>1,203</td>
<td>1,303</td>
<td></td>
</tr>
<tr>
<td>No. of secondary schools offering Computer Assisted Learning</td>
<td>ESPR</td>
<td>347</td>
<td>1,187</td>
<td>3,332</td>
<td>1,606</td>
<td>2,450</td>
<td></td>
</tr>
<tr>
<td><strong>Additional ESSP Indicators with MICS as source</strong></td>
<td><strong>Source</strong></td>
<td><strong>2015</strong></td>
<td><strong>2016</strong></td>
<td><strong>2017</strong></td>
<td><strong>2018</strong></td>
<td><strong>Target 2018</strong></td>
<td><strong>Target 2020</strong></td>
</tr>
<tr>
<td>Percentage of Out of School Children of Primary School Age</td>
<td>MICS*</td>
<td>(2014) 20.6</td>
<td></td>
<td></td>
<td>(2018) 6.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in ECD A &amp; B (T)</td>
<td>MICS*</td>
<td>TBC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in ECD A &amp; B (M)</td>
<td>MICS*</td>
<td>TBC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in ECD A &amp; B (F)</td>
<td>MICS*</td>
<td>TBC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in Primary (T)</td>
<td>MICS*</td>
<td>(2014) 90.4</td>
<td></td>
<td></td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in Primary (M)</td>
<td>MICS*</td>
<td>88.9</td>
<td></td>
<td></td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in Primary (F)</td>
<td>MICS*</td>
<td>91.9</td>
<td></td>
<td></td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in Form 1-4 (T)</td>
<td>MICS*</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in Form 1-4 (M)</td>
<td>MICS*</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate Poorest Quintile in Form 1-4 (F)</td>
<td>MICS*</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional ESSP Indicators with ZELA as source</strong></td>
<td><strong>Source</strong></td>
<td><strong>2015</strong></td>
<td><strong>2016</strong></td>
<td><strong>2017</strong></td>
<td><strong>2018</strong></td>
<td><strong>Target 2018</strong></td>
<td><strong>Target 2020</strong></td>
</tr>
<tr>
<td>Learning Performance Grade 2 - Numeracy (T)</td>
<td>ZELA</td>
<td>66</td>
<td>65.4</td>
<td>55.5</td>
<td>72.2</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Learning Performance Grade 2 - Numeracy (M)</td>
<td>ZELA</td>
<td>63.1</td>
<td>51.6</td>
<td>69.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Performance Grade 2 - Numeracy (F)</td>
<td>ZELA</td>
<td>67.6</td>
<td>59.4</td>
<td>74.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Performance Grade 2 - English (T)</td>
<td>ZELA</td>
<td>53</td>
<td>71.4</td>
<td>68.4</td>
<td>76.4</td>
<td>56</td>
<td>60</td>
</tr>
</tbody>
</table>
### Key Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Target 2018</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Performance Grade 2 - English (M)</td>
<td>ZELA</td>
<td>68.3</td>
<td>63.9</td>
<td>73.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Performance Grade 2 - English (F)</td>
<td>ZELA</td>
<td>74.6</td>
<td>72.7</td>
<td>78.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional GPE Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Target 2018</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Act revision including rejection of corporal punishment</td>
<td>MoPSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Passed cabinet</td>
<td></td>
</tr>
<tr>
<td>School Improvement Grant released in Quarter 1</td>
<td>MoPSE/UNICEF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>School financing policy submitted to cabinet</td>
<td>MoPSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Draft</td>
<td></td>
</tr>
<tr>
<td>EMIS data available by Quarter 3</td>
<td>MoPSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>ZELA findings and recommendations adopted and implemented</td>
<td>MoPSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Every school received CD package</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Grade 7 pass rate mathematics for rural P3 schools - GPE indicator</td>
<td>EMIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35.23</td>
<td></td>
</tr>
<tr>
<td>Transition rate Gr 7 to Form 1 for 17 lowest Districts - Indicator GPE</td>
<td>EMIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>66.49</td>
<td>67</td>
</tr>
</tbody>
</table>

### Additional EDF Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Source</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Target 2018</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender parity index for Primary and Secondary (Form 1-4) gross enrolment</td>
<td>EMIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.01</td>
<td></td>
</tr>
<tr>
<td>Per cent of children 13-16 years old who are out of school by sex</td>
<td>MICS*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The MICS is due to be carried out in 2019.
**Data not available in the ZELA reports in this format.
Annex 4: Questions from the floor on Principal Directors' presentations

Primary, Secondary and Non-Formal Education

- What is LAP? How does it work?
- Lack of teachers.
- Infrastructure development especially teachers' houses.
- Issue of "A" Level mathematics - need to clearly understand University requirements for mathematics - Statistics is not a substitute for maths. What about Pure Maths - is this adequate for engineering students?
- Infant school - I suggest we have an infant department rather than infant school. Its difficult to place these learners at Grade 3.
- Why are there no Head Office sponsored programmes to get more information and research and support to zero percent schools?
- Syllabus interpretation - workshops to avert 0% pass rate.
- Why can we not set the target for schools with zero percent (0%) at Grade 7 and Form 4 at 0 within the next two years?
- If the analysis is that learners do not have sufficient literacy levels, should this not be prioritized for all learners to learn literacy by level and not grade? What else did the analysis say?
- What is the status of ECD in view that ECD provides foundational skills for future use? Government seemed to have said that it will not employ new ECD teachers.
- The first three years of a child's life is critical for future development success in education. Why is the provision of qualified teachers for ECD restricted?
- Where are the parents? They are the first teachers.
- What is the percentage of resources allocated to ECD and is this sufficient?
- Supervision instruments have to be revisited.
- To strengthen infant education as well as early reading there is need to revisit the position of the TICs. As long as these have classes to teach we will never make much progress. The old system was fine.
- Can we have a glimpse of the ZELA report when it is out? I have never come across it.
- Sound ECD determines results later in life. The PS said that the private ECDs are not captured - what is the plan to register them in 2019?
- The supervision instrument, a great move. EMIS numbers of other schools are wrong and this hinders supervision.
- Shortage of teachers has led to large classes, and mismatches i.e. teacher's qualifications and the learning areas being taught compromise quality teaching and learning.
- Learning area platforms from school level.
- What initiatives are we proposing to influence pass rates?
- Do we have data which is unpacked to show the contextualised challenges?

Curriculum Development and Technical Services

- What strategy is the Ministry taking to review the syllabuses which the evaluation report has noted to be problematic? What is the nature of support that the Ministry requires?
- Why is it that syllabus interpretation workshops skip district and provincial level personnel?
Your presentation makes no reference to revisiting some syllabuses as alluded to in Mr Muzawazi's presentation. Is this in your workplan for 2019?

The indigenous language syllabus is in English but why?

Send enough syllabuses to schools, one syllabus per school is not enough for very big schools with an enrolment of 1800+ learners.

Macro and micro economic fundamentals are stated as a risk. Can you please explain how this will affect implementation in general at the Ministry's activities in 2019?

How were the trainers who train other trainers at district level selected and what were they supposed to do?

Radio lessons - ensure that there are enough radios in schools. Facilitate reception in areas like Binga and Hwange.

What do you mean by skills flight? How will that affect implementation of CDTS activities in 2019?

CDTS presumably should take charge to provide science equipment for "O" Level science practicals. Our schools panic in the third term as they look for equipment for practicals. Business people would even overcharge our schools that are already bleeding. CDTS should take responsibility to assist schools procure science materials for exams?

Training and monitoring of training in syllabus interpretation is critical from district level.

Kit manuals for PE/Mass displays, agriculture, visual and performing Arts if this could be speeded up.

**Finances, Administration and Human Resources**

- Can using the Nostro FCA accounts address the problem of ensuring the value of funds used by districts?
- How many districts do not have FCA accounts and how exactly will that affect the timing of the implementation of the teacher training in 2019?
- Does this FCA account issue also affect schools and what is done to help this?
- The assumption is for personnel commitment. What is the main problem and how is the Ministry dealing with teachers' commitment in 2019?
- The deputies of Heads and Deputies in financial management is a welcome development - even the Domboshava concept could be good.
- How and when is the next group of teachers going to be recruited?
- How have the requests from teachers' unions in recent weeks been addressed in ways outside the teachers' salaries?
- Any lessons learnt from the strikes to ensure teachers are in the classroom and motivated to teach so that our targets can be met?
- What are the trends for the increases in cases of improper associations and financial management misappropriations?
- What has HR done to fill vacant posts?
- Given that we still have less than 50% trained teachers with the rural schools being most affected, what interim plans do we have to capacitate those manning ECDs?
- In terms of learning areas and the trained teachers group - do we have some provinces/districts more affected? Are there plans for targeted support for such?
- I hope that the trained teachers who have not been employed will be absorbed soon.
• A public service wide approach is required to deal with all civil servants involved in improper association instead of looking at teachers only.
• The Domboshava Program could have been justified on account of lack of opportunities for CPD. With a platform of universities and other higher education institutions, what purpose would going back serve?
• Why are Metropolitan Provinces not allowed to recruit ECD teachers directly from college as there is no we can get trained teacher for this level from transfers. Is this not costing quality?
• The Ministry is engaging on a number of capacity development programmes and this should be commended. However there seems to be lack of a continuing professional development (CPD) framework to form the basis of well coordinated capacity development in the Ministry. Is the Ministry doing something to develop a CPD framework?
• Giving newly qualified teachers' requisite salaries - why these who in fact benefited by having free education when others who sacrificed their resources are not paid? That's discriminatory!
• Without BSPZ discipline cases would have collapsed. Please acknowledge it - your officers from Head Office actually rely/relied on it to visit provinces.

Learner Welfare, Psychological Services and Special Needs Education

• How far the care and support for teaching and learning programme?
• Home grown alternative discipline sounds good, how much does it look at best practice elsewhere?
• How far is MoPSE with:
  1. Operational framework for the School Health Policy?
  2. The Inclusive Education Policy?
• It is heartening to know the Department is reviving the Education Broadcasting Service, but what plans are there for the National Braille and Audiological Services (with LEPS of course)?
• What are the challenges with regards to the low budget utilisation versus the vacancy rates? Particularly for LEPS - when will this filling of posts be prioritised?
• PD Nyanungo did not say about BEAM. Schools have just received 2015 BEAM, Todini? For schools to move we need money.
• Are there any efforts to enhance the capacities of teachers to be able to handle learners with disabilities considering that there is an increase on enrolment of learners with disabilities?
• Is it possible to recruit more teachers for the visual and hearing impaired learners since their numbers are increasing in schools?
• How can we know and appreciate the number of children with disabilities who are out of school but supposed to be in school? Which other stakeholders can we work with?
Annex 5: Questions for the working groups on the Aide Memoire

Group 1
- Audit has observed that affiliation fees to NASH and HAPH is being paid on the basis of enrolment not fees paid resulting in leaving schools penniless because the payment of fees is usually around 40%.
- EMIS collection of data from unregistered schools. How does Government know them and ensure their compliance with data returns?
- Levy on parents, for BSPZ/NAPH/NASH. Accountability to accounting officer yes **BUT** need to strengthen participation of parents in the management of the funds.
- BSPZ - I think Mr. Boora should assist us on how these funds should be handled since he was the national chairperson when the programme began.
- BSPZ/NASH/NAPH can it be exempted for poorest schools? Can fiscus ill this gap for the poorest schools?

Group 2
- "Continue to engage parents to assist their schools in infrastructure development." On one hand we say parents are overburdened on the other we want them to assist. To what extent do we want parents to continue supporting?

Group 3
- Free Education is it about tuition or levies or both?
- What is the challenge leading to question on who is responsible for assessment when MoPSE already has an arm responsible for assessment?
- Zimbabwe is the only country that does not have fee education in Southern Africa? The constitution mandates the Government to provide state funded education. The constitution say Government must take appropriate measures to promote:
  1. basic education
  2. Higher and tertiary
- is to take appropriate measures to promote education the same as providing free education?

Group 4
- Training programmes for teachers have been and are being conducted. What is the Ministry's experience with regards to the application of better teaching methods in classrooms?
- What are the recommendations on possible trading of FCA/Nostro balances?
Annex 6: Lists of participants to the JSR workshop (see attached file)
Annex 7: Presentations from the Joint Sector Review (see attached file)

Day 1
- Education Sector Performance Review (ESPR) - Mrs T Thabela (Permanent Secretary)
- Presentation for Primary, Secondary and Non-Formal Education Department
- 2018 Annual Presentation. Curriculum Development and Technical Services
- Teacher capacity development programme (HRD)
- 2018 Annual Presentation. Learner Welfare, Psychological Services and Special needs Education Department
- 2018 Budget Performance Review
- 2019 Budget Presentation
- School Financing Policy 2019-2030
- Organisational Review Findings
- Centre for Educational Research, Innovation and Development
- Joint Monitoring Visits

Day 2
- Matabeleland South Province
- Ministry of Primary and Secondary Education: Mashonaland Central Province: Shamva District: 2018 Progress Update:
- Reigate 2018 DOP presentation
- EDF and GPE Results in 2018
- Learning Assessment: 2018 and beyond
- Zimbabwe Early Learning Assessment (ZELA) 2018
- Towards Vision 2030: The Role of Education in achieving the vision of higher middle-income society in Zimbabwe
- MoPSE JSR Workshop Panel Discussion. Strengthening pre and in-service Teacher capacity development
- Panel discussion: "Equitable Access - What is being done to increase access especially for the poor, the girls, disabled, marginalised and vulnerable?"

Day 3
- Alignment of ESSP with TSP
- 2018 Aide Memoire Discussions
- Group 2 - What can be done to increase utilization of capital expenditure funding
- 2018 Aide Memoire Discussions Group 3
- Group 4 Aide Memoire Presentation
Annex 8: Additional material given to participants (see attached file)

The following additional material was provided to participants electronically:

- Aims and Objectives of the Joint Sector Review
- Examination Results Analysis Grade 7 2018: Summary
- CERID Planned Activities for 2019
- Highlights: Strategic Plan 2019 - 2020
- Update on 2016-2020 ESPR analysis and ESSP 2021-2025 planning