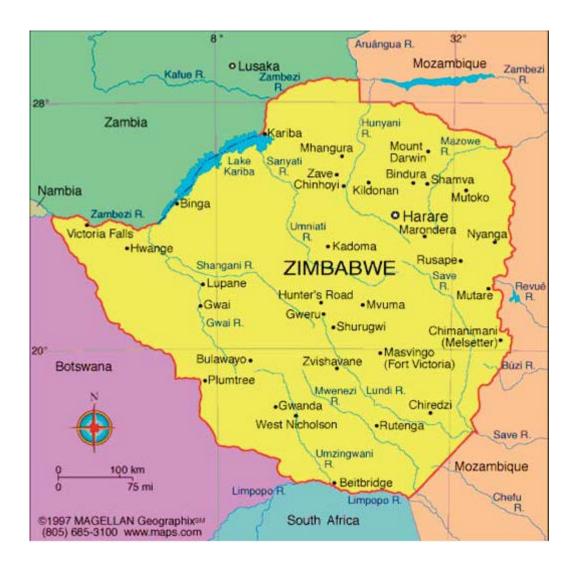UNESCO

Country Programming Document

ZIMBABWE

2013 – 2015

Source: Government of Zimbabwe/United Nations Team, 2010. Country Analysis Report for
Zimbabwe 2010

ACRONYMS

ACBF	Africa Capacity Building Foundation
ACRWC	African Charter on the Rights and Welfare of the Child
ADEA	Association for the Development of Africa
AfDB	African Development Bank
AIDS	Acquired Immune Deficiency Syndrome
ASTIPI	African Science, Technology and Innovation Policy Initiative
BR	Biosphere Reserve
CEDAW	Convention on the Elimination of All forms of Discrimination against Women
CI	Communication and Information
CSO	Central Statistical Office
CSOs	Civil Society Organisations
CSTL	Care and support for Teaching and Learning
DQAF	Data Quality Assessment Framework
ECD	Early Childhood Development
EFA	Education for All
EPDF	Education Programme Development Fund
ETF	Education Transition Fund
EU	European Union
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GNU	Government of National Unity
GPA	Global Political Agreement
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technology
IHP	Intergovernmental Hydrological Programme
IICBA	International Institute for Capacity Building in Africa
IIEP	International Institute for Educational planning
ILO	International Labour Organisation
IPDC	International Programme for the Development of Communication
MAB	Man and Biosphere Programme
MDGs	Millennium Development Goals
MENRM	Ministry of Environment and Natural Resources Management
MHTE	Ministry of Higher and Tertiary Education
MICT	Ministry of Information Communication Technologies
MIMP	Ministry of Information, Media and Publicity
MIMS	Multiple Indicator Monitoring Survey
MISA	Media Institute of Southern Africa
MOESAC	Ministry of Education, Sport, Arts and Culture
MST	Ministry of Science and Technology
MTHI	Ministry of Tourism and Hospitality Industry
MTP	Medium Term Plan
MTS	Medium Term Strategy
MWRDM	Ministry of Water Resources, Development and Management
MYDIE	Ministry of Youth Development, Indigenisation and Empowerment
NAC	National AIDS Council

NER	Net Enrolment Ratio
NGOs	Nongovernmental Organisations
OTAZI	Oral Traditions Association of Zimbabwe
OVCs	Orphans and Vulnerable Children
PCPD	Post Conflict and Post Disaster
SADC	Southern Africa Development Community
STERP	Short Term Economic Recovery Plan
STIP	Science, Technology and Innovation Policy
TVET	Technical and Vocational Education and Training
UIL	UNESCO Institute for Literacy
UIS	UNESCO Institute for Statistics
UNAIDS	United Nations Joint Programme on HIV and AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WB	World Bank
WGEMPS	Working Group on Education Management and Policy Support
ZIMSTAT	Zimbabwe National Statistics Agency
ZMC	Zimbabwe Media Commission
ZUNDAF	Zimbabwe United Nations Development Assistance Framework

KEY SOCIAL AND ECONOMIC INDICATORS

Indicator	Female	Male	Total
Area (in square kilometers)			390,757
Population (2002)	5,997,477	5,634,180	11,631,657
Population growth rate (2002)			1.30
Percentage of population living in urban areas (2002)			35
Percentage of population under 15 years (2002)			40.6
Life expectancy (years, 2009 estimate)			37
Infant mortality rate (per 1,000 live births)			67
Maternal mortality rate (deaths per 100,000 live births (2007)			725
HIV/AIDS prevalence rate (2010)			14.3
Net enrolment ratio (NER): Primary (%, 2006)	96.7	96.7	96.7
Net enrolment ratio (NER): Secondary (%, 2006)	45.2	47.3	46.3
Completion rate: Primary (%, 2006)	67.7	68.7	68.2
Completion rate: Secondary (%, 2006)	91.7	83.3	87.6
Adult literacy rate (%, 2006)			88
Enrolment: Teacher training colleges (14 colleges, 2009)	8,035	3,539	11,574
Enrolment: Polytechnics (8 polytechnics, 2009)	5,853	7,364	13,217
Enrolment: Universities (14 universities, 2009)	19,621	30,024	49,645
Vocational training centres (2010)			2,976
GDP (US$'000, 2009)			5,623,217
External debt (2010 estimate, in US$billions)			5.7

Source: http://unstats.un.org/unsd/pocketbook/PDF/Zimbabwe.pdf

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PART I: SITUATION ANALYSIS

Country Overview

1. Zimbabwe is a landlocked country that is endowed with a wide range of natural resources. Its economy is agro-based, with maize, tobacco, sunflowers, groundnuts, sorghum, wheat, soya beans, deciduous and tropical fruits as well as flowers as the main crops, and with cattle, goats, pigs, sheep and poultry also reared. It has large reserves of diamonds, platinum, gold, coal and asbestos, with copper, lithium, tin, iron ore, chrome, emeralds and amethyst mined in abundance. Compared to other countries in the sub-region and in Africa, Zimbabwe has a highly educated populace, and boasts of a literacy rate of 92 percent. A combination of these factors has contributed to the development of a fairly sophisticated and vibrant manufacturing sector. Zimbabwe also has an abundance of wildlife in the game reserves, scenic places and five world heritage sites. It promotes cultural diversity, and each year there is a series of cultural events that depict the country's rich cultural wealth that is yet to be more fully exploited. These, together with a well-developed transport and communication infrastructure, have also contributed to the development of a thriving tourism sector.

2. During the last twelve years, Zimbabwe experienced a political crisis that precipitated a serious economic decline, with the cumulative decline of the economy between 2000 and 2008 estimated at 50.3 percent.[1] The effects of the decline were felt across all sectors of national life, with levels of poverty and unemployment rising to unprecedented levels. There were also serious disruptions in the provision of basic services, this being a result of the deterioration of infrastructure, shortage of essential equipment and commodities, as well as a massive loss of human resources (with estimates putting the figure at between 3 and 4 million untrained, trained and experienced personnel) who left the country to seek employment in neighbouring countries.

3. Zimbabwe's GDP per capita peaked to US$2,280 in 1991, but remained unstable for the following six years in sympathy with erratic economic performance. Thereafter, it declined to US$1,697 in 2000[2], and slid further to US$383 in 2006[3] against the backdrop of an annual inflation that officially reached 231 million percent in 2008. By then, it became clear that the achievement of most MDG targets in the social sector was very unlikely.

4. The year 2008 was remembered not only as the peak of the economic decline, but was also the turning point in the country's political landscape. Zimbabweans went through the largely peaceful March harmonised elections and the June presidential run-off elections that were marred by violence in some parts of the country. Inevitably, this period also raised the levels of polarisation and intolerance for opposing political views. This was reflected in the media, some sections of which expressed the view that, over the years, there had been a curtailment of media freedom and people's access to diverse information. On the positive side, 2008 opened a new chapter in the history of the country. In September of the same year, the three major political parties signed the Global Political Agreement (GPA) that led to the formation of the Inclusive Government in February 2009. These two positive developments put the country back on the path to recovery.

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[1] Draft Medium Term Plan (MTP), 2010.
[2] Central Statistical Office (CSO) 2003. *National Accounts, 1985 – 2001*. Harare, Government Printers.
[3] World Bank (2008): *The World Bank's Commitment to HIV/AIDS in Africa: Our Agenda for Action, 2007-2011*. Washington, The World Bank. p.68.

5. By 1990, Zimbabwe had nearly UPE but due to the developments highlighted above, the post-2000 period saw a decline in the key indicators at all levels. NERs for primary school increased from 85 percent in 1995 to 98.5 percent in 2002, and then declined to 97 percent in 2006. The 2009 *Multiple Indicator Monitoring Survey (MIMS)*[4] conducted by CSO and UNICEF found that the NER had dropped to 91 percent. Secondary school enrolment also steadily declined between 2000 and 2008, with NER dropping from 50.4 percent in 2001 to 47.3 percent in 2006, with a decline in enrolment from 827,820 in 2001 to 774,921 in 2006. In higher and tertiary education, enrolment in universities, polytechnics, secondary teachers colleges and primary teachers colleges dropped by 7.7 percent, 6.99 percent, 10.23 percent and 25.07 percent respectively between 2007 and 2009.[5] During the same period, enrolments in vocational training centres also declined by 11.98 percent. [6]

6. The high quality of education offered in Zimbabwe has been the envy of the Southern Africa region, in Africa, and in the world. However, during the last ten or so years, the quality of education has increasingly become a concern. In particular, the decline in pass rates in Grade 7 national examinations from 68.03 percent in 2008 to 37 percent in 2009 and at 'O' level from 23.4 percent to 14 percent during the same period has raised alarm bells.[7] The decline in quality is also an indicator of the education system's overall state health. Although most teachers who had left have now rejoined the system, the teaching and lecturing force has remained restive and morale has been low because of the low remuneration and poor working conditions. While efforts have recently been made to provide schools with basic learning materials (textbooks and stationery), with the national pupil/textbook ratio at primary school dropping from an estimated 15:1 in 2008 to 1:1 in 2010, the situation at all other levels remains dire, and schools still face a critical shortage of essential equipment. Many classrooms, lecture rooms, student halls of residence and toilet facilities are still in a state of disrepair or dilapidation. In view of these challenges, the issue of quality will be difficult to address. Zimbabwe's curriculum has not been reviewed with some syllabuses being 10 and 26 years old against the required five to seven years. This compromises relevance to the changing realities.

7. Generally, gender parity was achieved in primary and secondary education around 2000, although at secondary school level, the gender parity index is in favour of boys. It is in higher and tertiary education that gender disparities persist. Females are under-represented in universities (39.52%) and polytechnics (44.28%), while there are growing feminisation in primary teachers colleges (71.82 % female) and secondary teachers' colleges (63.09%).[8] This means that the teaching is becoming a profession for women. Enrolment of women in universities, particularly in the fields of mathematics and science is very low. Yet despite some of these negative trends, Zimbabwe will most likely reach the MDGs gender parity target in secondary and primary education. Major challenges however remain in terms of completion rates, particularly for the girl child. The limited scholarships for girls and inadequate social

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[4] Government of Zimbabwe/UNICEF (*2009*). *Multiple Indicator Monitoring Survey (MIMS). Harare.*
[5] Government of Zimbabwe (2009). *Baseline report on the status of human capital development and training institutions in Zimbabwe.* Harare: Ministry of Higher and Tertiary Education.
[6] Statistics supplied by Ministry of Youth, Indigenisation and Empowerment, 2010.
[7] ZIMSEC reports, 2008 & 2009.
[8] Government of Zimbabwe (2009). *Baseline report on the status of human capital development and training institutions in Zimbabwe.* Harare: Ministry of Higher and Tertiary Education.

safety nets further affect their equal participation in education and resulting in gender imbalances that are even more pronounced at university level.

8. The low representation of women at secondary school and university level has also affected their holding decision making positions in both public and private sectors. The target of increasing the participation of women in decision-making in all sectors and at all levels, to 50:50 by 2015 is seriously off-track and maybe difficult to achieve[9] The trend in increasing women's participation in decision making in all sectors shows a slight increase in the number of women representation in parliament from 14 percent in 1990 to 19 percent in 2008. Zimbabwe has a female Vice President, Deputy Prime Minister, President of the Senate and Deputy Speaker of Parliament.

9. Zimbabwe has a generalized HIV epidemic, with high level of HIV prevalence in the past that have significantly declined. It is estimated that between 1998 and 2010, adult HIV prevalence has halved from 27.2 percent to 14.3 percent and with an estimated 132 adults infected with HIV daily in 2009 compared to 157 in 2007. The epidemic in Zimbabwe has contracted faster than any other HIV epidemic in Eastern and Southern Africa. The contraction in HIV prevalence is attributed to very high mortality as well as significant changes in sexual behaviour. Adult HIV prevalence is significantly higher among women aged 15-49 (21%) than men in the same age cohort (14.5%). This gender gap is even wider among young people: Females aged 15-19 years have significantly higher HIV prevalence rates (6.2%) than men among the same age group (3.1%). Key drivers of Zimbabwe's epidemic include multiple concurrent partnerships, low and inconsistent levels of condom use among married couples or those in long term relationships, low rates of male circumcision and age disparate sexual relationships.

10. While the land reform programme that Zimbabwe embarked on in 2000 went a long way in re-dressing the historical imbalances in land distribution and the utilisation of natural resources, there is need now to address issues of sustainability. There is also need to address gender imbalances in terms of land ownership as more land is in the hands of men as compared to women. Traditionally, land is also inherited by men thereby widening the gender imbalances and feminization of poverty. In agro-based economies, water is a vital resource that needs to be well managed, and this is a big challenge the country faces. At the more general level, Zimbabwe needs to join the global community in addressing the environmental issues that confront the world, among them climate change, the protection of endangered flora and fauna, and the responsible and sustainable use of available resources. So far, there has been little investment in the development and implementation of water management systems.

11. Zimbabwe has a rich cultural heritage, both tangible and intangible and a growing contemporary creation scene. However, the heritage that is better known outside the country's boundaries is mostly the tangible heritage, among this the enigmatic Great Zimbabwe monument and the mighty Victoria Falls, one of the world's natural wonders. These sites are with three others (Khami Ruins National Monument, Mana Pools National Park and Matobo Hills) also inscribed on the World Heritage List. But Zimbabwe is much more than Great Zimbabwe; it has rich living heritage expressions such as oral traditions, performing arts, rituals, social practices, festive events, knowledge and practices concerning

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[9] 2010 Millennium Development Goals Status Report Zimbabwe

nature and the universe, and traditional craftsmanship. The country also possesses unique creative skills that have massive potential of creating employment and reducing poverty levels.

12. Zimbabwe's society is strongly patriarchal and is thus scaling-socialised and conditioned to the subordination of women to men and to their confinement to traditional and multiple roles that are inclusive of care work. If women are to have to explore opportunities in politics and other sectors that are traditionally considered "male", they must be relived of some of the many roles they play in Zimbabwean society[10].

13. As is the case with most developing countries, and given the situation above, Zimbabwe's communication and information sector still needs a lot of support. The country's media landscape is still developing while the use of new ICTs is also increasing. The Communication and Information (CI) sector in the UNESCO Office in Harare works at promoting the free flow of ideas by word and image as well seeking to promote freedom of expression, safety of journalists, pluralism and diversity in the media, transparency and accountability of media ownership and management, the creation of inclusive knowledge and information society, and building bridges and closing gaps in the media.

Pertinent Development Issues

14. While Zimbabwe's long term development priorities remain guided by the Vision 2020 document, the post-2000 developments called for the re-definition and reformulation of priorities and targets. At the start of the recovery process in March 2009, the Government of Zimbabwe launched the Short Term Economic Recovery Plan (STERP) whose immediate goal was to stabilise the economy at the macro- and micro-levels and to promote savings and investment as the basis for Zimbabwe's sustained development in the medium to long term[11].

15. STERP articulated three priority areas, namely, (a) political and governance issues linked to the constitutional, media and legislative reforms; (b) social protection, covering food and humanitarian assistance, education, health and addressing the needs of vulnerable sector; and (c) stabilization of the country through support to the recovery of social service sectors (health, education, water and sanitation, and provision of fuel and energy, among others. The life of STERP ended in December 2009. This was meant to respond to the need to create a political environment and culture that was supportive of and promoted development. In particular, efforts were made to prioritize the recovery of the social service sector that had nearly collapsed.

16. In October 2009 the government developed the Medium Term Strategy (MTS) that covers the period January 2010 to December 2015, to coincide with MDGs and EFA. The MTS built on the successes of the STERP, and provided the overarching planning framework for both governmental sectors as well as partners who supported government, including United Nations bodies. Subsequent to this, a Medium Term Plan (MTP) for the same period was developed, and was approved in July 2011.

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[10] 2010 Millennium Development Goals Status Report Zimbabwe
[11] Government of Zimbabwe (2009). *Short Term Economic Recovery Programme*. Harare. Government Printers.

17. The MTP is organised around four major clusters, namely, the Social Cluster (covering health, education, and social protection), Economic Cluster (that includes the coordination of aid with development partners as well as capacity utilization), Infrastructure (that includes water and sanitation) and the Rights and Interests Cluster that covers the creation of a pluralist media environment that promotes human rights.[12] Government sectors were expected to follow suit by developing their own sectoral MTPs covering the period 2011 to 2015, and development partners were expected to align their plans accordingly.

18. In the area of Education, the major challenge is to stabilise the teaching force, raise access and participation in education and training. The Ministry of Education, Sport, Arts and Culture (MOESAC) has spelled out six strategic objectives, namely, restoring the professional status of the teacher; improving the school and system infrastructure at all levels; improving the quality of teaching and learning; re-invigorating education system governance; focusing on the needs of disadvantaged learners; and strengthening sport, arts and culture.

19. The priorities in higher and tertiary education are largely guided by the AU Second Decade of Education for Africa's 8 priority areas, with increased access to and enhancing the quality being priorities. The subsector hopes to it re-gain its leadership position in the generation of knowledge, skills and resources for the benefit of the country and the sub-region, with the promotion of research, innovation and entrepreneurship supporting recovery and development efforts. This will entail greater investment in the rehabilitation of infrastructure, recruitment and training of staff, and the provision of equipment that meets the requirements of students in an increasingly competitive and globalizing world.

20. Trends in rates of HIV infection are encouraging. Access to antiretroviral drugs has been vastly expanded and resulting in reduced morbidity and prolonged lives. This notwithstanding, an infection rate of 14.3 percent is still very worrying, and poses a serious threat to the achievement of MDG. The burden of HIV and AIDS on the all sectors is very high, with large numbers of OVCs as well as increasing numbers of infected children.

21. While Zimbabwe is endowed with many natural resources, it is vulnerable to climate change and desertification. Limited data is available for groundwater in Zimbabwe including, in particular, groundwater data. In terms of trans-boundary aquifers, the Nata Karoo and Tuli Karoo sub-basins (Botswana, Namibia, Republic of South Africa and Zimbabwe) and the Suture zones of the Middle Zambezi are among the major aquifers in SADC. These are of high socio-economic and ecological relevance but have neither been studied thoroughly nor fully monitored.

22. Zimbabwe has a long and successful history of nature conservation and eco-tourism. Lack of adequate management infrastructure, integrated conservation and development planning and change monitoring result in risks for sustainability of protected areas and their communities. In Science and Technology, the 1998 Science and Technology policy has not been implemented. Consequently, in terms of academic research, higher education and industrial development, the country has lost ground in the past decade.

23. In the area of Culture, the major challenge is on safeguarding and promoting the country's heritage. UNESCO Harare's Action on the Programme of Culture in Zimbabwe is guided

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[12] Government of Zimbabwe (2009). *Medium Term Strategy*. Harare, Government Printers.

mostly by the normative and binding instruments that complement each other and serve as a basis for drawing up national cultural policies and strengthen cooperation among them. Through this, UNESCO fosters an environment in which the creativity of individuals and peoples is encouraged in their rich diversity thereby contributing to their economic development and to the promotion and preservation of the world's cultural diversity. The key instruments are the following:

- Universal Copyright Convention, which is a legal framework for the protection of "literary, scientific and artistic works" which include but are not limited to writings, musical, dramatic and cinematographic works, paintings, engravings and sculpture.

- Zimbabwe is not yet part to the First and Second Protocols to the 1954 Hague Convention. For this reason, the relevant authorities of Zimbabwe are encouraged to ratify those agreements, reinforcing the protection of cultural heritage during hostilities.

- Zimbabwe ratified the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export, and Transfer of Ownership of Cultural Property on 30 May 2006, while the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects has not been yet ratified. The 1970 Convention aims to counter smuggling of cultural property worthy of protection due to their unique cultural value for archaeology, prehistory, history, literature, art and science. The smuggling could be by communities, criminal rings, auction houses, museum curators, dealers, collectors, amateurs etc. Compiled research statistics show that a total of more than eight million objects have been smuggled out of the country, a tremendous loss for Zimbabwe's national cultural heritage[13].

- The 1972 World Heritage Convention, which is aimed at protecting, conserving and promoting immovable, cultural, natural and mixed properties with an Outstanding Universal Value.

- The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, which is aimed at safeguarding expressions, such as oral traditions, rituals, festive events, knowledge about nature or traditional craftsmanship that communities, groups and individuals, recognize as part of their cultural heritage.

- The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions which strives to create an enabling environment in which the diversity of cultural expressions may be affirmed and renewed for the benefit of all societies.

24. Although there has been some progress in the promotion of pluralist media, there is still a lot to be done to achieve the goals set out in the MTP. There is still need for impartiality in media, and some restrictions to people's access to information are yet to be removed. Overall, the media can be used more extensively to promote positive national values, particularly through the use of ICT and other alternative technologies. UNESCO efforts will also focus on enhancing journalistic skills for conflict-sensitive electoral coverage, including policy advocacy for media self-regulation.

Development Challenges and Opportunities for UNESCO

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[13] Mahachi, Godfrey (2011). *Zimbabwe Report on the UNESCO Workshop on Prevention and Fight Against Illicit Traffic of Cultural Goods in Southern Africa: Current Situation and Way Forward*

25. UNESCO has in-house technical expertise in the fields of education, natural sciences, culture, communication and information. Such expertise can be reinforced through support from UNESCO's institutes such as UIS, UIL, IIEP, Pole de Dakar, IICBA, and others. This is an asset, given the fact that Zimbabwe has suffered heavy losses of human resources through the brain drain. Furthermore, UNESCO can use this network of institutions to tap into global experiences that Zimbabwe can benefit from.

26. UNESCO does not have a large amount of resources and, given the scarcity of resource at this stage of Zimbabwe's development, it might be overshadowed by resource-rich players. Nevertheless, UNESCO has a clear mandate in education, science, culture and communication and information, and it has access to flexible regular programme funds part of which it can use as seed funding for big projects. It can also leverage resources from other players such as the World Bank (WB), Africa Development Bank (AfDB), Africa Capacity Building Foundation (ACBF) and donors.

27. UNESCO has several niches that place it in a particularly advantageous position with regards the promotion of Zimbabwe's recovery and development. It is one of the few UN agencies who have supported higher and tertiary education, the protection and promotion of the tangible and intangible heritage, and management of underground water. Because of its neutrality, its mandate and the respect it commands, it has also been asked to play the role of impartial broker over politically sensitive issues in an environment characterized by fragile relationships (e.g. among GNU partners, between government and CSOs, and between government and the donor community) such as the promotion of media freedom in Zimbabwe.

28. As a cluster office that is also representative to SADC (the Regional Economic Community), UNESCO is in a particularly privileged position for the promotion of Zimbabwe's participation in regional initiatives. This is aided by its use of the unique government structure, the National Commission for UNESCO that facilitates contacts and interaction with the government.

29. While Botswana, Malawi and Zambia also fall within UNESCO Harare's responsibility, only in Zimbabwe does UNESCO have a physical presence. This has enabled it to interact more effectively with other players in the country as it advances the international agendas mandated to it and where it plays various roles as leader, standard setter and enforcer of norms and standards. It can also forge stronger partnerships with other players, within existing collaborative frameworks such as ZUNDAF, to promote joint programming and inter-sectoral initiatives.

PART 2: PAST AND PRESENT COOPERATION AND LESSONS LEARNT

Key results achieved

30. The main focus of the Education Programme in the last and current biennium has been on supporting efforts towards the recovery of the education sector. UNESCO supported and actively participated in the joint WB-EU-AfDB-UN scoping mission conducted in 2009 to prepare for a needs assessment that covered s several sectors, among them the education sector. Following this mission, UNESCO supported, through the Post Conflict and Post

Disaster (PCPD) window, the generation of information, through studies, in order to plug the gaps identified by the scoping mission. These were the baseline study on higher and tertiary education[14] and the costs and financing study[15] that covered the whole education sector. The reviews and consultative meetings UNESCO also supported helped to assess the extent and impact of the brain drain on various sectors, and to develop strategies for addressing the issue.

31. The theme for the 2010 Teachers' Day celebrations "*Recovery begins with Teachers*" was very appropriate to Zimbabwe's context. UNESCO supported this event as part of a broader strategy for supporting MHTE and MOESAC in developing teacher policies and interventions that ensured that teachers are retained in the system are more motivated, and have their professional image and status enhanced. The other activities included the support to in-service training and advocacy for the improvement of teachers' working conditions through participation in Education Cluster meetings, where UNESCO is a member of the Teacher-Education Sub-Working Group.

32. UNESCO recognized that, as the economy recovers, Zimbabwe will require new sets of technical and vocational skills. In this regard, UNESCO has worked closely with ILO in promoting skills development within the context of its TVET interventions. It has also advocated for the prioritization of TVET by supporting MHTE in its consultations with key stakeholders to ensure more visibility for TVET in MHTE's strategic plan. The profile of TVET was further enhanced following the Research and Intellectual Expo that was held 2011 to promote research and innovation. UNESCO partly supported this event.

33. UNESCO supported the strengthening of Zimbabwe's EMIS in collaboration with UIS and ADEA. In 2010, a diagnosis of the existing EMIS was conducted using the Data Quality Assessment Framework (DQAF) , and the report was, and continues to be used, to guide the focus of future interventions. The DQAF report also guided the development of a proposal for the strengthening of EMIS and building of MOESAC's capacity in sector analysis, policy development and planning that was jointly funded by the FTI-linked Education Programme Development Fund (EPDF) and the Education Transition Fund (ETF). Activities will be managed by UNESCO with technical support from ADEA-Working Group on Education Management and Policy Support (WGEMPS).

34. UNESCO acknowledges the role of education in HIV prevention among young people, especially girls, by imparting knowledge, skills and values to help them protect themselves. At the same time, preventing HIV infection is essential for ensuring the supply, demand and quality of education. UNESCO supports the development of a comprehensive education sector response to HIV and AIDS through EDUCAIDS, an initiative that focuses on HIV prevention and the protection of the core functions of the education system from the worst effects of the epidemic. It is also a member of the Global Initiative on Education and HIV and AIDS, a multi-country UNAIDS initiative that was launched in 2004 to promote, develop and support comprehensive education sector responses to HIV and AIDS. UNESCO, as the

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[14] Government of Zimbabwe (2009). *Baseline report on the status of human capital development and training institutions in Zimbabwe.* Harare: Ministry of Higher and Tertiary Education

[15] Government of Zimbabwe (2010). *Costs and Financing of Education in Zimbabwe. MHTE/* National Education Advisory Board (NEAB).

United Nations specialized agency for education, has been designated within the UNAIDS division of labour as the lead organization for EDUCAIDS.

35. EDUCAIDS links the work of many stakeholders into a cohesive and coherent set of actions, programmes, and policies at the national level. Advocacy and lobbying can help to promote a comprehensive education sector response to HIV and AIDS among stakeholders and potential donors. EDUCAIDS in Zimbabwe has focused on strengthening collaboration among various education stakeholders (e.g. MHTE, MOESAC, ILO, UNAIDS, UNICEF, UNFPA and CSOs), revising the HIV and AIDS training module for teachers, promoting participation by teacher unions and HIV-positive teachers' networks in national policy-making processes and developing a harmonized national training manual for both pre- and in-service teachers in partnership with UNICEF. UNESCO hosted a national consultation on HIV and AIDS for higher and tertiary institutions, supported the development of the MHTE's policy on HIV and AIDS for Teachers' Colleges (including MHTE's Workplace Policy and specific HIV and AIDS policies for teachers colleges, universities, polytechnics, vocational and industrial training centres) and supported capacity building for senior college staff and health coordinators. It supported the development of materials (Coping Skills Manual for teacher training institutions, the HIV and AIDS Manual for Facilitators, Teacher Educators and Teachers (2009). The UNESCO Chair on Education and HIV and AIDS was established at the University of Zimbabwe through UNESCO support. UNESCO supported the establishment of a functional and capacitated coordination, monitoring and evaluation system for HIV and AIDS programmes in the MHTE and assisted with the documentation and dissemination of good practices in the area of higher and tertiary education.

36. In the area of natural resources, UNESCO's Science sector operates through its major scientific networks, notably the Intergovernmental Hydrological Programme (IHP) and Man and Biosphere Programme (MAB). Zimbabwe participated in the regional IHP meetings in Cape Town (2008) and Cotonou (2010) and received support for higher education in hydrology. Zimbabwe has established a Man and Biosphere committee programme in 2009 and the Middle Zambezi Biosphere Reserve was approved as its first member of the worldwide network of sites for integrated conservation, development, research and education. The country participated in the founding meeting of the AfriMAB network and was elected as bureau member for SADC. Under UNESCO's ASTIPI programme, the review process of the STP has been supported in 2010 through a Status Report.

37. UNESCO's culture sector works closely with the Government of Zimbabwe's departments and line ministries. The National Arts Council of Zimbabwe, National Museums and Monuments of Zimbabwe and the Intangible Heritage Committee are some of the partners the Office has cooperated with in the past. In addition, the Office also works with Associations and other organizations such as the Oral Traditions Association of Zimbabwe, Harare International Festival of the Arts and Culture Fund.

38. UNESCO's CI Sector works closely with national partners particularly the Ministry of Information, Media and Publicity and the Ministry of Information Communication Technologies. Most of the interventions are also supported by the Zimbabwe National Commission for UNESCO. UNESCO Harare also collaborates with other partners such as the Media Institute of Southern Africa (MISA) and the International Media Support.

Lessons learnt

39. In post-emergency contexts, a pervasive perception is that only the provision of large amounts of resources will make a difference in recovery efforts. However, in the Zimbabwean context, particularly during the last and current biennium, UNESCO learnt that even with very limited resources it could play a very important role not only through directly responding to post-crisis needs and shaping recovery strategies, but also by guiding the recovery process. The generation and dissemination of knowledge and information on the status of the different sectors, for example, served to guide other players in the choice and prioritization of interventions.

40. In all interventions, government leadership is important for ownership and sustainability. While consultations with government before the implementation of activities is a time-consuming process associated with delays, UNESCO has learnt that investment in this is a necessary condition for the success of interventions. While at the early recovery stages there is merit in focusing on downstream activities, at this early stage the focus should also be on building systems (institutional capacity building, policy development, evidence-based planning) needed for long term, sustainable development. For this reason, UNESCO has primarily focused on upstream activities.

41. UNESCO has worked closely with many players, among them government, other UN agencies, NGOs, CSOs, professional organizations, institutions, and others. This has not only ensured avoidance of duplication and the creation of synergies among interventions, but has also enhanced efficiency through the maximization of the benefits from associative strength. UNESCO has therefore learnt that, in planning and implementing of its programmes, the participation of and collaboration with a variety of partners yields many benefits.

42. Working in politically sensitive environments requires a well-thought out strategy that combines caution, modesty and discretion. The fact that UNESCO does not have very strong visibility in Zimbabwe vis-à-vis other UN agencies might have work against it in some fields of endeavor, but this has turned out to be an advantage as it has managed to effectively fulfill its mandate as a broker in a highly polarized and sensitive political environment. The mandate it was unanimously given by partners and the government to support the ZMC is a case in point.

PART 3: PROPOSED COOPERATION FRAMEWORK, 2013-2015

43. In determining its priorities and strategies that respond to the realities of Zimbabwe's evolving development context, UNESCO Harare'a mandate will be guided by the relevant international conventions and normative instruments in the execution of its mandate as leader in knowledge generation and setting of norms and standards.

44. UNESCO Harare's education sector will be guided by the expanded vision of EFA, and will continue to be guided by the EFA and Dakar goals as well as the MDGs. These are contextualized and aligned with the priorities set out in the AU Second Decade of Education for Africa as well as the SADC Protocol on Education and Training as reference points. It will also use the Convention on the Rights of the Child (CRC), the African Charter on the Rights

and Welfare of the Child (ACRWC), to guide strategy development and to set targets within the framework of Zimbabwe's national plans and strategies. More specifically, UNESCO will continue to help strengthen the country's EMIS system and so promote evidence-based policy development, planning, monitoring and evaluation in MOESAC, MHTE and MYDIE. Furthermore, partners who have supported the sector have experienced immense difficulty in securing accurate, up-to-date information to inform the design of interventions in the sector.

45. In the current biennium, as the education sector transits from recovery to development, UNESCO will continue to provide technical support for the further refinement of the strategic plans that it helped develop, and in the development of strategies for the translation of these plans into programmes, as well as monitoring progress made by the education sector as a whole using appropriate data. To ensure sustainability, efforts will be made to build the capacity of MOESAC and MHTE so that they can carry out their core functions (e.g. sector analysis, policy development, planning, monitoring and evaluation) with minimal external assistance. UNESCO acknowledges that teachers, lecturers and trainers remain the cornerstone of the education system, and will therefore support future assessments or studies on teacher demand and supply and the development of systems for monitoring the quality of education. It will advocate for enhanced incentive systems and for the promotion of teachers' professional status so as to ensure that teachers are retained in the system and are adequately motivated.

46. UNESCO will support building a good education system with a focus on all key programmatic and systemic elements in a holistic fashion. In particular, it will work in collaboration with other partners to ensure the building of an integrated and well-coordinated education system that functions at all levels, and will also focus on strengthening components that have not received adequate attention from government so far, among them ECD, secondary education, higher education and TVET. The achievement of the expanded vision of EFA will also require that inclusive approaches be developed to ensure participation by the disadvantaged sections of the population, with a specific focus on learners with special needs, marginalized rural populations, and girls. Specifically, UNESCO will support the implementation of affirmative action measures with respect to education and employment in the civil services through participation in the activities of the UN Gender Thematic group. UNESCO will also support the development of the Accelerated Action Plan for the MDGs Acceleration Framework (MAF), as a Technical Expert Working Group member. For this process, Zimbabwe has prioritised acceleration of MDG2, Universal Primary Education with specific reference to completion rates.

47. HIV/AIDS interventions will use the EDUCAIDS framework to ensure a comprehensive education responses to HIV and AIDS through, (a) the use of *strategic information and advocacy, including* evidence-based information generated by research, and monitoring and evaluation, (b) *Capacity-building* for government and key stakeholders to advocate for and implement comprehensive and scaled up education responses; and (c) *Mobilisation of resources and strategic partnerships* at global, regional and country levels. National HIV and AIDS priorities for Zimbabwe are in line with the objectives of the Global Strategic Plan for Promoting and Supporting EDUCAIDS Implementation, and are guided by the UNAIDS Outcome Framework. These are also reflected in the National HIV and AIDS Strategic Plan 2011 – 2015 and ZUNDAF. Thematic areas of the EDUCAIDS programme for Zimbabwe include the reinvigoration of HIV and AIDS Education Sector responses, the development of

an HIV and AIDS sensitive M&E framework for the Education Sector, Care and Support for Teaching and Learning (CSTL), and supporting the implementation and scale-up of comprehensive sexuality education programs through UNESCO's collaboration with UNAIDS Co-sponsors, Secretariat and other stakeholders, UNESCO will support strengthened responses to the needs of HIV-positive educators and learners.

48. In the area of natural sciences, support will be provided to integrate Zimbabwe in the IHP activities in SADC, notably through capacity building in water education and training, studies of trans-boundary aquifers and capacity building for managed aquifer recharge as an adaptation strategy. The MAB programme will be supported through strategic planning and partner mobilisation for the Middle Zambezi Biosphere Reserve as well as exposure to good practice in other BRs. Science, Technology and Innovation Policy (STIP) will be further supported through a national stakeholder workshop and support for the development of an implementation strategy and partner mobilisation. Zimbabwe will also be invited to send participants to the SADC training on STIP.

49. In the area of Social and Human Sciences, and in line with the UNESCO Strategy on African Youth, and with the view of promoting youth development and civic engagement in Africa, UNESCO will provide assistance, where possible and necessary, for the implementation of any aspects of the Strategy, through its three Global Objectives, namely: (GO I) Strengthen knowledge building and management and promote research on youth issues; (GO II) Foster the development of youth-related policies and frameworks to address youth issues; and (GO III)Promote youth participation in decision-making, youth civic engagement and social inclusion. In bioethics, countries face challenges when advancements in science and technology confront the diversity of moral values of communities. It is significant that a national body on bioethics as a whole comes to exist when no or few ethics bodies exist. UNESCO will continue to provide assistance to countries wishing to establish National Bioethics Committees through its programme "Assisting Bioethics Committees", especially in Africa. The 3 trainings over 3 years offered to countries participating in the ABC training project aim to address the needs of each new NBC.

50. In Culture, as part of implementing the 1972 World Heritage Convention, support will be provided towards the restoration of Khami World Heritage Site. In the area of safeguarding the intangible cultural heritage, assistance will be availed towards capacity building of national stakeholders on implementing the 2003 Intangible Cultural Heritage Convention. Within the framework of enhancing protection of cultural objects and the fight against illicit traffic Zimbabwe's participation in the Southern African Development Community Association of Museums and Monuments will be cemented. The country's creative industries will also be promoted particularly through the organization of festivals and indabas such as the Harare International Festival of the Arts (HIFA) and the National Arts and Culture Indaba.

51. Following the establishment of the Zimbabwe Media Commission, UNESCO's CI sector has directed most of its efforts towards capacitating the body so that it fulfills its mandate. UNESCO supported the organization of ZMC's first strategic workshop which saw the licensing of five newspapers. UNESCO is also sourcing additional funds for ZMC. UNESCO is also supported the construction of the ZMC website. UNESCO will continue to support the celebration of World Press Freedom Day and the establishment of networks of science journalists as a way of raising awareness on global issues such as climate change. Through

support from IPDC, Zimbabwe's National University of Science and Technology is set to receive funds to purchase broadcasting equipment as well as adaptation of UNESCO's Model Journalism Curriculum. Support will also be provided for the computerization of the Emerald School of the Deaf as well as capacitating Journalism and Media Studies lecturers. Similarly, UNESCO will assist journalism training institutions to adapt and adopt the UNESCO Model Curricula.

PART 4: PROGRAMME MANAGEMENT, MONITORING AND EVALUATION

52. UNESCO's Education sector will work in collaboration with many partners who support the different sectors among them the Education Coordination Group, the Education Cluster and the UNAIDS Co-sponsors to which it is a member, as well as the UNAIDS Secretariat, UNAIDS and ZUNDAF (where it chairs the Education Sub-theme group). Wherever possible, UNESCO will work with government counterparts through the National Commission for UNESCO, thus ensuring that, on the government side, there is adequate coordination and follow-up. The government UNESCO will work with on education and HIV/AIDS are the MOESAC, MHTE, Zimbabwe National Statistics Agency (ZIMSTAT) and the National AIDS Council.

53. In Science UNESCO will work with the following key ministries and support national scientific committees of its scientific programmes: MST; MENRM, MWRDM, National MAB Committee, and the National IHP Committee.

54. The Culture sector will work with the various bodies established to promote culture and the relevant committees, among them the OTAZ, the National Arts Council, the National Museums and Monuments of Zimbabwe, Great Zimbabwe University's Institute of Cultural Heritage Studies, HIFA, the Intangible Heritage Committee and the Culture Fund. Culture's key partner ministries are MOESAC, MHTE, MENRM and MTHI.

55. The Communication and information sector will work closely with the Zimbabwe Media Commission, the Broadcasting Authority of Zimbabwe, as well as media houses. Its key partner ministries are the MIMP, MICT, Media Project in Southern Africa and Zimbabwe Media Commission.

56. All programmes are managed by programme officers who work closely with their counterparts in government and national counterparts in partner organisations. Activity and strategy implementation as well as progress towards the achievement of expected results will monitored through SISTER and other available means designed for this.

PART 5: RESULTS AND RESOURCES MATRIX

Results and resources linked to ZUNDAF outcomes

Priority 1: Communication and Information – Good governance for sustainable development				
Outcome	**Outputs**	**Indicators of performance**	**Existing Resources ($)**	**Mobilisation target ($)**
Outcome 1.4 Enhanced People's participation in democratic governance structures and processes at all levels	Citizen spaces and platforms of engagement with state bodies, mechanisms and processes in place and operating	• Support for ZMC will lead to the opening up of the media	20,000	686,150
	Alternative dialogue tracks set up on key national social, economic and political issues	• Existence of pluralistic media	10,000	20,000
Priority 4: Science – Sound Management and Use of the Environment, Natural Resources and Land to promote Sustainable development				
Outcome 4.1 Environmental Management, Energy and Climate Change Policies and Systems Developed and Implemented	4.1.1: Comprehensive climate change policy framework developed and implemented	• Support development and promotion of climate change mitigation and adaptation measures and technologies	20,000	30,000
	4.1.2: Updated state of the Environment Report and Advocacy materials	• State of Water environment	10,000	10,000
	4.1.3: Effective Natural Resources Management Systems	• Effective management of protected areas • Integrated natural resources conservation and economic development initiatives • Capacity building for traditional leaders and communities for Natural Resource Management	50,000	50,000
Priority 5: Education (incl. HIV/AIDS) – Access to and utilization of quality basic social services for all				
Outcome 5.1: Increased access to	Output 5.1.1: Increased number of learners, and trainees, particularly those	• NERs • Enrolments & enrolment trends (in	15,000	30,000

quality formal and non-formal education, training and life skills development	who are disadvantaged/marginalised, enrolled in schools, vocational training centres, well as higher & tertiary education institutions (HTEIs)	institutions of HTE & TVET) • Primary school completion rate (F/M) • Secondary school completion rate (F/M) • Adult Literacy rate (F/M) • Transition rate from primary to secondary (F/M) • Transition rate from secondary to TVET (including horizontal transition) (F/M) • Transition rate from Senior Secondary to TVET (F/M) • Transition rate from primary to TVET (where applicable) (F/M) • Level of investment by government & private sector in HTE & TVET • Range of education & training programs		
	Output 5.1.2: Schools, training colleges/centres and HTEIs offer enhanced learning and skills development opportunities to larger number of learners and trainees	• % of nation's budget spent on HTE,TVET • Availability of updated strategic plans & policies to guide the sector • No. of education staff (by category) in-serviced.	50,000	50,000
	Output 5.1.3: New or reformed curricula for all levels of education and training implemented in schools, training centres and HTEIs.	• Updated/revised curricula in THE, TVET • No. of institutions adopting ICT-based training models and approaches	50,000	100,000
	Output 5.1.4: A fully functional EMIS in place and informs system-development processes in education and training	• No. of MOESAC, MHTE, MOYDIE staff trained in EMIS, research, evaluation & monitoring processes • Accuracy and timeliness of EMIS data	80,000	100,000

		• Utilisation rates for education data for policy development, evaluation, monitoring, etc) by all levels of the education/training system.		
	Output 5.1.5: A clearer, functional framework for a more effective education response to HIV & AIDS at all levels of the education and training sector	• Knowledge levels of teachers, lecturers, trainers' and learners on HIV & AIDS • No. of teachers, lecturers, trainers and learners/students supported through special HIV/AIDS support interventions	50,000	30,000

Results and resources not directly linked to ZUNDAF Outcomes

Priority 1: Science – Sound Management and Use of the Environment, Natural Resources and Land to promote Sustainable development				
Outcome	Outputs	Indicators of performance	Existing Resources	Mobilisation target
Outcome 1: Strengthen capacity of Science, Technology & Innovation as a driver for development	Output 1. STIP Implementation Strategy developed and disseminated	• Availability and utilization of the ATIP Implementation strategy	30,000	50,000
Priority 2: Culture: The nation's cultural heritage is protected and safeguarded, and contributes to national development				
Outcome 1: Increased domestication and implementation of International Conventions	Output 1. Restoration of Khami World Heritage Site enhanced	• Khami World Heritage Site's collapsing walls restored	5,000	20,000
	Output 2. Capacity building (TOT) workshop for Anglophone Africa for on implementing the 2003 Convention on intangible cultural heritage	• Nomination files and inventories developed	60,000	100,000
	Output 3. Capacity building of national stake-holders on implementation of 2003 Convention for Safeguarding of Intangible Cultural heritage	• Inventories developed	100,000	100,000

	Output 4. SADC Conference to launch SADCAMM and UNESCO Training Manual on Museums	• SADCAMM launched	13,000	20,000
Priority 1: Communication and information – Enhanced access to quality information by the public				
Outcome 1: Increased access to information by the general population	Output 1. Press freedom is enhanced in Zimbabwe	• World Press freedom Day commemorated	4,000	10,000
	Output 2: Quality of Journalism Training in Zimbabwe enhanced	• NUST supported with broadcasting equipment • Model Journalism Curricula adapted by Training Institutions	32 000	50,000